



CAMBRIDGE

OBJECTIVE

CAE

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Workbook with Answers

Cambridge Books for Cambridge Exams ●●●

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Reading

- 1 You are going to read an article about a very unusual woman. Some of the paragraphs have been taken out of the article. You must choose which paragraphs A–E fit into the numbered gaps.



A great Little place to go batty

Ginni Little loves bats so much that she happily keeps them in her home. Gill Todd met her.

Judging by their loud purring, Natalie and Rupert are enjoying their evening ritual. While Ginni Little sits propped up in her four-poster bed watching television, Natalie, a natterer's bat, and Rupert, a one-winged pipistrelle, are happily snuggled in her cleavage, occasionally peeping out to receive a gentle stroke and a few loving words from their mistress.

1

In Cornwall Mrs Little is known as the 'Batwoman of Penzance'. As a nature-loving five-year-old she became fascinated by bats and their built-in radar systems 'which I now know to be echo-location.'

2

'That was Batty, our foundress,' she says. 'She was bald and covered in scabs. It took several months to get her well and I taught her to fly by putting a duvet on the floor for the initial crash landings.'

3

They come from several sources – the RSPCA, the Cornwall Wildlife Trust (with whom Mrs Little shares charitable status), local bat groups and members of the public.

4

The survival rate is impressive. Around half recover to be released back into the wild. Others like Rupert and Natalie, whose wings are irreparably damaged, spend their days as treasured pets, 'hopping and gliding' among tropical plants

and tree stumps in Mrs Little's spare bedrooms.

5

Caring for these sickest bats is an exhausting, full-time commitment. Because they are nocturnal creatures, Mrs Little can often be found in the early hours of the morning hand-feeding her sickest charges with vitamins – scrapings of raw liver and water on the tip of a paintbrush. Others are fed live mealworms or the occasional cricket.

- A The majority of patients – there are 35 in the house at the moment – have been mauled by cats. Others have been injured by cars or poisoned by pesticides or anti-woodworm treatments. Abandoned babies are also common.
- B Since Batty's arrival Mrs Little has been foster-mother to hundreds of sick, injured, and abandoned bats. Most of the tiny creatures which arrive at the Cornwall Bat Hospital, set up in two spare bedrooms of her terraced home, are pipistrelles, Britain's smallest and commonest type of bat. Others include noctules, natterers, greater horseshoes and long-eared.
- C 'Bats are such social creatures, they thrive on the warmth and companionship of humans,' says Mrs Little. 'The natural movement of the chest and the comfort of the heartbeat makes an ideal nesting place. I've also had bats which loved to nestle in my hair and others that would hang on to my hoop earrings while I went about my work.'
- D The sickest patients live in small glass cages which line the room. The more robust hang from bamboo screens or behind pictures, an occasional scuffling sound being the only hint of their presence during daylight hours. At night the flyers emerge to circle and swoop around the room, building up their strength prior to release.
- E Eleven years ago her love affair with bats began in earnest when she found a large cluster in a church while on a camping holiday in Wales. On her return home, she contacted the local bat group and was given an abandoned baby bat to nurse back to health.

- 2 Find descriptive words and phrases from the article to write under the headings below. When you find examples of collocation, write the whole collocation rather than just the individual word.

Bats	Mrs Little	Care and attention
loud purring	nature-loving	a gentle stroke

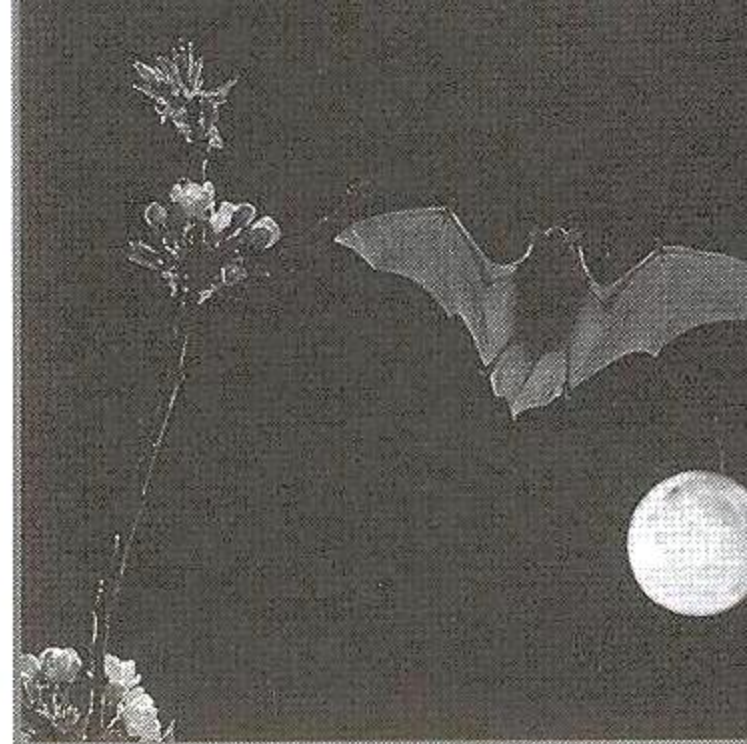
Vocabulary Collocation

- 1 Read the continuation of the article about Mrs Little. Use the words in the box to complete the article.

accorded	amount	at a time	closed
cut down	declined	deep-rooted	endangered
gentle	gently	huge	local
mixture	primal	scary	sociable
swooping	tiny	tragedy	wipe out

Despite the fact that fifteen British bat species were (1) protection status in 1981, they are still among the most (2) of all creatures. The population has (3) by 66 per cent in the past ten years because of the use of chemicals and the destruction of roosts as barns are converted, forests (4) and mines (5)

These (6), (7), (8) creatures are often regarded with a (9) of fear, hatred and (10) suspicion. 'I can understand people's prejudices,' says Mrs Little, (11) stroking Apple Blossom, a badly-injured baby pipistrelle found hanging on a milk bottle holder at a (12) farm. 'It's probably due to (13) fear. Bats are mysterious, suddenly (14) out of the dark and disappearing just as quickly. That can be (15) But it is a (16) that they are so misunderstood and are being killed in such (17) numbers. They are like us in many ways. They're warm-blooded, make wonderful mothers, have one baby (18) and suckle their young. They also do an enormous (19) of good – one pipistrelle can eat 3,000 midges in a night. In one area of Mexico they used bats to (20) malaria.'



Writing

- 1 Read through the following and write a description about yourself.
 - a Think of something interesting or unusual that you do or would like to do. Think about how you would describe this to someone else.
 - b How can your description be divided into different vocabulary areas as you did in Reading exercise 2? Make three or four headings and write words or phrases to go under each heading.
 - c Decide how many paragraphs you need for your description to be about 250 words long. What will you put in each paragraph? Make a plan.
 - d Write your first draft.
 - e Check it through or give it to another student to check.
 - f Write your final draft.

Grammar

Conditionals

- 1 Match the two halves of these sentences.
 - 1 If you go to Sydney,
 - 2 If the red light is flashing on your camera,
 - 3 If you wanted to get someone's attention in a crowded room,
 - 4 If only you'd got here earlier,
 - 5 If I were you,
 - 6 If you happen to see Tom,
 - 7 If you want to watch the news,
 - 8 Should these symptoms persist,
 - a turn on the TV.
 - b it means the battery is low.
 - c I'd buy the bigger suitcase.
 - d you would have seen the most amazing thing.
 - e would you tell him I've gone home?
 - f you'll love the harbour and the Opera House.
 - g go and see your doctor.
 - h what would you do?

- 2 How else could you say this?

Example: If you happen to be going into town, could you drop me off at the station?

If you are going into town, could you drop me off at the station?

- a Should you require any further information, please do not hesitate to contact me.
- b If you would turn to page ten of the report, you will find a summary of the proposal.
- c Had it not been for the Marketing manager's foresight, the company would have been in difficulties by now.
- d Open the window if it will make you feel cooler.
- e If I happen to see Jane at the sports club, I'll ask her where she bought her racket.

Writing

Informal letter

- 1 The underlined parts of this informal letter are written in inappropriate language. Rewrite the underlined parts in informal language so that they are appropriate to the style of the letter.

Dear ¹Miss Anne

It was ²a great pleasure to meet you while I was on holiday in Ireland. It was lucky that we were staying in the same guest house in the same village. I ³truly hope that the weather ⁴continued to be very pleasant after I left. I remember you had another week's holiday, didn't you? Did you manage to ⁵purchase some beautiful Waterford crystal glass ⁶as was your intention?

Do you remember the day we rented a car and drove along the south coast? ⁷It is my opinion that the further west you go, the more beautiful it is. Those small towns on the coast are really gorgeous with their brightly-coloured houses and friendly pubs. ⁸Please find enclosed the photographs we took when we were in Kinsale. I hope you like them. Please keep them as I have had these copies made for you.

Now that I have ⁹returned to my employment I am very busy and do not have a lot of free time but my memories of my holiday ¹⁰support me. I try to study a little English every day and do some exercises but sometimes ¹¹I do not return from work until 8.30 pm.

I ¹²would be delighted to hear from you. It would be lovely to keep in touch and who knows, perhaps we will meet again on another holiday.

I ¹³look forward to your prompt reply.

¹⁴Yours sincerely

Molly

Reading

- 1 In many newspapers and magazines you can find letters with questions from readers who have a problem. They write to an adviser at the newspaper or magazine. Here are two letters written to different publications.

A

QUESTION

For about a year I have had trouble with my Achilles tendon, where I experience a burning sensation whenever I play football or tennis. I turned down my doctor's offer of a steroid injection as I was told there was no guarantee it would work and could even cause further damage. He also suggested I rub a 'Deep Heat' type cream into the area before or after exercise, but are there any safe ways of exercising and toning my legs without putting pressure on the heel?

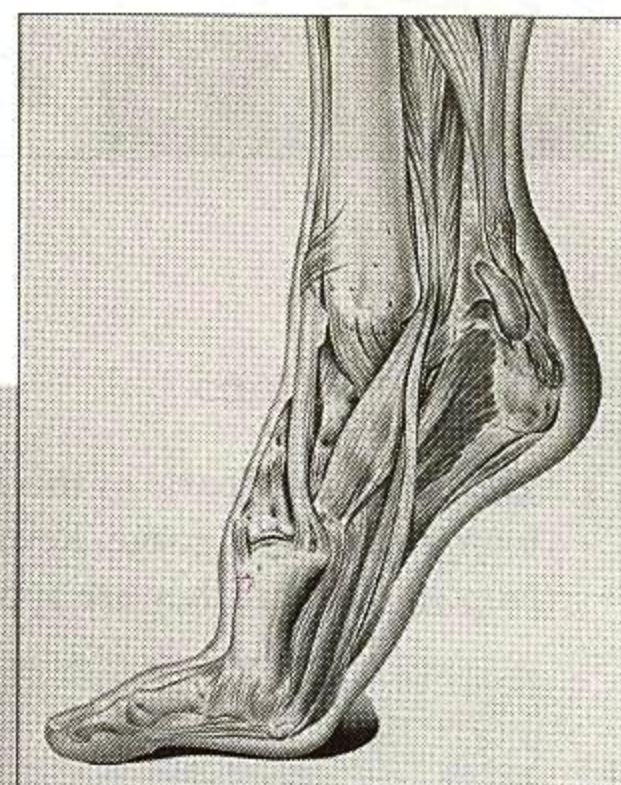
ANSWER

Mat Todman, a physiotherapist, says that the Achilles is the thickest and

strongest tendon in the body and is attached to the most powerful muscle group, the calf, but, because it has a poor blood supply, tissue regeneration during healing tends to be slow.

Your problem can have a number of causes, such as bad training technique, improper footwear or poor foot biomechanics and because treatment will depend on which of these it is, you should really try to have the cause diagnosed by a chartered physiotherapist.

Recent research indicates that eccentric loading exercises can be of benefit. An example would be a modified heel dip: stand on the



ground and go on your toes. Keep the left heel off the ground, then slowly lower your right heel back to the ground. Once strong enough, try the same on the edge of a step, lowering the heel over the edge so that it is below the level of the toe as you finish the move. Otherwise stick to exercise such as swimming and gentle non-graded cycling.

B

Q I've just added a CD burner to my PC hoping to create party-mix CDs. However, so far I've had only limited success. My compilations play perfectly in my PC CD player and my car, but not in my home stereo. What could be wrong?

A It's most likely an issue with the CD media – that is, the discs you've recorded on. Try a selection of other brands and grades, such as gold and platinum. If nothing works, there's an off-chance your home stereo might need tweaking. Sometimes the laser reader gets a little out of whack, making it especially sensitive to imperfect discs. If this were the case, though, you'd probably find the odd scratched CD would cause problems too. Fixing it usually involves taking off the case and turning a screw, so it's no big deal either way.

For more information on creating CDs, see the CDR FAQ at <http://www.cdrfaq.org>



- 2 Read the question in A. If you analyse the content of this question, you will find it is organised in this way:
 - Description of the problem
 - Advice received to date + reason for rejection of some advice
 - Specific question
- 3 Read the question in B. It is organised in this way:
 - Description of what has been done and purpose
 - Description of result/problem
 - Question
- 4 Analyse the organisation of the answers to the questions in the same way by summarising each stage of the reply.
- 5 The replies from the newspapers are written in very different styles. How would you describe the style of Reply A and the style of Reply B? Give some examples of vocabulary and grammatical structures which exemplify the style of the reply.

Grammar

Prepositions

- 1 In question A of the Reading there are examples of verbs followed by certain prepositions, for example, *attached to*, *depend on*, and examples of prepositional phrases, for example, *to be of benefit*. Complete these sentences with an appropriate preposition.

<p>a The rumours of a take-over have given rise widespread discontent among the workers.</p> <p>b There are three main candidates the running for the job.</p> <p>c The contaminated meat has been declared unfit human consumption.</p> <p>d We decided not to share a flat because her lifestyle is incompatible mine.</p> <p>e Members of the public were picked random in the street and asked their views on the matter.</p> <p>f The charity is making every effort to keep pace the demand for food and shelter in the disaster area.</p> <p>g This equipment is particularly sensitive movement; even the slightest movement in the building will render it inoperable.</p> <p>h It was deep regret that we left the village where we had lived all our lives.</p>	<p>i terms of value for money, this is the best hi-fi you can get.</p> <p>j Jane seems to have got herself a terrible muddle with the figures.</p> <p>k The other football team seemed to be resigned losing and did not make much effort in the second half.</p> <p>l fairness to the organisers, it wasn't their fault that the meeting was so poorly attended.</p> <p>m I don't think this passport photo does justice your good looks.</p> <p>n It's difficult to decide the best course of action in this complex situation.</p> <p>o The family has run into financial problems and they have had to dispense the services of the butler.</p>
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UNIT 3 The real you

Reading

1 You are going to read about Pippa Smith, who is a trainee solicitor.

Read Pippa's replies to the interviewer's questions. Next to each number 1–6 write the interviewer's question.

Working lives

The average annual salary in Britain in 2000 was £21,000. Think that's good? Think it's bad? Think you could live on it? Pippa Smith, 24, trainee solicitor does. Oliver Burkeman finds out what she thinks.

1?

I have wanted to be a lawyer for a long, long time, but I didn't always think I would want to be a solicitor. Until my first year in university, I wanted to be a barrister, but even then I could see it is a very financially insecure occupation. As a solicitor, you are more stable because you're somebody's employee.

2?

I work in employment law. I get in at about 9.15 in the morning, but there isn't really a typical pattern after that: I can never plan or structure my day because I work at the whim of the people in the department.

3?

I do enjoy my job: it changes every day and there is a great deal of interaction with the rest of the team – which is another good reason not to be a barrister. When our work involves employees who are subject to disciplinary action because of their conduct, things can get quite high-profile too.

4?

As a trainee, you don't have complete control over specific cases and files. I have lots of responsibility, though – drafting letters, faxes and clauses, and amending contracts. There's a lot of attending meetings, too. As a trainee you don't contribute all that much at these but you do take word-for-word attendance notes, which can be a bit boring and is a nightmare because you can never get everything down.



5?

The money is enough to live on. I'm lucky, mind you, because I live at home and so I don't have to pay rent. I have one major holiday a year and a few weekends away as well.

6?

I enjoy working in London – I think you get high-quality clients and I like the after-work socialising mentality, which I don't think exists everywhere – but I'm pretty sure it would be a struggle to afford to do the things I want to do if I had to pay for my own place here.

Vocabulary

- 1 What is the difference between:
 - a a barrister and a solicitor?
 - b a teacher and a lecturer?
 - c a playwright and an author?
 - d a film producer and a film director?
 - e a conductor and a composer (of music)?
 - f a police constable and a traffic warden?
- 2 Explain the phrase *I work at the whim of the people in the department*. Give two other examples of the use of *whim* in addition to *to be at the whim of*.
- 3 There are many other phrases with the same pattern *to be at the ... of*. Match phrases 1–6 to their definitions a–f.
 - 1 to be at the beck and call of someone
 - 2 to be at the mercy of someone
 - 3 to be at the discretion of someone
 - 4 to be at the peak of something
 - 5 to be at the forefront of something
 - 6 to be at the crossroads of something
 - a someone has complete power over you
 - b to be at an important and uncertain stage
 - c to be in the most noticeable position
 - d always willing and able to do whatever someone asks
 - e it depends on the decision of someone
 - f the highest, strongest or best position
- 4 Find two examples of words with the suffix *ee* in the interview. Give examples of other words with this suffix. It's quite unusual for words in English to end with a double vowel. Give examples of words ending in *oo*.
- 5 The interview contains vocabulary connected with Pippa's job as a solicitor. Extend your 'legal' vocabulary by naming:
 - a five people you might see in a law court.
 - b five types of crime.
 - c five types of punishment.
- 6 Explain the term *mind you* in paragraph 5.

Grammar

I wish, I'd rather, If only, It's time

- 1 You are going to read some sentences about Joel's work as a nurse. Rewrite each sentence starting with the words given to express Joel's wishes and opinions.
 - a Most people don't have a healthy diet.
I wish
 - b I have to work shifts.
I wish
 - c It's a busy day.
If only
 - d I should have studied to be a doctor.
If only
 - e I'd like to do some specialist training so that I could earn more money.
It's time
 - f My superiors don't support me.
I wish
 - g I hope my son will find a less stressful job.
I'd rather
 - h I have too many patients to look after.
If only
 - i I should have moved to a smaller town last year; it's a pity I didn't.
I wish
 - j I think it's better to go to work by bus because it's less stressful than driving.
I'd rather

Asking questions

- 2 These are a student's replies to his teacher's questions about himself.
Write the questions.

a

I'm from Barcelona in Spain. I was born and brought up there.

b

Well, we live right in the centre so what I really like about living there is the fact that everything is right on my doorstep. If I want to go to a film, meet friends in a café or whatever, it's easy to get there. Of course, it's busy, a bit noisy at times, but I like that. I think Barcelona has a very special atmosphere. Some people say it's the architecture, all those Gaudi buildings and others say it's the people. We're Catalans and quite a bit different from people in other parts of Spain.

f

In my spare time I do as much sport as possible. It's really important to me that I keep fit. I found when I was studying a lot that it was really relaxing to go out and play tennis or go swimming for an hour or so. After that it sort of cleared my mind and I was refreshed ready to start revising again for my exams.

c

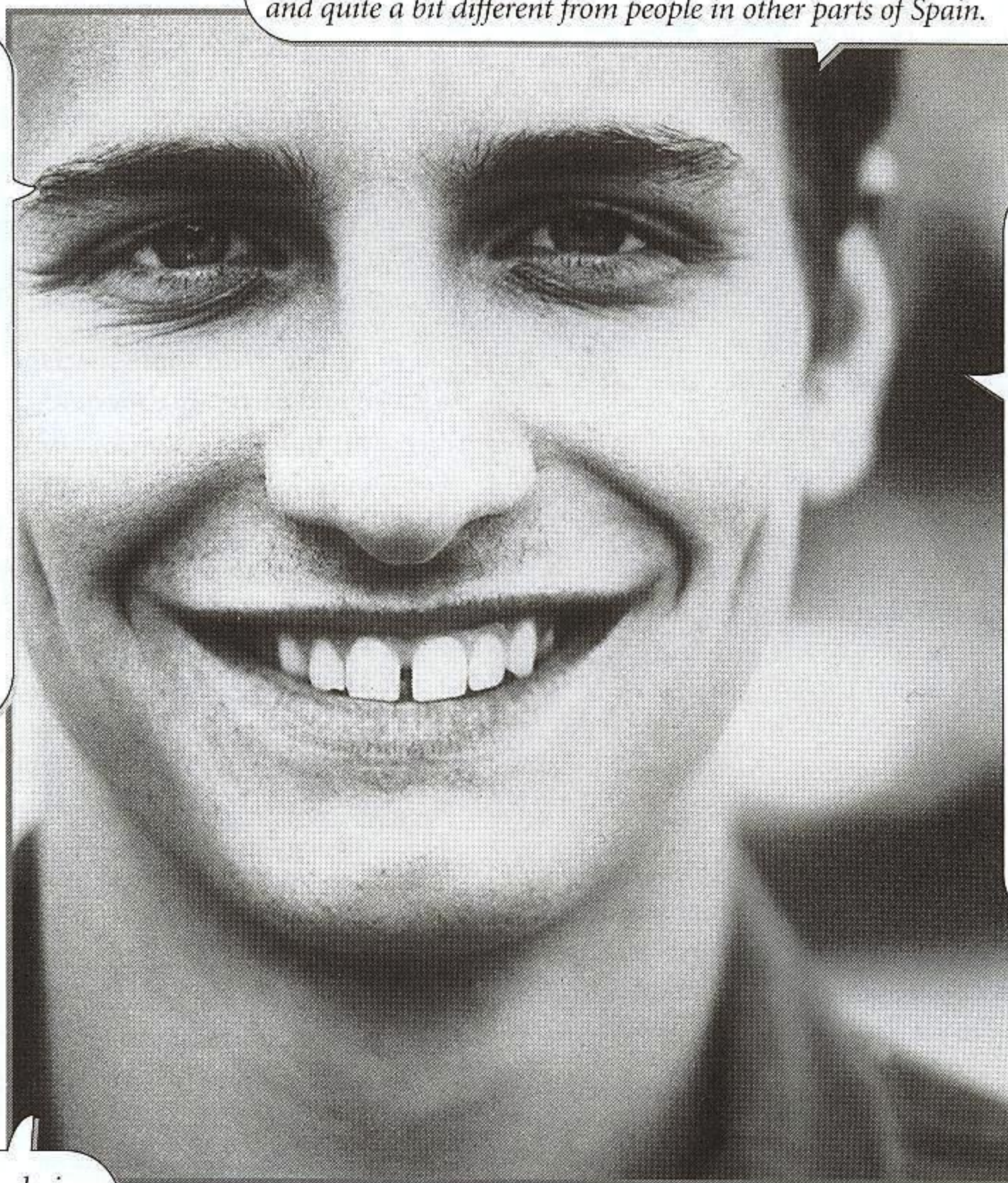
I've got a younger brother who's still at secondary school. Then there's my mum, she's a nurse but she only works part time and my dad works as a lawyer in a big law firm. Everyone in my family is always really busy but I think that's good. When we do get together, for example at the weekends, we have lots to talk about because we've all been doing very different and interesting things.

e

What I'd really like to do is get a job in an international company. I speak French as well as English and of course Spanish, so my ideal job would be one where I can use all those languages. I don't want them to go rusty.

d

I graduated from university just a few months ago. I was studying Business Administration. So then I decided to do an English course and to enter for the CAE exam because I think it'll be really helpful to have an English language qualification when I'm job hunting.



UNIT 4

Acting on instructions

English in Use

Part 1

- 1 Read this article from a hi-fi magazine which gives instructions on how to buy a hi-fi. For questions 1–12, decide which word best fits each space.

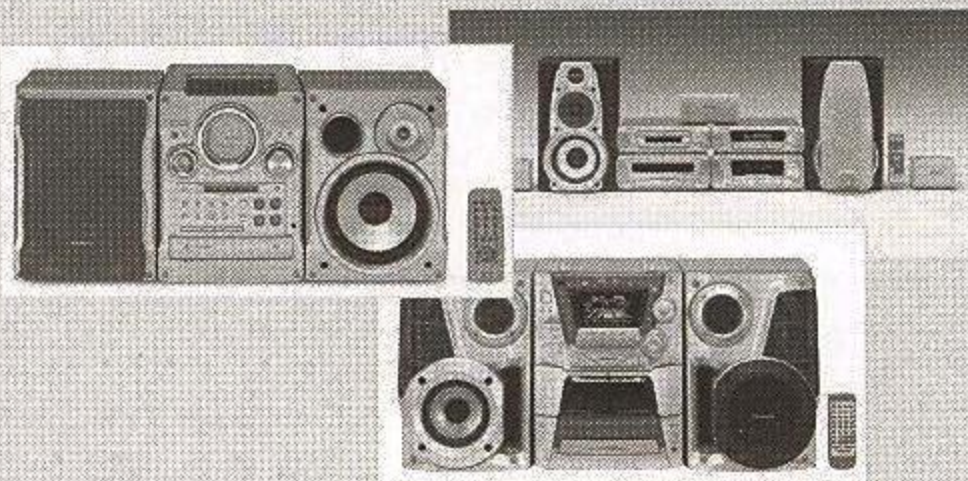
STOP, LOOK, LISTEN

essential pre-purchase reading

before you buy ...

- ▶ The best judge of your ideal hi-fi is you yourself. Trust your ears.
- ▶ Independent hi-fi shops tend to have knowledgeable staff who are willing to spend time helping you choose. Most have demonstration facilities – book these by phone so the equipment you want is ready when you arrive.
- ▶ Don't ignore retailers that lack dem rooms, but check whether there's another (1) that has them. Or can you try equipment at home? Multiple chains can offer good prices and some have reasonable demonstration (2)
- ▶ Unauthorised dealers are best (3) – they may be getting the products from a (4) party which can cause problems later for servicing. Check ads for 'Authorised Dealers', or phone the manufacturer/distributor to check. You'll find phone numbers just before the Buying Guide. Shops advertising membership of BADA (the British Audio Dealers Association) (5) to certain standards of conduct.
- ▶ Extended warranties can make (6) but are sometimes a complete waste of money. Check carefully that the (7) conditions and price are realistic.

- ▶ 'Ex-demo' models can save money if the unit is merely (8) or briefly used in-store, but beware retailers using the term to (9) returned or substandard kit.
- ▶ When a product is at a ridiculously low price, check that it's covered by a manufacturer's full UK warranty. Grey imports (imported through unofficial channels) can appear good value, but have (10) with warranties, voltages and servicing. They can also sound different.
- ▶ Pay by credit card, particularly for (11) order – you'll get automatic insurance for goods over £100.
- ▶ Don't buy from white vans offering remarkable speaker (12) They're rubbish.



1 A branch	B offshoot	C section	D chain
2 A abilities	B faculties	C facilities	D aptitudes
3 A eluded	B avoided	C evaded	D dodged
4 A remote	B third	C neutral	D second
5 A stay	B hold	C attach	D adhere
6 A meaning	B significance	C sense	D reason
7 A terms	B concessions	C points	D clauses
8 A grazed	B scraped	C defaced	D scratched
9 A embody	B cover	C comprehend	D comprise
10 A traps	B hazards	C pitfalls	D snares
11 A mail	B post	C printed	D standing
12 A scoops	B occasions	C snips	D bargains

Reading

1 A recipe is a set of instructions on how to prepare a dish. What do you call the two parts of the recipe?

2 Read the recipe and group words under the following headings:

ways of preparing food

kitchen equipment

Roasted Tomato Soup

with a Purée of Basil and Olive Croutons

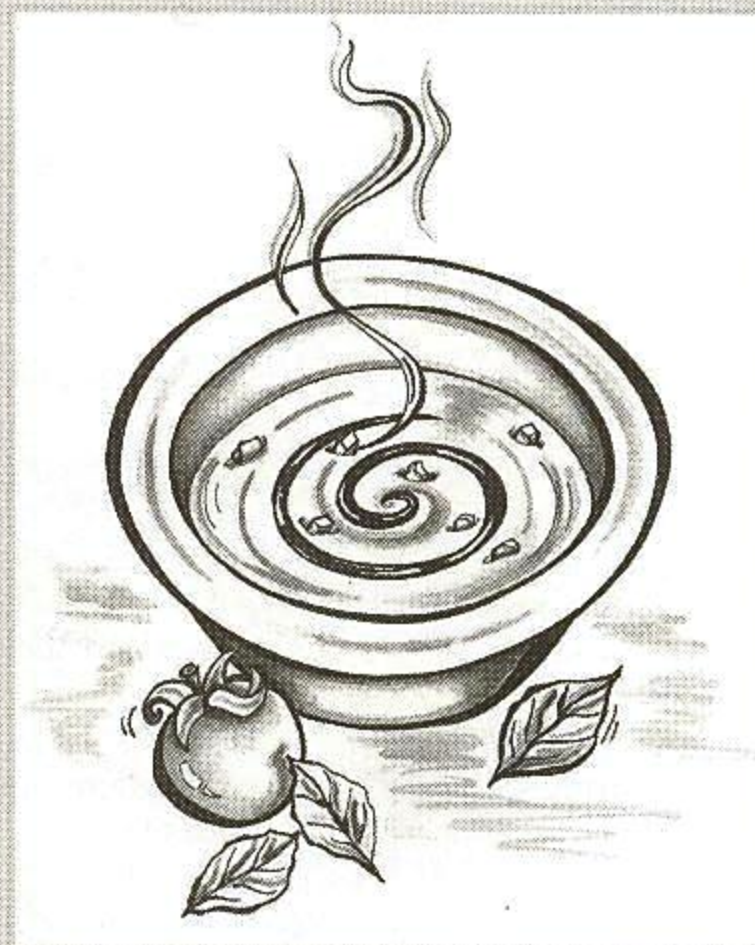
Serves 2-4

For the soup

700 g ripe red tomatoes
1 dessertspoon (approx) extra virgin olive oil
1 fat clove of garlic, chopped
1 packet basil leaves
1 medium (100 g) potato
423 ml boiling water
2 extra tablespoons olive oil
1 teaspoon balsamic vinegar
Salt and pepper

For the croutons

4 medium slices (50 g) ciabatta bread
1 tablespoon olive oil
1 dessertspoon olive paste
You'll also need a shallow roasting tray, about 33 cm × 33 cm



Pre-heat oven to gas mark 5, 190°C

First of all skin the tomatoes by pouring boiling water over them, then leave them for one minute exactly before draining them and slipping the skins off (protect your hands with a cloth if they are too hot). Now slice each tomato in half and arrange in halves on the roasting tray, cut side uppermost, then season with salt and pepper, sprinkle a few drops of olive oil on each one, followed by the chopped garlic, then finally top each one with a piece of basil leaf (dipping the basil in oil first to get a good coating).

Now pop the whole lot into the oven and roast the tomatoes for 50 minutes to an hour or until the edges of the tomatoes are slightly blackened (what happens in this process is that the liquid in the tomatoes evaporates and concentrates their flavour, as do the toasted edges).

While the tomatoes are roasting, prepare the croutons by cutting the slices of bread into small cubes, then place them in a bowl with the olive oil and olive paste, and toss them to get a good coating of both.

About 20 minutes before the end of the roasting time peel and chop the potato, place it in a saucepan with some salt, 425 ml boiling water and the tomato purée, then simmer for 20 minutes.

When the tomatoes are ready, remove them from the oven but leave it switched on. Now scrape the tomatoes and all their juices and crusty bits into a food processor (a spatula is best for this), then add the contents of the saucepan and whizz everything to a thick purée, not too smooth. If you want to, you can sieve the pips out, but I prefer to leave them in because I like the texture.

The soup is now ready for reheating very gently on the top of the stove, but first, while the oven is on, arrange the croutons on a small baking tray and put them in the oven to bake for 8-10 minutes – please do put the timer on for this, as ten minutes passes very quickly and croutons have a nasty habit of turning into cinders.

Just before serving the soup, make the basil purée by stripping the leaves into a mortar, sprinkling with $\frac{1}{4}$ teaspoon of salt, then bashing the leaves down with the pestle. It takes a minute or two for it to collapse down and become a purée. Then add the two tablespoons of olive oil and the balsamic vinegar and stir well. If you make this well in advance, store it in a cup with clingfilm pressed on the surface – it will keep its colour overnight.

To serve the soup, pour it into warmed serving bowls and drizzle the basil purée on the surface to give it a marbled effect, and finally sprinkle on the croutons.

Writing

- 1 Write a recipe for your favourite dish to send to an English-speaking friend. Use the same format as the recipe on page 14.

Vocabulary

Prefixes

- 1 In the tomato soup recipe there was an example of the prefix *over* in *overnight*. *Over* is often used with verbs to mean *too much*, for example, *overeat*. But what does *over* mean in the word *overnight*?

- 2 What do these words, which contain the prefix *over*, mean?

- | | |
|----------------------|------------------------|
| a overalls (plu. n.) | f overseas (adj. adv.) |
| b overarm (adj.) | g oversight (n.) |
| c overboard (adj.) | h overthrow (v.) |
| d overcast (adj.) | i overtone (n.) |
| e overleaf (adv.) | j overture (n.) |

- 3 In the tomato soup recipe there was also an example of the suffix *en* in *blacken*. *En* means *make or become more*. Use verbs with the suffix *en* to complete these sentences. Put the verbs into an appropriate tense.

- a They are going to the road as it has become too narrow for the volume of traffic which uses it.
- b We'll have to the pace if we want to keep up with him.
- c The paper came off the parcel when the string that had been tied round it
- d We're all going to have to our belts until your mother finds another job.
- e I'll have to this skirt; it's too short to wear to work.
- f As you grow older your spine by about two centimetres.
- g You can the sauce by adding some flour.
- h The bank loan has greatly our financial position.
- i They say that travel the mind.
- j She stood up and her crumpled clothes.

Irregular plurals

- 4 In the recipe there is an example of an irregular plural, *halves*. What is the plural of the following words?

- | | | | |
|-------------|------------|-------------|------------|
| a leaf | b child | c woman | d person |
| e series | f fish | g passer-by | h analysis |
| i criterion | j stimulus | | |

Grammar

can, could, may, might

- 1 Match each sentence to the use of the modal verb.

permission	order	ability	request
theoretical possibility		negative certainty	

- a I can speak four languages.ability.....
 - b That can't be his brother. He looks nothing like him!
 - c Could I take another copy of the hotel list for a friend of mine?
 - d You can give Sarah a lift home while we clear up after the party.
 - e Could you pass me the dictionary?
 - f Can this software be loaded on to any computer?
- 2 Complete the sentences with an appropriate modal verb *can, could, may or might*. Remember to use the correct tense and negatives if necessary.
 - a Carol eat the meal I'd cooked because she's allergic to seafood.
 - b you use tinned tomatoes for this recipe?
 - c He gone on holiday; I've just seen him in the city centre.
 - d you help me with these boxes, please?
 - e That woman be his wife but as I've never seen her, I'm not sure.
 - f My sister be able to make it to the party but we're not sure.
 - g We've been waiting for an hour; you let us know you'd be late.
 - h It be a genuine diamond but it's highly unlikely.

UNIT 5 Dear Sir or Madam

Grammar

Relative clauses

- 1 You saw this advertisement in *The Times* newspaper and you are interested in applying for a place on the course. You have written some notes in preparation for your letter of application. Rewrite the short sentences or notes into longer sentences using relative clauses.

G STUDENT'S BOOK page 192

Dear Sir

Your reference: HWA0501

- 1 I am writing to apply for the Heriot-Watt Distance Learning MBA.
I understand this course starts at any time.
- 2 I would like to start in September.
I will have returned from my annual holiday then.
- 3 I would like to follow the course based in my home country.
It is (supply name of country)
I will have access to the Internet and good libraries there.
- 4 I graduated from (supply name of university) two years ago.
I studied politics and economics there.
I have a BSc joint honours degree.
- 5 At present I am working in a plastics company, called Wisbro.
I work in the sales and marketing department there.
- 6 You can obtain a reference from Mr Larsson.
He is the Marketing manager.
I have worked closely with him for the last two years.

Please find enclosed my CV and copies of my certificates and degree.

I look forward to receiving more information about the course soon.

Yours faithfully



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Vocabulary

Connotation

- 1 Advertisements always describe the product in the most glowing terms in an attempt to sell it. Look at the advertisement for the Heriot-Watt MBA again and highlight all the positive words and expressions.
- 2 In English when we want to be diplomatic or tactful we often use a negative verb and a positive adjective instead of a negative adjective. For example, instead of saying, *It was too easy*, we can say, *It wasn't (very) challenging*.

Write these sentences in a more tactful way.

- | | |
|---|---------------------------------------|
| a The course dates are too rigid. | d The pace of the course is too slow. |
| b The course is too expensive. | e The standard is too low. |
| c The choice of subjects is too narrow. | |

English in Use

Part 1

- 1 For questions 1–15, read the biography below and then decide which word on page 18 best fits each space. The exercise begins with an example (0).

