

Introduction	2
--------------------	---

Unit 1 Live and learn

1.1 Vocabulary	4
1.2 Grammar	6
1.3 Listening Language Practice	7
1.4 Reading	8
1.5 Grammar	10
1.6 Speaking	11
1.7 Use of English	12
1.8 Writing	14
1.9 Self-check	16
1.10 Skills Review	18

Unit 2 Human nature

2.1 Vocabulary	20
2.2 Grammar	22
2.3 Listening Language Practice	23
2.4 Reading	24
2.5 Grammar	26
2.6 Speaking	27
2.7 Use of English	28
2.8 Writing	30
2.9 Self-check	32
2.10 Skills Review	34

Unit 3 Living spaces

3.1 Vocabulary	36
3.2 Grammar	38
3.3 Listening Language Practice	39
3.4 Reading	40
3.5 Grammar	42
3.6 Speaking	43
3.7 Use of English	44
3.8 Writing	46
3.9 Self-check	48
3.10 Skills Review	50

Unit 4 Shopping around

4.1 Vocabulary	52
4.2 Grammar	54
4.3 Listening Language Practice	55
4.4 Reading	56
4.5 Grammar	58
4.6 Speaking	59
4.7 Use of English	60
4.8 Writing	62
4.9 Self-check	64
4.10 Skills Review	66

Unit 5 Off to work

5.1 Vocabulary	68
5.2 Grammar	70
5.3 Listening Language Practice	71
5.4 Reading	72
5.5 Grammar	74
5.6 Speaking	75
5.7 Use of English	76
5.8 Writing	78
5.9 Self-check	80
5.10 Skills Review	82

Unit 6 A matter of fact

6.1 Vocabulary	84
6.2 Grammar	86
6.3 Listening Language Practice	87
6.4 Reading	88
6.5 Grammar	90
6.6 Speaking	91
6.7 Use of English	92
6.8 Writing	94
6.9 Self-check	96
6.10 Skills Review	98

Unit 7 It's not rocket science!

7.1 Vocabulary	100
7.2 Grammar	102
7.3 Listening Language Practice	103
7.4 Reading	104
7.5 Grammar	106
7.6 Speaking	107
7.7 Use of English	108
7.8 Writing	110
7.9 Self-check	112
7.10 Skills Review	114

Unit 8 Costing the earth

8.1 Vocabulary	116
8.2 Grammar	118
8.3 Listening Language Practice	119
8.4 Reading	120
8.5 Grammar	122
8.6 Speaking	123
8.7 Use of English	124
8.8 Writing	126
8.9 Self-check	128
8.10 Skills Review	130

Vocabulary Bank	132
-----------------------	-----

Vocabulary Bank – Exercises	148
-----------------------------------	-----

Focus 3 Grammar Review	159
------------------------------	-----

GRAMMAR: Train and Try Again	171
------------------------------------	-----

Writing Bank	179
--------------------	-----

Self-check – Answer Key	185
-------------------------------	-----

Grammar Review – Answer Key	187
-----------------------------------	-----

GRAMMAR: Train and Try Again – Answer Key ..	189
--	-----



VOCABULARY

Education • phrasal verbs
• describing teachers and students
• collocations

SHOW WHAT YOU KNOW

1 Choose the words that do not collocate with the nouns in bold.

- | | |
|-------------------------------------|------------------|
| higher / <u>people</u> / private | education |
| 1 attend / have / go | lessons |
| 2 language / communication / person | skills |
| 3 further / long / rewarding | career |
| 4 pass / fail / prove | exams |
| 5 master's / university / course | degree |

2 Complete the sentences. The first letters are given.

Next year we're going to **take** our exams.

- They get on well with everyone as they have good **p**_____ skills.
- I'm doing a **b**_____ degree in Computer Science. After that, I'd like to do a master's degree.
- Matt usually goes to lessons, but occasionally he **s**_____ them in summer because he's crazy about cricket.
- I think **f**_____ education is important, so I'd like to go to university.
- She's done really well and had a **s**_____ career as a teacher for over twenty years.

