

*Improve your Skills*

# Use of English *for First* with Answer Key



*Series editors:*  
Malcolm Mann • Steve Taylore-Knowles

  
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## Key

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# Introduction

## What is *Improve your Skills: Use of English for First*?

*Use of English for First* is part of the *Improve your Skills* exam skills series: four preparation books which cover all aspects of the *Cambridge English: First* exam. This course aims to develop the key skills, and language and exam techniques, for parts 1–4 of the *First Use of English and Reading* paper. The course can be used in conjunction with the other books in the series: *Reading for First*, *Writing for First* and *Listening and Speaking for First*. It can also be used as a general skills development course, or as preparation for other general English tests.

## How do I use *Improve your Skills*?

You can use any of the books in this series either in class or to study on your own. The course will guide you through the activities step by step, so you can use this book with or without a teacher.

If you are studying as part of a class, your teacher will direct you on how to use each activity. Some activities can be treated as discussions, in which case they can be a useful opportunity to share ideas and techniques with other learners.

## How is *Improve your Skills: Use of English for First* organised?

The course is made up of 12 units, each aimed at developing a particular reading skill (e.g. *recognising and using phrasal verbs*). Every unit is themed around a commonly occurring topic from the *First* exam.

Each unit consists of:

- **Skills development:** explanation, examples and tasks to develop and practise relevant grammar and vocabulary skills both for general use and the exam. Each skill is broken down into simple stages with reference to why each skill is important for *First*.
- **Vocabulary:** useful vocabulary for the *First* exam.
- **Exam focus and practice:** focus on how each skill relates to the exam, followed by authentic *First* style tasks for real exam practice.

There are also *Skills tip* boxes throughout the book containing useful information and ideas on how to approach the exam reading tasks.

## How will *Improve your Skills* increase my chances of exam success?

### Skills development

The skills sections form a detailed syllabus of core grammar and vocabulary skills which are useful both in the exam and in everyday life – recognising and using collocations and understanding coherence and cohesion, for example. People often do these things in their own language without noticing, so it can take some practice to perform these actions in another language. Learning and understanding grammatical structures can take priority in the classroom, and these very important skills often get ignored.

### Language input

Each unit includes useful vocabulary and phrases for the exam. In *Improve your Skills: Use of English for First*, you will find a wide range of topic vocabulary and ideas to make sure that you are well prepared when you reach the real exam.

### Exam technique

In any exam, it is important to be prepared for the types of tasks you are likely to be given, and to have methods ready to answer any particular question. The *Exam focus* section helps you develop and practise these methods. The *Skills tip* boxes give short, simple advice about different types of questions, as well as study skills and how to use the skills you have learned effectively. The course covers every question type that you will face in the *First* exam.

## How is the *First* exam organised and where does *Use of English & Reading* fit in?

The *First* exam consists of four papers – *Use of English & Reading*, *Writing*, *Speaking* and *Listening*. Parts 1–4 of the *Use of English* and *Reading* paper test your *Use of English* skills. The complete paper takes 1 hour and 15 minutes.

## What does each task consist of?

The Use of English tasks (Parts 1–4) make up 20% of your final mark in *First*. There are four tasks which aim to test your vocabulary and grammar skills in a number of ways. Part 1 is a 4-option multiple-choice gap-fill task (eight questions). Part 2 is also an eight question gap-fill but there are no options. In Part 3, you have to complete a text with 8 gaps. For each gap, you have to form a derivative from a root word. In Part 4, you are given six separate items with a lead-in sentence and a key word which you have to use to complete a second sentence with the same meaning as the first.

The tasks will test a variety of the following key Use of English skills:

- Idioms, phrases and collocations
- Awareness and control of grammar, vocabulary precision and lexico-grammar
- Phrasal verbs
- Word formation and affixes (prefixes and suffixes)

This course will develop your knowledge and understanding of all of the above skills, as well as the everyday skills and exam techniques you'll need, such as rephrasing and understanding parts of speech.

# Recognising and using phrases and idioms

## *Voluntary work*

UNIT AIMS

**Skill:** recognising and using phrases and idioms

**Vocabulary:** free time topic vocabulary

**Exam practice:** *First Paper 1 Part 1*

### Improve your Use of English skills: recognising and using phrases and idioms

#### What is recognising and using phrases and idioms?

*Phrases and idioms are set expressions using more than one word. Sometimes, they may be similar to phrases and idioms in other languages, but often they aren't. You need to recognise when a task is testing the meaning of a phrase or idiom, rather than individual words, and be able to provide or complete it accurately.*

- 1 You need to be able to tell when a task is testing
  - A how accurate a phrase is in a given situation.
  - B how a given word is used in a phrase or idiom.
  - C how similar English phrases are to phrases in your own language.

#### Why is recognising and using phrases and idioms important?

*It's important because you will often come across phrases and idioms and you need to be able to recognise and understand them. You also need to be able to use them accurately. Often, the meaning of the whole phrase is not obvious from the meaning of the individual words and they're easy to misunderstand.*

- 2 Phrases and idioms are important because they are
  - A difficult.
  - B common.
  - C rare.

#### How do you recognise and use phrases and idioms?

*You need to know a large number of phrases and idioms. Compare them to phrases and idioms in your own language and learn the similarities and differences. You also need to learn phrases and idioms that aren't similar to anything in your own language. It's useful to be able to work out the meaning of new phrases and idioms from their context.*

- 3 What should you do when you meet a phrase you haven't seen before?
  - A Try to work out the meaning from the context.
  - B Ignore it and hope it isn't important.
  - C Show that you are confused and hope someone explains.

#### How is recognising and using phrases and idioms important in *First*?

*Phrases and idioms are tested in a number of ways in First Paper 1. In Part 1, you may need to choose a word that completes a phrase or idiom. Often, the words are similar in meaning on their own but only one of them is used in the phrase being tested. In Part 2, you may need to provide a word that completes a phrase or idiom. In Part 4, you may need to recognise a phrase or idiom in the first sentence you are given, or you may need to use a phrase or idiom that includes the given word in bold in the transformation task.*

- 4 You may need to choose the correct answer in Part 1 based on
  - A the meaning of a whole phrase.
  - B how similar the options are to each other.
  - C a word you think of yourself.

**Get started**

Look at the photo and answer the questions.

- What are the volunteers doing in the photo?
- Would you like to do something like this in your free time? Why? / Why not?
- What types of voluntary work do people often do in your country?
- What might people enjoy about doing voluntary work?



**Develop your vocabulary**

**1** Match to make phrases.

- 1 Jeff managed to work \_\_\_\_\_
- 2 It's a good idea to spend \_\_\_\_\_
- 3 Maria prides \_\_\_\_\_
- 4 If you have \_\_\_\_\_
- 5 Jason thought he'd kill \_\_\_\_\_

- a your time doing something you love.
- b time to spare, could you help with the chores?
- c time by reading magazines while he waited.
- d miracles by organising the event in under an hour.
- e herself on helping others.

**2** Each of the words in bold is in the wrong sentence. Write the correct word on the line.

- 1 You can't do this kind of work if your **time** is not in it. \_\_\_\_\_
- 2 Terry felt more at **heart** on the volunteer training course after he got to know his tutor. \_\_\_\_\_
- 3 It's better to do something for the **impulse** of it rather than for any other reason. \_\_\_\_\_
- 4 She joined Greenpeace on **ease** after reading their leaflet. \_\_\_\_\_
- 5 It's good to help out in the neighbourhood from time to **love**. \_\_\_\_\_

**3** Write a word or phrase from the box in each gap to complete the text.

high time ■ make time ■ participating ■ take pleasure ■ time on your hands

**Are you interested in (1) \_\_\_\_\_ in helping the community?**

If you've got some (2) \_\_\_\_\_, or if you can possibly (3) \_\_\_\_\_ for our event, we'd love to see you this weekend at the community clean-up, sponsored by the town council. Volunteers will meet in the main square at 9am and all supplies will be provided by the council. Help us out and (4) \_\_\_\_\_ in knowing that you've made a difference to the town. It's (5) \_\_\_\_\_ we made it a cleaner place to live!

## Develop your Use of English skills

### 1 Choose the correct word.

- 1 The work has to be finished today at all **expenses / costs**.
- 2 He felt completely at **ease / comfort** with telling others what to do.
- 3 Susie spoke at great **width / length** about her charity.
- 4 We must leave at **now / once**.
- 5 She cancelled the appointment at very short **note / notice**.
- 6 He can be quite generous at **times / occasions**.
- 7 It was a great show by all **accounts / stories**.
- 8 Did you go to the fundraising event by any **chance / luck**?
- 9 It was the best performance by **afar / far**.
- 10 She learned all the words by **mind / heart**.
- 11 He's friendly by **character / nature**.
- 12 She caught him completely by **fright / surprise**.
- 13 Let's play cards for a **difference / change** to pass the time.
- 14 They left the UK for **good / better** to move to Asia.
- 15 Just wait here for the time **being / doing**.

### 2 Write *at*, *by*, *for* or *on* in each gap to complete the sentences.

- 1 He put the charity's cash takings in a box \_\_\_\_\_ safekeeping.
- 2 They got the protesters to leave \_\_\_\_\_ force.
- 3 They must have finished building the community centre \_\_\_\_\_ now.
- 4 She couldn't make the event \_\_\_\_\_ account of other plans.
- 5 Each volunteer was given a task to do with a partner who was chosen \_\_\_\_\_ random.
- 6 Let's go to the volunteer meeting \_\_\_\_\_ foot.
- 7 He was so pleased with the community's efforts that he was \_\_\_\_\_ a loss for words.
- 8 The bus drivers were \_\_\_\_\_ strike, so we took a taxi.
- 9 The aid worker has lived in India all her life, but she's British \_\_\_\_\_ birth.
- 10 Their daughter had been volunteering in Colombia, so they hadn't seen her \_\_\_\_\_ ages.

### 3 Choose the correct word to complete each sentence.

- |   |   |
|---|---|
| 1 We'll notify you on ___ of your application.<br>a agreement   b support   c approval            | 7 They're building a refugee shelter on the ___ of town.<br>a limits        b bounds        c outskirts     |
| 2 On ___ of all of us, thanks for your efforts.<br>a behalf        b demand        c behaviour    | 8 I'm sure that was no accident and she did it on ___.<br>a purpose        b reason        c point          |
| 3 I'll come with you on ___ that we leave early.<br>a event        b condition        c situation | 9 The charity fundraiser featured signed books and photos on ___.<br>a deal        b purchase        c sale |
| 4 There are only three rescue workers on ___.<br>a duty        b work        c task               | 10 Today's neighbourhood clean-up started on ___.<br>a schedule        b agenda        c programme          |
| 5 The difficult work had him on his ___.<br>a knees        b arms        c legs                   | 11 She was on good ___ with the members of the committee.<br>a boundaries        b limits        c terms    |
| 6 The costumes which the actors wore were on ___.<br>a advance        b loan        c borrow      | 12 The project was, on the ___, very successful.<br>a top        b total        c whole                     |

## 4 Write a word from the box in each gap to complete the text.

addition ■ advance ■ answer ■ general ■ month ■ morning  
 ■ nutshell ■ particular ■ person ■ place ■ season ■ swing

Hi Henry,

In (1) \_\_\_\_\_ to your question about voluntary work, there are several programmes currently in full (2) \_\_\_\_\_. I'll explain a few of them to you in a (3) \_\_\_\_\_.

One that may interest you is our weekly neighbourhood clean-up, which in (4) \_\_\_\_\_ involves picking up litter in the streets.

In (5) \_\_\_\_\_ to this programme, we also have tree planting, which we do once a (6) \_\_\_\_\_. The next tree-planting event is taking (7) \_\_\_\_\_ this Sunday and starts at 8 in the (8) \_\_\_\_\_. This project in (9) \_\_\_\_\_ has been very popular.

We've also got programmes for community gardening, in which we plant a few crops in local plots, done in (10) \_\_\_\_\_, which is usually spring or autumn.

You don't need to tell us in (11) \_\_\_\_\_ that you're going to participate. You can just turn up in (12) \_\_\_\_\_. I look forward to seeing you!

Best regards,  
 Jill Thomas

## 5 Choose the correct word to fill each gap.

### The play

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Hi everyone,

**Sorry it's been a while since I last posted. I've been under (1) \_\_\_\_\_ at work and haven't had a free moment to write. I've also been a bit under the (2) \_\_\_\_\_ with a cold, but it's finally clearing up.**

Anyway, I'm writing with (3) \_\_\_\_\_ to what we discussed at the last meeting, namely putting on a play for the neighbourhood children. I've spoken with the community centre and they've given me the (4) \_\_\_\_\_ that we can use their space for the project, although they are in the (5) \_\_\_\_\_ of redecorating and I don't know when that will be finished. At any (6) \_\_\_\_\_, I should have more information from them before (7) \_\_\_\_\_.

I expect everyone's dying to get started, but there's no point us getting ahead of (8) \_\_\_\_\_.

Keep an eye on this blog and I'll tell you more as soon as possible!



- |              |            |              |             |
|--------------|------------|--------------|-------------|
| 1 A load     | B pressure | C weight     | D force     |
| 2 A air      | B climate  | C clouds     | D weather   |
| 3 A respect  | B honour   | C favour     | D regard    |
| 4 A idea     | B sense    | C impression | D thought   |
| 5 A method   | B process  | C route      | D procedure |
| 6 A rate     | B speed    | C pace       | D degree    |
| 7 A long     | B short    | C quick      | D slow      |
| 8 A calendar | B diary    | C programme  | D schedule  |

# Unit 1

6 Try to work out from the context the meaning of each underlined phrase. Make notes.

1 A good way to break the ice with someone is to walk up to them and introduce yourself.

2 She was initially against the idea, but she changed her tune later.

3 He took the job because it was easy money.

4 He had to eat his words after the project became a success.

5 I know it's difficult work, but you'll just have to grin and bear it.

6 I can't do anything about it. My hands are tied.

7 You can't do your best at something if your heart's not in it.

8 It's high time we took a break and headed for the beach!

7 Write a word from the box in each gap to complete the text.

battle ■ clock ■ miracles ■ nail ■ ocean ■ odds ■ part ■ pleasure ■ point ■ senses ■ water ■ yourself

Taking (1) \_\_\_\_\_ in voluntary community work is something you can pride (2) \_\_\_\_\_ on doing. Consider, though, what volunteers for international aid organisations go through to do their work. These are people who work in the world's poorest countries and help people against all (3) \_\_\_\_\_ to get the health care they need. They frequently work around the (4) \_\_\_\_\_ for little pay. Some might say the volunteers are fighting a losing (5) \_\_\_\_\_, because the conditions in many places are terrible. Some may even say that once these people come to their (6) \_\_\_\_\_, they'll leave and come home.

However, the volunteers would say that's beside the (7) \_\_\_\_\_. They may find themselves in deep (8) \_\_\_\_\_ at times, if the situation in a particular country becomes dangerous. The idea for them, though, is to work (9) \_\_\_\_\_ and make lives better, one person at a time. It may seem like a drop in the (10) \_\_\_\_\_, to help just one person, but they have to start somewhere. Through time, when a whole community is helped, volunteers can take (11) \_\_\_\_\_ in knowing they've made a difference. So if that's what you think voluntary work is all about, then you've hit the (12) \_\_\_\_\_ on the head.

8 Write a word in each gap to complete the text.

To: all

Re: Community project

Dear Members,

I'm happy to say that the moment (1) \_\_\_\_\_ truth has arrived. The town council has approved our plans for the new drop-in centre for the elderly!

I do know that a war of words has erupted between members about who's going to do what and so (2) \_\_\_\_\_. Of course, I encourage all members to (3) \_\_\_\_\_ their minds and I don't think there's anything wrong with a little disagreement (4) \_\_\_\_\_ time to time.

I do think though that we have to (5) \_\_\_\_\_ better track of our plans so that the project runs smoothly. We can't afford to play it (6) \_\_\_\_\_ ear all the time. A lack of organisation will undoubtedly lead to things falling apart in (7) \_\_\_\_\_ time. So, I've attached a detailed proposal for the project.

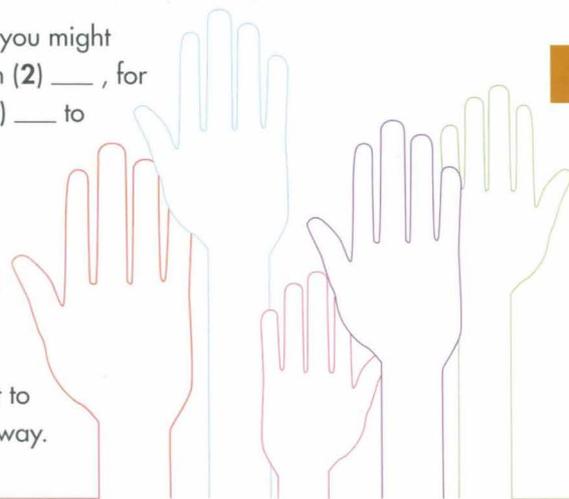
I'm looking forward to hearing all your thoughts – the ball's (8) \_\_\_\_\_ your court!

Best regards,  
Michael

## 9 Choose the correct word to fill each gap.

If you've never heard of e-volunteering, also known as virtual volunteering, you might be a bit behind the (1) \_\_\_\_\_. The traditional idea of volunteering is common (2) \_\_\_\_\_, for example, cleaning up around the neighbourhood and lending a helping (3) \_\_\_\_\_ to those in need – both very important tasks. E-volunteering, though, takes volunteering to the next (4) \_\_\_\_\_. It involves working for charities through the internet in your (5) \_\_\_\_\_ time.

These activities can take (6) \_\_\_\_\_ in a number of ways. You can write and edit for non-profit organisations or do research for them, provide legal support, translate documents – any kind of online job in which you know the (7) \_\_\_\_\_. The difference is that you do it free of (8) \_\_\_\_\_. It's great for people who want to volunteer but don't have time or the opportunity to do it in the old-fashioned way.



- |   |                |           |             |           |
|---|----------------|-----------|-------------|-----------|
| 1 | A minutes      | B moments | C days      | D times   |
| 2 | A intelligence | B ability | C knowledge | D outlook |
| 3 | A hand         | B ear     | C aid       | D lift    |
| 4 | A point        | B level   | C height    | D degree  |
| 5 | A spare        | B bonus   | C open      | D plus    |
| 6 | A body         | B figure  | C form      | D shape   |
| 7 | A cords        | B strings | C wires     | D ropes   |
| 8 | A rate         | B expense | C charge    | D fee     |

## 10 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 As the manager is quite strict, we must do everything according to the rules.

**BOOK**

We must do everything \_\_\_\_\_ because the manager is quite strict.

- 2 Michael's car looks very clean.

**AS**

Michael's car looks \_\_\_\_\_ whistle.

- 3 You must be honest about your mistake.

**CLEAN**

You must \_\_\_\_\_ about your mistake.

- 4 She'll have to be punished for being late for work.

**MUSIC**

She'll have to \_\_\_\_\_ for being late for work.

- 5 This photo might help you remember where you met them.

**JOG**

This photo might \_\_\_\_\_ of where you met them.

- 6 She asked me to watch her belongings.

**EYE**

She asked me to \_\_\_\_\_ her belongings.

- 7 They almost didn't get away from the flood.

**NARROW**

They had \_\_\_\_\_ from the flood.

- 8 The teacher encouraged the students to be ambitious.

**AIM**

The students were encouraged \_\_\_\_\_ in life.

*Exam focus:*

recognising and using phrases and idioms in *First*

1 Look at the exam practice task on page 13 and tick which gaps involve set phrases.

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

2 Look at the exam practice task again and answer the questions. You can also refer to the Introduction on pages 4 and 5.

1 What is the topic of the text in the exam practice?

\_\_\_\_\_

2 How many marks will you receive for each correct answer?

\_\_\_\_\_

3 Is there a time limit to complete this task, or does the exam timing include all *First* Paper 1 tasks?

\_\_\_\_\_

4 In which sets of answer options are the words basically synonyms?

\_\_\_\_\_

5 Which set of answer options has words which look slightly similar? What is the similarity?

\_\_\_\_\_

6 Which gap requires you to consider the meaning of the whole sentence? Why?

\_\_\_\_\_

**Skills tip**

In *First* Paper 1 Part 1, will you

- a usually use grammar skills to choose answers? **Yes / No**
- b apply your knowledge of collocations and fixed expressions? **Yes / No**

3 Read the statements and decide if they are true (T) or false (F).

- 1 In *First* Paper 1 Part 2, both phrasal verbs and set expressions are tested. \_\_\_\_\_
- 2 In *First* Paper 1 Part 2, you have to choose a single word from a number of choices to complete set expressions. \_\_\_\_\_
- 3 *First* Paper 1 Part 3 is the only part of Paper 1 that does not include phrases and idioms. \_\_\_\_\_
- 4 You may have to write out entire phrases and idioms in *First* Paper 1 Part 4. \_\_\_\_\_
- 5 Some of the set phrases and idioms in *First* Paper 1 Part 4 will require you to write more than five words. \_\_\_\_\_

# Exam practice: First Paper 1 Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0  A strengthen     B widen     C broaden     D lengthen

## VOLUNTARY *work abroad*

Doing voluntary work abroad is a terrific way to (0) \_\_\_ the mind. However, this depends on how you (1) \_\_\_ your time while you're there.

Many people (2) \_\_\_ from doing voluntary work in other countries because they experience another culture and way of life. They sometimes forget, though, that they are supposed to be assisting people in (3) \_\_\_, rather than simply going on their own personal journey. They often don't get (4) \_\_\_ with the locals and listen to their concerns. (5) \_\_\_, the wide gap between privileged volunteers and poor locals still remains.

Organisations which (6) \_\_\_ arrangements for people to do voluntary work abroad are beginning to recognise this problem. They are encouraging volunteers to interact with locals and create meaningful (7) \_\_\_ with them. This can also help to (8) \_\_\_ down the stereotypical images which volunteers from developed nations have about places in the developing world.

### Skills tip

In *First Paper 1 Part 1*, the answer is often part of a set phrase. When this is the case, the meaning of the individual words rarely helps you work out the answer, as the options may be close synonyms. Isolate the key words in the text that form part of the phrase. In the example in the task, those would be 'the mind'. You have to consciously ask yourself which of the four answer options forms a phrase with 'the mind'.

- |   |  |                                       |                                       |                                      |
|---|--|---------------------------------------|---------------------------------------|--------------------------------------|
| 1 | <input type="checkbox"/> A spend       | <input type="checkbox"/> B make       | <input type="checkbox"/> C have       | <input type="checkbox"/> D kill      |
| 2 | <input type="checkbox"/> A expand      | <input type="checkbox"/> B improve    | <input type="checkbox"/> C benefit    | <input type="checkbox"/> D profit    |
| 3 | <input type="checkbox"/> A desire      | <input type="checkbox"/> B wish       | <input type="checkbox"/> C want       | <input type="checkbox"/> D need      |
| 4 | <input type="checkbox"/> A accompanied | <input type="checkbox"/> B acquainted | <input type="checkbox"/> C accustomed | <input type="checkbox"/> D accounted |
| 5 | <input type="checkbox"/> A Although    | <input type="checkbox"/> B After that | <input type="checkbox"/> C However    | <input type="checkbox"/> D Thus      |
| 6 | <input type="checkbox"/> A do          | <input type="checkbox"/> B take       | <input type="checkbox"/> C make       | <input type="checkbox"/> D put       |
| 7 | <input type="checkbox"/> A groups      | <input type="checkbox"/> B unions     | <input type="checkbox"/> C teams      | <input type="checkbox"/> D bonds     |
| 8 | <input type="checkbox"/> A break       | <input type="checkbox"/> B put        | <input type="checkbox"/> C take       | <input type="checkbox"/> D cut       |

# 2

## Recognising and using phrasal verbs

### *Means of transport*

UNIT AIMS

**Skill:** recognising and using phrasal verbs

**Vocabulary:** travel topic vocabulary

**Exam practice:** *First Paper 1 Part 2*

### Improve your Use of English skills: recognising and using phrasal verbs

#### What is recognising and using phrasal verbs?

*Phrasal verbs are verbs of more than one word. They have a main verb (make, take, come, etc) plus a particle (up, down, off, etc). Some phrasal verbs are composed of a main verb plus a particle plus a preposition (get on with, get around to, etc). You often can't work out the meaning of the phrasal verb by looking at the main verb. You need to learn the meaning of the whole phrasal verb.*

- 1 The main verb in a phrasal verb often
  - A doesn't tell you what the phrasal verb means.
  - B means the same as the particle in the phrasal verb.
  - C tells you exactly what the phrasal verb means.

#### Why is recognising and using phrasal verbs important?

*Phrasal verbs are a basic part of English. You need to be comfortable with them to be a successful user of English. You need to recognise and understand phrasal verbs when someone else uses them and use phrasal verbs yourself accurately. They are often tested in exams.*

- 2 Your understanding of phrasal verbs is important because they are
  - A an unusual feature of English.
  - B common and often tested.
  - C almost impossible to use correctly.

#### How do you recognise and use phrasal verbs?

*Part of a successful exam strategy involves figuring out what a given task is trying to test. Ask yourself what the particular exam question is about. If the exam question is testing a phrasal verb, decide which one is being tested, so consider the context and the phrasal verbs you know. Then, you need to use that phrasal verb accurately by considering the grammar required.*

- 3 Why do you need to consider grammar?
  - A to choose the phrasal verb which is required
  - B to decide if a phrasal verb is needed or not
  - C to put the required phrasal verb into the correct form

#### How is recognising and using phrasal verbs important in *First*?

*It's important in a number of ways in First Paper 1. In Part 1, the lexical item tested could be a phrasal verb. You might be given the main verb to choose the correct particle or be given the particle to choose the correct main verb. The same is true in Part 2, but without options. In Part 4, you may need to turn a sentence without a phrasal verb into one with a phrasal verb. The word you are given could be part of a phrasal verb.*

- 4 In which part of Paper 1 are phrasal verbs generally **not** directly tested?
  - A Part 2
  - B Part 3
  - C Part 4



## Get started

Look at the photo and answer the questions.

- How does the local environment affect the usefulness of different means of transport?
- Which means of transport are generally best in terms of
  - speed of travel?
  - environmental impact?
  - personal freedom?

## Develop your vocabulary

1 Choose the correct word or phrase.

- 1 As the train pulled **by / in / through**, we saw Susie waving from the window.
- 2 Could you drop me **over / off / out** over there, just outside the museum?
- 3 Arzu and I are hoping to get **over / through / away** next weekend.
- 4 Slow down because we have to turn **out / off / up** at the next junction.
- 5 The underground isn't running today because a train's broken **off / up / down** in the tunnel.
- 6 Alan's new electric wheelchair makes it much easier for him to get **over / round / up** the town.
- 7 Your uncle will take you to the bus station to see you **through / off / about**.
- 8 We've got to set **aside / off / apart** for the airport at about six tomorrow morning.
- 9 I realised I'd left my wallet at home just as the train pulled **down / together / out** of the station.
- 10 We need to find a garage before the car runs **around / out of / after** petrol.

2 Write a word from the box in each gap.

flight ■ line ■ ticket ■ wall ■ way

A solar-powered plane was recently flown from Switzerland to Morocco and back, the first to travel between two continents. The plane's test (1) \_\_\_\_\_ ended in success after making eight different stops, each time landing with a fully-charged battery. The achievement will hopefully pave the (2) \_\_\_\_\_ for commercial solar-powered planes to be constructed at some point down the (3) \_\_\_\_\_. With the price of oil increasing on a daily basis, a solar-powered plane might be just the (4) \_\_\_\_\_ for a public that has been driven up the (5) \_\_\_\_\_ by the high cost of air travel.

## Develop your Use of English skills: recognising and using phrasal verbs

1 Match each underlined phrasal verb with its approximate meaning.

- |                                       |   |  |
|---------------------------------------|---|--|
| 1 <u>get in</u> a taxi                | — | a take someone to a place and leave them there |
| 2 <u>get off</u> a bus                | — | b offer for free                               |
| 3 <u>pick up</u> tickets              | — | c return money owed                            |
| 4 <u>run after</u> someone            | — | d enter  |
| 5 <u>give away</u> tickets            | — | e shout  |
| 6 <u>come across</u> a bargain        | — | f look at                                      |
| 7 <u>take in</u> the scenery          | — | g start doing something seriously              |
| 8 <u>drop</u> someone <u>off</u>      | — | h stay level                                   |
| 9 <u>get by</u> on £5 a day           | — | i cause  |
| 10 <u>keep up</u> with another runner | — | j exit   |
| 11 <u>pay</u> your friend <u>back</u> | — | k survive                                      |
| 12 <u>carry out</u> a plan            | — | l chase  |
| 13 <u>call out</u> for help           | — | m do, make something happen                    |
| 14 <u>break into</u> a home           | — | n collect from a specific place                |
| 15 <u>bring about</u> change          | — | o enter without permission                     |
| 16 <u>get down to</u> business        | — | p find   |

2 Underline all the phrasal verbs.

- 1 You'll have to get on the bus at the back as it's too crowded in the front.
- 2 It's polite to give up your seat on the bus to someone who's elderly.
- 3 An accident on the A24 is holding up traffic in both directions.
- 4 The pilot needed a break so the co-pilot stood in for him.
- 5 If I hadn't braked immediately, I'd have run the dog over.
- 6 She tried to get through to her uncle to tell him her flight was delayed.
- 7 Didn't the train conductor give you back your ticket?
- 8 Dale is very fast on his bike and is fairly hard to keep up with.

3 Look at the sentences in exercise 2. In which sentences could the particle of the phrasal verb be in a different position?

## 4 Look at the pairs of sentences and decide which one contains a phrasal verb.

- 1 a Susie took the tickets off the desk and put them in her pocket.  
b The plane rumbled down the runway and took off into the night sky.
- 2 a Don't worry, our cross-country trip will go ahead as planned.  
b You go ahead and we'll follow in a few minutes.
- 3 a Dora ran out of the building as quickly as she could.  
b I think we're about to run out of petrol.
- 4 a Elaine's really taken to walking to work every day.  
b Don't forget to take a towel to the beach with you.
- 5 a I couldn't see through the viewfinder as the lens cap was still on.  
b I know this project's difficult but let's try to see it through.
- 6 a Mary wants to take up cycling as a hobby.  
b This bag is so heavy I can't take it up the stairs.
- 7 a The cabin crew came down the aisle with our meals.  
b Several members of the cabin crew have come down with flu.
- 8 a The hotel manager will see you out to the taxi.  
b The window was too dirty to see out of.

## 5 Write a phrasal verb from exercise 4 next to the word or phrase with a similar meaning.

- 1 not have any left \_\_\_\_\_
- 2 complete \_\_\_\_\_
- 3 start enjoying \_\_\_\_\_
- 4 start doing \_\_\_\_\_
- 5 happen \_\_\_\_\_
- 6 accompany \_\_\_\_\_
- 7 leave the ground \_\_\_\_\_
- 8 become ill with \_\_\_\_\_

## 6 Work out the approximate meaning of each phrasal verb from the context.

- 1 The weather was so bad we had to call off the coach trip. \_\_\_\_\_
- 2 Let's come up with a list of things we need for the journey. \_\_\_\_\_
- 3 They've done away with the requirement for a visa so you just need your passport. \_\_\_\_\_
- 4 She was coming to visit us this weekend, but her plans fell through when her car broke down. \_\_\_\_\_
- 5 Let's go over the route one more time so we know exactly where we're going. \_\_\_\_\_
- 6 Our grandparents don't have a spare bedroom so they always put us up in a caravan in their garden. \_\_\_\_\_
- 7 Guess who I ran into at the bus station yesterday! \_\_\_\_\_
- 8 We're setting a small amount of money aside each month so we can get a new car next year. \_\_\_\_\_
- 9 Don't just turn up at the station and expect to get a ticket – book online several days before you want to travel. \_\_\_\_\_

7 Write the correct form of a main verb from the box in each gap.

back ■ bring ■ drown ■ get ■ give ■ go ■ make ■ narrow ■ pass ■ put ■ stand ■ take

- 1 Carly seems to have \_\_\_\_\_ off skateboarding since she had that accident.
- 2 Sean was completely \_\_\_\_\_ aback when he saw my new mountain bike.
- 3 My father inherited three vintage cars when his father \_\_\_\_\_ away.
- 4 The noise from the motorbikes as they approached \_\_\_\_\_ out the cheers from the spectators.
- 5 We've \_\_\_\_\_ it down to a Mediterranean or a Caribbean cruise.
- 6 It's time I \_\_\_\_\_ round to clearing out all that rubbish in the garage.
- 7 Sorry I made you miss the bus. Let me \_\_\_\_\_ up for it by giving you a lift home.
- 8 You can \_\_\_\_\_ away that map – I know exactly where we are!
- 9 I thought the two drivers were going to have a fight, but one of them \_\_\_\_\_ down in the end.
- 10 What do the letters ABTA \_\_\_\_\_ for?
- 11 Alan decided to \_\_\_\_\_ up motor racing when his first child was born.
- 12 This photo \_\_\_\_\_ back a lot of memories of riding in my grandfather's old Ford.

8 Choose the correct word or phrase.

On the train

14

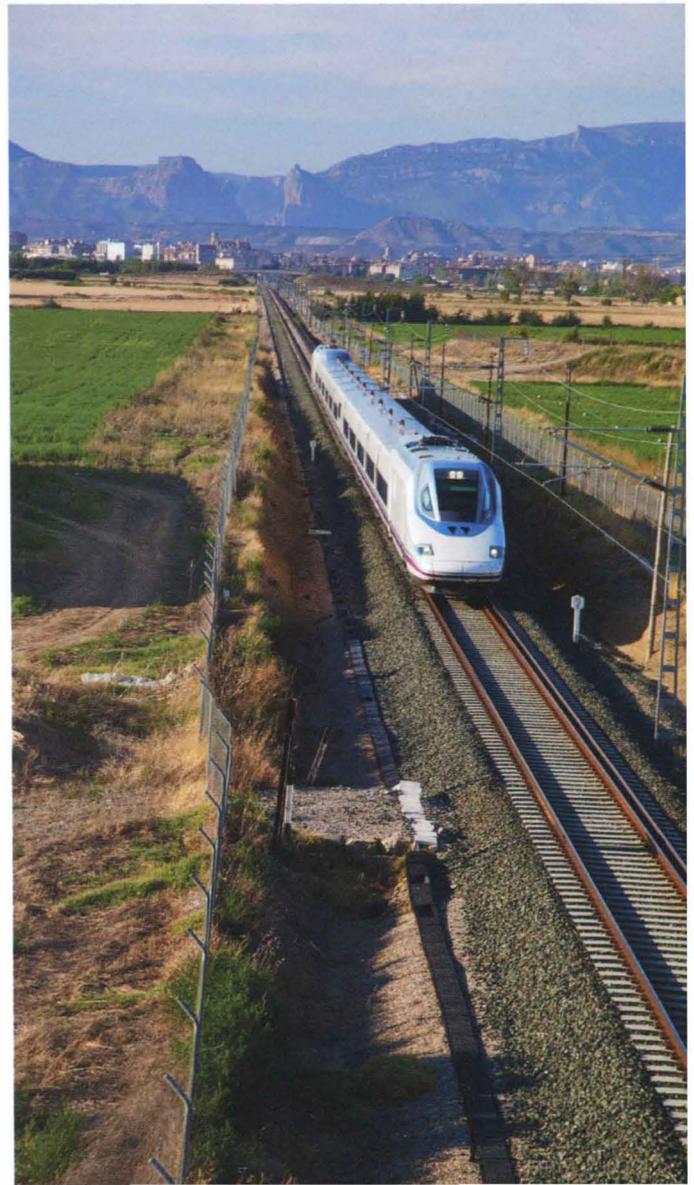
Hey guys, I'm on Day 3 of my trip through Spain. I'm currently on the overnight train from Barcelona to Granada. We pulled (1) \_\_\_\_\_ of the station about half an hour ago and it's still daylight. The Spanish countryside is truly beautiful and I'm taking (2) \_\_\_\_\_ the stunning scenery as I write this. It'll get dark soon, though.

