

# ADDITIONAL MATERIAL

# KEY

**B1 +**

- Practice & Consolidation
- Writing
- Speaking
- Exam Practice (ECCE & FCE)

**VOCABULARY  
QUIZZES**

**UNIT 1**

**Task 1**

- 1 department
- 2 uncommon
- 3 firm
- 4 temple
- 5 numerous
- 6 located
- 7 available
- 8 performed

**Task 2**

- 1 B            5 B
- 2 B            6 B
- 3 B            7 A
- 4 A

**UNIT 2**

**Task 1**

- 1 C            5 B
- 2 A            6 C
- 3 C            7 A
- 4 B            8 B

**Task 2**

- 1 F            5 T
- 2 F            6 F
- 3 T            7 T
- 4 F

**UNIT 3**

**Task 1**

- 1 D            4 A
- 2 B            5 E
- 3 F            6 C

**Task 2**

- 1 curious
- 2 survive
- 3 belongings
- 4 goggles
- 5 repair
- 6 attention

**UNIT 4**

**Task 1**

- 1 B            5 A
- 2 C            6 B
- 3 C            7 C
- 4 A

**Task 2**

- 1 E            5 B
- 2 H            6 A
- 3 G            7 C
- 4 D            8 F

**UNIT 5**

**Task 1**

- 1 F            5 G
- 2 D            6 C
- 3 E            7 B
- 4 A

**Task 2**

- 1 T            5 F
- 2 F            6 T
- 3 T            7 F
- 4 F            8 T

**UNIT 6**

**Task 1**

- 1 natural
- 2 packaging
- 3 selfish
- 4 Consumers
- 5 environmentally
- 6 production

**Task 2**

- 1 A            4 B
- 2 B            5 C
- 3 C            6 A

**UNIT 7**

**Task 1**

- 1 A            5 B
- 2 A            6 B
- 3 A            7 B
- 4 A

**Task 2**

- 1 burst
- 2 surrounded
- 3 bucket
- 4 wetsuits
- 5 headed
- 6 sharks
- 7 carriage
- 8 dreamt

**UNIT 8**

**Task 1**

- 1 B            5 E
- 2 F            6 C
- 3 G            7 D
- 4 A

**Task 2**

- 1 F            5 T
- 2 T            6 T
- 3 F            7 F
- 4 F            8 F

**UNIT 9**

**Task 1**

- 1 A            4 B
- 2 C            5 B
- 3 C            6 B

**Task 2**

- 1 C            4 E
- 2 F            5 B
- 3 A            6 D

**UNIT 10**

**Task 1**

- 1 B            5 A
- 2 C            6 C
- 3 B            7 B
- 4 A

**Task 2**

- 1 F            5 A
- 2 H            6 E
- 3 B            7 C
- 4 D            8 G

**UNIT 11**

**Task 1**

- 1 depressed
- 2 frustrating
- 3 advised
- 4 surrounded
- 5 embarrassed
- 6 joined
- 7 guilty
- 8 isolated

**Task 2**

- 1 desperate
- 2 popular
- 3 sorted
- 4 missed
- 5 impossible
- 6 forced
- 7 envied

**UNIT 12**

**Task 1**

- 1 D            5 F
- 2 G            6 E
- 3 A            7 B
- 4 H            8 C

**Task 2**

- 1 D            5 C
- 2 F            6 E
- 3 A            7 B
- 4 G

**UNIT 13**

**Task 1**

- 1 T            5 T
- 2 F            6 F
- 3 F            7 T
- 4 F            8 F

**Task 2**

- 1 eventually
- 2 argument
- 3 assistants
- 4 worsens
- 5 environmental
- 6 departure
- 7 unemployment

**UNIT 14**

**Task 1**

- 1 B            5 B
- 2 C            6 A
- 3 A
- 4 A

**Task 2**

- 1 into            4 off
- 2 out            5 up
- 3 up            6 up

**UNIT 15**

**Task 1**

- 1 petition
- 2 minority
- 3 funding
- 4 refreshments
- 5 shoplifting
- 6 facilities

**Task 2**

- 1 F            4 E
- 2 C            5 A
- 3 B            6 D

**EXAM PRACTICE & CONSOLIDATION**

**UNITS 1-3**

**ECCE Vocabulary**

- 1 d            9 a
- 2 b            10 d
- 3 a            11 c
- 4 a            12 b
- 5 b            13 b
- 6 d            14 d
- 7 c            15 c
- 8 c