WORD STORE 1A | Phrasal verbs

3 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

{ fall give go (x2) major
scrape settle sit teach }

I've never failed an exam, though I only **scrape** through sometimes!

- After high school, he _____ on to do a course in Accountancy.
- I _____ behind in Maths after I was ill for two weeks, but now I've caught up.
- When Yen's older, she wants to _____ into teaching.
- My English teacher was great, she never _____ up on me, even when I didn't make much progress.
- At university, Alex wants to _____ in law, but he wants to study a language too.
- I argued with my sister and then found it hard to _____ down to study. I couldn't concentrate.

4 Complete the tips with the correct form of the phrasal verbs in Exercise 3.



- Have a long-term plan. What do you want to **go into** after you finish your studies? Working towards a goal can inspire you to work hard now.
- Motivate yourself. If you find it hard to **1** _____ and study at home, then give yourself a treat **after** you finish. For example, listening to music or having a hot chocolate.
- Talk to your teachers and find out how you are doing. If you have **2** _____ the other students, ask for help to catch up.
- Make a study plan. Only **3** _____ the second task when you have finished the first, and so on. That way you will complete all your work.
- Take responsibility for your learning. If you have taken an exam or test and just **4** _____, then focus on how you can improve. Passing isn't enough, try to get good marks!
- Choose subjects you enjoy to **5** _____. You'll work harder if you like a subject – and be more likely to **6** _____ the subject if you hate it.

WORD STORE 1B | Describing teachers and students

5 Match the definitions with the words in the box.

{ bully **disruptive** dyslexic gifted lenient
self-disciplined strict swot }

causing problems and preventing something from continuing in its usual way **disruptive**

- having a natural ability to do things well _____
- not strict in the way you punish someone or the standards you expect _____
- able to make yourself do the things you know you have to do _____
- someone who uses their strength or power to frighten or hurt someone weaker than them _____
- someone who spends a lot of time studying and seems to have no other interests _____
- expecting people to obey rules or do what you say _____
- having a condition that makes it difficult to read or spell _____

6 Complete the text with the correct form of the words that describe teachers and students in Exercise 5.

HAVE YOUR SAY!

Students say ...

Our teachers are always telling people off, they should be more **lenient**! I don't often get into trouble because I'm ¹_____ and I always do my work. I'm not a ²_____ though; I don't spend all my time studying. But not everyone's like me. Teachers should help students develop their learning skills and critical thinking, not just tell us facts!



I really struggle with reading because I'm ³_____, but all my teachers have been brilliant! They've taught me different ways to improve my reading skills and supported my learning both at school and at home using online tools.

Teachers say ...

I'm quite a ⁴_____ teacher and I think pupils should do what they're told. It annoys me when ⁵_____ students interrupt, shout and mess around. I also dislike ⁶_____ who threaten other students physically or verbally. I don't tolerate it in my classroom. I enjoy teaching all my students, but it's a real pleasure to teach ⁷_____ students who make strong academic progress.



SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

- Maria is very ___ at art. She can draw and paint extremely well.
A strict B self-disciplined C gifted
- At the end of my university course, I have to write a ___ of 10,000 words. I've never written such a long essay before!
A dissertation B degree C diploma
- After I've finished my degree in Medicine, I'd love to work in the ___ of medical research.
A field B area C course
- I need to study harder for my next History exam as I only just ___ through this one. Two marks less and I would've failed!
A passed B scraped C fell
- I'm not sure yet which subject I'm going to major ___. I've got to decide soon.
A at B in C on
- I've been off school for 10 days, so I've fallen ___ the rest of the class, but I'm sure I'll soon catch up.
A after B off C behind
- The professor ___ the lecture extremely fast, so it was hard to take notes.
A attended B gave C spoke
- All he does is study and he's even asked the teacher for some extra work – what a ___!
A dyslexic B bully C swot
- It's time to ___ and do your homework now. You've got to calm down!
A settle down B give up C go on
- This summer I'd like to ___ on a course to learn all about filming and how to edit films.
A pass B deepen C enrol