Banderas, Antonio

With 43 movies under his (0)^B....., Antonio Banderas in 1995 was on his way to becoming America's next "Latin lover". His (1) sexuality and European (2) made this Spanish actor a fully-fledged Hollywood film star.

Banderas was born on August 10, 1960, in Málaga, Spain. After seeing a performance of *Hair* at the age of 15, he said of acting, "I want to be part of this ritual; I want to do this forever." In 1981 he (3) on a five-year acting stint with the Spanish national theatre in Madrid. There he was (4) by movie director Pedro Almodóvar, who offered him roles in films. In his first movie with Almodóvar, Banderas played the first of several roles as a homosexual. Under Almodóvar's direction the young actor was able to (5) his talent fully through (6) roles such as rapist, mental patient, and kidnapper.

This experience (7) valuable for Banderas after he moved to Hollywood in 1989. There in 1992 he landed a role in *The Mambo Kings*, playing a young Cuban musician living in New York City. Although he spoke almost no English, Banderas was able to learn his (8) phonetically and later took

intensive English courses, which helped him land the role of Tom Hanks's lover in the box-office

(9) *Philadelphia* in 1993. Wanting to take the U.S. by (10) , Banderas then enjoyed a whirlwind acting spree. His movies include *The House of the Spirits* (1993), *Interview with the Vampire* (1994), *Miami Rhapsody* (1995), *Desperado* (1995), *Assassins* (1995), and *Never Talk to Strangers* (1995). Banderas (11) to being ambitious but said that in Spain actors prove their success by making one film after another.

Success for Banderas came at a (12) His personal life recently became public when he fell in love with co-star Melanie Griffith from the film *Two Much*. Gossip (13) across the country were filled with news about the (14) of his eight-year marriage to a Spanish actress. Banderas insisted that his marriage had been (15) for some time and said of Griffith, "I love this woman, and I want to make her happy – that is my only purpose."



0 A feet	B belt	C table	D sleeve
1 A unhesitating	B undoubting	C undeniable	D unanswerable
2 A gift	B artistry	C mood	D flair
3 A embarked	B diverged	C undertook	D propelled
4 A discovered	B founded	C initiated	D starred
5 A voice	B provide	C exhibit	D express
6 A uncomfortable	B uncusomary	C unconventional	D uncultured
7 A realised	B proved	C made	D came
8 A quotes	B sentences	C lines	D parts
9 A premiere	B masterpiece	C smash	D hit
10 A chance	B surprise	C storm	D attack
11 A conceded	B assented	C revealed	D acknowledged
12 A cost	B penalty	C fee	D price
13 A columns	B articles	C features	D editorials
14 A breakaway	B break-off	C breakup	D break-out
15 A shaken	B unfaithful	C weak	D unstable

Writing

Formal letter

- 1 You have been asked to proofread this letter from a hotel. The hotel has discovered on reading its guests' questionnaires that a number of guests have been dissatisfied with various aspects of the service and facilities. In an attempt to reassure guests, the hotel management has decided to send out the following letter. However, there are some mistakes in it. Can you correct them?

Dear Guest

It was a great plesure to have you stay at the Palace Hotel and we thank you very much for take the time to answer our "Guest Comments".

It is really very important to have your feedback so we always aim in giving our guests the best service. We value your impressions specialy about our service. Much to our regret we realise that you were not satisfied to our service. We would like to inform you that we are renovating our hotel and soon we will be able to offer a greatly improved service.

Thank you for the confidence you have placed by us. We will always do everything possible to continue to earn your trust and goodwill.

We look forward to welcome you again as our guest in a near future.

Yours sincerely

UNIT 6 Speak after the tone

Reading

- 1 Read this article about text messaging. Some paragraphs have been taken out of the article. Find the missing paragraphs 1–9 by choosing from the options A–J on page 20. There is one extra paragraph.

Virtually flirting with love's new language

Text messaging on mobile phones is creating a new language as users ignore traditional spelling and grammar. David Cohen charts the rise of the SMS culture and asks: "1 dA wil Nglsh B ritN lIk this?"

IF you haven't joined the text messaging movement, this is what you're missing. You are sitting on a bus rushing to meet a friend. You are late. So you get out your mobile and, to avoid an argument, or an irritating "I'M ON THE BUS" call, you punch in "IL B l8" then press send.

1

The rather tedious method of typing in letters using the mobile phone's tiny keypad also means the shorter the words, the less frustrating they are to type.

2

Text messaging is not a minority sport for a handful of technically minded whizzkids – about one billion text messages are sent each month in the UK. To the uninitiated, texting seems a bizarre activity. In fact, the craze even caught the mobile phone companies completely off guard.

3

If anybody tells you that they predicted the success of text messaging, don't believe them. It was launched in January 1999 with only mild expectations, but now everyone is doing it.

4

The trend has also helped to launch thousands of relationships as text messaging is so much less embarrassing than an awkward telephone call. There are no rules to text messaging. It is a vital, evolving language full of phonetic abbreviations. The short, informal style of an e-mail is cut down even further by the mini-missives of a text message. We are composing a new chapter in our vocabulary, thereby opening up a new channel of playful, frank and 24-hour communication.

5

Dr Ken Lodge, a linguistics expert at the University of East Anglia, says: 'Text messaging is fun and that's fine, but I'm worried about the effects it might have on a child's ability to read and write. There has already been a sharp decline in general literacy levels in university students in my lifetime.'

6

Not everybody shares Dr Lodge's nervousness about text messaging and its detrimental influence on children. Jean Aitchison, professor of language

and communication at Oxford University, thinks playing with language is entirely natural.

7

In text messages, many words come from shorthand created in email, such as FYI (for your information), IMO (in my opinion) and GAL (get a life). Aitchison says: 'Everyone uses these new media so we are getting a lot of abbreviations being added into traditional letter writing use.'

8

One of the most ubiquitous uses of text messages is chatting up members of the opposite sex. While Shakespeare wrote sonnets about love, today's suitors send a text message to declare their devotion.

9

He says: 'I first asked my girlfriend out with a text message. In fact, the first month of our relationship survived only through text messages. I'd use up a £10 phone card every day just sending her text messages, some of them too rude to be repeated. When I finally asked her out I just wrote: w% d U lIk 2 go 4 a drink?'

A Marco Miranda, a 20-year-old head bartender from Fulham, London, is a practitioner of amorous texting.

B Behind this electronic shorthand, a cultural revolution is brewing. In this language soup, what is happening to good old-fashioned English?

C Why don't you bother spelling out the words in full? Well, text messages, also known as SMS (short message service), cannot be more than 160 characters long.

D Muslim leaders are texting to call their congregations to prayer, women wanting to conceive get texted with a reminder on their most fertile days of the month, and shops are texting with special offers on cut-price jeans.

E It is especially popular among school-children who now almost all seem to have their own mobile phones and find this a particularly interesting way to develop the traditional pastime of passing notes in class.

F She says: 'Every time a new medium comes along it has an effect on language. Over the past 20 or so years, language has changed very fast because of the way people use language with new technologies. But this doesn't destroy the existing language, it adds to it and embellishes it.'

G At roughly 10p a pop, sending a text message is also a lot cheaper than making a voice call.

H 'If today's kids prefer to text message rather than learn to read and write, things won't improve. In the future, it might be that writing becomes even less important, just as it has done over the past 50 years as the telephone has become more prevalent.'

I 'Mostly they are original but sometimes you get a clash of meanings. For example, take LOL which can mean both Laughing Out Loud and Lots Of Love. That could lead to some embarrassing misunderstandings.'

J It was introduced as a small, extra feature for mobile phone users, which was not designed to set the world on fire in the way that WAP (wireless application protocol) was, but failed to do.

Grammar

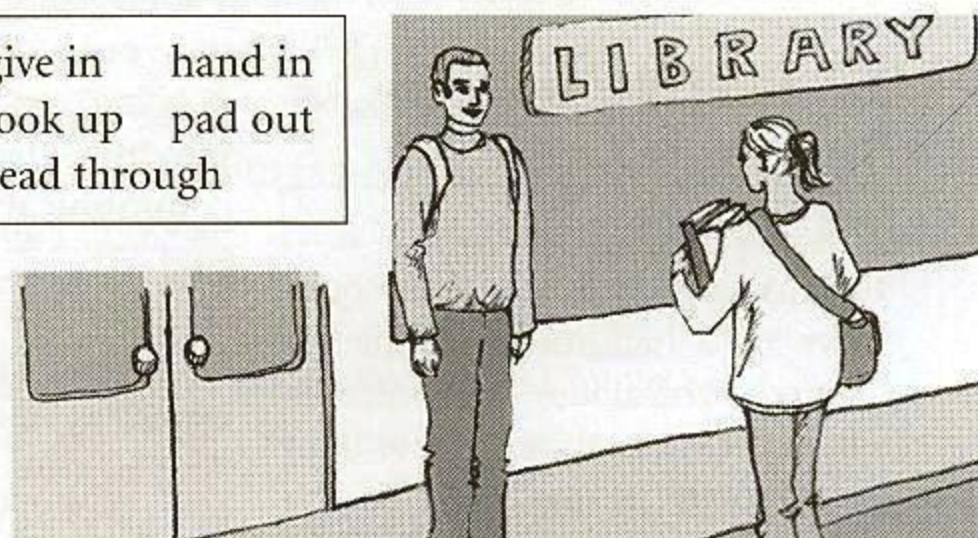
Phrasal verbs

1 Complete these sentences by adding the necessary preposition or particle.

- a Hurry up, Jim. Ring ! I need to make an important call and you've been on the phone for half an hour.
- b Sorry, I'm calling from the station and it's very noisy here. Can you speak ?
- c I was just about to apologise for having forgotten to meet her after work when she hung on me.
- d Just a sec, we're going into a tunnel. I'm breaking I'll call you later.
- e I'll have to go. I'm running of coins. I'll go and get some more and phone you later.
- f Lovely to talk to you. Hang a moment. I'll just pass you to your dad. He'd like a word before you hang
- g I've been trying to ring my uncle who's working on a remote Pacific island but I can't get
- h You'd like to speak to the Managing Director? One moment, sir. I'll put you

2 Here are some more common phrasal verbs used in conversations. Put the verbs from the boxes in the right place in the dialogues. You may need to change the form of the verb.

give in hand in
look up pad out
read through



Alex: Have you done your project yet?

Nicky: Not quite. I still need to a few references in the library. I'm planning to it on Monday. Is yours finished?

Alex: Well, I finished it last night. But when I it this morning, I realised it's a bit short and I need to it a bit. So, I'll probably mine on Monday too.

b

book into get in see off stop off touch down

Paul: We Fiona at the airport yesterday. She's off to Australia for a couple of months.

Rose: Lucky her! Did she go on a direct flight?

Paul: No, she in Hong Kong for a couple of days on the way there. In fact her plane should just about now if it's on time.

Rose: Well, I've been there several times and we've always on time. Has she got friends to stay with in Hong Kong?

Paul: No, she a nice hotel. She'll be glad of a good sleep in a comfortable bed, I imagine.

c

set up hand in close down
be snowed under take on

Sam: How's work these days?

Di: Well, I but I suppose that's better than having nothing to do. What about you?

Sam: Well, the company I've been working for next month and I've got to find something else to do.

Di: Oh dear. Poor you!

Sam: Well, I was thinking of my notice anyway. I'm thinking of my own business.

Di: That's a great idea. If you ever need to extra staff, let me know!

G STUDENT'S BOOK page 192

Vocabulary

- 1 Choose one word from Box A and one from Box B in order to complete each of these sentences. Change the form of the verb if you need to.

Box A

do have make take

Box B

chance	fun
complaint	responsibility
mistake	favour
nap	seriously
housework	photos
best	effort

- a It doesn't matter whether you win the competition or not. The important thing is to your
- b Anna some wonderful on holiday in Scotland last year.
- c I always the on Saturday mornings so I can have the rest of the weekend free.
- d I thought that was Jo I saw over there but I must have a Jo's in France at the moment.
- e You'll never manage to learn this vocabulary unless you really an
- f The state of this bathroom is disgusting. I would like to an official to the hotel manager.
- g I think everyone great at the party last night.
- h When she was in Ireland last year, Giovanna made sure she every she could to speak English.
- i Could you possibly me a and get me some books from the library while you're in the city centre?
- j My grandpa usually a in the afternoon.
- k Jack lied about his age because he thought that no-one would him if they realised just how young he was.
- l Now that you are 18, it is really time that you a bit more for your own finances.

Reading

1 Read the article.

Zoo Management

Dylan Evans finds business to be a jungle in *Managing the Human Animal* by Nigel Nicholson

In the past few years, evolutionary psychology (or EP as it is known) has given the chattering classes a lot to chatter about, but hasn't had much impact in the world of business. However, that may be about to change. A new book by Nigel Nicholson, professor of organisational behaviour at the London Business School, promises to transform EP from a debating topic into a practical tool for management.

According to Nicholson, executives have been misled by decades of utopian management education. They have been encouraged to believe that they can re-engineer their companies in any way they want, eliminating turf wars and sexism along the way. Such fantasies, however, take no account of the enduring features of human nature, which stubbornly resists the new visions imposed upon it. No wonder so many great new management ideas fail as soon as they move from the business school to the boardroom.

The solution, argues Nicholson, is to construct a new approach to management based on EP. As the first truly scientific account of human nature, EP can teach managers how to work with the grain rather than against it.

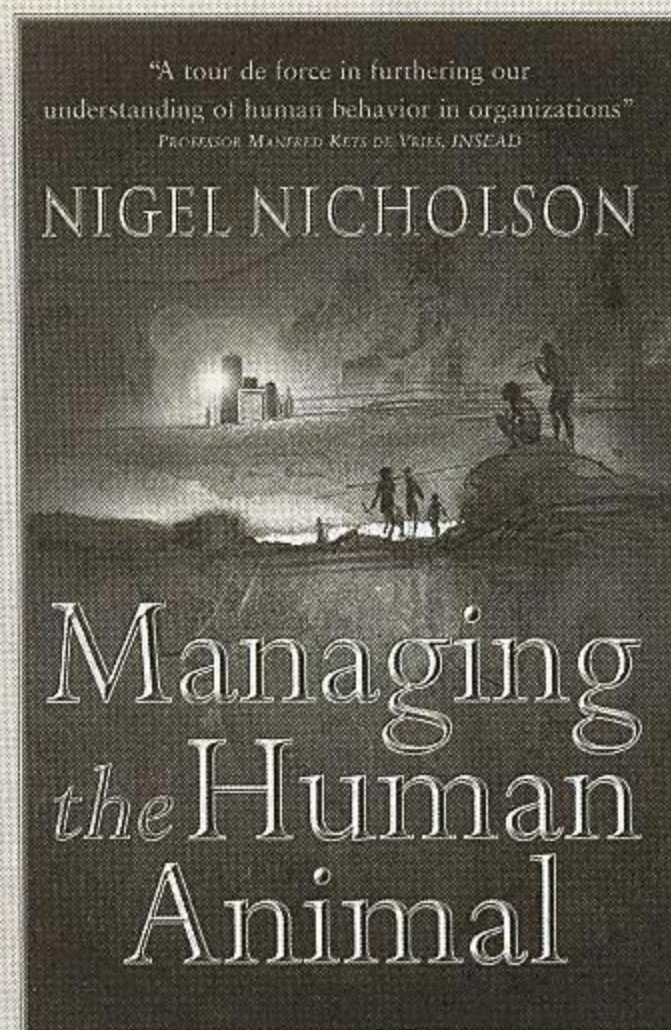
Take the emotions, for example. A lot of previous management thinking downplayed the role of the emotions in decision-making. In line with Plato and a whole host of western thinkers since, emotions were seen as at best harmless luxuries and at worst outright obstacles to rational action. Only recently have managers begun to realise that emotional intelligence is vital to business success. EP provides a firm scientific basis for this new trend in management thinking, seeing

emotions as complex mechanisms that can enhance rationality in the right circumstances. As Nicholson explains in a fascinating chapter on "playing the rationality game", managers who view emotions – in themselves or in their workforce – as mere obstacles are wasting one of their greatest potential resources.

Nicholson's prose is racy and down-to-earth, and he illustrates the main ideas of EP and their relevance to the business world with well-chosen examples. The story of how Nick Leeson brought down Barings Bank, for example, is put to good effect as an object lesson in the psychobiology of risk-taking. Leeson's desperate loss-chasing in his last bout of trading no longer seems quite so bizarre when placed in the context of biology; as Nicholson notes, zoologists have often observed that the closer an animal gets to the survival boundary, the more chances it will take to secure vital resources.

Such comparisons with animal behaviour will no doubt enrage those who think that all scientific claims should be hedged with multiple caveats and disclaimers. On the other hand, for those who are fed up with the repeated calls for "safe science" and other forms of political correctness, Nicholson's pragmatic bent is refreshing. In fact, his approach resembles that of the practising scientist much more than the sanitised prescriptions of the safe-science brigade do. He takes a theory that has been neither effectively established nor conclusively refuted, and advises managers to try it out. A theory may sometimes be tested more decisively in the crucible of business than in the university laboratory.

EP may not get tested at all any more, unless it is used to shape policy and corporate



strategy. There is currently a small but vociferous group of academics who proclaim that EP is so fundamentally flawed that further testing is superfluous. It can, moreover, lead you to become a genetic determinist and, even worse, a reductionist. The very possibility of such a terrible fate is enough to strike fear into the minds of many liberal intellectuals, and dissuade them from putting EP to further scientific test. Thankfully, however, these philosophical worries are not usually uppermost in the average manager's mind. Executives are more often worried about more mundane matters, such as the figures on the bottom line. And so, even if EP is denied a fair hearing in the dining rooms of the intelligentsia, it may get a better chance in the boardroom.

It would be premature, then, and most unscientific, to pre-judge Nicholson's hypothesis. Whether he is right, or whether his own brand of management thinking will go the same way as those he decries, only time will tell. If the managers who take on board the ideas of EP perform better than those who don't, Nicholson's gambit will have paid off.

- 2 Read the statements about the text and tick the correct column *True*, *False* or *Don't know*.

	True	False	Don't know
1 EP has been the subject of many dinner table conversations but has not yet changed the business world.			
2 Utopian management education believes that managers are always good people at heart.			
3 Management education theory traditionally fails to take account of human nature.			
4 It is human nature to welcome new ideas.			
5 The writer of the article believes that ideas that sound great in a lecture room never work in reality.			
6 EP is concerned with manipulating people's emotions.			
7 Plato thought that emotions should be kept under control.			
8 Nicholson believes that it can be useful for managers to exploit their own and others' emotions.			
9 Nicholson writes fast.			
10 Nicholson argues that human behaviour can be compared to animal behaviour.			
11 Safe science is concerned with not doing dangerous experiments.			
12 Nicholson believes his theory has to be tested out before it can be proved.			
13 In general, academics support the theories of EP.			
14 Applying the principles of EP will improve managers' profits.			
15 The writer of the article is convinced that Nicholson's theory is correct.			

Writing

Report

- Write a report to the manager of a company you work in or have worked in. Recommend Nicholson's book to him or her and, using information from the above article, explain why you think it might be a good idea for him or her to try out some of the ideas in the book. Write approximately 250 words.

Grammar

Cause and effect

- Choose one of these subjects and use the language of cause and effect to write a paragraph about it.
 - A current problem in your country – why has it arisen?
 - The causes of a war or other political conflict that you know about.
 - The reasons why you chose your own field of study or line of work.

English in Use

Part 1

- 1 For questions 1–15, read the text below and then decide which word best fits each space. The exercise begins with an example (0).

NEREA DE CLIFFORD

Nerea de Clifford, who has died aged 82, was a doughty champion of British cats and a (0) of The Cat Protection League which she (1) shortly after its foundation in 1927 and served as president from the 1970s until the time of her death.

Among her many (2) to the welfare of cats – and to our knowledge of their ways – were the establishment of a sanctuary for them at New Malden, and the publication of such reports as *What British Cats Think About Television*, in which she noted that 'most cats (3) an interest of some kind, though it is often of hostility'; 'a significant reaction ... is the display of excitement when any picture, especially of birds, moves quickly across the (4) '.

Nerea Elizabeth de Clifford was born in West London in 1905, and as a young woman was a distinguished (5) of cats. During the Second World War she devoted herself to the rescue of cats, trapped in the rubble of the blitz, and (6) to vigorous campaigns for free feline birth (7)



She (8) an adoption scheme for which her 'Homes Wanted' list contained some notably frank character (9) – 'a little fiend in feline form'; 'willing to do light mouse-work and very good at it, non-union'; 'a rough old (10)', and so on – and made a (11) of feeding London's cats at Christmas, a favourite repast apparently being fish and chips. She also plumbed the mysteries of why cats (12) – some because they have just murdered the Pekinese next door, others 'for no good (13) at all'.

De Clifford was also a much respected (14) at cat shows around the country, and gave a series of lecture tours at schools on the (15) and care of cats.

- | | | | |
|-------------------|-----------------|--------------|---------------|
| 0 A post | B pillar | C staff | D pole |
| 1 A met | B enrolled | C joined | D entered |
| 2 A contributions | B donations | C gifts | D dedications |
| 3 A make | B give | C show | D have |
| 4 A screen | B box | C film | D view |
| 5 A farmer | B grower | C trainer | D breeder |
| 6 A therein | B thereby | C thereafter | D therefore |
| 7 A control | B check | C limitation | D restriction |
| 8 A made | B ran | C held | D gave |
| 9 A sketches | B drawings | C pictures | D paintings |
| 10 A drifter | B ranger | C rover | D stray |
| 11 A rule | B point | C round | D custom |
| 12 A snore | B hum | C purr | D rumble |
| 13 A purpose | B use | C reason | D point |
| 14 A judge | B referee | C arbitrator | D umpire |
| 15 A coaching | B guidance | C training | D preparation |

English in Use

Part 6

- 1 Read through the following text and then choose from the list A–N the best phrase given below to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all.

A Case of Mind over Matter

You're lying on your mat. It's the last ten minutes of your yoga class, meditation time. 'Imagine you're a fluffy white cloud,' says the teacher. Your tummy rumbles – dinner soon, what to have? 'The sky is clear and blue ...' Pasta? Chips? Chips. 'You're passing over a lake ...' God, that woman's snoring. How can I think (1)

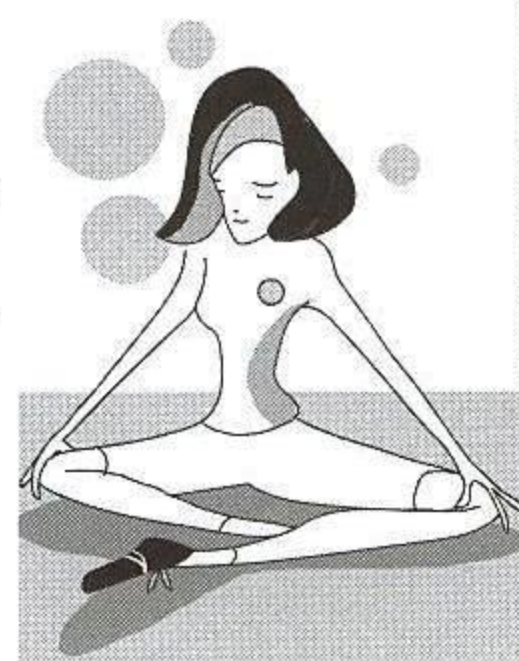
They say that yoga was brought to the West like an aeroplane without the wings – exercise (2) In fact, it's worse than that because in the East the sole purpose of yoga is as preparation for seated meditation. Over here, if you manage to find a form that includes meditation, such as hatha yoga, and a teacher who is capable of leading you properly, you probably still won't be able to do it. You'll get distracted (3)

I used to think my failure to meditate was (4) that goes tick-tick-tick from morning to night but apparently that's just part of the Western psyche. 'There's something about our minds,' says Nicola Temporal, (5) especially adapted for Western brains. 'We want instant gratification and, if we don't get it, we spiral off.'

We're conditioned to control rather than accept, (6), and so the process of letting go and experiencing the moment, which is central to meditation, is hard for us. But meditation is particularly good for us.

At its simplest, meditation is about relaxation, (7), but it has deeper rewards as well. Advocates talk about knowing themselves better, (8) and intuitions, of being more at peace. Clear away some of the detritus and answers come more easily. 'We live in our heads, which means we live (9), ' says Ms Temporal. 'Meditation helps you access who you are, what you really want and (10), and these things can help you live a more honest and more satisfying life.'

Fantastic, but how on earth do you do it? How do you even begin (11)



- A about having an over-active brain
- B and so we find it difficult
- C by other people's expectations
- D how we can master yoga
- E of being more in touch with their instincts
- F or fall asleep
- G to switch your head off

- H to think rather than to feel
- I what your values are
- J which can be hard for us to understand
- K which provides endless health benefits
- L who teaches meditation
- M with her making that noise
- N without the spiritual dimension

Grammar

Modals

- 1 Look at the picture of the old man and his grandchildren.
 - 1 Imagine that the grandfather is reminiscing about what he used to do when he was their age. Write three sentences that he might say using *used to* and *would*.



- 2 Imagine that he is regretting some things that he did not do. Write two sentences expressing regret using *should have*.
- 3 Imagine that he is giving his grandchildren some advice. Write three pieces of advice that he might give them using *should* and *ought to*.
- 4 Imagine that the children are offering to do two things for their grandfather. Make two possible offers using *shall*.
- 5 Imagine that the grandfather is requesting two things of the children. Make two requests using *would*.

G ... STUDENT'S BOOK page 193

Reading

- 1 Answer the questions by referring to the information in articles A–H dealing with innovations.
 - 1 Which three articles relate to health issues?
 - 2 Which two articles are about education?
 - 3 Which article is about the US?
 - 4 Which article is about sailing?
 - 5 Which two articles compare Britain favourably with somewhere else?
 - 6 Which article focuses on a positive change in British society?
 - 7 Which two articles focus on a negative trend in society?
 - 8 Which three articles have a clear political focus?
 - 9 Which is the most recent article?
 - 10 Which two articles are concerned with prizes?

A

Brand new start is best way forward

January 13 2001

The concepts of innovation and marketing as key drivers of successful businesses may be old hat to British executives but European Union policy-makers are just waking up to them, according to management consultants.

B

February 25 2001

Want a hospital? Buy it on tick

When Health Secretary Alan Milburn announced an investment of £3.1 billion to build 29 new hospitals a fortnight ago, the Labour heartlands must have jumped with joy. At last their hard-earned taxes and the impossibly large government surplus were going into a decent programme of NHS renewal. Tangible fruits of the Prime Minister's 'accidental' *Breakfast With Frost* commitment to raise health spending to EU levels were at last being seen, were they not? ...

C

Innovation Explorer holds the advantage

January 07 2001

The pace in The Race, the non-stop, no-holds-barred race around the planet, has increased after a slow start a week ago from Barcelona and the places at the front of the six-boat fleet are in a constant state of flux. The leader at midday yesterday was the 110-foot catamaran Innovation Explorer, skippered by Loick Peyron and Skip Novak. She was just off the African coast at Dakar with 1,400 miles covered in six days, writes Bob Fisher.

D

FEBRUARY 01 2001

RINGING THE CHANGES

The new national breastfeeding line from the National Childbirth Trust (NCT) has proved so innovative it is winning awards. The line allows parents concerned about breastfeeding to gain information, support and

access to expert counsellors quickly and efficiently. A virtual call centre routes parents to their nearest local expert using innovative technology provided by Opal Telecom and deployed by Mercury Energy.

E

JANUARY 23 2001

NICHE MARKET

Working in a specialist college of art and design has frequently felt like membership of an endangered species. The predators have been the multi-subject institutions who have effected mergers and acquisitions under the banner of economies of scale. National funding methodologies have been prejudicial for small colleges.

F

Alternative hero

January 23 2001

Ancient Greece was not a good place to get sick. Standards of public sanitation might have been world-beating at the time, and scientific understanding unrivalled – but nowhere near the standards, say, of the most dilapidated and fetid of Victorian public hospitals.

G

A matter of time

February 22 2001

Whether people are learning online or in classrooms, one thing is for sure, the internet revolution has made learning IT skills more essential than ever. Yet in the busy workplace, employees also have less time than ever, especially to find time for three years' retraining in Britain's leafy university campuses.

H

February 13 2001

INDUSTRY THAT STALKS THE US CORRIDORS OF POWER

Washington teems with a thousand industrial lobbyists. They cluster around the band of luxury offices and expensive restaurants which stretches from the White House to the Capitol building – a two-mile axis along which money and power are constantly traded.

Vocabulary

- 1 Read through the articles on innovations again. List any words that have either positive or negative associations. Mark them P or N as appropriate.

UNIT 9 You live and learn

Reading

1 Read the extract from a magazine article called *A Change of Heart* and answer the questions on page 29, choosing A, B, C or D.

She had seen the future (a fast car, no cooking or cleaning) and having a husband certainly wasn't part of it. But then... On the day a woman can traditionally pop the question, Charlotte Higgins explains why she did just that.

I never wanted to get married. I really didn't. So the fact that last year – a leap year – I actually proposed to my boyfriend, is possibly the most grossly inconsistent thing I've ever done. It is such a grandiose u-turn, in fact, that I would hardly be surprised now if I started voting Tory, tucking into large steaks or wearing strings of pearls and living in Kensington (though I'd like to hope that someone would have the heart to restrain me).

But there it is. I did it, unromantically, one drizzly Monday night outside the pub at closing time. I hadn't planned it. It just sort of came out. It's strange how simple it was to say, though it took me days to get over the shock of having done it. For my voting preferences, vegetarianism and irrational dislike of those parts of the capital that lie west of Hyde Park are flashes in the pan compared with my antipathy to marriage, which dates back almost as far as the cradle, way before the bubbling up of any feminist consciousness.

In the early days, it was quite simple: like many sensible five-year-old girls, I hated boys. They were rough, uncivilised creatures and, frankly, they smelled. My favourite childhood game was pretending to be a witch. In that world, I was Circe, the all-powerful enchantress, and boys got turned into pigs, pronto.

Later, things got more angst-ridden. As a young teenager, from my limited and hugely oversimplified perspective, I saw two types of women: those who'd stayed at home and raised kids, and those who'd invested in a pinstripe suit with shoulderpads and lots of red lipstick, and were Doing It For Themselves. (It was the 80s, OK?) I'm afraid to say I most certainly wanted to be in the second camp, at least partly because my mother was a member of the first and, in



my straightforwardly unpleasant teenage way, I was truly horrified by almost everything my parents did.

In those days, I envisioned a future in which I did no cooking or cleaning (activities with which my mother seemed to be ceaselessly occupied) and owned a fast car. Having a husband to iron shirts for certainly wasn't a part of the plan. Men held you back. (I'm afraid that to this day I can't bear cleaning and cheered when I read Simone de Beauvoir's description in *The Second Sex*: 'Few tasks are more like the torture of Sisyphus than housework with its endless repetition: the clean becomes soiled, the soiled becomes clean, over and over, day after day.')

By the time I read *The Second Sex* I was at university. De Beauvoir called marriage a woman's 'destiny', but by my 20s I was even more sure that I would reject that particular fate. At the place

where I studied, for every one woman student there were three men. I was taught by men. The portraits in the dining hall were of prime ministers and kings and great thinkers, and they were all men. It seemed absolutely clear to me that life was going to be a fight against the dark forces of patriarchy and marriage was an outmoded patriarchal institution which, as we learnt from speakers at our women's lunches in the crepuscular and odoriferous college bar, bred domestic violence and fostered organised slavery.

Furthermore, I asked, just what exactly was the point? What was the point of dressing up in white tulle (particularly when white can be so damaging to someone with hips the size of mine) and walking down the aisle on the arm of your father to be presented like a sacrificial lamb at the altar? What was the point of all that consumption and crippling excess and top-hats-and-tails and patronising best men's speeches when the whole enterprise would, in an alarming number of cases, end in tears, disaster and divorce a few years down the line? What was the point when the best relationship I know, that of my brother and his partner of now nearly 20 years, wanted no institutional carapace to bind it?

So what happened? It goes without saying that Charlie and I love each other and want to grow old together. Our commitment is already made. In a sense, there is no reason to get married at all. Which meant that I was taken aback when he first suggested it to me. In fact, I pooh-poohed the idea. But then I began to think about it and to take on board his arguments. I re-examined my objections. I began to suspect that by getting married, I wouldn't actually, really, be endorsing (still less exposing myself to) marital rape, domestic violence and female servitude.

Once I began to think of marriage as a possible choice out of many possible choices, and not a destiny imposed on me, it didn't seem quite so awful after all. Plus, even if cold-light-of-day statistics said that we had as much chance of failing as making it work till death us do part, so what? Why bother at all, if you refuse to try things you might fail at?

Once I had chucked out the objections, I started to be able to see certain advantages. That a wedding really needn't be a ghastly tribute to self-satisfied coupledness, but could be a celebration of partnership, friendship and family ties (admittedly putting two sets of families and a bunch of our friends in the same room could be a huge disaster, but we'll go with it anyway). That we actually do, really do, have a strange urge to tell everybody that we love each other and it might be nice to give our family and friends a good party while we're at it.

It sounds a bit Tory and possibly carnivorous and Kensingtonian to say this, but we want to do the ritual thing. We want to do as our forefathers did before us, in a place hallowed by time. As you will by now be grasping, I also started to think how immensely romantic it would be to get married. And I know that romance is a pernicious literary invention, but sod it.

So we're getting married in a church near my parents' home and doing everything 'properly'. Well, mostly everything. I'm not going for white tulle, but green chiffon. I have not darkened the door of a single store's bridal department (in fact the word 'bridal' still makes me shudder). I'm not wearing a veil or having bridesmaids, but I shall be making a speech. There won't be any wedding cake, or morning suits, or formal photographs, or a Daimler (my eldest brother is polishing up his 50s Citroën DX).

I shan't be going up the aisle to the Wedding March but to something postmodern by my oldest friend, a composer. I certainly hope there won't be any pomposity or smugness. It's not exactly revolutionary, but it's a way of making it ours. Which is kind of what we're hoping for in our marriage, too.

- 1 Which of these is not true about Charlotte Higgins.
 - A She is a vegetarian.
 - B She does not like Kensington.
 - C She went to university.
 - D She supports the Tory Party.
- 2 How did Charlotte Higgins use to feel about marriage?
 - A She always wanted to get married.
 - B She hated the idea of getting married.
 - C She wanted to marry a man like her brother.
 - D She wanted to marry late in life.
- 3 Why did she feel as she did about marriage? Which reason is not mentioned?
 - A The example of her parents and other married couples.
 - B Reading romantic novels.
 - C Reading Simone de Beauvoir.
 - D Her university experience.
- 4 What did Charlotte want when she was a teenager?
 - A To be like her mother.
 - B To go to camp.
 - C To be a single career woman.
 - D To combine a career with marriage.
- 5 Which of these statements do you think Charlotte's female university friends would have agreed with?
 - A A woman's place is in the home.
 - B Women are oppressed by men.
 - C Women have more influence than men.
 - D Women have more choices than men do.
- 6 Who first suggested marriage?
 - A Charlotte.
 - B Her parents.
 - C Her boyfriend.
 - D Her brother.
- 7 Why are Charlotte and her boyfriend getting married in a church?
 - A To please their family and friends.
 - B The church is convenient for Charlotte's home.
 - C They have decided they want to do things 'properly'.
 - D They like the feeling of historical continuity.
- 8 Which of these, according to the text, is normally part of a traditional wedding?
 - A Wearing a veil.
 - B A Citroën.
 - C Green chiffon.
 - D Music from a favourite composer.

Vocabulary

- 1 Find words and expressions from the text which match these meanings. Each paragraph contains two of the words and expressions.

- | | |
|---|------------------------------|
| a year with 366 days | m formal men's clothing |
| b total change in attitude or direction | n later |
| c rainy | o poured scorn on |
| d insignificant | p giving support to |
| e to be honest | q forced |
| f without delay | r unromantic |
| g category | s discarded |
| h uncomplicatedly | t desire |
| i made loud noises of approval | u made holy |
| j dirty | v harmful |
| k dark | w almost |
| l encouraged | x entered |
| | y getting married |
| | z annoying self-satisfaction |

- 2 Complete this word-formation table with words from the text. The first line has been done for you as an example.

Verb	Noun	Adjective
propose	proposal, proposer	proposed
restrain	.....	.....
.....	.....	(ir)rational
.....	.....	simple
invest	.....	.....
.....	.....	ceaseless
.....	slavery	.....
.....	.....	sacrificial
suspect	.....	.....
fail	.....	.....
—	disaster	.....
.....	invention	.....
darken	.....	.....
.....	.....	formal

Grammar

Participle phrases

- 1 Rewrite these sentences from the text, using participle phrases.
- I did it, unromantically, one drizzly Monday night outside the pub at closing time. I hadn't planned it. It just sort of came out.
 - In that world, I was Circe, the all-powerful enchantress, and boys got turned into pigs, pronto.
 - At the place where I studied, for every one woman student there were three men. I was taught by men.
 - Our commitment is already made. In a sense, there is no reason to get married at all.
 - But then I began to think about it and to take on board his arguments. I re-examined my objections.
 - Once I began to think of marriage as a possible choice out of many possible choices, and not a destiny imposed on me, it didn't seem quite so awful after all.
 - Once I had chucked out the objections, I started to be able to see certain advantages.
 - I'm not going for white tulle, but green chiffon. I have not darkened the door of a single store's bridal department.

