

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 have
- B make
- C get
- D put

Slacklining

Slacklining is an increasingly popular activity in London's parks. All you need if you want to 0 _____ a go at slacklining is a two trees about fifteen metres apart, a five-centimetre-wide strap of around the same length and the equipment to 1 _____ the strap to the trees.

The slackline is not a rope, but a flat piece of strong webbing material. The 2 _____ is to try to walk along the line without 3 _____ your balance. As the line is usually 4 _____ about a metre or so above the ground, there is no 5 _____ risk of injury if you don't 6 _____ to stay on the line. Other street sports, such as skateboarding and parkour are much more dangerous.

Basically, slacklining 7 _____ quite a lot of practice, but it is something you can learn to do. At first, most people like to 8 _____ on to a friend's hand until get used to the feeling of the moving line under their feet.

- | | | | |
|----------------|------------|-----------|------------|
| 1 A join | B attach | C unite | D stick |
| 2 A aim | B target | C plan | D schedule |
| 3 A dropping | B missing | C losing | D slipping |
| 4 A positioned | B stood | C settled | D arranged |
| 5 A deep | B great | C wide | D tall |
| 6 A realise | B achieve | C manage | D succeed |
| 7 A asks | B requests | C calls | D requires |
| 8 A keep | B hold | C touch | D stay |

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: UP

Blanca Huertas: butterfly expert

As a little girl growing 0 _____ in Colombia, Blanca Huertas was fascinated by wildlife, and especially by butterflies. In those days you couldn't buy butterfly nets locally, so her father made 9 _____ for her using the end of a broom. He also bought her some books and took her to different places at the weekends so 10 _____

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_____ she could see different species and learn about different types of habitat. It was at this time that she started her butterfly collection.

11 _____ she was sixteen, Blanca went to university to study biology. Her professor convinced her that the study of butterflies **12** _____ become a career, not just a hobby. What's more, he encouraged Blanca to apply **13** _____ a place on a field trip to the Cauca region of the Amazon, **14** _____ was being organised by students from Oxford and Cambridge.

The two-month trip was an incredible experience. Blanca rediscovered a butterfly that hadn't **15** _____ seen for thirty years and collected information about new species. **16** _____ a result of the trip, the region was turned into a national park.

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: SUITABLE

In praise of plastic

Wherever you are, you're likely to be surrounded by objects made of some kind of plastic material. There are many types of plastic, each one **0** _____ for a particular use. Thin, flexible plastic is good for making objects such as bags, whereas thick, hard plastic is a **17** _____ material for making functional objects, and has been used to make very **18** _____ pieces of furniture.

Although plastic has a **19** _____ for being cheap and disposable, in the hands of a good **20** _____ it can be used to make objects of great beauty. As well as offering **21** _____ high quality at a low price, plastic can take almost any shape, colour or consistency.

Plastic can also be seen as an environmentally friendly **22** _____ of material. It can be used in place of wood and other materials that are in short supply in their **23** _____ state, and it is also very hard-wearing. A good plastic chair, for example, could last you a lifetime and when you no longer wanted it, then it would probably be possible to **24** _____ the material

- 0. SUIT
- 17. USE
- 18. ATTRACT
- 19. REPUTE
- 20. DESIGN
- 21. EXTREME
- 22. CHOOSE
- 23. NATURE
- 24. CYCLE

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).

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0. What type of music do you like best?

FAVOURITE

What _____ type of music?

Example: IS YOUR FAVOURITE

25. Heidi stayed with a friend when she went to London.

PUT

A friend _____ when she went to London.

26. The singer dislikes people asking for his autograph in the street.

LIKE

The singer _____ people ask him for his autograph in the street.

27. I advised Kylie to enrol at a gym which she did.

ADVICE

Kylie _____ and enrolled at a gym.

28. I had no idea that a famous film star was born in the town.

UNAWARE

I _____ act that a famous film star was born in the town.

29. Simon was the only student to apply for a scholarship.

NONE

Apart _____ the students applied for a scholarship.

30. Debbie wore a jumper because she thought it might be cold in the mountains.

CASE

Debbie wore a jumper _____ in the mountains.

