



Learn English Through
Stories.

U Series

U4

**Adapted and modified by
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<https://learn-by-reading.co.uk>

Contents

**Vocabulary:
Eight tests.**

Phrases, patterns and collocations

A. Write one word in each gap.

1. Jim seems to be the misapprehension that tomorrow's a holiday. It isn't.
2. These findings cast doubt previous research done in this field.
3. This photo's a little of focus, but you can still see their faces.
4. Look the bright side - it's nearly the end of term.
5. I'm not against animal testing principle.
6. I think I'll always associate this song our holiday in Majorca.
7. You have to bear mind that there'll be quite a few children there.
8. Where did Susan's belief reincarnation come from?
9. Dad said that my borrowing the car tonight was of the question.
10. Hearing the news about Caroline put my small problems perspective.
11. What's the best course of action from your point view?
12. You were hired the basis that you would be able to work on Sundays.
13. balance, I think the government's doing a reasonable job.
14. We haven't taken Julie's thoughts account at all.
- 15 conclusion, I'd like to thank everyone who supported me during the early years.

B. For each question, write one word which can be used in all three sentences.

1. I was so tired that I couldn't even think

I'll come to the point - you're fired!

It's time to set the record about what really happened that night.

2. She's only eight, but she has the age of an 18-year-old.

Many illnesses can be cured these days.

I'm not very good at arithmetic.

3. Philip does a very funny of Tony.

You really made an on Pete - he hasn't stopped talking about you!

Why was I under the that the exam was on Thursday?

4. Carter was the behind the whole criminal operation.

Could I just pick your about good places to eat around here?

We sat there racking our trying to think of a place to take Paul and Doug in the evening.

5. Someone with no of smell can't taste food well either.

I can't make of this film at all - what's going on?

Unplugging a toaster before you try to fix it is just common
....., isn't it?

6. I thought Gordon's new invention wouldn't work at all, but in fact it worked like a

Winning a cruise on the Queen Mary was a come true for me and Albert.

I've had the same recurring for four nights in a row.

7. Motorists should always show for pedestrians crossing the street at a zebra crossing.

I'll give some to your proposals and get back to you.

We stupidly didn't take changes in interest rates into when we got a mortgage for our house.

C. Write one word in each gap.

I read this week that a new organisation called Don't Trust *Online Information* has been formed. The founder, Douglas Haverford-West, is quoted as saying, 'It's my principles to trust anything I read on the Internet. I've started this organisation the belief that there are millions like me who their doubts about information presented as fact that has not gone through a thorough editorial process. There's no question us shutting down the Internet - we don't want to do that - but DTOI has been set up with a to raising awareness.' I sympathise with Haverford-West, but I believe he's wrong. I made up my long ago not to completely trust anything I heard or read. Whether it's on the Internet or, say, in a newspaper, is irrelevant in my opinion.

D. 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 three and eight words, including the word given.

1. I never thought that we'd have legal problems. **crossed**

Itthat we'd have legal problems.

2. I've decided that teaching is not the right profession for me. **conclusion**

I've..... that teaching is not the right profession for me.

3. Could you tell me where you were last night, Mr Johnson? **account**

Could you your whereabouts last night, Mr Johnson?

4. The journalist pretended that she was a parent of one of the children, **false**

The journalist that she was a parent of one of the children.

5. You have to use logic and lateral thinking in equal measure in this job. **strike**

You have to..... logic and lateral thinking in this job.

6. I didn't tell Angie because I didn't want to hurt Eddie's feelings, **consideration**

I didn't tell Angie Eddie.

Idioms

E. Complete using the words in the box.

bell • bend • dark • hairs • head • leg • stock • two • uptake • what • wits • wood

1. The name Alan Hickson rings a, but I can't place him.
2. Stop wasting time splitting and look at the big picture.
3. Ask Simon about the sales targets. He always knows what's
4. You've got to have your..... about you to succeed in advertising.
5. Don't let success go to your , will you?
6. No one told us that Diana was leaving, but we all put two and together.
7. I'm going to go round the if they don't turn that music down soon.
8. Let's take of the situation before we make a final decision.
9. How did they manage to keep me completely in the about this for so long?
10. The problem with Jane is that sometimes she can't see the for the trees.
11. It took Dan a long time to understand what was going on. He's usually quicker on the than that, isn't he?
12. Frankly, you're completely wrong and you haven't got a to stand on.

