



MACMILLAN EXAMS

# Ready for CAE

teacher's book

Peter Sunderland

Amanda French

Claire Morris

Updated for  
the revised  
CAE exam



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**Exam note:****Assessment**

We have focused attention on content, organization, range of language and register/ format. These are all features that examiners will look for. The other important aspect is cohesion (linking of ideas). We will look at this in later units.

Each piece is given a mark out of five.

In keeping with the importance of fulfilling the task, it is essential to realize that irrelevance is penalized, no matter how well written!

At this stage there may be too much going on to expect students to think about the length of their answer. However, in the exam, writing to the 220–260 words specified is also part of fulfilling the task.

**Sample answer****A professional golden boot?**

My secret ambition has always been to become a professional football player. That's what I'd really like to do in my life, just playing football every day so I can delight all the items relationed with the job, as money, cars, fame ... Time is getting on and I am not getting younger, so now is the time to act.

First of course you need be good at football. In my local amateur league I was principal goal scorer last season and I think I have every chance of winning the 'golden boot' trophy again this season. Friends say I have the necessary skills, but you also need have a stroke of luck and perhaps be seen by a scout from a big team. 'Masterclass' could be the opportunity I am waiting for.

Then of course to improve your chances of becoming a professional, you need train a lot and be fit. There is no one day when I do not kick a ball, or I am in a gym doing exercise. For me it is like drug: I am addicted to training and I think I am in good condition for being professional.

Finally, however, you also need be a bit special if you want that other people consider you as good player. By this I don't mean you cause problems for trainers or other players, but you need have a creative character, if you want to be star player. My teammates call me 'crazy horse' which I think is a compliment.

So, I think I have the ingredients to be a professional player. Now all I need is a stroke of luck and an appearance on your programme.

**Examiner's comment**

**Content:** The content of the task is covered.

**Organization and cohesion:** Clearly organized and paragraphed. The penultimate paragraph is a little confused and there are problems with coherence in some sentences, eg *'so I can delight all the items relationed with the job, as money, cars, fame ...'*.

**Accuracy:** Reasonably accurate, though there are some errors in the use of articles, *need* is consistently used with the bare infinitive and some grammar is rather awkward, eg *'you also need be a bit special if you want that other people consider you as good player'*.

**Range:** There is evidence of a good range of structures and vocabulary eg *'I have every chance of winning the 'golden boot' trophy', 'a stroke of luck' and 'to improve your chances of becoming a professional'*.

**Register:** The register is consistently neutral and appropriate.

**Target Reader:** The target reader would be reasonably informed, though might be slightly confused by the penultimate paragraph.

**Mark:** Band 3

**Review 1 Pages 16 and 17****Modal verbs**

- |                                        |             |            |
|----------------------------------------|-------------|------------|
| 1 can, have                            | 2 may/might | 3 to, well |
| 4 unlikely/improbable, may/might/could |             |            |
| 5 at, no                               | 6 in, to    |            |

**Spelling**

- |              |              |                |
|--------------|--------------|----------------|
| 1 important  | 6 themselves | 11 were        |
| 2 generally  | 7 of         | 12 interest    |
| 3 objective  | 8 to         | 13 their       |
| 4 identifies | 9 confident  | 14 improvement |
| 5 successful | 10 factors   | 15 perceive    |

**Use of English:**

CAE Part 3

**Word formation**

Review sections will normally only contain answers in the Teacher's Book. However, Word formation appears for the first time in *Ready for*

- 10 A** 'We weren't poor but I don't think my parents ever bought anything that wasn't secondhand. That definitely played a role in my motivation.'
- 11 C** '... but there were plenty of workmates perfectly able to step into my shoes,' she admits
- 12 A** Tanya Burrows bears no grudge towards the corporation that rewarded her with five promotions within the same number of years. 'At twenty seven, I was able to buy my own luxury apartment,' she says. 'For that reason I'll always be grateful to them.'
- 13 B** after receiving news of the promotion she was elated. 'I rang round just about everyone I could think of,' she laughs. 'But the next day I felt nothing. I had no inclination to get out of bed and face the constant pressure.'
- 14 D** She admits to being a perfectionist, an attribute which saw her rise through the ranks in no time. 'It's a weakness, too,' she says. 'It can mean that you're reluctant to delegate and end up with the pressure of doing it all yourself.'
- 15 C** 'I felt I should have been carefree at that age but the burden of responsibility was enormous. I felt trapped.'