Part 5

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

A hop, skip and a jump away

‘I want you warming up. Do some bouncing on the grass while you wait to sign in.’ It was Paula, our coach. I wasn’t too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What’s more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

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The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple-jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and tried to imagine it; the perfect jump. I'd only recently taken up this event and wished I'd had more practice. It's so much more than a hop, skip and a jump. It's a take-off. The announcer's voice boomed, 'All triple-jump girls please sign in now.' About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn't make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analysing their form, you could see those who didn't have enough momentum from the board.

Finally my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. 'Twenty-eight feet, five-and-a-half inches' called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. 'I want you to try something. Alright? Where's a relaxing place for you?' 'In the water, I guess. Swimming.' It was the first thing that came to mind and I didn't realise how silly it must sound. 'Perfect', she responded. 'Right before you jump, I want you to imagine you're in the water, just floating, OK?' I agreed, smiling to show my appreciation. I paced until my name was called again.

'Pirog, you're up!' I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn't quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

'Twenty-nine feet, ten inches.' I couldn't stop myself from screaming and jumping into the air. My teammates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my success couldn't be put down to sheer luck. My face ached from smiling but I knew I wouldn't stop. I found Paula and ran to hug her. 'That was all thanks to you.' She smiled in return: 'Thank the water.'

31. From the first paragraph we understand that Audrey

- A** was already feeling very tired.
- B** needed to beat the other jumpers.
- C** had a specific aim in mind that day.
- D** felt guilty about ignoring her coach.

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32. The word 'it' underlined in Paragraph Two refers to
A background noise at the event.
B the place where this event is held.
C the amount of practice needed for the event.
D a technically good performance in the event.
33. In the third paragraph, Audrey reveals that
A she once suffered a leg injury.
B she had already won another event that day.
C she felt confident in her ability to achieve her goal.
D she was impressed by the performance of the other jumpers.
34. When she was talking to Paula, she felt
A embarrassed by a question her coach asked her.
B amused by a suggestion her coach made.
C sad that she'd let her coach down.
D grateful for her coach's support.
35. During her second jump, Audrey
A was still feeling very tense.
B felt unhappy with one aspect of her jump.
C was rather self-critical of her performance.
D felt that everything was going better than last time.
36. When she heard the length of her second jump, Audrey
A realised that she had actually been very lucky.
B acknowledged the contribution of her coach.
C was surprised by her team-mates reaction.
D was lost for words for a few moments.

Part 6

You are going to read an article about an environmental campaigner. 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.

Would you turn off your engine, please?

I was walking around my neighbourhood in New York one spring evening two years ago when I came across a stretch limousine parked outside a restaurant. The driver's clients were inside having dinner, and he had his engine running while he waited. It really bothered me. He was polluting the air we breathe as well as wasting huge amounts of fuel, so I knocked on the driver's window.

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I explained to him that he didn't need to waste his boss's money or pollute our air. I addressed the issues politely and, after a ten-minute chat, he agreed to shut off the engine. I felt empowered - I could make a difference to our environment. **37** _____. So whenever I see a driver sitting with the car engine running, I go over and talk to him or her.

Six months later, I talked to a guy who turned out to be an undercover police officer. He told me he wouldn't turn off his engine because he was on a job, but asked me if I knew there was actually a law against engine idling, as it's called. **38** _____. Sure enough, under New York City's traffic laws, you could be fined up to \$2,000 for engine idling for more than three minutes.

I had small business cards printed up that referred to the relevant law on one side and the penalties on the other, and started to hand them out to idlers. **39** _____. It's surprising how many people are unaware that they could get a fine. That's why I start my encounters the same way every time.

I say: 'Excuse me for bothering you, but are you aware that it is against the law in New York City to idle your car for more than three minutes?' **40** _____. They want to know who I am, am I a cop? I tell them that I'm just a concerned citizen and want to make sure we improve our environment and address our oil addiction.

We usually have a discussion and I always try to conclude the encounter on a positive and polite note, saying how great it would be if they shut off their engine so we can all have a better environment. **41** _____. Most are convinced by these arguments. Indeed, I'm successful seventy-eight percent of the time. Although, of course, there are people who are aggressive or who won't do it. My success rate with cops is only five percent.

