

4

Challenge

Grammar Narrative tenses. Future continuous and future perfect

Vocabulary Word formation. Collocations. Phrasal verbs

Useful phrases Common ailments; showing sympathy; recommendations and advice

Reading & Vocabulary



▲ Ben Saunders

1 Look at the photos of Ben Saunders on page 37 and discuss the questions with a partner.

- What sort of expeditions do you think he takes part in?
- What are the potential dangers he may face on these expeditions?
- What reasons might he have for going on these expeditions?

Read the article on page 37 and check your ideas.

2 Sentences *a–e* are from the article. Match them to the appropriate places (1–5) in the article.

- I'm absolutely average.
- So that's one of the lessons I've figured out along the way.
- There are, as Ben says, 'no maps left to be drawn'.
- Everything that could go wrong did go wrong.
- Meet Ben Saunders: adventurer, athlete, motivational speaker.

3 Are these sentences true or false?

- Ben isn't planning an immediate trip back to the Arctic. (paragraph 1)
- British explorers are all excessively wealthy. (paragraph 2)
- Ben's first expedition was badly organised. (paragraph 3)
- They didn't actually reach the North Pole, so there was no press coverage. (paragraph 3)
- After his first expedition, he got a contract to write a book. (paragraph 3)
- It's Ben's absolute conviction that the more you stretch yourself, the more you can achieve. (paragraph 5)
- Ben is excited that his Antarctic expedition might be achievable. (paragraph 6)
- Ben says that you have to be especially talented to do these types of expedition. (paragraph 7)

Find the words or phrases in the article that mean the same as the underlined words.

4 Ben talks about 'self-belief' and expeditions that are 'doable'. Look at more examples of words formed with the prefix *self-* and the suffix *able/ible*, in the Word formation panel. Complete the sentences.

- I feel very _____ when I speak English to a native speaker.
- I don't like working for other people – I'd rather be _____.
- I have a friend who suffers from low _____ even though she's very successful.
- I never go to expensive restaurants. I prefer places where the food is good but prices are _____.
- I recently spent a very _____ evening with my old school friends.
- I can't stand the summer. I find the heat and humidity _____.

Are any of the sentences true for you?

5 Look up the list of nouns and adjectives with the prefix *self-* in your dictionary. Tick the ones you know or can understand easily. Choose three more to learn. Write your own example sentences.

Word formation

self- prefix relating to yourself: used with many nouns and adjectives: *self-belief, self-conscious, self-discipline, self-employed, self-esteem*

able / ible suffix something that can be done: used with many verbs to make adjectives: *accessible, doable, edible, enjoyable, reasonable, unbearable*

Ben Saunders: POLAR explorer



1 Ben, at the age of twenty-three, was the youngest man to ski solo to the North Pole. He dragged a 180 kilogramme sledge over 1,420 miles through Arctic conditions described by NASA at the time as some of 'the worst since records began'. This year, as well as planning an imminent return to the Arctic, Ben plans to ski solo from the Antarctic coast to the South Pole and back in the autumn, carrying all his supplies on his sledge – 1,800 miles, 200-odd kilogrammes, minus 40 degrees Centigrade.

This is a fundamentally pointless thing to do. 'Arctic explorer' isn't much of a job title when a tourist can pay \$22,000 to do the same thing in a cruise ship. **2** But we do still have adventurers in Britain. They tend to be either obscenely rich – Richard Branson – or to have convinced us that, somehow, their endeavours and achievements have emotional significance for the rest of us – Ellen McArthur.

Well, Ben Saunders isn't rich. He was 'fired from the only sensible job I ever had' after persuading the firm to sponsor his shambolic first expedition. **3** We were attacked by a bear. I got frostbite in my toe. We started running out of food. It was just desperate. And we didn't get to the Pole, we didn't get there, so we had no media interest. No one heard about it: no book deal, no speaking, no nothing. I was so miserable.'

('Sorry, attacked by a bear?' 'Menaced ... but you never really know if they're going to have a go or if they're just being inquisitive.')

