
Advanced Vocabulary and Idiom

B J Thomas



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Edward Arnold

A division of Hodder & Stoughton
LONDON AUCKLAND MELBOURNE

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First published in Great Britain 1989

British Library Cataloguing in Publication Data

Advanced vocabulary and idiom

1. Educational institutions. Non-English speaking students. Curriculum subjects: English language. Vocabulary. Teaching

I. Title

428.1

ISBN 0-340-50441-2

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Typeset in Great Britain

by A Tek Art Ltd, Croydon, Surrey

Printed and bound in Great Britain for Edward Arnold, the educational, academic and medical publishing division of Hodder and Stoughton Limited, 41 Bedford Square, London WC1B 3DQ by The Bath Press, Avon.

INTRODUCTION

Advanced Vocabulary and Idiom is for students who already have a good command of the basic structures of English and who now wish to increase their range of vocabulary and idiom, and to gain more knowledge of particular styles of English. It gives invaluable assistance to students preparing for the Cambridge Certificate of Proficiency in English and other advanced examinations.

To the student

Advanced Vocabulary and Idiom presents words and phrases from a wide variety of topics and gives practice in different styles of English, such as formal, colloquial and slang, advertising and newspaper headlines. The types of exercises are varied and students are helped to understand not only what the words mean but also how they are used. Learners on their own should avoid going through the book mechanically. Exercises should be done at intervals and as a supplement to other materials and activities, and students should give themselves time to practise what they have learnt before going on to learn more. It is not satisfactory simply to complete the exercises and *understand* the new words in them. Learners must actually *use* the words in conversation, composition and letters before they can feel confident that these words are part of their active vocabulary.

To the teacher

Advanced Vocabulary and Idiom is divided into ten sections, each concentrating on a different aspect of vocabulary and its use. Word Formation contains exercises to increase awareness of how words are constructed. Problem Words is intended as a reference section to be used as and when problems arise with particular words or pairs of words. Related Word Groups introduces new words and phrases as useful preparation for conversation and composition on given subjects. Idiom introduces groups of common idiomatic words and phrases, and requires students to put them in the contexts provided. Identification contains brief comprehension exercises in particular areas of vocabulary. The Description exercises first provide practical comprehension practice based on certain kinds of common description, and then require students to use what they have learnt in this process by giving similar descriptions of their own. The exercises in Style assist students systematically to understand formal, colloquial and other more specialist forms of English and then, where it is useful, require them to produce the same kind of language themselves. Spoken English introduces certain common colloquial forms and will be especially useful for students who do not study in English-speaking countries and therefore do not have the advantage of hearing this kind of language around them. The Miscellaneous section contains a variety of exercises: Geo-political Names and Britain will help students to understand newspapers and other mass media; Names and Titles and Abbreviations give practical information about everyday English usage; Foreign Words and Phrases, Proverbs and Euphemisms provide useful knowledge of commonly-used expressions.

Advanced Vocabulary and Idiom can be used in a variety of ways. Time should be spent in class on a discussion of the subject matter of an

exercise, the introduction and any examples it gives and the target words themselves. Only when the students understand what an exercise is about and have received any necessary help should they be required to attempt it themselves. The book is not best used as a series of mechanical tests. Exercises can be done as pair or group activities in class, leading to a discussion or other creative task. More straightforward exercises can be done as homework, with the aid of the key or a dictionary, in preparation for class discussion or work on a specific area of language.

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TOPICS

City Life

Put each of the following words or phrases in its correct place in the passage below.

coşmopolitan	pollution	congestion	to breed crime
metropolis	urban	cost of living	irresistible lure
stimulation	commuter	city-dwellers	anonymity

Most people in developed countries are (a) city-dwellers, many drawn by the (b) irresistible lure of the (c) metropolis. The attractions of the city are many: the (d) coşmopolitan atmosphere (foreign restaurants, different languages, international companies), the (e) stimulation of cultural events or the simple hope of finding work. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the (f) anonymity which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The (g) cost of living is high. There is (h) pollution not only of the physical but also of the moral environment and the various pressures of (i) urban life cause cities (j) to breed. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many a (k) commuter struggling to work through the rush-hour (l) congestion asks, 'Is it worth it?'

