

## VOCABULARY

## Feelings

**A** Choose the correct options (a, b or c) to complete the sentences.

- 1 Work is really stressful at the moment. I just feel so \_\_\_ all the time.  
a relieved      b awkward      c tense
- 2 How can you eat like that? I'm \_\_\_ just watching you.  
a thrilled      b disgusted      c overwhelmed
- 3 I was \_\_\_ to discover that he had stolen money from me.  
a horrified      b thrilled      c tense
- 4 We were all \_\_\_ to hear that Jim had got back safely.  
a relieved      b disgusted      c furious
- 5 My daughter was so \_\_\_ when she passed all her exams.  
a horrified      b devastated      c thrilled
- 6 Sometimes I just feel so \_\_\_ by the amount of work I've got to do.  
a overwhelmed      b relieved      c awkward
- 7 I think we all felt really \_\_\_ that there was nothing we could do to help.  
a impressed      b frustrated      c disgusted
- 8 If I lose my job because of this, I will be \_\_\_ with you!  
a relieved      b stunned      c furious
- 9 Barcelona were \_\_\_ by Liverpool's last-minute winner.  
a thrilled      b overwhelmed      c stunned
- 10 Actually, I was really \_\_\_ by his level of commitment.  
a impressed      b furious      c relieved

**B** Complete the text with the adjectives in the box.

frustrated    impressed    relieved    stunned    tense    thrilled

It had been a difficult year at work and Jake (who never won anything) was <sup>1</sup> \_\_\_\_\_ when he found out that he had won a foreign holiday in a competition. When he arrived, he loved everything about the place – the hotel, the countryside and the beach, which was only five minutes' walk away. He was particularly <sup>2</sup> \_\_\_\_\_ by the food at a local restaurant and used to go there every evening to try out different dishes.

One evening, as he was eating, Jake thought the staff seemed a little <sup>3</sup> \_\_\_\_\_. They were polite to him, but they didn't seem as relaxed as usual, and one of the waiters looked quite angry. Jake didn't pay much attention – after all, nobody is bright and cheerful all the time – but a little while later, he thought he heard raised voices in the kitchen. Soon after, there was shouting, but more alarmingly, a lot of smoke coming from the kitchen. Jake was <sup>4</sup> \_\_\_\_\_ because he couldn't understand what they were saying, but the message soon became clear – the restaurant was on fire and they had to get out fast! While the staff battled in vain to put out the fire, Jake and the other customers looked on from a safe distance, most of them too <sup>5</sup> \_\_\_\_\_ to even speak.

The following day, they learnt that one of the waiters had thrown a pan of hot oil across the kitchen, and that was what had caused the fire. Everyone was shocked when they saw the damage – there was nothing left of the restaurant – but they were all <sup>6</sup> \_\_\_\_\_ to hear that there were no injuries.

## GRAMMAR

### Question forms

#### A Reorder the words to make questions.

- where / could / nearest / is / the / you / me / tell / bank  
\_\_\_\_\_?
- is / your / name / I / ask / what / can  
\_\_\_\_\_?
- are / what / about / you / thinking  
\_\_\_\_\_?
- there / you / happened / what / when / got  
\_\_\_\_\_?
- meal / the / you / like / didn't / about / what  
\_\_\_\_\_?
- today / is / the / lesson / taking / who  
\_\_\_\_\_?
- know / you / do / lives / he / where  
\_\_\_\_\_?
- that / you / repeating / mind / would  
\_\_\_\_\_?

#### B Rewrite the direct questions as indirect questions.

- When is the test?  
Could you tell me when \_\_\_\_\_?
- What is your name?  
Do you mind telling \_\_\_\_\_?
- How old are you?  
Can I ask you \_\_\_\_\_?
- Where do we have to go?  
Do you know \_\_\_\_\_?
- Where do I sign my name, please?  
Excuse me. Could you tell me \_\_\_\_\_?
- Please sit down over there.  
Would you mind \_\_\_\_\_?
- What is your address?  
Can I ask you \_\_\_\_\_?
- What time is it?  
Do you know \_\_\_\_\_?

