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# Mastering the Maturita



# Exam Accelerator

LONGMAN

**EXAM  
ACCELERATOR**  
classroom and self-study preparation  
for all B2 level exams

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## S T R U C T U R E O F T H E B O O K

### REFERENCE PART

Exam overview, strategies and tasks for the Written and Spoken parts of the exam

**IDEAL CLASSROOM  
AND SELF-STUDY  
PREPARATION!**

### LEXICAL-GRAMMATICAL PART

Concise and approachable revision of all grammatical structures

**PERFECT COMBINATION  
OF GRAMMAR PRACTICE  
AND EXAM TYPE TASKS!**

### THEMATIC PART

Thorough coverage of exam topics, vocabulary and all four language skills

**EXCELLENT COURSE  
CONTENT FOR EXAMS!**



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# Reference Part



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# Reading



## WRITTEN EXAM · READING COMPREHENSION

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

## 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





# Reading



## SHORT TEXTS WITH MULTIPLE CHOICE QUESTIONS

In this type of task, you will read several short texts, each accompanied by one multiple-choice question. The questions may concern the main idea of the passage or a specific piece of information.

### EXAM TIPS

- 1 The passages may look challenging. They may be poems or technical texts. Remember you do not have to understand all the words to grasp the overall meaning.
- 2 Look in the text itself and the accompanying illustrations (if any) for clues to the meaning of unknown words.

### examTASK

- 1 You are going to read several short texts. Choose the correct answers.

### Piano

by D.H. Lawrence

Sofly, in the dusk, a woman is singing to me;  
Taking me back down the vista of years, till I see  
A child sitting under the piano, in the boom of the  
tingling springs,  
And pressing the small, poised feet of a mother who  
smiles as she sings.

In spite of myself, the insidious mastery of song  
Betrays me back, till the heart of me weeps to belong  
To the old Sunday evenings at home, with winter outside  
And hymns in the cosy parlour, the tinkling piano our  
guide.

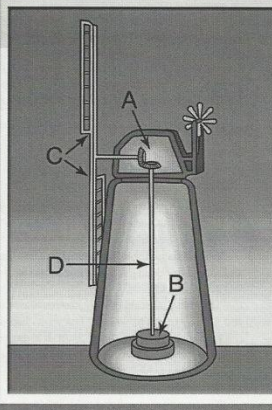
So now it is vain for the singer to burst into clamour  
With the great black piano appassionato. The glamour  
Of childish days is upon me, my manhood is cast  
Down in the flood of remembrance, I weep like a child  
for the past.

- 1 What is the main theme of D.H. Lawrence's poem?  
A Playing the piano.  
B The poet's child.  
C A relationship with a woman.  
D Memories.

Text 2

## How a windmill works

When the wind blows, it drives the sails around. A pair of toothed wheels called *bevel gears* change the turning movement from horizontal to vertical, causing the vertical shaft to rotate. The vertical shaft has a heavy, circular grindstone fixed to the bottom of it; when the shaft rotates, so does the grindstone. Below is another grindstone that does not rotate; it is fixed to the windmill base. Grains of wheat or other cereals are inserted into the space between the grindstones; the action of the top grindstone rotating over the bottom fixed grindstone grinds them into flour.



- 2 Which letter in the drawing represents the *bevel gears* as described in the text?  
A The letter A  
B The letter B  
C The letter C  
D The letter D

Text 3

How can our nation escape the logic it has never failed to follow, when its last unenfranchised class calls for the vote? Behold our Uncle Sam floating the banner with one hand, "Taxation without representation is tyranny," and with the other seizing the billions of dollars paid in taxes by women to whom he refuses "representation." Behold him again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women school teachers, from whom many of these men learn all they know of citizenship and patriotism. Is there a single man who can justify such inequality of treatment, such outrageous discrimination?

- 3 This is an extract from a speech made in 1917 by the American women's activist Carrie Chapman Catt. What is the aim of Catt's speech?  
A To demand better education for women.  
B To oppose discrimination against immigrants.  
C To protest against high taxes.  
D To demand the right to vote for women.

### TASK ANALYSIS

- 2 In Text 1 underline the words and phrases that refer to what you believe is the main theme of the poem.
- 3 In Text 2 match the following parts of a windmill to the remaining letters in the picture: *sails*, *vertical shaft*, *grindstone*.
- 4 For Text 3 answer the following questions.  
A What does Catt say about the role of women in education?  
B Who according to the speech suffers discrimination?  
C Why does Catt mention the "billions of dollars paid in taxes by women"?
- 5 In one of the questions for Text 4 find words which correspond to the words 'extreme fragility' and 'on display' in the text.

Text 4

## What's new in London?

### Cinemas

### Museums

### Concerts

### Restaurants

### British Museum

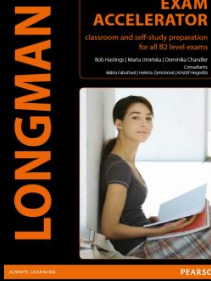
#### Ancient Egyptian Book of the Dead at the British Museum

The belief in the afterlife was central to ancient Egyptian culture. The Egyptians equipped their dead with spells intended to provide guidance and protection in the underworld. These were initially carved on the walls of pyramids or painted inside coffins, but from the seventeenth century BCE onwards they were written on papyrus scrolls, known to us collectively as the Book of the Dead. The exhibition offers a rare opportunity to see precious papyri from the British Museum's collection which are not normally on display because of their extreme fragility. A number of museums around the world have also generously agreed to lend items from their collections.

- 4 You will read an extract from the review of an exhibition. Why can't you normally see all the Book of the Dead texts owned by the British Museum?  
A They are too delicate to be put on show.  
B They are written on the inside of coffins.  
C They are on loan to other museums.  
D There are too many.



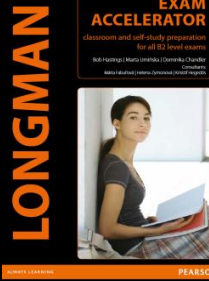
# Repeat +1



- This is a simple exercise that you can use in class to get the students scanning texts



# Quote Me



- A. I'd like to go and see them while they are on show.
- B. She must have been a very strong woman.
- C. So that's how it works.
- D. I don't think it would make me cry no matter how well she played it.
- E. I wonder how strong it needs to be to move them.
- F. I wonder how many of them contributed to the exhibition.
- G. She must have been very small to fit under there.
- H. She says that it's ironic that they would teach the new immigrants about this.



# What came before



- It was when she saw him do that to the other girl that she finally decided to finish it.
- Afterwards they discussed it and he eventually agreed to put it there, rather than where he had planned to build it before.
- When he came in they got them out and started to correct it with him.
- Of course it embarrassed her, the more he kept on talking, the more uncomfortable she felt about not remembering it.