- a support or agree with something  
b be given a series of promotions  
c be an influence in a particular situation  
d gain a (better) job in the same company  
e be given the chance to work for a company  
f have to deal with difficult or stressful situations  
g inform your boss (usually in writing) that you intend to leave your job  
h continue to dislike someone because they once treated you badly or unfairly

### Answers

1 h 2 c 3 d 4 f 5 a 6 e 7 b 8 g

- 3** Relating this to the exam, make the point that the gapped sentences task sometimes tests collocation (at other times it merely tests knowledge of multiple meanings of a word). As it is the first time we have encountered the gapped sentences task, a little help is given – the missing words are all somewhere in exercise 1.

### Answers

1 position 2 bear 3 face 4 favour 5 rise

### Further practice activity in Teacher's Book

Write the following on the board. Here the words students wrote in exercise 3 feature with different word partners.

- a) \_\_\_\_\_ a difficult challenge/an uncertain future/  
the awful truth  
b) \_\_\_\_\_ dramatically/to the challenge/to fame  
c) a sitting/kneeling/upright \_\_\_\_\_  
d) ask/expect/return a \_\_\_\_\_  
e) \_\_\_\_\_ bad feelings towards/no relation to/some  
responsibility for

### Answers

#### Answers to further practice activity in Teacher's Book

face rise position favour bear

### Use of English:

CAE Part 4

### Gapped Sentences

Page 54

- 1** To link this exercise with what has been studied, point out that these collocations all appeared in the reading text. Students should try the exercise without looking back at the text, but afterwards can check their answers in the text.

### Answers

1 grudge	4 pressure	7 ranks
2 role	5 favour	8 notice
3 position/role	6 contract	

- 2** While students are doing exercise 1, write the answers to exercise 2 in jumbled order on the board. Students should do this exercise by first referring to the reading text and then by matching the collocations to the definitions on the board.

### Exam note:

In the gapped sentences task there are five sets of three sentences. For each set candidates find one word that can complete each sentence.



**2** This could be related to the Word formation exam task. 'If the word 'cook' appeared in the exam, as one of the bold words to the right of the text, how many different prefixes can you think of to go with it?'

Check also that students understand the meaning of the prefixes. Ask the following:

- Which three have a negative sense? (= un-, dis- and mis-)
- Which of the three is often about doing things wrongly (= mis-)
- Which one means 'do again'? (= re-)
- Which one has a sense of 'do too much'? (= over-)
- Which one has a sense of 'greater or better than'? (= out-)

### Answers

reappear, disappear  
reread, misread  
renumber, outnumber  
reload, overload, unload  
rehear, overhear, mishear  
reuse, overuse, misuse (disused and unused – both adjectives)

**3** Now the material is recycled. Some of the affixes or verbs in 1 and 2 are put in gapped sentences.

### Answers

- |                |                       |
|----------------|-----------------------|
| 1 evaluated    | 5 familiarizing/ising |
| 2 deafening    | 6 outlived            |
| 3 disqualified | 7 validated           |
| 4 outnumbering | 8 ensures             |

**4** Try to 'visit' as many pairs as possible to check that the sentences students have made are producing the correct target language.

### Writing:

CAE Part 1

### Letter Page 96

**1** You might also ask students who have some experience of fitness clubs how this one compares with the one they know. Check the following vocabulary items:

- cardiovascular – exercising your heart and lungs
- treadmill – an indoor running machine (see photo)
- manicure – care of the nails
- waxing – ladies removing hair from their legs

- aquarobics – aerobics in water (see photo)
- Step – a fitness programme based on stepping on and jumping off benches

**2** Read the task together, pausing to check on any potentially problematic vocabulary. After reading discuss the likely level of formality the situation demands.