WORD STORE 1C | Collocations

7 Complete the text with the correct collocation. The first letters are given.

Hi Erin,
I'm really enjoying my philosophy course! I've attended all my **lectures** so far and I'm learning a lot. I'm glad I don't have to ¹**g**_____ any lectures, though, I'd forget what to say ☹. I'm reading a lot too, it's a great way to deepen my ²**k**_____ of the subject. I've chosen my option for this year – logic! I don't have to ³**s**_____ an exam at the end of the course, but I have to write a long essay. I've also discovered I have a ⁴**p**_____ for surfing and I'm going to ⁵**e**_____ on a course in summer. I know you love water sports – would this be of any ⁶**i**_____ to you? We could do it together!

What about you? Have you finished writing your ⁷**d**_____ yet? Do you still want to work in the ⁸**f**_____ of computer technology?

Oh, good news! My brother is still at school, he didn't get ⁹**e**_____ after all. In fact, he's really changed! He's studying hard now and he got a ¹⁰**s**_____ to study in France for three months.

Write soon,
Karl

SHOW WHAT YOU KNOW

1 Complete the sentences about present and past habits with one word.

Graham always used to pay attention in Physics lessons. It was his favourite subject. ☐



- 1 Didn't you _____ to skip lessons occasionally when you were at school, Dad? ☐
- 2 The security guard does _____ unlock the school gates until exactly 7:30 a.m. ☐
- 3 Our French teacher from primary school _____ only speak Italian in class. No wonder we didn't learn much! ☐
- 4 Lucy didn't _____ to get on with her brother, but things are better now that they are older. ☐

2 Which sentence in Exercise 1 describes a present habit? Tick the appropriate box.

3 ★ Complete the dialogues with *always* and the correct form of the verbs in the box.

(hang play put talk tease)

- Dad: Why can't you two just get on with each other?
- Melanie: Because he 's always teasing me. Why can't he just leave me alone?
- 1 Alice: Well, it's good to be studious, but Luke _____ about schoolwork. I don't think he has a social life at all.
- Max: Yes, I can see how annoying he is.
- 2 Amber: Why did you split up with Richard then, Erin?
- Erin: Oh, he and his friends _____ computer games or talking about them. I hardly ever saw him, and when I did, the conversation was boring.
- 3 Paul: I'll do it tomorrow, OK?
- Gemma: Oh, Paul. You _____ things off until tomorrow, or next week, or whatever. Why don't you just get it out of the way now?
- 4 Butcher: Why _____ around here, little dog? Can you smell those sausages? I don't know how someone so small can eat so much. Come on then, boy, come here! It's your lucky day!

4 ★★ Choose the correct option to complete the text.

Educate Yourself

Results a mess? Try not to stress. You can still find success.

Teachers and parents ¹*will / are* always telling young people how important it is to work hard at school. Of course, this is good advice, but some very successful people ²*performed / were always performing* very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein ³*used / use* to get poor grades in French at school. Though brilliant in other subjects, he struggled to master French and failed his college entrance exams as a result.

Actor Orlando Bloom ⁴*didn't use to / wouldn't* find school easy and ⁵*would / will* struggle with many subjects as a result of his dyslexia. It is important to do your best at school of course, but there are clearly other routes to success.

5 ★★ Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.

- I didn't have a large circle of friends at school, but now that I'm at university I know lots of people. **USE** I didn't use to have a large circle of friends at school but now that I'm at university I know lots of people.
- 1 Holly bites her nails constantly. **IS**
Holly _____ her nails.
- 2 Ms Wilson, our neighbour, was very curious – she would always ask us a lot of questions. **TO**
Ms Wilson, our neighbour, _____ very curious – she would always ask us a lot of questions.
- 3 Stephen leaves everything until the last minute and then panics. **WILL**
Stephen _____ everything until the last minute and then panic.
- 4 We picked and ate fresh fruit from the garden when we were kids. **WOULD**
We _____ fresh fruit from the garden when we were kids.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C.

