

LONGMAN

EXAM ACCELERATOR

classroom and self-study preparation
for all B2 level exams

Bob Hastings | Marta Umińska
Dominika Chandler
Consultant: Helena Zymonová

MATURITA B2

SAMPLE PAGES
sample audio on www.venturesbooks.com

CONTENTS

4 Introduction

6 Exam information

REFERENCE PART

WRITTEN EXAM

LISTENING COMPREHENSION

General hints	8
True/False/No information	8
Matching	9
Multiple choice – short recordings	9
Multiple choice	10
One or two correct answers	11
Short answers to questions	11

READING COMPREHENSION

General hints	12
Matching	12
Multiple choice	14
Short texts with multiple choice questions	16
True/False/No information	18
Gap-filling	19

USE OF ENGLISH

Multiple choice	20
Open cloze	21
Word building	22
Sentence transformations	22
Error correction	23

WRITING

General hints	24
Story	25
Description (of a place, person or event)	26
Review	27
Essay – for and against	28
Essay – giving your opinion	29
Formal and semi-formal letter	30
Informal letter	31
Article	32
Useful words and phrases	33

ORAL EXAM

SPEAKING

General hints	34
Discussion	34
Talking about photos	35
Roleplay	36
Speaking on a set topic – presenting your opinion	36
Speaking on a set topic – narrating or describing	37
Useful phrases	37

LEXICAL-GRAMMATICAL PART

Multiple choice	40
Sentence transformations	44
Open cloze	48
Word building	52

THEMATIC PART

1 PEOPLE	58
2 HOME	66
3 SCHOOL	74
4 WORK	82
5 FAMILY AND SOCIAL LIFE	90
6 FOOD / SHOPPING AND SERVICES	98
7 TRAVELLING AND TOURISM	106
8 CULTURE	114
9 HEALTH / SPORT	122
10 SCIENCE AND TECHNOLOGY	130
11 NATURE AND ENVIRONMENT	138
12 STATE AND SOCIETY	146
ENGLISH AND THE ARTS QUOTING SHAKESPEARE	154
ENGLISH AND THE ARTS FAMOUS FILM QUOTES	156
ENGLISH AND THE ARTS FICTIONAL LITERARY CHARACTERS	158
EXTRA MATERIALS	
Extra materials for the Thematic Part	160
Tapescript	164
Answer Key – Reference Part	172
Answer Key – Lexical-grammatical Part	174

THEMATIC PART

		WORD BANK	READING	LISTENING	USE OF ENGLISH	SPEAKING	WRITING
1	PEOPLE	Body, body language, clothes and fashion, personality, feelings and emotions, the mind, attitudes and beliefs, phrasal verbs WORD BANK	59 Article from a magazine Matching examWORKOUT... 64 Grammar connections: pronouns	61 Interview Multiple choice	62 Word building examWORKOUT... What part of speech?	63 Speaking on a set topic examWORKOUT... Planning your talk	63 Description of a person examWORKOUT... A description of a person is more than a list of features
2	HOME	Types of houses and flats, outside the house, furniture and furnishings, interior, neighbourhoods, redecoration, real estate, house and home, phrasal verbs WORD BANK	66 Excerpt from a novel Multiple choice examWORKOUT... 72 Eliminating wrong answers	68 Radio news item True/False/No Information	71 Sentence transformations examWORKOUT... The passive and the structure <i>have something done</i>	70 Role play examWORKOUT... Refer to all the items required in the task Speaking on a set topic examWORKOUT... Include all the points required in the task	71 Description of a place examWORKOUT... Description of a place is more than just a list of objects
3	SCHOOL	Types of schools, the education system, school objects, school subjects and school work, assessment and examinations, at university, problems and solutions, learning, phrasal verbs WORD BANK	74 Article from a magazine Matching	77 Radio programme Matching	76 Multiple choice examWORKOUT... Structures with the infinitive and the gerund	78 Discussion examWORKOUT... Preparing arguments for and against	79 Essay – for and against examWORKOUT... Introduction to a for and against essay
4	WORK	Jobs, departments in a company, functions in a company, work and money, adjectives to describe jobs, skills and qualities, employment and the job market, working conditions WORD BANK	82 Article from a magazine True/False/No Information	84 Lecture One or two correct answers	87 Error correction examWORKOUT... Relative clauses	88 Talking about photos examWORKOUT... Developing your description	87 Essay – giving your opinion examWORKOUT... Introduction and conclusion for an essay where you give your opinion
5	FAMILY AND SOCIAL LIFE	Relatives, family arrangements, family and money, family celebrations, births and funerals, other celebrations, friends and acquaintances, relationships, leisure time, phrasal verbs WORD BANK	89 Book review Matching	92 Survey Matching examWORKOUT... The main theme of the recording	94 Open cloze examWORKOUT... Idioms with <i>take</i>	94 Discussion examWORKOUT... Disagreeing politely	95 Informal letter examWORKOUT... Structuring your letter
6	FOOD/SHOPPING AND SERVICES	Food: food, nutrients, preparing food; Shopping and services: shopping, types of shops, at the checkout, bargains, paying, banking, complaining WORD BANK	96 Excerpt from a novel Matching	100 Radio phone-in show Multiple choice	103 Word building examWORKOUT... Word family sharing a common root	102 Role play examWORKOUT... Useful phrases Speaking on a set topic examWORKOUT... Saying more	103 Essay – giving your opinion examWORKOUT... Formal style
7	TRAVELLING AND TOURISM	Travelling by road/driving, cycling, rail travel, air travel, sea travel, journeys and trips, holidays, accommodation, public transport, phrasal verbs WORD BANK	108 Article from a magazine Multiple choice	109 Recorded message True/False/No Information examWORKOUT... Predicting the content of the recording	111 Sentence transformations examWORKOUT... Conditionals and sentences with <i>wish</i>	110 Talking about photos examWORKOUT... Saying more	111 Story examWORKOUT... Narrative tenses
8	CULTURE	Art, people's reactions to art, literature, film, music, visual arts, theatre, the media WORD BANK	112 Article from a magazine Matching	116 Interview Multiple choice	118 Multiple choice examWORKOUT... Vocabulary used in film reviews	118 Role play examWORKOUT... Persuading	119 Review examWORKOUT... Book review, content, structure, linguistic variety
9	HEALTH/SPORT	Health: the human body, sickness and health, injuries, diseases/illnesses, disabilities, health care professionals; Sport: sport-general, sports, football, basketball, tennis, sports equipment, people in sport, sporting events WORD BANK	122 Article from a magazine Matching examWORKOUT... Grammar linkers: linking words and relative pronouns	124 Conversation True/False/No Information	127 Sentence transformations examWORKOUT... Indirect speech	126 Talking about photos	127 Description of an event examWORKOUT... The difference between a description of an event and a story
10	SCIENCE AND TECHNOLOGY	Areas of science, scientists at work, technology, computers WORD BANK	130 Article from a magazine Matching	132 Monologues Matching	134 Multiple choice examWORKOUT... The correct word or phrase in a given context	135 Speaking on a set topic examWORKOUT... Supporting ideas with examples	135 Story examWORKOUT... Details add variety to a story
11	NATURE AND ENVIRONMENT	Landscape features, the weather, natural disasters, trees, flowers, birds, animals/things animals do, the environment, threats to the environment, protecting the environment, action for environmental sustainability WORD BANK	138 Article from a magazine Matching Content and grammar linkers: linking words	140 Interview Multiple choice examWORKOUT... The correct answer: the same meaning conveyed in different words; ruling out wrong answers	141 Open cloze examWORKOUT... What part of speech is missing?	143 Speaking on a set topic examWORKOUT... Preparing vocabulary for the exam task	143 Description of a place examWORKOUT... Checking if the text is correct
12	STATE AND SOCIETY	The three branches of government, civil rights and liberties, politics, the economy, religion, crime, foreign affairs WORD BANK	144 Article from a magazine Multiple choice	148 Radio messages Matching	151 Sentence transformations examWORKOUT... Inversion	150 Talking about photos examWORKOUT... Assessing each other	151 Article examWORKOUT... Developing your article

This part of the exam is usually made up of two or three reading texts followed by comprehension questions. The types of texts usually include magazine articles and literary works.

GENERAL HINTS

- 1 First of all, always read the whole text to get a general idea of its content and structure. If you do this you'll avoid errors caused by concentrating on individual words or sentences and skipping the broader context.
- 2 There may be words in the text that you don't know. When this happens think about whether the unknown word is necessary to understand the text. If not, you can ignore it. If you see that the meaning of the word is necessary to get the right answer, try to figure out what it means. Sometimes the context or structure of the statement can help with this, e.g.:

Matt came in, wearing a perfectly cut taupe suit and displaying his usual brilliant smile. Shelley knew he was as unscrupulous as he was charming. He was out to get what he wanted, and to hell with everyone else.

