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Introduction

Upstream Advanced C1 is a complete course for students preparing for the Cambridge Certificate in Advanced English examination or other examinations of similar level. All four language skills are covered thoroughly and systematically through original, engaging material. Students acquire full familiarity with task formats thanks to clearly labelled exercises and sections; their skills are further developed through guidelines found in ‘Strategy Point’ boxes. Additional projects encourage extracurricular work and motivate students to read and write in English for pleasure.

Unit Structure

Lead-in
In this section students are introduced to the theme and ideas of each unit. Through the use of pictures, lexical prompts and specially designed listening activities, students are given the vocabulary and notions which help them discuss issues related to the theme before progressing to the rest of the unit. Lead-in sections end with famous quotations which further encourage class discussion.

Reading
Each unit features two reading sections, each one comprising a different kind of reading comprehension task. With the help of pre-reading and post-reading activities, students master a large number of reading comprehension techniques. The reading passages are rich in valuable vocabulary, which is exploited in accompanying exercises. A great deal of attention has been paid to the themes and content of the passages, ensuring that they are engaging, informative and motivating.

Language Focus
This section familiarises students with large amounts of topic-related vocabulary through a variety of exercises and tasks. The vocabulary is activated in accompanying speaking tasks, where students use the new language in specially structured activities. Idioms, fixed phrases and phrasal verbs are also covered in this section.

Listening & Speaking
Various kinds of contextualised listening activities build up the students’ listening skills in this section. At the same time, they are introduced to vocabulary and ideas which they need to use in the speaking task which follows each listening activity. Students are trained to comfortably sustain a monologue, as well as to interact with others in tasks involving comparing and contrasting, making assumptions, guessing and speculating, evaluating, suggesting alternatives etc.

English in Use
This section focuses on the use of lexicogrammatical patterns in standard written English. Word formation exercises, grammar activation tasks, cloze passages and various other activities allow students to practise structures in a thorough and systematic manner.

Writing
This section is dedicated to developing students’ all-important writing skills. A plethora of writing tasks is covered (writing articles, reports, reviews, memos, proposals, letters etc). Before they write, students practise their writing techniques in specially designed exercises, focusing on rubric interpretation, planning, beginnings and endings, paragraph structure and content, recognising the target reader, style, achieving the appropriate level of formality etc. In this sense, Upstream Advanced C1 offers a complete writing book within a coursebook.

Easy to use
Upstream Advanced C1 is a clearly structured, easily accessible book. The colour-coded sections and clearly labelled tasks make it easy for the teacher to focus on what they judge to be the needs of a particular group of students. When doing homework or revising, students find using the course equally easy thanks to its layout and structure.

Covering everyone’s learning needs
Prospective language examination takers are not the only ones who will benefit from using Upstream Advanced C1. Language skills which are much sought-after by professionals, university students and non-native speakers living and working in English-speaking countries are also covered.

Stimulating and thought-provoking
The reading texts, listening passages, tasks and activities found in the course go well beyond teaching the language; discussion in the classroom is encouraged by the range of topics covered, which are there to involve the students and help them think, talk and generally use English creatively.

Components
Student’s Book
Teacher’s Book
Workbook (Student’s)
Class Audio CDs
Test Booklet
Something to Shout About

Lead-in

1 a. Look at the pictures showing people expressing joy on different occasions. What has happened to make them feel happy?

b. Now, in pairs, discuss success. Think about:
   - its importance in our lives
   - the happiness it brings
   - problems it causes

2 a. Listen to some people talking about what they believe to be the secret of success and complete the gaps using 1 to 3 words.

1 Always .......................................................
   when other people doubt you.
2 Block out .................................................. and keep going.
3 Channel your efforts in the right direction and don’t get ...............................................
4 .............................................................. in different ways.
5 Practise being ................................................... ............................................ until it becomes second nature.
6 Be organised and ...........................................
7 Never ............................................................ and believe you are as good as everyone else.

b. Decide on three of the elements in Ex. 2a which you think are most important for success. Compare your list to your partner’s.

3 Look at the following list of qualities and, in pairs, discuss in which profession(s) you think each one is necessary and why.

- physical strength
- quick thinking
- determination
- foresight
- diplomacy
- discipline
- imagination
- intellect
- power of persuasion
- team spirit

- lawyer
- business executive
- firefighter
- footballer
- art director
- teacher
- politician
- car salesman
- doctor
- novelist

A: I think strong powers of persuasion are essential for someone like a car salesman because he has to be able to talk people into buying from him.
B: Politicians need this, too, in order to gain support for an idea or a policy, don’t you think?

4 Paraphrase the following quotations. Do you agree with them? Why (not)? Discuss in pairs.

‘Success usually comes to those who are too busy to be looking for it.’
Henry David Thoreau (American poet & philosopher)

‘You always pass failure on the way to success.’
Mickey Rooney (American comedian)
You are going to read three short extracts which are all linked to the theme of ‘success’.

a. Read quickly through the three texts. In pairs, match the three extracts with the text types below.

- Extract from a sports science article
- Advice leaflet
- Extract from an autobiography

b. In what way is each extract related to the theme of ‘success’? Make notes.

Extract A ................................................
Extract B ................................................
Extract C ................................................

Reading praise of me and my writing, I could feel within myself an inflation of self-esteem similar to my feelings as a child when I won school prizes or had poems published in the newspapers, and I thought as I walked along Thames Street, Oamaru, North Otago, New Zealand, the South Pacific, the Earth, the World, the Universe, ‘Everyone everywhere will know how clever I am!’

Now as I walked along Charing Cross Road I thought to myself, I wonder if these people know it is I whose photo was in the paper today, it is my writing they were praising, my book described in headlines? I’d glance at the literary types in Charing Cross Road and I’d think, ‘If only they knew! I know I don’t dine in fancy restaurants nor am I mentioned in the ‘About Town’ notes of the Evening News and the Evening Standard (‘promising novelist seen ... etc’), but I’m in London, I’m here, I’m secret, and I’m in the reviews and some have compared me to Virginia Woolf!’

The research scientist, Coyle, set out to study and document the top cyclist’s remarkable physical abilities, but in the course of his study, Lance Armstrong was diagnosed with cancer and underwent surgery and chemotherapy. Remarkably, Armstrong showed no ill effects from the cancer upon his recovery. It has been suggested that Armstrong lost weight from the cancer, making him a leaner (and better) cyclist. But Armstrong’s weight eight months after his chemotherapy was the same as before his cancer treatment, according to Coyle. However, surviving cancer almost certainly made Armstrong a stronger athlete mentally. Sports scientists agree that Armstrong is one of the most disciplined and focused athletes in the world. ‘He is on top of the cycling world because of the combination and interaction of his genetic endowment, years of incredible training, competitive experience, and obsessive drive to achieve and persevere,’ said Phillip B. Sparling, a professor of applied physiology at the Georgia Institute of Technology in Atlanta. It’s a combination that’s made Armstrong a rarity among men, but still just a man. ‘Most athletes are happy to perpetuate the myth of the superhuman,’ Coyle said. ‘But now that Lance is retiring, I think he’d be the first one to admit that he’s not superhuman at all.’
The self-help techniques below are a guide to more successful and effective study.

- Take responsibility for your own work and studies. Identify your areas of weakness, as well as your strong points. Be an active participant in the classroom and ask your teacher questions. It is a rare teacher who will be unwilling to offer help and guidance.
- Your class attendance should be as regular as clockwork. Teachers and examiners formulate text questions based on material and examples covered in class as well as on the set texts for any given term or course.
- A pro-active approach will help you to prepare for any potential problems and it will also give you more confidence in your own abilities. So ... get ahead in the course; try to read up and prepare some of the material in your text book before it is covered in class. Anticipate what your teacher’s next step will be.
- Don’t be afraid to ask questions. Not only will you increase your own knowledge but you may well benefit other students who are also having difficult with the same point.
- If you feel it is necessary, visit your teacher outside class time. He or she will be pleased to see that you are interested.

3 The writer thinks it is surprising that Armstrong
A didn’t die from cancer.
B didn’t suffer any damage to his athletic abilities after his illness.
C lost weight during his illness.
D regained the weight he had lost during his illness.

4 Armstrong became a faster and better cyclist after his illness
A because he had acquired a tougher mental attitude.
B because he weighed less.
C because he had recovered from cancer.
D because he had both experience and natural ability.

If you do not attend classes regularly
A you will miss material which may be included in a test.
B you will not be able to ask questions.
C your teacher will not be willing to help you.
D you will not be able to identify your weak points.

The writer advises a ‘pro-active approach’ (line 14) because
A it will please your teacher.
B you will be able to anticipate possible difficulties.
C it will benefit your fellow-students.
D you will be able to cover more material.

Vocabulary Practice
a. Match the verbs with the nouns to form common verb-noun collocations.

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<td>a. somebody confidence</td>
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<td>2</td>
<td>offer</td>
<td>b. ill effects</td>
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<td>3</td>
<td>anticipate</td>
<td>c. responsibility</td>
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<td>4</td>
<td>lose</td>
<td>d. somebody with cancer</td>
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<td>give</td>
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<td>perpetuate</td>
<td>f. guidance</td>
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<td>7</td>
<td>take</td>
<td>g. a question</td>
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<td>8</td>
<td>diagnose</td>
<td>h. surgery</td>
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<td>9</td>
<td>show</td>
<td>i. somebody’s next step</td>
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<tr>
<td>10</td>
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<td>j. the myth</td>
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b. Explain the highlighted words/phrases in the texts.

Text Analysis
4 What does the writer mean by the underlined phrases? Discuss in pairs.

Discussion
5 a. Trans! What do you think is the key to becoming a successful athlete like the cyclist, Lance Armstrong? In pairs make a list, then present it to the class.

b. Tell your partner about someone you know who has become successful, saying what qualities and circumstances have helped him/her.
Let’s Celebrate!

1 a. Look at the newspaper announcements, telegrams and greeting cards below. To which of the following events is each one related?

- house-warming
- engagement
- wedding
- promotion
- retirement
- graduation
- anniversary
- birth

A ROBERTSON Elaine (nee Marshall) and Mark are pleased to announce the arrival of their daughter Ellen Rachel, on 1st April, 2003, a welcome sister for Matthew, Hannah and Daniel.

B Mrs Maureen Holland of Sunnybank wishes to announce the forthcoming marriage of her youngest daughter CATHERINE LOUISE to BENNY URDAL HANSEN on 24th April in Abu Dhabi, U.A.E. Love and congratulations from Mum, Michael, Julie and Dale.

C MY SINCERE GRATITUDE FOR 31 YEARS OF LOYAL SERVICE - IAIN HOLDEN, PRESIDENT

D STEINBACH, EMILY “You’re a Winner” Congratulations on your BSc. Lots of love from Mum and Dad and all the family. xxx

E MAY YOU FIND EVERY HAPPINESS IN YOUR NEW HOME – FRANK & JUDIE

F PEACOCK – HOOD It is with much happiness the engagement is announced between Mr Brian Peacock and Miss Barbara Hood.

b. Which of the above celebrations have you attended? Were you the person celebrating or were you invited as a guest to the occasion?