### Answers

A member of the health club is writing to the General Manager, so one would expect the register to be more formal than informal. However, students should not go too far; the Manager's letter is semi-formal, with its use of bullet points and 'Kind regards'. The most important thing is that the register should be consistent throughout the letter.

**3** This can be done with the whole class.

### Answer

appreciative, friendly, polite and constructive

Point out that it is often not appropriate to reproduce the tone established in the handwritten notes. Here, appreciative, constructive comments are needed. The tone should not be too negative and complaining.

**4** Emphasize that students will also have to compare and link different bits of input information in this way in the exam.

### Answers

purchase of equipment for the gym → take on extra instructors  
building of a second sauna → extend changing room

**5** This could be done as homework.

### Useful language

Remind students of the importance of demonstrating a range of vocabulary in writing tasks, and not relying on one repeated reporting verb (often 'said').

Exercise 1 focuses on this, and exercise 2 on use of collocation for the same purpose.

**I:** So the whole thing focused you for your future with Advert Eyes.

**D:** That's right, I did a lot of growing up with Trenton.

**I:** Well, tell us how you met each other, Sandra.

**S:** We were introduced at a party by a mutual friend. I remember I was very wary of David at first. He already had quite a reputation in the business – his past work spoke for itself. And he looked so serious, so apparently indifferent to everything. He mentioned some vague idea he had for setting up a business, something to do with advertising – but that wasn't what struck me most. I just couldn't get over how animated, how passionate he became when he talked about – well, everything really. It was difficult not to be carried along by his words.

**I:** So when he asked you to join him, you had no hesitation in accepting?

**D:** Well, it was actually Sandra who asked me. And I was the one who had no hesitation. My colleagues at Trenton had warned me against going into business with a complete unknown – they said it was too much of a gamble. But when I met Sandra, it was like looking into a mirror. Here at last was someone on my wavelength, someone who looked at life through the same camera lens. And anyway, I felt it was time to do something different, to live a little dangerously.

**I:** And has it been? Dangerous, I mean.

**D:** Anything but. Funnily enough, though, it's turned out that we do have quite a lot of differences, but these have all been to our advantage. Sandra, for example, has much more of a business brain than I do.

**I:** Is that right, Sandra?

**S:** Well, yes, it seems to be a hidden talent of mine. But I've had to learn the hard way. Raising money, for example, was an absolute nightmare – we just couldn't seem to get the finance.

**I:** That must have been quite disheartening.

**S:** Well, no, you can't afford to let things like that get you down. It was no good getting upset about it; throwing a tantrum in a bank manager's office is never a good idea – you might need to go back there one day. No, I just couldn't work out what the problem was, given our experience and the way the advertising market was shaping up at the time. We were just a small concern, asking for a small amount of money.

**I:** But you obviously got the money.

**S:** Yes, I met an investor who understood what we were about – and then, once we'd made a couple of ads, money was easier to come by.

**I:** David, how does, er advertising work compare with TV drama? Is it very different?

**D:** Well, for a start there's more money around than for normal TV work, and that can be very liberating. But the market's understanding of quality may not be the same as yours and you find your creativity stifled.

Yes, it's our own company, and it may seem a creative business to an outsider. But an advert is not your own baby in the same way that a TV drama might be. There are too many people who have a say in what you do and what goes into the advert.

**S:** Yes, I'd go along with that, although for me, running a business can be incredibly creative.

**I:** So what does the future hold for Advert Eyes. What are your plans for the company?

**S:** Well, we can't really say too much at the moment. It's not that we're not willing to, it's just that we're not entirely certain how things will work out ourselves.

**D:** That's right. The normal thing might be to look at some type of long-term growth for the business, but at the moment we're concentrating on consolidating our position, rather than branching out. Who knows what the future will bring?

