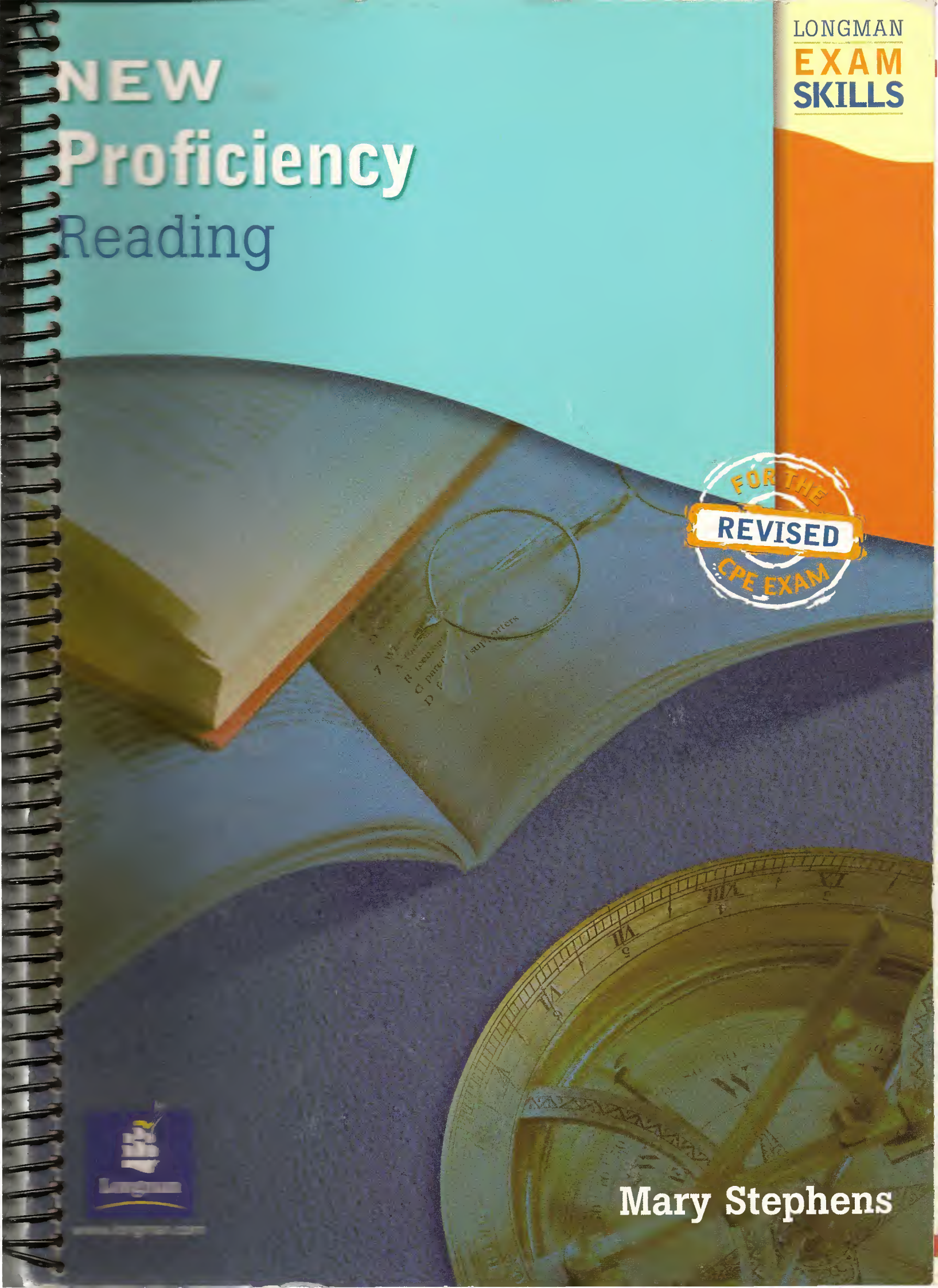
LONGMAN
EXAM
SKILLS

NEW Proficiency Reading



Mary Stephens

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UNIT 1

In so many words

Exam strategy: Part 1

Part 1 of the Reading paper consists of three unrelated short texts. Each text is followed by six, four-option multiple choice questions. You must choose the word which fits the gap.

skills check

Identifying what is being tested

Part 1 of the Reading paper tests your knowledge of vocabulary including idioms, collocations, fixed phrases, dependent prepositions, words with similar meanings and phrasal verbs.

It is important to recognise what kind of vocabulary item is being tested in each gap in order to find the correct answer.

A Read quickly through the text below but do not attempt to fill in the gaps yet. Which of the sentences below best summarises what the text is about?

1 Reading is boring.
2 Reading is not as boring as people think.
3 Video games are better than reading.

Reading can mess with your life

Literature can seriously damage your health. I (**1**) ..... this for a fact, because a book once broke my nose. I was wandering along the King's Road, reading a particularly absorbing novel as I went, when – Bang! – I (**2**) ..... a lamppost and busted my nose. If I'd had my (**3**) ..... about me, I would have grabbed the nearest picture of Catherine Deneuve and rushed into casualty shouting, 'Help! Send for a plastic surgeon. I've broken my nose and it used to look exactly like this!' This is the secret trouble with reading. It looks so anodyne, compared with the brightly coloured attractions of cartoons or video games. But in its subversive way, it has far more potential to mess about with life. Unlike television or movies, which are too transient, too busy, too (**4**) ..... on the mediating presence of clumsy bits of mechanical equipment for one to feel a true intimacy with them (**5**) ..... many times they are replayed, books exist in a strange, symbiotic and rather disturbing (**6**) ..... with the human mind.

from an article by J. Shilling in 'The Times'

B What kind of vocabulary item is being tested in each of the gaps?

Question 1 .....
Question 2 .....
Question 3 .....
Question 4 .....
Question 5 .....
Question 6 .....

a fixed phrase/expression (x2)
b phrasal verb
c adjective and dependent preposition
d words with similar meanings
e noun and dependent preposition

C Read the text again and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. Use the clues to help you.

1 A take B know C understand D get

Clue: Which verb collocates with 'fact' in a fixed expression meaning 'to be certain of something'?

2 A drew up B ran over C bumped into D fell over

Clue: Is the writer driving or on foot?

3 A wits B thoughts C ideas D brains

Clue: Which fixed expression means 'to be alert' and includes the words 'have' and 'about'?

4 A needy B dependent C attached D trusting

Clue: Which of these adjectives is followed by the dependent preposition 'on'.

5 A despite B although C no matter D however

Clue. All four options have similar meanings but only one is grammatically correct here.

6 A method B relation C relationship D way

Clue: Which noun collocates with 'symbiotic' and is followed by the preposition 'with'?

D Read quickly through the text below but do not attempt to fill in the gaps yet. What is it about?

The newspaper editor

An editor does not need to be a superman (or a wonderwoman). But he must be able, energetic, resourceful, quick, patient and have lots of stamina. Especially in an age of high technology, an editor must know exactly how his paper is (**1**) ..... and be able to do it himself. He must be good enough, at a (**2**) ....., to do the jobs of everyone on his staff, bar one or two specialists. And the journalists themselves must be aware of this. An editor can (**3**) ..... by inspiring fear among them, but admiration, or at least respect (**4**) ..... with awe, will produce better work. My advice to editors is not to (**5**) ..... the job – still less themselves – too seriously. It is the paper, which has a life, a character and a spirit of its own, which matters. Editors may feel like little tin (**6**) ..... but once they are 'ex' they are of no more significance than the discarded model wife of a billionaire.

from 'To Hell with Picasso' by P. Johnson

E Read the text again more thoroughly and look at questions 1 and 2 below. Decide which answer (**A**, **B**, **C** or **D**) best fits each gap. Use a dictionary to help you if necessary.

1 A set aside B got into C put together D turned out

Clue: This phrasal verb means to combine different things into one whole.

2 A pinch B nod C nudge D shake

Clue: A fixed phrase which begins with the words 'at a ...'.

F Now fill in the rest of the gaps. Explain to your teacher why you chose each option.

3 A get by B get away C get off D get out

4 A smeared B tinged C flecked D stained

5 A do B make C take D hold

6 A men B figures C gods D saints

Exam practice: Part 1

For questions **1**–**18**, read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Reporting the news

The perception is growing that in the presentation of news on the radio and television, to say (**1**) ..... of newspapers, pure information comes second to a synthetic version of it, transmitted through a distorting mist of emotion and pathos. The facts about a plane crash or an earthquake give (**2**) ..... to the sobbing reactions of the bereaved. 'How do you feel?' has taken the place of 'What happened?' The reporter becomes not just an observer but a participant, (**3**) ..... back the tears as he combs through the wreckage. A politician's announcement is screened out as reactions are eagerly sought by an instant 'vox pop'. The trend, and it is undoubtedly there, arouses strong feelings among an older generation which sees it as condescending and unnecessary, assuming the lowest (**4**) ..... denominator on the part of the viewer; it is spoon-fed news for (**5**) ..... potatoes. It is, however, defended equally strongly by anxious editors and producers who believe that a younger generation is simply switching off news altogether; better that they should watch something informative, (**6**) ..... the argument, than hop to the rival channel's game show.

from an article by J. Humphrys in 'The Times'

1	A something	B anything	C nothing	D everything
2	A place	B way	C ground	D sign
3	A wiping	B weeping	C restraining	D holding
4	A common	B minor	C equal	D shared
5	A armchair	B sofa	C cushion	D couch
6	A says	B goes	C makes	D gives

Taste

I had been to dinner at Mike's twice before when Richard Pratt was there and on each (7) ..... Mike and his wife had (8) ..... out of their way to produce a special meal for the famous gourmet. And this one, clearly, was to be no (9) ..... . The moment we entered the dining room, I could see that the table was laid for a feast. The tall candles, the yellow roses, the quantity of shining silver, the three wine glasses to each person, and above all, the faint (10) ..... of roasting meat from the kitchen brought the first warm oozings of (11) ..... to my mouth.

As we sat down, I remembered that on both Richard Pratt's previous visits Mike had played a little betting game with him over the claret, (12) ..... him to name its breed and its vintage. Pratt had replied that that should not be too difficult provided it was one of the great years.

from 'Tales of the Unexpected' by Roald Dahl

7	A time	B event	C meeting	D occasion
8	A come	B tried	C gone	D been
9	A less	B exception	C other	D difference
10	A aroma	B stink	C perfume	D stench
11	A sweat	B dribble	C saliva	D taste
12	A daring	B persuading	C calling	D challenging

Lost in the tangled forest

It was just after noon when Johnson entered the woods, which proved to be an obstacle (**13**) ..... of fallen trees. The footing was treacherous, the ground a maze of water-filled craters. In a few minutes, Johnson lost his (**14**) ..... . He zigzagged over the spongy ground, thinking, 'Those posts are just ahead'. But unwittingly he lost sight of the road.

An hour passed before he admitted he was disorientated. But, an experienced outdoorsman, Johnson (**15**) ..... to believe he was really lost. He pushed through the forest, losing (**16**) ..... of time and direction. He was, in fact, wandering further and further from the road. Darkness came quickly and caught him by surprise. Shivering, Johnson dropped to the ground. The darkness was so complete his mind began to play (**17**) ..... on him. So he closed his eyes and eventually (**18**) ..... off to sleep.

from an article by W. Hendryx in 'Reader's Digest'

13	A run	B course	C lane	D pitch
14	A bearings	B directions	C senses	D judgement
15	A denied	B objected	C rejected	D refused
16	A sense	B knowledge	C track	D idea
17	A games	B jokes	C stories	D tricks
18	A glided	B slipped	C drifted	D fell

exam tips

- Do not leave any question unanswered. You will not lose points for an incorrect answer and it may be your lucky day!
- When you have answered all the questions read the text through again to make sure that the words you have chosen fit for meaning *and* that they are grammatically correct.



Vocabulary development

A Descriptive adjectives

The text on page 5 says that an editor needs to be *'energetic, resourceful, quick, patient'*. Fill in the blanks in the sentences below with one of the adjectives from the box which are used to describe character and personality.

antagonistic	**condescending**	**grudging**	**overbearing**	**sceptical**
biased	**flippant**	**menacing**	**satirical**	**unbending**

1 Peter's stance on this issue is completely ..... . I wish he could learn to be more flexible in his opinions.

2 'Public Eye' is a ..... journal which pokes fun at politicians and the way they conduct their affairs.

3 Tom's attitude is extremely .....; he always looks as if he knows better than anyone else.

4 The terrorist spoke in a low, ... voice.

5 The attitude of our new reporter is much too ..... . Our readers will think we do not care about serious subjects.

6 He's always picking a fight with his editor. I don't know why he has to be so ..... .

7 You must bear in mind that the reporter who wrote that article is strongly ..... against the government.

8 I have a certain ..... respect for people who spend their lives dealing with lists of figures.

9 Maybe he told us the truth but I can't help feeling rather ..... .

10 I despise the domineering, ... attitude our boss has towards the staff. He orders them round without a single thought for their feelings.

B Similar but different

Choose the correct alternative from those in italics below.

1 Do you know where the rumours in today's paper *emanate/radiate/stream* from?

2 He *brought/let/allowed* himself in for criticism when he published the children's photographs in the newspaper.

3 I worked for a local paper but gave in my notice because it turned out to be a *final/dead/blank* end job.

4 The editor told the retiring journalist that he would be *severely/sorely/terribly* missed.

5 From *slight/plain/modest* beginnings, the journal has developed into a publication with a world-class reputation.

6 A reader complained to the publisher, who in *line/turn/series*, said something to the editor.

7 They refused to publish the story *in the light/on the grounds/on the understanding* that it was not in the national interest.

8 The political column was definitely out of *taste/sense/keeping* with the independent stance of the paper.

9 The paper makes a *sharp/severe/clean* distinction between matters which are in the public domain and those which should remain private.

10 As the new editor, I see my job as *assigning/obtaining/entailing* responsibility to all members of staff.

C Phrasal verbs with *hold*

In the first text on page 6, the writer describes a reporter as *'holding back the tears'*. Study the list of phrasal verbs with *hold* on page 160 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 He has never ..... a job for longer than a few weeks. His employers always ask him to leave after that.
2 Mr Jones is going to be late for his appointment; he has been ..... by the traffic.
3 You made me a solemn promise and I'm going to ..... you ..... it.
4 Be careful going down those steep stairs! Why don't you ..... the rail?
5 Thieves tried to ..... our local bank last night.
6 I hope they can save the trapped miners but I don't ..... much hope.
7 I don't ..... people smoking in restaurants and other public places.
8 He found out I've been in prison and now he ..... it ..... me.
9 The newspaper is being ..... as a model for standards of reporting.
10 The striking workers have refused a pay increase of two per cent and are ..... the five per cent they originally asked for.

D Common expressions

In the text on page 7, we read that someone's mind *'played tricks'* on them. Here are some more common expressions. Match the expressions on the left with the definitions on the right and then fill in the blanks in the sentences below with the correct expression in the right form.

1	bark up the wrong tree	**a**	avoid talking about something unpleasant
2	beat about the bush	**b**	copy what everyone else is doing
3	bite the dust	**c**	do something you cannot change
4	burn one's boats	**d**	have the wrong idea
5	call a spade a spade	**e**	lose your temper
6	jump on the bandwagon	**f**	run away
7	do a bunk	**g**	say exactly what you think
8	fly off the handle	**h**	fail
9	jump the gun	**i**	tell a secret before you should
10	spill the beans	**j**	start doing something too soon

1 John handed in his notice so he's ..... . There's no going back now.
2 Don't ..... . Just tell me what happened.
3 I wanted to advertise our exhibition by getting an article in the paper – but they refused to publish it so another idea ..... .
4 We'd better ..... before Mum gets home and finds we've broken her best vase.
5 We will print the article eventually but let's not ..... . We'll see how the story develops in the next few days.
6 Please don't .....! If you stop shouting and listen, you'll understand why I did it.
7 If that reporter thinks I'm going to give him a story just to see my name in print then he ..... .
8 I believe in ..... . This article isn't good enough for publication and you know it.
9 Come on! ..... and tell us what the secret is!
10 I was the first girl in my class to dye my hair blonde. Now everyone ..... .

In so many words

E Similes

In the text about editors on page 5, we read that some behave *'like little tin gods'*. Here are some more comparisons with *like*. Fill in the blanks in the sentences below with the correct expression.

a	like a bear with a sore head	**k**	like a rhinoceros
b	like a bull in a china shop	**l**	like a sieve
c	like looking for a needle in a haystack	**m**	like the back of one's hand
d	like a red rag to a bull	**n**	like a drowned rat
e	like a shot	**o**	like something the cat brought in
f	like water off a duck's back	**p**	like a log
g	like a ton of bricks	**q**	like wildfire
h	like a house on fire	**r**	like a trooper
i	like a Trojan	**s**	like a bad penny
j	like a Cheshire cat	**t**	like a hawk

1 There's no point trying to cheat. The teacher is watching us ..... .

2 Paula worked ..... last night so we met the deadline after all.

3 I hoped I'd got rid of that reporter but he keeps turning up on the doorstep ..... .

4 I was afraid I wouldn't have anything in common with my new boss but we get on ..... .

5 The situation called for a bit of tact, but Mr Smith approached it ..... .

6 The manager's in a bad mood today. He's ..... .

7 If you make the smallest spelling mistake the editor will come down on you ..... .

8 I have to write everything down because I've got a memory ..... .

9 When things go wrong, the senior editor swears ..... .

10 Rumours about the closure of the newspaper spread ..... .

11 If you introduce the topic of cloning when Clare is around it's ..... . She thinks it is completely evil.

12 There's no point criticising his work because he never listens. It's ..... .

13 Don't worry about hurting his feelings! He's got a skin ..... .

14 I'm trying to find a note among all the junk on my desk but it's ..... .

15 I was exhausted last night so I slept ..... .

16 When I told Sammy that Madonna was arriving in town, he was off ..... .

17 The old man has spent his life here so he knows the streets ..... .

18 Take those soaking clothes off! Did you fall in the river? You look ..... .

19 Laura must have passed the exam; she's grinning ..... .

20 How on earth did you get in such a mess? You look ..... .



A BULL IN A CHINA SHOP

F Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box. You will need to use some of the prepositions more than once.

at of out off in about for with

1 Smoking can damage your health – I know that ..... a fact!
2 If you're going to drive in this fog you'd better have your wits ..... you!
3 Tom wasn't aware ..... the difficulties the job would entail.
4 When I had problems, Sam really went ..... of his way to help me.
5 Visibility was poor and we lost sight ..... the coast.
6 I lay on the warm beach and drifted ..... to sleep.
7 In the article, the journalist poked fun ..... politicians.
8 Please bear ..... mind that not all the stories you read in the newspapers are true.
9 You'd better not mess about ..... Clara's computer– she'll be furious if she finds out.
10 I'd love to see my name ..... print!

G Collocations

Match the words on the left with the words on the right and then fill in the blanks in the sentences below with the correct collocation in the right form. Many of these collocations have appeared in the texts you have read in this unit.

1 couch	a course
2 game	b department
3 obstacle	c god
4 plastic	d newspaper
5 tabloid	e potato
6 tin	f show
7 wonder	g surgeon
8 casualty	h woman

1 I call my mum ..... because there's nothing she can't do!
2 I'm reading an article about a disgraced ..... who scarred a number of women for life.
3 My boss likes to throw his weight about – he struts round the office like a little ..... .
4 I spent a night in the local ..... so I could interview the doctors and find out about the most common types of accidents.
5 A contestant won a million dollars on last night's ..... .
6 I work for a(n) ..... but I'd rather work for one of the quality broadsheets.
7 The office floor is covered with boxes and getting from the door to my desk is like having to get round a(n) .....!
8 Peter sits around watching TV all day – he's a real ..... .

UNIT 2

Creatures great and small

Exam strategy: Part 2

Part 2 of the Reading paper consists of four texts which have a common theme but which come from different sources (a novel, a newspaper or magazine, a leaflet, an academic journal, etc.). Each text is followed by two, four-option multiple choice questions. The questions may test content detail, opinion, attitude, tone, purpose, main idea or text organisation features (comparison, reference, etc.).

skills check

Recognising the author's style, tone and reason for writing

When you first read a text, you should be able to make intelligent guesses about:

- *where* the text came from.
- *who* the text has been written for.
- *why* it has been written.

In an instruction leaflet a writer wishes to convey straight facts. In texts taken from humorous novels, the writer may use exaggeration or humour to emphasise his/her point. You must learn when to take a statement literally and when to read between the lines in order to understand the real meaning of the text.

A Read quickly through the two texts below.

1

The tortoises have an ancestry just as ancient as the crocodiles. Very early in their history, they invested in defence. The crocodiles had strengthened their skin with small ossicles beneath the scutes of their backs. The tortoises took even more extreme measures, enlarging the scales into horny plates and reinforcing them from below with bone so that their bodies became enclosed within a virtually impregnable box into which they could withdraw their head and limbs should danger threaten.

from 'Life on Earth' by David Attenborough

2

In good vole years, there may be three or four owls at once quartering our rough, boggy fields. Yet there is danger lurking. The hunting grounds of the barn owl have been drained and ploughed to fill the pockets of businessmen and landowners. Insecticides, fungicides and weedkillers may benefit the farmer but they have converted the land into a fertile desert. Farming is arduous we know, as farmers never tire of telling us. And, in the end, no one seriously wants to stop farmers enjoying the benefit of modern technology. But, please, let them not enjoy it too much.

adapted from 'A Dales Naturalist' by R. Nelson

B Now answer the following questions about the style and the type of language used by the writers in each of the texts. Give examples to justify your answers.

1 How technical is the vocabulary?

2 How complex are the sentences?

3 Why do you think it was written? To amuse? To give facts? To present an argument? For some other reason?

4 Who is the author writing for? An interested layman? A general reader?

5 How would you describe the author's style? Critical? Tongue in cheek? Factual?

C Read through the text below.



Civets look like small, gingery-brown cats with long ringed tails, their coats covered with blurred darker blotches, and curious protuberant amber-coloured eyes with vertical pupils which give them a faintly reptilian look. I had collected Potsil in West Africa when he was newly born and still blind. As soon as his eyes opened and he got his milk teeth, I realised I was rearing a monster. Potsil lived to eat and would fall upon anything, living or dead, that came within reach. He carried the textbook definition of 'omnivorous' to untold lengths. There was nothing he would not throw himself onto with screams of joy, even if it were some revolting titbit rejected by every other species as being inedible. His greatest ambition in life was to consume a human being – a task he did not feel was beyond his abilities. This made cleaning out his cage a hazardous activity, for though he looked lethargic he could move like lightning when spurred on by his gastric juices.

from 'The Ark's Anniversary' by Gerald Durrell

D In some parts of the text the writer exaggerates some characteristics of the animal, Potsil. Look at the text again and underline these parts. What is his purpose in doing this and what effect does he want to have on the reader?

E Now answer the questions below.

1 We learn that Potsil

A could easily have become a man-eater.

B sometimes ate food that other animals found repellent.

C often attacked the other animals in his cage.

D regularly attacked members of staff.

Clue: Does the text seriously suggest that Potsil has attacked or killed a person or is this part of the writer's style?

2 Which of these phrases is used humorously in the text?

A Vertical pupils which give them a faintly reptilian look.

B Potsil lived to eat.

C His greatest ambition in life was to consume a human being.

D This made cleaning out his cage a hazardous activity.

Clue: Which of the phrases is an obvious exaggeration of reality?

Exam practice: Part 2

You are going to read four extracts which are all connected with animals. For questions **1–8** choose the answer (**A**, **B**, **C** or **D**) which fits best.

exam tip

Remember to read quickly through the text once before you try to answer the questions to check *where* the text comes from, *who* the text has been written for and *why* it has been written. This will help you to decide whether the writer wants to convey straight facts or to use humour or irony to make a point.

Killer whales

The very name, killer whale, the vague recollection of stories by polar explorers of how these creatures had lunged up onto ice flows in pursuit of human prey, the way whaling fleets detested these marauders who blatantly free booted among the coveted blue and fin whale herds, memories of old seafarers who have seen the sea turn red as packs of the distinctively marked assassins slaughtered whole dolphin schools just for the hell of it: all this patchwork of myth and reminiscence and folk memory made a reputation for his kind of which Cuddles, as he basked in his pool with love in his heart and his belly full of prime herring, was quite unaware. He liked people and seemed to try to reach out mentally towards them. People got delicious goose pimples as they looked down at him. They thrilled and admired and shrank back. There was a chasm of incomprehension between the whale in the water and the primates with smaller brains that gibbered on the pool side.

Martin and I did not include ourselves among these landlubbers. With much delight, and more than a touch of exhibitionism, we continued to swim daily with the whale. The crowds thought us ever so daring. In fact, I had never felt safer. Not noted for intrepid acts of derring-do, a fair to middling swimmer only, and with a concern to preserve my skin from nature, I nevertheless felt at home with the whale from the very beginning.

from 'Going Wild' by D. Taylor

1 What does the writer tell us about killer whales?

A Their reputation is undeserved.
B They are merciless killers.
C They have attacked whaling fleets.
D They have been over hunted.

2 Which of these words does the writer use humorously?

A lunged (line 3)
B slaughtered (line 9)
C basked (line 13)
D gibbered (line 22)

exam tip

Question 2: Who or what are the *'primates with smaller brains'* referred to in the text?

Dolphin talk



The richest vocabularies of underwater sounds are those used by the members of the whale family. It has long been known that dolphins are very vocal animals. Now research in the clear, shallow waters off the Bahamas with a free-swimming school of dolphins a hundred or so strong is extending our knowledge of dolphin communication still further. Not only does each dolphin have a vocabulary of about thirty different vocalisations but it can modify the significance of each by the posture it assumes while making it. A particular sound uttered while swimming will have a different meaning if the animal is also nodding its head at the same time. The signature whistle is not merely a statement of identity. It can also be used by other animals to attract its owner's attention, as though calling its name. And a young dolphin develops its own whistle which, while it is unique to itself, nonetheless bears a resemblance to that of its mother, just as a human child's looks may resemble one of its parents.

In addition to sounds which even human swimmers with their impeded ears can hear underwater, the dolphins also use their ultrasonic system which we cannot hear at all. Individuals can almost certainly sense an ultrasonic beam if it strikes them, and seem to exchange glances ultrasonically just as we do visually. They also communicate by touch – nudging, stroking and smacking one another.

from 'The Trials of life' by David Attenborough

3 A dolphin can change the meaning of what it wants to say by
- A whistling any of its thirty different sounds.
- B swimming and nodding its head.
- C moving part of its body while making a sound.
- D uttering a sound and then adding a whistle.

4 The whistle a dolphin gives
- A is the same as that of its mother.
- B is like no other dolphin's.
- C is like that of a human child.
- D is shared by all young dolphins.

Play – fun or primitive instinct?

Eat or be eaten? A child thrills to the power and fear of this question. You only have to watch the kids out in the garden. Under the guise of game playing, the hunter's arts are honed. 'What's the time, Mr Wolf?' they chant in delighted trepidation, excitedly terrified at the prospect of becoming lunch. When Mr Wolf pounces, they squeal and scramble like piglets. This may be a game but it is also a manifestation of primitive, in built proclivities.

Like the cute little kitten which rehearses the kill when it leaps so sweetly upon a twitched end of twine, children playing hide-and-seek or grandma's footsteps are practising the predatory skills of lurking and stalking and creeping and catching, the prey's tricks of concealment and camouflage and flight.

The Natural History Museum looks set to hit the bullseye with its new exhibition, *'Predators'*, which opens to the public today. Intended to prey upon the imaginations of children between the ages of about seven and twelve, its principal aim is to teach them about the extraordinary variety of wiles and techniques which wild creatures use in their never-ending battle to eat rather than end up being eaten. The drama of the 'survival of the fittest' unfurls at the stab of a button or the flip of a display panel. Children should pounce on the opportunity to visit the Museum this summer.

from an article in 'The Times'

5 What does the writer say about the games children play?

A They bring out the worst instincts in children.
B They teach children about animal behaviour.
C They allow children to try out primitive survival techniques.
D They turn children into little monsters.

exam tip

Question 5: Why does the author draw an analogy between the actions of a child and a kitten?

6 Which of these words is used humorously?

A chant (line 3)
B scramble (line 4)
C hit (line 10)
D pounce (line 15)

Animal intelligence

Two baboons trained to use a personal computer have astounded scientists by showing that they are capable of abstract thought, casting new light on the evolution of human and animal intelligence.

Research found that the baboons could understand and recognise small similarities between different images, an ability that is considered to be a benchmark of complex reasoning and intelligence.

The researchers trained two adult baboons to use a personal computer and joystick to look at and select grids on the screen, each of which contained a different variety of small pictures. To do this they had to be able to recognise an analogous connection, which many theorists view as the foundation of human reasoning and intelligence.

To begin with, the baboons were familiarised with a screen containing a four-by-four grid. Each space contained a different image, such as a house, a sun, an arrow, a light bulb and a train. Next, the animals were presented with two screens. The first was similar in design to the original, but contained different images, such as a clock, a hand and a triangle. The other still had sixteen squares, but each space contained the same item.

When the baboons moved the joystick to select one screen or the other, they were rewarded with food for choosing the one with the same pattern as the original. This tested whether they could learn the similarity between the patterns – a concept known to psychologists as the 'relation between relations'.

from an article by M. Henderson and J. Bale in 'The Times'

7 The baboons demonstrated that they were able to
- A reproduce simple pictures.
- B tell the difference between patterns.
- C identify everyday objects.
- D recognise a large number of objects.

8 The baboons were shown
- A two identical screens and one variation.
- B screens with different types of grid.
- C three screens with sixteen squares each.
- D one screen with a four by four grid.

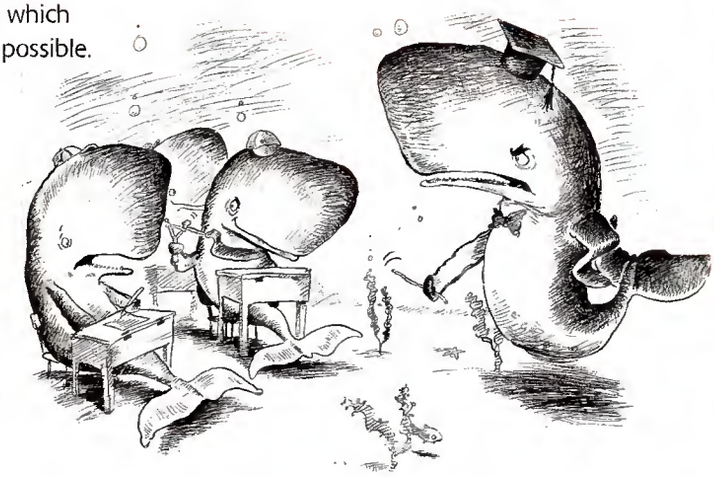


Vocabulary development

A Animal groups

Match the animals on the right with the groups to which they belong. Sometimes more than one answer is possible.

1	a school of	**a**	bees
2	a herd of	**b**	wolves
3	a flock of	**c**	elephants
4	a pack of	**d**	whales
5	a shoal of	**e**	sheep
6	a swarm of	**f**	fish



A SCHOOL OF WHALES

B Animal homes

Match the animals on the left with their homes on the right.

1	bear	**a**	stable
2	bee	**b**	barn
3	horse	**c**	sty
4	cow	**d**	den
5	rabbit	**e**	web
6	spider	**f**	hive
7	bird	**g**	burrow
8	pig	**h**	nest

C Animal families

Match the animals on the left with the correct group of words on the right which list the male, female and young of each animal.

1	swan	**a**	buck, doe, leveret
2	pig	**b**	ram, ewe, lamb
3	hare	**c**	stallion, mare, foal
4	sheep	**d**	hog, sow, piglet
5	horse	**e**	dog, vixen, cub
6	fox	**f**	cob, pen, cygnet

D Parts of an animal's body

a Match the animals on the left with the correct group of words on the right, which list parts of an animal's body.

1	eagle	**a**	proboscis, antenna
2	elephant	**b**	beak, claw, talon, feather
3	fish	**c**	flipper, whisker
4	duckling	**d**	hoof, coat, muzzle, mane
5	snake	**e**	fur, claw, paw
6	boar	**f**	scales, fin
7	butterfly, moth	**g**	skin, fang, forked tongue
8	seal	**h**	trunk, hide, tusk
9	horse	**i**	snout, tusk, trotter
10	cat	**j**	bill, down, webbed feet

b The words above are sometimes used to form common expressions. Replace the phrases in italics below with a suitable idiom or expression from the box in the right form.

a	a feather in one's cap	**e**	the fur begins to fly
b	by the skin of one's teeth	**f**	the scales drop from one's eyes
c	not see hide nor hair of	**g**	get one's claws into someone
d	ruffle somebody's feathers	**h**	one's jaw drops

1 After she married him, he revealed his true character and *she saw him as he really was.*
2 When he heard the shocking news, *his mouth opened in surprise.*
3 She managed to catch the bus *at the last possible moment.*
4 She *is determined to marry* Luke.
5 *An angry argument started* when Amanda saw the state of the kitchen.
6 He passed his computer exams, which is *something he can be proud of.*
7 I *haven't seen anything of* Sean. I have no idea where he is.
8 Tom *upset Fiona a bit* when he said she behaved like her mother.

E Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 The chemical works has done *untold/unspoken* damage to the surrounding environment.
2 The hyenas carried off the remains of the zebra's *carcass/corpse.*
3 The zoologist thanked the audience for their *participation/contribution* to the workshop.
4 A bite from this snake would deliver a *mortal/lethal* dose for a small child.
5 The monkeys all caught a particularly *noxious/virulent* form of the disease.
6 The aye-aye is *famed/reputed* to be one of the more elusive animals.
7 There is no obvious *inheritor/successor* to the retiring head of the zoo.
8 The fox is *fiercely/notoriously* difficult to keep in captivity.
9 The court found the man guilty of cruelty and *banned/excluded* him from keeping animals.
10 The sick animal had to be *provoked/coaxed* into eating its food.
11 Even today, forests are still being cleared and *in regression/in retrospect* this will certainly be seen as a mistake.
12 The warden emerged from his hiding place and came *eye to eye/face to face* with the poachers.

F Prepositions

The text on page 13 states that Potsil *'would fall upon anything ... that came within reach'.* Fill in the blanks in the sentences below with the correct preposition from the box. You will not need to use all the words.

below	**beyond**	**on**	**through**	**within**
beneath	**in**	**over**	**under**	**without**

1 The zoo is now ..... new management.
2 It goes ..... saying that if poaching doesn't stop, the gorilla will be extinct within ten years.
3 Profits have been ..... average this year and part of the zoo may be sold off.
4 Why he chose to work in such appalling conditions is ..... my comprehension.
5 The zoology lecture was too technical for me; it was completely ..... my head.
6 The way the trainer treated his animals was ..... contempt and he should lose his licence.
7 Success in saving the rhinos is well ..... our reach but only if we keep up our efforts to outwit the poachers.
8 Our work is frustrating but ..... the long run I think it will be worthwhile.

G Ways of communicating

a The text on page 15 says that dolphins *'whistle'*. Which animals or insects do you associate with the following sounds?

buzz **croak** **drone** **growl** **purr** **roar** **whine**

b Now fill in the blanks in the sentences below with a verb from the box above in the correct form.

1 The engine ..... softly as the sleek Rolls Royce glided out of the garage.
2 The lecturer ..... on and on about macroeconomics until Tom thought he would never stop.
3 'I've lost my voice,' the lecturer ..... hoarsely.
4 'Oh, stop ..... . You've been complaining all day,' the mother scolded the child.
5 When he pressed the shell to his ear, he thought he could hear the sea ..... .
6 'Be quiet,' the teacher ..... impatiently.

H Phrasal verbs with *take*

Study the list of phrasal verbs with *take* on page 160 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 Don't ..... by the benign appearance of the panda; it is actually very dangerous.
2 I told him the animal was dying but I don't think he ..... it ..... .
3 Please don't ..... your bad mood ..... me!
4 The boss was out so I ..... it ..... myself to explain the advertising campaign to the press.
5 He's beginning to ..... life in Australia and might stay for good.
6 Sheila ..... a new post as head keeper at Brumpton Zoo.
7 He ..... when he realised he had to clean out the tiger's cage by himself.
8 The way he can ..... anyone's accent is really quite entertaining.
9 John ..... his father in most things, but not when it comes to intellectual ability.
10 I ..... everything the vet told us, and I'll leave the notes beside the rabbit's cage.

I Verb and noun collocations

Match a verb from box A with a noun from box B to make common collocations. Use each word only once.

A

assume	**bear**	**exchange**	**inflict**	**jog**	**make**
nod	**rear**	**sound**	**stifle**	**take**	**utter**

B

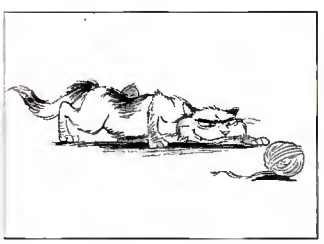
a sound	**a yawn**	**a resemblance**	**a hint**	**a stab (at)**	**a wound**
a posture	**one's head**	**the alarm**	**a glance**	**offspring**	**somebody's memory**

J Verbs of movement

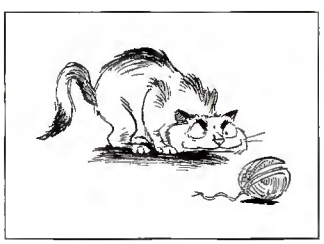
In the text on page 16, the writer describes the *'predatory skills of lurking and stalking and creeping and catching'*. Fill in the blanks in the sentences below with one of the verbs from the box which are used to describe different ways of moving.

creep **crouch** **leap** **lurk** **pounce** **scramble** **stalk**

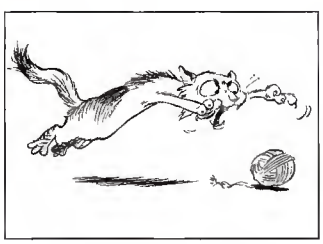
1 The tiger ..... its prey through the long grass.
2 With one bound, the deer ..... lightly over the fence and escaped.
3 The hunter ..... up silently behind the grazing zebra.
4 The hounds caught the scent of the fox, ... noisily through the bushes and streamed up the rocky slope.
5 The lion tensed its muscles and with one enormous lunge, ... on the unsuspecting zebra.
6 It isn't wise to go walking through the forest in these parts. You never know when a mountain lion may be ..... in the shadows, lying in wait.
7 The cat ..... low in the grass, watching the bird as it hopped across the patio.



CREEP



CROUCH



POUNCE

K Similar but different

Choose the correct alternative from each of the pairs in italics below. Many of these words and phrases have appeared in the texts you have read in this unit.

1 The hut we built has fallen down already so it's back to the *designing/drawing* board.
2 The latest research *casts/flings* new light on human evolution.
3 When the man saw the scorpion crawling into his son's cot, he moved like *lightning/thunder*.
4 My parents want me to go to university but I have *mixed/second* feelings about it.
5 He picked up the kitten by the *scruff/tuck* of the neck.
6 I was so taken *about/aback* by what I saw that I couldn't speak for a time.
7 Most sharks do not *attack/prey* on humans.
8 It's freezing in this house! Look at me – I've got *duck/goose* pimples!
9 The young cat licked her *newly/firstly* born kittens all over.
10 You have to be tough in the world of advertising. Survival of the *best/fittest* is the rule in this game.

UNIT 3

Going places

Exam strategy: Part 3

Part 3 of the Reading paper consists of one long text with seven paragraph-length gaps. Candidates must choose suitable paragraphs to fill the gaps from eight options. The text may come from a fiction or non-fiction source. This part tests comprehension of text structure, cohesion, coherence and global meaning.

skills check

How to read for gist

When tackling a text which presents difficult new vocabulary:

- focus on key words.
- ignore unfamiliar words wherever possible.

You can often work out the gist of a paragraph and decide if it is the correct paragraph to fill a particular gap without ever knowing the precise meaning of some of the words in that paragraph.

A Read through the text below without using a dictionary, ignoring any unfamiliar words and concentrating on those you know.

It was a steam train and for the first time since leaving home I wished I had brought a camera, to take its picture. It was a kind of demented samovar on wheels, with iron patches on its boiler and leaking pipes on its underside and dribbling valves and metal elbows that shot jets of vapour sideways. It was fuelled by oil, so it did not belch black smoke but it had bronchial trouble, respirating in chokes and gasps on grades and wheezing oddly down the slopes when it seemed out of control. It was narrow gauge, the small carriages were wooden. First was no cleaner than Second, though First had higher back-rests on the seats. The whole contraption creaked, and when it was travelling fast, which was seldom, it made such a racket of bumping couplings and rattling windows and groaning wood that I had the impression it was on the verge of bursting apart – just blowing into splinters and dropping there in one of the dry ravines.

The landscape had a prehistoric look, the sort that forms a painted backdrop for a dinosaur skeleton in a museum: simple terrible hills and gullies; thorn bushes and rocks; and everything smoothed by the wind and looking as if a great flood had denuded it, washed it of all its particular features. Still the wind worked on it, kept the trees from growing, blew the soil west, uncovered more rock and even uprooted those ugly bushes.

from 'The Old Patagonian Express' by Paul Theroux

B Below is a summary of the text. Fill in the blanks with one suitable word. Sometimes there is more than one possible answer.

The train was run on (1) ....., not coal, so it did not produce a lot of black (2) ....., but it was noisy and sometimes seemed out of control, especially when going down the (3) ..... . The carriages were made of (4) ..... and neither First nor Second Class were very (5) ..... . When, occasionally, the train went fast, it made a terrible (6) ..... and sounded as if it was going to (7) ..... apart and fall into a ravine. The landscape looked as if it came from a (8) ..... age, as if it were the backdrop for a scene from the age of the dinosaurs. Everything had been flattened by the (9) ....., so that it looked as if a great (10) ..... had washed all its features away.

C You are going to read an extract from a travel book. Three paragraphs have been removed from the extract. Choose from the paragraphs **A–D** the one which fits each gap **(1–3)**. There is one extra paragraph which you do not need to use. Use the clues to help you.

The sleeping car of The Aztec Eagle was a hundred yards down the track, and I was out of breath when I reached it. My English leak-proof shoes, specially bought for this trip, had sprung a leak; my clothes were wet.

1 _____

This was true, although I wondered how he could possibly have known this. I said 'Where is Customs?' He pointed to the far end of the flooded track, and said disgustedly, 'Over there'. I heaved the suitcase onto my head again and certain that I could get no wetter splashed back to the station platform.

2 _____

The station was dingy and nearly deserted. The bubble gum seller talked to the fried chicken seller; barefoot children played tag; it continued to rain – and the rain was not a brisk purifying downpour, but a dark, tedious drizzle, like flecks of falling soot, which seemed to taint everything it touched. Then I saw the man in the black uniform who had barred my entry to the sleeping car. He was wet now and looked furious. 'I don't see the Customs,' I said.

3 _____

Yet this old train with its hand-me-down sleeping cars was in good condition, and in a few years would qualify as an antique in an excellent state of preservation. It had happened by accident; the Mexicans did not have the money to rebuild sleeping cars in chrome and plastic, as Amtrak had done, but by keeping them in trim they had managed to preserve their art-deco originality.

A 'Customs?' I asked. A lady peddling bubble gum and cookies laughed at me. I asked a little boy. He covered his face. I asked a man with a clipboard. He said 'Wait.' Rain dribbled through holes in the platform roof and Mexicans carted bales of their belongings and shoved them through the windows of Second Class. And yet, for an express train with a high reputation, there were not many passengers in evidence.

B He looked again at the bag. He squeezed it. There was a clinking sound inside. He was very suspicious, but he was also sad because, as a tourist, I was entitled to privacy. That conductor knew the ropes.

C I had carried the suitcase on my head, coolie-style, but all that served to do was provoke a migraine and funnel rainwater into my collar. A man in a black uniform stood in the doorway, barring my way. 'You can't get on,' he said. 'You haven't been through Customs.'

D He showed me a tube of lipstick and said, 'This is Customs.' Without inquiring further, he franked my suitcase with a slash of lipstick, then straightened and groaned and said, 'Hurry up, the train is about to leave.'
'Sorry, have I been keeping you waiting?'
The sleeping cars – there were two – were old American ones, from a railway in the States which had gone bankrupt. The compartments had deep armchairs and art-deco angles and three-sided mirrors, and were not only handsome but comfortable and well carpeted. Everything I had seen in Nuevo Laredo seemed to be in a state of dereliction; nothing maintained, nothing cared-for.

from 'The Old Patagonian Express' by Paul Theroux

Clue 1: The focus of paragraph 1 is the wet weather. Which of the paragraphs A–D begins by describing how the writer protects himself from the rain?

