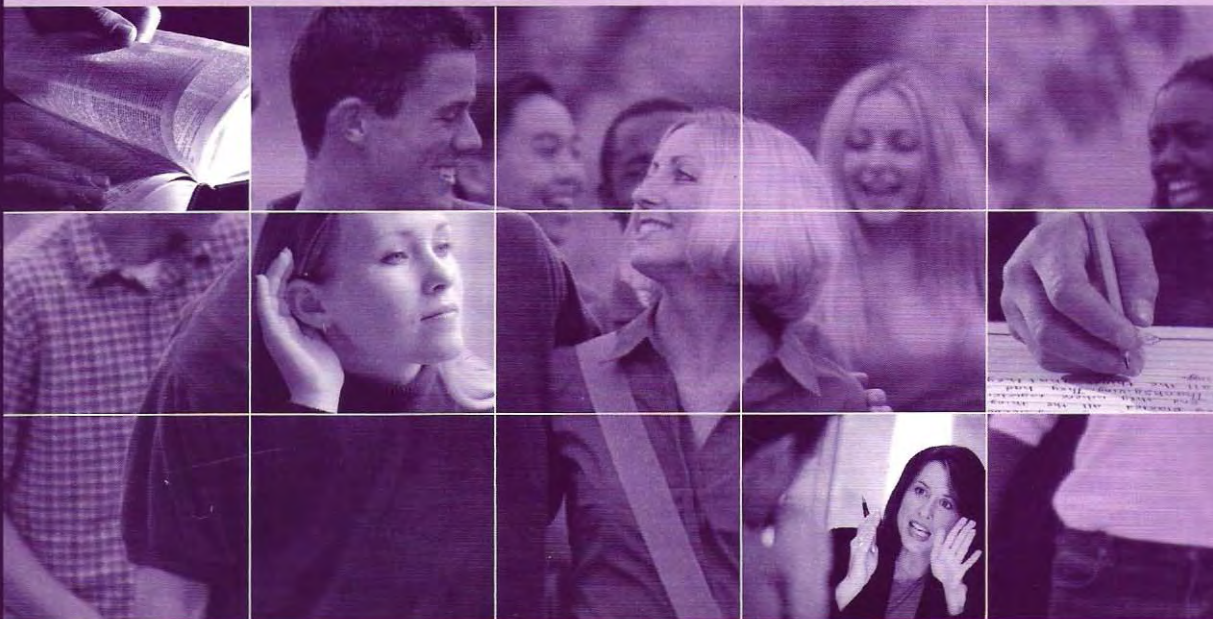


Ready for

# FCE

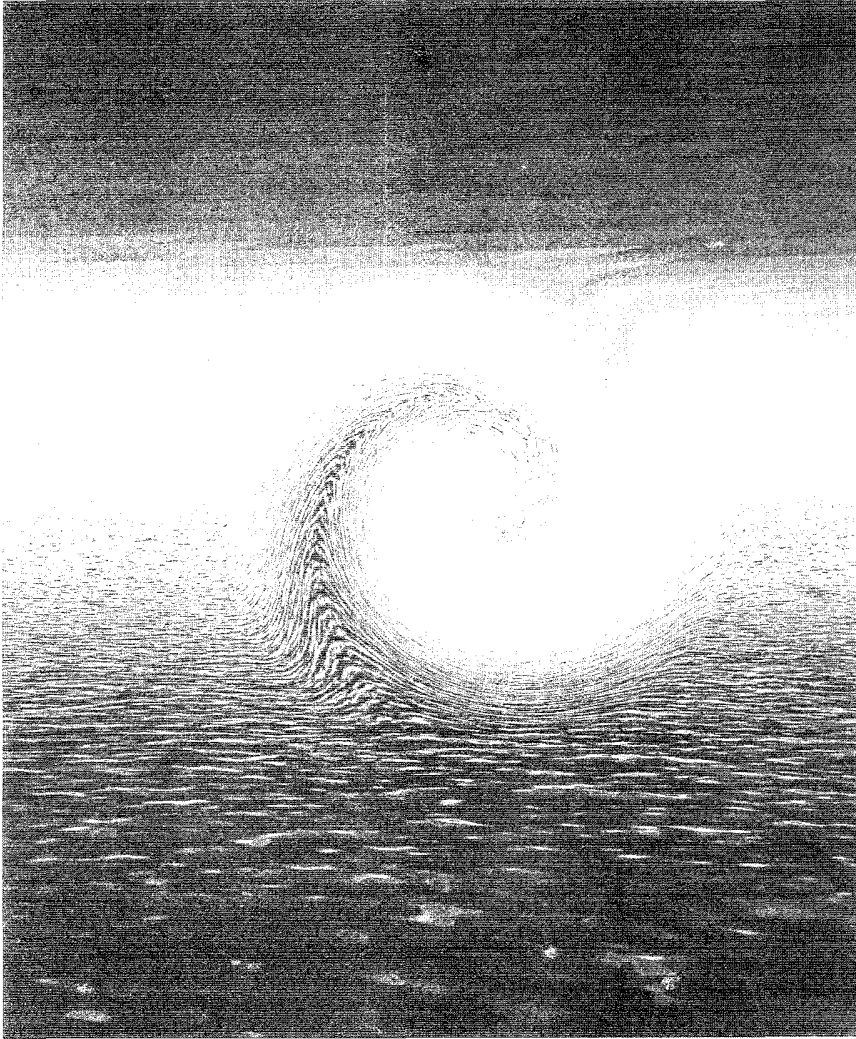
Roy Norris



Workbook  
with key

  
MACMILLAN

# Ready for First Certificate



Workbook  
**Roy Norris**

  
MACMILLAN

with  
Answer Key

# 1 Lifestyle

## Reading

### FCE Part 3

### Gapped text



- 1 You are going to read a magazine article about a woman who buys clothes from famous people and then sells them in her shop. Complete the following table as you read the article.

Name of Star	Former possessions
<i>Cher</i>	<i>shoes, jewellery, furniture</i>
_____	_____
_____	_____
_____	_____

## WHERE DID YOU GET THAT DRESS?

As a young child Gwen Crowley would often borrow her older sister's clothes and dress up as a princess or an actress. Gwen, 38, still likes to put on other people's clothes, only now the blouses and dresses she wears used to belong to famous film stars. She also buys clothes from celebrities such as Cher in order to sell them in her second-hand clothes shop, Star Wares, in Los Angeles.

Cher tends to get rid of a lot of her things each year and we just go over with a truck and pick them up. I've met her a few times, although **I've never been wearing any of her clothes at the time.**

I love Cher's style. I have her shoes, her jewellery and even some of her furniture. They're a real bargain because I pay less for them than she did originally. **Many of my customers don't wear the clothes they buy** and just keep them as memorabilia.

I also had a denim shirt which I bought from Mel Gibson. I wore it all the time, **even when I was decorating the house.**

I really liked that shirt and it was great fun telling people which famous person owned it before.

My first ever purchase was a white T-shirt of Cher's that had peace signs all over it and which I wore until it fell to pieces. But my favourite item of clothing at the moment is a black shirt of hers by Ghost. I'm a little bigger than her, so **her clothes are often quite tight on me.**  It's a plain, flowing shirt that feels really nice to wear – **except when it's raining.**

The shirt shrank and the sleeves, which were long, suddenly went up past my elbows. I was really upset. I had to go into the bathroom and put it under the dryer. Luckily it survived. Now I wear it just about everywhere – around the house, out shopping, at work.

Sometimes I see Cher in magazines and think, I'd like that top or dress,

and a few months later it comes into the shop. If she's worn the item on a CD cover or something, I don't usually buy it because then it becomes a collector's item and **can be very expensive.**

Although my husband doesn't share my passion, he was delighted when I bought him **Cary Grant's silver cigarette case** for his 40<sup>th</sup> birthday.  It's a real talking point at parties because my husband is called Lou and everybody asks: 'Why does it say Cary?' When he tells them, they're amazed.

It's wonderful to have a part of someone that you admire, that you can actually hold, look at, enjoy and wear. At the moment I've got my eye on **a very special costume from my all time favourite TV programme.**

It's not the sort of thing you can wear to the shops, but it would certainly attract attention at a fancy dress party!

2 Read the following instructions for this Part 3 Reading task.

Eight sentences have been removed from the article. Choose from the sentences **A-I** the one which fits each space (1-7). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

**How to go about it**

- Be careful with the pronouns *it* and *they* in the sentences below. In each case they refer to something different. When you make your choice, check carefully that *the whole sentence* fits in with the meaning of the text before and after the space.
- To help you do this parts of the text above are written in **bold**. Use these clues to match each sentence to the correct space.

- A** If it was something I really liked, though, I would buy it, no matter how much it cost.
- B** I got paint on it and all sorts of other stains, but it broke my heart when I finally had to throw it away.
- C** It's in a cloth bag and has the actor's name inscribed on the front.
- D** However, I like to enjoy my clothes and I always wear Cher's things until they're worn out.
- E** It's Dr McCoy's original tunic from the *Star Trek* series.
- F** I once wore it to a TV interview and got caught in a storm.
- G** They don't go with any of my other clothes but they still look good on me!
- H** This one, though, is a lot looser and fits me perfectly.
- I** I'm not sure how she'd react if she saw me in one of her old sweaters or skirts.



3 For each of the following definitions find a word in the text. The numbers in brackets refer to the boxed numbers in the text. The word you need is in the same paragraph.

- 1 famous people (eg film stars) (introduction) \_\_\_\_\_ (n)
- 2 collect; go and get (phrasal verb) (0) \_\_\_\_\_ (v)
- 3 something which is good value and cheaper than normal (1) \_\_\_\_\_ (n)
- 4 things you collect because they are connected with a person or event (1) \_\_\_\_\_ (n)
- 5 something you have bought (3) \_\_\_\_\_ (n)
- 6 became smaller (4) \_\_\_\_\_ (v)
- 7 extremely pleased (6) \_\_\_\_\_ (adj)
- 8 a costume you wear in order to look like a well-known person or thing (2 words) (7) \_\_\_\_\_ (n)

4 In each of the sentences below, complete the spaces to form a phrase which has the same meaning as the words in brackets. Each of the phrases is in the text.

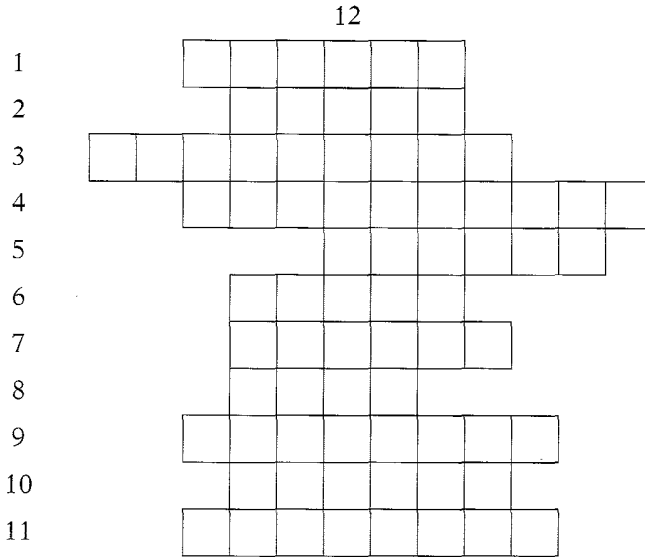
- 1 I'm going to dress \_\_\_\_\_ *Batman* for Jackie's fancy dress party. (put on clothes to look like)
- 2 My jeans were so old they eventually fell \_\_\_\_\_. (broke up into different parts)
- 3 I've got \_\_\_\_\_ a beautiful cottage that I saw for sale recently. (am interested in having)
- 4 It broke \_\_\_\_\_ when I finally had to throw away my old jumper. (made me sad)

## Vocabulary

Wordlist on page 202 of the Coursebook

### A Clothes

1 Use the clues below to help you complete the grid. When you have all the answers you will find an extra item of vocabulary for number 12 down.

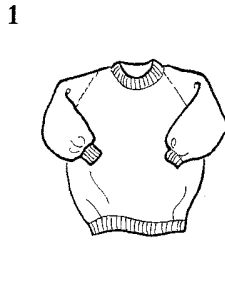


- 1 an adjective to describe clothes which look old and worn
- 2 a piece of cloth worn round the neck to keep you warm
- 3 loose top and trousers, worn by people during exercise or when training for sport
- 4 an adjective describing clothes which keep you dry
- 5 a shirt for girls or women
- 6 clothes which are simple and not colourful
- 7 a type of hat worn by motorcyclists and soldiers for protection
- 8 a narrow piece of leather or cloth worn round the waist
- 9 a piece of jewellery which you wear round your wrist
- 10 a type of jacket, often part of school uniform
- 11 soft shoes worn in the house

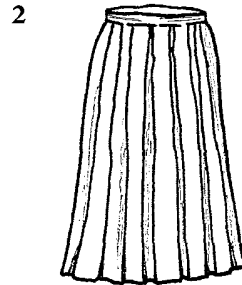
2 Use one of the adjectives from the Wordlist on page 202 of the Coursebook to describe each of the following items of clothing. The first one has been done for you (0).



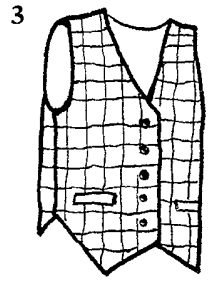
*a shabby  
overcoat*



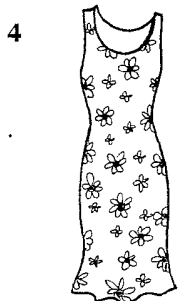
\_\_\_\_\_



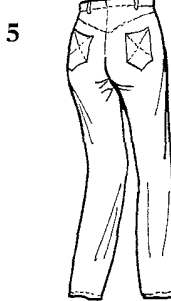
\_\_\_\_\_



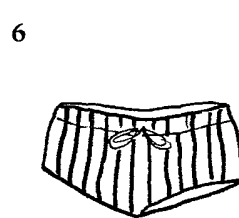
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**B Get**

Lexical phrase list on page 124 and Phrasal verb list on page 122

- 1 Complete each of the spaces with one of the words in the box to form a verb with *get*. The resulting verb with *get* should have the same meaning as the verb in brackets. The first one has been done for you (0).

on	off	over	away	<del>to</del>	out of	back	by
----	-----	------	------	---------------	--------	------	----

- 0 We didn't get to (arrive in) London until midnight.  
 1 I don't earn very much but I get \_\_\_\_\_ (manage to live) OK.  
 2 It took him a long time to get \_\_\_\_\_ (recover from) the flu.  
 3 What time do you think you'll get \_\_\_\_\_ (return)?  
 4 He was shot while trying to get \_\_\_\_\_ (escape) from the police.  
 5 He doesn't get \_\_\_\_\_ (have a good relationship) with his sister.  
 6 You have to get \_\_\_\_\_ (leave) the bus at the shopping centre.  
 7 I can't seem to get \_\_\_\_\_ (stop) the habit of biting my nails.
- 2 Complete each of the spaces with an appropriate word from the box.

rid	touch	ready	worse	paid	dressed	trouble	mark
-----	-------	-------	-------	------	---------	---------	------

- 1 I haven't written to Steve for ages – I really ought to get in \_\_\_\_\_ with him.  
 2 When he was 14 he got into \_\_\_\_\_ with the police.  
 3 I think footballers get \_\_\_\_\_ far too much.  
 4 The car kept breaking down so we decided to get \_\_\_\_\_ of it.  
 5 I spent the day getting \_\_\_\_\_ for Christmas, buying presents and cooking.  
 6 What \_\_\_\_\_ did you get for your writing homework?  
 7 My throat's getting \_\_\_\_\_. I think I ought to see a doctor.  
 8 Why are you still in your pyjamas. Hurry up and get \_\_\_\_\_ !

**C Word combinations**

- 1 Both the words in each of the pairs below can be used in combination with one of the words in the box. Write an appropriate noun from the box in each of the spaces. There is an example at the beginning (0).

event	premiere	party	<del>jacket</del>	story	interview	agency	industry
-------	----------	-------	-------------------	-------	-----------	--------	----------

- |             |               |              |       |
|-------------|---------------|--------------|-------|
| 0 dinner    |               | 4 television |       |
| sports      | <u>jacket</u> | job          | _____ |
| 1 fashion   | _____         | 5 social     | _____ |
| film        | _____         | sporting     | _____ |
| 2 model     | _____         | 6 film       | _____ |
| news        | _____         | world        | _____ |
| 3 political | _____         | 7 news       | _____ |
| birthday    | _____         | bedtime      | _____ |

- 2 Study the word combinations in exercise 1 for one minute. Then look at the words in the box and cover the exercise. How many combinations can you remember?

**Language focus**



Grammar reference on page 206 of the Coursebook

**A Adverbs of frequency**

For each of the following sentences decide if the position of the adverb of frequency is correct. If it is not correct, rewrite the sentence.

- 1 As a young child Gwen Crowley would often borrow her older sister's clothes.  
\_\_\_\_\_
- 2 I've met her a few times, although I never have been wearing any of her clothes at the time.  
\_\_\_\_\_
- 3 Her clothes often are quite tight on me.  
\_\_\_\_\_
- 4 I see sometimes Cher in magazines.  
\_\_\_\_\_
- 5 If she's worn the item on a CD cover, I don't usually buy it.  
\_\_\_\_\_

**B Used to and would**

In the following extract from the reading text, decide whether the underlined verbs can be used with:

- a both *used to* and *would*
- b only *used to*
- c neither *used to* nor *would*

I also (1) had a denim shirt which I (2) bought from Mel Gibson. I (3) wore it all the time, even when I was decorating. I really (4) liked that shirt and it was great fun telling people which famous actor (5) owned it before.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**Use of English**

**FCE Part 3**

**Transformations**

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

- 0 She often went abroad on holiday before she got married.  
**would**  
She would often go \_\_\_\_\_ abroad on holiday before she got married.
- 1 We tend not to eat much at lunchtime.  
**usually**  
We \_\_\_\_\_ at lunchtime.
- 2 I almost always go out on Saturday night.  
**ever**  
I \_\_\_\_\_ at home on Saturday night.
- 3 The stadium was always full on the day of the cup final.  
**used**  
The stadium \_\_\_\_\_ full on the day of the cup final.

4 He phones me at work all the time, and I've told him not to.

**keeps**

He \_\_\_\_\_ at work and I've told him not to.

5 Anna rarely gets less than 70% in her English exam.

**rare**

It \_\_\_\_\_ get less than 70% in her English exam.

6 I can't wait to go on holiday.

**forward**

I'm really \_\_\_\_\_ on holiday.

7 We've been back at school for two weeks and I still find it hard to get up early.

**used**

We've been back at school for two weeks and I'm still \_\_\_\_\_ up early.

## FCE Part 1

### Multiple choice cloze

Read the text below and decide which answer **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

#### A life with birds

For nearly 17 years David Cope has worked (0) as one of the Tower of London's Yeoman Warders, (1) \_\_\_\_\_ known to tourists as Beefeaters. David, 64, lives in a three-bedroomed flat right at the (2) \_\_\_\_\_ of the Byward Tower, one of the gatehouses. '(3) \_\_\_\_\_ our bedroom we have a marvellous view of Tower Bridge and the Thames.' says David.

The Tower of London is famous (4) \_\_\_\_\_ its ravens, the large black birds which have lived there for over three centuries. David was immediately fascinated by the birds and when he was (5) \_\_\_\_\_ the post of Raven Master eight years ago he had no (6) \_\_\_\_\_ in accepting it. 'The birds have now become my life and I'm always (7) \_\_\_\_\_ of the fact that I am (8) \_\_\_\_\_ a tradition. The legend says that if the ravens leave the Tower, England will fall to enemies, and it's my job to (9) \_\_\_\_\_ sure this doesn't happen!'

David (10) \_\_\_\_\_ about four hours a day to the care of the ravens. He has grown to love them and the (11) \_\_\_\_\_ that he lives right next to them is ideal. 'I can (12) \_\_\_\_\_ a close eye on them all the time, and not just when I'm working.' (13) \_\_\_\_\_, David's wife Mo was not (14) \_\_\_\_\_ on the idea of life in the Tower, but she too will be sad to leave when he retires next year. 'When we look out of our windows we see history (15) \_\_\_\_\_ around us, and we are taking it in and storing it up for our future memories.'

- |    |              |                |               |             |
|----|--------------|----------------|---------------|-------------|
| 0  | A like       | B <u>as</u>    | C because     | D at        |
| 1  | A more       | B better       | C sooner      | D very      |
| 2  | A height     | B summit       | C peak        | D top       |
| 3  | A Since      | B Out          | C From        | D Through   |
| 4  | A for        | B because      | C of          | D by        |
| 5  | A award      | B applied      | C presented   | D offered   |
| 6  | A regret     | B delay        | C hesitation  | D choice    |
| 7  | A aware      | B knowing      | C pleased     | D delighted |
| 8  | A holding    | B maintaining  | C surviving   | D lasting   |
| 9  | A take       | B make         | C have        | D keep      |
| 10 | A devotes    | B spends       | C passes      | D provides  |
| 11 | A reason     | B chance       | C opportunity | D fact      |
| 12 | A hold       | B have         | C keep        | D put       |
| 13 | A Firstly    | B First of all | C At first    | D First     |
| 14 | A interested | B keen         | C fond        | D happy     |
| 15 | A every      | B all          | C much        | D so        |





**Writing**

**Letters**

In the Writing Paper of the FCE exam you will have to write a letter. Some of the reasons for which we write letters are given in the table below.

- 1 Look at each of the sentences **1–10** and decide if the English used is formal or informal. Then put the number for each sentence in the correct column of the table below, next to the appropriate reason for writing. The first one has been done for you.

	Formal	Informal
Complaining	_____	_____
Asking for information	<u>1</u> _____	_____
Giving information	_____	_____
Correcting information	_____	_____
Giving advice	_____	_____

- 1 I would also be grateful if you could inform me of the prices and dates of your two-week and one-month intensive courses.
  - 2 You really shouldn't buy anything in the markets there – it's all poor quality stuff and far too expensive.
  - 3 I am writing to draw your attention to several inaccuracies contained in your article on secondary schools in Greece.
  - 4 And I do think you could have phoned me to tell me you weren't coming – I wasted the whole morning waiting for you!
  - 5 With regard to the number of children in our group, we estimate that there will be approximately 12 boys and 12 girls, all aged 15 and under.
  - 6 I thought your article was great, but I noticed a few things which were wrong, so I thought I'd better write and tell you about them before you send it off.
  - 7 Moreover, when the food eventually arrived, the fish was undercooked and we had to ask one of your waiters to take it back to the kitchen.
  - 8 Owing to the high frequency of thefts in the area, we would strongly advise you not to carry large amounts of cash with you.
  - 9 I reckon it'll take us about two hours to get to your place, so we should see you at about 3 o'clock.
  - 10 Can you let me know what time you think you'll be arriving?
- 2 Some of the words and expressions have been underlined in the sentences above. Match each formal word or expression with its informal equivalent and write them both in the table below. There is an example at the beginning.

Formal	Informal
<u>1 inform me</u> _____	<u>10 let me know</u> _____
_____	_____
_____	_____
_____	_____

**FCE Part 2**

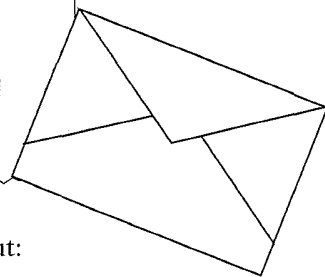
**Informal letters**

Informal letters: pages 10 and 11 of the Coursebook

- 1 Read the following Writing Part 1 instructions.
- You have just received a letter from your British penfriend, accepting your invitation to come and stay with you just after Christmas. Read the extract from the letter below, and then write a reply to your friend, answering his questions and telling him what plans you have for when he comes to visit.

Thanks very much for the invitation to stay with your family for a few days after Christmas - of course I'd love to come!

I've already found out about flights, and I could arrive at 12.30 midday on the 27th December. As you know, I've never been abroad during the Christmas holidays so I have no idea what to expect. What kinds of things do you normally do then? And what's the weather like there at that time of year? Let me know if there are any special clothes I should bring with me.



2 Note that for this task you have to tell your penfriend about:

- a the kinds of things you normally do at that time
- b any special clothes he needs to bring
- c the plans you have for when he comes to stay.

Read the model below and decide in which paragraph each of these three points is mentioned. Write each letter **a**, **b** and **c** next to the corresponding paragraph, **1**, **2** or **3**.

**Beginning**

Dear Roger

Thanks a lot for your letter - it was great to hear from you again and we're delighted you can come and stay with us.

**Paragraph 1**

As you can imagine, everything's very quiet here then. We normally spend the time just relaxing at home, getting over all the celebrations and finishing off the Christmas food! We either read or play games, and occasionally we go out for a walk in the snow.

**Paragraph 2**

When you're here, though, we'd like to take you to the mountains for a few days - they're really beautiful at this time of the year. We can go cross-country skiing during the day and then in the evenings we can try out the different restaurants. The area is famous for its good food.

**Paragraph 3**

The temperatures drop to minus 10° in December, so make sure you bring some warm clothes. A pair of walking boots would be ideal, as well as some waterproof trousers if you have them - just in case you fall over in the snow!

**Ending**

That's all for now, then. We'll see you at the airport on the 27th.  
Best wishes  
Katrin

3 Write your own letter to a British penfriend who is coming to stay with you for the first time for **a week in August**. Include the same points, **a**, **b** and **c**, as in the letter above and follow the same paragraph plan. Write your letter in **120–180** words.

### Don't forget!

Plan your letter before you write it. Use some of the informal language and linkers from page 10 of the Coursebook.

# 2 High energy

## Reading

### FCE Part 1

### Multiple matching

- 1 You are going to read an interview with Linford Christie, who used to be a professional athlete. The eight questions which the interviewer asked have been removed from the article. Choose from the questions **A-I** the one which fits each space (1-7). There is one extra question which you do not need to use. There is an example at the beginning (0).

- A Has the Internet changed the nature of sport?
- B What makes a winner?
- C What do you do now that you're retired?
- D What's your most useful piece of equipment?
- E Has technology made sport too serious?
- F How do nerves affect you?
- G Do you run faster if you're angry?
- H How do you prepare for an important race?
- I Did you always want to be a professional athlete?



# Linford Christie

0 | |

I didn't know I was going to be one until quite late on. I only became a professional when I was 25, which is quite unusual. If I'd known before, I'd have started training earlier. My dad wanted me to be an electrician, but like everyone else I wanted to be a footballer.

1 | |

You certainly have to be in good physical condition. If you train hard, you can be a world-class distance runner, but you have to be born a champion sprinter. I run 105 metres. Most people run 95 and then slow down, but that is how you lose a race. My coach always taught me to keep on running through the finishing line.

2 | |

They're something a good sprinter has to learn to live with. Sometimes they start a week before a race: you think about it and your heart goes faster. After a while, you learn to control them and just get a little **edgy** a couple of hours before the race.

3 | |

Sprinting is an aggressive sport, but the aggression has to be controlled. Too much anger and you become tense, and that's the worst thing for a runner. Everyone has their own way of preparing themselves mentally for a race, but you can't afford **to get too worked up** or you'll lose.

4 | |

**I'm not into it myself** because you can become too addicted. But it does make it easier to get information. You can consult different web pages to find out about legal herbs and vitamins which will help you run better, or which competitions your colleagues are taking part in and what times they do. But I don't use it as much as some people.

5 | |

Yes, to a certain extent it has, and I think that sometimes we rely on it too much. I was disqualified for three false starts in the Atlanta Olympics, thanks to a machine which said I'd left the starting blocks too early. Machines

have dehumanised sport and taken some of the fun out of it, but having said that, I do think they are very useful.

6 | |

Without a doubt it's my start machine, a kind of electronic stopwatch, which I got in 1990 for £1,500. **It was pricey** even then but it was vital for my running career. In the first twelve months I had it, I improved my time over 60m from 6.8 seconds to 6.6. It may not sound very much, but in athletics it can make the difference between a winner and a runner-up.

7 | |

I still train and run a little, but I've been doing other things as well: presenting TV sports programmes, advertising, modelling, as well as running my company Nuff Respect, which helps to market and manage sports people. I always think like a competitor, because it's the only way I can succeed. I have **to be on the go** all the time; I can't just sit doing nothing.

2 The informal words and expressions in 1–5 below appear in **bold** in the text. Use the context to help you decide on the most appropriate meaning, **A**, **B**, **C** or **D**, for each one as it appears in the text. The paragraph numbers are given in brackets.

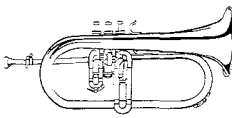
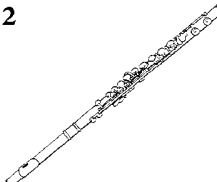

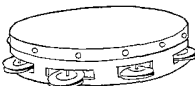
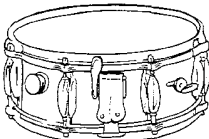

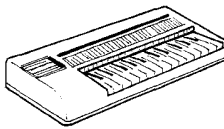
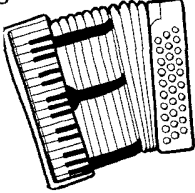
- |  |  |
|--|--|
| <p>1 edgy (2)<br/> <b>A</b> faster<br/> <b>B</b> tired<br/> <b>C</b> nervous<br/> <b>D</b> worried</p> <p>2 to get too worked up (3)<br/> <b>A</b> to work too hard<br/> <b>B</b> to do too many things at the same time<br/> <b>C</b> to get too angry<br/> <b>D</b> to earn too much money</p> <p>3 I'm not into it myself (4)<br/> <b>A</b> I haven't got it.<br/> <b>B</b> I'm not interested in it.<br/> <b>C</b> I never use it.<br/> <b>D</b> I don't worry about it.</p> | <p>4 It was pricey (6)<br/> <b>A</b> I won it in a competition.<br/> <b>B</b> It was very useful.<br/> <b>C</b> I bought it second-hand.<br/> <b>D</b> It cost a lot of money.</p> <p>5 to be on the go (7)<br/> <b>A</b> to be busy<br/> <b>B</b> to compete in races<br/> <b>C</b> to leave<br/> <b>D</b> to be successful</p> |
|--|--|

**Vocabulary**

Wordlist on page 202 of the Coursebook

**A Music**

Can you identify each of the following musical instruments?

1	2	3	4
			
_____	_____	_____	_____
5	6	7	8
			
_____	_____	_____	_____

**B Sport**

1 Write the words for the people who do each of the following sports.

**Example:**

surfing surfer

- |              |       |                |       |
|--------------|-------|----------------|-------|
| a athletics  | _____ | e gymnastics   | _____ |
| b basketball | _____ | f skiing       | _____ |
| c cycling    | _____ | g snowboarding | _____ |
| d golf       | _____ | h tennis       | _____ |

2 Match the sports in column A with the places in column B.

A		B
1 motor-racing	<u>circuit</u>	rink
2 football	_____	court
3 athletics	_____	slope
4 ski	_____	pool
5 swimming	_____	track
6 golf	_____	pitch
7 tennis	_____	circuit
8 ice-skating	_____	course

3 In questions 1–8 choose the best answer A, B, C or D to complete these sentences.

- 1 He was given a full set of golf \_\_\_\_\_ as a retirement present.  
 A bats                      B clubs                      C sticks                      D posts
- 2 Only five seconds separated the winner from the \_\_\_\_\_ in this year's London marathon.  
 A opponent                B failure                      C loser                      D runner-up
- 3 Olympiakos \_\_\_\_\_ 0–0 with Real Madrid in the first leg of the semi-final in Athens.  
 A drew                      B equalled                      C equalized                      D shared
- 4 Second Division football \_\_\_\_\_ get paid very little in my country.  
 A judges                      B arbitrators                      C referees                      D umpires
- 5 We are expecting over 300 surfers to take \_\_\_\_\_ in this year's national surfing championship.  
 A place                      B up                      C part                      D competition
- 6 I've never really enjoyed \_\_\_\_\_ sport.  
 A going in                      B taking up                      C practising                      D doing
- 7 The home side \_\_\_\_\_ 76–75 in a thrilling game of basketball.  
 A won                      B beat                      C scored                      D marked
- 8 The players were cheered by their \_\_\_\_\_ as they came off the pitch.  
 A audience                      B supporters                      C viewers                      D public

## Language focus



Grammar reference on page 206 of the Coursebook

### A Indirect questions

Complete these sentences by putting the words in the right order.

- 1 doing/have/me/been/you/telling/what/recently  
 Would you mind \_\_\_\_\_ ?
- 2 something/can/cold/drink/where/I/to/get  
 Does anybody know \_\_\_\_\_ ?
- 3 party/time/week/the/are/what/you/coming/to/next  
 Could you tell me \_\_\_\_\_ ?
- 4 homework/did/the/not/me/you/to/do/why  
 Could you explain \_\_\_\_\_ ?
- 5 interested/Friday/playing/if/in/on/are/tennis/you  
 We'd like to know \_\_\_\_\_ .
- 6 he/living/does/a/for/what  
 I wonder \_\_\_\_\_ .

## B Gerunds and infinitives

Complete each of the following spaces with either the gerund or the infinitive of the word in brackets.

- I don't mind \_\_\_\_\_ (look) after the neighbour's cat for a week, but I refuse \_\_\_\_\_ (have) it here in the house.
- At first I was really keen on the idea of \_\_\_\_\_ (learn) \_\_\_\_\_ (speak) Swahili, but now I'm beginning \_\_\_\_\_ (think) it's a bit of a waste of time.
- There appeared \_\_\_\_\_ (be) no one in the house. Pickering considered \_\_\_\_\_ (climb) through one of the open windows but if he did this, he risked \_\_\_\_\_ (attract) the attention of the neighbours. He decided \_\_\_\_\_ (wait) until it was dark.
- Please stop \_\_\_\_\_ (make) so much noise. I'm trying \_\_\_\_\_ (concentrate).
- I really don't feel like \_\_\_\_\_ (go) out tonight. I'd prefer \_\_\_\_\_ (stay) in and watch a video.
- \_\_\_\_\_ (give) up chocolate is a good idea, but if you intend \_\_\_\_\_ (lose) ten kilos in three months you'll have to do a lot more than that!
- I'm delighted \_\_\_\_\_ (hear) you're coming to the wedding. Rachel and I are certainly both looking forward to \_\_\_\_\_ (see) you again.
- I've been meaning \_\_\_\_\_ (paint) the front door for ages, but I keep \_\_\_\_\_ (forget) \_\_\_\_\_ (buy) the paint.
- We'd really like \_\_\_\_\_ (live) in the city centre but it's virtually impossible \_\_\_\_\_ (find) a three-bedroomed flat at a price we can afford \_\_\_\_\_ (pay).
- I left school when I was 16 \_\_\_\_\_ (work) in my father's firm, but now I regret not \_\_\_\_\_ (go) to university.

## Use of English

### FCE Part 2

#### Open cloze: Prepositions

Complete each of the following spaces with a suitable preposition. The first one has been done for you (0).

#### Heavy musicians

I've never been particularly fond (0) *of* heavy metal music, but my dad's a real fan. He used to go and see groups play (1) \_\_\_\_\_ concert all the time when he was a teenager, and when he found out that one of his favourite live bands, 'Black Purple', was going (2) \_\_\_\_\_ tour again, he just had to get tickets. He told me the lead vocalist was famous (3) \_\_\_\_\_ being a bit crazy and that he used to jump off the stage (4) \_\_\_\_\_ the audience. I knew they'd had a few records (5) \_\_\_\_\_ the charts (6) \_\_\_\_\_ the seventies, and the two or three tracks I'd heard (7) \_\_\_\_\_ the radio didn't sound too bad, so when my dad asked me to go with him I agreed. When they came (8) \_\_\_\_\_ stage I began to realize I'd made a big mistake. All the members of the band were (9) \_\_\_\_\_ least 60 years old, they all looked really (10) \_\_\_\_\_ of condition and they produced some of the worst sounds I've ever heard. The guitarists were either extremely untalented or their instruments just weren't (11) \_\_\_\_\_ tune. The drummer looked completely uninterested (12) \_\_\_\_\_ everything and seemed to be playing the same beat over and over again. And as for the lead vocalist, he was quite good (13) \_\_\_\_\_ jumping up and down, but he certainly couldn't sing. I got fed up (14) \_\_\_\_\_ it all after about three songs and wanted to go home, but my dad made me stay (15) \_\_\_\_\_ the end.

**FCE Part 3**

**Transformations**

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

- 0 Rita, could I borrow your dictionary?  
**mind**  
Rita, would you mind lending me your dictionary?
- 1 It's impossible for me not to laugh when he starts singing.  
**help**  
I can't \_\_\_\_\_ when he starts singing.
- 2 I'm going to start playing golf this year.  
**take**  
I'm going \_\_\_\_\_ this year.
- 3 I don't like playing football very much.  
**keen**  
I \_\_\_\_\_ playing football.
- 4 I hate it when I'm ill.  
**stand**  
I \_\_\_\_\_ ill.
- 5 Andrea doesn't usually arrive late.  
**unusual**  
It \_\_\_\_\_ arrive late.
- 6 Do you know where they're going to hold the Olympic Games in 2008?  
**place**  
Do you know where the Olympic Games are going \_\_\_\_\_ in 2008?
- 7 I can't play tennis very well.  
**good**  
I \_\_\_\_\_ playing tennis.

**FCE Part 5**

**Word formation**

Use the word given in capitals at the end of each line to form a word that fits the space. The word you need may be an adjective, an adverb, a noun or the past tense of a verb. All of the words require a prefix.

- 1 Most of what you've written in your composition has nothing to do with the question and is therefore \_\_\_\_\_ . **RELEVANT**
- 2 There was some \_\_\_\_\_ about who should be team captain. **AGREE**
- 3 You obviously \_\_\_\_\_ when I set the homework. You've done the wrong exercise. **UNDERSTAND**
- 4 He claimed he had won the lottery, though most people who knew him suspected he had obtained the money \_\_\_\_\_. **HONEST**
- 5 Derek is so \_\_\_\_\_. You can never trust him to arrive on time for anything. **RELY**
- 6 His childish and \_\_\_\_\_ behaviour often gets him into trouble at school. **MATURE**
- 7 I keep telling you you're \_\_\_\_\_ ; those trousers are far too tight for you now! **WEIGH**
- 8 The potatoes are \_\_\_\_\_ ; you should have boiled them for a bit longer. **COOK**
- 9 The parents, who had left the two young children alone in the house, were accused of behaving \_\_\_\_\_. **RESPONSIBLE**
- 10 He always asks me what I think he should do. He seems \_\_\_\_\_ of making his own decisions. **CAPABLE**

## Writing

### FCE Part 1

#### Transactional letters

Read the following Writing Part 1 question and do the related tasks in **A–D** below.

You would like to go on a short skiing holiday in winter. Your friend Nick, who went skiing in Scotland last year, has sent you the following advertisement for the resort he stayed at. Read the advertisement and the notes you have made, then write a letter to Nick asking for more information.

Write a **letter** of between **120–180** words in an appropriate style. Do not write any addresses.

**SKIING IN SCOTLAND**

at the Nevis Range ski resort  
close to Ben Nevis, Britain's highest mountain.  
Only a train journey away!

Nevis Range offers the best skiing in Scotland with 12 lifts and 40 downhill runs up to two km long. Runs are wide and varied with easy 'green' runs through to very difficult 'black' ones.

Our three or five day package includes:

- accommodation in centrally heated cabins
- full board
- lift pass

daily classes also available

**Price:** £150 three days  
£195 five days

Caledonian Spirit Ltd  
Fort William, Scotland  
Tel: 01397 27716

*Handwritten notes:*

- cheaper by bus? (points to 'Only a train journey away!')
- How many? (points to '12 lifts and 40 downhill runs')
- useful? (points to 'Our three or five day package includes:')
- good instructors? (points to 'daily classes also available')
- ask about cost of ski hire (points to 'Price:')

#### A Formal and informal style

In **1–10** below, decide which of the two sentences, **a** or **b**, is written in a more informal style and put a tick (✓) next to it.

- a** Firstly, as I'm not an experienced skier, I'd really like to know how many green runs there are.

**b** Firstly, owing to the fact that I am not an experienced skier, I am particularly interested to know how many green runs there are.
- a** And can you remember if the skis cost a lot to hire?

**b** In addition to this, could you give me some information on the cost of equipment hire?
- a** I am writing in response to the advertisement you sent me about skiing in Nevis Range.

**b** Thanks for sending me the advert about skiing in Nevis Range.





**C Building on the information given**

Candidates who write good answers to Part 1 questions attempt to build on the information given by adding relevant points of their own.

Read the following three sentences and decide at which point in the letter in B above they could each go.

- 1 I expect you went on all the black runs, but they'd be much too difficult for me.
- 2 As you know, I haven't got much money at the moment, so the holiday needs to be as cheap as possible.
- 3 If they're too expensive, I'll ask a friend to lend me hers.

**D Linking words and expressions**

Look back at the sentences in A on pages 15 and 16 and find the formal equivalents for the following informal linking words and expressions.

Informal	Formal
as well	<u>in addition</u>
and	_____
as	_____
so	_____
but	_____

**E Writing task**

Answer the following Part 1 question.

You are studying English in London and you have just received a letter from your friend, Ken, who is a sailing instructor on the south coast. Read the following extract from the letter together with the notes you have made. Then write to your friend asking for more information.

and I'm really enjoying the job.

By the way, we're going to run weekend sailing courses for complete beginners. Why don't you come down to Hamble and do one? You've always said you wanted to learn to sail, so this would be an ideal opportunity. And after only a few weekends you could get your RYA 2 certificate.

We start the first one next month - let me know if you're interested.

Best wishes

Ken

*how many?*

*more details, please*

*Don't forget to ask:*

- *need to be a good swimmer?*
- *possible to stay at your house?*
- *number of hours each day?*

**Don't forget!**

Write a **letter** of between **120–180** words in an appropriate style. Do not write any addresses.

You're writing to a friend, so use informal language. Look again at pages 10 and 11 of the Coursebook for information about writing informal letters.

# 3

# A change for the better?

## Reading

### FCE Part 4

### Multiple matching

- 1 You are going to read a magazine article in which people are interviewed about technology. Read through the six texts quite quickly and decide:
- a which of the people speak positively about technology. \_\_\_\_\_
  - b which of them have a more negative opinion. \_\_\_\_\_

## Technology and you

Like it or not, technology is a fact of life. But what do you think of it all?  
June Avery asked some of our readers.

### A Angela

My mother bought me a microwave oven recently. I couldn't believe it – like me, she was never very keen on modern technology and there she was, buying me a microwave. I live on my own in a one-bedroomed flat and it just about fits into the corner of my tiny kitchen. I have to admit, it's extremely handy, particularly as I don't have a great deal of time to cook when I get home from work. I virtually depend on it now.

### B Barbara

First of all, of course, we got a PC, partly because it's so useful for work, but also, I suppose, because everyone else seemed to have one. That was fine for a couple of years, but then the kids took it over with their computer games, so we got ourselves a laptop for our own exclusive use. It doesn't take up much room, and being portable we can use it in any part of the house. After that, we just couldn't help ourselves every time a new piece of technology came out; a palm top or personal organizer, a digital video camera, a video mobile phone – we just had to have it. And the more things we buy, of course, the more we want.

### C Carol

Our house is full of all the latest gadgets. In the kitchen alone we've got an electric carving knife, a yoghurt maker, an automatic potato peeler, a bread making machine and a device for taking the stones out of peaches without cutting them open. As far as I'm concerned, though, they're a waste of time. They're always going wrong and my husband keeps having to mend them. I think they're more trouble than they're worth but he seems to think we couldn't get by without them.

### D Dorothy

Like most people we have our fair share of appliances. I couldn't imagine living without a freezer or a washing machine; and who hasn't got a cooker or a fridge nowadays? I know people had to cope without these things 40 or 50 years ago, but the world was a different place then, wasn't it? Everything's so much faster now, and in some families men and women work just as many hours as each other away from home. We couldn't do that *and* bring up children without the support of all these labour-saving devices.

### E Elsie

We're a bit too old for all this technology. A friend of ours says we should be on the Internet but I can't see why, and to be honest I'd be too scared to use it. It's all too fast for me. In the old days everything used to be so much more simple and people seemed to spend a lot more time chatting to each other.

### F Florence

The Internet has revolutionised people's lives, and we're no exception. We use it for everything, especially shopping. It's so much more convenient than actually going to the shops. Of course, you don't get the same personal treatment, but now that most people go to supermarkets and these large shopping centres, I really don't think you get much of that anyway nowadays. Of course, there are some things we pop out to buy such as bread or milk, but generally, once a month we make an order from the nearest hypermarket via the Internet and no more than a couple of hours later it's all packed away in the fridge or the freezer.

2 For questions 1–15, choose from the people (A–F). The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

**Which of the people A–F**

- |  |                             |                             |  |
|--|-----------------------------|-----------------------------|--|
| was surprised by another person's actions?                     | <input type="checkbox"/> 0  | <input type="checkbox"/> A  |  |
| often has problems with machines?                              | <input type="checkbox"/> 1  | <input type="checkbox"/>    |  |
| finds it impossible to resist buying the latest technology?    | <input type="checkbox"/> 2  | <input type="checkbox"/>    |  |
| is frightened of some of the new technology?                   | <input type="checkbox"/> 3  | <input type="checkbox"/>    |  |
| doesn't feel she is any different from other people?           | <input type="checkbox"/> 4  | <input type="checkbox"/>    |  |
| likes the speed with which things can be done?                 | <input type="checkbox"/> 5  | <input type="checkbox"/>    | <input type="checkbox"/> 6 <input type="checkbox"/>  |
| feels that technology is important in the modern-day family?   | <input type="checkbox"/> 7  | <input type="checkbox"/>    |  |
| doesn't agree with someone else in the family?                 | <input type="checkbox"/> 8  | <input type="checkbox"/>    |  |
| has changed her way of thinking?                               | <input type="checkbox"/> 9  | <input type="checkbox"/>    |  |
| doesn't like the fact that people talk to each other less now? | <input type="checkbox"/> 10 | <input type="checkbox"/>    |  |
| wanted to be the same as other people?                         | <input type="checkbox"/> 11 | <input type="checkbox"/>    |  |
| doesn't have much room for domestic appliances?                | <input type="checkbox"/> 12 | <input type="checkbox"/>    |  |
| says that the way we live has changed?                         | <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | <input type="checkbox"/> 15 <input type="checkbox"/> |

3 Each of the following extracts from the reading texts contains a phrasal verb. Match each verb to an equivalent word or explanation.

**Barbara**

- 1 then the kids **took it over** with their computer games ...
- 2 It doesn't **take up** much room ...
- 3 every time a new piece of technology **came out** ...

**Carol**

- 4 he seems to think we couldn't **get by** without them.

**Dorothy**

- 5 We couldn't do that *and* **bring up** children ...

- a occupy
- b raise; care for a child until it is an adult
- c be sold to the public for the first time
- d manage to survive or live
- e get control of (from somebody else)

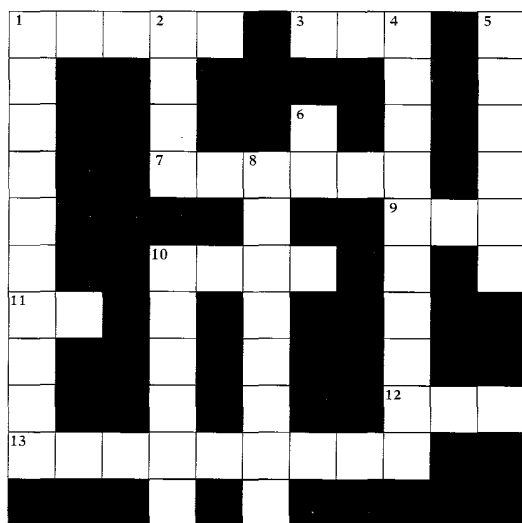
4 Complete each of the following spaces with the correct form of one of the phrasal verbs from exercise 3.

- 1 We had to sell the car last year and we're finding it difficult to \_\_\_\_\_ without it.
- 2 A new computer magazine called *Log On* \_\_\_\_\_ last month; they gave away a free computer game with the first copy.
- 3 We're going to get some new speakers for this music centre; these ones \_\_\_\_\_ too much space.
- 4 My parents \_\_\_\_\_ me \_\_\_\_\_ to tell the truth and I'm grateful that they did.
- 5 When our daughter left home, my husband \_\_\_\_\_ her bedroom and converted it into an office.

## Vocabulary

Wordlist on page 203 of Coursebook

### Technology



#### Across

- 1 adjective meaning 'useful'; a \_\_\_\_\_ device
- 3 abbreviation: digital technology which is replacing video
- 7 a computer which is 8 down
- 9 having typed your document on a computer, you can save it and/or print it \_\_\_\_\_.
- 10 you can do this in the sea and on the World Wide Web
- 11 preposition: \_\_\_\_\_ TV, \_\_\_\_\_ the radio, \_\_\_\_\_ the phone, \_\_\_\_\_ the Net
- 12 'to \_\_\_\_\_ on' to the Net means 'to gain access' to it
- 13 with cable and \_\_\_\_\_ TV, many more channels and programmes are available

#### Down

- 1 you need these to listen to your Discman or Walkman
- 2 if you need the emergency services in Britain, the number to \_\_\_\_\_ is 999
- 4 an adjective to describe things such as contact lenses, cutlery and cups that you throw away after use
- 5 in order to change TV channels from the comfort of your sofa, you use a \_\_\_\_\_ control
- 6 abbreviation for 'information technology'
- 8 adjective to describe a device, machine etc which you can carry
- 10 a music \_\_\_\_\_ consists of a CD player, tape recorder, radio and sometimes a turntable

## Language focus



Grammar reference on pages 207 and 208 of the Coursebook

### A Articles

In the following sentences decide which spaces require an article. Write *a*, *an*, or *the* or leave the space blank.

- 1 \_\_\_\_\_ electric toaster was invented over \_\_\_\_\_ hundred years ago, although \_\_\_\_\_ consumers only began to show interest in it in \_\_\_\_\_ nineteen thirties.
- 2 You can take \_\_\_\_\_ dogs and \_\_\_\_\_ other pets into \_\_\_\_\_ Britain but they have to have \_\_\_\_\_ passport and wear \_\_\_\_\_ microchip under their skin. \_\_\_\_\_ 'passport' is in fact \_\_\_\_\_ health certificate and \_\_\_\_\_ microchip contains \_\_\_\_\_ information such as \_\_\_\_\_ address of the pet and its telephone number.
- 3 When we were on \_\_\_\_\_ holiday in \_\_\_\_\_ mountains last week we saw \_\_\_\_\_ bear.
- 4 She works as \_\_\_\_\_ teacher in \_\_\_\_\_ school for \_\_\_\_\_ blind in Ireland. \_\_\_\_\_ school has over \_\_\_\_\_ thousand pupils.
- 5 Leslie: I'm looking forward to this concert. Have you got \_\_\_\_\_ tickets?  
Linda: 'Oh no! I've left them at \_\_\_\_\_ home. Don't worry, though. I'll get \_\_\_\_\_ taxi - I can be there and back in half \_\_\_\_\_ hour.'

## B Comparisons

Complete each of the spaces in **1–10** with the correct form of one of the adjectives from the box. You may have to use the comparative or superlative form or you may not need to make any change at all.

soon	early	boring	good	careful	tired	fast	hard	quiet	hot
------	-------	--------	------	---------	-------	------	------	-------	-----

- I knew the exam would be difficult, but I didn't expect it to be as \_\_\_\_\_ as that.
- Last summer was the \_\_\_\_\_ since records began, with temperatures reaching 40° in some parts of Britain.
- There are too many mistakes in this composition. You need to be a lot \_\_\_\_\_.
- He was very ill last week, but I'm pleased to say he seems to be getting \_\_\_\_\_ now.
- I look forward to hearing from you as \_\_\_\_\_ as possible.
- That was the \_\_\_\_\_ film I've ever seen. I nearly fell asleep near the end.
- The later you go to bed, the \_\_\_\_\_ you'll feel tomorrow.
- We were the first guests to arrive at the party. We got there half an hour \_\_\_\_\_ than anybody else.
- The cheetah, which can run at a speed of 110 kilometres an hour, is the \_\_\_\_\_ animal in the world.
- Life in the countryside is so much \_\_\_\_\_ than in the city; no traffic, no crowds and no neighbours!

## C Comparative expressions

Match a line of dialogue on the left with an appropriate response on the right.

- |   |                                 |
|---|---------------------------------|
| 1 Don't get upset. You shouldn't lose your temper with him. | a More or less.                 |
| 2 I was in a hurry to leave and I fell over on the stairs.  | b That's easier said than done. |
| 3 Amazing, Andy! How did you do that?                       | c He will, sooner or later.     |
| 4 Do you understand what you have to do?                    | d More haste less speed.        |
| 5 He said he'd phone me, but he hasn't.                     | e More by luck than judgement.  |

## D Error correction

- 1 Read **1–5** below and match each paragraph to one of the following inventions.

video	compass	radar	Walkman	space blanket
-------	---------	-------	---------	---------------

- This invention which completely changed the lives of music-lovers around the world. At first Sony executives thought the idea of people walking round with headphones on their heads would not be a success. But however its creator, Akio Morita, always knew that the portable device, more smaller than a paperback book, would be popular.
- This device was the most of important navigation instrument to be invented in the last millennium. Originally, sailors used the position of the Sun and the North Star to can know which way they were going, but clouds often caused them to lose their way. This invention made possible the exploration of distant lands, including America, probably the most significant of event of civilisation of the past one thousand years.
- The first machines were built in the 1950s but for many years its cost limited its use to the television and film industry. By the early 1980s significantly very cheaper versions were introduced and have since become nearly as most common as television sets. Now viewers can watch their favourite programmes whenever they choose and as more often as they like.

- 4 This is made from a material called Mylar, a type of the plastic, covered with a microscopically thin film of metal. It is used to, for example, for exhausted marathon runners or for keeping mountaineers warm. The material existed in the 1950s but its production became much more sophisticated as a result of the man's efforts to land on the Moon in the following decade.
- 5 The name of this invention comes from the phrase, 'radio detection and ranging' and is used for to detect the presence of objects and calculate their distance, as well as their size, shape and speed. Although originally developed as an instrument as of war, it is now used for controlling air traffic and predicting the weather. In addition to, it has important applications in astronomical research.
- 2 Each of the descriptions has **three words** which should not be there. Find the words and underline them. The first one has been done for you.

## Use of English

### FCE Part 3

#### Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words. There is an example at the beginning (0).

- 0 My brother isn't quite as tall as me.  
**slightly**  
My brother is *slightly shorter than* \_\_\_\_\_ me.
- 1 This exercise is much easier than the last one.  
**nearly**  
This exercise is \_\_\_\_\_ as the last one.
- 2 There are more boys than girls in our class.  
**as**  
There are \_\_\_\_\_ as boys in our class.
- 3 All the other chairs in the room are more comfortable than this one.  
**comfortable**  
This is the \_\_\_\_\_ the room.
- 4 I eat more if I smoke less.  
**the**  
The less \_\_\_\_\_ I eat.
- 5 I live nearer to the school than Costas.  
**from**  
Costas \_\_\_\_\_ the school than I do.
- 6 I did far better than Chris in the exam.  
**much**  
Chris \_\_\_\_\_ me in the exam.
- 7 James earns more than me.  
**as**  
I do \_\_\_\_\_ James does.
- 8 I've never known anyone as clever as Hilary.  
**person**  
Hilary is \_\_\_\_\_ ever known.

## FCE Part 2

## Open cloze

- 1 Read the text through quickly, ignoring the spaces, and decide which sentence best summarizes the paragraph.
- a Printing on paper will soon be a thing of the past.  
 b Printers of the future will use a variety of materials.  
 c New printing techniques will revolutionise the car industry.
- 2 Now read the text again and complete each space with one word.

Those of us who have (0) a computer with access to the Net are all (1) \_\_\_\_\_ to printing out information we have found (2) \_\_\_\_\_. With a single click, we can send (3) \_\_\_\_\_ to the printer on our desktop and obtain a perfect reproduction. (4) \_\_\_\_\_ next generation of home printers, however, will be printing out not just words and pictures, but 3-D objects as (5) \_\_\_\_\_. If you are surfing the Net and you see a picture of a doll that would (6) \_\_\_\_\_ perfect for a child's birthday present, click (7) \_\_\_\_\_ it and an exact reproduction will emerge from your domestic fabricator in a matter of minutes. Experts believe this will happen sooner rather than (8) \_\_\_\_\_. They say that in just a few years from now, we will be producing 3-D fax machines for (9) \_\_\_\_\_ than £1,000 – perhaps even no more than £750 – and they will be available in your local high-street store. (10) \_\_\_\_\_ machines will at first be limited to producing plastic objects, such as (11) \_\_\_\_\_ individualised mobile phone case. However, (12) \_\_\_\_\_ ultimate goal is a 3-D fax machine (13) \_\_\_\_\_ can 'print' using materials such as metals or ceramics. If the technology can be made cheap, you could see a replacement part for your car emerge from the equivalent of a printer (14) \_\_\_\_\_ smoothly as a picture (15) \_\_\_\_\_ today.

## FCE Part 5

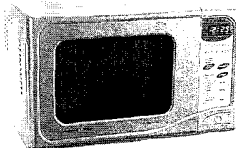
## Word formation

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

## The microwave oven

Perhaps the most (0) useful and convenient of all domestic appliances is the microwave oven. You do not need to be a (1) \_\_\_\_\_ cook or a (2) \_\_\_\_\_ genius to operate one, and you can produce extremely (3) \_\_\_\_\_ meals at the touch of a button. Many of us would now feel rather (4) \_\_\_\_\_ and unable to cope without one. The man we have to thank for this modern cooking miracle is (5) \_\_\_\_\_, Percy LeBaron Spencer, who manufactured the Radar Range oven for industrial use in 1945. Ten years (6) \_\_\_\_\_ the first domestic microwave made its (7) \_\_\_\_\_. This rather bulky contraption needed an (8) \_\_\_\_\_ and a plumber to install it and was the same size as a fridge. At over \$1,000 in 1955, it was not immediately (9) \_\_\_\_\_. Not until 1967, when the countertop model became (10) \_\_\_\_\_ available, did sales start to improve.

USE  
 SKILL  
 TECHNOLOGY  
 TASTE  
 HELP  
 INVENT  
 LATE  
 APPEAR  
 ELECTRIC  
 SUCCEED  
 WIDE





**Writing**

**FCE Part 2**

**Articles and compositions**

- 1 Read the following two Writing Part 2 questions.
  - 1 You have been doing a class project on technology in the home. Your teacher has asked you to write a composition giving your opinions on the following statement:  
*Modern domestic appliances and devices do not make us happier.*  
Write your **composition**.
  - 2 You see this notice in an international magazine.

**Technology in the Home**  
.....

Technology is everywhere today, and especially in the home. We'd like you, the readers, to write a short article telling us which **two** modern domestic appliances or devices you would find it most difficult to live without — not forgetting, of course, to say why.

The three best articles will be published in our magazine.

Write your **article**.

- 2 Decide which of the paragraphs below were written in answer to the article, and which form part of the composition. Rearrange each answer in the correct order and put the corresponding letters in the table. Pay close attention to the style of the language used and the linking words.

	Composition	Article
Paragraph 1	_____e_____	_____
Paragraph 2	_____	_____
Paragraph 3	_____	_____
Paragraph 4	_____	_____

- a Firstly, there's the cooker, which keeps me in the kitchen for far too long. If I didn't have to cook, I could do a million and one more interesting things. But we all have to eat, and we couldn't get by on just salads and cold meat. Of course, we have a microwave, but the meals it produces just aren't as tasty as those from a conventional oven.
- b On the other hand, some modern technology has made our lives less interesting than before. Food which has been taken from the freezer and heated in a microwave is not as tasty as fresh food cooked in a conventional oven. Moreover, the reason many people buy these labour-saving devices is to enable them to spend more time working, which does not necessarily make them happier.
- c So it seems the things we most need are not always the things we most love.
- d In conclusion, although technology has made life easier in the home, it is not necessarily the key to happiness.

- e Nowadays, many people have a wide range of appliances and devices in their home, all of which are designed to make life easier. However, they also have some disadvantages.
- f A love-hate relationship  
Can you imagine an object in your house which you dislike having to use but which you know you couldn't do without? I can think of two, and just hearing their names mentioned makes me feel depressed.
- g On the one hand, they have reduced the amount of time required to complete domestic chores. Cleaning and ironing, for example, can be done far more quickly and efficiently than fifty years ago. In addition, some inventions have meant that certain tasks no longer have to be performed. Washing up is almost extinct in households with a dishwasher, and thanks to the microwave, cooking is no more than pushing a button.
- h And perhaps worse than the cooker is the iron. The same monotonous action, forwards and backwards, hour after hour, whether it's a shirt or a skirt, shorts or trousers. No one in my family likes ironing, but no one would consider wearing clothes or sleeping between sheets which have not first been ironed.

3 Look back at the two answers in 2 and decide which of the features below occur in the article and which are used in the composition. Put a tick (✓) or a cross (X) in the relevant column and give examples, if appropriate. The first one has been done for you.

	Composition	Article
Contractions	X _____	✓ <i>couldn't, there's, didn't</i>
Phrasal verbs	_____	_____
Formal linkers	_____	_____
Informal linkers	_____	_____
Direct questions	_____	_____

4 You are going to write your own article in answer to question 2. Decide which two items you want to write about and plan your article using the following advice.

- Title** Think of a title which will attract the reader's attention. You might like to do this when you have finished writing your article. Try to make it relevant to the whole article.
- Paragraph 1** Introduction. Interest and involve your reader from the start. You could ask a direct question or make a surprising statement. You could draw attention to the similarities or differences between your two items, and/or make a general statement about how important they are to you.
- Paragraph 2** Talk about your first item and why you could not live without it.
- Paragraph 3** Now do the same for the second item.
- Paragraph 4** Conclusion. End with a short statement or a question which summarizes your feelings and/or leaves the reader something to think about.

5 Write your **article** in **120–180** words. Make sure you write in an appropriate style, using those features which you ticked for articles in exercise 3 above.

For more help with writing articles see page 200 of the Coursebook.

# 4 A good story

## Reading

### FCE Part 2

### Multiple choice

- 1 You are going to read a magazine article about the effects of fame. For questions 1–7, choose the answer (A, B, C or D) which you think best fits according to the text.

## W h a t P r i c e F a m e ?

How do film stars cope with being famous? Does fame bring happiness? Rory Taylor takes a closer look at stardom and its effects on those lucky enough to have it.



After more than 20 years in the film industry Mel Gibson says that the biggest lesson he's learned as an actor has been how important it is to have a loving family at his side. 'When I started out in my career I was often referred to as "the sexiest man in the world" or some such nonsense. At the time, though, it went to my head and I really took to being a celebrity. However, after the initial euphoria I found that not only was I spending long periods away from home but I never had any time to myself, none of which made me particularly happy.' His wife Robyn saw what was happening and came to the rescue; she simply told him to 'stop, come home and take some time off.'

But Mel Gibson thinks it's ten times worse for today's young stars. He believes that the new breed of heart-throbs such as Brad Pitt and Leonardo DiCaprio have it much harder than he ever did. 'The youngsters today receive constant attention from the media, which means they can't do anything without seeing their picture all over the front page the next day.'

The experience of Cameron Diaz bears witness to that. All the time she was dating Matt Dillon she never felt her personal life was her own. 'After a while we both got used to being chased by photographers, and having every aspect of our relationship analysed by the media. But it meant we could never really lead a normal life together.' The pressures of working together with Dillon on *There's Something About Mary* were probably as much to blame for their painful and much publicised break-up as the sensation-seeking journalists, but all the same, Cameron has resolved to be more guarded about her private life and she now gives as little away as possible about her relationships.

Wild man of comedy, Jim Carrey, also complains about the lack of privacy. He remembers with anger the time he took some family photographs to be developed in a

shop close to his \$4 million Los Angeles home. 'Two weeks later they were in the local newspaper. Someone in the shop obviously made a lot of money out of them.' For Carrey, being a famous actor also means being a diplomat. 'People may come up to you in the street when you're in a really bad mood, and you have to talk to them as if you were delighted to see them. If not, word gets round that you're a miserable human being and that's how you're remembered.'

Bruce Willis feels that too much importance is attached to what's written in magazine articles, since most of it's untrue anyway. He firmly believes he has a right to protect himself and his family from over-inquisitive reporters. 'If the paparazzi start taking photos of my children and asking them questions, I just get in the way and teach them a few manners. Of course, they don't take too kindly to this, and the public is given the impression from what they read that I'm arrogant and rude. It's all very frustrating.'

Frustrating it may be, but how sorry should we feel for people like Willis? Michael Douglas and Catherine Zeta-Jones certainly can't complain about journalists: it is said they were paid £1 million by *OK!* magazine for allowing its photographers to take exclusive pictures of their wedding. Of course, being in the public eye does have its drawbacks, but these are nothing compared with the positive aspects of fame. After all, if the publicity and pressure of fame get too much for the Douglas family, they can always escape to Michael's large house on the beautiful Mediterranean island of Mallorca. Fame is a wonderful thing – as long as you can afford to get away from it!

- 1 What are we told about Mel Gibson's attitude to fame?
  - A It has taught him a lot about life.
  - B He enjoyed it at first.
  - C It has helped to make him happy.
  - D Fame is not important to him.
- 2 What does the author mean when he says that the experience of Cameron Diaz 'bears witness to that' in line 21?
  - A She was with Brad Pitt and Leonardo DiCaprio when they were photographed.
  - B She understands what it's like to be a photographer.
  - C What happened to her proves that young film stars have no privacy.
  - D Her experience was worse than that of Brad Pitt and Leonardo DiCaprio.
- 3 What, according to the writer, caused Cameron Diaz and Matt Dillon to end their relationship?
  - A Their appearance together in a film.
  - B Cameron Diaz had a relationship with someone else.
  - C A combination of reasons.
  - D The attentions of the media.
- 4 Jim Carrey was angry about the photographs because
  - A they took a long time to develop.
  - B they were very expensive to develop.
  - C the shop was closed for a long time.
  - D his privacy was not respected.
- 5 What does Jim Carrey say about being recognized in the street?
  - A He sometimes has to hide his true feelings.
  - B He finds it very irritating.
  - C He is always pleased to meet people.
  - D It is a sign that people have not forgotten him.
- 6 What does 'they' in line 52 refer to?
  - A his children
  - B the paparazzi
  - C photos
  - D the public
- 7 What is the author's opinion of the rich and famous?
  - A He thinks they are paid too much.
  - B He thinks we should feel sorry for them.
  - C He thinks their lifestyle has more advantages than disadvantages.
  - D He thinks they complain too much.

2 Write a corresponding noun form for the following adjectives. All the nouns appear in the reading text.

Adjective	Noun	Adjective	Noun
famous	_____	angry	_____
happy	_____	important	_____
private	_____	public	_____

3 Complete the spaces in these sentences with words and expressions from the text. The first letter of each missing word has been given. The meaning of the word or expression is given in brackets.

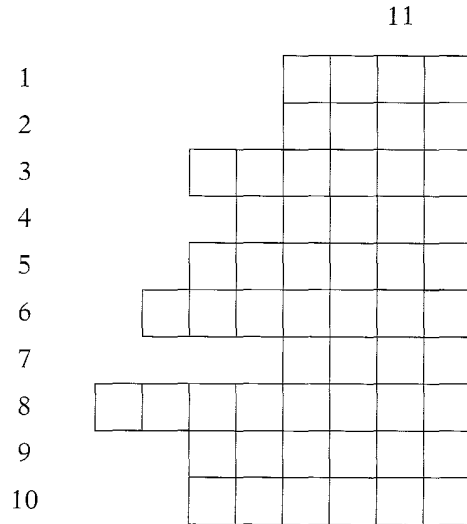
- 1 She finds it difficult to c\_\_\_\_\_ w\_\_\_\_\_ bringing up two small children on her own. (deal successfully with a difficult situation)
- 2 When his wife was seriously ill, he decided to t\_\_\_\_\_ some time o\_\_\_\_\_ to look after her. (get permission not to go to work)
- 3 When I was young the Beatles were real h\_\_\_\_\_; all the girls of my age thought they were wonderful. (attractive and famous men that women fall in love with)
- 4 The Government is clearly t\_\_\_\_\_ b\_\_\_\_\_ f\_\_\_\_\_ the rise in unemployment in this country. (responsible for)
- 5 If w\_\_\_\_\_ g\_\_\_\_\_ r\_\_\_\_\_ that Tom Cruise is staying at this hotel, there'll be hundreds of screaming fans outside, waiting for him to come out. (it becomes known by lots of people)
- 6 If they want to avoid scandals, people i\_\_\_\_\_ t\_\_\_\_\_ p\_\_\_\_\_ e\_\_\_\_\_ have to be careful how they behave. (who are often in the newspapers or on TV)

**Vocabulary**

Wordlist on page 203 of the Coursebook

**A Cinema and films**

Use the clues below to help you complete the grid with words related to cinema and films. When you have all the answers you will find an extra item of vocabulary for number 11 down.



- 1 the people who act in a film
- 2 the story of a film
- 3 actors wear this, sometimes changing their appearance completely
- 4 a part of a film in which the action occurs in one place at one time, eg a love \_\_\_\_\_, an action \_\_\_\_\_
- 5 a film which is intended to make you laugh
- 6 special \_\_\_\_\_ are unusual images or sounds created by using special techniques
- 7 another word for 'role'
- 8 a man who performs a dangerous piece of action in a film instead of the actor
- 9 a box \_\_\_\_\_ hit is a film which is very successful
- 10 a film that has a similar story and title to a film made earlier

**B Expressions with take**

Lexical phrase list on page 124 and Phrasal verb list on page 123

Complete the spaces with an appropriate word from the box. In 1-6 pay special attention to the prepositions in bold.

advice	risk	interest	notice	blame
courage	pity	care	offence	joke

- 1 He takes a very keen \_\_\_\_\_ **in** music and often goes to concerts.
- 2 Don't say anything negative about her hair; she's very sensitive and might take \_\_\_\_\_ **at** your remarks.
- 3 I was walking along a country road in the rain when a driver took \_\_\_\_\_ **on** me and stopped to give me a lift.
- 4 If a team loses, it's normally the manager who takes the \_\_\_\_\_ **for** the defeat and not the players.
- 5 Our neighbour has agreed to take \_\_\_\_\_ **of** the dogs while we're on holiday.
- 6 The doctor told her to stop smoking, but she didn't take any \_\_\_\_\_ **of** him. She still smokes 30 a day.
- 7 Although she really wanted to study archaeology, she took her parents' \_\_\_\_\_ and went to law school.
- 8 Jamie likes making fun of other people but he can't take a \_\_\_\_\_ himself. He gets so angry.
- 9 It took a lot of \_\_\_\_\_ to ride his motorbike again after the accident.
- 10 She was taking a big \_\_\_\_\_ when she changed career, but fortunately everything went well and she really likes her new job.

### C Phrasal verbs with *take*

Complete each of the spaces with an appropriate particle.

- 1 She takes \_\_\_\_\_ her father; they're both as disorganised as each other.
- 2 I'd love to take \_\_\_\_\_ golf, but it's such an expensive sport.
- 3 We haven't really taken \_\_\_\_\_ the new boss; he's a little too formal for us.
- 4 Our maths teacher, Mrs Hill, is going to have a baby so Mr Bennett is taking \_\_\_\_\_ until she comes back.
- 5 They've taken \_\_\_\_\_ another receptionist at work; Alison couldn't manage on her own.
- 6 I had to stop going to yoga classes; they were taking \_\_\_\_\_ too much of my time.

### Language focus



Grammar reference on pages 208 and 209 of the Coursebook

### A Tenses

- 1 Complete each of the spaces with an appropriate past tense form of the verb in brackets. Choose from the past simple, past continuous, past perfect simple and past perfect continuous.

- 1 Susana \_\_\_\_\_ (live) in Germany for three months when she \_\_\_\_\_ (start) going out with Reiner. At that time he \_\_\_\_\_ (train) to be a teacher and she \_\_\_\_\_ (meet) him at a college disco.
- 2 When I \_\_\_\_\_ (hear) about the motorway accident on the radio, I immediately \_\_\_\_\_ (phone) my son to check that he \_\_\_\_\_ (get) back safely. He \_\_\_\_\_ (tell) me he \_\_\_\_\_ (take) a different route home.
- 3 We \_\_\_\_\_ (watch) a particularly romantic scene of a film at the cinema when my boyfriend's mobile phone \_\_\_\_\_ (go) off. He \_\_\_\_\_ (forget) to switch it off.
- 4 By the time we \_\_\_\_\_ (get) to the party they \_\_\_\_\_ (eat) all the food. In fact, it was so late that most of the guests \_\_\_\_\_ (already/leave) and only two or three people \_\_\_\_\_ (still/dance).

- 2 Complete the spaces in this story with the verbs in the box. Put the verbs in an appropriate past tense form.

go	hold	wait	tell	take	get
pass	sit	finish	drive	be	start

When I (1) \_\_\_\_\_ my dad that I (2) \_\_\_\_\_ all my exams, he (3) \_\_\_\_\_ me to our local drive-through McDonalds to celebrate. While we (4) \_\_\_\_\_ at the window for some more chips to be cooked, I (5) \_\_\_\_\_ to the toilet inside the restaurant to wash my hands. Once I (6) \_\_\_\_\_, I rushed outside, jumped into the car and (7) \_\_\_\_\_ eating the chips that my dad (8) \_\_\_\_\_ in his hand. It was then that I heard an unfamiliar, and angry-sounding cough. I turned to discover that it wasn't my dad in the driving seat but a rather red-faced man; I (9) \_\_\_\_\_ into the wrong car! My dad (10) \_\_\_\_\_ already \_\_\_\_\_ away from the window where they serve the food and he (11) \_\_\_\_\_ in the car a short distance away, laughing at me. Needless to say, I didn't think it (12) \_\_\_\_\_ very funny!

## B So and such

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words.

- We had such a lot of homework to do at the weekend!  
**so**  
We had \_\_\_\_\_ to do at the weekend!
- I thought there would be more people here.  
**so**  
I didn't think there would be \_\_\_\_\_ here.
- The food was so delicious that I couldn't stop eating.  
**such**  
It was \_\_\_\_\_ I couldn't stop eating.
- I enjoyed myself so much I didn't want to come home.  
**good**  
I had \_\_\_\_\_ time I didn't want to come home.
- It was such an interesting book that I stayed up all night to finish it.  
**so**  
I was \_\_\_\_\_ that I stayed up all night to finish it.

## C Linking words

In 1–6 underline the most suitable linking word or expression.

- Last summer we stayed in an apartment near the beach *during/for/in* three weeks.
- As/During/Whereas* I was walking to school this morning, I found a £1 coin.
- I looked everywhere for my glasses. *In the end/At the end/At last* I had to buy a new pair.
- You're here *by the time/at the end/at last!* Where have you been? We were worried.
- Afterwards/After/After that* she'd taken the dog for a walk, she made a cup of tea.
- 'I saw the new Matt Damon film last night.' 'What did you do *afterwards/after/at last?*'

## Use of English

## FCE Part 5

Word formation: Adjectives ending in *-ing* and *-ed*

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

The word you require may be an adjective or an adverb. It might be positive or negative.

- Scream* was probably the most \_\_\_\_\_ film I've ever seen. **FRIGHT**
- I get so \_\_\_\_\_ when my dad starts singing. **EMBARRASS**
- As the day of the exam approached, Karen became \_\_\_\_\_ nervous. **INCREASE**
- a I think I'll go straight to bed. It was a very \_\_\_\_\_ journey. **TIRE**  
b Yes, you must be \_\_\_\_\_ . **EXHAUST**
- I didn't really enjoy the film. The special effects were OK but the plot was rather dull and \_\_\_\_\_ . **INTEREST**
- Johnny Depp is not one of my favourite actors but he gave a \_\_\_\_\_ good performance in *Sleepy Hollow*. **SURPRISE**
- You look a little \_\_\_\_\_. Don't you understand what you have to do in this exercise? **CONFUSE**
- It was quite \_\_\_\_\_ to read so many negative reviews of the film. Critics wrote that the main characters were \_\_\_\_\_ , but personally, I was very \_\_\_\_\_ by the quality of the acting and would certainly recommend the film to other people. **ANNOY**  
**CONVINCE**  
**IMPRESS**

## FCE Part 1

## Multiple choice cloze

For questions 1–15, read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

## A lucky break

Actor Antonio Banderas is (0) used to breaking bones, and it always seems to happen when he's

(1) \_\_\_\_\_ sport.

In the film *Play it to the Bone* he (2) \_\_\_\_\_ the part of a middleweight boxer alongside Woody Harrelson.

(3) \_\_\_\_\_ the making of the film Harrelson

(4) \_\_\_\_\_ complaining that the fight

(5) \_\_\_\_\_ weren't very convincing, so one day he suggested that he and Banderas should have a fight for real. The Spanish actor wasn't (6) \_\_\_\_\_ on the

idea at first, but he was (7) \_\_\_\_\_ persuaded by his co-star to put on his gloves and climb into the boxing ring. However, when he realized how seriously his

(8) \_\_\_\_\_ was taking it all, he began to regret his decision to fight. And then in the third round, Harrelson

hit Banderas (9) \_\_\_\_\_ hard in the face that he actually broke his nose. His wife, actress Melanie

Griffith, was furious that he had been playing 'silly macho games'. 'She was right,' confesses Banderas, 'and I was a fool to (10) \_\_\_\_\_ a risk like that in the

middle of a movie.'

He was (11) \_\_\_\_\_ of the time he broke his leg during a football match in his native Malaga. He had

always (12) \_\_\_\_\_ of becoming a soccer star, of performing in front of a big crowd, but doctors told him

his playing days were probably over. 'That's when I decided to take (13) \_\_\_\_\_ acting; I saw it as

(14) \_\_\_\_\_ way of performing, and achieving recognition. What happened to me on that football

(15) \_\_\_\_\_ was, you might say, my first lucky break.'

- 0 A familiar
- 1 A practising
- 2 A plays
- 3 A When
- 4 A kept
- 5 A actions
- 6 A interested
- 7 A lastly
- 8 A competitor
- 9 A very
- 10 A take
- 11 A remembered
- 12 A hoped
- 13 A up
- 14 A further
- 15 A match

- B used
- B making
- B does
- B As
- B continued
- B matches
- B keen
- B eventually
- B contender
- B more
- B make
- B reminded
- B pretended
- B on
- B additional
- B pitch

- C normal
- C doing
- C gives
- C While
- C carried
- C scenes
- C enthusiastic
- C at the end
- C opponent
- C such
- C have
- C recorded
- C dreamed
- C to
- C different
- C court

- D annoyed
- D losing
- D fights
- D During
- D insisted
- D stages
- D happy
- D after
- D participant
- D so
- D get
- D replayed
- D looked forward
- D over
- D another
- D course



**Writing**

**FCE Part 2**

**Compositions: Advantages and disadvantages**

- 1 a Read the following Writing Part 2 question and then follow the instructions in **b** below.  
 You have recently had a class discussion comparing films and books. Now your teacher has asked you to write a composition, giving your opinion on the following statement:  
*It is better to read a book than see a film version of the book.*  
 Write your **composition** in **120–180** words.
- b Read one student's plan and notes below and then the composition she wrote. As you read the composition put a tick (✓) next to those points in the notes which she decided to include in her answer. One of the points has already been ticked.

Composition	
Book vs Film version	
<b>Plan</b>	
Paragraph 1	Introduction
Paragraph 2	Advantages of book and disadvantages of film version
Paragraph 3	Advantages of film and disadvantages of book
Paragraph 4	Conclusion
<b>Advantages and Disadvantages</b>	
<b>Book</b>	<b>Film</b>
<b>Advantages of book</b>	<b>Advantages of film version</b>
can read anywhere and at any time	visual – makes story more memorable
good for mind – you use imagination ✓	can improve a story and make it more interesting
can learn new words in your own language	special effects – all scenes in book are possible
more entertainment from a book – lasts long time	more elements in a film: music, colour, actors/actresses
can read a book many times	can see a film many times
<b>Disadvantages of film</b>	<b>Disadvantages of book</b>
film not always good interpretation	too much effort needed
too much violence	not everyone can read
film cuts and changes to story	

Nowadays, many people prefer going to cinema to reading the same story in a book. Both forms of entertainment have their advantages and disadvantages.

In the one hand, books help developing your imagination. You can decide what do the characters and places in the story looks like, whereas the film only gives you one interpretation, which may not be the best. Furthermore, the enjoyment from a book lasts more longer than from a film, and you can read it wherever and whenever you want. Another disadvantage of films is that they cut sometimes the most interested parts of the book, or change the story completely.

On the other hand, films are very visual, and this makes the story more memorable. Moreover, special effects are such good now that the most scenes of a book can to be shown on the screen. Besides this, some people prefer watching the film version because it takes less effort than reading.

On balance, I think always it is better to read the story first. After you can see it at the cinema if you want compare.

- 2 a Read the examiner's comments on the example composition and then follow the instructions in **b**.

**Strong Points**

*This is clearly a well planned answer. The ideas are grouped logically into paragraphs and a number of linking words have been used to connect the different points. The composition is written in an appropriately formal style and there is a good range of vocabulary.*

**Weak Points**

*There are a number of grammatical errors throughout the composition.*

- b** Read the student's composition again and correct the mistakes she has made. There are 15 mistakes altogether. Pay particular attention to the following areas of grammar:
- verb forms
  - use of gerund and infinitive
  - comparative forms
  - position of frequency adverbs
  - use of articles
  - *so/such*
  - adjectives ending in *-ing/-ed*
  - prepositions
- 3 a Read the following Writing Part 2 question. Read the advice in **b** before you write your answer.

You have recently had a class discussion comparing video and the cinema. Now your teacher has asked you to write a composition, giving your opinion on the following statement:

*It is better to watch a film at home on video than at the cinema.*

Write your **composition** in **120–180** words.

- b** Before you write your answer make sure you plan what you are going to say first. You should:
- Write a paragraph plan giving a general idea of what you intend to include in each paragraph. Here is a possible plan:
    - Paragraph 1 Introduction: general statement
    - Paragraph 2 Advantages of video and disadvantages of cinema
    - Paragraph 3 Advantages of cinema and disadvantages of video
    - Paragraph 4 Conclusion
  - Make a list of the advantages and disadvantages of watching films at home on video and at the cinema.

**Advantages of video**

eg more comfortable watching a film at home

**Advantages of cinema**

**Disadvantages of cinema**

**Disadvantages of video**

- Decide which of these points you are going to include in your answer. Write your composition following your paragraph plan.

**Don't forget!**

- Connect your ideas using linking devices: page 35 in the Coursebook has a selection of these.
- Check your work for mistakes when you have written your composition: use the checklist in **2b** above.

# 5

# Doing your Duty

## Reading

### FCE Part 1

### Multiple matching

- 1 You are going to read a magazine article about an alternative type of school. Choose the most suitable heading from the list **A–H** for each part of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

- A** Advantages and disadvantages
- B** A calming influence
- C** Different from the rest
- D** Helping the slower students
- E** Creating the right environment
- F** A growing success
- G** Looking on the positive side
- H** Not what you would expect

## The Little School of Calm

0 H

From the outside the Maharishi School in Lancashire looks extremely normal. Walk inside and you find rows of desks and children in uniform, just as you would do in many other schools. After a short while, however, you become aware of the wonderfully calm atmosphere and the extraordinary lack of noise in the building. Talk to the teachers and you learn that the school has no major discipline problems, there is no bullying and children are rarely absent. So what is the secret?

1

Transcendental meditation and breathing exercises are an important part of the timetable at the Maharishi School. Pupils are taught how to relax mentally by closing their eyes and silently repeating over and over again a 'mantra', or Word of Wisdom, at certain times of the day. Meditation is seen by some as an effective way of relieving stress, which teenagers experience in the form of exam nerves, bullying and family break-ups. Its supporters also say that it helps to overcome hyperactivity, anxiety and aggression.

2

The school was started in 1986 by a group of parents who were dissatisfied with the state education system. The number of pupils at the school has increased since then from 14 to 100, with ages ranging from four to 16. Academic achievements are impressive and for the past five years pupils at the school have obtained the highest average GCSE exam marks for the whole of Lancashire. It's not surprising then, that more and more parents are sending their children to be taught there.

3

Many people in the local community, however, are still unaware of the school's existence. Others view the school with suspicion and associate it with mystic cults or the hippy movement of the sixties. 'Local people don't really understand what goes on here,' explains one teacher. 'They just see us as a little strange and prefer to keep their distance.'

4

Teachers from other schools, however, are beginning to take an interest in the methods of the school. 'After the silence of meditation the children are very aware, awake and receptive,' explains head teacher, David Yates.

'This is very beneficial for the teacher and means we have the best conditions for learning to take place. In some other schools teachers have difficulty just getting the students to listen. That is not a problem here.'

5

If there is a child who is creating a problem, the school has a very thorough method of dealing with it. A four-page form has to be filled out by the teacher, but the first three pages of the form contain nothing but the child's good points. In this way the problem does not become the main focus of attention; parents and teachers are encouraged to consider the child's successes and achievements before they look at the last page.

6

But what do the children who study there think of the school's approach? 'Meditation really helps me with my work,' says 15-year-old Ruth. 'It makes me relaxed and I don't get nervous during exams. It's a shame it's such a small school, though. I can't study music because there aren't enough pupils, and when we read plays by Shakespeare we all have to read three or four parts each. But I love it here, and I know I'll miss the peace and quiet when I have to leave.'

- 2 a Complete each space in the table with the corresponding adjective or noun from the text. The numbers in brackets refer to the paragraphs in which the words appear.

Adjective		Noun
1 _____ (0)		absence
2 wise		_____ (1)
3 anxious		_____ (1)
4 aggressive		_____ (1)
5 _____ (2)		dissatisfaction
6 suspicious		_____ (3)
7 distant		_____ (3)
8 difficult		_____ (4)
9 _____ (4)		benefit
10 _____ (6)		nerve

- b Complete each of the spaces with a word from the table.

- Chris has been \_\_\_\_\_ from school for three days. I hope it's nothing serious.
- The main reason for his \_\_\_\_\_ with the job is the low salary.
- Police officers became \_\_\_\_\_ of a shabbily-dressed man carrying a sports bag.
- I shall always remember my grandfather as a man of great knowledge and \_\_\_\_\_.
- Examinations are often the cause of great \_\_\_\_\_, particularly for nervous children.
- They say that a glass of wine a day is \_\_\_\_\_ to your health, but I don't see how alcohol can be good for you.

- 3 There are several expressions in English with two words joined by 'and'. Here is an example from the text:

**Example:** *I know I'll miss the **peace and quiet** ...*

Complete each of the spaces with one of the expressions from the box.

law and order	up and down (= in both directions)
black and white	now and again (= occasionally)
clean and tidy	here and there (= in various places)

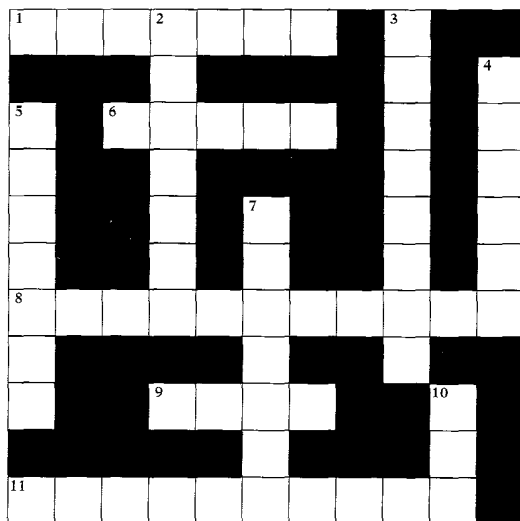


- She ran \_\_\_\_\_ the street, shouting for help.
- My parents only had a \_\_\_\_\_ television until recently.
- And if you want to dance, there are a few night clubs \_\_\_\_\_.
- The police are responsible for maintaining \_\_\_\_\_.
- I go to the cinema \_\_\_\_\_, but not really very often.
- I don't mind if you have a party, but you must leave the house \_\_\_\_\_ afterwards.

**Vocabulary**

Wordlist on pages 203 and 204 of the Coursebook

**A Jobs crossword**



**Across**

This person ...

- 1 takes away people's rubbish
- 6 makes and sells bread and cakes
- 8 cuts people's hair
- 9 cooks in a restaurant or hotel
- 11 looks after the financial matters of a person or company

**Down**

This person ...

- 2 helps you to pass FCE
- 3 serves people with food and drink in a restaurant
- 4 gives advice to people about law and represents them in court
- 5 cuts up and sells meat
- 7 operates on people
- 10 treats sick or injured animals

**B Questions and answers**

1 Match a question in column **A** with an appropriate answer in column **B**.

**A**

- 1 Do you have a well-paid job?
- 2 Is your job challenging?
- 3 Is it a responsible job?
- 4 Do you have to be fair?
- 5 Is fitness a requirement?
- 6 Do you need artistic skills?
- 7 Have you ever been on strike?
- 8 Will you retire when you're 65?

**B**

- a Yes, I have to make important decisions.
- b No, I have nothing to complain about.
- c Yes, I have to treat everyone equally.
- d No, I'll probably go on working.
- e Yes, I earn a good living.
- f No, physical strength isn't necessary.
- g Yes, it requires a great deal of hard work.
- h No, it's not a particularly creative job.

2 Which of the following jobs might the person being interviewed in exercise 1 have? More than one answer may be possible.

- |               |         |            |            |                  |
|---------------|---------|------------|------------|------------------|
| firefighter   | cook    | judge      | accountant | police officer   |
| civil servant | surgeon | politician | architect  | company director |

**C Expressions with *work***

In 1–7 below write the correct form of the verb *work* in the first space and one of the words or expressions from the box in the second space.

full-time	long hours	overtime	for myself
flexitime	part-time	my way up	shifts

- I \_\_\_\_\_ ten hours \_\_\_\_\_ last week and earned £150 on top of my normal salary.
- I've always \_\_\_\_\_ ; I couldn't imagine not being my own boss.
- You should be prepared \_\_\_\_\_ as an accountant; eight in the morning till eight in the evening is not uncommon.
- I'm \_\_\_\_\_ at the moment; four hours instead of the normal eight. I'll probably go back to \_\_\_\_\_ when John's old enough to go to school.
- I'd quite like \_\_\_\_\_ ; if you oversleep your boss doesn't get angry, and if you want to leave work early, you can.
- My husband's a police officer so he \_\_\_\_\_ . He prefers working nights; that way he gets to see more of the kids.
- I've succeeded in \_\_\_\_\_ to the top of this company; from messenger boy to managing director in 15 years.

**Language focus**



Grammar reference on pages 209 and 210 of the Coursebook

**Obligation, necessity and permission**

- Complete the spaces with the correct form of one of the following verbs. In some cases more than one answer may be possible.

must	have to	need to	should
------	---------	---------	--------

- I know it's not my business, but if you're not feeling very well, then I think you \_\_\_\_\_ take the day off work.
  - We were planning to go out tonight but I \_\_\_\_\_ finish writing this report for my boss instead.
  - If you feel you \_\_\_\_\_ look up any words in the text, use an English–English dictionary.
  - I \_\_\_\_\_ remember to get some eggs on the way home from work tonight. I want to make a cake.
  - \_\_\_\_\_ write a story about ourselves or can we write one about someone we know?
  - I'm sorry I'm a bit late – I \_\_\_\_\_ go to a meeting and it lasted longer than I expected.
  - I've told you before, you \_\_\_\_\_ hand in your homework to me on time – I don't want \_\_\_\_\_ tell you again!
  - You really \_\_\_\_\_ try and stop biting your nails. They look so ugly like that.
- For questions 1–8 decide which answer **A**, **B** or **C** best fits each space.
    - You \_\_\_\_\_ take an umbrella; it's not going to rain.  
**A** mustn't      **B** can't      **C** needn't
    - I think we \_\_\_\_\_ to phone Marta and ask her if she wants to come.  
**A** should      **B** ought      **C** can

- 3 The best thing about my job is that I \_\_\_\_\_ to get up early. I don't start until 10 a.m.  
**A** needn't      **B** don't have      **C** am not supposed
- 4 A 'Non-uniform Day' is a day when we're \_\_\_\_\_ to wear normal clothes to school if we want.  
**A** let      **B** made      **C** allowed
- 5 We'd \_\_\_\_\_ make too much noise; we might wake the baby up.  
**A** better not      **B** shouldn't      **C** ought not to
- 6 Where have you been? You were \_\_\_\_\_ to be here half an hour ago!  
**A** allowed      **B** supposed      **C** had
- 7 The rules are very clear. You know you \_\_\_\_\_ jewellery to school.  
**A** mustn't      **B** don't have to      **C** don't need to
- 8 I \_\_\_\_\_ to stay at my friend's house last night.  
**A** may      **B** could      **C** was allowed to

3 Complete the two spaces in each sentence with the following pairs of words. The first one has been done for you.

needn't/must	shouldn't/must	can't/must	<del>can/must</del>	can/should	can/can't
--------------	----------------	------------	---------------------	------------	-----------

- 1 **a:** Is it OK if I go to London with my friends at the weekend, mum?  
**b:** You can go if you want to, but you must phone me when you get there.
- 2 **a:** Are you sure it's OK to come in here?  
**b:** Well, we \_\_\_\_\_ really be here, but I \_\_\_\_\_ just show you this.
- 3 **a:** Could I borrow an atlas?  
**b:** Well, you \_\_\_\_\_ certainly have a look at it here, but you \_\_\_\_\_ take it home with you, I'm afraid.
- 4 **a:** Do I have to write the date on this piece of work?  
**b:** No, you \_\_\_\_\_ write the date, but you \_\_\_\_\_ remember to put your name.
- 5 **a:** Could I take the dog for a walk?  
**b:** Yes, of course you \_\_\_\_\_, but I think you \_\_\_\_\_ wear your boots, don't you? It's very wet outside.
- 6 **a:** My parents won't let me go and see that film.  
**b:** Well, if you \_\_\_\_\_ see it now, you \_\_\_\_\_ try and see it when you're older.

## Use of English

### FCE Part 3

#### Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

- 0 It isn't necessary to bring your Coursebook to the class tomorrow.  
**need**  
 You don't need to bring your Coursebook to the class tomorrow.
- 1 I'm glad smoking is prohibited on public transport.  
**allowed**  
 I'm glad you \_\_\_\_\_ on public transport.

- 2 What's their expected time of arrival?  
**supposed**  
What time \_\_\_\_\_ arrive?
- 3 I don't think you should drink any more coffee.  
**better**  
You \_\_\_\_\_ any more coffee.
- 4 You shouldn't be so impatient.  
**ought**  
You \_\_\_\_\_ patience.
- 5 I'm not allowed to stay out later than 10 o'clock.  
**let**  
My parents \_\_\_\_\_ out later than 10 o'clock.
- 6 I always used to have to tidy my room on Saturday morning.  
**make**  
My parents always \_\_\_\_\_ my room on Saturday morning.
- 7 The science teacher made me clean all the test tubes.  
**made**  
I \_\_\_\_\_ all the test tubes by the science teacher.

**FCE Part 5**

**Word formation**

For questions 1–14, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

**Don't forget!**

You may need to use the negative form of an adjective or adverb.

**A driving instructor**

Susan Bird, 57, is a driving (0) *instructor* in South London.  
 'I was working as a shop (1) \_\_\_\_\_ and I realized I  
 wanted to do something more (2) \_\_\_\_\_. I saw an  
 (3) \_\_\_\_\_ in the newspaper and I decided to apply.  
 That was over 20 years ago.  
 You certainly need to have a great deal of (4) \_\_\_\_\_  
 to do this job, as well as the (5) \_\_\_\_\_ to repeat  
 things several times without getting (6) \_\_\_\_\_.  
 Although they are sometimes accused of being bad drivers,  
 women tend to drive more (7) \_\_\_\_\_ than men and  
 they don't mind (8) \_\_\_\_\_ told what to do. Men, on  
 the other hand, usually have more (9) \_\_\_\_\_, but they  
 aren't very good listeners. Generally speaking, other drivers  
 understand what it's like to be a (10) \_\_\_\_\_ and are  
 very considerate. (11) \_\_\_\_\_, however, some can be  
 rather (12) \_\_\_\_\_; I have been shouted at and insulted  
 by (13) \_\_\_\_\_ drivers who haven't been able to  
 overtake. It's an extremely (14) \_\_\_\_\_ job, though,  
 particularly when your students pass!

- INSTRUCT**
- ASSIST**
- EXCITE**
- ADVERTISE**
  
- PATIENT**
- ABLE**
- ANNOY**
  
- CARE**
- BE**
- CONFIDENT**
  
- LEARN**
  
- TOLERATE**
- ANGER**
- SATISFY**



FCE Part 2

Open cloze

Complete each of the following spaces with **one** word. There is an example at the beginning (0).

A new life

Throughout (0) the nineteen nineties I worked (1) \_\_\_\_\_ an accountant in a large furniture factory in London. I had a responsible job and was earning (2) \_\_\_\_\_ good living. Unfortunately, (3) \_\_\_\_\_ company wasn't doing so well, and in 1999 I was (4) \_\_\_\_\_ redundant.

My husband and I (5) \_\_\_\_\_ always wanted to run (6) \_\_\_\_\_ own business, and we both felt that now was a good time to (7) \_\_\_\_\_ a risk and do something different. Jonathan, my husband, gave (8) \_\_\_\_\_ his well-paid but stressful job in the City and we bought a pub in (9) \_\_\_\_\_ village near York.

It took (10) \_\_\_\_\_ both quite a long time to (11) \_\_\_\_\_ used to living in the countryside. Everything happens (12) \_\_\_\_\_ a much slower pace here, but the people are friendlier (13) \_\_\_\_\_ in London and we couldn't imagine going back (14) \_\_\_\_\_ to live. We still work as hard (15) \_\_\_\_\_ we did before, but it's so much more satisfying working for yourself.

Writing

FCE Part 2

Short stories

- 1 Read the answer to the following Writing Part 2 task and then answer the questions below it.

You have decided to enter a short story competition. The competition rules say that the story must begin with the following words:

*I was beginning to feel a little nervous.*

Write your **story** for the competition in **120–180** words.

I was beginning to feel a little nervous. It was my first day at work. I said I could speak French but I couldn't. I hoped they wouldn't know that I couldn't. Everything went well. My boss was nice and he told me what I had to do. He introduced me to the other people. They were all very nice. I sat down at my desk and the phone rang. I took the phone and I started to panic. A woman was speaking to me in French and I couldn't understand her. The boss saw me. He took the phone from me. He spoke to the woman in English and then he started laughing. He told me it was his mother. She went to the dentist's and couldn't speak very well. She spoke to me in English not French!

Which of the following does the answer contain? Write Yes or No for each one.

- a a variety of past tenses \_\_\_\_\_
- b a wide range of vocabulary \_\_\_\_\_
- c a selection of linking words \_\_\_\_\_
- d logical paragraphs \_\_\_\_\_

2 Rewrite each of these four paragraphs following the instructions.

### Paragraph 1

I was beginning to feel a little nervous. It was my first day **(1) at work**. I **(2) said** that I could speak French but **(3) I couldn't**. I hoped they wouldn't **(4) know** that I **(5) couldn't**.

### Paragraph 2

Everything went well. My boss was very **(6) nice** and he **(7) told** me what I had to do. He introduced me to **(8) the other people**. They were all very **(9) nice**. I sat down at my desk and the phone rang.

### Paragraph 3

I **(10) took the phone** and I started to panic. A woman was speaking to me in French and I couldn't understand **(11) her**. The boss saw **(12) me**. He took the phone from me.

### Paragraph 4

He **(13) spoke to** the woman in English and then he **(14) started** laughing. He told me it was his mother. She **(15) went** to the dentist's and **(16) couldn't speak very well**. She **(17) spoke** to me in English not French!

### Paragraph 1

Replace the words in **bold (1-5)** with a phrase from the box.

find out    had been lying    it wasn't true  
as the personal assistant to a company director  
had claimed at the interview

### Paragraph 2

Replace the words and expressions in **bold (6-9)** with those given in box **a**:

**a**    friendly    explained to  
helpful    my colleagues

and add the following linking words from box **b**, making any other changes which are necessary.

**b**    who    just as  
at first    then

### Paragraph 3

Replace the words and expressions in **bold (10-12)** with those given in box **a**:

**a**    a word she was saying    how upset I was  
picked up the receiver

and add the following linking word from box **b**, making any other changes which are necessary.

**b**    naturally    as soon as    when

### Paragraph 4

Replace the words and expressions in **bold (13-17)** with those given in box **a**:

**a**    had just been to    burst out    answered  
was having difficulty speaking properly  
had been talking

and add the following linking words from box **b**, making any other changes which are necessary.

**b**    afterwards    to my surprise

3 Answer Yes or No again for the four questions in exercise 1, but this time about the paragraphs you have written.

4 Now write your own short story beginning with the same words.

Remember to include:

- a variety of past tenses
- a good range of vocabulary
- a selection of linking words
- logical paragraphs

**Don't forget!**

Don't forget to include the words in the question!

# 6 Relative relationships

## Reading

### FCE Part 3

### Gapped text

- 1 You are going to read an article about a family. Seven paragraphs have been removed from the article. Choose from the paragraphs **A–H** the one which fits each space (**1–6**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

### Before you start

Read the 'How to go about it' box on page 55 of the Coursebook.

## KEEPING IT IN THE FAMILY

For many people, the idea of being permanently surrounded by all their relatives may not sound like a very attractive arrangement. The occasional visit of an aunt and uncle, or a large family celebration at Christmas might be more acceptable.

0 H

This means that in the tiny Oxfordshire village of Cassington, the local driving instructor, car mechanic, plumber and doctor's receptionist all live side by side with their nearest and dearest. The houses even have interconnecting gates to allow easy access.

1

'If there's an accident or the freezer breaks down, you know you can depend on your neighbours to get you out of trouble,' says Ian. And with more than 20 members of the same family in the same street, that's a lot of neighbours who are willing to help.

2

Ian and his parents moved into the street 70 years ago, when Ian was just a small boy. Ian's father, James, who wanted to supplement his income as a farmer, decided to invest in property. When other cottages in the street became available, he bought them.

3

When they eventually got married in 1948, Ian's father gave the couple one of the cottages. Most newly-weds at that time had to live with their parents, so they were delighted to have their own place. And that meant that three of the nine houses were already occupied by the same family.

4

One of the last to join them was daughter, Yvonne, together with husband David and their children aged five and two. They had to wait two years before a cottage became available, but Yvonne is convinced it was worth waiting for.

5

Inevitably, however, there are tensions, as with any family. 'Mum and I do sometimes have a row,' she admits, 'but never anything too serious. And if we do fall out, it's never for very long.'

6

'In my lifetime there has not been a single divorce or break-up in the family. Sylvia and I have already celebrated our golden wedding anniversary, and we're certain there'll be many more such celebrations in Bell Lane in the years to come.'



**A** After that, other members of the family gradually came to live in the houses and by 1990 the Waters family occupied every house on the row. Cousins, brothers, sisters, nieces and daughters had all moved in.

**B** 'We're constantly going in and out of each others' houses,' says Ian Waters, grandfather of the family. Indeed, if there's a problem of any kind, help is always close at hand.

**C** Like Yvonne, Ian feels that there are far more benefits than drawbacks. He also believes that having one's relatives living nearby can help strengthen a marriage.

**D** 'One of the main disadvantages of living in the same street,' she adds, 'is the lack of privacy. You can't really do anything without someone else in the family knowing about it.'

**E** 'We have the perfect babysitting arrangement,' she says. 'If we want to go out, Mum and Dad don't have far to come. And if they can't make it, someone else always can.'

**F** Sylvia, Ian's wife, lived with her parents in a cottage just along the terrace from James Waters and his family. She first became interested in Ian when he offered to walk home with her one night after a dance.

**G** Ian Waters' family extends over three generations: the youngest is Samuel, the son of his wife's second cousin, aged 18 months; the oldest, Fred Watson, a cousin, is 99. But how did they all come to be in the same row of houses?

**H** But the Waters family is such a close-knit one that all its members live in a row of cottages next door to each other. The inhabitants of numbers 1–9 Bell Lane are all related.

2 How many words can you find in the text for different family members? Write the words in the table below.

Words for male relatives	Words for female relatives	Words for both male and female relatives
eg <i>nephew</i> _____	eg <i>sister-in-law</i> _____	eg <i>grandparent</i> _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Homographs are words which have the same spelling but different meanings. They may also be pronounced in different ways. Here is an example from the text:

... all its members live in a **row** of cottages ... /rəʊ/ = line  
 'Mum and I do sometimes have a **row**.' /raʊ/ = argument

In 1–8 below, complete the spaces in **b** with a homograph of the word you need from **a**. Decide if the two words have the same pronunciation or not and tick the appropriate box.

Pronunciation	
Same	Different

*Example:*

- a If there's a problem of any kind, help is always close at hand.
- b He's such a kind person; he'll do anything to help you. ✓
- 1 a If there's a problem of any kind, help is always close at hand.
- b Could you \_\_\_\_\_ the window? It's a bit cold in here.
- 2 a Yvonne and her family came to live in Bell Lane, too.
- b Shall we go somewhere else? It's \_\_\_\_\_ crowded here.
- 3 a Most newly-weds at that time had to live with their parents.
- b I once went to see U2 play \_\_\_\_\_ in concert.
- 4 a I'm sorry, but I don't really understand what you mean.
- b I don't think he's generous. On the contrary, he's very \_\_\_\_\_.
- 5 a There were two football matches on television last night!
- b I can't light the fire; I haven't got any \_\_\_\_\_.
- 6 a When I was a boy, I used to go fishing with my uncle.
- b I didn't have a pen, so I \_\_\_\_\_ a pencil instead.
- 7 a I've just read a fascinating book about identical twins.
- b The restaurant gets busy, so you'll need to \_\_\_\_\_ a table.
- 8 a The big wheel is the only ride I'll go on at the fair.
- b She's got lovely long \_\_\_\_\_ hair.

## Vocabulary

Wordlist on page 204 of the Coursebook

### A Adjectives of personality

Match each of the adjectives to an appropriate description.

reserved   clumsy   fussy   dull   affectionate   ambitious   bossy   stubborn

- |  |  |
|--|--|
| 1 She worries too much about detail.             |  |
| 2 He's always telling people what to do.         |  |
| 3 She keeps dropping things.                     |  |
| 4 He won't change his mind.                      |  |
| 5 She's a bit boring.                            |  |
| 6 You never know what he's thinking or feeling.  |  |
| 7 She wants to get to the top of her profession. |  |
| 8 He never stops kissing his girlfriend.         |  |

### B Compound adjectives

Eyes which are the shape of almonds can be described as *almond-shaped*. A person who has very pale skin can be described as *pale-skinned*.

Both *almond-shaped* and *pale-skinned* are known as compound adjectives.

Singular forms of nouns are used, eg *finger-shaped biscuits*, *long-eared animals*.

What compound adjectives can be used to describe the following?

- |   |                          |
|---|--------------------------|
| 1 a man who has broad shoulders             | a b _____ -s _____ man   |
| 2 a woman who writes with her left hand     | a l _____ -h _____ woman |
| 3 a girl whose hair is fair                 | a f _____ -h _____ girl  |
| 4 a boy with a round face                   | a r _____ -f _____ boy   |
| 5 earrings which are in the shape of hearts | _____ earrings           |
| 6 a girl whose eyes are brown               | a _____ girl             |
| 7 hair which comes down to the shoulders    | _____ hair               |
| 8 a famous actor who people know very well  | a _____ actor            |

### C Expressions with *have*

Lexical phrase list on page 124

Complete each of the spaces with one of the words from the box. Pay particular attention to the words in **bold** when making your choices.

difficulty   common   the strength   influence   sympathy   a go   an operation   a look

- 1 She'll probably have to have \_\_\_\_\_ **on** her back.
- 2 Come and have \_\_\_\_\_ **at** this insect.
- 3 I don't think I have \_\_\_\_\_ **to lift** this table on my own.
- 4 I had \_\_\_\_\_ **understanding** him; he spoke very fast.
- 5 My older brother had a big \_\_\_\_\_ **on** me when I was growing up.
- 6 I've never been windsurfing, but I'd love to have \_\_\_\_\_ **at** it.
- 7 It's a strange relationship; they don't seem to have anything **in** \_\_\_\_\_ .
- 8 It's your own fault you've cut yourself; I have no \_\_\_\_\_ **for** you.

## Language focus



Grammar reference on pages 210 and 211 of the Coursebook

A Causative *have*

Write out the following sentences using the correct forms of causative *have* and the main verb. Add any other words which may be necessary.

0 I/have/coat/dry-clean/weekago.

I had my coat dry-cleaned a week ago.

1 We/have/car/repair/yesterday.

2 I want/have/photo/take.

3 She/never/have/ears/pierce/before.

4 I/have/hair/cut/5 o'clock/tomorrow.

5 They/probably/have/house/paint/next month.

6 I/always/have/my suits/make/Milan/now.

## B Phrasal verbs

1 There are four types of phrasal verb.

## 1 Intransitive verbs

Verbs not followed by a direct object.

eg to grow up

Of course I know Portsmouth. That's where I **grew up**.

## 2 Transitive separable verbs

The direct object can go before the particle (ie it separates the verb from the particle):

or after the particle:

The object pronoun can only go before the particle.

eg to let someone down

You have **let the whole school down**.

You have **let down the whole school**.

You have **let us down**.

(not You have let down us. ✗)

## 3 Transitive inseparable verbs

The direct object can only go after the particle (ie it cannot separate the verb from the particle):

The object pronoun can only go after the particle:

eg to fall for someone

I **fell for Gillian** the moment I saw her.

(not I fell Gillian for ✗)

I **fell for her**. (not I fell her for ✗)

## 4 Transitive inseparable verb with two particles

The same rules apply as for transitive inseparable verbs with one particle:

eg to go out with someone

She wants to **go out with Ewan**.

She wants to **go out with him**.

## Deciding which type a verb is

In many dictionaries the position of *someone* (or *something*) in the infinitive will tell you if the verb is:

## Separable

to let **someone** down (Type 2)  
(‘someone’ appears between the verb and the particle)

## Inseparable

OR  
to fall for **someone** (Type 3)  
(‘someone’ appears after the particle)  
to go out with **someone** (Type 4)

- 2 The verbs in the following exercise all appear in the Phrasal verb list on pages 122 and 123.

One sentence in each of the following pairs contains a mistake which is related to the use of the phrasal verb. Rewrite the incorrect sentence to make it correct.

- 1 a I'm very fond of my grandmother. I've always looked her up to.  
b My boyfriend was getting too serious so I decided to split up with him.
- 
- 2 a I think I take my father after rather than my mother.  
b We haven't really taken to the new history teacher; he's much stricter than Mr Hollis.
- 
- 3 a Angela and Debbie have fallen out again; Angela borrowed Debbie's watch without asking.  
b I don't earn a great deal but I get it by.
- 
- 4 a I blame the parents. They haven't brought up him very well.  
b Don't wear your baseball cap like that; put it on properly.
- 
- 5 a We'll buy you a dog, but you must promise to look after him properly.  
b He looked so lovely in the pet shop; I fell him for immediately.
- 
- 6 a I've decided to take up swimming.  
b These meetings take it up too much time.
- 

### C Relative clauses

Complete the spaces with appropriate relative pronouns, giving alternatives where more than one answer is possible. Add commas if they are required.

- 1 Mr Jones \_\_\_\_\_ has taught here for 15 years will be leaving the school at the end of term. He has accepted the post of head teacher at St Mary's, the school in \_\_\_\_\_ he began his teaching career in 1980.
- 2 a Yesterday I spoke to the boy \_\_\_\_\_ has just moved into the house on the corner.  
b Do you mean the one \_\_\_\_\_ mum looks like Cher?
- 3 a Do you know a good place \_\_\_\_\_ we could go for a bop?  
b Yes, we could go to that club \_\_\_\_\_ has just opened in Farndale Street.
- 4 The reason \_\_\_\_\_ we're going skiing in March is because it's much cheaper then. Obviously we'd prefer to go in January \_\_\_\_\_ the snow's better but we can't afford it.
- 5 The fox \_\_\_\_\_ is normally a very shy animal can often be seen in city centres. It tends to keep to residential areas \_\_\_\_\_ food is usually easy to find.
- 6 You're the only student \_\_\_\_\_ hasn't written a letter of application. What's more, it's the third piece of homework in a row \_\_\_\_\_ you haven't done.
- 7 I lost that necklace \_\_\_\_\_ I was wearing on Friday \_\_\_\_\_ made me very unpopular at home. It belonged to my eldest sister \_\_\_\_\_ boyfriend gave it to her for her birthday.

## Use of English

### FCE Part 1

#### Multiple choice cloze

For questions 1–15, read the text below and decide which answer **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

#### Home-alone fathers

The number of (0) single fathers has increased considerably in (1) \_\_\_\_\_ years in Britain. We spoke to one such dad, Steve Baker, about how he (2) \_\_\_\_\_ it all. Steve, 43, has (3) \_\_\_\_\_ up his two teenage sons since he and his wife (4) \_\_\_\_\_ up two years ago. 'It's no (5) \_\_\_\_\_ difficult for a man than it is for a woman,' says Steve. 'It's a full-time job, whoever you are. Fortunately for me, my employers were very (6) \_\_\_\_\_ in the first few months and they (7) \_\_\_\_\_ me take time off work to get myself organized. As (8) \_\_\_\_\_ as the housework is concerned, I don't mind cooking, as I've always been (9) \_\_\_\_\_ at that; it's the ironing I can't (10) \_\_\_\_\_ ! Generally speaking, the boys and I get on very well (11) \_\_\_\_\_ but of course, sometimes we have rows. That's when I really (12) \_\_\_\_\_ having someone there with me to help me out. I have had a couple of (13) \_\_\_\_\_ in the last two years but they haven't worked out. That has a lot to (14) \_\_\_\_\_ with the fact that I put my kids before anyone (15) \_\_\_\_\_. I take fatherhood very seriously.'

- |                   |                  |                 |                |
|-------------------|------------------|-----------------|----------------|
| 0 A alone         | B only           | C <u>single</u> | D unique       |
| 1 A recent        | B nowadays       | C last          | D latest       |
| 2 A gets by       | B copes with     | C looks after   | D takes care   |
| 3 A taken         | B made           | C grown         | D brought      |
| 4 A divorced      | B separated      | C parted        | D split        |
| 5 A very          | B more           | C much          | D at all       |
| 6 A comprehensive | B understandable | C sympathetic   | D supported    |
| 7 A allowed       | B offered        | C suggested     | D let          |
| 8 A far           | B well           | C much          | D soon         |
| 9 A well          | B involved       | C good          | D interested   |
| 10 A support      | B hate           | C stand         | D help         |
| 11 A each one     | B each other     | C one another   | D together     |
| 12 A miss         | B regret         | C want          | D need         |
| 13 A relatives    | B relationships  | C relations     | D partnerships |
| 14 A be           | B do             | C see           | D go           |
| 15 A more         | B other          | C else          | D besides      |



## FCE Part 4

## Error correction

Some of the lines in the following text are correct, and some have a word which should not be there. If a line is correct, put a tick (✓). If a line has a word which should not be there, write the word. There are two examples at the beginning (0 and 00)

## The same but different

- |    |   |       |
|----|---|-------|
| 0  | My brother and I are identical twins, but we're very different          | ✓     |
| 00 | from each other. When we were younger than Paul was always              | than  |
| 1  | getting into the trouble at school, and I never did anything wrong.     | _____ |
| 2  | I was much more quieter and sensible and preferred staying at           | _____ |
| 3  | home and being on my own whereas Paul who was very sociable             | _____ |
| 4  | and went out a lot with his friends. We tended not to do very much      | _____ |
| 5  | together when we were teenagers. He was far too much wild and           | _____ |
| 6  | noisy for me and he probably didn't think I was enough interesting      | _____ |
| 7  | to be with. Now that we're older, things have changed. I've             | _____ |
| 8  | become more confident and enjoy going out and having had a good         | _____ |
| 9  | time. Paul, on the other hand, has found out a girlfriend, who has      | _____ |
| 10 | had a calming influence done on him. They're even thinking of           | _____ |
| 11 | getting married, which it will please my parents; they've always        | _____ |
| 12 | been a little bit worried about him and they'll be happy to see him     | _____ |
| 13 | in a stable relationship at last. We get ourselves on better now than   | _____ |
| 14 | we did it before, and although we live in different towns and therefore | _____ |
| 15 | don't see each other a great deal, we still keep in touch and often     | _____ |
|    | speak on the phone.   | _____ |

## Writing

## FCE Part 2

## Letter of application

- 1 Read the following Writing Part 2 task.

You have just read this advertisement.

Write your **letter of application** to Mrs Adams. Say why you think you would be suitable for the job and ask for more details about what you would be expected to do. Do not write any addresses.

- 2 The sentences on page 49 are from a letter which was written in reply to the advertisement in 1. Put them in the correct order and arrange them into paragraphs, according to the following paragraph plan.

- 1 Reason for writing \_\_\_\_\_
- 2 Personal details and qualities \_\_\_\_\_
- 3 Experience \_\_\_\_\_
- 4 Questions \_\_\_\_\_
- 5 Closing comments \_\_\_\_\_

## Summer holiday job opportunity

I am looking for a friendly young person for July and August to help look after my elderly mother while I go out to work during the day. As well as caring for my mother, you would be expected to perform light duties and do some cooking.

Personal qualities are just as important as experience. Reasonable knowledge of English essential.

Please write to Mrs Adams enclosing a reference.

- Dear Mrs Adams
- a As well as being honest and reliable, I am always cheerful and can keep smiling in any situation.
- b I am 16 years old and I go to school in Vilnius, the capital of Lithuania.
- c You mention in the advertisement that I would have to carry out 'light duties'.
- d I also have a great deal of patience, particularly when dealing with other people.
- e I enclose a reference from my English teacher, who gives details of my level of English. I look forward to receiving your reply.
- f I know I would enjoy helping your mother and I feel I have the necessary qualities for this job.
- g I am writing to apply for the job you advertised in last month's issue of *Jobs UK*.
- h Apart from my personal qualities, I have experience of looking after my own grandmother, who lives here at home with us.
- i I would be grateful if you could tell me what these duties include, and how many meals a day I would have to cook.
- j I help to wash her, go out for short walks with her and occasionally read to her.
- Yours sincerely  
Dalia Vaivadaite

### 3 Ending the letter

Underline the appropriate alternative in each sentence:

- a When we give the name of the person we are writing to at the beginning of the letter (eg 'Dear Mrs Adams'), we put 'Yours *faithfully/sincerely*' at the end.
- b When we write 'Dear Sir or Madam' at the beginning of the letter, we put 'Yours *faithfully/sincerely*' at the end.
- 4 Write an answer to the following Writing Part 2 task, using the paragraph plan and accompanying comments and questions to help you. You should write between **120–180** words.

#### Before you write

Read the information about Letters of application on pages 122 and 123 in Unit 5 of the Coursebook.

You have just seen the following advertisement in an English newspaper.

We are looking for a lively young person to help look after our two children (aged eight and six) during the summer holidays. Applicants should enjoy being with children and be capable of keeping them occupied and entertained both inside and outside of the house. Reasonable command of English required. Please write to Mr and Mrs Jackson enclosing a recent photograph of yourself.

Write your **letter of application**.

#### Paragraph plan

- 1 Reason for writing
 

In which issue of which newspaper did you see the advertisement?
- 2 Personal details and qualities
  - Mention your age, say what you do and give your level of English.
  - Why are you interested in the job?
  - What qualities do you have which might be appropriate? Select three or four adjectives from the Wordlist (Unit 6) on page 204 of the Coursebook.
- 3 Experience and relevant interests and skills
  - What experience do you have of being with children?
  - What interests and skills do you have which might be useful for this job?

Remember, you can invent information!
- 4 Closing comments
  - What have you been asked to enclose?
  - End in an appropriate way. Will you write *Yours sincerely* or *Yours faithfully*?

# 7

# Value for Money

## Reading

### FCE Part 4

### Multiple matching

- 1 You are going to read a magazine article in which four people are interviewed. For questions 1–15, choose from the people (A–D). The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning. (0)

#### Which of the people state the following?

I don't have far to go to do the shopping.

0  A

I have made unsuccessful complaints.

1

I get on very well with the people below.

2

I lived in the flat before I owned it.

3

I don't very often have problems from noisy customers.

4

I live in a busy area.

5

6

The character of the area has changed for the worse.

7

The owner of the business took action to reduce the noise.

8

9

I used to have perfect working conditions.

10

My sleep was often interrupted.

11

I like the noise that normally comes from below.

12

13

I intend to go and live somewhere else.

14

15

### Before you write

Look again at the 'How to go about it' box on page 66 in Unit 6 of the Coursebook.

## 'Just going downstairs to buy some cheese'

Living above a shop may be handy if you need something in a hurry, but it can also be a risky business. **Lynn Haywood** spoke to four people with a story to tell.

**A Masie Stigwall** I bought my flat in Chelsea with the money I made as a stunt woman in a Bond film. I've been here since the 1960s when I rented it from the friend of a friend. By the 70s I'd fallen in love with it and just had to have it for myself. It's in the King's Road, a bustling shopping street with fantastic amenities literally on the doorstep. I live above a supermarket, which was a nuisance at first; I was regularly woken up by people stacking shelves at night, and then, of course, there were the early morning deliveries. However, the owners were very reasonable when I complained and they sound-proofed the ceiling, which helped cut down the noise.

**B Paul Burton** When I first moved here I had the peace and quiet I needed to write the novel I was working on. The shop below sold wool and knitting accessories and there was a butcher's, a baker's and one or two other specialist shops in the street. They've all gone now, unfortunately; they couldn't compete with the out-of-town shopping malls and supermarkets which were springing up everywhere. The wool shop turned into a hairdresser's and now you wouldn't believe what I have to put up with. If it isn't loud music, it's the television at full volume, and then there's everyone shouting above the noise of the hairdryers. I've had words with them on more than one occasion, but they just ignore me.

**C Judie Marland** Everyone thinks that living above a pub must be a nightmare. I've been lucky, though; the landlord of the pub is very considerate and, apart from the occasional drunk singing outside at midnight, so are the people who drink there. A few years ago the landlord and I came to an agreement that he wouldn't play music above a certain volume after 10 o'clock. After a while he decided to cut out music altogether, and all I hear now is a gentle hum of conversation coming up through the floor, which I find very relaxing. I'll be sad to leave the place, but I've got my eye on a large detached house in a village near here. It's the space I need.

**D Arthur Short** It's the smell which has forced us to put our flat up for sale. Fish and chip shops are, by their nature, very smelly and there is no way we or the owner can do anything about it, so there's no point complaining. In fact, I'm on first-name terms with everyone down there and I often pop in to say hello. The noise isn't a problem; this is a lively part of town and we've always preferred places where we can hear people coming and going. We wouldn't have it any other way. We're moving out because we're tired of friends holding their nose every time they speak to us. It's getting beyond a joke now.

2 Match each phrasal verb (1–6) to its meaning (a–f) as it is used in the text. The letter in brackets indicates the paragraph in which the phrasal verb appears.

- |                   |                                   |
|-------------------|-----------------------------------|
| 1 cut down (A)    | a stop (playing/doing/eating etc) |
| 2 spring up (B)   | b tolerate                        |
| 3 turn into (B)   | c stop living in a house/flat     |
| 4 put up with (B) | d reduce                          |
| 5 cut out (C)     | e become (something different)    |
| 6 move out (D)    | f appear suddenly                 |

3 Complete each of the spaces with the correct form of an appropriate phrasal verb from exercise 2.

- 1 There were clear blue skies at first, but then it \_\_\_\_\_ a really horrible day.
- 2 It's so noisy here; I don't know how you \_\_\_\_\_ it.
- 3 They had a big row, after which Jim \_\_\_\_\_ and went to live with his mother.
- 4 A few years ago no one here knew what a cybercafe was; now they're \_\_\_\_\_ all over the city.
- 5 The doctor says he should \_\_\_\_\_ on the amount of whisky he drinks, but he doesn't have to \_\_\_\_\_ alcohol altogether.

4 Find expressions in the texts which have the following meanings. The letters in brackets refer to the relevant paragraphs.

- 1 I've complained to them (B) \_\_\_\_\_
- 2 made a decision together (C) \_\_\_\_\_
- 3 I'm interested in buying (C) \_\_\_\_\_
- 4 advertise that we want to sell (D) \_\_\_\_\_
- 5 I'm friendly with (D) \_\_\_\_\_
- 6 it's becoming irritating (D) \_\_\_\_\_

## Vocabulary

Wordlist on page 204 of the Coursebook

### A Wordsearch

Find 14 words related to shopping in the wordsearch and write them in the spaces given below. There are seven shopkeepers and seven things you find in a shop or a supermarket. The words go forwards or backwards, up or down, or diagonally.

T	T	T	S	I	R	O	L	F	G
F	R	T	I	I	E	A	E	R	C
R	O	N	G	L	L	A	O	G	H
E	L	E	O	F	L	C	E	R	E
T	L	G	O	I	E	H	L	E	C
N	E	A	D	R	W	E	S	H	K
U	Y	S	S	S	E	C	I	C	O
O	H	W	A	H	J	K	A	T	U
C	H	E	M	I	S	T	A	U	T
C	N	N	I	A	G	R	A	B	T

- |         |          |
|---------|----------|
| 1 _____ | 8 _____  |
| 2 _____ | 9 _____  |
| 3 _____ | 10 _____ |
| 4 _____ | 11 _____ |
| 5 _____ | 12 _____ |
| 6 _____ | 13 _____ |
| 7 _____ | 14 _____ |

## B Multiple choice

In sentences 1–10 decide which answer, **A**, **B**, **C** or **D**, best fits each space.

- If you decide you don't like it, bring it back and we'll give you a \_\_\_\_\_.  
A receipt      B refund      C guarantee      D reward
- I'm sorry, we don't have any in stock at the moment, but they are on \_\_\_\_\_.  
A request      B demand      C order      D ask
- Have you been to the new shopping centre on the \_\_\_\_\_ of town?  
A centre      B middle      C outskirts      D suburbs
- They didn't have any \_\_\_\_\_ peas; only tinned or frozen.  
A fresh      B convenient      C new      D recent
- If it's not working, take it back to the shop. They have to replace \_\_\_\_\_ goods by law.  
A mistaken      B faulty      C lazy      D incorrect
- Do you like my new dress? I bought it in the January \_\_\_\_\_.  
A offers      B reductions      C bargains      D sales
- I only got the cheese because it was on \_\_\_\_\_; it was £5 a kilo instead of £7.  
A offer      B reduction      C bargain      D sales
- It says £5.60 on the label. You've \_\_\_\_\_ me £6.50.  
A taken      B deducted      C reduced      D charged
- I have to buy Doggy Chunks for Fifi; she won't eat any other \_\_\_\_\_ of dog food.  
A selection      B brand      C mark      D variation
- This car was the most expensive purchase I've ever \_\_\_\_\_.  
A made      B taken      C put      D done

## C Phrasal verbs with *come*

Phrasal verb list on page 122

Complete the spaces with an appropriate particle.

- John's just phoned to say he can't come tonight; he's come \_\_\_\_\_ with a bad cold.
- If you come \_\_\_\_\_ my red pen when you're tidying up, could you let me have it?
- I was talking to the boss this morning and the subject of my promotion came \_\_\_\_\_ in the conversation.
- My mum said she'd come \_\_\_\_\_ with a brilliant idea for saving money; then she said she was going to reduce my pocket money!
- Some friends of ours came \_\_\_\_\_ last night and we watched the basketball on telly.

## D Expressions with *come*

Lexical phrase list on page 125

Replace the underlined part in each sentence below with an expression from the box which has the same meaning.

come to terms with	come on	come into fashion
come in handy	come true	come to

- We've just bought my gran a mobile phone. It might be useful if she has an accident or something.
- 'Oh, hurry up, Sandra. We're going to be late!'
- I never thought flared trousers would become popular again.
- After the injury he found it difficult to accept and deal with the fact that he would never again play football professionally.
- Winning the lottery was like a dream which had become a reality for us.
- 'I bought a blouse, a skirt and a pair of shoes.'  
'How much did that cost altogether?'

## E Word formation: Nouns

Noun forms for the following verbs can be found in the reading text on page 84 in Unit 7 of the Coursebook. Fill in the table and then complete the spaces in the exercise below with words from the table.

Verb	Noun	Verb	Noun
1 try	_____	6 announce	_____
2 cure	_____	7 behave	_____
3 like	_____	8 create	_____
4 split	_____	9 assist	_____
5 consult	_____	10 appear	_____

- He has a \_\_\_\_\_ for good whisky, and he makes special trips to Scotland to buy it.
- I'd like to make a little \_\_\_\_\_; Shelley and I have decided to get married.
- I have a six-month \_\_\_\_\_ period and if they like the way I work, they'll give me a permanent contract.
- Her parents are worried about her \_\_\_\_\_ at school. She's always getting into trouble.
- The opening of a new car factory in Oxford has led to the \_\_\_\_\_ of 2,000 new jobs.

## Language focus



Grammar reference on pages 211 and 212 of the Coursebook

### A Contrasting ideas

Choose the most appropriate sentence endings. Sometimes more than one answer is possible.

- I'm not keen on shopping for clothes, whereas
  - my brother isn't either.
  - my sister loves it.
  - I'm not fond of shopping for food.
- I often had rows with my brother.
  - However, we sometimes fell out.
  - However, we always remained good friends.
  - However, we never hit each other.
- I enjoy living in the town centre, despite
  - the noise.
  - it's so noisy.
  - being so noisy.
- Although we arrived late for the concert,
  - we missed the first few songs.
  - they wouldn't let us go in.
  - we managed to get a good seat.
- We got on well when we shared a flat, in spite
  - of the difference in our ages.
  - of her being much older than me.
  - the fact I was much younger than her.
- I'm glad I went to the sales, despite
  - the long wait in the cold.
  - of the fact the queue was so long.
  - having to wait so long in the cold.

## B The present perfect and past simple

For questions 1–15, complete the spaces with the present perfect or past simple form of the verbs in brackets.

### How things change!

The Office for National Statistics (1) \_\_\_\_\_ (just/publish) a book which records how life in Britain (2) \_\_\_\_\_ (change) since the beginning of the 20th century.

Over the last 100 years or so, life expectancy (3) \_\_\_\_\_ (increase) dramatically. In 1901 men generally (4) \_\_\_\_\_ (expect) to live to 45, while women (5) \_\_\_\_\_ (live) four years longer. Since then the figure (6) \_\_\_\_\_ (rise) to 74 and 79 respectively and the number of people aged over 50 (7) \_\_\_\_\_ (double) from one sixth to one third of the population.

There (8) \_\_\_\_\_ (be) changes, too, in the types of illness that people suffer from. Smallpox and diphtheria (9) \_\_\_\_\_ (disappear) in Britain many years ago whereas cancer, AIDS and heart disease are now predominant. In the last 30 years the nation (10) \_\_\_\_\_ (become) wealthier: in the early 1970s the average weekly wage (11) \_\_\_\_\_ (be) £160; now it is twice that figure at over £340. One of the most significant changes (12) \_\_\_\_\_ (take) place in the area of car ownership. The motor car (13) \_\_\_\_\_ (have) its first test in Britain in 1896; by 1950 there (14) \_\_\_\_\_ (be) two million cars on the roads, and in 1998 this figure (15) \_\_\_\_\_ (stand) at 22 million.

## C Correcting mistakes

Find the mistakes in the following sentences and rewrite them so that they are correct.

1 My father's been worked as a shop assistant for over 15 years.

\_\_\_\_\_

2 I've been breaking my leg three times in the last few years.

\_\_\_\_\_

3 Charlie Chaplin has been one of the greatest comic actors of the silent movies.

\_\_\_\_\_

4 Do you realize how long time I've been waiting here for you?

\_\_\_\_\_

5 This is the first time I see this film.

\_\_\_\_\_

6 James and I have known each other since many years.

\_\_\_\_\_

7 It's over two years since I play football.

\_\_\_\_\_

8 I cleaned three rooms of the house so far today; I'll do the other two this afternoon.

\_\_\_\_\_

## Use of English

### FCE Part 3

### Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

- 0 I wasn't surprised to hear that he'd failed.

**no**

It came as no surprise to me to hear that he'd failed.

- 1 They haven't decided whether to sack him or not.

**come**

They haven't \_\_\_\_\_ about whether to sack him or not.

- 2 Peter has gone on a sailing course in spite of being unable to swim.

**although**

Peter has gone on a sailing course \_\_\_\_\_ to swim.

- 3 Although the train was late, we managed to get there on time.

**despite**

We managed to get there on time, \_\_\_\_\_ late.

- 4 I'd rather walk than catch a bus.

**rather**

I'd prefer \_\_\_\_\_ a bus.

- 5 I'd prefer to leave later if you don't mind.

**yet**

I'd rather \_\_\_\_\_ if you don't mind.

- 6 He started to learn French six years ago.

**learning**

He \_\_\_\_\_ six years.

- 7 We haven't seen each other for ten years.

**last**

The \_\_\_\_\_ each other was ten years ago.

### FCE Part 5

### Word formation

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

#### Village life

In 1997, tired of the noise and (0) pollution of the city, best-selling author Will Smith and his family moved out to Chersey, a

(1) \_\_\_\_\_ village in the Suffolk countryside, with 53

(2) \_\_\_\_\_ and one shop. Three years later they sold their

(3) \_\_\_\_\_ 16th century cottage and moved back to London,

where they now live in a smart new (4) \_\_\_\_\_ on the outskirts of the city. So what happened? 'Chersey seemed an idyllic place

to live,' explains Will, 'a quiet, (5) \_\_\_\_\_ old village in extremely

(6) \_\_\_\_\_ surroundings. However, we soon became aware of

the (7) \_\_\_\_\_ of village life. With so little to do in Chersey, and

because the buses were so (8) \_\_\_\_\_, our teenage children

became (9) \_\_\_\_\_ on us to take them everywhere in the car.

As for our own social life, the neighbours were rather cold and

(10) \_\_\_\_\_, so we felt very isolated and lonely. It was not

the rural idyll we had expected.'

**POLLUTE**

**PICTURE**

**INHABIT**

**BEAUTY**

**NEIGHBOUR**

**PEACE**

**PLEASE**

**ADVANTAGE**

**FREQUENT**

**DEPEND**

**FRIEND**



## FCE Part 2

## Open cloze

Complete each of the following spaces with **one** word. There is an example at the beginning (0).

## On-line shopping

On-line shopping is (0) *one* of the fastest growing areas of the Net, offering users (1) \_\_\_\_\_ large number of advantages over conventional shopping. Customers have access (2) \_\_\_\_\_ a wider range of goods (3) \_\_\_\_\_ in any shopping centre; (4) \_\_\_\_\_ are no queues or parking problems; 'shops' are open 24 hours (5) \_\_\_\_\_ day and purchases (6) \_\_\_\_\_ delivered to your door. What's (7) \_\_\_\_\_, prices are competitive, and on-line price comparison services enable you to find (8) \_\_\_\_\_ best bargains. These sites search the Net (9) \_\_\_\_\_ a product and then show you (10) \_\_\_\_\_ much different on-line stores are charging. Once you have decided (11) \_\_\_\_\_ you are going to buy, and who you are going to buy it from, simply click (12) \_\_\_\_\_ the 'add to shopping basket' icon. (13) \_\_\_\_\_ you change your mind later and decide (14) \_\_\_\_\_ to make the purchase, you can always cancel your order. Select the 'proceed to checkout' icon when you have everything you want, give your payment details and wait for delivery, (15) \_\_\_\_\_ may take only a few days.

## Writing

## FCE Part 2

## Descriptions

Read the following Writing Part 2 instructions.

You have just seen the following advertisement:

**A L P H A   C A M E R A S**

**5th Annual Writing Competition**

**PEOPLE AND PLACES**

For this year's competition we'd like you to write about a photograph which has both people you know and one or more buildings in it. Describe what the picture shows and tell us what memories it brings back to you.

The three best entries will each win an Alpha Beta X1 digital camera.

Write your **description** for the writing competition in **120–180** words.

## A Structure

Read the model answer and decide which of these two paragraph plans it follows.

## A

- 1 Introduction: general description of photo
- 2 Description of people and memories they bring back
- 3 Description of buildings and memories they bring back
- 4 Conclusion: final comments

## B

- 1 Introduction: general description of photo
- 2 Description of people and buildings
- 3 Memories which the photograph brings back
- 4 Conclusion: final comments

The picture shows me at the age of eight, standing with my brothers in front of a long row of terraced houses which are all identical and all the same dull grey colour.
This is where I grew up, in a rather run-down area on the outskirts of Birmingham.
Despite the monotonous and fairly depressing surroundings, we're all smiling cheerfully, which reminds me of how happy our family was. We look extremely filthy and I remember how we all used to play football in the muddy field opposite our house.
We lived next to a huge industrial estate and in the background you can see several very tall chimneys with thick black smoke pouring out of them. I'll never forget my father setting off on his bicycle every morning to go to work in one of the factories to which the chimneys belonged. He would always play with us when he came home in the evening.
He retired last year, but I work there now in an office and I keep this framed photograph on my desk.

## B Language analysis

- a Read the model again and find examples of the following:

Types of buildings and parts of a town:

*row of terraced houses*

Adjectives to describe buildings and parts of a town:

*identical*

Adjectives to describe people:

*happy*

- b Now answer the following questions about the model:

Which words are used to modify adjectives?

*very (tall)*

Which words and expressions are used to introduce memories?

*which reminds me of ...*

Which verb forms are used to talk about regular events in the past?

Which phrasal verbs have been used?

## C Planning

Now plan your own entry for the competition, following these steps:

- 1 Decide which photograph you are going to write about.

Remember, it may be real or invented, but it must include people you know *and* one or more buildings.

The people can be friends, relatives, classmates, work colleagues etc.

The buildings can be old (eg a castle or a palace) or modern (eg a hotel or a skyscraper); they can be buildings you have visited regularly (eg your school or a library) or buildings you have only seen once (eg on holiday).

- 2 Decide on a few adjectives you could use to describe:

- the people (see Wordlist for Unit 6 on page 204 of the Coursebook)
- the buildings and/or area (see Wordlist for Unit 7 on page 204 of the Coursebook)

**Task:** Look at the Wordlist for Unit 7 and find:

- three adjectives to describe old buildings
- three adjectives to describe buildings which are pleasant to look at
- three adjectives to describe big buildings

- 3 Write down three or four memories which the photograph brings back to you.

- 4 Choose the paragraph structure you are going to use: see A Structure.

Write your **competition entry**.

### Don't forget!

Address both parts of the question: a description of the photograph **and** the memories it brings back to you.

# 8

# Time travel

## Reading

### FCE Part 2

### Multiple choice

- 1 You are going to read a magazine article about round-the-world ballooning. For questions 1–7 choose the answer **A**, **B**, **C** or **D**, which you think fits best according to the text

## Around the World in 19 days

**On March 20th 1999, Bertrand Piccard and Brian Jones succeeded in meeting the world's last great aeronautical challenge by flying round the world in a hot-air balloon. It had taken them just 19 days. Gavin Sargent finds out how they did it.**

Although the American newspaper publisher James Gordon Bennett first offered a prize for round-the-world ballooning in 1906, serious attempts  
5 to achieve this goal were only really made in the last decade of the century. Before Bertrand Piccard and Brian Jones successfully completed the challenge there had been 16 previous  
10 attempts, all of which had failed, some after travelling just 200 miles.

The technology required to make the flight is incredible. Piccard and Jones' balloon, the Orbiter 3, has two main  
15 components: the 55-metre high gas-filled envelope, and the capsule or 'gondola'. Most balloonists stand in a large basket but the capsules in round-the-world ballooning are more like the  
20 pressurized, computer-controlled cabin of a jumbo jet. Astonishingly for its size, it contains two beds and a small toilet divided from the main cabin by a curtain. You can just about stand up in  
25 it, and since it is so cramped, moving about is not easy. You can't leave it or sit on top of it for any length of time because you need extra oxygen at over  
30 around 26,000 feet.

Controlling and steering the balloon is not easy, and all the pilots can do is change the balloon's height until they hit a wind blowing in the direction  
35 they want to go. These winds, called jet streams, are high above the Earth's surface and very unpredictable. A previous attempt by Virgin boss Richard Branson had started in  
40 Morocco in order to pick up the jet stream. However, Swiss watch manufacturers Breitling, having paid millions in sponsorship, insisted on  
45 Switzerland as the departure point for the Orbiter 3, despite Piccard's worry that this would add three or four days to the flight.

The Breitling attempt didn't get off to a great start. On the day of the launch,  
50 March 1st, the winds at the launch site at Chateau D'Oex were very high, causing the balloon to bump against the ground on take-off, damaging its video communications link with the  
55 ground crew. Once in the air, Piccard and Jones had to go west for three days before finding a wind that would carry them east on their route.

The flight, too, was not without crises.  
60 Piccard and Jones ran out of fresh supplies after five days and had to eat rehydrated food instead; by this time they were also dirty, smelly and exhausted. But the most dangerous  
65 part of the journey was the six days Piccard and Jones spent over the

Pacific, where the size of the ocean meant they could not be rescued in the case of a forced landing. They also lost  
70 communications with their mission control for four days during this crucial period. When contact was eventually resumed they were sailing very close to the equator, where the  
75 winds were poor and their speed had slackened off considerably. The two pilots began to worry. The team's meteorologists told them to descend to catch the jet stream and, although a  
80 little nervous, they did as they were advised, and their speed started to increase.

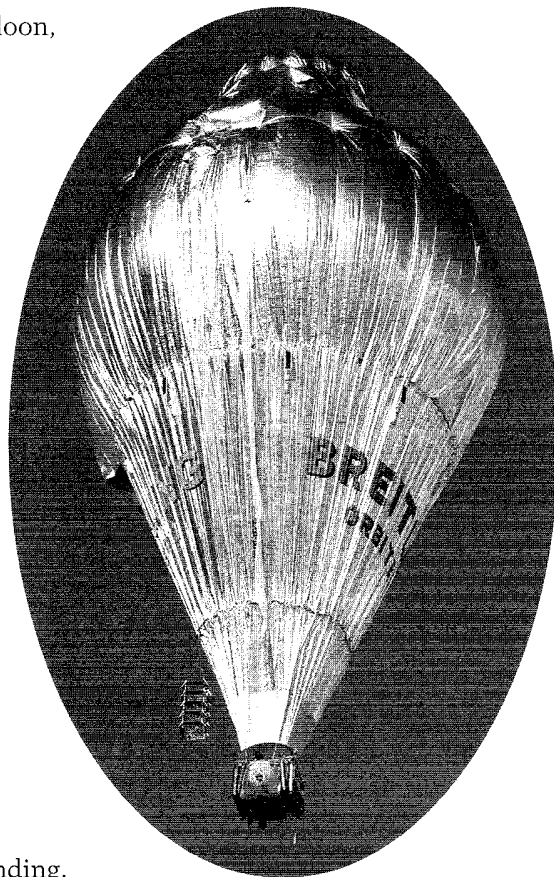
The Orbiter 3 actually crossed the finishing line in the early hours on  
85 Saturday March 20th, but mission control wished to avoid a potentially dangerous night-time landing in the Mauritanian desert. Piccard and Jones were therefore instructed to head for  
90 Egypt. 'When we landed we were totally alone,' says Jones. 'After deflating the balloon we went to sleep in the gondola for two hours.' Eight hours after landing they were picked  
95 up by a military helicopter and taken to a small town called Mut.

The balloon was 'a bit of a mess', but the two men had finished a journey which, as the rules dictated, covered at  
100 least two thirds of the Earth's actual circumference, a distance of roughly 16,600 miles.

- 1 Attempts to fly around the world in a balloon
  - A began in 1906.
  - B have nearly all failed.
  - C were all made in the 1990s.
  - D all lasted longer than 19 days.
- 2 What do we learn about conditions in the capsule of Orbiter 3?
  - A The pilots found it difficult to sleep.
  - B The pilots had to wear oxygen masks.
  - C There was no fresh food.
  - D There was little room.
- 3 In order to change the direction of the balloon, the pilots
  - A fly very high above the Earth's surface.
  - B try to predict the direction of the wind.
  - C use the computers in the capsule.
  - D search for the right winds.
- 4 What does 'this' in line 46 refer to?
  - A take-off from Switzerland
  - B Piccard's worry
  - C the Orbiter 3
  - D the jet stream
- 5 Orbiter 3 took off
  - A three days later than expected.
  - B in strong westerly winds.
  - C in difficult weather conditions.
  - D without important communications equipment.
- 6 Why did Piccard and Jones become anxious over the Pacific?
  - A They had lost contact with mission control.
  - B They were flying very high.
  - C They had slowed down.
  - D No one came to rescue them.
- 7 Why did the balloon land in Egypt?
  - A The pilots wanted to be alone for the landing.
  - B It was safer to land in daylight.
  - C It would have been difficult to find them in the desert.
  - D There was no one to meet them in Mauritania.

**Don't forget!**

Read the text through first for the general meaning, or gist, before you make your choices.



- 2 Find words or phrases in the article which mean the same as the words given below. The numbers in brackets refer to the paragraphs in which the words appear.

<b>Example:</b> a difficult thing to do	<u>challenge</u>	(Introduction)
1 succeed in getting (v)	_____	(1)
2 parts (n)	_____	(2)
3 small and with little space (adj)	_____	(2)
4 travels at a continuous speed (v)	_____	(2)
5 controlling the direction of (v)	_____	(3)
6 take-off point (n)	_____	(4)
7 hit against (v)	_____	(4)
8 serious problems (n)	_____	(5)
9 finished (v)	_____	(5)
10 very tired (adj)	_____	(5)
11 became slower (v)	_____	(5)
12 collected (v)	_____	(6)

## Vocabulary

Wordlist on page 204 of the Coursebook

### Confusing words

Choose the correct alternative in each sentence 1–10.

- 1 Everyone thought the holiday was great *fun/funny* but I didn't have such a good time.
- 2 The area near the palace gates was *full/crowded* with tourists.
- 3 The facilities on this *camping/campsite* are excellent.
- 4 Have you decided where you're going on *holiday/holidays* yet?
- 5 We always *stay/live* in the same hotel when we go to London.
- 6 All the hotels at the ski *station/resort* are fully booked, unfortunately.
- 7 We didn't bring back any *souvenirs/memories* from our holiday. We didn't see anything worth buying.
- 8 From the top of the cathedral tower there are some spectacular *sights/sites/views* of the surrounding countryside.
- 9 The cost of the *trip/journey/travel* includes two nights in a four-star hotel with half-board.
- 10 She didn't enjoy the Mediterranean *voyage/cruise/tour* at all; she was seasick most of the time.

## Language focus



Grammar reference on page 212 of the Coursebook

### The future

- 1 Each of the underlined future forms is inappropriate. Rewrite each sentence with a more suitable future form.
  - 1 Have you cut your finger? Come into the bathroom and I put a plaster on it.  
\_\_\_\_\_
  - 2 Congratulations! I hear you will have a baby.  
\_\_\_\_\_
  - 3 I've arranged to play tennis with Miguel tomorrow morning. We're about to meet at the sports centre at 10 am.  
\_\_\_\_\_
  - 4 Can you wake me up before you will leave for work tomorrow morning?  
\_\_\_\_\_
  - 5 I don't think I'm getting more than 50% in the exam; I never do well at physics.  
\_\_\_\_\_
  - 6 This time tomorrow we're going to sit on the plane, probably somewhere over the Alps.  
\_\_\_\_\_
  - 7 What do you do next weekend? Have you made any plans?  
\_\_\_\_\_
  - 8 Phone me on Friday. I'm speaking to Greg by then, so I can tell you what his plans are.  
\_\_\_\_\_

2 Complete each of the spaces with an appropriate future form of the verb in brackets.

- 1 That bag looks very heavy. I \_\_\_\_\_ (carry) it for you, if you want.
- 2 I \_\_\_\_\_ (have) my eyes tested on Saturday. I've got an appointment for 10.30.
- 3 The autumn term \_\_\_\_\_ (end) on December 23rd, the same day as my birthday. I \_\_\_\_\_ (be) 15 then.
- 4 No, don't phone me at 8 o'clock. I \_\_\_\_\_ (watch) the match at that time. Phone me at 9 instead; it \_\_\_\_\_ (finish) by then.
- 5 I \_\_\_\_\_ (get) some new clothes tomorrow; I've decided I need to change my look.
- 6 I think we should wait until Kevin \_\_\_\_\_ (get) back.
- 7 Don't forget that when they get here this evening, they \_\_\_\_\_ (travel) for over 12 hours, so I expect they \_\_\_\_\_ (want) to go straight to bed.
- 8 'Katie? Hi, it's Antonio. Listen, I'm on the train at Croydon, so I \_\_\_\_\_ (be) at Brighton station at five past nine. Can you pick me up?'

## Use of English

### CE Part 3

### Transformations: Phrasal verbs revision

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

Each of these transformations requires you to use a phrasal verb from Units 1–8.

- 0 I've had enough of your rudeness.

**put**

I am not going *to put up with* \_\_\_\_\_ your rudeness any more.

- 1 I just can't wait for the Christmas holidays!

**looking**

I \_\_\_\_\_ the Christmas holidays!

- 2 They'll probably employ him for two months in the summer.

**likely**

They \_\_\_\_\_ on for two months in the summer.

- 3 The fact that bus travel is so cheap compensates for the lack of comfort.

**makes**

The low cost of travelling \_\_\_\_\_ for the lack of comfort.

- 4 I think he's on the point of starting his own company.

**set**

I think he's about \_\_\_\_\_ his own company.

- 5 Their relationship seems very good.

**get**

It looks as \_\_\_\_\_ very well with each other.

- 6 Have you thought of a name for your dog yet?

**come**

Have you \_\_\_\_\_ a name for your dog yet?

- 7 I'm not going to smoke ever again after today.

**give**

I've decided \_\_\_\_\_ from tomorrow.

## FCE Part 4

## Error Correction

Some of the lines in the following text are correct, and some have a word which should not be there. If a line is correct, put a tick (✓). If a line has a word which should not be there, write the word. There are two examples at the beginning (0 and 00).

## A holiday decision

- 0 This afternoon my wife and I are going into town for to get some  
 00 travel brochures so we can start thinking about our holiday this  
 1 summer. We are normally agree about where to go each year but  
 2 this time we may be well have a few problems finding something  
 3 that it will satisfy both of us. Alice, my wife, has had a difficult  
 4 year at the work and she has already said to me that she wants  
 5 to relax herself for a couple of weeks in a Mediterranean resort,  
 6 sunbathing and sleeping as much as if possible. As for me, I'd  
 7 rather prefer do something more active than that; I know I'll  
 8 get by bored if we just sit on the beach all day getting sunburnt.  
 9 Yesterday a friend of mine showed me photographs of his holiday  
 10 last year and I must say it looked like very interesting. He and his  
 11 wife hired a caravan for four weeks and went on a tour of Ireland,  
 12 visiting different towns, sightseeing and sometimes go walking in  
 13 the countryside. The caravan was spacious and it equipped with  
 14 everything you need for a short touring holiday, including a shower.  
 15 I'll mention it to Alice later on; she is will likely to say no, but it's  
 worth asking.

for

✓

## FCE Part 5

## Word formation

Use the word given in capitals at the end of each sentence to form a word that fits in the space in the sentence.

- 1 As it grew hotter, even the managing director \_\_\_\_\_ his tie and undid his collar button. **LOOSE**
- 2 If we introduced another foreign language in the school, we'd have to \_\_\_\_\_ the school day. **LONG**
- 3 Owing to continuous heavy rain, driving conditions have \_\_\_\_\_ in the past few hours. **WORSE**
- 4 Don't come near me when I'm \_\_\_\_\_ the knife, dear. I don't want you to cut yourself. **SHARP**
- 5 Free divers are now diving to \_\_\_\_\_ of over 80 metres. **DEEP**
- 6 Then heat the sauce until it \_\_\_\_\_. **THICK**
- 7 It's thought that listening to loud music on a regular basis can eventually lead to partial \_\_\_\_\_. **DEAF**
- 8 His face had \_\_\_\_\_ with anger. It looked as if he might explode! **RED**
- 9 It was raining heavily in the morning, but by midday the weather had \_\_\_\_\_ up and we were able to go out. **BRIGHT**
- 10 There have been several serious accidents recently, so the police are \_\_\_\_\_ up on drunken driving. **TIGHT**

## Writing

### FCE Part 1

#### Transactional letters: Correcting information

Letters of complaint: pages 87–89 in Unit 7 of the Coursebook

Read the following Writing Part 1 question. You do not need to write an answer.

You have just read an entry for the town of Rington in a new guidebook of Britain. You know Rington very well and you disagree with many of the things which have been written.

Read the extract from the guidebook entry, together with your own comments. Then write to the publishers, telling them which points you disagree with **and** explaining briefly why you think people should visit Rington.

## The Ultimate Guide Book – Rington

As you would expect, there are plenty of souvenir shops in the centre of Rington, selling a wide range of gifts from handicrafts to local honey. Unfortunately, the goods on sale are rather poorly made and tourists should think carefully before buying presents to take home. Unlike the souvenir shops, there do not seem to be enough places to eat in Rington. We recommend 'The Hungry Years' restaurant in Mossop Street for good English food, but be prepared for small

portions and high prices. After lunch you might like to go for a walk alongside the River Bane, which flows through the town. The river will take you into open countryside, which, surprisingly, is just 15 minutes on foot from the centre. A pity the water is polluted, though. Rington is famous for its large number of historic monuments, many dating from Roman times. However, these are always crowded with tourists and long queues tend to form very quickly.

not all

lots in  
Coney  
Street

not any  
more

max. 15  
minutes'  
wait

32

Write a **letter** of between **120–180** words in an appropriate style. Do not write any addresses.



**A Model**

Read this answer to the Writing question on page 63, then complete each space with an appropriate expression from the box.

in addition, you claim your comment about	firstly, you say that no longer true	according to you fail to mention
--	---	-------------------------------------

Dear Sir

I am writing to complain about your new guidebook, *Around Britain*, which contains several inaccuracies in the entry for Rington.

(a) \_\_\_\_\_ the souvenirs are poorly made. Although I agree this is sometimes true, I cannot understand why (b) \_\_\_\_\_ the high quality handmade knives for which Rington is famous.

(c) \_\_\_\_\_ there is a lack of places to eat. However, Coney Street has a wide variety of cafes and restaurants, where tourists can have either a snack or a three-course meal.

Furthermore, (d) \_\_\_\_\_ your guidebook, the River Bane is polluted, but this is (e) \_\_\_\_\_. It has recently been cleaned and in some parts of the river it is possible to swim. I also disagree with (f) \_\_\_\_\_ queuing for the monuments. These only become busy in August, when the longest that tourists have to wait is 15 minutes.

Rington is an attractive and friendly town, which offers tourists everything they need for a pleasant visit. I trust you will make the necessary corrections in the next edition of your guidebook.

Yours faithfully  
Alice Matheson

**B Analysis**

Answer the following questions about the model letter.

- 1 Which linking words are used for contrasting ideas?
- 2 Which linking words and expressions are used for adding to the list of points?
- 3 Which words or expressions in the letter have the following meanings?
 

a incorrect statements	_____
b there are not enough	_____
c not correct any more	_____
d I hope	_____

**C Adding relevant points**

Candidates who write good answers to questions build on the information given by adding relevant points of their own. What extra information has the writer of the model added for each of the following? The first one has been done for you.

- the souvenirs: The high quality handmade knives for which Rington is famous.
- the restaurants: \_\_\_\_\_
- the river: \_\_\_\_\_
- the monuments: \_\_\_\_\_

**D Writing task**

Now write your own answer to the same question, but this time about the town of Blackingham described below. Read section 6 Preparation before you write your answer.

**The Ultimate Guide Book – Blackingham**

---

Visitors to Blackingham usually head straight for the historic centre, with its attractive Georgian architecture and 14th century cathedral. Traffic is a problem here, and the narrow streets quickly fill up with cars and lorries. This is inconvenient for both tourists and shoppers. Next to the cathedral is the famous Blackingham museum, with exhibits from the town's 2000-year history. Despite its reputation, the museum does not contain many interesting objects and visitors may be

disappointed. After seeing the sights you might like to relax in one of Blackingham's two large parks. Both Victoria Park and East Hill Park are extremely pleasant with plenty of seats for you to rest your tired legs. However, younger members of your family may get bored as there is very little for them to do and see.

Blackingham is not known for its nightlife and now that the 'Gula Gula' discotheque has closed, there is nowhere to go dancing.

not true

yes, there is – 'Sherry's' and 'The Pink Panther'

not any more

lots to see!

**12**

**E Preparation**

**a Adding relevant points of your own**

Answer the following questions to give you some ideas.

- the traffic: What did the town council do to solve the traffic problem?
- the museum: What examples could you give of interesting things to see?
- the parks: What examples could you give of things to do?
- the nightlife: What type of music do they play at one or both of these discotheques?

**b Answering the second part of the question**

Write one sentence explaining why you think people should visit Blackingham. (See 'Adjectives for towns and villages' on page 204 in the Coursebook)

Write between **120–180** words.

**Don't forget!**  
Use the words and expressions from the model letter.

# 9

# Fact or fiction?

## Reading

### FCE Part 1

### Multiple matching

- 1 You are going to read an article about Carnival. Choose the most suitable summary sentence from the list **A–H** for each part (1–6) of the article. There is one extra summary sentence which you do not need to use. There is an example at the beginning (0).

- A Part of the costume used to be worn to prevent recognition.
- B The length of the Carnival period is not the same in all countries.
- C The wearing of a costume is compulsory during the parade.
- D Entrance to some parts of the Carnival is restricted.
- E Carnival here grew from very small beginnings.
- F Some of the Carnival traditions have not become quite so popular everywhere.
- G Participants work together to win a contest.
- H The tradition of Carnival has been adopted all over the world.

# Carnival

0 H

Carnival was originally a Roman Catholic tradition which took place in the days before Lent, the period of 40 days before Easter. After spreading throughout Europe it was then introduced to other parts of the world, particularly South America and the Caribbean, where it was enthusiastically accepted by the native populations and then developed in different ways. Now it is a popular festival, uniting whole communities in dancing and other festivities, for days or even weeks on end.

1

Indeed, whilst the Carnival season still normally reaches a high point in the days just before Lent, it may begin up to three months before. In Austria, where it is known as *Fasching*, the Carnival season officially starts on November 11th, whereas in New Orleans *Mardi Gras* opens on Twelfth Night, January 6th. London's own Notting Hill Carnival, imported by Caribbean immigrants in the 1950s, often takes place on two days in August, when about two million people fill the streets of West London.

2

However, there is no Carnival celebration which rivals Rio for its spectacular parades, colourful costumes and the flamboyant nature of the people who take part. The main feature of the four-day event is the parade of the city's samba schools, which each consist of hundreds of people. The schools compete with each other in front of a huge number of spectators to give the best display of dancing and have the most elaborate costumes.

3

There is also a competition in Venice, but the prize is awarded there for the most beautiful mask in the Carnival. Masks have long been an important part of *Carnevale*, originally to enable those who wore them to hide their identity while they behaved in a manner which was not entirely acceptable to contemporary society. The modern *Carnevale* is still theatrical, with many people wearing a costume, and of course a mask.

4

*Mardi Gras* started up in New Orleans in 1827, but it is no less important or

colourful than the 1,000-year-old *Carnevale*. The tradition was taken to New Orleans from Europe by a group of students who had been studying in Paris and who saw Carnival being celebrated there. Other young people took to the custom of dressing up and dancing in the streets and in 1837 the city organized its first parade, which in the early days had just one float. Now the parades are almost endless.

5

In New Orleans anyone can take part in the big *Mardi Gras* street parade, but you have to belong to a 'krewe' if you want to get into one of the many balls which are held during the period just before *Mardi Gras*. 'Krewes' are special Carnival organizations, each of which has its own king and queen.

6

But what of Britain's Carnival customs? Certainly, people mark the occasion: for centuries pancakes have been eaten on Shrove Tuesday, the day before the beginning of Lent. This was the traditional way of using up eggs and milk before a fast. But whilst Carnival parades can be seen throughout the country, the custom has never really caught on in the same way as it has in the capital. Perhaps British people are simply not used to extravagant or flamboyant behaviour.

- 2 Read the texts again, and find who or what the words in *italics* refer to. The paragraph numbers are given in brackets.

- 1 ... *it* was then introduced to other parts of the world ... (0)
- 2 ... *its* spectacular parades ... (2)
- 3 ... *which* each consist of hundreds of people. (2)
- 4 ... those who wore *them* ... (3)
- 5 ... while *they* behaved in a manner ... (3)
- 6 ... but *it* is no less important or colourful ... (4)
- 7 ... saw Carnival being celebrated *there*. (4)
- 8 ... each of *which* has *its* own king and queen. (5)
- 9 *This* was the traditional way of using up eggs and milk ... (6)

- 3 Match the verbs 1–6 from the article with the meanings a–f below. The paragraph numbers are given in brackets.

- |                |   |
|----------------|---|
| 1 spread (0)   | a bring together                              |
| 2 unite (0)    | b start to like                               |
| 3 rival (2)    | c be as good as                               |
| 4 enable (3)   | d gradually cover an increasingly larger area |
| 5 take to (4)  | e become popular                              |
| 6 catch on (6) | f make it possible for                        |

- 4 Fill each of the spaces with the appropriate form of one of the verbs in 3.

- 1 The Internet \_\_\_\_\_ us to communicate with people on the other side of the world in seconds.
- 2 Although the first microwave was produced in 1955, they didn't \_\_\_\_\_ until the late 1960s.
- 3 The disaster has \_\_\_\_\_ the country and got everyone working together.
- 4 We bought my dad a computer for his 60th birthday, but he hasn't really \_\_\_\_\_ it.
- 5 The disease began in one region and then \_\_\_\_\_ throughout the rest of the country.
- 6 Video cassettes cannot \_\_\_\_\_ DVDs for their sound and picture quality.



## Vocabulary

### A Phrasal verbs

Phrasal verb list on page 122

Match each sentence beginning on the left with an appropriate ending on the right.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 As soon as I <b>gave up</b></li> <li>2 The cooker was <b>giving off</b></li> <li>3 Suspected of <b>giving away</b></li> <li>4 He listened closely as they <b>gave out</b></li> <li>5 She said we had to <b>give in</b></li> <li>6 Street Aid is a charity which <b>gives out</b></li> <li>7 He says he can't <b>give back</b></li> </ol> | <ol style="list-style-type: none"> <li>a <b>state secrets</b>, he was arrested and held in jail.</li> <li>b <b>the homework</b> tomorrow morning.</li> <li>c <b>smoking</b>, I felt a lot better.</li> <li>d <b>food</b> to homeless people.</li> <li>e <b>a strange smell</b>, so I got someone to look at it.</li> <li>f <b>the money</b> I lent him until Friday.</li> <li>g <b>the winning lottery numbers</b> on the news.</li> </ol> |
|---|--|

### B Expressions with *give*

Lexical phrase list on page 124

Complete each of the spaces with one of the words in the box.

lift	example	idea	impression
call	party	hand	permission

- 1 'Risk' is a verb which takes the gerund. Can anyone give another \_\_\_\_\_ ?
- 2 Dave gave me a \_\_\_\_\_ to work in his new car this morning.
- 3 I can't move this table on my own. Can anyone give me a \_\_\_\_\_ ?
- 4 The manager has given me \_\_\_\_\_ to take two days off work.
- 5 He gave me the \_\_\_\_\_ that he was bored; he kept sighing during the lesson.
- 6 I won't be at home tomorrow, but you can give me a \_\_\_\_\_ on my mobile?
- 7 Would you give me some \_\_\_\_\_ of what time you'll be coming home, so I'll know when to have dinner ready for.

### C Collocations

One adjective in each group is not normally used in partnership with the noun in capital letters. Underline the word which does not fit. There is an example at the beginning (0).

0 deep	impatient	<u>open-air</u>	loud	SIGH
1 piercing	loud	blank	high-pitched	SCREAM
2 tender	big	passionate	broad	KISS
3 full	precise	nervous	relevant	DETAILS
4 lengthy	piercing	impressive	boring	SPEECH
5 deep	tender	broad	friendly	SMILE
6 loud	full	nervous	cruel	LAUGH
7 impressive	nasty	great	terrible	SHOCK

### D Revision: *get*

- 1 It was such a sad, depressing film; it really got me \_\_\_\_\_ .
- 2 We all suffered from food poisoning on holiday. I'm OK now, but my mum and dad still haven't got \_\_\_\_\_ it.
- 3 I'm going to try to get \_\_\_\_\_ for the weekend. I'll probably go to the coast.
- 4 I don't know how they get \_\_\_\_\_ ; they're both unemployed and they've got three children.

## Language focus



Grammar reference on page 213 of the Coursebook

### A Modal verbs of speculation

1 There is a mistake in five of the sentences in **1–10** below. Find the mistakes and rewrite the sentences to make them correct.

- 1 I can't find my keys. I think I might leave them on my desk at work.
- 2 The dog's barking a lot. He might be trying to tell us something.
- 3 Sally's not answering the phone. She can have gone away for the weekend, or perhaps she's just gone to the shops.
- 4 It's his birthday tomorrow, so he must be excited.
- 5 They said they'd found out what was wrong with the washing machine, but they can't have done because it's still not working properly.
- 6 **a:** Andrea never wears that blouse we bought her.  
**b:** Well, she might not like the colour, it may not go with her skirts or it could not be the right size. Who knows?
- 7 Jim mustn't be going out with Sue; she's just got engaged to Doug.
- 8 It couldn't have run out of petrol. I filled it up this morning before we left.
- 9 It's a shame Mark hasn't come. He must decide to stay at home.
- 10 The tennis rackets aren't in the car. You must have forgotten to put them in.

2 Use modal verbs to give one or more explanations for the following situations.

**Example:**

He can't drive for two months.

*He could have broken his leg or his wife might be using the car.*

1 He looks exhausted.

---

2 She isn't eating very much at the moment.

---

3 There's a lot of traffic in the city centre today.

---

4 The plants have all died.

---

5 The police came to speak to the neighbours this morning.

---

6 John seems very happy these days.

---

7 Why are all those people shouting?

---

8 I was sure I'd parked my car here. Where is it?

---

## B Question tags

Complete each of the following phrases with an appropriate question tag.

- 1 He hasn't been here long, \_\_\_\_\_ ?
- 2 I'm getting old, \_\_\_\_\_ ?
- 3 He plays for Barcelona, \_\_\_\_\_ ?
- 4 You'd like to come, \_\_\_\_\_ ?
- 5 She said she was ill, \_\_\_\_\_ ?
- 6 Don't make too much noise, \_\_\_\_\_ ?
- 7 Help me lift this box, \_\_\_\_\_ ?
- 8 Let's go to the cinema, \_\_\_\_\_ ?
- 9 Nothing serious happened, \_\_\_\_\_ ?
- 10 No one lives here now, \_\_\_\_\_ ?

## Use of English

## FCE Part 1

## Multiple choice cloze

Read the text below and decide which answer **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

## The wildman of China

Most people are (0) *familiar* with the yeti, a large hairy man-like creature, which is (1) \_\_\_\_\_ to live in the Himalayas. (2) \_\_\_\_\_, you might not have heard of the 'yeren' or 'wildman' of China, which was mentioned and drawn for the first (3) \_\_\_\_\_ more than 2,000 years ago. In the (4) \_\_\_\_\_ 40 years there have been over 200 (5) \_\_\_\_\_ of the yeren in the Shennongjia Nature Reserve in central Hubei province. (6) \_\_\_\_\_ the size of footprints which have been found, the yeren could weigh as (7) \_\_\_\_\_ as 300 kilos. Those who claim to have seen it have described it (8) \_\_\_\_\_ approximately 1.6 metres tall, with long red hair, rounded eyes and a broad forehead. It also seems (9) \_\_\_\_\_ of an incredible range of calls and noises. When disturbed, it is said to sound like a dog, a wolf, a donkey and (10) \_\_\_\_\_ a crying child. In 1980 a Chinese scientist (11) \_\_\_\_\_ up in a gorilla costume and entered a forest in the (12) \_\_\_\_\_ of getting a closer look at a yeren. Not (13) \_\_\_\_\_ he failed, as have many others who have gone in (14) \_\_\_\_\_ of this elusive creature. Indeed, there have been (15) \_\_\_\_\_ many expeditions to find the yeren that the government has officially denied its existence, in order to prevent further damage being caused to delicate habitats in the nature reserve.

- |                 |             |                   |              |
|-----------------|-------------|-------------------|--------------|
| 0 A aware       | B conscious | C <u>familiar</u> | D known      |
| 1 A reported    | B informed  | C noticed         | D announced  |
| 2 A Actually    | B Instead   | C However         | D Moreover   |
| 3 A time        | B event     | C occasion        | D moment     |
| 4 A latest      | B ultimate  | C recent          | D last       |
| 5 A views       | B visions   | C sightings       | D looks      |
| 6 A Taken       | B Given     | C Considered      | D Seen       |
| 7 A much        | B high      | C far             | D near       |
| 8 A like        | B with      | C as              | D of         |
| 9 A able        | B competent | C capable         | D powerful   |
| 10 A just       | B too       | C well            | D even       |
| 11 A wore       | B dressed   | C put             | D changed    |
| 12 A attempt    | B hope      | C order           | D wish       |
| 13 A especially | B hopefully | C surprisingly    | D believably |
| 14 A search     | B look      | C hunt            | D sight      |
| 15 A too        | B very      | C so              | D quite      |

FCE Part 5

Word formation

- 1 Write the adjectives and adverbs which are formed from the following nouns. Use the suffixes *-al*, *-ous* or *-y* and make any other changes which are necessary. There is an example at the beginning (0).

Noun	Adjective	Adverb
0 noise	<i>noisy</i>	<i>noisily</i>
1 humour	_____	_____
2 ambition	_____	_____
3 benefit	_____	_____
4 hunger	_____	_____
5 anxiety	_____	_____
6 origin	_____	_____

- 2 Complete the table with the correct form of the words given. There is an example at the beginning (0).

Verb	Noun	Adjective +	Adjective -
0 appreciate	<i>appreciation</i>	<i>appreciative</i>	<i>unappreciative</i>
1 _____	attraction	_____	_____
2 decide	_____	_____	_____
3 excite	_____	_____	_____
4 _____	imagination	_____	_____
5 _____	obedience	_____	_____
6 offend	_____	_____	_____
7 please	_____	_____	_____
8 _____	success	_____	_____
9 _____	thought	_____	_____
10 _____	tolerance	_____	_____

- 3 Complete each space with the appropriate form of the words in capitals. If the missing word is a **noun**, you may need a plural form. If the missing word is an **adjective** or **adverb**, you may need a negative form. There is an example at the beginning (0).

- 0 He gave her a small present to show his *appreciation* for her kindness. **APPRECIATE**
- 1 I think it's an extremely \_\_\_\_\_ building; it's far too big and it ruins the character of the area. **ATTRACTION**
- 2 I'm afraid I'm not very good at making \_\_\_\_\_. I never know what the best thing to do is. **DECIDE**
- 3 There was a great deal of \_\_\_\_\_ excitement when the Queen arrived to open the new hospital. **EXCITE**
- 4 You really should read one of the Harry Potter books. They're very \_\_\_\_\_ written. **IMAGINATION**
- 5 He never does as he's told; he's so \_\_\_\_\_. **OBEDIENCE**
- 6 You shouldn't take \_\_\_\_\_. I'm sure he didn't mean what he said. **OFFEND**
- 7 I always have a glass of wine with my meal. It's one of my few \_\_\_\_\_. **PLEASE**
- 8 78-year-old Bill Baxter has \_\_\_\_\_ completed his third London Marathon. **SUCCESS**
- 9 Thank you for the flowers. That was very \_\_\_\_\_ of you. **THOUGHT**
- 10 You have a very \_\_\_\_\_ attitude. You should try to accept other people's opinions. **TOLERANCE**



## Writing

## FCE Part 2

## Compositions

Read the following Writing Part 2 instructions.

Your class has been working on a project on traditional customs and celebrations. Now your teacher has asked you to write a composition giving your opinion on the following statement:

*Traditional celebrations have no relevance in today's world and are a waste of time and money.*

Write your **composition** in **120–180** words.

## A Model

Read the example composition below, and then complete each of the spaces with one of the words in the box.

however	extent	think	although	argument
conclude	moreover	hand	opinion	

Every country has its own traditions, some of which have existed for centuries. In my (1) \_\_\_\_\_ we should do everything possible to preserve them.

Some people (2) \_\_\_\_\_ that in today's high-tech world traditional celebrations are too old-fashioned and irrelevant to our lives. (3) \_\_\_\_\_, events such as Carnival are important, as they bring communities together and make us think about other people and not just computers.

Another (4) \_\_\_\_\_ against traditional festivals is that they are expensive to organise. To some

(5) \_\_\_\_\_ this is true, particularly when there are firework displays or parades. On the other

(6) \_\_\_\_\_, it is a small price to pay for brightening up our lives with entertainment and colour.

(7) \_\_\_\_\_, celebrations like the 'Fallas' in my home town of Valencia attract many tourists and their money.

Finally, (8) \_\_\_\_\_ I agree that some traditional customs have lost their original significance, they can provide an opportunity for us to learn about our past. For example, Bonfire Night teaches British children about a particular period of their country's history.

To (9) \_\_\_\_\_, traditional celebrations are a source of great pleasure and interest, and they are certainly worth keeping.

Which words in the composition above are used to introduce the three examples of traditional celebrations?

## B Organization

Which of these paragraph plans does the example composition follow?

A	B
1 Introduction: writer's general opinion	1 Introduction: writer's general opinion
2 First point for the statement	2 First point for the statement and writer's argument against this point.
3 Second point for the statement	3 Second point for the statement and writer's argument against this point.
4 Third point for the statement	4 Third point for the statement and writer's argument against this point.
5 Conclusion: writer states opinion	5 Conclusion: writer states opinion again

## C Ideas

Read these three statements which were given to a class as composition titles.

**A** *Sport today has become far too competitive and is no longer enjoyable.*

**B** *Village life is more pleasant than city life*

**C** *All students should spend a year working before they go to university.*

Match the following ideas to the appropriate statement and then say whether the students who wrote them agreed or disagreed with the statement. The first one has been done for you.

- 1 It's big business now – there's too much money involved. **A** (*agree*)
- 2 There's nothing to do there. It's so dull and boring.
- 3 You might do a job which is completely irrelevant to what you do after university.
- 4 People don't socialize like they do in the city.
- 5 Athletes never used to take drugs. Breaking world records doesn't mean anything now.
- 6 You'd be taking away jobs from unemployed people.
- 7 Violence at football matches is just one example of the way some people take it too seriously.
- 8 It sounds like a waste of time. I can't see how it would make me a better person.
- 9 It's not as quiet as you might think – all those animals waking you up every morning.
- 10 Employers would probably use it as a way of getting cheap labour.
- 11 Sport is controlled by politicians, who use it to make their country look better than others.
- 12 It gets busy and crowded at the weekend because everyone from the city goes there to get away from it all.

## D Writing task

Now write a **composition** of **120–180** words giving your opinion on **one** of the three statements **A**, **B** or **C** in section 3 above.

### How to go about it

- 1 Choose one of the statements and write down arguments for (in favour of) it and arguments against it. You may use the ideas in section 3 above.
- 2 Decide whether you agree or disagree with the statement, then write a paragraph plan, using plan B in section 2 above. Try to include examples to support your arguments.
- 3 Decide which linking words you are going to use. You will find more in the Coursebook in the Writing sections for Units 3 and 8.
- 4 Write your composition.

## Reading

### FCE Part 4

### Multiple matching

- 1 You are going to read a newspaper article about techniques used by thieves. For questions 1–12, choose from the people (A–D). The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

- A Steve Haysham
- B Pauleen Woodcock
- C William Walker
- D Steven Nicholls

### Which of the people suggest the following?

- |   |    |   |
|---|----|---|
| I was shortly going to be leaving the city.               | 0  | D |
| I suspected something was wrong.                          | 1  | 2 |
| It was not as serious as it might have been.              | 3  |   |
| I had problems understanding them.                        | 4  |   |
| It made me suspicious for the rest of my visit.           | 5  |   |
| I gave them the impression I had been taken in.           | 6  |   |
| I did not fall for the trick.                             | 7  | 8 |
| My actions made it obvious I was not a local.             | 9  |   |
| I gave a small reward.                                    | 10 |   |
| Something which smelled bad was used to create confusion. | 11 |   |
| I became aware something was wrong much later.            | 12 |   |

### Travellers' Tales

#### Hanging on to your Money

When I reported the incident of how three men recently attempted to rob me at Krakow bus station, several readers got in touch with their own stories.

Steve Haysham reports an experience in Manhattan: 'We were sitting on a park bench and I was carrying a large camera bag over my shoulder. When a group of teenagers ran past and around us, I held tightly onto the camera thinking this might be more than just youngsters having fun.

5  
 'Five minutes later, somebody pointed to the back of my jacket and held their nose – when I took off the jacket, the back was covered in a wet, sticky substance with an unpleasant odour. At this point we got lucky – a shop assistant came out, invited us in to clean up and told us what had happened: the kids we saw had squirted my back with something like washing-up liquid that sticks and makes a mess. In the confusion, many people put their bag down to take their jacket off and the bag is  
 10  
 15  
 snatched when they are least expecting it.'

A similar incident happened to Pauleen Woodcock in New Delhi: 'I was standing near the Palika bazaar when two young men walked up to me. One drew attention to a mess of some kind on my sandal. They took me to a very conveniently located shoe cleaner and told me it would be 150 rupees (£3) to clean the sandal.

20  
 'The young men were unaware that, although white, I speak Hindi as I have Indian relatives by marriage. I let the shoe cleaner do his work with the young men there, and offered him the usual payment of 50 rupees. When they tried to protest, I spoke to them in Hindi, at which point they realized they had picked the wrong person.'

2 Match each of the words on the left with its meaning on the right. The line numbers are given in brackets.

- |                 |   |
|-----------------|---|
| 1 pointed (6)   | a drew attention to something by holding out a finger |
| 2 squirted (11) | b taken quickly                                       |
| 3 sticks (12)   | c covered with a liquid (from a tube or similar)      |
| 4 snatched (14) | d moving the hand from side to side                   |
| 5 unaware (22)  | e becomes attached                                    |
| 6 waving (51)   | f not conscious or knowing                            |

3 In sentences 1–8 below complete each of the spaces with the appropriate form of one of the words in 2.

- 1 As she walked out of the hotel, a man \_\_\_\_\_ her bag from her and ran off.
- 2 We used to use an old washing-up liquid bottle to \_\_\_\_\_ water at each other.
- 3 She was shouting excitedly, \_\_\_\_\_ her certificate in the air.
- 4 \_\_\_\_\_ that he was being filmed by a CCTV camera, McGuire broke into the shop.
- 5 She sat on some chewing gum and it \_\_\_\_\_ to her jeans.
- 6 He \_\_\_\_\_ at the door and told me to get out of his office.

4 In the reading text find two expressions, collocations or phrasal verbs for each of the following verbs. Don't forget to include any dependent prepositions or other words which are used. Two examples have been done for you.

get	<i>in touch with someone</i>	_____
hold	<i>one's nose</i>	_____
pick	_____	_____
take	_____	_____
make	_____	_____
have	_____	_____

5 Complete each of the spaces below with **two** words from the text.

- 1 Can you get \_\_\_\_\_ with Alex and ask him if he's coming on Friday?
- 2 Keep close to me and hold \_\_\_\_\_ your bag; there are a lot of pickpockets.
- 3 I dropped all my books in the street and a kind man helped me pick \_\_\_\_\_.
- 4 John took \_\_\_\_\_ a Greek restaurant last night. We had a wonderful meal.
- 5 I made \_\_\_\_\_ of lending some money to Alan. He still hasn't paid me back.
- 6 'Do you know where Simon is?' 'No, I'm sorry. I have \_\_\_\_\_.'

And **William Walker** reports an incident that occurred on a visit to Madrid: 'I made the mistake one morning of looking at a tourist map just near the entrance to the Plaza Mayor. A few minutes later a young man walked towards me and dropped some coins at my feet. As I helped him pick them up, a pickpocket took my wallet which was inside my buttoned-up back pocket. All this happened in the space of seconds and I didn't feel a thing. Not until I got back to my hotel in the evening did I realize what had happened. Luckily I had left my credit cards in the hotel so I didn't suffer too much inconvenience, but I was left feeling angry and paranoid for what remained of my stay.'

**Steven Nicholls** tells of an incident in Italy: 'I was in Florence and preparing to move to Venice. I had been to the station to check the train times for the next day and was walking back towards my hotel when two women approached and pushed a newspaper under my eyes. They spoke quickly and excitedly, pointing violently at a photograph in the paper; I had no idea what they were on about so I just smiled and moved on. A sixth sense made me feel for my wallet, which, of course, was gone.

45 'Naturally, the women had disappeared, but a man was hurrying towards me waving my wallet! He turned out to be a local who had seen what was happening and had managed to snatch the wallet back from them. All it cost me was

55 a Campari and soda.'



## Vocabulary

Wordlist on page 204 of the Coursebook

### A Crime

Match each of the following descriptions with a crime from the box.

burglary	blackmail	pickpocketing	kidnap
smuggling	arson	robbery	drug trafficking

- 1 By the time he realized his wallet was missing, it was too late. The bus had stopped and the two men had run off in different directions. \_\_\_\_\_
- 2 Police have found evidence which suggests the building may have been burned down by an ex-employee who was sacked from the company three months ago. \_\_\_\_\_
- 3 Three armed men, each wearing a stocking over his head, ordered the customers to lie still on the floor while the cashier emptied the safe. \_\_\_\_\_
- 4 We must have left a window open. They took the video, the television and all my jewellery. The neighbours didn't hear a thing. \_\_\_\_\_
- 5 Mrs Brandon received a note demanding £1 million in return for the release of her husband. \_\_\_\_\_
- 6 To escape detection he would go to the local cyber café to email his demands. He wanted regular monthly payments of £3,000 in return for his silence over the politician's affair with his secretary. \_\_\_\_\_
- 7 For two years he had been illegally taking religious icons and other art treasures out of the country in order to sell them to art collectors in Western Europe. \_\_\_\_\_
- 8 Police suspected that most of his fortune came from trading in narcotics, yet they had difficulty proving it. \_\_\_\_\_

### B Phrasal verbs

Phrasal verb list on pages 122 and 123

- 1 Use the following verbs and particles to make phrasal verbs which have the same meanings as the definitions in 1-8.

<b>Verbs:</b>	take	make	look	get		
<b>Particles:</b>	up	in	out	up to	into	away with

- 1 trick or deceive \_\_\_\_\_
  - 2 investigate \_\_\_\_\_
  - 3 not be punished for something \_\_\_\_\_
  - 4 see, hear or understand with difficulty \_\_\_\_\_
  - 5 invent (a story, an excuse) \_\_\_\_\_
  - 6 start doing \_\_\_\_\_
  - 7 admire and respect \_\_\_\_\_
  - 8 do things you know you shouldn't \_\_\_\_\_
- 2 Complete the spaces with the appropriate forms of the phrasal verbs above.
    - 1 Is this story true or are you \_\_\_\_\_ it \_\_\_\_\_ ?
    - 2 I couldn't \_\_\_\_\_ what he was saying. I think he was drunk.
    - 3 He said he'd been robbed and needed some money for a taxi, but I wasn't \_\_\_\_\_ by his story.
    - 4 You're a fool if you think you can drive so fast all the time and \_\_\_\_\_ it.
    - 5 The police are \_\_\_\_\_ the causes of the accident.
    - 6 Are you in trouble with the police again? What have you been \_\_\_\_\_ this time?

## Language focus



Grammar reference on pages 213 and 214 of the Coursebook

### A Active and passive

Complete each of the spaces with an appropriate active or passive form of the verb in brackets. You may need to use more than one word in each space.

- Glenn Lambert \_\_\_\_\_ (release) from prison yesterday, ten years after \_\_\_\_\_ (find) guilty of a crime he \_\_\_\_\_ (not commit).
- Our car \_\_\_\_\_ (repair) at the garage at the moment. I \_\_\_\_\_ (tell) yesterday that it probably \_\_\_\_\_ (not be) ready until next Friday.
- a:** I \_\_\_\_\_ (ask) to give a talk at the conference next month.  
**b:** So have I. I \_\_\_\_\_ (not prepare) mine yet. How about you?
- a:** What \_\_\_\_\_ (happen) to those boys who \_\_\_\_\_ (catch) spraying paint on the walls of the school last year?  
**b:** Don't you remember? They \_\_\_\_\_ (make) to clean it all off. It \_\_\_\_\_ (take) them three days altogether.
- Three million chocolate bars \_\_\_\_\_ (produce) at this factory each week. Over one million of these \_\_\_\_\_ (sell) in the UK, and the rest \_\_\_\_\_ (export) to other European countries.
- My great grandfather \_\_\_\_\_ (give) a beautiful clock when he retired in 1960. When he \_\_\_\_\_ (die) in 1980, the clock \_\_\_\_\_ (stop) working; it still \_\_\_\_\_ (not fix).
- A Roman necklace, which \_\_\_\_\_ (think) to be worth over two million pounds, \_\_\_\_\_ (find) last week by Audrey Perham while she \_\_\_\_\_ (walk) her dog in Queen's Park, Brighton.
- There were two of them, both about ten years old. They came into my garden and \_\_\_\_\_ (destroy) all the flowers. The police \_\_\_\_\_ (not do) anything. It's not right – they shouldn't \_\_\_\_\_ (allow) to get away with it!

### B Revision: Modal verbs

Complete each of the spaces with one of the negative modal forms from the box, together with the correct form of the verb in brackets. More than one answer may be possible.

mustn't	don't need to	shouldn't	needn't
don't have to	didn't need to	didn't have to	needn't have

- What a waste of time! I \_\_\_\_\_ (revise) 16th century European history; none of it came up in the exam.
- We \_\_\_\_\_ (pay) for a babysitter for Luke last night; my parents looked after him at their house.
- The Christmas holidays are a little longer than usual this year. We \_\_\_\_\_ (go) back to school until January 10th.
- You \_\_\_\_\_ (tell) anyone what I've just said. I'll be very angry if you do.
- I know I \_\_\_\_\_ (have) any more cream cakes, but it is my birthday after all.
- I realize now, of course, that I \_\_\_\_\_ (buy) all this wine for the party; we've got a lot of bottles left from the last one we had.
- You \_\_\_\_\_ (worry) about your car while you're away on holiday. We'll look after it for you.
- He \_\_\_\_\_ (go) to prison in the end. The judge let him off with a £900 fine.

## Use of English

## FCE Part 3

## Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

- 0 My friends have invited me to their wedding.

**invited**

I have been invited to my friends' wedding.

- 1 No one gave me any help with the homework.

**not**

I \_\_\_\_\_ any help with the homework.

- 2 Someone is meeting him at the station.

**met**

He \_\_\_\_\_ at the station.

- 3 Thieves stole all her priceless jewels.

**robbed**

She \_\_\_\_\_ all her priceless jewels.

- 4 The police are investigating her disappearance.

**looked**

Her disappearance \_\_\_\_\_ by the police.

- 5 The witness had invented the whole story.

**made**

The whole story \_\_\_\_\_ the witness.

- 6 People say swimming is good exercise for your back.

**said**

Swimming \_\_\_\_\_ good exercise for your back.

- 7 People expect that tax cuts will be announced today.

**be**

Tax cuts \_\_\_\_\_ today.

- 8 People believe he won a lot of money on the lottery.

**believed**

He \_\_\_\_\_ won a lot of money on the lottery.

- 9 They think the burglar knew the owner of the house.

**known**

The burglar \_\_\_\_\_ the owner of the house.

- 10 I took my coat but it wasn't necessary as it didn't rain.

**have**

I \_\_\_\_\_ my coat as it didn't rain.

- 11 Fortunately, it wasn't necessary for us to go shopping last weekend.

**need**

Fortunately, \_\_\_\_\_ go shopping last weekend.

## What to expect in the exam

Remember in the exam you have to write your answers on a separate sheet.  
You should only write the missing words, not the whole sentence.

## FCE Part 5

## Word formation

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

## CCTV cameras

Close circuit television cameras are (0) *increasingly* becoming a fact of life in modern Britain. They can be seen in office (1) \_\_\_\_\_, shopping centres, banks, (2) \_\_\_\_\_ areas and even parks, and it is estimated that the average Briton is filmed an (3) \_\_\_\_\_ 200 times a day. It is believed that CCTV leads to a (4) \_\_\_\_\_ in certain types of crime, such as car theft, (5) \_\_\_\_\_ and street violence. Its supporters defend it as an (6) \_\_\_\_\_ way of improving security in town centres, and of helping to bring (7) \_\_\_\_\_ to justice. Civil liberties groups, who object to the (8) \_\_\_\_\_ of CCTV cameras, feel that they constitute a serious (9) \_\_\_\_\_ of privacy and say that there is little (10) \_\_\_\_\_ that they reduce offending.

INCREASE

BUILD

RESIDENT

AMAZE

REDUCE

ROB

EFFECT

CRIME

PRESENT

INVADE

EVIDENT

## FCE Part 2

## Open cloze

Read the text below and think of a word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

## House-sitters

Nowadays (0) *there* are far too many stories of homeowners (1) \_\_\_\_\_ have been away on holiday and come home to find that their house (2) \_\_\_\_\_ been broken into. Unfortunately, simply locking the doors and cancelling the newspapers is (3) \_\_\_\_\_ enough to keep out burglars.

A much better way to prevent your home from (4) \_\_\_\_\_ burgled is to employ a professional house-sitter, either through an agency (5) \_\_\_\_\_ as 'Homesitters', (6) \_\_\_\_\_ by placing an advertisement in a magazine like *The Lady*. House-sitters (7) \_\_\_\_\_ paid around £10 (8) \_\_\_\_\_ day, including a food allowance, to live in a house while (9) \_\_\_\_\_ owners are away. An extra charge (10) \_\_\_\_\_ made if the house-sitter is required to (11) \_\_\_\_\_ care of one or more pets.

Agencies, which charge a considerable fee for their services, accept full responsibility (12) \_\_\_\_\_ anything which might go wrong. House-sitters (13) \_\_\_\_\_ therefore chosen very carefully; as (14) \_\_\_\_\_ as the usual interview and personal references, inquiries are (15) \_\_\_\_\_ about any previous criminal convictions.



## Writing

### FCE Part 2

#### Informal letters

Read the following Writing Part 2 instructions and the two answers which were written by students. Which letter do you think would be given a higher mark?

You have just returned from a holiday abroad, during which something of yours was stolen. Write a letter to your penfriend, telling him/her about the incident and what you did to try to recover the stolen item.

#### Student A

Dear Paul

I arrive to the station to caught the train to the airport. I feeling sad because of I finish my holiday. I enjoyed with the holiday very much and I didn't want to come to home.

I have decided to go to the shop for to buy some sweets and make me felt happier. I put my suitcase to the ground and paid to the woman for the sweets. I wanted to pick up my suitcase but it was not there any more! Where was my suitcase? What a shock! Somebody stealed it.

Consequently, I feeling sadder. It was a horrible way to finish of a holiday.

Helmut Braun

#### Student B

Dear Esther

How are you? Did you get my postcard from Italy? You'll never guess what happened to me after I'd posted it to you!

I was walking down the main street on my way to the beach when I heard everyone shouting behind me. I looked round and there on the pavement coming towards me was a young man on a motor scooter. Before I knew what was happening, he had snatched my bag and was riding off into the distance.

I started to run after him but it was useless – you know how unfit I am! Anyway, at that moment a car pulled over beside me and the driver, who had seen the incident, told me to get in. We chased after the thief, and as soon as he realized he was being followed, he dropped the bag and disappeared.

You can imagine how relieved I felt. And I was so grateful to the driver – thanks to him my holiday wasn't ruined.

How about you, Esther? Did anything exciting happen on your holiday? Write and tell me all about it.

Lots of love

Angela

**A Analysis**

Now read the two letters again and then answer Yes or No to the following questions about each one.

	A	B
<b>Content</b>		
1 Has the writer answered all parts of the question?		
<b>Organization and cohesion</b>		
2 Is the letter organized into suitable paragraphs?		
3 Are ideas connected with appropriate linking words?		
4 Does the letter have an appropriate beginning and ending?		
<b>Range and accuracy</b>		
5 Is there a good range of vocabulary?		
6 Has the writer used a variety of tenses?		
7 Is the English reasonably accurate?		
<b>Style and format</b>		
8 Is the letter written in an informal style?		
9 Is the answer clearly set out as a letter?		
<b>Target reader</b>		
10 Would the reader understand what happened and know what the writer did to try to recover the stolen item?		

**B Accuracy**

Look back at Student A's answer. Find the following mistakes and correct them:

- a eight mistakes related to verb forms, eg *I arrived*
- b eight mistakes related to the incorrect use of prepositions, eg *at the station*

**C Addressing the reader**

Look back at Student B's answer. Underline those sentences in which the writer talks directly to the reader of the letter.

**Example:**

*How are you?*

**D Writing task**

Now write your own answer to the question.

**Don't forget!**

- Set your answer out as an informal letter.  
Include suitable opening and closing paragraphs.  
See page 10 in Unit 1 of the Coursebook for useful language.
- Use a range of vocabulary and structures when describing what happened.  
See pages 50 and 51 in Unit 4 of the Coursebook for the ingredients of a good narrative.
- Organize your ideas into logical paragraphs. You could have one paragraph to describe how the item was stolen and another to say how you tried to recover it.

## Reading

## FCE Part 3

## Gapped text

- 1 You are going to read a newspaper article about a man who teaches survival techniques. Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each space (1–7). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

## The man who can survive anywhere



*Ray Mears tells Graham Hadley how learning survival skills can help us rediscover nature.*

Armed with little more than a hunting knife and a cooking pot Ray Mears can survive anywhere. He loves nothing more than spending days, weeks or even months alone in the wild, and he will talk passionately about any aspect of the natural world, from his favourite trees to endangered species of animals.   Those who sign up for the courses range from children to grandparents, with a large number of twenty to thirty-year-olds looking for a taste of adventure.

'People might see it as survival skills,' he says, 'but I aim to teach a little more than that.'   Some who have participated on the course have experienced a very profound change in their life. They develop a greater awareness of nature. They return to the cities and notice the seasons change for the first time.   The city and their life in it are transformed.'

The Woodlore courses take participants to experience tribal life with the native people of Namibia, or to shiver through an Arctic survival course in Lapland.   These are the places

to fulfil the schoolboy dream of lighting fires with just a couple of sticks.

'There are lots of simple survival tips, like it's often better to avoid anything which is green. More energy is used up eating it than you get out of it. Roots are best because you need carbohydrates.'

There is a very serious purpose to what Mears does. 'All around the world cultures are losing ancient skills as the latest generation is attracted away from the land to an easy life through technology,' he explains. 'We live in a world where we can have whatever we want, but along the way we have lost contact with the natural world.'

Without them, there's a danger we could lose sight of where we've come from.'

'The area around London is particularly threatened.'   People need places where they can get close to nature.'

But Mears is not against the latest technological developments and is well aware of the benefits.

'In this way people can become part of a global tribe, one which lives both for and from the natural world.'

[www.raymears.com](http://www.raymears.com)

- A** Mears even takes groups to visit a highly-protected nature reserve in Canada to watch bear cubs being born and raised.
- B** He has just hired an Internet consultancy firm to design a website which will give people all over the globe access to his knowledge.
- C** I try to show people how to reconnect with nature, how to see it in a different light.
- D** This experience, and others like it, led Mears to write *The Survival Handbook*, which was published in 1989.
- E** The ancient woodlands should be left alone, and areas not needed for agriculture should be planted with trees and allowed to grow wild.
- F** They see the geese, the pigeons, the edible plants growing between the cracks in the pavement.
- G** These ancient skills help to put us back in touch with nature, and to understand our place in the world.
- H** He also teaches how to identify edible plants for food.
- I** His passions are reflected in Woodlore, a series of courses in which he passes on survival techniques to people of all ages.

2 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. All the words you require appeared in the reading text. There is an example at the beginning (0).

- 0 Global warming is thought to be responsible for some of the world's recent natural disasters. **NATURE**
- 1 We took part in a demonstration yesterday to protest against the construction of two new housing \_\_\_\_\_ on the edge of town. **DEVELOP**
- 2 The creation of nature reserves will help to ensure the \_\_\_\_\_ of many endangered species. **SURVIVE**
- 3 There were over 350 \_\_\_\_\_ on the Environmental Skills course. **PARTICIPATE**
- 4 He spoke \_\_\_\_\_ about the need to protect the tiger's natural habitat. **PASSION**
- 5 Deforestation in South America is an issue of \_\_\_\_\_ importance. **GLOBE**
- 6 You can't really go \_\_\_\_\_ in the countryside nowadays without seeing some evidence of Man's influence. **WHERE**
- 7 The council intends to raise \_\_\_\_\_ of the effects of traffic pollution on our health. **AWARE**
- 8 Recent \_\_\_\_\_ advances such as the Internet are proving very useful for conservationists. **TECHNOLOGY**

3 In numbers 1-3 in exercise 2 you needed to use the suffixes *-ment*, *-al* and *-ant* to form the appropriate nouns. Use these same suffixes to form nouns from the following verbs. The first two have been done for you.

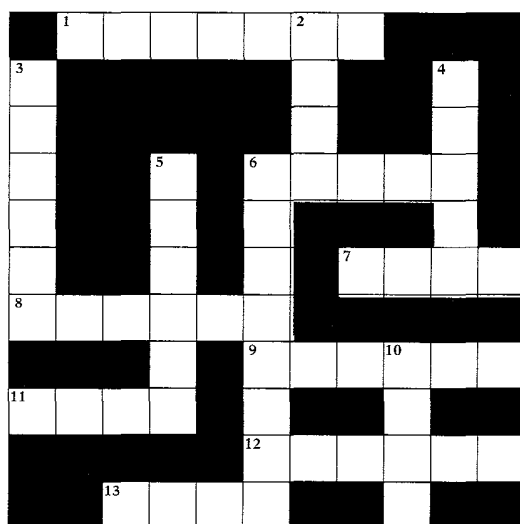
Verb	Noun	Verb	Noun
arrive	<u>arrival</u>	enjoy	_____
consult	<u>consultant</u>	replace	_____
entertain	_____	approve	_____
refuse	_____	deny	_____
assist	_____	arrange	_____
occupy	_____	inhabit	_____

- 4 Complete each of the spaces with the correct form of one of the nouns in exercise 3.
- All 540 \_\_\_\_\_ of the village of Poynings had to be evacuated because of the forest fire.
  - The Government has given its \_\_\_\_\_ for the construction of a new by-pass for Oldbury. Road works will start next April.
  - The views were fantastic but the constant noise of the motorway did rather ruin our \_\_\_\_\_ of the walk.
  - Conservationists were not convinced by the Minister's \_\_\_\_\_ that radioactive waste had been dumped at sea.
  - Fortunately, none of the \_\_\_\_\_ of the car was injured in the crash.

## Vocabulary

Wordlist on pages 204 and 205 of the Coursebook

### A Crossword: The weather



#### Across

- a long period of time without rain
- a large amount of water covering an area which is normally dry
- a very strong wind
- a \_\_\_\_\_ storm is a very bad one
- a \_\_\_\_\_ sea has lots of small waves caused by the wind
- \_\_\_\_\_ rain consists of very small raindrops
- 'Several trees were \_\_\_\_\_ by lightning during the storm.'
- a \_\_\_\_\_ is a short, sudden period of strong wind

#### Down

- small hard balls of frozen rain
- 'Look at those thick, black \_\_\_\_\_ - I think it's going to rain.'
- 'After the earthquake came a \_\_\_\_\_ wave, which destroyed several houses on the coast.'
- a gentle \_\_\_\_\_ is a very light wind
- 'You can't always rely on the weather \_\_\_\_\_ to predict the weather accurately.'
- 'to \_\_\_\_\_ with rain' means 'to rain very heavily'

### B The environment

- 1 Match each sentence beginning 1-6 with an appropriate ending a-f.
- |  |  |
|--|--|
| 1 One of the aims of Greenpeace is to <b>raise</b>         | <b>a extinction</b> in this country as a result of modern farming methods.             |
| 2 I strongly believe that anyone caught <b>dropping</b>    | <b>b paper</b> , but they have not provided enough containers to enable us to do this. |
| 3 The ship's captain denied he had been <b>dumping</b>     | <b>c awareness</b> of the environmental problems facing our planet.                    |
| 4 Several species of birds and animals <b>face</b>         | <b>d litter</b> should be ordered to pay a heavy fine.                                 |
| 5 The local authorities talk of the need to <b>recycle</b> | <b>e wildlife</b> in this country.   |
| 6 Not enough is being done to <b>preserve</b>              | <b>f waste</b> of any kind at sea.   |

2 Match the words **1–8** with the words **a–h** to form compound nouns.

- |              |             |
|--------------|-------------|
| 1 bottle     | a effect    |
| 2 dog        | b pollution |
| 3 greenhouse | c reserve   |
| 4 oil        | d mess      |
| 5 traffic    | e bank      |
| 6 exhaust    | f slick     |
| 7 power      | g station   |
| 8 nature     | h fumes     |

3 Complete each of the spaces with one of the compound nouns from exercise 2.

- \_\_\_\_\_ are responsible for a great deal of the pollution in our cities.
- The huge \_\_\_\_\_ is moving slowly towards Ireland, and several miles of coastline are under threat.
- It's almost impossible to walk on the pavement in this city without stepping in \_\_\_\_\_.
- Global warming is caused by the \_\_\_\_\_, the result of an increase in the amount of carbon dioxide and other gases in the Earth's atmosphere.
- Environmentalists have been protesting at the construction of a new nuclear \_\_\_\_\_ on the outskirts of the city.
- Wildlife enthusiasts have called for the area to be made a \_\_\_\_\_ in order to protect the rare species of butterfly which lives there.

### Language focus



Grammar reference on pages 214 and 215 of the Coursebook

#### A So, neither and nor

1 Match each statement **1–8** with a reply **a–h**.

- |   |                      |
|---|----------------------|
| 1 She doesn't like that type of music.    | a So would I.        |
| 2 We didn't enjoy the film.               | b I'm not.           |
| 3 I went swimming last night.             | c Neither does he.   |
| 4 My favourite food is pasta.             | d So did my brother. |
| 5 She's never been abroad.                | e Neither did they.  |
| 6 I'd rather go to the cinema.            | f We don't.          |
| 7 He's going to the demonstration.        | g Neither have I.    |
| 8 I have to do a lot of homework tonight. | h So is mine.        |

2 Complete each of the spaces below with *so* or *neither/nor* and an appropriate auxiliary verb. The first one has been done for you.

- He can't drive and neither can I.
- I'm older than Harry, and \_\_\_\_\_ Ron.
- He never writes to me, and \_\_\_\_\_ Colin.
- Her parents are going to France, and \_\_\_\_\_ mine.
- Seamus came to the party, and \_\_\_\_\_ Dean.
- Hermione won't tell anyone, and \_\_\_\_\_ I.
- I've already seen that film, and \_\_\_\_\_ Neville.
- I wouldn't be happy if you went alone, and \_\_\_\_\_ your father.
- I'd better go to bed, and \_\_\_\_\_ you, young man.

## B Conditionals

- 1 Complete the spaces in the following sentences with the appropriate form of the verb in brackets. The first one has been done for you.
- 1 If I had (have) more time, I would help (help) you, but I'm afraid I'm just too busy.
  - 2 I \_\_\_\_\_ (buy) you a new pair of football boots as long as you \_\_\_\_\_ (promise) to look after them properly.
  - 3 Why did you tell your parents? If you \_\_\_\_\_ (not/say) anything, we \_\_\_\_\_ (not/get) into trouble.
  - 4 If he \_\_\_\_\_ (sleep) for less than eight hours, he \_\_\_\_\_ (usually/be) bad-tempered all morning.
  - 5 It's a shame you weren't at the party. If you \_\_\_\_\_ (go), you \_\_\_\_\_ (meet) my sister.
  - 6 If we \_\_\_\_\_ (beat) United next Saturday, we \_\_\_\_\_ (go) to the top of the league.
  - 7 There's a quicker way to do it. If you \_\_\_\_\_ (press) 'control' and 'U', it \_\_\_\_\_ (underline) your work as you type.
  - 8 If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (go) to the doctor's.
  - 9 We \_\_\_\_\_ (be) there by 6 o'clock this evening unless we \_\_\_\_\_ (get) stuck in a traffic jam.
  - 10 I had to wait two hours to see the doctor. If I \_\_\_\_\_ (not/take) my book with me to read, I \_\_\_\_\_ (get) so bored.
- 2 Rewrite sentences below to form second, third or mixed conditional sentences. The first one has been done for you.
- 1 I don't have to pay to get into the museum because I'm unemployed.  
*If I wasn't unemployed, I'd have to pay to get into the museum.*
  - 2 We didn't go sailing because there wasn't enough wind.  
\_\_\_\_\_
  - 3 We don't go abroad on holiday because I'm afraid of flying.  
\_\_\_\_\_
  - 4 He's broken his leg so he can't drive.  
\_\_\_\_\_
  - 5 I couldn't take any photos because I forgot to pack my camera.  
\_\_\_\_\_
  - 6 He isn't going to the wedding because he hasn't got a suit.  
\_\_\_\_\_
  - 7 He's feeling ill because he drank too much last night.  
\_\_\_\_\_
  - 8 She didn't pass her exams so she couldn't go to university.  
\_\_\_\_\_
  - 9 They didn't watch the news so they didn't hear about the earthquake.  
\_\_\_\_\_
- 3 Complete each of the following sentences in an appropriate way.
- 1 If I had to spend a year living abroad, I \_\_\_\_\_ .
  - 2 If I had the power to change one thing in my country, I \_\_\_\_\_ .
  - 3 I probably wouldn't have met my best friend if \_\_\_\_\_ .
  - 4 I'd be really pleased if \_\_\_\_\_ .
  - 5 If someone gives me some money for my birthday, \_\_\_\_\_ .
  - 6 If the computer hadn't been invented, \_\_\_\_\_ .

**Use of English**

**FCE Part 1**

**Multiple choice cloze**

Read the text below and decide which answer **A, B, C** or **D** best fits each space. There is an example at the beginning **(0)**.

**Global warming**

Few people now **(0)** question the reality of global warming and its effects on the world's climate. Many scientists **(1)** \_\_\_\_\_ the blame for recent natural disasters on the increase **(2)** \_\_\_\_\_ the world's temperatures and are convinced that, more than **(3)** \_\_\_\_\_ before, the Earth is at **(4)** \_\_\_\_\_ from the forces of the wind, rain and sun. **(5)** \_\_\_\_\_ to them, global warming is making extreme weather events, **(6)** \_\_\_\_\_ as hurricanes and droughts, even more **(7)** \_\_\_\_\_ and causing sea levels all around the world to **(8)** \_\_\_\_\_ .

Environmental groups are putting **(9)** \_\_\_\_\_ on governments to take action to reduce the **(10)** \_\_\_\_\_ of carbon dioxide which is given **(11)** \_\_\_\_\_ by factories and power plants, thus attacking the problem at its source. They are in **(12)** \_\_\_\_\_ of more money being spent on research into solar, wind and wave energy devices, which could then replace existing power **(13)** \_\_\_\_\_ .

Some scientists, **(14)** \_\_\_\_\_ , believe that even if we stopped releasing carbon dioxide and other gases into the atmosphere tomorrow, we would have to wait **(15)** \_\_\_\_\_ hundred years to notice the results. Global warming, it seems, is here to stay.

- |                       |                          |                     |                        |
|-----------------------|--------------------------|---------------------|------------------------|
| <b>0</b> A hesitate   | <b>B</b> <u>question</u> | <b>C</b> disagree   | <b>D</b> concern       |
| <b>1</b> A give       | <b>B</b> put             | <b>C</b> take       | <b>D</b> have          |
| <b>2</b> A in         | <b>B</b> at              | <b>C</b> by         | <b>D</b> to            |
| <b>3</b> A yet        | <b>B</b> never           | <b>C</b> once       | <b>D</b> ever          |
| <b>4</b> A threat     | <b>B</b> danger          | <b>C</b> risk       | <b>D</b> harm          |
| <b>5</b> A Concerning | <b>B</b> Regarding       | <b>C</b> Depending  | <b>D</b> According     |
| <b>6</b> A such       | <b>B</b> just            | <b>C</b> even       | <b>D</b> well          |
| <b>7</b> A strict     | <b>B</b> severe          | <b>C</b> strong     | <b>D</b> heavy         |
| <b>8</b> A raise      | <b>B</b> arise           | <b>C</b> rise       | <b>D</b> lift          |
| <b>9</b> A force      | <b>B</b> pressure        | <b>C</b> persuasion | <b>D</b> encouragement |
| <b>10</b> A amount    | <b>B</b> deal            | <b>C</b> number     | <b>D</b> count         |
| <b>11</b> A off       | <b>B</b> away            | <b>C</b> up         | <b>D</b> over          |
| <b>12</b> A belief    | <b>B</b> request         | <b>C</b> favour     | <b>D</b> suggestion    |
| <b>13</b> A factories | <b>B</b> generations     | <b>C</b> houses     | <b>D</b> stations      |
| <b>14</b> A but       | <b>B</b> although        | <b>C</b> despite    | <b>D</b> however       |
| <b>15</b> A several   | <b>B</b> over            | <b>C</b> numerous   | <b>D</b> various       |



FCE Part 4

Error correction

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should not be there, write the word. There are two examples at the beginning (0 and 00).

Bad weather

- 0 I'm writing to you from our hotel room on the Mediterranean island of ✓
- 00 Mallorca. Unfortunately, I can't to tell you very much about the island to
- 1 because we've had such a terrible weather that we've hardly been out of \_\_\_\_\_
- 2 the hotel since we have arrived. On our very first day here the sky was \_\_\_\_\_
- 3 overcast and the temperature was about twenty degrees, much lower than \_\_\_\_\_
- 4 normal is at this time of the year. Then, the next day, we woke up to the \_\_\_\_\_
- 5 sound like of torrential rain beating against the windows, and it's been \_\_\_\_\_
- 6 pouring with almost non stop ever since. We'd have brought more books \_\_\_\_\_
- 7 and games with us if we would had known it was going to be like this – \_\_\_\_\_
- 8 the kids are beginning to get bored with playing cards all the time. Poor \_\_\_\_\_
- 9 Katie was really looking forward to go swimming in the sea, but it's far \_\_\_\_\_
- 10 too rough for that and she can't even go in the pool, which it has been \_\_\_\_\_
- 11 closed. The weather forecast says us that it should begin to improve by \_\_\_\_\_
- 12 the end of the week, but some of the shopkeepers we've spoken to in the \_\_\_\_\_
- 13 town of Palma aren't so much optimistic – they think it might well go on \_\_\_\_\_
- 14 raining for longer. We've decided that unless it will brightens up in the \_\_\_\_\_
- 15 next few days, we'll probably come home a week earlier than had planned. \_\_\_\_\_

Writing

FCE Part 2

Articles

- 1 Read the following Writing Part 2 question and the model below.

You see this announcement in an international magazine:

**WRITING COMPETITION**

<p><i>The Best and the Worst</i> The theme of our writing competition this month is <b>The Weather</b>. Write an article about your favourite and</p>	<p>least favourite weather conditions, telling our readers why you feel the way you do. The best article will be published in the magazine and the writer will receive £250</p>
---	---

Write your **article** for the magazine.

**The highs and lows of mountain weather**

If you lived in the mountains like me, what would be your favourite type of weather? Glorious sunshine to sunbathe in? Deep snow to ski in?

Surprisingly, perhaps, it's the rain I most enjoy. Whether it's fine or heavy, spitting or pouring, I love wet weather! The rain on my face as I walk across the fields is cool and refreshing and always puts me in a good mood. It makes me feel optimistic about the future: after the rain, the sun comes out; after a shower the countryside is greener; and after my walk there's the promise of a warm fire and a cup of hot cocoa.

And what would you find it hard to put up with? Where I live it's the wind, which blows almost continuously for two weeks every August. Clothes are blown off washing lines, tiles are pulled off roofs and activities such as walking and cycling become very difficult. Who wouldn't feel bad-tempered by the end of it all?

But whatever the weather, I know I'd hate it if it was always the same.

2 The model is written in a more informal style. Find examples in the article of the following features.

Features	Examples
<ul style="list-style-type: none"> <li>• A relevant title</li> <li>• Questions to involve the reader</li> <li>• A range of vocabulary related to the weather</li> <li>• Elements of informal language eg <i>contractions, phrasal verbs, linking words</i></li> <li>• Examples to illustrate a point</li> <li>• Adverbs expressing opinion or attitude</li> </ul>	<p><i>The highs and lows of mountain weather</i></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3 Either: **a** Write your own answer to the question in 1 on page 88 or **b** Write an answer to **one** of the following questions.

1 You see this announcement in an international magazine:

**COMPETITION**

Write an article about a situation when you experienced severe weather conditions, telling our readers how you were affected by them.

The best article will win a prize of £500.

2 You see this notice in an international magazine:

**PEOPLE AND PLACES**

We are looking for articles on the following question:

*How does the climate in your country affect the way people feel and behave?*

The best article will be published in our magazine.

Write your **article** for the competition.

Write your **article** for the magazine.

**Before you write**

- Read more about writing articles on pages 215 and 216 of the Coursebook.
- Read the following advice about style and do the exercise below.

Formal and Informal Style: consistency

In each of the questions above, the article will be written for readers of an international magazine. The style of your writing can be either more formal or more informal, but it must be consistent throughout the article; in other words, you should not mix formal and informal language in the same piece of writing.

4 The following extracts **a-c** were each written in answer to one of the three writing questions above. Match each extract to one of the questions. Which of the extracts is **not** written in a consistent style?

**a**

I've never really been keen on going out in the snow - and I can't understand why people get so excited about it. Your feet get soaking wet, your fingers nearly freeze off, and where's the fun in having a snowball pushed down the back of your neck? I'd love to have enough money to be able to get away from here when it snows.

**b**

Moreover, the combination of harsh winters and warm summers has an interesting effect on the personality of those who live in the more remote, rural parts of my country. Inhabitants of these areas tend to withdraw into themselves between December and March, becoming shy and reserved. In spring, however, they undergo a transformation - it's really amazing! They're just so incredibly different - you'd almost think you were in another country!

**c**

Huge waves crashed onto the beach, sending sand and stones high into the air. Gale-force winds caused destruction to buildings along the seafront, and made walking in the street extremely hazardous. We spent the day sheltering in the lounge area of our hotel, wondering when, if even, the storm would die down.

# 12 Looking after yourself

## Reading

### FCE Part 2

### Multiple choice

- 1 You are going to read a magazine article about a chef. For questions 1–7, choose the answer **A**, **B**, **C** or **D** which you think fits best according to the text.

## Meals on wheels

### Sheila Keating meets the Ferrari team chef at a Formula One race.

It's Grand Prix weekend, and as the stars of Formula One race against the clock to give themselves the best starting position for the big event tomorrow, a different race against time is under way. In miniature makeshift kitchens alongside the track, the team chefs are busy preparing lunch for the mechanics and drivers.

Claudio Degli Esposti is in charge of the cooking for all 60 Ferrari team members, plus their personal weekend guests, who could bring the numbers up to 80. 'It's a huge honour to be chef of the Ferrari team,' he says. 'I get on really well with the guys, and they make me feel part of things. Also you have the chance to travel all over the world. I don't see a great deal of the racing,' he says, laughing, 'but the TV monitor is on just outside the kitchen, so I know what's going on.'

The food he prepares for the team is typical of his region in Italy, Emilia Romagna, where the team is based: lasagne, tortelloni, tortellini, ravioli. 'There are usually two different pastas, two or three kinds of meat, plenty of side dishes,' he explains. It is left to others to say that the food at Ferrari is the envy of other teams. Degli Esposti simply shrugs his

shoulders and smiles. 'Italians enjoy eating good food. It is a way of life, so even if your focus is on winning the world championship, you must still have good food.'

The drivers, of course, have their own long-term food agenda, tailored to the stresses of competition. With temperatures in the cockpit of a Formula One car sometimes 15 degrees hotter than that outside, it is not unusual for a driver to lose three kilos in fluid during a race, unless he has the right balance of fluid and carbohydrate. Driver Michael Schumacher, with his reputation for formidable fitness, is attended at all times by Balbir Singh, who looks after his diet and exercise. 'Before qualifying and racing, Michael eats the food prepared by Singh,' says Degli Esposti, 'usually something very light, but afterwards he eats the same food as the rest of the team.'

Unlike many of the team kitchens, which contain stacks of tins and jars, Degli Esposti's has a large fridge filled with different types of cheese, ham, sausages, vegetables and fruit. The emphasis is on simple food prepared carefully. 'In the beginning it was very difficult, working in a very small kitchen, without a lot of the things a chef is used to. And finding ingredients was a problem. Now I know the places to shop at near every

track, and I know I can get anything I need. I love to cook fish and meat, but unless I can get the best, I don't touch it.'

Lunch is spread out as a buffet. On a table at one end of the eating area there are salads of mozzarella and tomatoes, carpaccio topped with truffles, Italian sausages and courgettes, a chicken dish with rosemary potatoes, and tortellini tossed in a sauce of cheese and cream. 'I always try to get as much as possible prepared early, so I have only the hot dishes to do at the last minute,' explains Degli Esposti. The mechanics come in first, followed closely by the drivers. Eddie Irvine heads straight for the truffles, while Schumacher wanders into the kitchen to see what's cooking.

Lunch over, everyone disperses, full of praise for the chef. Degli Esposti gives a small wave of appreciation and immediately starts clearing away. 'I have many friends in Italy,' he says quietly, 'who think I have the best job in the world.'



- 1 What does Degli Esposti enjoy about his job?  
A He can see motor racing all over the world.  
B He likes being a member of a team.  
C He can travel around the countries he visits.  
D He is a fan of Formula One racing.
- 2 What does the writer mean when she says that the drivers 'have their own long-term food agenda' in lines 40 and 41?  
A They spend a lot of time eating.  
B They eat the same things all season.  
C They go for long periods without eating.  
D They follow a carefully planned diet.

- 3 Schumacher eats food prepared by Balbir Singh because  
**A** he prefers it to Degli Esposti's.  
**B** it forms an important part of his preparation for a race.  
**C** it has an excellent reputation.  
**D** it contains more fluids and carbohydrates than Degli Esposti's.
- 4 The food in Degli Esposti's kitchen, compared to that in other teams' kitchens, is  
**A** fresher.  
**B** easier to cook.  
**C** more varied.  
**D** less fattening.
- 5 What does Degli Esposti insist on when he is cooking for the Ferrari team?  
**A** nearby shops  
**B** a big kitchen  
**C** the highest quality food  
**D** a large fridge
- 6 When the members of the Ferrari team have lunch  
**A** they go into the kitchen to get their food.  
**B** they all eat at the same table.  
**C** they serve themselves.  
**D** they each eat a number of different dishes.
- 7 Which adjective would the writer use to describe Degli Esposti?  
**A** modest  
**B** shy  
**C** arrogant  
**D** moody
- 2 Complete the spaces with an appropriate preposition. The words in **bold** appear in the text.
- 1 It was a **race** \_\_\_\_\_ **the clock** to get the menus printed in time for the opening.  
 2 In a restaurant the maitre d' is the person \_\_\_\_\_ **charge** \_\_\_\_\_ all the waiters.  
 3 It's **typical** \_\_\_\_\_ you to order the most expensive dish in the restaurant!  
 4 Welcome to *Food Matters*. In tonight's programme the **focus** is \_\_\_\_\_ Mediterranean food.  
 5 John has a **reputation** \_\_\_\_\_ eating too quickly.  
 6 Ravioli is usually **filled** \_\_\_\_\_ minced meat or cheese.  
 7 The **emphasis** in this restaurant is \_\_\_\_\_ quality, not quantity.  
 8 All the wedding guests were full of **praise** \_\_\_\_\_ the chef.

## Vocabulary

Wordlist on page 205 of the Coursebook

### A Food

Which word could be used to describe the food in each of the following cases? Match each of the words in the box to a statement. The first one has been done for you.

spicy	rich	<b>bitter</b>	sour	stodgy	sickly	crunchy	bland	savoury	greasy
-------	------	---------------	------	--------	--------	---------	-------	---------	--------

1 This coffee really needs a little more sugar adding to it.	<u>bitter</u>
2 There's rather a lot of fat on these chips.	_____
3 How many litres of cream did you put in this sauce?	_____
4 No, it's not a sweet dish. It's got salt and a few herbs in it.	_____
5 I'm sorry, I don't like this – it's like eating a lemon.	_____
6 That chocolate mousse was far too sweet – it made me feel quite ill.	_____
7 Sorry about the noise – this celery's just so fresh.	_____
8 I'm not very keen on curry; it's too hot for me.	_____
9 The food in our school canteen is very heavy; it takes ages to digest.	_____
10 It hasn't really got a lot of flavour, has it?	_____

**B Health**

Read the definitions below, then complete each space 1–6 with an appropriate form of one of the words.

**wound (n)**

a cut or hole in the body, often caused by a gun, knife or other weapon. (verb: wound)

**injury (n)**

harm caused to a person, often as the result of an accident (verb: injure)

**damage (n)**

harm caused to things (verb: damage)

**ache (n)**

a dull continuous pain (verb: ache)

**pain (n)**

usually more extreme discomfort than ache, caused by injury or illness

**hurt (v)**

to cause pain to (part of) a person

- 1 A total of sixteen houses were \_\_\_\_\_ in the explosion.
- 2 Let go of my arm – you're \_\_\_\_\_ me!
- 3 Take an aspirin if your head \_\_\_\_\_.
- 4 The robbers shot at security guards, killing one and seriously \_\_\_\_\_ another.
- 5 Several people received serious \_\_\_\_\_ in the train crash.
- 6 He complained of chest \_\_\_\_\_ and breathing difficulties – a sure sign of pneumonia.

**C Have, put, give and take**

Match each sentence beginning on the left with a suitable ending on the right.

- |                  |  |
|------------------|--|
| 1 He had both    | a plaster on her cut.                              |
| 2 He had another | b an injection in his leg.                         |
| 3 They put him   | c own temperature.                                 |
| 4 She put a      | d operation on his leg.                            |
| 5 They gave him  | e his legs in plaster for six weeks.               |
| 6 He gave her    | f pill for her headache.                           |
| 7 She took a     | g on a course of antibiotics.                      |
| 8 He took his    | h a prescription, which she took to the chemist's. |

**D Word formation: Nouns**

In one word in each of the groups of four below, the wrong suffix has been used to form the noun. Find the word and write the correct form.

*Example:*

- |                    |                     |               |                      |                   |
|--------------------|---------------------|---------------|----------------------|-------------------|
| 0 <i>ignorance</i> | <i>significance</i> | frequency     | <del>frequence</del> | <i>resistance</i> |
| 1 tiredness        | involvement         | friendliness  | uselessness          |                   |
| 2 inconvenience    | impatience          | disappearance | disobedience         |                   |
| 3 announcement     | replacement         | measurement   | obligement           |                   |
| 4 seriosity        | generosity          | curiosity     | anxiety              |                   |
| 5 explanation      | complication        | comparation   | investigation        |                   |
| 6 soreness         | popularness         | consciousness | healthiness          |                   |
| 7 commitment       | permitment          | excitement    | investment           |                   |
| 8 security         | severity            | sincerity     | retirity             |                   |

## Language focus



Grammar reference on pages 215 and 216 of the Coursebook

### A Countable and uncountable nouns

Underline the alternative which cannot be used.

- 1 Have you heard *any/a/the* news about the accident?
- 2 I didn't speak *a large number/a great deal/a lot* of English when I was in London.
- 3 *Many/Several/Every* people in our neighbourhood have complained about the smell from the factory.
- 4 They didn't give us very much *advice/suggestion/information* about where to look for a cheap *guest house/hotel/accommodation* in the town.
- 5 Could you pass me a *piece/bar/slice* of bread please?
- 6 **a:** Would you like *some/any/few* more chips?  
**b:** No, thanks. I've already got *plenty/much/enough*.
- 7 We haven't got *no/any/much* cheese left. Could you buy *a few/a little/some* on your way home tonight?
- 8 Come on, let's go out for a meal. We've still got *a little/little/plenty* of money.
- 9 I think I'll have *some more/another/any more* coffee.
- 10 Don't put *too much/another/any more* chicken in my sandwiches. A couple of slices is plenty.

### B Reported speech

- 1 Read this extract from a letter which Roger wrote to his penfriend, telling him about an interview for a job he went to recently. Then complete the dialogue below.

It was a really short interview, but I think I did OK. She started off by asking why I had applied for the job. I explained to her that I was thinking of going to catering college next year and that I wanted to have some experience of hotel or restaurant work first. Then when she asked me if I had any previous experience I told her about a summer holiday I'd spent working behind the bar at the Sussex Hotel. I mentioned something about how useful it had been and how it had helped me to understand what working in a large hotel was like. She seemed quite impressed with that! Anyway, she wanted to know what I thought my main strengths were, so I said I had a lot of patience and that I was very reliable - you know how I always work hard and never arrive late.

- Interviewer: So, tell me Roger, (1) \_\_\_\_\_ ?
- Roger: Well, (2) \_\_\_\_\_ to catering college next year, and (3) \_\_\_\_\_ some experience of working in a restaurant or hotel before I go.
- Interviewer: And (4) \_\_\_\_\_ any previous experience of this type of work?
- Roger: Yes, I spent one summer working behind the bar in the restaurant at the Sussex Hotel. It (5) \_\_\_\_\_. I think it (6) \_\_\_\_\_ to work in a large hotel - the demands of the job, the pressures, the challenges and so on.
- Interviewer: Good. Now, let's talk about your personal qualities. (7) \_\_\_\_\_ ?
- Roger: Well, I (8) \_\_\_\_\_, which I think is an important quality for a waiter. And I also think (9) \_\_\_\_\_ person - I always work hard, and I never arrive late for anything.

- 2 The following comments from two teachers were recorded by Lynda Johnson when doing a survey at school on healthy living. Read the questions and comments and then complete the extract from the report which Lynda wrote a week later.

**What do you do to keep fit?**

*Mr Bracewell:* I enjoy all kinds of sport, particularly running – I'm competing in a marathon tomorrow.

*Ms Hallam:* I do aerobics every morning, but I'm thinking of taking up jogging instead.

**Can you give us any advice about what to eat?**

*Mr Bracewell:* Personally, I eat a lot of carbohydrates because of my running, but in general, a balanced diet is the best way to stay healthy.

*Ms Hallam:* The advice I always give to my students is that they shouldn't eat snacks between meals. And of course, everyone should eat a balanced diet.

**Do you think diets are a good way to lose weight?**

*Mr Bracewell:* I don't know – I've never needed to go on one!

*Ms Hallam:* I went on a diet once and I lost about five kilos. I wouldn't do it again, though – I like eating too much.

**Healthy living**

As part of a project on healthy living I spoke last week to Mr Bracewell, the French teacher, and Ms Hallam, who teaches biology, and I asked them to comment on various aspects related to this topic.

Firstly, I asked both teachers what (1) \_\_\_\_\_.

Mr Bracewell said he enjoyed all kinds of sports, particularly running: he added that

(2) \_\_\_\_\_.

Ms Hallam said (3) \_\_\_\_\_ every morning, but that

(4) \_\_\_\_\_ instead.

When I asked them (5) \_\_\_\_\_ any advice about what to eat, both teachers recommended (6) \_\_\_\_\_ a balanced diet. Ms Hallam said that she always advised (7) \_\_\_\_\_ snacks between meals, and Mr Bracewell commented that he ate a lot of carbohydrates because of his running.

I then asked the teachers (8) \_\_\_\_\_ a good way to lose weight. Mr Bracewell replied that he did not know, because (9) \_\_\_\_\_

\_\_\_\_\_. Ms Hallam said that (10) \_\_\_\_\_ and had lost five kilos. She went on to say that (11) \_\_\_\_\_,

however, as she (12) \_\_\_\_\_ too much.

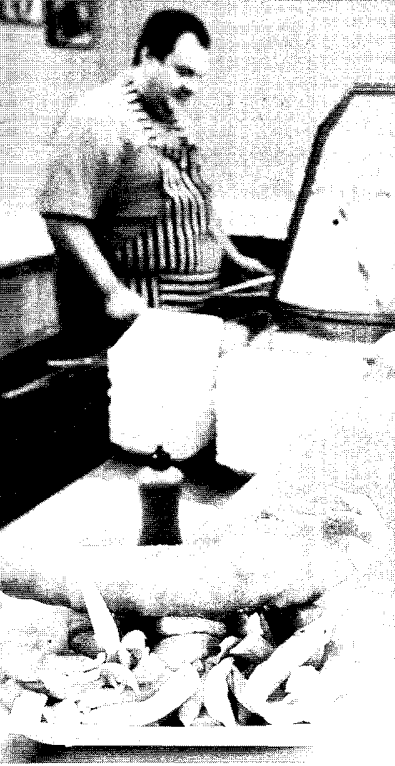
## Use of English

## FCE Part 2

## Open cloze

Read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

## Perfect fish and chips



There (0) are plenty of fish and chip shops in Hampshire, but (1) \_\_\_\_\_, if any, are as popular as the one in Eastleigh, not far from Southampton. (2) \_\_\_\_\_ the time it opens at 5 o'clock until closing time at 9, there is an almost constant queue.

According (3) \_\_\_\_\_ the owners, Les and Shirley Armstrong, there are four areas that must be perfect in (4) \_\_\_\_\_ to achieve great fish and chips. First, of (5) \_\_\_\_\_, you need the fish. The Armstrongs (6) \_\_\_\_\_ not use fresh cod, which Les says goes soft and mushy. Instead, (7) \_\_\_\_\_ buy frozen Icelandic cod, (8) \_\_\_\_\_ is filleted and frozen within three hours of (9) \_\_\_\_\_ caught. When you fry it, (10) \_\_\_\_\_ stays firm and comes apart in lovely white flakes. Next on the list are the potatoes. If you want to make perfect chips, Les suggests you (11) \_\_\_\_\_ buy potatoes with a low sugar content; too (12) \_\_\_\_\_ sugar and you end up with greasy, brown chips.

Then there is the batter, a mixture of flour, eggs and milk which is used (13) \_\_\_\_\_ cover the fish before frying it. The Armstrongs dip their fish in a combination of two types of batter; (14) \_\_\_\_\_ contains hard flour, the other soft. Finally, you need a good beef fat, or 'dripping'; Les and Shirley fry their fish and chips separately in a high-quality deodorized dripping that cannot (15) \_\_\_\_\_ smelt in the shop.

## FCE Part 3

## Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

- 'You must wear a tie,' the teacher told him.  
**to**  
The teacher told him he \_\_\_\_\_ a tie.
- 'We were trying to phone you,' they said.  
**been**  
They said \_\_\_\_\_ to phone me.
- 'Where did you buy your shoes, Sally?' asked Gail.  
**had**  
Gail asked Sally \_\_\_\_\_ shoes.
- 'Don't swim too far out,' she warned him.  
**warned**  
She \_\_\_\_\_ swim too far out.
- Sean said I ought to lie down for a while.  
**lie**  
Sean suggested \_\_\_\_\_ for a while.
- She gave me very little help with the homework.  
**not**  
She did \_\_\_\_\_ help with my homework.



## Writing

## FCE Part 2

## Compositions, short stories and informal letters

## A Planning

Match the writing questions 1–3 to the paragraph plans A–C.

- 1 You have been doing a class project on food. Your teacher has asked you to write a composition giving your opinions on the following statement:

*Parents should let their children eat what they want*

Write your **composition**.

- 2 You have decided to enter a short story competition.

The competition rules say that the story must end with the following words:

*I will never forget that meal as long as I live.*

Write your **story** for the competition.

- 3 Last weekend several of your relatives came to your home for a family meal to celebrate an important event. Write a letter to your pen friend, telling him/her what you were celebrating and describing the meal. Describe what you ate **and** mention some things that happened during the celebrations. Do not write any addresses.

Write your **letter**.

A

- 'Anniversary meal' - going out together for one year
- I arrived late - she was angry
- Food took long time to arrive; cold and undercooked
- Waiter spilt drinks over us
- We argued about something - split up
- Finish with words from question

B

- Introduction: importance of food for health. Disagree with statement.
- a Parents know what is good for children's health; responsibility to guide them. Need to ensure they have balanced diet (give examples).
- b Many children would avoid food with vitamins, minerals, proteins. Fast food, chips, sweets, chocolate: all bad for health, eg sweets cause tooth decay
- c Some children might eat all day - become overweight. Others might not eat at all - become too thin.
- Conclusion: Restate opinion: need for parents to give guidance.

C

- 1 Opening: thank for birthday card. Mention 18th birthday meal.
- 2 Briefly say who was there. Describe what ate - great!
- 3 One or two paragraphs on what happened:
- eg a Good things: surprise guest and/or present; sang songs/played games
- b Bad things: someone fell ill; family argument
- 4 Ending: ask about pen friend's 18th birthday.

## B Writing

- 1 When writing your answer you should aim to include various 'ingredients'. Match each writing type 1–3 to the appropriate list of 'ingredients' a–c.

1 Informal letter      2 Short story      3 Composition

- a • a clear statement of your opinion  
• clear organization and development of ideas  
• formal linking words, eg *In addition, However, Therefore*
- b • appropriate opening and closing formulae  
• informal language and expressions  
• informal linking words, eg *and, but, so*
- c • a variety of past tenses  
• a wide range of vocabulary (including phrasal verbs)  
• time linkers, eg *as soon as, afterwards, while*
- 2 Write an answer to one of the questions in Planning above using between **120–180** words. You may follow the relevant plan (A–C) or you may write your own. You should aim to include the relevant 'ingredients' from section 1.

For more information on each of the writing types you should look again at the following units.

	Coursebook	Workbook
Composition	3, 8	3, 4, 9
Short story	4, 6	5, 7
Informal letters	1, 9	1, 2, 10
	Ready for writing	

- 3 Write an answer to one of the questions below. Choose a different writing type to the one you chose in 2. Don't forget to make a plan before you start to write.

**Timing**

In the exam you will have 45 minutes to write each answer. Try following these guidelines when writing your answer to the question below:

5 minutes	Make a plan
35 minutes	Write your answer
5 minutes	Check your work

- 1 You have recently had a class discussion on the subject of fitness and health. Your teacher has asked you to write a composition giving your opinion on the following statement:
- People worry too much about fitness and health.*
- Write your **composition**.
- 2 You have decided to enter a short story competition. The competition rules say that the story must begin or end with the words:
- My arm hurt so much I felt sure I must have broken it.*
- Write your **story** for the competition.
- 3 You recently decided to lead a more healthy lifestyle. Write a letter to your pen friend describing the changes you have made **and** telling him/her what benefits you have noticed so far.
- Write your **letter**.

# 13

# Against the odds

## Reading

### FCE Part 4

### Multiple matching

- 1 You are going to read an article in which people talk about money. For questions 1–15, choose from the people A–F. Some of the people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

#### Which person or people

is desperate to have more money?

0 E

have lost friends?

1  2

does not want to owe money to anyone?

3

are optimistic about the future?

4  5

are able to save money for the future?

6  7

gives in to pressure?

8

inherited some money?

9

say that attitudes to money have changed?

10  11

mention employment they do not enjoy?

12  13

have had to change their lifestyle?

14  15

## Money makes the world go round?

Steve Mummery talks to six different people about the importance of money in their lives.

**A Reginald** I don't have a credit card, I've never taken out a loan and I certainly couldn't ask my friends to lend me money. I suppose it's a generational thing. When I was younger you had to get by on what you'd got, watching every penny to make sure you got to the end of the month. It was unheard of in my family to borrow money. Nowadays, people don't think twice before going into debt to buy a new car or whatever. I have to live on the basic state pension, which isn't very much, yet I still manage to put some money to one side each week, just in case I need it later.

**B Ruth** Money's a bit tight at the moment. My husband's out of work and I only work part-time, but we're just about able to make ends meet. Of course, we've had to make a few cuts to adapt to the circumstances. We got rid of the car last month, which has helped enormously, and we've stopped buying new clothes and things. There's no point looking a million dollars if you can't pay the bills. Still, things can only get better and I'm sure we'll sort our situation out, sooner or later.

**C Lester** A year ago I was a hard-up student, struggling to survive on a grant. Then my uncle died and I came into quite a large sum of money. I don't have money to burn but I do have enough to make life more comfortable. Unfortunately, one or two so-called friends of mine thought it gave them the right to depend on me to buy them drinks all the time, and they got quite upset when I refused. I'd rather go drinking on my own than have that type of person around me.

**D Trudy** I've got a job on Saturdays working in a clothes shop. It's really dull, but I get paid quite well, and that gives me the freedom to do things I couldn't afford to if I had to rely on pocket money from my mum and dad. Of course, I spend some of it on going out with my friends, but I've also opened a savings account; I'd like to have a motorbike by the time I'm 18.

**E Bob** I started doing the lottery five years ago, and since then I haven't missed a day. I've only had a couple of small wins, but I feel sure my luck's going to change; the law of averages says it must. I'd do anything to win the jackpot and give up my monotonous job. Any spare money I have is spent on lottery tickets; I've stopped buying records and clothes, and I hardly ever go out now. The fact is, my mates don't bother phoning me up any more, but I don't really mind. I'm prepared to make sacrifices.

**F Alison** Our kids seem to think we're made of money. They always want money for this and money for that; computer games, designer clothes, videos and CDs. I'm not saying we didn't want things when we were kids, but at least we had some idea of the value of things. We'd never have dreamed of asking our parents for the sort of amounts our two, and many others like them, do. I'm sure kids these days think money grows on trees. We've tried saying 'no', but I have to confess we don't always succeed.

- 2 Find words or phrases in the texts which mean the same as the words given below. The letters in brackets refer to the relevant texts.
- 1 to save money (A) \_\_\_\_\_
  - 2 we don't have much money (B) \_\_\_\_\_
  - 3 to get by financially (B) \_\_\_\_\_
  - 4 looking very beautiful (B) \_\_\_\_\_
  - 5 having very little money (C) \_\_\_\_\_
  - 6 inherited (C) \_\_\_\_\_
  - 7 have more money than is needed (C) \_\_\_\_\_
  - 8 the biggest prize (E) \_\_\_\_\_
  - 9 we have a lot of money (F) \_\_\_\_\_
  - 10 money is easy to get (F) \_\_\_\_\_

## Vocabulary

Wordlist on page 205 of the Coursebook

### A Money

- 1 One of the items of vocabulary in each group is not normally used with the word or words in capital letters. Underline the item which does not fit.

*Example:*

**SPEND**                      *too much*              *a fortune*              the receipt              £2 on sweets

You can *spend too much*, *spend a fortune* and *spend £2 on sweets*, but you cannot *spend the receipt*.

<b>1 PAY</b>	the rent	change	a fine	tax
<b>2 PAY BY</b>	cheque	credit card	debt	direct debit
<b>3 RATE OF</b>	interest	inflation	exchange	bill
<b>4 BUY SOMETHING</b>	on loan	on credit	on impulse	second-hand
<b>5 owe</b>	open	close	credit	<b>AN ACCOUNT</b>
<b>6 bank</b>	savings	coin	current	<b>ACCOUNT</b>
<b>7 invest</b>	inherit	do	withdraw	<b>MONEY</b>
<b>8 sell</b>	repay	apply for	take out	<b>A LOAN</b>

- 2 Complete the spaces with a word or words that you have underlined in 1 above. The first one has been done for you.
- 1 If it isn't the right size, bring it back to the shop with the receipt and we'll change it for you.
  - 2 Could you give me a 10 pence \_\_\_\_\_ for the phone?
  - 3 I'm not lending you any more money! You still \_\_\_\_\_ me £10 from last week.
  - 4 The paintings by Turner are currently \_\_\_\_\_ to the Prado Museum. They'll be back here next month.
  - 5 Have you paid the electricity \_\_\_\_\_ yet?
  - 6 **a:** £9.50, please.  
**b:** Here's £10. Keep the \_\_\_\_\_ .
  - 7 I hate being in \_\_\_\_\_ , which is why I never borrow money from anybody.

## B Revision: Lexical phrases

Lexical phrase list on page 124

Complete each of the spaces with the correct form of one of the verbs in the box. You will need to use each verb twice. The first one has been done for you.

get	have	take	come	give	put	make	do
-----	------	------	------	------	-----	------	----

- 1 He cut himself quite badly, so he was taken to hospital, where he was given an anti-tetanus injection.
- 2 He knew he had \_\_\_\_\_ several silly mistakes in the exam, so it \_\_\_\_\_ as no surprise to him to hear that he'd failed.
- 3 Lubowski, a piano teacher for 42 years, \_\_\_\_\_ great pride in the fact that she had \_\_\_\_\_ an important influence on the playing styles of some of the world's finest pianists.
- 4 Recently we've been \_\_\_\_\_ a lot of difficulty \_\_\_\_\_ our son to \_\_\_\_\_ his homework.
- 5 I had considered \_\_\_\_\_ research, until I found out just how much time and effort I would need to \_\_\_\_\_ into it.
- 6 I've \_\_\_\_\_ to the conclusion that a lot of these off-piste skiers are just selfish; as well as \_\_\_\_\_ their own lives at risk, they endanger those of the rescue services who are called out to help them when they \_\_\_\_\_ into trouble.
- 7 The director \_\_\_\_\_ a deep sigh when he saw the figures for June; the company had \_\_\_\_\_ a loss of £3 million in the first half of the year.

## Language focus



Grammar reference on pages 216 and 217 of the Coursebook

### A Ability

In five of the following sentences there is a mistake in the part which is underlined. Find the mistakes and rewrite the sentences so that they are correct.

- 1 I could dance like that when I was your age.  
\_\_\_\_\_
- 2 Trevor could mend the washing machine yesterday; it's working perfectly now.  
\_\_\_\_\_
- 3 I couldn't do the homework last night – it was far too difficult.  
\_\_\_\_\_
- 4 He could hear someone moving about in the kitchen. He went downstairs to investigate.  
\_\_\_\_\_
- 5 I offered to help him but he said he could do it on his own.  
\_\_\_\_\_
- 6 I've never could swim very well.  
\_\_\_\_\_
- 7 I don't understand why he's the manager; he's incapable to organize anything.  
\_\_\_\_\_
- 8 Did you manage to get in touch with Stephen last night?  
\_\_\_\_\_
- 9 Jane's very busy, so she won't can come until later.  
\_\_\_\_\_
- 10 They didn't succeed to get into the final last year; they were beaten 3–1 in the semi-finals.  
\_\_\_\_\_

## B Phrasal verbs and prepositions

Complete each of the spaces with one of the words from the box. You will need to use some words more than once.

off	on	out	round	up	for	of	from
-----	----	-----	-------	----	-----	----	------

### The trip of a lifetime

In a month's time I'll be setting **(1)** \_\_\_\_\_ on the trip of a lifetime. My plan is to cycle all the way **(2)** \_\_\_\_\_ the world, starting and finishing in my home town of Plymouth. It's taken over two years to prepare **(3)** \_\_\_\_\_ the adventure; planning it, training for it and organizing the finance. I've saved **(4)** \_\_\_\_\_ about a quarter of the money I need, and I've managed to raise the rest by doing **(5)** \_\_\_\_\_ my house and selling it **(6)** \_\_\_\_\_ a lot more than it originally cost me. Fortunately, I've received some sponsorship from a bicycle manufacturer, so I haven't had to pay **(7)** \_\_\_\_\_ the ten replacement bicycles I've calculated I'll need; I've worked **(8)** \_\_\_\_\_ that at least five will be damaged in accidents and I'll almost certainly be robbed **(9)** \_\_\_\_\_ another three or four during the trip.

Understandably, my parents are not very keen **(10)** \_\_\_\_\_ the idea, and I don't blame them **(11)** \_\_\_\_\_ wanting to try to discourage me **(12)** \_\_\_\_\_ going. They still haven't forgiven me **(13)** \_\_\_\_\_ the worry I caused them when I tried, unsuccessfully, to cycle from Norway to South Africa. They've finally accepted, however, that nothing will prevent me **(14)** \_\_\_\_\_ attempting it, and my mum has said she'll be the first to congratulate me **(15)** \_\_\_\_\_ my achievement when I get back in two years' time.



## Use of English

## FCE Part 1

## Multiple choice cloze

Decide which answer **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

## A success story

At 19, Ben Way is (0) already a millionaire, and one of a growing number of teenagers who have (1) \_\_\_\_\_ their fortune through the Internet. (2) \_\_\_\_\_ makes Ben's story all the more remarkable is that he is dyslexic, and was (3) \_\_\_\_\_ by teachers at his junior school that he would never be able to read or write (4) \_\_\_\_\_. 'I wanted to prove them (5) \_\_\_\_\_,' says Ben, creator and director of Waysearch, a net search engine which can be used to find goods in online shopping malls.

When he was eight, his local authorities (6) \_\_\_\_\_ him with a PC to help with school work. Although he was (7) \_\_\_\_\_ to read the manuals, he had a natural ability with the computer, and (8) \_\_\_\_\_ by his father, he soon began (9) \_\_\_\_\_ people £10 an hour for his knowledge and skills. At the age of 15 he (10) \_\_\_\_\_ up his own computer consultancy, Quad Computer, which he ran from his bedroom, and two years later he left school to (11) \_\_\_\_\_ all his time to business.

'By this time the company had grown and I needed to take on a (12) \_\_\_\_\_ of employees to help me,' says Ben. 'That enabled me to start (13) \_\_\_\_\_ business with bigger companies.' It was his ability to consistently (14) \_\_\_\_\_ difficult challenges that led him to win the Young Entrepreneur of the Year award in the same year that he formed Waysearch, and he has recently signed a deal (15) \_\_\_\_\_ £25 million with a private investment company, which will finance his search engine.

- |                |             |                  |              |
|----------------|-------------|------------------|--------------|
| 0 A yet        | B just      | C <u>already</u> | D even       |
| 1 A taken      | B made      | C put            | D done       |
| 2 A This       | B That      | C Something      | D What       |
| 3 A said       | B told      | C suggested      | D reported   |
| 4 A absolutely | B totally   | C properly       | D thoroughly |
| 5 A wrong      | B false     | C untrue         | D unfair     |
| 6 A provided   | B gave      | C offered        | D got        |
| 7 A impossible | B incapable | C disabled       | D unable     |
| 8 A promised   | B invited   | C encouraged     | D animated   |
| 9 A owing      | B charging  | C lending        | D borrowing  |
| 10 A put       | B ran       | C made           | D set        |
| 11 A pay       | B spend     | C devote         | D invest     |
| 12 A couple    | B few       | C little         | D deal       |
| 13 A having    | B doing     | C making         | D bringing   |
| 14 A overcome  | B overlook  | C overtake       | D overdo     |
| 15 A valuable  | B estimated | C priced         | D worth      |

## FCE Part 5

## Word formation

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

## A narrow escape

Terry Little gave his parents the (0) fright of their lives last weekend when he fell nearly 100 metres down one of the (1) \_\_\_\_\_ cliffs in England. Rescue services were (2) \_\_\_\_\_, however, when they found Terry lying unconscious, but alive, on the beach below. 'His condition was (3) \_\_\_\_\_ good,' said one doctor at Penzance General Hospital, where Terry was taken. His (4) \_\_\_\_\_ were limited to a few minor cuts and bruises and two (5) \_\_\_\_\_ teeth. His (6) \_\_\_\_\_ was described as 'a miracle' by his parents, who had watched in horror and (7) \_\_\_\_\_ as their son was blown off the cliff by a sudden gust of wind. 'We felt sure he had fallen to his (8) \_\_\_\_\_,' said Terry's father. 'The news that he was safe and (9) \_\_\_\_\_ well came as an enormous (10) \_\_\_\_\_. We certainly won't be going near any more cliffs for a while.'

FRIGHTEN

HIGH

AMAZE

SURPRISE

INJURE

BREAK

SURVIVE

BELIEVE

DIE

REASONABLE

RELIEVE

## FCE Part 3

## Transformations

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

0 We've decided where we're going on holiday.

up

We've made up our minds where we're going on holiday.

1 He telephoned several people before lunch.

calls

He \_\_\_\_\_ before lunch.

2 We found it difficult to choose.

was

It \_\_\_\_\_ for us to make.

3 They can't prove he's guilty.

no

They have \_\_\_\_\_ his guilt.

4 The President offered his congratulations to the players when they won the cup.

congratulated

The President \_\_\_\_\_ the cup.

5 I forgot her birthday last year and she still hasn't forgiven me.

me

She still hasn't forgiven \_\_\_\_\_ last year.

6 The two sides were unable to reach an agreement.

succeed

The two sides \_\_\_\_\_ an agreement.

7 He may be 50, but he can run a marathon in under three hours.

capable

He may be 50, but he \_\_\_\_\_ a marathon in under three hours.



## Writing

## FCE Part 2

## Reports

See pages 152 and 153 in Unit 12 of the Coursebook for more information on writing reports.

- 1 Read the following Part 2 question.

A group of elderly tourists will be spending a morning in your town as part of a ten-day tour of the region. The local tourist office has asked you to write a report for the group leader, suggesting ways in which the tourists might spend the morning. You should give advice on sightseeing and shopping, as well as information on where they could have lunch.

Write your **report**.

- 2 The following report was written in answer to the question above. Put the paragraphs in the correct order and write a suitable heading for each one.

*Visit to Roxburgh*

**1**

*For those who would rather go shopping, the open-air market in the main square is to be recommended for its wide range of goods, all at bargain prices. The square also includes a number of exclusive gift shops, some of which offer generous discounts to senior citizens.*

**2**

*Although the group is only in Roxburgh for a short time, everyone is guaranteed a warm welcome and a memorable morning.*

**3**

*Some members of the group might like to begin the morning with a visit to the 16th century church, with its impressive and colourful stained glass windows. Within easy walking distance of the church is the Roxburgh Folk Museum, containing numerous exhibits which show what life was like in the town in former centuries.*

**4**

*The aim of this report is to give suggestions to a group of elderly tourists on how best to spend their morning in Roxburgh.*

**5**

*After a busy morning the visitors can enjoy a reasonably priced lunch in one of several restaurants on the riverfront. Non-vegetarians should try one of the many fresh fish dishes for which Roxburgh is famous.*

Find examples in the model of the following:

Different ways of referring to the tourists  
eg *Some members of the group*

Different ways of making recommendations  
eg *might like to begin the morning with*

Words expressing number or quantity  
eg *Some members*

Words and expressions related to cost  
eg *all at bargain prices*

### 3 Writing task

**a** Read the following writing task.

Some young foreign students are on an exchange programme in your region and are planning to visit your town one day for the afternoon and evening. You have been asked to write a report for the teacher in charge of the group, suggesting ways in which the students might spend their time in your town without having to spend much money. You should give advice on cheap places to go for shopping, entertainment and eating out.

Write your **report**.

Before you write your answer, do the tasks in **b** and **c** below.

**b** Answer the following questions.

- Who is the target reader of the report?
- Should you write your report in a more formal or informal style?
- What differences do you notice between this task and the one in **1a** above?

**c** Useful vocabulary

The writing task asks you to give advice on cheap places for the students to go to. Put a tick next to those words or expressions below which suggest that something is **not expensive**.

Words to describe prices

reasonable	exorbitant	inflated	affordable	competitive
------------	------------	----------	------------	-------------

PRICES

Words to describe goods

cut-price	overpriced	exclusive	inexpensive	luxury
-----------	------------	-----------	-------------	--------

GOODS

Other words and expressions

good bargains	discounts	special offers
a little on the dear side	good value for money	

**4** Now write your report in answer to the task in **3a** above.

#### Don't forget!

- Divide your report into paragraphs, including a brief introduction and conclusion.
- Give each of your paragraphs a heading.
- You can invent the information in your report if you want to.
- You should not write more than **180** words. Note that each paragraph in the model contains less than 55 words.

# 14 As pretty as a picture

## Reading

### FCE Part 3

### Gapped text

- 1 You are going to read an article about a farm animal sanctuary. Eight paragraphs have been removed from the article. Choose from the paragraphs A–I the one which fits each space (1–7). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

# Animal RESCUE

Katie Smart visits a remarkable woman who dedicates her life to saving farm animals from cruelty.

In 1990 Carole Webb set up a sanctuary to rescue abandoned or mistreated farm animals. She's so dedicated to the well-being of her animals that they've taken over her income, her life and her heart.

0 /

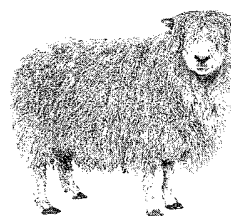
Surrounded by acres of flat land, without so much as a tree in sight, it seems cut off from the rest of humanity. Carole's nearest neighbours are two miles away and she often goes days at a time without speaking to another person.

1

'The animals that arrive here are frightened and in a state of shock,' she explains. 'But they soon change, with love and care. Animals that are often considered stupid show remarkable intelligence once they've got over their fear.'

2

'One day I noticed that one of the lambs had a broken leg. I told the farmer and asked him if he needed any help looking after sick animals. Within a



couple of years I'd bought this place and set up my own sanctuary.'

3

'I bottle-fed him, wrapped him up warmly next to the kitchen fire and nursed him back to health.' He is still alive and well, although he's getting a little bad tempered and prefers people not to go near him.'

4

It's hard to believe when you see the size of him that he was found abandoned by the side of a road – cold, weak and hungry. Now he's very much the boss in the sanctuary, and expects to be treated like a VIP, or 'very important pig'.

5

Carole rescued her and three days later Gismo the lamb was

born. Then there's Gromit the Friesian cow who was left to die because the farmer couldn't pay his vet's bills, or Petal the goat who suffered terribly for over a year.

6

'The vet refused to let them take her home again. Instead, he gave her to me to take care of. It's amazing she lets anyone go near her after the treatment she received, but she's very happy and loves being with people.'

7

'It was she who came up with the idea of starting up an adoption scheme,' explains Carole. 'Over 400 people have now sponsored an animal, and we have about 40 life members, all of whom have paid money to help keep the sanctuary going.'

- A** When Carole first moved in, she inherited some 15 sheep from the farmer, including Larry the lamb, whose mother died soon after his birth. ‘When I found him he was cold, hungry and close to death,’ she recalls.
- B** Carole openly confesses to preferring the company of animals to humans. ‘When I was a little girl I always spent more time with my pets and I could never bear to see any of them suffer.’
- C** The sanctuary’s survival is constantly at risk. It costs Carole £600 a week for hay and animal food, and the vet’s bill can be as much as £1,000 a month. ‘I remember crying to my friend on the phone, thinking that we’d have to close down.’
- D** Wiggly the pig, on the other hand, is difficult to get rid of. He’s always on the hunt for cakes and biscuits and he won’t leave you alone until he’s made sure you’re not hiding one behind your back.
- E** Some of the animals arrive in a terrible condition, but at Carole’s Farm Animal Sanctuary they all have a future. However, the future is never certain and the sanctuary is beginning to struggle for survival.
- F** Inspiration for the sanctuary came when Carole, who trained as a veterinary nurse, was living in Hertfordshire. She had a pony, which she kept in a field, and she would often go to the nearby farm to watch the lambs.
- G** ‘She had a broken leg and her owners were supposed to take her back to the vet within a few months so that he could take her plaster cast off. But they didn’t return until 15 months later. The poor animal was in agony.’
- H** In Carole’s eyes all her animals have their own personalities, and if they could speak, all would have an alarming story to tell. Take the sheep who was destined for the butcher’s, despite her advanced state of pregnancy.
- I** Carole lives with her ‘family’ – some 500 sheep, goats, lambs, calves, pigs and chickens – amongst a jumble of old farm buildings. The sanctuary is near Fen Drayton, in a remote area to the west of Cambridge.

2 Find phrasal verbs in the main part of the text which have the following meanings.

- 1 establish or start  
(a new organization or business) \_\_\_\_\_
- 2 take control of \_\_\_\_\_
- 3 separate or isolate \_\_\_\_\_
- 4 recover from \_\_\_\_\_
- 5 take care of \_\_\_\_\_
- 6 think of and suggest (an idea) \_\_\_\_\_

3 Write the noun form of each of the following words. All the nouns appear in the text.

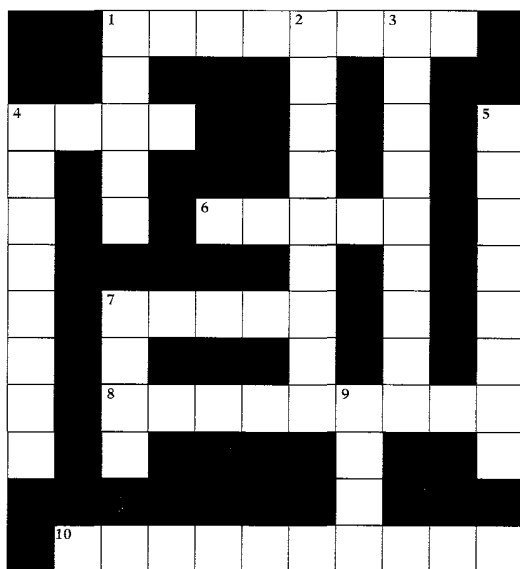
Adjective	Noun
cruel	_____
pregnant	_____
intelligent	_____
healthy	_____

Verb	Noun
treat	_____
adopt	_____
survive	_____
inspire	_____

## Vocabulary

Wordlist on page 205 of the Coursebook

### A Crossword: The Arts



#### Across

- 1 a person who creates objects out of materials such as wood, stone or metal
- 4 you go to the theatre to see one
- 6 Romeo dies in the third \_\_\_\_\_ of Act V of Shakespeare's play *Romeo and Juliet*.
- 7 operas are performed in an opera \_\_\_\_\_
- 8 a painting showing a view of the countryside
- 10 you go to an art gallery to see an \_\_\_\_\_ of paintings

#### Down

- 1 the area in a theatre on which the actors perform
- 2 adjective to describe a painting or other object which is extremely valuable
- 3 a large group of musicians who play many different instruments together
- 4 a painting of a person
- 5 a person who writes music, especially classical music
- 7 a concert \_\_\_\_\_ is a place where concerts are given
- 9 collective noun for actors in 4 across

### B Phrasal verbs: Revision

#### Phrasal verbs with more than one meaning

- 1 Use the following verbs and particles to make phrasal verbs which have both, or all three meanings, in each group a-f.

**Example:** fall for  
 fall in love with (someone)  
 be deceived by (a trick)

do	get	take
make	put	fall

out	off	with
up	on	for

- a \_\_\_\_\_  
 accept (a challenge/an offer)  
 start doing (a new sport/hobby)  
 use or occupy (time or space)
- b \_\_\_\_\_  
 postpone (an event)  
 distract someone  
 discourage someone
- c \_\_\_\_\_  
 fasten or button up (clothes)  
 repair or redecorate (a room/a building)
- d \_\_\_\_\_  
 pretend or claim falsely that something is true  
 see hear or understand something with difficulty
- e \_\_\_\_\_  
 have a good relationship with someone  
 start or continue doing (work/a job)
- f \_\_\_\_\_  
 invent (a story/an excuse)  
 become friends again (after an argument)
- g \_\_\_\_\_  
 accommodate someone (in your house/flat)  
 increase (prices)

- 2 Complete each of the spaces with the correct form of one of the phrasal verbs in 1.
- 1 I must have put on weight – I can't \_\_\_\_\_ these trousers any more.
  - 2 Stop talking everyone and \_\_\_\_\_ your work!
  - 3 She decided to get rid of some her books; they were \_\_\_\_\_ too much room in her flat.
  - 4 He \_\_\_\_\_ that he'd written the poem himself, but we all thought he must have copied it from a book.
  - 5 I wanted to see that opera, but I was \_\_\_\_\_ by the cost of the tickets.
  - 6 We often have arguments and fall out, but it's never very long before we kiss and \_\_\_\_\_ again.
  - 7 The only way to stop people using their cars is by \_\_\_\_\_ the price of petrol.
  - 8 He told me I'd spilt something on my jacket, but I didn't \_\_\_\_\_ that old trick. I knew he was after my wallet.

## Language focus



Grammar reference on page 217 of the Coursebook

- 1 Complete the spaces with the correct form of the verb in brackets.
- 1 I wish we \_\_\_\_\_ (have) more time to do the homework. I won't be able to finish it by tomorrow.
  - 2 I wish you \_\_\_\_\_ (not/make) so much noise. I'm trying to concentrate.
  - 3 The water in that river looks wonderful. If only I \_\_\_\_\_ (bring) my swimming costume.
  - 4 The photocopier's broken down again. I wish I \_\_\_\_\_ (know) how to fix it.
  - 5 I wish it \_\_\_\_\_ (stop) raining. I want to go to the shops.
  - 6 I'd rather you \_\_\_\_\_ (not/tell) anyone about it yet.
  - 7 My wife wants to go to Italy on holiday, but I'd rather \_\_\_\_\_ (go) to Spain.
  - 8 It's time I \_\_\_\_\_ (buy) some new shoes. These ones have got holes in them.
- 2 What would you say in each of the following situations? Complete the sentences. The first one has been done for you.
- 1 Your exams are in two weeks' time and you haven't done any revision yet.  
It's high time I *started revising for my exams* .
  - 2 Your classmate hasn't got a watch and is always asking you what time it is.  
It's about time you \_\_\_\_\_ .
  - 3 Your friend wants to come and see you at 8 o'clock, but there's a good film on TV which starts at 7.30.  
I'd rather you \_\_\_\_\_ .
  - 4 You're trying to tell your brother something but he keeps interrupting.  
I wish you \_\_\_\_\_ .
  - 5 Your FCE exam is on Saturday so you won't be able to watch your favourite team play in the cup final.  
I wish \_\_\_\_\_ .
  - 6 Someone stole your video camera on holiday. It wasn't insured.  
If only \_\_\_\_\_ .
  - 7 You have been waiting nearly 30 minutes for your bus to come.  
I wish \_\_\_\_\_ .
  - 8 You have just got back from holiday to find that all your houseplants have died.  
If only \_\_\_\_\_ .

## Use of English

## FCE Part 5

## Word formation

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

## Modern art

Modern art has become rather (0) *fashionable* in the North-East of England, and large metallic (1) \_\_\_\_\_ are now fairly commonplace in the region. The (2) \_\_\_\_\_ known of these is the 200-ton steel figure, Angel of the North, erected in Gateshead at the (3) \_\_\_\_\_ cost of £800,000. Many local people were horrified at the (4) \_\_\_\_\_ to spend such a large sum on a 65-foot metal structure. Nevertheless, the Angel is (5) \_\_\_\_\_ one of the most frequently viewed artworks in the world, seen (6) \_\_\_\_\_ by almost 100,000 passing motorists. A number of (7) \_\_\_\_\_ in Hartlepool were similarly upset when they were greeted one day by the (8) \_\_\_\_\_ of 15 giant, metal balls on a traffic roundabout in the town centre. They described the payment of £70,000 for the spheres as (9) \_\_\_\_\_ and felt the money could have been spent on something more directly (10) \_\_\_\_\_ to the local population.

**FASHION**  
**SCULPT**  
**WELL**

**CONSIDER**  
**DECIDE**

**POSSIBLE**  
**DAY**  
**RESIDE**  
**SEE**

**RESPONSIBLE**  
**BENEFIT**

## FCE Part 2

## Open cloze

Read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

## Animal mummies

Over the centuries millions of animal mummies (0) *have* been discovered in Egypt, (1) \_\_\_\_\_ lying alongside human mummies, and others in their own separate cemeteries. We know, (2) \_\_\_\_\_ course, that the Egyptians mummified pharaohs, queens and priests to ensure (3) \_\_\_\_\_ passage into the afterlife. But why did they bury so (4) \_\_\_\_\_ animals?

Some, (5) \_\_\_\_\_ seems, were pets; in (6) \_\_\_\_\_ same way that possessions were buried (7) \_\_\_\_\_ the use of the dead in the afterlife, a favourite cat, dog or monkey would (8) \_\_\_\_\_ sacrificed in order to keep the deceased company there. Other animals, however, were intended (9) \_\_\_\_\_ gifts to the gods; a crocodile to please Sobek or a cow for Hathor. Whole catacombs were dedicated to particular animals, (10) \_\_\_\_\_ as cats, dogs or birds, (11) \_\_\_\_\_ were buried in large numbers, possibly to mark a religious festival. (12) \_\_\_\_\_ animal was considered too small or insignificant for mummification: snakes, beetles, fish of all sizes and even the eggs of birds and reptiles.

(13) \_\_\_\_\_ animal mummies were clearly very important to the ancient Egyptians, few studies have been carried out on the subject, perhaps because (14) \_\_\_\_\_ has always been more interest (15) \_\_\_\_\_ human mummies.

## FCE Part 4

## Error correction

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) at the end of the line. If a line has a word which should not be there, write the word.

## Television appearances

- |    |  |              |
|----|--|--------------|
| 0  | I must have been on television at about twenty times altogether. Most      | <u>at</u>    |
| 00 | of the appearances were on daytime chat shows and game shows, but I        | <u>✓</u>     |
| 1  | have also been invited to appear on it a cookery programme, and I made     | <u>_____</u> |
| 2  | a few of comments on a current affairs programme during the last election. | <u>_____</u> |
| 3  | It all started four years ago, when I was the victim of a mugging me. A    | <u>_____</u> |
| 4  | researcher for a morning chat show phoned and asked to me if I would       | <u>_____</u> |
| 5  | go on the programme and talk about the experience as part of a discussion  | <u>_____</u> |
| 6  | on crime. I didn't get by nervous and I expressed myself quite well, so    | <u>_____</u> |
| 7  | they approached me several times after that, asking me to give my opinions | <u>_____</u> |
| 8  | on the all sorts of different issues. Some time later I answered an advert | <u>_____</u> |
| 9  | in a magazine was inviting people to go for an interview for a new game    | <u>_____</u> |
| 10 | show. They asked everyone fifteen general knowledge questions, which I     | <u>_____</u> |
| 11 | had no difficulty answering them, and then we had to talk about ourselves  | <u>_____</u> |
| 12 | for three minutes, to see how we reacted under pressure. Because I had     | <u>_____</u> |
| 13 | been on television before, I felt myself very confident and the next day   | <u>_____</u> |
| 14 | they told me I wish had been accepted. I did really well on that show and  | <u>_____</u> |
| 15 | won £3,000. If only I could win that much every one time I appear on TV!   | <u>_____</u> |

## Writing

## FCE Paper 2

Read the Paper 2 Writing questions below. Before you write any answers, do the preparation exercises on page 113.

Part 1 You **must** answer this question.

- 1 Your penfriend's parents have planned a tour of your country and are coming to your area for two days. They are particularly interested in the arts, and your penfriend, Richard, has written to you, asking you for some information which will help them plan their trip.

Read Richard's letter and the notes you have made on it. Then write a letter to Richard, giving him all the necessary information.

Museum of Film and  
Television & Modern Art  
Museum

Sculpture Park

Only free on Saturday  
evening (19th)

So while I'm in the States visiting my cousins, my mum and dad will be there with you, lucky things! Anyway, they've asked me to find out about the following from you:

- best time to come for arts festivals or any other events
- museums you'd recommend
- anything else which might be of interest

I've told them you're busy during the day, but they'd love to take you out for a meal one evening. Will you have any free time? Let me know as soon as you can – it's only a month before they set off.

All the best  
Richard

International Dance  
Festival: 12th - 19th  
National Symphony  
Orchestra: 18th (playing  
Beatles music!) Interested?  
Need to get tickets.

Write a **letter** of between **120-180** words in an appropriate style. Do not write any addresses.



**Part 2** Write an answer to **one** of the questions **2–4** in this part. Write your answer in **120–180** words in an appropriate style.

**2** You are studying in England for a year and you see the following advertisement in a local newspaper:

**PET SHOP**

requires a part-time shop assistant for three months.

Duties include: feeding and caring for pets, serving in shop, advising customers on animal care.

- love and knowledge of animals essential
- previous experience of shop work preferred

Foreign students welcome: must have reasonable level of spoken English

*Contact: Mr P Sayers, Pet Paradise, 38 Portland Road, Hove BN41 6JF*

Write your **letter of application** to Mr Sayers, asking for more information about the working hours and pay.

**3** Your town has been given a large sum of money to be spent on **either** a zoo **or** a concert hall. Write a report for the town council describing the benefits to the town of both proposals and say which one you think the money should be spent on.

Write your **report**.

**4** You see the following advertisement in a magazine for pet lovers.

**Writing Competition**

.....

We would like to receive your articles with the following title:

**MY SPECIAL FRIEND**

Write to us about your pet, telling our readers how it came to be in your family and what makes it so special.

The writer of the best entry will receive a year's supply of food for their pet.

Write your **article** for the writing competition.

### Preparation for Part 1

Remember that candidates who write good answers to Part 1 questions attempt to build on the information given by adding relevant points of their own.

In order to prepare for the Part 1 question on page 111, decide first what extra information you could give. Make notes for each of the following:

- International Dance Festival: *What type of dance is performed (eg modern, classical, folk etc)?*  
*Which countries participate?*
- National Symphony Orchestra: *Cost of tickets?*  
*Do you think it will be worth going to?*
- Museums: *What type of exhibits are on display?*
- Sculpture Park: *What could you say about the park?*  
*eg size of park, number of sculptures, your opinion, other things to do there*
- Going out for a meal: *Why are you only free on Saturday evening?*

### Don't forget!

You should not write more than **180** words, so you may not be able to include **all** this extra information.

### Language preparation

a In 1–8 below complete each of the spaces with one of the phrases from the box.

that struck me	sum up	express an interest
aim of this report	looking forward to	pleased to hear
have no experience of	I like most about her	

- The \_\_\_\_\_ is to consider the benefits of ...
- I'm really \_\_\_\_\_ meeting them.
- Although I \_\_\_\_\_ working in a pet shop, I spent the last two summers helping my uncle in his newsagent's.
- The first thing \_\_\_\_\_ about her was her lovely smooth fur.
- I was \_\_\_\_\_ your parents are coming.
- To \_\_\_\_\_, I recommend that the money should be spent on the zoo, mainly because ....
- What \_\_\_\_\_ is her lively nature and almost limitless energy.
- I am writing to \_\_\_\_\_ in the job I saw advertised in the York Gazette.

b In answer to which question is each sentence written?

eg *Sentence 1, Question 3*

### Writing task

Write an answer to the Part 1 question. Then choose one of the Part 2 questions and write an answer.

For more information on each of the writing types you should look again at the following units.

Task type	Coursebook	Workbook
Informal letters	1, 9, Ready for writing	1, 2, 10
Letter of application	5	6
Report	12	13
Article	2, 10	3, 11

## Reading

### FCE Part 1

### Multiple matching

1 You are going to read an article about hand gestures. Choose the most suitable summary sentence from the list **A–H** for each part (**1–6**) of the article. There is one extra summary sentence which you do not need to use. There is an example at the beginning (**0**).

- A** Gestures help us to remember words.
- B** The language we speak may influence how much we gesture.
- C** Words are not always necessary to get the message across.
- D** The gestures we use may be inherited.
- E** Gestures can help to reinforce what we say and feel.
- F** Foreign speakers of English gesture more than native speakers.
- G** Less physical concepts can be explained with gestures.
- H** More importance is now given to the role of gestures

## Say it with your hands

0

For many people gestures are an integral part of their speech, and communicating without hand movements of some kind would be difficult, if not impossible. Once considered meaningless and rather distracting, gesticulation is now being taken more seriously as a means of communication, and has been the subject of a great deal of research in recent years.

1

Politicians have long recognized the importance of gestures and many are taught how to use their hands effectively. Zoologist Desmond Morris has identified at least 11 different gesticulations employed by politicians to add emphasis to their words and convey the strength of their emotions. The thumb and forefinger joined at the tip, for example, accompany the words of a speaker as he or she gives a precise detail or explanation, whereas a hand cutting vigorously and repeatedly through the air helps to make a point very forcefully.

2

Hands, of course, can also be used to convey meaning more directly and give important

information in a conversation. They can even replace speech when demonstrating the size and shape of an object, or showing the direction someone needs to take in order to reach their destination. Early tribesmen used their finger to indicate direction, usually to show other members of the tribe the location of an animal being hunted. Rather like an arrow being aimed at a distant target, the higher the finger was pointed, the further away the animal was.

3

Recent studies in the US, however, reveal that gestures not only enable us to convey meaning to the listener, but they also aid memory and help speakers find the words they need to express their thoughts and ideas. In one experiment, volunteers were asked to give the word for the following definition: 'an ancient instrument used for calculations'. Those who were allowed to gesture made motions of using the instrument before coming up with the word, 'abacus'; those who were prevented from moving their hands failed to think of the word or took longer to do so.

2 Write the name of the people formed from each of the words on the left. All these people are mentioned in the reading text. There is an example at the beginning (0).

	Person		Person
0 speak	<u>speaker</u>	6 Italy	_____
1 listen	_____	7 Jewish	_____
2 research	_____	8 immigration	_____
3 psychology	_____	9 voluntary	_____
4 zoology	_____	10 tribe	_____
5 politics	_____		

3 Now write the name of the people formed from each of the following words. You will need to use the same endings as those in 2.

	Person		Person
0 learn	<u>learner</u>	4 participate	_____
1 electricity	_____	5 sport	_____
2 mountain	_____	6 begin	_____
3 Finnish	_____	7 biology	_____

5 \_\_\_\_\_

In another study it was found that we tend to gesture more when we try to define words such as 'above' or 'next to', which indicate the position of something, than when defining more abstract ideas, such as 'thought' or 'information'. People who gesture a lot often turn abstract notions into more physical representations: 'comprehension' can be expressed by moving the hands as if you were taking hold of something; 'freedom' can be understood as 'having no frontiers,' an idea which is easier to represent with the hands.

6 \_\_\_\_\_

Some people gesture more than others, in some cases as much as 40 times more, according to psychologist Robert Krauss of Columbia University in the US. He believes that the speaker's mother tongue has a lot to do with this; the more rhythmic a language, the more gestures its speakers will use. He quotes a study in New York in the 1940s, which found that Italian and Jewish immigrants used their hands more than any groups. The Jews tended to use small gestures whereas the Italians were less restrained.

6 \_\_\_\_\_

More modern researchers have spent a considerable amount of time investigating gesturing in young people who have been blind from birth. They have discovered that when blind people communicate with each other, they use their hands just as much as sighted people, despite the fact that the speaker knows the listener cannot see his or her gestures. What is more, they use a similar range of gestures to those used by sighted people, suggesting that hand movements are not necessarily learnt by observing others.



- 4 Write down ten nouns from the reading text which end in *-ion*. If the noun is formed from a verb, write the verb. The first one has been done for you.

Noun	Verb	Noun	Verb
<i>gesticulation</i>	<i>gesticulate</i>	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Vocabulary

Wordlist on Page 205 of the Coursebook

### A Word grid: Education

Use the clues to help you complete the grid with words related to education. When you have all the answers you will find an extra item of vocabulary for number 10 down.

10

1									
2									
3									
4									
5									
6									
7									
8									
9									

- children in Britain go to \_\_\_\_\_ school between the ages of 5 and 11, before they go to secondary school
- to take an exam again
- the \_\_\_\_\_ University offers programmes on the radio and television for students who want to study for a degree at home
- you can either pass an exam or \_\_\_\_\_ it
- an FE college is a college of further \_\_\_\_\_ for people older than school age
- maths, history and science are all school \_\_\_\_\_
- a \_\_\_\_\_ school is controlled by the government or local authority. Children do not have to pay to attend
- \_\_\_\_\_ and Cambridge are the most famous universities in Britain
- to study something again in order to prepare for an examination
- the most senior teacher in a British university department

### B Phrasal verbs with *turn*

Phrasal verb list on page 123

Complete each of the spaces with one of the following particles.

off	up	into	on	down	out
-----	----	------	----	------	-----

- They offered her the job but she turned it \_\_\_\_\_ because the salary was so low.
- I was furious! We arranged to meet at 6 o'clock, but he didn't turn \_\_\_\_\_ until 7.
- This building was a dance hall before they turned it \_\_\_\_\_ a cinema.
- As soon as he gets up, he turns \_\_\_\_\_ the television and spends the next three hours watching the cartoons.
- We got talking, and it turned \_\_\_\_\_ that we both went to the same school.
- We've gone too far. We should have turned \_\_\_\_\_ this road at the last set of traffic lights.

### C Expressions with *turn*

Match each of the sentences on the left with one on the right.

*Example: 1 c*

- |  |   |
|--|---|
| 1 My great grandfather's over 100 years old. | a Her face and hands had turned blue.           |
| 2 My mum's feeling a little depressed.       | b Turn to page 42, everyone.                    |
| 3 She looked extremely cold.                 | c He was born at the turn of the last century.  |
| 4 Let's check the homework.                  | d One good turn deserves another.               |
| 5 I'm sure she knew we'd been smoking.       | e She's just turned 40.                         |
| 6 I did the washing up yesterday.            | f His condition had taken a turn for the worse. |
| 7 She helped me so I'll help her.            | g It's your turn to do it today.                |
| 8 She rushed to the hospital to be with him. | h She seemed to turn a blind eye to it, though. |

### D Compound adjectives

Form compound adjectives to describe the following.

- |   |                                 |
|---|---------------------------------|
| 1 a doctor who received his training in Britain   | <u>a British-trained doctor</u> |
| 2 a car which they make in Spain                  | _____                           |
| 3 a guide who speaks Russian                      | _____                           |
| 4 a company which has its base in London          | _____                           |
| 5 a supermarket chain whose owners are French     | _____                           |
| 6 a cruise lasting ten days                       | _____                           |
| 7 a woman who is 29                               | _____                           |
| 8 a book with 650 pages                           | _____                           |
| 9 a film lasting four hours                       | _____                           |
| 10 a conference from 26th to 28th March inclusive | _____                           |

## Language focus

### Expressing purpose

- 1 The following sentences tell a story about Yolanda. Match each of the actions on the left with a reason on the right.

*Example: 1 c*

- | Action  | Reason   |
|---|--|
| 1 Yolanda went to Dublin last month.                    | a She thought it might be cold there.  |
| 2 She went on her own, without her Spanish friends.     | b She didn't want her parents to worry about her.                                |
| 3 She took a lot of warm clothes                        | c She wanted to study English.   |
| 4 Her host family had learnt a few words of Spanish.    | d She might decide to go back to Ireland next year.                              |
| 5 Yolanda hired a car when she was there.               | e She didn't want to speak any Spanish.  |
| 6 She bought a couple of guidebooks.                    | f She might not have understood any English.                                     |
| 7 She phoned home a few times.                          | g She doesn't want to forget everything she learnt.                              |
| 8 She's just signed up for an English course in Madrid. | h She wanted to see the rest of the country.                                     |
| 9 She has kept all her maps and guidebooks.             | i She wanted to be able to read about the different places before visiting them. |

- 2 Join each pair of sentences from exercise 1 using one of the following expressions of purpose. Make any other changes which are necessary.

in case	so that	so as	(not) to	in order	(not) to
---------	---------	-------	----------	----------	----------

0 *Yolanda went to Dublin last month in order to study English.*

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_

## Use of English

### FCE Part 3

### Transformations: Grammar revision

Each of the following transformations revises a different item of grammar from the Coursebook.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

#### A Units 1–5

- 1 I think I'll always find it strange living in a village.  
**used**  
 I don't think I'll ever \_\_\_\_\_ in a village.
- 2 I don't really want to go to the park.  
**feel**  
 I don't really \_\_\_\_\_ to the park.
- 3 What time does the film start this evening?  
**film**  
 Do you know what \_\_\_\_\_ this evening?
- 4 He's a better singer than me.  
**sing**  
 I can't \_\_\_\_\_ can.
- 5 His English was so good I didn't realize he was French.  
**such**  
 He spoke \_\_\_\_\_ I didn't realize he was French.
- 6 Don't tell your mum where we've been.  
**better**  
 You \_\_\_\_\_ your mum where we've been.
- 7 We're not allowed to wear trainers to school.  
**let**  
 The teachers \_\_\_\_\_ trainers to school.

**B Units 6–9**

- 1 She's too young to appreciate that type of humour.  
**old**  
She's \_\_\_\_\_ appreciate that type of humour.
- 2 We got someone to paint the house last month.  
**had**  
We \_\_\_\_\_ last month.
- 3 Despite the heavy rain, the concert went ahead as planned.  
**raining**  
Although \_\_\_\_\_, the concert went ahead as planned.
- 4 I'd rather watch than play, if you don't mind.  
**rather**  
I'd prefer \_\_\_\_\_, if you don't mind.
- 5 I've never seen this group play live before.  
**time**  
This is the \_\_\_\_\_ this group play live.
- 6 They probably won't get here on time.  
**likely**  
They \_\_\_\_\_ here on time.
- 7 It's possible that the neighbours saw someone leaving the house.  
**might**  
The neighbours \_\_\_\_\_ someone leaving the house.

**C Units 10–15**

- 1 He thought the police were following him.  
**he**  
He thought \_\_\_\_\_ the police.
- 2 They say he's making a good recovery in hospital.  
**said**  
He \_\_\_\_\_ making a good recovery in hospital.
- 3 We missed the plane because our car broke down on the motorway.  
**not**  
If our car \_\_\_\_\_ on the motorway, we would have caught the plane.
- 4 'Have you been behaving yourself?' Samantha asked her young son.  
**he**  
Samantha asked her young son \_\_\_\_\_ himself.
- 5 'Would you like me to carry your bags, mother?' asked Jim.  
**offered**  
Jim \_\_\_\_\_ bags for her.
- 6 He wasn't able to complete the marathon.  
**succeed**  
He \_\_\_\_\_ the marathon.
- 7 I regret spending so much money on the car.  
**not**  
I wish \_\_\_\_\_ so much money on the car.
- 8 He wore an extra jumper because he didn't want to get cold.  
**so**  
He wore an extra jumper \_\_\_\_\_ get cold.



**FCE Part 2**

**Open cloze**

Read the text below and think of the word which best fits each space. Use **one** word in each space. There is an example at the beginning (0).

**Greek societies**

When young Americans go to university (0) at the age of 18, one of (1) \_\_\_\_\_ first things many of them do (2) \_\_\_\_\_ join a fraternity or a sorority, social organizations for male and female students respectively. (3) \_\_\_\_\_ organisation uses a combination of letters of the Greek alphabet as its name, such as ΑΔΠ (Alpha Delta Pi) or ΓΦΣ (Gamma Phi Sigma). Both fraternities and sororities have (4) \_\_\_\_\_ own clubhouses, known (5) \_\_\_\_\_ 'fraternity houses' or 'sorority houses', (6) \_\_\_\_\_ members can relax, socialize and give parties. In (7) \_\_\_\_\_ to become a member of a society, students (8) \_\_\_\_\_ to go through a rather lengthy procedure called 'rush'. As part of rush, new students, or 'rushees', visit the different houses (9) \_\_\_\_\_ that they can find out about each fraternity or sorority and decide which one they (10) \_\_\_\_\_ most like to join. A rushee may then receive a 'bid', a formal, written invitation from (11) \_\_\_\_\_ particular fraternity or sorority to become a member of their organization. (12) \_\_\_\_\_ the rushee likes the organization and decides to accept the bid, then he or she becomes a 'pledge' for a period of time. During (13) \_\_\_\_\_ period, pledges (14) \_\_\_\_\_ made to complete a number of monotonous, and sometimes unpleasant tasks so as (15) \_\_\_\_\_ prove they are worthy of being members of the society.

**FCE Part 5**

**Word formation**

Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

**Saving languages**

Linguist Jan Enkelmann's mission is to save as many (0) <u>endangered</u>	<b>DANGER</b>
languages as possible. He often goes to some of the most	
(1) _____ parts of the earth to make detailed	<b>ACCESS</b>
(2) _____ records of such languages. The work can be difficult	<b>WRITE</b>
and at times dangerous as some tribes are deeply (3) _____	<b>SUSPICION</b>
of language (4) _____ like Professor Enkelmann who ask	<b>RESEARCH</b>
them so many questions. Some linguists have been (5) _____	<b>PRISON</b>
or threatened with guns while working in countries where the	
(6) _____ situation is unstable. According to Enkelmann,	<b>POLITICS</b>
the (7) _____ of a language begins when the younger	<b>APPEAR</b>
generation no longer uses it. And when there are (8) _____	<b>FEW</b>
than 40 speakers, the language is (9) _____ to survive. 'If we	<b>LIKELY</b>
can document a language before it becomes extinct we can help	
to preserve the (10) _____ which is possessed by the people	<b>KNOW</b>
who speak it,' explains Enkelmann.	

## Writing

### FCE Part 1

#### Formal transactional letters

Read the following Part 1 question.

You have decided to spend two weeks this summer studying English in England. You have seen the advertisement below in an international magazine, and you would like to have more details. Using the notes you have made, write to Coastline Language School giving details of your level and specific needs **and** asking for further information.

Study English this summer at  
**COASTLINE LANGUAGE SCHOOL**  
 on one of our  
**Summer Intensive Courses**

- 20 lessons a week
- £295 for 2 weeks
- £100 per week for host family accommodation
- fully qualified teachers
- friendly atmosphere
- self-study facilities
- computer room
- well-equipped classrooms
- relaxation area
- full social programme
- student card
- easy access to beach and town centre
- accommodation in private houses (includes breakfast & evening meal)



for example?

can I email home?

close to school?

other students in same house?

**For more details write to:** *Coastline Language School,  
 23 Marine Parade, Worthing BN11 9TP*

- August 4th - 18th
- post-FCE level
- I particularly want to improve my ...

Write a **letter** of between **120-180 words** in an appropriate style. Do not write any addresses.

#### Before you write

- Read the section on formal transactional letters in Unit 2 of the Coursebook.
- Look again at page 206 of the Grammar reference for information on indirect questions.

# Phrasal verb list

The Coursebook unit(s) in which the phrasal verb occurs is represented by the number(s) in brackets.

## Verbs marked with an asterisk\*

With these verbs the noun is usually used after the particle. The pronoun, however, must be used before the particle.

Phrasal verb	Meaning		
blow something up (9)	destroy something with an explosion	find something out (10)	discover
break down (4)	stop working	fit a building out (8)	provide with everything that will be needed
bring a child up (6)	raise	get away (for the weekend) (1)	go away for a period of time for a break/a holiday
call for something (12)	demand, request	get away from someone/a place	escape
carry on with something (5)	continue doing	get away with something (10)	not be punished for doing something
catch on	become popular	get round someone (10)	persuade someone to allow you to do something by charming them
cheer someone/yourself up (1/7)	make someone/yourself feel happier	get someone down (1)	make unhappy/depress
come across something (7/14)	encounter/find by chance	get by (1/14)	manage to survive/live
come down with an illness (7)	get an illness	get on with someone (6)	have a good relationship with
come into money	inherit	get on with something (14)	start or continue doing something (especially work)
come round (7)	come to your house	get over something (1)	recover from
come up (7)	be mentioned or discussed; arise or appear (in a class/an exam/a meeting)	get over someone (6)	recover after the end of a relationship with someone
come up with an idea (7)	think of and suggest an idea	get through something (14)	manage to survive a difficult experience or period of time
cut down on something	reduce the amount you drink/eat etc	get up to something (6)	do things you know you shouldn't
cut something or someone off	separate or isolate	give someone away (9)	show someone's true nature or identity
cut something out (15)	stop doing/eating etc something	give secrets away (9)	reveal
do away with something (15)	get rid of/destroy	give something back to someone (9)	return something to someone
do something up (13/14)	a) fasten, button up clothes b) repair, redecorate or modernize a building or room	give homework in (9)	hand to the teacher
could do with something (13)	need, would like	give in (to someone's requests) (9)	agree to something you do not want to
couldn't do without something (13)	need something in order to survive or perform a job or task	*give off a smell (9)	produce and send into the air
dress up as something/someone (9)	put on different clothes in order to disguise yourself	*give out information (9)	announce or broadcast information
*eat up time/money (14)	use or consume in great quantities	*give paper, books out (9)	distribute to a group of people
fall for a trick	be deceived by	give something up (5/9/14)	stop doing
fall for someone (6)	fall in love with	go in for something	do something as a hobby or interest
fall out with someone (6)	argue with someone and stop being friendly with them	go out with someone (6)	have a romantic relationship with someone
		grow up (6)	slowly become an adult

hand something out (4)	give something to everyone in a group	put up with someone/ something (8)	tolerate
hang out with someone (10)	spend time with someone, doing nothing in particular	run out of something (10)	use up (eg money, petrol, time)
head for a place (8)	go towards	set off (4/11)	start a journey
hold someone back (5)	prevent someone from making progress	set a company up (5/13)	establish/start
let someone down (6)	disappoint	show off (10)	try to impress people by telling or showing them what you are capable of
let someone off (10)	give someone a lighter punishment than they expected (or not punish at all)	sign up for something	sign a document showing your intention to do something (eg a course)
look after someone (1)	take care of	splash out on something (7)	buy something expensive
look for something (5)	try to find	split up with someone (6)	end a relationship with
look forward to something (1)	feel happy about something that is going to happen	take after someone (4)	resemble a member of your family in appearance, behaviour or character
look into something (10)	investigate	take homework/books in (4)	collect from students
look up to someone (6)	admire and respect	take someone in (10)	trick or deceive someone
make something out (9/13)	see, hear or understand someone/something with difficulty	take someone on (4)	employ
make out (13)	pretend, claim falsely that something is true	take over from someone (4)	replace, take responsibility from someone
make up for something (8/9)	compensate for	take something over (14)	take control of
make something up (10/13)	invent	take to someone/ something (4)	start to like, especially after only a short time
make (it) up (13)	become friends again	*take up a challenge/an offer (14)	accept
move on (5)	change to a different job, activity or place	*take up a new sport/hobby (2/4)	start doing
move out	stop living in a house or flat	*take up time/space (4/14)	use, fill or occupy
own up to something (10)	admit to doing something	tell someone off (6)	speak angrily to someone who has done something wrong
pass out (2)	lose consciousness	throw something away (14)	get rid of something you do not need any more
pick someone up (10)	meet/collect someone (eg at the station/from school)	turn back (15)	return towards the place you started from
pull up (4)	slow down and stop	turn someone/something down (15)	reject or refuse
put money aside (11)	save money for a future occasion	turn (something) into (15) something	(cause something to) become something different
*put forward a plan/ explanation/proposal (11)	suggest for consideration	turn off (a road) (15)	leave one road in order to continue on another
put an event off (11)	postpone	turn something off (15)	to disconnect
put someone off (11)	distract	turn something on	to connect
put someone off doing something (11)	discourage	turn out (15)	be discovered/become known
put someone off someone else (11)	cause to dislike	turn something out (15)	to disconnect
put clothes on (1/11)	place on your body	turn up (15)	arrive, usually unexpectedly, early or late
put the radio/TV on (11)	start something working	work something out (8)	think about and plan
put weight on (11)	increase	work something out (12)	calculate
*put on an event/a show (9)	organize an event		
put a cigarette out (11)	extinguish		
put your hand up (11)	lift into the air		
put prices up (11)	increase		
put posters up (11)	fix to a wall or a board		
put someone up for the night (11)	accommodate		

# Lexical phrase list

## **Come (Unit 7)**

come as a big/a dreadful/  
a great/a nasty/a terrible shock  
come as an enormous/a great/  
a welcome relief  
come as no/a big/a great/a  
complete/a pleasant surprise  
come in handy  
come into fashion  
come on  
come to an agreement  
come to a decision  
come to an end  
come to harm  
come to nothing  
come to power  
come to the conclusion that  
come to £20  
come to terms with something  
come true

## **Do (Unit 13)**

do a course  
do a deal  
do a degree  
do a job  
do an exercise  
do business with someone  
do damage  
do nothing  
do some research  
do someone a favour  
do the cooking  
do the housework  
do the ironing  
do the shopping  
do the washing  
do the washing up  
do your best  
do your homework

## **Get (Unit 1)**

get angry/upset/bored/  
excited etc  
get a cold/headache/  
the flu etc

get a job  
get a (good/bad) mark in an  
exam/for a piece of work  
get back  
get (back) home  
get better/worse/older etc  
get dressed  
get engaged/married/divorced  
get going  
get help  
get in touch with someone  
get in/out of a car/taxi  
get into trouble (with the  
police)  
get into/out of the habit of  
doing something  
get on/off a bus/train/plane  
get out of the habit of doing  
something  
get paid  
get ready (for work/school/  
Christmas)  
get rid of something/someone  
get someone down  
get something for Christmas/  
your birthday  
get something from a shop  
get someone to help you  
get started  
get the bus/train/plane  
get the chance to do  
something  
get the dinner ready  
get time to do something  
get to school/work/a place  
get to sleep

## **Give (Unit 9)**

give a broad smile  
give a deep sigh  
give a lengthy speech  
give a nervous laugh  
give a party  
give a piercing scream  
give an example  
give an impressive  
performance  
give an open-air concert

give someone a blank look  
give someone a call  
give someone a hand  
give someone an idea  
give someone an injection (12)  
give someone a lift  
give someone a nasty shock  
give someone a pleasant  
surprise  
give someone a tender kiss  
give someone expert advice  
give someone full details  
give someone great pleasure  
give someone my best  
regards  
give someone permission to  
do something  
give someone a prescription (12)  
give someone the impression that

## **Have (Unit 6)**

have a dance (a bop)  
have a go at doing something  
have a good time  
have a headache/sore throat  
have a laugh  
have a look  
have a relationship  
have a serious/a negative/an  
effect on someone/something  
have a strong/important/good  
influence on someone/something  
have a wash  
have an insight into something  
have an operation on part of your  
body  
have difficulty (in) doing something  
have fun  
have one's arm/leg in plaster (12)  
have problems doing something  
have something in common  
have sympathy for someone  
have the power/energy/strength/  
authority to do something  
have (no) time to do something  
  
have a tooth taken out/filled

have something repaired  
 have your ear/nose pierced  
 have your hair cut/done/dyed  
 have your head shaved  
 have your house broken into  
 have your photo taken  
 have your tonsils taken out

It's got/it has nothing to do  
 with you.

Can I have it back please?

What has she got on? (= What  
 is she wearing?)

### Make (Unit 13)

make a cake  
 make a complaint  
 make a cup of tea  
 make a choice  
 make a decision  
 make a film  
 make a loss  
 make a mess  
 make a mistake  
 make a noise  
 make a phone call  
 make a plan  
 make a profit  
 make a promise  
 make a speech  
 make a will  
 make an appointment  
 make an arrangement  
 make an effort  
 make an investment  
 make friends with someone  
 make fun of someone  
 make money  
 make some changes  
 make sure  
 make the beds  
 make up your mind  
 make yourself at home

### Put (Unit 11)

can't/couldn't put my book  
 down  
 put a lot of time/effort/hard  
 work/energy into (doing)  
 something  
 put a plaster on a cut (12)

put a record/CD/tape/video on  
 put one's feet up  
 put pressure on someone (to  
 do something)  
 put some money to one side (13)  
 put someone's arm in plaster (12)  
 put someone/someone's health/  
 life at risk  
 put someone in a good mood  
 put someone in touch with  
 someone else  
 put someone on a course of  
 antibiotics (12)  
 put someone up for the night  
 put the blame on someone for  
 (doing) something

### Take (Unit 4)

take a joke  
 take a long time to do  
 something  
 take a photo  
 take a risk  
 take care of  
 take courage  
 take criticism  
 take interest in  
 take it or leave it  
 take my word for it  
 take notice of  
 take offence at  
 take one thing at a time  
 take part in something (2)  
 take pity on  
 take place (2)  
 take pride in  
 take someone's advice  
 take something back  
 to a shop  
 take some medicine/a pill (12)  
 take something seriously  
 take someone's temperature (12)  
 take someone to a restaurant/  
 out for a meal  
 take someone to hospital  
 take someone to school  
 take the blame for  
 take the infinitive/gerund  
 take time off work  
 take your time  
 I can't take it any more.  
 she/he won't take no for an answer

# Irregular verb list

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
arise	arose	arisen	have	had	had
awake	awoke	awoken	hear	heard	heard
be	was/were	been	hide	hid	hidden
bear	bore	borne	hit	hit	hit
beat	beat	beaten	hold	held	held
become	became	become	hurt	hurt	hurt
begin	began	begun	keep	kept	kept
bend	bent	bent	kneel	knelt	knelt
bet	bet	bet	know	knew	known
bind	bound	bound	lay	laid	laid
bite	bite	bitten	lead	led	led
blow	blew	blown	lean	leant/leaned	leant/leaned
break	broke	broken	learn	learnt/learned	learnt/learned
breed	bred	bred	leave	left	left
bring	brought	brought	lend	lent	lent
build	built	built	let	let	let
burn	burnt/burned	burnt/burned	lie	lay	lain
burst	burst	burst	light	lit	lit
buy	bought	bought	lose	lost	lost
catch	caught	caught	make	made	made
choose	chose	chosen	mean	meant	meant
come	came	come	meet	met	met
cost	cost	cost	pay	paid	paid
creep	crept	crept	put	put	put
cut	cut	cut	seek	sought	sought
deal	dealt	dealt	show	showed	shown
dig	dug	dug	shrink	shrank/shrunk	shrunk
do	did	done	slide	slid	slid
draw	drew	drawn	smell	smelt/smelled	smelt/smelled
dream	dreamt/dreamed	dreamt/dreamed	sow	sowed	sown
drink	drank	drunk	speed	sped	sped
drive	drove	driven	spill	spilt/spilled	spilt/spilled
eat	ate	eaten	spin	spun	spun
fall	fell	fallen	spit	spat	spat
feed	fed	fed	split	split	split
feel	felt	felt	spoil	spoilt/spoiled	spoilt/spoiled
fight	fought	fought	spread	spread	spread
find	found	found	spring	sprang	sprung
flee	fled	fled	sting	stung	stung
fly	flew	flown	stink	stank/stunk	stunk
forbid	forbade	forbidden	strike	struck	struck
forget	forgot	forgotten	swear	swore	sworn
forgive	forgave	forgiven	sweep	swept	swept
freeze	froze	frozen	swell	swelled	swollen/swelled
get	got	got/gotten (AE)	swing	swung	swung
give	gave	given	take	took	taken
go	went	gone	tread	trod	trodden
grind	ground	ground	weave	wove	woven
grow	grew	grown	weep	wept	wept
hang	hung	hung	wind	wound	wound

**Unit 1**

**Reading 1: Gapped text, page 2**

- 1 Name of Star      Former possessions**  
 Cher                      white T-shirt, black shirt  
                                     (also mentioned: top, dress)  
 Mel Gibson              denim shirt  
 Cary Grant                silver cigarette case  
 'Dr McCoy'                tunic
- 2** 1 D      2 B      3 H      4 F  
 5 A      6 C      7 E      G not used
- 3** 1 celebrities    2 pick up      3 bargain  
 4 memorabilia 5 purchase    6 shrank  
 7 delighted    8 fancy dress
- 4** 1 up as      2 to pieces    3 my eye on  
 4 my heart

**Vocabulary, page 4**

**A Clothes**

- 1 1 shabby      2 scarf      3 tracksuit  
 4 waterproof 5 blouse    6 plain  
 7 helmet      8 belt      9 bracelet  
 10 blazer    11 slippers 12 baseball cap

**2 Suggested answers**

- 1 a baggy jumper    2 a pleated skirt  
 3 a checked waistcoat 4 a flowery dress  
 5 tight-fitting jeans 6 striped swimming trunks  
 7 spotted socks

**B Get**

- 1 1 by      2 over    3 back    4 away  
 5 on      6 off     7 out of
- 2 1 touch    2 trouble 3 paid    4 rid  
 5 ready    6 mark    7 worse   8 dressed

**C Word combinations**

- 1 fashion/film industry  
 2 model/news agency  
 3 political/birthday party  
 4 television/job interview  
 5 social/sporting event  
 6 film/world premiere  
 7 news/bedtime story

**Language focus, page 6**

**A Adverbs of frequency**

- 1 correct  
 2 I have never been wearing  
 3 Her clothes are often quite tight on me/  
 Often her clothes are quite tight on me  
 4 I sometimes see/Sometimes I see  
 5 correct

**B Used to and would**

- 1 b (only *used to*)  
 2 c (neither *used to* or *would*)  
 3 a (both *used to* and *would*)  
 4 b (only *used to*)  
 5 b (only *used to*)

**Use of English, page 6**

**Transformations**

- 1 don't/do not usually eat much  
 2 hardly ever stay  
 3 always used to be  
 4 keeps (on) phoning me  
 5 's/is rare for Anna to  
 6 looking forward to going  
 7 not used to getting

**B Multiple choice cloze**

- 1 B    2 D    3 C    4 A  
 5 D    6 C    7 A    8 B  
 9 B    10 A    11 D    12 C  
 13 C    14 B    15 B

**Writing, page 9**

**Letters**

	Formal	Informal
1 Complaining	7	4
Asking for information	1	10
Giving information	5	9
Correcting information	3	6
Giving advice	8	2

**2**

Formal	Informal
1 inform me	10 let me know
8 We strongly advise you not to	2 You really shouldn't
3 draw your attention to	6 tell you about
7 Moreover	4 And
5 estimate	9 reckon

**Informal letters**

- 2 Paragraph 1 a    Paragraph 2 c    Paragraph 3 b

**Unit 2**

**Reading: Multiple matching, page 10**

- 1 1 B    2 F    3 G    4 A    5 E  
 6 D    7 C    H is not used
- 2 1 C    2 C    3 B    4 D    5 A



## Vocabulary, page 11

### A Music

- 1 trumpet      2 flute      3 violin  
4 tambourine   5 drum      6 saxophone  
7 keyboard      8 accordion

### B Sport

- 1 a athlete      b basketball player  
c cyclist      d golfer  
e gymnast      f skier  
g snowboarder   h tennis player
- 2 1 *motor racing circuit*      2 football pitch  
3 athletics track      4 ski slope  
5 swimming pool      6 golf course  
7 tennis court      8 ice-skating rink
- 3 1 B      2 D      3 A      4 C  
5 C      6 D      7 A      8 B

## Language focus, page 12

### A Indirect questions

- telling me what you have been doing recently?
- where I can get something cold to drink?
- what time you are coming to the party next week?
- to me why you did not do the homework?
- if you are interested in playing tennis on Friday.
- what he does for a living.

### B Gerunds and infinitives

- looking, to have
- learning, to speak, to think
- to be, climbing, attracting, to wait
- making, to concentrate
- going, to stay
- Giving, to lose/losing
- to hear, seeing
- to paint, forgetting, to buy
- to live, to find, to pay
- to work, going

## Use of English, page 13

### Open cloze: Prepositions

- 1 in    2 on    3 for    4 into    5 in  
6 in    7 on    8 on    9 at    10 out  
11 in    12 in    13 at    14 with    15 until

### Transformations

- help laughing
- to take up (playing) golf
- 'm/am not (very) keen on
- can't stand being

- 's/is unusual for Andrea to
- to take place
- 'm/am not very good at

### Word formation

- 1 irrelevant      2 disagreement  
3 misunderstood   4 dishonestly  
5 unreliable      6 immature  
7 overweight      8 undercooked  
9 irresponsibly    10 incapable

## Writing, page 15

### A Formal and informal style

- 1 a    2 a    3 b    4 b    5 b  
6 a    7 b    8 b    9 a    10 a

### B An informal letter

- 3 b, 9 a, 7 b, (new paragraph) 1 a, 6 a, 10 a, 2 a,  
(new paragraph) 4 b, 8 b, (new paragraph) 5 b

### C Building on the information given

- between 1a and 6a
- between 3b and 9a or 6a and 10a
- between 2a and 4b

### D Linking words and expressions

Informal	Formal
as well	in addition
and	in addition (to this)
as	owing to the fact that
so	therefore
but	However

## Unit 3

## Reading: Multiple matching, page 18

- 1 a A, B, D, F      b C, E  
2 1 C    2 B    3 E    4 D  
5/6 A, F in any order  
7 D    8 C    9 A    10 E    11 B  
12 A    13/14/15 D, E, F in any order
- 3 1 e    2 a    3 c    4 d    5 b  
4 1 get by      2 came out      3 take up  
4 brought/up    5 took over

## Vocabulary, page 20

### Technology

Across	Down
1 handy	1 headphones
3 DVD	2 dial
7 laptop	4 disposable
9 out	5 remote
10 surf	6 IT

- 11 on
- 12 log
- 13 satellite
- 8 portable
- 10 system

**Language focus, page 20**

**A Articles**

- 1 The, a, -, the
- 2 -, -, -, a, a, The, a, the, -, the
- 3 -, the, a
- 4 a, a, the, The, a
- 5 the, -, a, an

**B Comparisons**

- 1 hard
- 2 hottest
- 3 more careful
- 4 better
- 5 soon
- 6 most boring
- 7 more tired/tireder
- 8 earlier
- 9 fastest
- 10 quieter/more quiet

**C Comparative expressions**

- 1 b
- 2 d
- 3 e
- 4 a
- 5 c

**D Error correction**

**1 Walkman**

This invention which completely changed  
 But however its creator  
 the portable device, more smaller than

**2 Compass**

This device is the most of important  
 to can know  
 the most significant of event

**3 Video**

significantly very cheaper  
 nearly as most common  
 as more often as they like

**4 Space blanket**

a type of the plastic  
 It is used to, for example  
 as a result of the man's efforts

**5 Radar**

and is used for to detect  
 as an instrument as of war  
 In addition to,

**Use of English, page 22**

**Transformations**

- 1 not nearly as/so difficult
- 2 not as/so many girls
- 3 least comfortable chair in
- 4 I smoke, the more
- 5 lives further/farther (away) from
- 6 did much worse than
- 7 not earn as/so much as
- 8 the cleverest person I have/I've

**Open cloze**

- 1 b
- 2 1 used    2 there    3 it    4 The
- 5 well    6 be    7 on    8 later
- 9 less    10 The/These/Such    11 an
- 12 the    13 that/which    14 as
- 15 does

**Word formation**

- 1 skilful/skilled
- 2 technological
- 3 tasty
- 4 helpless
- 5 inventor
- 6 later
- 7 appearance
- 8 electrician
- 9 successful
- 10 widely

**Writing, page 24**

- 2 **Composition:** 1 e    2 g    3 b    4 d
- Article:** 1 f    2 a    3 h    4 c

**3 Composition**

formal linkers (However, On the one hand/On the other hand, In addition, Moreover)

**Article**

phrasal verbs (couldn't do without, get by),  
 informal linkers (And, But, So), direct  
 questions (Can you imagine an object in your  
 house which you dislike having to use but  
 which you know you couldn't do without?)

**Unit 4**

**Reading: Multiple choice, page 26**

- 1 1 B    2 C    3 C    4 D    5 A
- 6 B    7 C
- 2 **Adjective**    **Noun**
- famous    fame
- happy    happiness
- private    privacy
- angry    anger
- important    importance
- public    publicity

- 3 1 cope with
- 2 take (some time) off
- 3 heart-throbs
- 4 to blame for
- 5 word gets round
- 6 in the public eye

## Vocabulary, page 28

### A Cinema and films

- 1 cast      2 plot      3 make-up  
 4 scene    5 comedy    6 effects  
 7 part      8 stuntman    9 office  
 10 remake    11 soundtrack

### B Expressions with *take*

- 1 1 interest      2 offence      3 pity  
 4 blame          5 care            6 notice  
 7 advice        8 joke            9 courage  
 10 risk

### C Phrasal verbs with *take*

- 1 after      2 up      3 to      4 over  
 5 on          6 up

## Language focus, page 29

### A Tenses

- 1 1 had been living, started, was training, met  
 2 heard, phoned, had got, told, had taken  
 3 were watching, went, had forgotten  
 4 got, had eaten, had already left, were still dancing  
 2 1 told                      2 had passed  
 3 took                      4 were waiting  
 5 went                      6 had finished  
 7 started                  8 was holding  
 9 had got                  10 had, driven  
 11 was sitting            12 was

### B *So* and *such*

- 1 so much homework  
 2 so few people  
 3 such delicious food (that)  
 4 such a good  
 5 so interested in the book

### C Linking words

- 1 for                      2 As  
 3 In the end            4 at last  
 5 After                    6 afterwards

## Use of English, page 30

### Word formation

- 1 frightening      2 embarrassed  
 3 increasingly    4 tiring, exhausted  
 5 uninteresting    6 surprisingly  
 7 confused          8 annoying, unconvincing, impressive

### Multiple choice cloze

- 1 C      2 A      3 D      4 A      5 C  
 6 B      7 B      8 C      9 D      10 A  
 11 B     12 C     13 A     14 D     15 B

## Writing, page 32

### 1b Advantages of book:

Can read anywhere and at anytime/more entertainment from a book – lasts long time

### Advantages of a film version:

Visual – makes story more memorable/special effects – all scenes in book are possible

### Disadvantages of film:

Film not always good interpretation  
 Film cuts and changes to story

### Disadvantages of book:

Too much effort needed

### 2b

- 1 Many people prefer going to **the** cinema  
 2 **On** the one hand,  
 3 books help **(to) develop** your imagination  
 4 You can decide what ~~to~~ the characters  
 5 the characters and places in the story **look** like  
 6 the enjoyment from a book lasts ~~more~~ longer  
 7 they **sometimes** cut  
 8 the most **interesting** parts  
 9 special effects are **so** good  
 10 ~~the~~ most scenes of a book  
 11 a book can ~~to~~ can be shown  
 12 less effort **than** reading  
 13 it is **always** better  
 14 **Afterwards/After that** you can see it  
 15 if you want **to** compare

## Unit 5

## Reading: multiple matching, page 34

- 1 1 B    2 F    3 C    4 E    5 G    6 A  
 D not used

- 2 a **Adjective**                      **Noun**  
 1 absent                              absence  
 2 wise                                  wisdom  
 3 anxious                              anxiety  
 4 aggressive                           aggression  
 5 dissatisfied                           dissatisfaction  
 6 suspicious                           suspicious  
 7 distant                                  distance  
 8 difficult                                  difficulty  
 9 beneficial                              benefit  
 10 nervous                                  nerve  
 b 1 absent                                  2 dissatisfaction  
 3 suspicious                              4 wisdom  
 5 anxiety                                  6 beneficial  
 3 1 up and down                          2 black and white  
 3 here and there                          4 law and order  
 5 now and again                          6 clean and tidy

## Vocabulary, page 36

### A Jobs crossword

Across	Down
1 dustman	2 teacher
6 baker	3 waitress
8 hairdresser	4 lawyer
9 chef	5 butcher
11 accountant	7 surgeon
	10 vet

### B Questions and answers

- 1 1 e 2 g 3 a 4 c  
5 f 6 h 7 b 8 d
- 2 judge, politician, company director  
(other answers may be acceptable)

### C Expressions with work

- 1 worked, overtime  
2 worked for myself  
3 to work long hours  
4 working part-time, working full-time  
5 to work flexitime  
6 works shifts  
7 working my way up

## Language focus, page 37

### Obligation, necessity and permission

- 1 1 should/need to  
2 have to/need to  
3 need to  
4 must  
5 Do we have to/Should we  
6 had to  
7 must/to have to  
8 must/should
- 2 1 C 2 B 3 B 4 C  
5 A 6 B 7 A 8 C
- 3 1 *can, must*  
2 shouldn't, must  
3 can, can't  
4 needn't, must  
5 can, should  
6 can't, must

## Use of English, page 38

### Transformations

- 1 are not/aren't allowed to smoke  
2 are they supposed to  
3 had/d better not drink  
4 ought to have show more

- 5 won't/don't let me stay  
6 used to make me tidy  
7 was made to clean

### Word formation

- |                  |               |
|------------------|---------------|
| 1 assistant      | 2 exciting    |
| 3 advertisement  | 4 patience    |
| 5 ability        | 6 annoyed     |
| 7 carefully      | 8 being       |
| 9 confidence     | 10 learner    |
| 11 Unfortunately | 12 intolerant |
| 13 angry         | 14 satisfying |

### Open cloze

- 1 as 2 a 3 the 4 made 5 had  
6 our 7 take 8 up 9 a 10 us  
11 get 12 at 13 than 14 there 15 as

## Writing, page 40

- 1 a No – apart from *A woman was speaking* and *they wouldn't know*, everything is in the past simple.  
b No – basic vocabulary and some words (*couldn't, nice, phone, speak*) are repeated.  
c No – only *and* (6 times), *then* and *but*. Most sentences are very short.  
d No – the story is written as only one paragraph.

2

I was beginning to feel a little nervous. It was my first day (1) as the personal assistant to a company director. I (2) had claimed at the interview that I could speak French but (3) it wasn't true. I hoped they wouldn't (4) find out that I (5) had been lying. **At first** everything went well. My boss was very (6) helpful and he (7) explained to me what I had to do. **Then** he introduced me to (8) my colleagues, who were all very (9) friendly. **Just as** I was sitting down at my desk the phone rang.

**As soon as** I (10) picked up the receiver I started to panic. A woman was speaking to me in French and **naturally**, I couldn't understand (11) a word she was saying. **When** the boss saw (12) how upset I was, he took the phone from me.

**To my surprise** he (13) answered the woman in English and then he (14) burst out laughing.

**Afterwards** he told me it was his mother. She (15) had just been to the dentist's and (16) was having difficulty speaking properly. She (17) had been talking to me in English not French!

- 3 The answer to all four questions, **a–d**, is now Yes.

## Unit 6

### Reading: Gapped text, page 42

- 1 1 B 2 G 3 F 4 A  
5 E 6 C D not used
- 2 Words for male relatives: *nephew*, uncle, son, father/Dad, brothers, husband, grandfather  
Words for female relatives: *sister-in-law*, aunt, daughter, Mum, sisters, wife, nieces, grandmother  
Words for both male and female relatives: *grandparent*, cousin/second cousin, children, parents, (nearest and dearest)
- 3 1 close Different a /kləʊs/, b /kləʊz/  
2 too Same  
3 live Different a /liv/, b /laiv/  
4 mean Same  
5 matches Same  
6 used Different a /ju:st/, b /ju:zd/  
7 book Same  
8 fair Same

### Vocabulary, page 44

#### A Adjectives of personality

- 1 fussy 2 bossy 3 clumsy  
4 stubborn 5 dull 6 reserved  
7 ambitious 8 affectionate

#### B Compound adjectives

- 1 broad-shouldered 2 left-handed  
3 fair-haired 4 round-faced  
5 heart-shaped 6 brown-eyed  
7 shoulder-length 8 well-known

#### C Expressions with *have*

- 1 an operation 2 a look  
3 the strength 4 difficulty  
5 influence 6 a go  
7 common 8 sympathy

### Language focus, page 45

#### A Causative *have*

- 1 We had our car repaired yesterday.  
2 I want to have my photo taken.  
3 She has (or had) never had her ears pierced before.  
4 I'm having (or I'm going to have) my hair cut at 5 o'clock tomorrow.  
5 They'll probably have (or They're probably going to have) their house painted next month.  
6 I always have my suits made in Milan now.

#### B Phrasal verbs

- 1 a I'm very fond of my grandmother. I've always **looked up to her**.

- 2 a I think I **take after my father** rather than my mother.  
3 b I don't earn a great deal but I **get by**.  
4 a I blame the parents. They haven't **brought him up** very well.  
5 b He looked so lovely in the pet shop; I **fell for him** immediately.  
6 b These meetings **take up** too much time.

#### C Relative clauses

- 1 who, which 2 who/that, whose  
3 where, which/that 4 why/–, when  
5 which, where 6 who/that, which/that/–  
7 which/that/–, which, whose

Commas are required in the following sentences:

- 1 after *Mr Jones* and *15 years*  
4 after *January*  
5 after *The fox* and *shy animal and residential areas*  
7 after *on Friday* and *my eldest sister*

### Use of English, page 47

#### Multiple choice cloze

- 1 A 2 B 3 D 4 D 5 B 6 C  
7 D 8 A 9 C 10 C 11 D 12 A  
13 B 14 B 15 C

#### Error correction

- 1 the 2 more 3 who 4 ✓  
5 much 6 enough 7 ✓ 8 had  
9 out 10 done 11 it 12 ✓  
13 ourselves 14 it 15 ✓

### Writing, page 48

- 2 1 g 2 b, f, a, d 3 h, j 4 c, i 5 e  
3 a sincerely b faithfully

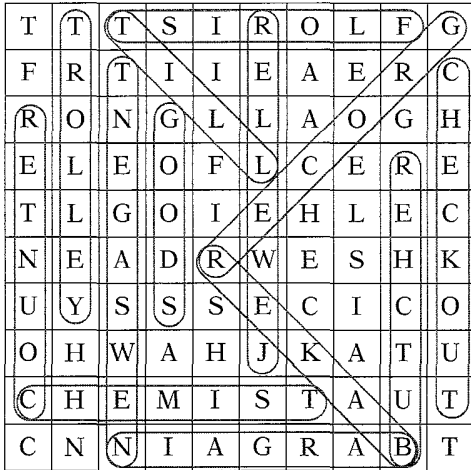
## Unit 7

### Reading: Multiple matching, page 50

- 1 1 B 2 D 3 A 4 C  
5/6 A, D in any order 7 B  
8/9 A, C in any order 10 B  
11 A 12/13 C, D in any order  
14/15 C, D in any order
- 2 1 d 2 f 3 e 4 b 5 a 6 c
- 3 1 turned into 2 put up with  
3 moved out 4 springing up  
5 cut down, cut out
- 4 1 I've had words with them  
2 came to an agreement  
3 I've got my eye on  
4 put (our flat) up for sale  
5 I'm on first-name terms with  
6 it's getting beyond a joke

Vocabulary, page 51

A Wordsearch



Shopkeepers:

baker, butcher, chemist, florist, grocer, jeweller, newsagent

Things in shops or supermarkets:

aisle, bargain, checkout, counter, goods, till, trolley

B Multiple choice

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

C Phrasal verbs with come

- 1 down    2 across    3 up    4 up    5 round

D Expressions with come

- 1 come in handy    2 come on  
3 come into fashion    4 come to terms with  
5 come true    6 come to

E Word formation: Nouns

Verb	Noun	
1 try	trial	
2 cure	cure	
3 like	liking	
4 split	split	
5 consult	consultant	
6 announce	announcement	
7 behave	behaviour	
8 create	creation	
9 assist	assistant	
10 appear	appearance	
a liking	b announcement	c trial
d behaviour	e creation	

Language focus, page 53

A Contrasting ideas

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

B The present perfect and past simple

- 1 has just published    2 has changed  
3 has increased    4 (were) expected  
5 lived    6 has risen  
7 has doubled    8 have been  
9 disappeared    10 has become  
11 was    12 has taken  
13 had    14 were  
15 stood

C Correcting mistakes

- 1 My father's been working/has worked  
2 I've broken my leg  
3 Charlie Chaplin was one of the greatest  
4 how long I've been waiting  
5 the first time I have seen this film  
6 known each other for many years  
7 since I last played football  
8 I have cleaned three rooms

Use of English, page 55

Transformations

- 1 come to a decision  
2 although he is unable  
3 despite the train being  
4 to walk rather than catch  
5 not leave yet  
6 has been learning French for  
7 last time we saw

Word formation

- 1 picturesque    2 inhabitants  
3 beautiful    4 neighbourhood  
5 peaceful    6 pleasant  
7 disadvantages    8 infrequent  
9 dependent    10 unfriendly

Open cloze

- 1 a    2 to    3 than  
4 there    5 a/each/every/per    6 are  
7 more    8 the    9 for  
10 how    11 what    12 on  
13 If/Should    14 not    15 which

Writing, page 56

A Structure

The model follows paragraph plan A.

B Language analysis

- a Types of buildings and parts of a town: *row of terraced houses*, industrial estate, chimneys (of factories), on the outskirts  
Adjectives to describe buildings and parts of a town: *identical*, dull grey, run-down,

monotonous, depressing, huge, tall  
(also: muddy field)

Adjectives to describe people: happy, filthy,  
(also: smiling cheerfully)

- b** Which words are used to modify adjectives?  
*very (tall)*, rather (run-down), fairly (depressing), extremely (filthy)

Which words and expressions are used to introduce memories?

*which reminds me of ...*, I remember how ...

I'll never forget my father ...ing

Which verb forms are used to talk about regular events in the past?

we all used to play football, He ... would always play with us

Which phrasal verbs have been used?

grew up, setting off

**c Planning**

Task:

Adjectives to describe old buildings: ancient, derelict, historic

Adjectives to describe buildings which are pleasant to look at: attractive, beautiful, magnificent

Adjectives to describe big buildings: huge, imposing, impressive, tall

**Unit 8**

**Reading: Multiple choice, page 58**

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

- 2  
1 achieve 2 components  
3 cramped 4 cruises  
5 steering 6 launch site  
7 bumped against 8 crises  
9 ran out of 10 exhausted  
11 slackened off 12 picked up

**Vocabulary, page 60**

**Confusing words**

- 1 fun 2 crowded 3 campsite 4 holiday  
5 stay 6 resort 7 souvenirs 8 views  
9 trip 10 cruise

**Language focus, page 60**

**The future**

- 1  
1 I'll put  
2 you're going to have

- 3 We're meeting/We're going to meet  
4 you leave  
5 I'll get/I'm going to get  
6 we'll be sitting  
7 are you doing/are you going to do  
8 I'll have spoken  
2  
1 'll/will carry  
2 'm/am having  
3 ends/'ll be  
4 'll be watching, will/'ll have finished  
5 'm going to get  
6 gets  
7 will/'ll have been travelling, 'll/will want  
8 'll be/'m going to be

**Use of English, page 61**

**Transformations**

- 1 am/'m (really) looking forward to  
2 are/'re likely to take him  
3 by bus makes up  
4 to set up  
5 if they get on  
6 come up with  
7 to give up smoking

**Error correction**

- |          |           |         |
|----------|-----------|---------|
| 1 are    | 2 be      | 3 it    |
| 4 the    | 5 herself | 6 if    |
| 7 prefer | 8 by      | 9 ✓     |
| 10 like  | 11 ✓      | 12 go   |
| 13 it    | 14 ✓      | 15 will |

**Word formation**

- |               |            |              |
|---------------|------------|--------------|
| 1 loosened    | 2 lengthen | 3 worsened   |
| 4 sharpening  | 5 depths   | 6 thickens   |
| 7 deafness    | 8 reddened | 9 brightened |
| 10 tightening |            |              |

**Writing, page 63**

**A Model**

- a Firstly, you say that  
b you fail to mention  
c In addition, you claim  
d according to  
e no longer true  
f your comment about

**B Analysis**

- 1 Although, However, but  
2 Firstly, In addition, Furthermore, I also disagree with  
3 a inaccuracies b there is a lack of  
c no longer true d I trust

**C Adding relevant points**

- the souvenirs: the high quality handmade knives for which Rington is famous.
- the restaurants: a wide variety of cafés and restaurants, where tourists can have either a snack or a three-course meal.
- the river: It has recently been cleaned and in some parts of the river it is possible to swim.
- the monuments: These only become busy in August.

**Unit 9**

**Reading: Multiple matching, page 66**

- 1 1 B 2 G 3 A 4 E  
5 D 6 F C not used

- 2  
1 Carnival 2 Rio  
3 samba schools 4 masks  
5 those who wore masks 6 *Mardi Gras*  
7 Paris 8 krewes/each krewe

- 9 eating pancakes  
3  
1 d 2 a 3 c 4 f 5 b 6 e

- 4  
1 enables 2 catch on 3 united  
4 taken to 5 spread 6 rival

**Vocabulary, page 68**

**A Phrasal verbs**

- 1 c 2 e 3 a 4 g 5 b 6 d 7 f

**B Expressions with give**

- 1 example 2 lift  
3 hand 4 permission  
5 impression 6 call  
7 idea

**C Collocations**

- 1 blank 2 broad  
3 nervous 4 piercing  
5 deep 6 full  
7 impressive

**D Revision: Get**

- 1 down 2 over 3 away 4 by

**Language focus, page 69**

**A Modal verbs of speculation**

- 1  
1 might have left  
2 correct  
3 could/may/might have gone away  
4 correct  
5 correct  
6 may/might not be the right size  
7 can't/couldn't be going out with Sue  
8 correct  
9 He must have decided  
10 correct

**2 Possible answers**

- 1 He can't have slept very well.  
He must have been working very hard.  
He might have been driving all day.
- 2 She could be on a diet.  
She may have split up with her boyfriend.  
She might not be feeling very well.
- 3 The bus and train drivers might be on strike.  
Everyone must have decided to drive to work today.  
There may be a special event taking place.
- 4 It must be too hot for them.  
You can't have watered them enough.  
They might have some kind of disease.
- 5 Their son must have got into trouble again.  
They might have caught the burglar that broke into their house.  
They may have been looking for someone.
- 6 He might have found a job.  
He must be going out with someone.  
He could have won the lottery.
- 7 They might be drunk.  
They may be having an argument.  
Someone might have been robbed.
- 8 You must have parked it somewhere else.  
Someone may have stolen it.  
The police might have taken it away.

**B Question tags**

- 1 has he 2 aren't I  
3 doesn't he 4 wouldn't you  
5 didn't she 6 will you  
7 will/would/can you 8 shall we  
9 did it 10 do they

**Use of English, page 70**

**Multiple choice cloze**

- 1 A 2 C 3 A 4 D 5 C  
6 B 7 A 8 C 9 C 10 D  
11 B 12 B 13 C 14 A 15 C



**Word formation**

- 1  
 1 humorous                    humorously  
 2 ambitious                    ambitiously  
 3 beneficial                    beneficially  
 4 hungry                        hungrily  
 5 anxious                        anxiously  
 6 original                        originally

2

	Verb	Noun	Adjective +	Adjective -
1	attract	attraction	attractive	unattractive
2	decide	decision	decisive	indecisive
3	excite	excitement	exciting/ed	unexciting/ed
4	imagine	imagination	imaginative	unimaginative
5	obey	obedience	obedient	disobedient
6	offend	offence	offensive	inoffensive
7	please	pleasure	pleasant	unpleasant
8	succeed	success	successful	unsuccessful
9	think	thought	thoughtful	thoughtless
10	tolerate	tolerance	tolerant	intolerant

- 3  
 1 unattractive            2 decisions  
 3 excitement            4 imaginatively  
 5 disobedient            6 offence  
 7 pleasures              8 successfully  
 9 thoughtful            10 intolerant

**Writing, page 72**

**A Model**

- 1 opinion            2 think            3 However  
 4 argument       5 extent           6 hand  
 7 Moreover       8 although       9 conclude

The words used to introduce the three examples are: such as Carnival, like the 'Fallas', For example, Bonfire Night

**B Organization**

The writer follows plan B.

**C Ideas**

- A 1, 5, 7, 11 all agree  
 B 2, 4, 9, 12 all disagree  
 C 3, 6, 8, 10 all disagree

- 2  
 1 a    2 c    3 e    4 b    5 f    6 d

- 3  
 1 snatched    2 squirt    3 waving    4 Unaware  
 5 stuck        6 pointed

- 4  
*get* in touch with someone/get lucky/get back (to the hotel)  
*hold* one's nose/hold tightly onto the camera  
*pick* the wrong person/pick something up  
*take* off a jacket/take someone to a place/take a wallet  
*make* a mess/make the mistake of doing something  
*have* fun/have no idea (what someone is on about)

- 5  
 1 in touch    2 tightly onto    3 them up  
 4 me to       5 the mistake    6 no idea

**Vocabulary, page 76**

**A Crime**

- 1 pickpocketing    2 arson  
 3 robbery            4 burglary  
 5 kidnap            6 blackmail  
 7 smuggling        8 drug trafficking

**B Phrasal verbs**

- 1  
 1 take in            2 look into  
 3 get away with    4 make out  
 5 make up            6 take up  
 7 look up to        8 get up to
- 2  
 1 making (it) up    2 make out        3 taken in  
 4 get away with    5 looking into    6 getting up to

**Language focus, page 77**

**A Active and passive**

- 1 was released, being found, did not commit/had not committed  
 2 is being repaired, was told, won't/wouldn't be  
 3 have been asked, haven't prepared  
 4 happened, were caught, were made, took  
 5 are produced, are sold, are exported  
 6 was given, died, stopped, hasn't been fixed  
 7 is thought, was found, was walking  
 8 destroyed, didn't do/haven't done, be allowed

**B Revision: Modal verbs**

- 1 needn't have revised  
 2 didn't need to pay  
 3 don't have to go  
 4 mustn't tell  
 5 shouldn't have  
 6 needn't have bought

**Unit 10**

**Reading: Multiple matching, page 74**

- 1  
 1/2 A, D in any order    3 C    4 D    5 C  
 6 B    7/8 A, B in any order    9 C    10 D  
 11 A    12 C

- 7 needn't worry/don't need to worry
- 8 didn't have to go

### Use of English, page 78

#### Transformations

- 1 was not/wasn't given
- 2 is/s being met
- 3 was robbed (by thieves) of
- 4 is being looked into
- 5 had been made up by
- 6 is said to be
- 7 are expected to be announced
- 8 is believed to have
- 9 is thought to have known
- 10 needn't have taken
- 11 we didn't need to

#### Word formation

- 1 buildings      2 residential      3 amazing
- 4 reduction      5 robbery      6 effective
- 7 criminals      8 presence      9 invasion
- 10 evidence

#### Open cloze

- 1 who/that      2 has      3 not/never
- 4 being      5 such      6 or
- 7 are      8 a/per/each/every
- 9 the/its      10 is      11 take
- 12 for      13 are      14 well
- 15 made

### Writing, page 80

Student B's answer would be given a higher mark.

#### A Analysis

- |    | A   | B   |
|----|-----|-----|
| 1  | no  | yes |
| 2  | yes | yes |
| 3  | no  | yes |
| 4  | no  | yes |
| 5  | no  | yes |
| 6  | no  | yes |
| 7  | no  | yes |
| 8  | yes | yes |
| 9  | no  | yes |
| 10 | no  | yes |

#### B Accuracy

- a I **arrived** at the station
- to catch** the train
- I **was feeling/felt** sad
- I **had finished** my holiday
- I **decided** to go
- make me **feel**
- somebody **had stolen** it
- I **felt** sadder

- b **at** the station
- because I had finished
- I enjoyed the holiday
- want to come home
- the shop to buy
- suitcase **on** the ground
- paid the woman
- to finish **a** holiday

#### C Addressing the reader

Did you get my postcard from Italy?  
 You'll never guess what happened to me after I'd posted it to you!  
 ... you know how unfit I am!  
 You can imagine how relieved I felt.  
 How about you, Esther? Did anything exciting happen on your holiday? Write and tell me all about it.

## Unit 11

### Reading: Gapped text, page 82

- |     |     |     |            |
|-----|-----|-----|------------|
| 1 C | 2 F | 3 A | 4 H        |
| 5 G | 6 E | 7 B | D not used |
- 2 1 developments      2 survival
  - 3 participants      4 passionately
  - 5 global      6 anywhere
  - 7 awareness      8 technological

3

#### Verb

- entertain
- refuse
- assist
- occupy
- enjoy
- replace
- approve
- deny
- arrange
- inhabit

#### Noun

- entertainment
- refusal
- assistant
- occupant
- enjoyment
- replacement
- approval
- denial
- arrangement
- inhabitant

4

- |               |             |             |
|---------------|-------------|-------------|
| 1 inhabitants | 2 approval  | 3 enjoyment |
| 4 denial      | 5 occupants |             |

### Vocabulary, page 84

#### A Crossword: The Weather

##### Across

- 1 drought
- 6 flood
- 7 gale
- 8 severe
- 9 choppy

##### Down

- 2 hail
- 3 clouds
- 4 tidal
- 5 breeze
- 6 forecast

- 11 fine                    10 pour  
 12 struck  
 13 gust

**B Environment**

- 1  
 1 c    2 d    3 f    4 a  
 5 b    6 e  
 2  
 1 e    2 d    3 a    4 f  
 5 b    6 h    7 g    8 c

- 1 exhaust fumes  
 2 oil slick  
 3 dog mess  
 4 greenhouse effect  
 5 power station  
 6 nature reserve

**Language focus, page 85**

**A So, neither and nor**

- 1  
 1 c    2 e    3 d    4 h  
 5 g    6 a    7 b    8 f  
 2  
 1 *neither can I*            2 so is  
 3 neither/nor does        4 so are  
 5 so did                      6 neither/nor will  
 7 so has                      8 neither/nor would  
 9 so had

**B Conditionals**

- 1  
 1 had, would help  
 2 will buy, promise  
 3 hadn't said, wouldn't have got  
 4 sleeps, is usually  
 5 had gone, would have met  
 6 beat, will go  
 7 press, underlines/will underline  
 8 were, would go  
 9 will be, get  
 10 hadn't taken, would have got  
 2 Suggested answers  
 2 We would have gone sailing if there had been enough wind.  
 3 If I wasn't afraid of flying, we would go abroad on holiday.  
 4 If he hadn't broken his leg, he could drive.  
 5 I could have taken some photos if I had remembered to pack my camera.  
 6 If he had a suit, he would go to the wedding.  
 7 He wouldn't be feeling ill if he hadn't drunk so much last night.  
 8 She could have gone to university if she'd passed her exams.

- 9 If they'd watched the news, they would have heard about the earthquake.

**3 Possible answers**

- 1 I would probably miss my family.  
 2 I would try to improve the health system.  
 3 I hadn't come to this school.  
 4 if they gave us an extra week's holiday in summer.  
 5 I'll spend it on computer games.  
 6 I wouldn't be able to send e-mails to my friends in Australia.

**Use of English, page 87**

**Multiple choice cloze**

- 1 B    2 A    3 D    4 C  
 5 D    6 A    7 B    8 C  
 9 B    10 A    11 A    12 C  
 13 D    14 D    15 A

**Error correction**

- 1 a            2 have        3 ✓  
 4 is            5 like        6 with  
 7 would      8 ✓            9 go  
 10 it            11 us         12 ✓  
 13 much      14 will        15 had

**Writing, page 88**

**2 Features**

- A relevant title:  
The highs and lows of mountain weather
- Questions to involve the reader:  
... what would be your favourite type of weather?  
Glorious sunshine to sunbathe in?  
Deep snow to ski in?  
And what would you find it hard to put up with?  
Who wouldn't feel bad-tempered by the end of it all?
- A range of vocabulary related to the weather:  
glorious sunshine, deep snow, fine or heavy, spitting or pouring, wet weather, the sun comes out, a shower, wind ... blows
- Elements of informal language:  
it's, there's, wouldn't, I'd  
And, But, put up with
- Examples to illustrate a point:  
Clothes are blown off washing lines, etc
- Adverbs expressing opinion or attitude:  
Surprisingly

- 4  
**Extract a**            Writing competition (page 88)  
 Consistent. An informal style.  
**Extract b**            People and places (page 89)  
 Inconsistent. Begins with a more formal style, but ends informally.

**Extract c** Competition (page 89)  
 Consistent. A neutral narrative style.

## Unit 12

### Reading: Multiple choice, page 90

- 1  
 1 B 2 D 3 B 4 A  
 5 C 6 C 7 A  
 2  
 1 against 2 in, of 3 of 4 on  
 5 for 6 with 7 on 8 for

### Vocabulary, page 91

#### A Food

- 1 bitter 2 greasy 3 rich  
 4 savoury 5 sour 6 sickly  
 7 crunchy 8 spicy 9 stodgy 10 bland

#### B Health

- 1 damaged 2 hurting 3 aches  
 4 wounding 5 injuries 6 pains

#### C Have, put, give and take

- 1 e 2 d 3 g 4 a 5 b  
 6 h 7 f 8 c

#### D Word formation: nouns

- 1 involvement 2 disappearance  
 3 obligation 4 seriousness  
 5 comparison 6 popularity  
 7 permission 8 retirement

### Language focus, page 93

#### A Countable and uncountable nouns

- 1 a 2 a large number  
 3 Every 4 suggestion, accommodation  
 5 bar 6 few, much  
 7 no, a few 8 little  
 9 any more 10 another

#### B Reported speech

- 1  
 1 why did you apply/why have you applied for this job?  
 2 I'm thinking of going  
 3 I want to have  
 4 do you have/have you got  
 5 was (very) useful  
 6 helped me to understand what it's like  
 7 What are your main strengths?  
 8 have a lot of patience  
 9 I'm a very reliable

- 2  
 1 they did to keep fit  
 2 he was competing in a marathon the next/following day  
 3 (that) she did aerobics  
 4 she was thinking of taking up jogging  
 5 if/whether they could give us  
 6 eating/that we should eat/us to eat  
 7 her students not to eat  
 8 if they thought diets were  
 9 he had never needed to go on one  
 10 she had been on a diet once  
 11 she would not do it again  
 12 liked eating

### Use of English, page 95

#### Open cloze

- 1 few 2 From 3 to  
 4 order 5 course 6 do  
 7 they 8 which 9 being  
 10 it 11 should 12 much  
 13 to 14 one 15 be

#### Transformations

- 1 had to wear  
 2 they had been trying  
 3 where she had bought her  
 4 warned him not to  
 5 (that) I (should) lie down  
 6 not give me very much

### Writing, page 96

#### A Planning

- 1  
 1 B 2 A 3 C

#### A Writing

- 1 b 2 c 3 a

## Unit 13

### Reading: Multiple matching, page 98

- 1  
 1/2 C, E in any order 3 A  
 4/5 B, E in any order 6/7 A, D in any order  
 8 F 9 C  
 10/11 A, F in any order 12/13 D, E in any order  
 14/15 B, E in any order  
 2  
 1 to put some money to one side  
 2 Money's a bit tight  
 3 to make ends meet  
 4 looking a million dollars  
 5 hard-up

- 6 came into
- 7 have money to burn
- 8 the jackpot
- 9 we're made of money
- 10 money grows on trees

## Vocabulary, page 99

### A Money

1

- 1 change    2 debt    3 bill    4 on loan
- 5 owe    6 coin    7 do    8 sell

2

- 1 *the receipt*    2 coin    3 owe    4 on loan
- 5 bill    6 change    7 debt

### B Revision: Lexical phrases

- 1 taken, given    2 made, came
- 3 took, had    4 having, getting, do
- 5 doing, put    6 come, putting, get
- 7 gave, made

## Language focus, page 100

### A Ability

- 1 correct
- 2 Trevor was able to/managed to mend/succeeded in mending
- 3 correct
- 4 correct
- 5 correct
- 6 I've never been able to swim
- 7 he's incapable of organizing
- 8 correct
- 9 she won't be able to come/she can't come
- 10 They didn't succeed in getting

### B Phrasal verbs and prepositions

- 1 off    2 round    3 for    4 up
- 5 up    6 for    7 for    8 out
- 9 of    10 on    11 for    12 from
- 13 for    14 from    15 on

## Use of English, page 102

### Multiple choice cloze

- 1 B    2 D    3 B    4 C
- 5 A    6 A    7 D    8 C
- 9 B    10 D    11 C    12 A
- 13 B    14 A    15 D

### Word formation

- 1 highest    2 amazed    3 surprisingly
- 4 injuries    5 broken    6 survival
- 7 disbelief    8 death    9 reasonably
- 10 relief

### Transformations

- 1 made several telephone calls
- 2 was a difficult choice
- 3 no proof of
- 4 congratulated the players on winning
- 5 me for forgetting her birthday
- 6 didn't/did not succeed in reaching
- 7 's/is capable of running

## Writing, page 104

- 2 4 Introduction (or Aim)
- 3 Sightseeing
- 1 Shopping
- 5 Lunch
- 2 Conclusion

Different ways of referring to the tourists:

those who would rather go shopping, senior citizens, the visitors, the group, everyone, a group of elderly tourists, non-vegetarians

Different ways of making recommendations:

it is to be recommended, visitors can enjoy ...

Non-vegetarians should try ...

Words expressing number or quantity:

wide range of goods, a number of exclusive gift shops, numerous exhibits, one of several restaurants, one of the many fresh fish dishes

Words and expressions related to cost:

exclusive gift shops, generous discounts, reasonably priced lunch

### 3 b Target reader: the teacher in charge

Style: formal

Differences:

1

elderly tourists  
for the morning

sightseeing

3 a

young foreign students  
for the afternoon and evening  
entertainment  
little money to spend

### 3 c Words to describe prices:

reasonable, affordable, competitive

Words to describe goods:

cut-price, inexpensive

Other words and expressions:

good bargains, discounts, special offers  
good value for money

**Unit 14**

**Reading: Gapped text, page 106**

- 1 1 B 2 F 3 A 4 D 5 H  
6 G 7 C E not used

- 2  
1 set up 2 take over  
3 cut off 4 get over  
5 look after 6 come up with

3

Adjective	Noun	Verb	Noun
cruel	cruelty	treat	treatment
pregnant	pregnancy	adopt	adoption
intelligent	intelligence	survive	survival
healthy	health	inspire	inspiration

**Vocabulary, page 108**

**A Crossword: The Arts**

Across	Down
1 sculptor	1 stage
4 play	2 priceless
6 scene	3 orchestra
7 house	4 portrait
8 landscape	5 composer
10 exhibition	7 hall
	9 cast

**B Phrasal verbs: Revision**

- |              |               |             |
|--------------|---------------|-------------|
| 1 a take up  | b put off     | c do up     |
| d make out   | e get on with | f make up   |
| g put up     |               |             |
| 2 1 do up    | 2 get on with | 3 taking up |
| 4 made out   | 5 put off     | 6 make up   |
| 7 putting up | 8 fall for    |             |

**Language focus, page 109**

- 1
- |               |                 |
|---------------|-----------------|
| 1 had         | 2 wouldn't make |
| 3 had brought | 4 knew          |
| 5 would stop  | 6 didn't tell   |
| 7 go          | 8 bought        |
- 2 Suggested answers
- started revising for my exams.
  - bought a watch.
  - came round after the film has finished.
  - would stop interrupting me.
  - the FCE exam were on a different day.
  - I'd insured the video camera.
  - the bus would hurry up and come/I'd caught the train.
  - I'd got someone to water the plants.

**Use of English, page 110**

**Word formation**

- |                 |               |
|-----------------|---------------|
| 1 sculptures    | 2 best        |
| 3 considerable  | 4 decision    |
| 5 possibly      | 6 daily       |
| 7 residents     | 8 sight       |
| 9 irresponsible | 10 beneficial |

**Open cloze**

- |             |          |         |
|-------------|----------|---------|
| 1 some      | 2 of     | 3 their |
| 4 many      | 5 it     | 6 the   |
| 7 for       | 8 be     | 9 as    |
| 10 such     | 11 which | 12 No   |
| 13 Although | 14 there | 15 in   |

**Error correction**

- |           |         |        |
|-----------|---------|--------|
| 1 it      | 2 of    | 3 me   |
| 4 to      | 5 ✓     | 6 by   |
| 7 ✓       | 8 the   | 9 was  |
| 10 ✓      | 11 them | 12 ✓   |
| 13 myself | 14 wish | 15 one |

**Writing, page 111**

**Language preparation**

- a
- aim of this report
  - looking forward to
  - have no experience of
  - that struck me
  - pleased to hear
  - sum up
  - I like most about her
  - express an interest
- b 1 3 2 1 3 2 4 4 5 1 6 3 7 4 8 2

**Unit 15**

**Reading: Multiple matching, page 114**

- |                 |                   |                |     |
|-----------------|-------------------|----------------|-----|
| 1 1 E           | 2 C               | 3 A            | 4 G |
| 5 B             | 6 D               | F not used     |     |
| 2 1 listener    | 2 researcher      | 3 psychologist |     |
| 4 zoologist     | 5 politician      | 6 Italian      |     |
| 7 Jew           | 8 immigrant       | 9 volunteer    |     |
| 10 tribesman    |                   |                |     |
| 3 1 electrician | 2 mountaineer     | 3 Finn         |     |
| 4 participant   | 5 sportsman/woman | 6 beginner     |     |
| 7 biologist     |                   |                |     |
| 4 <b>Noun</b>   | <b>Verb</b>       |                |     |
| communication   | communicate       |                |     |
| emotion         | -                 |                |     |
| explanation     | explain           |                |     |
| information     | inform            |                |     |
| conversation    | converse          |                |     |

direction	direct
destination	-
location	locate
definition	define
calculation	calculate
motion	-
position	-
notion	-
representation	represent
comprehension	comprehend

## Vocabulary, page 116

### A Word grid: Education

- |             |              |
|-------------|--------------|
| 1 primary   | 2 resit      |
| 3 open      | 4 fail       |
| 5 education | 6 subjects   |
| 7 state     | 8 Oxford     |
| 9 revise    | 10 professor |

### B Phrasal verbs with *turn*

- |        |       |        |
|--------|-------|--------|
| 1 down | 2 up  | 3 into |
| 4 on   | 5 out | 6 off  |

### C Expressions with *turn*

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 c | 2 e | 3 a | 4 b |
| 5 h | 6 g | 7 d | 8 f |

### D Compound adjectives

- 1 a British-trained doctor
- 2 a Spanish-made car
- 3 a Russian-speaking guide
- 4 a London-based company
- 5 a French-owned supermarket chain
- 6 a ten-day cruise
- 7 a 29-year-old woman
- 8 a 650-page book
- 9 a four-hour film
- 10 a three-day conference

## Language focus, page 117

### Expressing purpose

- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 1 1 c | 2 e | 3 a | 4 f | 5 h |
| 6 i   | 7 b | 8 g | 9 d |     |

- 2
- 2 so that she wouldn't/so as not to/in order not to speak any Spanish.
- 3 in case it was cold there.
- 4 in case she didn't understand any English.
- 5 in order to see/so as to see/so that she could see the rest of the country.
- 6 so that she could read/in order to/so as to (be able to) read about the different places before visiting them.

- 7 so that her parents wouldn't worry about her. (in case her parents were worried about her.)
- 8 so that she doesn't/won't forget/in order not to forget/so as not to forget everything she learnt.
- 9 in case she decides to go back to Ireland next year.

## Use of English, page 118

### Transformations: Grammar revision

#### A Units 1-5

- 1 get used to living
- 2 feel like going
- 3 time the film starts
- 4 sing as well as he
- 5 such good English (that)
- 6 'd/had better not tell
- 7 don't/do not let us wear

#### B Units 6-9

- 1 not old enough to
- 2 had the house painted
- 3 it was raining heavily
- 4 to watch rather than play
- 5 first time I've/I have seen
- 6 aren't/are not likely to get
- 7 might have seen

#### C Units 10-15

- 1 he was being followed by
- 2 is said to be
- 3 had not broken down
- 4 if/whether he had been behaving
- 5 offered to carry his mother's
- 6 didn't/did not succeed in completing
- 7 I hadn't/had not spent
- 8 so as not to/so that he wouldn't/would not

### Open cloze

- |          |          |              |
|----------|----------|--------------|
| 1 the    | 2 is     | 3 Each/Every |
| 4 their  | 5 as     | 6 where      |
| 7 order  | 8 have   | 9 so         |
| 10 would | 11 a/one | 12 If        |
| 13 this  | 14 are   | 15 to        |

### Word formation

- |                 |              |              |
|-----------------|--------------|--------------|
| 1 inaccessible  | 2 written    | 3 suspicious |
| 4 researchers   | 5 imprisoned | 6 political  |
| 7 disappearance | 8 fewer      | 9 unlikely   |
| 10 knowledge    |              |              |



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