The train ride is fairly long, about 11 hours. I'm glad I've got a bed to (3) \_\_\_\_\_ me through the night. Having said that, the train is a little bumpy so I'm hoping that doesn't keep me (4) \_\_\_\_\_. I'm quite exhausted, though, so I'll probably (5) \_\_\_\_\_ out as soon as my head hits the pillow!

I'd actually better stop now because my laptop's about to (6) \_\_\_\_\_ out of power, but I'll post again once I'm in Granada. The train (7) \_\_\_\_\_ in at about 8am so I'll be (8) \_\_\_\_\_ bright and early.

Bye for now!

- |             |         |        |           |
|-------------|---------|--------|-----------|
| 1 A through | B off   | C out  | D up      |
| 2 A over    | B aback | C away | D in      |
| 3 A pull    | B see   | C go   | D keep    |
| 4 A up      | B back  | C down | D up with |
| 5 A pass    | B let   | C make | D give    |
| 6 A break   | B check | C grow | D run     |
| 7 A cuts    | B gives | C gets | D calls   |
| 8 A out     | B up    | C in   | D over    |



9 Write one word in each gap to complete the text.

Commuting  
by

BIKE

Commuting by bike has caught (1) \_\_\_\_\_ in many parts of the world. It's a great way to work (2) \_\_\_\_\_ while getting to work and many people have simply got tired of petrol eating (3) \_\_\_\_\_ their hard-earned savings.

Many towns and cities have now set (4) \_\_\_\_\_ networks of bike lanes to help cyclists get (5) \_\_\_\_\_ the city safely and quickly. This has certainly helped pave the way for a cycling revolution. Of course, there are still many places where bike lanes don't exist and bikers are forced to share the road with four-wheelers. So, there are some things you need to watch (6) \_\_\_\_\_ for if you want to avoid getting knocked (7) \_\_\_\_\_ your bike.

-  Always own the road! This means taking (8) \_\_\_\_\_ the whole lane just like any other vehicle. Don't feel you have to cycle at the side of the road so cars can pass you.
-  Keep an eye on parked cars because drivers and passengers sometimes open doors without looking. Stay far enough (9) \_\_\_\_\_ from them so that if someone does open a car door suddenly, you won't go crashing into it.
-  Look (10) \_\_\_\_\_ for tram lines and be very careful if you have to cross them. They're the cause of lots of bike accidents.
-  Don't think you can do (11) \_\_\_\_\_ a quality helmet and high-visibility jacket. They're essential and can be life-saving.

*So, have fun and enjoy the advantages that come with cycling. Cars cost a lot to buy, cost a lot to run and they break (12) \_\_\_\_\_. Bikes don't!*

10 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 Plans for the tram system weren't completed because of lack of money.  
**FELL**  
Plans for the tram system \_\_\_\_\_ to lack of money.
- 2 We will begin our adventure by taking a boat trip down the Nile.  
**SET**  
We will \_\_\_\_\_ our adventure by taking a boat trip down the Nile.
- 3 I hope they abolish cars in the future.  
**DO**  
I hope they \_\_\_\_\_ cars in the future.
- 4 The train conductor extinguished the small fire in the carriage.  
**PUT**  
The small fire in the carriage \_\_\_\_\_ the train conductor.
- 5 You can often understand the meaning of a phrasal verb from the context.  
**WORK**  
It's often possible \_\_\_\_\_ the meaning of a phrasal verb from the context.
- 6 No-one could enter or leave the village because of the snow.  
**CUT**  
The village \_\_\_\_\_ the snow.
- 7 Jake promised to pick me up from work but he didn't.  
**BACK**  
Jake said he'd pick me up from work, but he \_\_\_\_\_ his word.
- 8 I'm going to see what my new skis are like this afternoon.  
**OUT**  
I'm going to \_\_\_\_\_ this afternoon.

*Exam focus:*

**recognising and using phrasal verbs**  
in *First*

**1** Look at the exam practice task on page 21. Tick the gaps that involve a phrasal verb as an answer and write 'main verb' or 'particle' to say what should fill the gap.

- |                    |                    |
|--------------------|--------------------|
| <b>Gap 1</b> _____ | <b>Gap 5</b> _____ |
| <b>Gap 2</b> _____ | <b>Gap 6</b> _____ |
| <b>Gap 3</b> _____ | <b>Gap 7</b> _____ |
| <b>Gap 4</b> _____ | <b>Gap 8</b> _____ |

**2** Look at the exam practice task again and circle the main verbs and particles that you will need to fill the gaps involving phrasal verbs.

cut ■ get ■ give ■ head  
■ let ■ put ■ run

down ■ for ■ in ■ off  
■ on ■ out ■ up

**Skills tip**

In *First* Paper 1 Part 2, does context help you decide for phrasal verbs

- a** which particle to use?    **Yes / No**
- b** what tense you should put the main verb in?    **Yes / No**

**3** In which part of *First* Paper 1 might you have to do the following? Write 'Part 1' or 'Part 4'.

- 1 decide if a phrasal verb should be active or passive    \_\_\_\_\_
- 2 think of a main verb without being given any options    \_\_\_\_\_
- 3 think of a particle without being given any options    \_\_\_\_\_
- 4 choose a particle, main verb or phrasal verb from a list of 4 options    \_\_\_\_\_

*Exam practice:*

**First Paper 1 Part 2**

For questions 1–8, read the text below and think of a word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS.

*Example:*

0 B E E N

## ELECTRIC *cars*

The need to find alternatives to petrol use has never (0) \_\_\_\_\_ greater than it is today. Fossil fuels are damaging our atmosphere and oil companies keep putting (1) \_\_\_\_\_ the price of petrol. So why aren't electric cars more popular?

Electric cars have a number of benefits, the (2) \_\_\_\_\_ obvious being that they don't use petrol or diesel. Because of this, they're cheaper to run and they don't (3) \_\_\_\_\_ off harmful exhaust fumes. What's more, their engines are silent and their performance on the road is the same (4) \_\_\_\_\_ regular cars. Still, their widespread use has not caught (5) \_\_\_\_\_.

There are several reasons for this. One thing that has (6) \_\_\_\_\_ many people off is the price, which has dropped in recent years but is still higher than other cars. There is also a lack (7) \_\_\_\_\_ places to charge the car's battery, leading to the fear that the car will (8) \_\_\_\_\_ out of power halfway through a trip.

### Skills tip

Phrasal verbs are often tested in *First Paper 1 Part 2*. If there's a main verb just before the gap, a particle may be needed to complete the phrasal verb. If there's a word like *off* after a gap, it might be the particle of a phrasal verb or a preposition. Try to work out the meaning of the whole phrasal verb from the context before choosing the correct main verb or particle.

# 3

## Understanding parts of speech

### Entertainment online

UNIT AIMS

**Skill:** understanding parts of speech

**Vocabulary:** entertainment topic vocabulary

**Exam practice:** *First Paper 1 Part 3*

#### Improve your Use of English skills: understanding parts of speech

##### What is understanding parts of speech?

Each word is a different part of speech (noun, verb, adverb, etc) which tells you the grammatical function of the word. Understanding parts of speech involves recognising the role of a word in a sentence. It involves knowing what the different parts of speech are, as well as what form words of different types often take.

1 Which of these is **not** a part of speech?

- A adverb
- B adjective
- C conditional

##### Why is understanding parts of speech important?

It's a key aspect of understanding a sentence. It's important to know whether certain words are nouns, verbs, etc, because the part of speech affects meaning. It's also important that you use the right parts of speech, otherwise people will find it very difficult to understand your meaning. Understanding parts of speech helps you use the right word in the right form for the context.

2 If you use the wrong part of speech, the word you use will probably

- A still be correct.
- B be easy to understand.
- C be in the wrong form.

##### How do you understand parts of speech?

In order to understand parts of speech, make sure you understand the different parts of speech. You need to be able to recognise a noun, a verb, etc in a sentence and understand the roles they play. You also need to be able to look at a sentence or a text where words are missing and figure out what part of speech the missing word is. Understanding part of speech then helps you to come up with the correct word for the gap.

3 When deciding what part of speech a missing word is, you need to

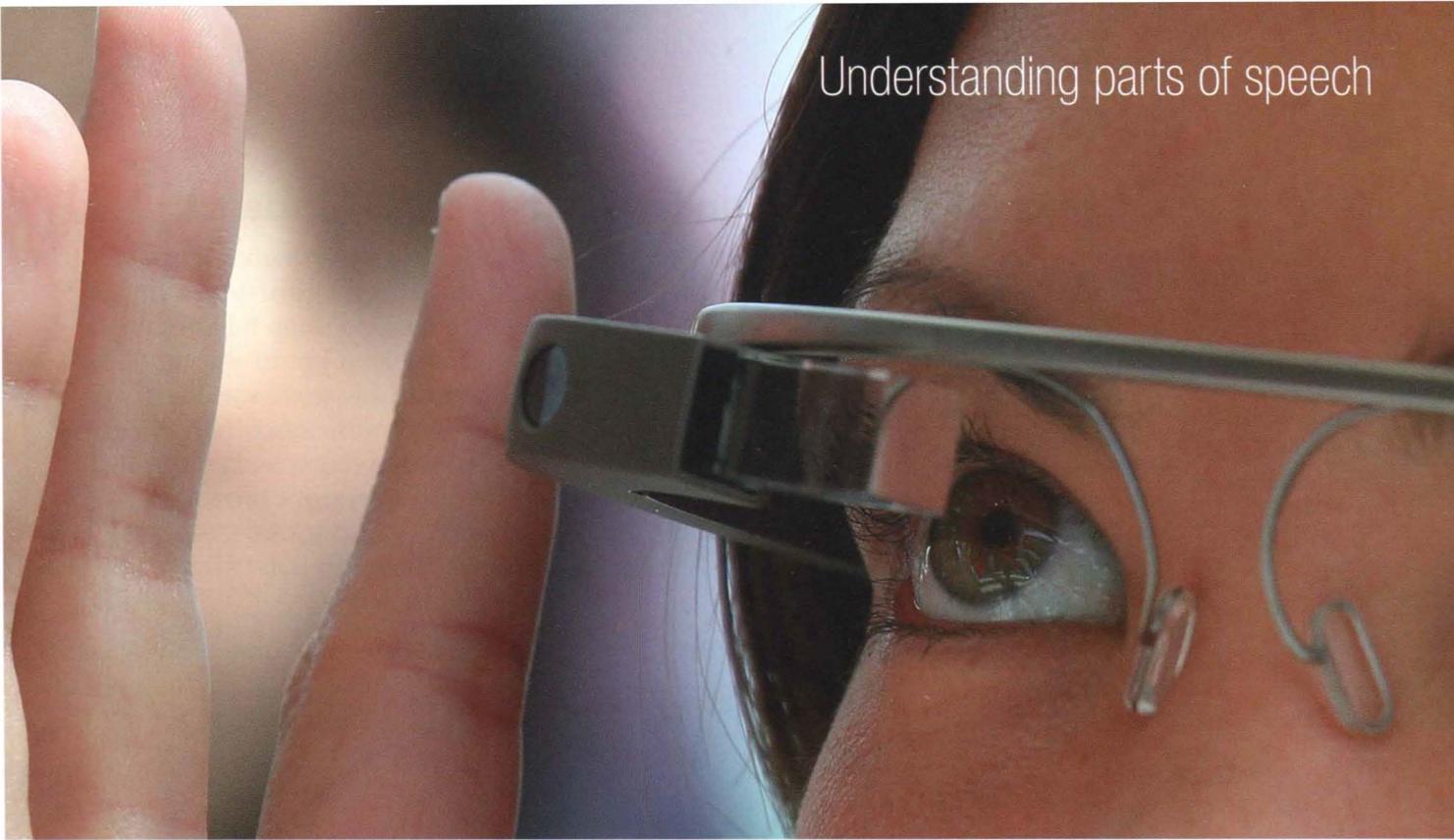
- A read the sentence carefully and think about the options.
- B see if the sentence already has a noun in it and then choose a verb.
- C choose a part of speech that hasn't been used in the task so far.

##### How is understanding parts of speech important in *First*?

It's tested in a few ways in *First Paper 1*. In Part 2, you need to work out what part of speech is required in each gap. You can then decide which word is correct for the context, making sure it is the right part of speech. In Part 3, you need to put the word you are given into the correct form, so you need to first work out the part of speech. In Part 4, you need to know what part of speech the word you are given is, so that you can use it correctly in the transformation.

4 Why is understanding part of speech important in Part 3?

- A because it affects the form of the word you are given
- B because it helps you understand the instructions
- C because it affects the form of the word you write



## Get started

Look at the photo and answer the questions.

- Why do you think people spend so much time online nowadays?
- What activities do you enjoy doing online?
- How do you think online entertainment affects people's social lives?

## Develop your vocabulary

1 Choose the correct word.

- 1 Do you consider using Twitter and other social media to be a worthwhile online **chore** / **pastime**?
- 2 The **avatar** / **password** which represents Tom in this game is a warrior cat.
- 3 Parents who worry about the possible negative influence of online activities on their children can block their **access** / **account** to certain websites.
- 4 Video **streaming** / **running** is a great way to listen to your favourite bands online.
- 5 The **graphics** / **graphs** on this game are so life-like they greatly enhance the visual effect.
- 6 I don't have to carry heavy books on holiday because I've got them all on my **e-book** / **e-reader**.
- 7 Virtual **realistic** / **reality** games are being developed to appeal to people from all walks of life.

2 Write a word or phrase from the box in each gap.

chat rooms ■ file-sharing ■ forums ■ leisure ■ microblogging  
 ■ search ■ socialise ■ upload

A common way for people to (1) \_\_\_\_\_ these days is to spend time in chat (2) \_\_\_\_\_. These usually have several different (3) \_\_\_\_\_ related to a variety of interests and hobbies where you can talk to like-minded people. Other popular online activities include (4) \_\_\_\_\_, in which people make very short comments about things, as well as (5) \_\_\_\_\_ sites, where people (6) \_\_\_\_\_ music, videos or photos to share with others. Whatever your interests, you can find sites related to just about any (7) \_\_\_\_\_ activity simply by entering key words into a (8) \_\_\_\_\_ engine.

**Develop your Use of English skills: understanding parts of speech**

1 Complete the table using the words below.

cheerful ■ currently ■ disadvantage ■ encourage ■ growth  
 ■ happily ■ imprison ■ intention ■ judgement ■ lonely  
 ■ normally ■ poisonous ■ relieve ■ unclear

Noun	Adjective	Verb	Adverb

2 Match each underlined word with its part of speech.

- |  |   |                        |
|--|---|------------------------|
| 1 <u>Although</u> Ursula is shy, she likes to socialise in an online chat forum where she has made many friends. | — | a question adverb      |
| 2 If you enter the right key words, you should be able to find <u>it</u> on the net.                             | — | b intensifier          |
| 3 You <u>could</u> upload your pictures onto Flickr to share them in that way.                                   | — | c adverb of frequency  |
| 4 I really enjoyed <u>myself</u> watching all those old music videos on YouTube.                                 | — | d conjunction          |
| 5 Can you tell me <u>why</u> you started your own fashion blog?  | — | e preposition          |
| 6 The site is run <u>by</u> celebrity blogger Perez Hilton.  | — | f modal verb           |
| 7 <u>We</u> watch most of our favourite TV series online nowadays.   | — | g object pronoun       |
| 8 I wouldn't touch <u>his</u> gaming equipment if I were you.  | — | h reflexive pronoun    |
| 9 I think it's a <u>pretty</u> boring role-playing game actually.  | — | i quantifier           |
| 10 It's best to start off <u>slowly</u> in this game and then build up speed.                                    | — | j adverb of manner     |
| 11 I've made <u>several</u> attempts to beat Claire's high score without success.                                | — | k subject pronoun      |
| 12 I <u>sometimes</u> join in games online with multiple players.  | — | l possessive adjective |

3 Complete the table.

Verb	Noun	Adjective	Adverb
	amazement		
attract			
—			(un)charitably
free			
—		(un)kind	
			(un)knowingly
recognise			
	relation		
		(un)safe	
succeed			

4 Choose the correct word.

- 1 The music industry has tried to find ways to limit the **popular / popularity** of file-sharing sites.
- 2 It's my **ambition / ambitious** to get a thousand followers on the microblogging site Twitter.
- 3 Bella found it quite **embarrassment / embarrassing** when her friend uploaded some old class photos onto Facebook.
- 4 You can **improvement / improve** your game score with practice.
- 5 My internet connection is so **reliable / unreliable** that I'm going to change my provider.
- 6 You won't need much **equipment / equipped** apart from a webcam and a microphone.
- 7 The **apparent / appearance** of computer graphics is so much better than it was.
- 8 I don't feel **comfortable / comfort** talking to strangers on the internet.
- 9 Who knows what **direct / direction** online entertainment will take in the future?

5 Each word in bold in the text is in the incorrect form. Write the correct word.

**Game terms**

The (1) **advanced** of online entertainment and online gaming has not only brought about changes in how we use our (2) **freedom** time but it has also led to the (3) **introduce** of specific new terms. For example, you will often see a (4) **referring** to an RPG – a role-playing game. In such games, players take on a new (5) **identify**, probably using an avatar as well. In (6) **additionally**, many RPGs are also what's (7) **knowledge** as an MMOG – Massively Multiplayer Online Games. These are games which allow large numbers of players to take part (8) **simultaneous**, in other words, all at the same time. Therefore, one of their most (9) **attracted** features is that they offer a chance to make new online (10) **acquaint**.

- |         |         |         |         |          |
|---------|---------|---------|---------|----------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ | 9 _____  |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ | 10 _____ |

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 Sally doesn't intend to allow anyone to bully her out of the chat room.  
**OF**  
Sally \_\_\_\_\_ anyone to bully her out of the chat room.
- 2 I had difficulty in watching the film on a small tablet screen.  
**TO**  
I found \_\_\_\_\_ the film on a small tablet screen.
- 3 If you want to succeed as a blogger, you need to come up with more original blog topics.  
**BE**  
If you want \_\_\_\_\_ blogger, you need to come up with more original blog topics.
- 4 I regret inviting Sam to play the online virtual reality game with us.  
**WISH**  
I \_\_\_\_\_ Sam to play the online virtual reality game with us.
- 5 I can't believe he behaved so badly towards other people on the forum.  
**BAD**  
I can't believe \_\_\_\_\_ towards other people on the forum.
- 6 How do these two video games differ?  
**BETWEEN**  
Can you tell me what \_\_\_\_\_ these two video games?

## Unit 3

**7** Work out from the context what kind of word (noun, adjective, etc) is hidden. Then try to come up with as many words as possible that might fill the gap.

- 1 More and more young people are surfing the net for \_\_\_\_\_ in their spare time. \_\_\_\_\_
- 2 She \_\_\_\_\_ started the blog as nothing more than a leisure activity. \_\_\_\_\_
- 3 The majority of \_\_\_\_\_ find online gaming a very enjoyable pastime. \_\_\_\_\_
- 4 Karl taught \_\_\_\_\_ to play chess by playing with other novices online. \_\_\_\_\_
- 5 It seems almost \_\_\_\_\_ that some people spend more than 12 hours a day online. \_\_\_\_\_
- 6 There have been a number of \_\_\_\_\_ in video game graphics in recent years. \_\_\_\_\_
- 7 This game is \_\_\_\_\_ for young children. \_\_\_\_\_
- 8 It's your \_\_\_\_\_ to make sure that everyone behaves on the forum. \_\_\_\_\_

**8** Put a word from the box into the correct form to complete each sentence in exercise 7.

AMUSE ■ BELIEVE ■ IMPROVE ■ ORIGIN ■ PLAY ■ RESPONSIBLE ■ SELF ■ SUITABLE

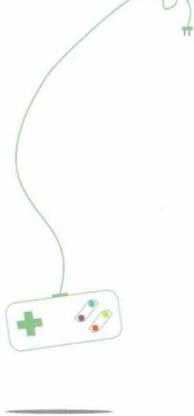
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**9** Look at exercise 10 and decide whether each gap can be filled with the part of speech given below. Write 'Yes' or 'No'.

- 1 preposition \_\_\_\_\_
- 2 relative pronoun \_\_\_\_\_
- 3 noun \_\_\_\_\_
- 4 adverb \_\_\_\_\_
- 5 preposition \_\_\_\_\_
- 6 article \_\_\_\_\_
- 7 noun \_\_\_\_\_
- 8 pronoun \_\_\_\_\_
- 9 past participle \_\_\_\_\_
- 10 preposition \_\_\_\_\_

10 Write a word in each gap to complete the text.

# The rise of online gaming



Our relationship (1) \_\_\_\_\_ technology is changing very rapidly. As the number of people with PCs, laptops, smartphones and other kinds of device that can access the internet increases, so does the number of people (2) \_\_\_\_\_ use it for entertainment purposes. (3) \_\_\_\_\_ seems that around 40% of UK households have at least one person involved (4) \_\_\_\_\_ online gaming and Britons spend around 73 million hours a

year playing online games. This means that gaming is now the most popular online entertainment activity after social networking and accounted (5) \_\_\_\_\_ a staggering 190 million hours of online activity in (6) \_\_\_\_\_ past year. Gaming is also more popular (7) \_\_\_\_\_ watching videos online.

While there are many reasons for the popularity of online gaming, (8) \_\_\_\_\_ is absolutely no doubt that cheap access to the internet and the falling prices of gaming equipment are important factors. However, the main factor is our changing lifestyles. Another new development is (9) \_\_\_\_\_ online gaming is now increasingly popular with women, so the gap (10) \_\_\_\_\_ the numbers of male and female online gamers is closing rapidly.

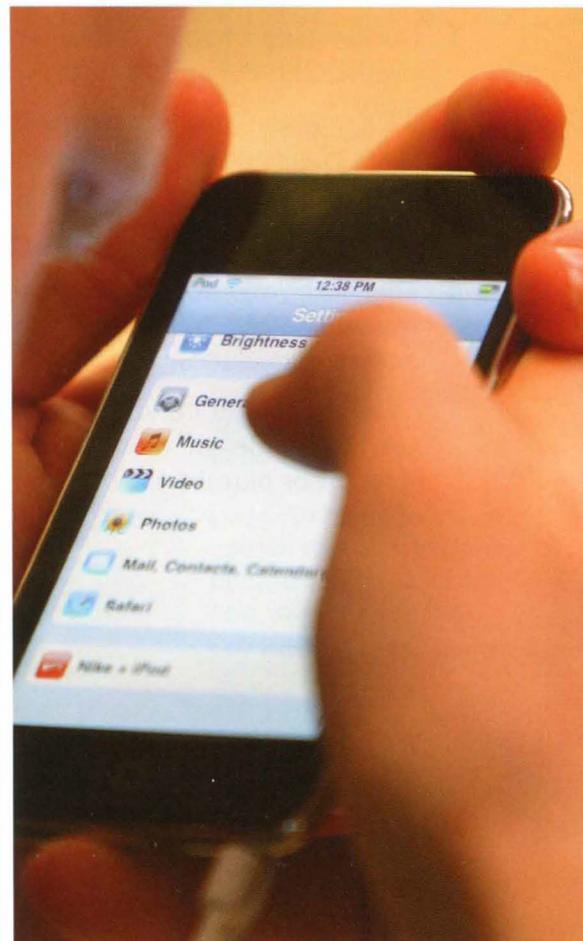
11 Use the word given in capitals to form a word that fits the gap.

### Digital Groove

Although the (1) \_\_\_\_\_ of music hasn't dimmed in any way in recent years, the methods of musical (2) \_\_\_\_\_ have changed a great deal. No longer are there record shops full of (3) \_\_\_\_\_ music lovers spending hours browsing through their (4) \_\_\_\_\_ section looking for a rare recording. These days, music can be downloaded from the internet and played on digital devices.

Some of the recent trends in digital music, such as file-sharing, were (5) \_\_\_\_\_ seen as unwelcome by the music industry, which attempted to stop illegal music-sharing (6) \_\_\_\_\_ due to the effect they were having on profits. But things are beginning to change now as the world of music makes (7) \_\_\_\_\_ and necessary (8) \_\_\_\_\_ to the digital age. It seems that music company executives have started to realise that the internet is the (9) \_\_\_\_\_ to their problems as much as the cause of them and that the (10) \_\_\_\_\_ of record shops doesn't mean the end of music sales.

- POPULAR
- APPRECIATE
- DEDICATE
- FAVOUR
- INITIAL
- ACTIVE
- SIGNIFY
- ADJUST
- SOLVE
- LOSE



*Exam focus:*understanding parts of speech in *First*

1 Look at the exam practice task on page 29 and answer the questions.

1 How many gaps are directly followed by a noun? Which ones?

\_\_\_\_\_

2 How many gaps are directly followed by a preposition? Which ones?

\_\_\_\_\_

3 How many gaps are directly followed by an adjective? Which ones?

\_\_\_\_\_

4 How many gaps come directly after an adverb? Which ones?

\_\_\_\_\_

2 Look at the exam practice task again and identify the part of speech needed to fill each gap.

Gap 1 \_\_\_\_\_

Gap 3 \_\_\_\_\_

Gap 5 \_\_\_\_\_

Gap 7 \_\_\_\_\_

Gap 2 \_\_\_\_\_

Gap 4 \_\_\_\_\_

Gap 6 \_\_\_\_\_

Gap 8 \_\_\_\_\_

3 Decide if the statements are true (T) or false (F).

- 1 Considering what part of speech is required will help you in *First* Paper 1 Parts 2, 3 and 4. \_\_\_\_\_
- 2 It's a mistake to waste valuable time thinking about parts of speech during the exam. \_\_\_\_\_
- 3 The only parts of speech you need to know about are verbs, nouns, adjectives and adverbs. \_\_\_\_\_
- 4 The more you know about parts of speech, the quicker you will be able to identify the right form of the word in *First* Paper 1 Part 3. \_\_\_\_\_
- 5 As well as understanding the part of speech, you also need to decide whether a word needs to be in a negative, singular or plural form or the right tense, in the case of a verb. \_\_\_\_\_

**Skills tip**

In *First* Paper 1 Part 3, will thinking about parts of speech

- a help you to identify the right form of the word you need? **Yes / No**
- b distract you from finding the right form of the word? **Yes / No**

*Exam practice:***First Paper 1 Part 3**

For questions 1–8, 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).

*Example:*

0   A   C   T   I   V   I   T   I   E   S

## VIRTUAL *fun*

Entertainment these days doesn't just mean (0) \_\_\_\_\_ such as going out to meet friends at the cinema or watching a DVD at home, as (1) \_\_\_\_\_ numbers of people have access to online entertainment. Both the rise of social media sites and the (2) \_\_\_\_\_ of so many virtual communities show how many people use the internet for a wide (3) \_\_\_\_\_ of entertainment purposes. As well as the ability to meet people in chat forums, listen to music, watch videos and play games, the quick and easy (4) \_\_\_\_\_ of personal blogs is developing online interaction at a fantastic rate.

Although online entertainment is still (5) \_\_\_\_\_ new, it is very popular. Some of the most (6) \_\_\_\_\_ gaming and social networking sites have millions of registered users. All of this came as quite a shock to the (7) \_\_\_\_\_ entertainment industry at first. Only a couple of decades ago, the concept of downloading music and films was virtually (8) \_\_\_\_\_ and unimaginable to them, but the business very quickly adapted to these new means of providing entertainment.

**ACTIVE**

**INCREASE**

**CREATE**

**VARY**

**PRODUCE**

**RELATE**

**SUCCESS**

**TRADITION**

**KNOW**

### Skills tip

Quickly read the text through to get a general idea of what it's about. Then identify the part of speech that each gap needs. You need to be able to identify not only which words are nouns, adjectives, verbs or adverbs, etc, but also whether the word needs to be in a negative or plural form. A good understanding of parts of speech is vital for this part of the exam and will also help you in other parts.

# 4

# Rephrasing and transforming

## Working from home

UNIT AIMS

**Skill:** rephrasing and transforming

**Vocabulary:** work topic vocabulary

**Exam practice:** First Paper 1 Part 4

### Improve your Use of English skills: rephrasing and transforming

#### What is rephrasing and transforming?

*Rephrasing and transforming involves expressing the same idea in different ways. It involves choosing key words or phrases that mean the same, or almost the same, as other key words or phrases. It is part of making your meaning clear if someone asks for more explanation.*

- 1 If you can rephrase and transform, you can
  - A express an idea in different ways.
  - B talk to people without explaining everything.
  - C ask for an explanation.

#### Why is rephrasing and transforming important?

*It's important because it shows that you can express yourself in different ways. This is important in situations where you are asked to explain what you are saying, perhaps because someone doesn't understand something. Rather than repeating what you said, you need to be able to rephrase the idea in different words which the person may understand. It's also important because it is tested by some exam tasks.*

- 2 Rephrasing is better than repeating because the other person might
  - A think that you don't want to provide an explanation.
  - B want to test your knowledge of English in different ways.
  - C understand one way of expressing an idea but not another.

#### How do you rephrase and transform?

*In an exam task, the first step is to make sure that you understand the first sentence you are given. Read it carefully and think about the meaning of the whole sentence. Then look at the word you have been given and the second sentence with a gap. Think about which part of the first sentence needs to be rephrased. For example, the given word may be part of a phrase that replaces a word in the first sentence. You then need to provide the missing words, reading the whole of the second sentence carefully to make sure it is grammatically correct and means the same as the first sentence.*

- 3 The final step in doing an exam sentence transformation task is to
  - A make sure you understand the first sentence.
  - B look at the meaning of every word in the first sentence.
  - C check the two sentences mean the same.

#### How is rephrasing and transforming important in First?

*In First Part 4, you are given a sentence and a word in bold with a second sentence with words missing. You need to complete the second sentence, using between two and five words, so that it means the same as the first sentence. You can't change the word given. This directly tests your ability to rephrase ideas and transform sentences.*

- 4 Which of these statements is **not** true of First Paper 1 Part 4?
  - A You must use no more than five words in your answer.
  - B You must put the given word into the correct form.
  - C You must complete a sentence that means the same as the first one.



## Get started

Look at the photo and answer the questions.

- What sorts of work could someone do in a situation like this?
- Why might someone prefer to work like this?
- What are the disadvantages of working from home?

## Develop your vocabulary

1 Match.

- |   |                      |   |   |  |
|---|----------------------|---|---|--|
| 1 | A commuter is        | — | a | a high-speed internet connection.                                      |
| 2 | A colleague is       | — | b | the amount someone is paid per hour or for a specific amount of work.  |
| 3 | A freelancer is      | — | c | the date by which a project must be completed.                         |
| 4 | A teleworker is      | — | d | someone you work with, for example, in an office.                      |
| 5 | A videoconference is | — | e | someone who works from home, connected to an office electronically.    |
| 6 | A deadline is        | — | f | a face-to-face meeting between people in different places using video. |
| 7 | A rate is            | — | g | someone who works for different employers on a contract basis.         |
| 8 | Broadband is         | — | h | someone who travels a long distance to work and back every day.        |

2 Write a word from the box in each gap.

contract ■ employees ■ flexibility ■ manager ■ productivity ■ stress ■ workplace

**Working from home, staying in the office**

The idea of becoming a freelance worker, completely independent and with no (1) \_\_\_\_\_ over your head, seems attractive to some, but the vast majority of people still want the security of permanent employment, rather than working on one (2) \_\_\_\_\_ after another. A new trend in business, however, offers the best of both worlds: firms are increasingly offering their workers the (3) \_\_\_\_\_ of coming into the office just three or even two days a week and working from home the rest of the time. What

the (4) \_\_\_\_\_ spend on the office equipment they need to do the job at home, they quickly recover in saved travel and lunch costs. They generally report much lower (5) \_\_\_\_\_ levels and managers report increased (6) \_\_\_\_\_ and appetite for work. What it also avoids is the alienating effect that home workers complain of. The two or three days in the office per week is ample time to maintain (7) \_\_\_\_\_ relationships.

## Develop your Use of English skills: rephrasing and transforming

1 Match the sentences which have a similar meaning. There is one sentence you do not need.

- |   |   |     |
|---|---|-----|
| 1 | He suffers from stress because of working in an office.                                       | ___ |
| 2 | Colleagues don't have to meet face to face so much now because of electronic communication.   | ___ |
| 3 | Working freelance means you have to decide everything yourself.                               | ___ |
| 4 | The firm has employed twelve home workers in the last twelve months.                          | ___ |
| 5 | 'Why isn't my internet connection working?' she asked.  | ___ |
| 6 | He has far too much work on at the moment.  | ___ |
| a | You have to take every decision alone when you're self-employed.                              |     |
| b | She gets paid better than ever now she has a fast internet connection.                        |     |
| c | He doesn't have enough free time at the moment.   |     |
| d | He'd be more relaxed if he worked from home.  |     |
| e | She wondered why her internet connection wasn't working.                                      |     |
| f | A dozen teleworkers have been taken on in the past year.                                      |     |
| g | Email, text messages and so on have done away with the need for meeting co-workers in person. |     |

2 Circle the correct word or phrase.

- 1 Another way of saying *participate* is **take place / take part**.
- 2 Another way of saying *respect* is **look down on / look up to**.
- 3 Another way of saying *too old* is **not too young / not young enough**.
- 4 Another way of saying *more expensive than* is **cheaper than / not as cheap as**.
- 5 Another way of saying *be responsible for* is **give responsibility to / have responsibility for**.
- 6 Another way of saying *also* is **in addition to / with the exception of**.
- 7 Another way of saying *he won it* is **it is won by him / it was won by him**.
- 8 Another way of saying *mustn't* is **can't / don't have to**.

