

## Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### Example:

A cause                      B bring                      C lead                      D make

### Teenagers really do need more sleep

It has long been suspected that lack of sleep can actually 0 \_\_\_\_\_ to illness, particularly in young people. Research 1 \_\_\_\_\_ students aged 14-19 over a three-week period now appears to 2 \_\_\_\_\_ this.

The teenagers wore devices that recorded the movements they made, without being 3 \_\_\_\_\_ of them, that indicated they were asleep. The results were then 4 \_\_\_\_\_ to the number of illnesses that they had 5 \_\_\_\_\_ from during the three weeks, in addition to the number of occasions on which they had been 6 \_\_\_\_\_ from school.

What the study showed was that students who slept fewer than seven hours a night caught colds, flu and other relatively 7 \_\_\_\_\_ illnesses more often. The problem is that as children enter their teens their natural sleeping patterns change, 8 \_\_\_\_\_ in them going to sleep later and therefore wanting to wake up later - but they still have to get up in the morning to go to school.

- |               |             |               |               |
|---------------|-------------|---------------|---------------|
| 1 A enclosing | B combining | C associating | D involving   |
| 2 A assure    | B confirm   | C defend      | D justify     |
| 3 A awake     | B aware     | C familiar    | D sensitive   |
| 4 A compared  | B measured  | C balanced    | D qualified   |
| 5 A caught    | B affected  | C suffered    | D experienced |
| 6 A outside   | B remote    | C distant     | D absent      |
| 7 A light     | B minor     | C smaller     | D slight      |
| 8 A resulting | B producing | C finishing   | D forcing     |

## Part 2

For questions 9-16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

**Example: OUT**

### Music really can reduce that pain

A survey has recently been carried **0** \_\_\_\_\_ into the way music affects people in pain, and **9** \_\_\_\_\_ it seems to show is that certain songs can actually reduce the sensation of physical pain. About 40% of people suffering **10** \_\_\_\_\_ continuous pain said that music helped them feel better, with an even higher figure **11** \_\_\_\_\_ young people: a remarkable two-thirds of those taking part **12** \_\_\_\_\_ reported to have said it had had a positive effect **13** \_\_\_\_\_ their symptoms.

The type of music played appears to make less difference than might **14** \_\_\_\_\_ imagined. Pop music, as **15** \_\_\_\_\_ as it is fairly gentle and not too loud, is slightly ahead of classical as the favourite for dealing with pain. Researchers believe that listening to your favourite music, **16** \_\_\_\_\_ may directly affect both your emotions and your thoughts, can have the very welcome effect of distracting you from what is hurting.

## Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

**Example: COASTAL**

### Letting the sea in

The small **0** \_\_\_\_\_ town of Medmerry has found an unusual way to reduce the risk of flooding: let the sea in. The scheme involved the **17** \_\_\_\_\_ of part of the existing sea wall and the building of seven kilometres of new, higher **18** \_\_\_\_\_ further inland, closer to local communities. This has led to the **19** \_\_\_\_\_ of a large area of wetland, capable of absorbing the energy of the waves and therefore bringing about a **20** \_\_\_\_\_ reduction in flooding at times of storm and high tides.

According to environmental scientists, this **21** \_\_\_\_\_ project will also turn the whole area into a **22** \_\_\_\_\_ nature reserve. It is already attracting large numbers of birds and other wildlife and eventually it should provide a safe home for some of the country's most **23** \_\_\_\_\_ species. This is bound to attract more visitors to the area, although it remains **24** \_\_\_\_\_ whether numbers will have to be limited in order to protect the reserve.

- 0. COAST
- 17. DESTROY
- 18. DEFEND
- 19. CREATE
- 20. SUBSTANCE
- 21. AMBITION
- 22. MASS
- 23. DANGER
- 24. CLEAR

## Part 4

For questions 25-30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use **between two and five words**, including the word given. Here is an example (0).

**Example: 0. WILL TAKE PLACE**

0. Awards will be presented at a ceremony next June  
**PLACE**

An awards ceremony \_\_\_\_\_ next June.

25. 'Would you like to come to my party, Karen?', the girl said.

**INVITED**

The girl \_\_\_\_\_ party.