1 Matt was

- A well-dressed and sociable.
- B attractive but immoral.
- C good-looking and friendly.

You probably don't know the word *taupe* (which is a greyish-brown colour) and you don't need to know it to answer the question. However, it's possible to figure out the meaning of the key word *unscrupulous* by noticing that it's a description of the same person as in the sentence *He was out to get what he wanted, and to hell with everyone else.*

- 3 Never leave a question with no answer. Even if you're not sure, mark the answer that seems the most likely to you.

MATCHING

EXAM TIPS

- 1 First read the whole text and the removed sentences.
- 2 The removed sentences will be connected in meaning and grammar to the section of the text they were removed from. Read the sentences for insertion along with the sentences directly before and after the gaps carefully. It's worth paying attention to the following solutions which could lead you towards the correct answer:
 - a the sentence is usually on the same aspect of the topic as the paragraph it's taken from.
 - b if there is information in the sentence about causes then before or after it will probably be a sentence about an effect, e.g.:

To the dismay of oil companies and the delight of environmentalists, petrol sales in Britain fell by as much as twenty per cent in 2008. Analysts agree this was mainly due to a sharp increase in price.

- c personal pronouns, possessives and demonstrative pronouns: *she, his, this*, etc. probably refer to people or things mentioned earlier in the text, e.g.:

The discovery might prove sensational, says Patricia Hancock, leader of the team of archeologists. In her opinion, the artefacts may be more than eight thousand years old.

- d sentences next to each other may refer to the same person, thing or event but define them using different words, e.g.:

New pieces of wreckage from the Titanic were recovered from the sea bed in 2005. The study of those fragments suggests the luxury liner sank much faster than previously believed.

- e words and phrases for connections in time, such as: *after that, eventually, finally*, give information on the order events happen in.
- 3 When you finish an exercise read the whole text with the inserted sentences to be sure that it sounds coherent and logical.
 - 4 Read the sentence you didn't use one more time. Think whether it doesn't fit in one of the gaps.

EXAM TIPS

- 1 If the exam task mentions presenting the positive and negative sides, arguments for and against or risks and opportunities, the introduction should include a paraphrase of the topic and *should not contain the author's opinion*. This can be found only in the ending (summary). The content can be put in the form of a question.
- 2 The development should be made up of two paragraphs of approximately the same length: 'for' and 'against'. Which argument should be put first? There are at least two ways of dealing with this:
 - a First the argument 'for' and then 'against'.
 - b Put the arguments you agree with second – they will seem stronger and will allow you to smoothly move on to the summary.
- 3 The summary shouldn't contain any arguments you haven't used yet because this gives the impression that the text isn't finished. You can however add your own opinion.
- 4 An essay should be in a clearly formal style, without slang and contractions (*don't, haven't*, etc.).

examTASK

- 1 Many young people start work before finishing their studies. Write an essay giving the pros and cons of this situation.

Many young people nowadays do not wait to graduate before they start work. They find their first job while still at university. **What are the advantages and disadvantages** of taking such a step?

The main benefit, of course, is that you have your own income and do not have to rely on your parents to cover all your expenses. It is easier for them and for you. **Moreover**, if the job is connected with the area you are studying, you can gain valuable skills which may be useful to you in the future. **Not only that, but** when you start applying for full-time jobs after graduating, your CV will already show previous experience.

On the other hand, having a job while studying **has its drawbacks**. For one thing, it may affect your studies. You have less time to study and you may be tired in class. **In addition**, it leaves you less time for your social life, which is such an important part of the student experience. **Finally**, it may mean you have to give up the long holidays and with them the opportunity to travel.

In conclusion, it seems that working while studying has as many benefits as drawbacks. **In my opinion**, it is worthwhile if the job is interesting or relevant to your future career. Ultimately, however, it is a matter of personal choice.

INTRODUCTION: INTRODUCING THE PROBLEM, SIGNALLING THAT THERE ARE PROS AND CONS WITHOUT GIVING YOUR OWN OPINION

PROS/ARGUMENTS IN FAVOUR

CONS/ARGUMENTS AGAINST

SUMMARY AND AUTHOR'S OPINION

TASK ANALYSIS

- 2 In the above sample essay, replace the highlighted phrases with others with the same function.

MULTIPLE CHOICE

In this type of exam task you need to read a text with gaps and choose the correct answer for each of the gaps from four possibilities. The answer must be grammatically and lexically correct.

Below, you will find examples of the structures which are most commonly tested in this type of exam task.

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)

I had to clean the flat in the morning because my friends A to dinner that night.

- A were coming C would be coming
 B have come D would come

He claimed that he C a complaint before but I find that difficult to believe.

- A has never had C had never had
 B never used to have D never had

MODAL AND AUXILIARY VERBS

You C me dress. I could have managed myself, my arm is much better now.

- A can't have helped C needn't have helped
 B might have helped D should have helped

DETERMINERS AND QUANTIFIERS

The outbreak of swine flu could have B significant impact on the aviation industry.

- A many B a C lots D the

PREPOSITIONS

He's been arrested for drink-driving and sentenced C 20 days in prison.

- A for B on C to D with

LINKING WORDS

D Joe is very busy today, we've decided to postpone our meeting until Tuesday.

- A Due to C Owing to
 B Because of D Since

SYNONYMS

Motorists will be A up to £1,000 for using a mobile phone in their cars.

- A fined B punished C penalised D paid

COLLOCATIONS

I'm sorry but I can't cancel your reservation at such D.

- A little time C postponed date
 B late warning D short notice

PHRASES AND EXPRESSIONS

At first B, one might think that the answer to this question is obvious.

- A view B sight C opinion D point

PHRASAL VERBS

There are many reasons why a teenager may B crime.

- A go on B turn to C put up D get down

TEST YOURSELF!

- 1 Read the text and choose the correct answers. Explain why the other options are incorrect. Decide which structures are being tested in each of the gaps.

GIRLS WITH A TWIN BROTHER MAY BE 'DISADVANTAGED FROM BIRTH'

A study of wild sheep found that female lambs with male twin siblings were ten per cent lighter at birth than those with twin sisters. Females with male twins were also less likely to survive their first winter and had fewer offspring ¹ B.

The findings show that male embryos out-compete females for nutrients when they are together in the womb, scientists believe. A female twin ² ___ by exposure to her twin brother's hormones.

The research was ³ ___ on a population of wild Soay sheep on the island of Hirta, St Kilda.

⁴ ___, the evidence indicates there may be similar effects in humans.

"Male and female embryos have different needs at early stages of development, and this means that the female embryos may lose out ⁵ ___ their brothers. Our findings show that conflict between male and female siblings can arise very early in life, potentially with long-term consequences," said Dr Peter Korsten from the University of Edinburgh, who led the study.

- 1 A in life
 B over their lifetime *expression*
 C lifelong
 D in life's history
- 2 A may also be damaged
 B should have also been damaged
 C will also be damaged
 D would have also been damaged
- 3 A carried out
 B taken over
 C set up
 D put off
- 4 A In contrast
 B Even though
 C Though
 D However
- 5 A from
 B over
 C to
 D on

TENSES (GRAMMATICAL TENSES, REPORTED SPEECH, THE PASSIVE)**2 Complete the sentences with the correct forms of the verbs in brackets.**

- 1 Tom _____ (learn) to play the trumpet since he was six.
- 2 This time next week I expect I _____ (sunbathe) on the beach in Majorca.
- 3 The novice driver admitted that he _____ (hit) into the other car while reversing.
- 4 I'll wait here until the rehearsal _____ (finish).
- 5 I'm afraid it's too late. By the time we get there, the film _____ (start).
- 6 He looks at me as though he _____ (know) me, but I've never seen him before.
- 7 I had a nightmare yesterday – I _____ (chase) by a pack of hungry wolves.

3 Choose the correct answers.

- 1 I wish I ___ work in a small town and not in London when I immigrated to the UK for the first time.
A had found C found
B would find D have found
- 2 When he got scared, he ___ for a long time in the wardrobe.
A would have hidden C was to hide
B was hiding D would hide
- 3 Martha ___ her class reunion next week. Everything has already been arranged.
A has C is having
B will have D would have
- 4 If I ___ taller, I'd have joined a basketball club.
A would be C had been
B used to be D were

MODAL AND AUXILIARY VERBS**4 Choose the correct answers.**

- 1 I'd rather you ___ use that kind of language at home.
A didn't B don't C won't D mustn't
- 2 It ___ have been just a mistake because they kept on doing it.
A mustn't B can't C shouldn't D needn't
- 3 At least a thousand people ___ thought to have died in the earthquake.
A will be B have C are D –
- 4 I'm freezing cold! I ___ put my winter coat on as my mum had told me.
A had to C must have
B should have D might have
- 5 I wish you ___ whistle all the time – it does get on my nerves quite a bit!
A won't B wouldn't C hadn't D don't

DETERMINERS AND QUANTIFIERS**5 Complete the sentences with the missing determiners and quantifiers.**

- 1 The woman sitting in front of fireplace is singer who can also play the piano quite well.
- 2 I can't understand why children are afraid of dogs, while others can play with them for hours without sign of fear.
- 3 We started our tour in Samoens (which is beautiful mountain village in the French Alps) and finished in Amsterdam, capital city of Netherlands.
- 4 Have you got idea how rubbish your family produces in a day?
- 5 There were few people waiting when we got to airport, but of them knew why the plane was delayed.

