REACTIVATE

YOUR GRAMMAR & VOCABULARY

with key



C1/C2 Exams

AMILTON HOUSE
LISH LANGUAGE TEACHING

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01 Nouns / Articles / Quantifiers

NOUNS

There are different types of noun.	
Concrete nouns (things that can be touched, heard, seen, smelled or tasted)	*fur*, *noise*, *tree*, *meal*, *drink*, etc
Abstract nouns (things that represent a quality, a state or an idea)	*beauty*, *curiosity*, *ability*, *education*, *culture*, etc
Proper nouns (names used for specific things, spelled with an initial capital letter)	*Patrick*, *Paris*, *November*, *Jupiter*, etc
Nouns can be countable or uncountable.	
Countable nouns • They can be singular or plural.	*a* book > *three* books *one* photo > *fifty* photos
• The plural form usually ends in *-s*, *-es* and *-ies*.	toy > toy*s* fox > fox*es* watch > watch*es* baby > bab*ies*
• Some plural forms are irregular. (See Appendix 4 on page 252 for more nouns with irregular forms.)	man > *men* wife > *wives* foot > *feet*
Uncountable nouns • They do not take *a/an* and have no plural form.	His *advice* was helpful. He gave me lots of *information*.
• They include the following: - groups made up of related items	*furniture*, *clothing*, *equipment*, *fruit*, *rubbish*, *money*, *traffic*, *luggage*, etc
- languages and fields of study	*French*, *Spanish*, *Italian*, *history*, *biology*, *literature*, etc
- sports, pastimes, leisure	*baseball*, *cricket*, *football*, etc
- substances and materials	*water*, *butter*, *hydrogen*, *metal*, *petrol*, etc
- actions/activities	*jogging*, *reading*, *meditating*, etc
- abstract nouns	*death, news, advice, knowledge, proof, etc*
- natural phenomena	*lightning, light, rain, humidity, electricity, etc*
• They can be itemised or 'counted' with other nouns such as *piece*, *item, bit, slice, litre, jar, glass,* etc.	*a piece of* advice, *a bit of* cheese, *a slice of* cake, *a litre of* water, *a jar of* jam, *a glass of* juice, etc

NOUNS ENDING IN *-S*

Some uncountable nouns end in *-s* and yet they take a singular verb. - illnesses: *measles*, *diabetes*, *mumps* - sports and games: *aerobics*, *gymnastics*, *billiards* - areas of study: *physics*, *politics* - abstract ideas: *thanks, news* - feelings: *happiness, loneliness*	*Mumps* is an illness that makes the neck swollen and painful. *Billiards is* his favourite game and he's pretty good at it. *Physics is* a popular subject at this university. *Loneliness is* a common problem for elderly people living on their own.
Some nouns refer to one object having two parts and take a plural verb: *jeans*, *shorts*, *tights*, *trousers*, *glasses, scissors*, *scales,* etc.	These *scissors are* blunt. Have you got a sharper pair? Those *glasses look* great on you!
When a specific measurement is the subject of a sentence, it takes a singular verb even if the measurement is plural.	*Three hours was* a long time to wait. *Two miles isn't* too far to walk. *Fifteen minutes* is what it normally takes to cycle to work.
Some nouns are more common in the plural form and take a plural verb: *goods*, *remains*, *stairs*, *facilities*, *refreshments*, *ruins*, etc.	*The stairs were* very steep and difficult for Grandad to climb. *Facilities* for young people *are* excellent in this town. *Refreshments are* available during the interval.

COMPOUND NOUNS

In compound nouns, the first word classifies the second word and is usually singular.	a car park (= somewhere to park your car) (~~a cars park~~ X) a mountain climber (= someone who climbs mountains) (~~a mountains climber~~ X)
Common combinations are: - noun + noun - noun + verb - verb + noun	 bedroom, water tank, credit card haircut, sky-diving, dog walker washing machine, driving licence, boxing ring

COLLECTIVE NOUNS

Collective nouns refer to a group of people, animals or objects.	
We can usually use a singular or plural verb after these nouns depending on whether we are considering the noun as one entity or as a group of individual people, animals or objects.	My *family is coming* to visit this summer. (= They are travelling as one unit.) My *family are* very creative. (= Each person in my family is very creative.)
Some collective nouns (*police, folk, cattle*) always take a plural verb.	The *police have arrested* the gang leader. *Folk are complaining* about his lack of talent
Adjectives used as collective nouns always take a plural verb.	The *elderly are* more vulnerable than other citizens. The *famous* often *buy* houses in this part of London.

ALERT!
Some nouns can be both countable and uncountable, but with a change in meaning. See Appendix 5 on pages 253-254 for examples.
*There is **a wood** on the other side of the river.*
*This table is made of **wood**.*

THE INDEFINITE ARTICLE (*A/AN*)

USE	EXAMPLE
• with singular countable nouns	*a burger, a uniform, an egg, an MP3 player*
• with nouns that have not been mentioned before or are non-specific	Jill bought *a book*. I had *an omelette* for lunch.
• with professions, nationalities, jobs	Chris is *a lawyer*. Marie is *an Italian*. I'm *a chef*.
• to refer to one example in a larger group such as a profession or species	It takes many years of study to become *a barrister*. *An orca* is part of the dolphin family.
• with a proper noun when we are not familiar with the person in question	Do you know *a James Carter*? He's sent me a birthday card. There's *a Marion* at the door. She wants to speak to you.
• with certain abstract nouns in a specific context: *horror, dislike, love, hatred, fear, knowledge, awareness,* etc	He has *a hatred* of spiders! She has *a fear* of heights.
• with large numbers and fractions	This dress cost *a thousand* pounds! The price had been reduced by *a third*.
• with expressions of quantity	There are *a lot of* people here today. I'd like *a kilo of* grapes, please.
• for frequency and speed	I have my hair cut once *a month*. The car was travelling at one hundred miles *an hour*.

ALERT!
A/an has a similar meaning to *one*. However, it does not always mean the same thing.
*Terrific Tees has **a black T-shirt in Large**.* (= The shop may have more than one; the exact number isn't important.)
*Terrific Tees has **one black T-shirt in Large**.* (= The shop only has one T-shirt in this size and colour combination.)

Unit 1

THE DEFINITE ARTICLE (*THE*)

USE	EXAMPLE
• with countable and uncountable nouns	*the tree, the flowers* *the music, the atmosphere*
• to refer to nouns that have been mentioned before	Jill bought a book. *The book* was on vegetarian cooking.
• to refer to something specific, or something that is known to the listener	*The man* who is sitting next to Mia is an actor. *The government* are bringing in new measures. *The media* is to blame for the star's fall from grace. *The police* are investigating the disappearance of a young woman. I'm going to *the supermarket*. Can you put these magazines in *the living room*?
• with single nouns to refer to a generic characteristic of the whole group or species (formal)	*The male peacock* is a visually impressive bird. Sadly, *the dodo* is now extinct.
• with adjectives when we refer to a group of people	Even *the rich* are affected by these measures.
• with nationality adjectives that end in *-ch*, *-sh*, *ese*, and *-s* (For other nationalities we must use a plural noun.)	Jacob says *the Swiss* are less hospitable than *the Greeks*.
• with things that are unique	*The sky* was full of ominous dark clouds. *The World Health Organisation* was established in 1948.
• with geographical names and the physical environment	We strolled along *the River Seine*. *The Andes* are in South America. We went camping in *the mountains*. Have you ever been to *the desert*?
• with the names of some countries, newspapers, cinemas, theatres, etc	We visited *the USA* last summer. My parents read *The Telegraph*. What's on at *The Odeon*? I'm theatre manager at *The Globe*.
• with some forms of media (art/entertainment)	Let's go to *the cinema*. Would you like to come to *the theatre* with me? Do you ever listen to *the radio*?
• with the superlative and some other grammatical structures	Was yesterday *the hottest* day of the year? *The longer* I wait, *the more frustrated* I become. *The only* thing I ask is that you act cautiously. *The last* thing she remembers is banging her head. It's *the right* thing to do!
• with musical instruments and dances	Does he play *the violin* well? Have you ever danced *the tango*?
• with time, date (when spoken), periods of time	in *the afternoon*, during *the day* (NB: *at night*) Today is *the sixth of June*. It took place in *the nineteenth century*.

NO ARTICLE

USE	EXAMPLE
• with plural countable and uncountable nouns to refer to something in general	*Tourists* often buy *souvenirs* to remind them of places they've visited. Adding *cheese* to a dish can make all the difference.
• with abstract nouns	*Music* helps me to unwind at the end of the day. All you need is *love*.
• with names and titles	*Maria* is married to *Jason*. *Maureen Helston* lives next door to my aunt. *Mr Johnson* is our English teacher.
• names of shops and companies	*Harrods* is in Knightsbridge. My son's dream is to work for *Apple*. Jenny has a Saturday job at *Waterstones*.

• with countries, continents, towns, cities, mountains, lakes, islands,	Have you ever been to *France*? *Austria* is in *Europe*. I've lived in *Liverpool* all my life. *Everest* is the highest mountain in the world. *Lake Como* is in *Italy*. Phil is going to *Sicily* on holiday this year.
• with languages and fields of study	Does Kim speak *Japanese*? *Medicine* is a challenging degree to study for.
• with meals, sports, games, colours, pastimes	What shall we have for *lunch*? My daughter plays *cricket* for her school. I thoroughly enjoyed learning *chess*. *Pink* is Laura's favourite colour. Pam loves *jigsaw puzzles*.
• with illnesses and diseases	Jodie has *pneumonia*. She won't be at work this week. *Measles* is not as common as it used to be.
• with the words *bed, church, college, home, prison, school, university, work* when we refer to their function	Marcus was found guilty and now he's in *prison*. (NB: Marcus' mother goes to visit him at *the prison* once a week.) The children are at *school*. (NB: Is there *a college* in this town?)
• with materials and substances	This shirt is made of *cotton* and *polyester*. *Olive oil* is good for you. Do you like *butter* in your sandwiches?
• with expressions to do with transport	My father travels to work *by train*. Pete is afraid of flying, so he won't travel anywhere *by plane*.

QUANTIFIERS

	Singular noun	Plural noun	Uncountable noun
no	***no*** *cup*	***no*** *glasses*	***no*** *milk*
none of the	-	***none of the*** *tickets*	***none of the*** *luggage*
each (of the)	***each*** *student*	***each of the*** *students*	-
every (one of)	***every*** *chair*	***every one of*** *the chairs*	-
either (of the)	***either*** *child*	***either of the*** *children*	-
neither (of the)	***neither*** *bus*	***neither of the*** *buses*	-
many/much	-	***many*** *sites*	***much*** *information*
(a) few/little	-	***(a) few*** *decisions*	***(a) little*** *help*
some	-	***some*** *watches*	***some*** *jewellery*
several	-	***several*** *people*	-
most (of the)	***most of the*** *room*	***most*** *hotels*	***most*** *travel*
more	-	***more*** *cups*	***more*** *time*
a lot of/lots of	-	***a lot of/lots of*** *cars*	***a lot of/lots of*** *traffic*
another	***another*** *book*	-	-
both	-	***both*** *bags*	-
half the	***half the*** *recipe*	***half the*** *ingredients*	***half the*** *food*
any	***any*** *idea*	***any*** *thoughts*	***any*** *emotion*
all	-	***all*** *sweets*	***all*** *sugar*

Unit 1

MORE ABOUT QUANTIFIERS

USE	EXAMPLE
We can use *of the* with most quantifiers to make the plural or uncountable noun refer to something specific rather than something general.	*Some paintings* are very valuable. (= paintings in general) *Some* ***of the*** *paintings* were stolen. (= a collection of specific paintings) *Most tourists* love sightseeing. (= tourists in general) *Most* ***of the*** *tourists* enjoyed the trip to Knossos. (= a specific group of tourists)
When the meaning is obvious, we can use most quantifiers without the noun. (This is not possible with *no* and *every*.)	Two men were arrested. *Both* were held overnight in the police station. All students found the exam extremely difficult and *a few* couldn't answer any questions at all. Five cars were stolen. *None* were recovered.
When *each*, *either* and *much* are used as subjects, they take a singular verb.	There are five cars. *Each is* worth over £100,000. Of the two dresses you tried on, *either is* suitable for a wedding. £3,000 has been given to charity this week. *Much* of it *was* raised by children at the local school.
When *both*, *several*, *a few* and *many* are used as subjects, they take a plural verb.	Clive's parents were at the hospital during his operation. *Both were* anxious to speak to the doctor afterwards. We've had a lot of candidates show interest in the position. *Several are* being interviewed today. *A few* have been short-listed already. We are introducing a signing-in policy for our employees because *many* arrive late to work most mornings.
When *any*, *half*, *some*, *a lot /lots* and *all* are used as subjects, they take a singular or plural verb depending on the noun they replace.	We don't know much yet, so *any* information *is* welcome. *Any* of your friends *are* welcome to come to the party. There was a fire at the furniture shop and *a lot* of furniture *was* damaged. *Half was* completely destroyed. However, *some* pieces *were* saved because they were in a different showroom. *All* food *is* to be consumed in the designated areas.
When *neither* and *none* are used with plural nouns, they can take a singular or a plural verb. (Using a singular verb is more formal.)	*Neither* of the explanations I gave *was/were* correct. *None* of the students *was/were* able to make the experiment work.
Each refers to two or more people or things whereas *every* refers to three or more. *Every* cannot be used when there are only two people or things.	There are two lawyers and twelve members of the jury in court. The judge listened carefully to *each lawyer*. ~~(The judge listened carefully to *every lawyer*.~~ X) The judge listened carefully to *each member* of the jury. The judge listened carefully to *every member* of the jury.
We can use *any* with a singular noun to mean 'it doesn't matter which'. We can also use *some* in this way, but it usually has an impolite, 'couldn't care less' kind of meaning.	Take *any book*; I've read all of them. (= it doesn't matter which book) I saw her talking to *some girl* at school. (= I don't know or care which girl) My cousin bought me a CD of *some band* I've never even heard of before. (= I don't know the band and I don't care about it)
We often use *some* to emphasise an exclamation.	That's *some* outfit you're wearing! You look fantastic! That's *some* house he lives in; it must have twenty rooms!

ALERT!

• *A few* and *a little* mean 'some, a small number/amount of'. However, *few* and *little* mean 'not enough of'.
There is ***a little time*** *left. If you're quick, you'll get there before the shop closes.*
There is ***little time*** *left; I doubt our team will score a goal now.*
There are ***a few places*** *left on the excursion. If you book now, you should get one.*
Few participants *have signed up for the seminar. Do you think we should postpone it?*
• We can use *few* and *little* with nouns that have a negative meaning (*disabilities*, *problems*, *trouble*, *difficulties*, etc). In such cases, the overall meaning of the sentence becomes positive.
There was ***little trouble*** *at the football match last Saturday.* (= There wasn't much trouble.)
There are ***few illnesses*** *that modern medicine is unable to cure.* (= There aren't many illnesses that modern medicine can't cure.)

Grammar in Action

A **Complete the sentences with the correct present simple or past simple form of the verb *be*.**

1 His advice ___wasn't___ asked for, but I must admit that it was helpful.
2 The facilities at the sports centre ___weren't___ that good; I really think they could be improved.
3 Do you think these trousers ___are___ too tight?
4 The police ___are___ asking for anyone with any information about the crime to come forward.
5 Passers-by ___were___ shocked by the aggressive behaviour of two young men.
6 £60 ___isn't___ much to pay for a good pair of shoes when you consider that they'll last for several years.
7 The Netherlands ___is___ a beautiful country and I'd love to visit it one day.
8 Both my mother and my father ___are___ from a small town in Scotland.
9 Each child ___is___ going to talk about his or her painting.
10 Physics ___is___ a subject which has never interested me.
11 These scissors ___are___ useless – they won't even cut this paper properly.
12 Diabetes ___is___ not an easy condition to live with.
13 His ability to remember dates, facts and numbers ___is___ prodigious!
14 We were late because the traffic in the centre of town ___was___ terrible.

B **Complete the sentences with the singular or plural form of these words. Use each word twice. Add an article if necessary.**

beauty cheese failure noise paper room

1 Their new flat has five ___rooms___, not including the bathroom and kitchen.
2 There were some strange ___noises___ coming from the cupboard – our cat had got shut inside it!
3 Larry has just bought himself a Honda Africa Twin – it's ___a beauty___!
4 Don't add ___the cheese___ until the very end, or it will burn.
5 Richard is presenting ___a paper___ on developing world economics at the World Business Forum.
6 I'm afraid the music festival was ___a failure___ as very few people came to any of the concerts.
7 At the end of the meal, we were served with a variety of French ___cheeses___.
8 Could you put these T-shirts into your case? There's no ___room___ in mine.
9 Monica Bellucci is famous for her acting skills and for her timeless ___beauty___.
10 We seem to have run out of ___paper___ for the printer.
11 ___The noise___ from the machines was so loud that we couldn't hear each other speak.
12 ___Failure___ is an inevitable part of life, but you mustn't let it get you down.



Unit 1

C Circle the correct words.

1 a I'm allergic to **chocolate** / **chocolates**, so I can't try your cake.
b Let's buy Mum a box of **chocolate** / **chocolates** for her birthday.

2 a Travelling around India for three months was **an experience** / **experience** I'll never forget.
b I regret to inform you that your lack of **experience** / **experiences** has precluded you from the final candidate selection.

3 a Would you like **a toast** / **some toast** and honey for breakfast?
b I'd like to make **a toast** / **toast** to the happy couple – good health and a long life to you!

4 a My favourite game was **marble** / **marbles** and I used to have a collection of more than thirty.
b The kitchen counter is made of imported Italian **marbles** / **marble**

5 a A group of **youths** / **youth** was hanging around the shopping centre.
b Ben regrets that he wasted **his youth** / **a youth** partying instead of getting a decent education.

6 a Michelangelo put in hundreds of hours of **work** / **works** painting the ceiling of the Sistine Chapel in Rome.
b Some of the greatest **work** / **works** of art can be seen in the Louvre Museum in Paris.

7 a **A vision** / **Vision** is the sense which I would most hate to lose.
b Gandhi promoted **a vision** / **vision** of India free of religious and political divisions.

8 a In the interview, I was asked to outline my **strengths** / **strength** as a person and as a journalist.
b Jeremy was so depressed after losing the championship that sometimes he didn't have **the strength** / **a strength** to go on.

D Read the sentences and make compound nouns.

1 The confidence which you feel in yourself — *self-confidence*
2 The light which comes from the moon — *moonlight*
3 A snake which makes a rattling noise — *rattlesnake*
4 A board which you can use to skate with — *skateboard*
5 The central bone in your back — *backbone*
6 A centre for playing different sports — *sports centre*
7 The room where you change your clothes in a shop — *changing room*
8 A person who is twelve years old — *twelve-year-old*

E Complete the sentences with *a*, *an*, *the* or no article (–).

1 There is *a* plethora of restaurants lining *the* River Tiber in – Rome.
2 Would you agree that *the* peacock possesses unrivalled – beauty?
3 *The* Cubans have *a* reputation for being great – dancers.
4 – Jade is not at all academic and I doubt she'll apply to – university.
5 If you think *the* Alps are awe-inspiring, you should see – Mount Everest up close.
6 We're planning a holiday to *the* Seychelles next summer and as my husband is *a* travel agent, we're hoping to get *a* good price.
7 I'm interested in learning how to play *the* cello; – music has always been *a* great love of mine.
8 Let's arrange *a* holiday in – France, including a few days in – Paris and a trip up *the* Eiffel Tower.
9 We're going on *an* outing to *the* cinema this evening, but we can't decide whether to go on – foot or to take *the* train.
10 She has *a* passion for expensive fabrics; – silk is her favourite.
11 It is imperative that – travellers to – Africa be vaccinated against – Yellow Fever.
12 There's *a* Katy Winters on *the* phone for you; she says she's from – Waterstones book shop.
13 I visit *a* private dentist once *a* year and each examination costs *a* hundred pounds.
14 I found *a* lot of – dirty clothes under *the* bed.

F Complete the text with *a*, *the* or –

Giannis Antetokounmpo's rise to fame

Giannis Antetokounmpo, **(1)** *a* professional basketball player who became **(2)** *a* Greek citizen in 2013, now plays for **(3)** *the* Milwaukee Bucks in **(4)** *the* USA.

He is **(5)** *the* son of **(6)** – Nigerian immigrants who was born in **(7)** – Athens and he is renowned for his astounding skills on **(8)** *the* court.

Giannis was raised in **(9)** *a* neighbourhood of Sepolia and like many of his fellow immigrants, his parents struggled to make ends meet. His career as **(10)** *a* basketball player started in 2007 and **(11)** *a* mere two years later, he was playing competitively for **(12)** – Filathlitikos.

In April 2013, Giannis succeeded in becoming eligible for the 2013 NBA draft and three months later, he signed **(13)** *a* contract with them. His hard work and dedication had paved **(14)** *the* way for his meteoric rise to fame.

G Choose the correct answers.

1 Word has it that *Iron Man* and *Civil War* are both remarkable films, but I haven't seen ___ of them.
a any **b** either

2 There are plenty of talented young players out there, however, ___ actually make it as professionals.
a few **b** a few

3 We will ensure that ___ teachers receive a certificate of attendance for the annual workshop.
a every **b** all

4 Quite ___ of the interns appear to be extremely ambitious!
a few **b** a few

5 ___ the suggestions that you made was adopted by the board I'm afraid.
a Neither of **b** Half of

6 You'll need to put in ___ time and effort if you're going to complete this project on your own.
a a lot of **b** much

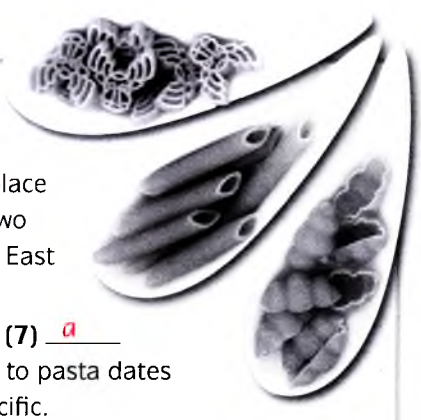
7 ___ people at the meeting expressed their dissatisfaction with the president's handling of the matter.
a Any **b** Several

8 ___ member of this team is permitted to cheat at any time.
a No **b** Each

9 The good news ___ that the dance festival will go ahead as planned.
a are **b** is

10 Both twins ___ thrilled to see each other after having been separated for so long.
a were **b** was

H Complete the text with one word in each gap.



The delights of pasta

In recent years, many have disputed **(1)** *the* origins of pasta. **(2)** *Many* people claim that its roots lie in China, others insist that Italy is **(3)** *the* birthplace of this internationally-famous food and yet others believe that **(4)** *neither* of the two aforementioned theories **(5)** *is/are* true, claiming instead that **(6)** *the* Middle East is its real place of origin.

Nonetheless, it is widely accepted that the development and adoption of pasta as **(7)** *a* simple yet staple food is **(8)** *an* Italian affair. In fact, **(9)** *the* first reference to pasta dates back to **(10)** *the* twelfth century – 1154 in fact – and to Sicily to be more specific.

Pasta is **(11)** *a* kind of noodle, mixed with water or eggs and subsequently formed into sheets that are cut into **(12)** *all* manner of shapes and sizes. The advantage for today's busy families, is that it requires almost **(13)** *no* effort in terms of preparation and there are **(14)** *lots* of different sauces you can serve with it.

(15) *Some* pasta dishes are eaten as a first course, whilst others serve as a main course in Italian cuisine.

Unit 1

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 The two candidates who applied for the post didn't have the necessary qualifications.
NEITHER
Two candidates applied for the post, but _____ *neither of them | had* _____ the necessary qualifications.

2 As she gets older, she becomes more resilient.
THE
The older _____ *she gets, | the more* _____ resilient she becomes.

3 Nearly all the students managed to passed their final exams.
OF
Most _____ *of the students | succeeded* _____ in passing their final exams.

4 All his ideas were a dismal failure.
ONE
Every _____ *one of his ideas | was* _____ a dismal failure.

5 How much furniture will the removal men have to carry?
ITEMS
How _____ *many | items of furniture* _____ will the removal men have to carry?

6 It's OK to wait two hours for tickets.
LONG
Two hours _____ *is not (too) long | to wait* _____ wait for tickets.

7 Caroline teaches English at a private school.
IS
Caroline _____ *is an | English teacher* _____ at a private school.

8 They can't prove that Celia took the money.
NO
There _____ *is no | proof* _____ that Celia took the money.

Michigan in Action

Choose the answer that best completes the conversation or sentence.

1 Those shorts ___ suitable for a job interview; they're simply too casual.
a isn't
b aren't
c haven't
d don't

2 'How long is ___ River Thames?'
'Sorry, I don't know.'
a the
b –
c a
d that

3 ___ tend to feel the cold more than younger people.
a Elderly
b The elderly
c The elderly people
d Elderly persons

4 Basketball is ___ sport that is very popular in the USA.
a –
b the
c a
d some

5 ___ is the only cure for one of my bad headaches.
a Some silence
b A silence
c The silence
d Silence

6 The furniture was all imported from Italy; they must have spent ___ money on it.
a many **b** much
c lots of **d** a few

7 'Did you enjoy your meal?'
'Yes, thank you. ___ dish I chose was delicious.'
a Some **b** One
c A **d** The

8 ___ your luggage on the counter?
a Are those **b** Is that
c Are that **d** Is those

9 ___ the guests wanted to stay late so the party broke up at eleven.
a None **b** Nobody of
c None of **d** Not one

10 Catherine has ___ profound knowledge of adverse weather conditions; she has conducted a large amount of research on the topic.
a – **b** a
c the **d** some

11 'I can't find my glasses! Have you seen ___ anywhere?'
'No, sorry.'
a those
b it
c them
d some of them

12 'This heatwave is terrible, isn't it?'
'Yes. What we really need ___ rain.'
a are a little
b is a little
c is little
d is much

13 A medal was given to ___ the many participants.
a each of
b every
c some
d neither of

14 I've been ___ all day and I'm so bored!
a at a home
b in house
c at the home
d at home

15 Do you want to join me for ___?
a a lunch
b lunch
c the lunch
d any lunch

16 ___ can sometimes get themselves into trouble because they're such curious animals.
a Cats **b** The cats
c A cat **d** The cat

17 Gemma told us about her childhood and it was ___ very touching story.
a the **b** one
c a **d** any

18 ___ Russian is a language I'm very keen to learn.
a Some **b** Those
c The **d** –

19 There are ___ opportunities for graduates these days, so you should settle for what you are offered.
a little **b** any
c some **d** few

20 There wasn't enough evidence to prosecute Tamara; ___ of the information provided proved to be false.
a many **b** much
c several **d** another

ACHIEVEMENT

Vocabulary in Action

A **Match the phrasal verbs 1–10 with the definitions a–i.**

1	waltz through	d
2	pan out	i
3	go up against	f
4	take off	a
5	knuckle down	e
6	pull (sth) off	g
7	fall through	c
8	scrape through	b
9	write (sth/sb) off	h

a be a success (for a business/trend/etc)
b manage to succeed, but only just
c (of a plan/project/etc) fail, not be a success
d succeed in passing a test/exam/etc without any effort
e begin to work hard/try harder (after a period of not working hard/trying)
f face a very difficult obstacle/opponent/situation
g succeed in achieving sth difficult (a project/plan)
h stop giving attention to sth/sb you are sure will fail
i go the way you had planned

B **Complete the sentences with the correct form of the phrasal verbs from exercise A.**

1 I'll never win a prize for my abilities in maths, but I can just about _scrape through_ an exam.
2 Up until now you've done very little revision or preparation for your exams and if you don't _knuckle down_, you'll find yourself kicked out of college at the end of this term.
3 Georgia is the best chess player on our team, but she'll be _going up against_ some of the top players in the country, so I don't know if she'll manage to win the tournament.
4 We were planning to buy new sports equipment for the school gym, but our plans _fell through_ when the local council refused to give us the funds.
5 The Hatton Garden thieves thought they had _pulled off_ the perfect burglary, but images on CCTV in the local area allowed the police to identify them.
6 Why are you so worried about your history exam? It's your best subject – you'll _waltz through_ it!
7 Jenna's small clothes design business really _took off_ after a Hollywood actress wore one of her dresses on the red carpet.
8 Their plan to televise a well-known novel didn't _pan out_ when the author refused to sell them the rights to his book.
9 Suzie was upset because she felt her teachers were only interested in the best students and that they had _written_ her _off_ long ago.

C **Circle the correct words. Sometimes more than one answer is possible.**

1 I sincerely hope you fulfil your **ambition** / **dream** / **record** of becoming a brain surgeon.
2 A sudden **surge** / **rise** / **increase** in demand meant that the factory workforce had to work overtime to fulfil the orders which were flooding in.
3 Nina has **advocated** / **achieved** / **accomplished** so much since she started out strumming her guitar and writing songs in her bedroom!
4 After 30 years in the business, Joseph is at the **top** / **head** / **peak** of his profession.
5 Our **goal** / **objective** / **aim** is to open a branch of our store in every major town around the country.
6 Callum has an incredible **drive** / **will** / **perseverance** to succeed and I'm sure he'll be a partner in the law firm where he works before he's thirty.
7 If you want to **achieve** / **reach** / **attain** your goal of becoming a professional athlete, you'll need sound financial backing and a top-class manager.
8 His success as an actor has **reached** / **exceeded** / **surpassed** all our expectations.
9 Never in my wildest **dreams** / **hopes** / **wishes** did I think I'd get this job.
10 I think it's sad that so many young people today want to **imitate** / **aspire** / **emulate** footballers rather than politicians or scientists.

D **Complete the sentences with these verbs. The words in bold will help you.**

do get go hit (x2) lose make meet procure set spearhead

1 I believe that if you _set_ **yourself goals** in life, you're more likely to succeed, both financially and career-wise.
2 I'm going to have to pull an all-nighter if I want to _meet_ **the deadline**.
3 Turn the power off and on and then press the 'restart' button; that should _do_ **the trick**.
4 Our manager knows he was in the wrong, but he won't admit it because he doesn't want to _lose_ **face**.
5 Eric is prepared to do the lowliest of jobs in the company in order to _get_ **a foothold** in the publishing business.
6 Just because he's your uncle, that doesn't mean he's obliged to _procure_ **a job** for you, you know!
7 Jo is _spearheading_ **the campaign** to encourage people to cycle into town instead of driving.
8 Medical researchers have _made_ **a breakthrough** in their quest to find a cure for Hodgkin's Disease.
9 Laura, a new-comer on the tennis scene, really _hit_ **the ground running** when she beat the current champion in her first tennis match of the season.
10 Since Martin changed schools, he's been _going_ **from strength to strength** and should do well in his exams later this year.
11 After coming last in the talent contest, Thomas _hit_ **rock bottom** and it took him ages to come out of the depression.

E **Complete the sentences with these words. The words in bold will help you.**

credit dismal overnight recipe remarkable rise strongest turn-up unbelievable useful

1 Unfortunately, his attempt to start a business was **a** _dismal_ **failure** and ended in bankruptcy.
2 Putting Ryan in charge of sales is **a** _recipe_ **for disaster** – you know how incompetent he is!
3 Leicester City's triumph in the 2015–2016 football Premiere League was **a** _remarkable_ **achievement**.
4 The meeting was productive and all the team members made _useful_ **contributions** to the discussion.
5 James Fernandez became **an** _overnight_ **success** when his song became a massive online hit.
6 The reality star's **precipitous** _rise_ **to fame** was followed by an equally sudden downfall.
7 Winning a prize in the photography competition was **a** _turn-up_ **for the books** and ultimately led to her pursuing photography as a career.
8 Aidan is **a** _credit_ **to you** both; he's one of our top students.
9 With a new management team, this organisation has made **an** _unbelievable_ **turnaround** over the last year and is set to make a profit next year.
10 As we're in agreement over who **the** _strongest_ **candidate** is, shall we invite Mr Peters to join our firm at the earliest opportunity?

Unit 1

F **Complete the sentences with these prepositions. The words in bold will help you. The prepositions can be used more than once.**

around at by in on out to up

1 ___In___ **his heyday**, Frank Sinatra was probably the most popular singer in the world.
2 ___To___ **her credit**, she's made a name for herself in the business without using her famous father's influence.
3 His success hasn't come without a price – he **works** ___around___ **the clock** to maintain his high standards.
4 If Mary performs as well in her final match as she did today, then I think she's ___in___ **the running for** a gold medal.
5 Alison's **got a lot** ___on___ **her plate** at the moment, so I don't think she's going to be happy about taking on a new project.
6 Troy **excels** ___at___ long-distance running and is hoping to take part in the London Marathon this year.
7 Did you really **succeed** ___in___ getting 'As' in all your exams? Well done you!
8 Tina's performance in the dance contest was the best ___by___ **a mile** – I feel sure she's going to win.
9 I did so badly at my interview that I'm sure to **be** ___out___ **of the running** for the position now.
10 Their new song is **racing** ___up___ **the charts** and could be this year's most popular release.

G **Complete the sentences with these adjectives.**

burgeoning influential phenomenal prestigious prodigious run-of-the-mill self-made up-and-coming

The face behind Facebook

Now amongst the most affluent and **(1)** ___influential___ one hundred people in the world, Mark Zuckerberg is the CEO and co-founder of Facebook, truly a **(2)** ___self-made___ millionaire who according to most sources, is worthy of his **(3)** ___phenomenal___ success.

Zuckerberg was never a **(4)** ___run-of-the-mill___ student. He excelled at school due to his **(5)** ___prodigious___ intelligence and won prizes in maths, astronomy, physics and classics. At middle school he began using computers and by the time he entered the **(6)** ___prestigious___ Harvard University, he had already gained a reputation as an **(7)** ___up-and-coming___ computer programmer.

Facebook began as a university scheme, but when he realised its potential, he dropped out to concentrate solely on developing the **(8)** ___burgeoning___ project. Today Zuckerberg is one of the wealthiest people on the planet.



H Complete the table.

Verb	Noun	Adjective
–	ambition	(1) ambitious
aspire	(2) aspiration	aspiring
determine	determination	(3) determined
fulfil	(4) fulfilment	fulfilling / fulfilled
(5) persevere	perseverance	persevering
persist	(6) persistence	persistent
–	prestige	(7) prestigious
(8) prioritise	priority	–
prosper	prosperity	(9) prosperous
–	resilience	(10) resilient
–	resource / (11) resourcefulness	resourceful
–	zeal / zealot	(12) zealous

I Complete the sentences with words from exercise H.

1 His _zeal_ for work is matched only by his enthusiasm for his hobbies and freetime leisure pursuits.

2 If you want to achieve a good work-life balance, then you must _prioritise_ your tasks in order of importance.

3 As an _aspiring_ lawyer, you're expected to put in long hours if you ever want to make a success of your career.

4 The most important quality for an explorer and hiker is _resourcefulness_ – you need to be able to use what you can find to hand in order to survive.

5 Victor isn't very _ambitious_ and will be content with an undemanding job in his local town.

6 I understand that you haven't reached the level you want with your music, but I'm sure if you _persevere_, you'll manage it eventually.

7 Mr Rhodes is a _prosperous_ businessman who has bought himself three homes and owns several luxury cars.

8 Teachers are holding special workshops to teach their students _resilience_ – the ability to continue despite setbacks and disappointment.

9 This applicant is certainly very _persistent_ – I've told him three times that we can't give him a job, but he keeps calling me!

10 We were all amazed by Jason's _determination_ to get back on his feet after the accident; just one month after he broke both legs, he was able to walk again.

11 Becoming the youngest partner in a top law firm did much to increase his personal _prestige_.

12 Helen found being a stay-at-home mother very _fulfilling_; she really couldn't imagine ever going back to work.

Unit 1

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The bionic eye

According to statistics, around 40 million people around the globe are blind. Not surprisingly, medical researchers in this field have one **(1)** *objective* and that's a definitive cure for blindness. **OBJECT**
They are working **(2)** *zealously* towards developing technology that is as effective for visual disabilities as that available **ZEAL**
for the hearing-impaired. And their **(3)** *perseverance* may finally have paid off. **PERSEVERE**

The 'bionic eye' is maybe the greatest **(4)** *breakthrough* that scientists could make in this field. Although curing all forms of blindness **BREAK**
may be too **(5)** *ambitious* a goal, the bionic eye may be the solution to at least certain forms of blindness. It differs from a 'prosthetic eye' in that the latter replaces the physical structure and appearance of the eye whilst the former works inside the eye structure or in the brain. **AMBITION**

One of the first people to benefit from the **(6)** *remarkable* new technology spoke of her joy at finally being able to tell the time **REMARK**
after more than six years. 'The doctors' **(7)** *accomplishment* is just incredible,' she said. **ACCOMPLISH**

With further work and steadfast **(8)** *determination*, scientists hope that they will be able to restore many more people's sight. **DETERMINE**

Michigan in Action

Choose the word or phrase that best completes the sentence.

1 Jasper's work experience will allow him to hit ___ when he starts his new job next week.
a a failure
b rock bottom
c the ground running
d from bad to worse

2 Unfortunately, we only have one position and it must go to the ___ candidate.
a wildest
b highest
c strongest
d greatest

3 We had to work around the ___ to produce enough goods to fill the big order we had last week.
a clock
b priority
c day
d overnight

4 Despite his poor performance in last month's athletics trials, Jack is still ___ for a medal in next week's race.
a in the running
b meeting the deadline
c on his plate
d by a mile

5 Although not everyone is a fan of Justin Bieber, most people agree he is worthy of his ___ success.
a influential
b aspiring
c phenomenal
d resourceful

6 Jenny ___ her audition and was immediately offered the part!
a went up against
b scraped through
c took off
d waltzed through

7 You've got one last chance to take this exam and pass, so you'd better ___ and do some work.
a take off
b scrape through
c knuckle down
d excel at

8 Unfortunately, Jamie's plans to tour around Australia didn't ___ due to a lack of finances.
a fall through
b pan out
c pull off
d knuckle down

9 Phoebe ___ all our expectations with her incredible performance in the dance contest.
a attained
b approved
c reached
d surpassed

10 The money laundering scandal lead to the minister's ___ fall from political power.
a prodigious
b precipitous
c dismal
d persistent

11 A major political party is ___ the campaign for tighter gun controls in the wake of last month's shooting.
a procuring
b setting
c spearheading
d fulfilling

12 Unfortunately, Tina's attempts to get a part in a West End show have been a dismal ___.
a downfall
b contribution
c disaster
d failure

13 Robbie is no ___ student; he gets straight As in all subjects and is captain of the football team.
a well-known
b up-and-coming
c self-made
d run-of-the-mill

14 My father was proud of being ___ man – he started out with nothing and now he's a successful businessman.
a an aspiring
b a self-made
c a zealous
d a burgeoning

15 In its ___, the city of Bath was a magnet for wealthy and fashionable people from all over the country.
a dream
b foothold
c prestige
d heyday

16 Zoe's plans to study at university ___ when she didn't get the required grades in her school leaving exams.
a fell through
b wrote off
c got back
d put in

17 Sally attends the ___ Royal Ballet School in Richmond.
a precipitous
b resilient
c prestigious
d persevering

18 I hope I'll be able to ___ today's performance on the opening night.
a aspire
b emulate
c advocate
d persevere

19 William ___ to becoming a powerful politician and has already started to make his way in the world of politics.
a persists
b determines
c aspires
d perseveres

20 Pablo is just twelve years old, but thanks to his parents' encouragement, he is already a ___ chess player.
a prodigious
b peak
c useful
d resilient

Unit 1

Michigan in Action

Read the article about a successful football club and choose the correct answers.

A football fairy-tale come true

The 2015–2016 Premier League football season was full of surprises, not least of which was its unlikely winner. Leicester City, a club which had hit **(1)** ___ in 2014 finishing in fourteenth place, found itself **(2)** ___ of the league one year later and went on to win the title. It was an unbelievable **(3)** ___ which its supporters could never in their **(4)** ___ dreams have imagined.

At the beginning of the season, bookmakers' odds of 5,000 to 1 on Leicester City go to show how far out of the **(5)** ___ they were expected to be. Commentators, fans and sports experts had all but written the team **(6)** ___. But under the leadership of their new manager, Claudio Ranieri, the team went from **(7)** ___ during the season and finally lifted the cup for the first time in their club's history.

This huge **(8)** ___ proves that with courage, hard work and a little bit of luck, even the lowliest team can come out on top.

1	a	top marks	b	the ground	c	the roof	[d] rock bottom
2	[a]	top	b	summit	c	peak	d head
3	a	turnover	b	turn-off	c	turn-up	[d] turnaround
4	a	maddest	b	strongest	[c]	wildest	d most intense
5	a	training	[b]	running	c	driving	d racing
6	[a]	off	b	out	c	over	d through
7	a	A to B	b	bad to worse	c	cover to cover	[d] strength to strength
8	a	credit	b	fulfilment	[c]	accomplishment	d prestige



02 Prepositions

- Prepositions can be a single word or formed of more than one word. We use prepositions to describe the relationship between two or more objects. They can express things such as time, place, movement, reason, etc.
  *The coach will pick up the students **at** noon.* (time)
  *Your lunch is **on** the table.* (place)
  *Walk **down** the road and you'll see the bus stop.* (movement)
  *She's off work **due to** illness.* (reason)
- Some prepositions and adverbs are very similar, but prepositions are most often followed by a noun. Remember that gerunds are also a kind of noun. Compare:
  *Jonas walks **past the bakery** every day and buys a sandwich.* (preposition + noun)
  *I was in the bakery when Jonas walked **past**.* (adverb)
  *Thank you **for buying** me a sandwich today.* (preposition + gerund)
- We can modify prepositions with adverbs.
  *We'll drop by **immediately after** dinner.*
  *I sit **right behind** Laura in maths.*
  *Our train got in **just before** yours did.*
- In some structures, the preposition comes at the end of a clause or a sentence. This is most commonly seen in questions, relative clauses and infinitive clauses.
  *Who are you talking **to**?*
  *I don't know the man that she is sitting **with**.*
  *My brother is a difficult person to buy **for**.*
- A prepositional phrase is a preposition with a noun, a pronoun or a noun phrase.
  *Thank you **for my present**.*
  *These flowers are **for you**.*
  *We're having dinner **at a wonderful Indian restaurant**.*
- We can also follow prepositions with a *wh-* clause. We do not use a *that* clause.
  *Thank you **for what you did**.*
  ***Contrary to what many people think**, she's actually quite a good singer.*

ALERT!

- When *to* is used as a preposition, it can be followed by the gerund form.

*I look forward **to seeing** you soon.*
*They're not used **to getting** up early.*

PREPOSITIONS OF TIME

	EXAMPLE
at with time, special periods of time and in certain phrases	Our flight departs *at* three o'clock. Are you going away *at* the weekend? I'll be there *at* noon. We always throw a party *at* New Year. Don't forget to lock the front door *at* night.
in with parts of the day, months, seasons, years, centuries	I only work *in* the afternoon. George was born *in* September. School starts again *in* autumn. They moved to France *in* 2009. King Henry VIII died *in* the sixteenth century.
on with names of days, special days and dates	My exams start *on* Monday. Let's go out for dinner *on* your birthday. Tina and Pete are getting married *on* 21st April.
after, before, by, past with a certain point in time	Sheila can't meet us until *after* nine o'clock. Please be here *before* our visitors arrive. Please make sure you're home *by* eleven o'clock. It was *past* midnight when I finally went to bed.

Unit 2

	EXAMPLE
about, around with *at* to be less specific	We left the house *at about* ten o'clock. Let's visit Nicky in hospital *at around* six.
during, for, from ... till, from ... until, from ... to, in, since, through, throughout, until, till with a point in time or a period of time	The children sometimes get bored *during* the summer holidays. She's staying *for* three days. We'll be in Madrid *from* Monday *to* Friday. Jonah passed his driving test *in* just a few weeks. I haven't visited Johannesburg *since* 2012. My husband coughed *through* the whole performance! We don't have a free weekend *until* November.

ALERT!

- We say *in the morning, in the afternoon* and *in the evening*, but *at night* and *on Monday morning*.
- We can use *while* to mean the same as *during*, but it is always followed by a verb clause.

*He was talking on his mobile phone **during the film**.*
*He was talking on his mobile phone **while the film was showing**.*

- In American English, we say *on the weekend* rather than *at the weekend*.
- In American English, we can omit the preposition before the names of days.

British English: *I don't work **on Wednesdays**.*
American English: *I don't work **Wednesdays**.*
British English: *We're visiting friends **from Friday to Monday**.*
American English: *We're visiting friends **Friday through Monday**.*

- There is a slight difference in meaning between *in time* and *on time*. *In time* means 'with enough time to spare' and *on time* means 'exactly at the right time – not too late and not too early'. Compare:

*The city has excellent public transport and the buses are always **on time**.*
*Do you think we'll be **in time** for the bus?*

PREPOSITIONS OF PLACE

	EXAMPLE
at with a specific place, an address or a gathering of people	I saw Linda *at* the station. Mum found the vitamins I wanted *at* the chemist's. We live *at* 9 Bramble Lane. We met *at* a conference.
in to mean 'within an area' or with places that surround us and names of roads and squares	Delia lives *in* South Wales. She's waiting *in* the classroom. Martin swims *in* the sea every day. Let's put up our tent *in* this field. Monica's shop is *in* Clive Street. There are lots of cinemas *in* Leicester Square *in* London.
on with a surface or a line	The dictionary is *on* my desk. Look at the sailing boats *on* the water. I can see a castle *on* the horizon.
between to indicate two objects, one either side	The school is *between* the library and the park. John is standing *between* Rebecca and Caleb.
beside, by, near, next to to show something is close	There are a number of restaurants *beside* the sea. The best car park is the one *near* the station. Their summer house is *next to* the river.
along(side) to show something is close to the line of something	Grandma's planted roses *along* the fence in her garden. There's a row of pretty cottages *alongside* the river.
right by to show something is very close	The bookshop is *right by* our school, so I can pick up the book on my way home.
against to show something is so close that it is touching	Carla was so tired she leant her head *against* the window of the train and fell asleep. Don't put the sofa *against* the radiator. It will block the heat.

in front of to show something is further forward than	Katie sat *in front of* me during the exam. There are a lots of trees *in front of* our house.
behind to show something is further back than	The young child hid *behind* the curtains in the living room. There's a car park *behind* the sports centre.
opposite, across, over, under, underneath to show something is on the other side of something else (with *across, over* and *under* we must state the something else)	There's a park next to my house and a swimming pool *opposite*. The bank is *across* the road. Sally's house is *over* the river. Our dog hides *under* the bed when there's a thunderstorm. There were toys on top of the bed and *underneath*.
up, down to show something is in a high or low place	The biscuits are *up* on the top shelf. Dad is *down* the garden planting beans.
after, before to show something is in a later or an earlier position	What does PhD *after* someone's name mean? The list is in alphabetical order, so your name is *before* mine.

ALERT!

- We say *on a chair* and *on a sofa*, but *in an armchair*.
- We say *at* or *on the corner of a street*, but *in the corner of a room*.
- We can use different prepositions depending on the meaning.

*I'll meet you **at** the station.* (= inside or outside)
*I'll meet you **in** the station.* (= inside)

- We usually say *in the sea*, but we say *at sea* in the phrase *lost at sea*.
- *Over* and *under* are often used with ages, prices, speeds, quantities, etc to mean 'more than' or 'fewer/less than'.

*He's **over** one hundred years old!*
*You can't find boots like these for **under** £250.*
*She was driving at **over** 90 mph when she was stopped by the police.*

PREPOSITIONS OF MOVEMENT

	EXAMPLE
down, off, on(to), up to show the idea of movement in an up or down direction	Go *down* this corridor and the bathroom is on your right. The pen rolled *off* the table. Get *onto* the bus and find a seat quickly. He ran *up* the stairs two at a time.
across, along, into, out of, over, past, through to show the idea of movement from one side or end of something to the other, or movement following the line of something (eg a river)	The ball boy ran *across* the tennis court. My parents and I enjoyed a cruise *along* the River Nile. Put your clothes *into* this red suitcase. Jump *out of* the car and post this letter for me. We travelled *over* the fields in a hot-air balloon. I give Rachel a lift to work because I drive *past* her house on my way. We took a short cut *through* the forest.
to, towards to show movement in the direction of someone or something	Do you walk *to* school with Mary? Kim was driving *towards* Leeds when her car broke down
(right) up to to show that we reach the person or thing	Helen ran *up to* Lionel Messi and asked for a selfie with him. She came *right up to* the door, but didn't knock on it.
(a)round to show movement in a circular direction	I drove *around* the square three or four times before I found somewhere to park. We walked *around* town, looking for somewhere to eat.
up (to), down (to) to show movement in a northerly or southerly direction	Daniel drove *up to* Manchester to visit his sister. We'll travel *down* on Saturday because our ferry leaves for France early on Sunday morning.

ALERT!

- We often use *up* and *down* with the same meaning as *along*.

*Drive **up** the road until you see the library. Then find somewhere to park.*
*Go **down** this corridor and you'll find her office on your right.*

- We use *on(to)* and *off* for a bus, a coach, a train, a plane, a boat and a bike, whereas we use *in(to)* and *out of* for a car or a taxi.

*The passengers got **on** the plane and the cabin crew prepared for take-off.*
*Get **into** the taxi and tell him where we're going.*

- We usually use *in* and *on* to express the position of something and *into* and *onto* to express the idea of movement towards a place.

*My swimming things are **in** the beach bag.*
*Please put my swimming things **into** the beach bag.*
*The actors were standing **on** the stage.*
*The actors ran **onto** the stage.*

- We can use *at* and *to* after some verbs. *At* implies that the person isn't happy. Compare:

*Pass the ball **to** Tom and he'll score a goal.*
*Don't throw things **at** your brother; it isn't very nice.*
*'Don't forget to lock the door', mum shouted **to** Pat.*
*Mum shouted **at** Pat for spilling coffee all over the table.*

OTHER USES OF PREPOSITIONS

	EXAMPLE
because of, due to, from, out of, owing to to show reason	The elderly lady died *from* pneumonia. *Owing to* his lack of interpersonal skills, he wasn't given the job.
against, beside, contrary to to show contrast	The company made a profit this year *against* last year's loss. Joseph really is quite tall *beside* his brother. *Contrary to* popular belief, there are advantages to both parents working.
for to show purpose	This program is *for* keeping track of expenses. This fluid is *for* cleaning screens.
through to show how something happened	She succeeded in business *through* sheer determination. He recovered the use of his right arm *through* physiotherapy.
by, with to talk about what we use to do something	Ken always travels *by* train as he doesn't drive. I put the desk together *with* an electric screwdriver.
by to introduce the person who did something	This is a novel *by* Jojo Moyes. I love the water lily paintings *by* Monet
between within a range of numbers, dates, ages	Choose a number *between* one and ten. There's quite a difference *between* entertainment today and in the 20th century. You can take holiday *between* 5th and 25th July. They have five children *between* the ages of six and thirteen.
like to compare	Sandy acts *like* my mother, yet she's only two years older than me!
despite, in spite of to show concession	*Despite* the bad weather, the match went ahead. *In spite of* feeling unwell, Jude went to work. *Despite* what everyone else says, I believe you,
as to show the role of someone or something	*As* a teacher, Jeff is brilliant. *As* a container for flowers, this pot is no good; it's got a hole in the bottom.
besides to mean 'in addition to'	*Besides* Janet, I also spoke to Miriam and Jenny. Have you done anything else today *besides* playing video games?
according to to report what someone has said	*According to* the local paper, we're going to have a heat wave this weekend. Fifty people have lost their homes in the recent floods, *according to* the latest reports.

for the sake of to show who or what will benefit from something we do	*For the sake of* those injured in the disaster, please give generously. Turn the music down – *for the sake of* my sanity!
on behalf of to show that we are representing someone or something else	*On behalf of* everyone here, I just want to say how much we'll miss you while you're away. *On behalf of* the company, we hope you enjoy your retirement.
beyond, outside, out of to show that something is not within certain limits	I'm afraid the price increases are *beyond* our control. This house is *outside* our budget. I'll put the biscuits away now. You know what they say: *out of* sight, *out of* mind.
apart from, except for to show that something is not included	*Apart from* David, everyone at work has a degree. Phil invited the whole class to his party *except for* Julian, who was away on holiday.
of, from, with to show what material has been used	The garden shed was made *of* wood. (The original material – wood – can still be seen.) Paper is made *from* wood. (The original material – wood – has been changed in some way.) This milkshake is made *with* low-fat milk. (Milk is one ingredient or one part of it.)

VERBS WITHOUT PREPOSITIONS

The verbs below are not followed by prepositions. Trying to use them with prepositions is a common mistake for learners of English

	EXAMPLE
approach	The dog *approached* me cautiously. ~~(The dog *approached to* me cautiously.~~ X)
discuss	We *discussed* the current political situation. ~~(We *discussed about* the current political situation.~~ X)
enter	She *entered* the room quietly. ~~(She *entered into* the room quietly.~~ X)
marry	Rebecca *married* her childhood sweetheart. ~~(Rebecca *married with* her childhood sweetheart.~~ X)
resemble	She *resembles* her grandmother in many ways. ~~(She *resembles to* her grandmother in many ways.~~ X)

Grammar in Action

A **Circle the correct words.**

1 Grandad fell asleep (in) / **on** the armchair.
2 Please don't go **in** / (into) that room – the children are asleep in there.
3 There were a lot of autumn leaves floating **at** / (on) the water.
4 I'll wait for you (on) / **in** the corner of Jute Street.
5 Their house was burgled (on) / **in** Easter Sunday.
6 Katy lives **on** / (in) a remote part of Scotland.
7 The children are sitting (on) / **in** the sofa watching TV.
8 The cat was so frightened that it hid **on** / (in) the corner of the wardrobe all day.
9 Why does this programme never start **in** / (on) time? It's always five or ten minutes late.
10 The traffic is so bad! Are we going to get there **on** / (in) time for the beginning of the concert?
11 A tradition in our family is that (on) / **at** Christmas morning, the family gathers around the tree before breakfast to open their presents.
12 It was a very tiring journey; we got (on) / **into** the bus at Liverpool Street Station and arrived at our destination four hours later.

B **Complete the dialogues with one preposition in each gap. Sometimes more than one answer is possible.**

1 **A:** Excuse me. Where can I get ___across___ the river?
B: Walk ___along/down/up___ the riverside path for about one mile until you reach the bridge.

2 **A:** Don't lean ___against/on___ the door – it's only just been painted!
B: Alright, alright. There's no need to shout ___at___ me.

3 **A:** Do you think I left my glasses ___at/in___ the restaurant?
B: Yes, maybe you did. I remember that you laid them down ___beside/by/near___ your plate.

4 **A:** Excuse me. Is the library that big building ___in___ front of the school?
B: No, that's the museum. The library is ___between___ the town hall and the post office.

5 **A:** Do I walk right ___up___ to the station building and then turn left?
B: No, you'll need to turn left ___before___ you reach the station.

6 **A:** Gosh – look at Mrs Thompson running ___up___ those stairs two at a time!
B: Yes, I know. She's got amazing strength and stamina. And to think that she's ___over___ 60 years old!

7 **A:** The dog was running ___towards___ me when he suddenly stopped.
B: I expect he'd seen a cat ___in___ the neighbour's garden.

8 **A:** Why is that car driving so close ___behind___ us? It's really annoying.
B: I think he's trying to get ___past___ us, but this is a dangerous place to overtake.

9 **A:** Is Gemma's house ___in/on___ Hereford Street?
B: Yes, it's just next ___to___ the police station.

10 **A:** I walked ___around/round___ the block a few times, but I couldn't find the baker's anywhere, so I came back.
B: You're so silly! The baker's is right next ___to___ my house!

C **Complete the sentences with these words and phrases.**

against as besides between beyond contrary to due to like of on behalf of

1 ___Contrary to___ popular belief, most of the crimes in this area are committed by adolescents.

2 ___Besides___ being terrified of planes, Roberta also dislikes travelling by boat.

3 If you examine this year's list of applicants ___against___ last year's, you'll see that we're looking at an increase of almost ten percent.

4 ___As___ an experienced lawyer, I advise you to plead guilty to this offence.

5 Mary may act ___like___ she's committed to her job. However, her performance demonstrates otherwise.

6 These sheets are made ___of___ Thai silk, which explains their hefty price tag!

7 Though both are packed with nutrients, there are noteworthy differences ___between___ soya milk and cow's milk.

8 I can suggest that the HR manager interviews your brother. However, convincing her to hire him is ___beyond___ my control.

9 ___On behalf of___ the Metropolitan Police, I would like to thank Mr Gerrard for the bravery he demonstrated and for risking his life in the service of the public.

10 The four o'clock service to Norwich has been cancelled ___due to___ an act of vandalism on the track.

D **Rewrite the sentences, replacing the parts in bold with these words and phrases. Make any other changes necessary.**

approach despite discuss during except for look forward to right by throughout under while

1 I can't believe you bought that amazing trouser suit for **less than** £90!
I can't believe you bought that amazing trouser suit for ***under*** *£90!*

2 Passengers are kindly requested to switch off their mobile phones **while they are watching** the performance.
Passengers are kindly requested to switch off their mobile phones ***during*** *the performance.*

3 We **talked about** her problems at work.
We ***discussed*** *her problems at work.*

4 **Other than** a slight dizziness, the medication hasn't affected her badly.
Except for *a slight dizziness, the medication hasn't affected her badly.*

5 I'm really **glad that I will meet** you again this summer.
I'm really ***looking forward to meeting*** *you again this summer.*

6 She slept **the whole morning** and for part of the afternoon, too!
She slept ***throughout the morning*** *and for part of the afternoon, too!*

7 **During the long wait** to see the doctor, I read some magazines.
While I was waiting *to see the doctor, I read some magazines.*

8 What do you mean you didn't recognise her? She was sitting **immediately next to** you!
What do you mean you didn't recognise her? She was sitting ***right by*** *you!*

9 **Although she was** quite short, she still became a champion swimmer.
Despite being *quite short, she still became a champion swimmer.*

10 When I held out the apple, the horse **came towards me** with a loud whinny!
When I held out the apple, the horse ***approached me*** *with a loud whinny!*

E **Complete the text with these words or phrases.**

according to after apart from at by in on owing to until while

A strange disappearance

(1) *On* 19 November 1961, Michael Rockefeller, the son of the New York governor, disappeared **(2)** *while* on a trip to the Asmat region of Netherlands New Guinea and no trace of him has ever been found. His disappearance generated huge media interest, **(3)** *owing to* his wealth and fame as a fourth-generation member of the billionaire Rockefeller family.

(4) *According to* one theory, suggested in the book, *Savage Harvest*, **(5)** *by* Carl Hoffman, Rockefeller died of exposure and exhaustion **(6)** *after* swimming ashore when his boat overturned **(7)** *at* sea. **(8)** *Apart from* this theory, there is another claiming that Rockefeller was held captive **(9)** *in* the jungle and yet another claims that he was killed in revenge for the deaths of local people who had been murdered by Dutch colonial officials.

Maybe we shall never know because **(10)** *until* this very day, his disappearance remains a mystery.

Unit 2

Cambridge in Action

Read the newspaper article and think of the word which best fits each space. Use only one word in each space.

Police apprehend gang of jewel thieves



Five professional robbers, all of whom were **(1)** over/under sixty, were recently sentenced to ten years in prison after being found guilty of a daring robbery.

The gang spent months planning their attack and **(2)** on the night in question, tunnelled through the wall of the jewellery shop **(3)** with a high-powered carbon-tipped drill. Having emptied the shop's vaults of diamonds and gold worth millions of pounds, they got **(4)** into their vehicle, which was parked in front **(5)** of the shop, and escaped undetected.

The men left no fingerprints **(6)** at the scene of the crime. However, they were caught because police, searching through months' worth of footage taken **(7)** from CCTV cameras in the streets around the jewellery store, found images of a car which they matched to one of the robbers. They bugged the suspect's home and car and overheard him talking about the robbery. From then on, it was only a matter of time **(8)** before police were able to catch the robbers red-handed as they tried to move the stolen goods.

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 They have just purchased a property ___ the south of France.
a to
b by
c in
d at

2 Your pills are ___ the soap – on the bathroom shelf.
a just next to
b near next to
c quite next to
d really next to

3 From the top of the mountain, there's a breath-taking view of the sea and of far-away ships ___ the horizon.
a in
b at
c behind
d on

4 'What are you doing during the Easter holidays?'
'___ Easter Sunday, I'll definitely be at home with my family.'
a On **b** At
c In **d** Into

5 'Is that Sarah's father?'
'Yes, she really ___, don't you think?'
a resembles to him **b** him resembles
c resembles him **d** resembles with him

6 I had spent the whole morning looking for my wallet, which I later found ___ the sofa!
a down **b** under
c across **d** before

7 'Did you make the cake ___ cocoa powder or cooking chocolate?'
'I used cocoa powder.'
a on **b** from
c of **d** with

8 Opening hours are from 9 am ___ 6 pm.
a to **b** past
c until **d** up to

9 While Julie was skating ___ the street, she saw a van turn the corner and a masked man jump out.
a through **b** to
c down **d** towards

10 'Oh no! I can't remember if I turned off the gas cooker!'
'___ your peace of mind, I think you should go back and check.'
a In spite of **b** Except for
c According to **d** For the sake of

11 Billy the Kid was a notorious American gunfighter who lived ___ the 19th century.
a while
b on
c for
d in

12 Shall we go for a stroll ___ the river? It's a glorious day!
a against
b out of
c right by
d along

13 This is the kind of music my daughter spends all her time ___.
a listening
b listening to
c to listening
d listen to

14 ___ what the inhabitants of the village thought, the shoplifter wasn't underprivileged; he came from a very affluent family.
a Contrary to **b** Owing to
c Out of **d** Except for

15 American gangster Al Capone died of a heart attack ___ 1947.
a in **b** on
c at **d** past

16 You should have passed the ball ___ me. I'd have kicked it and scored!
a at **b** on
c to **d** for

17 'Did you hear about the mugging last night?'
'Yes. You won't believe it, but it happened just ___ the road from my house!'
a across **b** opposite
c through **d** around

18 This red brush is ___ the dog.
a for grooming **b** for to groom
c for groom **d** for I groom

19 Bella got ___ the coach, sat in her numbered seat and waited for the journey to start.
a into **b** onto
c in **d** off

20 'You can either take a taxi to the party or I can give you a lift.'
'Don't worry. It's only a quick walk ___ the park .'
a towards **b** over
c through **d** between

CRIME AND PUNISHMENT

Vocabulary in Action

A **Circle the correct words. Sometimes more than one answer is possible.**

1 Holland is one of the few countries in which **euthanasia** / **assisted suicide** / **manslaughter**, a way to intentionally end somebody's life, is legal.

2 The CEO was found guilty of **fraud** / **trafficking** / **embezzlement**; nobody could believe that he had been deceiving the company for so many months.

3 Unbelievable! The forest ranger himself has been charged with **arson** / **robbery** / **vandalism** after setting fire to the forest he was meant to be guarding!

4 The mafia boss was convicted of **money-laundering** / **burglary** / **breaking-and-entering** after it was discovered that a seemingly legal hotel business was a way of hiding the profits from his extensive drug trafficking trade.

5 A group of youths came before the judge on a charge of **mugging** / **assault** / **grievous bodily harm (GBH)** after they attacked a nightclub DJ with clubs and sticks.

6 A security expert taught the billionaire evasion techniques to help him avoid any possible **abduction** / **hooliganism** / **kidnap** attempt.

7 The signature on the cheques turned out to be a **forgery** / **fake** / **front**, but by then it was too late as the thief had got away with £100,000.

B **Match the words 1–8 with the definitions a–h.**

1	abduction	d	**a** the use of programming skills to gain illegal access to a computer
2	espionage	c	**b** secretly importing or exporting goods or people, in violation of the law
3	hacking	a	**c** the act of spying
4	manslaughter	g	**d** the illegal carrying away of a person against their will
5	perjury	h	**e** the wrongful entry into the property of others; one performs this action knowingly
6	smuggling	b	**f** bullying or intimidating actions or words which cause fear
7	harassment	f	**g** the unlawful killing of a human being, without intention
8	trespassing	e	**h** wilfully giving false testimony under oath

C **Complete the sentences with the correct form of the words from exercise B.**

1 The young whizz kid's crime was *hacking* into the company's computer system via the Internet in order to obtain confidential data.

2 The jury was convinced that the man's death was an accident, but the driver of the car that hit him was found guilty of *manslaughter* because he had been driving dangerously at the time of the accident.

3 Parents have been told to be particularly vigilant following three child *abductions* in the area in the space of three months.

4 The witness requested that he be allowed to change his testimony, proving to the court that he had been lying and he was subsequently charged with *perjury*.

5 This is private property and I would ask you to leave immediately; otherwise you'll be prosecuted for *trespassing*.

6 Through industrial *espionage*, the secret recipe for the company's new chocolate bar was stolen!

7 Trying to bring a few extra bottles of whiskey through customs in your luggage is actually *smuggling*, so make sure you declare anything of that nature.

8 Helen brought a case of sexual *harassment* against her former employer and successfully won the case and received compensation.

D **Complete the sentences with the correct form of these verbs.**

condone **cross-examine** **detain** **enforce** **interrogate** **penalise** **plead** **reintegrate** **revoke** **sentence**

1 The man was *sentenced* to thirty years in prison for his heinous crime.
2 After the break, the counsel for the defence will *cross-examine* the witness.
3 After a lengthy consultation with his lawyer, the defendant agreed to *plead* guilty.
4 Mark's driving licence was *revoked* after he was charged with speeding for the fourth time.
5 After spending five years in prison, the convict found it difficult to *reintegrate* into society.
6 The new law against smoking in public places will be strictly *enforced*.
7 While I don't *condone* what this young woman did, I can understand that she was in a difficult situation and felt that she had no alternative but to steal.
8 Will the player be *penalised* for speaking to the referee in a disrespectful manner?
9 The vandal was *detained* in prison for one night; charges against him were subsequently dropped.
10 Police *interrogated* the suspect for six hours, but he still continued to declare his innocence.

E **The words in bold are in the wrong sentences. Write the correct words.**

1 Police believe the **bailiff** of this crime to be a man of middle-age who lives locally and is familiar with the area. *perpetrator*
2 Eva wasn't involved in the robbery; she was just one of several innocent **convicts** who were unlucky enough to be in the wrong place at the wrong time. *bystanders*
3 The **conman** in this case has asserted his innocence from the very beginning of the trial, but it remains to be seen if the jury will agree with him. *defendant*
4 The **bystanders** were chained together by their hands and feet and loaded into a waiting security van. *convicts*
5 In the British judicial system, a solicitor does not have the right to appear in court, but works together with a **perpetrator** who will represent the client during his or her trial. *barrister*
6 Elderly people are being warned to guard against a **magistrate** who has been posing as a postman in order to gain access to people's homes. *conman*
7 If you don't pay the backlog of six instalments, then the **defendant** will be called in to repossess items of furniture and electrical goods in the amount of the debt. *bailiff*
8 A **barrister** sits in a local courthouse and rules on cases such as land disputes or petty theft. *magistrate*



Unit 2

F **Complete the table.**

Verb	Noun	Adjective
convict	convict / conviction	(1) convicted
(2) defend	defence / defendant	defensive
(3) detain	detention / detainee	–
–	law / (4) lawyer	(un)lawful
(5) imprison	prison / prisoner / imprisonment	–
offend	offence / offender	(6) offensive / offending
punish	(7) punishment	punishing / punitive / punishable
(8) violate	violation	(in)violable



G **Complete the sentences with words from exercise F.**

1 He was convicted of carrying a(n) offensive weapon with intent to cause grievous bodily harm.
2 Inmates must not, under any circumstances, violate the strict prison rules.
3 The murder victim had his arms up over his face in what had obviously been a defensive move as he tried to protect himself from his attacker.
4 Found guilty of fraud and corruption, the businessman was required to pay punitive damages in excess of one million pounds.
5 A convicted criminal usually finds it very difficult to get a job or rent a home as very few people want to be involved with a person who has a criminal record.
6 The killer was imprisoned for a total of thirty years.
7 Under new counter-terrorism laws, the police have the right to detain a suspect for an indefinite period of time for interrogation.
8 You are in a very serious predicament and I suggest that you consult a lawyer at once in order to get some legal advice.

H Circle the correct words.

1 Kidnapping, the sale of illegal drugs and murder are all **mishaps** / **felonies** which require the offender to be incarcerated for more than twelve months.

2 Once a **penalty** / **verdict** has been reached, it will be announced by the judge.

3 Although it is argued that the use of CCTV cameras reduces crime, video **seizure** / **surveillance** is nonetheless an infringement of privacy.

4 You can't simply barge into my house like this; do you have a search **testimony** / **warrant**?

5 Jenny's lawyer asked the magistrate for a(n) **extradition** / **restraining order** against her neighbour, as he had been threatening her for some time.

6 The detectives are trying to establish whether John has a(n) **alibi** / **confession** for the time at which the robbery was committed.

I Match to make compound nouns.

1	extenuating	f	**a** confinement
2	circumstantial	h	**b** responsibility
3	diminished	b	**c** murder
4	serial	g	**d** offender
5	solitary	a	**e** sentence
6	suspended	e	**f** circumstances
7	premeditated	c	**g** killer
8	repeat	d	**h** evidence

J Complete the sentences with the compound nouns from exercise I.

1 Katherine has a history of mental illness which means that sometimes she cannot control her actions; she pleaded not guilty on the grounds of *diminished responsibility*.

2 The criminal in question has committed more than three murders and is now considered a *serial killer*.

3 The criminal was kept in *solitary confinement* as a punishment due to his aggressive and violent behaviour towards the other inmates.

3 This isn't the first time you've mugged someone, is it? You are a(n) *repeat offender* and will be prosecuted accordingly.

4 The police only have *circumstantial evidence*; although the suspect was seen entering the nightclub with the victim, nobody actually saw what happened next.

5 Though Nicky was seen shoplifting, she was let off due to *extenuating circumstances*; she had recently suffered the loss of a parent which had caused her to exhibit unusual behaviour.

7 The defendant was given a *suspended sentence*; providing that he demonstrates good behaviour, he won't be imprisoned.

8 The jury unanimously concluded that the defendant had every intention of killing his victim and he was therefore convicted of *premeditated murder*.

Unit 2

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

Petty crime: not so petty in the long run

A petty crime, or misdemeanour, is a crime which is **(1)** ___ by means of a fine or **(2)** ___ for up to one year. Such **(3)** ___ are committed on a daily basis and include minor incidents such as disturbing the peace, various traffic **(4)** ___ such as speeding and so on.

Although these kinds of petty crimes constitute **(5)** ___ acts, many people feel that they are not a serious breach of law and order. However, in the long run, these are not such trivial matters. The **(6)** ___ in such cases will usually be made to pay a fine. A(n) **(7)** ___ for anti-social behaviour may result in a prison term, although anyone under the age of 18 will not normally be required to spend time in a **(8)** ___ centre and may be asked to complete community service instead. The fact remains, however, that the perpetrator will now have a permanent criminal record.

1	**A** punishable	**B** punishment	**C** punishing	**D** punitive
2	**A** imprisonment	**B** abduction	**C** prosecution	**D** perjury
3	**A** licences	**B** defences	**C** offences	**D** sentences
4	**A** frauds	**B** violations	**C** orders	**D** assaults
5	**A** solitary	**B** diminished	**C** offensive	**D** unlawful
6	**A** defendants	**B** bystanders	**C** convicts	**D** conmen
7	**A** punishment	**B** defence	**C** conviction	**D** extradition
8	**A** solitary	**B** detention	**C** confinement	**D** offence

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 The hostage was released unharmed by the kidnappers, but they were never caught and charged with ___.
a fraud
b forgery
c abduction
d trafficking

2 The suspect soon broke down when the police ___ him and confessed to having broken into the jewellery store.
a interrogated
b enforced
c sentenced
d charged

3 Please remember that as a witness, when providing your ___ in court, you will be under oath.
a warrant
b alibi
c testimony
d penalty

4 The jury unanimously agreed that the suspect had every intention of murdering the victim – it was a clear case of ___ murder.
a serial
b circumstantial
c extenuating
d premeditated

5 Mrs Kelley requires a ___ order against her violent husband who has threatened to harm her.
a restraining
b search
c solitary
d repeat

6 Sam has no ___ for the night of the crime and, therefore, he is the main suspect in this case.
a verdict
b surveillance
c alibi
d witness

7 Jane can't drive since she had her licence ___ because of her dangerous driving.
a revoked
b enforced
c penalised
d detained

8 It said on the news that two escaped ___ were on the run in our area!
a perpetrators
b bailiffs
c convicts
d suspects

9 You knowingly entered the property of Mr James without permission; this is quite clearly a case of ___.
a burglary
b trespassing
c hooliganism
d trafficking

10 Julie's family turned to the police after seeing that their daughter was a victim of cyberbullying and ___ by a group of individuals on a daily basis.
a harassment
b perjury
c hacking
d espionage

11 As a juvenile delinquent, Matthew will not be sent to prison; he will be required to spend time in ___ centre.
a an abduction
b a violation
c a detention
d a conviction

12 Investigators found cans of petrol at the scene of the fire, which is clear proof that the police are dealing with a case of ___.
a vandalism
b GBH
c assault
d arson

13 The criminal had just been released from prison and found it difficult to ___ back into society.
a demonstrate
b incarcerate
c reintegrate
d interrogate

14 I'm a staunch supporter of ___ providing the patient is of sound mind and able to make a decision for themselves with the guidance of medical professionals.
a manslaughter
b euthanasia
c abduction
d suicide

15 The solicitor advised his client to ___ not guilty to all charges.
a plead
b punish
c charge
d condone

16 Sandy watched in horror as the ___ men took away her TV and stereo system.
a bystander's
b bailiff's
c barrister's
d defendant's

17 Three members of the ship's crew were convicted of ___ immigrants on board the vessel.
a trafficking
b smuggling
c embezzling
d mugging

18 The computer hacker was convicted of ___ after he sold government secrets to the enemy.
a cyberbullying
b breaking-and-entering
c espionage
d kidnapping

19 It's a terrible shock when your home is burgled because you feel that your personal space has been ___.
a violated
b vandalised
c convicted
d detained

20 There was only ___ evidence; nobody actually saw the man take anything. However, he was seen leaving the building via CCTV cameras around the time of the robbery.
a extenuating
b circumstantial
c diminished
d suspended

03 Word Formation / Commonly Confused Verbs

PREFIXES & SUFFIXES

• A prefix is a group of letters that is added to the beginning of an adjective, verb or noun in order to change the meaning, often to make it negative. Common prefixes include: *im-*, *in-*, *un-* and *dis-*.
possible → ***im**possible*
credible → ***in**credible*
available → ***un**available*
agree → ***dis**agree*
• A suffix is also a group of letters, but it is added to the end of a word in order to change the meaning. Common suffixes include: *-ify*, *-ment*, *-ist* and *-ian*.
sign → *sign**ify***
enjoy → *enjoy**ment***
philanthropy → *philanthrop**ist***
mathematics → *mathematic**ian***
• There are often other spelling changes, usually when a suffix is added to a word.
clear → *clarify*
long → *length*
vision → *visual*

COMMON PREFIXES USED TO CHANGE MEANING

PREFIX	MEANING	EXAMPLES
anti-	against	antisocial, anti-smoking, antifreeze
auto-	self	autograph, autobiography
bi-	two	bilingual, biannual, bicycle
co-	together	co-worker, co-exist, co-owner
dis-	opposite, not	disappear, disloyal, distrust
ex-	former	ex-wife, ex-president, ex-boyfriend
il-	opposite, not	illegal, illogical, illegible
in-/im-	opposite, not	inoffensive, insincerity, immature, impatience
en-/in-/im-	into, inside	enclose, incoming, inbound, immigration
inter-	among, between	interaction, intersect, intercity
intra-	within, into	intranet, intravenous
ir-	opposite, not	irreversible, irrational, irreplaceable
mega-	big, colossal	megaphone, megastar, megastore
mini-	smaller, shorter	mini-pizza, mini-cruise, miniskirt
mis-	badly, wrongly	mishear, misunderstand, mismanage
mono-	single	monochrome, monolingual, monogamy
multi-	many	multi-storey, multitask, multinational
non-	without	nonsense, non-smoking, noncritical
over-	in excess	overeat, overthink, overload
pre-	before	predetermine, premature
re-	again	reheat, renew, rephrase
self-	to or for oneself	self-catering, self-made, self-taught
semi-	half	semi-detached, semi-circle
sub-	below	subterranean, subheading, subzero
super-	above, more than	superglue, supermodel, supersized
trans-	across	trans-atlantic, transport, transaction, transcribe
under-	inferior, too little	underachieve, underline, underperform
un-	opposite, not	unrivalled, unmoved, unopened
un-	reverse action	unfold, unpack, undo

ALERT!