Issues in Education

Put each of the following words or phrases in its correct place in the passage below.

elite	divisive	potential
gifted	classless	spontaneity
cram	streaming	conventional
labelled	privileged	inferiority complex

It is interesting that in some countries which are socialist and therefore supposedly (a) classless, the educational system is based on (b) streaming which means that children are educated according to their ability, with the more (c) gifted children separated from the others. Supporters of this system say that more intelligent children will be helped to achieve their full (d) potential in this way and that these children will be held back if they have to share lessons with less clever pupils. Opponents of this system, on the other hand, maintain that it creates an educated (e) elite, a special class of (f) privileged people who are encouraged to think of themselves as superior to the others. Similarly the others may, as a result of being (g) labelled second-rate, develop some kind of (h) inferiority complex. In a word, such a system is (i) divisive, since it creates a division between people. Another important question in education is the amount of freedom and choice children should be given at school. The conservative view is that a (j) conventional system of strict rules and fixed timetables is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and (k) spontaneity. We must ask ourselves what the purpose of education is: to (l) cram children's heads with facts or to encourage them to develop their natural abilities in their own way?

Fashion in Clothes

Put each of the following words or phrases in its correct place in the passage below.

slavishly
individualists
conformists
haute couture

trends
trendy
dictate
dictates

slaves to fashion
fashion houses
the latest fashion
personal ornaments

Most people like to think they are (a) individualists and simply wear whatever they like. Few people will admit to being (b) slaves to fashion. However we are not just talking of the expensive (c) haute couture of the Paris and Milan (d) fashion houses which not many people can afford anyway. We are talking of fashions and (e) trends in everyday clothes. We say that we wear jeans and sweaters because they are cheap and practical, but isn't it true that our jeans and sweaters tend to be the same as everyone else wears? Doesn't that mean that we like to be (f) trendy? Of course the big chain-stores, to some extent, (g) dictate what we wear, but they always offer a choice and people do, on the whole, like to wear (h) personal ornaments which extends beyond clothes to make-up, (i) personal ornaments (men wear earrings too, nowadays) and hair-styles. It is easy to declare that we do not (j) slavishly follow the (k) trendy of fashion, but aren't we all (l) conformists at heart?

Compulsory Military Service

Put each of the following words or phrases in its correct place in the passage below.

volunteers
conscripts
professional
amateur

pacifist
discipline
initiative

controversial
voluntary
conscription

disruption
conscientious
objector

(a) conscription, which simply means compulsory military service, is a very (b) controversial issue. People constantly argue for and against it. Its supporters say that it gives young men a sense of (c) discipline in a world where the young increasingly have too much freedom. They say it helps young men, who perhaps were tied to their mothers' apron-strings at home, to stand on their own feet and encourages them to develop (d) initiative. Since a young soldier must make his own decisions and cannot rely on his parents to tell him what to do. Opponents of compulsory military service argue that an army of (e) amateurs is an unsatisfactory, (f) amateurs one, since one cannot expect reluctant young men to perform war-time duties efficiently after only a year or two of training. A war, they say, must be fought by a (g) volunteer army, and soldiers should all be (h) volunteers. Compulsory military service for all young men also causes (i) disruption to the education and careers of the young, since it creates a gap just when they should be studying or starting work. Finally there is the problem of the young man who is against war on principle. In other words he is a (j) pacifist. In Britain a person who refuses to do military service is called a (k) conscientious objector. If his reasons are accepted, he may be obliged to perform other, non-military duties but it is a difficult position for anyone to be in and it does not come about if military service is (l) voluntary.