6 Choose the correct answers.

- 1 Crime is ___ subject on which people have strong opinions.
A the B one C a D some
- 2 'Would you like beer or coke?' 'I don't want ___.'
A any B either C both D none
- 3 The most rewarding aspect of ___ university job is human contact.
A the B a C some D an
- 4 There are many different ways of looking at a single object, ___ of which will give the whole view.
A neither B both C any D none

PREPOSITIONS**7 Each sentence below contains one preposition that is incorrect. Find the mistakes and correct them.**

- 1 I'm afraid Mr Jones is not available at the moment – he's for a business trip.
- 2 Do you sometimes laugh from practical jokes played on other people?
- 3 I'm sure you're capable with putting some more effort into your work.
- 4 A common misconception is that you'll be safe of the storm if you shelter under a tree.
- 5 Please forgive me by not being there for you when you really needed my support.

8 Choose the correct answers.

- 1 In some countries public housing discriminates against young people, giving priority ___ middle-aged singles or couples.
A for B to C in D over
- 2 The patient died ___ bronchopneumonia within one month of initial assessment.
A of B for C by D to
- 3 A 27-year-old male was charged ___ robbery and a number of related offences.
A of B with C against D for
- 4 Don't lean ___ the railings because some of them can be quite shaky.
A by B at C off D against

LINKING WORDS

9 Match sentence beginnings 1–6 to endings a–f. Use the linking words in the box.

.....
 in case despite so that although since due to

- | | | |
|-----------------------------------|-----|---|
| 1 The lecture was postponed | ■ a | it's quite dark. |
| 2 I need to get a password | ■ b | it rains. |
| 3 Take a raincoat with you | ■ c | I've been invited. |
| 4 The visibility is quite good | ■ d | the illness of the speaker. |
| 5 Small firms are thriving | ■ e | the recession. |
| 6 I'll probably go to Tom's party | ■ f | I can access the online periodical databases. |

10 Choose the correct answers.

- ___ clever he was, he couldn't figure out the answer to this question.
 A Although C However
 B Despite D In spite of
- Their successes are ___ their customer approach and commitment to service.
 A due to C result from
 B lead to D caused
- Tom must be in his thirties, ___ his brother looks about twenty.
 A so B whereas C in spite of D as a result
- The campsite was dirty and expensive. ___, it was much further away from the beach than we had expected.
 A However C Besides this
 B In contrast D For example

SYNONYMS

11 Choose the correct answers.

- Mrs Smith was charged after her 14-year-old son was ___ shoplifting.
 A found B caught C captured D noticed
- The UN Food and Agriculture Organisation ___ that around 840 million people are undernourished.
 A points C estimates
 B approximates D counts
- The ___ of street children is a growing concern in many developing states, particularly in Africa.
 A event C occurrence
 B phenomenon D incident
- The candidates were given the opportunity to show how they can apply their management ___ and knowledge within an organisational context.
 A skills C talents
 B capabilities D abilities

COLLOCATIONS

12 Choose the correct answers.

- In the mid-1980s, some researchers at Cleveland State University ___ a surprising discovery.
 A found B made C disclosed D did
- I've decided to look for another job – I'm going to hand in my ___ when my manager returns to work.
 A notice C dismissal
 B appeal D application
- Walking is an ideal way to ___ fit and healthy.
 A make B go C do D keep
- I think this piece of jewellery is gorgeous and ___ with your new outfit.
 A matches B suits C goes D fits

PHRASES AND EXPRESSIONS

13 Match the words to make typical phrases and expressions.

- | | | |
|-----------|-----|---------|
| 1 at all | ■ a | a doubt |
| 2 without | ■ b | rate |
| 3 out of | ■ c | tune |
| 4 at any | ■ d | costs |
| 5 by | ■ e | mistake |

14 Choose the correct answers.

- I would like to say 'good luck' to Anna ___ everybody who has had the pleasure of working with her.
 A instead of C on behalf of
 B according to D as for
- I can't possibly pick that last pear – it's out of ___.
 A reach B hand C distance D stretch
- I suppose I enjoyed the party on the ___.
 A whole B average C impression D sight
- There is a public telephone in the village but it has been out of ___ for several months.
 A work B order C function D practice

PHRASAL VERBS

15 Complete the sentences with the correct forms of the phrasal verbs in the box.

.....
 take after get over let down look down on
 make up

- In a recent survey, one in five British workers admitted that they had _____ an excuse to call in sick. (INVENT)
- I've never _____ people who are poor through no fault of their own. (SHOW DISRESPECT)
- A good general never _____ his troops. (DISAPPOINT)
- _____ the death of a pet can be very difficult and it will take time. (RECOVER)
- Martha _____ her father in both looks and personality. (RESEMBLE)

16 Choose the correct answers.

- 1 A new report has revealed that young single people ___ almost ten per cent of all Australians living in poverty.
A take off C come from
B bring on D make up
- 2 I'm sorry I haven't ___ replying to your messages yet.
A looked down on C got round to
B put up with D run out of
- 3 The thieves ___ in a stolen car, which was later found abandoned.
A got away C went out
B turned down D took up
- 4 I might be able to ___ if you need somewhere to stay for the weekend.
A turn you away C take you on
B calm you down D put you up

EXAM TASK 1

17 Read the text and choose the correct answers.

A PINT OF MILK A DAY CUTS CHANCES OF HEART DISEASE AND STROKE

Researchers found that drinking more than half a litre of milk a day – just under a pint – reduces your chances of suffering heart attacks and strokes by up to a fifth. It also reduces your chances of developing diabetes and colon cancer.

The findings appear to reverse the commonly ¹ ___ view that drinking too much milk is bad for you and suggest the removal of free milk from schools in the 1970s ² ___ a mistake.

Scientists at ³ ___ University of Reading and University of Cardiff analysed more than 324 studies from across the world, ⁴ ___ covered health and milk consumption in thousands of people. They found that those who drank around a pint of milk a day had greatly reduced chance of contracting cardiovascular disease.

Professor Ian Givens, a nutritionist and co-author of the study, said it is believed that proteins in milk help reduce blood pressure which ⁵ ___ reduces stress on the heart and blood vessels. "I think that this shows that the bad press milk ⁶ ___ is undeserved," he said.

The study also discovered the incidence of diabetes was also reduced by ⁷ ___ four and nine per cent and colon cancer rates were also lowered. Other cancers, such as prostate and bladder showed slight increases.

The findings published in the Journal of the American College of Nutrition do not distinguish between low and high fat milk. ⁸ ___, they do seem to suggest that the health benefits of drinking milk outweigh any dangers that lie in its consumption.

- | | |
|----------------------|-------------------|
| 1 A announced | C claimed |
| B held | D admitted |
| 2 A had to be | C could have been |
| B should have been | D needed to be |
| 3 A an | C the |
| B a | D – |
| 4 A which | C whose |
| B that | D what |
| 5 A on behalf | C at any rate |
| B by chance | D in turn |
| 6 A has been getting | C will have got |
| B will be getting | D had got |
| 7 A about | C over |
| B between | D from |
| 8 A On the contrary | C However |
| B In addition | D What's more |

EXAM TASK 2

18 Read the text and choose the correct answers.

'TELEMEDICINE' HOUSE HELPS OLDER PEOPLE STAY SAFE AND INDEPENDENT

It sounds like a fantasy straight from *The Truman Show*: a house that monitors your every move, from bedside to bathroom and from medicine cabinet to fridge. The aim, ¹ ___, is to help the elderly to lead safe and independent lives.

Researchers are working on a 'health house' so sophisticated that it ² ___ only track everyday habits but also check weight and blood pressure and predict whether a person is ³ ___ of a serious fall.

Britain is one of the largest investors in 'telemedicine'— using medical technology to help chronically ill and older people to be ⁴ ___ for longer at home rather than in hospitals or care homes.

The system, developed by GE Healthcare and Intel, uses sensors ⁵ ___ track a person's behaviour and send alerts when unexpected disruptions or data are ⁶ ___. Similar networks ⁷ ___ by about 3,000 people in care-home settings but researchers now hope to introduce a much more sophisticated model for private homes.