- We often use *im-* before words beginning with *m-* and *p-*.

*The man stood **immobile** as the big dog sniffed around his ankles.*
*I find it **impossible** to sleep if I've had a coffee before bed.*

- We often use *in-* and *un-* before words beginning with *c-*.

*Your use of American spelling in this essay is **inconsistent**.*
*This chair is terribly **uncomfortable** – can I sit on the sofa?*

- We often use *il-* before words beginning with *l-*.

*Spending petty cash on coffee and cakes is obviously an **illegitimate** use of company funds.*

- We often use *ir-* before words beginning with *r-*.

*A lot of the information in your essay is **irrelevant** to the main topic.*

COMMON SUFFIXES USED TO CHANGE MEANING

SUFFIX	USE	EXAMPLES
-er, ee, -or, -ant, -ian, -ist	to change a word describing an object, place or action to a noun describing a person related to it, or the name of a job	lawyer, employee, assessor, assistant, beautician, activist
-ese, -ian, -an, -ish	to describe nationalities and languages related to a country	Chinese, Italian, Mexican, Danish
-ian, -ician, -ist	to describe the person studying or related to a subject	physician, mathematician, biologist
-ism, -ist	*-ism* is used to denote a belief or movement and *-ist* the person who follows that belief or movement	Buddhism – Buddhist Feminism – Feminist Impressionism – Impressionist
-ie, -y	to make a familiar version of a word or a name	brolly (= umbrella), doggie, Johnny, Mummy, smellies (eg soap, perfume, shampoo, etc), telly (= TV), wellies (= Wellington boots)

ALERT!

- Nouns ending in *-er* have an active meaning, whereas nouns that end in *-ee* have a passive meaning.

*My **employer** employs ten members of staff besides me.*
*I'm an **employee** at Wartons Bakery. I've been employed there for fifteen years.*
*Jim works as a personal **trainer**. He teaches people how to exercise to achieve their fitness goals.*
*Lisa is a **trainee** at the moment, so she's still being taught the different aspects of the job.*

- Some nouns ending in *-er* and *-or* refer to machines and not people.

*cook**er**: a piece of kitchen equipment for cooking on*
*process**or**: a piece of electronic equipment for processing things*

SUFFIXES USED TO CHANGE PART OF SPEECH

SUFFIX	USE	EXAMPLES
-ness, -(i)ty, -ance, -ence, -th	**adjective → noun**	happiness, vanity, safety, abundance, difference, strength
-(i)al, -ful, -less, -able, -ible -y, -ous, -ant, -ent, -ive, -ish, -ate, -ic, -ical, -ing, -ed, -ory, -ular	**noun → adjective** **verb → adjective**	partial, colossal, plentiful, meaningless, favourable, sensible, hairy, adventurous, observant, different, impressive, foolish, fortunate, scientific, economical, interesting, interested, sensory, circular
-ise/ize, -(e)n, -(i)ate, -ify	**noun → verb** **adjective → verb**	materialise, strengthen, widen, initiate, purify
-al, -age, -ance, -ence, -ment, -(a)tion, -ure, -dom, -ings, -ion, -y	**verb → noun**	referral, carriage, tolerance, dependence, excitement, appreciation, intention, procedure, boredom, surroundings, description, discovery
-ly	**adjective → adverb**	quickly, truthfully

ALERT!

• When we use participle forms of verbs as adjectives, the present participle (*-ing*) has an active meaning and the past participle (*-ed*) has a passive meaning.
Fireman took half an hour to reach the ***burning*** *house and by then it was too late to save it.* (= *the house which was burning*)
This ***burnt*** *toast is horrible; I think I'll have cereal instead.* (= *the toast which had been burnt*)

• Some suffixes do not change the part of speech. This is most common with nouns because we sometimes have, for example, one noun for the person and another for the object, or one noun for the male and another for the female.
child → childhood neighbour → neighbourhood
racism → racist romanticism → romanticist
gene → genealogy archaeologist → archaeology
relation → relationship friend → friendship
manager → manageress actor → actress

COMMONLY CONFUSED VERBS

• There are a number of verbs in English which are sometimes confused because the meanings are very similar. There are some techniques that can help you identify which verb is correct in which context.

• Some verbs may be mirror image verbs, ie they look at the same action from two different perspectives. For example, *borrow* and *lend*. Compare:
Jenny ***borrowed*** *Lisa's ruler.*
Lisa ***lent*** *her ruler to Jenny.*

• Other verbs are transitive or intransitive. A transitive verb is an action verb that needs a direct object. An intransitive verb does not need a direct object. For example, *raise* and *rise*. Compare:
Mark knew the answer to the teacher's question and ***raised*** *his hand eagerly.* (*Raise* is transitive and we must follow it with a direct object – *his hand.*)
The sun ***rises*** *early in the morning.* (*Rise* is intransitive and no direct object is needed.)

• For other verbs, learning the difference in usage, meaning and structure will be helpful. For example, the verb may require a dependent preposition or perhaps it is followed by a gerund or an infinitive.

VERBS	EXAMPLE
borrow vs lend (mirror image)	
borrow: receive, use and promise to return something that belongs to someone else	Dad, I need to *borrow* some money.
lend: give something to someone for a short time, expecting them to return it	OK, I'll *lend* you £20 and you can pay me back later.
teach vs learn (mirror image)	
teach: help someone learn something by giving lessons or showing them what to do	Mr Grimsby *teaches* history and makes the lessons really interesting.
learn: acquire knowledge or a skill through having lessons or being shown	We*'re learning* all about the Tudor kings and queens in history this term.
lay vs lie (transitive/intransitive)	
lay: put something in a horizontal position	Just *lay* the ironing on the bed and I'll put it away later. He *laid* his head on the table and cried.
lie: to be or put yourself in a horizontal position	She *lay* on the grass looking up at the sky. My head aches; I'm going to *lie* on the sofa for a bit.
reach vs arrive (transitive/intransitive)	
reach: arrive in or at a place	We reached London in the morning.
arrive: reach a place	We arrived in the morning.

sit vs set (intransitive/transitive)	
set: put something or someone in a particular place	*Set* the vase of flowers on that table. I *set* out your clothes on your bed.
sit: be in a position where your lower body is resting on the ground or a seat while the top part of your body is upright, or lower your body so you are in a sitting position	Please come and *sit* here next to me. I *sat* next to Linda on the bus.
speak vs talk (usage)	
speak and *talk*: often used interchangeably	I'll *talk/speak* to Rosie. She'll know.
speak: used for formal situations	The Prime Minister *spoke* to the nation.
speak: used for languages	Jake *speaks* Spanish fluently.
speak: used in certain expressions	Can you *speak up*, please? *Speak for yourself!* I disagree
talk: used for lengthy discussions	We spent the whole afternoon *talking*. I *talked* to my boss for over an hour.
talk: used in certain expressions	Let's meet and *talk about* our summer holidays. I didn't offend you; you're *talking nonsense*.
beat vs win (meaning)	
beat: come first or be the best – focus on the person/team/etc	Tyler and I played a game and I *beat* him.
win: come first or be the best – focus on the object	I *won* the game that Tyler and I played.
bring vs take (mirror image)	
bring: move from one place to the location where the speaker is; move from 'there' to 'here'	Can you *bring* my glasses when you come downstairs, please? I *brought* you a cup of tea.
take: move to a different location; move from 'here' to 'there'	I'll *take* the letters to the post office. Martin *took* my keys when he left in a rush this morning.
bring, take vs fetch (meaning)	
bring and *take*: movement is in one direction only; something is brought to the place where the speaker is, or is taken to a different place	I *brought* you some new flowers. I'll *take* these dead ones to the kitchen.
fetch: describes going somewhere, getting something and bringing it back; collect something from one place and bring to the place we are now	I can't read the newspaper without my glasses. Could you *fetch* them, please? They're upstairs next to my bed. I'm going to *fetch* the children from school; we'll be back in half an hour.
hear vs listen (meaning)	
hear: notice sounds with your ear; realise that someone or something is making a sound	I *heard* the birds singing when I woke up this morning. Can you *hear* that strange noise?
listen: pay attention to a sound; try to hear the sound that someone or something is making	I often *listen* to the radio while driving. OK. Tell me your news. I'*m listening*. Ssh. *Listen*. What's that noise?
make vs do (meaning)	
make: create or manufacture something, cause someone to do or feel something, force someone to do something	Mum *made* a delicious pie last night These clothes are *made* in Thailand. This film always *makes* me cry! My teacher *made* me do the test again.
do: often describes an action or an activity or implies that a task has been completed	What are we going to *do* this weekend? Are you *doing* the ironing? Thank you. Have you *done* the shopping?

Unit 3

notice vs realise vs understand (meaning)	
notice: become aware of something through hearing, seeing or feeling it	I *noticed* you were upset this morning; is there anything I can do to help? Jenna *notices* small details because she's very observant.
realise: know and understand the importance of something; start to know something you hadn't noticed before	Mia *realised* her mistake and apologised. Jack looked at his watch and suddenly *realised* how late he was.
understand: comprehend information or a situation	Peter *understands* maths because he pays attention in class. Dad *understood* why I was angry and didn't try and make me change my mind.
recall vs remind (meaning)	
recall: remember (and tell someone)	I *recall* our trip to Egypt and how much we enjoyed it.
remind: to make someone remember something	You must *remind* Grandad to take his pills; otherwise he'll forget them again.
rob vs steal (meaning)	
rob: take something from someone without permission – focus on the person	Two men *robbed* Thomas last night
steal: take something from someone without permission – focus on the object taken	They *stole* his watch and his wallet.
refuse vs deny (meaning and structure)	
refuse: say you will not do what you have been asked to do; say you do not want something you have been offered or given; not do something or give someone what they have asked for	I *refuse* to tell you my secret. Petra *refused* our dinner invitation. He *refused* to help move the furniture.
deny: say you did not do something someone is accusing you of; say something is untrue	Kim *denied* damaging my laptop. He *denied* rumours that he is getting married.
agree vs accept (meaning and structure)	
agree: say you will do as somebody asks/wants; say you think the same as somebody else	They *agreed* to postpone the meeting. Mr Smith *agreed* to a postponement. I *agree* with your plan. She *doesn't agree*.
accept: give an affirmative response to a request, offer, etc; willingly recognise a fact, idea, etc	I *accepted* the job in London. He *accepts* that he was partly to blame. He *accepts* his share of the blame.
let vs allow vs permit (structure)	
let: give somebody permission to do something	Mother *let me wear* her gold earrings. Please *let me in!*
allow: give somebody permission to do something (more formal than *let*)	The council *don't allow* people *to cycle* in the park. The council *don't allow cycling* in the park. You mustn't *allow* strangers *in*.
permit: give somebody permission to do something (more formal then both *let* and allow)	The council *doesn't permit* people *to build* on Greenfield sites. The council *doesn't permit building* on Greenfield sites.
fit vs suit vs match (meaning)	
fit: be the correct size, shape, etc	My new dress *fits* perfectly.
suit: be right in terms of colour, shape, etc; also, be right in terms of character, emotion, etc	That colour really *suits* you – you should wear it more often. Motherhood *suits* her – she's much happier now than she used to be.
match: go well with another item, person, etc	Those brown shoes *don't match* your blue suit.

ALERT!

- The meaning of *bring* and *take* is very similar when used with *along* or *with*. These phrases refer to including someone or something when you move to another place.

*Mary **brought** her brother **along** to the party.*
*Mary **brought** her sister **with** her too.*
*Mary **took** some crisps **with** her to the party.*
*Mary **took** her favourite CDs **along** too.*

- The verbs *reach* and *arrive* can both have the object *there*.

*We were travelling to Paris. We **reached there** in the morning.*
*We were travelling to Paris. We **arrived there** just after eight o'clock.*

Grammar in Action

A **Complete the table with these words.**

appear approve certain complete considerate convenient definite do dress expected integrate imaginative legal legible legitimate liberal literate logical loyal mature modest moral obedient partial patient possible rational redeemable regular replaceable reverent reversible sensitive sincere tie trust

dis-	il-	im-	in-	ir-	un-
disappear	*illegal*	*immature*	*incomplete*	*irrational*	*uncertain*
disapprove	*illegible*	*immodest*	*inconsiderate*	*irredeemable*	*undo*
disintegrate	*illegitimate*	*immoral*	*inconvenient*	*irregular*	*undress*
disloyal	*illiberal*	*impartial*	*indefinite*	*irreplaceable*	*unexpected*
disobedient	*illiterate*	*impatient*	*insensitive*	*irreverent*	*unimaginative*
distrust	*illogical*	*impossible*	*insincere*	*irreversible*	*untie*

B **Complete the sentences with words from exercise A.**

1 Your fear of spiders is completely ___*irrational*___ – they're not poisonous and they can't harm you, so why are you scared of them?
2 Even though I know many of the contestants in the talent contest, I will be ___*impartial*___ and judge each performer on musical skill only.
3 My grandmother ___*disapproves*___ of social media – she thinks they're killing face-to-face communication and true friendship.
4 Could you ___*undo*___ the lock on this box, please? I can't seem to get it open.
5 Who is this letter addressed to? The writing on the envelope is completely ___*illegible*___.
6 It was very ___*insensitive*___ of you to start talking about your pet cat when you know that Imelda's dog has just died!
7 David may be fifteen years old, but I think he's quite ___*immature*___ – he acts like he's still in primary school!
8 She's quite ___*unimaginative*___, so don't expect her to come up with any brilliant ideas for the school play.
9 The driver wasn't killed in the road accident, but unfortunately, he suffered ___*irreversible*___ brain damage.
10 My dog is so ___*disobedient*___; he never comes when I call him and won't sit down when I tell him to.
11 Your application form is ___*incomplete*___ as you haven't filled in the field about your relevant work experience.
12 Many young women and girls in that country are ___*illiterate*___ as they don't get the chance to go to school and learn to read and write.

Unit 3

C **Complete each pair of sentences with one of the pairs of prefixes.**

anti / mis **auto / self** **bi / mono** **co / en** **mega / multi** **mini / super** **over / under** **pre / re**

1 a The _mini_ market on the corner of our road is very handy when we run out of milk or coffee, but I don't do my weekly shop there.
b We go to the _super_ market once a week and stock up on food.
2 a Although Pam has never had any lessons, she plays the piano very well and says she's _self_-taught.
b If we manage to see the star in her dressing room, I'll definitely ask for her _auto_graph.
3 a In my opinion, the film *Civil War* is _over_rated; it's not nearly as good as the reviews said.
b If a shop assistant _under_charged you, would you tell her, or would you keep the extra money?
4 a The best way to gain a good command of a foreign language is to use a _mono_lingual dictionary, so you have the word and its definition in the target language.
b Tristana is _bi_lingual in Spanish and English because her mother is British and her father is from Spain.
5 a Please _en_close this letter with the presents when you wrap up the parcel.
b As his writing skills weren't that good, the politician _co_-wrote the book with a well-known journalist.
6 a I don't think you should _re_-heat that fish soup. You're supposed to cook it and eat it – it's not safe to consume it for a second day.
b It says in the cookery book that you have to _pre_-heat the oven to 150 °C.
7 a It really annoys me when people allow their children to _mis_behave in public places.
b Parents should control their children's _anti_-social behaviour in public places like cafés and restaurants.
8 a The best place to buy a new TV is that electronics _mega_store on the outskirts of town.
b We parked our car on the fifth floor of the _multi_-storey car park and used the lift to get down to the ground floor.

D **Complete the sentences with the correct form of the words in bold.**

1 George works as a _biologist_ for an international pharmaceuticals company. **BIOLOGY**
2 Katy's _employer_ has given her a week off to prepare for her final accountancy exams. **EMPLOY**
3 _Politicians_ from all the main parties gave their views before the final vote took place. **POLITICS**
4 Maybe the careers _counsellor_ could give you some guidance about your future employment choices. **COUNSEL**
5 After being offered a job in Brazil, Tony is doing a crash course in _Portuguese_ so that he'll be able to communicate with his colleagues. **PORTUGAL**
6 Mark Zuckerberg is becoming known as something of a _philanthropist_ as he continues to donate large sums of money to charity. **PHILANTHROPY**
7 The cheque can only be cashed by the _payee_ – the person the cheque is made out to. **PAY**
8 Many of the USA's most prominent citizens have _Irish_ ancestry, perhaps the most notable of them being the famous Kennedy family. **IRELAND**
9 Matthew's father works as a management _consultant_ for a large multi-national company. **CONSULT**
10 That shop has a beautiful display of _Moroccan_ carpets and textiles. **MOROCCO**

E **Complete the sentences with an adjective, noun or verb formed from these words.**

care explode fluent forgive free justification long plenty redundancy reluctant

1 There's no need to ask for my ___forgiveness___ time and time again. You apologised, I accepted, end of story.
2 My boss's ___reluctance___ to hire Agnes, just because she was a woman, really angered me.
3 You are an extremely ___careless___ driver; please be more cautious in the future!
4 Tina was made ___redundant___ from her job after five years and now she's unemployed.
5 Bomb disposal experts were able to defuse the ___explosive___ device before it went off and nobody was hurt.
6 How can you possibly ___justify___ spending £600 on a dress?
7 One of the European Union's key principles is the idea of ___freedom___ of movement from one country to another.
8 When testing written work, the emphasis is usually on accuracy rather than ___fluency___.
9 Fresh vegetables are so cheap and ___plentiful___ here, that we have a big salad for lunch and for supper every day.
10 If you ask me, that skirt is far too short – I think you should ___lengthen___ it a bit.

F **Complete the sentences with a different part of speech made by adding the correct suffix to the word given in bold.**

1 The road is ten metres **wide**, so it has a ___width___ of ten metres.
2 Kelly has a lot of good **sense**, which makes her a ___sensible___ person.
3 The city council wants to **develop** this area of the city; it wants to encourage new ___development___.
4 Georgina suffers from **autism**, so we say that she is ___autistic___.
5 He's a doctor, but his **special** subject is endocrinology; that's the area he ___specialises___ in.
6 We didn't even know that a secret tunnel **existed**; we were unaware of its ___existence___.
7 The train **arrived** late; its late ___arrival___ caused problems for the passengers.
8 You should **consult** a specialist; after the ___consultation___, you'll know what's wrong with you.
9 She **married** very young, but unfortunately, the ___marriage___ was not a success.
10 Use a pencil to draw around this **triangle**; then colour in the ___triangular___ shape you have made.

G **Circle the correct words.**

1 Renoir was arguably the most renowned **impressionism** / **impressionist** painter.
2 The **owner** / **ownership** of the hotel passed into the hands of the bank after the company was declared bankrupt last year.
3 All **waitresses** / **waiters** must wear the regulation grey skirt with tan tights and sensible dark shoes.
4 Many young people are continuing to live with their parents well into **adult** / **adulthood** as they simply can't afford to rent a place of their own.
5 **Archaeologists** / **Archaeology** can be hard work when you are digging through soil all day long in the unforgiving heat of the Mediterranean sun.
6 She had a vivid **child** / **childhood** memory of playing on the swing in her grandmother's garden.
7 After years of his authoritarian rule of terror, the **dictator** / **dictatorship** was finally overthrown and imprisoned.
8 Ladies and gentlemen – your **hostess** / **host** for tonight's charity gala is the well-known TV presenter, John Owens.

Unit 3

H **Complete the sentences with the correct form of the verbs.**

1 **borrow lend**
- a I'd appreciate it if you could _lend_ me your laptop for the meeting.
- b It's been a week since you _borrowed_ my laptop and you still haven't returned it.

2 **bring fetch take**
- a Please can you _take_ these application forms to Human Resources? I can't leave my desk right now.
- b My dog's favourite game is to _fetch_ his ball after it's been thrown for him.
- c Will you _bring_ me a cup of tea from the canteen if you're going?

3 **speak talk**
- a I'm afraid that in order to apply for this position, you must be able to _speak_ at least one additional European language.
- b I don't understand – what are you _talking_ about?

4 **lay lie**
- a Please _lay_ the contents of your bag on the table; we need to verify that it doesn't contain any sharp objects.
- b We _lay_ on our backs in the shade of the tree and looked up at the swaying leaves.

5 **arrive reach**
- a Catherine always _arrives/arrived_ at work before anybody of her colleagues.
- b I usually _reach_ the office after everybody else because I have a longer drive.

6 **set sit**
- a The cat was _sitting_ at the top of a tall tree, looking down at the garden below.
- b Please _set_ the tall glasses carefully on the drinks tray and don't forget to bring some ice, too.

7 **beat win**
- a We _beat_ the other team 3–0 and our fans went crazy!
- b Our team has been training hard, so I think we've got a good chance of _winning_ the match.

8 **accept agree**
- a You'll just have to _accept_ that Jenny doesn't want to be friends with you anymore and move on
- b Did Martin _agree_ to consider the idea of moving house?

9 **hear listen**
- a What do you mean 'a funny noise'? I can't _hear_ anything.
- b It's no use talking to John because he never _listens_.

10 **deny refuse**
- a Danny _refused_ to take a pay cut and chose to quit his job instead.
- b Do you _deny_ forging the director's signature on this letter?

11 **rob steal**
- a Bill had his car _stolen_ when he left it unlocked outside the supermarket.
- b A gang of masked men _robbed_ the bank and made off with a haul of £2 million.

12 **recall remind**
- a Will you _remind_ me to stop at the chemist's for my prescription on the way home?
- b I hope I'll be able to _recall_ all these names and dates for the history exam.

13 **notice realise understand**
- a We _realised_ that it was too late to catch the last bus home, so we got a taxi instead.
- b I have never _understood_ why so many people enjoy watching football; I've always found it boring.
- c I didn't _notice_ anything wrong with Harry – he seemed fine to me.

14 **fit match suit**
- a I bought this great pair of dark blue jeans, but now I need some trainers to _match_.
- b It don't think that student life _suits_ Clifford very well – he seems stressed and tired.
- c That T-shirt doesn't _fit_ you any more – can't you see that it's far too small?

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 Nicholas has an excellent command of the Swedish language.
FLUENTLY
Nicholas _____ speaks Swedish | fluently _____.

2 We suspect Mark wasn't given the part as he is too shy.
DUE
Mark probably wasn't given the part _____ due to | his shyness _____.

3 Could I borrow one of your dresses for tonight's dinner?
ME
Would you be kind enough _____ to lend | me _____ one of your dresses for tonight's dinner?

4 Can you confirm that this passport is valid?
THE
Can you confirm _____ the validity | of _____ this passport?

5 The managing director seemed very impressed by Joanne's CV.
FIND
The managing director seemed to _____ find Joanna's CV | very impressive _____.

6 Your apology means nothing if you're not planning to change your ways.
IS
Your apology _____ is meaningless | unless _____ you're planning to change your ways.

7 Jason said that he hadn't copied his essay from the Internet.
HAVING
Jason _____ denied | having copied _____ his essay from the Internet.

8 Polly learnt to swim from a former Olympic medallist.
TO
Polly _____ was taught | to swim _____ by a former Olympic medallist.

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 Will you ___ all these books and papers to my office, please?
a fetch
b bring
c take
d set

2 'Is Leah OK?'
'Yes, we spent hours ___ about her problem and she seems to feel better now.'
a talking
b speaking
c discussing
d listening

3 'Are your cousins getting a taxi from the airport?'
'No, I'm going to ___ them.
a take
b fetch
c bring
d go

4 All those in favour of the motion, please ___ your hands.
a raise
b rise
c rose
d arouse

5 'Waiter, we're not happy with the taste of the soup.'
'___, Katie. There's nothing wrong with the soup.'
a Speak up
b Talk nonsense
c Talk about it
d Speak for yourself

6 'Have you researched your family tree?'
'Oh, yes. I love ___ and I spend hours looking through old records and photos!'
a genes
b genealogy
c genealogists
d genetic

7 Many European countries are dealing with ___ numbers of immigrants, due to financial instability in their homelands.
a precedent
b unprecedented
c precedence
d preceding

8 I'm sure your cat will soon get used to her new ___.
a surrounded
b surrounding
c surround
d surroundings

9 It was unfair of the head teacher to accuse the children of being ___. It was their first day at school and they had very little knowledge of the English language.
a disobedient
b obediently
c obeying
d disobeyed

10 'What was my essay like, Miss Hardy?'
'Not very good. I'm afraid you'll have to ___ it.'
a redo
b undo
c overdo
d do

11 Julie is an extremely ___ person; she doesn't worry about the important things in life.
a materialism
b materialist
c immaterial
d materialistic

12 The expedition was totally ___ and did not live up to my expectations; I expected so much more having read the brochure.
a unexciting
b unexcited
c excitingly
d excitement

13 Your ___ towards my new job bothers me. Aren't you interested in anything I do?
a differentiation
b indifferent
c difference
d indifference

14 Can you please ___ down and raise your right arm, so I can complete the examination.
a lay
b lie
c lying
d laid

15 I can't believe the thieves ___ so much jewellery – they took everything we had in the shop.
a robbed
b stole
c had
d picked

16 'I can't come to your party because my cousin is staying with me next weekend.'
'Why not bring your cousin ___, too?'
a back
b here
c with
d along

17 The change in Oliver's attitude towards pay cuts was ___. As our superior, he had always listened to and supported our demands.
a unexplained
b explanatory
c inexplicable
d explanation

18 Please answer all the questions ___.
a truthfully
b truthful
c true
d truly

19 As a result of the captain's ___, the ship came extremely close to hitting a large rock just off the coast of Sicily.
a care
b carelessness
c carefully
d careless

20 The ___ weather conditions meant that we were able to sail right around the island before sunset.
a favoured
b favourite
c favourable
d favour

URBAN LIFE

Vocabulary in Action

A **Circle the correct words.**

1 The **outskirts** / **central business district** is where you will find a city's offices and companies and where the main economic and commercial activity take place.

2 Because many city-dwellers in Britain have small or non-existent gardens, they can rent a(n) **allotment** / **farmers' market**, which is a plot of land on the edge of town where they can grow vegetables and fruit.

3 On an **industrial estate** / **inner city** small factories and manufacturing outlets are grouped together near facilities such as transport networks, electricity and storage areas.

4 It's common to find large hypermarkets and superstores on the **outdoors** / **outskirts** of a city, where there is easy access for shoppers and plenty of parking space.

5 Some **residential areas** / **recreation grounds** can be very expensive to live in if the housing there consists of detached homes with their own extensive gardens.

6 Although living in the **downtown** / **suburbs** has the advantage of being quiet and having good schools and shops, it can be tiring when you have to commute a long way into the city centre for work every day.

7 A **housing estate** / **retirement home** is an area where all the houses have been built by the same developer. They tend to look very similar and be designed in a similar style.

8 The word **'ghetto'** / **'heartland'** describes a run-down inner city area where people, often of the same nationality or race, live together in conditions of extreme poverty.

B **Match the descriptions with the words for different kinds of buildings.**

block of flats **bungalow** **council housing** **semi-detached house**
sky-scrapers **slums** **terraced houses**

1 Homes in this area are built of plain concrete or breeze blocks, have no running water or electricity and have windows made of plastic sheeting. — *slums*

2 This house has only one storey and all the rooms are on the same level. — *bungalow*

3 These homes are in a row and all look the same. They are typical in British towns and cities. — *terraced houses*

4 This house is joined to and shares its central wall with the next-door property. — *semi-detached house*

5 These incredibly high buildings usually contain offices and businesses. They can be found in the centre of any modern city. — *skyscrapers*

6 In the UK, the state provides this kind of subsidised housing for people on low incomes so that everybody can afford to rent a house. — *council housing*

7 This is a building with lots of storeys, and on each floor there is at least one apartment. — *block of flats*



C **The words in bold are in the wrong sentences. Write the correct words.**

1 Las Vegas is a **downtown** city which spreads out into the desert for miles in every direction. *sprawling*

2 Houses are cheap in this **provincial** area because few people want to live somewhere with poor amenities and a soaring crime rate. *run-down*

3 It's good fun to walk around Ludlow's **boarded-up** town centre on a busy market day and look at the fruit, flowers, china, herbs and plants which are for sale. *bustling*

4 The houses in this street are **bustling** and within a few weeks the council will be bringing in bulldozers to raze them to the ground. *condemned*

5 Although Hereford is a small, **inner-city** city, you can find many of the shops and facilities you would expect from a much larger urban area. *provincial*

6 The empty shops with their **run-down** windows and graffiti-covered walls are a sorry sight. *boarded-up*

7 This **sprawling** housing estate has become a hotbed of crime and police are working with community groups to create more opportunities for young people to work and socialise safely. *inner-city*

8 The **condemned** area of New Orleans is famous for its eateries and music clubs where both famous and lesser-known jazz musicians entertain the customers. *downtown*

D **Rewrite the sentences, replacing the parts in bold with these words and phrases. Make any other changes necessary.**

asylum seekers **deported** **flee** **hostility** **influx** **marginalised** **quota** **uprooted**

1 Police raided a housing estate in Middlesborough and arrested twelve illegal immigrants who were subsequently **made to leave the country**.
*Police raided a housing estate in Middlesborough and arrested twelve illegal immigrants who were subsequently **deported**.*

2 In the early twentieth century, country dwellers tended to gravitate towards urban areas, in an attempt to **escape from** rural poverty.
*In the early twentieth century, country dwellers tended to gravitate towards urban areas, in an attempt to **flee** rural poverty.*

3 The current financial crisis **has taken** many people **away** from their traditional homes and forced them to seek work in the city.
*The current financial crisis **has uprooted** many people from their traditional homes and forced them to seek work in the city.*

4 Britain recorded a large **incoming flow** of immigrants during the 1950s and 60s.
*Britain recorded a large **influx** of immigrants during the 1950s and 60s.*

5 This hostel in the centre of the city is home to a group of **people wanting to stay legally in the country** who will stay there until their claims have been processed.
*This hostel in the centre of the city is home to a group of **asylum seekers** who will stay there until their claims have been processed.*

6 Incomers to a city neighbourhood, may face **unfriendly behaviour** on the part of the locals, until they integrate successfully into the community.
*Incomers to a city neighbourhood, may face **hostility** on the part of the locals, until they integrate successfully into the community.*

7 The USA has a strict annual **limited number** for the number of green cards it issues to foreign applicants.
*The USA has a strict annual **quota** for the number of green cards it issues to foreign applicants.*

8 Unfortunately, in some cities, children of immigrants continue to be **left out of the main stream** at school and the process of integration can therefore be a slow one.
*Unfortunately, in some cities, children of immigrants continue to be **marginalised** at school and the process of integration can therefore be a slow one.*

E Match the words 1–8 with the definitions a–h.

1 This is where two or more roads meet. [h]
2 Cars must stop here to let people go by. [d]
3 Go through this tunnel to pass below a busy road. [e]
4 This is where cars can cross the train tracks. [a]
5 You're not allowed to park on these markings. [f]
6 This is a road set high on a bridge. [b]
7 You have to pay this to use the road. [g]
8 Put money into these machines and park your car. [c]

a a level crossing
b a flyover
c parking meters
d a pedestrian crossing
e an underpass
f double yellow lines
g toll
h a junction

F Complete the sentences with words from exercise E.

1 Bryn never remembers to put money into the *parking meter* and is always being given tickets by the traffic warden. He's had to pay lots of fines.
2 Remember to keep some change in your purse so you can pay the *toll* on the motorway.
3 You can get to the other side of this busy main road by using the *underpass*; it's quicker and safer than trying to dodge the traffic although there are quite a lot of steps.
4 Don't park on those *double yellow lines* or you'll be fined by the local traffic warden.
5 There are no traffic lights at this busy *junction*, so look carefully right and left before you pull out.
6 As we approached the *level crossing* in our car, a loud bell rang out to let us know that a train was coming and the gates descended slowly to stop the cars.
7 The city planners have decided to build a *flyover* here to lighten the burden of traffic in this area – cars will drive up and over it to reach the downtown area.
8 Don't run across the road! Go to the *pedestrian crossing* and press the button. The lights will change and you'll be able to cross there safely.

G Circle the correct words.

The history of cities

(1) Mechanisation / **Urbanisation** is the process by which people move from the countryside towards **(2) by-pass** / **built-up** areas such as towns or cities.

The earliest cities came into being in ancient times, but these ancient cities had no **(3) recreation** / **sanitation** facilities and rubbish and human waste was left in the streets. However, our planet was mostly a **(4) rural** / **retail** world until the nineteenth century. In Western Europe, the move away from the countryside was driven by **(5) industrialisation** / **transportation**. In the USA, immigration from Ireland, Italy and other countries played a **(6) pivotal** / **cosmopolitan** role. In 1800, only three percent of the world's population lived in cities, today more than half the world's citizens live in cities.

In today's modern cities, traffic **(7) jam** / **congestion** is a huge problem, especially during the **(8) rat race** / **rush hour**. Where large **(9) ring roads** / **alleys** connect with older, narrower city streets, **(10) dead-ends** / **bottlenecks** quickly occur. Some commuters use **(11) park-and-ride** / **traffic calming** facilities, whereby they leave their cars on the outskirts of the city and take the bus into the centre. Others share vehicles with friends or colleagues in **(12) public transport** / **car-pooling** schemes in order to save both money and energy.



H Complete the table.

Verb	Noun	Adjective
–	adequacy / inadequacy	adequate / (1) inadequate
(2) afford	affordability	affordable / unaffordable
degrade	(3) degradation	degrading / degradable
equalise	equality / inequality / equal	(4) equal / unequal
–	incidence / (5) incident	incidental
infect	(6) infection	infectious / infected
(7) provide	provision / provider	–
(over)crowd	crowd / (8) overcrowding	crowded / overcrowded
–	plenty	(9) plentiful
reside	(10) residence / resident	residential

I Study the table in exercise H and complete the text with the correct form of the words in brackets.

The problems of city life

(1) Inequality (equal) exists in all cities and those who live in urban areas often have a poor quality of life. There may be a lack of (2) affordable (afford) housing and the (3) provision (provide) of medical and educational services can be (4) inadequate (adequate). Unemployment is high in inner-city areas and the (5) incidence (incident) of disease, caused by stress and the (6) degradation (degrade) of urban air, water and land may also be elevated. (7) Overcrowding (crowd) in areas where there is little land to build on can lead to (8) infectious (infect) disease spreading quickly through the population.

Even though central government may step in to resolve some of these problems, this in itself can backfire when (9) residential (reside) areas become too expensive for local people to be able to afford. On the up side, jobs are (10) plentiful (plenty) and social equality tends to improve over time, with for example, women and children enjoying more rights in city areas than in villages.



Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

A new start?

Whilst **(1)** _urbanisation_ was characteristic of an earlier era, many young people are choosing to do exactly the opposite of their forebears. As a result of financial instability in the city and worries about **(2)** _inadequate_ public services, numerous educated, young individuals, either alone or with their families, are willingly moving back to smaller towns and villages in search of a better and more **(3)** _affordable_ way of life. **URBAN** **ADEQUATE** **AFFORD**

When families are **(4)** _uprooted_ from their homes, there are a lot of negative repercussions; educated graduates may face competition from skilled workers, who, while having no formal qualifications, have been working the land for years, and city children may find themselves **(5)** _marginalised_ at school. **ROOT** **MARGIN**

However, there can also be a number of advantages when relocating to a **(6)** _provincial_ area. Instead of living in a small **(7)** _terraced_ house, families can afford to rent or buy a larger **(8)** _detached_ home. Life in the country tends to be far less stressful and there are more opportunities for families to spend quality time together. **PROVINCE** **TERRACE** **DETACH**

Unit 3

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 The ___ windows of the house seemed to indicate that it had been derelict for a long time.
a downtown
b boarded-up
c bustling
d semi-detached

2 Jackie lives on the fourth floor of a ___ in London's West End.
a bungalow
b block of flats
c detached house
d terraced house

3 The mayor's ___ is an imposing two-storey house set on a hill above the town.
a residence **b** allotment
c bungalow **d** sky-scraper

4 People put their rubbish bins out into the narrow ___ which runs behind the row of houses.
a by-pass **b** ring road
c dead-end **d** alley

5 The inhabitants were forced to ___ their homeland because of the civil war.
a uproot **b** integrate
c flee **d** condemn

6 The Greek islands experience ___ of tourists every summer and this year is no different with more than one million visitors expected.
a an incidence **b** a build-up
c an underpass **d** an influx

7 The majority of Mumbai's population live in overcrowded, congested ___ in conditions of extreme poverty.
a quotas **b** grounds
c council housing **d** slums

8 The town plays host to ___ market every Saturday morning, with farmers from the surrounding countryside bringing their produce to be sold in town.
a a bustling **b** a residential
c an infectious **d** a condemned

9 You will find the stockbrokers' offices in the city's central ___ district.
a business **b** industrial
c rural **d** provincial

10 They say that even the police hesitate before entering some of the city's most lawless ___.
a suburbs **b** ghettoes
c crowds **d** allotments

11 In most British cities, the council ___ cheap accommodation for families on low-incomes.
a degrades
b equalises
c provides
d resides

12 Locally elected representatives to the city council ___ in the future development of our urban areas.
a are left out of the main stream
b seek asylum
c play a pivotal role
d lead to bottlenecks

13 Cars are obliged to stop and let people cross the road at a ___.
a junction **b** flyover
c level crossing **d** pedestrian crossing

14 The council voted to build ___, so that traffic can go around instead of through the middle of the town.
a a by-pass **b** a flyover
c an underpass **d** an estate

15 ___ areas tend to have high crime rates, unemployment and a host of other social problems.
a Condemned **b** Retirement
c Residential **d** Inner-city

16 On his first day in the Milanese office, the German executive experienced ___ on the part of the employees in the office, who saw him as a threat.
a inadequacy **b** hostility
c equality **d** degradation

17 I use a ___ scheme to get to work every day – on Mondays and Wednesdays, I take two of my colleagues to work and on the other days, they drive me.
a car-pooling **b** traffic calming
c retail **d** park-and-ride

18 Jerry usually avoids taking the main road to work – you have to pay a ___ to use that road and it becomes very expensive if you use it every day.
a fine **b** toll
c provision **d** quota

19 Julia wanted to get away from the ___, so she moved to a tiny village in a rural area of Wales.
a crowd **b** heartland
c rat race **d** rush hour

20 You'll have to reverse out of this road – it's a ___ and we can't go any further.
a next-door **b** run-down
c built-up **d** dead-end

Michigan in Action

Read the article about housing in the UK and choose the correct answers.

Housing in the UK

It is estimated that three million new homes must be constructed before 2030 to accommodate the needs of the UK population. One option is to exploit Greenfield sites or so-called Brownfield sites.

Greenfield sites are areas which have never previously been built on and include countryside areas on the **(1)** ___ of cities. This idea is not one favoured by environmentalists, however, as it destroys previously untouched areas of countryside, increases traffic **(2)** ___ as people travel into urban areas from outlying districts and in addition, results in **(3)** ___ cities which occupy more and more land.

Brownfield sites are areas of derelict or disused land which may formerly have been industrial areas that have since been abandoned. These **(4)** ___ areas are preferred by many developers because existing buildings can be used to create new homes, turning unsightly areas into attractive housing **(5)** ___. Because they are already within the city limits, they can easily be accessed via existing **(6)** ___ and so do not create increased car use and **(7)** ___ are avoided. Set **(8)** ___ of such sites are also put aside for use as **(9)** ___, so a small garden can also be cultivated by the **(10)** ___.

1	**a** outskirts	**b** suburbs	**c** estates	**d** outdoors
2	**a** wardens	**b** lights	**c** calming	**d** congestion
3	**a** parking	**b** soaring	**c** bustling	**d** sprawling
4	**a** plentiful	**b** run-down	**c** overcrowded	**d** non-existent
5	**a** crates	**b** states	**c** estates	**d** gates
6	**a** ring-roads	**b** flyovers	**c** dead-ends	**d** alleys
7	**a** skycrapers	**b** bottlenecks	**c** suburbs	**d** bulldozers
8	**a** quotas	**b** flows	**c** ghettoes	**d** storeys
9	**a** recreation	**b** eateries	**c** allotments	**d** asylums
10	**a** immigrants	**b** neighbours	**c** dwellers	**d** residents

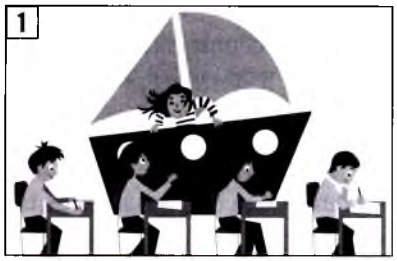


Idioms 1

A **Complete the captions under the pictures with the idioms below. Make any necessary changes.**

a square peg in a round hole **all roads lead to Rome** **have one's fingers in the till**
hold all the aces **sail through** **throw the book at someone**

1



She *sailed through* her exams and has been offered a place at a number of universities.

2



Of course she'll win; she *is holding all the aces*.

3



I had to fire him. He *had his fingers in the till*.

4



I don't mind how you get the work done. At the end of the day *all roads lead to Rome*.

5



Jim made a mistake and his boss really *threw the book at him*.

6



I just don't fit in; I feel like *a square peg in a round hole*.

B **Match the idioms from exercise A with their meanings below.**

1 *have one's fingers in the till*: be stealing money from your place of work
2 *a square peg in a round hole*: someone who doesn't feel comfortable in the situation they are in
3 *throw the book at*: punish someone severely
4 *all roads lead to Rome*: there are many ways to reach your goal
5 *hold all the aces*: have a big advantage over other people
6 *sail through*: do something very easily

Review 1

Units 1–3

Cambridge Part 1

Read the article and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Parkour anyone?

Who says that each and every teenager spends all of his or her time inside in front of a screen? Contrary **(0)** ___ popular belief, many teens have taken to the great **(1)** ___ in search of a way to give vent to their feelings and stay fit. What are these teens up to? Well, it is a sport called parkour. In fact, parkour is more than just a sport; it is a training discipline, one that has its roots in common military obstacle course training.

The **(2)** ___ of parkour is to get from Point A to Point B, usually **(3)** ___ a complex urban environment, without the assistance of any special equipment in the quickest way imaginable. And it does demand the use of the imagination because the philosophy behind parkour is seeing your environment in an innovative manner; envisioning the manner in which it can be navigated by diverse movements over anything that might be in the way. This could mean running around **(4)** ___ buildings in an inner-city 'ghetto'; jumping over **(5)** ___ in busy urban streets or climbing up, and then down, any other physical features that block the route of the participant.

Parkour is something that requires **(6)** ___ and a variety of other skills – some physical, some mental, but all incredibly challenging. One person who has mastered these skills is Dimitris Kyrsanidis of Greece. Virtually a(n) **(7)** ___ success, Dimitris took up the sport and literally **(8)** ___ the ground running! In a remarkable achievement, he went from playing football on a local pitch to becoming a noted parkour champion in the famous Red Bull Art of Motion competition by beating seventeen of the best parkour athletes in the world.

0	**A** against	**B** to	**C** with	**D** of
1	**A** outdoors	**B** suburbs	**C** outskirts	**D** downtown
2	**A** ambition	**B** dream	**C** record	**D** aim
3	**A** taking off	**B** going up against	**C** knuckling down	**D** scraping through
4	**A** bustling	**B** provincial	**C** run-of-the-mill	**D** run-down
5	**A** bungalows	**B** parking meters	**C** barristers	**D** junctions
6	**A** felonies	**B** surveillance	**C** perseverance	**D** mishaps
7	**A** overnight	**B** night-time	**C** nightly	**D** night-long
8	**A** set	**B** hit	**C** had	**D** met

Cambridge Part 2

Read the text and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Where there's a will, there's a way!

Ron Finley is living proof that one person really can make a huge difference. Commonly known as **(0)** the 'Renegade Gardener of South Central', Finley has pulled **(1)** off something nothing short of miraculous – he has single-handedly managed to change the law. According **(2)** to Finley, the city of Los Angeles, or at least the busy urban district of South Central that he lives in, **(3)** was/is a 'food desert', overcrowded with drive-through fast-food restaurants selling unhealthy fattening meals. Then Finley had **(4)** an inspiring idea: he would make the best of the environment around him and plant a 'food forest'. And that is exactly what he did. It is also when his troubles with the local police began. The reason for this was that Finley had decided to plant his urban garden not in an allotment where it would be legal, but on the kerb in **(5)** front of his house. It was **(6)** a strip of land that no one was using, but the authorities took him to court **(7)** for trespassing on public land anyway. A petition was started which a **(8)** lot of people signed. The result? It is now legal to plant gardens on kerbs and in vacant lots in South Central.

Review 1

Units 1–3

Cambridge Part 3

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Papillon: a 'must' read

Everyone likes a good 'jail-break' story. One of my favourites is the narrative contained in the best-selling **(0)** autobiography *Papillon* by a Frenchman named Henri Charrière about his incredible escape from the notorious penal colony known as Devil's Island. In this **(1)** remarkable book, Charrière weaves his tale of seemingly endless determination and **(2)** resilience in the face of great conflict and confrontation. **BIOGRAPHY** **REMARK** **RESILIENT**

The book spans more than a decade, with the opening chapters focussing on Charrière's early career in 1930s France as a **(3)** resourceful safecracker. The book takes a turn when Charrière is arrested for the murder of another criminal – an **(4)** offence which carries with it a sentence of life **(5)** imprisonment. **RESOURCE** **OFFEND** **PRISON**

Charrière is found guilty and, as **(6)** punishment, is sent to French Guiana to serve his sentence. Along the way he meets another convict called Louis Dega who makes an **(7)** unlawful living as an embezzler and forger. Dega hires Charrière as a bodyguard, but as the tale unfolds, their relationship as employer and employee **(8)** materialises into one of deepest friendship and loyalty. Papillon is a bit of a tome at over 500 pages, but the time you invest in reading it will, I assure you, be well worth it. **PUNISH** **LAW** **MATERIAL**

Cambridge Part 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0 Grandad has to wear a small device in his ear because he can't hear very well.
DUE
Due to | his hearing problem, Grandad has to wear a small device in his ear.

The vertical line in the key shows how two marks would be allocated

1 We're really happy that we will see Martha at the weekend.
FORWARD
We're really looking forward | to seeing Martha at the weekend.

2 The artist appeared very uninspired by his subject matter.
FIND
The artist appeared to find his subject matter | very uninspiring.

3 The authorities don't let people build on this land.
PERMITTED
People are not permitted | to build on this land by the authorities.

4 Can she borrow your textbook to study for tomorrow's French exam?
LEND
Would it be possible for you | to lend her your textbook to study for tomorrow's French exam?

5 Jordan walks dogs for a living.
A
Jordan earns money as a | dog walker.

6 How much coffee will the guests drink?
CUPS
How many | cups of coffee will the guests drink?

Michigan in Action

Choose the answer that best completes the conversation or sentence.

Grammar

1 ___ Australian rugby is a sport I'm very fond of – I watch every game.
- [a] –
- b Those
- c The
- d Some

2 These trousers ___ the right shade of blue. They don't match the jacket that I've got.
- a don't
- b haven't
- [c] aren't
- d isn't

3 'Julian, how high is ___ Mount Everest?'
'I'm afraid I don't know that, Mr Williams.'
- a the
- [b] –
- c a
- d that

4 When you've finished the exam, ___ the paper on my desk and leave the classroom.
- a laid
- b lying
- c lie
- [d] lay

5 Oh, no! The front door of my shop has been forced open. I think I've been ___!
- a stolen
- b had
- [c] robbed
- d taken

6 'Goodness! It's very hot in here, isn't it?'
'Yes, it is. You should ___ your jacket.'
- [a] undo
- b redo
- c do
- d overdo

7 'So, what else do I need to do to apply for a passport?'
'___ is required on the back of this form.'
- [a] Some information
- b An information
- c Many information
- d Lot of information

8 'Have you heard about next week's concert?'
'Yes. They're having it ___ the post office on Maple Avenue! There's a big park there.'
- a through
- [b] opposite
- c across
- d along

9 'Is your new desk made ___ wood or metal?'
'Neither. It's plastic.'
- [a] of
- b for
- c on
- d with

10 The bank is open ___ 8 am to 4.30 pm.
- [a] from
- b to
- c until
- d up to

Vocabulary

1 Once my grandmother had turned ninety, she decided to move into ___.
- a a central business district
- b a farmer's market
- [c] a retirement home
- d an industrial estate

2 After my brother had lost his job, he ___. I hope his depression doesn't last much longer.
- a went from strength to strength
- b made a breakthrough
- [c] hit rock bottom
- d did the trick

3 Don't you just love films about spies? The world of ___ is fascinating!
- a harassment
- [b] espionage
- c perjury
- d abduction

4 Some people – including the authorities – think that graffiti is an act of ___, but I see it as urban art.
- [a] vandalism
- b burglary
- c euthanasia
- d arson

5 If you break the law while visiting a foreign country, you will most likely be ___.
- [a] deported
- b reintegrated
- c uprooted
- d degraded

6 Toronto is noted for being a ___ city; people from many cultures have made their home there.
- a pivotal
- b rural
- [c] cosmopolitan
- d retail

7 My attempts to learn to play the piano were ___; I suppose I'm just not musically inclined.
- a a useful contribution
- b a credit to me
- c a turn-up for the books
- [d] a dismal failure

8 I'm afraid your skills are ___ for the advertised position. However, we will keep your name on file in case something else comes up.
- [a] inadequate
- b unaffordable
- c incidental
- d unequal

9 I thought that the deal had been finalised, but, unfortunately, it ___.
- a waltzed through
- b wrote off
- c panned out
- [d] fell through

10 Miriam has been ___ for changes to the women's right bill for years now.
- a accomplishing
- [b] advocating
- c achieving
- d exceeding

04 Present Tenses / Future Forms

PRESENT SIMPLE

USE	EXAMPLE
• facts or general truths, laws of nature, permanent situations	Life *works* in mysterious ways!
• repeated or habitual actions	In the UK, the school year *starts* at the beginning of September.
• stative verbs	Helen *looks* beautiful in that outfit.
• declarations	We *regret* to inform you that tonight's performance has been cancelled.
• newspaper headlines	Basketball star *becomes* a dad!
• narratives, jokes, film plots	The couple *leave* London and *go* to live in Wales.
• live sports commentary	Buffon *stretches* and *makes* a great save!
• instructions	You *remove* the protective cover and then *place* the dish in the oven.
• timetables, schedules in the future	The coach *leaves* at 7.30 in the morning.

Expressions of Time

always, usually, normally, often, occasionally, rarely, seldom, hardly ever, scarcely, never, in the morning, once a year, nowadays, etc

PRESENT CONTINUOUS *am/are/is* + verb *-ing*

USE	EXAMPLE
• actions in progress now or at the time of speaking	Thomas *is cleaning out* the garage.
• temporary situations	Patricia *is walking* to work this week.
• changing or developing situations	Today, more and more children *are leaving* private schools.
• annoying habits or actions that occur often (with *always, forever, constantly*)	My football team *is* constantly *losing* matches these days!
• arrangements for the near future, especially with an expression of time	We*'re travelling* to Cuba on Friday!

Expressions of Time

at present, at the moment, for the time being, currently, this week/month/year, always, forever, soon, etc

STATIVE VERBS

Stative verbs describe states and not actions. We do not use them in continuous tenses even if we are describing something that is happening now.

USE	EXAMPLE
• possession: *belong to, have, own, owe, possess*	This beautiful manor house *belongs* to my grandparents.
• sense: *feel, hear, notice, see, smell, sound, taste*	I *see* what you mean, but you're wrong.
• emotions: *adore, appreciate, care, desire, despise, detest, dislike, envy, fear, hate, like, love, pity, matter, want, wish*	It *doesn't* really *matter* that you aren't coming with us. You can come next time.
• mental states: *affect, agree, believe, concern, consider, doubt, expect, feel, forget, hope, imagine, know, mind, prefer, realise, recall, recognise, remember, suppose, think, understand*	*Do* you *recognise* that man over there? I *think* he's a famous actor.
• quantity: *cost, equal, measure, weigh*	How much *does* this watch *cost*?
• other verbs: *appear, be, need, seem, suit, suspect*	I *suspect* that Jane will be late as usual.

STATE OR ACTION?

Some verbs can be both stative and action verbs. When they are action verbs, they can be used in the continuous tenses. See Appendix 1 on page 250 for more examples.

VERB	EXAMPLE
appear = give the impression = take part in, perform	 Malcolm *appears* to be angry about something. Julia *is appearing* in the school play tonight.
be = used to describe usual behaviour = used to describe temporary, out-of-character behaviour	 Mr Mann *is* a friendly neighbour. James *is being* very annoying today.
have = own, possess = do or experience = eat or drink	 Jane *has* a beautiful house in the Cotswolds. Marcus *is having* a dinner party tomorrow night. We*'re having* lunch at the moment.
look = have the appearance = action of watching something	 Melanie *looks* lovely with her hair up like that. Why *are* you *looking* at me in that strange way?
see = notice with your eyes = understand = meet = have a romantic relationship with someone	 I *see* your keys! Jason's holding them! Oh, I *see* what you mean. Jenny *is seeing* the dentist this week. Nicola *is seeing* Paul.
smell = have a particular smell = action of smelling	 This perfume *smells* like vanilla. I*'m smelling* the milk because I think it's gone bad.
think = believe, have an opinion = action of using your brain, consider something	 Katherine *thinks* Susie is upset with you. Kevin *is thinking* of studying medicine.
weigh = be of a certain weight = action of weighing something to find out how heavy it is	 Baby Ella only *weighs* 2.5 kg. I*'m weighing* the ingredients for the cake.

PRESENT PERFECT SIMPLE *have/has* + past participle

USE	EXAMPLE
• actions or states that started in the past and continue in the present (often used with *since, for*)	Zac *has wanted* to try kite surfing for years now.
• actions that have happened a number of times so far	Alec *has won* the prize two years in a row.
• actions that happened at some indefinite time in the past when the time is not stated	Our neighbours *have had* safari holidays in Africa.
• when we use *This/It is the first time*	This is the first time we*'ve eaten* sushi and it tastes good!
• actions that happened in the past and have an effect on the present	Kate *has revised* all ten units of the book and hopes to get a good mark in the exam.

Expressions of Time

already, always, ever, for, How long ...?, just, lately, never, up till now, for ages, for a while, for long, since, so far, yet, etc

HAVE BEEN VS *HAVE GONE*

USE	EXAMPLE
• We use *have been* when someone goes somewhere and has come back.	Ursula *has been* to Sweden. She went to visit her grandparents last year.
• We use *have gone* when someone goes somewhere and hasn't returned yet.	Ursula *has gone* to Sweden to visit her grandparents and she's coming back next week.

Unit 4

PRESENT PERFECT CONTINUOUS *have/has been* + verb *-ing*

USE	EXAMPLE
• actions that started in the past and continue into the present; we want to emphasise the duration	Doctors and nurses *have been working* day and night to care for the refugees.
• actions that have just finished and have an effect on the present	I'm totally exhausted! I*'ve been working out* at the gym since eight o'clock this morning!

Expressions of Time

all day/morning/evening/week, for, How long ...?, recently, since, for a while, for a long time, for long, etc

FUTURE SIMPLE *will* + bare infinitive

USE	EXAMPLE
• future facts	Jenny *will turn* twenty-one on Thursday next week.
• events considered certain	The exhibition *will attract* a plethora of educators from around the globe.
• decisions made at the time of speaking	Oh, I'm driving into the city centre, so I*'ll give* you a lift!
• offers, requests, threats and warnings	*Will* you *help* us hand out these leaflets, please?
• predictions or opinions about the future (often with *be certain/sure, believe, guess, know, reckon, suppose, think, definitely, perhaps, probably*, etc)	The new business centre *will* definitely *create* more jobs for local people.

Expressions of Time

next week/month/year, tomorrow, shortly, soon, presently, in a week's time, in a while, in 2018, etc

FUTURE CONTINUOUS *will be* + verb *-ing*

USE	EXAMPLE
• actions in progress at a specific time in the future	In an hour's time, we*'ll be standing* in a queue at the film premiere!
• planned future actions	The inspector *will be visiting* our school on Thursday.
• actions that are expected to happen at or very shortly after the time of speaking	The film *will be starting* at any moment.
• polite requests about somebody's plans	*Will* Robert *be joining* you at the dinner party?

Expressions of Time

all day tomorrow, from now on, in a week's time, this time next week/month/year, etc

FUTURE PERFECT SIMPLE *will have* + past participle

USE	EXAMPLE
• actions or states that will be finished at a specific time in the future	By the end of the day, I*'ll have written up* the report.
• to emphasise the length of time that an action will have lasted for at a point of time in the future	Next Monday, I*'ll have stuck* to my diet for 50 days!

Expressions of Time

by the time, by now/then, this time next week/month/year, etc

FUTURE PERFECT CONTINUOUS *will have been* + verb *-ing*

USE	EXAMPLE
• actions or events that started in the past and will still be in progress at a specific time in the future	At the end of this school year, I'*ll have been learning* Spanish for three years!

Expressions of Time

by the time, by tomorrow/next week/by midday, etc

BE GOING TO

USE	EXAMPLE
• future intentions or plans	I'*m going to invite* my colleagues to the party.
• predictions about the future based on evidence	Judging by the cold temperatures, it'*s going to snow* tonight!

BE TO + BARE INFINITIVE

USE	EXAMPLE
• formal scheduled arrangements	The CEO and his wife *are to join* us for dinner tonight.
• future plans or obligations	The cast and crew *are to attend* an important orientation meeting tomorrow morning.
• newspaper headlines (without *be*)	Actor *to receive* international award for his humanitarian work.

OTHER EXPRESSIONS WITH FUTURE MEANING

FORM	USE	EXAMPLE
• ***be about*** **+ full infinitive**	• actions that are expected to happen within moments	Quickly! The artist *is about to make* an announcement.
• ***be due*** **+ full infinitive**	• actions that are expected to happen in the near future	Marianne *is due to arrive* home from school any time now
• ***be on the verge of*** **+ gerund** • ***be on the brink of*** **+ gerund** • ***be on the point of*** **+ gerund**	• actions that are almost certainly going to happen very soon	World leaders *are on the verge of reaching* an agreement.

ALERT!
Remember that it is possible to use the present simple for timetables and schedules in the future and the present continuous for future plans (with an expression of time).

TEMPORALS

USE	EXAMPLE
• When we use temporals such as *after, as soon as, before, by the time, once, until, when*, etc to talk about the future, we use them with a present or a present perfect tense. We do not use them with a future tense.	*By the time* your aunt *arrives*, it will be dark. Jack won't be going out with his friends *until* he *has finished* his work.
• We use a present perfect tense to emphasise that the first action is finished before the other one starts.	Once you *have laid* the table, then I'll serve the dinner. The children will be allowed ice creams *after* they *have eaten* all their vegetables.

Unit 4

Grammar in Action

A **Circle the correct words.**

1 I'm looking forward to our summer holiday; this time next month, we **will be boarding** / **are boarding** a plane to Miami.

2 I hope the film **won't start** / **won't have started** yet – I don't want to miss the beginning.

3 I'm sure that the bank **will reply** / **is to reply** to your request shortly.

4 Kate **will have auditioned** / **is going to audition** for a role in an upcoming TV drama – she hopes to get one of the main parts.

5 Lily **has been dreaming** / **is dreaming** of becoming a chef for years now!

6 Pogba **dribbles** / **is dribbling** the ball and **scores** / **is scoring**! What a goal!

7 More and more students **will apply** / **are applying** for jobs abroad these days.

8 When I sit my exam next Wednesday, I **will have been learning** / **will have learnt** French for eight years. I hope I pass!

B **Complete the sentences with the correct form of the verbs.**

1 Ferries to the smaller Greek islands, *don't depart* (not depart) on a daily basis during low season.

2 Max *has been trying* (try) to get into university for two years now, but his marks just aren't good enough.

3 This time next month, Jodie *will be sitting* (sit) her law exams.

4 *Does this mansion belong* (this mansion / belong) to that up-and-coming football player?

5 At this rate, by the time we get to the ski centre, the snow *will have melted* (melt).

6 As soon as I *know* (know) the exam results, I'll call you.

7 I *have already been* (already go) to several university open days, but I didn't like any of the places I visited.

8 How much *do you weigh* (you / weigh) now that you've been on a diet for two weeks?

9 I doubt our head teacher *will allow* (allow) us to wear jeans to school.

10 *Has Harriet always wanted* (Harriet / always want) to be a nurse?



C **Read the article and choose the correct answers.**

VAK learning styles

What's your learning style – are you a 'V', an 'A' or a 'K'? The letters **(1)** ___ Visual, Auditory or Kinaesthetic learning styles (VAK for short). Students can be categorised according to whether they learn principally through looking, listening or touching.

(2) ___, teachers have applied a 'one size fits all' approach to learning. Whatever their special needs and abilities, all students were expected to learn in the same way. In recent years, however, teachers **(3)** ___ that each student is unique and that personality, experience and genes **(4)** ___ the way they assimilate new information. Students **(5)** ___ more if they are taught in a way that matches their personal style.

Before they **(6)** ___ a course of study, students complete a questionnaire. Questions such as, 'When you cook a new dish, **(7)** ___ a recipe, call a friend or follow your instincts?' are designed to pinpoint students' VAK learning style. Once the teacher **(8)** ___ the results, he or she can tailor his or her teaching methods to the specific group of students.

Visual learners tend to learn best from charts and pictures. Auditory learners **(9)** ___ discussions and are good at interpreting meaning through listening. Kinaesthetic learners use a hands-on approach. They enjoy physical activities such as gardening or sports.

However, some educational experts **(10)** ___ that there is in fact no basis in current research for this method of learning. Despite this, a recent survey of UK teachers showed that 93% believe in its efficacy.

1	**A** have stood for	**B** are standing for	**C** will stand for	**D** stand for
2	**A** Up till now	**B** Rarely	**C** Nowadays	**D** For long
3	**A** are realising	**B** have realised	**C** realise	**D** will realise
4	**A** are to affect	**B** will be affecting	**C** are affecting	**D** affect
5	**A** will be learning	**B** are learning	**C** have learnt	**D** will learn
6	**A** begin	**B** will begin	**C** have begun	**D** are beginning
7	**A** are you going to follow	**B** are you following	**C** do you follow	**D** have you followed
8	**A** is processing	**B** has been processing	**C** has processed	**D** will process
9	**A** prefer	**B** are preferring	**C** have preferred	**D** will be preferring
10	**A** will now suggest	**B** are now going to suggest	**C** are now to suggest	**D** are now suggesting

D **Complete the article with one word in each gap.**

Forest kindergarten: a different option

As the new school year begins, many parents **(1)** ___will___ be looking for something different for their pre-school children. A popular choice for many will be the forest kindergarten. It's a kind of pre-school which, although it has been in existence **(2)** ___for___ some years now, **(3)** ___is___ slowly becoming a more and more popular choice. Forest kindergarten caters for children between the ages of three and six and involves them learning in a natural environment primarily outdoors.

This educational experience **(4)** ___has___ proved to be extremely effective. Activities include role play, climbing trees and exploring the forest. On a regular basis, the children **(5)** ___take/use___ things found outside to make pictures, to learn counting skills and to play memory games. By the time children are ready to go to primary school, they will **(6)** ___have___ learnt many different skills through their experiences outdoors.

What about the teachers? They assume the role of supervisors or assistants, not leaders, and they care for, educate and stimulate the children. It is expected that, in the future, more and more parents will **(7)** ___be___ sending their children to forest kindergartens. Children who are **(8)** ___due/about/going___ to start pre-school will definitely benefit from this unique learning environment.

E **Complete the newspaper article with the correct form of these verbs. More than one answer is possible.**

aim attract be (x2) expand open plan visit

The British Educational Training and Technology (BETT) Exhibition

BETT **(1)** has attracted/has been attracting visitors from around the globe since 1985. It **(2)** aims to showcase the use of information technology in education and this time next week, it **(3)** will open/will be opening its doors to the public once again.

Since BETT first started, it **(4)** has expanded its function: it now promotes educational start-ups and also provides seminars on continuous professional development as well. By the time the show closes its doors on Saturday, over 30,000 people **(5)** will have visited the exhibition. Organisers are certain that once again, it **(6)** will be a great success!

So if you **(7)** are interested in new technologies and you **(8)** plan/are planning to use them in your educational institute, the BETT exhibition is definitely worth a visit.

F **Complete the sentences starting with the words given.**

1 Our science teacher never remembers to correct our homework!
Our science teacher is always/constantly/forever forgetting to correct our homework!

2 I have an appointment to see the doctor at four o'clock.
I am seeing/going to see/due to see the doctor at four o'clock.

3 The 100-metre runner is about to break her world record!
The 100-metre runner is on the brink/the verge of breaking her world record.

4 I need three months to finish my assignment.
In three months, I will have finished my assignment.

5 The last time I failed a test was at primary school!
I haven't failed a test since primary school!

6 Oliver and William have arranged to visit the planetarium today.
Oliver and William are going to visit/visiting the planetarium today.



Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 Gareth may go to another country to study.
THINKING
Gareth _____ *is thinking | of going* _____ abroad to study.

2 The country's pension system will soon collapse due to economic pressures.
BRINK
The country's pension system _____ *is on the brink | of collapsing/collapse* _____ due to economic pressures.

3 According to the news, the film star will make an announcement on air this afternoon.
DUE
According to the news, the film star _____ *is due to | make an announcement* _____ on air this afternoon.

4 Next Friday, Freddie and I are celebrating our third wedding anniversary.
BEEN
Next Friday, Freddie and I _____ *will have been | married for* _____ three years.

5 I have a meeting with the head teacher to talk about the problems we have in class.
GOING
I _____ *am going to | meet (with)* _____ the head teacher to talk about the problems we have in class.

6 I started feeling unwell ages ago.
BEEN
I _____ *have been feeling unwell | for* _____ ages.

7 Jenny's never left the country before.
FIRST
This is _____ *the first time | Jenny has left* _____ left the country.

8 The agreement must be signed before the new policy is implemented.
HAS
The new policy will be implemented _____ *after/once | the agreement has been* _____ signed.

Unit 4

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 This time next week, we ___ the Christmas play.
a have performed
b will be performing
c will have been performing
d are performing

2 I'm sure the charity event ___ long to organise because so many people have offered to help.
a isn't to take
b won't take
c isn't taking
d won't have been taking

3 What time ___ dinner this evening, Sir?
a you are having
b will you have had
c will you be having
d you are to have

4 Mrs Carter ___ as head teacher while Mr Andrews is in hospital.
a is on the verge of taking over
b is to take over
c will have taken over
d takes over

5 'Why ___ all these clothes?'
'They're too small for me.'
a will you give away
b have you given away
c are you giving away
d to give away

6 Your flight is due ___ in twenty minutes. Please proceed to Gate 31.
a of departing
b departing
c to depart
d to have departed

7 'Shall I come in to collect the coat tomorrow?'
'I'm sorry, but it ___ by then. Come in on Friday'
a doesn't arrive
b isn't arriving
c won't arrive
d won't have arrived

8 We haven't managed to finish our science project ___.
a already
b still
c yet
d just

9 At the moment, Rosie ___ with her aunt in the countryside. She'll be back next week.
a has been staying
b is staying
c will stay
d has stayed

10 I'm so excited! Demi Lovato ___ at any moment now, so we can get her autograph!
a has arrived
b will have arrived
c will be arriving
d arrives

11 ___ these instructions to me, please?
a Are you going to explain
b Will you be explaining
c Are you explaining
d Will you explain

12 'What shall we do this weekend?'
'The new James Bond film ___ at the Odeon.'
a will have been showing
b has shown
c shows
d is showing

13 ___ we get to the station, the train will have left!
a As soon as
b By the time
c So far
d For the time being

14 'Can I speak to Elsie, please?'
'She isn't here, I'm afraid. She ___ to the post office.'
a has gone
b has been
c has been going
d will go

15 The team ___ for the football tournament since the beginning of term.
a will be training
b has been training
c will have been training
d is training

16 Jason has been behaving strangely ___ – maybe we should talk to him.
a by now
b this time next week
c for a while
d shortly

17 'Thomas is doing really well on his diet.'
'Yes, he is. As soon as he ___ his desired weight, he'll stop.'
a will reach
b reaches
c will be reaching
d has been reaching

18 This isn't the first time I ___ a child with dyslexia.
a am diagnosing
b diagnose
c have diagnosed
d will diagnose

19 I haven't known Sam ___, but it feels like we've been friends forever!
a for long
b lately
c so far
d up until now

20 'How do you know so much about Manchester?'
'My sister ___ there for years and I visit regularly.'
a lives
b has lived
c will have lived
d will be living

EDUCATION AND LEARNING

Vocabulary in Action

A Complete the sentences with these words.

assessment assignments campus competition curriculum degree determination enrollment exclusion innovation prospects undergraduate

1 If you work hard during an internship, the *prospects* of getting hired by the organisation at the end of it are quite high.
2 During their first year at university, most students prefer to live on *campus*.
3 Does the national *curriculum* include a second language at primary school?
4 If you want a(n) *degree* in law, you need to be prepared to study very hard.
5 Clare is a(n) *undergraduate* student at the University of Southampton; she's studying modern languages.
6 What I appreciate about the sports management course is that the focus is on progress throughout the year and not merely end-of-year *assessment*.
7 As well as our final exams, we also have to complete a number of *assignments* throughout the year.
8 Technology has brought *innovation* to the classroom environment.
9 Dan found his first year at university difficult, but with hard work and *determination*, he completed it successfully.
10 Large numbers of students applying for a limited number of university places has led to stiff *competition*.
11 *Enrollment* for our summer courses has now begun – visit our website for more information.
12 Any student who breaks the strict school rules may find themselves facing *exclusion*.

B Complete the table with adjectives formed from these words.

advice ambiguity apply autonomy effect impress innovation logic notice occupation study vocation

-able	-al	-ive	-ous
advisable	*logical*	*effective*	*ambiguous*
applicable	*occupational*	*impressive*	*autonomous*
noticeable	*vocational*	*innovative*	*studious*

C Complete the sentences with adjectives from exercise B.

1 Well done Rob! Your final grades were really *impressive*. I honestly didn't realise how *studious* you were!
2 Anyone can see that Helen has made *noticeable* progress since the beginning of the academic year. Her grades have gone from a C+ to an A-.
3 The school hopes that by introducing *innovative* teaching methods, they will enhance the learning experience for their students.
4 I didn't really understand the lecturer's opinion on online learning. It was a little *ambiguous*.
5 Jane is a(n) *occupational* therapist. She assists people with mental, physical or social disabilities.
6 Considering her creativity and flair for colour, interior design seems the *logical* choice for a career.
7 If you an international student, you may be eligible for a reduction in course fees. Therefore, it is *advisable* to contact the college directly to determine whether a discount is *applicable*.
8 The college encourages learners to be *autonomous*, in other words, to be responsible for their learning, whilst the teacher adopts the role of facilitator.
9 Students who want to become an electrician or carpenter may benefit from *vocational* training which teaches them specific skills necessary for their chosen trade.
10 To decide whether task-based learning is *effective*, we need to implement it in our classrooms for at least a year, whilst requesting regular feedback from students.

Unit 4

D **Match the phrasal verbs 1–10 with the definitions a–j.**

1	bond with	c	**a**	learn a new skill or start a habit, often without meaning to
2	clamp down on	b	**b**	attempt to stop something bad/illegal
3	come up with	f	**c**	form a close personal relationship
4	cross out	d	**d**	draw a line through written words
5	drop out of	e	**e**	leave an activity/school/competition prematurely
6	hand in	i	**f**	think of an idea
7	look over	j	**g**	accept something less good/satisfactory because there is no other choice
8	make up for	h	**h**	compensate, do something to fix an earlier mistake/oversight
9	make do with	g	**i**	give a piece of written work to a teacher
10	pick up	a	**j**	read and check quickly

E **Complete the sentences with the correct form of the phrasal verbs from exercise D.**

1 Amanda has never been good at maths, but she manages to *pick up* modern languages very quickly.
2 All end-of-term assignments must be *handed in* by next Monday
3 We'll have to have a three-hour lesson next week, to *make up for* the lessons we missed this week.
4 Unfortunately, more and more students *are dropping out of* college these days due to financial concerns.
5 Sam is new at this school and she's finding it hard to *bond with* the students already here.
6 Do you think you could *look over* my essay and see if you can spot any spelling mistakes?
7 Our local college is trying to *clamp down on* cheating during exams.
8 There's no coffee left, so we'll have to *make do with* with tea.
9 Please don't use correction fluid on the exam paper – if you wish to change your answer, then *cross* it *out* and write the correct answer in the margin.
10 The students in the biology class *came up with* a great idea for a project.

