

1

Aiming high

Speaking

Part 2

Long turn

Look at these pictures. They show people facing different challenges.



Student A:

Compare **two** of the pictures, and say what challenges the people face, the kind of problems they might encounter, and how they might be feeling.

Student B:

When your partner has finished talking about the two pictures, say which of them represents the more difficult challenge.

How to go about it

- When comparing your pictures, talk about the similarities and differences between them.
e.g. *Both pictures show ..., but this one ..., whereas the other one ...*
- Speculate about the pictures as indicated in the instructions. You are not asked simply to describe what is happening.
e.g. *They might (well) have problems finishing.*
She's likely to/She'll probably find it quite tough to begin with.
I expect/imagine they're feeling a little lonely at the moment.
- Use a wide range of vocabulary. For example, when speculating about people's feelings, go beyond the use of simple words such as **happy**, **sad** or **nervous**.

Before you do the task, complete the following exercise.

Useful language

Arrange the words and phrases in the box into three groups according to whether they can be used instead of:

very happy

sad or wanting to cry

nervous or worried

tearful

tearful anxious delighted apprehensive miserable elated
close to tears thrilled tense weepy on edge overjoyed


Now change roles. Follow the instructions again using the remaining pictures.



Reading and
Use of English

Part 5

Multiple choice

- 1  You are going to read an article about Parker Liautaud, a young man who has been on several polar expeditions. With your partner discuss your ideas on the following:
- the type of person who would take up such a challenge
 - their reasons for doing so
 - the preparation required
 - the conditions or difficulties they experience in the Arctic and the Antarctic
- 2 Now read the article. For questions 1–6 on page 9, choose the answer (A, B, C or D) which you think fits best according to the text.



How to go about it

- Before you look at the questions, quickly read through the whole text to get an idea of the content.
Give yourself three minutes to read the text on page 8. Look for information on Parker Liautaud which is relevant to the points in exercise 1. Compare your answers with a partner.
- During both your quick read and your more detailed read, you will need to use context to help you guess the meaning of unknown vocabulary, as you may not take a dictionary into the exam.
*Discuss with your partner the possible meanings of the words in **bold** in the first two paragraphs.*
- Read each question carefully and find the parts of the text which relate to each one. In Part 5 of the Reading and Use of English paper, the questions follow the same order as the information in the text.
Don't choose your answers yet. In the margin, mark the general area of the text which is relevant to each question.
- For each question, eliminate the options which are clearly wrong and choose the best answer.
Underline key phrases or sentences in the text which help you make your choice.
- Reread the questions. Do the options you have chosen accurately reflect the information you have underlined in the text?
Justify your answers to your partner, explaining why other options are incorrect.

One cool guy

How Parker Liautaud aims to save the world, one polar expedition at a time

There are things that you expect to see **etched** into the face of every polar explorer: broken veins; the scars of a few battles with frostbite. On meeting Parker Liautaud at Venice Beach in sunny California, I see he has yet to gain a single one of these. Appearances can be deceptive, though. At 17, Parker has already taken part in three serious polar expeditions. It's also worth mentioning that he happens to have **impeccable** manners and that quiet sense of self-confidence common among the products of expensive boarding schools. Born in California, he and his four siblings spent their formative years in the UK, after their father, a successful businessman, decided that the family might benefit from spending some time in London.

Until 13, Parker was an ordinary kid. That changed after he met polar explorer Robert Swan. They began an email correspondence which **escalated** into a friendship that eventually saw the then 14-year-old invited to join a trip to the Antarctic. He said yes almost instantly. Friends and family, to whom he'd so far shown he had no particular interest in outdoor pursuits, particularly polar ones, were **perplexed** – to say the least. 'I was the second-choice goalkeeper for the third-lowest football team in school. So the prospect of me hauling a sled across miles of snow was kind of a **farce**, and I was really not taken seriously,' he recalls. He ate lots of chicken, spent a long time in the gym, and proved them wrong.