- | | |
|-------------------------|--------------------------|
| 1 A therefore | C however |
| B although | D despite |
| 2 A is not | C has not |
| B does not | D will not |
| 3 A at risk | C on the verge |
| B under the impression | D in the middle |
| 4 A taken care | C treated |
| B cured | D examined |
| 5 A of which | C who |
| B that | D whose |
| 6 A turned on | C looked into |
| B picked up | D searched for |
| 7 A will have been used | C are already being used |
| B have been using | D would be using |

'Man is the only animal that blushes. Or needs to.'

MARK TWAIN (AMERICAN WRITER, 1835–1910)

GOOD COP, BAD COP



BODY LANGUAGE

- 1 Match the descriptions to the pictures. Identify Mickey (M), Detective Hernandez (H) and Detective Dalton (D).
- A Detective Dalton comes into the room. Detective Hernandez **whispers** something in **his ear**. Detective Dalton **frowns**.
 - B Mickey the Cormorant is **leaning back** in his chair with his **legs crossed**. Detective Hernandez is **staring** at him across the desk, his **arms folded across his chest**.
 - C Detective Dalton **bangs his fist** on the desk. 'You have one last chance to answer this question! Where were you on the evening of April the 17th?' he **yells**. Mickey **trembles** and **shakes his head** in denial. 'I didn't ... I wasn't ... I wasn't where you think I was,' he **stutters**.
 - D Detective Hernandez asks, 'Mickey, why don't you tell me what you did on the evening of April the 17th?' Mickey **shrugs his shoulders**: 'Sorry, can't remember.'

PERSONALITY

- 2 Choose the correct word.
- 1 Nigel's unbearably *conceited* / *conscientious*. He has an absurdly high opinion of himself.
 - 2 Michelle will believe anything you tell her. She's terribly *gullible* / *vain*.
 - 3 Graham's very *self-conscious* / *self-centred*. He's always worried about making a fool of himself and about what people think.
 - 4 Mr Jones is an *unscrupulous* / *impartial* judge. You can rely on his fairness.
 - 5 Martha's very *absent-minded* / *narrow-minded*. She forgets appointments and loses things all the time.
- 3 Write similar sentences to illustrate the other word in each pair in Exercise 2.

PERSONALITY: BEING TACTFUL

4 Rewrite sentences (1–4) as in the examples so that they sound less negative.

- a ~~She is ugly.~~ She *isn't very pretty*, but ... (she's got a lovely warm smile).
- b ~~He is impatient and aggressive.~~ He is *not always patient* and he *can be a bit aggressive sometimes*.

- 1 Dan is unintelligent.

- 2 Claire is immature.

- 3 Annie is badly-organised and unreliable.

- 4 Nick is conceited.

FEELINGS

5 Match the emotions with their extreme equivalents.

- | | |
|--------------|-----------------------------|
| 1 frightened | ■ a astonished, amazed |
| 2 happy | ■ b bewildered |
| 3 excited | ■ c elated |
| 4 unhappy | ■ d exhausted |
| 5 tired | ■ e furious |
| 6 surprised | ■ f heartbroken, devastated |
| 7 confused | ■ g terrified, petrified |
| 8 angry | ■ h thrilled |

6 Recall a situation when you experienced extreme emotions. Tell a partner about it.

I was absolutely thrilled when my parents told me we were going to New York.

THE MIND

7 Complete the first sentence in each pair with a verb from the box in the correct form, and the second one with a noun based on that verb.

.....
assume imagine perceive realise recollect
.....

- 1 I _____ a change in her behaviour, but when I told her about it she said: 'Reality and your _____ of reality are two different things!'
- 2 'Can you _____ life without computers?' 'No, my _____ isn't powerful enough!'
- 3 I'm sorry, I can't _____ what happened. I have absolutely no _____ of the incident.
- 4 We can _____ the economic situation will remain stable for the next six months. It's a safe _____.
- 5 After a while I _____ they were cheating me, but by the time I'd come to that _____ I was broke!

USEFUL PHRASES: THE MIND

8 Complete each phrase with the word *mind* or *head*.

- 1 She's left me! I just can't **get my _____** around it!
- 2 I'm trying to think of a good example, but nothing **comes to _____**.
- 3 You should **make up your _____** what you want to do in life.
- 4 I was so frightened I just **lost my _____** and started shouting hysterically.
- 5 This morning I thought I saw a ghost. Do you think I'm **losing my _____**?
- 6 She's got **a good _____** for maths.
- 7 I can't forget him. He's **on my _____** all the time.
- 8 I think success has **gone to her _____**. She's become very arrogant.

ATTITUDES AND BELIEFS

9 Complete the phrases with prepositions.

- 1 Sally's **a passionate believer _____** astrology, while her boyfriend Max **dismisses it _____** complete nonsense.
- 2 Angela **takes a keen interest _____** social issues, especially the situation of children.
- 3 Robert **disapproves _____** people who smoke in public. He **regards them _____** little better than murderers.
- 4 Michael **has an excellent taste _____** clothes.
- 5 Miss Fitzwilliam **approves _____** single-sex schools.
- 6 Karen always **insists _____** paying her share when she eats out with a man.
- 7 Rebecca's very **keen _____** modern art.
- 8 Ken is **convinced _____** his own intellectual superiority.
- 9 Uncle John **takes pride _____** his cooking.
- 10 I'm **content _____** what I've got – I don't need more.
- 11 Brian is entirely **focused _____** his career.
- 12 Gavin seems completely **indifferent _____** money – do you think that's possible?

WORD FORMATION: NEGATIVE PREFIXES

10 Form the antonyms of the following adjectives.

.....
literate logical loyal mature obedient perfect
rational reliable responsible sensitive sincere
.....

11 Complete the sentences with an adjective *with* or *without* a negative prefix.

- 1 Be _____ (REASON)! We can't work for six hours without a break!
- 2 It's _____ (REASON) to expect everyone will accept your plan without any objections.
- 3 I'm afraid he may be late. He's rather _____ (RELY).
- 4 She's a very _____ (RELY) friend. She's never let me down.
- 5 I used to be a very (OBEY) _____ child, a real teacher's pet.
- 6 Fifty years ago it was still widely believed that (OBEY) _____ children should be beaten.

MATCHING ◀ 12

- 1 Do you ever have problems managing everything you have to do? Why? Discuss in small groups.
- 2 Look up the words in bold and match the halves of sentences.
- | | |
|---|---|
| 1 Disorganised people | ■ |
| 2 People who are easily distracted | ■ |
| 3 Procrastinators | ■ |
| 4 Perfectionists | ■ |
| 5 Efficient people | ■ |
- a are able to **multi-task**.
 b set themselves high standards.
 c often lose things.
 d **put things off**.
 e may **get sidetracked** before they finish a job.

examWORKOUT

Grammar connections: pronouns

- 3 Read the text below and match sentences (A–C) to gaps (1–3). Underline the words in the text to which the **highlighted** pronouns refer.
- A Well, to be honest, I hate to see **him** going out for a leisurely run when I'm working around the clock.
 B Now that I think about it, perhaps I'm desperate enough to get **one** too.
 C All too often I spend **them** frantically completing work that was due months earlier.

SAM'S BLOG

The last two weeks of term are seldom a happy time for me. ¹ ___ I always promise myself not to make that mistake again, but in vain. The end of term is also the only time when I don't get on with my friend Joe. Why? ² ___ He always does everything in good time and then talks about getting a good night's sleep before the exams. Joe is frighteningly well-organised. He's actually got a planner on his desk! ³ ___ And I might read that article he recommended, *Things To Do*.

add a comment

examTASK

- 4 Five sentences have been removed from the text on page 61. Read the text and complete gaps 1–5 with sentences A–F to make a logical and coherent text. There is one extra sentence that you do not need to use.
- A After all, nobody's perfect, not even the perfectionists.
 B Then at the first opportunity, you absent-mindedly wash them off.
 C However, you never get round to actually writing one.
 D It's because you're over-ambitious.
 E It's time to make up your mind what to do.
 F What's more, you're horrendously unpunctual.
- 5 In pairs, discuss the following questions.
- Do you belong to any of the types described in the article? Do you agree with the description?
 - Which of the tips at the end do you find the most useful? Why?
 - Do you disagree with any of the advice in the article? Why?
- 6 Look at the **highlighted** words in the text on page 61. Work out their meaning from context. Circle the correct meaning below.
- 1 **overwhelmed**
 a feeling that you can't cope
 b feeling that you've solved a problem
- 2 **glance**
 a look steadily for a long time
 b look quickly
- 3 **wretched**
 a cheerful
 b miserable
- 4 **fall apart**
 a collapse mentally
 b work harder
- 5 **gloomy**
 a proud
 b sad, depressed
- 6 **flaws**
 a achievements
 b weaknesses, faults

LANGUAGE & CULTURE

Douglas Adams (1952–2001) – English science fiction author best known for *The Hitchhiker's Guide to the Galaxy* and its sequels e.g.: *The Restaurant at the End of the Universe* and *Life, the Universe and Everything*.



