

CAMBRIDGE



مرجع زبان ایرانیان  
www.irLanguage.com

# English Vocabulary in Use

Upper-intermediate

Vocabulary reference  
and practice

With answers

B2

English  
Profile

Third Edition

Michael McCarthy  
Felicity O'Dell



CD-ROM

# English Vocabulary in Use

[www.irLanguage.com](http://www.irLanguage.com)

Upper-intermediate

Vocabulary reference  
and practice

with answers

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Third Edition

Michael McCarthy  
Felicity O'Dell



CAMBRIDGE  
UNIVERSITY PRESS



مراجع زبان ایرانیان  
[www.irLanguage.com](http://www.irLanguage.com)

# Contents

<b>Thanks and acknowledgements</b>	5	<b>30</b> Travel	68	
<b>Introduction</b>	6	<b>31</b> Holidays	70	
<b>How to use the CD-ROM</b>	8	<b>32</b> Science and technology	72	
<b>Effective vocabulary learning</b>				
<b>1</b> Learning vocabulary	10	<b>33</b> Computers	74	
<b>2</b> Organising a vocabulary notebook	12	<b>34</b> Communications and the Internet	76	
<b>3</b> Using your dictionary	14	<b>35</b> The press and the media	78	
<b>4</b> Guessing and explaining meaning	16	<b>36</b> Politics and public institutions	80	
<b>Topics</b>				
<b>5</b> Countries, nationalities and languages	18	<b>37</b> Crime	82	
<b>6</b> The weather	20	<b>38</b> Money	84	
<b>7</b> Describing people: appearance	22	<b>39</b> Describing objects	86	
<b>8</b> Describing people: character	24	 		
<b>9</b> Idioms describing people	26	 		
<b>10</b> Relationships	28	 		
<b>11</b> At home	30	 		
<b>12</b> Everyday minor problems	32	 		
<b>13</b> Global problems	34	 		
<b>14</b> Education	36	 		
<b>15</b> Work	38	 		
<b>16</b> Business	40	 		
<b>17</b> Sport	42	 		
<b>18</b> Art and literature	44	 		
<b>19</b> Theatre and cinema	46	 		
<b>20</b> Music	48	 		
<b>21</b> Food	50	 		
<b>22</b> Physical geography	52	 		
<b>23</b> Environmental problems	54	 		
<b>24</b> Towns	56	 		
<b>25</b> The natural world	58	 		
<b>26</b> Clothes	60	 		
<b>27</b> Health and medicine	62	 		
<b>28</b> Medicine and technology	64	 		
<b>29</b> Health and lifestyle	66	 		
<b>Feelings and actions</b>				
<b>40</b> Belief and opinion	88	 		
<b>41</b> Pleasant and unpleasant feelings	90	 		
<b>42</b> Like, dislike and desire	92	 		
<b>43</b> Speaking	94	 		
<b>44</b> The six senses	96	 		
<b>45</b> What your body does	98	 		
<b>46</b> Praising and criticising	100	 		
<b>47</b> Emotions and moods	102	 		
<b>48</b> Commenting on problematic situations	104	 		
<b>Basic concepts</b>				
<b>49</b> Number, quantity, degree and intensity	106	 		
<b>50</b> Numbers and shapes	108	 		
<b>51</b> Time	110	 		
<b>52</b> Distances and dimensions	112	 		
<b>53</b> Obligation, need, possibility and probability	114	 		
<b>54</b> Sound and light	116	 		
<b>55</b> Possession and giving	118	 		
<b>56</b> Movement and speed	120	 		
<b>57</b> Texture, brightness, weight and density	122	 		
<b>58</b> Success, failure and difficulty	124	 		

## Connecting and linking words

59 Time: connecting words and expressions	126
60 Condition	128
61 Cause, reason, purpose and result	130
62 Concession and contrast	132
63 Addition	134
64 Referring words	136
65 Discourse markers in spoken English	138
66 Linking words in writing	140
67 Everyday expressions	142
68 Talking and communicating	144

## Word formation

69 Suffixes	146
70 Prefixes	148
71 Roots	150
72 Abstract nouns	152
73 Compound adjectives	154
74 Compound nouns 1: noun + noun	156
75 Compound nouns 2: verb + preposition	158
76 Binomials	160
77 Abbreviations and acronyms	162
78 Multi-word expressions	164

## Words and pronunciation

79 Words commonly mispronounced	166
80 Onomatopoeic words	168
81 Homophones and homographs	170

## Counting people and things

82 Uncountable nouns	172
83 Words that only occur in the plural	174
84 Countable and uncountable nouns with different meanings	176
85 Making uncountable nouns countable	178
86 Collective nouns	180
87 Containers and contents	182

## Phrasal verbs and verb-based expressions

88 Expressions with <i>do</i> and <i>make</i>	184
89 Expressions with <i>bring</i> and <i>take</i>	186
90 Expressions with <i>get</i>	188
91 Expressions with <i>set</i> and <i>put</i>	190
92 Expressions with <i>come</i> and <i>go</i>	192
93 Expressions with other common verbs	194

## Varieties and styles

94 Formal and informal words 1	196
95 Formal and informal words 2	198
96 Similes	200
97 Proverbs	202
98 The language of signs and notices	204
99 Headline English	206
100 US English	208

## Answer key

Answer key	210
------------	-----

## Phonemic symbols

Phonemic symbols	258
------------------	-----

## Index

Index	259
-------	-----



# Thanks and acknowledgements

Many people have contributed to making this book what it is. Above all, we would like to thank our editors at Cambridge University Press, especially Emily Hird, Tracy Griffin and Tom Allen, whose expert guidance steered us and our manuscript through the whole process from start to finish. They set the deadlines that motivated us to get the book done, provided feedback on drafts and chased us when we lagged behind. We are also grateful to the students and staff at various institutions who assisted in reviewing and piloting the material in different parts of the world: Hayden Berry, Rachel Connabeer, Garan Holcombe, Alex Latimer, Glennis Pye and Wayne Rimmer. Equally, we thank the many other teachers and users of previous editions of the book who have, over the last 15 years, given us invaluable feedback and constructive criticism which we have tried to take into account in this third edition. Alison Silver, as usual, proved to be the most expert and professional of editors when the typescript passed into her hands and made many useful comments and suggestions that have improved the book. We are also grateful to the corpus managers at CUP for providing us with the ever-growing Cambridge International Corpus, without which our vocabulary research would have been considerably impoverished. Andy George and the production team at CUP led the book with utmost efficiency through its final stages, and we thank them too. What shortcomings that may remain must be laid entirely at our door.

Michael McCarthy  
Felicity O'Dell

# 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. Repeating work is very important. One way of doing this is to use the accompanying book *Test Your English Vocabulary in Use Upper-intermediate*. This has a test for each unit, practising all the vocabulary of that unit.
- 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*, and along with that, to the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at upper-intermediate and advanced levels. There are also separate books of tests available, where you can test yourself on what you have learnt from the books in the series.

Find out more at <http://www.cambridge.org/elt/inuse>

## 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, 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 all 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. *Test Your English Vocabulary in Use Upper-intermediate* and the CD-ROM will help teachers to gain extra practice with the vocabulary presented in this book.

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 upper-intermediate and advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, by the same authors as this book. They can also test themselves on the knowledge they have gained from this and the other books in the series by using the separate books of tests that accompany the series.

Find more resources for teachers at <http://www.cambridge.org/elt/inuse>

We hope you enjoy using the book.

Michael McCarthy

Felicity O'Dell

# How to use the *English Vocabulary in Use Upper-intermediate* CD-ROM to learn vocabulary

Your copy of *English Vocabulary in Use Upper-intermediate* comes with a CD-ROM. You can use the CD-ROM to improve your English vocabulary. These two pages answer some common questions about the CD-ROM.

## What is on the CD-ROM?

The CD-ROM contains

- two practice activities for each unit of the book (200 in total)
- a test maker
- a record and play-back function
- a dictionary function
- a reference section.

## When should I use the CD-ROM?

You can use the CD-ROM before or after you do a unit in the book. This section will give you some suggestions.

### Using the CD-ROM before you look at a unit in the book

The CD-ROM can help you discover how much vocabulary you already know about a topic. Try this:

- Choose a topic from the *Exercises* menu, for example *Time* in the *Basic concepts* section.
- Complete the two exercises. After each exercise, click *Check your answers* to see how many questions you got right. Make a note of any words you found difficult.
- Now go to the relevant unit of the book. Study the notes on the left-hand page. Try to find the words you didn't know from the CD-ROM. Complete the exercises on the right-hand page.
- Finally, return to the CD-ROM. Look at the *My progress* section. Can you improve your score this time? Complete the two exercises again for the same unit.

### Using the CD-ROM after you look at a unit in the book

The CD-ROM can help you to remember words you learnt from the book. This kind of revision is very important if you want to remember vocabulary. Try this:

- When you complete a unit from the book, write the date at the top of the page.
- One week later, go to the CD-ROM and do the two exercises from that unit. How much vocabulary can you remember? Make a note of any words you found difficult or couldn't remember.
- Go back to the unit in the book and look for the words you didn't know. Study the words again.
- Finally, return to the CD-ROM and complete the two exercises again. Did you remember those difficult words?

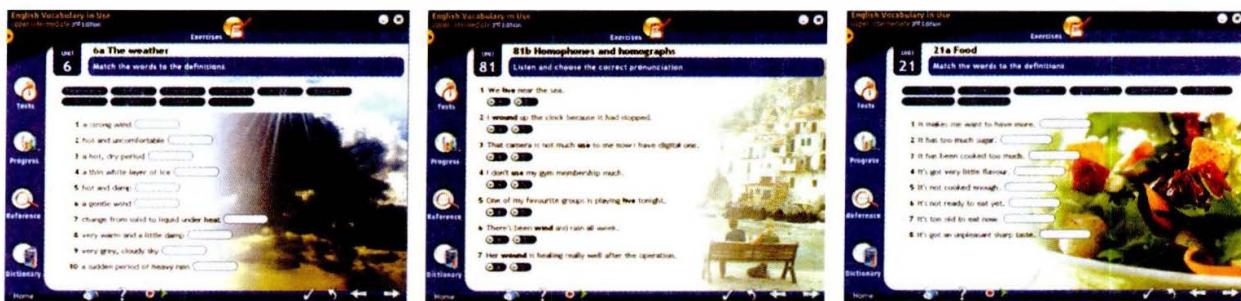
The CD-ROM can also help you test yourself. You can even personalise the tests to cover the topics that *you* want to practise. Try this:

- When you finish a group of units in the book (for example, the nine units in the *Feelings and actions* section), go to the CD-ROM and make a test on the vocabulary from those units. The CD-ROM will create five test questions from each of those units. For an extra challenge, use the time limit function. If your score is low, look at the units again. Then create a new test and try to improve your score.
- Alternatively, create a test when you have completed the whole book. Choose units at random or concentrate on units that you found difficult.

## Can the CD-ROM help me with my pronunciation?

Yes, it can. The CD-ROM has a record and play-back function which you can use to practise your pronunciation. Try this:

- When you have completed an exercise on the CD-ROM, click the green arrow to hear a model pronunciation of the words or sentences.
- Then click the red *Record your voice* button at the bottom of the screen. Practise saying the word or sentence.
- Now click the green *Play your voice* arrow at the bottom of the screen. Does your pronunciation sound correct? Listen to the model pronunciation again to check.
- Record your voice again if necessary.



## What's in the reference section?

Here you will find a really useful wordlist, with all the key words from the book. You can hear the American English and British English pronunciation of every word and phrase. You can also make notes on this page. All the left-hand book pages are available to help you with the exercises.

## What else can the CD-ROM do?

The CD-ROM also has a dictionary function. You can use it to look up any words that you don't know. You will need an internet connection for this. Also, you can click on any word in the CD-ROM and it will look up the word in the online dictionary.

You can also check your progress at any time using the *Progress* section. This will help you to see which exercises you have completed. It can also show you areas where you need more practice. In those cases, study the unit again.

Remember you can print out tests, exercises and the answers.

We hope you enjoy using the *English Vocabulary in Use Upper-intermediate* CD-ROM.

## 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

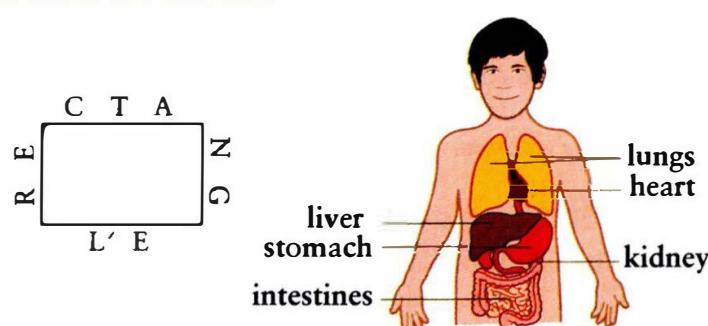
## How can you help yourself to memorise words?

مراجع زبان ایرانیان

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

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.

Pictures can help you to remember the meaning. For example:



## 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:

comics	recipes	newspapers	DVDs
TV (satellite/cable/subtitled)	cinema	podcasts	songs
fiction	academic or professional literature	reference material (dictionaries, encyclopedias)	
magazines	YouTube		conversations with native speakers
radio, e.g. BBC World Service	sports reports		
tweets	audio books	poetry	blogs

# Exercises

# 1 Study unit

- 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</i> is silent<br>(not pronounced) | 3 chemistry | 6 photograph / photographer /<br>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.

- range  
 1 a remarkable likeness ..... 2 to coin ..... 3 a royal ..... 4 a subtle .....

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

- 1.4** Write I by the words that are informal and F by those that are formal.

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

- 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

مترجم زبان ایرانیان

Look at the suggestions in D. Can you think of any other ideas to add to the list? Rank each one from 0 to 4 to describe how important this way of learning vocabulary is for you. Then rank the list again considering how important this way of learning vocabulary could become for you in the future (0 = not important at all and 4 = very important).

## A

## Organising words by meaning

مراجع زبان ایرانیان

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.

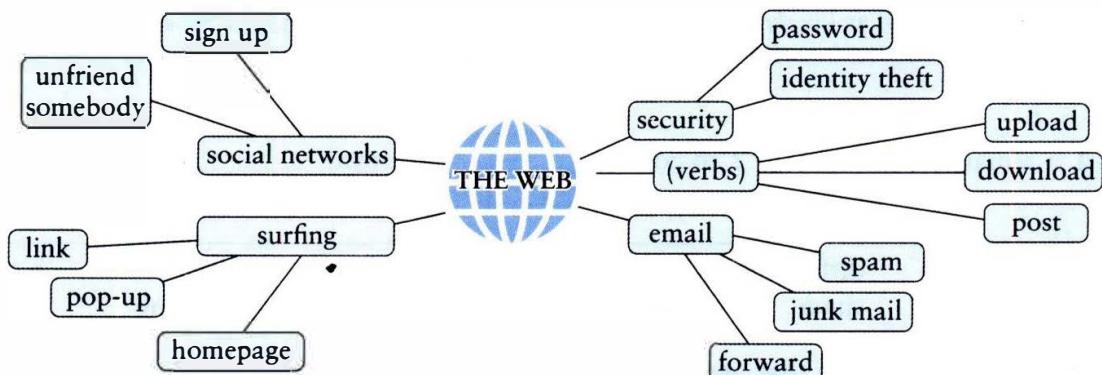
Charts and tables of various kinds can help you organise your vocabulary. Here is an example for words connected with music:

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

www.irLanguage.com

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	<b>stress</b>
friendship	
media	

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

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

nouns	verbs	adjectives	collocations	fixed phrases
latecomer				

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

**glad** spicy deprive sb of sth shot dissatisfied chilly

- 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	<b>perfect</b>	perfect	perfectionist
information	inform		
politics			
economics		*	

\* Give two adjectives.

2.5

## Over to you

مرجع زبان ایرانیان

Do you have any personal way of organising your vocabulary that is not mentioned in this unit (e.g. use of colours, drawings)? If so, why is it useful? If possible, compare your ideas with other students.

# Study unit 3

# Using your dictionary

مترجم زبان ایرانیان

**A**

## What a good dictionary tells you: the basics

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

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

θ	th in thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	ʒ	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:	in bird		

- Word stress: often shown by a mark before the syllable to be stressed or by underlining or bold type, e.g. /əd'ventʃəl/, /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.)

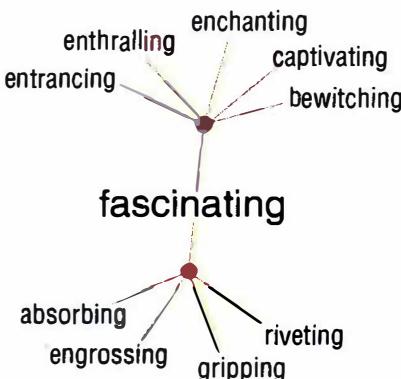
**B**

## 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 Learners' Dictionary* online, we can see that **hurtful** can be used about what someone says or about someone:
- Word class (often as abbreviations n noun, adj adjective, etc.), and whether a noun is countable or uncountable.
- Information about how words are related to one another through meaning. The *Cambridge Advanced Learner's Dictionary* online allows you to see a visual display of the networks of meaning for a word, as in this display for the adjective **fascinating**. The Visual Thesaurus shows related adjectives.

**hurtful** /'hɜ:t.fəl/ *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'keʃən/ ..... 3 /'li:nɪŋ/ ..... 5 /rə'viʒən/ .....  
 2 /'pa:sɒ:t/ ..... 4 /'lɪbəti/ ..... 6 /'brʌðə/ .....

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

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

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

1

**supply** /sə'plai/ ▶ verb [T] to provide something that is wanted or needed, often in large quantities and over a long period of time: *Electrical power is supplied by underground cables.* ○ *Three people have been arrested for supplying arms to the terrorists.* ○ *The company has supplied the royal family (= provided them with something they need) for years.* ○ *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** /dɪ'nai/ verb [T] NOT TRUE 1 to say that something is not true: *He will not confirm or deny the allegations.* ○ [+ that] *Neil denies that he broke the window, but I'm sure he did.* ○ [+ -ing verb] *Neil denies breaking the window.*

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

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

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

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

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

## 3.6

### Over to you

مرجع زبان ایرانیان

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, ‘Suzanna 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 ‘Clare tiptoed 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 73–75 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 69–71 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 Jack managed to knock down the old garden wall.
- 4 Sarah 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 Mo 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 an envelope to send it to a different address | 5 my ex-boss                  |
| 2 uncontrollable anger                                      | 6 anti-tourist feelings       |
| 3 pre-dinner drinks   | 7 to disconnect the telephone |
| 4 bi-monthly report   | 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.

Europeans often find Asian cultures to be very different from their own.

Arabic culture spreads 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 Put each of the countries into the correct column depending on which adjectives are used to refer to the people or language of that country.

Ireland	Iceland	Thailand	Latvia	Israel	Switzerland	China	Pakistan
Turkey	Arabia	Brazil	the Netherlands	Korea	Denmark		

-ian	-ic	-ish	-i	-ese	(other)
Latvian		Irish			

- 5.2 Match the countries with their world regions.

- |                |                                     |                   |
|----------------|-------------------------------------|-------------------|
| 1 Sweden       | <input checked="" type="checkbox"/> | a the Middle East |
| 2 Cambodia     | <input type="checkbox"/>            | b Southern Africa |
| 3 Nicaragua    | <input type="checkbox"/>            | c Scandinavia     |
| 4 Tunisia      | <input type="checkbox"/>            | d East Asia       |
| 5 Saudi Arabia | <input type="checkbox"/>            | e Central America |
| 6 Botswana     | <input type="checkbox"/>            | f North Africa    |

- 5.3 Correct the mistakes in these newspaper headlines.

1 **Soccer sensation!  
England team captain  
to marry a French!**

Frenchman/French woman

2 **BRITAIN'S HAVE HIGHEST  
TAX RATE IN EUROPE**

3 **MALTISH PRIME MINISTER  
VISITS WASHINGTON**

4 **Police arrest Danish  
on smuggling charge**

5 **Iraqian delegation  
meets Pakistani  
President**

- 5.4 Famous names. Can you name a famous ...

- 1 Argentinian sportsman or woman? **Diego Maradona**  
2 Spanish actor?  
3 South African political leader?  
4 Australian singer?

- 5 Italian opera singer?  
6 Irish rock-music band?  
7 American golfer?

## Over to you

Complete the sentences so that they are true for you.

- I am ..... . (nationality)
- My first language is .....
- I speak ..... (number) language(s) fluently, so I am .....
- My ethnic/regional group is .....
- I have visited these countries: .....
- I would like to travel to .....
- One language I would like to learn is .....
- I've never been to these two countries: ..... and .....

# 6 The weather

## A

### Cold weather

مراجع زبان ایرانیان

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.



[www.irLanguage.com](http://www.irLanguage.com)

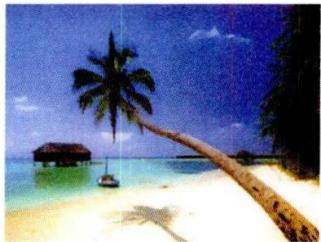


<sup>1</sup> during the day    <sup>2</sup> towards the end of a period of time    <sup>3</sup> with clouds of small drops of water in the air, making it difficult to see things in the distance    <sup>4</sup> slightly wet, and not pleasant or comfortable

<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 period

## 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]

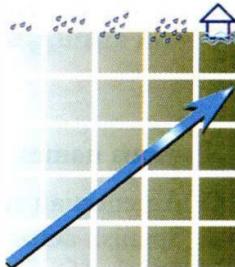
There was quite heavy rain during the night. / It rained heavily during the night.

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 mistake

[www.irLanguage.com](http://www.irLanguage.com)

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.
- 3 ..... It just cooled us nicely on the hot beach.
- 4 ..... Cars were sliding everywhere out of control.
- 5 ..... The postman had to use a boat to get around.
- 6 ..... You couldn't really see the trees in the distance.
- 7 ..... The earth became rock hard and a lot of plants died.
- 8 ..... It blew the newspaper right out of my hands.
- 9 ..... My hair and clothes got soaking wet.
- 10 ..... 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. If possible, compare your chart with someone else.

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

# Describing people: appearance

A

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

مراجع زبان ایرانیان



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 dark-skinned /  
she's got dark skin.

He's got a crew-cut.



He's bald /bɔ:lɒd/ and  
has freckles.

He's got a beard and  
moustache /mʊs'ta:ʃ/  
and has a chubby face.

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

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

What sort of person would you find attractive? Blonde, fair, dark or ginger-haired / red-haired.  
She has such beautiful auburn hair. /'ə:bən/ [red-brown]

Fair and dark can be used for hair, complexion or skin. Some people like getting a tan in summer. [exposing their skin to the sun so that it goes brown]

B

## Height and build



a rather plump or  
stout person



a slim person / a skinny person  
[positive] [rather negative]



an obese couple /ə'bɪ:s/  
[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 /ænə'reksɪk/. 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

[www.irLanguage.com](http://www.irLanguage.com)

The suffix -ish is useful for describing people (see Unit 8). 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 ..... 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 Tessa's 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 dark-skinned, wavy-haired one?  
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>  Louise Fox Age 7, Asian appearance, .....-faced, ..... hair	<b>Wanted dead or alive</b>  Jack 'Dagger' Flagstone White, height 6ft, ....., with ..... and .....; ..... build.
--	---	---	---

## 7.4 Over to you

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 and give some extra clues about them, e.g. He's/She's a *pop star* / *politician*. Can a partner guess who you are describing?

## A

## Intellectual ability

ability	intelligent bright clever sharp 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

## 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 Bill 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 and a nice cup of tea, I'll soon feel relaxed.

Jane 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 colloquial), 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 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.

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

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

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

# Exercises

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

- |               |                                       |                |
|---------------|---------------------------------------|----------------|
| 1 clever      | <input checked="" type="checkbox"/> 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 half-witted  |

## 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. Likes – Carmen's very stingy. | 5 Nico's quite bossy.            |
| 2 Molly's usually frank.                               | 6 I find Dave self-important.    |
| 3 Liz is quite broad-minded.                           | 7 Don't you think James is nosy? |
| 4 Sam can be aggressive.                               | 8 Rachel is very original.       |

## 8.3 Pair the words that have similar meanings.

brainless – silly

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

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

pessimistic	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	<u>reliable</u>



- 1 If you arrange to meet at 7 pm, do you arrive at 7 pm? reliable
- 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?
- 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  | Do you keep old pieces of string in case they might come in useful? | 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. Then pick three different adjectives to describe each of these people. Explain why you chose these adjectives to describe that person.

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

# 9 Idioms describing people

## A Positive and negative qualities

مراجع زبان ایرانیان

### 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] Mary's top of the class.

Charles 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 .....
- 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 Peter. He's rather an ... .....

## 9.2 What do we call ...

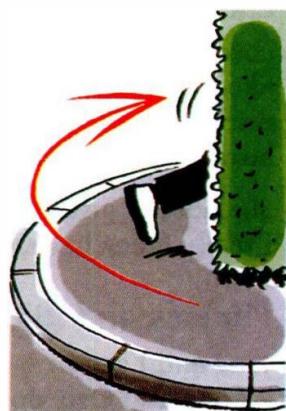
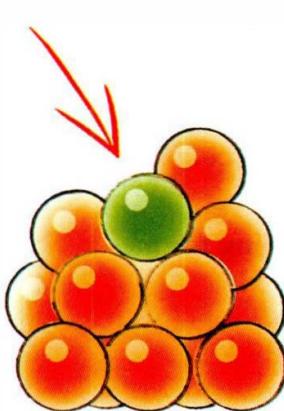
- 1 an irritating person who knows everything? a know-all .....
- 2 the person who is the teacher's favourite? .....
- 3 someone who thinks they are the best and says so? .....
- 4 the one who gets the best marks? .....
- 5 a person who is very lazy? .....

## 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, ... .....
- 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 idioms 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. Tell a partner about those people.

# 10 Relationships

## A Types of relationship

ANITA: Are you and Holly best friends?  
PAMELA: 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?  
PAMELA: Oh, yes. We were housemates<sup>2</sup> at university.  
ANITA: Really? So how did you first meet her?  
PAMELA: I met her through my ex<sup>3</sup>, Andy. 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 Andy who's now Julia's partner<sup>5</sup>?  
PAMELA: 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 Andy's living with his parents-in-law<sup>6</sup> at the moment.

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

## B Internet relationships

If you join a social network, you acquire **friends** (people you share personal information with). You can choose to **accept** a new friend and then you can **interact** with them by exchanging messages or posting **comments** on their page, or, if you want to finish the relationship, you can **unfriend/defriend** that person. In email and mobile phone address books, you list your **contacts**.

## C Liking and not liking someone

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

She doesn't just like Ben, she idolises him. I can't stand him.

I really fancy Leila, but her friend just leaves me cold / doesn't do anything for me.

## D Phrases and idioms for relationships and dating

Jane and I get on **well** (with each other). [have a good relationship]

Adrian and Orla don't see **eye to eye**. [often argue/disagree]

I've fallen **out** with my parents again. [had arguments]

Stephen 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 mistake

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 Mick was the person I shared a room with at university.
- 3 We were in the same class together in 1998, weren't we?
- 4 She's not really a friend; she's just someone I work with.
- 5 Freda 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 John and Lorna are colleagues.



## 10.3 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

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

- 1 Julia and Matt don't ~~see~~ <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 Margaret 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.
- 9 I accepted her as a friend on a social network site but later I disfriended her.

## 10.5

### Over to you

مراجع زبان ایرانیان

www.irLanguage.com

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 .....

..... is my ex-..... . I would never look down on .....

## A

## Types of houses/places people live in

مراجع زبان ایرانیان

detached house: not joined to any other house

semi-detached house / semi- (*informal*): joined to one other house

self-contained flat: does not share facilities with any other

terraced house: joined to several houses to form a row

cottage: a small house in the country or in a village

bunglow: a house with only one storey (no upstairs)

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 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

## Small objects in the home

Some everyday objects are often difficult to name.



remote (control)



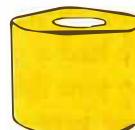
corkscrew



phone charger



peeler



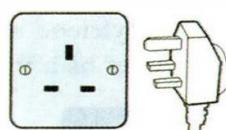
toilet roll



chopping board



(coat) hanger

ironing board  
/aɪənɪŋ bɔ:d/

power point



dustpan and brush



grater



table mat

## Common mistake

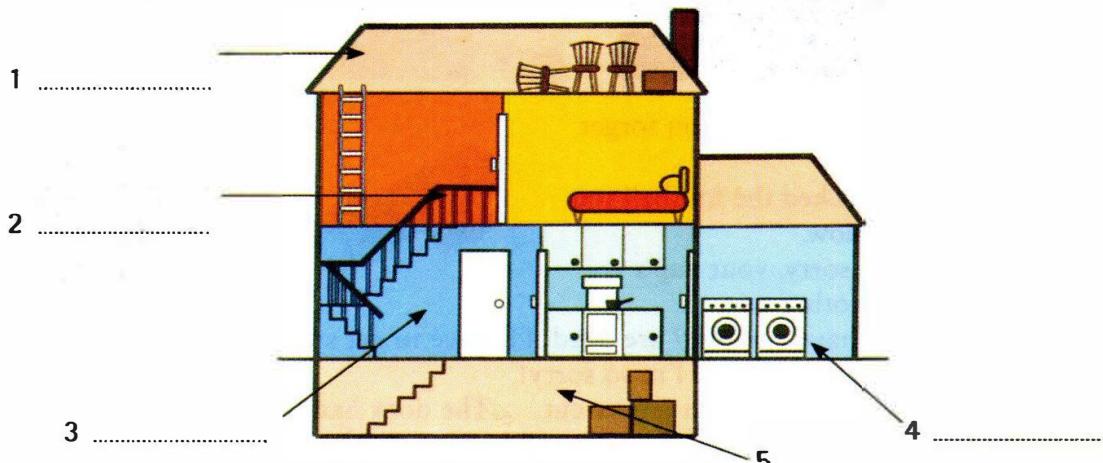
You do housework, do the ironing, do the hoovering, do the washing-up. (NOT make housework)

# Exercises

**11.1** Where in a typical house would you look for the following things?

- |                            |                    |                 |                    |
|----------------------------|--------------------|-----------------|--------------------|
| 1 garden tools in the shed | 4 a hanger         | 7 a power point | 10 old empty boxes |
| 2 a toilet roll            | 5 the remote       | 8 a porch       |                    |
| 3 table mats               | 6 an ironing board | 9 a grater      |                    |

**11.2** Label the places in the house.



**11.3** Fill the gaps with a suitable word.

- 1 Years ago I had a darkroom in the ..... where I developed films. It was perfect because there were no windows down there.
- 2 I'll prepare the potatoes and then you can do the cooking. Where's the ..... ?
- 3 Put a ..... under the tea pot in case you mark that table. It's an antique.
- 4 Let's open this bottle. Do you know where the ..... is?
- 5 We keep our skis up in the ..... . 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 ..... just by your bedroom door.
- 8 Grandma's moved to a ..... now she can't manage the stairs any more at her age.
- 9 Leave your car in the ..... , 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 saucer and it broke into small pieces on the floor?
- 3 What do you need if your phone battery is flat?
- 4 How can you switch off the TV without leaving your chair?
- 5 How can you cut vegetables without marking the kitchen work surface?
- 6 What might you offer a visitor if they want to take off their jacket?

**11.5**

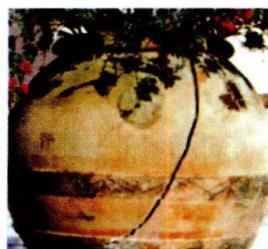
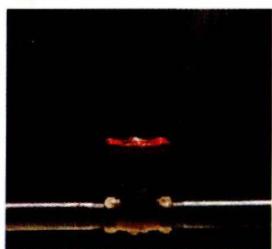
## Over to you

Answer these questions about yourself and, if possible, ask someone else too.

- 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?

# 12 Everyday minor problems

## A Things that go wrong in houses and flats



Oh no! The bathroom's flooded. Did you forget to turn the tap off?

This pipe's leaking. He kicked the football too hard and it smashed a window.

This pot is cracked. I'm sorry, your cup's chipped. Let me get you another one.



The batteries in this torch have run out / are dead. I'll have to get some more.

I burnt the pie – it's completely ruined! I'm so sorry!

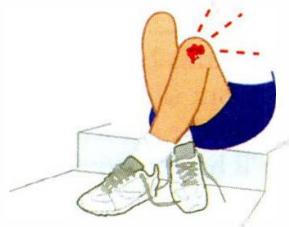
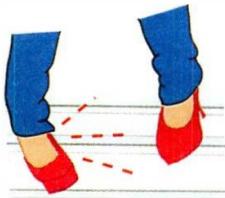
The lights aren't working – there's been a power cut. The door handle's come off / fallen off.

The washing machine broke down the other day. I'll have to do the laundry by hand.

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] Sharon 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. Have you been throwing tea leaves in there again? [the water will not run away]

I'm afraid I've dented your car. I'm really sorry. I'll pay for the repairs. [bent the metal a little bit by hitting something]

My mouse has stopped working; it could be a software problem. I've locked myself out. Can I use your phone to ring my wife? The car won't start. I hope it's nothing serious. Perhaps the battery's flat. The kitchen clock's slow/fast/stopped. What time d'you make it?

### Language help

Words often belong to more than one word class. In this unit, the following words can be used as verbs or as countable nouns:

flood crack chip bump bang bruise graze dent stain lock

Always make a special note of any word that belongs to more than one word class.

# Exercises

## 12.1 What do you think happened to make these people do/say what they did?

- 1 We had to send for a plumber. *Maybe a pipe was leaking.*
- 2 I had to call out a local mechanic.
- 3 Our neighbours let us use their washing machine.
- 4 Don't worry, the handle often does that – I'll fix it back on.
- 5 Luckily, that was all it was; the skin was broken a bit, but there was no blood.
- 6 What type of batteries does it take? I'll get some for you.
- 7 I don't know where you've put them. Try the bedside table.
- 8 I left it in the oven too long. It's all black on the top now!
- 9 I lost all my work – I know I should have saved it more often!

## 12.2 Odd one out. Which of the three words is the odd one out in each case?

- |   |                     |
|---|---------------------|
| 1 spill, flood, chip chip – the other two involve liquids |                     |
| 2 stain, graze, bruise                                    | 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

مراجع زبان ایرانیان

What would you do if ...

- |   |                                      |
|---|--------------------------------------|
| 1 you mislaid your credit card?               | 4 your mobile phone stopped working? |
| 2 you noticed your guest's glass was chipped? | 5 you bruised your forehead?         |
| 3 one of your coat buttons came off?          | 6 your watch was slow?               |

## A Disasters/tragedies



earthquake

[the earth moves/trembles]



flood

[too much rain]



drought /draʊt/

[no rain]



volcano /vɒl'keɪnəʊ/

[hot liquid rock and gases pour from a mountain]

famine /'fæmɪn/ [no food]    landslide [rocks and earth moving suddenly down a slope]  
 epidemic [disease affecting large numbers of people]    explosion (e.g. a bomb)    major accident /  
 incident (e.g. a plane crash)  
 hurricane / tornado /tɔ:'neɪdəʊ/  
 typhoon / tropical storm [violent wind /  
 storm]    war / civil war [civil war is war  
 between people of the same country]  
 Disasters not caused by human beings  
 can be called natural disasters.

## Language help

Injure /'ɪndʒə/ is used about people. Damage /'dæmɪdʒ/ is used about things.

*200 people were injured. Many buildings were damaged.*

## Verbs connected with these words

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

## B Words for people involved in disasters/tragedies

The explosion resulted in 300 casualties. /'kæʒjuəlti:z/ [dead and injured people]  
 The real victims of civil war are children left without parents. [those who suffer the results]  
 There were only three survivors /sə'veɪvəz/. All the other passengers were reported dead.  
 [people who live through a disaster]  
 Thousands of refugees /refju'dʒi:z/ have crossed the border looking for food and shelter.  
 During the battle, the dead and wounded /'wundɪd/ were flown out in helicopters.  
 [wounded: injured in a battle / by a weapon]

## C Headlines

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

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

Rabies out of  
 control in many  
 parts of Asia

New AIDS unit  
 to be opened this  
 month

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

/mə'lærɪə/ usually caught  
 because of mosquito bites

New malaria  
 drug tested

Cholera and typhoid  
 injections not needed  
 says Tourism Minister

/'kolərə/ /taifɔɪd/  
 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 in 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
explode	explosion	
		survivor
injure		
starve		
erupt		

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

- |  |   |  |
|--|---|--|
| 1 <b>Poison gas cloud spreads</b><br>getting worse | 3 <b>OIL SLICK RECEDES</b>              | 5 <b>All survive jumbo emergency landing</b> |
| 2 <b>POLICE DEFUSE TERRORIST BOMB</b>              | 4 <b>Experts warn of AIDS time bomb</b> | 6 <b>Flood warnings not heeded in time</b>   |

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 The government agreed to allow 3,000 ..... 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 left lying on the battlefield; it was a disgrace.

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.

# 14 Education

A

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

مراجع زبان ایرانیان

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. From 16 to 18 they may study at a **sixth form college**, after which they can go on to further/higher education at a university or college (e.g. a teacher-training college) and study academic subjects, at the end of which they receive a degree or diploma.

B

## Exams and qualifications

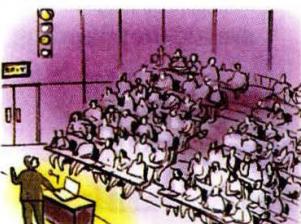
You **take/do/sit** an exam or **resit<sup>1</sup>** an exam.

If you pass and do well, you get a high grade; if you fail, you don't get the minimum grade. If you **skip<sup>2</sup>** classes/lectures, you'll probably do badly in the exam. Some schools, colleges and universities have **continuous assessment** with marks (e.g. 65%) or grades (e.g. A, B+) for essays and projects<sup>3</sup> during the term. If you pass the university exams, you **graduate<sup>4</sup>** / become a **graduate<sup>5</sup>**. There is usually a **graduation ceremony**, which parents and friends can attend. You can then apply for a **post-graduate** course, such as a **Master's degree** or **PhD**, where you specialise in a particular field<sup>6</sup> and write a **dissertation/thesis**.

<sup>1</sup> take it again if you did badly first time    <sup>2</sup> miss deliberately; *informal*    <sup>3</sup> pieces of planned work finished over a period of time    <sup>4</sup> /'grædʒueɪt/ get a degree    <sup>5</sup> note the pronunciation change: /'grædʒuət/    <sup>6</sup> area of study

C

## Types of classes in higher education



lecture



seminar



workshop



tutorial

D

## Technology

With an **LMS<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, wikis and leave voice messages.

<sup>1</sup> Learning Management System: 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

E

## Talking about education: titles and common questions

A **professor** is a senior university academic who is a well-known specialist in his/her subject. University and college teachers are usually called **lecturers** or **tutors**.

What's the school-leaving age? It's 16 in a lot of countries.

At what age does **compulsory** education begin? [which you must do, by law]

Do students get **grants** for further education? [money to pay for fees, accommodation, etc.]

### Common mistake

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

# Exercises

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

Nelly first went to her local <sup>1</sup>primary school at the age of five. In those days, there were very few <sup>2</sup> ..... schools for children younger than five and hardly any <sup>3</sup> ..... for smaller children. When she was ready to go on to secondary school, she passed an exam and so gained <sup>4</sup> ..... to her local <sup>5</sup> ..... school. Nowadays her own children don't do that exam, since most children go to a <sup>6</sup> ..... school, though a few children from very rich families go to famous <sup>7</sup> ..... schools. She left school at 16 and did not go on to <sup>8</sup> ..... education. She would like to take up her education again more seriously, if she could get a <sup>9</sup> ..... from the government to pay her fees. Her ambition is to go to a <sup>10</sup> ..... - ..... and become a schoolteacher.

## 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. What happens if you get below the minimum grade ..... ?

ALMUT: I won't be able to get my degree ..... .

JOE: Are you allowed to take the exam again ..... ?

ALMUT: Yes. I shouldn't worry really. I got good grades in my tests I took during the year ..... and I got an A+ for my extended piece of work ..... on local history.

JOE: I think you're worrying for no reason. I bet you'll be a person with a degree ..... by the end of this year and thinking of doing a higher-level ..... course. I'll come to the special event when you graduate ..... and cheer for you!

## 14.3 Read the remarks and then write the correct names below.

Harry: 'There were about 200 students there last week.'

Alice: 'It's very intensive because there are just two of us.'

Will: 'We imagine we're a famous person, then we have to act our parts in groups.'

Lorna: 'Because there are 15 of us, the discussion can be a bit chaotic sometimes.'

Who is talking about ...

1 a workshop? Will ..... 2 a seminar? ..... 3 a tutorial? ..... 4 a lecture? .....

## 14.4 Correct the mistakes in these sentences.

1 She's a professor at a primary school. teacher

2 The school-ending age is 16 in many countries.

3 I'm glad you succeeded at your exam.

4 She has to sit on an exam tomorrow to work as a childminder.

5 Is school compulsive till 16 in your country?

6 I have to take three more models to complete the course.

7 I've made a lot of progresses in my English recently.

8 Thanks to the LMS, teachers can mentor their students' activities.

## 14.5 What do we call ...?

Learning you can do at home, without going to class? <sup>1</sup> distance learning.....

Learning that mixes classes and online work? <sup>2</sup> .....

The long piece of work you write when you do a PhD? <sup>3</sup> .....

Most university-level teachers? <sup>4</sup> ..... or .....

## 14.6 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

## Jobs in a workplace

مراجع زبان ایرانیان

director [member of the board of a company] executive /ɪg'zekjutɪv/ [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

www.irLanguage.com

The best way of getting to **work** (NOT **job**) depends on where you live.

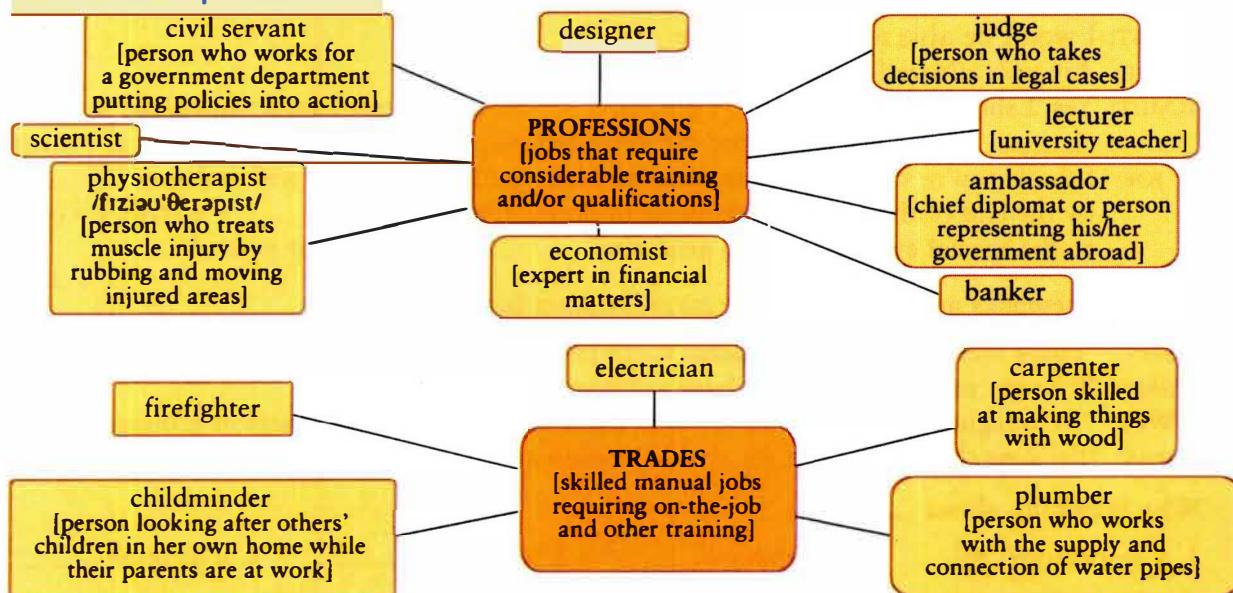
Wish me luck in my new **job** (NOT **work**).

**Job** refers to a particular role or position. *Jack's got a new job as a researcher.*

**Work** refers to activities that you do. *Jack's work is very demanding.*

## B

## Trades and professions



## C

## Collocations of words connected with work

It's not easy to get/find work round these parts. I've been offered work / a job in Paris.

What d'you do for a living? I'm in publishing/banking, etc.

It's hard to make a living as a freelance writer. [earn enough money to live comfortably]

She's not prepared to take on that job. [suggests 'having personal responsibility']

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

# Exercises

15.1 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.

15.2 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 ..... in your office.
- 3 You should delegate more ..... to your personal assistant.
- 4 Let's stop for a coffee on our way home from .....
- 5 A ..... in a museum wouldn't be as tiring as one in a restaurant.

15.3 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!

15.4 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 .....

15.5 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> ..... wherever I can find it. I've been <sup>4</sup> ..... some part-time work editing a new book, but I'm not sure I want to <sup>5</sup> ..... it .....

15.6

**Over to you**

مراجع زبان ایرانیان

[www.irLanguage.com](http://www.irLanguage.com)

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

Jim 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.



Jim 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

www.irLanguage.com

In business English, some verbs which usually need an object can often be used with an object or with the real object acting as the subject.