- 1 Naomi didn't _____ to suffer from allergies when she lived in the countryside.
A use B used C would
- 2 Scott is not very bright. He _____ raise his hand in class even when he has no idea of the answer.
A would B always C will
- 3 Whenever I stayed at Auntie Freda's, she _____ always make pancakes for breakfast.
A will B would C used
- 4 _____ you use to watch that funny show with the puppets? I can't remember its name now.
A Did B Would C Were
- 5 When they were younger, Ben and Jamie _____ to walk to school together. Now Jamie drives.
A will B used C enjoyed
- 6 Summer holidays _____ to last forever when I was in primary school.
A would B seem C used

SHOW WHAT YOU KNOW

1 Complete the sentences about present and past habits with one word.

Graham always used to pay attention in Physics lessons. It was his favourite subject. ☐



- 1 Didn't you _____ to skip lessons occasionally when you were at school, Dad? ☐
- 2 The security guard does _____ unlock the school gates until exactly 7:30 a.m. ☐
- 3 Our French teacher from primary school _____ only speak Italian in class. No wonder we didn't learn much! ☐
- 4 Lucy didn't _____ to get on with her brother, but things are better now that they are older. ☐

2 Which sentence in Exercise 1 describes a present habit? Tick the appropriate box.

3 ★ Complete the dialogues with *always* and the correct form of the verbs in the box.

(hang play put talk tease)

Dad: Why can't you two just get on with each other?

Melanie: Because he 's always teasing me. Why can't he just leave me alone?

- 1 Alice: Well, it's good to be studious, but Luke _____ about schoolwork. I don't think he has a social life at all.

Max: Yes, I can see how annoying he is.

- 2 Amber: Why did you split up with Richard then, Erin?
Erin: Oh, he and his friends _____ computer games or talking about them. I hardly ever saw him, and when I did, the conversation was boring.

- 3 Paul: I'll do it tomorrow, OK?

Gemma: Oh, Paul. You _____ things off until tomorrow, or next week, or whatever. Why don't you just get it out of the way now?

- 4 Butcher: Why _____ around here, little dog? Can you smell those sausages? I don't know how someone so small can eat so much. Come on then, boy, come here! It's your lucky day!

4 ★★ Choose the correct option to complete the text.

Educate Yourself

Results a mess? Try not to stress. You can still find success.

Teachers and parents ¹*will / are* always telling young people how important it is to work hard at school. Of course, this is good advice, but some very successful people ²*performed / were always performing* very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein ³*used / use* to get poor grades in French at school. Though brilliant in other subjects, he struggled to master French and failed his college entrance exams as a result.

Actor Orlando Bloom ⁴*didn't use to / wouldn't* find school easy and ⁵*would / will* struggle with many subjects as a result of his dyslexia.

It is important to do your best at school of course, but there are clearly other routes to success.

5 ★★ Complete the second sentence so that it has a similar meaning to the first. Use the word in capitals.

I didn't have a large circle of friends at school, but now that I'm at university I know lots of people. **USE**
I didn't use to have a large circle of friends at school but now that I'm at university I know lots of people.

- 1 Holly bites her nails constantly. **IS**
Holly _____ her nails.

- 2 Ms Wilson, our neighbour, was very curious – she would always ask us a lot of questions. **TO**
Ms Wilson, our neighbour, _____ very curious – she would always ask us a lot of questions.

- 3 Stephen leaves everything until the last minute and then panics. **WILL**
Stephen _____ everything until the last minute and then panic.

- 4 We picked and ate fresh fruit from the garden when we were kids. **WOULD**
We _____ fresh fruit from the garden when we were kids.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C.

