

## 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 quantity	B piece	<u>C unit</u>	D part
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### Going on a diet

A calorie is a **0** \_\_\_\_\_ for measuring the amount of energy food will produce. The average person needs about 1,800 calories per day to stay healthy. Without energy, the heart cannot **1** \_\_\_\_\_ blood through blood vessels and the organs cannot function.

You **2** \_\_\_\_\_ weight because you consume more calories a day than your body requires. The only way to lose weight is to **3** \_\_\_\_\_ the number of calories you consume. This is the basic **4** \_\_\_\_\_ behind most diets.

**5** \_\_\_\_\_, diets don't work for most people. It's not that they don't lose weight: they do, but when they go off the diet, the kilos creep back. The **6** \_\_\_\_\_ to losing weight and maintaining weight loss is a sensible diet and exercise plan. You need to work out how to eat fewer calories than you **7** \_\_\_\_\_ consume. You should also exercise daily so you can use up calories. Burning 250 or 500 calories per day can **8** \_\_\_\_\_ a big difference.

<b>1</b>	A pump	B pull	C drag	D force
<b>2</b>	A make	B increase	C gain	D put
<b>3</b>	A shrink	B take	C remove	D reduce
<b>4</b>	A way	B principle	C method	D kind
<b>5</b>	A Similarly	B Though	C Unfortunately	D Although
<b>6</b>	A key	B secret	C way	D idea
<b>7</b>	A preferably	B actually	C consistently	D eventually
<b>8</b>	A have	B do	C make	D give

## 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: MANY

### I'm not superstitious, honestly!

How **0** \_\_\_\_\_ people could truly say they are not superstitious? A recent survey shows that almost 90% of people believe in one sort of superstition **9** \_\_\_\_\_ another and say that it influences their lives.

One of the questions people **10** \_\_\_\_\_ asked is whether they saw themselves as lucky or unlucky. Their answers turned out to be the most interesting aspect of this survey. Nearly two-thirds **11** \_\_\_\_\_ those taking part said they believed that people were naturally lucky or unlucky.

Professor Morgan Howard, **12** \_\_\_\_\_ analysed the results of the survey, was fascinated by this finding, so he went a step further and asked these people **13** \_\_\_\_\_ kind of superstitions they believed in. **14** \_\_\_\_\_ his surprise, he

discovered that almost all the people who regarded themselves **15** \_\_\_\_\_ lucky believed in positive superstitions. They did things to promote their good luck, such as crossing their fingers. **16** \_\_\_\_\_ would appear that people make their own luck by their attitude to life.

### 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:** RECENTLY

### Wild animals

Wild animals have <b>0</b> _____ made an appearance in the back gardens of American suburbs. They have caused havoc and have <b>17</b> _____ domestic pets.	0.RECENT 17.THREAT 18.WILL 19.APPARENT 20.CONTAIN 21.POSSIBLE 22.EXPECT 23.HOUSE 24.RESTRICT
Mountain lions that wander into suburbs are now quite <b>18</b> _____ to attack humans, which is worrying, while bears and wolves have <b>19</b> _____ discovered rubbish bins. If you find the <b>20</b> _____ of your bin scattered all over the garden one morning, there is a distinct <b>21</b> _____ that a bear has been feasting there during the night.	
Nobody should be particularly surprised by this development, which was predicted by experts years ago, and it's not <b>22</b> _____ under the circumstances. One cause is the massive expansion of <b>23</b> _____ into areas that were wild and uninhabited not long ago. In addition, over the past few decades a large number of <b>24</b> _____ have been placed on hunting certain animals, allowing their populations to grow. It looks as if humans will simply have to get used to their new neighbours.	

### 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.** I'll be very happy when I go on holiday.

**FORWARD**

I'm \_\_\_\_\_ on holiday.

**Example: 0. LOOKING FORWARD TO GOING**

**25.** The phone was cheaper than I expected.

**AS**

The phone was \_\_\_\_\_ I expected.

**26.** Why didn't you tell me I was wrong?

**TOLD**

You \_\_\_\_\_ I was wrong.

27. She found the photographs when she was cleaning her room.

**CAME**

She \_\_\_\_\_ when she was cleaning her room.

28. How many portraits did Picasso paint?

**BY**

How many portraits \_\_\_\_\_ Picasso?

29. 'Please don't stay out late,' his mother said.

**ASKED**

His mother \_\_\_\_\_ out late.

30. I'd rather not go out this afternoon.

**FEEL**

I \_\_\_\_\_ out this afternoon.

## Part 5

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

### How I came to envy the country mice

I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be. And although, given a new start, I would again become a town mouse, when I visit relations in the country, I envy them.

Recently, I stood beside a freshwater lake in Norfolk, made by diverting a small river, near where my brother lives. As he was identifying some of the birds we could see, in came seven swans. They circled, then the haunting sound of their wing beats gave way to silence as they glided down for splashdown.

It is not a 'picturesque' part of the coast, but it has a definite character of line and light and colour. 'You do live in a lovely place,' I said to my brother, and he answered, 'Yes, I do.' There are probably few days when he does not pause to recognise its loveliness as he works with his boats - he teaches sailing - or goes about his many other occupations.

The lake's creator is a local landowner, continuing a tradition whereby the nature of our countryside has been determined by those who own the land. Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to help preserve the wildlife here, which is available for any visitor to see, providing they do nothing to disturb the birds. It is evidence of change: country life is changing fast.

One of the biggest changes I have witnessed is that second-homers, together with commuters, have come to be accepted as a vital part of the country scene. And the men and women who service their cars, dig their gardens, lay their carpets and do all the other things they need are vital to modern country life. It is quite likely that the children of today's workers may be moving into the same kind of jobs as the second-homers and the retired. Both the children of a country woman I know are at university, and she herself, now that they have left home, is working towards a university degree.

Much depends, of course, on the part of the countryside you are living in and on personality - your own and that of your neighbours. In my brother's Norfolk village, social life seems dizzying to a Londoner. In addition to dropping in

on neighbours, people throw and attend parties far more often than we do. My brother's wife Mary and her friends are always going into Norwich for a concert or to King's Lynn for an exhibition. The boring country life that people from cities talk about is a thing of the past - or perhaps it was always mainly in their minds.

This is very unlike living in a London street for 50 years and only knowing the names of four other residents. In these 50 years I have made only one real friend among them. I do enjoy my life, and Mary says that she sometimes envies it (the grass on the other side of the fence ...); but whenever I go to Norfolk, I end up feeling that the lives of country mice are more admirable than my own.

31. It is sometimes a source of surprise to the writer

- A to find herself driving through back streets.
- B that she has been in the city for so long.
- C to realise how much she has got used to living in London.
- D that she lives in the city when she prefers the country.

32. The atmosphere created by the writer when she describes the swans is

- A moving.
- B frightening.
- C deafening.
- D disturbing.

33. What does underlined 'It' in last sentence of paragraph 4 refer to?

- A the lake
- B the fact that the lake belongs to a landowner here
- C the reason for the landowner's action
- D the fact that wildlife now needs to be preserved

34. What is suggested about outsiders who now live in the country?

- A that country people no longer reject them
- B that they often do work like servicing cars and digging gardens
- C that the men and women who work for them are from the city
- D that many of them have been in the countryside for a long time

35. Social life in the country

- A depends completely on where you live.
- B is not as boring as people in cities think it is.
- C is not affected by your neighbours.
- D is always less exciting than life in the city.

36. What do we learn about the writer's attitude to London in the final paragraph?

- A She can't adjust to living in London.
- B She has regretted moving to London.
- C The people in her street are unusually unfriendly.
- D Life there is very different to country life.

## Part 6

You are going to read an article about the evolution of hands. 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.

### Our amazing hands

The hand is where the mind meets the world. We use our hands to build fires, to steer airplanes, to write. The human brain, with its open-ended creativity, may be the thing that makes our species unique. But without hands, all the grand ideas we think up would come to nothing.

The reason we can use our hands for so many things is their extraordinary anatomy. **37** \_\_. Some are connected to bones within the hand, while others snake their way to the arm. The wrist is a floating group of bones and ligaments threaded with blood vessels and nerves. The nerves send branches into each fingertip. The hand can generate fine forces or huge ones. A watchmaker can use his hands to set springs in place under a microscope. A sportsman can use the same anatomy to throw a ball at over 100 kilometres an hour.

Other species have hands too. **38** \_\_. In other cases we have to look closer. A bat's wings may look like sheets of skin. But underneath, a bat has the same five fingers as a human, as well as a wrist connected to the same cluster of wrist bones connected to the same long bones of the arm.

In exploring how hands have evolved, researchers over the past 150 years have dug up fossils on every continent. They've compared the anatomy of hands in living animals. They've studied the genes that build hands. It appears that our hands began to evolve at least 380 million years ago from fins - not the flat, ridged fins of a goldfish but the muscular, stout fins of extinct relatives of today's lungfish. Inside these were a few chunky bones corresponding to the bones in our arms. **39** \_\_. The digits later emerged and became separate, allowing the animals to grip underwater vegetation as they clambered through it.

**40** \_\_. Some species had seven fingers. Others had eight. But by the time vertebrates were walking around on dry land 340 million years ago, the hand had been scaled back to only five fingers. It has retained that number of fingers ever since - for reasons scientists don't yet know.

Nevertheless, there are still many different types of hands in living species, from dolphin flippers to eagle wings to the hanging hooks of sloths. **41** \_\_. They can also see that despite the outward differences, all hands start out in much the same way. There is a network of many genes that builds a hand, and all hands are built by variations on that same network. It takes only subtle changes in these genes to make fingers longer or to turn nails into claws.

The discovery of the molecular toolbox for hand building has given scientists a deeper understanding of evolution. **42** \_\_. It may just be a little more of one protein here, a little less of another there. In the past, scientists could recognise only the outward signs that hands had evolved from a common ancestor. Today scientists are uncovering the inward signs as well.

**A** Over time, smaller ones developed that would eventually become wrists and fingers.

**B** Although a vulture's wing and a lion's paw may appear to have nothing in common, the difference between them may come down to tiny variations.

**C** They also use them for a number of different purposes.

**D** No one would doubt that the five fingers at the end of an orangutan's arm are part of anything else.

**E** By studying these, scientists are beginning to understand the molecular changes that led to such dramatic variations.

**F** The thumb alone is controlled by nine separate muscles.

**G** Early hands were more exotic than any hand today.

## Part 7

*You are going to read an article about the activities organised by four schools for Environmental Awareness Day. For questions 43-52, choose from the school (A-D). The options may be chosen more than once.*

### Which school ...

43. became better known after Environmental Awareness Day? \_\_\_

44. provided online information about the environment? \_\_\_

45. asked a specialist to give a talk? \_\_\_

46. raised money to help an organisation? \_\_\_

47. organised a trip to study animals by the sea? \_\_\_

48. is following changes in general weather conditions? \_\_\_

49. carried out a project about endangered animals and plants? \_\_\_

50. arranged a talk on pollution and local architecture? \_\_\_

51. decided to protect a local historical site? \_\_\_

52. is located in the centre of the city? \_\_\_

## Environmental Awareness Day

### A Plumpton High School

This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. In another attempt to find out for themselves how serious these threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature. Pupils prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

### B Cresswell College

The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

### C Grayner Institute

This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of

variations in climatic patterns around the world and how these can affect wildlife. A film about those magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

#### **D** Halliwell Academy

The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

## Answer Keys

### Part 1

**1 A - pump.** Pumping blood is what our heart does. 'Force' has a similar meaning but also gives the idea of difficulty and resistance, which is not meant here.

**2 C - gain.** 'To gain weight' is the correct collocation here. 'To increase weight' is a technical phrase that can be used in a limited number of contexts. 'D - put' could work as a phrasal verb: 'to put on weight'

**3 D - reduce.** While we usually say 'gain weight' or 'lose weight', it is perfectly natural to say 'reduce the number of calories', which fits the sentence best.

**4 B - principle.** A principle is the set of basic rules behind a certain system. A method is the only other one that fits contextually, but it refers to a particular approach to a given situation.

**5 C - Unfortunately.** The general negative idea of diets not working for everyone is introduced through this word.

**6 A - key.** A key to doing something is the vital part that makes the process successful. Other answers here could work like this: 'way to LOSE weight', 'secret OF losing weight'.

**7 B - actually.** 'Actually' here is used to convey an idea similar to 'really', 'as a fact' or 'in reality'.

**8 C - make.** To make a difference is a set expression that means to change something, to matter enough to introduce a change.

### Part 2

**9 or.** 'One ... or another' is a structure that shows the range of possible superstitions here.

**10 were.** A passive structure that has to be in the past for tense consistency. Maintaining the same tense is an important part in FCE Use of English task 2 and 4.

**11 of.** 'Two-thirds of someone or something' shows the fraction of the whole.

**12 who.** When referring to people, 'who' is generally preferred in formal written English, although 'that' is also possible in some contexts. For your FCE Use of English task, stick to 'who'.

**13 what.** 'What kind of superstitions'.

**14 To.** 'To one's surprise'. If something happens to your surprise, you didn't expect it to happen.

**15 as.** 'To regard (somebody) as something' is to have an opinion or hold a view about a particular person.

**16 It.** 'It appears' or, in this case, 'it would appear' is an impersonal structure that shows a conclusion based on some evidence (here, people are considered 'lucky' because they try harder than the 'unlucky' ones).

### Part 3

**17 threatened.** 'Have' suggests that we need a past participle form of a verb. Thankfully, 'threaten' is a regular verb, so its third form is easy to make.

**18 willing.** If somebody or something is willing to do something, it means they want to or ready to do it. We do not need the negative suffix here because the context clearly points at the fact that these animals are eager to attack humans.

**19 apparently.** An adverb that is used to come to a conclusion when you are not completely certain about it, but rather base it on some evidence.

**20 contents.** Note the plural form of the word. We use the plural form when we talk about the multiple things that are in some kind of a container, e.g. a bag (or a bin, as in here).

**21 possibility.** A distinct possibility is something that is very likely to happen (or something that has probably happened already).

**22 unexpected.** A rare case of double negative structure that results in a positive meaning. If something is not

unexpected, then it is actually expected. Such structure is used for emphasis, or dramatic effect. Linguistically, it is referred to as litotes (understatement).

**23 housing.** 'Housing' is a general term for areas that are dedicated to living, or a collective term for all types of buildings where people live, including flats, detached houses, and others.

**24 restrictions.** The phrase 'large number of' means that we have to use the plural form.

## Part 4

**25 not as expensive as.** A negative comparative structure fits just fine here. We have to use 'as' twice for it - remember that the key word has to be included, but that does not mean that you can use it only once.

**26 should have told me.** The change from the question to statement form (interrogative to affirmative) can be confusing. Remember, that in FCE Use of English Part 4 the meaning of the changed sentence has to be as close to the original as possible.

**27 came across the photographs.** To come across something means to find something randomly, without planning or meaning to; without searching for it on purpose.

**28 were painted by.** We have a passive structure here where the agent (the person or thing that has performed the action) gets mentioned.

**29 asked him not to stay.** The only possibly difficult change here is going to the negative structure ('not to do something').

**30 do not feel like going.** When you do not feel like doing something, it means that you have no desire to do it.

## Part 5

**31 C.** You might be tricked into answering that the writer is surprised to be taking a detour. However, the feeling of surprise refers to the sentence that follows. The 'mouse' analogies actually refer to the people living in the city and in the countryside. She is surprised that she is now used to living in London. She would still live there even if she had a choice, so answer D is incorrect.

**32 A.** 'Moving' here means that it arouses a certain emotional response in the author. From the words themselves, you might get the impression that the author was frightened or even deafened by the sounds of swans and their wings. We have to take the paragraph as a whole to understand the key message here, especially the contrast between the loud noise followed by silence.

**33 C.** Right off the bat you can discard answers A and B as too simplistic. It is a common trick in this part of FCE Reading to suggest an overly generalised option for the answer. There is nothing mentioned about the need to preserve wildlife or nature here. Instead, we see the reason why the landowner chose to do what he has done.

**34 A.** The so-called second-homers are now accepted as a part of the local community. It is important to understand who second-homers are - basically, they are people who have some sort of housing in the country, but mostly live in the city.

**35 B.** Last part of paragraph six talks about how the talks of 'the boring countryside' are either exaggerated, outdated, or simply made-up.

**36 D.** Only the last option fully covers the general idea expressed in the paragraph - the two environments are too different to even compare them.

## Part 6

**37 F.** The sentence that follows the gap refers to the previous thing in plural form with the word 'some' - meaning the nine muscles controlling the thumb. Another important thing to note is that the same sentence uses the present tense, that is why we can eliminate choice G and E straight away.

**38 D.** The double negative structure makes the message of the sentence deliberately more difficult to understand. Basically, they mean that orangutan's hands are functionally similar to ours. 'We have to look closer' in the sentence that follows is contrasted to 'No one would doubt...' from sentence D.

**39 A.** First of all, there can be some confusion between the terms 'fingers' and 'digits'. *Digits* is a general term that refers to fingers and toes, while fingers normally refer only to the digits of the hand. Either way, all we care about here is that they act as synonyms. Secondly, the sentence that comes after the gap mentions that 'the digits later emerged' - in other words, it naturally continues the idea of sentence A where it talks about how smaller bones 'eventually' became fingers.

**40 G.** The examples of such exotic hands are provided in the sentence that follows. Since this is the opening sentence of a paragraph, it means that it has to make a more general statement that is expanded upon in the later sentences.

**41 E.** 'They' here is a clear connector to the scientists mentioned in sentence E. Picking sentence C would mean ending up with a salad of 'they' and 'them', adding to the confusion, making the text much more difficult to understand. Remember that the texts you get in FCE are written in an appropriate style that is easy to follow and comprehend.

**42 B.** Sentence B, with its examples of two completely different species, contrasts with the sentence that comes next, where they say that the variation can be caused by just a slight difference of protein composition.

## Part 7

**43 A.** The last sentence talks about the cycling event that got the school 'a lot of publicity' - that means that they got a lot of attention.

**44 D.** As a part of the project, the school published the measured noise levels on their website.

**45 B.** An expert on the topic of birds gave a talk about the importance of birds in the food chain. Answer C is wrong as we just have the name of person, not their background, so we don't know if they are a specialist.

**46 A.** One thousand pounds was raised to help the World Wildlife Fund through a sponsored walk.

**47 D.** Pupils visited coastal marshes to observe the effects of pollution on coastal wildlife.

**48 C.** The school has been following the climatic changes taking place over the past two years.

**49 B.** Senior students were responsible for reporting on the endangered animal species. Others were busy planting trees and bushes.

**50 C.** Pollution and its effect on local buildings was the topic of the speech given by Meredith Summers.

**51 C.** The speech prompted the pupils to launch a campaign to protect the local square, asking for assistance from the local government.

**52 D.** The very first sentence mentions that this is an inner-city school - meaning that it is located in the very heart of it.

## 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**

**Blood vessels** - a general medical term for veins and arteries that help deliver oxygenated blood to organs of your body.

**Go off something (phr v)** - to stop doing a certain routine or taking some food or medicine. *Going off cigarettes can prove too difficult for most people.*

**Creep back (phr v)** - to return so slowly that it is almost unnoticeable. *The cat crept back into the house without anyone hearing or seeing it.*

**Sensible (adj)** - reasonable, with common sense. *Taking a loan that you cannot repay is not sensible at all.*

**Part 2**

**Superstitious (adj)** - believing in supernatural things, signs or omens. For example, a superstitious person would think that breaking a mirror brings bad luck.

**Survey (n)** - a documented research in which people are asked questions in order to determine what kind of opinion a certain group has on particular matters. *Our college held a survey regarding the quality of food in the cafeteria.*

**Part 3, 4**

**Suburbs (n)** - the area outside of the city, where people mostly live in their own houses rather than flats.

**Havoc (n)** - chaos, unrest. A common collocation is 'to cause havoc'.

**Wander into (phr v)** - to come somewhere, especially without meaning to, often because you are lost.

**Scattered (adj)** - scattered things are usually spread over a large area without any system, just lying around. *There was some broken glass scattered over the road.*

**Feast (v)** - to eat something, especially if you eat a lot of it and with great joy. Used ironically here.

**Predicted (adj)** - talked about before it actually happened. *The predicted financial crisis happened two months later than expected.*

**Uninhabited (adj)** - if an area is uninhabited, then nobody lives there.

**Part 5**

**Short cut (also spelled as one word sometimes, shortcut) (n)** - an alternative route or road you take to get somewhere sooner because you have to cover a shorter distance.

**Envy (v)** - to feel bad about what other people have that you don't. *I have always envied Marie's talent in music because I am personally completely hopeless when it comes to playing the piano.*

**Divert (v)** - to change the direction of something, can be used both literally and figuratively. *We diverted some of the profits towards our new project.*

**Haunting (adj)** - enjoyable in a sad, hard-to-describe way. *A haunting melody came on the radio as we were driving through the forest.*

**Splashdown (n)** - (here) the splashing sound the swans made as they landed onto the water surface.

**Whereby (adv)** - in which, by which. *We made a system whereby people who work the hardest get paid the most.*

**Preserve (v)** - to save something, to keep it alive. *We try our best to preserve the family tradition of meeting at least once each year.*

**Disturb (v)** - to bother somebody, to upset somebody's peace or rest. *Please do not disturb the zoo animals.*

**Vital (adj)** - extremely important, essential. *A vital part of this business is keeping in touch with your old clients.*

**Work towards something (phr v)** - to work on something, especially something that takes a long time to achieve.

**Dizzying (adj)** - confusing, too fast to be enjoyable.

**Drop in on somebody** - to visit somebody without informing them in advance, making a casual visit.

**Admirable (adj)** - good enough to be approved or deserve respect. *Your efforts in the family business are truly admirable.*

**Deafening (adj)** - something that is so loud that it makes you lose your ability to hear.

**Adjust to something (v)** - to get used to something, either by changing your life or your views. *It took me two weeks to adjust to living on my own.*

## Part 6

**Steer (v)** - to control something, especially something manmade, such as a car or a plane.

**Open-ended (adj)** - without limits or boundaries. *The movie was open-ended and left many viewers speculating about its actual message.*

**To think up (phr v)** - to invent, to think of. *I thought up a business plan during my lunch break.*

**Within (prep)** - inside. The secrets within a book.

**Fine (adj)** - (here) carefully measured.

**Underneath (adv)** - a more formal and old-fashioned version of the adverb 'under'.

**Wrist (n)** - the part of your arm between your hand and your elbow.

**Cluster (n)** - a group of something. *This scientific center was effectively a large cluster of laboratories working on top secret projects.*

**Dig something up (phr v)** - to uncover something buried in the ground; (also figuratively) to discover hidden information. *I dug up some old pieces of metal in my backyard.*

**Fossil (n)** - an extremely old remnant of a dead thing that turned into stone after having spent hundreds of thousands of years in the ground.

**Fin (n)** - the flat part of a fish or a sea creature a like shark or dolphin. It helps the creature change direction underwater.

**Extinct (adj)** - (about an animal) no longer existing because it has died out of natural or manmade causes (such as hunting). Dodo is an example of an extinct bird.

**Chunky (adj)** - relatively large.

**Clamber (v)** - to climb or crawl through something with difficulty, using your hands and feet.

**Vertebrates (n, plural)** - a class of animals that have a spine.

**Retain (v)** - to keep something. Even after the crushing defeat, the team still retained its leadership in the championship.

**Outward (adj)** - appearing on the outside. The opposite is 'inward'. *Outward hostility can often be caused by fear.*

**Subtle (adj)** - difficult to notice because it is not as bright or prominent. *The differences between the two models are very subtle - they are pretty much identical.*

**(Common) ancestor** - an ancestor is a relative that lived before you.

## Part 7

**Carry out (phr v)** - to perform or do some sort of work or activity. *After careful preparation, the surgery has been carried out successfully.*

**Arrange (v)** - to plan something or to help something happen. *They arranged a sightseeing tour for us so that we would have something to do during our stay in London.*

**Threat (n)** - something that poses danger. *This bird has many threats in nature, such as predators and loss of habitat.*

**Congestion (n)** - a traffic congestion is a situation when there are too many cars on the roads, causing air and noise pollution.

**Hand out something (phr v)** - to distribute something for free, usually something like leaflets or brochures, in order to spread some sort of information among people.

**Turn out (phr v)** - to become something, especially if it hasn't been planned to be it. *George turned out to be the best runner in our competition, even though nobody even expected him to come to the event.*

**Monitor (v)** - to watch something in order to control the process. *The teacher closely monitored each student during the final exam.*

**Marine (adj)** - referring to or connected to the sea. *Marine life is much more varied than that of lakes and rivers.*

**Mammals (n)** - a group of animals that feed their young with milk.

**Medieval (adj)** - related to the Middle Ages.

**Marshes (n)** - another term for swamps.

n — noun; v — verb; phr v — phrasal verb; adj — adjective; adv — adverb