3 Tick the sentence which means the same as the first.

- |   |  |     |
|---|--|-----|
| 1 | That girl's father works from home.  |     |
|   | a That's the father of the girl who works from home.                             | ___ |
|   | b That's the girl whose father works from home.                                  | ___ |
| 2 | Commuters spend so much time travelling that they have little leisure time.      |     |
|   | a Commuters have little leisure time because they spend so much time travelling. | ___ |
|   | b Commuters have little leisure time so they spend all their time travelling.    | ___ |
| 3 | Although he misses his colleagues, he prefers his work schedule.                 |     |
|   | a Despite his work schedule, he misses his colleagues.                           | ___ |
|   | b He prefers his work schedule in spite of missing his colleagues.               | ___ |
| 4 | He has just had a broadband internet connection installed.                       |     |
|   | a He just installed a broadband internet connection himself.                     | ___ |
|   | b A broadband internet connection has just been installed for him.               | ___ |
| 5 | 'Doesn't contract work pay better than salaried work?' she asked.                |     |
|   | a She asked if contract work paid better than salaried work.                     | ___ |
|   | b She asked how much more contract work paid than salaried work.                 | ___ |
| 6 | Mark became self-employed in June.   |     |
|   | a Mark hasn't been self-employed since June.                                     | ___ |
|   | b Mark has been self-employed since June.  | ___ |

**4** Decide if the sentences have the same meaning (S) or a different meaning (D).

- |   |   |   |
|---|---|---|
| 1 | She misses the flexibility of working from home.<br>She wishes she didn't work from home.   | — |
| 2 | You don't have to get the work finished before Friday.<br>You mustn't get the work finished before Friday.  | — |
| 3 | Freelance workers often spend as much money on equipment as they earn for the first six months.<br>Freelance workers often don't earn more money than they spend on equipment for the first six months. | — |
| 4 | If you're too tired, your productivity drops.<br>Your productivity is not so high if you have not rested enough.  | — |
| 5 | This will be the first time he has taken part in a videoconference.<br>He has never taken part in a videoconference before.   | — |
| 6 | Many of her co-workers felt jealous of her.<br>She envied many of her co-workers.   | — |
| 7 | The teleworker can't possibly finish the work by the deadline.<br>It will be impossible for the teleworker to finish the work by the deadline.  | — |
| 8 | They still have not been paid by the company for the previous contract.<br>The previous contract has not paid for their company.  | — |

**5** Choose the phrase that is closest in meaning to the word or phrase in bold.

- |                   |                         |                                 |
|-------------------|-------------------------|---------------------------------|
| 1 <b>think of</b> | 3 <b>although</b>       | 5 <b>force</b>                  |
| a come across     | a in spite of           | a allow someone to do something |
| b come up with    | b because of            | b make someone do something     |
| c come down with  | c even if               | c help someone do something     |
| 2 <b>can</b>      | 4 <b>not as much as</b> | 6 <b>so as to</b>               |
| a be able to      | a more than             | a in order to                   |
| b be going to     | b the same as           | b even though                   |
| c have to         | c less than             | c due to                        |

**6** Complete the sentences using the correct form of the answers from exercise 5.

- 1 The manager thought of some new ways to improve efficiency.  
The manager \_\_\_\_\_ some new ways to improve efficiency.
- 2 Their freelancer couldn't do the work due to illness.  
Their freelancer \_\_\_\_\_ the work due to illness.
- 3 Although she liked home working, she couldn't manage financially.  
She couldn't manage financially \_\_\_\_\_ working from home.
- 4 Liam didn't earn as much money in an office as he does as a freelancer.  
In an office, Liam \_\_\_\_\_ he does on contract work.
- 5 They forced their home workers to accept a lower rate.  
They \_\_\_\_\_ a lower rate.
- 6 They invested in new software so as to have videoconferences.  
They invested in new software \_\_\_\_\_ videoconference.

7 Read the first email and then make a phrase with a word from each box to fill each gap in the second email.

- X

Dear Sir/Madam,

I am writing to inquire about the availability of work with your company. As you will understand from the attached CV, I have a great deal of experience in medical publications, having worked in house for a leading medical periodical for approximately twelve years. I left the company in order to raise a child and for twelve months I worked from home for my previous employer. Now that I am no longer involved with that company, I would be interested in doing any kind of work you require, whether it be proofreading, editing or writing. I look forward to hearing from you.

Yours faithfully,  
Lorna Kearney

along ■ bringing ■ just ■ keen  
■ needs ■ old ■ plenty ■ the

about ■ best ■ boss ■ doing  
■ of ■ on ■ with ■ up

- X

Hi Libby,

Well, I got tired of waiting for more work from my (1) \_\_\_\_\_ so I sent off an email to another publishing company, asking if they had any work that (2) \_\_\_\_\_ . (3) \_\_\_\_\_ the email, I sent my CV, so they can see I've got (4) \_\_\_\_\_ experience – (5) \_\_\_\_\_ a dozen years, in fact, with one of (6) \_\_\_\_\_ medical periodicals in the world! I said I was (7) \_\_\_\_\_ doing any kind of work – and also that I'm (8) \_\_\_\_\_ a kid. Do you think I shouldn't have mentioned that?

Speak to you soon,  
Lorna

8 Complete the second sentence so that it has a similar meaning to the first.

- |   |  |
|---|--|
| <p>1 When I worked in London, I'd get up before dawn.<br/>When I worked in London, I used _____</p>           | <p>5 Our home workers can't produce enough work.<br/>Our home workers aren't able _____</p>  |
| <p>2 Companies hire freelancers because it saves them money.<br/>If it didn't save companies money, _____</p> | <p>6 That was her first home computer!<br/>She'd never _____ before!</p>   |
| <p>3 'Don't disturb me,' Jill's father said to her.<br/>Jill's father told _____</p>                          | <p>7 Do you regret leaving the office?<br/>Do you wish _____</p>   |
| <p>4 They are giving me work more often now.<br/>Work is _____</p>  | <p>8 He didn't have a family so he took the risk of going freelance.<br/>He wouldn't have taken the risk of going freelance if _____</p> |

## 9 Complete the phrases.

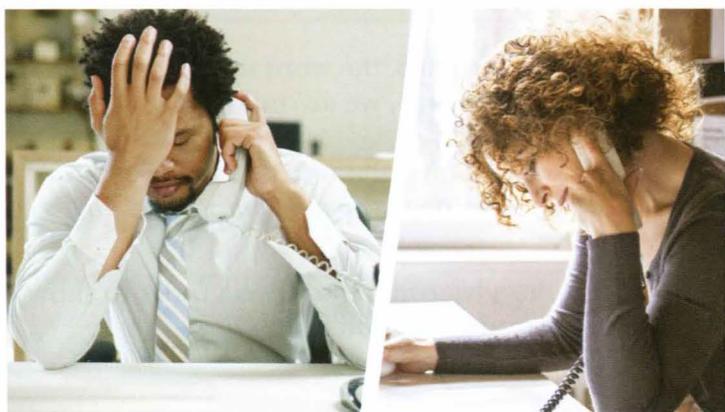
*Example:*

discuss = have *a discussion about*

- 1 contribute = make \_\_\_\_\_
- 2 blame = put \_\_\_\_\_
- 3 recover = make \_\_\_\_\_
- 4 decide = make/take \_\_\_\_\_
- 5 lack = have \_\_\_\_\_
- 6 impress = make \_\_\_\_\_
- 7 record = keep \_\_\_\_\_
- 8 pity = take \_\_\_\_\_
- 9 use = make \_\_\_\_\_
- 10 warn = give \_\_\_\_\_
- 11 describe = give \_\_\_\_\_
- 12 prefer = have \_\_\_\_\_

## 10 Complete the second dialogue, using the information from the first dialogue. Write no more than five words in each gap.

- Petra:** I'm sorry I missed the deadline.  
**Derek:** You're endangering the project.  
**Petra:** Let's meet to discuss the problem.  
**Derek:** When are you going to finish?  
**Petra:** I'll complete it by the end of the week.  
**Derek:** Don't let me down!  
**Petra:** Don't worry.



- Jenny:** What did you say to Derek?
- Petra:** I apologised (1) \_\_\_\_\_ the deadline.
- Jenny:** What did he say?
- Petra:** He accused (2) \_\_\_\_\_ the project.
- Jenny:** Wow! What did you say?
- Petra:** I suggested (3) \_\_\_\_\_ the problem.
- Jenny:** Did he agree?
- Petra:** No. He just asked me (4) \_\_\_\_\_ to finish.
- Jenny:** And?
- Petra:** I promised (5) \_\_\_\_\_ end of the week.
- Jenny:** Did he agree?
- Petra:** Yes, but he warned (6) \_\_\_\_\_ him down.
- Jenny:** What did you say to that?
- Petra:** I told (7) \_\_\_\_\_ .

*Exam focus:*rephrasing and transforming in *First*

1 Look at the exam practice task on page 37 and decide which question matches each statement.

- 1 A phrasal verb is needed. —
- 2 You have to transform an active sentence into a passive one. —
- 3 You have to transform direct speech into reported speech. —
- 4 There are comparative forms. —
- 5 A hypothetical sentence is tested. —
- 6 You have to know which verb goes with a particular adjective. —

2 Look at the exam practice task again and circle the correct word or phrase.

- 1 In question 1, there are **two / three** key words in the first sentence whose meaning is missing in the second.
- 2 In question 2, the verb is in the **present continuous / present perfect continuous** tense.
- 3 In question 3, the word that needs to be transformed is **encounters / solve**.
- 4 In question 4, we are talking about something that **is happening now / happened in the past**.
- 5 In question 5, the verb is in the **present continuous / present perfect continuous**.
- 6 In question 6, **the self-employed / office workers** are said to be most productive.

3 Put the advice into the correct order to show how to approach a key word transformation task.

- 1 —
- 2 —
- 3 —
- 4 —
- 5 —

- a Write between two and five words to complete the second sentence, using the word given.
- b Read both sentences and underline what is missing of the first sentence.
- c Check for small mistakes such as spelling and subject-verb agreement.
- d Read the two sentences again to make sure they mean the same.
- e Decide what area of language you are being tested on.

**Skills tip**

In *First* Paper 1 Part 4, can you

- a use as few or as many words as you want? **Yes / No**
- b change the word you are given? **Yes / No**

## Exam practice:

# First Paper 1 Part 4

For questions 1–6, 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. Here is an example (0).

*Example:*

- 0 Jeff started work here four years ago.

**HAS**

Jeff \_\_\_\_\_ four years.

The gap can be filled by the words 'has been working here for', so you write:

*Example:*

0 HAS BEEN WORKING HERE FOR

Write **only** the missing words **IN CAPITAL LETTERS**.

### Skills tip

Each transformation in *First Paper 1 Part 4* is worth two marks. One mistake will lose you one mark and more than one mistake means you get no marks. It is therefore something you should spend a little extra time on trying to get right. First, ask yourself what they are testing: active to passive, direct to reported speech, conditionals, or something else? Then attempt the transformation, bearing in mind that for two marks, you will be required to do something complex rather than something simple.

- 1 Many people have difficulty handling the uncertainty of contract work.  
**DIFFICULT**  
Many people \_\_\_\_\_ the uncertainty of contract work.
- 2 Call centres in the UK are employing more and more home workers from overseas.  
**EMPLOYED**  
More and more home workers from overseas \_\_\_\_\_ call centres in the UK.
- 3 When a freelance worker encounters a technical problem, they have to solve it alone.  
**UP**  
When a freelance worker \_\_\_\_\_ a technical problem, they have to solve it alone.
- 4 Do you regret becoming a freelance writer?  
**WISH**  
Do you \_\_\_\_\_ a freelance writer?
- 5 'Have you been feeling less stressed?' Kim's boss asked him.  
**HE**  
Kim's boss asked him \_\_\_\_\_ less stressed.
- 6 The self-employed are generally more productive than office workers.  
**AS**  
Office workers are generally \_\_\_\_\_ the self-employed.

# 5

## Understanding confusable words

### TV chefs

UNIT AIMS

**Skill:** understanding confusable words

**Vocabulary:** food and drink topic vocabulary

**Exam practice:** *First Paper 1 Part 1*

### Improve your Use of English skills: understanding confusable words

#### What is understanding confusable words?

Sometimes, two or more words have similar meanings. For example, viewers and spectators both refer to groups of people who watch something but they're used in different contexts: viewers might watch a TV programme, while spectators might watch a sports event at a stadium. You need to know the difference in meaning between words when the meanings are related, but different. There are also words which look similar but have different meanings, like receipt and recipe.

- 1 What do the meanings of *viewers* and *spectators* have in common?  
A They both describe forms of entertainment.  
B They both describe a number of people looking at something.  
C They both describe people who play sports.

#### Why is understanding confusable words important?

To understand someone's exact meaning, you need to know the differences between confusable words. Also, you need to be able to express your own meaning precisely by using the correct word for the context. Understanding confusable words is a key part of English vocabulary.

- 2 Choosing between confusable words helps you say  
A how confused you are.  
B which bits you understand.  
C exactly what you mean.

#### How do you understand confusable words?

You need to study words that are similar in meaning to understand how meanings are similar and different. As well as the precise differences in definition, also consider the contexts in which they're used. For example, referee and umpire both refer to the person in charge of a sports event, but in different sports. You also need to study the precise form of words so you don't confuse them with other, similar words.

- 3 The example of *referee* and *umpire* shows you have to think about  
A context.    B sport.    C control.

#### How is understanding confusable words important in *First*?

It's tested in a number of ways in *First Paper 1*, particularly in *Parts 1 and 2*. In *Part 1*, you are given four words (or short phrases) which may be words that are easily confused. They may also be words that have a similar form but different meanings. *Part 2* tests your ability to select the correct word from your English vocabulary.

- 4 In *Paper 1 Part 1*, you could be given confusable words and asked to  
A explain the difference between them.  
B suggest another similar word.  
C choose between them.



### Get started

Look at the photo and answer the questions.

- Do you ever watch cookery programmes on TV?
- Tick the boxes below to show how strongly you agree with the sentences.

	strongly agree	agree	disagree	strongly disagree
I have a generally healthy diet.				
There are too many programmes about food and drink on TV.				
People do not cook enough these days.				
TV is a good medium for teaching people how to cook.				
TV can give you good ideas for what to cook.				

### Develop your vocabulary

1 Match to make collocations.

- |             |   |              |
|-------------|---|--------------|
| 1 balanced  | — | a business   |
| 2 catering  | — | b chef       |
| 3 celebrity | — | c diet       |
| 4 cookery   | — | d meal       |
| 5 raw       | — | e programme  |
| 6 ready     | — | f vegetables |

2 Write a word from the box in each gap.

allergies ■ fat ■ feed ■ fibre ■ heat  
 ■ ingredients ■ kettle ■ recipe  
 ■ saucepan

... Now that we've got all the (1) \_\_\_\_\_ together, we're going to follow this amazing (2) \_\_\_\_\_ that was taught to me by a man in Sicily. And when we've finished, all you people who live on takeaway meals ... well, you're going to want to change your ways! This is good, healthy food – high in (3) \_\_\_\_\_ and low in (4) \_\_\_\_\_ – just what the doctor ordered. Oh, and by the way, if you're going to (5) \_\_\_\_\_ someone who has food (6) \_\_\_\_\_, or you're not sure if they have them, you can leave out the nuts.

So, ... the first thing I want to do is put the (7) \_\_\_\_\_ on. I'm going to boil some water for the vegetables. While we're waiting, I'm going to take this (8) \_\_\_\_\_, put in a little oil and gently fry these onions. Not too hot now! ... Next, we add the spices and mix them in with the onions ... for about a minute ... that's right. Now, when the vegetables are ready, we'll drain them, add the sauce and the cheese and (9) \_\_\_\_\_ it all under the grill for a minute or two at the end. Fantastic!

**Develop your Use of English skills: understanding confusable words**

**1** Choose the correct word.

- 1 My uncle is such an amazing **cook / cooker** that he ought to start his own catering business.
- 2 Don't **loose / lose** this recipe. I haven't got a copy of it.
- 3 I would **advice / advise** you to try it before you add any salt.
- 4 That omelette was very **tasteful / tasty**, thanks.
- 5 Being vegetarian can work out quite **economic / economical** – meat adds a lot to your shopping bills.
- 6 This diet seems to be having a great **affect / effect** on my health.
- 7 There's nothing nicer than the **sight / site** of a bowl of fresh strawberries!
- 8 Have you **brought / bought** all the shopping in from the car?
- 9 That was such a big main course. I don't think I can manage to eat **desert / dessert**.
- 10 Would you like another **piece / peace** of this delicious carrot cake?
- 11 He **founded / found** his first cookery college in 2003 and now has over 3,000 students.
- 12 My grandfather used to **rise / raise** chickens on his farm.
- 13 Try this chocolate – it's **real / really** delicious.
- 14 Our parents often used to tell us how bad it is to **waist / waste** food.
- 15 I can't believe you ate a **hole / whole** pizza!
- 16 Is there one **plate / dish** you prefer to order when you're in a restaurant?

**2** Explain the meanings of the wrong answers in exercise 1.

- |         |          |
|---------|----------|
| 1 _____ | 9 _____  |
| 2 _____ | 10 _____ |
| 3 _____ | 11 _____ |
| 4 _____ | 12 _____ |
| 5 _____ | 13 _____ |
| 6 _____ | 14 _____ |
| 7 _____ | 15 _____ |
| 8 _____ | 16 _____ |

**3** Choose the correct word.

Hugh Fearnley-Whittingstall is a popular British celebrity chef. His (1) **approach / appeal** to food is to encourage us to keep our meals as ethical as possible and use produce that has been grown locally. On his shows, we can see how he (2) **feeds / eats** himself and his family with food that he has grown. Viewers have also watched him set up his own food (3) **manufacturing / production** business and sell his vegetables at a market. He is a strong (4) **thinker / believer** in eating food when it is in season and eating (5) **organically-grown / biologically-grown** fruit and vegetables where possible. The recipes that he presents on his shows have (6) **involved / included** a traditional meal which dates back hundreds of years. He has also taught an eager public how to prepare meat and vegetarian (7) **dishes / plates**. In a recent series called *Three Good Things*, he demonstrates how an excellent meal can be prepared using just three basic (8) **ingredients / materials**.



**4** Write a word in bold in each gap to complete the sentences.

**1 recipe / prescription**

- A The doctor wrote Gary a \_\_\_\_\_ for some vitamin pills.
- B This is delicious. Can you let me have the \_\_\_\_\_ ?

**2 pour / spill**

- A The coffee's ready. Shall I \_\_\_\_\_ it?
- B Be careful not to \_\_\_\_\_ your juice on the carpet.

**3 blame / accuse**

- A Some parents \_\_\_\_\_ advertisers for trying to sell sweets to children.
- B You can't \_\_\_\_\_ Adam of being greedy – he hardly eats anything!

**4 accessible / available**

- A These health foods are \_\_\_\_\_ in most supermarkets.
- B Some health foods are not \_\_\_\_\_ to everyone because of the cost.

**5 encourage / suggest**

- A We should try to \_\_\_\_\_ children to eat a healthy breakfast.
- B Doctors \_\_\_\_\_ eating a wide variety of healthy foods.

**6 insufficient / low**

- A Studies show that \_\_\_\_\_ vitamin D in the diet can lead to serious health problems.
- B It's advisable to follow a diet that is \_\_\_\_\_ in fat.

**5** Put the verbs into the correct categories.

believe ■ consider ■ exclaim ■ glance ■ rush ■ speak ■ stare ■ stroll

Thought	Movement	Speech	Sight

**6** Write a verb from exercise 5 in each gap to complete the sentences. Make any necessary changes.

- 1 Theo \_\_\_\_\_ into the kitchen because he thought something was burning.
- 2 Violeta \_\_\_\_\_ loudly that she was starving.
- 3 Paul \_\_\_\_\_ greedily at the ice-cream menu, unable to make a choice.
- 4 I don't \_\_\_\_\_ that we need to eat three full meals a day.
- 5 Sometimes we \_\_\_\_\_ into town and have a drink at a café.
- 6 Luckily, I \_\_\_\_\_ at the saucepan just as the water started to boil over.
- 7 After we \_\_\_\_\_ to the head waiter, the service improved.
- 8 I'm \_\_\_\_\_ becoming vegetarian. What do you think?

**7** Add more verbs to each column in exercise 5 and use them in sentences.

*Example: Thought: realise – I realised that I was late for dinner.*

# Unit 5

8 Put the words into the correct categories. Explain the difference between the words in each category. Add your own ideas.

boil ■ fat ■ fibre ■ fry ■ frying pan ■ kettle ■ pepper ■ roast ■ salt ■ saucepan ■ vinegar ■ vitamins

Ways of cooking	
Items found in the kitchen	
Things naturally found in food	
Things we add to food	

9 Choose the two adjectives which go with the underlined noun in the context. Explain the difference between them.

- I try to follow a **fit / balanced / healthy** diet and avoid fast food.
- Most doctors say that too much **fried / junk / fresh** food is bad for us.
- And there you have it – a(n) **cheap / economic / economical** dish that's delicious.
- We both thought that the main course was **satisfying / satisfactory / satisfied**.
- When you buy a **ready / pre-packaged / manufactured** meal, always check the label.
- Jake's always had a **healthy / hungry / big** appetite!

10 Match the verbs in each group with the grammar structures that usually follow them.

- |  |   |
|--|---|
| 1 persuade + preposition                                   | 5 encourage + sb (+ infinitive with <i>to</i> )   |
| suggest + sb (+ infinitive with <i>to</i> )                | insist + noun or <i>that</i> clause               |
| talk + noun/ <i>-ing</i> or <i>that</i> clause             | request + preposition or <i>that</i> clause       |
| 2 say + noun   | 6 complain + preposition + sb/noun                |
| tell + sb (+ infinitive with <i>to</i> )                   | criticise + sb/noun                               |
| discuss + sth or <i>that</i> clause                        | disagree + preposition or <i>that</i> clause      |
| 3 demand + sb (+ infinitive without <i>to</i> )            | 7 need + noun                                     |
| force + noun or <i>that</i> clause + sb                    | rely + noun or infinitive with <i>to</i>          |
| make + sb (+ infinitive with <i>to</i> )                   | lack + preposition                                |
| 4 let + sb (+ infinitive with <i>to</i> )                  | 8 think + noun/ <i>-ing</i> or <i>that</i> clause |
| allow + sb (+ infinitive without <i>to</i> )               | consider + noun                                   |
| agree + infinitive with <i>to</i> or preposition + sb/noun | study + preposition or <i>that</i> clause         |

11 Use verbs from exercise 10 to complete the sentences. Make any necessary changes.

- When Jan \_\_\_\_\_ trying the new Chinese restaurant, everyone thought it was a great idea.
- Why didn't you \_\_\_\_\_ me you were vegetarian?
- They \_\_\_\_\_ me eat fish as a child although I hated it.
- When I \_\_\_\_\_ to help make sandwiches, I didn't know fifty people were coming!
- You should always \_\_\_\_\_ children to try new foods.
- My mum \_\_\_\_\_ with the TV chef – she says it should be cooked for longer.
- You \_\_\_\_\_ to leave the soup to cool down for a while.
- I think you should \_\_\_\_\_ buying this sauce ready-made as it saves time.

**12** Choose the correct word to complete each sentence.

- 1 As a chef, he won many awards for the \_\_\_ of his food.  
a quality      b quantity      c equality
- 2 I can't choose \_\_\_ the pasta and the risotto.  
a among      b between      c aside
- 3 I can eat almost anything \_\_\_ from eggs.  
a apart      b except      c beside
- 4 To begin with, \_\_\_ two spoonfuls of sugar in a little hot water.  
a solve      b resolve      c dissolve
- 5 The waiter \_\_\_ to change our table so we could hear the music.  
a accepted      b agreed      c allowed
- 6 The ice cream was too \_\_\_ for my taste.  
a sweet      b savoury      c spicy
- 7 She could never \_\_\_ that my cooking was better than hers so she was always jealous of me.  
a accept      b expect      c except
- 8 If a packet of food \_\_\_ nuts, they have to mention it on the label so people with allergies can avoid it.  
a involves      b holds      c contains

**13** Each of the words in bold is incorrect. Write alternatives.

**JAMIE OLIVER**

Jamie Oliver is a familiar face on television, not only in the UK but in many countries around the world. He is famous for helping young people to (1) **educate** for work in the catering business, as well as for the work he has done to (2) **suggest** schools to serve healthier meals for children.

Oliver left school at sixteen and attended Westminster Kingsway College, eventually (3) **building** a qualification in home economics. He (4) **prevented** his first TV series in 1998, a show called *The Naked Chef*, which focused on simple, basic food and was an enormous success. His many TV series, which are now shown in over forty countries, have helped teach viewers how to (5) **construct** a wide variety of different meals.

His most popular series (6) **involve** *Oliver's Twist*, *Jamie at Home* and *Jamie's 30-minute meals*, together with its follow-up, *Jamie's 15-minute meals*. In 2003, he was (7) **taken** an MBE, which is an award presented by the Queen.

Oliver's books have (8) **done** him an extremely well-known writer in Britain, second only to *Harry Potter* creator, J. K. Rowling.



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

*Exam focus:*understanding confusable words  
in *First*

1 Look at the exam practice task on page 45 and answer the questions.

Which gaps form part of:

- |  |  |
|--|--|
| 1 an adjective-noun collocation? _____ | 4 a verb followed by an object and infinitive? _____ |
| 2 a verb-noun collocation? _____       | 5 a specific word in context? _____                  |
| 3 a verb followed by a gerund? _____   |  |

2 Look at the exam practice task again and answer these questions about the options for each gap.

Gap 1 Which of these verbs is usually followed by an infinitive?

\_\_\_\_\_

Gap 2 What is the difference in meaning between these four words? Which collocates best with the noun *meals* in this sentence?

\_\_\_\_\_

Gap 3 What is the difference in meaning between these four words? Which word collocates best with the noun *food* in this sentence?

\_\_\_\_\_

Gap 4 Which word collocates best with the noun *diet* in this sentence?

\_\_\_\_\_

Gap 5 What is the difference in meaning between these four words? Which of these things are likely to be presented on cookery programmes?

\_\_\_\_\_

Gap 6 Which word collocates best with the noun *meals* in this sentence?

\_\_\_\_\_

Gap 7 Which of the four things would *experts* probably do?

\_\_\_\_\_

Gap 8 What is the difference in meaning between these four words? Which word collocates best with the noun *food* in this sentence?

\_\_\_\_\_

3 Choose the correct word or phrase. In *First Paper 1 Part 1*

- the gaps focus mostly on **grammar / vocabulary**.
- there are **sometimes / never** two correct answers for a gap.
- the missing words **are always verbs or nouns / can be any part of speech**.
- the answer choices **sometimes / always** have a similar meaning.

**Skills tip**

In *First Paper 1 Part 1*, can you get help with confusable words by

- reading the sentences before and after the gap? **Yes / No**
- looking for words which collocate with the missing word? **Yes / No**

# Exam practice: First Paper 1 Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** celebrity    **B** personality    **C** authority    **D** official

## TV dinners?

TV programmes with (0) \_\_\_ chefs are partly responsible for several positive effects on our eating habits. They have (1) \_\_\_ more people to cook at home, rather than rely on takeaways or (2) \_\_\_ meals. Additionally, as a result of these programmes, school canteens now offer healthier options and more schools are involved in (3) \_\_\_ their own food in projects such as school farms.

Problems remain, though, and many people blame our (4) \_\_\_ diets on pre-prepared meals bought in supermarkets. However, recent research suggests that (5) \_\_\_ presented on cookery programmes teach us to cook meals which (6) \_\_\_ more fat and less fibre than shop-bought meals, so they are actually worse for us.

Even if the food we learn to cook from the television is healthy, the fact is that we eat too much of it. Experts say that we need less emphasis on food, not more. They (7) \_\_\_ eating a balanced diet of meals prepared at home with plenty of (8) \_\_\_ food like salad vegetables and fruit.

Sadly, the healthiest option would not make for very interesting TV viewing.

### Skills tip

Confusable words are often tested in *First Paper 1 Part 1*. Remember to look at the whole sentence or paragraph to look for clues to the correct answer. Correct collocation is important. For example, a *decision* can be *made, given, taken, faced* or *announced*, depending on the exact context. Some words simply collocate for no obvious reason, making it correct to say, for instance, *strong coffee*, but not *powerful coffee*. Finally, grammar rules can help, such as whether the missing word is followed by an *object*, a *preposition*, a *verb*, a *gerund* or an *infinitive*.

- |   |                     |                        |                       |                       |
|---|---------------------|------------------------|-----------------------|-----------------------|
| 1 | <b>A</b> made       | <b>B</b> encouraged    | <b>C</b> promoted     | <b>D</b> suggested    |
| 2 | <b>A</b> accessible | <b>B</b> available     | <b>C</b> ready        | <b>D</b> waiting      |
| 3 | <b>A</b> reducing   | <b>B</b> manufacturing | <b>C</b> generating   | <b>D</b> producing    |
| 4 | <b>A</b> poor       | <b>B</b> weak          | <b>C</b> insufficient | <b>D</b> low          |
| 5 | <b>A</b> recipes    | <b>B</b> prescriptions | <b>C</b> receipts     | <b>D</b> instructions |
| 6 | <b>A</b> hold       | <b>B</b> possess       | <b>C</b> enclose      | <b>D</b> contain      |
| 7 | <b>A</b> allow      | <b>B</b> recommend     | <b>C</b> prefer       | <b>D</b> enjoy        |
| 8 | <b>A</b> raw        | <b>B</b> crude         | <b>C</b> rough        | <b>D</b> elementary   |

# 6

## Understanding grammatical structure

### *Extreme environments*

UNIT AIMS

**Skill:** understanding grammatical structure

**Vocabulary:** environment topic vocabulary

**Exam practice:** *First Paper 1 Part 2*

### Improve your Use of English skills: understanding grammatical structure

**What is understanding grammatical structure?**

*Understanding grammatical structure involves looking at a sentence and analysing the grammar. It involves all aspects of grammar, including verb tenses, passives, conditionals, relative clauses, etc. It's a key part of understanding the precise meaning of a sentence.*

- 1** To understand grammatical structure, you need to study
- A** a few different types of exam task.
  - B** many different grammatical forms.
  - C** verb tenses, plus a few other things.

**Why is it important?**

*It's a key aspect of understanding meaning. As well as understanding individual words in a sentence, you also need to understand which grammatical structures are used and why. They tell you various things about time and duration (tenses), roles (passives, causatives), attitudes (conditionals, modals) and many other things.*

- 2** It's important to know the reason why
- A** you have to understand grammatical structure.
  - B** a writer wants to tell you certain things.
  - C** a certain structure has been used.

**How do you understand grammatical structure?**

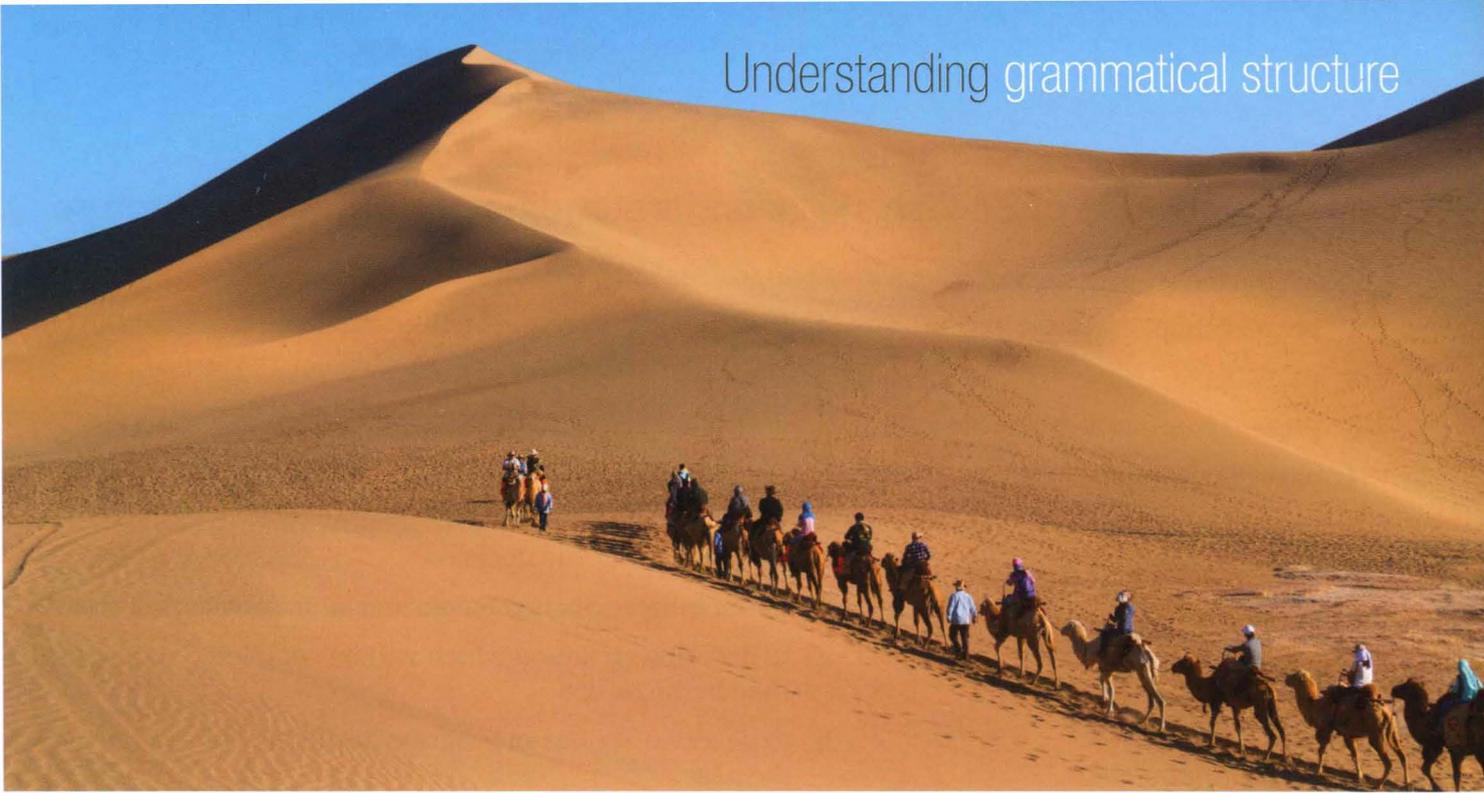
*Make sure you are familiar with a wide range of grammatical forms. Study tenses and the various functions that each tense can be used for, as well as carefully studying the form. Study conditionals, causative and passive forms, relative clauses, inversions and other types of sentence and structure. Look carefully at the form and consider which words might be removed to create an exam task.*

- 3** You should think about which words can be removed from structures to
- A** show you can change passives into causatives.
  - B** prepare for some kinds of exam task.
  - C** see if the words are necessary or not.