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Writing

Report

- 1 Charlotte Higgins' ideas about marriage were affected both by her feminist studies and by her experiences of the world. We learn both through studying and through the experiences which life gives us. You have been asked to write a report on what you see as the most important things you have learnt over the last year. You should include information about what you have learnt academically and about what you have learnt by experience. You should conclude by commenting on the ways in which what you have learnt should help you in the future. Write approximately 250 words.

UNIT 10 I have a dream

Reading

1 Read the article and answer the questions on page 32, choosing A, B, C or D.

Thatcher 'more inspirational than Blair'

By Jonathan Petre

BARONESS THATCHER, the former Conservative prime minister, is regarded as a more inspirational figure than the Pope, the Archbishop of Canterbury or Tony Blair, according to a new survey.

More than ten years after she was ousted from Downing Street, Lady Thatcher has been placed third in a list of influential people, eclipsing Winston Churchill, the wartime prime minister, and Bill Clinton, the American President.

The findings, in a new Mori poll for BBC 1's *Heaven and Earth Show*, a religious programme, will disconcert Labour strategists, who had hoped that Lady Thatcher's grip on the public imagination had waned. They may, however, take satisfaction from the fact that, with a general election approaching, William Hague, the Conservative leader, failed to receive a single mention.

Respondents were asked to choose their top two or three inspirational figures from a list or give an alternative of their own. Sixty-five per cent named Nelson Mandela, the former president of South Africa.

Sir Richard Branson, the multi-millionaire businessman, was second, with 51 per cent. The poll was, however, conducted before Sir Richard lost his battle to take over the National Lottery from Camelot and before the worst of the disruption on the railways, including Branson's Virgin trains.



Lady Thatcher, who won her last general election in 1987, was next in line, with the backing of 28 per cent. Her support was double that of Mr Blair, who was fifth-equal with 14 per cent. Pope John Paul II came fourth on the list, having gained the backing of a fifth of the respondents, and just behind him was the Archbishop of Canterbury, Dr George Carey, who tied with Mr Blair for fifth place.

The Churches will be disappointed, however, to see that Mother Teresa (two per cent) was pipped by Britney Spears, the singer (six per cent). Jesus Christ managed to garner just one per cent, on a par with the likes of Winston Churchill, President Clinton, Mahatma Gandhi and Martin Luther King.

Other names mentioned in the poll included Earl Spencer, the brother of the late Diana, Princess of Wales, Anita Roddick, the founder of the Body Shop, Albert Einstein, the physicist, Ken Livingstone, the

London Mayor, and the Dalai Lama.

Religion fared a little better when it came to influential publications. Newspapers came top, with more than two thirds support, but the Bible came in a strong second, with 46 per cent. Astonishingly, respondents rated the Highway Code in third place, above the generic 'paperback novel' (16 per cent) and the Koran (nine per cent).

The magazine *Hello!* picked up eight per cent, providing further ammunition for critics who say that the country is 'dumbing down'. Other publications which received at least one mention included the *Winnie the Pooh* adventures, the *National Geographic* magazine and Karl Marx's *Das Kapital*.

The poll was conducted among a representative sample of 999 people aged 15 or over between December 15 and 17. The 100th edition of the *Heaven and Earth Show* is broadcast this morning.

- 1 Who was the most popular of these figures?
A Baroness Thatcher B Tony Blair
C Bill Clinton D Nelson Mandela
- 2 Who was the most popular of these figures?
A Pope John Paul II B Richard Branson
C William Hague D George Carey
- 3 Who was the most popular of these figures?
A Britney Spears B Martin Luther King
C Mahatma Gandhi D Princess Diana's brother
- 4 Which of these publications was found to be most influential?
A The Bible B Paperback novels
C Newspapers D The Highway Code
- 5 Which of these publications was found to be most influential?
A *Hello!* magazine B *Winnie-the-Pooh*
C *National Geographic* magazine D *Das Kapital*
- 6 Who provided the answers on which this information is based?
A A selection of people who had their birthdays between 15th and 17th December
B A selection of men and women, aged from 15 upwards
C A selection of viewers of the *Heaven and Earth* programme
D A selection of BBC employees
- 7 Who was the survey carried out for?
A The BBC B The Labour Party
C The Church of England D The Conservative Party
- 8 What does the survey generally show?
A That people find the Conservative Party more inspiring than the Labour Party
B That people do not have very intellectual tastes with regard to their heroes and their reading matter
C That people are less religious than they used to be
D That people are not as inspired by religious figures and literature as religious organisations would have hoped

Grammar

Future forms

- 1 Look at these horoscopes. Underline all the different ways in which the writer refers to the future e.g. It is likely to be
- 2 What comments can you make about the way future concepts are expressed in English, based on the examples you underlined in exercise 1?

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ARIES (March 21 – April 20)



It is likely to be a very good month to patch up differences with friends and loved ones. A very good financial opportunity is coming your way but it won't be obvious. You will have to stay on the ball or it will pass you by.

TAURUS (April 21 – May 21)



Dreams this month are going to put the spotlight more on the problems of your day-to-day life than on anything else. Some flashes of insight will be gained from analysing them.

GEMINI (May 22 – June 21)



Do not put off that special project, even though you are snowed under with work. You will save yourself a lot of hassles in the long run by just doing it now. Your romantic situation is in a slump. Take time this month to try to brighten things up.

CANCER (June 22 – July 22)



The person you have a soft spot for is interested in you as well, but if you back away from contact because you are shy, you will miss out on a golden opportunity. This would be sad because this could turn out to be a key relationship in your life.

LEO (July 23 – Aug. 22)



Being a good friend, you are on the point of offering your help to someone who is in a spot. Be careful doing this, it may land you in deep water too. A fellow employee is going to try to steal an idea from you, so be on your guard.

VIRGO (Aug. 23 – Sept. 23)



It does not look as if it is going to be a good month for you to be spending a lot of time off the beaten track. Try to steer clear of animals that are strange to you. Also, it might be a good idea to arm yourself against the attacks of colds and flu.

LIBRA (Sept. 24 – Oct. 23)



It is on the cards that you may start a new project that has the potential to make you quite a bit of money. If this is what you want to do, then take the plunge. Your love life is looking much rosier this month.

SCORPIO (Oct. 24 – Nov. 22)



Are you interested in buying exercise equipment? Don't rush into this decision. The odds are it will fall into disuse. Your love life could go off the rails if you let yourself be carried away by your instincts.

SAGITTARIUS (Nov. 23 – Dec. 21)



The weather tends to give you the blues more than normal this month. But keep your chin up, things will get better and you'll manage to get outside and get that important project behind you.

CAPRICORN (Dec. 22 – Jan. 20)



A colleague is going to do something that will put them in a sticky position. You should try to give them a hand even though you do not particularly care for that person. Sometime in the future when they return the kindness you will be glad you did.

AQUARIUS (Jan. 21 – Feb. 19)



Your guardian angel will keep you from putting your foot in it at work this month, but does not seem to stop you from blotting your copybook at home! Don't let it get you down too much, in time you will laugh about it all!

PISCES (Feb. 20 – March 20)



Being a rock for a friend will be one of the best things you have done in quite a while. Make sure you protect your nearest and dearest from falling into the traps that you have fallen into yourself in the past.

Vocabulary

Metaphor and idiom

- 1 Look again at the horoscopes. List all the examples of language used in them in a metaphorical or idiomatic way. Explain what the words or expressions mean.

English in Use

Part 2

- 1 Complete the following text, using only one word in each space.

Technology can aid conference speaking, but it's still all in the delivery

says Peter Cochrane

I AM in an American hotel at a conference for around 100 people from companies and organisations from all round the world. (0) Every seat has a power outlet, high-speed web connection, microphone for questions and voting buttons for group participation. I can see 62 laptop computers scattered

(1) the room. There are also a large number of PDAs (personal digital assistants), with only a minority of people using paper and pens.

As (2) as I can tell (and I can only see the laptop screens, I have no idea

(3) the PDA population are doing)

(4) least twenty of the audience are busy doing their email, about ten are writing documents, a couple are doing complex graphics and the rest seem to be surfing (5) web.

The current speaker is using all the latest audio, visual, PC and net technology to give an overview of yet

(6) new business model. But this model is not novel and his delivery is monotonic and deadly boring, (7) I have walked

to the back of the room for a cup of coffee along with several other people. In Europe, this speaker

(8) be wasting his time and the time of (9) else in the room. Not here in the United States: people are vaguely listening with one ear while getting (10) with productive activities.

At (11) , the speaker trips over the punch line, receives a round of applause, no questions from the audience, unplugs and retires, having missed a golden opportunity. I walk back to (12) seat and start writing these words as (13)

next speaker sets up. I relax in the knowledge that I can continue working and thinking irrespective (14) the quality of the remaining presenters.

As it (15) out, the next presenters in the series are younger, more energetic, with more interesting things (16) say.

All the laptop screens are still up, but there is

(17) keyboard and mouse activity. It looks as (18) more people are actually listening to the speaker.

(19) the rest of the audience, I keep listening and working. The availability on the net of some of the material from the speeches gives the audience another advantage of (20) able to annotate and record the content to hard drive in semi-real time.

This conference venue and this way of working is almost unique on the planet, and, for me, it is

(21) of the most productive formats.

It is the most efficient with the delegates' time, and technology (22) used to enhance the experience.

What further innovation (23) I like to see? Well, a direct projector link to my laptop would be my ideal so I could capture the pictures and films from those speakers (like me) (24) never seem to supply their material in advance. And if I

(25) the speaker? I think a boredom measure based (26) keyboard and

mouse activity, and applications open and activated, would

(27) really useful, if a

(28) depressing.



Reading

- 1 You are going to read an article about children using computer games. The opening sentence of each paragraph has been taken out. Complete the article by putting the sentences A–G into the numbered gaps 1–6. There is one extra opening sentence which does not fit in any of the gaps.

Fighting the computer brain invasion

1

Computer games range from highly educational, creative, delightful ones such as *Sim City*, which is training a whole new generation of enlightened city planners, via games of skill such as ski, flight, skateboard and sailing simulations, to pretty disgustingly violent ones such as the *Carnageddon* series and *Carpocalypse Now* and *Tomb Raider*, artfully designed to lure teenagers and alarm parents. It always amazes me to hear the parents of a nine or ten-year-old saying 'He's up playing computer games'. And when you ask which games he likes they *do not know*. Would these people, if asked who was babysitting, say 'Oh, some guy from the park'?

2

Walk past, discuss what the game is about while you get on with the supper. Encourage sharing with other children. Any game using two controllers is better than a lonely one.

3

Give warning, let a level be finished, but enforce it.

4

If you have a teenager who spends a lot of time online, you probably need the software that records every site visited, and time spent; you may want one of the 'filter' programmes that cuts out dodgy sites. Unfortunately, these appear to do most caveman-simple things such as cutting out anything with the word 'sex' in it, which can seriously rot your A-level biology student's research material and cause undue resentment.

5

This, during teenage years, can be a problem but it is always worth persevering with. If a parent or relative is around for enough time, slow to leap to judgement or hysteria, and willing to listen (leaning on the kitchen work-top while one of you has a late-night pizza, in the car, wherever) then important issues will eventually come up. If not, they won't.

6

So is an alternative, sociable, physical pastime. We all know that a healthy small child gets more fun out of a sociable kitchen than out of Furby, and relishes a rough-and-tumble game with Dad more than a television programme. We need to extend that common sense into older ages too.

- A** Probably the best guarantee against damage or confusion is the normal communication you have with your child.
- B** Enforce screen breaks for the sake of the eyes and nerves.
- C** When children get to the age for games consoles, try to know what they are playing.
- D** Indeed, personal happiness and reasonable self-esteem are the best weapons against any kind of computer brain invasion.
- E** As a parent, ensure that your children only use the computer for educational purposes.
- F** As with television sets, keep the computer gaming area in one of the shared parts of the house.
- G** It is self-evident that parental responsibility has to be applied to Web-surfing just as it must to every other kind of encounter.

2 Find words in the whole text which mean:

- a doing something in a clever and skilful way, esp. in getting what you want
- b cause (esp. a person) to do something, esp. something that they would not usually do, by being very attractive and difficult to refuse
- c cause (a rule, law, etc.) to be obeyed, or to cause (a particular desired situation) to happen or be accepted, esp. when people are unwilling to accept it
- d (of things) risky or unable to be depended on, or (of people) dishonest
- e to a level which is more than is necessary, acceptable or reasonable
- f trying to do or continue doing something in a determined way, despite difficulties
- g belief and confidence in your own ability and value
- h not very serious fighting

Vocabulary

1 Put the words from exercise 2 above into these sentences.

- a It isn't always easy for the police to speed limits.
- b It's difficult to find a way of spreading information about the disease without causing alarm.
- c Two chairs got broken in the boys'
- d In an attempt to back travellers, the airline began a major advertising campaign in the American papers.
- e 'I've just been offered some half-price tickets.'
'That sounds'
- f The compliments she received after the presentation boosted her
- g His clothes were arranged to look stylishly casual.
- h The education director is in his attempt to obtain additional funding for the school.

Grammar

Direct and reported speech

- 1 In writing, use a variety of reporting verbs to introduce indirect speech instead of just *say* or *tell*. Underline the correct verb in the following sentences. If both are possible, underline them both.
 - a He promised/suggested to phone me at 9 o'clock.
 - b Jane warned/threatened me not to touch her computer.
 - c I regretted/insisted that I should do it myself.
 - d She invited/recommended them to eat at the Japanese restaurant.
 - e He denied/offered to sell them to her on the black market.
 - f We agreed/asked to see the manager before the end of the month.
 - g She advised/recommended using the new software.
 - h I told/suggested her to take an earlier train.
- 2 Match the reporting verbs (a–o) to the statements (1–15). Then write the direct speech sentence in indirect speech. The sentences are about the article *Fighting the computer brain invasion*.

EXAMPLE: 'I don't think you should let your children use the Internet freely.'

She advised me not to let my children use the Internet freely.

- 1 'That's the only way I can get my children to be quiet.'
- 2 'I wish we hadn't bought so many computer games.'
- 3 'I'm grateful you gave my children some of your time.'
- 4 'I think it will take about three years to get really sophisticated filter systems for the Internet.'
- 5 'This is the last time I'm telling you; you really must switch off the computer now.'
- 6 'I'm sorry I didn't write down the phone messages when I was babysitting.'
- 7 'Yes, it's true, some children play computer games for five hours a day.'
- 8 'You should teach children through physical activities.'
- 9 'Don't let your children lock themselves away in their bedroom.'
- 10 'You shouldn't have made James cry.'
- 11 'I don't think teachers should recommend computer games.'
- 12 'OK, you can use the computer for one hour.'
- 13 'Don't worry, your children will grow out of this phase.'
- 14 'Well done, Chris! You've solved the game in half the time it took me.'

- | | | | |
|-------------|----------------|-----------|---------|
| a agree | e confirm | i insist | m thank |
| b apologise | f congratulate | j object | n warn |
| c assure | g estimate | k regret | |
| d blame | h explain | l suggest | |

Part 3

-
- A high-contrast, black and white photograph of a fish, possibly a sea bream, focusing on its head and upper body. The fish is positioned diagonally, with its head towards the upper left. The eye is large and prominent, with a dark pupil and a lighter, reflective ring. The scales are finely detailed, showing a cross-hatched pattern. The background is dark and textured, providing a stark contrast to the fish's lighter scales. The lighting highlights the contours of the fish's head and the texture of its scales.

There's something fishy going on in fashion. You could soon be stepping out decked in salmon and cod, reports Max Glaskin.

- ✓
- scaly

UNIT 12 In a nutshell

English in Use

Part 2

- 1 For questions 1–15, complete the following text by writing the missing words in the spaces. Use only one word for each space. The exercise begins with an example (0).

WHAT IS A SHORT STORY?

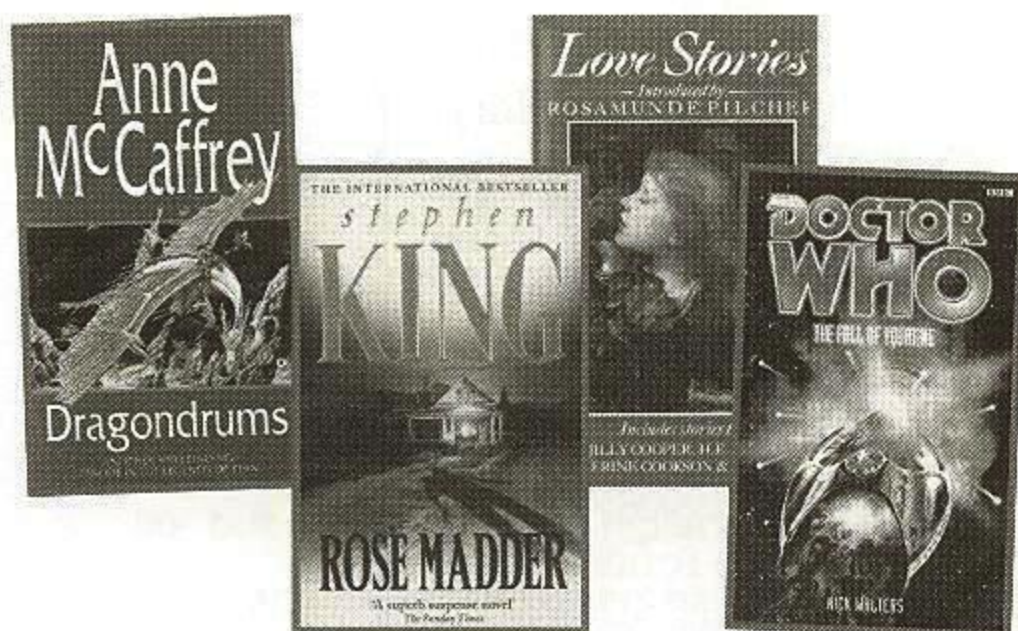
That might seem (0)to..... be a silly question. We all know (1) a short story is. It's a – well, it's a short story, (2) heaven's sake. A story that is, say, up to 5,000 words long, perhaps, (3) more likely in today's markets to be rather less. It tells you about something happening to people. It's not a novel, (4) it must be a short story.

Right. But it's not quite as easy (5) that. Recognising a short story when you read it is (6) thing; recognising it **before you actually write it** is quite another. There are certain fundamental differences (7) a short story and a novel. I have read short stories that were more (8) articles, stories that (9) to have been novels, stories that didn't seem to be (10) anything at all.

A short story is (11) merely a smaller version of a novel. The theme for a novel will not fit into the framework for a short story; it is like trying to cram a mural (12) the frame of a miniature. And, as in a miniature painting, details (13) to be sharp. The short story is an illustration of one facet of human nature, generally that moment when a character alters in some way: undergoes some change of attitude to life (14) a problem, experiences a development of personality. The short story (15) say something but it is not an attempt to explain the entire meaning of life.

Reading

- 1 What sort of short story do you think each of these extracts comes from?
- Once upon a time, upon a lily-pad in the middle of a sparkling pond, there lived a large green frog.
 - A cold chill ran down his spine as he heard a muffled sound in the undergrowth.
 - Suddenly there was a brilliant burst of light. He could see almost nothing as he was brought into the craft.
 - There was an indiscernible something in the air, which suggested to him that the killer had returned to the scene of the crime.
 - To distract her from the conversation, as she reached for more dishes from the dining room table, I kissed her hand.

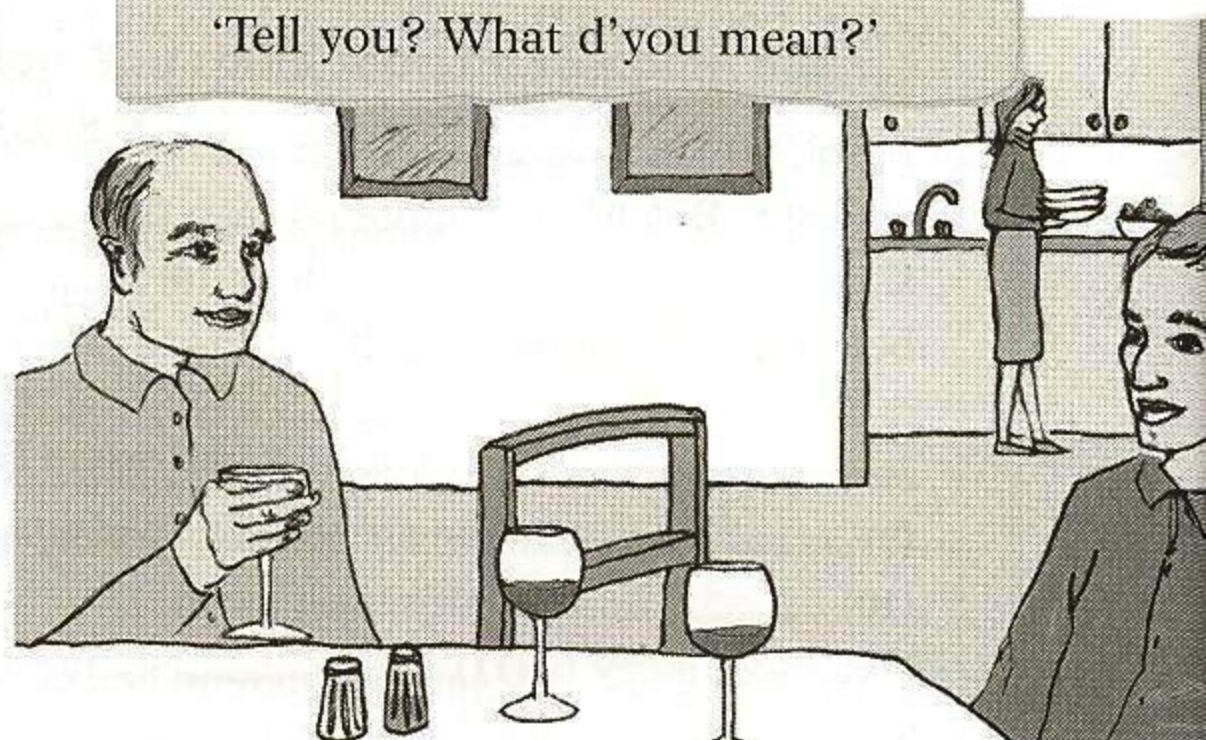


- 2 This is a very short story, less than 150 words. The paragraphs are in the wrong order. Can you number them to show the correct order?

Promise to tell me

- Resting his hands near the crystal, he shrugged, but nodded.
- My wife re-entered abruptly. To distract her from our conversation, as she reached for more dishes from the dining room table, I kissed her hand. She smiled, and when she was gone, I continued, 'Before I ask, Dad, you have to promise to tell me.'

- 'I've been wondering for a while ...' I wiped my mouth. 'Dad,' I sighed. 'Are you proud of me?'
- 'Dad, I have a question,' I asked as my wife departed, clearing the dinner she'd prepared. Chicken cacciatore, his and my favourite, a meal which was a sort of breaking-in of her new kitchen.
- I shook my head. 'Just promise. Okay. Promise to tell me.'
- 'Shoot,' Dad prompted, sipping his wine.
- 'Tell you? What d'you mean?'



- 3 What do the following words refer to in this story?
- a shoot b crystal

Pronunciation

- 1 Put these words in the correct column in the table.

seated	called	talked	cracked
voted	saved	avoided	landed
mimed	asked	gulped	trained

walked /t/	loved /d/	started /ɪd/

Grammar

Past tenses and the present perfect

- 1 Put the verbs in brackets into a suitable past or present perfect form to complete the sentences. There is sometimes more than one correct answer.
 - a As the clouds (scud) across the sky, I (realise) for the first time what it (feel) like to be truly alone.
 - b Ever since Gail (live) in the cottage she (had) a strange feeling of fear.
 - c When they (get) back to the spacecraft, the captain (lie) on the floor with a green liquid coming from his nostrils.
 - d As we (never encounter) such terrain before, it (be) difficult to know how best to proceed.
 - e It (be) the first time I (eat) eel and it was delicious.
 - f We (be) so exhausted as we (climb) the rocky ascent for hours.
 - g I can't remember when I (see) him before but his face (seem) familiar.
 - h When (you last hear) from Dr Jones?
 - i Is this the first time you (visit) Rome?
 - j I can't show you the holiday photos; they (not develop) yet.
 - k I (not see) Jane for ages and then I (bump) into her twice last week.
 - l He (follow) the path for at least half an hour before he sensed he (go) in the wrong direction.
 - m I'm starving. I (not have) anything to eat since dinner last night.
 - n I (drive) to Oxford, Inspector, when this so-called robbery (take) place.
 - o Things (be) so much better since we (move) to a larger house.
 - p (anybody see) my keys anywhere?
 - q I (read) a ghost story when the storm (begin).
 - r The mist (lift) just as we (reach) the peak.
 - s The house was deserted; nothing (repair) for years and the roof (fall) in.
 - t We (live) a lie for so many years it (be) almost impossible to act like a normal person again.

Vocabulary

- 1 Using exactly the right word is very important as it conveys the right message. Choose an appropriate word from the list to complete the sentences. You will have to put the verbs into an appropriate form and decide if the nouns should be singular or plural.

blurb	creak	gasp
gorge	kiln	nightcap
smudge	tinkle	trickle
peal	rumble	

- a The sweat down his neck as he told the story.
- b The potter carefully checked the temperature of the before putting her latest creation in for its last firing.
- c He gave a of pain as we tried to move him.
- d The party was in full swing; I could hear the of glasses and of laughter coming from the other room.
- e There was a distant of thunder as we descended into the valley.
- f We were so hungry we ourselves on the wild berries.
- g Let's just have a before we go to bed.
- h The on the back cover suggested it was just my type of novel.
- i Be careful the print doesn't ; it's just come out of the printer.
- j The floorboards as we made our way up the stairs.

UNIT 13 Leaf through a leaflet

Grammar

-ing forms

- 1 Complete this text about a tour guide using the verbs in the list. You will have to put the verbs into the correct form.

interested in	can't help	enjoy	get used to	give up
imagine	look forward to	miss	resent	waste time



To be a tour guide, you have to be the sort of person who likes other people and you have to be an extrovert. I can't (1) having any other sort of job now; I just love it. It's true that sometimes you have to get up really early to go to the airport to meet holidaymakers. The only time I (2) getting up early is when I get to the airport only to discover that the plane is two hours late! I (3) seeing the holidaymakers having a good time in the sun. Most of them really let their hair down. When they get to the resort they don't (4) unpacking and checking things out, it's straight to the beach for most of them. They're not (5) hearing about

additional tours they can do until the end of the first week when they start getting a bit bored. I (6) envying them sometimes when I know I've got to go to the office to do some paperwork. I'm (7) going to Switzerland to the head office at the end of the season. I'm going to do a management course there for a month and then I'll see what happens. The trouble is I want to get on in the company but I don't want to (8) working directly with the holidaymakers. I'd (9) chatting to them. I wouldn't like to be stuck in an office all day long. Still I suppose I'd soon (10) earning a lot more money!

- 2 In English some verbs are always followed by the gerund and some verbs are always followed by the infinitive. Verbs taking the infinitive will be dealt with further in Unit 15. Decide whether these verbs are followed by the gerund or the infinitive. Put G after those followed by the gerund and I after those which take the infinitive.

- | | |
|---------------|--------------|
| a admit | i feel like |
| b appear | j afford |
| c arrange | k manage |
| d can't stand | l postpone |
| e consider | m risk |
| f decide | n suggest |
| g delay | o would like |
| h fancy | |

G STUDENT'S BOOK page 197

Vocabulary

- 1 Complete these sentences with one of the words or phrases from the list.

all-inclusive holiday	hoards
package holiday	peak season
tourist attractions	tourist class
local tourist information office	tourist destination
tourist track	tourist trap

- We were only able to afford seats in at the back of the aircraft.
- Disneyworld is one of Florida's major
- The will provide a free map of the region.
- It used to be a very pretty little village, but now it's become a real
- of tourists flock to the Mediterranean each year.
- We stayed in a small hotel, well off the
- Stratford-upon-Avon is a popular
- The beauty of our was that once we got there, we didn't spend a lot extra.
- The travel agent offered us a really cheap to Spain. The flight was good and we stayed in a big hotel by the sea.
- Don't go there in the – it'll be hot and crowded.

Speaking

- 1 In the Student's Book you read about two types of linking. Look back at the Student's Book if you need a reminder. Read through the following extract of spoken English and decide which words are linked with Type 1 linking, and if /j/ or /w/ needs to be inserted, Type 2 linking.

We were really /j/ impressed with the Millennium Dome and we /j/ all walked out talking about all the /j/ interesting things we'd seen on the day. There was more to do in a day than we could fit into the nine and a half hours we were there, though we gave it a good shot. We'd been really worried about the queues but luckily we didn't experience any of that and we never queued for more than fifteen minutes. The great thing was the sheer sense of space inside the Dome. We never felt crowded even with twenty thousand people there.

Reading

1 Read this excerpt from a leaflet sent out by *The Mystery and Thriller Club* and answer these questions.

- What is the main purpose of the leaflet?
- What style is the leaflet written in?
- How has that style been achieved?
- Write the following words in their correct version: *ma self*, *knowin'*, *sellin'*, *gotta*, *movin'*, *cos*.
- Explain the phrase, *every inch a lady, till you see my record*.
- Explain the double meaning of ... *I know* – *where to get a cheap thrill*.
- Paraphrase the word *stash*.
- Explain the phrase, *these guys are angels with dirty faces*.
- Explain the reference to St Valentine's Massacre.
- Explain the phrase, *cos I'm part Ritz, part racket*.

THE MYSTERY AND THRILLER CLUB

Let me introduce ma self. I'm the queen of crime, every inch a lady, till you see my record. Some say there should be a law against knowin' the things I know. One thing I know – where to get a cheap thrill. And that's where you come in. Johnny Apollo and Jimmy the Gent are onto me, they know I've got a stash of top sellin' mystery and thriller books and I've gotta get rid of them fast. These guys are angels with dirty faces, the word is that it's a fortune for them if they seal my lips about these books, and a bullet if they fail. So unless you help, it'll be like St Valentine's Massacre and I can kiss tomorrow goodbye.

Just choose five books from these pages **for only 10p each** and get these books movin'. Give me your fine details and I'll get them sent to you – direct. And hey, cos I'm part Ritz, part racket, I'll throw in a book for **FREE**.

You give Johnny the Post £2.95 for his trouble.

2 Can you think of any other products which could be sold with such a definite style of advertising?

Vocabulary

1 Match these phrases with *talk* 1–4 with their definitions a–d. You might like to use an English-English dictionary to help you with this section.

- 1 fighting talk
- 2 pep talk
- 3 pillow talk
- 4 small talk

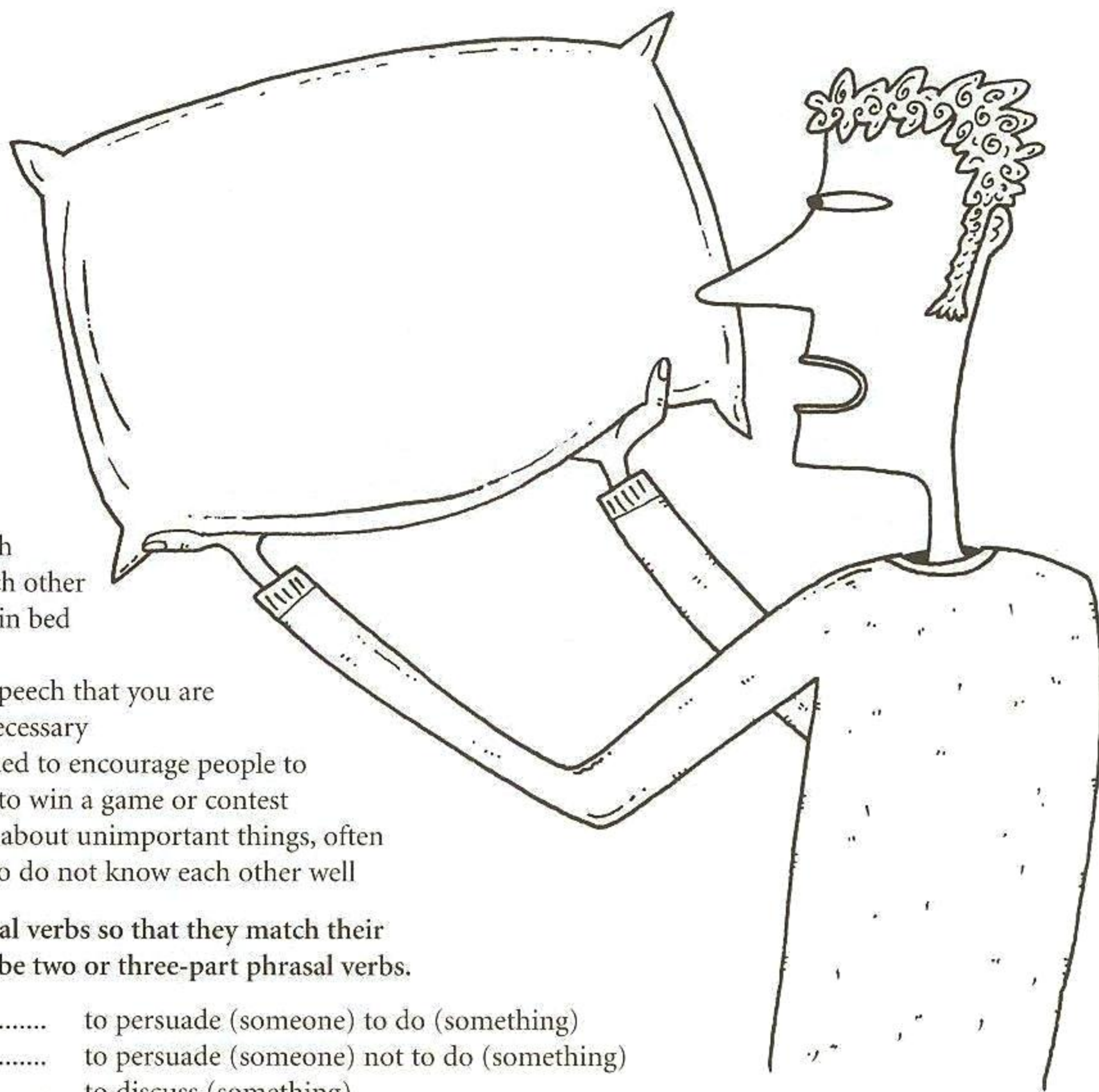
- a a conversation which people who love each other have when they are in bed together
- b you show by your speech that you are willing to fight if necessary
- c short speech intended to encourage people to work harder or try to win a game or contest
- d social conversation about unimportant things, often between people who do not know each other well

2 Complete these phrasal verbs so that they match their definition. They may be two or three-part phrasal verbs.

- a talk to persuade (someone) to do (something)
- b talk to persuade (someone) not to do (something)
- c talk to discuss (something)
- d talk to persuade (someone) to agree
- e talk to speak to (someone) with words or ideas that are too simple, as if they cannot understand

3 What do these idioms using *talk* mean?

- a She can talk the hind legs off a donkey.
- b Even at a party they have to talk shop!
- c Did you hear what happened to Anna yesterday – oh, talk of the devil, here she is.
- d We come from similar backgrounds, so we talk the same language.
- e The new statue in the park is the talk of the town.



Reading

1 Choose from the list A–G the best phrase to fill each of the spaces in this lecture. The exercise begins with an example (0).

- | | |
|--|---|
| A These five senses often | E All of these complicated activities are |
| B How we do this is | F The next task is |
| C One of the responses that we are all aware of is | G For that there are |
| D These five senses can't | |

Sense and sensitivity

We can see, hear, smell, taste and touch the world around us.

(0) provide the alarm to signal a possible danger. If we touch something painful, see or hear something frightening, smell or taste something unpleasant, evasive action is advised!

These senses are not enough. Most of the changes or threats around us are not so obvious. (1) detect everything that happens within our bodies, or all of the many important changes in the environment. (2) hundreds of other "hidden body senses" that can operate even when we are asleep and of which we are not aware. Cells can detect the temperature within and outside our bodies with reasonable accuracy – they can determine the levels of oxygen and carbon dioxide in the air, in our lungs, blood and tissues, or the acidity of our bodies, and the amount of 'fuel' (food stores) available.

(3) changes in our heart rate. The heart must pump blood around the body to deliver essential oxygen and nutrients to all the cells and tissues in the body, and remove potentially harmful waste products. It must beat continuously in each of us over a billion times. The heart can respond, within a second, to a potential danger or a need within the body. When we are about to run or jump it starts beating faster even before we begin to use our muscles, and it can adapt to training, stress and long-term needs.

Animals are like sophisticated computers. Millions of pieces of information from sensors throughout the body are relayed, processed and integrated, often within the brain. (4) activating the appropriate responses – sometimes in less than a second. (5) essential to keep the internal environment of the body at the optimal level state for life. This was recognised by the scientist Claude Bernard over 100 years ago, when he coined the term *intérieur milieu* – to describe the regulated environment within the body. Our bodies need to maintain this constant interior in order to function and survive. (6) a fascinating story with many chapters.

