

C.N.GRIVAS

Cambridge English Proficiency

**READING &
USE OF ENGLISH**

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READING & USE OF ENGLISH

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Published and distributed by: GRIVAS PUBLICATIONS

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Printed January 2013

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SAMPLE PAGES

Introduction

CPE Reading & Use of English is designed to prepare students for Paper 1 of the **revised Cambridge CPE examination**. This book will help students successfully bridge the gap between FCE level and the more advanced English needed for success at CPE. Students are given the opportunity to build on their existing language skills, and emphasis is given to both grammar and vocabulary. Students also have the chance to familiarise themselves with the format of the new CPE examination, with ample exam practice being offered in each unit.

There are fifteen units in the book, each of which is comprised of four parts. These parts are organised as follows:

PART 1 – Grammar

- **Grammar Presentation:** a clear presentation of all grammatical structures to help students revise their knowledge, with emphasis on more advanced phenomena.
- **Grammar Practice:** practice of the grammar presented in the unit.
- **Similar meaning in another way:** presentation of common transformations to consolidate students' knowledge before they attempt the Proficiency-level transformations which follow.
- **CPE Transformations:** further practice of structures, along with a number of more challenging transformations.
- **Advanced Language Points:** a selection of advanced-level material which helps candidates gain confidence in their use of the English language.

PART 2 – Language Development

- **Verbs, Adjectives, Nouns with Prepositions:** presented in alphabetical order and practised in context.
- **Idioms:** presented in alphabetical order and encompassing the wide range of advanced idiomatic usage required at this level.
- **Prepositional Phrases:** extensive coverage and practice of prepositional phrases required at this level.
- **Word Usage:** designed to acquaint students with everyday collocations in English.
- **Collocations:** further practice in advanced-level collocations.
- **Phrasal Verbs:** reinforcement and extension of students' knowledge of phrasal verbs, presented in alphabetical order. (Some units also introduce a number of nominal forms.)
- **Words Easily Confused:** an exercise in which students have to choose between commonly confused words, according to context.
- **Derivatives:** an alphabetical list designed to provide students with a wealth of derivatives, essential for success in the word formation task in the CPE examination.
- **Wordplay:** practice in recognising subtle differences between phrases as well as avoiding errors.
- **Word Combinations:** words combined to make set phrases, invaluable to candidates as these expressions are used throughout the CPE examination.
- **Correct or Incorrect:** presentation of areas of the language where mistakes are commonly made.
- **Word Distractors:** exercises based on word distractors providing practice in recognising and understanding their correct use.

PART 3 – Vocabulary Practice

- A variety of topically-related vocabulary exercises designed to help students in the Reading & Use of English text(s) in Part 4.

PART 4 – Reading & Use of English

- Exam-style texts giving students practice in the skills required for the revised **CPE** examination.

Exam Practice

- Includes exam-style texts to not only help students familiarise themselves with the revised exam format, but also offer them a chance to perfect their exam techniques and put their learning into practice.

This book will provide students with extensive coverage of the intricacies of English usage and prepare them for the demands of the **revised Cambridge CPE examination**.

CONTENTS

Cambridge Specifications for the revised Reading & Use of English	6
Reading & Use of English Sample Paper	7
Answers to the Reading & Use of English Sample Paper	17
Unit 1	
Part 1: Grammar (The Present Tenses – The Past Tenses – Future Forms) – Transformations – Advanced Language Points	18
Part 2: Language Development	28
Part 3: Vocabulary Practice	33
Part 4: Reading & Use of English	35
Exam Practice 1 (Parts 1, 2, 3, 4)	36
Unit 2	
Part 1: Grammar (Adjectives / Adverbs – Comparisons) – Transformations – Advanced Language Points	38
Part 2: Language Development	46
Part 3: Vocabulary Practice	52
Part 4: Reading & Use of English	54
Part 5: Correct English Usage	55
Exam Practice 2 (Parts 5, 6, 7)	56
Unit 3	
Part 1: Grammar (Articles) – Transformations – Advanced Language Points	62
Part 2: Language Development	70
Part 3: Vocabulary Practice	76
Part 4: Reading & Use of English	78
Part 5: Correct English Usage	79
Exam Practice 3 (Parts 1, 2, 3, 4)	80
Unit 4	
Part 1: Grammar (Nouns / Plurals – Many / Much, (A) few / (A) little, etc. – Some / Any – No one, etc.) – Transformations – Advanced Language Points	82
Part 2: Language Development	90
Part 3: Vocabulary Practice	96
Part 4: Reading & Use of English	98
Part 5: Correct English Usage	99
Exam Practice 4 (Parts 5, 6, 7)	100
Unit 5	
Part 1: Grammar (Modal / Auxiliary Verbs) – Transformations – Advanced Language Points	106
Part 2: Language Development	113
Part 3: Vocabulary Practice	119
Part 4: Reading & Use of English	121
Exam Practice 5 (Parts 1, 2, 3, 4)	122
Unit 6	
Part 1: Grammar (Conditionals – Very / Too / Enough – Each / Both – All / Whole – Else / Other) – Transformations – Advanced Language Points	124
Part 2: Language Development	131
Part 3: Vocabulary Practice	137
Part 4: Reading & Use of English	139
Exam Practice 6 (Parts 5, 6, 7)	140
Unit 7	
Part 1: Grammar (Unreal Past Tenses – Would Rather – Had Better – Wish / Hope) – Transformations – Advanced Language Points	146
Part 2: Language Development	153
Part 3: Vocabulary Practice	159
Part 4: Reading & Use of English	161
Exam Practice 7 (Parts 1, 2, 3, 4)	162

Unit 8

Part 1: Grammar (The Infinitive –The Gerund) – Transformations – Advanced Language Points	164
Part 2: Language Development	172
Part 3: Vocabulary Practice	178
Part 4: Reading & Use of English	180
Part 5: Correct English Usage	181
Exam Practice 8 (Parts 5, 6, 7)	182

Unit 9

Part 1: Grammar (The Passive Voice) – Transformations – Advanced Language Points	188
Part 2: Language Development	195
Part 3: Vocabulary Practice	201
Part 4: Reading & Use of English	203
Exam Practice 9 (Parts 1, 2, 3, 4)	204

Unit 10

Part 1: Grammar (Reported Speech) – Verbs not followed by prepositions – Transformations – Advanced Language Points	206
Part 2: Language Development	213
Part 3: Vocabulary Practice	219
Part 4: Reading & Use of English	221
Exam Practice 10 (Parts 5, 6, 7)	222

Unit 11

Part 1: Grammar (Question Tags – So / Neither Do I – Who / What / Which – The ‘Causative’ use of have and get) – Transformations – Advanced Language Points	228
Part 2: Language Development	234
Part 3: Vocabulary Practice	241
Part 4: Reading & Use of English	243
Exam Practice 11 (Parts 1, 2, 3, 4)	244

Unit 12

Part 1: Grammar (Relative Clauses – Clauses of Reason / Manner / Purpose) – Transformations – Advanced Language Points	246
Part 2: Language Development	252
Part 3: Vocabulary Practice	257
Part 4: Reading & Use of English	259
Exam Practice 12 (Parts 5, 6, 7)	260

Unit 13

Part 1: Grammar (Clauses of Result / Contrast / Time – Inversion) – Transformations – Advanced Language Points	266
Part 2: Language Development	273
Part 3: Vocabulary Practice	279
Part 4: Reading & Use of English	281
Exam Practice 13 (Parts 1, 2, 3, 4)	282

Unit 14

Part 1: Grammar (Participles – There Is / Are + To Be – Linking Words) – Transformations – Advanced Language Points	284
Part 2: Language Development	291
Part 3: Vocabulary Practice	297
Part 4: Reading & Use of English	299
Exam Practice 14 (Parts 5, 6, 7)	300

Unit 15

Part 1: Grammar (Subject + Singular / Plural Verb – Emphatic / Exclamatory Structures) – Transformations – Advanced Language Points	306
Part 2: Language Development	313
Part 3: Vocabulary Practice	319
Part 4: Reading & Use of English	321
Exam Practice 15 (Parts 1, 2, 3, 4)	322

Reading & Use of English (CPE Specifications)

General description	
PAPER FORMAT	For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading comprehension tasks.
TIMING	1 hour 30 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	53
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple matching, gapped text, multiple choice.
TEXT TYPES	From the following: books (fiction and non-fiction), non-specialist articles from magazines, newspapers and the Internet.
LENGTH OF TEXTS	2,900 - 3,400 words in total
ANSWER FORMAT	For Parts 1, 5, 6 and 7, candidates indicate their answers by shading the correct lozenges on the answer sheet. For Parts 2 and 3, candidates write their answers in capital letters in the space provided on the answer sheet. For Part 4, candidates write their answers on the answer sheet but capital letters are not required.
MARKS	For Parts 1-3, each correct answer receives 1 mark; for Part 4, each correct answer receives up to 2 marks; for Parts 5-6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark. There are a total of 72 marks available for the test.