**How is it important in First?**

*It's important for First Paper 1 Parts 2, 3 and 4. In Part 2, you need to fill a gap with a word. The missing word is often part of a grammatical structure (e.g. a tense or a conditional sentence). Understanding grammatical structure enables you to work out the missing word. In Part 3, it helps you decide what part of speech is required. In Part 4, you need to understand the grammatical structure of the first sentence you are given so that you can use the correct grammar in the second sentence.*

- 4** In Paper 1 Part 2, the missing word is
- A** usually part of a verb tense.
  - B** generally an unimportant word.
  - C** often part of a larger grammatical form.



## Get started

Look at the photo and answer the questions.

- What difficulties do people face surviving in this kind of environment?
- What motivates people to travel in extreme environments?

## Develop your vocabulary

1 Match each word with its definition.

- |               |   |   |
|---------------|---|---|
| 1 oasis       | — | a wear away or eat into                       |
| 2 erode       | — | b rising sharply                              |
| 3 ravine      | — | c green area with water in a desert           |
| 4 barren      | — | d deep narrow valley                          |
| 5 summit      | — | e large sand hill, especially in a desert     |
| 6 uninhabited | — | f having no people there                      |
| 7 dune        | — | g the highest point, especially of a mountain |
| 8 steep       | — | h having little or no plant life              |

2 Write a word from the box in each gap.

altitudes ■ cave ■ conquer ■ frostbite ■ inhospitable ■ terrain ■ trek

There have always been people who have felt the need to (1) \_\_\_\_\_ extreme environments. Even the roughest (2) \_\_\_\_\_ doesn't put them off and they will brave sandstorms and heat across the most (3) \_\_\_\_\_ desert landscapes. Some even suffer from (4) \_\_\_\_\_ in their fingers and toes as they (5) \_\_\_\_\_ in freezing Arctic conditions. Surprisingly, there is no shortage of mountaineers willing to climb to the highest (6) \_\_\_\_\_ on Earth, while others can't wait to explore the deepest underground (7) \_\_\_\_\_ systems no matter how terrible the dangers or conditions. The real question, though, is what drives them to do so?

## Develop your Use of English skills: understanding grammatical structure

### 1 Match the tenses with their uses.

- |                              |     |   |
|------------------------------|-----|---|
| 1 present simple             | ___ | a to show that something will continue up to a specific time in the future            |
| 2 past simple                | ___ | b to show past main events in the order they occurred                                 |
| 3 present continuous         | ___ | c to refer to an event in progress up to a main event in the past                     |
| 4 past continuous            | ___ | d for facts, scheduled events and permanent situations                                |
| 5 present perfect simple     | ___ | e for predictions and decisions   |
| 6 present perfect continuous | ___ | f for intentions, arrangements and situations in progress                             |
| 7 past perfect simple        | ___ | g to describe an action which will be completed by a specific time in the future      |
| 8 past perfect continuous    | ___ | h to describe actions in progress at the time of a main event in the past             |
| 9 future simple              | ___ | i for an action that will be in progress at a specific time in the future             |
| 10 future continuous         | ___ | j to describe an event that occurred before a main event in the past                  |
| 11 future perfect simple     | ___ | k to highlight a recent activity with no time reference                               |
| 12 future perfect continuous | ___ | l to describe something that started in the past and is in progress until the present |

### 2 Choose the correct word and write which verb tense is used in each correct option.

- 1 He **had / has** walked for miles across the dunes before he found the oasis. \_\_\_\_\_
- 2 This time next week they **will / have** be trekking in the Amazon rainforest. \_\_\_\_\_
- 3 We have **be / been** walking across the ice for six hours now. \_\_\_\_\_
- 4 When the accident happened, John **was / is** climbing in the Alps. \_\_\_\_\_
- 5 I think the group **have / will** take the train to Siberia. \_\_\_\_\_
- 6 Yasmine **had / has** been to the Grand Canyon. \_\_\_\_\_
- 7 They **had / have** been collecting samples just before the storm started. \_\_\_\_\_
- 8 The boat **leaves / left** for Antarctica an hour ago. \_\_\_\_\_

### 3 Put the verbs in brackets into the correct form to complete the sentences.

- 1 The mission was a success as it only \_\_\_\_\_ (**take**) them 27 days to cross the desert.
- 2 By the end of next month, they \_\_\_\_\_ (**work**) in Antarctica for a year.
- 3 He's the only person I know who \_\_\_\_\_ (**climb**) the north face of the Eiger.
- 4 A desert sandstorm often \_\_\_\_\_ (**last**) up to three hours.
- 5 They awoke in the morning to find they \_\_\_\_\_ (**survive**) the blizzard.
- 6 This time tomorrow we \_\_\_\_\_ (**trek**) across Dartmoor.
- 7 We \_\_\_\_\_ (**consider**) going on a camping holiday in Peru this year.
- 8 She \_\_\_\_\_ (**sail**) across the Atlantic for three weeks now.

**4** Write one word in each gap to complete the sentences.

- 1 If he \_\_\_ taken a compass, he wouldn't have got lost on the moors.
- 2 Everest \_\_\_ first conquered in 1953 by Sir Edmund Hillary and Tenzing Norgay.
- 3 He told \_\_\_ I would be quite safe on the trip into the Australian Outback.
- 4 Not only was the trip down the raging river dangerous, \_\_\_ it was terrifying too.
- 5 Ralph had \_\_\_ have his frostbite treated by a local doctor when he returned from the expedition.
- 6 The island, \_\_\_ is uninhabited, can only be reached in the summer months.

**5** Match each sentence in exercise 4 with a grammatical structure.

- |                        |                          |
|------------------------|--------------------------|
| <b>Sentence 1:</b> ___ | <b>a</b> relative clause |
| <b>Sentence 2:</b> ___ | <b>b</b> inversion       |
| <b>Sentence 3:</b> ___ | <b>c</b> reported speech |
| <b>Sentence 4:</b> ___ | <b>d</b> conditional     |
| <b>Sentence 5:</b> ___ | <b>e</b> causative form  |
| <b>Sentence 6:</b> ___ | <b>f</b> passive voice   |

**6** Look at exercise 7 and decide which question requires each type of transformation.

- |                       |   |
|-----------------------|---|
| <b>Question 1</b> ___ | <b>a</b> a change of tense              |
| <b>Question 2</b> ___ | <b>b</b> an alternative to a modal verb |
| <b>Question 3</b> ___ | <b>c</b> a result clause                |
| <b>Question 4</b> ___ | <b>d</b> a comparative structure        |
| <b>Question 5</b> ___ | <b>e</b> an inversion                   |
| <b>Question 6</b> ___ | <b>f</b> a passive verb form            |

**7** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 They could hardly breathe at that altitude because there wasn't very much oxygen.  
**SO**  
There was \_\_\_\_\_ they could hardly breathe at that altitude.
- 2 The explorers went missing two weeks ago.  
**BEEN**  
The explorers \_\_\_\_\_ two weeks.
- 3 The first team will climb the steep cliffs tomorrow.  
**BE**  
The steep cliffs \_\_\_\_\_ the first team tomorrow.
- 4 You shouldn't try to make the trip alone.  
**CIRCUMSTANCES**  
Under \_\_\_\_\_ try to make the trip alone.
- 5 The Sahara is larger than the Gobi Desert.  
**AS**  
The Gobi Desert is \_\_\_\_\_ the Sahara.
- 6 He couldn't reach base camp before nightfall.  
**ABLE**  
He \_\_\_\_\_ reach base camp before nightfall.



10 Look at the gaps in exercise 11 and decide if the statements are true (T) or false (F).

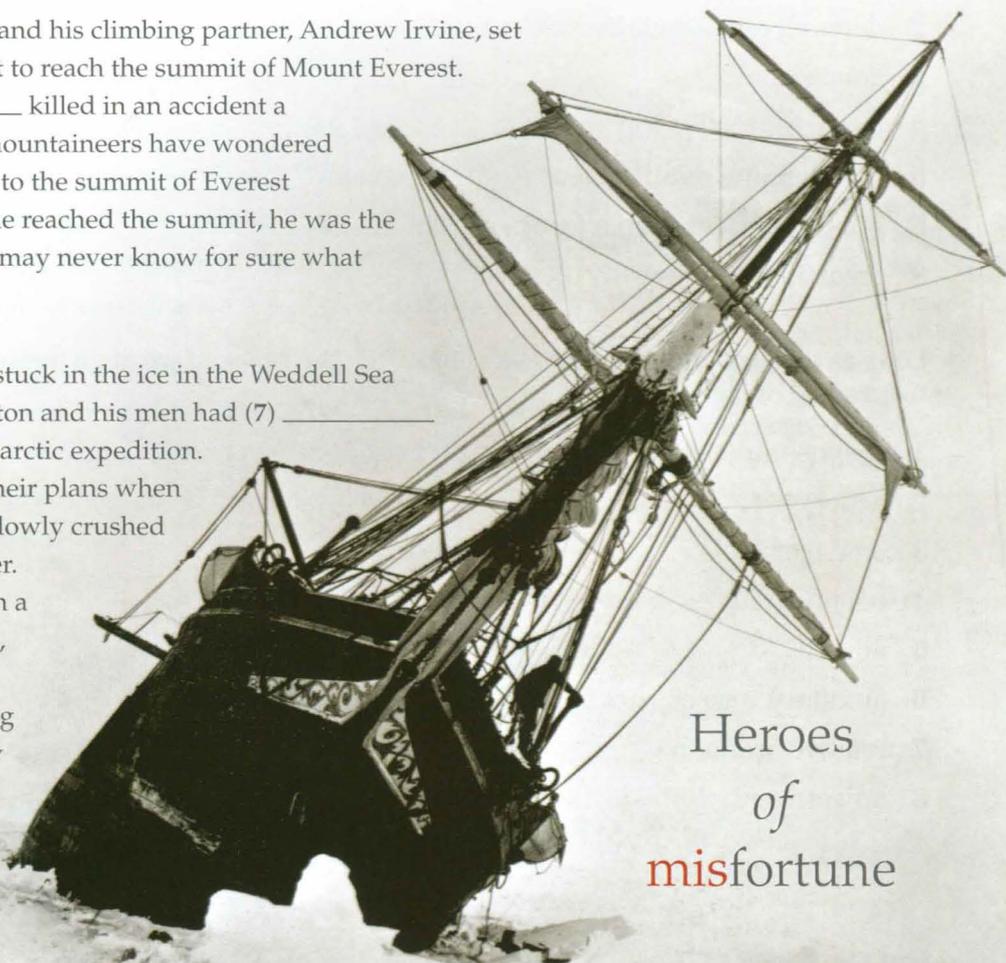
- 1 Gap 1 tests knowledge of inversion. —
- 2 Gap 2 tests knowledge of phrasal verbs. —
- 3 Gap 3 tests knowledge of tense forms. —
- 4 Gap 4 tests knowledge of passive voice. —
- 5 Gap 5 is in a sentence with a reported speech question form. —
- 6 Gap 6 is testing knowledge of wishes and regrets. —
- 7 Gap 7 requires the present form of an auxiliary verb. —
- 8 Gap 8 requires an adverb. —
- 9 Gap 9 tests knowledge of emphatic sentences. —
- 10 Gap 10 requires a possessive pronoun. —

11 Write one word in each gap to complete the text.

Success is not all it's cracked up to be, if you ask me. Nowhere is this better illustrated (1) \_\_\_\_\_ in the very different stories of the mountaineer George Mallory and the explorer Ernest Shackleton. Despite failing in what they (2) \_\_\_\_\_ set out to do, both are truly awe-inspiring.

On 4 June, 1924, George Mallory and his climbing partner, Andrew Irvine, set out (3) \_\_\_\_\_ their attempt to reach the summit of Mount Everest. Tragically, the pair (4) \_\_\_\_\_ killed in an accident a few days later. Ever since then, mountaineers have wondered (5) \_\_\_\_\_ Mallory made it to the summit of Everest before he died. (6) \_\_\_\_\_ he reached the summit, he was the first man to conquer Everest. We may never know for sure what happened.

Before their ship, *Endurance*, got stuck in the ice in the Weddell Sea at the beginning of 1915, Shackleton and his men had (7) \_\_\_\_\_ planning to carry out a trans-Antarctic expedition. However, they had to abandon their plans when their ship, (8) \_\_\_\_\_ was slowly crushed by the ice, sank eight months later. (9) \_\_\_\_\_ made Shackleton a hero is that, under his leadership, every single one of his men was eventually led to safety. One thing is certain, the extraordinary story of their journey across stormy frozen seas and snow-covered mountains will never lose (10) \_\_\_\_\_ fascination.



Heroes  
of  
misfortune



## Exam focus:

# understanding grammatical structure in *First*

1 Look at the exam practice task on page 53. Decide if the statements are true (T) or false (F).

- 1 When doing the task, you should only look at the words immediately before and after the gap to help you find the right word. \_\_\_\_\_
- 2 It's a good idea to quickly read through the text to get an idea of what it's about before trying to tackle the gaps. \_\_\_\_\_
- 3 Understanding the grammatical structure of the whole sentence a gap is in will help you find the right word. \_\_\_\_\_

2 Look at the exam practice task again. Decide which gaps will require answers which form part of the following grammatical structures. One gap does not fit any of the structures.

- 1 inversion \_\_\_\_\_
- 2 defining relative clause \_\_\_\_\_
- 3 conditional \_\_\_\_\_
- 4 passive \_\_\_\_\_
- 5 non-defining relative clause \_\_\_\_\_
- 6 present perfect simple form \_\_\_\_\_
- 7 result clause \_\_\_\_\_

### Skills tip

In *First* Paper 1 Part 2, will understanding grammatical structure

- a help you narrow down the possible words that could fill the gap? **Yes / No**
- b only be useful for one or two of the gaps? **Yes / No**

3 Look at the gaps in the exam task again. Tick the types of words which are missing from a gap or gaps.

- 1 preposition \_\_\_\_\_
- 2 article \_\_\_\_\_
- 3 past participle \_\_\_\_\_
- 4 conjunction \_\_\_\_\_
- 5 adverb \_\_\_\_\_
- 6 auxiliary verb \_\_\_\_\_
- 7 relative pronoun \_\_\_\_\_
- 8 adjective \_\_\_\_\_

*Exam practice:***First Paper 1 Part 2**

For questions 1–8, read the text below and think of a word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS.

*Example:*

0 L I K E

## TSINGY DE BEMARAHA *Strict Nature Reserve*

The Tsingy Nature Reserve in Madagascar is (0) \_\_\_\_\_ no other place on Earth. Tsingy means 'where one cannot walk' and is a most inhospitable area (1) \_\_\_\_\_ human visitors. The features of the landscape were formed (2) \_\_\_\_\_ water eroding soft limestone over millions of years to create towering peaks of rock and deep ravines.

Not (3) \_\_\_\_\_ is the landscape extremely dramatic, but it is also home to a large number of species found in no other region. The terrain is (4) \_\_\_\_\_ difficult that even scientists have not (5) \_\_\_\_\_ able to explore many parts of it. (6) \_\_\_\_\_ anyone were to trip or fall on the razor sharp rocks, it could result in injury or damage sensitive scientific equipment.

It is these conditions that have helped to ensure Tsingy's biodiversity. The barren peaks of the towers are home to plant and animal life (7) \_\_\_\_\_ can thrive with little water. The central areas are a habitat for species which need more shade, while the lower regions, (8) \_\_\_\_\_ mud and water collect, have the richest variety of wildlife.

### Skills tip

In Paper 1 Part 2, the emphasis is on grammatical words rather than vocabulary. If you're not 100% sure of an answer, try to work it out by looking at the grammatical structure around the gap. Consciously ask yourself about tenses, conditionals, inversions, relative clauses, result clauses, etc.

# 7

## Using affixes to form derivatives

### *Tribal life*

UNIT AIMS

**Skill:** using affixes to form derivatives

**Vocabulary:** culture topic vocabulary

**Exam practice:** *First Paper 1 Part 3*

### Improve your Use of English skills: using affixes to form derivatives

#### What is using affixes to form derivatives?

*Affixes are prefixes and suffixes. Prefixes are groups of letters at the start of some words which modify the meaning. For example, pre-, post- and inter- are all prefixes. They mean 'before', 'after' and 'between', as in the words prehistoric, postwar and international. Suffixes come at the end of some words to modify meaning. For example, -tion, -ment and -ness are all suffixes which show that a word is a noun.*

- 1 Which of these words does **not** contain an affix?
- A manage
  - B disorganised
  - C unemployment

#### Why is using affixes to form derivatives important?

*It's important because it increases the number of words you know. By using affixes, you can create a whole family of derivatives. For example, affixes can take the word like and create alike, likeable, unlikeable, liking, dislike, etc. Using affixes to form derivatives is also important when you look at words you don't know. By working out what the root word is and what prefixes and suffixes have been used, you can often work out the meaning.*

- 2 The example of *like* is used to show
- A what you should avoid when using affixes.
  - B why affixes can be confusing and difficult to use.
  - C how affixes create a whole family of words.

#### How do you use affixes to form derivatives?

*You need to learn a large number of prefixes and suffixes. Also, learn which affixes go with which words. For example, -ive and -ic can both be used to create adjectives, but only one can go with act (to create active). You also need to know what other changes to spelling are required when you use affixes. For example, in adding the suffix -ation to the end of organise to form organisation, you need to remember to remove the -e.*

- 3 Apart from knowing which affixes go with which words, you need to know
- A how to be creative.
  - B ways to keep your mind active.
  - C what the affixes mean.

#### How is using affixes to form derivatives important in *First*?

*In Paper 1 Part 3, you are given a root word and you need to form a derivative to fill a gap. This often means using prefixes and/or suffixes to form the word. Also in Paper 1 Part 4, you may need to use affixes to form a derivative to use in the second sentence. However, remember that you are not allowed to change the word you are given in bold.*

- 4 Where might you use affixes to change the word in bold you are given?
- A in Part 3
  - B in Part 4
  - C in both Parts 3 and 4



## Get started

Look at the photo and answer the questions.

- What do you think is happening in this photo?
- What makes one tribe different from another one nearby?
- Do you think there are any aspects of tribal life present in modern society?

## Develop your vocabulary

1 Each of the words in bold is in the wrong sentence. Write the correct word.

- 1 She studies **conservation** because she is interested in the ideas and policies of government and how they run the country. \_\_\_\_\_
- 2 The **characteristic** of cultural differences only occurs when people try to understand these differences. \_\_\_\_\_
- 3 In many cultures, the mother takes **politics** for looking after the children. \_\_\_\_\_
- 4 Rights groups fight for the **welfare** of tribal culture to ensure that their way of life continues. \_\_\_\_\_
- 5 The tribe holds an annual **responsibility** complete with their traditional songs and dances. \_\_\_\_\_
- 6 Doctors from all over the world visit African nations to assist in child health and **acceptance** programmes. \_\_\_\_\_
- 7 A defining **celebration** of a particular tribe is the specific customs they follow. \_\_\_\_\_

2 Write a word from the box in each gap to complete the text.

behaviour ■ civilisation ■ luxuries ■ relationships ■ rituals ■ solutions ■ understanding ■ uneducated

Some tribes have had very little contact with the outside world. Known as 'uncontacted peoples', they are almost totally cut off from modern (1) \_\_\_\_\_, either by choice or because they live in remote corners of the planet. Naturally, they do not have any of the (2) \_\_\_\_\_ of modern society – no phones, electricity or vehicles, and little is known about their customs and (3) \_\_\_\_\_ toward one another. They are (4) \_\_\_\_\_ according to modern standards, as there is no evidence of them having schools. Nor do we know much about what kind of social and family (5) \_\_\_\_\_ the members of the tribe have with each other. We also

do not know much about their (6) \_\_\_\_\_ on occasions such as birth, marriage or death. Some uncontacted tribes communicate with nearby tribes who do have experience of the outside world. Others have been seen from helicopters which happened to be flying over the area where they live. Social scientists sometimes try to make contact with them in order to broaden their (7) \_\_\_\_\_ of their way of life. Rights groups, however, insist that they do not need western (8) \_\_\_\_\_ to any problems they may have and the best thing to do is to leave them alone completely.

**Develop your Use of English skills: using affixes to form derivatives**

**1** Underline the prefixes and suffixes in these words.

- |                   |              |                |
|-------------------|--------------|----------------|
| 1 active          | 7 importance | 13 possibility |
| 2 dissatisfaction | 8 infrequent | 14 preventable |
| 3 enable          | 9 loudly     | 15 replacement |
| 4 friendship      | 10 medical   | 16 suggestion  |
| 5 happiness       | 11 nervous   | 17 tendency    |
| 6 illiterate      | 12 peaceful  | 18 unhealthy   |

**2** Look at the words in exercise 1 again and answer the questions.

- 1 **a** Which verb has a prefix that means put into or cause a particular state? \_\_\_\_\_
- b** Write another verb that begins with this prefix. \_\_\_\_\_
- 2 **a** Which prefixes are added to give words a negative or opposite meaning? \_\_\_\_\_
- b** Write any other prefixes you know which form negatives or opposites. \_\_\_\_\_
- 3 **a** Which suffixes have been added to form nouns? \_\_\_\_\_
- b** Write any other suffixes you know which form nouns. \_\_\_\_\_
- 4 **a** Which suffixes have been added to form adjectives? \_\_\_\_\_
- b** Write any other suffixes you know which form adjectives. \_\_\_\_\_
- 5 Which suffix is used to form a regular adverb? \_\_\_\_\_

**3** Write the 'person' words formed from these key words. Some key words have more than one person word.

Key word	Person
achieve	<i>achiever</i>
advise	
apply	
art	
attend	
begin	
communicate	
compete	
conserve	
guide	
investigate	
perform	
politics	
save	
spectate	
strange	
train	

4 Decide if these words are adjectives (ADJ), adverbs (ADV), abstract noun (N), people (P) or verbs (V).

1	accept	_____	acceptable	_____	acceptance	_____
2	collect	_____	collector	_____	collection	_____
3	drama	_____	dramatise	_____	dramatic	_____
4	globally	_____	globalise	_____	globalisation	_____
5	mover	_____	movable	_____	movement	_____
6	neighbour	_____	neighbourly	_____	neighbourhood	_____
7	promote	_____	promotion	_____	promotional	_____
8	read	_____	reader	_____	reading	_____
9	science	_____	scientifically	_____	scientist	_____
10	succeed	_____	success	_____	successfully	_____
11	threat	_____	threaten	_____	threatening	_____
12	truly	_____	truth	_____	truthful	_____

5 Write the prefix to make the negative form of each of these words.

1	___active	6	___curable	11	___honest	16	___patient
2	___comfortable	7	___decisive	12	___legal	17	___perfection
3	___complete	8	___employed	13	___likely	18	___reliable
4	___correct	9	___expensive	14	___natural	19	___replaceable
5	___creative	10	___fortune	15	___normal	20	___secure

6 Write a word from the box in the correct form in each gap.

behave ■ breath ■ celebrate ■ centre ■ danger ■ day ■ desire ■ exhaust ■ power ■ warm

- The tribe has a \_\_\_\_\_ every year in honour of family life.
- Strong family ties are \_\_\_\_\_ to the life of a well-functioning tribe.
- Children often learn \_\_\_\_\_, such as how to act at dinner, from their parents.
- We think it's more \_\_\_\_\_ to live with modern conveniences, but maybe a person from a tribal culture would have a different view.
- Hard work in extreme heat can cause people to suffer from \_\_\_\_\_.
- Crops are usually gathered during \_\_\_\_\_ hours.
- Older members are on the alert for anything that might \_\_\_\_\_ the lives of the children.
- They were \_\_\_\_\_ to stop the terrible storm from destroying the village.
- The father lit a small fire to have \_\_\_\_\_ in the home.
- There was less air to \_\_\_\_\_ high in the mountains where the tribe lived.

**7** Each word in bold is in the wrong form. Write the correct word.

- 1 It's difficult to **calculation** how much water the whole town uses. \_\_\_\_\_
- 2 Stop being so **child** – it's only a small spider! \_\_\_\_\_
- 3 They were **commit** to improving the lives of the villagers. \_\_\_\_\_
- 4 The storm did **consideration** damage to the huts. \_\_\_\_\_
- 5 A dry summer can mean **finance** ruin for farmers. \_\_\_\_\_
- 6 They don't live in **luxury** conditions. They don't even have plumbing. \_\_\_\_\_

**8** Write the correct form of the word in bold.

- 1 **confide**  
She was \_\_\_\_\_ that she'd get accepted to a good school.  
The details in this case must remain \_\_\_\_\_.
- 2 **economy**  
Many people leave the farms for \_\_\_\_\_ reasons.  
They buy things in large quantities because it's more \_\_\_\_\_.
- 3 **imagine**  
The little girl had an \_\_\_\_\_ friend named Leon.  
She was an \_\_\_\_\_ child who was very good at drawing.
- 4 **operate**  
Dial '0' to be connected with the \_\_\_\_\_.  
I have good news for you – the \_\_\_\_\_ was a complete success.
- 5 **please**  
She had a \_\_\_\_\_ smile that made visitors feel welcome.  
Bill took great \_\_\_\_\_ in learning the language of the island.
- 6 **produce**  
The \_\_\_\_\_ of fabric was much faster with the new machines.  
We had a very \_\_\_\_\_ meeting with the leader of the tribe.

**9** Choose the correct word.

Much of African tribal life revolves around farming, as members of a tribe must grow their own food. The (1) **response / responsibility** of working the land usually belongs to the men. The women process the food, which is usually done by hand. This is (2) **understanding / understandable** as they often don't have many (3) **electrifying / electrical** appliances in their homes. Farmers grow a (4) **variety / variation** of foods depending on the season. The most (5) **populated / popular** crop is usually corn. If the land is particularly dry, it is not very (6) **working / workable**, so a lot of labour is involved in order to soften it for planting seeds. The long hours in the fields mean the work is (7) **exhausting / exhausted**, but the ability of the tribe to take care of itself without modern conveniences is rather (8) **impressionable / impressive**.



**10** Each of the words in bold is in the wrong form. Rewrite them correctly.

The Brazilian rainforest is home to one of the world's most (1) \_\_\_\_\_ **dangerous** tribes due to the continually decreasing size of their forested land. The Awa tribe lives on what is supposed to be (2) \_\_\_\_\_ **protective** land. However, nearby farmers have been removing trees from the land (3) \_\_\_\_\_ **legal**. The destruction of the forest is a direct threat to their (4) \_\_\_\_\_ **survive** and there are only about 460 (5) \_\_\_\_\_ **remains** members of the tribe, who say they are now beginning to suffer from (6) \_\_\_\_\_ **starve**. It's not just the Awa that are losing rights to their lands; it's an (7) \_\_\_\_\_ **nation** issue that may exist in as many as sixty countries. More than 150 million tribal people exist (8) \_\_\_\_\_ **worldly**, some of whom have no (9) \_\_\_\_\_ **action** with the outside world. Since they can't protect themselves, aid groups are trying to put pressure on governments to (10) \_\_\_\_\_ **force** the laws that protect their lands.

**11** Use the word given in bold to form a word that fits in the space in the same line.

<p>The name of a tribe (1) _____ means 'people' in that tribe's native language, although people outside the tribe sometimes do not refer to them by that name. A famous case of this is the Inuits, a Native American tribe living in (2) _____ parts of the American continent.</p> <p>The word <i>Inuit</i> in the Inuit language (3) _____ means 'people.' For years, though, many people, (4) _____ in the USA, referred to them as <i>Eskimos</i>, a term that refers to tribes living in Alaska, which the Inuits find (5) _____ . The name <i>Eskimo</i> is from a language spoken by the Cree, a Native American tribe with a large (6) _____ who live in areas of southern Canada. The term in their language (7) _____ means something like 'eaters of raw meat', although language experts are still working on the exact (8) _____ of the word. It may also refer to how members of other tribes tie their shoes or the fact that neighbouring tribes speak other languages. If anything, it gives a (9) _____ view into how one tribe views another. As for the Inuit, the name <i>Eskimo</i> was never (10) _____ meant to refer to them and, in 1982, Canada's constitution was changed so that, from then on, the tribe would be referred to as <i>Inuit</i>.</p>	<p><b>usual</b></p> <p><b>north</b></p> <p><b>simple</b></p> <p><b>special</b></p> <p><b>offend</b></p> <p><b>populate</b></p> <p><b>possible</b></p> <p><b>translate</b></p> <p><b>fascinate</b></p> <p><b>real</b></p>
--	--

**12** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 She assumed that the tribe wouldn't understand her.  
**UNDER**  
She \_\_\_\_\_ that the tribe wouldn't understand her.
- 2 He complained about being treated unfairly.  
**MADE**  
He \_\_\_\_\_ about being treated unfairly.
- 3 She was feeling depressed because she had lost her home.  
**SUFFERING**  
She was \_\_\_\_\_ because she had lost her home.
- 4 He described the celebration to the anthropologist.  
**GAVE**  
He \_\_\_\_\_ of the celebration to the anthropologist.

*Exam focus:*using affixes to form derivatives  
in *First*

1 Look at the exam practice task on page 61 and write the part of speech that each gap requires.

Gap 1 \_\_\_\_\_      Gap 3 \_\_\_\_\_      Gap 5 \_\_\_\_\_      Gap 7 \_\_\_\_\_  
Gap 2 \_\_\_\_\_      Gap 4 \_\_\_\_\_      Gap 6 \_\_\_\_\_      Gap 8 \_\_\_\_\_

2 Look at the exam practice task again and tick the prefixes and suffixes that will appear in the answers.

-ation \_\_\_\_\_  
-ible \_\_\_\_\_  
il- \_\_\_\_\_  
im- \_\_\_\_\_  
ir- \_\_\_\_\_  
-istic \_\_\_\_\_  
-ly \_\_\_\_\_  
-ment \_\_\_\_\_  
-ness \_\_\_\_\_  
-or \_\_\_\_\_  
re- \_\_\_\_\_  
un- \_\_\_\_\_

**Skills tip**

In *First* Paper 1 Part 3, will you always form words

- a** by adding only one prefix or suffix?      **Yes / No**  
**b** by possibly adding more than one affix?      **Yes / No**

3 Write as many forms of these words as you can.

- 1 behave \_\_\_\_\_  
2 civil \_\_\_\_\_  
3 character \_\_\_\_\_  
4 local \_\_\_\_\_  
5 possible \_\_\_\_\_  
6 sense \_\_\_\_\_  
7 consider \_\_\_\_\_  
8 educate \_\_\_\_\_  
9 aware \_\_\_\_\_

*Exam practice:***First Paper 1 Part 3**

For questions 1–8, 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).

*Example:*

0 B E H A V I O U R

## TRIBAL LIFE *in the modern world*

Tribal life is often regarded as primitive. As such, its rituals and (0) \_\_\_\_\_ are often not thought to be representative of civilised society. However, some elements of tribal life are beginning to emerge in our modern (1) \_\_\_\_\_, such as the trend towards urban gardening. One (2) \_\_\_\_\_ of tribal life is that members grow their own food (3) \_\_\_\_\_, but of course in most modern societies, farms are located far from urban centres and it's sometimes (4) \_\_\_\_\_ to find one near a city. People are learning, though, that it's more (5) \_\_\_\_\_ to grow food close to home. It saves having to transport food over long distances, especially when the food becomes less fresh in the process.

There is also a belief that our modern society has lost touch with nature. Thankfully, people have begun to (6) \_\_\_\_\_ the role that nature plays in our lives. Because of this, parents and (7) \_\_\_\_\_ are developing more and more (8) \_\_\_\_\_ of the need for children to experience nature early in life.

**BEHAVE**

**CIVILISE**

**CHARACTER**

**LOCAL**

**POSSIBLE**

**SENSE**

**CONSIDER**

**EDUCATE**

**AWARE**

### Skills tip

Once you have identified what part of speech is grammatically required to fill the gap (noun, verb, adjective, etc), you still need to be very careful. Ask yourself various questions about the context. For example, if it's a noun, is it singular or plural? If it's an adjective, is it positive or negative? This is often as much a question of logic as it is of grammar.

# 8

# Understanding lexico-grammar

## Alternative medicine

UNIT AIMS

**Skill:** understanding lexico-grammar

**Vocabulary:** health and fitness topic vocabulary

**Exam practice:** *First Paper 1 Part 4*

### Improve your Use of English skills: understanding lexico-grammar

#### What is understanding lexico-grammar?

Words and phrases are often followed by certain grammatical structures. For example, the verb *suggest* can be followed by a noun (She suggested Saturday.), an -ing form (She suggested meeting on Saturday.), a 'that' clause (She suggested (that) we meet on Saturday.), etc. The grammar associated with a word is its lexico-grammar. Understanding lexico-grammar involves recognising and using the correct structures with a given word or phrase.

- 1 Which of the following is incorrect?
- A He suggested a gym.
  - B He suggested going to a gym.
  - C He suggested to go to a gym.

#### Why is understanding lexico-grammar important?

It's important because it is a key part of using and understanding English. It's important to know someone has chosen a particular structure because there may be differences in meaning between structures. You also need to choose the right structures to express yourself accurately.

- 2 Different structures after a word or phrase
- A might mean different things.
  - B always mean different things.
  - C never mean different things.

#### How do you understand lexico-grammar?

Learn the grammatical structures that can be used with various words and phrases. Study differences between the grammatical structures in form, meaning and use. Practise recognising and using lexico-grammar, particularly in contexts similar to exam tasks.

- 3 One thing you can do is try to imagine
- A different ways of studying grammar.
  - B how you feel about exams.
  - C how lexico-grammar might be tested.

#### How is understanding lexico-grammar important in *First*?

In *Paper 1 Part 1*, choosing the correct answer could rely on the grammatical structure which follows the gap. This is testing your understanding of lexico-grammar. Similarly, the correct word to complete a gap in *Part 2* could depend on the grammar before or after the gap. In *Part 3*, the particular derivative you choose as the answer may depend on the lexico-grammar on either side of the gap. In *Part 4*, an understanding of lexico-grammar is important in making sure you use the given word correctly.

- 4 Lexico-grammar may be important in
- A Parts 1–3, but not so much in Part 4.
  - B Parts 2–4, but not so much in Part 1.
  - C all of Parts 1–4.

## Get started

Look at the photo and answer the questions.