'Environmental scientists in Canada said it was impossible for me to get to the Pole in 2004 ... I said 'No, it's still OK, and I can still get there,' and I did. Self-belief, I see it as being a bit like a muscle – and I'm slipping into motivational speaking mode now – but it's my genuine belief that the more you stretch yourself the stronger it gets. And the reverse is true: if you never do anything that's uncomfortable or risky then your self-belief gets weaker. **4** The thing that I've stretched and tested, more than any part of my physiology, is my self-belief.'

'My Antarctic expedition is just about doable, just feasible and that's what is exciting to me. If I knew it was possible, if I knew I could do it without too much bother, I wouldn't be interested.' Why? 'Personally I'm fascinated by the human performance element to it. Not that long ago, running a marathon was seen as the pinnacle of human endeavour, and now I wouldn't be that surprised if my mum said she was going to run one next year.'

People's horizons are changing. 'I'm not particularly gifted, I'm not genetically freakish in any sense, **5** I've just chosen this one goal to pursue and I've been dedicated to it. That's it. And that's the thing that intrigues me: with enough training and enough determination, enough focus and enough preparation, how far can we go? And I don't think I've found out yet.'



Glossary

have a go phrase: attack

pinnacle noun [C]: top or most successful point


freakish adj: not normal or natural

pursue verb [T]: try to achieve

Listening & Vocabulary

1 Work with a partner. Do you think these facts about polar bears are true or false?

- Polar bears hibernate in winter.
- They don't usually eat seals.
- They are the largest land-based carnivores in the world.
- If you meet a polar bear, you need to stay quiet and make yourself as small as possible.
- They can move at nearly fifty kilometres per hour.

 **1.35 Ben Saunders and his colleague, Pen Hadow, met a polar bear on a North Pole expedition in 2001. Listen to the first part of their story and check your answers.**




2 Discuss the answers to these questions with your partner.

- How many people went on this expedition, and who was navigating?
- Why did Ben stop, turn round and look back along his tracks?
- The year was 2001, but which month of the year was it?
- Where had they practised what to do in case they met a polar bear?
- How did they intend to deal with the polar bear?
- What happened when Pen pulled the trigger on his shotgun?

Listen again and check your answers.

3 Discuss what you think happened next.

- What did Pen do?
- What did Ben do?
- What did the polar bear do?

 **1.36 Listen and check your ideas.**

4 Read and listen again to extracts from the climax to the story. Which tenses are used for the verbs in bold?

The bear (**walk**) towards us. Pen (**reload**) the gun ... so Pen (**be**) is now halfway through our supply of ammunition. He (**pull**) the first trigger ... he (**walk**) around his sledge ... I (**remember**) thinking, 'Wow, Pen's gone mad ... He's going to get eaten. What (**do**)?'

Why do you think these tenses are used at this point in the story? Discuss your ideas.

5 Complete these collocations from the story.

- I couldn't quite f_____ out what wasn't right.
- I shouted at Pen ... and our bear drill swang into a_____.
- There was no w_____ we could outrun the bear.
- Pen was in ch_____ of the gun.
- Pen l_____ the gun ... closed the barrels, pulled the trigger ...
- He said, 'The gun's still j_____.'
- Everything went into s_____ motion.
- I couldn't even u_____ the zip on the sledge.

Check your answers in the Recordings on page 147. Choose the three most useful expressions for you to learn. Write your own example sentences.

Grammar

Narrative tenses

Past simple

She **came** into the room.

Past continuous

He **was standing** there.

Past perfect simple

She'd **never met**

him before.

Past perfect continuous

He'd **been waiting**

for ages.

1 Match the sentence endings (a–d) with the correct meaning (1–4).

I got home yesterday and my father ...

- | | |
|----------------------------|--|
| a) made dinner. | 1 'Making dinner' happened before I got home. (a single completed action) |
| b) was making dinner. | 2 'Making dinner' happened after I got home. |
| c) had made dinner. | 3 'Making dinner' happened before, while and after I got home. |
| d) had been making dinner. | 4 'Making dinner' started before I got home. (an action that was in progress but was not necessarily completed) |

Name the tenses used in the sentence endings (a–d). Write the negative and question forms. Use each tense to make true statements about different situations when you got home yesterday. Tell a partner.