Structure and tasks	
PART 1	
TASK TYPE AND FOCUS	Multiple-choice cloze. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.
NO. OF QS	8
PART 2	
TASK TYPE AND FOCUS	Open cloze. The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.
NO. OF QS	8

Structure and tasks	
PART 3	
TASK TYPE AND FOCUS	Word formation. The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
NO. OF QS	8
PART 4	
TASK TYPE AND FOCUS	Key word transformations. The focus is on grammar, vocabulary and collocation.
FORMAT	Six discrete items with a lead-in sentence and a gapped response to complete in 3-8 words including a given 'key' word.
NO. OF QS	6
PART 5	
TASK TYPE AND FOCUS	Multiple choice. Understanding of detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).
FORMAT	A text followed by 4-option multiple-choice questions.
NO. OF QS	6
PART 6	
TASK TYPE AND FOCUS	Gapped text. Understanding of cohesion, coherence, text structure, global meaning.
FORMAT	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
NO. OF QS	7
PART 7	
TASK TYPE AND FOCUS	Multiple matching. Understanding of detail, opinion, attitude, specific information.
FORMAT	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

Reading & Use of English Sample Paper

Part 1

For questions 1 - 8, read the text below and decide which answer (A, B, C or D) best fits each gap. Mark your answers **on the separate answer sheet**.

There is an example at the beginning (0).

0 A putting B fixing C placing D fitting

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Silent World

Linda Philips sighed once again, and (0)^A on a brave face, (1) 'What's the matter?' to her daughter, Emma. For she knew only too well that for a while, her daughter had been lost in a (2) of her own; one that would end in a (3) of tears. In preparation for Emma's entry into the world, where communication on any level would be of the (4) importance, Linda had put a strain on the family by taking the time to learn sign language. It is no secret that the majority of people are insensitive to the (5) of children generally, let alone those who are deaf. Like a radar, Emma was starting to (6) up the subtle meanings of their sidelong (7) and experience the hurt which (8) follows. The pain of rejection takes a long time to subside.

- | | | | | |
|---|--------------|------------|--------------|--------------|
| 1 | A signed | B mouthed | C elaborated | D announced |
| 2 | A universe | B planet | C place | D world |
| 3 | A flow | B downpour | C flood | D rush |
| 4 | A highest | B maximum | C utmost | D supreme |
| 5 | A wants | B desires | C needs | D essentials |
| 6 | A gather | B pick | C collect | D catch |
| 7 | A looks | B glances | C gazes | D glimpses |
| 8 | A admittedly | B loosely | C remarkedly | D inevitably |

Part 2

For questions **9 - 16**, 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)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	I	T	S																
----------	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

RED ALERT

The colour red plays a vital role in our everyday life, and **(0)**ITS..... symbolic value is used in a variety of situations without us **(9)** being aware of it.

The importance of the colour for us humans must derive primarily from the colour of blood, **(10)** there is also a natural occurrence in plants and animals to act as a warning (of poison, for example or imminent attack). In addition, red is the colour you see in the depths of a fire, and in the sun **(11)** it sets in the sky.

In modern life, red denotes warning and danger, and the sight of it automatically **(12)** us more alert. It is used for road signs showing prohibition, on taps for hot water, for buttons that will produce radical results if pressed and teachers' corrections.

It is also the colour of love, anger and **(13)** passions. The blood and the heart have always been seen as closely connected with feelings, **(14)** the extent that people with emotional disturbances were often bled by doctors in the Middle Ages in the mistaken belief that they had **(15)** much blood in them. Here, however, we can perhaps see another source of red as danger; if you see a person growing red in the face, it is often best to beat a hasty retreat, **(16)** they explode.

Part 3

For questions 17 - 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 D I S O R D E R

Hypersensitive Canines

Tonic-clonic seizures are the most serious form of the (0)DISORDER..... , and ORDER involves (17) of consciousness and convulsions of the body. It can be LOSE extremely (18) for sufferers since these attacks often come on without NERVE warning, meaning they can injure themselves by falling or be at risk from, for example, (19) vehicles if they collapse in a road. One afflicted boy, PASS who suffered up to five seizures a day, had by the age of eleven sustained two serious concussions and a number of broken teeth from falls.

There are dogs, like guide dogs for people with partial or total (20) , BLIND trained to help sufferers deal with attacks by alerting parents or (21) SURE the victim is not in a position of danger. However, a very small percentage of dogs are also what is called 'seizure-alert'; that is, they can sense a coming seizure up to half an hour before it happens and forewarn their owners. Even minutes can give the victim the time to find a safe place, or even take a seizure-blocking medicine if that is available to and (22) for them. EFFECT

It is not known quite how these dogs know an attack is approaching, but trainers look for dogs that possess a (23) sensitivity to sounds and smells, HIGH and a natural empathy with people. It is possible that such dogs are more sensitive to the trademark symptoms that precede an attack, or maybe there is a particular smell (24) one. Whatever the reason, the dog can literally change the COMPANY life of the sufferer long trapped by their illness.

Part 4

For questions **25 - 30**, 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 **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 To my mind, you paid too much for that dress.

worth

To my mind, you paid for it.

0	the dress isn't / wasn't worth what
----------	-------------------------------------

Write only the missing words **on the separate answer sheet.**

25 I managed to persuade Bob to lend me his car.

talk

I managed to me his car.

26 I go trekking now and again with my brother.

once

I go trekking with my brother.

27 Nearly every month there is a new environmental disaster.

passes

Hardly a new environmental disaster.

28 Nobody can foresee what David's reaction to the news will be.

seen

It David will react to the news.

29 He almost cried when you shouted at him.

verge

He was when you shouted at him.

30 Nobody said they objected to the plan.

objections

Nobody the plan.

Part 5

You are going to read an extract from a novel. For questions 31 - 36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

A Glimmer of Hope

'You cannot just take and take, and never give anything back,' Laurence used to say to his two sons. He was talking about growing and the soil but, as with his other pearls of farming wisdom, Mark often found himself applying it to life as well, even in the city, where he and Andrew had made their home, far from the dark hillsides of North Yorkshire.

Mark visited often enough, while Andrew tended to stay away – ironically they both acted for much the same reason. When Mark had told his father he was not interested in running the farm, Laurence had not said much; when, two years later Andrew said the same (standing in the same spot overlooking the pastureland where the sheep grazed – the only place they could ever get their father to stand still a while and talk), he had said nothing at all.

Another thing he'd taught them: 'Clouds are the last place to look for signs of a wet winter.' Meaning, the smaller, subtler signs were by far the most telling. The way birds behaved. Certain sensitive plants. And his silence had spoken volumes; that though he would never dream of telling his sons how to live their lives, he was clearly unable to comprehend how he had failed to communicate the beauty of farming to them.

As soon as they were old enough to be trusted not to get themselves into mischief, he had had them out with him at every available opportunity: riding on either side of him on the tractor, listening to the blades of the reaper slice through the lush spring grass; walking with him through the flock near lambing time, watching him check each expectant ewe, knowing each one by name; standing by him at the auctions, fairs and markets as he slowly negotiated the price he was looking for to buy this or sell that.

He had not tried to dissuade them or implore them, and had always supported them, but their mother, Molly, had told them how despondent he had been, still was sometimes, and chided them, 'Why did it have to be a blunt "never"? Could you not have let him realise it slowly, in his own way?'. And so they felt guilty and that drove Mark to visit often and Andrew to stay away.

It angered Andrew, as he once explained to Mark. 'He always wanted honesty, didn't he? Why should we go his way, after all? He didn't do what Grandad did.' But for Mark it was otherwise – he never felt his father resented them their choice, but rather regarded himself as a failure for not making his sons into farmers, lovers of the soil.

Which was not, in any case, true. They lived together in the centre of Leeds, but that was for the convenience and, after all, weren't they still both young men, still single and in need of a bit of life now and then outside their little flat? Neither could go for long without the open spaces, though; Andrew might not go to the farm, but he often took his old motorbike deep into the moors, travelling for miles through the desolate stretches, dark eyes trained on the end of the road far ahead. Mark couldn't understand his younger brother anymore – the simple confidence Andrew used to show in him, the openness, were gone, replaced by a barrier that was harder and harder to break through.