- In what ways can alternative and conventional medicine work together?
- What do each of these alternative types of treatment have to offer in terms of health care?
  - herbalism
  - homeopathy
  - massage



## Develop your vocabulary

1 Match each word in bold with its definition.

- 1 I've made an **appointment** to have a massage tomorrow morning.
  - 2 We always go to the same **GP** who's been treating our family for years.
  - 3 I've been given a **prescription** for some medicine to help my cough.
  - 4 Some people believe **homeopathy** is very effective although it can't be proved.
  - 5 The pleasant smell of the oils used in **aromatherapy** is very relaxing.
  - 6 Although **acupuncture** may look painful, surprisingly, it doesn't seem to hurt at all.
- a a doctor trained to diagnose and treat general health problems
  - b an ancient Chinese treatment using fine needles
  - c a system of medicine using extremely small doses of a substance to treat illnesses
  - d a meeting with someone such as a doctor to seek advice
  - e the use of fragrances from plant oils to produce a feeling of well-being
  - f a written order from a doctor for a medicine or treatment

2 Write a word or phrase from the box in each gap.

ailment ■ complementary ■ conventional ■ immune ■ nutrition  
 ■ ointments ■ remedies ■ sources ■ supplements



### Herbalism

One kind of alternative treatment which is quite popular is herbalism, which can be used together with (1) \_\_\_\_\_ medicine. In general, herbal (2) \_\_\_\_\_ are considered safe to use for almost every (3) \_\_\_\_\_ and most of them are suitable for children as well as adults. Unlike other kinds of (4) \_\_\_\_\_ medicine, herbal medicines do contain active ingredients. The most widely-used herbal treatments are food (5) \_\_\_\_\_ containing vitamins and minerals from plant (6) \_\_\_\_\_. These are believed to improve (7) \_\_\_\_\_ and raise energy levels. Particular plant extracts are also said to boost the (8) \_\_\_\_\_ system. Additionally, you can usually buy herbal (9) \_\_\_\_\_ or lotions to rub on minor cuts, bruises or rashes from an ordinary chemist.

## Develop your Use of English skills: understanding lexico-grammar

1 Circle the correct form which follows these verbs.

- |                |                               |              |                               |
|----------------|-------------------------------|--------------|-------------------------------|
| 1 manage +     | <b>-ing / full infinitive</b> | 6 resent +   | <b>-ing / full infinitive</b> |
| 2 seem +       | <b>-ing / full infinitive</b> | 7 refuse +   | <b>-ing / full infinitive</b> |
| 3 succeed in + | <b>-ing / full infinitive</b> | 8 consider + | <b>-ing / full infinitive</b> |
| 4 decide +     | <b>-ing / full infinitive</b> | 9 recall +   | <b>-ing / full infinitive</b> |
| 5 avoid +      | <b>-ing / full infinitive</b> | 10 plan +    | <b>-ing / full infinitive</b> |

2 Write each verb in brackets in the correct form, full infinitive or *-ing* form.

### Alternative medicine

Many forms of alternative medicine have succeeded in (1) \_\_\_\_\_ (**become**) accepted by large numbers of people. Ancient medical systems such as traditional Chinese medicine or newer systems such as homeopathy or naturopathy are considered by some people (2) \_\_\_\_\_ (**be**) either better than conventional medicine or helpful in improving recovery times when used alongside conventional treatments. Although supporters insist that alternative medicine is highly effective, research so far has shown that most forms do not seem (3) \_\_\_\_\_ (**work**) at all. However, some alternative therapies may have general health benefits, such as massage, yoga and relaxation techniques. One concern that critics have about alternative medicine is that it could lead to patients refusing (4) \_\_\_\_\_ (**take**) effective conventional medicines when they need them. If you do decide (5) \_\_\_\_\_ (**use**) alternative medicines, get the approval of your GP and avoid (6) \_\_\_\_\_ (**listen**) to advice from unqualified practitioners.

3 Write the correct form of the verb in brackets to complete the sentences.

- The doctor denied \_\_\_\_\_ (**make**) his patients' problems worse.
- I'd rather \_\_\_\_\_ (**see**) a homeopathic doctor if possible.
- It's no use \_\_\_\_\_ (**take**) all those herbal diet supplements if you're still eating junk food.
- Mark would prefer \_\_\_\_\_ (**spend**) his holiday learning about yoga and aromatherapy.
- My GP suggested \_\_\_\_\_ (**try**) some complementary medicine as well.
- If you use this traditional Chinese ointment, it might prevent your rash from \_\_\_\_\_ (**get**) worse.
- The therapist seems \_\_\_\_\_ (**give up**) trying to find a remedy for my condition.
- Anya let the reflexologist \_\_\_\_\_ (**squeeze**) her fingers and toes.

4 Write a preposition in each gap to complete the sentences.

- The young herbalist took good care \_\_\_\_\_ my elderly aunt.
- I'm not keen \_\_\_\_\_ alternative medicines as I don't think they're effective.
- There is some confusion \_\_\_\_\_ what homeopathy pills actually contain.
- The practitioner insists she has a cure \_\_\_\_\_ even the most serious diseases.
- He has been accused \_\_\_\_\_ being a fraud and not a healer at all.
- How much does the homeopathic doctor charge \_\_\_\_\_ an appointment?
- The remedies are based \_\_\_\_\_ the practice of ancient herbal medicine.
- You cannot compare alternative medicine \_\_\_\_\_ evidence-based medicine.

**5** Write the correct form of the verb in brackets to complete the sentences.

- 1 Did you remember \_\_\_\_\_ (**take**) my prescription to the chemist?
- 2 I remember \_\_\_\_\_ (**speak**) to the therapist but I can't remember what she said!
- 3 I don't regret \_\_\_\_\_ (**see**) the hypnotherapist to try and give up smoking even though it didn't work.
- 4 The osteopath said I must try \_\_\_\_\_ (**do**) the exercises every day.
- 5 After no success with conventional medicine we went on \_\_\_\_\_ (**try**) some complementary medicine as well.
- 6 He suggested that I \_\_\_\_\_ (**book**) an appointment for a shiatsu massage.
- 7 She stopped \_\_\_\_\_ (**go**) to the homeopathic centre because it was too expensive.
- 8 His health has continued \_\_\_\_\_ (**improve**) since he started at the wellness centre.
- 9 If you want the treatment to work, it will mean \_\_\_\_\_ (**change**) your lifestyle completely.

**6** Look at the sentences in exercise 5 and answer the questions.

- 1 In sentences 1 and 2, what is the difference in meaning between *remember + -ing* and *remember + full infinitive*?

---

- 2 Which sentence has a main verb that cannot be followed by a full infinitive?

---

- 3 Which other verbs in exercise 5 can be followed by *-ing* or full infinitive with a change of meaning? Write the number of the sentence and explain the differences.

---

**7** Complete the sentences using words ending with *-ed* or *-ing*. Add any other words you need.

*Example:* I was very **tired** after the yoga lesson.

The yoga lesson was *very tiring*.

- 1 The results of the research into natural remedies were **surprising**.  
I was \_\_\_\_\_ the results of the research into natural remedies.
- 2 Alex was **terrified** of the long needle the doctor was holding.  
Alex thought the long needle the doctor was holding \_\_\_\_\_ .
- 3 She was **fascinated** by the ideas behind ancient Chinese medical practice.  
She found the ideas behind ancient Chinese medical practice \_\_\_\_\_ .
- 4 Nick felt very **bored** during the acupuncture sessions.  
Nick found the acupuncture sessions \_\_\_\_\_ .
- 5 Kim said the exercise regime was **exhausting**.  
Kim said she was \_\_\_\_\_ the exercise regime.

8 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

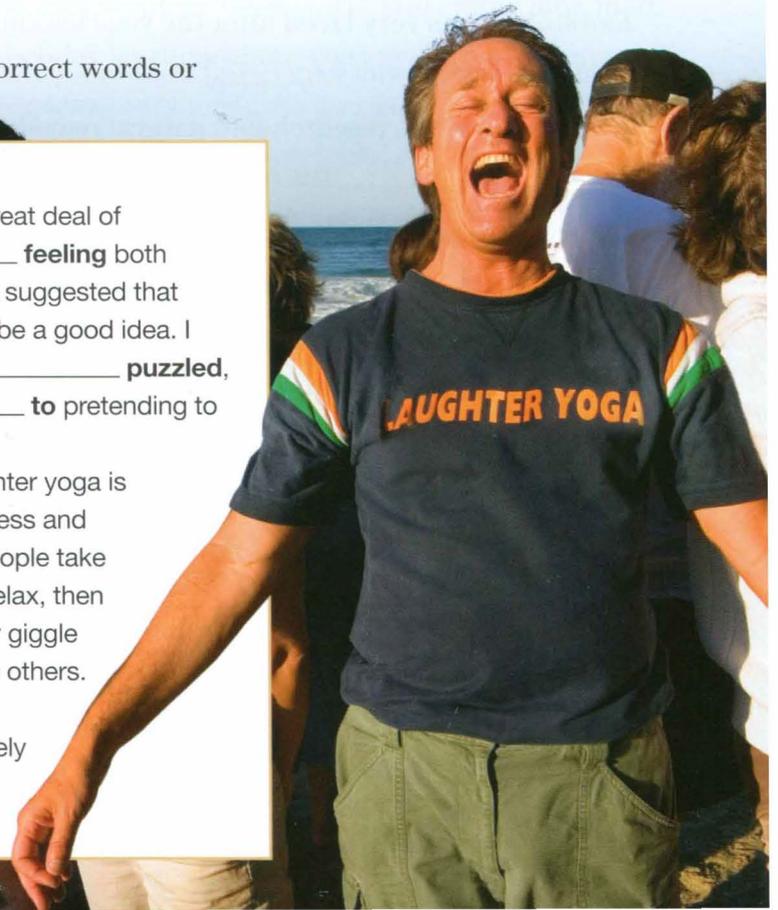
- 1 I had such a bad headache after the aromatherapy treatment that I felt sick.  
**SO**  
My headache after the aromatherapy treatment \_\_\_\_\_ that I felt sick.
- 2 She isn't a conventional doctor and she isn't a herbalist either.  
**NOR**  
She is \_\_\_\_\_ a herbalist.
- 3 It was a surprise when I found out Mark was practising alternative medicine.  
**TO**  
I \_\_\_\_\_ out that Mark was practising alternative medicine.
- 4 There's a choice of an ordinary massage and acupuncture at the spa.  
**EITHER**  
You can have \_\_\_\_\_ acupuncture at the spa.
- 5 There are so many alternative practitioners here now that I don't know who to choose.  
**LOT**  
There are \_\_\_\_\_ alternative practitioners here now that I don't know who to choose.
- 6 I tried two traditional treatments and they didn't work, unfortunately.  
**NEITHER**  
Unfortunately, \_\_\_\_\_ two traditional treatments I tried worked.
- 7 It was shocking to find out how many people believe that conventional medicine is wrong.  
**SUCH**  
It was \_\_\_\_\_ to find out how many people believe that conventional medicine is wrong.
- 8 The researchers found that no treatments contained any active ingredients.  
**OF**  
The researchers found that \_\_\_\_\_ treatments contained any active ingredients.

9 Each of the words in bold is incorrect. Write the correct words or phrases on the lines.

**Does it Work?**

Suffering (1) \_\_\_\_\_ **with** stress due to a great deal of pressure at work, I was beginning (2) \_\_\_\_\_ **feeling** both unwell and even a bit depressed. That's when a friend suggested that (3) \_\_\_\_\_ **join** a laughter yoga club might be a good idea. I found the idea of laughter as therapy quite (4) \_\_\_\_\_ **puzzled**, so I asked him what was the point (5) \_\_\_\_\_ **to** pretending to laugh if you just felt miserable. He laughed!

According (6) \_\_\_\_\_ **for** enthusiasts, laughter yoga is a really good way to cope (7) \_\_\_\_\_ **of** stress and depression. The method is quite simple. Groups of people take part in various stretching and breathing exercises to relax, then (8) \_\_\_\_\_ **do** an effort to laugh, chuckle or giggle while (9) \_\_\_\_\_ **keep** eye contact with the others. It isn't long before the forced laughter changes to real laughter. The wonderful thing about it is that it is unlikely (10) \_\_\_\_\_ **being** in any way harmful as a therapy and it certainly sounds like great fun.



**10** Choose the correct word to complete each gap in the text.

## Homeopathy

*Homeopathy (1) \_\_\_\_\_ to have gained a lot more respectability in society than a number of GPs believe it really deserves. (2) \_\_\_\_\_ there being no evidence that it is effective, according to a recent UK government report, many prominent people (3) \_\_\_\_\_ to support it. In view of this, perhaps the most surprising fact of all is that homeopathy is offered (4) \_\_\_\_\_ treatment on the NHS (National Health Service) in the UK.*

Like many other alternative forms of medicine, homeopathy has become so accepted (5) \_\_\_\_\_ there are few who question its use. People have become (6) \_\_\_\_\_ to seeing homeopathy as a treatment for illness and disease. However, many researchers insist (7) \_\_\_\_\_ claiming that it is not a valid treatment because the medicines contain no active ingredients. The real question is why it is so popular. Many patients swear that it was an effective cure (8) \_\_\_\_\_ their disease whilst the report maintains this is simply (9) \_\_\_\_\_ to the placebo effect. In other words, just the act of taking the medicine is a good enough reason for patients to (10) \_\_\_\_\_ feeling better. In short, while homeopathy may be useful for helping people get over minor illnesses, it is (11) \_\_\_\_\_ that anyone with serious illnesses should seek out conventional treatment.

- |    |              |            |              |               |
|----|--------------|------------|--------------|---------------|
| 1  | A feels      | B suggests | C seems      | D shows       |
| 2  | A Except     | B Although | C However    | D Despite     |
| 3  | A maintain   | B keep     | C carry      | D continue    |
| 4  | A as         | B from     | C on         | D to          |
| 5  | A until      | B that     | C enough     | D when        |
| 6  | A accustomed | B familiar | C acquainted | D fond        |
| 7  | A for        | B on       | C by         | D in          |
| 8  | A off        | B by       | C for        | D in          |
| 9  | A due        | B up       | C result     | D because     |
| 10 | A have       | B start    | C get        | D become      |
| 11 | A regarded   | B referred | C recovered  | D recommended |

**11** Write one word in each gap to complete the text.

If alternative medicines have the power (1) \_\_\_\_\_ make people feel well again, then where's the harm in (2) \_\_\_\_\_? On the whole, they probably don't do much damage (3) \_\_\_\_\_ anything but your pocket. There is certainly no doubt (4) \_\_\_\_\_ most of the remedies available are very expensive. However, if you do intend to spend money (5) \_\_\_\_\_ them it is probably a good idea to be acquainted (6) \_\_\_\_\_ some facts. The reality is that you are probably being taken for a ride. Apart (7) \_\_\_\_\_ some herbal remedies and a few natural supplements which can boost the immune system and aid nutrition, most other alternative treatments are just a clever way to (8) \_\_\_\_\_ people to part with a lot of money (9) \_\_\_\_\_ nothing. If you don't (10) \_\_\_\_\_ wasting money on ineffective treatments, that's up to you!

*Exam focus:*understanding **lexico-grammar** in *First*

**1** Look at the exam practice task on page 69 and write 'Yes' or 'No' to answer the questions.

- 1 In question 1, will you need to change the form of the word 'relaxed'? \_\_\_\_\_
- 2 In question 2, does the word 'BETTER' partly replace 'suggest'? \_\_\_\_\_
- 3 In question 3, is 'RESPONSIBLE' followed by the full infinitive? \_\_\_\_\_
- 4 In question 4, is 'SUCCEEDED' followed by the full infinitive? \_\_\_\_\_
- 5 In question 5, do you have to include the idea of 'us' in the answer? \_\_\_\_\_
- 6 In question 6, is 'INTERESTED' followed by a preposition? \_\_\_\_\_

**2** Look at the exam practice task again and choose the correct answer.

- 1 Which kind of article can follow 'such'?
  - a the definite article
  - b an indefinite article
- 2 For giving advice with 'you'd better', which verb is in the short form?
  - a had
  - b would
- 3 Which preposition can follow 'succeed'?
  - a of
  - b in

**Skills tip**

In *First* Paper 1 Part 4, will understanding lexico-grammar help you

- a understand the meaning of words? **Yes / No**
- b use the correct structure in transformations? **Yes / No**

**3** Decide if the statements are true (T) or false (F).

- 1 Understanding lexico-grammar is only useful for *First* Paper 1 Part 4. \_\_\_\_\_
- 2 Knowledge of lexico-grammar will help you in *First* Paper 1 Parts 1, 2, 3 and 4. \_\_\_\_\_
- 3 Understanding lexico-grammar involves recognising the structures that go with certain words or phrases. \_\_\_\_\_
- 4 Knowledge of lexico-grammar might help you to use the given word in transformations in Part 4 correctly. \_\_\_\_\_

## Exam practice:

# First Paper 1 Part 4

For questions 1–6, 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. Here is an example (0).

*Example:*

- 0 I wish I hadn't paid so much money for an ineffective treatment.

**HAVING**

I \_\_\_\_\_ so much money for an ineffective treatment.

The gap can be filled by the words 'regret having paid', so you write:

*Example:*

0 REGRET HAVING PAID

Write **only** the missing words **IN CAPITAL LETTERS**.

- 1 I felt so relaxed during the massage that I fell asleep.

**SUCH**

It \_\_\_\_\_ massage that I fell asleep.

- 2 I suggest asking the herbalist for some ointment.

**BETTER**

You \_\_\_\_\_ the herbalist for some ointment.

- 3 It's Paul's duty to check on the patients.

**RESPONSIBLE**

Paul \_\_\_\_\_ on the patients.

- 4 Clara managed to pass the Chinese medicine exam.

**SUCCEEDED**

Clara \_\_\_\_\_ the Chinese medicine exam.

- 5 She described the treatment to us in detail.

**DETAILED**

She gave \_\_\_\_\_ the treatment.

- 6 No-one wanted to come with me to the lecture on acupuncture.

**INTERESTED**

No-one \_\_\_\_\_ with me to the lecture on acupuncture.

### Skills tip

In *First Paper 1 Part 4*, most of the questions test your knowledge and understanding of lexico-grammar. Always ask yourself what they are testing. For example, in number 4 here, they're testing if you know the grammatical structure that follows the verb 'succeed'. It's *manage* + full infinitive but it's not *succeed* + full infinitive. What is it?

# 9

# Recognising and using collocations

## Teenagers

UNIT AIMS

**Skill:** recognising and using collocations

**Vocabulary:** people topic vocabulary

**Exam practice:** *First Paper 1 Part 1*

### Improve your Use of English skills: recognising and using collocations

#### What is recognising and using collocations?

*Collocations are words that often appear together. A collocation might be a verb that often goes with a noun, or an adjective plus noun, or noun plus noun, etc. For example, we say make a decision, not do a decision. And we say generation gap, not generation space.*

- 1 What is true of the words in a collocation?
  - A One of them is usually a verb.
  - B They're often mistaken for other words.
  - C It's common to see them together.

#### Why is recognising and using collocations important?

*It's important because they're very common. You will often hear or read collocations and you need to understand them. Using collocations correctly makes your English more natural. Collocations are often tested in exam tasks.*

- 2 One result of using collocations well is that you
  - A will sound comfortable using English.
  - B will understand everything you hear.
  - C can test your level of English.

#### How do you recognise and use collocations?

*Look out for collocations and remember them when you see or hear them. You need to learn a large number of collocations of different kinds. Practise using them in context and ask yourself how a given collocation could be tested. For example, what other words could you be given that are not part of the collocation?*

- 3 When you learn a collocation, you should think about how
  - A many collocations you now know.
  - B to use it in questions.
  - C it might appear in an exam.

#### How is recognising and using collocations important in *First*?

*In First Paper 1 Part 1, you could be given a collocation with one word missing and you have to choose the correct word to complete it. In Part 2, you may need to provide a missing word to complete a collocation. In Part 3, the derivative you form could be part of a collocation that appears in the text. In Part 4, the first sentence you are given could contain a collocation you need to understand, or you may need to form a collocation using the word in bold to complete the second sentence.*

- 4 In Paper 1 Part 4, a collocation might appear
  - A only in the first sentence you are given.
  - B only in the second sentence you are given.
  - C in either the first or second sentence, or both.



## Get started

Look at the photo and answer the questions.

- What kind of problems do teenagers face these days?
- Was growing up easier for young people in the past in terms of
  - education?
  - expectations?
  - friendships?

## Develop your vocabulary

1 Choose the correct word.

- 1 As children turn **over / into** teenagers, their whole world changes.
- 2 John's parents have broken **away / up** and John's very depressed.
- 3 If Yiannis had been **giving / paying** attention in class, he wouldn't be in detention.
- 4 Teenagers are always falling **out / off** and making up again.
- 5 The new girl in the class seems to be fitting **in / out** well with her classmates.

2 Write a word from the box in each gap.

generation ■ mood ■ peer ■ social ■ youth

## Young offender institutions

The purpose of young offender institutions is not simply to take the law-breaking (1) \_\_\_\_\_ off the streets. There is an opportunity to intervene in the lives of these young people and change them. This may take the form of lessons to teach them (2) \_\_\_\_\_ skills they never learnt, or to give them ideas on how to ignore (3) \_\_\_\_\_ pressure. Experts also have to expect depression and (4) \_\_\_\_\_ swings from these young offenders, who have rarely been confined before. Younger counsellors are often used so that the (5) \_\_\_\_\_ gap doesn't seem so wide between them.

3 Match each adjective with its meaning.

- |                         |   |
|-------------------------|---|
| 1 uncommunicative _____ | a perceived by others to be different from how you really are |
| 2 disobedient _____     | b not wanting to spend time with others                       |
| 3 insensitive _____     | c not wanting to talk to others                               |
| 4 unsociable _____      | d not caring about how other people feel                      |
| 5 misunderstood _____   | e not doing what people tell you to do                        |

## Develop your Use of English skills: recognising and using collocations

1 Write *take, make, have* or *do*.

- |                           |                          |
|---------------------------|--------------------------|
| 1 _____ a complaint       | 10 _____ the first move  |
| 2 _____ the blame         | 11 _____ fun             |
| 3 _____ a great time      | 12 _____ a trick         |
| 4 _____ well              | 13 _____ a deep breath   |
| 5 _____ an idea           | 14 _____ a party         |
| 6 _____ care of           | 15 _____ the right thing |
| 7 _____ changes           | 16 _____ the flu         |
| 8 _____ somebody a favour | 17 _____ a difference    |
| 9 _____ research          | 18 _____ progress        |

2 Choose the correct word to complete each sentence.

- Teenagers need to learn **social / sociable / socialised** skills in order to deal with school life.
- What this area needs is a **young / youth / youthful** centre for teenagers to hang out in.
- Eighteen is a difficult age, when you are both a teenager and a **young / youthful / adolescent** adult.
- Many adolescents suffer from **character / mood / temper** swings and depression.
- Extreme stress might result in **anxiety / nerve / worry** attacks, which young people can find very frightening.
- Teenagers go through a period of rapid **bodily / natural / physical** development.
- Though teenagers wish to be treated as adults, they do not yet have the **emotional / sensitive / sensible** maturity.

3 Write an adjective from the box in each gap.

clean ■ clear ■ close ■ great ■ high ■ long ■ narrow ■ wide

- Jane has a very \_\_\_\_\_ relationship with her mother.
- The doctor prescribed Tom a lotion to help keep his skin \_\_\_\_\_ from spots.
- My mother doesn't think the generation gap is as \_\_\_\_\_ now as it used to be.
- Today's teenagers tend to suffer very \_\_\_\_\_ levels of stress, according to doctors.
- Once a young offender reaches eighteen, they once again get a \_\_\_\_\_ criminal record to give them a second chance.
- Unfortunately, there's an extremely \_\_\_\_\_ range of activities available for the young in this area.
- I don't think it's healthy for Umar to spend such \_\_\_\_\_ hours alone in his room.
- A teenager's social life is a matter of \_\_\_\_\_ importance to them.

## 4 Each of the adverbs in bold is in the wrong sentence. Write the correct word on the line.

- 1 Freya's teacher thinks she would benefit **strongly** from some sessions with a psychologist or counsellor. \_\_\_\_\_
- 2 The world is developing so **hard** that parents often find it hard to keep up. \_\_\_\_\_
- 3 **Greatly** intelligent teenagers can suffer from boredom at school, which leads to misbehaviour. \_\_\_\_\_
- 4 Whenever I see Sean, he's either grinning **strictly** or laughing at some joke. \_\_\_\_\_
- 5 The head teacher told Carl that she was **rapidly** disappointed with the way he was acting in class. \_\_\_\_\_
- 6 **Highly** speaking, the teenage years are between 13 and 19, but we usually call people young adults after the age of 18. \_\_\_\_\_
- 7 Jean came in smelling **deeply** of tobacco and her father was sure she'd been smoking. \_\_\_\_\_
- 8 After working **broadly** for my exams all day, I went out with my friends in the evening. \_\_\_\_\_

## 5 Write a word from each box in each sentence.

call ■ chalk ■ come ■ hard ■ matter  
 ■ now ■ peace ■ safe ■ sense ■ waste

cheese ■ day ■ fast ■ go ■ quiet  
 ■ sound ■ style ■ taste ■ then ■ time

- 1 You can't just treat this house like a hotel and \_\_\_\_\_ and \_\_\_\_\_ as you please.
- 2 You've been doing your homework for hours so why don't you \_\_\_\_\_ it a \_\_\_\_\_ and carry on in the morning.
- 3 Thank goodness Becky made it home from the party \_\_\_\_\_ and \_\_\_\_\_ !
- 4 It's no wonder she has such a good \_\_\_\_\_ of \_\_\_\_\_ – she spends all day reading fashion magazines.
- 5 I only see my old school friends \_\_\_\_\_ and \_\_\_\_\_ , these days.
- 6 Music is a \_\_\_\_\_ of \_\_\_\_\_ and, when you get older, your likes and dislikes might change.
- 7 At last, the kids went to camp and John got some \_\_\_\_\_ and \_\_\_\_\_ to study for his exams.
- 8 The two boys are like \_\_\_\_\_ and \_\_\_\_\_ but, despite their differences, they're the best of friends.
- 9 There are no \_\_\_\_\_ and \_\_\_\_\_ rules to bringing up teenagers.
- 10 Adolescents often feel it's a \_\_\_\_\_ of \_\_\_\_\_ to talk to their parents about their problems, since they won't understand.

## 6 Circle the correct verb to complete each sentence.

- 1 As children **go / grow** older, they start to want more independence.
- 2 Why do teenagers have a reputation for **telling / saying** lies to their parents?
- 3 Very few of the students were **paying / keeping** attention to what the teacher was saying.
- 4 The young girl **got / went** white and fainted.
- 5 They argue, but they seldom **keep / get** angry with each other.
- 6 At what age should young people be **stood / held** responsible for their actions?
- 7 I don't know what you're **talking / speaking** about!
- 8 The two youths **changed / turned** red and started shouting at each other.

7 Change the form of the word in brackets to complete each sentence. In some sentences, no change is necessary.

- 1 Katie has been studying \_\_\_\_\_ (**hard**) all afternoon.
- 2 He's been coming home very late at night \_\_\_\_\_ (**late**).
- 3 Her brother \_\_\_\_\_ (**correct**) guessed that something was wrong.
- 4 He's just broken up with his best friend and he's \_\_\_\_\_ (**deep**) hurt.
- 5 I'm \_\_\_\_\_ (**dead**) certain that he wasn't in class that day.
- 6 Young people learn \_\_\_\_\_ (**fast**) and rarely make the same mistake twice.
- 7 The teenagers looked at the new teacher and were \_\_\_\_\_ (**high**) suspicious of him.
- 8 Take it \_\_\_\_\_ (**easy**)! There's no need to lose your cool.
- 9 If you watch him \_\_\_\_\_ (**close**), you'll see he takes after his father in the way he acts.
- 10 Karen's \_\_\_\_\_ (**sound**) asleep, so don't go into her room.

8 Change the form of the word in bold to complete each sentence.

- |   |                    |
|---|--------------------|
| 1 One good teacher can make a great _____ in a student's life.                          | <b>differ</b>      |
| 2 High _____ can cause just as many problems as learning difficulties.                  | <b>intelligent</b> |
| 3 Is the _____ gap getting wider, or is it just my imagination?                         | <b>generate</b>    |
| 4 The boy was sitting on a bench, thinking _____.                                       | <b>deep</b>        |
| 5 Kurt's father gave him a generous _____ to live on when he went to study in Brighton. | <b>allow</b>       |
| 6 Sadly, it's highly _____ that we'll have the money to send our son to university.     | <b>probable</b>    |
| 7 Under-eighteens are badly _____ in the restaurant business.                           | <b>pay</b>         |
| 8 You're going to have to make _____ or you'll find yourself with no qualifications.    | <b>change</b>      |

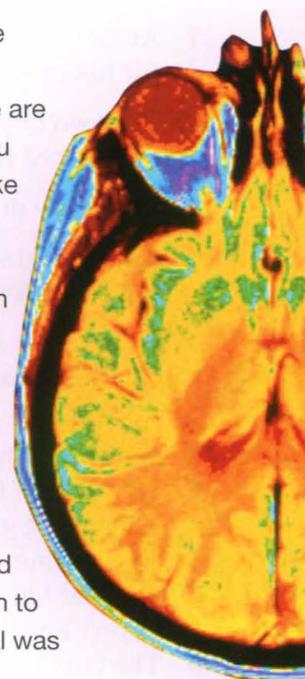
9 Write one word in each gap to complete the text.

## ADOLESCENT DEVELOPMENT

**W**hile most parents worry about their children (1) \_\_\_\_\_ well at school, what they often don't realise is how many other changes are going on in their teenager. Humans are the only species that go through the teenage stage and, for many, it appears to be a waste (2) \_\_\_\_\_ time. What does it achieve, after all? Yet evolutionary theory suggests (3) \_\_\_\_\_ phase of life must have come about for a reason.

Until the child turns (4) \_\_\_\_\_ a teenager, they are deeply sensitive to the world around them. They instinctively want to take (5) \_\_\_\_\_ of children younger than themselves and they dislike seeing others in pain. The brain of the teenager has lost all this sensitivity. It is focused on itself and on very simple questions, such as: Do I belong here? Is that person a (6) \_\_\_\_\_ friend or just pretending to be one? The parental complaint of the insensitive teenager is far from fiction.

Evolutionary biologists are just starting to study the adolescent brain, so there are no firm answers. But if you asked one of them to make (7) \_\_\_\_\_ guess, they would probably point to the early years of human development, which humans spent in small groups, constantly on the move. In those days, the unity of the group was (8) \_\_\_\_\_ vital importance. The young had to show complete devotion to that, or the group's survival was at risk.



**10** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1 We decided not to go to the party on Friday night.

**DECISION**

We \_\_\_\_\_ not to go to the party on Friday night.

2 Teenagers are often far more adventurous than their parents.

**SENSE**

Teenagers often have a greater \_\_\_\_\_ than their parents.

3 Has your son improved at school?

**DOING**

Is \_\_\_\_\_ at school?

4 What kind of food your kids like is all about personal taste.

**MATTER**

It's \_\_\_\_\_ what kind of food your kids like.

5 Just don't lie to me, that's all I ask.

**TELL**

Just \_\_\_\_\_, that's all I ask.

6 You'll feel better if you take it easy and breathe deeply.

**BREATH**

Relax and \_\_\_\_\_ and you'll feel better.

**11** Choose the correct word.

Hi Scott,

Sorry I haven't written for a while, but I've been busy settling in here. I also (1) \_\_\_\_\_ the flu, so I was in bed for a while.

It's quite different here from life in the UK. There's so much peace and (2) \_\_\_\_\_ that I sometimes miss the honking of car horns and the crowds of London. Mum likes it, though, and her anxiety (3) \_\_\_\_\_ have almost disappeared.

I started my new school (photo attached). I'm going to have to start (4) \_\_\_\_\_ attention in class, because there's loads I don't know, especially in history and geography. I'm a (5) \_\_\_\_\_ learner, of course, so I'm not too worried. The only thing that does worry me a bit is that all the kids here seem to have very (6) \_\_\_\_\_ friendships already and I don't know how easy making friends is going to be. My social (7) \_\_\_\_\_ is non-existent at the moment. Oh well, I'm sure it will get better.

Write soon. I really want to stay in touch by email, because I think it's (8) \_\_\_\_\_ unlikely I'll be seeing you until the summer at least.

Hal

- |               |           |             |            |
|---------------|-----------|-------------|------------|
| 1 A had       | B took    | C did       | D went     |
| 2 A silence   | B quiet   | C quietness | D calm     |
| 3 A assaults  | B crises  | C attacks   | D panics   |
| 4 A paying    | B showing | C seeing    | D noticing |
| 5 A rapid     | B hard    | C lazy      | D fast     |
| 6 A favourite | B best    | C old       | D close    |
| 7 A existence | B life    | C skill     | D event    |
| 8 A greatly   | B highly  | C strongly  | D broadly  |

*Exam focus:*recognising and using collocations  
in *First*

1 Look at the exam practice task on page 77 and answer the questions.

- 1 Which gap asks you to decide which verb is followed by a verb in the full infinitive? \_\_\_\_\_
- 2 Which gap needs a part of the body to complete an idiom? \_\_\_\_\_
- 3 For which gap do you need to decide which adjective goes with a noun? \_\_\_\_\_
- 4 Which gap involves completing an expression meaning 'it's not surprising'? \_\_\_\_\_
- 5 Which gap is half of a noun-noun collocation? \_\_\_\_\_
- 6 Which gap asks you to recognise a collocation with the verb *take*? \_\_\_\_\_
- 7 For which gap do you need to decide which adverb goes with an adjective? \_\_\_\_\_
- 8 Which gap requires a verb in a verb-preposition-noun collocation? \_\_\_\_\_

2 Look at the example in the exam practice task. Choose the correct word or phrase.

- 1 If the particle *up* wasn't in the text, which option would fit?  
a growing      b raising      c taking
- 2 Which phrasal verb means 'getting older'?  
a growing up      b raising up      c taking up
- 3 Which phrasal verb means 'starting a new activity'?  
a growing up      b raising up      c taking up

**Skills tip**

In *First Paper 1 Part 1*, should you

- a read through the entire text quickly at the start to get the gist? **Yes / No**
- b read through the entire text at the end to check your answers? **Yes / No**

3 In which part of *First Paper 1* might you have to do the following?  
Write *Part 2*, *Part 3* or *Part 4*.

- 1 decide what kind of word is missing from a sentence \_\_\_\_\_
- 2 think of a simple word to complete a collocation \_\_\_\_\_
- 3 turn one collocation into another \_\_\_\_\_

# Exam practice: First Paper 1 Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** bringing    **B** growing    **C** raising    **D** taking

## THE TEENAGE years

Parents often complain about the lovely child they were (0) \_\_\_ up suddenly becoming an uncommunicative, unsociable teen with (1) \_\_\_ swings, who never wants to get out of bed or take (2) \_\_\_ in family activities.