**I:** Sandra, David, the very best of luck for the future. There we must leave it. Thank you.

**S and D:** Thank you.

**6** Having underlined the correct answers, students now discuss in pairs why the other options are wrong.

## Answers

1

A *This idea comes up but is denied in 'but I came to realize that you can't rely on other people to make things work'.*

B *This is a misinterpretation of 'It's a tough old world'. This is not the point being made.*

D *The opposite is true – 'Working in close collaboration with others ...'.*

2

A *David's 'reputation in the business' was undoubted, but it was not that which impressed her.*

B *Definitely not – he looked serious and indifferent.*

C *No, these were vague and didn't strike her.*

3

A *His colleagues warned him that it would be a risk, but there's no reference to him enjoying risks.*

C *We don't know this; we are only told she was a complete unknown.*

D *Again we don't know this; we are only told she has a good business brain.*



## Unit 1

### Reading: Around the world in 94 days

Page 8

- A Complete each sentence below with a noun from the box. Then, in your vocabulary book, make a note of the useful phrases in bold.

line stride roles moment sponge  
inspiration key ambition

- Usually the winner of a sports competition receives all the praise and fame, while the runner-up is soon forgotten. However, when Ellen MacArthur came second in the Vendee Globe sailing race, **the** \_\_\_\_\_ **were reversed.**
- As a child, Ellen spent all her spare time reading sailing books, **absorbing information like a** \_\_\_\_\_.
- The thoroughness of Ellen's preparation was **the** \_\_\_\_\_ **to her success.**
- As her boat **crossed the finishing** \_\_\_\_\_ Ellen was surrounded by thousands of spectators.
- Ellen realized that she had **fulfilled the** \_\_\_\_\_ that had dominated her life until then.
- Now she could **savour that** \_\_\_\_\_.
- Ellen is as modest as ever; she has **taken her** new-found fame **very much in her** \_\_\_\_\_.
- Ellen is a heroine and **an** \_\_\_\_\_ **to her generation.**

- B Now reuse some of these phrases in a new context.

- Colin had a phenomenal memory and could \_\_\_\_\_.
- Jacobs \_\_\_\_\_ first, in a time of 1 minute 45 seconds.
- Sue Estevan starred in the play 'Hamlet' while her sister Clare had a small part; but in 'Macbeth' \_\_\_\_\_ and it was Clare who was the star.
- The \_\_\_\_\_ is hard work and a little bit of luck.

## Unit 2

### Listening 2: Multiple matching Page 26

- A Underline the correct word, from the words in italics, to form useful phrases from the listening. Listen to the recording again to check your answers or read the listening script.

- After six months of marital bliss, **it was all** *done/over/finished* between us.
- When my children left home, I suddenly found I had **time on my** *plate/clock/hands*.
- When I finally got my big chance, **there was no** *stopping/pausing/halting* me.
- I dragged/leapt/threw myself into my work** with great enthusiasm.
- I worked my** *track/way/path* **up** to the position of supervisor.
- The situation got really bad, and **it got to the** *moment/point/place* **where** I just couldn't sleep at night.
- When I was offered a job working in Portugal, **I** *jumped/rushed/dived* **at the chance.**

- B Complete each sentence below with a phrasal verb from the box in an appropriate form. These verbs were all used in the listening.

split up end up give up put off  
find out come up to

The band had been together for a good few years – we were (1) \_\_\_\_\_ five years together, in fact. I guess we just gradually (2) \_\_\_\_\_ that there are other things in life beyond music, and it became inevitable that we would (3) \_\_\_\_\_. You see, we weren't pulling in the same direction anymore and we (4) \_\_\_\_\_ trying to cooperate with each other. We had a lot of professional disagreements and we (5) \_\_\_\_\_ fighting all the time. Nevertheless, we kept (6) \_\_\_\_\_ the big decision – it wasn't an easy step to take.

## Ready for Reading

## The perils of pizza making

Page 44

A Match the verbs in bold in sentences 1–6 with their meanings (a–f).

- 1 **Scoop up** a piece of dough from the tray.
- 2 **Press out** from the middle of the dough.
- 3 **Stretch** the dough into a circular shape.
- 4 **Twirl** the pizza to shake off the excess flour.
- 5 **Toss** the pizza in the air 'for show'.
- 6 **Slide off** the pizza from your paddle into the oven.

- a pull/elongate
- b throw vertically
- c push out with your fingers
- d tip up the object so that the pizza runs off
- e place something underneath and lift up with a quick movement
- f spin round and round

B What is the missing word in these useful expressions from the text?