Clue 2: What does 'this' refer to in the sentence after Question 1?

Clue 3: What is the gist of the paragraph before Question 2? What is the writer looking for?

Clue 4: Which of the missing paragraphs begins with a sentence referring to this place?

Clue 5: Who is the writer addressing in the last sentence of the paragraph before Question 3?

Clue 6: Which of the paragraphs A–D talks about the state of the train? What is the gist of the paragraph after Question 3?

D Read through the complete text again. Which paragraph was not needed? Explain why it does not fit any of the gaps.

Exam practice: Part 3

You are going to read an extract from a travel book. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**1–7**). There is one extra paragraph which you do not need to use.

Our double-jointed bus bowled along crumbling verges and jack-knifed over rocks between a changing quilt of paddy-fields and lotus ponds and neat, bursting vegetable patches. Tall brick houses scattered behind their village walls in a tentative new prosperity, and the bus was filled with peasants wearing metal-strapped watches on their skinny wrists.

1 _____

Jianming had turned sober this morning, and kept scanning the balconied and double-storeyed houses sprouting in the fields, their courtyards chaotic with haystacks, chickens and wandering goats. By mid-afternoon we had arrived in Wuhu, a town distinguished by little but its bird-brained name. Here Jianming was to go north to Hefei, and I south to Jiuhuashan, but the station was empty of buses. We were approached by a woman who looked as Morning-Sunshine might thirty years hence. The wrinkles on her face could have been touched in by some spiritless draughtsman as a convention of 'middle age'.

2 _____

Jianming announced that he would inspect it on my behalf, and I was left sitting before a mounting audience of fascinated townspeople. They trickled through the doors and filled the seats in front of me. They banked up behind – standing two, three, four ranks deep, jostling for the best view – until they choked the whole building.

3 _____

When I affected to read, one man wordlessly lifted the book from my hands to inspect it. To some of them I was probably the first foreigner they had ever seen, and as they gazed I found myself marvelling at the enclosed conformity of this land – infinitely more impressive than its differences – now mirrored in the still, unblinking focus of the crowd. Their stare lingered down from my face and over my clothes, my shoes, my rucksack – not with the acquisitive glitter of the Arab but with a dull, hopeless disconnection, as they might stare at fish.

4 _____

Later, after returning from the countryside to the tourist sites and Friendship Stores of a large city, I would encounter my own kind with an inkling of the shock which they administered to the Chinese. Opulence turned us uglier than poverty could. To this trim, slender, homogeneous people we could seem a waxwork collection of coarse and distorted variety.

5 _____

Sometimes, so unrelenting is the crowd's stare, that the foreign devil's face glazes out of focus, unable to meet the intrusion. He ceases to see anything at all. Perhaps he remains very still for long minutes in the hope that the spectators will tire – and slowly they do.

6 _____

It may also happen that the foreign devil, if he is resilient, will look up and smile – and hesitantly, in the confusion of surrounding faces, there dawns the realisation that the creature is reciprocal. At first, when he speaks, nobody responds, because he must surely have uttered something incomprehensibly foreign. Then a nervous epidemic of smiling breaks out and trickles through the whole crowd. Somebody asks a tentative question ...
But now Jianming was elbowing self-importantly through the throng to take me away. The hotel turned out to be little more than a huton cottage – a hostel of the kind he knew well, the kind foreigners never see.

7 _____

Momentarily I was tempted to go out and explore the drabness of Wuhu, but instead I lay on my bed in torpor and listened to Jianming chattering about money in his clipped Fujian accent. The hotel had excited the worst in him. He did not so much spit as let the spittle dribble from his mouth on to the floor – the last refinement, I supposed, before giving up altogether. He stopped smoking only to dunk his dried carrots in boiling tea, chomp them like a horse and spew them genially out. He became obsessed by security. Even his bag was closed by a miniature padlock, and every time he went out he alerted me to watch our paltry possessions.

from 'Behind the Wall' by Colin Thubron

A Barbarically hairy, often luridly fat or tall, and made-up as if life were a Beijing opera, we passed our time buying and spending in a disordered display of individual grossness. We sweated under a stupefying hodge-podge of gear and hairstyles. Many of us seemed like giants or albinos. And a few were disturbingly, untouchably beautiful.

B But over the past weeks I had become inured to this relentless staring. Even in shops and offices I would turn to find layers of noses squashed at the glass behind me. Now the hoary faces came circling a foot or two from mine, as if examining the detail in a statue.

C 'They don't like people thinking they're poor. For one thing, they want to marry off their children well.' Jianming differed from them only in the bag he carried and by the pallor of his face. When they spoke, their exchange of news or greetings came in a harsh bellow of challenge and counter-challenge. 'Most of them are getting richer now. That's what the new agricultural policy has done.'

D What were they seeing? I rediscovered myself in their eyes. I became grotesquely gangling, with skin the colour of their grey rock and a proboscis of a nose. My hair flared obscenely pale around aggressively protuberant features, and my eyes, instead of being modestly almond-shaped and external like theirs, were burrowed inexplicably into my temples like frosted saucers.

E It ran once a day – unless it was suffering a mechanical fault (a regular occurrence), and was the only form of transport available to the inhabitants of this part of the country.

F But should he pull out a notebook, for instance, or merely blow his ant-eater nose, the interest around him will instantly reintensify, and the entertainment start all over again.

G 'You'll only get buses tomorrow at dawn,' she said. She wore no expression at all. She was cleaning out her ears with a matchstick. 'Come to my hotel.'

H Its six iron beds were matted in straw and pavilioned with discoloured mosquito nets on wonky bamboo frames. They cost tenpence a night.

exam tip

Question 3: What is the gist of the sentences before Question 3? Which of the missing paragraphs also reflects this?
Question 5: Who is '*we*' in the sentence before Question 5?

exam tip

Remember that you do not need to know all the words in a text in order to understand the gist of each paragraph.

Vocabulary development

A Words from the text

The words below all come from the text on pages 24 and 25. Match each word on the left with the word or phrase on the right which defines it.

1	bird-brained	**a**	crowd
2	chomp	**b**	uncertain, unconfident
3	dunk	**c**	stupid
4	hodge-podge	**d**	slight idea
5	homogeneous	**e**	great wealth
6	inkling	**f**	all of the same kind
7	opulence	**g**	random mixture
8	spew	**h**	dip
9	tentative	**i**	eat noisily, like a horse
10	throng	**j**	spit out

B Descriptive verbs

Fill in the blanks in the sentences below with a verb from the box in the right form.

bank bowl choke jostle linger scatter spew trickle

1 Lava ..... out of the volcano with great force.
2 The roads were ..... with traffic.
3 The plane ..... and circled back towards us.
4 Rainwater ..... down the back of his neck.
5 The tourists were pushed and ..... by the crowds as they made their way through the market.
6 Sightseers ..... in all directions when the first shots were fired.
7 The coach ..... along the road at a tremendous speed.
8 They ..... over coffee and missed the last bus out of town.

C Travelling and transport

List the words in the box below under the correct heading.

berth bonnet boot buffet car cockpit compartment conductor convertible deck fuselage galley (2) gangplank hatchback jetty landing-bay lay-by liner mast moorings motorist rudder runway schooner sidings skipper sleeping car standby

People	Cars	Trains	Boats	Planes

D Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold.

against · at · behind · below · off · on · out of · over · under · up to

1 We couldn't find our hotel for hours as it was ..... **the beaten track**.

2 A snowstorm blew up as we were driving to the ski resort but we managed to reach our chalet ..... **all the odds**.

3 It was no holiday for me, as I had to be ..... **my employer's beck and call** twenty-four hours a day!

4 Our plane was very late – it landed a full ten hours ..... **schedule**.

5 Tom had too much to drink last night so he was a bit ..... **par** this morning.

6 The guy Amy met on holiday promised to ring her so she's been ..... **tenterhooks** all week, waiting for his call!

7 I overspent while I was on holiday and I'm rather ..... **pocket** now!

8 I would have thought Grandad was a bit ..... **the hill** to enter a dance contest!

9 Don't come and pick me up. I'll make my way to the airport ..... **my own steam**.

10 The hotel was fine but the restaurant wasn't ..... **scratch**; I had expected better.



OFF THE BEATEN TRACK

E Idioms and expressions with *go*

Replace the phrases in italics below with a suitable idiom or expression from the box in the right form.

go against the grain **go blank** **go by the board**
go downhill **go halves** **go off at a tangent** **go spare**
go the whole hog **go to great lengths** **go to pieces**

1 The standard of service at that hotel has *deteriorated* since we last stayed there.
2 Will you *agree to pay half of the cost* with me on a week's car rental?
3 My father *will be very angry and worried* when he hears we've missed our flight.
4 It cost us a fortune to fix the roof so the holiday we had planned *was abandoned.*
5 When Ann heard that her brother was missing at sea she *became so upset that she could not think or behave normally.*
6 If you're treating your wife to the holiday of a lifetime why don't you *do it in the best way possible* and fly round the world?
7 Our guide starts talking about one topic and then *talks about a completely different subject.* It's very confusing.
8 I believe that exhaust fumes cause terrible atmospheric pollution so *it's difficult for me* to buy a car.
9 My memory is terrible! When the taxi driver asked me the name of my hotel, my mind *emptied completely.*
10 The tour company *took a lot of trouble* to compensate us for the inconvenience.

F Phrasal verbs with *go*

Study the list of phrasal verbs with *go* on page 160 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 I'd like to learn to fly but I don't know how to ..... getting lessons.
2 Please don't ..... me! I just don't want to go away with you this year.
3 I'm sorry, but I've forgotten what you said already. Can you ..... it again?
4 We were having a great holiday until Clare ..... measles!
5 I ..... really ..... package holidays. Can't we do something different this year?
6 I didn't know that Karen ..... diving but she proved to be something of an expert.
7 You choose our holiday destination this year. I'll ..... anything as long as there's a bit of sunshine!
8 I fancied trying whitewater rafting but I chickened out in the end and couldn't ..... it.
9 I ..... a lot more money than I meant to on my last trip abroad.
10 Paula ..... me when I told her I'd lost the train tickets.

G Collocations with adjectives

Fill in the blanks in the sentences below with the correct adjective from the box to complete the collocations in bold.

close far final foregone going long lost narrow near rude tall wild

1 I think she's gone to Africa but that's just **a** ..... **guess**; I really have no idea.

2 I'll try to persuade him to come on holiday with us but I think it's **a** ..... **cause.**

3 Expecting a ninety-year-old man to keep up with teenagers on a walking holiday was **a** ..... **order.**

4 We thought working in a holiday camp would be a piece of cake but we got **a** ..... **awakening** when we got our list of duties!

5 The pilot finally managed to land the plane safely but it was **a** ..... **call.**

6 Spending the holiday at home is **a** ..... **cry** from what we had planned, but as Dad is ill we can't do anything else.

7 On the last night of their holiday they had **a** ..... **fling** and went to a casino.

8 My brother's tug of war team had twice as many members as the other so the result was **a** ..... **conclusion.**

9 What's **the** ..... **rate** for car rental in this country?

10 John had **a** ..... **escape** when he found a scorpion in his slipper.

11 That was **a** ..... **miss**! That car nearly collided with ours.

12 Your flight lasted fourteen hours? It's certainly **a** ..... **haul**!

H Expressions with *and*

Match a word on the left with one on the right to make a common expression.

1	bits		quiet	1 .....
2	bright		ruin	2 .....
3	give		ends	3 .....
4	hustle		go	4 .....
5	odds		wherefores	5 .....
6	part	and	parcel	6 .....
7	peace		pieces	7 .....
8	rack		sound	8 .....
9	safe		bustle	9 .....
10	short		sweet	10 .....
11	touch		take	11 .....
12	whys		early	12 .....

UNIT 4

Larger than life

Exam strategy: Part 4

Part 4 of the Reading paper consists of one long text followed by seven, four-option multiple choice questions. These test content, cohesion, coherence, text structure and global meaning. The text may come from a fiction or non-fiction source.

skills check

How to deal with unfamiliar words

Sometimes it is possible to ignore unfamiliar words and still understand the text. However, if an unknown word is crucial for comprehension, you can often work out what it means

- from the general context of the text.
- from words before or after the unknown word.
- from phrases which explain or expand the meaning of the unknown word.

Try to use these clues like a detective – let your brain and your imagination get to work to help you find the meaning!

A Read through the text below without using a dictionary. The text is about a homeless woman called Miss Shepherd.

Miss S's daily emergence from the van was highly dramatic. Suddenly and without warning the rear door would be flung open to reveal the tattered draperies that masked the terrible interior. There was a pause, then through the veils would be hurled several bulging plastic sacks. Another pause, before slowly and with great *caution* one sturdy slippered leg came feeling for the floor before the other followed and one had the first sight of the day's *wardrobe*. Hats were always a feature: a black railwayman's hat with a long *neb* worn slightly *on the skew* so that she looked like a drunken signalman or a French guardsman of the 1880s; there was her Charlie Brown pitcher's hat; and in June 1977 an octagonal straw table mat, tied on with a chiffon scarf and a bit of cardboard for the *peak*. She also *went in for* green eyeshades. Her skirts had a telescopic appearance, as they had often been lengthened many times over by the simple *expedient* of sewing a strip of extra cloth around the *hem*, though there was no attempt at matching. One skirt was made by sewing several orange dusters together. When she *fell foul of* authority she put it down to her clothes. Once, late at night, the police rang me from Tunbridge Wells. They had picked her up on the station, thinking her dress was a nightie. She was *indignant*. 'Does it look like a nightie? You see lots of people wearing dresses like this. I don't think this style can have got to Tunbridge Wells yet.'

from 'Writing Home' by Alan Bennett

B Several words and phrases in the text can help us to guess that the word *wardrobe* in this context means *clothes*. The sentence which comes next is *'Hats were always a feature ...'* and the writer also talks about skirts, a dress and a nightie. Without using a dictionary, use the information contained in the text to work out the meaning of the words in italics.

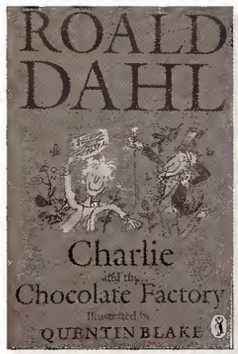
C Now look up the words in a dictionary. How many did you work out correctly?

D Who is your favourite writer? Have you ever read any stories by Roald Dahl? Read the text below to find out more about him.

Roald Dahl

Quite outside his writing, yet in ways which enviably affected it, Dahl was an intriguing, *contradictory* figure. He was famously a war hero, a connoisseur, a philanthropist and a devoted family man who had to confront an appalling succession of tragedies. He was also, as will be seen, a fantasist, an anti-Semite, a bully and a self-publicising troublemaker. Although he had a voice of his own as a writer, he was not above *taking credit for* others' ideas. Many people loved him and had reason to be grateful to him: many – some of them the same people – frankly detested him.

The only common view about Dahl, in fact, is that opinions of him are divided. His early patroness Eleanor Roosevelt said, 'Practically no one in the world is entirely bad or entirely good,' but if you were to believe everyone who knew Dahl, you would have to conclude that he was both. Although in some ways his apparent *inconsistencies* were of a piece, there are points at which he simply cannot be reconciled with himself. More than most people, he was divided between the things he was and the things he wanted to be. His intense, self-dissatisfied perfectionism often produced the worst in him as well as the best.



An old friend of the family told me, 'Almost anything you could say about him would be true. It depended on which side he decided to show you.' Perhaps his inconsistencies seemed to him just part of the act – a way of keeping the audience guessing. Towering half a foot over most people he met, with his shambling gait, keen eyes and *scratchy*, smoker's voice, he was a performer. Although he said he hated Hollywood, he behaved like an actor, a ringmaster, a spellbinder: Mr Willy Wonka in *'Charlie and the Chocolate Factory'*. But not all of the performance was fun, either for him or for others in the cast. He was once described as looking like Henry Fonda after several hours on the rack.

from 'Roald Dahl: a biography' by J. Treglown

E Read the text again and look at the words in italics. Using the clues, choose the correct definition for each word **a**, **b**, **c** or **d** from the alternatives below.

1 contradictory
a argumentative **b** pompous **c** disagreeable **d** divided
Clue: Look at the two sentences that follow.

2 taking credit for
a taking advantage of **b** profiting from **c** claiming the praise for **d** demanding approval of
Clue: What hint do the words 'others' ideas' in line 9 give you?

3 inconsistencies
a disagreements **b** weaknesses **c** strengths **d** contradictions
Clue: Look at the sentence that comes immediately before this one in lines 14–18.

4 scratchy
a angry **b** irritable **c** rough **d** loud
Clue: What effect can smoking have on the sound of one's voice?

F Choose the best answer **a**, **b**, **c** or **d**.

1 It seems that Roald Dahl
a was eager to be in the limelight.
b stole his ideas from other people's books.
c tried not to let his character affect his writing.
d was loved and hated by all his friends.
Clue: What does 'self-publicising' mean in line 7?

2 It is a fact that
a Roald Dahl was a hypocrite.
b Roald Dah detested Hollywood.
c actors enjoyed performing with Dahl.
d putting on a show was sometimes a strain for Dahl.
Clue: What does 'on the rack' mean in line 46?

Exam practice: Part 4

You are going to read an extract from a newspaper article about Anita Roddick, the founder of *The Body Shop*. For questions **1**–**7**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

A radical multimillionaire

Anita Roddick squats in the back of a Jeep in Ghana's blowtorch heat, bare-armed and wild-haired, dusty feet in worn sandals, sweat on her lined forehead. Her clothes are crumpled and her face is creased. She is the fourteenth richest woman in Britain; she is the public face of the eco-friendly *Body Shop* but she shrugs when anyone mentions her money. She doesn't want to talk about her wealth but about other people's poverty. She doesn't want to talk about cosmetics, but about the stories and traditions behind each pot of cocoa butter moisturising cream, or about beauty not being skin deep, or the wisdom that comes with age, or the danger of microwave ovens and animal-tested hair sprays.

'I am a child of the Sixties,' she says. And so she is, with her flowing hair and peasant clothes, and her indefatigable love of all good causes: she's an unreconstructed old hippie, one of a dying breed.

I used to think that Anita Roddick was the female equivalent of Richard Branson, hiding her businesswoman's heart under the cheesecloth smock, and cannily persuading intense teenage girls to buy lip gloss or little bottles of body creams in naff raffia baskets – cashing in on a fashion for ethical shopping by vigilante consumers who no longer want products that are tainted by child labour, oppressive regimes, environmental damage.

A few years ago, Roddick came under a barrage of criticism. She won a bruising libel case against Channel Four, who had suggested that *Body Shop* cosmetics contained animal products, but then faced hostile media attention for the way that the company was set up, for the razzmatazz of their hype, for advertising American Express in a manner that suggested a colonial complacency. Roddick insists that if you dig for dirt you will always find some. Some of the mud seemed to stick: and while we oddly continue to love Branson for his homey jerseys and his inarticulate pronouncements, the public seems irritated by Roddick's garrulous, tireless, pushy and morally insistent presence.

We are on our way to one of the villages near Tamale which supply the *Body Shop* with shea butter. Under the Fair Trade agreement, *Body Shop* pays a ten per cent premium on top of the price, which goes into community projects.

We approach the village, and a throng of people is waiting. Anita unscrews the tops of moisturising creams, and their scent fills the baked air like incense in church. She visits the shea-butter process. She praises the women – 'the wives and mothers and grandmothers' – and listens to their worries: there's been a drought for three years; there is no school. She promises money (out of her own trust fund) for the equipment. They cheer, they give her a goat, two guinea fowl and a great box of yams. Then everyone dances, – and Anita dances the most enthusiastically of all, as the drum beats out its rhythms and the children stare up at her and giggle. I don't know whether to be moved or appalled by this vision of white woman coming to Africa, she who would be queen, or by her inimitable combination of generosity and shamelessness.

In another village, further south and later in the trip, she promises that she will fund a clinic (in Ghana, there is Aids, malaria, yellow fever, fatal epidemics of measles and malnutrition. She is given another goat. She has a go at hacking cocoa pods off the trees, wielding the long pole tipped with a knife, stubborn and off-target. She questions the cooperative which runs the cocoa butter production about its bureaucracy ('I want to know what we're doing here that's different,' she says. 'I want to see results.'). A quarrel breaks out among the men, some of whom are drunk on palm gin. She stands up. 'OK, OK, tell me, um …' – she looks around wildly – 'who is the best here at kissing?'

I feel embarrassed for her, by her – but maybe that is just my problem, for the quarrel peters out, and the women smile up at her adoringly; their fairy godmother, coming from another world, bearing gifts.

With Anita Roddick, there seems to be no gap between the thought and the utterance, nor any sense of shame or dignity. This is her great strength and also her perpetual weakness – the way she plunges into things, with her shambolic passions, her spontaneous opinions. She is not chic, trendy or cool (nor, indeed, is *The Body Shop*). She clings to naivety and optimism. Of course, it can be disarming, and she knows and plays on this.

As we walk, she admits to guilt; she is a rich hippie; a radical multimillionaire. She is leaving most of her money to charities, not to her two daughters; she drives an old Golf and wears floppy flowery skirts ('I like to look like a peasant') to business meetings in the City. She works very hard when she doesn't need to.

Our last appointment in Ghana before flying home is at the British High Commission in Accra, where a reception is being held in Roddick's honour. Drifting across the hum of cultured voices, I can hear Roddick laughing lustily. Who cares if she is a bit batty? Her hair is messy; her chin is up; behind her glasses, her eyes are shrewd and bright and determined. There are many worse things to be than a wacky hippie with a large wallet and a large heart.

from an article by N. Gerrard in 'The Observer'

1 The writer thinks that Anita Roddick
- A pretends to be concerned about moral issues but is at heart a businesswoman.
- B is eccentric but well-intentioned on the whole.
- C is rather hypocritical.
- D is condescending to the people in the village.

2 The text states that *The Body Shop* sells products that
- A contain some hidden animal products.
- B sometimes contain mud.
- C are produced in a morally acceptable way.
- D appeal unfairly to young women.

3 According to the text, Anita Roddick
- A agrees that in the past *The Body Shop* may have had some faults.
- B thinks that all the accusations against *The Body Shop* are completely unfounded.
- C thinks that American Express behave like colonialists.
- D has been over-criticised in the past.

4 In one of the villages she visits Anita Roddick
- A promises to build a new school.
- B goes to see the place where they make one of *The Body Shop* products.
- C distributes *Body Shop* products to the villagers.
- D promises the villagers money from *The Body Shop* to buy equipment.

5 Anita Roddick
- A is guilty of double-dealing.
- B feels uneasy about her wealth.
- C is embarrassed about being a hippie.
- D is guilty about her treatment of her family.

6 How do the villagers feel about Anita Roddick?
- A They feel embarrassed by her.
- B They dislike her interfering with the way they run their businesses.
- C They expect her to solve their disagreements.
- D They see her as a benefactor.

7 When describing Anita, the writer of this article tends to be
- A uncritical.
- B disapproving.
- C embarrassed.
- D critical but amused.



exam tip

Remember that you can often work out the meaning of unknown words by studying the context, that is, by studying the phrases that come before or after them.

Vocabulary development

A Similar but different

Choose the correct alternative from each of the pairs in italics below. Many of these words and phrases have appeared in the texts you have read in this unit.

1 I couldn't answer his question so I just *shrugged/tugged* my shoulders.
2 When she got out of the car, her skirt looked *lined/crumpled*.
3 Beauty is only *skin/eye* deep.
4 My father is a real gentleman but he's one of a dying *kind/breed*.
5 The politician came in for a *shower/barrage* of criticism when news of his actions leaked out.
6 He was accused of corruption and although he protested his innocence, the mud seemed to *stick/land*.
7 I *made/had* a go at bungee jumping but it wasn't exactly my thing!
8 The flowers smelt beautiful and their *scent/stench* perfumed the air.
9 When they heard the joke, the children started to *giggle/grizzle* happily.
10 Have you got a comb? My hair is really *mucky/messy*.

B Opposites

Match the adjectives on the left with those on the right which have the opposite meaning. Many of these adjectives appeared in the text you read on page 32.

1	charmed	**a**	appalled
2	credulous	**b**	batty
3	hostile	**c**	conservative
4	intense	**d**	disbelieving
5	organised	**e**	friendly
6	perpetual	**f**	pre-planned
7	radical	**g**	relaxed
8	sensible	**h**	shambolic
9	spontaneous	**i**	temporary
10	stubborn	**j**	willing



BUNGEE JUMPING

C Character adjectives

In the text on page 31, we learn that Roald Dahl is *'an intriguing, contradictory figure'*. Indicate whether the following character traits are usually positive or negative.

1	assertive	**9**	naïve	**17**	self-centred .....
2	canny	**10**	petty	**18**	self-conscious .....
3	capricious	**11**	pompous	**19**	single-minded .....
4	frank	**12**	pushy	**20**	stoical .....
5	gullible	**13**	rash	**21**	stubborn .....
6	level-headed	**14**	resourceful	**22**	tender .....
7	mature	**15**	scrupulous	**23**	thoughtless .....
8	morose	**16**	self-assured	**24**	tolerant .....

D Idioms with parts of the body

Replace the phrases in italics below with a suitable idiom or expression from the box in the right form. You will not need to use all the idioms.

a	have a good head on one's shoulders.	**k**	be all thumbs
b	have one's head in the clouds	**l**	keep one's fingers crossed
c	be head over heels in love	**m**	shoulder one's responsibilities
d	have a long face	**n**	put one's foot in it
e	face to face with somebody	**o**	stand on one's own feet
f	keep one's chin up	**p**	pull somebody's leg
g	see eye to eye (with somebody)	**q**	be on one's last legs
h	keep an ear to the ground	**r**	not have a leg to stand on
i	palm somebody off with something	**s**	cost an arm and a leg
j	not lift a finger	**t**	have (got) the guts (to do something)

1 He's *quite sensible*.
2 He *made an embarrassing mistake* when he described his girlfriend as 'plump'.
3 Tom is so lazy! We spent ages cleaning the attic but he *did absolutely nothing* to help.
4 My mother and I never *agree* on the subject of boyfriends.
5 Daniel and Maria will get married. They're *obviously crazy about each other*!
6 Don't worry – things will get better. Just *continue thinking positively*!
7 I *haven't enough courage* to go bungee jumping. It's just too scary.
8 I wish I hadn't bought those designer shoes. They *were extremely expensive*.
9 Don't take them seriously. They're *just joking*.
10 Her old car *is in very bad condition* and about to stop working.

E Expressions and idioms

The text on page 31 says that Dahl's inconsistencies were *'of a piece'*. Fill in the blanks in the sentences below with the correct noun from the box to complete the common phrases in bold. The meaning of the phrase is provided in brackets.

call **cuff** **dumps** **grain** **pinch** **question** **rut** **scratch**

1 There's no way I can afford that car. It's **out of the** ..... .
(not worth considering)

2 My sister broke her leg and can't walk so I **am at her beck and** ..... all day. (continually at her disposal)

3 The fire completely destroyed our neighbours' restaurant so they've had to **start** all over **again from** ..... .
(from the beginning)

4 This lift only takes five people but I'm sure we can fit in one more **at a(n)** ..... .
(if circumstances make it essential)

5 Susan will put off the wedding if her father insists but **it will go against the** ..... with her.
(be contrary to her wishes)

6 Tanya feels she's **in a(n)** ..... because she's been in the same job for ten years now. (in a fixed repetitive pattern of life)



MAKING A SPEECH OFF THE CUFF

7 Jodie made a great speech at the party. It was all **off the** ....., too!
(without preparation or previous thought)

8 Look at Paul's long face! He's been **down in the** ..... since his girlfriend left him. (in low spirits)

F Phrasal verbs with *come*

Study the list of phrasal verbs with *come* on page 160 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 Little children sometimes ..... some really embarrassing comments like, 'Gosh, isn't that lady ugly'.
2 The scientists ..... the bacteria when they were doing some tests.
3 Have you ..... many problems in your new job?
4 How did it ..... that you were free at that time anyway?
5 The patient ..... the operation with very few problems.
6 The politician ..... in everyone's esteem when his wheeler-dealing was revealed.
7 I didn't agree at first but I've since ..... that way of thinking.
8 Tara ..... a lot of money when her grandmother died.
9 Unless they ..... a solution quickly, the theatre will have to close.
10 He ..... a bit of a fool, but in fact, he's highly intelligent.
11 Lisa ..... a really bad illness on holiday and had to be flown home.
12 The trainee we took on last week didn't ..... expectations and we had to let him go.

G Similar words

Find the odd one out in each of the groups of words below and explain why it is different.

1	childish	childlike	infantile	immature
2	thoughtful	considerate	kind	canny
3	modest	opinionated	pompous	self-important
4	spontaneous	impromptu	off the cuff	planned
5	crazy	zany	sane	wacky
6	hobble	stagger	limp	skip
7	creased	pressed	crumpled	wrinkled
8	trainers	sandals	jodhpurs	flip-flops
9	floppy	tight	loose	baggy
10	scurry	dawdle	scuttle	race
11	weary	drained	exhausted	vivacious
12	over the moon	tickled pink	pleased as punch	down in the dumps
13	grin	pout	leer	scowl
14	peep	peer	gaze	squat

H Expressions with *come*

Fill in the blanks in the sentences below with the correct expression from the box in the right form. You will not need to use all the expressions.

a	take it as it comes	**h**	come to mind
b	the best is yet to come	**i**	come to life
c	take each day as it comes	**j**	come clean
d	come apart at the seams	**k**	not know if one is coming or going
e	come what may	**l**	it'll all come out in the wash
f	come as no/a surprise	**m**	come to a head
g	come easily (to somebody)	**n**	come down to earth

1 Since he met Georgia he's been in seventh heaven! He'll soon ..... when he realises what a temper she has!

2 Don't panic about the future. Just relax and ..... .

3 I'm in such a panic about their visit, I ..... .

4 It ..... to me that she failed her exam – she didn't do a stitch of work.

5 Since he broke up with his girlfriend, he .....; I don't know how he's going to cope.

6 The audience were bored until the magician came on and then they ..... and gave him a great hand.

7 Trouble had been building up between them for years. It all ..... when they met at Frank's party.

8 I think you should ..... and confess what you have done to the police.

9 Languages ..... always ..... to her so learning Swedish shouldn't be a problem.

10 Jenny and her family are moving abroad but ..... I know we will always be friends.

UNIT 5

Sights and sounds

Exam strategy: Part 1

skills check

Recording and learning vocabulary

Part 1 of the Reading paper often tests your knowledge of phrasal verbs. Keep an eye out for phrasal verbs in your general reading and record them in your vocabulary book. Remember that they can have two or even three particles. Always write an example sentence to remind yourself of the meaning and use of each verb.

➢ go on at = criticise, nag
*My parents are always **going on at** me about my clothes.*

A **a** Fill in the blanks in the sentences below with the correct particle from the box. You will need to use some of the particles more than once. Use a dictionary to help you if necessary.

at **of** **on** **to** **with**

1 My in-laws are very snobbish and **look down** ..... me because my parents aren't rich.
2 I had a great holiday but now I must **get down** ..... some serious studying.
3 Young people need role models that they can **look up** ..... .
4 John only asked Stella for a date to **get back** ..... his ex-girlfriend.
5 The local football team have **got off** ..... a good start. They're ahead by three goals.
6 Simon has **come up** ..... a great idea for where to hold our next reunion.
7 Jason promised to **look in** ..... me sometime this weekend.
8 The car's stopped. We've **run out** ..... petrol!
9 That dog barks all the time. I don't know how the neighbours **put up** ..... the racket.
10 I know you're in a foul mood but please don't **take it out** ..... me!

b Now match the phrasal verbs in **a** above with the definitions below.

a use all of something and not have any left
b accept an unpleasant situation or person without complaining
c do something to hurt someone who has hurt you
d make someone suffer because you are feeling angry or tired
e think of an idea or plan
f think you are better than someone else
g make a short visit to someone when you are on your way somewhere else, especially if they are ill or need help
h start to do something in a particular way
i finally start doing something that needs time or energy
j respect and admire.

exam tip

Parts of a phrasal verb can be separated from each other, for example by pronouns, adverbs or time phrases. A gap that is followed immediately or closely by a preposition or particle may indicate that you are looking for a phrasal verb. Similary a verb followed closely by a gap may indicate the same thing.

B Read through the sentences below and underline the prepositions that form part of a phrasal verb. Read the questions a second time and choose the correct answer **a** or **b**.

1 It's not like Sam to play a practical joke like that – someone must have ..... him up to it.
a driven **b** put

2 Are you ..... for the Proficiency exam this year?
a going on **b** going in

3 John had to ..... the whole car engine apart before he finally found out what was wrong with it.
a take **b** make

4 The spy ..... all his country's secrets away.
a told **b** gave

5 It's vital that we ..... the anti-smoking message across to young people.
a get **b** tell

6 Danny's always planning how to ..... of doing his homework at weekends.
a get away **b** get out

7 I'll lend you some money this time but don't ..... away with the idea that you can borrow from me again.
a make **b** run

8 I'm sorry I forgot your birthday but don't worry – I'll ..... for it by buying you something really nice.
a make up **b** make over

9 I had a row with my boyfriend last night and he ..... out with some really horrible remarks.
a came **b** gave

10 Sonya planned to celebrate her birthday by doing a parachute jump but she got last minute nerves and couldn't ..... through with it.
a run **b** go

C Make a note of any phrasal verbs you did not know in your vocabulary notebook. Remember to write an example sentence to show the meaning and use of each phrasal verb.

Exam practice: Part 1

For questions **1–18**, read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Becoming a pop idol



Reality TV programmes like *Big Brother* have become (1) ..... popular. The latest, *Pop Idol*, attracted an audience of more than thirteen million viewers. Each week, a new batch of young hopefuls were seen auditioning for the chance to become a pop star and to be (2) ..... up for a lucrative record contract. Viewers were invited to phone in and vote for the contender they (3) ..... most as the next pop superstar. Suddenly, it seemed as if the whole nation had become caught (4) ..... in the drama. Families took sides as the two young finalists, Will and Gareth, slogged it out for the title. Will triumphed in the end, but only by the skin of his (5) ..... . But as he was whisked away from the studio last night, questions were being asked about the exploitative nature of such programmes. Was the real winner the lad on the screen or the puppet masters behind the scenes, who have no doubt (6) ..... a fortune out of the show?

1	A largely	B hugely	C greatly	D grossly
2	A made	B written	C bought	D signed
3	A fancied	B longed	C craved	D yearned
4	A out	B through	C up	D on
5	A teeth	B nose	C nails	D feet
6	A profited	B got	C acquired	D made

exam tip

When you have chosen a word, check that it fits with the words that come directly before and after it. After filling all the gaps, read quickly through the whole passage again, to make sure your answers fit the broader context of the text.

Children's authors

Suddenly, children's books are hip. Their sales are counted in tens, or even hundreds of thousands, and overseas publishers are gobbling them up just as fast as the new crop of writers can (7) ..... them out. While J.K. Rowling, author of the *Harry Potter* books, is the biggest star, another recent arrival, David Almond, has been quietly vacuuming up awards with a sombre story of a boy and an angel. His *Skellig* snatched the Whitbread Children's Book Award from under *Harry Potter's* (8) ....., and he also made (9) ..... with the prestigious Carnegie medal.

For the forty-seven-year-old Geordie, it is all rather bemusing. Until recently, he was a part-time teacher at a special school who wrote in his spare time, mostly short stories for anthologies and magazines. He thought he might (10) ..... lucky when he finished his first full-length novel for adults – but after touting it around thirty-three publishers, he finally (11) ..... it to his bottom drawer and, trouper that he was, (12) ..... to writing the next book.

from an article by C. Armitstead in 'The Guardian'

7	A spill	**B** pour	**C** ladle	**D** churn
8	A hand	**B** nose	**C** eye	**D** foot
9	A off	**B** out	**C** up	**D** over
10	A hit	**B** punch	**C** strike	**D** shoot
11	A consecrated	**B** resigned	**C** consigned	**D** placed
12	A came through	**B** kept up	**C** set off	**D** got down

Digging for dinosaur fossils

A vulture rides the hot, blue currents overhead as we crawl over the baked earth looking for bones. Nose to the ground, sun (13) ..... on my back, I sift the pale sand until something dark and shiny (14) ..... my eye. I brush away the earth to reveal a perfect fang. I feel a (15) ..... of pride. My first dinosaur tooth.

Strangely, I am not the only person in the world for whom spending two weeks on (16) ..... and knees in a desert constitutes having a good time. With me are ten other 'volunteers' who have paid for the pleasure of scouring the badlands of western Argentina for fossils.

As we creep over the dusty terrain, conversation (17) ..... up and we drift into our private daydreams, perhaps imagining the conversations we'll have when we get back home. 'So what did you do on your holiday?' The (18) ..... reply, 'Oh, discovered a new species of dinosaur, nothing much!'

from an article by J. O'Connor in 'The Observer'

13	A glowing	**B** striking	**C** tapping	**D** beating
14	A attracts	**B** traps	**C** catches	**D** seizes
15	A surge	**B** seizure	**C** bound	**D** leap
16	A arms	**B** hands	**C** elbows	**D** wrists
17	A falls	**B** runs	**C** dies	**D** dries
18	A indecisive	**B** careful	**C** nonchalant	**D** thoughtless

C Similar but different

Choose the correct alternative from each of the pairs in italics below.

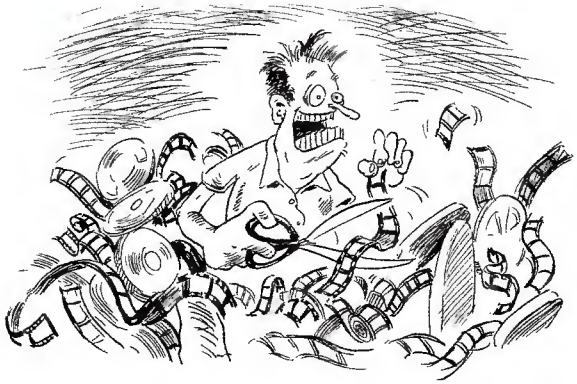
1 They shot the film in Ireland, *whereby/thereby* avoiding the problems associated with filming in a hot climate.
2 The artist's work was praised for its *subtle/meticulous* attention to detail.
3 It was a pity that Jon took such *insult/offence* at my comments.
4 Sheila used to be a wonderful artist so it is a shame that she has *ended up/turned out* in such a dead end job.
5 The company plan to make a sequel to the film, *nevertheless/notwithstanding* the poor box office returns.
6 It was a *touch/stroke* of luck that Laura was available when one of the dancers sprained her ankle.
7 The artist made a brief pencil *sketch/blueprint* of the man's face.
8 On the first day of rehearsals the conductor was determined to *press/stamp* his authority on the proceedings.
9 It was *something/somehow* of a surprise when Amanda got the leading role.
10 When the star broke his leg they were *confronted/affronted* with the problem of how to finish filming.

D Cinema and theatre terms

Fill in the blanks in the sentences below with the correct word from the box in the right form.

aside clip dub extra fake prompt prop rehearsal set screenplay shoot sketch trailer understudy

1 The film on this week is Swedish, but it's been ..... into English.
2 I wish that actress would learn her lines; if I have to ..... her again I'll go crazy!
3 Paul collected all his favourite ..... from old movies together on one videotape.
4 The author was delighted when he was asked to write the ..... for the film.
5 The leading actress was taken ill during the final ....., but luckily her ..... was equally talented.
6 The five-minute ..... the students performed was hilarious and their improvised ..... to the audience were even funnier.
7 They screened a short ..... to publicise the latest James Bond film on TV last night.



8 The film crew were about to ..... the next scene when a dog ran off with one of the actor's ....., a cigarette holder.
9 They built a(n) ..... for the film in a disused aeroplane hangar and hired over fifty ..... for the crowd scenes.
10 The kids had a great time acting out the murder scene from the film with ..... blood made out of tomato sauce.

E Expressions and idioms with *make* and *do*.

Fill in the blanks in the sentences below with the correct form of *make* or *do* to complete the expressions in bold.

1 After the quarrel, it took Amanda a long time to ..... **it up** with her father.

2 I don't know what to ..... **of** that writer's latest novel – I find it so weird.

3 Peter's move to the country has ..... **wonders for** his writing as it offers him the isolation he needs.

4 Tanya ..... **my day** when she said that she had got two tickets for the new musical.

5 The library is closed this week because they're ..... **it out** to look nice for the award ceremony.

6 I don't want to ..... my son **out to be** a better painter than he is, but even his teacher thinks he has a lot of talent.

7 Don't disturb him – he's trying to ..... **up for lost time** by working round the clock.

8 I was ..... **out of** some money at the bookshop today. They overcharged me by £5!

9 This book is pretty far-fetched! The murderer is supposed to have ..... **in** all the members of his family without anyone noticing.

10 I got a shock when one of the actors came down the aisle and ..... **as if to** hit me!

F Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box.

above at below by in off on over under up

1 Fielding is really ..... form in this novel; in fact it's one of his best.

2 I thought the butler was the murderer, but I was way ..... the mark; it turned out to be the doctor!

3 The latest novel by Grant is hilarious. It had me ..... stitches.

4 He's keeping details of his book ..... wraps until the official launch.

5 ..... rights my sister should have won the prize, as she wrote more of the story than I did.

6 She's usually an excellent writer, but her latest book is a bit ..... par.

7 He's a wonderful actor. He can laugh or cry ..... will.

8 His plots are usually believable but in this book he goes ..... the top and ends up writing melodrama.

9 I bought a great science fiction book to give to the twins. It should be right ..... their street.

10 I don't think she cheated to win the prize. She's a model student, so she is ..... suspicion.

G Collocations

Match the verbs on the left with the words on the right and then fill in the blanks in the sentences below with the correct collocation in the right form.

1 call	**a** a fortune
2 catch	**b** one's blood
3 freeze	**c** lucky
4 make	**d** someone's bluff
5 melt	**e** someone's eye
6 pull	**f** one's heart
7 strike	**g** sides
8 take	**h** someone's leg

1 As they walked home through the cemetery, they came upon a sight that ..... their blood.

2 I'm not serious. I'm just .....!

3 I never thought I'd win the lottery but one day I might ..... .

4 The sight of his wife holding their new baby, ... John's ..... .

5 Inventor Charles Dyson has ..... out of his bagless vacuum cleaners.

6 If two of your friends fall out, it's better not to ..... with either of them.

7 I'm going to ..... George's ..... – I don't believe he'll really carry out his threat.

8 If anything ..... in the January sales, I'll buy it.

H Phrasal verbs with *run*

Study the list of phrasal verbs with *run* on page 161 and then replace the phrases in italics below with the correct phrasal verb in the right form.

1 The bus *collided with* an oncoming vehicle.

2 My neighbour is always *speaking badly of* her daughter-in-law.

3 The dog was *knocked down and injured* by a car.

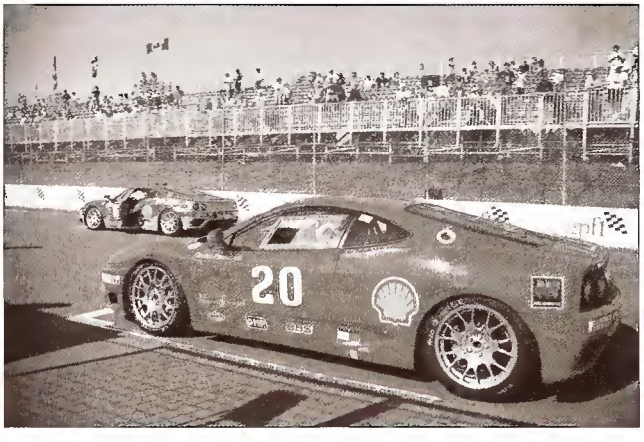
4 I *met* my former teacher *by chance* at the shops yesterday.

5 His wife *deserted him* and left him to bring up the children alone.

6 Thieves *escaped with* jewellery worth millions of pounds.

7 We've *used up* the milk *and now there's none left.*

8 The designers *met* a lot of difficulties when they tried out the new racing car.



UNIT 6

The joys of learning

Exam strategy: Part 2

skills check

Recognising irony, exaggeration and figurative language
Sometimes the writer does not want to be taken literally. He/She may use:

- **irony** – say one thing, but mean quite the opposite.
  'You failed your driving test again? That was clever!'
- **exaggeration** – deliberately exaggerate a situation in order to amuse the reader or to put a point across more clearly.
  Henry's sense of direction is so bad that he gets lost between his bedroom and the bathroom!
- **figurative language** – draw a picture in the reader's mind to make a description more vivid.