26. Two foolish people took no notice of the warning sign.

**PAID**

Two foolish people \_\_\_\_\_ the warning sign.

27. The rescue workers had too little food to feed everyone.

**NOT**

There \_\_\_\_\_ he rescue workers to feed everyone.

28. Jack gets no exercise apart from walking to his car.

**ONLY**

The \_\_\_\_\_ walking to his car.

29. Sonia wanted to be a nurse so she left her job as a teacher.

**GAVE**

Sonia \_\_\_\_\_ become a nurse.

30. There's far less noise in this street than there used to be.

**NEARLY**

In this street, there isn't \_\_\_\_\_ there used to be.

## Part 5

You are going to read an article about doing a degree course from home. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

### Distance learning

*Distance learning can give students the chance to work and learn at the same time*

Nineteen-year-old Jamie Henderson hasn't had what you'd call a typical student experience. Despite wanting to read for a degree in Law, Jamie decided against the usual university route and instead opted to study from

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home. 'With course fees now so high in this country, I was really put off by all the debt I would have when I came out of university,' he says.

Having made this decision, Jamie was able to look into alternatives - which in the end turned out to be a degree validated by a university through a distance learning provider. 'It was a massive weight off my mind and it was a perfect option for me,' Jamie says. 'It has allowed me to stay near my friends and my family and still work part-time.'

Jamie has been able to take on two part-time jobs - alongside his studies - but has also been free to undertake work experience for a law firm, which has led to a full-time job offer before he has even completed his course.

Jonathan Smith, who is studying for a BA in Business, chose to study via a distance learning course when already in full-time employment. 'I'd studied History, Politics and Economics at school but going to university wasn't even a consideration for me,' he explains. 'My friends were at home, I didn't want to be burdened with debt and I wanted to get straight into a career.'

Jonathan completed a Business and Administration Apprenticeship with the local council. While working as a medical administrator, he studied for a diploma and after 12 months had valuable workplace experience. 'I'd done so well at work that they kept me on. But after six months getting settled into my new role, I was financially stable and ready to progress my career with a degree. I didn't want to give up what I'd achieved to go to university, so distance learning was an appealing choice.'

Obviously, one of the downsides to a distance learning course is that students miss out on the experience of attending university, which means missing out on traditional lectures. 'Reading feedback and instructions from a screen isn't quite the same as talking to someone face-to-face,' Jamie says. 'It's also a lot of work to do on your own. I don't have a close circle of friends going through the same thing, so I can't really ask my peers for help and advice. However, I've found the online student forums helpful and the firm I've been working for have offered advice and guidance when I've needed it.'

'I haven't met as many new people as I would have, had I moved away,' says Jamie. 'But I have met new people through work instead. It's just a different type of experience, which is just as rewarding and ultimately, in my opinion, makes me more employable.'

For anyone considering a distance learning course, there are several other factors to be considered; perhaps most importantly, motivation. 'Distance learning isn't an easy option,' says Dr Philip Hallam, Chief Executive Officer of a distance and online learning provider. 'It's going to be a substantial commitment, not only financially but also on your time. We need to make sure that people have really thought it through and understand why they want a degree. You will need to dig deep occasionally.'

Jonathan Smith is confident in the choices he's made regarding education, but believes more could be done to make young people aware of the choices they have. 'When I left school with good qualifications, I was shocked at how little advice was available on options other than university. Everyone is different and

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education should reflect that. I'm glad I took the route I did and I think it is important that more people have the opportunity to study in a way that suits them.'

31. Why did Jamie decide to do his degree from home?

- A His friends were also studying by distance learning.
- B He had already been offered a full-time job.
- C He wanted to avoid owing a lot of money.
- D He was unable to obtain a place at university.

32. Jonathan's reason for studying from home was that

- A he wanted to remain in his job.
- B the job he was doing was badly paid.
- C his preferred subject wasn't available at university.
- D it was too late for him to apply to university.

33. In the underlined part, what does 'my peers' mean?

- A the university staff
- B students who have already graduated
- C the management of the firm
- D students of the same age

34. Jamie says that studying from home has enabled him to

- A work with people who were also studying at the same time.
- B improve his chances of finding work in the future.
- C get to know more people than he would have done at university.
- D concentrate on studying rather than spend time socializing.