The following year, Liautaud cooked up a more ambitious plan: to become the youngest-ever person to trek to the North Pole. He found a new accomplice, the veteran explorer Doug Stoup, and through a mixture of charm and luck raised the roughly \$150 000 cost of the record attempt. Then disaster struck. The early months of 2010, when the duo set out were among the warmest on record. The Pole, which is essentially a GPS location on a constantly-drifting collection of ice sheets, became virtually inaccessible, surrounded by patches of uncovered ocean. A trip which had intended to raise awareness of melting ice caps had been obstructed. By melting ice caps. 'We would get up, battle through these difficult conditions for 15 hours, then wake up the next morning and find that we were further away from the Pole than we'd started the previous morning,' he says. After 14 days' trying, and with rations running low, they admitted defeat.

Liautaud came home and decided to try again. He raised another six-figure sum and set off in spring 2011. Conditions were cold but perfect, and he and Stoup reached the Pole in no time. 'By complete coincidence, we arrived at the moment when a helicopter landed to drop off a group of tourists who'd paid to spend ten minutes there,' he recalls. 'Explorers call them "champagners". Anyway, it was all a little weird. It felt like I had just finished a cross-country ski race, or something.' Ignoring the onlookers, he promptly 'checked in' to the North Pole on the social media site, Foursquare. At the time, that was also a first.

While it might not have made him the youngest North-Poler, the success did give Liautaud a platform to continue advocacy against climate change, through both his campaigning website, *The Last Degree*, and work with pressure groups. His view is that it's his generation, rather than the one that today's world leaders belong to, that must push hardest for cuts in carbon emissions. They are the ones with the most at stake. Scientific opinion regarding the existence and scale of the problem is pretty much settled, he argues, adding that the portion of the public which still doubts the reality of man-made climate change – and remains hostile to legislation that might solve it – is largely ill-informed, although 'that isn't necessarily their fault'.

Liautaud's advocacy work has made him enemies. When Anthony Watts, a prominent climate change sceptic, wrote a scathing blog entry attacking one of his polar expeditions, Liautaud was referred to as a 'joke' by media figures. But Liautaud's high-profile polar trips are certainly shaping the climate-change debate. He has already contributed to research projects carried out by the International Atomic Energy Agency and will soon set up two stations to record weather data. It must be an exhausting life, fraught with hostility. But Liautaud seems to relish the fight. When you've hauled a sled across hundreds of miles of frozen tundra, lived off freeze-dried food for weeks, and learnt how to ward off a hostile polar bear, attempting to save Planet Earth is all in a day's work.

- 1 When the writer met Parker Liautaud at Venice Beach, he was
 - A impressed by his level of maturity.
 - B amused by his youthful appearance.
 - C concerned about his uninformed beliefs.
 - D prepared to find reasons to dislike him.

- 2 When Parker agreed to go to the Antarctic with Robert Swan, other people
 - A attempted to talk him out of it.
 - B advised him on aspects of preparation.
 - C were puzzled about his decision.
 - D were supportive of his plans.

- 3 Parker and Doug Stoup were prevented from reaching the North Pole by
 - A the movement of the ice.
 - B the failure of equipment.
 - C the severity of the weather.
 - D their own physical limits.

- 4 What is Parker emphasizing in the sentence 'It felt like I had just finished a cross-country ski race.'?
 - A his sense of relief on completing his trek
 - B the desire to celebrate a hard-won victory
 - C the fact that a crowd had witnessed his achievement
 - D the contrast between his previous attempt and this one

- 5 What does the writer suggest about Parker and his fight against climate change in the fifth paragraph?
 - A His arguments must be based on proven fact.
 - B He needs to adjust his approach if he wants a wider audience.
 - C He is yet to understand the complexity of politics.
 - D It is younger people that he wants to target.