**ECCE Grammar**

- 1 b            9 d
- 2 c            10 b
- 3 c            11 d
- 4 d            12 d
- 5 a            13 c
- 6 c            14 a
- 7 b            15 d
- 8 a

**FCE Use of English**

**Part 1**

- 1 C            7 C
- 2 D            8 A
- 3 A            9 D
- 4 B            10 A
- 5 C            11 C
- 6 B            12 D

**Part 2**

- 1 it            7 by
- 2 on            8 up
- 3 Since        9 in
- 4 fact          10 which
- 5 most        11 as
- 6 than        12 at

**Part 3**

- 1 attractions
- 2 visitors
- 3 unlike
- 4 personal
- 5 mixture
- 6 obviously
- 7 wonderful
- 8 homelessness
- 9 traditional
- 10 shocking

**Part 4**

- 1 (that) we have/we've eaten at
- 2 more than three years since
- 3 so boring that we left
- 4 to the party, she gave
- 5 such a hot afternoon that
- 6 nor Phil took part in
- 7 have you been working
- 8 used to sleeping during

**UNITS 4-6**

**ECCE Vocabulary**

- 1 c            9 d
- 2 a            10 d
- 3 d            11 c
- 4 c            12 a
- 5 b            13 d
- 6 b            14 b
- 7 b            15 c
- 8 a

**ECCE Grammar**

- 1 d            9 b
- 2 c            10 c
- 3 b            11 d
- 4 b            12 d
- 5 c            13 a
- 6 d            14 c
- 7 a            15 a
- 8 a

**FCE Use of English**

**Part 1**

- 1 A            7 D
- 2 C            8 A
- 3 C            9 D
- 4 D            10 B
- 5 B            11 A
- 6 C            12 B

**Part 2**

- 1 of            7 in
- 2 has          8 on
- 3 other        9 are
- 4 be            10 take
- 5 than        11 for
- 6 there        12 a

**Part 3**

- 1 threatened
- 2 introduction
- 3 endangered
- 4 unable
- 5 selfish
- 6 environmental
- 7 natural
- 8 powerful
- 9 warming
- 10 disappear

**Part 4**

- 1 is about to serve
- 2 told me I could go
- 3 is far more expensive than
- 4 suggested buying Molly a
- 5 have woken up yet
- 6 will give you a
- 7 are too young to go
- 8 whether I was going to

## Units 7-9

### ECCE Vocabulary

- |     |      |
|-----|------|
| 1 b | 9 d  |
| 2 d | 10 a |
| 3 d | 11 c |
| 4 a | 12 d |
| 5 b | 13 d |
| 6 c | 14 b |
| 7 c | 15 b |
| 8 a |      |

### ECCE Grammar

- |     |      |
|-----|------|
| 1 c | 10 c |
| 2 b | 11 b |
| 3 a | 12 c |
| 4 b | 13 d |
| 5 a | 14 c |
| 6 d | 15 b |
| 7 b |      |
| 8 a |      |
| 9 d |      |

### FCE Use of English

#### Part 1

- |     |      |
|-----|------|
| 1 B | 7 C  |
| 2 D | 8 D  |
| 3 A | 9 B  |
| 4 B | 10 C |
| 5 A | 11 C |
| 6 C | 12 A |

#### Part 2

- as
- an
- to
- for
- These
- who
- has
- and
- from
- such
- more
- be

### Part 3

- wonderful
- especially
- dangerous
- frighten
- safely
- captivity
- comfortable
- educational
- scientists
- disadvantages

### Part 4

- could have lost
- are supposed to wear
- prefer not to go
- weren't able to play
- sooner had I gone
- couldn't have seen her
- denied eating/having eaten all
- was made to clean

## Units 10-12

### ECCE Vocabulary

- |     |      |
|-----|------|
| 1 d | 10 b |
| 2 b | 11 c |
| 3 a | 12 a |
| 4 c | 13 d |
| 5 b | 14 a |
| 6 d | 15 c |
| 7 a |      |
| 8 d |      |
| 9 c |      |

### ECCE Grammar

- |     |      |
|-----|------|
| 1 c | 9 d  |
| 2 c | 10 a |
| 3 b | 11 c |
| 4 c | 12 a |
| 5 b | 13 b |
| 6 a | 14 c |
| 7 d | 15 b |
| 8 b |      |