2 a. Listen to two people talking. What special occasion is being described? How does the girl feel about the celebration she went to?

b. In pairs, discuss the best celebration you have ever attended. Think about:

- the reason for the celebration
- how many people attended
- where it was celebrated
- what kind of food was served
- kinds of entertainment
- how long it lasted

Getting to the Top

3 Complete each sentence, using one of the three words provided.

1. Although I always make a New Year’s ............... , I seldom manage to stick to it for more than a month.
   - The board’s ............... to sell company shares to the public met with strong resistance.
   - As vice-president, my main ................... is to increase productivity while improving working conditions.
   - A objective B resolution C decision

2. In celebration of their ............... , the entire team stood in the centre of the field and sang their national anthem.
   - After a decade of dedicated research, the scientist finally made the ............... he had been striving for.
   - To salute her life-long ................... in the entertainment field, a huge reception was held in her honour.
   - A victory B achievement C breakthrough

3. Business ............... should be a required course for all students enrolled in the MBA programme.
   - It is imperative for children to acquire strong moral ............... at a young age.
   - A good manager can make a business profitable while still respecting the ............... of the workers.
   - A values B ethics C rights

4. The young poet said that he got his ............... from the beauty of nature.
   - His ............... with money and power might have made him a millionaire, but he’s not a happy man.
   - In order to get ahead in the advertising industry, one must have a strong ................... to succeed.
   - A ambition B inspiration C obsession

5. King Albert’s reign was one of peace and ............... .
   - They say that he made his ............... through good luck and the help of influential acquaintances.
   - In these days of economic decline, owning more than one vehicle is considered a ............... 
   - A luxury B prosperity C fortune
4. Career Success

a. Look at the following factors which may be important for career success. Tick (✓) a maximum of three in each group which you consider absolutely necessary.

**background**
- social background
- financial backing
- influential acquaintances
- well-rounded education
- relevant experience
- qualifications
- supportive family
- experience of other cultures

**people skills**
- positive image
- popularity among colleagues
- sensitivity to others’ feelings
- team spirit
- competitive spirit
- ability to delegate
- willingness to compromise
- having contact with superiors

**other personal qualities**
- ability to seize opportunities
- ambition
- determination
- resilience
- powers of intuition
- persistence
- enjoy challenges
- attractive appearance
- charisma
- self-motivation
- natural talent
- ruthless
- foresight

b. Compare your choices with a partner, saying in what situations you feel that the factors you ticked can play a vital part.

A: If you are in a profession that involves dealing with people, a positive image can make them like you and trust you.

B: I know what you mean. I’ve also ticked ‘popularity’ because if you are popular in the workplace, colleagues are glad to help you or work with you.

c. Read the short biography of Steve Jobs below.
Which of the qualities in Ex. 4a did he have? Which didn’t he have?

Steven Paul Jobs was born in California, USA, on 24 February, 1955. In 1974 he dropped out of college to work as a video game designer. His aim was to save enough money to go to India and experience Buddhism.

Back in the US in the autumn of 1974, Jobs went into business with his high-school friend Stephen Wozniak. Jobs understood that computers would appeal to a broad audience. Although he had long, unkempt hair and dressed casually, he managed to obtain finance for his first marketable computer, the Apple II, in 1977. Apple Inc. was formed and met with immediate success.

Seven years later, Jobs introduced the Macintosh computer in a brilliantly choreographed demonstration that he gave himself. However, the sales of the first Macs were disappointing. This led to tensions in the company, and in 1985 he resigned.

In 1986, Jobs bought Pixar Animation Studios. Over the following decade he built Pixar into a large corporation that, among other achievements, produced the first full-length film to be completely computer-animated, Toy Story, in 1995.

In late 1996, Apple, saddled by huge financial losses and on the verge of collapse, asked Jobs to come back. He accepted, and quickly engineered an award-winning advertising campaign that urged customers to “think different” and buy Macintoshes. In 1998, he introduced the iMac, an egg-shaped computer that offered high-speed processing at a reasonable price. It was an instant success. Steve Jobs had saved his company and, in the process, re-established himself as a master high-technology marketer.

d. Which of the qualities from Ex. 4a do you believe you have? Tell your partner.

5. Words often Confused

Underline the correct word.

1. The idea for a computerised house had first been considered as far beyond/before/behind/back as the late 50s.
2. For the purpose/object/aim/intention of managing your finances, hiring an accountant is money well-spent.
3. Situated direct/precise/right/exact beside the lake, the villa has gone on sale for £750,000.
4. The in-house regulations happen/occur/apply/agree to all employees, regardless of status.
5. A job advertisement for a programmer gripped/caught/seized/struck his eye, and he decided to apply.
6. For a 10-year-old car, it is in excellent state/form/presentation/condition.
Collocations

6 a. Tick (√) the boxes in the table to form collocations. Think of at least two more phrases for each verb.

<table>
<thead>
<tr>
<th>get</th>
<th>gain</th>
<th>win</th>
<th>earn</th>
</tr>
</thead>
<tbody>
<tr>
<td>control of a situation</td>
<td>promotion</td>
<td>the title</td>
<td>sb's respect</td>
</tr>
<tr>
<td>a reputation</td>
<td>the right to do/ have sth</td>
<td>experience</td>
<td>a salary</td>
</tr>
<tr>
<td>one's living</td>
<td>the advantage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Now use some of the collocations in their correct form to complete the sentences below.

1. The heavyweight champion over his opponent in the last round of the match.
2. She went to work in a restaurant to as a chef.
3. Although he's incredibly wealthy now, when he first came to this country he as a dish washer.
4. He's very well-paid for his freelance writing but he also from the bookshop where he works.
5. She as a tough businesswoman by sticking to her principles and never backing down from the competition.

Fixed Phrases (phrases with on)

7 a. Match the fixed phrases with their meanings.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
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<td>d</td>
<td>e</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>working</td>
<td>just in case</td>
<td>due to a belief</td>
<td>impulsively</td>
<td>after re-consideration</td>
<td>intentionally</td>
<td>as planned</td>
<td>only if</td>
<td>independently</td>
<td>with a limited amount of money</td>
</tr>
</tbody>
</table>

b. Now use the fixed phrases to fill in the gaps in the sentences.

1. I don’t think there is a vacancy in the company at the moment, but you could ring my boss on the off-chance.
2. I think I’ll take Sarah to a fancy restaurant for her birthday, let’s have a surprise party at home.
3. Chris owns a line of successful boutiques in the UK and believes it or not, she manages them completely on principle.
4. We’re pleased to announce that our proposed sales figures for the year are right on target.
5. I’d love to go to the house-warming party with you but I’m after re-consideration and really can’t afford a gift.

Phrasal Verbs

8 Match the verbs with the particles to form phrasal verbs and use them in the correct tense to complete the sentences below. Then explain the phrasal verbs in your own words.

1. Her employer's persistent enthusiasm for the new scheme her resistance to it.
2. A trainee his superior's orders quickly and efficiently.
3. The minister with the ceremony despite the noise from the back of the church.
4. At a very young age she determined what her career goals were and set out to them.
5. Unfortunately, the difficulties he was having at work into his personal life.
6. After the shock of being made head manager slowly James went about settling the difficulties between members of his staff.
7. As the day the graduate became more and more excited about the upcoming ceremony.
8. The champion runner liked to joke that he over a hundred pairs of trainers before he won his title.
9. To everyone’s disbelief, the Jamaicans the trophy in the men’s bob-sledding event.
10. I’m sure you’ll get the position. Now stop pacing or you’ll the polish on the floor!
Idioms

9 a. Match items from the two columns to make idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>d</td>
<td>have the world</td>
<td>a</td>
<td>seventh heaven</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>be in</td>
<td>b</td>
<td>the Joneses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>be a feather</td>
<td>c</td>
<td>in one's cap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>have one's head</td>
<td>d</td>
<td>at one's feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>keep on</td>
<td>e</td>
<td>show</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>keep up with</td>
<td>f</td>
<td>to the bone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>keep up with</td>
<td>g</td>
<td>to the top</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>steal the</td>
<td>h</td>
<td>in the clouds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>work one's fingers</td>
<td>i</td>
<td>top of things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>work one's way</td>
<td>j</td>
<td>wrong way</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Now, rewrite the sentences below using one of the idioms from Ex. 9a.

1 Due to the success of her latest CD, the number of opportunities open to the young diva are limitless.

Due to the success of her latest CD, the young diva has the world at her feet.

2 My grandfather, who was a poor farmer, laboured night and day to send his children to university.

3 Nowadays, people are so busy competing with those around them that they forget to enjoy life.

4 His ability to control the goings-on in the large company made him a fantastic manager.

5 Over the years, Sue has steadily improved her position in the law firm.

Communication: Giving and Responding to News

10 a. Unjumble the coloured words to complete the cartoon caption below.

I'm elapsed to inform you that you got your promotion, but I rerteg to inform you that we’re bankrupt.

b. What other phrases for giving good and bad news can you think of?

11 a. Listen to four short extracts. Match the extracts as you hear them with the situations.

A: Promotion
B: Marriage
C: Multiple births
D: Postponing a date

Extract 1
Extract 2
Extract 3
Extract 4

b. Listen again and tick (✓) the phrases that you hear.

Giving News
- I’m afraid I’ve got some bad news.
- I regret to inform you that ...
- You’ll never guess ...
- I hate to tell you this, but ...
- You’re never going to believe this, but ...
- You can’t imagine what happened then!
- I have wonderful news for you.
- I’m pleased to inform you that ...
- There’s a bit of a problem.
- I don’t like to be the bearer of bad news, but ...

Responding to Good News
- You can’t be serious!
- Who’d have ever thought!
- I can’t believe this!
- Wow! That’s fantastic!
- Congratulations!
- You’re joking!
- That’s incredible!
- That’s very good news indeed!

Responding to Bad News
- Oh, no!
- That’s terrible/awful/horrible!
- Oh, what a pity.
- Oh, my. That’s a shame.

c. Which of the phrases are formal and which are informal?

d. Look at the phrases from Ex. 11b again. With a partner, act out dialogues similar to the ones you heard in Ex. 11a, giving and responding to news. Base your dialogues on some of the following situations.

- passing/failing an examination
- losing/winning a match/competition
- a disastrous holiday
- meeting an old friend you had lost touch with
- reading about someone you know in the newspaper
- damaging/losing something
- getting a job
- being promoted/fired
- getting into university

A: I’m afraid I’ve got some bad news.
B: Oh, no. What’s the matter?
A: I’ve just got my chemistry exam results, and I’ve failed.
B: Oh, what a pity. And you worked so hard for it.
Listening & Speaking

Listening – Part 4

Multiple Matching Task

1. a. With a partner, talk about a special moment in your life when you felt very happy.
   - How old were you?
   - What was the situation?
   - Who was with you? How did they feel?

b. Now listen to five people talking about special moments in their lives and do the following two tasks.

   STRATEGY POINT
   - Take advantage of the time you have to look at the questions before you have to listen to the recording. This will help you predict the themes of the listening extracts.
   - Both Tasks 1 and 2 are based on the same extracts. Concentrate on Task 1 in the first listening and on Task 2 in the second listening.
   - There are three items in each task that don’t match with any of the extracts.

Task 1
For questions 1-5, choose from the list (A-H) the person who is speaking.