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

## B

## Common business English phrases and collocations

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.

## Fact Sheet

- <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

مرجح زبان ایرانیان

**Profit** is countable. **Business** can be countable or uncountable.

*We made a profit last year. Their profits have grown every year. (NOT Their profit has grown)*

*We hope to do more business in Asia next year. (uncountable = the activity)*

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

# Exercises

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

- 1 What did Jim 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 Jim 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.

16.2 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.

16.3 Correct the mistakes in these sentences.

- profits were**
- 1 In the clothing industry, **profit was** down in 2009 but rose again in 2011.
  - 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.
  - 8 She's the COE of a huge corporation.

16.4 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.

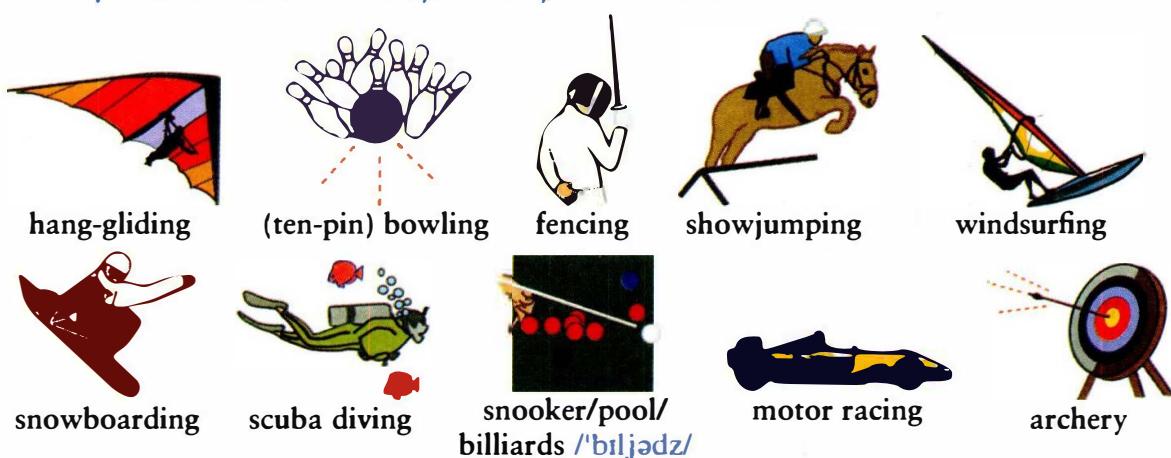
16.5

## 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. If possible, compare your ideas with someone else.

# 17 Sport

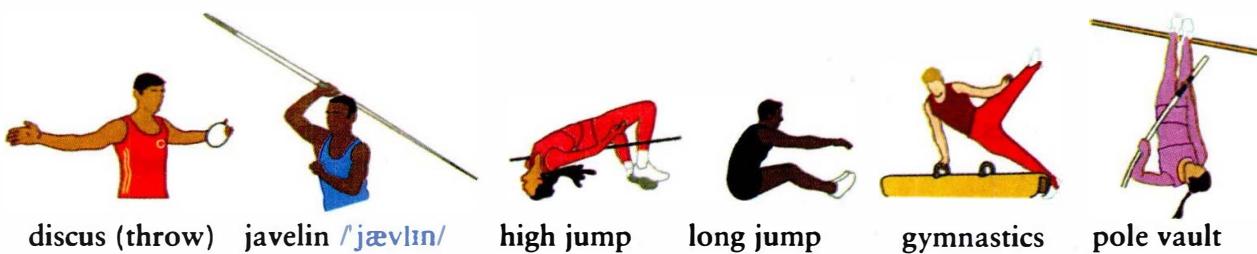
## A Some sports whose names you may not know



## 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 *areherer*), *gymnast*.

### Common mistake

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

## 17.1 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. ....

## 17.2 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, .....    |

## 17.3 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.

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

- 1 She was a champion *gymnast* 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.

## 17.5 Which sport ...?

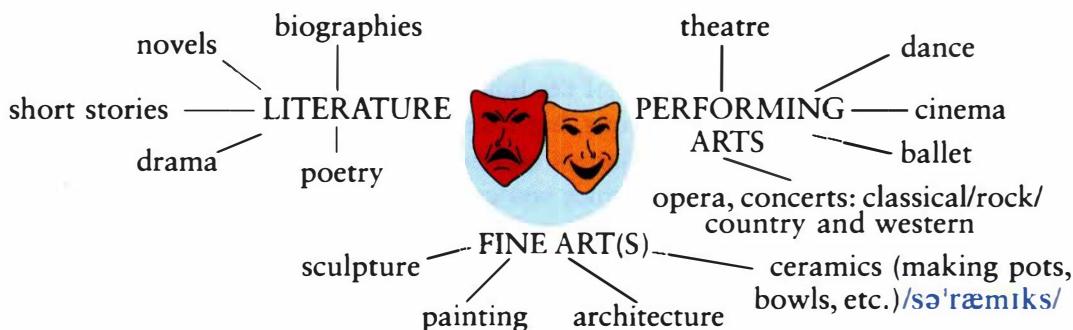
- 1 covers a long distance in one jump? *long jump*
- 2 throws a heavy disc a long way?
- 3 throws a pole with a sharp point?

## 17.6 Over to you

Make a list of (a) sports you have done and (b) sports you would like to do. What equipment did you need / would you need for each one? Write sentences about why you liked or disliked the ones you've done. If possible, compare your list with someone else's.

# 18 Art and literature

## A Art and 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 paper today? [that part of the newspaper 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] Ask Sarah 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**.

Tim 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

Jacquie 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, Pamela 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 e-books<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

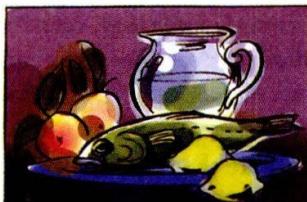
18.1 Which branch of the arts do you think these people are talking about?

- 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.

18.2 What type of painting is each of these?



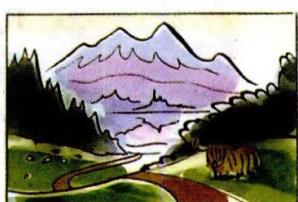
1 portrait .....



2 ..... .



3 ..... .



4 ..... .

18.3 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.

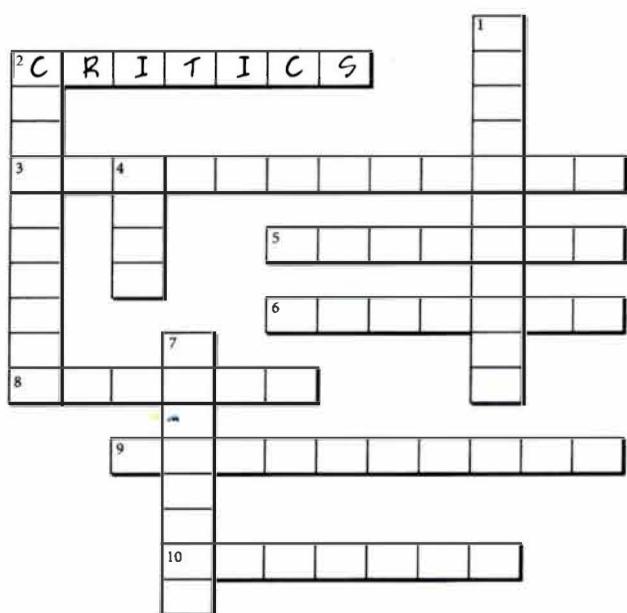
18.4 Find the missing words to complete the crossword.

Across

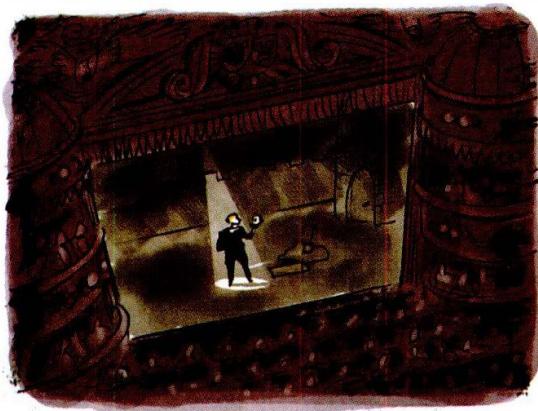
- 2 The ..... have generally been very positive about Kelly's latest novel.
- 3 Do you like this picture? It's only a ..... . I could never afford an original.
- 5 The author began his talk by reading a short ..... from his latest book.
- 6 I usually prefer to read books with a modern ..... rather than 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 Paul'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. Anthony 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 *Titanic* again next week. Do you fancy going to see it?

BETH: Yes, that'd be great. I love that scene<sup>1</sup> at the prow of the ship. An ocean liner is such a romantic place for a film to be set<sup>2</sup>.

ANNA: Yes, and I think the film really captures<sup>3</sup> how terrifying the wreck must have been.

BETH: That's right. The script<sup>4</sup> was based on a lot of research into what actually happened. And the dialogue<sup>5</sup>'s particularly good, I think.

ANNA: Do you know who the director<sup>6</sup> was?

BETH: James Cameron, I think. He wrote the screenplay<sup>7</sup> too. And the score<sup>8</sup> is by James Horner. That really adds to the atmosphere.

<sup>1</sup> part of a play or film where the action happens in one place    <sup>2</sup> take place in    <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

## 19.1 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)

## 19.2 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?

## 19.3 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

 **Review**      Home      News      Soon      Book tickets      Contact us

Post 1

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

## 19.4 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?

## 19.5

### 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?

# 20 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>.
- You can save your favourite albums and tracks in playlists so you can find them easily on your music player.
- You can sync<sup>3</sup> (or, more formal, synchronise) the music files on your computer with your phone or MP3 player.
- 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.

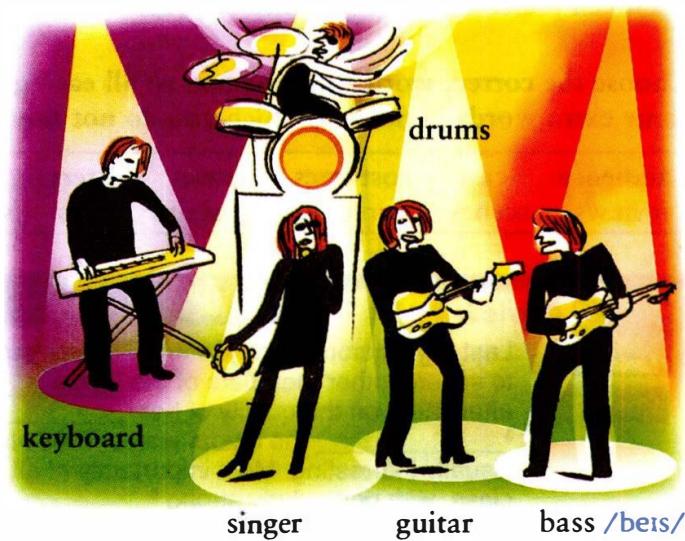
<sup>1</sup> a popular type of audio file – you can listen to the files on an MP3 player   <sup>2</sup> one song or piece of music from an album   <sup>3</sup> have exactly the same files and data on more than one device

<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 Nicky loves classical music, my uncle Jed'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

## 20.1 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 ..... player and 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.

## 20.2 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? .....

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

- Roy: 'I must be the only person who actually likes the music in supermarkets.'
- Diana: 'I love the old original tracks by groups like The Beatles and the Rolling Stones.'
- Greg: 'I love the film and I'm going to buy the music from it. I often buy film music.'
- Kim: 'I listen to the traditional songs of my country and try to learn them.'
- Alison: 'I just love the way they can speak the words so fast – it's so clever.'
- Tony: 'I've always loved the blues and I like music with a strong rhythm.'

- 1 Who likes soundtracks? Greg .....
- 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? .....

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

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.



**CONTACT US ON 01255 75614478 OR GO TO NATURALMUSICEXP.ORG.**

## 20.5 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 (=)

مرجع زبان ایرانیان

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 /'sevəri/ [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]  
 Julia 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> (uncountable) knives, forks or spoons

<sup>2</sup> small square of paper or cloth used when you eat to protect your clothes

## 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

21.1 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 |

21.2 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?

21.3 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 Alan: 'I didn't like the set menu. I ordered individual dishes.' Alan ordered .....
- 7 Elaine: 'It's a big student restaurant. You don't need to phone beforehand.' Elaine 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 Jackie: 'Everybody had colds so we phoned the restaurant and said we weren't coming.' Jackie and her friends cancelled ..... / ..... . (*two answers*)
- 10 Hannah: 'I had some prawns before the main course.' Hannah had .....

21.4 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*)

21.5

## 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

مراجع زبان ایرانیان

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 /'jʌŋfraʊ/
mountain chains	yes	the Himalayas /hɪmə'lajəz/
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

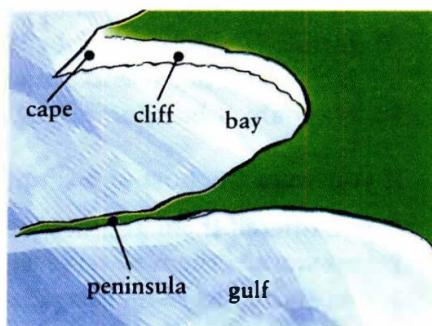
www.irLanguage.com

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

22.1 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 .....

22.2 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.



www.irLanguage.com

22.3 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? .....

22.4 Find 17 more words for geographical features. Words go either horizontally or vertically but not diagonally.

P	W	A	T	E	R	F	A	L	D
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

22.5 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 .....   | 4 rocky .....     |
| 2 steep .....   | 5 turbulent ..... |
| 3 shallow ..... | 6 dangerous ..... |

22.6

Over to you

مراجع زبان ایرانیان

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. Then, if possible, tell a partner about 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>5</sup>, **smog**<sup>6</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>.



smog

- <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. Farmers increasingly 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

## 23.1 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?

## 23.2 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	.....

## 23.3 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 ..... 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 ..... in this country's use of fossil fuels over the next ten years.
- 4 The company plans to ..... part of a nature reserve in order to build its new warehouses.
- 5 Carbon monoxide (CO) is an example of an air .....
- 6 The melting of the polar ice caps will have a ..... impact on the environment.
- 7 Staff can ..... of all recyclable items in these green bins.
- 8 Air pollution may ..... the lives of people with respiratory illnesses.
- 9 This company is proud of its ..... friendly policies.

## 23.4

### Over to you

Answer these questions.

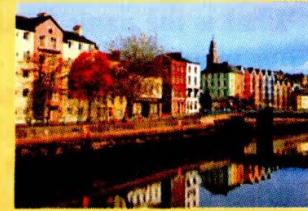
- 1 Which of the environmental problems in A exist in your country?
- 2 Do you think climate change is having any impact in your country?
- 3 How much support do green parties have in your country?
- 4 What could power cars instead of petrol or diesel?
- 5 Suggest three things people can do to reduce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

## 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 mistake

*There are a lot of open spaces in the centre of London. (NOT There are a lot of open places in ...)*

# Exercises

**24.1** 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?

**24.2** 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> ..... of the centre. The town 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> ..... visiting as is an art gallery called Kettle's Yard which regularly puts on quite varied <sup>10</sup> ..... by a range of artists. The town also has 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.

**24.3** Look at the list of facilities listed in B. Think of a town and tick all those facilities which the town has.

**24.4** Suggest three words which would collocate well with the nouns below. The words do not have to be on the left-hand page.

- |  |                                 |
|--|---------------------------------|
| 1 history ..... / science ..... / folk ..... /museum | 4 ..... / ..... / ..... /court  |
| 2 ..... / ..... / ..... /centre                      | 5 ..... / ..... / ..... /club   |
| 3 ..... / ..... / ..... /college                     | 6 ..... / ..... / ..... /agency |

**24.5** Which of the facilities in B might you go to in order to:

- |                 |                      |                              |
|-----------------|----------------------|------------------------------|
| 1 dance? a club | 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?       |

**24.6** 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.

**24.7**

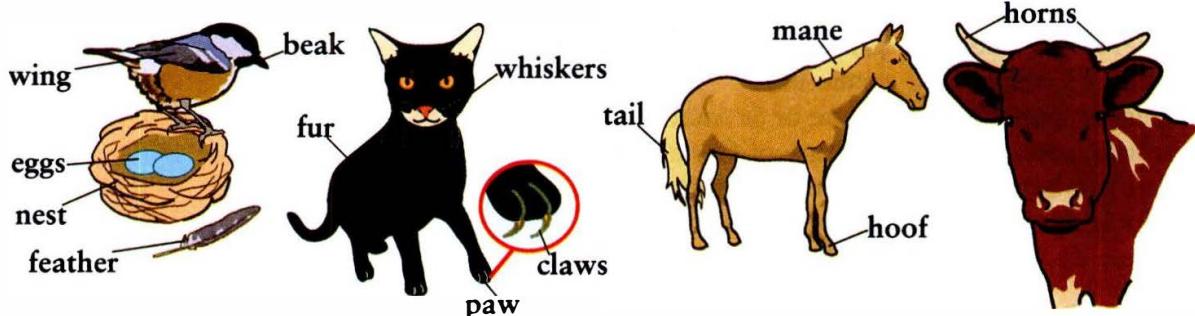
## Over to you

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. Then talk to a partner about the town you have described, if possible.

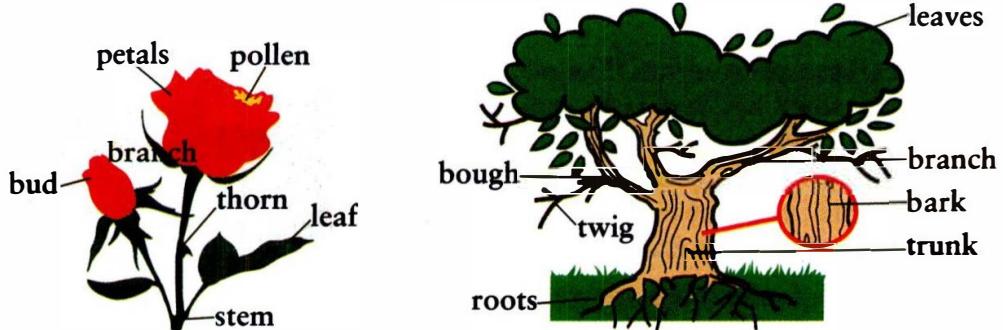
## 25

## The natural world

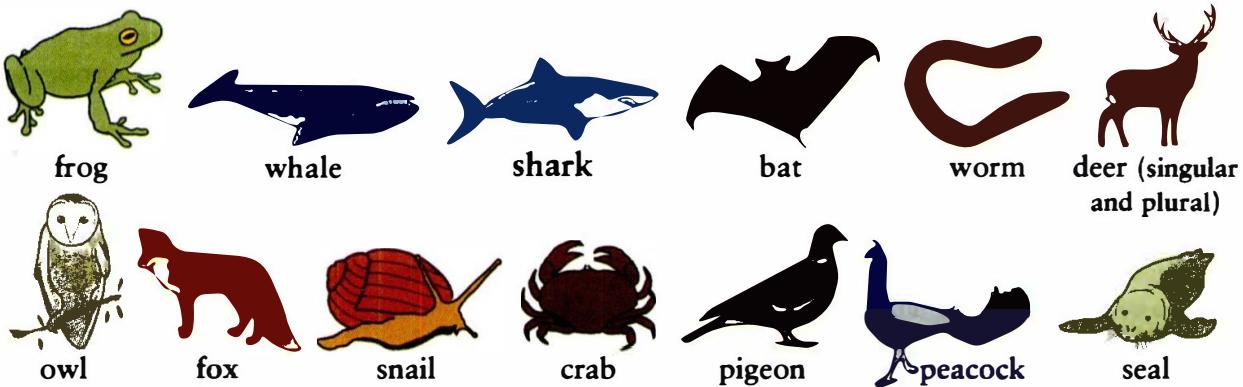
## A Birds and animals



## B Flowers and trees



## C Specific animals



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

## D Some verbs and collocations for talking about processes in nature

Our apple tree flowers / blossoms in April.

Let's pick some flowers.

These birds lay their eggs on the ground.

Bees collect pollen from flowers to make honey.

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

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

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

## Common mistake

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

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

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

25.2 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
<del>mane</del>	

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

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

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

- |                       |                                       |   |
|-----------------------|---------------------------------------|---|
| 1 A large bough fell  | <input checked="" type="checkbox"/> d | 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.     |

25.5 Answer the questions.

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

25.6

## Over to you

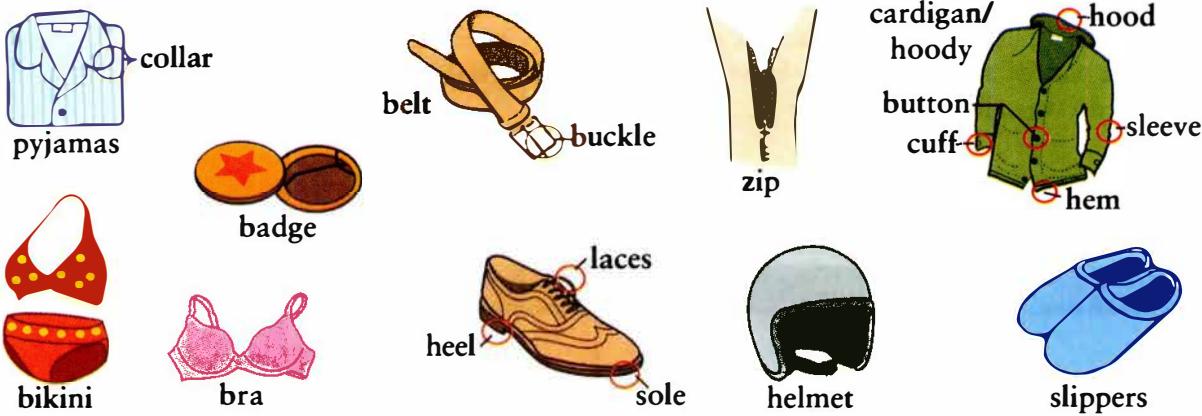
A tulip is the national emblem of the Netherlands and a maple leaf represents Canada. What flower or animal is used as the national emblem of your country? What other plants or animals are national emblems? If possible, compare your answers with someone else.



# 26 Clothes

## A Some items of clothing

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



### Language help

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

## B Verbs associated with clothing

Can I try on these grey shoes in the window?

I love dressing up for parties as I normally wear jeans.

The skirt is too tight and too short – it needs letting out and letting down.

The dress is too loose and too long – it needs taking in and taking up.

He changed out of his weekend clothes into his uniform.

Red usually doesn't suit people with ginger hair.

Her black bag matches her shoes.

Those shoes don't fit my son any more. He's grown out of them.

## C Adjectives for describing people's clothing

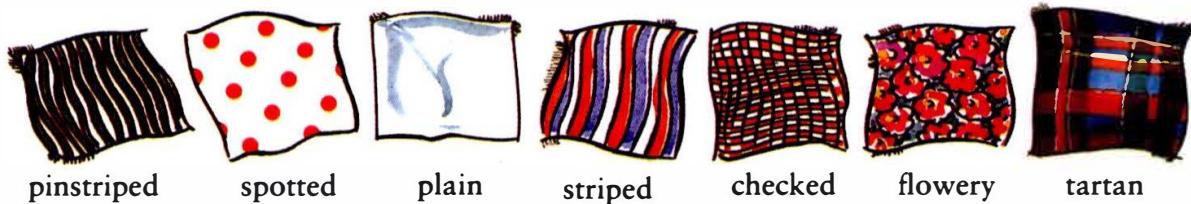
How things fit: baggy [loose] close-fitting [tight]

Style: long-sleeved sleeveless V-neck round-neck

Materials: denim [jeans are usually made of this] woollen [made of wool]

suede [a kind of leather that isn't shiny]

The patterns on materials:



## 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

**26.1** 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.

**26.2** 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 .....

**26.3** Write two items of clothing that collocate with these adjectives.

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

**26.4** Which words and expressions from D do these pictures illustrate?



1 Natasha always looks elegant.



2 Japanese .....



3 .....



4 .....



5 His shirt is .....

**26.5** 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 .....

**26.6**

**Over to you**

مرجع زبان ایرانیان

www.irLanguage.com

Describe in as much detail as you can how (a) you and (b) someone else you can see are dressed. Use as many words as you can from this unit.

## A

## What are your symptoms?

مراجع زبان ایرانیان



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.

I think I've picked up a bug somewhere. [*infml* = caught a virus or infection]

**Other expressions:** I've lost my appetite / voice.

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 mistake

www.irLanguage.com

A surgeon operates **on** a patient.

*They decided to operate **on** her and remove the tumour. (NOT They decided to operate **her**.)*

# Exercises

## 27.1 What problems from A opposite might result if someone ...?

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

## 27.2 Read the remarks and answer the questions.

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

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

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

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? ...
- 2 earache? .....
- 3 a virus? .....
- 4 high blood pressure? .....

## 27.3 Match the sentences on the left with the ones on the right.

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

## 27.4 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 teaspoonsfuls every night.
- 5 They operated me immediately.
- 6 I have to take two tablets every night at bedtime.


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

## 27.5 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.

## 27.6 Over to you

مرجع زبان ایرانیان

www.irLanguage.com

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 crutches were in use.
Middle Ages	Spectacles <sup>1</sup> , probably invented by Arab scientists, were used to correct vision <sup>2</sup> .
1500–1600	The first wheelchairs were developed.
1800–1900	1804: the first general anaesthetic <sup>3</sup> was used in an operation in Japan.
	1896: X-rays <sup>4</sup> were first used in medicine.
1960–1970	The first contact lenses <sup>5</sup> were manufactured <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 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. Eyesight problems can be corrected by laser surgery<sup>12</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> 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

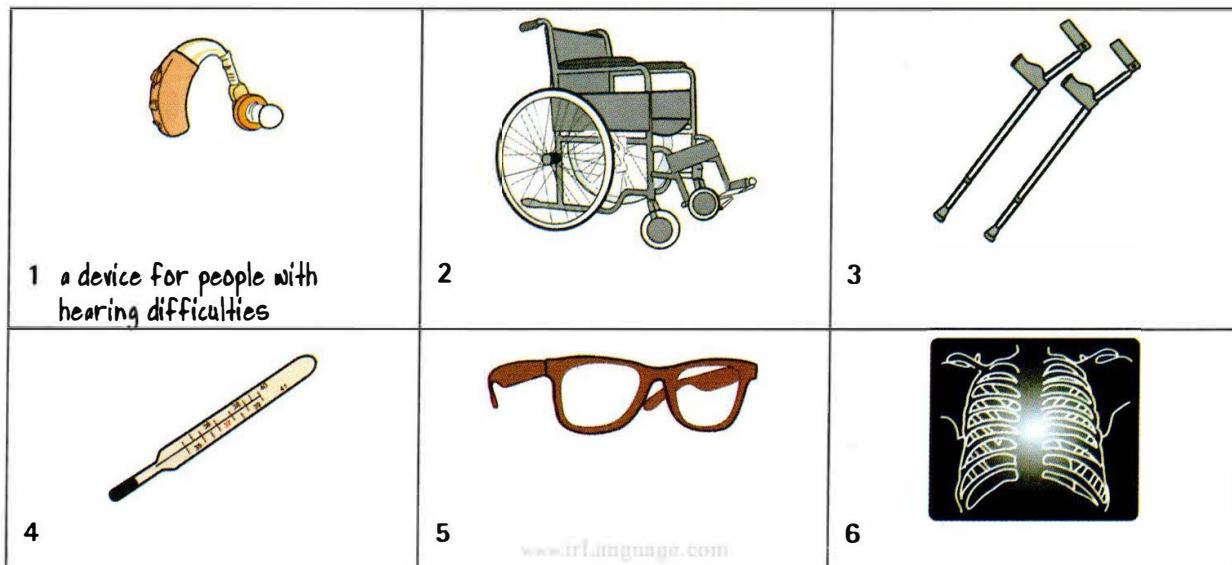
28.1 Look at A opposite and answer the questions about medical technology.

- 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? .....

28.2 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 ..... of ..... that make life better for people with medical problems.
- 5 Copies of **natural** ..... hips are very ..... efficient.

28.3 Using words from the opposite page, say what each object is for.



28.4 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 **identify**..... diseases at an early s..... in the future using sophisticated sc..... .
- 2 Doctors will be able to d..... a patient's illness from a distance. Patients will send information a..... to their doctor.
- 3 K..... s..... means doctors no longer need to open a patient's body when they operate them.
- 4 Information on large computer d..... will help doctors t..... diseases and give them new t..... to cure illnesses.

28.5

Over to you

مراجع زبان ایرانیان

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. fizzy <sup>3</sup> drinks)
fruit and nuts <sup>4</sup>	food with a high fat or high salt content <sup>5</sup>
wholemeal <sup>6</sup> bread	processed <sup>7</sup> food

<sup>1</sup> lasting a long time into the future    <sup>2</sup> eaten (*fml*)    <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

A website recently listed a range of superfoods – foods that may prevent diseases and improve mental<sup>1</sup> as well as physical<sup>2</sup> health. The list included:

- 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>. Child **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 (*fml*)    <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

## 29.1 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.

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

adjectives	nouns
oily    processed <b>wholemeal</b> mental    fizzy	drinks <b>bread</b> 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.

## 29.3 Verb–noun collocations. Match the sentence beginnings on the left with the endings on the right.

- 1 Certain foods can slow  a cholesterol.
- 2 Some foods can boost  b the risk of heart disease.
- 3 Some foods can lower  c the immune system.
- 4 Other foods can reduce  d the ageing process.

## 29.4 Can you remember which positive effect each of these foods may have? Choose your answers from 29.3 (a–d).

- 1 spinach     2 vegetable juice     3 apples     4 blueberries

## 29.5 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.

## 29.6 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.

### 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 /aɪsəl/	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<sup>2</sup> at 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 10.00 am. When we finally got to Tokyo, the weather was bad and we had a bumpy landing<sup>6</sup>. Luckily, I don't get airsick<sup>7</sup> but I had terrible jetlag<sup>8</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> we landed in a way that was not smooth    <sup>7</sup> feel sick because of the movement of the plane; more formal = suffer from airsickness    <sup>8</sup> 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

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

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

## 30.2 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
steering wheel			

## 30.3 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 voyage.

## 30.4 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 severely 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, so the flight was b and I got a a (very unpleasant!). But the c were very friendly and helpful, which made me feel better. The i 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!

## 30.5 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:** 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

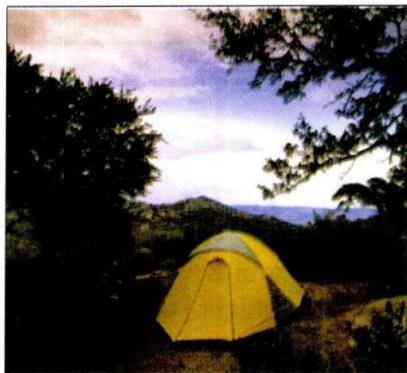
**cruise:** a holiday spent touring (or cruising) on a boat, stopping off to go sightseeing at different ports

**an adventure holiday:** a holiday involving unusual, exciting and possibly dangerous activities – suitable for **adventurous** people

**an overseas holiday:** a holiday spent in another country

## B

## Holiday postcards



Dear Zara

Having a wonderful holiday. It's so nice to get away<sup>1</sup>. We're staying at an amazing campsite up in the mountains. It's very remote<sup>2</sup> and we had to drive up an unbelievably winding<sup>3</sup> road to get here. But once we made it, the views over the surrounding<sup>4</sup> countryside made the terrifying<sup>5</sup> drive worthwhile.

Love  
Sami

<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



Dear Nico

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

Wish you were here too!  
Francesca

<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 one's 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

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

adjective	noun	verb
fascinating	fascination	
delightful		
exhilarating		
glamorous		
luxurious		

31.2 Fill in the gaps in this postcard with appropriate adjectives from the opposite page.

Hi,

Am having a wonderful holiday here. The town here is very old and quite '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

31.3 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 ..... our tent.
- 3 Visitors to our hotel have ..... access to our own private beach.
- 4 When I was a child, we spent all our holidays with my grandparents and I had my first ..... trip when I was 17.
- 5 I'd love to hire a boat and spend a month ..... round the Mediterranean, wouldn't you?
- 6 I wouldn't recommend that hotel. It's extremely ..... ; it's seven miles to the nearest beach and ten miles to the town.
- 7 Our trip to South Africa was undoubtedly the most ..... holiday I've ever had.
- 8 A narrow ..... road led up the mountain to the cottage we'd rented.

31.4 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 .....
- 3 a village with very pretty buildings and lots of flowers .....
- 4 a view from the top of a mountain over a magnificent landscape .....
- 5 the opportunity to go on a once-in-a-lifetime holiday .....
- 6 a walk along a windswept beach .....

31.5

## 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

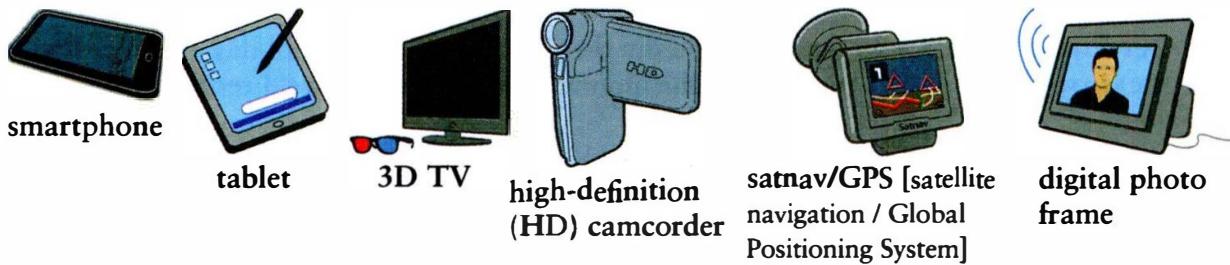
You are probably familiar with the traditional branches of science, e.g. chemistry, physics, botany and zoology. But what about these more recently established fields?

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



## 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.

<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

**32.1** 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 soil ..... Science: hydroponics .....
- 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: .....

**32.2** What item do you think each person needs from B?

- 1 'I keep losing my way and I'm not good at reading maps.' Needs: a satnav .....
- 2 'My phone is so old I can't take any videos with it.' Needs: .....
- 3 'I'd love to be able to look at my photos any time I want to.' Needs: .....
- 4 'My old camcorder doesn't produce really sharp movies.' Needs: .....
- 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.' Needs: .....
- 6 'I want something like a laptop with a touch screen that I can watch films on or read e-books.' Needs: .....

**32.3** 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.               |

**32.4** 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.

# 33 Computers

## 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 or stored

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

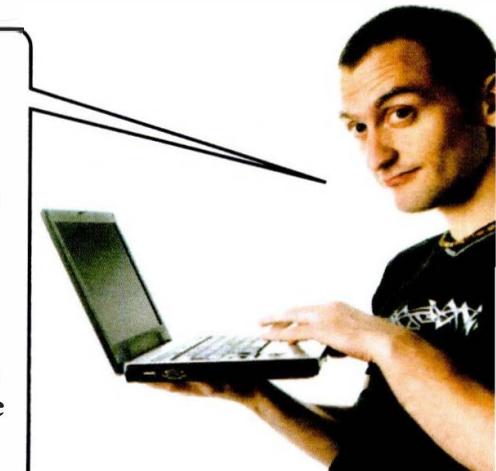
A computer shows a range of icons on its display. You put the cursor on the one you want to use and click on it to open it.

## 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.

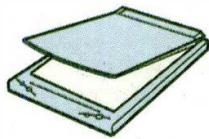
After a few years you may want to upgrade your computer as they are always developing machines which are faster and more powerful. If you don't do this you may not be able to run all the software you need. You can usually just download upgrades to your computer's operating system or to your applications from company websites.



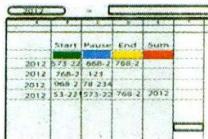
# Exercises

## 33.1 Match the words in the box to the pictures below.

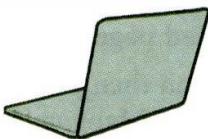
laptop desktop computer tablet icon **scanner** memory stick microchip  
cursor spreadsheet



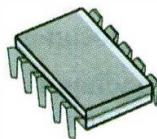
1 scanner



2



3



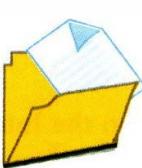
4



5



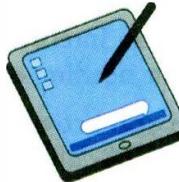
6



7



8



9

## 33.2 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 .....
- 3 I'm always impressed by people who carry their ..... 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 ..... is almost full.
- 5 That computer game you gave me has got amazing ..... – the people just look so realistic!
- 6 One of my most important tasks at work is to keep the ..... up to date so that customers' contact details are always accurate.
- 7 If you put the ..... in the middle of a paragraph of text and double click, you select the whole paragraph.
- 8 I downloaded a fantastic ..... the other day – it tells me where the nearest cash machine is to wherever I am in the world.
- 9 ..... 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 ..... inside your mobile phone.

## 33.3 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?

## 33.4

### 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 applications 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?

# 34 Communications and the Internet

مراجع زبان ایرانیان

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 /wɪfaɪ/ 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.

<sup>1</sup> opp = log off    <sup>2</sup> opp = log out

B

## Online communication

Home

Links

News

Help

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

## 34.1 Which word from the box matches each definition?

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

- 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 .....

## 34.2 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.

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

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

## 34.4

### Over to you

Answer these questions about yourself.

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

## A

## Radio and television

مراجع زبان ایرانیان

Read these extracts from TV listings.

4.00 pm	Diana: talk show <sup>1</sup> with Diana Cosby; today's guest, Rona Fredale	7.00 pm	<b>Documentary:</b> Are we killing our kids? <b>Investigating:</b> 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> : sitcom <sup>6</sup> about a pair of newly-weds
5.30 pm	<i>Golden Chance</i> : game show <sup>3</sup> with Bob Langley	9.00 pm	<i>Roundup</i> : sports programme with all the day's top action – tonight: rugby final
6.00 pm	<b>News and weather forecast</b>	10.00 pm	<i>The Day in Politics</i> : current affairs <sup>7</sup> programme. <b>Presenter</b> <sup>8</sup> : James Hill
6.30 pm	<i>Didbury Street</i> : the nation's favourite soap <sup>4</sup>	10.30 pm	<i>Wikdal</i> : detective drama 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. 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 mistake

www.irLanguage.com

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

## 35.1 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.' **documentary**
- 2 'Walt Disney made a lot of them. *Mickey Mouse* 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.'

## 35.2 Fill the gaps with words from B opposite.

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

## 35.3 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
celebrity news	

## 35.4 Rewrite the words in bold using verbs from the opposite page.

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

## 35.5

### Over to you

Which types of media do you use most? Give your reasons. If possible, compare your answers with someone else's.

## A

## Types of government

مراجع زبان ایرانیان

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

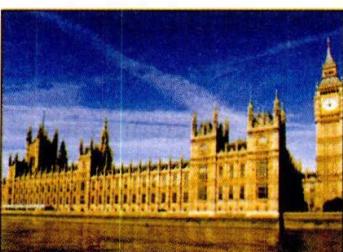
independence: freedom from outside control; self-governing

## 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/parties in Parliament. 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    <sup>7</sup> 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

www.irLanguage.com

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 over)	president	presidency
represent	representative	representation
elect	elector; electorate (group of people)	election

# Exercises

## 36.1 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.

## 36.2 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> ..... . The Commons is elected for a maximum period of five years although the Prime Minister may call a general <sup>6</sup> ..... at any time within that period.

## 36.3 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.                       |

## 36.4 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

## 36.5

### 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)

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.

## Language help

*I've been robbed. Someone's stolen my bike!*

Note 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 wallet*, 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*. The crime is **robbery**.

**Steal** is irregular: *steal, stole, stolen*. The crime is **theft** – there is no equivalent noun formed from **steal**. **Rob** (and **steal** to a lesser extent) are often used in contexts not related to the law, e.g. *Two last-minute goals robbed our team of victory*.

## B

## Verbs connected with crime

Note that some of these verbs are followed by specific prepositions.

Bill committed a crime when he robbed a bank. Someone witnessed the crime and told the police. The police arrested him and charged him with bank robbery. They also accused his twin brother, Ben, of being his accomplice<sup>1</sup>.

The case came to court<sup>2</sup> and they were tried<sup>3</sup>. The trial did not last very long. Bill 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 Bill 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 Bill to three years in prison/jail. He also had to pay a large fine. Bill served two years in prison but was released from prison a year early. He got time off for good behaviour.

<sup>1</sup> someone who helps someone commit a crime    <sup>2</sup> place where a judge makes legal decisions

<sup>3</sup> put through a legal process to decide whether they did the crime or not    <sup>4</sup> said they did not commit the crime    <sup>5</sup> discussions    <sup>6</sup> decide officially in a court of law that someone is guilty of a crime

<sup>7</sup> did not commit a crime

## C

## Nouns connected with crime

offence: an illegal act; it is committed by an offender    trial: the legal process in court whereby an accused person is investigated, or tried    case: a crime that is being investigated i.e. is under investigation    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    judge: the person who leads a trial and decides on the sentence, i.e. the punishment    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

# Exercises

37.1 Put the correct form of either *rob* or *steal* in the sentences below.

- 1 Last night an armed gang ..... the post office. They ..... £2,000.
- 2 My handbag ..... at the theatre yesterday.
- 3 Every year large numbers of banks .....
- 4 Jane ..... of the opportunity to stand for president.

37.2 Which crime is each person accused of?

- 1 Zoe stole a chocolate bar from a shop. ....
- 2 Harry took a film star's son and said she could only have him back if she paid a large sum of money. ....
- 3 Ophelia shot her husband in the heart. ....
- 4 Pete tried to take a large amount of cigarettes into his country without paying the due tax. ....
- 5 Tom broke into someone's house and stole a TV and a computer. ....

37.3 Fill the gaps in the paragraph below with one of the verbs from B opposite.

One of the two accused men <sup>1</sup>..... at yesterday's trial. Although his lawyer <sup>2</sup> ..... him very well, he was still found guilty by the jury. The judge <sup>3</sup> ..... him to two years in prison. He'll probably <sup>4</sup> ..... after 18 months. The other accused man was luckier. He <sup>5</sup> ..... and left the courtroom smiling broadly.

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

- 1 The judge sentenced the accused ..... 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.

37.5 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)
- 3 In court the accused said he did not commit the crime. (pleaded)
- 4 The murder case is still being looked into by the police. (investigation)
- 5 Anyone suffering because of a crime can join this support group. (victim)
- 6 The detective thought the jealous lover killed the woman. (suspected)
- 7 The bank robbers are currently being tried at a court in London. (trial)
- 8 Nathan is hoping to be let out of prison soon. (released)

37.6

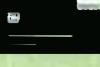
## Over to you

Answer these questions.

- 1 Which do you think are the two most important crimes in A?
- 2 Which, in your opinion, are the two least important crimes in A?
- 3 Would you like to serve on a jury? Why (not)?
- 4 What do you think should be the punishment for shoplifting?
- 5 How effective do you think fines are as punishment?
- 6 How effective do you think prison is as punishment?

### A Personal finance

These advertisements about personal finance appeared on a student noticeboard.

 <p><b>Newbank – Your Bank</b> Need a good <b>current account</b><sup>1</sup> with the best <b>interest rates</b><sup>2</sup> and a guaranteed <b>overdraft facility</b><sup>3</sup>? Pop into our campus branch today.</p>	 <p><b>Short of cash? Need a loan?</b> Need to <b>raise money</b> for that round-the-world trip? For a loan with <b>competitive</b><sup>8</sup> interest rates for students, ring 081456379.</p>
 <p><b>Too many credit cards?</b> <b>Combine</b><sup>4</sup> all your cards and <b>debts</b><sup>5</sup> into one convenient <b>payment</b><sup>6</sup>. Discuss your <b>credit limit</b><sup>7</sup> with us today. Call 67742319.</p>	 <p><b>Too soon to think about a mortgage?</b> No. Act now! For mortgages with low <b>deposits</b><sup>10</sup> and special student plans for <b>repayments</b><sup>11</sup>. Call 056987623.</p>

- <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 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

Read the conversation between Ricky and a bank adviser at Ricky's local branch.

- ADVISER: So, your salary is paid into your current account and you have a steady income<sup>1</sup>. What about outgoings<sup>2</sup>? Do you foresee any major expenses<sup>3</sup>?
- RICKY: I have some monthly outgoings, not many, and they're mostly direct debits<sup>4</sup>, so they're paid automatically. I do need to change my car soon. So I'll have to finance<sup>5</sup> that somehow.
- ADVISER: OK. We can have a look at that later. You don't have a savings account<sup>6</sup> with us?
- RICKY: No.
- ADVISER: We could open one for you and transfer<sup>7</sup> money regularly from your current account. We can look at that later, too. You've never been overdrawn<sup>8</sup>, which is very good. Your account is in credit<sup>9</sup>.
- RICKY: I try not to be in the red<sup>10</sup> and I know you charge interest<sup>11</sup> on overdrafts.
- ADVISER: Good. And you use online banking, do you?
- RICKY: Yes. I only ever come here nowadays to get cash from 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 *debites* (verb) your account for the necessary sums of money    <sup>5</sup> find the money needed to pay for it    <sup>6</sup> account where you put money you do not immediately need    <sup>7</sup> move from one account to another    <sup>8</sup> had a negative amount of money in your account    <sup>9</sup> has a positive amount of money in it    <sup>10</sup> *informal* have a negative amount of money in your account    <sup>11</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

## 38.1 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   |

## 38.2 Use words from A opposite to complete the sentences.

- 1 Nigel owes his brother 5,000 euros and he borrowed 10,000 euros to buy a car. Nigel 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 c..... l..... 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 c..... .
- 4 Before she bought her new car, Alice paid £500 to the dealer. She paid a d..... 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 o..... f..... .
- 6 Harry sold his car, got a part-time job and offered to clean people's windows. He was trying to r..... money to f..... his trip to Africa.
- 7 You only need one credit card. You can c..... all the sums you owe into one p..... .
- 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 m..... with r..... over 30 years.

