



Learn English Through
Stories.

U Series

U7

**Adapted and modified by
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Contents

Vocabulary and Phrasal verbs.

Six tests.

1. City Life

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

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

Most people in developed countries are (a), many drawn by the (b) of the (c) The attractions of the city are many: the (d) atmosphere (foreign restaurants, different languages, international companies), the (e) of cultural events or the simple hope of finding work. All too many find, however, that the glamorous facade is false. One can be very alone in the city and the (f) 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) is high. There is (h) not only of the physical but also of the moral environment and the various pressures of (i) life cause cities (j) 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) struggling to work through the rush hour (l) asks, 'Is it worth it?'

2. Issues of Education

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

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), the educational system is based on (b), which means that children are educated according to their ability, with the more (c) Children separated from the others. Supporters of this system say that more intelligent children will be helped to achieve their full (d) 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), a special class of (f) people who are encouraged to think of themselves as superior to the others. Similarly the others may, as a result of being (g) second-rate, develop some kind of (h) In a word, such a system is (i) 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) system of strict rules is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and (k) We must ask ourselves what the purpose of education is: to (l) children's heads with facts or to encourage them to develop their natural abilities in their own way?

3. Fashion in Clothes

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

Slavishly trends slaves to fashion individualists trendy
fashion houses conformists dictate the latest fashion
haute couture dictates personal ornaments

Most people like to think they are (a) simply wear whatever they like. Few people will admit to being (b) However we are not just talking of the expensive (c) of the Paris and Milan (d) which not many people can afford anyway. We are talking of fashions and (e) 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) ? Of course the big chain-stores, to some extent, (g) what we wear, but they always offer a choice and people do, on the whole, like to wear (h) which extends beyond clothes to make-up, (i) (men wear earrings too, nowadays) and hair styles. It is easy to declare that we do not (j) follow the (k) of fashion, but aren't we all (l) at heart.

Come

4. Complete these sentences with a particle from the box.

Along out out out out round apart

1. Do you have any glue? The cover of my address book is coming and I want to stick it together again.
2. I spilt some orange juice on the tablecloth. Do you think it will come if I put it in the washing machine?
3. The last thing I remember was feeling very dizzy. The next thing I knew, I came in hospital and a doctor was standing by my bed.
4. The government is going to release a report on traffic congestion. I wonder when it's coming
5. We were just chatting at the corner when Banta came with his girlfriend.
6. I hear Bruce's operation was successful. When is he coming of the clinic?
7. Some very shocking facts have come about government corruption, thanks to an investigation by a national newspaper.

5. Use a phrasal verb from the box to complete these dialogues.

Came up	come in	come about	come out	come off
Come to a decision	come again	come up	come along	

1. Anne: We lost everybody's e-mail address and had to start all over again.

Ken: Really? How did that ?

Anne: Oh, it was some computer virus.

2. Rick: David keeps saying he's going to sail around the world.

Ivan: Huh! Do you think it will ever ?

Rick: Probably not. He's such a dreamer.

3. Brian: We'll let you know what we decide. We'll phone you.

Fran: When do you think you'll ?

Brian: Probably at the meeting on Friday.

4. Olga: I thought you were coming to the dinner party last night.

Ulla: Yes, I was intending to, but right at the last minute something

Olga: Oh, I see. Well, you must come next time.

6. Choose the right option.

1. A few friends came **in / round / into** last night, which was a pleasant surprise.
2. Although I shampooed the carpet, the wine stain just wouldn't come **out / off / over**.
3. She came **in / into / up with** a lot of money when her aunt died.
4. Come **in / into / on** — hurry up! You should have finished ages ago!
5. She wasn't given enough anaesthetic and came **to / in / on** during the operation, which was very frightening.
6. Come **to / off/ on** it; that's not true.
7. Some friends came **in / over / into** last night, which was nice.
8. I came **across / into / for** some old photos when I was tidying my bedroom.
9. It didn't come **off / into / up** at the meeting; nobody talked about it.
10. The police came **for / in / up** the criminal while he was in bed.