#### C Complete the questions with the correct form of the words in brackets.

- You've got to be joking! Why \_\_\_\_\_  
(you / not tell) me this before?
- What \_\_\_\_\_ (you / talk / about)?  
I finished it last week!
- Can you tell me what \_\_\_\_\_  
(happen / yesterday)?
- \_\_\_\_\_ (you / know) the  
manager personally?
- So, you said your holiday wasn't great – what \_\_\_\_\_  
\_\_\_\_\_ (you / not / like) about it?
- You're not from here, are you? Where \_\_\_\_\_  
\_\_\_\_\_ (you / grow up)?
- Who \_\_\_\_\_ (you / talk / to)  
outside earlier?
- \_\_\_\_\_ (who / you / go) to Brussels  
with tomorrow?

## PRONUNCIATION

### Intonation in yes/no and wh- questions



#### A Circle the arrows to predict which intonation will be used in each question. Then listen and check.

1.1

- Do you need any help with your bags? [↗] / [↘]
- What time would you like to meet? [↗] / [↘]
- Do you want anything else to eat? [↗] / [↘]
- What seems to be the problem? [↗] / [↘]
- How long have you been living at  
your current address? [↗] / [↘]
- Are you ready to go? [↗] / [↘]
- Have you asked her about it? [↗] / [↘]
- How much do I owe you? [↗] / [↘]



#### B Listen again and repeat.

1.1



## GRAMMAR

## Tense review

## A Choose the correct options to complete the sentences.

- 1 What *were you doing* / *did you do* between three and five o'clock yesterday?
- 2 I made sure *I'd* / *I've* done all the housework before I left this morning.
- 3 Apparently *he works* / *he's working* this Saturday so he can't come.
- 4 Sorry, I can't stop – I *have to* / *had to* pick the kids up in half an hour.
- 5 I met her while I *was travelling* / *had travelled* around Southeast Asia.
- 6 You aren't going to believe this – *I've* / *I'd* passed all my exams! Isn't that great?
- 7 Conditions were terrible – it was freezing cold and it *rained* / *was raining* heavily.
- 8 I *grew* / *have grown* up in France, but strangely I've never been to Paris.

## B Complete the sentences with the correct form of the verbs in the box. Use contractions where possible.

close finish leave live see sell out

- 1 This is ridiculous – I can't believe he \_\_\_\_\_ the report yet!
- 2 I \_\_\_\_\_ just \_\_\_\_\_ the house when the phone rang.
- 3 Apparently, all of the tickets \_\_\_\_\_ by the time she got there.
- 4 We'd better hurry up – the shop \_\_\_\_\_ at 4 pm on Sundays.
- 5 Actually, I \_\_\_\_\_ him on Friday – you should come along.
- 6 I \_\_\_\_\_ in New York for eight years, but never went to the Empire State Building.

## C Complete the interview with the correct form of the verbs in brackets. Use contractions where possible.

**Interviewer:** So would you say you <sup>1</sup> \_\_\_\_\_ (*face*) a lot of challenges in your life up to now? What was your childhood like, for example?

**Joe:** Well, actually – something pretty crazy happened to me while I was growing up. My parents came to get me from school one day and told me that our house <sup>2</sup> \_\_\_\_\_ (*burn*) down – there was nothing left of it. I was nine years old. That was quite a challenge.

**Interviewer:** Wow! That must have been awful. It <sup>3</sup> \_\_\_\_\_ (*sound*) like a devastating experience, especially for someone so young.

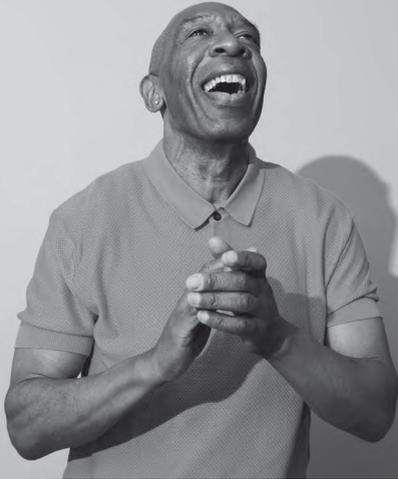
**Joe:** Yes but, in a funny way, I think I was young enough to get over it – it would be much worse to go through that now.