I keep an Excel spreadsheet so that I have a precise record of each of my encounters. If I get an aggressive reaction, I list their comments and highlight them in red. **42** _____. I don't give up, however, and try to approach them professionally. But my feelings do get hurt on occasion. Then I remind myself that because I make the first approach, I'm actually the aggressor in this situation. My victims are just sitting there thinking: 'Who is this guy?'

To date, I have had 2,500 encounters and, overall, I have made a difference. I'm in touch with the Department of Energy in Washington and my work is endorsed by the American Lung Association. And recently a New York traffic cop wrote the city's very first ticket for idling.

- A.** I also tell them that it saves money and avoids breaking the law.
- B.** I decided to have these conversations on a regular basis after that.
- C.** I find this fact always takes my victims by surprise.
- D.** I went home and checked this out.
- E.** It's not the sort of mistake that you make twice.
- F.** I try not to get affected emotionally if drivers respond this way.
- G.** I've been distributing them this way ever since.

Part 7

You are going to read an article about advertising in public places. For questions 43 - 52, choose from the sections (A - D). The people may be chosen more than once.

Which person says that advertising

- 43. can be uninteresting if there's a lack of variety? ____
- 44. has a mostly negative impact on the urban landscape? ____
- 45. can damage the appearance of the countryside? ____
- 46. may be a waste of energy resources? ____
- 47. can lead to a break of concentration in a job? ____
- 48. should not be allowed in certain public places? ____
- 49. can be a source of potential danger? ____
- 50. can sometimes make you feel better? ____
- 51. is good if it makes you think about something? ____
- 52. is useful in providing work for talented and creative people? ____

Advertising in public places, like it or love it?

A Rob Stevenson, lorry driver

The main problem is that the location of posters can be a safety hazard if they block your view of junctions or road signs. I'm not distracted from driving by the content so much, just by the fact that a poster is there. I've no time to read them or study them, though the names of products must stick in your memory. Posters in fields get a lot of attention because you certainly notice them as you drive down the motorway. They must be a bonus for the farmer who gets an income from them, but I suppose they do make a bit of a mess of the rural environment. On the whole, there aren't too many posters on the roads - not compared with some countries I've driven through.

B Josie Pelham, cabin crew

Walking through airports in uniform, I tend not to look around too much. That's because I run the risk of being asked questions by confused passengers who mistake me for ground crew, but helping them is not my job. But adverts in airports have a captive audience because people end up hanging around waiting for delayed flights in lounges or at boarding gates, so in those places they must work well for the advertisers. When travelling, an amusing advert can brighten up my day, but I do tend to see endless dull adverts for banks round the airport and they don't fit into that category! Planes are even being painted externally to carry advertising. I saw one decorated to advertise house music in Ibiza. How cool is that?

C Damian Stenton, lawyer

To be honest, I can take or leave street advertising - I don't pay it much attention and posters aren't that obtrusive. I don't even mind posters in the countryside, though I know that's an issue for some groups in society. Some of the paper posters are being replaced by TV screens. I guess that enables the company to make more money, as they can switch adverts easily - and it also saves paper. But it's rather

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environmentally unfriendly as each advertising screen obviously has to be powered by electricity. At a time when we're all being urged to cut down on consumption of precious resources, putting up TV screens everywhere seems rather counterproductive.

D Danni Rochas, interior designer

I often feel surrounded by posters and advertising, it seems to be taking over our city. I am reminded of an episode of The Simpsons where the town's outdoor advertising comes to life and hunts down the residents. I'm resigned to the fact that posters are 'necessary' commercialisation, but I find them less annoying when they 'give' something positive in exchange for being such an intrusive presence on the urban landscape. Occasionally, though, advertisers find a new angle on an issue that's really thought-provoking and that must be positive. So maybe I'd prefer it to exist rather than not.