2 Analyse the lecture by answering these questions.

- Write a key sentence for paragraph 1 which sums up the main point of the paragraph.
- What would you say was the purpose of the second paragraph?
to compare different senses
to give an example
to explain something in more detail
to warn people about something
- What does paragraph 3 give us an example of?
- How would you describe the tone of the lecture?

Grammar

The passive

- Complete this text about how to give a good lecture by putting the verbs in brackets into the correct form of the passive.

The following tips (1) (adapt) from a book called *100 Tips for Lecturers*. They (2) (aim) at people who have little or no experience of lecturing. It is the responsibility of all lecturers to ensure that no student (3) (disadvantage) because of the poor quality of the lecturer's performance.

A great deal (4) (write) on the subject, however the essentials can (5) (summarise) as follows. The first point of course is, know your subject. Make sure all possible research (6) (do). Secondly prepare your lecture thoroughly. Badly structured lectures are difficult to follow. Any handouts should (7) (write) clearly. Make sure there are enough copies.

Thirdly think about your style of presentation. A lecture can (8) (ruin) by the lecturer standing in front of the OHT so that nothing on the screen can (9) (read). It may sound obvious but it is easy to forget these things when you are concentrating on so many things at once.

Finally make sure the audience (10) (give) tasks to do or questions to answer so that they do not get bored.



- Complete these sentences using *have/get* + object/object pronoun + past participle. You will have to put *have/get* into an appropriate form. Choose from the verbs below and use each word once only. The first one has been done as an example.

look at check copy cut dry-clean enlarge test redecorate

- My car's making a terrible noise, I'll have to get it looked at....
- I can't read small print any more, I
- This photo is so good I
- Our kitchen was looking really tatty and old-fashioned so we
- We can't copy the document here because our photocopier has broken down so the secretary somewhere else.
- I think gas is leaking from your cooker; you should straightaway.
- The trouble is I can't wash this dress; I
- My hairdresser has gone out of business so I'm going to at *Hairtique*.

Reading

- Read the following tips on how to write a speech and rank them putting 1 next to the most important and 7 next to the least important or least suitable.

- Do a dry run of your speech to check how much time it takes.
- Do not decide on the style of your speech until you meet the audience.
- Begin with a joke, a magic trick or something to grab the audience's attention.
- Organise your information into three to seven main points and prioritise them according to importance and effectiveness.
- Delete any points which are not crucial if you are going to be short of time.
- Always add facts, statistics, examples or other supporting materials to each point.
- Write a conclusion that leaves a lasting impression.

- Add two more points which you think are very important.

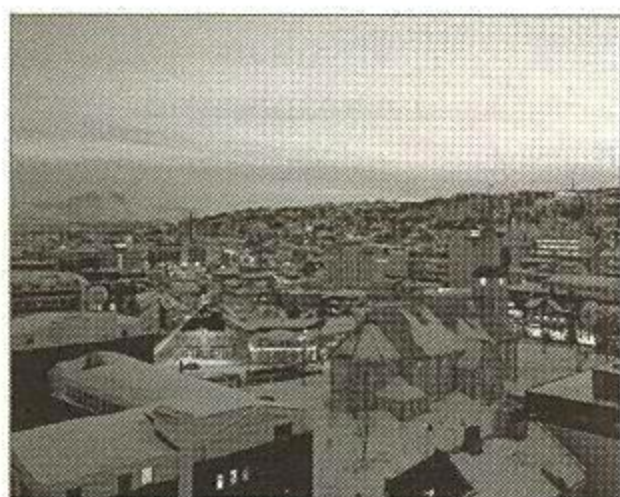
Writing

- Write an informal letter to a friend telling him/her about a lecture you went to and how good or bad it was. Explain why it was good or bad. Write about 200 words.

Reading

- 1 Sometimes a newspaper article expresses an opinion which the writer tries to back up with some facts or the results of research. Read the article about the effects of low light on people in the far north. For questions 1–6, you must choose which of the paragraphs A–G on page 47 fit into the numbered gaps. There is one extra paragraph which does not fit in any of the gaps.

Clarity in a COLD CLIMATE



Bidge Hanson and his neighbours in the world's most northerly university town spent yesterday pretty much in the dark, again. It may have been one of the shortest days in Britain, but in Tromsø, 200 or so miles north of the Arctic Circle, it was yet another day when the sun failed to put in an appearance. Between 21 November and 21 January the Norwegian town and its 60,000 population live life in a permanent night, and in the summer they switch to spending months in perpetual daylight.

1

For more than a year doctors tracked volunteers, measuring their cognitive performances in tests in both winter and summer, fully expecting the results to support the view that in winter people are prone to suffer a range of negative symptoms, in addition to the depression associated with seasonal affective disorder (SAD).

2

Ever wondered why artists produce their best work in freezing garrets? Contrary to long-held views, rather than slowing down in the long dark days of winter, people are brighter and quicker. So can we cheer up now?

BY ROGER DOBSON

'We tested 1,000 people on a battery of cognitive tests, including memory, attention, recognition time, memory recall and confusability. We didn't look at depression, we were only interested in cognitive performance. We tested them in summer and in winter, and we were sure that we would be able to pick up the winter deficit that is so often talked about,' he says.

3

Even on the simplest of the tests – measuring the reaction times to a circle being flashed on a computer screen – the winter performances were better. The reaction times of the volunteers were on average eleven milliseconds quicker in the winter tests. The problem that Dr Brennen and his colleagues now have is explaining what kind of body mechanism could possibly be at work to produce the unexpected phenomenon of superior thinking in winter. It is at odds with many assumptions about health and the winter. A National Institute of Mental Health survey of 1,500 American SAD patients found that more than 90 per cent reported decreased

activity in winter, as well as difficulties with work. They also reported extreme fatigue and lack of energy, and an increased need for sleep.

4

Some suspect that a change in the environment, especially the arrival of long dark nights, affects personality – that when it gets cold and dark man becomes more introverted and more focused on the task in hand.

5

'One possible explanation is that we are less distracted by other things in winter. There is not so much to look at and therefore a greater opportunity for you to attend to your tasks,' she says.

6

But just how light works is not clear. 'Although the cause of SAD is not known, research so far suggests that it is triggered by a seasonal disruption in the cycling of the hormone melatonin, which throws the circadian rhythms off balance,' says Professor William Regelson of Virginia University and author of *The Melatonin Miracle*.

- A** 'It is a quite surprising and counter-intuitive finding that requires a lot of thought,' says Professor Anne Farmer of the Institute of Psychiatry in London, who specialises in treating affective disorders, including SAD.
- B** 'If you read a lot of the literature on SAD, the biological psychiatrists expect concentration to be worse in winter, that speed of thought and memory will be poor, and that people will feel sluggish. But we found no trace of that. Clearly the belief that people get groggier and more forgetful in the winter months is unfounded. The findings contradict some of the claims found in the literature on SAD.'
- C** And they may be implicated in the mechanism behind the Tromso results for cognitive performance, because a similar finding of depression and improved or unaffected mental performance is found in one other body cycle.
- D** For psychologists, the extremes in this Arctic Circle environment made it the perfect place to study the effects of the seasons on the mind and on performance, and to investigate whether there is any foundation for long-held views that in winter, human thinking, memory recall and performance slow down. If the theory was right, any effect would, they figured, be magnified at a latitude of 69 degrees north.
- E** For the treatment of the depression associated with SAD, Professor Farmer and an increasing number of doctors are advising using light boxes. It's been found that exposure to bright artificial light can substantially reduce the symptoms of depression by as much as 80 per cent in some patients. Research on people with SAD has also found that their symptoms improve nearer the Equator.
- F** SAD which affects between one and 25 per cent of people, depending upon which study is looked at, is accepted as a condition where depression is linked to the arrival of the winter months. But depression and improved cognitive performance are strange bedfellows, so the hunt is now on to find out what could be happening in the brain to produce such a paradox. Investigators are looking at whether light or temperature, or even some other trigger, may be at work.
- G** But when measured by cognitive performance, it was found that the people of Tromso were brighter and quicker in the winter months, a result that put a large spanner in the works of those that hold that man is mentally duller and slower in the winter. For Dr Tim Brennen, who led the research and briefly escaped the winter blackness of Tromso University this week to present his findings at the London conference of the British Psychological Society, the results were a big surprise.

2 Match these words or expressions from the article with their definitions.

a Expressions

- 1 prone to
 - 2 to put a spanner in the works of
 - 3 at odds with
 - 4 strange bedfellows
 - 5 the task in hand
- a very different from
 - b unlikely people to be connected with another in a particular activity
 - c tending to suffer from an illness or show a particular negative characteristic
 - d the job which is important at the present moment
 - e to be the cause of spoiling a plan

b Adjectives

- 1 dull
 - 2 sluggish
 - 3 groggy
 - 4 unfounded
 - 5 counter-intuitive
- a moving or operating more slowly than usual and with less energy or power
 - b not based on fact; untrue
 - c something does not happen in the way you expect it to
 - d not very intelligent and has difficulty learning
 - e weak and unable to think clearly or walk correctly, usually because of tiredness or illness

c Nouns

- 1 findings
 - 2 battery
 - 3 trace
 - 4 fatigue
 - 5 trigger
- a a sign that something has happened or existed
 - b something which causes (something bad) to happen
 - c large number of things of a similar type
 - d official discovery
 - e extreme tiredness

Grammar

The infinitive

- 1 Complete these sentences using the verbs in the list. Make sure you put the verb into an appropriate form.

afford	arrange	fail	intend	invite	manage
pretend	suppose	tend	want	gain	

- a The police officer to notice the scrap of paper tucked in the back of the diary.
b In order entry to the house the man to be conducting a survey for the government.
c Cats to be more independent than dogs.
d I to look for a new job once I've finished my training here.
e We to pull the child to safety from the river.
f I to see that new film that's on in town; it's to be really good.
g We to meet at 4pm so I don't know why he isn't here.
h We can't to go on holiday this year so we'll some friends to come and stay with us.

- 2 Put the verbs into the correct form of the infinitive. More than one correct answer may be possible.

- a It's nice (sit) here with you.
b I meant (phone) you earlier but it completely slipped my mind.
c I would have liked (take part) in the debate on television. It would have given me great pleasure (sit) there when he said we could have more funding.
d There is a wide range of topics (cover) in this term's programme.
e She ought (ask) her opinion at least, before we decide.
f Try (not be) too nervous at the interview.
g I would rather (invite) Tom and Mary.
h He made us (work) until 8pm.
i She lets her children (watch) whatever they like on TV.
j (include) Sarah would have been a big mistake.
k Why (go) to the library when you can look it up on the Internet?
l All I did was (ask) if she was all right!
m (retire) at 30 would be perfect.
n For James (win) the match would be a dream come true.
o Would it be easier for me (talk) to you about it later?
p The plan is for us (take) the tents and to sleep in the forest.
q I need you (help) me.
r There's nothing for the children (eat).
s There isn't enough time (explain) everything now.
t It's important for there (be) plenty of time left for discussion at the end of the talk.

UNIT 16 Raving and panning

Reading

1 Read these extracts from reviews and answer the following.

- What is being reviewed, e.g. a cartoon film, a CD of classical music, a computer simulation game?
- Which words and phrases helped you to determine what was being reviewed?
- Which words or phrases serve to convey opinion as opposed to facts?

A

THE combination of long wheelbase and high roofline creates more space inside the Picasso than any other compact MPV. Its gear stick, like the Multipla's, is mounted on the dashboard but the Picasso's two front seats – against Fiat's three – leave a large waste of space on the floor. The centre rear seat folds to make a table between the other two. Much creative thought has been given to this table to make it double as a desk top for business use (complete with document clip to stop papers sliding around) or a picnic table with cupholders. Equal ingenuity has been applied to finding space for the 30 pockets, cubbyholes and compartments that are dotted around the Picasso's cabin. Some of them aren't much cop. The pocket under the dashboard on the driver's side is too shallow to hold a mobile phone securely and if a pocket won't hold a mobile, what's the use of it?



-
-
-

B

If mistakes are possible even with the conventional side of the menu, fiasco looms everywhere when it comes to mixing and matching. In theory – crazy but true! – you could mingle roast duckling with a sweet pineapple and vanilla sauce ... in theory and indeed in practice as one of us proved. The duck was adequate, the sauce cloyingly awful.

-
-
-

C

A chocolate box of a film, sweet and gooey and enjoyably bad for you. It transports the ever-decorative Keanu Reeves to a Forties setting where he meets the beautiful daughter of a paternalistic vineyard owner, and you can probably join the dots from there. It's mush, but beautifully executed mush, and a haven for those seeking refuge from television football.

- a
b
c

D

Over the first two or three tracks there is a complacency, absolutely emblematic of all that LA-based musicians have come to represent over the past few years, but then there is a shift. It's very subtle, and suddenly the man who wrote one of the great songs about sexual jealousy, *I Can't Stand Still*, is back ... telling us how it is (just because you are rich, it doesn't mean you don't get fed up or frustrated).

- a
b
c

Vocabulary

1 In the texts what collocates with each of these words?

- | | | |
|----------|-----------|------------|
| a clip | d roast | g jealousy |
| b phone | e join | h stand |
| c mixing | f seeking | |

2 Find at least two other collocates for each of the words in exercise 1.

3 Use the collocations in the box to complete the sentences.

compulsory reading	drive him mad
easy steps	human being
lay a trap	open the way
the workings of the mind	worst nightmare

- a The video takes you in through the rudiments of playing the keyboard.

b Although a novel rather than a psychology textbook, the book has a great deal to teach us about

c This book should be for all parents.

d What seems likely is that the success of this film will for a great many more in the same mould.

e The story tells how the man's wartime experiences eventually

f As I watched the film, I began to ask myself why on earth I had paid to sit through something that was feeling increasingly like my own

g The bad guys managed to for the hero but he cunningly outwitted them.

h The article takes a fresh look at what makes a different from all other creatures.

Grammar

Articles

- 1 Add articles *a*, *an* or *the* to these sentences wherever they are required.
 - a Information is more widely available these days.
 - b Information you find on Internet is not always reliable.
 - c Her boyfriend is solicitor.
 - d He is solicitor you were reading about in newspaper week ago.
 - e I earn about £8,000 year from setting and marking exams.
 - f Smith family have gardener who comes in from time to time and whom they pay by hour.
 - g We should have dinner together at Holiday Inn in New Square some time in next few weeks.
 - h We spent week on holiday in Seychelles but I spent most of week in bed as I caught nasty dose of 'flu.
 - i Someone once said that poor will always be with us.
 - j Family are all in different places this week. Joan has gone to USA and Monty is in India while Sue has gone by car to north of Scotland and Bob has taken train to France.
- 2 Complete the following sentences with the phrases in the box. They all contain singular concrete nouns used without an article. You may need to make changes to the verbs.

by word of mouth	by return of post
to be lying face down	to be out of pocket
to catch fire	to make way for
to rush from pillar to post	to set sail
to sigh with relief	to talk sense

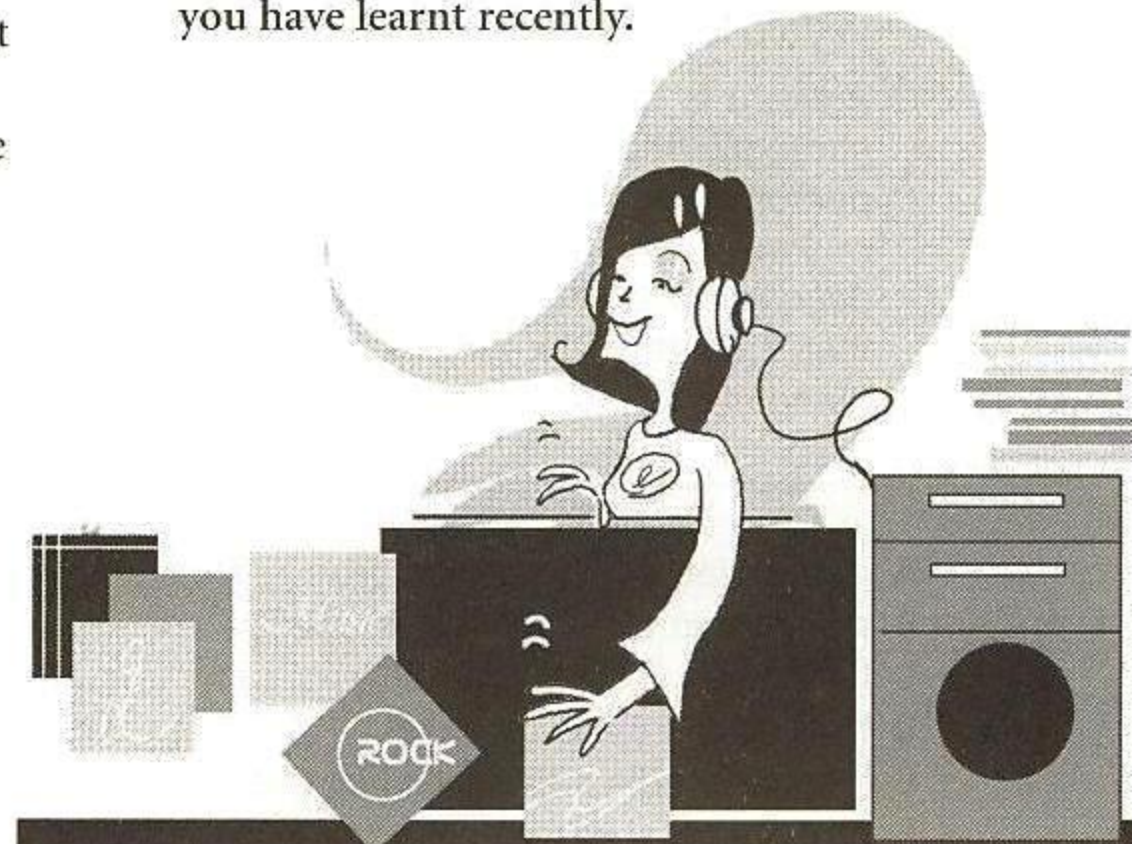
- a Please reply to this letter if at all possible.
- b I'm exhausted. I all day.
- c Paul is rather impractical with some of his suggestions but Maria always
- d We'll pay you back for what you bought for the picnic. We don't want you
- e Emma when she saw the children getting safely off the plane.
- f The ship at midday tomorrow. Let's go down to wave it off.
- g The man by the side of the road. I presumed he had been knocked off his bike.
- h They suspect that the trees because someone failed to put a cigarette out properly.
- i The best way to get business in our line is
- j Please the food trolley.

- 3 Complete these sentences in any way that seems appropriate to you.
 - a The older you get,
 - b, the less I liked him.
 - c The sooner you make up your minds,
 - d, the happier I am.
 - e The more energy you put into something,
- 4 Rewrite these sentences so that they mean the same but use the words in brackets.
 - a I'm afraid I don't have very much money. (ONLY, LITTLE)
 - b I've got about half a dozen Euros. Would you like them as you're going to Paris tomorrow? (FEW)
 - c All the girls in the class have their own email addresses. (EACH)
 - d Not many people pass their driving test the first time they take it. (FEW)
 - e He doesn't have much experience of hard manual work. (LITTLE)

G STUDENT'S BOOK page 199

Writing Review

- 1 Write a review of a CD of your choice – a music one or a CD-ROM – for a college magazine. Try to make a point of using some of the new words and expressions you have learnt recently.



UNIT 17

Do it for my sake

English in Use

Part 6

- 1 Here is a text with some phrases missing. Choose from the list A–K the best phrase to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all.



You're in a crowd of people who are all asking for the same thing. How do you make your voice (1)? Be different. Don't shout. Lisa, 25, was waiting to board a plane flying from London to Austria for Christmas when the flight was cancelled.

'There were about a hundred of us stranded,' she says. 'Everyone else was yelling at the airport staff. Instead of joining in, I walked up to the man behind the ticket desk very quietly and said, "This must be so awful for you! I don't know (2) – it's not even your fault. I could never handle it as well as you are." Without my even asking, he found me a seat on another airline with an upgrade to first class. He was happy to do a favour for someone (3)'

Flattery is an essential element of the sweet-talk strategy. 'It's human psychology that stroking a person's ego with a few well-directed compliments makes them (4), ' says a psychologist. 'Tell someone they're pretty and they'll instantly fix their hair; praise their sense of humour and they'll rattle off a joke. So, if you give

someone the opportunity to be your hero, (5)'

You need help and there's absolutely no reason the person will want to lend a hand. Allison, 26, a solicitor, realised she'd made a huge mistake on a batch of documents she needed for a client meeting that began in two hours. 'The only way I could fix the problem was to enlist the aid of a colleague (6), ' she says.

Blatant bribery is difficult to offer – slipping someone cash or trying to strike a specific deal will usually backfire but you can usually glean wooing power if you subtly offer a little payoff. Allison went to the woman's office, wearing a panicked expression and explained her dilemma. Then she offered the oh-so-subtle bribe. 'I said, "As I was saying to the boss the other day you're the only person who would know (7), what would you suggest I do?"' Feeling pumped up, she set about helping me and we finished the job on time. The trick was (8) – then she was happy to help.'

- A acknowledging her as the pro
- B getting her to do the job for me
- C heard above the rest
- D how often I make mistakes
- E how to handle a situation like this
- F how you deal with these situations

- G they don't know what to do next
- H they'll rise to the role
- I want to prove you right
- J who I knew didn't like me
- K who was appreciative instead of hostile

Vocabulary

1 For each set of sentences, a–h find one word which fits in all the sentences.

a

- 1 She bought a lovely white in the sales. It looks great with her new shorts.
- 2 I'll have to check. I can't give you the answer off the of my head.
- 3 I can't get the off this jar. Have you got a strong wrist?
- 4 Marco went on to the bill at the London Palladium.

b

- 1 The report is nearly finished. I've just got to the i's and cross the t's.
- 2 Looking out of the plane window, she could just make out the farm, a little black between two enormous golden fields.
- 3 All university email addresses in Britain end *ac* *uk*.

c

- 1 Quick, The boom'll hit your head if you don't.
- 2 Sandra took to snow-boarding like a to water.
- 3 One of my favourite dishes is with orange sauce.

d

- 1 It's not fair. You always with dad!
- 2 Joe stood on the of the swimming pool, poising himself for a dive.
- 3 Would you like a salad with your steak, madam?

e

- 1 The maze was made out of neatly trimmed hedges.
- 2 I couldn't get the tickets because the office was closed.
- 3 In the past some teachers used to naughty boys on the ears.

f

- 1 When they got back after a month away there was a of dust over all their furniture.
- 2 I'm going to get the developed as soon as I get home.
- 3 We bought a camcorder because we wanted to the children as they grew up.

g

- 1 A judge has to try to be in all his or her decisions.
- 2 This picture would be right for our bedroom.
- 3 Could you move over there for a few moments, please?
- 4 I'll be with you in a moment.

h

- 1 The police are trying to the missing man's movements.
- 2 We recommend that the children wear suits for the journey to the camp.
- 3 We walked along a muddy at the side of the forest.
- 4 I love the first on the album but am not so keen on all the others.

2 Try to find three distinct meanings for each of these words from the sweet-talk text on page 52. Write each of them in phrases or sentences that illustrate those meanings.

- a board
- b staff
- c deal
- d rattle
- e slip
- f strike

Grammar

Language of persuasion

1 Look at these dialogues.

- a Who do you think is speaking in each case, e.g. two friends, boss and worker, two strangers? In other words, is the register closer to the formal or the informal end of the formality–informality continuum?

- b Rewrite each dialogue in a style that is closer to the other end of the continuum, i.e. if the example is formal, write it to fit a more informal context.

Indicate who is speaking in your dialogue, e.g. two family members, colleagues, doctor and patient, etc.

- 1 A: Couldn't you be persuaded to give it a try?
B: Well, if you were to show me once again, I suppose I might consider attempting it myself.

- 2 A: What would you recommend as our best course of action?

B: I would suggest that the most sensible approach might be to continue along the same lines as at present.

- 3 A: Where's the station?

B: I'll drop you off there on my way to work if you like.

- 4 A: Did you like the film?

B: No, it was awful!

- 5 A: Would you mind telling me what I should do next?

B: Certainly, sir. If you just complete this form, then you should hand it in at the desk over there.



G ... STUDENT'S BOOK page 199

English in Use

Part 3

- 1 Read this text which is from the introduction to a book about the diversity of cultures in Europe and how this affects doing business.

In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1–16, write the incorrect word at the end of the line. Some lines are correct. Indicate these lines with a tick (✓). The exercise begins with two examples (0) and (00).

0	This book is in its two parts. The first consists of brief and generalised portraits	..... <i>its</i>
00	of the countries of the European Union, concentrating on aspects which most ✓
1	affect on the national way of doing business. They provide the overall	.....
2	context in which individual organisations operate. The principle one was to talk	.....
3	to people of at least three different nationalities about each country, so as the	.....
4	result was an amalgam of different national viewpoints. It would be	.....
5	extraordinarily ambitious to attempt a comprehensive analysis of the business	.....
6	environment of 15 countries. These chapters which should be read in addition	.....
7	to more than technical books on business practice, taxation, legislation,	.....
8	accounting and so on. This section also includes in discussion of Americans	.....
9	and Japanese in Europe and of the new Russians. The second part goes	.....
10	deeper into the fundamental differences between any European business	.....
11	cultures from the point of view of individual managers are working within them.	.....
12	It looks at the behaviours, values and beliefs which have most influence on our	.....
13	working at relationships with colleagues, bosses, subordinates and the	.....
14	far outside world, within the framework of the Cultural Triangle of communication,	.....
15	leadership and good organisation. It also suggests a simple tool for examining	.....
16	different ways that in which organisations work and offers a cross-cultural	.....
	checklist.	.....

UNIT 18 May I introduce ...?

Reading

- 1 Choose which of the paragraphs A–H on page 56 fit into the numbered gaps in the following magazine article. There is one extra paragraph which does not fit into any of the gaps.

In retrospect, wearing the red sticker was a mistake – but it was a mistake anyone could have made.

As a journalist, I technically had no right to it – they're restricted to bankers – but, once adorned, I was mobbed. They came in pairs. Eager young things with the next Big Idea. Online Petfood? Person-to-person betting? Two-hour shirt delivery? Mobile phone mountaineering? They pinned me to the wall, slipped their business cards into my pocket and jammed business plans into my hand. With a red sticker, I was their man, their dealer, their ticket to a fortune, and all they needed was a quick hit. Say ten million or so.

1

A matchmaking club of more than 40,000 members, *First Tuesday* takes wannabe entrepreneurs and, with a little luck and hard work, aims to make them millionaires. The approach is closer to an orgy at the Playboy mansion than an ordinary business conference. Upon arrival, entrepreneurs are given green stickers, the bankers with funds to hand out red stickers and everyone else – lawyers, salesmen, consultants and journalists – yellow stickers.

2

The fashion for meetings like these grew from the spirit of entrepreneurship that blossomed around the Internet in the late Nineties. The computer network that for 30 years had been the exclusive club of a few physicists was suddenly thrust to the fore when a young Englishman named Tim Berners-Lee invented a way to share documents and pictures between users. In a move never properly



acknowledged, Berners-Lee did something special: he gave the technology away for free and the World Wide Web was born.

3

The theory is enticing: anyone with anything to sell, from carpet-weavers in Peru to the Sheffield steelworks, can reach the whole world with just a simple website. Outsource – get someone else to worry about – your delivery problems and a multi-million pound business can be run from your bedroom.

4

Indeed, size would be a disadvantage in the new economy. Why incur the cost of building a network of stores to rival Marks and Spencer when a website, a warehouse and a way to deliver will suffice? The problem was that anyone with an interest in the Internet was unlikely to know anything about venture capital and, even if one did, the venture capitalists were more likely to call security than write a cheque should a khaki-clad, technobabble-speaking

geek manage to get into their offices.

5

So, in October of 1998, a collection of Internet entrepreneurs held a cocktail party for 40 people in the basement of London's Alphabet Bar. They realised that putting people with ideas in the same room as people with money, shutting the doors and adding free drinks could be the recipe for something special.

6

Within months, attendance in London was in the hundreds and *First Tuesday* events were appearing everywhere from Rotterdam to Prague, Tel Aviv to Cardiff. Now *First Tuesday* is the traditional rite of passage for anyone with an Internet idea. The pioneers of the first meeting are long since up and running; today's attendees are the rest of us.

7

Then the lucky ones will be emailed back with details of the next get-together and their invite to untold riches.

- A** Then, as now, the bankers didn't quite understand these people. They'd help them, but they didn't want them in the house. What was needed was neutral territory – somewhere for the two camps to meet, where neither would feel overwhelmed.
- B** Put them all in the same room, dim the lighting, add canapes and cocktails, and a few inspirational speeches to set the mood, then sit back and let nature take its course.
- C** The popularity of the evenings and the number of people with business plans is such that the green-stickered hopefuls forever outnumber the red-stickered bankers. Sticker hunting is the new blood sport and many red stickers try to hide their true identity.
- D** No need for expensive shops, no need for hundreds of employees, no need for middlemen to eat into your profits. With everyone's shopfront restricted to the size of the PC screen, there is no advantage in being a global giant.
- E** Anyone can apply – the student with his grant cheque for seed capital; the pensioner with a clever idea; the mad, the bad and the just plain hopeful – all they have to do is log on to *First Tuesday's* website, register their interest and wait.
- F** She was a precocious child. From a handful of particle physics notes in December 1990, the Web grew to more than a billion pages in less than a decade. As with all things human, it wasn't long before people began to see that the Web offered more than a vast global library: maybe you could make money too. E-commerce was about to begin.
- G** It was the first Tuesday of last month when, like every month, thousands of hopeful people converged, clutching business plans in sweat-stained folders, on venues in more than 50 cities around the world. They were there to get rich. They were there for *First Tuesday*.
- H** It was an instant success. The casual atmosphere took away the pressure from both sides and now anyone with an idea, no matter how crazy, could meet as many bankers as they could handle in an evening.

- 2** What are the words and phrases that provide the clues as to which paragraphs fit which gaps? Underline or highlight them.

Vocabulary

- 1** Here are some chunks from the reading text on page 55. Match the parts of chunks in 1–12 with their endings in a–l.

- 1 are long since up
- 2 as many ... as
- 3 don't want someone
- 4 it was a mistake
- 5 it wasn't long
- 6 let nature
- 7 take away
- 8 they pinned me
- 9 thousands of people
- 10 to eat
- 11 to reach
- 12 to set

- a the whole world
- b anyone could have made
- c they can handle
- d the pressure
- e into your profits
- f and running
- g the mood
- h in the house
- i take its course
- j against the wall
- k before people began
- l converged

- 2** Use a good learners' dictionary to find five more chunks based on each of these words.

- a nature
- b let
- c course
- d set
- e mood

Grammar

Emphasis



- 1 Look at the picture and write ten cleft sentences about it.
Use patterns like these:

What I like about this picture is ...

What is most striking about this picture is ...

It is the girl in the foreground who ...

What the artist conveys is ...

What struck me first about this painting was ...



STUDENT'S BOOK page 200

UNIT 19 Feeding the mind

Reading

1 Read the text and answer the questions which follow it, choosing A, B, C or D.

There are many different types of places to eat. One important question is who uses different places and how often they go. As sociologists we are initially very interested in the social and cultural characteristics of people who behave differently. Such characteristics indicate the financial, social, practical and cultural forces systematically distributed across the population, which constrain or encourage people to engage in particular ways of eating out.

We asked respondents how often they ate out under different circumstances. Excluding holidays and eating at the workplace, on average the respondents to the survey ate a main meal out on commercial premises about once every three weeks. Twenty-one per cent ate out at least once a week, a further forty-four per cent at least monthly and only seven per cent claimed never to eat out. Mean frequency of eating at someone else's home was about the same, but a much larger proportion (twenty per cent) never did so. Twenty per cent of respondents claimed never to eat in the home of other family members, and about one third never at the home of friends. Very regular eating out with either kin or friends was not very prevalent, but being a guest at a main meal in someone else's home is part of the life experience of a large majority of the population. There is a strong positive association between being a guest of friends, guest of family and commercial eating out. Opportunities to eat out are cumulative, particularly eating out commercially and with friends.



To be seen in the right places and in attractive company, or at least to let others know that we are familiar with the most exciting or rewarding of experiences, is part of a process of display and performance which contributes to reputation. Early sociologists examining consumption were particularly interested in the claiming and attributing of status through exhibitions of a prestigious style of life. They were particularly concerned with the ways in which individuals established reputations for refinement, superiority and distinction. Consumption patterns reflected social standing, and particularly class position. Eating out is a potential means for such display through the use and avoidance of different venues.



- 1 What interests sociologists about the topic of eating out?
 - A The types of places that people choose to eat out in.
 - B The changes over time in patterns of eating out.
 - C The characteristics of people who choose to eat out.
 - D The frequency with which people eat out with friends.
- 2 Which of these statements is true, according to the text?
 - A People eat out more frequently at someone else's home than in a restaurant.
 - B People eat out less frequently at someone else's home than in a restaurant.
 - C People are more likely to eat out at a friend's house than at the home of another family member.
 - D People are more likely to eat out at the home of another family member than at a friend's house.
- 3 The study found that people who eat out in restaurants
 - A also eat out at friends' houses.
 - B also go on holiday more.
 - C have a higher income than others.
 - D are not so close to their families.
- 4 According to the text, why do people eat out?
 - A Because they do not have enough time to cook.
 - B Because they want to meet attractive people.
 - C Because it is exciting.
 - D Because it enhances their social status.

- 5 What do you think the text will consider next?
- A The reasons for the popularity of particular restaurants.
 - B The relationship between class and type of restaurant preferred.
 - C The relationship between cost and restaurant popularity.
 - D How tastes in restaurants differ over time.
- 6 What do you think the book that this extract comes from would be best entitled?
- A Eating out.
 - B Eating in restaurants.
 - C Eating well.
 - D 21st century eating.

- 2 Look at each of the incorrect options in the questions in exercise 1. Each of these incorrect options is wrong for one of these reasons:
- a it's only part of the answer
 - b not mentioned in the text
 - c it may be true but it's not what you were asked for
 - d it seems to be deliberately trying to mislead
 - e not true according to the text

Mark each of the incorrect options a, b, c, d or e according to the reason why it is not the right answer.

Vocabulary

Word formation

- 1 Complete this word formation table.

Noun(s)	Verb	Adjective(s)	Adverb
.....	different	differently
.....
.....	financial	.....
.....
.....	(un) systematically
respondent,
.....
.....	exclude	.....	.....
.....	frequent,	.....
.....
.....	prevalent,	.....
.....
.....	attribute	.....	—
.....
refinement,	—
.....
superiority,	—
.....
distinction
.....
.....
.....

- 2 Complete the sentences by using one of the words from the table you completed in exercise 1.

- a I wish she wouldn't speak so – I can hardly understand a word she's saying.
- b With modern computer technology linguists have far more reliable information about word than used to be possible.
- c The winds come from the sea and keep the temperatures cooler than they would otherwise be.
- d It was terribly of them to leave such a young child alone in a park on his first day in a country where he had no knowledge of the language.
- e Some scholars these poems to Francis Bacon rather than Shakespeare.
- f Her business idea seems very sound but now she has to find someone to help her it.
- g Soon after leaving school, Naomi was lucky enough to land a job in a very club in Mayfair.
- h How many people to the job advert in the newspaper?
- i There is a large oil not far from the port.
- j Unfortunately, Peter suffers from a bit of a complex.