THINGS TO DO

Do you find it difficult to carry out your plans and achieve your ambitions? Does your list of things to do just keep getting longer and longer? Do you feel **overwhelmed** by life? If so, it may be because you belong to one of these personality types.

You're **disorganised**. You never manage to do what you want because you keep forgetting what it is. You draw up a list of things to do, but then you can't remember where you put it. With great excitement, you write vital notes to yourself on the palm of your hand. ¹ _____ You can never find the document you want on your computer because your idea of a filing system is just to dump everything together in one big folder called 'stuff'.

You're easily **distracted**. You have no problems starting off, it's just you get sidetracked before the end. In the middle of a job, you find yourself daydreaming about your girlfriend, reminiscing about your childhood, watching a silly video on YouTube or wondering what it's like to be a fly. As a result you seldom get things done.

² _____ You **glance** at a newspaper just as you're going out and then suddenly half an hour has gone by and you're behind schedule again. Your friends say you'll be late for your own funeral.

You're a **procrastinator**. Your maxim is: never do today what you can put off till tomorrow. You know it's a good idea to compile a list of things to do. ³ _____ 'I'll write that essay tomorrow,' you think to yourself. 'I work better under pressure.' But deep down you know tomorrow never comes. You're the **wretched** soul running around the 24-hour-store last thing on Christmas Eve desperately looking for presents. Author Douglas Adams said: 'I love deadlines. I like the whooshing sound they make as they fly by.' But deadlines just make you **fall apart**.

You're plagued by **perfectionism**. On the rare occasions you actually complete something, it's perfect. The only problem is you hardly ever finish anything you start. Anyone else would be proud of that sketch you're drawing, but you just crumple it up and toss it in the bin. You set yourself such high standards that almost nothing is good enough. The result is that you end up doing almost nothing.

You're energetic and **efficient** and you can multi-task. Your friends watch in awe as you touch-type an essay, hold a conversation, play the recorder and text a message – all at the same time! So how can it be that your list of

things to do just gets longer and longer? ⁴ _____ You try to do so much, you end up feeling totally stressed out, longing for an eight-day week that will, of course, never come.

You shouldn't feel too **gloomy** if you have any of these **flaws**. ⁵ _____ But nor should you just shrug your shoulders and mutter, 'that's the way I am'. No, what you should do is turn over a new leaf and follow my advice.

- Make a realistic list of things to do and give each one a deadline.
- Check your list every day at the same time: make it a routine.
- Prioritise: do the most urgent and important things first.
- Use those empty moments: you can get a lot done when the adverts are on or when you're waiting for someone.
- Learn to multi-task, but don't overstretch yourself.
- Whenever you tick something off, give yourself a prize – an ice-cream, a session on a computer game or a walk in the park.

And finally, don't let fear of failure stop you from having a go. Remember, it's better to have tried and failed than never to have tried at all.

MULTIPLE CHOICE ◀10

1 What is emotional intelligence? In pairs, try to write a definition. Discuss examples of emotionally intelligent behaviour. Share ideas as a class.

examTASK

2 CD1.15 You're going to hear an interview with a psychologist about emotional intelligence. Choose the correct answers.

- 1 Being aware of your moods can help you to
 - A carry out unpleasant tasks.
 - B choose the right time to do things.
 - C perceive other people's emotions.
 - D make better life choices.
- 2 The young man responded aggressively to the neighbour because
 - A he didn't care about other people.
 - B the neighbour was obviously crazy.
 - C he felt himself under attack.
 - D he was fed up with constant comments about his age.
- 3 The psychologist praised the young man's
 - A driving skills.
 - B car.
 - C choice of music.
 - D attitude to other people.
- 4 At the end of the conversation the young man
 - A talked about music.
 - B gained the psychologist's confidence.
 - C agreed to do what he was asked to do.
 - D offered a compromise.
- 5 The story of the young man is used as an example of
 - A judging your moods.
 - B understanding other people's feelings.
 - C lack of respect.
 - D the importance of music to some people.

3 Complete the questions with the verbs from the box in the correct form. Then ask and answer in pairs.

compliment gain perceive rub

- 1 Can you recall a situation when you _____ someone up the wrong way?
- 2 Are you good at _____ other people's emotions?
- 3 When did you last _____ someone on something? On what?
- 4 What can you do to _____ another person's confidence?

WORD BUILDING ◀22

examWORKOUT

Which part of speech?

1 Form nouns from the following adjectives, using the suffixes *-ty/-ity*, *-ance/-ence* and *-ness*. Write them down in your notebook in groups.

arrogant confident honest kind loyal mature
polite rude sensitive sincere sociable

2 The same suffix can be used to form adjectives from all of the following verbs. What is it? Write the adjectives.

VERB	ADJECTIVE
IMAGINE	
COMPETE	
MEDITATE	
SUPPORT	
ARGUE	
DISMISS	

3 What part of speech do you need in the gap in each of the following sentences – an adjective or a noun?

- 1a We don't get on very well. We have a lot of _____.
- 1b He's difficult to get on with. He's very _____.
- 2a Children are often more _____ than adults.
- 2b She's a very interesting person with a lively _____.
- 3a You seem to be in a _____ mood today.
- 3b I use _____ to relax.

4 Now complete the gaps in Exercise 3 with words formed from (1) ARGUE, (2) IMAGINE and (3) MEDITATE.

examTASK

5 Read the text below and complete gaps 1–6 using the correct forms of the words in capital letters.

→ OGGIE BLOGGIE

My friend Peter is the most misunderstood person I know. He's spontaneous and ¹ _____ (IMAGINE), which to my mind makes him great fun to be with. However, many people see that as a sign of being ² _____ (MATURE). When we were children, it was even worse: as a result of his lively behaviour he was treated as ³ _____ (OBEY) and was often punished at school. Another quality of Peter's for which I have great respect is his ⁴ _____ (SINCERE). I agree with him that telling the truth is really vital. But all too often such openness is perceived as ⁵ _____ (RUDE) and ⁶ _____ (ARROGANT). I do wish people would show a bit more tolerance and understanding.

SPEAKING ON A SET TOPIC ◀◀36

examWORKOUT

Planning your talk

- 1 Read the following statement. In pairs discuss to what extent you agree with it. Use examples.

First impressions of people are often wrong. Do you agree?

- 2 Here are some notes taken by a student who agrees with the statement above. Number them 1–5 to make a plan of his mini-presentation.

- 1 What happens as we get to know people better
- 2 I agree
- 3 What first impressions are based on
- 4 Conclusion: the importance of staying open-minded
- 5 Exceptions – situations when a first impression can be right

- 3 Use the plan from Exercise 2 or change it to reflect your opinion. For each point, think of an example from real life, literature, film or the media.

For example, in the novel Pride and Prejudice, Elisabeth Bennet forms an unfavourable first impression of Mr Darcy. Because he speaks very little, she thinks he's proud and arrogant.

- 4 Complete the sentences with the words from the box. There is one extra word.

abstract open-minded prejudices superficial

- 1 First impressions can be very _____.
- 2 As you get to know people better, you forget your _____.
- 3 It's important to remain _____ despite your first impression.

- 5 Deliver a talk on the exam topic in Exercise 1.

examTASK

- 6 Prepare to speak on the following topics.

STUDENT A

It is easier to love humanity as a whole than to love one's neighbour. Do you agree?

STUDENT B

Most people are as happy as they make up their minds to be. Do you agree?

- 7 Take turns to deliver your talks.

DESCRIPTION OF A PERSON ◀◀26

examWORKOUT

A description of a person is more than a list of features

- 1 Read the exam task and the extract from a description. What is wrong with it? Identify two major problems.

Describe a childhood friend who you will always remember as a great playmate.

My friend Anna was average height for our age, average build, she had shoulder-length light brown hair and brown eyes. On the day I met her she was wearing a striped T-shirt with a navy blue jumper over it, black shorts, blue socks and black trainers. As far as her personality is concerned, I remember her as being friendly, affectionate, cheerful, imaginative, daring and full of energy.

- 2 The following two sentences describe selected aspects of Anna's appearance. What else do they tell the reader about her?

- a *One of the most noticeable things about her was that her shiny brown eyes always seemed to be smiling or even laughing.*
- b *The first thing I noticed when I met her was that she was dressed, according to our primary school standards, 'like a boy'.*

- 3 Match each personality trait (a–c) with an appropriate example (1–3).

- a She was very affectionate.
- b She was very imaginative.
- c She was quite daring.

- 1 She would invent games in which we played the roles of elves, fairies and monsters, depending on our mood.
- 2 We used to climb trees and scramble over fences to get into places where we were not supposed to be, and it was usually Anna's initiative.
- 3 I liked the way she always greeted me with a smile and a hug.