## 38.3 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?

## 38.4 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?

## 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

## 39.1 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 or a fake? .....
- 6 Which of these materials is more fragile – china or wood? .....
- 7 Which is more flexible – metal or rubber? .....

## 39.2 Choose the correct option to complete each sentence.

- 1 Jana's clothes are never frivolous – they're always rather B .....  
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

## 39.3 Choose words from the box to complete the dialogue.

reasonably	nowhere	half	<b>great</b>	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.

## 39.4 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?

## 39.5

### Over to you

مراجع زبان ایرانیان

www.irLanguage.com

Answer these questions about yourself.

- 1 Do you prefer decorative or plain picture frames?
- 2 What would your perfect car be like?
- 3 What do you think about artificial flowers?
- 4 Do you enjoy talking about trivial things?

**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. [insist 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. [usually 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?

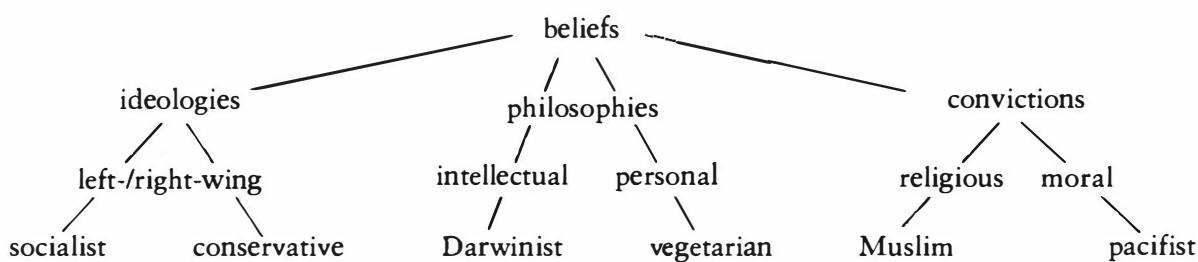
Are you for or against long prison sentences? (neutral/*infml*)

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

Peter 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

40.1 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 .....          | <input checked="" type="checkbox"/> | a my opinion.                    |
| 2 Many people believe .....          | <input type="checkbox"/>            | b the proposed changes.          |
| 3 I was in favour .....              | <input type="checkbox"/>            | c marriage.                      |
| 4 What does she think .....          | <input type="checkbox"/>            | d the plans for the new airport? |
| 5 This is absurd, .....              | <input type="checkbox"/>            | e life after death.              |
| 6 He's quite wrong, .....            | <input type="checkbox"/>            | f how honest he is.              |
| 7 Well, that's just silly, .....     | <input type="checkbox"/>            | g our point of view.             |
| 8 I have my doubts .....             | <input type="checkbox"/>            | h the new teacher?               |
| 9 Is Alex likely to be opposed ..... | <input type="checkbox"/>            | i my mind.                       |

40.2 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 ..... 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)

40.3 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) ....

40.4

## Over to you

[www.irLanguage.com](http://www.irLanguage.com)

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

مترجم زبان ایرانیان

**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 Amanda'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 Gloria 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: a feeling of being 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.’  
[feeling 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 about the future]

‘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

## 41.1 Read the remarks and then answer the questions.

Philip: '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.'

Trevor: '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.'

Sarah: 'It was very kind of you to look after my cat when I was away. Thank you.'

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?	Trevor	5 miserable?	
2 depressed?		6 thankful?	
3 content?		7 confused?	
4 grateful?		8 delighted?	

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

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

## 41.3 Sort the adjectives into positive and negative feelings.

contented sick and tired anxious thrilled frustrated confused

positive	negative
	sick and tired

## 41.4 Fill the gaps using the adjectives in 41.3. Choose an appropriate adverb (*absolutely*, *quite* or *a bit*) to go in front of the adjective. Sometimes, both are possible.

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

## 41.5

### 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

**To:** Anna Stankova  
**Subject:** My news

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

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

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

## 42.2 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) .....
- 3 Do you think Jim is attractive? (fancy) .....
- 4 She likes rowing and golf. (keen) .....
- 5 I loathe very salty food. (bear) .....
- 6 His art attracts me. (appeal) .....
- 7 I find Gina very interesting. (fascinate) .....
- 8 She has totally charmed him. (captivate) .....
- 9 I'm dreading the exam. (look) .....

## 42.3 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. ....     |
| 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. .... |

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

- <sup>appalled</sup>  
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.

## 42.5

### Over to you

Answer the questions in any way that is true for you.

- 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 Are there any issues you are passionate about? Why? Why not?
- 4 Do you know anyone who fascinates you? Why?

# 43 Speaking

## A

### Reporting verbs

مرجع زبان ایرانیان

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

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

\* People also whisper in places where it would be impolite to speak loudly.

\*\* Stuttering and stammering may also be the result of a speech impediment.

'I'm sick of this. I'm going home,' he muttered.

Suddenly, someone shouted 'Help!'

She whispered that she was not happy with the way the meeting was going.

## B

### Describing feelings

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

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

## C

### Adverbs related to speech

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

If somebody feels angry: angrily furiously bitterly

If somebody feels unhappy: gloomily miserably sadly

If somebody feels happy: happily cheerfully gladly hopefully

If somebody 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

## 43.1 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 Gary 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.

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

- |                        |                                       |   |
|------------------------|---------------------------------------|---|
| 1 He always maintained | <input checked="" type="checkbox"/> d | 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.      |

## 43.3 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
---------	----------	-------------	---------	-----------	-----------	-------	-----------

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

## 43.4 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*) .....

## 43.5 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 a 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 MP3 player 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

**44.1** 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? ..... |

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

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

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

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

**44.4** 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> .<br>.....            |
| 2 He <u>knocked</u> <u>lightly</u> on the door. .....                                       | 7 The robber <u>took</u> the money and ran.<br>.....                    |
| 3 She <u>took</u> my hand <u>firmly</u> . .....   | 8 She <u>picked up, carried and put down</u> the boxes carefully. ..... |
| 4 She <u>put</u> her face <u>very close</u> up to the window so she could see better. ..... |   |
| 5 Take care you don't <u>hit</u> anyone in the eye with your umbrella. .....                |   |

**44.5** Make a sentence about the situations using any of these verbs – *look*, *sound*, *taste*, *touch*, *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.

**44.6** 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.*

**44.7**

## 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?

# 45 What your body does

## A Verbs connected with the mouth and breathing



yawn: Why are you yawning? Are you feeling sleepy?

sneeze: Dust often makes me sneeze.

snore: She snored in her chair with her 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?



frown

grin: She was so delighted with the present that she grinned from ear to ear.



grin

blink: She blinked several times to try and get the dust out of her eye.

blush: He blushed with embarrassment when she smiled at him.

## D Verbs connected with the whole body

perspire/sweat /swet/: When it's hot, you sweat/ perspire. (perspire is more formal)



sweat

shiver: Look at him! He's so cold that he's shivering!



shiver

tremble: My hands tremble when I've been drinking too much coffee.

shake: She laughed so much that her whole body shook.

### Language help

[www.irLanguage.com](http://www.irLanguage.com)

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** /knf/ etc. (except **to breathe** /bri:ð/ and **to perspire**; their nouns are **breath** /breθ/ and **perspiration**).

# Exercises

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



1 *blush* ..... 2 ..... 3 ..... 4 ..... 5 .....

- 45.2 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 take ..... .
- 7 Put your head underwater and see how many seconds you can ..... .
- 8 We started running fast and soon we were both ..... .

- 45.3 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! Kevin, stop making that horrible noise with your drink! People are looking at us.

KEVIN: 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!

- 45.4 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). .....

- 45.5 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 a really **first-rate** / **top-notch** administrator, the very best. 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]

Mary is **head and shoulders above** the rest of the girls at maths. / She's **miles better** than the other girls at maths. (usually used of people) When it comes to technology, Japan is **streets ahead** of most other countries. (can be used of people or things) 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. Petra'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:

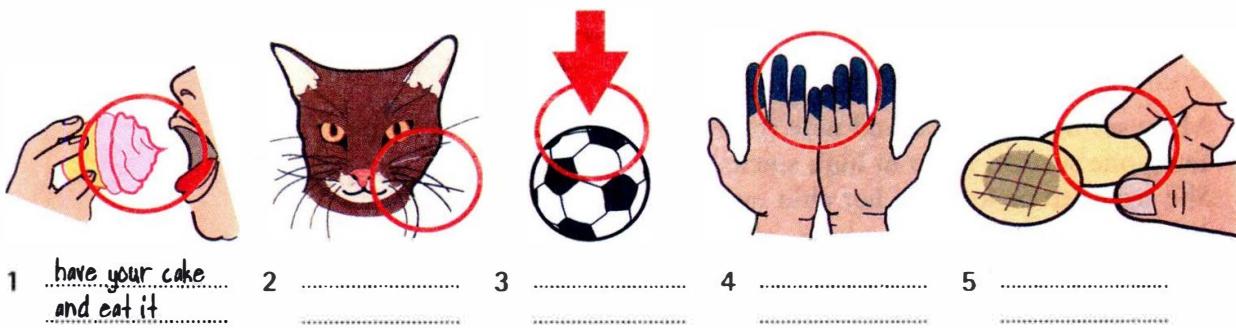
**critically important** (meaning 2), **critically acclaimed** (meaning 3), **critically ill** (meaning 4)

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

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



46.2 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)

46.3 Which of the expressions in 46.1 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 .....

46.4 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?

46.5 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 Penny has such a low opinion of herself.
- 3 When it comes to sport, Andrey is among 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.

# 47 Emotions and moods

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

## A

### Positive feelings, moods and states

مراجع زبان ایرانیان

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]

Jo's as happy as the day is long. [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]

Gerry is in a bad mood. [a bad mood/temper]

Martin was like a bear with a sore head. [extremely irritable] (See Unit 96.)

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 that won't be 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

www.english-test.net

There is often an element of **exaggeration** in 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

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

- |                   |                                   |                             |
|-------------------|-----------------------------------|-----------------------------|
| 1 Sally was on    | <input type="checkbox"/> <b>C</b> | 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 Lilian was as   | <input type="checkbox"/>          | d a bad mood.               |
| 5 Kathy was like  | <input type="checkbox"/>          | e a wobbly.                 |
| 6 Sharon threw    | <input type="checkbox"/>          | f happy as the day is long. |

47.2 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 .....

47.3 Read the comments and then answer the questions.

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

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

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

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

Lars: 'I was very ill indeed last week.'

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

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

47.4 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. ....

47.5

## Over to you

Write sentences about yourself.

- 1 Describe a situation or event which would make you feel on top of the world.
- 2 Do you feel that things are looking up for you personally in general or not?
- 3 Which of the expressions in C opposite best describe(s) your state at the **moment**?

# 48 Commenting on problematic situations

## A Types of problems and difficulties

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

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

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

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

## B Specific difficulties

You can be badly affected<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 didn't know what to do but I thought it would be best just to lay my cards on the table. [be very open, 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; *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]

## 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

## 48.1 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.

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

## 48.3 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 Karen 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)

## 48.4 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?

# 49 Number, quantity, degree and intensity

## 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:

smaller

bigger

minute /maɪnju:t/

tiny

average

considerable

significant

substantial

excessive

enormous

vast

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 and colloquial 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

## 49.1 Complete the sentences with words from A opposite.

- 1 It takes a considerable amount of time to learn to ski well.
- 2 A s..... 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 A t..... 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 s..... .

## 49.2 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.

## 49.3 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.

## 49.4 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.  
.....

## 49.5

### Over to you

Write sentences that are true for you using these collocations:

wholly dependent    utterly confused    totally unexpected    utter nonsense

# 50 Numbers and shapes

## A Pronunciation of numbers

Notice how we say the following:

28% twenty-eight per cent

$1\frac{2}{3}$  one and two thirds

$4^2$  four squared

10.3 ten point three

$10m \times 12m$  ten metres by twelve metres

$\frac{4}{5}$  four fifths

$\frac{9}{13}$  nine thirteenths / nine over thirteen

$7^3$  seven cubed

$8^4$  eight to the power of four

$32^{\circ}\text{C}$  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:

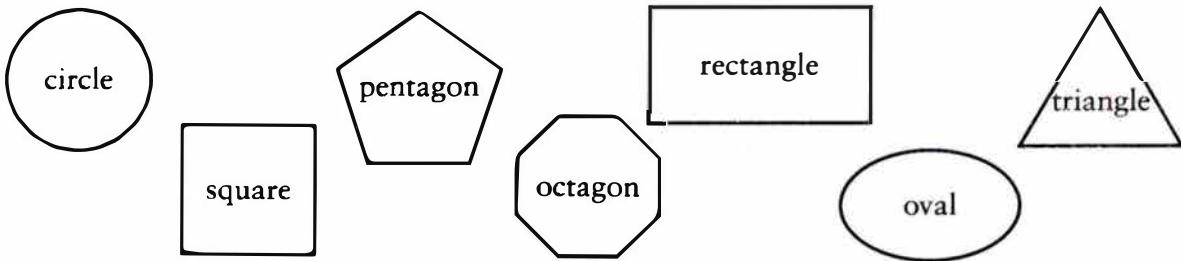
1,623,457 = one million, six hundred and twenty-three thousand, four hundred and fifty-seven.

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

$$2x + 3y - z = 3z/4x$$

$$6 \times 7 = 42$$

### - 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

$x$  multiplication

### ÷ division

# Exercises

50.1 Write the following in words rather than in figures or symbols.

- 1 62.3% of adults have false teeth. *Sixty-two point three 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  $\frac{1}{2} + \frac{3}{4} \times 4^2 = 20$
- 5 This article says that 7,556,981 people are currently living in London.

50.2 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?

50.3 Complete this table.

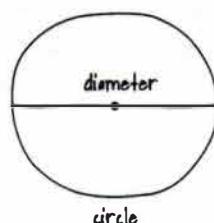
description	name of shape	adjective
shape with four sides of equal length and four right angles	square	square
round shape		
shape with three sides		
shape with eight sides		
shaped a bit like an egg		
three-dimensional round shape		
three-dimensional square shape		

50.4 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.

50.5 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.



# 51 Time

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. He's had a couple of spells in hospital in the last two or three years.  
[indefinite but short]  
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)  
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 DVD lasts/runs 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 fleeting glimpse of the President as his car drove past. [very short and quick]  
Venice has a timeless beauty.

### Common mistakes

[www.irLanguage.com](http://www.irLanguage.com)

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

## 51.1 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 refusing to eat vegetables when he was about nine or ten.
- 6 We had a very cold ..... in February. All the water pipes froze up.

## 51.2 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.

## 51.3 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 just 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.



## 51.4

### 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 مرجع زبان ایرانیان

## 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)
short	Tony has got a job as a long-distance lorry driver. The new road will shorten our journey by ten minutes.
wide	There's a shortcut to the station. [quick way]
broad	Let's measure the width /wɪdθ/ of the room. They're widening the road.
high	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)
low	The height /haɪt/ of the wall is two metres.
far	The fog heightened the feeling of mystery. (usually used only for feelings and emotions)
distant	You can lower the microphone if it's too high. [opp = raise] He loves travelling to faraway places. [a long way away = distant]
deep	What's the distance from Helsinki to St Petersburg? [= How far is it ...?] 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

**52.1** 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 .....

**52.2** Give opposites for:

- |                               |                            |                 |                   |
|-------------------------------|----------------------------|-----------------|-------------------|
| 1 a length of the pool        | a <b>width of the pool</b> | 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 |                   |

**52.3** 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.      |

**52.4** 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.

**52.5** 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?

# Obligation, need, possibility and probability

## A

## Obligation

مرجع زبان ایرانیان



You will be liable /'laɪəbəl/ 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 /'mændətɔri/ 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 have 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 Bonn. [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.

Many scientists believe that climate change is no longer just a possibility but is now an absolute certainty. [will certainly happen]

### Common mistake

[www.irLanguage.com](http://www.irLanguage.com)

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

## 53.1 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.      |

## 53.2 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)

## 53.3 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 yours or someone else's responsibility?

## 53.4 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.

## 53.5 Over to you

مرجع زبان ایرانیان

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 ringing
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 57.) 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 /'sombə/ room with dark, heavy curtains. [serious, imposing]

## D

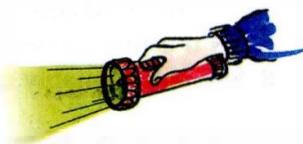
## Types of light

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 same bad news?

# Exercises

54.1 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 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 ear-plugs.

54.2 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. **hisss**
- 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.

54.3 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.

54.4 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.       | <b>b</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.                 |

54.5 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.; fm'l; 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

## 55.1 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.

## 55.2 The verbs in the middle column have been jumbled. Put them in the right sentences.

1 A millionaire	inherited <b>donated</b> .....	his entire library to the school.
2 The director was	supported .....	the best parking place.
3 My mother's cousin	<b>donated</b> .....	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.
7 My parents	presented .....	me when I was out of work.
8 The oldest son	supplied .....	the old house when his father died.

## 55.3 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.

## 55.4 The rise and fall of Mr Fatcatt – a sad story. Fill the gaps with suitable words from the opposite page.

Horace 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.

## 55.5 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.

# 56 Movement and speed

## 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.

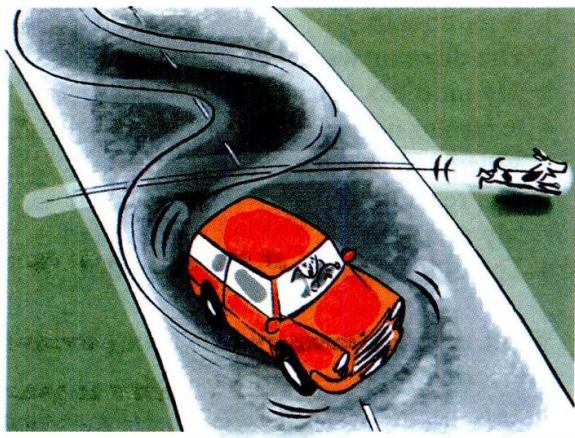
[moved gently from side to side]

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**! /'dəʊ:dɪŋ/ 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]

## 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 mistake

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

56.1 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"/> | 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 the 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.     |

56.2 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, .....

56.3 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 ..... of life in the city, so I moved to a small village.
- 3 The teacher asked the students to calculate the ..... of a series of objects dropped from a specific height.
- 4 A: What ..... were you doing at the time? B: Oh, about 60 kph, I'd say.
- 5 The company is showing an impressive ..... of growth.

56.4 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.

56.5 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		

56.6

## Over to you

In what situations might you ...

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1 tear out of the house?       | 4 not even dare to stir?             |
| 2 deliberately dawdle?         | 5 shoot past somebody's office/room? |
| 3 plod along at a steady pace? | 6 creep around the house?            |

# Texture, brightness, weight and density

## A Texture – how something feels when you touch it

[www.irLanguage.com](http://www.irLanguage.com)

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
sleek	a highly polished new car
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 /'dʒægid/	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

مرجع زبان ایرانیان



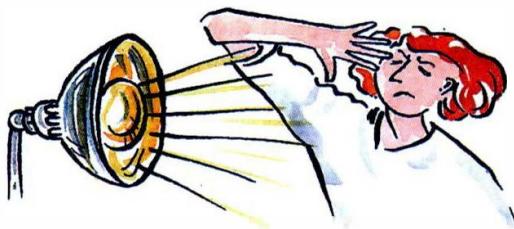
a shady corner of the garden



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

## 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?

Your bag's as heavy as lead! What's in it? Bricks?

This suitcase is very bulky/cumbersome. /'kʌmbəsəm/ [difficult, big and heavy]

# Exercises

57.1 Which adjectives from A opposite could describe the texture of these things?

- 1 The latest model of a smartphone. *sleek or 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. ....

57.2 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) .....

57.3 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.      |

57.4 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? .....

57.5

## Over to you

[www.irLanguage.com](http://www.irLanguage.com)

مراجع زبان ایرانیان

Look round your own home and find ...

- |                                      |                     |
|--------------------------------------|---------------------|
| 1 something sleek to the touch.      | 4 something furry.  |
| 2 something rough underfoot.         | 5 something smooth. |
| 3 something with a polished surface. |                     |

### Succeeding

We succeeded in persuading a lot of people to join our protest. (*in + -ing*)

I managed to contact him just before he left his office.

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

We've achieved /ə'tʃi:vɪd/ / accomplished /ə'kʌmplɪʃt/ 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*; *infml*]

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	✓					

### 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 /'fɔ:tə/, 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, my girlfriend's left me; I need help; I can't cope any more.

### 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

www.irLanguage.com

Izzy had great difficulty finding somewhere to live in London. (NOT difficulties)

Paul had considerable success with his first novel. (NOT successes)

# Exercises

- 58.1** 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 ..... a no-strike agreement with the union.
- 2 Now I've ..... all my family responsibilities, I can retire and travel the world.
- 3 The school 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.
- 6 We hope the two sides ..... a compromise and avoid war.
- 7 I'm afraid that little plan of mine didn't ..... off.

- 58.2** Fill in the missing word forms where they exist.

verb	noun	adjective
realise	realisation	
	difficulty	
	target	
fail		
	trouble	

- 58.3** 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 John's plans have come at nothing.
- 8 I'm afraid I haven't had any successes in contacting Lara today.

- 58.4** 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. You would probably hear it from a parent who is finding it too difficult to combine work and family life.
- 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.
- 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.

- 58.5**

## Over to you

What would happen / What would you do if ...

- 1 a plan backfired?
- 2 a club had only two members left out of 50?
- 3 a student faltered in one exam out of six, but did well in all the rest?
- 4 you were having a lot of bother with your car?
- 5 you started a small business but it came to nothing?
- 6 you couldn't cope with your English studies?

# 59

# 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**, food was rationed.

### 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

- 59.1 Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, and then do the exercise.

Mon	Paris – day 5 – Pompidou Centre	Fri
12	then theatre.	16
Tue	Been away 6 days! Paris OK, but	Sat
13	miss home.	17
Wed	Left Paris 10 am. Huge pile of	Sun
14	emails waiting!	18
Thu	Manchester, then Glasgow. Met	Notes
15	Manuela at Nick's.	

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 .....
- 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 Dave.

- 59.2 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 yesterday. .....
- 4 I was living in Budapest when I was offered the job in Paris. .....

- 59.3 Read the comments and then answer the questions.

Gunilla: 'I was in Oslo throughout the summer. Josep visited me during that time.'

Hugh: 'I was in Athens for a week, then in Rome for two weeks thereafter.'

Kim: 'At the very time I was in Rome, Hugh was in Rome.'

Liba: 'I was in Athens in October, but I didn't see Hugh 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 Hugh .....
- 2 Did Liba see Hugh 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 Hugh spend in Athens and Rome? .....
- 6 Did Josep spend the whole summer in Oslo or probably just part of it? .....

- 59.4

## Over to you

Complete the sentences so they are true for you.

- 1 The moment I wake up, I .....
- 2 Throughout my childhood I .....
- 3 I'm doing vocabulary right now. Earlier on, I was .....
- 4 Prior to going on holiday, I always .....

### 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: Paul'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 mistake

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

## 60.1 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 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 14 days.
- 5 ..... I lent you my car, would that help?

## 60.2 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.

## 60.3 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.

1



2



3



4



5



6



## 60.4 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 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.

**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

- 61.1 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)

- 61.2 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

- 61.3 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.

- 61.4 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.



3 ... the customers got angry.



2 ... everyone got a refund.



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 acknowledge/accept that he has worked hard but it isn't enough.	I agree but ... (accept is less formal than acknowledge)
I admit 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 concede 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 Isabel 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

**62.1** 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.

**62.2** 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.

**62.3** 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)

**62.4** Write a beginning for these sentences.

- 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 ..... 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.

**62.5** 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 ..... , we do need it.
- 3 In some ways I'd like to change my job, but ..... , I'd miss all my colleagues.
- 4 I don't think he's lazy; ..... , he puts in a great deal of effort.
- 5 She doesn't speak Japanese well; ..... , she only knows a couple of phrases.
- 6 This hotel looks very attractive; ..... , it's more expensive than the first one we looked at.

# 63 Addition

A

## Expressions for linking sentences/clauses

مراجع زبان ایرانیان

sentence/clause 1	and	sentence/clause 2
For this job you need a degree.	In addition, Additionally,	you need at least two years' experience.
Camcorders are becoming easier to use.	Furthermore, Moreover, What's more*,	they are becoming cheaper.
Children should respect their parents.	Equally, Likewise,	they should respect their teachers.
We'll have all the stress of going to court and giving evidence.	On top of (all) that**,	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 / etc. /et'setra/. (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)

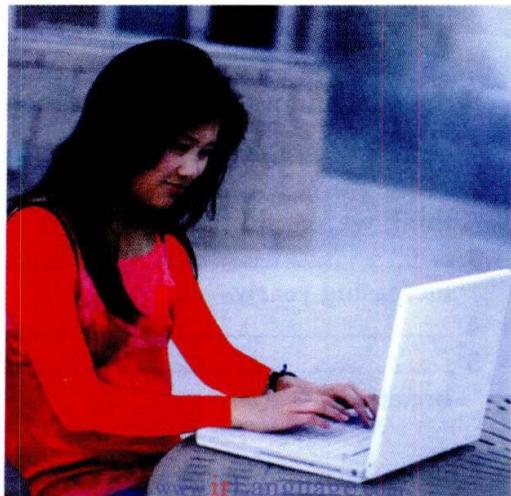
Alongside her full-time job as a dentist, she does voluntary conservation work at weekends.

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

www.irLanguage.com

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

- 63.1 Fill in the gaps in this email with suitable adding words and phrases. Try to do it without looking at the opposite page.

▼ To: Sally Coldstream  
▼ Subject: My application

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

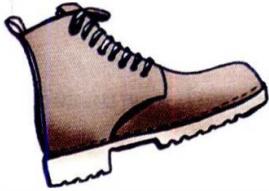
- 63.2 Rewrite the sentences using the word or phrase in brackets at the end.

- 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)

- 63.3 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. **being**
- 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.

- 63.4 What adding words/phrases can you associate with these pictures?



1 to .....  
boot



2 into the .....  
the

$$2+2=4$$



3 in .....  
the

4 on .....  
the

- 63.5 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 **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.

# 64 Referring words

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.

www.irLanguage.com

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

## 64.1 Match the sentences on the left with a suitable label on the right.

- |   |                                       |              |
|---|---------------------------------------|--------------|
| 1 The earth is in orbit around the sun. | <input checked="" type="checkbox"/> c | a problem    |
| 2 It has proved to be most efficient.   | <input type="checkbox"/>              | b evaluation |
| 3 People are essentially good.          | <input type="checkbox"/>              | c fact       |
| 4 I've run out of cash.                 | <input type="checkbox"/>              | d belief     |
| 5 World poverty and overpopulation.     | <input type="checkbox"/>              | e view       |
| 6 They should get married, to my mind.  | <input type="checkbox"/>              | f issue      |

## 64.2 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?

## 64.3 These newspaper headlines have been separated from their texts. Put each one with a suitable text.

a **NEW APPROACH TO CANCER TREATMENT**

d **PRIME MINISTER SETS OUT VIEWS ON EUROPEAN UNION**

b **NEW ARGUMENT OVER ECONOMIC RECESSION**

e **SOLUTION TO AGE-OLD MYSTERY IN KENYA**

c **SCIENTIST REJECTS CLAIMS OVER FAST FOOD**

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 [ ]

## 64.4 Over to you

مراجع زبان ایرانیان

- 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

## 65.1

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 ...'

## 65.2

Here are some short dialogues where there are no discourse markers, which would be unusual in real informal conversation. Use markers from the list 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?

B: ...Well..., I like it but I wouldn't say I was a fan.

2 A: I'll take care of these.

B: \_\_\_\_\_. That's everything.

A: \_\_\_\_\_, see you next week.

B: \_\_\_\_\_. 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: \_\_\_\_\_! Let me tell you what happened first.

4 A: Which number is yours?

B: \_\_\_\_\_ ... it's that one there, yes, that one.

5 A: He's looking exhausted.

B: Really?

A: \_\_\_\_\_, look at his eyes – he looks so tired.

6 A: What do you mean, 'cold'?

B: \_\_\_\_\_, she's not friendly, very distant. Last week I gave her a jolly smile and she scowled at me.

A: \_\_\_\_\_, 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: \_\_\_\_\_, you can't live without it!

A: I suppose that's true.

8 A: What are we going to do?

B: \_\_\_\_\_, I've got an idea. Why don't we ask James to help? He's a lawyer.

## 65.3

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.

## 65.4

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

مرجع زبان ایرانیان

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 mistake

www.irlanguage.com

**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

## 66.1 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 |

## 66.2 Fill the gaps with typical linking words or phrases used in writing. The first letter of each phrase/word is given.

'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?

## 66.3 Which linking word or phrase(s) ...

- 1 is based on the verb 'to say'? <sup>say</sup> (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? .....

## 66.4 Write a short letter 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

## Conversation-building expressions

Everyday conversations are full of expressions that are not necessarily difficult to understand but which have a fixed form which does not change. You have to learn these as whole expressions. The expressions are often hard to find in dictionaries.

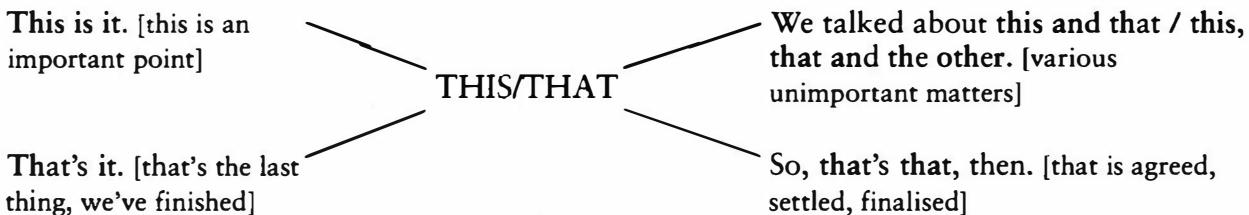
These are some common expressions that help to modify or organise what we are saying. There are many more expressions like these. (See also Unit 65.)

expression	meaning/function
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 Paul 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 Georgie 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:



## C

## 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 text them. [if nothing else succeeds]

What with one thing and another, I haven't had time to reply to her email. [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 any time. [as far as it affects me / from my point of view]

As luck would have it, she was in when we called. [by chance]

# Exercises

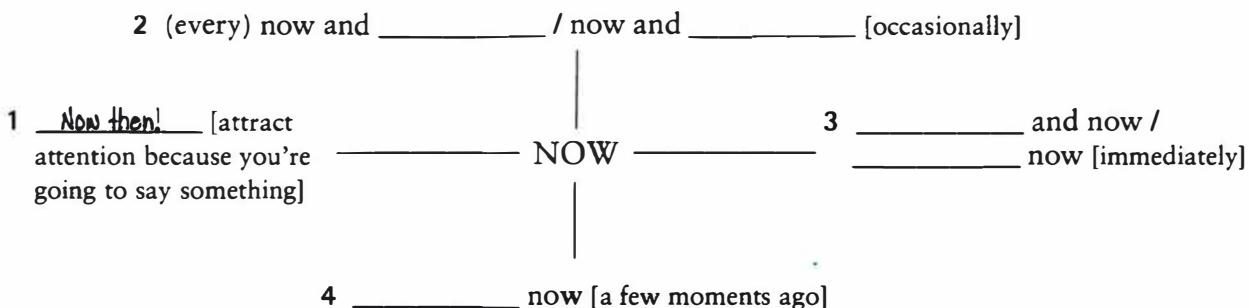
**67.1** Complete the fixed expressions in these sentences, without looking at the opposite page, if possible.

- 1 Come ...to think of it....., 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, but that's just my opinion.
- 3 A: The nursery closes down during the school holidays. B: ..... 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 Sheena. I almost forgot it!
- 6 As ..... , before the telephone interrupted us, we plan to extend the house next spring.

**67.2** 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 Bella talking about?  
B: Oh, this and that / this, that and the other .....
- 2 A: How many more?  
B: No more, actually, .....
- 3 A: Here comes the big announcement we've been waiting for.  
B: Yes, .....
- 4 A: OK, I'll take our decisions to the committee.  
B: Right so, ..... , then. Thanks.

**67.3** Complete this network of everyday expressions with *now* in a similar way to the *this/that* network opposite. Use a dictionary if necessary.



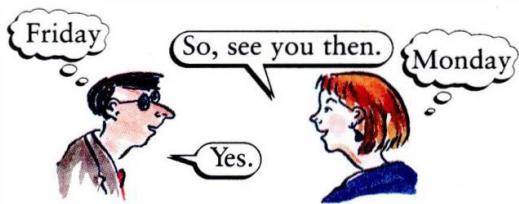
**67.4** Use the expressions with *now* to rewrite the words in bold.

- 1 Do you want me to do it straight away, or can it wait? here and now / right now .....
- 2 So, everybody, listen carefully. I have news for you. .....
- 3 A: Have you seen Jason? B: Yes, I saw him a few minutes ago – he's in his office.  
.....
- 4 I bump into her in town occasionally, but not that often. .....

**67.5** Which expressions in this unit contain the following key words?

- |   |                   |
|---|-------------------|
| 1 comes ... <u>When it comes to</u> ..... | 4 worst .....     |
| 2 luck .....                              | 5 concerned ..... |
| 3 fails .....                             | 6 thing .....     |

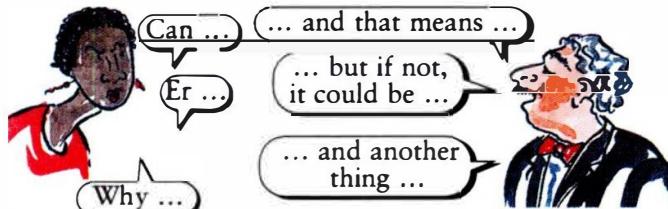
## A Idioms connected with communication problems



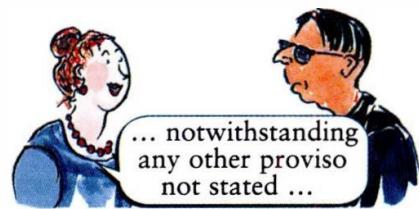
They're talking at cross-purposes. [talking about different things without realising it]



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]

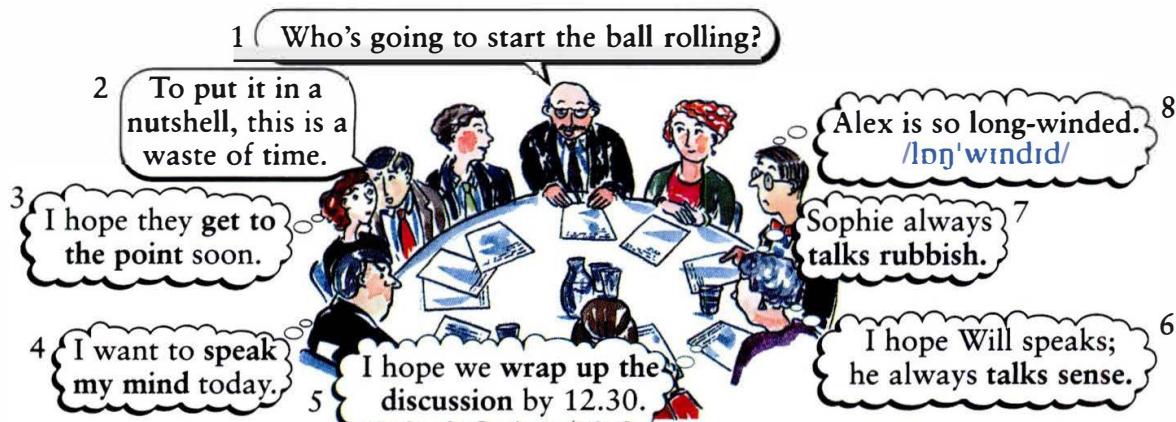
It was just small talk, nothing more, I promise. [purely social talk, nothing serious]

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

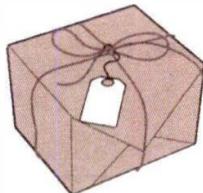
<sup>7</sup> says stupid things    <sup>8</sup> says things in a long, indirect way

# Exercises

## 68.1 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 .....  
 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.

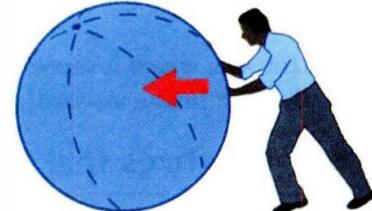
## 68.2 What idioms opposite do these drawings represent?



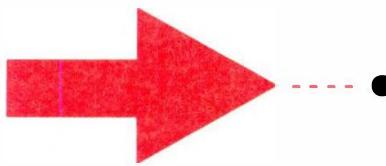
1 wrap up the ..... discussion



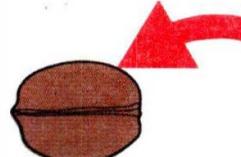
2 talk .....



3 start .....



4 get to / come to ..... 5 to put .....



6 get hold of .....

## 68.3 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! Darren'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 .....

# 69 Suffixes

## A Common noun suffixes

-er /ə/ 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 /ə/). 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 /əbl/ 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 thirtyish. He has reddish hair. Come about eightish.

### Language help

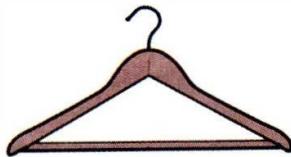
Adding a suffix can sometimes change the stress in a word. Be sure to check in a dictionary. Examples:  
flexible → flexibility   productive → productivity   piano → pianist

# Exercises

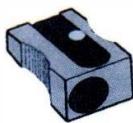
69.1 These pictures show objects ending in *-er/-or*. Can you name them?



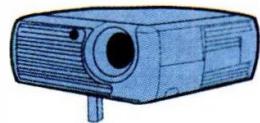
1 **stapler** .....



2 .....



3 .....



4 .....



5 .....

69.2 Do these words mean a thing or a person, or can they mean both? Use a dictionary if necessary.

- 1 a cooker ..... 3 a ticket holder ..... 5 a cleaner ..... 7 a drinker .....  
2 a grater ..... 4 an MP3 player ..... 6 a smoker ..... 8 an advisor .....

69.3 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 piano. **a jazz pianist** 6 A person to whom a sum of money is paid.  
2 A thing that wipes rain off your car windscreen. 7 A machine for washing dishes.  
3 A person who plays classical violin. 8 A person who donates their organs  
4 A person who takes professional photographs. upon their death.  
5 A person who acts in amateur theatre. 9 A person to whom a letter is addressed.

69.4 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 .....

69.5 Complete the table with the different parts of speech. Do not fill the shaded boxes.

noun	verb	adjective
	eat	edible
fury		
		beautiful
		scarce
	refuse	
		modern
	forget	
	act	

69.6

## 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**, **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

70.1 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.

70.2 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 Helena ..... the letter and began to read it. (fold)

70.3 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? .....

70.4 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. .....           |

70.5 Using the table opposite, construct words or phrases to replace the underlined words.

- 1 He's in favour of the American approach. He's 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

مراجع زبان ایرانیان

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

She was **educated** at a very small private school. [went to school]

He **conducted** the orchestra with great vigour. [led]

Japan **produces** a lot of electronic equipment. [makes]

**[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 MP3 file to MP4? [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

**71.1** 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		conversion
produce		
conduct		
impress		
support		
compress		

**71.2** 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)

**71.3** 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: <i>within, inward</i>	o, ob: <i>against</i>	in, im: <i>in, into</i>	re: <i>again, back</i>
de: <i>down, from</i>	ex: <i>out</i>	sub: <i>under</i>	trans: <i>across</i>

- 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 one's 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.

**71.4** 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 ..	postpone .....	oppose .....	inspect .....
deposit .....	divert .....		
put off	look at	hold up	turn away
			go against
			put down

**71.5**

Over to you

[www.irLanguage.com](http://www.irLanguage.com)

مترجم زبان ایرانیان

Choose any four words from A opposite based on the roots given. Write sentences using them which are true for you.

**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 69) 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*. *-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

www.irLanguage.com

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 mistake**

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

72.1 What is the abstract noun related to each of the following adjectives?

- |                     |                  |                     |
|---------------------|------------------|---------------------|
| 1 friendly .....    | 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 .....       |

72.2 Which verbs are related to these abstract nouns? Use a dictionary if necessary.

- |                      |                  |                      |
|----------------------|------------------|----------------------|
| 1 collection .....   | 5 strength ..... | 9 production .....   |
| 2 recession .....    | 6 boredom .....  | 10 ownership .....   |
| 3 belief .....       | 7 activity ..... | 11 expectation ..... |
| 4 relationship ..... | 8 sight .....    | 12 adjustment .....  |

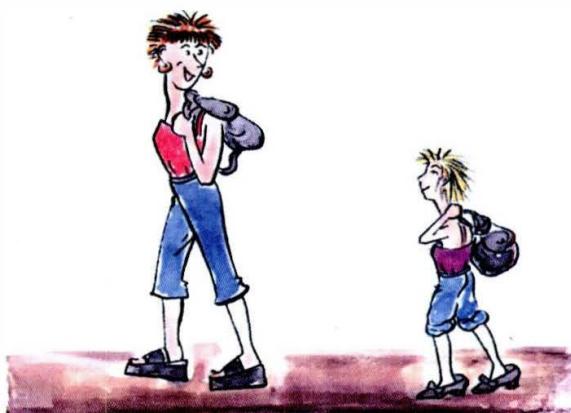
72.3 Find a synonym with the suffix in brackets for each of the following nouns. Use a thesaurus if necessary.

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 animosity (-ity) .....        | 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) .....        |                             |

72.4 Complete each of the quotations with one of the words in the box.

imitation advice injustice kingdom darkness

- 1 ‘Imitation..... is the sincerest 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.’



72.5

## 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 .....

# 73 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).

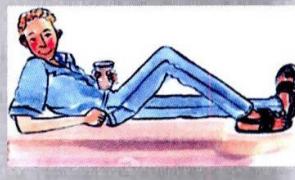
### Language help

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 (colloquial)] 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 but they don't give him much money and he is always complaining of being hard-up. [rich] [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.

air-conditioned rooms bullet-proof windows on the President's car business-class ticket  
cut-price goods in the sales duty-free items handmade furniture interest-free credit  
last-minute revision for an exam long-distance lorry driver long-standing relationship  
off-peak train travel [at a time which is less busy] part-time job so-called expert sugar-free  
diet time-consuming writing of reports top-secret information world-famous 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

## 73.1 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) ..... , ..... shirt
- 3 a girl who has long legs and brown eyes? a(n) ..... , ..... girl
- 4 very new sandals that have open toes? ..... , ..... sandals
- 5 a boy who dresses well and is brown from the sun? a(n) ..... , ..... boy
- 6 a person who is very relaxed and kind? a(n) ..... , ..... person
- 7 a boy who has curly hair and is sharp? a(n) ..... , ..... boy
- 8 a story that is difficult to believe? a(n) ..... story

## 73.2 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 blue.....  
.....-eyed
- 2 .....  
.....-proof
- 3 .....  
.....-class
- 4 .....  
.....-minded
- 5 .....  
.....-made
- 6 .....  
.....-free
- 7 .....  
.....-fitting
- 8 .....  
.....-handed

## 73.3 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.

### Over to you

Which of the adjectives from this unit could you use to describe yourself or your friends or members of your family?

**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 75.

**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.

<u>alarm</u> clock	<u>contact</u> lens	<u>mineral</u> water	<u>voice</u> mail
<u>blood</u> donor	<u>credit</u> card	<u>package</u> holiday	<u>windscreen</u>
<u>burglar</u> alarm	<u>heart</u> attack	<u>steering</u> wheel	<u>windscreen</u> wiper
<u>bus</u> stop	<u>light</u> bulb	<u>tea</u> bag	<u>youth</u> 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	<u>computer</u> technology	<u>food</u> poisoning	<u>junk</u> food
<u>birth</u> control	cotton <u>wool</u>	<u>hay</u> fever [allergy to pollen]	<u>mail</u> order
<u>blood</u> pressure	data <u>processing</u>	<u>income</u> tax	<u>pocket</u> money

Here are some examples of common compound nouns used only in the singular.