Grammar

Emphasis

1 Make these sentences more emphatic by beginning them in the way suggested. They all involve inversion.

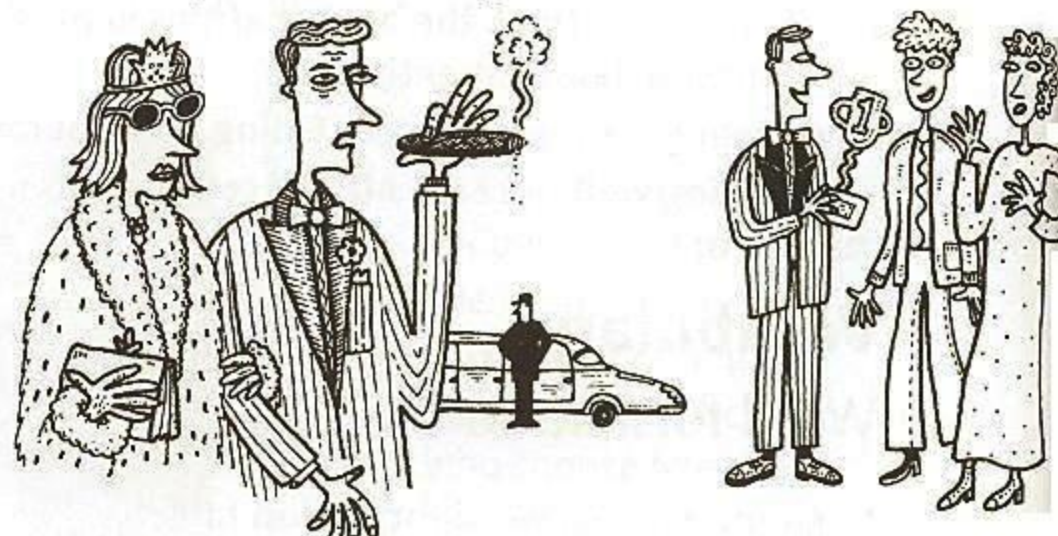
- a We are in no way responsible for what happened.
In no way
- b They were reduced to such straits by the country's economic collapse that they had to resort to begging.
To such straits
- c He puts in an appearance himself only on very rare occasions.
Only on very rare occasions
- d We found ourselves in such a plight that we had no option but to hitch our way home.
In such a plight
- e You shouldn't on any account just do what they say without thinking it through yourself.
On no account
- f John had no sooner sold his house than the one he was hoping to buy fell through.
No sooner
- g I little imagined that I would ever meet a famous Hollywood film star.
Little
- h You mustn't at any time let anyone know what you are really doing here.
At no time
- i I've rarely attended a more unsatisfactory concert.
Rarely
- j He can with every justification be called one of the founding fathers of modern music.
With every justification

2 Complete these sentences with your own words. They all also involve inversion.

- a Seldom
- b In vain
- c Not until
- d To such an extent
- e Hardly ever
- f Little
- g Such
- h By no means
- i In such a desperate situation
- j Under no circumstances

3 Make these sentences more emphatic by adding an *-ly* adverb to strengthen the adjective.

- a It was cold on deck.
- b They were happy together for many years.
- c I was impressed by the concert.
- d They were astounded to learn that they had won first prize.



- e Sally's parents are rich.
- f The children are hungry.
- g He's a self-important little man.
- h We've been busy all month.

G STUDENT'S BOOK page 200

Speaking

Giving a talk

1 Practise giving a talk on the advantages and disadvantages of online courses using these notes. Expand the notes as much as you can in order to make a more interesting talk. You may also add further points to the notes if you wish.

The advantages and disadvantages of online courses

Online courses increasingly widespread - in all sorts of fields e.g. ...

Any personal experience of your own or of friends'?

Advantages

- people can do them even if they're housebound for various reasons e.g. ...
- easier to fit into a busy lifestyle
- can enjoy being part of a virtual community with tutors and other students

Disadvantages

- communicating through computer rather than face-to-face
- so new that it's hard to find out which courses are good and which a rip-off
- not good for eyes etc. to spend too much time in front of computer screen

Conclusion - all things considered ...

Grammar

Hypothesising

- 1 Fill in the missing words in these sentences. The first letter of the missing word is given to help you.
 - a I w..... whether Jane will get an interview for the job she's applied for.
 - b Just i..... if she was offered the job in Paris!
 - c Let us a..... that everyone applying for the job will speak fluent French.
 - d W..... they to offer her the position in the Rio branch, do you think she'd accept it?
 - e On the a..... that she would, do you think we'd be able to visit her there?
 - f A..... for the fact that she hasn't got all that much experience, I think she's very likely to be offered something.
 - g P..... it isn't necessary to have a driving licence, she's in with a good chance.
 - h S..... for a moment, I think that she might be asked at the interview for her views on the current political situation.
 - i Interviewers often like to present a h..... case and ask interviewees how they would deal with such a situation.
 - j Let us s..... that she accepts the job: how would you then feel about her moving abroad?
- 2 Rewrite these sentences using the word in brackets at the end of the sentence. The sentences should retain the same meaning.
 - a Providing she gets the questions she's prepared, she should do very well in the exam. (long)
 - b If I were you, I think I'd resign on the spot. (shoes)
 - c He's only agreed to help finance the project on the assumption that she is also going to put an equal amount in. (assumes)
 - d Had we anticipated what problems might arise, we would probably never have embarked on such a complex venture. (if)
 - e I wonder whether Dave ever still thinks about me. (love)
 - f Suppose we make no changes at all for the time being? (what)
 - g Let's imagine a situation where a single mother is bringing up two children. (case)
 - h I wish I knew how she felt about things! (if)

Vocabulary

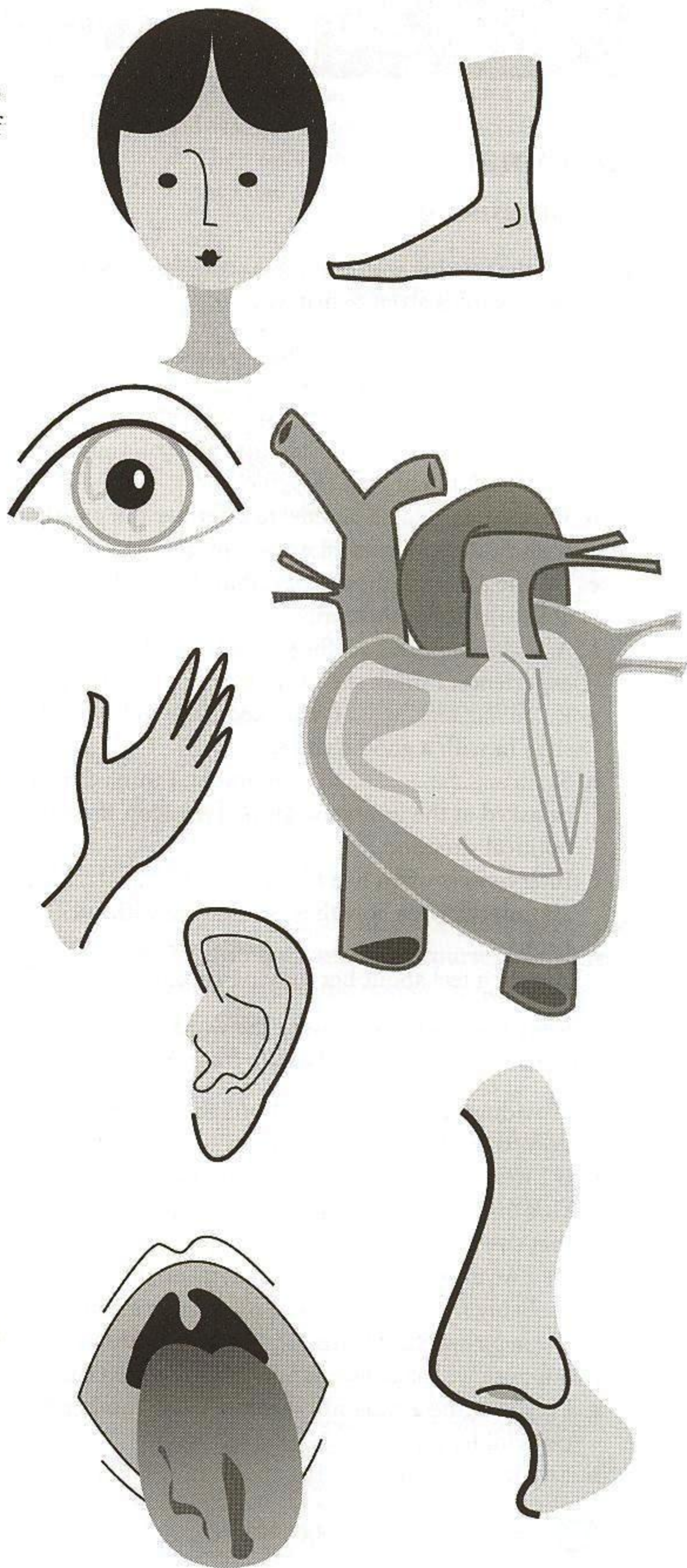
Idioms of the body

1 Complete these idioms with the correct part of the body. There are two idioms for each of the parts of the body illustrated.

- a to keep your above water
- b to see to
.....
- c to do something to your’s
content
- d to play something by
- e to put your in it
- f to get out of
- g to pay through the
- h to feel your sink
- i to bite your
- j to keep your to the ground
- k to turn your up at
something
- l to say something-in-cheek
- m to be banging your against a
brick wall
- n to cast your over something
- o to not put a wrong
- p to give someone a

2 Now match the idioms from exercise 1 to these definitions.

- 1 to be ironic
- 2 to behave perfectly
- 3 to decide how to deal with a situation as it
develops
- 4 to do something as much as you want to
- 5 to feel despairing
- 6 to get out of control
- 7 to have a quick look at something
- 8 to have just enough money to live on
- 9 to have the same opinion
- 10 to help someone
- 11 to keep asking someone to do something which
they never do
- 12 to keep silent
- 13 to look down on something
- 14 to say something tactless
- 15 to spend far too much on something
- 16 to watch and listen carefully to what is
happening around you



English in Use

Part 2

- 1 Complete the following article by writing the missing words in the spaces. Use only one word for each space.

Maybe you have (0) *never* heard of a mini-saga before, even (1) this is the third volume of selections since the *Daily Telegraph* ran its first competition fifteen years (2) But I can assure you that the mini-saga is here (3) stay and is all set to join the limerick and the haiku (4) one of those short, apparently (5) but actually pretty tricky literary forms that catches everyone's imagination.

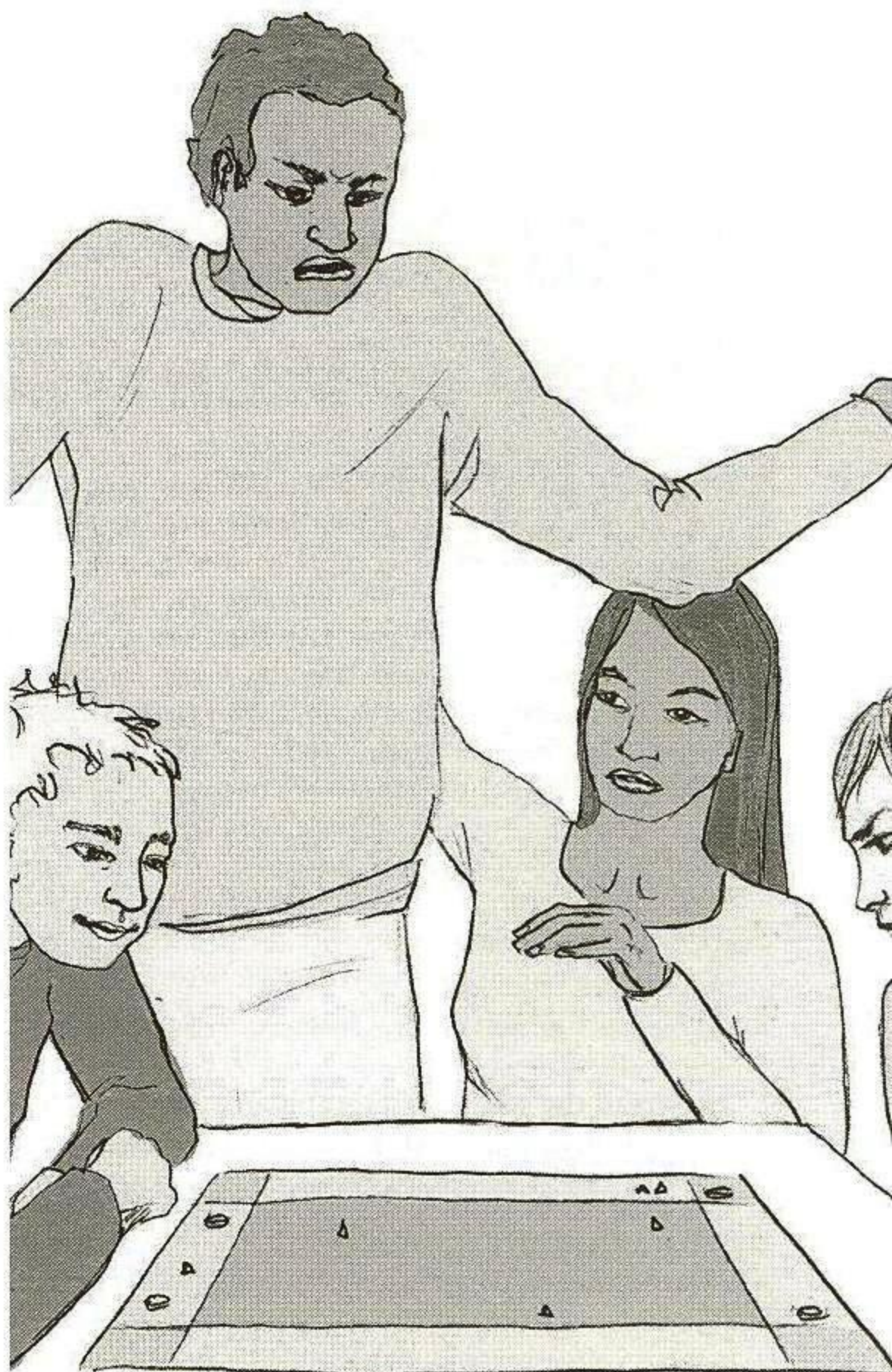
When we were announcing this current contest, of (6) the present volume contains as many of the best entries as (7) can accommodate, I suggested that they should not be called mini-sagas (8) all but 'brians'. That is (9) the whole idea is the brain-child of Brian Aldiss, the distinguished writer, best (10) for his science fiction.

He invented the genre and it should at the very least be named (11) him. At the time he was working on a long book – (12) long that it turned into three books – and suddenly thought it might be fun to tell (13) whole story in just fifty words, as a complete contrast. He rang up the *Telegraph* and sent in samples to show (14) he meant, and not long afterwards the first competition was launched.

Anyone (15) write a fifty-word story. That's the joy of it. But the good ones, as you will find, transcend their brevity and linger in the reader's mind (16) a quite eerie manner. I (17) know – I have had to read a great many of them as (18) of the judges of this mini-saga marathon. The judging was (19) difficult and extremely enjoyable, with a lot of argument since many of the (20) were open to interpretation.

Writing

- 1 What do you think is happening in this picture? Write a composition in which you describe what has happened, how the people are feeling and what you think will happen next. Write approximately 250 words.



UNIT 21 Travel broadens the mind

Grammar

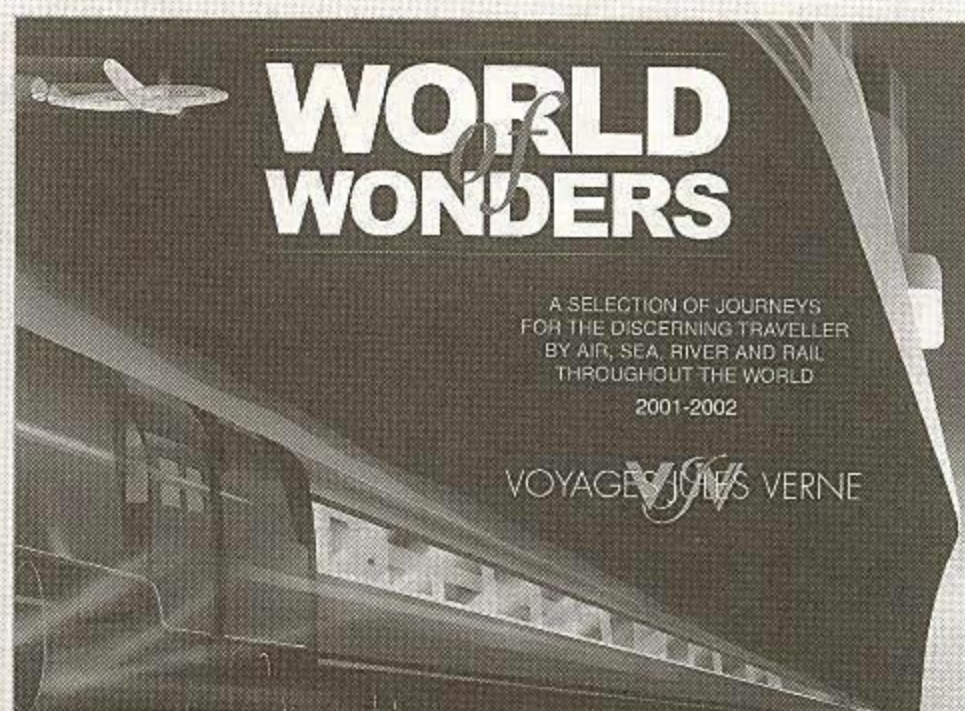
Range of grammatical structures

- 1 You are going to read the introduction to a travel brochure. Read the first paragraph and underline the different verb forms you find. The first one has been done as an example.

Making of the World of Wonders

Over the years the titles of our brochures have reflected the different stages in our development towards the goal of presenting the most comprehensive lexicon of travel available. This progress commenced in 1978 with the production of our first ever brochure – the two-colour *China & Beyond*, followed later by *Great Journeys of the World*, *Jules Verne's Natural World*, *Classic Journeys*, *The Travel Review*, *The Travel Gazetteer*, and in 1989 the *Travellers' Almanac*.

Following the events of 4th June 1991 in Tian An Men Square, there was an urgent need for us to bring together in one catalogue our entire portfolio of travel arrangements so as to diminish our then large exposure to China. Two years later the Gulf War once again determined the need for innovative promotional offers both to overcome a general travel lethargy that was apparent at that time and the need to communicate quickly new, exciting and above all 'safe' alternative destinations.



- 2 Now read the second paragraph and complete the sentences with an appropriate form of the verb in brackets.

These efforts (0) produced (produce) the 'advertorial' style, full-page colour advertisements, where a single travel idea (1) (present), looking every bit like a newspaper editorial. Needless to say the idea (2) much (emulate) and as a result its effectiveness commensurately (3) (diminish). Subsequent periods (4) (see) the company (5) (extend) its range of 'travel events' into areas of specific interest including art/history, culture, painting, walking, motor challenges, wild flowers, golf, river journeys, train journeys, journeys of special scientific interest and coastal cruising. Increasingly these arrangements (6) (direct) towards our past passenger list and more recently (7) (present) within the book-like compendium entitled the *World of Wonders*. This easy to read and store format (8) (permit) the description of travel arrangements across the different disciplines, themes and seasons in an interesting and informative style – hence the latest edition (9) (be) even more comprehensive, as well as (10) (serve) as a trailer for those seeking further information in depth on the World Wide Web.

- 3 Read to the end of the introduction and complete the gaps with one word only. The focus of the missing word is grammatical. Remember that the style is quite formal.

The 'delicatessen' of travel arrangements (1) makes up the *World of Wonders* is (2) a fraction of the company's entire portfolio of 'travel events', the entirety of (3) only our past travellers are privileged to see (4) way of individual presentations to them.

(5) with travel, the company has been innovative (6) applying (7) latest technology. (8) this vein it has had a most attractive Internet site which has been up and running for some considerable time. (9) main aims, however, were to encourage the would-be traveller to see the Internet facility (10) an alternative source for background information (11) than making time consuming telephone inquiries. Recently our Internet site has been completely re-developed and re-designed (12) incorporate the whole range of the company's travel ideas, together with background information to the places (13) visited, descriptions of hotels, sections on what to do, deck plans, climate and informative related articles. In addition, (14) is a 'ticker tape' service that advises (15) the latest offers and travel/leisure ideas. The on-line booking facility connects directly to our reservation system and enables the user to check availability and request a booking on-line (16) a few easy described steps.

Therefore, (17) you want to avoid the telephone queue and obtain more information on a particular event – then please use this remarkable new on-line booking facility that (18) both help us and (19) help you make the right choices of travel destination and theme.

Vocabulary

- 1 Find words or phrases in the text which are more formal equivalents of these words or phrases. They follow the same order as they are found in the texts in Grammar exercises 1, 2 and 3.

- | | |
|-----------------------|-----------------------------|
| a started | i that's why |
| b whole | j looking for |
| c influenced | k a small part |
| d noticeable | l using this characteristic |
| e as you would expect | m quite a long time |
| f copied a lot | n include |
| g more and more | o ask for |
| h called | p get |

- 2 Using the words and phrases in the box, complete the following sentences, which all come from descriptions of tours in travel brochures.

acclimatise	allowance	extend
flora and fauna	gratuities	half-board basis
leisure	joining	scheduled
stopover	subject to change	supplement
tariff	transfer	vessel

- a Accommodation is on a; lunch is not included in the price.

- b Not included in the price: and tips to local guides.
- c Fly from London to Guadeloupe by a Air France flight.
- d Free morning to relax and
- e We have arranged the from the airport to the hotel when you arrive.
- f your tour by two nights in Xian.
- g Day 13 to 15. At in Peking with optional excursions.
- h Morning free in Rome before the return flight to London.
- i At Puerto Colon we join our which will take us on a whale watch safari.
- j Break your return journey with a at Cartagena in Northern Colombia.
- k Prices based on room and breakfast £125 per night. Single £25 per night.
- l Your baggage is 25 kg.
- m The final itinerary is according to weather conditions.
- n The Malaysian state of Sabah, on the island of Borneo, is rich in with vast areas of virgin rainforest.
- o It is possible to combine these two tours. The is arrived at by adding both prices together and deducting £200 per person.

Reading

1 Match the statements to the books, A–C.

- 1 It is obvious that a lot of research has gone into this book.
- 2 The author is skilled at writing direct speech.
- 3 The author's life took an unexpected turn.
- 4 The author retraces another's footsteps.
- 5 The author's feelings are clearly stated.
- 6 Relationships suffer in these two books.
- 7 The author assimilated the culture he was exposed to.
- 8 The philosophical elements of the book work well.

Travel books of the year

A Saddled with Darwin: A Journey Through South America on Horseback by Toby Green (Phoenix £7.99, 366pp)

Toby Green's experience was mostly confined to betting shops, so it was obviously not a love of the saddle that persuaded him to mount up and ride around the coast of South America. The idea behind this, his first book, was to follow Darwin on the voyage that furnished much of the first-hand information with which he developed his (r)evolutionary theories. On the way, there would be the numerous and varied glories and terrors of South America to observe, the joys and hardships of life in the saddle to record and plenty of opportunities to mull over Darwin's theories.

Green turns out to be a sufficiently determined traveller to overcome the physical obstacles. He picks up his first horse in Uruguay, accompanied by an English girlfriend who soon finds the going too tough. By the time he gets to Argentina, he is alone in a Hispanic world – so much so that when he flies to the Falklands and finds himself on a plane full of English-speakers, he suffers from what he calls reverse culture shock.

Throughout this ambitious narrative, Green mixes Darwin's experiences with his own. He covers the physical side as well, and manages to capture the stark and elusive beauty of the South American countryside and the slow-burning heat of its people. A perceptive account of a demanding journey, though I found the more philosophical side of the book less convincing.

B Kite Strings of the Southern Cross by Laurie Gough (Travellers' Tales £16.99, 377pp)

This is Laurie Gough's first book. One of two women on the short list, both of whom have published a considerable amount of journalism, she expresses the sort of emotions many male travel writers would tend to edit out – there's a lot of love, exhilaration and joy expressed in the opening pages.

Gough describes herself as a 'natural hedonist', so it seems only right that she should open her book on Fiji, one of those places where the lotus-eaters would have lived happily. I can't remember ever having read chapter openings such as these – 'The thing I love the most about Bali...' 'I hated New Zealand when I first got there ...', and 'I think I was in love with Fiji before I ever set foot on it'.

Gough's writing has something of the diary about it. 'I trap and collect my day into words,' she explains. 'I want to know that I have lived.' I wasn't sure that I wanted to know all about it, but there is no denying that she is a curious traveller with a good ear for dialogue and a wild way with words, wrapping her account of travels in the Pacific, Italy, Morocco and elsewhere in vibrant poetry.

ANNUALLY ABOUT 70 BOOKS ARE ENTERED FOR THE THOMAS COOK/DAILY TELEGRAPH TRAVEL BOOK AWARD. THE JUDGES THEN WHITTLE THESE DOWN TO A SHORTLIST OF SIX. HERE ARE REVIEWS OF SOME OF THE ENTRIES.



C Passage to Juneau: A Sea and its Meanings by Jonathan Raban (Picador £16.99, 435pp)

Raban's *Old Glory*, an account of his journey along the Mississippi, is one of my favourite waterborne travel books (and a previous winner of the Thomas Cook prize), so I approached this one with great expectations. Raban did too. He's the sort of man who describes land as 'unstable', who needs a rocking floor to find his own balance. 'When I moved from London to Seattle in 1990, the sea was part of the reason.' The sea, but in particular the Inner Passage to Alaska, a route from his adopted home to Juneau, in the Arctic Circle.

The plan was simple: he would sail his sleek boat and its library of marine writing the 1,000 miles up the coast to Juneau, where his wife and young daughter would meet him. But even the best-laid plans go astray, and what sets out to be a maritime classic soon also shapes up to be a marital catastrophe, leaving Raban having to choose between continuing the cruise or saving his marriage.

In the end, he slips away alone, a man in his fifties on a steep learning curve, and writes movingly about the pull of the sea, dreams of home and the meaning of movement and of being settled. He has done his homework, too, and peoples the troublesome seaway ('a weather-kitchen', he calls it) with memories of some of those who have travelled the same way.

Raban has already carried off the Thomas Cook award on two previous occasions, and it would be unwise to rule such an involved and polished book out of the running.

UNIT 22 Under the weather

Reading

- 1 Read the extract from a newspaper article about the textile industry in Pakistan and answer the questions.
- a How have the workers benefited from an increase in productivity?
 - b How has the increase in productivity been measured?
 - c Why is the textile business important in Pakistan?
 - d How are companies spending the extra money they now have?

Vision of hope for clothmakers of

The textile industry is enjoying recovery in a big way.

Roa Yamin wiped the sweat from his forehead, adjusted his ear-plugs to dull the clatter of his weaving machine, and pointed to a notice on the factory board announcing a bonus of 30,000 rupees (£390) to employees, in recognition of their impressive performance.

'I hope there will be many more rewards to come. Everyone is working very hard,' said Mr Yamin. In the past year he and the 126 workers at Lahore's Kohinoor Weaving company have driven machines almost to their limit, achieving the 97 per cent efficiency that won them the bonus on a wage of \$4 a day.

The developments at Kohinoor are among the most visible signs of a recovery in Pakistan's textile sector, which accounts for two-thirds of the country's

- 2 Look at the table giving information about Pakistan's textile exports and complete the sentences.

Pakistan textile exports			
(\$m)	Jul-Apr		Growth (%)
	1998-99	1999-2000*	
Textiles			
Cotton yarn	764.7	878.6	14.9
Cotton fabrics	906.1	89.9	-0.7
Knitwear	591.1	698.6	18.2
Bed wear	486.8	569.7	17.1
Readymade garments	529.2	621.3	17.4
Synthetic textiles	326.2	362.4	11.1
Major contributor to additional export earnings			
Jul-Apr, 1999-2000*			
	Net change (\$m)	Contribution (%)	% share in total exports
Additional exports	619.3	100.0	100.0
Textile manufacturers	480.5	77.6	65.0
Other manufacturers	113.3	18.3	14.0
Primary commodities	72.5	11.7	12.8
Others	-47.0	-7.6	8.2

Sources: FBS Islamabad; EA Wing

*Provisional

- a From 1998-1999 to 1999-2000 achieved the greatest growth.
- b The only sector to show between 1998-1999 and 1999-2000 was cotton fabrics.
- c Bed wear and readymade garments showed of just over 17 per cent.
- d Synthetic textiles showed than knitwear, bed wear and readymade garments.

- 3 Put these adverbs in order. Put 1 next to the adverb which describes the greatest increase/decrease and 6 next to the one which shows the least increase/decrease.

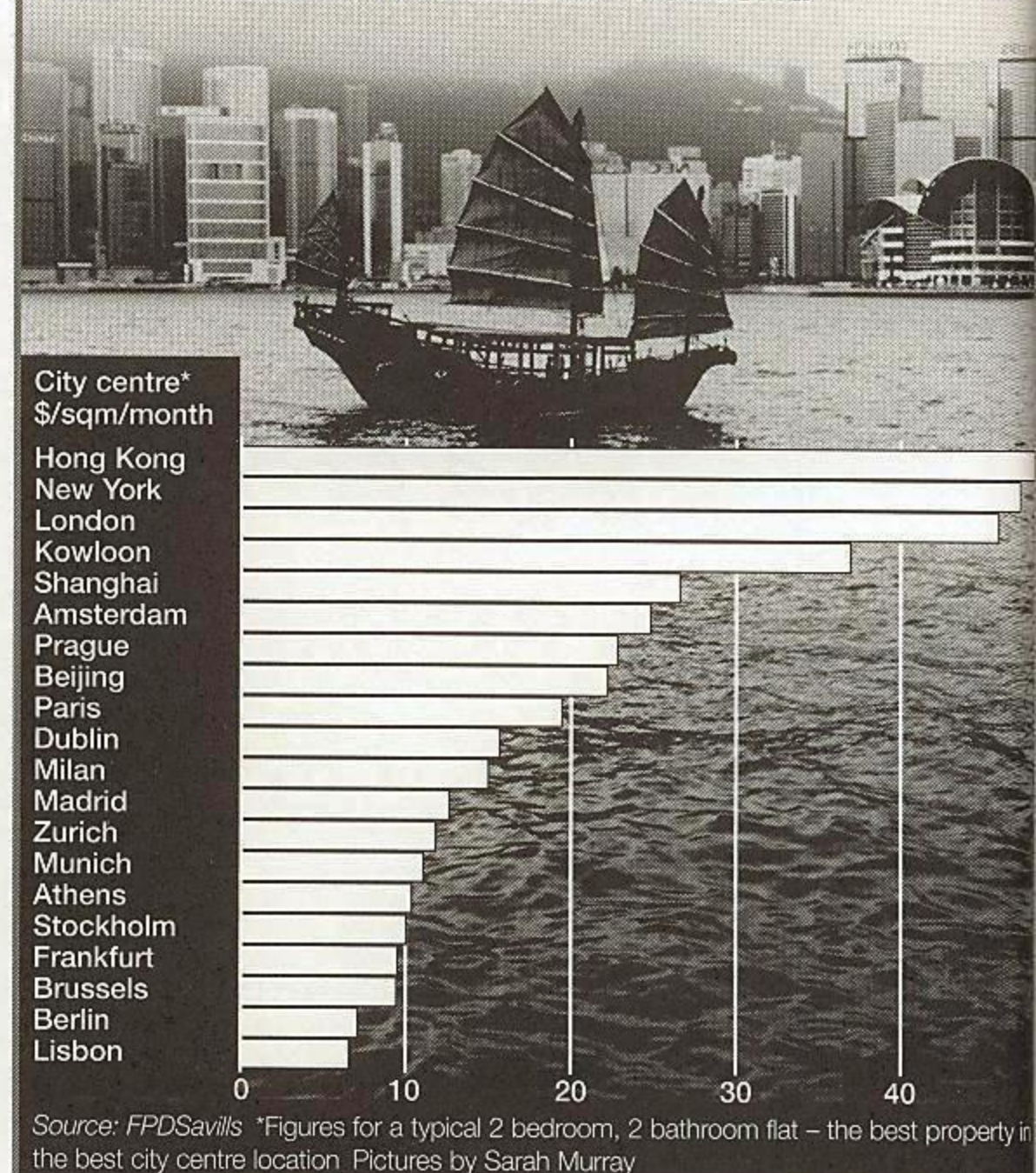
slight	sharp	steady
marked	minimal	gradual

Grammar

Linkers

- 1 Look at this chart which shows comparative costs of renting accommodation in major cities around the world.

Prime rents in cities across the world



- a Which linkers can you use when you are comparing things? Tick the linkers which could be appropriate to use when comparing.

so	whereas	thereby
in addition	on the other hand	while
altogether	in contrast	consequently
however	further	although
moreover		

- b Using the information in the chart make four sentences which compare the information and two sentences which summarise the information.

Writing

- 1 Read an extract from the article that goes with the chart about the cost of renting around the world.

Review of hotspots

London is the hotspot for the international investor, writes David Sands.

Excellent capital growth over the last three to four years and the city's reputation as a melting pot of culture attracts buyers from south-east Asia, the Middle East, South Africa and Europe. Prime rent for top London flats is not far behind Hong Kong and New York.

Choose another city on the list in the chart or a main city in the country where you live, and write a paragraph:

- giving the reasons for the cost of renting accommodation
- comparing the city you chose with another city.

Vocabulary

- 1 Find one word which completes all three sentences in each section. All the words can be found in this Workbook unit.

a

- 1 Getting on the Olympic team became her objective.
- 2 A number cannot be divided by any other number except itself, e.g. 1, 3 and 7.
- 3 Middle age can be the of your life if you have the right attitude.

b

- 1 He only has to look at her and she begins to
- 2 It was so hot the butter started to
- 3 Her anger began to away as she read the letter.

c

- 1 If your cat's coat is, feed it Catto cat food!
- 2 The rumble of traffic woke her.
- 3 We could just see the glow given off by the fire's last embers.

d

- 1 He put the washed vegetables on a chopping
- 2 I dived off the top today, Dad.
- 3 It's a shame to let the scheme for a new sports centre go by the

UNIT 23 I'm afraid I really must insist

Reading

Formal letter of complaint

- 1 Read the following informal letter and then using the information in the informal letter, complete the formal letter to an airline company.

Hi Jack

Remember I told you about how awful my flight back from holiday was? Well I'm definitely going to write to the airline and tell them how very annoyed I am about it. I'm sure lots of people will have complained so the airline will have heard about what went wrong, but still, I'm going to write too. Trouble is, I'm sure nobody thought about it before, but we should have written notes of the times and so on during that awful trip.

We were really fed up when we arrived at the airport and we were told about the delay but I must say the tour rep. managed to sort things out so that we could go to the Sheraton hotel. But just as we were going to go there, the information about our flight changed again and we were told we'd leave in an hour or so. We had to keep going from here to there and back again and by the time we'd put up with all the queues, everything was closed and we couldn't get anything to eat or drink. By this time about 8 hours had gone by and it was only when people started shouting and getting angry that they gave us some food during all these long hours.

I mean I can understand that things do go wrong but in this case, they already knew about the technical problem with the plane, it wasn't as if the weather was terrible or anything like that.

I think the airline has to make sure at all times that passengers are at least comfortable, don't you? I hope they write back soon and I'll be interested to know what they're going to do to convince me to use their airline again!

Hope you never have to experience anything like that!

Best wishes

Amy

Dear Sir or Madam

I am writing to express my (1) with my return journey from holiday in Costa Rica on flight 4508 from San José to London.

I have no doubt that by now you (2) of a problem with the flight on the 19th, 20th and 21st of January. I will, however, add my own comments. Very few of the passengers (3) to log everything as it happened, but the timings will be a matter of record. I trust the following details will help in the full investigation that must follow.

Having already travelled for five hours, we were disappointed to find (4) at the airport that the aircraft was unserviceable in San Juan and that there would be a four-hour delay but accepted this as a fact of travelling life. The tour representative (5) dining and 'comfort' arrangements at the local Sheraton Hotel while we waited. The news (6) our flight then changed and, while waiting to go to the Sheraton hotel, we were told that we would be taking off 'in an hour or so' on a chartered aircraft. We filed through to the departure lounge and waited to be told what was happening. We continued waiting for hours, but there was no information to be had.

By the time we had (7) long queues to check in, the shops were closed and, at 9pm, the cafeteria closed too, leaving many of us without any form of (8) For those who had had lunch at the normal time, over eight hours had now (9) As we were expecting a meal at the Sheraton (or on the aircraft), the short time we had 'free' in the terminal had not been used to feed ourselves. Indeed, most of our time there was spent queuing and shuffling around as the plans changed. Until people started complaining very loudly indeed, no attempt was made to provide us with food and drink of any kind during our (10)

I understand the factors that can and do go wrong, but I also know that runway availability and air traffic separation determines your 'slot' time and is normally planned well ahead. Here, there was no (11) problem with a runway or (12) weather conditions to influence the take-off time. Evidence again that the passengers were being kept deliberately in the dark.

Although some of these factors might have been out of your hands, it is still your responsibility to (13) and this has to include information updates throughout the contracted journey particularly where you choose not to have a direct flight.

I look forward to your (14) with a full account of what went wrong, what action you (15) to take and an assurance that I will be able to use this airline at some future point without feeling that I am travelling cut-rate and third-class.