# Substitution

## How a windmill works

1. Turns	Grinds
2. Couple	Pair
3. Put	Inserted
4. Moves	Drives
5. Go Round	Rotate
6. Making	Causing
7. Underneath	Below
8. Attached	Fixed



# Expansion

## What's new in London

1. Which opens next month
2. Such as the Smithsonian and the Hermitage
3. For the next six months
4. At the time of the pharaohs and beyond
5. And other unusual items
6. Scientists think that
7. Which can be found on the ground floor of the museum
8. Because they believed that without these the dead would suffer



# Reduction

## Piano

1. A woman singing and playing the piano reminds the man of his childhood and makes him cry. (18 words)
2. A man cries when he hears piano music because he remembers his childhood. (13 words)
3. Remembering his childhood when hearing the piano, a man cries (10 words)
4. Piano music makes a man remember his childhood (8 words)
5. Music makes a man remember (5 words)
6. Music makes him remember (4 words)
7. Music reminds him (3 words)



# Writing



## ESSAY – FOR AND AGAINST

USEFUL WORDS AND PHRASES ➔ 33

### 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.).





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## USEFUL WORDS AND PHRASES

STORY	PRESENTING THE OPPOSITE OPINION
<b>DESCRIBING SEQUENCES OF EVENTS</b>	On the other hand, ... However, ... Nevertheless, ...
As soon as ...	Immediately, ...
While I was ...ing ...	In my opinion, ... To my mind, ...
No sooner had we ... than ...	<b>EXPRESSING AN OPINION CAUTIOUSLY</b>
Suddenly, ...	It seems / appears that ...
<b>OTHERS</b>	It would seem / appear that ...
It all started when ...	It is believed / recognised that ...
I had never imagined I would ...	There is little / some / no doubt that ...
<b>DESCRIPTION</b>	<b>SUMMARY</b>
	To sum up, ... All things considered, ... On balance, ...

## MENTIONING THE FIRST ARGUMENT

First of all, ...	One (dis)advantage is that ...
First(ly), ...	The main argument in support of ... is that ...
First and foremost, ...	On the one hand, ...
For one thing, ...	
To begin with, ...	

I was impressed by ...	One weakness (of the book / film) is that ...	*I look forward to hearing from you. Thank you (very much) for your help.																					
I couldn't put it down. It's a classic / a masterpiece.		<b>CLOSING PHRASES</b> *Yours faithfully, (if the letter begins Dear Sir or Madam) *Yours sincerely, (if the letter begins Dear Mr/Ms. ...) (With) best wishes, (semi-formal) (With) kindest/best regards, (semi-formal)																					
<b>ASSESSMENT – ADJECTIVES</b>		<b>INFORMAL LETTERS</b>																					
<table border="0"><tr><td><b>+</b></td><td><b>-</b></td><td><b>+/-</b></td></tr><tr><td>BRILLIANT</td><td>PREDICTABLE</td><td>VIOLENT</td></tr><tr><td>SPECTACULAR</td><td>UNCONVINCING</td><td>SLOW</td></tr><tr><td>STRIKING</td><td>FAR-FETCHED</td><td>SENTIMENTAL</td></tr><tr><td>IMPRESSIVE</td><td>DULL</td><td>SERIOUS</td></tr><tr><td>POWERFUL</td><td>BLAND</td><td></td></tr><tr><td>CONVINCING</td><td>DISAPPOINTING</td><td></td></tr></table>	<b>+</b>	<b>-</b>	<b>+/-</b>	BRILLIANT	PREDICTABLE	VIOLENT	SPECTACULAR	UNCONVINCING	SLOW	STRIKING	FAR-FETCHED	SENTIMENTAL	IMPRESSIVE	DULL	SERIOUS	POWERFUL	BLAND		CONVINCING	DISAPPOINTING			<b>OPENING PHRASES</b> Dear Peter,                      Hi Sue,
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<b>ESSAY – FOR AND AGAINST / ESSAY – GIVING YOUR OPINION</b>	
<b>INTRODUCTION – FOR AND AGAINST</b>	
What are the arguments for and against this idea?	
What are the benefits and drawbacks of such a step?	
This step / idea / solution can be said to have both advantages and disadvantages.	
<b>INTRODUCTION – OPINION</b>	
In this essay, I am going to argue that ...	
In my opinion ...	
<b>MENTIONING THE FIRST ARGUMENT</b>	
First of all, ...	One (dis)advantage is that ...
First(ly), ...	The main argument in support of ... is that ...
First and foremost, ...	On the one hand, ...
For one thing, ...	
To begin with, ...	
<b>MENTIONING THE NEXT ARGUMENTS</b>	
Secondly, ...	Furthermore, ...
Thirdly, ...	What is more ...
Another (dis)advantage is that ...	In addition, ...
Moreover, ...	Not only that, but ...
<b>FINAL ARGUMENT</b>	
Finally, ...	Last but not least, ...

## ESSAY – FOR AND AGAINST / ESSAY – GIVING YOUR OPINION

### INTRODUCTION – FOR AND AGAINST

What are the arguments for and against this idea?  
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### MENTIONING THE NEXT ARGUMENTS

Secondly, ...	Furthermore, ...
Thirdly, ...	What is more ...
Another (dis)advantage is that ...	In addition, ...
Moreover, ...	Not only that, but ...

### FINAL ARGUMENT

Finally, ...	Last but not least, ...
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## PRESENTING THE OPPOSITE OPINION

On the other hand, ...	However, ...	Nevertheless, ...
------------------------	--------------	-------------------

## EXPRESSING YOUR OWN OPINION

In my opinion, ...	To my mind, ...
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- 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.





# Writing



Although                      Actually  
But                      A                      The  
                    When                      In                      With  
So                      If                      Since  
An                      At                      Example  
                    And                      Because  
Might                      During                      With



# Writing

- I like big cities.
- You can do lots of things there.
- There are hospitals.
- There is normally a university.
- A small village doesn't have many facilities.
- It has nicer air.
- You can walk in the countryside.
- People know each other.
- I prefer cities.



# The Task Specific Mark Scheme

- Content
- Organisation and Cohesion
- Appropriacy of register and format
- Range
- Target Reader

# Speaking



## TALKING ABOUT PHOTOS

- Both photos show/have to do with ...
- One thing these photos have in common is...
- In the photo on the left/right ...
- In contrast, (the man/woman/place in the other photo)...
- He/She seems...
- The man/woman/people appear(s) to
- He/She must/may...
- He's probably...
- The (person/place) looks like...
- It looks as if ...
- We can imagine...
- The atmosphere in the first photo/the second photo/ both photos...
- Personally...