- 4 Write a description in response to one of the exam tasks on this page.

examTASK

Write a description of a person about whom you could say *The world would be a better place if there were more people like him/her.*

BODY

GENERAL

beauty spot/mole /'bjʊ:ti spɒt/
 dimple /'dɪmpəl/
 freckles /'frecklz/
 scar /skɑː/
 wrinkles /'rɪŋklz/

BUILD

build /bɪld/
 muscular /'mʌskjələ/
 obese /əʊ'biːs/
 overweight /,əʊvə'weɪt/
 petite /pə'ti:t/
 plump /plʌmp/
 skinny /'skɪni/
 slender /'slendə/
 stocky /'stɒki/

HAIR

dyed /daɪd/
 fringe /frɪndʒ/
 frizzy /'frɪzi/
 highlights /'haɪlaɪts/
 plait(s) /plæt(s)/
 ponytail /'pɒnɪteɪl/
 shoulder-length /'ʃəʊldə leŋθ/
 spiky /'spɪki/
 streaky /'stri:ki/
 (tied) in a bun /taɪd ɪn ə 'bʌn/

BODY LANGUAGE

WAYS OF LOOKING

glance /glɑːns/
 glare /gleə/
 glimpse /glɪmps/
 peer /pɪə/
 stare /steə/

WAYS OF SPEAKING

mutter /'mʌtə/
 shout /ʃaʊt/
 stutter /'stʌtə/
 whisper (in sb's ear) /'wɪʃə ɪn ,sʌmbɒdɪz
 'iə/
 yell /jel/

POSTURE AND GESTURES

bang your fist /bæŋ jə 'fɪst/
 cross your legs /krɒs jə 'legz/
 fold your arms (across your chest) /fəʊld jə
 'ɑːmz əkrɒs jə 'tʃest/
 frown /fraʊn/
 gesture /'dʒestʃə/
 lean back /liːn 'bæk/
 posture /'pɒstʃə/
 purse your lips /pɜːs jə 'lɪps/
 raise your eyebrows /reɪz jə 'aɪbraʊz/
 shake your head /ʃeɪk jə 'hed/
 shrug your shoulders /ʃrʌg jə 'ʃəʊldəz/
 tremble /'treɪnbəl/
 wink /wɪŋk/

CLOTHES AND FASHION

STYLE AND LOOK

scruffy /'skrʌfi/
 shabby /'ʃæbi/
 smart /smɑːt/
 sporty /'spɔːti/
 trendy /'trendi/

CLOTHES

baggy /'bægi/
 casual /'kæʒʊəl/
 checked /tʃekt/

creased /kriːst/
 faded /feɪdɪd/
 floral /'flɔːrəl/
 fold /fəʊld/
 (in)formal /(ɪn)'fɔːməl/
 loose /luːs/
 shrink /'ʃrɪŋk/
 stretch /stretʃ/
 striped /straɪpt/
 tight /taɪt/
 undo (the buttons) /ʌn,duː ðə 'bʌtnz/
 untie (the shoes) /ʌn,taɪ ðə 'ʃuːz/

PERSONALITY

absent-minded /,æbsənt 'maɪndəd/
 argumentative /,ɑːgjuː'mentətɪv/
 arrogance /'ærəgəns/
 arrogant /'ærəgənt/
 bossy /'bɒsi/
 careless /'keələs/
 caring /'keərɪŋ/
 cheerful /'tʃɪəfəl/
 competitive /kəm'petɪtɪv/
 conceited /kən'siːtəd/
 confidence /'kɒnfɪdəns/
 conscientious /,kɒnʃiː'nʃəs/
 (dis)honest /(dɪs)'ɒnəst/
 (dis)loyal /(dɪs)'lɔɪəl/
 (dis)organised /(dɪs)'ɔːgənaɪzɪd/
 dull /dʌl/
 efficient /ɪ'fɪʃənt/
 egotistical /,iːgə'tɒstɪkəl/
 flaw /fləʊ/
 generous /'dʒenərəs/
 gullible /'gʌləbəl/
 honest /'ɒnəsti/
 imaginative /ɪ'mædʒɪnətɪv/
 (im)mature /,(ɪ)mə'tʃʊə/
 (im)patient /(ɪm)'peɪʃənt/
 (im)polite /,(ɪm)pə'laɪt/
 (in)sensitive /(ɪn)'sensətɪv/
 (in)sincere /,(ɪn)sɪn'sɪə/
 impartial /ɪm'pɑːʃəl/
 (ir)responsible /,(ɪ)rɪ'spɒnsəbəl/
 kindness /'kaɪndnəs/
 loyalty /'lɔɪəlti/
 maturity /mə'tjʊərɪti/
 mean /miːn/
 meditative /'medɪtətɪv/
 messy /'mesi/
 modest /'mɒdəst/
 narrow-minded /,nærəʊ 'maɪndəd/
 over-ambitious /,əʊvə æm'bɪʃəs/
 partial /'pɑːʃəl/
 perfectionism /pə'fekʃənɪzəm/
 perfectionist /pə'fekʃənɪst/
 politeness /pə'laɪtnəs/
 procrastination /prə'kræstə'neɪʃən/
 procrastinator /prə'kræstɪneɪtə/
 rebellious /rɪ'beljəs/
 reliable /rɪ'laɪəbəl/
 reserved /rɪ'zɜːvd/
 rudeness /'ruːdnəs/
 self-centred /self 'sentəd/
 self-confident /self 'kɒnfədənt/
 self-conscious /self 'kɒnʃəs/
 sensible /'sensəbəl/
 sensitivity /,sensɪ'tɪvɪti/
 sincerity /sɪn'serɪti/
 sociability /,səʊʃə'bɪləti/
 strict /strɪkt/
 stubborn /'stʌbən/

sympathetic /,sɪmpə'tetɪk/
 talkative /'tɔːkətɪv/
 unreliable /,ʌnrɪ'laɪəbəl/
 (un)reasonable /,(ʌn)'riːzənəbəl/
 unscrupulous /ʌn'skrʊ:pjələs/
 vain /veɪn/

FEELINGS

adore /ə'dɔː/
 amazed /ə'meɪzd/
 anxiety /æŋ'zɪəti/
 anxious /'æŋkʃəs/
 apprehensive /,æprɪ'hensɪv/
 ashamed /ə'ʃeɪmd/
 astonished /ə'stɒnɪʃt/
 be fed up with sb/sth /bi fed 'ʌp wɪð
 ,sʌmbɒdi, ,sʌmθɪŋ/
 bewildered /brɪ'wɪldəd/
 confused /kən'fjuːzɪd/
 content with /'kɒntent wɪð/
 depressed /dɪ'prest/
 devastated /'devəstetəd/
 distracted /dɪ'stræktəd/
 elated /ɪ'leɪtəd/
 embarrassed /ɪm'bærəst/
 emotional intelligence /ɪ,məʊʃənəl
 ɪn'telədʒəns/
 excited /ɪk'saɪtəd/
 exhausted /ɪg'zɔːstəd/
 frightened /'fraɪtnd/
 frustrated /frʌ'streɪtəd/
 furious /'fjʊəriəs/
 gloomy /'gluːmi/
 heartbroken /'hɑːtbrʊkən/
 indifferent (to) /ɪn'dɪfərənt tə/
 in the mood (for sth) /ɪn ðə 'muːd (fɔː
 ,sʌmθɪŋ)/
 jealous /'dʒeləs/
 long for sb/sth /lɒŋ fɔː ,sʌmbɒdi, ,sʌmθɪŋ/

lose your temper /luːz jə 'tempə/
 miserable /'mɪzərəbəl/
 moved /muːvd/
 overwhelmed /,əʊvə'welmd/
 rub sb up the wrong way /rʌb ,sʌmbɒdi 'ʌp
 ðə rʊŋ weɪ/
 stressed out /strest 'aʊt/
 terrified/petrified /'terəfaɪd, 'petrəfaɪd/
 thrilled /θrɪld/
 wretched /'retʃəd/