- 1 Naomi didn't ___ to suffer from allergies when she lived in the countryside.
A use B used C would
- 2 Scott is not very bright. He ___ raise his hand in class even when he has no idea of the answer.
A would B always C will
- 3 Whenever I stayed at Auntie Freda's, she ___ always make pancakes for breakfast.
A will B would C used
- 4 ___ you use to watch that funny show with the puppets? I can't remember its name now.
A Did B Would C Were
- 5 When they were younger, Ben and Jamie ___ to walk to school together. Now Jamie drives.
A will B used C enjoyed
- 6 Summer holidays ___ to last forever when I was in primary school.
A would B seem C used

1 Choose the correct option to complete the extract from the recording.

Extract from Student's Book recording 1.8

Speaker 1

My earliest memory? I ¹have / 'm having a vague memory of the Christmas before I was three, but I ²have / had very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must ³have / had to confused a memory with photos ⁴I'll see / I've seen of the same events. But ⁵I'd / I've asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that ⁶could / could have jogged my memory, so I believe they're real.

2 Complete the extract from the recording with the words in the box. There are two extra words.

confused jogged losing manages
memories remember recall vague

Extract from Student's Book recording 1.8

Speaker 2

Most people in my family have rubbish memories, but my grandfather's amazing. He's not like other old people who are ¹_____ their memory and get ²_____ – he's really switched on. He remembers dates and names and places. He can even ³_____ in detail events that happened 50 years ago – and he's 77! I'm 16 and I can't ⁴_____ what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he ⁵_____ to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.



REMEMBER THIS

Different phrases can be used to talk about memory:

- for remembering – *bear something in mind, learn by heart, think back to something, ring a bell.*
We're studying the table of elements in Chemistry and we have to learn it by heart.
- for forgetting – *slip your mind, escape you, draw a blank.*
I'm sorry I didn't call you – it slipped my mind.

3 Read REMEMBER THIS. Complete the phrases with the words in the box.

(back bear bell draw escape heart slip)

- | | | |
|---|--------------------------|---|
| | to <u>slip</u> sb's mind | – to forget about sth |
| 1 | to think _____ to sth | – to try to recall an event |
| 2 | to _____ you | – to try to think of something but not be able to |
| 3 | to learn by _____ | – to memorise sth |
| 4 | to _____ sth in mind | – to remember sth |
| 5 | to _____ a blank | – to be unable to remember sth |
| 6 | to ring a _____ | – to sound familiar |

4 Complete the sentences with the correct form of the words and phrases in Exercise 3.

I should be able to remember his address, but it escapes me.

- Can you _____ to that day and tell me what happened?
- _____ that it'll take a few hours to drive there, so leave early.
- Actors need to _____ their lines _____ before filming can begin.
- I'm sure I've seen him somewhere before, but I'm _____ at the moment.
- Her name didn't _____, but when I saw a photo, I remembered who she was.
- Oh no! I didn't do my homework; it completely _____.

WORD STORE 1D | Memory

5 Complete the sentences with the words in the box.

(earliest good jogged lost
photographic sieve vague vivid)

I have a good memory for faces. I forget people's names, but never their faces.

- I can remember all the details of my holiday in Prague. I have such _____ memories of it.
- Joe has a _____ memory. He can read a page of any book and then remember everything on it.
- In my _____ memory, I'm in the garden. I must have been about two years old.
- After his accident, he _____ his memory completely. He didn't even remember his own name.
- Sara has a memory like a _____. You tell her something and the next minute she's forgotten it!
- I've only got a _____ memory of our old house. I can remember my bedroom, but not much else.
- I'd forgotten about his birthday, but when I read the note it _____ my memory, so I bought him a present.

1 Read the text quickly and choose the best title for it.

- 1 The Real Rain Man
- 2 The Biggest Slice of Pi
- 3 The Man with the Amazing Mind

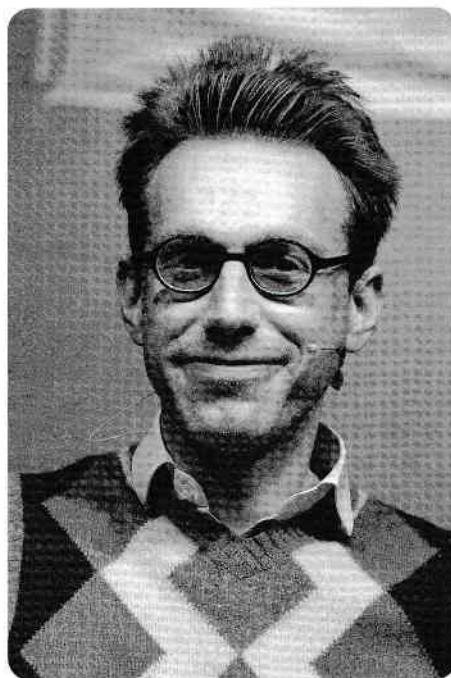


Daniel Tammet is a linguistic and mathematical genius. He speaks eleven languages, performs complex mental arithmetic in seconds, and on March 14, 2004 publicly recited pi from memory to 22,514 decimal places. It took him five hours and nine minutes. However, since childhood, despite his phenomenal mental abilities, Daniel has struggled to learn the personal skills that most of us take for granted: communication, empathy and the ability to see the big picture.

Daniel's skills and limitations are the result of Asperger's syndrome, a form of autism. He is a high-functioning autistic savant who possesses similar abilities to those of the character played by Dustin Hoffman in the film *Rain Man*. ¹ 'I'm lucky,' he says, 'because most others who have rare abilities are also seriously disabled.'

Life is easier for Daniel now that he is in his thirties, but growing up with autism was tough for him and his family. As a baby, he used to cry constantly and only repetitive motion would stop him. ² As a result, he never played with other children, or even with toys. 'Numbers were my toys,' he says.

To him, numbers have colours, shapes, textures* and personalities. He has described his visual image of 289 as particularly ugly, and 333 as particularly attractive. Three is green, five sounds like a clap of thunder, and thirty-seven is lumpy*. This cross-connection between unrelated senses is known as synaesthesia, and in Daniel's case it allows him to 'experience' numbers rather than calculate them. As he explains, 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape appears. That's the answer.'



It was this unique ability that helped him to remember pi to so many decimal places, back in 2004. ³ 'To me, it is as beautiful as the Mona Lisa,' he explains.

Daniel has many gifts often associated with autism. He can copy a picture so accurately that it could have been traced*, and he planned his autobiography *Born on a Blue Day* without taking a single note. Nevertheless, he is more aware of the

many things he can't do. He knows, for instance, that he is difficult to live with because he cannot understand what others are feeling. He admits that most of the time, he has to pretend to show emotions. ⁴ He reveals that when his cat died, he cried and understood grief* for the first time.

In 2004, Daniel met Kim Peek, the savant on whom *Rain Man* was actually based. Unlike Daniel, Peek, who passed away in 2009, was unable to manage daily life independently. ⁵ 'We swapped facts and figures like others swap gossip,' says Tammet. With the help of his father, Peek travelled America spreading the message that difference is not necessarily a negative thing.

Like Peek, Daniel is putting his gifts to good use. He gives regular lectures, has written three successful books, and been the subject of numerous studies and documentaries. Much of his work involves helping scientists understand how the brain works. 'I used to long* to be like other people,' he says. 'But they tell me that I have the same effect on them as Professor Stephen Hawking. That in the contradiction* between ability and disability, they see humanity.'

GLOSSARY

texture (n) = the way a surface or material feels when you touch it
lumpy (adj) = covered with or containing small solid pieces
 e.g. a lumpy mattress
trace (v) = copy a drawing by putting a very thin piece of paper over it and then drawing the lines you can see through the paper

grief (n) = extreme sadness caused by the death of someone you love

long (v) = want something very much, especially when it seems unlikely to happen

contradiction (n) = a difference between two statements, beliefs or ideas that means they cannot both be true

2 Read the text. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

- A** Despite these limitations, he is slowly extending his emotional range. ☐
- B** At school, he struggled to read body language or make eye contact, finding it impossible to interpret how other people were feeling. ☐
- C** *Born on a Blue Day* was named 'Best Book for Young Adults' in 2008 by the American Library Association. ☐
- D** Remarkably, though, he was able to read two pages of a book at once, one with each eye, and remember every single word. ☐
- E** There are only about fifty savants in the world (all men), but Tammet is unique in being able to describe how his mind works. ☐
- F** Tammet describes seeing the number as a landscape through which he travelled in his mind. ☐

3 Read the text again. Are statements 1–7 true (T) or false (F)?

- 1** The film *Rain Man* is partly based on Daniel's life story. ☐
- 2** Unlike other savants, Daniel is able to explain his remarkable abilities. ☐
- 3** At school, Daniel didn't find interacting with others easy. ☐
- 4** Daniel claims he can see, hear and feel numbers. ☐
- 5** Daniel may not actually be experiencing the emotions he shows to other people. ☐
- 6** Kim Peek and Daniel Tammet wrote a successful book together. ☐
- 7** Daniel says that people sometimes confuse him with Professor Stephen Hawking. ☐

4 Complete the collocations with the verbs in the box. There are two extra words. Then match the collocations with the meanings a–e.

find have involve make put
read see take

- take something for granted ☐
- 1** _____ something to good use ☐
- 2** _____ eye contact with someone ☐
- 3** _____ an effect on someone ☐
- 4** _____ someone's body language ☐
- 5** _____ the big picture ☐

- a** to influence someone to change their ideas or behaviour
- b** to understand the most important facts about a situation rather than the details
- c** to look directly into someone's eyes
- d** to understand physical communication such as gestures
- e** to make the most of something or use it to your advantage
- f** to expect something to be available all the time and forget that you are lucky to have it

REMEMBER BETTER

When learning a new collocation, remember that it may include words that have multiple meanings, e.g. in the collocation *to see the big picture*, the word *picture* refers not to a painting, drawing or photograph, but to a situation.

Complete the sentences with the collocations in Exercise 4. Change the form if necessary.

On this week's show, how to read your partner's body language.

- 1** Ellen was so embarrassed she couldn't even _____ the nurse.
- 2** Julia has _____ her bilingualism _____ working as an interpreter in the European Parliament.
- 3** The doctor's warning obviously _____ Kelly. She has started going to the gym again.
- 4** Ten hours into the power cut, Damien realised just how much we all _____ electricity _____.
- 5** The chairman accused the union leader of focusing on minor details and failing to _____.

WORD STORE 1E | Collocations

5 Complete the collocations. The first letters are given.

Man in accident

Sam Green, 23, was found unconscious in his car which had hit a tree in a storm. It is believed that during the crash he hit his head, causing him to ¹l _____ consciousness, and subsequently ²f _____ into a coma. Doctors have confirmed that he ³r _____ consciousness and ⁴c _____ out of the coma a week later. Fortunately, Mr Green didn't ⁵s _____ any other injuries and he has now fully ⁶r _____ and left hospital. Nobody knows how the accident happened – it will ⁷r _____ a mystery. Mr Green believes that his car might have been ⁸s _____ by lightning as the engine suddenly stopped working, which is known to happen when lightning hits a vehicle.

Learn with us!

We have fully qualified tutors for all ages and subjects. Do you ⁹f _____ the urge to ¹⁰a _____ a new skill or ¹¹s _____ an old one? We have a teacher for you! Phone Jill on 0712 384576.

VOCABULARY PRACTICE | Expressions with brain

6 Look at the vocabulary in lesson 1.4 in the Student's Book. Complete the second sentence so that it means the same as the first. Use expressions with brain.

I can't stop thinking about that song.

I've got that song on the brain.

- 1** Suddenly, Mark had a great idea.
Suddenly, Mark had a _____.
- 2** Jackie was responsible for inventing that machine.
Jackie was _____ that machine.
- 3** I'm trying hard to remember that actor's name.
I'm _____ to remember that actor's name.
- 4** Shall we try and think of some new ideas?
Shall we _____ some new ideas?
- 5** She's very intelligent.
She's very _____.