- 6 What point does the writer make about the criticism directed at Parker?
 - A It is the reaction of a minority of people.
 - B Parker is quite capable of dealing with it.
 - C It has become increasingly unfair.
 - D It is not something that Parker pays attention to.



Reacting to the text

Is Parker Liautaud the sort of person you might admire? Why/Why not?

Parker has been able to fund his trips by getting large corporations and charities to sponsor him: why do you think these organizations were willing to help?

Talk about one of your own personal achievements. If possible, comment on what motivated you, your preparations and the feelings you experienced.

Language focus 1: Modal verbs 1: *Might, could, may and can*

- 1 Sentences 1–7 all contain the modal verb *might*. Match each of the sentences to the idea they express.

present possibility	future possibility	past possibility
past possibility which did not happen	annoyance	
concession	lack of enthusiasm	

- 1 You might at least help me!
- 2 I wish you'd drive more carefully. You might have had an accident back there.
- 3 I do hope they're OK. They might have had an accident or something.
- 4 I might be home a bit later tonight. I've got a meeting at five.
- 5 Put the telly on – there might be something good on.
- 6 There's nothing on telly, so we might as well go to bed.
- 7 He might be good-looking, but he can't sing very well.

With no change in meaning, *might* can be substituted by *could* in sentences 1–5 and *may* in sentences 3–7.



- 2 Complete each of these sentences in an appropriate way. Compare your ideas with those of a partner.

- 1 I'm so angry with him. I do think he might have ...
- 2 We've missed the beginning, so we may as well ...
- 3 It was rather dangerous. Someone could have ...
- 4 I can't find it anywhere. I think I may have ...
- 5 She might have a university degree, but ...
- 6 Cheer up! It might ...

- 3 The following sentences 1–6 all contain the modal verb *can/can't*. Match each of the sentences to the idea they express.

request	deduction	criticism	inability
theoretical possibility	prohibition		

- 1 It can store up to 30 000 separate images.
- 2 You can be really irritating sometimes, you know.
- 3 Can you hold this for a second?
- 4 I can't do it – I'm not tall enough.
- 5 It can't be very healthy if it's got all that in it.
- 6 No, you can't! It's far too late.

- 4 With your partner, think of a context for each of the sentences in exercise 3. Use modal verbs to express your ideas.

Example:

- 1 *This could be somebody talking about a piece of software – a compact disc for example. It might be a shop assistant trying to sell it.*

Read more about *might, could, may* and *can* in the Grammar reference on page 215.

Extension

- 1 In addition to using modal verbs, there are several alternative ways of expressing future possibility. In sentences **a** and **b** one of the four possibilities has a different meaning to the other three. Underline the odd one out.
- a There's a *strong/distinct/faint/real* possibility that I could lose my job.
 - b There's an *outside/a slight/a fair/a remote* chance that Lara might be at the party tonight.

In sentences **c** and **d** underline the **incorrect** alternative.

- c They have *every/good/little/no* chance of winning.
- d You could *easily/well/conceivably/predictably* get there in under two hours.

What is the difference in meaning between sentences **e** and **f**?

- e She's *highly likely* to pass the exam.
- f She's *hardly likely* to pass the exam.

- 2 Complete the following sentences so that they express your true feelings about the future.

- 1 I think I stand a good chance of ... (+ gerund).
- 2 To improve my chances of ... (+ gerund), I need to ...
- 3 In the world today we face the very real possibility that ... will ...
- 4 There's an outside chance that ... will/might/could ...
- 5 It seems highly unlikely that ... will ...

Comment on and discuss each other's views.


Vocabulary: Collocations

- 1 Complete each of the gaps with one of the nouns from the box.

challenge	success	motivation
ambition	failure	

- a The film *Star Wars* **was an overnight** _____.
- b I **have a burning** _____ to travel to Australia.
- c When pupils tire of studying, a system of rewards can help **increase student** _____.
- d Sadly, my attempts to learn Japanese **met with complete** _____.
- e The government **faces the formidable** _____ of reducing unemployment.