**Interviewer:** I see. Apart from that one extreme event, was your childhood a happy one?

**Joe:** Let me think ... Yes, I <sup>4</sup> \_\_\_\_\_ (*have*) a happy childhood. Things got a bit difficult later, though. I <sup>5</sup> \_\_\_\_\_ (*not be*) very happy at university, so I left. That was quite tough because I <sup>6</sup> \_\_\_\_\_ (*look*) for a job for at least six months before I found one. But I think I <sup>7</sup> \_\_\_\_\_ (*go*) through my biggest challenge at the moment, actually. It isn't easy getting started in my profession – especially when you're a foreigner.

**Interviewer:** No, I guess it isn't. I <sup>8</sup> \_\_\_\_\_ (*not think*) about that. Good point.





## VOCABULARY

### Personality adjectives; Noun suffixes

**A** Match the beginnings of the sentences (1–8) to the endings (a–h). Use the adjectives in bold to help you.

- 1 Elias is so **stubborn**! He can ... \_\_\_\_\_
  - 2 The manager is pretty **optimistic** about the target. He thinks ... \_\_\_\_\_
  - 3 Don't be so **self-centred**. You should ... \_\_\_\_\_
  - 4 He is talented, but he's **arrogant** too. He ... \_\_\_\_\_
  - 5 She's incredibly **witty** actually. After five minutes with her, I ... \_\_\_\_\_
  - 6 I worry about Kelly being so **naïve**. I'm afraid ... \_\_\_\_\_
  - 7 I think I'm an **open-minded** person – I'm always ready ... \_\_\_\_\_
  - 8 Freya is very **down-to-earth**. You'd never know ... \_\_\_\_\_
- a is always telling people how great he is.
  - b people will hurt her feelings.
  - c that she was rich.
  - d never admit when he's wrong.
  - e think about others for a change.
  - f to hear different viewpoints.
  - g the team should reach it by July.
  - h can't stop laughing.

## PRONUNCIATION

### Connected speech: final consonant and initial vowel

**A** Listen and draw ( ) to show the connected speech.

1.2

- 1 You can't always get what you want in life.
- 2 Alex isn't an easy person to get to know.
- 3 Actually, he's not at all like his brother.
- 4 Marco will support us whatever we end up doing.
- 5 Everyone at work has been really understanding about it.

**B** Complete the sentences with the noun form of the adjectives in the box.

arrogant    confident    determined    different    loyal  
optimistic    responsible    stubborn

- 1 I wish I had had the \_\_\_\_\_ to speak up when I see something like that.
- 2 His \_\_\_\_\_ when he was talking about his successes was very annoying.
- 3 The team's \_\_\_\_\_ paid off in the end when they got the victory they needed.
- 4 When everything started to go wrong, Carl began to lose some of his natural \_\_\_\_\_.
- 5 It is the company's aim to encourage brand \_\_\_\_\_ so that you keep buying their products.
- 6 I'm sorry, but the break in is your fault. It was your \_\_\_\_\_ to make sure the office was locked up.
- 7 Can you tell the \_\_\_\_\_ between these two photos? They both look the same to me.
- 8 His \_\_\_\_\_ prevented him from apologising and saving his job.



1.3

**B** Read the sentences. Draw ( ) to join the words where one word ends with a consonant and the next begins with a vowel. Then listen and check.

- 1 How far is it to your house – will it take long to walk?
- 2 My job is much better now that I work from home on Wednesdays.
- 3 He was generally thought of as lazy and disruptive.
- 4 I think I've done the best I can on this project.
- 5 I think it's important to talk to people we don't agree with.



1.3

**C** Listen again and repeat.

## READING

**A PREDICT** Look at the title of the article and the pictures. What do you think these four famous people had in common?