A  A nurse
B  A lawyer
C  A school leaver
D  A fitness instructor
E  A teacher
F  A sibling
G  A pensioner
H  An actor

Task 2
For questions 6-10, choose from the list (A-H) what topic each speaker is talking about.

A  Getting a job
B  Publishing a book
C  Watching a play
D  Passing an exam
E  Watching a prize-giving
F  Having a baby
G  Finishing university
H  Climbing a mountain

Listen – Part 2

2. a. You will hear a radio news report about ‘Google’, a popular Internet search engine. Before you listen, look at questions 1-8 and in pairs try to predict what kind of information might be needed to complete the gaps.

b. Now listen to the report. For questions 1-8, complete the sentences.

Even the computer giant Microsoft is ____________ of Google’s success.

Two students from Stanford University ____________ Google.

For its success, Google relied on word of mouth, which is one of the oldest methods of ____________ a product.

Google is now the official ____________ engine for the world’s top service provider, America Online.

The reporter mentions a professor, working in the ____________, who was not engaged in serious research but just browsing the Internet.

Like some other well-known brand names, it is now often spelt without a ____________ letter.

The reporter says that browsing the Internet is like ____________ the covers of old books.

‘Google’ is a variant spelling of ‘googol’, a term invented by a mathematician’s ____________ more than sixty years ago.

c. Have you ever used Google? What do you think of it? Tell your partner.

d. What other famous and very successful products do you know of? Why do you think they’re successful? Discuss in pairs.
Celebrations

3 a. Look at the pictures below. Compare two of the pictures, and say what kind of success is portrayed in each one and who you think might be feeling the happiest.

b. Who do you think may have worked the hardest to achieve success?

Achievements

3 a. Look at the pictures below. Compare two of the pictures, and say what kind of success is portrayed in each one and who you think might be feeling the happiest.

b. Who do you think may have worked the hardest to achieve success?

Speaking – Part 2: Compare & Speculate

Comparing
- Both pictures show ...
- In both pictures the people are ...
- Both pictures were taken ...
- The main connection/similarity between these pictures is that ...
- The first picture shows ..., whereas the second one ...
- In the picture on the left ... whereas in the other one ...
- The main/most striking difference between the two pictures is ...
- There are several differences between the pictures: firstly, ...

Speculating
- They could/might/may be ...
- They seem/appear to be ...
- I suppose/assume/imagine that ...
- It could/might/may be that ...
- I can't be sure/certain, but perhaps ...
- Although I can't be sure, perhaps ...

4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:
- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English
- Responding to news

5 In pairs, decide what the other speaker has said and use the expressions below in response.

A: I'm sorry, but your computer can't be fixed.
B: Typical!

Typical!
Good for her.
Alright for some.
Lucky you.
Poor you!

Reading

1 You are going to read an article about happiness. Before you read, in pairs discuss the following.

1 Are the people of your generation generally happier or unhappier than your parents’ generation?
2 Look at the title and introduction to the article. What do you think the writer’s answer to his question will be? Read through quickly and check.

- Get the gist first by looking at the title and reading the text quickly.
- Read the questions and question stems (the actual questions, not the four choices).
- Read the text carefully and underline the parts which are relevant to the questions.
- Choose an answer to each question.

Remember:
- Options which sound a lot like the text (e.g. ones that use words that also appear in the text) are usually wrong.
- Some wrong options may be generally true, but they don’t answer the question or they are not true according to the text.
- Some wrong options are very nearly correct, apart from one word (e.g. an adverb like ‘never’).

2 For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What can be inferred about National Smile Week?
   A Its organisers did not expect it to succeed.
   B It seems to have annoyed some people.
   C It was largely unsuccessful.
   D It was not ambitious enough.

2 Which of the following is implied in the second paragraph?
   A People are getting stingier.
   B People are getting less polite.
   C People are arguing more about politics.
   D People are working longer hours.

3 In the third paragraph the writer says that higher education
   A is only available to a small, privileged group.
   B is available to the whole of the population.
   C is available to far more people than in the past.
   D should only be available to young people.

4 What is the writer referring to when he says ‘the palace can be beamed into our living rooms’? (ll. 28–30)
   A advertising    C politics
   B over-work    D depression

5 An increase in earnings fails to make most people happier because
   A their expenses are incredibly high
   B they realise that’s not where happiness lies.
   C there is always someone who earns more.
   D they don’t have financial problems.
According to the writer, improvements in health care
A made no difference to the public’s mood.
B alleviated some health worries.
C directly led to increased anxiety.
D only caused complex legal issues.

On average, people in their early thirties
A have more friends.
B have happier marriages.
C are better-educated.
D face more problems.

According to the writer, improvements in health care made no difference to the public’s mood. As long as the neighbouring houses are likewise small, it satisfies all the social requirements of a residence. But let there arise next to the little house a palace and the little house shrinks to a hut. With mass media, the palace doesn’t have to be next door – it can be beamed into our living rooms.

Money doesn’t make most of us happy any more. Poor people, understandably, see their life satisfaction rise with income but for most of the population in a country as affluent as ours, any jump-start to well-being from a pay rise quickly wears off. ‘I was window-shopping in the South of France recently and I saw a diamond-studded woolly hat, and I quite fancied it.’ When we get to that stage we should realise that more money isn’t getting us much more in terms of happiness.

But what about health? Surely the virtual elimination of most fatal diseases, rising life expectancy and falling mortality should be cheering us up? Not a bit of it. All that happens is that our expectations rise just as or even more quickly. Objectively, our health is better on almost every count, but this doesn’t translate into our feeling any healthier. We are more aware of our health, so we get more anxious about it. Medicine has become a victim of its own success: having massively reduced the chances of death in childbirth, for example, people are now shocked if a life is lost – and reach for a lawyer. Death was unavoidable – now it is unacceptable.

Like the answer to many great problems, however, the answer to the question of happiness may be quite prosaic: once countries and households are free of material need, the biggest contributor to life satisfaction seems to be a healthy set of personal relationships. The relative happiness of late teenagers and those passing middle age may relate to their spending more time on friendships. The thirty somethings, fighting on the two fronts of work and children, are the most dejected. Those between full-time education and retirement may be spending more time on the activities they think will make them happy – earning and spending – than on those that actually will: spending time with friends and family.

This friend-shaped gap explains the American paradox – why the residents of the richest nation in the world are so glum – according to Professor Robert E. Lane at Yale University. ‘There is a kind of famine of warm interpersonal relations, of easy-to-reach neighbours, of encircling, inclusive memberships, and of solid family life,’ he says.

The secret of happiness? Not money. So leave the lawn, forget your investments and call in sick tomorrow. Do yourself a favour. Phone a friend.

Text Analysis
What does the writer mean by the underlined phrases in the text? Discuss in pairs.

Discussion
a. The author believes that friends make you happy. How far do you agree with this? Discuss in pairs giving reasons.

b. Read lines 7 to 10. (Four out ... time). These statements are based on the results of a survey conducted to see how happy people in Britain are. What do you think the findings of a similar survey would be in your country? Discuss in groups.

c. Make a list of the five most important things which make you feel happy. Compare your list to your partner’s. Which three are the most popular among the class?

Vocabulary Practice
a. Find at least three words or phrases which are synonyms for the word ‘miserable’.

b. Explain the highlighted words.
Use of English

Gerund/Infinitive

1. a. Rewrite the following sentences using a gerund, as in the example.
   1. It takes her ages to put on her make-up.
      Putting on her make-up takes her ages.
   2. It’s nearly impossible for me to do two things at the same time.
   3. It is very frustrating for her to have to deal with such a problem on a Friday afternoon.
   4. It makes me feel really happy to see old people holding hands.

2. a. Fill in the prepositions which usually follow these phrases. Use a dictionary if you wish.
   1. to disapprove 8. to compensate sb
   2. to compliment sb 9. to be guilty
   3. to be ashamed 10. to be obsessed
   4. to apologise 11. to consist
   5. to be involved 12. to object
   6. to discourage sb 13. to protest
   7. to be keen 14. to benefit

   b. Now write a sentence for each phrase, using a gerund after the preposition.
      I strongly disapprove of teenagers returning home after 12.

3. a. Match these phrasal verbs with their meanings.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>take up</td>
<td>a. rely</td>
</tr>
<tr>
<td>give up</td>
<td>b. start (e.g. a hobby)</td>
</tr>
<tr>
<td>block out</td>
<td>c. stop trying</td>
</tr>
<tr>
<td>count on</td>
<td>d. ignore</td>
</tr>
<tr>
<td>make up for</td>
<td>e. compensate</td>
</tr>
<tr>
<td>run through</td>
<td>f. examine</td>
</tr>
</tbody>
</table>

   b. Rewrite the following sentences using the phrasal verbs in Ex. 3a. Use gerunds where possible.
      He's been a stamp collector since he was five.
      He took up stamp collecting when he was five.

   c. Fill in the gaps in the following sentences using the gerund or the infinitive of the verbs in the parentheses.
      1. I enjoy .................................. (live) in Spain, but I do miss .................................. (go) out with my friends.
      2. We agreed .................................. (meet) by the river at 8 o’clock, but they never showed up.
      3. Frank failed .................................. (complete) the course and so he will have to retake it.
      4. I suggested .................................. (go) to the cinema, but Helen said she didn't fancy .................................. (wait) in a queue.
      5. I can’t really afford .................................. (buy) a car this year.
      6. Martha practised .................................. (play) the piano daily, but she seemed .................................. (make) little progress.
      7. Much as I dread .................................. (go) to the dentist, I don’t think I can avoid .................................. (visit) him this time.
      8. She certainly mentioned .................................. (see) Mark, but I don’t remember her .................................. (talk) about Vicky.

4. Fill the gaps in the following sentences using the gerund or the infinitive of the verbs in the parentheses.
   1. I enjoy .................................. (live) in Spain, but I do miss .................................. (go) out with my friends.
   2. We agreed .................................. (meet) by the river at 8 o’clock, but they never showed up.
   3. Frank failed .................................. (complete) the course and so he will have to retake it.
   4. I suggested .................................. (go) to the cinema, but Helen said she didn't fancy .................................. (wait) in a queue.
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   6. Martha practised .................................. (play) the piano daily, but she seemed .................................. (make) little progress.
   7. Much as I dread .................................. (go) to the dentist, I don’t think I can avoid .................................. (visit) him this time.
   8. She certainly mentioned .................................. (see) Mark, but I don’t remember her .................................. (talk) about Vicky.

5. Use the verbs below in their infinitive or -ing form to complete the six rules for achieving success.
   • respect • focus • gain • improve
   • imagine • concentrate

   1. You must .................................. yourself and others around you.
   2. Remember, .................................. on the outcome of your goal is a great motivator.
   3. Try .................................. what your life will be like once you have accomplished your aim.
   4. Build up your motivation levels by .................................. your diet.
   5. You should always .................................. on the job at hand, don’t get distracted.
   6. You need to .................................. control over the everyday events in your life.
You will read a text on unusual ways to celebrate birthdays.

a. Read the article quickly and answer these questions.

1. What sort of activities are mentioned in the article?
2. Do you think the writer is an adventurous person?
3. How would you describe the tone of this article? Why?

b. Now read the article again and for questions 1-12, decide which answer (A, B, C or D) best fits each gap.