A Read through the text below.

Nothing is so uplifting to the soul as a compulsory game of rugby played on a frozen and unyielding school sports field on a chill winter afternoon in England. Filled with the ineffable joy of youth, you change in an antediluvian shack that labours under the name of a sports pavilion. You climb, oh so eagerly, out of your snug, wind-proofed outer vestments into a pair of pathetically lightweight shorts, mentally running through a range of colourful adjectives to describe the uplifting experience. You advance towards the sports master, a bear of a man who is of course sensibly accoutred against the cold in so many layers of clothing that he has assumed the rotundity of the clinically obese. Under his stern gaze, you and your fellow unfortunates skip happily out to where, now shrouded in mist, the playing field awaits you, together with the steady drizzle of freezing rain.

B Now answer the following questions.

1 Do you think the writer really enjoys playing rugby on a freezing day in winter?
2 Is the writer implying that lightweight shorts are sufficient protection against the freezing cold?
3 Are the boys actually happy to be playing in the mist and drizzle?

C Read through the text opposite.

D Now match each of the texts you have read with one of the descriptions below.

1 The writer wants to amuse. He/She exaggerates to make the situation more humorous but is basically describing a real situation.
2 The writer wants to amuse. He/She clearly means the opposite of what is written on the page.

E What kind of publication do you think each of the extracts might come from?

There were about thirty or more masters at Repton and most of them were amazingly dull and totally colourless and completely uninterested in boys. But Corkers, an eccentric old bachelor, was neither dull nor colourless. Corkers was a charmer, a vast ungainly man with drooping bloodhound cheeks and filthy clothes. He wore creaseless flannel trousers and a brown tweed jacket with patches all over it and bits of dried food on the lapels. He was meant to teach us mathematics, but in truth he taught us nothing at all and that was the way he meant it to be. His lessons consisted of an endless series of distractions all invented by him so that the subject of mathematics would never have to be discussed. He would come lumbering into the classroom and sit down at his desk and glare at the class. We would wait expectantly, wondering what was coming next.

'Let's have a look at the crossword puzzle in today's *Times*,' he would say, fishing a crumpled newspaper out of his jacket pocket. 'That'll be a lot more fun that fiddling around with figures.'

from 'Boy' by Roald Dahl

F Before you read the text below look at the statements and say whether they reflect what you know or believe to be true about Britain.

1 Oxford University contributes to Britain's prestige and success.
2 Britain is an important industrial power.
3 Oxford University makes an essential contribution to British life and society.
4 Britain's leaders have had the best traditional education available.

G Now read the text below. What is the *writer's* opinion of the views expressed in the statements in **F** above. Underline the phrases in the text which help you to answer the question.

There are certain things that you have to be British or at least older than me, or possibly both, to appreciate: really milky tea, allotments[1], the belief that household wiring is an interesting topic of conversation, thinking that going to choose wallpaper with your mate constitutes a reasonably good day out ... There may be one or two others that don't occur to me at the moment.

I'm not saying that these things are bad or boring or misguided, merely that their full value and appeal yet eludes me. Into this category, I would also tentatively insert Oxford. I have the greatest respect for the university and its eight hundred years of tireless intellectual toil, but I must confess that I'm not entirely clear what it's for, now that Britain no longer needs colonial administrators who can quip in Latin. I mean to say, you see all these dons and scholars striding past, absorbed in deep discussions about post-Kantian aesthetics and you think: Most impressive, but perhaps a tad indulgent in a country with three million unemployed and whose last great invention was cat's-eyes[2]? Only the night before there had been an item on News at Ten in which Trevor McDonald had joyfully announced that the Samsung Corporation was building a new factory in Tyneside. Now call me an unreconstructed philistine, but it seems to me – and I offer this observation in a spirit of friendship – that when a nation's industrial prowess has plunged so low that it is reliant on Korean firms for its future economic security, then perhaps it is time to re-address one's educational priorities and maybe give a little thought to what's going to put some food on the table in about 2010.

from 'Notes from a Small Island' by Bill Bryson

H Now answer the questions.

1 The writer suggests that academics at Oxford University
   A should have a more practical outlook.
   B are old-fashioned.
   C should work in industry.
   D are not as intellectual as they were.

2 The writer implies that
   A many Oxford graduates will be unemployed.
   B Oxford has not come up with any good inventions.
   C the University does not contribute substantially to the nation's economy.
   D education is not an answer to the nation's problems.

[1] *allotments are small plots of land on the outskirts of the city which can be rented by city-dwellers to grow vegetables, flowers, etc., usually for their own consumption.*
[2] *cat's-eyes are small flat objects fixed in the middle of the road, that shine when lit by car lights, to guide traffic in the dark.*

Exam practice: Part 2

You are going to read four extracts which are all connected with education and learning. For questions **1–8** choose the answer (**A**, **B**, **C** or **D**) which fits best.

Latin – hard labour?



The study of Latin builds character. If you have Latin throughout your school years, and you have enough of it, you will never in later life become decadent – no matter how weak-willed you are naturally.

That is where, when it comes to character-building, Latin is so superior to Mathematics.

Mathematics teaches you to be slick, the use of ingenuity, to look for quick ways – like using logarithm tables, instead of multiplying out. But there is no nonsense like that about Latin. There is only hard, honest toil. The result when you have studied Latin, is that in later life you approach an issue in an honest, stupid, straightforward fashion, which is the right way, in the long run, for approaching any issue. You don't look for loopholes. Honest stupidity is the only thing that brings you lasting satisfaction – even if it is only for the reason that you are too stupid to know any better.

Penology and education being, for obvious reasons, closely interrelated sciences, it is as well to consider, for a moment, the advisability of introducing the study of Latin as a prison task for our convicts along with the more orthodox activities of packing oakum, sewing mail bags and breaking stones. 'The stone-pile was nothing,' I can imagine a reformed recidivist saying, 'and I could always do solitary. But that fourth-year Latin class left me a broken man. I am only 52 – and look at me. 'O tempora, o mores[1].'

No, Latin is not a dead language. There is a great future for it.

from 'A Cask of Jerepigo' by H.C. Bosman

1 The writer implies that

A those who study Mathematics are not as able as Latin scholars.

B those who study Latin are not always very bright.

C Latin scholars are more honest than other students.

D Latin scholars are not as steadfast as mathematicians.

2 In linking penology with education, the writer is

A taking a scientific stance.

B making a serious comment.

C stating a well-known fact.

D using irony.

exam tip

Question 2: Does the writer mean you to take his comments about Latin literally or is he being ironic?

[1] *'O tempora, o mores' is a Latin phrase by Cicero meaning 'What times, what customs'.*

Early memories



My first days in the Big Room were spent in regret for the young teacher I'd left in the Infants, for her braided breasts and unbuttoning hands and her voice of sleepy love. Quite clearly the Big Room boasted no such comforts; Miss B, the Head Teacher, to whom I was now delivered, being about as physically soothing as a rake.

She was a bunched and punitive little body and the school had christened her Crabby; she had a sour yellow look, lank hair coiled in earphones, and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crouched, she crept, she pounced – she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. 'Good a-morning, children!' 'Good morning, Teacher!' The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl, 'Ar Farther ...'; at which we said the Lord's Prayer, praised all good things, and thanked God for the health of our King. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled, and sprang, and knocked some poor boy sideways.

So we did not much approve of Crabby – though she was responsible for our excellent reflexes. Apart from this, her teaching was not memorable. She appears in my recollection as merely a militant figure, a hunched-up little creature all spring-coils and slaps – not a monster by any means, but a natural manifestation of what we expected of school.

from 'Cider With Rosie' by Laurie Lee

3 It seems that the children at this school
- A had low expectations of school.
- B were in fear of all their teachers.
- C were physically deformed.
- D were being prepared for war.

exam tip

Question 3: When the writer describes the schoolchildren as *'half-crippled'*, is he speaking literally or figuratively?

4 The students' excellent reflexes were
- A a result of Crabby's good teaching.
- B an unintended result of Crabby's behaviour.
- C nothing to do with Crabby.
- D learned in physical education classes.

Chewing gum

Chewing gum, until now considered the ultimate junk food and the national dish of the gormless, turns out to have a positive effect on cognitive performance. In the first intellectual victory for supporters of progressive education in many years, it seems that the teacher telling the child at the back of the class to 'spit it out' has got it all wrong. The Human Cognitive Neuro-Science Unit at the University of Northumbria has tested the thinking and memory of those who chew gum. The results show that gum-chewers perform far better in cognitive tests than those who did not partake.

This new information makes many things clear that were previously shrouded in mystery. It was said of Gerald Ford[1] that he could not walk and chew gum at the same time. That he proved so bad at walking and was constantly falling over was seen as a sign that he was not up to the job. Now it is apparent that faced with the choice between walking and masticating he picked wisely. Even though he fell down the steps of many aircraft, his performance when he reached the ground was greatly enhanced.

Certain mysteries of literature and language are cleared up, too. Shakespeare has Brutus tell Cassius to 'chew on this' when he wants him to think about something. Chew on what? Now all is clear. Difficult problems which require cogitation are confusingly called 'sticky'. Be confused no longer.

The beneficial effects of gum may come as a surprise to some, but chewers themselves, being intellectually superior to everyone else, of course, have been aware of gum's advantages for years.

Sadly, some politicians want to tax gum to pay for the price of scraping discarded pieces from the street. It can confidently be predicted that such small-mindedness among non-chewers will leave the mouths of gum consumers everywhere goping open.

from an article in 'The Times'

5 The writer states that chewing gum

A improves a person's physical well-being.
B dates back to the days of Shakespeare.
C may help you to think more clearly.
D helps you to solve language problems.

6 If politicians raise a tax on gum, gum-chewers will probably

A be unable to continue with their habit.
B be completely astonished.
C become small-minded.
D have to look for discarded packets of gum in the streets.

[1] *Gerald Ford was President of the United States from 1974 to 1977.*

The new tutor

With the summer came Peter to tutor me, a tall, handsome young man, fresh from Oxford, with decided ideas on education which I found rather trying to begin with. But gradually the atmosphere of the island worked its way insidiously under his skin, and he relaxed and became quite human. At first the lessons were painful to an extreme: interminable wrestling with fractions and percentages, geological strata and warm currents, nouns, verbs, and adverbs. But, as the sunshine worked its magic on Peter, the fractions and percentages no longer seemed to him an overwhelmingly important part of life and they were gradually pushed more and more into the background; he discovered that the intricacies of geological strata and the effects of warm currents could be explained much more easily while swimming along the coast, while the simplest way of teaching me English was to allow me to write something each day which he would correct. Diffidently, I suggested I wrote a book, and Peter, somewhat startled, but not being able to think of any reason why I should not write a book, agreed. While I was at work on my masterpiece, breathing heavily, tongue protruding, Peter and Margo[1] would take a stroll in the sunken garden to look at the flowers. To my surprise, they had both suddenly become very botanically-minded. Occasionally, in the early days, Peter suffered from sudden spasms of conscience, my epic would be relegated to a drawer, and we would pore over mathematical problems. But as the summer days grew longer, and Margo's interest in gardening became more sustained, these irritating periods became less frequent.

from 'My Family and Other Animals' by Gerald Durrell

7 In the beginning, the writer found Peter's attitude towards education

A refreshing.
B stimulating.
C challenging.
D irritating.

8 It seems that Peter

A was employed to tutor more than one pupil.
B was distracted by a romantic interest.
C was irritated by Margo at first.
D specialised in botany.



[1] *Margo is the writer's teenage sister.*

Vocabulary development

A Similar words

Fill in the blanks in the sentences below using the words given in the correct form.

1 expel/suspend

a The headmaster ..... Paula, so she had to give up any ideas of further education and get herself a job.

b She's been ..... for three weeks for being rude to a teacher.

2 degree/diploma

a I don't want to go to university but I'm going to take evening classes and get a ..... in catering.

b If I get a good ....., I'd like to stay on at university and do a postgraduate course.

3 revise/cram

a The college is ..... the students hard for the summer examinations.

b I can't come out as I have to ..... everything about the Second World War.

4 competition/trial

a It came down to a ..... of strength between the two men.

b If you want to enter the ....., you must comply with the rules.

5 themes/subjects

a The main ..... you need if you want to be a vet are Mathematics, Chemistry and Biology.

b At least three ..... run through the novel.

B Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 The machine began to *emit/eject* a strange noise.
2 Tom was *discharged/expelled* from the army with full honours after being wounded in battle.
3 Mrs Smith has always tried to *imbue/impart* her students with a love of literature.
4 The new headmaster tries to *instil/insert* a sense of pride into all his pupils.
5 Lara has so far *rebuffed/refuted* all our helpful suggestions.
6 The visiting athlete gave a speech in which he *extorted/extolled* the merits of sport.
7 Stop trying to *evade/evoke* the issue, and answer the question you've been asked.
8 The Parent Teacher Association has decided to *assert/adopt* a tough stance on bullying.

C Adjective and noun collocations

Fill in the blanks in the sentences below with the correct word from the box. You will find some of these expressions and phrases in the texts you read earlier.

broken formative hard incorrigible lasting thorough

1 The prisoner was given a sentence of six years ..... labour.
2 The teacher gave his pupils a(n) ..... grounding in Mathematics.
3 Since his wife left him, our Science teacher has been a(n) ..... man.
4 That Paul Clark is a(n) ..... liar; you can't believe a word he says!
5 A good education will bring you ..... satisfaction.
6 It is important that a child learns self-discipline during its ..... years.

D Expressions to describe people

Fill in the blanks in the sentences below with the correct word from the box.

armchair fair-weather live nosey smart soft stuffed wet

1 Our neighbour is such a(n) ..... parker! If you even step out of the house he demands to know where you're going.
2 Don't be such a(n) ..... shirt. There's no need to be so formal. Just let yourself go.
3 Anita is a real ..... aleck; I don't mind that she always jumps in with the right answer but must she do it in such an annoying way?
4 The girl next door is quite a(n) ..... wire. She's always giving parties or going off to the disco.
5 My boyfriend spends all day Saturday watching football on TV and shouting at the referee. He's what you'd call a(n) ..... critic.
6 Mum is quite strict about pocket money but Dad is a(n) ..... touch.
7 Maria is only a(n) ..... friend; if you're in trouble, she's nowhere to be found.
8 Oh, stop being such a(n) ..... blanket and come and join in the games.

E Expressions with *run*

Replace the phrases in italics below with the correct expression from the box in the right form.

one's blood runs cold run away with the idea/notion run counter to run riot run somebody to ground/earth

1 I couldn't find Mr Smith anywhere but I finally *succeeded in finding him* in the staff room.
2 Don't *think that it is true* that because the exams are over you can get away with relaxing!
3 What I am doing now *is the opposite to* everything I have been taught.
4 *I was terrified* when I thought that one of the children was missing.
5 When the teacher came back into the classroom, he was horrified to find the children *were behaving in an uncontrolled way.*

F Words connected with light and water

List the words under the correct heading.

drip	glow	sparkle	trickle
gleam	gush	spill	twinkle
glint	pour	sprinkle	wink

Light	Water

G Similar but different

Choose the correct alternative from each of the pairs in italics below.

1. That school claims to give its pupils a *thorough/sound* grounding in the classics.
2. I'm going to study medicine, *hoping/assuming* I pass all my exams of course.
3. I believe the money wasted on teaching Latin should be *used/put* to better use.
4. An inspection of the school is long *outstanding/overdue*.
5. There aren't enough volunteers for the summer fair. Would you mind *helping out/joining up*?
6. Please *resist/refrain* from running in the corridor; it is a danger to yourself and others.
7. I objected when my friends said we should play truant but they *shouted/called* me down.
8. His place at university is *reliant on/dependent on* his getting top grades in his final exams
9. Mrs Brown has promised to let us out early this afternoon. It's an *incitement/incentive* to make us work harder.
10. There is very good *provision/assistance* for the disabled in the new school buildings.



H Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box. You will need to use some of the prepositions more than once. Many of these usages have appeared in the texts you have read in this unit.

at by in on through to

1 The boy froze in horror as the teacher advanced ..... him, brandishing a large stick.
2 A classical education is no longer considered by most people to be superior ..... any other kind.
3 Mentally, she ran ..... a range of adjectives to describe the sight in front of her.
4 These days, many students are turning their backs ..... traditional subjects such as Latin in favour of more trendy options.
5 The teacher sat down and glared ..... the class.
6 Students of foreign languages shouldn't become too reliant ..... dictionaries.
7 Hard work usually pays off ..... the long run.
8 The invention of the computer has had a major impact ..... learning.
9 I offered my classmate a gift ..... the spirit of friendship.
10 Intelligence will not guarantee you a place at university ..... any means; you have to study hard too.

I Phrasal verbs with *fall*

Study the list of phrasal verbs with *fall* on page 161 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 When I was a child, I was always ..... and grazing my knees.
2 The tutor who came to help me with my studies ..... my older sister.
3 We used to be best friends at school but we ..... one day and we haven't spoken since.
4 I had to spend a month in hospital last year so I really ..... with my school work.
5 We were going to spend our holidays in the Caribbean but our plans ..... when my husband became ill.
6 I'm quite happy to ..... whatever you decide.
7 The starving children ..... the bread as if they hadn't eaten for weeks.
8 I received an e-mail assuring me that I would become a millionaire if I posted £10 to the sender. I certainly *wasn't deceived by* that trick though!
9 As soon as she started speaking, everyone ..... laughing.
10 The book was very badly made – it just ..... in my hands.

UNIT 7

All in a day's work

Exam strategy: Part 3

skills check

How to recognise reference words and other text links

To avoid repeating the same words or phrases too often, writers often use:

- synonyms – different words or phrases which actually mean the same thing.
- reference words – *it, this, them,* etc.
- paraphrases – different language to describe the same idea.

By matching these words or phrases with the original parts of the text they refer to, you will often be able to see where a missing paragraph should be located in a text.

A Read through the text below.

There are several key technologies which will, without doubt, affect the nature of work in the twenty-first century, one of *which* is virtual reality. Appealing to several of your senses at once, *this marvel of science* presents images that respond instantaneously to your movements. It allows people to behave as if they were somewhere completely different; *this* could be a place which existed hundreds of years ago, or a completely fictional *one*. At present, you need to wear bizarre-looking goggles to receive the images. However, as computers become smarter these will be replaced by more lightweight *ones*, which will be able to superimpose synthesised images onto the real world.

Complex tasks are already being performed using multimedia applications, some of *them* in hazardous environments such as space, or inside nuclear reactors. Pilots now train in virtual reality cockpits; *these* merge three-dimensional graphics with the view out of the window and contain sound systems that provide prompts to tell *them* about their surroundings. In the not-so-distant future, surgeons will be conducting delicate operations on patients, *the latter* possibly being thousands of miles away, while architects will stroll through buildings and environments still in the first stage of design.

As software evolves, complex systems may be simplified into models which are no longer beyond human comprehension. New ranks of specialists will clearly be needed to enable both expert and amateur alike to access and utilise such applications. Clearly, the job opportunities thus created for those trained in *this sphere* will be immense.

adapted from 'Beyond the CV' by H. Vandervelde

B Now look at the words and phrases in italics and say what they refer to.

C Before you read the text on page 57 make sure you know the meaning of the words in the box.

hard copy **CV** **e-mail** **attachment** **human resources department**

D Read quickly through the whole of the base text and all of the missing paragraphs before you attempt to fit the paragraphs in the gaps. Then use the clues to help you complete the exercise.

Job applicants still send hard copy CVs, but most are sent by e-mail. The bare bones of a solid CV nevertheless remain unchanged and presentation is as relevant as ever to reaching the interview. On paper or on screen, a smart curriculum vitae should live up to its meaning and trace 'the course of your life' – with special emphasis on the working part of it.

1 _____

'Make your covering letter succinct,' says Sue Champion, a recruitment consultant for Office Team. 'Some CVs read like *War and Peace*. If you waffle, the recipient will not want to read on.' No one knows better than a line manager what makes or breaks a CV.

2 _____

'CVs are more interesting to employers if they highlight the key achievements in your career,' says Ms Champion. 'Include examples of how you have saved or made money for your company, or have implemented new ideas.' If you show that you can save company resources, an astute line manager is going to think twice before binning your CV. Because of the relative ease and speed of e-mails, extra care needs to be taken to avoid embarrassing mistakes. 'Some people refer in their covering letter to an attachment and then forget to include it,' says Ms Champion.

3 _____

A CV for the twenty-first century should be a plain, easy-to-read sales document, says Mr Warmsley, another recruitment consultant, adding: 'A good CV should be like a miniskirt: long enough to cover the essentials but short enough to maintain interest.' But beware, many human resources departments are strict about checking qualifications and experience.

Not much escapes the critical eye of an experienced line manager. So, it is a good idea to take a moment to ask yourself why you would want to employ you if you were an employer. In fact, if the job really means that much to you, there is no harm in asking a recruitment consultant to offer a critique of your CV. Or, be brave and put it to the test by giving a copy to a couple of colleagues or acquaintances – one who barely knows you and one who knows you well.

4 _____

Then, put it away for a day before a final read to ensure that your strengths still leap off the page and that there are no spelling mistakes.

A Compare their reactions: the fewer questions they need to ask, the better the CV.

B But its literal translation is not a licence to write a rambling warts-and-all self-portrait.

C Or, if they do, it's impossible to open. Ordinarily it is a simple mistake, but some line managers would not see it that way.

D This is a breed that regularly sifts through hundreds of applications, and yours needs to stand out. Describe your attainments – perhaps not every Brownie point that you have earned, but more than just job titles and dates of employment.

from an article by Nick Wyke in 'The Times'

Clue 1: *The paragraph which follows Question 1 includes the word* ***waffle****. Which of the missing paragraphs contains a synonym for this word?*

Clue 2: *Do you think a* ***recruitment consultant*** *writes CVs for people or looks at job applications?*

Clue 3: *Which of the paragraphs A–D contains a synonym for the word* ***achievement*** *mentioned in Paragraph 3?*

Clue 4: *Would someone forget to include an attachment to an e-mail by accident or on purpose? (Paragraph 3)*

Clue 5: *Find a pronoun in one of the missing paragraphs that could refer to* ***an attachment****. (Paragraph 3)*

Clue 6: *Find a pronoun in one of the missing paragraphs that could refer to* ***a couple of colleagues or acquaintances****. (Paragraph 4)*

Exam practice: Part 3

You are going to read an extract from a literary biography. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**1–7**). There is one extra paragraph which you do not need to use.

Then in early spring, with the flats half-finished, something happened which threw us all together; something ordinary in itself but for me an occasion which had much of the punitive, rasping air of the Thirties. It began one morning with the discovery that some non-union men had been smuggled onto the job by the manager – provocation enough to lower for a moment, at least, the sacred barriers between the trades. Someone sounded the alarm by beating on an iron triangle, and everyone immediately stopped work.

1

We massed in the open outside the manager's office, our tempers suddenly transformed – over five hundred men huddled in the raw cold wind, waiting for our ranks to throw up a leader.

2

The loaded phrases touched off little bush-fires of anger which flickered across the crowd, then died. Finally the manager sent a message ordering us to return to work.

3

Just then a tall stoop-backed labourer pushed his way to the front and climbed up on to a pile of timber, and as soon as he turned to address us we knew that he'd do, and that the vacuum was filled.

4

His face, in fact, was almost the perfect prototype of the worker-hero of early Soviet posters – proud, passionate, merciless and fanatic, yet deeply scarred by hardship. He was still in his twenties but already had a history, he'd been jailed after a naval mutiny, and now as he towered above us, his voice mangled and eloquent, his finger stabbing the cold spring air, he stood enlarged on a screen that seemed giant-sized, a figure straight out of *Potemkin*[1]. He spoke briefly, with savage almost contemptuous dignity, and the other gabblers round the ground fell silent.

5

The manager had been listening at the door of his office, smirking, and playing with his trilby. When he heard our decision he went pink with rage and began to bounce up and down like a baby. 'Outside!' he screamed. 'Everyone out this instant! Outside – or I'll have you arrested for trespassing!' We filed through the gates and sat down on the Heath, five hundred men in the rain, and watched as the gates were locked behind us, and a little later, the police arrived. The half-finished buildings stood wet and empty, with a look of sudden death.

6

The strike lasted two weeks – a fortnight of back-street agitation during which I tasted the first sweet whiff of revolution. Without work or status, we lived an underground existence, cut off from the rule of law, meeting in cafes and basements, drawing up manifestos, planning demonstrations, painting placards and posters.

7

I began to see visions of the day when the workers would triumph, and we would be running with flags through the streets, the bosses in flight, the temples of privilege falling, other workers waiting to join us, to inherit a scrubbed new world of open-necked shirts, bare arms flexed in common labour …

Then, suddenly, the strike was over, closed by a grudging agreement, and we were back at work again; back at dodging the foreman and gambling in corners, unchanged except for two weeks' hunger.

from 'As I Wolked Out One Midsummer Morning' by Laurie Lee

[1] *Potemkin refers to a film of that name that depicts events that took place during the Russian revolution.*

A An hour ago we'd been in there, swarming all over them, now a row of black-caped cops stood between us. Such a narrow gap between consent and dispute. We were outlaws now all right. When we approached the police, expecting a bit of traditional banter, they seemed just as livid as the manager.

B Consequently we hardened ourselves into a compact little group, even more exclusive and cagey than theirs. The use of solidarity was the only skill we had, and I think we would have slain for each other.

C He'd discuss nothing. We could take it or leave it.

D With a few iron words he raised the level of our grievance to the heights of cosmic revolution. We had been vague and wavering; now we had no doubts. We voted for immediate strike.

E In this hazy ghetto of ideological struggle it was easy to lose our dimensions and the immediate aims of the strike became so blurred that we felt ready to take on the world.

F Cement mixers coughed and came to a halt; the men swarmed off the rooftops and scrambled down the scaffolding as though abandoning a stricken battleship.

G This man was later to become one of the legends of the Thirties, part of its myth of class struggle and protest – a lean powerful figure with dangling arms, big fists, and a square bitter face.

H At first we were lost; sporadic meetings broke out, voices shouted against each other. 'Brothers! – Comrades! – We got to stand solid on this – Chuck 'em out – Put our demands to the bosses.'

exam tip

As you read the text for the first time, underline any pronouns and other reference words. Read the missing paragraphs and underline the reference words here too. These will help you to fit the correct paragraphs into the gaps.

exam tip

Question 3: The text before Question 3 is about the manager. Two of the paragraphs A–D contain a pronoun which refers to a man. Only one of them refers to the manager.

Vocabulary development

A Jobs and equipment

a Find the odd one out in each of the groups of words below.

1 splints sling easel stretcher tweezers drip
2 test-tube flask chisel pipette Bunsen burner specimen dish
3 roller tripod sandpaper varnish paint stripper putty
4 spanner plane chisel saw drill
5 stapler hole-puncher scalpel drawing pin highlighter paperclip

b Now match each of the word groups with a picture of the person you would expect to use them as part of their job.

A  ☐

B  ☐

C  ☐

D  ☐

E  ☐

B Aspects of employment

Fill in the blanks in the sentences below with the correct word from the box. You will not need to use all the words.

backlog fire flexitime freelance merger overload overtime pension petty cash redundancy package retirement self-employed shift work the dole trade union workforce workload

1 He received quite a nice ..... when the company downsized its workforce.
2 I wasn't surprised when Jo got the sack. She was caught pilfering from the ..... .
3 Tony is a(n) ..... editor, which means he can accept or turn down work as he likes.
4 He took on a huge ..... when the firm expanded and hasn't had a weekend off for ages.
5 The government have introduced measures to get youngsters off ..... and back to work.
6 There has been a(n) ..... between Centrolux and Apex which makes the new company the largest in Europe.
7 Many people work long and hard to build up a decent ..... for their old age.
8 The firm instituted health guidelines for the whole ..... .
9 The staff put in many hours of ..... to catch up on the ..... of work that had built up during the dispute.
10 Dave is joining a(n) ..... so that he can get some backing if he ever has a grievance against the company.

C Common work-related expressions

Replace the phrases in italics below with a suitable idiom or expression from the box in the right form. You will not need to use all the phrases.

a appoint somebody to a post/situation/position	**h** pass somebody over for promotion	**o** enter into negotiations
b take somebody on	**i** give/hand in one's notice	**p** drive the (hard) bargain
c take up a new post	**j** give somebody the sack	**q** corner the market (in sth)
d turn somebody down for a job	**k** get the push/one's marching orders	**r** be within/outside one's field
e show somebody the ropes	**l** make a (takeover) bid	**s** be in the red/in the black
f get a foot on the ladder	**m** tender for a contract	**t** pull rank
g be a dogsbody	**n** a breach of contract	

1 As it's your first day at work I *will give you an idea of the basics.*

2 We were making a loss but due to an increase in sales we *have money in the bank.*

3 After a six-week strike, the workers *have started talks* to solve the dispute with the management.

4 Bob is in a junior post but once he *is in a position from which he can progress upwards* he will reach the top.

5 I cannot comment on that issue as it *is not connected with my area of work.*

6 John is going to *start a new job* in September.

7 Simon hates his job because he *has to do all the jobs nobody else wants to do.*

8 Gemma expected to be promoted to manager but she *was ignored and not given the position.*

9 The suppliers failed to deliver the parts on time and were accused of *not doing what they had promised to do.*

10 When I disagreed with the supervisor she *used her authority unfairly* to make me do as she wanted.

D Phrasal verbs with *break*

The text on page 59 states that *'sporadic meetings broke out'*. Study the list of phrasal verbs with *break* on page 161 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 The company ..... negotiations when they heard that their prospective customers were in financial difficulties.

2 We're going to ..... for the Christmas holidays in a few weeks.

3 The directors decided to ..... their partnership because of irreconcilable differences.

4 He proposed to his boss but was taken aback when she ..... laughing.

5 The thieves ..... the offices during the Christmas holiday.

6 I'm sorry to ..... your conversation but I think it's time to go.

7 Fighting ..... as the strikers were leaving the premises.

8 As soon as the railwaymen found out that the talks had ....., they came out on strike.

9 The strikers ..... the police cordon and occupied the building.

10 He tried to comfort her but she ..... from him and ran out of the room.

11 This photocopier is useless; it's always ..... .

12 The immate ..... of his cell by squeezing through a high window.

E Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 My desk is *cluttered/burdened* with rubbish.
2 The company faces several problems, *only/not* the least of which is a lack of money.
3 There has been a lot of *speculation/contemplation* about the choice of a new director.
4 He's been working extremely hard so would find a holiday *profitable/beneficial*.
5 The factory was besieged with workers who had a *hindrance/grievance* against the management.
6 Tom's new job does not really provide him with enough *range/scope* for his talents.
7 *Should/Were* the company to go bankrupt, the government would take it over.
8 A good salesman is always aware of the latest market *trends/drifts*.

F Collocations with adjectives

Fill in the blanks in the sentences below with the correct word from the box to complete to collocations in bold.

dead-end flying golden rough skeleton
snap star sure-fire vested vicious

1 The more we discuss the problem, the further we get from an answer; it's **a(n)** ..... **circle**.
2 Our designers have finally come up with **a(n)** ..... **solution** to the problems we've been having.
3 Due to the latest outbreak of flu we have been reduced to **a(n)** ..... **staff**.
4 **At a(n)** ..... **guess**, I would say that half the staff will be made redundant.
5 I'm not going to take **a(n)** ..... **decision**; I need some time to think this out.
6 The managing director is probably going to make **a(n)** ..... **visit** to our factory to check that work is on schedule.
7 On his retirement he received **a(n)** ..... **handshake** of £10,000.
8 Mr Smith is our ..... **performer** this week; he has achieved sales figures way ahead of anyone else on the team.
9 Sally was a wonderful actress; what a pity she ended up in **a(n)** ..... **job** like this!
10 Don't expect John to give you an unbiased opinion; he has **a(n)** ..... **interest** in keeping the firm going.



A SKELETON STAFF

G Similar but different

Choose the correct alternative from each of the pairs in italics below. Many of the words and phrases have appeared in the texts you have read in this unit.

1 Your CV should cover the bare *bones/skin* of what you have done – try not to give too many irrelevant details.
2 Keep to the point when you write your job application and do not *wobble/waffle*.
3 Pilots do a great deal of their training in *virtuous/virtual* reality cockpits.
4 There is no *harm/hurt* in asking a professional to check over your CV before you send it.
5 Your job application needs to stand *up/out* from the others.
6 The man managed to *defraud/smuggle* a large quantity of cigarettes through customs.
7 When the director started to speak, everybody *lay/fell* silent.
8 While they were working on the oil rig, the men were completely cut *off/out* from their families.
9 The men came *off/out* on strike because one of their colleagues was sacked.
10 The boss refused to increase our salary and said we could take it or *leave/let* it.

H Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once.

about for in off on out through

1 I'd like a job ..... **the field of** advertising.
2 A CV should look good ..... **paper.**
3 Trouble **broke** ..... at the factory when a worker was fined for being late.
4 You should put a lot of **emphasis** ..... your work experience.
5 There is **no harm** ..... asking someone to check your CV for you.
6 Many human resources departments are **strict** ..... checking whether you really have the qualifications you claim to have.
7 If you waffle too much, the recipient of your letter will not want to **read** ..... .
8 If you write your CV well, your strengths should **leap** ..... **the page.**
9 Recruitment consultants have to **sift** ..... hundreds of job applications.
10 The intruders were **arrested** ..... trespassing.



A BUSINESS CONSULTANT

UNIT 8

Crimes and misdemeanours

Exam strategy: Part 4

skills check

How to read between the lines
Sometimes an author implies meaning, rather than stating it explicitly. As readers, we need to look beyond the words printed on the page and use our intelligence to infer meaning.

A Read through the text below.

The boys at school laughed about him, whistling in the bicycle sheds as he was said to whistle over the bodies of his victims. 'The Whistler will get you,' they called after her. He could be anywhere. He always stalked by night. He could be here. She had an impulse to throw herself down and press her body into the soft, rich-smelling earth, to cover her ears and lie there rigid until the dawn. But she managed to control her panic. She had to get to the crossroads and catch the bus. She forced herself to step out of the shadows and begin again her almost silent walk.

She wanted to break into a run but managed to resist. The creature, man or beast, crouching in the undergrowth was already sniffing her fear, waiting until her panic broke. Then she would hear the crash of the breaking bushes, his pounding feet, feel his panting breath hot on her neck. She must keep walking, swiftly but silently, holding her bag tightly against her side, hardly breathing, eyes fixed ahead. And as she walked she prayed: 'Please God, let me get safely home and I'll never lie again. I'll always leave in time. Help me to get to the crossroads safely. Make the bus come quickly. Oh God, please help me.'

And then, miraculously, her prayer was answered. Suddenly, about thirty yards ahead of her, there was a woman. She didn't question how, so mysteriously, this slim, slow-walking figure had materialised. It was sufficient that she was there. As she drew nearer with quickening step she could see the swathe of long, blonde hair under a tight-fitting beret, and what looked like a belted trenchcoat.

from 'Devices and Desires' by P.D. James

B Read the sentences below and decide if they are accurate. If so, say what evidence there is in the text to support this view.

1 The girl is suggestible.
2 She is walking through a built-up area in a city.
3 Someone is definitely hiding in the bushes.
4 Her parents know all about what she has been doing tonight.
5 She is out later than usual.
6 The 'figure' ahead of her may not be as innocent and comforting as she thinks.

C Read through the text below about one man's childhood fear. What was he afraid of?

Those twenty yards of crunching gravel where the lights of the house were momentarily screened were a weekly horror. Once through the gate to the drive he would walk fast, but not too fast since the power that ruled the night could smell out fear as dogs smell out terror. His mother, he knew, would never have expected him to walk those yards alone had she known that he suffered such atavistic panic, but she hadn't known and he would have died before telling her. And his father? His father would have expected him to be brave, would have told him that God was God of the darkness as He was of the light. There were after all a dozen appropriate texts he could have quoted. 'Darkness and light are both alike to Thee,' but they were not alike to a sensitive ten-year-old boy. It was on those lonely walks that he had first had intimations of an essentially adult truth, that it is those who most love us who cause us the most pain.

from 'Devices and Desires' by P. D. James

D Now answer the following questions which require you to infer meaning from the text.

1 Are the boy's parents aware of his fear?
2 Do they force him to undergo the experience which terrifies him?
3 What does the boy think his father's reaction to his fear would be?
4 Who is the narrator referring to when he surmises that 'it is those who most love us who cause us the most pain?'

E Use your answers to the questions in **D** to choose the correct option below.

It appears that the narrator's father was

A cruel.
B fanatical.
C insensitive.
D incapable of emotion.

F Read through the text below and answer the questions which follow.

Mary Maloney was waiting for her husband to come home from work. Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did.

When the clock said ten minutes to five, she began to listen and a few minutes later, punctually as always, she heard the tyres on the gravel outside. She laid aside her sewing, stood up, and went forward to kiss him as he came in. Then she walked over and made the drinks, a strongish one for him, a weak one for herself.

'Sit down,' he said. 'Just for a minute, sit down.'

It wasn't till then that she began to get frightened.

'Go on,' he said. 'Sit down'.

She lowered herself back slowly into the chair, watching him all the time with those large, bewildered eyes.

'Listen,' he said, 'I've got something to tell you.'

'What is it, darling? What's the matter?'

He had become absolutely motionless.

'This is going to be a bit of a shock to you, I'm afraid,' he said. 'But I've thought about it a good deal and I've decided the only thing to do is tell you right away. I hope you won't blame me too much.'

And he told her. It didn't take long, four or five minutes at most, and she sat very still through it all, watching him with a kind of dazed horror as he went further and further away from her with each word.

'So there it is,' he added. 'And I know it's kind of a bad time to be telling you, but there simply wasn't any other way. Of course I'll give you money and see you're looked after. But there needn't really be any fuss. I hope not anyway. It wouldn't be very good for my job.'

from 'Tales of the Unexpected' by Roald Dahl

1 What news do you think Mary's husband gave her?

A He is going to prison.
B They are going to have to move.
C He has been fired.
D He is leaving her.

Clue: Which of the options would cause him to go 'further and further away from her'?

2 Mary's husband appears to be

A sensitive.
B cold.
C concerned.
D responsible.

Clue: What is he most worried about?

Exam practice: Part 4

You are going to read an extract from a newspaper article on the origins of the detective story. For questions **1–7**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.



The origins of the detective story

At first sight the classic detective story might seem to be a form that is continuing the Enlightenment's[1] attempts to grapple with the dark secrets of the human heart and, somehow, reassure us that sweetness and light can win the day. But the history of the crime story is powered by something as mysterious as the tales themselves.

The form really begins in the 1840s with the publication of a short story called *The Murders in the Rue Morgue* by Edgar Allan Poe, the horrific tale of the murders of two women in a 'vile alley' somewhere in Paris. The crime is solved by a character called Chevalier Dupin who, at first sight, might appear to be the first of those nineteenth century thinking machines of whom Sherlock Holmes is the most famous example. Close inspection of the mechanics of the tale, however, reveals that Dupin is closer to being a wizard of the old-fashioned type. Poe tells us at the beginning of the story that draughts is superior to chess (more intuitive) and most of Dupin's 'deductions' – including a bizarre sequence where he professes to be able to read his companion's mind – are about as far from logical thought as you can get.

The detective story comes out of the nineteenth century's loss of faith in religious truth and its heart lies in improbable explanations. Arthur Conan Doyle, whose Holmes is one of the most famous fictional characters in the world, acknowledges his debt to Poe in his first published Holmes tale, *A Study in Scarlet*. But though Doyle begins by emphasising the rational nature of his principal character, Holmes gradually gets taken over by the gothic, referring to cases such as that of 'the giant rat of Sumatra for which the world is not yet prepared'.

In order to emphasise his hero's scientific credentials, Conan Doyle said that he was based on his old professor of surgery, Joseph Bell. One of Bell's party tricks was to astonish patients in front of his students by deducing their professions from the state of their clothes or telling them he knew they had walked across a certain golf course in order to get to the hospital: 'Only on these links, my dear man, is found the reddish gravel that still adheres to your shoes'.

But one should always be cautious of authors' attempts to acknowledge or deny the 'real' originals of fictitious characters. If we look closely at Holmes's methods, we discover that the great detective is closer to the mystical and intuitive than anything else. One of his favourite ploys is to withhold facts from the reader as well as the other characters and, when providing explanations, to make them as pleasingly barmy as anything in Poe. *The Speckled Band* – one of Holmes's most famous cases – is based on a series of absurdities, not least of which is the idea that snakes can slide down bell ropes.

This anti-rational strand of the genre might seem at odds with its next great development – The English Golden Age Murder, whose greatest exponent is Agatha Christie. Christie is a writer whose charm, for most people, is that her plots are fuelled by ingenuity, not violence. Her great detective, Hercule Poirot, reckons to solve all his cases by use of the 'the little grey cells'. And one of the things that Christie fans will tell you is that she 'plays fair' with the reader. Even in a story where the narrator turns out to be the murderer, she does carefully adjust the timescale to demonstrate that X would have had time to do the bloody deed and, in order to seem absolutely above board, leaves an obliging trail of asterisks to put us on our guard.

But when you come to look closely at Christie's work it becomes clear that we are not really supposed to read these texts while attempting to understand them. As Raymond Chandler remarked of the solution to her famous story in which all of the suspects did the murder in collaboration: 'The plot is so ingenious only a half-wit would guess it'.

We read detective stories because we wish to imagine a world in which a strong, independent figure – more and more, these days, a policeman or woman – can reassure us that justice has not altogether been extinguished from the planet. And, as we move farther and farther from the notion of society, and mutual support and concern for others come a long way behind our personal survival, our need for the world of the great detective – however fantastic it may be – is greater and greater.

from an article by N. Williams in 'The Sunday Times Review'

[1] *The Enlightenment was a period in the eighteenth century in Europe, when certain thinkers taught that science and the use of reason would improve the human condition.*

1 The writers of the first detective stories
- **A** were trying to understand the secrets of the human heart.
- **B** wanted to show that goodness always triumphs over evil.
- **C** were not motivated by the same forces as other thinkers in the Enlightenment.
- **D** wanted to introduce readers to scientific methods of deduction.

2 According to the writer
- **A** Dupin and Sherlock Holmes solved crimes in almost identical ways.
- **B** Poe intended Dupin to be a nineteenth century thinking machine.
- **C** Dupin's deductions are intuitive and logical.
- **D** Dupin uses superhuman powers rather than logical thinking.

3 The text claims that
- **A** Conan Doyle based Holmes on his old professor.
- **B** to give him authenticity, Conan Doyle said Holmes was a student of Bell's.
- **C** Conan Doyle wanted readers to believe that Holmes was well-versed in science.
- **D** Conan Doyle intended Holmes to be mystical and intuitive.

4 Conan Doyle's claims about the origins of his hero are
- **A** convincing.
- **B** doubtful.
- **C** logical.
- **D** false.

exam tip

Question 4: How does the writer say people should treat authors' attempts to acknowledge the origins of fictitious characters?
Question 6: What is the meaning of *'ingenious'* and *'half-wit'* in line 126?

5 The writer suggests that if you study Christie's work carefully, you find that she
- **A** unfairly prevents her readers from trying to guess who the murderer is.
- **B** does not expect her readers to try to understand the details of her stories.
- **C** makes it easy for readers to guess the ending.
- **D** plays clever games with the reader.

6 Chandler suggests that in one of Christie's books, the plot is
- **A** so complicated that only a genius could guess it.
- **B** so clever that only a genius could work it out.
- **C** so unconvincing that not even a fool could believe it.
- **D** so brilliant that nobody but a fool would fathom it.

7 According to the writer, detective stories
- **A** reflect modern society.
- **B** reaffirm the role of the police.
- **C** satisfy our desire for security.
- **D** prove that justice can be done.

Vocabulary development

A Types of crime

Fill in the blanks in the sentences below with the correct word from the box. You will not need to use all the words.

arson assault bigamy blackmail bribery burglary conspiracy drug-trafficking embezzlement forgery fraud gambling handling stolen goods housebreaking joyriding kidnapping libel manslaughter mugging petty theft pick-pocketing poaching racism shoplifting stalking treason trespass

1 The Minister sued the newpaper for ..... after it printed a story linking him to a well-known mafia boss.

2 The man was accused of ..... after it was found that the paintings he was offering for sale were copies of the original.