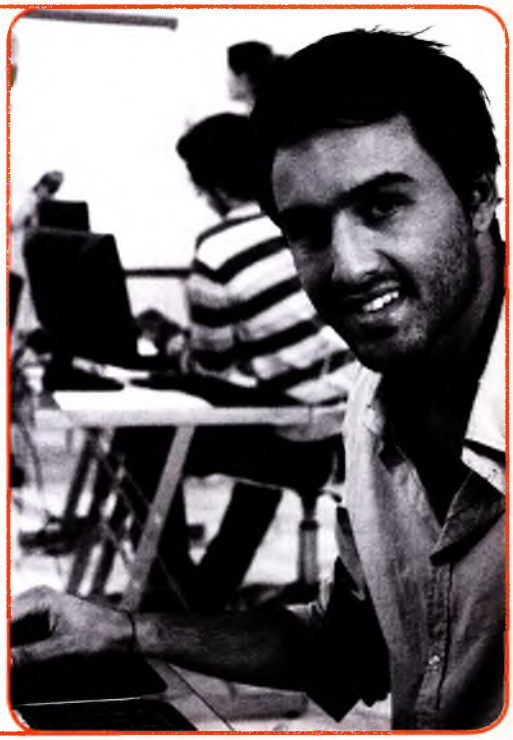
F **Read the article and circle the correct words.**

The importance of lifelong learning

When most people think of learning, school, **(1)** **college** / **colleague** and university are the places which come to mind. However, such **(2)** **formal** / **compulsory** education is only one kind of learning. There are many other **(3)** **capabilities** / **opportunities** for improving our knowledge and skills that we can take **(4)** **advantage** / **part** of throughout our lives.

Lifelong learning involves a **(5)** **conspicuous** / **conscious** decision to **(6)** **pursue** / **chase** personal and professional development. Whether we are **(7)** **motivated** / **skilled** to take up a new hobby or study for a formal **(8)** **qualification** / **quality**, learning is a rewarding experience that will increase our confidence and self-esteem. **(9)** **Prospective** / **Productive** employers are more inclined to **(10)** **enlist** / **recruit** individuals who show they are interested in enhancing their job-related skills. In addition, being a highly-skilled and knowledgeable employee can lead to **(11)** **promotion** / **graduation** and a better position within the **(12)** **occupation** / **organisation**.

Lifelong learning is important because it improves our understanding of the world we live and work in while enabling us to grow as individuals.



G **Match the words 1–10 with the definitions a–j.**

1	symptom	b	**a** the way somebody acts
2	behaviour	a	**b** a sign that shows something is wrong (usually illness)
3	diagnosis	d	**c** when somebody is unwilling to wait
4	focus	e	**d** official/medical statement of what is wrong with someone
5	impatient	c	**e** concentrate, give attention to
6	process	j	**f** very active
7	disability	i	**g** the reason that something happens
8	attention span	h	**h** the length of time a person can concentrate on something
9	cause	g	**i** a condition that limits a person's physical or mental ability
10	hyperactive	f	**j** take in and understand information

H **Complete the text with the correct form of the words from exercise G.**

ADHD

Today, there is much talk about ADHD, or Attention Deficit Hyperactivity Disorder. ADHD is not a learning **(1)** *disability*, however it can cause difficulties in an academic setting.

Usually, this disorder is noticed in children around the age of six and in order for a proper **(2)** *diagnosis* to be made, they need to be observed for around six months. What are the **(3)** *symptoms*? First and foremost, children who suffer from this disorder are often unable to **(4)** *process* information easily or to **(5)** *focus* on a task for any length of time. Therefore, they have difficulties in completing it. They have a very short **(6)** *attention span* and as a result, they get bored easily. Their **(7)** *behaviour* is also affected and in a classroom setting, the student may be **(8)** *hyperactive* and unable to sit down and take in information. Students are also **(9)** *impatient* and unable to wait; they often do things impulsively.

Unfortunately, the **(10)** *cause* of ADHD is still unknown, but as it is becoming more and more common in students today, constant research is being carried out.

I **Complete the text with these prepositions. The words in bold will help you. The prepositions can be used more than once.**

at for in into of on to

Internships available

Are you **aware (1)** *of* the fact that there are many internships **(2)** *on* **offer**? What, you may ask yourself, is an internship?

Well, **(3)** *in* **brief**, it is job training that may help you jumpstart your career. If you are a college, university or secondary school student and you **thrive (4)** *on* practical, hands-on experience, this option **is (5)** *for* **you**. An internship involves a temporary position whereby students **go (6)** *to/into* **an organisation** and work, often **(7)** *for* **free**. Of course, this arrangement is **beneficial (8)** *to* both the intern and the company; the intern gains work experience and the organisation gains an employee. Ideally, you should **opt (9)** *for* an organisation whose **scope (10)** *of* **work** is **relevant (11)** *to* your studies or career preference. This will allow you to **gain insight (12)** *into* whether this kind of job is actually **suitable (13)** *for* you.

Another option **available (14)** *to* you is a virtual internship; some jobs do not require the physical presence of the employee and there are a number of organisations that **specialise (15)** *in* working remotely.

If you would like to **apply (16)** *to* **an organisation** offering internships this year, please contact the careers office by Friday, 23rd October **(17)** *at* **the latest**.

Unit 4

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

A balanced classroom?

Balance balls like those used in Pilates are not exactly **(1)** _innovative_, but their use with children who have trouble concentrating at school is. In the 1980s, **(2)** _occupational_ therapists suggested educators use balance balls in class with children with special learning needs. Since then, several studies have been carried out with regard to how **(3)** _effective_ the balance balls are and the findings are interesting. **INNOVATION** **OCCUPY** **EFFECT**

(4) _Apparently_, when students sit on these balls, their behaviour improves, as does their ability to focus and write more clearly. This is because students who have the opportunity to move around when sitting down are more **(5)** _attentive_ during the lesson. **APPEAR** **ATTEND**

How does this work? Well, according to the specialists, people were not born to sit still! We need to move around and this is especially **(6)** _applicable_ to children. In order to ensure the **(7)** _development_ of their central nervous systems, brains and bodies, they need to be active, some children more than others. Constant movement is required for children to remain seated and balanced on the ball. This channelling of physical energy helps children focus on their work. Seemingly, even children who are usually **(8)** _uncooperative_ seem to make more of an effort. **APPLY** **DEVELOP** **COOPERATE**

Most educators would agree that any suggestion that may assist in solving classroom management issues is certainly worth a try.

Michigan in Action

Choose the word or phrase that best completes the sentence.

1 If you want to, you may choose to learn a second language at university, however it is ___.
a impressive
b optional
c attentive
d progressive

2 The careers fair is an excellent opportunity for students to meet ___ employers and find out what they are looking for in interviewees.
a compulsory
b prospective
c conspicuous
d productive

3 Sonia found the psychology course too demanding and had to ___.
a clamp down
b cross out
c drop out
d hand in

4 Damian wanted to be an electrician like his father, so he applied for a ___ course at the local college.
a critical
b logical
c vocational
d cooperative

5 University open days are a great way for students to gain insight ___ what courses are on offer.
a for
b into
c of
d at

6 Helen is a motivated individual who always ___ opportunities that present themselves.
a takes part in
b takes advantage of
c bonds with
d puts down

7 As most students forgot to bring magazines for our art class, we'll have to ___ the few we've got.
a pick up
b make do with
c come up with
d make up for

8 Elena is a very ___ person, so I'm sure she'll do well in her final exams.
a ambiguous
b official
c applicable
d studious

9 Having a degree from a good university will help you get a job with good ___.
a qualities
b prospects
c capabilities
d enrollments

10 Phillip made a ___ decision to start working harder at school and his grades improved dramatically.
a critical
b conventional
c compulsory
d conscious

11 Having friendly ___ can go a long way to making an office environment pleasant.
a colleagues
b colleges
c curriculums
d campuses

12 Our role as teachers is to guide our students and create ___ learners, who know what their goals in life are and are able to develop with our guidance.
a ambiguous
b official
c autonomous
d educational

13 Your homework must be handed in by four o'clock ___ the latest.
a at
b by
c on
d to

14 After ___, Jonathan wants to travel around Europe before he starts a job.
a determination
b competition
c graduation
d promotion

15 Oliver can teach a number of languages, but he wants to specialise ___ Mandarin.
a for
b in
c on
d with

16 It's always advisable to study for qualifications that are relevant ___ the career you are interested in.
a in
b to
c at
d on

17 ___ a career in medicine will take hard work and determination.
a Pursuing
b Progressing
c Processing
d Producing

18 Students can access details of the ___ they have been set via the Show My Homework app.
a assignments
b assessments
c competitions
d opportunities

19 There has been a ___ improvement in her academic performance.
a conventional
b noticeable
c reflective
d innovative

20 If you would like to attend this course, please apply ___ Mr Jones by the end of March.
a for
b in
c to
d at

Michigan in Action

Read the article about assessment for learning and choose the correct answers.

Assessment for learning

Nowadays, emphasis is often placed on assessment *for* learning, as opposed to assessment *of* learning. But what exactly is the difference?

(1) ___ brief, assessment for learning involves the teacher and student becoming **(2)** ___ of how learning can be improved and techniques mastered. Assessment of learning, on the other hand, simply **(3)** ___ what a student knows. Assessment for learning **(4)** ___ of students recognising where they are and where they want to go to in order to reach their goals. Therefore, they need to **(5)** ___ actively in their learning.

In order for students to be **(6)** ___ to learn, there should always be a clear lesson objective and all targets should **(7)** ___ on the needs and abilities of each individual class. The teacher's role is to explain to students why they are learning what they are learning, and as most students' **(8)** ___ span is short, teachers should **(9)** ___ for a variety of interactive activities during the lesson. The use of audiovisual aids generally helps students **(10)** ___ things more easily, which in turn makes the learning process more effective overall.

1	**a** In	**b** On	**c** To	**d** At
2	**a** known	**b** obvious	**c** aware	**d** clear
3	**a** exams	**b** assigns	**c** tests	**d** studies
4	**a** comprises	**b** contains	**c** competes	**d** consists
5	**a** involve	**b** participate	**c** determine	**d** process
6	**a** motivated	**b** studious	**c** beneficial	**d** capable
7	**a** emphasise	**b** focus	**c** bond	**d** put
8	**a** attention	**b** behavioural	**c** diagnostic	**d** prospective
9	**a** choose	**b** select	**c** thrive	**d** opt
10	**a** pick up	**b** look over	**c** come up with	**d** make do with



05 Past Forms

PAST SIMPLE verb *-ed* (or irregular form)

USE	EXAMPLE
• completed states or actions that happened at a specific time in the past	We *received* an award for the best Mediterranean cuisine in the city.
• actions that happened one after the other in the past	The chef *chopped* the tomatoes, *sliced* the onions and *poured* some olive oil into the frying pan.
• past habits or actions	When we were in Canada, we often *walked* through the snow to school.

Expressions of Time

yesterday, ago, last week/month/year, in May, in the 80s, in those days, in 2015, in the morning/afternoon/evening, the day before yesterday, the other day, whenever, later, afterwards, before, back then, when, etc

ALERT!

Past Simple or Present Perfect?

• The past simple is used when we refer to a completed action that happened at a specific time in the past, whereas the present perfect is used when no specific time reference is made, or when an action is still relevant to the present.

*I **visited** the Colosseum last year.*
*I **have visited** the Colosseum.*

• When we use *since*, the past simple is often used in the clause beginning with *since* and the present perfect is used in the main clause.

*I've **grown** to like Elena **since** I **started** working with her.*
*I've **been meaning** to call you **since** I **got back** from Spain.*
***Since** she **stopped** eating processed foods, her health **has** really **improved**.*

• Whilst in British English the present perfect is used with *just*, *already*, *yet*, *ever*, *never* and *before*, in American English, the same adverbs are often used with the past simple.

British English	American English
Have you already finished?	*Did you already finish?*
Julia's never stayed here before	*Julia never stayed here before.*

PAST CONTINUOUS *was/were* + verb *-ing*

USE	EXAMPLE
• actions in progress at a particular time in the past	We *were driving* along the coast yesterday evening.
• an action in progress in the past that was interrupted by another action	While Tabitha *was eating* a cereal bar, her tooth came out!
• two actions in progress at the same time in the past	Andrew *was jogging* around the block while I *was playing* basketball.
• an action or situation used as an introduction to a more significant event	I *was listening* to the radio when Mum told me your news.
• temporary actions in the past	Last summer I *was helping* Dad *out* at the office.
• annoying or amusing past habits (with *always*, *constantly*, *forever*)	Richard *was forever talking* about his stamp collection and I can tell you that it got really boring!
• referring to the expectation of a planned action that did not actually take place	I *was hoping* you would call me at the weekend. (but you didn't call)
• past arrangements that may or may not have taken place	Michael *was meeting* me outside the library, but he missed the bus and couldn't make it.

Expressions of Time

all day, as, at the time, back then, in those days, during, while, at six o'clock in the evening, this morning, etc

Unit 5

ALERT!

• The phrase *was/were thinking of* ... is used to refer to something being considered for the future. It is not yet definite.
*I **was thinking of** inviting Harry and Sally to dinner.*
*We **were thinking of** booking a holiday to India.*
• The phrase *was/were wondering if/whether* ... is used to ask for information or to make a polite request
*I **was wondering if** you knew where I could buy a map?*
*The boys **were wondering whether** we could drop them off at the station?*

PAST PERFECT SIMPLE *had* + past participle

USE	EXAMPLE
• actions or states that happened before a specific time or another action in the past	By the time Iris noticed the fire, it *had already spread.*
• with *That/It was the first/second/tenth time*	*It was the first time* I *had ever eaten* raw fish.
• with *That/It was* and *best, ever* and *never* when referring to the past	That was the best Italian food I *had ever eaten!*
• wishes, plans or arrangements that remain unfulfilled (often with *expect, hope, mean to, plan, think about, want, wish*)	I *had wanted* to stay on a health farm during the summer, but wasn't able to in the end.

Expressions of Time

after, as soon as, already, just, for, since, until, by the time, never, when, before, etc

PAST PERFECT CONTINUOUS *had been* + verb *-ing*

USE	EXAMPLE
• an action in progress in the past before another past action or time	Patricia *had been running* along the beach when it started to rain
• an action that had just finished or was in progress and that had an effect at a specific time in the past	Alistair *had been chopping* onions and his eyes were red and sore.

Expressions of Time

all day/night, since, for, How long ...? earlier, years before, etc

ALERT!

Past Simple or Past Perfect?

• In some sentences which talk about the past, it is clear which action happened first. In this case, we can use the past simple for both actions. However, when the order of actions is not clear, or when we want to emphasise which action happened first, we can use the past perfect simple or past perfect continuous for the first action.
*I **was** disappointed because I **missed** the film.*
*My brother **had eaten** all the cake, so I **didn't get** a piece!*
• When one past action happens quickly after another past action, or when the second action is the result of the first action, we must use the past simple for both actions.
*Susan **took** her suitcase out of the car and **closed** the boot.*
*James **tripped** on his son's toy and **fell** down the stairs.*

Past Perfect Simple or Past Perfect Continuous?

• If we want to emphasise the duration or the repetitive nature of something, we use the past perfect continuous. However, if we mention how many times something has happened we must use the past perfect simple tense.
*I'd **been telephoning** all morning before they finally answered.*
*I'd **telephoned** about ten times before they finally answered.*

OTHER FORMS USED TO REFER TO PAST TIME

FORM	USE	EXAMPLE
• ***used to*** + **bare infinitive**	• past habits or states	Our loft apartment *used to be* a restaurant.
• ***would*** + **bare infinitive**	• past habits, but not states	When we used to eat out as a family, Dad *would always order* dessert for everyone.

FUTURE IN THE PAST

We can use various structures to express the idea that in the past we thought something would happen in the future.

FORM	USE	EXAMPLE
• **past continuous**	fixed future arrangements from a past perspective	Robert *was visiting* his godparents that evening and had bought a gift of flowers for them.
• ***would*** **+ bare infinitive**	predicted future events that actually happened from a past perspective	Keith said it *would be* a fantastic party and he wasn't wrong.
• ***would*** **+ bare infinitive**	future predictions, offers or promises from a past perspective	George decided he *would try* harder, and in the following months he devoted long hours to his studies.
• ***was/were going to***	unfulfilled future intentions from a past perspective	Helen *was going to tell* me the name of her contact, but she changed her mind.
• ***was/were about to*** **+ bare infinitive** • ***was/were on the verge/brink of*** **+ gerund**	future actions that almost happened, but were stopped at the last minute	Claudia *was about to take* a bite, when she realised the cake had nuts in it! Claudia *was on the verge of taking* a bite, when she realised the cake had nuts in it!

Grammar in Action

A Circle the correct words.

1 By the time Elisabeth **remembered** / **had remembered** to turn off the oven, the food had already burnt!
2 Nobody noticed that Jane **wasn't feeling** / **hadn't been feeling** happy for a very long time.
3 Peter **took** / **was taking** the dog for a walk every morning before breakfast.
4 The waitress **was on the verge of** / **was about to** taking the order when the customers got up to leave.
5 Jacob promised he **was going** / **would** look into the matter, but he never did.
6 We **were having** / **used to have** a strict dress code at my school; jewellery and make-up for girls were strictly prohibited.
7 At midday yesterday, my classmates and I **had had** / **were having** a picnic in the park with our teacher.
8 Was yesterday the first time you **had ever been** / **were ever going** to a cricket match?

B Complete the sentences with the correct form of the verbs.

1 ___Had___ you ever ___tasted___ (taste) Japanese cuisine before you visited the country?
2 While Katya ___was studying___ (study) the menu, the waiter was waiting patiently by her table.
3 Marcia ___picked up___ (pick up) the phone, ___ordered___ (order) a pizza and ___sat down___ (sit down) to finish her homework.
4 Good morning. I ___was wondering___ (wonder) whether I could speak to the managing director?
5 When we were younger, my brother ___was constantly hiding___ (constantly hide) my toys just to upset me!
6 She's a vegetarian so she ___didn't eat___ (not eat) any of the snacks because they all had meat in them.
7 I didn't go to the cinema with Jane because, although it's a fantastic film, I ___had already seen___ (already see) *Worlds Apart*.
8 We ___were going to prepare___ (prepare) all the food for the wedding ourselves, but in the end we hired a firm of caterer's.

Unit 5

C **Read the article and choose the correct answers.**

Milan's world fair

'Feeding the Planet, Energy for Life' was the theme of Milan's World Fair which the city **(1)** ___ in 2015.

Organisers **(2)** ___ the exhibition to attract more than 20 million visitors over a period of six months, and their estimates weren't far wrong. A record-breaking 22 million people **(3)** ___ the exhibition by the time it closed its doors on 31 October.

The team of architects responsible for the design of the space **(4)** ___ it to be different from other international exhibitions. A long central avenue **(5)** ___ flanked on both sides by plots of land allocated to each participating country in an attempt to recreate the Roman foundation of Milan. Each country **(6)** ___ its allotted plot to grow plants and vegetables from their homeland. However, the organisers found it difficult to implement the designers' original vision, as many of the participating countries **(7)** ___ to follow the original plan, opting instead to impose their own ideas on their individual plots. The final result, although varied, was visually confusing and **(8)** ___ to the overall design concept.

1	**A** has hosted	**B** hosted	**C** was hosting	**D** had hosted
2	**A** were expecting	**B** have expected	**C** would expect	**D** used to expect
3	**A** have visited	**B** were visiting	**C** visited	**D** had visited
4	**A** wanted	**B** were wanting	**C** would want	**D** have wanted
5	**A** used to be	**B** was being	**C** had been	**D** would be
6	**A** used	**B** was using	**C** was going to use	**D** was about to use
7	**A** refused	**B** had refused	**C** would refuse	**D** were refusing
8	**A** hadn't conformed	**B** didn't conform	**C** wasn't conforming	**D** wouldn't conform

D **Complete the article with the correct form of these verbs.**

adopt **come across** **conduct** **eat** **ever hear** **lose** **try** **wonder**

Back to the future

For a long time, I **(1)** *had been wondering* what kind of diet could really make a difference to my long-term health and weight goals. Like many dieters, I **(2)** *had tried* any number of diets, but after losing weight, I always piled the pounds back on again. However, while I was browsing through a diet magazine, I **(3)** *came across* a fascinating article about the 'caveman diet'. It was the first time I **(4)** *had ever heard* of this new trend.

Also known as the Paleolithic diet, it is based on the idea of eating only what would have been available 40,000 years ago; in other words, lean meats, fish, berries and vegetables. Foods such as pasta, rice, bread and dairy products are not allowed.

In a recent study, **(5)** *conducted* by a Swedish university, two groups of women followed two completely different diet plans – the paleo and a standard diet plan. After six months, those on the paleo diet **(6)** *had lost* an average of 6.2 kilos. The other group, who **(7)** *had been eating* a diet of proteins, dairy and grains, had only managed to lose an average of 2.6 kilos.

Since the diet first became well-known, countless celebrities **(8)** *have adopted* it and swear by its effectiveness.

E **Complete the sentences with these expressions of time.**

as soon as **by the time** **How long** **in those days** **the other day** **whenever**

1 *By the time* I got to the dinner party, the other guests had already finished their starters.
2 *Whenever* I ate at the *New Mexican*, I always used to order beef tacos and guacamole.
3 *As soon as* Kate had wolfed down her supper, she leapt from the table and hurried back to her room.
4 *How long* had you been following the paleo diet before you saw a reduction in your weight?
5 When my grandma was growing up, there were food shortages on many occasions. *In those days*, food wasn't wasted as it is today.
6 *The other day* I was browsing in the street market, when I found the most unusual cups and saucers.

Cambridge in Action

Read the text and think of the word which best fits each space. Use only one word in each space.

Ayurveda

For a long time, I had **(1)** _been_ feeling tired and lacking in energy. **(2)** _When/After/As_ conventional doctors failed to find anything wrong with me, I decided to turn to alternative medicine. **(3)** _At_ the time, a friend of mine **(4)** _had_ started attending a programme of Ayurvedic medicine and she was thrilled with the results, so I decided I **(5)** _would_ try it too.

Ayurveda is a system of medicine which originated in India 4,000 years **(6)** _ago_ and which offers a holistic approach to health. **(7)** _Back_ then, people believed that three energies – vata, pitta and kapha – governed a person's physical health as well as their mental well-being. Today, Ayurvedic practitioners still attempt to help their patients by balancing the three energies.

At my first consultation, I was asked to complete a questionnaire related to my daily routine and diet. The head practitioner decided that my current diet **(8)** _was_ completely wrong for my energy type! He recommended frequent small meals, soups, nuts and seeds. Nowadays, I have plenty of energy and feel far happier in myself.



Unit 5

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 'Why ___ Mr Sellers so much when we were at school?'
'Because he was always picking on me.'
a did you use to dislike
b were you used to disliking
c were you disliking
d had you disliked

2 Tim ___ take the casserole out of the oven when the doorbell rang.
a was on the verge of
b was about to
c was to
d had to

3 Our trip to Berlin was the first time Harry and I ___ Glühwein.
a were drinking **b** were to drink
c used to drink **d** had drunk

4 'Why did you have a different address last year?'
'Because I ___ with my aunt over the summer holidays.'
a have been living **b** lived
c was living **d** had lived

5 Liz ___ the two little ones goodnight and quietly closed their bedroom door.
a had kissed **b** was kissing
c kissed **d** would kiss

6 Judith was disqualified from the competition because she ___ about her age on the application form.
a used to lie **b** had been lying
c was lying **d** had lied

7 On the night the accident occurred, James ___ a late flight from Heathrow; he must have fallen asleep at the wheel while driving to the airport.
a was going to catch **b** had caught
c had been catching **d** would catch

8 'Callum said he ___ her more support from that time onwards.'
'And did he keep his word?'
a would offer **b** had offered
c had been offering **d** was offering

9 The chef ___ a themed Asian cuisine night, but the restaurant owner wouldn't let him go ahead with it.
a used to plan **b** planned
c would plan **d** was planning

10 I was on the ___ of buying the cookbook when I realised that I had it already!
a verge **b** cusp
c edge **d** outset

11 '___ about leaving the country?'
'No, not before the war changed all our lives.'
a Would you ever think
b Had you ever thought
c Were you ever thinking
d Had you ever been thinking

12 While Messi ___ across the pitch, the spectators were cheering hysterically.
a had been racing
b raced
c would race
d was racing

13 Wendy ___ pour herself a glass of milk when she saw it had expired.
a was on the brink **b** used to
c would **d** was about to

14 Although I ___ Paris years before, I couldn't remember how to get from the airport to the city centre.
a was visiting **b** had visited
c had been visiting **d** was to visit

15 As she was feeling dizzy, Pamela promised me she ___ home.
a hadn't driven **b** wouldn't drive
c hadn't been driving **d** didn't drive

16 I had been wanting to tell her the truth for ages, but ___, I regretted revealing my secret.
a after **b** back then
c afterwards **d** lastly

17 'Oh my goodness! Look at your hair in this old photo!'
'Terrible, isn't it? But ___, I thought I was the coolest boy in school!'
a during then **b** later
c this morning **d** at the time

18 'How are you getting on with your diet?'
'Since I ___ eating porridge for breakfast, I've stopped feeling hungry before lunch.'
a would start **b** was started
c had started **d** started

19 ___ the third or fourth time we had met, but he acted as if he'd never seen me before in his life!
a It was **b** There was
c There had been **d** That wasn't

20 'How long ___ together before you got married?'
'Ages – more than five years.'
a were you being **b** had you been
c have you been **d** would you be

DIET AND WELL-BEING

Vocabulary in Action

A **Complete the table.**

Verb	Noun	Adjective	Adverb
(1) contain	container / content(s)	–	–
(2) refresh	refreshment / refreshments	(3) refreshing	(4) refreshingly
(5) modify	(6) modification	modified	–
–	(7) nature	(un)natural	(8) (un)naturally
–	–	(9) artificial	artificially
(10) taste	(11) taste	tasty	–
–	–	(12) organic	organically
(13) extract	extract	–	–

B **Complete the text with words from exercise A.**

Berrywhite drinks

In 2011, Andrew Jennings founded Berrywhite, a company that produces a range of healthy sparkling fruit drinks. Berrywhite drinks are unusual in that they are made entirely from **(1)** organic fruits. They are free from pesticides and GMOs (genetically **(2)** modified organisms); in other words, there is nothing **(3)** artificial/unnatural in them at all. In addition, they don't **(4)** contain any sugar so they are low in calories too.

There are four flavours, each of which is a combination of two fruits and white tea **(5)** extract(s). The fact that they are made with sparkling spring water makes them particularly **(6)** refreshing and their extremely high fruit **(7)** content (50 per cent fruit juices and purees) means that they are really **(8)** tasty as well.

However, what makes this product really unusual is that for every bottle of Berrywhite you buy, the company makes a donation to charity. Their slogan, appropriately enough, is 'Good for you. Good for others.'

C **Match the words 1–8 with the definitions a–h.**

1	calorie	c	a relating to the healthy qualities of food
2	ingredient	d	b not cooked
3	nutritional	a	c unit of energy contained in food
4	raw	b	d food or liquid used to prepare a dish
5	sour	f	e with a hot, strong flavour
6	spicy	e	f not sweet, tasting like a lemon
7	vegetarian	g	g person who doesn't eat meat or fish
8	vitamin	h	h natural substance found in food, which helps your body stay healthy

Unit 5

D **Complete the text with the correct form of the words from exercise C.**



Sushi

Sushi is a Japanese food which consists of cooked rice and other **(1)** ingredients, such as vegetables, meat, fish and often **(2)** raw seafood or even fruit. The word sushi actually means **(3)** 'sour-tasting', which refers to the flavour of the rice which is prepared with vinegar. Sushi can be made without meat or fish, which means that **(4)** vegetarians can also enjoy it.

There are many different kinds of sushi and the **(5)** nutritional value varies from dish to dish depending on how it has been prepared. Sushi that contains meat or fish will be high in protein and healthy fats, and the vegetables will provide **(6)** vitamins and minerals. For those who like hot foods, there is also a **(7)** spicy version of sushi.

However, sushi is often high in sodium and carbohydrates so it is advisable to eat it in moderation. For those who are counting **(8)** calories, there is a healthier option: sashimi, which is basically just the fish.

E **Match to make compound nouns.**

1	immune	d	**a** disorder
2	life	h	**b** supplements
3	eating	a	**c** anaesthetic
4	food	f	**d** system
5	GM	g	**e** rate
6	local	c	**f** groups
7	mortality	e	**g** crops
8	dietary	b	**h** expectancy

F **Complete the sentences with compound nouns from exercise E.**

1 The patient is just having a tooth removed, so he'll only require a(n) local anaesthetic.
2 Due to better medical care, the mortality rate decreased considerably in the twentieth century.
3 Unfortunately, anorexia is a(n) eating disorder which is affecting more and more young women.
4 When your immune system is weak, you are far more likely to catch a cold.
5 Instead of constantly taking dietary supplements like probiotics and fish oils, why don't you just adopt a more balanced diet?
6 It's important to maintain a balanced diet which includes ingredients from all five food groups: dairy, fruit, grains, proteins and vegetables.
7 According to an article in *The Times of India*, life expectancy in the country has increased by five years.
8 Nineteen European countries have now banned GM crops because of health fears and the impact they have on the environment.

G **Circle the correct words.**

1 Chicken pox is a highly **contagious** / **incurable** disease, so please stay at home for the next week.
2 A number of drivers involved in the accident were hurt, but fortunately there were no **lethal** / **fatal** injuries.
3 Although the benefits of herbal medicine have yet to be scientifically **shown** / **proven**, many people believe it has healing qualities.
4 The patient was **treated** / **cured** for indigestion when actually she had a stomach ulcer! The doctor should have been more careful.
5 The doctor gave Carla pills to **alleviate** / **exacerbate** the pain she was experiencing.
6 Helen had been working 50-hour weeks for a month, so it came as no surprise when she was diagnosed with **fatigue** / **fate**.
7 Reading the ingredients list on the back of a chocolate bar will tell you if the product contains **additives** / **allergies**.
8 Of course my grandad hasn't passed away yet! He's still the **image** / **picture** of good health.
9 Asthma is a lung disease that affects the **respiratory** / **circulatory** system.
10 Unfortunately, I have lactose **inability** / **intolerance**, so I always steer clear of dairy products.
11 There have been a number of cases of cardiac **arrest** / **seizure** in young athletes lately.
12 For starters, there is melon and Parma ham, just to **trigger** / **whet** your appetite.

H **Complete the article with these prepositions. The words in bold will help you. The prepositions can be used more than once.**

about by from in of on to with

Food allergy – a common phenomenon in the western world

In a society in which the majority of youngsters are **obsessed (1)** ___with___ weight loss and image, it is interesting to note that an estimated six to eight per cent of children **suffer (2)** ___from___ a food allergy.

Allergies, or allergic diseases as they are also known, include hay fever, asthma, and food allergies. The symptoms vary greatly depending on the allergy a person is **affected (3)** ___by___. Symptoms can include a runny nose, a rash, red eyes and severe swelling and bloating where food allergies are concerned. If a person is **susceptible (4)** ___to___ an allergic reaction caused by foods, they should **refrain (5)** ___from___ consuming peanuts, tree nuts, eggs, wheat, shellfish and cow's milk as these foods are the **cause (6)** ___of___ 90 per cent of all allergic reactions.



If you are **concerned (7)** ___about___ a reaction you have had to a particular food, it is advisable to consult a doctor who **specialises (8)** ___in___ allergies. The doctor will look into your medical history and conduct a blood test and perhaps a skin test if deemed necessary. They will also give you **guidelines (9)** ___on___ how to **cope (10)** ___with___ these reactions and which foods to avoid.

Unit 5

I Read the leaflet and choose the correct answers.

Tips for a healthier lifestyle

- Top of the list is always exercise! Whether you go jogging on a daily basis, decide to take up a new sport or simply walk to work every day, it will help to **(1)** ___ the stress you might be feeling.
- Another important tip is healthy eating and a balanced diet. Reducing your fat **(2)** ___ will lower your cholesterol level and blood pressure, so there'll be immediate results. Adding antioxidant-rich fruits and vegetables to your daily diet, will strengthen your ability to fight infection and diseases.
- Start trying to improve your sleep **(3)** ___. Try and get to bed at a reasonable time, perhaps read before you fall asleep and think of things that relax you, as opposed to those that may cause tension.
- The next tip is related to **(4)** ___. How do you do it? Simply sit up straight, close your eyes and focus on something positive. You can actually ease anxiety and bring about changes in your **(5)** ___ (the chemical processes that occur in living organisms). Emphasis should be placed on positive thinking, in other words **(6)** ___. This apparently reduces the risk of cardiovascular disease, depression and the chances of having a stroke.
- Last, but most definitely not least, is laughter, which triggers the **(7)** ___ of endorphins, the chemicals that lighten your mood and leave you feeling content.

(8) ___ for thought? Most definitely.

1	**A** relieve	**B** reveal	**C** relive	**D** raise
2	**A** insulin	**B** intake	**C** insertion	**D** retake
3	**A** selection	**B** choice	**C** option	**D** pattern
4	**A** synchronization	**B** immunisation	**C** meditation	**D** evaporation
5	**A** motion	**B** metabolism	**C** system	**D** organs
6	**A** reflection	**B** optimism	**C** pessimism	**D** respiration
7	**A** boost	**B** release	**C** force	**D** radiation
8	**A** Diet	**B** Nourishment	**C** Nutrition	**D** Food

J Complete the sentences with these idioms.

cross my heart **feel it in my bones** **have a sweet tooth** **have the heart**
keep a straight face **see eye to eye** **slip of the tongue** **try your hand at**

1 Sylvia had been dieting for a long time, so I didn't *have the heart* to tell her that she didn't appear to have lost any weight.
2 No, Mum! I didn't eat the rest of the chocolate cake – *cross my heart*!
3 I've cut down on fatty foods, but I just can't give up sugar; I *have a sweet tooth*, end of story!
4 I'm sure you're going to get a place at catering college – I can *feel it in my bones*.
5 If you enjoy baking, why don't you *try your hand at* making some novelty children's birthday cakes – you might be able to make some money out of it!
6 Jamie and I often argue and we certainly don't *see eye to eye* on everything. However, we both agree on the importance of a good education.
7 Despite promising not to laugh at Mum's attempt to bake a cake, when I saw the result, I just couldn't *keep a straight face*.
8 Mary insisted that she hadn't intended to insult her friend. It was simply a *slip of the tongue*.

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

Eat your way to health

There has been a lot of talk recently about 'super foods', but did you know that many of the simplest **(1)** ___ – the kinds of things that everybody has in their fridge or store cupboard – are actually packed with goodness and can have an amazing effect on your health and **(2)** ___?

Take the humble apple: apparently it is capable of reducing the risk of stroke by as much as 50 per cent! Apples are a source of antioxidants which experts believe may extend life **(3)** ___, too.

Then there are almonds: they are rich in **(4)** ___ such as vitamin E and calcium. According to the European Journal of Clinical Nutrition, it has been scientifically **(5)** ___ that people who eat a small quantity of dry-roasted almonds as part of a **(6)** ___-controlled diet can significantly reduce their weight.

Broccoli is another food which you should really try to incorporate into your **(7)** ___. It **(8)** ___ lots of fibre and calcium and reduces the risk of developing heart disease and diabetes.

1	**A** contents	**B** additives	**C** packets	**D** ingredients
2	**A** fatigue	**B** well-being	**C** system	**D** organism
3	**A** metabolism	**B** span	**C** expectancy	**D** rates
4	**A** nutrients	**B** refreshments	**C** organics	**D** extracts
5	**A** susceptible	**B** proven	**C** affected	**D** caused
6	**A** calorie	**B** sweet	**C** fat	**D** natural
7	**A** guidelines	**B** tastes	**C** kitchen	**D** diet
8	**A** consists	**B** comprises	**C** contains	**D** concerns



Unit 5

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 Would you like a starter to ___ your appetite, Sir?
a affect
b catch
c whet
d bring

2 Not all vegetables are better for you when they are ___; some benefit from being cooked.
a raw
b spicy
c sour
d sweet

3 If you are given a ___ anaesthetic during an operation, you are still aware of what is going on around you.
a local
b tropical
c varied
d released

4 In my opinion, there are no benefits to using ___ sweetener.
a organic
b fake
c artificial
d unreal

5 If you want to boost your ___, in order to burn off calories more easily, you should visit the gym regularly.
a immunisation
b metabolism
c meditation
d synchronisation

6 Roberta has an ___ to lactose, so she avoids eating dairy products.
a inability
b inhibition
c instability
d intolerance

7 Of course you can come and visit me at home. I only have a headache; it's not ___!
a incurable
b contagious
c obsessive
d treatable

8 I am very ___ Martha's skin condition and suggest that she see a doctor as soon as possible.
a specialised in
b suffering from
c concerned about
d coping with

9 Would you like an aspirin to ___ the pain you are in?
a apply
b exacerbate
c alleviate
d release

10 More and more teenagers are suffering from eating ___ nowadays, due to their desire to emulate the stars and celebrities they see on the TV and Internet.
a rates
b disorders
c disabilities
d properties

11 If you follow a healthy diet, you are less ___ illness.
a specialised in
b caused by
c obsessed with
d susceptible to

12 Asthma is a condition that primarily affects the ___ system.
a preparatory
b additive
c respiratory
d circulatory

13 I read that ___ for men in the UK has risen over the last few years and they can now expect to live nearly as long as women.
a life expectancy
b mortality rates
c fatal injury
d wheat intolerance

14 The article was full of interesting information and ideas – it really gave me ___ for thought.
a food
b refreshment
c nutrition
d diet

15 You really ought to try to change your sleep ___ if you are to get up for work early in the morning without feeling terrible.
a pattern
b option
c level
d habit

16 I only ever buy ___ fruit and vegetables; I want to know that I'm not eating any pesticides or other chemicals.
a physical
b natural
c biological
d organic

17 Visitors to the conference will be served with light ___ during the break.
a diets
b refreshments
c pastries
d extracts

18 I usually find that a relaxing bath helps to ___ stress after a long day at work.
a reveal
b relieve
c relive
d prevail

19 Exactly how many ___ are there in this banoffee pie?
a calories
b allergies
c additives
d ingredients

20 I can never resist chocolate brownies; I have such ___!
a a heart to heart
b a sweet tooth
c a feeling in my bones
d a straight face

06 Gerunds & Infinitives

GERUNDS

FORM		
	Active	**Passive**
Present	(not) doing	(not) being done
Perfect	(not) having done	(not) having been done

USE	EXAMPLES
As a noun, as follows:	
• after certain verbs and expressions	*It's pointless trying* to find tickets for the film premiere. They're all sold out. I *miss not seeing* Cheryl every day now that she's started her new job.
• after prepositions	We're keen *on participating* in the new experiment.
• as the subject or object of a verb	*Smoking* is detrimental to your health. Sally enjoys *cooking* and regularly makes Sunday lunch for her friends.
• after the verbs *go* and *come*	Helen has *gone shopping* with her friends. Do you want to *come hoverboarding* with us?
• with 'no' to express prohibition	*No parking*. This garage is in constant use. This is a *no smoking* area.

VERBS FOLLOWED BY A GERUND

admit	delay	excuse	involve	postpone	resist
adore	deny	face	justify	quit	risk
advise	discuss	fancy	keep	recall	save
appreciate	dislike	finish	mention	recollect	suggest
avoid	dread	hate	(not) mind	recommend	tolerate
commence	endure	imagine	miss	resent	understand

ALERT!

• *Dread* can also be followed by a full infinitive in the phrase *I dread to think ...* . We use it to show we are worried about something.

***I dread to think** what she'll say when she finds out the truth.*

• *Suggest* can be followed by the following structures:

***suggest* + gerund**

*Alan **suggested eating** a more balanced diet.*

***suggest* + (*that*) + object + (*should* +) bare infinitive**

*Alan **suggested we eat** a more balanced diet.*

*Alan **suggested that we should eat** a more balanced diet.*

EXPRESSIONS FOLLOWED BY A GERUND

burst out	find + pronoun/noun	leave + pronoun/noun
can't help	have a good time	look forward to
can't bear/stand	have fun/trouble/difficulty	spend time/money
catch + pronoun/noun	it's no good/use	there's no point
feel like	it's (not) worth	waste time/money

ALERT!

Note the following:

verb/expression + possessive pronoun/possessive noun + gerund (formal)

*Mum disapproves of **my living** in the city centre.*

*Mum understands **Jack's wanting** to travel abroad.*

verb/expression + object pronoun/noun + gerund (informal)

*Mum disapproves of **me living** in the city centre.*

*Mum understands **Jack wanting** to travel abroad.*

Unit 6

THE FULL INFINITIVE

FORM	Active	Passive
Present	(not) to do	(not) to be done
Present Continuous	(not) to be doing	—
Perfect	(not) to have done	(not) to have been done
Perfect Continuous	(not) to have been doing	—

USE	EXAMPLES
• as the subject of a sentence	*To reveal* such information would be a mistake.
• after certain verbs and expressions	Jim *failed to see* the logic in her suggestion.
• after verb + object	Nancy *asked us to read* out her exam results.
• after certain adjectives expressing character, attitudes and feelings	We're *happy to be* part of your special day.
• after certain nouns	Katrina has *the will to succeed*!
• with these structures: *too* + adverb/adjective *enough* + noun adjective/adverb + *enough*	 Oliver was *too young to sit* the exam. Are there *enough chairs to seat* everyone? Mark speaks Danish *fluently enough to attend* university in Denmark.
• after subject + *is/are* when giving formal instructions	All *new employees are to stay* behind after work for a security briefing.
• after *It* + *be* + adjective/noun	*It would be a waste not to take* all these leftovers home. *It is your turn to drive*; I'm exhausted. *It is important to be on time.* Come on – let's go!
• in certain phrases that start a sentence (*To be honest*, *To be fair*, *To tell you the truth*)	*To be frank,* I don't think our generation will experience life on another planet.
• after certain verbs (*know*, *decide*, *discover*, *find out*, *see*, *show*, *understand*, *want to know*, *wonder*) + question word	Did you *understand how to complete* the exercise? We *were wondering what to do* for Cassie's next birthday. Any ideas?
• after *something*, *anything*, *nothing*, etc	The actress had *nothing to say* about her appalling behaviour.
• after *only* to express the idea of an unpleasant event or situation	I ran all the way to the station *only to find* I'd missed the train!
• to express purpose (= *in order to*)	Maurice arranged a meeting *to discuss* his promotion.

VERBS FOLLOWED BY A FULL INFINITIVE

afford	attempt	consent	happen	long	prefer	struggle	wait
agree	beg	decide	help	manage	prepare	swear	want
aim	care	demand	hesitate	mean	pretend	tend	wish
appear	cease	deserve	hope	neglect	promise	threaten	would like
arrange	choose	expect	intend	offer	refuse	volunteer	would love
ask	claim	fail	learn	plan	seem	vow	yearn

VERBS FOLLOWED BY A NOUN/PRONOUN + FULL INFINITIVE

advise	challenge	expect	instruct	persuade	trouble
allow	choose	forbid	invite	remind	urge
ask	convince	force	need	require	want
beg	enable	help	order	teach	warn
cause	encourage	hire	permit	tell	would like

ADJECTIVES FOLLOWED BY A FULL INFINITIVE

afraid	content	eager	glad	lucky	ready	shocked
amazed	dangerous	easy	happy	motivated	relieved	silly
anxious	delighted	essential	hard	only fair/right	reluctant	sorry
ashamed	determined	foolish	hesitant	pleased	ridiculous	surprised
astonished	difficult	fortunate	important	prepared	sad	upset
clever	disappointed	funny	impossible	proud	sensible	willing

NOUNS FOLLOWED BY A FULL INFINITIVE

ability	decision	determination	failure	promise	scheme
ambition	demand	eagerness	offer	refusal	willingness
attempt	desire	effort	plan	request	wish

VERBS FOLLOWED BY A GERUND OR A FULL INFINITIVE

Some verbs such as *begin*, *can't bear*, *continue*, *intend*, *love* and *start* can be followed by a gerund or a full infinitive without a change in meaning.
I started learning *French when I was still at primary school.*
I started to learn *French when I was still at primary school.*
However, there are others that can be followed by the gerund or the full infinitive, but there is a change in meaning.

VERB	EXAMPLE
• ***forget*** **+ gerund** = forget an action in the past, usually in negative sentences	I'll *never forget dropping* my mobile phone in the bath!
• ***forget*** **+ infinitive** = forget to complete something or a responsibility	We *forgot to invite* Gemma to our party.
• ***go on*** **+ gerund** = continue the same action	The oral exam had finished but the student *went on talking*.
• ***go on*** **+ infinitive** = do a different action after you have finished doing something else	The scientist walked on stage and *went on to describe* his experiment.
• ***mean*** **+ gerund** = have as a result, involve	Becoming a lawyer *means studying* very hard.
• ***mean*** **+ infinitive** = intend, want	Dan didn't *mean to insult* his teacher.
• ***need*** **+ gerund** = require	This light bulb *needs replacing*.
• ***need*** **+ infinitive** = passive meaning: need to be done	You really *need to get* your car fixed. It's a danger to you and to other road users.
• ***regret*** **+ gerund** = be sorry about a past action	I *regret not taking* a gap year after my A levels.
• ***regret*** **+ infinitive** = be sorry about making a negative announcement	I *regret to inform* all passengers that the three o'clock train to Ely has been cancelled.
• ***remember*** **+ gerund** = recall, not forget a past action	I *remember watching* a video about places on Earth you can see clearly from space.
• ***remember*** **+ infinitive** = not forget to perform an action in the future	Hannah, *remember to record* the documentary for me, please.
• ***stop*** **+ gerund** = not continue an action or habit	Can you *stop talking*, please? The film has started.
• ***stop*** **+ infinitive** = stop doing one action in order to do another one	Before you make your decision, *stop to think* about the consequences.
• ***try*** **+ gerund** = do something for a while to find out if it works or if it is successful, enjoyable, etc	If you have difficulty sleeping, why don't you *try reading* for a while before turning out the light?
• ***try*** **+ infinitive** = attempt something to see if you can do it or not	We *tried to explain* the situation to her, but she just wouldn't listen.

Unit 6

THE BARE INFINITIVE

FORM		
	Active	**Passive**
Present	(not) do	(not) be done
Present Continuous	(not) be doing	—
Perfect	(not) have done	(not) have been done
Perfect Continuous	(not) have been doing	—

USE	EXAMPLE
• after modal verbs	Gerry *must have been fired* after making so many costly mistakes. Hannah *should have been arriving* at the airport early this morning.
• after *had better*, *would rather*, *would sooner*	You*'d better not be sleeping* when I get home! I*'d rather live* in the city centre, so I don't have to commute every morning. Mr Jones *would sooner have had* a pay cut than *have lost* his job.
• after *let*	Due to bad weather, the head teacher *let the students leave* earlier last Thursday.

ALERT!
Let can only be used in the active voice. There is no passive form. We can express the same meaning in the passive voice by using *be allowed to*.
Due to the bad weather, ***the students were allowed to leave*** *earlier last Thursday.*

THE FULL INFINITIVE OR THE BARE INFINITIVE?

FORM	USE	EXAMPLE
• ***dare*** **+ someone + full infinitive**	• challenging someone	I *dared Simon to tell* our manager that she was wrong.
• ***dare*** **+ bare infinitive**	• expressing a warning	Don't you *dare take* my car without asking.
• ***dare*** **+ full/bare infinitive**	• demonstrating courage	I don't *dare ask / to ask* my parents for more money!
• ***make*** **+ pronoun/noun + bare infinitive**	• active voice	Mum *made me help* her with the dishes!
• **pronoun/noun +** ***be made*** **+ full infinitive**	• passive voice	Despite the noise outside, *the students were made to sit* the listening test.

ALERT!
Help can be followed by the full infinitive or the bare infinitive with no change in meaning.
Jake ***helped his dad clean out*** *the garage.*
Jake ***helped his dad to clean out*** *the garage.*

VERBS OF PERCEPTION

FORM	USE	EXAMPLE
• **verb of perception (*feel*, *hear*, *listen to*, *see*, etc) + gerund**	• an incomplete action	*I* ***saw Melissa talking*** *to her secretary.*
	• recurring action	*We* ***listened to the fans cheering*** *during the concert.*
• **verb of perception (*feel*, *hear*, *listen to*, *see*, etc) + bare infinitive**	• a complete action	*John* ***watched his son win*** *a gold medal.*
	• a single action	*We* ***felt the earth tremble*** *last night.*

Grammar in Action

A **Complete the sentences with the correct form of the verbs.**

1 The pilot decided _to delay_ (delay) take off due to adverse weather conditions.
2 The main role of a dietician is to advise patients on how best _to lose_ (lose) weight in a safe and sensible way.
3 Would moving abroad mean _selling_ (sell) your house before you leave?
4 Angela was upset _to have been omitted_ (omit) from the short list of candidates for the science prize.
5 In your opinion, would it be beneficial _to conduct_ (conduct) more research into this phenomenon?
6 Matthew doesn't want to travel this year. He would rather _complete_ (complete) his bachelor's degree first.
7 After walking for a very long time, the hikers stopped _to take_ (take) a rest.
8 I can't help _having been chosen_ (choose) as school representative; it was the head teacher's decision, so you needn't be jealous.
9 Max caught his little brother _looking_ (look) through his desk drawers and demanded to know what he was doing.
10 The theft of expensive equipment from the laboratory seems _to have been going on_ (go on) for quite some time.

B **Read the article and circle the correct words.**

Asthma



It is estimated that asthma affects more than 300 million people around the world. Derived from a Greek word meaning 'to have difficulty **(1) to breathe** / **breathing**', asthma is a chronic respiratory disease. Common symptoms are wheezing, coughing and an inability **(2) to breathe** / **breathing** properly.

Our lungs are made up of thousands of tubes called 'airways'. In asthma sufferers, the lining of the airways is very sensitive and they become inflamed and swollen. This swelling reduces the space inside the airways, making it difficult **(3) to breathe** / **breathe**. A number of factors can cause the airways to become inflamed; **(4) to smoke** / **smoking**, dust, damp and chemicals are just some of the things which can **(5) be trigger** / **trigger** an asthma attack.

In the past, doctors believed that there was nothing **(6) to be done** / **being done** about the condition, but modern medicine has made huge advances in the treatment of asthma. Asthmatics can learn how **(7) to control** / **control** their symptoms. They become aware of allergens which will provoke an attack and do their best to avoid **(8) to be exposed** / **being exposed** to those triggers. Sadly, for animal lovers, doctors usually recommend **(9) to get** / **getting** rid of household pets such as cats and dogs, which can cause an allergic reaction. In addition, using the correct medication allows sufferers **(10) live** / **to live** active, normal lives.

C **Complete the sentences with the correct form of these verbs.**

fund lose pay photograph please reveal speak spend

1 John is often exhausted; his willingness _to please_ everyone means he says yes to everything.
2 If significant progress is not made shortly, the government will cease _to fund_ this project and it will have to be abandoned.
3 I'm afraid I can't justify _spending_ such a large amount of money on a phone.
4 It was very foolish of Marcus _to speak_ to his teacher so rudely. I'm not surprised he got into trouble.
5 Our neighbours struggle _to pay_ their monthly bills and they are contemplating selling their house.
6 Although he's a famous actor, he doesn't like all the publicity and hates _being photographed_ by the paparazzi.
7 I don't understand why we should risk _losing_ such a large amount of money.
8 _To reveal/Revealing_ information of a sensitive nature was very irresponsible of your lawyer.

Unit 6

D **Complete the email with the correct form of these verbs.**

complete **inform** **offer** **pay** **receive** **submit**

To: All students
From: Administration
Subject: Financial support

Wycombe Academy of Performing Arts is delighted **(1)** _to inform_ its students that for the forthcoming academic year, it plans **(2)** _to offer_ extra scholarships and financial support. If you have trouble **(3)** _paying_ your tuition fees and you intend **(4)** _to submit_ an application for a scholarship, please bear in mind that you are required **(5)** _to complete_ the attached form and forward it to administration.

We look forward to **(6)** _receiving_ your applications.

E **Read the article and circle the correct words.**



News from outer space

According to scientists from NASA's 'New Horizons' mission, they have discovered what **(1) imagines** / **appears** to be an ice volcano, also known as a 'cryovolcano', on the planet Pluto.

When a volcano on Earth erupts, it ejects molten rock and lava, but a cryovolcano, to be **(2)** **found** / **finding** on the moons of the outer planets, ejects water and methane at low temperatures, hence the name 'cryo' which means 'cold'.

The team **(3) agreed** / **suggested** naming the feature after the Wright brothers and it is now referred to as 'Wright mons' by scientists.

'Wright mons' is more than 150 kilometres wide and 4 kilometres high. If it is a cryovolcano – as NASA claims it **(4) being** / **to be** – then it is the largest such feature to exist in the outer solar system. Scientists hope that more detailed data from the mission will enable **(5)** **them to draw** / **their drawing** more accurate conclusions.

F **Complete the sentences with the correct form of the words. Make any other changes necessary. Sometimes more than one answer is possible.**

1 I _don't mind being left out_ (not mind / leave out) of the team. I'll get my chance next year.
2 I _watched him walk_ (watch / walk) out of the door and out of my life. I never saw him again.
3 Jane _must have taken_ (must / take) your phone with her by mistake. I'll text and ask her.
4 You _could have been doing_ (could / do) your homework all this time instead of playing computer games!
5 Mum _always makes me clean_ (always make / clean) my teeth before bed, but sometimes I forget.
6 His _failure to win_ (failure / win) a place at university was a great disappointment to his parents.
7 _Are you willing to take part_ (willing / take part) in a voluntary medical testing programme? You'll be paid for it.
8 You must have the memory stick – I _remember giving_ (remember / give) it to you this morning!

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 Somebody saw the suspect leave by the side entrance.
SEEN
The suspect _____ *was seen | leaving* _____ by the side entrance.

2 Dad can't buy this iPhone because it's far too expensive.
AFFORD
Dad _____ *can't afford | to buy* _____ this iPhone.

3 Wendy, would you like to join me for dinner tonight?
FANCY
Wendy, _____ *do you fancy | coming* _____ to dinner with me tonight?

4 I've been driving for three hours; you can take over now.
YOUR
It's _____ *your turn | to drive* _____ now.

5 Go on – knock on the door and run away!
DARE
I _____ *dare you | to knock* _____ on the door and run away!

6 I wish I had spent my holiday by the sea.
SOONER
I _____ *would sooner | have spent* _____ my holiday by the sea.

Unit 6

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 My parents resent ___ so much time online.
- a spending me
- b my spending
- c me to spend
- d that I spend

2 We listened to the rain ___ down on the roof and were glad to be warm and dry indoors.
- a drumming
- b to be drumming
- c that it drummed
- d to drum

3 'How did you manage to miss your flight?'
'We had aimed ___ at the airport in plenty of time, but we got stuck in traffic.'
- a arriving
- b to have arrived
- c to arrive
- d to arriving

4 Something must ___ about the terrible state of the school toilets. They're a disgrace!
- a to be done
- b be doing
- c be done
- d have been done

5 'How long should I bake the garlic bread for?'
'You only need to pop it in the oven for five minutes before it's ready ___.'
- a to be served
- b to serving
- c served
- d being served

6 Harold begged ___ his parents the truth.
- a me don't tell
- b my not telling
- c not to tell
- d me not to tell

7 The local gym neglected ___ us that the classes this Saturday had been cancelled.
- a informing
- b to be informed
- c inform
- d to inform

8 Do you think Marios will perform well enough ___ the school at the county championships?
- a to be representing
- b to represent
- c representing
- d to have represent

9 ___ to your health problems is a bad idea. You need to start taking care of yourself.
- a Not have faced up
- b Not facing up
- c Not having faced up
- d To face up not

10 'My laptop has just frozen and nothing's working!'
'Try ___ the battery out for a minute or two and then re-start it.'
- a you taking
- b take
- c to take
- d taking

11 I simply won't tolerate ___ to me in that manner.
- a you to talk
- b you talking
- c talking
- d you to talking

12 'The printer ink needs ___. Do you know how to do it?'
'Yes, it's quite easy actually.'
- a replacing
- b to replace
- c being replaced
- d you replace it

13 'Bethany looked a bit upset. Is she OK?'
'No, she isn't. I ___ crying her eyes out in the girls' toilets.'
- a found she
- b found her
- c found
- d found her to be

14 The coach urged ___ a special effort during the second half of the match.
- a to make his players
- b making his players
- c his players making
- d his players to make

15 'Do you think your boss will let you ___ some time off next week?'
'I'm not sure, but I'll certainly ask'.
- a taking
- b to take
- c take
- d to taking

16 It's no use ___ with her – she won't listen.
- a arguing
- b to argue
- c that you argue
- d to be arguing

17 We regret ___ passengers that all flights have been cancelled due to bad weather.
- a informing
- b having informed
- c to inform
- d to informing

18 Matthew's determination ___ against all the odds is an inspiration to us all.
- a to succeed
- b succeeding
- c to be succeed
- d his succeeding

19 Danielle was relieved ___ that she had passed her exams with flying colours!
- a finding out
- b to find out
- c to finding out
- d find out

20 Any leftover plastic cups, plates and bowls ___ to the store cupboard.
- a are to be returned
- b to return
- c are to return
- d must be returning

THE WORLD OF SCIENCE

Vocabulary in Action

A Circle the correct words.

1 Gary's parents bought him a fantastic **remote** / **distance** control toy helicopter for his birthday.
2 There will be a wi-fi **hotspot** / **headphone** at the airport; you can go online there.
3 My new **USB** / **sat nav** device gives me speed camera and traffic updates too.
4 Virtual **reality** / **realism** is a 3D environment created by a computer that you can explore interactively.
5 How can developing countries close the digital **divide** / **separation** and gain better access to information and communication technologies?
6 I've downloaded a new web **appliance** / **application** which allows me to monitor and control my monthly finances.
7 My router has a built-in **firewall** / **server** to stop unauthorised access by third parties.
8 To save the file, right-click the arrow icon and then **drag** / **scroll** and drop it into any Windows folder.
9 Web designers often use the 'Futura' **spreadsheet** / **font** because its letters are clear and easy to read.
10 To complete the online quiz, click on each question and a **hard drive** / **drop-down** menu will appear with three alternative answers.

B Cross out the word or phrase which doesn't fit in each category. Can you explain why?

1 absolute zero | boiling point | ~~kinetic energy~~ | thirty-seven degrees
kinetic energy = energy created by motion: others relate to temperature

2 particle | molecule | ~~compound~~ | element
compound = combination of two or more chemical elements: others describe the smallest part of sth

3 ~~eruption~~ | condensation | evaporation | vapour
eruption = the ejection of lava, magma, etc from a volcano: others relate to changes in the state of water

4 ~~ultraviolet~~ | erosion | crust | porous
ultraviolet = a kind of radiation on the electromagnetic spectrum: others are geological terms

5 voltage | electrode | filament | ~~residue~~
residue = what remains after a chemical process: others relate to electricity

6 meteor shower | elliptical orbit | ~~vocal cord~~ | dark matter
vocal cord = part of the throat used for producing sound: others are terms used in astronomy

7 estuary | tide | current | ~~magma~~
magma = hot molten rock: others relate to rivers and seas

8 bunsen burner | ~~spanner~~ | test tube | beaker
spanner = metal tool used by mechanics, etc: others are items of scientific laboratory equipment

C Complete the sentences with the correct form of words from exercise B.

1 In our chemistry class, we used a *bunsen burner* to heat the chemicals.
2 The *filament* in a light bulb heats up as electric current passes through it, and produces light as a result.
3 Most children know that the *boiling point* of water is 100° Celsius.
4 Sea birds often feed in the area around the *estuary* where the river flows into the sea.
5 Different elements join together in chemical reactions to form *compounds*.
6 *Evaporation* occurs when a liquid turns into a gas.
7 Why does the Earth have an *elliptical orbit* and not go in a perfect circle around the Sun?
8 Rocks which easily absorb water are known as '*porous*'.

D **Complete the table.**

Verb	Noun	Adjective	Adverb
absorb	absorbency	(1) absorbent	–
–	(2) accuracy	(in)accurate	(in)accurately
(3) (mis)calculate	calculation / calculator	(in)calculable	(in)calculably
extend	extent / extension	(4) extensive	extensively
find	(5) finding(s)	–	–
investigate	investigation / (6) investigator	investigative	–
observe	(7) observation / observer	observable / observant	observably / observantly
(dis)prove	(8) proof	provable	provably
record	record	(9) recorded / recordable	–
(10) vary	variable / variety	(in)variable	(in)variably

E **Complete the text with words from exercise D.**

Setting up an experiment

Research: In any scientific **(1)** investigation you must first research your topic. What do you want to test or discover? You can use the Internet, books or magazines to find out more. Keep a written **(2)** record of where you found the information as you will need to use this in your report.

Hypothesis: This is your prediction of the effect one **(3)** variable will have on another. For example: 'More expensive paper towel brands **(4)** absorb more water than cheap brands'. Will your experiment **(5)** prove your hypothesis or refute it?

Equipment and experiment: Make a list of all the equipment and materials you will need in order to conduct your experiment. Keep detailed notes of the actual experiment so others can replicate your procedure.

Results and report: You do not need to show all your numerical **(6)** calculations, but you do need to present your results and **(7)** findings in an accessible way. As well as written **(8)** observations, graphs, diagrams and tables can help you to do this.

Discussion and conclusion: Did you ensure that your measurements were reliable and **(9)** accurate? To what **(10)** extent was your experiment a success?

F Match to make compound nouns.

1	amniotic [e]	**a**	organ
2	blood [c]	**b**	system
3	genetic [d]	**c**	cell
4	growth [h]	**d**	engineering
5	cerebral [g]	**e**	fluid
6	vital [a]	**f**	pool
7	nervous [b]	**g**	cortex
8	gene [f]	**h**	hormone

G Complete the sentences with the correct form of the compound nouns from exercise F.

1 The _cerebral cortex_ is responsible for the processes of memory, thought and language.
2 The central _nervous system_ transmits electrical signals between different parts of the body and coordinates voluntary and involuntary movement.
3 The brain, heart and kidneys are just three of the _vital organs_ in the human body.
4 _Growth hormones_ stimulate cell production and regeneration and are essential to human development.
5 Cloning is one of the most controversial uses of _genetic engineering_.
6 Red and white _blood cells_ comprise approximately 40–45 per cent of our blood. The remaining percentage is a fluid called plasma.
7 The '_gene pool_' is what we call all the possible variations of genes within one population of a certain species.
8 During pregnancy, the embryo is protected by a sac containing _amniotic fluid_.

H Read two short articles about climate change and circle the correct words.

The pace of climate change

Climate change is a continuous process which has been going on for millions of years. For example, evidence from **(1)** [**fossils**] / **invertebrates** proves that the Earth was once much warmer. At other times, our planet experienced **(2)** [**ice ages**] / **acid rains** when temperatures were **(3)** [**below**] / **under** freezing for thousands of years.

What makes the situation different today is the speed of climate change. **(4) Botanists** / [**Climatologists**] estimate that temperatures are rising at least ten times faster than they have ever done in the past. If we fail to address the problem of greenhouse gas **(5)** [**emissions**] / **footprints**, global temperatures could rise by as much as 5° Celsius over the next century. The resulting increase in **(6)** [**sea levels**] / **rainfall patterns** will threaten coastal areas and the lives of over 80 million people. In some **(7) humid** / [**arid**] parts of our planet, the process of **(8) deforestation** / [**desertification**] will mean a total loss of all soil and vegetation.

El Niño

Heavy rains, **(9)** [**floods**] / **showers** and hurricanes are just some of the extreme weather **(10)** [**conditions**] / **situations** linked to the El Niño phenomenon. Paradoxically, some areas of our planet are experiencing long periods of **(11) frost** / [**drought**] which threaten water supplies, crop **(12) reservoirs** / [**irrigation**] and agricultural production.

El Niño is a natural weather pattern which typically occurs every two to seven years. Warm water in the western tropical Pacific Ocean moves eastwards, affecting ocean **(13)** [**currents**] / **breezes** and local weather. This increase in water temperature does not allow cold, **(14) bio-diverse** / [**nutrient-rich**] water to rise to the surface and, with nothing to eat, large numbers of fish die. El Niño therefore affects the coastal **(15) habitat** / [**ecosystem**] with a knock-on effect on local economies.



Unit 6

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Technology in the developing world

In many parts of the world, water, or rather the lack of it, has always been a serious problem. But the process of **(1)** _desertification_ means that water supplies are becoming ever scarcer. According to the **(2)** _findings_ of a report published in 2010, 900 million people around the world do not have access to safe drinking water. This **(3)** _invariably_ has an impact on health, schooling and local economies.

DESERT
FIND
VARY

One of the answers to this problem is the simple hand pump. In some areas, rainwater drains down through **(4)** _porous_ rocks and collects underground. With a simple hand pump, villagers can extract this clean groundwater. However, these mechanical devices tend to wear out due to constant use. It has been **(5)** _accurately_ estimated that at any one time 30 to 40 per cent of them are out of order.

PORE
ACCURACY

Researchers at Oxford University have invented a cheap data transmitter which can be used to help resolve this problem. Using a very simple **(6)** _application_, similar to those used in regular mobile phones, the transmitter monitors movement in the pump handle and is able to make **(7)** _calculations_ about the amount of water pumped and to send an automatic text message if the pump breaks down.

APPLY
CALCULATE

The new device will be piloted in an area of Kenya which commonly experiences long periods of **(8)** _drought_.

DRY



Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 The local coast guard advises against swimming off this beach because of the strong ___.
a showers
b droughts
c breezes
d currents

2 When you have completed the experiment, use an Excel ___ to record your results.
a spreadsheet
b server
c hotspot
d appliance

3 The ___ is responsible for many higher brain functions like language, voluntary movement and information processing.
a vocal cord **b** cerebral cortex
c nervous system **d** cell membrane

4 ___ to the bottom of the screen to find the link to our sister website.
a Drag **b** Drop
c Click **d** Scroll

5 Garlic being sold as organic was found to contain pesticide ___ and was removed from the market.
a elements **b** filaments
c residues **d** variables

6 A well-known ___ journalist uncovered secret documents relating to high levels of lead in household water supplies.
a investigative **b** observant
c extensive **d** accurate

7 Scientists believe that procreation from a diverse ___ creates stronger, taller and more intelligent offspring.
a nervous system **b** growth hormone
c gene pool **d** ecosystem

8 When temperatures drop ___ freezing, frogs burrow down into the soil to survive.
a minus **b** less
c under **d** below

9 You should back up your files on an external ___ so that you don't lose all your work.
a firewall **b** hard drive
c sat nav **d** USB

10 In this experiment, we investigated the ___ of water vapour on the inside of a glass beaker.
a condensation **b** eruption
c separation **d** extension

11 ___ in the womb cushions the baby against shocks and falls.
a Dark matter
b Amniotic fluid
c Magma
d Blood plasma

12 Scientists are not yet certain to what ___ the Zika virus is responsible for birth defects.
a existence
b extreme
c example
d extent

13 Recent research has ___ the idea that water is only to be found on planet Earth; evidence of it has been found on Mars.
a approved **b** improved
c disproved **d** reproved

14 ___ have discovered a previously unrecorded species of orchid growing in the mountains of Wales.
a Botanists **b** Climatologists
c Zoologists **d** Genealogists

15 Water supplies are pumped in from ___ located in the mountains above the city.
a a sea level **b** a flood
c an irrigation **d** a reservoir

16 Singers usually do warm-up exercises before they begin a performance, so that they don't damage their ___.
a vertebrae **b** taste buds
c dark matter **d** vocal cords

17 Any object that is in motion has ___ energy; the word is derived from the Greek for 'movement'.
a kinetic **b** potential
c mechanical **d** electric

18 The victim survived the shooting because none of his ___ were damaged.
a vital organs **b** blood cells
c kidney stones **d** nervous system

19 On cold nights, gardeners cover plants with straw to protect them from being damaged by ___.
a floods **b** frost
c acid rain **d** breezes

20 Orchids grow better in ___ atmosphere as they require 40–70 per cent moisture in the air.
a an arid **b** a humid
c a bio-diverse **d** an absorbent

Unit 6

Michigan in Action

Read the passage about World Oceans Day, then choose the word or phrase that fills the blank correctly.



Save our oceans!

June 8th is World Oceans Day – an idea instituted by the United Nations to celebrate and protect our natural heritage. Just as our own central **(1)** ___ controls every part of our body, so the oceans control every part of our planet. They regulate climate, weather and **(2)** ___.

Unfortunately, human activities have led to pollution and the destruction of marine **(3)** ___. Another result of human intervention in the natural environment is climate change with its accompanying extreme weather **(4)** ___. A rise in greenhouse gas **(5)** ___ has led to an increase in global temperatures and as a consequence sea **(6)** have risen. Plastic pollution is also a big issue.

In 2016, as part of World Oceans Day, thousands of people took part in 'the better bag challenge' and promised to use reusable bags instead of plastic ones. 80 per cent of plastic rubbish produced on land ends up in the sea, usually washed there via **(7)** ___ – where rivers empty into the sea. You may have seen such debris washed up onto your local beach at low **(8)** ___. Most plastic bags are made of polyethylene – a chemical **(9)** ___ which is not biodegradable. Plastic bags break down into tiny invisible **(10)** ___, which are ingested by fish and marine mammals. 'The better bag challenge' aims to halt this devastating process and give new life to our oceans.

1	**a** immune system	**b** growth hormones	**c** genetic engineering	**d** nervous system
2	**a** ecosystems	**b** species	**c** ecology	**d** photosynthesis
3	**a** hotspots	**b** habitats	**c** coasts	**d** contents
4	**a** actions	**b** status	**c** situations	**d** conditions
5	**a** emissions	**b** aerosols	**c** eruptions	**d** footprints
6	**a** zones	**b** volumes	**c** levels	**d** amounts
7	**a** estuaries	**b** swamps	**c** channels	**d** lagoons
8	**a** level	**b** current	**c** tide	**d** water
9	**a** additive	**b** molecule	**c** compound	**d** element
10	**a** grains	**b** particles	**c** filaments	**d** beads

Idioms 2

A **Complete the captions under the pictures with the idioms below. Make any necessary changes.**

be on the same wavelength blow a fuse eat one's words
get one's thinking cap on hit the books pull through

1



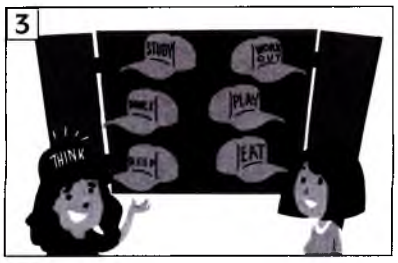
Oliver's exams start soon. It's time he started *hitting the books*.

2



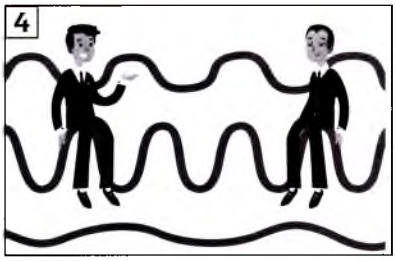
Dad's going to *blow a fuse* when he sees my report.

3



I don't know what to get Mum for her birthday. I'll have to *get my thinking cap on*.

4



We work really well together because we *are on the same wavelength*.

5



Your husband has been very sick, but he is now *pulling through*.

6



And you said I couldn't do it; now you'll have to *eat your words*!

B **Match the idioms from exercise A with their meanings below.**

1 *pull through*: manage to stay alive after a serious injury or illness
2 *blow a fuse*: suddenly become very angry
3 *eat one's words*: admit you were wrong about something
4 *get one's thinking cap on*: try to work out what to do
5 *hit the books*: study hard
6 *be on the same wavelength*: understand someone because you have the same feelings and opinions as they do

Review 2

Units 4–6

Cambridge Part 1

Read the article and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Camp Towhee

The final bell may have rung, sounding the end to another year of **(0)** ___ education, but this does not necessarily mean that learning need end as well. Summer, and its attendant activities, should be fun, challenging and full of opportunities to learn new skills, while **(1)** ___ peers and pursuing personal development.

Camp Towhee, located in picturesque Haliburton, Ontario, has all of these things and more on offer. Open to 10-18-year-olds, Camp Towhee is a residential therapeutic programme for children and teens with learning **(2)** ___ which can be caused by anything from short attention **(3)** ___ to hyperactivity.

The camp has highly-trained motivated staff that have the necessary professional **(4)** ___ to address the unique needs of each and every individual camper. The camp is known for its very high staff to camper ratio, and campers **(5)** ___ on the attention that they receive from their camp counsellors. Campers stay in spacious cabins which can accommodate up to six people and all meals are served 'family style' in a large communal dining hall.

Assessments and discussions with parents and **(6)** ___ campers take place until the end of January of any given year about whether the camp programme is suitable **(7)** ___ a particular girl or boy. By early February at the **(8)** ___, decisions are made for most campers about offering them a place at the camp.

0	**A** formal	**B** impressive	**C** logical	**D** occupational
1	**A** clamping down on	**B** bonding with	**C** crossing out	**D** handing in
2	**A** capabilities	**B** inability	**C** disabilities	**D** intolerance
3	**A** focus	**B** cells	**C** systems	**D** spans
4	**A** qualities	**B** qualifications	**C** advantages	**D** parts
5	**A** thrive	**B** trigger	**C** refrain	**D** extract
6	**A** productive	**B** genetic	**C** prospective	**D** vocational
7	**A** for	**B** with	**C** to	**D** on
8	**A** late	**B** lately	**C** later	**D** latest

Cambridge Part 2

Read the text and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Food allergies: get online help

For people negatively affected **(0)** by food allergies, cooking and, indeed, eating can be a real pain. From planning the meal to shopping for the necessary ingredients to actually preparing the chosen dish, it is a long and difficult process. But does it really have to be? Are you aware **(1)** of the fact that there are countless numbers of websites online that specialise **(2)** in offering advice and presenting guidelines **(3)** on nutrition and healthy eating – even for those people with special dietary needs?

While there are many sites that you can opt **(4)** for, one of the best ones in my opinion is called 'Cooking Classes with Food Allergy Gal'. On this website, you can find recipes for almost anything. And the important thing is, by following them, you **(5)** will be able to create dishes that are all completely allergen-free. So, whether you have an intolerance for wheat or lactose, or whether peanuts, soy or corn can cause an allergic reaction as soon **(6)** as you ingest them, there are recipes for everyone.

In addition, this site gives information on how to find a personal 'AllerCoach' in your area. These qualified people will teach you how to cook for your special needs and they will even take you shopping and advise you on what products **(7)** are safe for you to consume. Alternatively, classes, taught by approved chefs, can be set up in your area for groups of ten people or more. Just think, you'll never need to dread **(8)** cooking/preparing meals ever again!

Cambridge Part 3

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Who 'ya gonna call? MythBusters!

Have you ever wondered if is actually possible for two colliding bullets to fuse together, or if it is physically plausible to find a needle in a haystack? Well, **(0)** _apparently_, the special effects experts Adam Savage and Jamie Hyneman, the hosts of the very popular TV programme, *MythBusters*, most certainly have. For well over a decade, the show's hosts used **(1)** _applicable_ elements of the scientific method to test the validity of a very wide **(2)** _variety_ of rumours, myths, film scenes, Internet videos and news stories. The series was aired by numerous international broadcasters, including SBS Australia and other Discovery stations worldwide.