## FCE Use of English

### Part 1

- |     |      |
|-----|------|
| 1 C | 8 D  |
| 2 A | 9 B  |
| 3 D | 10 A |
| 4 C | 11 B |
| 5 B | 12 D |
| 6 A |      |
| 7 C |      |

### Part 2

- |        |          |
|--------|----------|
| 1 be   | 7 though |
| 2 For  | 8 too    |
| 3 from | 9 before |
| 4 most | 10 as    |
| 5 was  | 11 if    |
| 6 had  | 12 to    |

### Part 3

- encouraged
- relationships
- supportive
- journalism
- qualifications
- impossible
- simply
- guilty
- pleasurable
- frequently

### Part 4

- were being made in
- where he set up/in which he set up
- ought to have/get your windows
- is said to be
- was examined by the
- to whom I gave
- having my car fixed by
- reason why we took

## Units 13-15

### ECCE Vocabulary

- |     |      |
|-----|------|
| 1 b | 9 c  |
| 2 b | 10 b |
| 3 a | 11 d |
| 4 c | 12 b |
| 5 d | 13 c |
| 6 d | 14 b |
| 7 a | 15 a |
| 8 c |      |

### ECCE Grammar

- |     |      |
|-----|------|
| 1 a | 9 b  |
| 2 b | 10 d |
| 3 a | 11 a |
| 4 c | 12 c |
| 5 c | 13 b |
| 6 d | 14 a |
| 7 c | 15 d |
| 8 d |      |

### FCE Use of English

#### Part 1

- |     |      |
|-----|------|
| 1 B | 7 A  |
| 2 D | 8 C  |
| 3 B | 9 C  |
| 4 B | 10 D |
| 5 A | 11 A |
| 6 D | 12 B |

#### Part 2

- in
- of
- is
- have
- that/who
- been
- most
- for
- it
- be
- anything
- one

**Part 3**

- 1 fishing
- 2 imagination
- 3 worsened
- 4 unemployment
- 5 industrial
- 6 countless
- 7 eventually
- 8 librarian
- 9 inspiration
- 10 expectations

**Final  
(Units 1-15)  
ECCE Vocabulary**

- |     |      |
|-----|------|
| 1 b | 9 b  |
| 2 d | 10 a |
| 3 a | 11 c |
| 4 c | 12 c |
| 5 a | 13 d |
| 6 d | 14 c |
| 7 a | 15 a |
| 8 c |      |

**FCE Use of English****Part 1**

- |     |      |
|-----|------|
| 1 B | 7 C  |
| 2 C | 8 C  |
| 3 D | 9 D  |
| 4 A | 10 B |
| 5 A | 11 D |
| 6 B | 12 D |

**Part 2**

- |          |            |
|----------|------------|
| 1 in     | 7 there    |
| 2 for    | 8 ago      |
| 3 is     | 9 that     |
| 4 either | 10 of      |
| 5 whom   | 11 this    |
| 6 the    | 12 because |

**Part 4**

- 1 were you, I wouldn't
- 2 wonder how she managed to
- 3 would have caught
- 4 wish they didn't live
- 5 due to having drunk/ (drinking)
- 6 you had come on
- 7 in order not to
- 8 to the party unless you

**ECCE Grammar**

- |     |      |
|-----|------|
| 1 d | 9 d  |
| 2 a | 10 c |
| 3 d | 11 a |
| 4 d | 12 b |
| 5 b | 13 c |
| 6 a | 14 c |
| 7 d | 15 a |
| 8 b |      |

**Part 3**

- 1 civilisation
- 2 vitally
- 3 behaviour
- 4 personal
- 5 expectations
- 6 unfortunately
- 7 countless
- 8 traditionally
- 9 government
- 10 internationally

**Part 4**

- 1 such a heavy suitcase
- 2 must be asleep/ sleeping at
- 3 don't regret not telling
- 4 sooner had Bill left than
- 5 ought to book
- 6 is the person whose parents
- 7 should have/get the cat examined
- 8 in spite of not having

**WRITING****UNITS 1-3****Suggested plan for a story**

- Paragraph 1 Introduce the topic in a way that attracts the reader's attention.  
 Paragraph 2 Describe the concert.  
 Paragraph 3 Explain what made it so special for you.  
 Paragraph 4 Conclusion

**Writing Sample****Music under the Stars**

Imagine you're picnicking with friends, surrounded by other groups of music lovers, all sitting on a lawn the size of a football pitch. Suddenly, the notes of a piano concerto fill the air. It's a live orchestra, broadcast over state-of-the-art speakers. The sun begins to set and jewel tones stretch across the horizon. You're at Rayburn Woods Festival, where you can spend the evening under the stars, filling your ears with the notes of your favourite music. Audience members are encouraged to bring their own folding chairs and dinner, although you can also get them there.