What parents often don't (3) \_\_\_ into account is quite how hard it is to be a teenager nowadays. Not only do they have to deal with the changes to their bodies, but they are also thrown (4) \_\_\_ first into the most complicated social situations they will ever have to face – without having acquired any of the social skills they need to cope with them. It used to occur mainly at school, but nowadays the level of stress can remain just as (5) \_\_\_ after they return home because of the internet and social networking. Peer pressure becomes more important than parental approval and bullies' threats can be (6) \_\_\_ terrifying.

It's really no (7) \_\_\_ so many young people find their teenage years difficult. What is slightly strange is that once they've (8) \_\_\_ to survive them and become adults, they often look back fondly on that period of their life.

### Skills tip

Look at the title and quickly ask yourself what you think the text is about. Then read the text quickly for gist, ignoring the gaps. Remember to look also at the example, as the first sentence may give you more information about the topic. Once you have formed an initial impression of the text, you'll be in a better position to choose the correct answers. The focus is not on grammar here. Usually, all four options fit grammatically and many of the items test your knowledge of collocations.

- |   |                   |                    |                      |                   |
|---|-------------------|--------------------|----------------------|-------------------|
| 1 | <b>A</b> mood     | <b>B</b> character | <b>C</b> personality | <b>D</b> temper   |
| 2 | <b>A</b> position | <b>B</b> place     | <b>C</b> part        | <b>D</b> role     |
| 3 | <b>A</b> have     | <b>B</b> give      | <b>C</b> make        | <b>D</b> take     |
| 4 | <b>A</b> head     | <b>B</b> face      | <b>C</b> feet        | <b>D</b> nose     |
| 5 | <b>A</b> large    | <b>B</b> high      | <b>C</b> wide        | <b>D</b> tight    |
| 6 | <b>A</b> strongly | <b>B</b> only      | <b>C</b> utterly     | <b>D</b> entirely |
| 7 | <b>A</b> matter   | <b>B</b> doubt     | <b>C</b> way         | <b>D</b> wonder   |
| 8 | <b>A</b> achieved | <b>B</b> succeeded | <b>C</b> managed     | <b>D</b> gained   |

# Understanding coherence and cohesion

## Adult education

UNIT AIMS

**Skill:** understanding coherence and cohesion

**Vocabulary:** education topic vocabulary

**Exam practice:** *First Paper 1 Part 2*

### Improve your Use of English skills: understanding coherence and cohesion

#### What is coherence and cohesion?

*Coherence is the way in which ideas in a text are linked logically. Cohesion is the way in which different parts of a text refer to each other (linking devices, pronouns, etc). Understanding coherence and cohesion involves recognising how the ideas in a text are linked and how those links are expressed through the words chosen.*

- 1 What are pronouns an example of?
  - A the way parts of a text refer to each other
  - B something that is very expressive
  - C words that writers choose without thinking

#### Why is understanding coherence and cohesion important?

*It's an important part of understanding a text as a whole. Analysing how different parts of the text are related to each other helps you understand the functions of different words and phrases. Some exam tasks test this, meaning that you need to think about more than just the exact point in a text where an exam item, such as a missing word, appears. This might be to decide whether an answer should be negative or positive, or, for example, if it should be a pronoun or an article.*

- 2 When choosing a word to complete a sentence in an exam task,
  - A other parts of the text are usually irrelevant.
  - B the words on either side of the gap always give you the answer.
  - C you may need to consider other parts of the text.

#### How do you understand coherence and cohesion?

*When doing an exam task based on a text (e.g. First Paper 1 Part 2) read it for gist first to understand the general meaning. Look at each question in turn. Consider whether the meaning of the text as a whole suggests that a negative or a positive word is required. Ask yourself if a pronoun or other linking word is required, based on the way the ideas are connected. Think about the logic of the text as a whole, as well as the meaning at the point where each question appears.*

- 3 Understanding the gist of a text in an exam task can help you choose
  - A whether to answer a question or not.
  - B between a positive or a negative form of a word.
  - C what questions to ask yourself about the text.

#### How is it important in First?

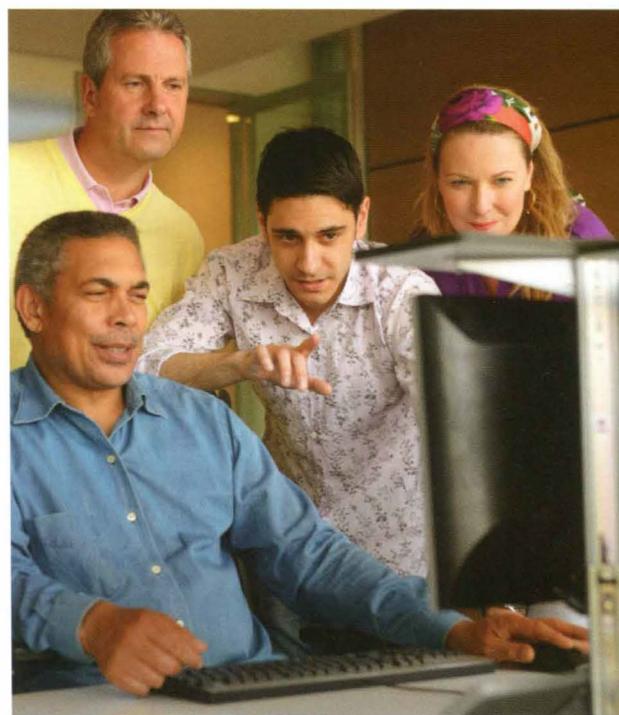
*In Part 1, it can help you choose the correct answer when the missing word is a linking device (however, moreover, etc). In Part 2, it can help in the same way. It can also help you decide when a negative word is required or when a pronoun, article, etc is required. In Part 3, it can help you decide between negative and positive derivatives.*

- 4 In Part 2, understanding coherence and cohesion will tell you
  - A which questions have the same answers as each other.
  - B when you can be certain you have the right answer.
  - C when the answer is a word such as 'not' or 'no'.

## Get started

Look at the photo and answer the questions.

- Do you think it is a good idea for older people to return to education? Why do they do it?
- What are the advantages and disadvantages of studying when you're older? Add some ideas to the table below.



### Adult education

Advantages	Disadvantages
<p>Mature students can offer advice and experience to younger students.</p>	<p>A long break from studying might make it harder to get back into education.</p>

## Develop your vocabulary

1 Choose the correct word.

- 1 Universities are usually happy to welcome a percentage of **senior / mature** students.
- 2 He's had an unusual career **road / path** from market trader to company owner.
- 3 Most people aim for the best qualifications they can get in their chosen **field / territory**.
- 4 For many people, education is about **heightening / broadening** their knowledge, not getting a better job.
- 5 **Further / Distance** learning means you don't need to be physically present at a college.
- 6 Just make sure your degree is officially **recognised / known** by the government.
- 7 Open University students' essays are usually **assessed / criticised** by an online tutor.
- 8 In recent years, universities have started charging **scholarship / tuition** fees.

2 Write a word from the box in each gap.

audiovisual ■ certificate ■ deadline ■ requirements ■ submitted

Dear Ms Stevenson,

Thank you for your enquiry. In answer to your questions, firstly, there are no entry (1) \_\_\_\_\_ for our courses. Secondly, your assignments and course material are often made available online, but in some cases they will be sent directly to you. Once you enrol on one of our courses, we would expect you to send your work directly to the course tutor on or before the (2) \_\_\_\_\_ set. Typically, essays are set once a week, though this may vary depending on the course. The work you have (3) \_\_\_\_\_ is then marked and sent back to you, usually within seven working days.

I would like to point out that all of our courses make use of (4) \_\_\_\_\_ material, both on the internet and through the medium of television and DVDs.

Finally, on completion of the course, your (5) \_\_\_\_\_ will be sent to you by post.

If you have any further questions, please do not hesitate to contact me.

George Hayling

Director of Studies

**Develop your Use of English skills: understanding coherence and cohesion**

**1** Choose the correct word or phrase.

- 1 Many students cannot get a place on a regular degree course. **Because of / Despite** this, home-based study and distance learning are more popular than ever.
- 2 Most courses offer some form of certificate at the end **and / but** that does not mean that the qualifications will be useful.
- 3 At the end of your course, you will want to have useful qualifications. **Every / No** student wants to believe that their studies were a waste of time.
- 4 The expense prevents some adults from returning to education. **Another / This** reason is family commitments.
- 5 Learning a trade when you're older can improve job prospects. In **addition / general**, it gives people a sense of achievement.
- 6 Younger students often need guidance regarding their studies. **Therefore / Similarly**, adults also have problems that need addressing.

**2** Complete the table. Add more words or phrases to each category.

also ■ and ■ as a result ■ because (of) ■ but ■ despite ■ even though  
 ■ for example ■ furthermore ■ however ■ in addition ■ so ■ such as ■ therefore

Linking words and phrases ...	Linking words and phrases ...
to show contrast	to show reason or result
to show addition	to introduce an example

**3** Write one word from exercise 2 in each gap to complete the texts.

Some people disapprove of the number of mature students. I think it's a positive thing, (1) \_\_\_\_\_, and I think they have a lot to offer. My university experience is a lot richer (2) \_\_\_\_\_ of some of the older friends I've made. I think it's wonderful that people can study when they're older, (3) \_\_\_\_\_ though they might have been away from education for a long time. One friend, who's in his forties, had always wanted to study philosophy, (4) \_\_\_\_\_ he sold his business to pay for the course!

Joanna, **21**

I wasn't expecting the college to be so encouraging, to be honest. For (5) \_\_\_\_\_, they were very encouraging (6) \_\_\_\_\_ my lack of qualifications. They were (7) \_\_\_\_\_ very flexible about family commitments, which helped a lot. (8) \_\_\_\_\_, studying alongside young people really helped me. As a (9) \_\_\_\_\_, I completed my studies with no problems (10) \_\_\_\_\_ now, in my forties, I've got a degree. Amazing!

Ben, **41**

- 4** Tick the sentence which follows logically from the first sentence.
- 1** *Subjects such as philosophy and sociology are popular choices at degree level.*
    - a** Nevertheless, these subjects do not lead directly to a job. \_\_\_
    - b** In addition, it is difficult to find work with a degree in either of these. \_\_\_
  - 2** *Studying when you're older should not be a problem.*
    - a** In fact, some say that the additional experience older people have is a plus. \_\_\_
    - b** Despite this, there are many benefits to being a mature student. \_\_\_
  - 3** *Colleges recognise that not everyone can physically attend a course of study.*
    - a** For instance, online courses are now very popular. \_\_\_
    - b** For this reason, many now offer study-at-home courses. \_\_\_
  - 4** *Going back to studying after a long gap can be problematic.*
    - a** As a result, people can greatly improve their job prospects. \_\_\_
    - b** Mature students often have family commitments as well as academic difficulties. \_\_\_
  - 5** *Educational programmes on the radio are not considered to have been a great success.*
    - a** As well as that, they gave ordinary people the chance to broaden their knowledge. \_\_\_
    - b** In spite of this, thousands of people took advantage of the programmes. \_\_\_
  - 6** *Distance learning has been greatly helped by the internet.*
    - a** Due to its popularity, television soon became a popular medium for education. \_\_\_
    - b** Advantages such as real-time communication make it much more effective than using the radio, television or the postal service. \_\_\_

- 5** Read the text and put the events below in the order they happened.

I enrolled on a distance learning course, mainly because I felt that I'd wasted my education. I left school having passed only two of my GCSEs. Despite that poor performance, I managed to resit the exams and get a place in an agricultural college. However, I dropped out after the first term because I hadn't been doing any work. After that, working in a factory seemed, at first, to be a good option. I had my own money and some good friends. I was happy, or so I thought. But this idea kept nagging at me that I could do better. I would spend my evenings reading and one day I just thought, 'I need to get qualified.' Studying at home was perfect because I didn't need to give up my job. It was hard work being a student and holding down a full-time job, but it got me where I wanted to go – to university ... finally. I gained my degree almost exactly twenty years after I'd first left school. A little late, but never mind!

### The writer

- 1** \_\_\_                      **a** took a distance learning course.
- 2** \_\_\_                      **b** graduated from university.
- 3** \_\_\_                      **c** failed most of his GCSEs.
- 4** \_\_\_                      **d** worked in industry.
- 5** \_\_\_                      **e** went to agricultural college.

## 6 Decide what each word in bold refers to.

- 1 The college offers distance learning courses leading to diplomas in a wide range of subjects. However, students should be aware that **these** are not recognised qualifications.
  - a the courses
  - b the diplomas
  - c the students
- 2 Among the readers of **his** book *Martin Eden*, there is more than one who has had similar experiences to those Jack London describes.
  - a Jack London
  - b Martin Eden
  - c one reader
- 3 From the whole course, Finn singled out the meeting with Garrard as the turning point in his career. **That** was what made him decide to be a doctor.
  - a the whole course
  - b the meeting with Garrard
  - c the decision to be a doctor
- 4 When **she** describes her mother as 'old, desperate and saddened', Rose wants to provoke a response from the female reader.
  - a Rose
  - b Rose's mother
  - c the female reader
- 5 Students encouraged to enrol on courses by doubtful individuals posing as academics are often bitterly disappointed. **They** soon find that the course of study is not well coordinated.
  - a students
  - b doubtful individuals
  - c academics
- 6 The subject studied by a student who fails to get qualifications is irrelevant. The outcome is not a matter of what you choose, but of how suitable **it** is for you.
  - a the failure to get qualifications
  - b the suitability of a subject
  - c the subject

## 7 Choose the correct word.

One of (1) **some / the** main reasons people choose adult education is to give themselves better job prospects. Although they are happy enough in their career, (2) **it / which** can mean that they get a better job in the same field.

(3) **In / On** contrast, some people choose to leave their chosen field (4) **so / and** retrain in something completely different. These people sometimes feel that they have followed a career path (5) **it / that** doesn't suit them, or that they are (6) **very / not** satisfied with their jobs. Another group of people study later in life because they feel they missed an opportunity (7) **when / once** they were younger.

But there are others who do it just (8) **because / how** they want to. They simply ask 'Why not?' and go back to studying for the pleasure learning gives them. Once back in education, many mature students report that they have a renewed passion (9) **in / for** it. Many educators also say that they (10) **not / no** longer take education for granted the way some younger students do.

8 Read the text ignoring the gaps and answer the questions.

- 1 Does the first sentence clearly introduce what follows? \_\_\_\_\_
- 2 Is the writer positive, negative or mixed in his views about being a mature student? \_\_\_\_\_
- 3 Is the word in gap 2 likely to be a verb or an article? \_\_\_\_\_
- 4 Is the word in gap 3 likely to be a regular verb or a modal verb? \_\_\_\_\_
- 5 After gap 4, does the writer add a similar argument or a contrasting argument? \_\_\_\_\_
- 6 Where does the writer provide examples of how to prepare for a course? \_\_\_\_\_
- 7 After gap 6, how does the writer change the subject? \_\_\_\_\_
- 8 Would you expect the word missing from gap 7 to be positive or negative? \_\_\_\_\_
- 9 Does the missing word in gap 8 refer to a person or an action? \_\_\_\_\_
- 10 After gap 10, does the writer mention one or two aspects of adult education? \_\_\_\_\_

## HOW CAN I BEST PREPARE MYSELF AS A MATURE STUDENT?

There are plenty of things you can and should do to prepare for a return to education. If you follow (1) \_\_\_\_\_ advice, it will mean that you are able to make the most of your time as a student and get (2) \_\_\_\_\_ best possible results.

One of the things you (3) \_\_\_\_\_ do is to read as much as possible about the subject you are going to study. Then, it pays to learn some basic skills like how to quickly find useful information on the internet. In (4) \_\_\_\_\_, you will need to learn or brush up on skills such as how to take notes, revise for exams and express yourself (5) \_\_\_\_\_ in writing. There's plenty of help available on the internet and in books on study skills.

(6) \_\_\_\_\_, there may be some things that you haven't thought of. Becoming a full-time student is a major lifestyle change and it will affect your relationships with family and friends, but (7) \_\_\_\_\_ always in a good way. If you move to a different town, for example, (8) \_\_\_\_\_ may not be practical to continue with some relationships. Another problem could be that you will change, perhaps because you will be exposed to new ideas, (9) \_\_\_\_\_ could mean that you drift apart from some of your friends. So, as (10) \_\_\_\_\_ as the academic side of things, give a little thought to how (11) \_\_\_\_\_ personal circumstances might change. At least then you will know (12) \_\_\_\_\_ to expect.

9 Write one word in each gap to complete the text in exercise 8.

10 Complete the sentences with ideas of your own.

- 1 Going to college or university can be stressful. For this reason, \_\_\_\_\_
- 2 I had some difficulty with one of my subjects. Then I \_\_\_\_\_
- 3 The internet has many applications in education, such as \_\_\_\_\_
- 4 It's unfair to expect all students to go on to university. Not everyone \_\_\_\_\_
- 5 Tuition fees now amount to many thousands of pounds. Consequently, \_\_\_\_\_
- 6 People who study as adults tend to have a good idea of what they want to achieve, in contrast to school students, who \_\_\_\_\_
- 7 Many colleges now offer courses which \_\_\_\_\_
- 8 Studying can put a big strain on you, especially when \_\_\_\_\_

*Exam focus:*

# understanding coherence and cohesion in *First*

1 Look at the exam practice task on page 85 and answer the questions about the text.

1 What is the main point of each paragraph?

**Paragraph 1:** \_\_\_\_\_

**Paragraph 2:** \_\_\_\_\_

**Paragraph 3:** \_\_\_\_\_

**Paragraph 4:** \_\_\_\_\_

2 Is the text written in basic chronological order? Which words/phrases help you?

\_\_\_\_\_

2 Look at the exam practice task again and underline the point where the writer does each of these things.

- 1 He/she begins to talk about media.
- 2 He/she begins to talk about negative aspects of radio.
- 3 He/she refers to the advantages of radio for a second time.
- 4 He/she mentions television being replaced.
- 5 He/she starts talking about the present.

3 Look at the exam practice task again and note down which gaps probably contain these things.

- 1 a negative word \_\_\_\_\_
- 2 a (modal) verb referring to the past \_\_\_\_\_
- 3 a pronoun \_\_\_\_\_
- 4 a linking word that introduces an example \_\_\_\_\_
- 5 a linking word related to passing time \_\_\_\_\_
- 6 linking words that show contrast \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Skills tip**

In *First* Paper 1 Part 2, should you

**a** assume that the text will be written in chronological order? **Yes / No**

**b** follow the writer's logic by looking at the content of each paragraph? **Yes / No**

4 Tick the things that understanding coherence and cohesion will help you do in the different parts of *First* Paper 1.

- 1 recognise when the writer changes the subject \_\_\_\_\_
- 2 understand the chronology of a text \_\_\_\_\_
- 3 follow the writer's logic \_\_\_\_\_
- 4 identify whether the meaning is positive or negative \_\_\_\_\_
- 5 focus on linking words with different meanings, such as *or*, *and*, or *but* \_\_\_\_\_

*Exam practice:***First Paper 1 Part 2**

For questions 1–8, read the text below and think of a word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS.

*Example:*

0    O    N

## DISTANCE *Learning*

As long ago as the 1800s, students could enrol (0) \_\_\_\_\_ a course of study and submit their work by post to be assessed. Their instructor (1) \_\_\_\_\_ then send back the marked work, together with the next assignment.

(2) \_\_\_\_\_ radio became popular, educators hoped it was the start of a new era. Some excellent programmes were made and they were well-liked, (3) \_\_\_\_\_ there was a lack of course material which meant that methodical study was not practical.

(4) \_\_\_\_\_ the limitations of radio, it helped provide a framework for what was to follow. Television made possible courses such (5) \_\_\_\_\_ those offered by the Open University. (6) \_\_\_\_\_ courses offered recognised full degrees and students watched television programmes, which made maximum use of the visual medium alongside printed material sent by post. It wasn't until the development of the internet, (7) \_\_\_\_\_, that the availability of audiovisual and text-based materials could be combined into one medium.

(8) \_\_\_\_\_ everyone can physically attend college or university, so the many online courses available today present a unique opportunity.

### Skills tip

Understanding coherence and cohesion is very important in *First Paper 1 Part 2*. It is a good idea to read the whole text for gist before filling in any of the gaps. This will help you identify whether a missing word is positive or negative, for example. It will also help you recognise the chronology of the text and where the writer moves on to a different subject.

# 11

## Making internal changes to form derivatives

### Space exploration

UNIT AIMS

**Skill:** making internal changes to form derivatives

**Vocabulary:** technology topic vocabulary

**Exam practice:** *First Paper 1 Part 3*

#### Improve your Use of English skills: making internal changes to form derivatives

##### What is making internal changes to form derivatives?

Some derivatives are formed using prefixes and suffixes (Unit 7) at the beginning or end of words. However, other derivatives are formed by changing the internal form of a word. For example, the noun from the verb *choose* is *choice* - an internal change.

- 1 Which of the following is an internal change?
- A changing *history* to *historic*
  - B changing *woman* to *women*
  - C changing *able* to *unable*

##### Why is making internal changes to form derivatives important?

It's important to be comfortable with all the ways in which derivatives are formed. Apart from the use of prefixes and suffixes, you need to be comfortable with making internal changes. That way, you will be able to form the exact word you need to express your precise meaning.

- 2 Forming derivatives accurately allows you to
- A write in a more comfortable position.
  - B learn to express your feelings.
  - C say exactly what you mean.

##### How do you make internal changes to form derivatives?

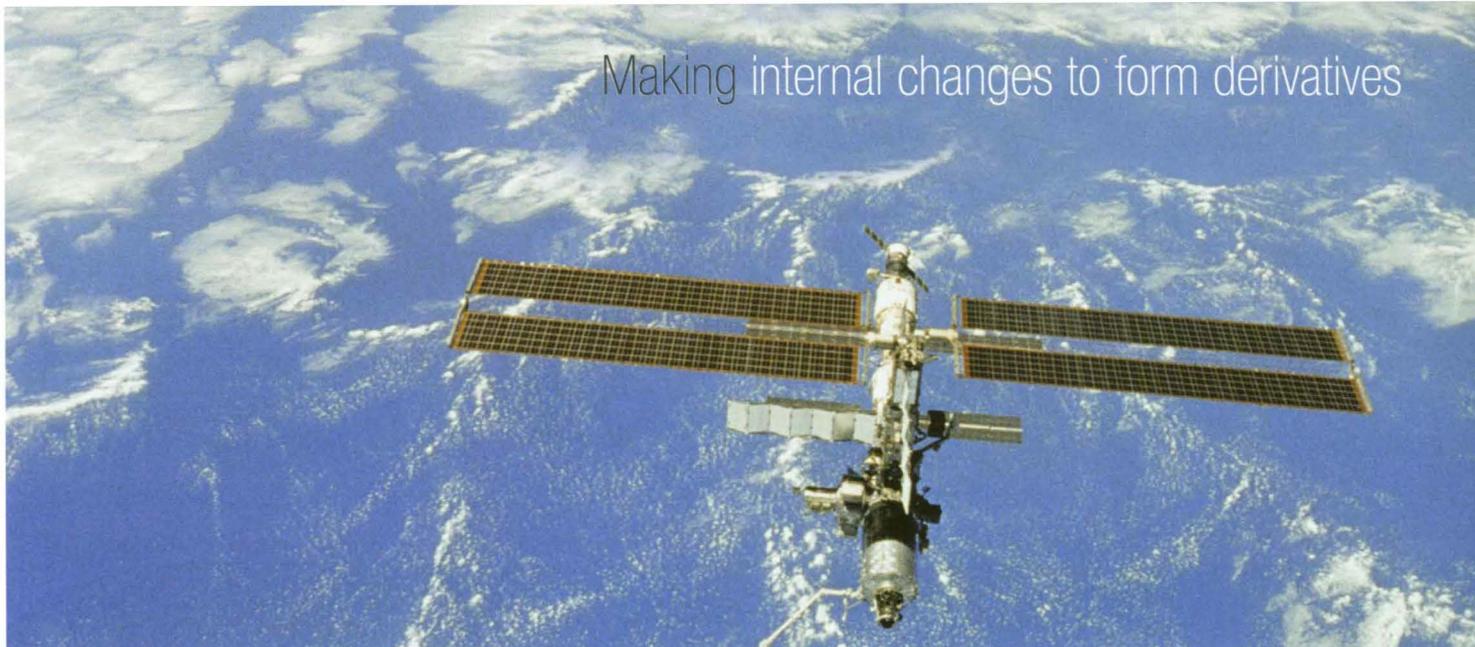
Study and learn word families where one or more derivatives are formed by making internal changes. Pay close attention to how words can form derivatives with affixes and internal changes together (for example, *flightless* from *fly*). Learn any general changes that apply to more than one word. For example, making an internal change to *long* produces *length*. The same change can be applied to *strong* to make *strength*.

- 3 What is *flightless* an example of?
- A a derivative formed using an internal change plus a suffix
  - B a derivative formed using a prefix plus a suffix
  - C a derivative formed using two internal changes

##### How is making internal changes to form derivatives important in *First*?

In *Paper 1 Part 3*, your knowledge of what internal changes need to be made to form a derivative is tested, as well as your knowledge of how prefixes and suffixes are used. You may also need to form derivatives in *Part 2* when you choose a word to complete a gap and in the *Part 4 transformation task*.

- 4 Making internal changes to form derivatives isn't tested in *First Paper 1*
- A Part 1.
  - B Part 3.
  - C Part 4.



## Get started

Look at the photo and answer the questions.

- What do you think life is like for the astronauts living on the space station?
- Is space exploration important? Why? / Why not?
- Would you like to travel in space? Why? / Why not?

## Develop your vocabulary

1 Match to make collocations.

- |             |           |
|-------------|-----------|
| 1 space ___ | a form    |
| 2 life ___  | b system  |
| 3 solar ___ | c signal  |
| 4 outer ___ | d station |
| 5 radio ___ | e space   |

2 Write a word from the box in each gap to complete the sentences.

colonised ■ landing ■ launched ■ manned ■ orbiting

- 1 The satellite will be \_\_\_\_\_ the planet for a week, taking pictures.
- 2 The first \_\_\_\_\_ mission to Mars could take place before the end of the decade.
- 3 If we \_\_\_\_\_ the Moon, we would have many practical problems to overcome.
- 4 The spacecraft made a smooth \_\_\_\_\_ on the surface of the planet.
- 5 The rocket \_\_\_\_\_ successfully at 5 pm in perfect weather conditions.

3 Each of the words in bold is in the wrong sentence. Write the correct word on the line.

- 1 Most meteors burn up in the Earth's **aliens**. \_\_\_\_\_
- 2 The **astronomer** is so strong on Mars that it could easily cause cancer. \_\_\_\_\_
- 3 To become a(n) **atmosphere**, do you have to have perfect vision? \_\_\_\_\_
- 4 I don't think **radiation** have ever visited Earth, but there are probably some out there somewhere. \_\_\_\_\_
- 5 A(n) **astronaut** studies the stars, generally with the aid of a giant telescope. \_\_\_\_\_

## Develop your Use of English skills: making internal changes to form derivatives

1 Write the plural form.

- 1 foot \_\_\_\_\_      3 man \_\_\_\_\_      5 tooth \_\_\_\_\_  
 2 goose \_\_\_\_\_      4 mouse \_\_\_\_\_      6 woman \_\_\_\_\_

2 Write the correct form of the number in brackets in each gap.

SPACE FACTS!

-  Yuri Gagarin only went into space \_\_\_\_\_ (**one**), but he was the first.
-  Only three astronauts, James Lovell, John Young and Eugene Cernan, travelled to the Moon \_\_\_\_\_ (**two**).
-  Earth is the \_\_\_\_\_ (**three**) planet from the Sun.
-  The Hubble Telescope recently discovered a \_\_\_\_\_ (**five**) moon orbiting Pluto.
-  The \_\_\_\_\_ (**twelve**) astronaut to walk on the Moon was Harrison Schmitt.



3 Choose the correct word.

- 1 The astronauts had to carefully conserve the amount of water they \_\_\_\_\_.  
 a drank      b drink      c drunk
- 2 The people \_\_\_\_ for a space mission have to be extremely fit.  
 a choose      b chose      c chosen
- 3 How often does the Sun \_\_\_\_ on Mars?  
 a rose      b risen      c rise
- 4 The first song that was \_\_\_\_ and broadcast from space was *Jingle Bells* in 1965.  
 a sung      b sang      c sing
- 5 The children \_\_\_\_ pictures of the space shuttle and sent them to NASA.  
 a draw      b drew      c drawn
- 6 In space, even nowadays, astronauts mostly \_\_\_\_ highly-concentrated paste.  
 a ate      b eaten      c eat
- 7 The US and Soviet space programmes \_\_\_\_ just after the Second World War.  
 a began      b begin      c begun
- 8 He had \_\_\_\_ five space missions before he retired.  
 a fly      b flew      c flown
- 9 She \_\_\_\_ one hundred lengths of the pool every day as part of her fitness training for the space flight.  
 a swum      b swim      c swam
- 10 The force of the landing \_\_\_\_ the crew of the spaceship from side to side.  
 a throw      b thrown      c threw

4 Write the correct form of the word in bold in each gap.

- 1 It is believed that oceans of water lie below the \_\_\_\_\_ surface of Europa, one of the moons of Jupiter.
- 2 A \_\_\_ tile on the bottom of one space shuttle nearly led to disaster on its re-entry.
- 3 The Space Museum's offered a reward for information leading to the return of the \_\_\_ pieces of Moon rock.
- 4 The captain left \_\_\_ instructions for what to do while he was asleep.
- 5 Some astronomers thought that there were \_\_\_ messages in the radio signals they were receiving from outer space.
- 6 Why do we believe that aliens would even have a \_\_\_ language? They could communicate by telepathy.

- freeze  
break  
steal  
write  
hide  
speak

5 Write one word in each gap. Use the notes to help you.

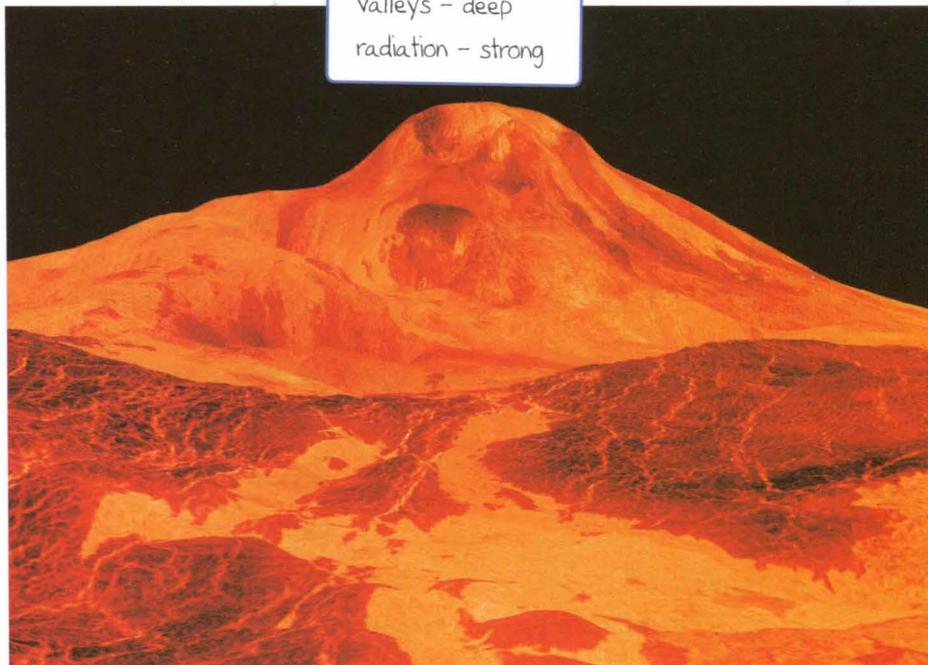
## VENUS – UNINHABITABLE?

**V**enus was once thought of as Earth's twin, but it is unlikely humans could ever live there.

First of all, a journey of that (1) \_\_\_\_\_ would take around six months. When the astronauts arrived, they would have to deal with an atmosphere of sulphuric acid, the (2) \_\_\_\_\_ of which alone would melt steel. The terrain consists of mountains of great (3) \_\_\_\_\_ and valleys of enormous (4) \_\_\_\_\_. Apart from that, the radiation is of such (5) \_\_\_\_\_ that nobody would be able to expose themselves to it without suffering the consequences.

**Venus**

journey - long  
atmosphere - hot  
mountains - high  
valleys - deep  
radiation - strong



6 Use the examples to form words.

- |                          |                  |
|--------------------------|------------------|
| 1 humour → humorous      | odour → _____    |
| 2 receive → reception    | deceive → _____  |
| 3 believe → belief       | relieve → _____  |
| 4 offend → offence       | defend → _____   |
| 5 advise → advice        | practise → _____ |
| 6 describe → description | inscribe → _____ |
| 7 anger → angry          | hunger → _____   |
| 8 succeed → success      | exceed → _____   |

7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given and a form of the underlined word.

1 The astronaut's father is very proud of his son's progress.

**TAKES**

The astronaut's father \_\_\_\_\_ his son's progress.

2 We must solve the problem with the space rocket quickly.

**FIND**

We must \_\_\_\_\_ the problem with the space rocket quickly.

3 You're going to have to choose between these two telescopes.

**MAKE**

You're going to have to \_\_\_\_\_ between these two telescopes.

4 Police haven't identified the hacker of the NASA database.

**DISCOVER**

Police have yet \_\_\_\_\_ of the hacker of the NASA database.

5 The cost of a journey into space includes training.

**IS**

The cost of a journey into space \_\_\_\_\_ training.

6 Astronomers can prove the existence of Earth-like planets in other solar systems.

**OF**

Astronomers \_\_\_\_\_ the existence of Earth-like planets in other solar systems.

7 They strongly believe in the existence of alien life forms.

**HAVE**

They \_\_\_\_\_ that alien life forms exist.

8 How long does it take to fly to the Moon?

**A**

How long does \_\_\_\_\_ take?