- 1 I hadn't even got to the toppings, \_\_\_\_\_ alone the tossing stage.
- 2 He **took one** \_\_\_\_\_ at my sorry effort and sighed.
- 3 It **wasn't so** \_\_\_\_\_ a circle **as** an early map of the world.
- 4 I thought I **was** \_\_\_\_\_ to something.

## Unit 4

## Reading: The fast track to burnout

Page 53

A Look at the words in bold, as they are used in the texts, and choose which option (A, B or C) best reflects the meaning of the words.

*In text A*

- 1 'I got **sucked in** too at first' means that
  - A Tanya wanted to be materialistic.
  - B Tanya was deceived by her colleagues.
  - C Tanya was embarrassed at her lack of possessions.

*In text B*

- 2 'Lily was **snapped up** by a retail chain' means
  - A they let her down badly.
  - B they considered her and rejected her.
  - C they asked her to work for them.
- 3 A '**performance appraisal**' is
  - A a formal meeting between an employee and their manager to discuss how well the employee is working.
  - B a computer programme which enables people to see what jobs they are best suited for.
  - C a report that every new employee has to submit as part of their training.

*In text C*

- 4 '**Perks**' means
  - A money paid to persuade somebody to do something for you.
  - B benefits for employees apart from salary.
  - C flexible work contracts for permanent staff.
- 5 '**High-flyers**' are
  - A employees who are identified as excellent and given special treatment.
  - B interviewees who are regarded as likely candidates for a job.
  - C managers who have little time for their staff
- 6 A '**sabbatical**' is
  - A a formal request to leave a company.
  - B a decision to award a pay rise to an employee.
  - C an agreed period of time off work to pursue some other interest.



## Unit 5

## Listening 1: Multiple choice

Page 61

- A** Complete the sentences from the listening, which contain useful phrases about love and marriage. Listen to the recording again to check your answers, or read the listening script.

*The positive side*

- 1 He got down on one \_\_\_\_\_ and asked me to marry him.
- 2 We have a good marriage based on \_\_\_\_\_ respect ...
- 3 We enjoy each other's \_\_\_\_\_ ...
- 4 I can see the two of us being \_\_\_\_\_ together.

*The negative side*

- 5 You've just got to \_\_\_\_\_ at it.
- 6 One in three marriages \_\_\_\_\_ in divorce.
- 7 Having my own business put a tremendous \_\_\_\_\_ on my first marriage.
- 8 Getting divorced is the easy \_\_\_\_\_ out.

- B** In bold are some other useful words and expressions to do with love and relationships. Put the correct word from the box into the two speakers' comments.

patch	separation	incompatible	hit
sight	commitment	chat	

When I first met Dave it was '**love at first**

- 1 \_\_\_\_\_. He didn't try to  
2 \_\_\_\_\_ **me up**, like all the other boys did, and we 3 \_\_\_\_\_ **it off** immediately.

Sandra and I **went through a bad**

- 4 \_\_\_\_\_ last year. She said I was afraid of 5 \_\_\_\_\_, which wasn't true. So we had a **trial** 6 \_\_\_\_\_, and I think we both realized that we **were** 7 \_\_\_\_\_.

## Unit 6

## Reading: Multiple intelligences

Page 72

- A** Which word (**A**, **B** or **C**) completes the gap? The missing words are adjectives which form adjective-noun collocations from the text. Check your answers in the text if you are not sure.

- 1 There has been \_\_\_\_\_ **debate** about how one defines intelligence.  
**A** wild **B** severe **C** vigorous
- 2 To do mathematical equations \_\_\_\_\_ **agility** is needed.  
**A** mindful **B** mental **C** memorable
- 3 In my schooldays \_\_\_\_\_ **achievement** was all-important.  
**A** academic **B** studious **C** bookish
- 4 The likes of Einstein and Darwin show that \_\_\_\_\_ **potential** is infinite.  
**A** mortal **B** manly **C** human
- 5 This term describes people with a \_\_\_\_\_ **understanding** of the natural world.  
**A** deep **B** high **C** large
- 6 Einstein asked \_\_\_\_\_ **questions** about the universe.  
**A** primary **B** fundamental **C** organic