Advertising

Put each of the following words or phrases in its correct place below

beneficial
implicit
bombard

misleading
catchy jingles
watch-dog

blatant
exploit
subtle

brainwash
ubiquitous
informative

Modern advertisements contain hidden messages. (a) _____ in the advertisement showing the pretty girl in the new car or the smiling children round the packet of washing powder is the message that if we buy the product, we also achieve success and happiness. It is a (b) _____ approach since it seeks to (c) _____ our secret dreams, and it is inescapable since advertising is (d) _____. Giant street hoardings and (e) _____ on television (f) _____ us from all sides. They (g) _____ us into believing that we can realize our ambitions quickly and easily. On the other hand, defenders of advertising say that it is (h) _____. Advertising is (i) _____. Advertisements tell us about useful new products. They brighten our lives with colour and music. They increase demand, stimulate industry and so keep prices down. Whether for or against advertising, most people would agree that some kind of (j) _____ body, appointed by the government or by the advertising industry itself, is necessary to maintain standards of honesty and to discourage the more (k) _____ types of (l) _____ advertisements.

How Much Freedom Should Children Have?

Put each of the following words or phrases in its correct place below.

possessive
suppress
inhibited

upbringing
formative
authoritarian

permissive
juvenile
delinquency

rebelliousness
run wild
adolescence

It is often said that we live in a (a) _____ age, one in which people are allowed to do almost anything they like. Is this good for children? They are going through their (b) _____, which is a very (c) _____ stage of their development since their final adult characters are beginning to take shape. Some parents think it is good for children to be allowed to (d) _____, without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible by the mistakes they make. However, this might lead to (e) _____, with the children ending up in the courts, or it might simply make children self-centred, without any consideration for others. Other parents believe in being strict, but taken to extremes this can produce a too (f) _____ atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very (g) _____ and try to keep their children dependent on them. These last two attitudes can encourage (h) _____ (against parents, school, authority) in a child, or, conversely, (i) _____ a child's natural sense of adventure and curiosity. A strict (j) _____ by over-caring parents can make a child so timid and (k) _____ that he or she is unable to express freely his or her emotions and form mature relationships. To bring up children to be normal, well-adjusted human beings requires great wisdom, and perhaps a bit of luck.

Censorship

Put each of the following words or phrases in its correct place below.

perverted
excessive
counter-
productive

moral
standards
infringes
safeguards

banned
degrades
corrupting

masquerading
unscrupulous
gratuitous

The amount of offensive material we are exposed to in films nowadays is surely (a) _____. Most people accept that scenes of sex and violence are sometimes necessary to tell a story, but all too often these scenes are (b) _____; they are unnecessary and simply inserted in the film to appeal to the baser human instincts. Censorship is necessary, especially to protect children from the (c) _____ influence of such scenes, often (d) _____ as art, in our cinemas. There should also be censorship of pornographic magazines produced by (e) _____ people willing to cater to the (f) _____ tastes of a small minority. Such material destroys the innocence of the young and (g) _____ all who read it. On the other hand, there are those who say that something which is (h) _____ becomes desirable so censorship is (i) _____, and that censorship (j) _____ on our freedom of choice. However freedom is not merely freedom to do what we want but freedom from attempts to destroy society's (k) _____. Censorship provides the (l) _____ by which society protects itself.

Love

Put each of the following words in its correct place below.

partners
mature
mutual

platonic
compatible
idolize

flirtation
one-sided
complement

infatuation
hero-worship
stable

Youngsters in their teens or even earlier sometimes (a) _____ film stars or other celebrities with a kind of blind, devoted (b) _____. The objects of such adoration are regarded as gods by their smitten worshippers. How sad that such devotion is almost always unrequited (though pop-stars have been known to marry their fans). Young people also sometimes develop an irrational obsession for another, often older, person which is not an adult, (c) _____ feeling but simply a youthful (d) _____. At parties a boy may playfully try to attract a girl, or vice versa, without intending any serious, lasting relationship. This is just a (e) _____. A relationship which gives deep and lasting happiness to both (f) _____ must not be (g) _____ (felt more strongly by one of the pair than by the other). It should be based on a (h) _____ love and respect, felt equally by each of the two. Of course it can take many forms. It might be very deep but entail no physical desire, in which case it is described as (i) _____. Certainly, for any relationship to be (j) _____, the two people involved must be (k) _____ (they must get on well together). This does not necessarily mean that they must have attitudes and interests in common, for partnerships of opposites can work very well. The different characters of the two people somehow (l) _____ each other.