In my case, the London Symphony Orchestra did not disappoint. They played a medley of eighteenth-century composers, mostly familiar favourites. The weather was fine and the cake was delicious. (Did I mention it was my birthday?) My friends know I'm a music addict, so they had planned the outing as a surprise.

I can't think of a better way to enjoy my special day. It had all the elements necessary to ensure it would be unforgettable: great music, great friends and...chocolate!

## UNITS 4-6

### Suggested plan for a letter

Paragraph 1 Explain why you are writing and state your opinion.

Paragraph 2 Make your suggestions and give reasons to support them.

Paragraph 3 Say that you hope the suggestions will be taken into consideration and add closing remarks.

### Writing Sample

#### ECCE letter

Dear Sir/Madam,

I am writing because I saw the article in your newspaper about the town council's plan to improve Dawson Zoo. As an animal lover, I think this is a good idea because the way we treat our animals, whether they live in our homes or in the zoo, says a lot about us as a community.

I have noticed a number of things that could be improved. First of all, some of the animals that are kept in small cages really need more space, with access to outdoor enclosures. Perhaps the council could build larger cages and devote some of the parkland to the animals. Also, some of the animals, like the chimps, are clearly very clever but they seem bored. I think it would be a good idea to provide them with toys or structures to climb so that living in the zoo wouldn't be a bad experience for them.

I hope that the town council will take all of the experts' and residents' suggestions into consideration. I look forward to reading their response to our recommendations.

Yours faithfully,

## UNITS 7-9

### Suggested plan for a letter

Paragraph 1 Make suitable opening remarks.

Paragraph 2 Make the points that are in your notes, giving reasons for your choices, and ask Anna what she wants.

Paragraph 3 Make the offer referred to in your last note.

Paragraph 4 Make suitable closing remarks.

### Writing Sample

#### FCE part 1

Dear Anna,

Thanks for writing back so soon! I looked at the advert you sent and I agree that the schools sound great. I'm particularly glad that they have modern equipment because I like learning on the computer.

I'd prefer the school in London because we can do a lot of sightseeing and visit museums, so we'll never be bored. And I think the six-week course is best because three weeks won't give us enough practice! I can't go for two months because I have to visit my grandmother for two weeks, too. When do you want to go? I don't really care which month we start.

If you want, I can call them and ask for more details. I know my parents will want to know how much it costs! Can you think of any other questions I should ask?

Write back soon and tell me what you think.

Cheers,

## UNITS 10-12

### Suggested plan for a story

Paragraph 1 Describe the situation and set the scene, starting with the sentence given.

Paragraph 2 Describe the main event(s) of the story.

Paragraph 3 Describe what happened in the end.

### Writing Sample

#### FCE Story The Best Revenge

Lisa was very angry when she heard what the older boys had done to her little brother. In fact, she was furious. In tears, Owen had admitted to her that they had teased him because he was in a wheelchair, and couldn't walk or run like them. Lisa wanted to help Owen make these boys understand that he was different in some ways, but he was also really special. For example, he was a fantastic musician and had an amazing sense of humour!

Suddenly, Lisa had an idea. Owen wasn't sure it would work, but he trusted her so, that weekend, they invited the bullies to a party! All the children played games, listened to music and danced. Nobody could believe it when Owen spun around on two wheels at the end of a song!

Finally, after the party, the three bullies came up to Owen and apologised for their behaviour. They'd only seen the chair, not the real Owen. They admitted that they'd been stupid and they were sorry. "I guess education really is the best revenge," thought Owen.

## UNITS 13-15

### Suggested plan for an essay

Paragraph 1 Introduce the topic and state your opinion.

Paragraph 2 Give reasons to support your opinion, stating why the opposing view is not appropriate, if necessary.

Paragraph 3 Give more reasons to support your opinion, referring to the opposing view, if necessary.

Paragraph 4 Summarise, leaving the reader with a clear idea of your opinion.

### Writing Sample

#### ECCE Essay

It is often said that educational standards are falling and, while this may be true, assigning more homework is not the answer. It is not necessary to further limit young people's free time, which most of them spend doing things like sport, music or art.