Yours faithfully

Ms A. Daniels

Grammar

Phrasal verbs

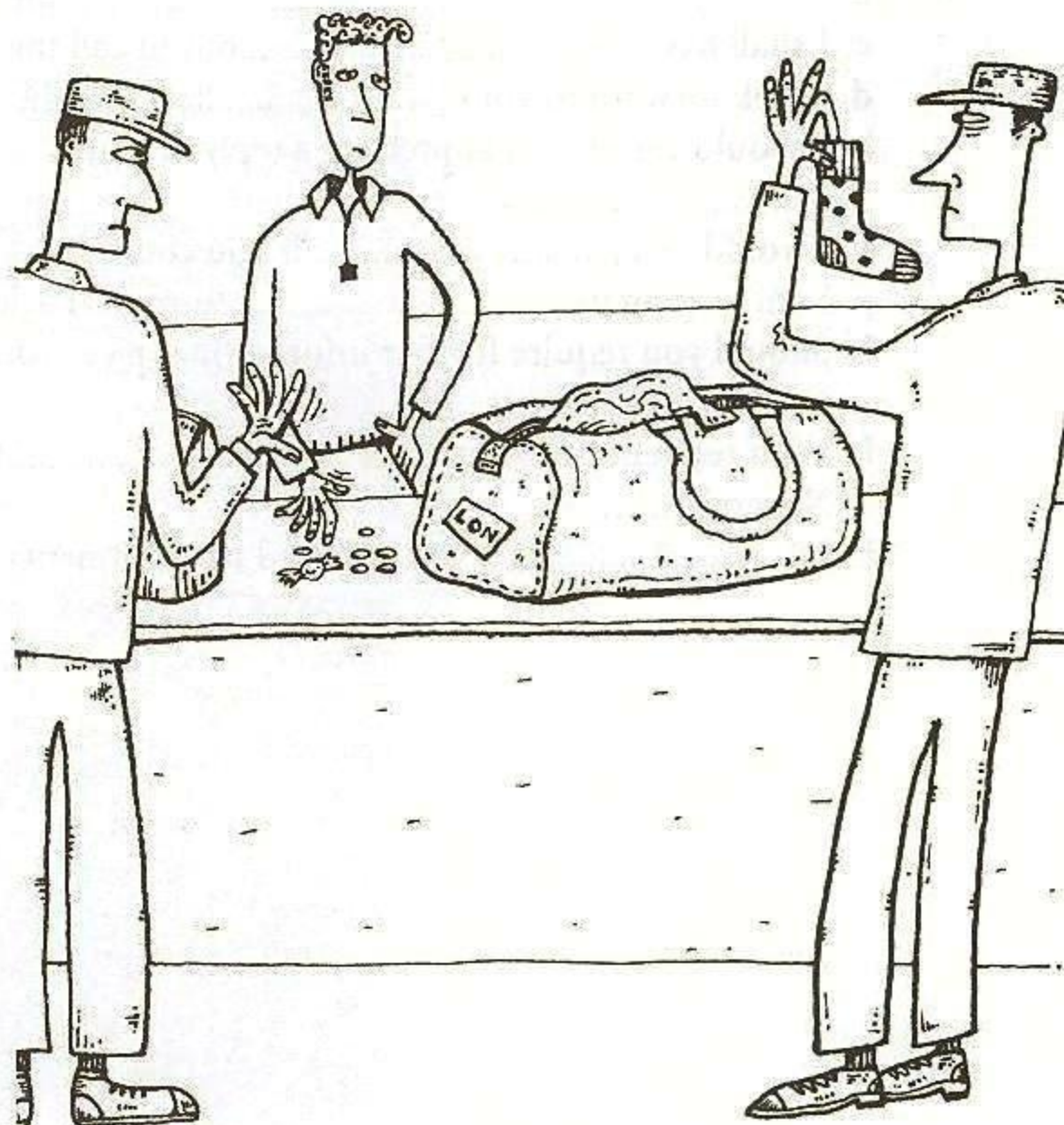
- 1 In the two letters above you saw that the more formal equivalent of *sort out* is *arrange* in this context. *Sort out* can also mean *solve (a problem)*. Complete the following sentences with one of the phrasal verbs in the box in the correct tense.

break out	bring out	fall through
get across	put down to	put off
stick to	turn up	write off

- a The airline won't pay any compensation for that awful flight so I'm just going to have to it experience!
- b We couldn't get our deposit back from the tour operator so we're just having to £400.
- c Don't writing your letter of complaint. The longer you leave it, the less likely it is that you will send it.
- d It was like talking to a brick wall; I just couldn't it to the hotel manager that we simply wouldn't accept a room in a state like that.

- e We've decided to holidays near to home now after the experience we had of a long-haul flight.
- f The fire in the basement so everyone was able to evacuate the building safely.
- g Looks like our holiday plans have; Andrea can't get the time off work.
- h Crises seem to either the best or the worst in people.
- i I couldn't believe it when the manager of the hotel with a big bouquet of flowers and said how sorry he was that we had had so much trouble.
- j It was awful at customs, I felt like a criminal being like that from the whole group and asked to empty out all my bags and pockets too!

G ... STUDENT'S BOOK page 202



Vocabulary

- 1 The formal letter of complaint included the collocation *deep dissatisfaction*. Match each word in 1–10 with the word in a–j which has the strongest collocation.

1 inadequately	a true
2 greatly	b delayed
3 excruciatingly	c inaccurate
4 promptly	d informed
5 inexcusably	e boring
6 awfully	f investigated
7 unavoidably	g inconvenienced
8 fully	h sorry
9 undeniably	i resolved
10 wildly	j rude

- 2 Complete these formal phrases which can be found in letters of complaint.

- a It is with that I have to inform you that your application has not been successful but ...
- b Would you be so desist from ...
- c I shall have no but to call the police.
- d I look forward to your reply.
- e I should very much appreciate a reply at your
- f I would be if you could ...
- g I am writing in to your article in ...
- h Should you require further information, please do not
- i With reference to your letter 19th November, ...
- j I you will find my comments helpful.

UNIT 24 News and views

English in Use

Part 2

- 1 For questions 1–18, complete the following article by writing the missing words in the correct spaces. Use only one word for each space. The exercise begins with an example (0).

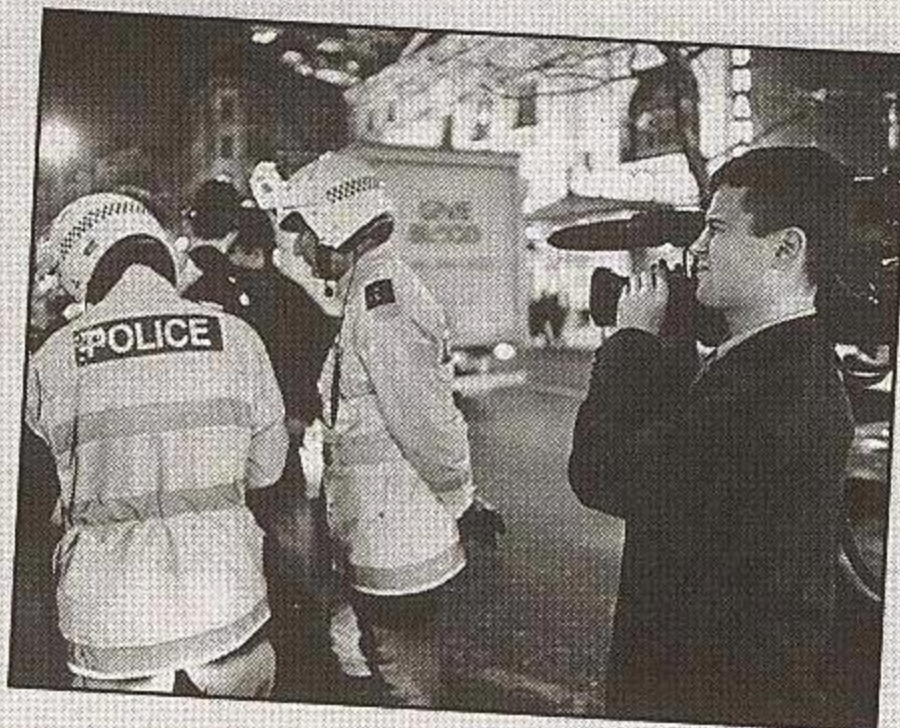
NEWS VALUES AND NEWS PRODUCTION

Visual attractiveness

Television is a visual medium and the special power of television news is (0) *its* ability to exploit this advantage. Television journalists are (1) obsessed by notions of 'good television' or 'good film'. They can't be, (2) the limited number of stories for (3) film is available. But the temptation to screen visually arresting material and to reject stories unadorned (4) good film is ever present and sometimes irresistible. (5) turn, judgements about newsworthiness (6) be shaped by aesthetic judgements about film. A former editor-in-chief of the British Independent News has written 'the key to putting more hard news on the air effectively lies, I am sure, in putting more pictures and (7) talk into news programmes'.

(8) as audiences often justify (9) trust in the veracity of television news by reference to (10) use of film 'you can actually see it happening', (11) newsmen refer to (12) quality in their favourite stories. 'Another example was a building disaster. Three people were saved (13) it collapsed. We were the first station there and you could actually see the people (14) rescued on camera.' (Head of News, WNBC)

A story may be included simply because film is available or (15) of the dramatic qualities of the film. A story narrated several days previously will (16) resurrected as film arrives simply to show the film. Film can also provide concrete evidence of the global surveillance of electronic journalism (17) demonstrating visually the journalist's presence (18) an event.



Grammar

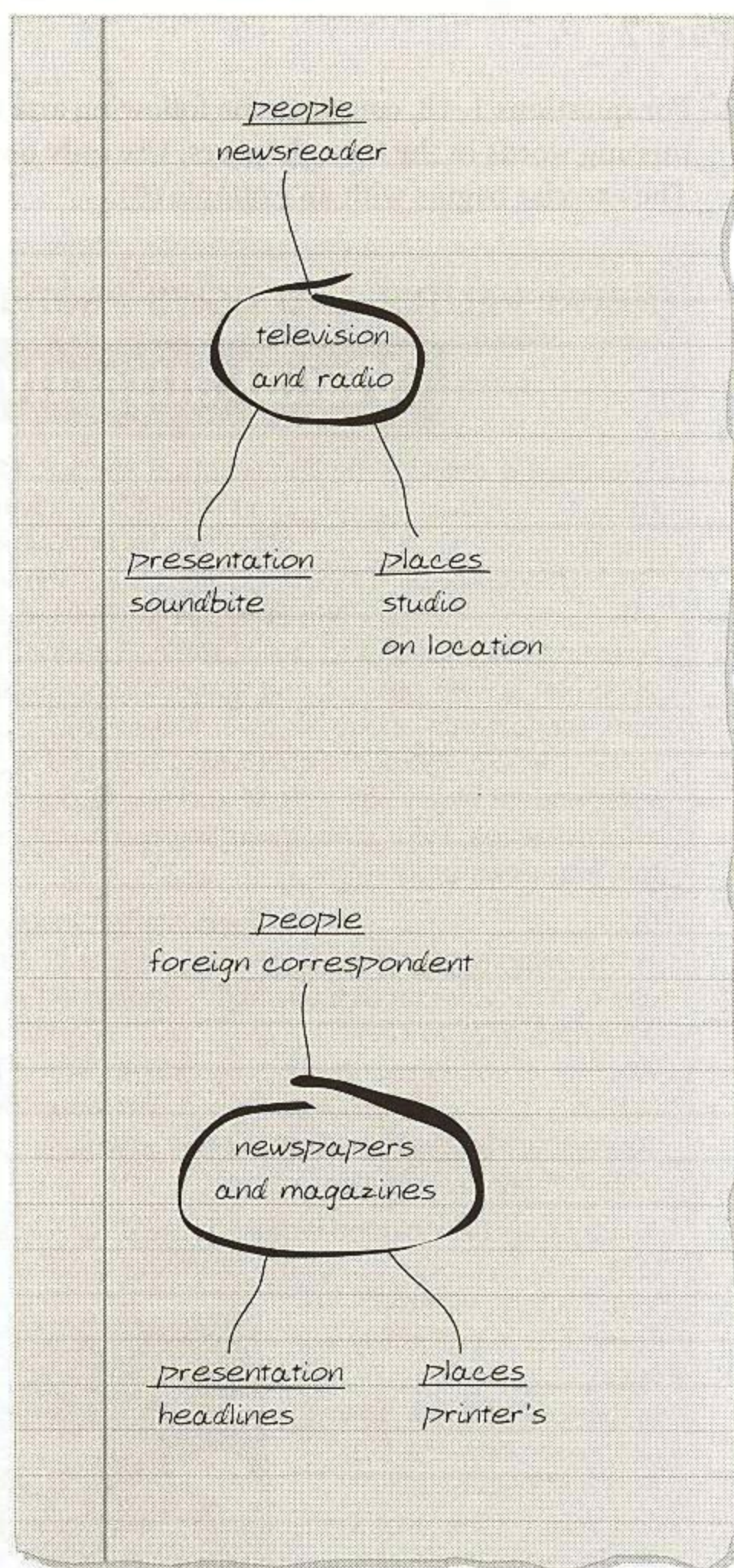
Linkers

- 1 Complete the following sentences with a suitable linker.
 - a News stories are, as the term suggests, stories news.
 - b the increase in the number of TV stations, the number of female news readers does not seem to be increasing proportionally.
 - c Intelligent he is, I'm not sure he'll make a good journalist.
 - d The programme is interesting it seems to lack the visual quality we are looking for.
 - e Tim was a good cameraman., he never made it to the top of his profession.
 - f we hadn't managed to get to the scene in time, we missed getting the first footage of the event.
 - g the fog we were unable to film for two days.
 - h She was a photogenic little girl, the programme couldn't fail to pull at the public's heartstrings.
 - i It all happened fast we didn't have time to get our equipment in place.
 - j the programme, the public has donated several thousand pounds to the charity.
 - k As a TV interviewer you always need some extra questions up your sleeve the interviewee dries up.
 - l how often we plead with her to give us an interview, she always declines.
 - m He resigned from the station he couldn't accept their way of doing things.
 - n I'm not sure I'll find the talk that interesting but I'll come
 - o hard we tried, we couldn't get the programme shown at prime time.

Vocabulary

The media

- 1 We can consider the media as two large groups; television and radio, and newspapers and magazines. Add to these word webs.



- 2 English words can have different meanings and uses according to the context, for example, the word *bill* can fit in each of these three sentences:

We noticed that the *bill* of the duck was very dirty.
The man showed me the *bill* for his work.
When a *bill* is passed in Parliament, it becomes law.

Complete each of the three sentences with **one word**. The first letter of the missing word is given as a clue.

a

- 1 The scholarship includes an a..... of £100 for books.
- 2 As a married man his tax a..... is higher than that of a single person.
- 3 The teacher made a..... for the fact that the student had been ill when she took the exam.

b

- 1 In a personal a..... for money for the victims of the disaster the President showed great emotion.
- 2 Does the idea of working abroad a..... to you?
- 3 The accused intends to a..... against his ten-year prison sentence.

c

- 1 G..... it to me straight. Did you have something to do with the theft?
- 2 The newcomer on the tennis scene can certainly g..... as good as he gets, as was proved by the results of his last game.
- 3 I'll take an hour to get to the airport, g..... or take five minutes.

d

- 1 That's an interesting idea but not relevant to the m..... in hand.
- 2 It's one thing to talk about sailing round the world but it's quite another m..... to actually do it.
- 3 Whether it's better to learn English with a native speaker or non-native speaker is a m..... of opinion.

e

- 1 There is a clear d..... of special responsibilities among the teachers.
- 2 She works in the export d..... of the company.
- 3 The river forms a d..... between the old and new parts of the city.

f

- 1 With only minutes to go the Brazilian Formula One driver is in the l.....
- 2 Do you know who is playing the l..... in that new Broadway musical about ghosts?
- 3 We always wait for the conductor of the orchestra to give us the l.....

UNIT 25 Powers of observation

English in Use

Part 6

- 1 For questions 1–6, read the following text and then choose from the list A–J the best phrase given below to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

MODERN ENGLISH

Imperceptibly, during the 18th century, English loses the most noticeable remaining features of structural difference (0) By the end of that century, with but a few exceptions, the spelling, punctuation, and grammar are very close to (1) If we take an essay by William Hazlitt (1778–1830) or a novel of Jane Austen (1775–1817), for example, we can read for pages (2) We would find the vocabulary somewhat unfamiliar in places, the idiom occasionally unusual or old-fashioned, the style elegant or quaint, and we might feel that the language was in some indefinable way characteristic of a previous age: but we do not need to consult a special edition or historical dictionary at every turn (3) Jane Austen makes demands on our modern linguistic intuitions which seem little different from those required by Catherine Cookson or P.D. James.

However, (4), the language at the end of the 18th century is by no means identical to what we find today. Many words, though spelt the same, had a different meaning. (5), we would also notice several differences in pronunciation, especially in the way words were



stressed. And an uninformed modern intuition would achieve only a superficial reading of the literary texts of the period. In reading a novel of the 1990s, we can make an immediate linguistic response to the social and stylistic nuances introduced into the text, (6): we recognise the differences between formality and informality, or educated and uneducated; we can sense when someone is being jocular, ironic, risqué, archaic or insincere. We can easily miss such nuances in the writing of the early 19th century, especially in those works which take the manners of contemporary society as their subject. That world is more linguistically removed from us than at first it may appear.

- A in order to understand the text
- B that deceive in its apparent familiarity
- C despite this apparent continuity
- D because the context often enables us to see the intended sense
- E what they are today
- F because we are part of its age
- G when we know it had an additional meaning at that time
- H if we had tape recordings of the time
- I before a point of linguistic difference might make us pause
- J which distance the Early Modern English period from us

- 2 Now answer these questions about the text.
- a What are the similarities between 18th century English and present-day English?
 - b What are the differences between 18th century English and present-day English?
- 3 Here are some chunks from the text about Modern English. Use the chunks in sentences of your own. You may like to write about how language, music or art has changed in your country.
- | | |
|--------------------------------|---|
| by the end of that century | very close to what they are today |
| somewhat unfamiliar in places | characteristic of a previous age |
| in order to understand | by no means identical to what we find today |
| because we are part of its age | than at first it may appear |

Grammar

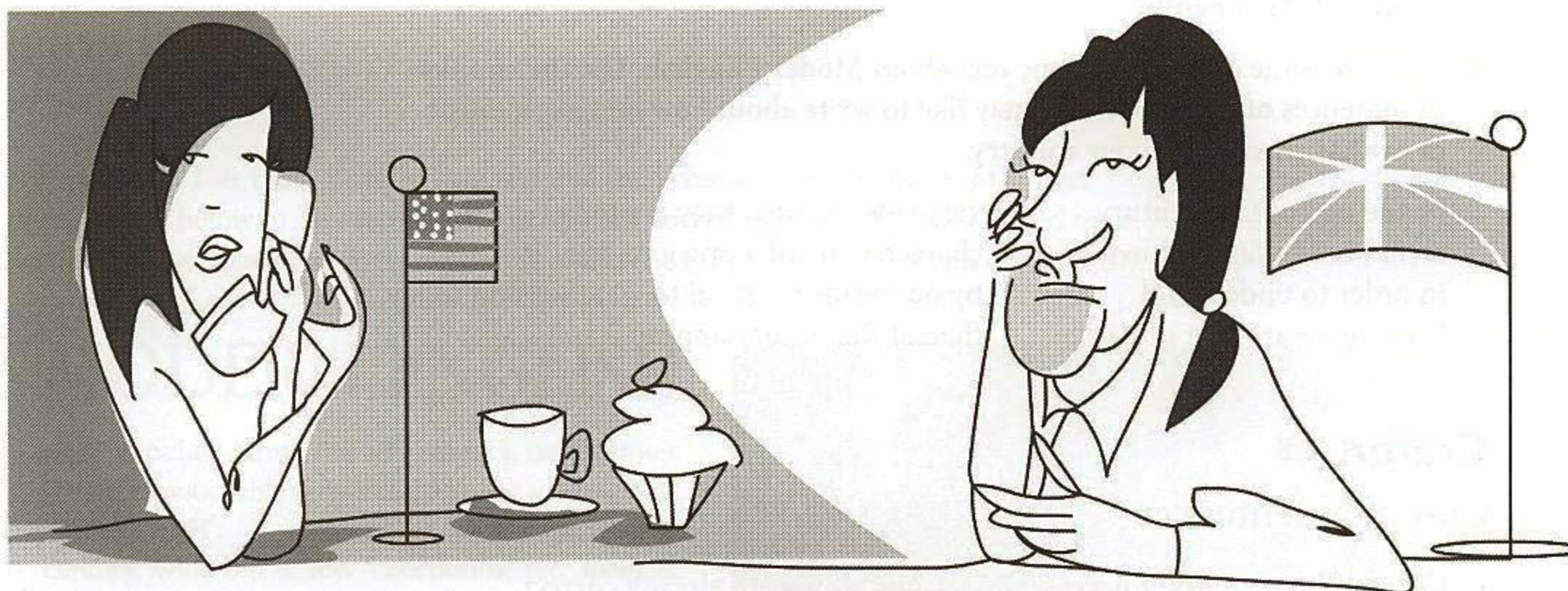
Complex sentences

- 1 Correct the sentence if necessary. Tick any which are already correct.
- a He'll show the new office junior how to do.
 - b What he told you was in strict confidence.
 - c Is that the man you investigated?
 - d This is the marketing manager, who's office is just down the corridor.
 - e Who I can't stand are people which complain about everything.
 - f I think I've found a time where we can both meet.
 - g They'll deliver it anywhere you want.
 - h That's the page whose content we'll have to change.
 - i Have you interviewed the woman who's published a book about the Prince?
 - j That's the robber who he will appear in court tomorrow.
- 2 Combine the sentences to make one new sentence, including a relative clause.
- a Advertising is an industry. It wields considerable power within Western societies.
 - b This article is by Kathy Myers. She is the editor of one of the top women's magazines.
 - c The final chapter of the book will be expanded. It deals with the change in attitudes to opera.
 - d That's Mr Williams. I was talking to him just yesterday.
 - e Some people still speak the local dialect. A few of them live in the villages in the foothills.
 - f Our research into language has produced some interesting results. The most interesting ones show that as many new words are coming into the language as old ones are dying out.
 - g We listened to recordings of several dialects. I'd never heard many of them before.
 - h There were two fantastic photos for the book. One was chosen as the front cover.

3 Match the beginnings of these sentences, 1–6, with the endings, a–f.

- 1 I had been on holiday to the village
- 2 They became good friends
- 3 We couldn't go out at night

- 4 Although my sister lives in the USA,
- 5 I always have the duck
- 6 Chris managed to open my car door



- a unless my brother came with us.
- b by forcing the window down and then reaching the latch from the inside.
- c I phone her at least once a week.

- d where my husband was born.
- e whenever I go to that restaurant.
- f because they shared many interests.

G ... STUDENT'S BOOK page 203



Vocabulary

1 How would you say these phrases in a less formal way?

- | | |
|---|--|
| a Due to adverse weather conditions ... | g ... at your earliest convenience |
| b We will do our utmost to oblige. | h Refreshments will be served ... |
| c Prior to the meeting ... | i Thereafter no refunds can be made. |
| d In the event of fire ... | j We will endeavour to rectify the situation. |
| e Should you require assistance ... | k You must notify us of any change of address. |
| f I am so grateful to you ... | l He was unable to resolve the problem. |

UNIT 26 Natural wonders

Reading

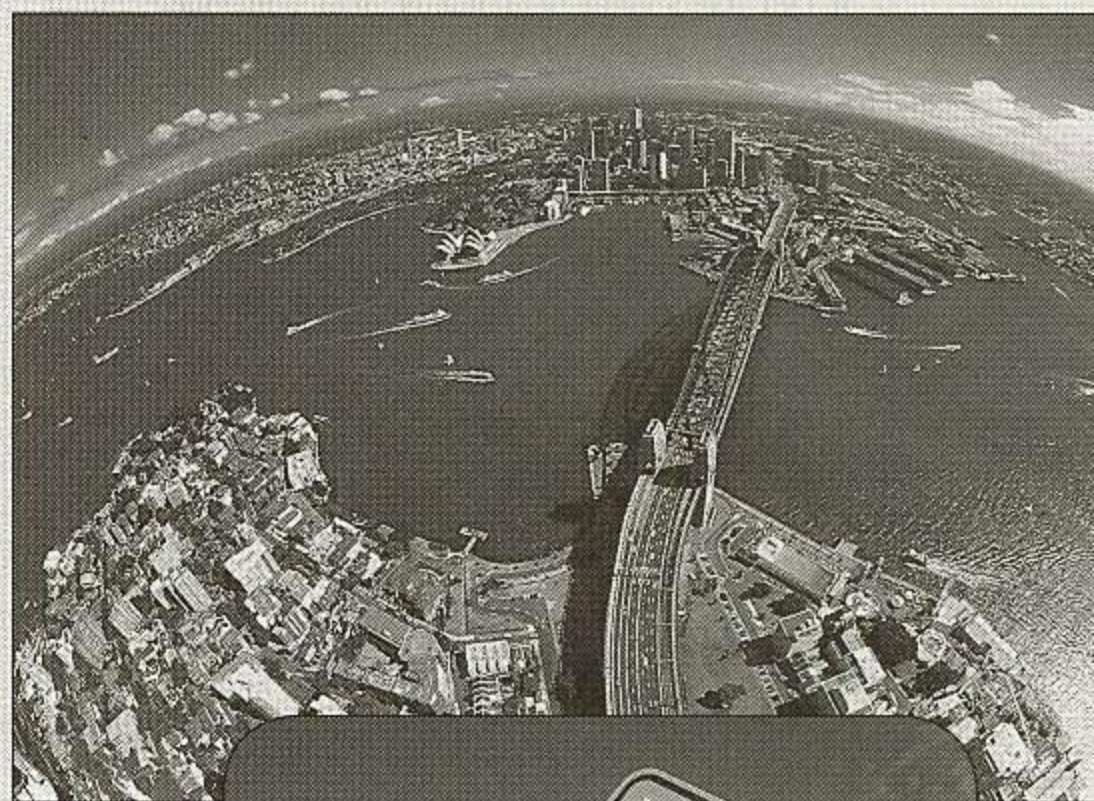
1 Read the following extract from a book and answer the questions on page 80, choosing A, B, C or D.

Flying into Australia, I realised with a sigh that I had forgotten again who their Prime Minister is. I am forever doing this with the Australian PM – committing the name to memory, forgetting it (more or less instantly), then feeling terribly guilty. My thinking is that there ought to be one person outside Australia who knows.

But then Australia is such a difficult place to keep track of. On my first visit some years ago, I passed the time on the long flight from London reading a history of Australian politics in the twentieth century, wherein I encountered the startling fact that in 1967 the Prime Minister, Harold Holt, was strolling along a beach in Victoria when he plunged into the surf and vanished. No trace of the poor man was ever seen again. This seems doubly astonishing to me – first that Australia could just lose a Prime Minister and second that news of this had never reached me.

The fact is, of course, that we pay shamefully scant attention to our dear cousins Down Under – though not entirely without reason, I suppose. Australia is, after all, mostly empty and a long way away. Its population, about 19 million, is small by world standards – China grows by a larger amount each year – and its place in the world economy is consequently peripheral. From time to time it sends us useful things – opals, merino wool, the boomerang – but nothing we can't actually do without. Above all, Australia doesn't misbehave. It is stable and peaceful and good. It doesn't have revolutions or throw its weight around in a threatening manner.

But even allowing for all this, our neglect of Australian affairs is curious. Just before this trip I went into my local library in New Hampshire and looked up Australia in the New York Times Index to see how much it had engaged attention in my own country in recent years. I began with the 1997 volume for no other reason than that it was open on the table. In that year across the full range of possible interests – politics, sport, travel, the coming Olympics in Sydney, food and wine, the arts, obituaries and so on – the New York Times ran 20 articles that were predominantly on or about Australian affairs. In the same period, for purposes of comparison, it found space for 120 articles on Peru, 150 or so on Albania and a similar number on Cambodia, 300 on each of the Koreas and well over 500 on Israel. Among the general subjects that outnumbered it were balloons and ballooning, the Church of Scientology and dogs. Put in its crudest terms, Australia was slightly more important to Americans



in 1997 than bananas but not nearly as important as ice cream.

And so because we know so little about it, perhaps a few facts would now be in order.

Australia is the world's sixth largest country and its largest island. It is the only island that is also a continent and the only continent that is also a country. It was the first continent conquered from the sea and the last. It is the home of the largest living thing on earth, the Great Barrier Reef, and of the most famous and striking monolith, Ayers Rock (or Uluru, to use its now official, more respectful Aboriginal name). It has more things that will kill you than anywhere else. Of the world's ten most poisonous snakes, all are Australian. And it is old. For 60 million years, Australia has been all but silent geologically, which has allowed it to preserve many of the oldest things ever found on earth – the most ancient rocks and fossils, the earliest animal tracks and riverbeds, the first faint signs of life itself.

- 1 What particularly surprised the writer about what happened to Harold Holt?
 - A That an Australian Prime Minister could not swim.
 - B That the writer had not heard of this incident before.
 - C That the Prime Minister was very poor.
 - D That Holt had no police officers with him on the beach.
- 2 What is the main reason, according to the writer, that the West pays little attention to Australia?
 - A It is not a great economic power.
 - B Its population is very small.
 - C It is a long way from Europe and America.
 - D It behaves well politically and socially.
- 3 Which of these subjects was written about fewer times in the 1997 New York Times than Australia?
 - A Albania
 - B North Korea
 - C Bananas
 - D Ice cream
- 4 Which aspect of Australia does the writer find particularly interesting?
 - A Its unusualness.
 - B Its dangers.
 - C Its age.
 - D Its geology.
- 5 Where does the writer come from?
 - A Australia
 - B Britain
 - C China
 - D The USA

English in Use

Part 2

- 1 This text is about a manager's arrival in his new hotel in Tibet. Complete the article by writing each missing word in the correct space. Use only one word for each space. The exercise begins with an example (0).

THE HOLIDAY INN | LHASA

I was met at the door by a Chinese man (0) in a suit who ran down the steps laughing. He shook (1) hand profusely and presented me (2) a silk scarf. Harry (3) his name, the Front Office Manager from Singapore. 'Not from here,' he added quickly. The sight of the lobby was (4) great relief after the concrete bunker design of the exterior. A vast expanse (5) rich marble swept across the floor to the cool marble reception desk. Wooden beams with a hint of Tibetan design took the eye up to an immense tapestry of (6) Himalayas. The Chinese receptionists smiled (7) Harry ushered me past them to the small coffee shop. All new expatriate staff (8) always taken here for an obligatory drink before (9) shown to their quarters. A high liquid intake in the first

(10) days is considered to reduce the risk of altitude sickness, so tea was ordered while Harry went (11) call the General Manager. A waitress spotted me from her leaning post by the tea machine. She put herself into slow speed and pointed herself (12) my direction. I was hoping that she (13) bring the tea which had been ordered (14) she came empty-handed. When she arrived she stood in (15) of me and said 'Meal voucher.' I tried to ask her (16) she meant but all she could do was repeat 'Meal voucher'. Fortunately, Harry returned in time to save me (17) her and he then went to fetch the tea himself. A chef then arrived from the kitchen dressed in whites from (18) to toe. 'The Executive Chef,' Harry whispered to me, letting me know that this was not just (19) chef but the number (20) in the kitchen.

Writing

Paraphrasing

- 1 Here is an advertisement for a holiday. You go on this tour and you decide that
- (a) the claims you have underlined in the advertisement are far too exaggerated and
 - (b) the claims you have scored through are actually untrue.

Write a letter to a friend in which you describe what the holiday is really like.
Write approximately 250 words.



Spend a fortnight cruising down this famous and spectacular river on a luxury ship, eating delicious and varied meals in our two first-class restaurants.

Sleep in ~~spacious~~ and well-designed cabins, each with its own large port-hole so that you can enjoy the amazing views of the river bank from the comfort of your own space. We will have frequent stops so that you can explore the ~~many~~ fascinating towns along the river. Whenever we stop you will be able to go on an excursion, ~~most~~ of these involve no additional costs but, where there is an extra cost, rest assured that it will be extremely cheap. We guarantee that your river cruise with us will be the holiday of a lifetime that you have always been dreaming of!

English in Use

Part 6

- 1 Read these opening paragraphs from a short story called *Miss King* by Somerset Maugham. Choose from the list A–J the best phrase given below to fill each of the spaces. Each correct phrase may only be used once. Some of the suggested answers do not fit at all.



It was not until the beginning of September that Ashenden, a writer by profession, who had been abroad at the outbreak of war, managed to get back to England. He chanced soon after his arrival to go to a party (1) whose name he did not catch. He had some talk with him. As he was about to leave, this officer came up to him and asked:

'I say, I wonder if you'd mind coming to see me. I'd rather like to have a chat with you.'

'Certainly,' said Ashenden. 'Whenever you like.'

'What about tomorrow at eleven?'

'All right.'

'I'll just write down my address. Have you a card on you?'

Ashenden gave him one (2) and the number of a house. When Ashenden walked along next morning to keep his appointment, he found himself in a street of rather vulgar red-brick houses in a part of London that had once been fashionable, (3) who wanted a good address. On the house at which Ashenden had been asked to call, there was a board up to announce that it was for sale, the shutters were closed (4) He rang the bell and the door was opened by a non-commissioned officer so promptly that he was startled. He was not asked his business, (5), once evidently a dining room, the florid decoration of which looked oddly out of keeping with the office furniture, shabby and sparse, that was in it. It gave Ashenden the impression of a room in which the brokers had taken possession. The colonel, who was known in the Intelligence Department, as Ashenden later discovered, by the letter R, rose when he came in (6) He was a man somewhat above the middle height, lean, with a yellow deeply-lined face, thin grey hair and a toothbrush moustache. The thing immediately noticeable about him was the closeness with which his blue eyes were set. He only just escaped a squint. They were hard and cruel eyes and very wary, (7) Here was a man that you could neither like nor trust at first sight. His manner was pleasant and cordial.

- A and he did not feel comfortable
B and on this the colonel scribbled in pencil the name of a street
C and shook hands with him
D and suggested he might like to work for Military Intelligence

- E and there was no sign that anyone lived in it
F and they gave him a cunning, shifty look
G and was there introduced to a middle-aged colonel
H but he was very warm and welcoming
I but led immediately into a long room at the back
J but was now fallen in the esteem of the house hunter

- 2 Now answer these questions about this extract from the short story.
- When does this story take place?
 - Is Ashenden's first meeting with the colonel planned?
 - What difference does it make that Maugham uses the word *scribbled* rather than *wrote* in phrase B?
 - What kind of street is the house in?
 - What impression would the house give to anyone walking past?
 - What surprises Ashenden when he rings the door bell?
 - What contrast strikes Ashenden about the room he is taken into?
 - What do you think a toothbrush moustache would be like?
 - What is a squint and does the colonel have one?
 - What is most striking about the colonel's appearance?
 - What does his appearance suggest about his character?
 - Does his behaviour also suggest the same thing about his character?
 - Would you like to read more of this story? Why (not)?

Vocabulary

- 1 Here are some phrases from the story extract you read on the previous page. Use the phrases in sentences of your own.
- at the outbreak of the war
 - chanced to
 - as (he) was about to
 - wonder if you'd mind
 - I'd rather like to
 - looked oddly out of keeping with
 - the thing immediately noticeable about (him) was
 - at first sight

Grammar

Emphasising

- 1 Complete these sentences in any way that you like.
- When I was on holiday last year, I loved
.....
 - My favourite way of spending a free evening is
.....
 - My most frightening experience was when
.....
 - is the nicest person I know.

Now take each of these four sentences and write each of them in two different and more emphatic ways. You may make any changes to your original sentences that you like as long as you say approximately the same thing in much more dramatic and emphatic ways.

Writing

- 1 Write full answers to these questions about the people in the photos below.
 - a Where do these people come from, what is the relationship between them and how do they spend their lives?
 - b What are their characters like and how well do they get on with each other?
 - c What do you think is happening in the pictures and what do you think will happen next?



Grammar

Adverbials expressing opinion

- 1 Match these adverbials expressing attitude into pairs with a similar meaning.

apparently	evidently	fortunately	indisputably
inevitably	luckily	predictably	surprisingly
unbelievably	undoubtedly		

- 2 Comment on the contrast in meanings expressed through the use of different adverbials in the following pairs of sentences.

- 1 a Predictably, Vanessa was happier at school than Bryan.
b Surprisingly, Vanessa was happier at school than Bryan.
- 2 a Fortunately, Bill had a spare can of petrol in the boot.
b Amazingly, Bill had a spare can of petrol in the boot.
- 3 a Ironically, Tina went on to become a teacher herself.
b Inevitably, Tina went on to become a teacher herself.
- 4 a This is arguably the best coffee in the world.
b This is indisputably the best coffee in the world.
- 5 a Regrettably, Jack isn't here today.
b Luckily, Jack isn't here today.
- 6 a Apparently, Jill has been offered a job in Paris,
b Coincidentally, Jill has been offered a job in Paris.
- 7 a Unbelievably, my brother passed his driving test at his first attempt.
b Unsurprisingly, my brother passed his driving test at his first attempt.
- 8 a Rod has evidently decided to hand in his resignation.
b Rod has foolishly decided to hand in his resignation.
- 9 a Candy will undoubtedly succeed at anything she turns her hand to.
b Candy will fortunately succeed at anything she turns her hand to.
- 10 a Curiously, Sue decided not to accept the promotion
b Astonishingly, Sue decided not to accept the promotion.



Vocabulary

- 1 Use the words in the box to the right of the text, listed 1–12, to form a word that fits in the same numbered space in the text.

AIRPORT DELAYS

Although I enjoy air travel I always find it quite (1) waiting at the airport for my (2) If I travelled by plane rather more (3) I suppose I'd get used to it but I only fly once or twice a year at most. My sister (4) with me – she loves airports and doesn't mind even when there are (5) long delays. She says that the chance to observe people more than (6) for the (7) of her flight being delayed. As for me, I more or less have to be (8) restrained from going home at once if I'm told that the (9) of my flight is likely to be later than expected. My sister, in contrast, is quite (10) by such news and happily settles down to make use of the (11) time just to sit and watch and think. I just wish I were as (12) as she is.