2 Work with your partner. Look at the sentence beginnings (a–e) based on Ben Saunders' polar bear story. In each case, choose the ending that best describes the facts of the story.

- | | |
|---|--|
| a) Ben Saunders was just 23 and ... | (1) he hadn't been on a polar expedition.
(2) he didn't go on a polar expedition. |
| b) When Ben and Pen met the polar bear, ... | (1) they had been travelling for a day.
(2) they travelled for a day. |
| c) When Ben looked back along his tracks, ... | (1) the polar bear walked towards him.
(2) the polar bear was walking towards him. |
| d) They had a 'bear drill' which ... | (1) they had practised in a car park in the UK.
(2) they had been practising in a car park in the UK. |
| e) When the gun went off, ... | (1) the polar bear had walked away.
(2) the polar bear walked away. |

3 Grammar Extra 4, Part 1 page 134. Read the explanations and do Exercise 1.

Speaking: anecdote



1 Work with your partner. Discuss which of the following challenges you think is the most daunting. How many of these challenges have you had to face?

- taking part in a race or a competition
- doing an audition for a part in a play
- performing on stage (acting, singing, etc.)
- giving a speech or a presentation
- taking an exam or a driving test
- attending a job interview
- travelling abroad on your own
- cooking a meal for lots of people
- asking somebody out on a date
- meeting your boyfriend or girlfriend's parents

2 You are going to tell your partner about a time when you did something challenging.

- Ask yourself the questions below.
 - Think about *what* to say and *how* to say it.
 - Tell your partner about your experience.
- a) What did you do?
 - b) Why did you decide to do it?
 - c) Was it your first time?
 - d) How did you prepare for it?
 - e) What were you most afraid of?
 - f) How did you feel while you were doing it?
 - g) Did anything go wrong? What?
 - h) How did you feel afterwards?
 - i) Was it as challenging as you thought it would be?
 - j) Would you do it again?



Reading

1 Read the article and label the sections (a–e) with the headings in the box.

Clothing Fitness and training The mind MoonWalk? Nutrition

Personal challenges: MoonWalk

Claire Jones is aiming to raise money for a breast cancer charity by doing a 'MoonWalk'. She will be joining 15,000 women in bras in a 26.2-mile power-walk through the night around Hyde Park, London. She has two months to prepare. Here, she outlines her training plan.



a) *MoonWalk?*

The MoonWalk is a power-walking marathon set up by Walk the Walk, a charity that raises money for breast cancer all over the world. Participants always wear decorated bras, and that includes the men!

b) _____

As you can see, I'm not a health freak, but for the MoonWalk I need to be in good general health, so I'll be working on my stamina and general fitness levels. I'll be going to the gym four times a week, doing a combination of cardio, aerobics and strength-training.

c) _____

I'm the type of person who likes chips with my chips, and so I'm a bit worried about the diet. Apparently, carbohydrates are crucial for keeping

energy levels up when you're training for a marathon, but they have to be the right carbs. I'll probably be supplementing my diet with protein drinks and vitamins.

During the MoonWalk, it's important to maintain blood sugar levels, so I'll be eating energy bars, bananas and other fruit snacks at regular intervals.

Of course it's also vital to stay hydrated, so I'll be drinking plenty of water along the way.

d) _____

Power-walking gear is very similar to running gear: light clothes that allow the air to circulate and your skin to breathe. I'll definitely be investing in a good pair of trainers. Although power-walking doesn't put as much pressure on the joints as running does, it's still

essential to have the right support for the soles of your feet and your ankles. Most of the heat from your body escapes from your head, so I'll be wearing a hat. And like everybody else, I'll be wearing a decorated bra.

e) _____

Any exercise is a huge mental challenge for me. It's a constant battle for me to stay motivated enough to keep up with the training. I need to visualise myself reaching the finishing line ... hopefully not on my hands and knees.

Also, in the back of my mind I need to remember the reason for doing this: when I've completed this MoonWalk, I'll have contributed a sum of money to a very good cause, and that's what will keep me going.