Word formation

F. Complete the sentences by changing the form of the word in capitals.

1. There was quite a bit of because the examiner handed out the wrong exam papers. **CONFUSE**
2. You're acting completely Just calm down and pull yourself together. **RATIONAL**
3. Einstein's went unnoticed at school. **BRILLIANT**
4. This is generally considered to be the guide to Australia. **DEFINE**
5. It's absolutely why the council decided to close down the youth club. **EXPLAIN**
6. I just stood there and listened in as Ben told me the news. **BELIEVE**
7. Greg's to say the least, so I wouldn't ask him to choose a hotel. **DECIDE**
8. Many children create..... friends to talk to. **IMAGINE**
9. He was found not guilty by reason of and so was sent to a mental institution rather than prison. **SANE**
10. Your argument is Just because you want me to be a doctor doesn't mean I want to be one. **LOGIC**

G. The prefix *il-*, as in *illogical*, is often used to make a positive word negative. Which of the words in bold in the following sentences are negative forms of positive words?

1. Doctors' handwriting is usually **illegible**.
2. There's a beautiful **illustration** on page six.
3. People who are **illiterate** may need some help filling in forms.
4. She had an **illustrious** career as a local politician.
5. It's a totally **illiberal** law that's just going to restrict our freedoms further.
6. Several senior politicians have resigned over the **illegality** of the war.
7. **Illegitimate** children were given very little social recognition in the past.
8. The magician didn't really cut his assistant in two - it was only an **illusion**.
9. The lights **illuminated** the building beautifully at night.

H. Use the word given in capitals to form a word that fits in the space.

Rhetoric

The (**CONCEIVE**) of 'rhetoric', or effective public speaking, dates back thousands of years. The underlying (**ASSUME**) behind rhetoric is that how you present an argument can greatly influence whether people are persuaded by you or not. There is (**DOUBT**) plenty of evidence to support this idea - it's practically (**THINK**), for example, for a successful politician to be a poor communicator - but is it just a question of style winning over substance? Certainly, it is often said of politicians that they talk complete (**SENSE**) but what they say they say with such (**CONVINCE**) that we tend to believe them, at least when they're in opposition. On the other hand, (**WISE**) and knowledge are of little value if you cannot communicate them effectively to your peers or to the next generation. It is the combination of clear (**REASON**), sound (**JUDGE**) and effective presentation and communication skills that defines true rhetoric. A true rhetorician should always come across as knowledgeable, and never as (**OPINION**) or ignorant.

Answers

Phrases, patterns and collocations

A. Write one word in each gap.

1. Jim seems to be **under** the misapprehension that tomorrow's a holiday. It isn't.
2. These findings cast doubt **on** previous research done in this field.
3. This photo's a little **out** of focus, but you can still see their faces.
4. Look **on** the bright side - it's nearly the end of term.
5. I'm not against animal testing **in** principle.
6. I think I'll always associate this song **with** our holiday in Majorca.
7. You have to bear **in** mind that there'll be quite a few children there.
8. Where did Susan's belief **in** reincarnation come from?
9. Dad said that my borrowing the car tonight was **out** of the question.
10. Hearing the news about Caroline put my small problems **into** perspective.
11. What's the best course of action from your point **of** view?
12. You were hired **on** the basis that you would be able to work on Sundays.
13. **On** balance, I think the government's doing a reasonable job.
14. We haven't taken Julie's thoughts **into** account at all.
15. **In** conclusion, I'd like to thank everyone who supported me during the early years.

B. For each question, write one word which can be used in all three sentences.

1. I was so tired that I couldn't even think **straight**.

I'll come **straight** to the point - you're fired!

It's time to set the record **straight** about what really happened that night.

2. She's only eight, but she has the **mental** age of an 18-year-old.

Many **mental** illnesses can be cured these days.

I'm not very good at **mental** arithmetic.

3. Philip does a very funny **impression** of Tony.

You really made an **impression** on Pete - he hasn't stopped talking about you!

Why was I under the **impression** that the exam was on Thursday?

4. Carter was the **brains** behind the whole criminal operation.

Could I just pick your **brains** about good places to eat around here?

We sat there racking our **brains** trying to think of a place to take Paul and Doug in the evening.

5. Someone with no **sense** of smell can't taste food well either.

I can't make **sense** of this film at all - what's going on?

Unplugging a toaster before you try to fix it is just common **sense**.

6. I thought Gordon's new invention wouldn't work at all, but in fact it worked like a **dream**.

Winning a cruise on the Queen Mary was a **dream** come true for me and Albert.

I've had the same recurring **dream** for four nights in a row.