8 Match the connected words. You will not use all of the letters.

- |           |     |          |
|-----------|-----|----------|
| 1 safe    | ___ | a thank  |
| 2 sight   | ___ | b shaken |
| 3 song    | ___ | c sign   |
| 4 thought | ___ | d save   |
| 5 born    | ___ | e think  |
| 6 bought  | ___ | f bring  |
| 7 lost    | ___ | g loose  |
| 8 sunk    | ___ | h catch  |
| 9 caught  | ___ | i see    |
| 10 shook  | ___ | j buy    |
|           |     | k sink   |
|           |     | l sing   |
|           |     | m lose   |
|           |     | n bear   |

9 Write the correct form of a word from the box in each gap. You will use some words more than once.

be ■ can ■ do ■ have ■ take ■ will

- 1 Do you think we have \_\_\_\_\_ visited by aliens already?
- 2 If we lived on Mars, we \_\_\_\_\_ not be able to communicate with Earth easily.
- 3 It only \_\_\_\_\_ a short time for the doors of the spaceship to fully open.
- 4 When \_\_\_\_\_ the idea of travelling in space first occur to people?
- 5 No dream \_\_\_\_\_ ever captured human imagination like that of space travel.
- 6 If you \_\_\_\_\_ live on another planet, would you like to?
- 7 He used to use his telescope to spot satellites that \_\_\_\_\_ orbiting the planet.
- 8 Nobody would have thought of space travel if we \_\_\_\_\_ not invented the rocket.

10 Write one word in each gap to complete the text.

## Dreams can come true

06

**I've always wanted to go into space. Ever since I (1) \_\_\_\_\_ use a telescope to look at the stars, I've dreamed about it. I've (2) \_\_\_\_\_ planning how to do it, too – I didn't just sit around and wait for my dream to come true.**

The big problem (3) \_\_\_\_\_ my eyesight. I'd never (4) \_\_\_\_\_ good eyes, so when I was told that an astronaut needs perfect vision, I was heartbroken. But I picked myself up and decided that if I wasn't going to go to space, I'd make sure others were. I (5) \_\_\_\_\_ a degree in astronomy.

Now I work for the space programme. When our latest rocket (6) \_\_\_\_\_ up into space, I felt proud because I was part of the team. A little piece of me had gone into space, too.

11 Write the correct form of the word in bold in each gap. Use the suffixes in the box to help you.

-en ■ -ful ■ -less ■ -ly ■ -ty

- 1 The \_\_\_\_\_ of our astronauts is our number one priority.
- 2 Leaving at that time of year will \_\_\_\_\_ the time it takes to get to Mars by a month.
- 3 If we are \_\_\_\_\_ in colonising other planets, will we take care of them better than we take care of Earth?
- 4 'How can anyone doubt that we went to the Moon?', the astronaut asked \_\_\_\_\_.
- 5 It's very \_\_\_\_\_ of people not to remember the day when the space shuttle Challenger crashed.

save

long

succeed

anger

think

*Exam focus:*making internal changes to form derivatives in *First*

1 Look at the exam practice task on page 93. Write *noun*, *verb*, *adjective*, or *number*.

- 1 LONG is a(n) \_\_\_\_\_ .
- 2 SUCCEED is a(n) \_\_\_\_\_ .
- 3 ONE is a(n) \_\_\_\_\_ .
- 4 PRIDE is a(n) \_\_\_\_\_ .
- 5 FREEZE is a(n) \_\_\_\_\_ .
- 6 ENTER is a(n) \_\_\_\_\_ .
- 7 DAY is a(n) \_\_\_\_\_ .
- 8 CHOOSE is a(n) \_\_\_\_\_ .

2 Look at the exam practice task on page 93 again. Decide whether the answer to each gap will be an adjective (ADJ), noun (N), verb (V) or an adverb (ADV).

- |             |             |             |             |
|-------------|-------------|-------------|-------------|
| Gap 1 _____ | Gap 3 _____ | Gap 5 _____ | Gap 7 _____ |
| Gap 2 _____ | Gap 4 _____ | Gap 6 _____ | Gap 8 _____ |

3 Decide if the statements are true (T) or false (F).

- 1 In *First Paper 1 Part 1*, you are often given four derivatives of the same word as the four options. \_\_\_\_\_
- 2 In *First Paper 1 Part 2*, you might have to think of the correct derivative to fit a gap. \_\_\_\_\_
- 3 In *First Paper 1 Part 3*, every word you transform will have an internal change. \_\_\_\_\_
- 4 In *First Paper 1 Part 4*, you might have to change the form of a word from the first sentence to fit it in the second sentence. \_\_\_\_\_

**Skills tip**

In *First Paper 1 Part 3*, do you

- a always only have to make one change to a word? **Yes / No**
- b sometimes have to create plural noun forms? **Yes / No**

*Exam practice:*

**First Paper 1 Part 3**

For questions 1–8, 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).

*Example:*

0   F   L   I   G   H   T

**LIVING ON**  
*other planets*

Over fifty years have passed since the first manned space (0) \_\_\_\_\_ .  
In that (1) \_\_\_\_\_ of time, what progress has been made towards  
the dream of living on other planets? Even though we've obviously been  
(2) \_\_\_\_\_ in that goal so far, a huge step has been made towards  
it as humans are already living in space. Far above our heads, the  
International Space Station orbits the Earth, circling us (3) \_\_\_\_\_  
every 90 minutes. Since astronauts from many countries have lived  
there and it was built with international cooperation, it is an achievement  
the whole world can be (4) \_\_\_\_\_ of. Another major development  
in our exploration of space is the discovery of evidence of (5) \_\_\_\_\_  
and fresh water on Mars.

Another recent change is the (6) \_\_\_\_\_ of private companies into  
space travel. NASA has always used inventors and involved private  
companies, but now the companies are building their own spacecraft.  
That's mainly for space tourism, but considering the developments we  
hear about on a (7) \_\_\_\_\_ basis and the progress of the last fifty  
years, it no longer seems at all unlikely that people will have the  
(8) \_\_\_\_\_ of living on the Moon or Mars one day.

**FLY**

**LONG**

**SUCCEED**

**ONE**

**PRIDE**

**FREEZE**

**ENTER**

**DAY**

**CHOOSE**

**Skills tip**

Usually, one or two of the items tested in *First Paper 1 Part 3* will require you to form negative derivatives of the word given. This requires you to understand the meaning of the passage and each sentence in it and decide if that meaning fits with the positive or negative form of the word. If you decide it must be negative, think which internal change may be required and which prefix or suffix may be added (see affixes in Unit 7). Negatives are most commonly tested with adjective formation (for example, *save* → *safe* → *unsafe*) but might also be tested with verb and noun formation.

## Immigration

UNIT AIMS

**Skill:** developing exam strategies**Vocabulary:** social issues topic vocabulary**Exam practice:** *First Paper 1 Part 4*

## Improve your Use of English skills: developing exam strategies

## What is developing exam strategies?

*For each part of the exam, you need to decide what the best approach is. You need to develop exam strategies that give you the best chance of success. It involves thinking about different exam tasks and coming up with steps that guide you through each task. When you do the exam, you follow your exam strategies so that you do as well as you can.*

- 1** Exam strategies are steps that help you to
- A** be successful in your future life.
  - B** sit still in the exam and concentrate.
  - C** do an exam task in the best way.

## Why is developing exam strategies important?

*You will spend a lot of time and effort studying the things you need to know for an exam. In order to use that knowledge in the most effective way, you need to also study the individual exam tasks and decide on the best way of doing them. These strategies ensure that you make the best use of your knowledge.*

- 2** The right exam strategies will help you
- A** use your knowledge in the best way.
  - B** spend less time on learning things.
  - C** make decisions about what to study.

How is developing exam strategies important in *First*?

*Developing exam strategies is important in all exams. In First Paper 1 Parts 1–4, you will do better if you develop a clear exam strategy for dealing with each task. For example, in Part 1, you should think about reading the whole text first for gist before you choose the answers. That might be the first step of your exam strategy for Part 1. What's the best second step? By thinking about all the parts in a similar way, you will give yourself the best chance of success.*

- 3** Reading for gist is given as an example of
- A** a good first step in one exam strategy.
  - B** things to avoid in Use of English tasks.
  - C** the best thing to do for all exam tasks.



## Get started

Answer the questions.

- What are the main reasons people move to another country to live?
- What do you think the main problems they might face are?
- What are the benefits of living in a multicultural society?

## Develop your vocabulary

1 Write the correct word in each gap.

1 **refugees / immigrants**

Britain has many \_\_\_\_\_ who come from other countries to work, as well as \_\_\_\_\_ who had to leave their countries to escape from serious problems such as war.

2 **emigrate / migrate**

People \_\_\_\_\_ when they permanently move from one country to another, and birds \_\_\_\_\_ when they fly to warmer parts of the world.

3 **culture / society**

Although \_\_\_\_\_ was very class-based, each class had a rich and vibrant \_\_\_\_\_.

4 **permission / visa**

After Kim got her parents' \_\_\_\_\_ to travel to the United States to study, she had to apply for a \_\_\_\_\_ to get into the country.

2 Write a word from the box in each gap.

border ■ distribute ■ document ■ host ■ integrated ■ settle ■ support

breaking news

*The wave of refugees coming across the (1) \_\_\_\_\_ continues to worry authorities. Very few of them have got every (2) \_\_\_\_\_ that is needed to enter the country legally and they have no money to (3) \_\_\_\_\_ their families.*

Some of these people have relatives who have already managed to (4) \_\_\_\_\_ in their (5) \_\_\_\_\_ country with little difficulty and have (6) \_\_\_\_\_ into society very well.

However, the numbers this time are just too high and the authorities simply don't know where to put them.

Meanwhile, volunteers are helping to (7) \_\_\_\_\_ food and warm clothing as another freezing night approaches.

Develop your Use of English skills: developing exam strategies

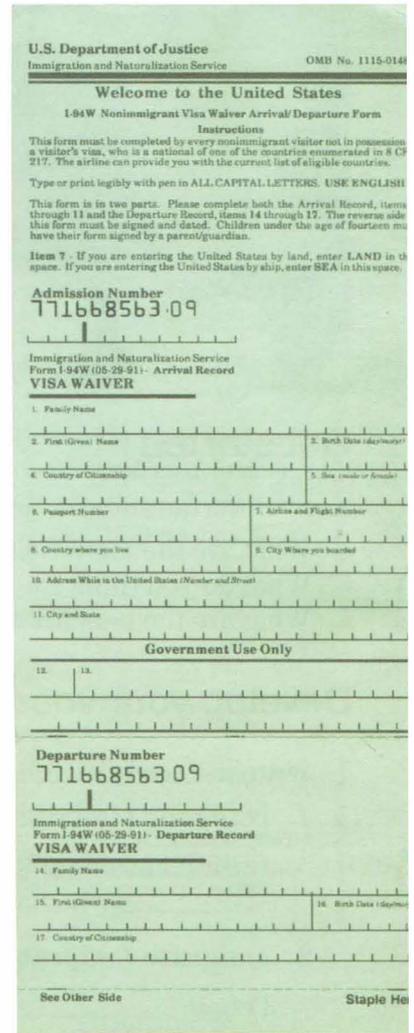
Exam strategy focus

Reading for gist is a helpful first strategy for *First Paper 1* Parts 1, 2 and 3. Always read the whole text, including the title, before you fill in any gaps. In Part 1, a useful second step is to eliminate any answer options that do not fit in the context before choosing between the most likely answers.

1 Read the text quickly for gist and choose the best title.

- a Most popular destination for people emigrating
- b Reasons for emigration
- c Why the number of immigrants is so high

A recent survey found that over 600 million adults would emigrate to another country if they had the opportunity. The number one preferred destination is the United States, while Canada, Australia and Saudi Arabia also score highly. The two main reasons people choose to live abroad are because they are driven from their home countries, or because the attractions of the host country prove too great to resist. Some experts use the words *push* and *pull* to describe this. The primary 'push' factor is poverty, while people are 'pulled' away from their homes mainly by better-paid jobs. In addition, wars, politics and natural disasters can lead to emigration, as well as more personal reasons. This last group includes having relatives or close friends abroad, taking up a university place in another country and retiring, for example, to a country with a nicer climate. Of course, such a major decision is rarely a simple matter and many people emigrate because of a combination of push and pull factors.



2 Read the text again and match each underlined word with a word with a connected meaning.

- |                   |                  |
|-------------------|------------------|
| 1 accidents _____ | 6 huge _____     |
| 2 appeal _____    | 7 mixture _____  |
| 3 chance _____    | 8 research _____ |
| 4 forced _____    | 9 result _____   |
| 5 getting _____   | 10 weather _____ |

3 Tick the words from exercise 2 that can replace the word in the text without any changes. Explain why the other words can't be used.

4 Choose the correct word in each sentence. Explain why each wrong answer is not suitable.

- 1 A lot of money is needed for a family to **set / make** up home in a foreign country.
- 2 They didn't realise how many possessions they had **achieved / acquired** until they moved.
- 3 They **managed / succeeded** in getting used to the new environment quite quickly.
- 4 Radyk tried to put the past **beneath / behind** him so he could start a new life.
- 5 The **conditions / situations** in the refugee camp were better than they had expected.
- 6 The charity organisation **provided / arranged** her with food and temporary housing.
- 7 At first, we didn't believe **in / that** the company would pay for all our removal costs.
- 8 Aydin **decided / insisted** to send his children to a Turkish school in London so that they would not forget their roots.

**Exam strategy focus**

A good strategy for all parts of the exam is to think carefully about the context. Remember that correct collocation is vital. Sometimes an answer is right or wrong because of what comes before or after a key word, e.g. a verb followed by a preposition, a noun, an *-ing* form, etc. This is particularly true in Part 2, where the majority of missing words are grammatical (auxiliary verbs, pronouns, prepositions, etc).

**5** Write the same word in the gap in all three sentences.

- 1 The government has \_\_\_\_\_ out strict conditions to reduce the number of people coming into the country.  
Ivan has \_\_\_\_\_ his heart on starting a new life in the USA.  
An organisation has been \_\_\_\_\_ up to help distribute food to refugees.
- 2 I'm sure everything will be fine \_\_\_\_\_ you arrive.  
After months of filling in forms and nothing much happening, all at \_\_\_\_\_ everything seemed to start moving.  
He was refused entry to the country, not just \_\_\_\_\_ but three times.
- 3 Ali's \_\_\_\_\_ of country was limited by his inability to speak any foreign languages.  
Sometimes leaving your home country is not a matter of \_\_\_\_\_ .  
The family had no \_\_\_\_\_ but to move in with Zahara's relatives.
- 4 They knew they would be safe if they could just get \_\_\_\_\_ the border.  
It took him \_\_\_\_\_ three years to save up the money to emigrate.  
Emigrating is a major step and you should talk it \_\_\_\_\_ with your family before deciding.
- 5 The children found their new country strange at first but, before \_\_\_\_\_ , they were making friends and settling in.  
I don't have a problem with immigration, just as \_\_\_\_\_ as it is controlled in some way.  
Jess had a \_\_\_\_\_ wait before her passport arrived and she was beginning to worry.

**6** Read the text for gist. Then answer the questions about the gaps.

- Gap 1** What kind of word has to come before *giving* here? \_\_\_\_\_
- Gap 2** Which type of verb fits here? \_\_\_\_\_
- Gap 3** Which tense is required here? \_\_\_\_\_
- Gap 4** Which preposition do we usually use after *pay*? \_\_\_\_\_
- Gap 5** What verb form(s) can follow *need*? \_\_\_\_\_
- Gap 6** What type of conditional is this sentence? \_\_\_\_\_
- Gap 7** Which relative pronoun can go after a comma here? \_\_\_\_\_
- Gap 8** Is this sentence positive or negative? \_\_\_\_\_

**A difficult decision**

Bhavna and her husband did not take the decision to leave their country (1) \_\_\_\_\_ giving it a lot of thought. After her husband lost his job, Bhavna decided to (2) \_\_\_\_\_ out about the possibility of emigrating. 'We reached a point where it was now or never', she explained. Bhavna pointed out that they (3) \_\_\_\_\_ saved just enough money to pay (4) \_\_\_\_\_ their air tickets and satisfy the conditions for immigration – they needed (5) \_\_\_\_\_ have a certain amount of money in the bank in order to qualify. If they had started living off their savings, the money (6) \_\_\_\_\_ soon have disappeared and their one window of opportunity would have closed for ever. They had three children under five years old, (7) \_\_\_\_\_ meant that the decision was not an easy one. However, conditions at home were (8) \_\_\_\_\_ easy either. It was time to go.

7 Write one word in each gap to complete the text in exercise 6.

**Exam strategy focus**

In Part 3, after reading the text for gist, a good strategy is to identify which part of speech (adjective, adverb, noun, or verb) is needed in the gap. Looking closely at the context will help you to understand this. For nouns, ask yourself if a general noun fits best (e.g. transforming *migrate* to fit 'the *migration* of birds') or a person noun (e.g. *migrant* or *immigrant*), or a plural form (e.g. *immigrants*). For verbs, check which form is needed (e.g. *emigrate*, *emigrates*, *emigrating* or *emigrated*). Also ask yourself if a negative form is needed (e.g. *able* to *capable* or *incapable*.)

8 Write the correct form of the word in brackets.

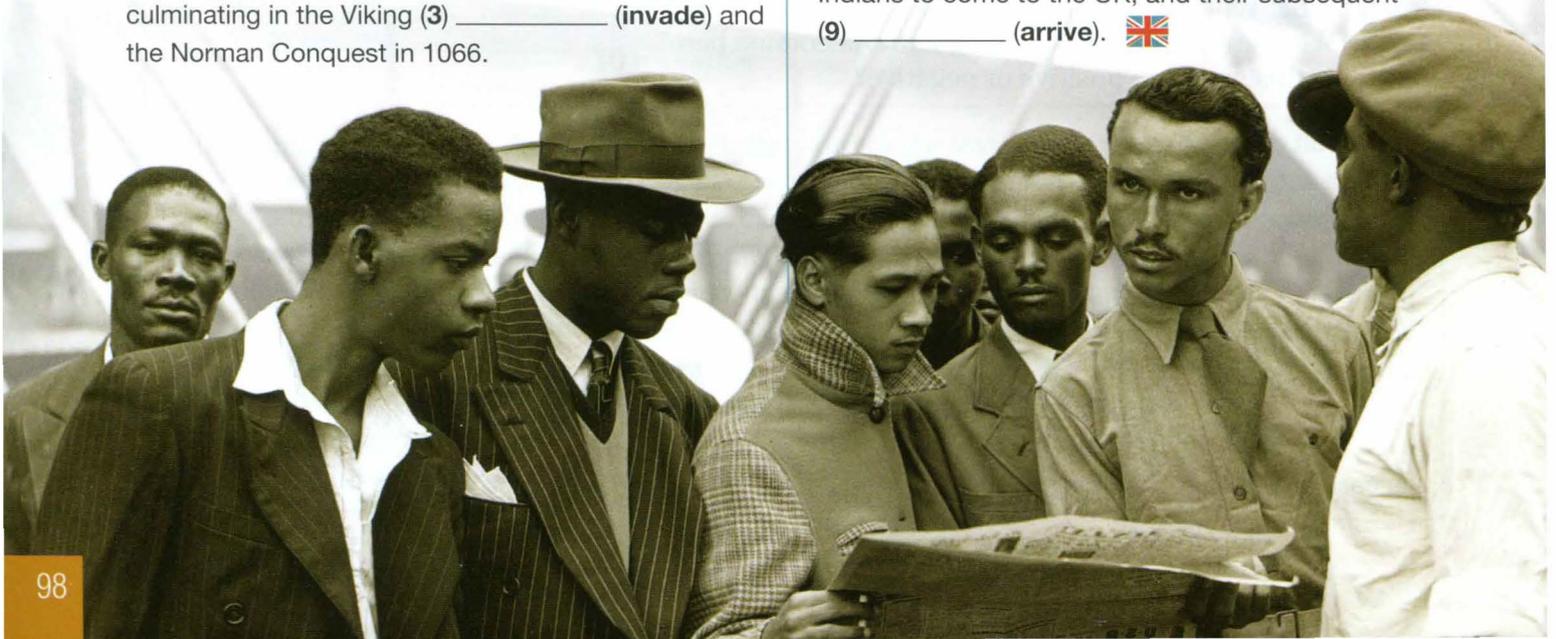
- 1 Jack's cousin was \_\_\_\_\_ (**able**) to get used to living abroad so moved back home last year.
- 2 It was never my \_\_\_\_\_ (**intend**) to stay abroad for more than a year.
- 3 They spent four horrible days at sea under extremely \_\_\_\_\_ (**pleasant**) conditions.
- 4 Although Jacques was a doctor, his \_\_\_\_\_ (**qualify**) were not recognised in his new country.
- 5 The main \_\_\_\_\_ (**attract**) for immigrants here is the availability of work.
- 6 It was a \_\_\_\_\_ (**combine**) of factors that drove David to leave his homeland.
- 7 The overland journey to their destination was \_\_\_\_\_ (**event**) and filled with danger.
- 8 In the refugee camp, they had basic facilities and little \_\_\_\_\_ (**private**).

9 Decide what kind of word (noun, adjective, etc) fills each gap. Then form the correct word from the word in bold.

## Immigration into **Britain**

The history of the British Isles is really a history of immigration. Going back around 2,000 years, Britain was settled by a (1) \_\_\_\_\_ (**vary**) of different tribes, most notably the Romans. Once the Romans left after about 400 years, there followed an unsettled period when (2) \_\_\_\_\_ (**vary**) new tribes arrived, culminating in the Viking (3) \_\_\_\_\_ (**invade**) and the Norman Conquest in 1066.

By the end of the Second World War in 1945, there was a (4) \_\_\_\_\_ (**short**) of workers in the UK and the (5) \_\_\_\_\_ (**govern**) began (6) \_\_\_\_\_ (**act**) encouraging immigration. Polish and Italian immigrants started (7) \_\_\_\_\_ (**settle**) in the country, although their numbers were not enough to meet the need for workers. A period of mass immigration began in 1948 with the (8) \_\_\_\_\_ (**invite**) to thousands of West Indians to come to the UK, and their subsequent (9) \_\_\_\_\_ (**arrive**). 



**Exam strategy focus**

In Part 4, a good first strategy is to identify which part of the first sentence needs to be replaced. Then try different structures to see if they complete the sentence correctly. This might mean changing a verb to a noun, using a different verb, changing the tense or using the passive voice, etc. Try any grammatical structures that you know. Finally, check that the second sentence is as close as possible in meaning to the first.

**10** Look at the two different ways of saying the same thing. In the first sentence, underline what has been replaced.

- |   |  |
|---|--|
| <p><b>1</b> He had no choice but to leave.<br/>There was no alternative for him other than to leave.</p> <p><b>2</b> Living in poverty is something nobody wants.<br/>Nobody wants to be poor.</p> <p><b>3</b> It can't have been easy to get across the border.<br/>It must have been hard to get across the border.</p> | <p><b>4</b> It was my first time in a foreign country.<br/>I had never been in a foreign country before.</p> <p><b>5</b> Sonya couldn't find work at first.<br/>Sonya wasn't able to find work at first.</p> |
|---|--|

**11** Complete the sentences following the instructions.

- 1** He never intended to stay in the country for longer than a year.  
*Use a noun in place of intended.*  
He had \_\_\_\_\_
- 2** They insisted on seeing the manager.  
*Use the verb demanded.*  
They \_\_\_\_\_
- 3** The children couldn't wait to see their new school.  
*Use the phrase really look forward to.*  
The children \_\_\_\_\_
- 4** They regretted their decision to move to a rural community.  
*Use the verb wished.*  
They \_\_\_\_\_
- 5** The children were too young to travel unaccompanied.  
*Use enough in place of too.*  
The children were \_\_\_\_\_
- 6** They gave them six weeks to leave the country.  
*Use the passive.*  
They \_\_\_\_\_

**Exam strategy focus**

A good final strategy is to leave enough time to check your answers, making sure in Parts 1, 2 and 3 that the sentence still makes sense with the added word. For Parts 2, 3 and 4, check that you have not written the wrong form of the word, or a positive word instead of a negative one. Check your spelling and that you have not forgotten any plural s. Finally, you should always guess an answer if you're not sure, rather than leave it blank.

*Exam focus:*developing exam strategies in *First*

1 Look at the exam practice task on page 101 and decide which question matches each statement.

- |            |     |   |   |
|------------|-----|---|---|
| Question 1 | ___ | a | You need to use a modal verb for deduction.     |
| Question 2 | ___ | b | A phrasal verb is required.                     |
| Question 3 | ___ | c | This is a conditional sentence.                 |
| Question 4 | ___ | d | This sentence needs a negative form.            |
| Question 5 | ___ | e | You need to transform an adjective into a noun. |
| Question 6 | ___ | f | You need to find the correct preposition.       |

2 Look at the exam practice task again and answer the questions.

- 1 In question 1, is *insisted* followed by a full infinitive, like the verb *demanded*? \_\_\_\_\_
- 2 In question 2, if *so* is followed by an adjective, what is *such* followed by? \_\_\_\_\_
- 3 In question 3, which tense are you probably going to use? \_\_\_\_\_
- 4 In question 4, which expression with *long* expresses a conditional? \_\_\_\_\_
- 5 In question 5, which modal verbs do we use for deduction when we are *sure*? \_\_\_\_\_
- 6 In question 6, which tense will you need to use? \_\_\_\_\_

3 Decide if the statements are true (T) or false (F).

- 1 Developing exam strategies will help you in all parts of the exam. \_\_\_\_\_
- 2 A common strategy for texts is to read everything for gist before answering. \_\_\_\_\_
- 3 Checking for spelling mistakes is a waste of time. \_\_\_\_\_
- 4 A good strategy for Part 4 is to write the first thing you think of. \_\_\_\_\_
- 5 In Part 4, it helps to identify what is in the first sentence but missing from the second. \_\_\_\_\_

**Skills tip**

In *First* Paper 1 Part 4,

- a should you try to identify what needs changing in the first sentence? **Yes / No**
- b will you probably make more than one change to fill each gap? **Yes / No**

## Exam practice:

# First Paper 1 Part 4

For questions 1–6, 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. Here is an example (0).

*Example:*

- 0 Life here is more expensive than it is back home.

**CHEAP**

Life here is \_\_\_\_\_ it is back home.

The gap can be filled by the words 'not as cheap as', so you write:

*Example:*

0 NOT AS CHEAP AS

Write **only** the missing words **IN CAPITAL LETTERS**.

### Skills tip

Each item in *First Paper 1 Part 4* usually requires 2 or 3 changes (for example, change the verb to a noun and add the correct preposition, followed by an *-ing* form). The best strategy for Part 4 involves looking at the word given and identifying what it will express from the first sentence. Think about the different grammatical structures that could be used with the word. Then, after filling in the gap, check that the second sentence conveys the same and full meaning of the first.

- 1 The customs officers demanded to speak to Hicks urgently.

**INSISTED**

The customs officers \_\_\_\_\_ Hicks urgently.

- 2 Antonio found it so difficult to speak the language that he had extra lessons.

**SUCH**

Antonio had \_\_\_\_\_ the language that he had extra lessons.

- 3 The last time I saw my family was four years ago.

**SEEN**

I have \_\_\_\_\_ four years.

- 4 They can't come into the country without getting a visa first.

**LONG**

They can come into the country \_\_\_\_\_ a visa first.

- 5 I'm sure it wasn't easy to leave your loved ones behind.

**BEEN**

It \_\_\_\_\_ difficult to leave your loved ones behind.

- 6 I can't wait until I see my family again.

**FORWARD**

I'm really \_\_\_\_\_ my family again.

# Answer Key

## Unit 1

### Improve your Use of English skills

1 B 2 B 3 A 4 A

### Get started

Students' own answers

### Develop your vocabulary

1  
1 d 2 a 3 e 4 b 5 c

2  
1 heart 4 impulse  
2 ease 5 time  
3 love

3  
1 participating  
2 time on your hands  
3 make time  
4 take pleasure  
5 high time

### Develop your Use of English skills

1  
1 costs 9 far  
2 ease 10 heart  
3 length 11 nature  
4 once 12 surprise  
5 notice 13 change  
6 times 14 good  
7 accounts 15 being  
8 chance

2  
1 for 6 on  
2 by 7 at  
3 by 8 on  
4 on 9 by  
5 at 10 for

3  
1 c 2 a 3 b 4 a 5 a 6 b 7 c 8 a  
9 c 10 a 11 c 12 c

4  
1 answer 7 place  
2 swing 8 morning  
3 nutshell 9 particular  
4 general 10 season  
5 addition 11 advance  
6 month 12 person

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

6  
Suggested answers  
1 start a conversation (with a stranger)  
2 changed her opinion/mind  
3 a way to earn money easily  
4 take back something he said / admit that he was wrong  
5 do something without complaining  
6 I can't do it because of certain rules or limits  
7 you aren't really interested in something  
8 long overdue

7  
1 part 7 point  
2 yourself 8 water  
3 odds 9 miracles  
4 clock 10 ocean  
5 battle 11 pleasure  
6 senses 12 nail

8  
1 of 5 keep  
2 on 6 by  
3 speak 7 no  
4 from 8 in

9  
1 D 2 C 3 A 4 B 5 A 6 D 7 D 8 C

10  
1 BY THE BOOK  
2 AS CLEAN AS A  
3 COME CLEAN  
4 FACE THE MUSIC  
5 JOG YOUR MEMORY  
6 KEEP AN EYE ON  
7 A NARROW ESCAPE  
8 TO AIM HIGH

### Exam focus

1  
Students should tick gaps 1, 3, 4, 6 and 7.

2  
1 voluntary work abroad  
2 one for each gap  
3 No – the exam time limit includes all First Paper 1 tasks  
4 Questions 3 and 7  
5 Question 4, all words begin with ac-  
6 Question 5, words are sentence connectors

**Skills tip**  
a No, b Yes

3  
1 T 2 F 3 T 4 T 5 F

### Exam practice

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

## Unit 2

### Improve your Use of English skills

1 A 2 B 3 C 4 B

### Get started

Students' own answers

### Develop your vocabulary

1  
1 in 6 round  
2 off 7 off  
3 away 8 off  
4 off 9 out  
5 down 10 out of

2  
1 flight 4 ticket  
2 way 5 wall  
3 line

### Develop your Use of English skills

1  
1 d 2 j 3 n 4 l 5 b 6 p 7 f 8 a  
9 k 10 h 11 c 12 m 13 e 14 o  
15 i 16 g

2  
Students should underline the following:

1 ('ll have to) get on  
2 (to) give up  
3 (is) holding up  
4 stood in (for)  
5 ('d have) run (the dog) over  
6 (to) get through (to)  
7 give (you) back  
8 (to) keep up (with)

3  
Sentences where the particle can be in a different position:

2 It's polite to give your seat (up) on the bus (up)...  
3 ... is holding traffic up...  
5 ... run over the dog.  
7 ... give you your ticket back

4  
1 b 2 a 3 b 4 a 5 b 6 a 7 b 8 a

- 5**  
 1 run out of      5 go ahead  
 2 see through    6 see out  
 3 take to          7 take off  
 4 take up          8 come down with
- 6**  
 Suggested answers  
 1 cancel  
 2 create, think of  
 3 got rid of / abandoned  
 4 failed to happen  
 5 check carefully  
 6 provide accommodation/let us stay  
 7 met by chance  
 8 saving  
 9 arrive
- 7**  
 1 gone              7 make  
 2 taken             8 put  
 3 passed           9 backed  
 4 drowned         10 stand  
 5 narrowed       11 give  
 6 got                12 brings

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

- 9**  
 1 on  
 2 out  
 3 up/through  
 4 up  
 5 round/around/across/through  
 6 out  
 7 off  
 8 up  
 9 away  
 10 out  
 11 without  
 12 down

- 10**  
 1 FELL THROUGH DUE  
 2 SET OFF ON  
 3 DO AWAY WITH  
 4 WAS PUT OUT BY  
 5 TO WORK OUT  
 6 WAS (COMPLETELY/TOTALLY) CUT OFF BY  
 7 WENT BACK ON  
 8 TRY OUT MY NEW SKIS/TRY MY NEW SKIS OUT

**Exam focus**

- 1**  
 To be ticked: gaps 1, 3, 5, 6 and 8.  
 Gap 1 particle  
 Gap 3 main verb  
 Gap 5 particle  
 Gap 6 main verb  
 Gap 8 main verb

- 2**  
 To be circled: give, put, run, on, up

**Skills tip**  
 a Yes, b Yes

- 3**  
 1 Part 4  
 2 Part 4  
 3 Part 4  
 4 Part 1

**Exam practice**

- 1 UP  
 2 MOST  
 3 GIVE  
 4 AS  
 5 ON  
 6 PUT  
 7 OF  
 8 RUN

## Unit 3

**Improve your Use of English skills**

- 1 C 2 C 3 A 4 C

**Get started**

Students' own answers

**Develop your vocabulary**

- 1**  
 1 pastime                      5 graphics  
 2 avatar                        6 e-reader  
 3 access                        7 reality  
 4 streaming
- 2**  
 1 socialise                      5 file-sharing  
 2 forums                        6 upload  
 3 chat rooms                    7 leisure  
 4 microblogging                8 search

**Develop your Use of English skills**

<b>1</b>	<b>Noun</b>	<b>Adjective</b>
	disadvantage	cheerful
	growth	lonely
	intention	poisonous
	judgement	unclear
	<b>Verb</b>	<b>Adverb</b>
	encourage	currently
	imprison	happily
	relieve	normally

- 2**  
 1 d 2 g 3 f 4 h 5 a 6 e 7 k 8 l  
 9 b 10 j 11 i 12 c

**3**

Verb	Noun
amaze	amazement
attract	attraction attractiveness
–	charity
free	freedom
–	kindness
know	knowledge
recognise	recognition
relate	relation relative
save	safety saviour
succeed	success
Adjective	Adverb
amazing	amazingly
(un)attractive	(un)attractively
(un)charitable	(un)charitably
free	freely
(un)kind	(un)kindly
(un)known/knowing/ knowledgeable	(un)knowingly
recognised/ (un)recognisable	(un)recognisably
relative (un)related	relatively
(un)safe	safely
(un)successful	(un)successfully

- 4**  
 1 popularity                      6 equipment  
 2 ambition                        7 appearance  
 3 embarrassing                8 comfortable  
 4 improve                        9 direction  
 5 unreliable

- 5**  
 1 advance/advancement  
 2 free  
 3 introduction  
 4 reference  
 5 identity  
 6 addition  
 7 known  
 8 simultaneously  
 9 attractive  
 10 acquaintances

- 6**  
 1 HAS NO INTENTION OF ALLOWING  
 2 IT DIFFICULT TO WATCH  
 3 TO BE A SUCCESSFUL/TO BE SUCCESSFUL AS A  
 4 WISH I HADN'T/HAD NOT INVITED  
 5 HOW BAD HIS BEHAVIOUR WAS  
 6 THE DIFFERENCE IS BETWEEN
- 7**  
 1 noun: hours/fun/information, etc  
 2 adverb: initially/originally, etc  
 3 noun (plural): people/teenagers, etc  
 4 noun: a name (Bob/Anne, etc), pronoun: someone, reflexive pronoun: himself  
 5 adjective: incredible/certain/ridiculous, etc  
 6 noun (plural): changes/advances/improvements, etc  
 7 adjective: perfect/great, etc  
 8 noun: job/role/responsibility, etc

- 8**  
 1 AMUSEMENT  
 2 ORIGINALLY  
 3 PLAYERS  
 4 HIMSELF  
 5 UNBELIEVABLE  
 6 IMPROVEMENTS  
 7 UNSUITABLE  
 8 RESPONSIBILITY

- 9**  
 1 Yes                    6 Yes  
 2 Yes                    7 No  
 3 No                     8 Yes  
 4 No                     9 No  
 5 Yes                    10 Yes

- 10**  
 1 with                    6 the  
 2 who/that            7 than  
 3 It                        8 there  
 4 in/with                9 that  
 5 for                      10 between

- 11**  
 1 POPULARITY  
 2 APPRECIATION  
 3 DEDICATED  
 4 FAVOURITE  
 5 INITIALLY  
 6 ACTIVITIES  
 7 SIGNIFICANT  
 8 ADJUSTMENT(S)  
 9 SOLUTION  
 10 LOSS

**Exam focus**

- 1**  
 1 three (gaps 1, 6 and 7)  
 2 three (gaps 2, 3 and 4)  
 3 one (gap 5)  
 4 one (gap 8)

- 2**  
 Gap 1 adjective  
 Gap 2 noun  
 Gap 3 noun  
 Gap 4 noun  
 Gap 5 adverb  
 Gap 6 adjective  
 Gap 7 adjective  
 Gap 8 (negative) adjective

**Skills tip**

a Yes, b No

- 3**  
 1 T 2 F 3 F 4 T 5 T

**Exam practice**

- |              |               |
|--------------|---------------|
| 1 INCREASING | 5 RELATIVELY  |
| 2 CREATION   | 6 SUCCESSFUL  |
| 3 VARIETY    | 7 TRADITIONAL |
| 4 PRODUCTION | 8 UNKNOWN     |

## Unit 4

**Improve your Use of English skills**

- 1 A 2 C 3 C 4 B

**Get started**

Students' own answers

**Develop your vocabulary**

- 1**  
 1 h 2 d 3 g 4 e 5 f 6 c 7 b 8 a
- 2**  
 1 manager  
 2 contract  
 3 flexibility  
 4 employees  
 5 stress  
 6 productivity  
 7 workplace

**Develop your Use of English skills**

- 1**  
 1 d 2 g 3 a 4 f 5 e 6 c

- 2**  
 1 take part  
 2 look up to  
 3 not young enough  
 4 not as cheap as  
 5 have responsibility for  
 6 in addition to  
 7 it was won by him  
 8 can't

- 3**  
 1 b 2 a 3 b 4 b 5 a 6 b

- 4**  
 1 D 2 D 3 S 4 S 5 S 6 D 7 S 8 D

- 5**  
 1 b 2 a 3 a 4 c 5 b 6 a

- 6**  
 1 came up with  
 2 wasn't able to do  
 3 in spite of liking  
 4 earned less (money) than  
 5 made their home workers accept  
 6 in order to have

- 7**  
 1 old boss                    5 just about  
 2 needs doing            6 the best  
 3 Along with                7 keen on  
 4 plenty of                    8 bringing up

- 8**  
 1 to get up before dawn.  
 2 companies/they wouldn't hire freelancers.  
 3 her not to disturb him.  
 4 being given to me more often now.  
 5 to produce enough work.  
 6 had a home computer  
 7 you'd/you had never left the office?  
 8 he'd/he had had a family.