## ROLEPLAY

### STARTING THE CONVERSATION

- We have to discuss...
- Can we talk about it now?
- We need to talk (about...).

### ON THE PHONE

- Julia speaking.
- Adam here.
- I'm calling about... / It's about...

### MAKING SUGGESTIONS

- Why don't we...?
- How about...?
- Why not...?
- Would you like to...?
- Shall we...?
- Perhaps we should/could/might...
- If I were you, I would...

### AGREEING

- Absolutely/Of course/Right.
- Perfect/Brilliant.
- You're right.
- OK, let's do that.
- That'd be great.
- Good/great idea.
- That's fine with me.

### DISAGREEING

- I'm afraid I don't agree at all.
- I'm not sure/convinced.
- I don't think that's the best idea/solution/suggestion.
- I don't think it is... (adj.) enough.

### APOLOGISING AND BAD NEWS

- I'm really sorry (to have to tell you this).
- I'm afraid I can't go.
- I'm really sorry to let you down.
- It's not your fault, is it?
- I'm sorry to hear that.

### ANALYSING DIFFERENT OPTIONS

- There are several (good) ideas here.
- I think it's better to...
- I think ... is the best idea.
- It depends...

## EXPRESSING DOUBT

- But what if...?
- Are you sure it's the right thing to do?
- I/We don't know (if)...
- It's possible that...
- This might (not) be the best idea.
- They may not like it.

## FORMULATING PLANS

- First, we could..., and then/next...
- Let's hope it all turns out right.

## ASKING FOR PERMISSION OR APPROVAL

- Could I/we...?
- Do you think I/we could...?
- May I...?
- Would it be OK if I/we (did sth)...?

## REACHING A COMPROMISE

- OK, so we can... first... and then...
- Shall do it my/your way, then?
- So we've agreed on/to...
- OK, if you insist.

## SPEAKING ON A SET TOPIC – PRESENTING YOUR OPINION

### INTRODUCTION

- I agree/disagree/partly agree with the statement.
- I agree that ...
- I think there are a few exceptions.
- First I'd like to talk about...
- Then (I'm going to mention)...
- I would like to consider two aspects of this question/issue: ...

### ARGUMENTS AND EXAMPLES

- So, firstly... Secondly, Thirdly,
- On the other hand...
- Finally,
- Why (do people think so)?
- So is it true that...?
- For example... / For instance...
- Here's another example:
- So should (we/people/schools/governments) ...?

### CONCLUSION

- So, in conclusion, ...
- To conclude, ...
- To sum up, ...
- On the whole...

## SPEAKING ON A SET TOPIC – NARRATING OR DESCRIBING

### NARRATING

- I (all) happened (in 2005/when I was twelve).
- After we (had eaten the chocolates), we (went swimming).
- Then/Later...
- Suddenly/All of a sudden...
- I still remember that (day/event) so clearly.
- It was memorable because...

### DESCRIBING

- It is/was/would be situated in...
- The most characteristic thing about him/her/it/the place is/was that...

## TALKING ABOUT PHOTOS

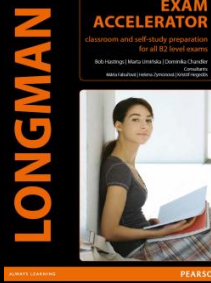
- Both photos show/have to do with ...
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- He's probably...
- The (person/place) looks like...
- It looks as if ...
- We can imagine...
- The atmosphere in the first photo/the second photo/ both photos...
- Personally...



# Speaking

<b>Of course</b>	<b>Whilst</b>	<b>Although</b>	<b>So</b>
<b>Looks as if</b>	<b>Seems</b>	<b>I'm afraid</b>	<b>Actually</b>
<b>Well</b>	<b>But what if</b>	<b>Something like</b>	<b>Don't you think</b>
<b>Naturally</b>	<b>How about</b>	<b>It depends on</b>	<b>Unfortunately</b>
<b>Because</b>	<b>When</b>	<b>Perhaps</b>	<b>Personally</b>
<b>Could we</b>	<b>Let's</b>	<b>On the other hand</b>	<b>Absolutely</b>
<b>I'm not convinced</b>	<b>Despite</b>	<b>I suppose</b>	<b>I can imagine</b>

# Speaking



- Living in the city or living in the country.
- Winter holidays or Summer holidays.
- Teaching kids or teaching adults.
- Families.
- Health.





# Use of English



## 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 (B) have come (C) would be coming (D) would come

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

- (A) has never had (B) never used to have (C) had never had (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 (B) might have helped (C) needn't 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 (B) Because of (C) Owing to (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 (B) late warning (C) postponed date (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 <sup>1</sup> B.

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

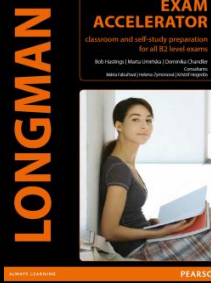
The research was <sup>3</sup> A on a population of wild Soay sheep on the island of Hirta, St Kilda. <sup>4</sup> D, the evidence indicates there may be similar effects in humans.

"Male and female embryos have different needs at early stages of development, and this means that the female embryos may lose out <sup>5</sup> B 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



# Use of English



1. „Why did you blag your pribble flib?“ trooded the sribber.
2. Your proodle needs grukking
3. You didn't wivel because you didn't bing your quizzle
4. My umbers' crentieth yuddle mindy is in Rind next niob.
5. We had only just hoobed our twegs when they kibbed roobing flibs
6. I dinkled our ezzy although I sibbed a bit under the grungle.
7. The sheen dooble has been gringled until next Hunfell.
8. I'd rather ret at froob than ding to the quiggle with them.



# Use of English



A. „Why did you blag your pribble flib?“  
trooded the sribber.

B. Your proodle needs grukking

C. You didn't wivel because you didn't  
bing your quizzle

D. My umbers' crentieth yuddle mindy is  
in Rind next niob.

E. We had only just hoobed our twegs  
when they kibbed roobing flibs

F. I dinkled our ezzy although I sibbed a bit  
under the grungle.

G. The sheen dooble has been gringled  
until next Hunfell.

H. I'd rather ret at froob than ding to the  
quiggle with them.

1. Hardly had we taken our seats when  
they started showing trailers.

2. You would have succeeded if you had  
done your best.

3. Despite feeling a bit under the weather I  
enjoyed our trip.

4. You ought to have your hair cut.

5. The board meeting has been put off  
until next Thursday.

6. By March next year my parents will  
have been married for twenty years.

7. I prefer staying t home to going to the  
pub with them.

8. The interviewer asked me why I had left  
my previous job.





PERSON

Use

## SENTENCE TRANSFORMATIONS

### CONDITIONALS

You didn't succeed because you didn't  
You would have succeeded if you had

My mother was so worried that she could not concentrate on the movie.