3 The young boys were found guilty of ..... after they were caught thieving from a newsagent's.

4 The man, who set fire to a number of factories, was not suspected of ..... until police received a tip-off.

5 The charge of murder was reduced to ..... when it was proved that the killing had been accidental.

6 Police arrested the contract killers and they were charged with ..... to murder.

7 Anyone who goes onto that land without permission may be arrested for ..... .

8 The woman was charged with ..... after she offered to pay the policeman a sum of money to overlook the offence.

B Legal terms

Fill in the blanks in the sentences below with a suitable phrase from the box in the right form. You will not need to use all the phrases.

a arrest somebody for something	**g** be convicted of something
b ban somebody from doing something	**h** fine somebody for something
c be involved in (a crime)	**i** impose a sentence on somebody
d be suspected of something	**j** reach/return a verdict
e be tried for something	**k** sentence somebody to (prison)
f charge somebody with something	**l** sue somebody for something

1 The thief ..... twenty years imprisonment by a very reactionary judge.

2 The jury ..... of 'guilty' after many hours of deliberation.

3 He was ..... two hundred pounds ..... causing a breach of the peace.

4 The police were getting out of the car to ..... the man ..... trespassing on private land when he pulled out a gun.

5 The fact that the man had blood on his shoes showed that he ..... the crime.

6 The magistrate ..... the man ..... driving for one year.

7 The TV presenter threatened to ..... her employers ..... breach of promise after they refused to renew her contract.

8 The police arrested the man and took him to the police station where he was formally ..... conspiracy to murder.

C Adjective and noun collocations

Fill in the blanks in the sentences below with the correct adjective from the box to complete the common collocations in bold. The meaning of the collocation is provided in brackets.

besetting foul funny ill-gotten marked near put-up rough sharp spot

1 Sean's ..... **sin** is greed. (particularly bad feature)

2 The detective threw himself flat on the ground and the bullet missed him. But it was **a(n)** ..... **miss.** (a dangerous situation that he just managed to avoid)

3 Since the robber grassed to the police he has been **a(n)** ..... **man.** (in danger because his enemies want to harm him)

4 The woman's body was found at the foot of the cliffs but the police have no reason to suspect ..... **play**. (death by murder)

5 Customs officers found the drugs during **a(n)** ..... **check.** (a quick examination to check that everything is correct)

6 The robbers were arrested just as they were sharing out their ..... **gains.** (money acquired dishonestly)

7 Chris may be something of **a(n)** ..... **diamond** but he's certainly not a criminal. (an uncultured person with a kind heart)

8 It seems that the burglary was actually **a(n)** ..... **job** and that the owner was in on the crime all the time. (an attempt to trick the police by secretly arranging for something to happen)

9 The company was guilty of ..... **practice** but of course they could not be prosecuted. (behaviour that is dishonest but not illegal)

10 When the accountant checked the books he found that there was some ..... **business** going on. (illegal or dishonest activity)

D Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 The police *eliminated/discarded* the suspect from their enquiries.

2 In the early days of detection, the police had no *resort/recourse* to fingerprint identification.

3 The murderer *dispersed/disposed* of the body by burying it in his back garden.

4 That young man is on the slippery *lane/slope* to becoming a criminal. He'll end up in prison if he doesn't change his ways.

5 He's a *refugee/fugitive* from justice; police forces all over the world are searching for him.

6 I haven't got the *least/slightest* clue what the detective was getting at.

7 The murderer was *reprieved/liberated* when the grounds on which he had been convicted were found to be unsafe.

8 Police are trying to combat the crime *tide/wave* which has hit the country.

9 There was an outcry from human rights organisations when the man was *punished/sentenced* to death.

10 The police are *mounting/maintaining* an inquiry into how the accident occurred.

11 A man was seen *hovering/loitering* near the scene of the crime.

12 The man is *accused/alleged* to have committed the crime while under the influence of drugs.

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E Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold.

above at behind by for from in off on out of under up

1 Since the thefts, the receptionist has been ..... **a cloud of suspicion.**
2 The police are no nearer solving the case, ... **the look of it**, than they were three months ago.
3 The police sergeant was warned that his work was not ..... **to scratch.**
4 The murderer is now ..... **bars** and no longer a danger to the public.
5 The police didn't question our teachers as they consider them to be ..... **suspicion.**
6 The joyriders stole the car and went for a drive just ..... **kicks.**
7 The prisoner escaped this morning and is still ..... **large.**
8 The girl's parents were ..... **tenterhooks** until they heard she was safe.
9 As there has been no progress in the case the police are going to start looking at the evidence again ..... **scratch.**
10 I'm relieved to hear that my brother is now completely ..... **the clear** and has been eliminated from the list of suspects.
11 When her parents divorced, Sarah went completely ..... **the rails.**
12 The victim is in intensive care so he's not ..... **the woods** yet.

F Phrasal verbs with *get*

Study the list of phrasal verbs with *get* on page 161 and fill in the blanks in the sentences below with the correct phrasal verb.

1 The police had no keys to open the door, but they ..... the problem by using a piece of wire to pick the lock.
2 The woman was definitely guilty, but she had a good barrister who managed to ..... her ..... with a warning.
3 Tom's mother knew he was ..... no good when he started telling lies and coming home in the early hours of the morning.
4 Anna should have been working overtime tonight but she ..... it by pretending to be ill.
5 Although they ..... well as children, they began to grow apart as they became older.
6 It didn't take long for the detective to ..... the truth of the matter.
7 Detective Snow eyed the mountain of files on his desk, sighed, and ..... work.
8 Surely they didn't think they could ..... a crime like murder with the police on their tracks?



A JUDGE HOLDING A GAVEL

G Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 At first the police thought the man's death was an accident but now they suspect *dirty/foul* play.
2 The police caught up with the kidnappers and freed the hostage but it was a *near/close* shave.
3 The detective's suggestion was just a *shot/throw* in the dark, but luckily, it was right.
4 What the burglar told the policeman was a *packet/pack* of lies.
5 Losing my wallet that day was a *present/blessing* in disguise because when I went to the police station to report it I met my future husband!
6 After the robbery, the thief tried to keep a *low/slight* profile.
7 At a *round/rough* guess, I would say that the criminals escaped with about £10,000.
8 Alice's parents were worried about her but she arrived home safe and *sound/whole*.
9 By and *wide/large*, most people are law-abiding citizens.
10 A prisoner escaped from a top security jail and he's now on the *run/go*.

H Expressions connected with crime

Choose the best answer **a** or **b** to complete the expressions in bold.

1 When he was caught stealing, he lost his job, his girlfriend and his freedom. It just goes to show that, **crime doesn't** ..... .
a serve **b** pay

2 I don't trust those two. They've been **as** ..... **as thieves** recently.
a thick **b** close

3 That teacher isn't strict enough – she lets the kids **get** ..... **with murder**.
a away **b** off

4 Sonya is a very spoilt little girl. If she can't get her way, she **screams** ..... **murder.**
a red **b** blue

5 At the airport, I had to pay £4 for a cup of coffee. It was **daylight** .....!
a robbery **b** theft

6 Don't expect anyone to stand back for you when the rush for concert tickets starts. It's **the** ..... **of the jungle** out there.
a rule **b** law

7 You can't ..... **down the law** here, you know. What do you think this is – the army?
a put **b** lay

8 The police did nothing to stop the spate of burglaries so the townspeople decided to **take the law into their own** ..... and set a trap to catch the thieves.
a hearts **b** hands

9 There are various ways you can avoid paying taxes while still adhering to **the** ..... **of the law**
a letter **b** code

10 Mr Jones has a drink problem but on the morning of the wedding he was **as sober as a** ..... .
a judge **b** lawyer

Exam practice 1

Part 1

For questions **1–18** read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

A troubled teenager

Davina McCall is now a(n) (**1**) ..... accomplished television presenter but, by her own admission, she was 'a troubled teenager'. In fact, at one time she was completely out of control. When she was three years old, her parents split up. She saw her father most weekends but her mother moved back to her (**2**) ..... France and Davina only saw her very occasionally. She was brought up by her grandparents, for which she was teased (**3**) ..... at school, together with the fact that she had no money. When she was thirteen, she went to live with her father and his second wife, and that was when her troubles began. She (**4**) ..... attention and stopping eating was her attempt to get it. Things went from bad to (**5**) ..... . It was her eleven-year-old half-sister who made her realise what a mess she had become. She realised that she wasn't just harming herself – she was letting everyone else down too. She would tell her sister she would pick her up from school and then not (**6**) ..... . She says she is now deeply ashamed of the way she treated her family.

from an article by L. Middlehurst in 'Reader's Digest'

1	**A** largely	**B** highly	**C** greatly	**D** utterly
2	**A** home	**B** mother	**C** ethnic	**D** native
3	**A** mercilessly	**B** totally	**C** gracelessly	**D** shamefully
4	**A** yearned	**B** hankered	**C** longed	**D** craved
5	**A** worst	**B** bad	**C** terrible	**D** worse
6	**A** turn up	**B** show round	**C** pick up	**D** come forward

Mrs Bixby

Two and a half hours later, Mrs Bixby stepped off the train at Pennsylvania station and walked quickly to the exit. She was wearing her old red coat again now and carrying the cardboard box in her arms. She (7) ..... for a taxi.

'Driver,' she said, 'would you know of a pawnbroker that's still open around here?'

The man behind the wheel raised his (8) ..... and looked back at her, amused.

'Plenty along Sixth Avenue,' he answered.

'Stop at the first one you see then, will you please?'

She got in and was driven away. Soon the taxi (9) ..... up outside a shop that had three brass balls hanging over the entrance.

'Wait for me, please,' Mrs Bixby said to the driver, and she got out of the taxi and entered the shop.

There was an enormous cat (10) ..... on the counter eating fishheads out of a white saucer. The animal looked up at Mrs Bixby with bright yellow eyes, then looked away again and went on eating. Mrs Bixby stood by the counter, as far away from the cat as possible, waiting for someone to come, staring at the watches, the shoe buckles, the enamel brooches, the old binoculars, the broken spectacles, the false teeth.

Why did they always pawn their teeth, she wondered.

'Yes?' the proprietor said, (11) ..... from a dark place in the back of the shop.

'Oh, good evening,' Mrs Bixby said. She began to untie the string around the box. The man went up to the cat and started (12) ..... it along the top of its back, and the cat went on eating the fishheads.

from 'Tales of the Unexpected' by Roald Dahl

7	**A** signalled	**B** signed	**C** waved	**D** nodded
8	**A** wrinkles	**B** lids	**C** brows	**D** frown
9	**A** stopped	**B** pulled	**C** drove	**D** halted
10	**A** creeping	**B** stalking	**C** kneeling	**D** crouching
11	**A** discharging	**B** exiting	**C** emerging	**D** trailing
12	**A** wiping	**B** sweeping	**C** brushing	**D** stroking

Stranded in a cave

When an eleven-year-old boy was (**13**) ..... out to sea by a freak wave, his father, Nick, fifty-two, dived in after him. But the sea was very rough and both man and boy were washed into a cave where they were (**14**) ..... by the rising tide. Luckily, the local coastguard had been alerted and a lifeboat was soon (**15**) ..... for the scene, together with a rescue helicopter. The plan was to get the two casualties on (**16**) ..... the lifeboat and then to (**17**) ..... them up to the helicopter. But it all went terribly wrong. As the helicopter hovered near the face of the cliff, the lifeboat did its best to reverse in, but waves twisted the (**18**) ..... from side to side and the crew were finally washed overboard. They ended up trapped in the cave as well.

13	**A** brushed	**B** swept	**C** pulled	**D** ebbed
14	**A** surrounded	**B** kept	**C** isolated	**D** trapped
15	**A** going	**B** making	**C** setting	**D** advancing
16	**A** deck	**B** board	**C** route	**D** sail
17	**A** winch	**B** wind	**C** roll	**D** entwine
18	**A** vehicle	**B** fleet	**C** vessel	**D** shuttle

Part 2

You are going to read four extracts which are all connected with the arts. For questions **19–26** choose the answer (**A**, **B**, **C** or **D**) which fits best.

What exactly is music?

Musicians don't have a good reputation as role models. Philanderers, alcoholics, addicts, tax evaders. And I'm not just talking about rock music; classical musicians are just as bad. As for jazz musicians – forget about it.

But when you watch a musician play, when he enters that private musical world, you often see an innocent and curious child, full of wonder at what can only be described as a mystery, both joyous and sad. A sacred mystery, even. What could possibly keep us
13 *playing scales and arpeggios hour after hour, day after day, year after year? Is it some vague promise of glory, money or fame – or is it something deeper?*

I've never had any other ambition than to be a musician. My earliest memory is musical; I remember sitting at my mother's feet as she played the piano, an upright with worn brass pedals. And when she played – always a tango – she seemed transported to
23 *another world, her feet rocking between loud*
24 *and soft pedals, her arms pumping to the odd rhythms, her eyes intent upon the sheet music. It was the only time I wasn't the centre of my mother's world, so I knew some important ritual was being enacted. I began*
29 *to spend hours hammering away at the piano in the delusion that if I persisted long enough, my noise would become music. (I still labour under this delusion.) My mother however, cursed me with the ear of a musician but the hands of a plumber. It wasn't until an uncle gave me an old Spanish guitar with five rusty strings that my enormous fingers found a musical home, and I found what was to be my best friend.*

from an article by Sting in 'Reader's Digest'

19 Which of these phrases is used negatively?

A playing scales (line 13)
B her feet rocking (line 23)
C her arms pumping (line 24)
D hammering away at the piano (line 29)

20 Who or what made the writer feel safe?

A His mother.
B His uncle.
C His guitar.
D His music.

A prizewinning novel

On the face of it, your average truculent, non-reading pubescent is not going to fall for the parental line: Now look here, I've got a book you might want to take a look at that's about destiny, morality, science and that sort of thing. It's long and metaphysical and there are some pretty complicated passages, its heroine is a girl and it's actually not one book at all, but three.

Fortunately, the books under discussion make up Philip Pullman's award-winning *Dark Materials* trilogy and selling them is merely a question of how. Tell your teen that they are about growing up, loss of innocence and revolt. Explain that they expose the evils of parent-kind and that their heroine is a dead ringer for Buffy the Vampire Slayer, with a few daemons thrown in. Pill sugared, parent triumphant, teen sold.

Pullman's fantasy is dense, stirring and richly intelligent. Entering his world is an alternately lulling and thrilling experience, as hypnotic as being told a story while having your hair brushed, as unsettling as watching strange shapes in a fire. It is a fiction laid before the reader with a quiet authority that lures you further and further from your own world. Radical, just, heretical, impassioned, it will appeal to the immutable teenage daemon that everyone carries with them into adult life.

from an article in 'The Times'

21 It seems that Pullman's books are aimed at

- **A** the very young.
- **B** teenagers.
- **C** parents.
- **D** people of all ages.

22 When describing the impact of Pullman's books, the writer is

- **A** cautious.
- **B** negative.
- **C** critical.
- **D** enthusiastic.

A walk through the

Scottish National Gallery

The Scottish National Gallery doesn't look much from the outside, but inside it was very grand in an imperial, nineteenth-century sort of way, with red baize walls, outsized pictures in extravagant frames, scattered statues of naked nymphs and furniture trimmed in gilt. The pictures were not only outstanding, but they had labels telling you their historical background and what the people in them were doing, which I think is to be highly commended and in fact should be made mandatory everywhere.

I read these instructive notes gratefully, pleased to know, for instance, that the reason Rembrandt looked so glum in his self-portrait was that he had just been declared insolvent, but in one of the halls I noticed that there was a man, accompanied by a boy of about thirteen, who didn't need the labels at all.

They were from what I suspect the Queen Mother would have called the lower orders. Everything about them murmured poorness and material want – poor diet, poor income, poor dentistry, poor prospects, even poor laundering – but the man was describing the pictures with a fondness and familiarity that were truly heartwarming. 'Now this is a later Goya, you see,' he was saying in a quiet voice. 'Just look at how controlled those brush strokes are – a complete change in style from his earlier work. D'ye remember how I told you that Goya didn't paint a single great picture till he was nearly fifty? Well, this is a great picture.' He wasn't showing off, you understand; he was sharing.

from 'Notes from a Small Island' by Bill Bryson

23 It seems that the writer found the way the paintings had been labelled

A patronising.
B amusing.
C helpful.
D unnecessary.

24 What most impressed the writer about the visitor to the gallery was

A how poor he was.
B how humble he was.
C how much he knew.
D how good a teacher he was.

The antique dealer

Mr Cyril Boggis was a dealer in antique furniture, with his own shop and showroom in the King's Road, Chelsea. His premises were not large, and generally he didn't do a great deal of business, but because he always bought cheap, very very cheap, and sold very very dear, he managed to make quite a tidy little income every year. He was a talented salesman and when buying or selling a piece he could slide smoothly into whichever mood suited the client best. He could become grave and charming for the aged, obsequious for the rich, sober for the godly, masterful for the weak, mischievous for the widow, arch and saucy for the spinster. He was well aware of his gift, using it shamelessly on every possible occasion; and often, at the end of an unusually good performance, it was as much as he could do to prevent himself from turning aside and taking a bow or two as the thundering applause of the audience went rolling through the theatre.

In spite of this rather clownish quality of his, Mr Boggis was not a fool. In fact, it was said of him by some that he probably knew as much about French, English and Italian furniture as anyone else in London. He also had surprisingly good taste, and he was quick to reject an ungraceful design, however genuine the article might be. His real love, naturally, was of the work of the great eighteenth-century English designers but even with these he occasionally drew the line.

from 'Tales of the Unexpected' by Roald Dahl

25 It appears that Mr Boggis is

A a hopeless businessman.
B an eccentric character.
C a professional actor.
D a master of his trade.

26 Mr Boggis

A was the most expert furniture dealer in London.
B made good judgements about antique furniture.
C refused to buy furniture from ungraceful customers.
D refused to buy anything but the work of his favourite designers.

Part 3

You are going to read an extract from a travel book. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**27–33**). There is one extra paragraph which you do not need to use.

I took a train to Leeds and then another to Manchester – a long, slow but not unpleasant ride through steep-sided dales that looked uncannily like the one I lived in except that these were thickly strewn with old mills and huddled, soot-blackened villages. The old mills seemed to come in three types: 1. Derelict with broken windows and TO LET signs. 2. Gone – just a grassless open space. 3. Something non-manufacturing, like a depot for a courier service or a B&Q centre or similar.

27 _____

The streets were shiny with rain, and busy with traffic and hurrying pedestrians, which gave Manchester an attractive big-city feel. For some totally insane reason, I had booked a room in an expensive hotel, the Piccadilly.

28 _____

I played with the TV, confiscated the stationery and spare tablet of soap, and put a pair of trousers in the trouser press – at these prices I was determined to extract full value from the experience – even though I knew that the trousers would come out with permanent pleats in the oddest places. (Is it me or are these things totally counterproductive?)

29 _____

British cities used to abound in these places, but they are deucedly hard to find now. I walked for some distance but the only places I could find were either the kind of national chains with big plastic menus and dismal food or hotel dining rooms where you had to pay £17.95 for three courses of pompous description and overcooked disappointment.

30 _____

When the bill came, I noticed an extra charge beside a notation marked 'S.C.' 'What's that?' I said to the waitress, who had, I should like to note, been uncommonly surly throughout.
'Suhvice chawge.'

31 _____

She gave a heavy sigh, as if she had been here before. 'You got complaint? You want see manager?' The offer was made in a tone that suggested that if I were to see the manager it would be with some of his boys in a back alley.

32 _____

I couldn't say where I went exactly because Manchester's streets always seem curiously indistinguishable to me. I never felt as if I were getting nearer to or farther from anything in particular but just wandering around in a kind of urban limbo. Eventually I ended up beside the great dark bulk of the Arndale Centre.

33 _____

But at night it is just twenty-five acres of deadness, a massive impediment to anyone trying to walk through the heart of the city.

from 'Notes from a Small Island' by Bill Bryson

A Eventually I ended up in Chinatown, which announces itself to the world with a big colourful arch and then almost immediately loses heart. There were a scattering of restaurants among big office buildings, but I can't say I felt as if I had wandered into a little corner of the Orient. The bigger, better-looking restaurants were packed, so I ended up going to some upstairs place, where the décor was tatty, the food barely OK and the service totally indifferent.

B If I haven't got a very clear image of the city, it's not entirely my fault. Manchester doesn't appear to have a very fixed image of itself.

C What a monumental mistake that was. I suppose it must be nice, in a place as rainy as Manchester, to be able to shop undercover and if you are going to have these things at all, much better to have them *in* the city than outside it.

D I decided not to press the matter, and instead returned to the streets and had a long, purposeless walk through Manchester's dank and strangely ill-lit streets – I can't remember a darker city.

E That done, I went out for a walk and to find a place to eat. There seems to be a kind of inverse ratio where dinner establishments and I are concerned – namely that the more of them there are, the harder it is for me to find one that looks even remotely adequate to my modest needs. What I really wanted was a little Italian place on a sidestreet – the kind with checked tablecloths and Chianti bottles with candles and a nice 1950s feel about them.

F I looked at her in surprise. 'Then why, pray, is there also a space here for a tip?' She gave a bored, nothing-to-do-with-me shrug. 'That's terrible,' I said. 'You're just tricking people into tipping twice.'

G My room was on the eleventh floor, but it seemed like about the eighty-fifth, such were the views. If my wife had had a flare and an inclination to get up on the roof, I could just about have seen her. Manchester seemed enormous – a boundless sprawl of dim yellow lights and streets filled with slow-moving traffic.

H I must have passed a hundred of these old factories but not until we were well into the outskirts of Manchester did I see a single one that appeared to be engaged in the manufacture of anything. I had left home late, so it was four o'clock and getting on for dark by the time I emerged from Piccadilly Station.

Part 4

You are going to read an extract from a travel book. For questions **34–40**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

The ruined city

The taxi-driver had scrutinous eyes in a harsh face. For twenty miles we travelled towards Merv through a thin dawn light and a flotsam of houses and factories. Two centuries ago the oasis had been laid waste by the emir of Buhhara who destroyed its irrigation systems and resettled its inhabitants. It seemed never to have recovered. After the Russian conquest, it became a place of exile for disgraced army officers, and its native inhabitants gained a reputation for perfidy.

'If you meet a viper and a Mervi,' said the other Turcomans, 'kill the Mervi first and the viper afterwards.'

The driver kept patting his hair and moustache in the cracked mirror. He conformed disturbingly to the Mervi cliché, and nothing softened the narrow distrust in his face. What was I doing here, he demanded? Why did I want to see this old place? 'In England, the cities are all beautiful.'

'No ...'

'In England the roads are all good.' We were crashing over potholes. 'How is the food situation in England? Do you have camels and deserts?'

'No.'

'So it's mountains.' He looked at me with the sharp, frustrated violence of his incomprehension. He spoke Russian only in a rasped assembly of fragmented words. 'Will you exchange your watch for mine?... How much does a car like this cost in England?' It was a clapped-out Lada, in which a jungle of wires poured beneath the dashboard. Every few minutes he stopped to take on or drop off other passengers. They looked as poor and hard as he. I asked about a nearby mosque, but nobody knew where it was. There was a mosque in the centre of town somewhere, they said, but no, they didn't know its name. They scarcely spoke Russian.

Soon afterwards the driver stopped on the edge of a wilderness ruffled into heaps and ridges, and said with mystified contempt: 'This is it.'

I got out and started to walk. The land looked violently unnatural, almost featureless. For a long time only the curious quality of the earth – a terrible, powdery deadness – betrayed that I was treading through the entrails of a city. It might have been sieved through the bodies of insects, so fine was it: the two-thousand-year detritus of pulverised brick, cloth, bone. It spirted beneath every footstep with a tiny, breathy explosion. Everywhere it was heaped into obscure shapes which might once have been walls, pathways, rooms, or nothing. They were bearded with grey goosefoot and camel-thorn, and seamed with a rubbled earth which had disintegrated beyond meaning, but was not virgin.

For hours I stumbled in ignorance across the wasteland. I had expected to meet a few other travellers, but there was none – I had seen no Westerner since entering Turkmenistan. Once, in the lee of buried ramparts, I came upon a herd of auburn-coated camels grazing on nothing: prehistoric-looking beasts with undernourished humps. And once a pair of fishing eagles rose in silence from a reed-choked canal.

This hint of biblical nemesis, and the hugeness of the city's dereliction, started to take on a cruel glamour. No ruined city I had ever seen – not Balkh nor Nineveh nor Ctesiphon – had delivered quite such a shock of desolation as this. It measured fifteen miles from end to end. Even in April the sun flailed down (and the temperature can reach 56°C, the hottest in the old Soviet Union). A line of battlements rose and glimmered across the wilderness for mile after broken mile. Here and there, out of their wind-smoothed walls, a ghostly tower erupted; but more often they broke into separated chunks and seemed only to emphasise, by their vast and futile compass, the void inside them. Once or twice a fortified hill stood up naked and sudden, as if a great levelling tempest had burst across the oasis and inexplicably missed it.

Everything seemed of equal age, or none. But in fact Merv was many cities. It may have been founded by the dynasty of Alexander the Great, but in 250 BC it passed to Pathia, and here the ten thousand Roman legionaries captured in the defeat of Crassus were brought exhausted into slavery. An apocryphal story sites *The Thousand and One Nights* in Merv, and in the late eighth century Muqanna, the Veiled Prophet of Khorasan, kindled schism here against the occupying Arabs.

In the heart of its lush oasis, where the Silk Road between China and the Mediterranean gathered and disgorged its luxuries and ideas, it became, after Baghdad, the second city of the Islamic world. Home to Hindu traders and Persian artisans, it swelled to a mighty cosmopolis of races and interests, with rich libraries and a celebrated observatory, and was the seat of a Christian bishopric as early as the fifth century.

In 1221 the Mongols of Genghiz Khan overswept the whole country. The terror they inspired quakes in the description of Moslem writers still. The barbarians were as many as grasshoppers, they wrote: squat, foul-smelling men whose skin was as tough as shoe leather and pitted with lice. Their arrows turned the sky to a sea of reeds and their horses' neighing shut the ears of heaven.

from 'The Lost Heart of Asia' by Colin Thubron

34 The driver
- **A** resembled the stereotype of a Mervi.
- **B** hated the inhabitants of Merv.
- **C** behaved suspiciously.
- **D** looked like a criminal.

35 It seems that the driver
- **A** is pleased with the writer's interest in his country.
- **B** is confused about the writer's reasons for visiting his country.
- **C** wishes he could travel to England.
- **D** prefers his own country to the writer's.

36 It would appear from the text that the driver
- **A** was unable to understand most of what the writer said.
- **B** had difficulty making himself understood.
- **C** was not speaking his native language.
- **D** was unwilling to communicate with the writer.

37 What did the writer come to visit?
- **A** Several legendary cities.
- **B** The remains of a castle.
- **C** The site of an ancient city.
- **D** A wildlife reserve for birds.

38 The writer suggests that the earth was powdery because
- **A** it was made up of the dead bodies of insects and animals.
- **B** it had never been cultivated.
- **C** it had been trodden down over centuries.
- **D** it contained the remains of generations of people and their habitations.

39 As he walks over the site, the writer is struck by a sense of
- **A** horror.
- **B** emptiness.
- **C** fear.
- **D** curiosity.

40 The Mongols
- **A** caused earthquakes.
- **B** regarded the Moslems as barbarians.
- **C** feared the Moslems.
- **D** arrived in hordes.

UNIT 9

The science of life

Exam strategy: Part 1

skills check

Recording and learning vocabulary

Part 1 of the Reading paper often tests your knowledge of common collocations. Adjectives and verbs often collocate with certain nouns, and adverbs with certain adjectives. It is a good idea to record common collocations rather than individual words in your vocabulary book. Always write an example sentence to remind yourself of the context in which it is used.

➢ plead guilty/not guilty = state whether you are guilty or not in a court of law.
*His barrister advised him to **plead guilty**.*

A Choose the best answer **A**, **B**, **C** or **D** to complete the expressions in bold.

1 There is a ..... **possibility** that the company will go bankrupt.
A distinct B plain C positive D sharp

2 It is **standard** ..... for shops to refuse refunds unless the customer produces a receipt.
A routine B custom C practice D process

3 Have you got any ..... **change** for the car park?
A free B coin C loose D little

4 Investing in the project was a **calculated** ..... but it paid off in the end.
A risk B venture C chance D opportunity

5 It was with ..... **regret** that the board refused further funding for the project.
A sombre B heavy C high D deep

6 The motorist escaped ..... **injury.**
A great B bad C serious D mortal

7 When we got to the bottom of the tunnel, it was ..... **dark.**
A intense B jet C pitch D coal

8 I'm afraid the ..... **truth** is that George is not clever enough to get into university.
A pure B plain C clear D right

B Choose the best answer **A**, **B**, **C** or **D** to complete the expressions in bold.

1 I can't stand people who ..... **a grudge** against someone for years.
A load B support C bring D bear

2 His research has ..... **the way** for further discoveries in the future.
A granted B planted C laid D paved

3 The idea of becoming a biochemist ..... **no appeal** for me.
A holds B contains C makes D provides

4 When the crisis occurred, the director quickly ..... **charge** of the situation.
A had B brought C took D held

5 Tom says he's innocent and is determined to ..... **his name.**
A clear B clean C wipe D liberate

6 We went out for a meal to ..... **our friendship.**
A stick B draw C cement D tie

7 The results of the inquiry may **lend** ..... to the scientists' worries.
A gravity B depth C volume D weight

8 I don't **give** any ..... to his theory that the Earth is a living organism.
A credulity B currency C credibility D credence

C Read the text below and using the tips to help you, decide which answer best fits each gap.

Intelligent life in space?

Applied science will continue for a long time to come. Scientists will keep developing versatile new materials; faster and more sophisticated computers; genetic (**1**) ..... techniques that make us healthier, stronger, longer-lived; perhaps even fusion reactors that provide cheap energy with few environmental side effects. The question is, will these advances in applied science bring (**2**) ..... any surprises, any revolutionary shifts in our basic knowledge?

Learning that we humans were created, not de novo by God, but gradually, by the process of natural (**3**) ....., was a big surprise. Most other aspects of human evolution – those concerning where, when and how, precisely, *Homo sapiens* evolved – are details. These details may be interesting, but they are not (**4**) ..... to be surprising unless they show that scientists' basic assumptions about evolution are wrong. We may learn, say, that our sudden surge in intelligence was catalysed by the intervention of alien beings, as in the movie '*2001*'. That would be a very big surprise. In fact, any proof that life exists or even once existed beyond our little planet would (**5**) ..... a huge surprise. Science, and all human thought, would be reborn.

from 'The End of Science' by J. Horgan

1 A finger-printing B engineering C manipulating D coding
Clue: Which noun can collocate with 'genetic' and relates to the study of biology?

2 A about B out C back D down
Clue: Which phrasal verb with 'bring' means 'cause to happen'?

3 A choice B survival C selection D refining
Clue: Which noun collocates with 'natural' when you are speaking about evolution?

4 A probable B likely C possible D sure
Clue: Which word is followed by the preposition 'to' and fits the meaning of this sentence?

5 A comprise B compose C compile D constitute
Clue: Which verb can collocate with 'surprise' and means 'would be considered' a surprise?

Exam practice: Part 1

For questions **1–18**, read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Optimism and pessimism

Do you look on the bright side of life or do you always expect things to turn out for the (**1**) .....? You may be surprised to learn that you can change from being a pessimist to an optimist with very little effort. Optimism and pessimism are habits we learn as children from our parents. If your father's reaction to some small (**2**) ..... was to blame himself, then you will probably do the same. Typically, the pessimist believes bad events stem from permanent conditions, while the optimist attributes failure to temporary causes. The pessimist allows a disappointment in one area of his life to pervade the rest. Say he's (**3**) ..... off from work. He not only feels bad about losing his job but also starts to worry that his marriage is in (**4**) ..... trouble too. The optimist doesn't let one problem ruin his whole life. Instead, he concentrates on the good things he has. This means that instead of feeling helpless, you can (**5**) ..... action. Imagine you are recently divorced. A friend arranges a party, to which she's also invited an (**6**) ..... man. The pessimist in you moans, 'He won't be interested in me'. Now ask yourself what the optimist would do. Go for it!

from an article by T. Eberlein in 'Reader's Digest'

1	A well	B best	C bad	D worse
2	A disadvantage	B setback	C drawback	D restriction
3	A laid	B put	C thrown	D fired
4	A high	B large	C deep	D great
5	A do	B make	C start	D take
6	A eligible	B arranged	C available	D engaged

House-hunting

'Well,' Mother said with determination, 'there's (**7**) ..... for it. We'll have to move. We must get out of the town. We must find a house in the country at once.'

The next morning we started on our house-hunt, accompanied by Mr Beeler, the hotel guide. He was a fat little man with cringing eyes and sweat-polished jowls. He was quite sprightly when we (**8**) ..... off, but then he did not know what was in (**9**) ..... for him. No one who has not been house-hunting with my mother can possibly imagine it. We drove around the island in a cloud of dust while Mr Beeler showed us villa after villa in a bewildering selection of sizes, colours and situations, and Mother (**10**) ..... her head once again. Brokenly Mr Beeler seated himself on the stairs and (**11**) ..... his face with his handkerchief.

'Madame Durrell,' he said at last, 'I have shown you every villa I know, yet you do not want any. Madame, what is it you require? What is the matter with these villas?'

Mother regarded him with astonishment.

'Didn't you notice?' she asked. 'None of them had a bathroom.'

Mr Beeler stared at Mother with bulging eyes.

'But Madame,' he (**12**) ..... in genuine anguish, 'what for you want a bathroom? Have you not got the sea?'

We returned in silence to the hotel.

from 'My Family and Other Animals' by Gerald Durrell

7	A anything	B nothing	C none	D something
8	A went	B got	C set	D came
9	A readiness	B wait	C stock	D store
10	A tipped	B nodded	C shook	D waved
11	A mopped	B swept	C brushed	D rubbed
12	A giggled	B wailed	C growled	D bellowed

Leadership qualities

Do you think you've got what it takes to make a leader? It is becoming more and more common for office workers to lead project teams at work. As leader of the team, it will be your job to (13) ..... that members of the team are happy and productive. By (14) ..... on a leadership role you can acquire greater job (15) ..... and create a better working partnership with your own boss. Leadership qualities include enthusiasm, integrity, humility and confidence. Fairness is an essential quality and you must be seen to treat all the members of the team in the same way. If you are too quick to point the finger or to (16) ..... some people's mistakes under the carpet, the rest of the staff will not (17) ..... up to you. If you are a good leader, you should be big enough to (18) ..... to your own mistakes too. You should be prepared to ask for feedback on your own performance, as well as giving your team feedback on theirs.

from an article by M. Lawrence in 'The Times'

13	A engage	B ensure	C certify	D assure
14	A taking	B putting	C getting	D standing
15	A confidence	B adequacy	C satisfaction	D fulfilment
16	A put	B tuck	C hide	D sweep
17	A match	B look	C measure	D give
18	A answer	B admit	C give	D own

exam tip

Question 4 tests your knowledge of an adjective + noun collocation.
Question 10 tests your knowledge of a verb + noun collocation.



Vocabulary development

A Processes

Match the words on the left with the group of verbs on the right. Use each group on the right once only.

1	cells can	**a**	corrode or discolour metal
2	soil can	**b**	escape, condense, explode
3	light can	**c**	expand and contract
4	liquid can	**d**	flow, evaporate, solidify
5	metals can	**e**	gleam, dazzle, flicker
6	rust can	**f**	implode, sparkle, die
7	some gases can	**g**	multiply, divide, separate
8	stars can	**h**	subside, be eroded

B Adjective and noun collocations

Match an adjective from box A with a noun from box B to make common collocations. Then fill in the blanks in the sentences below with the correct collocation.

A

acid bitter	blind burning	closed graphic	impassioned knotty	necessary prime

B

alley book	suspect detail	evil pill	plea problem	question test

1 I'm afraid that science is really a(n) ..... to me. I know nothing about it.

2 Some people claim there is no alternative to using animals for experiments and that it is a(n) ..... .

3 Accepting that the research had to be abandoned was a(n) ..... for the scientists to swallow.

4 Finding a way to make a plane fly on less fuel has proved to be a(n) ..... for manufacturers, but they think they have the solution now.

5 Doctors have made a(n) ..... for more funds so that they can continue their research.

6 Scientists researching the cause of the disease have isolated a(n) ..... in the form of a previously unknown bacteria.

7 We decided that we were heading down a(n) ..... in our research and that we should start again from scratch.

8 Granny described her operation in such ..... that I felt sick!

9 Terry has revised for the exam but the ..... will come when he has to prove what he knows under pressure of time.

10 The company will sponsor us but the ..... is, will the government allow us to go ahead?

C Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 People who live in close *vicinity/proximity* to the nuclear plant are worried about its effects on their health.

2 They may find a cure for the disease but the research is still in its *childhood/infancy*.

3 In his excitement, the young researcher *shrugged/threw* caution to the winds and published his findings without checking them.

4 John is a *cut/point* above the others at the laboratory when it comes to good manners.

5 The Professor is there to *overlook/oversee* the progress of the research.

6 It is unfortunate that some scientists are totally *impenetrable/impervious* to criticism and never listen to the general public.

7 I object on *conscience/principle* to any form of genetic engineering.

8 Having solved the first problem, the scientists *set out/set about* finding a way round the next one.

9 My brother is an amateur mechanic and loves *dabbling/tinkering* with old engines.

10 Some of the researchers have now *connected/allied* themselves with those protesting about experiments on primates.

D Verb and noun collocations

Match the verbs on the left with the words on the right to make common collocations.

1	crack	**a**	a breakthrough
2	carry out	**b**	a missing item
3	achieve	**c**	a mistake
4	draw up	**d**	a conclusion
5	locate	**e**	a problem
6	pave	**f**	a new theory
7	postulate	**g**	a table of results
8	reach	**h**	about the universe
9	rectify	**i**	research
10	speculate	**j**	the way



CRACKING A PROBLEM

E Phrasal verbs with *put*

Study the list of phrasal verbs with *put* on page 161 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 The disappearance of this species of butterfly was ..... the widespread use of pesticides.

2 Our science teacher was wonderful – he could ..... complex ideas in a way that even we children could understand.

3 They have ..... more funds but there is a lot of competition and the money may not be forthcoming.

4 The two scientists are old rivals put they agreed to ..... their differences for the sake of the project.

5 I guess we'll have to ..... being surrounded by animals now that Thomas has started his veterinary course.

6 The failure of the rocket launch has ..... progress by many months.

7 The other scientists ..... it ..... John fair and square – either he works as one of a team or he's off the project.

8 I don't know why he continues to work with those technicians – they're always ..... him ..... .

9 The committee ..... a proposal which pleased both the government and the scientists working on the project.

10 His colleagues had ..... him ..... a hopeless case but he proved to be the most brilliant of all the physicists.

F Idioms and expressions with *put*

Replace the phrases in italics below with a suitable idiom or expression from the box in the right form. You will not need to use all the phrases.

a	put somebody in the picture	**g**	put somebody off the scent
b	put in an appearance	**h**	put a spoke in somebody's wheel
c	put down roots	**i**	put the record straight
d	put somebody on a pedestal	**j**	put paid to something
e	put somebody in the shade	**k**	put somebody through the mill
f	put out feelers	**l**	put somebody through his/her paces

1 He wanted to study science but his father's bankruptcy *totally ended* his plans.

2 I must *correct that mistaken information* – it was David, not me, who made the discovery.

3 Officials *are trying to find out what people think concerning* the proposal to site a toxic waste dump near the village.

4 The team leader *tested the new recruit's capabilities* to see if he was up to the job.

5 Jon didn't want to sit through the award ceremony but felt obliged to *attend if only for a short time*.

6 I didn't think Peter would *settle* in this country, but he's so absorbed in his research that he'll never leave now.

7 Anna got brilliant results – she *showed herself far superior to the other students*.

8 The investigating officer *was misled* by the Chief of Police himself, who turned out to be the guilty party.

9 The manager thought I had lied about my research data and he *put me through an unpleasant experience* until he was convinced of my innocence.

10 I wish someone would *tell me the details of the situation*. I haven't a clue what's going on!

G Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once. Many of these phrases have appeared in the texts you have read in this unit.

about for from in on to

1 We should always try to **look** ..... **the bright side of life.**
2 You shouldn't **blame yourself** ..... everything that goes wrong in your life.
3 Do you believe that bad events **stem** ..... permanent conditions or do you **attribute** failure ..... temporary causes?
4 Try to **concentrate** ..... the good things rather than the bad.
5 Are you **interested** ..... scientific research?
6 A pessimist always fears that things will **turn out** ..... **the worse.**
7 You are **making an assumption** ..... his guilt when you have absolutely no proof at all.
8 Apparently, he's ..... **deep trouble** at work.

H Expressions and idioms

Choose the correct alternative from each of the pairs in italics below.

1 She was a tendency to *brush/sweep* her mistakes under the carpet.
2 I don't want to *aim/point* the finger at anyone in particular – I think we are all partly to blame.
3 It's unkind to *dig/poke* fun at someone just because they're different from you.
4 You should deal with your problems before they get completely out of *range/hand.*
5 The girls have been feeling on top of the *world/earth* since they graduated.
6 My grandparents live in America so I only see them once in a *green/blue* moon.
7 I've been feeling a bit down in the *dumps/pits* lately so my friends are going to throw a party to try and cheer me up.
8 My sister is over the *stars/moon* about her new job – she thinks it's absolutely wonderful!



GRADUATION DAY

UNIT 10

True to life

Exam strategy: Part 2

skills check

How to increase your speed when reading and answering questions

This is a skill you will need to start practising long before you take the exam. With practice, you can greatly improve your reading speed and the time you need to answer multiple choice questions.

- Start by noting the time it takes you to read exam-level texts.
- As the exam approaches, set yourself a definite time limit for your first reading of a text.
- Make a note of how long it takes you to find the answer to each multiple choice question.

If you practise regularly, you will notice a steady improvement in the time it takes you to read and answer questions.

A Read quickly though the text below in which the writer describes a childhood meeting. Choose the most suitable title from the three below and note the time it takes you to do this.

1 A Tricky Customer **2** A Fascinating Pedlar **3** A Wildlife Expert

When he saw us, the Rose-beetle Man stopped, gave a very exaggerated start, doffed his ridiculous hat, and swept us a low bow. Roger was so overcome by this unlooked-for attention that he let out a volley of surprised barks. The man smiled at us, put on his hat again, raised his hands, and waggled his long, bony fingers at me. Amused and rather startled by this apparition, I politely bade him good day. He gave another courtly bow. I asked him if he had been to some fiesta. He nodded his head vigorously, raised his pipe to his lips and played a lilting little tune on it, pranced a few steps in the dust of the road, and then stopped and jerked his thumb over his shoulder, pointing back the way he had come. He smiled, patted his pockets, and rubbed his forefinger and thumb together in the Greek way of expressing money. I suddenly realised that he must be dumb. So, standing in the middle of the road, I carried on a conversation with him and he replied with a varied and very clever pantomime. I asked what the rose-beetles were for, and why he had them tied with pieces of cotton. He held his hand out to denote small boys, took one of the lengths of cotton from which a beetle hung, and whirled it rapidly round his head. Immediately the insect came to life and started on its planet-like circling of his hat, and he beamed at me. Pointing up at the sky, he stretched his arms out and gave a deep nasal buzzing, while he banked and swooped across the road. Aeroplane, any fool could see that. Then he pointed to the beetles, held out his hand to denote children, and whirled his stock of beetles round his head so that they all started to buzz peevishly.

Exhausted by his explanation, he sat down by the edge of the road, played a short tune on his flute, breaking off to sing in his curious nasal voice. They were not articulate words he used, but a series of strange gruntings and tenor squeaks, that appeared to be formed at the back of his throat and expelled through his nose. He produced them, however, with such verve and such wonderful facial expressions that you were convinced the curious sounds really meant something.

from 'My Family and Other Animals' by Gerald Durrell

B Now answer the questions below.

1 How did the Rose-beetle man communicate with the writer?

A By using gestures.

B By singing.

C By using a combination of gestures and sounds.

D By talking and playing his flute.

2 The beetles the man was carrying

A were plastic toys.

B were lifeless insects.

C were miniature aeroplanes.

D were intended for children.

exam tip

Planning your time effectively
Before you enter the examination room on the day of the exam make sure that you are completely familiar with the time allowed for each paper. Planning your time effectively will be an important factor in your success.

C Think about the length of time which you have for the Reading paper and note down in the table below how much time you think you should allow for each part. Don't forget that you will have to transfer you answers to the answer sheet when you have completed the tasks.

Part 1	Three short texts	..... minutes
Part 2	Four longer texts	..... minutes
Part 3	Gapped text	..... minutes
Part 4	Long text	..... minutes
Transferring your answers to the answer sheet		..... minutes

exam tip

In Part 2 of the Reading paper, use effective reading strategies to save time.