- B** In the box you will see formal verbs often used in scientific texts. Complete each gap with the appropriate form of a verb, then check your answers in the text. In some cases more than one verb may be used.

interpret	characterize	visualize
count	gauge	rate

- 1 'Spatial' intelligence is about being able to \_\_\_\_\_ a world in one's head.
- 2 Artists and architects would \_\_\_\_\_ highly in this category.
- 3 'Personal' intelligence is the ability to \_\_\_\_\_ one's own mood, feelings and mental states.
- 4 These two categories could be \_\_\_\_\_ as emotional intelligence.
- 5 Zoologists and botanists can \_\_\_\_\_ themselves among this group.
- 6 'Existential' intelligence \_\_\_\_\_ those who ask fundamental questions about the universe.

## Reading: My constant fight to stay awake

Page 78

A Match the words in bold in the extracts from the text with the explanations/synonyms (a-e).

- 1 an incurable sleep **disorder**
- 2 a **deficiency** of hypocretin
- 3 overwhelming **fatigue**
- 4 sleep **paralysis**
- 5 **hallucinations** in his sleep

- a tiredness
- b shortage
- c seeing imaginary things
- d medical condition
- e loss of feeling and movement

B Put the correct phrasal verb from the box, in an appropriate form, into the sentences or phrases from the text. The meaning of the phrasal verb is given in brackets.

put down to	turn up	level off
come round	turn down	

- 1 'I put a hand on his shoulder and he will \_\_\_\_\_ ...' (regain consciousness)
- 2 Dan is remarkably fresh-faced. He \_\_\_\_\_ this \_\_\_\_\_ the new tablets ... (attributes this)
- 3 Since he started taking Modafinil, his moods have \_\_\_\_\_ ... (stabilized)
- 4 A potential employer \_\_\_\_\_ him \_\_\_\_\_ because of his medical condition. (rejected)
- 5 Dan would probably \_\_\_\_\_ late for work all the time. (arrive)

C Can you remember which adjectives were used in these extracts from the text? The first letter is given.

- 1 Dan's doctor was equally b\_\_\_\_\_. (means *puzzled*)
- 2 ... these horrible noises in my head – babies crying and a h\_\_\_\_\_-p\_\_\_\_\_ squeal.
- 3 'I used to be this h\_\_\_\_\_-g\_\_\_\_\_-l\_\_\_\_\_ person who was always cracking jokes.

## Unit 7

Reading: Multiple choice extracts Page 88

A Find formal language in text A which means the same as:

- 1 take part (1 word) \_\_\_\_\_
- 2 go to (1 word) \_\_\_\_\_
- 3 thing to do (3 words) \_\_\_\_\_
- 4 If (6 words) \_\_\_\_\_
- 5 rarely (3 words) \_\_\_\_\_

B Unscramble the words in italics to reveal useful spoken phrases from text B.

- 1 I've been meaning to phone the dentist for ages, but *round it I've got to never*.  
\_\_\_\_\_
- 2 I was sick a couple of times but the next day *normal back to was I*.  
\_\_\_\_\_
- 3 I'm a bit down at the moment – *things of top me getting on are* at work.  
\_\_\_\_\_

C Look again at the answer for A3 (*course of action*). Underline the correct words from the words in italics to reveal some more useful collocations which follow the pattern of noun + of + noun.

- 1 When Harry passed on confidential information to another company, he was sacked for **breach of code/agreement/contract**.
- 2 It was a real **stroke of fortune/luck/destiny** that Dave happened to be passing us in his car.
- 3 I quit my job over **a matter of principle/honour/belief** – I just didn't approve of the way management imposed new working hours on everybody.
- 4 By a strange **change/turn/twist of fate**, the man who rescues her at the end of the film turns out to be her long lost brother.