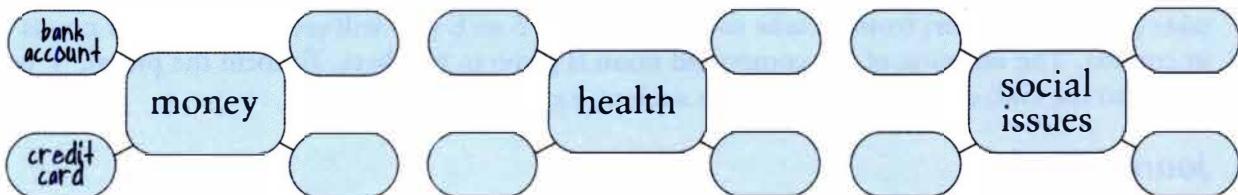
<u>arms</u> race [two or more countries competing to have the most powerful military]	<u>generation</u> gap
<u>climate</u> change	<u>labour</u> force
<u>death</u> penalty	<u>sound</u> barrier

Here are some examples of common compound nouns used only in the plural.

grass <u>roots</u>	kitchen <u>scissors</u>	<u>race</u> relations	<u>sunglasses</u>
headphones	luxury <u>goods</u>	<u>roadworks</u>	<u>traffic</u> lights

# Exercises

- 74.1 Complete these bubble networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- 74.2 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     | A screen that protects a driver from the wind. |
| 2 burglar alarm  | 5 climate change                               |
| 3 food poisoning | 6 kitchen scissors                             |
| 4 generation gap | 7 luxury goods                                 |
|                  | 8 pocket money                                 |
|                  | 9 welfare state                                |
|                  | 10 voice mail                                  |

- 74.3 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 natural causes and also through man-made pollution.
- 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 eco 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.

- 74.4 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 ...mail.....
- 2 sound .....
- 3 blood .....
- 4 tea .....
- 5 mother .....
- 6 ..... tax
- 7 ..... -processing
- 8 ..... crossing
- 9 ..... food
- 10 ..... race

- 74.5 Now make up some sentences like those in exercise 74.3 relating to the new compound nouns you made in exercise 74.4.

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 enquiry 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]

## 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

75.1 Which of the words on the opposite page would be most likely to follow the adjectives given below?

- |                     |               |                  |
|---------------------|---------------|------------------|
| 1 radioactive ..... | fallout ..... | 5 final .....    |
| 2 nervous .....     | .....         | 6 sales .....    |
| 3 computer .....    | .....         | 7 positive ..... |
| 4 annual .....      | .....         | 8 city .....     |

75.2 Match the compound nouns on the left with the synonyms on the right.

- |             |                                       |                |
|-------------|---------------------------------------|----------------|
| 1 breakdown | <input checked="" type="checkbox"/> e | 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 collapse     |
| 8 outset    | <input type="checkbox"/>              | h comments     |
| 9 walkout   | <input type="checkbox"/>              | i reduction    |

75.3 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 _____ in Ireland            | 8 _____ staff at supermarket announce strike |

75.4 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.

75.5 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  
*Outlook means prospect, whereas a look-out is a person watching out for an enemy or danger.*
- 2 set-up / upset
- 3 outlet / let-out
- 4 outlay / layout

# 76 Binomials

## 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.

*I have an old black and white photograph of my grandparents. 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

**76.1** 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 ..... and ..... ; 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.

**76.2** 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.  
.....
- 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 Jim's office is on the next floor to mine, so we have to go from one floor to another all day. ....

**76.3** 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.

**76.4** These binomials do not have *and* in the middle. What do they have? Check the opposite page if you are not sure.

- |                      |                    |                       |
|----------------------|--------------------|-----------------------|
| 1 sooner ..... 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.

BBC	British Broadcasting Corporation
ID	Identity (an identity card or passport)
GM	genetically modified
WHO	World Health Organisation
DNA	deoxyribonucleic acid (chemical at centre of living cells)
CIA	Central Intelligence Agency (US government agency collecting information about other countries)
MI6	Military Intelligence 6 (UK equivalent of CIA)
FAQ	frequently asked questions
AKA	also known as
IOU	I owe you
ATM	automated teller machine (cash machine usually outside bank)
ASAP	as soon as possible (it is occasionally pronounced as a word /eisæp/)

## 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.*

[www.esl-languagel.com](http://www.esl-languagel.com)

## B

## Abbreviations pronounced as words

Abbreviations pronounced as individual words are called acronyms.

NATO /neɪtəʊ/	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 /eɪwɔ:l/	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

## Abbreviations in texts and instant messaging

Text messages (or txt msgs) and instant messaging often use abbreviations. Some common ones are:

BTW	by the way
LOL	laugh(ing) out loud / lots of love
BRB	be right back
CUL8R	see you later
FYI	for your information
AFAIK	as far as I know
AFK	away from keyboard (with instant messaging)
IMHO	in my humble/honest opinion (with instant messaging)

# Exercises

## 77.1 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      | <input type="checkbox"/> c | a ID.   |
| 2 Most websites have a page dealing with                      | <input type="checkbox"/> d | b PIN.  |
| 3 Maggie took some money out of my wallet and left me an      | <input type="checkbox"/> e | c BBC.  |
| 4 What kind of people we are depends on our                   | <input type="checkbox"/> f | d SAD.  |
| 5 They won't let you into the club without any                | <input type="checkbox"/> g | e FAQs. |
| 6 You won't be able to use the ATM if you've forgotten your   | <input type="checkbox"/> h | f AWOL. |
| 7 I don't know where John can be – he's gone                  | <input type="checkbox"/> i | g DNA.  |
| 8 I always feel lethargic in December – I think I suffer from | <input type="checkbox"/> j | h IOU.  |

## 77.2 Find abbreviations from A, B or C opposite to fit these categories.

- 1 Find two that relate to measurement. kilo ..... gig .....
- 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. .... .....

## 77.3 Fill each gap with an appropriate abbreviation or acronym.

- 1 Please could you buy me a kilo ..... of apples?
- 2 Geoff 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.

## 77.4 Write out these text messages in full.



1 By the way I may be late tonight.    2 \_\_\_\_\_    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_

## 77.5

### 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*

get (hold of) 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 + prepositional phrase
feel down in the dumps [depressed/low]	
be in the red [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 88–93 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

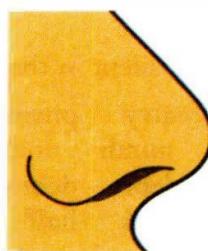
## 78.1 Complete the expressions from A and B opposite.

- 1 When I passed all my exams, I felt over ...the moon..... .
- 2 This printer isn't working again! It's a pain ..... .
- 3 It's almost midnight! I'd better be making ..... .
- 4 I spent too much money last month and now I'm in ..... .
- 5 It's time to change my laptop. It's five years old and has seen ..... .
- 6 She is the absolute limit! She really takes ..... .
- 7 Oh dear, Matthew completely misunderstood me. He always seems to get ..... .
- 8 I'm sorry. I do some really stupid things. You must think I'm as daft ..... .
- 9 I wonder what's wrong with Ursula? She looks down ..... .
- 10 I don't trust politicians. Most of them are just on the ..... .

## 78.2 Which expressions from the opposite page do these pictures remind you of?



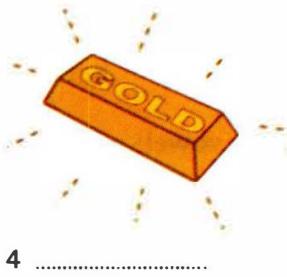
1 be over the moon.....



3 ..... .



2 ..... .



4 ..... .

## 78.3 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? .....
- 3 I was feeling (a) *under* (b) *below* the weather, so I didn't go to work. .....
- 4 Zoe pulled a (a) *quick* (b) *fast* one and didn't pay for her share of the meal. .....
- 5 All right, all right! You don't have to (a) *cook* (b) *make* a meal out of it! .....
- 6 He's really making (a) *heavy* (b) *bad* weather of what should be a simple task. .....

## 78.4 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.

## 78.5

### Over to you

مترجم زبان ایرانیان

www.irLanguage.com

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

You can hear how all the words in this unit are pronounced on the CD-ROM. 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 phonetic symbols for English vowel sounds. These are important because the vowel letters can be pronounced in many different ways:

a cat /æt/	about /ə/	wander /o/	last /a:/	late /eɪ/	e met /e/	meter /i:/ /ə/
i alive /aɪ/	give /i/				o sorry /o/	go /əʊ/ love /ʌ/ to /u:/
u put /ʊ/	cut /ʌ/	cupid /ju:/			ea head /e/	team /i:/ react /i:æ/
ie fiend /i:/	friend /e/	science /aɪə/			ou our /au/	route /u:/ would /ʊ/
ei rein /eɪ/	receive /i:/	reinforce /i:ɪ/			oo cool /u:/	cook /ʊ/ coopt /əʊɒp/

**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 /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 /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 /əpɒstrəfi/	catastrophe /kə'tæstrəfi/	cupboard /'kʌbəd/
recipe /'resipi/	vegetables /'vedʒtəblz/	sword /'sɔ:d/
ought /ə:t/	muscle /'mʌsəl/	interesting /'intrəstɪŋ/

# Exercises

79.1 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.

79.2 Which word is the odd one out in each of these groups?

- |                                    |                       |
|------------------------------------|-----------------------|
| 1 worry, sorry, lorry <b>worry</b> | 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    |

79.3 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 .....
- 3 through .....
- 4 cough .....
- 5 though .....



79.4 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 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.

79.5 Write out the words below using the normal English alphabet.

- |                         |                 |             |             |
|-------------------------|-----------------|-------------|-------------|
| 1 /mʌsəl/ <b>muscle</b> | 3 /'hæŋkətʃi:f/ | 5 /'sʌtəl/  | 7 /haɪt/    |
| 2 /kə'tæstrəfi/         | 4 /'kemɪkəl/    | 6 /rə'si:t/ | 8 /'resipi/ |

79.6 Underline the stressed syllable in each of the words below.

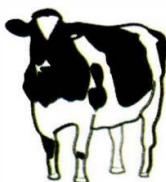
- 1 photograph photography photographer photographically
- 2 zoology zoologist zoological
- 3 arithmetic arithmetical arithmetician
- 4 psychology psychologist psychological
- 5 psychiatry psychiatric psychiatrist

79.7 Find words on the opposite page to match each definition. Say them aloud.

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1 cooking instructions <b>recipe</b> | 4 a punctuation mark      |
| 2 between warm and cold              | 5 the opposite of descend |
| 3 an old weapon                      | 6 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.



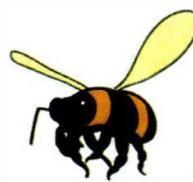
cows moo



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.

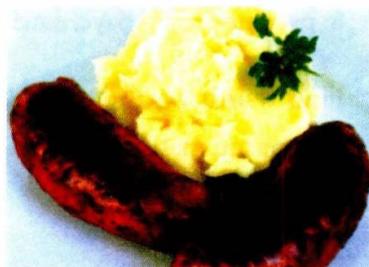
- gr- at the beginning of a word can suggest something unpleasant or miserable, e.g.  
She was groaning with pain. [make a deep sound forced out by pain or despair]  
Everyone was grumbling about the quality of the food. [complain in a bad-tempered way]  
Don't be so grumpy! [bad-tempered]  
The teacher 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 window



a car crash

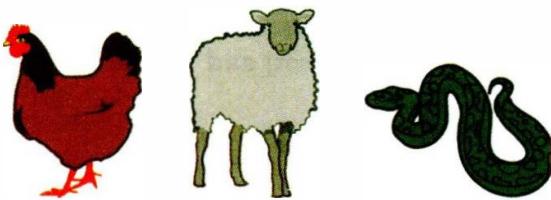


sausages and mashed potato

# Exercises

**80.1** Match the verbs and the animals which make the sound. Some of the verbs are not given on the opposite page.

- |              |                                     |         |
|--------------|-------------------------------------|---------|
| 1 cat        | <input checked="" type="checkbox"/> | a roar  |
| 2 hen        | <input type="checkbox"/>            | b growl |
| 3 sheep      | <input type="checkbox"/>            | c buzz  |
| 4 snake      | <input type="checkbox"/>            | d purr  |
| 5 dog        | <input type="checkbox"/>            | e tweet |
| 6 bee        | <input type="checkbox"/>            | f hiss  |
| 7 small bird | <input type="checkbox"/>            | g cluck |
| 8 lion       | <input type="checkbox"/>            | h bleat |



**80.2** Look at B opposite and insert the missing letters.

- 1 The plant looked very dry, so I ...sprayed 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 .....izzed 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.

**80.3** 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.

**80.4** 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?  
.....

**80.5**

*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 on the CD-ROM.

I live in the north of England. /lɪv/

My favourite rock group 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/ [metal, chemical element]

The wind blew the tree down. /wind/

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. /wu:nd/

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. /ba:θɪŋ/

(on a sign at a beach) No bathing. /beɪθɪŋ/

## Common mistake

I don't know **whether** to go or not. (NOT I don't know **weather** to go or not.)

# Exercises

**81.1** 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)

**81.2** 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 /weɪst/ of time.
- 3 There's a hole in the /səʊl/ of my shoe.
- 4 He broke a /peɪn/ of glass in the kitchen window.
- 5 The eldest son of the monarch is the /eə/ to the throne.
- 6 You are not /ə'laʊd/ to talk during the test.
- 7 Look at that lovely yacht with the red /seɪl/.
- 8 He's going /θruː/ a rather difficult /feɪz/ at the moment.
- 9 Don't throw away that orange /piːl/. I need it for a recipe.

**81.3** Write one sentence using both of the words which correspond to the phonemic script.

- |              |   |
|--------------|---|
| 1 /peɪl/     | She was quite pale after the exertion of carrying such a heavy pail of water. |
| 2 /'weðə/    | 7 /saɪt/  |
| 3 /'præktɪs/ | 8 /preɪ/  |
| 4 /greɪt/    | 9 /hɔːs/  |
| 5 /wain/     | 10 /reɪz/   |
| 6 /breɪk/    |   |

**81.4** 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.

**81.5** Choose pairs of words from B opposite to describe the pictures below.



1 rain and reign.



2 .....



3 .....



4 .....

## A

## What are uncountable nouns?

مراجع زبان ایرانیان

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)



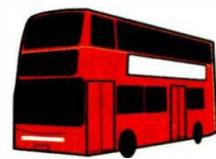
accommodation



**money**  
**currency**



information



transport

## 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

## 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*)

## 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 does not guarantee happiness, but neither does poverty. [state of being rich] [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 85 for ways of making uncountable nouns countable.

# Exercises

## 82.1 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)

## 82.2 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

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

- 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.

## 82.4 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: .....

## 82.5

### 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?

# Words that only occur in the plural

## A Tools, instruments, pieces of equipment



## B Things we wear



## C Other useful words

When I move to London, I'll have to find lodgings. (e.g. a room in a flat)

When will the goods be delivered? [articles/items]

The architect inspected the foundations before declaring that the premises were safe. [under the building] [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    draughts    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?

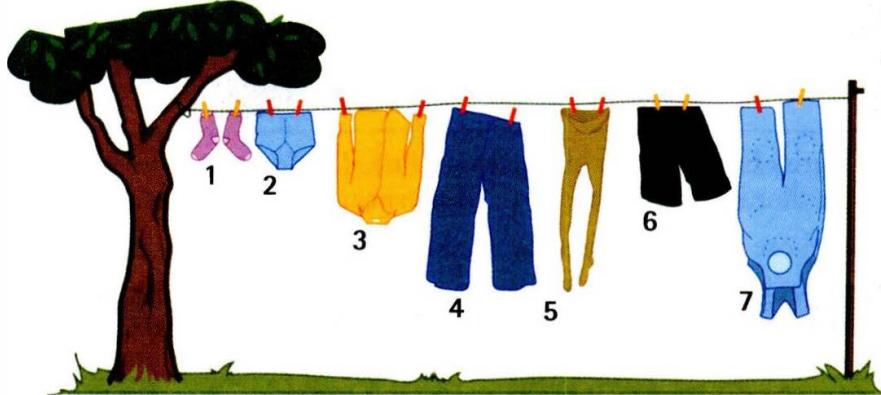
# Exercises

**83.1** Make a list of subjects you studied at school or elsewhere. How many of the words are plural? Use a dictionary if necessary.

**83.2** Which things listed on the opposite page can be used to:

- |                                 |               |   |
|---------------------------------|---------------|---|
| 1 cut a hedge?                  | <b>shears</b> | 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?               |

**83.3** Name the items on the clothes line and tick the words that are only used in the plural.



1 socks ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 .....

**83.4** 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 ..... of the rock concert are going to two charities.
- 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.
- 5 You must use ..... or ..... if you want to listen to your MP3 player on a train.
- 6 The ..... have forbidden the import of all foreign .....

**83.5** Odd one out. In each group, one of the nouns is always used in the plural. Which one?

- |  |                                |
|--|--------------------------------|
| 1 sock, trouser, slipper – <b>trousers</b> | 3 knife, scissor, razor        |
| 2 billiard, squash, tennis                 | 4 tracksuit, costume, dungaree |

**83.6** 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 leave home and get **lodgings** in 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

مراجع زبان ایرانیان

## 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 hair.
Did you buy a <b>paper</b> this morning? [a newspaper]	The printer has run out of paper.
The different <b>peoples</b> of Asia were represented at the festival. [races / national groups]	I love meeting people 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 iron 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 festival</b> . [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 museum</b> ? It's wonderful. [usually refers to painting, drawing and sculpture]
I've seen that <b>film</b> three times. [occasions] We had some good <b>times</b> at university. [experiences]	Time passes very slowly if you have a <b>boring job</b> . [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 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

**84.1** 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

**84.2** Which question would you ask? *Could I have/borrow a ...?* 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



**84.3** 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 .....

**84.4** 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 mistake*

We say: *What an attractive piece of furniture!* (NOT *What an attractive furniture!*)

## B

*Words that go with specific uncountable nouns**Weather*

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.

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.

## 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

## 85.1 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      |

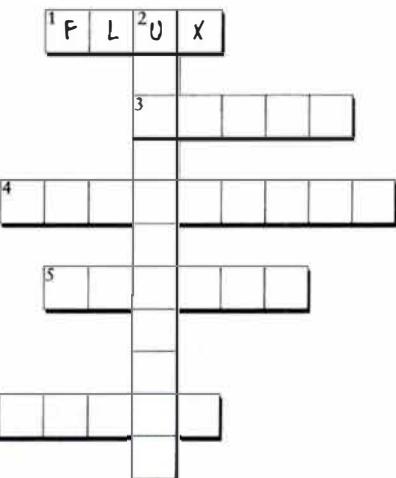


## 85.2 Change the uncountable nouns to countable nouns in the following sentences by using *piece*, *bit* or one of the more specific words from B.

- 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.

## 85.3 Use words from C opposite to fit the clues for the puzzle below.

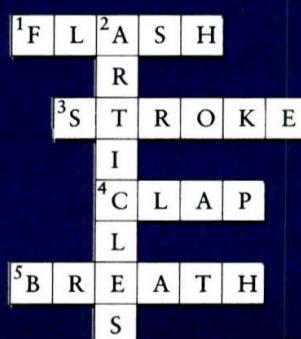
- 1 The reforms mean that the country's education system is in a state of ..... at the moment but hopefully things will soon settle down.
- 2 We are still in a state of ..... as to who has won the election.
- 3 The country's infrastructure is in a state of ..... after the earthquake.
- 4 We fell in love 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 .....



## 85.4

### Over to you

Make up sentence clues like those in 85.3 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

/swɔ: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 experts/reporters/scientists/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]

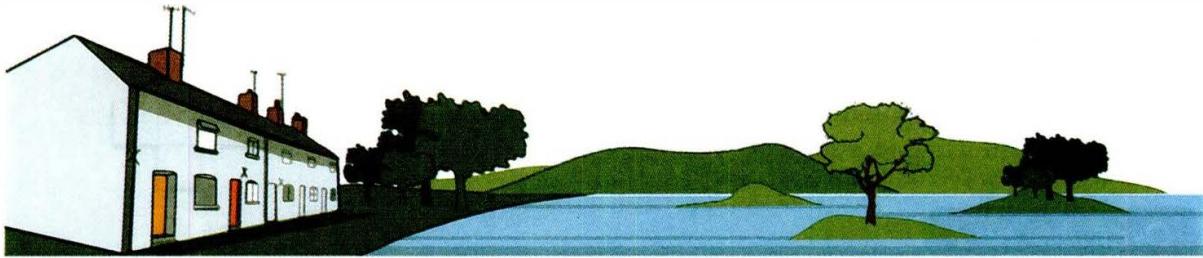
The cast is/are all amateurs. [actors in a film or theatre production]

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

## 86.1 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.

## 86.2 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*.

## 86.3 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 |

## 86.4 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. ....

## 86.5 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



bag



barrel



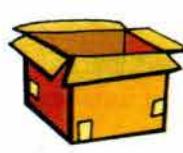
basket



bottle



bowl



box



bucket



can



carton

case  
(e.g. for glasses)

crate



glass



jar



jug



mug



pack



packet



pan



pot



sack



tin



tub /tʌb/



tube /tʃu:b/

B

## More information about these containers

container	usually made of	typical contents
bag	cloth, paper, plastic	sweets, shopping, mail
barrel	wood and metal	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, 20 packets of cigarettes
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	cigarettes, tea, biscuits, cereal
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

\* A case of wine is usually a cardboard box of wine, containing 12 bottles. Half a case is six bottles.

# Exercises

87.1 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 condensed milk
- 5 a ..... of chocolate biscuits
- 6 a ..... of yoghurt
- 7 a large ..... of matches
- 8 a ..... of honey
- 9 six ..... of crisps

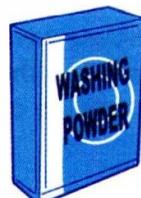
87.2 Try the following quiz about the words on the opposite page.

- 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? .....

87.3 Name the containers and their contents.



1 a jar of  
peanut butter



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



12 .....

87.4 Think of other words which are often used with the following containers.

- |   |        |         |       |
|---|--------|---------|-------|
| 1 <u>shopping</u> , <u>rustic</u> , <u>paper</u> , <u>linen</u> | basket | 5 ..... | jug   |
| 2 .....   | box    | 6 ..... | glass |
| 3 .....   | bottle | 7 ..... | pot   |
| 4 .....   | bag    |         |       |

A Phrasal verbs with *do* and *make*

مرجع زبان ایرانیان

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.



## Common mistake

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

**88.1** 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 white house on the mountain side? .....
- 3 A human being is made up of many, often conflicting, desires. .....
- 4 If you do up the newspapers, I'll put them in the recycling box. .....
- 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.  
.....

**88.2** 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>up the old fireplace in the corner. As we began to remove it from the wall we found some old photographs done <sup>3</sup>up in a bundle behind a loose brick. At first we could not make <sup>4</sup>out 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>up stories to explain why the pictures had been hidden.

**88.3** In each sentence below, there is an error with choice of particle. Correct the mistakes.

- 1 I'm going to do ~~out~~<sup>away</sup> 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~~<sup>for</sup> the seaside.
- 3 Vast amounts of money do not always make ~~of~~<sup>up</sup> happiness.
- 4 Your shoelaces are untied. Do them ~~in~~<sup>up</sup> or you'll trip over.
- 5 They like to make ~~away~~<sup>up</sup> that they are very important people.
- 6 Thieves robbed the bank and made ~~out~~<sup>up</sup> with £1,000,000.

**88.4** Complete the following sentences using an appropriate expression from C.

- 1 Pacifist posters in the 1960s used to say 'MAKE LOVE NOT ~~W.A.R.~~<sup>W.A.R.</sup>!'
- 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.

**88.5**

## Over to you

Which of these things do you think you could do without and why?

mobile phone TV set sunglasses cap/hat

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. [cause 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*

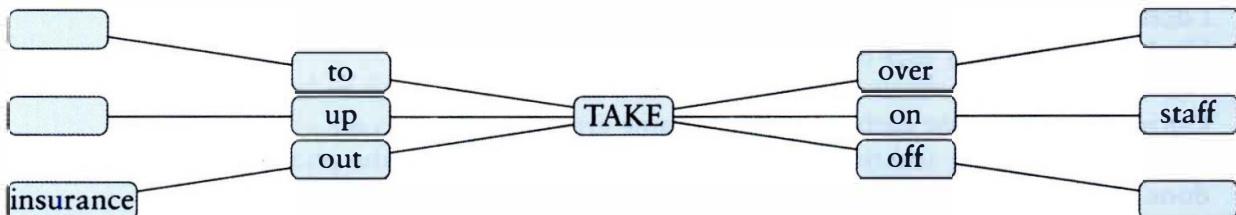
- The new regulations will be **brought into force** in May. [become law]
- His research **brought** some very interesting facts **to light**. [revealed]
- Matters were **brought to a head** when Pat was sacked. [reached a point where changes had to be made]
- It's better that everything should be **brought 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 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

## 89.1 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 ..... 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.

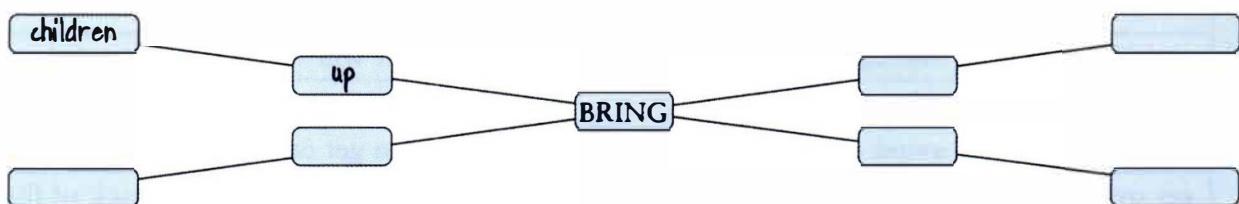
## 89.2 Complete the bubble network below with phrasal verbs based on *take*.



## 89.3 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.

## 89.4 Make a bubble network like the one in 89.2, based on phrasal verbs with *bring*.



## 89.5 Which of the expressions in C mean the opposite of:

- |                 |                        |                      |                        |
|-----------------|------------------------|----------------------|------------------------|
| 1 to keep quiet | to bring into the open | 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 |

## 89.6

### 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 newspaper 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 Andy'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. [become 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 enquiry 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)	They're 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 JR's speech. [started well/badly]

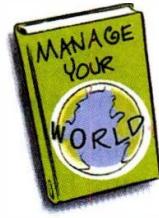
I'm organising a little get-together. I hope you can come. [informal meeting/party]

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

- 90.1 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!

- 90.2 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.

- 90.3 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!                      |

- 90.4

## 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.

Sarah 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 Sarah 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 Sarah 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]

Di 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

**91.1** 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.

**91.2** 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 .....

**91.3** 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 Geoff 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.

**91.4** 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] Lizzie 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.

<b>come to + collocations</b>		<b>examples</b>
an agreement	a decision	The two sides have at last come to an agreement.
a conclusion	to terms with	
a standstill [stop]	[acknowledge and accept psychologically]	Traffic came to a standstill because of the snow.
an end		The war finally came to an end in 2005.
<b>come into + collocations</b>		<b>examples</b>
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. [attack] Which course have you decided to go for? [choose]  
 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

## 92.1 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.

## 92.2 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 ..... over 100 years ago.
- 7 I found it very difficult to come ..... my failure.
- 8 As we drove round the corner the house came .....

## 92.3 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.

## 92.4 Match questions on the left with the responses on the right.

- |   |                                       |                                  |
|---|---------------------------------------|----------------------------------|
| 1 Why don't you and Jeff go on?                   | <input checked="" 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.         |

## 92.5

### 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 .....

# Expressions with other common verbs

## 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 Paul 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. [travelling]

## 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

- 93.1 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>\_\_\_\_\_.

- 93.2 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 Greg has promised to improve his behaviour. (turn)
- 10 Nathalie has always admired her older cousin. (look)

- 93.3 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 .....

- 93.4

## 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

## 94.1 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? .....

## 94.2 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. .....

## 94.3 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.

## 94.4 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 .....

## 94.5 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 .....   | 7 yucky      |
| 2 a pal .....            | 5 ta! .....    | 8 iffy ..... |
| 3 a mate .....           | 6 brainy ..... |              |

## 94.6

### 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 95 for other formal and informal words and expressions.

**A Monosyllabic informal words**

Colloquial and 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).
- 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(arity)? [famous person]

**C Slang**

Slang is extremely colloquial 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: bread dash readyes
- Expressions for food and drinks: nosh grub cuppa [cup of tea]
- People obsessed with computers or other equipment: nerd anorak
- Jobs: quack (doctor) the old bill / the 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

95.1 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.

95.2 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**. .....
- 3 He spent two years in **the nick** for stealing cars. .....
- 4 The **cops** arrived shortly after the accident. .....
- 5 There'll be plenty of **nosh** at the party so we don't need to eat beforehand. .....
- 6 He's quite a **celeb** in the world of poetry. .....
- 7 I'm dying for a **cuppa**. I haven't had one since breakfast. .....
- 8 I'd love to get a motorbike but I just don't have the **readies**. .....

95.3 Replace the informal words in these sentences with more formal words.

- 1 (formal email) I should like to enquire about the cost of **ads** on your website. **advertisements**
- 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.

95.4 Another way of making colloquial 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? .....
- 4 Jenny turned up at the party with her new **hubby**.  
.....
- 5 Oh, let me see your holiday **piccies!** ... Is that you in the big straw hat? .....



He's a brickie.

95.5

## Over to you

مراجع زبان ایرانیان

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.

# 96 Similes

## 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/colloquial 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.

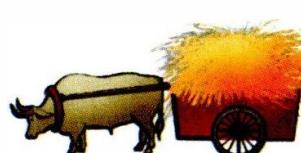
Creating a picture in your mind can often help you remember the simile:



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 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 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. Using the computer's as easy as falling off a log.

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

## 96.1 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.

## 96.2 Different similes contain the same word. Fill the gap with the appropriate words.

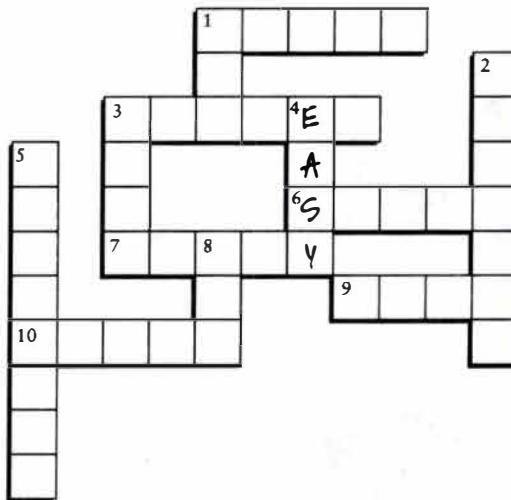
- 1 I feel great now. I slept ..... like a log.
- 2 No! It's as easy as ..... off a log.
- 3 After eating that bad cheese I was as sick as a .....
- 4 I knew she had deceived me. I felt as sick as a .....
- 5 The old man's hair was as white as .....
- 6 Her face suddenly went as white as a .....

## 96.3 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"/>	c	flash
	4 fresh	<input type="checkbox"/>	d	beetroot
	5 strong	<input type="checkbox"/>	e	pancake

## 96.4 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 falling off a log
9 dry	5 cool
10 quiet	8 cold



## 96.5 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

مراجع زبان ایرانیان

proverb	paraphrase
Don't count your chickens before they hatch.	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 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.



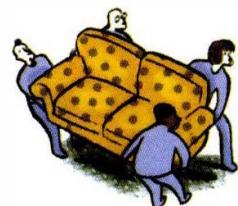
There's no smoke without fire. / Where there's smoke, there's fire. [rumours are usually based on some degree of truth]



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

www.irLanguage.com

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

**97.1** 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?'

**97.2** 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?

**97.3** 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 Gill, but apparently they are seeing each other.  
B: You shouldn't be so naïve, 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.

**97.4** What proverbs do these pictures make you think of?



1 One swallow doesn't make a summer.



2 .....



3 .....



4 .....

## 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.

# The language of signs and notices

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</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>Alight here for<br/>Buckingham Palace</b> </div> <p>Get off here for Buckingham Palace.</p>   | <p>6</p> <div style="background-color: #e6f2ff; border: 1px solid black; padding: 10px; text-align: center;"> <b>NO ADMISSION TO<br/>UNACCOMPANIED<br/>MINORS</b> </div> <p>Young people under 18 years old can only come in if they are with an adult.</p> | <p>11</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>This packet carries<br/>a government<br/>health warning</b> </div> <p>What is in this packet is officially considered bad for your health.</p> |
| <p>2</p> <div style="background-color: #4f4f7f; color: white; padding: 10px; text-align: center;"> <b>TRESPASSERS<br/>WILL BE<br/>PROSECUTED</b> </div> <p>People who walk on this private land will be taken to court.</p>                           | <p>7</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>FEEDING THE<br/>ANIMALS<br/>IS STRICTLY<br/>PROHIBITED</b> </div> <p>You are not allowed to feed the animals.</p>                                     | <p>12</p> <div style="background-color: #c0392b; color: white; padding: 10px; text-align: center;"> <b>Reduce<br/>speed now</b> </div> <p>Start going more slowly now.</p>  |
| <p>3</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>KINDLY REFRAIN FROM<br/>USING YOUR MOBILE<br/>PHONE IN THE<br/>AUDITORIUM</b> </div> <p>Please don't use mobile phones in the theatre/hall.</p> | <p>8</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>No through road for<br/>motor vehicles</b> </div> <p>There is no way out at the other end of this road for cars.</p>                                  | <p>13</p> <div style="background-color: #e6f2ff; border: 1px solid black; padding: 10px; text-align: center;"> <b>Pay and display</b> </div> <p>Buy a ticket and put it in a place where it can easily be seen.</p>                                   |
| <p>4</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>PENALTY FOR<br/>DROPPING LITTER –<br/>UP TO £100 FINE</b> </div> <p>You can be taken to court and made to pay £100 for dropping rubbish.</p>    | <p>9</p> <div style="background-color: #fff; border: 2px solid red; padding: 10px; text-align: center;"> <b>NO ENTRY<br/>TO UNAUTHORISED<br/>PERSONNEL</b> </div> <p>You may not enter without permission or if you do not work here.</p>                   | <p>14</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>Cyclists<br/>dismount<br/>here</b> </div> <p>Cyclists should get off their bikes here.</p>   |
| <p>5</p> <div style="background-color: #6aa84f; color: white; padding: 10px; text-align: center;"> <b>Lunches now<br/>being served</b> </div> <p>You can buy lunch here now.</p>  | <p>10</p> <div style="background-color: #ff4500; color: yellow; padding: 10px; text-align: center;"> <b>Please place your<br/>purchases here</b> </div> <p>Please put the things you are going to buy / have bought here.</p>                               | <p>15</p> <div style="background-color: #e6f2ff; border: 1px solid black; padding: 10px; text-align: center;"> <b>FISHING PERMIT<br/>HOLDERS ONLY</b> </div> <p>Only people with special cards giving them permission are allowed to fish here.</p>   |

# Exercises

98.1 Where would you expect to see each of the notices on the opposite page?

EXAMPLE 1 on a bus

98.2 Match the words on the left with their meanings on the right.

- |                  |                            |   |
|------------------|----------------------------|---|
| 1 to prosecute   | <input type="checkbox"/> c | a a young person under the age of 18                  |
| 2 a penalty      | <input type="checkbox"/>   | b to get off a bicycle or a horse                     |
| 3 a purchase     | <input type="checkbox"/>   | c to bring a legal case against                       |
| 4 a trespasser   | <input type="checkbox"/>   | d not to do something                                 |
| 5 to refrain     | <input type="checkbox"/>   | e to forbid something                                 |
| 6 to alight from | <input type="checkbox"/>   | f a means of transport                                |
| 7 to prohibit    | <input type="checkbox"/>   | g a punishment  |
| 8 an auditorium  | <input type="checkbox"/>   | h something which has been or is to be bought         |
| 9 to dismount    | <input type="checkbox"/>   | i to get off a means of public transport              |
| 10 a minor       | <input type="checkbox"/>   | j a large place where an audience sits                |
| 11 a vehicle     | <input type="checkbox"/>   | k someone who goes on private land without permission |

98.3 Where might you see each of these notices? Explain what they mean.

1 **SHOPLIFTERS WILL BE PROSECUTED**

in a shop: people who steal will be taken to court

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**

98.4 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? .....
- 3 prohibit people under 18 from entering unless they are with an adult?  
.....
- 4 ask customers not to enter the kitchen or the work area? .....
- 5 announce that they will take people who steal anything to court?  
.....
- 6 ask people politely not to handle the food or goods? .....

98.5

**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. Why do you think they are in English?

**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 FORECAST IN INTEREST RATES.
- 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
aid*	help	key ( <i>adj</i> )	essential, vital
axe*	cut, remove	link*	connection
back ( <i>verb</i> )	support	move*	step towards a desired end
bar*	exclude, forbid	ordeal ( <i>noun</i> )	painful experience
bid*	attempt	oust ( <i>verb</i> )	push out, remove
blast*	explosion	plea ( <i>noun</i> )	request
blaze*	fire	pledge*	promise
boost*	incentive, encourage	ploy ( <i>noun</i> )	clever activity
boss*, head*	manager, director	poll*	election, public opinion survey
clash*	dispute	probe*	investigation
curb*	restraint, limit	quit ( <i>verb</i> )	leave, resign
cut*	reduction	riddle ( <i>noun</i> )	mystery
drama	tense situation	strife ( <i>noun</i> )	conflict
drive*	campaign, effort	talks ( <i>noun</i> )	discussions
gems ( <i>noun</i> )	jewels	threat	danger
go-ahead	approval	vow*	promise
hit ( <i>verb</i> )	affect badly	wed ( <i>verb</i> )	marry

Newspaper headlines often use abbreviations, e.g. PM for Prime Minister, MP for Member of Parliament. (See Unit 77 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

## 99.1 Match the headlines on the left with the appropriate topic on the right.

- |                              |   |  |
|------------------------------|---|--|
| 1 <b>PM BACKS PEACE PLAN</b> | <input checked="" type="checkbox"/> 4 <b>QUEEN'S GEM RIDDLE</b> | <input type="checkbox"/> a marriage of famous actress        |
| 2 <b>MP SPY DRAMA</b>        | <input type="checkbox"/> 5 <b>Star weds</b>                     | <input type="checkbox"/> b royal jewels in mystery           |
| 3 <b>SPACE PROBE FAILS</b>   | <input type="checkbox"/> 6 <b>Key witness death threat</b>      | <input type="checkbox"/> c person who saw crime in danger    |
|                              |   | <input type="checkbox"/> d proposal to end war               |
|                              |   | <input type="checkbox"/> e satellite is not launched         |
|                              |   | <input type="checkbox"/> f politician sells secrets to enemy |

## 99.2 Explain what the following headlines mean in ordinary English.

- |                                       |                                      |                                   |
|---------------------------------------|--------------------------------------|-----------------------------------|
| 1 <b>SHOP BLAZE 5 DEAD</b>            | 2 <b>MOVE TO CREATE MORE JOBS</b>    | 3 <b>GO-AHEAD FOR WATER CURBS</b> |
| Five people died in a fire in a shop. |                                      |                                   |
| 4 <b>Woman quits after job ordeal</b> | 5 <b>POLL PROBES SPENDING HABITS</b> | 6 <b>Bid to oust PM</b>           |
| 7 <b>Princess vows to back family</b> |                                      |                                   |

## 99.3 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 <u>limit</u>      | 4 BOMB <u>BLASTS</u> CENTRAL LONDON    |
| 2 BOOK <u>LINKS</u> MIS WITH KGB        | 5 PM <u>PLEDGES</u> BACKING FOR EUROPE |
| 3 CHANCELLOR <u>CUTS</u> INTEREST RATES | 6 PRESIDENT <u>HEADS</u> PEACE MOVES   |

## 99.4 Explain the joke in these headlines.

- |  |  |
|--|--|
| 1 <b>SURGICAL CUTS</b><br>Number of surgeons at hospital to be reduced.<br><br>The headline is a play on two meanings of <i>cuts</i> (reductions; by the surgeon's knife). | 3 <b>DRAMATIC PAWS</b><br>A new version of the musical Cats opens. |
| 2 <b>HAMMER HIT HARD</b><br>Businessman Joe Hammer badly affected by the recent economic downturn.   | 4 <b>HOT HEIR</b><br>Prince gives speech about climate change.     |

## 99.5 Over to you

Would you be interested in the stories under the following headlines? Why (not)?

- |   |                             |                                    |
|---|-----------------------------|------------------------------------|
| 1 <b>Mortgages cut as bank rates fall again</b> | 2 <b>NEW TENNIS CLASH</b>   | 3 <b>PRICE CURBS BOOST EXPORTS</b> |
| 4 <b>Teenage £4m fraud riddle</b>               | 5 <b>Royal family quits</b> | 6 <b>WOMEN BARRED FROM JOBS</b>    |

## A

## English in the USA

مراجع زبان ایرانیان

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. Words 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

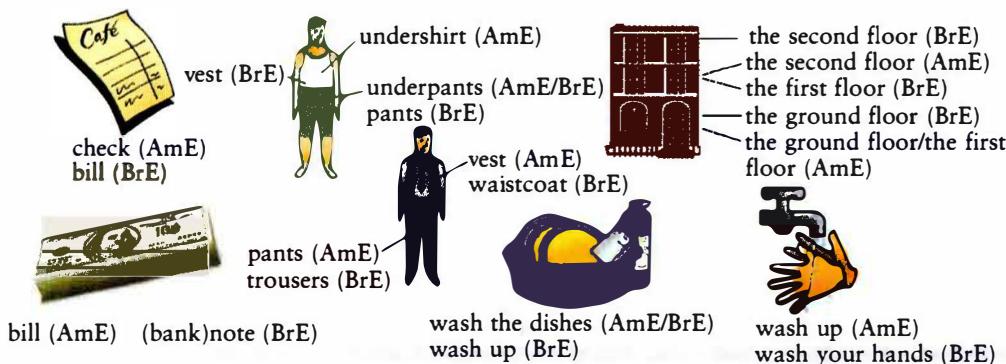
## Language help

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'.

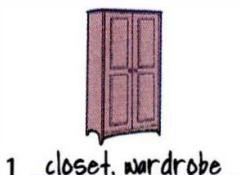


# Exercises

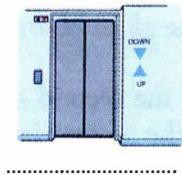
**100.1** If you saw words spelt in the following way, would you expect the writer in each case to be British or American? Why?

- |          |                        |                   |       |           |       |
|----------|------------------------|-------------------|-------|-----------|-------|
| 1 favor  | American (ends in -or) | 3 hospitalized    | ..... | 5 colour  | ..... |
| 2 centre | .....                  | 4 a movie theater | ..... | 6 jewelry | ..... |

**100.2** What are (a) the American and (b) the British words for the following things?



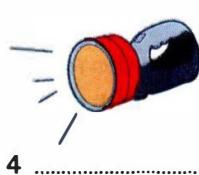
1 ...closet... wardrobe....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....

**100.3** Translate the following into British English.

- |                              |                              |                                   |
|------------------------------|------------------------------|-----------------------------------|
| 1 We went there in the fall. | We went there in the autumn. | 6 Our bags are in the trunk.      |
| 2 Pass me the cookies.       | Pass me the biscuits.        | 7 One-way or round trip?          |
| 3 It's in the closet.        | It's in the cupboard.        | 8 Let's take the subway.          |
| 4 Open the drapes.           | Open the curtains.           | 9 We've been working in the yard. |
| 5 We've run out of gas.      | We've run out of petrol.     | 10 I hate waiting in line.        |

**100.4** 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) .....

**100.5** 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.

**100.6**

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

nouns	verbs	adjectives	collocations	fixed phrases
latecomer	rush	breathless	set a clock	out of breath
alarm clock	oversleep	exhausted	deep sleep	
nightmare	dash		fast asleep	in a hurry
	yawn		heavy sleeper	

2.3 2 shots      3 dissatisfied      4 deprived of      5 spicy (or hot)      6 chilly

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.

	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 Mo 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>(i)an</i>	- <i>ic</i>	- <i>ish</i>	- <i>i</i>	- <i>ese</i>	(other)
	Arabian*	Icelandic	Irish	Israeli	Chinese	Thai
	Latvian	Arabic*	Turkish	Pakistani	Vietnamese	Swiss
	Brazilian					Dutch
	Korean					Arab*
						Danish

\*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 Tiger Woods |

#### 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 fair, bald one / straight-/curly-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

Louise Fox: 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 Dave self-assured.           |
| 3 Liz is quite unprincipled.     | 7 Don't you think James is enquiring? |
| 4 Sam can be assertive.          | 8 Rachel 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 Mick was my roommate at university / Mick and I were roommates ...  
 3 We were classmates in 1998, weren’t we?  
 4 She’s not really a friend; she’s just a workmate/colleague.  
 5 Freda is always arguing with her housemates.

**10.2 Possible answers:**

- 1 (also possible) John/Lorna is Lorna’s/John’s colleague.
- 2 Ron Park and Joe Nash are partners. Ron/Joe is Joe’s/Ron’s partner.

- 3 Antonia and Riita are roommates. Antonia/Riita is Riita's/Antonia's roommate.
- 4 Jim is Lara's ex-husband. Lara is Jim's ex-wife. Jim/Lara is Lara's/Jim's ex.
- 5 Nick and Claire are in a steady relationship. Nick and Claire see each other regularly. Nick and Claire got together a year ago.
- 6 Erik and Nancy are casual acquaintances. Erik is not a friend of Nancy's; he's just a casual acquaintance.

### 10.3 Possible answers:

- 1 A teenage music fan might like/dislike his/her parents, 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 by 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.