- If a question is about the writer's tone or about the gist of the extract, skim the text quickly to understand general ideas.
- If a question focuses on a more detailed aspect of the extract, scan the text to identify the part which contains the specific information you need. Don't waste time by carefully reading the whole of the text again.

D Now look at the questions in B again.

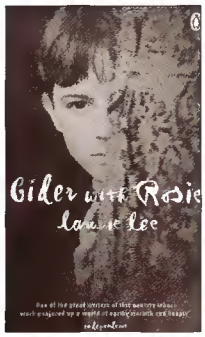
1 Which one is more general and requires you to skim the whole text quickly?

2 Which one is more specific and requires you to scan the text for detailed information?

Exam practice: Part 2

You are going to read four extracts which are all connected with the arts and literature. For questions **1–8** choose the answer (**A**, **B**, **C** or **D**) which fits best.

My mother



Our Mother was a buffoon, extravagant and romantic, and was never wholly taken seriously. Yet within her she nourished a delicacy of taste, a sensibility, a brightness of spirit, which though continuously bludgeoned by the cruelties of her luck remained uncrushed and unembittered to the end. Wherever she got it from, God knows, or how she managed to preserve it. But she loved this world and saw it fresh with hopes that never clouded.

My first image of my Mother was of a beautiful woman, strong, bounteous, but with a gravity of breeding that was always visible beneath her nervous chatter.

With her love of finery, her unmade beds, her litters of unfinished scrapbooks, her taboos, superstitions, and prudishness, her remarkable dignity, her pity for the persecuted, her awe of the gentry, and her detailed knowledge of the family trees of all the Royal Houses of Europe, she was a disorganised mass of unreconciled denials, a servant girl born to silk. Yet in spite of all this, she fed our catfish wits with steady, imperceptible shocks of beauty.

Nothing now that I ever see that has the edge of gold around it – the change of a season, a jewelled bird in a bush, the eyes of orchids, water in the evening, a thistle, a picture, a poem – but my pleasure pays some brief duty to her. She tried me at times to the top of my bent. But I absorbed from birth, as now I know, the whole earth through her jaunty spirit.

from 'Cider with Rosie' by Laurie Lee

1 The writer implies that his mother
- **A** was not consistent in her behaviour.
- **B** behaved like a servant girl.
- **C** was too serious in her manner.
- **D** was high-handed in her treatment of others.

2 The writer's main feeling when he remembers his mother is one of
- **A** bewilderment.
- **B** admiration.
- **C** irritation.
- **D** amusement.

exam tip

Question 2: Notice the word *'main'* in the question. What did his mother ultimately pass on to him? How does he feel about that?

Is Prince William related to Shakespeare?

Is Prince William an embryonic bard? A research team in Germany claim they have found evidence that he is descended from Shakespeare and may thus have inherited literary genius.

Frustrated by a lack of first-hand evidence, researchers trying to piece together details of the Bard's life have long turned to his sonnets as the only words of his that might be autobiographical. For centuries, academics have been trying to solve the tantalising riddle of the 'Dark Lady', the mystery person to whom Shakespeare addressed his sonnets. Those involved in the most recent detective hunt have come up with some evidence that the Bard's bloodline is linked to the youngest generation of the royal family.

This bold claim is supported by clues hidden in paintings of a previously unidentified noblewoman, to be named by a German academic team as Shakespeare's dark-haired lover. They were assisted by forensic experts from the German police.

But who was the Dark Lady? So many rival theories have been advanced that some scholars have abandoned the search. In fact the answer may be staring us in the face. According to one eminent academic, a portrait of the mystery woman is on show in Hampton Court Palace in London, where it is known as *The Persian Lady*. She argues that the pregnant woman depicted there is Elizabeth Vernon, a lady-in-waiting to Queen Elizabeth, who, after an illicit affair with Shakespeare, went on to marry his patron. It seems that this woman, Elizabeth, third Countess of Southampton, bore Shakespeare a daughter, Penelope, who grew up to marry William, second Baron Spencer, and their descendant was the father of Diana, Princess of Wales and grandfather of Prince William.

So far, Prince William's talents have shown themselves in the sports field. But who knows? His uncle, Earl Spencer, did after all receive world-wide acclaim for his address at the funeral of his sister.

adapted from an article by N. Hellen and C. Gascoigne in 'The Sunday Times'

3 Some academics

A know that Prince William has a genetic link with Shakespeare.

B believe Prince William has inherited Shakespeare's talent for writing.

C have discovered autobiographical details in Shakespeare's sonnets.

D have found evidence that may indicates that Prince William is descended from Shakespeare.

4 Researchers

A have now given up the hunt for the 'Dark Lady'.

B have solved the mystery of the 'Dark Lady'.

C disagree about the identity of the 'Dark Lady'.

D have discovered that Princess Diana was descended from the 'Dark Lady'.





Rembrandt painted himself throughout his life. He became his own best subject. As long as he painted, he was always there for himself. Portraiture has a very special quality. Time spent with a sitter becomes an important element in the progress of the artist's perception: attitudes are forever changing according to the nature of the confrontation. What the artist first sees may well disappear as a new persona emerges from behind an initial mask of unfamiliarity. Photographic realism, and a 'likeness', are not the essence of true portraiture unless a fleeting revelation is snatched from the contours of a face in transition. The paint itself is also an object in its own right. It is subject to its own motivation, rules and dynamic which an artist can overcome, ignore or amplify according to ability and mood.

When I confront a portrait by Rembrandt, I am first conscious of the paint, the actual brushstrokes, and only then into focus come the revelations — Rembrandt's raw ability to transform pigment from brush to canvas into living flesh, nuance, movement and a miraculous presence. If mere likeness were the criterion of a good portrait then Rembrandt would now be forgotten. When he painted a picture which we know as *The Night Watch*, commissioned by the officers of the City Guard, only six of the sixteen figures of 'rank and position' claimed, reluctantly, that their heads resembled them, and yet he was being paid 100/200 guilders per head. 'Then pay me for six,' he replied. 'I was painting men, soldiers, a company marching out with pride. I was not painting vain pedants of rank and position, full of themselves, empty and stupid beneath their big hats.'

from an article by R. Steadman in 'The Observer Review'

5 What comes as a surprise to the writer when he looks at a Rembrandt portrait?

A How alive the artist makes the picture seem.

B The artist's ability to transfer pigment from brush to canvas.

C The deftness of the artist's brushwork.

D The presence of the artist.

6 By telling the story of the painting *The Night Watch*, the writer wants to illustrate that Rembrandt

A did not approve of the City Guard.

B could not actually paint exact likenesses.

C painted portraits which go beyond surface realities.

D was intolerant of criticism.

A portrait

The first thing that might have struck any casual observer about Ma Lurk Hing would have been his extreme shortness, that and the scars of childhood smallpox which had endowed his pitted face with the colour and consistency of an amply aerated but half-cooked batter pudding. Had the casual observer spoken Cantonese he would have discerned in Ma's rasping voice – a voice so hoarse, so brutalised that surely the surface mutilations must point to some deeper penetration of the disease into the throat – the twang of a man used to another dialect. He sounded like a Swatownese; an emigrant from the poorer quarter of that teeming dock-town.

His hands were hidden in his over-long coat sleeves but when he consulted his watch it could be seen that the index and adjoining fingers of his right hand had been cleanly amputated from below the line of the second joint. Some industrial accident perhaps? A supposition to be encouraged by Ma's bow-legged longshoreman's stance and trick of carrying his hands curled into pudgy fists, the wrists cocked, facing outwards, as if he might be levering up a hatch by its bar in some atavistic reflex of labour. Giving the lie to this, the flesh of Ma's palms was soft and white, had long been so.

abridged from 'Sour Sweet' by Timothy Mo

7 According to the text, Ma

A has a violent and aggressive way of speaking.

B does not come from the country he now inhabits.

C has not spoken the dialect he now uses from birth.

D speaks with a voice affected by a childhood illness.

8 What do we learn about the appearance of Ma's hands?

A They did not really look like workmen's hands.

B They revealed the nature of his former work.

C There were fingers missing from both of them.

D They'd been injured in an industrial accident.

exam tip

Remember to note down the time it takes you to complete each reading text and questions. Practice as much as possible with similar texts before the exam and try to reduce the time you take to answer the multiple choice questions.

Vocabulary development

A Idioms with comparisons

Comparisons with *as ... as* are often used to describe people. Complete the idioms below with a word or phrase from the box.

a bat	**chalk and cheese**	**a coot**	**crystal**	**a cucumber**	**a daisy**
a fiddle	**a hatter**	**the hills**	**houses**	**life**	**a mouse**
a new pin	**a post**	**Punch**	**rain**	**a sheet**	**sin**	**toast**	**a whistle**

1 as deaf as .....
2 as blind as .....
3 as bald as .....
4 as mad as .....
5 as quiet as .....
6 as large as .....
7 as miserable as .....
8 as warm as .....
9 as white as .....
10 as right as .....
11 as safe as .....
12 as old as .....
13 as pleased as .....
14 as cool as .....
15 as clean as .....
16 as different as .....
17 as fit as .....
18 as fresh as .....
19 as clear as .....
20 as neat as .....

B Expressions with parts of the body

Fill in the blanks in the sentences below with the correct word from the box to complete the phrases in bold.

back **bone** **face** **finger** **foot** **hair** **hand** **head** **heel** **neck**

1 I feel like **I'm banging my** ..... **against a brick wall!**
2 I wanted to look that word up but I didn't have a dictionary **to** ..... .
3 My little sister is getting on my nerves! She's a real **pain in the** ..... .
4 Phillip is pretty short of money. The last time I saw him he was looking very **down at** ..... .
5 Laura **has her** ..... **to the wall** now; this is her last chance to clear her name and there's no one to back her up.
6 Don't speak to my parents about how much freedom children should have. It's a ..... **of contention** between us.
7 She hurled the most terrible abuse at him but he **didn't turn a** ..... .
8 When Sally got the message, she raced out of the restaurant, leaving me to ..... **the bill**.
9 If you **lay a** ..... **on** my little boy, I'll report you to the headmaster.
10 You can argue until you**'re blue in the** ..... but I won't change my mind.

C Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 She really *tried/put* my patience to the limits.
2 Old people sometimes try to *cling/hang* to the past.
3 My mother is a compulsive hoarder. She collects anything that comes to *hand/grasp*, regardless of its worth.
4 I visited Barbara in prison and offered to help her but she seemed completely *indifferent/careless* to her fate.
5 Jim *found/felt* it difficult to resist his daughter's beguiling smile.
6 He couldn't have had a fight; violence is quite *opposed/foreign* to his nature.
7 While we have no doubts about William's keenness, we do not believe he is *experienced/competent* to lead the venture.
8 We'll wait until Mum is in the right *set/frame* of mind before we tell her our news.
9 *Assuming/Considering* so much money was spent on her education, Linda is rather a disappointment.
10 Mr Hill *hinted/suggested* very strongly that he would withdraw Bill from the team if his behaviour didn't improve.

D Adjective and noun collocations

Match an adjective from box A with a noun from box B to make common collocations. Then fill in the blanks in the sentences below with the correct collocation.

A	a far	a mixed	an olive	a raw	rose-coloured	second	a sweeping	wishful

B	statement	branch	thinking	deal	nature	spectacles	blessing	cry

1 I thought I could earn enough money to take my family to America but it was just ..... . I always knew it wasn't really possible.
2 Leaving home was a bit of ..... for Pamela. On the one hand, she is independent, but on the other she is now permanently broke!
3 My grandmother had ..... when she was a child. Her parents divorced and she was sent to live in an orphanage.
4 Speaking English has become ..... to me now, although I couldn't speak a word when we moved to England.
5 After a year-long estrangement, my uncle and aunt are holding out ..... and have invited us all to stay.
6 Marrying into a different culture, and having to defer to her husband in everything, was ..... from what Trudy had expected.
7 Sarah looks back at her childhood on a tiny island through .....; she refuses to remember the difficulties she experienced.
8 Aren't you making rather ..... when you say that my grandmother's generation were all prudish and puritanical?

E Phrasal verbs with *look*

Study the list of phrasal verbs with *look* on page 161 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 Since the earthquake the victims have had to ..... charitable organisations for food and aid.
2 I must ..... my swimming things before the trip tomorrow.
3 The police have promised to ..... the circumstances of the accident.
4 Tim's parents have always ..... his wife because of her humble background.
5 I have ..... what I wrote in my statement and I now wish to change it.
6 I think I'll ..... my grandmother tonight as she hasn't been very well.
7 I can't believe that everyone just ..... and did nothing while those men robbed the old lady.
8 Nelson Mandela is the person I ..... most. I think what he did in South Africa was an example to us all.

F Expressions with *look*

Replace the phrases in italics below with the correct expression from the box in the right form.

a look somebody up and down	**e** look to one's laurels
b look daggers at somebody	**f** look before you leap
c look down one's nose at somebody	**g** look the worse for wear
d look a gift horse in the mouth	**h** look on the bright side

1 Although the job you have been offered pays well, the hours are long, so you'd better *think about possible difficulties before acting.*
2 As James entered the shop, the woman *examined him thoroughly.*
3 When Lucy let slip to her mother that they had been to the disco, her sister *looked very angrily at her.*
4 Mrs Green is a very snobbish woman and *considers* her husband's family *unworthy of her.*
5 The position may not be exactly what you wanted but you shouldn't *look for faults in something that is freely offered.*
6 It's a shame about the weather but *cheer up.* We could be hard at work instead of relaxing here.
7 Did you have a difficult day? You *seem to be in a bad state.*
8 Tim has always been top of the class in Science but the new girl is a real genius. He'll have to *work hard in order to continue his success.*



LOOK BEFORE YOU LEAP

G Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once. Many of these usages have appeared in the texts you have read in this unit.

about at of on to with

1 The first thing that **struck me** ..... our new neighbour was his cheerfulness.
2 One **glance** ..... her clothes would tell you how well-off Samantha is.
3 Mr Brown is not a man to **trifle** .....; if you get on the wrong side of him, heaven help you!
4 There is something **ludicrous** ..... George; I think it must be the way he flaps his arms when he talks.
5 Tom is rather **full** ..... **himself**. He needs taking down a peg or two.
6 The police are **acting** ..... information from one of their informants.
7 Did you know that you can be very annoying ..... **times**?
8 The rules of the competition are **subject** ..... **change** by the organisers.
9 He was **endowed** ..... a natural talent for drawing.
10 The new exhibition will be ..... **show** at the National Gallery for three weeks.

H Expressions and idioms with the weather

Choose the correct alternative from each of the pairs in italics below.

1 News of the crash *dropped/cast* a cloud over this year's Grand Prix.
2 My sister is not a bit practical. She goes round all day with her *head/eyes* in the clouds.
3 Don't spend all your money now – save it for a *wet/rainy* day.
4 Maria didn't need to make such a huge fuss about such a little thing – it was a *storm/gale* in a teacup.
5 The new musical *got/took* Broadway by storm.
6 Before you make a firm decision, you'd better see which way the *wind/breeze* is blowing.
7 I just asked Samantha to file a few papers but she's making very *foggy/heavy* weather of it.
8 I don't think I'll play football today – I'm feeling a bit *under/below* the weather.
9 Peter felt quite confident at the start of the interview but when the manager corrected his grammar it really took the *wind/air* out of his sails.
10 Many small firms did not *weather/break* the storm of the recession.

UNIT 11

Health matters

Exam strategy: Part 3

skills check

Identifying topic links and associated words and phrases

- Read the text carefully *before* you look at the missing paragraphs. Consider the way the writer develops his/her ideas and try to predict what sort of topic he/she might cover in the missing paragraphs.
- Read the missing paragraphs and look for ideas/topics that might link the paragraphs to the main text. Identifying a topic link will help you to place a missing paragraph correctly. Be careful though – more than one paragraph may cover a similar topic, so you will need to use additional strategies.
- Look for words and phrases that are repeated or 'echoed' in the main text or the missing paragraphs. Remember that writers often paraphrase or use synonyms instead of repeating themselves. (See Unit 7, Exam strategy)
- Pay attention to language links. Look for linking words, including those that:
  – **show addition** (e.g. *In addition to, Furthermore, Another*).
  – **introduce contrast** (e.g. *But, However, Nevertheless, On the other hand,*).
  – **introduce an example** (e.g. *One instance of this is, We can see this in, Take, for example*).

A Read the text below and use the clues to help you choose the paragraph which fits each gap.

If you can summon up any enthusiasm at all for exercise right now, then it is probably for a workout in the cosy environs of your centrally-heated gym.

1 _____

According to Dr Owen Anderson, a leading American exercise physiologist, winter exercise transforms the body into a super-efficient, fat-burning machine. 'When cold air hits the skin, the brain triggers the adrenal glands into action, so that they release adrenaline,' he says. 'This forces the fat cells to push increased amounts of fat into the blood, which means that the fat can then be quickly captured and metabolised by the muscles.'

2 _____

Even better is the news that you aren't expected to push yourself to exhaustion to achieve these effects. In fact, if you exercise at too high an intensity, it could have the opposite effect.

3 _____

In addition to better overall fat burning there is also the possibility that the body's ration of healthy fat will improve with regular outside training during winter.

4 _____

'On the other hand, the fat that is closeted inside the muscles and that is released by the fat cells located under the skin has a reasonable chance of being broken down.'

from an article by Luci Hoe in 'The Sunday Times'

A 'It appears that maximal exercise, where you run or cycle as fast as you can, thwarts fat burning,' Anderson says. 'But that doesn't mean you should take things too easy. An exertion level of about seventy per cent of your maximum, which means that you are slightly breathless but can still hold a conversation, is the optimum.'

B Add a workout to the cold-air equation and the fat is gobbled up even faster. 'Activity magnifies this burning of fat,' Anderson says, 'as exercise also raises adrenaline levels, so that fat metabolism increases further.'

C Because of the boosted metabolism, levels of what is often considered the most dangerous fat, that which clings to the internal organs, could be reduced. 'When fat cells inside the abdominal cavity release fat into the blood, the fat goes straight to the liver, where it can be transformed into low-density lipoproteins, which are the 'bad fats' associated with an increased risk of coronary artery disease,' Anderson says.

D In addition, leaving the warm, cosy gym to stretch your legs outdoors in the cold can boost your fat-burning potential.

E But if you are serious about getting fit, new research shows that the best step you can take at this time of year is the one that leads you straight out of the front door. You may shiver at the prospect, but cold-weather workouts will almost certainly leave you more streamlined by the spring.

Clue 1: Paragraph 1 deals with our tendency to prefer ***indoor*** *exercise. The paragraph after Question 1 explains why* ***winter/outdoor*** *exercise is good for us. Look for one of the paragraphs A–E which links these two ideas together.*

Clue 2: Paragraph 3 begins with a linking phrase, 'Even better is the news that…' and ends with a reference to 'these effects'. The missing paragraph must therefore deal with the beneficial effects of winter exercise.

Clue 3: Paragraph 3 says that exercising at too high an intensity, 'could have the opposite effect' – in other words, a bad effect. Which of the paragraphs A–E develops this idea and includes a phrase which echoes these words?

Clue 4: Paragraph 5 begins, 'On the other hand, …'. The missing paragraph must therefore contrast with the idea in this sentence.

B Which paragraph did you not use? Check again that it does not fit any of the gaps.

Exam practice: Part 3

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**1–7**). There is one extra paragraph which you do not need to use.

Slimming is the nation's favourite obsession. More than half of Britain is overweight; one in five of us is 'obese'. We could soon be giving the Americans a waddle for their money.

1 _____

And it's of little comfort that *Slimming Magazine* 'Slimmer of the Year' is a man – Larry Hood, 45, who shrank from one hundred and sixty-one to sixty-nine and a half kilos thanks to a calorie-controlled diet (and working in a building with stairs). For your average bloke the words 'calorie' and 'controlled' have all the allure of dental work. In a classroom in London's Regents College, on a Tuesday night, in the company of seven men ranging from seventy-six to one hundred and forty kilos, I find myself investigating an alternative. *Lighten Up* is a programme developed by ex-personal trainer and motivational guru Pete Cohen, best known for his work with athletes. *Lighten Up* has been around for two years, but its latest programme is the first to be aimed at men. It's come up with a gloriously macho acronym: MEN (Motivation, Exercise and Nutrition). Men in the unisex classes felt, as our 'presenter' and *Lighten Up's* co-founder Judith Verity says, 'there was too much oestrogen flying around. We decided to see if there was enough interest to do a men-only group.

2 _____

The body-image pressure women have suffered for decades is now being foisted on men. The problem is, all this sudden incitement to lose the lipids feels like being thrown into an exam without having been taught the syllabus. When my flatmate decided to go on a diet, I came home to find him preparing supper: eight Ryvita covered in butter and cheese (for any male readers scratching their heads, that's like drinking alcohol-free lager with tequila chasers). And we're streets ahead of women when it comes to self-deception. A recent study by the Calorie Control Council in the US found that while forty-one per cent of women blamed weight loss failure on lack of self-discipline, only thirty per cent of men did, preferring to blame external factors. We just lie.

3 _____

Professor Stephen Gray of Nottingham Trent University, who oversaw the survey, commented: 'Men are ten years behind women in terms of understanding the link between diet, lifestyle and body shape.' Sadly, this ignorance is killing us. Men die six years earlier than women, and are far more prone to all weight-affected illnesses. *Lighten Up's* philosophy is, when armed with all the correct information, even the worst Pringle junkie will be able to re-programme his attitude to food. Week one starts in dramatic fashion. In front of us are two desks.

4 _____

At seventy-eight kilos, I feel like a skinny interloper, and yet my reasons for being here are not entirely journalistic. Like most men in their early thirties, 'I could do with losing a bit round the middle'. I gave up smoking a year ago and went up a jeans size. Despite exercising four times a week and watching what I eat, my gut has clung to those extra pounds. I know this because six months ago, I bought my first-ever pair of scales.

5 _____

There's also some motivational 'visualisation'. You imagine walking through your front door and into a thinner you, and mentally slip into this thin suit whenever the need arises.

6 _____

The two-hour sessions are fascinating, encouraging us to get to the root of why we over-eat. Food, after all, is the most abused drug we have. I realise that for most of my life, my attitude to food has been pretty dysfunctional, operating on a checks and balances system (eat a packet of crisps, go for a run. Over-eat one day, starve yourself the next.). Men rarely admit to this.

7 _____

While it claims a sixty-eight per cent success rate, I'm not shopping for new jeans yet. But fellow *Lighten Up* punter Graham, fifty-one, is making progress even though his lifelong battle with snack addiction is not yet won. 'The programme is logical,' he says. 'But if they invent a 'fat pill' that works, I'll be the first in the queue.'

from an article by D. Syson in 'The Observer Magazine'

A So what happens during the lessons? Well, mainly we just listen and learn. We learn that the maximum weight you should lose is one kilo per week, otherwise your body goes into famine mode and stores up fat deposits. That we may have a set point at which our body weight hovers, and that it can take as long as six months to change it. And that successful dieters (ninety-five per cent put the weight they lost back on) do lots of light exercise – not 'going for the burn' on a treadmill, just walking or gardening.

B A survey for Nimble bread found that although the national average waist size in men is ninety-one centimetres, nearly half of those men continue to wear a much smaller size. They just pull them down below their gut.

C There is no weigh-in here. The *Lighten Up* programme is not a diet. The attitude is simple: diets don't work, and the dieting industry is a scam relying on repeat business.

D There should be enough interest, given the current cultural climate. Men, especially young men, are under pressure to look fit and trim. Our role models, with the exception of Homer Simpson, have minimal body fat. Even cricketers now whip off their shirts when they take a wicket.

E David, in his late thirties and around one hundred and twenty-seven kilos, motivates himself by visualising his thin self walking up to pay in a petrol station without people having to move out of the way.

F For men, this is alarming news. However knowingly we stare at the grids on the side of supermarket packets, most of us are still woefully ignorant about food. Karl Lagerfield may have lost more than twenty-five kilos in six months on a miracle diet but he, you know, works in fashion and has easier access to extract of cactus than most.

G But I'm not alone. *Lighten Up*'s new programme is definitely a step in the right direction, but the big question is, does it work?

H One is filled with crisps, cakes, coke. The other boasts rice cakes, lentils, vegetables, fruit. A nutritional dialectic, if you like. We're told we can help ourselves from either table. No one does.

exam tip

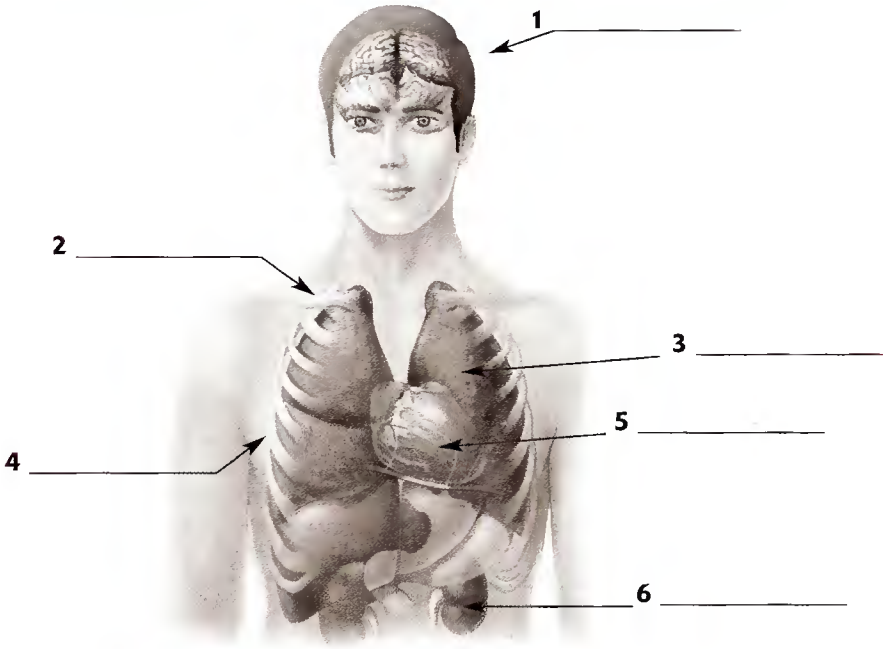
If you decide two answers are possible, note both of them down and look for language clues in each of the paragraphs to help you.

Vocabulary development

A Parts of the body (1)

Label the diagram using the correct words from the box.

collarbone **heart** **kidneys** **lungs** **ribs** **skull**



B Parts of the body (2)

Fill in the blanks in the sentences below with the correct word from the box in the right form.

bladder **gland** **intestine** **joint** **liver**
spine **tendon** **vein** **vital organ** **womb**

1 The heart, lungs, kidneys are some of your body's ..... .
2 Adrenaline is a hormone which is produced by the adrenal ..... .
3 Mrs Dobbs suffers from arthritis and the ..... in her hands are terribly swollen and painful.
4 Drinking large amounts of alcohol, particularly at a young age, can cause lasting damage to the ..... .
5 As a result of his weak ..... my grandfather has to get up several times during the night to urinate.
6 While still in the ..... a baby begins to move, react to stimuli and generally prepare itself for life after birth.
7 Any job which involves standing for long periods of time can cause blood circulation problems and damage to the ..... in the legs.
8 The athlete had to withdraw from the contest after wrenching a ..... in his leg.
9 John's fall from the horse resulted in some bruising of the ....., but thankfully there was no permanent damage and he will soon be able to walk normally again.
10 When a patient is suffering from gastroenteritis, the ..... becomes swollen and extremely painful.

C Expressions with parts of the body

Choose the best answer **a** or **b** to complete the expressions in bold.

1 I'm just going to the park for half an hour to **stretch my** ..... .
a feet **b** legs

2 Trust me to **put my** ..... **in it!** I didn't realise Anna's party was meant to be a surprise and I told her all about it.
a mouth **b** foot

3 Sorry I can't come out tonight. I'm **up to my** ..... in work.
a ears **b** head

4 You ought to **put your** ..... **down** and tell your boyfriend not to treat you so badly.
a fist **b** foot

5 Tom's not a child anymore – he has to learn to **stand on his own two** ..... now.
a feet **b** legs

6 Clare thinks she's better than everyone else – she's always **looking down her** ..... **at** us.
a eyes **b** nose

7 You look very **down in the** ..... . What's the matter?
a mouth **b** eyes

8 This evening dress cost me a(n) ..... and a leg. It's so beautiful though that I think it was worth it!
a hand **b** arm

9 The film '*Psycho*' is terrifying – parts of it made my ..... **stand on end!**
a eyes **b** hair

10 The new managing director is very strict and **keeps everyone on their** ..... .
a toes **b** feet

D Expressions with *finger*

Match the expressions on the left with the definitions on the right.

1 be all fingers and thumbs	**a** hope that something will happen in the way one wants
2 keep one's fingers crossed	**b** be able to persuade somebody to do what one wants
3 lay a finger on somebody	**c** hurt or hit somebody
4 put one's finger on something	**d** work very hard
5 work one's fingers to the bone	**e** use one's hands in an awkward or clumsy way
6 wrap somebody round one's little finger	**f** manage to understand what is wrong or different

E Phrasal verbs with *make*

Study the list of phrasal verbs with *make* on page 162 and then replace the phrases in italics below with a phrasal verb in the right form.

1. I had a row with Emma last night but I hope we'*ll be friends again* tomorrow.
2. In my opinion, being healthy, slim and fit *compensates for* all the suffering involved in going on a diet!
3. When the bus conductor asked to see his ticket he *pretended* that he couldn't speak English and didn't understand.
4. When they announced that dinner was served, we *went towards* the table straightaway because we were so hungry!
5. Two men attacked him and *stole* his watch and credit cards.
6. When the police arrived, the thieves *ran away* in the opposite direction.
7. The phone line is very bad – I can hardly *understand anything of* what you're saying.
8. George said he used to be a professional athlete but I don't believe him – I think *he was just telling stories*.

F Similar but different

Choose the correct alternative from each of the pairs in italics below. Many of these phrases have appeared in the texts you have read in this unit.

1. I can't summon *up/out* any enthusiasm for going out jogging in the cold right now.
2. No one wanted the puppies so they were foisted *on/over* me!
3. I am *loath/lithe* to reveal the truth about what happened.
4. My flatmate has decided to go *on/in* a diet.
5. Some people are prone *at/to* obesity.
6. The slimming club blamed Paul's failure to lose weight *in/on* his lack of self-discipline.
7. Young men are *under/on* a great deal of pressure to look fit.
8. Don't worry. We'll soon get *on/to* the root of the trouble.
9. Carmen has come up *on/with* a great idea on how to lose weight.
10. I put *up/on* weight very quickly so I have to be extremely careful about what I eat.
11. Starting this new slimming programme is definitely a step *at/in* the right direction for Jo.
12. Many people believe that the diet industry is a scam that relies *in/on* its clients' gullibility.



A WEIGHT LOSS PROGRAMME

G Verbs

Fill in the blanks in the sentences below with the correct verb from the box in the right form.

cling equate foist give gobble put summon take thwart whip

1 I can't ..... up much enthusiasm for going on another diet.
2 The pigs ..... up all the food at an incredible speed.
3 I don't know why it is but I ..... on weight very easily.
4 Why don't you ..... off those wet things and put on this warm dressing gown?
5 We must ..... steps to ensure that such an accident never happens again.
6 The other football team beat us in the end but we certainly ..... them a run for their money
7 I keep getting work ..... on me at the last minute.
8 Why do people always ..... obesity with overeating? It can also be caused by a medical condition.
9 Wash all the vegetables carefully as soil and dust can ..... to the leaves.
10 My plan to start my diet today was ..... when I was given a huge box of chocolates!

H Similar words

Choose the best answer **a** or **b**. Many of these phrases have appeared in the texts you have read in this unit.

1 I am perfectly happy to babysit for you whenever the ..... **arises.**
a need **b** demand

2 The suggestion I made was just **a** ..... **in the dark.**
a stab **b** shot

3 I want to **get to the** ..... **of** the problem.
a root **b** stem

4 My sister **has** ..... **a lot of weight** lately.
a missed **b** lost

5 Although I've lost two kilos I need to lose another eight. You could say **I've won the** ..... **but not the war**!
a fight **b** battle

6 When I realised how close I had come to death, **a** ..... **ran down my spine.**
a shiver **b** shake

7 The problem really had us ..... **our heads.**
a scraping **b** scratching

8 Sam **is** ..... **ahead** of Alan when it comes to using computers.
a roads **b** streets

UNIT 12

The fruits of technology

Exam strategy: Part 4

skills check

Paying careful attention to detail

Sometimes just one word can subtly alter the meaning of a sentence. When you are reading the text and the questions, look out for:

- qualifiers – words like *rarely, invariably*, etc.
- modal verbs like *can, should, might*, etc.
- verbs like *tend to, be inclined to*, etc.

Beware of distractors which

- appear correct at first because they are *partly* accurate. When you read them carefully, you will find that they are not wholly correct.
- contain an *element* of truth but are too narrow in their scope to be correct.
- contain statements that are correct in themselves but do not answer the question.

A Read through the following pairs of sentences and underline the words in each of the pairs which alter the meaning of the sentence. Explain the difference between each of the pairs.

1 **a** This is arguably the most important discovery made this century.
b This is indisputably the most important discovery made this century.

2 **a** The technician implied that the experiment was rigged.
b The technician stated that the experiment was rigged.

3 **a** This type of research can provoke public outrage.
b This type of research invariably provokes public outrage.

4 **a** It may be that string theory will unlock many of the mysteries of physics.
b It is a fact that string theory will unlock many of the mysteries of physics.

B Read through the text below and answer the questions using the clues to help you.

The dentist said as he reclined my chair to the passive victim angle, 'We could try out my electric anaesthetic on you and you could tell me if it works.'

'*If* it works?'

'Well, naturally it works. It's new. It's the latest thing.'

'How does it work?'

'It's simple. An electric current passes through your head – well your mouth, anyway – and neutralises the pain.'

'Will there be much pain?' He was only intending to replace a filling, after all.

'There won't be any, that's the whole point of it.'

'Well, we all work on electricity, don't we? You see that knob?' He indicated a primitive box with a large black knob engraved with the numbers one to ten. 'Just adjust that until you don't feel anything.'

Nearby stood the cardboard box from which this device had evidently just been removed. The dentist fished in it and brought out a folded instruction sheet. He read through it with growing impatience.

'You'd think they could find someone who could speak English to write this stuff. We'll try you on a number three.'

Without further ado he tilted the chair a final few degrees. Sticking his fingers in my mouth, he prised my upper jaw skywards to the point of dislocation and advanced on me with what appeared to be a pair of full-sized battery jump leads.

He thrust the first giant crocodile clip into my mouth and clamped it onto my gums astride my teeth, leaving the red handles sticking out of my mouth, together with a six-foot cable about a quarter of an inch thick.

With difficulty he manoeuvred the black crocodile clip past the red protruding handles and snaking cable and clamped this onto the opposite set of gums. 'How does that feel?'

'Arrrgghhh,' I said.

I shut my eyes and concentrated beneath the pink dome of my eyelids on the smell of burning tooth. 'Can



you feel anything at all?' he asked in a tone of genuine curiosity. At that moment the drill entered some part of the body designed to remain inviolate. 'Arrrrrgggghhhhhh!' I attempted to scream, rising spontaneously in the chair and seizing the arm holding the drill.

'Well, I'm surprised,' he said, with an edge of dismay to his voice, adjusting the dial on the painometer to five.

The second rendezvous between the drill and the agony was worse than the first. As I swivelled the pain knob frantically, I had a confused glimpse of the dentist's round eyes following the progress of the needle on the dial as his muttering about 'everyone having different pain thresholds' shot up the scale from disapproving to incredulous high C.

The dental assistant was looking at me with inexplicable horror, until I realised I was the source of the unearthly scream with which the room was reverberating.

Everyone's eyes followed the cables to the pain machine. Eventually the silence was broken by the sound of the dentist slapping himself on the brow with the flat of his hand.

'Well, will you look at that,' he grinned at me glassily. 'Would you believe it? I had forgotten to plug the wretched thing in.'

from an article by A. J. Tipping in 'The Times'

1 What sort of equipment did the dentist want to try out on this patient?

A A pair of standard battery jump leads.
B A sophisticated anaesthetic machine.
C A faulty electrical anaesthetic device.
D A bulky anaesthetic device with leads and cables.

Clues: Were they actually jump leads? Look for a verb in the text which qualifies this. The dentist did use an electrical anaesthetic device. Was it faulty?

2 Judging from the dentist's reaction to the instruction leaflet, it would seem that

A it was written in a foreign language so he couldn't attempt to read it.
B it was full of technical jargon and difficult to follow.
C he was too impatient to study it carefully.
D it was incomplete and hard to follow.

Clues: Did the dentist read some of the instruction sheet? Would he have done this if it was in a foreign language?

3 During his operations, it seems that the dentist

A was unaware of the patient's discomfort.
B was totally unconcerned about the pain the patient was feeling.
C was taken aback by the fact that the patient was in pain.
D was extremely solicitous in his manner.

Clue: Which word in option B subtly alters the meaning of the sentence?

4 It seems from the writer's tone that in retrospect he finds the whole experience

A upsetting.
B interesting.
C funny.
D tedious.

Clue: Which two words in the question stem alter how the writer might see the situation?

Exam practice: Part 4

You are going to read an extract from a newspaper article on mobile phones. For questions **1–7**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mobile phones

It happened to me last week. I was sitting in a restaurant with three Italian colleagues. The conversation was lively, but as so often, much of it was conducted on the cellphone, with each guest around the table talking on the *telefonino* as opposed to each other. I watched as Gianni dexterously held a glass of wine in one hand and a cigarette and the cellphone in the other. He chatted away in a boisterous tone, laughing for public consumption but without letting the smoke get into his eyes. Giorgio took the conspiratorial approach. He was crouched over, his face barely visible, whispering revelations into his slimline model. Antonio, I was convinced, was speaking to me. He muttered something into his hand, when I realised that he was not speaking to me at all, but to the tiniest, most elegant, wafer-thin, foldable, After Eight[1] sized *telefonino* that Italy has to offer. It dawned on me that I was being completely ignored. There was only one thing for it. I grabbed my cellphone, a bulky old model: the telephone equivalent of a blunderbuss. When it rings, which is very rarely, it emits a rattling noise as opposed to the subtle chortle of a nightingale that is now *de rigueur*. I was going to ring the office to check if there were any messages, an entirely futile task designed solely to save face. I dialled the number and waited. The others were engrossed in their own conversations. And then it happened. My cellphone emitted a loud bleating noise. The others all looked up. I looked down at my phone and to my horror discovered the letters BLOC TOT had appeared on the digital panel. This is short for *blocco totale*, total block. It could mean any number of things: the user has not paid his bill, or the telephone company has put a block on all calls – a disciplinary measure for unreliable payers. Whatever the reason, the *blocco totale* means rustication from the Elysium of *telefonino* users – social death. It also means spending a day at the Great Inquisition, the SIP telephone headquarters in the north-east of the capital just behind the Vatican.

It is a cruel twist of the Italian mobile phone system that serious problems cannot be ironed out on the phone. You have to turn up in person. The waiting room of the Great Inquisition was full of crestfallen sinners, cradling their *telefonini*. I had been given number 187 in the queue. After one hour the small piece of paper showing my number had been torn to shreds, so nervous was I about the impending interview. Those before me got up wearily as if dragging a ball and chain and disappeared into one of the five cubicles that lined the wall. The bell rang and number 186 flashed up on the screen. I would be next. My stomach muscles tightened. I could taste the bile of anxiety. I clutched my *telefonino* even tighter and braced myself for the hot coals of booth number four.

Without looking at me the man behind the desk barked, 'Your number!' I blurted out the seven digits. He typed them into a computer terminal. Out of the corner of my eye, I could see my personal details flash up on the screen. My date of birth, my address, my profession. What else did they know? I felt naked, vulnerable, crushed by the State's omniscient apparatus. The man, who was wearing a grey short-sleeved shirt with razor-sharp pleats, looked at me without even blinking. He said, 'I'm sorry, we must have made a mistake on the last digit. Everything seems to be in order. We will lift the block on your phone immediately.' I did not know whether to feel relieved or enraged by this game of bureaucratic Russian roulette, which I had survived. I left the headquarters of SIP a free but abused man. The letters BLOC TOT had disappeared from my *telefonino*. I had regained my place in society.

from 'From Our Own Correspondent' by M. Frei

[1] *After Eight is a kind of mint chocolate which is very thin and light.*

1 The writer implies that at least one of his companions in the restaurant was

A putting on a performance while on the phone.

B pretending to speak on the phone.

C clearly gossiping with a girlfriend.

D hatching a conspiracy while on the phone.

2 The writer used his own phone because

A he realised that nobody was paying attention to him.

B he was bored with his companions.

C he felt embarrassed by his colleagues' behaviour.

D he needed to know if he had any messages waiting.

3 The writer was shocked to see the message on his phone because

A he realised he had not paid his bill.

B everyone in the restaurant would know he was now insolvent.

C it meant he was now friendless.

D it brought with it a form of social exclusion.

4 The writer thinks it is ironic that, in Italy

A the headquarters of the phone company is like the Inquisition.

B the phone system is so bureaucratic.

C you can't solve problems with your mobile over the phone.

D the SIP headquarters are just behind the Vatican.

5 The people in the waiting room felt

A unrepentant.

B impatient.

C guilty.

D terrified.

6 As he left the telephone headquarters, the writer was filled with

A shame and rage.

B fury mingled with relief.

C shock and embarrassment.

D anger tinged with irritation.

7 When describing his experiences, the tone of the writer is basically

A light-hearted.

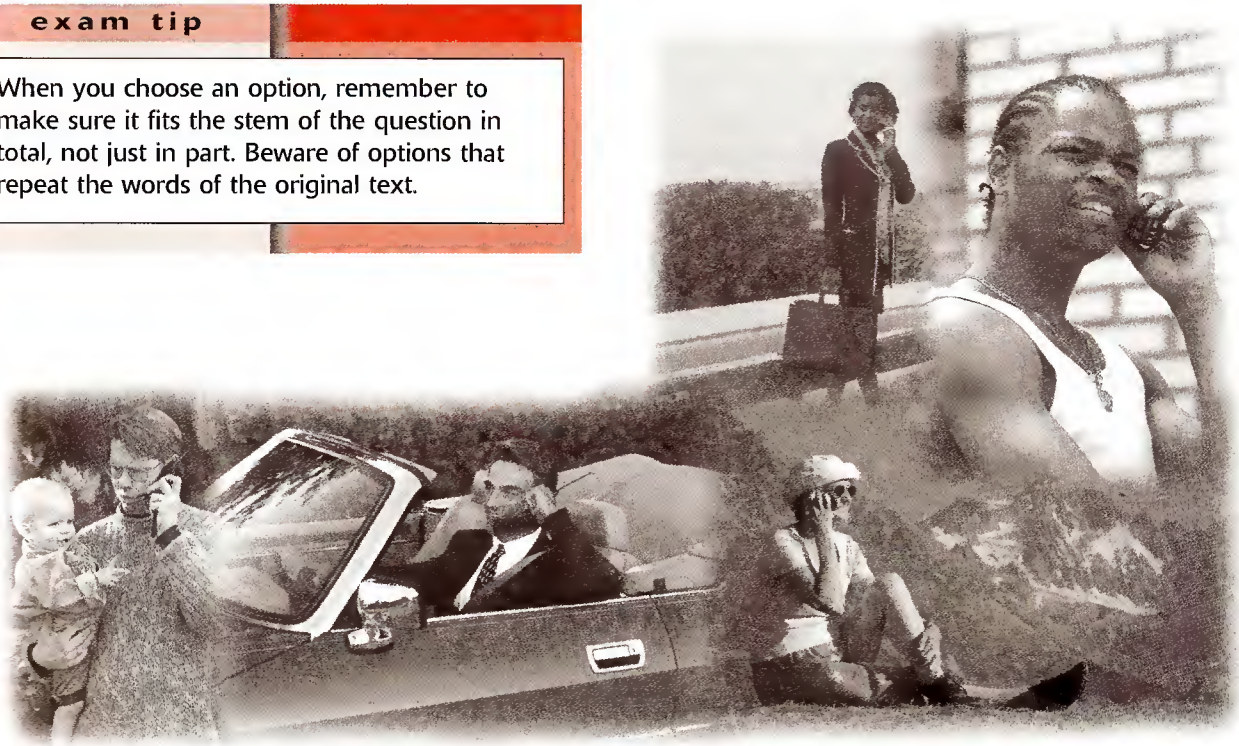
B detached.

C serious.

D concerned.

exam tip

When you choose an option, remember to make sure it fits the stem of the question in total, not just in part. Beware of options that repeat the words of the original text.