2 Choose the correct collocation in these comprehension questions. Look back at the article, if necessary.

- Which good cause does the MoonWalk **earn** / **raise** money for?
- What will Claire be doing to improve her general **fitness** / **health** levels?
- How will she be supplementing her **diet** / **food**?
- Why will she need to eat snacks at **constant** / **regular** intervals during the walk?
- Why will she be investing in a good **pair** / **set** of trainers?
- What will be at the back of her **brain** / **mind** when she is doing the MoonWalk?

Answer the questions.

Have you or has anyone you know ever done anything to raise money for a good cause? Tell a partner.

Grammar

Future continuous and future perfect

Future continuous

I'll be working on that report tomorrow.

Future perfect

I'll have finished it by 6.00 p.m.

- 1 Look back at the article about Claire Jones on page 40. Find examples of the future continuous and the future perfect to add to the table. Then answer the questions a and b.

Things she'll be doing to prepare for the MoonWalk	Things she'll be doing during the MoonWalk	Something she'll have done when she's completed the MoonWalk
She'll be working on her stamina and general fitness levels.		

- a) Which tense describes an action that will be *in progress* at a certain time in the future?
 b) Which tense describes an action that will be *completed* by a certain time in the future?
- 2 Write future continuous sentences. Use *will* or *won't* with *probably* or *definitely* to make them true for you.
- a) In about an hour from now, I (have) _____ lunch.
In about an hour from now, I'll probably be having lunch.
- b) In a few hours' time, I (drive) _____ home.
- c) From eight o'clock this evening, I (work out) _____ at the gym.
- d) At nine o'clock this evening, I (watch) _____ TV.
- e) This time next year, I (work) _____ in an office.
- f) Ten years from now, I (live) _____ at the same address.

- 3 Think about things you will have done by the end of today. Write future perfect sentences using these prompts.

By the end of today, ...

- a) spend / (money) I'll have spent £100. d) go into / shops g) eat / chocolate
 b) send / text messages e) do / exercise h) spend online / (time)
 c) speak to / people f) drive / kilometres i) say sorry / times

Make questions using *How many ...?* or *How much ...?* Then ask a partner.

By the end of today, how much money will you have spent?

- 4 Grammar Extra 4, Part 2 page 134. Read the explanations and do Exercise 2.



▲ Steve



▲ Maria



▲ Sam



▲ Tim

Listening & Vocabulary

- 1 Work with your partner. Look at the 'Top ten' list and discuss the questions.

- a) How much exercise do you do? b) What stops you doing exercise?

Top ten excuses for **not** doing exercise

- 1 You hate it.
- 2 You can't afford a gym membership.
- 3 You're not motivated.
- 4 The weather's too bad.
- 5 You're too tired after work.
- 6 You don't know how to exercise.
- 7 It hurts.
- 8 You don't have time.
- 9 It doesn't make any difference.
- 10 You look terrible in Lycra.

- 2 1.37 – 1.40 Listen to four people (Steve, Maria, Sam and Tim) being asked the questions in Exercise 1. Which reasons do they give for not doing exercise?
- 3 Work with your partner. Go to the Additional material on page 128.

Reading

1 You're going to read an article about the challenge of giving up smoking. Think of ...

- three good reasons for giving up smoking.
- three reasons why people smoke.
- three different methods people use to give up smoking.

2 Read the article and find out ...

- the writer's reasons for wanting to give up smoking.
- the writer's reasons why he smokes.
- the method the writer has used to try to give up smoking.

Do you think the writer is likely to give up smoking in the near future?
Why? / Why not?

I know it's bad for me, but I still can't **STOP**

Three packs of cigarettes were lying there on the pavement. I hopped down from Yefim Shubentsov's office doorstep, picked them up and pocketed them. Later, in a bar, when I opened the first pack, I found – to my delight – the twenty cigarettes intact.

I'm still at the bar, telephone in one hand and the cigarettes in the other. I'm dialling Shubentsov, who told me to call the moment I felt the urge to smoke. I feel it, feel it even stronger than I felt Shubentsov's healing energy. That's saying something, since Shubentsov is known around the world for curing smokers of their nasty habit, using a mystical method. He transmits his healing energy from his fingertips, he tells me – something he picked up from another bloke in Russia. 'I help you for free,' he told me in his muddy accent. 'Just call me whenever.'