**B SCAN** Read *Through thick and thin* quickly to check your answers to Exercise A.

**C SKIM FOR MAIN IDEAS** Read the article again. Choose the correct sub-headings (a–f) to complete the article. There are two extra headings you do not need to use.

- a Don't let failure stop you
- b Inspiration can strike when you least expect it
- c Physical strength can be beneficial
- d Discipline and training is key
- e Bravery will help you achieve
- f Be prepared to take new paths

**D READ FOR DETAIL** Read the article again and answer the questions. Underline the parts of the text that gives you the answers.

- 1 What effect did Demosthenes's initial failure have on him?
- 2 What methods did he use to improve his speech?
- 3 How successful was Spielberg's first film?
- 4 What was his first big break?
- 5 What was Lincoln's first occupation?
- 6 Which occupation led him to a career?
- 7 Why did Frida Kahlo change the way she dressed as a child?
- 8 Did she always want to be an artist?

**E REFLECT** Think about the answers to these questions.

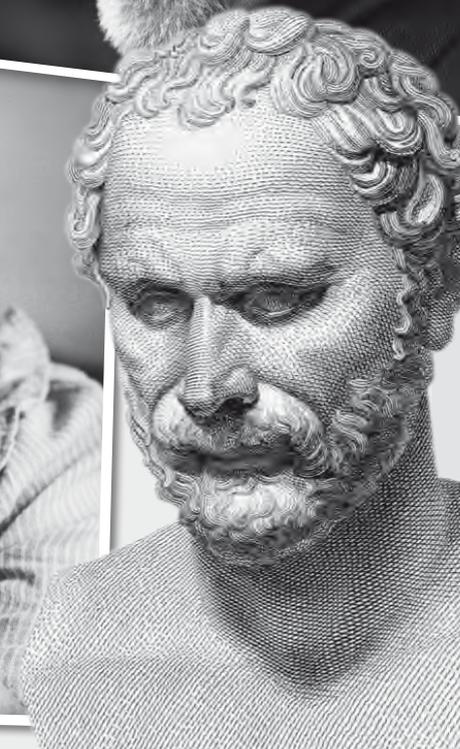
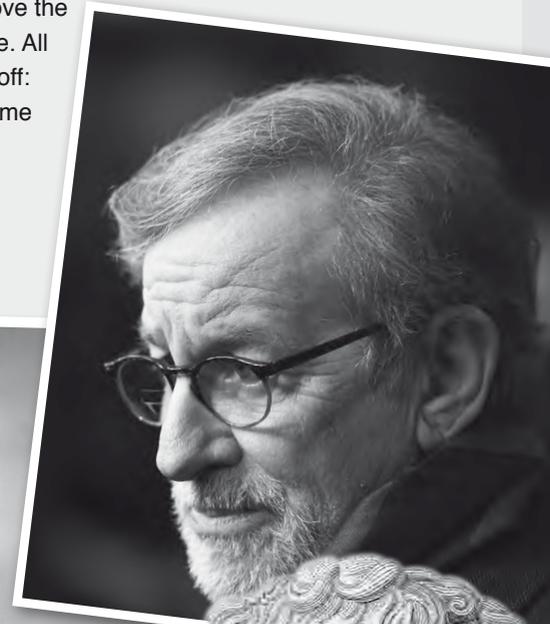
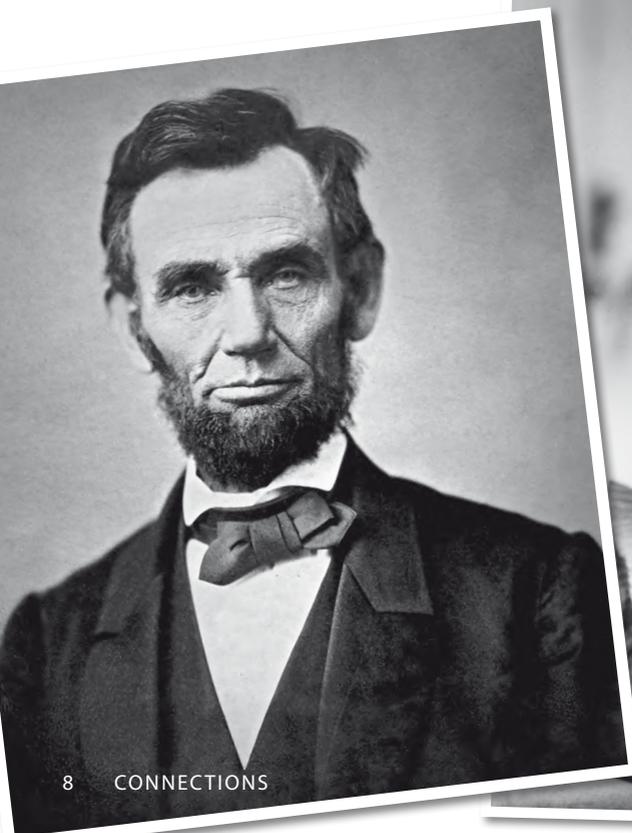
- 1 Which of the stories do you find the most inspiring? Why?
- 2 Apart from the four lessons highlighted in the article, what other things do you think are key to success?