E Naomi Hesketh, student

I try to walk straight past most posters as if they weren't there, but some do manage to grab your attention nonetheless. I really like those that are colourful or imaginative. I think advertising allows lots of clever people to reach a wide public with their ideas, and we all benefit from that. Why would you even look at a boring poster? I think production values are important, too, in making you trust the advertiser. I agree with banning posters from parks and on historic buildings, but there's nothing wrong with them in shopping streets and main roads. They make the environment brighter

Answer Keys

Part 1

- 1 B - attach.** The only other verb that goes with 'to' is D - stick but it can't be used here. Sticking means connecting by gluing which is not what the context means.
- 2 A - aim.** The general idea or purpose is described here. 'Plan' means something more grand and elaborate. 'Target' means a particular point or thing, which is not mentioned. 'Schedule' refers to a certain time and does not fit the context at all.
- 3 C - losing.** 'Lose' is the only verb of all the options that [collocates](#) well with 'balance'.
- 4 A - positioned.** To position is to specifically put something in a particular place. Answers 'B' and 'C' do not fit the context at all. 'Arrange' implies multiple objects or a more complex system.
- 5 B - great.** The only adjective in the list that goes well with 'risk'.
- 6 C - manage.** To do something successfully. 'Succeed' doesn't fit as you would need a gerund after it: 'Succeed in doing something'.
- 7 D - requires.** Needs, demands practice - other examples of verbs that work with the word 'practice'.
- 8 B - hold.** 'Hold on to something/someone' is to maintain physical contact with it for balance or reassurance.

Part 2

- 9 one.** 'One' is used to avoid word repetition - in this case the author meant a butterfly net.
- 10 that.** 'So that' has the meaning 'to/in order to'. The purpose of some action is shown.
- 11 when.** A particular moment in the past is referred to here.
- 12 could.** A possibility is introduced here. Note that it is 'could' and not 'can' because throughout the sentence Past Simple is used.
- 13 for.** Apply for something - to formally and documentarily announce your desire to do or have something.
- 14 which.** As with most Part 2 tasks, we can see usage of a [non-restrictive clause](#).
- 15 been.** Past Perfect Passive - a tricky grammar piece, with Past Participle of the verb 'to be' used here.
- 16 as.** As a result of something. The required meaning is easier to find when you take a look at the second part of the sentence.

Part 3

- 17 useful.** Various applications of plastic are described here and how each could be food for a particular purpose.
- 18 attractive.** An adjective with a positive meaning is suggested by the context of this sentence.
- 19 reputation.** Plastic is known for its certain qualities - it has a reputation of/for being 'cheap and disposable'.
- 20 designer.** Judging by the indefinite article it should be clear that we need a profession here.
- 21 extremely.** An adverb to further intensify the adjective 'high'.

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22 choice. Make sure to choose the right spelling - sometimes students mistakenly write this word with an 's' instead of 'c'.

23 natural. A straightforward noun to adjective transformation.

24 recycle. To use something again, to give in a second life, to repurpose it.

Part 4

25 put Heidi up. 'To put somebody up' / 'to put up somewhere' means to give somebody a place to stay for the night or to spend the night there, respectively.

26 does not like it when/if. An important point here is that we need an object. 'It' serves as an object in this sentence.

27 took my advice. It is worth paying attention that in the original sentence 'advise' is a verb and the transformed sentence uses the noun form. Note the difference in spelling.

28 was (completely) unaware of the. 'of the' structure is the most challenging part of this otherwise simple transformation. 'Completely' is optional and does not affect your score.

29 from Simon none of. 'None of' means not a single one, nobody. 'Apart from' means 'with the exception of, other than'.

30 in case it was/got cold. One possible mistake here is to use Present Simple. Remember to stick to the same tense throughout the sentence or clause.

Part 5

31 C. Qualifying for the upcoming, more important sporting event is the aim she had in mind. The fact that she was very tired is not mentioned - only her desire to 'conserve energy'. Answer B is not mentioned - she had team mates but they didn't compete with her.

32 D. The sentence following the underlined 'it' makes it clear that the speaker talks about the jump that she has to take. 'Imagining' can't be technically used to any of the other answers - the place and the sounds surrounding her are quite real. The amount of practice she has to have doesn't really matter now - the jump is happening any minute now. But it hasn't happened yet - so she is trying to visualise it.