### 10.4 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 Margaret 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.
- 9 I accepted her as a friend on a social network site but later I defriended/unfriended her.

## 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	(the injured)
starve	starvation	(the starving)
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

13.5 2 cholera or typhoid      3 rabies      4 AIDS

## Unit 14

14.1 2 nursery      5 grammar      8 further / higher  
 3 crèches      6 comprehensive      9 grant  
 4 admission      7 public      10 teacher-training college

- 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. What happens if you fail?  
 ALMUT: I won't be able to graduate.  
 JOE: Are you allowed to resit the exam?  
 ALMUT: Yes. I shouldn't worry really. I got good grades in my continuous assessment and I got an A+ for my project on local history.  
 JOE: I think you're worrying for no reason. I bet you'll be a graduate by the end of this year and thinking of doing a post-graduate course (or Master's degree or a PhD). I'll come to the graduation ceremony and cheer for you!

**14.3** 2 Lorna      3 Alice      4 Harry

- 14.4** 2 The school-leaving age is 16 in many countries.  
3 I'm glad you passed your exam.  
4 She has to sit an exam tomorrow to work as a child-minder.  
5 Is school compulsory till 16 in your country?  
6 I have to take three more modules to complete the course.  
7 I've made a lot of progress in my English recently.  
8 Thanks to the LMS, teachers can monitor their students' activities.

**14.5** 2 blended learning  
3 a thesis (or dissertation)  
4 lecturers or tutors

## Unit 15

**15.1** 2 executive      4 unskilled worker      6 supervisor  
3 director      5 administrator

**15.2** 2 job      3 work      4 work      5 job

**15.3** *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.

**15.4** 2 judge – profession      4 electrician – trade      6 carpenter – trade  
3 plumber – trade      5 lecturer – profession

**15.5** 2 living      3 work      4 offered      5 take it on

## Unit 16

- 16.1** 1 What did Jim 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-madedesigned).  
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 Jim 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.

- 16.2** 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.

- 16.3**
- 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.
  - 8 She's the CEO of a huge corporation.

**16.4 Possible sentences:**

- 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 17

- |             |   |  |                                       |                |
|-------------|---|--|---------------------------------------|----------------|
| <b>17.1</b> | 2 hang-gliding<br>3 motor racing                            | 4 showjumping<br>5 windsurfing   | 6 darts<br>7 snooker / billiards      | 8 snowboarding |
| <b>17.2</b> | 2 bow    3 racket   | 4 stick    5 bat   | 6 dart    7 paddle                    | 8 cue    9 oar |
| <b>17.3</b> | 1 long-distance, trophies<br>2 set<br>3 marathon<br>4 holds | 5 qualify<br>6 made it to / reached<br>7 knocked out, round<br>8 competitive | 9 spectators, referee<br>10 sprinters |                |

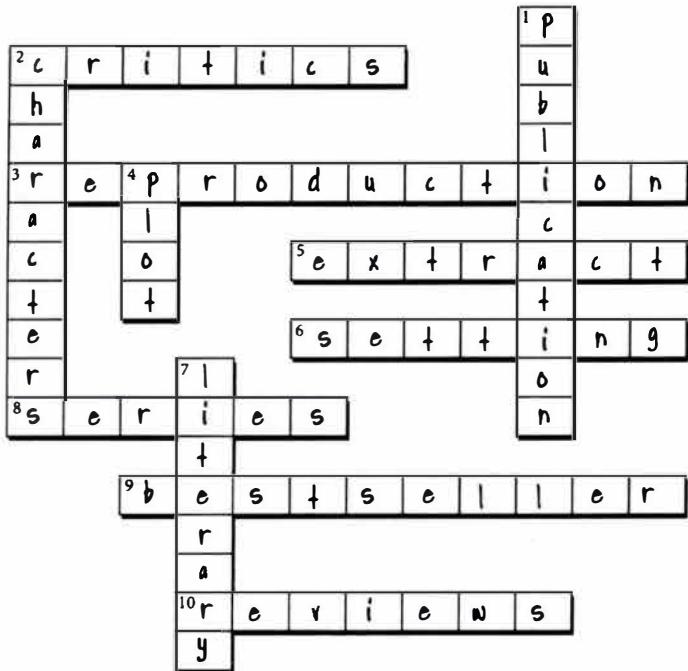
- 17.4**
- 2 Are you a good tennis player? We're trying to get a local team together.
  - 3 My brother is an expert canoeist. He's won medals.
  - 4 My father is a good golfer. He's also an expert mountaineer.
  - 5 Is there a shop near here that sells sports equipment? I need a fishing rod.
  - 6 I'd 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.

- 17.5** 2 discus (throw)    3 javelin

## Unit 18

- 18.1**
- 2 poetry
  - 3 painting
  - 4 architecture
  - 5 literature, a novel – though it could be any piece of writing divided into chapters, e.g. an academic textbook
- 18.2** 2 still life    3 abstract    4 landscape
- 18.3**
- 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.

## 18.4



## Unit 19

**19.1** 2 comedian      3 directors      4 entertainers      5 productions      6 appearance

**19.2** 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?

**19.3** 2 script      5 cast      8 stage  
 3 costumes      6 performances      9 critics  
 4 sets      7 venue      10 reviews

**19.4** 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 20

**20.1** Henry: MP3, tracks  
 Anna: sync, stream, playlists

**20.2** 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

**20.3** 2 Alison      3 Diana      4 Kim      5 Tony      6 Roy

**20.4** 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 21

**21.1** 2 savoury      3 salty      4 sour      5 sugary / sickly      6 bitter

**21.2** *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?

**21.3** 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 Alan ordered à-la-carte.
- 7 Elaine said you don't need to book a table / make a reservation.
- 8 Krishnan ordered a couple of side dishes.
- 9 Jackie and her friends cancelled the booking / the reservation.
- 10 Hannah had a starter.

**21.4** 2 Please help yourselves.

- 3 Say when. When!
- 4 Would you like some dessert / a sweet / some pudding / some afters?

## Unit 22

**22.1** 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)

**22.2** 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.

**22.3** 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.

**22.4** *Horizontal words:* glacier, geyser, volcano, sea, gulf, plain, bay

*Vertical words:* gorge, delta, island, cape, peak, lake, current, peninsula, crops, shore

- 22.5** 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 23

- |             |                      |                                  |                          |
|-------------|----------------------|----------------------------------|--------------------------|
| <b>23.1</b> | 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                      |                          |
- 
- |             |                    |                     |                   |
|-------------|--------------------|---------------------|-------------------|
| <b>23.2</b> | 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 |
- 
- |             |              |             |           |                   |
|-------------|--------------|-------------|-----------|-------------------|
| <b>23.3</b> | 2 Disposable | 4 destroy   | 6 global  | 8 endanger        |
|             | 3 reduction  | 5 pollutant | 7 dispose | 9 environmentally |

### Unit 24

- 24.1** *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.

- 24.2** 2 population      6 distance      10 exhibitions  
 3 area      7 market      11 facilities  
 4 site      8 tends      12 outskirts  
 5 overlook      9 worth

- 24.3** *Possible answers (for Cambridge):*

All the items should be ticked except for skating rink and opera house.

- 24.4** *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

- 24.5** 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

- 24.6** 2 pollution      4 vandalism  
 3 overcrowding      5 traffic jams

## **24.7** 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 25**

**25.1** 2 pollen    3 whiskers    4 petals    5 hoof

**25.2** *animal words:* mane, fox, worm, horn, claw, owl  
*plant words:* petal, oak, willow, thorn, bark, stem

**25.3** 2 claws, bark                5 stems                8 twigs (or perhaps branches)  
3 blossom/flower                6 bud                9 Bats  
4 grow                        7 thorns                10 Snails

**25.4** 2 e    3 f    4 b    5 c    6 a

**25.5** 2 a crab because it has a shell (it is a shellfish)    3 a cat    4 laid    5 both    6 a pigeon

## **Unit 26**

**26.1** 2 heel, soles                5 slippers                8 pyjamas  
3 laces                        6 hem, buttons                9 helmet  
4 cardigan/hoody                7 hood                        10 bikini

**26.2** 2 jeans    3 shorts    4 pairs    5 pair (of tights)

### **26.3** Possible answers:

2 baggy trousers, T-shirt    5 suede shoes, bag  
3 checked shirt, trousers    6 denim skirt, jacket  
4 woollen scarf, socks

**26.4** 2 Japanese national costume    4 a mask  
3 designer sunglasses    5 His shirt is inside out.

**26.5** 2 matches    3 suits    4 fit

## **Unit 27**

### **27.1** 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

**27.2** 2 Seth    3 Archie    4 Zoe

**27.3** 2 e    3 b    4 f    5 a    6 c

**27.4** 2 C    3 A    4 D    5 B    6 F

Incorrect sentence: They operated me immediately.  
Correct form: They operated **on** me immediately.

**27.5** 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 28****28.1** 1 glasses, spectacles  
2 X-rays (or X-ray machines)  
3 they invented/used crutches4 contact lenses  
5 in a wheelchair

- 28.2** 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.

**28.3** *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

- 28.4** 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 29**

- 29.1** 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.

- 29.2** 2 Fizzy drinks      4 Processed foods  
3 oily fish                5 mental health

- 29.3** 2 c    3 a    4 b

- 29.4** 2 b    3 a    4 d

- 29.5** 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.

- 29.6** 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 30

30.1 2 e    3 f    4 b    5 a    6 c

30.2

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.

30.3 2 voyage    3 flight    4 travel    5 trip    6 journey

30.4 The flight from Huascal to 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, so the flight was bumpy and 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 31

31.1

adjective	noun	verb
fascinating	fascination	fascinate
delightful	delight	delight
exhilarating	exhilaration	exhilarate
glamorous	glamour	glamorise
luxurious	luxury	luxuriate

31.2 2 unspoilt / picturesque    3 exhilarating    4 luxurious    5 breathtaking / stunning

31.3 2 pitched    6 inconvenient  
3 exclusive    7 memorable  
4 overseas    8 winding  
5 cruising

31.4 2 a luxurious hotel    5 a unique opportunity  
3 a picturesque village    6 an exhilarating walk  
4 a breathtaking/stunning view

## Unit 32

- 32.1** 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
- 32.2** 2 a smartphone                        5 a 3D TV  
3 a digital photo frame                    6 a tablet  
4 a high-definition (HD) camcorder
- 32.3** 2 e     3 g     4 a     5 h     6 d     7 f     8 b
- 32.4** 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 33

- 33.1** 2 spreadsheet                        5 memory stick                    8 cursor  
3 laptop                                      6 desktop computer            9 tablet  
4 microchip                                7 icon
- 33.2** 2 virus                                5 graphics                        8 app(lication)  
3 laptops                                    6 database                        9 Word-processing  
4 hard disk                                7 cursor                            10 (micro)chip

**33.3 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 34

- 34.1** 2 attachment                        5 browser                        8 server  
3 password                                6 internet service provider / ISP            9 navigate  
4 bookmark                                7 search engine
- 34.2** 2 blog                                6 links  
3 access, down                            7 virtual  
4 Skype                                    8 interactive  
5 subscribe

- 34.3** 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 35

- 35.1** 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

- 35.2** 1 subtitles, dubbed            5 media (people usually just say *media* rather than *mass media*)  
2 podcast                            6 means  
3 commercials                      7 broadcasts  
4 satellite dish, receive        8 stream

**35.3** *tabloid*: celebrity news, scandals, competitions and prizes, sensational crimes, huge headlines  
*quality*: complex political debate, in-depth reviews of books, long articles

- 35.4** 1 The documentary investigated the food industry and focused on school meals.  
2 The programme was shot / made (or filmed) on location in Northern Finland.  
3 CNN broadcasts news programmes around the world.  
4 They're televising the cup final next week.  
5 The drama is set in Paris in the 1880s.  
6 Do you ever tweet about news events?

## Unit 36

- 36.1** 2 independence                4 running                        6 policy                        8 rule  
3 polling                            5 elected                        7 federation
- 36.2** 2 constituencies                4 majority                      6 election  
3 MP (Member of Parliament)    5 Prime Minister
- 36.3** 2 a    3 f    4 g    5 b    6 h    7 e    8 d
- 36.4** 2 a representative            4 the presidency                6 the electorate  
3 the ruler                        5 the government                7 to represent

## Unit 37

- 37.1** 1 robbed, stole                2 was stolen                    3 are robbed                4 was robbed
- 37.2** 2 Harry is accused of kidnapping.                            4 Pete is accused of smuggling.  
3 Ophelia is accused of murder.                                5 Tom is accused of burglary / theft.
- 37.3** 2 defended                      3 sentenced                    4 be released                5 was acquitted
- 37.4** 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.
- 37.5** 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 38

**38.1** 2 d    3 f    4 a    5 c    6 b

**38.2** 2 credit limit    4 deposit    6 raise, finance    8 mortgages, repayments  
 3 competitive    5 overdraft facility    7 combine, payment

**38.3** 2 a duty-free shop    4 inheritance tax    6 income tax  
 3 VAT (value added tax)    5 corporation tax

**38.4** *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.

## Unit 39

**39.1** 2 silk    4 faulty    6 china  
 3 a bizarre design    5 a genuine Monet    7 rubber

**39.2** 2 A    3 C    4 A    5 C    6 B

**39.3** 2 pretty    3 half    4 nowhere    5 reasonably    6 unusually

**39.4** 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 40

**40.1** 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?

## 40.2 Possible answers:

- |                                 |                              |                           |
|---------------------------------|------------------------------|---------------------------|
| 2 firm / strong                 | 4 obsessive                  | 6 odd / weird / eccentric |
| 3 middle-of-the-road / moderate | 5 conservative / traditional |                           |

## 40.3 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 41

### 41.1

Who feels ...	name	Who feels ...	name
1 fed up with something?	Trevor	5 miserable?	Philip
2 depressed?	Carlos	6 thankful?	Pilar
3 content?	Katie	7 confused?	Stefan
4 grateful?	Sarah	8 delighted?	Agnes

### 41.2 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.

### 41.3 positive: contented, thrilled

negative: sick and tired, anxious, frustrated, confused

### 41.4 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 42

### 42.1 2 fond of      4 appeal to      6 fell for      8 passionate about, cares for 3 keen on      5 fell in      7 affectionate towards

### 42.2 2 I can't stand jazz.

- 3 Do you fancy Jim?
- 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.

### 42.3 2 b    3 a    4 b

### 42.4 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 to be 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 43

- 43.1** 2 whispered                          6 shrieked  
 3 shouted                                    7 screamed  
 4 stuttered / stammered                8 mumbling / muttering  
 5 muttered (or *shouted*, if he was very angry)            9 murmured / whispered

**43.2** 2 e    3 a    4 f    5 b    6 c

- 43.3** 2 Andrew said happily.                          6 Ray said anxiously.  
 3 Petra said / shouted / shrieked excitedly.              7 Gary said / shouted impatiently.  
 4 Leo said / muttered / murmured bitterly.                8 Anna said hopefully.  
 5 Lily said / murmured sadly.

- 43.4** 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.

- 43.5** 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 44

**44.1** 2 peer    3 observe    4 glance    5 stare    6 glimpse

**44.2** 2 sweet    3 hot    4 sour    5 spicy    6 salty

**44.3** Possible answers:

- |                          |                             |                      |            |
|--------------------------|-----------------------------|----------------------|------------|
| 2 stinking               | 4 fragrant / sweet-smelling | 6 scented / perfumed | 8 stinking |
| 3 foul-smelling / putrid | 5 pungent                   | 7 musty              |            |

- 44.4** 2 tapped    4 pressed    6 stroked                          8 handled  
 3 grasped    5 poke    7 grabbed / snatched

**44.5** 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. |                                      |

**44.6** 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 45

- 45.1** 2 snore    3 sneeze    4 yawn    5 wink
- 45.2** 2 sighed / was sighing    4 cough    6 a deep breath    8 out of breath  
3 snoring                        5 sneezing    7 hold your breath
- 45.3** 2 suck    3 bit    4 swallowed
- 45.4** 2 chew    3 shake    4 blink    5 wink    6 lick
- 45.5** 2 grinning    3 licked    4 swallow    5 shaking    6 trembling    7 perspiration

## Unit 46

- 46.1** 2 the cat's whiskers    3 on the ball    4 have green fingers    5 take the biscuit
- 46.2** 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.
- 46.3** 2 Tanya is usually on the ball.  
3 Rajiv thinks he's the cat's whiskers / the bee's knees.  
4 Marek has green fingers.  
5 Unfortunately, you can't have your cake and eat it.
- 46.4** 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.
- 46.5** 2 I don't understand why Penny 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 47

- 47.1** 2 d    3 a    4 f    5 b    6 e
- 47.2** 2 face    3 as the day is long    4 bad mood    5 in the dumps
- 47.3** 2 Karen    3 Mark    4 Lars    5 Andrea    6 Krishnan
- 47.4** 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 48

- 48.1** 2 challenges    3 chaos    4 corner    5 dilemma    6 disaster  
**48.2** 2 by e    3 of g    4 of f    5 under h    6 on a    7 to d    8 in b  
**48.3** 2 I can't face (the thought of) driving home in all this traffic.  
 3 Karen 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.  
**48.4** 2 stir things up                                  6 sit up and take notice  
 3 see the light at the end of the tunnel       7 get a grasp of  
 4 get to the bottom of things                      8 take a back seat  
 5 got your act together                              9 bury the hatchet

## Unit 49

- 49.1** 2 significant / substantial  
 3 minute (or tiny)  
 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)

**49.2** 2 enormous    3 vast    4 substantial / considerable    5 excessive

**49.3** 2 loads    3 was    4 loads / dozens    5 were

**49.4** *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 50

- 50.1** 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 One half plus three quarters times or multiplied by four squared equals twenty.  
 5 This article says that seven million, five hundred and fifty-six thousand, nine hundred and eighty-one people are currently living in London.
- 50.2** 2 a square and a rectangle    6 thirty-three  
 3 fifty-two    7 nine  
 4 twelve    8 sixty-four  
 5 eight

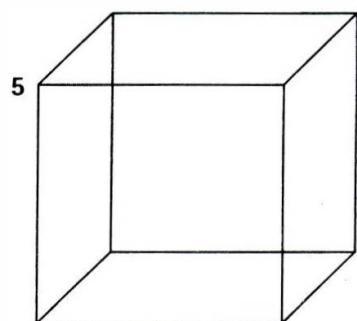
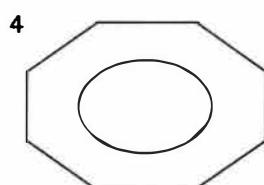
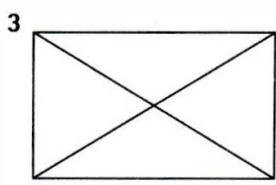
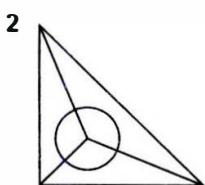
### 50.3

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

### 50.4

- 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.

### 50.5



## Unit 51

51.1 2 age / era    3 stages / phases    4 stage (or era)    5 phase    6 spell

51.2 *Possible answers:*

2 went on / dragged on	4 fly	6 timeless	8 momentary
3 Age	5 elapsed	7 fleeting	

51.3 *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 52

52.1 *Suggested answers:*

2 ... extremely tall	5 ... widened it / ... 've widened it
3 ... a shortcut	6 ... heighten the feeling
4 ... height	

### 52.2

- |                                |                          |
|--------------------------------|--------------------------|
| 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                |                          |

52.3 2 e 3 f 4 d 5 b 6 a

52.4 2 expanded, contracted 3 shrunk 4 stretches 5 extended

52.5 1 at, of 2 in 3 from (*or possibly at*) 4 from, to

## Unit 53

53.1 2 c 3 f 4 d 5 b 6 a

53.2 *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.

53.3 2 100% 4 No, you can choose.  
3 Nothing 5 Yours

53.4 2 an opportunity 4 doubtful  
3 possibility 5 an absolute certainty 6 It is probable that she will

## Unit 54

54.1 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*).

54.2 *Suggested words:*

2 clatter / crash 3 rustle 4 thud 5 bang 6 roar 7 rumble 8 screech

54.3 2 ringing 3 pattering 4 hum 5 chime/chiming 6 clanged

54.4 2 d 3 a 4 f 5 c 6 e

54.5 2 c 3 a 4 b

## Unit 55

55.1 2 properties 4 estate 6 property  
3 belongings 5 possessions

55.2 2 allocated 4 supplied 6 catered 8 inherited  
3 left 5 presented 7 supported

55.3 *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?

**55.4** 2 landlords    4 owner/proprietor    6 property / properties    8 belongings  
 3 tenants    5 estate    7 possessions

## Unit 56

**56.1** 2 a    3 e    4 b    5 d

**56.2** *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)

**56.3** 2 pace    3 velocity    4 speed    5 rate

**56.4** 2 at a very slow pace    4 swayed a little  
 3 stirred    5 at a much faster speed

**56.5** *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

**56.6** *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 57

**57.1** 2 coarse    5 rough    8 shiny / polished / smooth  
 3 slippery    6 furry    9 silky / smooth  
 4 prickly    7 jagged    10 rough / coarse

**57.2** 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.

**57.3** 2 a    3 d    4 f    5 b    6 c

**57.4** *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 58

- 58.1** 2 fulfilled                          4 attain/realise/fulfil                          6 reach  
 3 reach/attain/achieve                          5 realise/fulfil                                  7 come

<b>58.2</b>	<b>verb</b>	<b>noun</b>	<b>adjective</b>
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]

- 58.3** 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 John’s plans have come to nothing.  
 8 I’m afraid I haven’t had any success in contacting Lara today.

**58.4** *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.

**58.5** *Possible answers:*

- 1 I’d abandon it. / I’d look for an alternative.
- 2 It would probably fold eventually.
- 3 The marker(s) might take the overall performance into account and ignore the one bad result.

- 4 I'd get it seen to / repaired.
- 5 Perhaps try again, or abandon it.
- 6 Perhaps ask for help and advice from the teacher.

## Unit 59

- |             |                   |                  |                        |                            |
|-------------|-------------------|------------------|------------------------|----------------------------|
| <b>59.1</b> | 2 In the meantime | 4 Earlier on     | 6 Following            | 8 moment                   |
|             | 3 Subsequently    | 5 Prior to       | 7 during               |                            |
| <b>59.2</b> | 2 at some point   | 3 simultaneously | 4 (at) the time (that) |                            |
| <b>59.3</b> | 2 No              | 3 All summer     | 4 Hamburg              | 5 Three weeks              |
|             |                   |                  |                        | 6 Probably just part of it |

## Unit 60

- |             |  |  |  |  |
|-------------|--|--|--|--|
| <b>60.1</b> | 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  |  |  |  |
| <b>60.2</b> | 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.   |  |  |  |

**60.3** 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 You can't come in unless you're over 18. / You may enter the club providing/provided (that) you are over 18.
- 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 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.

## Unit 61

**61.1** 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.
- |             |   |  |  |
|-------------|---|--|--|
| <b>61.2</b> | 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.

61.3 2 of 3 with, of 4 in 5 from 6 with, to 7 to

61.4 *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 62

62.1 *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.)

62.2 *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 |

62.3 *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.

62.4 *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.

62.5 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 63

### 63.1 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).

### 63.2 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.

### 63.3 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.

### 63.4 2 into the bargain    3 in addition    4 on top of (all) that

### 63.5 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 64

### 64.1 2 b    3 d    4 a    5 f    6 e

### 64.2 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

### 64.3 2 a    3 c    4 e    5 d    6 b

## Unit 65

**65.1** ‘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 ...’

### 65.2 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 jolly 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.

### 65.3 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 66

**66.1** 2 f    3 a    4 e    5 d    6 b

- 66.2** 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.)

- 66.3** 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)

#### 66.4 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 (Ms)

#### Unit 67

67.1 2 ask me    3 Talking of    4 you say    5 reminds me    6 I was saying

67.2 2 that's it    3 this is it    4 that's that

67.3 2 (every) now and then / now and again  
3 here and now / right now  
4 just now

67.4 2 Now then, everybody, listen carefully. I have news for you.  
3 A: Have you seen Jason? B: Yes, I saw him just now – he's in his office.  
4 I bump into her in town (every) now and then / now and again, but not that often.

67.5 2 As luck would have it ...  
3 If all else fails ...  
4 If the worst comes to the worst ...  
5 As far as I'm concerned ...  
6 What with one thing and another ...

#### Unit 68

68.1 2 a word in edgeways    4 make head or tail of  
3 wrong end of the stick    5 down

68.2 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

68.3 2 talk    3 talking    4 talking    5 winded    6 sense    7 shop    8 back

#### Unit 69

69.1 2 coat hanger    3 pencil sharpener    4 projector    5 tin opener / can opener

69.2 2 thing    3 person or thing    4 thing    5 person or thing    6 person    7 person    8 person

69.3 2 a windscreen wiper  
3 a classical violinist  
4 a professional photographer (note the stress change: photograph but photographer)  
5 an amateur actor  
6 a payee  
7 a dishwasher

- 8 an organ donor  
9 an addressee

- 69.4** 2 admission      4 productive      6 childhood      8 friendship  
3 laziness      5 readable      7 washable

<b>noun</b>	<b>verb</b>	<b>adjective</b>
	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), an act of a play (i.e. a section of the play).

## Unit 70

- 70.1** 2 inedible      3 illiterate      4 disorganised      5 irresponsible      6 irreplaceable
- 70.2** 2 unwrapping      4 disprove      6 to unload      8 unfolded  
3 disagree      5 unveiled      7 disconnected
- 70.3** 2 antiseptic      3 multinational      4 auto-pilot      5 postgraduate      6 subway
- 70.4** 2 indiscreet      5 irrelevant      8 inefficient      11 disloyal  
3 insensitive      6 disobedient      9 unlocked      12 intolerant  
4 unconvincing      7 unemployed      10 ungrateful
- 70.5** 2 mispronouncing      4 a pseudo-science      6 redo it  
3 are overworked but underpaid      5 her ex-husband

## Unit 71

<b>verb</b>	<b>person noun</b>	<b>abstract noun</b>
convert		conversion
produce	producer	production
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.

- 71.2** 2 deported      5 inspector      8 composed  
3 adverts/advertisements      6 diverted      9 depresses  
4 imposed      7 introducing      10 postpone

- 71.3** 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

- 71.4** 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 72

<b>72.1</b>	2 amazement	6 strength	10 happiness	14 reason
	3 frustration	7 anger	11 popularity	15 width
	4 kindness	8 generosity	12 weakness	
	5 hostility	9 politeness	13 wisdom	

<b>72.2</b>	2 recede	6 bore	10 own
	3 believe	7 act	11 expect
	4 relate	8 see	12 adjust
	5 strengthen	9 produce	

<b>72.3</b>	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	

**72.4** 2 advice    3 injustice    4 darkness    5 kingdom

**72.5** 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 73

<b>73.1</b>	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	

<b>73.2</b>	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

- 73.3**
- 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 74

**74.1** 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	



- 74.2**
- 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.

- 74.3**
- |                  |                       |                        |                   |
|------------------|-----------------------|------------------------|-------------------|
| 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 |                   |

**74.4 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      |

**74.5 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 75

### 75.1 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 |                               |

### 75.2 2 g    3 i    4 f    5 h    6 a    7 c    8 b    9 d

### 75.3 2 shake-up    4 crackdown    6 workout    8 Check-out 3 walkout    5 breakout    7 outbreak

### 75.4 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)

### 75.5 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 76

### 76.1 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.

### 76.2 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 Jim's office is on the next floor to mine, so we have to go up and down all day.

### 76.3 2 correct

- 3 wrong: black and white
- 4 wrong: Sooner or later
- 5 wrong: Ladies and gentlemen
- 6 correct

### 76.4 2 all or nothing    3 back to front    4 sink or swim    5 slowly but surely    6 give or take

## Unit 77

77.1 2 e    3 h    4 g    5 a    6 b    7 f    8 d

77.2 2 GM, WHO, DNA, carbs    4 scuba    6 radar, sonar  
3 PIN, ATM, IOU    5 NATO, MI6, CIA

77.3 2 AKA/aka    4 high-tech    6 satnav  
3 laser    5 sonar

- 77.4 2 Jack will be home tomorrow as far as I know.
- 3 In my honest/humble opinion, you are wrong.
- 4 Going to a department meeting now. See you later.
- 5 For your information – the figure on page one of the report needs updating as soon as possible.

## Unit 78

- 78.1 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.

78.2 2 barking up the wrong tree    3 poke your nose in(to)    4 as good as gold

78.3 2 a    3 a    4 b    5 b    6 a

### 78.4 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 79

Listen to the CD-ROM to help you check the answers to these exercises.

- 79.1 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.

### 79.2 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 /ɒ/, land, sand /æ/    |
| 4 plead /i:/, head, tread /e/  | 8 root /u:/, soot, foot /ʊ/   |
| 5 could /ʊ/, doubt, shout /aʊ/ |                               |

### 79.3 Possible answers:

- 2 now    3 who    4 off    5 go

### 79.4 The stressed syllables are underlined below.

- |   |                                       |
|---|---------------------------------------|
| 1 <u>trans</u> fer, <u>trans</u> fer    | 5 <u>increas</u> ed, <u>decreas</u> e |
| 2 <u>suspect</u> , <u>suspect</u>       | 6 <u>permis</u> t, <u>permits</u>     |
| 3 <u>conflic</u> ting, <u>conflic</u> t | 7 <u>record</u> , <u>record</u>       |
| 4 <u>upset</u> , <u>upset</u>           | 8 <u>conduct</u> , <u>conducting</u>  |

### 79.5

2 catastrophe	4 chemical	6 receipt	8 recipe
3 handkerchief	5 subtle	7 height	

### 79.6

2 zo <u>ology</u> , zo <u>logist</u> , zo <u>logical</u>	
3 arith <u>metic</u> , arith <u>metical</u> , arith <u>metician</u> (Note that suffixes like <i>-ian</i> and <i>-tion</i> 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 psych <u>ology</u> , psych <u>ologist</u> , psych <u>ological</u>	
5 psych <u>i</u> atry, psych <u>i</u> atric, psych <u>i</u> atrist	

### 79.7

2 cool	3 sword	4 apostrophe	5 climb	6 calm
--------	---------	--------------	---------	--------

## Unit 80

### 80.1

2 g	3 h	4 f	5 b	6 c	7 e	8 a
-----	-----	-----	-----	-----	-----	-----

### 80.2

2 wheezing	4 whizzed	6 dashed	8 bashed
3 clip-clopping	5 grumbling	7 spurted	

### 80.3

1 purred	3 groaned	5 mash
2 Click	4 crashed	6 gash

### 80.4 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 81

### 81.1 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)

**81.2** 2 waste    3 sole    4 pane    5 heir    6 allowed    7 sail    8 through, phase    9 peel

**81.3** *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.

- 81.4**
- 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’.

**81.5** 2 pear and pair    3 waste and waist    4 toe and tow

## Unit 82

**82.1** *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

**82.2** The words are paired up in this table.

uncountables	countables
money	coin
bread	loaf
information	fact
advice	recommendation
travel	trip
work	job
baggage	case

- 82.3**
- 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.

**82.4** *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 83

- 83.1** 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.

- 83.2** 2 glasses/spectacles      4 braces      6 binoculars      8 handcuffs  
 3 scissors      5 overalls      7 pliers

- 83.3** 2 underpants/pants ✓      3 shirt      4 trousers ✓      5 tights ✓      6 shorts ✓      7 dungarees ✓

- 83.4** 2 proceeds      4 whereabouts      6 authorities, goods  
 3 acoustics      5 headphones, earphones (either order)

- 83.5** 2 billiards      3 scissors      4 dungarees

- 83.6** 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 the right looks to be famous. Oh well, never mind!

## Unit 84

**84.1** *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.

- 84.2** **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?

**84.3** *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.

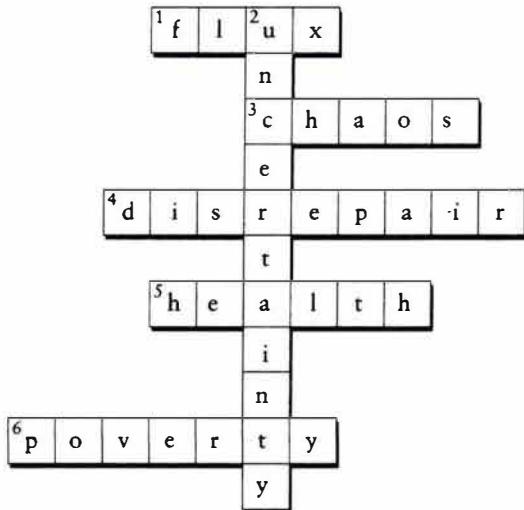
- 84.4** **1** b Art here means painting, drawing and sculpture.  
**2** a Plant here means machines and large-scale industrial equipment.  
 b A plant here means a botanical item (e.g. a plant with flowers).  
**3** a Damage here means that something is broken or destroyed in some way.  
 b Damages 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 85

**85.1** **2** e    **3** d    **4** b    **5** a    **6** c    **7** f    **8** g

- 85.2** **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.

**85.3**



#### 85.4 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 ..... of fresh air. It's so stuffy indoors.

### Unit 86

- 86.1 2 shoal      4 pack      6 pair  
3 gang      5 team      7 couple

#### 86.2 Incorrect words:

- 2 a book      4 cats      6 fish  
3 a hospital      5 pigs

- 86.3 2 f      3 g      4 b      5 a      6 h      7 d      8 e

- 86.4 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.

- 86.5 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 87

- 87.1 2 two bottles/cartons of milk      6 a pot of yoghurt  
3 four cans of cola      7 a large box of matches  
4 a tin of condensed milk      8 a jar of honey  
5 a packet/box (or tin) of chocolate biscuits      9 six packets of crisps
- 87.2 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
- 87.3 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
- 87.4 Possible answers:
- 2 chocolate/tool/match box      5 milk/cream/water jug  
3 wine/milk/water bottle      6 wine/whisky/licheur /lɪ'kjuə/ glass  
4 carrier/shopping/mail bag      7 flower/tea/coffee pot

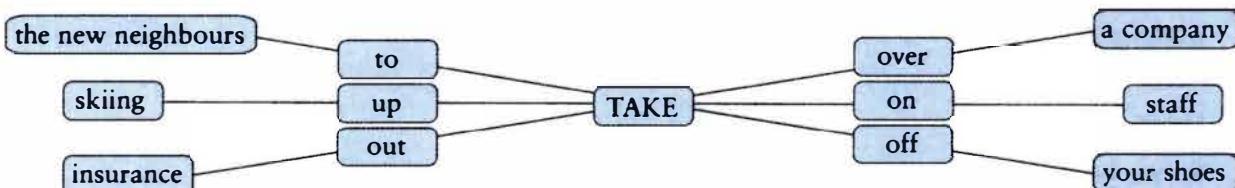
## Unit 88

- 88.1 2 manage to see  
3 consists of (make up with this meaning is usually used in the passive)  
4 tie up in 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/pretended (make out implies that what is being claimed may well not be true)  
8 renovate
- 88.2 2 away with    3 up    4 out    5 up
- 88.3 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.
- 88.4 2 your best                          6 an impression / a good impression  
3 profit                                    7 business  
4 (the) housework                      8 exercise  
5 allowances for

## Unit 89

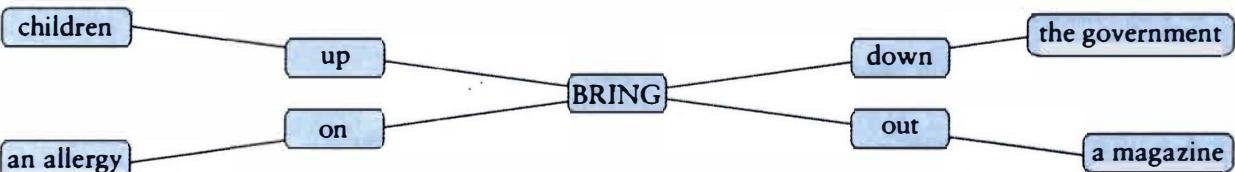
- 89.1 2 on    3 about    4 off    5 round    6 up

89.2 *Possible answers:*



- 89.3 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.

89.4 *Possible answers:*



- 89.5 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 90

### 90.1 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!

90.2 2 through      4 round to      6 through      8 behind, into      10 on  
3 down to      5 up to      7 across      9 together

90.3 2 c      3 d      4 b      5 a

## Unit 91

91.1 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.

91.2 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

91.3 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.

91.4 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 92

- 92.1 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

- 92.2 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 over 100 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.

- 92.3 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.

- 92.4 2 d    3 e    4 g    5 b    6 a    7 f

## Unit 93

- 93.1 2 to    3 promise(s)    4 up    5 down

- 93.2 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 Greg has promised to turn over a new leaf.  
10 Nathalie has always looked up to her older cousin.

93.3 *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 94

- 94.1 2 wrong    3 house/home    4 Bye-bye    5 children

- 94.2 2 seeking                    6 fundamental  
3 utilise                        7 occurs  
4 frequently                    8 provided the patient with  
5 immediately, attempt

Unit 95

- 95.1** 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.

- 95.2** 2 doctor      4 police      6 celebrity / famous person      8 money  
3 prison      5 food      7 cup of tea

**95.3** 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.

**95.4** 2 barbecue      4 husband  
3 biscuit      5 pictures / photographs

Unit 96

- 96.1** 2 rake    3 mouse    4 post    5 bat

**96.2** 2 falling    3 dog    4 parrot    5 snow    6 sheet

**96.3** 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

**96.4** 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

**96.5** 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 97

- 97.1** 2 Many hands make light work.  
3 Don't put all your eggs in one basket.

4 Too many cooks spoil the broth.  
5 We'll cross that bridge when we come to it.

- 97.2**
- 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.
- 97.3**
- 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.
- 97.4**
- 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 98

english-test.net  
www.irLanguage.com

### 98.1 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

**98.2** 2 g    3 h    4 k    5 d    6 i    7 e    8 j    9 b    10 a    11 f

### 98.3 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

## **98.4** 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 99

**99.1** 2 f    3 e    4 b    5 a    6 c

## **99.2** *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.

**99.3** 2 makes a connection between      4 explodes in      6 leads / is a major figure in  
3 reduces                                    5 promises

**99.4**

- 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 100

**100.1** 2 British (-re, not -er)      4 American (-er, not -re)      6 American (not jewellery)  
3 American (-z- not -s-)      5 British (-our, not -or)

**100.2** 2 elevator, lift      4 flashlight, torch      6 drapes, curtains      8 truck, lorry  
3 undershirt, vest      5 diaper, nappy      7 Scotch tape, Sellotape

**100.3** 2 Pass me the biscuits.  
3 It's in the wardrobe.  
4 Open the curtains.  
5 We've run out of petrol.  
6 Our bags are in the boot.

7 Single or return?  
8 Let's take the underground.  
9 We've been working in the garden.  
10 I hate waiting in queues / a queue.

**100.4** 2 (a) one (b) two      3 (a) a bank (b) a café      4 (a) under (b) over

**100.5** 2 eraser / rubber                  4 elevator / lift                  6 hood / bonnet  
3 trash/garbage / rubbish                  5 crosswalk / zebra crossing

# Phonemic symbols

## Vowel sounds

<i>Symbol</i>	<i>Examples</i>
/i:/	sleep me
/ɪ/	happy recipe
/ə/	pin dinner
/o/	foot could pull
/ʊ/	casual
/u:/	do shoe through
/e/	red head said
/ə:/	arrive father colour
/ɔ:/	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 cheers
/əʊ/	go home show
/aʊ/	out cow
/uə/	pure fewer

## Consonant sounds

<i>Symbol</i>	<i>Examples</i>
/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/g/	go guarantee
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough photograph
/v/	love vehicle
/θ/	thick path
/ð/	this mother
/s/	since rice
/z/	zoo surprise
/ʃ/	shop sugar machine
/ʒ/	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.

# Index

The numbers in the Index are **unit** numbers not page numbers.  
The pronunciation provided is for standard British English.