- 9**  
 1 a contribution  
 2 the blame on  
 3 a recovery  
 4 a decision  
 5 a lack of  
 6 an impression on  
 7 a record of  
 8 pity on  
 9 use of  
 10 a warning to  
 11 a description of  
 12 a preference for

- 10**  
 1 for missing  
 2 me of endangering  
 3 meeting to discuss  
 4 when I was going  
 5 to complete it by the  
 6 me not to let  
 7 him not to worry

**Exam focus**

- 1**  
 1 Question 3  
 2 Question 2  
 3 Question 5  
 4 Question 6  
 5 Question 4  
 6 Question 1

- 2**  
 1 three  
 2 present continuous  
 3 encounters  
 4 happened in the past  
 5 present perfect continuous  
 6 the self-employed

**Skills tip**

a No, b No

**3**

1 b 2 e 3 a 4 d 5 c

**Exam practice**

- 1 FIND IT DIFFICULT TO HANDLE
- 2 ARE BEING EMPLOYED BY
- 3 COMES UP AGAINST
- 4 WISH YOU HADN'T/HAD NOT BECOME
- 5 IF/WHETHER HE'D/HE HAD BEEN FEELING
- 6 NOT AS PRODUCTIVE AS

## Unit 5

**Improve your Use of English skills**

1 B 2 C 3 A 4 C

**Get started**

Students' own answers

**Develop your vocabulary**

**1**

1 c 2 a 3 b 4 e 5 f 6 d

**2**

- 1 ingredients      6 allergies
- 2 recipe            7 kettle
- 3 fibre              8 saucepan
- 4 fat                9 heat
- 5 feed

**Develop your Use of English skills**

**1**

- 1 cook              9 dessert
- 2 lose              10 piece
- 3 advise            11 founded
- 4 tasty             12 raise
- 5 economical      13 really
- 6 effect            14 waste
- 7 sight             15 whole
- 8 brought         16 dish

**2**

- Suggested answers
- 1 a *cooker* is an electrical appliance
  - 2 *loose* is an adjective meaning free, untied
  - 3 *advice* is the noun
  - 4 *tasteful* usually refers to decoration, not food
  - 5 *economic* refers to the economy, e.g. of the country
  - 6 *affect* is a verb meaning change, influence
  - 7 *site* refers to a place, e.g. archaeological site
  - 8 *bought* is the past simple of buy
  - 9 a *desert* is a hot, sandy place

10 *peace* is an abstract noun – the opposite of war

11 *found* is the past simple of *find*

12 *rise* means to increase or go up, e.g. prices rise

13 *real* means genuine, authentic

14 the *waist* is around the middle of the human body

15 a *hole* is a gap in the middle of something

16 a *plate* is a flat piece of crockery you eat food from

**3**

- 1 approach            5 organically-grown
- 2 feeds                6 included
- 3 production         7 dishes
- 4 believer             8 ingredients

**4**

- 1
- A prescription
- B recipe
- 2
- A pour
- B spill

**3**

- A blame
- B accuse
- 4
- A available
- B accessible
- 5
- A encourage
- B suggest

**6**

- A insufficient
- B low

**5**

- Thought: believe, consider
- Movement: rush, stroll
- Speech: exclaim, speak
- Sight: glance, stare

**6**

- 1 rushed              5 stroll
- 2 exclaimed         6 glanced
- 3 stared              7 spoke
- 4 believe             8 considering

**7**

- Suggested answers
- Thought: wonder – I wonder if this restaurant is nice.
  - Movement: climb – We climbed the tree to collect the fruit.
  - Speech: shout – Jane shouted at me because I burned the dinner.
  - Sight: notice – I noticed that the restaurant had half-price meals.

**8**

Suggested answers in brackets

Ways of cooking: fry, boil, roast (*fry* means cook in oil over heat; *boil* means cook in water; *roast* means cook in an oven)

Items found in the kitchen: saucepan, frying pan, kettle (a *saucepan* is a deep pan for cooking over heat; a *frying pan* is shallower; a *kettle* is for boiling water only)

Things naturally found in food: vitamins, fibre, fat (*vitamins* help the body stay healthy; *fibre* helps with the stomach and digestion; *fat* is necessary but can be harmful)

Things we add to food: vinegar, salt, pepper (*vinegar* is a liquid made from wine; *salt* is the most common food additive; *pepper* is a spice)

Suggested extra words

Ways of cooking: *bake, grill*

Items found in the kitchen: *spoon, plate*

Things found in food: *carbohydrates, protein*

Things we add to food: *oil, mustard*

**9**

- 1 balanced (including a range of different foods), healthy (not including any foods that are bad for you)
- 2 fried (cooked in oil), junk (all types of fast food)
- 3 cheap (not costing much), economical (value for money)
- 4 satisfying (making you feel satisfied), satisfactory (good enough)
- 5 ready (cooked in advanced), pre-packaged (wrapped in packaging)
- 6 healthy (in a way that shows you are strong and well), big (eating a large quantity)

**10**

- 1 persuade + sb (+ infinitive with *to*)  
suggest + noun/*-ing* or *that* clause  
talk + preposition
- 2 say + sth or *that* clause  
tell + sb (+ infinitive with *to*)  
discuss + noun
- 3 demand + noun or *that* clause + sb  
force + sb (+ infinitive with *to*)  
make + sb (+ infinitive without *to*)
- 4 let + sb (+ infinitive without *to*)  
allow + sb (+ infinitive with *to*)  
agree + infinitive with *to* or preposition + sb/noun

5  
encourage + sb (+ infinitive with *to*)  
insist + preposition or *that* clause  
request + noun or *that* clause

6  
complain + preposition or *that* clause  
criticise + sb/noun  
disagree + preposition + sb/noun

7  
need + noun or infinitive with *to*  
rely + preposition  
lack + noun

8  
think + preposition or *that* clause  
consider + noun/*-ing* or *that* clause  
study + noun

11  
1 suggested  
2 tell  
3 made  
4 agreed  
5 encourage  
6 disagreed/disagrees  
7 need  
8 consider

12  
1 a 2 b 3 a 4 c 5 b 6 a 7 a 8 c

13  
Suggested answers  
1 train/study  
2 encourage/force/get  
3 gaining/acquiring/obtaining/getting  
4 presented/hosted/made  
5 prepare/cook/make  
6 include  
7 given  
8 made

#### Exam focus

1  
1 gaps 2, 4, 8  
2 gap 3  
3 gap 7  
4 gap 1  
5 gaps 5, 6

2  
Students' own answers (the actual answers are given in the *Exam practice* section)

**Skills tip**  
a Yes, b Yes

3  
1 vocabulary  
2 never  
3 can be any part of speech  
4 sometimes

#### Exam practice

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

## Unit 6

### Improve your Use of English skills

1 B 2 C 3 B 4 C

### Get started

Students' own answers

### Develop your vocabulary

1  
1 c 2 a 3 d 4 h 5 g 6 f 7 e 8 b

2  
1 conquer 5 trek  
2 terrain 6 altitudes  
3 inhospitable 7 cave  
4 frostbite

### Develop your Use of English skills

1  
1 d 2 b 3 f 4 h 5 k 6 l 7 j 8 c  
9 e 10 i 11 g 12 a

2  
1 had / past perfect simple  
2 will / future continuous  
3 been / present perfect continuous  
4 was / past continuous  
5 will / future simple  
6 has / present perfect simple  
7 had / past perfect continuous  
8 left / past simple

3  
1 took  
2 'll/will have been working  
3 's/has climbed  
4 lasts  
5 'd/had survived  
6 'll/will be trekking  
7 're/are considering  
8 's/has been sailing

4  
1 had 4 but  
2 was 5 to  
3 me 6 which

5  
Sentence 1 d  
Sentence 2 f  
Sentence 3 c  
Sentence 4 b  
Sentence 5 e  
Sentence 6 a

6  
Question 1 c  
Question 2 a  
Question 3 f  
Question 4 e  
Question 5 d  
Question 6 b

7  
1 SO LITTLE OXYGEN (THAT)  
2 HAVE BEEN MISSING FOR  
3 WILL BE CLIMBED BY  
4 NO CIRCUMSTANCES SHOULD YOU  
5 NOT AS/SO LARGE/BIG AS  
6 WASN'T/WAS NOT ABLE TO

8  
1 b 2 b 3 a 4 a 5 b 6 b 7 b 8 a  
9 b 10 b

9  
1 If I'd/I had brought the right shoes for the long trek, I wouldn't/would not have got terrible blisters./I wouldn't/would not have got terrible blisters if I'd/I had brought the right shoes for the long trek.

2 Thrihnukagigur, which is a volcano in Iceland, can be explored from the inside./Thrihnukagigur, which can be explored from the inside, is a volcano in Iceland.

3 The small deep-sea-diving submarine is being operated by two crew members.

4 Not until I saw the sandstorm coming did I realise we were in trouble.

5 He had/got his snowboard stolen while (he was) in the Rocky Mountains.

6 Dallol in Ethiopia is the hottest inhabited place in the world.

7 Ivan asked me if/whether I'd/I would like to explore some underground cave systems with him that weekend.

8 They've/They have been walking across the Alps for a month.

10  
1 T 2 F 3 F 4 T 5 T 6 F 7 F 8 F  
9 T 10 T

11  
1 than 6 If  
2 had 7 been  
3 on 8 which  
4 were 9 What  
5 if/whether 10 its

#### Exam focus

1  
1 F 2 T 3 T

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

**Skills tip**  
a Yes, b No

**3**  
Students should tick: 1, 3, 4, 5, 7

**Exam practice**

- 1 FOR/TO
- 2 BY
- 3 ONLY
- 4 SO
- 5 BEEN
- 6 IF
- 7 WHICH/THAT
- 8 WHERE

## Unit 7

**Improve your Use of English skills**

1 A 2 C 3 C 4 A

**Get started**

Students' own answers

**Develop your vocabulary**

- 1**
- 1 politics
  - 2 acceptance
  - 3 responsibility
  - 4 conservation
  - 5 celebration
  - 6 welfare
  - 7 characteristic

- 2**
- 1 civilisation
  - 2 luxuries
  - 3 behaviour
  - 4 uneducated
  - 5 relationships
  - 6 rituals
  - 7 understanding
  - 8 solutions

**Develop your Use of English skills**

- 1**
- 1 active
  - 2 dissatisfaction
  - 3 enable
  - 4 friendship
  - 5 happiness
  - 6 illiterate
  - 7 importance
  - 8 infrequent
  - 9 loudly
  - 10 medical
  - 11 nervous
  - 12 peaceful
  - 13 possibility
  - 14 preventable
  - 15 replacement
  - 16 suggestion
  - 17 tendency
  - 18 unhealthy

- 2**
- 1a enable
  - 1b (suggested answer) ensure
  - 2a dis-, il-, in-, un-
  - 2b (suggested answers) mis-, ir-, im-
  - 3a -action, -ance, -ency, -ity, -ion, -ment, -ness, -ship

3b (suggested answers) -ant, -ation, -ence, -er, -hood, -iour, -ist, -or, -sion  
 4a -able, -al, -ful, -ent, -ive, -ous, -y  
 4b (suggested answers) -ant, -ed, -ing, -ic, -less  
 5 -ly

**3**

Key word	Person
achieve	achiever
advise	adviser, advisor
apply	applicant
art	artist
attend	attendee, attendant
begin	beginner
communicate	communicator
compete	competitor
conserve	conservationist
guide	guide
investigate	investigator
perform	performer
politics	politician
save	saver, saviour
spectate	spectator
strange	stranger
train	trainer, trainee

- 4**
- 1 V, ADJ, N
  - 2 V, P, N
  - 3 N, V, ADJ
  - 4 ADV, V, N
  - 5 P, ADJ, N
  - 6 P, ADJ, N
  - 7 V, N, ADJ
  - 8 V, P, N
  - 9 N, ADV, P
  - 10 V, N, ADV
  - 11 N, V, ADJ
  - 12 ADV, N, ADJ

- 5**
- 1 in
  - 2 un
  - 3 in
  - 4 in
  - 5 un
  - 6 in
  - 7 in
  - 8 un
  - 9 in
  - 10 mis
  - 11 dis
  - 12 il
  - 13 un
  - 14 un
  - 15 ab
  - 16 im
  - 17 im
  - 18 un
  - 19 ir
  - 20 in

- 6**
- 1 celebration
  - 2 central
  - 3 behaviour
  - 4 desirable
  - 5 exhaustion
  - 6 daylight/daytime
  - 7 endanger
  - 8 powerless
  - 9 warmth
  - 10 breathe

**7**

- 1 calculate
- 2 childish
- 3 committed
- 4 considerable
- 5 financial
- 6 luxurious
- 8
- 1 confident, confidential
- 2 economic, economical
- 3 imaginary, imaginative
- 4 operator, operation
- 5 pleasant, pleasure
- 6 production, productive

**9**

- 1 responsibility
- 2 understandable
- 3 electrical
- 4 variety
- 5 popular
- 6 workable
- 7 exhausting
- 8 impressive

**10**

- 1 endangered
- 2 protected
- 3 illegally
- 4 survival
- 5 remaining
- 6 starvation
- 7 international
- 8 worldwide
- 9 interaction
- 10 enforce

**11**

- 1 usually
- 2 northern
- 3 simply
- 4 especially
- 5 offensive
- 6 population
- 7 possibly
- 8 translation
- 9 fascinating
- 10 really

**12**

- 1 WAS UNDER THE ASSUMPTION/ IMPRESSION
- 2 MADE A COMPLAINT
- 3 SUFFERING FROM DEPRESSION
- 4 GAVE A DESCRIPTION

**Exam focus**

- 1**
- 1 noun
  - 2 noun
  - 3 adverb
  - 4 adjective
  - 5 adjective
  - 6 verb
  - 7 (plural) noun (person)
  - 8 noun

**2**

Students should tick *-ation, -ible, im-, -istic, -ly, -ness, -or* and *re-*.

### Skills tip

a No, b Yes

3

(Suggested answers)

1 behaviour(al), behaviourally

2 civilise, civility, civilisation, (un)civilised, civilian

3 characterise, characteristic(ally), characterisation

4 locality, locally, localise

5 (im)possibility, impossible, (im)possibly

6 sensible, sensitive(ly), sensibility, sensitivity, senseless(ly), sensation(al), sensationally

7 (in)considerable, (in)considerate, considerably, consideration, reconsider

8 education(al), educator, (un)educated

9 awareness, unaware

### Exam practice

1 CIVILISATION

2 CHARACTERISTIC

3 LOCALLY

4 IMPOSSIBLE

5 SENSIBLE

6 RECONSIDER

7 EDUCATORS

8 AWARENESS

## Unit 8

### Improve your Use of English skills

1 C 2 A 3 C 4 C

### Get started

Students' own answers

### Develop your vocabulary

1

1 d 2 a 3 f 4 c 5 e 6 b

2

1 conventional

2 remedies

3 ailment

4 complementary

5 supplements

6 sources

7 nutrition

8 immune

9 ointments

### Develop your Use of English skills

1

1 full infinitive

2 full infinitive

3 -ing

4 full infinitive

5 -ing

6 -ing

7 full infinitive

8 -ing (but note: *be considered* + full infinitive)

9 -ing

10 full infinitive

2

1 becoming 4 to take

2 to be 5 to use

3 to work 6 listening

3

1 making 5 trying

2 see 6 getting

3 taking 7 to have given up

4 to spend 8 squeeze

4

1 of 5 of

2 on 6 for

3 about/over 7 on

4 for 8 with/to

5

1 to take 6 book

2 speaking 7 going

3 seeing 8 to improve / improving

4 to do 9 changing

5 to try

6

1 *Remember* + -ing refers to a memory of a past event or action and *remember* + full infinitive refers to doing something you are/were planning to do.

2 Sentence 6 (*suggest*)

3 (Suggested explanations)

Sentence 3 *Regret* + -ing means be sorry about what (has) happened in the past and *regret* + full infinitive is used to say you're sorry about giving someone bad news.

Sentence 4 *Try* + -ing means doing something as an experiment or a test and *try* + full infinitive means to make an effort to achieve something.

Sentence 5 *go on* + -ing means to continue doing something and *go on* + full infinitive means to do something at a later time or after a previous action/event has finished

Sentence 7 *Stop* + -ing means to stop an action or situation that was in progress and *stop* + full infinitive means to interrupt something in order to do something else.

Sentence 8 *Continue* + -ing has a general meaning, whereas *continue* + full infinitive implies a 'future' tense with a more specific meaning.

Sentence 9 *Mean* + -ing means involve and *mean* + full infinitive means intend.

Note: in sentence 8, there is no real difference in meaning between *continue* + -ing and *continue* + full infinitive.

7

1 surprised at/by

2 was terrifying

3 fascinating

4 (very) boring

5 exhausted by

8

1 WAS SO BAD

2 NEITHER A CONVENTIONAL DOCTOR NOR

3 WAS SURPRISED TO FIND

4 EITHER AN ORDINARY MESSAGE OR

5 SUCH A LOT OF

6 NEITHER OF THE

7 SUCH A SHOCK

8 NONE/NOT ONE OF THE

9

1 from

2 to feel

3 joining

4 puzzling

5 in

6 to

7 with

8 make

9 keeping

10 to be

10

1 C 2 D 3 D 4 A 5 B 6 A 7 B

8 C 9 A 10 B 11 D

11

1 to

2 them

3 to

4 that

5 on

6 with

7 from

8 encourage/persuade

9 for

10 mind

### Exam focus

1

1 Yes 4 No

2 Yes 5 Yes

3 No 6 Yes

2

1 b 2 a 3 b

### Skills tip

a No, b Yes

3

1 F 2 T 3 T 4 T

## Unit 10

### Improve your Use of English skills

1 A 2 C 3 B 4 C

### Get started

Students' own answers

### Develop your vocabulary

- 1**  
 1 mature 5 Distance  
 2 path 6 recognised  
 3 field 7 assessed  
 4 broadening 8 tuition

- 2**  
 1 requirements  
 2 deadline  
 3 submitted  
 4 audiovisual  
 5 certificate

### Develop your Use of English skills

- 1**  
 1 Because of  
 2 but  
 3 No  
 4 Another  
 5 addition  
 6 Similarly

**2**  
 Suggested additional words/phrases in italics

Linking words and phrases ...	
to show contrast	but, despite, even though, however, <i>although</i> , <i>nevertheless</i> , <i>in spite of</i> , <i>whereas</i> , <i>in contrast (to)</i> , <i>while</i>
to show addition	also, and, furthermore, in addition, <i>moreover</i> , <i>too</i> , <i>as well (as)</i>
to show reason or result	as a result, because (of), so, therefore, <i>due to</i> , <i>as a consequence (of)</i> , <i>as</i> , <i>since</i>
to introduce an example	for example, such as, <i>including</i> , <i>that is</i> , <i>namely</i> , <i>for instance</i>

### Exam practice

- 1 WAS SUCH A RELAXING  
 2 'D/HAD BETTER ASK  
 3 'S/IS RESPONSIBLE FOR CHECKING  
 4 SUCCEEDED IN PASSING  
 5 US A DETAILED DESCRIPTION OF  
 6 WAS/SEEMED INTERESTED IN COMING

## Unit 9

### Improve your Use of English skills

1 C 2 A 3 C 4 C

### Get started

Students' own answers

### Develop your vocabulary

- 1**  
 1 into 4 out  
 2 up 5 in  
 3 paying
- 2**  
 1 youth 4 mood  
 2 social 5 generation  
 3 peer
- 3**  
 1 c 2 e 3 d 4 b 5 a

### Develop your Use of English skills

- 1**  
 1 make 10 make  
 2 take 11 have  
 3 have 12 do  
 4 do 13 take  
 5 have 14 have  
 6 take 15 do  
 7 make 16 have  
 8 do 17 make  
 9 do 18 make
- 2**  
 1 social 5 anxiety  
 2 youth 6 physical  
 3 young 7 emotional  
 4 mood
- 3**  
 1 close 5 clean  
 2 clear 6 narrow  
 3 wide 7 long  
 4 high 8 great
- 4**  
 1 greatly 5 deeply  
 2 rapidly 6 Strictly  
 3 Highly 7 strongly  
 4 broadly 8 hard

- 5**  
 1 come, go 6 matter, taste  
 2 call, day 7 peace, quiet  
 3 safe, sound 8 chalk, cheese  
 4 sense, style 9 hard, fast  
 5 now, then 10 waste, time

- 6**  
 1 grow 5 get  
 2 telling 6 held  
 3 paying 7 talking  
 4 went 8 turned

- 7**  
 1 hard 6 fast  
 2 lately 7 highly  
 3 correctly 8 easy  
 4 deeply 9 closely  
 5 dead 10 sound

- 8**  
 1 difference 5 allowance  
 2 intelligence 6 improbable  
 3 generation 7 paid  
 4 deeply 8 changes

- 9**  
 1 doing 5 care  
 2 of 6 true/real  
 3 this 7 a  
 4 into 8 of

- 10**  
 1 MADE THE DECISION  
 2 SENSE OF ADVENTURE  
 3 YOUR SON DOING BETTER  
 4 A MATTER OF PERSONAL TASTE  
 5 TELL ME THE TRUTH  
 6 TAKE A DEEP BREATH

- 11**  
 1 A 2 B 3 C 4 A 5 D 6 D 7 B 8 B

### Exam focus

- 1**  
 1 gap 8 5 gap 1  
 2 gap 4 6 gap 2  
 3 gap 5 7 gap 6  
 4 gap 7 8 gap 3

- 2**  
 1 b 2 a 3 c

### Skills tip

a Yes, b Yes

- 3**  
 1 Part 2, Part 3  
 2 Part 2  
 3 Part 4

### Exam practice

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

3

- 1 however
- 2 because
- 3 even
- 4 so/and
- 5 example/instance
- 6 despite
- 7 also
- 8 Furthermore/Moreover
- 9 result

10 and

4

- 1 a 2 a 3 b 4 b 5 b 6 b

5

- 1 c 2 e 3 d 4 a 5 b

6

- 1 b 2 a 3 b 4 a 5 a 6 c

7

- 1 the 6 not
- 2 it 7 when
- 3 in 8 because
- 4 and 9 for
- 5 that 10 no

8

Suggested answers

- 1 Yes. The article is about the things you can do to prepare for a return to education as a mature student.
- 2 Mixed. He is mostly positive but introduces negative considerations in the third paragraph.
- 3 an article because there is already a verb (*get*) and the gap is followed by a superlative (*best*)
- 4 a modal verb because there is already a regular verb which follows the gap (*do*)
- 5 He adds a similar argument – another useful thing to learn.
- 6 in the second paragraph
- 7 He changes from academic to personal considerations and introduces some negative factors.
- 8 negative, partly because of the use of the word *but* before the gap
- 9 an action – it refers to *continue with some relationships*
- 10 He mentions two aspects – *the academic side of things* and *personal circumstances*.

9

- 1 this/my/our/the
- 2 the
- 3 can/must/should/could/might
- 4 addition
- 5 properly/accurately/clearly/well
- 6 However/Nevertheless/Nonetheless
- 7 not

8 it

- 9 which
- 10 well
- 11 your
- 12 what

10

Suggested answers

- 1 it's a good idea to talk to people who have been through it.
- 2 spoke to my tutor about it and he cleared up all my misunderstandings.
- 3 online seminars and lecture notes.
- 4 is suited to further education.
- 5 many students have to arrange for a student loan.
- 6 are sometimes lacking in direction.
- 7 teach you about modern subjects such as pop music.
- 8 you have to move away from your family.

Exam focus

1

1

Paragraph 1: Early distance learning  
Paragraph 2: Study through the medium of radio

Paragraph 3: Study through the medium of television and the internet  
Paragraph 4: Conclusion

- 2 Yes. Words/phrases include: *As long ago as the 1800s; radio became popular; what was to follow; It wasn't until; online courses available today*

2

- 1 After Gap 2
- 2 After Gap 3
- 3 After Gap 4 – *it helped provide a framework...*
- 4 Before Gap 7 – *It wasn't until the development of the internet...*

5 After Gap 8

3

- 1 Gap 8
- 2 Gap 1
- 3 Gap 6
- 4 Gap 5
- 5 Gap 2
- 6 Gaps 3, 4 and 7

Skills tip

a No, b Yes

4

All of the items should be ticked.

Exam practice

- 1 WOULD/COULD
- 2 WHEN/AS/ONCE
- 3 BUT/ALTHOUGH
- 4 DESPITE

5 AS

- 6 THESE/SUCH
- 7 HOWEVER/THOUGH
- 8 NOT

## Unit 11

Improve your Use of English skills

1 B 2 C 3 A 4 A

Get started

Students' own answers

Develop your vocabulary

1

- 1 d 2 a 3 b 4 e
- 5 c (Note: 'radio station' is also a valid collocation)

2

- 1 orbiting 4 landing
- 2 manned 5 launched
- 3 colonised

3

- 1 atmosphere 4 aliens
- 2 radiation 5 astronomer
- 3 astronaut

Develop your Use of English skills

1

- 1 feet 4 mice
- 2 geese 5 teeth
- 3 men 6 women

2

- 1 once 4 fifth
- 2 twice 5 twelfth
- 3 third

3

- 1 a 2 c 3 c 4 a 5 b 6 c 7 a 8 c
- 9 c 10 c

4

- 1 frozen 4 written
- 2 broken 5 hidden
- 3 stolen 6 spoken

5

- 1 length 4 depth
- 2 heat 5 strength
- 3 height

6

- 1 odorous 5 practice
- 2 deception 6 inscription
- 3 relief 7 hungry
- 4 defence 8 excess

7

- 1 TAKES GREAT PRIDE IN
- 2 FIND A SOLUTION TO
- 3 MAKE A CHOICE

- 4 TO DISCOVER THE IDENTITY  
 5 IS INCLUSIVE OF  
 6 HAVE PROOF OF  
 7 HAVE A STRONG BELIEF  
 8 A FLIGHT TO THE MOON

**8**

- 1 d 2 i 3 l 4 e 5 n 6 j 7 m 8 k  
 9 h 10 b

**9**

- |         |         |
|---------|---------|
| 1 been  | 5 has   |
| 2 would | 6 could |
| 3 took  | 7 were  |
| 4 did   | 8 had   |

**10**

- |          |                |
|----------|----------------|
| 1 could  | 4 had          |
| 2 been   | 5 did/got/took |
| 3 was/is | 6 went         |

**11**

- 1 safety  
 2 lengthen  
 3 successful  
 4 angrily  
 5 thoughtless

**Exam focus****1**

- 1 adjective  
 2 verb  
 3 number  
 4 noun  
 5 verb  
 6 verb  
 7 noun  
 8 verb

**2**

- Gap 1 N  
 Gap 2 ADJ  
 Gap 3 ADV  
 Gap 4 ADJ  
 Gap 5 ADJ  
 Gap 6 N  
 Gap 7 ADJ  
 Gap 8 N

**Skills tip**

- a No, b Yes

**3**

- 1 F 2 T 3 F 4 T

**Exam practice**

- 1 LENGTH  
 2 UNSUCCESSFUL  
 3 ONCE  
 4 PROUD  
 5 FROZEN  
 6 ENTRY/ENTRANCE/ENTERING  
 7 DAILY  
 8 CHOICE

## Unit 12

**Improve your Use of English skills**

- 1 C 2 A 3 A

**Get started**

Students' own answers

**Develop your vocabulary****1**

- 1 immigrants, refugees  
 2 emigrate, migrate  
 3 society, culture  
 4 permission, visa

**2**

- 1 border  
 2 document  
 3 support  
 4 settle  
 5 host  
 6 integrated  
 7 distribute

**Develop your Use of English skills****1 b****2**

- 1 disasters  
 2 attractions  
 3 opportunity  
 4 driven  
 5 taking  
 6 major  
 7 combination  
 8 survey  
 9 lead  
 10 climate

**3**

To be ticked: 3, 4, 7

- 1 *Natural disaster* is a collocation; *natural accident* isn't.  
 2 *Appeal* collocates well with *the host country* but does not match the plural verb *prove*.  
 5 In this context, *taking* is followed by *up*; *getting* isn't.  
 6 *Huge* is used for amounts and sizes and *major* is used to express a degree of importance.  
 8 *Survey* is countable; *research* is uncountable, so the article *A* would need to be removed.  
 9 *Lead* is followed by *to*; *result* is followed by *in*.  
 10 *Weather* is not countable, so the article would need to be removed.

**4**

- 1 set: *make up home* is not a fixed phrase  
 2 acquired: *achieved* is not used for possessions  
 3 succeeded: *managed* would be followed by a full infinitive  
 4 behind: *put the past beneath him* is not a fixed phrase  
 5 conditions: *situations* needs more description, such as *the situations he found himself in*, or *the situations he experienced*  
 6 provided: *arranged* would be followed by the pattern *for her to do something*  
 7 that: *believe in* would be followed by a noun or gerund, not a whole clause  
 8 decided: *insisted* would be followed by *on + -ing*

**5**

- 1 set  
 2 once  
 3 choice  
 4 over  
 5 long

**6**

- 1 a preposition  
 2 a phrasal verb  
 3 past perfect  
 4 for  
 5 a full infinitive or an *-ing* form  
 6 third conditional  
 7 which  
 8 negative

**7**

- 1 without  
 2 find  
 3 had  
 4 for  
 5 to  
 6 would  
 7 which  
 8 not

**8**

- 1 unable  
 2 intention  
 3 unpleasant  
 4 qualifications  
 5 attraction  
 6 combination  
 7 eventful  
 8 privacy

**9**

- 1 noun - variety
- 2 adjective - various
- 3 noun - invasion
- 4 noun - shortage
- 5 noun - government
- 6 adverb - actively
- 7 *-ing* form/gerund - settling
- 8 noun - invitation
- 9 noun - arrival

**10**

- 1 He had no choice but to leave.
- 2 Living in poverty is something nobody wants.
- 3 It can't have been easy to get across the border.
- 4 It was my first time in a foreign country.
- 5 Sonya couldn't find work at first.

**11**

- 1 no intention of staying in the country for more than a year.
- 2 demanded to see the manager.
- 3 were really looking forward to seeing their new school.
- 4 wished they hadn't/had not/had never moved to a rural community.
- 5 not/n't old enough to travel unaccompanied.
- 6 were given six weeks to leave the country.

**Exam focus****1**

1 f 2 e 3 d 4 c 5 a 6 b

**2**

- 1 No, it is followed by *on* or *that*.
- 2 a noun
- 3 present perfect simple
- 4 as/so long as
- 5 *must* and *can't*
- 6 present continuous

**Skills tip**

a Yes, b Yes

**3**

1 T 2 T 3 F 4 F 5 T

**Exam practice**

- 1 INSISTED ON SPEAKING TO
- 2 SUCH (GREAT) DIFFICULTY/  
DIFFICULTIES (IN) SPEAKING
- 3 NOT/N'T SEEN MY FAMILY FOR
- 4 AS/SO LONG AS THEY GET
- 5 MUST HAVE BEEN
- 6 LOOKING FORWARD TO SEEING

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