- 2 In exercise 1, the words in **bold** are 'collocates' of the nouns you wrote. This means that they are often used together with those nouns. Write a new sentence for each noun, using the collocates in **bold**. The sentences must be true.

- 3  Compare and discuss your sentences with another student.

- 4 In sentence **e** in exercise 1, the verb *face* collocates with *challenge*. Which of the five nouns do each of the following pairs of verbs collocate with?

fulfil a/an _____

realize _____

achieve _____

enjoy _____

take up a/an _____

rise to _____

end in _____

result in _____

improve _____

lack _____

- 5 The adjective *formidable* also collocates with *challenge*. All three words in each of the groups below can be used in combination with one of the nouns from exercise 1. Write an appropriate noun in each of the spaces.


a major/new/daunting _____

b secret/lifelong/main _____

c total/continued/dismal _____

d huge/great/resounding _____

e high/strong/poor _____


- 6  Study the collocations in this section for two minutes, then close your book and write down as many as you can remember. Compare your results with your partner's.



Listening

Part 1

Multiple choice 1.1–1.3

- 1  What awards, international and national, are well known in your country? Have you ever won an award, prize or trophy for anything? If so, how did you feel about receiving it?
- 2 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

What to expect in the exam

- There are four parts to the Listening paper. In Part 1 you will always hear three short extracts from different conversations. There are two multiple-choice questions for each extract.
- In the exam, you will hear each extract twice before the next one is played.

Extract One

You hear two musicians from the same group talking about an awards ceremony.

- 1 According to the man, why did the group not attend the ceremony?
- A They believed it would be morally wrong.
 - B They were busy doing concerts.
 - C They did not expect to win.
- 2 According to the woman, the people who voted for the group
- A have been loyal fans for a long time.
 - B will soon lose interest in their music.
 - C agree with their ideals and beliefs.



Extract Two

You hear part of a radio discussion in which two people are talking about sport.

- 3 The first man says that the home team lost because
- A some team members were inexperienced.
 - B their training has not been effective.
 - C they were too confident of a win.
- 4 Both speakers dislike the way that two players
- A react to media attention.
 - B are behaving in a disloyal way.
 - C have little to offer as role models.



Extract Three

You hear two university students talking about a fund-raising event called *40-hour Famine*.

- 5 According to the woman, the purpose of *40-hour Famine* is to
- A encourage students to do some charity work abroad.
 - B persuade people to give money to charity regularly.
 - C help people understand the effects of famine on people's lives.
- 6 After taking part in last year's *40-hour Famine* event, the man says he was
- A proud of what he had achieved.
 - B determined to do better in the future.
 - C disappointed he had not fulfilled his aim.



- 3  Do you know of any cases where someone has turned down an award? Why did they reject it?

Talk about something you failed to achieve. How disappointed were you?

Word formation: Nouns

- 1 Which suffixes are added to the following verbs to create nouns?

achieve motivate fail

- 2 Complete each gap with an appropriate noun form of the word in capitals at the end of the line. Use each suffix in the box once only and make any further spelling changes necessary. The noun you require may also need a plural ending or a negative prefix (*un-*, *in-*, *im-*, *dis-*, etc). There is an example at the beginning (0).