Each episode of this educational and entertaining programme follows a particular formula. First, the hosts introduce the myth to be 'busted', and then a humorous video is shown offering further details about the myth. Finally, the myth is **(3)** _extensively_ tested in a two-step process in which Savage and Hyneman try to replicate the circumstances to see if the **(4)** _findings_ are duplicated.

The show attracted large audiences of loyal fans year after year for several reasons, the most important being that the theme of the programme was so **(5)** _innovative_. In addition, people appreciated the **(6)** _accuracy_ of the hosts' experimental methods and **(7)** _calculations_, and their subsequent results. Never ones to rely simply on their own widespread knowledge and experiences, Savage and Hyneman would often consult with experts when they needed assistance with their **(8)** _investigations_.

APPEAR
APPLY
VARY
EXTEND
FIND
INNOVATE
ACCURATE
CALCULATE
INVESTIGATE

Cambridge Part 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

The vertical line in the key shows how two marks would be allocated.

0 Professor Stevens may go to another country to study rare bird species.
THINKING
Professor Stevens _is thinking about going_ abroad to study rare bird species.

1 Somebody saw our teacher leave by the back entrance.
SEEN
Our teacher _was seen | leaving_ by the back entrance.

2 Mavis started to feel ill ages ago.
BEEN
Mavis _has been feeling ill | for_ ages.

3 I was about to leave for the lab when you called.
BRINK
I was _on the brink of | leaving_ for the lab when you called.

4 The school menu must be approved before the new 'healthy food' policy is implemented.
AFTER
The new 'healthy food' policy will be implemented _after the school menu | has been_ approved.

5 I had never eaten sushi before.
TIME
It was _the first time | I had ever_ eaten sushi.

6 I wish I had spent my years at university more productively.
SOONER
I _would sooner | have_ spent my years at university more productively.

Review 2

Units 4-6

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

Grammar

1 In the past, why ___ that memorising things was an effective learning method?
a were teachers used to believing
b were teachers believing
c did teachers use to believe
d would have teachers believe

2 'Can I have your results from the science experiment, please, Mildred?'
'I'm afraid I ___ haven't finished it, Mrs Hollis.'
a yet **b** still
c already **d** just

3 Peter ___ for an important exam all night, so he was very tired in the morning.
a would study **b** was studied
c had studied **d** had been studying

4 'Have you visited any of London's museums?'
'No, but my sister ___ to Tate Modern twice.'
a has gone **b** has been
c has been going **d** will go

5 You have the determination ___, so I'm sure that you'll do very well in life.
a to succeed **b** of succeeding
c succeeding **d** to have succeeded

6 'What's the matter with Jack these days?'
'___ used to university life makes him feel lonely.'
a To not be **b** Not being
c Not having been **d** Not have been

7 I ___ handing in my exam paper when I realised that I'd forgotten to do the last question.
a was on the verge of **b** was to
c was about to **d** had to

8 I don't like where I'm living, but ___ I will have to put up with it.
a currently **b** later
c for the time being **d** forever

9 'Why are you angry with your best friend?'
'I was expecting ___ to her party and I wasn't.'
a to inviting **b** invited
c to be invited **d** being invited

10 'I'll bring my invention in on Monday.'
'Great! I'm looking forward to ___ it!'
a that you see **b** seeing
c see **d** be seeing

Vocabulary

1 ___ brief, the zoologist's lecture on animal behaviour was very thought-provoking.
a On
b Of
c In
d At

2 I've never actually studied Greek, but I lived in Athens for six months and managed to ___ a few words and phrases here and there.
a make do with **b** drop out of
c look over **d** pick up

3 Have you ever heard of the saying, 'April ___ bring May flowers'?
a additives **b** showers
c allergies **d** floods

4 My daughter is being ___ by a specialist who believes that he can help her asthma.
a treated **b** cured
c enlisted **d** recruited

5 The singer had to cancel her European tour because of a problem with her ___.
a vocal cords **b** cerebral cortex
c nervous system **d** amniotic fluid

6 The University of Toronto is a large university, with several ___ located around the city.
a campuses **b** colleagues
c graduations **d** curriculums

7 Doctors are in the process of doing ___ tests to find out what is wrong with my father.
a lethal **b** extensive
c conspicuous **d** accurate

8 Sorry! I didn't mean to tell your mother that you had failed the exam; it was ___!
a a slip of the tongue **b** a sweet tooth
c a feeling in my bones **d** a straight face

9 My grandfather suffers from ___, so he can't eat foods like bread or pasta.
a life expectancy **b** wheat intolerance
c mortality rates **d** fatal injury

10 No, I'm not sure how to get to Leeds, but don't worry, I've got a ___ in my car.
a firewall **b** filament
c beaker **d** sat nav

07 Modals / Semi-modals / Modals Perfect

MODALS modal verb + bare infinitive

VERB	USE	EXAMPLE
can	• ability in the present and future	Harriet *can play* the piano.
	• to express what is possible	You *can buy* tickets to the concert online.
	• requests or offers	*Can* we *join* you for lunch? I *can give* you a lift home.
	• permission	Yes, of course you *can go out* on Saturday.
	• to soften a statement or criticism	Olivia *can be* very demanding sometimes!
can't	• lack of ability in the present or future	Dan *can't play* football this weekend; he's away on holiday.
	• logical assumptions about something that is unlikely or impossible	Sylvia lives in Beech Street, which is just around the corner, so her house *can't be* far away.
could	• general ability in the past	Nicky *could swim* when she was just three years old!
	• possibility in the present or future	Oliver *could be studying* in the library; he said that's where he was going.
	• polite requests	*Could* you *tell* me some more about the Mayan civilisation, please?
	• suggestions	You *could avoid* eating dairy products to see if you feel better.
	• to show annoyance at something	You *could look* more excited to see me!
couldn't	• general and specific inability in the past	Lily *couldn't play* the cello when she was four. Ben hurt his ankle, so he *couldn't go* to football practice yesterday.
	• impossibility in the present	Tom *couldn't know* what Mary's password is because she never tells anyone that kind of thing.
may	• possibility in the present or future	The Museum of Modern Art *may be* closed on Sundays.
	• formal requests or permission	*May* we *have* a minute of your time, Mr Thomas?
	• to express wishes or hopes (formal)	*May* your marriage *be* filled with happy moments!
might	• possibility in the present or future	I *might not be coming* with you to the cinema after all.
	• as criticism	You *might knock* before you open the door!
will	• predictions, future facts	I'm sure your boss *will let* you leave early.
	• decisions made at the time of speaking, offers	It's raining; I'*ll drop* you *off* at the cinema.
	• requests	*Will* you *help* me move these exhibits to the main hall, please?
	• refusals	I *won't be answering* any more of your questions!
	• *won't* can be used with offers/formal invitations in order to be more polite	*Won't* you *join* us for dinner this evening?
would	• polite requests	*Would* you *come* into my office, please?
	• past habits	I grew up in Essex, but we *would visit* London every weekend.
	• the past form of *will*	I believed all the students *would pass* the exam.
	• to emphasise that an action is uncertain	Do you really think Alice *would hurt* her sister?
shall	• suggestions, offers (with *I* and *we*)	*Shall* we *meet* at the entrance to the carnival?
	• in rules, contracts, formal English	Both parties *shall adhere* to the terms and conditions of this agreement.

should / ought to	• advice, suggestions	If you really want to explore Rome, you *ought to stay* for at least a week.
	• obligations	He *should apologise* to your mother immediately.
	• expected outcomes	The coach *ought to be arriving* any minute now.
	• used with *if, in case, for fear that* to imply that an action is less likely	We'll leave the key under the doormat in case you *should arrive* home when we're asleep.
	• in *that* clauses after adjectives to express the importance of an action	*I'm anxious that you should* understand what really happened.
	• in *that* clauses after adjectives, to describe a personal reaction to a known fact	*It's not surprising that they should offer* him the job; he's got so much experience. How *strange that she should ignore* you.
must	• obligations	All employees *must come* to work smartly dressed.
	• logical assumptions, deductions	You haven't eaten anything. You *must be* starving!
	• recommendations, strong advice	You *must get* your car serviced!
mustn't	• prohibition	You *mustn't bring* food or drink into the art gallery.
needn't	• lack of necessity	The tickets have been delivered, so you *needn't stop off* at the theatre to collect them.

ALERT!

• ***How could* sb *do* sth ...?**

We use this structure to say that we think somebody's behaviour is inappropriate, very surprising or wrong.

How could you tease *that little girl?*

How could Mark eat *insects? That's just disgusting!*

• ***couldn't be* + comparative**

We use this structure to emphasise the extreme nature of something.

John ***couldn't be more different*** *to his brother.*

You're getting married! I ***couldn't be happier****!*

• ***may / might as well***

We use this phrase to make a suggestion when there is nothing more interesting, useful or better to do.

It doesn't look like anyone's going to turn up; we ***may as well go*** *home.*

There's nothing on TV tonight; we ***might as well watch*** *a DVD.*

• ***How should ...? / Why should ...?***

We can use *should* in questions to indicate annoyance.

*'What time will Dan turn up?' '****How should I know?*** *He never tells me anything!'*

*'Miriam's had an argument with Sophie!' '****Why should I care?*** *I don't like either of them.'*

SEMI-MODALS semi-modal verb + bare infinitive

There are a number of semi-modals. Unlike modal verbs, they can be used in a variety of tenses as well as in a gerund or an infinitive form providing the meaning allows it.

	USE	EXAMPLE
(not) be able to	• ability	*Were* you *able to contact* Mr. Hennessey last night? I'*m not able to draw* very well. Sue *isn't going to be able to help* you. Dylan *should be able to come* with us on Saturday. I like *being able to see* my friends as often as I want. Thomas hopes *to be able to travel* on the same flight as us.
have to	• necessity, obligation	I *had to return* the book to the library. All guests *have to check out* by eleven o'clock in the morning. The art gallery is closed. We'*ll have to visit* another time. A move to France will mean *having to learn* French. Gillian was disappointed *to have to leave* so early.

not have to	• lack of obligation	You *don't have to drive* me to the theatre tonight; Susie is picking me up. Stan *didn't have to travel* on business. Andrea *won't have to pay* full price because she's a student. Hazel enjoys *not having to get up* early at the weekend.
(not) need to	• necessity	Your cough is getting worse; you *need to see* a doctor. I *didn't need to buy* a train ticket because I already had one. *Will* you *need to find* a new job when you move house? Alan *might need to ask* permission to photograph exhibits. She answered all the questions despite *not needing to* do so.
(not) be supposed to	• obligation (similar to *should*) • to express contrast between what was expected and what actually happened	I'*m supposed to join* my boss and his wife for dinner tonight. You *aren't supposed to be* in here. Please leave. Jenny and I *were supposed to* catch the six o'clock train, but we got to the station just as it was leaving! You *weren't supposed to open* your present before your birthday!
(not) dare (to)	• to express courage or lack of it (usually used in negative sentences)	We *don't dare (to) use* our phones at school. They kept running and *didn't dare (to) look* back.
dare to	• to challenge sb	I *dare you to knock* on the door and run away!

ALERT!

• There is a difference between *mustn't* and *don't have to*. We use *mustn't* to say that something is prohibited or forbidden. We use *don't have to* to say that something is optional; it is our choice whether we do it or not. Compare:

*You **mustn't take photographs** in this part of the museum. It's not allowed.*

*You **don't have to take photographs** with your mobile phone; you can borrow my camera.*

• We also use *dare* in these set phrases:

***Don't you dare** tell our parents!*

***How dare you** accuse me of lying!*

***I dare say** Henry will forgive you eventually.*

MODALS PERFECT modal verb + *have* + past participle

must have	• certainty about a past action or state (affirmative statements) • logical assumption	Judging by these old photos, Alexandria *must have been* a beautiful city in the past. Paul isn't here yet. He *must have missed* the bus!
can't have / couldn't have	• certainty about a past action or state (negative statements) • to express surprise or disbelief	Virginia *can't have told* everyone your secret. She's not that kind of person. Matthew *couldn't have forgotten* your birthday! The weather last weekend *couldn't have been* better!
could have / may have / might have	• possibility in the past • uncertainty about past action	The location of the legendary city of Atlantis *may have been* near Cadiz, Spain. Driving home so late was very irresponsible. You *could have fallen asleep* at the wheel. Dean *might have told* me, but I can't remember. Don't be angry. Lia *may have broken* the cup by accident.
could have / might have	• to express annoyance about the failure to do something	He *could have rung* to say he'd be late. You *might have warned* me Josh would be at the dance.
could have	• actions that were possible in the past, but didn't happen	It was a fine evening, so we *could have walked* to the theatre. (but we didn't)
should have / ought to have	• criticism	You *should have told* me that you're allergic to shell fish. You *ought not to have spoken* to him like that.

needn't have	• to express the idea that something was unnecessary, but it was done regardless	You *needn't have gone* shopping. I had already bought everything we need earlier today!
will have	• certainty • to look back on a past action from a point in the future	Mary left early this morning, so she *will have arrived* in Paris by now. In a couple of hours, we'*ll have finished* the museum tour.
would have	• assumptions about the past • actions that were possible, but didn't take place	A tall blonde lady? That *would have been* Jessie's mum. A bank loan *would have enabled* the Murrays to send their son to college.

ALERT!

• ***I might have known (that)*** **+ pronoun/noun +** ***would*** **+ bare infinitive**

We use this structure to show that we are not surprised by an action.

I might have known (that) *Cassie* ***would forget*** *to bring any money with her!*

• ***needn't / shouldn't have*** **+ past participle**

We can use this structure to thank someone politely for doing something.

What a beautiful bracelet! You really ***needn't have gone*** *to so much trouble.*

You ***shouldn't have sent*** *me flowers, but thank you; they are beautiful!*

• There is a difference between *didn't need to* and *needn't have.* We use *didn't need to* to say that something was unnecessary. We do not know if the action was done or not. We use *needn't have* to say something was unnecessary even though it was done. Compare:

There was plenty of food left over from the party, so I ***didn't need to cook*** *anything. We made do with what we had.*

There was plenty of food left over, so I ***didn't need to cook anything****. I made a vegetarian lasagna, though, because it's Lucy's favourite.*

There was plenty of food left over, so I ***needn't have cooked*** *anything. I wish mum had told me earlier!*

Grammar in Action

A **Circle the correct words.**

1 Due to damage caused by flooding, the exhibits **must** / **could** temporarily be removed from display.
2 Close your exam paper! We aren't **supposed** / **able** to open it until the examiner tells us to!
3 The parties agree that this contract **would** / **shall** form the basis of all future negotiations.
4 Make sure to wear warm clothing in case it **should** / **might** snow later on.
5 You **shall** / **might** ask before taking my laptop, Jenny!
6 Today I'm going to vote in a national election for the first time in my life – I **mustn't** / **couldn't** be more excited!
7 It's no use trying to make John change his mind; he **could** / **can** be very stubborn when he wants to.
8 The queue is too long and we'll never get tickets. We **might** / **should** as well go home!

B **Complete the sentences with these words and phrases.**

can't **must have** **need** **needn't** **ought to have** **should**

1 Our garden is covered in snow! It *must have* been snowing all night!
2 Rosie is extremely upset about the way you spoke to her; you *should* apologise immediately.
3 You *ought to have* mentioned that a prerequisite for the job was a degree in anthropology – I wasn't aware of that.
4 Please inform Gareth that he *needn't* wear a suit to the office tomorrow – it's casual Friday and most people turn up in jeans.
5 You *can't* expect me to believe your excuse, surely?
6 They look exhausted – they *need* to take a break.

C **Complete the sentences with the correct modals.**

1 **must can't**
- a Sally ___must___ be enjoying her holiday. She hasn't rung me once even though she said she would.
- b They ___can't___ be enjoying their holiday. It's been raining solidly since they arrived.

2 **should shouldn't**
- a Thank you. That was a delicious meal. You ___shouldn't___ have gone to so much trouble.
- b 'I'm sorry, but I don't eat fish.' 'Oh, you ___should___ have told me; I'd have cooked something else.'

3 **didn't need to needn't have**
- a I ___didn't need to___ drive all the way into town because Alice had arranged to get the bus home.
- b Why didn't you tell me that you were coming home with David? Then I ___needn't have___ driven all the way into town to pick you up!

4 **will have could have**
- a Jason ___could have___ heard the news at school, but you should call and tell him – just in case.
- b Jason's mum works on the local newspaper so she ___will have___ heard the news by now I expect.

5 **couldn't could**
- a You ___could___ show a bit more enthusiasm about my idea, you know!
- b Helen ___couldn't___ be more enthusiastic about the idea – she thinks it's fantastic!

D **Read the extract from a leaflet and circle the correct words.**

Voting in the UK

Your polling station

First you **(1) are supposed to** / **have to** find out where your polling station is. If you don't know this information, go to your local town hall. They **(2)** **will be able** / **are able** to inform you of where you **(3)** **need** / **must** to go to vote.

On the day

When you arrive at the polling station, staff will give you a ballot paper listing the candidates you **(4) have to** / **can** vote for. You **(5)** **may** / **shall** be given more than one ballot paper if there are several elections taking place on the same day.

In the polling booth

Take your ballot paper into the closed booth so nobody **(6)** **can** / **must** see how you vote. Mark your ballot paper according to the instructions – you **(7) will** / **may** use a blue or black pen, but you **(8) couldn't** / **mustn't** use a pencil. You **(9)** **needn't** / **ought not to** take a pen with you as you will find one in the polling booth.

Into the ballot box

Then you **(10)** **must** / **shall** fold your paper in half, show it to the election official and drop it into the ballot box.

E **Complete the sentences with one word in each gap. Sometimes more than one answer is possible.**

1 How ___could/dare___ you take Celia's pocket money? It's nothing short of stealing!
2 We hope to be ___able___ to travel to Peru this summer.
3 A mortgage ___would___ have enabled my sister to buy a new property, but the bank said she didn't qualify for one.
4 I can't understand why Sabine isn't here; I suppose she could ___be___ waiting for us at the other entrance.
5 The archaeology students can't ___have___ deciphered the secret writing – not even the world's leading experts understand it!
6 Lizzie ___must___ have forgotten that we had a lecture about the Roman Empire. She didn't turn up and that's so unlike her.
7 We're sorry that you ___should___ have found out the bad news in this way.
8 I ___dare___ say I'll find a way of passing the time while you're at the meeting.

F **Complete the dialogues with these modal verbs and the correct form of the verbs in brackets. You may need to make other changes too.**

be supposed to can't could must needn't ought to

1 **A:** I saw Elena at the British Museum yesterday.
B: You *can't have seen* her; she's been in Milan for two weeks. (see)

2 **A:** Tom found what look like ancient artifacts in his garden last week.
B: Really? He *ought to hand them over* to a museum. (hand over)

3 **A:** What's the matter? You look disappointed.
B: I am. Adriana *was supposed to book* flights to Peru and I've just found out that she didn't. (book)

4 **A:** I picked up a Chinese takeaway on my way here.
B: You *needn't have done* that. I've already ordered Italian! (do)

5 **A:** Jason finished that 10,000-word essay about the Incas in under a month!
B: He *must have worked* very hard! (work)

6 **A:** Sorry, I'm ill so I won't be going with you today.
B: You *could have told* me – I've been waiting for half an hour! (tell)

G **Complete the sentences with suitable modal or semi-modal verbs. You will need to make other changes too.**

1 So Anastasia has let you down again? Well, that doesn't surprise me in the least.
I *might have known she would let* you down.

2 She chose not to become a Canadian citizen even though she had that right.
She *could have become a Canadian* citizen if she'd wanted to.

3 It's not compulsory for applicants to state their age on the form.
Applicants *don't need to/don't have to/needn't state* their age on the form.

4 I think you were wrong to react so aggressively.
You *ought not to/should not have reacted* so aggressively.

5 A rockfall on the path forced us to turn back.
We *had to turn* back because of a rockfall on the path.

6 Will you manage to complete the dig with that bad leg of yours?
Are *you (going to be) able to complete* the dig with that bad leg of yours?

7 It's possible that we're making a mistake, but it's too soon to be sure.
We *might/could be making a mistake*, but it's too soon to be sure.

8 I hope that you live a long and happy life!
May *you live* a long and happy life!

H **Complete the sentences with a word or short phrase.**

1 Molly made sure she had her credit card on her, *in case* she should have to pay for dinner.

2 This simply *can't be* be the quickest way to the ancient temple. We've been walking for hours!

3 You *should/ought to have* consulted a tourist guide before embarking on this long walk around the city centre.

4 Mum didn't really like cooking, but she *would* always do a fantastic Sunday dinner.

5 I can't afford to buy you a new camera, but I *will/can/could* lend you mine if you want.

6 We *(will) have to/had to* learn the basics of the Russian language before going to St Petersburg.

7 It wasn't me who called you last night, but it *could/might have* been Max. I know he was looking for you.

8 *Can/May* I borrow your book about the Olmecs of Mesoamerica?

Cambridge in Action

Read the text and think of the word which best fits each space. Use only one word in each space.

Winter Light Festival



If you **(1)** _could_ go to any festival in the world, which one would you choose? One of the most beautiful is the 'Winter Light Festival' in the Japanese city of Kuwana. Over seven million LED lights, powered by solar energy, are used to create dazzling scenes of natural beauty. Stroll in the extensive grounds, admire the incredible flower displays and of course, you simply must **(2)** _not_ miss the stunning 'tunnel of light'. If you visit the park in the late afternoon, you will be **(3)** _able_ to enjoy both the floral beauty by daylight and the illuminations by night.

The park **(4)** _can_ become fairly crowded so, in order to avoid the long queues, you **(5)** _ought_ to book your tickets in advance. Of course you **(6)** _have_ to buy a ticket to enter the park, but there are discounts for children and families. You don't need **(7)** _to_ take any extra cash with you as the price of the ticket includes a voucher which can **(8)** _be_ used to buy food and drink or souvenirs at the park. The festival runs annually from November until mid-March.

Unit 7

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 Although Virginia is a friend of mine, I admit that she ___ very offensive sometimes.
a could be
b can be
c will be
d must be

2 'How come Natasha didn't turn up for the final rehearsal?'
'She said she was going to, so something serious ___.'
a was supposed to happen
b must have happened
c should have happened
d ought to have happened

3 'Oh no! I've missed the bus!'
'I ___ give you a lift home if you like.'
a can
b shall
c must
d should

4 'Do you think Jeremy ___ about where he was last night?'
'Possibly. He's not the most honest person I know.'
a must have lied **b** shall lie
c must be lying **d** could be lying

5 How odd that she ___ not to know us!
a will pretend **b** is supposed to pretend
c could be pretending **d** should pretend

6 'Was the meal to your satisfaction, Madam?'
'Yes, thank you. It ___ better!
a shouldn't have been **b** can't be
c couldn't have been **d** won't have been

7 You ___ before you borrow my shoes! What if I want to wear them myself?
a can ask **b** shall ask
c might ask **d** would ask

8 You ___ park in that space – the sign says parking is prohibited.
a mustn't **b** don't have to
c wouldn't **d** might not

9 ___ visit the British Museum while you're in London, you mustn't forget to look at the famous Rosetta Stone.
a In case you **b** If you should
c For fear that you **d** When you might

10 '___ print out the report for me first thing in the morning?'
'Yes, of course.'
a Will you be able to **b** Are you supposed to
c Ought you to **d** How could you

11 You ___ meet me at the entrance to the Food Festival. Where were you? I waited for a whole hour.
a should have
b were supposed to
c dare
d must

12 Judging by the exhibits and the publicity materials, the organisers ___ a huge amount of money in the new exhibition.
a will have invested
b would have invested
c should have invested
d must have invested

13 Kieran ___ still be rehearsing for the play. We all finished hours ago!
a wouldn't
b can't
c mustn't
d ought not

14 'Is William going to visit the Great Wall while he's in China?'
'___ what William's holiday plans are?'
a How should I know **b** I mustn't know
c What do I know **d** Why could I know

15 I ___ you would let me down at the last minute. Typical!
a may have known **b** might have known
c would have known **d** could have known

16 I didn't have a carnival costume, but I ___ take part in the procession.
a can still **b** still had to
c was still able **d** should still

17 It was a job interview – you ___ have worn jeans and a T-shirt!
a shouldn't **b** ought not
c mustn't **d** may not

18 Please help yourself to the food at the buffet. You ___ be starving after your long journey.
a could **b** might
c would **d** must

19 She reacted so angrily that I didn't dare ___ her anything else.
a ask **b** asking
c will ask **d** to be asking

20 'Didn't you know that Olivia works as a curator?'
'To be perfectly honest, she ___ me, but I probably forgot.
a would have told **b** can't have told
c ought to have **d** may have told

CULTURE AND CIVILISATION

Vocabulary in Action

A **Circle the correct words.**

1 The first agricultural societies **erupted** / **emerged** when hunter-gatherers began to settle down in groups to cultivate the land.
2 Indigenous Amerindian culture was **perished** / **doomed** from the moment the first Europeans set foot in North America.
3 According to the ancient myth, Rome was **found** / **founded** by twin brothers, Romulus and Remus.
4 The mysterious Olmec civilisation of central America **vanished** / **vacated** in around 400 BC, but nobody knows the cause of its disappearance.
5 The Byzantine Empire slowly **declined** / **decreased** over the course of centuries.
6 Most anthropologists now believe that modern humans **derived** / **originated** in Africa and spread out across the world around 50,000 years ago.
7 Mathematics and astronomy **flourished** / **established** in ancient Greece, especially after Alexander the Great conquered the East.
8 The historian, Brooks Adams, believed that every great civilisation will eventually **dissolve** / **decay** and collapse entirely.

B **Which of the correct answers in exercise A relate to the rise of a civilisation? Which words relate to the fall of a civilisation?**

Rise of a civilisation: emerge, founded, originated, flourished
Fall of a civilisation: doomed, vanished, declined, decay

C **Six people are talking about different social systems and forms of government. Label the statements with these words.**

colonialism **democracy** **dictatorship** **empire** **feudalism** **monarchy** **nomadism**

Citizens vote in elections to choose who will govern their country.
(1) *democracy*

In this system, the country is ruled by a king or queen.
(2) *monarchy*

This is a situation where one powerful country has political and economic control over another country, territory or people.
(3) *colonialism*

This is a political system in which there are no limits on state authority. It is usually characterised by the widespread use of terror.
(4) *dictatorship*

This is where a number of countries are ruled by one powerful government or person.
(5) *empire*

This social system existed in medieval Europe – ordinary people had to work and fight for powerful lords who owned all the land.
(6) *feudalism*

The people in this kind of society don't live in one place; they move around depending on the weather and food supplies.
(7) *nomadism*

D **Which group of words goes with which social system or form of government in exercise C?**

1 dictatorship: imprisonment, repression, torture
2 feudalism: middle ages, peasants, nobles
3 nomadism: wander, gypsies, migration
4 empire: emperor, dynasty, imperial
5 democracy: ballot box, constitution, parliament
6 colonialism: conquer, slavery, colony
7 monarchy: throne, coronation, heir

E **Complete the sentences with these words.**

artifact damage dig exhibits fieldwork fragments manuscripts ruins unearth vessels

Digging up the past

One of the best parts of an archaeology course is going on a **(1)** dig. Most students will tell you that nothing beats the excitement of getting your hands dirty as you sift through the soil and maybe come across an ancient **(2)** artifact such as a coin or a knife blade. Every year, thousands of students undertake **(3)** fieldwork in order to experience an excavation at first hand.

First of all a site is located – this might be in the **(4)** ruins of an ancient city or an area near a modern-day settlement. Researchers use ancient **(5)** manuscripts as well more modern written sources to pinpoint a site.

At the site, the archaeologists **(6)** unearth relics which they find buried in the soil. These are the physical remains from the lives of the people who lived there in the past. The objects might be old coins, **(7)** fragments of pottery or whole drinking **(8)** vessels. They must be extremely careful not to **(9)** damage the items as they remove them from the soil. The items are then catalogued and studied in order to give insights into the customs of ancient cultures. Eventually, these items will end up as **(10)** exhibits in a museum.

F **Read two short texts about multiculturalism and immigration. Then complete this table with the words in bold.**

RELATING TO RACISM	RELATING TO SOMEONE'S BACKGROUND	RELATING TO POSITIVE SOCIAL EXPERIENCES
prejudice	ethnicity	racial harmony
intolerance	ancestry	cross-cultural understanding
discrimination	racial heritage	sense of community
	shared identity	

Multiculturalism in Canada

Multiculturalism is a defining aspect of Canadian identity. Enshrined in Section 27 of the 1971 Canadian Charter of Rights and Freedoms, it is based on the fundamental belief that every citizen should enjoy equal rights regardless of their race, **ethnicity**, religion or **ancestry**. While immigration is becoming an increasingly sensitive issue in many European countries, Canada's experience proves that **racial harmony** and **cross-cultural understanding** are achievable goals in a modern society. Canadian citizens take pride in their **racial heritage** but nevertheless have a strong **sense of community** and society as a whole is definitely more accepting of diverse cultures.

The Windrush generation

In 1948, the *SS Empire Windrush* arrived at Tilbury Dock in England and 492 passengers from Jamaica, Trinidad and Tobago disembarked. This was to be the beginning of post-war mass migration to the UK – the new Caribbean arrivals came to be known as 'the Windrush generation.' After the Second World War, the UK was suffering from a shortage of labour and encouraged citizens of the Caribbean to seek work in the country – many of them had fought for Britain during the war. Sadly, many would meet with **prejudice** and **intolerance**. Influenced by racist propaganda, some employers and home owners refused to employ or house these immigrants. This **discrimination** was a major factor in the development of a **shared identity** amongst immigrants.

G **Now find words and phrases from the texts in exercise F to match these definitions. The definitions are in the same order as the words in the texts.**

Multiculturalism in Canada

1 a person who has the right to live in a particular country
citizen

2 having the same rights and opportunities as other people
equal rights

3 beliefs, customs, ideas, etc which are different from other people's
diverse cultures

The Windrush generation

4 the process of people moving from one place to another, often on a permanent basis
migration

5 when there isn't enough work
shortage of labour

6 look for a job
seek work

7 false information designed to make people think in a certain way
propaganda

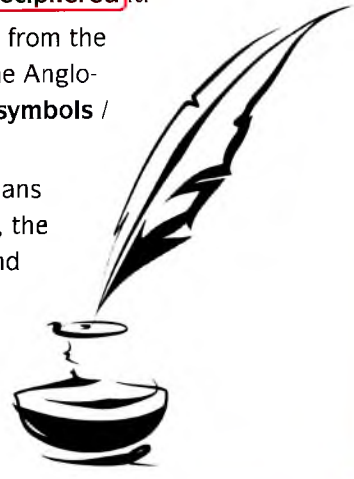
8 people who move from one place to another to live and work
immigrants

H **Read the article and circle the correct words.**

Writing through the ages

Writing first appeared in about 3,200 BC and was invented by the Sumerians of Mesopotamia. It consisted of marks made with a reed on a clay **(1) block** / **tablet** – we call this early form of writing 'cuneiform'. Most of these **(2)** **inscriptions** / **memoranda** record details of commercial transactions. Other systems developed independently in both China and central America. A writing system known as Linear A was used in ancient Greece, but its meaning remains a mystery as experts have not yet **(3) encoded** / **deciphered** it.

The modern European alphabet is based on the Greek alphabet which itself derives from the Phoenician **(4) calligraphy** / **script**. Adopted by the Romans and passed down to the Anglo-Saxons this is the alphabet most widely used today – although today it has 26 **(5) symbols** / **characters** rather than the original 24.



The materials used for writing have also changed over the centuries. Ancient Egyptians wrote on **(6)** **papyrus** / **bamboo**, which was made from a kind of plant fibre. In fact, the word 'paper' is derived from this. The **(7) secretaries** / **scribes** of ancient Greece and Rome wrote on long **(8) streamers** / **scrolls** made from processed leather known as **(9)** **parchment** / **fleece**. However, we must credit the ancient Chinese with the invention of paper – a mix of plant fibres and rags which was mashed, smoothed and dried. Its fabrication was a closely-guarded secret for hundreds of years. In about 600 AD people first started using the **(10) ballpoint** / **quill** (a long feather dipped in ink) to write with.

Unit 7

I Complete the sentences with these adjectives.

auspicious ceremonial indigenous nomadic pagan pre-historic primitive tribal

1 There are still some _primitive_ tribes in the jungles of Papua New Guinea who have almost no contact with the outside world.

2 The Maasai people's _tribal_ homelands are in southern Kenya and northern Tanzania.

3 Lascaux in France is famous for its _pre-historic_ cave paintings which are thought to be around 17,300 years old.

4 The _indigenous_ inhabitants of Australia are the aboriginal people who have lived there for around 45,000 years – it wasn't until the eighteenth century that European people began to colonise the continent.

5 The Kazakh people of Mongolia practise a(n) _nomadic_ lifestyle, moving from place to place three times a year, along with their sheep, goats and horses.

6 On important occasions, the elders of the tribe would wear beaded and embroidered _ceremonial_ robes.

7 Most _pagan_ religions are 'polytheistic', which means that they believe in a number of different gods and goddesses.

8 Bats and magpies are just two of the animals which are considered to be _auspicious_ in ancient Chinese culture – they were thought to bring health and happiness.

J The words in bold are in the wrong sentences. Write the correct words.

1 In many cultures, houses, furniture and antiques are **dated back to** from generation to generation. _handed down_

2 My **descendants** originally came from the Outer Hebrides islands off the north-west coast of Scotland, but today my family lives in Glasgow. _ancestors_

3 Grace's hobby is genealogy – tracing her relatives back through the generations; she can trace her **roots** right back to 1841! _family tree_

4 Their family home **handed down** 1885 and was built by their great-great grandfather. _dated back to_

5 The original owner of this stately home was a wealthy man, but his **ancestors** were obliged to sell the house to pay their debts. _descendants_

6 The author who has written extensively about life in the USA, has gone back to his Irish **family tree** with this latest novel. _roots_

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

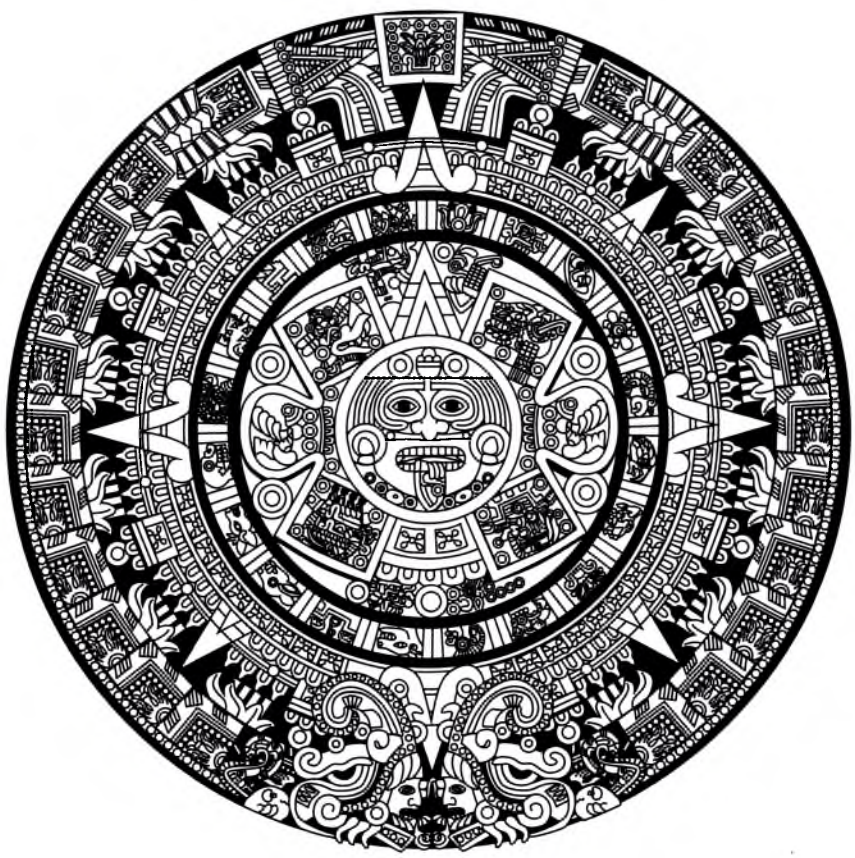
The Maya

While Europe traces its **(1)** ___ back to the eastern Mediterranean of antiquity, this was by no means the only advanced civilisation in existence at that time.

The Mayan civilisation of Mesoamerica first **(2)** ___ around 2000 BC and although some cities continued to flourish until the middle of the sixteenth century, their civilisation began to **(3)** ___ after about 800 BC.

The Mayans were not a(n) **(4)** ___ people and numerous **(5)** ___ have been found which testify to the advanced nature of their civilisation. In fact, they are famous for developing astronomy, mathematics and hieroglyphic writing. Archaeologists have **(6)** ___ stone pottery figures and tablets with pictorial carvings and writings in Mayan **(7)** ___. They have also found plates and drinking **(8)** ___.

1	**A** dynasty	**B** migration	**C** roots	**D** inscriptions
2	**A** emerged	**B** founded	**C** derived	**D** established
3	**A** dissolve	**B** decline	**C** decay	**D** decrease
4	**A** auspicious	**B** diverse	**C** indigenous	**D** primitive
5	**A** exhibits	**B** artifacts	**C** scribes	**D** ancestors
6	**A** deciphered	**B** handed down	**C** erupted	**D** unearthed
7	**A** script	**B** quills	**C** scrolls	**D** parchment
8	**A** symbols	**B** thrones	**C** vessels	**D** streamers



Unit 7

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 Freedom of speech is an essential keystone of any modern ___.
a dictatorship
b monarchy
c democracy
d empire

2 Grace wants to research her ___, so she has interviewed all her elderly relatives and is planning to go to the local records office, too.
a family tree
b descendants
c ancient myths
d immigrants

3 Women often find there is a lot of ___ in male-dominated working environments such as the police force or the fire service.
a diversity
b prejudice
c terror
d feudalism

4 Queen Elizabeth II's ___ took place in 1953 at Westminster Abbey in London.
a empire
b colony
c throne
d coronation

5 The best thing about living in a small town or village is the sense of ___; we all feel that we belong here.
a society
b community
c equality
d ancestry

6 Under ___, peasant farmers were expected to serve their lord by both producing food and fighting for him if the need arose.
a colonialism
b nomadism
c feudalism
d dictatorship

7 In my family, property is ___ from parents to children, so I'm fortunate enough to have my own house.
a dated back
b handed down
c settled down
d spread out

8 The ___ on the stone panel was badly damaged and even an expert archaeologist was unable to read it.
a scroll
b manuscript
c scribe
d inscription

9 After he was separated from his family, the young man ___ from town to town, searching for his parents.
a wandered
b migrated
c sifted
d followed

10 The ___ of medieval Europe held the power of life and death over the people who worked for them.
a peasants
b nobles
c heirs
d ancestors

11 Put a cross next to the person you want to vote for, fold the paper and drop it into the ___ box.
a vote
b constitution
c ballot
d manuscript

12 Christopher Columbus's discovery of America was great in the eyes of most, but for the ___ Amerindians it was a disaster.
a ethnic
b ceremonial
c auspicious
d indigenous

13 Gypsies lead a ___ life and travel from place to place, working in agriculture or selling goods such as carpets and furniture.
a nomadic
b tribal
c pagan
d diverse

14 It must have been very difficult to write letters with a ___ and ink!
a scroll
b quill
c bamboo
d tablet

15 Every ___ of this country has a right to vote in local and national elections.
a king
b immigrant
c citizen
d descendant

16 A ___ of labour meant that the government encouraged workers from overseas to come and work in shops and factories.
a shortage
b collapse
c repression
d disappearance

17 The purpose of the international festival of music is to promote ___ understanding.
a cross-cultural
b post-war
c modern-day
d pre-historic

18 Although she is ___ work, she doesn't hold out much hope that she will find a job.
a searching
b seeking
c cultivating
d investigating

19 The Normans ___ England in 1066 – it's a date which every English school child knows!
a vanished
b flourished
c doomed
d conquered

20 Through a terrifying campaign of ___, the dictator ensured that nobody dared speak out against his regime.
a fieldwork
b intolerance
c repression
d damage

08 Relative Clauses / Participle Clauses / Reduced Clauses

RELATIVE CLAUSES

USE	EXAMPLE
Relative clauses	
• provide information about a noun.	I interviewed the man *who opened the first delicatessen* in our town.
• usually begin with a relative pronoun (*who*, *which*, *that*, *whom*, *whose*, *where*, *when*, *why*).	Isn't that the shopping centre *where there is a huge selection of restaurants*?
A defining relative clause	
• defines the person, thing, place or time it refers to and gives the sentence meaning.	*Valerie's* is the patisserie *which sells the most delicious cakes*.
• answers the question *Which person/animal/thing/place/time/reason?*.	The shop assistant *who has won Employee of the Year* is John Matkins.
• is not separated from the main clause by commas.	Can you remember the year *when online shopping started to become so popular*?
A non-defining relative clause	
• provides additional information about a person, animal, thing, place or time.	The factory workers, *who had been working eighteen-hour shifts*, were present at the demonstration.
• can be omitted from the sentence without affecting the meaning of the main clause.	My *father(, whose shop closed down last year,)* has found retirement quite challenging.
• is separated from the main clause by commas.	The stock shop, *which sells furniture and kitchenware at very low prices*, was broken into last night.

RELATIVE PRONOUN	USE	EXAMPLE
who	• to refer to people	I met the architect ***who*** *designed the housing estate.*
which	• to refer to animals and objects	We took in the puppy ***which*** *had been left on the street* and gave it a home.
	• to refer to a whole clause	Sophie lost her purse while she was in town today, ***which*** *upset her a great deal.*
	• after a preposition in a defining relative clause	Please give me the address ***to which*** *you would like the flowers sent.*
that	• to refer to people, animals, things, time and reasons in defining relative clauses only	Gail finally bought the sofa ***that*** *cost £2,000.* The reason ***that*** *I asked about John* is that I haven't seen him for quite some time.
whom	• to refer to a person, when they are the direct object of a verb	The man ***whom*** *I served* was buying a birthday present for his wife.
	• after a preposition in a defining relative clause	Mauricio is the coach ***to whom*** *we owe a lot*!
whose	• to show possession	Please speak to the manager, ***whose*** *office is at the end of the corridor.*
where	• to refer to places (It replaces *at/in/on/to which*.)	I can recommend a restaurant ***where*** *you can try out delicious Indian food.*
when	• to refer to time (It replaces *in/on which*.)	Do you recall the day ***when*** *we saw a shoplifter run out of the toy shop*?
why	• to refer to reasons in defining relative clauses (It replaces *for which*.)	I fail to comprehend the reason ***why*** *advertisements always distort the truth*!

ALERT!

• In defining relative clauses, the pronouns *who, whom, that* and *which* can be omitted when they are the object of the verb in the relative clause.

*The salesman **who/that I consulted** gave me sound advice about which mobile phone to purchase.*

*The salesman **I consulted** gave me sound advice about which mobile phone to purchase.*

• When a relative pronoun is used with a preposition, the preposition can either come before the relative pronoun (formal) or at the end of the clause (informal). Note that the words *that* and *who* cannot be used after a preposition. We must use *which* and *whom*.

*The customer care agent, **to whom** I spoke, advised me to exchange the item.*

*The customer care agent, **who/whom** I spoke **to**, advised me to exchange the item.*

*The coat **for which** I paid £145 is a lovely cream colour.*

*The coat **that/which** I paid £145 **for** is a lovely cream colour.*

• When we refer to objects and we want to demonstrate possession, we usually use *whose* + noun. We can also use noun + *of which* or *that* ... noun *of*.

*I bought the picture from a tiny art gallery **whose name** I can't remember.*

*I bought the picture from a tiny art gallery **the name of which** I can't remember.*

*I bought the picture from a tiny art gallery **that** I can't remember **the name of**.*

• The words *whatever, whoever, whichever, wherever* and *whenever* may be used in defining relative clauses to give the meaning of *anything, anyone, anywhere*, etc. They are used to talk about people or objects that are indefinite or unknown.

*You can't just park the car **wherever** you choose!* (= in any place that you choose)

*I gave Sally cash for her birthday so she can buy **whichever** handbag she wants.* (= any handbag that she wants)

MODIFYING RELATIVE PRONOUNS

In non-defining relative clauses, we can use expressions of quantity with *of whom, of which* and *of whose* to modify the relative pronoun and make what we say more specific.	
half/one/two/three **both/each** **either/neither** **all/none** **many/much** **few/several** **some/any** **the first/the last**	The security company employs fifteen people, *eight of whom* used to be police officers. I bought a huge bar of chocolate from the local sweet shop, *half of which* I ate on my way home! There were four English teams playing in the Champion's league this year, *two of which* made it to the semi-finals. Agatha Christie was an English crime novelist, *most of whose* books have been adapted for television, radio and theatre.
The word *which* may also be used in conjunction with connectors and prepositions in order to make something we say make more specific	
during which **despite which** **at which point** **in which case** **in which event**	We were invited to the opening ceremony of the new sportswear store in London, *during which* a famous athlete gave a speech. Falling sales have led to a drop in the share price, *despite which* the brand still retains a high-profile public image. You have a rest until I finish tidying up, *at which point* we'll have a cup of tea.

REDUCED RELATIVE CLAUSES

Relative clauses can sometimes be reduced if they modify the subject of a sentence. The relative pronouns *who, which* or *that* and the verb *be* can be removed.	
• reducing to an adjective phrase	Any students *who/that are responsible for the damage* will be given detention. > Any students *responsible for the damage* will be given detention. This is the only convenience store *which/that is located* near our house. > This is the only convenience store *located* near our house.
• reducing to a prepositional phrase	Members of staff *who/that are on the shop floor* must wear uniform. > Members of staff *on the shop floor* must wear uniform. Shops *which/that are on this list* stock environmentally-friendly products. > Shops *on this list* stock environmentally-friendly products.

PARTICIPLE CLAUSES

We can use participles in participle clauses to make sentences shorter.
In general, we use a present participle (verb + *-ing*) when the meaning is active and a past participle (verb + *-ed* or irregular form) when the meaning is passive.
A perfect participle (*having (been)* + past participle) is used to emphasise that one action finishes before the other.
Participle clauses can be positive or negative.
***Knowing** she needed a new dishwasher, Janice spent the afternoon online looking at what was available.*
***Purchased** online, the dishwasher was delivered the following week.*
***Not having used** a dishwasher before, Janice read the instructions a few times.*

USE	EXAMPLE
• to replace the relative pronoun and the verb	The restaurant *which is opening* at the weekend specialises in Mexican cuisine. > The restaurant *opening* at the weekend specialises in Mexican cuisine. The woman *who has been hired* to restructure the company is American. > The woman *hired* to restructure the company is American.
• with conjunctions and prepositions	*While I was shopping* for a birthday present, I bumped into an old school friend. > *While shopping* for a birthday present, I bumped into an old school friend. *Jerry put* the chicken in the oven *and then* he started to prepare the vegetables. > *After putting* the chicken in the oven, Jerry started to prepare the vegetables.
• to express time	*When we arrived* at the airport, we saw that our flight was delayed. > *Arriving* at the airport, we saw that our flight was delayed. *After I chose* a present for Dad's 60th birthday, I had to find a suitable card. > *Having chosen* a present for Dad's 60th birthday, I had to find a suitable card.
• to express condition	*If they are walked* twice a day, dogs are less likely to misbehave in the house. > *Walked* twice a day, dogs are less likely to misbehave in the house.
• to express reason	I needed a translator during the conference *because I couldn't* speak Spanish. > *Not being able to* speak Spanish, I needed a translator during the conference.
• to express result	There had been heavy rain all night *and as a result* flooding in many areas *was caused*. > There had been heavy rain all night, *causing* flooding in many areas.

ALERT!
• The subject of the participle clause and the main clause is usually the same.
***Daniel packed** his bags and then **he** left the apartment.*
> ***Having packed** his bags, **Daniel** left the apartment.*
• If the subject of the participle clause and the main clause is not the same, then the participle will have its own subject.
***After the dishes were washed**, **Zara** lay on the sofa and read her book.*
> ***Dishes washed**, **Zara** lay on the sofa and started reading her book.*

Grammar in Action

A **Complete the sentences with *when*, *where*, *which*, *who*, *whom*, *whose* or *why*.**

1 Kilby and Noyce are the individuals to ___whom___ the invention of the microchip is credited.
2 I'm afraid the water dispenser for ___which___ you left a deposit has yet to arrive.
3 Stratford-upon-Avon, ___where___ Shakespeare was born, is an extremely popular tourist destination.
4 We fail to comprehend the reason ___why___ you require a refund for this item.
5 Our neighbours have five children, the youngest of ___whom___ is only a year old.
6 Katherine returned the flowers I sent her, ___which___ infuriated me.
7 She buys all her clothes from an obscure designer ___whose___ name nobody can remember!
8 Is that the shop assistant ___who___, you said was really rude?
9 I'm sorry, but I don't remember ___when___ exactly I purchased the item. Is the date really relevant?
10 It was the manager ___who/whom___ I spoke to – I'm sure of it.

Unit 8

B **Circle the correct words. If both alternatives are correct, circle them both.**

1 We had been driving around for an hour and realised we were lost, **at which point** / **during which** we decided to turn back.

2 There is a grand tour of the castle **in which** / **in that** the royal family spends the summer months.

3 I saw a great film at the cinema last week, **the plot of which** / **which the plot** reminded me of an incident from my childhood.

4 The mobile phone, which I paid £150 **for it** / **for**, had a scratch on the screen.

5 Buy me **whatever** / **whichever** you want for my birthday – you know I trust your taste and judgement completely.

6 It is possible that you'll be asked to resubmit this assignment, **in** / **for** which case I suggest you make a greater effort.

7 A large number of people, **many of them** / **many of whom** had used their credit cards online, were victims of the scam.

8 Customers **who are on** / **on** a shopping spree should make sure they don't overspend.

C **Complete the sentences with these words and phrases.**

about whom **by which time** **during which** **most of whom** **neither of whom** **wherever**

1 The summer sales got off to a great start! There was a huge queue of people, *most of whom* had arrived outside the shop as early as six o'clock in the morning!

2 I attended a very informative presentation on smartboards, *during which* I learnt the advantages of using technology in education.

3 The disappearance of the elderly lady, *about whom* we knew very little, still remains an unsolved mystery.

4 I noticed two new players on the basketball team, *neither of whom* were particularly impressive.

5 The furniture stock shop hosted a closing-down sale and shut its doors for the last time at five o'clock, *by which time* all the furniture had been sold.

6 Don't worry – I'll always come with you, *wherever* you decide to go.



D **Join the sentences using a relative clause. Sometimes more than one answer is possible.**

1 I heard about the violent demonstration. Ten people were injured there.
I heard about the violent demonstration where/during which ten people were injured.

2 The journalist interviewed the waitress. A famous singer had given her a very generous tip.
The journalist interviewed the waitress to whom a famous singer had given a very generous tip. / The journalist interviewed the waitress who(m) a famous singer had given a very generous tip to.

3 That particular stall in the flea market sells clothes. Many of the items are 50% off.
That particular stall in the flea market sells clothes, many of which are 50% off.

4 The puppy belongs to an elderly lady. Her house backs onto the park.
The puppy belongs to an elderly lady whose house backs onto the park.

5 My ex-colleague has started up his own business. He is Spanish.
My ex-colleague, who is Spanish, has started up his own business. / My ex-colleague, who has started up his own business, is Spanish.

6 I bought two household appliances at that store. They were both faulty.
I bought two household appliances at that store, both of which were faulty.

7 The new model never actually appeared in the shops. We'd heard so much about it.
The new model, about which we'd heard so much, never actually appeared in the shops. / The new model, which we'd heard so much about, never actually appeared in the shops.

8 Is this the place? You were telling me about it.
Is this the place which/that you were telling me about?

E **Choose the correct answers.**

1 Housework ___, it's now time for my long-awaited coffee and cake!
a doing **b** done

2 ___ you were a football enthusiast, I went ahead and bought tickets for the match.
a Having been guessed **b** Having guessed

3 ___ by his school mates for several months, Mark decided to confide in his parents.
a Bullied **b** Bullying

4 ___ the store, I was astonished by the huge variety of different items on display.
a Entering **b** Entered

5 The new mall, ___ by a renowned architect, is a pleasure to be in.
a building **b** built

6 ___ a credit card, she paid in cash.
a Having **b** Not having

7 ___ which of the two gifts to choose, I bought both!
a No known **b** Not knowing

8 ___ with care, this product will last for at least ten years.
a Used **b** Using

F **Complete the sentences starting with the words given. Use participle clauses.**

1 Amelia had saved up enough money. She was able to purchase the new iPhone.
Having *saved up enough money, Amelia was able to purchase the new iPhone.*

2 David was browsing in the second-hand bookshop. He came across a valuable first edition.
While *browsing in the second-hand bookshop, David came across a valuable first edition.*

3 We aren't particularly interested in technology. We chose not to attend the exhibition.
Not *being particularly interested in technology, we chose not to attend the exhibition.*

4 If you wash children's soft toys in the washing machine, they shouldn't be a source of germs.
Washed *in the washing machine, children's soft toys shouldn't be a source of germs.*

5 I didn't use the Bluetooth facility until I had downloaded the relevant software from the product website.
Before *using the Bluetooth facility, I downloaded the relevant software from the product website.*

6 The online store which he launched in 2015 became an immediate success.
Launched *in 2015, his online store became an immediate success.*

7 John is a great bargain hunter. He picked up a trendy designer jacket for just £150!
Being *a great bargain hunter, John picked up a trendy designer jacket for just £150!*

8 Wendy didn't read the instructions. She wasn't able to set up her new wi-fi connection.
Not *having read the instructions, Wendy wasn't able to set up her new wi-fi connection.*

G **Read the article and choose the correct answers.**

My birthday present

For my birthday I've been given money to spend on **(1)** ___ I want. And what do I want? A hoverboard! **(2)** ___ had great fun riding my cousin's, I decided that I wanted one of my own.

In fact, it doesn't actually 'hover', but teenagers have borrowed the term from the film *Back to the Future Part II*, **(3)** ___ the main character travels into the future **(4)** ___ hoverboards are as common as bicycles!

I had seen a number of hoverboards online, **(5)** ___ were manufactured in China. Before I went ahead, however, I spoke to some friends, the majority of **(6)** ___ advised me ... NEVER to buy a hoverboard! **(7)** ___ by their reaction, I did some online research of my own and guess what? They were absolutely right! Hoverboards have been overheating, **(8)** ___ them to catch fire and explode! Amazon has stopped selling them and the US government has made it illegal to manufacture them.

So ... what do I want for my birthday? Maybe a good book?!



1	**A** which	**B** any	**C** which thing	**D** whatever
2	**A** To have	**B** Had	**C** Having	**D** While having
3	**A** in which	**B** which	**C** whichever	**D** in which case
4	**A** when that	**B** whenever	**C** in when	**D** when
5	**A** most	**B** which they	**C** most of which	**D** most they
6	**A** whom	**B** who	**C** whose	**D** whoever
7	**A** Confusing	**B** Confused	**C** Having confused	**D** Was confused
8	**A** causing	**B** caused	**C** they cause	**D** having caused

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Most of the people in the computing department of Currys PC World were teenagers.
MAJORITY
There were many people in the computing department of Currys PC World, _the majority | of whom_ _____ were teenagers.

The vertical line in the key shows how two marks would be allocated.

2 I didn't particularly like either of the two laptops that the assistant showed me.
NEITHER
The assistant showed me two laptops, _neither of which | I liked_ very much.

3 After searching for a pair of leather trousers for two hours to no avail, I finally decided to buy a skirt instead.
POINT
I had been searching for a pair of leather trousers for two hours, _at which point | I made the/a_ _____ decision to buy a skirt.

4 Misleading advertising often encourages people to buy worthless products.
MISLED
Misled by advertising, | people are often encouraged to buy worthless products.

5 Because somebody had already robbed her once, Gemma was careful to hold her bag tightly under her arm.
BEEN
Having already | been robbed once, Gemma was careful to hold her bag tightly under her arm.

6 The staff members I communicate with are invariably polite and helpful.
WITH
The staff members _with whom | I come_ into contact are invariably polite and helpful.

Unit 8

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 ___ up enough money, Jane decided to turn down her friends' suggestion to go on holiday.
a Not saving
b Not having saved
c Having not saved
d Not having to save

2 ___ by his old car, Tom always parked one block away from campus.
a Embarrassing
b Having embarrassed
c Having been embarrassed
d Embarrassed

3 We visited numerous stores in the US, ___ were located outside New York.
a most of which
b most of them
c most of whom
d most of that

4 ___ a great amount of research into the mobile phone market, Robert insists that the most expensive phones are not necessarily the best.
a Doing
b Done
c Having done
d Having to do

5 The reason ___ I never shop in the sales is that I hate crowds.
a why
b wherefore
c why that
d for why

6 The salon ___ Katie works is located opposite the post office.
a that
b there where
c in which
d of which

7 The tumble dryer had a design fault, ___ overheat and, in some cases, catch fire!
a which causing it
b causing it to
c causing a result of
d caused it to

8 ___ out in the rain for months, the bicycle was covered in rust.
a Been leaving
b Was left
c Leaving
d Having been left

9 We attended the inauguration of the cruise company's latest ship last week, ___ the mayor of Paris gave a speech.
a in which event
b during which
c in which case
d during that

10 The woman ___ with shoplifting pleaded 'not guilty'.
a they charged her
b who charged
c who she charged
d charged

11 Shelves ___, the hypermarket was ready to open its doors to the public.
a stacking
b stacked
c having stacked
d to stack

12 Francesca decided to book her ticket to Rome only one day in advance, ___ the price was exorbitant!
a by which time
b in which case
c during which
d in which event

13 Jake has an older step-brother ___ name I've completely forgotten.
a that
b which
c whose
d who his

14 'What's the name of the internet company ___ Ursula works?'
'I have absolutely no idea!'
a which
b where
c that
d to which

15 ___ the corner, we came face to face with the bully we had been trying to avoid all afternoon.
a Turning
b To turn
c Having to turn
d Having been turned

16 The DIY shop, ___ is vast, is open every day including Sunday.
a that car park
b which car park
c whose car park
d its car park

17 You may hear the fire alarm, ___ you should proceed quickly and quietly to the nearest fire exit.
a despite which
b in which event
c whenever
d for which

18 Meryl Streep is the actress ___ I owe my passion for cinema.
a to which
b who
c that
d to whom

19 'You may take ___ garment you choose into the fitting room, but you must leave the others here.'
'OK. I'll try them on one by one. Thanks.'
a some of the
b either of which
c whichever
d two of which

20 'Oh no! You've got to help me! I've lost my ticket and I'm going to miss the bus!'
'___ are reasons to panic – just calm down.'
a Neither of which
b Both of which
c Half of those
d Despite which

THE CONSUMER OF TODAY

Vocabulary in Action

A Circle the correct words.

1 We often go to the flea market on Sundays as we enjoy **bargain hunting** / **window-shopping**. We always find something to buy.
2 What better than a little **retail** / **market** therapy when you're feeling down?
3 Customers wishing to check the price before they purchase an item may scan the **barcode** / **price tag** using an electronic device.
4 These socks are great **worth** / **value** for money – I think I'll buy four pairs!
5 I'm sorry, but you can only take three items into the **dresser** / **fitting** room, so you'll have to leave that one with me.
6 You'll find all our hair products in the central **aisle** / **checkout**, just next to the frozen foods section.
7 I don't think that a basket will be big enough for all the shopping we need to do today, so will you get a **trolley** / **till**?
8 I'm afraid that we don't have any more of that model in **shop** / **stock** – we sold out just a few days ago.

B Complete the sentences with these words.

affluent affordable astronomical extravagant indispensable lucrative priceless worthless

1 This necklace isn't real gold – I'm sorry to have to tell you that it's completely *worthless*.
2 Almost all the pupils at this school come from privileged backgrounds as only the most *affluent* parents can afford to pay the huge fees.
3 Nowadays, mobile phones have become a(n) *indispensable* part of our lives. We never leave home without them.
4 Rents in central London are *astronomical*! We're paying £3,000 a month for this two-bedroom property!
5 A collection of *priceless* Impressionist paintings was stolen last night from a well-known Paris gallery.
6 Kelly managed to find a more *affordable* version of the designer dress she had admired in the magazine.
7 Sanjay's hobby of buying and selling vintage clothes on his website has turned into a successful and *lucrative* business.
8 His *extravagant* lifestyle of luxurious hotels, fast cars and expensive holidays eventually led him to bankruptcy.

C Complete the table with these words and phrases.

a fortune a good/bad job a living advantage of sb/sth amends an offer business do ends meet for a living it as it comes it or leave it money nothing responsibility sb for a ride sb harm sth lying down the/my accounts the right thing your time

do	make	take
a good/bad job	*a fortune*	*advantage of sb/sth*
business	*a living*	*it as it comes*
for a living	*amends*	*it or leave it*
nothing	*an offer*	*responsibility*
sb harm	*do*	*sb for a ride*
the/my accounts	*ends meet*	*sth lying down*
the right thing	*money*	*your time*

D Complete the sentences with words and phrases from exercise C.

1 I'm so sorry that I forgot your birthday. Can I make _amends_ by taking you out shopping for a nice present?
2 So what exactly does Karen do _for a living_? Something related to computers, isn't it?
3 My finances are so complicated that I employ an expert to do _my accounts_.
4 Stelios Haji-Ioannou made _a fortune_ by founding a budget airline called Easyjet.
5 We haven't got any money for new clothes, so you'll just have to make _do_ with the jeans you've already got.
6 Cheryl has to support her three children on a very low wage and she finds it difficult to make _ends meet_.
7 We're planning to make _an offer_ on a beautiful house which we've seen for sale near the town centre.
8 The department store manager told me that he won't change the faulty product, but I'm not taking it _lying down_! I'm going to demand a refund!

E Choose the correct meaning for the phrases in bold.

1 This hotel may not be the Ritz, but it's **cheap and cheerful**!
[a] The hotel is OK.
b The hotel is not very nice.
2 Did you know that Kimberley has bought a wardrobe of clothes and accessories for her *dog*! She must **have money to burn**!
a She must have spent all of her money.
[b] She must have a lot of money.
3 I had to **pay through the nose** for this suit.
[a] I paid a lot of money.
b I didn't pay much.
4 This ice cream was reduced to half price – and it tastes horrible! I guess it's true that **you get what you pay for**.
[a] The price of a product reflects its quality.
b Never buy products which are past their sell-by date.
5 I can't go out and buy designer clothes whenever I want – I'm **not made of money** you know!
a I didn't inherit a lot of money from my parents.
[b] I don't have huge amounts of money to spend.
6 It cost him £20,000 to prove his innocence, but he believes that clearing his name came **cheap at the price**.
a He regrets spending all that money.
[b] He's not sorry that he spent the money.
7 Henry's parents offered to pay for his flight, but he says he wants to **pay his own way**.
[a] Henry will raise the money himself.
b Henry has thought of a means of raising the money.
8 Did you say that Carol spent £1,000 on a designer handbag? That girl's got **more money than sense**!
[a] She wasted her money.
b She got a bargain.

F Circle the correct words.

1 If my parents hadn't [**bailed me out**] / **ripped me off**, I would never have been able to pay back the money I owed.
2 I can lend you some money to **cough up** / [**tide you over**] until the end of the month – you know, just until you get paid.
3 How much did you have to [**fork out**] / **splash out** for the car repairs?
4 The hotel manager is furious because the customer in Room 107 [**ran up**] / **paid off** a huge bill and then disappeared without a trace!
5 Wendy tries to **settle up** / [**put aside**] a little money each month – she's saving up to go on holiday next year.
6 After John lost his job, he had to start [**dipping into**] / **scraping by** his savings to pay the monthly bills.

G **Now match the phrasal verbs which you did NOT choose in exercise F with these definitions.**

1 pay off: to return all the money that you have borrowed
2 rip off: to cheat somebody, especially by charging too much
3 scrape by: to manage financially, but with great difficulty
4 cough up: to pay for something which you don't really want to buy
5 splash out: to spend a large amount of money on something you really want
6 settle up: to pay somebody all the money that you owe them

H **Complete the sentences with these words.**

bargain cut-price debit discount instalments refund sales special offers

1 Her new phone is quite expensive, but she's paying for it in twelve interest-free *instalments*.
2 When you're cooking on a budget, you need to look out for *special offers* at the supermarket.
3 I got two T-shirts for the price of one – I think that's a real *bargain*, don't you?
4 I demand a *refund*! These shoes were very expensive, but the first time I wore them, one of the heels broke!
5 I'm afraid we don't accept *debit* cards – you'll have to pay in cash.
6 They're offering a *discount* of 20% on all their electronic goods – let's go and see if we can find a cheap digital camera.
7 I love shopping in the *sales* because you never know what you're going to come home with at the end of the day!
8 Although this shop only stocks *cut-price* clothes, you can sometimes find some really nice things.

I **Read the article and circle the correct words.**



Social shopping

Social shopping is a kind of **(1)** **e-commerce** / **brand name** in which consumers involve their friends in their shopping experience by sharing pictures of their latest **(2) stock** / **purchases**, outfit ideas, where to find money-off **(3) labels** / **coupons**, and so on. Although advertising plays a vital role in influencing what **(4)** **merchandise** / **wares** we buy, input from people we trust often seals the deal. Many sites now allow users to upload product reviews, recommending (or not!) particular **(5)** **goods** / **shares** or services, or to create custom shopping 'wish' lists.

Interestingly, this is a user-led approach which major stores are struggling to keep up with. Although of course all major **(6)** **retailers** / **publicists** now have dedicated websites advertising their opening hours, the location of their **(7) personnel** / **branches**, product lines, special offers and so on, very few are taking advantage of the latest trends in social shopping. In order to discourage people from taking their **(8)** **custom** / **loyalty** elsewhere, they need to catch up with the latest online shopping trends by merging social media, offline services and local promotions.

Unit 8

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

The history of the department store

Today the department store is part of modern culture, but this wasn't always the case. The idea of being able to find a variety of different **(1)** ___, all under one roof, first emerged in the nineteenth century. However, 'cheap and **(2)** ___' they were not. The first department stores catered to **(3)** ___, middle-class women and the **(4)** ___ outfits and multiple layers of clothing worn at the time fuelled the size and success of department stores.

The department store's concept and design was probably most influenced by the Crystal Palace, an impressive structure of glass and metal built to house the Great Exhibition of 1851. The Great Exhibition featured **(5)** ___ from all over the world and millions of people came simply to **(6)** ___, amazed by the marvels of the Industrial Revolution.

But department stores weren't just places to go for a spot of **(7)** ___ therapy; with tea rooms, reading and writing rooms, concert areas and beauty parlours, the department store became a hub of city social life and many of these early businesses **(8)** ___ a fortune for their owners

1	A shares	B goods	C aisles	D production
2	A happy	B glad	C content	D cheerful
3	A indispensable	B lucrative	C affluent	D priceless
4	A worthless	B affordable	C astronomical	D extravagant
5	A merchandise	B sales	C labels	D custom
6	A stock up	B bargain hunt	C window-shop	D do business
7	A retail	B value	C living	D shop
8	A brought	B made	C did	D took

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 More and more families in southern Europe are finding it increasingly difficult to ___ as the economic crisis really begins to bite.
a do a good job
b take somebody for a ride
c do the right thing
d make ends meet

2 I don't suppose Jason will let you buy him dinner – he likes to ___.
a get what he paid for
b make more money than sense
c pay his own way
d have money to burn

3 Time to ___. Waiter, could you bring us our bill, please?
a settle up
b pay off
c splash out
d put aside

4 I bought a fabulous skirt and some trendy sportswear in the January ___.
a sales **b** discounts
c bargains **d** offers

5 Is there a ___ of Marks and Spencer in the city centre? I always buy my underwear from them.
a location **b** headquarters
c branch **d** retailer

6 £50 is my final offer – you can ___ it or leave it.
a take **b** make
c do **d** have

7 These ___ earphones are never any good – they've stopped working after only three days!
a sell-by **b** cut-price
c interest-free **d** e-commerce

8 Two for the price of one; that's certainly great ___ for money!
a worth **b** value
c price **d** bargain

9 I had to pay through the ___ to get this Chanel handbag, but it was worth it!
a ears **b** mouth
c nose **d** eyes

10 We all agreed to cover some of the cost – so come on, ___!
a dip in **b** rip off
c bail out **d** cough up

11 Beauty products are in the same ___ as the shampoos and conditioners – near the back of the supermarket.
a till
b checkout
c trolley
d aisle

12 You can scan the ___ over there to find out how much that hairdryer costs.
a brand
b PIN
c barcode
d stock

13 It's not advisable to buy goods from street vendors – there's a good chance you'll be ___.
a ripped off
b forked out
c paid off
d scraped by

14 They took so long to serve me that I decided to ___ my custom elsewhere.
a take **b** do
c have **d** shop

15 I'm paying for my computer in six, monthly ___; I couldn't have afforded it otherwise.
a instalments **b** debits
c refunds **d** doses

16 What exactly does Anna's father ___? Is he a lawyer?
a take his time **b** do for a living
c take advantage of **d** make amends

17 Amy has just signed ___ modeling contract with a top cosmetics brand.
a a lucrative **b** an astronomical
c an indispensible **d** an affordable

18 You ___ a really good job of presenting the new product. Well done!
a had **b** took
c made **d** did

19 Colin is only just ___; he gets unemployment benefit, but it isn't much.
a scraping by **b** putting aside
c bailing out **d** tiding over

20 Please feel free to browse around the shop. There's no hurry – ___.
a in your time **b** tell the time
c have the time **d** take your time

09 Conditionals

CONDITIONAL SENTENCES

Conditional sentences express or ask about factual implications, or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (the *if* clause) and a main clause. When the conditional clause comes first, it is separated from the main clause by a comma. We do not use a comma when the conditional clause follows the main clause.
If we set off now, we'll arrive on time. *We'll arrive on time if we set off now.*

ZERO CONDITIONAL *if/when* + present > present

USE	EXAMPLE
• facts, general truths • to say what always happens in a particular situation	If you *press* this button on the TV remote control, the volume *increases*. When he *eats* peanuts, he *has* an allergic reaction.

ALERT!
• We can also use a modal verb in zero conditional sentences.
*If he **can buy** himself new clothes every weekend, he **can afford** to get me a birthday present.*
• We use an imperative in the main clause when we give an instruction.
*When the fire alarm sounds, **leave** the building in an orderly fashion.*

FIRST CONDITIONAL if + present > *will*/modal verb + bare infinitive

USE	EXAMPLE
• to refer to a probable or possible future result	Jamie *won't* get the part if he *doesn't speak* Italian. She*'ll feel* uncomfortable if she *isn't wearing* the right clothes.
• offers	If I *see* Helen, I*'ll invite* her to the party.
• suggestions	If you*'re leaving* now, you *can give* me a lift.
• warnings or advice	Fiona *may be* upset if you*'re late*.

ALERT!
• We can add the word *then* to emphasise that the result of an action depends on the condition in the first part of the sentence being fulfilled.
*If you can't help with the costumes, **then** I'll just have to do it myself.*
• We can also use *be going to* in the main clause of first conditional sentences.
*She**'s going to be** upset if she doesn't get the part.*
• When we give commands with the first conditional, we use an imperative in the main clause.
*If you need a lift to the theatre, **call** me.*
• We can use a future tense in the conditional clause when it expresses willingness or refusal to do something, or insistence on something.
*If Betty **will book** the tickets, I'll collect them from the box office.*
*If Tom **won't tell** me what Janet said, I'll ask her myself!*
*If you **will tease** the cat, it's not surprising that she scratches you!*
• We can use *would* or *will* with a bare infinitive in the conditional clause to make polite or formal requests.
*If you **would like** to follow me, I'll take you to your room.*
*If you **will show** me your tickets, I can lead you to your seats.*

SECOND CONDITIONAL *if* + past > *would*/modal verb + bare infinitive

USE	EXAMPLE
• unlikely situations in the future	If Iris *earned* more money, she *could buy* a bigger house.
• hypothetical situations	If Lorna *spoke* Russian, she *would apply* for the position
• advice (usually with *If I were you*)	If I *were* you, I*'d avoid* watching that new horror film!
• polite requests	It *would be* lovely, if you *were able to join* us.
• hopes or regrets	If they *lived* closer to each other, they *would see* each other more often.
• habitual actions in the past	If Jenny *went out* at night, she *would* always *take* a taxi home.

ALERT!

- We can use *were* instead of *was* in the conditional clause. This is more common in a formal style.

*If I **were** a better dancer, I would audition for the show.*
*If the song **were** more catchy, maybe more people would like it.*

THIRD CONDITIONAL *if* + past perfect > *would have*/modal perfect + past participle

USE	EXAMPLE
• past states or actions that were possible, but didn't happen	If I *hadn't been waiting* for you in the rain, I *wouldn't have caught* that horrible cold! If the tickets *had been* reasonably priced, John *might have suggested* that we take the whole family.
• past satisfaction or regret	If you *hadn't helped* me with my project, we *wouldn't have become* such good friends. Sam *could have won* the dance competition if he *hadn't taken* that nasty fall.

INVERSION IN CONDITIONALS

When we want to make a conditional sentence more formal, we can omit *if* and start the conditional clause with *should*, *were (to)* or *had*.

FORM	EXAMPLE
First conditional ***Should* ... bare infinitive**	*Should* you *require* any help, please don't hesitate to contact us. (= If you require any help, please don't hesitate to contact us.)
Second conditional ***Should* ... bare infinitive** ***Were* ... full infinitive**	*Should* your details on the form *be* wrong, your application would be rejected. (= If your details on the form *were* wrong, your application would be rejected.) *Were* you *to be selected* for the position, you would need to undergo a month's training. (= If you were selected for the position, you would need to undergo a month's training.)
Third conditional ***Had* ... past participle**	*Had* we *known* how poor the reviews were going to be, we wouldn't have booked tickets to see the opera. (= If we had known how poor the reviews were going to be, we wouldn't have booked tickets to see the opera.)

ALERT!

- We often use a negative form with inversion in the third conditional: *Had ... not ... .*

***Had** they **not found** the fire exit, they might have been trapped in the burning building.*
(= If they hadn't found the fire exit, they would have been trapped in the burning building.)

MIXED CONDITIONALS

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We can use them to express a variety of situations.