Molly's pregnancy knocked all three men for six, and suddenly it seemed like everything would be all right again. Andrew started coming to the farm; solicitous to the point of obsession with his mother, he had reams of notes taken down from the Internet about birth for older women – the latest miracle herb, exercises, statistics – and would drive her to distraction, trying to get her to read and follow it all.

'I can't do everything, Andrew,' she said once. 'If I try all the things you're suggesting, the baby's not going to know which way to face when he finally comes.'

For it was always a 'he'. Laurence had no doubt started that; he was full of new hope. Though he was getting on now, he was still a powerful man, well able for the hard seasons of work that lay ahead until his new son was ready to take the reins.

Then the results of the ultrasound scan came back; as Mark had feared, it was a girl. They were all sitting at the table when Molly announced it, just after dinner had finished one Saturday evening; doubtless she had no wish to deal with Laurence's reaction on her own. It was winter, and long evenings full of long silences were not the most attractive of prospects.

There was a long stunned silence. Then, 'A girl, imagine,' said Laurence, unable to keep the note of shock from his voice. 'That's right,' said Molly sharply, 'and long overdue, if you look at the odds.'

The meal ended awkwardly and Laurence went out to his usual place, looking out across the fields, a frown on his face. Mark went out to him.

'It doesn't mean she won't want to farm, you know.'

'But if you two lads didn't, what's the chances of a lass wanting to?'

'I'm not saying she will. Just that you shouldn't write her off before she's even born.'

He watched his father shift from foot to foot, as he did when he was thinking. Then, for the first time ever, as far as Mark could remember, he used farming as a metaphor.

'Well, you know, if there's no ram in a flock, the strongest ewe will take over. And then you're in trouble, because she won't give her place up again in a hurry.' Mark understood what Laurence was telling him – it was his last chance to change his mind.

- 31 Why does the author use the word 'ironically' in line 4?
- A The brothers' common motive led them in opposite directions.
 - B The brothers both felt they were acting selfishly.
 - C Though brothers, they reacted very differently to events.
 - D Deep down, the brothers both realised they had hurt their father.
- 32 How did the brothers understand their father was hurt?
- A He hadn't spoken to them since.
 - B He had used the cloud metaphor.
 - C His behaviour had changed.
 - D He had stopped teaching them.
- 33 Why did the brothers feel guilty?
- A They felt they had used the wrong approach.
 - B They knew they had dashed their father's hopes.
 - C Their mother had told them off.
 - D All their father's work had gone to waste.
- 34 Andrew felt angry at Laurence because he
- A felt Laurence's behaviour was hypocritical.
 - B blamed Laurence for his own problems.
 - C felt Laurence blamed them for letting him down.
 - D was unhappy in the city but dared not show it.
- 35 Molly made the announcement at dinner so that
- A it would be a surprise.
 - B everyone would hear it at the same time.
 - C her anger at Laurence would not show.
 - D she would have some support.
- 36 What was Laurence's final decision?
- A to sell the farm
 - B to place his hopes on the baby
 - C to make his sons feel jealous
 - D to force the farm on Mark

Part 6

You are going to read an extract from an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A - H** the one which fits each gap (37 - 43). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

A Realistic View

One of the most memorable scenes from Francis Ford Coppola's *Apocalypse Now* shows a beach landing by US troops under heavy fire. As the camera pans around, we catch a glimpse of Coppola himself, directing another film crew, shouting 'Don't look at the camera!' as the actors stream past.

37

The image, and especially the moving image, has a power that text and spoken word has not; the power of immediate impact. Whereas before Vietnam, casualties of war would be reported in dry figures, now the viewer could see the corpses strewn on the battlefield. The images of the Vietnam War undoubtedly played a part in creating the anti-war movement back in the States, and the eventual ceasefire.

38

And because the camera is ever-present, the other mass media, especially newspapers, are being forced to take steps to compete. No longer is it enough to collect various stories and patch together an article; the modern-day journalist is expected to provide an eye-witness account of the front lines of a battle, must live among the combatants and duck under the live bullets and avoid the explosions along with them.

39

It has also led to an extremely alarming rise in the numbers of casualties, including fatalities, among members of the press. This reached such a level during the Bosnian War that staff from different media networks banded together, refusing to send more than one camera crew into the field at a time and pooling all the footage obtained.

40

This means good pictures, certainly, and the gritty scenes that keep the viewer hooked. However, if every news show has the same pictures, why should the viewers watch one show over another? What a news show wants are the exclusive pictures; to be the only channel that shows this shot, that angle, these exciting sequences.

41

Journalists are often deeply ambitious, driven people, insatiable in their chase for the big story that will make their name, their career. They know very well that news does not get any bigger than war news, and so when a conflict breaks out, they flock to the scene, itching to get into the heat of the action.

42

Not that they went unprepared, or were unaware of the danger they faced. Many – whether woman or man – wore a burqa, the head-to-toe garment the ultra-orthodox Taliban had made it law for women to wear; thus disguised, they mingled with the populace. Demand for high-tech body armour has meant a worldwide shortage – but saved the life of more than one journalist.

43

It would appear that a new category has been added to the traditional casualties of war. To the lists of dead combatants and the civilian death roll can be added the media fatalities. The coverage of war is carrying a heavier and heavier price.

- A** It leads to rather incongruous scenes. Enemies exchanging gunfire along a city street, hugging the walls of buildings. Behind them, similarly crouched, is a cameraman aiming lens instead of gun; a reporter clutching a microphone in a white-knuckled fist is hiding behind him, babbling commentary to a live audience.
- B** However, sensible measures such as these are not good enough for the networks. The images thus obtained may be real, may show the situation as it is happening on the ground, but what a news show wants above all else is not the truth, especially. It wants good TV.
- C** Still, in the first two weeks of the war, the Afghan conflict was already the most dangerous for the media since Bosnia. Seven journalists had already lost their lives in that uncertain land, torn by two decades of near-constant warfare. Plenty of journalists headed straight back out to the relative safety of Pakistan – but there were plenty waiting there, eager to take their place.
- D** They come with their notebooks open and pens poised, their cameras loaded, ready to snap or roll. They are the war correspondents, veterans of Bosnia, Somalia and Kosovo, battle-scarred and hardened, more ready for combat than most of the soldiers they stop to interview.
- E** Why was the mistake not taken out of the final cut? Because it fitted perfectly. The Vietnam War was the first war to be properly televised, and scenes from it were part and parcel of the average American's experience of the war. So the scene in the film looks authentic precisely because it has a film crew on the sidelines, shooting the soldiers going into action.
- F** At every opportunity, the networks will be putting pressure on their staff to capture the fresh, the new, to venture deeper and deeper into the battlefield in search of that award-winning scoop. And, if the truth be known, they rarely find themselves running particularly short of volunteers.
- G** So it has become expected that every war be accompanied by a visual commentary, and this has necessitated the sending of camera crews into war zones to capture the moments on celluloid (or now, video). A war is no longer a real war unless it is televised.
- H** So when the US invaded Afghanistan, it was not just troops that went over the border. Journalists, cameramen, photographers, all went along for the ride, penetrating areas of the country shunned even by the US military, all in search of that elusive goal, the exclusive, whether in the form of an article, a photograph or a video clip.

Part 7

You are going to read an article about Captain Cook. For questions 44 - 53, choose from the sections (A - D). The sections may be chosen more than once.

Mark the answers **on the separate answer sheet**.

In which section are the following mentioned?

Cook's voyages enhancing knowledge in a range of fields	44
Cook's fateful decision to challenge a figure of authority	45
the concept of giving up one's life for a greater good	46
meticulous methodology being crucial to Cook's achievements	47
remarkable coincidences facilitating Cook's purpose	48
a change in circumstances clouding a situation	49
the abandonment of an enlightened approach	50
the privileged seeking to reinforce an image	51
the possibility of Cook being passed for a divinity	52
asking if Cook merely performed his duty or actively shaped regional policy	53

The Changing Faces of Captain Cook

A

In the painting by Johann Zoffany which depicts the death of Captain James Cook – the tireless eighteenth-century explorer – the captain is shown lying on the ground, mortally wounded and surrounded by an angry group of half-naked warriors. The painting, in keeping with others of the late eighteenth century, contributed to the growing demand for stylised depictions of heroic deaths of British officers. This fashion reinforced the viewpoint that the British elite, at that time, were selflessly willing to sacrifice themselves in the name of enlightenment and progress. During his career in the navy, Cook made three important voyages into the Pacific. A quick look at a map of that area today will show reminders of that time – for example, the Cook Islands, and Mount Cook on the South Island of New Zealand.

B

There is some controversy as to whether Cook should be regarded simply as part of the process which led to Europe spreading its influence and strength into the Pacific or whether he played a more active role. Either way, the significance of his discoveries remains immense. His expeditions contributed greatly to the study of botany, anthropology, navigation, exploration, cartography, and medicine. In fact, his greatest accomplishments probably stemmed from his thorough approach to whatever he undertook, which led him to be able to consolidate the work of earlier explorers. Cook's first two voyages into the Pacific were characterised by his tolerance and forbearance towards the inhabitants of the islands he visited and the importance he placed on the physical well-being of his crew. His recognition of the fact that there was a huge cultural difference between his men and the islanders influenced his dealings with the latter and the commands issued to the former. By contrast, his third and last voyage saw a different, more irritable Cook, a man who frequently punished his own men for

minor misdemeanors. Flogging became a relatively common event and some crew members even began to plot mutiny.

C

On 16th January, 1779, Cook's ships put in at Kealahou Bay on Hawaii having first slowly circumnavigated the island. He had decided that they should pass the winter in a warm region before sailing to the west coast of America to restock the ships. The arrival of the ships coincided with the rituals surrounding the worship of the god Lono. By landing at the bay where the temple of the god was situated in this particular season, the expedition managed to fulfil with amazing precision the various legends associated with Lono. Even the ship's masts and sails bore some resemblance to the emblem of the god. Speculation has it that the inhabitants of the island may have supposed Cook to actually be the god, visiting them in human form, or that he was a human representative of the god. Either way, they welcomed him with open arms and gave him help in stocking his ships with food.

D

The expedition's departure happened to coincide with the end of this season of worship, no doubt further adding to the islanders' conviction that Cook was a man of importance to them. Unfortunately, the expedition had to return to the bay after one of the ships suffered storm damage. On the island, it was now a period dedicated to the worship of the god Ku, a deity opposed to Lono. Cook's return was therefore contradictory and confusing, and potentially upset the delicate relationship that had been previously established. Events took a turn for the worse with his decision to confront the Hawaiian king after the theft of one of his boats. This served to incur the wrath of the islanders and triggered a series of events that led to his being killed by them on the beach of the bay while trying to flee from the island.

Answers to the Reading & Use of English Sample Paper

Part 1

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

Part 2

- 9 EVEN
- 10 THOUGH / ALTHOUGH
- 11 AS / WHEN
- 12 MAKES
- 13 OTHER
- 14 TO
- 15 TOO
- 16 BEFORE

Part 3

- 17 LOSS
- 18 UNNERVING
- 19 PASSING
- 20 BLINDNESS
- 21 ENSURING
- 22 EFFECTIVE
- 23 HEIGHTENED
- 24 ACCOMPANYING

Part 4

- 25 talk Bob into lending
- 26 (every) once in a while
- 27 a month passes without there being
- 28 remains to be seen how
- 29 on the verge of crying / tears
- 30 raised / had any objections to

Part 5

- 31 A
- 32 C
- 33 B
- 34 A
- 35 D
- 36 B

Part 6

- 37 E
- 38 G
- 39 A
- 40 B
- 41 F
- 42 H
- 43 C

Part 7

- 44 B
- 45 D
- 46 A
- 47 B
- 48 C
- 49 D
- 50 B
- 51 A
- 52 C
- 53 B

Grammar

A THE PRESENT TENSES

1 The Present Continuous is used:

- for actions in progress at the time of speaking.
He's watching TV at the moment.
- for temporary actions or temporary repetition.
This year, I'm studying Spanish.
I'm getting up at 6 o'clock every morning this week.
- for arranged actions / plans for the near future.
I'm going to London tomorrow.
- with **always**, **continually**, **forever**, **emphasising that the action happens, very often, too often**
He's always helping the poor.
You're always losing things!
- for changing situations / development.
The problem is getting worse.

NOTE:

- I'm thinking about moving house.* (= consider)
[NOT: ~~I think to~~ ...]
- He's seeing his friend this evening.* (= meet)
- He's jealous.* [that's his nature]
He's being jealous. [at this moment]
[Adjectives describing behaviour at a particular moment can be used with **being**, such as **jealous**, **foolish**, **greedy**, **silly**, **noisy**, **naughty**, etc.]
- My leg hurts / is hurting.* [**hurt**, **ache** and **feel** can be used in either the simple or continuous tense]

2 The Simple Present is used:

- for habitual actions / permanent routines.
I usually go to the pub in the evenings.
She works in the post office.
- for timetables / programmes with a future meaning.
My plane leaves in half an hour.
- in newspaper headlines for recent events.
WAR BREAKS OUT IN THE GULF
- in sports commentaries. [The present continuous is also possible.]
Jones passes the ball to Simpson ...

NOTE:

We often use **can** / **could** with verbs of perception.
I can smell something burning.

3 The Simple Present Perfect is used:

- for completed past actions
[time not mentioned].
Tom has broken his leg.
- for periods of time not yet over.
She hasn't been out yet this morning.
- after the following expressions:
This / It is the first / second / only, etc. **time ...**
This / It / He, etc. **is the best / worst ...**
This is the first time I've seen a tiger.
It is the best play we've ever seen.

NOTE:

He has been to London. (= he has visited it)

He has gone to London. (= he is there now)

He has been in London for two years. (= he is still in London and has already spent two years there)

4 The Present Perfect Continuous is used:

- for actions started in the past and still continuing.
It has been raining for three hours / since last night.
[**for** expresses the length of time: for two years / months, etc.]
[**since** expresses a starting point: since last week / 1990, etc.]
- for recently finished actions with a visible result in the present.
I've been running. That's why I look so hot.
- for questions showing **annoyance**, **surprise**, etc. in the present about a recent past action.
'Who has been playing with my toys?' asked the little boy.

NOTE:

- The verbs **know** and **have** (= **possess**) are not used in continuous tenses.
I have known her for ten years.
We have had this speedboat since 1999.
- Some verbs such as **live**, **stay**, **study**, **wait**, and **work** can be used in the simple present perfect instead of the present perfect continuous without any difference in meaning.
I have lived / have been living here since 1996.

COMPARE:

I have been here for two weeks.

(= I arrived two weeks ago.)

I am here for two weeks.

(= I've arranged to stay for two weeks.)

PRACTICE

a Fill in the correct present tense.

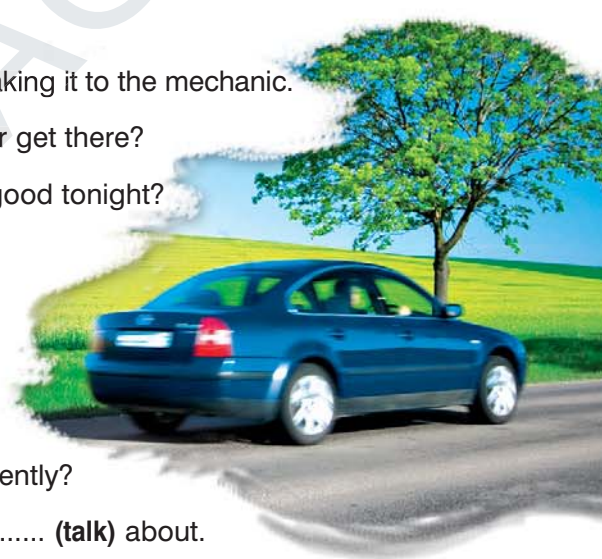
- 1 This is the only time I **(have)** Chinese food.
- 2 They're usually very well-behaved. I don't know why they **(be)** so naughty at the moment.
- 3 Who **(draw)** on the walls again?
- 4 The doctor **(not see)** anyone at four, so why not come then?
- 5 The neighbours **(argue)** since midday and they still haven't stopped.
- 6 How long you **(know)** her?
- 7 You forever **(forget)** to bring your homework!
- 8 What time the curtain usually **(go)** up?
- 9 'I **(not think)** I'll go out tonight.' 'Oh, I **(think)** of going to the cinema.'
- 10 Ann **(not eat)** since breakfast.

b Fill in the correct present tense.

- 1 My car **(make)** funny noises recently so I am taking it to the mechanic.
- 2 We **(drive)** for the last five hours. Will we ever get there?
- 3 the local cinema **(show)** anything good tonight?
- 4 How long you **(have)** your house?
- 5 Louise **(not agree)** with my ideas sometimes.
- 6 May I borrow this or you **(use)** it?
- 7 Oh no! I **(not pass)** the exam.
- 8 You look tired. you **(work)** a lot recently?
- 9 I really **(not know)** what you **(talk)** about.
- 10 They **(be)** so greedy that I'll have to take that chocolate off them before they eat it all!

c Write your own sentences using:

- 1 rains
.....
- 2 is raining
.....
- 3 has been raining
.....
- 4 is having
.....
- 5 has had
.....



B THE PAST TENSES

1 The **Simple Past** is used:

- 1 for completed past actions [time mentioned].
We went to the theatre last night.
- 2 for habitual / repeated past actions.
The children always played in the garden.
ALSO: *The children **used to play** in the garden.*
OR: *The children **would play** in the garden.*
OR: *The children **were in the habit of playing** in the garden.*

NOTE:

- It's two years since I saw Paul.*
OR: *It's two years since I've seen Paul.*
[NOT: ... since I ~~didn't see~~ / ~~haven't seen~~ Paul.]

2 The **Past Continuous** is used:

- 1 for past actions in progress at a specific time.
What were you doing at the time of the robbery?
She was washing her hair when the doorbell rang.
I was resting while he was watching TV.
- 2 for temporary past actions.
Back in the nineties, I was working as a banker.
- 3 with **always, continually, forever** for emphasis in the past.
His parents were always arguing.
She was always helping people in need.

3 The **Simple Past Perfect** is used:

- 1 for past actions before a time in the past or another past action.
She had met Jim five months before she graduated.
He ran onto the platform but the train had just left.
- 2 after the following expressions:
This / It was the first / second / only, etc. time ...
This / It / He, etc. was the best / worst ...
It was the first time I had visited India.
She was the best teacher I had ever had.

4 The **Past Perfect Continuous** is used:

- 1 for actions over a period of time that lasted up to a certain point in the past.
By 1998, I had been living in London for six years.
The driver who caused the accident had been drinking.
- 2 for past actions that caused a visible result in the past.
His hands were dirty. Had he been digging in the garden?
The roads were wet. It had been snowing.

PRACTICE

a Fill in the correct past tense.

When I was a child, I [1] (**spend**) every summer at my aunt's in the country. My aunt, who [2] (**be**) very overweight, [3] (**pile**) our plates high at every meal. I remember going to bed every night feeling like I [4] (**eat**) all day.

Last year, I [5] (**go**) to visit my aunt again - she [6] (**work**) abroad for some years. Actually, it was the first time I [7] (**see**) her in fifteen years! When I [8] (**see**) her, she [9] (**not live**) in her old house - she [10] (**stay**) with her cousin. We [11] (**talk**) all day about this and that. What [12] (**surprise**) me most was that she [13] (**lose**) a lot of weight. In fact, I [14] (**spend**) a whole day with her and she [15] (**not offer**) me anything to eat!



b Choose the correct answer.

- 1 It was the most sensible thing he all day.
A had said
B had been saying
- 2 By the time I got to the theatre, the play
A had started
B started
- 3 Just after I arrived, the show
A had begun
B began
- 4 We into trouble at school.
A had always been getting
B were always getting
- 5 I under a tree when I got struck by lightning. Luckily, someone took me straight to hospital.
A was sheltering
B sheltered
- 6 For most of his adult life, he chess on Sunday afternoons with a friend.
A played
B was playing
- 7 It all day and we thought it would never stop.
A had been snowing
B used to snow
- 8 Last summer, I had a temporary job. I as a waiter.
A would work
B worked
- 9 How many applications up to that point?
A were you receiving
B had you received
- 10 At ten o'clock last night, we to finish the job.
A were still trying
B had still tried

C FUTURE FORMS

- 1 **will**
*The old theatre **will close** in October.*
- 2 **going to**
*The old theatre **is going to close** in October.*
- 3 **simple present** or **present continuous**
*The old theatre **closes** in October.*
*The old theatre **is closing** in October.*

Some other ways to express the future:

- The Prime Minister **is to** visit Madrid next month.*
*The plane **is about to** leave.*
*The train **is due to** arrive at six o'clock.*
(= expected / scheduled)
*It **is sure to** rain. (= certain)*
*It **is bound to** snow. (= very likely)*
*The company is **on the point of** signing a new contract.*
(= just about to)

ALSO: *The company is **on the brink / verge of** bankruptcy.*
(= dangerously near)

1 The Future Continuous is used:

- 1 for actions in progress at a certain time in the future.
At four o'clock, I'll be working.
- 2 for actions which are planned or will happen in the normal course of events.
The postman will be coming soon.
- 3 to politely ask about someone's plans (esp. when we want sth).
Will you be going to the post office this morning? If so, could you please post this for me?

will is **NOT** normally used after these words or phrases:

after, even if, until / till, as long as, if, when, as soon as, unless, whenever, before, in case, while, by the time, the moment / minute, on condition that, the next time, provided / providing, suppose / supposing, the sooner ... , once

I'll tell him as soon as he arrives.

Come and see us when you are next in London.

BUT: we use **will** after **if / whether** with expressions such as: **I don't know, I doubt, I wonder, etc.**

I don't know if / whether he will come.

I doubt if / whether our team will win again.

SIMILAR MEANING IN ANOTHER WAY

Study these examples.

- 1 I'm still writing the memo, sir.
I **haven't finished (writing) the memo yet**, sir.
- 2 She's the best pianist I've ever heard.
I've **never heard such a good** pianist.
I **haven't heard a better** pianist before.
- 3 The last time we went to Amsterdam was last year.
We **haven't been to Amsterdam since** last year.
- 4 I started reading after / as soon as they (had) left the room.
I **didn't start reading until they (had) left** the room.
I **started reading when they (had) left** the room.
I **waited until they (had) left the room before** I started reading.
Not **until they (had) left the room did** I start reading.
- 5 I bought this fridge ten years ago.
I **have had this fridge for** ten years.
- 6 How long ago did you buy that flat?
How long **has it been since you bought** that flat?
How long **is it since you bought** that flat?
- 7 We have never been to China before.
It **is the first time we have ever been** to China.
- 8 It's a month since I've spoken to her.
I **haven't spoken to her for** a month.
It's **a month since I (last) spoke** to her.
- 9 She started washing her car an hour ago.
She **has been washing** her car for an hour.
It's **been an hour since she started washing** her car.
- 10 After Henry (had) finished his essay, he made a cup of tea.
Henry, **having finished his** essay, made a cup of tea.
- 11 I think it'll rain.
I **have a feeling it'll** rain.
- 12 I bumped into Clare while I was on my way home.
It was **while I was on my way home that** I bumped into Clare.
- 13 When did he last phone you?
When **was the last time he phoned** you?
- 14 There is no doubt that she'll win the race.
She **is bound to win** the race.

PRACTICE

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

- 1 I began washing up after they had gone to bed.
until
I the children had gone to bed.
- 2 Our college has never held a Halloween party before.
time
It a Halloween party.
- 3 While I was tuning my guitar, the string broke.
that
It the string broke.
- 4 It's weeks since I last turned on the computer.
not
I weeks.
- 5 They began building the hotel in June.
been
They June.
- 6 It was his first time on a plane, wasn't it?
never
He , had he?
- 7 She moved to Egypt a year ago.
in
She a year.
- 8 It's the most absurd story I've ever heard!
such
I an absurd story!
- 9 Germany hadn't won a medal in that sport for a long time.
since
It had won a medal in that sport.
- 10 How long ago did you find out the truth?
it
How long the truth?
- 11 There's no doubt she'll be released from prison.
bound
She from prison.
- 12 The last time he came to visit us was six months ago.
visited
He six months.

Extra Transformations

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

- 1 Such behaviour is unforgivable.
excuse
There
such behaviour.
- 2 The boy did the puzzle in three minutes.
solution
The boy
the puzzle in three minutes.
- 3 'The fridge was completely empty,' she said.
left
'There
in the fridge,' she said.
- 4 That jumper you knitted for my niece no longer fits her.
grown
My niece
..... jumper you knitted for her.
- 5 Well, after the death of the dictator, they lived in peace.
once
Well, ,
they lived in peace.
- 6 She gets on well with all her students.
relationship
She
with all her students.
- 7 The play fell short of our expectations.
come
The play
our expectations.
- 8 Many people are indifferent to the suffering of others.
concern
Many people
..... for the suffering of others.
- 9 The Prime Minister saw fit to make a statement.
appropriate
The Prime Minister
..... statement.
- 10 She has agreed to help at the party.
committed
She
at the party.
- 11 I grew up with my grandparents.
brought
I
my grandparents.
- 12 I'm sure you'll be successful in the long run.
doubt
There
in the long run.
- 13 'The accident wasn't his fault,' she said.
blame
'He
the accident,' she said.
- 14 The minister said he was anxious about the plight of the homeless.
concern
The minister
..... about the plight of the homeless.
- 15 Though it looks bad now, it'll be OK in the end.
run
It'll all work out
..... , though it looks bad now.
- 16 Only if you work hard now do you have any chance of success.
depends
Your
hard now.
- 17 Not many people attended the meeting.
turnout
There
for the meeting.
- 18 He's unlikely to come to the party.
doubtful
It
to the party.



Advanced Language Points

a Right or Wrong? Correct where necessary.

- 1 You must get more practice on the use of tenses.
.....
- 2 They were unable to dispose of the dead body.
.....
- 3 The police are in the trail of the suspected murderer.
.....
- 4 We live in the outskirts of the town.
.....
- 5 We were very lucky with the weather while on holiday.
.....
- 6 The government has declared a temporary wage freeze to combat rising inflation.
.....
- 7 'All drinks are from me tonight,' said Tom.
.....

b Fill in the correct word(s) to complete the similes.

a peacock, Punch, the day is long, houses, rain

- 1 as happy as
- 2 as pleased as
- 3 as proud as
- 4 as right as
- 5 as safe as

c What's the difference?

The game is up.

.....

.....

The game is over.

.....

.....

d Spot the mistake.

- 1 Pointing to people is very rude.
.....
- 2 The new-married couple went to Rome for their honeymoon.
.....
- 3 She acted from her own initiative and enrolled on a Spanish course.
.....
- 4 We had to request for more help.
.....

e Match the following to make fixed phrases.

- | | | |
|------------|-------|-----------|
| 1 fair and | ..... | a mighty |
| 2 fast and | ..... | b square |
| 3 hard and | ..... | c mild |
| 4 high and | ..... | d sound |
| 5 meek and | ..... | e furious |
| 6 safe and | ..... | f fast |

f Use one of the phrases above to complete the sentence.

- 1 There are no rules to doing business; just let your instincts guide you.
- 2 It's no use just sitting there all ; you haven't fooled any of us you know.
- 3 I don't really like Brian. He's a bit too for my liking.
- 4 I will only agree to play cards with you if you promise to play
- 5 It was such a relief to see the children back after the outing.
- 6 Since they invested in stocks and shares, the money has been coming in

g Give the masculine form of:

- 1 heiress
- 2 heroine
- 3 hostess
- 4 witch
- 5 duchess
- 6 barmaid
- 7 spinster
- 8 sow

h Similar meaning – different prepositions.
Fill in the correct **preposition**.

- 1 according
in accordance
- 2 in addition
on top
- 3 blame sb
put the blame sb
- 4 danger
..... risk
- 5 general
..... the whole
- 6 what I know
..... the best of my knowledge

i Make nouns from these words using the suffixes: **-hood, -dom, -ship**.

- 1 wise
- 2 champion
- 3 relation
- 4 brother
- 5 companion
- 6 likely
- 7 scholar
- 8 leader
- 9 king
- 10 mother
- 11 partner
- 12 hard

j Complete the following, three-word **phrasal verbs**, using: **for, down, on** or **with**.

- 1 It's time we cut on our spending.
- 2 When he told her about his engagement, she was so cross she hung up him.
- 3 I've completely given up you!
- 4 Don't worry! I'll stand up you.
- 5 He's come with a very bad cold.
- 6 If we don't come up a solution, we'll be fired.
- 7 Let's do away the formalities, shall we?
- 8 I couldn't believe it! He just walked off my cigarettes.

PRONUNCIATION

/ɪ/	bit	chick	pick	pitch	sick	slip
/i:/	beat	cheek	peak	peach	seek	sleep

k Tick the items which can follow the word in capitals.

RECEIVE

- a reputation
- guests
- a TV / radio programme
- an infection
- a nasty shock
- a rumour
- an injury
- a good education
- stolen goods
- medical treatment

l Fill in **do, make, give** or **take**.

- | | |
|---------------------------------|-------------------------------|
| 1 the washing (up) | 8 a seat |
| 2 a request | 9 sb a favour |
| 3 a nap | 10 a fuss |
| 4 sb permission | 11 sb a discount |
| 5 sb redundant | 12 a risk |
| 6 a complaint | 13 one's consent |
| 7 the lead | 14 a profit |



m Complete the sentences with the phrases below.

have it in one, have it in for sb, have it out with sb, have had it, have sb on

- I was determined to before the situation got any worse, even though he was trying to avoid me.
- He was great – I didn't know he
- She must – she does nothing but criticise you all the time.
- I don't believe you – you are
- My car, so I'm thinking of getting a new one.

n Complete the sentences with the phrases below.

judges, beauties, hair, stairs, ink, dust, houses

- After climbing six **flights of**, he opened the door and collapsed into the nearest armchair.
- Singing in front of a **panel of** was the most nerve-racking thing she had ever done.
- Wax polish helps remove **specks of** from wooden furniture.
- Choosing the Carnival Queen from such a **bevy of** was not an easy task.
- The village consisted of a small **cluster of** and an old church.
- Why are there **blots of** all over your exercise book?

ENRICH YOUR KNOWLEDGE

Note the use of **by** in the following structures.

- | | |
|--|---|
| 1 He missed the train by ten minutes. | 6 By the look of the sky, it is going to rain. |
| 2 We went from Liverpool to London by Coventry. | 7 They are both civil engineers by profession. |
| 3 It's ten past five by my watch. | 8 The police searched the area house by house. |
| 4 The bullet missed him by two inches. | 9 By law, you are a child until you are 18. |
| 5 The room is ten metres by four. | 10 I swear by Almighty God that it is true. |

Part 2 Language Development

A VERBS, ADJECTIVES, NOUNS WITH PREPOSITIONS

a Complete the sentences with one of the **prepositions** below.

over, from, of, to, in, with

- 1 She was so **absorbed** her work that she didn't hear me come in.
- 2 My parents **abstain** alcohol.
- 3 **Access** some parts of the nuclear power plant is restricted.
- 4 **According** her new theory, we are all descended from extraterrestrials!
- 5 I'm not **accustomed** such rowdy behaviour.
- 6 Are you **acquainted** the new law?
- 7 At the end of the trial, he was **acquitted** murder.
- 8 Unfortunately, she is **addicted** gambling.
- 9 It is vital you always **adhere** your principles.
- 10 As she already knew French, she **had an advantage** the rest of the class.

b Choose the correct **preposition**.

- 1 Was it difficult **adjusting in / to** life in Paris?
- 2 My bank manager **advised** me **for / against** taking out a loan.
- 3 Dave **aimed at / in** the target, but missed.
- 4 Living on that desert island for so long has **alienated** him **from / off** the rest of society.
- 5 Have you always been **allergic to / in** peanuts?
- 6 Is there an **alternative for / to** this solution?
- 7 I **appealed to / at** the police for help, but they ignored me.
- 8 My parents didn't **approve in / of** my decision to leave school at the age of sixteen.
- 9 She has a great **aptitude for / with** that kind of work.
- 10 Many difficulties **arose for / from** the new policy.

B IDIOMS

a Match the **idioms** with their **definitions**.

- 1 be above one's head
- 2 get above oneself
- 3 above board
- 4 over and above
- 5 get one's act together
- 6 act the fool
- 7 actions speak louder than words
- 8 not know someone from Adam
- 9 add insult to injury
- 10 time and again
- 11 be up against something
- 12 come of age

- A get organised
- B be too difficult to understand
- C not know someone at all
- D behave in a silly way
- E think one is better than one actually is
- F be in a difficult position
- G repeatedly
- H in addition
- I legally become an adult
- J make things worse
- K legal
- L what someone does is more important than what someone says

b Explain what the idioms used in the sentences mean.

- | | |
|--|--|
| <p>1 Good ideas don't come out of thin air.
.....</p> <p>2 Don't listen to him - he's full of hot air.
.....</p> <p>3 Our holiday plans are still up in the air.
.....</p> <p>4 Don't worry; Old Jack is still alive and kicking.
.....</p> <p>5 The ghostly figure vanished into thin air.
.....</p> <p>6 I'm all at sea when it comes to maths.
.....</p> <p>7 I'm telling you once and for all to get on with your homework.
.....</p> | <p>8 Be an angel and help me with this case, will you?
.....</p> <p>9 He's the apple of my eye. I'm very proud of him.
.....</p> <p>10 She welcomed her long-lost brother with open arms.
.....</p> <p>11 That dress is yours for the asking.
.....</p> <p>12 The politician must have an axe to grind; he's brought up the petrol issue three times this week.
.....</p> |
|--|--|

C PREPOSITIONAL PHRASES

a Match the prepositional phrases with their definitions.

- | | |
|---|--|
| <p>1 at a discount</p> <p>2 at a glance</p> <p>3 at a guess</p> <p>4 at a moment's notice</p> <p>5 at an advantage</p> <p>6 at a speed of</p> | <p>A in a good / better position</p> <p>B without much warning</p> <p>C by looking quickly at</p> <p>D for a cheaper price</p> <p>E making an estimate</p> <p>F doing a certain number of miles / kilometres an hour</p> |
|---|--|



b Complete the sentences with one of the prepositional phrases.

at fault, at first sight, at hand, at heart, at large

- | | |
|---|---|
| <p>1 It was love for Romeo and Juliet.</p> <p>2 You are clearly in this matter and should pay compensation to the injured party.</p> <p>3 He is an adventurer</p> | <p>4 I keep my mobile phone close in case there's an emergency.</p> <p>5 Several escaped prisoners were still</p> |
|---|---|

D CORRECT OR INCORRECT?

Tick the correct sentence(s).

- | | |
|---|---|
| <p>1 a He won £5,000 on the pools.
b He won £5,000 at the pools.</p> <p>2 a What can you buy for two pounds?
b What can you buy with two pounds?
c What can you buy by two pounds?</p> <p>3 a Put it into first gear.
b Put in the first gear.
c Put in first gear.</p> | <p>4 a It's an epidemy.
b It's an epidemic.</p> <p>5 a He was sent to exile.
b He was sent into exile.</p> <p>6 a He died on exile.
b He died in exile.</p> |
|---|---|

E COLLOCATIONS

Tick the appropriate boxes.

	an offer	an invitation	an accusation	permission	a charge	a gift
refuse						
deny						

F PHRASAL VERBS

- | | | | |
|-------------------------|---|----------------------|--|
| 1 account for | provide an explanation for | 7 answer to | match / correspond to |
| 2 act up | not function properly | 8 back down | give up |
| 3 not add up | not make sense or seem logical | 9 back up | support by providing a service |
| 4 not agree with | give sb indigestion (<i>of food</i>) | 10 back sb up | give one's support to |
| 5 amount to | be equal to | 11 back out | withdraw |
| 6 answer for | accept blame for sth and possibly be punished as a result | 12 be after | look for |
| | | 13 be off | be absent (<i>from school, work</i>) |

Complete the following sentences with the correct form of the **phrasal verbs**.

- The TV is again; we'll have to have it fixed.
- We couldn't the change in his attitude.
- The papers have been signed; you can't of the deal now.
- If Mum asks where we were, will you us ?
- The police some robbers.
- They said they had borrowed enough money, but they're now bankrupt; it
- Don't eat garlic if it you.
- Make sure that when you buy a new car it's by a full warranty.
- Somebody must the graffiti on the school walls.
- Nobody the police description was found.
- She work today with a bad cold.
- Her reply a flat refusal.
- The speaker's opponent was eventually forced to and withdraw from the debate.

G WORDS EASILY CONFUSED

a Choose the correct word to complete the sentence.

- Stress is a(n) factor in causing high blood pressure and other health problems these days.
A major B essential
- It is not advisable to your feelings. It's better to talk about how you feel.
A suppress B oppress
- I'm concerned that I won't be able to make ends this month.
A join B meet
- He is said to be in a critical and has been moved to intensive care.
A state B condition
- For things to run smoothly, we need training.
A effective B operative
- She's in good health.
A fully B perfectly
- Today's financially times are worrying for many people.
A uncertain B unsure
- He a great deal of pain immediately after the operation.
A suffered B underwent

b Fill in the correct word in the appropriate form.

scratch / scrape

- 1 James wasn't looking in front of him and the branches his face and arms.
- 2 The runners the mud off their shoes before entering the sports centre.
- 3 The old man his head in a puzzled way at the sight of the tattooed boys.
- 4 Jenny fell and her knees.

fortunate / lucky

- 1 You are in living near a large park and not in the city centre.
- 2 Susan went to the job interview, taking her charm with her.
- 3 The tenants had a escape as they left the building before the fire spread.
- 4 She was in the position of not having to work.

H DERIVATIVES

a Complete the table below.

Verb	Adjective (+ opposite if exists)	Abstract Noun	Concrete Noun
1 abandon	.....	abandonment	-
2 accept	accepted, (un)acceptable	....., acceptability	-
3 access	.....	access	-
4 add	.....	addition	additive
5 admire	admired, admirable, admiring	.....	admirer
6 admit	.....	admission, admittance	-
7 adore	adorable, adoring	.....	-
8 advertise	.....	advertising, advertisement	advertiser, advertisement
9 advise	(in)advisable, advisory	.....	adviser
10 afford	.....	affordability	-

b Complete the sentences with the correct form of the word given.

- 1 buildings are dangerous places for children to play in. ABANDON
- 2 Your behaviour is You should be ashamed of yourself. ACCEPT
- 3 Not all the files are , so you may not be able to get all the information you require. ACCESS
- 4 There are too many in food nowadays. ADD
- 5 One of her sent her flowers on Valentine's Day. ADMIRE
- 6 The judge ruled that the evidence was as there was no proof it had come from the crime. ADMIT
- 7 The baby is simply ADORE
- 8 Who worked on this campaign with you? ADVERTISE
- 9 It's to eat a heavy meal just before you go to bed, especially if you have trouble sleeping. ADVISE
- 10 The new president promised he would make health care for poor families. AFFORD

c Fill in the correct word each time.

1 accident, accidental, accidentally

- a I spilt my coffee on Susan's new rug.
- b The coroner recorded a verdict of death.

2 accompany, (un)accompanied, accompaniment

- a The couple walked down the aisle to the of the Wedding March.
- b My sister is still too young to go anywhere

3 achieve, achievable, achievement, achiever

- a She felt a wonderful sense of when she passed her driving test.
- b It's always best to set small goals.

4 addict, addicted, addictive, addiction

- a Heroin is a highly substance.
- b Martin is seeking help for his drug

5 (dis)advantage, (dis)advantageous, (dis)advantaged

- a Having been brought up in a(n) area, she received a poor education.
- b Signing the peace treaty would be to both countries.

6 (dis)agree, (dis)agreeable, (dis)agreement

- a Not wishing to get caught up in their petty, I got up and left the room.
- b We spent the best part of the day trying to come up with a solution that both parties would find

7 alienate, alienated, alienation, alien

- a Jealous of Sarah's wealthy background, Simon tried to her from the group.
- b The scientist's ideas were to modern thinking.

8 amuse, amused, amusing, amusement

- a To his colleagues', John ended up taking the wrong briefcase home.
- b I can't say that I was particularly by the antics my young son got up to yesterday.



Part 3 Vocabulary Practice

1 Choose the correct answer.

- 1 Fortunately, we had a second plan to fall
A back on B behind C in with D out
- 2 Most people apply at least two of paint when decorating.
A stages B coats C levels D courses
- 3 One day I'll get to finishing this project.
A over B round C about D up
- 4 The information he can provide will hopefully more light on this difficult case.
A shine B reflect C direct D shed
- 5 Use a sharp to cut the card.
A blade B point C metal D steel
- 6 Jackie has had more than her fair of training opportunities.
A share B helping C entitlement D portion
- 7 I to accompany him to the theatre.
A agreed B accepted C acquiesced D admitted
- 8 Several people agreed to in the organisation of the party.
A support B aid C partake D assist
- 9 One year after the crime was committed, there is still little of it being solved.
A demonstration B sign C token D manifestation
- 10 My brother gave me no help with the cooking.
A whatsoever B however C nonetheless D in so far
- 11 I myself on being a careful driver.
A please B pride C comment D boast
- 12 I had some time to before the performance, so I looked round the shops.
A attack B kill C strangle D hang

2 Fill in the correct word in the appropriate form.

A arise, raise, rise

- 1 If the opportunity, try to speak to him about it.
- 2 She the glass to her lips.
- 3 The number of people buying second-hand cars rather than new ones is
- 4 When my class gets noisy, I have to my voice to be heard.

B gentle, soft

- 1 Try some of this cream. It keeps the skin really
- 2 Many people think the judge was on the criminal and that he should have given him a longer prison sentence.
- 3 A breeze was blowing.
- 4 My doctor recommended I take some exercise.

C wooden, wooded

- 1 The table is obviously much better than the metal one.
- 2 Every summer, we go camping in a area near the south coast.
- 3 He's a very actor – I can't imagine how he got the part.
- 4 They live in a valley.

D picture, scene

- 1 The film doesn't paint a particularly pleasant of rural life in the eighteenth century.
- 2 The police arrived at the of the crime minutes after they had been called.
- 3 What was your favourite in the film?
- 4 I've got a in my mind of what the place could look like.

3 Fill in the correct verb in the appropriate form.

enslave, encircle, enlist, enlighten, enforce

- 1 A high wall the prison.
- 2 It is about time the authorities made sure that the ban was actually
- 3 He in the army as soon as war was declared.
- 4 I couldn't work out how to use the machine and no one was able to me.
- 5 Those who were had little choice but to do as they were told.

4 Complete the sentences with the correct form of the word given.

A RACE

- 1 It cannot be denied that we live in a society.
- 2 Hopefully, the level of will decline.
- 3 A number of motivated crimes have been committed.

B DISCRIMINATE

- 1 Immigrants claim they are the victims of
- 2 These laws are, without a doubt, racially

C MIGRATE

- 1 It is practically impossible for illegal to find a well-paid job in the country they have moved to.
- 2 Many gypsies are choosing to to Canada as they have heard they will enjoy a better quality of life there.

D PERSECUTE

- 1 We must put a stop to the of ethnic minorities in our country.
- 2 Adolf Hitler can be considered one of the main of the gypsies.

5 Fill in the correct verb in the appropriate form.

pepper, spice, curry

- 1 Although his French is quite good, it tends to be with English words.
- 2 His publisher advised him to up the account of his travels with a number of funny anecdotes.
- 3 Politicians will do anything to favour with voters.

6a Match the expressions with their meanings.

- 1 be on the move
- 2 make a move
- 3 get a move on
- 4 be (deeply) moved by
- 5 not move a muscle
- 6 move heaven and earth

- a feel strong feelings because of sth
- b be travelling from one place to another
- c take a particular course of action
- d try as hard as possible to do sth
- e hurry
- f stay completely still

b Fill in the correct expression from above.

- 1 He swore he would to stop them closing down the factory.
- 2 If you don't , we'll be late.
- 3 After only a year in Leeds, the family again.
- 4 When the music stopped, the children playing the game had to stand still,
- 5 We her kind words.
- 6 She always waits for someone else to instead of doing so herself.

Part 4 Reading & Use of English

a You are going to read a short article about gypsies, **two sentences of which have been removed**. Read the text and decide which **two** gaps (1-4) the sentences have been removed from.

They are often referred to as Europe's largest minority and, totalling some six million, can be found in almost every country here. Their numbers are highest in Romania and the rest of the Balkans, but they can also be found as far away as Ireland. They have resisted changing their lifestyle for over six hundred years, but since the end of the First World War, the gypsies, or the Roma, as many call themselves, have increasingly been forced to give up their wandering lifestyles and settle into some bare resemblance of modern European life. Yet, despite this, they are still seen as outsiders.

They see nothing unusual in that; it has been that way for as long as they remember. **(1)** It is due to this insularity, however, that they have managed to retain their identity in the hundreds of years since they arrived in Europe.

Where they came from was for many years subject to rumour and legend; they have no written or oral history, and had in the past a tendency to create a history that worked to their best advantage in Europe. **(2)** Thus the old practice of calling themselves pilgrims (to justify their travelling ways) and also 'the lost tribe of Israel' still looking for Zion. It is also responsible for the name they are known by, 'gypsy' coming from the word 'Egyptian'; with their

dark skin and strange ways they were mistaken for such by Christian Europe.

It was not until the nineteenth century that the resemblance was noted between their language and that of many Indo-Iranian dialects in north-west India. **(3)** It is thought that they were originally a tribe that left the strictly hierarchical caste system that was (and still is) part of Indian life, travelling through Persia and Asia Minor and into Europe. In this respect, they are like a lost tribe, always on the move, looking for a home.

No promised land, however, awaited them. Despite an initial welcome, laws were soon being put in place to ban their music and practices, and generally attack their wandering ways. **(4)** Still, most managed to keep to the travelling life, adapting slightly to the country they happened to find themselves in while keeping their own ways alive.

So it is that they have tended to take on the religion of the region they have settled in (a wise precaution against the widespread religious persecution they must have witnessed in their early years in Europe). They take words from the local language into their own, or use the language but pepper it with gypsy words.

- A** In the Balkans, under the auspices of the Ottoman Empire, they were enslaved.
- B** Indeed, they admit to being partly responsible, in the sense that they think of themselves as a people apart; you are either Roma or what they call 'gadje' (non-Roma).

b Now answer the following questions.

- 1 What do we understand about the Roma in the first paragraph?
 - A** Their lifestyles resemble that of modern Europeans.
 - B** They are slowly decreasing in number.
 - C** They have only been in Europe since the First World War.
 - D** They are reluctant to give up their travelling ways.
- 2 According to the writer, why did the early Roma tend to be vague about their origins?
 - A** to disguise the fact that they were pilgrims
 - B** to gain local acceptance
 - C** to hide the fact that they were lost
 - D** to avoid being mistaken for Egyptians

Part 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap.

BORN IN THE WRONG ERA

Fred had grown up wanting to be a cowboy; the fact that he lived in a small town outside London in the latter half of the twentieth century did little to (1) the hope. So it was that every job he tried after leaving school left him (2) ; somewhere deep inside him remained that childhood (3) for life on the open range and sleeping under the stars.

By the time he was twenty-five, he had quite a sum of money put (4) , and surprised family and friends by announcing his (5) to travel the world for a few years – something quite extraordinary in his (6) of friends.

There were no more real cowboys in the US, he found, and he (7) travelling through South America. In Argentina, he found the gauchos – cowboys of the southern part of the continent. Those childhood dreams stirred within him, and by (8) willpower, he convinced a ranch owner to take him on. Soon, he was living out his fantasy, and we heard very little from him until ten years had passed.

- | | | | | |
|---|----------------|------------|-------------|---------------|
| 1 | A extinguish | B shatter | C dim | D spoil |
| 2 | A lost | B cold | C numb | D alone |
| 3 | A desire | B hanker | C covert | D yearning |
| 4 | A up | B down | C apart | D aside |
| 5 | A intention | B meaning | C target | D purpose |
| 6 | A circle | B area | C company | D field |
| 7 | A finished off | B ended up | C ended off | D finished up |
| 8 | A total | B mere | C sheer | D utter |

Part 2

For questions 9-16, read the text below and think of the word which best fits each space. Use only one word in each space.

Life on ... Mars?

The Red Planet has yet to (9) up its secrets and still evokes awe and inspiration in the intrepid explorers who dream that one day they will set (10) on its mysterious fiery surface. The reality, of course, is quite different; even with the (11) modern 21st-century technology (12) science can provide, and the sharpest minds in the field, a round trip to Mars would impose quite terrible hardship (13) the unfortunate crew members who were chosen to undertake the first mission. The main problem wouldn't necessarily be the time scale – (14) only a very dedicated and determined crew would be prepared to endure a mission that is (15) to take more than six years and, moreover, be (16) of surviving it! No, the main problem would be acclimatising to the living conditions on board the craft.

Part 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

A CHILD PRODIGY

Wolfgang Amadeus Mozart (1756-1791) was (17) DOUBT
the most prolific composer of the (18) period. His CLASSIC
works include twenty-five piano concertos, twenty-three string
quartets, thirty-five violin sonatas, and more than forty symphonies, all
the (19) of a genius whose long list of CREATE
(20) were made within a short lifetime. Influenced ACHIEVE
by Haydn, among others, Mozart's music shows great
(21) to the prescribed norms of classicism, being ADHERE
characterised by (22) of form and melody. Mozart PURE
has been the (23) for generations of composers INSPIRE
after him and his works are still among the best-selling classical music
today. Who doesn't have an immediate (24) to the REACT
strains of *Eine Kleine Nachtmusik*, not to mention the many well-loved
arias from his operas, of which he composed many superb examples?

Part 4

For questions 25-30, 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 three and eight words, including the word given.

- 25 Unfortunately, he's flat broke these days.
penny Unfortunately, he name these days.
- 26 Anne doesn't have her own phone at the moment as she's just moved house.
on Anne at the moment as she's just moved house.
- 27 Will you ever find time to fix that tap?
round Will you ever that tap?
- 28 This essay is better than your last one.
improvement This essay your last one.
- 29 Carol hadn't been feeling particularly well, so she decided to go to the doctor's.
weather Carol , so she decided to go to the doctor's.
- 30 John really didn't know what he was supposed to be doing.
faintest John what he was supposed to be doing.

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ISBN 13: 978-960-409-756-2



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