I went to see Shubentsov because I think it's time to stop. Time to stop because I'm getting old, and I can't keep doing this to myself. But here's the real problem. I should quit, but like a lot of you struggling with the same habit, I really don't want to. At least, not yet.

Smoking has been very good to me. Cigarettes have never let me down, never abandoned me on lonely, desperate nights. Smoking clears my head, helps me think. Smoking has started conversations, driven away annoying people. Smoking helps me celebrate victories, get over losses, comfort the comfortless. It also chases away the mosquitoes.

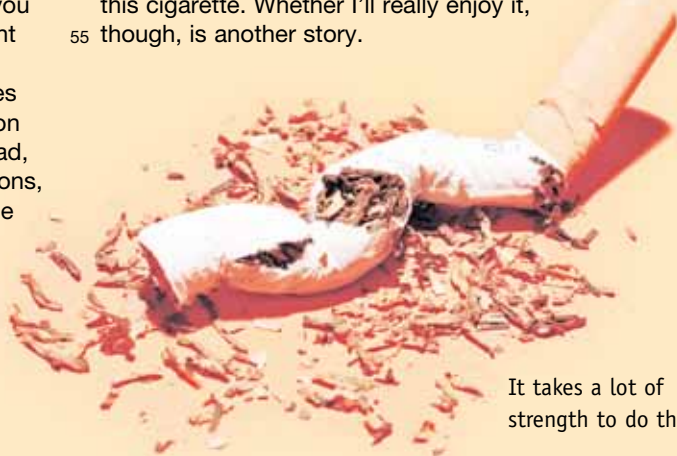
I will quit. Soon. My body and my mind are demanding that I do, daily.

I claim to smoke for pleasure, but I realise that slowly, steadily, I'm losing control of this close, special friend. I hate that. I realise it's not just a 'habit'. I'm hooked.

So here I am, attempting to give up again, at Shubentsov's place. I've tried all the other quitting techniques available. Anytime the urge to smoke strikes, he said, just call him immediately and he'll help. The funny thing is, I realise that I'm not phoning him to stop me from lighting up. I'm phoning him so I can. If I call, I'll have done my part. Then I can smoke this cigarette. Besides, I know that at 9.30 on a Friday night, I'll get the answering machine. I do. 'The office is open from ten to four. Call me back then. This machine does not take messages.'

I put the phone down and I can honestly say I'm relieved. You see, it's not Shubentsov's fault or anyone else's fault that I'm still smoking. It's mine.

Now if you'll excuse me, I'm going to smoke this cigarette. Whether I'll really enjoy it, though, is another story.



It takes a lot of strength to do this.

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Glossary

feel the urge phrase: feel a strong need or desire
cure sb of sth verb [T]: stop sb's bad habit

pick sth up phrasal vb [T]: learn
struggle verb [T]: try hard to do sth

Vocabulary

1 Work with a partner. Discuss these questions about phrasal verbs. Use a dictionary if necessary.

- What is the difference in meaning between *pick a book up* and *pick a language up*? Which meaning is idiomatic? Which meaning is literal?
- What is the difference in meaning between *I gave in* and *I gave my homework in*? Which verb is transitive? Which verb is intransitive?
- Look sth up* is transitive and separable. Which of the following patterns is not possible: *I looked up the word* / *I looked the word up* / *I looked up it* / *I looked it up*?
- Look into sth* is transitive and not separable. Which of these patterns are not possible: *I looked into the matter* / *I looked the matter into* / *I looked into it* / *I looked it into*?

Identify all the phrasal verbs in the article on page 42. For each one, decide ...

- if the meaning is literal or idiomatic.
- if the verb is transitive or intransitive.
- if the transitive verb is separable or not separable.

2 Use an appropriate phrasal verb from the article to rewrite the underlined phrases at the end of these sentences.

- The writer found three packs of cigarettes on the ground – he took them – *he picked them up*.
- Shubentsov wasn't born with healing power in his fingertips – he learnt it.
- Cigarettes have been good to the writer – they've never disappointed him.
- Smoking is helpful with losses – it helps you recover from them.
- There's an answering machine in Shubentsov's office – it says 'telephone me again later'.