## Through **Thick** and **Thin**

**When life gets too much for us, reading about people who have struggled against the hard circumstances of their birth and upbringing can put things into perspective. Here are four lessons from inspiring figures who never gave up:**

1 \_\_\_\_\_

If you had a stammer, you probably wouldn't choose public speaking as a profession. Demosthenes – an ancient Greek politician – managed to overcome his speaking difficulties to become the greatest orator of his time. His first attempt at public speaking was a disaster, but criticism just made him more determined. He shut himself away, read a lot and practised speaking day and night. It is said that he would fill his mouth with small stones and practise speaking with a knife held between his teeth to get rid of his stammer and improve the strength of his voice. All his hard work paid off: he went on to become one of the leading political figures in Athens.



2

Steven Spielberg may not have been born into poverty or suffered a physical disability, but his path to success wasn't easy. The grandson of Ukrainian immigrants, Steven was bullied as a child, and his parents' divorce while he was at high school was a further blow. He dreamt of being a film-maker, but his first commercial film made a profit of only \$1, and his first TV programme was considered so bad that it had to be re-shot by someone else. A year later, he was given a second chance, and this time, there were calls for him to be fired. He admitted that if he hadn't then been given the chance to direct the film *Duel*, he might well have given up. Then came *Jaws* and the rest is film history.

3

Abraham Lincoln was born in 1809 to poor and probably illiterate parents. His mother died when he was nine years old and Lincoln was immediately put to work on the family farm. He had little formal education, but it is said that he would walk for miles just to borrow books. For a few years, he was a manual labourer and was said to be good at using an axe. Life was tough, but these years strengthened him. He then moved to the town of New Salem, where he tried a variety of jobs – shopkeeper, postmaster, general store owner – mostly unsuccessfully. It was when he decided to become a lawyer and later to go into politics that he finally found his life's work.

4

The challenges faced by the world-famous artist Frida Kahlo started from an early age. When she was just six years old, she caught polio which left her right leg shorter and much thinner than the left – something she wore long skirts to disguise. Perhaps because of her illness, Kahlo dreamt of becoming a doctor, but her ambitions were cut short when, at the age of 18, she was involved in a serious traffic accident. Kahlo's injuries kept her in bed for months and left her in serious pain for the rest of her life. However, it was during her recovery that Kahlo found her true calling – painting. Although she was unable to get out of bed, she could see her reflection in a mirror opposite where she slept and, as a result, many of her paintings were self-portraits – a style for which she became famous.

### Glossary

- illiterate (adj)** somebody who is not able to read or write  
**orator (n)** somebody who makes formal speeches in public or is good at public speaking  
**polio (n)** a serious disease that causes loss of control or feeling in your muscles  
**stammer (n)** a speech difficulty where words or sounds are repeated

## LISTENING

**A** You are going to listen to a podcast about a social issue in the UK. Make a list of the top five social issues (e.g. housing, lack of jobs, etc) facing your country.