33 A. The pulled muscle is the injury that can still be felt. No previous victories are mentioned here. The opposite of Answer C is said - she is feeling nervous. Answer D doesn't work here - she was just monitoring other athletes' performance, analysing their mistakes.

34 D. She showed appreciation - she was thankful for the advice. 'A' is wrong - she felt embarrassed with her own answer, not the question. 'B' and 'C' are not mentioned.

35 C. Most of the phases of the jump seemed imperfect to Audrey. Answers 'A' and 'B' do not fully address the situation. Answer 'D' states the opposite.

36 B. She ran up to the coach to thanks her. Being lucky is not mentioned anywhere in the paragraph - in fact she denies that it was because of luck. Her teammates reaction was naturally supportive. She wasn't lost for words - she was simply jumping with joy.

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Part 6

- 37 B.** The author introduces his plan to carry on with the idea of asking the drivers to stop their running engines. Answer 'A' can't be used because it has 'they' which doesn't refer to anything, the driver from the paragraph is in singular.
- 38 D.** In this sentence the author goes home to do his research on whether a law like that exists. The sentence following the gap confirms this.
- 39 G.** The approach to the problem that the author chooses is described - using cards with the exact law that forbids idling.
- 40 C.** When people the author approaches learn that they are breaking the law by idling they feel surprised.
- 41 A.** Probably the only sentence of all that adds an extra piece of information and doesn't conflict with the rest of the context in the paragraph.
- 42 F.** The writer says that they try not to take it personally. Answer 'E' shouldn't be used because of the wording: 'it's not the sort of mistake'... whereas the previous sentence has the plural word 'comments'.

Part 7

- 43 B.** The speaker gives examples of both fun and boring ads. 'Endless dull adverts' refers to the lack of variety stated in the task.
- 44 D.** The very first sentence states that the adverts seem to be taking the city over - capturing and dominating it.
- 45 A.** The second half of the paragraph states that the posters 'make a bit of a mess' - they do not belong, they clash with the rest of the view.
- 46 C.** The TV screens example is brought up to show how energy can be wasted. The conventional posters on the other hand need to energy to function, although admittedly they are less practical.
- 47 A.** Sentence two. While the driver doesn't get distract by what is on the poster, the fact that they are there can break their focus.
- 48 E.** Middle of the paragraph. Parks and historic buildings are the places the speaker believes should be free from any form of advertising.
- 49 A.** The very first sentence says that posters obstructing (making it hard to see) road signs or intersection pose a potential danger to motorists.
- 50 B.** The second half of the paragraph: 'an amusing advert can brighten up my day'. 'To brighten up' here means to make more happy, fun or enjoyable.
- 51 D.** 'Thought-provoking' at the end of the paragraph is the word that points at making you think about something.
- 52 E.** The clever people in question are mentioned in the middle of the paragraph and how the advertising allows their talent to find an outlet in the real world.

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

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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

Strap (v,n) - a strong, thin but wide piece of fabric used to fasten something. As a verb it means the act of fastening something with a strap.

Webbing (n) - a kind of material made of thin woven stripes of cloth that is very strong and is used to make things like straps or other fabrics that require strength and durability.

Parkour (n) - the act of clearing (going through, jumping over and so on) different obstacles that are a part of city space. Doing so in a visually impressive and creative way is the main aim of parkour.

Part 2

Fascinated (adj) - excited, deeply and genuinely interested in something.

Broom (n) - a brush with a long handle used to swipe dust off floor and other surfaces.

Habitat (n) - a geographical location where a living thing exists because the conditions are to its liking.
These foxes can usually be found in desert - that is their natural habitat.

Field trip - an event usually organised by a school or university where teacher takes their students to observe various natural phenomenon for educational or recreational purposes.

Rediscover (v) - to find something that has been previously considered lost. *Jake rediscovered his passion for photography after his trip to India.*

Part 3

Flexible (adj) - if something is flexible, you can bend or twist it without breaking. Can also be used figuratively - then it means that the object or person are able to adapt.

Disposable (n) - single use, meant to be thrown away after use.