3 Complete the sentences by putting the object pronoun in brackets in the correct position.

- I stopped smoking when I saw a film about it at school. It really put off. (me)
- Whenever there's flu going round I always seem to come down with. (it)
- If I catch a cold in winter it usually takes me ages to shake off. (it)
- My father has always been very fit. It's a pity I don't take after. (him)
- At the end of a day, the last thing I want to do is go running. I just don't feel up to. (it)
- I don't need to do any exercise – my kids wear out. (me)

Are any of these sentences true for you?

Phrasal verbs

come down with sth become ill

feel up to sth feel strong enough to do sth

put sb off make sb dislike sth

shake sth off get rid of sth, eg an illness

take after sb be like an older relative

wear sb out make sb feel very tired

Speaking

1 Identify the phrasal verbs in these statements about health. How many do you know? Look them up in a dictionary if necessary.

- I can't keep up with all the new diets that come out every year.
- I know I need to lose weight but I keep putting it off.
- My problem is that I can't do without chocolate.
- I wish someone would come up with a non-fattening chocolate that tastes as good as the real thing.
- I'm also trying to cut down on caffeine.
- I need to take up a new sport, but not one that takes up too much time.



'James has given up smoking recently'

2 Work in groups. Which of these statements do you relate to most? Tell your partner.

Useful phrases & Pronunciation

1 Read the conversations and match an ailment to each one.

difficulty sleeping hay fever a sore throat a splitting headache
sunburn a twisted ankle

a



- A: Oh dear – you look like death warmed up! Late night last night?
B: No, not really. But I couldn't sleep. I don't think I slept a wink, and now I feel exhausted.
A: Oh, it's horrible when that happens. You should try ...

b



- C: Oh dear! What happened?
D: I've done something to my ankle. It's killing me!
C: Oh dear, you poor thing! It looks really swollen.
D: I know, and it's getting worse.
C: If you ask me, you need to ...

c



- E: Ugh! I can't swallow anything.
F: Oh yes, I know what you mean. I was the same last week. I could only eat ice cream!
E: So, what did you do?
F: Well, you could try this. ...

d



- G: Don't touch my back!
H: Why? What's up?
G: I wanted to get a tan quickly so I didn't bother to put any sunblock on.
H: Oh well, it serves you right then, doesn't it?
G: It really stings.
H: Have you tried ...

e



- I: When did it start?
J: After I'd been playing computer games for a few hours. I feel as if my head's going to explode!
I: Oh well, you've only got yourself to blame, haven't you?
J: I know, I know. But I've taken aspirin, and it hasn't worked.
I: Well, you could try ...

f



- K: Have you got a cold?
L: No, I'm all right – I always get a streaming nose and red eyes at this time of the year.
K: That must be awful. If I were you, I'd ...

2 Work with a partner. Look at the conversations in Exercise 1 and complete each one with your own advice.

1.41 Listen and compare your ideas with the original conversations.

3 1.42 Read and listen to the highlighted useful phrases in the conversations. Are the listeners being sympathetic or unsympathetic?

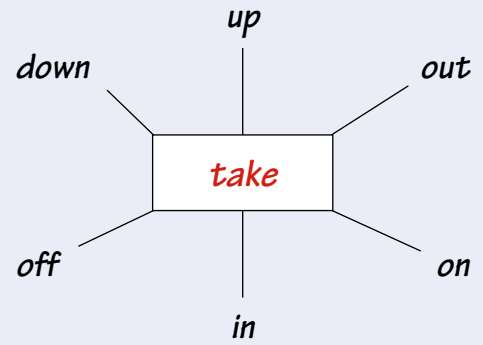
Practise the useful phrases with your partner. Try to use the same stress and intonation as the recording.

4 Work with your partner. Student A look at your problems on page 128. Student B look at your problems on page 131. Follow the instructions.