THE MIND

assume /ə'sjuːm/
 assumption /ə'sʌmpʃən/
 be on sb's mind /bi ɒn ,sʌmbɒdɪz 'maɪnd/
 change your mind /tʃeɪndʒ jə 'maɪnd/
 come to a realisation /kʌm tə ə
 ,rɪəlaɪ'zeɪʃən/
 come to mind /kʌm tə 'maɪnd/
 compliment (sb on sth) /'kɒmplɪmənt/
 confront /kən'frʌnt/
 deal (with sth) /diːl wɪð ,sʌmθɪŋ/
 gain sb's confidence /geɪn ,sʌmbɒdɪz
 'kɒnfɪdəns/
 get sidetracked /get 'saɪdtrækt/
 get your head around (sth) /get jə 'hed
 ə'raʊnd ,sʌmθɪŋ/
 go to one's head /gəʊ tə wʌnz 'hed/
 have a good head for sth /hæv ə gud 'hed
 fɔː ,sʌmθɪŋ/
 have no recollection (of sth) /hæv nəʊ
 ,rekə'lekʃən əv ,sʌmθɪŋ/
 (il)literate /(ɪ)'lɪtərət/

imagination /ɪˌmædʒəˈneɪʃən/
 imagine /ɪˈmædʒɪn/
 lose your head /luːz jə ˈhed/
 lose your mind /luːz jə ˈmaɪnd/
 make up your mind /meɪk ʌp jə ˈmaɪnd/
 multi-task /ˌmʌltɪ ˈtɑːsk/
 perceive /pəˈsiːv/
 perception /pəˈsepʃən/
 realisation /ˌriːləɪˈzeɪʃən/
 realise /ˈriːləɪz/
 recollect /ˌrekəˈlekt/
 recollection /ˌrekəˈleɪʃən/
 regard (sth) as /rɪˈɡɑːd ˌsʌmθɪŋ əz/

ATTITUDES AND BELIEFS

admire /ədˈmaɪə/
 approve (of sth) /əˈpruːv əv ˌsʌmθɪŋ/
 achieve sb's ambitions /əˌtʃiːv ˌsʌmbəʊdɪz æmˈbɪʃənz/
 attitude /ˈætɪtjuːd/
 belief /bɪˈliːf/
 content with /ˈkɒntent wɪð/
 convinced of /kənˈvɪnst əv/
 disapprove (of) /ˌdɪsəˈpruːv əv/
 dismiss (an idea) /dɪsˈmɪs ən aɪˈdɪə/
 dismissive /dɪˈsmɪsɪv/
 focused on /ˈfəʊkəst ɒn/
 have a go (at sth) /hæv ə ˈɡəʊ ət ˌsʌmθɪŋ/
 have excellent taste /hæv ˌeksələnt ˈteɪst/
 indifferent to /ɪnˈdɪfərənt tə/
 insist on /ɪnˈsɪst ɒn/
 passionate believer (in sth) /ˌpæʃənət bəˈliːvə ɪn/
 regard sb as /rɪˈɡɑːd ˌsʌmbəʊdɪ əz/
 set (yourself) high standards /set jɔːself haɪ ˈstændədz/
 supportive /səˈpɔːtɪv/
 take a keen interest in sth /teɪk ə kiːn ˈɪntrəst ɪn ˌsʌmθɪŋ/
 take pride (in sth) /teɪk ˈpraɪd ɪn ˌsʌmθɪŋ/

PHRASAL VERBS

carry out (a task) /kæri ˌaʊt ə ˈtɑːsk/
 draw up (a list) /drɔː ˌʌp ə ˈlɪst/
 fall apart /fɔːl əˈpɑːt/
 look down on sb /lʊk ˈdaʊn ɒn ˌsʌmbəʊdɪ/
 look up to sb /lʊk ˈʌp tə ˌsʌmbəʊdɪ/
 make up one's mind /meɪk ʌp wʌnz ˈmaɪnd/
 start off /stɑːt ˈɒf/
 tick sth off /tɪk ˌsʌmθɪŋ ˈɒf/
 wear out /weə ˈaʊt/

QUICK REVISION

1 Complete the table with antonyms.

ADJECTIVE	OPPOSITE ADJECTIVE
1 reliable	
2 sincere	
3 responsible	
4 mature	
5 literate	
6 loyal	

2 Answer the questions and complete the sentences.

- What can you do with your shoulders?
a stutter b shrug c stare
- If people are afraid or cold, they
a tremble. b frown. c lean back.
- People with a speech defect may
a whisper. b yell. c stutter.
- If you can multi-task, you are
a efficient. b gullible. c impartial.
- Which two adjectives can be made into nouns using the suffix *-ity*?
a mature b honest c sensitive
- Which two of these mean 'unhappy'?
a wretched b elated c gloomy
- Which two of these mean 'very frightened'?
a petrified b terrified c thrilled
- What word completes all three sentences?

He's got a good _____ for science.
 I can't get my _____ around it.
 The praise has gone to his _____.

9 Which preposition fits all four sentences?

They complimented me _____ my work.
 She's focused _____ her studies.
 He insisted _____ going with us.
 She's _____ my mind all the time.

10 What verb fits both sentences?

She _____ an interest in her children's sporting achievements.
 He _____ pride in his work.

READING

1 Work in pairs. Can you guess what these expressions mean? Choose the correct option.

- 1 If you *send someone packing*, you
 - a remind them to pack for a trip.
 - b tell them firmly to go away.
- 2 To *wear your heart upon your sleeve* means to
 - a express your personality through your clothes.
 - b show your emotions openly.
- 3 The phrase *your own flesh and blood* refers to
 - a your family.
 - b your body.
- 4 If someone or something is *a sorry sight*, it
 - a looks unpleasant or shocking.
 - b makes you feel sad.
- 5 All the expressions above
 - a have gone out of use.
 - b were created by the same writer.

2 Read the text to find out if you were right.

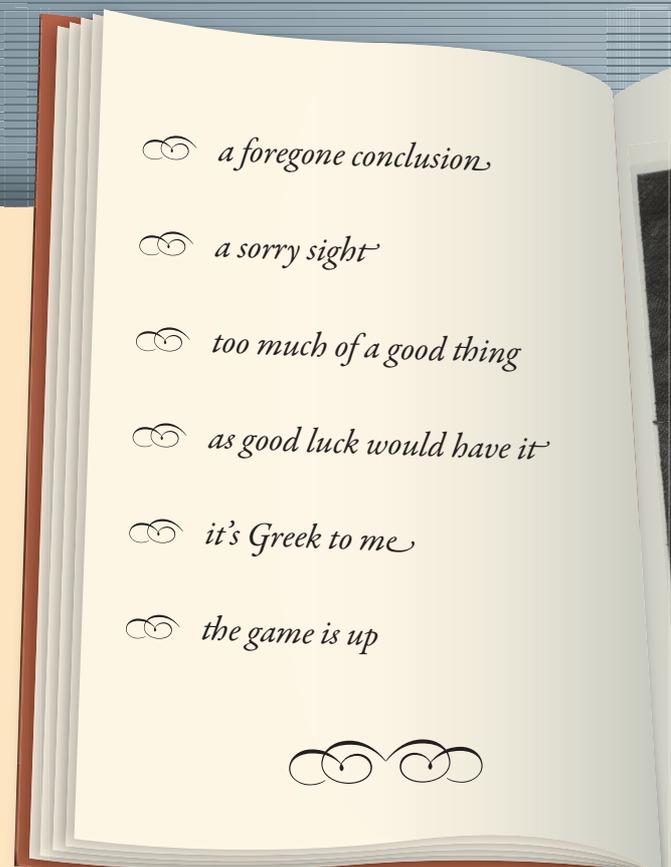
3 Find four of Shakespeare's achievements mentioned in the text. Which one does the writer consider to be the most unusual?

4 Choose one of the phrases discussed in the text. In pairs, think of a situation in which you might use it. Write and act out a short dialogue containing the phrase.

5 Match these Shakespearean idioms to their meanings.

- | | | | |
|---------------------------------|--------------------------|-----------------------------------|--------------------------|
| 1 the four corners of the world | <input type="checkbox"/> | 6 to laugh yourself into stitches | <input type="checkbox"/> |
| 2 cold comfort | <input type="checkbox"/> | 7 The game is up. | <input type="checkbox"/> |
| 3 at one fell swoop | <input type="checkbox"/> | 8 It's Greek to me. | <input type="checkbox"/> |
| 4 salad days | <input type="checkbox"/> | 9 Good riddance! | <input type="checkbox"/> |
| 5 to make a virtue of necessity | <input type="checkbox"/> | | |

- a all at once
- b all parts of the world
- c Everything's been discovered, there's no point in pretending any more.
- d I can't understand it at all.
- e It's good we've got rid of him/her/it.
- f laugh very much (literally, so much that your stomach hurts)
- h something that's not really comforting
- i the time of a person's youth
- j to accept as desirable something that you have to do anyway