Answers

1. City Life

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

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

Most people in developed countries are **city-dwellers**, many drawn by the **irresistible lure** of the **metropolis**. The attractions of the city are many: the **cosmopolitan** atmosphere (foreign restaurants, different languages, international companies), the **stimulation** of cultural events or the simple hope of finding work. All too many find, however, that the glamorous facade is false. One can be very alone in the city and the **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 **cost of living** is high. There is **pollution** not only of the physical but also of the moral environment and the various pressures of **urban** life cause cities **to breed crime**. 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 **commuter** struggling to work through the rush hour **congestion** asks, 'Is it worth it?'

2. Issues of Education

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

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 **classless**, the educational system is based on **streaming**, which means that children are educated according to their ability, with the more **gifted** Children separated from the others. Supporters of this system say that more intelligent children will be helped to achieve their full **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 **elite**, a special class of **privileged** people who are encouraged to think of themselves as superior to the others. Similarly the others may, as a result of being **labelled** second-rate, develop some kind of **inferiority complex**. In a word, such a system is **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 **conventional** system of strict rules is best. However, critics of this attitude say it causes regimentation, as in the army, and discourages children's natural imagination and **spontaneity**. We must ask ourselves what the purpose of education is: to **cram** children's heads with facts or to encourage them to develop their natural abilities in their own way?

3. Fashion in Clothes

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

Slavishly trends slaves to fashion individualists trendy
fashion houses conformists dictate the latest fashion
haute couture dictates personal ornaments

Most people like to think they are **individualists** simply wear whatever they like. Few people will admit to being **slaves to fashion**. However we are not just talking of the expensive **haute couture** of the Paris and Milan **fashion houses** which not many people can afford anyway. We are talking of fashions and **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 **trendy**? Of course the big chain-stores, to some extent, **dictate** what we wear, but they always offer a choice and people do, on the whole, like to wear **the latest fashion** which extends beyond clothes to make-up, **personal ornaments** (men wear earrings too, nowadays) and hair styles. It is easy to declare that we do not **Slavishly** follow the **dictates** of fashion, but aren't we all **conformists** at heart.

4. Complete these sentences with a particle from the box.

Along out out out out round apart

1. Do you have any glue? The cover of my address book is coming **apart** and I want to stick it together again.
2. I spilt some orange juice on the tablecloth. Do you think it will come **out** if I put it in the washing machine?
3. The last thing I remember was feeling very dizzy. The next thing I knew, I came **round** in hospital and a doctor was standing by my bed.
4. The government is going to release a report on traffic congestion. I wonder when it's coming **out**.
5. We were just chatting at the corner when Banta came **along** with his girlfriend.
6. I hear Bruce's operation was successful. When is he coming **out** of the clinic?
7. Some very shocking facts have come **out** about government corruption, thanks to an investigation by a national newspaper.

5. Use a phrasal verb from the box to complete these dialogues.

Came up	come in	come about	come out	come off
Come to a decision	come again	come up	come along	

1. Anne: We lost everybody's e-mail address and had to start all over again.

Ken: Really? How did that **come about**?

Anne: Oh, it was some computer virus.

2. Rick: David keeps saying he's going to sail around the world.

Ivan: Huh! Do you think it will ever **come off** ?

Rick: Probably not. He's such a dreamer.

3. Brian: We'll let you know what we decide. We'll phone you.

Fran: When do you think you'll **come to a decision**?

Brian: Probably at the meeting on Friday.

4. Olga: I thought you were coming to the dinner party last night.

Ulla: Yes, I was intending to, but right at the last minute something **came up**.

Olga: Oh, I see. Well, you must come next time.

6. Choose the right option.

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2. Although I shampooed the carpet, the wine stain just wouldn't come **out**.
3. She came **into** a lot of money when her aunt died.
4. Come **on** — hurry up! You should have finished ages ago!
5. She wasn't given enough anaesthetic and came **to** during the operation, which was very frightening.
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