Vocabulary Extra

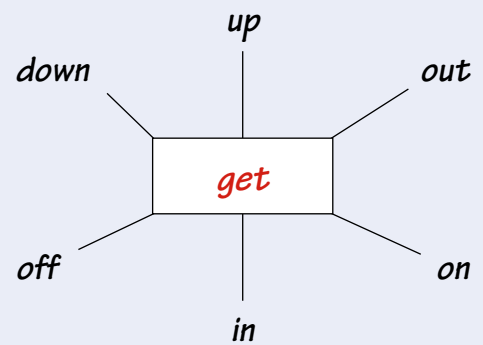
Phrasal verbs

- 1 Work with a partner. The diagrams show combinations of the two most common verbs with the six most common particles found in phrasal verbs.
- Choose six from the twelve possible phrasal verbs and think of a meaning for each one.
 - Decide if the phrasal verbs you have chosen are transitive [T] eg *I took off my coat*, or intransitive [I] eg *The plane took off*.
 - Write a 'vocabulary entry' showing the grammar, the definition and an example sentence. Use a dictionary if necessary.
take sth up [T] = start doing something new - 'I've just taken up jogging.'



- 2 Complete the following questions with *take* or *get*.
- What time do you _____ up during the week?
 - Do you always _____ out travel insurance when you go abroad?
 - How well do you and your brothers and sisters _____ on?
 - Do you find that grammar rules are easy to _____ in?
 - What time do you usually _____ off work?
 - What sort of things _____ you down?

Ask your partner the questions.



- 3 *Take, get, put, come, go* and *set* are the six most common verbs found in phrasal verbs. Decide which common phrasal verb is being defined by each of the 'meaning menus' A-F.

- A) *come* up C) _____ on E) _____ off
B) _____ on D) _____ up F) _____ on

- 4 Replace the underlined words or phrases in sentences a-f with the correct form of an appropriate phrasal verb from Exercise 3.
- I never miss the news. I like to know what's happening in the world.
 - I always try to leave early when I've got a long way to drive.
 - I buy a lottery ticket every week but my numbers never win.
 - You don't need a university education to be successful.
 - I'm so busy. I can't accept any more work at the moment.
 - My flat is quite small so when I let people stay they have to sleep on the sofa.

Are any of the sentences true for you? Compare with your partner.

- 5 Work with your partner. Some phrasal verbs are made up of a verb and two particles. Add *at, for, on, or with* to complete these sentences. Use your dictionary if necessary.
- 'Is that the best you can come up _____?'
 - 'When does it come up _____ renewal?'
 - 'Just get on _____ it. We haven't got all day!'
 - 'Stop going on _____ me, will you?'
 - 'I can't put up _____ this any longer.'
 - 'I might take you up _____ that one of these days.'

Decide in what context somebody might say these sentences.

- 6 Check your own dictionary. Look up phrasal verbs under the entries for *come, get, go, put, set* and *take*. Choose five new phrasal verbs to learn.

A	
1 go to speak to sb	7 to higher point/level
2 become available	8 appear in sky
3 need to be dealt with	9 win money with a ticket
4 travel further north	10 about plants
5 about information	11 be judged in court
6 when sb is sick	+ PHRASES

B	
1 get into bus etc	6 be successful
2 continue doing sth	7 be friends with sb
3 be chosen for group etc	8 finally do sth
4 appear on a programme	+ PHRASES
5 asking how well sb did sth	

C	
1 continue happening	7 time: pass
2 happen	8 base an opinion on sth
3 begin an activity/state	9 go to a place before sb
4 electricity etc: work	10 walk on stage etc
5 talk too much/again	+ PHRASES
6 do sth after	

D	
1 build a wall etc	6 let sb stay in your house
2 fix sth to a wall/post	7 suggest sb for a position
3 increase the value of sth	8 suggest sth/sb
4 give money	9 try to achieve/prevent sth
5 raise sth	+ PHRASES

E	
1 begin a journey	4 cause sth accidentally
2 make sth start working	5 make sb/sth look attractive
3 make sth explode	6 make sb laugh/cry/talk a lot

F	
1 employ sb	4 fight or compete against sb
2 develop character etc	5 decide to do sth
3 accept work/responsibility	