## Unit 8

### Reading: Unplugged

Page 104

- A** Find words or expressions in the text which mean:

(base text paragraph 3)

- 1 missing \_\_\_\_\_
- 2 obscure \_\_\_\_\_

(base text paragraph 7)

- 3 attractively unusual \_\_\_\_\_
- 4 offering products at a lower price than others \_\_\_\_\_

(base text paragraph 8)

- 5 able to be used even by people who understand nothing about computers \_\_\_\_\_

(paragraph D)

- 6 highly advanced \_\_\_\_\_
- 7 made to suffer \_\_\_\_\_

(paragraph E)

- 8 no longer used \_\_\_\_\_

- B** Match the linking phrases in bold, which can be found in the text, with phrases of similar meaning (a–d).

- 1 **As for** the actual equipment itself ...
- 2 **It strikes me**, though, that the main reason ...
- 3 **It has not escaped my attention that** ...
- 4 **Seriously though**, there is, I suppose, an outside chance ...

- a Joking apart
- b It seems to me
- c As far as X is concerned
- d I'm well aware that

## Unit 9

### Reading: Going it alone

Page 112

- A** Match the idiomatic language in bold (in 1–4) with the paraphrases (a–d).

- 1 I **handed in my notice** ...
- 2 Everyone had to **muck in** ...
- 3 You could easily **tag along with** another group ...
- 4 I no longer want to **rough it** ...

- a share the work that needs to be done
- b join together in doing something
- c live without the usual home comforts
- d told my boss I wanted to leave my job

- B** In section E of the text find words which mean:

- 1 spoiling yourself \_\_\_\_\_
- 2 beauty treatment of the face \_\_\_\_\_
- 3 beauty treatment of the nails \_\_\_\_\_

- C** These common colloquial ways of saying that you met and liked someone are taken from the text:

- a We took to each other straightaway ...
- b The group really gelled ...
- c ... we all got on like a house on fire.
- d I hit it off with (her) ...

- 1 Which one is the strongest – expressing the greatest liking? \_\_\_\_\_
- 2 Which one tends to be used of a larger number of people? \_\_\_\_\_

## Ready for Listening

## Part 4: Multiple matching

Page 127

- A** Rewrite the second sentence, so that it is similar in meaning to the first, using the words in brackets. The bracketed words must be unscrambled to reveal useful phrases from the listening.

1 I couldn't speak the language very well.  
I \_\_\_\_\_

(two sentences barely together string could)

2 I felt stuck in a fixed and boring way of life.  
I \_\_\_\_\_

(in bit a was rut of a)

3 I owed a lot of money.  
I \_\_\_\_\_

(was debt up to eyes in my)

4 For the most part, we are very different.  
We \_\_\_\_\_

(in most worlds respects apart are)

- B** Underline the correct word, from the words in italics, to form further useful phrases from the listening.

1 I learned a lot about the culture by *combining/mixing/uniting* with the locals.

2 But there's a big *difficulty/defect/downside* to all this ...

3 Living in this country *suits/fits/matches* us to a tee.

4 I took the *dive/plunge/leap* and moved abroad.

5 I *set/went/put* up in business with a partner.

6 I decided to go it *solely/alone/by myself*, so I bought out my partner.

## Unit 10

## Reading: The joy of plumbing

Page 130

- A** Find useful verb phrases in the text which mean:

1 wishes to remain anonymous (paragraph 3)

2 had a right to (paragraph 4)

3 say something you shouldn't have said (paragraph 5)

4 accepted as normal (paragraph 5)

5 so surprised they couldn't believe it (paragraph 6)

6 put things right (paragraph 6)

7 extinguishing a cigarette (paragraph 7)

- B** Find single words in the text which mean:

1 paragraph 1 'in poor condition' or 'badly looked after'

2 paragraph 2 'coming too late'

3 paragraph 7 '(has) mixed feelings'

- C** Complete the sentences using a word formed from the base word 'neighbour'.