- 3D ,θri:'di: 32  
 60s music 'sɪksɪz 'mju:zɪk 20  
 able 'eɪbəl 8  
 abode ə'bəʊd 94  
 above ə'bʌv 66  
 abrupt ə'brʌpt 8  
 absent-minded ,æbsənt'maɪndɪd 73  
 absolute 'æbsəlut 53  
 absolutely ,æbsə'lut:li 41  
 absorbing ə'bɔ:bɪŋ 3  
 abstract ə'bstrækɪt 18  
 absurd ə'bɜ:d 46  
 academic ,ækə'demɪk 14  
 accept ək'sept 10, 62  
 access 'ækses 34  
 accident 'æksɪdənt 13  
 acclaimed ə'kleɪmd 46  
 accommodation ə,komə'deɪʃən 82  
 accomplice ə'kʌmplɪs 37  
 accomplish ə'kʌmplɪs 58  
 accomplished ə'kʌmplɪʃt 58  
 accomplishment ə'kʌmplɪsment 58  
 accuse ə'kjue:z 37  
 ache eɪk 27  
 achievable ə'tʃi:vəbəl 58  
 achieve ə'tʃi:v 58  
 achievement ə'tʃi:vment 58, 72  
 acid rain 'æsɪd'reɪn 23  
 acknowledge ək'nɒlədʒ 62  
 acoustics ə'ku:stɪks 83  
 acquaintance ə'kweɪntəns 10  
 acquit ə'kwɪt 37  
 action 'ækʃən 69  
 active 'æktrɪv 22  
 activity æk'trɪvəti 72  
 ad əd 95  
 addition ə'dɪʃən 50  
 additionally ə'dɪʃənlɪ 63  
 address ə'dres 94  
 addressee ,æd'res'i: 69  
 adjustment ə'dʒʌstment 72  
 administrator əd'mɪnɪstreɪtə 15  
 admire əd'maɪə 10  
 admission əd'mɪʃən 14, 69, 98  
 admit əd'mɪt 62  
 admittedly əd'mɪtidli 62  
 adore ə'dɔ: 10  
 adulthood 'ædʌlθod 72  
 advance əd'vents 28  
 adventure holiday əd'ventʃə 'holədei 31  
 adventurous əd'ventʃərəs 24, 31  
 advert 'ædvɜ:t 95  
 advertise 'ædvətaɪz 71  
 advertisement əd've:tɪsmənt 71  
 advertiser 'ædvətəɪzə 71  
 advice əd'veɪs 72, 82  
 AFAIK 77  
 affect ə'fekt 64  
 affection ə'fekʃən 72  
 affectionate ə'fekʃənət 42  
 AFK 77  
 African 'æfrɪkən 5  
 African Caribbean 'æfrɪkən ,kærɪ'bɪ:ən 5  
 after all 'u:ftərɔ:l 62  
 afters 'u:ftəz 21  
 against ə'genst 40  
 age eɪdʒ 51  
 ageing 'eɪdʒɪŋ 29  
 aggressive ə'gresɪv 8  
 agitation ,ædʒɪ'teɪʃən 85  
 agreement ə'grɪ:mənt 58, 88, 92  
 aid eɪd 99  
 AIDS eɪdz 13  
 aim eɪm 58  
 air eə 81  
 air con 'eə knən 77  
 air traffic control eə 'træfɪk kən'trəul 74  
 air-conditioned 'eəkən,dɪʃənd 73  
 aircraft 'eəkra:fɪt 30  
 airsick 'eəsɪk 30  
 aisle ail 30  
 AKA ,eɪkeɪ'eɪ 77  
 à-la-carte ,ælə'ka:t 21  
 alarm clock ə'lə:m klok 74  
 album 'ælbəm 20  
 alight adj, v ə'lایt 94, 98  
 alive ə'laɪv 79  
 all or nothing ,ɔ:ljə:nʌθɪŋ 76  
 allocate 'æləkeɪt 55  
 all-out ,ɔ:l'aut 73  
 allowance ə'lauəns 88  
 along with ə'lɒŋ wið 63  
 alongside ə,lɔŋ'saɪd 63  
 aloud ə'laud 81  
 alter 'ɔ:ltə 32  
 alteration ,ɔ:ltə'reiʃən 69  
 alternative ,ɔ:l'tɜ:nətɪv 53  
 although ɔ:l'dəʊ 62  
 amazement ə'meɪzmənt 72  
 ambassador əm'bæsədə 15  
 ambition əm'bɪʃən 58  
 ambitious əm'bɪʃəs 8  
 amount ə'maʊnt 49  
 analyse 'ænəlaɪz 32  
 anger 'æŋgə 72  
 angrily 'æŋgrɪlɪ 43  
 annoyance ə'nɔɪəns 48  
 anorak 'ænəræk 95  
 anorexic ,ænə'reksɪk 7  
 Antarctica æn'ta:ktrɪə 5  
 antibiotic ,æntibai'ɒtɪk 70  
 antiseptic ,ænti'septɪk 70  
 antisocial ,ænti'səʊsɪəl 70  
 anti-war ,ænti'wɔ: 70  
 anxious 'æŋkʃəs 41  
 anxiously 'æŋkʃəslɪ 43  
 anyway 'eniwei 65  
 apart from ə'pa:t frəm 63  
 apartment ə'pa:tment 100  
 apostrophe ə'postrəfi 79  
 app əp 33  
 appal ə'pɔ:l 42  
 appeal to ə'pi:l tu: 42  
 appear in ə'piərɪn 19  
 application ,æplɪ'keɪʃən 33  
 apply for ə'plai fɔ: 15  
 appoint ə'pɔɪnt 36  
 apprenticeship ə'prentɪʃɪp 72  
 approach ə'prəʊtʃ 64  
 Arab 'ærəb 5  
 Arabic 'ærəbɪk 5  
 archer 'u:tʃə 17  
 archery 'u:tʃəri 17  
 architect 'u:kitekt 18  
 architecture 'u:kitektʃə 18  
 area 'eəriə 22  
 argue 'u:gju: 43  
 argument 'u:gjə:mənt 64  
 argumentative ,u:gjə'mentatɪv 8  
 arise from ə'raiz frəm 61  
 arithmetic ,ə'rɪθmətɪk 79  
 arithmetical ,ærɪθ'metɪkl 79  
 arms race 'u:mez ,reis 74  
 aromatic ,ærə'mætɪk 44  
 arrangement ə'reindʒmənt 88  
 arrest ə'rest 37  
 arrival ə'raɪvəl 69  
 arrogant 'ærəgənt 8  
 art ə:t 18, 84  
 art gallery ə:t 'gæləri 24  
 art lover ə:t 'lʌvə 18  
 article 'u:tikəl 85  
 artificial ,u:t'i:fɪʃəl 39  
 artificial hip ,u:t'i:fɪʃəl 'hip 28  
 artistic u:t'i:tɪstɪk 18  
 arts ə:ts 84  
 arts and crafts ə:ts ənd kra:fts 18  
 as ... as ... əz ... əz 96  
 ASAP ,eɪ es ei 'pi: 77  
 Asia 'eɪzə 5  
 Asian 'eɪzən 5  
 aspect 'æspekt 64  
 assertive ə'sə:tɪv 8  
 assessment ə'sesmənt 64  
 associated ə'səʊʃeɪtɪd 32  
 at fault ət 'fɔ:lt 46

- at last *ət 'la:st* 66  
 at once *ət 'wʌnts* 94  
 at times *ət 'taɪmz* 51  
 athletics *æθ'letɪks* 83  
 ATM *eɪtɪ:'em* 77  
 attach *ə'tætʃ* 34  
 attachment *ə'tætʃmənt* 34  
 attain *ə'teɪn* 58  
 attainable *ə'teɪnəbəl* 58  
 attainment *ə'teɪnmənt* 58  
 attempt *n, v ə'tempt* 88, 94  
 attic *'ætɪk* 11  
 attitude *'ætɪtʃu:d* 64  
 attract *ə'trækɪt* 10, 42  
 auburn *'ɔ:bən* 7  
 audience *'ɔ:diənts* 19  
 auditorium *ɔ:di'tɔ:riəm* 98  
 Australia *ɔ:s'treɪliə* 5  
 authorities *ɔ:'θɒrətɪz* 83  
 authority *ɔ:'θɒrəti* 72  
 autobiography *,ɔ:təbəri'ɒgrəfi* 70  
 autograph *'ɔ:tiəgra:f* 70  
 automatically *,ɔ:tə'mætɪklɪ* 28  
 auto-pilot *'ɔ:təʊ,paiłɪt* 70  
 average *'ævrɪdʒ* 49  
 awkward *'ɔ:kwəd* 9  
 AWOL *'eɪwɒl* 77  
 axe *æks* 99  
 B&B *,bi: ən 'bi:* 24  
 babysitter *'beɪbɪ,sɪtə* 74  
 back *v bæk* 99  
 back and forth  
     *bæk ən fɔ:θ* 76  
 back to front *bæk tə frant* 76  
 back up *bæk 'ʌp* 33  
 backache *'bækəkeɪk* 27  
 backfire *,bæk'faɪə* 58  
 badge *bædʒ* 26  
 badly (affected) *'bædli* 48  
 baggage *'bægɪdʒ* 82, 100  
 baggy *'bægɪ* 26  
 balanced diet  
     *'bælənst daɪət* 21  
 bald *bɔ:ld* 7  
 ballet *'bæleɪ* 19  
 ballot paper *'bælət 'peɪpə* 36  
 bandage *'bændɪdʒ* 27  
 bang *bæŋ* 12, 54  
 bank account *bænk ə'kaʊnt* 74  
 banker *'bæŋkə* 15  
 bar *n ba:* 85  
 bar *v ba:* 99  
 bark *ba:k* 25  
 barrel *'bærəl* 87  
 barren *'bærən* 22  
 basement *'beɪsmənt* 11  
 bash *bæʃ* 80  
 basic *'beɪsɪk* 94  
 basket *'ba:skɪt* 87  
 bass *beɪs* 20  
 bass guitarist *'beɪs gr'i:tə:rist* 20  
 bat *bæt* 17  
 bathing (baby) *ba:θɪŋ* 81  
 bathroom *'ba:θrəm* 100  
 bay *beɪ* 22  
 be laid off *bi leɪd of* 15
- be made redundant  
     *bi meɪd rɪ'dʌndənt* 15  
 be offered a job *bi 'ɒfəd ə dʒɒb* 15  
 be offered work *bi 'ɒfəd wɜ:k* 15  
 be promoted *bi prə'mæutɪd* 15  
 beach *bi:tʃ* 22  
 beam *bɪm* 54  
 beard *bi:d* 7  
 beautiful *'bju:tɪfəl* 7  
 beautify *'bju:tɪfai* 69  
 because *bi'kɒz* 61  
 Belgian *'beldʒən* 5  
 belief *bi'li:f* 40, 72  
 believe *bi'li:v* 40  
 belongings *bi'lɔ:ŋɪŋz* 55  
 below *bi'ləu* 66  
 belt *belt* 26  
 besides *bi'saɪdз* 63  
 bestseller *,best'selə* 18  
 bewitching *bi'wɪtʃɪŋ* 3  
 biannual *baɪ'ænju:l* 70  
 bicycle *'baɪsɪkl* 70  
 bid *bɪd* 99  
 big-headed *,bɪg'hedɪd* 73  
 bike *bایk* 95  
 bikini *bɪ'ki:nɪ* 26  
 bilateral *baɪ'lætərəl* 70  
 bilingual *baɪ'língwəl* 5, 70  
 bill *bil* 100  
 billiards *'bıljədz* 17, 83  
 binoculars *bi'nɔ:kjələz* 83  
 birth control *b3:θ kən'trəul* 74  
 biscuit *'bɪskɪt* 100  
 bit *bit* 85  
 bite *bait* 45  
 bitter *'bitə* 21, 44  
 bitterly *'bitəlɪ* 43  
 bizarre *bi'za:* 39  
 black and white  
     *blæk ən 'waɪt* 76  
 black eye *blæk 'aɪ* 27  
 blade *bleɪd* 85  
 blame *bleim* 46  
 bland *blænd* 21  
 blast *bla:st* 99  
 blaze *bleɪz* 99  
 blended learning  
     *blendɪd l3:nɪŋ* 14  
 blink *blɪŋk* 45  
 block *blk* 12  
 blog *blɒg* 34  
 blonde *blond* 7  
 blood donor *'blɒd ,dəʊnə* 74  
 blood pressure *'blɒd ,preʃə* 27, 28, 74  
 blossom *'blɒsəm* 25  
 blue-eyed *,blu:'aɪd* 73  
 blunt *blʌnt* 8  
 blush *blʌʃ* 45  
 board *bɔ:d* 94  
 boast *bəʊst* 43  
 boiling *'boɪliŋ* 6  
 bonnet *'bonɪt* 100  
 book (a table) *v 'buk* 21  
 booking *'bukɪŋ* 21
- bookmark *'bukma:k* 34  
 boost *bu:st* 29, 99  
 boot *bu:t* 100  
 boredom *'bɔ:dəm* 72  
 boss *bɒs* 99  
 bossy *'bɒsi* 8  
 bother *'bɒθə* 58  
 bough *bau* 25  
 bow *bəu* 17  
 bowl *bəul* 87  
 bowls *bəulz* 83  
 box *boks* 87  
 bra *bra:* 26  
 braces *'breisiz* 83  
 brainless *'breinləs* 8  
 brainy *'breini* 8  
 brake *breɪk* 81  
 branch *bra:ntʃ* 25, 32, 36  
 brand-new *brænd nju:* 73  
 BRB 77  
 breadth *bretθ* 52, 72  
 break *breɪk* 27, 81  
 break (the news) *breɪk* 93  
 break down *,breɪk'daun* 12  
 break off *,breɪk'of* 93  
 break out *,breɪk'aut* 13  
 breakdown *'breɪkdaun* 75  
 breakout *'breɪkaut* 75  
 breakthrough *'breɪkθru:* 75  
 break-up *'breɪkʌp* 75  
 breath *breθ* 45, 85  
 breathe *bri:ð* 45  
 breathless *'breθləs* 27  
 breathtaking *'breθ,teɪkɪŋ* 31  
 breed *bri:d* 25  
 breeze *bri:z* 6  
 brick *brɪk* 82  
 briefly *bri:flɪ* 66  
 bright *braɪt* 8, 57  
 brightness *braɪtnɪs* 57  
 brilliantly *'brɪlɪəntli* 46  
 bring about *brɪŋ ə'baut* 61, 89  
 bring back *,brɪŋ 'bæk* 89  
 bring down *,brɪŋ 'daun* 89  
 bring into force *brɪŋ 'ɪntə*  
     *fɔ:s* 89  
 bring into the open  
     *brɪŋ 'ɪntə ðə 'əpən* 89  
 bring off *,brɪŋ 'of* 89  
 bring on *,brɪŋ 'on* 89  
 bring out *,brɪŋ 'aut* 89  
 bring out the best  
     *brɪŋ aut ðə best* 89  
 bring round *,brɪŋ 'raund* 89  
 bring to a head *brɪŋ tu:ə*  
     *hed* 89  
 bring to light *brɪŋ tə laɪt* 89  
 bring up *,brɪŋ 'ʌp* 89  
 Briton *'britən* 5  
 broad *bro:d* 52  
 broadband *'brɔ:dbænd* 34  
 broadcast *'brɔ:dkɑ:st* 35  
 broaden *'brɔ:ðən* 52  
 broadminded *,brɔ:ð'maɪndɪd* 8,  
     52  
 broad-shouldered  
     *brɔ:ð 'ʃəuldəd* 73

brotherhood /'brʌðəhʊd/  
     69, 72  
 brownish /'braʊnɪʃ/  
 browse /braʊz/  
 browser /'braʊzə/  
 bruise /bruːz/  
 brusque /brʊsk/  
 brutal /'brʊ:təl/  
 BTW 77  
 bucket /'bʌkɪt/  
 buckle /'bʌkəl/  
 bud /bʌd/  
 Buddhism /'buddhɪzəm/  
 bug /bʌg/  
 build /bɪld/  
 built-up /,bɪlt'ʌp/  
 bulky /'bulki/  
 bullet-proof /'bulɪtpru:f/  
 bump /bʌmp/  
 bumpy /'bʌmpɪ/  
 bunch /bʌntʃ/  
 bungalow /'bʌŋgələʊ/  
 bunk bed /'bʌŋk 'bed/  
 burglar alarm /'bɜ:gler ə'lə:m/  
 burglary /'bɜ:gləri/  
 burn /bɜ:n/  
 bury the hatchet  
     /'beri ðə 'hætʃɪt/  
 bus stop /bʌs stɒp/  
 business plan /'bɪznɪs plæn/  
 business-class /'bɪznɪs klɑ:s/  
 bustling /'bʌstlɪŋ/  
 button /'bʌtn/  
 buzz /bʌz/  
 bypass /'baɪpɑ:s/  
 cab /kæb/  
 cabinet /'kæbɪnət/  
 calm /kɔ:m/  
 camcorder /'kæm,kɔ:də/  
 campsite /'kæmpsait/  
 can /kæn/  
 cancel (a reservation)  
     /'kæntsəl/  
 candidate /'kændɪdət/  
 candy /'kændi/  
 canned music /kænd  
     'mju:zɪk/  
 canoeist /kæ'nju:ɪst/  
 can't bear /kænt beə/  
 can't face the thought of  
     /kænt feɪs ðə θɔ:t ñv/  
 can't stand /kænt stænd/  
 capacity /kæ'pæsəti/  
 cape /keɪp/  
 capital /'kæpitəl/  
 captivate /'kæptɪveɪt/  
 captivating /'kæptɪvɪtɪŋ/  
 capture /'kæptʃə/  
 car hire /'ka:,haɪə/  
 car park /ka:pɑ:k/  
 caravan /'kærəvæn/  
 carbon footprint  
     /'kɑ:bən 'fʊptprɪnt/  
 carbs /ka:bz/  
 card /ka:d/  
 cardigan /'ka:dɪgən/  
 cards /ka:dz/

care for /'keə,fɔ:/  
 carelessness /'keələsnɪs/  
 caring /'keərɪŋ/  
 carpenter /'ka:pəntə/  
 carton /'ka:tən/  
 cartoon /ka:'tu:n/  
 case /keɪs/  
 cash machine /'kæʃ mə'ʃi:n/  
 cast /ka:st/  
 cast (a vote) /ka:st/  
 castle /'ka:səl/  
 casual /'kæʒjuəl/  
 casually /'kæʒjuəli/  
 casualty /'kæʒjuəlti/  
 Catalan /kə'ta:lən/  
 catastrophe /kə'tæstrəfɪ/  
 catch /kætʃ/  
 cater /'keɪtə/  
 cause /kɔ:z/  
 cease /si:s/  
 celeb /sə'leb/  
 cell /sel/  
 cell(phone) /sel(fəʊn)/  
 cellar /'selə/  
 cellist /'tʃelɪst/  
 cello /'tʃeləʊ/  
 Central America  
     /'sentrəl ə'merɪkə/  
 CEO /'si:iθə/  
 certainty /'sɜ:tənti/  
 chalk /n /tʃɔ:k/  
 challenge /'tʃælɪndʒ/  
 chamber /'tʃeimbə/  
 chance /tʃa:nts/  
 change into /tʃeɪndʒ 'ɪntə/  
 change out of  
     /tʃeɪndʒ aut ɒv/  
 chaos /'keɪo:s/  
 character /'kærəktə/  
 characterise /'kærəktə'reɪz/  
 characteristic /,kærəktə'rɪstɪk/  
 charge /tʃa:dʒ/  
 charge (interest) /tʃa:dʒ/  
 check /n /tʃek/  
 checked /tʃekt/  
 check-out /'tʃekəut/  
 cheerfully /'tʃiəfli/  
 cheerio /,tʃiəri'əu/  
 chemical /'kemɪkəl/  
 chemist's /'kemɪsts/  
 chew /tʃu:/  
 childhood /'tʃaЙldhʊd/  
 childminder /'tʃaЙld,maЙndə/  
 chime /tʃaЙm/  
 chip /tʃip/  
 chips /tʃips/  
 choice /tʃɔ:s/  
 cholera /'kɒlərə/  
 cholesterol /kə'lestərɒl/  
 chopping board /'tʃɒpɪŋ  
     'bɔ:d/  
 Christmas /'krɪsməs/  
 chubby /'tʃʌbi/  
 cinema /'sɪnəmə/  
 circle /'sɜ:kəl/  
 circular /'sɜ:kjələr/

circumference /sə'kʌmfrənts/  
 50  
 citizens' advice bureau  
     /'sɪtɪzənz əd'veis 'bju:ərəʊ/  
 city /'siti/  
 City Hall /'siti hɔ:l/  
 civil servant /'sɪvəl 'sɜ:vənt/  
 civil war /'sɪvəl wɔ:/  
 claim /kleɪm/  
 clang /klæŋ/  
 clap (of thunder) /klæр/  
 clash /klæʃ/  
 classical /'klæsɪkəl/  
 classics /'klæsɪks/  
 clatter /'klætə/  
 claw /klɔ:/  
 clever /'klevə/  
 click /klik/  
 cliff /klif/  
 climate change  
     /'klaimət ,tʃeɪndʒ/  
 climb /klaim/  
 clip-clop /'klɪpklop/  
 clone /klaʊn/  
 close-fitting /klaʊs fɪtɪŋ/  
 closet /'klobzɪt/  
 cloth /klob/  
 clothes /klaʊðz/  
 cloud /klaʊd/  
 club /klʌb/  
 clump /klʌmp/  
 coal /kəʊl/  
 coarse /kɔ:s/  
 coast /kəʊst/  
 coat hanger /'kəʊt,hæŋə/  
 collapse /kə'læps/  
 collar /'kɔ:lə/  
 colleague /'kɔ:li:g/  
 collection /kə'lekʃən/  
 college /'kɒlɪdʒ/  
 collocation /,kɒlə'u'keɪʃən/  
 comb /kəʊm/  
 combination /,kɒmbɪ'neɪʃən/  
 combine /kəm'bain/  
 come across /kʌm ə'kros/  
 come between /kʌm bɪ'twi:n/  
 come by /kʌm拜/  
 come down /,kʌm 'daʊn/  
 come into /,kʌm 'ɪntə/  
 come off /,kʌm 'ɒf/  
 come out /,kʌm 'aut/  
 come round /,kʌm 'raʊnd/  
 come to /,kʌm 'tu:/  
 come up /,kʌm 'ʌp/  
 comedian /kə'mi:diən/  
 comment /'kɒment/  
 commercial /kə'mɜ:ʃəl/  
 commercialise /kə'mɜ:ʃəlaɪz/  
 commit /kə'mit/  
 committed /kə'mɪtɪd/  
 companionship /kəm'pænjənʃɪp/  
 72  
 company /'kʌmpəni/  
 competition /,kɒmpə'tɪʃən/  
 competitive /kəm'petɪtɪv/  
 complexion /kəm'plekʃən/  
 complication /,kɒmplɪ'keɪʃən/

- compose *kəm'pəuz* 71  
 composer *kəm'pəuzə* 71  
 composition *,kəmpə'zɪʃən* 71  
 comprehensive school  
     ,*kompri'hensiv sku:l* 14  
 compromise *'komprəmaɪz* 58  
 compulsory *kəm'pɔlsəri* 14, 53  
 computer technology  
     *kəm'pjū:tə tek'nɒlədʒi* 74  
 computerise *kəm'pjū:təraɪz* 69  
 concede *kən'si:d* 62  
 concert hall *'kɔnsə:t hɔ:l* 24  
 conclude *kən'klu:d* 32, 66  
 conclusion *kən'klu:ʒən* 92  
 condition *kən'dɪʃən* 60  
 conduct n *'kɒndʌkt* 79  
 conduct v *kən'dʌkt* 71, 79  
 conflict n *'kɒnflikt* 79  
 conflict v *kən'flɪkt* 79  
 confused *kən'fju:zd* 41  
 confusion *kən'fju:ʒən* 85  
 Congress *'kɔngres* 36  
 consciousness *'kɒnʃənsɪs* 72  
 consequence *'kɒnsekwənts* 61  
 consequently *'kɒnsekwəntli* 61  
 conservation *,kɒnsə'veɪʃən* 23  
 conservative *kən'sɜ:vətɪv* 40  
 considerable *kən'sɪdərəbəl* 49  
 constituency *kən'stɪtju:ntsi*  
     36  
 consume *kən'sju:m* 29  
 contact *'kɒntækt* 10, 16, 34  
 contact lens *'kɒntækt ,lenz* 28,  
     74  
 contemporary *kən'tempərəri*  
     24  
 content n *'kɒntent* 29  
 content adj *kən'tent* 41  
 contented *kən'tentid* 41  
 contents *'kɒntents* 83  
 contest n *'kɒntest* 79  
 contest v *kən'test* 79  
 continuous assessment  
     *kən'tinjuəs ə'sesmənt* 14  
 contract v *kən'trækt* 27, 52  
 contribute *kən'tribju:t* 55  
 conventional *kən'ventʃənəl* 39  
 conversion *kən'vez:ʃən* 11  
 convert v *kən'vez:t* 71  
 convict v *kən'veikt* 37  
 conviction *kən'veikʃən* 40  
 convince *kən'vents* 40  
 cookie *'kuki* 100  
 cool *kul* 79  
 co-opt *kəu'pt* 79  
 cop *kop* 95  
 cope *kəup* 58  
 copy *'kopi* 18  
 corkscrew *'kɔ:kskru:* 11  
 corporation *,kɔ:pə'reiʃən* 16  
 corporation tax  
     ,*kɔ:pə'reiʃən tæks* 38  
 costume *'kɔstju:m* 19  
 cottage *'kɒtɪdʒ* 11  
 cotton wool *'kɒtən 'wul* 74  
 cough *kɒf* 45  
 could *kud* 79
- couple *'kəpəl* 86  
 court *kɔ:t* 37  
 crab *kreb* 25  
 crack *kræk* 12  
 crackdown *'krækdaun* 75  
 crafty *'kra:fти* 8  
 crash *kra:s* 12, 33  
 crate *kreɪt* 87  
 crawl *kro:l* 56  
 creation *kri'eʃən* 32  
 creativity *kri'e:tɪvəti* 72  
 crèche *kref* 14  
 credit card *'kredit 'ka:d* 74  
 credit limit *'kredit 'lɪmɪt* 38  
 creep along *,kri:p ə'lɔŋ* 56  
 crew *kru:* 30, 86  
 crew-cut *'kru:kət* 7  
 crime *kraɪm* 37  
 crisis *'kraɪsɪs* 64  
 critic *'kritik* 18  
 critical *'kritikəl* 46  
 critically *'kritikli* 46  
 criticise *'kritisaɪz* 46  
 crop n *krop* 22  
 crowd *kraud* 86  
 cruel *'kru:əl* 8  
 cruise *kru:z* 31  
 crush *kraʃ* 12  
 crutches *kra:tʃiz* 28  
 cubic *'kjoo:bɪk* 50  
 cue *kju:* 17  
 cuff *kʌf* 26  
 CUL8R 77  
 cumbersome *'kʌmbəsəm* 57  
 cunning *'kʌnɪŋ* 8  
 cupboard *'kʌbəd* 79  
 cupid *'kjoo:pɪd* 79  
 cuppa *'kʌpə* 95  
 curb *kɜ:b* 99  
 curiosity *,kjueri'ɒsəti* 72  
 curly *'kɜ:li* 7  
 curly-haired *'kɜ:li 'he:d* 73  
 currency *'kʌrəntsi* 82  
 current account  
     *'kʌrənt ə'kaunt* 38  
 current affairs *'kʌrənt ə'feəz* 35  
 cursor *'kɜ:sə* 33  
 curt *kɜ:t* 8  
 curtains *'kɜ:tənz* 100  
 custom-built *'kʌstəm bilt* 16  
 customer *'kʌstəmə* 9  
 customer care *'kʌstəmə 'ke* 16  
 customs *'kʌstəmz* 38  
 cut *kʌt* 79, 99  
 cutback *'kʌtbæk* 75  
 cutlery *'kʌtlər,i* 21  
 cut-price *,kʌt'prais* 73  
 Cypriot *'sɪpriət* 5  
 daft *dɑ:ft* 8  
 damage n, v *'dæmɪdʒ* 13  
 damp *dæmp* 6  
 dance *də:nts* 19  
 Dane *dein* 5  
 dark *dɑ:k* 7, 54  
 darkness *'da:knis* 54  
 dark-skinned *'da:k skind* 7  
 dart *dɑ:t* 17
- darts *da:ts* 83  
 Darwinist *'da:wɪnist* 40  
 dash *dæʃ* 80  
 data processing  
     *'deɪta 'præsəsɪŋ* 74  
 database *'deɪtəbeɪs* 28, 33  
 dawdle *'dɔ:dəl* 56  
 daytime *'deɪtaɪm* 6  
 dazzling *'dæzlɪŋ* 57  
 dead *ded* 12, 13  
 deafening *'defnɪŋ* 44  
 death penalty *'deθ 'penəlti* 74  
 debt *det* 38, 79  
 debtor *'detə* 79  
 decade *'dekeɪd* 28  
 decent *'di:sənt* 39  
 decision *di'si:ʒən* 88, 92  
 declare *di'kleə* 98  
 decorative *'dekərətɪv* 39  
 decrease n *'di:kri:s* 79  
 decrease v *di'kri:s* 79  
 dedicated *'dedɪkeɪtid* 40  
 deep *di:p* 52  
 deepen *'di:pən* 52  
 deer *dɪə* 25  
 defend *di'fend* 37  
 defriend *,di:'frend* 10  
 degree *di'gri:* 14  
 déjà vu *,deʒa:'vu:* 44  
 delay *di'leɪ* 30  
 delete *di'lit* 33  
 deliberations *di,libə'reiʃənz*  
     37  
 delicate *'delɪkət* 39  
 delicious *di'lɪsəs* 69  
 delighted *di'laitɪd* 41  
 delightful *di'laitfəl* 31  
 delta *'delta* 22  
 democracy *di'mokrəsi* 36  
 denim *'denim* 26  
 dense *dens* 57  
 density *'densiti* 57  
 dent *dent* 12  
 deny *di'nai* 3  
 department store  
     *di'pɔ:tment ,sto:* 24  
 deport *di:'pɔ:t* 71  
 deportation *,di:pɔ:'teɪʃən* 71  
 deportee *,di:pɔ:'ti:* 71  
 depose *di'pauz* 71  
 deposit *di'pozɪt* 38  
 depress *di'pres* 71  
 depression *di'presən* 29  
 deprivation *,depri'veiʃən* 48  
 deprive s.o. of sth *di'prایv*  
     سامیجان بی سامثیغ 48  
 depth *depθ* 52, 72  
 desert n *'dezət* 79  
 desert v *di'zə:t* 79  
 deserted *di'zə:tɪd* 24  
 design *di'zain* 18  
 designer *di'zainə* 15, 26  
 desire n, v *di'zaɪə* 42  
 desktop computer  
     *'deskтоп kəm'pjū:tə* 33  
 desperately *'despərətlɪ* 43  
 despise *di'spaɪz* 10, 42

destruction *dɪ'strʌkʃən* 23  
 detached *dɪ'tætɪt* 11  
 detective *dɪ'tektɪv* 35  
 determined *dɪ'tɜ:mɪnd* 8  
 detest *dɪ'test* 42  
 development *dɪ'veləpmənt* 28  
 device *dɪ'veɪs* 28, 33  
 devoted *dɪ'veutɪd* 42  
 diagnose *,daɪəg'nəuz* 28  
 dialect *'dialekt* 5  
 dialogue *'daiəlog* 19  
 diameter *dai'æmɪtə* 50  
 diaper *'daɪpə* 100  
 diarrhoea *,daɪə'rɪə* 27  
 dictatorship *dɪk'teitəʃɪp* 36  
 die *dai* 27  
 difficult *'dɪfɪkəlt* 58  
 difficulty *'dɪfɪkəlti* 28, 58, 64  
 digital *'dɪdʒɪtl* 32  
 dilemma *dɪ'lɛmə* 48, 64  
 dim *dɪm* 8, 54, 57  
 diploma *dɪ'pləʊmə* 14  
 diplomat *'dɪpləmət* 15  
 direct *drɪ'rekt* 8  
 direct debit *drɪ'rekt 'debit* 38  
 direction *drɪ'rekʃən* 19  
 director *drɪ'rektə* 15, 19  
 disagree *,disə'gri:* 70  
 disagreement *,disə'grɪ:mənt* 72  
 disappear *,disə'piə* 70  
 disapprove *,disə'pru:v* 70  
 disaster *drɪ'za:tə* 48  
 disbelief *,disbɪ'lɪ:f* 49  
 disbelieve *,disbɪ'lɪv* 70  
 disconnect *,diskə'nekt* 70  
 discontented *,diskən'tentɪd* 41  
 discourage *drɪ'skʌrɪdʒ* 70  
 discourteous *drɪ'skɔ:tɪəs* 8  
 discrepancy *drɪ'skrepənsɪ* 62  
 discus *'diskəs* 17  
 disease *drɪ'zi:z* 28  
 disguise *dis'gaɪz* 26  
 disgust *dis'gʌst* 42  
 dish *dɪʃ* 35  
 disk *disk* 32  
 disk drive *'disk ,draɪv* 33  
 dislike *di'slaɪk* 70  
 dislocate *'dɪsləʊkeɪt* 27  
 dismount *dɪ'smaʊnt* 99  
 disorder *di'sɔ:də* 85  
 disorganised *di'sɔ:gənəɪzd* 70  
 display *drɪ'spleɪ* 33, 98  
 dispose *drɪ'spəʊz* 23  
 disprove *di'spru:v* 70  
 disqualify *di'skwɒlfɪə* 70  
 disrepair *,disrɪ'peə* 85  
 disrupt *dis'rʌpt* 48  
 disruption *dis'rʌpʃən* 48  
 dissect *di'sekɪt* 32  
 dissertation *,disə'teɪʃən* 14  
 dissimilar *,dis'similər* 70  
 distance *'distənts* 52  
 distance learning *'distənts*  
*,lɜ:nɪŋ* 14  
 distant *'distənt* 52  
 divert *dai'vɜ:t* 71  
 divide *dɪ'veɪd* 62

division *dɪ'veɪzən* 50  
 dizzy *'dɪzɪ* 27  
 DNA *,di'en'eɪ* 77  
 do business *du:'bɪznɪs* 16, 88  
 do without *du: wɪ'ðaut* 53, 88  
 do your best *du: jə: best* 88  
 documentary *,dɒkjə'mentəri*  
*35*  
 dominoes *'dɒmɪnəuz* 83  
 donate *dəu'neɪt* 55  
 donation *dəu'neɪʃən* 69  
 done in *dæn ɪn* 47  
 donor *'dəʊnə* 69  
 doubt *daut* 40, 79  
 doubtful *'dautfəl* 53  
 down *daʊn* 34  
 download *,daʊn'ləud* 2, 33  
 downpour *'daʊnpɔ:* 6  
 down-to-earth *,daʊntu'ɜ:θ* 8  
 dozen *'dəzən* 49  
 drag on *'dræg ən* 51  
 drama *'dra:mə* 35, 99  
 drapes *dræps* 100  
 draughts *dra:fts* 83  
 drawback *'drɔ:bæk* 75  
 dread *dred* 42  
 dream *drɪ:m* 58  
 dress up *dres ʌp* 26  
 drift *drift* 56  
 drinkable *'drɪŋkəbl* 69  
 drive *draɪv* 11, 56, 99  
 drop *drop* 49  
 dropout *'drəʊpəut* 75  
 drought *draut* 6, 13  
 drummer *'drʌmə* 20  
 drums *drʌmz* 20  
 dub *dʌb* 35  
 due to *dʒu: tu:* 61  
 dull *dʌl* 57  
 dumb *dʌm* 8, 79  
 dungarees *,dʌŋgə'reɪz* 83  
 during *'dʒuərɪŋ* 59  
 dustpan and brush  
*'dʌstpæn ən 'brʌʃ* 11  
 Dutch *dætʃ* 5  
 duty *'dʒu:ti* 38  
 duty-free *,dʒu:ti'fri:* 38, 73  
 eagerness *'i:gənsɪ* 72  
 earache *'i:əreɪk* 27  
 earlier *'ɜ:liə* 66  
 earn *ɜ:n* 2  
 earphones *'i:əfəʊnz* 83  
 earring *'i:ərɪŋ* 74  
 earthquake *'ɜ:θkweɪk* 13  
 East Asia *i:st 'eɪzə* 5  
 easy-going *i:zi'gəʊɪŋ* 8, 73  
 e-book *i:buk* 18  
 e-card *i:kɑ:d* 34  
 eccentric *i:k'sentrik* 8, 40  
 ecological *i:kə'lɒdʒɪkəl* 23  
 ecologically sound  
*i:kə'lɒdʒɪkli saʊnd* 23  
 economical *i:kə'nɒmɪkl* 8  
 economics *i:kə'nɒmɪks* 83  
 economist *i:kə'nəmɪst* 15  
 economy *i:kə'nəmi* 22  
 edible *'edɪbl* 69

educate *'edʒu:kɪt* 71  
 effect *i'fekt* 48  
 effort *'efət* 88  
 elapse *i'læps* 51  
 elect *i'lekt* 36  
 electrician *i:lek'trɪʃən* 15  
 elegant *'elɪgənt* 7, 24, 26  
 elevator *'elɪvētə* 100  
 email *i:meil* 2  
 employee *i:m'plɔ:i:* 69  
 employer *i:m'plɔ:er* 69  
 enable *i'neɪbl* 32  
 enchanting *i'n'tʃa:ntɪŋ* 3  
 end *end* 92  
 endangered *i'n'deindzəd* 23  
 enemy *'enəmi* 3  
 engrossing *i'n'grəʊsɪŋ* 3  
 enjoyment *i'n'dʒɔ:rmənt* 69  
 enormous *i'nɔ:sməs* 49  
 enquiring *i'n'kwa:riŋ* 8  
 ensue *i'n'sju:* 61  
 enter *'entə* 34  
 entertainer *,entə'teinə* 19  
 enthralling *i'n'θrɔ:liŋ* 3  
 enthusiastic *i,nθju:zi'æstɪk* 41  
 entire *i'n'taɪə* 39  
 entrancing *i'n'tra:ntsɪŋ* 3  
 entry *'entri* 98  
 envious *'enviəs* 8  
 environment *i'n'veɪrənmənt*  
*23*  
 environmentally friendly  
*i,n'veɪrən,mentəli 'frendli* 23  
 epidemic *,epi'demɪk* 13  
 episode *'epɪsaʊd* 35  
 equally *i:kwəlɪ* 63  
 equipment *i'kwi:pɪmt* 82  
 era *i'rerə* 51  
 eraser *i'reɪzə* 100  
 ergonomics *,ɜ:gə'nɒmɪks* 32  
 erupt *i'rʌpt* 13  
 establish *i'stæblɪʃ* 32, 94  
 estate *i'steɪt* 55  
 estate agent *i'steɪt 'eidʒənt* 24  
 estuary *'estʃuəri* 22  
 etc *et'setərə* 63  
 ethnic group *'eθnɪk gru:p* 5  
 Europe *'juərəp* 5  
 European *,juərə'pi:ən* 5  
 evaluation *i,vælju'eɪʃən* 64  
 even-tempered *i:vnən'tempəd* 8  
 evidence *'evidənts* 37  
 ex *eks* 10  
 exaggeration *i:g,zædʒə'reɪʃən*  
*47*  
 exam *i:g'zæm* 14  
 exceptional *ek'sepʃənəl* 31  
 excessive *ek'sesɪv* 49  
 excise *'eksaɪz* 38  
 excitement *i:k'saitmənt* 69  
 exclusive *i:ks'klu:sɪv* 31  
 excommunicate  
*i:eksə'mju:nɪkeɪt* 70  
 excursion *i:k'skɜ:ʃən* 31  
 excuse *n i:k'skjus* 88  
 executive *i:g'zekjətɪv* 15

exempt ig'zempt 53  
 exercise n, v eksəsərz 29, 88  
 exhale eks'hel 70  
 exhausted ig'zɔ:stid 27  
 exhilarating ig'zil'reitŋ 31  
 existence ig'zistənts 92  
 exotic ig'zotik 31  
 expand ik'spænd 16, 52  
 expect ik'spekt 6  
 expectation ekspek'teɪʃən 72  
 expenses ik'spentsiz 38  
 experience ik'spiəriənts 82, 84  
 explosion ik'spləuzən 13  
 export n ekspo:t  
 export v ik'spɔ:t 71, 79  
 express ik'spres 71  
 ex-smoker eks'sməukə 70  
 extend ik'stend 52  
 extinct ik'stɪŋkt 23  
 extract v ik'strækt 32, 70  
 extravagant ik'strævəgənt 8  
 extreme ik'stri:m 40  
 extroverted ekstrəvə:tid 8  
 ex-wife eks waif 70  
 face n, v feis 7, 48  
 facility fə'siliti 38  
 fact fakt 64  
 fail feil 14  
 fair feə 7, 81  
 faith feiθ 72  
 fake feik 39  
 fall fɔ:l 100  
 fall down fɔ:l daun 12  
 fall for fɔ:l fo: 42  
 fall in love fɔ:l in lʌv 42  
 fall off fɔ:lɒf 12  
 fall out with fɔ:l aut wið 10  
 fallout fɔ:laut 75  
 falter fɔ:ltə 58  
 famine fæmin 13  
 fanatical fə'nætikəl 40  
 fancy fæntsi 10, 42  
 FAQ efer'kjü: 34, 77  
 far fo: 52  
 faraway ,fu:ra'wei 52  
 fare feə 81  
 far-fetched ,fa:fetʃt 73  
 farm fa:m 79  
 fascinate fæsineit 42  
 fascinating fæsineitŋ 3, 31  
 fashion fæʃən 92  
 fast fa:st 12  
 fasten 'fa:sən 79  
 fat fæt 7  
 faulty fɔ:lti 39  
 faze feiz 81  
 fear fiə 72  
 feather 'feðə 25  
 feature 'fi:tʃə 7, 32  
 fed up ,fed'ʌp 41  
 federation fedə'r'eʃən 36  
 feedback 'fi:dbæk 16, 75  
 feel fi:l 40, 44, 57  
 fencing fentsŋ 17  
 field fi:ld 14  
 fiend fi:nd 79  
 filthy 'filθi 24

finally 'faɪnəli 66  
 finance 'faɪnənts 38  
 fine n, adj fain 37, 57, 65  
 fine art(s) fain ə:t 18  
 Finn fin 5  
 fire fiə 15  
 firefighter 'faɪə,faitə 15  
 firm fɜ:m 3, 40  
 first 'fɜ:st 66  
 first and foremost 'fɜ:st ən 'fɔ:məʊst 76  
 first floor 'fɜ:st flɔ: 100  
 first impression 'fɜ:st im'preʃən 7  
 first language 'fɜ:st 'længwɪdʒ 5  
 first of all 'fɜ:st əv 'ɔ:l 66  
 first-born 'fɜ:stbɔ:n 73  
 first-class 'fɜ:st,kla:s 73  
 first-hand ,fɜ:st'hænd 73  
 firstly 'fɜ:stli 66  
 first-rate ,fɜ:st'reit 46  
 fish fis 84  
 fishing line fisɪŋ laɪn 17  
 fit fit 26, 29  
 fitness 'fitnəs 29  
 fizzy 'fizi 29  
 flash flæʃ 32  
 flashlight 'flæʃlait 100  
 flat flæt 12  
 flaw flɔ: 32  
 fleeting 'fli:tɪŋ 51  
 flexibility ,fleksə'biliti 69  
 flexible 'fleksibəl 39, 69  
 flexi-time 'fleksitaim 15  
 flicker 'flikə 54  
 flock flock 86  
 flood flʌd 6, 13  
 flour flaʊə 82  
 flow flaʊ 56  
 flower flaʊə 25  
 flowery 'flaʊəri 26  
 flu flu: 81  
 flutter 'flʌtə 56  
 flux flæks 85  
 fly flai 51  
 focus on 'fəukəs ən 35  
 foe fəʊ 3  
 foggy 'fngi 6  
 fold fəuld 58  
 folk fəuk 2, 20  
 following 'fɔləʊɪŋ 59, 66  
 fond of fond əv 42  
 food poisoning fu:d  
 'pɔɪzənɪŋ 74  
 foolish 'fu:liʃ 8  
 foot fut 22  
 football pitch 'fʊtbɔ:l,pitʃ 24  
 footballer 'fʊtbɔ:lə 17  
 for a time fɔ:r ə taim 51  
 for example fɔ:r ig'zum:pəl 66  
 for instance fɔ:r 'intstənts 66  
 for the time being fɔ:r ðə taim  
 'bi:ŋ 51  
 force into fɔ:s 'intə 53  
 forgetful fə'getfəl 69  
 forgetfulness fə'getfəlnɪs 69

forgivable fə'gɪvəbel 69  
 formerly 'fɔ:məli 59  
 fortune 'fɔ:tʃu:n 92  
 forward 'fɔ:wəd 2  
 fossil fuel 'fɔ:səl 'fju:əl 23  
 foul-smelling faul smelɪŋ 44  
 foundations faʊn'deɪʃənz 83  
 fox foks 25  
 fragile 'frædʒɪl 39  
 fragrant 'freigrənt 44  
 frank frænk 8  
 freedom 'fri:dəm 72  
 freeway 'fri:wei 100  
 freeze fri:z 6  
 French frentʃ 5  
 French fries frentʃ fraɪz 100  
 frequently 'fri:kwəntli 94  
 fridge frɪdʒ 95  
 friend frend 3, 10, 79  
 friendliness 'frendlɪnis 72  
 friendship 'frendʃɪp 69  
 frog frog 25  
 from time to time from taim tə taim 51  
 frost frost 6  
 frown fraon 45  
 frustrated frəs'treɪtid 41  
 frustration frəs'treɪʃən 72  
 fulfil ful'fil 58  
 fulfilling ful'filɪŋ 58  
 fulfilment ful'filmənt 58  
 function 'fʌŋkʃən 32  
 fundamental ,fʌndə'mentəl 94  
 fur fɜ: 25  
 furious 'fjuəriəs 41, 69  
 furiously 'fjuəriəsli 43  
 fury 'fɜ:ri 57  
 further 'fɜ:ðə 66, 94  
 further education 'fɜ:ðər  
 ,edʒu'keɪʃən 14  
 further to 'fɜ:ðə tu: 63  
 furthermore ,fɜ:ðə'mo: 63  
 fuss fəs 88  
 FYI ,ef wai 'ai 77  
 gain gein 2  
 gale geil 6  
 game show geim ſəu 35  
 gang gæŋ 86  
 garbage 'ga:bɪdʒ 100  
 garden 'ga:dən 100  
 garden centre 'ga:dən 'sentə 24  
 gardening 'ga:dənɪŋ 88  
 gas gæs 23, 100  
 gash gæʃ 80  
 gaze geiz 44  
 gems dʒemz 99  
 general anaesthetic 'dʒenərəl  
 ,ænəs'thetik 28  
 general election 'dʒenərəl  
 i'lekʃən 36  
 generate 'dʒenəreɪt 61  
 generation gap ,dʒenə'reiʃən  
 gæp 74  
 generosity ,dʒenə'rəsəti 72  
 generous 'dʒenərəs 8  
 genetic engineering dʒə'netik  
 ,endʒi'neerin 32

genetically modified dʒə'netɪkli  
 'mɒdɪfaɪd 32  
 gentle 'dʒentəl 6  
 genuine 'dʒenjuɪn 39  
 German 'dʒɜːmən 5  
 gesture 'dʒestʃə 88  
 get get 90  
 get across get ə'krɒs 90  
 get at get ət 90  
 get away 'get ə'wei 31  
 get behind with get bɪ'haind  
 wið 90  
 get carried away get 'kærɪd  
 ə'wei 47  
 get down get daʊn 90  
 get off to a good start get əf tu:  
 ə god stɑ:t 90  
 get on get ən 90  
 get on well (with someone) get  
 ən wel 10  
 get out of get aut ov 90  
 get over get əʊvə 27, 90  
 get rid of get əd ov 90  
 get round get raʊnd 90  
 get round to get raʊnd tu: 90  
 get through get əru: 90  
 get to get tu: 90  
 get to know get tə nəʊ 90  
 get up to get əp tu: 90  
 get-together n 'get tə,geðə 90  
 get-together v ,get tə'geðə 10  
 gifted 'gɪftɪd 8  
 gig gig 77  
 gigabyte 'gigəbait 33  
 give and take ,gɪvən'teɪk 76  
 give away gɪvə'wei 55  
 give or take gɪv ə: teɪk 76  
 give out gɪv aut 55  
 give rise to gɪv raiз tu: 61  
 glacier 'glæsiə 22  
 gladly 'glædli 43  
 glamorous 'glæmərəs 31  
 glance gla:nts 44  
 glare gleə 57  
 glass gla:s 84, 87  
 glasses gla:sɪz 83  
 glimpse glimps 44  
 glitter 'glɪtə 54  
 global warming 'glæubel  
 'wɔ:min 23  
 globalisation ,glæubelət'zeɪʃən  
 23  
 gloomily 'glu:mili 43  
 gloomy 'glu:mi 54  
 glow gləʊ 54  
 GM dʒi:'em 32, 77  
 go amiss gəʊ ə'mis 94  
 go bankrupt gəʊ 'bæŋkrapt  
 92  
 go for gəʊ fɔ: 92  
 go off gəʊ ɒf 21  
 go on gəʊ ən 51, 92  
 go pear-shaped gəʊ  
 'peəseɪpt 94  
 go through gəʊ əru: 92  
 go under gəʊ 'ʌndə 58  
 go wrong gəʊ rɔŋ 58

go-ahead 'gəʊəhed 99  
 goal ɡəʊl 58  
 goggles 'gɒglz 83  
 going forward ,gəʊɪŋ  
 'fɔ:wəd 16  
 golf course 'gɔlf,kɔ:s 24  
 good ɡud 65  
 good-looking ,gud'lukɪŋ 7  
 goodness 'gudnɪs 69  
 goods ɡudz 83  
 good-tempered ,gud'tempəd 73  
 google 'gu:gəl 34  
 gorge ɡɔ:dʒ 22  
 govern 'gʌvən 36  
 government 'gʌvənmənt 36  
 GPS ,dʒi:pɪ's 32  
 grab græb 44  
 graduate n 'grædjuət 14  
 graduate v 'grædju'eɪt 14  
 graduation ceremony  
 ,grædʒu'eɪʃən 'serɪməni 14  
 grammar school 'græmə  
 sku:l 14  
 grant gra:n̩t 14  
 graphics 'græfɪks 33  
 grasp gra:sp 44  
 grass roots ,gra:s'rū:ts 74  
 grate greɪt 81  
 grateful 'greɪtfəl 41  
 grater greɪtə 11, 69  
 graze greɪz 12  
 great greɪt 39, 81  
 Greek gri:k 5  
 green gri:n 23  
 greenhouse effect 'grɪ:nhaʊs  
 'ɪfekt 23  
 gregarious gri'geəriəs 8  
 grey greɪ 7  
 grin grɪn 45  
 gripping 'grɪpɪŋ 3  
 groan grəʊn 43, 80, 81  
 ground floor 'graund,flo: 100  
 group gru:p 86  
 grow grəʊ 25  
 grow out of grəʊ aut ov 26  
 growl graʊl 80  
 grub grəb 95  
 grumble 'grʌmbəl 80  
 grumpy 'grʌmpi 80  
 guesthouse 'gesthaʊs 31  
 guilty 'gilti 37  
 guitar gi'ta: 2, 20  
 gulf ɡʌlf 22  
 gymnast 'dʒɪmnæst 17  
 gymnastics dʒɪm'næstɪks 17,  
 83  
 hair heə 7, 84  
 half-witted ,hɑ:f'wɪtɪd 8  
 hall hɔ:l 11  
 hallway 'hɔ:lweɪ 11  
 hand down hænd 'daʊn 55  
 hand out hænd 'aut 55  
 hand over hænd 'əuvə 55  
 handcuffs 'hændkʌfs 83  
 handle 'hændəl 44  
 handmade ,hænd'meɪd 73  
 handsome 'hændsəm 7

hang on hæŋ ən 65  
 hang-gliding 'hæŋ,glaɪdɪŋ 17  
 happily 'hæpli 43  
 happiness 'hæpni:s 69, 72  
 hard disk 'hɑ:d disk 33  
 harden 'hɑ:dn̩ 58  
 hardness 'hɑ:dni:s 58  
 hard-up ,hɑ:d'ʌp 73  
 hardware 'hɑ:dweə 33  
 harm ha:m 29  
 harmful 'hɑ:mfi:l 29  
 harmless 'hɑ:mləs 69  
 hat hæt 82  
 have a go hæv ə gəʊ 92  
 have trouble hæv 'trəbl 58  
 hay fever 'hei ,fi:və 74  
 hazardous 'hæzədəs 23  
 head hed 36, 79, 99  
 head and shoulders above hed  
 ən 'ʃəuldəz ə'bʌv 46  
 headphones 'hedfəʊnz 74, 83  
 headquarters ,hed'kwo:təz 83  
 health helθ 85  
 health centre 'helθ 'senta 24  
 health warning 'helθ,wɔ:nɪŋ 98  
 heap hi:p 86  
 hearing 'hɪəriŋ 44  
 hearing aid 'hɪəriŋ,eɪd 28  
 heart ha:t 1  
 heart attack 'ha:t ə'tæk 27, 74  
 heartbreak 'ha:tbreɪk 48  
 heatwave 'hi:tweɪv 6  
 heavy 'hevi 6, 21  
 heel hi:l 26  
 height hæt 52  
 heighten 'hætən 52  
 heir eə 79, 81  
 heiress 'eəres 79  
 helmet 'helmet 26  
 hem hem 26  
 hemisphere 'hemisfi:e 50  
 herd hɜ:d 86  
 high jump 'hai dʒʌmp 17  
 high-definition 'hai  
 ,defi'nɪʃən 32  
 higher education 'haɪər  
 ,edʒu'keɪʃən 14  
 high-tech ,hai'tek 77  
 hip-hop 'hiphop 20  
 hiss his 54  
 historic hi'stɔ:rɪk 24  
 hit n, v hit 34, 99  
 hoarse hɔ:s 81  
 hold həʊld 40  
 hold on həʊld ən 65  
 holiday 'holədeɪ 100  
 hollow 'holəʊ 57  
 home page 'həʊmpageɪz 2, 34  
 homeless 'həʊmləs 69  
 homework 'həʊmwɜ:k 88  
 honest 'onɪst 8, 79  
 honour 'onə 79  
 honourable 'onərəbəl 79  
 hood hud 26, 100  
 hoody hudi  
 hoof hu:f 25  
 hopeful 'həʊpfəl 69

hopefully /'həʊpfəli/ 43  
 horns /hɔ:nz/ 25  
 host /həʊst/ 21  
 hostility /hos'tiliti/ 72  
 hot /hot/ 21, 44  
 hour /aʊə/ 79, 81  
 hourly /aʊəli/ 79  
 House of Commons /haʊs əv 'kɒmənz/ 36  
 House of Lords /haʊs əv 'lɔ:dz/ 36  
 House of Representatives /haʊs əv ,repre'zentətɪvz/ 36  
 housemate /'haʊsmæt/ 10  
 housework /'haʊswɜ:k/ 88  
 housing estate /'haʊzɪŋ t'steɪt/ 24, 55  
 however /hau'vevə/ 60  
 hum /hʌm/ 54  
 human rights /'hju:mən ,raɪts/ 74  
 humid /'hju:mɪd/ 6  
 humour /'hju:mə/ 72  
 hurricane /'hʌrɪkən/ 6, 13  
 hurry /'hʌri/ 56  
 hurt /hɜ:t/ 27  
 hurtful /'hɜ:tfl/ 3  
 hydroponics /haɪdrəʊ'pɒnɪks/ 32  
 Ice Age /'aɪs eɪdʒ/ 51  
 ice field /'aɪs ,fi:ld/ 22  
 Icelandic /aɪs'lændɪk/ 5  
 icon /'aɪkɒn/ 33  
 ID /aɪ'dɪ/ 77  
 idea /aɪ'dɪə/ 72  
 identify /aɪ'dentɪfɪə/ 28  
 identity theft /aɪ'dentɪti θeft/ 2  
 ideology /aɪ'dɪɒglədʒi/ 40  
 idolise /'aɪdəlaɪz/ 10  
 illegal /'ɪlɪgəl/ 70  
 illegible /'ɪledʒəbəl/ 70  
 illiterate /'ɪlɪtərət/ 70  
 ill-mannered /'ɪl'mænəd/ 8  
 image /'ɪmɪdʒ/ 18  
 IMHO 77  
 immature /'ɪma:tʃuə/ 70  
 immediate /'ɪm'di:tɪət/ 59  
 immediately /'ɪm'i:dɪ:tli/ 94  
 immoral /'ɪm'orəl/ 70  
 immune system /'ɪmju:n 'sɪstəm/ 29  
 impatient /'ɪm'peɪʃənt/ 70  
 import v /im'po:t/ 70, 71, 79  
 impose /im'paʊz/ 64, 71  
 impossible /im'posəbəl/ 70  
 impress /im'pres/ 71  
 impression /im'preʃən/ 88  
 impressive /im'presɪv/ 31  
 improbable /im'prəbəbəl/ 70  
 improvement /im'pru:vment/ 72  
 in addition /in ə'dɪʃən/ 63  
 in case /in 'keis/ 60  
 in conclusion /in kən'klu:ʒən/ 66  
 in contrast /in 'kontrə:st/ 62  
 in credit /in 'kredit/ 38  
 in other words /in 'ʌðə 'wɜ:dz/ 66

in parenthesis /in pə'rentθəsɪs/ 66  
 in particular /in pə'tɪkjələ/ 94  
 in sum /in 'sʌm/ 66  
 in summary /in 'sʌməri/ 66  
 in the long run /in ðə lɒŋ rʌn/ 93  
 in the meantime /in ðə 'mi:ntaim/ 59  
 incident /'ɪnsɪdənt/ 13  
 income /'ɪŋkʌm/ 38, 70  
 income tax /'ɪŋkʌm tæks/ 38, 74  
 inconvenient /'ɪnkən'veniənt/ 31  
 increase n /'ɪnkri:s/ 56, 79  
 increase v /in'kri:s/ 75, 79  
 independence /'ɪndɪ'pendənts/ 36  
 in-depth /in'depθ/ 35  
 indigestion /'ɪndɪ'dʒestʃən/ 27  
 industrial estate /in'dʌstriəl t'steɪt/ 24  
 industrialise /in'dʌstriəlaɪz/ 69  
 inedible /'ɪnedəbəl/ 70  
 inevitable /'ɪnevɪtəbəl/ 53  
 inexperienced /'ɪnɪk'spiərɪəntst/ 70  
 information /'ɪnfə'meɪʃən/ 82  
 inherit /in'hərit/ 55  
 inheritance tax /in'həritənts tæks/ 38  
 injection /in'dʒekʃən/ 27  
 injure /'ɪndʒə/ 13  
 injustice /in'dʒʌstɪs/ 72  
 innocent /'ɪnəsənt/ 8, 37  
 input /'ɪnpʊt/ 75  
 inquisitive /in'kwi:zətɪv/ 8  
 insert /in'sɜ:t/ 32, 70  
 inside out /'ɪnsaɪd 'aut/ 26  
 insist /in'sist/ 43  
 inspect /in'spekt/ 71  
 inspection /in'spekʃən/ 71  
 inspector /in'spektə/ 71  
 inspired /in'spaɪəd/ 41  
 install /in'stɔ:l/ 32, 33  
 insult v /in'salt/ 79  
 intellectual /intɛl'ektʃuəl/ 40  
 intelligent /in'telɪdʒənt/ 8  
 intensely (annoying) /in'tentsli/ 48  
 intention /in'tentʃən/ 72  
 interact /intə'rækɪt/ 10, 32  
 interactive /intə'rækɪtɪv/ 34  
 interest /'ɪntrəst/ 38  
 interest rate /'ɪntrəst 'reɪt/ 38  
 interest-free /'ɪntrəst 'fri:/ 73  
 internal /in'tɜ:nəl/ 70  
 Internet /'ɪntənet/ 34  
 interpret /in'tɜ:pri:t/ 32  
 interstate /intə'steɪt/ 100  
 intestine /in'testɪn/ 1  
 introduce /intrə'dju:s/ 71  
 introduction /intə'rækʃən/ 71  
 introverted /intə'vɜ:tɪd/ 8  
 intuition /intʃu'ɪʃən/ 44  
 investigate /in'vestɪgēt/ 35, 37  
 investigation /in'vestɪ'geɪʃən/ 37  
 investment /in'vestmənt/ 72  
 IOU /aɪəʊ'ju:/ 77

Irish /'aɪərɪʃ/ 5  
 iron /aɪən/ 84  
 ironing board /'aɪənɪŋ bɔ:d/ 11  
 irregular /ɪ'regjələ/ 70  
 irritant /'ɪritənt/ 48  
 irritation /ɪrɪ'teɪʃən/ 48  
 ISP /aɪɛs'pi:/ 34  
 issue /'ɪʃu:/ 64  
 Italian /'ɪtæliən/ 5  
 itch /ɪtʃ/ 27  
 item /'aɪtəm/ 85  
 jagged /'dʒægɪd/ 57  
 jail /dʒerl/ 37  
 jar /dʒɑ:/ 87  
 javelin /'dʒævəlɪn/ 17  
 jazz /dʒæz/ 20  
 jealous /'dʒeləs/ 8  
 jeans /dʒi:nz/ 83  
 jetlag /'dʒetlæg/ 30  
 job /dʒob/ 15, 2  
 job centre /'dʒob 'sentə/ 24  
 jockey /'dʒɔki/ 17  
 journalism /'dʒɜ:nəlɪzəm/ 35, 69  
 journey /'dʒɜ:ni/ 30  
 judge /dʒʌdʒ/ 15, 36, 37  
 judgment /dʒʌdʒmənt/ 64  
 jug /dʒʌg/ 87  
 junk food /'dʒʌŋk ,fu:d/ 21, 74  
 junk mail /'dʒʌŋk ,meɪl/ 2  
 jury /'dʒʊəri/ 37  
 justice /'dʒʌstɪs/ 72  
 key /ki:/ 9, 64, 99  
 keyboard /'ki:bɔ:d/ 20  
 keyhole surgery /'ki:həul 'sɜ:dʒəri/ 28  
 kidnap /'kɪdnæp/ 37  
 kidney /'kɪdnɪ/ 1  
 kids /kɪdz/ 94  
 kilo /'ki:ləu/ 77  
 kindness /kaɪndnɪs/ 72  
 kingdom /'kɪngdəm/ 72  
 knee /ni:/ 79  
 knickers /'nɪkəz/ 83  
 knife /naɪf/ 79  
 knit /nɪt/ 79  
 knob /nob/ 79  
 knock out /nok'aut/ 17  
 knot /nɒt/ 79  
 know /nəʊ/ 79  
 know-all /'nəʊɔ:l/ 9  
 knowledge /'nɒlɪdʒ/ 82  
 lab /læb/ 95  
 labour force /'leɪbə ,fɔ:s/ 74  
 laces /'leɪsɪz/ 26  
 lack /læk/ 24, 48, 53  
 laid-back /leid'bæk/ 8  
 lamb /læm/ 79  
 landing /'lændɪŋ/ 11, 30  
 landlady /'lænd,lədɪ/ 55  
 landlord /'lændlɔ:d/ 55  
 landscape /'lændskeɪp/ 18, 22  
 landslide /'lændslɔ:d/ 13  
 laptop /'læptɒp/ 33  
 laser /'leɪzə/ 77  
 laser surgery /'leɪzə 'sɜ:dʒəri/ 28  
 last /la:st/ 51, 79

- lastly /la:stli/ 66  
 last-minute /la:st'minɪt/ 73  
 late /leɪt/ 6, 79  
 Latin American /'lætɪn ə'merɪkən/ 5  
 laugh /la:f/ 3  
 launch /laʊntʃ/ 16  
 law court /'laʊt̬, kɔ:t/ 24  
 lay /leɪ/ 25  
 lay-by /'leɪbaɪ/ 75  
 laze /leɪz/ 81  
 laziness /'leɪzɪnɪs/ 72  
 lazy-bones /'leɪzi,bəʊnz/ 9  
 lead (pipe) /led/ 81  
 lead singer /'li:d'sɪŋə/ 20, 81  
 lead to /li:d tu:/ 61  
 leaf /lɪf/ 25  
 leak /lek/ 12  
 leather /'leðə/ 82  
 leave /liv/ 55  
 lecturer /'lektʃərə/ 14, 15  
 left-handed /'left'hændɪd/ 73  
 left-wing /'left'wɪŋ/ 40  
 legal /'li:gəl/ 69  
 leggings /'legɪnз/ 83  
 legislature /'ledʒɪslætʃə/ 36  
 length /lenkθ/ 52, 72  
 lengthen /'lenkθən/ 52  
 lengthy /'lenkθi/ 52  
 let down /let 'daʊn/ 26, 93  
 let out /let aut/ 26  
 lever /'li:və/ 32  
 liable /'laɪəbəl/ 53  
 library /'laɪbrəri/ 24  
 lick /lik/ 45  
 lift /lift/ 100  
 light /laɪt/ 21  
 light bulb /'laɪt ,bʌlb/ 74  
 like /laɪk/ 65  
 likewise /'laɪkwaɪz/ 63  
 limitation /'lɪmɪ'teɪʃən/ 72  
 line /laɪn/ 100  
 link /lɪŋk/ 2, 34, 99  
 list /list/ 29  
 listen /'lisən/ 65, 79  
 literary /'lɪtərəri/ 18  
 litter /'lɪtə/ 98  
 live /laɪv/ 81  
 lively /'laɪvli/ 24  
 liver /livə/ 1  
 LMS /'elem'es/ 14  
 loaf /ləʊf/ 85  
 loathe /ləʊð/ 10, 42  
 location /lo'u'keɪʃən/ 11, 35  
 lock out /lɒk'aut/ 12  
 lodgings /'lodžɪнз/ 83  
 loft /loft/ 11  
 log in /log in/ 34  
 log off /log of/ 34  
 log on /log on/ 34  
 log out /log aut/ 34  
 LOL /lol/ 77  
 long /lon/ 3, 7, 52  
 long for /lon fɔ:/ 42  
 long jump /'lon ,dʒʌmp/ 17  
 long-distance /lon'dɪstəns/ 17, 52, 73  
 long-haired /lon 'he:d/ 73  
 long-legged /lon 'legɪd/ 73  
 long-sleeved /lon 'sli:vd/ 26  
 long-standing /lon'stændɪŋ/ 73  
 long-term /lon'tɜ:m/ 29  
 long-winded /lon'windɪd/ 68  
 loo /lu:/ 95  
 look /lok/ 44  
 look at /lok ət/ 93  
 look down on /lok daʊn ən/ 10  
 look for /lok fɔ:/ 94  
 look forward to /lok 'fɔ:wəd tu:/ 93  
 look into /lok 'intə/ 93  
 look up to /lok ʌp tu:/ 10, 93  
 looks /loks/ 83  
 loss /los/ 51, 88  
 loud /laʊd/ 44  
 love /laʊ/ 72, 79  
 loving /laʊvɪŋ/ 42  
 low /ləʊ/ 52  
 lower /ləʊə/ 29, 52  
 luck /lʌk/ 72  
 luggage /'laɪgɪdз/ 82, 100  
 lump /lʌmp/ 27, 85  
 lung /lʌŋ/ 1  
 luxurious /laʊ'ʒʊəriəs/ 31  
 luxury goods /'laɪkʃəri 'gudz/ 74  
 mag /mæg/ 95  
 magnificent /mæg'nifɪsənt/ 24  
 mail /meɪl/ 81  
 mail order /'meɪl'ɔ:də/ 74  
 maintain /meɪn'teɪn/ 29, 40  
 major /'meɪdʒə/ 13, 29  
 majority /mæ'dʒɔ:rəti/ 36  
 make a living /meɪk ə 'livɪŋ/ 15  
 make a reservation /meɪk ə ,re'zɛ'veɪʃən/ 21  
 make friends /meɪk frendz/ 10  
 make it /meɪk it/ 17  
 make love /meɪk laʊ/ 88  
 make off /meɪk of/ 88  
 make out /meɪk aut/ 88  
 make up /meɪk ʌp/ 88  
 malaria /mæ'lærɪə/ 13  
 male /meɪl/ 81  
 manage /'mænɪdз/ 58  
 mandatory /'mændətəri/ 53  
 mane /meɪn/ 25  
 manhood /'mænhʊd/ 72  
 manufacture /'mænʃən,fæktsə/ 16, 28  
 marathon /'mærəθən/ 17  
 marginal /'mæ:dʒɪnəl/ 36  
 market /'ma:kɪt/ 16  
 market research /'ma:kɪt ,ri'sɔ:tʃ/ 16  
 martyrdom /'ma:tɪdəm/ 72  
 Marxist /'ma:ksɪst/ 69  
 mash /mæʃ/ 80  
 mask /ma:sk/ 26  
 mass media /mæs 'mi:dɪə/ 35  
 master bedroom /'ma:stə ,bedrəm/ 11  
 Master's /'ma:stəz/ 14  
 match /mætʃ/ 26  
 mate /meɪt/ 10  
 material /mæ'tɪəriəl/ 84  
 maternity leave /mæ'tɜ:nəti 'li:v/ 15  
 matter /'mætə/ 54, 64  
 mean /mi:n/ 8  
 means /mi:nz/ 35, 83, 85  
 meanwhile /mi:n'hwaɪl/ 59  
 meat /mi:t/ 81  
 meet /mi:t/ 81  
 melt /melt/ 6  
 membership /'membərɪp/ 69, 72  
 memorable /'memərəbəl/ 31  
 memory /'meməri/ 33  
 memory stick /'meməri,stɪk/ 33  
 mental /'mentəl/ 29  
 meow /mi:'au/ 80  
 meter /'mi:tə/ 79  
 MI6 /'emai'siks/ 77  
 microbiology /'maɪkrəbɪəl'baɪ'ɒlədʒi/ 70  
 microchip /'maɪkrəʊtʃɪp/ 33, 70  
 microscopic /'maɪkrə'skɒpɪk/ 70  
 microwave /'maɪkrəʊwæv/ 70  
 Middle Ages /'mɪdəl 'eɪdzɪz/ 51  
 middle-of-the-road /'mɪdələvðə'rəud/ 9, 40  
 mild /maɪld/ 21, 44  
 mildly (irritating) /'maɪldli/ 48  
 miles (better) /maɪlz/ 46  
 mineral water /'mɪnərəl 'wɔ:tə/ 74  
 minor /'maɪnə/ 98  
 minute /maɪ'njut/ 49  
 miserable /'mɪzrəbəl/ 41  
 miserably /'mɪzrəbli/ 43  
 miserly /'maɪzəlɪ/ 8  
 mislay /mi'slei/ 3, 12  
 mislead /mi'sli:d/ 70  
 misplace /mi'spleɪs/ 3  
 mistake /mi'steɪk/ 88  
 mistranslate /'mistræn'sleɪt/ 70  
 misty /'mistɪ/ 6  
 misunderstand /'misəndə'stænd/ 70  
 moan /məʊn/ 81  
 mobile /'məʊబail/ 53, 77, 95  
 moderate /'mɒdərət/ 40  
 modernise /'mɒdənaɪz/ 69  
 module /'modju:l/ 14  
 molecular biology /mæu'lekjələr ba'ɒlədʒi/ 32  
 molecule /'mɒlkjju:l/ 32  
 momentary /'məʊməntəri/ 51  
 monarchy /'mɒnəki/ 36  
 money /'mʌni/ 82  
 monitor /'monɪtə/ 14  
 monogamous /mæ'nɒgəməs/ 70  
 monolingual /mɒnəu'lingwəl/ 5, 70  
 monologue /'mɒnəlɒg/ 70  
 moo /mu:/ 80  
 moral /'mɔ:rl/ 40  
 moreish /'mɔ:riʃ/ 21  
 moreover /mɔ:r'əʊvə/ 63  
 mortgage /'mɔ:giɒз/ 38  
 mother /'mʌðə/ 79  
 mother tongue /'mʌðə tʌŋ/ 5, 74

- motherhood 'mʌðəhʊd 69, 72  
 motive 'məutɪv 61  
 motor racing 'məʊtər 'reɪsɪŋ 17  
 motorway 'məʊtəweɪ 100  
 mountaineer ,maʊntɪ'nɪə 17  
 moustache mə'staʃ 7  
 move mu:v 56  
 MP ,em'pi: 36  
 MP3 ,empi:θri: 20  
 muddle 'mʌdəl 48  
 mug mæg 87  
 muggy 'mægi 6  
 multilingual ,mæltɪ'lɪngwæl 5  
 multimedia ,mæltɪ'mɪdiə 70  
 multinational ,mæltɪ'næʃnəl 70  
 multiplication ,mæltɪplɪ'keɪʃən 50  
 multipurpose ,mæltɪ'pɜ:pəs 70  
 mumble 'mʌmbəl 43  
 murder 'mɜ:də 37  
 murmur 'mɜ:mə 43  
 muscle 'mʌsəl 79  
 muscular 'mæskjələ 7  
 museum mju:'zɪ:əm 24  
 musician mju:'zɪʃən 20  
 Muslim 'mu:zlim 40  
 musty 'mæsti 44  
 mutter 'mætə 43  
 naïve nɑ:i've 8  
 napkin 'næpkɪn 21  
 nappy 'næpi 100  
 narrow-minded ,nærəʊ'maɪndɪd 52  
 national costume 'næʃənəl 'kɒstju:m 26  
 native language 'neitɪv 'længwidʒ 5  
 NATO 'neitəʊ 77  
 natural 'nætʃərəl 13, 39  
 natural disaster 'nætʃərəl dɪ'za:stə 13  
 navigate 'nævɪgeɪt 34  
 necessity nə'sesəti 53  
 need (for) ni:d 53  
 neighbourhood 'neibəhʊd 72  
 nerd nɜ:d 95  
 nervous 'nɜ:vəs 41  
 nervously 'nɜ:vəslɪ 43  
 nest nest 25  
 net net 79  
 network 'netwɜ:k 33  
 never-ending ,nevə'r'endɪŋ 73  
 nevertheless ,nevəðə'les 62  
 news nju:z 35, 82, 83  
 newspaper 'nju:zpeɪpə 35, 95  
 next nekst 66  
 nick nik 95  
 noise nɔɪz 54, 88  
 noiseless 'nɔɪzləs 44  
 noisy 'nɔɪzi 44  
 nominate 'nɒmɪneɪt 36  
 North Africa nɔ:θ 'æfrɪkə 5  
 North African nɔ:θ 'æfrɪkən 5  
 North America nɔ:θ ə'merɪkə 5  
 nosh nɒʃ 95  
 nosy 'nəʊzi 8  
 note nəʊt 100  
 notice 'nəʊtɪs 44  
 novelist 'nəʊvəlist 18  
 now nau 65  
 numb nʌm 79  
 number 'nʌmbə 49  
 nursery school 'nɜ:səri sku:l 14  
 nuts nʌts 29  
 oar ɔ: 17  
 obese əʊ'bɪ:s 7, 29  
 obesity əʊ'bɪ:səti 29  
 object əb'dʒekt 43  
 obligation ,ɒblɪ'geɪʃən 53, 58  
 obligatory ə'blɪgətəri 53  
 oblige ə'blaɪdʒ 53  
 observe əb'zɜ:v 44  
 obsessive əb'sesɪv 40  
 obstinate 'ɒbstɪnət 8  
 octagonal ɒk'tægənəl 50  
 odd ɒd 8, 40  
 odd-ball 'ɒdbɔ:l 9  
 odds and ends ɒdz ən enz 76  
 offence ə'fɛnts 37  
 offender ə'fendə 37  
 off-peak ,ɒf'pi:k 73  
 offspring 'ɒfsprɪŋ 94  
 oil ɔɪl 82  
 on board ɒn'bɔ:d 30  
 on strike ɒn 'straɪk 15  
 on the other hand ɒn ði: 'ʌðə 'hænd 62, 65  
 on time ɒn 'taɪm 30  
 onion 'ʌnʃən 84  
 online banking ,ɒn'læn ˈbaɪŋkɪŋ 38  
 online gaming ,ɒn'læn 'geɪmɪŋ 34  
 opaque əʊ'peɪk 39  
 open əʊpən 8  
 open-necked əʊpən nekt 73  
 open-toed əʊpən təud 73  
 opera 'ɒpərə 19  
 opera house 'ɒpərə haʊs 24  
 operate on 'ɒpəreɪt ən 27  
 operation ,ɒpə'reɪʃən 27, 92  
 operator 'ɒpəreɪtə 69  
 oppress ə'pres 71  
 oppression ə'preʃən 71  
 oppressor ə'presə 71  
 optimistic ,ɒptɪ'mistɪk 8  
 optional 'ɒpfənəl 53  
 ordeal ɔ:'di:l 99  
 order book 'ɔ:də buk 16  
 organ 'ɔ:gən 32  
 organic ɔ:'gænɪk 21, 23  
 original ə'ridʒənəl 8, 18  
 ought ɔ:t 79  
 our aʊə 79, 81  
 oust aust 99  
 out and about aut ən ə'baut 76  
 out of breath aut əv breθ 45  
 out of this world aut əv ðis wɔ:ld 46  
 out of touch aut əv tʌtʃ 2  
 outbreak 'autbreɪk 75  
 outcome 'autkʌm 61, 75  
 outgoings ,aut'gəʊɪŋz 38  
 outrageous ,aut'reɪdʒəs 69  
 outset 'autset 75  
 outskirts 'autskə:ts 24, 83  
 oval 'əʊvəl 50  
 over the moon 'əʊvə ðə 'mu:n 78  
 over the top ,əʊvəðə'tɒp 9  
 overalls 'əʊvərə:ls 83  
 overcast 'əʊvəkə:st 6  
 overcooked ,əʊvə'kukt 21  
 overcrowding ,əʊvə'kraʊdɪŋ 24  
 overdo ,əʊvə'du: 70  
 overdone ,əʊvə'dʌn 21  
 overdraft 'əʊvədrɔ:f 38  
 overdrawn ,əʊvə'd्रɔ:n 38  
 overeat ,əʊvə'r'i:t 70  
 overfishing ,əʊvə'fɪʃɪŋ 23  
 overleaf ,əʊvə'lif 66  
 overpopulated ,əʊvə'pɒpjəleɪtɪd 23  
 overpopulation  
 ,əʊvə,pɒpjə'læʃən 23  
 oversleep ,əʊvə'sli:p 70  
 overtired ,əʊvə'taɪred 70  
 overweight ,əʊvə'weɪt 7  
 owing to (the fact that) əʊɪŋ tu: 61  
 owl aʊl 25  
 owner əʊnə 55  
 ownership 'əʊnəʃɪp 72  
 ozone layer 'əʊzəʊn 'leɪə 23  
 pace peɪs 56  
 pacemaker 'peɪs,meɪkə 28  
 pacifist 'pæsɪfɪst 40  
 pack pæk 86, 87  
 package holiday 'pækɪdʒ  
 'holədeɪ 31, 74  
 packed pækɪt 24  
 packet 'pækɪt 87  
 paddle 'pædəl 17  
 page peɪdʒ 34  
 pail peɪl 81  
 pain peɪn 27, 81  
 pair peə 26, 81, 86  
 pale peɪl 81  
 palm pa:m 79  
 pan pæn 86, 87  
 pane peɪn 81  
 pants pænts 83, 100  
 pantyhose 'pæntihəʊz 100  
 paper 'peɪpə 84, 95  
 pare peə 81  
 parents-in-law 'peərənts ɪn lo: 10  
 park pa:k 79  
 parking lot 'pa:kɪŋ ,lot 100  
 parking meter 'pa:kɪŋ,mɪ:tə 24  
 Parliament 'pa:ləmənt 36  
 parliamentary ,pa:lə'mentəri 36  
 partner 'pa:tner 7, 10  
 partnership 'pa:tnerʃɪp 69, 72  
 part-time ,pa:t'taɪm 73  
 party 'pa:ti 36  
 pass (an exam) pa:s 14  
 passage 'pæsɪdʒ 18

passionate 'pæʃənət 42  
 passive 'pæsɪv 69  
 password 'pa:swɜ:d 2, 34  
 pat pæt 44  
 paternity leave pə'tɜ:nəti  
 ,li:v 15  
 patio 'pætiəʊ 11  
 patter 'pætə 54  
 pavement 'peɪvmənt 100  
 paw pɔ: 25  
 pay pei 37  
 payee pe'i: 69  
 payment 'peɪmənt 38  
 PC pi:sı: 33  
 peacock 'pi:kɒk 25  
 peak pik 22  
 peal pi:l 81  
 peculiar pi'kj[u]:li:e 8  
 pedestrian crossing pi'destrɪən  
 'krɒsɪŋ 74  
 peel pi:l 81  
 peeler 'pi:leɪ 11  
 peer pi:e 44  
 penalty 'penəlti 98  
 peninsula pə'nɪnsjələ 22  
 pentagonal pen'tægənlə 50  
 people 'pi:pəl 84  
 pepper 'pepə 84  
 per pɜ: 81  
 perfect 'pɜ:fɪkt 39  
 perform pə'fɔ:m 2  
 performance pə'fɔ:məns 19  
 performing art pə'fɔ:mɪng a:t 18  
 perfumed pə'fju:md 44  
 permissive pə'misɪv 8  
 permit n 'pɜ:mit 79, 98  
 permit v pə'mit 79  
 personal 'pɜ:sənlə 40, 38  
 personal computer 'pɜ:sənlə  
 kəm'pj[u]:tə 33  
 personality ,pɜ:sənələt̩i 7  
 personnel ,pɜ:sən'el 98  
 perspiration ,pɜ:spə'reɪʃən 45  
 perspire pə'spaɪə 45  
 pessimistic ,pesi'mistɪk 8  
 petal 'petəl 25  
 petrol 'petrəl 100  
 phase feɪz 51, 81  
 PhD fi:dʒd̩: 14  
 philosophy fi'lɒsəfi 40  
 phone fəʊn 95  
 phone charger 'fəʊn 'tʃa:dʒə 11  
 photo frame 'fəʊtəf, freɪm 32  
 photograph 'fəʊtəgrɑ:f 79  
 photographer fə'tɒgrəfə 79  
 physical 'fizɪkl̩ 29  
 physicist 'fizɪsɪst 69  
 physics 'fizɪks 83  
 physiotherapist  
     ,fɪziəʊ'θerəpɪst 15  
 pianist 'pi:nɪst 69  
 piano 'pjɑ:nəʊ 2  
 pick pik 25  
 pick out ,pik 'aut 20  
 picturesque ,piktʃə'reesk 24, 31  
 piece pi:s 85  
 pigeon 'pɪdʒən 25

pig-headed ,pɪg'hedɪd 8  
 pile pail 86  
 PIN pɪn 77  
 pinstriped 'pɪnstri:pɪt 26  
 pitch pɪtʃ 31  
 plaice pleɪs 81  
 plain plen 22  
 plaster 'pla:stə 27  
 plastic 'plæstɪk 82  
 playlist 'pleɪlist 20  
 plea pli: 99  
 plead pli:d 37  
 pledge pledʒ 99  
 pliers 'plaɪəz 83  
 plod plɒd 56  
 plot plɒt 18  
 ploy plɔɪ 99  
 plug plʌg 33  
 plumber 'plʌmə 15  
 plump plʌmp 7  
 plus plʌs 63  
 pneumatic nju:'mætɪk 79  
 pocket money 'pɒkit 'mʌni 74  
 podcast 'pɒdka:st 35  
 point pɔɪnt 50, 64  
 point of view ,pɔɪnt əv 'vju: 40  
 poke pəuk 44  
 polar ice cap ,pəʊlər 'aɪs kæp 23  
 Pole pəʊl 5  
 pole vault 'pəʊlvɔ:lt 17  
 poles apart pəʊlz ə'pə:t 62  
 police station pə'li:s 'steɪʃən 24  
 policy 'poləsi 36  
 polished 'poliʃt 57  
 politeness pə'laitnɪs 72  
 politician ,poli'tɪʃən 36  
 poll pəʊl 99  
 pollen 'polən 25  
 polling station 'pəʊliŋ  
     'steɪʃən 36  
 pollution pə'lū:ʃən 23, 24, 69  
 pool pu:l 17  
 popular 'popjulə 35  
 popularity ,popjə'lærəti 72  
 population ,popjə'leɪʃən  
     22, 24  
 pop-up 'pɒpʌp 2  
 porch pɔ:rtʃ 11  
 portrait 'pɔ:trat 18  
 position pə'zɪʃən 64  
 possession pə'zeʃən 55  
 possibility ,posə'biliti 53  
 post pəʊst 2  
 postgraduate ,pəʊst'grædʒu:t  
     14, 70  
 post-impressionist  
     ,pəʊstɪm'preʃənist 70  
 postpone pəʊst'pəʊn 71  
 post-war ,pəʊst'wɔ: 70  
 pot pot 87  
 potential pə'u'tentʃəl 16  
 pour down pɔ: daun 6  
 poverty 'pɒvəti 82, 85  
 power cut 'paʊə kʌt 12  
 power point 'paʊəpɔɪnt 11  
 practice 'prækτɪs 2, 81  
 praise preɪz 46  
 pray preɪ 81  
 precise pri'sais 39  
 preconceived ,pri:kən'si:vd 70  
 pre-judge ,pri:'dʒʌdʒ 70  
 premises 'premɪsəz 83  
 premonition ,premə'nju:ʃən 44  
 prerequisite ,pri:'rekwi:zɪt 60  
 presenter pri'zɛntə 35  
 presidential ,prezɪ'dentʃəl 36  
 press pres 32, 44  
 pretty (thick) 'prɪti 39  
 previously 'pri:vɪəslɪ 59  
 pre-war ,pri:'wɔ: 70  
 prey preɪ 81  
 prickly 'pri:kli 57  
 prim and proper prɪm ən  
     'prɒpə 76  
 Prime Minister praim  
     'minɪstə 36  
 principle 'prɪnsəpəl 72  
 printout 'printaʊt 75  
 priority prai'orɪti 16  
 prison 'prɪzən 37  
 probable 'probəbəl 53  
 probe prəʊb 99  
 problem 'prɒbləm 32, 64  
 proceeds 'prəʊsi:dz 83  
 process 'prəʊses 29  
 processed 'prəʊsest 29  
 produce prə'dʒu:s 2, 71  
 product 'prodʌkt 2  
 production prə'dʌkʃən 19  
 productive prə'dʌktɪv 2, 69  
 productivity ,prədʌk'tɪvəti  
     69  
 profession prə'feʃən 15  
 professor prə'fesə 14  
 profit 'profɪt 16, 88  
 programme 'prəʊgræm 35  
 progress n 'prəʊgres 14, 79  
 progress v prə'gres 79  
 prohibited prə'hibɪtɪd 98  
 project 'prɒdʒekt 14  
 projector prā'dʒekٹə 69  
 promote prə'mo:t 19  
 promotion prə'mau:ʃən 69  
 prompt prɒpt 61  
 proof pru:f 37  
 proprietor prə'praiətə 55  
 prosecute 'prəsɪkju:t 37, 98  
 prospect 'prospekt 71  
 protect prə'tekt 23  
 protest prə'u'test 79  
 proverb 'provɔ:b 97  
 provide prə'veid 55  
 provide s.o. with sth  
     prə'veid səməwʌn wið  
     səmθɪŋ 94  
 provided prə'u'veidɪd 60  
 provoke prə'veuk 61  
 pseudo-intellectual 'sju:dəu  
     ,intel'ektʃuəl 70  
 pseudonym 'sju:dənɪm 79  
 psychiatry sa'kaiətri 79  
 psychic 'saɪkɪk 79  
 psychology sa'kolədʒi 79  
 public 'pʌblɪk 86

- public relations officer *'pʌblɪk rɪ'ləfən̩s ɒfɪsə* 15  
 public school *'pʌblɪk 'sku:l* 14  
 publication *,pʌblɪk'keɪʃən* 18  
 pudding *'pʊdɪŋ* 21  
 puff *pʌf* 85  
 pull *pʊl* 32  
 pull a fast one  
*pʊl ə fəst wʌn* 78  
 pungent *'pʌndʒənt* 44  
 punishment *'pʌnɪʃmənt* 37  
 purchase *'pɜ:tʃəs* 94  
 purify *'pjʊərifai* 69  
 purpose *'pɜ:pəs* 61  
 purr *pɜ:* 80  
 pushy *'puʃi* 8  
 put across *put ə'krɒs* 91  
 put away *put ə'wei* 91  
 put down *put 'daʊn* 91  
 put forward *put 'fɔ:wəd* 16, 91  
 put in *put 'in* 91  
 put off *put 'of* 91  
 put on *put 'on* 91  
 put out *put 'aut* 91  
 put two and two together  
*put tu: ən tu: tə'geðə* 91  
 put up *put 'ʌp* 30, 91  
 put up with *put 'ʌp wið* 91  
 put your foot down *put jə fut daʊn* 91  
 putrid *'pjju:trɪd* 44  
 put-up job *'putʌp 'dʒɒb* 91  
 pyjamas *pi'dʒɑ:məz* 26  
 pyramidal *pi'ræmidəl* 50  
 quack *kwæk* 95  
 qualify *'kwɒlɪfaɪ* 17  
 quarrelsome *'kwɒrəlsəm* 8  
 queue *kju:* 100  
 quick-witted *,kwɪk'wɪtɪd* 73  
 quid *kwɪd* 95  
 quiet *kwaɪət* 44  
 quit *kwɪt* 99  
 quite *kwaɪt* 41  
 R & B *a:rənd'bi:* 20  
 R and R *a:rənd'a:* 76  
 rabies *'reɪbi:z* 13  
 race relations *reɪs rɪ'ləfən̩s* 74  
 racket *'rækɪt* 17, 54  
 radar *'reɪdə:* 77  
 radical *'reɪdɪkəl* 40  
 radio station *'reɪdiəʊ*  
*'steɪʃən* 24  
 radius *'reɪdiəs* 50  
 rage *reɪdʒ* 72  
 rain *reɪn* 81  
 rainforest *'reɪn,fɔ:rist* 23  
 RAM *ræm* 33  
 range *reɪndʒ* 86  
 rap *ræp* 20  
 rapid *'ræpid* 28  
 rash *ræʃ* 27  
 rate *reɪt* 56  
 rather *'ræðə* 41  
 rays *reɪz* 81  
 reach *ri:tʃ* 17, 58  
 react *ri'ækt* 32, 79  
 readable *'ri:dəbəl* 69  
 readiness *'redɪnɪs* 69  
 realise *'rɪəlaɪz* 58  
 rearrange *,ri:e'reɪndʒ* 70  
 reason *'ri:zən* 61, 72  
 reasonably (good) *'ri:zənəbli* 39  
 receding *ri'si:dɪŋ* 7  
 receipt *ri'sɪpt* 79  
 receive *ri'si:v* 35, 79  
 receptionist *ri'sepʃənist* 15  
 recession *ri'seʃən* 16, 72  
 recipe *'respi* 79  
 reckon *'rekən* 40  
 recover *ri'kʌvə* 27  
 rectangle *'rektæŋgəl* 1, 50  
 rectangular *rek'tæŋgjələ* 50  
 recycling *,ri'saɪklɪŋ* 23  
 reddish *'redɪʃ* 69  
 red-haired *red'heəd* 7, 73  
 reduce *ri'dʒʊs* 23, 29, 98  
 reduction *ri'dʌkʃən* 69, 72  
 refer (s.o. to sth) *ri'fɜ:* 66  
 referee *refeər:i:* 17  
 re-fill *,ri:'fil* 21  
 refrain *ri'freɪn* 98  
 refugee *,refju:dʒi:* 13  
 refusal *ri'fju:zəl* 69  
 regain *ri'geɪn* 70  
 registry office *'redʒɪstri 'ɒfɪs* 24  
 regret *ri'gret* 94  
 reign *reɪn* 80  
 rein *reɪn* 79, 81  
 reinforce *,ri:ɪn'fɔ:s* 79  
 reject *ri'dʒekt* 79  
 relationship *ri'ləfənʃɪp* 72  
 relaxed *ri'lækst* 8  
 release *ri'lis:* 2, 37  
 reliable *ri'lærbəl* 8  
 religious *ri'lɪdʒəs* 40  
 remote *ri'məut* 31  
 remote control *ri'məut*  
*kən'trəʊl* 11  
 renew *ri'nju:* 70  
 repay *ri'peɪ* 70  
 repayment *ri'peɪmənt* 38  
 repel *ri'pel* 42  
 replace *ri'pleɪs* 70  
 replacement *ri'pleɪsmənt*  
 69, 72  
 representative *,reprɪ'zentətɪv*  
 36  
 reproduction *,ri:prə'dʌkʃən* 18  
 republic *ri'pʌblɪk* 36  
 requirement *ri'kwaɪəmənt* 53,  
 60  
 research *ri'sɜ:tʃ* 82  
 researcher *ri'sɜ:tʃə* 15  
 reserve *ri'zɜ:v* 23  
 residence *'rezɪdəns* 94  
 residential *,rezi'dentʃəl* 24  
 resist *ri:'sɪt* 14  
 resolution *,rezə'lju:ʃən* 64  
 respect *ri'spekt* 71  
 response *ri'spons* 64  
 rest room *'restrom* 100  
 restaurant *'restroʊnt* 24  
 result *ri'zalt* 61  
 retirement *ri'taɪəmənt* 15, 72  
 revert *ri'vert* 71  
 review *ri'vju:* 18  
 revolted *ri'veltɪd* 42  
 rewrite *,ri:'raɪt* 70  
 riddle *'rɪdl* 99  
 ridge *ri:dʒ* 22  
 right *raɪt* 65, 81  
 right angle *'raɪt,æŋgəl* 50  
 right-wing *,raɪt'wɪŋ* 40  
 ring *riŋ* 54  
 rise *raɪz* 29  
 risk *ri:k* 29  
 rite *raɪt* 81  
 riveting *'ri:vətɪŋ* 3  
 roadworks *'rəudwɜ:ks* 74  
 roar *ro:* 54, 80  
 rob *rob* 37  
 robbery *'robəri* 37  
 rod *rod* 17  
 roe *roʊ* 81  
 roll out *'rəulaʊt* 16  
 root *ru:t* 25  
 rosy-cheeked *'rəʊzi tʃi:kɪt* 73  
 rotate *rəʊ'teɪt* 32  
 rough *ra:f* 30, 57  
 rough and ready *,rʌfənd'redi*  
 76  
 round *raund* 17  
 round trip *raund trip* 100  
 round-faced *raund feɪst* 7  
 round-neck *raund nek* 26  
 row *raʊ* 81, 86  
 row *raʊ* 81  
 rubber *'rʌbə* 100  
 rude *ru:d* 8  
 ruin *'ru:in* 12  
 rule *ru:l* 36  
 rumble *'rʌmbəl* 45, 54, 85  
 run *ran* 33, 36, 51, 56  
 run down *,rʌn'daʊn* 46  
 run out (of) *ran aut(əv)* 12, 93  
 run over *ran 'əvə* 93  
 run-down *,rʌn'daʊn* 24, 73  
 rural *'ruərəl* 2  
 rush *raʃ* 56  
 rustle *'rʌsəl* 54  
 sack *sæk* 15, 87  
 sadistic *sə'distɪk* 8  
 sadly *'sædli* 43  
 sadness *'sædnɪs* 69  
 sail *seɪl* 30, 56, 81  
 salmon *'sæmən* 79  
 salty *'so:lti* 21, 44  
 satellite *'sætəlɪt* 35  
 satnav *'sætnæv* 32, 77  
 savings account *'seɪvɪŋz*  
*ə'kaʊnt* 38  
 savoury *'seɪvəri* 21  
 scales *skeɪlz* 83  
 scandal *'skændəl* 35  
 Scandinavia *,skændɪ'nɛviə* 5  
 Scandinavian *,skændɪ'nɛviən* 5  
 scanner *'skænə* 28, 33  
 scarcity *'skeəsəti* 69  
 scene *si:n* 19, 81  
 scented *'sentɪd* 44  
 school *sku:l* 24