Looking for an unforgettable way to celebrate that special occasion? Well, the scale of options open to today’s youngster – or even ‘oldster’ for that matter, is a far cry from the traditional party or restaurant visit. No longer is it sufficient to invite your friends round, buy some food and a baker to produce a cake. No, today’s birthday boy or girl is looking for something out of the ordinary, ranging from the expensive to the downright dangerous. Anything, as long as it is unusual and impressive.

Top of this year’s popular extravagances are as follows: taking some friends rally driving, for helicopter lessons, on a plane trip, parachuting and hot air ballooning. Then, there is group bungee jumping or taking your buddies on a stomach-churning, white water rafting down rapids.

The desire for adventurous celebration is not restricted to the. I recently met an octogenarian who celebrated the milestone of eighty by having a flying lesson.

Of course, if you have the money, the world is your oyster. A well-heeled relation of mine flew fifty of his friends to a Caribbean island to mark the passing of his half century. Unfortunately, I was only a relation!

Undoubtedly, the more traditional forms of celebration do continue to the the milestone of eighty by having a flying lesson. However, with my own half century on the horizon, I wouldn’t say no to a weekend in Paris and a meal at the Eiffel Tower. I can dream. Perhaps by the time I’m eighty I’ll be able to afford it.

Find words or phrases in the text above which are similar in meaning to the following.

1. very different from
2. unusual
3. frightening
4. an important event
5. there is no limit
6. wealthy
7. approaching
8. I would like
9. it’s impossible for me

STRATEGY POINT
- Read the whole text first to get an idea of its theme(s) and content.
- Consider meaning, naturalness and form.
- Style is important; a very formal word is unlikely to fit in an informal passage and vice versa.
8 Put well in front of the verbs in the list, then use them to complete the sentences. Which of the verbs listed best completes the caption?

- brought up
- documented
- spoken
- thought of
- known
- travelled
- mannered

1. She knows a great deal about different cultures. She’s extremely .............................................
2. You must have read his books. He’s a very ............................................. author.
3. He was a quiet, pleasant, ............................................. young man.
4. Her parents had done a marvellous job with her. She was very .............................................
5. You can take little Tony with you anywhere. He’s extremely .............................................
6. Everybody respects him in the community. He’s very .............................................
7. You can find out everything about the development of the Internet. It’s very .............................................

Use of English – Part 3

10 For questions 1-10, use the words in bold to form words that fit in the numbered spaces in the text.

A Chinese wedding

Traditionally a Chinese wedding originated with an elaborate marriage. The most important people in this process were the bride and groom’s parents – not the young people themselves. When the boy’s parents had identified a bride for their son, they sent a go-between to the girl’s house with presents for her parents. If the offer was accepted by the girl’s parents, they sent back a special chart with the date and hour that their daughter was absent. This document would then be placed on the ancestral altar for three days. In the event of any inauspicious omens, such as quarrels, accidents or illnesses in the family, the chart was then given to an astrology expert, to discover whether the bride would make a good wife for their son. Should the expert look carefully on the girl’s horoscope, then a repeat of the whole process took place with the boy’s horoscope. Only after this, would a personal, face-to-face introduction of the two young people be made.

Word Formation

9 a. Complete the following sentences with words formed from the noun alarm.

1. We had to call the doctor. Her temperature was ............................................. high.
2. He’s always spreading rumours that we’re going bankrupt. He’s a real .............................................
3. Her exam results are quite ............................................. Has she had any problems at home?
4. I was rather ............................................. by the message you left, so I came straight over.

b. Complete the following sentences with words formed from the verb impress.

1. It was an ............................................. performance by Henman, who now looks set to win the tournament.
2. He found the art exhibition rather ............................................., saying that he had expected to see more artists from abroad.
3. Jeremy was ............................................. by Shona’s display of anger; after all, he was used to her losing her temper.
4. He was anxious to make a good ............................................. on his fiancée’s parents, so he wore a white shirt and a tie.
5. Tony is only 16 and he is easily influenced by those around him; he’s a rather ............................................. young man.

STRATEGY POINT

- Quickly skim through the whole text to get an idea of the topic and the tenses used.
- Try and identify what part of speech is missing from each gap.
- Remember – in this part of the test, your spelling must be completely accurate.
- Once you have decided on your answers, read through the text again, checking that each word fits grammatically and in terms of meaning.
Gapped sentences

In this section of the Use of English paper you have to look at sets of three sentences. In each set of sentences you must use the same word in exactly the same form to fill all three gaps.

a. Look at the three sentences below and choose the correct option in each sentence. There may be more than one correct option.

1. She only earns a low wage and has trouble having/making/reaching ends meet.
2. All these bright lights and the loud noise are making/turning/causing my head spin.
3. Are you having/baking/making another chocolate cake?

b. Which is the only word which can fit in all three sentences? ..........

STRATEGY POINT

- For questions 1-5, think of one word which can be used appropriately in all three sentences.

0. I can't talk now; I'm trying to do my homework.
   Will you do me a favour?
   You'd better help little Anne to do up her shoe laces.

1. You can .......... on Joe to help you out if you're in trouble.
   When I can't sleep, I always .......... sheep and that puts me to sleep straight away.
   You escaped from the accident with only a few bruises; I think you should .......... yourself lucky!

2. The weather is almost tropical .......... in the south of the country.
   Andrew seems very cold and hard, but deep .......... he's a real softy!
   The butler went .......... to the cellar to fetch a bottle of wine.

3. On a roundabout you must give .......... to drivers approaching from the right.
   The only .......... to find out the truth is to ask him directly.
   Colin stopped to make some photocopies on his .......... to the meeting.

4. The cat didn't appear to .......... any ill effects after its swim in the bath!
   A tour guide will .......... us round the important sites of the city.
   This rain doesn't .......... any signs of stopping, does it?

5. What's the .......... of hanging the clothes out to dry now that it's raining?
   I think a little fresh air will do you .......... if you have a headache.
   This time Harry is leaving for ..........; he's handed in his notice.

Use of English – Part 4

- Read through all three sentences quickly to identify what part of speech is required.
- Remember that in each set of three sentences the missing word will always be the same part of speech (adjective, verb, noun, etc.).
- Now read each sentence again very carefully.
- Make a note of any words which you think might fit each gap. The missing word could be part of a collocation, set phrase, phrasal verb, etc.
- You may have several possibilities for each gap.
- Check the words you have noted against each gap until you find one which fits all three sentences.
- When you think you have found the correct word, read each sentence through again very carefully with your chosen word in each gap. The missing word must fit the gap in each of the three sentences grammatically. Is it the right part of speech? Is it part of a collocation or phrasal verb, etc.? It must also fit in terms of meaning. Do each of the three sentences make sense?
According to the results of our recent survey, people the world over are happy with their lives.

- 9 out of 10 people said they were happy with the level of education available to them.
- Over three quarters of those who responded are happy with their jobs.
- The majority of people are happy with city life.
- Although they would not say no to more money, most people claim that they have enough to live comfortably.
- Public transport is, people say, excellent.

Part One of the CAE Writing paper is a compulsory writing task which is based on reading input. It is important that you follow the instructions carefully and use the information you are given. You must write between 180 and 220 words.

b. Look at the situations below and, for each one, imagine that you have to write a letter expressing your objection. Use the phrases above to suggest sentences that would be suitable.

A. You have just seen a TV documentary which was very critical of your home town.
B. You have recently heard that the college where you study English is planning to increase its fees.
C. The government has announced plans to close down the only remaining hospital in your town.
D. The local authorities have recently released plans to build a new office complex on fields near your home.
E. You recently read an article accusing people in your country of not caring about the environment.

Understanding the Rubric

Part One of the CAE Writing paper is a compulsory writing task which is based on reading input. It is important that you follow the instructions carefully and use the information you are given. You must write between 180 and 220 words.

2 a. Read the rubric and reading input below, paying careful attention to the underlined words and phrases.

Your English class recently read the article below, taken from an international students’ magazine. Many members of your class felt that the comments in the article did not apply to your country. Your teacher has asked you to write to the editor of the magazine, explaining why you feel the article is not representative of your country.

Write your letter in 180-220 words.

Vocabulary

1 a. Use the phrases given to fill in the gaps in the sentences below, as in the example.

- take issue with  •  in addition to this
- is concerned  •  voice my concern about
- expressed the opinion that  •  with regard to
- views contained  •  which appeared in

1 I would also like to take issue with the statement made by your journalist that the students of the college are to blame for this situation.
2 I am writing to complain about the article .................. yesterday’s issue of your newspaper.
3 I am writing to ................................................................ to the proposed changes to the education system in the district.
4 The ................................................................. in your report were extreme and unfounded.
5 The writer .............................................................. the project was a failure.
6 ........................................................................, you should consider the enormous progress that has been made.
7 ........................................................................ the effect on the public, I feel that this will be considerable.
8 As far as the committee ........................................, they have done everything in their power to see that this unfortunate event is not repeated.
Dear Sir/Madam,

I am writing 1).................................. the article entitled ‘Everything’s just perfect, thanks!’ which recently appeared in your magazine. My fellow students and I wish to express our disagreement with the views contained in the article.

2).................................., we find it difficult to believe that such a large number of people are satisfied with the education system and with their working conditions. This is certainly not the case here, where many people have complaints about the poor standards of education. 3).................................., lack of job satisfaction is known to be among the greatest causes of stress in this country. 4).................................., it certainly is not true that most people are happy with public transport. 5).................................., one of the most commonly heard complaints is that there are insufficient buses and trains. It is a well-known fact that our public transport system is seriously under-funded and our roads are heavily congested. And, as far as city life is concerned, a significant percentage would move if they had the opportunity. 6).................................., we feel it is unrealistic of you to claim that most people have enough money to live on. Were this so, widespread poverty would not be an issue. 7).................................., we found your article to be extremely subjective. We look forward to reading more objective reporting in future issues.

Yours faithfully,

Mark Wiseman

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Analysing the Model

3 Read the model on the right and use the words/phrases to fill in the gaps. Suggest alternatives which could be used in their place. Then answer the questions that follow.

- furthermore  •  secondly  •  finally  •  to conclude
- in fact  •  first of all  •  with reference to

1 Does the introduction clearly state the reason for writing? What other information is included in the first paragraph?
2 – Does the first sentence of each main body paragraph clearly state the topic of that paragraph?
– How does the writer support each of these sentences?
– Which point(s) from the reading input does the writer address in each paragraph?
3 How does the writer conclude the letter?

4 How strongly does the writer feel about the points he makes? Find examples of words or phrases which helped you to decide. Then suggest how the letter could have been written more or less forcefully.
5 Complete the following sentences using ideas of your own.
- I find it difficult to believe that ..................................
- It certainly is not true that ..................................
- It is a well-known fact that ..................................
- I feel it is unrealistic ..................................
Formal and Informal Style

How formal your letter needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your letter (in other words, you should not mix very formal expressions with very informal ones). Study the guidelines.

Formal style includes:
- sophisticated vocabulary
- impersonal tone
- more frequent use of the passive voice
- complex grammatical constructions
- formal linking devices
- advanced vocabulary

Informal style includes:
- colloquial (spoken) and idiomatic English
- personal tone/direct address
- less frequent use of the passive voice
- less complex grammatical constructions
- simple linking devices
- less advanced vocabulary
- contractions

Look at the formal expressions on the left, which have all been taken from the model. Match them with their less formal equivalents.

A
1. I am writing
2. such a large number of
3. I thought I'd drop you a line
4. express my disagreement
5. is seriously under-funded
6. an opportunity
7. entitled

B
a. say how much I disagree
b. chance
c. I thought I'd drop you a line
d. everyone knows
e. which was called
f. so many

g. it can't be right that
h. wrong
i. doesn't have enough
j. a lot of people

4. Look at the formal expressions on the left, which have all been taken from the model. Match them with their less formal equivalents.

5. a. Read the sentences below and say whether they are formal or informal. Then suggest who the target reader might be.

1. It is a well-known fact that the school is seriously under-funded.
2. In the article which was called ‘A National Disgrace’, the information was wrong.
3. A lot of people would do this if they had the chance.
4. It can’t be right that so many people believe this.
5. I am writing to express my disagreement with the opinions in last night’s ‘Agenda’ on BBC2.

b. Now, using phrases from Ex. 4, and making other necessary changes, re-write the sentences in a different style. Discuss the effects that the different styles would have on the readers.
Beginnings and Endings

FORMAL LETTERS
Remember that formal letters begin and end with either:
Dear Sir/Madam, → Yours faithfully, or
Dear Mr/Mrs/Ms Smith, → Yours sincerely,
All formal letters begin with the reason for writing – e.g. I am writing to request .../inform you .../complain about .../apologise for .../apply for .../etc.
In addition, you can include one or more of the following:
• who you are – e.g. I am writing on behalf of my English class ...
• a reference to something you have seen or read – e.g. I am writing in response to your article in last Tuesday’s issue of Education News.
• details of place, time, people spoken to, etc, e.g. ... while I was attending the seminars for students on 4th May.
Depending on the reason for writing, letters can end with one or more of the following:
• A summary of the main body
• A reiteration of the reason for writing
• A reassurance
• A reference to future action
• An expression of gratitude

INFORMAL LETTERS
Informal letters usually begin and end with first names in the following way:
Dear John, → Lots of love, Susan
Dear Margaret → Take care and write soon, Bill.
Informal letters can begin with the reason for writing, e.g. I thought I would write to let you know about this fantastic new course that’s being offered.
Alternatively, they can begin with an informal greeting, e.g. How are you doing?
The closing comment depends on the content of the letter – e.g. Write soon and let me know what you think./Why don’t you give it a try?/etc

8 Match the beginnings and the endings below and identify the techniques which have been used. Then say which letter:

- is informal ............
- is to a newspaper ............
- is applying for a job ............

A Dear Mr Wooster,
    I am writing in my capacity as secretary of the college social club to say how concerned we were to read about the decisions taken at the committee meeting held on the fourth of last month.

B Dear Mark,
    I am writing to let you know about a marvellous opportunity that I have heard about and that I think is exactly what you’re looking for.

C Dear Sir/Madam,
    I am writing to express my interest in the position of part-time library assistant that I saw advertised in your newsletter dated 13th June.

1 As I’ve said, this really is too good a chance to let slip by. I honestly don’t think it will be very difficult for you of all people to qualify. So why not give it a go? Write and let me know how you get on.
   Say hello to everyone for me,
   Lots of love,
   Jill

2 I hope that you will consider me for the post. I enclose a copy of my CV, together with two letters of reference. I look forward to hearing from you and having the opportunity to discuss this matter further.
   Yours faithfully,
   Kate Lowe

3 I trust you will give this issue your urgent consideration and will take the opinions of the students into account. Thanking you in anticipation for your cooperation on this matter.
   Yours sincerely,
   Graham Wiseman
9 Read the rubrics and underline the key information. Then answer the questions that follow.

A You recently read the article below in a magazine.
You feel very strongly about the content of the article and have decided to write to the editor of the magazine which published the article.

Write your letter in 180-220 words.

IT’S A STUDENT’S LIFE
by English in Action writer, James Faraday

They live off other people’s money. They don’t even know the meaning of the word ‘work’. And they contribute nothing at all to society. Who am I talking about? Students, of course.

As far as I’m concerned, today’s students are lazy, unproductive individuals who do nothing but sit around all day listening to CDs and spending their parents’ hard-earned money. Then, when that’s all gone, they turn to the taxpayer to support them in their lives of luxury.

I wouldn’t mind, but they dare to complain that they are overworked and that they suffer from stress. All I can say is that they are going to have a shock when they finally enter the real world. Then they’ll realise what work and stress really mean.

B One of your classmates, who has only recently moved to the area, gave a class presentation about the town/city where you all live. You found that the information in the presentation badly represented the area and you have decided to write an e-mail to your classmate explaining what you think and how you feel about your town/city.

Write your e-mail in 180-220 words.

1 What do you have to write?
2 Who is/are the target readers?
3 How formal does your writing need to be?

4 How will you begin and end your letter?
5 What information will you include in the main body?
6 Think of appropriate topic sentences for your main body paragraphs. How will you support your topic sentences?

10 Portfolio: Using the information you have learned in this unit, write one of the tasks you discussed above.
Lead-in

1. a. What does the title of the unit mean? In what sense is each picture an escape? What might the people be escaping from?

b. Do you ever feel the need to escape from one or more of the following? How do you do it? Discuss in pairs.
   - city/village life
   - family/friends
   - routine
   - school/work
   - the weather

2. a. Complete the questionnaire below and compare your answers to your partner’s, adding details.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What is an ideal night out for you? (Tick more than one item if you wish.)</td>
<td></td>
</tr>
<tr>
<td>Dinner at a restaurant</td>
<td>Clubbing</td>
</tr>
<tr>
<td>Live concert</td>
<td>Theatre</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>2 When you stay in for the evening, how do you relax? (Tick more than one item if you wish.)</td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td>Cooking</td>
</tr>
<tr>
<td>Video games</td>
<td>Internet</td>
</tr>
<tr>
<td>Radio</td>
<td>Reading</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>3 On average, how much do you spend on entertainment per month?</td>
<td></td>
</tr>
<tr>
<td>than £20</td>
<td>£20-£50</td>
</tr>
<tr>
<td>£51-£100</td>
<td>more than £100</td>
</tr>
</tbody>
</table>

b. Listen to a radio report about how people in the UK responded to the questionnaire in Ex. 2a and complete the sentences.

1. People aged .................................. prefer clubbing.
2. The theatre was more popular with ....................
3. When staying at home, over ............................... per cent of people said they usually ............... .
4. The average person spends about ......................... per month on entertainment.

c. What do you think the results of a similar survey would be in your country? Discuss in pairs.

3. Have you ever been on any of the following types of holiday?
   - adventure
   - backpacking
   - camping
   - cruise
   - hiking
   - package
   - pony-trekking
   - sailing
   - sightseeing
   - skiing
   - touring

With a partner, discuss:

- What might be the good and bad points of the above types of holiday?
- In what ways can holidays exhaust rather than refresh us?
- What items are essential for going on holiday?

4. **THINK!** Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

   'Some people, for the sake of getting a living, forget to live.'
   *Margaret Fuller (US journalist & essayist)*

   'A perpetual holiday is a good working definition of hell.'
   *George Bernard Shaw (Irish dramatist and writer)*
Reading

1. a. You will read an extract from an article on J.R.R. Tolkien’s *The Lord of the Rings*. What do you know about *The Lord of the Rings*? Have you read the book or seen any of the films? What did you think of them? Discuss in pairs.

   b. Before you read, look at the title and the introduction to the article. Which of the following statements do you expect the writer to agree with? Discuss in pairs.

   1. Many academics think *The Lord of the Rings* is an overrated novel.
   2. *The Lord of the Rings* is more realistic than other fantasy novels.
   3. The reason why the book is so successful is hard to explain.
   4. The book’s style is very unusual for a 20th century novel.

   c. Now read the article to check your answers.

   d. Read the passage and for questions 1-7, choose the answer (A, B, C, or D) which you think fits best according to the text.

   

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**The Book of the Century**

*A classic of our times or an escapist yarn? Although its popularity is unparalleled, some intellectuals dismiss *The Lord of the Rings* as boyish fantasy. Andrew O’Hehir defends Tolkien’s ‘true myth’ as a modern masterpiece, and attempts to discover the secret of its success.*


Attitudes in America are arguably more relaxed about this kind of thing. No one from the American educated classes expressed much dismay when a 1999 poll of American online bookseller Amazon.com customers chose *The Lord of the Rings* as the greatest book not merely of the century but of the millennium. Tolkien’s book is so deeply ingrained in popular culture, after all, that a great many of today’s American academics and journalists probably still have those dog-eared paperbacks they read avidly in eighth grade with their hallucinatory mid-1970s cover art, stashed somewhere in the attic.

Furthermore, members of the U.S. intelligentsia fully expect to have their tastes ignored, if not openly derided, by the public at large. To some American intellectuals it seems gratifying, even touching, that so many millions of readers will happily devour a work as complicated as *The Lord of the Rings*. Whatever one may make of it, it’s a more challenging read than *Gone With the Wind* (runner-up in the Amazon survey), not to mention *Harry Potter* and the Sorcerer’s Stone (fifth place).

Hugely ambitious in scope, *The Lord of the Rings* occupies an uncomfortable position in 20th century literature. Tolkien’s epic poses a stern challenge to modern literature and its defenders. (Tolkien on his critics: ‘Some who have read the book, or at any rate have reviewed it, have found it boring, absurd, or contemptible; and I have no cause to complain, since I have similar opinions of their works, or of the kinds of writing that they evidently prefer.’) Yet *The Lord of the Rings* has enjoyed massive and enduring popularity. It would seem that Tolkien’s work supplied something that was missing among the formal innovations of 20th century fiction, something for which readers were ravenous. But what was it, and why was it important?

Answering this question properly would probably require a book rather than an article. But it seems that the crux of the matter lies in Tolkien’s wholehearted rejection of modernity and modernism. This is what so powerfully attracts some readers, and just as powerfully repels others. In his book *J.R.R. Tolkien: Author of the Century*, T.A. Shippey expands on this notion by arguing that Tolkien saw his realm of Middle-earth not as fiction or invention, but as the recovery of something genuine that had become buried beneath fragments of fairy tale and nursery rhyme.

‘However fanciful Tolkien’s creation of Middle-earth was,’ Shippey writes, ‘he did not think that he was entirely making it up. He was “reconstructing”, he was harmonising contradictions in his source texts, sometimes he was supplying entirely new concepts (like hobbits), but he was also reaching back to an imaginative world which he believed had once really existed, at least in a collective imagination.’

The book is also deeply grounded in Tolkien’s linguistic expertise—he invented whole languages for his characters. Sometimes he became so absorbed in the creation of languages, in fact, that he put the story itself aside for months or years at a time, believing he could not continue until some quandary or inconsistency in his invented realm had been resolved. But Tolkien’s immense intellect and erudition is not the source of his success; without his storytelling gift, *The Lord of the Rings* would be little more than a curiosity. And this gift seems to stem straight from his refusal to break from classical and traditional forms.

Tolkien himself often spoke of his work as something ‘found’ or ‘discovered’, something whose existence was independent of him. It’s wise to tread lightly in this sort of interpretation, but it seems clear that 60 he believed his work to be something given, something revealed, which contained a kind of truth beyond measure. As a result, his details have the weight of reality, linguistic and otherwise, and because of this his great sweep of story feels real as well; you might say that his imaginary castles are built with a certain amount of genuine stone. 65 Other writers’ fantasy worlds are made up. Tolkien’s is inherited.
When *The Lord of the Rings* was voted the greatest book of the 20th century,
A many Americans were annoyed.
B some people didn’t believe it.
C some people found the fact shocking.
D American academics disagreed.

It is implied in the second paragraph that *The Lord of the Rings*
A is more popular in the States than in the UK.
B is taught in many schools throughout the world.
C is mainly appreciated by academics and journalists.
D is mostly read by school children.

What do we learn about *Gone With the Wind*?
A It was once more popular than *The Lord of the Rings*.
B It is seen as more challenging than *The Lord of the Rings*.
C It was voted one place behind *The Lord of the Rings*.
D It is more touching than *The Lord of the Rings*.

What was Tolkien’s reaction to criticism of *The Lord of the Rings*?
A He felt it was unjustified.
B He wasn’t bothered by it.
C He couldn’t understand it.
D He partly agreed with it.

According to Shippey, Tolkien believed that the world he described
A was full of unresolved contradictions.
B was completely accurate, historically.
C was imaginative but not pure fantasy.
D was as incredible as his sources.

Making up languages for *The Lord of the Rings*
A helped Tolkien to take the story forward.
B was more interesting to Tolkien than writing the story.
C was sometimes rather frustrating for Tolkien.
D resulted in lengthy interruptions to Tolkien’s writing.

According to the writer of the article, the details in Tolkien’s work
A are sometimes rather difficult to follow.
B make the story seem more realistic.
C include some modern elements.
D can be interpreted in many different ways.

**Vocabulary Practice**

1 Explain the highlighted words in the text.

**Text Analysis**

3 a. What does the writer mean by the underlined parts?

1 Tolkien’s book is so deeply ingrained in popular culture ... (ll. 11-12)
2 ... so many millions of readers will happily devour a work as complicated as ... (ll. 18-20)
3 The book is also deeply grounded in Tolkien’s linguistic expertise ... (l. 49)
4 It’s wise to tread lightly in this sort of interpretation ... (ll. 59-60)

b. Read the first paragraph again and in pairs, act out the dialogue between Susan Jeffreys and her colleague.

**Discussion**

4 What works of fiction have you read recently? What did you like or dislike about them? Discuss in pairs.
**Language Focus**

**Escape**

1. Underline the correct word in the sentences. What kind of 'escape' are they related to?

- going
  - on a fishing trip
  - on a picnic
  - hiking
  - to a museum/gallery
  - to the cinema
  - to a rock concert
  - on a cruise
  - close friends over
  - a table for two
  - a weekend break

1. After I was assigned my own personal (instructor, advisor, tutor), he showed me around the gym and explained how the equipment worked.
2. The fishing (tent, hostel, lodge) was conveniently located within walking distance of a well-stocked lake.
3. We enjoyed a lovely packed lunch in the refreshing (isolation, barrenness, solitude) of the fragrant wood.
4. The group opened their concert with a rousing (rendition, edition, translation) of the hit song that had made them famous.
5. The film was a real (cliff-hanger, blockbuster, box office hit) – it had the audience gasping in suspense till the very end.
6. After his 10-mile (pilgrimage, trek, voyage) over rough terrain, John was glad to see the inn come into view.
7. The (dean, curator, prefect) showed the visitors the new exhibits that had been donated to the permanent collection.
8. We stood on the (platform, deck, stage) of the liner as it pulled away from the pier.

**Weekend Pleasures**

2. a. Tick (✓) the boxes to form phrases. Can you think of one more phrase to go under each heading?

- book
dohave
take
time to relax
- it easy
- an on-line crossword
- a soothing bath
- tickets for a match
- an extravagant dinner
- a party
- close friends over
- a table for two
- a weekend break

b. Discuss your weekend plans with your partner.

A: What have you planned for the weekend?
B: I'm not sure, but on Friday night I thought I might ...

**Pastimes**

3. a. Underline the word which best completes each sentence. To what pastime is each group of words related? Can you add one more word?

- Positive
  - I'd be really pleased/excited/deighted.
  - I'd be over the moon!
  - I'd be on top of the world!
  - I'd be extremely thrilled!

- Negative
  - I'd be really frightened/bored/disappointed.
  - I'd be scared to death.
  - I'd be bored stiff.
  - I'd be absolutely terrified.

1. After missing an easy shot, the player threw her (net/racket/court/umpire) angrily on the ground.
2. He spends hours in his (camera/darkroom/lens/tripod) every evening developing rolls of film.
3. Place your foot in the (saddle/stirrup/bit/bridle) and swing your other leg over the horse's back.
4. Because of her fear of heights and the swinging motion of the seats, Linda has never been persuaded to get on a (carousel/roller coaster/big wheel/water slide).
5. My grandmother is a fanatic about her favourite (documentary/chat show/soap opera/cartoon); she laughs and cries with the actors as though they were real people.
6. Be sure you drain the spinach in the (whisk/grater/saucepan/colander) before you spread it over the sheets of pastry.
b. What do you like doing in your free time? Use phrases from the language box to discuss in pairs, as in the example.

A: What do you like doing in your spare time?
B: Personally, I like ... What about you?
A: I don’t think I’d fancy that. However, ...

Build Up your Word Power

The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

- silent<audible<raucous<deafening
- mild<chilly<wintry<freezing
- agreeable<disconcerting<distressing<harrowing
- undemanding<challenging<daunting<gruelling

1. The sound of the fisherman’s voice was barely audible over the roar of the waterfall.
   - The couple’s ................................................. laughter destroyed the romantic atmosphere of the elegant restaurant.
   - The studio was ............................................... as the young artist worked at her sculpture.
   - The roar of applause at the end of the concert was ................................................. .

2. The film is full of violence – I found that seeing it was such a ................................................. experience that I came out of the cinema feeling completely drained.
   - To my relief, the long train journey was more ................................................. than I had expected.
   - It was slightly ................................................. to see that everyone else at the party was younger than me.
   - It was really ............................................... to see the terrible poverty endured by people living in the shanty town.

3. It’s quite a(n) ................................................. book, not quite relaxing enough for bedtime reading.
   - After the ............................................... seven-hour climb, the mountaineers were absolutely exhausted.
   - If you’re not up to strenuous sports, try a(n) ................................................. activity like gentle walking.
   - To reach safety, the survivors were faced with the ............................................... prospect of a fifty-mile trek through uncharted jungle.

4. The ............................................... temperatures of the lake make it unsuitable for snorkelling without a wetsuit.
   - Although it was slightly ............................................... , we enjoyed our sleigh-ride enormously.
   - The ............................................... conditions made the race track very wet and slippery.
   - If the weather remains ............................................... , I’m going to plant my garden at the end of the week.

5. a. Study the theory box. Then fill in the gaps with an appropriate adverb from the theory box.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>To tell the truth, I think I prefer stamp collecting to gardening.</td>
<td>I don’t like skating at all. I like skiing far better.</td>
</tr>
<tr>
<td>Personally, I like reading better than watching TV.</td>
<td>Television doesn’t really hold my interest. I’d much rather go to the theatre.</td>
</tr>
<tr>
<td>On balance, I’d prefer to listen to some good music rather than play the piano.</td>
<td>I’m afraid pottery isn’t my cup of tea I prefer sculpting.</td>
</tr>
<tr>
<td>Given the choice, I’d sooner watch a video than go to the cinema.</td>
<td>I don’t think I’d fancy that. However, embroidery might be nice.</td>
</tr>
</tbody>
</table>

Most adjectives can be made more emphatic by using adverbs with them, e.g. really/very good, absolutely/totally amazing. Some adverbs collocate with both gradable and non-gradable adjectives, e.g. really good/amazing. However, not all adverbs and adjectives collocate, e.g. very/really interesting. Not totally interesting...

1. .................. fantastic 6. ............ disappointing
2. .................. unparalleled 7. ............ brilliant
3. .................. absurd 8. ............ commercialised
4. .................. intelligent 9. ............ intense
5. .................. exhilarating 10. ............. soothing

b. In pairs, use phrases from Ex. 5a to ask and answer questions about the best and worst CDs you have ever heard/books you have ever read, etc.

A: Have you heard the new Eminem CD?
B: Do you mean ‘8-Mile Rd’?
A: Yes, and it’s absolutely fantastic!
Language Focus

Collocations

6 a. Match the pairs of adjectives to the nouns.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>pristine/littered</td>
<td>a traffic</td>
</tr>
<tr>
<td>temperate/extreme</td>
<td>b regulations</td>
</tr>
<tr>
<td>delicate/fragrant</td>
<td>c climate</td>
</tr>
<tr>
<td>gnarled/blackened</td>
<td>d branches</td>
</tr>
<tr>
<td>sparkling/winding</td>
<td>e coastline</td>
</tr>
<tr>
<td>heavy/slow-moving</td>
<td>f blossoms</td>
</tr>
<tr>
<td>fanciful/literal</td>
<td>g stream</td>
</tr>
<tr>
<td>unjustified/strict</td>
<td>h interpretation</td>
</tr>
</tbody>
</table>

b. Now use one adjective from each set to complete the sentences below.

1. The .................................................. blossoms filled the air with a delightful perfumed scent.
2. The ................................................... traffic was further hampered by large crowds of sightseers.
3. Only by enforcing .......................................................... regulations was it possible to keep the forest safe from carelessly caused fires.
4. The ............................................... coastline is off-limits to boaters and fishermen.
5. Critics were not impressed with the reviewer's ......................................... interpretation of such a serious book.
6. Bright green moss hung in sheets from the ....................... branches of the old apple tree.
7. The sun shone brightly on the .................................... stream that ran parallel to the road.
8. The ..................................................... climate of the Arctic has little to offer tourists in search of a suntan.

Idioms

7 a. Match items from columns A and B to make idioms. Then use some of them, in their correct form, to complete the sentences.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring the</td>
<td>a of one's seat</td>
</tr>
<tr>
<td>read somebody</td>
<td>b the lines</td>
</tr>
<tr>
<td>face the</td>
<td>c house down</td>
</tr>
<tr>
<td>let one's</td>
<td>d beaten track</td>
</tr>
<tr>
<td>off the</td>
<td>e shoestring budget</td>
</tr>
<tr>
<td>on a</td>
<td>f music</td>
</tr>
<tr>
<td>on the</td>
<td>g house</td>
</tr>
<tr>
<td>on the edge</td>
<td>h like a book</td>
</tr>
<tr>
<td>paint the</td>
<td>i hair down</td>
</tr>
<tr>
<td>read between</td>
<td>j town red</td>
</tr>
</tbody>
</table>

1. Travellers differ from tourists in that they prefer getting .................................................. to holidaying at popular holiday spots.

b. Look at the cartoon below. Complete the caption with one of the idioms from Ex. 7a. Can you explain what it means?

AND WHEN I GET YOU OUT OF THERE, WE’LL TURN THE PLACE INTO A DISCO, WHERE YOU CAN REALLY

... 


c. Sketch a picture for another one of the idioms from Ex. 7a. Show it to the class and see if they can guess which idiom you have drawn.

Fixed Phrases (phrases with at)

8 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

• at least • at large • at last • at present
• at a loss • at times • at odds with
• at a standstill • at a glance • at a loose end

1. The trip wasn’t all bad. The good thing was that we got to visit plenty of interesting ruins. At least

2. I’m very busy at work right now, but when things relax a bit I’m going to go on a cruise.

3. Dave is quarrelling with John over what CDs to bring to the graduation party.

4. Although I love getting lost in a good novel, now and then I just like to sit and listen to classical music.
a. Match the phrasal verbs in the sentences with their meanings from the list below. Which phrasal verb matches the picture?

- save
- bear
- erect, pitch
- embark
- cause as an expense
- criticise
- cause sb pain
- replace
- postpone
- continue, develop

b. In pairs, make sentences of your own using any four of the phrasal verbs in Ex. 9a.

---

Communication: Making and Responding to Suggestions

10 a. Study the language box. Which sentences are formal? Which are informal?

<table>
<thead>
<tr>
<th>Making Suggestions</th>
<th>Responding Positively</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think we should …</td>
<td>You’re probably right.</td>
</tr>
<tr>
<td>Would you be interested in … ?</td>
<td>Sounds perfect.</td>
</tr>
<tr>
<td>I thought perhaps you might like to … ?</td>
<td>That’s a great idea.</td>
</tr>
<tr>
<td>I was thinking it would be nice …</td>
<td>That would be lovely.</td>
</tr>
<tr>
<td>It would be a nice change if …</td>
<td></td>
</tr>
<tr>
<td>So, what do you think?</td>
<td></td>
</tr>
<tr>
<td>What about … ?</td>
<td></td>
</tr>
<tr>
<td>Maybe we could … ?</td>
<td></td>
</tr>
<tr>
<td>How about … .?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding Negatively</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t think that …</td>
</tr>
<tr>
<td>Well, I don’t know.</td>
</tr>
<tr>
<td>I’m not sure that’s such a good choice.</td>
</tr>
<tr>
<td>Perhaps it would be better if …</td>
</tr>
<tr>
<td>No, I’m afraid that wouldn’t be appropriate.</td>
</tr>
</tbody>
</table>

b. Study the example, then, in pairs, use phrases from Ex. 10a to act out similar dialogues on the following situations.

A: I think we should go and see the film about … . I love films that …
B: Perhaps it would be better if … because …

1 Your best friend and you have just finished with your final exams and want to do something special to celebrate. Discuss where you might go.

2 Your boss is retiring after 30 years with the same company. You and your colleague are in charge of the party. Discuss where to have the party and what might be an appropriate gift.

Interrupting

11 Study the table, then in pairs act out short exchanges, as in the example.

Student A, start telling your partner about a film, a book, a play, a CD, an excursion, an activity, etc. Student B interrupt, using language from the table. After a few exchanges, swap roles.

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just a second …</td>
<td></td>
</tr>
<tr>
<td>Yes, but …</td>
<td></td>
</tr>
<tr>
<td>Hold on a minute …</td>
<td></td>
</tr>
<tr>
<td>Sorry, but …</td>
<td></td>
</tr>
<tr>
<td>Wait a second …</td>
<td></td>
</tr>
<tr>
<td>If I could just say something …</td>
<td></td>
</tr>
<tr>
<td>Could I just cut in here …</td>
<td></td>
</tr>
<tr>
<td>Excuse me, but …</td>
<td></td>
</tr>
<tr>
<td>I’m sorry to interrupt, but …</td>
<td></td>
</tr>
</tbody>
</table>

A: Let’s go see the new Oliver Stone film, it’s …
B: Just a second, isn’t that supposed to be very violent?
Listening & Speaking

Listening – Part 1

1 a. You will hear three different extracts. Look at questions 1-6 below and make a note of what you think each extract will be about.

Extract One …………………………………………..
Extract Two …………………………………………..
Extract Three …………………………………………..

b. Now listen to the extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

STRATEGY POINT
• In the first part of the Listening test you will hear three short unrelated extracts (the extracts are not connected – each one is on a different topic). You will hear each extract twice.
• Quickly read through the questions before the listening test begins. This is very important, as it will give you an idea of what the listening text is about and help you to predict possible answers.
• Complete the answers you can on the first listening and use the second listening to complete the remainder of the questions and check your answers.

Extract One
You hear two people discussing a new restaurant.

1 What does the man think about the award which the restaurant has won?
   A He thinks it is well-merited.
   B He thinks that the restaurant does not deserve the award.
   C He thinks that only the chef should have won an award.

2 Which of the following left the worst impression on the man?
   A The food
   B The service
   C The decor

Extract Two
You hear part of an interview with an occupational therapist.

3 What does the woman say about autism?
   A It is a condition which affects a person’s ability to relate to their environment.
   B Only young boys develop autism.
   C People suffering from autism are a danger to others.

4 What does the woman’s job involve?
   A She studies brain functions and communication skills.
   B She provides practical solutions for children with a particular mental disability.
   C She helps problem children to reduce aggression towards their family.

Extract Three
You hear two teachers discussing a new creative writing course.

5 Why does Ella believe that using drama in the classroom is useful?
   A It allows students to develop their sense of identity.
   B It raises students’ awareness of scientific issues.
   C It develops writing skills more fully.

6 What does Ella say is the main advantage of teaching science-fiction material?
   A It teaches students about important scientific concepts.
   B It helps students to generate more ideas.
   C It encourages students to do further reading.

Listening – Part 4

2 a. Look at the following quotation. How far do you agree with it? Discuss in pairs.

‘If a man never relaxed, he would go mad without knowing it.’

Hephaestus (Ancient Greek historian)

b. Now listen to five people talking about their favourite ways of relaxing and do the following two tasks.

Task 1
For questions 1-5, choose from the list (A-H) the person who is speaking.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A computer programmer</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>An airline pilot</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>A navy officer</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>A student</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>A businessman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>A chef</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>A musician</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>A factory worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 2
For questions 6-10, choose from the list (A-H) which topic each speaker is talking about.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Watching a video</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Eating out</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Shopping</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Cycling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Going to the cinema</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Playing the piano</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Cooking</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Do you enjoy any of the activities in Task 2? Are there any you don’t enjoy? Tell your partner.
Do not worry if you can’t reach an agreement with your partner, but make sure that you demonstrate your ability to explain and discuss your opinions.

3 Look at these pictures showing ways in which people relax. Talk to each other about how each of the activities shown help people relax. Then decide which one would be most suitable for a student.

**STRATEGY POINT**
Do not worry if you can’t reach an agreement with your partner, but make sure that you demonstrate your ability to explain and discuss your opinions.

**Useful language: Expressing your thoughts**
- In my view/opinion ...
- I’m inclined to believe that ...
- What I think is ...
- My opinion/view is that ...

**Useful language: Inviting a response**
- What do you think?
- What’s your feeling?
- What are your thoughts?
- What’s your reaction?

4 Discuss the following questions together.

**STRATEGY POINT**
- Make sure you expand your answers (brief ‘yes-no’ answers tell the examiners nothing about your ability).
- Support your statements with reasons and examples.
- Talk about your own experiences whenever they are relevant.
- The examiners are not assessing your ideas or your beliefs, but your command of English. Don’t be afraid to say what you think.

1 What is your favourite way to relax?
2 How difficult is it to find time for yourself?
3 Some people say that a change is as good as a rest. How far do you agree?
4 Is it always a good thing to be able to forget your problems?
5 How do you think entertainment will change over the next 50 years?

5 Listen to two candidates doing the speaking tasks in Exs. 3 & 4 and compare their performance to that of your classmates.

Assess your classmates in terms of:
- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

6 In pairs, decide what the other speaker has said and use the expressions below in response.

- Once in a blue moon.
- Every so often.
- Every now and then.
- Hardly ever.
- Once in a while.

A: Does he ever wash his car?
B: Once in a blue moon.
1. You will read an extract from an article about a hiking holiday in Tasmania. Before you read, discuss the following questions with a partner.

1. Where is Tasmania? What sort of scenery do you expect the writer to see?
2. Why would somebody choose to travel to a remote and lonely place?
3. Look at the title and introduction to the article. What do you think the focus of the article will be? Read quickly and check.

b. Read the article. Six paragraphs have been removed. Choose from the paragraphs (A-G) the one which fits each gap (1-6). There is one extra paragraph you do not need to use.

Lonely Enough for You?

A hiker’s paradise and there’s nobody around to spoil it.

Tony Perrottet loses himself in Tasmania.

‘If this isn’t lonely enough for you,’ a grizzled Tasmanian sheep farmer told me, pointing out towards some desolate and windswept alpine scrub, ‘try the Twisted Lakes. You can have as much solitude as you want round there,’ he chortled.

A few days later, when I made it to Cradle Mountain, I could see what the farmer meant. Tasmania was at its most benign – brilliantly sunny, which apparently occurs here only one day in every 10. I’d left the main walking trail just a few hundred yards behind, and there I was, the only living soul in a pristine moorland, gazing into a startling emptiness.

I stooped at a rivulet to take a drink – safe as Evian – then stripped off my clothes and threw myself naked into a chilly lake. Nobody was going to disturb me here in my own private valley ... not today, not tomorrow, maybe not even for another month. There are few places on earth where you can keep your own company so easily as Tasmania – although when I first arrived in Cradle Mountain, I didn’t actually feel that alone. I’d spent the night before at a chalet-style lodge with a gaggle of raucous Aussies on summer holidays, while Eagles songs played over and over on a perpetual loop.

A park ranger, identifiable by a badge with a pink Tasmanian devil on it, pointed out the route to the Twisted Lakes: ‘Just chuck a left at Hanson’s Peak, mate. Not a soul up there.’ ‘Chucking a left’ took me over a mountain ridge and into the void. Up above, bare granite peaks protruded like decaying teeth. Clusters of tiny scarlet flowers swayed in the bush. At one turn, I nearly tripped over a wombat. This shy, muscular, almost spherical creature scratched itself awake and lumbered off like a miniature tank, smashing branches as it went. As the sun climbed, bathing the landscape in a dreamy warmth, the trail wound upwards onto a highland plateau. That’s when I found the Twisted Lakes – a trio of moss-fringed tarns looking as deliberately arranged as a Japanese garden. As I took my skinny dip, I realised why Tasmania is considered a hiker’s paradise by Australians. In the rest of the country you often have to travel for days to notice a change in landscape. It was early afternoon when the trail emerged on the flanks of Little Horn, the lower peak of Cradle Mountain. I had the choice of turning back or continuing in a wide loop around Dove Lake, which sparkled like black opal far below. Well, I thought cockily, how hard could it get?

Finally, I recognised the path – heading down, down, straight down a blunt outcrop of stone called Bald Rock. I vaguely remembered the park ranger warning me about this. (‘She’s a tricky one,’ he’d smirked. ‘Take her slow.’) From up above, the rock looked like a giant, slippery slide.

‘We did this exact same hike last year,’ the boyfriend confided merrily. ‘Started out perfect, just like today. By noon it was snowing.’ At this, the pair of them bounded down the rock face like mountain goats. ‘Don’t worry, you dingos,’ the girlfriend shouted back, ‘it’s not as bad as it looks.’ Of course, they were right. If you took it slowly, Bald Rock was a piece of cake. And at the bottom lay my reward, a lake of Olympic-pool proportions just begging for the ultimate mountain swim.

‘Survive that lot, cobber?’ he asked cheerily. ‘No worries, mate,’ I said, getting into the Tassie rhythm. ‘If that’s not lonely enough for you,’ he said, ‘try the southwestern forests ...’ I cut him off as fast as I could: ‘No, no, that was plenty lonely enough’ – and roared back to the busy alpine lodge for a little raucous banter by the fireside and a few Eagles songs.
Quickly read through the gapped text to get a general idea of what it is about.

Read through the gapped text again, focusing on one gap at a time. Look carefully at the paragraphs that come before and after each gap.

Read the jumbled paragraphs. Try to find the one that fits the gap. Look for discourse markers (reference words, time words, linkers) as well as for general cohesion and coherence.

When you decide on a paragraph, quickly read the part of the text from the paragraph before it to the end of the paragraph after it to check that it fits.

You can always move on and return to a gap later.

Be prepared to change your answers if necessary.

Remember that there is one paragraph that will not fit in the text at all.

STRATEGY POINT

2 Look at the text again. Underline the parts of the text that helped you decide on the missing paragraphs. Then compare with a partner.

Vocabulary Practice

a. Explain the highlighted words in the text.

b. What are the highlighted words used to describe in the text? In pairs, decide what else they can be used to describe. Choose from the following.

- dog
- summer day
- landscape
- hillside
- news
- floor
- afternoon
- feet

Text Analysis

a. What does the writer mean by the underlined phrases in the text? Discuss in pairs.

b. Find at least five words or phrases in the passage connected with the idea of being alone.

Discussion


b. Read again and act out dialogues between

- the writer and the park ranger.
- the writer and the other hikers.

c. In pairs, make a brochure advertising Tasmania.
Use of English

Present Tenses

1. Read the following and comment on the use of the present tenses in the underlined parts. One has been done for you.

I think Jason is in the garden. He is building a shed.

Present continuous because the action is taking place at the time the sentence is spoken.

2. Steve jogs around the lake every evening.

3. In northwest Scotland summer temperatures rarely rise above 16°C.

4. The villain jumps from behind the curtain and attacks Bond with a knife.

5. I’m meeting Mr Houghton at six o’clock.

6. His flight takes off at 11.45.

7. You’re always complaining!

8. Tourism is increasing in this area.

9. He has just finished work on his new book.

10. I have been to America twice.

11. Her eyes are red because she’s been crying.

12. She’s been studying non-stop for eight hours.

b. Write three sentences talking about irritating habits of people you know.

c. Write three sentences about things which are changing in your town or country.

With which tenses are the following time expressions normally used? Categorise them, then make sentences to show their function. (Some time expressions are used with more than one tense.)

- usually • at present • nowadays • every other week • already • since
- how long • lately • so far • regularly • for • just • right now

Present Simple

Present Continuous

Present Perfect

Present Perfect Continuous

Fran usually goes to work by bus.

Complete the chart to show the difference in meaning when the verbs in bold are used in their stative and continuous forms.

<table>
<thead>
<tr>
<th>Stative</th>
<th>Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I expect everyone to comply with these rules.</td>
<td>Maria is expecting twins.</td>
</tr>
<tr>
<td></td>
<td>I’m having a wonderful time!</td>
</tr>
<tr>
<td></td>
<td>The vet was feeling the dog’s stomach for any lumps.</td>
</tr>
<tr>
<td></td>
<td>The chef is tasting the soup.</td>
</tr>
<tr>
<td></td>
<td>I’m seeing my lawyer tomorrow.</td>
</tr>
<tr>
<td></td>
<td>Can you keep the noise down? I’m thinking!</td>
</tr>
</tbody>
</table>

b. Read your sentences aloud. The rest of the class should decide the type of publication your sentences belong to.
Our ultimate escape 0) from whatever life has thrown 1) .................... us during our waking day is sleep. Nature’s healer lowers our eyelids and covers us 2) .................... the comforting blanket of unconsciousness. Every night we are given a period in 3) .................... our bodies and minds can recuperate and prepare us for the trials 4) ................... demands of the following day. As we all know, our subconscious controls 5) .................... quiet periods, taking our minds on journeys consisting of events and half-remembered thoughts from our conscious hours. Our journeys 6) .................... usually fragmented patterns of sensations and pictures, sometimes pleasant, sometimes harrowing.

These periods of unconsciousness and dreams are essential 7) .................... our health and well-being but an increasing number of people today suffer 8) .................... an inability to enjoy this necessary form of escape. Insomnia affects a high proportion of us and this frustrating, debilitating malady 9) .................... have dire results. The insomniac wades 10) .................... his waking hours in a fog. Creative thought can 11) .................... deadened, reflexes slowed and sensations dimmed. If 12) .................... inability to sleep lasts for more than a week 13) .................... two, what is known 14) .................... chronic insomnia sets in, sometimes causing severe depression and leaving the sufferer unable 15) .................... cope with daily life.

Dependent prepositions

6  a. Look again at the text in Ex. 5 and find verbs which are used with dependent prepositions. Underline the verbs and their prepositions (e.g. cover with).

b. Fill in the gaps using in, for, on, of, with or over.

1 to have confidence .......... sth; 2 to blame someone .......... sth; 3 to depend .......... someone; 4 to convince someone .......... sth; 5 to be critical .......... someone; 6 to puzzle .......... sth; 7 to plead .......... someone; 8 to be allergic .......... sth; 9 to criticise someone .......... sth; 10 to base sth .......... sth; 11 to take pride .......... sth; 12 to arrest someone .......... sth; 13 to confide .......... someone

c. Now make sentences with six of the items above to show their meaning.
Key word transformations

7 a. Look at the sentences below and complete the gaps with one or two words. Use the synonyms in brackets to help you.

1 He admitted …… stealing the watch. (confessed that he had stolen)
2 That he is not English is …… no consequence to us. (doesn't matter)
3 The company had huge debts and was …… the brink of collapse. (about to)
4 Miss Collins is …… charge of the children's games and activities. (is responsible for)
5 The mountain is estimated …… be 2000 ft high. (people think it is)
6 …… the long run, I think you've made the best decision. (over a long period of time)
7 Gerry works …… a teacher at the local secondary school. (is a teacher)
8 I have no intention …… going back to that shop. (definitely do not intend to)

b. Now rewrite these sentences. All the phrases used are from Ex. 7a above.

1 People think that this oak tree is at least 700 years old. 
   estimated
   This oak tree ……………… at least 700 years old.
2 We certainly do not intend to renew Mr Carlton's contract. 
   intention
   We have ……………… Mr Carlton's contract.
3 Who is responsible for the finances? 
   charge
   Who is ……………… the finances?
4 Miss White's family background doesn't matter to us. 
   consequence
   Miss White's family background ……………… to us.
5 Jennifer is a doctor at the Regent Hospital. 
   works
   Jennifer ……………… at the Regent Hospital.
6 The company is about to meet with disaster. 
   brink
   The company ……………… disaster.
7 I think that over a long period of time the advertising campaign will succeed. 
   term
   I think that ……………… the advertising campaign will succeed.
8 Nick confessed that he was a bit nervous. 
   admitted
   Nick ……………… a bit nervous.

8 For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words.

STRATEGY POINT

- Read the first sentence through carefully.
- Look at the word in bold.
- Read the second sentence.
- Examine the words which come immediately before and after the gap. You must use these plus the key word to find the missing phrase.
- Try to identify what the missing phrase is – a collocation, a phrasal verb, a verb with a dependent preposition, a verb followed by a gerund, etc.
- Write your answer.
- Read through the completed sentence. Does the missing phrase fit grammatically and in terms of meaning?
- If you have written less than three words or more than six words then your answer is incorrect.
Use of English – Part 3

9 For questions 1-10, use the words in bold to form words that fit in the numbered spaces in the text.

STRATEGY POINT

- Do you need to make more than one change to the base word? For example:
  - happy → happily
  - doubt → doubtless
- Is the word in the singular or the plural?
- Is the word positive or negative? You may need to add dis-, un-, im-, in-, etc.

Memo

To all colleagues:

This is the formal [announcement] of our company’s Christmas party, which will take place on Wednesday, 16 December, 6 pm. I am pleased to inform everyone that the party is free for all. After considering two possible venues, we have decided to hold the party at Grange House Restaurant in Little Hampton. Some members of staff have questioned the [suit] of Grange House as it is an out-of-town restaurant, but we believe that the [exception] cuisine will more than make up for any [convenient] in getting there. The management regrets that it cannot bear the expense of [add] guests; if you wish to bring friends or family, you will need to purchase extra [invite]. However, we do not have an [available] supply of tickets so please contact Felicity Kay to check [limit]. Although there are no dress [restrict] at Grange House, we would request that you dress smartly.

Use of English – Part 4

11 Now complete the gaps in Ex. 10 above.

Gapped sentences

10 Which part of speech is needed in each of the groups of sentences below? Circle the correct part of speech.

1 I need to order a spare ………………. for my motorbike.
   It’s all ………………. of her plan to surprise Jerry.
   Billy has the main ………………. in this year’s school play.
   adverb / noun / verb

2 He’s doing very ………………. at college.
   The new Science Museum is ………………. worth a visit.
   It was ………………. after midnight when we finally got home.
   adverb / noun / verb

3 He has ………………. a wonderful picture of life in nineteenth century France.
   The press have ………………. him as a very evil character.
   The children have both had their faces ………………. – Kim is a cat and Bobbie is a clown.
   adverb / noun / verb

12 For questions 1-5, think of one word which can be used appropriately in all three sentences.

0 Travelling abroad will really [widen] your horizons.
   The council are going to [widen] the road at this point.
   We believe that the new legislation will simply [widen] the gap between rich and poor.

1 You should ………………. up to Jacob and not let him bully you like that.
   It’s about time you learned to ………………. on your own two feet!
   I can’t ………………. listening to this terrible music any longer!

2 You don’t have to pay for these drinks; they’re on the ………………. .
   Joey and his cousin get on like a ………………. on fire.
   Stanislav Kinsky’s solo performance brought the ………………. down.

3 You’re a junior secretary and it’s certainly not your ………………. to tell the senior manager what to do.
   You shouldn’t have lied to him in the first ………………. ; now you’re going to be in trouble.
   The pieces of this mysterious puzzle are all beginning to fall into ………………. .

4 Patsy’s hair is so ………………. that she has difficulty styling it.
   He’s always borrowing money and living off other people, he’s got it down to a ………………. art.
   It’s such a ………………. day that I thought we could go for a picnic by the river.

5 I won’t ………………. up with this outrageous behaviour a moment longer.
   Will you ………………. those glasses down on the table?
   You really ………………. your foot in it, saying that all accountants are boring, he is an accountant!
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