Vocabulary development

A Descriptive adjectives

a Fill in the blanks in the sentences below with a suitable word from the box.

blunt chipped dented faded ripped shattered tangled tarnished tattered warped

1 A knife that will no longer cut is ..... .
2 An unpolished, silver spoon that is losing its colour is ..... .
3 A piece of material that is in rags is ..... .
4 A plate which has a piece broken off it is ..... .
5 A disorganised bunch of wires is ..... .
6 The glass in a badly broken mirror is ..... .
7 Curtains which have lost their colour by being exposed to sunlight are ..... .
8 A record or disc left in the heat is ..... .
9 The bonnet of a car that has a hollow in it is ..... .
10 A page of a book that has been torn quickly and violently is ..... .

b The words in **a** above can also be used in other contexts. Use the words from the box, in the correct form, to fill in the blanks in the sentences below. You will not need to use all the words.

1 His pride ..... by the girl's taunting.
2 News of his involvement in the crime ..... his reputation.
3 Tom has a real ..... on his shoulder as far as his upbringing is concerned.
4 Their illusions ..... when they saw the state of the hotel they had booked.
5 They really ..... me off at that hotel! Telephone calls cost three times the amount they would have outside.
6 I thought he was too ..... in giving the bad news to the children; he could have been more circumspect.
7 Jason has a very ..... sense of humour; he laughs at things that no sensitive person could possibly find amusing.
8 The refugees settled in the camps, memories of their former life slowly ..... with the passage of time.



B Phrasal verbs with *give*

Study the list of phrasal verbs with *give* on page 162 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 After many weeks of drought, the water supply finally ..... .
2 We stopped manufacturing that paint because it was found to ..... an unpleasant smell.
3 We fired our chief engineer when we discovered he ..... details of a top-secret project to a rival firm.
4 Andrew has ..... so much ..... himself to the project that he's barely slept or eaten properly.
5 A huge section of the laboratory has been ..... important research into the virus.
6 Ella won't ..... her boyfriend, no matter what her father says.
7 I argued against the new regulations but I had to ..... to the others in the end.
8 My dad wanted my brother to be a scientist but he's completely ..... him now that he's taken a job in the theatre.

C Components, tools and equipment

Find the odd one out in each of the groups of words below then match the remaining words with a word in the box.

computers **electrics**
cycling **gardening**
cooking **photography**
driving **telephoning**

1	flex	headboard	socket	cable	.....
2	mouse	scanner	hardboard	keyboard	.....
3	rake	watering can	protractor	spade	.....
4	gear	pedal	sieve	spoke	.....
5	receiver	mouthpiece	shutter	dial	.....
6	accelerator	clutch	spanner	windscreen	.....
7	tin opener	ladle	screwdriver	colander	.....
8	hinge	lens	shutter	flash	.....

D Similar but different

Choose the correct alternative from each of the pairs in italics below.

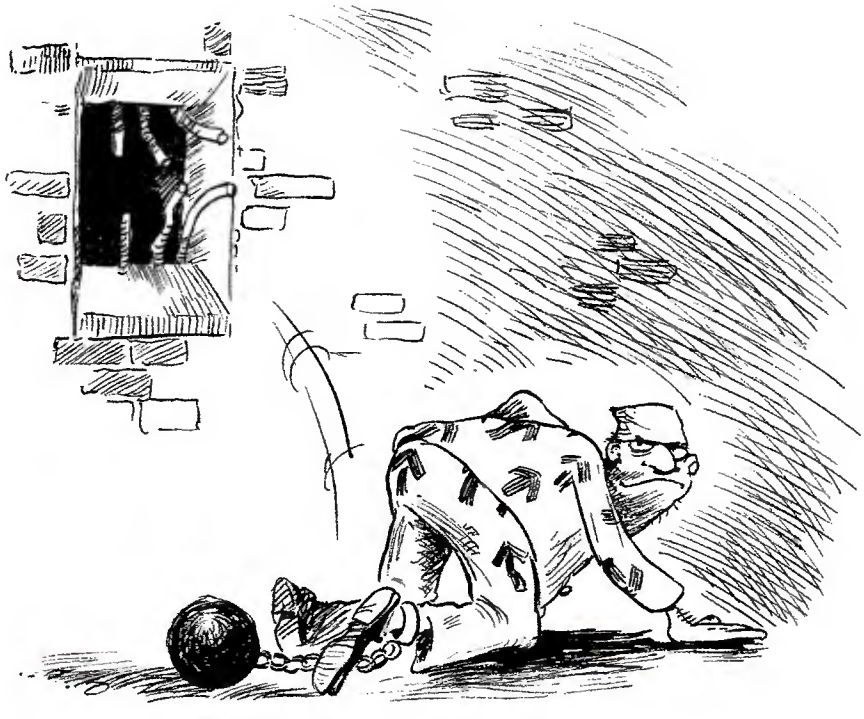
1 In *agreement/accordance* with normal practice, the product will be tested before it goes on sale.
2 We manufacture *bending/folding* chairs for the garden which can easily be stored for the winter.
3 Sales *drifted away/tapered off* at the end of the year and have not picked up again yet.
4 I bought this computer because I had confidence in the *brand/mark* name.
5 The firm will have to cease trading as there is no *call/order* for their product.
6 Our sales campaign is aimed at eighteen- to twenty-five year olds as they have such huge spending *force/power*.
7 Orders reached a *climax/peak* in June but fell off very quickly after that.
8 Be careful with that superglue as it *sets/thickens* very quickly.

E **Expressions with *give***

Replace the phrases in italics below with a suitable expression from the box in the correct form.

be given to **give rise to** **give somebody a run for their money**
give somebody an edge over (a rival, etc.) **give somebody the creeps**
give somebody the slip **give somebody their due** **give the game away**
give the lie to **give vent to something**

1 Tom *is in the habit of* spending days alone in the mountains.
2 The director's retirement gift was a secret, but Fred drank too much at the party and *betrayed it*.
3 Ben is difficult to get on with, but *you have to recognise his good qualities*, he is a brilliant engineer.
4 Don't ask me to work the late shift again. Being alone here at night *makes me feel ill at ease*.
5 Dittons will probably win the contract but we are determined to *provide them with a strong challenge*.
6 Their sales figures *show that rumours* that the company is on the rocks *are not true*.
7 Both companies are good but Trident's excellent safety record *gives them the advantage over* their rivals.
8 Shareholders *expressed* their feelings of anger at the annual meeting.
9 The recent accidents *have caused* fears that these cars will be withdrawn from the market.
10 I chased after the intruder but he *escaped from me* by dodging into the lift.



GIVING SOMEONE THE SLIP

UNIT 13

Mind over matter

Exam strategy: Part 1

skills review

Part 1 of the Reading paper tests your knowledge of idioms and fixed phrases, collocations, phrasal verbs, words with similar meanings, dependent prepositions and so on. Remember to:

- ➢ build up a vocabulary notebook where you record new words and phrases, always including an example sentence.
- ➢ identify what is being tested in each of the gaps.
- ➢ search the text before and after each gap carefully for clues such as dependent prepositions.

A Choose the best answer **a** or **b** to complete the expressions in bold.

1 Although John lost the competition, he still managed to **put on a brave** ..... .
a view **b** face

2 We caught the plane **by the skin of our** .....!
a backs **b** teeth

3 The caretaker looks really frightening but he wouldn't ..... **a fly**.
a hurt **b** kill

4 John used to be quite a tearaway at school but he's ..... **over a new leaf** now.
a turned **b** picked

5 Maria will **get the** ..... if she doesn't work harder.
a cards **b** sack

6 The boss whistles all the time and it really ..... **on my nerves**.
a goes **b** gets

7 Richard's going to ..... **in his father's footsteps** and take up medicine.
a walk **b** follow

8 It took us a while to ..... **the ice** but we got on very well in the end.
a crack **b** break

B Choose the correct alternative from the phrases in italics below.

1 Human cloning seems certain to become a reality in the *close/short/near* future.
2 It's no *point/worth/good* phoning his old number if he's moved house.
3 Oliver has a lot of problems, *not/only/but* the least of which is a total inability to concentrate.
4 Please make *total/full/entire* use of the hotel's facilities.
5 The manager said there would be no job vacancies for the *predictable/visible/foreseeable* future.
6 *Roughly/Largely/Widely* speaking, I would guess there were a hundred people at the party.
7 By any *limits/levels/standards*, an actor's life is an insecure one.
8 I've hunted high and *long/dry/low* but I can't find my passport anywhere.

C Read the text below and using the tips to help you, decide which answer best fits each gap.

THE ROBOTS ARE COMING

Researchers in artificial intelligence inform us that within the next few decades they will have created robots that are (**1**) ..... and shoulders above humans. If computers *are* the next step in evolution, they will quite probably follow the law of survival of the (**2**) ..... . And when robots are the most intelligent beings on the planet, it doesn't take much brainwork to (**3**) ..... out that they will end up in the driving (**4**) ..... . Surely, the argument runs, if we are threatened by such a cataclysmic fate, we should be covering our backs and making sure that there is an international body to police developments in artificial intelligence.

Science fiction writers have, for decades, fed their readers a similar diet. Stories abound of robots running amok and imperilling their human benefactors. And no real barrier exists to creating ever more sophisticated robots with the ability to improve on their own design. Already researchers have (**5**) ..... a breakthrough by creating miniature varieties that learn from each other and exhibit new behaviour.

Yet when it comes to the subject of artificial intelligence, the predictions of some of the most eminent scientists have to be taken with a large (**6**) ..... of salt.

from an article by S. Connor in 'The Sunday Times'

1 A torso B chest C head D body

Clue: This idiom means to be much better/superior to someone or something.

2 A strongest B best C fastest D fittest

Clue: Discussions about evolution frequently make reference to this fixed phrase.

3 A work B find C make D pull

Clue: Which phrasal verb means 'use your brain to calculate the answer'?

4 A wheel B position C seat D role

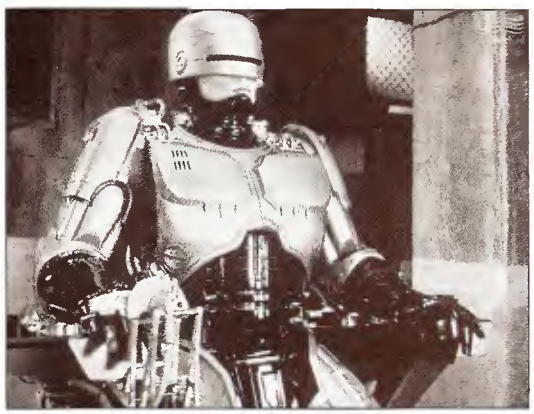
Clue: This idiom means to be the person in control of a situation.

5 A done B achieved C reached D brought

Clue: Which verb can collocate with 'a breakthrough'?

6 A pile B amount C drop D pinch

Clue: This idiom means 'to not completely believe what someone says to you'.



Exam practice: Part 1

For questions **1–18** read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

A magazine editor

Last night I watched a new TV drama about a writer on a glossy monthly magazine. As a magazine editor myself, I think it captured our lives brilliantly. The lead character is very credible. She's friendly and open and wears her heart on her (1) ..... . She's a good listener so everyone (2) ..... on her shoulder. People in publishing tend to be very ambitious and Sally is extremely keen to (3) ..... and reach the top of her profession. This sometimes drives her to bite off more than she can chew. In one scene, Sally goes undercover to meet the leader of a criminal gang and gets completely out of her (4) ..... . I've been in a similar situation myself, so this really rang a bell.

The office she works in has a pleasant atmosphere, which is usually the case in our sort of job in my experience. (5) ..... in mind that people who write for a magazine become quite close since they spend the day discussing a whole range of personal and social issues. If someone in the office is (6) ..... a questionnaire – on diets, for example, or people's likes and dislikes – they usually try it out on the rest of the team first, so you end up knowing about everyone's life in detail.

1	**A** jacket	**B** sleeve	**C** coat	**D** hat
2	**A** lies	**B** leans	**C** cries	**D** bends
3	**A** get on	**B** get up	**C** get along	**D** get over
4	**A** bearings	**B** league	**C** height	**D** depth
5	**A** Rest	**B** Stay	**C** Bear	**D** Hold
6	**A** carving up	**B** drawing up	**C** doing up	**D** setting up

exam tip

Part 1 may look like the simplest part of the Reading paper, but be careful – this section carries a total of eighteen marks. You may lose marks if you hurry through these questions in five minutes. Take time to think about your answers and check them again carefully when you have finished.

The snakeman

As the cameras (7) ....., Mark crouched, waving his slouch hat before Haja, his pet Egyptian cobra. The snake (8) ..... up obligingly, looking like a patent leather tie. A cobra's bite paralyses the nervous system and the lungs, causing death by asphyxiation. Haja opened his mouth to show us his (9) ..... . 'He's great, such a typical cobra. He poses, always looks mean and moody, and never runs away.'

Mark works at the West Midlands Safari Park where he is curator of reptiles. His office is (10) ..... behind water tanks, along a narrow corridor lined with waders, overalls and snake hooks. There he (11) ....., like a sand snake, in the warmth of his unexpected fame.

Although he doesn't worry about his work, his mother does. 'I think she's glad I don't keep the snakes at home any more,' he says. 'She's had to (12) ..... with them since I was nine'.

from an article by J. Kelly in 'The Daily Mail'

7	A spun	B worked	C rolled	D shot
8	A leapt	B reared	C plunged	D swept
9	A fangs	B teeth	C incisors	D molars
10	A folded	B placed	C lapped	D tucked
11	A rolls	B lingers	C basks	D glowers
12	A put up	B make do	C get by	D go on

exam tip

Question 11: Read the whole sentence. The language clue you need is not immediately after the gap.

The survivors

Tragedy (**13**) ..... off a paradise island yesterday. One man was devoured by sharks and another disappeared, after apparently meeting the same (**14**) ..... . Two other survivors were left clinging to the keel, in the (**15**) ..... hope that someone would spot them in the darkness. The men had set out that morning on a simple fishing trip but their boat was hit by freak waves and finally capsized in high seas. It then drifted miles out to sea in the gathering gloom. 'We never thought we'd be rescued,' one of the survivors said. 'All the (**16**) ..... were stacked against us.' He said he had urged his fellow survivor, John, to leave him and swim if he thought he could (**17**) ..... it back to the shore. However, John came back ten minutes later, saying he couldn't leave his comrade on his own. 'It's a (**18**) ..... job he did – he saved my life four times in the next twenty hours. It was a nightmare.' The men were finally rescued after they were spotted by a group of holidaymakers visiting a normally deserted island.

13	A came	B sparked	C struck	D hit
14	A destiny	B fate	C fortune	D conclusion
15	A thin	B misty	C faint	D vain
16	A odds	B evens	C chances	D hopes
17	A do	B make	C find	D reach
18	A fine	B major	C right	D good

Vocabulary development

A Expressions with *time*

Fill in the blanks in the sentences below with the correct phrase from the box in the right form.

a from time to time	**f** for the time being	**k** do time
b in the nick of time	**g** kill time	**l** pressed for time
c time after time	**h** time will tell	**m** play for time
d at the best of times	**i** keep up with the times	**n** in no time
e in one's own good time	**j** there's no time like the present	**o** behind the times

1 Clare and her grandfather aren't close, but she goes to see him ..... .

2 As we're passing the travel agent's why don't you ask about your travel plans now? After all, ...!

3 The traffic is bad enough ..... but when there's a train strike on it's even worse!

4 I'm sure Bobbie will get over his cold soon but I think I'll keep him indoors ..... just in case.

5 When I asked my grandmother why she was buying herself a computer she said she wanted to ..... .

6 Sorry, but I'm a bit ..... . Can I call you back later?

7 There's no rush. We'll stroll on ahead and you join us later ..... .

8 I'm not really interested in window shopping. I ..... until my wife comes out of work in fifteen minutes.

9 We overslept and nearly missed the plane. We made it ..... .

10 I'm not sure I believe Sam when he says he's turned over a new leaf but ..... .

11 The inspectors are here and we're not ready. Could you intercept them at the school gate and .....?

12 Don't worry about the cut on your cheek. It will heal ..... .

13 This department store is really ..... . If they don't modernise it, they'll lose customers.

14 My neighbour's husband ..... for armed robbery.

15 I've told him ..... that it's dangerous to swim in the river but he never listens to me.

B Phrases with *turn*

Match the expressions on the left with the definitions on the right.

1 turn a blind eye to something	**a** be able to work at something
2 turn a deaf ear to something	**b** leave suddenly or rudely
3 turn back the clock	**c** pretend not to hear
4 turn on one's heel	**d** be surprisingly helpful, successful or lucky
5 turn one's hand to something	**e** begin again with new intentions
6 turn one's nose up at something	**f** consider something to be below one's standards
7 turn over a new leaf	**g** make good use of something
8 turn something to good account	**h** suffer the consequences of an action meant to harm somebody else
9 turn the tables on someone	**i** pretend not to see
10 turn up trumps	**j** try to return to the past

C Phrasal verbs with *turn*

Study the list of phrasal verbs with *turn* on page 162 and then replace the phrases in italics below with the correct phrasal verb in the right form.

1 I couldn't believe it when Julia *attacked* the poor boy and slapped him.
2 Sam was *made to leave* his student flat because he hadn't paid the rent.
3 I had a terrible science teacher at school and he really *caused me to lose interest in* Biology.
4 The shopkeeper *handed* the boy *over* to the police for shoplifting.
5 At first the villagers accepted the newcomer but they *decided they did not like* him when they found out he was a liar.
6 Dave applied to do a course in physiotherapy but they *rejected* him because his grades were not good enough.
7 I thought I'd lost my watch but then one day it *suddenly appeared* in my coat pocket.
8 Nobody seems to understand my problems. I don't know who to *go to for help and advice*.
9 In a few weeks, the caterpillar *became* a butterfly.
10 We were *refused entry to* the theatre because all the seats were sold out.

D Verbs and noun collocations

Match a verb from box A with a phrase from box B to make a common expression. You will need to use one of the verbs more than once. Then replace the phrases in italics below with the correct expression in the right form.

A | **hit** | **kick up** | **miss** | **pass** | **pick** | **pull** | **sit on** | **stick to** | **take** |

B | **one's guns** | **sides** | **the roof** | **the buck** | **the headlines** | **the boat** | **the fence** | **holes (in sth)** | **a fuss** | **one's punches** |

1 Instead of *criticising* the scheme *unfairly*, why don't you suggest a better one?
2 My brother *caused a lot of trouble* when I told him he couldn't borrow my car.
3 When his supervisor found out that he had published his ideas without asking permission she *became very angry*.
4 Don't let anyone persuade you to change your beliefs. Just *be firm and resolute*.
5 I thought it best to stay neutral in the debate and not *defend or support either group*.
6 Don't let Susan *pass the responsibility to someone else*. It was her racist attitude that started the quarrel.
7 It's too late to get your letter in the newspaper now. You've *failed to take the opportunity in time*, I'm afraid.
8 Please decide one way or another! Don't *avoid saying which side of the argument you support*.
9 When news of intelligent life on Mars was reported in the newspapers and on TV, it *caused a sensation*.
10 When Charlotte realised how reactionary Tim's views were, she certainly did not *attack him less severely than she could*.

E Expressions and idioms

Match a verb from box A with a phrase from box B to make common expressions and idioms. Then replace the phrases in italics below with an idiom or expression from the box in the right form.

A

blow	**bury**	**carry**	**clear**	**draw**
feel	**get**	**run**	**take**	**weather**

B

riot	**a toll (on)**	**the hatchet**	**one's top**	**the air**
the can	**a blank**	**a grip**	**the pinch**	**the storm**

1. The news that the asteroid might hit the Earth caused people to *behave in an uncontrollable manner*.
2. My dad smoked for twenty years and it's *caused a lot of damage to* his health.
3. Pam and I have decided to *end our disagreements and become friends again*.
4. I'm going to phone Maria and discuss what happened. I think it would help to *get rid of suspicions and doubts*.
5. When mum finds out I'm leaving school she's going to *lose her temper*.
6. You can't expect me to *take all the blame* for what happened. It was your fault too!
7. Stop screaming and shouting and *calm down*!
8. Tom hopes to find a job for the summer holidays but he *has failed to find what he is looking for* so far.
9. We're really going to *notice the drop in our living standards* when my husband retires.
10. The financial situation is tough at present but if we can *survive the crisis* until next year, I think things will get better.



BURYING THE HATCHET

F Fixed phrases and idioms

Fill in the blanks in the sentences below with the correct word from the box to complete the phrases in bold. Some of these phrases have appeared in the texts you have read in this unit.

between chew clue figment gist parcel scared sour verge wildest

1 George didn't really see a ghost – it was just **a** ..... **of his imagination!**
2 Sonya was **on the** ..... **of tears** when she left.
3 I **haven't the faintest** ..... how to fix the video.
4 Learning to put up with another person's faults is all **part and** ..... **of** being married.
5 They were very happy together at first but their relationship **turned** ..... when Maria started dating another boy.
6 Never **in my** ..... **dreams** did I believe I would come top in the examination.
7 I was ..... **stiff** when I heard someone moving around outside the house last night.
8 I didn't hear everything – I just **got the** ..... **of** what the speaker said.
9 Good football trainers are **few and far** ..... .
10 When Alex volunteered to go on a dangerous assignment he bit off more than he could ..... .

G Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box. You will need to use some of the prepositions more than once. Many of these phrases have appeared in the texts you have read in this unit.

above around in on out up

1 Soon scientists will create computers that are head and shoulders ..... humans in terms of intelligence.
2 The villagers watched as the fishing fleet sailed ..... to sea.
3 In future, computers may be able to improve ..... their own design.
4 I'm afraid I'm too tied ..... at work to go on holiday now.
5 Never mind. You can cry ..... my shoulder if you like.
6 I thought I could cope with the situation but in the end I was completely ..... of my depth.
7 My life revolves ..... my family.
8 You should bear ..... mind that every job has its boring side as well as a more interesting one.
9 Teresa wears her heart ..... her sleeve.
10 Although the boss occasionally allows us to take the initiative, he is firmly ..... the driving seat.

UNIT 14

The information age

Exam strategy: Part 2

skills check

Understanding the tone of words or phrases in a text
In Part 2 of the Reading paper there may be questions which focus on particular words or phrases in the text. Remember that it is important to understand the writer's tone if you are to understand the subtleties of meaning. Keep in mind that the writer may not mean you to take all the words on the page literally, but may be using words in an ironic or humorous way.

A Read quickly through the text below.

SlimFast

fast, effective, long-term weight loss

- Do you want to lose weight sensibly, without going on a crash diet?
- Are you fed up with surviving on a diet of lettuce leaves?
- Are you ready to commit yourself to a long-term course in weight loss?
- Are you ready to start the journey back to health and fitness?
- Do you want to be free of the disappointment of repeated failure?
- Would you like to understand the principles behind a sensible weight loss programme?
- Have you turned your back on short-term solutions, pills, powders and other miracle cures?
- Do you want to be in control of your own body image?

Don't delay. Ring us at SlimFast today!

B Who has the advertisement written for and what is the purpose of the text?

C Look at the words and phrases below taken from the text you have just read.

1 surviving on a diet of lettuce leaves (line 2)
2 repeated failure (line 5)
3 pills, powders and other miracle cures (lines 8–9)

Which of the phrases

a expresses the writer's scorn?
b uses exaggeration to emphasise a point?
c has a negative implication?

D Now read through the text and answer the questions below.

Data overload

Researchers claim that machines are drowning the human race in e-mails, faxes and pager messages. This data overload, it seems, is causing an epidemic of stress. Almost every aspect of modern society is being overwhelmed by tidal waves of information. The consequences could be catastrophic.

A leading expert has warned that workers in many companies are close to breakdown because of this phenomenon. According to another expert, an average office worker is now likely to receive dozens of e-mail messages a day, while British businesses have almost eight hundred million items of unsolicited mail every year. In the past, the crank could be spotted by the green ink with which he wrote his letters. Today, their e-mails require several paragraphs' reading before their lunacy becomes transparent.

Avoiding information is not that easy. Even on a car journey home, it can cause problems. Some experts complain that modern cars are unsafe because they provide so much information on their dashboard displays. Gimmicky gadgets, whether in the form of fancy buttons or flashing lights, are dangerous because they produce a sensory overload so that drivers miss important visual signals from the road.

adapted from an article by Robin Mckie in 'The Guardian'

1 Which of the following phrases is used dismissively?

A data overload (line 2)
B an epidemic of stress (line 2)
C fancy buttons (lines 13–14)
D visual signals (line 15)

Clue: Is the writer stating facts and using the word with a neutral meaning, or is he making a criticism and conveying a negative meaning?

2 Which of the following words is used metaphorically?

A drowning (line 1)
B overwhelmed (line 3)
C spotted (line 8)
D provide (line 12)

Clue: Locate each of the words and read the whole sentence very carefully.

skills review

1. Read quickly through the whole text to understand the gist.
2. Think about the author's tone, who the author is writing for and what his/her purpose was in writing.
3. Pay careful attention to the language used – does the writer use irony or figurative language? Remember that you will need to read between the lines.
4. Read the questions and find and underline relevant parts of the text.
5. Look at the options and eliminate any distractors which are obviously wrong.
6. Choose the answer which is closest in meaning to the part of the text which you underlined.

Exam practice: Part 2

You are going to read four extracts which are all connected with technology. For questions **1–8** choose the answer (**A**, **B**, **C** or **D**) which fits best.

Electrical appliances

Recently I discovered that electrical appliance manufacturers have a plan to *2* drive consumers insane.

Of course they don't *say* that. What they *say* they want to do is have us live in homes where 'all appliances are on the Internet, sharing information' and are 'cleverer than most of their owners'. For example, you could have a home where the dishwasher 'can be turned on from the office', the fridge 'knows when you've run out of milk' and the bathroom scales 'transmit your weight to the gym'.

I wonder, frankly, whether these manufacturers are in their right mind. I mean, did they ever stop and ask themselves why a consumer, after loading a dishwasher, would go to the office to start it? Would there be some kind of career benefit? *18*

But here is what really concerns me about these new 'smart' appliances; even if we like the features, we won't be able to use them. We can't use the ones we have now. I have a telephone with forty-three buttons, at least twenty of which I am afraid to touch. This phone can probably communicate with the dead; but I don't know how to operate it, just as I don't know how to operate my TV, which *28* requires three remote controls. One control (forty-four buttons) came with the TV; a second (thirty-nine buttons) came with the video; the third (thirty-seven buttons) was brought here by the cable-TV man as he apparently felt that I didn't have enough buttons already.

So I am urging you to let the electronics *34* industry know that when it comes to 'smart' *35* appliances, you vote NO. You need to act quickly, because while you're reading this, your microwave is voting YES.

from an article by D. Barry in 'Reader's Digest'

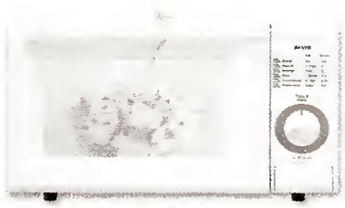
1 Which of the following phrases is used humorously?

A appliance manufacturers (line 2)
B career benefit (line 18)
C remote controls (line 28)
D electronics industry (lines 34–35)

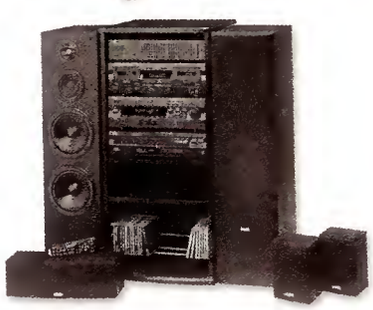
2 The writer implies that the manufacturers of 'smart' appliances are

A extremely brainy.
B out of touch with reality.
C producing unworkable goods.
D cheating their customers.











An ergonomic screen

Other than a bad chair, nothing contributes more to the discomfort of computer use than an improperly positioned screen, which can cause problems from eyestrain to backaches. Ideally you want the display at eye level and at a distance and angle appropriate for the task at hand. Yet most displays allow limited adjustment, and some provide for no adjustment at all.

The key to the iMac is a very clever piece of hardware of the old-fashioned nuts-and-bolts variety. The iMac consists of three basic components. A system unit, about the size and shape of half a basketball, which contains all the circuitry, drives and connectors. The display is a flat panel screen and a metal 'neck' about twenty centimetres long and four centimetres in diameter joins the two.

The patent-pending neck is the secret of the design. It rotates through three hundred and sixty degrees horizontally and pivots ninety degrees vertically. The screen itself tilts about thirty degrees on the end of the arm. The entire display moves effortlessly, and some clever geometry keeps the screen's angle vertically constant as the neck pivots.

The result is a display that you can position just about any way you want. It glides to exactly where you position it, without any bounce or sagging. The impact of this design on the ergonomics of using a computer is dramatic. The ability to put the screen where you want lets you work without hunching over, a common problem with laptops or, even more uncomfortable, without craning your neck back to view a monitor that is mounted too high for your chair.

from an article in 'Business Week Online'

3 What does the writer say about the design of the iMac?

A It is revolutionary.
B It is a secret.
C It is easy to imitate.
D It is surprisingly conventional.

4 The advertised computer is aimed at people who

A spend a lot of time working at a laptop computer.
B want a reliable nuts-and-bolts computer.
C find most computers strain their eyes.
D would like a computer that is comfortable to use.

Please continue to hold

Have you tried phoning the cinema recently to book seats? This used to be a simple business of ringing up a friendly person and asking for tickets. But modernising that quaint, old-fashioned system means you now have to swing like a monkey through the most enormous telephone tree. 2 3

You know that reserving your tickets is going to turn into a performance in its own right the moment the chirpy woman asks which cinema you'd like to book. How will she understand you? She's a computer. This is that most modern of horrors, a voice recognition computer. Feeling rather foolish, you tell the computer the name of your nearest fleapit. Unless your enunciation is perfect, it will probably reply, as it did to me when I tested it with Penzance, 'Welcome to the Odeon, Kensington'. 7 8

Firstly, the computer asks for your customer number, a monster sixteen-digit mulch of letters and figures nobody could possibly know. From then on, if you don't listen carefully, or let a finger slip off the correct button on the phone, you may end up booking fifteen tickets for a film you don't want to see at a cinema two hundred miles away, or with nine tickets for the four o'clock show instead of four tickets for the nine o'clock show.

from an article by J. Margolis in 'Reader's Digest'

5 The writer got put through to the wrong cinema because

A he punched in the wrong number.
B he was baffled by the woman who answered.
C he didn't speak clearly enough.
D he gave the wrong information.

6 Which of these adjectives is used ironically?

A simple (line 2)
B quaint (line 3)
C modern (line 7)
D foolish (line 8)

Mobile phones – curse or blessing?

It fries our heads when we use it. It drives us mad when others use it. And yet, no matter how much criticism is heaped on the mobile phone, nearly half of us cannot live without it.

Most people would no more talk to their neighbours on the train or bus than stick pins in their eyes. But once the mobile is pressed to their ears, they are off. In some, it engenders oblivion to the outside world as they pour forth banalities and intimacies to all around. 'I'll be home at the usual time,' drones the man who has never been home at an unusual time in his life. 'Hello poochywoochywoo,' utters another, as we bite our lips and hide behind our papers.

Most disconcerting are the health-conscious 'hands-free' crowd who appear to be talking to themselves like lunatics while the phone sits in their pockets, sparing their brain and microwaving another part of their anatomy.

There are few refuges left. Only remote countryside, tunnels and aeroplanes offer any respite, but even these do not look secure for long. The London Underground is about to be wired for sound to ensure uninterrupted twittering beneath the capital.

These, of course, are the problems with everyone else using mobile phones. As with children, we scowl at other people's but beam fondly at our own. Once we have grown to depend on our little brain-frazzlers, we wonder how we ever lived without them.

from an article by R. Hudman in 'The Daily Telegraph'

7 According to the writer, people who use 'hands-free' phones

A are quite mad.
B look stupid.
C startle observers.
D are healthy.

exam tip

Question 7: Find the paragraph relevant to this question. There is a verb in this paragraph which will help you to eliminate one of the distractors.



8 It seems that the writer

A refuses to buy a mobile phone.
B lets his children use mobile phones.
C is fond of his own mobile phone.
D strongly objects to all mobile phones.

Vocabulary development

A Verb and noun collocations

Match the verbs on the left with the parts of the body on the right.

1	stub	**a**	one's shoulders
2	crane	**b**	one's head
3	hang	**c**	one's nails
4	hunch	**d**	one's eyes
5	stamp	**e**	one's neck
6	strain	**f**	one's teeth
7	bare	**g**	one's feet
8	bite	**h**	one's toe

B Expressions

Fill in the blanks in the sentences below with the correct expression in the right form.

a	call somebody's bluff	**f**	meet one's match
b	change one's tune	**g**	pull one's weight
c	drive somebody mad	**h**	serve somebody right
d	earn one's keep	**i**	take leave of one's senses
e	follow in somebody's footsteps	**j**	take one's pick

1 Tom was threatening to leave the firm but when they offered him a share in the profits he soon ..... .

2 Georgia used to boss her boyfriends around but she's ..... in John; he gives as good as he gets!

3 If the cat scratched you, it just ..... . You shouldn't have teased it.

4 You can hire any of these cars. Just ..... .

5 Some people at work haven't been .....; it's not fair, because it means the rest of us have to work twice as hard.

6 What Sarah did was absolutely crazy. She must ..... .

7 Tom has lived off his parents for long enough. It's time he ..... .

8 Would someone stop that dog barking? It's ..... .

9 'I don't believe George would really carry out his threats.' 'Why don't you ..... and see?'

10 Peter and June's father is a surgeon and June is going to ..... and study to be a surgeon too.

C Mixed phrasal verbs

Study the list of mixed phrasal verbs on page 162 and then replace the phrases in italics below with a phrasal verb in the right form.

1 I tried to phone my boyfriend earlier but for some reason I couldn't *make contact with* him.
2 James sat on the beach for hours and *deliberated on* the day's events.
3 Tom wants to *give up* his job and travel round the world.
4 Why do the press have to *remind us about* past events which it would be better to forget?
5 How did you *obtain* this information? It's supposed to be secret.
6 They are going to *publish* a new women's magazine next year.
7 The salesman *tricked me and I bought the car*, which gave me nothing but trouble.
8 The inspector *noticed* faults in the machine which nobody else had noticed.
9 There are still some problems which the manufacturers need to *resolve* before the new car can go on sale.
10 We were wandering down a little back street when we *chanced to find* a really nice restaurant.
11 My editor suggests I *add more spice to* the story with some juicy details, otherwise the magazine won't print it.
12 The press *have exaggerated* the story. I think they must be short on news this week.
13 I think Jack *has found out about* a great story; he took a phone call and dashed out of the office looking extremely excited.
14 His suspicions *were confirmed as true* by the ensuing events.

D Describing ways of speaking and looking

a List the words under the correct heading.

bark **beam** **drone** **gape** **gasp**
grimace **pout** **scowl** **sob** **twitter**

Ways of speaking	Ways of looking

b Now fill in the blanks in the sentences below with the correct verb from **a** in the right form.

1 'I'm so unhappy,' the child ..... .
2 We could only ..... in astonishment as he whipped off his shirt and dived into the icy sea.
3 Susan ..... fondly at her grandchildren.
4 'You two girls! Stop ..... and get on with your work!'
5 'Stand up!' the officer ..... as he marched into the room.
6 Onlookers ..... in shock as the thieves rushed out of the bank.
7 The patient ..... with pain as the doctor felt the broken bone.
8 Emma yawned as the lecturer ..... on with the boring talk.
9 When his father told him off, James ..... but said nothing.
10 Tanya pushed out her lip and ..... like a spoilt child, before bursting into floods of tears.

E Verbs of movement

Choose the correct alternative from each of the pairs in italics below.

1 In basketball, you have to run and *rebound/bounce* the ball at the same time.
2 The branches started to *sag/hunch* under the weight of the apples.
3 The ballet dancer *skated/glided* effortlessly across the stage.
4 The balloon *floated/swam* up into the clouds.
5 The mechanic *rounded/rotated* the wheel through one hundred and eighty degrees.
6 The table top *pirouettes/pivots* on two metal pins.
7 You can *tilt/bend* the mirror backwards, if you want a better view.
8 Turn the dial at the side if you want to *fix/adjust* the volume on the radio.

F Computer parts

Label the diagram using the correct words from the box.

disk drive **keyboard** **monitor** **mouse** **speaker**



G Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once. Some of these phrases have appeared in the texts you have read in this unit.

at into off on to up with

1 A lot of criticism **has been heaped** ..... the mobile phone.
2 George paused to **weigh** ..... his options.
3 My attempt to book cinema tickets **turned** ..... a real performance.
4 I got the wrong number because my finger **slipped** ..... the button as I was punching in the number.
5 My fellow passengers spent the whole journey with their phones **pressed** ..... their ears.
6 Laura **scowled** ..... the salesman.
7 We have all come to **depend** ..... modern gadgets and appliances.
8 I fell asleep on the train and **ended** ..... at the wrong station.
9 Harry spends a lot of time **working** ..... his computer.
10 'I think, ... **all due respect**, that you have actually made a mistake in these calculations, Sir'.

H Similar words

Choose the best answer **a** or **b**. Many of these phrases have appeared in the texts you have read in this unit.

1 I'm looking for a ..... you can use to open paint tins.
a gadget **b** gimmick

2 I ..... a well-known actor in the restaurant last night.
a spotted **b** viewed

3 My dad thinks anyone who is a vegetarian is a ..... .
a crank **b** quack

4 My neighbour is ..... me insane – he practises his trumpet until midnight every evening!
a running **b** driving

5 The latest model has a lot of exciting new ....., such as an electronic route planner.
a aspects **b** features

6 The handwriting on the letter was appalling and it took me an long time to ..... it.
a decode **b** decipher

7 I was at the back of the crowd so I had to ..... my neck to see what was happening.
a pivot **b** crane

8 My bed is old and uncomfortable and the mattress ..... .
a sags **b** bounces

UNIT 15

It's all in the genes

Exam strategy: Part 3

skills review

1 Read the main text carefully *before* you look at the paragraph options.
2 Consider the way the writer develops ideas throughout the text and try to predict what sort of topic he/she might cover in the missing paragraphs. Remember that you don't need to understand every single word to understand the gist of the paragraph.
3 Read the missing paragraphs and look for topic links.
4 Look out for words and phrases that are repeated or 'echoed' in the main text or the missing paragraphs.
5 Look for language links, including reference words and linking words/connectors like *'In addition', 'On the other hand'*, etc.

A Read the text below about genetics and character and use the clues to help you choose the paragraph which fits each gap.

Research into predispositions for particular diseases has been usurped in the headlines by talk of pre-programmed personality. Last year, scientists were said to have found a 'sociability' gene in girls.

1 _____

And increasingly we do. The public debate has become a tortuous delight, its terms of reference lodged along an ethical axis which asks only whether it is right to tamper with the muddle of human behaviour. Would it be immoral to give birth to a baby who carries the violent gene? Will we miss criminals when they're a historical footnote like lepers?

2 _____

But even if our common sense rejects bolder talk of 'major-effect genes', we're still stuck in the fantasy debate of **wondering whether we shouldn't get rid of genes that can sometimes spell trouble**.

3 _____

Just because scientists have found a gene in a vole that makes it promiscuous, this doesn't mean humans have a 'promiscuity gene'. Humans are rather more complex creatures than voles – though, on reflection, perhaps an exception might be made for the ones now going around saying everything's 'in your genes'. And once environment is factored in, **the whole debate becomes risible** – even if you could identify a gene for risk-taking, it could make for a great snooker player, or alternatively a great joy-rider.

4 _____

As has been remarked elsewhere, 'it's in my genes' is becoming the modern version of 'it's in my stars' – and a justification for stupid prejudice is born.

from an article by D. Aitkenhead in 'The Guardian'

A **This** is an abstractly interesting question. In reality, however, it is entirely pointless. The science of **it** alone is flawed; there are something like one hundred thousand genes in a human being, and their infinitely varied interactions make a nonsense of the debate.

B **The discussion may be pointless**, then, but the important point is this: it is not irrelevant. When predictions of genetically engineered personality escape the confines of sci-fi movies, the myth of genetic destiny starts to infiltrate popular consciousness.

C I read on Sunday that 'a gene for risk-taking has been found – as well as for promiscuity, criminality and so on'. The article's author is soon to publish a grand tome on genetics so it was tempting to **take his breezy claims of genetic destiny for absolute fact**.

D Scientists have recently made an extraordinary discovery. They believe they have found a gene in small rodents which increases their drive to mate and therefore makes them more promiscuous. So is it the same for humans?

E Sensible geneticists in their more sensible moments will say **this is silly**. One told me that the 'most dangerous word in genetics is 'for', as in **a gene 'for' crime**, or whatever. It's been terribly abused. Environment will always outweigh genes as an influence.'

Clue 1: *Paragraph 1 talks about a gene for a personality trait. Which paragraph A–E talks about genes for other kinds of social behaviour? There is more than one possibility here. Mark with a question mark and check each of them again when you have completed the other paragraphs.*

Clue 2: *Look at the words in bold in Paragraph 2. The writer uses 'And' to add to a previous comment. What is she referring to when she says '... we do.'? Look at the parts of the paragraphs A–E in bold to help you.*

Clue 3: *One of the missing paragraphs uses a pronoun to make reference to the last two sentences of Paragraph 2. Use the parts of the paragraphs A–E in bold to help you.*

Clue 4: *Look at the words in bold at the beginning of Paragraph 3. 'But even if ...' introduces contrast. Look for a paragraph which talks about genes which affect broad tendencies. Use the parts of the paragraphs A–E in bold to help you.*

Clue 5: *Look at the words in bold at the end of Paragraph 3. They are a reported form of the question, 'I wonder whether ...'. Look for one of the paragraphs A–E which makes reference to a question.*

Clue 6: *Look for one of the paragraphs A–E which echoes the words in bold in Paragraph 4.*

B Read through the whole text, including the missing paragraphs. Does the completed text make sense? Check that the extra paragraph does not fit in any of the gaps.

Exam practice: Part 3

You are going to read an extract from a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**1–7**). There is one extra paragraph which you do not need to use.



No doubt about it. It has been the best news of the week. Something which had the nation's sluggards, slug-a-beds, couch potatoes, and loungers whooping with delight – or would have done if they had bothered to rise early enough to catch the first editions.

1 _____

Scientists at Glasgow University are currently engaged on a project to find the so-called 'lazy gene' (apparently it's reluctant to come out voluntarily until it's had a ten-minute lie-in and two cups of coffee).

2 _____

The study into the links between the body's genetic components and 'exercise intolerance' (that phrase alone could revolutionise the sick note) is being led by Professor Susan Ward, who was reported as saying: 'If we can establish a certain genetic pattern which corresponds to what is commonly seen as laziness it could transform the way we deal with health problems caused through lack of exercise.'

3 _____

It would be wrong, of course, to oversimplify Professor Ward's undertaking. Doubtless it is more sophisticated than reports have made out and doubtless, too, she has been subtly traduced in the reporting (not, of course, that we can blame 'sloppy journalism' any more). Even so, the general drift of the rhetorical questions she and her research team will be framing is in tune with the times.

4 _____

If one American woman's current litigation bears fruit, lawyers will have proved that self-discipline and will are no match for the irresistible lure of the World Wide Web.

5 _____

The religiously inclined are used to a similar sort of charge. They are frequently accused of using God as the ultimate excuse to explain everything from personal behaviour to natural disaster.

6 _____

It's a bit rich dumping all this baggage at the door of the Glasgow research team, of course. And the charge of over-reaction may well be in order here. But doing away with our personal responsibility for this or that behaviour, explaining away our laziness or our wilfulness, diminishes us all and destroys what Hugo Gryn[1] used to see as the ennobling partnership of the human and the divine.

7 _____

A Jewish gentleman is in financial difficulties and prays that he might win the Lottery. To no effect. His business slides further downhill and he is forced to lay off his employees. Please God, he prays, let me win the Lottery. He does not and by now his business is on the brink of collapse. He makes one last heartfelt appeal. Please, please help me win the Lottery. A booming voice is heard and the Almighty speaks. 'Maurice, you've got to help *me*.' 'How do you mean?' he asks. 'Maurice, please, please … buy a ticket.'

from an article by T. Barnes in 'The Independent'

[1] *The late Hugo Gryn was an Auschwitz survivor and charismatic radio rabbi.*

A As usual he had a story to illustrate it. It's an old one but it bears repetition.

B There is, it would appear, a gene for every aspect of our behaviour. This includes the bad as well as the good.