- (1) STRESS
- (2) FLY
- (3) FREQUENT
- (4) AGREE
- (5) EXCESS
- (6) COMPENSATION
- (7) CONVENIENT
- (8) FORCE
- (9) DEPART
- (10) DETER
- (11) EXPECT
- (12) PHILOSOPHY



- 2 Write sentences to illustrate the meanings of the words in the box.

concession	correlate	deterrent	disagreeable
excessive	force (noun)	frequency	stress-free

English in Use

Part 1

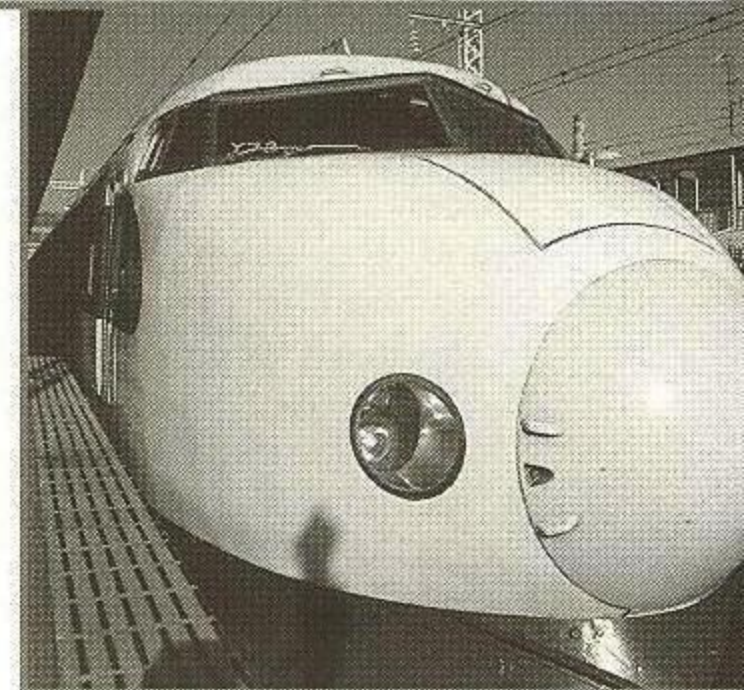
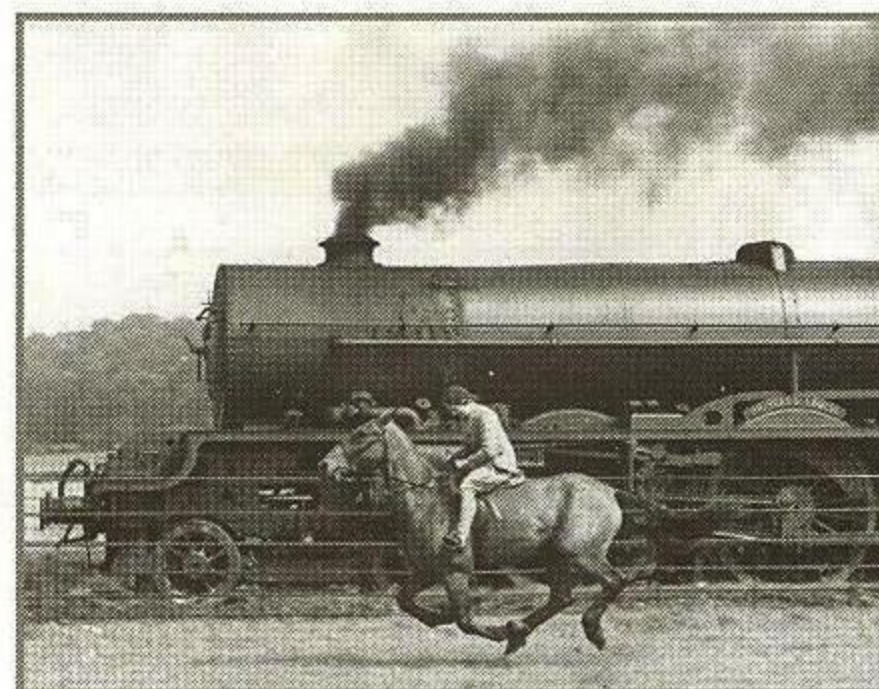
1 Read the text and decide which word best fits the space.

Note that, although this exercise takes the form of a task that you will have to do in the exam, it tests some grammatical words that would usually be tested in other parts of the exam. We include such words in this exercise because of work done in Unit 28 of the Student's Book on discourse markers and connecting expressions.

I remember when I got my first driving licence in 1970. 'Date of (1) 10.05.2023' it said, and (2) does, and it was my first (3) statutory intimation of mortality. At 17, I was, (4) are all 17-year-olds, notionally immortal and yet (5) was governmental notice of the date by which decrepitude would have officially set (6) It's as if the licence authorities are saying ' (7) , son, you think you're fine to drive now but (8) you wait!' We'll lay odds that by May 10th 2023, your sight (9) be short, your gear-changing hand arthritic, your concentration wandering and your

reactions lethargic. Laugh (10) you want but here at the *Driver and Vehicle Licensing Centre* we've seen it happen only (11) often: one moment you're tootling around in your Dad's Anglia with L-plates on, the (12) you're 70 years old with string-back driving gloves and one of those hats with a little feather in the band, sitting (13) the wheel of a crumpled Rover 2000 and telling the arresting copper that you just don't know (14) happened and that you could have (15) sworn that there was (16) on the zebra crossing.'

- | | | | |
|-----------------|----------|--------------|------------|
| 1 A expiry | B end | C conclusion | D finish |
| 2 A always | B yet | C still | D now |
| 3 A most | B ever | C time | D very |
| 4 A as | B when | C while | D since |
| 5 A it | B that | C now | D here |
| 6 A on | B in | C off | D up |
| 7 A Yes | B What | C Oh | D Mark |
| 8 A only | B well | C just | D so |
| 9 A should | B must | C can | D will |
| 10 A when | B if | C how | D while |
| 11 A very | B so | C too | D quite |
| 12 A next | B other | C same | D one |
| 13 A on | B by | C with | D at |
| 14 A that | B what | C which | D how |
| 15 A absolutely | B well | C utterly | D rightly |
| 16 A anyone | B no-one | C someone | D everyone |



Writing

Discursive article

1 Write an article on how transport has changed over the last fifty years.

Consider either road, rail, air or sea transport and comment on whether you think the changes are for the better or the worse. You may like to consider some of the following aspects of transport – speed, convenience, cost, environmental factors, comfort. Make a particular effort to use connecting words and phrases in an effective and appropriate manner. Write approximately 250 words.

UNIT 29 A testing question

Reading

- 1 Read the following newspaper article. Choose which of the paragraphs A–F on page 89 fit into the numbered gaps. There is one extra paragraph which does not fit in any of the gaps.

Sax APPEAL IN SCHOOLS PUTS CLASSICS AT RISK

BY MARTIN BENTHAM, EDUCATION CORRESPONDENT

THE future of Britain's orchestras is under threat because schools are failing to teach classical instruments.

Ministers will be warned this week that too many pupils are opting instead for fashionable alternatives, including the saxophone and guitar. The Associated Board of the Royal Schools of Music will also accuse the Government of marginalising music in the curriculum and of failing to give schools enough money to provide the variety of instruments and tuition.

1

The board's criticisms will be delivered on Tuesday as it publishes *Making Music 2000*, a survey of the state of music teaching in Britain today. The report will say that reforms introduced by Labour since 1997 have achieved some improvements, but warn that serious problems remain. The biggest concern is the decline in the number of pupils taking exams in the less fashionable instruments.

2

By contrast, more mainstream instruments have all recorded increases, with entries for the saxophone exam up 47.9 per cent, the guitar up 8.4 per cent and the violin 9.9 per cent higher. Numbers examined in the clarinet have risen 5.2 per cent. The flute's popularity is also on the increase, with 4.9 per cent more pupils taking exams in the instrument. Singing exam entries show the biggest increase – 86.6 per cent.

3



The school had a selection of musical instruments, and there was a county-wide teaching service, which meant that people with a modicum of talent could play an instrument. Now it's a hit-and-miss affair as to whether every youngster has the opportunity to develop their musical talents. The Government is only plugging the gap. What we had is being thrown away and it is tragic.

4

Ginny Macbeth, a spokesman for the Associated Board, warned, however, that unless ministers sought to counter the trend, the country would suffer. 'London is seen as the music capital of the world and it is one of this country's great strengths,' she said. 'If something is not done to ensure the future of school music, and our orchestras in particular, then that will go. It will be a great loss.'

5

The Associated Board, which represents the four Royal Schools of Music, said that it hoped that this would be enough to reverse the trend but that it was afraid that it would not be.

- A** David Whelton, the managing director of the Philharmonia Orchestra, said the decline of orchestral instruments would have damaging consequences. He blamed Government policies for the trend. 'If you go back to the Sixties when I was at school, the opportunity to learn a musical instrument was automatic.
- B** Entries for the oboe exam, for example, have fallen by 24.7 per cent between 1993 and 1999. Over the same period, there has been a 15.8 per cent fall in double bass candidates and a 12.6 per cent drop in examinees playing the bassoon. Tuba exam entries are down by 16.4 per cent. Those for the French horn are 30.2 per cent lower. Viola candidates have dropped 13.9 per cent.
- C** The Department for Education said it was investing £150 million over three years to improve school music. A spokesman said: 'We are committed to ensuring that all pupils have the opportunity to play a wide range of instruments.'
- D** Although children are playing fewer instruments, the standard of playing would seem, however, to have risen with many more pupils achieving exam grades of Distinction or Merit rather than straight Passes.
- E** Its report says that there has been a 20 per cent drop in numbers playing 'minority' instruments, such as the oboe, French horn and bassoon, over the past six years. The board fears that the decline will stifle the development of young talent, leave orchestras short of musicians, and undermine the country's reputation as a centre of musical excellence. It concedes that youngsters' preference for 'cool and trendy' instruments which they hear being played by pop stars is also contributing to the trend.
- F** Among the reasons for schools' focus on mainstream instruments is cost, with a flute, for instance, being much cheaper than a bassoon or double bass. A lack of specialist teachers for more obscure instruments is also a factor. Michelle Hind, the marketing manager for the Associated Board, said that fashion was also to blame. She said: 'It is to do with what is cool for kids. If you are walking around school you would rather be carrying a saxophone than a tuba.'

Grammar

Gerunds and infinitives

- 1 Rewrite the sentences beginning with the words in brackets. Use a construction with a gerund or an infinitive even in cases where a *that* clause would also be possible.
- a 'Why don't we give the children sweets for good work rather than just awarding them good marks?' said the new teacher. (The new teacher suggested ...)
 - b I'm not in the mood to study tonight. (I don't feel ...)
 - c You shouldn't drop Latin. (I advise you ...)
 - d I don't think we studied Roman mythology last year. (I don't remember ...)
 - e My father said we could go on the school trip. (My father agreed ...)
 - f He said he had not failed his exam. (He denied ...)
 - g The boy wouldn't stay after school to help the teacher. (The boy refused ...)
 - h Could you possibly help me give out these books? (Would you mind ...)
 - i Mr Johns doesn't allow talking in the classroom. (Mr Johns doesn't allow us ...)
 - j Billy usually does his homework as soon as he comes home. (Billy tends ...)

- 2 Complete the sentence using the words in brackets.
- a The headmaster won't allow on the school premises. (any of the staff, smoke)
 - b Jack was keen to take his pupils to a Shakespeare play and so Emily suggested for an open air performance of Twelfth Night. (get tickets)
 - c It's very cold in the classroom. Would you mind the window today? (not, open)
 - d The exam pass rates over the last twenty years tend a slow but steady improvement in standards. (show)
 - e I'll never forget to stand in the corridor because the teacher – wrongly in fact – thought it was me who had drawn the picture of her on the board. (make)
 - f The teacher explained that the children at least an hour of homework every evening. (expect, do)
 - g No school principal could risk the school when a fire alarm goes off. (not, evacuate)
 - h None of the teachers felt like their own precious holiday to take the kids on an excursion of that kind. (give up)
 - i The teacher tried the pupils' confusion about the tenses by drawing a diagram on the board. (clear up)
 - j I know I'll never persuade you to change your mind about school uniform – we'll just have (agree, differ)

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English in Use

Part 4

- 1 Use the words in the box to the right of the text, listed 1–8, to form a word that fits in the same numbered space in the text

THE number of parents choosing to educate their children at home in Britain is **(1)** The biggest organisation for home-schoolers, Education Otherwise, estimates that figures have grown from a mere **(2)** 20 years ago to 10,000 today. The rise of home computers means that families now have much easier access to information, and since last year several British Web sites have been set up, **(3)** to home education. Malcolm Muckle from London set up the Education Otherwise site last September. 'We've had a tremendous **(4)** from families, because in the past all of the sites have been American,' he says. 'Now parents here can swap tips and **(5)**, can give each other legal advice and can simply be **(6)** to one another. It means home **(7)** don't feel so isolated, and as well as the Internet being such a ready source of information, there is also lots of **(8)** educational software on the market.'

- (1) BOOM
- (2) HAND
- (3) DEDICATE
- (4) RESPOND
- (5) SUGGEST
- (6) SUPPORT
- (7) EDUCATE
- (8) EXCEL

English in Use

Part 6

- 1 Read the following text and then choose from the list A–J the best phrase given below to fill each space. Each correct phrase may only be used one. Some of the suggested answers do not fit at all.

Lunch-time Habits

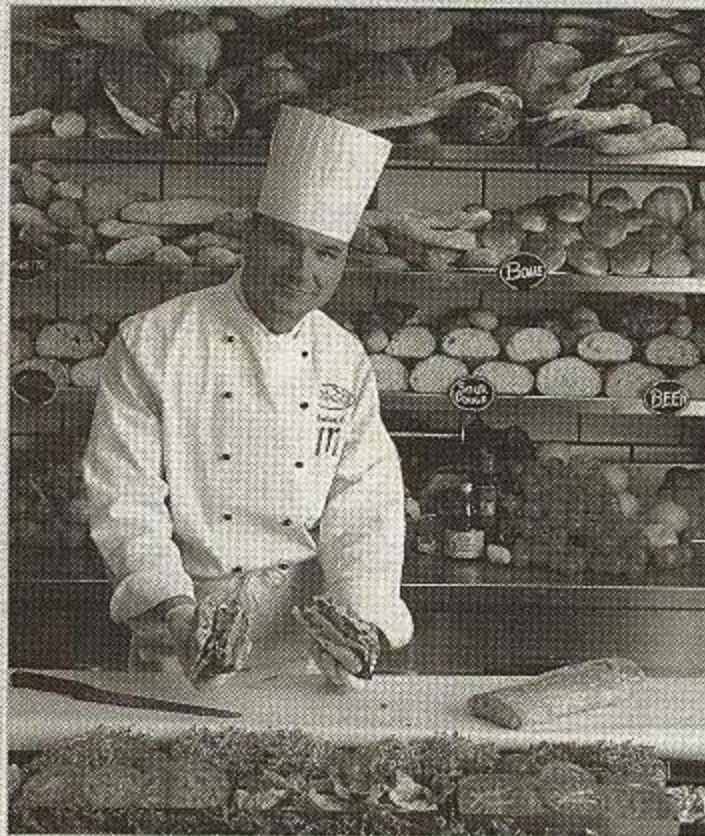
It seems an age since Hilaire Belloc pitied the fate of the young Peter Goole who, having squandered his parents' fortune, was forced (1)

"And even now, at 25
He has to WORK to keep alive!
Yes! All day long from 10 to 4!
For half a year or even more;
With (2)
At luncheon with a city friend."

According to research published this week (3), *Changing Lunch Occasions*, that 'hour or two' has come down to 35 minutes for the average British office worker. And a 'lunch occasion' is, as often as not, (4) consumed at a desk – usually a chicken salad, or a BLT, or a prawn mayonnaise.

Unsurprisingly, this has made the British sandwich market (worth £3.2 billion a year) the largest in Europe, for in southern Europe – especially in Spain and Italy – lunch remains a real occasion, (5) a three-hour break.

Nevertheless, London's clubs and expensive restaurants are invariably



crowded at lunch-time. This shows that the lunching tradition is not dead, but is kept alive (6), who alone feel they can justify such self-indulgence by their need (7) Without them, the culinary landscape would be bleak. Further good news comes from New York, where I read that it is now quite common practice for people to expand their networking activity (8) with different contacts in the middle of the day.

- A to cultivate contacts and make deals
- B by having two lunches
- C to take a meal
- D no more than a sandwich
- E to become a stockbroker
- F only time for a snack
- G for which employers still grant
- H but an hour or two to spend
- I under the peculiar title
- J by journalists, politicians and prominent company executives

Part 3

- 2 In most lines of the following text, there is **one unnecessary word**. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1–17, find this word and write it in the space at the end of the line. Some lines are correct. Indicate these lines with a tick (✓).

PUT YOUR CAREER ON THE LINE

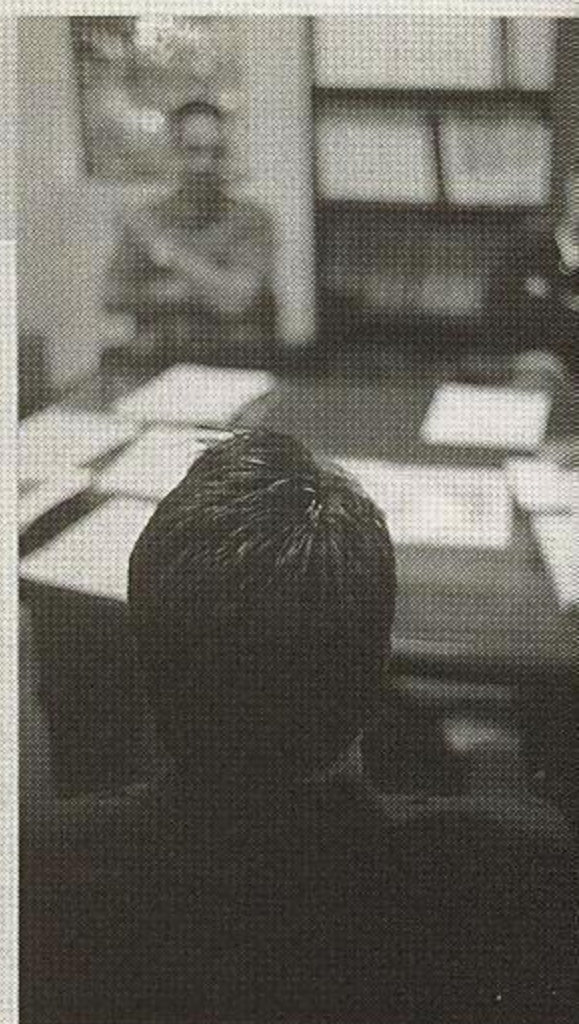
- 1 **IMAGINE** not being able to call up a huge range of national and international
- 2 vacancies, select for a particular industry or location, and narrow the list
- 3 down to a perfect at match with your skills and requirements, right down
- 4 to local house prices and community information. It sounds like wonderful,
- 5 and could cut off unemployment. But is it too good to be true? Many online
- 6 recruitment sites are still very young and going through teething with troubles.
- 7 There is the true story (apparently) of the man who has posted his CV on a
- 8 recruitment page, only to have it land on his manager's desk the next day.
- 9 I always thought that, unless you're a technophile, there's not a lot of any point
- 10 in looking on the Internet. If you are an analyst/programmer or else a design
- 11 engineer, then the Net is chock-full of jobs for you. But what is about care
- 12 assistants or accounts clerks, shelf stackers or secretaries, teachers or
- 13 dancers? Dave Ferguson has an ambition to can see the full range of jobs, from
- 14 managing director to a cleaner, available online. He is the brains behind the
- 15 Job Box (www.jobbox.net) and is hoping to tempt companies with a
- 16 fixed fee covering when an unlimited number of vacancies. The service already
- 17 carries out a good mix of highly paid executive positions and lower-level jobs.

Part 2

- 3 Read this advice about dealing with a tricky interview question. Complete it by writing each missing word in the correct space. Use **only one word for each space**.

What would you say if I told you your presentation was lousy?

'If' is the key word here with the accusation there only for the terminally neurotic. The question (1) designed to see (2) you react to criticism, and so tests your 'manageability'. No company (3) afford to employ the thin-skinned applicant today. You should come back and answer with a question (4) your own. An appropriate response would be, 'First of all, I would ask (5) aspects of my presentation were lousy. My next step would (6) to find out where you felt the problem was. (7) there was miscommunication, I'd clear it up. If the problem lay elsewhere, I'd seek your advice and would (8) sure that the problem did (9) recur.' This would show that, when (10) is a manager's job to criticise performance, you are (11) employee who will respond (12) a businesslike and emotionally mature way.



Vocabulary

- 1 Here are some sentences in informal English, describing an interview. Read the informal sentences and choose the sentence below each one, which has the same meaning, but is in a neutral or unmarked register.
- 1 They grilled me at the interview.
 - a They asked me lots of testing questions.
 - b They were very unpleasant to me.
 - 2 One of the panel in particular threw me some really lousy questions.
 - a One of the panel asked me some questions that I could not understand.
 - b One of the panel posed some particularly difficult questions for me to answer.
 - 3 They told me I had to put in a good ten hours at the office every day.
 - a They told me I had to do first class work for ten hours every day.
 - b They told me I had to work for at least ten hours every day.
 - 4 While I was speaking a secretary kept wandering in and out of the interview room.
 - a While I was speaking a secretary came into the interview room to give an important message to someone on the panel.
 - b While I was speaking a secretary came into the interview room several times for no obvious purpose.
 - 5 I was asked if I felt I could pull my weight in the company.
 - a I was asked if I felt I would do my fair share of work in the company.
 - b I was asked if I felt I was strong enough to work in the company.
 - 6 Although I badly needed a job, I was beginning to feel a bit iffy about working for people like them.
 - a Although I badly needed a job, I was beginning to feel ill at the thought of working for such people.
 - b Although I badly needed a job, I was beginning to have my doubts about working for such people.
 - 7 By the end I felt like yelling at them but I knew I ought to try not to lose it.
 - a By the end I felt exhausted but I knew I had to keep trying to get the job.
 - b By the end I felt very angry but I knew that I should not lose control.
 - 8 When they eventually told me that they were sure I was the man for the job, I told them they could keep it.
 - a When they eventually told me that they were sure I was ideally suited to the job, I decided to refuse the position.
 - b When they eventually offered me the job, I gladly accepted.

Writing

COMPETITION

Win a laptop computer

How do your colleagues affect your life?

Write and tell us about:

- ☐ your experience of both good and bad colleagues
- ☐ how you yourself try to behave to your colleagues.

- 1 Write your entry for this competition. Make a conscious effort to use as wide a range of structures and vocabulary as possible. Write approximately 250 words.

Answer Key

Unit 1

Reading

1 1 C 2 E 3 B 4 A 5 D

- 2 *bats*: Natterer's bat; one-winged pipistrelle; occasionally peeping out; social creatures; nesting place; nestle in my hair; built-in radar system; echo-location; a large cluster; abandoned bats; tiny creatures; smallest and commonest type of bat; Noctules; greater horseshoes; long-eared; treasured pets; hopping and gliding; Scuffling; swoop
Mrs Little: their mistress, known as Batwoman of Penzance, nature-loving five-year-old, fascinated by bats, foster mother
care and attention: a few loving words, love affair with bats, nurse back to health, get her well, I taught her to fly, treasured pets, building up their strength

Vocabulary

Collocation

- 1 1 accorded 2 endangered 3 declined
 4 cut down 5 closed
 6 tiny (6, 7 and 8 can be in any order)
 7 sociable 8 gentle 9 mixture
 10 deep-rooted 11 gently 12 local
 13 primal 14 swooping 15 scary
 16 tragedy 17 huge 18 at a time
 19 amount 20 wipe out

Grammar

- 1 1 f 2 b 3 h 4 d 5 c 6 e 7 a 8 g
 2 a If you require any further information, ...
 b If you turn to page ten of the report, ...
 c If it hadn't been for the Marketing manager's foresight, ...
 d Open the window if it makes you feel cooler.
 e If I see Jane at the sports club, ...

Unit 2

Writing

Informal letter

- 1 1 Dear Anne
 2 It was great to meet you
 3 I really hope that
 4 the weather kept fine after I left.
 5 Did you manage to buy some beautiful Waterford crystal glass
 6 as you planned/as you wanted to?
 7 I think that the further west you go,
 8 I'm sending (you) the photographs we took when we were in Kinsale.
 9 Now that I have gone back to work
 10 but my memories of my holiday -keep me going.
 11 but sometimes – I don't get back from work until 8.30 pm.
 12 It would be great to hear from you.
 13 I'm looking forward to hearing from you soon.
 14 Love

Reading

- 4 *Organisation of answer to Letter A*:
 Information about the problem
 Advice to diagnose the cause of problem
 Advice on suitable exercises
Organisation of answer to Letter B:
 Advice on possible cause of problem and possible solution
 Another possible cause of problem and solution
 Where to get more information
 5 Reply A is formal, factual, scientific
Technical words: (chartered) physiotherapist, Achilles tendon, muscle group, calf, blood supply, tissue regeneration, foot biomechanics, eccentric loading exercises, modified heel dip, non-graded cycling.
Formal vocabulary: improper footwear, recent research indicates, can be of benefit, once strong enough
Structures: The sentences are long with several relative clauses.

Reply B is very informal

Informal vocabulary: an off-chance, tweaking, out of whack, fixing it, it's no big deal

Structures: There are shorter sentences and shorter paragraphs, contractions, use of dash

Grammar

Prepositions

- | | | | | |
|--------|------|--------|--------|-----------|
| 1 a to | b in | c for | d with | e at |
| f with | g to | h with | i In | j into/in |
| k to | l In | m to | n on | o with |

Unit 3

Reading

- 1 Have you always wanted to be a solicitor?
- 2 What's a typical working day like?
- 3 Do you enjoy your job? Why or why not?
- 4 What sort of things does your job involve?
- 5 Do you think you earn enough?/Do you earn enough to live on?
- 6 Do you enjoy working in London? Why or why not?

Vocabulary

- 1 a *a barrister* = a lawyer in Britain, Australia, etc. who is qualified to argue a case in higher and lower courts
a solicitor = a type of lawyer in Britain and Australia who is trained to give advice about the law and sometimes represents people in court
- b *a teacher* = a person who gives someone knowledge, instructs or trains someone, usually in a school
a lecturer = specialist teachers, usually in a university
- c *a playwright* = a person who writes plays
an author = the writer of a book, article, play, etc.
- d *a film producer* = a person who organises the practical and financial matters connected with the preparation of a film.
a film director = a person who tells the actors in a film how to play their parts
- e *a conductor* = a person who directs the performance of musicians or a piece of music
a composer = a person who writes music, especially classical music

f *a police constable* = a male or female member of the police force

a traffic warden = a person whose job it is to make certain that people do not park their cars in places where they are not allowed to or for longer than they are allowed to leave them

- 2 *whim* = sudden desire or idea, especially one that cannot be reasonably explained

Other examples of the use of whim are:

It was just a whim.

You can add what you like to the drink, as the whim takes you.

Purely on a whim, I took up belly dancing.

- 3 1 d 2 a 3 e 4 f 5 c 6 b

- 4 trainee and employee

Other examples of words ending in ee are:

addressee, detainee, devotee, interviewee, payee, puree

Examples of words ending in oo are: boo, cuckoo, loo, shampoo, shoo, taboo, zoo

- 5 a People in a law court: clerk of the court, judge, jury, lawyer for the defence/prosecution, witness, usher
b Types of crimes: armed robbery, assault, deception, fraud, tax evasion, theft,
c Types of punishment: community service, fine, prison sentence, suspended sentence, death penalty
- 6 *mind you means* = *although* or *despite this*

Grammar

I wish, I'd rather, If only, It's time

- 1 a most people had a healthy diet.
b I didn't have to work shifts.
c it weren't (such) a busy day.
d I had studied to be a doctor
e I did/for me to do some specialised training so that I could earn more money.
f my superiors supported/would support me.
g my son found a less stressful job.
h I had fewer patients/I didn't have so many patients to look after.
i I had moved to a smaller town last year.
j go to work by bus because it's less stressful than driving.

Asking questions

- 2 a Where are you from?
b What do you like about living there?
c Could you tell me something about your family?
d Why are you learning English?
e What are your plans for the future?
f What do you do in your spare time?

Unit 4

English in Use

Part 1

- 1 1 A 2 C 3 B 4 B 5 D 6 C
7 A 8 D 9 B 10 C 11 A 12 D

Reading

- 1 The ingredients and the method
- 2 Ways of preparing food: roasted, puree, chopped, skin draining, slice, cut, season, sprinkle, dipping, coating, evaporates, concentrating, cubes, toss, peel, simmer, scrape, whizz, sieve, reheating, stripping, bash down, add, stir, store, pour, drizzle
- Kitchen equipment: roasting tray, cloth, baking tray, oven, bowl, saucepan, food processor, spatula, stove, timer, pestle and mortar, cup, clingfilm

Vocabulary

Prefixes

- 1 during/in
- 2 a a piece of clothing that covers both the upper and lower parts of the body and is worn over other clothes to protect them
b (esp. of a throw) made with the arm moving above the shoulder
c over the side of a boat or ship and into the water
d cloudy and therefore not bright and sunny
e on the other side of the page
f from or to countries which are across the sea
g (a mistake made because of) a failure to notice something
h to remove from power, using force to defeat
i something that is suggested, but is not clearly stated
j a piece of music which is an introduction to a longer piece (esp. in opera)

- 3 a widen b quicken
c slackened/loosened d tighten
e lengthen f shortens
g thicken h strengthened
i broadens j straightened

Irregular plurals

- 4 a leaves b children
c women d people or persons
e series f fish
g passers-by h analyses
i criteria j stimuli

Grammar

can, could, may, might

- 1 b negative certainty c permission
d order e request
f theoretical possibility
- 2 a couldn't
b Can/Could
c can't have
d Can/Could
e may/might
f may/might
g might have/could have
h might/could

Unit 5

Grammar

Relative clauses

- 1 1 I am writing to apply for the Heriot-Watt Distance Learning MBA, which I understand starts at any time.
2 I would like to start in September, when I will have returned from my annual holiday.
3 I would like to follow the course based in my home country, X, where I will have access to the Internet and good libraries.
4 I graduated from X university with a BSc joint honours degree in politics and economics two years ago.
5 At present I am working in a plastics company, called Wisbro where I work in the sales and marketing department.
6 You can obtain a reference from Mr Larsson, the Marketing manager, who/whom I have worked closely with for the last two years.

Vocabulary

Connotation

- 1 top-flight, most straightforward and affordable, high-calibre, one of the world's largest, popular, flexible, one of Europe's leading, leading-edge expertise, excellent teaching reputation, truly international perspective.
- 2
 - a The course dates are not flexible enough.
 - b The course is not very reasonable/reasonably priced.
 - c The choice of subjects is not very wide.
 - d The pace of the course is not fast enough/not very fast.
 - e The standard is not high/demanding enough.

English in Use

Part 1

- | | | |
|------|------|------|
| 1 C | 2 D | 3 A |
| 4 A | 5 D | 6 C |
| 7 B | 8 C | 9 D |
| 10 C | 11 A | 12 D |
| 13 A | 14 C | 15 D |

Writing

Formal letter

- 1 Changes are in **bold**

Dear Guest

It was a great **pleasure** to have you stay at the Palace Hotel and we thank you very much for **taking** the time to answer our 'Guest Comments'.

It is really very important to know your opinion as we always aim **to give** our guests the best service. We value your **views**, **especially** about **the service you received**. Much to our regret we realise that you were not satisfied **with** our service. We would like to inform you that we are renovating our hotel and soon we will be able to offer a greatly improved service.

Thank you for the confidence you have placed **in** us. We will always do everything possible to continue to earn your trust and goodwill.

We look forward to **welcoming** you as our guest again in the near future.

Yours sincerely

Unit 6

Reading

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1 | 1 C | 2 G | 3 J | 4 D | 5 B |
| | 6 H | 7 F | 8 I | 9 A | |

Grammar

Phrasal verbs

- 1

a off	b up	c up
d up; back	e out; back	f on; over/on; up
g through	h through	
- 2
 - a look up; hand/give it in; read it through; pad it out; give/hand mine in
 - b saw Fiona off; she's stopping off; be touching down / be getting in; got in / touched down; has booked into
 - c am snowed under; is closing down; handing in; setting up; take on

Vocabulary

- 1
 - a do your best
 - b took some wonderful photos
 - c do the housework
 - d made a mistake
 - e make an effort
 - f make an official complaint
 - g had great fun
 - h took every chance
 - i do me a favour
 - j takes a nap
 - k take him seriously
 - l took a bit more responsibility

Unit 7

Reading

- 2
 - 1 True
 - 2 False
 - 3 True
 - 4 False. It is human nature to be wary of new ideas.
 - 5 False. The writer says that 'so many ideas fail' rather than 'all ideas fail'.
 - 6 False. EP is concerned with using rather than manipulating emotions.
 - 7 Don't know
 - 8 True
 - 9 Don't know
 - 10 True
 - 11 False. It is concerned with the need for scientific claims to be expressed in a very tentative way.

- 12 True
 13 False. Many of them think it is philosophically flawed.
 14 Don't know. It has yet to be shown.
 15 False. He believes it has to be tested by being tried out in practice.

English in Use

Part 1

- 1 1 C 2 A 3 C 4 A 5 D 6 C 7 A 8 B
 9 A 10 D 11 B 12 C 13 C 14 A 15 C

Unit 8

English in use

Part 6

- 1 1 M 2 N 3 F 4 A 5 L 6 H 7 K 8 E
 9 C 10 I 11 G

Grammar

Modals

- 1 1 We used to spend every summer in London when I was a child. We would go there in July and stay till the end of the school holidays. I used to love going to the theatre as often as I could.
 2 I should have written down all the things my grandfather told me about life in the early 20th century! I should have worked harder when I was at university.
 3 You should always do your homework as soon as you come home from school. You ought to travel as much as you can while you are young. You should always be very careful crossing the road.
 4 Shall we make you a cup of tea? Shall we get you a newspaper when we go to town?
 5 Would you fetch me my pipe, please? Would you mind opening the door for me, please?

Reading

- 1 1 B; D; F 2 E; G 3 H 4 C
 5 A; F 6 D 7 E; G 8 A; B; H
 9 B 10 C; D

Vocabulary

- 1 *Positive words:* brand new, best, innovation, successful, jumped with joy, decent, renewal, fruits, advantage, innovative, efficiently, hero, good, world-beating, unrivalled, luxury
Negative words: old hat, endangered, predators, prejudicial, dilapidated, fetid, stalks

Unit 9

Reading

- 1 1 D 2 B 3 B 4 C 5 B 6 C 7 D 8 A

Vocabulary

- 1 a leap year b u-turn
 c drizzly d flashes in the pan
 e frankly f pronto
 g camp h straightforwardly
 i cheered j soiled
 k crepuscular l fostered (or bred)
 m top hat and tails n down the line
 o pooh-poohed p endorsing
 q imposed r cold-light-of-day
 s chucked out t urge
 u hallowed v pernicious
 w mostly x darkened the doors of
 y going up the aisle z smugness

2

Verb	Noun	Adjective
propose	proposal, proposer	proposed
restrain	restraint	restraining, restrained
rationalise	(ir)rationality	(ir)rational
simplify	simplicity	simple
invest	investment, investor	invested
cease	cessation	ceaseless
enslave	slavery	slavish
sacrifice	sacrifice	sacrificial
suspect	suspect	suspicious
fail	failure	failing, failed
–	disaster	disastrous
invent	invention	invented, inventive
darken	darkness	dark
formalise	formality	formal

Grammar

Participle phrases

- 1 a Not having planned it, it just sort of came out, unromantically, one drizzly Monday night outside the pub at closing time.
b In that world, I was Circe, the all-powerful enchantress, turning boys into pigs, pronto.
c Studying at a place where for every one woman student there were three men, I was also taught by men.
d Our commitment having already been made, there is, in a sense, no reason to get married at all.
e Then beginning to think about it and to take on board his arguments, I re-examined my objections.
f Having begun to think of marriage as a possible choice out of many possible choices, and not a destiny imposed on me, it didn't seem quite so awful after all.
g Having chucked out the objections, I began to be able to see certain advantages.
h Not having darkened the door of a single store's bridal department, I'm not going for white tulle, but green chiffon.

Unit 10

Reading

1 D 2 B 3 A 4 C 5 A 6 B 7 A 8 D

Grammar

Future forms

ARIES

It is likely to be; is coming your way; won't be; will have to; will pass you by

TAURUS

are going to put; will be gained

GEMINI

Do not put off; are snowed under; will save yourself; Take time

CANCER

back away; will miss out; would be; could turn out to be

LEO

are on the point of; Be careful; may land; is going to try; be.