-hood -ship -ure -al -ness -ation
-ance -ence -iety -ity -ment -age -cy

- | | |
|--|----------------|
| 0 His latest <u>publication</u> is a book of verse on the theme of relationships. | PUBLISH |
| 1 Light _____ will be served from 3.30pm in the main hall. | REFRESH |
| 2 Union members expressed their _____ of the management's offer by walking out of the meeting. | APPROVE |
| 3 In her _____ to answer the phone, she almost fell down the stairs. | EAGER |
| 4 In the interests of safety, a number of standard _____ need to be followed . | PROCEED |
| 5 Her 5000-metre run paled into _____ when compared with the marathon her grandfather completed the following week. | SIGNIFY |
| 6 The _____ of the device is what has made it so popular. | SIMPLE |
| 7 I cannot comment; I have been sworn to _____ on the matter. | SECRET |
| 8 The cost of _____ has increased by 10% this year. | MEMBER |
| 9 Customers will be required to pay for any _____. | BREAK |
| 10 There is every _____ that prices will continue to rise next year. | LIKELY |
| 11 He valued his _____ too much to ever want to get married. | DEPEND |
| 12 It's quite natural to experience a certain amount of _____ on your first day at work. | ANXIOUS |

- 3 Using the same suffixes as in exercise 2, write noun forms for the following words. The same suffix is needed for all three words. Some words require further spelling changes. The exercise begins with an example (0).

- | | | | | | |
|--------------|------------------|------------|----------------|----------|-----------------|
| 0 notorious | <u>notoriety</u> | various | <u>variety</u> | sober | <u>sobriety</u> |
| 1 please | _____ | expose | _____ | close | _____ |
| 2 appear | _____ | annoy | _____ | rely | _____ |
| 3 store | _____ | short | _____ | pack | _____ |
| 4 rehearse | _____ | renew | _____ | propose | _____ |
| 5 efficient | _____ | intimate | _____ | vacant | _____ |
| 6 enjoy | _____ | require | _____ | commit | _____ |
| 7 prosperous | _____ | original | _____ | familiar | _____ |
| 8 leader | _____ | companion | _____ | partner | _____ |
| 9 neighbour | _____ | father | _____ | adult | _____ |
| 10 absent | _____ | persistent | _____ | evident | _____ |
| 11 selfish | _____ | tired | _____ | careless | _____ |
| 12 explain | _____ | interpret | _____ | apply | _____ |

- 4 Look back at the reading text on page 8 and underline those nouns which have been formed by the addition of a suffix to a verb, adjective or another noun. Add them to the list in exercise 3.

Language focus 2: Spelling

- 1 Look at these two extracts from the reading text on page 8.

After 14 days' trying, ... they **admitted** defeat.

Liautaud was **referred** to as a 'joke' by media figures.


The final consonant of the verbs *admit* and *refer* is doubled to form the past tense. Similarly, the consonant is doubled in *drumming* and *beginning*, but not in *claiming* or *opening*. Why is this?

- 2 What is the *-ing* form of the following verbs?

fulfil limit set upset target
forbid write wait travel panic

- 3 For each of the following groups of four words, find the incorrectly spelt word and correct it. The exercise begins with an example (0).

	<i>insistence</i>		
0 importance	insistance	appearance	tolerance
1 apparent	pleasent	different	independent
2 occasion	accountant	neccessary	accident
3 publically	optimistically	scientifically	dramatically
4 separate	desperate	immediate	definate
5 unreasonable	irresponsible	irritable	indispensable
6 chefs	roofs	safes	leafs
7 exceeding	succeeding	proceeding	preceeding
8 embarrassment	accommodation	bussiness	committee
9 unnatural	unknown	dissappointed	dissatisfied
10 believe	recieve	seize	weird
11 financial	influential	commercial	beneficial
12 cemetery	factory	bakery	surgery

- 4  Work with a partner. You are going to dictate ten two-word items of vocabulary to each other. Student A should turn to page 204 and Student B to page 207.

Writing

Part 2

Formal letter

What to expect in the exam

In Part 2 of the Writing paper, you might have the opportunity to write a letter or an email. You may be required to use a formal or less formal style, depending on your reason for writing, and on the target reader. You will not need to include addresses, but you should know how to begin your letter/email appropriately (e.g. To the Editor, Dear Sir/Madam, Dear Simon Smith, To whom it may concern, To all staff members, Hi Rose) and finish it (e.g. Yours sincerely, Regards, Thank you for your attention, See you soon).

- 1  Read the following Part 2 task and the model answer.

Does the answer address all aspects of the task?

Would it have a positive effect on the manager reading it?

You are planning an event to raise public awareness about a project that is important to you. You decide to write a letter to the manager of a large organization to ask for money to help finance the event.

Your letter should explain

- what the project is.
- what the event will involve.
- how the money will be used.

Write your **letter** in **220–260** words.

Dear Ann Robertson

I am writing on behalf of Devonport Community Centre, where I am Social Secretary. As you may know, the community centre runs many evening classes for adults and provides a variety of sports programmes for teenagers. We also offer after-school care and activities for many local children whose parents are at work. Unfortunately, our kitchen facilities are in urgent need of an upgrade, and as a non-profit organization, we need assistance to raise the necessary funds.

We are planning to hold a fair in March to help finance our project. There will be demonstrations by our tae kwon do group, entertainment from our musicians, food stalls set up by parents and many activities for young children to enjoy. We hope that the event will not only help us to buy new equipment for the kitchen, but will also encourage local builders, plumbers and other craftsmen to volunteer some of their time.

In order to attract people to our fair, we would also like to set up a rock climbing wall and inflatable castle. We are therefore hoping that you might be able to help us by paying for the hire of this equipment. Naturally, we would be very happy to promote you as our key sponsor.

If sponsorship from Fresh World were possible, I would be happy to arrange a meeting at any time that was convenient to you.

Thank you for your attention.

Yours sincerely

Jason Norwood

- 2 Appropriate paragraphing and good use of a range of linking devices are essential features of all writing tasks in the *Cambridge English: Advanced* exam.

- What information is contained in each paragraph of the model answer above?
- Underline examples of words or phrases that link ideas or sentences.

- 3 For most *Advanced* writing tasks, you will need to persuade the target reader that something is a good idea or the right course of action to take.

How might the following elements of the model answer have a positive effect on the manager?

- the way the writer describes the community centre and the event
- the point at which the writer asks for money
- the verbs and tenses used by the writer in the third and fourth paragraphs

- 4 To obtain a high mark in the *Advanced* examination you need to use a wide range of relevant vocabulary and structures.

Circle language the writer uses to refer to the issue of 'money' without using the word, e.g. *non-profit organization*.

- 5 Write your own **letter** for the question in exercise 1 in **220–260** words.

How to go about it

- Plan carefully what you will say for each part of the question. Organize your ideas into logical paragraphs.

For this question you could devote one paragraph to each of the three bullet points, as in the model answer.

- Be persuasive, but not aggressive. Write your answer in an appropriate register.

A formal register would help ensure that your request for money is taken seriously by the manager.

- Use a range of relevant vocabulary, grammatical structures and linking devices.
- Begin and end your letter in a suitable way.

Modal verbs

Complete each gap with one word.

- 1 Sometimes you _____ be so uncaring – I do think you might _____ come to see me in hospital after I'd had my operation!
- 2 She _____ be just a six-month-old baby, but she's already showing signs of being intelligent.
- 3 The next bus isn't likely _____ come for an hour or so, so we may as _____ walk.
- 4 It seems highly _____ that it will rain today, but we _____ well have a few showers tomorrow.
- 5 You could _____ least have made the effort to do some revision. Now you have absolutely _____ chance of passing the exam.
- 6 The ruling party succeeded _____ being re-elected, but didn't manage _____ retain their overall majority in parliament.

Spelling

Each numbered line in the following text contains a spelling mistake. Find the mistakes and correct them.