C Genetic research, she believes, could explain why so many of us are unhealthy and overweight despite the ready availability of sports centres and exercise classes for people of all ages.

D Laziness, they would have read, may not be their fault, after all. The world's procrastinators and sleepy-heads may soon be able to point blamelessly to the real culprit. Why, of course, their DNA!

E Any responsibility we may traditionally have had for directing the course of our lives is being surreptitiously eroded by a creeping determinism which lets us all off the hook. And people are gradually cottoning on to the implications.

F But the true religious impulse is surely more complex than that. It is more in the nature of a partnership in the created order. Yes, things are the will of God but within it we have personal responsibilities for our own actions. When things go wrong we are forced to accept our part in the outcome.

G If her appeal against dismissal is successful, it will have been shown to be 'not her fault' that she spent her days browsing the Net, not her fault that she wasted company time and her employers' money. She couldn't help it, you see. This new determinism absolves us all.

H If they find this listless little fellow we will thus be handed the excuse we have been waiting for, for all these years. Think of it. The early-morning dips we never took, the letters we never wrote, the exercise regime we abandoned, the marathons we never trained for ... not our fault. NOT OUR FAULT. Because, you see, some of us are programmed for a life of indolence. Can't help it, mate.

exam tip

If you find one question particularly difficult, leave it and complete the others. When you go back at the end you will find that fewer missing paragraphs remain and it is therefore easier to find the correct answer.

Vocabulary development

A Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once. Some of these phrases have appeared in the texts you have read in this unit.

for from in off on to with

1 Scientists are currently **engaged** ..... important research into the effects of genetically modified food on the human organism.

2 You cannot **absolve everyone** ..... **blame** for what happened at that disastrous meeting.

3 Don't **let the lecturer** ..... **the hook**. Make him prove his point.

4 I have great **respect** ..... people who give up years of their lives to work for others in the developing world.

5 Ultimately, every individual **is responsible** ..... their own conduct.

6 My father taught me never to **look down** ..... someone who has not had the same advantages in life as I have.

7 You want to upset me but I feel completely **indifferent** ..... your comments.

8 I'm sure I have a lot **in common** ..... other members of my family.

9 I can only feel **contempt** ..... what the speaker said; it was racist rubbish.

10 The firm **is faced** ..... severe financial difficulties.

11 The business is ..... **the brink of** collapse.

12 The directors were forced to **lay** ..... hundreds of workers.

13 I think, ... **reflection**, that it is ridiculous to blame genes for every bad aspect of human behaviour.

14 How much **influence** do you believe your genes **have** ..... your behaviour?

B Similar but different

Choose the correct alternative from those in italics below.

1 Politicians are usually deaf to everything *apart/except/other* than what they want to hear.

2 The fact that laziness often runs in families *supplies/lends/offers* some plausibility to the claims made by geneticists.

3 Don't let Matilda *plead/protest/pretend* illness as an excuse for not doing her homework.

4 There seems, for the time being at any *chance/aspect/rate*, little likelihood that a gene for humour will be found.

5 People claim that our genes exert a powerful *influence/attraction/control* on our character.

6 The new findings *threw/drew/forced* the work of the researchers into confusion.

7 Hotheads among the protesters *stirred/incited/agitated* others to acts of vandalism.

8 I found the claims made by the speaker absurd, but despite that I managed to *choke/suffocate/suppress* my laughter and put on a straight face.

C Phrasal verbs with *lay* and *set*

Study the list of phrasal verbs with *lay* and *set* on page 162 and replace the phrases in italics below with the correct phrasal verb in the right form.

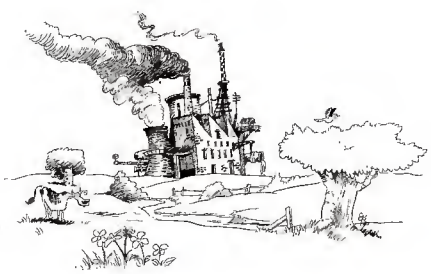
1. Don't remind your sister that her pet rabbit is dead. She's only just stopped crying and you'*ll cause her to start* again.
2. It is *stated officially* in the regulations that no one under the age of eighteen is to use the gym.
3. The teacher *attacked me verbally* because I said that my laziness was the fault of my genes.
4. The doctor advised me to *stop* playing football until my knee improves.
5. Sorry to *give you this difficult problem to deal with*, but there's no one else is sufficiently experienced to make the right decision.
6. I think you are *dealing with* this in the wrong way.
7. All the workers were *dismissed* when the orders dried up.
8. The action of the protesters *delayed* the development of the drug by a year.
9. I thought Simon would be too tired to unpack but he *started doing it eagerly* and was finished in no time.
10. We should *forget about* our prejudices and try to work together.

D Common idioms and expressions

In the text on page 137, the writer states that determinism *'lets us all off the hook'*. Fill in the blanks in the sentences below with a word from the box to complete the expressions and idioms in bold.

blot disguise drop gift pack stone tip tower

1. When Tom broke his leg it was **a blessing in** ..... because he ended up marrying his nurse.
2. That factory is so ugly; it's **a** ..... **on the landscape.**
3. I gave some money to the Save the Children Fund but it's just **a** ..... **in the ocean.** They need billions of pounds.
4. Our John could sell anything to anyone. He really has **the** ..... **of the gab.**
5. Jill has been **a** ..... **of strength** to me through all the hard times.
6. Nothing Paula said was true. It was all **a** ..... **of lies!**
7. I used to live **a** .....**'s throw from** the open countryside but they're building a new estate behind my house now.
8. The news about the food scare is only **the** ..... **of the iceberg.** I think there will be worse to come.



A BLOT ON THE LANDSCAPE

E Similar words

Fill in the blanks in the sentences below using the words given.

1 but for/except

a I am willing to accept any weakness in a student ..... laziness.

b I would never have managed the job ..... your help.

2 in the light of/on account of

a ..... this new information, I think we should reconsider our decision.

b The plane was delayed for six hours ..... the severe weather conditions.

3 considering/assuming

a We should finish the research by early next year ..... all goes well.

b He was lucky to pass the test ..... how indolent he is.

4 in view of/in case

a We should postpone our holiday ..... the unrest in that country.

b We should take out medical insurance ..... either of us gets ill while we're on holiday.

5 on the part of/at the behest of

a The garden party was held at Buckingham Palace ..... the Queen herself.

b There is no wish for disagreement ..... anyone here.

6 thereby/whereby

a The woman destroyed the crops that were being grown experimentally, ... inviting arrest and imprisonment.

b The government has passed a new law ..... the wearing of seat belts in the rear of all cars is now compulsory.

F Expressions

Replace the phrases in italics below with a suitable expression from the box.

call it quits **have several irons in the fire** **hit it off** **it beats me**
it makes no odds **it's back to the drawing board**
like it or lump it **play it by ear** **rub it in** **what makes somebody tick**

1 I know you were right but there's no need to *keep on about it*.

2 Neither of us is going to win this game so let's *agree to stop now*.

3 Jim *has got several plans* so if he doesn't get into university it won't be the end of the world; he'll find something else to do.

4 I've been in the same group as Jasmine for a year and I still don't know *what makes her think the way she does*.

5 I don't know what excuse I'll give if the teacher asks for my homework I'll have to *do what seems best at the time*.

6 I've told my father that I'm going to study journalism at university. So he'll just have to *accept the situation*.

7 I'm going to fail this exam anyway so *it makes no difference* whether I come out with you or not.

8 I thought I wouldn't get on with the new teacher but on first meeting we seemed to *like each other* quite well.

9 *I can't understand* how Pete can sit next to Linda all day when all she does is moan.

10 The teacher says our experiment is useless – so *we must go back and start again*.

G Adjectives

a Match the adjectives on the left with the definitions on the right. Many of these adjectives have appeared in the texts you have read in this unit.

1 breezy	**a** not done carefully or thoroughly
2 flawed	**b** without any purpose or meaning
3 irresistible	**c** complicated and long and therefore confusing
4 listless	**d** something that seems so appealing that one would like to have it or do it
5 pointless	**e** so stupid that one can only laugh at it
6 promiscuous	**f** feeling tired and not interested in things
7 risible	**g** cheerful and confident
8 sloppy	**h** having defects or weakness
9 tempting	**i** too strong to be stopped or prevented
10 tortuous	**j** mating with a lot of partners

b Now fill in the blanks in the sentences below with the correct adjective from the box above.

1 The book had an extremely ..... plot and was really difficult to follow.

2 When the weather is nice, it's very ..... to take a day off work and head for the beach.

3 I don't know why Tom is looking so ..... . Failing all your exams isn't something to be cheerful about.

4 Some birds are quite .....; others, like swans, mate for life.

5 It's ..... trying to make him change his mind. He's set on leaving tonight.

6 The results of the experiment were ..... because the researchers had made a number of basic errors.

7 His suggestion was so ..... that all anybody could do was laugh at it.

8 In the middle of the concert I had a(n) ..... urge to cough and the people sitting near me turned round and glared at me.

9 The extreme heat made us all feel very ..... .

10 The teacher told me off because the work I handed in was careless and ..... .

H Verb phrases

Fill in the blanks in the sentences below with the correct verb from the box in the right form.

bear **catch** **make** **spell** **take** **tamper**

1 The economic situation is worsening and that ..... trouble for the government.

2 The gangster's car crashed because someone ..... with the brakes.

3 I'm sure all your hard work will ..... fruit next year.

4 His exam results ..... a nonsense of his claim to have studied hard.

5 I wish my girlfriend wouldn't ..... all that I give her for granted.

6 They were speaking very softly so I could barely ..... the drift of the conversation.

UNIT 16

The shadow of the past

Exam strategy: Part 4

skills check

How to answer multiple choice questions
When answering multiple choice questions, always check that the option you choose is as general or as specific as the relevant passage in the text. Look carefully at:

- words like *all, most* and *everyone*.
- adverbs of frequency like *always, never, invariably*.

For example, if the stem begins with the words, *'Local historians believe ...'*, it would obviously be wrong to choose an answer based on a part of the text which says, *'Most historians believe ...'*.

A Read quickly through the text and choose the most suitable title from the two below.

1 A Matter of Time **2** Shooting the Past

How do you televise things that happened hundreds of years ago? Archaeology and the small screen have never been comfortable bedfellows but producers are now learning how to bring the subject to life.

Television loves recent history. It has a huge appetite for events where there is archive footage and surviving witnesses. But it has a much less straightforward relationship with pre-twentieth century history.

Without survivors and footage, programme makers are often left scrabbling around, desperate for something to put on screen. Paintings help, documents come in handy, and the odd foray into museum cabinets can't do any harm – but none of these is going to set the world alight. The completed film may well receive plaudits from a handful of historians, but it's also likely to send thousands of viewers to sleep.

from an article by D. Chambers in 'The Guardian'

B Read the stem of the question below, then read the text again carefully, underlining any parts which are relevant.

C Now look at the distractors in the question below and underline any frequency adverbs.

The writer says that programme makers
A panic when they have to show pre-twentieth century history.
B have to struggle to make pre-twentieth century history come alive.
C have never managed, until now, to make history come alive.
D have always managed to please historians, but not the rest of viewers.

*Clues: Is it true that programme makers have **always** managed to please historians? Which modal verb in the text can help you here?*
*Does the text say that programme makers have **never** managed to make history come alive or that they have had difficulty doing this?*

D The text you read earlier continues below. Read quickly through it and answer the questions which follow.

But in 1994, Channel Four revolutionised the way that TV covers archaeology. A group of archaeologists were issued with a challenge: excavate a site – in three days. It was a gamble, since there was a clear danger that the *Time Team*, as it was called, would have nothing to show for their labours. But, they made some intriguing finds, and created a series which is as appealing now as when it first went on air.

BBC2's *Meet The Ancestors*, concentrating on the discovery of bones, has also found a way of bringing history to life, principally through reconstructing faces from old skulls. Part of the appeal of these formats is that almost all of the investigations are based in Britain and tend to be small scale – they feel like they could be in your own back yard. One consequence of this, though, is that these shows tend to add detail to received wisdom rather than leading to serious historical revision.

In Channel Four's new forensic-science-meets-history series, *Secrets of the Dead*, the emphasis is on tackling some bigger historical events. With the increasing sophistication of forensic science, there seem to be no bounds to what it's now possible to discover about the past.

Seeing the first rough cuts of this series, I couldn't help feel that the information gleaned from forensic investigations was riveting, but I wanted more. It was fascinating, for instance, to know that Vikings in Greenland were suffering from serious middle ear infections and that bones of their pet dogs had been discovered with cut marks on them, suggesting they had been butchered. But what did the Vikings look like? How many lived in the same houses? What happened as illness took hold? We all longed to see a reconstruction of the events – accurate dramatic sequences that would do for historical events what the best of Crime Watch reconstructions do for crime TV. It's not the first time that history programmes have used reconstructions, but basing them on forensic discoveries gives them an authority that has not been widely seen before.

from an article by D. Chambers in 'The Guardian'

1 The new approach to television documentaries

A can change our view of the past radically.

B adds substantially to our knowledge of past events.

C does not significantly affect our view of history.

D makes us view history more wisely.

Clue: Find the qualifiers in the distractors and check them against the text.

2 The writer wanted to see reconstructions because

A they have not been used in programmes before.

B they often lead to new historical findings.

C new discoveries in forensics would make them more effective.

D forensic discoveries would lend credence to them.

Clue: Read the final sentence of the text very carefully.

skills review

1 Read through the text once quickly for gist, ignoring unfamiliar words. If a word is essential to your understanding of the text, try to deduce its meaning from the context.

2 Read the question and the options A–D. Find and underline the relevant parts in the text. Pay particular attention to words which subtly alter the meaning of a sentence (qualifiers, modal verbs, adverbs of frequency, etc.).

3 Look at the options again and with reference to the parts you have underlined, eliminate those which are only partly true, inaccurate or do not answer the question fully.

Exam practice: Part 4

You are going to read an extract from a humorous essay. For questions **1–7**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

For me, the section devoted to Stone Age implements is the most interesting part of the Africana Museum, occupying the upper floors of the Johannesburg Public Library. Rows and rows of glass cases filled with paleolithic axes and hand picks. And these things were made in the morning of the Stone Age, in the evening of the Stone Age, too, some of them.

It is not difficult, in viewing these exhibits in the Africana Museum, to recapture something of that sense of pride which the craftsman of a hundred thousand years ago felt in the production of a stone axe, flaked to a fine edge and rounded as accurately as though it had been drawn with a compass. Drawn with a Stone Age compass, that is. For in the ellipse constituting the cutting edge of a primordial axe there are various bends and curves which would meet with a geometrician's surprised disapproval.

But the predominant feeling I had was that with the passing of the Stone Age, mankind began to decay. In these stone implements there is a diuturnity, a slow perpetuity, a timeless permanence which the rust cannot eat into. In the Stone Age man and time are one. 'Eheu, fugaces'[1] was written by Horace in the age of iron. It is not a paleolithic sentiment.

The average stone axe in the Africana museum is as keen and untarnished by the gliding aeons as it was when the man who made it chipped off the last fragment of stone from its surface and ran his thumb over the cutting edge in a faulty ellipse. And the cutting edge is as keen today as it was then. I mean that if in those days it would take sixteen or seventeen well-directed blows with that thing to chop a snake in half, it would take just about the same number of strokes today. A snake is like that. And in those days, when men were cavemen, it would no doubt have been possible, with half-a-dozen thumps with a stone axe, to have sliced off the top of an ancient wild turnip as neatly as with the blunt end of a flat iron.

What term did the men of that vast antediluvian epoch apply to their own era, which lasted over a million years because it was built in stone? They called it the Stone Age, of course. They said this is the Stone Age, and they said it with pride. 'We are living in the Stone Age. A tree is no longer just something for us to climb up into, like a string of baboons. Today, with our instruments of the Stone Age we can chop down a tree almost as quick as a beaver can.'

While there must have been, in the beginnings of the Stone Age, conservative greybeards who shook their heads at this newfangled invention, saying that their ancestral fashions were best, and that you could have too much of this progress business, and what do you want to hunt a leopard with a stone axe for, when you have got teeth? – there were also those, with a vision beyond their own generation, who said, resolutely, 'Stone has come to stay.' And they were right. It stayed. It stayed a million years.

There is something about the thought of an epoch that lasted a million years that calls forth our veneration. There is about it none of that showy evanescence of Rome or Tyre, whose sway could be counted only in centuries.

With the passing of the Stone Age, there vanished for ever a splendid and ennobling era in the story of man. With it there must have gone, too, something of man's spirit; something of his faith in the eternal truths of the world. And my sympathies go out to that man of the Stone Age, who, being shown an implement made out of that new substance called iron, placed it on a tree trunk and struck it a mighty blow with his stone axe. It was a stroke that only a Stone Age man could deliver.

'This iron stuff is rubbish', he said.

'They manufacture junk nowadays,' he said, holding firmly on to the useless handle from which the stone head had been splintered in a hundred pieces.

These were all foolish thoughts, of course, that came into my mind in the Paleolithic Section of the Africana Museum. It was pure folly, too, my imagining that decadence came into the world with the passing of the Stone Age.

Then, as if in confirmation of something in which I no longer believe, I saw, in the next room, a number of iron spearheads. They could not be more than a few hundred years old. But I knew they were spearheads only because the labels said so. There was nothing left of their original form and shape, these things manufactured out of iron. They seemed nothing more than a few stray slivers of rust.

And the Stone Age lives on.

from 'A Cask of Jerepigo' by H. C. Bosman

[1] *'Eheu, fugaces' is part of a well-known quotation from Horace the full extent of which is 'Eheu, fugaces, Postume, Postume, Labuntur anni' 'Oh, Postumous, the fleeting years are slipping by'.*

1 When he saw the exhibits in the Africana Museum what struck the writer most forcibly was that

A the stone tools and weapons were ageless.

B the craftsmen who made them were worthy of great respect.

C they reflected the pride of their makers.

D they had not been destroyed by rust.

2 The writer implies that the average stone axe was

A very sharp.

B badly made.

C not really as efficient as an iron one.

D perfectly rounded.

3 When the writer describes how early man probably reacted to the first iron implements, his tone is

A straightforward.

B scientific.

C humorous.

D sarcastic.

4 The man who attacked the iron implement with a stone axe

A finally proved his tool was better.

B showed that stone is tougher than iron.

C was determined to show that iron is stronger than stone.

D refused to believe that the more advanced technology was superior.

5 The writer's heart goes out to the Stone Age man because he

A was acting in a predictable fashion.

B had pitted his strength against the iron axe and won.

C knew that stone was actually more enduring than iron.

D longed to hold on to the old certainties.

6 The writer believes he was foolish to think that

A the Stone Age was an ennobling era.

B people became less religious after the Stone Age.

C something that is self-evidently false is really true.

D after the Stone Age people had lower moral standards.

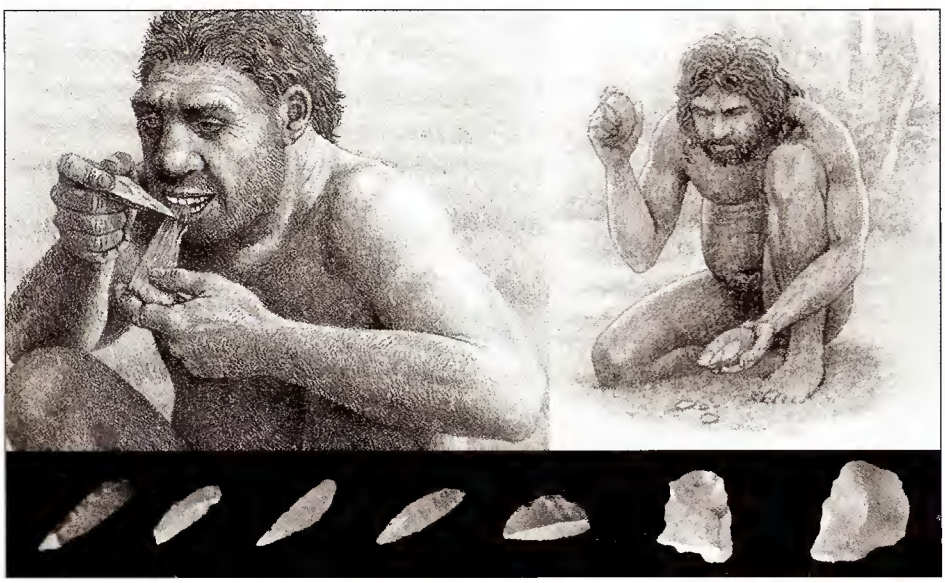
7 When the writer saw the iron spearheads he

A confirmed his earlier theories.

B couldn't believe what he saw.

C realised they were not real.

D thought they were fakes.



Vocabulary development

A Common expressions

a Match the verb phrases on the left with their definitions on the right.

1	be buoyed up by something	**a**	start to be interested in what someone is saying
2	bite off more than one can chew	**b**	uncontrollable feeling of love, especially that a young person has for someone older
3	come in handy	**c**	not have the qualities one needs for a job or activity
4	settle one's differences	**d**	eagerly accept the opportunity to do something
5	give somebody his/her due	**e**	say that not everything someone did was bad or wrong
6	jump at the chance	**f**	agree to work together and stop arguing about the things you disagree about
7	have a crush on (somebody)	**g**	be made happier or more confident about something
8	not be cut out for	**h**	be useful
9	prick up one's ears	**i**	try to do more than one is able to do or something which is too difficult.
10	set the world alight	**j**	have a big effect or be very successful

b Now fill in the blanks in the sentences below with the correct phrase from the box in the right form.

1 The archaeologists disagreed violently with the producer but in the end they ..... and reached a compromise.

2 Did you know that that fourteen-year-old student ..... the History teacher? She follows him around everywhere!

3 The last history film didn't exactly ..... . It was rather boring and repetitive.

4 Take a sleeping bag with you when you go on the dig. It might ..... if you have to spend the night on the site.

5 ..... by their new finds, the archaeologists intensified their work on the site of the Viking settlement.

6 I ..... when I heard the archaeologists say they had made dramatic new finds of Viking artefacts.

7 I think the producer has ..... . It's going to be much too difficult to accurately reconstruct events from the really ancient past.

8 I have always wanted to go on an archaeological dig so when someone invited me along last week I ..... .

9 It took me precisely one morning on the dig to realise that I ..... the life of an archaeologist. It was back breaking work and I hated it!

10 The programme might not have been perfect but, ..., the producer still managed to come up with some interesting ideas.

B Collocations

Match the verbs on the left with the words on the right to make common collocations.

1	do	**a**	a challenge to somebody
2	glean	**b**	a crush on somebody
3	lend	**c**	a problem
4	make	**d**	a site
5	have	**e**	an intriguing find
6	drive	**f**	harm
7	excavate	**g**	information
8	issue	**h**	somebody to despair
9	bring	**i**	to life
10	tackle	**j**	credence

C Similar but different

Choose the correct alternative from each of the pairs in italics below.

1 The producer was *forced/driven* to despair by the slow progress they were making.

2 Programme makers have not kept *pace/step* with new developments in forensic science.

3 With forensic science, a clearer understanding of pre-history seems well *within/inside* the bounds of possibility.

4 The investigations carried out on the programme were on a very small *scale/plan*.

5 The archaeologists were *boosted/buoyed* up by their success and decided to continue excavating the site.

6 Paleontologists disagree about the extent to which meteorite impacts have affected the *output/outcome* of our planet's development.

7 Cannibalism was *relevant/prevalent* in many ancient tribal societies.

8 Forensic science is becoming increasingly *suffocated/sophisticated*.

9 When it comes to investigating the past, historians *borrow/lend* heavily from police forensics.

10 As illness took *grip/hold*, the Vikings were forced to retreat from the lands they had invaded.



AN ARCHAEOLOGICAL EXCAVATION

D Expressions

The text on page 144 says that *'conservative greybeards shook their heads'* at the new invention. Replace the phrases in italics below with a suitable idiom or expression from the box in the right form.

a break new ground	**e** do the spadework
b bring (something) home to somebody	**f** go by the board
c burn the midnight oil	**g** have no truck with (somebody/ something)
d cut no ice with (somebody)	**h** swim with the tide

1 As you are new, it may be wise to *conform to general opinions* at first, rather than voice your own ideas.

2 That lecture really *made me realise* how wretched the lives were of people in the Middle Ages.

3 We thought we knew all about prehistoric burial ceremonies but Professor Morris' findings *have done something completely new*.

4 I want to finish the project quickly so I will be *working late into the night*.

5 Jon may impress the other students but his antics *make no impression on* the History teacher.

6 We've got *to do a lot of boring work* before we come to the exciting part of the project.

7 They discovered the ruins of a prehistoric camp just where we wanted to put the swimming pool, so our plans have had to *be abandoned*.

8 Our professor will *have no dealings with* students who are afraid to get their hands dirty.

E Colours

Fill in the blanks in the sentences below with the correct colour from the box to complete the common idioms and expressions in bold. You will need to use some words more than once.

black **blue** **green** **red**

1 Fossils of this type are rare; in fact they are only found **once in a** ..... **moon**.

2 The government has produced a ..... **list** of environmentally damaging products.

3 We would like to send the fossils out of the country for expert examination but there is a lot of ..... **tape** involved in the procedure.

4 The archaeologist was seriously injured when his car spun off the road at a notorious ..... **spot**.

5 The thief **was caught** ..... **-handed** when he tried to remove a valuable vase from the display case.

6 Pat is spending a year in America as part of her History course and all the other students **are** ..... **with envy.**

7 You can talk to her until you are ..... **in the face** but she won't change her mind.

8 At last we **have been given the** ..... **light** to go ahead with the excavation.

F Phrasal verbs with *bring*

Study the list of phrasal verbs with *bring* on page 162 and fill in the blanks in the sentences below with the correct phrasal verb in the right form.

1 The historian has ..... a new book on ancient Rome which is now in the shops.
2 What ..... Sam and Ella ..... was their mutual interest in archaeology.
3 Why did you have to ..... the subject of Egyptian mummies during dinner?
4 The advent of computers has ..... significant changes in the way we investigate history.
5 The smell of apple blossom always ..... memories of the time I spent on an archaeological dig.
6 The emperor's evil actions ..... his whole empire.
7 The next meeting of the History Society ..... to this week as the hall is needed for exams next week.
8 Thieves ..... a spectacular robbery when they seized priceless artefacts from the British Museum.

G Prepositions

Fill in the blanks in the sentences below with the correct preposition from the box to complete the phrases in bold. You will need to use some of the prepositions more than once. Some of these phrases have appeared in the texts you have read in this unit.

along down in on through to

1 The programme first went ..... **air** in August last year.
2 Archaeologists **are bringing** their subject ..... **life** on TV.
3 When you want to show something authentic on screen, historical documents **come** ..... **handy.**
4 When I was young, **I had a crush** ..... a singer in a local pop group.
5 Have you ever **been involved** ..... an archaeological dig?
6 Students have to live ..... **a tight budget.**
7 The company **is based** ..... the US.
8 The man **ran his thumb** ..... **the edge** of the knife.
9 He **sliced** ..... the long grass with a sweeping movement of the scythe .
10 It took them just ten minutes to **chop** ..... the tree and saw it into small pieces.



THE COLOSSEUM

Exam practice 2

Part 1

For questions **1–18** read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Ordeal in the Highlands

Paul took a last, lingering look at the magnificent mountains (1) ..... the northernmost shore of Scotland. It had been a good morning's climb. Now it was time to head back to the car, parked on a track five miles away. He consulted his guidebook and chose a route which would take him down an old watercourse carved into the mountainside. It was steep but seemed to (2) ..... no problem for a dedicated mountain walker like himself. He started down the gully but it soon became much steeper and he realised there was no way he could continue down. He (3) ..... a rock with his left hand and began to climb back up. Immediately the ground (4) ..... . He dropped straight down, hit the slope and rolled over and over. Then he blacked out. He (5) ..... round some time later to find himself curled up with his rucksack on his back, trapped on a shelf. Trying to move, he gasped at the (6) ..... pain in his shoulder and chest. But fifteen years as a scout leader had taught him to cope with crises in remote country and he calmly analysed his situation.

from an article by P. Browne in 'Reader's Digest'

1	A coasting	B edging	C fringing	D verging
2	A address	B present	C effect	D impart
3	A grappled	B gathered	C garnered	D grasped
4	A gave way	B gave up	C gave in	D gave over
5	A turned	B came	C brought	D felt
6	A throbbing	B dull	C wounding	D piercing

Stress at work

The environment in which you work, the design of your workstation and your relationship with colleagues at work can all cause stress, which in time can cause long-term health problems. We all react to situations differently, and for some people stress can (**7**) ..... them on to work better. But for many workers stress can be extremely harmful. Catherine works at a busy airport check-in desk. She is continually dealing with angry or impatient members of the public who (**8**) ..... her if their planes are delayed. Her workstation is uncomfortable, her working day repetitive and her supervisor insists on looking (**9**) ..... her shoulder all the time. To make matters worse, a (**10**) ..... has hit the industry and Catherine now worries (**11**) ..... about the security of her job. Fortunately, she knows how to recognise the symptoms of stress and is taking (**12**) ..... to deal with the problem.

from an article by J. Ridgeway in the 'GMB Magazine'

7	A motivate	B incite	C encourage	D spur
8	A accuse	B blame	C enrage	D fault
9	A over	B round	C across	D above
10	A boom	B recession	C cutback	D retreat
11	A steadily	B habitually	C currently	D constantly
12	A plans	B means	C steps	D causes

Hector Berlioz

Hector Berlioz precisely fitted the notion of the Romantic artist of the nineteenth century: unconventional, rebellious, impetuous and highly strung. And, true to the Romantic ideal of art and life as one, his music (**13**) ..... his temperament – and still polarises opinion. There are those who (**14**) ..... Berlioz as one of music's great innovators; others hear little more than overblown rhetoric. Did the German poet, Heine, (**15**) ..... the character of the Frenchman when he said Berlioz 'had not sufficient talent for his genius'?

Whatever his technical (**16**) ....., there is no doubt that with the *Symphonie fantastique* Berlioz shattered musical boundaries. The symphony's wild (**17**) ..... of emotion, its nightmarish imagery, and its undisguised depiction of the mental state of its creator, were utterly unlike anything ever composed before. It was an astonishing achievement for a largely untrained composer of just twenty-six and Berlioz never again (**18**) ..... quite so deeply into the dark abyss of the psyche as here.

from 'Classical Composers' by P. Gammond

13	**A** simulated	**B** echoed	**C** imitated	**D** mirrored
14	**A** greet	**B** claim	**C** hail	**D** encounter
15	**A** capture	**B** contain	**C** catch	**D** call
16	**A** borders	**B** limitations	**C** boundaries	**D** contractions
17	**A** swings	**B** thrusts	**C** twirls	**D** sways
18	**A** dipped	**B** submerged	**C** dived	**D** plunged

Part 2

You are going to read four extracts which are all connected with science and technology. For questions **19–26** choose the answer (**A**, **B**, **C** or **D**) which fits best.

Unidentified Flying Objects

UFOs, the saucer-shaped craft bringing visitors from distant planets, have been with us since shortly after the Bomb was tested in 1945. As extraterrestrial sightings gathered pace (earning the name 'flying saucers' in 1947) the craft seemed to carry a religious cargo, offering either guidance, or retribution for human folly.

Modern aliens, more often reported in America than in cautious, rationalist Europe, have in the past decade been portrayed as Satanists rather than red invaders. American ufology is preoccupied with abductions. Extra terrestrials have been taken so seriously that one Gallup poll showed that twenty-seven per cent of Americans believed that aliens had visited. So widespread did the American belief in abduction by aliens become, that a Florida firm started selling insurance against it at the end of the 1980s.

Traditionally, Western civilisation has been watched over by the angels and devils of Christianity. But modern citizens seldom experience demons or spirits, perhaps because our technology-obsessed culture, from *Star Trek* to *Star Wars* to *ET* and *The X-Files*, has itself been captured by aliens. Our notion of the Other, the unknowable, was, by the late twentieth century, most easily pictured as a small green man with an unusually large head and high-tech travel arrangements beyond our ken.

Now, after half a century of upheaval, belief in UFOs is declining. As *The Times* reports today, the British Flying Saucer Bureau is suspending its activities. This may be a welcome sign that today's society is at ease with itself. But the explanation offered by the Flying Saucer Bureau's founder, Dennis Plunkett, will please ufologists more: the aliens have found out all they needed to know about Earth, for now. But they will be back.

from an article in 'The Times'

19 The author implies that

- **A** Americans believe aliens to have religious significance.
- **B** more Americans than Europeans have been kidnapped by aliens.
- **C** Americans are more gullible than Europeans.
- **D** most Americans are insured against kidnap by aliens.

20 It seems that people today

- **A** are obsessed with demons.
- **B** believe in angels and devils.
- **C** are increasingly dubious about UFOs.
- **D** are convinced that aliens will return one day.

ON-LINE AUCTIONS

It all started when I won two concert tickets in a raffle. All due respect to Robbie Williams, but he is not really my cup of tea. 'Mum, those tickets are gold dust,' I was informed. 'Why not sell them on the Net?' My son might as well have suggested I learn Mandarin Chinese in my coffee break.

But with the family safely out of sniggering distance, I made some tentative moves and found myself at the auction site eBay (ebay.co.uk). The site is divided into categories – I realised you can buy and sell just about anything. The tickets section revealed that there was indeed a hot market for Robbie. To offer my tickets for auction I simply registered with eBay (at no charge), filled in the on-screen form and set an opening bid price, guided by what others were asking.

What happened next took me by surprise; I couldn't stop checking the progress of my auction. It was only when my son said, 'Mum, there's a fine line between healthy interest and obsession ...' that I realised I was hooked. I was even tracking other people's Robbie tickets, Britney tickets, Smashing Pumpkin tickets. When someone offered four tickets for less than my opening price I considered it war.

My auction ended after three nail-biting days, though masochists can opt for five or seven days. I e-mailed my highest bidder who sent a postal order, on receipt of which I sent the tickets by registered post.

Which just leaves my addiction. Now, what am I bid for one slightly used, fifteen-year-old smart alec?

from an article by C. McGlaughlin in 'Reader's Digest'

21 When the writer discovered how to sell things on the Net she

A was mystified by the technology.
B became obsessed with the process.
C had a fight with another user.
D made a number of errors.

22 It appears that the writer finds her son

A helpful.
B boring.
C annoying.
D stupid.

Genetically modified crops

The rural tranquility of four farms dotted across England may soon be shattered. Their owners have volunteered their land to be used as trial sites for genetically modified (GM) crops. Yesterday the farms' precise locations were published on the Internet. Over the coming months, the characteristics of these crops will be tested. So, too, will be the trust of the British public. For although few people would condone 'direct action' by environmental groups opposed to all tests, some of whose members have sabotaged GM crop trials in violation of the laws on private property, GM crops are widely viewed with unease.

This is not surprising. The emergence of this new technology has heralded the most profound revolution in agriculture for decades. Like all change, it stirs fears of the unknown. The best way to approach this is with a cool appraisal of what is, and is not, known. Sadly, in the frenzied polemics that have far passed for debate, facts have lost out to emotion. People's fears have been fanned by the special pleading of those opposed to GM crops, often for such unrelated ideological reasons as left-wing hostility to multinational agri-business.

A common argument is that planting test fields of GM crops might have harmful, even irreversible, environmental side effects; that once these crops have been planted, their pollen, like the genie, cannot be put back into the bottle. GM crops might interbreed with wild plants. Super-weeds and super-insects, resistant to weedkillers and pesticides, might be created. Commercial and organic crops might be polluted, depriving consumers of the choice not to eat GM food. Therefore, the argument goes, the risks involved in trials of GM crops are not worth taking.

from an article in 'The Times'

23 According to the writer, there has not been a calm appraisal of the implications of growing GM crops because

A people's worries have been ignored.
B governments have bowed to multinational agri-businesses.
C opponents of the technology have aggravated people's fears.
D people are afraid they might be harmful.

24 According to the text, those who oppose the planting of test fields of GM crops commonly argue that

A GM crops will inevitably interbreed with wild crops.
B the perils outweigh any benefits.
C the side effects will undoubtedly be harmful and irreversible.
D super-weeds and super-insects will be created.

Hibernation

Winter getting you down? Soon you'll be
2 able to sleep through it. Human hibernation is on the way. The concept of people being able to drop out of the year's gloomiest season is no longer the stuff of science fiction fantasy. In America, the US Army is funding research into the subject, and scientists from Minnesota to Moscow are looking at its practicality.

A professor at the University of Marburg,
11 Germany, specialising in animal physiology, has reported a breakthrough. 'There is no real reason to say that humans are so different from other mammals that they are unable to enter hibernation,' Gerhard Heldmaier said.

Professor Heldmaier's discovery was of two genes which are believed to trigger hibernation. The finding of the genes, which are involved in controlling, or 'switching' enzymes to equip the body for hibernation by allowing it to burn fat rather than carbohydrates, is the latest in a series of discoveries about human hibernation. 'For
25 many years we have been fiddling around, trying to find a handle or a switch to turn on this metabolism,' he said. 'Now, for the first time, we have genes involved in this control'. It seems that in the hibernation genes that have been discovered there are similar genetic sequences to those of humans. It is decades away, but short-term stasis might be possible after a lot more investigation.

Although the research suggests the possibility of our going under the duvet in
36 November and not emerging until spring, the most likely application of the work would be space travel and medicine. The two professors' discoveries have already led to huge interest worldwide.

from an article by J. Thompson in 'The Independent on Sunday'

25 Which of these words and phrases is used light-heartedly?

A sleep through it (line 2)
B specialising in animal physiology (line 11)
C fiddling around (line 25)
D not emerging until spring (line 36)

26 Human hibernation

A is a distinct future possibility.
B is pure science fiction.
C is not a practical proposition.
D will be limited to medicine and space travel.

Part 3

You are going to read an extract from an article about a famous historical figure. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**27–33**). There is one extra paragraph which you do not need to use.

Divers in America have found the wreck of the *Queen Anne's Revenge,* the flagship of the infamous pirate, Captain Blackbeard. It lies on the sea bed, in just six metres of water, a mere one hundred and eighty metres offshore in Beaufort Inlet, North Carolina. Around it, half-buried in the yellow sand, lie cannon; a blunderbuss and cannonball have been brought to the surface. So has the ship's bell. It is marked: 1709.

27 _____

Blackbeard, or Captain Edward Teach, valued his fearsome reputation and enhanced it. He had a powerful physique and would plait his beard into pigtails, tie them with coloured ribbon and twist some braids behind his ears. Before battle he would light several slow-burning matches and tuck them in his hat, so wisps of smoke curled around his scarred face. He wore pistols, daggers and a cutlass in a belt and across his chest he wore a sling that held three more pairs of pistols, all primed, cocked and ready to fire.

28 _____

They spent much of their time drunk, and tortured and murdered anyone who resisted. Forget swashbuckling. Here was a man who knew the value of unmitigated terror. If Blackbeard could cow an enemy into surrender, he would have an undamaged ship to plunder, with undamaged booty. But captains who put up heroic resistance were not appreciated by Blackbeard.

29 _____

He set to sea in a sloop, and soon had a flotilla of four vessels. He intercepted the large French ship *Concorde* sailing towards Martinique. He found her well provisioned – food, water and sailing gear were the biggest needs that pirates faced; other ships and navies were trifles to be sacrificed compared to supplying a ship when all ports were barred to you.

30 _____

In the infamous trade where the slaves were picked up off Senegal, speed was the most important requirement before the valuable 'cargo' chained below decks all died, and she underwent rigging refinements to speed her. When Blackbeard captured her she had twenty cannon. He almost doubled the number and then added more guns on the rails and fixed brass blunderbusses. He then increased his pirate crew to around three hundred.

31 _____

But with Blackbeard, nothing was exaggerated. He marooned men for real. After one infamous raid, he had a large fleet, much booty – but too many men, all wanting a share of it. His solution was simple, and brutal.

32 _____

The *Queen Anne's Revenge* sank in the summer of 1718. She may have foundered on a sandbank in one of the hurricanes of that year. Backbeard transferred to the *Adventure*, a sloop of ten guns, and it was on the *Adventure* that he fought his last battle. Blackbeard's final stand is recorded in the logbooks of the Royal Navy and the Battle of Ocracoke Creek. Extraordinarily, the Navy had to hire the ships to fight it – their own were too deep to enter the sandy shallows where Blackbeard was hiding.

33 _____

Blackbeard was beheaded and his head was stuck on the bowsprit of the *Adventure* and sailed back to Virginia. So Blackbeard passed his last voyage, the dead, staring eyes gazing at the sea. But the *Queen Anne's Revenge* still lay where she had foundered three months before. And there she has lain, a playground for the fishes; undisturbed, her grim secrets safe. Until now …

from an article by J. Champkin in 'The Daily Mail'

A He ran two of his ships aground off the coast of Carolina with their crew, to be rid of them; then forced seventeen men from the *Queen Anne's Revenge* to disembark upon a small sandy island offshore. 'It was several miles from the main, where there was neither bird, beast nor herb for their subsistence,' reported the General History of the Pirates, published in 1724. They must have died in extreme agony of thirst and exposure, some days later.

B The ships they hired had no cannon so they had to come alongside, board the pirate ship and fight hand-to-hand with pistols and swords. By the end of the battle, twenty bodies, naval and pirate, lay in blood on the decks or rolling among the shallows and sandbanks.

C He fought on as other bullets hit him from all around, cursing furiously, seemingly unstoppable. His hand was cocking the pistol even as he fell dead. Five bullets and twenty sword-cuts were found in Blackbeard's corpse.

D Her size made her ideal as his flagship. He took her over and gave her the new name, the *Queen Anne's Revenge*. She was British, built of best white oak in 1710. She had been acquired by a Frenchman and modified to a two hundred tonner operating as a slave ship out of Nantes, France.

E They would be brutally tortured, as a deterrent to others. Teach was born Edward Drummond in Bristol in 1680. He left a wife and children behind in London when he departed for his career on the high seas. The first we hear of him is as a privateer – an officially sanctioned pirate, attacking enemy ships for the British during the War of the Spanish Succession. In 1713, peace was declared but Teach saw no reason to stop taking ships – any ships.

F Pirates today are for children's tales. But Blackbeard was no fairy tale. He was the most notorious pirate of all, and the most terrifying. In his time, he held a whole British colony to ransom. He outfought a Royal Navy ship and sent it running to harbour and safety. And his death, when it happened, was as grisly as they come. Keep in mind then, that this is not legend, but blood-soaked history.

G Contemporary accounts said of Blackbeard that he was a 'frightful meteor who frightens America more than any comet which has appeared there'. The appearance of his pirates was almost as fierce. Their language was coarse, their manners barbaric. Their faces and arms were burned by the sun and sea. Many had scars and missing limbs due to battles at sea.

H They were a tough, brutal mixture of seasoned seamen from ports around the world. They slept in hammocks in shifts to maintain constant watch on deck for merchantmen laden with riches heading for ports in Europe and the Americas. Of course it is part of the pirate legend that they marooned their enemies on desert islands.

Part 4

You are going to read an extract from a book about science. For questions **34–40**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Chaos

Where chaos begins, classical science stops. For as long as the world has had physicists inquiring into the laws of nature, it has suffered a special ignorance about disorder in the atmosphere, in the turbulent sea, in the fluctuations of wildlife populations, in the oscillations of the heart and the brain. The irregular side of nature, the discontinuous and erratic side – these have been puzzles to science, or worse, monstrosities.

But in the 1970s a few scientists in the United States and Europe began to find a way through disorder. They were mathematicians, physicists, biologists, chemists, all seeking connections between different kinds of irregularity. Physiologists found a surprising order in the chaos that develops in the human heart, the prime cause of sudden, unexplained death. Ecologists explored the rise and fall of gypsy moth populations. Economists dug out old stock price data and tried a new kind of analysis. The insights that emerged led directly into the natural world – the shapes of clouds, the paths of lightning, the microscopic intertwining of blood vessels, the galactic clustering of stars.

When Mitchell Feigenbaum began thinking about chaos at Los Alamos, he was one of a handful of scattered scientists, mostly unknown to one another. A mathematician in Berkeley, California, had formed a small group dedicated to creating a new study of 'dynamical systems'. A population biologist at Princeton University was about to publish an impassioned plea that all scientists should look at the surprisingly complex behavior lurking in some simple models. A French mathematical physicist had just made the disputatious claim that turbulence in fluids might have something to do with a bizarre, infinitely tangled abstraction that he called a strange attractor.