35. Dr Hallam recommends distance learning for students who

- A dislike having to work very hard.
- B have little time available for study.
- C cannot afford to go to university.
- D know exactly what it involves.

36. In the last paragraph, Jonathan says that young people should

- A be advised not to go to university.
- B be made more aware of the choices they have.
- C apply for work with employers like his.
- D ensure they get high grades at school.

## Part 6

*You are going to read an article about dreaming.. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (37-42). There is one extra sentence which you do not need to use.*

### Can we control our dreams?

*Strange as it seems, the answer is yes - and it could help us solve our problems.*

Do we have any influence over the often strange, wandering, night-time journeys in our mind? Could we learn to dream differently, getting rid of repeated nightmares or finding answers to the problems that we cannot solve in daylight hours? Strange though it may seem, the answer is yes. Research suggests that, using practical and psychological techniques, we can influence our dreams and use them to draw on the vast, largely unused resource of our unconscious mind.

Deirdre Barrett, an assistant clinical professor of psychology at Harvard Medical School, is convinced we all have the power to manage our dreams. 'If you want to dream about a particular subject,' she says, 'focus on it once you are in bed. 37 \_\_\_\_\_. You can also place an object or photo that represents the desired dream on your bedside table,' Barrett says.

Another key factor in using one's dreams creatively is to avoid jumping out of bed the moment you wake up. 38 \_\_\_\_\_. 'If you don't recall a dream immediately, lie still and see if a thought or image comes to mind,' Barrett says. 'Sometimes a whole dream will come flooding back.'

The point of this second strategy is to make use of the information presented by our unconscious as we sleep. It's hard to put an exact figure on the ratio of our unconscious to conscious mind, but psychologists estimate it to be nine to one. We may believe that thinking is our best problem-solving strategy, but the power of our conscious mind is relatively tiny. 39 \_\_\_\_\_. So letting the unconscious mind work on it may be healthier and more productive.

Barrett put this to the test in a week-long study with college students. She asked them to use dreaming as a way of finding ways of dealing with a particular problem. 40 \_\_\_\_\_. 'If we're stuck on a problem, it's our waking, logical way of thinking that's stuck,' Barrett says. 'The dream's power lies in the fact that it's a different manner of thought - it adds to and develops what we've already done while awake.'

Most of us enjoy the rich, pleasantly strange experience of dreaming (and we all dream - some people just don't remember it). But no one enjoys nightmares that keep coming back, or the kind of unpleasant dreams from which you wake sweating. 41 \_\_\_\_\_. 'It's very common for them to have nightmares about being chased by a monster,' says Delphi Ellis, a counsellor and dream expert. 'This often happens as they get older and become aware of their place in the huge world.'

As an adult, troubling or frightening dreams are often an indication of difficult issues from the past,' Ellis says. 42 \_\_\_\_\_. They and all other kinds of dream are an incredibly valuable resource, which most of us simply ignore. So learn to listen to them, even the horrible ones - they're always trying to tell you something.'

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- A. It's one in which you know you're dreaming as the dream is occurring - the kind of 'dream within a dream' that film characters sometimes have.
- B. Even more anxiety-causing, if you're a parent, are the scary ones that have such an effect on your kids.
- C. Doing so means you'll lose half of what your dream contained as the day's distractions take over your thoughts.
- D. About half of them dreamt about it and one-quarter of them solved it
- E. Since dreaming is so visual, form a picture in your mind of something related to that topic as you fall asleep.
- F. The more you ignore dreams like those, the more your unconscious turns up the volume - so a nightmare is that message on full volume.
- G. Also, when this consists of going over and over negative or worrying issues in our minds, it is strongly linked with stress, depression and anxiety.