7. Motorists should always show **consideration** for pedestrians crossing the street at a zebra crossing.

I'll give some **consideration** to your proposals and get back to you.

We stupidly didn't take changes in interest rates into **consideration** when we got a mortgage for our house.

C. Write one word in each gap.

I read this week that a new organisation called Don't Trust *Online Information* has been formed. The founder, Douglas Haverford-West, is quoted as saying, 'It's **against** my principles to trust anything I read on the Internet. I've started this organisation **in** the belief that there are millions like me who **have** their doubts about information presented as fact that has not gone through a thorough editorial process. There's no question **of** us shutting down the Internet - we don't want to do that - but DTOI has been set up with a **view** to raising awareness.' I sympathise with Haverford-West, but I believe he's wrong. I made up my **mind** long ago not to completely trust anything I heard or read. Whether it's on the Internet or, say, in a newspaper, is irrelevant in my opinion.

D. 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 three and eight words, including the word given.

1. I never thought that we'd have legal problems. **crossed**

It **never crossed my mind** that we'd have legal problems.

2. I've decided that teaching is not the right profession for me. **conclusion**

I've **come to conclusion** that teaching is not the right profession for me.

3. Could you tell me where you were last night, Mr Johnson? **account**

Could you **give an account of** your whereabouts last night, Mr Johnson?

4. The journalist pretended that she was a parent of one of the children, **false**

The journalist **gave the false impression** that she was a parent of one of the children.

5. You have to use logic and lateral thinking in equal measure in this job. **strike**

You have to **strike a balance between** logic and lateral thinking in this job.

6. I didn't tell Angie because I didn't want to hurt Eddie's feelings,

consideration

I didn't tell Angie **out of consideration for** Eddie.

Idioms

E. Complete using the words in the box.

bell • bend • dark • hairs • head • leg • stock • two • uptake • what • wits • wood

1. The name Alan Hickson rings a **bell**, but I can't place him.
2. Stop wasting time splitting **hairs** and look at the big picture.
3. Ask Simon about the sales targets. He always knows what's **what**.
4. You've got to have your **wits** about you to succeed in advertising.
5. Don't let success go to your **head**, will you?
6. No one told us that Diana was leaving, but we all put two and **two** together.
7. I'm going to go round the **bend** if they don't turn that music down soon.
8. Let's take **stock** of the situation before we make a final decision.
9. How did they manage to keep me completely in the **dark** about this for so long?
10. The problem with Jane is that sometimes she can't see the **wood** for the trees.
11. It took Dan a long time to understand what was going on. He's usually quicker on the **uptake** than that, isn't he?
12. Frankly, you're completely wrong and you haven't got a **leg** to stand on.

Word formation

F. Complete the sentences by changing the form of the word in capitals.

1. There was quite a bit of **confusion** because the examiner handed out the wrong exam papers.
2. You're acting completely **irrationally**. Just calm down and pull yourself together.
3. Einstein's **brilliance** went unnoticed at school.
4. This is generally considered to be the **definitive** guide to Australia.
5. It's absolutely **inexplicable** why the council decided to close down the youth club.
6. I just stood there and listened in **disbelief** as Ben told me the news.
7. Greg's **indecisive** to say the least, so I wouldn't ask him to choose a hotel.
8. Many children create **imaginary** friends to talk to.
9. He was found not guilty by reason of **insanity** and so was sent to a mental institution rather than prison.
10. Your argument is **illogical** Just because you want me to be a doctor doesn't mean I want to be one.

G. The prefix *il-*, as in *illogical*, is often used to make a positive word negative. Which of the words in bold in the following sentences are negative forms of positive words?

1. Doctors' handwriting is usually **illegible**.
3. People who are **illiterate** may need some help filling in forms.
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The **concept** of 'rhetoric', or effective public speaking, dates back thousands of years. The underlying **assumption** behind rhetoric is that how you present an argument can greatly influence whether people are persuaded by you or not. There is **undoubtedly** plenty of evidence to support this idea - it's practically **unthinkable**, for example, for a successful politician to be a poor communicator - but is it just a question of style winning over substance? Certainly, it is often said of politicians that they talk complete **nonsense** but what they say they say with such **conviction** that we tend to believe them, at least when they're in opposition. On the other hand, **wisdom** and knowledge are of little value if you cannot communicate them effectively to your peers or to the next generation. It is the combination of clear **reasoning**, sound **judgement** and effective presentation and communication skills that defines true rhetoric. A true rhetorician should always come across as knowledgeable, and never as **opinionated** or ignorant.