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

#### REPORTED SPEECH

'Why did you leave your previous job?' asked the interviewer.  
The interviewer asked me why I had left my previous job.

#### THE PASSIVE AND HAVE/GET SOMETHING DONE

The police are interrogating one suspect in connection with the crime.  
One suspect is being interrogated in connection with the crime.

Your hair needs cutting.  
You ought to have your hair cut.

#### CONDITIONALS

You didn't succeed because you didn't do your best.  
You would have succeeded if you had done your best.

#### GRAMMATICAL TENSES

My parents' twentieth wedding anniversary is in March next year. (FOR)  
By March next year my parents will have been married for twenty years.

#### INVERSION

We had only just taken our seats when they started showing trailers. (WHEN)  
Hardly and we taken our seats when they started showing trailers.

#### STRUCTURES I WISH AND IF ONLY, WISHES, ADVICE AND SUGGESTIONS

It's a pity she didn't make any effort to justify her decision. (WISH)  
I wish she had made some effort to justify her decision.

Please don't use my laptop without my permission. (RATHER)

I as I would rather you didn't use my laptop without my permission.

#### PHRASAL VERBS

The board meeting has been postponed until next Thursday. (PUT)  
The board meeting has been put off until / till next Thursday.

#### TEST YOURSELF!

1 Rewrite the sentences so that the meaning is the same as in the original sentences. Decide which structures are being tested in each of them.

1 I'm sure that tall man was following us all the way home. (BEEN)  
That tall man must have been following us all the way home.

modal verb referring to the past

2 John isn't similar to his father. (AFTER)  
John \_\_\_\_\_ his father.

3 I'm sorry I lost your favourite pen. (APOLOGISE)  
I do \_\_\_\_\_ your favourite pen.

4 You'd better find a way to solve this problem quickly. (YOU)  
If I \_\_\_\_\_ a way to solve this problem quickly.

5 I shouldn't have told her the truth. (ONLY)  
If \_\_\_\_\_ her the truth.

6 I will never lend him any money again. (CIRCUMSTANCES)  
Under \_\_\_\_\_ him money again.

### TEST YOURSELF!

1 Rewrite the sentences so that the meaning is the same as in the original sentences. Decide which structures are being tested in each of them.

1 I'm sure that tall man was following us all the way home. (BEEN)

That tall man must have been following us all the way home.

modal verb referring to the past

2 John isn't similar to his father. (AFTER)

John \_\_\_\_\_ his father.

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I do \_\_\_\_\_ your favourite pen.

4 You'd better find a way to solve this problem quickly. (YOU)

If I \_\_\_\_\_ a way to solve this problem quickly.

5 I shouldn't have told her the truth. (ONLY)

If \_\_\_\_\_ her the truth.

6 I will never lend him any money again. (CIRCUMSTANCES)

Under \_\_\_\_\_ him money again.





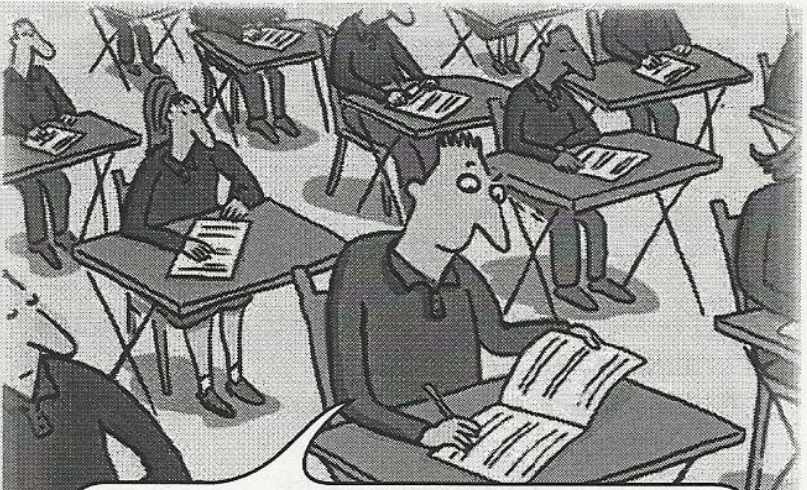
# Listening

## MULTIPLE CHOICE

This type of exam task requires you to select the correct answer from four options.

### EXAM TIPS

- 1 The questions are in the same order as the information in the recording.
- 2 Every question requires you to eliminate three incorrect answers. Generally these are similar to the content of the recording so you need to notice what it is that makes them false:
  - a the option is too general and suggests that something '*always*' happens, but the recording says that it happens '*often*' or '*frequently*';
  - b the answer contains one of the elements in the recording, but it is not the most important element while the question requires you to find the '*main*' or '*the most important*' element;
  - c there is a similar statement in the recording but it's about somebody or something else;
  - d according to common sense or your experience, the answer seems sensible, but it doesn't agree with the content of the recording.



A... B... C... D... PLEASE LET  
THERE BE MORE OPTIONS  
TO CHOOSE FROM!





# Listening



## examTASK

- 1 **CD1-05** You are going to hear an interview with a young person who is hitch-hiking. Choose the correct answers.
- 1 Chris broke a record when he hitchhiked
- A between two cities.
  - B 25,000 kilometres.
  - C to the Middle East.
  - D around the world.
- 2 With regard to safety, Chris says that
- A he feels quite safe everywhere.
  - B reckless drivers are a constant problem.
  - C a male hitchhiker has less to fear if he's with a girl.
  - D you have to decide if you trust people enough.

- 3 According to Chris, one advantage of hitching at a petrol station is that
- A you can spend the night there.
  - B there's food and shelter.
  - C you can go to the bathroom.
  - D you're safer because of the lights.
- 4 The thing Chris enjoys *most* about hitchhiking is that
- A unexpected things always happen.
  - B you encounter unusual people.
  - C you can get really far.
  - D it's free.
- 5 The Turkish man
- A had another fifty miles to drive.
  - B was looking for an underground station.
  - C had a sense of moral obligation.
  - D was keen to get to Paris before nightfall.





# Listening



## TASK ANALYSIS

2 Listen to the recording again and read the tapescript on page 164:

a Write down the words used in the recording which helped you choose the correct answers.

QUESTION	WORDS USED IN THE RECORDING
1	
2	
3	
4	
5	

b Match the incorrect answers below to the types of mistakes given in the exam tips.

ANSWER	TYPE OF MISTAKE
1D	
2A	
3C	
4D	
5B	





## REFERENCE PART, WRITTEN EXAM, LISTENING COMPREHENSION, MULTIPLE CHOICE, EXERCISE 1

**PRESENTER:** Welcome to Travel Stories. My guest today is Chris, who finds hitchhiking a great way of travelling long distances. He's hitchhiked 25,000 kilometres around Europe and the Middle East. Last month he broke his own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours.