Attitudes to Work and Leisure

Put each of the following words or phrases in its correct place below.

constructively	rewarding	challenge	conditioned
aimless	initiative	creativity	9 to 5
regimentation	scope	aspire	fulfilment

Most adults (a) aspire to more leisure but, in fact, not many people have the necessary (b) initiative to use the free time they already have very (c) constructively. The sad fact is that we need work because it imposes the discipline we need. Life seems (d) unending and we secretly look forward to our work again. We dream about personal (e) fulfilment but probably find it more in our work than in our leisure time. This depends on age. The young are free from work and responsibility, and freedom comes naturally to them. However, after they begin jobs they become (f) accustomed to work. They find they need it, however much they complain about its routine and (g) regimentation. Obviously this again depends on the kind of work. Those with (h) outlet jobs, or jobs which require (i) creativity receive genuine satisfaction from their work, but most of us are in conventional (j) 9 to 5 jobs which offer little (k) scope for imagination. We leave our work only to face a leisure that we find difficult to cope with. Our mistake is in regarding leisure as a chance to do nothing, whereas in fact it should be looked on as a (l) challenge.

The Purpose of State Punishment

Put each of the following words or phrases in its correct place below.

wrongdoer	deterrent	law-abiding	death penalty
misdeeds	reform	crime doesn't	corporal
barbaric	retribution	pay	punishment
humane	rehabilitate		

What is the purpose of punishment? One purpose is obviously to (a) reform the offender, to correct the offender's moral attitudes and anti-social behaviour and to (b) deterrent him or her, which means to assist the offender to return to normal life as a useful member of the community. Punishment can also be seen as a (c) deterrent, because it warns other people of what will happen if they are tempted to break the law and so prevents them from doing so. However, a third purpose of punishment lies, perhaps, in society's desire for (d) retribution, which basically means revenge. In other words, don't we feel that a (e) wrongdoer should suffer for his (f) misdeeds? The form of punishment should also be considered. On the one hand, some believe that we should 'make the punishment fit the crime'. Those who steal from others should be deprived of their own property to ensure that criminals are left in no doubt that (g) crime doesn't pay. For those who attack others, (h) corporal punishment should be used. Murderers should be subject to the principle 'an eye for an eye and a tooth for a tooth' and automatically receive the (i) death penalty. On the other hand, it is said that such views are unreasonable, cruel and (j) barbaric and that we should show a more (k) humane attitude to punishment and try to understand why a person commits a crime and how society has failed to enable him to live a respectable, (l) law-abiding life.

Women's Rights

Put each of the following words or phrases in its correct place in the passage below.

male	male-	unisex	exploitation
chauvinist	dominated	feminist	discrimination
second-class	the weaker sex	sexist	battle of the
citizens	militant	sex-objects	sexes

A (a) _____ is a person, usually a woman, who believes that women should be regarded as equal to men. She, or he, deplores (b) _____ against women in the home, place of work or anywhere, and her principal enemy is the (c) _____, who believes that men are naturally superior. Tired of being referred to as (d) '_____', women are becoming more and more (e) _____ and are winning the age-old (f) _____. They are sick to death of (g) _____ jokes which poke fun at women. They are no longer content to be regarded as (h) _____ in terms of economic, political and social status. They criticize beauty-contests and the use of glamorous female models in advertisements, which they describe as the (i) _____ of female beauty, since women in these situations are represented as mere (j) _____. We no longer live in the (k) _____ societies of the past. Let us hope, however, that the revolution stops before we have a boring world in which sex doesn't make much difference. We already have (l) _____ hairdressers and fashions. What next?

Modern Values

Put each of the following words or phrases in its correct place in the passage below.

status	image	welfare state	mercenary
affluence	acquisitive	motivated	spiritual
priorities	materialistic	idealism	status-symbols

People nowadays have more money, and **some** say this new (a) _____ has made people more (b) _____, which **means** they place too much importance on money, comfort and luxury goods, and more (c) _____, which means they want to buy, own, possess more and more. We are not only money-oriented but also over-concerned with social and professional (d) _____. We care too much about our (e) _____, how other people see us. We like to own (f) _____ like unnecessarily fast cars; the latest hi-fi equipment, fashionable clothes. Another factor is that many of us now live in a (g) _____, in which all our basic needs are provided by the government. In fact, care for those in need is now so highly organized that there is less scope for personal (h) _____. What can a mere individual do to improve the world? But is the picture so black? Are we really reduced to being (i) _____ creatures, (j) _____ only by money? Perhaps it is time we examined our (k) _____ and decided what is really important in life. Perhaps we should try to find self-fulfilment by exploring our capabilities and finding satisfaction in the (l) _____ aspects of life: an appreciation of art and nature, service to others, the improvement of our minds.

RELATED WORD GROUPS

Body

Divide the following 24 words into three equal groups under the headings a) head b) arm and hand c) leg and foot.

jaw	lash	pupil	lobe
elbow	shin	temple	knuckles
calf	forearm	wrist	toes
thigh	thumb	heel	gums
biceps	instep	fist	ankle
lid	palm	sole	nostril

Books

Types of Book 1 Put each of the following words in its correct place below.

volume	publication	whodunnit	hardback
best-seller	thriller	copy	edition
manuscript	proofs	paperback	

- (a) You can see the original manuscript of *Hamlet* in the museum in Shakespeare's own writing.
- (b) Before a book is sent to be printed, the author must check the manuscript.
- (c) Where is volume three of this set of encyclopaedias?
- (d) The new government report on agricultural statistics is a very interesting publication.
- (e) Have you got a copy of Graham Greene's *Brighton Rock*?
- (f) This book costs £12, but that's the hardback price. The paperback costs only £5.50.
- (g) His first three novels didn't sell very well, but his fourth was a best-seller and made a fortune.
- (h) The book has already been selling well for five years. Now the publishers are going to bring out a new edition with illustrations.
- (i) She likes to relax by reading a whodunnit about spies or crime.
- (j) I'm reading a thriller. It's fun trying to guess who the murderer is.

2 Answer the following questions using the words at the top of the exercise above.

E.g. What might a publisher do if one of his books is chosen as a school or exam test?

He might bring out a special *edition* with notes and test questions.

- (a) Why is an encyclopaedia usually more expensive than a dictionary?
- (b) What is a murder mystery called, and why?
- (c) What is an exciting adventure story called, and why?
- (d) How can you get information about scientific, technical, statistical and similar matters?
- (e) How would you ask for a particular book in a bookshop?
- (f) What must an author do when a publisher's deadline arrives?
- (g) What must be done before a book is printed?
- (h) What does every author hope?
- (i) How can you save money when buying books?

Ways of reading 3 Put each of the following words or phrases into its correct place in the sentences below.

skip
skim
flip through

look up
dip into
refer to

browse
wade through
peruse

read from
cover to
cover

- (a) I spend a lot of time in bookshops. I don't often buy books. I just _____.
- (b) If I come to a boring bit in a book, I just _____ a few pages till the real story starts again.
- (c) I'll _____ his number in the phone-book.
- (d) I didn't know the word. I had to _____ a dictionary.
- (e) Of course an encyclopaedia is not a book you _____. You just _____ it for things that interest you.
- (f) I never liked history at school. I found it very hard to _____ all that boring stuff about wars and revolutions.
- (g) We have requested our lawyers to _____ the document with the greatest care to decide whether it's legal or not.
- (h) Some people have the ability to _____ a page, which means to read it very quickly, just taking in the main points.
- (i) I sometimes _____ a magazine in a **newsagent's** but I don't usually buy one.

4 Using one or more items from the list at the top of the exercise above, explain how you use each of the following.

E.g. a novel

If it's good, I *read it from cover to cover*, but sometimes I *skip* long, descriptive passages.

- | | |
|----------------------|------------------------------|
| (a) a dictionary | (e) an atlas |
| (b) a magazine | (f) a guidebook |
| (c) an encyclopaedia | (g) a photograph album |
| (d) a contract | (h) a newspaper |
| | (i) a car maintenance manual |

5 Answer the questions below from the following list of parts of a book.

acknowledge-
ments
appendix
bibliography

'blurb'
contents
dedication

key
footnotes
frontispiece

glossary
chronology
index

In what part of a book would you look to find . . .

- (a) . . . answers to exercise questions?
- (b) . . . who supplied the photographs or helped with special research?
- (c) . . . quickly what the book is about?
- (d) . . . meanings of foreign or technical expressions used in the text?
- (e) . . . on what page a person, place or event is mentioned?
- (f) . . . if the book was written for a particular person?
- (g) . . . extra information about something mentioned in the main text?
- (h) . . . what other books have been written on the same subject?
- (i) . . . a picture of the author or the subject of the book?
- (j) . . . how the book is organized in chapters?
- (k) . . . a convenient list of the dates and events of the period covered in the book?

Dirt and Damage

1 Put each of the following adjectives in its correct place in the sentences below.

blunt
torn
rusty

scratched
shop-soiled
stained

smeared
filthy
smudged

shabby
soiled
faded

- (a) He was very angry when he saw that his new car was _____. Another car must have run along the side of it.
- (b) The curtains were bright red when we bought them, but they've become _____ in the strong sunlight.
- (c) That jacket needs cleaning and it's rather old. I think it's too _____ to wear.
- (d) If you have a banknote which is _____ in two, take it to a bank and exchange it for a new one.
- (e) Buy our new design 'Travelbag'. The different compartments will enable the traveller to keep clean and _____ garments separate.
- (f) When she was two years old, she used to experiment with her mother's lipstick. Her face was always _____ with it.
- (g) See those red-brown bits? That's where the machine is beginning to go _____ because it's unprotected from the rain.
- (h) You can see the ceiling is _____ where the rain came through.
- (i) This radio is a bit _____ after being in the shop for nine months, so I'll knock 10% off the price.
- (j) Let the ink dry before you put another piece of paper on top of it. Otherwise it'll be _____.
- (k) This knife isn't sharp, it's _____. Give me another one.
- (l) This shirt isn't just dirty, Bobby. It's absolutely _____!

2 Using words from the list at the top of the exercise above, say what kind of damage or wear the following items can suffer.

- (a) a photograph
- (b) a book
- (c) a car in an accident
- (d) a car after long use
- (e) a coat
- (f) a television set
- (g) a piece of furniture
- (h) a razor-blade

Drinking

1 Make sentences by connecting each person on the left below with the correct phrase on the right.

- | | |
|---------------------------|--|
| (a) A teetotaller | serves people in a pub. |
| (b) A secret drinker | runs a pub. |
| (c) A social drinker | has a drink from time to time. |
| (d) An occasional drinker | only drinks with other people, e.g. at parties. |
| (e) An alcoholic | doesn't want other people to know he drinks. |
| (f) A drunkard. | drinks a lot. |
| (g) A 'wino' | is often drunk. |
| (h) A heavy drinker | never drinks alcohol. |
| (i) A publican | produces beer in large quantities. |
| (j) A barmaid | is addicted to alcohol. |
| (k) A brewer | is a poor person, often homeless, who drinks anything, anywhere. |

2 The dangers of alcoholism are very real. Put the people in the above exercise (on the left) in order of the danger they are in from alcoholism, with those in greatest danger at the top. Then draw a line between those you think are safe from alcoholism and those who might become, or already are, in danger from this disease.

3 Match each drink on the left below with its description on the right.

- | | |
|----------------------|---|
| (a) squash | a last (alcoholic) drink before going to bed |
| (b) a cocktail | a non-alcoholic fruit drink |
| (c) a nightcap | a mixture of beer and lemonade (or a similar drink) |
| (d) one for the road | a mixture of wine or spirits and hot water, sugar, lemon etc. |
| (e) a shandy | a refreshing non-alcoholic drink, e.g. squash, Coca-Cola |
| (f) punch | a single drink of spirits |
| (g) a soft drink | a mixed alcoholic drink |
| (h) a short | a last drink before driving |

4 From the list of drinks on the left above, choose one or more which would be a good drink for...

- ... a children's party.
- ... an adults' party.
- ... a formal reception.
- ... someone who's going to drive.
- ... a last drink of the evening.
- ... a hot day.
- ... someone who is nervous before an important occasion.
- ... someone who is trying to give up alcohol.