school-leaving age <i>sku:l 'li:vɪŋ eɪdʒ</i> 14	set up <i>set 'ʌp</i> 91	Skype <i>skaɪp</i> 34
science <i>'saɪəns</i> 79	setting <i>'setɪŋ</i> 18	sleek <i>sli:k</i> 57
science fiction <i>'saɪənts</i> <i>'fɪkʃən</i> 74	set-up <i>'setʌp</i> 75	sleeve <i>sli:v</i> 26
scientist <i>'saɪəntɪst</i> 15	severe <i>si'veə</i> 6, 39	sleeveless <i>'sli:vəs</i> 26
sci-fi <i>'saɪ,fai</i> 77	sew <i>səʊ</i> 81	slice <i>slaɪs</i> 85
scissors <i>'sɪzəz</i> 83	shady <i>'seidi</i> 57	slim <i>slɪm</i> 7
score <i>skɔ:</i> 19	shake <i>seɪk</i> 13, 45	slippers <i>'slɪpəz</i> 26
Scotch tape <i>skɒtʃ teɪp</i> 100	shake-up <i>'seɪkʌp</i> 75	slippery <i>'slɪpəri</i> 57
scream <i>skri:m</i> 43	shallow <i>'ʃæləʊ</i> 52	slow <i>sləʊ</i> 12, 29
screech <i>skri:tʃ</i> 54	shark <i>ʃɑ:k</i> 25	slum <i>slʌm</i> 24
screenplay <i>'skri:npleɪ</i> 19	sharp <i>ʃɑ:p</i> 8, 29	sly <i>slɪ</i> 8
script <i>skript</i> 19	shears <i>ʃɪəz</i> 83	small talk <i>smɔ:l tɔ:k</i> 68
scruffy <i>'skrʌfi</i> 7	shed <i>ʃed</i> 11	smart <i>sma:t</i> 7
scuba diving <i>'sku:bə,dəɪvɪŋ</i> 17	shiftwork <i>'ʃɪftwɜ:k</i> 15	smartphone <i>'sma:tfaʊn</i> 32
sculptor <i>'skʌltපə</i> 18	shine <i>ʃeɪn</i> 54	smash <i>smæʃ</i> 12, 80
sculpture <i>'skʌltപə</i> 18	shiny <i>'ʃaɪni</i> 57	smell <i>smel</i> 44
seal <i>si:l</i> 25	shiver <i>'ʃɪvə</i> 27, 45	smog <i>smo:g</i> 23
search engine <i>'sɜ:tʃ, endʒɪn</i> 34	shoal <i>ʃəʊl</i> 86	smooth <i>smu:ð</i> 57
seasick <i>'sɪ:sɪk</i> 30	shoot <i>ʃu:t</i> 35	smuggle <i>'smʌggl</i> 37
seat <i>sit</i> 30, 36	shoplift <i>'ʃɒplɪft</i> 37	snail <i>sneɪl</i> 25
second floor <i>'sekənd flɔ:</i> 100	shore <i>ʃɔ:</i> 22	snatch <i>snætʃ</i> 44
second language <i>'sekənd</i> <i>'længwidʒ</i> 5	short story <i>'ʃɔ:t 'stɔ:ri</i> 18	sneeze <i>sni:z</i> 45
secondly <i>'sekəndlɪ</i> 66	shortage <i>'ʃɔ:tɪdʒ</i> 53	snooker <i>'snu:kə</i> 17
seconds <i>'sekəndz</i> 21	shortcut <i>'ʃɔ:tκʌt</i> 52	snore <i>sno:</i> 45
secure <i>si:kjʊə</i> 58	shorten <i>'ʃɔ:tən</i> 52	snowboarding <i>'snəʊbɔ:dɪŋ</i> 17
security <i>si:kjʊərəti</i> 2	shorts <i>ʃɔ:ts</i> 83	so <i>səʊ</i> 81
see through <i>'si:θru:</i> 93	short-term <i>'ʃɔ:t'ɜ:rm</i> 29	so on <i>səʊ ɒn</i> 63
seek <i>sik</i> 94	should <i>ʃud</i> 79	soap <i>səʊp</i> 35
self-assured <i>'selfə'sjuəd</i> 8	shout <i>ʃaut</i> 43	so-called <i>,səʊ'kə:ld</i> 73
self-catering <i>'self'keɪtərɪŋ</i> 31	show <i>ʃəʊ</i> 19, 35, 94	sociable <i>'səʊʃəbəl</i> 8
self-centred <i>'self'sentəd</i> 73	shower <i>'ʃauə</i> 6, 85	social network <i>'səʊʃə</i> <i>'netwɜ:k</i> 2
self-confident <i>'self'kɒnfɪdənt</i> 8	showjumping <i>'ʃəʊdʒʌmpɪŋ</i> 17	social networking site <i>'səʊʃə</i> <i>'netwɜ:kɪŋ ,sait</i> 34
self-contained <i>'selfkən'teind</i> 11	shrewd <i>ʃru:d</i> 8	socialist <i>'səʊʃəlist</i> 40
self-control <i>'selfkən'trɔ:l</i> 74	shriek <i>ʃri:k</i> 43	soften <i>'sɒfən</i> 79
self-important <i>'selfɪm'pɔ:tənt</i> 8	sick and tired <i>sɪk ən taɪəd</i> 41	software <i>'softwa:</i> 32, 33, 82
sell <i>sel</i> 16	sick leave <i>'sɪk ,li:v</i> 15	soil <i>sɔ:l</i> 32
sellotape <i>'selətəp</i> 100	sickly <i>'sɪkli</i> 21	sole <i>səʊl</i> 26, 81
semi-circle <i>'semi,sɜ:kəl</i> 50	sickness <i>'sɪknɪs</i> 27	solid <i>'sɒlid</i> 39, 57
semi-circular <i>'semi'sɜ:kjələ</i> 70	side <i>said</i> 50	solidify <i>sə'lɪdɪfaɪ</i> 39
semi-detached <i>'semidi'tætʃt</i> 11, 70	side dish <i>'saɪdɪʃ</i> 21	solution <i>sə'lu:ʃən</i> 64
semi-final <i>'semi'fainəl</i> 17, 70	sidewalk <i>'saɪdwɔ:k</i> 100	sombre <i>'sombə</i> 39, 54
seminar <i>'seminə:</i> 14	sigh <i>sai</i> 45	sonar <i>'səʊnə:</i> 77
Senate <i>'senɪt</i> 36	sight <i>sait</i> 44, 72, 81, 92	sophisticated <i>sə'fɪstɪkəteɪt</i> 28
sender <i>'sendə</i> 69	sign up <i>sain ʌp</i> 2	sore throat <i>,sɔ: 'θreut</i> 27
sensation <i>sen'seɪʃən</i> 35	significant <i>sig'nɪfɪkənt</i> 49	sorry <i>'sɔ:ri</i> 79
sense <i>sents</i> 72	silent <i>'sailənt</i> 44	sort of <i>'sɔ:t ɒv</i> 65
sensible <i>'sentsəbəl</i> 8	silky <i>'sɪlkɪ</i> 57	soul <i>səʊl</i> 81
sensitive <i>'sentsɪtɪv</i> 8	silly <i>'sili</i> 8	sound <i>saund</i> 44, 54
sensitivity <i>'sentsɪ'tɪviti</i> 72	simile <i>'simili</i> 96	sound barrier <i>saund 'bærɪə</i> 74
sentence <i>'sentənts</i> 37	simple <i>'simpəl</i> 8	soundtrack <i>'saundtræk</i> 20
series <i>'sɪəri:z</i> 18, 83	simultaneously <i>'siməl'teɪniəslɪ</i> 59	sour <i>'saʊə</i> 21, 44
serve <i>sɜ:v</i> 37, 98	since <i>sɪnts</i> 61	source <i>sɔ:s</i> 22, 29
server <i>sɜ:və</i> 34	sincere <i>sɪn'siə</i> 8	South America <i>sauθ ə'merɪkə</i>
set <i>set</i> 86	singer <i>'sɪŋə</i> 20	Southern Africa <i>'sʌðən 'æfrɪkə</i> 5
set a record <i>set ə rɪ'kɔ:d</i> 17, 91	single <i>'singəl</i> 100	Southern African <i>'sʌðən</i> <i>'æfrɪkən</i> 5
set aside <i>set ə'saɪd</i> 91	sit an exam <i>,sit ən ɪg'zæm</i> 14	sow <i>səʊ</i> 81
set fire to sth <i>set faɪə tə</i> <i>sæmziŋ</i> 91	sitcom <i>'sitkɒm</i> 35	spacious <i>'speɪʃəs</i> 24
set foot in <i>set fot in</i> 91	site <i>sait</i> 81	spaghetti <i>spa'geti</i> 82, 83
set free <i>set fri:</i> 91	situation <i>'sitju'eɪʃən</i> 64	spam <i>spæm</i> 2
set menu <i>'set 'menju:</i> 21	skating rink <i>'skeɪtɪŋ,rɪŋk</i> 24	Spaniard <i>'spænjəd</i> 5
set off <i>set 'of</i> 91	skilled worker <i>'skɪld 'wɜ:kə</i> 15	spark off <i>spa:k of</i> 61
set out <i>set 'aut</i> 91	skin <i>skɪn</i> 7	sparkle <i>'spa:kəl</i> 54
	skinny <i>'skɪni</i> 7	sparse <i>spa:s</i> 57
	skip <i>skip</i> 14	
	sky-blue <i>,skar'blu:</i> 73	

special 'speʃəl 21  
 species 'spi:ʃi:z 23  
 spectacles 'spektəkəlz 28, 83  
 spectator spek'teitə 17  
 speed spi:d 56, 72  
 spell spel 51, 85  
 spherical 'sferikal 50  
 spicy 'spaɪsi 21, 44  
 spill spil 12  
 spin spin 47  
 spiral 'spairel 50  
 spit out spɪt aut 80  
 splash splæʃ 80  
 sponsor 'spɔnəsə 55  
 sports spɔ:ts 35  
 sports centre spɔ:ts 'sentə 24  
 spot spot 27, 85  
 spotted spɔtid 26  
 sprain spreɪn 27  
 spray spreɪ 80  
 spread spred 13, 52  
 spreadsheet 'spredʃi:t 33  
 sprinkle 'sprɪŋkəl 80  
 sprinter 'sprintə 17  
 spud spʌd 95  
 spurt spɜ:t 80  
 squaddie 'skwɒdi 95  
 square skweə 50  
 stack stæk 86  
 staff sta:f 86  
 stage steɪdʒ 19, 51  
 stain steɪn 12  
 stairs steəz 83  
 stake steɪk 81  
 stammer 'stæmə 43  
 stand stænd 36  
 standstill 'stændstil 92  
 stapler 'steiplə 69  
 stardom 'stɑ:dəm 72  
 stare steə 44  
 starter sta:tə 21  
 starve sta:v 13  
 state steit 85  
 stationary 'steiʃənəri 94  
 statue 'stætʃu: 18  
 steady 'stedi 10, 38  
 steak steɪk 81  
 steal sti:l 37  
 steering wheel 'sti:rɪŋ, wi:l 30, 74  
 stem stem 25  
 stem cell research 'stem ,sel ri's3:tʃ 32  
 stem from stem from 61  
 stick stik 17  
 stiff stif 16, 39  
 stifling 'starflɪŋ 6  
 still stil 65  
 still life stil laif 18  
 stingy 'stɪndʒi 8  
 stinking 'stɪŋkiŋ 44  
 stir st3: 56  
 stocky 'stɔki 7  
 stodgy 'stɒdʒi 21  
 stomach 'stʌmæk 1  
 stone stəʊn 82  
 Stone Age 'stəʊn,eɪdʒ 51  
 stop stɒp 92

store sto: 33  
 storm sto:m 79  
 stout staut 7  
 straight streit 7  
 stream stri:m 20, 22, 35  
 strength streŋkθ 72  
 stress stres 29  
 stressed strest 27  
 stressed out strest aut 8  
 stressful 'stresful 29  
 stretch stretʃ 52  
 strife straɪf 99  
 striped straɪpt 26  
 stroke strəuk 27, 44  
 strong stroŋ 39, 40  
 structure 'straktʃə 32  
 strum strʌm 2  
 stubborn 'stʌbən 8  
 stuck stak 30  
 stuck-up ,stak'ʌp 73  
 studio 'stju:diəu 11  
 studio flat 'stju:diəu flæt 11  
 stuff stʌf 84  
 stunning stʌnɪŋ 7, 31  
 stupid 'stju:pɪd 8  
 sturdy 'stɜ:di 39  
 stutter 'stʌtə 43  
 subdivision ,sʌbdɪ'vɪʒən 70  
 submarine ,sʌbmər'i:n 70  
 submit sə'b'mit 14  
 subscribe səb'skrایb 34, 35  
 subsequently  
     'sʌbsɪkwəntli 59  
 substance 'sʌbstənts 23  
 substantial səb'stæntʃəl 49  
 subtitles 'sʌb,taitəlz 35  
 subtle 'sʌtəl 79  
 subtraction səb'trækʃən 50  
 suburbs 'sʌbɜ:bz 24  
 subway 'sʌbwei 70, 100  
 succeed sək'si:d 58  
 success sək'ses 58, 88  
 successful sək'sesfəl 58  
 successfully sək'sesfəli 58  
 suck sʌk 45  
 suede swed 26  
 suffer 'sʌfə 13, 27  
 sugar-free 'ʃugə fri: 73  
 sugary 'ʃugəri 21  
 suggest sə'dʒest 3  
 suggestion sə'dʒestʃən 88  
 suit su:t 26  
 sum sʌm 81  
 sum up sʌm ap 66  
 summit 'sʌmit 22  
 sunburn 'sʌnbɜ:n 27  
 sunglasses 'sʌn,gla:sɪz 74  
 suntanned 'sʌntænd 73  
 superfood 'su:pəfu:d 29  
 supervisor 'su:pəvaɪzə 15, 69  
 supply sʌ'plai 3, 55  
 support sə'pɔ:t 55, 71  
 surf the Internet sə:f ði:  
     'intənet 2  
 surface 'sɜ:fɪs 57  
 surrounding sə'raʊndɪŋ 31  
 survivor sə'veɪvə 13  
 suspect n 'sʌspekt 37, 79

suspect v sə'spekt 37, 40, 79  
 swallow 'swɒləu 45  
 swarm swɔ:m 86  
 sway swei 56  
 sweat swet 45  
 Swede swi:d 5  
 sweep swi:p 13  
 sweet swi:t 21, 44  
 sweets swi:ts 100  
 sweet-smelling  
     'swi:t 'smelɪŋ 44  
 swerve swɜ:v 56  
 swimmer 'swimə 17  
 swimming pool 'swimɪŋ  
     ,pʊl 24  
 swimming trunks 'swimɪŋ  
     ,trʌŋks 83  
 Swiss swis 5  
 sword sɔ:d 79  
 sync sɪŋk 20  
 table mat 'teibelmæt 11  
 tablet 'tæblət 27  
 tablet (computer) 'tæblət  
     32, 33  
 tabloid 'tæblɔ:d 35  
 tail teɪl 25  
 take a deep breath  
     teɪk ə di:p breθ 45  
 take a risk teɪk ə rɪsk 89  
 take advantage of teɪk  
     əd've:ntɪdʒ ɒv 89  
 take after teɪk 'a:fə 89  
 take an exam  
     teɪk 'æn ig'zæm 14  
 take back teɪk bæk 89  
 take control teɪk kən'trəul 89  
 take in teɪk in 26, 89  
 take it or leave it  
     ,teɪkɪtɔ:'li:vɪt 76  
 take off teɪk 'ɒf 89  
 take on teɪk 'on 89  
 take over teɪk 'əʊvə 89  
 take place teɪk pleis 89  
 take s.o./sth for granted  
     teɪk səmwa:n/səmθɪŋ fo:  
     gra:nɪd 89  
 talk turns teɪk tɜ:nz 93  
 take up teɪk 'ʌp 26, 89  
 take-away 'terkəwei 24  
 takeover 'terk,əʊvə 75  
 talented 'tæləntɪd 8, 20  
 talk tɔ:k 79  
 talk down to s.o.  
     ,tɔ:k 'daun tə 'səmwʌn 68  
 talk show tɔ:k ʃəu 35  
 talking point 'tɔ:kɪŋ ,pɔɪnt 68  
 talks tɔ:ks 99  
 tallish 'tɔ:liʃ 7  
 tan tæn 7  
 tap tæp 44  
 target 'ta:git 58, 91  
 tart ta:t 79  
 tartan 'ta:tən 26  
 taste teist 20, 44  
 tasteful 'teistfəl 44  
 tasteless 'teistləs 21, 44  
 tasty 'teisti 21, 44  
 taxi rank 'tæksi ræŋk 24

tea bag /tɪ: bæg/ 74  
 teacher /tɪ:tʃə/ 79  
 teacher's pet /tɪ:tʃə:pɛt/ 9  
 teacher-training college  
     /tɪ:tʃə 'treɪnɪŋ 'kɔ:lɪdʒ/ 14  
 team /tɪ:m/ 79, 86  
 teaspoonful /'tɪ:spu:nfʊl/ 27  
 tee /tɪ:/ 81  
 telepathy /tɪ'lepəθi/ 44  
 telephone /'telɪfəʊn/ 79  
 telephony /tɪ'lefəni/ 79  
 televise /'telɪvaɪz/ 35  
 telly /'teli/ 95  
 temperature /'temprə:tʃə/ 27  
 temptation /temp'teɪʃən/ 72  
 tenant /'tenənt/ 55  
 tennis courts /'tenɪs 'kɔ:ts/ 24  
 tennis player /'tenɪs 'pleɪə/ 17  
 ten-pin bowling  
     /ten pɪn 'bəʊlɪŋ/ 17  
 tense tents 8  
 tension /'tentʃən/ 85  
 term /tɜ:m/ 36  
 terminal /'tɜ:minəl/ 30  
 terrace /'terɪs/ 11  
 terraced /'terɪst/ 11  
 terrify /'terəfaɪ/ 69  
 terrifying /'terəfaɪŋ/ 31  
 terrorism /'terərɪzəm/ 37  
 terrorist /'terərist/ 69  
 texture /'tekstʃə/ 57  
 Thai /tai/ 5  
 thankful /'θæŋkfəl/ 41  
 thaw /θə:/ 6  
 The Antarctic /ði: æn'ta:kٹɪk/ 5  
 The Arctic /ði: 'a:kٹɪk/ 5  
 the arts /ði: a:ts/ 18  
 The Atlantic /ði: e:t'læntɪk/ 5  
 the BBC /ðə ,bi:bɪ:'si:/ 77  
 the bee's knees /ðə bi: ni:z/ 46  
 The Caribbean  
     /ðə ,kærɪ'bɪ:ən/ 5  
 the CIA /ðə ,si:ar'e/ 77  
 The Commonwealth /ðə  
     'kɒmənwlθ/ 5  
 The EU /ði: ,ju:ju:/ 5  
 The European Union  
     /ðə ,ju:ərə'pi:ən 'ju:njən/ 5  
 The Far East /ðə fɑ:r ɪ:st/ 5  
 The Indian Ocean  
     /ði: 'ɪndiən 'əʊʃən/ 5  
 The Mediterranean  
     /ðə ,medɪtə'rɛniən/ 5  
 The Middle East  
     /ðə 'midəl ɪ:st/ 5  
 The Netherlands  
     /ðə 'ne:dələndz/ 5  
 The Pacific /ðə pə'sifik/ 5  
 The Philippines /ðə 'filipi:nz/ 5  
 The UAE /ðə ,ju:e'i:/ 5  
 The UK /ðə ,ju: 'kei/ 5  
 The United Arab Emirates  
     /ðə ju:'naɪtɪd 'ærəb 'emɪrəts/ 5  
 The United Kingdom  
     /ðə ju:'naɪtɪd 'kɪngdəm/ 5  
 The United States  
     /ðə ju:'naɪtɪd steɪts/ 5

The US /ðə 'ju:es/ 5  
 theatre /'θɪətə/ 19, 24  
 theft /θeft/ 37  
 their /ðeə/ 81  
 theory /'θɪəri/ 32  
 there /ðeə/ 81  
 thereafter /ðeə'ra:fə/ 59  
 thermal /'θɜ:məl/ 22  
 thermometer /θə'momɪtə/ 28  
 thesis /'θɪ:sɪs/ 14  
 they're /ðeə/ 81  
 thick /θɪk/ 57  
 thin /θɪn/ 57  
 thin-faced /θɪn feɪst/ 7  
 thin-lipped /θɪn lɪpt/ 73  
 thirdly /'θɜ:dli/ 66  
 this and that /ðɪs ən ðæt/ 67  
 thorn /θɔ:n/ 25  
 thought /θɔ:t/ 72  
 threat /θret/ 99  
 threaten /'θretən/ 43  
 threw /θru:/ 81  
 thrifty /'θrɪfti/ 8  
 thrilled /θrɪld/ 41  
 through /θru:/ 81  
 throughout /θru'aʊt/ 59  
 throw (a pot) /θrəu/ 18  
 thud /θʌd/ 54  
 tide /taɪd/ 48  
 tight-fisted /tait'fɪstɪd/ 8  
 tight-fitting /tait 'fitɪŋ/ 73  
 tights /taɪts/ 83, 100  
 time /taɪm/ 51, 84  
 time off /taɪm əf/ 37  
 time-consuming  
     /taɪmkən,sju:miŋ/ 73  
 timeless /'taɪmləs/ 51  
 times /taɪmz/ 50  
 tin /tɪn/ 87  
 tin opener /'tɪn 'əʊpənə/ 74  
 tiny /'taɪni/ 49  
 tire /taɪə/ 81  
 to and fro /tu:ənd'frəu/ 2, 76  
 toe /təu/ 81  
 toilet /'toɪlət/ 100  
 toilet roll /'toɪlət ,rəʊl/ 11  
 tomb /tomb/ 79  
 tongs /tɔŋz/ 83  
 tool /tu:l/ 28  
 topic /'tɔ:pɪk/ 64  
 top-notch /top'nɒtʃ/ 46  
 top-secret /top 'sɪ:kret/ 73  
 torch /tɔ:tʃ/ 100  
 tornado /tɔ:'neɪdəu/ 13  
 torrential rain /tə'rentʃəl 'reɪn/ 6  
 total /'tɔ:təl/ 49  
 totally /'tɔ:təli/ 49  
 touch /tʌtʃ/ 44  
 tough /tʌf/ 39  
 tow /təu/ 81  
 town /taʊn/ 24  
 track /træk/ 2, 20  
 trade /treɪd/ 15  
 trademark /'treɪdmɑ:k/ 74  
 traditional /trə'dɪʃənl/ 32, 40  
 traffic jam /'træfɪk ,dʒæm/ 24  
 traffic lights /'træfɪk ,laɪts/ 74, 83

traffic system  
     /'træfɪk 'sistəm/ 24  
 trained /traineɪd/ 20  
 transfer /'trænsfə/ 79  
 transfer /v/ /træn'sfə:v/ 38  
 transparent /træn'spɛrənt/ 39  
 transport /n/ /'trænspɔ:t/ 82, 79  
 transport /v/ /træn'spɔ:t/ 71, 79  
 trash /træʃ/ 100  
 travel /'trævel/ 30, 56  
 treat /tri:t/ 28  
 tremble /'trembəl/ 27, 45  
 trespasser /'trespəsə/ 98  
 trial /'traɪəl/ 37  
 triangular /tra'ænggjələ/ 50  
 tributary /'tribjətəri/ 22  
 trip /trɪp/ 12, 30  
 trivial /'trɪviəl/ 39  
 trivialise /'trɪviəlaɪz/ 39  
 trophy /'trəʊfi/ 17  
 tropical /'tropɪkəl/ 6  
 tropical storm  
     / 'tropɪkəl 'stɔ:m/ 13  
 trousers /'trauzəz/ 83, 100  
 truck /træk/ 100  
 trunk /træŋk/ 25, 100  
 trunks /træŋks/ 83  
 trustworthy /'trəst,wɜ:ði/ 8  
 try /trai/ 37  
 try on /trai'ən/ 26  
 tub /tʌb/ 87  
 tube /tʃu:b/ 85, 87, 95  
 tune /tʃu:n/ 20  
 Turk /tɜ:k/ 5  
 turn down /tɜ:n 'daʊn/ 93  
 turn out /tɜ:n 'aut/ 93  
 turn up /tɜ:n 'ʌp/ 93  
 turnover /'tɜ:n,əʊvə/ 75  
 tutor /'tju:tə/ 14  
 tutorial /tʃu:'tɔ:riəl/ 14  
 tweet /twi:t/ 35, 80  
 tweezers /'twi:zəz/ 83  
 twig /twɪg/ 25  
 twinkle /'twɪŋkəl/ 54  
 twist /twist/ 12  
 two-faced /tu:'feɪst/ 73  
 typhoid /'taɪfɔɪd/ 13  
 typhoon /taɪfu:n/ 13  
 typist /'taɪpɪst/ 69  
 tyre /'taɪə/ 81  
 unaccompanied /ʌnə'kʌmpəniɪd/ 98  
 unattractive /ʌnə'træktɪv/ 7  
 unauthorised /ʌn'ɔ:θəraɪzd/ 98  
 unbend /ʌn'bend/ 70  
 uncertainty /ʌn'sɜ:tənti/ 85  
 unconventional /ʌnkən'ventʃənl/ 8  
 undercooked /ʌndə'ku:kɪt/ 21, 70  
 underdone /ʌndə'dʌn/ 21  
 underfoot /ʌndə'fʊt/ 57  
 underground /'ʌndəgraʊnd/ 100  
 underpants /'ʌndəpænts/ 83, 100  
 undershirt /'ʌndə'sɜ:t/ 100  
 underused /'ʌndə'ju:zd/ 70  
 underworked /'ʌndə'wɜ:kɪd/ 70  
 undo /ʌn'du:/ 33, 70

undress *ʌn'dres* 70  
 unfair *ʌn'feə* 70  
 unfold *ʌn'fɔːld* 70  
 unfriend *ʌn'frend* 2, 10  
 uni *'ju:nɪ* 77  
 union representative  
     '*ju:njən,\_reprɪ'zentətɪv* 15  
 unique *ju:'ni:k* 31  
 university *'ju:nɪ'vɜ:səti* 24  
 unless *ən'les* 60  
 unload *ʌn'ləud* 70  
 unlock *ʌn'lɒk* 70  
 unnatural *ʌn'nætʃərl* 70  
 unprincipled *ʌn'prɪnt͡səpl̩d* 8  
 unripe *ʌn'rایp* 21  
 unskilled worker  
     '*ʌn'skɪld'*wɜ:kə 15  
 unspoilt *ʌn'spɔɪlt* 31  
 untidy-looking *ʌn'taɪdi '*lʊkɪŋ 7  
 untie *ʌn'taɪ* 70  
 until *ən'tɪl* 94  
 unusually (strong) *ʌn'ju:zəlɪ* 39  
 unveil *ʌn'veil* 70  
 unwrap *ʌn'ræp* 70  
 unzip *ʌn'zɪp* 70  
 up and down *,ʌpənd'daʊn* 76  
 upgrade *ʌp'greɪd* 33  
 upload *ʌp'ləud* 2  
 upset adj, v *ʌp'set* 8, 41, 79  
 upset n *'ʌpset* 79  
 upshot *'ʌpfɔ:t* 61  
 urban *'ɜ:bən* 2  
 use *ju:z* 81, 94  
 use *ju:s* 81  
 useful *'ju:sfəl* 69  
 useless *'ju:sləs* 69  
 username *'ju:zneɪm* 34  
 utilise *'ju:tɪlaɪz* 32, 94  
 utility room *ju:tɪləti ,ru:m* 11  
 utter *'ʌtə* 49  
 utterly *'ʌtəli* 49  
 vacation *və'keɪʃən* 100  
 valley *'væli* 22  
 vandalism *'vændəlɪzəm* 24  
 vast *vɔ:st* 28, 49  
 VAT *,vi: ei 'ti:* 38  
 vegan *'vi:gən* 21  
 vegetables *'vedʒtəbəlz* 79  
 vegetarian *'vedʒɪ'teəriən* 40  
 vehicle *'vɪəkəl* 98  
 velocity *vɪ'ləsəti* 56  
 venue *'venju:* 19  
 verdict *'vɔ:dikt* 37  
 vest *vest* 100  
 vet *vet* 95  
 victim *'viktɪm* 13, 37  
 view *vju:* 40, 64, 92  
 viewer *vju:a* 19  
 villa *'vɪlə* 11  
 violinist *vɪə'lɪnɪst* 69  
 virtual reality *'vɜ:tʃuəl rɪ'æləti*  
     34  
 virus *'vائرəs* 27, 33

vision *'vɪʒən* 28  
 vitamin *'vɪtəmɪn* 29  
 vivid *'vɪvɪd* 39, 57  
 V-neck *'vi:nɛk* 26  
 voice mail *'voɪsmel* 74  
 voice technology  
     '*voɪs tek'*nɒlədʒi 32  
 volcano *vɒl'keɪnəʊ* 13, 22  
 vote *vəʊt* 36  
 vow *vau* 99  
 voyage *'voɪjdʒ* 30  
 waist *weɪst* 81  
 waistcoat *'weɪstkəut* 100  
 wait *weɪt* 81  
 walkout *'wɔ:kaut* 75  
 wander *'wɒndə* 79  
 war *wɔ:* 13, 88  
 wardrobe *'wɔ:d्रəʊb* 100  
 warm-hearted *,wɔ:m'hæ:tɪd*  
     73  
 warmth *wɔ:mpθ* 72  
 wash *'wɒʃ* 100  
 wash up *,wɒʃ 'ʌp* 100  
 washable *wɒʃəbəl* 69  
 waste *weɪst* 23, 81  
 water *'wɔ:tə* 79  
 water pollution  
     '*wɔ:tə pə'lū:ʃən* 23  
 waterfall *'wɔ:təfɔ:l* 22  
 wavy *'weɪvɪ* 7  
 wavy-haired *'weɪvɪ 'heəd* 73  
 way out *,wei'aut* 64  
 WC *,dʌbəljʊ:'si:* 100  
 weak *wi:k* 39, 81  
 weakness *'wi:kñəs* 69, 72  
 wealth *welθ* 82  
 weather *'wedə* 81, 82  
 weather forecast  
     '*wedə 'fɔ:ku:st* 35  
 webcam *'webkæm* 34  
 website *'websaɪt* 34  
 wed wed 99  
 week *wi:k* 81  
 weight *weɪt* 57, 81  
 weird *wi:əd* 8, 40  
 welfare state *'welfər 'steɪt* 74  
 well *wel* 65  
 well-built *,wel'bɪlt* 7  
 well-dressed *wel 'drest* 7, 73  
 well-off *,wel'ɒf* 73  
 whale *weɪl* 25  
 wheel *wi:l* 32  
 wheelchair *'wi:ltʃə* 28  
 wheeze *wi:z* 80  
 whereabouts *,weərə'bauts* 83  
 wherever *weə'revə* 60  
 whether *'weðə* 81  
 whichever *wi'tʃevə* 60  
 whine *wain* 81  
 whiskers *'wɪskəz* 25  
 whisper *'wɪspə* 43  
 whistle *'wɪsl̩* 79, 80  
 white *wait* 7

whizz *wɪz* 80  
 WHO *,dʌbəljʊ:,eɪtʃ'eu* 77  
 whoever *hu:'eva* 60  
 wholemeal *'həʊlmi:l* 29  
 wholly *'həoli* 49  
 wide *waɪd* 52  
 widen *'waɪdən* 52  
 width *wɪtθ* 52, 72  
 wi-fi *'waɪfaɪ* 34  
 wiki *'wɪki* 34  
 wind *waɪnd* 81  
 wind *wɪnd* 81  
 winding *'waɪndɪŋ* 31  
 windscreen *'wɪndskrɪ:n* 74  
 windscreen wiper  
     '*wɪndskrɪ:n ,waɪpə* 74  
 windsurfing *'wɪndsrɔ:fɪŋ* 17  
 wine *wain* 81  
 wing *wɪŋ* 25  
 wink *wɪŋk* 45  
 wireless *'waɪrələs* 34  
 wisdom *'wɪzdəm* 72  
 witness *'wɪtnəs* 37, 44  
 womanhood *'wʊmənhu:d* 72  
 womb *wu:m* 79  
 wood *wud* 81  
 woollen *'wulən* 26  
 word-processing *'wɔ:d,prəʊsesɪŋ*  
     33  
 work *wɜ:k* 12, 15  
 work of art *,wɜ:k əv 'a:t* 18  
 workaholic *,wɜ:kə'holɪk* 15  
 worked-up *wɜ:kt ʌp* 8  
 workout *'wɜ:kaut* 75  
 workshop *'wɜ:kʃɔ:p* 14  
 world *wɜ:ld* 2  
 World Wide Web  
     '*wɜ:ldwaid web* 34  
 world-famous *,wɜ:ld'feɪməs*  
     73  
 worldwide *,wɜ:ld'wɔɪd* 23  
 worm *wɜ:m* 25  
 worn-out *,wɔ:n'əut* 73  
 would *wod* 79, 81  
 wound *wu:nd* 81  
 wounded *wu:ndid* 13  
 wound up *'waund ʌp* 8  
 wrap up (the discussion)  
     <sup>ræp ʌp</sup> 68  
 wrinkles *'rɪŋkəlz* 7  
 X-ray *'eksreɪ* 28  
 yacht *jɒt* 30  
 yard *ja:d* 100  
 yawn *jɔ:n* 45  
 yawning (gap) *jɔ:nɪŋ* 62  
 yearn for *jɜ:n fɔ:* 42  
 you know *je'nəu* 65  
 you see *ja'si:* 65  
 youth hostel *'ju:θ 'hɔ:stəl* 24,  
     31, 74  
 zebra crossing *'zebrə*  
     'krɔ:sɪŋ 100  
 zip *zip* 26

# English Vocabulary in Use

## Upper-intermediate CD-ROM

*English Vocabulary in Use Upper-intermediate* (EVU) can be run directly from the CD-ROM and does not require installation. However, you can also install EVU and run it directly from your hard disk. This will make EVU run more quickly. See the section below called *Installation Instructions*.

### System Requirements:

- Windows® XP, Windows Vista® or Windows 7 or
- Mac® running OSX 10.5, 10.6 or 10.7

For both PC and Mac, you also need:

- 512 MB RAM minimum, 1 GB recommended (required for Vista)
- 400 MB free hard disk space if installing to your hard drive
- Internet access (only required for dictionary)
- PDF reading software such as Adobe® Reader (only required to view book PDFs)
- a microphone if you wish to record yourself speaking
- a mouse or other pointing device

### To run EVU directly from the disc on a PC

1. Insert the EVU CD-ROM into your CD-ROM drive.
2. If Autorun is enabled, the CD-ROM will start automatically.
3. If Autorun is not enabled: For Windows 7/Vista, click on Start > Computer. For Windows XP, double-click on My Computer. Then double-click on the EVU icon.

### To run EVU directly from the disc on a Mac

1. Insert the EVU CD-ROM into your CD-ROM drive.
2. Double-click on the CD icon on the desktop to open it.
3. Double-click on the EVU Mac OSX icon.

# Installation instructions

## To install EVU on a PC

(You must be allowed to install software on your computer, i.e. have Administrator privileges.)

1. Close EVU if you are already running it from the CD-ROM.
2. For Windows 7/Vista, Click on Start > Computer. For XP, double-click on My Computer to display all the files and folders.
3. For Windows 7/XP, right-click on D: and choose Open. For Windows Vista, right-click D: and choose Explore.
4. Double-click on **install.exe**
5. Follow the installation instructions on your screen.

## To install EVU on a Mac

1. Insert the CD-ROM into your CD-ROM drive.
2. Double-click on the CD icon on the desktop to open it.
3. Create a folder on your desktop.
4. Copy the contents of the CD-ROM into this folder.
5. Double-click on the EVU Mac OS X icon to run EVU.

# Uninstallation instructions

## To uninstall EVU from a PC

1. Close EVU.
2. Click on Start > Control Panel. The Windows Control Panel opens.
3. For Windows 7/Vista, click on Uninstall a Program. For Windows XP, click on Add/ Remove Programs. A dialogue box is displayed, listing all the software on your computer.
4. Click on *English Vocabulary in Use Upper-intermediate* to highlight it.
5. For Windows 7/Vista, click Uninstall/Change. For Windows XP, click on Change/ Remove.
6. Follow the instructions on your screen.

## To uninstall EVU from a Mac

1. Close EVU.
2. Delete the folder you created and copied the EVU files to.

# Support

If you experience difficulties with this CD-ROM, please visit:

[www.cambridge.org/elt/support](http://www.cambridge.org/elt/support)

# Terms and conditions of use

This is a legal agreement between ‘You’ (which means the individual customer) and Cambridge University Press (‘the Licensor’) for English Vocabulary in Use Upper-intermediate 3rd Edition CD-ROM. By placing this CD-ROM in the CD/CD-ROM drive of your computer You agree to the terms of this licence.

## 1. Licence

- (a) You are purchasing only the right to use the CD-ROM and are acquiring no rights, express or implied to it or the software other than those rights granted in this limited licence for not-for-profit educational use only.
- (b) Cambridge University Press grants the customer the licence to use one copy of this CD-ROM (i) on a single computer for use by one or more people at different times, or (ii) by a single person on one or more computers (provided the CD-ROM is only used on one computer at one time and is only used by the customer), but not both.
- (c) The customer shall not: (i) copy or authorise copying of the CD-ROM, (ii) translate the CD-ROM, (iii) reverse-engineer, disassemble or decompile the CD-ROM, (iv) transfer, sell, assign or otherwise convey any portion of the CD-ROM, or (v) operate the CD-ROM from a network or mainframe system.

## 2. Copyright

- (a) All original content is provided as part of the CD-ROM (including text, images and ancillary material) (‘Original Material’) and is the copyright of the Licensor, protected by copyright and all other applicable intellectual property laws and international treaties.
- (b) You may not copy the CD-ROM except for making one copy of the CD-ROM solely for backup or archival purposes. You may not alter, remove or destroy any copyright notice or other material placed on or with this CD-ROM.

## 3. Liability

- (a) The CD-ROM is supplied ‘as-is’ with no express guarantee as to its suitability. To the extent permitted by applicable law, the Licensor is not liable for costs of procurement of substitute products, damages or losses of any kind whatsoever resulting from the use of this product, or errors or faults in the CD-ROM, and in every case the Licensor’s liability shall be limited to the suggested list price or the amount actually paid by You for the product, whichever is lower.
- (b) You accept that the Licensor is not responsible for the persistency, accuracy or availability of any URLs of external or third party internet websites referred to on the CD-ROM and does not guarantee that any content on such websites is, or will remain, accurate, appropriate or available. The Licensor shall not be liable for any content made available from any websites and URLs outside the Software.
- (c) Where, through use of the Original Material you infringe the copyright of the Licensor you undertake to indemnify and keep indemnified the Licensor from and against any loss, cost, damage or expense (including without limitation damages paid to a third party and any reasonable legal costs) incurred by the Licensor as a result of such infringement.

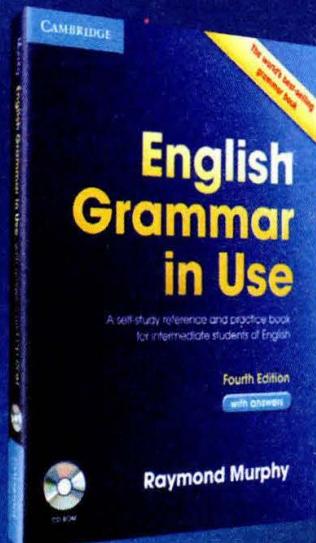
#### **4. Termination**

Without prejudice to any other rights, the Licensor may terminate this licence if You fail to comply with the terms and conditions of the licence. In such event, You must destroy all copies of the CD-ROM.

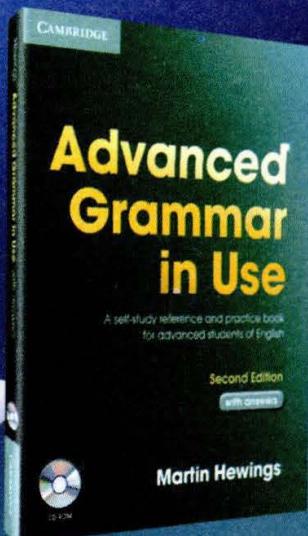
#### **5. Governing law**

This agreement is governed by the laws of England, without regard to its conflict of laws provision, and each party irrevocably submits to the exclusive jurisdiction of the English courts. The parties disclaim the application of the United Nations Convention on the International Sale of Goods.

# Also available for intermediate and advanced learners of English



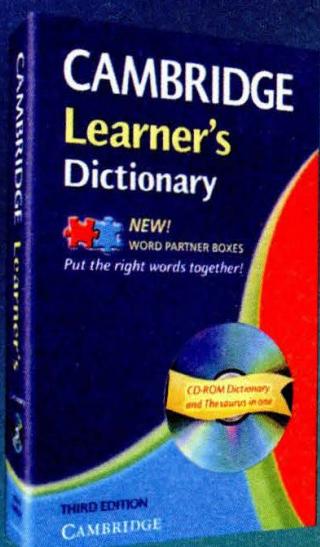
978-0-521-18939-2



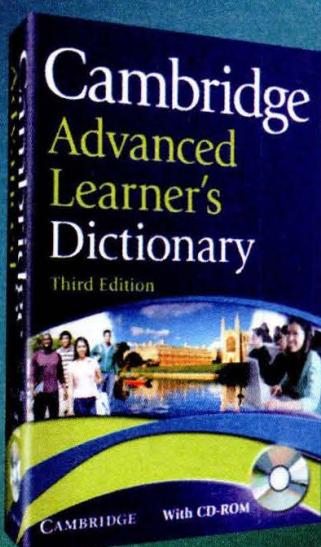
978-0-521-61403-0

[www.cambridge.org/englishgrammarinuse](http://www.cambridge.org/englishgrammarinuse)

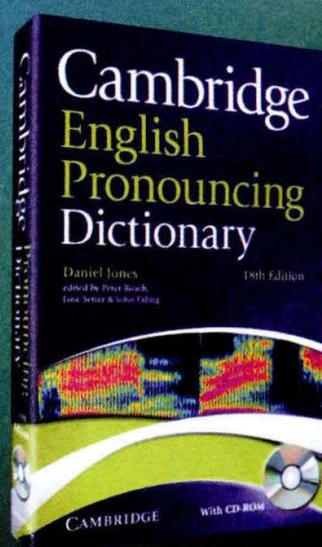
مراجع زبان ایرانیان  
www.irLanguage.com



978-0-521-68202-2



978-0-521-67468-3



978-0-521-15255-6

[www.cambridge.org/elt](http://www.cambridge.org/elt)

# English Vocabulary in Use

## Upper-intermediate Third Edition

Do you want to improve your vocabulary quickly? *English Vocabulary in Use* is fully aligned to the needs of English language learners at B2 level, so will help you learn the words and phrases you require. This third edition of the best-selling vocabulary book is ideal for self-study, but can also be used in the classroom. It now offers:

- Fully updated units informed by the English Profile wordlists, so you learn the most important vocabulary at upper-intermediate level
- New words presented and explained in context, so that you can clearly see how to use them
- Lots of opportunities for personalised practice, to help with the learning process
- A common mistakes feature which helps you avoid frequent errors

B2		English Profile <a href="http://www.englishprofile.org">www.englishprofile.org</a>
CEFR level:		Cambridge ESOL exams:
	English vocabulary in USE	
C1	Advanced	Advanced (CAE)
B2	Upper Intermediate	First (FCE)
B1 +	Intermediate	Preliminary (PET)
B1	Pre-intermediate	
A2	Elementary	Key (KET)
A1	Starter	

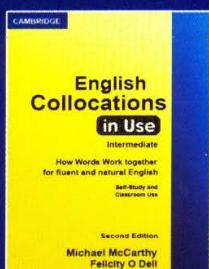
### On the CD-ROM:

- Two extra exercises for each unit
- Personalised, printable tests – ideal for exam practice
- Audio recordings for every exercise, providing extra listening practice

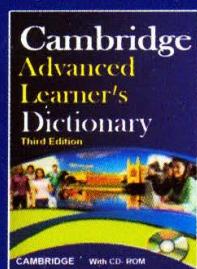
For Windows® XP, Vista or Windows® 7 and Mac OSX 10.5, 10.6 or 10.7

[www.cambridge.org/elt/inuse](http://www.cambridge.org/elt/inuse)

مراجع زبان ایرانیان  
[www.irLanguage.com](http://www.irLanguage.com)



ISBN 978 0 521 60378 2



ISBN 978 0 521 71266 8

**CAMBRIDGE ENGLISH CORPUS**

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

[www.cambridge.org/corpus](http://www.cambridge.org/corpus)

**CAMBRIDGE QUALITY GUARANTEE**



**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)