- 1 Clearly, student motivation is an importent influence on learning. It is also believed,
- 2 though, that students' perceptions of their learning experiences generaly influence
- 3 their motivation more than the actual, objctive reality of those experiences. The
- 4 Attribution Theory of Motivation identifys two types of student. The first type credit
- 5 their success to their own ability and effort. If they are successfull in an exam, they
- 6 attribute their achievement to themselves, feel proud and are keen to take on further
- 7 tasks off this nature. They work hard because they see a clear relationship between
- 8 the effort made and the results obtained. If they fail, they put this failure down too
- 9 their own lack of effort and are confidant that if they try harder in the future, they
- 10 will have more success. The second type attribute success to external facters. If they
- 11 perform well in an exam, they consider that it was easy and they where lucky. They
- 12 feel little pride in their achievements and show little intrest in taking on further
- 13 tasks. If they fail, they attribute there poor performance to their own lack of ability
- 14 and are unlikely to see any reason to hope for an improvment in the future. They
- 15 do not percieve the link between effort and results, and lack the motivation to keep trying.

Reading and Use of English

Part 3

Word formation

For questions 1–8, 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). Write your answers **IN CAPITAL LETTERS**.

Don't forget!

You may need to write the negative or plural form of a word.

REWARDING CHILDREN

Cash rewards are a common form of (0) *MOTIVATION* used by parents with high (1) to encourage their children to work hard at exam time. Some youngsters receive (2) of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam (3) or should they, as many parents and teachers feel, be offered in (4) of a child's effort, regardless of results? The latter approach would solve the problem of how parents reward children with different levels of (5) ; imagine, for example, a family with one child who is academically gifted and another who has learning (6) The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades, the withholding of promised financial rewards would only compound the child's feeling of (7) However, some leading educational psychologists believe that parents should rely on their own (8) in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash payouts.

MOTIVATE

EXPECT

PAY

PERFORM

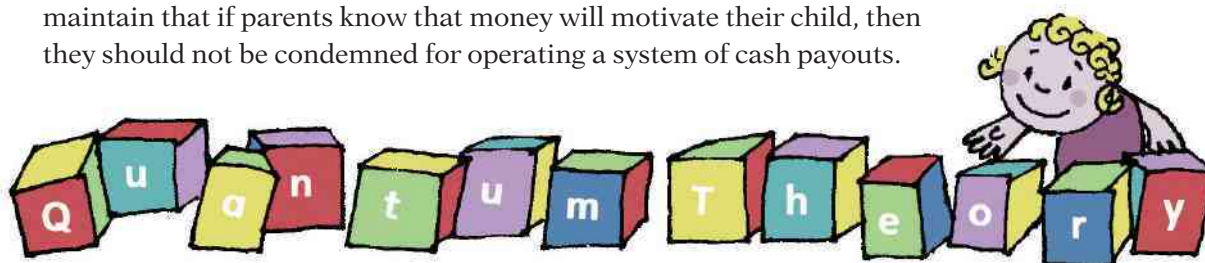
RECOGNIZE

ABLE

DIFFICULT

FAIL

JUDGE



Word combinations

For sentences 1–10 underline the correct alternative.

- 1 There's a *heavy/hard/strong/tough* possibility I'll get a pay rise in January.
- 2 He hasn't got the *fairest/slightest/longest/thinnest* chance of winning the election. He's far too unpopular.
- 3 There is *every/each/all/very* likelihood that the government will introduce the measures this year.
- 4 There were far more of them than us. We didn't *stand/face/hold/keep* a chance against them.
- 5 She was clearly rather worried and seemed close to *edge/nerves/tension/tears*.
- 6 I'm *elated/delighted/pleasant/anxious* to meet you at last, Mr Wood. Let me take your bag.
- 7 The young singer *fulfilled/enjoyed/was/became* overnight success last year when her debut single *Burning Ambition* reached number 1.
- 8 He had never acted before, but he *rose/arose/aroused/raised* to the challenge and gave a very convincing performance.
- 9 At 85 she says she's unlikely to realize her *resounding/longing/lifelong/overall* ambition of learning to fly.
- 10 Snacks and *easy/loose/light/full* refreshments are available in the lounge area.