When school administrators talk about academic standards, they are usually referring to students' performance in state exams. However, these test results do not present the whole picture. For example, they don't take into account the fact that some students don't test well, as they suffer from learning disabilities or nervousness.

Moreover, homework should not be a primary teaching tool, but a method of reinforcing what has already been taught in the classroom. Two to three hours of homework a night is more than enough. Let's not forget that most students are already in school for between six to eight hours a day.

In conclusion, it is vital for young people to have plenty of free time. They need to relax their minds, exercise their bodies, socialise with friends and family, and explore their individual interests.

## **SPEAKING PRACTICE 1 (ECCE)**

### **HELP SOLVE A PROBLEM**

**Who the person is:** My friend, Irene

#### **What the problem is:**

Irene wants to take an after-school class at the local youth center. The center is offering classes in cooking and digital photography this year. Irene often has to cook for her two younger sisters, and the cooking class would be very useful because she doesn't know much about cooking. However, Irene loves taking pictures and would really like to learn more about digital photography. She wants me to help her decide what to do.

#### **SOLUTION 1**

Tell Irene to take the cooking class because it would make her life easier and she would be helping her family.

#### **Disadvantage:**

She might not enjoy the class, and it might make her feel like she's doing too much for other people and not enough for herself.

#### **SOLUTION 2**

Tell Irene to take the digital photography class. She should have the chance to explore her interests and to do something fun after school.

#### **Disadvantage:**

She would have to spend all her pocket money on a camera for the class.

#### **ELABORATION QUESTIONS**

- 1** If you could decide what after-school classes a youth center should offer, which ones would you include? Why?
- 2** What housework do you think children should help their families with?
- 3** Do you think that older children should look after their younger brothers/sisters? Why?/Why not?

## Part 2 (4 minutes)

### Types of work

#### Study environments

**Interlocutor:** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(**Candidate A**), it's your turn first. Here are your photographs. They show **different people at work**.

I'd like you to compare the photographs, and say **what kind of person might choose each job**. All right?

**Candidate A:** [1 minute.]

**Interlocutor:** Thank you. (**Candidate B**), **would you like to work outdoors?**

**Candidate B:** [Approximately 20 seconds.]

**Interlocutor:** Thank you.

Now, (**Candidate B**), here are your two photographs. They show **people studying**.

I'd like you to compare the photographs, and say **what the advantages and disadvantages of studying in each situation are**. All right?

**Candidate B:** [1 minute.]

**Interlocutor:** Thank you. (Candidate A), **which method do you prefer?**

**Candidate A:** [Approximately 20 seconds.]

**Interlocutor:** Thank you.

# SPEAKING PRACTICE 3 (ECCE)

## Option 1 (city)

**Option:** Take the students to the city so that they can enjoy its many attractions and cultural activities

**Advantage:** The town where Mike teaches has very little cultural life and only a few of the students have ever spent time in a big city, so it would be a very exciting experience for many of the teenagers.

**Disadvantage:** The students have lots of different interests and it would be difficult for Mike to choose museums and plan activities that everyone would enjoy.

## Option 2 (mountain)

**Option:** Take the students up a mountain for a camping trip

**Advantage:** This would be a good opportunity for both students and teachers to get some much-needed fresh air and to enjoy some healthy activities, such as hiking and canoeing.

**Disadvantage:** The weather is changeable at this time of the year and, if it were to turn bad, this would ruin most of Mike's planned outdoor activities.

### ELABORATION QUESTIONS

- 1 Would you prefer to spend your vacation time in a rural area or an urban one? Why?
- 2 What do you think would be difficult about organizing a trip for a large group of people?
- 3 Some people believe that teachers aren't appreciated enough by society. Do you agree or disagree with this? Can you think of any reasons why it might be true?

## Parts 3 and 4 (7 minutes)

### 100th Anniversary Celebration

#### Part 3

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes.

**I'd like you to imagine that a local council is organising a celebration for their town's 100th anniversary. Here are some of the suggestions they are considering.**

*Place the drawings in front of the candidates. 1. decorate the town square, 2. organise a parade, 3. give speeches, 4. hold concerts, 5. take photos to create an album/book, 6. sell commemorative souvenirs (pins, T-shirts),*

First, talk to each other about **how successful these suggestions might be**. Then **choose the two which would satisfy the most residents**.