VIRGO

It does not look as if it is going to be; to be spending; Try to steer clear; it might be a good idea

LIBRA

It is on the cards that you may start; has the potential to; is what you want to do; take the plunge. is looking

SCORPIO

Don't rush into; The odds are it will fall; could go; let yourself be carried away

SAGITTARIUS

tends to give you; keep; will get better; you'll manage

CAPRICORN

is going to do; will put; should try; Sometime in the future; they return; will be glad

AQUARIUS

will keep; does not seem to stop; Don't let; will laugh

PISCES

will be; Make sure you protect

2 Suggested answers

A large number of different ways of expressing the future are used including *will* and *going to* forms, present tenses, modals and other expressions like 'the odds are', 'it is on the cards' etc.

In other words, it is not necessary to use just *will* and *going to* to convey a future idea.

The present tenses are often used to express something that is happening at a particular time in the future (when that time is clear from the context).

For many modals there is no special future form – *you may / should do this now / tomorrow*.

Must and *can*, however, will sometimes be used in the forms *will have to / will be able to* when talking about the future.

The imperative is often used to give warnings about either now or in the future. *Make sure ...* can, of course, be extended to either *Do make sure ...* or *Will you make sure ...* depending on what fits the particular context.

Vocabulary

Metaphor and idiom

- | | |
|---------------------------|------------------------------|
| 1 to patch up differences | restore a good relationship |
| is coming your way | will appear for you |
| to stay on the ball | to be alert |
| it will pass you by | it will be wasted |
| put the spotlight ... on | focus on |
| flashes of insight | sudden insights |
| are snowed under | are overloaded |
| is in a slump | doesn't have much activity |
| to brighten things up | to make things more cheerful |
| have a soft spot for | have tender feelings towards |
| back away from | try to avoid |
| a golden opportunity | a wonderful opportunity |
| key | very significant |
| land you in deep water | get you into trouble |
| to steal | to take dishonestly |
| be on your guard | be careful |
| off the beaten track | in a remote place |
| to steer clear of | to avoid |
| to arm yourself | to protect yourself |
| It is on the cards | It is possible |
| take the plunge | take the risk |
| is looking much rosier | is looking much better |
| could go off the rails | could be destroyed |
| be carried away | lose your sense of reason |
| to give you the blues | to depress you |
| keep your chin up | be cheerful |
| in a sticky position | in a difficult position |
| to give them a hand | to help them |
| putting your foot in it | being tactless |
| blotting your copybook | doing something wrong |
| get you down | depress you |
| Being a rock | Being a support |
| falling into the traps | making the mistakes |

English in Use

Part 2

- | | | | | |
|---|-------------|--------------|----------|---------------|
| 1 | 1 around | 2 far | 3 what | 4 at |
| | 5 the | 6 another | 7 so | 8 would |
| | 9 everyone | 10 on | 11 last | 12 my |
| | 13 the | 14 of | 15 turns | 16 to |
| | 17 less | 18 if/though | 19 Like | 20 being |
| | 21 one | 22 is | 23 would | 24 who |
| | 25 was/were | 26 on | 27 be | 28 bit/little |

Unit 11

Reading

- 1 1 C 2 F 3 B 4 G 5 A 6 D

- 2 a artfully b lure c enforce
d dodgy e undue f persevering
g self-esteem h rough-and-tumble

Vocabulary

- 1 a enforce b undue c rough-and-tumble
d lure e dodgy f self-esteem
g artfully h persevering

Grammar

Direct and reported speech

- 1 a promised
b warned
c insisted
d invited
e offered
f agreed/asked
g advised/recommended
h told
- 2 1 - h She explained that that was the only way she could get her children to be quiet.
2 - k She regretted that they had bought so many computer games.
3 - m She thanked me for having given her children some of my time.
4 - g She estimated it would/will take about three years to get really sophisticated filter systems for the Internet.
5 - i She insisted that the children had to switch off the computer then/immediately.
6 - b She apologised for not writing/having written down the phone messages when she was babysitting.
7 - e He confirmed that some children played/play computer games for five hours a day.

- 8 – l He suggested I taught/teach children through physical activities.
 9 – n He warned me/us not to let my/our children lock themselves away in their bedroom.
 10 – d He blamed me for making/having made James cry.
 11 – j He objected to teachers recommending computer games.
 12 – a He agreed that I could use the computer for one hour.
 13 – c He assured me/us that my/our children would grow out of that phase.
 14 – f He congratulated Chris on solving/having the game in half the time it had taken him.

English in Use

Part 3

- 1 1 Scandinavian
 2 ✓
 3 preferred
 4 ✓
 5 its
 6 world's
 7 ✓
 8 desirable
 9 dirt.
 10 ✓
 11 secret,
 12 meanwhile,
 13 mostly from
 14 Victoria
 15 she
 16 ✓
 17 ✓

Unit 12

English in Use

- | | | |
|--------------|--------|---------|
| 1 1 what | 2 for | 3 but |
| 4 so | 5 as | 6 one |
| 7 between | 8 like | 9 ought |
| 10 about | 11 not | 12 into |
| 13 need/have | 14 or | 15 must |

Reading

- 1 a A children's fairy story
 b A thriller/horror story
 c Science fiction/adventure
 d A detective story/thriller
 e A romance (We read this story later)
 2 a 6 b 3 c 7 d 1 e 5 f 2 g 4
 3 a Go ahead, ask. b crystal glass

Pronunciation

- | | | |
|----------|---------|---------|
| 1 walked | loved | started |
| talked | called | seated |
| cracked | saved | voted |
| asked | mimed | avoided |
| gulped | trained | landed |

Grammar

Past tenses and the present perfect

- 1 a were scudding/scudded; realised; felt
 b had lived/had been living; had had
 c got back; was lying
 d had never encountered; was
 e was; had eaten eel
 f were; had been climbing
 g had seen/saw; seemed
 h did you last hear
 i have visited
 j have not been developed
 k had not seen; bumped
 l had been following; was going
 m have not had
 n was driving; was taking/took place
 o have been; moved
 p Has anybody seen
 q was reading; began
 r lifted/was lifting; reached/were reaching.
 s had been repaired; had fallen/was falling
 t had been living; was

Vocabulary

- | | |
|----------------------------|-----------------|
| 1 a was trickling/trickled | b kiln |
| c gasp | d tinkle; peals |
| e rumble | f gorged |
| g nightcap | h blurb |
| i smudge | j creaked |

Unit 13

Grammar

ing forms

- 1
- 1 imagine
- 2 resent
- 3 enjoy
- 4 waste time
- 5 interested in
- 6 can't help
- 7 looking forward to
- 8 give up
- 9 miss
- 10 get used to

- | | | | |
|---|-----|-----|-----|
| 2 | a G | b I | c I |
| | d G | e G | f I |
| | g G | h G | i G |
| | j I | k I | l G |
| | m G | n G | o I |

Vocabulary

- 1
- a tourist class
- b tourist attractions
- c local tourist information office
- d tourist trap (a crowded place which provides entertainment and things to buy for tourists, often at high prices)
- e Hoards
- f tourist track (somewhere away from the places that tourists usually go to)
- g tourist destination
- h all-inclusive holiday
- i package holiday (a holiday at a fixed price in which the travel company arranges your travel, hotels and sometimes meals for you)
- j peak season

Speaking

- 1 We were really impressed with the Millennium Dome and we /j/ all walked out talking about all the interesting things we'd seen on the day. There was more to do /w/ in a day than we could fit into the nine and a half hours we were there, though we gave it a good shot. We'd been really worried about the queues but luckily we didn't experience any /j/ of that and we never queued for more than fifteen minutes. The great thing was the sheer sense of space inside the Dome. We never felt crowded even with twenty thousand people there.

Reading

- 1
 - a The purpose of the leaflet is to advertise the book club and get people to buy their books.
 - b It's written in the style of an American gangster detective story.
 - c This style has been achieved by recreating the language of American gangsters of the 1930s.
 - d myself, knowing, selling, got to, moving, because
 - e If you say someone is a lady, it suggests that she is polite and 'ladylike'. This person says she may look like a lady but when you see what she has done in her life, you will realise that she is not a lady.
 - f *I know where to get a cheap thrill* can mean I know where to get excitement but in this case, it also means 'If you buy our books, which are cheap, you will find excitement.'
 - g *Stash* can be a verb or a noun. In the text it is a noun. *stash* /stæʃ/ verb [T] informal = to store or hide something, esp. a large amount. Instead of putting money into new plant and machinery, the businessmen had stashed their earnings abroad. [T] The stolen pictures were stashed away in a London warehouse. *stash* /stæʃ/ noun [C] = The stash of money was discovered in a leather folder by a sorter at the recycling centre.
 - h This means these men may have been innocent and kind originally but now they have done some awful things.
 - i St Valentine's Massacre was on February 14th 1929, when four of Al Capone's gang trapped seven members of their rival gang and brutally shot them in cold blood.
 - j The Ritz is a very smart hotel and a racket is a dishonest or illegal activity that makes money. So this woman is saying that part of her is elegant and classy but part of her is involved in crime.
- 2 Any product whose image belongs to a particular time, culture, region, etc. can have this reflected in the language used in the advertising.

Unit 14

Vocabulary

- 1 1 b 2 c 3 a 4 d
- 2 a into b out of c over d round e down to
- 3 a She can talk for a long time without stopping.
 b *Talk shop* means talk about your job with those you work with when not at work.
 c People sometimes say speak/talk of the devil when the person they were talking about appears unexpectedly.
 d *We talk (or speak) the same language* means we have the same ideas and ways of expressing them, and understand each other's problems.
 e *Talk of the town* means something that everyone is talking about.

Reading

- 1 1 D 2 G 3 C 4 F 5 E 6 B
- 2 a Our senses can alert us to danger.
 b to explain something in more detail
 c an activity triggered by a hidden body sensor
 d factual/scientific/informative

Grammar

The passive

- 1 1 have been adapted
 2 are aimed
 3 is (being) disadvantaged
 4 has been written
 5 be summarised
 6 has been done
 7 be written
 8 be ruined
 9 be read
 10 is given
- 2 *Suggested answers*
 b will/'ll have to have/get my eyes tested.
 c will/'ll have/get it enlarged.
 d had it redecorated.
 e will have to have/get it copied somewhere else.
 f have/get it checked straightaway.
 g will/'ll have to have/get it dry-cleaned
 h have/get my hair cut at *Hairtique*.

Reading

- 1 a 5 b 7 c 2 d 1 e 6 f 4 g 3

Unit 15

Reading

- 1 1 D 2 G 3 B 4 F 5 A 6 E
- 2 *Expressions*
 1 c 2 e 3 a 4 b 5 d
Adjectives
 1 d 2 a 3 e 4 b 5 c
Nouns
 1 d 2 c 3 a 4 e 5 b

Grammar

The infinitive

- 1 a failed b to gain; pretended
 c tend d intend
 e managed f want; supposed
 g arranged h afford; invite
- 2 a to be sitting/to sit
 b to phone/to have phoned
 c to have taken part; to sit/to be sitting/to have been sitting
 d to be covered
 e to be asked
 f not to be
 g invite
 h work
 i watch
 j To include (Including)
 k go
 l ask
 m To retire (Retiring)
 n to win
 o to talk
 p to take
 q to help
 r to eat
 s to explain
 t to be

Unit 16

Reading

1

- A a Picasso i.e. a car (multi-passenger vehicle)
b wheelbase, MPV, gear stick, dashboard, front seats, floor, rear seat folds, clip to stop papers sliding around, picnic table with cup holders, cabin, on the driver's side
c waste of space, aren't much cop, what's the use of it? creative thought, equal ingenuity
- B a restaurant (with some special gimmick of a mix and match menu)
b menu, roast duckling, sweet pineapple and vanilla sauce
c mistakes, fiasco looms, crazy but true, adequate, cloyingly awful
- C a romantic film being shown on TV
b film, Keanu Reeves, setting, beautifully executed, seeking refuge from television football
c chocolate box, sweet, gooey, enjoyably bad for you, ever decorative, beautiful, you can probably join the dots from there (= it's a childish obvious plot), beautifully executed mush, a haven
- D a CD of songs by some male musician from Los Angeles
b tracks, musician, songs
c complacency, subtle, one of the great ...

Vocabulary

- 1 a document clip b mobile phone
c mixing and matching d roast duckling
e join the dots f seeking refuge
g sexual jealousy h stand still
- 2 *Suggested answers*
clipboard, paper clip, clip art
phone box, phone card, video phone
mixing metaphors, mixing bowl, mixing an album
roast potatoes, roast beef, roast chestnuts
join a club, join the army, join hands
seek help, hide and seek, seek one's fortune
petty jealousy, consumed by jealousy, in a fit of jealousy
stand firm, stand guard, stand by your friends
- 3 a easy steps b the workings of the mind
c compulsory reading d open the way
e drove him mad f worst nightmare
g lay a trap h human being

Grammar

Articles

- 1 a No change
b The information you find on the Internet is not always reliable.
c Her boyfriend is a solicitor.
d He is the solicitor you were reading about in the newspaper a week ago.
e I earn about £8,000 a year from setting and marking exams.
f The Smith family have a gardener who comes in from time to time and whom they pay by the hour.
g We should have dinner together at the Holiday Inn in New Square some time in the next few weeks.
h We spent a week on holiday in the Seychelles but I spent most of the week in bed as I caught a nasty dose of 'flu.
i Someone once said that the poor will always be with us.
j The family are all in different places this week. Joan has gone to the USA and Monty is in India while Sue has gone by car to the north of Scotland and Bob has taken the train to France.
- 2 a by return of post
b I've been rushing from pillar to post
c talks sense d to be out of pocket
e sighed with relief f sets sail
g was lying face down h caught fire
i by word of mouth j make way for
- 3 *Suggested answers*
a The older you get, the wiser you become.
b The more I saw of him, the less I liked him.
c The sooner you make up your minds, the better it will be for all concerned.
d The less I see of her, the happier I am.
e The more energy you put into something, the better the results are likely to be.
- 4 a I'm afraid I only have a little money.
b I've got a few Euros. Would you like them as you're going to Paris tomorrow?
c Each girl in the class has her own email address.
d Few people pass their driving test the first time they take it.
e He has little experience of hard manual work.

Unit 17

English in Use

Part 6

1 1 C 2 F 3 K 4 I 5 H 6 J 7 E 8 A

Vocabulary

- 1 a top b dot c duck
d side e box f film
g just h track

2 Suggested answers

- a board game, board of directors, board and lodging
b to staff a business, the staff of life, a staff in music
c to deal cards, a great deal of money, a business deal
d a baby's rattle, to rattle on about something, the news rattled me
e to slip on the ice, I can see your slip showing, to make a slip
f to go on strike, to strike a match, to strike through, to strike camp

Grammar

Language of persuasion

- 1 1 Formal e.g. younger instructor with older learner.
Informal variant e.g. brother and sister
A: Come on. Have a go!
B: Just show me again and I'll have a bash.
2 Formal e.g. manager and business consultant.
Informal variant e.g. two old friends.
A: What d'you think we should do?
B: Just keep on the same as now, I guess.
3 Informal e.g. old friends.
Formal variant e.g. young person addressing older person whom (s)he doesn't know very well.
A: Could you tell me where the station is, please?
B: Certainly, I could drive you there myself on my way to the office, if you wish?
4 Informal, e.g. mother and child
Formal variant e.g. boss and employee
A: Do tell me what your opinion of the film was?
B: Well, actually, I'm afraid I found it a little tedious at times.
5 Formal e.g. sales assistant and customer
Informal variant e.g. brother and sister
A: What on earth do I do now?
B: Just fill in the form and then give it to the girl over there.

English in Use

Part 3

- | | | | |
|--------|---------|---------|---------|
| 1 1 on | 2 one | 3 as | 4 ✓ |
| 5 ✓ | 6 which | 7 than | 8 in |
| 9 ✓ | 10 any | 11 are | 12 ✓ |
| 13 at | 14 far | 15 good | 16 that |

Unit 18

Reading

- 1 1 G 2 B 3 F 4 D 5 A 6 H 7 E
C is the extra paragraph
- 2 G: It was the first Tuesday of last month ; were there for First Tuesday.
Paragraph 2: A matchmaking club of more than 40,000 members, First Tuesday ; lawyers, salesmen, consultants and journalists
B: them all
Paragraph 3: meetings like these; was born.
F: She was a precocious child.; E-commerce was about to begin.
Paragraph 4: The theory is enticing;; from your bedroom.
D: No need for expensive shops;; no advantage in being a global giant.
Paragraph 5: size would be a disadvantage; khaki-clad, technobabble-speaking geek; their offices.
A: the bankers; these people.; What was needed was neutral
Paragraph 6: So; could be the recipe for something special.
G: It
Paragraph 7: Within months;; the rest of us.
E: Anyone; wait.
Paragraph 8: Then

Vocabulary

- 1 1 f 2 c 3 h 4 b 5 k 6 i
7 d 8 j 9 l 10 e 11 a 12 g

2 Suggested answers

- a it's human nature to ...; it's second nature to me now; it's nature's way of telling you to ...; it's not in his nature to ...; it's in the nature of things
b let something go; let someone down; let sleeping dogs lie; let it rest; don't let it get you down
c in the course of time; to steer a middle course; on a collision course; par for the course; to pervert the course of justice

- d set in one's ways; set one's heart on ...; set someone's mind at rest; on your marks, get set, go; to set the record straight
- e in the mood for ...; in a good mood; in one of her moods; in no mood to ...; the mood turned ugly

Grammar

Suggested answers

What I like about this picture is the feeling of a relaxed summer atmosphere which it conveys.

What is most striking about this picture is the way the artist presents so many different little scenes in the one painting.

It is the girl in the foreground who I find most appealing.

What the artist conveys is a summer afternoon full of both light and shade and of both movement and stillness.

What struck me first about this painting was the intense look on the face of the women in the foreground with her arm round the girl's shoulders.

What I particularly like about the picture is the way I can almost imagine myself in the scene.

What particularly appeals to me about the painting is the artist's use of light and shade.

It is the clothes the women are wearing that I particularly like.

What I admire about this painter's work is the way he conveys a great deal through simple, impressionist brush strokes.

What strikes me about the glasses in the foreground is that you feel you could actually put out your hand and touch them.

Unit 19

Reading

1 1 C 2 D 3 A 4 D 5 B 6 A

- 2 1 Aa Bb Da
2 Ae Be Ce
3 Bc Cc Db
4 Ab Bd Cd
5 Ab Ca Db
6 Ba Cb Db

Vocabulary

Word formation

1

Noun(s)	Verb	Adjective(s)	Adverb
difference	differ, differentiate	different	differently
finance, financier	finance	financial	financially
system	systematise	systematic, unsystematic	(un)systematically
respondent, response	respond	responsive, unresponsive, responsible, irresponsible	(un)responsively, (ir)responsibly
exclusion	exclude	exclusive	exclusively
frequency	frequent	frequent, infrequent	(in)frequently
prevalence	prevail	prevalent, prevailing	prevalently
attribution, attribute	attribute	attributed	–
refinement, refinery	refine	refined	–
superiority, superior	–	superior	superiorly
distinction	distinguish	distinct, indistinct, distinguished, undistinguished	(in)distinctly

- 2 a indistinctly b frequency
c prevailing d irresponsible
e attribute f finance
g exclusive h responded
i refinery j superiority

Grammar

Emphasis

- 1 a In no way are we responsible for what happened.
b To such straits were they reduced by the country's economic collapse that they had to resort to begging.
c Only on very rare occasions does he put in an appearance himself.
d In such a plight did we find ourselves that we had no option but to hitch our way home.
e On no account should you just do what they say without thinking it through yourself.

- f No sooner had John sold his house than the one he was hoping to buy fell through.
- g Little did I imagine that I would ever meet a famous Hollywood film star.
- h At no time must you let anyone know what you are really doing here.
- i Rarely have I attended a more unsatisfactory concert.
- j With every justification can he be called one of the founding fathers of modern music.

2 Suggested answers

- a Seldom have I ever been more embarrassed!
- b In vain did she search for her natural parents.
- c Not until he was 20 years old did she discover that she was adopted.
- d To such an extent have orders risen that we are considering taking on more staff.
- e Hardly ever does he turn up at the office before 10 in the morning.
- f Little did he suspect what lay in store for him at home.
- g Such was their discontent that they decided to emigrate.
- h By no means could he be called a dishonest person.
- i In such a desperate situation did they find themselves that they turned to my parents for help.
- j Under no circumstances can you betray her confidence.

3 Suggested answers

- a It was bitterly cold on deck.
- b They were ecstatically/blissfully happy together for many years.
- c I was immensely/hugely/enormously impressed by the concert.
- d They were absolutely/really astounded to learn that they had won first prize.
- e Sally's parents are seriously/extremely/immensely rich.
- f The children are desperately hungry.
- g He's a ridiculously self-important little man.
- h We've been frantically/desperately busy all month.

Unit 20

Grammar

Hypothesising

- | | |
|------------------------|---------------|
| 1 a wonder | b imagine |
| c assume | d Were |
| e assumption | f Allowing |
| g Provided (Providing) | h Speculating |
| i hypothetical | j suppose |
-
- 2 a As long as she gets the questions she's prepared, she should do very well in the exam.
 - b If I were in your shoes, I think I'd resign on the spot.
 - c He's only agreed to help finance the project because he assumes that she is also going to put an equal amount in.
 - d If we had anticipated what problems might arise, we would probably never have embarked on such a complex venture.
 - e I'd love to know whether Dave ever still thinks about me.
 - f What if we make no changes at all for the time being?
 - g Let's take the hypothetical case of a single mother bringing up two children.
 - h If only I knew how she felt about things!

Vocabulary

Idioms of the body

- | | | |
|----------|--------------|-------------------|
| 1 a head | b eye to eye | c heart's |
| d ear | e foot | f hand |
| g nose | h heart | i tongue |
| j ear | k nose | l tongue-in-cheek |
| m head | n eye(s) | o foot p hand |
-
- | | | | | | | | |
|-------|------|------|-----|------|-----|------|------|
| 2 a 8 | b 9 | c 4 | d 3 | e 14 | f 6 | g 15 | h 5 |
| i 12 | j 16 | k 13 | l 1 | m 11 | n 7 | o 2 | p 10 |

English in Use

Part 2

- | | | | |
|-------------------------------|-------------------|-------|------------|
| 1 1 though | 2 ago | 3 to | 4 as |
| 5 easy/simple/straightforward | | | |
| 6 which | 7 it | 8 at | 9 because |
| 10 known | 11 after | 12 so | 13 a |
| 14 what | 15 can | 16 in | 17 should |
| 18 one | 19 extremely/very | | 20 entries |

Unit 21

Grammar

Range of grammatical structures

1 Over the years the titles of our brochures have reflected (*present perfect*) the different stages in our development towards the goal of presenting (*-ing form after a preposition*) the most comprehensive lexicon of travel available. This progress commenced (*past simple*) in 1978 with the production of our first ever brochure – the two-colour 'China & Beyond', followed (*past participle used to introduce a subordinate clause*) later by 'Great Journeys of the World', Jules Verne's 'Natural World', 'Classic Journeys', 'The Travel Review', 'The Travel Gazetteer', and in 1989 the 'Travellers Almanac'. Following the events of 4th June 1991 in Tian An men Square, there was (*past simple*) an urgent need for us to bring (*full infinitive after the verb 'need'*) together in one catalogue our entire portfolio of travel arrangements so as to diminish (*infinitive form after so as to*) our then large exposure to China. Two years later the Gulf War once again determined (*past simple*) the need for innovative promotional offers both to overcome (*infinitive used when giving a reason*) a general travel lethargy that was apparent at that time and the need to communicate (*full infinitive after the verb need*) quickly new, exciting and above all 'safe' alternative destinations.

- 2
- 1 is presented
 - 2 has been much emulated
 - 3 diminished
 - 4 saw
 - 5 extending/extend
 - 6 have been directed/were directed
 - 7 presented
 - 8 permits
 - 9 is
 - 10 serving

- 3
- | | | |
|-----------------|------------|---------|
| 1 which/that | 2 only/but | 3 which |
| 4 by | 5 As | 6 in |
| 7 the | 8 In | 9 Its |
| 10 as | 11 rather | 12 to |
| 13 being | 14 there | 15 of |
| 16 in | 17 if | 18 will |
| 19 thereby/also | | |

Vocabulary

- | | |
|--------------------------|-----------------|
| 1 a commenced | b entire |
| c determined | d apparent |
| e Needless to say | f much emulated |
| g increasingly | h entitled |
| i hence | j seeking |
| k a fraction | l In this vein |
| m some considerable time | n incorporate |
| o request | p obtain |
-
- | | |
|----------------------|-------------------|
| 2 a half-board basis | b gratuities |
| c scheduled | d acclimatise |
| e transfer | f Extend |
| g leisure | h joining |
| i vessel | j stopover |
| k supplement | l allowance |
| m subject to change | n flora and fauna |
| o tariff | |

Reading

- 1 1 C 2 B 3 C 4 A 5 B 6 A + C 7 A 8 C

Unit 22

Reading

- 1
- a They have received a bonus of Rs30,000.
 - b By measuring the workers' efficiency.
 - c It accounts for two-thirds of the country's export earnings.
 - d They are modernising the factories and replacing old machinery.
- 2
- | | |
|--------------------|------------------------|
| a knitwear | b a decline in growth |
| c a similar growth | d slightly less growth |
- 3
- | | | |
|----------|-----------|-----------|
| slight 5 | sharp 1 | steady 3 |
| marked 2 | minimal 6 | gradual 4 |

Grammar

Linkers

- a whereas, on the other hand, while, in contrast, however, although
- b *Sample sentences*
 In Europe London is the most expensive place to rent a flat whereas Lisbon is the cheapest.
 Hong Kong is more than five times more expensive than Lisbon.
 Cities with large populations seem to be very expensive while smaller cities are less expensive.
 Shanghai is much more expensive than Berlin.

To sum up, large cities which have little land available are very expensive places to rent accommodation.

In conclusion, the cheapest places to live are Lisbon and Berlin and they are nearly five times less expensive than Hong Kong and New York.

Vocabulary

- 1 1 prime 2 melt 3 dull 4 board

Unit 23

Reading

- 1 1 deep dissatisfaction
- 2 will have been made well aware/will be aware/are aware
- 3 had the foresight
- 4 on arrival
- 5 was able to make/made
- 6 concerning/regarding
- 7 endured
- 8 refreshments
- 9 passed/elapsed
- 10 lengthy wait/prolonged delay
- 11 unforeseen/unexpected
- 12 adverse
- 13 ensure passenger comfort
- 14 prompt reply
- 15 propose

Grammar

Phrasal verbs

- 1 a put (it) down to b write off
- c put off d get it across
- e stick to f broke out
- g fallen through h bring out
- i turned up j singled out

Vocabulary

- 1 1 d 2 g 3 e 4 i 5 j
6 h 7 b 8 f 9 a 10 c
- 2 1 regret
- 2 kind as to
- 3 option/choice
- 4 prompt
- 5 earliest convenience
- 6 grateful
- 7 response/reply
- 8 hesitate to contact me
- 9 of
- 10 trust

Unit 24

English in Use

Part 2

- | | |
|------------|-----------|
| 1 1 not | 2 given |
| 3 which | 4 with/by |
| 5 In | 6 will |
| 7 less | 8 Just |
| 9 their | 10 its |
| 11 so | 12 this |
| 13 when | 14 being |
| 15 because | 16 be |
| 17 by | 18 at |

Grammar

Linkers

- 1 a as well as
- b Despite
- c though
- d but
- e However
- f As/Because
- g Owing to/Due to/Because of
- h such
- i so ... that
- j As a result of/Because of
- k in case
- l No matter
- m because/as
- n in any case/anyway
- o However/No matter how

Vocabulary

The Media

- 1 **Television and radio**
people: news reader/anchorman, foreign correspondent, (chief) editor, subeditor
 cameraman/camera crew
 sound recordist/lighting man
 reporter/journalist
 technicians
 graphic designers
 studio director
 researcher
presentation: soundbite
 headlines
 news item
 transmission time
 bulletin
 deadline

editorial conference

overnight coverage

running order

lead

places: studio, on location, newsroom, satellite

link-up

Newspapers and magazines

People: foreign correspondent, (chief) editor,

subeditor, photographer/photojournalist,

reporter/journalist, graphic designers, researcher

Presentation: headlines, article, column, editorial,

deadline, front-page story

Places: printer's, news office

- 2 1 allowance 2 appeal 3 give
4 matter 5 division 6 lead

Unit 25

English in Use

Part 6

- 1 1 E 2 I 3 A 4 C 5 H 6 F

- 2 a 18th century spelling, punctuation and grammar are quite similar.
b The vocabulary might seem unfamiliar, the idiom unusual or old-fashioned and the style elegant or quaint. In addition, many words had different meanings in the 18th century and the pronunciation, especially word stress was different in some cases. Modern readers might miss some of the nuances of style and attitude because of these differences.

Grammar

Complex sentences

- 1 a He'll show the new office junior how to do it.
He'll show the new office junior what to do.
b ✓
c ✓
d This is the marketing manager, whose office is just down the corridor.
e What I can't stand is/are people who complain about everything.
f I think I've found a time when we can both meet.
g ✓
h ✓
i ✓
j That's the robber who will appear in court tomorrow.

- 2 a Advertising is an industry which wields considerable power within Western societies.
b This article is by Kathy Myers who is the editor of one of the top women's magazines.
c The final chapter of the book, which deals with the change in attitudes to opera, will be expanded.
d That's Mr Williams who I was talking to just yesterday.
That's Mr Williams to whom I was just talking yesterday. (more formal and perhaps old-fashioned)
e Some people still speak the local dialect, a few of whom live in the villages in the foothills.
Some people, a few of whom live in the villages in the foothills, still speak the local dialect.
f Our research into language has produced some interesting results, most of which showed that as many new words are coming into the language as old ones are dying out.
g We listened to recording of several dialects, many of which I had never heard before.
h There were two fantastic photos for the book, one of which was chosen as the front cover.

- 3 1 d 2 f 3 a 4 c 5 e 6 b

Vocabulary

- 1 a Because of bad weather ...
b We'll do our best to help.
c Before the meeting ...
d If there is a fire ...
e If you need help ...
f Thank you very much ...
g ... as soon as possible
h We'll give you food and drinks ...
i After that you won't be able to get your money back.
j We'll try to put it right.
k You have to tell us if you move/change your address.
l He couldn't sort out/solve the problem.

Unit 26

Reading

- 1 1 B 2 D 3 C 4 D 5 D

English in Use

Part 2

- | | | |
|----|--------------|---------|
| 1 | 1 my | 2 with |
| | 3 was | 4 a |
| | 5 of | 6 the |
| | 7 as | 8 are |
| | 9 being | 10 few |
| 11 | to | 12 in |
| 13 | would, might | 14 but |
| 15 | front | 16 what |
| 17 | from | 18 head |
| 19 | any | 20 one |

Unit 27

English in Use

Part 6

- 1 1 G 2 B 3 J 4 E
5 I 6 C 7 F
- 2 a In wartime (second world war, in fact)
b No, he 'chanced to' go to a party where he met him.
c It is a more vivid word, suggesting that the person writes quickly and not very carefully.
d In a London street that used to be fashionable but no longer is.
e That no one was living there.
f That the door is answered so quickly.
g The florid wallpaper – it had once been a dining-room – and the bare and shabby office furniture that it now has.
h A small one just covering the middle of the top lip.
i If a person has a squint their eyes do not look in a parallel way. The colonel almost but does not quite have one.
j The fact that his eyes are very close together.
k That he is neither a likeable nor a trustworthy person.
l No, his behaviour is pleasant and friendly.
m Personal answer – but the author does, I think, manage to arouse interest in the colonel and in what Ashenden might be asked to do.

- c As I was about to get on the train, I remembered I'd left my passport at home.
d I wonder if you'd mind opening the window for me.
e I'd rather like to see the Antarctic one day.
f Her rather conservative clothes looked oddly out of keeping with her most unusual hairstyle.
g The thing (most) immediately noticeable about him was his broad and friendly smile.
h They fell in love with each other at first sight.

Unit 28

Grammar

Adverbials expressing opinion

- 1 fortunately-luckily evidently-apparently
predictably-inevitably undoubtedly-indisputably
surprisingly-unbelievably
- 2 1a The speaker would have expected Vanessa to be better at school than Bryan.
b The speaker would have expected Bryan to be happier at school than Vanessa.
2a The speaker was relieved that Bill had a spare can of petrol in the boot.
b The speaker was surprised that Bill had a spare can of petrol in the boot.
3a The speaker would not have predicted that Tina would go on to become a teacher herself – perhaps because she made her teachers' lives difficult when she was at school.
b The speaker would have predicted that Tina would go on to become a teacher herself.
4a The speaker suggests that this could be the best coffee in the world.
b The speaker thinks this is the best coffee in the world.
5a The speaker is sorry that Jack is not present.
b The speaker is glad that Jack is not present.
6a The speaker has heard that Jill has been offered a job in Paris, but she hasn't heard that from Jill.
b The speaker is saying that someone else has also been offered a job in Paris as well as Jill – perhaps the speaker.
7a The speaker can't believe that his/her brother passed his driving test.
b The speaker is not surprised that his/her brother passed his driving test.
8a The speaker has heard that Rod has decided to hand in his resignation.
b The speaker thinks Rod is wrong to hand in his resignation.

Vocabulary

Suggested answers

- 1 a At the outbreak of war my parents were living in the centre of London.
b My brother chanced to notice an article in a magazine about one of our great-grandparents.

- 9a The speaker is sure Candy will always be successful.
 b The speaker thinks that it is lucky that Candy is likely to succeed.
 10a The speaker is not sure why Sue didn't accept the job.
 b The speaker is very surprised that Sue did not accept the job.

Vocabulary

- | | |
|-----------------|------------------|
| 1 1 stressful | 2 flight |
| 3 frequently | 4 disagrees |
| 5 excessively | 6 compensates |
| 7 inconvenience | 8 forcibly |
| 9 departure | 10 undeterred |
| 11 unexpected | 12 philosophical |

2 Suggested answers

The teacher spoke very rapidly, making no concession to the fact that the students' English was not very good.

High crime figures correlate with levels of poverty and unemployment.

It is claimed that nuclear weapons are worth investing in as a deterrent to war.

He is always rather disagreeable when he first wakes up in the morning but his mood improves as soon as he's had some breakfast.

Excessive exercise can actually be bad for your health. As soon as I met the new headmistress I realised that she was a force to be reckoned with.

The words in English that have the highest frequency are little grammar words like *the*, *at* and *is*.

Life in the past was in many ways harder than life today but it was also relatively stress-free – at least for people with money.

English in Use

Part 1

- | | | | |
|-------|------|------|------|
| 1 1 A | 2 C | 3 B | 4 A |
| 5 D | 6 B | 7 A | 8 C |
| 9 D | 10 B | 11 C | 12 A |
| 13 D | 14 B | 15 A | 16 B |

Unit 29

Reading

- 1 1 E 2 B 3 A 4 F 5 C

Grammar

Gerunds and infinitives

- 1 a The new teacher suggested giving the children sweets for good work rather than just awarding them good marks.
 b I don't feel like studying tonight.
 c I advise you not to drop Latin.
 d I don't remember studying Roman mythology last year.
 e My father agreed to let us go/agreed to our going on the school trip.
 f He denied failing his exam.
 g The boy refused to stay after school to help the teacher.
 h Would you mind helping me give out these books?
 i Mr Johns doesn't allow us to talk in the classroom.
 j Billy tends to do his homework as soon as he comes home.

- 2 a any of the staff to smoke b getting tickets
 c not opening d to show
 e being made f were expected to do
 g not evacuating h giving up
 i to clear up j to agree to differ

English in Use

Part 4

- | | | |
|-------------|---------------|--------------|
| 1 1 booming | 2 handful | 3 dedicated |
| 4 response | 5 suggestions | 6 supportive |
| 7 educators | 8 excellent | |

Unit 30

English in Use

Part 6

- 1 1 E 2 H 3 I 4 D 5 G 6 J 7 A 8 B

Part 3

- | | | | | |
|---------|--------|--------|--------|---------|
| 2 1 not | 2 for | 3 at | 4 like | 5 off |
| 6 with | 7 has | 8 ✓ | 9 any | 10 else |
| 11 is | 12 ✓ | 13 can | 14 a | 15 ✓ |
| 16 when | 17 out | | | |

Part 2

- | | | | |
|---------|-------|-------|--------|
| 3 1 is | 2 how | 3 can | 4 of |
| 5 which | 6 be | 7 If | 8 make |
| 9 not | 10 it | 11 an | 12 in |

Vocabulary

- 1 1 a 2 b 3 b 4 b 5 a 6 b 7 b 8 a

Objective CAE is a user-friendly course which prepares students for success at CAE through its unique organisation and approach.

Its short units focus on lively topics and genres and combine systematic and thorough examination practice with improving students' overall language level.

The Workbook with Answers provides the extra practice and consolidation of language and skills required at this level. The answer key makes it ideal for independent study.

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- 30 units, each focusing on a different topic and genre
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- 6 revision units consolidate and extend what has been learned
- Vocabulary Spots and Exam Spots offer useful tips and helpful advice
- A 'Grammar Folder' appendix provides further examples and explanations

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