## Part 7

*You are going to read a magazine article about bicycles. For questions 43 - 52, choose from the sections (A - D). The people may be chosen more than once.*

### Which person...

- 43. bought a second-hand bike? \_\_\_\_
- 44. says their new bike is good value for money? \_\_\_\_
- 45. found it difficult to slow down at one point? \_\_\_\_
- 46. had to take their bike in for repair? \_\_\_\_
- 47. needed to put the bike together before they could ride it? \_\_\_\_
- 48. bought a new bicycle to replace one that had been stolen? \_\_\_\_
- 49. says that riding their bike up hills is tiring? \_\_\_\_
- 50. says they wish they had checked the size of the bike sooner? \_\_\_\_
- 51. had to get off their bike when they were riding to fix it? \_\_\_\_
- 52. compares cycling with another way of keeping fit? \_\_\_\_

### My new bike

*Four people share their experience of owning a bicycle*

#### A Jonas Hagen

I bought my new mountain bike online and as soon as it was delivered to my home in kit form I set to work. Once it actually looked like a bike and I'd checked that everything seemed to be working properly, I set off down the road. All went well at first, but later on I had a brief moment of panic when the brakes suddenly failed and I narrowly avoided crashing into a hedge. I adjusted them when I got home, and since then they've been fine. The only other adjustment I've had to make is to raise the seat to the maximum because it turns out this bike is for riders whose inside leg measures considerably less than mine. I should really have noticed that before I bought it.



**B Lili Huang**

I originally bought my bike just for occasional use, but now I go everywhere on it. It's great exercise, every bit as good as going to the gym. It feels just the right size for me and somehow I always feel full of energy when I'm on it, even when my friends and I ride into the mountains at weekends. I've only ever had one breakdown, which was when the chain broke. Fortunately there was a garage nearby, where a very kind car mechanic quickly got me back on the road. I don't know what I'd do without my bike, which is slightly worrying because a lot of people round here have had their bikes stolen. That's why I keep it in the hall downstairs, rather than in the street.

**C James Thompson**

This is only the second bicycle I've ever bought. It was on offer at the local cycle shop and I think I got something of a bargain because on the whole I've been pleased with it. At first I had some difficulties with the gears, but I managed to sort those out while I was riding. It's a very solid bike, though that does mean it's rather heavy and I wouldn't want to have to push it far if I had a breakdown. It also makes pedalling up steep slopes hard work, although fortunately most of the routes round here are reasonably flat. I don't think it's the kind of bike anyone would want to steal, but I always secure it with a good strong lock just in case. Recently I've also fitted more powerful front and rear lights so that drivers can see me better after dark.

**D Mia Doherty**

I actually chose this bike in something of a hurry. I'd left my old one outside the sports centre and when I came back it had just disappeared. I reported it, of course, but that was the last I ever saw of it, and I needed a new one to get to work every day. I probably paid more than I should have done for it, though I know the previous owner had looked after it well and I haven't had any trouble with it. Apart, that is, from a flat tyre which meant I had to stop and mend it on the way home in the pouring rain. Riding it certainly helps keep me fit, and even in weather like that I wouldn't change it for a car. The only incident I've had was when a dog ran out into the road in front of me, but the brakes did their job superbly.



## Answer Keys

### Part 1

- 1 D - involving.** Taking into account, making them a part of it. 'Enclosing' has a more literal meaning of surrounding something or somebody. 'Combining' would mean putting them together.
- 2 B - confirm.** To confirm here is to once again prove that something is true. 'Assure' is mostly used with people. 'Justify' is to prove that something is necessary to do.
- 3 B - aware.** The only adjective that collocates with 'of' preposition. Please keep in mind that very often the surrounding context words help you a great deal with choosing the right option.
- 4 A - compared.** This is another case when preposition helps us choose the right option.
- 5 C - suffered.** 'Caught' and 'experienced' wouldn't need a preposition. 'Affected' is used with 'by'.
- 6 D - absent.** 'Outside of' would have worked here. The other two options do not collocate with 'from' at all.
- 7 B - minor.** This is a tough one. It is important to know what [collocates](#) well with the word 'illness' to make the right call.
- 8 A - resulting.** One more time where 'in' dictates the right choice.

### Part 2

- 9 what/something.** 'What/something ... is ...'. The verb 'to be' further in the sentence helps us make the right choice.
- 10 from.** Another collocation here. Ironically, the same one is used in #5 in the previous part!
- 11 among/amongst/for.** Any of the given options have the meaning of happening in a particular group of people.
- 12 are.** Passive voice is used here. It is important to stick to Present tense as the rest of the sentence uses it.
- 13 on.** To have an effect on something/somebody.
- 14 be.** Another instance of passive voice, make sure to stick to Present tense.
- 15 long.** 'As long as' has the meaning 'if/provided that'. In other words, it introduces a condition that has to be met.
- 16 which.** This is a case of so-called [non-restrictive clause](#). Basically, it is a choice between "which" and "that".