Consistency (n) - thickness, smoothness or texture of something.

In short supply - if something is in short supply it means that there is not enough of it or that it is difficult to get.

Hard-wearing (adj) - durable, not easily damaged, lasting for a long time. *These shoes that I bought two years ago are pretty hard-wearing. You could hardly tell they are that old!*

Part 4

Enrol (v) - to apply or to become a student of some course. *If you want to have a chance to study at the University you have to enrol in advance.*

Scholarship (n) - an arrangement when a company or the government partially or fully pays your tuition fees. If it is a company that does that you are usually required to work there for some time after graduating.

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Sheila was lucky to get scholarship at that new prestigious school - she won't have to pay an arm and a leg for each semester.

Part 5

Bouncing (n) - jumping again and again as soon as you touch the ground.

Sigh (n) - to let air out through your mouth as a sign of tiredness or relief. *I sighed with dissatisfaction when I heard that I would have to work with our boss.*

Runway (n) - (here) a long path an athlete runs down before jumping.

Take up (phr v) - to start a new activity. *I took up smoking in hopes it would help me fight work-related stress, but so far it hasn't helped me much.*

Meander (v) - to move slowly and unevenly, uncertainly.

Hurdles (n) - (here) obstacles that athletes have to jump over in a race.

Lump (n) - a swelling under your skin that can be a result of an injury or illness.

Lunge (v) - to start moving suddenly in a certain direction. *The boxer lunged at his opponent trying to catch him by surprise.*

Strides (n) - long, measured steps. Usually refers to running.

Pace (v) - to walk up and down or forwards and backwards without any particular destination, usually because of impatience or anxiety.

Soothe (v) - to make calm, to relax, to take worries away.

Chopped (adj) - (here) not long enough or failed.

Suspense (n) - anticipation, nervous undecision.

Put down smth to smth - to see something as a reason for something else. *The failure of the marketing campaign could be put down to poor management of funds.*

Part 6

Address (v) - to talk about, to discuss or to deal with. *We addressed the problem of littering by placing more bins around the city and introducing fines.*

Empowered (adj) - having authority, resource or right to do something.

Undercover (adj) - usually referring to a police representative, the word means not wearing uniform in order not to be noticed by possible criminals.

Relevant (adj) - related to, having connection to something.

Unaware (adj) - not knowing, not having information about something. *I was unaware that it is against the shop policy to spend time there without an intention of making a purchase.*

Concerned (adj) - worried or feeling the importance of some issue. *Parents are concerned about ill kids that come to school and how their own children could catch the flu from them.*

Spreadsheet (n) - a table that tries to systematise some kind of information. Monthly expense spreadsheet.

Addiction (n) - a harmful dependence on something. *Smoking is the most commonly known addiction and as many as 8.5% are addicted to nicotine.*

To date - to this day, up to now.

Part 7

Urban landscape - the combination of buildings, streets, architecture and general that creates the visual image of the city.

Junction (n) - a part of the road where it splits into several different ones or joins with other roads.

Motorway (n) - a multi-lane road that connects different towns and cities. American English calls it 'highway'.

Mess (n) - something that is not clean or not in proper order. *Your workplace is a complete mess, tidy it up will you?*

Rural (adj) - relating to the countryside. The opposite of 'urban'.

Captive audience - people who cannot leave some place and have to watch or listen to something. *People waiting for their flight or train are one example of captive audience.*

Dull (adj) - boring, uninspiring or stupid.

Obtrusive (adj) - standing in the way of something or preventing something from being clearly visible.

Counterproductive (adj) - harming rather than helping something, the opposite of productive. *Cutting people salaries to save money proved to be counterproductive as they feel that they no longer have to work hard.*

Resigned to - you accept something unpleasant because you realise you can't do anything about it. *Teachers are often resigned to the fact that most students see learning something new as boring and useless.*

Intrusive (adj) - becoming a part of something without being asked. If something is intrusive it forces itself into something. *Radio adverts can be very intrusive and even dangerous, especially when they have higher volume than the rest of the radio programme.*

Angle (n) - (here) used figuratively - new view, new way of looking at something i.e. a problem.