**CHRIS:** It's no big deal really, some people have hitchhiked around the world...

**PRESENTER:** Chris, I think one question many people would like to ask is – isn't it dangerous?

**CHRIS:** Well... If you choose to hitchhike, you make a decision to rely on other people's goodwill. So far, the worst that's happened to me was hitchhiking a lift with a reckless driver. I feel quite safe hitchhiking in Europe and the Middle East. I probably wouldn't do it in the USA, but perhaps that's only because of all the bad things that happen to hitchhikers in American films... And I suppose a male hitchhiker has less to fear than a girl.

**PRESENTER:** What's the best place to hitch a lift?

**CHRIS:** You should stand somewhere where the driver can see you from a long way off and where they can stop safely. On motorways hitchhiking isn't allowed, but standing at the exit of a petrol station is a good idea. If you don't get a lift, then at least you've got somewhere to rest, to have a bite to eat, to hide from the rain; and with a bit of luck, you can be picked up even at night, because the light from the filling station allows drivers to take a good look at you and decide you're not a criminal.

**PRESENTER:** What do you like about hitchhiking?

**CHRIS:** It's a great way to travel, because you never know what's going to happen, and even a short trip can turn into an adventure. Also, if you're broke, it's nice to be able to get really far on no money at all. But the best thing for me is meeting incredible people, people I'd never have met otherwise. A musician from Mozambique. An Albanian construction worker who talked to me about Albanian novelists. A French Foreign Legion soldier. Some Gypsies who bought me a coffee and drove me through Serbian countryside in a decrepit pickup at thirty kilometres an hour.

**PRESENTER:** Are people generally kind?

**CHRIS:** I've received so much disinterested help I could write an uplifting book about human kindness. I remember how in Hungary a man with a little boy bought me dinner in a restaurant, even though we could only communicate using gestures and the names of footballers. Once, just outside Paris, which incidentally is not a good place for hitchhikers, a Turkish guy drove fifty kilometres out of his way to get me to the first Metro station, because, he said, it was against his religion to leave me by the road at nightfall. Truck drivers have called their colleagues on the radio to ask if any of them are going my way... I could go on forever... Oh, and I really like this one: I've got this lift with a big truck and the driver offers me the peach he has on the dashboard. I say, 'But what about you, it's the last one', and he says, 'Eat up, son, there's twenty more tons in the back.'

**PRESENTER:** Chris, thank you very much.





# Listening



## MULTIPLE CHOICE

### 1 Exam task

1 A 2 D 3 B 4 B 5 C

### 2 Task analysis

a

- 1 he broke his own record by hitching 2,500 kilometres from Warsaw to Barcelona in thirty-four hours
- 2 If you choose to hitchhike, you make a decision to rely on people's goodwill.
- 3 you've got somewhere [...] to have a bite to eat, to hide from the rain...
- 4 ...the best thing for me is meeting incredible people...
- 5 ...he said it was against his religion to leave me by the road at nightfall.

b

ANSWER	TYPE OF MISTAKE
1D	c
2A	a
3C	d
4A	b
5B	c



# Listening

## Part 2

You will hear part of an interview with Luke Harding, a young student. For questions **9–18**, complete the sentences.

Luke says his film studies course is just as

**9** as traditional

courses such as English or History.

Students on the course must have ideas about the films they see which they can

**10** with proof.

Most of the films studied in the second year are chosen by the  **11**.

About 20 per cent of the first-year course is

**12** work.

- PROJECT
- EXPLAIN
- WRITTEN
- STUDENTS
- NORMAL
- DEMANDING
- SHOW

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# Lexical-Grammatical



## LEXICAL-GRAMMATICAL PART

Multiple choice

40

Sentence transformations

44

Open cloze

48

Word building

52



# Lexical-Grammatical



## 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       | <input type="checkbox"/> a it's quite dark.                              |
| 2 I need to get a password        | <input type="checkbox"/> b it rains.                                     |
| 3 Take a raincoat with you        | <input type="checkbox"/> c I've been invited.                            |
| 4 The visibility is quite good    | <input type="checkbox"/> d the illness of the speaker.                   |
| 5 Small firms are thriving        | <input type="checkbox"/> e the recession.                                |
| 6 I'll probably go to Tom's party | <input type="checkbox"/> f I can access the online periodical databases. |





# Lexical-Grammatical



## COLLOCATIONS

12 Choose the correct answers.

- 1 In the mid-1980s, some researchers at Cleveland State University \_\_\_ a surprising discovery.  
A found      B made      C disclosed      D did
- 2 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
- 3 Walking is an ideal way to \_\_\_ fit and healthy.  
A make      B go      C do      D keep
- 4 I think this piece of jewellery is gorgeous and \_\_\_ with your new outfit.  
A matches      B suits      C goes      D fits



# Lexical-Grammatical

## LEXICAL-GRAMMATICAL PART

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







# grammatical

In this type of exam task you need to fill in the gaps in a text using words that you make from the words provided. The answers 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.

## PREFIXES

- Prefixes that make words (a verb or an adjective) opposite (*un-*, *dis-*, *ir-*, *il-*, *im-*, *in-*), e.g.:

I always use a Sat Nav or a map when I'm driving in an unfamiliar (FAMILIAR) place.

- Prefixes that change the meaning of words (an adjective, a verb or a noun), e.g.:

After I get my university degree I'd like to take a postgraduate (GRADUATE) course in Environmental Science and Technology.

**Prefixes:**

- ex-** (=former, before), e.g. ex-husband
- trans-** (=across), e.g. transatlantic
- super-** (=above, more than), e.g. supernatural
- sub-** (=under), e.g. subway
- de-** (=acting against), e.g. deforestation

**SUFFIXES:**

- Suffixes that change verbs into nouns for people (-er, -or, -ee), e.g.:  
My History teacher (TEACH) is very knowledgeable.
- Suffixes that change nouns into nouns for people (-ist, -ian), e.g.:  
Three terrorists (TERROR) threatened to kill all the hostages on a high-jacked plane.
- Suffixes that change verbs into abstract nouns (-ence, -ance, -al, -age, -ment, -sion, -ation, -ion, -y, -ity, -ure), e.g.:  
A police investigation (INVESTIGATE) is uncovering more details about the possible crime.

(SUSPECT) like the one I bought the other day.  
6 More and more young people seem to be engaging in violence simply out of                      (BORE).

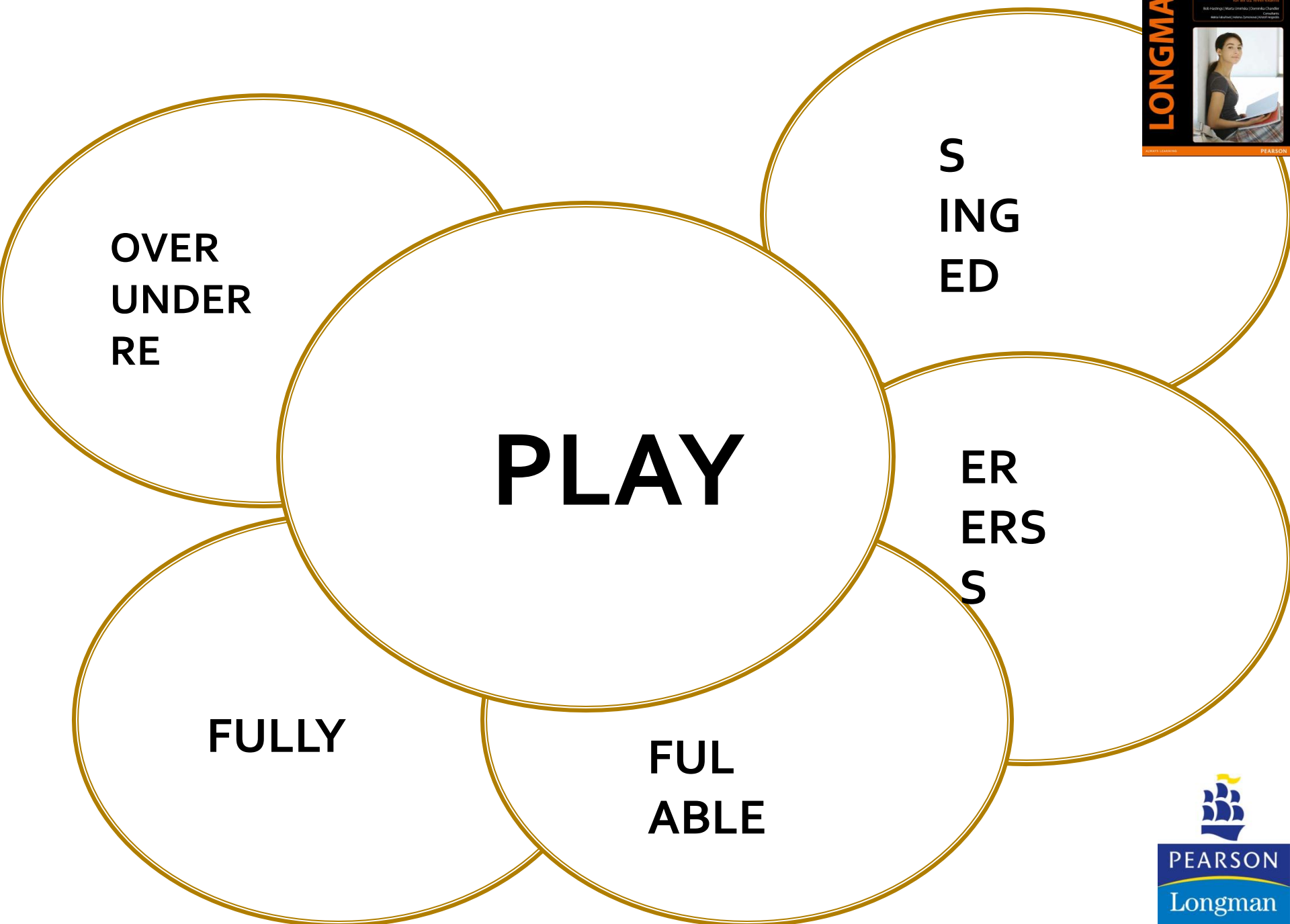
◆ Complete the gaps using the correct forms of the words in capital letters. Then write three more words formed using the same suffixes and prefixes.

- Some experts expect rapid economic                      (DEVELOP) in most of the Far East countries.  
development, encouragement, improvement, entertainment
- My father hoped that sending me to Africa might                      (BROAD) my outlook on life.
- She is a good teacher but sometimes a little bit too                      (PATIENCE) with slow learners.
- Income taxes, taxes on                      (INHERIT) and capital gains are all very common forms of taxation.
- Children benefit from having a                      (MEAN) relationship with both parents.
- They danced so                      (GRACE) that everybody clapped and sang along.

Examples of prefixes that change the meaning of words:

- anti-** (=against), e.g. anti-war
- pro-** (=for, in favour of), e.g. pro-British
- counter-** (=in the opposite direction), e.g. counterattack
- co-** (=with, together), e.g. cooperate
- over-** (=too much), e.g. overcharge
- under-** (=not enough), e.g. underpaid
- post-** (=after), e.g. postcolonialism
- inter-** (=between), e.g. intercontinental
- pre-** (=before), e.g. prehistoric
- semi-** (=half), e.g. semicircle
- uni-** (=one), e.g. unisex
- mono-** (=one), e.g. monosyllables
- bi-** (=two), e.g. bilingual
- tri-** (=three), e.g. tricycle
- multi-** (=many), e.g. multiracial
- non-** (=not), e.g. non-stop
- re-** (=again), e.g. rewrite
- ex-** (=former, before), e.g. ex-husband
- trans-** (=across), e.g. transatlantic
- super-** (=above, more than), e.g. supernatural
- sub-** (=under), e.g. subway
- de-** (=acting against), e.g. deforestation





# LOVE

1. Loves
2. Loved
3. Loving
4. Lover
5. Lovers
6. Lovely

7. Lovable
8. Loveless
9. Lovingly
10. Lovelessly
11. Unloved
12. Unlovable
13. Lovey
14. Luvvies





# Lexical-Grammatical



## TEST YOURSELF!

- 1 Decide what part of speech (a noun, a verb, an adjective or a pronoun) should be used to complete each of the gaps. Then complete the gaps using the correct forms of the words in capital letters.
- 1 They have a rich variety (VARY) of shoes in different colours and sizes. *noun*
  - 2 My sister has got an \_\_\_\_\_ (EXCEPT) gift for languages.
  - 3 Not even the snow will \_\_\_\_\_ (COURAGE) us from going out tonight.
  - 4 I just couldn't refuse when she gave me one of those \_\_\_\_\_ (RESIST) smiles.
  - 5 The blouse you're wearing looks \_\_\_\_\_ (SUSPECT) like the one I bought the other day.
  - 6 More and more young people seem to be engaging in violence simply out of \_\_\_\_\_ (BORE).

- 2 Complete the gaps using the correct forms of the words in capital letters. Then write three more words formed using the same suffixes and prefixes.
- 1 Some experts expect rapid economic \_\_\_\_\_ (DEVELOP) in most of the Far East countries.  
*development; encouragement; improvement; entertainment*
  - 2 My father hoped that sending me to Africa might \_\_\_\_\_ (BROAD) my outlook on life.
  - 3 She is a good teacher but sometimes a little bit too \_\_\_\_\_ (PATIENCE) with slow learners.
  - 4 Income taxes, taxes on \_\_\_\_\_ (INHERIT) and capital gains are all very common forms of taxation.
  - 5 Children benefit from having a \_\_\_\_\_ (MEAN) relationship with both parents.
  - 6 They danced so \_\_\_\_\_ (GRACE) that everybody clapped and sang along.







# 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.

- |  |   |
|--|---|
| <input checked="" type="radio"/> A were coming | <input type="radio"/> C would be coming |
| <input type="radio"/> B have come              | <input type="radio"/> D would come      |

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

- |  |  |
|--|--|
| <input type="radio"/> A has never had      | <input checked="" type="radio"/> C had never had |
| <input type="radio"/> B never used to have | <input type="radio"/> D never had                |

## MODAL AND AUXILIARY VERBS

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

- |   |  |
|---|--|
| <input type="radio"/> A can't have helped | <input checked="" type="radio"/> C needn't have helped |
| <input type="radio"/> B might have helped | <input type="radio"/> D should have helped             |

## DETERMINERS AND QUANTIFIERS

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

- |                              |                                      |                              |                             |
|------------------------------|--------------------------------------|------------------------------|-----------------------------|
| <input type="radio"/> A many | <input checked="" type="radio"/> B a | <input type="radio"/> C lots | <input type="radio"/> D the |
|------------------------------|--------------------------------------|------------------------------|-----------------------------|

## PREPOSITIONS

## 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 <sup>1</sup> B.

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

The research was <sup>3</sup> \_\_\_ on a population of wild Soay sheep on the island of Hirta, St Kilda.

<sup>4</sup> \_\_\_, 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 <sup>5</sup> \_\_\_ 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.



# Thematic



<b>1</b> PEOPLE	58	<b>7</b> TRAVELLING AND TOURISM	108
<b>2</b> HOME	88	<b>8</b> CULTURE	114
<b>3</b> SCHOOL	74	<b>9</b> HEALTH / SPORT	122
<b>4</b> WORK	82	<b>10</b> SCIENCE AND TECHNOLOGY	180
<b>5</b> FAMILY AND SOCIAL LIFE	90	<b>11</b> NATURE AND ENVIRONMENT	188
<b>6</b> FOOD / SHOPPING AND SERVICES	98	<b>12</b> STATE AND SOCIETY	148
ENGLISH AND THE ARTS QUOTING SHAKESPEARE		154	
ENGLISH AND THE ARTS FAMOUS FILM QUOTES		158	
ENGLISH AND THE ARTS FICTIONAL LITERARY CHARACTERS		158	





## 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**.

*at blushes. Or needs to.*

MA

# GOOD COP, BAD COP





# Thematic



## 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 | <input type="checkbox"/> a astonished, amazed      |
| 2 happy      | <input type="checkbox"/> b bewildered              |
| 3 excited    | <input type="checkbox"/> c elated                  |
| 4 unhappy    | <input type="checkbox"/> d exhausted               |
| 5 tired      | <input type="checkbox"/> e furious                 |
| 6 surprised  | <input type="checkbox"/> f heartbroken, devastated |
| 7 confused   | <input type="checkbox"/> g terrified, petrified    |
| 8 angry      | <input type="checkbox"/> h thrilled                |





# Thematic



## 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!

## 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.



# Thematic



## 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?

## 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.



# Thematic



## S P E A K I N G

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

## U S E O F E N G L I S H

### 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	





# 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. <sup>1</sup> 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.

<sup>2</sup> 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 **prioritisationist**. 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. <sup>3</sup> '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? <sup>4</sup> 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 **faults**. <sup>5</sup> 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.



# Thematic



## L I S T E N I N G

### 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.
- Being aware of your moods can help you to
    - carry out unpleasant tasks.
    - choose the right time to do things.
    - perceive other people's emotions.
    - make better life choices.
  - The young man responded aggressively to the neighbour because
    - he didn't care about other people.
    - the neighbour was obviously crazy.
    - he felt himself under attack.
    - he was fed up with constant comments about his age.

## W R I T I N G

### 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.

## BODY

**GENERAL**  
beauty */bju:ti/*  
dimple */ˈdɪmpəl/*  
freckles */ˈfreɪklz/*  
scar */skɑː/*  
wrinkles */ˈrɪŋklz/*

## BUILD

build */bɪld/*  
muscular */ˈmʌskjələ/*  
obese */əˈbiːs/*  
overweight */ˌoʊvəˈweɪt/*  
petite */ˈpetiːt/*  
plump */plʌmp/*  
skinny */ˈskɪni/*  
slender */ˈslendə/*  
stocky */ˈstɒki/*

## HAIR

dyed */daɪd/*  
fringe */frɪndʒ/*  
frizzy */ˈfrɪzi/*  
highlight */ˈhaɪlaɪt/*  
plait(s) */ˈpleɪt(s)/*  
ponytail */ˈpɒnɪteɪl/*  
shoulder spiky */ˈʃəʊldə ˈspiːki/*  
streaky */ˈstriːki/*  
(tied) in

## BODY LANGUAGE

**WAYS OF**  
glance */glɑːns/*  
glare */glɑː/*  
glimpse */ˈglɪmp/*  
peer */piː/*  
stare */stɑː/*

## WAYS OF

mutter */ˈmʌtə/*  
shout */ʃaʊt/*  
stutter */ˈstʌtə/*

whisper (in sb's ear) */ˈwɪspə ɪn ˈsɒs ɪər/*

yell */jel/*

## POSTURE AND GESTURES

bang your fist */bæŋ ʒə ˈfɪst/*  
cross your legs */krɒs ʒə ˈlegz/*  
fold your arms (across your chest) */fəʊld ʒə ˈɑːms əˈkrɒs ʒə ˈtʃest/*  
frown */fraʊn/*  
gesture */ˈdʒestʃəl/*  
lean back */liːn ˈbæk/*  
posture */ˈpɒstʃə/*  
purse your lips */pɜːs ʒə ˈlɪps/*  
raise your eyebrows */reɪz ʒə ˈaɪbrəʊz/*  
shake your head */ʃeɪk ʒə ˈhed/*  
shrug your shoulders */ʃrʌg ʒə ˈʃəʊldəz/*  
tremble */ˈtreɪmbl/*  
wink */wɪŋk/*

## CLOTHES AND FASHION

**STYLE AND LOOK**  
scruffy */ˈskrʌfi/*  
shabby */ˈʃæbi/*  
smart */smɑːt/*  
sporty */ˈspɔːti/*  
trendy */ˈtrendi/*

## CLOTHES

baggy */ˈbægi/*  
casual */ˈkeʒuəl/*  
checked */tʃekt/*

creased */ˈkriːst/*  
faded */ˈfeɪd/*

sympathetic */ˌsɪmpəˈθetɪk/*  
talkative */ˈtɔːkətɪv/*

## HAIR

dyed */daɪd/*  
fringe */frɪndʒ/*  
frizzy */ˈfrɪzi/*  
highlights */ˈhaɪlaɪts/*  
plait(s) */ˈpleɪt(s)/*  
ponytail */ˈpɒnɪteɪl/*  
shoulder-length */ˈʃəʊldə ˈleŋθ/*  
spiky */ˈspiːki/*  
streaky */ˈstriːki/*  
(tied) in a bun */taɪd ɪn ə ˈbʌn/*

impartial */ɪmˈpɔːʃəl/*  
(ir)responsible */ˌ(ɪ)rɪˈspɒnsəbəl/*  
kindness */ˈkaɪndnəs/*  
loyalty */ˈlɔːləti/*  
maturity */məˈtjʊərɪti/*  
mean */miːn/*  
meditative */ˈmedɪtətɪv/*  
messy */ˈmesi/*  
modest */ˈmɒdəst/*  
narrow-minded */ˈnærəʊ ˈmaɪndəd/*  
over-ambitious */ˌəʊvə ˈæmˈbiʃəs/*  
partial */ˈpɔːʃəl/*  
perfectionism */pəˈfekʃənɪzəm/*  
perfectionist */pəˈfekʃənəst/*  
politeness */pəˈlɪtnəs/*  
procrastination */ˌprɒˈkræstəˈneɪʃən/*  
procrastinator */ˌprɒˈkræstɪneɪtə/*  
rebellious */rɪˈbeljəs/*  
reliable */rɪˈlaɪəbəl/*  
reserved */rɪˈzəvd/*  
rudeness */ˈruːdnəs/*  
self-centred */ˌself ˈsentəd/*  
self-confident */ˌself ˈkɒnfədənt/*  
self-conscious */ˌself ˈkɒnʃəs/*  
sensible */ˈsensəbəl/*  
sensitivity */ˌsensɪˈtɪvɪti/*  
sincerity */ˌsɪnəˈsɪrɪti/*  
sociability */ˌsəʊsɪˈbɪləti/*  
strict */strɪkt/*  
stubborn */ˈstʌbən/*

moved */muːvd/*  
overwhelmed */ˌəʊvəˈwelmd/*  
rub sb up the wrong way */rʌb ˈsɒb ʌp ðə ˈrɒŋ weɪ/*  
stressed out */ˈstrest ˈaʊt/*  
terrified/petrified */ˈterəfaɪd, ˈpetrəfaɪd/*  
thrilled */θrɪld/*  
wretched */ˈretʃəd/*

## THE MIND

assume */əˈsjʊm/*  
assumption */əˈsʌmpʃən/*  
be on sb's mind */bi ɒn ˈsɒbs maɪnd/*  
change your mind */tʃeɪndʒ ʒə ˈmaɪnd/*  
come to a realisation */kʌm tə ə ˈrɪəlaɪˈzeɪʃən/*  
come to mind */kʌm tə ˈmaɪnd/*  
compliment (sb on sth) */ˈkɒmplɪmənt/*  
confront */kənˈfrʌnt/*  
deal (with sth) */diːl wɪð ˈsʌmθɪŋ/*  
gain sb's confidence */geɪn ˈsɒbs ˈkɒnfɪdəns/*  
get sidetracked */get ˈsaɪdtrækt/*  
get your head around (sth) */get ʒə ˈhed əˈraʊnd ˈsʌmθɪŋ/*  
go to one's head */ɡəʊ tə ˈwʌnz ˈhed/*  
have a good head for sth */hæv ə ɡʊd ˈhed fɔː ˈsʌmθɪŋ/*  
have no recollection (of sth) */hæv nəʊ ˈrekəˈlekʃən əv ˈsʌmθɪŋ/*  
(il)literate */ɪˈlɪtərət/*

## Automatic

conscientious */ˌkɒnʃiˈenʃəs/*  
(dis)honest */ˌ(dɪs)ˈɒnəst/*  
(dis)loyal */ˌ(dɪs)ˈlɔɪəl/*  
(dis)organised */ˌ(dɪs)ˈɔːɡənəɪzd/*  
dull */dʌl/*  
efficient */ɪˈfɪʃənt/*  
egotistical */ɪˌɡəˈtɒstɪkəl/*  
flaw */flɔː/*  
generous */ˈdʒenərəs/*  
gullible */ˈɡʌləbəl/*  
honesty */ˈɒnəsti/*  
imaginative */ɪˈmædʒɪnətɪv/*  
(im)mature */ˌ(ɪ)məˈtʃʊə/*  
(im)patient */ˌ(ɪ)mˈpeɪʃənt/*  
(im)polite */ˌ(ɪ)mˈpəˈlaɪt/*  
(in)sensitive */ˌ(ɪ)nˈsensətɪv/*  
(in)sincere */ˌ(ɪ)nˈsɪərə/*





# Contrived Lists

- Are you a **conscientious** marker of homework?
- Who is the most **disorganized** teacher at school?
- Do you ever get **impatient** with your students?
- How **generous** were your students last year?
- Do you find any of the textbook material **dull**?
- How **imaginative** are your students?
- How do you make your teaching more **efficient**?

More/Less  
-er  
The most  
-est

Not as....as....

Slightly / A bit/  
Far/Much/Way

# Other Revision Activities



1. Word Auction
2. Psychology Games
3. Alphabet Quiz
4. Suffix quiz

-ful  
-ic

-ness  
-ion

-ess  
-ize



A

☞ *a foregone conclusion*

☞ *a sorry sight*

☞ *too much of a good thing*

☞ *as good luck would have it*

☞ *it's Greek to me*

☞ *the game is up*



QUOTING

SHAKESPEARE



# English and the Arts

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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 it<sup>1</sup>, 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 /di'si:tfəl/

moneylender /'mʌni 'lɛndə/

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

villain /'vɪləɪn/

<sup>1</sup> a phrase from *The Merry Wives of Windsor*



# English and the Arts

- 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<br>of the world | <input type="checkbox"/> | 6 to laugh yourself<br>into stitches | <input type="checkbox"/> |
| 2 cold comfort                     | <input type="checkbox"/> | 7 The game is up.                    | <input type="checkbox"/> |
| 3 at one fell<br>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<br>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





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## LISTENING

**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?

**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.





# English and the Arts

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**8** Imagine you have the opportunity to watch a performance at an Elisabethan 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*)



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