### Part 3

- 17 destruction. A noun is needed here.** The 'of the' structure helps us to find the right part of speech.
- 18 defences/defenses.** Both AmE/BrE spelling are accepted in Cambridge exams. The only difficulty here is to understand what part of speech "inland" is and what it means. It is an adjective and here it means 'further into the land and away from the sea'.
- 19 creation.** Another "of" structure with a noun.
- 20 substantial.** Don't be tempted to put a noun here because of the indefinite article before the gap - it refers to the noun after the gap.

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**21 ambitious.** Full of ambition, grand and optimistic, this word can sometimes be used ironically.

**22 massive.** Make sure to keep double S in this word.

**23 endangered.** "Dangerous" wouldn't work here because of the context - it wouldn't make sense to provide safe environment for such animals!

**24 unclear.** "Although" introduces contrast in the sentence and help us use the negative prefix "un-".

### Part 4

**25 invited Karen to her.** The key here is to use "her" instead of "the" because the girl says 'my party'. Using the definite article instead means you get only one of the two points.

**26 paid no attention to.** Here we can't use "didn't" because "paid" is given in the past, so 'no' has to be used to express the negative meaning.

**27 was not enough/sufficient food for.** The only pitfall here is to make sure to remember that "food" is used as a singular noun, not plural. Uncountable nouns in English are grammatically treated as singular.

**28 only exercise Jack gets is.** Make sure to stick to Present Simple here, just like in the original sentence. The general rule of FCE Part 4 is to make as few changes from the original sentence as possible.

**29 gave up teaching to.** "To" expresses the idea of purpose. 'To give up' means to stop doing something.

**30 nearly as/so much noise as.** 'Far less' requires the usage of a structure equally strong.

### Part 5

**31 C.** In the last sentence of Paragraph 1 Jamie clearly states that the studying fees and the resulting debt is something he wanted to avoid. Other options are not mentioned or even hinted at.

**32 A.** Last sentence of Paragraph 2. He mentions that one of the benefits of remote learning is being able to stay with his current part-time job position.

**33 D.** A vocabulary question - peers are people of the same age as you are.

**34 B.** Last sentence of Paragraph 7 states that networking with people at work makes him "more employable" i.e. makes it easier for him to find a job in the future. An employable person is one that has the skills and experience and is therefore more desirable in the eyes of the employer.

**35 D.** The basic idea here is that studying from is actually much harder than it seems, so Answer A is out. It is "a substantial commitment ... not only financially, but also on your time" - so Answers B and C don't work. People have to understand why they want the degree and what kind of commitment they are making.

**36 B.** Other options presented are too narrow and in some cases say the opposite of the information given by Smith. Young people should know that going to university is not their only option.

### Part 6

**37 E.** Words like 'subject' and 'topic' help make a connection between these sentences. Later they talk about an object, i.e. something in particular, like a photo in this case.

**38 C.** The sentence explains why it is important not to be hasty when you get up. Then an advice is given to help you recall what has happened in your dream. "Doing so" from this sentence refers to getting up as soon as you wake up. Understanding the contextual meaning of such connector phrases is key to mastering

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this part of FCE Reading.

**39 G.** The idea here is that consciously analysing mistakes and failures puts the conscious mind under a lot of strain and stress. Therefore it is better to let the unconscious handle it.

**40 D.** The sentence illustrates how approaching a problem in a different way is often the key to solving it.

**41 B.** Words 'them' and 'monsters' help us establish the connection with children from this sentence.

**42 F.** Both this and the sentence after focus on the aspect of ignoring such nightmares. They say that it is important not to do so.

### Part 7

**43 D.** The previous owner is mentioned, so the bike was not brand-new.

**44 C.** The word 'bargain' is key here. A bargain is something that has or had very attractive price for the buyer.

**45 A.** The speakers mentions their incident with the brakes and how they had to readjust them after that particular event.

**46 B.** A mechanic from the garage was the person who had done the repairs for the speaker.

**47 A.** "Kit form" is mentioned. This means a collection of components that had to be assembled before the bike could be used.

**48 D.** The second sentence describes the unfortunate event when somebody stole the speaker's bicycle.

**49 C.** "Pedaling up steep slopes" is tough for the speaker. Steep slopes are hills or inclines that go up noticeably.

**50 A.** In the last two sentences the speaker expresses their regret of not having checked the bike size and how they had to make some adjustments because of this.

**51 D.** They had to repair a punctured tyre on the way, which naturally required them to get off the bike.

**52 B.** Cycling and going to the gym are the two physical activities that are compared here.

### Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

**And remember — you are not given a vocabulary list (or a dictionary) at your real exam.**

### Part 1

**Teenagers really do need more sleep** - not a vocabulary entry, but this is worth pointing out. Here we can see the case of using an auxiliary 'do' in an affirmative sentence. This is done to make the saying more convincing, to draw reader's attention or to reinforce the point made

**Suspect** (v) - to have a feeling about something bad without having proof or evidence

**Lack** (n) - not having enough of something, have something in deficit

**Sleeping pattern** - sleeping schedule that a person is used to or sticks to

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### Part 2

**Survey** (n) - an act of asking people about their opinion on a particular topic for statistical purposes

**Sensation** (n) - synonymous to feeling, but in a more physical sense. *She had a tingling sensation in her forearm*

**Remarkable** (adj) - worth noticing, interesting, unusual

**Welcome** (adj) - something needed, encouraged, happily accepted. *Tim was a welcome addition to the marketing team*

**Distract** (v) - to break or take somebody's attention away. *You shouldn't distract your deskmate at school - unlike yourself, they seem to be interested in this topic!*

### Part 3

**Inland** (adv) - located away from the sea or any other body of water

**Wetlands** (n) - type of land with lots of marshes and swamps. *My grandfather spent his childhood in the wetlands so he knows his way around any bog or swamp*

**High tide** - a periodic change in the water level when it gets to its highest point, governed by moon cycles

**Wildlife** (n) - a collective word that means animals and plants

**Species** (n) - various biological types of animals. *This region has over twenty species of wildcats coexisting.*

**Bound to** (v) - if something is bound to happen it very likely will. *Their team is bound to lose - their key players are out of shape or injured*

### Part 5

**Read** (v) - (here) to attend a course, to study something academically at college or university

**Opt for** (phr v) - to make a choice from several options or possibilities. *Of all the resorts suggested by the travel agent's they opted for the most luxurious and expensive*

**Validate** (v) - to support legally, to see or to make something valid. *This course is validated by one of the most prestigious universities in the country*

**Undertake** (v) - to start doing something, usually something that takes time and effort. *He chose to undertake this project after learning about it in more detail*

**Consideration** (n) - careful thinking and analysing

**Burdened** (adj) - made physically or mentally uncomfortable because of the amount of work, duty or responsibility. *Higher-up officials are often burdened by too many key decisions they have to make every day*

**Appealing** (adj) - interesting or attractive. *They made him an appealing offer of vice presidency in the newly established company*

**Miss out on** (phr v) - not to take part or be a part of something, esp. if it was desirable. *Make sure not to miss out on the latest offers from our shop!*

**Guidance** (n) - professional and informed advice on something

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### Part 6

**Draw on** (phr v) - to use something as a source. *Students are encouraged to draw on their experience when writing an essay or answering a factual question*

**Convinced** (adj) - to be sure, to be certain about something

**Unconscious** (adj) - (here) if something is unconscious you have no direct control over it or you might not even be aware of it. *The unconscious part of our mind is still largely unresearched and remains a mystery*

**Sweat** (v) - when you sweat you become wet because of physical activity or stress. *One problem about cycling to work is that you sweat a lot*

**Frightening** (adj) - scary, causing fear

**Anxiety** (n) - slight nervousness that may or may not have a reason

### Part 7

**Set off** (phr v) - to begin a journey, usually a long or difficult one

**On offer** - if something is on offer it is sold at a discount for a limited period of time

**Bargain** (n) - an item or a service sold an attractive price for the buyer. *The car I got was a real bargain - full service history, great condition and a reasonable price*

**Steep slope** - a road, hill or mountain that is at such a big angle that it is difficult to travel up or down

**Mend** (v) - to fix something minor, to repair a part of something rather than the whole thing