FORM	USE	EXAMPLE
***If* + past simple > *will/can/may/might* + bare infinitive**	• the real future result of a real past event or situation	If she *came* home late last night, she *will be feeling* tired today. (= She did come home late last night, so she will be feeling tired today.)
***If* + past tense > present perfect**	• the real present or past result of a real past event or situation	If you *lent* him money, you*'ve made* a terrible mistake. (= You did lend him money, but you have made a terrible mistake.)
***If* + past perfect > *would/could/might* + bare infinitive**	• hypothetical present result of a hypothetical past event or situation	If Julie *hadn't stopped* to help the injured dog, she *wouldn't be* its proud owner now. (= Julie did stop to help the injured dog, so she is its proud owner now.)
***If* + past tense > *would/could/might have* + past participle**	• hypothetical past result of a hypothetical present event or situation	If Elizabeth *were* an honest person, her boss *might not have fired* her. (= Elizabeth is not an honest person, so her boss did fire her.)

Unit 9

CONDITIONALS WITHOUT *IF*

FORM	USE	EXAMPLE
unless	• to mean 'except if' (similar to *if ... not*)	Penny won't come to the ball *unless* her boyfriend accompanies her. I'll turn the television off *unless* there's something else you want to watch.
provided/providing (that) ***so/as long as*** ***only if*** ***on (the) condition that***	• to mean 'if and only if' (used in first and second conditionals)	You may stay with us *so long as* you promise to help out on the farm. The company will cover your expenses *on condition that* you submit all receipts.
even if	• to emphasise that a condition is unexpected in the circumstances	*Even if* Sarah finds a Saturday job, I doubt she'll actually accept it. (Emphasises the fact that Sarah is unlikely to find a Saturday job.) We wouldn't have stayed in the hotel *even if* it had been the only one available. (Emphasises the fact that the hotel was unlikely to have been the only one.)
whether or not ***whether ... or not***	• to express two alternative conditions	Mum is bound to take us round the museums *whether or not* we actually want to go. The performance will start on time *whether* you are there *or not*.
otherwise	• to imply 'if not'	You ought to put something smart on for the interview. *Otherwise*, they won't take you seriously. They must have gone out. *Otherwise*, why wouldn't they answer the front door?
in case of	• to describe what should be done in a certain situation (usually formal eg written notices)	*In case of fire*, break glass and sound the alarm. *In case of emergency*, dial 999.

ALERT!

• Although we normally use *unless* with a verb in the affirmative, we can also use a verb in the negative in certain cases.
She'll go to the University of Kent, ***unless*** *her grades* ***aren't*** *good enough.*
*'If they offer you the job, will you take it?' '****Not unless*** *the salary* ***is*** *better than the one I have now.'*

• *Unless* does not always mean *if ... not*. When the negative condition after *if* goes against known facts, then *unless* cannot be used.
You'd be happier ***if*** *you did****n't*** *live alone.*
(Known fact = You live alone. We can't say: ~~You'd be happier unless you lived alone~~.)

• We use *in case* to refer to things we do in advance in order to be prepared for a situation that may or may not happen. It does not mean the same as *if*. Compare:
I'll take a map ***in case*** *I get lost.*
(= I don't know if I'll get lost or not, but I'll take map anyway.)
I'll ring you ***if*** *I get lost.*
(= I will only ring you if I get lost.)

IMAGINARY CONDITIONS

We can use *imagine*, *say*, *suppose/supposing (that)* and *what if* to talk about imaginary conditions. There are several structures. They are often used without a main clause.

FORM	USE	EXAMPLE
+ present simple	• to ask about or suggest that an imaginary situation in the future is likely	*What if* Jacob *misses* his connecting flight? *Supposing* there *are* no tickets left, what will we do?
+ past simple / past continuous	• to ask about the possible results of an imaginary situation in the present or the future (similar to the second conditional)	*Imagine* he *proposed* to you? *Supposing* you *became* a millionaire, would you stop working?
+ past simple	• to make suggestions	*What if* you *came* to stay for the weekend? *Suppose* we *had* lunch together on your birthday?
+ past perfect	• to talk about the results of an imaginary past situation (similar to the third conditional)	*Say* you *had lost* your passport. It would have been terrible! *Imagine* there *had been* heavy rain. You couldn't have held the party in the garden then.

OTHER CONDITIONAL FORMS

FORM	USE	EXAMPLE
***if* + adjective**	• sometimes replaces *if* + subject + *be* in first conditional sentences	*If necessary*, we'll drive to the theatre. (= If it is necessary, we'll drive to the theatre.) *If possible*, we'd like to sit near the front of the cinema. (= If it is possible, we'd like to sit near the front of the cinema.)
if in doubt	• to give advice to someone who is uncertain	*If in doubt*, stop using the product. (= If you are in doubt, stop using the product.)
if so / if not	• to replace a conditional clause which is understood from the context	Are you auditioning for the part? *If so*, please make sure to sign up by Friday morning. (= If you are auditioning for the part, please make sure to sign up by Friday.) Documents must be sent by recorded delivery. *If not*, they may be lost. (= If documents are not sent by recorded delivery, they may be lost.)
***(should) happen* + full infinitive**	• to emphasise that an event or situation might occur by chance	If you *happen to see* Julian, say hi. If you *should happen to be* in town, can you buy me some batteries?
If* + *was/were to	• to indicate that an action or situation is unlikely	*If you were to change* your appearance, maybe you'd have better luck at auditions. What would you do if Leonardo DiCaprio *was/were to walk* into our rehearsal right now?! (= both *was* and *were* are possible, but *were* is more formal)
If it wasn't/weren't for ***Were it not for / But for***	• to emphasise that one action is dependent on another in second conditional sentences	*If it wasn't/weren't for* her famous father, she wouldn't be a success. (= If she didn't have a famous father, she wouldn't be a success.) *Were it not for* her persevering nature, she wouldn't be doing the job she's got now. *But for* her persevering nature, she wouldn't be doing the job she's got now.
If it hadn't been for ***Had it not been for / But for***	• to emphasise that one action is dependent on another in third conditional sentences	*If it hadn't been for the policeman's quick thinking, the pickpocket would have escaped.* *Had it not been for* the policeman's quick thinking, the pickpocket would have escaped. *But for* the policeman's quick thinking, the pickpocket would have escaped.
if anything	• to show a possible difference when you are not really sure that there is one	I knew the play wouldn't be very good. *If anything*, it was worse than I'd imagined it would be. We're not planning a summer holiday this year. *If anything*, we'll just go camping for a week.



Unit 9

Grammar in Action

A Match to make conditional sentences.

1	If she hadn't taken acting classes,	f	a	I would arrive early at the audition.
2	Mrs Carter will give your part to someone else	h	b	when he goes on stage.
3	He always gets nervous	b	c	if it had been subtitled.
4	If I see Daniel,	e	d	you'll have to practise every day.
5	We could have understood the film	c	e	I will invite him to the premiere.
6	It would be great	g	f	she would never have made it in Hollywood.
7	If you're entering the talent contest,	d	g	if you could come to my party.
8	If I were you,	d	h	if you don't learn your lines.

B Complete the sentences with the correct form of the verbs.

1 If you _are_ (be) an actor, you have to get used to rejection.
2 Please refrain from opening the box unless you _plan/are planning_ (plan) to purchase the product.
3 If you ask Leo, he _will help_ (help) you to paint the scenery.
4 Harry always rehearses for hours if he _plays/is playing_ (play) a big concert.
5 If she _hadn't messed up_ (not mess up) her lines at the audition, they might have given her the part.
6 If you would like to come this way, the doctor _will see_ (see) you now.
7 If you hear the alarm, _leave_ (leave) the building as fast as you can.
8 If I _do_ (do) well in the audition, they might give me the leading role.
9 If I were you, I _wouldn't drop out_ (not drop out) of drama school.
10 Larry would know what to do if he _were_ (be) here.

C Read the situations and write sentences using mixed conditionals. Sometimes more than one answer is possible.

1 She isn't a big star now because she didn't take my advice.
If she _had taken my advice, she would be a big star now._.
2 I didn't ask for your advice because I don't want it!
If I _wanted your advice, I would have asked for it!_!
3 You did accuse him of stealing, but you've got it all wrong.
If you _accused him of stealing, you've got it all wrong!_!
4 They did eat all that food, so they'll be feeling a bit sick now.
If they _ate all that food, they'll be feeling a bit sick now. / hadn't eaten all that food, they wouldn't be feeling a bit sick now._.
5 I have a headache, so I didn't go to the concert with the others.
If I _didn't have a headache, I would have gone to the concert with the others._.

D **Rewrite the sentences. Use the word given in brackets.**

1 We will provide you with a refund if you can produce the receipt. (condition)
We will provide you with a refund on condition (that) you can produce the receipt.

2 You may only audition for this role if you have at least three years' acting experience. (unless)
You can't/may not audition for this role unless you have at least three years' acting experience.

3 Please ensure that all students evacuate the building if there is a fire. (of)
Please ensure that all students evacuate the building in case of fire.

4 It doesn't matter whether you have a ticket or not, I can't let you in. (even)
Even if you (do) have a ticket, I can't let you in.

5 Our team will be top of the league if we win today's match. (provided)
Our team will be top of the league provided (that) we win today's match.

6 He's determined to become a stuntman whether or not his parents support him. (even)
He's determined to become a stuntman even if his parents don't support him.

7 Let's get tickets in the circle or we won't be able to see anything. (otherwise)
Let's get tickets in the circle. Otherwise, we won't be able to see anything.

8 If we get to the theatre early, there should still be plenty of tickets left. (long)
As/So long as we get to the theatre early, there should still be plenty of tickets left.

E **Circle the correct words.**

1 **Supposing** / **Supposed** the boss were to ask you to transfer abroad, would you agree?
2 Imagine if the car **broke** / **had broken** down on the way to the airport – that would have been a disaster!
3 **What if** / **Even if** I went through your lines with you? Would that help?
4 **Saying** / **Say** you can't get any inspiration for your new book. What will you do?
5 Suppose this painting **is** / **would be** worth a lot of money – will you sell it?
6 I know it's not going to happen, but imagine George Clooney **comes** / **came** into the restaurant where you work! Wouldn't that be incredible?

F **Complete the sentences with these words and phrases.**

but for **if anything** **if in doubt** **if it hadn't been** **if possible** **if so** **if you happen** **if you should**

1 Would you like your towels changed? *If so*, please leave them on the bathroom floor.
2 *But for* your valuable assistance, I wouldn't have been able to finish the project on time.
3 *If you happen* to visit Barcelona this summer, I suggest you visit the Park Guell.
4 There are certain documents you'll need before travelling to India. *If in doubt*, consult your travel agent.
5 *If you should* happen to go to the art supplies shop, will you buy me a new sketchpad?
6 I don't agree at all that Jenny is unattractive. *If anything*, I'd say she's one of the most beautiful girls in the cast.
7 *If it hadn't been* for her famous father's influence, Paris would never have become a well-known actress.
8 *If possible*, we will broadcast the new series during primetime.

G Complete the sentences with the correct word or phrase.

1 **provided** **otherwise**

a Please make sure you switch off your phones before the exam begins. ___Otherwise___, they will be confiscated.

b ___Provided___ you switch off your phones before the exam begins, they will not be confiscated.

2 **if it weren't for** **what if**

a ___If it weren't for___ the firefighters' bravery, many more people would have lost their lives.

b ___What if___ the firefighters hadn't been so brave? Would more people have lost their lives?

3 **had John** **were John**

a ___Were John___ to relocate to the office in Malta, would he take his family with him?

b ___Had John___ not agreed to relocate to the office in Malta, he would have lost his job.

4 **supposing** **providing**

a Contestants may invite family and friends to the TV show ___providing___ they inform the organisers in advance.

b ___Supposing___ you were invited onto a TV quiz show, would you accept?

5 **if not** **if so**

a Do I require a visa to visit Canada? ___If so___, I'll apply for one as soon as possible.

b Do I require a visa to visit Canada? ___If not___, I now have all the travel documents I need.

6 **as long as** **unless**

a All hospital staff are welcome to attend the seminar ___as long as___ they reserve a place in advance.

b All hospital staff are welcome to attend the seminar ___unless___ they are on call that afternoon.

H Complete the sentences with a short phrase so the second sentence has a similar meaning to the first sentence.

1 If he hadn't been driving so fast, he could have avoided the crash.

Had ___he not been driving___ so fast, he could have avoided the crash.

2 I think that hat looks silly on you.

You ___will look___ silly if you wear that hat.

3 If we were to offer you the part, you would need to start rehearsals immediately.

Were ___we to offer you the part___, you would need to start rehearsals immediately.

4 Sam made a good impression on the judges and she earned a place on the talent show.

If Sam ___hadn't made___ a good impression on the judges, she wouldn't have earned a place on the talent show.

5 If you should require any further information, please contact head office.

Should ___you require any further information___, please contact head office.

6 Rehearsals will begin at seven o'clock sharp regardless of whether all members of the cast are present.

Rehearsals will begin at seven o'clock sharp ___whether or___ not all members of the cast are present.

Cambridge in Action

Read the text and think of the word which best fits each space. Use only one word in each space.

Careers in film: the stunt performer

Do you love extreme sports? Do you get a thrill from dangerous situations? And if you **(1)** _could_ earn thousands of pounds by jumping off a tall building, **(2)** _would_ you do it? If **(3)** _so_, then 'stunt performer' is the job for you.

But **(4)** _even_ if you are incredibly brave, you still need training, qualifications and experience. To become a professional stunt performer, you need to hold six sporting qualifications at national level and to have worked as a film extra for at least sixty days.

Safety is always the number one priority. Stunt performers must be incredibly careful. **(5)** _Otherwise_, they could be seriously injured or even killed. However, **(6)** _if_ a stunt performer does injure himself, he often keeps it a secret. If they can't work because of injury, they **(7)** _will_ be replaced. In general, stunt performers earn very good money and **(8)** _should_ a stunt be extremely dangerous, they earn even more!



Unit 9

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 ___ throughout the meeting, he wouldn't have been asked to leave the room.
a Should Martin not talk
b If Martin wouldn't have talked
c Were Martin not to talk
d Had Martin not talked

2 If we hadn't trained day and night, we ___ our victory now!
a wouldn't be celebrating
b wouldn't have celebrated
c weren't to celebrate
d wouldn't celebrate

3 'Shall we go and see the new action film this Saturday?'
'___ the reviews are good, I'm not interested in that genre of film, I'm afraid.'
a In case
b Even if
c So long as
d Unless

4 ___ be given the opportunity to take part in a reality show, what would you do?
a If you
b Were you to
c Had you
d Should

5 '___ you were asked to present first prize at the awards ceremony, would you accept?'
'Yes, I don't see why not.'
a Providing
b Supposing
c Should
d Were

6 If we ___ outside the cinema since six o'clock, we wouldn't have got to see the film.
a weren't waiting
b didn't wait
c hadn't been waiting
d shouldn't have waited

7 'I feel a bit sick.'
'Well, if you ___ that much chocolate, I'm not surprised.'
a will eat
b would eat
c will be eating
d would have eaten

8 'Let's tackle the housework together.'
'OK. If you ___ the living room, I'll tidy the bedrooms.'
a will clean
b are cleaning
c would have cleaned
d won't clean

9 If I were you, I'd take an umbrella with you ___ it rains.
a supposing
b in case of
c in case
d whether

10 You ___ your driving licence if you were a more careful driver! How are you going to get to work now?
a wouldn't have lost
b didn't lose
c weren't losing
d wouldn't lose

11 If Evelina ___ a part in a play or musical, she would always send us free tickets.
a had had
b will have
c would have
d had

12 If you've finished rehearsing, ___ your scripts on the table, please.
a would leave
b leave
c you were to leave
d you had left

13 '___ any character in *Game of Thrones*. Who would you choose?'
'Definitely Jon Snow!'
a Supposing you had been
b Imagine that you be
c Say you could be
d What if you would be

14 Had Julie not sung so beautifully, she ___ one of today's finalists in the contest.
a wouldn't be
b won't be
c shouldn't have been
d weren't

15 'But, Mum! I'm too tired to do my homework!'
'If you can play computer games, then you ___ your homework. Come on – get going!'
a are doing
b would do
c will do
d can do

16 If he ___ a better painter, he might have sold some of his work by now.
a is
b be
c were
d would be

17 ___ the extra tuition, Andy would never have passed his music exam.
a But for
b Even if
c Supposing
d In case of

18 Please let me know if you can take on the role of Blanche. ___, we'll have to hold a new audition.
a If so
b If not
c If in doubt
d If anything

19 If I hadn't felt so ill, I ___ today's acting class.
a would attend
b would have attended
c had attended
d was attending

20 'How are we going to get home from the theatre?'
'Jed might pick us up, but if ___, we'll have to take a taxi.'
a so
b necessary
c possible
d anything

ENTERTAINMENT AND THE ARTS

Vocabulary in Action

A **Complete the classified ads with these words.**

choreographer **composer** **conductor** **playwright** **scriptwriter** **stuntman** **understudy** **vocalist**

1 Large production company seeks *stuntman* to perform risky and dangerous scenes in new action movie.

2 *Choreographer* required to design and direct innovative dance routines for West End musical.

3 Youth drama group in search of *playwright* to write modern play dealing with real-life issues.

4 *Scriptwriter*, with the ability to create dialogue and an engaging plot, required by TV producers for new sitcom.

5 Philharmonic looking for *conductor* to lead the orchestra and other musical ensembles.

6 Auditions for a(n) *understudy* to act as backup for main character in new comedy at local theatre.

7 Gifted *composer* wanted to write music for large theatrical production.

8 New boy band to recruit *vocalist* to sing alongside talented musicians.

B **Read the article and circle the correct words.**

Working in the theatre

If the cast of a show have given a particularly brilliant performance, the audience may take to their feet in a(n) **upright** / **standing** ovation to show their appreciation when the artists **(2)** **take** / **draw** their final bow. As the **(3)** **applause** / **aisle** fills the auditorium after the final **(4)** **curtain call** / **national anthem**, the actors are unquestionably the stars of the night.

But what about all those people who work so hard **(5)** **centre stage** / **backstage** to make the show a success? The stage manager coordinates the work of the stage hands who move props and **(6)** **stencils** / **scenery** on and off the stage. If an actor gets stage **(7)** **fright** / **terror** and forgets his **(8)** **cues** / **lines**, then the stage manager is waiting in the **(9)** **interval** / **wings** to prompt him with the right words.

And let's not forget the people who work **(10)** **in the wardrobe department** / **front of house**. On the opening night of a show, you need to keep a level head to work in the **(11)** **box office** / **stalls** as hundreds of **(12)** **viewers** / **theatre-goers** queue for their tickets. As the members of the audience crowd into the theatre **(13)** **circle** / **foyer**, an **(14)** **usher** / **understudy** will show them to their seats.

So, next time you go to the theatre, spare a thought for all those men and women who are working hard **(15)** **behind the scenes** / **in the spotlight**!



C Match these words with their definitions.

abstract collages easel kiln masterpiece mosaics murals palette perspective sketch

1 An artist uses this to stand his or her painting on while he or she works. *easel*
2 This is a quick outline drawing done in pen or pencil. *sketch*
3 The Romans were famous for making these pictures out of tiny squares of stone or glass. *mosaics*
4 This is the art of showing distance in pictures by painting faraway objects smaller. *perspective*
5 Potters use this kind of oven to bake their pots, plates, etc. *kiln*
6 This is a famous work of art considered to be the best the artist has created. *masterpiece*
7 These pictures are created by sticking different pieces of paper, fabric, etc onto a surface. *collages*
8 In this style of drawing, the images don't look natural or real. *abstract*
9 An artist mixes paints on this piece of board. *palette*
10 This is another word for wall paintings. *murals*

D Complete the sentences with the correct adjective form of the words in bold

1 Kenneth Branagh stars as a disillusioned detective in this *gripping* crime drama. **GRIP**
2 Although the film didn't make a lot of money, it met with *critical* acclaim and Leo's reputation as a serious actor began to spread. **CRITICISM**
3 For a few seconds the actress was frozen with stage fright, but the whispered words from the wings, only *audible* to her, prompted her to carry on. **AUDIO**
4 I heard her new single on the radio this morning and it's such a *catchy* tune that I've been humming it ever since! **CATCH**
5 Arthur Conan Doyle's *fictional* detective, Sherlock Holmes, is famous for his uncanny ability to deduce the facts of a case. **FICTION**
6 Although Kitty is only sixteen years old, she has real *artistic* flair and I expect she'll pursue a career in a creative field. **ART**
7 Judy Dench's *riveting* performance as Lady Macbeth earned her a Laurence Oliver award in 1977. **RIVET**
8 Ceramics, drawing, painting, sculpture, photography and so on are collectively described as *visual* arts. **VISION**

E **Complete the sentences with the correct words.**

1 **screening** **streaming**
- **a** I love video _streaming_ because I can access content from the Internet on demand.
- **b** There's a _screening_ of *Star Wars: The Force Awakens* at the cinema tonight. Shall we go?

2 **overrated** **outstanding**
- **a** In my opinion, the new James Bond film is _overrated_; it really wasn't very good at all.
- **b** Kevin Spacey gave an _outstanding_ performance as Richard III at Epidaurus; I've never seen anyone do it better.

3 **hues** **pigments**
- **a** Although various colours are used in this painting, the dominant _hues_ are green and blue.
- **b** June buys _pigments_ from a local art supplies shop and mixes all her own colours.

4 **contemporary** **progressive**
- **a** I do enjoy watching ballet, but _contemporary_ dance is my favourite genre.
- **b** How can you enjoy listening to _progressive_ rock? It just sounds like a lot of loud noise to me!

5 **nomination** **award**
- **a** After winning the *Young Musician of the Year* _award_ in 1994, Natalie went on to win the Eurovision competition for young classical musicians.
- **b** Leonardo DiCaprio had gained an Oscar _nomination_ five times over the years, but didn't win the coveted 'Best Actor' prize until 2016.

6 **acted** **played**
- **a** Jamie _played_ the part of Scrooge in his school's Christmas show.
- **b** I've never _acted_ in a musical show, but I would love to have a go.

F **Complete the table.**

Verb	Noun	Adjective
narrate	(1) _narrator_ / narration / narrative	narrative
inspire	inspiration	inspired / (2) _inspiring_ / inspirational
(3) _orchestrate_	orchestra / orchestration	orchestral
depict	(4) _depiction_	–
broadcast	broadcast / (5) _broadcaster_ / broadcasting	–
rehearse	(6) _rehearsal_	rehearsed
authenticate	authenticity / authentication	(7) _authentic_
adapt	(8) _adaptation_	adaptable

G Complete the sentences with words from exercise F.

1 My favourite show is ___broadcast___ every Sunday evening at nine o'clock – my family and I never miss it!
2 There are a variety of films based on comic book heroes, however in my opinion, the plot in the ___adaptation___ is never as strong as the original one in the book.
3 During the awards ceremony, most winners usually thank family members and those who have been a(n) ___inspiration___ to them during their lives.
4 The painter Degas is famous for his ___depiction___ of ballet dancers in nineteenth century France.
5 The novel features not one but four different ___narrators___, each of whom tells the story from his or her own point of view.
6 The work was originally written for piano, but a later composer created a(n) ___orchestral___ version featuring strings, woodwind and percussion.
7 The forensic art expert used a fingerprint found on the canvas to ___authenticate___ a 'lost' work by Leonardo da Vinci.
8 Candidates are advised not to give a ___rehearsed___ speech – something spontaneous is more likely to impress the interviewers.

H Circle the correct words.

1 The **finale** / **premiere** of the show was a fantastic musical number where the entire cast danced to a live band.
2 Mum doesn't watch **pilots** / **reruns** on TV – she thinks it's boring to see something for the second or third time.
3 I prefer **subtitled** / **dubbed** foreign movies as I enjoy listening to the original language of the film – even if I don't understand what they say!
4 The movie included original **footage** / **coverage** from actual news bulletins of the time.
5 Why do you always watch all the **credits** / **ratings** at the end of the film? Do you care who wrote the soundtrack or did the make-up?
6 The politician's **wireless** / **primetime** interview gained record-breaking viewing figures with over three million people tuning in to hear his views.
7 It's so annoying when they put **channels** / **commercials** right in the middle of the most exciting part of a film!
8 *My Big Fat Greek Wedding 2* is a **sequel** / **sitcom** to the first hit film which was made in 2002.

I Complete the sentences with these prepositions. The words in bold will help you. The prepositions can be used more than once.

by from in of on out

1 The audience applauded rapturously as the actors lined up ___on___ **stage** to take their bow.
2 When Daniel is preparing for a play, he stays ___in___ **character** even when he's not rehearsing, which is a bit weird!
3 The director, not wanting to make the actors nervous, remained hidden ___out___ **of sight** as each person auditioned for the part.
4 Yes, of course you have to memorise your lines – you need to know every word ___by___ **heart**.
5 I ended up with the lead role in a musical show because the girl I was understudying kept singing **out** ___of___ **tune**!
6 The choir, conducted by Sir John Webster, sang ___in___ perfect **unison**.
7 She appeared in a play where she had to deliver several long speeches ___from___ **memory**.
8 Once the actors were ___in___ **costume**, they were asked to improvise a scene in order to explore the relationship between their characters.

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

Top Gear

BBC2's *Top Gear* is a motoring entertainment show which includes car news, reviews and test track challenges. It was first **(1)** ___ in 1977, but was relaunched in 2002. Today it is hugely successful with massive **(2)** ___ per episode – the 2015 end of season **(3)** ___ drew an audience of 5.3 million viewers.

The show has become well-known for its humorous but controversial style. In 2015, its main presenter was sacked after an acrimonious dispute took place behind the **(4)** ___ with one of his co-workers. A new team of presenters, including iconic American actor, Matt LeBlanc – best known for playing Joey in the **(5)** ___ *Friends* – took over the show.

Top Gear has received critical **(6)** ___ for its visual style and presentation and has received three BAFTA **(7)** ___ as well as winning numerous other prizes and **(8)** ___.

1	**A** auditioned	**B** conducted	**C** rehearsed	**D** broadcast
2	**A** sequels	**B** ratings	**C** credits	**D** channels
3	**A** finale	**B** premiere	**C** adaptation	**D** narrative
4	**A** scenes	**B** scenery	**C** wings	**D** aisle
5	**A** pilot	**B** rerun	**C** sitcom	**D** primetime
6	**A** ovation	**B** applause	**C** interval	**D** acclaim
7	**A** costumes	**B** understudies	**C** subtitles	**D** nominations
8	**A** coverage	**B** masterpieces	**C** awards	**D** soundtracks



Unit 9

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 The Byzantine ___ which archaeologists have discovered is in quite good shape although some of the small squares of marble are missing.
a kiln
b collage
c mural
d mosaic

2 Mark has been chosen as the ___ for the show, which means he'll only take part if the lead is unable to perform.
a composer
b alternative
c understudy
d stuntman

3 Her performance was so ___ that I was on the edge of my seat throughout the play.
a riveting
b contemporary
c audible
d catchy

4 Now – in ___, children. Say, 'Good Morning, Headmaster!'
a character
b tune
c memory
d unison

5 The dance routines created by the ___ were unrivalled!
a composer
b conductor
c choreographer
d performer

6 The speaker gave ___ speech about how young people should be encouraged to achieve their life goals. It was very motivating.
a a rehearsed
b an authentic
c an inspirational
d an adaptable

7 Jeremy got a job working ___ at the theatre – he's an usher and shows people to their seats.
a on stage
b in the spotlight
c front of house
d backstage

8 Sarah created a beautiful ___ using pieces of leftover Christmas wrapping paper.
a collage
b sketch
c easel
d hue

9 James Bond is my favourite ___ hero – I've read all the books and seen all the films!
a contemporary
b riveting
c fictional
d authentic

10 This free ___ site called 'Popcorn' is brilliant – I watch all my favourite TV series and movies on it.
a streaming
b leading
c opening
d screening

11 2016 was the 400th anniversary of the death of Shakespeare and numerous events were held to honour the memory of the great ___.
a playwright
b scriptwriter
c composer
d presenter

12 Everyone says that new Indian restaurant is fantastic, but I think it's ___ because the food is really not that great.
a outstanding
b overrated
c gripping
d creative

13 In my opinion, the film ___ of *Bridget Jones's Diary* doesn't do justice to the book.
a interpretation
b adaptation
c prediction
d recitation

14 You'll have to speak up – your voice is barely ___ and the audience will never be able to hear you.
a progressive
b dubbed
c outstanding
d audible

15 Don't you just love the different ___ of orange and gold in this Turner painting?
a pigments
b stencils
c palettes
d hues

16 The first performer to appear in the talent contest was dreadful – she was singing completely ___ of tune.
a off
b out
c behind
d down

17 During his speech, the actor thanked all those who had served as ___ to him during his career.
a an inspiration
b a depiction
c an ovation
d an audition

18 Many experts doubt the ___ of the painting – they think it's probably a fake.
a authentic
b authenticate
c authentication
d authenticity

19 Jodie Foster started ___ in films when she was very young.
a rehearsing
b acting
c auditioning
d playing

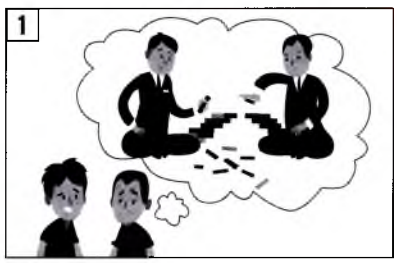
20 I believe 'Poppy Field near Vetheuil' is Monet's great ___.
a depiction
b masterpiece
c nomination
d acclaim

Idioms 3

A **Complete the captions under the pictures with the idioms below. Make any necessary changes.**

be a blank canvas **be on someone** **build bridges** **get cold feet**
shop till you drop **speak to**

1



It's time they stopped arguing and sat down together to *build bridges*.

2



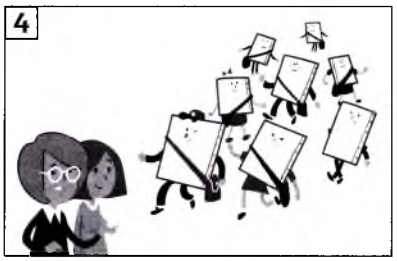
I've seen many works by the Old Masters, but it's Leonardo da Vinci's work that really *speaks to me*.

3



I had a really fantastic time yesterday. I *shopped till I dropped*!

4



When students arrive here, they *are blank canvases*. We have a duty to fill them with knowledge.

5



I know I said I wanted to live in another country, but now I've *got cold feet*.

6



When I said, 'Lunch *is on me*', I meant that it's my treat!

B **Match the idioms from exercise A with their meanings below.**

1 *be on someone*: be paid for by someone
2 *build bridges*: try to have a friendlier relationship after a disagreement
3 *shop till you drop*: go shopping for a long time
4 *speak to*: particularly appeal to
5 *be a blank canvas*: have no content, be open to new ideas
6 *get cold feet*: feel anxious about something you have agreed to do

Review 3

Units 7–9

Cambridge Part 1

Read the book review and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The Book of Negroes: A review

(0) ___ looking for a page-turning read this summer, go out and grab yourself a copy of *The Book of Negroes*, a literary **(1)** ___ by the award-winning Canadian writer Lawrence Hill. Definitely not one of those clichéd and, in my opinion, rather **(2)** ___ 'beach reads', this exquisitely written novel, weighing in at nearly 500 pages, will have you on the edge of your beach towel or lounger until the very end.

The title for the novel – at least the title it was published under in Hill's native land – **(3)** ___ from a historical document of the same name kept by British naval officers as the American Revolutionary War began to wind down. This official paper documents the 3,000 black people who, having served the King during the war, were fleeing Manhattan, New York, for Canada in 1783. If there was no record of you in *The Book of Negroes*, you **(4)** ___ escape to Canada.

In *The Book of Negroes*, Hill's main protagonist, Aminata Diallo, is an African woman **(5)** ___ story is based on this history and her endeavours to get her name into the British naval officers' book. When Aminata, the daughter of a jeweller and a midwife, is only eleven years old, she, along with a handful of her fellow villagers, is kidnapped from her village – Bayo, Niger in West Africa – and forced to walk for three months to the sea. Even before she is placed on the ship bound for a country **(6)** ___ she will be sold into **(7)** ___, she vows that one day she will return to the land of her **(8)** ___. If you want to know if she keeps this promise to herself, you'll have to read the book for yourself!

0	A Could you be	B You could be	**C** Should you be	D You should be
1	A sketch	**B** masterpiece	C palette	D anthem
2	**A** worthless	B priceless	C lucrative	D indispensable
3	A derives	B establishes	C erupts	**D** originates
4	**A** couldn't	B mustn't	C didn't need to	D can't
5	A that	B on whose	C from which	**D** whose
6	**A** where	B when	C that	D who
7	A feudalism	B colonialism	C nomadism	**D** slavery
8	A descendants	B gypsies	**C** ancestors	D fragments

Cambridge Part 2

Read the text and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Buyer beware!

Going to the theatre is surely one of the more pleasurable things in life. **(0)** Having the opportunity to see famous actors **(1)** on stage in their wonderful costumes and carefully applied make-up is something anyone should take advantage of.

Live theatre, however, especially in places like London's Covent Garden, can **(2)** be very expensive; it probably isn't something that the common man can afford to do every week. But, when someone does decide to splash **(3)** out for a special occasion and take in a show, there is something they ought to be on the lookout for – touts! Just **(4)** in case anyone is unaware of what a tout actually is, it is a person who buys tickets for events like theatre performances and then sells them to other people at a higher price ... often a much higher price. Touts are out to **(5)** make money and they exploit the fact that there are people who are willing to fork **(6)** out the astronomical amounts of cash that they are demanding for their 'wares'.

While some feel that it is the government's job to protect people from being ripped **(7)** off by these touts by banning secondary marketing, others feel that the solution lies in stopping all online sales of tickets. Of course this would mean returning to the rather outdated necessity of queuing up for tickets for the performance, but perhaps that inconvenience would be worth it so long **(8)** as these unscrupulous touts were driven out of business once and for all.

Cambridge Part 3

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

And as the curtain rises ...

'All the world's a stage, and all the men and women merely players' – if you didn't already know, those famous words were written by the **(0)** _artistic_ genius, William Shakespeare, and they come from the classic comedy *As You Like It*. Widely believed to be the best **(1)** _playwright_ of all time, Shakespeare is responsible for an immense body of work and his choice of **(2)** _narrative_ topics are enthralling and eclectic. Clichéd though it may sound, Shakespeare's 'portfolio' has something for everyone. For those who enjoy **(3)** _gripping_ historical dramas, *Henry VIII* – based on the infamous British Tudor monarch himself – is just the thing. And for those who are the more romantic type, there cannot be anything more **(4)** _riveting_ than the doomed, but wonderfully **(5)** _inspiring/inspirational_ lovers in *Romeo and Juliet*. Sometimes using characters based on actual historical figures and sometimes using **(6)** _fictional_ characters made up in his fertile and vivid imagination, The Bard, as he is often called, has been entertaining audiences with his staged **(7)** _depictions_ of human life and struggles for centuries. Often accompanied by the **(8)** _orchestral_ strains of a group of talented musicians, William Shakespeare's players began delighting theatre-goers way back in 16th-century England, and, never outdated or irrelevant, his plays continue to do so with modern audiences today.

ART
PLAY
NARRATE
GRIP
RIVET
INSPIRE
FICTION
DEPICT
ORCHESTRA

Cambridge Part 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

The vertical line in the key shows how two marks would be allocated.

0 Only passengers with passports are permitted to board the plane.
MAY
Passengers _may not board the plane_ unless they have passports.

1 The conductor who had devoted her life to studying Bach was honoured at the ceremony.
WHOSE
The conductor _whose life | had been devoted_ to studying Bach was honoured at the ceremony.

2 If it hadn't been for your criticism of the director, you wouldn't have lost your part in the film.
LESS
You wouldn't have lost your part in the film _if you had been | less critical_ of the director.

3 This is the hall where our ancestors' portraits are hung.
WHICH
This is the hall _in which | we hang_ our ancestors' portraits.

4 The gallery policy states that up to twenty hours' overtime a week are allowed.
MORE
The gallery policy states that staff _cannot/may not work | more than_ twenty hours' overtime a week.

5 Due to her disability, Stella can't walk.
ABLE
Stella _is not able to | walk because_ of her disability.

6 If you don't trust the sender, don't risk opening the package.
ONLY
Only open the package | if you trust the sender.

Review 3

Units 7–9

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

Grammar

1 If we hadn't rehearsed day and night for the past six weeks, we ___ our success right now!
a wouldn't be celebrating
b wouldn't have celebrated
c weren't to celebrate
d wouldn't celebrate

2 '___ pick up the theatre tickets on your way home from work this evening?'
'Yes, but I forgot; I'll get them tomorrow.'
a Ought you to **b** How could you
c Would you be able to **d** Were you supposed to

3 I'd been watching the play for about five minutes, ___ I realised that the main character was going to fall in love with the duchess.
a neither of which **b** at which point
c half of which **d** despite which

4 Your new necklace is gorgeous! You ___ it at that posh new jeweller's on the high street.
a were supposed to buy **b** must have bought
c should have bought **d** ought to have bought

5 The King ruled for a thirty-year period, ___ there was peace in the kingdom.
a in which event **b** during which
c in which case **d** during that time

6 'Shall I drive you all to the cinema, Megan?'
'No, thanks, Dad. You ___ because we've already arranged for Julie's mum to take us.'
a don't have to **b** mustn't
c wouldn't **d** might not

7 ___ we leave right this second, we'll never make it to the stadium on time to see the start of the match.
a Even if **b** Provided
c Whether **d** Otherwise

8 'What's the name of the play ___ we've got free passes?'
'*Cats*!'
a which **b** for that
c where **d** for which

9 ___ been invited to play the lead in the play, would you have taken it?
a Should you **b** If you
c Had you **d** Were you

10 'Karen, why did King Lear turn against his daughter?'
'I have no idea! ___ about Shakespeare?'
a I mustn't know **b** What do I know
c Why could I know **d** How shall I know

Vocabulary

1 A ___ is any piece of artwork painted on or applied directly to a wall, ceiling or other large permanent surface – one of my favourites was painted by the Mexican, Diego Rivera.
a vessel **b** collage
c mural **d** mosaic

2 A ___ is a form of government where a country is ruled by one person or political entity – this form of government is often found in communist countries.
a democracy **b** dictatorship
c monarchy **d** parchment

3 I really want to go to the theatre to see *Les Miserables*, so I've been ___ a little money each week to buy the tickets.
a settling up **b** paying off
c bailing out **d** putting aside

4 Receiving an award for his first role was ___ start to his acting career.
a an auspicious **b** a dubbed
c an affluent **d** a nomadic

5 Some non-experts commonly refer to ___ art as modern art, but they are mistaken when doing so.
a upright **b** contemporary
c audible **d** catchy

6 After careful study and examination, the anthropologist speculated that the bones ___ to the 16th century.
a dated back **b** ran up
c settled down **d** scraped by

7 I'm incredibly sorry that I broke your Ming vase; is there anything that I can do to ___ amends?
a make **b** take
c do **d** have

8 In Shakespeare's time, the orchestra would be hidden ___ sight; the audience rarely saw it.
a off **b** out of
c behind **d** down

9 Any civilisation which refuses to embrace change is ___ – it will never survive.
a perished **b** flourished
c doomed **d** wandered

10 The lamp was damaged when I took it out of the box, so I took it back and demanded ___.
a an artifact **b** a debit
c a refund **d** an heir

10 Wishes / Regrets / Other Structures

WISH & IF ONLY

• We can use *wish* to talk about how we feel and about how other people feel. However, we can only use *if only* to talk about how we feel. Compare:
I wish Joel *wasn't working this weekend.* (how I feel)
Joel wishes *he wasn't working this weekend.* (how Joel feels)
If only Joel *wasn't working this weekend.* (how I feel; we don't know how Joel feels)
• *Wish* and *if only* are very similar in meaning, but *if only* can be more emphatic. Compare:
If only *I'd worked harder. Now I'll have to retake my exams.*
I wish *I'd worked harder. I'd have got a better mark.*
• As in second conditional sentences, we can also use *were* for all persons after *wish* and *if only*.
If only I ***were*** *better at tennis.*
I wish he ***were*** *more interested in recycling things.*

FORM	USE	EXAMPLE
wish/if only + **past tense**	• to say that something is not how we would like it to be in the present or the future	I wish our coastline *weren't* so polluted. (= It is very polluted.) Hazel wishes she *was* free to take part in the clean-up at the weekend. (= She isn't free.)
	• to express our dissatisfaction with a future plan	If only you *were coming* with us on Saturday. (= You aren't coming with us and I'm not happy about that.)
wish/if only + **past perfect tense**	• to express regrets about a past situation that we are unable to change now	Helen wishes the weather *had been* warm and sunny. (= The weather wasn't warm and sunny.) If only we *had taken* warm clothes for the weekend. (= We didn't take warm clothes with us.)
wish/if only + ***would*** + **bare infinitive**	• to express a complaint or our desire for someone to change their behaviour	I wish you *would turn off* the lights before you go to bed! (= You don't turn off the lights: complaint.) If only Chris *wouldn't make* fun of me all the time! (= He does make fun of me: desire for him to change his behaviour)
	• with inanimate subjects for emphasis	I wish the weekend *would come*! (= I really want the weekend to come.) If only it *would stop* raining! (= I really want it to stop raining.)
wish/if only + ***could*** + **bare infinitive**	• to express a desire for something that is not possible in the present or future	If only we *could see* a dolphin! (= We can't see a dolphin.) I wish we *could visit* the Lake District during our trip to the UK. (= We aren't going to be able to visit the Lake District.)
wish/if only + ***could*** + ***have*** + **past participle**	• to express a regret that something was not possible in the past	I wish John *could have come* on safari with us! (= John wasn't able to.) If only you *could have seen* his face when I offered him the job. (= You weren't able to.)

ALERT!
• We cannot use *would* to talk about a change to the present or future that is impossible, or a change to the past. For these situations, we have to use a past tense for the present or future, and a past perfect tense for the past.
*(~~Sandra wishes one of her six children **would be** a girl.~~ X)*
Sandra wishes one of her six children ***was*** *a girl.*
*(~~If only we **would have known** about the damage to the environment earlier.~~ X)*
If only we ***had known*** *about the damage to the environment earlier.* √
• Be careful not to confuse *hope* with *wish*. Although *hope* has a similar meaning to *wish*, *wish* refers to something that we cannot change, whereas *hope* refers to our feelings about a possible/likely present or future situation.
I ***wish*** *the library* ***was*** *open today.* (= The library is closed today.)
I ***hope*** *the library* ***is*** *open today.* (= It's possible that the library is open today – that's what I want.)
• We can also use *hope* followed by the past simple as an expression of goodwill.
We ***hope*** *you* ***enjoyed*** *your stay at our farmhouse.*

Unit 10

OTHER USES OF *WISH*

FORM	USE	EXAMPLE
***wish* + full infinitive**	• with the meaning of 'would like' (formal)	I *wish to travel* the world. (= I would like to travel the world.) We *wish to inform* you that your application has been unsuccessful. (= We would like to tell you that your application has been unsuccessful.)
***wish* + subject + noun**	• as an expression of goodwill (similar meaning to *hope*)	We *wish you a safe journey*. (= We hope you have a safe journey.) I *wish him a quick recovery*. (= I hope he recovers quickly.) I *wished her a happy birthday*. (= I hoped she had a happy birthday.)

WOULD RATHER/SOONER, PREFER, WOULD PREFER

FORM	USE	EXAMPLE
***would rather/sooner (not)* + bare infinitive**	• to express a preference about the present or future	Kelly *would rather fly* to the islands than take the boat.
***would rather/sooner* + bare infinitive + *than* + bare infinitive**	• to express a preference about the present or future	I'*d sooner watch* a documentary *than see* an action film.
***would rather/sooner* + *have* + past participle**	• to express regret or a preference about the past	I'*d sooner have stayed* in a hotel.
***would rather/sooner* + subject + past tense**	• to express a preference about the present or future (different subjects)	I'*d rather you stayed* on campus for the first year of university.
***would rather/sooner* + subject + past perfect**	• to express regret or a preference about the past (different subjects)	We'*d rather Andrew hadn't left* his job to take a year out.
***prefer* + full infinitive** ***prefer* + gerund/noun**	• to express preferences in general	Joe *prefers to see* a live performance. Sally *prefers watching* DVDs. I *prefer the cinema*.
***prefer* + gerund/noun *to* + gerund/noun**	• to express a preference between two alternatives	When she's going to the beach, Samantha *prefers cycling to taking* the bus. In general, I prefer *the bus to the train*.
***would prefer* + full infinitive**	• to express preference on a particular occasion	I'*d prefer to go* to the opera for a change.
***would prefer* + full infinitive + *rather than* + bare infinitive**	• to express a preference between two alternatives	Kim *would prefer to see* a London show *rather than have* a birthday party this year.

ALERT!

• We can also use *would rather/sooner* to refuse permission or make suggestions politely.
I'd rather *you didn't go out this Saturday. Grandma's coming to see us.*
(= You can't go out this Saturday because Grandma's coming to see us.)
I don't feel like going out tonight. ***I'd sooner*** *watch a good film on TV.*
(= Let's watch a good film on TV instead of going out.)
• We can also use *would prefer* in set expressions. We use *I would prefer it if* + subject + past tense to ask someone politely not to do something in the present or the future. We use *I would have preferred it if* + subject + past perfect to express our dissatisfaction with something that happened in the past.
I would prefer it if you didn't play *your music that loudly.*
(= Please stop playing your music that loudly.)
I would have preferred it if you hadn't spent *so much money.*
(= I'm not happy about you having spent so much money.)

IT'S (ABOUT/HIGH) TIME

FORM	USE	EXAMPLE
***it's (about/high) time* + subject + past tense**	• to emphasise that the time for something to be done has passed and that it must be done without further delay	*It's time we left*; the film starts soon. *It's about time you stopped* complaining! *It's high time you made* up your mind.
***it's time* + full infinitive**	• to express the idea that we or the person we are speaking to should do something as a matter of urgency	*It's time to have* my car serviced. *It's time to submit* your application.

ALERT!
We cannot use a negative after *It's (about/high) time.*
(~~***It's time he didn't borrow*** *~~my things without asking.~~* X)
It's time he stopped *borrowing my things without asking.* √

AS IF, AS THOUGH

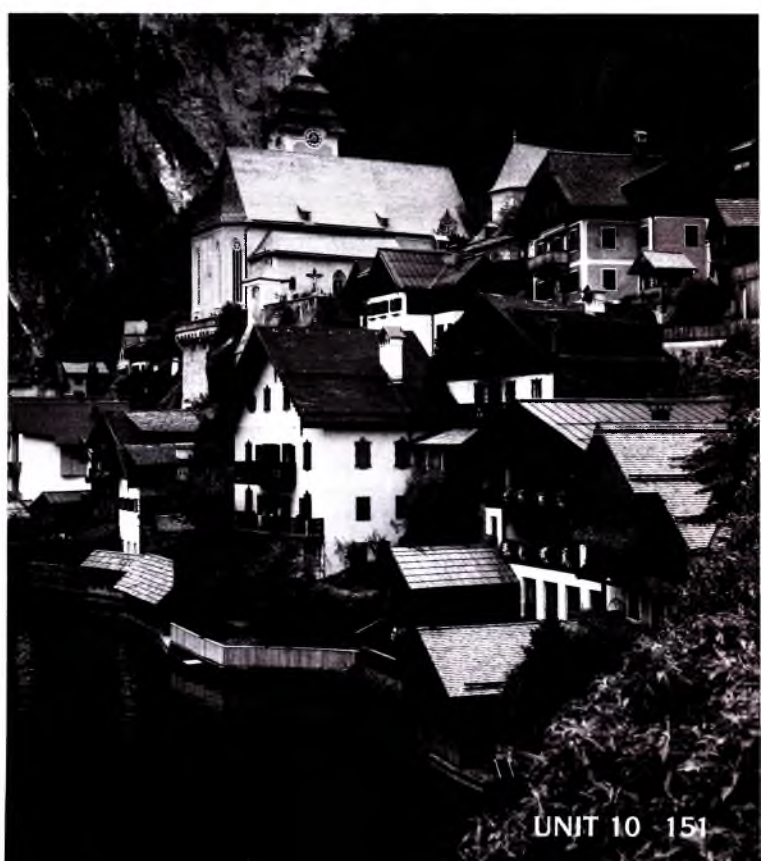
FORM	USE	EXAMPLE
***as if/as though* + subject + past tense (including past perfect tense)**	• to say that the way something appears now does not reflect reality	She talks about Jennifer Lawrence *as if she knew* her. (= She doesn't know her.) I dislike travelling by boat so much that after the two-hour trip, I felt *as though I had been travelling* all day! (= I hadn't been travelling all day.)
***as if/as though* + subject + present tense (including present perfect tense)**	• to say that the way something appears now may or may not reflect reality	The suspect acts *as if he knows* more than he's telling us. (= He may know more than he's telling us; we don't know.) She looks *as though she hasn't been sleeping* well lately. (= She may not have been sleeping well recently; we don't know.)

ALERT!
• We can use *it isn't as if* and *it isn't as though* to express criticism and irony.
Stop telling me what to do! ***It isn't as if you're*** *my mother!*
Of course you don't see why we need a dishwasher. ***It isn't as though you ever do*** *the washing-up!*

Grammar in Action

A **Circle the correct words.**

1 Oliver wishes he **took part** / **had taken part** in last week's demonstration for animal rights.
2 I wish visitors **wouldn't litter** / **couldn't litter** the beach; how difficult is it to dispose of your rubbish in the bins provided?
3 Oh no! I wish you **hadn't emptied** / **didn't empty** the waste paper basket! I'd thrown my report in there by accident!
4 If only I **accompanied** / **were accompanying** you on your trip to Jeddah next week. I so want to visit Saudi Arabia.
5 If only we **could plant** / **planted** trees on this piece of derelict land.
6 Everyone wishes they **would say** / **could have said** more during the meeting, but we were very pressed for time.
7 I can't believe I've been waiting here for forty minutes! If only the bus **came** / **would come**.
8 My parents love this tiny village, but I wish they **had been** / **were** a little closer to civilisation.



B **Complete the sentences with the correct form of *wish* or *hope*.**

1 Dr Martin ___wishes___ to be kept informed of any changes in his patient's condition, so ring him at any time.
2 Lisa ___hopes___ she will be offered a place at Bangor University; she wants to study marine biology there.
3 The guests ___wished___ the bride and groom a long and happy marriage as they left for their honeymoon.
4 I ___hope___ you found the lecture on migratory birds informative.
5 I ___don't wish___ to be the bearer of bad news, but I'm afraid we've lost our fight against the nuclear power station – construction will begin next month.
6 The students all ___wish___ that they didn't have exams starting tomorrow!
7 I ___hope___ lunch is ready – I'm starving!
8 We ___hope___ you aren't too tired after your long journey.

C **Choose the correct answers.**

1 I'd rather ___ to this email; could you do it for me, please?
a have not replied **b** not reply **c** not have replied

2 I'd have preferred it if you ___ the college directly rather than assume that I'd do it for you.
a contacted **b** were contacting **c** had contacted

3 We ___ to find a more experienced teacher for this position.
a would prefer **b** would sooner **c** would have preferred it

4 I would rather ___ to the manager myself. Then I can be sure he will provide the necessary assistance.
a have spoken **b** speak **c** spoke

5 I'd sooner you ___ to the education consultant about the lack of resources at our school.
a not complain **b** didn't complain **c** would complain

6 We'd sooner travel to the islands by plane ___ go by boat, which takes far too long.
a rather than **b** than **c** to

7 Obviously I'm glad I qualified for the finals, but I'd rather ___ first, not second.
a came **b** come **c** have come

8 Sam ___ badminton to golf as a sport.
a prefers **b** would rather **c** would sooner

9 We both prefer ___ wildlife documentaries on the radio to watching silly action movies or soap operas.
a listening to **b** listen to **c** to listen to

10 Would you prefer to spend a day in the country rather than ___ stuck indoors all day?
a we are **b** be **c** to be

D **Read the following situations and comment on them using *as if, as though* or *It's time*.**

Suggested answers

1 Your hair really needs cutting.
It's time to have my hair cut. / It's time I had my hair cut. / It's time you had your hair cut.

2 Tina looks great. Has she been going to the gym?
Tina looks as if/as though she's been going to the gym.

3 The phone bill was due last week and Dad still hasn't paid it.
It's time Dad paid the phone bill.

4 Amanda isn't the only good player on the team, but she behaves that way!
Amanda behaves as if/as though she were/was/is the only good player on the team!

5 I started this diet a week ago, but it's so boring that it may as well have been months ago!
This diet is so boring that it feels as if/as though I've been on it for months!

6 As office manager, you could insist that everyone recycles their paper waste.
As office manager, it's time you insisted that everyone recycles their paper waste.

E **Complete the sentences with these phrases.**

as if I wish I'd prefer it if I'd rather you if only it's high time you it's time we'd sooner

1 _I wish_ to raise awareness about the benefits of using recycled paper.
2 Given the choice, _we'd sooner_ raise money for a local charity than for a school excursion.
3 _It's time_ to make a complaint about the state of the car park on Grove Street; it's covered in graffiti.
4 During the meeting, you sounded _as if_ you were in favour of replacing the park with a shopping mall. Is that really what you believe?
5 Manuella, _I'd prefer it if_ we didn't announce the winner of the competition until all the participants are present.
6 It's ten o'clock; _I'd rather you_ didn't start watching a film now. You've got school tomorrow.
7 You've been contemplating what to write on Tom's evaluation for a week now. _It's high time you_ made a decision.
8 Plastic bottles, batteries, glass, paper all in the rubbish; _if only_ you would at least try to recycle!

F **Complete the letter with one word in each gap.**

Hi Angie,

'Royston School Recycle' has been going for six months now and I think it's **(1)** _high/about_ time we did something to boost our public image. I found this fantastic website called 'easyfundraising' which I **(2)** _hope_ can help us to raise the money we need for our recycling project. (I wish I **(3)** _had_ found it earlier, but anyway ...)

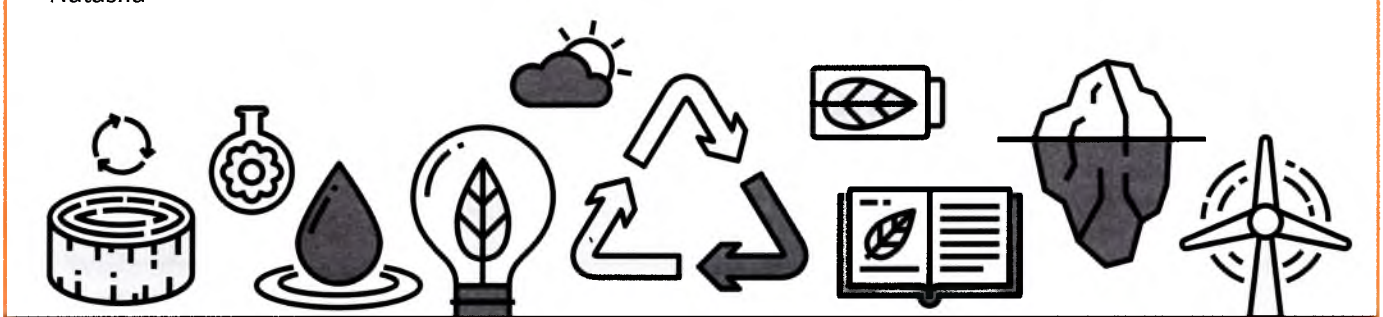
The idea of 'easyfundraising' is that when you buy something online, a donation is made to a charity of your choice ('Royston School Recycle' of course!). Well, this could work to our advantage. Most people **(4)** _prefer_ shopping to doing anything else, right? And they would rather **(5)** _spend_ time on their computers than campaign for the environment. Well, by making a purchase online, people feel as **(6)** _though/if_ they're really making a difference, do you see?

I **(7)** _would_ sooner you didn't say anything to the others yet. I'd **(8)** _rather_ sort out any possible problems before I present them with the idea. And anyway, you know Jason. He always acts **(9)** _as_ if he's in charge of everything and everybody and I'd like to be given credit for one of my ideas for once! It isn't as **(10)** _if/though_ *he* ever comes up with any useful ideas.

So, let me know what you think and get back to me as soon as you can.

Bye for now,

Natasha



Unit 10

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 The match is in one week's time, so our coach really should select his team.
HIGH
It _____ *high time | our coach selected* _____ his team for next week's match.

2 Why didn't you keep the receipt? Now you can't change the item.
ONLY
If _____ *only | you had kept* _____ the receipt; you would have been able to change the item.

3 Your allowing the dog to sit on the sofa infuriates me!
WOULDN'T
I _____ *wish you | wouldn't let* _____ the dog sit on the sofa.

4 I don't agree with your planting those flowers over there.
SOONER
I _____ *would sooner | you didn't plant* _____ those flowers over there.

5 We wish him a speedy recovery.
HOPE
We _____ *hope | he recovers* _____ speedily.

6 You appear to have had a shock.
THOUGH
You look _____ *as though | you have had* _____ a shock!

7 I would rather watch tennis than play it.
PLAYING
I prefer _____ *watching tennis | to playing* _____ it.

8 Don't tell me what to do – you're not my mother!
AS
Don't tell me what to do – it _____ *isn't/is not | as if you were* _____ my mother!

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 'Are you enjoying your course at university?'
'Not really. I wish I ___ such a difficult and tedious degree!'
a weren't choosing
b didn't choose
c hadn't chosen
d wouldn't choose

2 I honestly wish I ___ you, but I'm afraid I can't.
a could help **b** helped
c would help **d** had helped

3 'I'm leaving for a medical conference in Dubai tomorrow. I'll see you when I get back.'
'Oh, if only I ___ with you!'
a would come **b** were coming
c had come **d** came

4 Dad prefers ___ us to school; he'd sooner we cycled there.
a not to drive **b** not driven
c didn't drive **d** not having driven

5 'What's wrong? I cleared the table and threw away the leftovers'.
'I just wish you ___ so much food, that's all.'
a hadn't been wasting **b** couldn't waste
c wouldn't waste **d** don't waste

6 Katie wishes she ___ taller and then she might make it onto the basketball team.
a would be **b** is
c were **d** would have been

7 I'd sooner hang my washing on a line ___ a tumble dryer – anything to reduce my carbon footprint.
a to using **b** than use
c than using **d** used

8 'I just need to fill up the dishwasher and then I'm done.'
'I wish you ___ so reliant on the dishwasher. Wash the dishes by hand and save water *and* energy!'
a wouldn't **b** weren't
c didn't **d** aren't

9 'Isn't it getting a bit late?'
'Yes, you're right. Time ___ home.'
a to go **b** going
c to going **d** went

10 'Why don't you join the local gym? Getting some exercise will do you the world of good.'
'Actually, I'd rather ___ what little free time I have fixing up my motorbike.'
a spent **b** spending
c to spend **d** spend

11 'Why did you act as though you ___ Jake when we saw you last night?'
'Long story, I can't tell you now.'
a didn't meet
b weren't meeting
c wouldn't have met
d hadn't met

12 We ___ a happy anniversary.
a wished them **b** hoped for them
c wished they had **d** hope them to have

13 'So did you enjoy going out to the cinema last night?'
'No, not really. I'd sooner ___ at home and watched TV.'
a stayed **b** had stayed
c have stayed **d** stay

14 We wish ___ that the gallery is due to close in ten minutes. Please make your way to the exit.
a informed you **b** you were informed
c to inform you **d** we had informed you

15 I wish we ___ there for your wedding anniversary, but it just wasn't possible with my work commitments. I hope you had a good time.
a could have been **b** have been
c could be **d** would be

16 I really hope the weather ___ good today; we've arranged a picnic by the lake.
a was **b** were
c is **d** would be

17 If only the wind ___ a bit. Otherwise, we'll never get these kites to fly!
a picks up **b** was picking up
c picked up **d** would pick up

18 Why are you acting as though nothing ___? We came home last night to find a house full of students and very loud music!
a to happen **b** would happen
c were to happen **d** happened

19 Michael would rather Kate ___ against the new urban development project during last night's rally.
a didn't speak out **b** wouldn't speak out
c weren't speaking out **d** hadn't spoken out

20 'Why have you bought a different brand of tea from usual?'
'Why do you care? It isn't ___ you ever drink tea anyway!'
a rather **b** even though
c time **d** as if

NATURE AND OUR SURROUNDINGS

Vocabulary in Action

A **Match the weather words 1–10 with words a–j which have a similar meaning.**

1	scorching	e	a	misty
2	humid	j	b	blaze
3	foggy	a	c	breezy
4	overcast	h	d	snowstorm
5	glare	b	e	sweltering
6	blustery	c	f	nippy
7	chilly	f	g	pleasant
8	mild	g	h	cloudy
9	blizzard	d	i	downpour
10	shower	i	j	muggy

B **Complete the sentences with some of the words from exercise A. Sometimes more than one answer is possible.**

1 It was quite a *breezy/blustery* day and we had to take our hats off so they didn't blow away!
2 Although it's February, the weather is quite *mild/pleasant*; we usually still have ice on the roads at this time of year.
3 If only the sky weren't so *overcast/cloudy* and dark – I'd been hoping to take some good photos of the garden today.
4 Wow – it's really *scorching/sweltering* today. How about a day at the beach?
5 We were caught in a sudden *shower/downpour* while we were out shopping. We got drenched!
6 On these *misty/foggy* mornings, I have to be especially careful as I drive to work because I can hardly see the road ahead!
7 I hate these warm *muggy/humid* days which make your skin feel so sticky.
8 It will probably be quite *chilly/nippy* in the evening, so I suggest you take a jacket or a cardigan with you to the restaurant.
9 We had to wait for ages in the full *glare* of the sun because there was no shade anywhere.
10 The climbers put on their goggles and tried to struggle along the mountain path as the *snowstorm/blizzard* raged around them.

C **Complete the sentences about the weather with the correct form of these phrasal verbs.**

beat down **blow over** **break through** **brighten up** **bucket down** **die down** **hold off** **roll in**

1 If this breeze *dies down* a little, we'll be able to have lunch in the garden.
2 We were lucky that the rain *held off* until we had got home. Otherwise we would have been soaked!
3 As we reached the top of the mountain, the sun *broke through* the clouds and shone across the beautiful landscape below us.
4 It started *bucketing down*, so we ducked into a nearby café to wait for the rain to pass.
5 The sun *beat down* on the passengers as they made their way across the tarmac to the waiting aircraft.
6 As we approached the bottom of the valley, the fog *rolled in* and soon the world around us was lost from sight.
7 A light drizzle was falling as we set out from the hotel, but by lunchtime the weather had *brightened up* and we were able to sit in the sun for our picnic.
8 I'm sure this storm will *blow over* pretty soon and then we can carry on with our walk.

D **Circle the correct words.**

1 You can reduce your **fossil fuels** / **carbon footprint** / **greenhouse gases** by taking the train rather than driving.
2 Flying poses a serious **threat** / **mishap** / **pitfall** to the environment because of the amount of CO_2 produced.
3 The livestock industry produces more greenhouse gas **turbines** / **pollutants** / **emissions** than all cars and planes.
4 Nature reserves aim to **conserve** / **reclaim** / **sustain** the natural habitats of various endangered species.
5 The **oil spill** / **sewage** / **smog** in the Gulf of Mexico in 2010 caused irreparable damage to coastal ecosystems.
6 The council has **banned** / **declined** / **denied** cars from the city centre to reduce traffic and improve air quality.
7 The UK plans to close all its **carbon** / **coal-fired** / **industrial** power stations by 2025.
8 It is imperative that the amount of rubbish being buried in **landfills** / **ecosystems** / **junkyards** be reduced.

E **Complete the sentences with these words.**

agribusinesses depletion felled fertile intensive logging nutritional pastures ranches slash-and-burn

Are cows destroying the environment?

No doubt, like many people, you sometimes enjoy a burger or a tasty stew. But do you know what impact your beef consumption is having on the planet?

Much of the world's beef comes from vast cattle **(1)** *ranches* in South America and about 15 per cent of the Amazon rainforest has been destroyed to make way for them. Deforestation occurs when vast tracts of forest are **(2)** *felled* and then set light to using the technique known as **(3)** *slash-and-burn* clearance'. While the **(4)** *depletion* of South America's rainforests is due in part to illegal **(5)** *logging* – carried out in order to supply companies in the USA and Europe with cheap timber – the main culprits are giant **(6)** *agribusinesses*. It is estimated that 80 per cent of the cleared areas are now being used for **(7)** *intensive* cattle farming.



While these **(8)** *pastures* can be expected to produce grass for a few years, the **(9)** *nutritional* value of the soil falls very quickly and large amounts of chemical fertilisers are required to keep it **(12)** *fertile*. In addition, cattle produce large quantities of methane, a greenhouse gas which contributes to global warming.

So, next time you want to order a burger, maybe you'll think again and order the salad instead!

F **Cross out the word which doesn't fit in each category. Can you explain why?**

1 bud ~~prune~~ blossom bloom
prune: cut back the branches of a tree/shrub; others = to produce flowers

2 ~~root~~ branch twig trunk
root = part of a plant/tree underground; others = parts of a tree above ground

3 wilt wither shrivel ~~ripen~~
ripen = becoming ready to eat; others = to die

4 ~~contaminate~~ sow plant cultivate
contaminate = make sth polluted; others = ways in which a farmer plants crops

5 sprout seedling ~~shrub~~ shoot
shrub = any kind of thick low plant; others = the first new growth of a plant

6 petal stem leaf ~~cutting~~
cutting = piece cut from a plant used to grow a new plant; others = parts of a plant

7 germinate ~~exfoliate~~ pollinate photosynthesize
exfoliate = rub your skin to remove dead skin cells; others = stages in the reproductive life of a plant

8 insecticide ~~compost~~ pesticide fertiliser
compost = decomposed plant matter used to enrich garden soil; others = artificial/chemical substances used in plant cultivation

9 thresh ~~graze~~ harvest plough
graze = when farm animals eat grass in a field; others = activities carried out by a farmer

10 foliage greenery ~~haystack~~ vegetation
haystack = large heap of dried hay; others = general words for kinds of leafy plants

G **Complete the sentences with the correct form of words from exercise F. Sometimes more than one answer is possible.**

1 Dozens of different species of wildlife can hide and hunt in the lush tropical _foliage/vegetation_ of the island.
2 The best way to _germinate_ vegetable seeds is to keep them in a warm, moist place until the seedlings break through the soil.
3 The use of _pesticides_ reduces biodiversity because they wipe out hundreds of species of wildflowers.
4 Pouring boiling water on unsightly weeds in paths and patios will cause them to _wither/shrivel/wilt_ and die, without using damaging chemicals.
5 Our village is at its best when the almond trees _bloom/blossom_ in spring.
6 In Malawi, small farmers _plough_ their arable land with oxen as they don't have money to buy machinery.
7 Crop rotation is the practice of _sowing/planting_ different types of crops in the same place each year.
8 After cutting the _stems_ at a 45-degree angle, place roses in a clean vase of water containing a tea-spoon-full of sugar.
9 We set light to a bundle of thin, dry _twigs_ and then added larger pieces of wood and logs.
10 Tiny green _shoots/seedlings_ were poking up out of the soil.

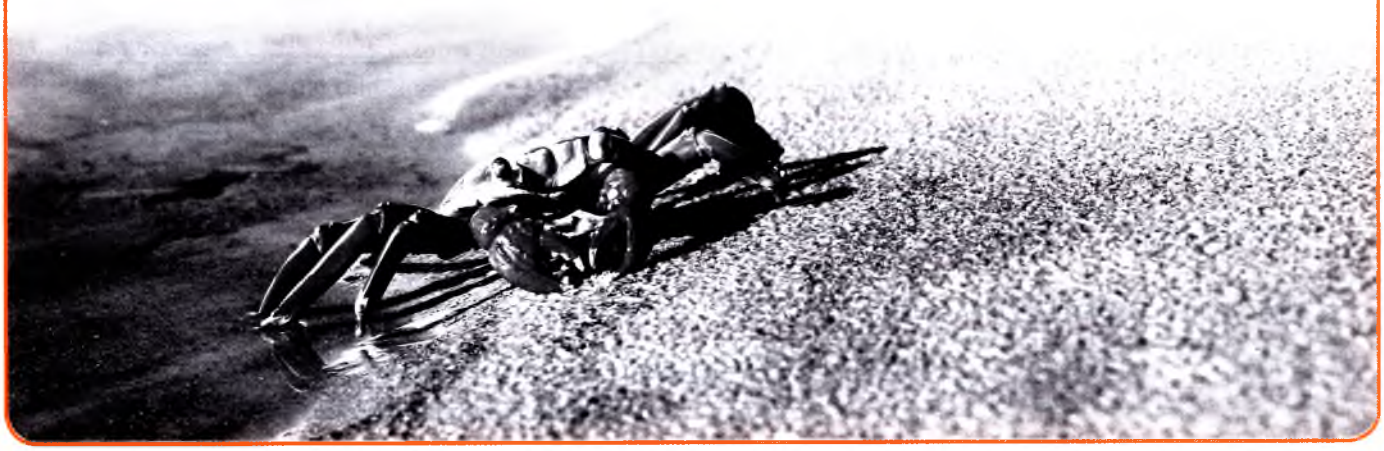
H **Circle the correct words.**

An unusual species

Christmas Island, in the Indian Ocean, is home to a very unusual species – the red crab. **(1) Familiar** / **Endemic** to the island, it is estimated that between 40 and 50 million of these bright red crabs live on Christmas Island. These large crabs, whose **(2) spines** / **shells** or carapaces can reach up to 116 mm, are classed as 'arthropods' and they live in the island's shady, moist rainforest. Although they are not **(3)** **nocturnal** / **native** creatures, they prefer to avoid direct sunlight in order to **(4)** **preserve** / **protect** their body moisture. During the dry season, they stay hidden in the humid interior of their underground **(5) kennels** / **burrows**.

Although their diet consists mainly of leaves, fruit, flowers and seedlings, they are in fact **(6)** **omnivorous** / **herbivorous** scavengers and will also eat other dead crabs and birds. They have no natural **(7) prey** / **predators** on their island home which explains their large numbers.

At the beginning of the annual wet season, the crabs **(8) hibernate** / **migrate** from their forest habitat to the coast to **(9)** **breed** / **recreate**. After **(10)** **mating** / **multiplying**, the males return to the forest, but the females remain on the beach for another two weeks after which they **(11) place** / **lay** their eggs – up to 100,000 of them! – in the ocean at high tide. The eggs released by the females **(12) nest** / **hatch** as soon as they come into contact with the sea water. Vast numbers of these tiny larvae are washed out to sea, where millions are eaten by fish and whale sharks, but those which survive return to the shore about a month later.



Complete the sentences with the correct words.

1 renewable sustainable

a If we want to try and halt the process of global warming, we must replace fossil fuels with ___renewable___ energy.

b The goal of ___sustainable___ development is to use farming methods which allow the countryside to remain diverse and productive indefinitely.

2 bay shore

a This ___bay___ is a favourite spot for both yachts and fishing boats to anchor as it is sheltered from the prevailing winds.

b We found a dead turtle washed up on the ___shore___.

3 flock herd

a A ___herd___ of cattle had blocked the road and the drivers were obliged to wait until the farmer managed to round them up.

b We watched in amazement as the clever dog guided the ___flock___ of sheep across the hillside.

4 pond reservoir

a The Elan Valley dam holds back millions of gallons of water in a ___reservoir___ which supplies the huge city of Birmingham with water.

b In the centre of the farmyard, a group of ducks and geese paddled in a muddy ___pond___.

5 hibernation migration

a Emperor penguins travel between 50 and 100 kilometres to reach their breeding grounds in their annual mass ___migration___.

b Although badgers do become less active during the winter months, they don't actually go into ___hibernation___.

6 amphibians reptiles

a ___Reptiles___ which are kept in captivity, like snakes, have to be provided with an artificial heat source to keep them warm.

b Did you know that many ___amphibians___, such as frogs, have gills until they reach their adult form?

7 battery free-range

a I always buy ___free-range___ eggs because the hens are allowed to roam around and feed outside.

b I try to avoid eggs from ___battery___ farms as I think this method of production is cruel.

8 savannah swamp

a We were astonished to see a pride of lions basking in the sun, as we drove across the ___savannah___.

b Visitors to the nature reserve can gain access to the ___swamp___ by boat, with tours setting off every hour.

Unit 10

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The farmer and his environment

For thousands of years, farming was part of an integrated process where a balance between human activity and the **(1)** ecosystem **SYSTEM**
was respected. However, modern **(2)** intensive **INTENSE** farming methods are causing the degradation of both agricultural land and the environment.

Farmers use **(3)** pesticides **PEST** and other sprays to wipe out weeds and to kill insects and fungi. Cultivation of huge monoculture fields leads to a **(4)** depletion **DEPLETE** of the soil's fertility. In order to maintain its **(5)** nutritional **NUTRITION** value, farmers are then obliged to use chemical **(6)** fertiliser(s) **FERTILE** to enrich the soil. These substances are essentially **(7)** pollutants **POLLUTE** which seep into the water table and ultimately into the food chain.

Under pressure from activists and environmentalists, farmers are increasingly turning to more **(8)** sustainable **SUSTAIN** methods of cultivation in order to try and redress the balance. They are beginning to reintroduce the use of traditional manure and organic means of keeping pest populations in check.



Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 In winter, many animals go into ___ in order to survive freezing temperatures and scarcity of food.
a migration
b hibernation
c congestion
d depletion

2 Sometimes the mother hen abandons her eggs, so we keep them in a special incubator until the chicks ___.
a hatch
b nest
c lay
d mate

3 The ___ of this ancient tree is more than sixteen metres across!
a twig
b branch
c trunk
d petal

4 Local water supplies became ___ when chemicals used in the fracking process leaked into an underground aquifer.
a multiplied
b sustained
c contaminated
d logged

5 We hurried back to our car as we saw the clouds ___ over the mountains.
a rolling in
b holding off
c beating down
d bucketing down

6 A herd of cows was ___ peacefully in the field.
a grazing
b ripening
c blooming
d threshing

7 The children love to sail their toy boats on the ___ in the park.
a reservoir
b pond
c shore
d bay

8 The red kite, a beautiful bird of prey, is ___ to the mountains of mid-Wales.
a familiar
b endemic
c declined
d conserved

9 These hot, ___ days give me a headache!
a misty
b mild
c chilly
d muggy

10 Cody was brought up on a cattle ___ so he knows all about how to handle livestock.
a business
b ranch
c refuge
d habitat

11 The minister ___ that toxic waste had leaked from the water treatment plant into the river.
a reclaimed
b banned
c declined
d denied

12 A dense blanket of hazardous ___ hangs over many of China's cities and industrial areas.
a smog
b sewage
c mist
d carbon

13 The fox is a ___ animal, so you will rarely get the chance to see one in daylight.
a native
b free-range
c renewable
d nocturnal

14 In my profession, I have to do a lot of flying, but I try to offset my carbon ___ by planting trees and plants in my garden.
a heartbeat
b fuels
c threat
d footprint

15 In a few more days, the apricots will have ___ and we will be able to eat them straight off the tree!
a withered
b recreated
c preserved
d ripened

16 Dad built a special ___ for our dog, Hector, to sleep in.
a kennel
b burrow
c nest
d battery

17 The hedgehog's sharp ___ protect him from predators such as foxes and owls.
a twigs
b shell
c spines
d sprouts

18 I hope the weather ___ a bit later today – I'm fed up with sitting inside looking at the rain.
a breaks through
b holds off
c brightens up
d blows over

19 Today will be ___, so hold onto your hats!
a overcast
b blustery
c sweltering
d misty

20 Even a seemingly gentle walk in the mountains can hide a number of ___, so make sure you take warm clothes, good boots and an accurate map.
a burdens
b threats
c mishaps
d pitfalls

Unit 10

Michigan in Action

Read the passage about gardening, then choose the word or phrase that fills the blank correctly.

The small garden

Gardening isn't just for older people – it can be great fun for all the family. You don't need a big garden – even a small space can be used to **(1)** ___ all kinds of delicious herbs and vegetables and the **(2)** ___ will brighten up even the dullest balcony or patio. There's nothing like cutting a few fresh **(3)** ___ of mint or parsley to add to your summer salads!

You can also teach your kids the value of recycling and re-using everyday household items in the process. Fill an old egg tray with soil. **(4)** ___ one seed in each of the separate egg compartments. Lightly cover the tray with a piece of cling film in order to **(5)** ___ moisture – at this stage, a(n) **(6)** ___ atmosphere is best. Put the tray on the windowsill in the sunshine and your seeds will soon begin to **(7)** ___. Be careful though – if the weather is **(8)** ___, move the tray to a cooler spot. When the first **(9)** ___ begin to show through the soil, transfer them into larger pots.

Avoid harmful chemicals by collecting all the vegetable and fruit peelings from your kitchen and creating your own organic **(10)** ___ with which to fertilise your new plants!



1	a harvest	b thresh	c contaminate	[d] cultivate
2	[a] greenery	b haystack	c cuttings	d greenhouse
3	a stems	[b] leaves	c petals	d twigs
4	a Wilt	b Bloom	c Prune	[d] Sow
5	a sustain	b protect	[c] preserve	d breed
6	a chilly	[b] humid	c foggy	d overcast
7	[a] germinate	b exfoliate	c pollinate	d estimate
8	a chilly	b mild	[c] scorching	d breezy
9	a mates	[b] shoots	c shrubs	d roots
10	a biodiversity	b foliage	c insecticide	[d] compost

11 ADJECTIVES / ADVERBS

ADJECTIVES

• Adjectives describe nouns, giving us more information about them. Most adjectives are used before a noun (attributive position) or after a linking verb such as *appear*, *be*, *become*, *feel*, *get*, *look*, *sound*, *taste* (predicative position).
*It was a **relaxing** holiday.* *The holiday was **relaxing**.*
• Some adjectives describe what kind of thing something is. They are known as classifying adjectives. For example, *main*, *entire*, *chemical*, *medical*, *only*, *indoor*, *outdoor*, *principal*, etc.
*The nurse took my **medical** history.*
(~~*My history that the nurse took was **medical***~~. X)
• Other adjectives give emphasise and are known as emphasising adjectives. For example, *mere*, *sheer*, *utter*.
*The bedroom was in **utter** chaos.*
(~~*The chaos the bedroom was in was **utter***~~. X)

TYPE	POSITION	EXAMPLE
most adjectives	• before a noun (attributive) • after a linking verb (predicative)	We stayed in a *wonderful* hotel. The hotel we stayed in was *wonderful*.
classifying adjectives	• only before a noun	We saw the film at an *outdoor* cinema. (~~The cinema where we saw the film was *outdoor*~~. X)
emphasising adjectives	• only before a noun	It was *sheer* luck that brought us to this location. (~~The luck that brought us to this location was *sheer*~~. X)

ALERT!
• Adjectives always come after indefinite pronouns such as *something*, *anyone*, *everything*, etc.
*I'm looking for something **special**.*
(~~*I'm looking for **special** something.*~~ X)
• We can use some adjectives that describe a particular group as nouns. We usually use the word *the* and a plural verb with these adjectives.
***Rich** people are often seen in this restaurant.*
***The rich are** often seen in this restaurant.*
• Certain adjectives beginning with the letter *a* (*asleep, afraid, alive, ashamed, alone, awake*) are not usually used before a noun. This is also the case with adjectives that are used to describe health and feelings.
*Be quiet or you'll wake the children; they're **asleep**.*
(~~*Be quiet or you'll wake the **asleep** children*~~. X)

FORMING ADJECTIVES

There is no general rule for forming adjectives.

Adjectives formed from other words
• common suffixes used: *-able/-ible*, *-al/-ial*, *-ant/-ent*, *-ative*, *-ous/-eous/-ious*, *-ful*, *-ic/-ical*, *-ish*, *-ive*, *-less*, *-y*.

access > access*ible* — tragedy > trag*ic*
nutrition > nutrition*al* — fool > fool*ish*
confidence > confid*ent* — impress > impress*ive*
prevent > prevent*ative* — help > help*less*
danger > danger*ous* — bend > bend*y*
plenty > plenti*ful*

Present and past participles
• We often use present (*-ing*) and past (*-ed*) participles as adjectives to describe feelings.

interest*ing*, frighten*ing*, amus*ing*, pleas*ing*
interest*ed*, frighten*ed*, amus*ed*, pleas*ed*

• Present participles describe a feeling that something causes (active meaning).

The new manager is *intimidating*, isn't he?
(= He intimidates me.)
The film was rather *boring*.
(= It bored us.)

• Past participles describe a feeling that someone experiences (passive meaning).

I felt *intimidated* when I met the new manager.
(= I was intimidated by him.)
We felt *bored* while watching the film.
(= We experienced boredom.)

Unit 11

Compound adjectives	
• We can combine words to make compound adjectives. They usually have a hyphen when used before a noun. Common combinations are:	
- adjective + noun	*full-time* student, *low-cost* accommodation
- noun + adjective	*duty-free* goods, *lifelong* friend
- verb + preposition/adverb	*drive-in* cinema, *knock-down* prices
- *self* + verb, adjective, noun	*self-cleaning* oven, *self-employed* plumber, *self-service* restaurant
• We often add a present or past participle to an adverb, an adjective or a noun.	James Bond is a *well-known* character. You'll need a pair of *hard-wearing* boots. The recipe calls for *sun-dried* tomatoes.
• When a noun is used to make a compound adjective, it is usually singular.	a *two-week* holiday (~~a two-weeks holiday~~ X) a *five-hour* flight (~~a five-hours flight~~ X) a *ten-year-old* boy (~~a ten-years-old boy~~ X)

ADJECTIVE ORDER

When we use more than one adjective to describe a noun, we generally put opinion adjectives before factual adjectives.
*We stayed in a **beautiful four-star** hotel.*
(~~*We stayed in a **four-star beautiful** hotel.*~~ X)
If there are other adjectives, we put them in a set order as follows:

opinion	size	age	shape	colour	origin	material	noun
stunning		new	oval			wooden	table
interesting		old		black and white	French		film
fantastic	little			black		leather	wallet

ALERT!
• It sounds clumsy to put more than three adjectives before a noun. If we want to give lots of information about something, we use additional clauses.
[*We stayed in a **luxurious, newly-renovated, five-star, London** hotel.*]
*We stayed **in London** in a **luxurious, five-star hotel which had been newly renovated**.*
• When we use two adjectives to describe different parts of the same thing, we put the word *and* between them.
*We had a **pink and white** en suite bathroom.*
(= Some parts of the bathroom were pink and other parts were white.)
• Sometimes two adjectives can describe contrasting aspects of the same thing; it seems surprising that they go together. In such situations, we often use the words *but* or *yet* between them.
It was a *slow-paced yet exciting* film. She spent a lot of time in her *large but well-kept* garden.

GRADABLE & UNGRADABLE ADJECTIVES

Adjectives can be gradable or ungradable depending on their meaning. Gradable adjectives are those that describe a point on a scale. For example, the adjectives *warm* and *cold* are points on the 'how hot something is' scale. Therefore, they are gradable adjectives. Most adjectives are gradable. Ungradable adjectives are those that describe the extremes of a scale. For example, the adjectives *boiling* and *freezing* are the extremes of the 'how hot something is' scale.

Gradable adjectives	
• can be strengthened by using words such as *really*, *very*, *extremely*, *most* (formal), *pretty* (informal), *rather*, *so*, *terribly*.	The weather is *extremely cold* in Helsinki at this time of year. The guided tour was *pretty good*. The climate in Egypt is *terribly dry*.
• can be weakened by using words such as *slightly*, *fairly*, *a bit*, *a little bit*, *somewhat* (formal).	This hotel is *a bit expensive*, I'm afraid. The manager was *somewhat unfriendly*.
Ungradable adjectives	
• cannot be strengthened or weakened, but the meaning of the adjective can be emphasised by using words such as *absolutely*, *utterly*, *completely* and *totally*.	Our holiday in Dubai was *absolutely brilliant*! This is *utterly ridiculous*! The illness left him *completely deaf* in his right ear.
• can be used with words such as *almost*, *nearly*, *practically* and *virtually* to indicate a point close to the extreme of the scale described by the adjective.	My mobile phone is *almost dead*; where can I charge it? His handwriting is so bad that it's *practically illegible*! This puzzle is *virtually impossible*.

ALERT!

• The modifier *quite* can be used with gradable and ungradable adjectives. However, the meaning changes depending on the adjective it modifies and the stress and intonation.
The food was *quite tasty*. (gradable, no stress = fairly tasty)
The food was *quite tasty*. (gradable, stress on adjective = tastier than expected)
The food was *quite tasty*. (gradable, stress on adverb = not as tasty as expected)
The food was *quite delicious*. (ungradable, stress on adverb = completely delicious)

ADVERBS

USE	EXAMPLE
• Adverbs modify or give extra information about verbs, adjectives, other words or whole clauses.	Did you *arrive safely*? The waters in the Caribbean are *incredibly clear*. Our team was *easily defeated*. *Unfortunately*, we had to cancel our trip to Barbados.
• Some adverbs such as *really*, *almost*, *quite*, *pretty*, *fairly*, etc can modify another adverb.	The music was playing *really loudly*! Lucy did *pretty well* in her final exams.
• Adverbs can also give information about - time. - manner. - place.	 He arrived at our house early *on Saturday morning*. He arrived at our house *early* on Saturday morning. He arrived *at our house* early on Saturday morning.
• Adverbs can also show - frequency. - degree.	 I *seldom* get to just sit and relax. Foreign travel is *often* something we take for granted. We've *rarely* met such interesting people. The travel agency was *extremely busy* when I popped in. Backpacking is *fairly cheap*.

FORMING ADVERBS

Adverbs have a strong connection with adjectives. They are often formed by adding *-ly* to the adjective.	
Adverbs ending in *-ly*	
• These are usually adjectives of manner or degree.	
- adjective + *-ly*	calm > calm*ly*, fair > fair*ly*
- adjective ending in *-y*, *-y* becomes *-i* then add *-ly*	easy > eas*ily*, happy > happ*ily*
- adjective ending in *-l*, add *-ly*	careful > careful*ly*, beautiful > beautiful*ly*
- adjective ending in *-e*, add *-ly*	fortunate > fortunate*ly*, extreme > extreme*ly*
- adjective ending in *-ic*, add *-ally*	tragic > tragic*ally*, basic > basic*ally*
Adverbs ending in *-ward(s)* or *-wise*	
• These endings are usually added to nouns or prepositions.	after > after*ward*/after*wards* back > back*ward*/back*wards* to > to*ward*/to*wards* price > price*wise* length > length*wise* health > health*wise*
Adverbs with the same form as adjectives	
• For example, *back, close, daily, early, enough, far, fast, fine, ill, kindly, left, little, long, low, pretty, short, still, straight, well, wide, wrong*	The charter flight arrived *early*. We caught an *early* flight. Stay *close* to me so you don't get lost. We can walk there; it's quite *close*. 'Open *wide*,' said the dentist. It's a *wide* road, so there's room to park.

Unit 11

Adverbs with two forms	
• Some adverbs have a base form and an *-ly* form with different meanings.	
close (= near, not far away)	She lives very *close* to the office.
closely (= carefully, or in a way that involves sharing ideas and information with one another)	Your financial situation will be examined *closely* before the loan is approved. The team is successful because all members work together *closely*.
deep (to a great depth)	We walked *deep* into the forest and found somewhere to put up our tent.
deeply (to a great extent)	I *deeply* regret what I said to you last night. I'm sorry.
direct (= without stopping)	My wife and I flew *direct* to New York.
directly (= immediately, or involving only the two people or things mentioned)	I was so tired that I went *directly* to my room. I hold you *directly* responsible for this accident.
free (without paying)	Her parents own the theatre, so she gets in *free*.
freely (without restrictions)	Here's a key to your room so you can come and go *freely*.
hard (with great force/effort, or carefully)	He hit the ball *hard* and ran. She spoke so softly that I had to listen *hard* in order to hear her.
hardly (scarcely, almost not)	I *hardly* know her; I only met her once.
high (to a great height)	Can you throw a ball *high* into the air?
highly (to a great extent)	He's a *highly* respected doctor.
late (not early or on time)	He often pays his bills *late*.
lately (recently)	Have you seen Jenna *lately*?
right (immediately, or showing direction)	I liked him *right* from the start. Turn *right* at the bottom of this road.
rightly (with good reason)	It's worrying news and you are *rightly* concerned about what it means for you.

ALERT!

Remember that there are a few adjectives that look like adverbs. For example, *costly, friendly, lonely, lovely, ugly*, etc. We cannot make these words into adverbs in the usual way. Sometimes we can use an expression.

(~~*He spoke **friendlily** to the students.*~~ X)

*He spoke to the students **in a friendly way/manner**.*

COMPARATIVE & SUPERLATIVE ADJECTIVES

• We use comparative adjectives to compare two or more people, animals or things.

*A holiday in the Caribbean is likely to be **more expensive** than a holiday in Spain.*

• We use superlative adjectives to distinguish one or more people, animals or things from a number of other people, animals or things.

*The Caribbean holiday was **the most expensive** of the ones I looked at.*

FORM	ADJECTIVE	COMPARATIVE	SUPERLATIVE
One syllable adjectives + *-(e)r / -(e)st*	small nice	small nicer	the smallest the nicest
One syllable adjectives ending in one vowel and one consonant double the consonant + *-er / -est*	sad thin big	sadder thinner bigger	the saddest the thinnest the biggest
Adjectives ending in *-y* + *-ier / -iest*	happy ugly	happier uglier	the happiest the ugliest
Adjectives with two or more syllables + *more / the most*	stressful rewarding	more stressful more rewarding	the most stressful the most rewarding
Irregular adjectives and quantifiers	good bad many/much little few	better worse more less fewer	the best the worst the most the least the fewest

ALERT!

• When we form the comparative and superlative forms of one-syllable adjectives ending in *-ed*, we do not add *-er* or *-est*. Instead, we use the words *more* and *most*.
*Tina was **more tired** than usual after this flight.*
(~~*Tina was **tireder** than usual after this flight.*~~ X)

• Most one-syllable adjectives can also form the comparative and superlative with *more* and *most*, especially when we want to emphasise something.
*Sam is **more late** than he's ever been before. I hope everything's OK.*
*This is the piece of work you should be **most proud** of. It's brilliant!*

• When superlative adjectives are used, *the* can be replaced by a possessive.
*Have you read **her latest** novel?*

• Superlative adjectives can be modified by numbers.
*Is Bologna **the second most affluent** city in Italy?*

• We can use compound adjectives in comparative and superlative forms
*Simon is **better-looking than** his brother.*
*Julia is **the most hard-working** young lady I've met.*

COMPARATIVE & SUPERLATIVE ADVERBS

• We use comparative adverbs to compare two or more actions.
*Karen travels on business **more regularly** than her husband does.*

• We use superlative adjectives to show the highest degree of one or more actions within a group of actions.
*Ben spoke **the most engagingly** about his experience.*

FORM	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Most adverbs + *more / the most*	rarely quickly	more rarely more quickly	the most rarely the most quickly
Adverbs that do not end in *-ly* same changes as for adjectives	fast often	faster more often	the fastest the most often
Irregular adverbs	well badly far	better worse farther/further	the best the worst the farthest/the furthest

ALERT!

• We use the word *than* to introduce a clause or a noun after comparative adjectives or adverbs.
*London is larger **than Athens**.*
*Steve speaks Chinese more fluently **than I thought he would**.*

• After superlative adjectives and adverbs, we can use the word *in* before singular nouns and the word *of* before plural nouns.
*Charlie is the tallest child **in the class**.*
*Duncan is the youngest **of her children**.*

INTENSIFYING OR WEAKENING COMPARATIVES & SUPERLATIVES

Intensifying comparatives *even, much, far, a lot/lots, considerably, significantly, substantially, a great deal*	His says his next film will be *even more successful* than the last one. She wrote this novel *far more quickly* than the others. This story is a *great deal better* than the last one I read.
Weakening comparatives *a little, slightly, a bit, somewhat*	This hotel is *slightly more expensive* than the one on the beach. She answered his questions *somewhat more accurately* than I did.
Intensifying superlatives *by far, easily*	Jogging on the beach is *by far the best* way to spend your morning. This view is *easily the most stunning* on the island.
Weakening superlatives *one of, some of, among*	This camping trip has been *one of the best* holidays we've had. *Some of the nicest beaches* on the island are only accessible by boat.

Unit 11

OTHER FORMS OF COMPARISON

as ... as	
• to say two things are the same	Marcus is *as well-travelled as* Luke is.
• use *just* or *every bit* with *as ... as* to give emphasis	James is *just as busy as* you are, but he still manages to help out with chores. I'm *every bit as pleased as* you are that we've managed to sell our house.
• use *just about*, *about*, *nearly*, *almost* or *more or less* with *as ...as* to say that things are almost equal	Martin booked his holiday *nearly as early as* we did. She finished the marathon *more or less as quickly as* Gina did.
not as/so ... as	
• to say two things are not the same	As pets, cats are*n't as demanding as* dogs. The two new colleagues did*n't* work together *as effectively as* we had hoped.
• use *nearly* or *quite* to modify this kind of comparison	I'm *not nearly as afraid* of flying *as* I used to be. Keith is*n't quite as wealthy as* he says he is.
comparative + *and* + comparative	Are cities getting *safer and safer* due to CCTV cameras? It's the sales and the shops are getting *more and more* crowded!
***the* + comparative ..., *the* + comparative**	*The closer* to the summer season you book, *the higher* the price of your plane fare.
***like* + noun or verb phrase**	From the mountain top, the boats looked *like dots scattered around the bay.*

ALERT!
When we want to contrast two related qualities, we always use *more*, not *-er*. We can also use *not so much ... as* and *rather than*.
*Kelly is **more** relieved **than** disappointed that her business trip was cancelled.*
*Kelly is **not so much** disappointed **as** relieved that her business trip was cancelled.*
*Kelly is relieved **rather than** disappointed that her business trip was cancelled.*

Grammar in Action

A **Complete the sentences with the correct adjective or adverb form of the words in bold.**

1 Her life was cut ___tragically___ short when she was fatally-injured in a skiing accident. **TRAGEDY**
2 Carol hated her adventure holiday – she found all the activities absolutely ___terrifying___. **TERRIFY**
3 She fell ___hopelessly___ in love with a ski instructor she met while she was on holiday. **HOPE**
4 Hiking in this ___mountainous___ terrain can be dangerous, so make sure you are properly dressed and equipped. **MOUNTAIN**
5 Personally, I would never ___voluntarily___ go off the beaten track – I like my creature comforts too much! **VOLUNTEER**
6 I'm sorry, but your deposit is non-___refundable___; the fact that you cancelled your holiday is your responsibility and not ours. **REFUND**
7 After a lengthy delay caused by a baggage handlers' strike, we arrived ___safely___ at our destination. **SAFETY**
8 Luckily for us, hotel rooms were in ___plentiful___ supply and we soon found a charming little place on the waterfront. **PLENTY**
9 ___Pricewise___, I think we got a good deal, but in terms of quality the hotel left a great deal to be desired. **PRICE**
10 Our hotel room was ___beautifully___ decorated in a colour scheme of cream and yellow. **BEAUTY**

B **Complete the sentences with the adjectives in brackets in the correct order.**

1 What impressed me most about the island of Capri was the *clear blue Mediterranean* sky. (blue / clear / Mediterranean)

2 The most striking feature of St Lucia was the *pristine white sandy* beaches. (sandy / pristine / white)

3 She quickly stuffed her things back into her *scruffy old canvas* rucksack and jumped onto the train. (canvas / old / scruffy)

4 This airline offers a *handy online check-in* service, so you don't have to arrive quite so early at the airport. (online / check-in / handy)

5 We met a group of *intrepid young New Zealand* hikers who were just about to set off into the mountains. (intrepid / New Zealand / young)

6 We stayed in a *charming little stone* cottage with its own path down to a private beach. (stone / charming / little)

7 Empty your favourite cosmetics into *small clear plastic* bottles which you will be allowed to take through the security check. (plastic / clear / small)

8 At the exclusive St Quentin resort in the Caribbean, you can luxuriate in a(n) *glittering oval gold-tiled* pool. (gold-tiled / glittering / oval)

C **Complete the table with these words.**

amazing boiling clear cold difficult disappointed enormous excited exhausted expensive extinct fascinating free impossible intelligent interesting rewarding ridiculous satisfying starving

Gradable adjectives	Ungradable adjectives
clear	*amazing*
cold	*boiling*
difficult	*enormous*
disappointed	*exhausted*
excited	*extinct*
expensive	*fascinating*
intelligent	*free*
interesting	*impossible*
rewarding	*ridiculous*
satisfying	*starving*

D **Circle the correct words. Sometimes more than one answer is possible.**

1 I think Dad looks **almost** / **absolutely** / **completely** ridiculous going around wearing socks with sandals – he's so embarrassing.

2 It was **extremely** / **slightly** / **virtually** impossible to get a taxi back to the hotel at that time of night – we had to wait for about an hour before one came along.

3 The view from the hotel balcony was **pretty** / **nearly** / **practically** amazing.

4 Georgia was **absolutely** / **nearly** / **really** excited to be going abroad for the first time.

5 It was **totally** / **almost** / **fairly** difficult to book a last-minute flight to such a popular resort, but we managed in the end.

6 We were **rather** / **absolutely** / **virtually** starving by the time we got back to the campsite after our eight-hour hike through the valley.

7 To be honest, I was **a bit** / **somewhat** / **a little bit** disappointed by the tour guide – she didn't seem to know anything about the sites we visited.

8 Sadly, the Giant Panda is **almost** / **slightly** / **practically** extinct and we didn't see any on our tour of the bamboo forests.

E Match to make compound adjectives.

1	absent-	f	a	thinking
2	part-	g	b	aged
3	self-	j	c	in
4	middle-	b	d	hour
5	forward-	a	e	tied
6	three-	d	f	minded
7	walk-	c	g	time
8	large-	h	h	scale
9	fat-	i	i	free
10	tongue-	e	j	employed

F Complete the sentences with the compound adjectives from exercise E.

1 The island is still underdeveloped. However, ___forward-thinking___ inhabitants are considering constructing a hotel complex on the seafront.
2 Please make sure Gran doesn't leave her suitcase on the train – she's become rather ___absent-minded___ lately.
3 Kylie had a ___walk-in___ wardrobe built in her bedroom to house her huge collection of designer dresses and shoes.
4 In spite of the fact that the pilot was ___middle-aged___, he didn't look a day over 30!
5 The council is planning a ___large-scale___ housing development on the outskirts of the city.
6 This ___fat-free___ recipe is ideal for anyone on a diet who wants to lose weight quickly.
7 We're looking for a ___part-time___ receptionist to work at the hotel in the afternoons.
8 My children can usually entertain themselves for the duration of a ___three-hour___ flight, but anything longer and they start to get restless.
9 Ted used to work full-time for a holiday company, but he decided to set up his own business and now he's ___self-employed___.
10 Coming face to face with my childhood hero, I was completely ___tongue-tied___ and couldn't get a single word out!

G Complete the second sentence with a compound adjective so that it has a similar meaning to the first sentence.

1 In the Democratic Republic of Congo, the official language is French.
The Democratic Republic of Congo is a ___French-speaking___ country.
2 The delicious cuisine at this Thai restaurant makes your mouth water!
This Thai restaurant boasts a ___mouth-watering___ cuisine.
3 Marie's children usually behave well.
Marie's children are usually ___well-behaved___.
4 If I were you, I would avoid approaching the boss as he has a very short temper.
The boss is very ___short-tempered___, so I suggest you avoid approaching him.
5 The population of Rio de Janeiro is dense.
Rio de Janeiro is a ___densely-populated___ city.
6 The athlete broke the record in the sprint and came first.
His ___record-breaking___ sprint won the athlete first place.
7 The Eiffel Tower is a monument that is famous all around the world.
The Eiffel Tower is a ___world-famous___ monument.
8 From the top of the mountain, we could see the cruise ship with its bright lights.
The ___brightly-lit___ cruise ship was visible from the top of the mountain.

H **Complete the sentences with the correct words.**

1 **right** **rightly**

a The manager asked the family with the disruptive children to leave the restaurant and quite _rightly_ too, if you ask me.

b We got there _right_ on time, so we didn't have to wait and nor did we miss any of the performance.

2 **hard** **hardly**

a I like tennis although I'm not very good at it and _hardly_ ever manage to hit the ball!

b Losing his job really hit him _hard_ and he's been terribly depressed every since.

3 **close** **closely**

a Please look _closely_ at this photograph and tell me if you recognise any of the people.

b Lay the photograph _close_ to the others so that we can compare them all.

4 **late** **lately**

a Please don't arrive back too _late_ at the guesthouse as we lock the doors at midnight.

b Karen's guesthouse hasn't been doing well _lately_ and she's thinking of closing it down.

5 **direct** **directly**

a Take a taxi _direct_ to the station, it will be much quicker than taking the bus.

b If you wouldn't mind taking a seat, the doctor will be with you _directly_.

6 **free** **freely**

a Everyone in this room is to be trusted completely, so you may speak _freely_.

b Children under the age of five get in _free_.

7 **high** **highly**

a I predict that Giles will rise _high_ in the legal profession.

b Mr Finch is a _highly_ experienced lawyer who will no doubt be able to give you advice about your legal problem.

8 **deep** **deeply**

a Coal miners work _deep_ underground in difficult and often dangerous conditions.

b Workers are _deeply_ concerned about the effect on their health of the poor working conditions.



Unit 11

I Complete the sentences with one word in each gap. Sometimes more than one answer is possible.

1 Santorini was magical and the view from the crater is ___one___ of the most breath-taking I have ever seen.
2 Our balcony is slightly ___more/less___ spacious than yours.
3 The resort doesn't appear to be quite ___as___ crowded as I had expected.
4 Max is ___far/much___ more industrious than his colleagues.
5 The more languages you learn as a student, ___the___ better it is for your CV and future career.
6 Thomas is not so ___much___ excited as surprised that he got a promotion.
7 When Patrick ran after the pickpocket, I realised he was ___even/much/far___ more courageous that I had first thought.
8 Billy is not ___nearly/quite___ as keen on snorkelling as his older brother is.

J Complete the sentences with these words and phrases.

by far the most every bit as less efficient more and more more willingly
most rewarding oddest-sounding the fewest

1 Due to increased risk of global terrorism, airport security has become ___more and more___ stringent.
2 Though he seemed keen when he started out as a temp, John is ___less efficient___ than he used to be.
3 This year is turning out very badly for many small businesses in the area, with local hotels recording ___the fewest___ bookings they've had in a long time.
4 Robert agreed ___more willingly___ to the plan when he found out that he would be paid for his troubles.
5 The ___oddest-sounding___ name for a place I've ever heard is 'Batman', which is a city in Turkey.
6 The ___most rewarding___ part of my job as a tour rep is seeing children and parents enjoying quality time together.
7 I'm a keen traveller and I believe that Delhi is ___by far the most___ chaotic city in the world!
8 My husband is ___every bit as___ happy as I am at the news of our daughter's engagement.

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 You appear to be less motivated than you were yesterday.
QUITE
You don't seem to be _____ *quite as | motivated as* _____ you were yesterday.

2 During my travels, I didn't visit a more unusual country than Iceland.
FAR
Iceland is _____ *by far | the most unusual country (that)* _____ I have visited during my travels.

3 Unfortunately, there is no access to the exhibition for wheel-chair users.
NOT
Unfortunately, the exhibition is _____ *not accessible | to* _____ wheel-chair users.

4 They live in an unusual apartment block which has ten storeys.
A
They live in _____ *an unusual | ten-storey apartment* _____ block.

5 Elderly people can find it difficult to use a computer.
THE
Using a computer can _____ *be difficult | for the elderly* _____.

6 My feeling was of sadness, not anger, at the way things turned out.
RATHER
I was _____ *sad | rather than angry* _____ at the way things turned out.

7 Either Henry or John could win the race.
LIKELY
I think Henry _____ *is as likely as | John to win* _____ the race.

8 Most sources say that no building is taller than the 'Burj Khalifa' in Dubai.
WORLD
The tallest building _____ *in the world | is* _____ said to be the 'Burj Khalifa' in Dubai.

Unit 11

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 After hearing about the bomb scare, ___ came to collect their children from school.
- a parents concerned
- b the parents concerning
- c concerning parents
- d concerned parents

2 'Did you enjoy the novel you were reading?'
'Yes, it was ___ novel I have ever read!'
- a the most beautiful written
- b written most beautifully
- c the most beautifully written
- d written the most beautifully

3 We worked ___ to make our business a success.
- a extremely hardly
- b far more extremely hard
- c as extremely hard
- d extremely hard

4 You did ___ in your exams – well done!
- a really good
- b very well
- c more better
- d the best

5 They say that ___ you are, the easier it is for you to adapt to change. Could there be any truth in this?
- a even moodier
- b the moodiest
- c the moodier
- d moodier and moodier

6 Though we had requested a minimal look for our new apartment, it was ___ furnished than we had expected.
- a the most sparsely
- b even more sparsely
- c as sparsely
- d almost as sparsely

7 During our adventure holiday, we tried out white-water rafting, which really is very ___.
- a amazing
- b fascinating
- c incredible
- d exciting

8 'Is this speedboat to your liking, Mr Twain?'
'Actually, I had expected something ___; this appears to be a little old-fashioned.'
- a slightly more modern
- b slightly as modern
- c not as modern
- d almost as modern

9 The views from here are ___ stunning in the Wales.
- a among the most
- b easily more
- c the more
- d one of the most

10 'Will you join us on our trip to the Swiss Alps?'
'No, thanks! It's ___ freezing up there!'
- a quite
- b very
- c extremely
- d absolutely

11 'Have you seen these ___ which I found in the attic?'
'No, they look fascinating.'
- a interesting, black and white, old photos
- b black and white, old, interesting photos
- c old, interesting, black and white photos
- d interesting, old, black and white photos

12 Mr Heath is ___ my mentor. He's been a great inspiration to me.
- a not as my teacher, as
- b far more my teacher
- c not as much as my teacher
- d not so much my teacher as

13 The coach leaves ___, so don't be late.
- a sharp at ten o'clock the hotel
- b at ten o'clock sharp the hotel
- c the hotel at ten o'clock sharp
- d at ten o'clock the hotel sharp

14 Being a celebrity isn't ___ as it may seem.
- a quite as exciting
- b more and more exciting
- c the more exciting
- d easily the most exciting

15 This instruction manual is ___ as I had expected it to be. I don't understand anything!
- a quite as helpful
- b not nearly as helpful
- c a little less helpful
- d not as helpfully

16 'Why are you advising me to travel light for the climb?'
'Because the heavier your backpack, ___ you'll have to walk.'
- a the more slowly
- b the slowest
- c more slowly
- d the more slower

17 'Taking another break are you, Michael?'
'I work ___ as you do, so don't give me your sarcasm!'
- a more harder
- b extremely as hard
- c every bit as hard
- d almost more hard

18 'Did you enjoy your trekking holiday?'
'___ enough, I did, although I hadn't been looking forward to it.'
- a Surprisingly
- b Surprised
- c As surprised
- d Being surprised

19 This job is ___ than I had expected it to be.
- a almost as stressful
- b easily stressful
- c as stressful
- d far more stressful

20 We caught sight of dozens of ___ elephants on safari.
- a huge, grey, Indian
- b Indian, huge, grey
- c grey, Indian, huge
- d huge, Indian, grey

GLOBETROTTING

Vocabulary in Action

A **Complete the tables.**

Noun	Adjective
atmosphere	(1) *atmospheric*
elegance	(2) *elegant*
history	(3) *historic* / historical
innovation	(4) *innovative*
literature	(5) *literary* / (il)literate

Noun	Adjective
panorama	(6) *panoramic*
picture	(7) *picturesque*
region	(8) *regional*
stimulate	(9) *stimulating*
vibrancy	(10) *vibrant*

B **Complete the sentences with words from exercise A.**

1 The *picturesque* waterfront looks like something from a painting or a postcard.
2 With its contemporary architecture and *innovative* design, Copenhagen is one of Europe's cultural capitals.
3 Sit in a chic outdoor café on the rue de Rivoli and watch the *elegant* Parisians strolling past.
4 As well as a *vibrant* nightlife, Brussels offers an impressive line-up of galleries and museums.
5 Famous for its *literary* history, Dublin has been home to many of the world's most famous writers and poets.
6 *Regional* differences mean that the same dish may be cooked quite differently depending on which part of the country you visit.
7 Step back in time and lose yourself in the *historic* heart of the ancient city.
8 Enjoy an incredible *panoramic* view out over the city from the top of the Eiffel Tower.
9 The *atmospheric* ambiance of this romantic restaurant is perfect for honeymooning couples.
10 The annual theatre festival is one of the most *stimulating* events of the year.

C **Circle the correct words.**

Holiday travel tips

Going on holiday by plane? Check out our super travel tips!

- It's a good idea to have a **(1)** **checklist** / **check-in** with all your travel requirements written on it. Some websites offer ready-to-use ones which you can print off.
- Pack all your essential documents into a **(2)** **carry-on** / **self-catering** bag which you can take onto the plane with you. (Don't forget that you can only take one piece of **(3)** **lost** / **hand** luggage with you onto the plane.)
- This cabin bag should contain your passport, tickets, **(4)** **foreign currency** / **exchange rate** (if you're going abroad), cash cards and your **(5)** **itinerary** / **excursion**, so you know roughly what you'll be doing every day. You should also pack essential medical supplies into this bag.
- On most airlines you can take a suitcase weighing up to 20 kg – try and buy a light-weight model with wheels and a **(6)** **backpack** / **padlock** for extra security. Make sure it has a **(7)** **luggage label** / **boarding pass** which clearly states your name, address and **(8)** **cancellation** / **destination**. A brightly-coloured ribbon, tied onto your case, will also help you to identify it quickly and easily on the **(9)** **baggage carousel** / **package holiday**.
- If you want to avoid **(10)** **creased** / **excess** clothes and don't want to pack a heavy **(11)** **plug adaptor** / **travel iron** in your luggage, roll your clothes rather than **(12)** **boarding** / **folding** them – they'll arrive surprisingly wrinkle-free.

Enjoy your holiday!

D **Complete the sentences with the correct form of these phrasal verbs.**

drop (sb) off get in head for hold up hop on jump out pull up soak up stop off

1 **A:** What time did your bus ___get in___?
B: Theoretically, at 7.25, but we were ___held up___ in a traffic jam, so I guess it was a bit later than that.
2 **A:** So you're ___heading for___ Spain are you?
B: Yes, this time tomorrow, I'll be on the beach ___soaking up___ the sun!
3 **A:** ___Hop on___ the bike and I'll give you a ride home.
B: OK. Thanks. But can we ___stop off___ at the bank on our way?
4 **A:** Can you ___drop me off___ (me) at the airport?
B: Yes, but there's no waiting allowed, so I'll just ___pull up___ in front of the terminal building and you'll have to ___jump out___. OK?

E **Match to make compound adjectives.**

1	all-	[e]	**a** topped
2	far-	[i]	**b** free
3	world-	[j]	**c** packed
4	low-	[f]	**d** haul
5	open-	[a]	**e** inclusive
6	over-	[g]	**f** season
7	hassle-	[b]	**g** booked
8	self-	[h]	**h** catering
9	long-	[d]	**i** flung
10	action-	[c]	**j** class

F **Complete the sentences with compound adjectives from exercise E.**

1 I'm so exhausted that when we go away as a family, I seldom opt for ___self-catering___ accommodation; I want a break from cooking when I'm on holiday!
2 Although Eve enjoys her business trips, she always complains about the disadvantages of ___long-haul___ flights, such as jet lag.
3 We got a fantastic ___all-inclusive___ deal, so after we arrived at the hotel, everything was paid for – accommodation, food, entertainment, drinks, the lot!
4 New York is America's culture capital and home to ___world-class___ museums such as the Metropolitan Museum of Art and the Guggenheim.
5 You can enjoy the stunning sights and attractions of London on a(n) ___open-topped___ double-decker bus trip around the city.
6 Unfortunately, the hotel was ___over-booked___ and we were given a room in a neighbouring hotel, which wasn't nearly so attractive or comfortable – I'll definitely be asking for a refund.
7 The best thing to do, if you want a(n) ___hassle-free___ holiday, is to book a package deal where everything is arranged for you by the holiday company.
8 Anna is the adventurous type and tends to choose obscure ___far-flung___ islands for her holidays.
9 ___Low-season___ travel is ideal for those who don't have school-age children, as you can get much cheaper flights and hotels.
10 For a(n) ___action-packed___ holiday full of thrills and excitement, book our two-week extreme activity holiday in Nepal – it includes abseiling, paragliding and mountain biking.

G Complete the sentences with these words. The words in bold will help you.

away beaten fine great kill light safe shoestring spare traps

1 If you're a fan of **the** _great_ **outdoors**, then walking the Pacific Crest Trail may be the adventure you're looking for.
2 Hitchhiking may be free, but it's also dangerous; to **be on the** _safe_ **side**, use local buses and trains instead.
3 **Get** _away_ **from it all** with a week in this delightful cottage on a remote Scottish island.
4 The essence of 'backpacking' is that you'll be carrying everything you need on your back, so it's extremely important to **travel** _light_.
5 Students on their gap year are usually travelling **on a** _shoestring_, so they often stay in cheap guesthouses or youth hostels.
6 **Avoid** Italy's **tourist** _traps_ such as Venice and Rome by visiting lesser-known but equally beautiful towns in less popular parts of the country.
7 If you plan on island hopping in Greece, **leave plenty of time to** _spare_ between islands as you may find that there are very few ferries to some far-flung places.
8 Travelling to small villages which are **off the** _beaten_ **track** will really broaden your horizons because you'll experience authentic local life and customs.
9 You should arrive at the station well in advance of the departure time because you may miss the train if you **cut it too** _fine_.
10 I always take a good book with me on long journeys, because it's good to have something to do if you **have time to** _kill_.

H Circle the correct words.

1 Travelling around India was a real eye-opener as it was **largely** / **vastly** different from anything I had ever experienced before.
2 The eight-hour train journey was tiring, but it was **realistically** / **undeniably** worth making.
3 The walk, which was ranked as being 'of moderate difficulty', was **stressfully** / **surprisingly** tough.
4 The palace, which was **richly** / **famously** decorated with intricate inlaid woodwork, was an incredible place to visit.
5 The children were **tremendously** / **highly** excited about going to Euro Disney.
6 Unfortunately, our hotel room was right above an all-night bar and it was **absolutely** / **incredibly** noisy.
7 We were **bitterly** / **passionately** disappointed when our dream holiday was cancelled due to bad weather.
8 The hotel restaurant was **exorbitantly** / **extravagantly** expensive and so we usually went into the local village to eat.
9 It was **tragically** / **painfully** obvious that we weren't welcome at Aunt Anna's summer holiday cottage so we left shortly after we had arrived.
10 The weather was **unreasonably** / **unseasonably** cold for the time of year and we ended up having to buy some warm pullovers in a local store.



Unit 11

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Getting away from it all

If you're looking for a destination which is off the **(1)** _beaten_ track, **BEAT**
then nowhere could be better than the **(2)** _far-flung_ island of Palawan **FLING**
in the Philippines. It is the **(3)** _largest_ of an archipelago of 1,780 islands **LARGE**
and boasts incredibly clear waters, pristine white beaches and wonderfully
(4) _picturesque_ fishing villages. **PICTURE**

Accommodation ranges from five-star luxury hotels to family-run guesthouses and
cheap **(5)** _self-catering_ beach huts where you can do all your own cooking. **CATER**
So even young people who are travelling on a **(6)** _shoestring_ can afford to stay
on this stunning island. **SHOE**

(7) _Undeniably_ one of the most beautiful destinations in the world, Palawan **DENY**
Island is very different from the tourist traps of the Philippines. You can expect to spend
a **(8)** _hassle-free_ week or two in this tropical paradise as the atmosphere is very **HASSLE**
laid-back and non-commercial.

NB: the addition of affixes is unlikely to require hyphenated words in CAE/CPE, but questions 2, 5 and 8 here practise vocabulary actively taught in this unit.

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 Well, it's ___ obvious that you have no wish to see me, so I'll leave at once.
a unhappily
b sadly
c tragically
d painfully

2 There's a huge delivery lorry ___ all the traffic along the street.
a pulling up
b dropping off
c holding up
d heading for

3 I'm not keen on ___ holidays. I'd rather have the option of eating out if I want to, without thinking that I've already paid to eat at the hotel.
a over-booked **b** self-catering
c all-inclusive **d** low-season

4 From the port of Piraeus, there is a full-day ___ to Olympia.
a destination **b** attraction
c excursion **d** innovation

5 We're ___ excited about coming out to visit you in France.
a thrillingly **b** largely
c passionately **d** tremendously

6 Jet lag is one of the main disadvantages of ___ flights.
a world-class **b** long-haul
c large-scale **d** part-time

7 Flights tend to be cheaper during ___season – that's to say roughly between October and May.
a far- **b** all-
c low- **d** long-

8 The ___ views from the top of the mountain were just incredible.
a panoramic **b** elegant
c vibrant **d** historic

9 I adore walking around the old city of Venice – just ___ the atmosphere!
a heading for **b** soaking up
c getting in **d** pulling up

10 Here is a copy of the ___ for all our guests – you'll see that this morning, we're going to visit the archaeological site at Knossos.
a itinerary **b** currency
c checklist **d** boarding pass

11 Better take some travellers' cheques with you as well – to be on the safe ___.
a side
b part
c half
d bit

12 Please ___ all your clothes carefully before you put them in the suitcase.
a place
b file
c crease
d fold

13 Hay-on-Wye is what you might call the ___ capital of Wales with its annual book festival and dozens of book shops.
a literature **b** literate
c literary **d** illiterate

14 You can't just ___ of the car at the traffic lights – it's not safe!
a drop off **b** jump out
c hop on **d** stop off

15 I'm sorry, Sir, but your ___ exceeds the size requirements of our airline.
a package **b** baggage carousel
c luggage label **d** carry-on bag

16 Let's allow plenty of time to get to the airport – we don't want to ___.
a cut it too fine **b** get away from it all
c have time to kill **d** be on the safe side

17 A ___ discussion about the future of tourism in Europe was held by the participants.
a stunning **b** plentiful
c preventative **d** stimulating

18 Don't forget to put a ___ on your suitcase with your name and address clearly marked.
a boarding pass **b** luggage label
c padlock **d** plug adaptor

19 My train ___ at 3.15, so could you be there to collect me?
a stops off **b** pulls up
c gets in **d** heads for

20 Megan was ___ disappointed by her failure to pass the exam.
a highly **b** tragically
c badly **d** bitterly

Unit 11

Michigan in Action

Read the passage about camping, then choose the word or phrase that fills the blank correctly.

A new style of camping

If you decided to go camping, where do you think you would go? Perhaps you would head **(1)** ___ the mountains or go trekking through thick forest lands? And what would your holiday **(2)** ___ include? Maybe a tent, a sleeping bag and some matches to start a fire?

Well, think again, because the latest holiday trend is **(3)** ___ different from that traditional image. Combining the words 'glamorous' and 'camping', the latest fashion is 'glamping' and when it comes to **(4)** ___ away from it all, 'glampers' do it in style. Although they want to experience all the **(5)** ___ excitement of spending time in the **(6)** ___ outdoors, they stay in luxurious eco lodges, each with its own **(7)** ___ chef! Or they might choose a(n) **(8)** ___ eco-dome style tent, **(9)** ___ decorated with traditional woven tapestries and including a heated spa pool.

Of course, such an experience doesn't come cheap. In fact, with prices ranging from $400 to $2,000 a night, they can be **(10)** ___ expensive!

1	**a** off	**b** onto	**c** for	**d** out
2	**a** checklist	**b** check-in	**c** checkout	**d** checking
3	**a** terminally	**b** famously	**c** largely	**d** vastly
4	**a** getting	**b** going	**c** running	**d** hiking
5	**a** low-season	**b** far-flung	**c** all-inclusive	**d** action-packed
6	**a** wild	**b** far	**c** great	**d** wide
7	**a** open-topped	**b** world-class	**c** self-catering	**d** wrinkle-free
8	**a** elegant	**b** innovative	**c** regional	**d** vibrant
9	**a** amusingly	**b** richly	**c** glitteringly	**d** foolishly
10	**a** luxuriously	**b** costly	**c** exclusively	**d** exorbitantly



12 Reported Speech / The Subjunctive

REPORTED SPEECH

When we report what someone said, we can use direct speech with quotation marks or we can use reported speech. In reported speech the tenses, word-order and pronouns are often different from those in the original sentence.
*'**I** work near **your** office,' she said.*
*> She said (that) **she worked** near **my** office.*

REPORTED STATEMENTS: TENSE CHANGES

- The most common reporting verbs for statements are *say* and *tell*. *Tell* is followed by an object. When speaking we often omit the word *that*.
- When we report commands or requests, we can use *tell* or *ask* with a full infinitive.

Direct Speech	Reported Speech
Present Simple/Continuous 'I *commute* to work every day,' Jake said. 'I *am completing* the questionnaire,' Tamara said to Mrs Banks.	**Past Simple/Continuous** Jake said (that) he *commuted* to work every day. Tamara told Mrs Banks (that) she *was completing* the questionnaire.
Present Perfect Simple/Continuous 'Veronica *has worked* in the field of medicine for fifteen years,' Matt said. 'We*'ve been living* in the city for three years,' Jenny told us.	**Past Perfect Simple/Continuous** Matt said (that) Veronica *had worked* in the field of medicine for fifteen years. Jenny told us (that) they *had been living* in the city for three years.
Past Simple/Continuous 'It *snowed* heavily,' Marie said 'We*'ve been thinking* about moving house,' my grandparents told us.	**Past Perfect Simple/Continuous** Marie said (that) it *had snowed* heavily. My grandparents told us (that) they *had been thinking* about moving house.
Future Simple 'I*'ll reconnect* the printer,' Marcus said	***Would* + bare infinitive** Marcus said (that) he *would reconnect* the printer.
Future Continuous 'Jenny *will be working* on Saturday,' Tim said to me.	***Would* + *be* + verb *-ing*** Tim told me (that) Jenny *would be working* on Saturday.
Be going to 'We*'re going to be* late!' Jeff told us.	***Was / Were going to*** Jeff told us (that) *we were going to be* late.
Imperative '*Take* your time,' my boss said to me. '*Don't waste* time online, please,' Mum said.	**Full infinitive** My boss told me *to take* my time. Mum asked us *not to waste* time online.
Modal / Semi-modal 'George *can* help you out with the photocopying,' Peter said. 'We *must* arrive by noon,' Wendy said. 'I*'m not able to* speak French,' I told him. 'You *may* be offered the job,' she said.	**Past form of modal** Peter said (that) George *could* help out with the photocopying Wendy said (that) we *had to* arrive by noon. I told him (that) I *wasn't able to* speak French. She said (that) I *might* be offered the job.
First Conditional 'If you *take* my advice, you*'ll be* fine,' Milly said.	**Second Conditional** Milly told me (that) if I *took* her advice, I *would be* fine.

Unit 12

REPORTED STATEMENTS: NO TENSE CHANGES

Direct Speech	Reported Speech
Past Perfect Tenses	
'We *had just finished* our conference call,' he told us.	He told us that they *had just finished* their conference call.
***Could, should, would, might, ought to, must* (for deductions)**	
'I *might* send my CV to the shipping company,' Renata told me.	Renata told me that she *might* send her CV to the shipping company.
Second and third conditionals	
'If he *needed* help with the application, he *would ask* for it,' Lee said. 'If I *hadn't been* to the seminar, I *wouldn't have heard* about the new products,' John told us.	Lee said (that) if he *needed* help with the application, he *would ask* for it. John told us (that) if he *hadn't been* to the seminar, he *wouldn't have heard* about the new products.
Facts and states or situations that continue to be true	
'The company *was founded* in 1888,' he said. 'I'*m staying* with my grandparents at the moment,' Karen told Paula.	He said (that) the company *was founded* in 1888. Karen told Paula (that) she *is staying* with her grandparents at the moment.
When the reporting verb is in a present tense	
Clara says, 'She's meeting Helen at the restaurant.'	Clara *tells* me you're *meeting* Helen at the restaurant.
When we use the unreal past with *it's time, would rather, as if, as though, wish*	
'*It's time* we *had* a discussion,' my colleague told me. 'I *wish* I *worked* for Google,' Maria said.	My colleague told me *it was time* we *had* a discussion. Maria said she *wished* she *worked* for Google.

REPORTED STATEMENTS: OTHER CHANGES

Direct Speech	Reported Speech
today / tonight	*that day / that night*
yesterday	*the previous day / the day before*
tomorrow	*the next day / the following day / the day after*
next week/month/year	*the following week/month/year*
last week/month/year	*the previous week/month/year*
a week/month/year ago	*the week/month/year before*
here	*there*
now	*then*
this / these	*that / those*
come	*go*

REPORTED QUESTIONS

- The same tense changes that occur when we report statements also occur when we report questions.
- The word order also changes. We do not use the question form; we use the statement form.
- The most common reporting verbs for questions are *ask* and *want to know*. We can also use *enquire* in formal situations and *wonder* when we are asking ourselves something.

FORM	DIRECT SPEECH > REPORTED SPEECH
With a question word question word + subject + verb	'What are you suggesting?' Linda asked me. > Linda asked me *what I was suggesting*. 'How does he do that?' I asked myself. > I wondered *how he did that*.
Without a question word *if/whether* + subject + verb	'Do you need any information?' the assistant asked us. > The assistant wanted to know *whether* we *needed* any information. 'Are you feeling unwell?' asked the manager. > The manager enquired *whether I was feeling* unwell.

REPORTING VERBS

FORM	DIRECT SPEECH > REPORTED SPEECH
verb + gerund *admit, deny, mention, propose, recommend, regret, report, suggest*	'I didn't use the last teabag,' Brian said. > Brian *denied using* the last teabag. 'I think we should meet again on Tuesday,' Mr Hart said. > Mr Hart *recommended meeting* again on Tuesday.
verb + preposition + gerund *apologise for, insist on*	'I'm sorry I'm late,' Fiona said. > Fiona *apologised for being* late. 'I have to see the email before you send it,' Julie told me. > Julie *insisted on seeing* the email before I sent it.
verb + object + preposition + gerund *accuse sb of, advise sb against, blame sb for, congratulate sb on, discourage sb from, thank sb for, warm sb about/against*	'I know you ate the last cookie!' Jane said. > Jane *accused me of eating* the last cookie. 'James broke the printer,' she said. > She *blamed James for breaking* the printer.
verb + full infinitive *agree, demand, guarantee, offer, promise, propose, refuse, threaten, volunteer, vow*	'OK, I'll buy your ticket for you,' Mum said. > Mum *agreed to buy* my ticket for me. 'I'll help out at the weekend,' Kim said. > Kim *volunteered to help out* at the weekend.
verb (+ object) + full infinitive *ask (sb), beg (sb), expect (sb), want (sb)*	'Can I borrow your laptop?' Sue said. > Sue *asked to borrow* my laptop. 'Can you lend me your laptop?' Sue said. > Sue *asked me to lend* her my laptop.
verb + object + full infinitive *advise sb, allow sb, challenge sb, command sb, encourage sb, forbid sb, force sb, instruct sb, invite sb, order sb, persuade sb, permit sb, remind sb, tell sb, urge sb, warn sb*	'Can you give me your holiday dates, please,' my boss said. > My boss *instructed me to give* him my holiday dates. 'Join me for lunch at the tennis club tomorrow,' Pat said. > Pat *invited me to join* him for lunch at the tennis club the following day. 'You should try to make more of an effort,' Jack told me. > Jack *urged me to make* more of an effort.
verb (+ *that*) + clause *acknowledge, add, admit, agree, announce, answer, argue, believe, boast, claim, comment, complain, conclude, confess, confirm, declare, decide, deny, doubt, estimate, expect, explain, feel, foresee, imagine, imply, insist, mean, mention, observe, point out, predict, promise, recommend, remark, repeat, reply, report, respond, reveal, say, shout, state, suggest, swear, threaten, understand, vow, warn, whisper*	'Oh, and Mrs Jones is waiting in your office,' said my secretary. > My secretary *added that Mrs Jones was waiting* in my office. 'You're forever borrowing my calculator!' Markus said. > Markus *complained that I was forever borrowing* his calculator. 'I'll be slightly late for tomorrow's meeting,' Kelly told us. > Kelly *mentioned that she would be* slightly late for the meeting the day after. 'Let's arrange a seminar for next Monday,' Adriana told me. > Adriana *suggested that we arrange* a seminar for the following Monday. 'I'll never help anyone again!' Clara said angrily. > Clara *vowed that she would never help* anyone again.
Verb + object (+ *that*) + clause *advise sb, assure sb, inform sb, reassure sb, remind sb, tell sb*	'I think you should look for a new job,' Tamsin said. > Tamsin *advised me that I should look for a new job*. 'Don't worry! We'll find your wallet,' Dave said to his friend. > Dave *reassured his friend that they would find his wallet*.

Unit 12

REPORTING WITH NOUNS

In addition to reporting verbs, we can also use a noun followed by a clause to report what someone says to give more information.
The manager ***announced*** *that all staff would receive a £5,000 bonus and everyone felt very excited.*
> *The manager's* ***announcement that all staff would receive*** *a £5,000 bonus was met with great excitement.*

advice, announcement, answer, argument, claim, comment, complaint, demand, denial, excuse, explanation, forecast, news, promise, remark, response, recommendation, statement, suggestion, threat, warning	He *said he didn't steal the idea*, but nobody believed him. > Nobody believed his ***denial*** *that he had stolen the idea.* I didn't understand what she was saying when she *explained how the new system worked.* > Her ***explanation*** *of how the new system worked* made no sense to me.

THE SUBJUNCTIVE

USE

• The subjunctive form is the bare infinitive form of a verb. It can be used to refer to the past, the present and the future. We use it most often in a *that* clause after certain verbs and adjectives to emphasise the urgency or the importance of something.
It is ***vital that*** *Jamie* ***communicate*** *with head office.*
• We can use a passive or negative form of the subjunctive.
The proposal that the opera house ***be demolished*** *was rejected.*
I recommend that you ***not leave*** *your personal belongings in the office overnight.*

After certain verbs *advise, ask, command, demand, desire, insist, order, propose, recommend, require, request, suggest, urge*	Clara *advised* that he *be* part of her new team. The boss *insisted* that Tom *be* at work by eight o'clock every morning.
After certain adjectives *advisable, best, certain, crucial, desirable, eager, essential, imperative, important, necessary, preferable, recommended, urgent, vital, willing*	It is *advisable* that every employee *take out* a pension plan. It is *essential* that both parties *be* aware of the terms of the contract.
After certain nouns *idea, order, proposal, recommendation, request, suggestion*	Our *proposal* states that the staff canteen *serve* hot meals between 12 pm and 2 pm. Her final *request* was that her son *take over* the company.
In certain fixed expressions *be that as it may* (shows that a decision stays the same even if sth is true) *come what may* (= despite anything that might happen) *if need be* (= if necessary) *(then) so be it* (shows that sb accepts sth despite being unhappy about it)	'It wasn't my fault!' '*Be that as it may*, I'm still asking for your resignation.' *Come what may*, we have to reduce our prices. *If need be*, we'll hire more staff. If we need to cut back on spending in order to save the company, *(then) so be it.*

ALERT!
Although the use of the subjunctive is more common and not so formal in American English, it is seen as very formal in British English. British English speakers often prefer to use alternatives.
subjunctive: *It is advisable that he* ***book*** *a room for the seminar.*
should + infinitive: *It is advisable that he* ***should book*** *a room for the seminar.*
present simple: *It is advisable that he* ***books*** *a room for the seminar.*
for + subject + full infinitive: *It is advisable* ***for him to book*** *a room for the seminar.*

Grammar in Action

A Complete the sentences using reported speech.

1 'Answer the phone, please,' said Andreas to me.
Andreas told _____ me to answer _____ the phone.

2 'You must attach a colour photo with your application,' the HR manager told me.
The HR manager said that _____ I had to attach _____ a colour photo with my application.

3 'I'm going for a run during my lunch break,' Rob said.
Rob said that _____ he was going for a run during his _____ lunch break.

4 'Don't leave without turning on the answering machine,' Max told me.
Max told _____ me not to leave without _____ turning on the answering machine.

5 'I have my first Skype meeting this morning,' Cleo explained.
Cleo said _____ (that) she had her first Skype meeting that _____ morning.

6 'I enjoyed last night's debate,' Tony said to Viv.
Tony told _____ Viv (that) he had enjoyed the previous night's _____ debate.

7 'I'll help you sort out the files tomorrow,' Freddie told me.
Freddie said _____ (that) he would help me sort out the files the following/next day

8 'Kitty has been working here for two years,' I told him.
I told him _____ (that) Kitty had been working there _____ for two years.

9 'I can't come with you to the briefing meeting,' she said to me.
She said _____ (that) she couldn't go with me _____ to the briefing meeting.

10 'I don't understand because I wasn't paying attention,' John said.
John said _____ (that) he didn't understand because he hadn't been paying _____ attention.

B Complete the sentences using reported speech. Sometimes the tenses don't change.

1 'It's high time we renovated the office.'
The manager said that _____ it was high time we renovated _____ the office.

2 'I had already found a job when I saw the advertisement.'
Helen told me that _____ she had already found a job when she saw _____ the advertisement.

3 'She has never been out of work before.'
Her husband said that _____ she had never been _____ out of work before.

4 'I hate my job because I have to work such long hours.'
David was telling me last night that _____ he hates his job because he has to work _____ such long hours.'

5 'I'm taking two months' maternity leave.'
Angie says that _____ she is taking _____ two months' maternity leave.

6 'You act as if you were the boss!'
I said she acts as if _____ she was/were the boss _____ the boss.

7 'We might take on an intern for a six-month period.'
He said that _____ they might take on _____ an intern for a six-month period.

8 'I don't think I'll be able to finish the report tomorrow.'
Louisa told me last week that she _____ didn't think (that) she would be able _____ to finish the report the following day.

C **Kelly went for a job interview. Rewrite the questions she was asked using reported speech.**

1 'Can you tell me a little bit about yourself?'
Mr Jones asked her *if/whether she could tell him a little bit about herself*.

2 'Why are you interested in this position?'
He asked her *why she was interested in that position*.

3 'Are you currently working in the tourist industry?'
He asked her *if she was currently working in the tourist industry*.

4 'Why did you quit your last job a year ago?'
He asked her *why she had quit her job the year before*.

5 'Why have you not been working since then?'
He asked her *why she hadn't been working since then*.

6 'What were your main responsibilities?'
He asked her *what her main responsibilities had been*.

7 'Will you be able to undertake the travelling this job involves?'
He asked her *if she would be able to undertake the travelling that job involved*.

8 'Do you have any questions about the job?'
He asked her *if she had any questions about the job*.

D **Complete the sentences with the correct form of the verbs in brackets. You may need to make other changes too. Sometimes more than one answer is possible.**

1 Sasha blamed me *for spreading* (spread) gossip around the office.
2 Xavier begged *Mr Reynolds to give* (Mr Reynolds / give) him another chance.
3 Hatty volunteered *to fill in* (fill in) for me the following Saturday.
4 Daniela denied *standing/that she had stood* (stand) outside the door listening to their conversation.
5 John accused Nick *of trying* (try) to get him fired.
6 Jamie advised Anne *to ask* (ask) for a pay rise.
7 I insist *on seeing* (see) the store manager to ask for a refund.
8 She admitted *that she had stolen/stealing* (steal) the petty cash.

E **Complete the sentences with the correct form of these verbs. Sometimes more than one answer is possible.**

agree apologise complain forbid invite reassure remind warn

1 'I'm sorry I didn't speak out during the meeting.'
Clara *apologised for not speaking out/that she hadn't spoken out* during the meeting.

2 'Don't worry. We'll give you extra time to finish your project.'
Tom's boss *reassured him that they would* give him extra time to finish his project.

3 'Employees are not allowed to bring food into the meeting room.
The company *forbade/forbids (the) employees to bring* food into the meeting room.

4 'You're right – our boss does favour Clara.'
I *agree that our boss* does favour Clara.

5 'Would you like to join me for dinner next week?'
James *invited me to join him* for dinner the following week.

6 'Don't be late again, Chris!'
Chris' supervisor *warned him not to be* late again.

7 'I don't get paid enough.'
Veronica *complained that she didn't get/complained about not getting* paid enough.

8 'Don't forget to buy more printer paper, Jen.'
Andrew *reminded Jen to buy* more printer paper.

F Complete the sentences with two words in each gap.

1 I thought it sounded very lame when he explained that he'd been caught in traffic.
His _explanation that_ he had been caught in traffic sounded very lame.

2 When they announced that 150 people would be laid off, it came as a shock to the workforce.
The _announcement that_ 150 people would be laid off came as a shock to the workforce.

3 The fact that he denied the incident was remarkable as everybody had seen him hit Craig.
His _denial of_ the incident was remarkable as everybody had seen him hit Craig.

4 I think that what you recommended in order to improve our public image was a good idea.
Your _recommendation for_ improving our public image was a good one.

5 I think it's ridiculous for you to suggest that I've done something illegal.
Your _suggestion that_ I've done something illegal is ridiculous!

G Complete the sentences with the correct subjunctive form of the verbs in brackets.

1 The pilot required that the cabin crew _sit_ (sit) for landing.

2 As our staff fly on a regular basis, the recommendation was that the new offices _be selected_ (select) on the basis of their proximity to the airport.

3 Due to the urgency of the situation, it is essential that the new appointment _not be put_ (put) on hold.

4 The suggestion was that all first year university students _be given_ (give) a room on campus.

5 The model demanded that payment _be made_ (make) in advance.

6 It is necessary that you _update_ (update) me on all developments in your department.

7 I suggest that Mr Banks _not be offered_ (offer) the position; he is under-qualified for the job.

8 The events manager asked that all athletes _be shown_ (show) to the changing rooms.

9 It's vital that the parcel _be delivered_ (deliver) before five o'clock today.

10 It is imperative that signing the contract _not be delayed_ (delay) any longer; the other party are getting impatient.

H Rewrite these voicemail messages in reported speech. Sometimes the tenses don't change.

1 'This is Rosemary Parker from DH Jones. We received your CV, but I'm afraid we're not recruiting at the moment. We'll let you know if anything comes up in the future.'
Rosemary Parker from DH Jones called a few minutes ago to say that _they received your CV, but that they're not recruiting at the moment. She said she will let you know if anything comes up in the future._

2 'Hello. My name is Jenny Williams. I saw a job for a part-time cleaner advertised in today's paper. Please can you send me an application form. Thanks.'
I forgot to tell you that Jenny Williams called last week. She said she _had seen a job for a part-time cleaner advertised in that day's paper and could you send her an application form._

3 'Hi, Mr Andrews. Colin here. I've got a terrible migraine and I won't be in to work today. I hope I'll be better by tomorrow.'
Colin just called to say that _he's got a terrible migraine and he won't be in to work today. He hopes he'll be better by tomorrow._

4 'I'm going camping with my brother this weekend. We won't be back until late Sunday night. I'll see you after I get back.'
I forgot to tell you that Angela phoned last Friday. She said that _was going camping with her brother that weekend. They wouldn't be back until late Sunday night. She said she would see you after she got back._

Unit 12

Tick the phrases that completes the sentences correctly. Sometimes more than one phrase is possible.

1 Mr Daniels, the owner, insisted _____ all new employees on their first day.
- [x] on meeting
- [x] that he meet
- [ ] to be meeting

2 It is preferable _____ a security ID before his first day at work.
- [ ] he will acquire
- [x] for him to acquire
- [x] that he acquire

3 Roger insisted _____ to look through the CVs together.
- [x] that it would be better
- [ ] on being better
- [ ] to be better

4 Iris _____ a conference call for the following day.
- [x] promised to arrange
- [ ] promised arranging
- [x] promised that she would arrange

5 A recorded message informed me that the company _____ two years previously.
- [ ] was closing down
- [x] had closed down
- [x] closed down

6 The flight attendant asked me how many times _____ before.
- [x] I had flown
- [ ] had I flown
- [ ] had flown

7 His proposal was that Carol _____ flexitime.
- [x] work
- [x] works
- [ ] to work

8 My careers adviser suggested _____ another foreign language.
- [x] that I learn
- [x] that I should learn
- [x] learning

Cambridge in Action

Read the text and think of the word which best fits each space. Use only one word in each space.

Acing an interview

Whilst talking to a new acquaintance recently, Damian Wright, I mentioned that I had an interview the **(1)** following/next day. To my surprise, he told me that he advises people on how to get through the interview process.

Damian promised that he **(2)** would help me in any way he could. First of all, he recommended that I **(3)** be extremely well-prepared. I should find out as much information about the company as I could before the big day. If **(4)** need be, I should be able to provide the interviewer with a brief history of the firm. Although I'm not very good at selling myself, Damian **(5)** insisted on my making a list of my strengths, which I duly did. He added that an interviewer might well ask about my weaknesses, too, and he said that although it was important to mention one, he **(6)** advised me against going into too much detail about this.

His also said it was important that a candidate **(7)** have an idea of the salary he or she would expect, so I was urged to take this into consideration.

Suffice it to say that I took Damian's advice and ... guess what? I've just had a call from the head of the personnel department, who cordially **(8)** congratulated me on my new appointment. Thanks, Damian!



Unit 12

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 'Was that Susan? What did she say?'
'She says she ___ her notice in!'
a was handing in
b is handing in
c had been handing in
d hand in

2 I advised that ___ as soon as possible.
a an announcement be made
b an announcement made
c of making an announcement
d to make the announcement

3 Ruth said she wouldn't have missed yesterday's party if she ___ so late.
a wasn't working
b didn't work
c wouldn't be working
d hadn't been working

4 Katya ___ more information about the exchange programme when we meet next week.
a promised giving
b promised that she give me
c promised me to give
d promised that she would give me

5 'I was late because I got caught in traffic.'
'___, lateness will not be tolerated in this office.'
a Be that as it may
b If need be
c Then so be it
d Whatever it may be

6 It is imperative that the salaries ___ on time this month.
a to be paid
b are being paid
c be paid
d will be paid

7 'Why didn't you turn up last night?'
'My sister Amy refused ___ her car, so I had no way of getting there.'
a that she lent me
b to lend me
c lending me
d me to lend

8 It's time we ___ that old couch.
a threw out
b had thrown out
c throw out
d we would throw out

9 Greta said she had first met Sally two years ___.
a previous
b since
c gone
d before

10 The chemist recommended ___ these pills three times a day.
a me to take
b for taking
c that I take
d to take

11 I'm so exhausted! Even my boss told me ___ some time off!
a that I take
b to me taking
c to be taken
d to take

12 The driver was anxious ___ as there was a bomb threat.
a that the train evacuate
b evacuating the train
c that the train be evacuated
d to be evacuated the train

13 The head teacher insisted ___ present at the memorial service.
a all students being
b that all students be
c on all students to be
d that the students they be

14 Katherine asked how long ___ to wait before the doctor could see her.
a does she have
b she would have
c will she have
d would she have

15 The police officer assured ___ as soon as she had news about my stolen phone.
a to me that she would call
b me that she would call
c to call
d that she was calling

16 My colleague asked ___ finished the project.
a had I
b whether I had
c have I
d what I had

17 'Why was Daniel so upset last night?'
'Because his sister threatened ___ their mother about his bad grades.'
a telling
b that she told
c to tell
d be told

18 ___ unfair dismissal was rejected by the judge.
a He was claimed
b His claim that
c He claimed
d His claim for

19 Gary says that he ___ back home with us.
a didn't come
b doesn't come
c wasn't coming
d isn't coming

20 It was my mother who urged ___ my studies again.
a me to take up
b to take up
b me taking up
c on taking up

THE WORKING WORLD

Vocabulary in Action

A **Complete the sentences with words for people.**

apprentice candidate co-workers commuter intern PA
predecessor shareholder successor supervisor

1 He had this job before I took over. He was my *predecessor*.
2 She's in charge of me and my colleagues. She's our *supervisor*.
3 I'm going to be interviewed for a new position. I'm a(n) *candidate* for the job.
4 I hope to gain experience in this job, but I'm not being paid. I'm a(n) *intern*.
5 I travel a long way from my home to my office every day. I'm a(n) *commuter*.
6 The director relies on me to arrange his appointments. I'm her *PA*.
7 I work for an experienced carpenter, learning the trade from him. I'm a(n) *apprentice*.
8 Caroline will be taking over my role now that I'm retiring. She's my *successor*.
9 I own a part of this company and have a right to a part of the profits. I'm a(n) *shareholder*.
10 Helen, Craig and Zoe all work with me. They're my *co-workers*.

B **Circle the correct words.**

Shaking up your workplace: the team leader



The time-worn 'if it isn't broken, don't fix it' **(1) outlook** / **approach** to business management is no longer acceptable in today's fiercely competitive world. 'Status quo' literally means the current state of affairs, or the way things usually are, and it is this state that many employees are endeavouring to **(2) defy** / **challenge**.

The trouble is that large **(3)** **corporations** / **operations** are often very set in their ways and executives within a company are rarely willing to take the **(4) intuition** / **initiative** towards changing the decades-old corporate **(5)** **culture** / **atmosphere**. Unfortunately though, even when somebody is willing, the methods used successfully in the past may no longer work and so team leaders need to be **(6)** **proactive** / **high-powered** in order to overcome in-built prejudice.

As team leader, you need to make sure that every single person gets heard, even those who are not normally **(7) demanding** / **assertive** enough to speak out in public. **(8) Negotiate** / **Brainstorm** ideas and encourage your colleagues to offer their views and to **(9) motivate** / **collaborate** with each other rather than compete. You're aiming for a culture of **(10)** **inclusion** / **intrusion** not *exclusion*.

Lead by **(11)** **example** / **model** and show that you're not afraid of change. Ask questions and be **(12) motivating** / **receptive** to new ideas. Encourage your co-workers to think outside the **(13) line** / **box**. When somebody comes up with a new idea or work method, don't dismiss them out of hand. Take time to listen and then adjust your thinking. Not only will your workforce be more **(14)** **productive** / **industrial**, but you will have **(15) improved** / **empowered** your co-workers in a way that simple orders and instructions never can.

C **Complete the dialogues with the correct form of these verbs. Sometimes more than one answer is possible.**

bring close copy draw drum fall fill key measure
note pencil pick put snow step take

1 **A:** Do you think you could _fill_ **in for me** this afternoon while I'm at my doctor's appointment?
B: I'm really sorry but I'**m** absolutely _snowed_ **under** and I haven't got a minute to spare.
2 **A:** Unfortunately, we had to _put_ **off** today's sales meeting because a lot of the staff are down with flu.
B: Well, let's _pencil_ **it in** for Friday and hope that everyone's feeling better by then.
3 **A:** OK. I've _drawn_ **up** the contract for the new client. Here it is.
B: I'm afraid you've wasted your time. The deal **has** _fallen_ **through** and we've lost the account.
4 **A:** Is it true that the trouser factory **is** _taking_ **on** new workers?
B: No. In fact, the opposite is true. They'**re** probably _closing_ **down** for good at the end of this year.
5 **A:** Could you please grab a pen and _note/take/copy_ **down** these figures?
B: If it's OK, I'**ll** _key/copy_ them straight **into** my laptop. It's quicker that way.
6 **A:** Why **is** the new creative director _stepping_ **down** already? He's only been in the job a couple of months.
B: It seems that he **didn't** _measure_ **up** to the shareholders' expectations.
7 **A:** Judging by the figures, it looks as if business **has** _picked_ **up** a bit this quarter.
B: Yes, the advertising campaign _drummed_ **up** a lot of interest and sales have been increasing steadily.
8 **A:** Why didn't you tell me that you **had** _brought_ **forward** the date of the meeting?
B: Well, I sent the director an email and I _copied_ you **in** too, so you should have known.

D **Cross out the word or phrase which doesn't fit in each category. Can you explain why?**

1 out of work | on the dole | unemployed | ~~have your work cut out~~ | jobless
have your work cut out = have a difficult job to do; others relate to being unemployed

2 be made redundant | ~~be burnt out~~ | be laid off | lose your job | be let go
be burnt out = exhausted due to hard work; others relate to losing your job

3 retire | ~~learn the ropes~~ | hand in your notice | resign | quit
learn the ropes = learn how sth / a job is done; others relate to leaving your job

4 ~~on duty~~ | on strike | walkout | industrial action | go-slow
on duty = working at that moment; others relate to not working or working slowly as a sign of protest

5 sack | ~~recruit~~ | fire | dismiss | discharge
recruit = to get sb to work in a company; others relate to getting rid of sb in a company

E **Complete the sentences with the correct form of the words and phrases which didn't fit from exercise D.**

1 Don't worry if you can't remember everything on your first day – I'm sure you'll soon _learn the ropes_.
2 This multi-national company likes to _recruit_ all its new executives from top universities around the world.
3 You will be _on duty_ from 10 am until 7 pm and during that time you are expected to patrol the grounds every hour.
4 A city stockbroker's job is so intense and stressful that they _are burnt out_ by the time they're thirty years old.
5 You've got to process sixty tax returns in two days? You're certainly going to _have your work cut out_.

F Choose the correct answer.

1 The new marketing executive has ___ an active role in the sales team.
a excelled **b** assumed

2 As team leader, part of my job involves ___ duties and responsibilities to the members of the team.
a initiating **b** delegating

3 Your contract will ___ employment terms such as working hours, annual holiday entitlement, details of your remuneration package, and so on.
a stipulate **b** operate

4 All staff are required to attend the briefing meeting, during which they will be ___ their weekly tasks.
a assigned **b** appointed

5 Our new service ___ to young professionals with large disposable incomes.
a caters **b** supplies

6 A lot of British companies now ___ services such as telephone information helplines to countries like India and China.
a outsource **b** commute

7 At the end of your internship, your progress will be ___ by your supervisor and all being well, you will be offered a permanent position on our staff.
a implemented **b** evaluated

8 As time is short, I will ___ to outline this month's work schedule as quickly as I can.
a prioritise **b** endeavour

G Complete the table.

Verb	Noun	Adjective
apply	application / (1) *applicant*	(in)applicable
classify	classification	(2) *classified*
disclose	(3) *disclosure*	(un)disclosed
educate	education / educator	(4) *educational*
marry	marriage	(un)married / (5) *marital*
–	punctuality	(6) *punctual*
(7) *refer*	reference / referral	–
(8) *strengthen*	strength	strong
vacate	vacancy	(9) *vacant*
weaken	(10) *weakness*	weak

Unit 12

H Complete the sentences with words from exercise G.

1 _____Punctuality_____ is always considered to be of the utmost importance at an interview – arriving late will definitely be held against you.

2 One of my main _____strengths_____ is that I have good communication skills, so I think I would be ideal for the position in sales and marketing.

3 I'm afraid that the _____vacancy_____ has now been filled, but if you leave your CV with us, we might have something for you later in the year.

4 All _____applicants_____ are required to send in an up-to-date CV together with a recent photo.

5 The interviewer asked me what my greatest _____weakness_____ is and I explained that I often get quite stressed under pressure.

6 Please make sure that your resumé includes details of your _____educational_____ background – school, university and any post-graduate qualifications.

7 Why don't you look in the newspaper at the _____classified_____ ads? There are loads of jobs advertised there.

8 Please send us a covering letter and two _____references_____ from former employers.

9 All new employees are required to sign a non-_____disclosure_____ agreement as part of their contract because the nature of our work here is top-secret.

10 Most application forms ask you to give personal details such as your name and address, your date of birth and _____marital_____ status.

I Circle the correct words

A career at Rosepetal Cosmetics

If you come to work **(1)** **at** / **to** Rosepetal Cosmetics **(2)** **at** / **in** the R & D (Research and Development) department, you'll be working **(3)** **through** / **with** people who are the best in the business.

And if you're looking for a(n) **(4)** **demanding** / **arduous** job in a company with extremely high standards, then you've come to the right place – a heavy **(5)** **workload** / **workout** is the norm and meeting tight **(6)** **transfers** / **deadlines** is a part of our everyday working life.

But what do we at Rosepetal Cosmetics offer in return? We pride ourselves on our generous holiday **(7)** **appraisal** / **entitlement** and many employees take advantage of our **(8)** **flexitime** / **temporary** scheme in order to fit their family commitments into their schedule. You will sometimes be required to work weekends, for which we pay a generous **(9)** **overtime rate** / **maternity leave**.

(10) **Pension plans** / **Fringe benefits** include free gym membership and a dedicated parking spot in the company car park. If sales targets are met, then you'll be in line for **(11)** **a bonus** / **sick leave** at the end of the year. And of course it goes without saying that free make-up and beauty products are an automatic **(12)** **perk** / **commission** of this job!



J **Complete the sentences with the correct words.**

1 occupation profession

a I would love to get a job in the teaching _____profession_____.

b Please state your name, address and _____occupation_____ on the form.

2 salary wages

a Blue collar workers are usually paid their _____wages_____ at the end of every week.

b Could you tell us what your annual _____salary_____ was in your last job?

3 job work

a Kelly is starting a new _____job_____ as a warehouse manager at *Curry's*.

b For me, _____work_____ is just a means to an end – I'm not one of these career-oriented types.

4 personnel personal

a _____Personnel_____ are required to wear their digital ID badges at all times.

b I'm sorry, but I can't give you her phone number – we're not allowed to hand out _____personal_____ details of our staff members.

5 earns wins

a The person who _____wins_____ 'employee of the month' is given a bonus and has their photograph displayed in the office.

b Mary _____earns_____ a living by making candles and fancy table decorations.

6 gross net

a I'd like to know how much money I'll have in my pocket each week – providing me with the _____gross_____ amount won't help me make a decision.

b Your _____net_____ earnings are what you take home after tax and social insurance contributions.



Unit 12

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Getting a job

Being **(1)** _____unemployed_____ can be an extremely stressful and depressing experience, so it's essential to adopt an approach to finding work that is both positive and **(2)** _____proactive_____. **EMPLOY** **ACTIVE**

Keep an eye on the **(3)** _____classified_____ ads in your local paper as it's a good place to look for **(4)** _____vacancies_____. Try to send off at least one **(5)** _____application_____ every day. Make sure your CV is up to date and that it gives a clear picture of your achievements as well as who you are. **CLASSIFY** **VACANT** **APPLY**

Once you've secured an interview, you need to prepare for the big event! Make sure you are smartly attired and always arrive in plenty of time. Be ready to talk about your previous work experience, your skills, your **(6)** _____strengths_____ and your weaknesses. Be **(7)** _____assertive_____, but without appearing aggressive or over-confident. Take the **(8)** _____initiative_____ by asking one or two questions of your own about the company and the position being offered. **STRONG** **ASSERT** **INITIATE**



Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 A new managing director will be ___ after a series of interviews and aptitude tests.
a assumed
b catered
c appointed
d delegated

2 Do you work ___ the menswear department as well? I'm new here.
a on
b to
c at
d in

3 Her ___ salary is £30,000 per annum, but that's before taxes and deductions.
a gross
b net
c fringe
d overtime

4 Remember that you can't do everything on your own; you need to ___ duties to your subordinates.
a assume
b initiate
c supply
d delegate

5 I'm ___ for Jeff at tomorrow's meeting as he has to go to a conference in Manchester.
a copying in
b filling in
c measuring up
d picking up

6 Kate's been ___ for six months now, so she really hopes that this job interview works out well for her.
a on duty
b burnt out
c outside the box
d on the dole

7 We regret to announce that 150 workers at our Dundee plant will be made ___ over the next six months.
a redundant
b unemployed
c jobless
d temporary

8 I'm spending this week showing my ___ the ropes – I'm sure she'll be a great team leader.
a predecessor
b supervisor
c successor
d executive

9 Our boss is very hard-working and kind, but he isn't very ___ to new methods and ideas.
a receptive
b competitive
c assertive
d productive

10 I'm afraid I don't know where Mr Lyle is today – his ___ deals with his schedule and appointments.
a shareholder
b team leader
c PA
d applicant

11 You will be required to dress smartly at all times and to arrive ___ at the office every morning.
a literally
b punctually
c normally
d steadily

12 The advertising agency has decided to ___ its payroll services in an effort to cut costs.
a prioritise
b outsource
c classify
d disclose

13 I've been ___ at the local supermarket for the duration of the summer holidays.
a stepped down
b put off
c filled in
d taken on

14 Before Jackie was ___, she was given two written warnings.
a dismissed
b recruited
c retired
d vacated

15 I've been working a lot of overtime during the last month because we've been ___ under with orders.
a piled
b flooded
c rained
d snowed

16 The entire workforce staged a ___ and gathered outside the plant to protest.
a duty
b walkout
c go-slow
d lay-off

17 You will undergo ___ at the end of your first month with us, which will involve both a written assessment and a progress interview.
a an appraisal
b an entitlement
c a commission
d an outlook

18 Thousands of people ___ into London every day from their homes in outlying regions.
a assign
b commute
c evaluate
d appoint

19 Never ___ Mr Caruthers – he doesn't forgive insubordination and you'll soon find yourself out of a job.
a defy
b motivate
c exclude
d intrude

20 Salaries in the legal ___ tend to be fairly high.
a classification
b position
c occupation
d profession

Unit 12

Michigan in Action

Read the article about employee rights in the UK, then choose the word or phrase that fills the blank correctly.



Working in the UK

People come from all around the world to find work in London and other cities in the hope that they will be able to **(1)** ___ good money and further their careers. Depending on where you're from, you will need to find out what the requirements are to allow you to work legally in the UK.

Whether you're a(n) **(2)** ___ lawyer or a lowly shop assistant, you have to pay income tax on your earnings and this law is **(3)** ___ regardless of your nationality. Tax will be deducted automatically from your wages and the **(4)** ___ sum deposited in your bank account. If you are self-employed, you are required to **(5)** ___ your income and expenses on your annual tax return. You have to pay National Insurance (NI) contributions to build up your **(6)** ___ to state benefits such as health care and a **(7)** ___.

All workers are entitled to a minimum wage, regardless of whether their work is permanent or **(8)** ___, part-time or full-time. There are, however, certain exceptions such as au pairs and some **(9)** ___. Your contract will **(10)** ___ the exact terms of your employment.

1	a	profit	[b]	earn	c	win	d	gain
2	a	up-to-date	b	in-built	c	co-worker	[d]	high-powered
3	[a]	applicable	b	acceptable	c	disposable	d	available
4	a	fringe	[b]	net	c	gross	d	bonus
5	[a]	disclose	b	classify	c	challenge	d	negotiate
6	a	transfer	b	benefit	c	leave	[d]	entitlement
7	a	reference	b	strike	c	perk	[d]	pension
8	a	demanding	[b]	temporary	c	personal	d	vacant
9	a	applicants	b	predecessors	[c]	apprentices	d	shareholders
10	a	approach	[b]	stipulate	c	classify	d	refer

Idioms 4

A **Complete the captions under the pictures with the idioms below. Make any necessary changes.**

a ray of sunshine **have a finger in every pie** **have itchy feet** **in the same boat**
keep one's head above water **the tip of the iceberg**

1



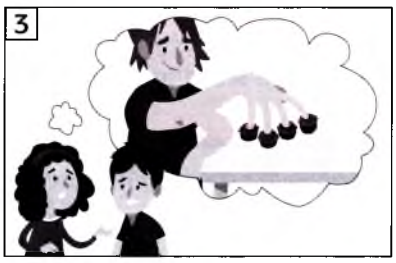
It's been hard, but by careful budgeting, I am managing to _keep my head above water_.

2



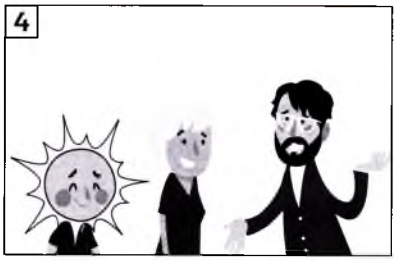
Unfortunately, not being able to pay the phone bill is just _the tip of the iceberg_. The company's problems are much bigger than that.

3



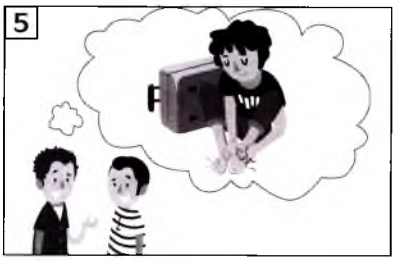
He teaches sport at a school and he's also the coach for the local football team among other things. He seems to _have a finger in every pie_.

4



He's the happiest child in the class. He really is _a ray of sunshine_.

5



He's off travelling again next week; this time to India. That man _has itchy feet_!

6



I don't know why you're complaining so much; everyone's losing their jobs. We're all _in the same boat_.

B **Match the idioms from exercise A with their meanings below.**

1 _in the same boat_: in the same situation
2 _keep one's head above water_: survive in a difficult situation
3 _have itchy feet_: have a strong desire to travel
4 _the tip of the iceberg_: a small part of something bigger
5 _have a finger in every pie_: be involved in many different things
6 _a ray of sunshine_: a happy person who makes others happy (sometimes used sarcastically)

Review 4

Units 10–12

Cambridge Part 1

Read the article and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Dian Fossey

Dian Fossey was a shy child, far more comfortable in the company of animals than humans. She was a brilliant student who **(0)** ___ received good grades. Upon finishing her secondary school **(1)** ___, she was persuaded by her parents to attend business college. It didn't take long before Dian realised that business was not for her – she wanted to work with animals. With that in mind, Dian dropped out of college and enrolled in a pre-veterinary course. Her parents, angry with her decision, withdrew their financial support forcing Dian to do various menial **(2)** ___ to support her studies.

In 1963, Dian borrowed $8,000 and took her life savings out of her bank account. This gave her sufficient funds to **(3)** ___ a plane for a seven-week visit to Africa. While there, she had her first encounter with wild mountain gorillas. It was a meeting that would change her forever; it was what made her decide to devote her life to primates. Travelling to the **(4)** ___ mountains of Virunga, Dian began a campaign to **(5)** ___ the gorillas and make attempts to **(6)** ___ their natural habitat which was growing smaller and smaller every year.

Sadly, Dian made a lot of enemies in her line of work. After being told to leave Virunga for her own safety many times, Dian was murdered, possibly by poachers. If only she had listened to those **(7)** ___. Perhaps if she had, she would still be alive today, continuing the important work that meant so much to her and the gorillas she so **(8)** ___ loved.

0	**A** never	**B** always	**C** rarely	**D** seldom
1	**A** education	**B** educate	**C** educational	**D** educator
2	**A** professions	**B** vacancies	**C** jobs	**D** works
3	**A** jump out	**B** pull up	**C** hop on	**D** drop off
4	**A** overcast	**B** industrial	**C** mild	**D** misty
5	**A** protect	**B** preserve	**C** nest	**D** hatch
6	**A** decline	**B** conserve	**C** reclaim	**D** ban
7	**A** statements	**B** responses	**C** warnings	**D** explanations
8	**A** bitterly	**B** painfully	**C** passionately	**D** extravagantly

Cambridge Part 2

Read the text and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Where in the world?

What's your idea of the dream holiday? Does it involve simply lying on a beautiful beach, soaking **(0)** *up* the rays and getting a gorgeous tan to show off to friends and family back home? Or are you more of the adventurous type of holiday maker? Perhaps your perfect escape necessitates getting **(1)** *away* from it all and doing something that few people can boast about ever having done. For you, tourist traps that become more **(2)** *and* more crowded with every passing season are totally out of the question.

If you're interested in getting **(3)** *off* the beaten track, have I got a holiday plan for you! Why not head **(4)** *for/to* Cappadocia in Turkey? **(5)** *By* far the most picturesque part of this amazing country – in my humble opinion anyway – Cappadocia, the land of the fairy chimneys, is **(6)** *every* bit as wonderful, if not more so, than well-known and oft-frequented places such as Istanbul, Bodrum or Adiyaman.

In Cappadocia, you can enjoy exploring the vast network of subterranean tunnels beneath the city's rock formations, or perhaps you would **(7)** *prefer* to go for a ride in a hot-air balloon. Accommodation can be found in the magical cave dwellings and fairy-chimney chapels which have been converted into boutique hotels. A note of warning, however: word of this amazing holiday destination has got out and the numbers of visitors has picked up over the past ten years or so. To be **(8)** *on* the safe side, book your holiday early so as to avoid being disappointed.

Cambridge Part 3

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The Martian: a review

Just when everyone thought that Matt Damon couldn't get any better, he did. In fact, Damon's latest film performance is **(0)** undeniably out of this world. Literally! The film is entitled *The Martian* and it's about a team of astronauts whose job it is to live on the **(1)** far-flung planet of Mars and conduct tests to find out if it has, or ever had, an ecosystem of any sort. **(2)** unfortunately, they are forced to abandon their project and their space lab when a **(3)** terrifying/terrible storm takes them by surprise. The main protagonist Mark Watney, played by Damon, is struck with flying debris as he makes his way to the rocket which will take them off the planet and his crew members **(4)** tragically leave him for dead.

DENY
FLING
FORTUNE
TERROR
TRAGEDY

What follows is two hours of Mark's fighting for his very survival, making the best of what is available to him in his very barren surroundings. Mark's biggest problem is food. He has enough rations to last him for a short time, but knows that they are not sufficient. Suddenly, it hits him! As a botanist, as well as an astronaut, Mark comes up with the **(5)** innovative idea of using his fresh potato rations as seedlings to produce a **(6)** sustainable food source. Using human waste – yuck – as **(7)** fertiliser, he manages to grow a crop which will hopefully supplement his **(8)** nutritional needs. Don't be lulled into believing that this is the end of Mark's problems, though. This is, after all, a Hollywood blockbuster, so rest assured that there is much more to come for the Martian!

INNOVATE
SUSTAIN
FERTILE
NUTRITION

Cambridge Part 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0).

0 I dream of working in a lawyer's office, but I'm not going to be able to.
ONLY
If only I could work in a lawyer's office, but I'm not going to be able to.

1 We believe neither Cindy nor Megan will get the job.
UNLIKELY
We believe Cindy is as unlikely as Megan | to get the job.

The vertical line in the key shows how two marks would be allocated.

2 They walked for three hours to get up the mountain.
A
It was a three-mile | walk up the mountain.

3 We hope you return safely.
WISH
We wish you a | safe return.

4 Famous people often find it hard to get any privacy.
THE
Getting any privacy is often hard for | the famous.

5 It is reported that no animal runs faster than the cheetah.
PLANET
The fastest animal | on the planet is reported to be the cheetah.

6 My parents were against my taking their car to school yesterday.
SOONER
My parents would sooner | I hadn't taken their car to school yesterday.

Review 4

Units 10–12

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

Grammar

1 'What did the tourist guide ask you?'
'She wanted to know ___ enjoyed the tours.'
a I had
b if I have
c whether I have
[d] whether I had

2 'What were you looking at in that antique shop?'
'Oh, it was ___ carpet.'
a an oval, stunning, Turkish
b a Turkish, stunning, oval
c a stunning, Turkish, oval
[d] a stunning, oval, Turkish

3 Working with the poor is ___ job in the world.
a the more satisfying
[b] easily the most satisfying
c quite as satisfying
d more and more satisfying

4 The ___ child climbed onto his mother's lap for comfort.
[a] frightened b frightening
c afraid d afraid of

5 Pamela wishes more of her colleagues ___ women.
a would be b will be
[c] were d were being

6 'The weather is awful today, isn't it?'
'Yes, but I'd sooner it ___ than snowed.'
a rain [b] rained
c was raining d to rain

7 'Is it midnight already?'
'It is! It's high time we ___ home.'
a go b are going
[c] went d had gone

8 I have a ___ holiday coming up and I've very excited about it.
a two week [b] two-week
c two weeks d two-weeks

9 'I'm sorry I'm late for work again, Mr Mines.'
'If you are not interested in keeping your job, Brian, ___.'
[a] then so be it b whatever it may be
c be that as it may d if need be

10 It is essential that boarding cards ___ before passengers get on the plane.
a having been checked b to be checked
c would be checked [d] be checked

Vocabulary

1 My flight to Tokyo was ___, so I was put on the next flight out.
a all-inclusive
[b] overbooked
c action-packed
d world-class

2 Currently, I'm working as ___; I'm learning the wood-working trade from an experienced carpenter.
[a] an apprentice b a commuter
c a predecessor d a supervisor

3 Once the storm ___, we'll take the boat out on the lake.
a beats down b holds off
c rolls in [d] blows over

4 I'll never visit that city again! There was so much ___ in the air that we could hardly breathe!
a sewage b compost
[c] smog d foliage

5 Team leaders need to be ___; they need to have the skills to make things happen rather than waiting for things to happen and then reacting to them.
a high-powered [b] proactive
c creased d receptive

6 After a long winter in the barn, the horses were delighted to be put out into the ___ to graze.
a ranch b haystack
c greenery [d] pasture

7 Did you know that the ___ of the baobab tree can sometimes spread for 50 metres underground?
a twigs [b] roots
c branches d spines

8 There's a small ___ behind my house and at night I can hear the frogs that live in it singing.
a bay b burrow
[c] swamp d shore

9 My brother is unemployed at the moment; he's ___ the dole and having a hard time making ends meet.
a at b in
c for [d] on

10 Sorry, Sir. I wanted to let you know that I've ___ the contract, so all we need now is the client's signature.
a keyed into b noted down
[c] drawn up d measured up

13 The Passive / The Causative

THE PASSIVE

USE

We use the passive:
• when the agent (the person or thing that does the action) is unknown.
The office ***has been painted****. Someone must have done it over the weekend.*
• to emphasise the action and not the agent.
The conference ***is being held*** *in Paris this year.*
• when it is not necessary to state the agent because it is obvious.
The young man ***was arrested*** *for dangerous driving.*
• when we want to be less direct and more polite. Compare:
Will you ***mark*** *our essays before the next lesson?* (direct; less polite)
Will our essays ***be marked*** *before the next lesson?* (indirect; more polite)
• when we want to avoid blaming someone for something, or to avoid personal responsibility.
I can see the rubbish hasn't been taken out.
Oh dear! This glass has been broken.

The passive is frequently used:
• in formal written English.
The outstanding balance ***must be paid*** *within 30 days.*
• for rules and procedures.
Lights ***must be turned off*** *when leaving the room.*
• to describe processes.
Light energy ***is absorbed*** *by chlorophyll in the chloroplasts.*
• in news reports and headlines. Note that in headlines, the verb *be* is often omitted.
A government official ***has been accused*** *of corruption.*
GOVERNMENT OFFICIAL ***ACCUSED*** *OF CORRUPTION!*

FORM (be + past participle)	ACTIVE > PASSIVE
Present Simple *am/is/are* + past participle	I *make* the tea. > The tea *is made*.
Present Continuous *am/is/are being* + past participle	I *am making* the tea. > The tea *is being made*.
Present Perfect Simple *has/have been* + past participle	I *have made* the tea. > The tea *has been made*.
Simple Past *was/were* + past participle	I *made* the tea. > The tea *was made*.
Past Continuous *was/were being* + past participle	I *was making* the tea. > The tea *was being made*.
Past Perfect Simple *had been* + past participle	I *had made* the tea. > The tea *had been made*.
Future Simple *will be* + past participle	I *will make* the tea. > The tea *will be made*.
Future Perfect Simple *will have been* + past participle	I *will have made* the tea. > The tea *will have been made*.
Be going to *am/is/are going to be* + past participle *was/were going to be* + past participle	I'*m going to make* the tea. > The tea *is going to be made*. I *was going to make* the tea. > The tea *was going to be made*.
Modal modal + *be* + past participle	I *should make* the tea now. > The tea *should be made* now.
Semi-modal semi-modal + *be* + past participle	I *have to make* the tea every day. > The tea *has to be made* every day.
Modal Perfect modal + *have been* + past participle	Tia *must have made* the tea last week. > The tea *must have been made* last week.
Full Infinitive *to be* + past participle	I didn't need *to make* the tea. > The tea didn't need *to be made*.

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Full Perfect Infinitive *to have been* + past participle	I'd prefer *to have made* the tea myself. > I'd prefer the tea *to have been made* by me.
Bare Infinitive *be* + past participle	I'd rather *make* the tea myself. > I'd rather the tea *be made* by me.
Bare Perfect infinitive *have been* + past participle	I'd rather *have made* the tea myself. > I'd rather the tea *have been made* by me.
Gerund *being* + past participle	I dislike people *telling* me lies. > I dislike *being told* lies.
Perfect Gerund *having been* + past participle	I remember someone *having asked* me about it. > I remember *having been asked* about it.

ALERT!

• There is no passive form for the future continuous, future perfect continuous, present perfect continuous and past perfect continuous. We either use the active voice or we say the same thing in a different way.
The police ***had been investigating*** *the disappearance of Mr Knight for a number of weeks.*
The disappearance of Mr Knight ***had been under investigation*** *for a number of weeks.*

• When we use phrasal verbs and other verbs that take dependent prepositions, do not forget to include the particle or preposition.
The firm ***took*** *him* ***on****.* > *He* ***was taken on****.*
Who ***did*** *they* ***give*** *the job* ***to****?* > *Who* ***was*** *the job* ***given to****?*

• When an active verb has a direct and an indirect object, there are two possible passive forms. This is common with the following verbs: *award, give, lend, offer, pay, promise, refuse, send, show, tell.* When the indirect object becomes the subject of a passive verb, the direct object is usually introduced with a preposition.
They ***promised*** *Jamie a promotion.* (direct object = Jamie; indirect object = a promotion)
Jamie ***was promised*** *a promotion.*
A promotion ***was promised to*** *Jamie.*

• In spoken English, we sometimes replace the verb *be* with the verb *get* in the passive voice.
Did you hear the news? Tim ***got arrested*** *last night!*

• Note that some verbs, such as *arrive, come, disappear, go, happen, have, live, occur, sleep*, which do not take an object, cannot be used in the passive.

LET, HELP, MAKE

• The verb *let* (= allow) cannot be used in the passive voice. We must use *be allowed to*.
I ***let*** *my secretary leave early.* > *My secretary* ***was allowed to*** *leave early.*

• With the verbs *help* and *make,* there is a difference in the structure used in active and passive sentences. Compare:

ACTIVE (active verb + object + bare infinitive)	
help	I *helped Jane carry* the heavy boxes.
make	I *make my children tidy* their rooms.
PASSIVE (passive verb + full infinitive)	
help	Jane *was helped to carry* the heavy boxes.
make	My children *are made to tidy* their rooms.

BY VS WITH

We use *by* after a passive verb form • when we want to say who or what does the action. • when it is important to know who completed the action. • when we want to say how something will be achieved.	The competition was won *by Jennifer Hawkins*. The tree was struck *by lightning*. The stadium was financed *by the local government*. This beautiful painting was given to us *by my grandparents*. Our sales can be improved *by providing better customer service*.
We use *with* after a passive verb form • to say what instrument, tool, piece of equipment, etc was used to do an action. • after past participles such as *packed, filled, crowded, covered, decorated*, etc.	The surface had been damaged *with a sharp knife*. The shirt was stained *with blue ink*. The stadium was packed *with supporters*. The cakes were covered *with chocolate icing*. The room was decorated *with fresh flowers*.

VERBS WHICH CANNOT BE USED IN THE PASSIVE

Intransitive verbs Intransitive verbs do not take an object and cannot be used in the passive voice.	My sister *was sitting* on the sofa. We *arrived* home very late at night. Paul *lay* on the bed thinking about his day. The meeting *occurred* in the morning.
Certain stative verbs Some stative verbs are not used in the passive even if they are transitive. For example, *belong, have, resemble, suit, want,* etc.	Martin *has* a house in the country. Susan *resembles* her aunt. That colour *suits* you; you should wear it more often. Luke *wants* ice cream for dessert.

ALERT!

- Remember that some stative verbs such as *weight, measure, taste,* etc can also be action verbs too. If these verbs are used as action verbs, then they can be used in the passive voice. Compare:

The doctor weighed the baby. (active voice, action verb, can be rewritten in the passive voice)
The baby was weighed by the doctor.
The baby weighed 3.5 kg when it was born. (active voice, stative verb, cannot be rewritten in passive voice.

- There are a few stative verbs that are exceptions and can be used in the active and passive voice, for example, *know, love, understand,* etc.

Little ***is known*** *about the artist of the painting.*
Mr Walton ***was loved*** *by everyone who knew him and he will be missed.*
The new rules ***have been understood****.*

IMPERSONAL & PERSONAL STRUCTURES

USE
We often use verbs such as *believe, claim, consider, expect, know, report, rumour, say, suppose, suspect, think* and *understand* in the passive voice. They are often used in impersonal and personal structures to report an opinion in a more convincing and formal way.
FORM
Impersonal structure *it* + passive verb + *that* + clause
Personal structure noun/pronoun + passive verb + full infinitive

EXAMPLE	IMPERSONAL STRUCTURE	PERSONAL STRUCTURE
They *believed* Mr Carrington *stole* the money.	*It was believed that Mr Carrington stole* the money.	*Mr Carrington was believed to have stolen* the money.
The Met Office *expect* this weekend *will be* hot and sunny.	*It is expected that this weekend will be* hot and sunny.	*This weekend is expected to be* hot and sunny.
The Times *reported* that unemployment *has risen.*	*It was reported that unemployment has risen.*	*Unemployment was reported to have risen.*
Some people *think* John *is* arrogant.	*It is thought that John is* arrogant.	*John is thought to be* arrogant.

Unit 13

THE CAUSATIVE

FORM	USE	EXAMPLES
***have* + object + past participle**	• to describe something that is done for a person by someone else	Dr Smith *will have* the test results *checked*.
	• to describe something that is done to a person by someone else without them arranging it, usually something unpleasant or unexpected	Sheila *had her phone confiscated* yesterday because she was using it in class.
***have* + agent + bare infinitive + object**	• to say that someone causes or makes someone else do something	We *had* Ellen *read out* the names of the winners.
***get* + agent + full infinitive + object**	• to say that someone persuades someone else to do something	I *got* Mrs Jenkins *to give* me the information we needed.
***have* + object + gerund**	• to say that someone causes something to happen	Gerry *had us laughing* all evening!
	• to imply that something will happen as a result	They shouldn't make so much noise. They'*ll have people complaining*.
	• to forbid someone to do something (negative)	I *won't have you staying out* until late on a school night.

ALERT!

• In spoken English, we can often use *get* instead of *have* in the structure *have* + object + past participle to talk about something we have arranged. However, we cannot use *get* instead of *have* to talk about something unpleasant that happened to someone.

Tim ***had his car washed*** *at the garage.*
Tim ***got his car washed*** *at the garage.*
Tim ***had his car stolen*** *at the weekend.*
(~~*Tim* ***got his car stolen*** *at the weekend.*~~ *X*)

Grammar in Action

A **Rewrite the sentences in the passive.**

1 By the time we get to the front of the queue, they will have sold all the tickets.
By the time we get to the front of the queue, _____all the tickets will have been sold_____.

2 In how many countries do they speak Spanish?
In how many countries _____is Spanish spoken_____?

3 Do you think they will have eaten all the food by the time we get to the party?
Do you think _____all the food will have been eaten_____ by the time we get to the party?

4 They built the Rio-Antirio bridge in order to connect the town of Rio with mainland Greece.
_____The Rio-Antirio bridge was built_____ in order to connect the town of Rio with mainland Greece.

5 They presented Thomas with an award for last month's most innovative idea.
_____Thomas was presented_____ with an award for last month's most innovative idea.

6 Are they going to cancel the psychiatry conference because of the hurricane warning?
_____Is the psychiatry conference going to be cancelled_____ because of the hurricane warning?

7 The law department where I work has just taken on a new graduate.
_____A new graduate has just been taken on_____ by the law department where I work.

8 The judges are making a decision about the finalists as we speak.
_____A decision is being made (by the judges)_____ about the finalists as we speak.

9 The authorities were still discussing new flood prevention measures when the storm hit.
_____New flood prevention measures were still being discussed_____ by the authorities when the storm hit.

10 You will not be permitted to use calculators in tomorrow's maths exam.
The use _____of calculators will not be permitted_____ in tomorrow's maths exam.

B **Complete the sentences with the correct passive form of the verbs in brackets.**

1 Sandra is pleased to have been invited (invite) to speak at this year's neurological conference.
2 Do you recall being stopped (stop) for speeding when you had just got your driver's licence?
3 I was hoping to be shortlisted (shortlist) for the job.
4 Many people believe that the defendant should be sentenced (sentence) to life imprisonment.
5 She resents being told (tell) how to bring up her children.
6 Fiona didn't expect to be treated (treat) so well by her new colleagues.
7 I'd rather be consulted (consult) before decisions are taken in my name.
8 I very much appreciate being given (give) the chance to work alongside such an esteemed scientist.
9 Pat may have been involved (involve) in the robbery, but at the moment we only have circumstantial evidence.
10 I remember being taken/having been taken (take) to the hospital, but after that it's all a blank.

C **Put a cross against the sentences which should not be rewritten or are better not rewritten in the passive. Can you explain why? Rewrite the other sentences.**

1 Most people don't believe in second sight.
✗ It is possible to rewrite this sentence in the passive, but it would sound unnatural.

2 The defendant had been taking medication to curb his violent tendencies.
✗ It is not possible to rewrite this sentence in the passive, because it uses the past perfect continuous. You cannot say 'Medication had been being taken ...'.

3 The accident occurred on a particularly dangerous part of the motorway.
✗ It is not possible to rewrite this sentence in the passive, because the verb 'occur' is intransitive.

4 Kim's doctor wants her to try a new treatment for depression.
✗ It is not possible to rewrite this sentence in the passive, because it is a stative verb.

5 The sleeper rarely remembers dreams once he or she has woken up.
This sentence can be rewritten in the passive as follows: 'Dreams are rarely remembered by the sleeper once he or she has woken up.'

6 The crime writer mysteriously disappeared from her home three weeks ago.
✗ It is not possible to rewrite this sentence in the passive, because the verb 'disappear' is intransitive.

7 Scientists call the phase of sleep in which dreaming occurs 'REM'.
This sentence can be rewritten in the passive as follows: 'The phase of sleep in which dreaming occurs is called 'REM' by scientists.'

8 Company experts will be analysing the results of the candidates' psychometric tests.
✗ It is not possible to rewrite this sentence in the passive, because it uses the future continuous. You cannot say 'The results ... will be being analysed ...'.

D **Complete the second sentence with a passive form so that it has a similar meaning to the first sentence.**

1 If they search the scene of the crime thoroughly, they will find the necessary evidence.
The necessary evidence _will be found by_ searching the scene of the crime thoroughly.

2 The teacher let his students take an extra week for their projects.
The students _were allowed to take_ an extra week for their projects.

3 They used balloons to decorate the house and garden on the day of the party.
The house and garden _were decorated with_ balloons on the day of the party.

4 Students from the department of psychology attended the lecture on memory techniques.
The lecture on memory techniques _was attended by_ students from the department of psychology.

5 Ralph helped me to write up my notes.
I _was helped to write_ up my notes.

6 They used a rock to smash the shop window.
The shop window _was smashed with a_ rock.

7 They make students of psychotherapy undergo psychoanalysis themselves.
Students of psychotherapy _are made to undergo_ psychoanalysis themselves.

8 Police believe he carried out the attack with a heavy, blunt instrument.
Police believe the attack _was carried out with_ a heavy, blunt instrument.

E **Complete the sentences with the correct form of the words. Make any other changes necessary. Sometimes more than one answer is possible.**

1 Chinese _is said to be_ (say / be) one of the most difficult languages to learn.

2 Cassandra _is/was rumoured to be leaving_ (rumour / leave) the cast of the hit sitcom next month.

3 Several people _are/were reported to have been injured/as having been injured_ (report / injured) during yesterday's riots.

4 It _should be noted that smoking_ (should note / smoke) is prohibited in the auditorium.

5 The spy _is/was believed to have passed_ (believe / pass) all the secret information to his boss before he died.

6 At the time, it _was supposed (that)_ (suppose) the escaped prisoner had drowned, but it now seems that he faked his own death.

7 Picasso _is widely considered to be_ (widely consider / be) a great painter, but I don't like his work myself.

8 It _is known that_ (know) mental activity wards off senility and Alzheimer's disease.

F **Circle the correct words.**

1 The teacher had Rebecca **to recite** / **recite** her poem to her fellow students.

2 Alicia is going to **get** / **have** Martin to paint the garage door.

3 William **had** / **got** his suitcase damaged during the flight from London to Singapore.

4 You'll **get Mum grumbled** / **have Mum grumbling** about wasted food if you don't eat up all your vegetables.

5 Marcia, could you please get the lock on the cupboard **fixing** / **fixed**?

6 Rest assured we **will have the results sent** / **will have sent the results** to you as soon as they are ready.

7 I won't have you **to speak** / **speaking** to your sister like that!

8 Samantha is **making her assistant to** / **having her assistant** conduct the conference call this afternoon.

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 They had been progressing with the research for several weeks when their funding was cut.
PROGRESS
Their research _____ *had been | in progress* _____ for several weeks when their funding was cut.

2 The head teacher will probably exclude Grace from school for her unruly behaviour.
BE
Grace _____ *will probably | be excluded* _____ from school for her unruly behaviour.

3 The police say that Clare was seen at the scene of the crime.
BEEN
Clare _____ *is said | to have been* _____ seen at the scene of the crime

4 Luckily, a passer-by handed the wallet in to the police.
WAS
Luckily, _____ *the wallet | was handed in* _____ to the police by a passer-by.

5 I didn't like the way the students spoke to me.
BEING
I didn't appreciate _____ *being spoken to | by the students* _____ in that manner.

6 I'd like you to ask Maria to train the new employees.
HAVE
Please _____ *have Maria | train* _____ the new employees.

7 He was convicted because an eye-witness remembered his distinctive scar.
BY
He was convicted because _____ *his distinctive scar was remembered | by* _____ an eye-witness.

8 Fire-fighters at the scene used a heavy metal bar to break down the door.
BROKEN
The door _____ *was broken down | with* _____ a heavy metal bar by fire-fighters at the scene.

Unit 13

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 These questions ___ during the negotiations; there is little we can now do to rectify the issue.
a should raise
b should be raising
c should have been raised
d should have raised

2 ___ for his birthday.
a A bicycle to Robin was given
b A bicycle was Robin given
c Robin was a bicycle given
d Robin was given a bicycle

3 'Where are you going on holiday this year?'
'Nowhere. We ___ in July, so we'll be spending summer at home.'
a are having our house renovated
b are getting renovated our house
c are getting our house to renovate
d are having us renovate the house

4 Students from the nearby university ___ the children's playground late last night.
a are thinking to vandalise
b are thought to have vandalised
c it is thought that they vandalised
d were vandalised

5 The new sports complex ___ by the end of 2019.
a will have constructed
b will have it constructed
c will have been constructed
d will get constructed

6 Her wedding dress was embroidered ___ tiny silver and white flowers.
a from
b with
c by
d of

7 'Did you hear about the local cinema?'
'You mean that it's at risk of ___? Yes, it's a shame.'
a having shut down
b having been shut down
c shutting it down
d being shut down

8 A number of university students ___ in yesterday's demonstration.
a have injured
b were injured
c have been injured
d were injuring

9 I wish I could ___ take the history exam for me – he's brilliant at remembering dates!
a get my brother
b getting my brother
c have my brother to
d have my brother

10 'Will you ___ borrow your laptop, please?'
a let me
b allow me
c allow to me to
d be let me

11 Due to the lead actor's sudden illness, the premiere ___ until further notice.
a has had to be postponed
b has had to postpone
c was being postponed
d has had it postponed

12 Alicia ___ while she was away on holiday.
a got her flat broken
b had broken into her flat
c got her flat broken into
d had her flat broken into

13 ___ about the flight cancellation, we turned up at the airport only to find that we had to return at the same time the following day.
a Not informing
b Not having been informed
c Not to inform
d Not being informed

14 ___ knew his attacker as there are no signs of a forced entry.
a It is suspected that the murder victim
b The murder victim is suspected
c The murder victim had suspected that he
d They suspect the murder victim was

15 I recall ___ by Harry, but I don't remember when.
a the suggestion was made
b the suggestion has been made
c the suggestion being made
d having made the suggestion

16 I'm honoured ___ considered for this position, but I'm afraid I won't be able to accept.
a to
b being
c to have been
d having

17 The proposals are likely ___ by the local council due to cutbacks.
a to be turned down
b to turning down
c to have turned down
d to being turned down

18 Your assignments ___ to the head teacher by 5 pm this coming Friday.
a must be submitting
b must be submitted
c must have submitted
d had to be submitted

19 Due to adverse weather conditions, all ferries to the Isle of Wight ___.
a are cancelling
b have cancelled
c have been cancelled
d are to cancel

20 As a child, I ___ to stay up late on school nights.
a was never let
b have never allowed
c have never let
d was never allowed

MATTERS OF THE MIND

Vocabulary in Action

A Cross out the word or phrase which does not collocate with each verb.

1 **think:** badly of sb / ~~an opinion~~ / carefully about sth / of an idea
2 **believe:** in ghosts / sth to be true / what you read / ~~to the afterlife~~ / the truth
3 **understand:** a foreign language / a situation / ~~to be wrong~~ / what sb's said
4 **realise:** the difference / your mistake / the truth / ~~your memories~~
5 **notice:** ~~into the distance~~ / the difference / the details / sb was upset
6 **interpret:** sb's expression / ~~sb's mind~~ / sb's thoughts / the underlying meaning
7 **remember:** a face / the facts / to do something / an incident / ~~sb to do sth~~
8 **memorise:** a list / some information / the answers / ~~to buy some milk~~ / the route

B What do the phrases in bold mean? Choose the correct answer.

1 Though I had studied hard for my exams, on the day of the test **my mind went blank** and I didn't write anything on the test paper.
[a] I couldn't remember anything **b** my mind was full of conflicting facts

2 Before making your final decision, please **bear in mind** that your job will involve extensive travel to the Middle East.
[a] consider the fact **b** forget all about the fact

3 I appreciate that most people are convinced of Tim's guilt, but until we have concrete evidence, I'd like to **keep an open mind**.
a trust him completely [b] consider all the options

4 **It never crossed my mind** that Stuart could be the person who betrayed me.
[a] I didn't think **b** I always suspected

5 It's not that I'm not interested in what you're saying, it's just that **I have a lot on my mind** right now.
[a] am thinking about many things **b** am imagining something unreal

6 Why does the food mixer keep going to 'turbo' mode? I swear this thing **has a mind of its own**!
a has artificial intelligence [b] is not under my control

C Circle the correct words.

1 Nobody is spreading rumours about you or trying to get you fired. I told you, it's all [in] / **from** your mind.
2 I should have mentioned my work experience during my interview, but it [slipped] / **tripped** my mind.
3 Don't worry! We'll find a way to raise the money for our summer holiday. I **put** / [have] something in mind which may just do the trick.
4 I'm sure you can make a success of your new business. You can achieve anything if you **throw** / [put] your mind to it.
5 [Keep] / **Stay** in mind the fact that the journey is over eight hours, so you'll need plenty of books and games to keep the children occupied.
6 Ageing is a question of mind over **body** / [matter] – your attitude can overcome the inevitable effects of getting older.
7 There's no point worrying about your exam results as they won't be out for another two months – **take** / [put] them out of your mind and enjoy your holidays.
8 I'm sure there was something else I wanted to buy here at the supermarket, but I just can't bring it [to] / **in the** mind.

D Complete the sentences with these verbs.

access be commit have jog memorise recall retain

1 You must remember the time we went to Cromer for the weekend! Here, I'll show you some photos to _jog_ your memory.
2 The defendant claimed that he was unable to _recall_ the exact time he left the building.
3 We were required to _memorise_ pages and pages of names and dates for our history exam.
4 It's a known fact that stress reduces the brain's ability to _retain_ new information.
5 Psychoanalysts have been known to use techniques such as hypnotism to _access_ the subconscious.
6 The secret agent was required to _commit_ the names and addresses of his contacts to memory, so their identities could be protected.
7 That woman seemed to know me, but I couldn't remember her at all. I have to admit that I _have_ a terrible memory for faces.
8 I was hungry and exhausted by the end of the long hike so my memory of the campsite is bound to _be_ a little hazy.

E Complete the table.

Verb	Noun	Adjective
–	awareness	aware / **(1)** _unaware_
characterise	character / **(2)** _characterisation_	(un)characteristic
–	cognisance / **(3)** _cognition_	cognitive / cognizant
(4) _conceive_ / conceptualise	concept / conceptualisation	conceptual
–	consciousness	conscious / **(5)** _unconscious_
disrupt	**(6)** _disruption_	disruptive
impair	**(7)** _impairment_	(un)impaired
(8) _imply_	implication	implied
intellectualise	**(9)** _intellect_ / intellectual	intellectual
(10) _mind_	mind / mindfulness / mindlessness	mindful / mindless
(11) _recollect_	recollection	–
–	sanity / **(12)** _insanity_	(in)sane
–	senility	**(13)** _senile_
think / out-think / overthink	thought / thinker / forethought / afterthought	thoughtful / **(14)** _thoughtless_ / (un)thinking

F **Complete the sentences with words from exercise E.**

1 Sadly, my grandmother suffers from _senility_ and no longer recognises her own children and grandchildren.
2 Are you _implying_ that my work isn't up to standard? Why don't you just come out and say it?
3 As well as physical tests, the astronauts go through a battery of _cognitive_ tests to assess their mental abilities.
4 Jennifer's aggressive behaviour today was very _uncharacteristic_ – she's usually such a gentle child.
5 You have no _concept_ of what it means to work hard – all you do is sit on the sofa all day!
6 The head teacher doesn't allow music to be played during reading hour because she feels it will _disrupt_ students' concentration, but I disagree.
7 When I started to hear voices in my head, I thought I was losing my _sanity_, but then I realised that there was a radio playing quietly in next door's garden!
8 You must have known there was a possibility of rain. Why didn't you hire a marquee for the wedding reception? With a little _forethought_, you could have avoided this disaster.
9 It is known that music played at high decibels through ear phones can seriously _impair_ your hearing.
10 During the car crash, the driver was knocked out. However, he regained _consciousness_ after a few minutes.
11 I'm sorry, but I have no _recollection_ of ever having met you before. Are you sure you know me?
12 I don't understand how you can enjoy watching films which include scenes of _mindless_ violence.
13 Sylvia is something of a(n) _intellectual_ and spends nearly all her time reading books or discussing them.
14 Harold was completely _unaware_ of the fact that his wife was angry at him for forgetting their anniversary.

G **Complete the paragraphs with these adjectives.**

cognitive distinct emotional intellectual neurological physical psychic psychological sensory subconscious

Psychosomatic diseases
Psychosomatic diseases involve both the body and mind; the actual definition of such diseases is a **(1)** _physical_ symptom, for example feeling sick or sweating, which is caused or made worse by **(2)** _psychological_ factors such as stress or anxiety. These symptoms may be brought on by an increased number of **(3)** _neurological_ impulses sent from the brain to different parts of the body.

Brain gain vs brain drain
There is a **(4)** _distinct_ difference between 'brain gain' and 'brain drain'. The former is when a country experiences an influx of technically-qualified persons, whereas the latter refers to an exodus of workers with a high **(5)** _intellectual_ capacity leaving their home country.

What is your mental age?
When we refer to someone's mental age, we mean the level of mental ability or capacity ascertained by a **(6)** _cognitive_ test, in relation to the subject's chronological age.

ESP
'Extrasensory perception' is insight occurring independently of sight, hearing, or other **(7)** _sensory_ processes. In fact, people who possess extrasensory perception are considered to be **(8)** _psychic_ by those who believe in the metaphysical.

Psychotherapy
In its earliest form, psychology aimed to eliminate mental problems by investigating the **(9)** _subconscious_ depths of the human mind, but with the passing years, many psychotherapists have given up the original goal of **(10)** _emotional_ healing and settled for trying to control human behavior and ensuring that patients can function within society.

Unit 13

H **Circle the correct words. Sometimes more than one answer is possible.**

1 Although I complained about being brought up in a rural village, **with hindsight** / **in retrospect** / **with foresight**, I see that I had an extremely happy, carefree childhood.

2 We are gathered here today to **pay tribute to** / **pay our respects to** / **commemorate** a great man who gave his life in the service of his country.

3 I **haven't the foggiest** / **don't have a clue** / **have no idea** why the manager has called us all together. I'm as much in the dark as you are.

4 Surely you must have had a(n) **inkling** / **vision** / **vigil** of what was going on behind your back?

5 You seem to be proud of the fact that you put in the minimum effort, but it's that kind of **mentality** / **mind-set** / **attitude** which will lose you your job in the end.

6 Some people claim to be able to **see into** / **foresee** / **predict** the future.

7 An eccentric woman, who calls herself a visionary, claims to have had a(n) **afterthought** / **premonition** / **vision** about a terrible disaster which will destroy the world.

8 My grandmother's house is full of tiny ornaments, cups and decorative spoons which she buys as **keepsakes** / **memos** / **mementoes** of her yearly summer holidays.

9 In the book, the clever detective uses carefully gathered evidence to catch the perpetrator, but he also relies on a kind of **sixth sense** / **intuition** / **nostalgia** to unravel the mystery.

10 In primitive societies, the village witch-doctor was believed to have **second sight** / **double vision** / **second thoughts**, which enabled him or her to predict the future.

I **Complete the sentences with *thought* or *thoughts*.**

1 The interruption caused him to **lose his train of** _thought_ and he was unable to concentrate after that.

2 You look miles away, Carol. **A penny for your** _thoughts_**?**

3 **What are your** _thoughts_ **on** the office manager's plans for transforming the office into a carbon-neutral environment?

4 The charity director gave a _thought_**-provoking** speech about the role of philanthropy in society today.

5 Glenda was **lost in** _thought_ and didn't hear the phone ringing insistently in the other room.

6 I'll start getting lunch ready – **on second** _thoughts_, why don't we go out for lunch for a change?

7 Is that the phone? **Hold that** _thought_ and we'll carrying on discussing the matter in a moment.

8 When Richard saw the child fall into the river, he dived in to save her **without a second** _thought_.

J **Complete the definitions with these words.**

aloud box feet twice world

1 'Think the _world_ of someone' means to like or love them very much.

2 He didn't 'think _twice_' means that he didn't hesitate for a moment.

3 'Think _aloud_' means to give voice to your thoughts.

4 'Think on your _feet_' means to think fast in a situation where you need to come up with answers quickly.

5 'Think outside the _box_' means to find new and unusual ways of doing something.

Cambridge in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Global Development Delay

Whilst all children progress at their own pace, parents should always have an **(1)** *awareness* of any significant delays in their child's progress. **AWARE**

'Global Developmental Delay' is a disability **(2)** *characterised* by **CHARACTER**

below average **(3)** *intellectual* functioning, with substantial **INTELLECT**

limitations in at least two other areas of development. These may range from children being visually **(4)** *impaired* to delayed achievement **IMPAIR**

of certain milestones such as sitting up, crawling or walking.

Children may also be **(5)** *conceptually* disabled; they could demonstrate **CONCEPT**

difficulties in communication and may behave **(6)** *disruptively* in a **DISRUPT**

classroom setting.

At school, teachers should identify the learning **(7)** *implications* of **IMPLY**

the child's delay; in other words, the extent to which a student is affected

(8) *cognitively*, linguistically or in terms of attention span. **COGNITION**



Unit 13

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 I had a ___ that something bad was going to happen to Katy and I rushed straight round to her house, where I found her unconscious!
[a] premonition
b mind-set
c foresight
d forethought

2 I said that I'd stay at home this evening, but ___, I think I'll come out with you instead.
a bearing in mind
b having a lot on my mind
c without a second thought
[d] on second thoughts

3 You say that Rosie has ___ abilities, but I don't believe anyone can predict the future.
a physical
b sensory
c neurological
[d] psychic

4 I was completely ___ of the fact that Julie was suffering from depression – if only I'd known, I could have helped her.
a distinct
[b] unaware
c conscious
d mindless

5 We were very much against Fiona taking up a third foreign language; however, with ___, it was the best decision she had ever made.
[a] hindsight
b foresight
c retrospect
d forethought

6 If you've tried all the logical solutions and still not found an answer, it's time you started thinking ___.
a on your feet
[b] outside the box
c the world of it
d aloud

7 Did it ever ___ your mind that your unkind remarks might be really hurtful to some people?
[a] cross
b commit
c take
d disrupt

8 Giovanni and his family spend hours at the dinner table, but that's just the Italian ___ to food and eating.
a nostalgia
[b] attitude
c keepsake
d respect

9 I'm sorry I forgot to collect your dry-cleaning, but it completely ___ my mind.
a jogged
b threw
c crossed
[d] slipped

10 People would think I was ___ if they heard me talking to myself!
a disruptive
b senile
[c] insane
d intellectual

11 If you suffer from migraines, you may get a terrible headache along with ___ as sight can often be affected during an attack.
[a] double vision
b sixth sense
c brain drain
d hazy memory

12 I don't have ___ what you're talking about – slow down and start again from the beginning.
a a memo
b an inkling
[c] a clue
d a thought

13 Max is visually ___, so he is asked questions by the examiner and answers orally.
a implied
b intellectual
[c] impaired
d disruptive

14 Children's ___ skills, that is the brain-based skills required to carry out tasks, develop rapidly in the first few years of their lives.
a characteristic
b conscious
c emotional
[d] cognitive

15 She believes that enemy spies have bugged her home and are watching her every move, but of course it's all ___ her mind.
[a] in
b on
c through
d at

16 Sorry – could you say that again? I was ___ in thought and didn't really hear you.
a away
b taken
c slipped
[d] lost

17 I have no ___ whatsoever of the day you're describing. Are you sure I was with you?
[a] recollection
b consciousness
c concept
d cognisance

18 Sadly, the old man's ___ means that he can't be left alone even for a few minutes.
a mindlessness
b sanity
[c] senility
d disruption

19 How ___ of you to leave your grandmother to walk home by herself carrying all the shopping!
a thought-provoking
b thinking
c thoughtful
[d] thoughtless

20 Please ___ these figures to memory, so that you will be able to answer the investors' questions easily and confidently.
a memorise
b recall
c retain
[d] commit

Michigan in Action

Read the article about dreams, then choose the word or phrase that fills the blank correctly.

Dreams

Dreams are a sequence of ideas, emotions, sensations and images, which arise during certain stages of sleep. The purpose of dreams as part of the biological cycle is not yet fully **(1)** ___.

Dreams are known to be connected to the **(2)** ___ mind and the stage of sleep at which they occur is **(3)** ___ by rapid-eye movement (REM), when an observer might see a sleeper's eyelids 'fluttering'. Although our dreams may last for up to half an hour, we can rarely **(4)** ___ them clearly and usually, within moments of waking, find it difficult to bring them **(5)** ___ mind at all.

The significance of dreams can be **(6)** ___ in many different ways. Freud, renowned as the father of psychoanalysis, believed that dreams are manifestations of our most profound desires and anxieties. He claimed to be able to **(7)** ___ an individual's subconscious through dreams and demonstrated a connection between dreams and repressed childhood **(8)** ___.

The ancient Egyptians noted their dreams on papyrus as people who experienced vivid dreams were considered to have a kind of **(9)** ___. They believed that dreams resembled oracles, bringing messages from the gods; thus they would attempt to deliberately evoke dreams, going to sanctuaries to sleep on special dream beds. This is not something which modern scientists would hold with, but perhaps we should keep a(n) **(10)** ___ mind!

1	**a** interpreted	**b** believed	**c** realised	**d** understood
2	**a** unconscious	**b** cognitive	**c** psychic	**d** thinking
3	**a** conceived	**b** recalled	**c** impaired	**d** characterised
4	**a** commit	**b** memorise	**c** recall	**d** retain
5	**a** out of	**b** to	**c** across	**d** in
6	**a** believed	**b** interpreted	**c** retained	**d** memorised
7	**a** imply	**b** slip	**c** access	**d** jog
8	**a** memories	**b** mementoes	**c** inklings	**d** visions
9	**a** second thought	**b** sixth sense	**c** mind-set	**d** double vision
10	**a** aware	**b** blank	**c** open	**d** sensory



14 Word Order / Inversion / Cleft Sentences / Emphasis

WORD ORDER: STATEMENTS

• The word order in a simple sentence is usually subject + verb + object.
Marcus enjoys skydiving
• The word order in a more complex sentence is usually subject + verb + object + adverb of manner + place + time.
The captain sailed the ship carefully through the Corinth Canal this morning.

	EXAMPLE
We can put time words and adverbs at the beginning or at the end of a sentence.	*During the voyage* the seas were very rough. The seas were very rough *during the voyage*.
We can put adverbs of frequency before the main verb, but after the verb *be*.	We *frequently* go rafting along the river. We are *frequently* at the river, rafting.
Verbs and objects cannot be separated.	I *'m launching this product* in the summer. ~~(I'm launching in the summer this product.~~ X)

WORD ORDER: QUESTIONS

	EXAMPLE
Yes/No questions auxiliary/modal verb + subject + verb + clause	*Does Henry enjoy diving?* *Can I help you with anything?*
Questions with question words • Subject questions: question word + verb + clause • Non-subject questions: question word + auxiliary/modal verb + subject + verb (+ the rest of the sentence)	*Who invited you to come surfing with us?* *What happened last night?* *Where does Marianna live?* *Why have you worn high heels?* *When did you buy this beautiful painting?*
Indirect questions Introduced by a phrase or a direct question; use the word order of a statement; use *if/whether* when there is no question word	*I wonder how old the little girl is.* *Can you tell me whether George is married?* *May I ask if what time the boat departs?*

ALERT!

• Question words are not only used in questions. They can be used in clauses that act as the object or the subject of a verb.
I don't know ***who took your parking space.***
She won't tell me ***where she's hidden my birthday present!***
Why you agreed to this *is beyond me.*
How you decide to live your life *is none of my business.*
• The suffix *-ever* and the phrase *on earth* are often used with question words to demonstrate surprise or irritation. This does not apply to the question word *whose*.
Whatever *were you thinking?*
Why on earth *did you buy that dress?*

INVERSION

There are certain adverbs and adverbial expressions with negative, restrictive or emphatic meaning that are used at the beginning of sentences for emphasis. When this is the case, the verb comes before the subject. This is called inversion. Inversion is often used in formal or written English.

	EXAMPLE
Rarely/Seldom ***Hardly (ever)*** ***Never*** ***Little*** ***Not only ..., (but ... also) ...***	*Rarely have we seen* such a wonderful performance. *Little did I know* that the man sitting by me on the tube was the man who would interview me that day. *Not only is Kerry* a good employee, (*but*) she is (*also*) a great mother.
At no time ***In no way*** ***Nowhere*** ***On no account*** ***Under no circumstances***	*At no time did he indicate* that he knew the victim. *Nowhere will you find* better service. *On no account should you stop* taking your medicine. *Under no circumstances must this door be opened.*
Hardly/Scarcely ... when ***No sooner ... than*** (used with the past perfect to indicate one action happens immediately after another)	*Hardly had I got through* passport control *when* the flight was called. *Scarcely had we left* the house *when* it started to rain. *No sooner had Oliver dropped off* to sleep *than* his phone rang and woke him up.
***So* + adjective/adverb ... *that* ...**	*So hot was it* that the students jumped into the lake! *So fast did he drive* that we got there in no time.
Such (= *so much/so great*)	*Such was my embarrassment* that I left the room immediately.
***Only* + time expression** ***Only* + prepositional phrase**	*Only later was Clare able to* join us. *Only after speaking to her father was John allowed to* take Elsa out for dinner. *Only by working steadily did we meet* our deadline.
Only if ***Not until*** (inversion in the main clause)	*Only if* you aren't scared of heights, *should you try* bungee jumping. *Not until* we reached the summit, *did we realise* how far we'd climbed.

OTHER INSTANCES OF INVERSION

	EXAMPLE
after *here*, *there*	*Here comes your sister.* *There goes the bus.*
after *so*, *neither*, *nor* (to express agreement)	Helen is a risk taker and *so is her sister.* 'Jenna can't come to the party.' '*Nor can I.*'
after *as* (= and the same is true for)	James believes in taking chances, *as do I.*
after direct speech	'Where are you going on holiday?' *asked George.* 'It's been a worrying time,' *said Lisa.*
in conditional sentences (auxiliary or modal verb comes before subject to replace *if*)	*Were I to have* the opportunity, I would grab it. (= *If I were to have ... /If I had ...*) *Should you hear* from Sarah, please contact me immediately. (= *If you (should) hear ...*) *Had I known* you would be late, I'd have gone on my own. (= *If I had known ...*)

ALERT!

- We do not use inversion after *here* and *there* when the subject is a pronoun. This is also the case after direct speech.

Where is your father? Oh, ***here he comes****.* (~~***Here comes he***~~*. X*)

'Where is your father?' ***she asked****.* (~~*'Where is your father?' **asked she***~~*. X*)

- We do not use inversion after *as* when the two subjects are the same.

Dean is going to Italy again for the summer, ***as he does*** *every year.*

Unit 14

CLEFT SENTENCES

Cleft sentences are used to help us emphasise a particular part of a sentence. They often begin with *It*, *What*, *All* or *The*.

	EXAMPLE
***It* + *be* + emphasised word/phrase + *who*/*that*/*which*/etc**	George scored the winning goal. *It was George who* scored the winning goal. (= emphasises George) *It was the winning goal that* George scored. (= emphasises which goal George scored)
***What* clause + *be* + (*to*) infinitive/noun** (*what* = the thing that)	*What you should do now is (to) consult* a doctor. *What you need is/are good friends*.
All* + clause + *be	*All Stacey did was* get up and leave the room. *All I want is* to live a peaceful life.
The* (*only*/*last*/*best*) *thing* + *be	*The only thing is* how are we going to pay for this? *The best thing about the hotel was* the wonderful service.
***What happened* + *be* + clause** (to emphasise a whole sentence)	He lost control of the car. *What happened was (that) he lost control of the car.*

ALERT!

- We can also use negative structures in sentences beginning with *It* and *What*.

It wasn't me that took the money!
What you mustn't do is jump to conclusions.

FRONTING

Fronting refers to moving part of a sentence to the beginning or front in order to emphasise it. We often front adjective and adverbial phrases. When this is the case, we invert the subject and the verb *be*.

	EXAMPLE
comparative and superlative	I didn't like her latest novel. *Much better was her first one.* Sport is great. *Best of all is volleyball*.
***Also* + adverbial phrase**	Parents and teachers attended the concert. *Also at the performance were the mayor and his wife*.
adverbial phrases expressing position	*In the corner of the room* was an old piano.
participle forms of verbs of movement and position	*Speeding past us* on the motorway was a brand new Ferrari. *Nailed to the wall* was a sign that said KEEP OUT!
full infinitive clause	*To be chosen* for the football team was his only ambition.
bare infinitive (when echoing an earlier verb)	'I said I would win.' 'And *win you did*!'

ALERT!

We can also front adjectives and adverbs using the word *as* or *though* to show contrast and concession.
Sad as she was, she put a smile on her face. (= Although she was sad, she put a smile on her face.)
Hard though he worked, he could not meet his deadline. (= Although he worked hard, he could not meet his deadline.)

OTHER TYPES OF EMPHASIS

	EXAMPLE
Auxiliary verbs can be used in affirmative statements to emphasise. When speaking, they are stressed.	Lucy didn't call me back, but she *did* email me the next day. I *do* like your outfit! You look great!
Reflexives can be used to emphasise a noun or a pronoun	
• after the subject	Despite helping to run the tennis club, *Jenny herself* doesn't play tennis.
• at the end of the clause	I can't keep sorting out your problems. I suggest you find a solution *yourself*.

Grammar in Action

A **Circle the correct words.**

1 I've heard so many conflicting stories that I don't know **what do I think** / **what to think**
2 When **the exam is** / **is the exam** taking place?
3 **In the past, people tended** / **People tended, in the past,** to get more exercise than they do today.
4 How **did you persuade** / **you persuaded** him to join us is beyond me!
5 Robert wanted to be seated at the same table as the President. Who on earth **does he think** / **he thinks** he is?
6 I can't imagine **who is** / **who he is** behind these vicious rumours.
7 You can buy **throughout the year seasonal vegetables** / **seasonal vegetables throughout the year**.
8 Which of the extreme sports **you are** / **are you** familiar with?
9 **I'm often** / **I often am** astonished by the things I read on social media.
10 They're taking **for a walk the dog** / **the dog for a walk**

B **Complete the second sentence using inversion so that it has a similar meaning to the first sentence. Use the words in brackets.**

1 As soon as the bride said 'I do', the fireworks started to go off.
No sooner had the bride said 'I do' than the fireworks went off! (sooner)

2 There isn't anywhere in the world where they serve such delicious ice cream as at 'The Ice Palace'.
Nowhere in the world do they serve such delicious ice cream as at 'The Ice Palace'. (nowhere)

3 It was only when Thomas tried it that he realised how liberating paragliding was.
Not until Thomas tried it, did he realise how liberating it was. (until)

4 James was so excited when he got the promotion that he ran around the house, shouting at the top of his voice!
Such was James' excitement when he got the promotion that he ran around the house, shouting at the top of his voice! (such)

5 It wasn't until after he had recovered that Neil realised how close to death he had come.
Only after he had recovered, *did Neil realise how* close to death he had come. (did)

6 This restaurant has great food and live music on Saturday nights, too.
Not only does it have great food, but this restaurant also has live music on Saturday nights. (not only)

7 We had only just arrived on the island of Sicily when news of Etna's eruption was announced.
Scarcely had we arrived on the island of Sicily when news of Etna's eruption was announced. (scarcely)

8 You should only send a photo with your job application if you are requested to do so.
Only if you are requested to send a photo with your job application, *should you do so*. (should)



C **Rewrite the sentences using inversion. Begin with the underlined words, making any necessary changes.**

1 I have never heard such a tactless comment!
Never have I heard such a tactless comment!

2 I didn't doubt Henry's honesty at any time.
At no time did I doubt Henry's honesty.

3 Andrew was so timid that he found social situations very stressful.
So timid was Andrew that he found social situations very stressful.

4 I have rarely seen such a stunning performance.
Rarely have I seen such a stunning performance.

5 You are not to leave the children alone under any circumstances.
Under no circumstances are you to leave the children alone.

6 We had hardly got into the shelter of the wood when the rain started pouring down.
Hardly had we got into the shelter of the wood when the rain started pouring down.

7 I little knew that I would never see him again.
Little did I know that I would never see him again.

8 I realised how much I had hurt her only in retrospect.
Only in retrospect did I realise how much I had hurt her.

D **Complete the sentences with one word in each gap.**

1 *Were* you to be offered a position in the head office in Madrid, would you transfer there?
2 *Here* comes the bus – have you got your money ready?
3 *Had* I known how dishonest he was, I would never have entrusted him with the money.
4 He can be ruthless sometimes, *as* can his brother.
5 Carl is a very hard-working salesman and *so* are his colleagues.
6 *Should/If* you change your mind about accepting the job, just call and tell me.
7 I've just yelled at the boss. *There* goes my chance of promotion!
8 Annie can't stand arrogant people and *neither/nor* can I.

E **Complete the second sentence using inversion so that it has a similar meaning to the first sentence. The information to be emphasised is in italics.**

1 Sabrina did nothing but *ask for a day off*.
All *Sabrina did was to ask for a day off*.

2 I was captivated by *the way the actor expressed emotion*.
What *captivated me was the way the actor expressed emotion*.

3 *Patrick* was stranded on the motorway for two hours.
It *was Patrick who was stranded on the motorway for two hours*.

4 *Telling the truth* would be the best thing.
The *best thing (to do) would be to tell the truth*.

5 *Helen's negative attitude* upset me.
It *was Helen's negative attitude which/that upset me*.

6 She doesn't need *to hear any more bad news*.
What *she doesn't need is to hear any more bad news / she doesn't need to hear is any more bad news*.

7 *Where to hold the party* is the only thing left to decide.
The *only thing left to decide is where to hold the party*.

8 She had *a complete mental breakdown*.
What *she had was a complete mental breakdown / happened was (that) she had a complete mental breakdown*.

F **Put the groups of words in the correct order to make sentences. Each sentence must use inversion.**

1 from the meeting / was the mayor / also absent
Also absent from the meeting was the mayor.

2 was / sitting on the doorstep / a tiny kitten
Sitting on the doorstep was a tiny kitten.

3 to set out in this rain / was my mistake / without an umbrella
To set out in this rain without an umbrella was my mistake.

4 was a large parcel / in the middle of her desk / wrapped in brown paper
In the middle of her desk was a large parcel wrapped in brown paper.

5 was / his brother, Ian / far more tactful
Grant was rather rude. *Far more tactful was his brother, Ian.*

6 run / and / he did
Oliver said he would run for help. *And run he did.*

G **Complete the sentences with these words. There are two extra words.**

did do does don't herself himself itself myself

1 I didn't like the restaurant very much as it was quite noisy, but the food *itself* was very tasty.
2 We weren't able to find everything on our list, but we *did* manage to get most of it.
3 I don't see why I should make coffee for Dave. Why doesn't he do it *himself*?
4 She *does* look silly in that hat. Can't you tell her to take it off?
5 I *do* intend to pay the money back! Why don't you believe me?
6 My family love this hot weather, but I *myself* prefer the cooler spring weather.

Unit 14

Cambridge in Action

Read the text and think of the word which best fits each space. Use only one word in each space.

Taking the plunge

A group of my thrill-seeking friends love bungee jumping and after months of cajoling, they finally persuaded me to do my first ever jump. **(1)** Why I consented to make this attempt is still beyond me – it was the most terrifying experience of my life!

As you probably know, **(2)** what bungee jumping involves is plunging from a tall structure, whilst connected to an elastic cord. **(3)** It is the freefalling through hundreds of feet of space that gives bungee jumpers the adrenaline rush they crave.

Most people opt for a bridge, **(4)** as did I, but no sooner had I arrived at my point of departure **(5)** than I realised how utterly terrifying the whole thing was. What on **(6)** earth had I been thinking when I agreed to come? **(7)** So frightened was I that I almost backed out, but I knew my friends would never let me forget it if I did, so I closed my eyes ... and jumped.

The greatest thrill for me was not falling, but surviving! **(8)** such was my relief when I was on terra firma that I didn't know whether to laugh or cry!



Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 Could you please tell me ___ tomorrow afternoon?
a what time is the meeting
b the time is the meeting
c the meeting at what time it is
d what time the meeting is

2 ___, she got up and began to prepare a meal for her children.
a However she was tired
b Although tired she was
c Tired as she was
d Tired she was but

3 '___ a Facebook account?'
'No, she hates anything to do with the Internet.'
a Does have your mother
b Your mother she has
c Your mother has
d Does your mother have

4 Who ___ to borrow my flippers?
a did you give permission
b gave you permission
c you gave permission
d gave to you the permission

5 Scarcely ___ into the water when we saw a shoal of brightly coloured fish.
a we had dived **b** had we dived
c did we dive **d** we dived

6 ___ to contact Susan before Monday, please let me know.
a You should manage **b** If you should
c Only if you manage **d** Should you manage

7 'Did you hear that Catherine failed her driving test again?'
'Yes. Such was ___ that she wouldn't speak to anyone for the rest of the day.'
a to be disappointed **b** disappointing
c her disappointment **d** she disappointed

8 'I thoroughly enjoyed my weekend away canoeing.'
'Great! ___ now is white-water rafting!'
a All you should try **b** What you should try
c What to try **d** You should try

9 'I can't believe you didn't recognise Samantha!'
'I know! Not until Ruth told me, ___ it was her!'
a should I realise **b** I realised
c did I realise **d** had I realised

10 ___ what was going on, I would have reacted quite differently.
a Had I realised **b** If I realised
c Were I realise **d** I did realise

11 ___ who came up with the innovative idea.
a It was Beth
b Beth was
c Beth was it
d Was it Beth

12 'Do you enjoy your lessons at school?'
'Yes, but ___!'
a best of all is break time
b is best break time
c break time best is
d is break time best of all

13 'Did you enjoy canoeing?'
'Yes! Never before ___ so much!'
a have I enjoyed myself
b I have enjoyed myself
c I did enjoy myself
d I enjoyed myself

14 Marcia is a keen skier and ___ her husband.
a also is
b as is
c so is
d nor is

15 Only by checking in early ___ to choose your seats on the plane.
a you'll be able **b** had you
c will you be able **d** you are able

16 'It was great to see you again.'
'___ if you're ever in town again.'
a Do call me **b** Call me yourself
c All you must call me **d** To call me

17 'I believe Natasha warrants a promotion. She did a great job with the last product promotion.'
'I disagree. All ___ assist her colleague in sending out a few emails'.
a she should do was **b** she is doing is
c she had done **d** she did was

18 'Not only ___ a keen painter, but she's also an aspiring musician.
a is Maria **b** Maria she is
c Maria is **d** does Maria

19 Little ___ that losing my job would open the way to a new and exciting way of life.
a have I known **b** I did know
c had I known **d** did I know

20 Joseph is by no means a risk-taker and ___ am I, so we'd prefer not to try hang gliding.
a as **b** so
c nor **d** not

PERSONALITY

Vocabulary in Action

A **Add one synonym to each group of adjectives.**

agreeable considerate courageous discourteous frank malicious placid reserved vain vivacious

1 impolite / churlish / impertinent / insolent / discourteous
2 honest / sincere / genuine / upstanding / frank
3 gregarious / sociable / bubbly / exuberant / vivacious
4 amiable / good-natured / pleasant / easygoing / agreeable
5 ruthless / cruel / hateful / spiteful / malicious
6 plucky / fearless / bold / daring / courageous
7 timid / anxious / retiring / inhibited / reserved
8 calm / relaxed / composed / nonchalant / placid
9 self-important / pompous / arrogant / conceited / vain
10 kind / compassionate / caring / thoughtful / considerate

B **Complete the sentences with adjectives from exercise A. The first letters have been given to help you. Sometimes more than one answer is possible.**

1 Tony is being s*incere* when he says he won't behave like that again – I believe him.
2 A lot of people don't like Clara because they say she is c*onceited* and has a very high opinion of herself.
3 The defendant proved to be a r*uthless* murderer and the life sentence imposed on him by the judge reflected that.
4 Luckily our supervisor is a very e*asygoing* fellow who never loses his temper or gets angry.
5 How dare you speak to me in that i*nsolent* manner? Apologise at once! *(also: impertinent or impolite)*
6 Even in stressful or tense situations, Evan is always calm and c*omposed*.
7 There's no point asking my brother to the party – he's the shy, r*etiring* type and hates any kind of loud social occasion. *(also: reserved)*
8 Anthony is a g*regarious* fellow who loves nothing more than to be in a big group of friends, chatting and laughing.
9 Sometimes I worry that Shelley's f*earless* nature will get her into trouble – she often takes risks which put her into considerable danger.
10 Jennifer is a c*ompassionate* person who always gives generously of her time, money and kindness to anyone who is in need. *(also: caring or considerate)*

C **Match to make compound adjectives.**

1	big-	f	**a**	tempered
2	warm-	h	**b**	centred
3	strong-	c	**c**	willed
4	bad-	a	**d**	back
5	open-	g	**e**	witted
6	quick-	e	**f**	headed
7	laid-	d	**g**	minded
8	self-	b	**h**	hearted

NB: *'big-hearted' and 'strong-minded' are also possible.*

D **Complete the sentences with the compound adjectives from exercise C.**

1 Mum is usually quite _bad-tempered_ when she's under pressure, so I suggest you keep out of her way until she's met her deadline or you might get yelled at!

2 Just because you got a part in the school play doesn't make you George Clooney, you know! Don't be so _big-headed_ and show a little modesty, will you?

3 A mountain guide and group leader needs to be _quick-witted_ in order to react to unexpected dangers and hostile conditions.

4 Lydia is very _self-centred_ – she thinks that the world revolves around her and her needs.

5 Everyone likes our neighbour, Mrs Roberts, because she's such a kind and _warm-hearted_ person.

6 Kate has a very _laid-back_ approach to her children – she never scolds them. I can't help feeling that they'll end up rather spoilt.