1 It's a rather dangerous \_\_\_\_\_ to live in.

2 Thanks a lot for the apples – very \_\_\_\_\_ of you.

3 He married a girl from a \_\_\_\_\_ village.



## Unit 11

### Reading: The trouble with modern audiences

Page 142

**A** Which word (**A**, **B**, **C** or **D**) best completes the gap? Look back at the text if you are not sure.

**1** Mr and Mrs Fidget-Bottom were \_\_\_\_\_ their heads up and down in time with the music.

**A** tapping **B** shaking **C** bobbing **D** ducking

**2** If you want to \_\_\_\_\_ through your programme, fine.

**A** tap **B** flick **C** click **D** whip

**3** A performance was an event which we had no way of even attempting to \_\_\_\_\_.

**A** recreate **B** reflect **C** rectify **D** reclaim

**4** The Fidget-Bottoms seemed oblivious to the \_\_\_\_\_ of social conduct.

**A** standards **B** norms **C** models **D** types

**5** I felt that my \_\_\_\_\_ of temper was fully justified.

**A** outbreak **B** input **C** outburst **D** downpour

**6** They were cocooned in their own world, with not the slightest \_\_\_\_\_ for anyone.

**A** worry **B** attention **C** involvement  
**D** concern

**7** I doubt if it even \_\_\_\_\_ their mind that they were doing anything wrong.

**A** hit **B** crossed **C** struck **D** gripped

**B** The following verbs can all be found in the text, but which of them annoy the writer?  
Check your answers in the text.

coughing shouting wandering off  
conducting going out stroking kicking  
whistling chatting

## Unit 12

### Listening 2: Multiple matching

Page 158

Listen again to the first three speakers, or read the listening script. Then close your Coursebook. How were the following useful phrases used? The first one has been done for you.

*Speaker 1*

**1** on every street corner

*There was begging on every street corner.*

**2** I was in some way to blame

**3** to persuade me otherwise

**4** I put aside a certain sum of money

*Speaker 2*

**5** all the suffering in the world

**6** voluntary work overseas

**7** I needn't have worried

**8** could have done a lot more to help

*Speaker 3*

**9** \_\_\_\_\_  
to raise money for

**10** my first instinct was

**11** \_\_\_\_\_  
it's not something I boast about

## Unit 13

## Reading: Multiple choice extracts Page 172

A As you read the second and third extracts, find words which mean:

1 made redundant (extract 2)

2 someone who takes the blame for something, even if it's not their fault. (extract 2)

3 search through something in detail (extract 3)

4 intended to deceive people in an illegal way (extract 3)

5 information to act on (extract 3)

6 directing its attention towards (extract 3)

7 deliberately disobey (extract 3)

8 make someone angry (extract 3)

B Look again at the first extract. Which five 'formal' verbs in the text have these informal synonyms?

1 got in touch with \_\_\_\_\_

2 told \_\_\_\_\_

3 get rid of \_\_\_\_\_

4 stopped \_\_\_\_\_

5 looks into \_\_\_\_\_

## Unit 14

## Listening 2: Multiple choice Page 187

A Put the linkers in the box into the appropriate extracts from the text below.

presumably   apart from   anything but  
at the expense of

1 Buy Nothing Day is \_\_\_\_\_ a day of militant action.

2 ... but this should not be \_\_\_\_\_ the environment or developing countries.

3 \_\_\_\_\_ then, Chris, you're against Christmas shopping, too?

4 What exactly will you be doing, \_\_\_\_\_ not buying anything?

## B

1 Which one means 'except for'? \_\_\_\_\_

2 Which one, in this context, means 'I imagine'? \_\_\_\_\_

3 Which one, in this context, means 'Absolutely not'? \_\_\_\_\_

4 Which one means that something/someone else suffers as a result of an action? \_\_\_\_\_

C Use these useful expressions from the listening in the new contexts below.

it's all very well  
a one-off  
you'll just have to wait and see  
saw the funny side of it  
word of mouth

1 Michelle was not amused when her boyfriend cancelled their date. But at least her brother \_\_\_\_\_.

2 We get a lot of our business from personal recommendations and \_\_\_\_\_.

3 \_\_\_\_\_ for him to complain about rude people – he isn't exactly a model of politeness himself!

4 In my opinion Pele was \_\_\_\_\_ – we'll never see a footballer of his talent ever again.

5 I'm afraid I'm sworn to secrecy. \_\_\_\_\_ what happens.