**B LISTEN FOR GIST** Listen to an extract from the podcast and choose the best title (1, 2 or 3).

- 1 The effects of social isolation and loneliness on an ageing population
- 2 Government introduces new strategy to tackle loneliness in British society
- 3 Top tips to help you tackle social isolation in your own community



**C LISTEN FOR MAIN IDEAS** Listen to the full podcast. Put the following topics in the order they are discussed.

- \_\_\_ The decision came about because of recent research.
- \_\_\_ The new minister will develop a strategy based on input from many groups.
- \_\_\_ British government appoints a minister for loneliness.
- \_\_\_ Give practical help to those in need.
- \_\_\_ Try to develop new relationships with your neighbours.
- \_\_\_ Young people are lonelier than older people.



**D LISTEN FOR DETAIL** Listen to the podcast again. Choose the correct options (a, b or c) to complete the sentences.

- 1 The idea of a minister for loneliness ...
  - a is the British Prime Minister's most unusual idea.
  - b is unique to the UK.
  - c will definitely solve the problem.
- 2 According to the Cigna survey, the loneliest people in the USA are aged ...
  - a 16 and under.
  - b between 18 and 22.
  - c 75 and over.
- 3 The minister for loneliness will ...
  - a talk to people who feel lonely.
  - b help charities which deal with loneliness.
  - c work with different organisations to solve the problem.
- 4 The first step to helping others is to ...
  - a use social media to reach out to people.
  - b take time to get to know people around you.
  - c start a conversation with a stranger.
- 5 Older people appreciate practical help because ...
  - a most of them can't drive.
  - b they find practical matters quite boring.
  - c it gives them a chance to communicate with others.

**E REFLECT** Think about the answers to these questions.

- 1 Do you think the appointment of a 'minister for loneliness' is a good idea? Why/Why not?
- 2 What other ways can you think of to bring people together and tackle the problem of loneliness?

## WRITING

### A Skim the letter and answer the questions.

- 1 What is the purpose of the letter?
- 2 Who is the letter for?
- 3 Why does the writer begin with *Dear Sir/Madam*?

### B STRUCTURING FORMAL LETTERS Read the letter again.

Put the functions in the order they appear.

- \_\_\_ request for information
- \_\_\_ sign-off
- \_\_\_ request for a response
- \_\_\_ purpose of the letter
- \_\_\_ salutation or greeting

**To:** roboticsclub@email.com  
**From:** ajkhatri@mail.co.uk

Dear Sir/Madam,

<sup>1</sup>I want to know a bit more info about joining your robotics club. I was looking for a club to join and the projects on your website looked the most interesting. However, I have a few questions I would like to ask before I sign up.

<sup>2</sup>So first things first, how often do you get together and where? I was also wondering if the venue is fully equipped or whether I should bring any of my own tools or parts to the meetings. <sup>3</sup>I also want to know how much I have to pay to be a member and how often. Lastly, are your members all qualified in robotics, <sup>4</sup>or do you let anybody join? I am studying electronics at college but have a keen interest in robotics and subscribe to several magazines on the subject.

<sup>5</sup>Let me know by the end of the week, OK – either by email or telephone. Thank you in advance for your help.

Yours faithfully,

Arjan Khatri

### C Replace the sentences (1–5) with their more formal equivalents (a–e).

- a or do you accept people with related skills?
- b I am writing to enquire about membership of your robotics club.
- c I would be grateful if you could let me know before your next meeting.
- d Could you also tell me if there is a membership fee and if it is a one-off or weekly/monthly payment?
- e I would like to know how often the club meets, and where.

## WRITING PRACTICE

### A PREPARE Read the task below and make notes about who you are writing to, what you need to know and what action you expect them to take.

You are keen to join the local sailing club. Write a letter of enquiry and find out:

- when and how often they meet
- how much previous experience is necessary
- how the club ensures your safety
- what equipment you need.

### B PLAN Organise your notes from Exercise A into a plan for a letter of enquiry.

### C WRITE Write your letter of enquiry in 150–250 words. Use your plan to help you.

### D EDIT Edit your letter. Check:

- spelling and punctuation
- all of the information in the task has been covered
- an appropriate structure/tone has been used.