All right?

**Candidates:**[3 minutes.]

**Interlocutor:** Thank you. (Can I have the pictures, please?)

#### Part 4

**Interlocutor:** [Select any of the following questions, as appropriate:]

- **Do people in your country organise celebrations like these?**
- **Why do we celebrate anniversaries?**
- **Is it important for young people to know about the history of their area?**
- **Do you enjoy history lessons? Why?/Why not?**
- **What's the best way to teach history to young people?**
- **Some people say that studying history can help us avoid making the same mistakes that people have made in the past. Do you agree? Why/Why not?**

**PRACTICE EXAMS**  
**ECCE AND FCE**

**ECCE**

**Grammar**

- |      |      |
|------|------|
| 1 d  | 19 b |
| 2 c  | 20 b |
| 3 c  | 21 a |
| 4 b  | 22 b |
| 5 d  | 23 b |
| 6 a  | 24 c |
| 7 d  | 25 a |
| 8 b  | 26 d |
| 9 a  | 27 d |
| 10 d | 28 c |
| 11 d | 29 d |
| 12 d | 30 c |
| 13 b | 31 c |
| 14 d | 32 c |
| 15 a | 33 a |
| 16 d | 34 d |
| 17 d | 35 c |
| 18 c |      |

**Vocabulary**

- |      |      |
|------|------|
| 36 b | 54 b |
| 37 b | 55 d |
| 38 c | 56 a |
| 39 c | 57 b |
| 40 b | 58 c |
| 41 b | 59 b |
| 42 a | 60 a |
| 43 b | 61 d |
| 44 b | 62 c |
| 45 d | 63 c |
| 46 b | 64 a |
| 47 d | 65 a |
| 48 a | 66 a |
| 49 c | 67 c |
| 50 a | 68 b |
| 51 b | 69 b |
| 52 a | 70 b |
| 53 c |      |

**Reading**

**Part 1**

- |      |      |
|------|------|
| 71 c | 74 a |
| 72 a | 75 c |
| 73 c | 76 c |

**Part 2**

- |      |      |
|------|------|
| 77 a | 83 a |
| 78 b | 84 b |
| 79 a | 85 b |
| 80 c | 86 c |
| 81 c | 87 d |
| 82 d | 88 b |

**Part 3**

- |      |       |
|------|-------|
| 89 d | 95 c  |
| 90 c | 96 d  |
| 91 a | 97 b  |
| 92 a | 98 d  |
| 93 b | 99 d  |
| 94 a | 100 a |

**FCE**

**Reading**

**Part 1**

- |     |     |
|-----|-----|
| 1 C | 5 B |
| 2 B | 6 D |
| 3 A | 7 C |
| 4 C | 8 C |

**Part 2**

- |      |      |
|------|------|
| 9 E  | 13 H |
| 10 G | 14 F |
| 11 A | 15 B |
| 12 C |      |

**Part 3**

- |        |      |
|--------|------|
| 16 B   | 24 D |
| 17 A   | 25 B |
| 18 C/D | 26 C |
| 19 D/C | 27 B |
| 20 B/D | 28 B |
| 21 D/B | 29 D |
| 22 A   | 30 D |
| 23 A   |      |

**Use of English**

**Part 1**

- |     |      |
|-----|------|
| 1 D | 7 C  |
| 2 A | 8 A  |
| 3 C | 9 D  |
| 4 B | 10 B |
| 5 D | 11 B |
| 6 A | 12 A |

**Part 2**

- 13 BETWEEN  
14 WHO  
15 TIME  
16 THE  
17 WITH  
18 TO  
19 FROM  
20 THAN  
21 A/PER/EACH/EVERY  
22 IN  
23 WAS  
24 AFTER

**Part 3**

- 25 BURNING  
26 LATER  
27 SUCCESSFULLY  
28 DEVELOPMENT  
29 SITUATIONS  
30 QUICKLY  
31 RECREATIONAL  
32 INEXPERIENCED  
33 ANOTHER  
34 CHARITABLE

**Part 4**

- 35 ON THE POINT OF LEAVING  
36 SUGGESTED OUR GOING  
37 BROUGHT ME UP  
38 SPITE OF MAKING  
39 IF I HAD NOT BEEN/HAD I NOT BEEN  
40 HAVE RUN OUT OF  
41 CAN'T/COULDN'T HAVE SEEN  
42 MADE UP HIS MIND