7 Our mother won't be upset that you're going out with a boy – she's very _open-minded_, you know.

8 Young Tom is a very _strong-willed_ character and always seems to get his way in everything he wants.

E **Complete the similes which describe character with these words.**

brass **button** **chalk and cheese** **cucumber** **ditchwater** **mule** **nails** **old boots** **peacock** **rock**

1 She's always very calm. She's as cool as a _cucumber_.

2 He's very inflexible. He's as stubborn as a _mule_.

3 He's extremely reliable. He's as solid as a _rock_.

4 She's cold and unfeeling. She's as hard as _nails_.

5 He's a really boring person. He's as dull as _ditchwater_.

6 The two brothers are completely different from each other. They're as different as _chalk and cheese_.

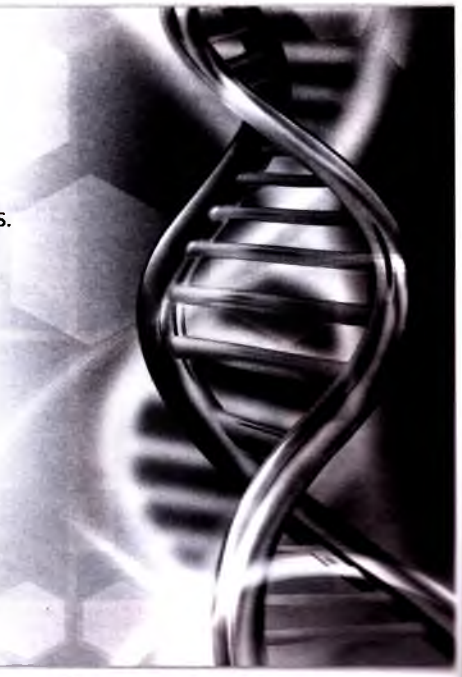
7 She's full of life and energy. She's as bright as a _button_.

8 She's always full of confidence. She's as bold as _brass_.

9 He really thinks a lot of himself. He's as proud as a _peacock_.

10 She's very strong and not easily intimidated. She's as tough as _old boots_.

F **Circle the correct words.**



So which is it?

While we are all aware that our physical **(1) characters** / **characteristics** are passed on to us from our parents, can the same be said for our personality? The environment in which you grow up has a lasting effect on your **(2) attitude** / **altitude** to the world around you and your **(3) conduct** / **treatment** towards others.

One of the oldest arguments in the history of psychology is the nature versus **(4) nurture** / **environment** debate. In other words, is our **(5) temperature** / **temperament** already programmed into our DNA or is it primarily influenced by our life experiences? The coding of our genes determines the different **(6) traits** / **details** that we have – physical **(7) insights** / **attributes** like eye colour, height, nose shape and so on. However, it is still not known whether the more abstract elements like our **(8) depression** / **disposition**, our intelligence and personal preferences are gene-coded into our DNA, too, or whether they are a result of our physical, emotional and psychological environment. The most likely explanation, however, is that our **(9) behaviour** / **conditioning** is a combination of both factors.

Unit 14

G **Cross out the word or phrase which doesn't fit in each category. Can you explain why?**

a affectionate / loving / fond / ~~solitary~~ / admiring
solitary = spending a lot of time on your own; others relate to positive feelings towards other people

b ~~impartial~~ / respectful / reverent / deferential / ardent
impartial = objective; other relate to feelings of admiration for others

c thorough / meticulous / ~~unassuming~~ / diligent / conscientious
unassuming = behaving in a quiet way; others relate to being careful, detailed

d pessimistic / gloomy / dejected / fatalistic / ~~content~~
content = happy; others relate to negative feelings of being fed up

e polite / ~~forceful~~ / civil / courteous / chivalrous /
forceful = domineering, opinionated; others relate to being polite

f ~~sensitive~~ / witty / humorous / amusing / comical
sensitive = thoughtful towards others; others relate to being funny

g reliable / dependable / trustworthy / ~~affluent~~ / responsible
affluent = rich, well off; others related to being reliable

h ~~pioneering~~ / loyal / faithful / constant / steadfast
pioneering = innovative, breaking new ground; others relate to being dependable

H **Match the groups of words in exercise G to the definitions.**

If a person displays these qualities, he or she

1 will never let you down or betray you. [h]
2 is often unhappy and depressed. [d]
3 frequently demonstrates warmth and care for others. [a]
4 can be trusted to do what he or she has undertaken. [g]
5 shows great admiration for someone. [b]
6 is always well-mannered and never rude. [e]
7 is always careful and never overlooks important details. [c]
8 can easily make other people laugh [f]



I **Complete the text with the correct form of these verbs.**

co-operate dedicate emulate persist provoke throw thwart vent

Hans Eysenck

Hans Eysenck was a 20th century psychologist who **(1)** _dedicated_ himself to the study of intelligence and personality.

Born in Berlin in 1916, his plans to study there **(2)** _were thwarted_ by the rise of Nazi power in Germany and in 1934, he moved to England where he attended University College in London. He **(3)** _threw_ himself into his studies and received his PhD in 1940.

Eysenck developed the concept of neuroticism, arguing that it was a biological form of emotional instability. He frequently **(4)** _provoked_ controversy by arguing that intelligence was at least partially genetic and that different racial groups had different levels of intelligence. One protester even **(5)** _vented_ his fury by punching him in the nose while he was giving a lecture!

Eysenck **(6)** _persisted_ in following what today we would call a 'politically-incorrect' path, by **(7)** _co-operating_ with tobacco companies to conduct research into the effects of smoking. When asked about the ethics of this practice, he argued that what mattered was that the accuracy of the research and not who conducted it or why.

Eysenck died in 1997. His son, Michael Eysenck, **(8)** _emulated_ his famous father by also becoming a psychology professor.

J **Complete the sentences with the correct form of the words and phrases.**

1 **human nature** **instinct**

Even if you don't like your brother's girlfriend, you can't blame him for falling in love – it's just _human nature_. In matters of the heart, we all follow our _instincts_.

2 **flaw** **virtue**

Kindness and generosity are just two of Alice's many _virtues_, but it also has to be said that a tendency to gossip is one of her character _flaws_!

3 **paragon of virtue** **shining example**

I find Tina so irritating because she thinks she's such a _paragon of virtue_ – she always looks like butter wouldn't melt in her mouth – but in my view she's a _shining example_ of what conceit and arrogance can lead to!

4 **good quality** **shortcoming**

Although my father has a lot of _shortcomings_, including being impatient and sometimes a little churlish, he makes up for them by having an abundance of _good qualities_ such as diligence and a practical approach to life.

5 **ethics** **vice**

Smoking is a _vice_ which I'm glad to say I have never succumbed to. It's not a matter of _ethics_, it's simply that we all now know that smoking kills!

6 **failing** **role model**

Whatever her _failings_ as ah artist, she is an excellent _role model_ for her children.

Unit 14

Michigan in Action

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The 'big five' personality traits

Many psychologists investigating the human personality believe that there are just five core personality traits.

Extraversion: People who are high in extroversion are **(1)** _____sociable_____ **SOCIAL**
and tend to gain energy in social situations. People who are low in extroversion
tend to be more **(2)** _____reserved_____ and have to expend energy in social **RESERVE**
settings.

Agreeableness: This personality dimension includes attributes such as trust and
kindness. They are **(3)** _____affectionate_____ and tend to be more cooperative **AFFECTION**
while those low in this trait are often more **(4)** _____conceited_____ and even **CONCEIT**
manipulative.

Conscientiousness: People with high levels of conscientiousness are usually
(5) _____thoughtful_____, with good impulse control and goal-directed behaviours. **THINK**
They tend to be **(6)** _____diligent_____ and mindful of details. **DILIGENCE**

Neuroticism: Individuals high in this attribute tend to be **(7)** _____pessimistic_____ **PESSIMISM**
and anxious. They experience moods swings and sadness.

Openness: People with high levels of this trait tend to be more **(8)** _____daring_____ **DARE**
and creative. People low in this trait are often much more traditional and may struggle
with abstract thinking.

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 They say that young boys need a strong male ___ in their lives.
a attitude
b character
c role model
d paragon of virtue

2 To be honest, I'm a bit ___ about my chances of success in tomorrow's athletics championship. The other athletes are all much better than me.
a pessimistic
b thorough
c ardent
d sensitive

3 When the fire alarm went off, our teacher stayed as ___. She quietly put down her book and lead us all quickly and calmly to the emergency exit.
a cool as a cucumber **b** proud as a peacock
c bright as a button **d** dull as ditchwater

4 Katy ___ herself into the business of organising the charity bazaar.
a threw **b** dedicated
c provoked **d** emulated

5 My daughter has a very sunny ___, unlike my son who is often moody and uncommunicative.
a behaviour **b** conditioning
c disposition **d** nurture

6 Callum is strong-___ and a natural leader – he'll never take orders from somebody else.
a hearted **b** witted
c minded **d** willed

7 How could you say such ___ things to me? I will never forgive you!
a arrogant **b** polite
c hateful **d** upstanding

8 The thief put on the expensive boots and, with ___ air, walked calmly out of the shop!
a an anxious **b** a nonchalant
c a churlish **d** a malicious

9 Katy is very ___ and thinks that the rest of us are here just to cater to her whims.
a self-centred **b** laid-back
c bad-tempered **d** well-mannered

10 Leon's wife has been his ___ companion these last thirty years.
a responsible **b** steadfast
c admiring **d** civil

11 Don't worry about Grandad getting tired on the walk – he's as ___ as old boots!
a hard
b stubborn
c calm
d tough

12 Your ___ towards your teacher and your classmates has been outrageous and you will be suspended from school for a period of four days!
a treatment
b conduct
c paradigm
d disposition

13 We expect the talent show judges to be completely ___ and not to show any preference towards contestants they have a personal connection to.
a impartial **b** solitary
c reliable **d** constant

14 Our plans to hold an end-of-year picnic in the woods were ___ by the bad weather.
a provoked **b** thwarted
c emulated **d** vented

15 Why do you persist ___ teasing the poor cat? Please stop it!
a for **b** to
c on **d** in

16 Although she is an open and friendly person, she has a lot of ___ as a teacher.
a virtues **b** ethics
c shortcomings **d** instincts

17 ___ James Hill didn't hesitate before jumping into the river to save his beloved pet Labrador.
a Plucky **b** Gregarious
c Compassionate **d** Bubbly

18 Amy is nice, but she can be quite ___ and we sometimes have to bring her down a peg or two!
a bad-tempered **b** open-minded
c quick-witted **d** big-headed

19 In the 'nature versus ___' debate, Hans Eysenck was quite definitely in favour of the former.
a temperament **b** environment
c nurture **d** instinct

20 My sister and I are as different as ___ and cheese – she's introverted and quiet and I'm the sociable, outgoing type.
a chalk **b** butter
c china **d** rock

Unit 14

Michigan in Action

Read the article about the personalities of dog-owners, then choose the word or phrase that fills the blank correctly.

How like your dog are you?

It's an old adage that dogs and their owners look alike, but is it also possible that a dog's **(1)** ____ might reflect their owner's personality, too? According to a new survey of dog owners, there is now scientific proof that people choose pets that have the same personality **(2)** ____ as themselves!

If you're **(3)** ____, then you're more likely to own a Yorkshire terrier – these dog-lovers say that they laugh ten times a day. Jack Russells are a clever and exuberant breed and because of these **(4)** ____, they respond well to training. Their owners tend to be similar, being hard-working and showing a **(5)** ____ attention to detail.

And while the **(6)** ____ mentioned above all pertain to **(7)** ____ such as loyalty or intelligence, you should also be on the lookout for character **(8)** ____ in your dog-owning acquaintances. For example, if you're looking for a friend who will be as solid as a **(9)** ____ throughout your relationship, don't choose a bulldog owner! According to the survey, they are less likely to be **(10)** ____ than owners of other breeds.

1	**a**	temperature	**b**	temper	**c**	temperament	**d**	temptation
2	**a**	traits	**b**	failings	**c**	details	**d**	characters
3	**a**	humorous	**b**	churlish	**c**	dejected	**d**	loyal
4	**a**	roles	**b**	characteristics	**c**	attitudes	**d**	insights
5	**a**	forceful	**b**	reliable	**c**	fond	**d**	meticulous
6	**a**	natures	**b**	instincts	**c**	attributes	**d**	ethics
7	**a**	paragons	**b**	models	**c**	concepts	**d**	virtues
8	**a**	examples	**b**	shortcomings	**c**	flaws	**d**	vices
9	**a**	rock	**b**	brass	**c**	button	**d**	nails
10	**a**	comical	**b**	faithful	**c**	reverent	**d**	civil



15 Connectors & Conjunctions

Connectors and conjunctions are linking words that combine ideas in written or spoken language. They clarify the relationship between words, phrases, sentences or clauses and can express things such as contrast, purpose, cause, etc.

• Some linking words, such as *and, or, but, nor, for, so* and *yet,* may be used to join words, phrases and clauses that are grammatically similar in a sentence.

My T-shirts are all black ***and*** *white.*
Will you wear this short-sleeved shirt ***or*** *that long-sleeved one?*
I live on the top floor of a block of flats, ***yet*** *I hate heights!*

• Other linking words and phrases, such as *although, because, so, that* and *even if,* join a subordinate clause to the main clause. When the subordinate clause comes at the beginning of the sentence, it is followed by a comma.

He lives in a small one-bedroomed flat ***although*** *he can afford a big house.*
Even though *he can afford a big house, he lives in a small one-bedroomed flat.*

• Other linking words, such as *however, therefore* and *furthermore,* can either modify a whole sentence or connect two sentences together. They are usually followed by a comma.

She spent many years abroad. ***However****, in later life she returned to her native France.*

• Other structures such as *both … and, neither … nor* and *not only … but also* are made up of two parts, but they also link two parallel structures.

Neither *Sally* ***nor*** *her husband liked the people who had moved in next door.*
Teresa ***not only*** *enjoyed holidaying in Tenerife,* ***but*** *she* ***also*** *planned to live there one day.*

PROVIDING ADDITIONAL INFORMATION

FORM	EXAMPLE
• ***furthermore/moreover/in addition/similarly*** + **clause (formal)**	The house wasn't within our price range. *Furthermore, we weren't keen on the location.*
• ***besides/anyway/in any case/on top of that/plus/ what's more*** + **clause (less formal)**	Our neighbours are great friends of ours. *What's more, their son married our daughter*!
• ***besides/in addition to/apart from/as well as*** + **noun/ gerund**	*Besides his garden*, he also takes pride in his vintage car. *As well as being* one of the most expensive areas in London, Chelsea is also one of the most popular.
• ***too/also/as well***	Lucy is away at college. Peter is there, *too.*

EXPRESSING CAUSE & REASON

FORM	EXAMPLE
• ***since/as/because/seeing that/seeing as/on the grounds that*** + **subject + verb**	The bank won't agree to a mortgage *on the grounds that my salary is insufficient.*
• ***because of/due to/owing to/on account of/ as a result of*** + **noun**	*As a result of my insufficient salary*, the bank won't agree to a mortgage.
• ***so/therefore/hence/thus/as a result/ consequently/for this reason*** + **clause**	My salary is insufficient. *Consequently, the bank won't agree to a mortgage.*
• ***for fear that/in the hope that*** + **clause**	Harry always ensures he gets to the cinema well in advance *for fear that he won't get a good seat.* Harry always ensures he gets to the cinema well in advance *in the hope that he'll get a good seat.*
• ***for fear of*** + **noun/gerund**	Harry always ensures he gets to the airport well in advance *for fear of missing* his flight. Kevin won't fly *for fear of turbulence.*
• ***such*** + **adjective + noun +** ***that*** + **clause**	This hotel has *such good amenities that I'll definitely be coming back*!
• ***so*** + **adjective/adverb +** ***that*** + **clause**	The amenities at this hotel are *so good that I'll definitely be coming back*!
• ***so many/few/much/little*** + **noun +** ***that*** + **clause**	We have *so little money that I doubt we'll be able to purchase this flat.*
• ***so*** + **adjective +** ***a*** + **noun +** ***that*** + **clause**	We have *so small a budget that I doubt we'll be able to purchase this flat.*

Unit 15

EXPRESSING PURPOSE

FORM	EXAMPLE
• ***so (that)*** + **clause**	Remember to take your keys with you *so (that) you don't wake everyone* when you get home.
• ***in order (not) to/so as (not) to*** + **bare infinitive**	Remember to take your keys with you, *so as not to wake* everyone when you get home.
• ***to*** + **bare infinitive**	I looked in my bag *to see* if I had remembered my keys.

ALERT!

• *To* + bare infinitive cannot be used with *not* for a negative purpose. We must use *in order not to* or *so as not to* + bare infinitive.

We'll have something to eat before we go ***in order not to get*** *hungry later on.*

We'll have something to eat before we go ***so as not to get*** *hungry later on.*

(~~*We'll have something to eat before we go* ***not to get*** *hungry later on.*~~ *X*)

EXPRESSING CONTRAST & CONCESSION

FORM	EXAMPLE
• ***although/even though/though*** + **clause**	*Although we found a house in London*, it was too expensive for us.
• ***even if*** + **clause**	*Even if we find a house* both Tom and I like, we can't afford to live in London.
• ***despite/in spite of*** + **noun/gerund**	*Despite living* in the city centre, it still takes me half an hour to commute to work. *In spite of the high cost*, we rent a flat in the city centre.
• ***despite the fact that/in spite of the fact that*** + **clause**	*In spite of the fact that I live in the city centre*, it still takes me half an hour to commute to work.
• ***while/whereas/but/yet*** + **clause**	Freddie studied medicine, *yet we all knew his dream was to become an artist*.
• ***no matter how/what/when/where*** + **clause**	*No matter how hard I try*, I cannot master Spanish. *No matter where you relocate to*, we'll still keep in touch.
• ***whatever/wherever/however*** + **clause**	*Whatever you decide*, he'll overrule your decision.
• ***however/nonetheless/nevertheless/still*** + **clause**	I'll support your choice of university. *Still, I strongly believe you should opt for a British one.*
• ***however*** + **adjective/adverb** + **clause**	We'll finish the marathon *however difficult it proves to be*!
• ***contrary to/in contrast to*** + **noun**	*Contrary to* what we had believed, Natalie isn't eligible for a scholarship.
• ***on the contrary*** + **clause**	'Natalie can get a scholarship.' '*On the contrary*, she isn't eligible for one.'
• ***even so/all the same/just the same*** + **clause**	I need a new mobile phone. *Even so*, I'd prefer a smart watch for my birthday.
• ***instead***	I had wanted a smart watch for my birthday, but Lynne bought me a mobile phone *instead*.
• ***instead of/rather than*** + **noun/gerund**	*Instead of a smart watch*, my parents bought me a mobile phone for my birthday. *Instead of getting* me a smart watch for my birthday, my parents bought me a mobile phone. *Rather than a raincoat, I brought an umbrella.* *Rather than bringing a raincoat, I brought an umbrella.*
• **adjective/adverb** + ***as/though*** + **clause**	*Hot though it was*, Kim didn't go swimming.
• ***given that*** + **clause**	*Given that I skipped lunch*, I really didn't feel that hungry.
• ***unlike*** + **noun**	*Unlike my last job*, I really enjoy this one

ALERT!

• When we use *though* at the end of a sentence, it means *however.*

Unfortunately, the weather wasn't very good. We still enjoyed the day out, ***though****.*

SEQUENCING IDEAS

FORM	EXAMPLE
• ***first of all/first/firstly/at first/to begin with/in the beginning*** + clause	*First of all*, we'll decide when we can go on holiday.
• ***second/secondly/next/after/then*** + clause	*Then* we'll look up some flights.
• ***after that/afterwards*** + clause	*After that*, we'll book accommodation.
• ***finally/lastly/last but not least*** + clause	*Finally*, we'll book French lessons.
• ***in conclusion/to sum up/in short/all in all*** + clause	*To sum up*, dates, flights, accommodation and French lessons.

OTHER CONNECTORS & CONJUCTIONS

FORM	USE	EXAMPLE
• ***for example/for instance*** • ***such as/like***	providing examples	Why don't you try a new sport? *For instance,* scuba diving. There are so many things to do here, *such as* hiking, canoeing, rock climbing and even orienteering.
• ***except (for), apart from***	making exceptions	*Apart from* his mother, nobody else believed in Robbie's musical talent
• ***in other words/that is to say/namely***	restating	I'm sorry to say that you are surplus to our requirements and we'll have to let you go. *In other words*, you're being made redundant. There are two kinds of music that I particularly love, *namely* classical and jazz.
• ***as for/as to*** + **noun/gerund**	introducing a new subject	Your work has been disappointing lately. *As for your inability* to arrive on time, it's something we'll discuss at a later stage.

ALERT!
• For linking words and phrases that express conditions, see Unit 9.

Grammar in Action

A **Circle the correct words.**

1 In terms of experience, I've been working as marketing director for the past ten years. **Anyway** / **Furthermore,** I have an excellent command of the French and German languages.
2 We much prefer the lifestyle in Lausanne. Our jobs are closer to home, the children's school is just around the corner and the night life is vibrant **as well** / **what's more**.
3 Tony did two barn conversions in Wales. **Also,** / **In addition,** he is now renovating a cottage in the south of France.
4 We've retiled the bathroom and we're **also** / **too** thinking of doing the kitchen.
5 I'll be extremely busy at work for the next couple of months. As well as **that I travel** / **travelling** to cover the EURO football tournament, I'm also working on articles about the Olympic Games.
6 I'm not interested in buying a house. **In any case,** / **Similarly,** I haven't got the money!
7 I'm not upset about you spoiling my T-shirt. **On top of that,** / **Besides,** it was an old one anyway.
8 Besides **sheep** / **they have sheep**, what other animals do they have on their farm?

B **Complete the sentences with one or two words in each gap.**

1 She always writes a list ___so___ that she doesn't forget anything.
2 They installed double glazing so as ___not to___ waste energy.
3 She ran back to the house ___to___ check that she hadn't left the cooker on.
4 Jen boiled water in ___order to___ make some tea.
5 I'll get a ladder ___so (that)___ we can reach the trapdoor into the attic.
6 Let's talk quietly ___in___ order not to wake the children.

Unit 15

C **Complete the sentences with one word in each gap. Sometimes more than one answer is possible.**

1 Olivia is of Portuguese descent, _hence_ her determination to be transferred to the Lisbon office.
2 There is _so_ little time to finish the project that I'm afraid we're going to miss the deadline.
3 We always lock our doors and windows at night for fear _of_ being burgled.
4 Zac has _such_ excellent communication skills that we've decided to offer him the job.
5 The company will be relocating to new offices in July. _Consequently_, employees will be required to take their summer holidays in August or September. (Also: Therefore, Thus or So)
6 Hundreds of householders had to move out of their homes on _account_ of earthquake damage.
7 They have so small _a_ house that there isn't room for guests to stay the night.
8 We can't build an extension _because/since/as_ we can't afford it.

D **Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets. Make any other changes necessary.**

1 Because the coach departs at six o'clock tomorrow morning, we've decided to turn in early tonight.
Seeing that/as the coach departs at six o'clock in the morning, we've decided to turn in early tonight. (seeing)
2 Jeremy is often belligerent and never manages to resolve conflicts peacefully.
Owing to his belligerence, Jeremy never manages to resolve conflicts peacefully. (owing to)
3 John was an hour late for his appointment because of the morning traffic.
As a result of the morning traffic, John, was an hour late for his appointment. (result)
4 Only a handful of participants turned up at the conference, so it finished very early.
So few participants turned up at the conference that it finished very early. (so few)
5 Due to the fact that it is not located in a residential area, the local council won't grant us planning permission for the barn.
The local council won't grant us planning permission for the barn _on the grounds that it is not_ located in a residential area. (grounds)
6 Hoping for forgiveness, Alex sent Lizzie a bouquet of red roses.
Alex sent Lizzie a bouquet of red roses _in the hope that she_ would forgive him. (hope)
7 Because my uncle's income was very low, his application for a mortgage was turned down.
My uncle's income was very low. _For this reason, his application_ for a mortgage was turned down by the bank. (reason)
8 The floods meant that thousands of people found themselves homeless.
Thousands of people found themselves homeless _due to the floods_. (due)

E **Circle the correct words.**

1 **Contrary** / **Instead of** / **Unlike** the rest of his family, who are all very music-oriented, Patrick prefers to spend his free time doing sports.
2 Julie prefers the countryside to the city. **In spite,** / **Even so,** / **But,** she lives in an apartment on the outskirts of Edinburgh due to its close proximity to her work.
3 Stephen seems very miserable, **instead** / **though** / **yet** he claims to be happier than he has ever been.
4 **Instead of** / **In contrast to** / **Even if** buying property in the city centre, why don't you consider searching for housing in the suburbs?
5 **Although** / **Even though** / **Despite** the star's attempt to go unnoticed, most people could see it was him behind the sunglasses and oversized hat.
6 **Contrary to** / **Whereas** / **However** popular opinion, running a restaurant isn't always lucrative.
7 **Despite** / **Even if** / **While** you build a small extension, you still need planning permission.
8 I know you can drive me. **Whatever,** / **In contrast,** / **All the same,** I'd rather walk.
9 Disappointed **if** / **as** / **while** he was, Mark didn't let it show.
10 **Wherever** / **No matter** / **Where** Mum hides my birthday presents, I always find them!

F **Rewrite each sentence in two different ways using the words given.**

1 whatever no matter

I don't care what he says; I will never forgive him.

Whatever he says, I will never forgive him.

No matter what he says, I will never forgive him.

2 in spite of though

Alice had prepared a written speech, but she ended up speaking without her notes.

In spite of having prepared/preparing a written speech, Alice ended up speaking without her notes.

Though Alice had prepared a written speech, she ended up speaking without her notes.

3 although despite

I asked Peter to mow the lawn, but I knew he probably wouldn't do it.

I asked Peter to mow the lawn although I knew he probably wouldn't do it.

I asked Peter to mow the lawn despite knowing (that) he probably wouldn't do it.

4 even though in spite of

Petrol is very expensive. Helen still drives everywhere.

Even though petrol is very expensive, Helen still drives everywhere.

In spite of petrol being very expensive, Helen still drives everywhere.

5 however whereas

Polly loves life in the countryside. Her sister finds it really boring.

Polly loves life in the countryside. However, her sister finds it really boring.

Polly loves life in the countryside, whereas her sister finds it really boring.

6 but nevertheless

We followed all the building regulations. The council still won't give us planning permission.

We followed all the building regulations, but the council still won't give us planning permission.

We followed all the building regulations. Nevertheless, the council still won't give us planning permission.

G **Complete the sentences with these words and phrases.**

after that as for except for first of all for instance in other words last but not least such as

1 I'd like to thank my teachers for helping me throughout my studies, my friends for being there for me and, *last but not least*, many thanks to my parents, who have been my inspiration.

2 If you are reluctant to fly to Lyons, there are other ways of getting to the conference, *such as* taking the boat or going through the channel tunnel.

3 All the candidates were shortlisted *except for* Edward and he was very disappointed.

4 I'm keen on this cottage, too, but the price is too steep; *in other words*, we simply can't afford it, I'm afraid.

5 *First of all*, we stripped off the old paint, then we used sandpaper to create a smooth surface and finally, we painted it a lovely shade of blue.

6 The choir were wonderful, and *as for* your solo, you were fantastic!

7 Firstly, you need to think about how big a house you can afford to buy. *After that*, you should approach your bank for a mortgage.

8 Scented flowering shrubs are always lovely in any garden. *For instance*, jasmine has a wonderful smell and looks pretty, too.

Unit 15

Cambridge in Action

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

The vertical line in the key shows how two marks would be allocated.

1 Not only was the maisonette in dire need of new windows, but the roof needed fixing, too.
TOP
The maisonette was in dire need of new windows. _____ *On top of that, | the roof* _____ also needed fixing.

2 Although she put a great deal of time and effort into her project, Lily's marks didn't reflect this.
SPITE
_____ *In spite of | putting OR the fact that she put* _____ a great deal of time and effort into her project, Lily's marks didn't reflect this.

3 Tim doesn't want to risk injuring himself before the tournament, so he won't be playing in the last match of the season.
FEAR
Tim won't be playing in the last match of the season _____ *for fear | of* _____ injury.

4 With petrol prices sky high, rather than drive to work, you should take the underground.
OF
I suggest you take the underground _____ *instead of | driving* _____ to work as petrol prices are sky high.

5 Due to animal rights activists demonstrating in St Paul's Square, the surrounding roads were closed to traffic.
ACCOUNT
The roads surrounding St Paul's Square were closed to traffic _____ *on account of | a/the demonstration* _____ by animal rights activists.

6 We ran home because we didn't want to get caught in the rain.
TO
We ran home so _____ *as not | to get* _____ caught in the rain.

7 I want to thank the two people to whom I owe everything, namely, my siblings.
SAY
I want to thank the two people to whom I owe everything, _____ *that is to say | my brother* _____ and my sister.

8 Whenever I give you a ring, you're always asleep!
MATTER
_____ *No matter when/what time | I call/phone* _____ you, you're always asleep!

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

1 Sales figures are rising, customer satisfaction is up and delivery times are improving. ___, it's been a very successful year for our company.
a All in all
b To begin with
c Afterwards
d Namely

2 In spite of ___, she learnt quickly and has proved to be an asset to the company.
a be inexperienced
b she is inexperienced
c her inexperience
d not have any experience

3 ___ cutting out carbohydrates and sugar, what else does this diet plan require?
a As to
b Instead of
c Apart from
d Unlike

4 Will was made redundant ___ he hadn't been reaching his sales targets.
a in the hope that
b due to
c on the grounds that
d on account of

5 Please bring two passport-sized photographs with you ___ we can renew your work permit.
a in order
b so that
c for
d so as

6 ___ constantly trying to find fault with everything, why don't you offer a little positive feedback?
a As to
b As well as
c Apart from
d Instead of

7 In addition ___ how to read maps, what else will you be doing on the outward bound course?
a to learning
b to learn
c you learn
d learning

8 Cruising was once considered a luxurious option for the elite; nowadays, prices have decreased considerably, ___ making it affordable for more holidaymakers.
a thus
b as
c since
d like

9 ___ we may not want to admit it, the media influences our life choices more than we might like to believe.
a Contrary to
b Although
c Even
d Despite

10 'It seems a bit harsh to give football players a yellow card for removing their shirt when they score?'
' ___ pointless it is, the rule has to be adhered to.'
a However
b Whatever
c Though
d How

11 I suggest you take up a new hobby as a distraction. You should try something unusual; ___, indoor climbing, which is both challenging and fun.
a in other words
b in that way
c for example
d instead of

12 Let's have a nap now ___ sleepy at the late-night movie screening.
a as well as not getting
b so as not to get
c not to get
d in spite of getting

13 She wanted a detached home in the country, but she had to settle for a terraced house in a village, ___.
a as
b though
c instead
d just the same

14 ___ violinist is Iris that she has been invited to perform in front of the royal family.
a So a fine
b Such a fine
c So she is a fine
d So fine a

15 Embarrassed though ___, I managed to hide my discomfort.
a I was
b being
c I be
d to be

16 'Melinda's cooking isn't very good.'
'___, I enjoy her company.'
a Even so
b Whatever
c Though
d Instead

17 ___, Leah felt a bit shy, but everyone was so friendly that she was soon chatting and laughing.
a Afterwards
b To sum up
c Firstly
d At first

18 Installing an under-floor heating system would incur considerable cost. ___, the construction process can cause damage to the existing structure of the house.
a Therefore
b Because of
c In addition to
d Moreover

19 No you can't hire a rock band. And as ___ a party at your grandmother's house – it's out of the question!
a to hold
b to holding
c you hold
d for you hold

20 'Sally tells me that you're unhappy with your job.'
'___, I've just been promoted and I'm extremely pleased.'
a On the contrary
b In contrast
c Nonetheless
d No matter

HOUSE AND HOME

Vocabulary in Action

A **Match to make compound adjectives.**

1	en-	[e]	a street
2	first-	[c]	b in
3	off-	[a]	c time
4	open-	[f]	d lined
5	tree-	[d]	e suite
6	walk-	[b]	f plan

B **Complete the classified ads with the compound adjectives from exercise A.**



Stunning family residence for sale, in London's exclusive Belgravia area

This luxury property is approached along a(n) **(1)** *tree-lined* drive, leading to a striking neo-classical entrance. The detached house is spacious with a spectacular master bedroom, which boasts a large **(2)** *walk-in* wardrobe and a modern **(3)** *en-suite* bathroom. With its well-kept garden, it is a truly irresistible property – not to be missed.



Modern apartment for sale in London's East End

With its reasonable asking price, this property would be ideal for **(4)** *first-time* buyers. It is conveniently located with great transport links and has two bedrooms, an airy living room and a(n) **(5)** *open-plan* kitchen-diner. The apartment also offers **(6)** *off-street* parking, an unusual feature in the area.

C **Choose the correct answers.**

1 We're having a house-warming party this Friday, so we need to tidy the garden and mow the ___.
[a] lawn **b** awning

2 In the UK, new houses are built with energy conservation in mind and ___ is standard in most modern houses.
a wooden decking [b] double glazing

3 Many homes in hot sunny countries have ___ on the windows to keep the heat and bright sunlight out.
[a] shutters **b** patios

4 Arthur keeps garden tools and equipment, as well as the kids' bicycles, in a(n) ___ at the bottom of the garden.
a attic [b] shed

5 Please leave your umbrella and your boots in the ___ before entering the house.
[a] porch **b** cellar

6 My mother keeps a variety of potted herbs and flowering plants on the kitchen ___; sometimes they fall off into the sink!
[a] window sill **b** mantelpiece

7 Sarah heard the crunch of a car's tyres on the ___ drive outside her front door.
a plaster [b] gravel

8 Hannah and Daniel created an extra room in their house by having a ___ done – what was previously unused space is now their daughter's bedroom.
a building plot [b] loft conversion

D **Circle the correct words.**

1 When he was little, Jimmy used to slide down the **railings** / **bannister** instead of walking down the stairs like the rest of us!

2 The two-seater sofa and comfortable armchairs are part of the new **three-piece suite** / **window seat** my grandmother has just bought.

3 Put all the **upholstery** / **bedding** away in the airing cupboard please – sheets on that shelf and pillowcases next to them.

4 Mum likes everybody to take off their shoes in the porch so that we don't spoil the newly fitted **carpet** / **rug** with muddy footmarks.

5 The morning sunlight poured in through the **skylight** / **trapdoor** in the sloping roof of the attic bedroom.

6 If you go through the **bay windows** / **French windows**, you'll find yourself standing on the patio looking out over the garden.

7 It's very difficult to decorate a room with **wallpaper** / **floorboard**, so I suggest you get a professional painter and decorator in to do it for you.

8 A state-of-the-art espresso maker was standing on the **board** / **worktop** in the kitchen.

E **Match these words with the definitions.**

flat share **hall of residence** **student digs** **studio flat**

1 _student digs_: a general term covering all kinds of accommodation which young people may live in while studying

2 _hall of residence_: purpose-built accommodation on a university campus exclusively for the use of students

3 _flat share_: an arrangement where several people live together in an apartment so that they can reduce their living expenses

4 _studio flat_: a small apartment which combines both sleeping and living quarters

F **Complete the sentences with the correct form of these verbs. The words in bold will help you.**

evict **exchange** **fall behind** **put down** **put up** **refurbish** **sublet**

1 Davie asked me to lend him some money to pay his landlord this month – he says he _has fallen behind_ **with the rent** since he lost his job.

2 We've just purchased a lovely old Victorian house in the inner-city and we are in the process of _refurbishing_ **the kitchen**; so far we've had all the rewiring done and now we're installing new kitchen units.

3 As I'm being transferred to Hong Kong for six months, I've decided to _sublet_ **my apartment**. If you're interested, please let me know – the rent is very reasonable.

4 We've managed to save enough money to _put down_ **a deposit** on our first house.

5 A huge development company is trying to _evict_ **all the tenants** from this old block of flats because they want to demolish it and build a shopping centre.

6 After the buyer has agreed on a price with the seller, the two parties _exchange_ **contracts**, which makes the deal official and binding.

7 The Carters have _put_ **their house** _up_ **for sale**, but in the current economic climate, I don't know if they'll get their asking price.

Unit 15

G **Complete the article with these words.**

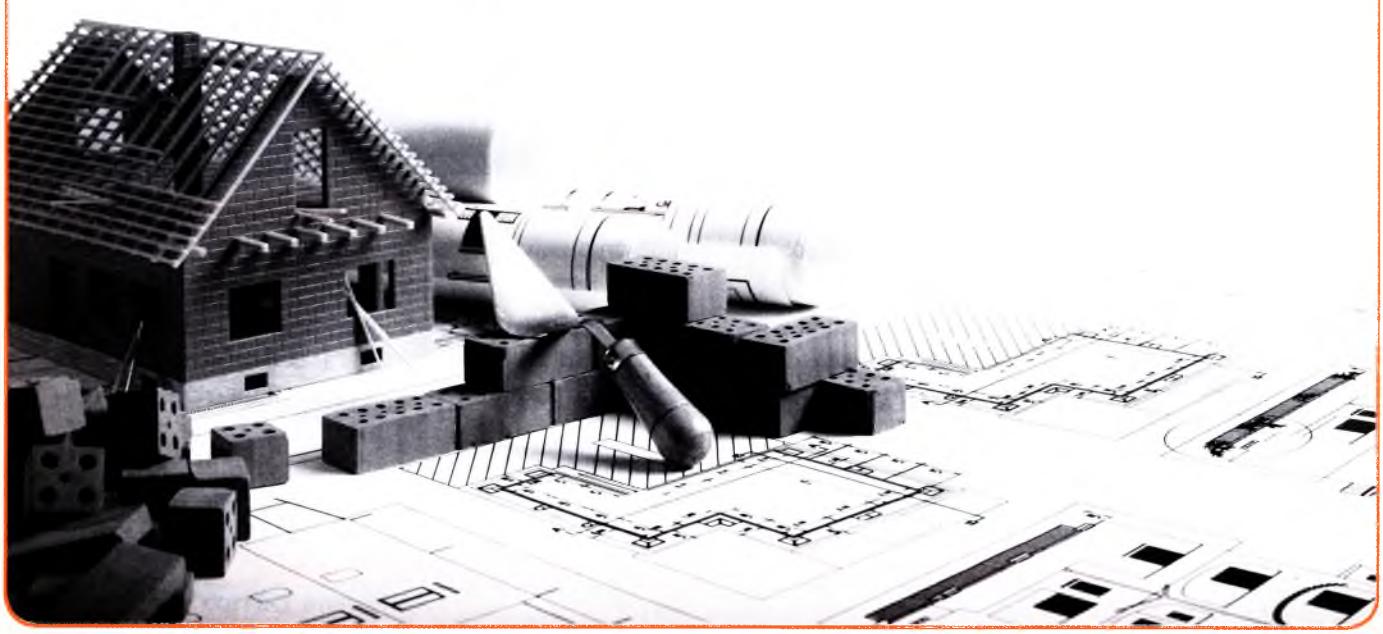
extension **mortgage** **permission** **plans** **regulations** **surveyor**

Planning on building?

The time may come when you discover you need more space for yourself and your family. Do you move house or do you build a(n) **(1)** _extension_ to your existing home? If you opt for the latter, there are a few things you'll need to take into account. First and foremost, you'll need to apply for planning **(2)** _permission_, as even though the property is your own, there are certain limits on what you can build and where.

You'll need to consult a(n) **(3)** _surveyor_, who will provide you with professional advice on the construction, will ensure the necessary **(4)** _regulations_ are followed and will also assist in drawing up the **(5)** _plans_.

What about the financial side of things? Approach your bank and ask about the possibility of increasing the **(6)** _mortgage_ on your home to cover the costs.



H **Complete the sentences with these words.**

paved **stained-glass** **thatched** **tiled** **wooden**

1 Although _tiled_ floors are very convenient to sweep and mop, they can be dangerously slippery when wet.

2 When he converted the barn into a dwelling, Tony left the beautiful _wooden_ beams exposed as a feature of the house.

3 This Victorian terraced house features a small entrance hall with a brightly-coloured _stained-glass_ window above the front door.

4 A _paved_ pathway leads around the house to the pretty back garden.

5 We stayed in a pretty little cottage with a _thatched_ roof and roses around the front door – it was just like something out of a fairy tale!

I **Complete the table.**

Verb	Noun	Adjective
(1) *contract*	contractor / contract	–
decorate / redecorate	(2) *decorator* / decoration	decorated / decorative
electrify	electrician / electricity / electrics	electrified / electrifying / (3) *electric*
(4) *extend*	extension / extent	extended / extensive
furnish	(5) *furniture* / furnishing(s)	(un)furnished
home / re-home	home / homeowner	(6) *homely*
(7) *plumb*	plumber / plumbing	–
renovate	renovation	(8) *renovated*

J **Complete the sentences with words from exercise I.**

1 To what *extent* do you think installing double glazing will reduce our heating bills?
2 It's been 15 years since we decorated this room; don't you think it's time we *redecorated*?
3 We'll need to find a good *electrician* who can install new wiring throughout the house and connect up the cooker, dishwasher and so on.
4 The earthquake victims will be *re-homed* in temporary accommodation until their houses can be repaired.
5 They are currently *renovating* the old cinema on West Street and will open to the public again next month.
6 The *plumbing* in this old house is very old and the pipes make strange noises as the water runs through them!
7 Sam's dad is a building *contractor* and he employs a crew of over thirty workmen including bricklayers, plasterers and plumbers.
8 The house is being sold as you saw it today, that is, including all the *furnishings/furniture*.

Unit 15

Cambridge in Action

Read the article and decide which answer (A, B, C or D) best fits each gap.

The dream house

Dora parked her car at the bottom of the **(1)** ___ lane and, taking out the hand-drawn map the estate agent had given her, she headed up the hill.

Dora had explained to the estate agent that as a **(2)** ___ buyer, she could only afford a cheap property; she could only raise a very modest **(3)** ___ based on her salary as a librarian. She had now viewed half a dozen **(4)** ___, but the idea of cooking in the same room as her bed really didn't appeal. Now the estate agent had sent her to view a run-down cottage which he explained would need **(5)** ___.

She struggled through a gate, overgrown with brambles and weeds, until she was standing on what had once been a **(6)** ___; it was obvious though that the grass hadn't been mown for many years. Facing her was a cottage which might have come out of a fairy tale – birds were nesting in its **(7)** ___ roof and green paint was peeling off the **(8)** ___ at the front of the house. Upstairs, a small window looked out from what must be the **(9)** ___ bedroom which the estate agent had described.

Dora knew, with a suddenness which astonished her, that this was her new home; she would beg, borrow or steal in order to find the money to **(10)** ___ a deposit on this dream cottage.

1	**A** tree-lined	**B** off-street	**C** open-plan	**D** walk-in
2	**A** one-time	**B** low-season	**C** en-suite	**D** first-time
3	**A** finance	**B** fund	**C** mortgage	**D** interest
4	**A** kitchen-diners	**B** garden sheds	**C** student digs	**D** studio flats
5	**A** renovating	**B** subletting	**C** exchanging	**D** evicting
6	**A** lawn	**B** shed	**C** patio	**D** porch
7	**A** tiled	**B** thatched	**C** paved	**D** stained-glass
8	**A** double glazing	**B** awnings	**C** floorboards	**D** bay windows
9	**A** conversion	**B** cellar	**C** attic	**D** shed
10	**A** put down	**B** fall behind	**C** put up	**D** pour in

Michigan in Action

Choose the word or phrase that most appropriately completes the sentence.

1 My family has been contemplating purchasing a ___ of land just outside Margate, as an investment for the future.
a plot **b** loft
c porch **d** patio

2 Josh decided to opt for accommodation in the university's ___ as he believed living on campus would be more fun than being in the city centre.
a living quarters **b** construction site
c flat share **d** halls of residence

3 Zac was in such dire financial trouble that he was ___ from his home.
a converted **b** refurbished
c exchanged **d** evicted

4 We are able to use our patio much more since we've had ___ installed; it used to be too sunny to sit there during the day before.
a a shutter **b** an awning
c a cellar **d** a seat

5 In the days before fridges, most houses in the UK had a ___, which, being below ground, was much cooler and could be used as a storeroom for vegetables and fruit.
a porch **b** cellar
c patio **d** loft

6 Each of the bedrooms in our holiday home has a small ___ bathroom.
a walk-in **b** open-plan
c en-suite **d** three-piece

7 Sturdy metal ___ around the balcony means that you don't need to worry about your child playing out there.
a bannister **b** tile
c suite **d** railings

8 There's water flooding all over the kitchen! Quick! Call ___!
a a plumber **b** an estate agent
c a decorator **d** a contractor

9 All the ___ wiring will have to stripped out and replaced – some of it's been in the house for over fifty years and is really quite dangerous.
a electrified **b** electrical
c electrics **d** electrician

10 ___ walkway leads from the main house to the stables and barns.
a A maintained **b** A thatched
c An off-street **d** A paved

11 The shabby old house had nothing but worn green and blue patterned ___ on the floors and Emily decided to rip it all up to reveal the wooden floor beneath it.
a carpet **b** wallpaper
c boards **d** upholstery

12 Double ___ in countries where winters are long and cold and heat conservation is of paramount importance.
a sill **b** window
c glazing **d** pane

13 You'll never get ___ permission for a three-storey house in this traditional Cotswold village.
a contract **b** dwelling
c surveyor **d** planning

14 Daniel had the partition wall dividing the sitting room and the kitchen pulled down in order to create ___ living space.
a an open-plan **b** a walk-in
c an en-suite **d** an inner-city

15 A ___ in the ceiling of the room provided the only access to the attic, but you had to fetch and climb a ladder to reach it.
a worktop **b** floorboard
c skylight **d** trapdoor

16 We're planning to build ___ to our house now that we have three children.
a an attic **b** an extension
c a conversion **d** a skylight

17 We want to replace the carpet in the kitchen with a ___ floor, which will be so much easier to keep clean.
a stained **b** thatched
c tiled **d** decorated

18 Please don't let the dog sit on the new sofa – he's going to ruin the ___!
a upholstery **b** bedding
c worktop **d** furnishing

19 The contract you signed with the owners says that it's illegal to ___ your apartment, so you can't rent it out to anyone else.
a furnish **b** refurbish
c sublet **d** evict

20 Our tenants have ___ with the rent again. How can we persuade them to pay us the money they owe?
a fallen behind **b** put up
c poured through **d** slid down

Idioms 5

A **Complete the captions under the pictures with the idioms below. Make any necessary changes.**

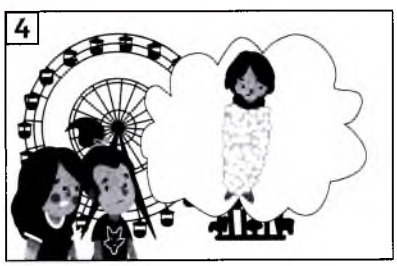
be wrapped up in cotton wool **on the ball** **out to lunch** **play with fire**
sweep something under the rug **take someone up the garden path**

1



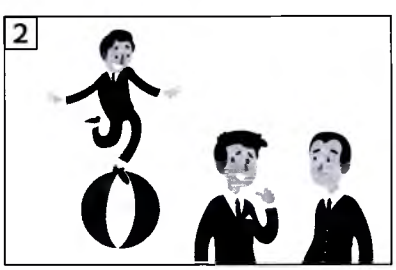
If Mr Delaware believes your far-fetched story, he's clearly _out to lunch_!

4



Her parents never let her go on any rides. She's _been wrapped up in cotton wool_ since she was a baby.

2



Tom can handle this business deal. He's always _on the ball_.

5



You have to tell them what you've done. It's no good _sweeping it under the rug_!

3



Kylie shouldn't speak to her boss so rudely. She's _playing with fire_.

6



And you believed her? It sounds to me like she's _taking you up the garden path_.

B **Match the idioms from exercise A with their meanings below.**

1 _play with fire_: take unnecessary risks or behave in a dangerous way
2 _be wrapped up in cotton wool_: be overprotected from danger and risk
3 _out to lunch_: unaware of or unable to understand what's going on
4 _take someone up the garden path_: deceive or trick someone
5 _on the ball_: able to react to a situation quickly and successfully
6 _sweep something under the rug_: hide something that is embarrassing

Review 5

Units 13–15

Cambridge Part 1

Read the article and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Opposites attract

At first glance, it could be said that my grandparents, Archie and Dot Lambly, are a bit of an odd couple. As far as physical **(0)** ___ go, they couldn't be more different. At six foot three, my well-built grandfather looks as strong as an ox and towers over my slim five-foot-two grandmother. Personality-wise they seem miles apart, too. Archie is **(1)** ___ and quick-witted; always eager to tell a joke and make people laugh. Dot is **(2)** ___ and hates being the centre of attention – she's more than willing to let her spouse steal the show at parties and other social gatherings. When entertaining at home, Archie can be found standing right in the middle of the living room **(3)** ___, a group of visitors gathered around as he tells yet another anecdote. In the meantime, Dot bustles busily at her kitchen **(4)** ___ preparing drinks and snacks for her guests, happy as a clam. To my mind, my grandparents **(5)** ___ the saying 'opposites attract' perfectly. They met when my grandfather had travelled to a tiny seaside village where my grandmother lived **(6)** ___ to find work as a shipbuilder. In those days, Dot taught at the small local school. It was love at first sight. Despite their many **(7)** ___ differences, both in build and personality, they wed and had five children. Next December, they will be celebrating their golden wedding anniversary – fifty years of married life together – and a huge celebration is being planned for them. If only more so-called 'perfect couples' could be as content as my grandparents despite being as different as chalk and **(8)** ___!

0	**A** insights	**B** attributes	**C** dispositions	**D** attitudes
1	**A** placid	**B** inhibited	**C** retiring	**D** gregarious
2	**A** daring	**B** plucky	**C** reserved	**D** fearless
3	**A** carpet	**B** bannister	**C** trapdoor	**D** floorboard
4	**A** board	**B** worktop	**C** rug	**D** skylight
5	**A** recollect	**B** mind	**C** characterise	**D** disrupt
6	**A** so	**B** in order	**C** so that	**D** owing
7	**A** distinct	**B** emotional	**C** cognitive	**D** psychic
8	**A** chillies	**B** paint	**C** cheese	**D** ink

Cambridge Part 2

Read the text and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0)

Be it ever so humble ...

It is said **(0)** ___that___ 'home is where the heart is', but what does this expression really mean? Well, think about it for a second. A person's home is their safe place; a place where not **(1)** ___only___ can they find security, but also comfort and warmth. What's more, a house paints a picture of the person living there – it provides clues to their character. Let's say you've been invited to the home of an acquaintance for the first time. Before they even let you in, you can probably tell a lot about them from the exterior of their residence. Has the outside of the house **(2)** ___been___ well-maintained? Has your acquaintance **(3)** ___had/got___ it painted recently? If the answer to these queries is 'yes', then your new friend is probably a meticulous person; someone who takes pride in their possessions and themselves. On the other hand, if the house has paint flaking off it and the shutters look like they haven't been washed **(4)** ___with___ anything more than rainwater in years, your new friend is probably a bit of a 'sloth'. **(5)** ___What___ that means is that they aren't particularly concerned with how their surroundings look. They are the type of laid-back person who habitually puts things off for another day. **(6)** ___Although/Though___ this 'labelling' of your acquaintance may seem somewhat unfair, the chances are that when you **(7)** ___do___ enter their house, the interior will reflect what you saw outside. **(8)** ___In___ short, their home will probably turn out to be a very good indicator of the kind of person that you'll be spending the next few hours or so with.

Review 5

Units 13–15

Cambridge Part 3

Read the text and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

A home for life

For many of us, owning our own home is the dream of a lifetime. It is the ultimate accomplishment. That being the case, we work away week after week scrimping and saving hoping that our **(0)** _diligence_ will pay off and that we will eventually have a place that we can call our own. In many cases, the dream becomes reality and we become **(1)** _homeowners_. However, what happens as we grow older and we are afflicted with physical **(2)** _impairments_ which may reduce our ability to move about our residence easily? **DILIGENT** **OWNER** **IMPAIR**

Developing disabilities later in life can have many **(3)** _implications_, one of them being whether we will be able to continue to live in the home that we worked so hard for. If we were clever enough to have had the **(4)** _forethought_ to buy insurance or put away money to support us in our later years, we can have **(5)** _renovations_ done which will make the house better-suited to our new living needs. **IMPLY** **THOUGHT** **RENOVATE**

Nowadays, there are **(6)** _contractors_ who specialise in just that. They have been professionally trained and educated to make the homes of older people more liveable and efficient. For example, many of them have trained as **(7)** _plumbers_, so if it has become too difficult for us to climb in and out of our old bathtub, they have got the skills to install a shower which is far more suited to our physical limitations. These people have had a lot of experience with this type of work and have developed an acute **(8)** _awareness_ of what is needed to keep aging people in the place they so dearly love ... their home. **CONTRACT** **PLUMB** **AWARE**

Cambridge Part 4

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0).

0 The media reports that the burglar was caught this morning.
HAVE
The burglar _is reported to have been caught_ this morning.

1 The moment I got home the phone rang.
HARDLY
Hardly had I got home | when the phone rang.

2 Even though Kevin spent months working on the new software programme, he couldn't get it to work.
SPITE
In spite of | Kevin spending OR In spite of | the fact that Kevin spent months working on the new software programme, he couldn't get it to work.

3 People believe that the use of pastel colours in the home creates a sense of contentment.
BELIEVED
It is believed that | by using pastel colours in the home, a sense of contentment is created.

4 Whenever we go somewhere with our actor friend, Jason, people always know who he is.
MATTER
No matter | where we go with our actor friend, Jason, people always know who he is.

5 Because of rail workers striking, many train services have faced severe disruption.
DUE
Many train services have faced severe disruption _due to | strikes_ being held by rail workers.

6 It's possible that the manager will fire James on account of his habitual absenteeism.
LIKELY
James _will likely | be fired OR is likely | to be fired_ on account of his habitual absenteeism.

Michigan in Action

Choose the word or phrase that best completes the conversation or sentence.

Grammar

1 '___ for all her hard work.'
'Brilliant! She really deserves one.'
a A promotion to Karen will be given
b A promotion will Karen be given
c Karen will a promotion be given
d Karen will be given a promotion

2 'Why are you staying at your brother's house?'
'Because I ___ at the moment.'
a am getting painted my flat
b am getting my flat to paint
c am having my flat painted
d am having me paint my flat

3 Excuse me. Could you show me ___ on this map?
a where is the bus station
b is the bus station where
c where the bus station is
d the bus station where it is

4 The roof ought to ___ when the other house repairs were done in the summer.
a have been replaced **b** replace
c be replaced **d** have replaced

5 'Julia loved the Asian food you prepared last night.'
'Did she? ___ now is learn how to make it for herself.'
a What she should do **b** What to do she
c She should be doing **d** All she should do

6 ___ in Scotland that make our holidays there so memorable.
a The people are **b** It is the people
c Is it the people **d** The people are it

7 ___ going to *Luigi's* like we always do, we're going to go to *Papa's Pizza* for a change.
a Instead of **b** Apart from
c Except **d** As to

8 I want to thank the person who is responsible for my receiving this award; ___, my agent, Joe Francis.
a afterwards **b** namely
c all in all **d** furthermore

9 My grandparents gave me a large sum of money ___ I would use it to get a university education.
a on no account **b** as a result of
c in the hope that **d** on account of

10 'Do your parents ___ stay out late on school nights?'
'Never! I always have to be home by nine.'
a let you to **b** allow you to
c allow to you to **d** to let you

Vocabulary

1 I hate to say it, but I'm having ___ about asking Joanne to the party; I think she'll cause trouble.
a a second thought **b** second thoughts
c double vision **d** second sight

2 People don't usually use office ___ anymore; now people communicate with their colleagues via emails.
a mementoes
b memos
c keepsakes
d letters

3 Miriam is an incredibly ___ person; did you know that she feeds all the stray cats in the neighbourhood?
a self-centred
b open-minded
c warm-hearted
d bad-tempered

4 My brother is a well-respected architect; he's wealthy and lives in ___ part of the city.
a a trustworthy **b** a pioneering
c a loyal **d** an affluent

5 I don't want you to ___ badly of me, but I have to tell you something – that dress really does not suit you.
a think **b** believe
c realise **d** understand

6 Once Maggie learnt what Brian had said about her, she ___ the truth about her so-called friend.
a interpreted **b** realised
c memorised **d** noticed

7 Jeremy is an excellent employee who ___ himself into his work and always gets the job done on time.
a persists **b** dedicates
c throws **d** vents

8 Of course I could install wrought-iron railings on your balcony, but ___ that it will be expensive.
a bear in mind **b** cross your mind
c put your mind to it **d** bring it to mind

9 Don't you remember Jack? Here, let me show you a photo of him. Maybe that will ___ your memory.
a commit **b** access
c recall **d** jog

10 This is a very busy office and in your new position you will have to be able to think on your ___!
a toes **b** legs
c feet **d** knees

Appendix 1

Stative and action verbs

The verbs below can be used as both stative and action verbs. Look at the examples and notice how the meaning changes.

appear	*That dress shop **appears** to have closed down.* *Laura **is appearing** in* Othello*!*	give the impression of take part in, perform in
be	*Kim **is** a wonderful teacher.* *You're **being** very selfish!*	used to describe usual behaviour used to describe temporary behaviour
consider	*Everyone **considers** her the fairest judge.* *The twins **are considering** moving abroad.*	regard as use your brain, think of
cost	*That bracelet **cost** over £1,500!* *University **is costing** students more each year.*	have a price of cause to pay
depend	*It **depends** on the cost of the tickets.* *We're **depending** on you. Don't let us down.*	be down to rely on
expect	*I **expect** you're tired after the flight.* *We're **expecting** an offer any day now.*	imagine wait for
feel	*Your forehead **feels** very hot.* *I **feel** you are mocking me.* *He **is feeling** the soil to see if it's moist.* *The children **are feeling** excited.*	give the sensation of being believe touch with your fingers have the sensation
forget	*I usually **forget** where I park the car.* *I'm **forgetting** that you already know Alec.*	fail to remember not take into account
have	*I **have** some information for you.* ***Are** you **having** a party to celebrate?* *We're **having** lunch outside today.*	possess, own used as part of an expression: *have a party, have a good time, have a shower, have fun, have dinner,* etc
hear	*I **hear** you've bought a new house.* *I'm **hearing** strange noises from the attic.*	have been told imagine
hold	*This bottle **holds** two litres.* *Monica **holds** the title 'Employee of the Year'.* *My great grandmother **is holding** me in this photo.*	contain possess have in your hand/arms
look	*She **looks** angry about something.* *Why **are** you **looking** at your watch? It won't make the time go any faster.*	have the appearance use your eyes, watch
mean	*What **do** you **mean** he won't be meeting us?* *I've **been meaning** to ask you something.*	be the meaning of intend
measure	*The window **measures** 2 m x 1.5 m.* *I'm **measuring** the window for new curtains.*	have as dimensions find the dimensions
mind	***Do** you **mind** waiting for a moment?* *My parents **are minding** the baby for us.*	have any objection to look after
see	*Now I **see** why you don't like her.* *I'm **seeing** the dentist tomorrow.* *Did you know that Jane and Reg **are seeing** each other.*	understand meet go out with
smell	*These flowers **smell** lovely.* *I'm **smelling** the cream to check it isn't off.*	have a particular smell check the smell of
taste	*This soup **tastes** delicious.* *Why **are** you **tasting** the sauce? Is it too salty?*	have a particular flavour check the flavour of
think	***Do** you **think** the second question is wrong?* *I'm **thinking** of my favourite place right now.*	believe, have as an opinion use your brain
weigh	*This suitcase **weighs** a ton. What's in it?* *The butcher **is weighing** the mince.*	have a weight of find the weight of

Appendix 2

Prefixes and Suffixes

The table below shows the most common prefixes and suffixes used to form verbs, nouns and adjectives. There are also some examples of how the prefixes and suffixes are used. See Unit 3 for more on prefixes and suffixes.

Verbs		Nouns		Adjectives	
Suffix	**Examples**	**Suffix**	**Examples**	**Suffix**	**Examples**
		~ al	arrival proposal	~ able	dependable understandable
~ ate	differentiate elongate	~ age	carriage marriage	~ al	additional original
~ en	darken strengthen	~ ance	appearance tolerance	~ ant	observant significant
~ ify	classify signify	~ ation	explanation publication	~ ate	fortunate passionate
~ ise	generalise modernise	~ dom	boredom freedom	~ ful	beautiful useful
		~ ence	dependence preference	~ ial	financial partial
Prefix	**Examples**	~ ency	proficiency tendency	~ ible	sensible terrible
		~ hood	childhood neighbourhood	~ ic	atmospheric scientific
em ~	embody empower	~ ings	belongings surroundings	~ ical	economical theoretical
en ~	enlarge ensure	~ ion	correction exception	~ ing	growing leading
		~ ity	curiosity popularity	~ ish	childish foolish
		~ ment	enjoyment equipment	~ ive	conclusive destructive
		~ ship	championship membership	~ less	homeless hopeless
		~ th	length warmth	~ ory	obligatory satisfactory
		~ ty	cruelty safety	~ ous	nervous poisonous
		~ ure	failure pleasure	~ ular	circular triangular
		~ y	discovery honesty	~ y	healthy tasty
		Nouns describing people			
		~ ant	assistant participant		
		~ ee	employee trainee		
		~ er	lawyer teacher		
		~ ian	librarian magician		
		~ ist	pianist scientist		
		~ or	actor competitor		

ALERT!
A cooker is an appliance, not a person.

Appendix 3

Prefixes
The table below shows the most common prefixes used to modify verbs, nouns, adjectives and adverbs together with their meanings. There are also some examples of which words these prefixes can be used with. See Unit 3 for more on prefixes.

Prefix	Meaning	Examples	
anti ~	against/not	anticrime	antisocial
bi ~	two	bicycle	bilingual
co ~	with	coexist	cooperate
dis ~	opposite/not	disapprove	dishonest
il ~	opposite/not	illegal	illogical
im ~	opposite/not	imperfect	impure
in ~	opposite/not	incorrect	insecure
ir ~	opposite/not	irregular	irreplaceable
inter ~	between/among	interact	intercity
mis ~	wrongly	misbehave	misjudge
over ~	too much	oversleep	overspend
re ~	again	remix	reoccur
self ~	to/for oneself	self-control	self-service
sub ~	under	submarine	subway
super ~	above/more than	superhero	supermarket
trans ~	across	transatlantic	transform
un ~	reverse action	unfold	unpack
un ~	opposite/not	unhappy	unused
under ~	too little	underachieve	undercook

Appendix 4

The table below shows common nouns with irregular plural forms.

Singular		Plural	Singular		Plural
aircraft	→	aircraft	man	→	men
child	→	children	mouse	→	mice
deer	→	deer	penny	→	pence
fish	→	fish	person	→	people
foot	→	feet	self	→	selves
goose	→	geese	shelf	→	shelves
half	→	halves	thief	→	thieves
knife	→	knives	tooth	→	teeth
leaf	→	leaves	wife	→	wives
life	→	lives	wolf	→	wolves
loaf	→	loaves	woman	→	women

Appendix 5

Countable and uncountable nouns

The nouns below can be used both as countable nouns and uncountable nouns. Look at the examples and notice how the meaning changes.

*A noodle is **an aid** for children learning to swim.* *Emergency **aid** was given to the earthquake victims.*	sth that helps you do sth else money, supplies, etc given to those who need it
*Listening is **an art**; not everyone is good at it.* *My favourite subject at school is **art**.*	sth that needs talent or special knowledge paintings, sculpture, drawings, etc
*My grandmother was **a** great **beauty** in her youth.* *Everyone has different ideas as to what **beauty** is.*	a beautiful woman the quality that makes sb beautiful
*My uncle started **a business** when he was thirty.* *What area of **business** are you involved in?*	a company, a commercial organisation the activity of buying and selling things for money
*There are many different **cheeses** at this shop.* ***Cheese** is good with pasta.*	a particular kind of cheese a solid food made from milk
*Let's open the box of **chocolates** tonight.* *I love **chocolate**.*	individual sweets made from chocolate the food
*Would you like **a coffee** after dinner?* *I've given up **coffee**.*	a cup of coffee, or a particular kind of coffee the drink made from roasted, ground coffee beans
*There is **a danger** of flooding at this time of year.* *The sign said: **Danger**! Keep out!*	sb or sth that can do damage or even kill the possibility that sth bad will happen
*Baked Alaska is **a dessert** that all children love.* *What shall we have for **dessert**?*	a particular kind of dessert sweet food eaten at the end of a meal
*Camping is **an experience** that I don't want to repeat.* *Candidates should have plenty of **experience**.*	an event that sb goes through skills or knowledge gained from doing sth
*Ian lost his job and felt like **a failure**.* ***Failure** is something we all experience at some point.*	sb or sth that is not successful lack of success in doing sth
*Our shop sells **foods** from around the world.* *She only eats vegetarian **food**.*	a particular kind of food things that people or animals eat
*Can you put these **glasses** on the table, please?* *Ornaments made of **glass** are breakable.*	sth made of glass that you drink out of the material used to make windows, bottles, etc
*My neighbour's **a gossip**; she talks about everyone.* *Don't listen to **gossip**; it's often untrue.*	sb who loves to hear and tell stories about others stories that are often untrue or exaggerated
*Oh no! I've just found **a hair** on my pizza!* *She has beautiful long auburn **hair**.*	one strand of hair all of the hair on sb's head
*Would you like **an ice cream**?* ***Ice cream** comes in many different flavours.*	a small amount of frozen flavoured milk on a stick, in a cone or in a bowl a frozen dessert made from flavoured milk
*Releasing him from prison so soon was **an injustice**.* *Sadly, we still read about **injustice** in this world.*	a particular occasion or event that is unfair unfair treatment or mistaken legal judgement
*I need **a** new **iron**. This one's stopped working.* *These back railings are made of **iron**.*	sth that heats up, used to get creases out of clothes a particular kind of metal
*I'm late because there was **a jam** in the town centre.* *Do you like **jam** on your bread in the morning?*	a lot of vehicles stuck in traffic a sweet food made from fruit, often spread on bread or a slice of toast
*What **a noise**! What on earth is happening outside?* ***Noise** from the road is a problem during the week.*	a particular sound general loud or unpleasant sound
*Do you read **a paper** every day?* *Have you got any **paper** I can use to wrap his gift?*	a newspaper material used for writing or printing on, or wrapping sth in

Appendix 5

*It was **an** excellent **production** of* Hamlet. ***Production** takes place in China and then the goods are shipped all over the world.*	a film, play, radio programme, etc the process of making or growing things to be sold
*Common sense is **a quality** many people lack.* *The **quality** of this furniture is second to none.*	a feature of sth or sb how good sth is
*What **a** lovely **room**, and so much light.* *We need to move; there isn't enough **room** in this house any more.*	a space inside a building with a floor, walls and a ceiling the space needed for sth
*I'll make **a salad** to go with our supper.* *I don't like eating **salad** with hot food.*	a particular kind or one serving of salad raw vegetables such as lettuce, cucumber, etc served together
*There was **an** awkward **silence** and then Jenny spoke.* ***Silence** filled the room as they waited for the ceremony to start.*	a period of time when nobody is speaking total quiet, no sound of any kind
*Cars travel at **speeds** of up to 100 mph.* *The sign said: Slow down! **Speed** kills!*	a particular speed how fast sth moves or is travelling
*The doctor said I should take up **a sport**.* ***Sport** is good for you.*	a particular kind of sport physical activities in which players compete
*Compassion is one of his **strengths**.* *Being a builder requires physical **strength**.*	an important skill or ability power, or how strong sth or sb is
*I'm pleased to say the event was **a success**.* ***Success** is not automatic; you must work for it.*	a successful person, event or result the achievement of a goal
*We'll have **two teas**, please.* *We always drink **tea** at four o'clock.*	one cup of tea, or a particular kind of tea a drink made by adding boiling water to parts of certain plants
*There was **a time** when I couldn't imagine being old.* *How much **time** do we have left?*	one particular occasion duration as measured by clocks
*Let's have **a toast** to your success.* *Do you like **toast** for breakfast?*	the act of drinking to sb's success or happiness sliced bread that has been heated and browned
*I am coming with you; we had **an understanding**.* *Thank you for your **understanding**.*	an informal agreement comprehension of a situation or the facts about sth or sb's feelings
*The company has **a vision** for the future.* *Head injuries can affect **vision** sometimes.*	an idea of what the future would be like the ability to see
*He's at the gym lifting **weights**.* *Have you lost **weight**? You look slimmer.*	a heavy object used to build muscle strength how heavy sb or sth is
*There are **two woods** near my home.* *This door is made of **wood**.*	a place where the ground is covered with trees the material that comes from trees
*Have you seen many of his **works**?* *He enjoys **work**, but wishes he earnt more.*	sth created by a musician, painter, sculpture, etc any kind of productive activity, done for money or not
*The man was described as a tall blond **youth**.* *My **youth** was spent wishing I was older.*	a young man the time when sb is young

Irregular Verbs

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Irregular Verbs

Infinitive	Past simple	Past participle
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
split	split	split
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Spelling Rules

Present simple

In the third person singular of the present simple, in affirmative sentences:

- We add *-es* to verbs ending in *-ch, -ss, -sh, -x* and *-o*.
  touch → touch**es** dress → dress**es** wash → wash**es**
  fix → fix**es** do → d**oes**
- If a verb ends in a consonant + *-y*, we take off the *-y* and add *-ies*.
  hurry → hurr**ies** study → studi**es** fly → fl**ies**

ALERT!
If the verb ends in a vowel + *-y*, we add *-s*.
pay → pay**s**
buy → buy**s**
say → say**s**

Verb + -ing

To form the *-ing* form of a verb:

- If a verb ends in *-e*, we take off the *-e* and add *-ing*.
  drive → driv**ing** ride → rid**ing** smile → smil**ing**
- If a verb has one syllable and ends in one vowel + consonant, we double the final consonant and add *-ing*.
  hit → hi**tting** win → wi**nning** swim → swi**mming**
- If a verb has two or more syllables and ends in one vowel + consonant, we double the final consonant and add *-ing* if the stress is on the final syllable. If the stress is not on the final syllable, we do not double the final consonant.
  begin → begi**nning** open → open**ing**
- If a verb ends in *-l*, we double the *-l* and add *-ing*.
  travel → travel**ling**

ALERT!
If the verb ends in two vowels + consonant, we do not double the final consonant.
wait → wait**ing**
wear → wear**ing**
rain → rain**ing**

Verb + -ed

To form the past simple of regular verbs:

- We add *-d* to verbs ending in *-e*.
  dance → dance**d** hope → hope**d** live → live**d**
- If a verb ends in a consonant + *-y*, we take off the *-y* and add *-ied*.
  cry → cr**ied** study → studi**ed** hurry → hurr**ied**
- If a verb has one syllable and ends in one vowel + consonant, we double the final consonant and add *-ed*.
  plan → pla**nned** stop → sto**pped** rob → ro**bbed**
- If a verb ends in *-l*, we double the *-l* and add *-ed*.
  travel → travel**led**

ALERT!
If the verb ends in a vowel + *-y*, we add *-ed*.
stay → stay**ed**
enjoy → enjoy**ed**
play → play**ed**

ALERT!
If a verb ends in *-w* or *-x*, we do not double the final consonant.
snow → snow**ed**
fix → fix**ed**
mix → mix**ed**

Comparison of adjectives

To form the comparative and superlative form of adjectives:

- If an adjective ends in *-e*, we add *-r* for the comparative form and *-st* for the superlative form.
  nice → nice**r** → nice**st** large → large**r** → large**st**
- If an adjective has one syllable and ends in one vowel + consonant, we double the final consonant and add *-er* or *-est*.
  hot → ho**tter** → ho**ttest** big → bi**gger** → bi**ggest**
- If an adjective ends in *-y*, we take off the *-y* and add *-er* or *-est*.
  happy → happ**ier** → happ**iest** heavy → heav**ier** → heav**iest**

Adverbs of manner

- If an adjective ends in *-y*, we take off the *-y* and add *-ily* to form the adverb of manner.
  noisy → nois**ily** happy → happ**ily**
- If an adjective ends in *-l*, we add *-ly*.
  wonderful → wonderfull**y** ✔ (~~wonderfuly~~ ✗)
  beautiful → beautifull**y** ✔ (~~beautifuly~~ ✗)

Phrasal Verbs

ask after
back out of
back up
bail sb out
be cut out for
be snowed under
beat down
blow over
bond with
break down
break in/into
break off
break out (of)
break through
break up
brighten up
bring about
bring along
bring back
bring forward
bring off
bring round
bring up
bucket down
burst in/out
call away
call by
call for
call off
care about
care for
carry off
carry on
carry out
catch on
catch up with
check in
check out
check up
check up on
clamp down on
clean up
clear off
clear out
clear up
close down
come across
come back
come down
come down with
come from
come off
come on
come out
come round
come up against
come up with
come up with
copy (sb) in
cough up
count (sb) in
count up
cross out
cut back
cut down (on)
cut in
cut off
cut out
deal with
die down
die out
dip into
do away with
do out of
do up
do without
draw out
draw up
drop (sb) off
drop back
drop by
drop out of
drum up
fall back on
fall for
fall in with
fall out
fall through
feel like
feel up to
fill in
fill in for sb
fork out
get along (with)
get at
get away
get away with
get back (at)
get by
get in
get off
get on (with)
get out
get out of
get over
get round to
get through
get together
get up
get up to
give away
give in
give oneself up
give out
give up
go after
go by
go down with
go for
go in for
go off
go on
go out
go through
go under
go up against
go with
go without
grow up
hand down
hand in
hang around
hang back
hang on to
have round
head for
hear from
hear of
help out
hold back
hold off
hold on
hold out
hold up
hop on
join in
join up
jump out
keep at
keep back
keep down
keep off
keep out
keep up (with)
key sth into
knock out
knuckle down
lay out
leave in
leave on
leave out
let down
let in
let in for
let off
let through
live on
live through
live up to
look after
look back on
look down on
look forward to
look into
look out
look out for
look over
look to
look up
look up to
make do with
make for
make out
make up

make up for
measure up to sth
miss out
note down
pan out
pass out
pay back
pay off
pencil sth in
pick out
pick up
play away
play back
play down
pull down
pull in
pull off
pull up
put aside
put away
put by
put down
put off
put on
put out
put up
put up with
rely on
ring up
rip sb off
roll in
rub out
rule out
run across
run down
run into
run out of
run over
run up
scrape by
scrape through
see off
see through
see to
send for
send on
set aside
set back
set in
set off
set out
settle up
show off
show round
shut down
sit up
soak up
speak up
splash out
stand by
stand for
stand in for
stand out
stand up for
stand up to
stay up
step down
stick out
stick to
stir up
stop off
switch off
switch on
take after
take in
take off
take on
take out
take over
take to
take up
tell off
think of
think out
think over
throw away
throw out
tide sb over
tidy up
try on
try out
turn back
turn down
turn into
turn off
turn on
turn out
turn up
waltz through
watch out
wear off
wear out
wipe off
wipe out
work out
work up
write (sth/sb) off
write down
write up

Reactivate your Grammar & Vocabulary C1/C2

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