A decade later, chaos has become a shorthand name for a fast-growing movement that is reshaping the fabric of the scientific establishment. Chaos conferences and chaos journals abound. Government program managers in charge of research money for the military, the Central Intelligence Agency, and the Department of Energy have put ever greater sums into chaos research and set up special bureaucracies to handle the financing. At every major university and every major corporate research center[2], some theorists ally themselves first with chaos and only second with their nominal specialities. At Los Alamos, a Center for Nonlinear Studies was established to coordinate work on chaos and related problems; similar institutions have appeared on university campuses across the country.

Chaos has created special techniques of using computers and special kinds of graphic images, pictures that capture a fantastic and delicate structure underlying complexity. The new science has spawned its own language, and elegant shop talk of *fractals* and *bifurcations, intermittencies* and *periodicities, folded-towel diffeomorphisms* and *smooth noodle maps*. These are the new elements of motion, just as, in traditional physics, quarks and gluons are the new elements of matter. To some physicists chaos is a science of process rather than state, of becoming rather than being.

Now that science is looking, chaos seems to be everywhere. A rising column of cigarette smoke breaks into wild swirls. A flag snaps back and forth in the wind. A dripping faucet[3] goes from a steady pattern to a random one. Chaos appears in the behavior of the weather, the behavior of an airplane[4] in flight, the behavior of cars clustering on an expressway, the behavior of oil flowing in underground pipes. No matter what the medium, the behavior obeys the same newly discovered laws. That realization[5] has begun to change the way business executives make decisions about insurance, the way astronomers look at the solar system, the way political theorists talk about the stresses leading to armed conflict.

Chaos breaks across the lines that separate scientific disciplines. Because it is a science of the global nature of systems, it has brought together thinkers from fields that had been widely separated. 'Fifteen years ago, science was heading for a crisis of increasing specialization,' a Navy official in charge of scientific financing remarked to an audience of mathematicians, biologists, physicists and medical doctors. 'Dramatically, that specialization has reversed because of chaos.'

Chaos poses problems that defy accepted ways of working in science. It makes strong claims about the universal behavior of complexity. The first chaos theorists, the scientists who set the discipline in motion, shared certain sensibilities. They had an eye for pattern, especially pattern that appeared on different scales at the same time. They had a taste for randomness and complexity, for jagged edges and sudden leaps. Believers in chaos – and they sometimes call themselves believers, or converts, or evangelists – speculate about determinism and free will, about evolution, about the nature of conscious intelligence. They feel that they are turning back a trend in science towards reductionism – the analysis of systems in terms of their constituent parts: quarks, chromosomes, or neurons. They believe they are looking for the whole.

from 'Chaos' by J. Gleik

[1]Behavior, [2]center, [4]airplane and [5]realization are the Americon spellings for behaviour, centre, aeroplane and realisation.
[3]Faucet is American English for tap.

34 It seems from the text that in the 1970s
- **A** scientists discovered the cause of unexplained death.
- **B** physicists were unaware of the irregular side of nature.
- **C** scientists began to see a way to solve the mysteries of disorder.
- **D** only scientists working in the natural world understood chaos theory.

35 According to the text
- **A** few of the first scientists to work on chaos theory knew about each other.
- **B** those who first worked in the chaos field were based in similar locations.
- **C** the scientists who first worked on chaos theory met with unquestioning support.
- **D** Mitchell Feigenbaum was the first scientist to investigate chaos.

36 The writer states that
- **A** every scientist now puts chaos theory before their nominal speciality.
- **B** universities finance all scientists working on chaos theory.
- **C** The Los Alamos Center will be entirely responsible for projects involving chaos theory.
- **D** chaos theory has taken the scientific establishment by storm.

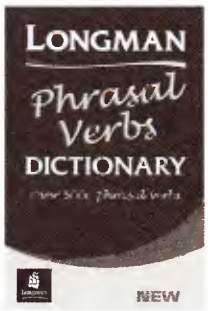
37 It appears from the text that
- **A** physicists are agreed that chaos is a science of process rather than state.
- **B** chaos has created an impenetrable new vocabulary.
- **C** a new jargon has arisen from the new science.
- **D** the traditional language of physics has had to be discarded.

38 The text states that
- **A** evidence of chaos theory is all around us.
- **B** there is a greater degree of chaos now than in the past.
- **C** the stress caused by chaos theory may lead to conflict.
- **D** discoveries about chaos have thrown scientists into confusion.

39 Scientists working on chaos theory
- **A** face financial problems.
- **B** cannot use accepted ways of working.
- **C** are heading for a crisis.
- **D** have had to give up their former methods.

40 Chaos theory has made science
- **A** more disciplined.
- **B** less specialised.
- **C** more fragmented.
- **D** less speculative.

Phrasal verbs



The definitions in this list are based on the *Longman Phrasal Verbs Dictionary*. We recommend that you use this dictionary for further reference and study.

Unit 1 - hold

hold (sth) **against** (sb) – not forgive somebody for something bad they have done.

hold down – manage to keep (a job).

hold on(to) – grip with one's hand.

hold out – continue to have enough of (supplies, water, etc.).

hold out for – wait until one gets what one has asked for.

hold (sb) **to** (sth) – make somebody do what they have promised/agreed.

hold (sb/sth) **up** (as) – use as an example (usually of something good).

hold with – agree with; approve of.

hold up (1) – delay.

hold up (2) – rob.

Unit 2 - take

be taken aback – be very surprised or shocked, especially by something unexpected.

be taken in – be completely deceived so that one believes a lie.

take after – look or behave like (an older relative).

take down – write something (notes, instructions, etc.)

take (sth) **in** – understand new information fully.

take off – copy the way somebody speaks or behaves, especially for amusement.

take (sth) **out on** (sb) – make somebody suffer because one is upset.

take to – feel a liking for, especially at once.

take up – start a new job or have a new duty.

take (sth) **upon** (oneself) – decide to do something without permission or approval.

Unit 3 - go

go about – approach or tackle a job, task, etc.; begin working at something.

go along with – agree to or approve of.

go down with – catch an (infectious) illness.

go for (sb) – attack physically or verbally.

go in for – have as an interest or hobby.

go off – lose one's liking for something or somebody.

go on at (sb about sth) – keep complaining or criticizing.

go over – look at or examine; repeat.

go through – use and have none left.

go through with (sth) – complete something or continue it to the end, often with difficulty.

Unit 4 - come

come about – happen.

come across – find or discover by accident.

come across (as) – appear or seem to be.

come down – fall to a lower level.

come down with – catch an (infectious) illness.

come into – receive (a sum of money) after somebody's (often a relative's) death.

come out with – say something, especially unexpectedly.

come round to – change one's opinion to one of agreement.

come through – continue to exist after a difficult or dangerous event; survive.

come up against – meet a difficulty or opposition.

come up to – be as good as; equal.

come up with – think of an idea, plan, etc.

Unit 5 - run

run across – meet somebody by chance.

run (sb) **down** – speak critically about somebody, usually when the person is present.

run into (1) – crash into.

run into (2) – have; encounter.

run off – go away; leave.

run off with – escape with something one has stolen.

run out of – use all of something so that there is none left.

run over – hit with a car and kill or injure.

Unit 6 - fall

fall about – laugh a great deal.

fall apart – become unable to function in life because of a difficult experience, death, etc.

fall behind – not keep the same level or standard as others.

fall for (1) – fall in love with.

fall for (2) – be tricked, deceived.

fall in with – agree with somebody's plan, idea, etc.

fall on (sth) – take something violently because one is desperate for it.

fall out (with sb) – have a fight with a friend.

fall over – fall to the ground.

fall through – fail to happen; be cancelled.

Unit 7 – break

break away – move away from; escape.

break down (1) – stop working (a car, a machine, etc.).

break down (2) – come to an unsuccessful end (discussion, system, etc.)

break in(to) – enter a building by force.

break in (on sth/sb) – interrupt a conversation, speech, etc.

break off – come to an end, especially suddenly.

break out (1) – escape (from prison or similar place).

break out (2) – start to happen (of something unpleasant such as war, fire, etc.)

break out (3) – start laughing.

break through – force a way through.

break up (1) – finish school and begin a holiday.

break up (2) – come or bring to an end, especially by separating.

Unit 8 – get

get along (with sb) – form or have a friendly relationship.

get at – reach or find (the truth, the answer, etc.).

get away with – escape punishment for something one has done wrong.

get down to – finally start doing something that needs a lot of time or energy.

get (sb) **off** – (cause to) escape being punished for a crime.

get out of (sth) – avoid a responsibility or duty.

get round – avoid or find a way to deal with (a problem).

get up to – do something, especially something bad.

Unit 9 – put

put (sth) **across** – explain ideas in a way people can understand.

put (sth) **aside** – stop thinking about a problem, quarrel, etc.

put (sth) **back** – arrange for an event to start at a later date/time; delay.

put (sb) **down** – make somebody feel unimportant; humiliate.

put (sb) **down as** – guess what somebody is like or what they do, without having all of the necessary information.

put (sth) **down to** (sth) – explain the reason for something, especially when one is guessing.

put in for (sth) – make a formal request for.

put (sth) **forward** – offer for consideration; suggest.

put (sth) **to** (sb) – ask somebody a question or make a suggestion to them.

put up with (sb/sth) – accept something unpleasant without complaining.

Unit 10 – look

look down on – think that one is better than somebody else.

look in on – make a short visit, especially when one is on the way somewhere else.

look into – try to find the truth about, the cause of (a problem, a crime, etc.).

look on – watch without being involved.

look out – search for and find a particular thing among one's belongings.

look over – examine something, especially quickly.

look to – depend on for help, advice, etc.

look up to – respect or admire.

Unit 11 – make

make for – go towards, in the direction of.

make off – run away.

make off with – steal something and run away with it.

make out – pretend.

make (sb/sth) **out** – understand.

make (sth) **up** – invent or tell a story; tell lies.

make up for – compensate for.

make up (with sb) – become friends again after an argument or fight.

Unit 12 – give

give (sth) **away** – tell somebody something which is a secret.

give in (to) – unwillingly agree to somebody's demands.

give of (sth) – give things (time, effort, etc.) without expecting anything in return.

give off – produce (light, heat, sound, a gas, etc.).

give out – use all of something, have none left.

give (sth) **over** (to) – use for a particular purpose.

give (sb) **up** – stop having a relationship with somebody.

give up on (sb) – have no further hope for.

Unit 13 – turn

turn against (sb) – decide that one does not like somebody.

turn (sb) **away** – refuse to allow somebody to enter a place.

turn (sb/sth) **down** – refuse an offer, request or invitation.

turn into – become.

turn (sb) **off** – cause to lose interest.

turn on (sb) – attack suddenly and without warning.

turn (sb) **out** (of) – force somebody to leave a place; send away.

turn (sb) **over** (to) – take somebody to the responsible authority (usually the police).

turn to (sb) – go to somebody (for help, support, etc.).

turn up – appear unexpectedly.

Unit 14 – mixed phrasal verbs

be onto (sth) – have found something which is a secret.

bear (sth/sb) **out** – help to prove that something is true.

beef (sth) **up** – strengthen or improve.

blow (sth) **up** – cause something to appear more serious than it really is.

bring out – produce a record, book, etc. for the public.

con (sb) **into** – trick somebody into doing something.

get onto – find out about.

get through (to) – contact.

happen on/upon – find or meet by chance.

iron (sth) **out** – solve or find an answer to a problem.

jack (sth) **in** – stop doing something.

mull (sth) **over** – think about or consider for a time.

pick up on – notice something that others have not noticed.

rake (sth) **up** – remember and talk about something that should be forgotten.

Unit 15 – lay and set

lay (sth) **down** – declare or state firmly or officially.

lay into (sb) – attack verbally.

lay off (sth) – stop (doing, having, etc.).

lay (sb) **off** – stop employing a worker.

lay (sth) **on** (sb) – give somebody a problem which is hard to deal with.

set about – begin to do; deal with.

set aside – leave out of consideration.

set back – delay the advance or development of.

set (sb) **off** – cause sudden activity in somebody.

set to – begin eagerly or with determination.

Unit 16 – bring

bring about – cause to happen.

bring back – remind.

bring (sth) **back** – postpone.

bring down – cause to be destroyed, made powerless.

bring off – successfully accomplish something.

bring out – publish (a book; release (a record, film, etc.).

bring together – make two people or a group of people come together.

bring up – mention during a conversation.

Mini-dictionary



The definitions in this mini-dictionary are based on the *Longman Dictionary of Contemporary English* (3rd edition). We recommend that you use this dictionary for further reference and study.

Unit 1

Exam strategy, pages 4–5

absorbing (adj) enjoyable and interesting and holding your attention for a long time.

bust (v) to break something.

casualty (n) the part of a hospital that people are taken to when they are hurt in an accident or suddenly become ill.

anodyne (adj) expressed in a way that is unlikely to offend anyone.

subversive (adj) ideas, activities, etc. that are subversive are often secret and intended to encourage people to oppose a government, religion, etc.

transient (adj) continuing only for a short time.

clumsy (adj) a clumsy object is not easy to use and is often large and heavy.

stamina (n) physical or mental strength that lets you continue doing something for a long time without getting tired.

awe (n) a feeling of great respect and admiration for someone or something.

discard (v) to get rid of something because it is useless.

Exam practice, pages 6–7

distort (v) to explain a fact, statement, idea, etc. in a way that changes its real meaning.

bereaved (n) someone who is bereaved has a relative or friend who has died.

comb (v) to search very carefully and thoroughly.

wreckage (n) the parts of something such as a plane, ship or building that are left after it has been destroyed in an accident.

condescending (adj) behaving as though you think you are better or more important than other people.

common denominator (n phr) the biggest possible number of people, including people who are very easily influenced or are willing to accept low standards.

spoon-feed (v) to give too much information and help to someone.

feast (n) a very good, large meal.

vintage (n) a particular year in which a wine is made.

tangle (v) to become twisted together or make something become twisted together in an untidy mass.

footing (n) the position of your feet when you are standing on a slippery or dangerous surface.

treacherous (adj) ground or conditions that are treacherous are particularly dangerous because you cannot see the dangers.

crater (n) a round hole in the ground.

unwittingly (adv) in a way that shows you do not know or realise something.

Unit 2

Exam strategy, pages 12–13

impregnable (adj) a building that is impregnable is so strong that no one can get into it by force.

lurk (v) to wait somewhere quietly and secretly, usually because you are going to do something wrong.

blotch (n) a pink or red mark on the skin, or a coloured mark on something.

pupil (n) the small, black, round area in the middle of your eye.

rear (v) to look after a person or animal until they are fully grown.

omnivorous (adj) an animal that is omnivorous eats both meat and plants.

titbit (n) a small piece of food.

inedible (adj) not suitable for eating.

lethargic (adj) feeling as if you have no energy and no interest in doing anything.

spur on (phr v) to encourage someone to try harder in order to succeed.

Exam practice, pages 14–17

lunge (v) to make a sudden strong movement towards someone or something, especially using your arm to attack them.

marauder (n) a person or animal which moves around looking for something to destroy or kill.

covet (v) to have a very strong desire to have something that someone else has.

bask (v) to enjoy the approval or attention that you are getting from other people.

goose pimples (n pl) a condition in which your skin is raised up in small points because you are cold or frightened.

gibber (v) to speak quickly in a way that no one can understand, especially because you are very frightened or shocked.

derring-do (n) very brave actions like the ones that happen in adventure stories.

nudge (v) to push someone gently, usually with your elbow, in order to get their attention.

stroke (v) to move your hand gently over something.

smack (v) to hit someone with your hand in order to punish them.

guise (n) the appearance of something that makes it seem different from how it really is, especially in order to deceive someone.

hone (v) to improve your skill at doing something, especially when you are already very good at it.

trepidation (n) a feeling of anxiety or fear about something that is going to happen.

proclivity (n) a strong liking for something or natural tendency to do something, especially something bad.

camouflage (n) a way of hiding something, especially a military object, using branches, paint, etc.

wiles (n pl) clever talk or tricks used to persuade someone to do what you want.

benchmark (n) something that is used as a standard by which other things can be judged or measured.

Unit 3

Exam strategy, pages 22–23

demented (adj) behaving as if you are crazy, especially because of an upsetting experience.

dribble (v) if a liquid dribbles, it flows very slowly in small irregular drops.

wheeze (v) to breathe with difficulty, making a whistling sound in your throat and chest.

spring a leak (v phr) if a boat or a container springs a leak, it begins to let liquid in or out through a crack or hole.

dingy (adj) a dingy room, street, or place is dark, dirty and in bad condition.

tedious (adj) boring, tiring and continuing for a long time.

in trim (prep phr) in good physical condition.

peddle (v) to go from place to place, trying to sell something.

shove (v) to push someone or something, in a rough or careless way, using your hands or shoulders.

frank (v) to print a sign on an envelope showing that the cost of sending it has been paid.

dereliction (n) the state of being derelict (a building or piece of land that is derelict is in very bad condition because it has not been used for a long time).

Exam practice, pages 24–25

bowl along (phr v) to travel or move very quickly and smoothly.

verge (n) the edge or border of a road or path, etc.

sprout (v) to appear suddenly in large numbers.

draughtsman (n) someone who draws all the parts of a new building or machine that is being planned.

trickle (v) if people, vehicles, goods, etc. trickle somewhere, they move there slowly in small groups or amounts.

jostle (v) to push or knock against someone in a crowd, especially so that you can go somewhere or do something before other people.

acquisitive (adj) showing too much desire to get new possessions.

inkling (n) a slight idea about something.

opulence (n) great wealth.

resilient (adj) someone who is resilient quickly becomes healthy or happy again after an illness, difficulty, change, etc.

torpor (n) a state of being not active because you are lazy or sleepy.

inure sb to sth (v phr) to make someone become used to something unpleasant, so that they are no longer upset by it.

pallor (n) unhealthy paleness of the skin or face.

protuberant (adj) curving outwards from a surface.

wonky (adj) unsteady or not straight or level.

Unit 4

Exam strategy, pages 30–31

emergence (n) appearance; coming out of somewhere.

fling open (phr v) to quickly and suddenly open a door, window, etc.

veil (n) a thin piece of material worn by women to cover their faces at formal occasions such as weddings, or for religious reasons.

sturdy (adj) someone who is sturdy is strong, short, and healthy looking.

intriguing (adj) something that is intriguing is very interesting because it is strange, mysterious or unexpected.

appalling (adj) so bad or unpleasant that you are shocked.

shamble (n) to walk slowly and awkwardly, dragging your feet in a tired, weak or lazy way.

gait (n) the way someone walks.

spell-binder (n) someone who is extremely interesting and holds your attention completely.

on the rack (phr) suffering sever pain or anxiety.

Exam practice, page 32

crumple (v) to crush something so that it becomes smaller and bent, or to be crushed in this way.

shrug (v) to raise and then lower your shoulders in order to show that you do not know something or do not care about something.

indefatigable (adj) determined and never becoming tired.

canny (adj) clever, careful and not easily deceived, especially in business or politics.

cash in on (phr v) to make a profit from a situation in a way that other people think is wrong or unfair.

taint (v) to make someone or something seem less pure and desirable by relating it to something unpleasant.

complacency (n) feeling of satisfaction with what you have achieved which makes you stop trying to improve or change things.

garrulous (adj) always talking a lot.

inimitable (adj) too good or skilful for anyone else to copy with to the same high standard.

wield (v) to hold a weapon or tool that you are going to use.

peter out (phr v) to gradually become smaller or happen less often and then come to an end.

shambolic (adj) lacking organisation or planning.

batty (adj) slightly crazy but not in an unpleasant or frightening way.

wacky (adj) silly in an exciting or amusing way.

Unit 5

Exam strategy, pages 38–39

snobbish (adj) someone who is snobbish thinks they are better than others because of their social status, education, etc.

reunion (n) the state of being brought together again after a period of being separated.

racket (n) a loud noise.

Exam practice, pages 40–41

audition (v) a short performance by an actor, singer, etc. that someone judges to decide if they are good enough to act in a play, sing in a concert, etc.

lucrative (adj) a job or activity that is lucrative lets you earn a lot of money.

contender (n) someone who takes part in a competition or a situation in which they have to compete with other people.

slog it out (v phr) to fight or argue about something until one side wins.

whisk sb away (phr v) to take someone quickly away from a place.

lad (n) a boy or young man.

gobble up (phr v) to eat something very quickly or in a way people do not consider polite.

snatch (v) to take something away from someone with a quick, violent movement.

prestigious (adj) admired as one of the best and most important.

bemusing (adj) causing you to be confused.

tout (v) to try to persuade people to buy goods or services you are offering.

sift (v) to put flour, sand, etc. through a sieve or similar container in order to remove large pieces.

fang (n) a long, sharp tooth of an animal such as a snake or wild dog.

constitute (v) to be considered to be something.

scour (v) to search very carefully and thoroughly through an area, a document, etc.

terrain (n) a word meaning a particular type of land, for example, hilly, rough, etc.

Unit 6

Exam strategy, pages 46–47

uplifting (adj) making you feel more cheerful.

ineffable (adj) too great or beautiful to be described in words.

snug (adj) a room or space that is snug is small, warm and comfortable and makes you feel protected.

vestments (n pl) clothes.

accoutre (v) dress.

rotundity (n) roundness.

bachelor (n) a man who has never been married.

lumber (v) to move in a slow, awkward way.

misguided (adj) intended to be helpful but in fact making a situation worse.

elude (v) if something that you want eludes you, you fail to find or achieve it.

tentative (adj) not definite or certain, because you may want to change your mind.

quip (v) to say something short, clever and amusing.

a tad (phr) a small amount or to a small degree.

Exam practice, pages 48–51

decadent (adj) having low moral standards and being more concerned with your own pleasure than serious matters.

slick (adj) using clever talk to persuade people but in a way that does not seem sincere or honest.

ingenuity (n) cleverness of inventing things and thinking of new ideas.

toil (n) hard, unpleasant work done over a long period.

loophole (n) a small mistake in a law that makes it possible to avoid doing something that the law is supposed to make you do.

recidivist (n) a criminal who keeps doing things that are illegal, even after they have been punished.

braid (v) to weave or twist together three pieces of hair or cloth to form one length.

boast (v) if a place, object or organisation boasts a good feature, it has that good feature.

rake (n) a gardening tool with a row of metal teeth at the end of a long handle, used for making soil level, gathering up dead leaves, etc.

punitive (adj) punitive actions, measures, etc. are intended to punish someone.

christen (v) to invent a name for someone because it describes them well.

coil (v) to wind or twist into a series of rings, or to make something do this.

squint (v) to look at something with your eyes partly closed in order to see better.

gormless (adj) stupid, especially in appearance.

cognitive (adj) related to the process of knowing, understanding, and learning something.

shroud (v) to hide or cover something.

masticate (v) to chew.

trying (adj) annoying or difficult in a way that makes you feel worried, tired, etc.

insidious (adj) an insidious change or problem spreads gradually without being noticed, and causes serious harm.

overwhelming (adj) having such a great effect on you that you feel confused and do not know how to react.

diffident (adj) shy and unwilling to make people notice you or talk about you.

relegate (v phr) to give someone or something a less important position than before.

pore over sth (phr v) to read or look at something very carefully for a long time.

Unit 7

Exam strategy, pages 56–57

goggles (n pl) something that protects your eyes, made of two round pieces of glass or plastic with an edge that fits against your skin.

superimpose (v) to put one picture, image or photograph on top of another so that both can be partly seen.

hazardous (adj) chemicals, etc. that are dangerous and likely to harm people's health.

the latter (n phr) the second of two people or things just mentioned.

succinct (adj) clearly expressed in a few words.

waffle (v) to talk or write using a lot of words but without saying anything important.

astute (adj) able to understand situations or behaviour very well and very quickly, especially so that you can get an advantage for yourself.

bin (v) to throw something away.

essentials (n pl) the basic and most important information or facts about a particular subject.

rambling (adj) speech or writing that is rambling is very long and does not seem to have any clear organisation or purpose.

Exam practice, pages 58–59

huddle (v) if a group of people huddle together, they gather closely together in a group, especially because they are cold or frightened.

throw up (phr v) cause to appear, come into existence.

timber (n) wood used for building or making things or the trees that produce this wood.

mutiny (n) a situation in which people, especially sailors or soldiers, refuse to obey the person who is in charge of them and try to take control for themselves.

smirk (v) to smile in an unpleasant way that shows that you are pleased by someone else's bad luck.

file (v) to walk in a line of people, one behind the other.

whiff (n) a slight sign that something dangerous, exciting, etc. might happen.

grudging (adj) done or given very unwillingly.

swarm (v) if people swarm somewhere, they go there as a large, uncontrolled crowd.

banter (n) conversation that has a lot of jokes and teasing.

cagey (adj) unwilling to tell people definitely what your plans, intentions or opinions are.

waver (n) to be or become weak and uncertain.

scramble (v) to climb up or over something with difficulty, using your hands to help you.

Unit 8

Exam strategy, pages 64–65

stalk (v) to follow a person or animal quietly in order to catch or kill them.

rigid (adj) stiff and not moving or bending.

pound (v) to walk or run quickly with heavy, loud steps.

pant (v) to breathe quickly with short noisy breaths because you have been running, climbing, etc.

materialise (v) to appear in an unexpected and strange way.

swathe (n) a long band of cloth.

gravel (n) small stones, used to make a surface for paths, roads, etc.

intimation (n) an indirect or unclear sign that something may happen.

motionless (adj) not moving at all.

dazed (adj) confused.

Exam practice, page 66

grapple (v) to try hard to deal with a difficult problem.

vile (adj) very unpleasant or nasty.

intuitive (adj) an intuitive idea is based on feelings rather than on knowledge or facts.

credentials (n pl) the things that show people that you have the ability to do something, are suitable for something etc., such as your education, experience and achievements.

adhere (to) (v) to stick firmly to something.

ploy (n) a clever method of getting an advantage, especially by deceiving someone.

barmy (adj) slightly crazy.

strand (n) one of the parts of a story, problem, etc.

obliging (adj) willing and eager to help.

half-wit (n) a stupid person or someone who has done something stupid.

Exam practice 1

Part 1, pages 72–73

accomplished (adj) an accomplished writer, painter, singer, etc. is very skilful.

pawnbroker (n) someone whose business is to lend people money in exchange for valuable objects.

brass (adj) a very hard bright yellow metal.

spectacles (n pl) two pieces of round glass in a frame, worn in front of your eyes to help you to see clearly; glasses.

strand (n) a single thin piece of thread, wire, hair, etc.

twist (v) to bend and turn something several times, especially in order to make something or to tie it to something.

Part 2, pages 74–77

intent (adj) giving careful attention to something so that you think about nothing else.

truculent (adj) bad-tempered and always willing to argue with people.

pubescent (n) a pubescent boy or girl is going through puberty (the stage of physical development during which you change from a child to an adult able to have children).

dead ringer (n phr) someone who looks exactly like someone else.

gilt (n) a thin shiny material, such as gold or something similar, used to cover objects for decoration.

mandatory (adj) something that is mandatory must be done because the law says it must be done; compulsory, obligatory.

glum (adj) sad and not talking much.

insolvent (adj) not having enough money to pay what you owe.

premises (n pl) the buildings and land that a shop, restaurant, company, etc. uses.

obsequious (adj) too eager to serve people and agree with them.

arch (adj) amused because you think you understand something better than other people.

saucy (adj) slightly rude, in a way that is amusing.

Part 3, pages 78–79

strew (v) to scatter things around a large area.

soot (n) black powder that is produced when something is burnt.

confiscate (v) to officially take private property away from someone, usually as a punishment.

surly (adj) bad-tempered, unfriendly and often rude.

be in limbo (v phr) to be in an uncertain situation in which it is difficult to know what to do.

impediment (n) a situation or event that makes it difficult or impossible for someone or something to succeed or make progress.

tatty (adj) untidy or in a bad condition.

sprawl (n) a position in which you have your arms or legs stretched out in a lazy or careless way.

Part 4, page 80

clapped-out (adj) old and worn-out.

dashboard (n) the instrument board in a car.

ruffle (v) to move the smooth surface of something; to make uneven.

entrails (n pl) the inside parts of an animal.

sieve (v) to put through a sieve (a tool made of wire or plastic net on a frame, used for separating large and small solid bits).

detritus (n) loose material caused by something breaking up or being rubbed away.

rubble (n) broken stones or bricks, especially from a building that has been destroyed.

lee (n) the side of something that is away from the wind.

battlements (n pl) a low wall round the flat roof of a castle or fort, with spaces to shoot through.

kindle (v) to cause to start burning; to cause the start of something violent.

Unit 9

Exam strategy, pages 82–83

versatile (adj) having many different uses.

shift (n) a change in the way people think about something, in the way something is done, etc.

surge (n) a sudden, large increase in something.

Exam practice, pages 84–85

stem from (phr v) to develop as a result of something else.

pervade (v) if a feeling, idea or smell pervades a place, it spreads through every part of it.

jowls (n pl) the skin that covers your lower jaw on either side of your face.

sprightly (adj) an old person who is sprightly is still active and full of energy.

bewildering (adj) confusing, especially because there are too many choices or things happening at the same time.

bulging (adj) sticking out in a rounded shape.

acquire (v) to buy or obtain something, especially something expensive or difficult to get.

integrity (n) the quality of being honest and of always having high moral principles.

humility (n) the quality of not being too proud about yourself.

Unit 10

Exam strategy, pages 90–91

doff (v) to take off a piece of clothing, especially your hat.

waggle (v) to move something up and down or from side to side with short quick movements.

apparition (n) something that you imagine you can see, especially the spirit of a dead person.

lilting (adj) in a way that is like singing.

denote (v) to be a sign of something.

whirl (v) to spin around very quickly or to make something do this.

bank (v) to make a plane, motorcycle or car slope to one side when turning.

peevish (adj) easily annoyed by small and unimportant things; bad-tempered.

verve (n) the quality of being cheerful and exciting which is shown in the way someone does something.

Exam practice, pages 92–95

buffoon (n) someone who does silly things that make you laugh.

bludgeon (v) to force someone to do something by making threats or arguing with them.

bounteous (adj) very generous.

gravity (n) an extremely serious way of behaving, speaking, etc.

prudishness (n) being too easily shocked by things connected with sex.

oafish (adj) awkward or stupid.

orchid (n) a plant that has flowers with three parts, the middle one being shaped like a lip.

jaunty (adj) jaunty actions, clothes, etc. show that you are confident and cheerful.

tantalising (adj) making you feel a strong desire to have something that you cannot have.

riddle (n) a mysterious action, event, or situation that you do not understand and cannot explain.

eminent (adj) an eminent person is famous and admired by many people.

depict (v) to describe something, especially in writing or pictures, in a way that gives a clear idea of a real situation.

contour (n) the shape of the outer edges of something such as an area of land or someone's body.

pigment (n) a dry, coloured powder that is mixed with oil, water, etc. to make paint.

nuance (n) a very slight, hardly noticeable difference in manner, colour, meaning, etc.

pedant (n) someone who pays too much attention to rules and details.

be endowed with (v phr) to naturally have a good feature or quality.

pitted (adj) if your skin is pitted it is covered with small holes and marks, often caused by disease.

twang (n) a quality in the way someone speaks, produced when the air used to speak passes through you nose as well as your mouth.

teeming (adj) full of people, animals, etc. that are all moving around.

bow-legged (adj) having legs that curve outwards at the knees.

longshoreman (n) someone whose job is to load and unload ships at a dock.

lever (v) to move something with a lever.

atavistic (adj) atavistic feelings are very basic human feelings, that people have felt since humans have existed.

give the lie to sth (phr) to show that something is untrue.

Unit 11

Exam strategy, pages 100–101

summon up (phr v) to make a great effort to use your strength, courage, energy, etc.

trigger (v) to make something happen very quickly, especially a series of violent events.

closet (v) to shut someone in a room away from other people in order to be alone or to discuss something private.

thwart (v) to prevent someone from doing what they are trying to do.

optimum (n) the best possible situation, conditions, amount of time, etc. for something to happen.

cavity (n) a hole or space inside something.

coronary (adj) concerning or about the heart.

Exam practice, pages 102–103

obese (adj) fat.

waddle (n) a kind of walk with short steps, where you swing from one side to another like a duck.

allure (n) a mysterious, exciting or desirable quality that is very attractive.

guru (n) someone who knows a lot about a particular subject, and to whom people go for advice.

macho (adj) macho behaviour emphasizes a man's physical strength, lack of sensitive feelings and other qualities considered to be typical of men.

foist sth on sb (phr v) to force someone to accept or have to deal with something that they do not want.

incitement (n) something which deliberately encourages people to cause trouble, fight, argue, etc.

be prone to (v phr) likely to do something or suffer from something, especially something bad or harmful.

interloper (n) someone who enters a place or group where they should not be.

hover (v) to be in an uncertain state.

punter (n) someone who uses a product or a service; customer.

scam (n) a clever but dishonest plan, usually to get money.

whip off (phr v) to move or remove something with a quick sudden movement.

be loath (to) (v phr) to be unwilling to do something.

woeful (adj) very bad or serious.

lentil (n) a small round seed like a bean, dried and used for food.

Unit 12

Exam strategy, pages 108–109

recline (v) if you recline a seat or if it reclines, the back of the seat is lowered, so that you can lean back in it.

engrave (v) to cut words or pictures on metal, wood, glass, etc.

prise (v) to move or lift something by pushing it away from something else.

dislocation (n) an injury caused to a joint when the two bones at the joint are moved out of their normal position.

jump leads (n pl) wires used to connect the batteries of two cars in order to start one that has lost power.

thrust (v) to push something somewhere with a sudden or violent movement.

clamp (v) to put or hold something in a position where it does not move.

astride (adv) with one leg on each side of something.

inviolate (adj) something that is inviolate cannot be attacked, changed or destroyed.

dismay (n) the worry, disappointment and unhappiness you feel when something unpleasant happens.

swivel (v) to turn something around that is fixed to a moving central point.

reverberate (v) if a loud sound reverberates, it is heard many times as it is sent back from different surfaces, so that the room or building where it is seems to shake.

wretched (adj) making you feel annoyed or angry.

Exam practice, page 110

dexterous (adj) able to use your hands in a skilful way.

boisterous (adj) someone, especially a child, who is boisterous, makes a lot of noise and has a lot of energy.

conspiratorial (adj) connected with a secret plan to do something harmful or illegal.

dawn on sb (v phr) if a fact dawns on you, you realise it for the first time.

blunderbuss (n) a type of gun used in the past.

chortle (n) a laugh which sounds happy or amused.

futile (adj) actions that are futile are useless because they have no chance of being successful.

engrossed (adj) so interested in something that you do not notice anything else.

bleat (n) the sound that a sheep or goat makes.

rustication (n) being sent away (from university) for a period as punishment.

iron sth out (phr v) to solve or get rid of problems or difficulties, especially small ones.

crestfallen (adj) disappointed, especially because you have failed to do something.

cradle (v) to hold something gently in your hands or arms, as if to protect it.

blurt out (phr v) to say something suddenly and without thinking, usually because you are nervous or excited.

Unit 13

Exam strategy, pages 116–117

cover your back (v phr) to be careful to do nothing that would make people criticise you.

abound (v) to exist in very large numbers or quantities.

run amok (v phr) to suddenly behave in a very violent and uncontrolled way.

imperil (v) to put something or someone in danger.

benefactor (n) someone who gives money for a good purpose.

Exam practice, pages 118–119

credible (adj) deserving or able to be believed or trusted.

bite off more than you can chew (phr) to try to do more than you are able to do.

sth rings a bell (v phr) if something rings a bell, you think you have heard it before.

crouch (v) to lower your body close to the ground by bending your knees completely.

patent leather (n phr) thin shiny leather, usually black.

pose (v) to sit or stand in a particular position in order to be photographed or painted, or to make someone do this.

curator (n) someone who is in charge of a museum.

waders (n pl) high rubber boots that you wear for walking in water.

devour (v) to eat something quickly because you are very hungry.

cling to (phr v) to hold someone or something tightly, especially because you do not feel safe.

keel (n) a bar along the bottom of a boat that keeps it steady in the water.

spot (v) to notice something, especially something that is difficult to see or that you are looking for.

capsize (v) if a boat capsizes or if you capsize it, it turns over in the water.

drift (v) to move slowly on water or in the air.

gloom (n) almost complete darkness.

Unit 14

Exam strategy, pages 124–125

unsolicited (adj) if you receive something which is unsolicited you did not request it and (usually) are not interested in receiving it.

crank (n) someone who has unusual ideas and behaves strangely.

lunacy (n) a situation or behaviour that is completely crazy.

transparent (adj) something that is transparent allows light to pass through it, so that you can see things through it.

gimmick (n) a trick or an object that makes you notice a product and want to buy it.

gadget (n) a small, useful and cleverly-designed machine or tool.

Exam practice, pages 126–129

frankly (adv) used to show that you are saying something direct and honest.

not be in your right mind (phr) to be slightly mad.

nuts-and-bolts (n phr) the practical details of a subject or job.

component (n) one of several parts that together make up a whole machine or system.

circuitry (n) a system of electrical circuits.

patent-pending (adj phr) a patent means that you have the right to make or sell a new invention and that no one else is allowed to do so. If something is patent-pending then the product has a patent but you are waiting to receive the official documentation for this.

rotate (v) to turn around a fixed point, or to make something do this.

pivot (v) to turn or balance on a central point, or to make something do this.

glide (v) to move smoothly and quietly, as if no effort were being made.

crane (v) to look around or over something by stretching or leaning.

quaint (adj) unusual and attractive, especially in an old-fashioned way.

chirpy (adj) cheerful and active.

fleapit (n) a cheap dirty cinema or theatre.

enunciation (n) clear and careful pronunciation.

heap on (phr v) to praise, insult, etc. someone a lot.

engender (v) to be the cause of a situation or feeling.

oblivion (n) the state of being unconscious or of not noticing what is happening.

banalities (n pl) things which are ordinary and not interesting, because of a lack of new or different ideas.

spare (v) to not damage or harm someone or something even though other people or things are being damaged, killed or destroyed.

respite (n) a short time when something unpleasant stops happening, so that the situation is temporarily better.

twitter (v) if a person twitters, they talk very quickly and nervously in a high voice.

scowl (v) to look at someone in an angry way.

beam (v) to smile very happily.

Unit 15

Exam strategy, pages 134–135

usurp (v) to take someone else's power, position, job, etc. when you do not have the right to.

tortuous (adj) a tortuous path, stream, road, etc. has a lot of bends in it and is therefore difficult to travel along.

axis (n) the imaginary line around which a large round object, such as the Earth, turns.

leper (n) someone who suffers from the disease of leprosy (a very serious infectious disease in which the flesh and nerves are gradually destroyed).

vole (n) a small animal like a mouse with a short tail that lives in fields and woods and near rivers.

promiscuous (adj) having sex with a lot of people.

risible (adj) something that is risible is so stupid that it deserves to be laughed at.

joy-rider (n) someone who steals a car and drives it in a fast and dangerous way for fun.

flawed (adj) having a mistake or weakness.

infiltrate (v) to secretly introduce someone or something into an organisation or place.

breezy (adj) a breezy person is cheerful, confident and relaxed.

rodent (n) one of a group of small animals with long sharp front teeth, such as rats or rabbits.

Exam practice, pages 136–137

couch potato (n phr) someone who spends a lot of time sitting and watching television.

whoop (v) to shout loudly and happily.

traduce (v) to deliberately say things that are untrue or unpleasant.

sloppy (adj) not done carefully or thoroughly.

litigation (n) the process of taking claims to a court of law, in a non-criminal case.

rich (adj) used to say that what someone has said is unreasonable.

be on the brink of (phr) to be almost in a new and very different situation.

procrastinator (n) someone who delays doing something that he ought to do.

culprit (n) the reason for (or the person who is responsible for) a particular problem or difficulty.

erode (v) to gradually destroy or reduce something such as someone's power, rights or confidence.

let sb off the hook (phr) to allow someone or help someone to get out of a difficult situation.

cotton on (to) (phr v) to begin to understand something.

indolence (n) laziness.

Unit 16

Exam strategy, pages 142–143

archive (n) a place where a large number of historical records are stored.

footage (n) cinema film showing a particular event.

scrabble around (phr v) to try to find something by feeling with your fingers, especially quickly among a lot of other things.

come in handy (v phr) to be useful.

foray (n) a short attempt at doing a particular job or activity, especially one that is very different from what you usually do.

plaudit (n) praise and admiration.

gamble (n) an action or plan that involves a risk but that you hope will succeed.

received wisdom (n phr) a belief that is generally thought to be true.

glean (v) to find out facts and information slowly and with difficulty.

riveting (adj) something that is riveting is so exciting or interesting that you cannot stop watching it or listening to it.

butcher (v) 1 to kill animals and prepare them to be used as meat; 2 to kill people cruelly or unnecessarily, especially in large numbers.

Exam practice, page 144

implement (n) a tool or instrument, especially a fairly large one with no motor.

flake (v) to break off in small thin pieces.

diuturnity (n) that which lasts for a very long time.

untarnished (adj) not spoiled or stained in any way.

blunt (adj) not sharp or pointed.

antediluvian (adj) very old-fashioned.

beaver (n) a North American animal that has thick fur, a wide, flat tail and cuts down trees with its teeth.

new-fangled (adj) new-fangled ideas, machines, etc. have been recently invented but you think they are too complicated or unnecessary.

veneration (n) great respect for someone or something, especially because they are old or connected with the past.

evanescence (n) not having permanence; which passes quickly with time.

splinter (v) if something such as wood splinters or you splinter it, it breaks into thin sharp pieces.

folly (n) a very stupid thing to do, especially one that is likely to have serious consequences.

sliver (n) a very small, thin, pointed piece of something that has been cut or broken off something.

Exam practice 2

Part 1, pages 150–151

steep (adj) a road, hill, etc. that is steep slopes at a high angle.

gully (n) a small narrow valley, usually formed by a lot of rain flowing down the side of a hill.

gasp (v) to breathe in suddenly, quickly, and in a way that can be heard, especially because you are surprised or afraid.

notion (n) an idea, belief or opinion, especially one that is false or not very clear.

impetuous (adj) tending to do things very quickly, without thinking carefully first.

highly strung (adj phr) nervous, and easily upset or excited.

polarise (v) to divide into clearly separate groups with opposite beliefs, ideas or opinions or to make people do this.

shatter (v) to shock; to have a strong effect on the feelings of.

depiction (n) a description of something, especially in writing or pictures, which gives a clear idea of a real situation.

Part 2, pages 152–155

retribution (n) severe punishment that is deserved.

abduction (n) taking someone away by force; kidnapping.

beyond your ken (phr) outside your knowledge or understanding.

snigger (v) to laugh quietly, and often unkindly, at something which is not supposed to be funny.

bid (n) an offer to pay a particular price for something, especially at an auction or sale.

auction (n) a public meeting where land, buildings, paintings, etc. are sold to the person who offers the most money for them.

hooked (adj) if you are hooked on a drug, you feel a strong need for it and you cannot stop taking it.

smart alec (n phr) someone who always says clever things or always has the right answer in a way that is annoying.

condone (v) to regard (a wrong action) as harmless or acceptable.

herald (v) to be a sign of something which is about to happen.

frenzied (adj) full of uncontrolled excitement; mad.

Part 3, pages 156–157

swashbuckling (adj) enjoying adventures, sword fighting, etc.

unmitigated (adj) completely, totally (usually to describe something bad).

booty (n) valuable things that a group of people, especially an army that has just won a victory, take away or steal from somewhere.

sloop (n) a small sailing ship with one central mast (= pole for sails).

rigging (n) all the ropes, chains, etc. that hold up a ship's sails.

maroon (v) to leave someone in a place where there are no other people and from which they cannot escape.

founder (v) if a ship or boat founders, it fills with water and sinks.

bowsprit (n) a long pole on the front of a boat that the ropes from the sails are fastened to.

run aground (v phr) if a ship runs aground, it becomes stuck in a place where the water is not deep enough.

sanction (v) to officially accept or allow something.

grisly (adj) extremely unpleasant, usually because death, decay or destruction is involved.

Part 4, page 158

turbulent (adj) turbulent air or water moves around a lot because of the wind.

fluctuation (n) sudden change in something such as the price, amount or level of something.

oscillation (n) the regular movement of something from side to side between two limits.

erratic (adj) erratic actions, movements, etc. seem to have no pattern or plan.

intertwine (v) if two things intertwine or are intertwined, they are twisted together.

plea (n) an urgent, serious or emotional request.

disputatious (adj) tending to argue.

nominal (adj) a nominal head, leader, etc. is someone who has the title of head, leader, etc. but is not really doing that job.

spawn (v) to make a series of things happen or start to exist.

snap (v) to move into a particular position suddenly, making a short, sharp noise or to make something move like this.

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