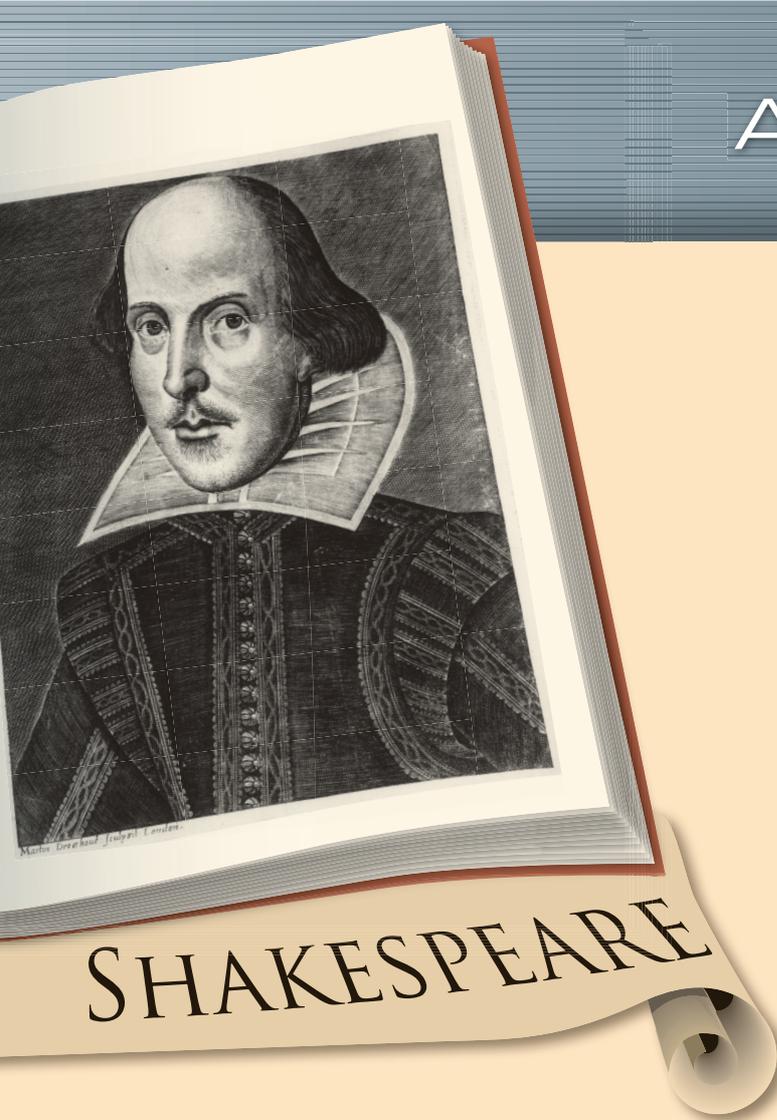
QUOTING

You can't find your pendrive. Searching through your things, you mutter to yourself: 'Where is it? It can't have vanished into thin air!' You've just quoted Shakespeare: the magician Prospero in *The Tempest* explains to amazed onlookers that the strange creatures they saw 'were spirits and are melted into thin air'. Or perhaps your best friend thinks your boyfriend is no good for you, and she advises you to 'send him packing'. She's quoting Sir John Falstaff, the comic fat knight in *Henry IV Part 1*, who sends away an unwelcome messenger.

Shakespeare was extraordinary in many ways. He knew how to tell a good story. He created memorable characters. He was brilliant at portraying emotions. He knew how to construct a play that would hold an audience's attention. But what makes him unique is that he created an enormous number of words and expressions that have entered the English language, so that today we often use them without realising they are quotations.

When Iago, the deceitful villain in *Othello*, explains his life philosophy, he says to show what he is really thinking would be to 'wear his heart upon his sleeve'. Today we use that expression to mean 'show emotions openly'. The moneylender Shylock in *The Merchant of Venice* is shocked that his daughter, 'his own flesh and blood', could have stolen from him. Nowadays people still emphasise the strength of family bonds by referring to their children as 'their own flesh and blood'.

If your favourite football team is going to play against much stronger opponents, you may fear the result is 'a foregone conclusion', meaning there's no doubt about it. That's what Othello thought of the accusation that his wife was unfaithful to him. (He was wrong, though, so perhaps the result of the match is not so certain either.)



Seeing something truly impressive or astonishing, we feel it 'beggars all description': no description can make it sound as wonderful as it really is. It was Cleopatra in *Antony and Cleopatra* who first made such an impression on a Roman soldier. On the other hand, when your younger brother comes home all muddy after playing outside on a rainy day, you might think he's 'a sorry sight' (as Macbeth says, looking at his bloody hands after he's murdered king Duncan). And if your friends want to go clubbing for the fourth night in a row, that could simply be 'too much of a good thing' (to use the words of Rosalind, the heroine of *As You Like It*).

Apart from creating these vivid expressions, Shakespeare was also exceptionally inventive in coining new words. *Countless, laughable, accommodation* and *premeditated* are amongst many words which were first recorded in Shakespeare's works – either created by him or brought by him into general circulation.

Having praised Shakespeare's rare talent with words, let's admit that he was also fortunate. As good luck would have it¹, he was born less than a century after the first printing press was established in England. Because his plays were printed, his words and phrases reached a wide audience, leading to a lasting enrichment of English. ■

WORD BANK

deceitful /dɪ'si:tfəl/

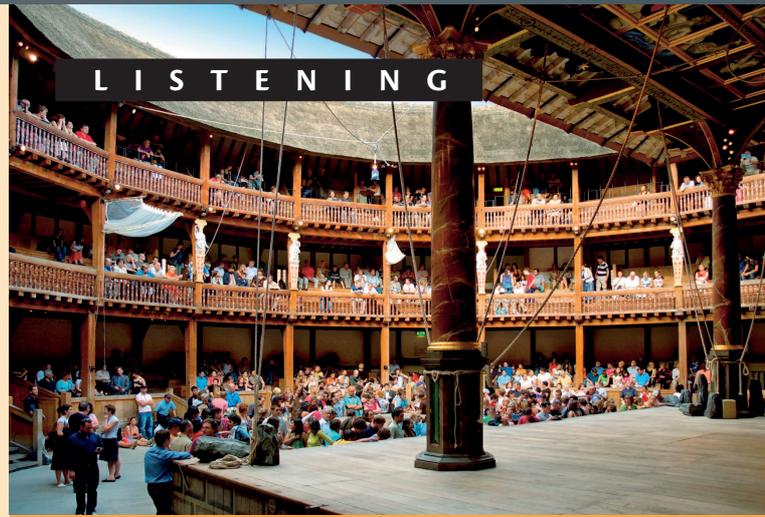
moneylender /'mʌni 'lɛndə/

to coin a word/phrase /tə kɔɪn ə wɜ:d, freɪz/

villain /'vɪlən/

¹ a phrase from *The Merry Wives of Windsor*

LISTENING



6 Look at the photo of the reconstructed Globe theatre in London. Find:

- the stage,
- two columns supporting the roof above the stage,
- the audience standing,
- the audience sitting in a wooden gallery.

7 **CD2-15** Listen to an interview about Shakespeare's theatre and answer the questions.

- 1 What do you learn about each of the places you identified in exercise 1?
- 2 How did Shakespeare manage to show battle scenes with armies and horses in *Henry V*?
- 3 Who played the role of Cleopatra?
- 4 What was special about the costumes?

8 Imagine you have the opportunity to watch a performance at an Elizabethan theatre. Which aspects of it do you think you would enjoy? Which ones would you not enjoy?

9 Work in pairs. Think of a book or film you like. Imagine you are writing a version of the story to be shown as a play in a sixteenth-century theatre. Write a short prologue explaining to the audience what they have to imagine.

PROVERBS WHICH ARE SHAKESPEARE QUOTATIONS

All that glitters is not gold. (*The Merchant of Venice*)

All's well that ends well. (title)

A rose by any other name would smell as sweet. (*Romeo and Juliet*)

Love is blind. (*The Merchant of Venice*)

The course of true love never did run smooth. (*A Midsummer Night's Dream*)

Truth will out. (*The Merchant of Venice*)

LONGMAN EXAM ACCELERATOR

CLASSROOM AND SELF-STUDY PREPARATION FOR ALL B2 LEVEL EXAMS

DOPORUČENO PRO VYŠŠÍ ÚROVEŇ MATUREITY (B2)

STRUCTURE OF THE BOOK

REFERENCE PART	LEXICAL-GRAMMATICAL PART	THEMATIC PART
Exam overview, strategies and tasks for the Written and Spoken parts of the exam	Concise and approachable revision of all grammatical structures	Thorough coverage of exam topics, vocabulary and all four language skills
IDEAL CLASSROOM AND SELF-STUDY PREPARATION!	PERFECT COMBINATION OF GRAMMAR PRACTICE AND EXAM TYPE TASKS!	EXCELLENT COURSE CONTENT FOR EXAMS!

WHAT MAKES LONGMAN EXAM ACCELERATOR SPECIAL?

- Successful combination of **regular exercises with exam type tasks** to be used both as a coursebook and as self-study material!
- Thorough coverage of the exam vocabulary, exam type tasks, exam skills and grammar required to pass all **exams at B2 level**.
- Exam workout** and integrated **Exam Strategies** leading to a final **Exam Task**.
- A separate Teacher's Book** with concise lesson notes, vocabulary and grammar tests, as well as extra photocopiable activities.
- Extensive listening comprehension practice** included on **2 Audio CDs**.

For exam preparation we also recommend:

