



Module English

**Practical
Quick
Effective**

Module English

Module English is the most globally focused, comprehensive and up to date universal course book of English as a second language, elaborated according to the CICL method. The course provides systematic preparation and development of all practical skills for successful communication.

Module English consists of five demonstrative models and a structured grammar manual, frequently used English words lists and everyday practice tips. For the best result at least additional forty minutes of everyday individual and independent practice is advised.

Modules provide stimulating and balanced variety of tasks.

- a) Vocabulary Sections
- b) Grammar Sections
- c) Listening and Speaking Sections
- d) Communication Sections
- e) Pronunciation Activities
- f) Writing Sections

Manual contains entertaining and enlightening materials, designed according to the contemporary world publishing tendencies. Course Book is intended for both class and individual usage.

Module English can be utilized as independent main source or assistance to any main course. By the end of this course and after clear following of the manual guidelines achievement of **UPPER INTERMEDIATE** and **ADVANCED** level of English language is guaranteed by the author.

MODULE HANDBOOK

1. People

In this module You...

I **Talk** about people and interests; **practice** English pronunciation

II **Listen** to young people talking.

III **Discuss** about countries.

IV **Learn** numerals and verb to be

1. WARM-UP

Check you understand Key Words. Listen and number in the order you hear them.

Student, friend, gym, musician, golf, dancer, football, volleyball, favorite, forty, twenty four, twenty, twenty one, sport.

2. LISTENING

Listen and take notes about people in photos.

Ages: _____

Nationalities: _____

Countries: _____

Sports: _____

4. SPEAKING

Work in groups. Tell the group about your friend. The others guess is he/she real or Imaginary.

EXAMPLE

His name is Umid. He is sixteen. He is Uzbek. He is from Tashkent. His favorite sport is kurash. His hobby is playing computer games.



3. READING

1. Hi everybody! I am Veena and I am from New Delhi. New Delhi is in India. I am twenty four years old, and I live in Australia. I am a student at college. My favorite sport is gym.
2. Hello! I am Fergus and I am from Edinburg, Scotland. I am forty years old. I am a musician. I am not married. My favorite sport is golf.
3. This is Carlos and this is Rosa. They are friends and they are from Spain. Carlos is twenty two years old and Rosa is twenty years old. They are dancers. His favorite sport is football and her favorite sport is volleyball.

5. PRACTICE IT

Read the texts. Copy and complete the table.
Look at your notes and talk about each person
as in the example.

	Origin	Age	Job	Favorite sport
Fergus	<i>Edinburg, Scotland</i>	<i>Forty</i>	<i>musician</i>	<i>golf</i>
Carlos				
Rosa				
Veena				

*Fergus is from Edinburg, Scotland. He's forty years old
and he's a musician. His favorite sport is golf.*

6. PRACTICE IT

Fill in the gaps with words from the list, then
make sentences as in the example.

*Brazil, Mexico City, Argentina, Japanese, Greek,
Spain, Finland, American, Canada, Turkey.*

Paolo is Brazilian. He is from Brasilia, Brazil.

Paolo	<i>Brazilian</i>	<i>Brasilia</i>	<i>Brazil</i>
Anvar		<i>Tashkent</i>	
Pablo	<i>Spanish</i>	<i>Madrid</i>	
Jason	<i>Canadian</i>	<i>Ottawa</i>	
Ito		<i>Tokyo</i>	<i>Japan</i>
Thomas	<i>Argentinian</i>	<i>Buenos Aires</i>	
Mike		<i>Washington DC</i>	<i>USA</i>
Costas		<i>Athens</i>	<i>Greece</i>
Hans	<i>Finnish</i>	<i>Helsinki</i>	
Rico	<i>Mexican</i>		<i>Mexico</i>

7. PRONUNCIATION

Listen and accurately repeat each sound
of English alphabet.

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y
Z z				

8. LEARN IT

Match the cardinal numbers to ordinal
numbers, then listen and check. Listen
and repeat.

(1) one	second (2 nd)	(7) seven	tenth (10 th)
(2) two	fifth (5 th)	(8) eight	ninth (9 th)
(3) three	sixth (6 th)	(9) nine	twelfth (12 th)
(4) four	first (1 st)	(10) ten	seventh (7 th)
(5) five	third (3 rd)	(11) eleven	eighth (8 th)
(6) six	fourth (4 th)	(12) twelve	eleventh (11 th)

Write numbers in front of numerals. Listen
and repeat.

thirteen fifteen..... seventeen..... nineteen.....
fourteen..... sixteen..... eighteen..... twenty.....

Write the missing numbers as words, then
listen and repeat.

20 twenty	69.....
21 ...twenty one...	70 seventy
30 thirty	76.....
34.....	80 eighty
40 forty	87.....
45.....	90 ninety
50 fifty	98.....
52.....	100 one hundred
60 sixty	200 two hundred

SPEAKING

Look at the pictures and fill the city of each country. Then, ask an answer question as in the example.

New York, Moscow, Tashkent, Istanbul, Sydney

S1: *Where is Moscow?*

S2: *In Russia. It's the capital of Russia.*



GRAMMAR

Verb **to be** shows possession, situation and state of noun.

Affirmative

I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
You are	You're
They are	They're

Negative

I am not	I'm not
You are not	You're not
He is not	He's not
She is not	She's not
It is not	It's not
We are not	We're not
You are not	You're not
They are not	They're not

PRACTICE IT

Fill in the gaps with **am, is, are** or **am not, is not, are not**.

1. She isn't from Spain. She ...is... from Mexico.
2. YouHungarian. You are Italian.
3. My favorite sport is tennis. It.....football.
4. I am British, IFrench.
5. We aren't musicians. We.....students.
6. I.....a musician. I'm not a teacher.
7. Tony's sixteen years old. He.....sixty years old.
8. They aren't from Egypt. They.....from Brazil.

Interrogative

Am I...?
Are you...?
Is he...?
Is she...?
Is it...?
Are we...?
Are you...?
Are they...?

Short answers

Yes, I'm	No, I'm not
Yes, you're	No, you're not
Yes, he's	No, he's not
Yes, she's	No, she's not
Yes, it's	No, it's not
Yes, we're	No, we're not
Yes, you're	No, you're not
Yes, they're	No, they're not

PRACTICE IT

Fill in the gaps with **am, is, are** or **am not, is not, are not**.

1. **A:** .../s... he from Mexico?
B: No, he..... He..... From Japan.
2. **A:** they Spanish?
B: No, they..... They Canadian.
3. **A:** Whatyour favorite sport?
B: My favorite sport..... tennis.
4. **A:**..... she twenty years old?
B: No, she..... She.....twenty two.
5. **A:** Stella from Hungary?
B: No, she..... Shefrom Budapest.
6. **A:** How old..... you?
B: I..... twenty-three.

PRONUNCIATION

Listen and repeat

*London, Warsaw, Edinburg, Beijing,
Chicago, Prague, Shanghai.*

GAME

You are the leader. Pretend you are from one of the countries in the list below. Write it on piece of paper. The other students try to guess which country you are from by asking questions, as in the example. The student who guesses correctly goes next.

*Britain, India, Russia, France, Germany,
Holland, Turkey, Brazil, Italy, Poland, Egypt,
Australia*

*S1: Are you from Italy? S2: Are you from Egypt
L: No, I'm not. L: Yes, I am.*

SPEAKING

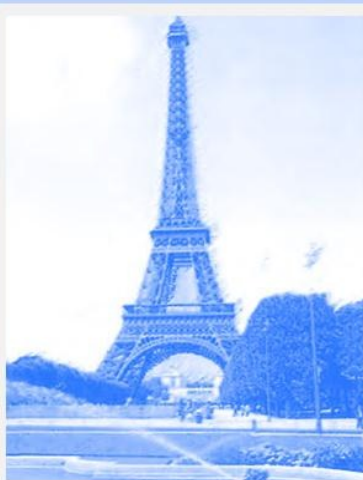
Look at the pictures. Ask and answer questions, as in the example

*The Pyramids—Brazil?
The Taj Mahal—India?
Big Ben—England?
The Eiffel Tower—Italy?
The Parthenon—Poland?
The White House—The USA?
St Basil's Cathedral—Hungary?
The Sydney Opera House—Canada?
The Statue of Liberty—the USA?*

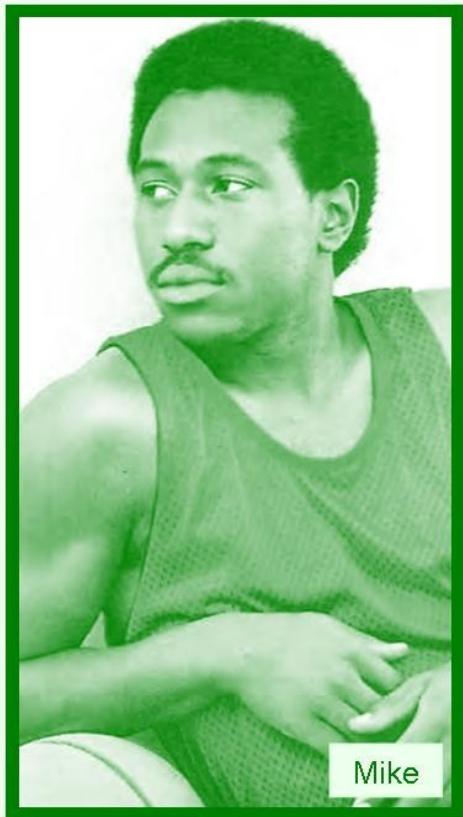
*S1: Are the Pyramids in Brazil?
S2: No, they aren't. They are in Egypt. Is the
Taj-Mahal in India?
S3: Yes, it is. Is...*

WRITING (Project)

Use the pictures above, and write sentences as in the example.



2. Friends



Mike



Sarah



Alisher

READING

Read the Internet advertisements for pen-friends and answer the questions. Then, explain words in bold.

Hello. My name is Mike and I am twenty five years old. I live in Boston, USA. I have got **short brown curly hair** and **brown** eyes. I am tall and well built. I **love playing computer games** and I **can play basketball very well**. I like reading too. Please **e-mail me** today.

Hi! My name is Sarah and I am twenty three years old. I live in Warsaw, Poland. I have got short, blonde hair and grey eyes. I'm quite short and I love skiing. I love dancing. I can play piano quite well. Please be my e-mail **pen pal**.

Hi! My name's Alisher and I'm twenty six years old. I live in Samarkand, Uzbekistan. I am tall and slim, with short straight hair, and brown eyes. I like playing **guitar** and I can speak three **languages**. **Hope to hear** from you soon.

WARM-UP

Look at the pictures. Who's got...

*blonde, long hair? brown, curly hair?
brown, straight hair? a moustache?
light eyes? dark eyes?*

PRACTICE IT

Fill in the names of the people in the pictures.

-basketball player.
-tall and slim.
-very beautiful.
-young doctor.
-well built.
-blonde.

Read the sentences, then listen and match the sentences to the speakers.

- | | |
|-------------------------------------|---------|
| 1. "I love playing computer games." | Sarah |
| 2. "I like playing guitar." | Alisher |
| 3. "I like skiing" | Mike |
| 4. "Hope to hear from you soon" | |

SPEAKING

Answer to the questions below.

- What can Mike do?
- How old is Alisher?
- Who has got blonde hair?
- Who is tall and well built?
- Is Mike's hair curly?
- What does Sarah do?
- What is the last sentence in each advertisement?

GRAMMAR

Have got/has got indicates to the possession of someone or something.

Affirmative

I/you/we/they **have got**
he/she/it **has got**

Negative

I/you/we/they **have not got**
he/she/it **has not got**

Interrogative and Short Answers

Have I/you/we/they got...? Yes, I/you/we/they **have got**.
No, I/you/we/they **have not got**.
Has she/he/it got...? Yes, he/she/it **has got**.
No, he/she/it **has not got**.

READING

Read the texts, explain the words in bold and match numbers to the pictures

1. People from countries such as Denmark, Norway and Sweden are usually tall with fair hair, blue eyes and a **pale complexion**.

2. Most people in **Mediterranean countries**, such as Italy, Spain and Greece, are rather short. They have usually got black or dark brown hair, brown eyes and **light brown skin**.

3. Most people from **central and southern** parts of Africa have got black curly hair and very **dark skin**. They have also got dark brown eyes, full lips and a **wide, flattish nose**.

4. People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They have also got **dark skin**.

5. The northern Chinese are quite short. With thick black hair and dark, **slanting eyes**. They have got a small nose and a yellowish complexion.



LANGUAGE DEVELOPMENT

Label the different parts of face, then point to them on your face and name them.

Cheek, chin, ear, eye, hair, mouth, nose, teeth, lips



PRACTICE IT

Answer to the questions

1. What do people from these areas look like?

Denmark, Norway, Sweden, Mediterranean countries, Arab countries, Northern China, central and southern Africa.

2. What do people from your country look like?

WRITING (Project)

Use the pictures and write descriptions of the people. Write about their age, hair, eyes, height and build.

GRAMMAR

We use modal verb **can** + the base form of verb to express ability or polite request.

Affirmative:

I/you/he/she/it/we/they **can** run.

Negative:

I/you/he/she/it/we/they **can not** run.

Interrogative:

Can I/you/he/she/it/we/they run?

Short answers:

Yes, I/you/he/she/it/we/they/ **can** run.

No, I/you/he/she/it/we/they/ **can not** run.

CAN. Expressing abilities.

Can is the same in all persons. In the following examples can expresses ability.

Tommy can play football.

I can drive a car.

We can speak English.



PRACTICE IT

Look at the pictures. Then, in pairs, ask answer questions to find out what your partner can or can't do, as in the example.

- a) dance well, b) run well, c) bike well, d) play golf, e) speak English well f) paint very well



S1: Can you speak English?

S2: Yes, I can speak English well. Can you dance?



PRONUNCIATION

Listen to the dialogue and repeat it. Then, in pairs, use the prompts below to make similar dialogues, as in the example.

A: What's your name, please?

B: *Anna Hughes.*

A: How do you spell it?

B: *A - double N-A... H-U-G-H-E-S.*

1. ...*Anna Hughes*...
2. ...*Jimmy Stuart*...
3. ...*Wendy Clarke*...
4. ...*Vivienne Brown*...
5. ...*Frank Williams*...
6. ...*Quentin Phillips*...

VOCABULARY REVISION

Fill in the correct word(s).

1. He hasn't got long hair. He's gothair.
2. She hasn't got dark hair. She's gothair.
3. Sarah and Kate are twenty-four.....old.
4. Gordon isn't..... He's short.
5. He hasn't got big eyes. He's goteyes.
6. Tony is short and slim and hea beard.
7.you dance well?
8. Hope to.....from you soon.
9. I.....in Tashkent, Uzbekistan.
10. He can run quite.....

PRACTICE IT

Read the sentences. Which express ability?
Which express a polite request?

- a Can you tell me, how much it is, please?
- b Ann can use the computer very well.
- c Billy can play the trumpet.
- d Can you sign here, please?
- e Can you pass the salt, please?
- f I can not swim very well.
- j. Jamal can learn language very fast.

PRONUNCIATION

Listen and tick. Listen again and repeat.

	i:	i
six		
read		
three		

	i:	i
slim		
teacher		
singer		

WRITING

Complete the table with information about yourself, then write an Internet advertisement for a pen friend. Start with: *Hello! Hi!...* Finish with: *Please email me today. Please, be my email pen pal/Hope to hear from you soon.*

Name: _____

Age: _____

Live in: _____

Hair: _____

Eyes: _____

Height: _____

Build: _____

Like: _____

Can: _____

WORDS OF WISDOM

Read the sentences. What do they mean?

A friend in need is a friend indeed.
Lend your money and lose your friend.

3. Home

WARM-UP

First read the sentences and explain the meaning of the words in **bold**, then listen and underline the correct word.

The house

- a The house is quite **expensive/cheap**.
- b Upstairs there are **three/four bedrooms**.
- c The house has also got a beautiful **garage/garden**.

The flat

- d The flat is rather **big/small**.
- e The flat has got a big **balcony/swimming pool**.

READING

Read the texts and explain the words in **bold**. How many rooms are there in each place? What is there in each room? What else has each place got?

A For sale

Address: 11, Hawk's Lane, Canterbury

This **lovely** house is half a mile from the city center, and is near the shops and the main road. It is quite expensive, but it is very large. Upstairs, there are three bedrooms, each with wardrobe and a bathroom. There is also a study with a big bookcase. Downstairs, there is a small bathroom with a shower and a toilet, a **huge** kitchen, a dining room and a **spacious** living room with a fireplace. The house has also got a **beautiful** garden and a swimming pool.

A For rent

Address: 6, Olmazor street, Tashkent

This **attractive** flat is in a **quiet** street near the city center. It is rather small, but it is in a very **pleasant** area. It is also very cheap. It has got a **pretty** bedroom, a bathroom with a shower and a toilet, a **modern** kitchen with a cooker, a dishwasher and a fridge, and a **comfortable** living room. The flat has also got a big balcony with a **wonderful** view. There is a **large** garage behind the building.

SPEAKING

Read the texts again and make notes under the following headings, then look at the notes and talk about the two places.

Type of home - Location - Cost - Size -

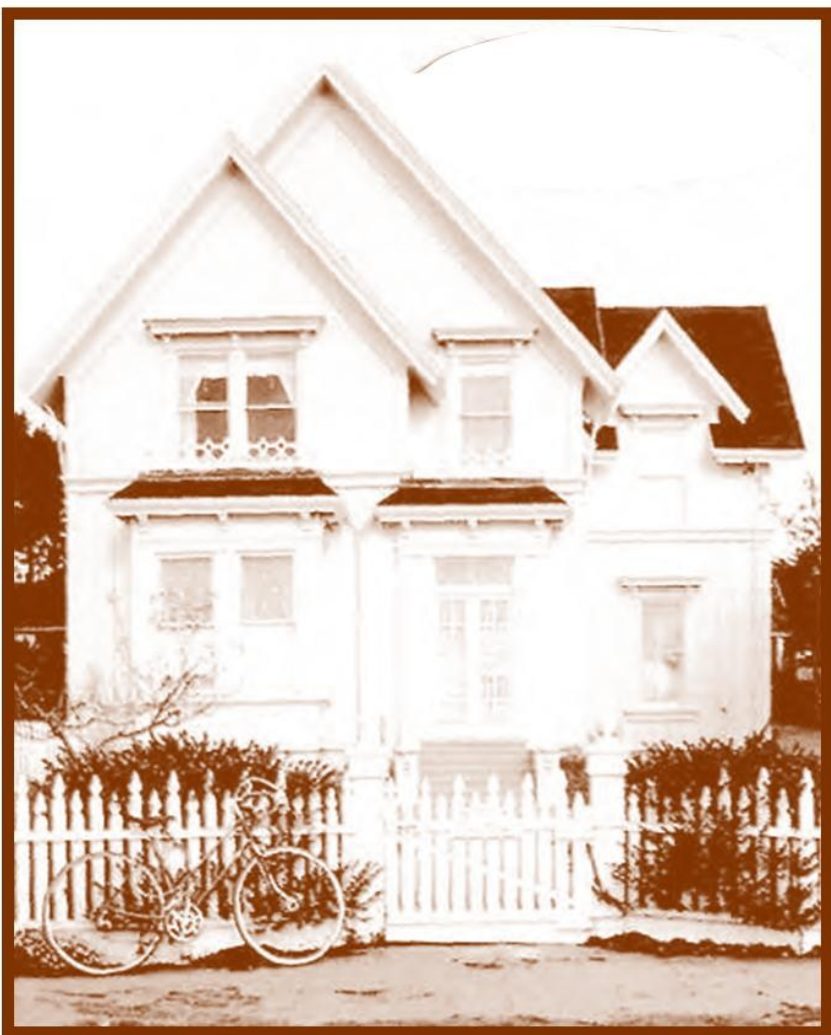
Inside the house/Flat (Rooms, Furniture etc.)

Outside the House/Flat

LANGUAGE DEVELOPMENT

Look at the adjectives in **bold** in the texts and fill in the nouns which are used with them.

lovely.....	attractive.....
huge.....	quiet.....
spacious.....	pleasant.....
beautiful.....	pretty.....
large.....	modern.....
comfortable.....	wonderful.....







GRAMMAR. PLURALS.

Study the following, then complete rules.

Singular	Plural	Singular	Plural
chair	chairs	address	addresses
room	rooms	bus	busses
wall	walls	brush	brushes
table	tables	bench	benches

Most nouns take **-s** in the plural.
Nouns ending in sh,ch or double consonant take **-es** in the plural.

THIS/THESE—THAT/THOSE

SINGULAR	PLURAL
<p>NEAR  </p> <p>This is a chair.</p> <p>FAR  </p> <p>That is a clock.</p>	<p>NEAR  </p> <p>These are chairs.</p> <p>FAR  </p> <p>Those are clocks.</p>

We use **this/these** for things near us. We use **that/those** for things far from us.



THERE IS/ THERE ARE

Study the table, then complete the rules.

There is a/an...	AFFIRMATIVE	there are some...
There isn't a/an...	NEGATIVE	there aren't any...
Is there a/an...?	INTERROGATIVE	Are there any...?
Yes, there is.	SHORT	Yes, there are.
No, there isn't.	ANSWER	No, there aren't.

We use **there** In the singular.

There is a bed in the bedroom.

We use **there** in the plural.

There are two beds in the bedroom.

We use **some** in the plural in the affirmative.

There are some chairs in the kitchen.

We use In the plural negative and interrogative.

There aren't any chairs in the kitchen.

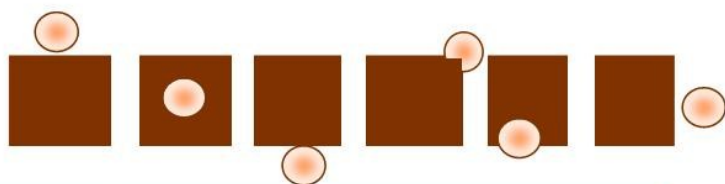
Are there any chairs in the kitchen?

SPEAKING

What things can you see in the pictures below?
Put a tick or a cross for each, then talk about the room as in the examples.



PREPOSITION OF PLACE



First, look at the picture, then read the short text and underline the correct prepositions.



There is a table in the room. There is a vase **in/on** the table with some flowers **in/on** it. There is a magazine **under/in** front of the vase. There is a ball **behind/under** the table. There is a chair next **to/under** the table. There is a plant **behind/in** front of the chair. There is a poster **on/in** the wall next **to/ under** the plant.

SPEAKING

This is Sally's living room. Ask and answer questions using prompts below.



WRITING. (Project.)

Look at the photos and write about your room, or a favorite room in your home. Use prepositions of place.

PRACTICE IT

Look at the picture and read the text, then fill in next to, on, behind or under. Finally, ask and answer questions, as in the example.

This is Jenny's bedroom. It's nice and spacious with a carpet 1).....the floor. There is a very comfortable bed with a pillow 2)..... It. 3) The bed there are two windows. There is a lamp. 4).....near the bed. Jenny's desk is quite modern. There is a chair 5).....it and some magazines 6).....it. Jenny has got some pictures and a poster. 7)the walls. There is also a bedside table 8).....the poster. Jenny likes her bedroom a lot.



- | | |
|-----------------------|--------------------|
| 1 pictures/wall? | 6 table/sofa? |
| 2 armchair/fireplace? | 7 magazines/table? |
| 3 plants/sofa? | 8 cushions/sofa? |
| 4 fireplace/mirror? | 9 posters/wall? |
| 5 fridge/living-room? | 10 vases/table? |

S1: Are there any pictures on the wall?

S2: Yes, there are. There are some pictures on the wall.

a) Karen and Tom want to rent a house or flat. Look at the pictures, then listen and say which place they want.

b) Read the advertisements, then listen again and underline the correct word in bold.



For Rent £800/month
6, Sandon Street

Lovely house five miles from city centre

- * Upstairs -
4 bedrooms; 2 bathrooms (bath, shower, toilet)
- * Downstairs -
1) **spacious**/small living-room; kitchen; dining-room; study; small 2) **bedroom**/bathroom
- * large 3) **garden**/swimming-pool; double garage



For Rent £300/month
8, Chamberlain Street

Attractive 4) **flat/chalet** near city centre

- * 2 bedrooms; 1 large bathroom (bath, shower, toilet); modern kitchen; comfortable living-room; 5) **dining-room**/study
- * small garden; 6) **garage**/swimming-pool

VOCABULARY REVISION

Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct sentence gets one point. The team with the most points is the winner.

Ground floor, attic, wardrobe, huge, quiet, behind, view, Under, comfortable, expensive, cooker, some, carpet, study, swimming pool, balcony, there aren't any

MEMORY GAME

Work in two teams. Look at the picture of house on p. 13, then close your books and say what there is in each room. Each correct answer gets one point. The team with the most points is the winner.

WRITING (advertisements for houses)

Write your own advertisement for house sale or rent (50-80 words each) similar to those in Photo File section. Read aloud your advertisement to the class.

Plan

For Rent:

Address:

- type of place
- where
- cost
- size
- inside the house/flat (rooms, furniture, etc)
- outside the house/flat

WORDS OF WISDOM

Read these sentences. What do they mean?

Home is where the heart is,
There is no place like home.
East, west, home is best

4. Weather

WARM-UP

In which card is the weather...

- 1 cold, cloudy and windy?
- 2 freezing cold and snowy?
- 3 hot and sunny?
- 4 warm and sunny?

Label the cards with the names of the seasons: *summer, winter, spring* or *autumn*. Then ask and answer questions.

S1: What's the weather like in spring?

S2: It's warm and sunny in spring.

PRACTICE IT

Match these sentences to the cards. Two of them do not match any of the cards.

- 1 There are **clouds** in the sky and wind is **blowing**. It's **cloudy** and **windy**.
- 2 The sun is **shining**. It's **sunny**.
- 3 It is **raining**. It's a **rainy** day.
- 4 It is **snowing**. It's a **snowy** day.
- 5 There is a lot of **fog**. It is **foggy**.

Look at the cards. Which card shows someone who is wearing:

- 1 a red coat? 2 gloves? 3 boots? 4 a pink dress? 5 a heavy jacket? 6 a blue hat? 7 a swimming-costume? 8 a jacket and a red tie? 9 a black cap?



Match the cards to the sentences below.

- 1 They are sitting on the beach under the sunshade.
- 2 They are throwing snowballs.
- 3 They are picking flowers.
- 4 They are walking by the lake.

READING

Read these postcards and underline the sentences which describe the people's clothes in each picture. Then answer the questions.

- 1 What is the weather like in Tashkent, London and Sydney?
- 2 What are Tom's children doing?
- 3 What are Tracy's children doing?
- 4 What are Pamela's family doing?



Dear Sally,

A Happy New Year to all of you. You can't imagine how cold it is in Tashkent! It is snowing heavily today, so the children are wearing their heavy jackets and gloves to keep them warm. They are making a snowman in the park at the moment.

Best wishes,
Samandar

Dear Mum and Dad,

Greetings from London. It's windy today and it is raining. The children are in their pajamas in the living room. They are very happy as they are decorating the Christmas tree at the moment.

We miss you a lot.

Love,
Tracy

Dear Aunt Bessie,

Season's greetings from Sydney. The weather is fantastic today and we are on the beach. It's very hot and the sun is shining, so we are all in our swimming costumes. Mum, Dad, Sheila and Frank are making a sandcastle. There are a lot of people on the beach today. Everyone is swimming and enjoying the good weather.

Come and see us soon!

Lots of love,
Pamela



SPEAKING

Read the postcards again and make notes about each under the headings: city-weather-clothes activities. Then, look at your notes and talk about each person as in the example.

Samandar is in Tashkent. It's very cold and it is snowing.

VOCABULARY

Choose the words from the list to fill in the gaps then use them to make sentences.

Miss, keep, make, season's, heavy, decorate, enjoy

- 1 to.....the Christmas tree
- 2 We..... you a lot
- 3 to.....the good weather
- 4 greetings
- 5 Jackets
- 6 to.....a snowman
- 7 to.....them warm

Fill in *on, in, at, of* or *from*.

- 1.....Tashkent; 2.....the park;
- 3.....the moment; 4 Greetings
- London; 5 their pajamas; 6
- the beach 7 Lotslove

SPEAKING

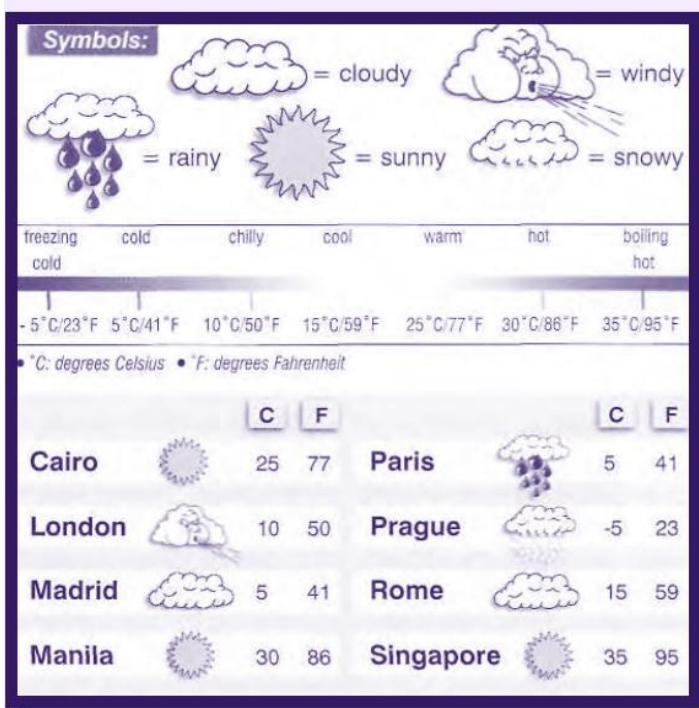
Look at today's international weather chart. Ask and answer questions, as in the example.

S1: What's the weather like in Cairo today?

S2: It's warm and sunny.

S1: What's the temperature in Cairo today?

S2: It's 25° C./ It's 77° F.



GRAMMAR

Affirmative

I **'m not**
you **aren't**

he **isn't**
she **isn't**
it **isn't**

we **aren't**
you **aren't**
they **aren't**

playing

Negative

I **'m not**
you **aren't**

he **isn't**
she **isn't**
it **isn't**

we **aren't**
you **aren't**
they **aren't**

playing

Study the table, then complete the rule.

To form the present continuous we use verb "to be" and add to the base form of the main verb. We use the present continuous for actions happening **now**, **at the moment of speaking**. We use this tense with **now**, **at present** and **at the moment**.

She's playing football now.

She isn't eating ice cream at the moment.

SPELLING

Read the texts again and fill in the *-ing* form of the verbs in the table below, then complete rules.

Snow..... Swim.....
Wear..... Make.....
Rain..... Decorate.....
Enjoy..... Shine.....

Most verbs take *-ing* after the base form of the main verb.

Verbs ending in one stressed vowel and a consonant double the consonant and take.....

Verbs ending in *-e* drop the *e* and take.....

Interrogative

Am I
Are you

Is he
she playing?
it

Are we
you
they

Short answers

Yes, I am/ No I'm not
Yes...../No, you aren't

Yes, he is/ No,.....
...../
...../

Yes, we are/ No,.....
...../
...../

WRITING

Look at the picture and correct the sentences, as in the example.



Patty is swimming.

Wrong! Patty isn't swimming. She is sunbathing.

Sue and Molly are playing tennis.

Ann is sleeping.

Tony is listening to music.

Jim and Ian are reading book.

LISTENING

First, listen to the sounds and tick what you hear, then ask and answer questions, as in the example.

S1: Is Tony watching TV?

S2: No, he isn't. He's playing tennis.

1 Tony: watch TV

2 Stella: drive a car

3 Bob & Kath: swim

4 They: listen to music

5 James: ride a horse

6 She: play the guitar

7 They: walk

play tennis

have a shower

sleep

play computer games

ride a motorbike

play the piano

run

READING

Read the texts and say which season each person likes most, and why. Finally, talk about the seasons in your country.



In Britain the weather is often rainy, but in winter it's also very cold and windy. In autumn and spring it can be quite windy but it's not very cold. Summer can be quite warm but it can also be cloudy. I like spring a lot because the trees are green and there are lots of flowers. I often go for walks in the park, then.

Karen.

Brazil has a warm climate. The winter isn't very cold. In spring and autumn it is warm, but rainy. Sometimes, it rains suddenly and then sun comes out again! Summer is my favorite season. I love swimming and sunbathing at the beach. We have lots of fun there.

Miguel.

In Finland the weather is very cold in the winter and very warm in the summer. The winter is very long and there are days when the sun doesn't appear at all. The summer is short, but it's warm, because the days are so long. The sun shines all day and night for most of the summer. I like winter the best because there is always snow and I often go skiing.

Anita

WRITING

Write a short paragraph about the different seasons in your country. Write which is your favorite season and what you like doing then.

5. Times

READING

Read the magazine article and answer the questions below.

This week on our Now & Then page, we are looking at Inishmore, a beautiful little island off the west coast of Ireland. At first Inishmore seems exactly the same as it was fifty years ago, but in fact it is a very different place today. Colman Coneely, a 70-year old islander, says, "When I was young, few tourists could reach Inishmore. There wasn't an airport or any ferry boats in those days. There were only donkeys and small wishing boats for getting around. Life was difficult. We didn't have much money—we only had small stone cottages. We didn't even have electricity or running water! Inishmore was a quite place—there weren't any guest houses or restaurants back then."



Today, up to 2,000 tourists a day visit Inishmore. "Now there is an airport," says Coneely. "There are also cars, buses. Life is easy now. We have got modern houses, electricity and running water. Inishmore is very busy now. There are guest houses, restaurants and a lots of souvenir shops."

WARM UP

Read the summary about Inishmore, then listen and cross out the wrong word.

Fifty years ago, few tourists could reach Inishmore because there wasn't a(n)
1) *port/airport*. Life was 2) *difficult/easy*. Inishmore was a 3) *noisy/quiet* place back then. Today there are cars, buses and ferry boats. The people have got new, modern 4) *houses/cottages*. Inishmore is very 5) *boring/busy* now. There are guest houses, restaurants and lots of 6) *clothes/souvenir* shops. It is still beautiful, though.



QUESTIONS

1. Where is Inishmore?
2. Could many tourists reach island fifty years ago? Why (not)?
3. What did the islanders have for getting around?
4. What can you find on Inishmore today that wasn't there fifty years ago?
5. What does Colman Coneely think of the island?



LANGUAGE DEVELOPMENT

Choose words from the list to fill in the gaps, then use them to make sentences.

Some, water, fields, cottages, houses, little, fifty years, shops, boats, like

- 1 a..... island
- 2..... ago
- 3 the.....as
- 4 fishing.....
- 5 stone.....
- 6 running.....
- 7 just.....this
- 8 modern.....
- 9 souvenir.....
- 10 green.....

VOCABULARY

Write the opposites of the phrases below, using the words in the list. Then, make sentences using phrases.

busy, big, a lot of

1. a little island—a island
 2. few tourists—..... tourists
 3. a quite place—aplace
- Inishmore* is a little island.

Fill in the missing prepositions from the list.

In front of, on, off, back, in, across, at

- 1our *Now & Then* page;
- 2 we're looking *Inishmore*;
- 3first;
- 4fact;
- 5..... those days;
- 6 his house;
- 7 then;
- 8the west coast;
- 9 look the green fields.

Match the following with the signs.

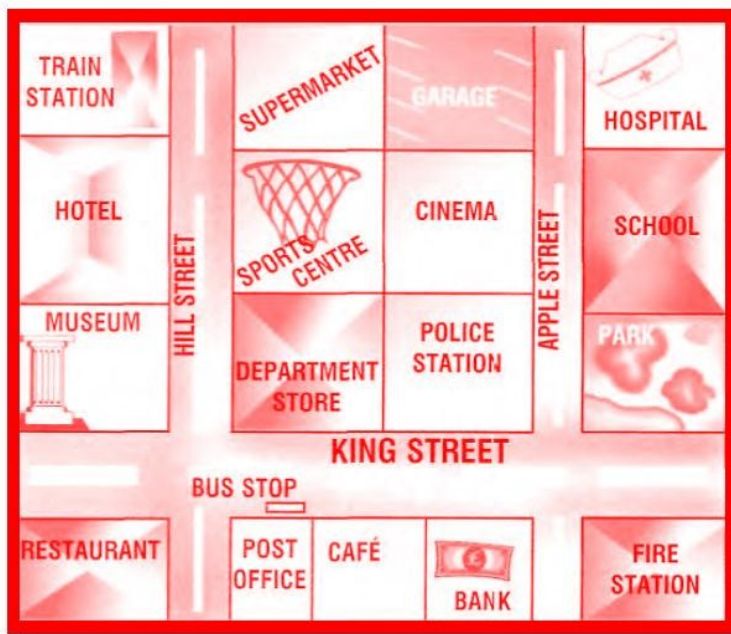
1. The fire escape is on your left.
2. Turn right.
3. The fire escape is on your right.
4. Turn left.



GRAMMAR. Preposition of place

Look at the diagram, then complete the sentences with prepositions from the list below.

In front of, opposite, next to, on, between



1. The school is..... the cinema.
2. The café isthe bank and post office.
3. The police station is The cinema.
4. The bus stop isthe post office.
5. The park isthe corner of Apple Street and King Street.

SPEAKING

Where is: the sports centre? the hospital? the bank? the supermarket? the post office? the garage? the police station? the department store? the museum? the restaurant? the fire station? the school?

GRAMMAR. Past simple

Look at the table and complete the rules.

Affirmative

I/he/she/ it **was**
You/we/they **were**

Interrogative

Was I/he/she/ it...?
Were You/we/they ...?

Negative

I/he/she/ it **wasn't**
You/we/they **weren't**

Short answers

Yes, I/he/she/ it **was**
No, I/he/she/ it **wasn't**
Yes, You/we/they **were**
No, You/we/they **weren't**

We use with I, he, she, and it.
We use with we, you, and they.

READING

Read the text and fill in had(n't), were(n't) or could(n't)



Some ancient Romans 1) very rich and they 2) beautiful brick houses. There 3) any windows on the outside walls and there 4) any carpets on the floors. Other people 5) smaller houses or flats. Ancient Rome 6) narrow streets, but there 7) lots of theatres. The public baths 8) very popular. Men and women 9) go there at different times, but children 10) use the baths. Hunting, riding, fishing and having dinner parties with friends 11) also popular free-time activities. There 12) lots of games and toys for children. The boys' favourite games 13) ball games and the girls 14) dolls to play with. Children also 15) dogs, cats, ducks and geese as pets. The ancient Romans 16) lots of delicious food to eat, such as meat, fish, fruit, vegetables and bread, and their favourite drink 17) wine.

PRACTICE IT

- The ancient Romans didn't have any in their houses.
A tables B carpets C sofas
- They had lots of
A discos B cinemas C theatres
- couldn't use the public baths.
A Children B Women C Men
- There were lots of and toys for children.
A shops B games C schools
- was one of their favourite free-time activities.
A Dancing B Playing football C Hunting
- Their favourite drink was
A water B wine C milk

Fill in the gaps with the words below.

can, can't, could, couldn't, was, wasn't, were, weren't, is, are, isn't, aren't, have got, haven't got, has got, hasn't got, had, or didn't have

- A: ...*Can*... you swim?
B: No, I you swim when you five?
A: No, I
- I a car now, but I a bicycle. I a bicycle when I six.
- There a bank opposite the cinema, but fifty years ago there a bank — there a hotel, but it there now. There any shops then, but there a lot of green fields. Now there any green fields, but there a lot of shops.
- When he five, he a cat as a pet. He any dogs. Now he three dogs, but he any cats.
- When I was five, I ride a bicycle, but I ride a motor bike. Now I a motor bike and I ride it very well.

PRACTICE IT

Read the text about Romans again, look at the statements below and choose the proper word.

- 1 Some ancient Romans had beautiful **brick/stone** houses.
- 2 Ancient Rome had **wide/narrow** streets.
- 3 The public **baths/showers** were very popular.
- 4 Girls had **balls/dolls** to play with.

WRITING. Project

Use the plan below and the information about Canary Wharf. Use the reading materials as model.

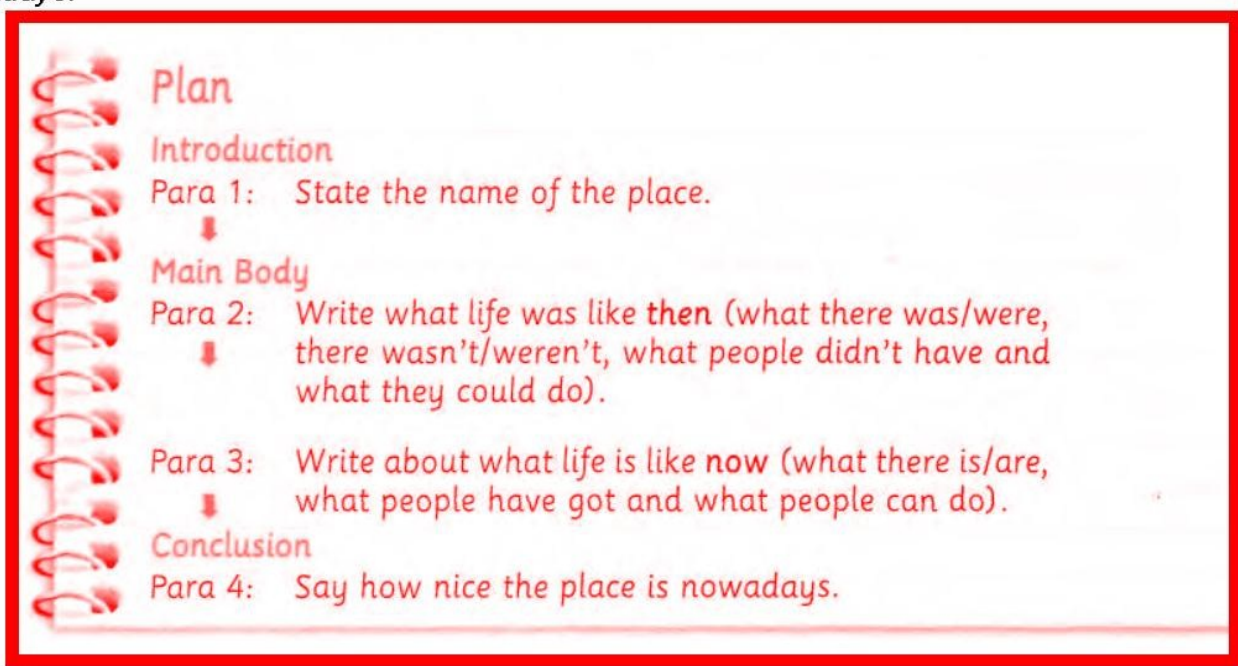
Start like this: *This week on Now & Then Page we are looking at Canary Wharf in London. This area is now completely different to what it was like twenty years ago.*

End like this: *Canary Wharf is a nice place to live nowadays.*

LISTENING

Ralph Cobber is talking about Canary Wharf, an area in London. Listen to what he says and complete the reporter's notes below. Finally, use the notes to talk about what Canary Wharf was like twenty years ago and what he is like today.

THEN	NOW
Canary Wharf was a d area twenty years ago.	Canary Wharf is a c area nowadays.
There were e warehouses.	There are b flats, lots of shops, offices, restaurants and cafés.
There weren't m shops or people.	People have got a lot of money, l houses and n cars.
People didn't have m money or n houses or cars.	People can get around by train, bus or taxi.
People could only get around by bus or on foot.	



Plan

Introduction
Para 1: State the name of the place.

Main Body
Para 2: Write what life was like **then** (what there was/were, there wasn't/weren't, what people didn't have and what they could do).
Para 3: Write about what life is like **now** (what there is/are, what people have got and what people can do).

Conclusion
Para 4: Say how nice the place is nowadays.

WORDS OF WISDOM

- Times change and we with time.
- Other times, other manners.
- Time and tide wait for no man.

6. Food



WARM-UP

Look at the words in the list.
Can you guess their meaning?

boil, stew, cook, bake, fry
fresh, raw, cooked, vegetable,
fruit.

LISTENING

Listen and repeat phrases
Below and explain meaning of the
words in bold.

Fresh fruits are more **useful** for health.
Vegetarians **eat** only fruits and
vegetables.
Fried food is **harmful** for human body.
Boiled and stewed meat is the most
beneficial.

QUESTIONS

Which type of food you prefer most?
Can you cook independently?
Can you explain the recipe and the
way how is prepared any national food
you like?

READING

Read the text below. Explain the words in bold. Then
answer to the questions.

What we eat...

Today fast food is rapidly spreading all over the world. People mostly from all the cultures know what is it. Furthermore, we all know that it has more harm than use. However, children, students and those who work prefer to have lunch with hamburgers or hot dogs. For it's harmful effect to the body scientists and magazines claim it "junk food" and it means rubbish. But seems people still prefer fastness and artificial taste of them.

Every nation and every culture has its own specific dishes. Those foods represent nation's identity and cultural values. Old generation always adore their unique taste and benefits to human health. Foods that we used to eat for centuries is well adopted to the climate and the weather. No matter in which corner of the world we are, we always miss and often prepare our own national meals. National holidays, parties and weddings are more beautiful when there are national dishes on the tables.

GRAMMAR. Present simple

Affirmative	Negative	Interrogative
I	I	I
You	You	You
We cook.	We do not cook.	Do We cook?
They	They	They
He	He	He
She cooks.	She does not cook.	Does She cook?
It	It	It

We use Present simple to express action that always, usually, often, or rarely happens in our daily life.

WRITING. Project.



Look at the pictures above. Write a short paragraph answering to the following questions.

1. Where do you usually buy products?
2. Where do you usually eat?
3. Explain how people in your country make dishes?
4. What is the most wide spread food in your country?
5. How is the prices of food in your country?

Change your notes with your partner. Independently correct the mistakes. Ask and answer questions.

PRACTICE IT

Look at the following statements.
Tick if it is good and cross if it is bad
to do.

Dos' and Don'ts...

Always chew gum in the class.
Always eat food in the transport.
Don't cough to the food.
Don't split a food from your mouth.
Always have some water when you are eating.

LISTENING

Listen to the dialogues and repeat.
Then act out the same dialogues.

A: I am thirsty. Is there anything to drink?
B: Would you like some orange juice?
A: No, thanks! I don't like orange juice.
B: How about some Coke?
A: Oh, yes! I love Coke.

A: I am hungry. Is there anything to eat?
B: Would you like a ham sandwich?
A: No, thanks! I don't like sandwich.
B: How about a tomato salad?
A: Oh, yes, please! I love salad!

READING

A BRAZIL

Whether at home **or** in a restaurant, Brazilians like eating with their friends and family.

They never eat lunch at the **office** and they have dinner very late — at about ten o'clock at night.

Brazilians like small cups of **strong coffee**, at any time of the day. **As well as** many different fruit drinks, Brazilians also make very good beer. They don't eat in the street or on the bus, and they never eat with their hands. They always use a knife and fork to eat, even for pizza or sandwiches.



eating soup, meat, vegetables and a lot of different sauces. In some parts of the country, they make wine.

Families usually eat together and they like to **invite** people to eat with them. Filipinos eat with a fork and a spoon, or with their hands. It's **polite** to **leave** a little food on the plate at the end of a meal.

C FINLAND

There are a lot of different Finnish dishes, **such as smoked fish** and hot soups, but fast food such as pizza and sausages



are also very **popular**. In the streets there are **stalls** which **sell** sausages, Finland's favourite food. Finns like drinking beer. They make excellent beer.

During the week, most families don't usually have dinner together. Sometimes at the weekends they eat with their friends. They cook meals together, or **each person** makes and **brings** a part of the meal.

B THE PHILIPPINES



Many Filipinos have three meals a day with two **snacks** in between.

Rice is a part of every meal — they even make desserts with rice and coconut milk. Filipinos like

Read the text and explain the words in bold, finally talk about eating habits in your country.

PRACTICE IT

Follow the text and read out the dialogue.

W: Good evening, sir.
Table of two?
M: Yes, Please.
W: This way, please.
L: Thank you.
W: 1)..... you like to
look at the menu?

W: May I take your order, please?
M: Yes. To start with I the tomato soup.
L: Tomato soup for me, too, please.
W: Certainly. And for the main course?
M: I'd like the grilled fish.
L: And the roast chicken for me, please.
W: I'm sorry, madam. There is no more roast chicken
tonight.
L: Oh. 3)..... I have a pepper steak, then?
W: Of course. 4)..... You like something to drink?
L: Just 5).....some water, please.
W: Very well. Would you like to order dessert, now?
M: Yes, I 6).....the apple pie.
L: Have you got 7).....strawberries?
W: I'm sorry, we haven't. Would you like something else
instead?
L: Just some ice cream, please.

L: How is your fish?
M: Delicious. 8).....about the steak?
L: A bit tough, but the sauce is nice.

W: Is everything all right?
L: Yes, thank you.
M: 9).....we have the bill, please?
W: Of course, sir. One moment...



LISTENING

Follow the text and read out the dialogue.

Name:	The Blue Lagoon
Type:	Chinese / Hawaiian
Location:	Long/Short Street
Main Course/Dishes:	fresh fish/meat dishes, Hawaiian burgers with pineapple
Desserts:	coconut ice-cream/milk , fried bananas in honey
Cost:	£50/£30 for two people
Service:	excellent
Opening hours:	2 pm - 10 pm/12 am
Recommendation:	very nice restaurant for the whole family, book a table

WRITING. Project.

Plan

Para 1: name of restaurant, type & location

↓

Para 2: dishes & desserts

↓

Para 3: cost, service and opening hours

↓

Para 4: recommendation

7. Break time

WARM-UP

Look at the pictures. Which country are they from? Have you ever been there? If so, when and why?

Which picture shows:

- A the modern skyscrapers?
- B the Sherdor madrasa?



READING

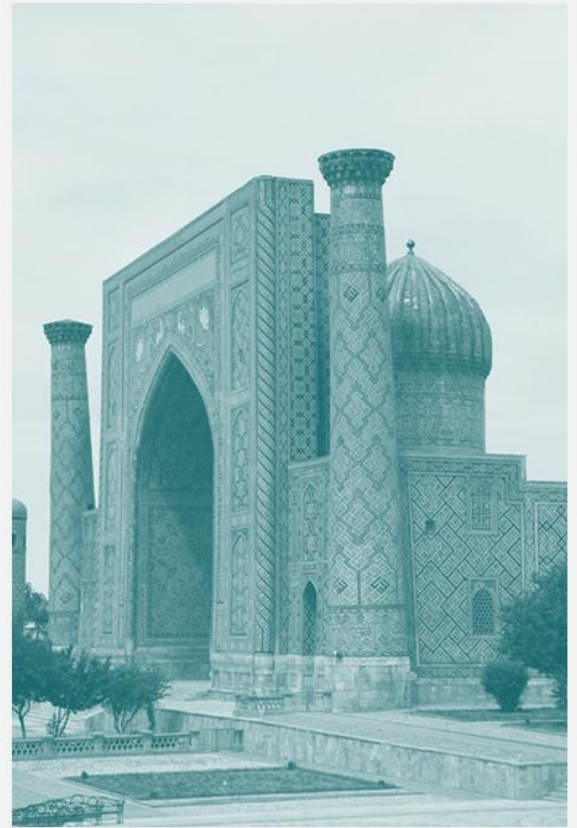
Read the letter and underline the sentences which match pictures 4 and 7, then answer the questions.

Dear Jessica,

Greetings from Samarkand! The weather is very hot here and I'm having a wonderful time. I'm staying with my friend, Jasur. He lives in the center of Samarkand. I've been here since Monday and I've already done lots of things! I've already visited the Siyab bazar. We visited it on Tuesday. You can't imagine how noisy and crowded it was! I bought some lovely handmade souvenirs there. I have also seen the Sherdor and Guri Amir. I saw them yesterday. They were amazing. I even rode a donkey. It was fun! I've been to a traditional restaurant. Jasur took me there last night. I tried a kebab and pilav. There are a lot of things I haven't done yet. I haven't been on a boat trip down the Zarafshan River yet, and I haven't visited any museums. We are going on a boat trip tomorrow and we are going to visit the museum one of these days to see the exhibits.

Samarkand is a fascinating city—you must visit it one day! Anyway, I'm returning to England on Sunday next week, so I'll call you then.

Best wishes,
Jack



WRITING

Look at the picture of the Great Chinese Wall. Write the same letter about your visit to China.

GRAMMAR. Present Perfect.

Complete the table, then study the rules.

Affirmative	Negative
I have	I haven't
You have	You haven't
He has cleaned	He hasn't cleaned
She has cleaned	She hasn't cleaned
It has cleaned	It hasn't cleaned
We have	We haven't
You have	You haven't
They have	They haven't

We form the present perfect with **have/has** and the **past participle** of the main verb.
We use the **present perfect** to talk about an action which happened in the past, without saying when it happened.

He's been to Spain. (We don't know when he went to Spain.)

Read the letter and find three things Jack has done and two things Jack hasn't done.

Complete the short answers in the table.

Interrogative	Short answers
Have I/we/you/they been to Turkey?	Yes, I/we/you/they have been. No, I/we/you/they haven't been.
Has he/she/it been to Turkey?	Yes, he/she/it has been. No, he/she/it hasn't been.

PRESENT PERFECT + Ever/Never

We use **ever** in questions and statements.

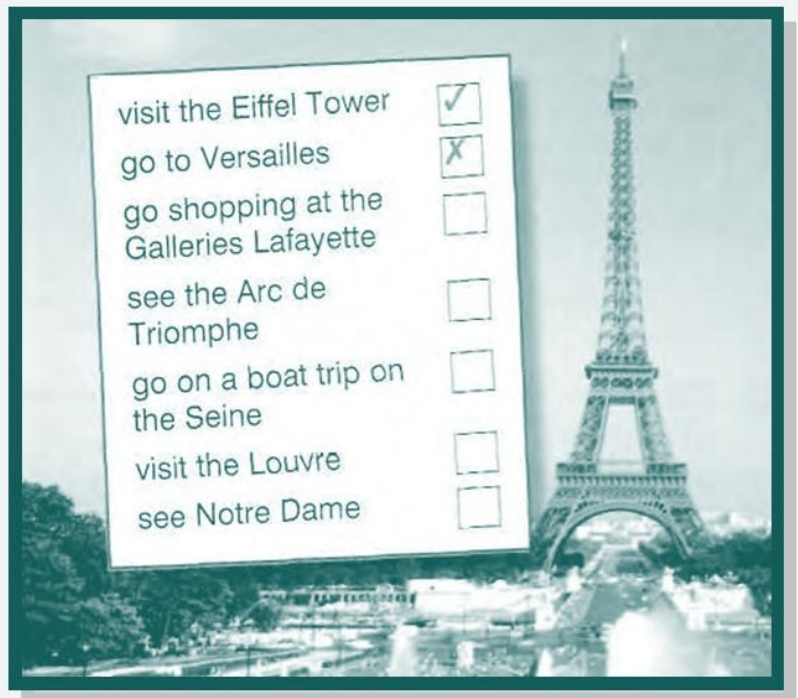
Have you ever visited Brazil? Brazil is the best place I've ever visited.

We use **never** in statements.

I've never visited Cyprus. I haven't visited Cyprus.

LISTENING

Tony and Ann are in Paris on holiday. Look at the table, then listen and tick the activities that they have already done and put a cross next to those that they haven't done yet. Finally, in pairs ask and answer questions, as in the example.



PRESENT PERFECT + Just

We use **just** in statements to show that an action finished only a few minutes earlier.

A: Have you packed your suitcase yet?

B: Yes, I've **just** packed it.

PRESENT PERFECT + for/since

We use **for** to express duration?

I've been here **for** five years.

We use **since** to state starting point.

I've been here **since** Monday.

WRITING. Project.

Use the information from the reading sections to write a letter.

READING & LISTENING

Read the sentences, then listen and underline the correct words in bold.

Americans/Canadians like tipping more seriously than any other nationality.

Tip your **bellboy/travel agent** generously, and you'll have the perfect holiday.

For tips of **\$60/\$20** or more, your bellboy will be your friend forever.

Read the text below and choose the best answer to the questions that follow, then explain the words in bold.

TEST

Choose correct item...

What happens to people who don't tip bellboys in the USA?

- A They will have a great holiday.
- B The bellboys will like them.
- C They will have a very bad holiday.

Which of the following can happen to guests who don't tip well?

- A Their heating goes off in the middle of winter.
- B They get more keys for their room.
- C They don't get any phone calls.

It's a good idea to tip bellboy at least...

- A \$ 50.
- B \$ 15.
- C \$ 5.

Bellboys can make sure you have ...

- A a cheap or an expensive holiday.
- B a good or a bad holiday.
- C a clean or a dirty room.

TIPPING IN AMERICA



Americans take **tipping** more seriously than any other **nationality**, and of all Americans, no one takes tipping as seriously as hotel bellboys do.

Tip your bellboy **generously**, and you'll have the perfect holiday. Don't tip him, and you'll have the worst holiday of your life!

Guests who don't tip well at hotels often find that the **heating** in their room '**accidentally**' stops working in the middle of winter, or that they **receive** strange phone calls in the middle of the night.

Sometimes the keys for their room '**disappear**' and it seems that no one can find the **spare** keys.

It's a good idea to tip a bellboy at least \$5 and, for tips of \$20 or more, your bellboy will be your friend forever. So, anyone who is planning to stay in an American hotel should remember — bellboys can make sure you have the holiday of your dreams ... or they can make your visit a **nightmare**!

WRITING

Write a friendly letter from a holiday destination about your experiences.

When we are on holiday and we want to write to a friend to report our experiences, we **start** by saying **where we are**, **when we arrived there**, **what the weather like**, and **where we are staying**.

Then we talk about the things we **have or haven't done** (present perfect), when we **did** (past simple) them and what each was like. We also say what we **are going to do**.

We end the letter by saying what we think of the place and when we are leaving.

LISTENING

You are going to listen to some short exchanges. a) Read the possible responses, then listen and choose the best answer. B) Listen again and check your answers.

- | | |
|----------------------------|------------------------|
| 1 a) I'd love to. | b) I like it. |
| 2 a) Two weeks ago. | b) Since Monday. |
| 3 a) Yes, I can. | b) Yes, please. |
| 4 a) Yes, I loved it. | b) Yes, I loved. |
| 5 a) Yes, you have. | b) Yes, you do. |
| 6 a) You must. | b) Of course. |
| 7 a) In the spring. | b) Cairo. |
| 8 a) Yes, I have. | b) Yes, I tried. |
| 9 a) I won't. | b) That's a good idea. |
| 10 a) Sorry, you can't. | b) No, you shouldn't. |
| 11 a) Yes, you do. | b) Sorry, you mustn't. |
| 12 a) Of course you can't. | b) Of course you can. |

VOCABULARY

Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct sentence gets one point. The team with the most points is the winner.

camel, since, have visited, souvenirs, traditional, returning, drive, yet, already, tip, bellboy, book a table

WRITING

Imagine you are on holiday. Use the plan below to write a letter to a friend telling him/her about your holiday.

Plan
Dear + (your friend's first name,)

Introduction
Para 1: Where are you?
When did you arrive there?
What is the weather like?
Where are you staying?

Main Body
Para 2: What things have you done?
When did you do them?
What was each like?
Para 3: What haven't you done yet?
What are you going to do?

Conclusion
Para 4: What do you think of the place?
When are you leaving?

Best wishes/Love, etc
(your first name)

PRONUNCIATION

Listen and tick. Listen again and repeat.

	/j/	/tj/		/j/	/tj/
shoes			wish		
choose			witch		
watch			sheet		
wash			cheat		

WORDS OF WISDOM

He travels fastest, who travels alone.
Travel broadens the mind.

GRAMMAR IN STRUCTURES

Sub content

English alphabet

Sounds

- Vowels

- Consonants

The Noun

- Forming plural noun

- Exceptions of forming plural nouns

- Singular nouns

- Nouns in possessive case

- Using possessive case with adverbs of time

- Frequent nouns

The Article

- Use of the article with proper nouns

- Use of the article in static combinations

The Pronoun

- Personal pronouns

- Use of personal pronouns

- Possessive pronouns

- Use of possessive pronouns

- Reflexive pronouns

- Use of reflexive pronouns

- Indefinite pronouns: some, any

- Use of indefinite pronouns

- Pronouns little, few

- Pronoun all

- Demonstrative pronouns

- Frequent pronouns

The Adjective

- The adjective order

- Comparative degrees of the adjective

- Exceptions of forming comparative degrees

- Use of comparative constructions

- Frequent adjectives

The Adverb

- Adverbs of place

- Adverbs of action mode

- Adverbs of degree and measure

- Comparative degrees of the adverb

- Frequent adverbs

The verb

Verb moods

Indicative mood

Present Simple (Indefinite)

Use of present simple

Present continuous: forming and usage

Past simple (Indefinite): forming and usage

Past continuous: forming and usage

Present Perfect: forming and usage

Present Perfect continuous: forming and usage

Past perfect: forming and usage

Past perfect continuous: forming and usage

The Future

Passive

Forming Future passive

Sequence of tenses in indirect speech

Change of verb forms in sequence of tenses

Adverbs and adverbial combinations of time

The verb do

The verb have

The phrasal verb have

Imperative Mood

Use of Imperative Mood

The Numeral

Cardinal numbers

Ordinal numbers

Fractional numerals

Frequent numerals

The Preposition

Preposition of place

Preposition of direction

Preposition of time

Time

Frequent prepositions

ENGLISH ALPHABET

Aa [e]	B b [bi:]	C c [si:]	D d [di:]
E e [i:]	F f [ef]	G g [dʒi:]	H h [eitʃ]
I i [ai]	J j [dʒei]	K k [kei]	L l [el]
M m [em]	N n [en]	O o [əʊ]	P p [pi:]
Q q [kju:]	R r [ɑ:]	S s [es]	T t [ti:]
U u [ju:]	V v [vi:]	W w [dʌblju]	X x [eks]
Y y [wai]	Z z [zed]		

SOUNDS

Vowels

Monophonies	Diaphones
Shorts [i] big, started [ʌ] run, son [ɒ] hot, what [ʊ] put, wood [æ] bad, back [e] bed, breath [ə] again, teacher	[eɪ] play, great [aɪ] by, buy [ɔɪ] boy, spoil [əʊ] no, though [aʊ] now, house [iə] here, hear [eə] where, chair [ʊə] poor, sure
Longs [i:] feet, these [ɑ:] car, heart [ɔ:] door, law [u:] moon, juice [ɜ:] bird, earth	Thriphthon [aiə] fire, liar [aʊə] hour, tower [jʊə] during, mature [eiə] player, greyer

Consonants

Paired	Consonants	Unpaired consonants
unvoiced sounds [p] put, happy [f] foot, photo [t] two, looked [k] cat, kind [s] sun, cell [ʃ] she, session [tʃ] chair, future [θ] thin, path	voiced sounds [b] ball, bed [v] visit, live [d] dog, played [g] girl, mug [z] zoo, lends [ʒ] pleasure, vision [dʒ] jeans, gym [ð] this, mother	[m] my, bomb [l] look, sell [r] run, write [n] run, knee [j] yes, opinion [ŋ] song, ring [h] hot, hand [w] why, when

Exceptions of forming plural nouns

a man – men a woman – women a tooth – teeth a foot – feet a goose – geese	a child – children a mouse – mice a louse – lice an ox – oxen a person – people persons (ofic.)
---	--

singular = plural	
a sheep – sheep a deer – deer a fish – fish a fruit – fruit	The fruit is from Holland. The fruit are from Holland

Words of Latin and Greek origin
datum – data analysis – analyses crisis – crises phenomenon – phenomena

Nouns used only in singular form

Knowledge billiards information progress news advice money news	Billiards is an interesting game The news has been good today His money is on the table
--	--

Nouns used only in plural form

Clothes trousers jeans shorts glasses scissors	The trousers are too long. Your scissors are very sharp. Your shorts were dirty yesterday.
---	---

Nouns in possessive case

Singular	
's	her student's book his son's flat

Plural	
s'	her students' book his sons' flat
's	the children's toys those men's hats

Possessive case with time adverbs

tomorrow today yesterday last year	+ 's + noun	tomorrow's meeting today's newspaper yesterday's discussion last year's conference
---	-------------	---

THE ARTICLE

Articles	COUNTABLE NOUNS		UNCOUNTABLE NOUNS
	Singular	Plural	
a/an	one of some a shop an engineer	not used	not used
- (zero article)	not used	some, any shops engineers	some, any happiness any
The	definitely this the shop the engineer	definitely these the shops the engineers	definitely this the happiness the ink

A The	+ consonant	a boy, a teacher, a unit, a hair the boy, the teacher
An The	+ vowel	an apple, an engineer, uncle the apple, the engineer

Use of the article with proper nouns

The		
Names Titles Occupation	Susan, Mr. Smith President Washington	The President The Queen
Continents and countries Cities Mountains Islands Waters	Europe, France, South Africa London, Paris (Mount) Everest Jamaica, Borneo Lake Michigan	The United States of America The Netherlands The Crimea' The Ukraine The Hague The Andes The Himalayas The Isle of Wight The Cook Islands The (River) Thames The Pacific (Ocean) The Black Sea The Panama Canal
Names of streets	Baker street Hyde Park	The High Street
Names of newspapers and magazines	Newsweek, Vogue, Time	The Economist The Times, The Washington Post

Use of the article in static combinations

a	a lot of a few a little it's a pity to have a good time to go for a walk
the	In the morning In the afternoon In the evening on the one (other) hand the day before yesterday the day after tomorrow to tell the truth to play the violin (piano) to go to the theatre (cinema)
-	at night at home at school by tram (train, bus) by heart in time to go to bed to go to school to play football

THE PRONOUNS

Personal pronouns

	Face	Nominative case	Objective case
Singular	1	I	me
	2	You	you
	3	He	him
		She	her
		It	it
Plural	1	We	us
	2	you	you
	3	they	them

Use of personal pronouns

Nominative Case	Objective Case
Where is Tom? He is playing football. The door is open. It is open. My friends and I are in the school. We are at the car. The bags are on the floor. They are on the floor.	I met Tom in the street. Leave it open. Have you received a letter from us? I quite agree with them.

Possessive pronouns

	Face	Personal pronouns	Possessive pronouns	
			Relative form	Superlative form
Singular	1	I	My	Mine
	2	You	Yours	Yours
	3	He	His	His
		She	Her	Hers
		It	Its	Its
Plural	1	We	Our	Ours
	2	You	Your	Yours
	3	They	Their	Theirs

Use possessive pronouns

Relative form	Superlative form
They don't know my address. Your elder brother lives in London. This is our house.	This is not my coat, mine is brown. I can't find my pen. Give me yours, please. This is not your house. It is ours

Reflexive pronouns

Face	Singular	Plural
	+ self	+selves
1	Myself	Ourselves
2	Yourself	Yourselves
3	Himself Herself Itself	themselves
Indefinite personal form	Oneself	

Use of reflexive pronouns

Used	Not used
<p>Mark, don't hurt yourself.</p> <p>Children, don't hurt yourselves.</p> <p>He hurt himself and asked me to help him.</p> <p>Tom himself found a new job.</p> <p>I saw it myself.</p> <p>Nobody likes to talk about themselves.</p>	<p>She washed, dressed and went to the kitchen.</p> <p>Hide behind the trees and bushes.</p> <p>How do you feel?</p> <p>I feel well.</p> <p>He behaved like a child.</p>

Indefinite pronouns: some, any

Affirmative sentences	Negative sentences	Interrogative sentences
some somebody	not any, no not anybody, nobody	any anybody
something	not anything, nothing not anywhere,	anything
somewhere	nowhere	anywhere

Demonstrative pronoun

Distance	Singular	Plural
Near to the speaker	this	these
Far from the speaker	that	those

What is this? Who is that?	This is my money. That is the bank manager.
What are these? Who are those boys?	These are red books. Those are my cousins.

THE ADJECTIVE

The adjective order

	1	2	3	4	5	
Determinant	Subjective opinion	Size, form, color	Origin	Material	Aim	Noun
this	Classic	sparkling	French			wine
a	Huge, impressive		Indian		private	library
her	Delightful	pink and blue		cotton		dress
a	Beautifully	carved		bronzed, aluminum		frame

Comparative degrees of the adjective

	Positive	Comparative	Superlative
-er -est	One syllable adjectives		
	Kind	kinder	(the) kindest
	Big	bigger	(the) biggest
	Double syllable adjectives ending with -er, -ow, -y, -ie		
	Clever Easy	cleverer easier	(the) cleverest (the) easiest
more (the) most	Other double syllable adjectives		
	Afraid	more afraid	(the) most afraid
	Adjectives with double and more syllables		
	Beautiful	more beautiful	(the) most beautiful

Exceptions of forming comparative degrees

Positive	Comparative	Superlative
good	Better	(the) best
bad	worse	(the) worst
little	smaller	(the) smallest
far	farther	(the) farthest
old	further	(the) furthest
	older	(the) oldest
	elder	(the) eldest

Use of comparative constructions

Bill is	as not so	Strong afraid forgetful	as as	Patrick I am
You seem	Stronger less afraid more forgetful		than	before me
He is	the	strongest most intelligent least forgetful		in the world of the boys

THE ADVERB

Adverbs of place

Here	I think somebody was here . Come here , Bob.
There	We shall stay there till tomorrow. Would you like to go there tonight?
Far	The station is far from his house.
Near	I parked my car near the house.

Adverbs of action mode

well	I know him well.
fast	Don't run too fast.
quickly	He came quickly.
slowly	He walked very slowly.
carefully	Listen to me carefully.

Adverbs of time

Certain time	
Today Tomorrow Now Last week At five o'clock	We are going to the theatre tomorrow . I must go to work on Sunday .
Frequency of the action	
Daily Monthly Twice a week Once a year	I pay my newspaper bill monthly .
Always often seldom usu- ally ever nev- er regularly	I never go to the theatre. He is often late.
Relationship	
Already just since still Lately re- cently	I had just paid for this suit. He hasn't seen much of her lately .

Adverbs of degree and measure

much	My son doesn't read much
little	She eats very little .
very	This game is very noisy .
too	He is too young to play in this team.
so	She was so glad to see all these people.
rather	This jacket is rather expensive.
quite	He is not quite right.
hardly	When I saw him I could hardly recognize him.

Comparative degrees of the adverb

	Positive	Comparative	Superlative
One syllable adverbs and early			
-er	Fast	Faster	(the) fastest
-est	Early	Early	(the) earliest
Adverbs build from adjectives with the help of -ly			
More (The) most	clearly	more clearly	The most clear-ly
-er/ -est More/(the) most	often	Often More often	Oftenest (the) most often
	quickly	quicker more quickly	
Exceptions			
	Well Badly Much, many Little Far	Better Worse More Less Further Farther	(the) best (the) worst (the) most (the) least (the) farthest (the) furthest

THE VERB

Verb moods

Moods	Use
Indicative mood	I was a student a year ago.
Imperative mood	Come here, please!
Subjunctive mood	If I were you, I'd tell him everything.

INDICATIVE MOOD

Present simple

Affirmative/ negative		
I you we they	write (don't write)	
he she it	writes (doesn't write)	
Question		
Do	I you we they	write?
Does	He she it	
Short answer		
Yes (No)	I you we they	Do (don't)
	he she it	does (doesn't)

Use of present simple

Regular actions and events
What do you usually do on Saturdays? My son plays the guitar when he has time.
Facts
Water boils at 100 c. He speaks five languages.
Facts in future, planned in calendar
Next Wednesday is a national holiday. Classes start tomorrow.
Feelings that are taking place at the moment of speech
I'm sorry I don't understand you. What do you think about it?

Present continuous: forming and usage

Affirmative/negative		
I	'm (not)/ am (not)	running.
He she it	's (not)/ is (n't)	
we you they	're (not)/ are (n't)	
Interrogative		
Am	I	running?
Is	He she it	
Are	We you they	
Short answers		
Yes (No)	I	am / ('m not)
	He she it	is (n't)
	We You They	are (n't)

Use of present continuous

Action happening at the moment of speech
Are you feeling all right? Who's paying the piano upstairs?
Action happening at present, but not always
We're looking for a new house
Future plans (indicating time)
When are they flying to the States? I'm leaving early tomorrow.

Past simple

Affirmative/ negative		
I you we they he she it	watched (didn't watch)	
Question		
Did	I you we they he she it	watch?
Short answer		
Yes No	I You we they he she it	did didn't

Use of past simple

Actions happened in past
We went to the cinema yesterday. John left five minutes ago.
Describing action order in past
Anna opened the door of her car and listened carefully. Suddenly she heard a strange noise.
Describing situation or regular action in past (used to)
When I was a child, I lived in big house. He used to walk many miles every day.

Past continuous

Affirma- tive/ nega- tive	I he she it	was/ wasn't	looking.
	you we they	weren't	
Interroga- tive	Was	I he she it	looking?
	Were	You we they	
Short an- swers	Yes (No)	I he she it	wasn't
		You we they	weren't

Present perfect tense

Affirma- tive/ nega- tive	I you we they	have/ have not	done. gone.
	he she it	has/ has not	
Interroga- tive	Have	I you we they	done? gone?
	Has	he she it	
Short an- swers	Yes (No)	I you we they	haven't
		he she it	hasn't

Use of present perfect tense

Actions started in past and continues till present.
I have lived here for months.
Action happened in past and have effect in present.
I have done housework.

Present perfect continuous

Affirmative/ negative	I you we they	Have / have not	been looking.
	he she it	Has / has not	
Interroga- tive	Have	I you we they	been looking?
	Has	he she it	
Short an- swers	Yes (No)	I you we they	haven't
		he she it	hasn't

Use of present perfect continuous

Actions started in past and continues till present, but not finished
I have been ill all day.
Action happened in past and have effect in present.
He is very tired. He has been working all day

Past perfect

Affirmative/ Negative	I you we they he she it	had(n't)	done
Interrogative	Had	I you we they he she it	done?
Short an- swer	Yes (No)	I you we they he she it	had(n't)

Use of present perfect continuous

Actions happened until certain time.
I was nervous, because I had never driven before.
Tense agreement in indirect speech.
John said she had gone on the bus.

Past perfect continuous

Affirmative/ Negative	I you we they he she it	had(n't)	been working
Interrogative	Had	I you we they he she it	been work- ing?
Short answer	Yes (No)	I you we they he she it	had(n't)

Use of past perfect continuous

Actions happened until certain time in past.
I found the book he'd been looking for.
Tense agreement in indirect speech.
He <i>said</i> he had been waiting for us all day.

Future

Will, 'll, won't
Action will happen according to the opinion of speaker
There will be a warm weekend
Decision is made at the moment of speech
Oh, I forgot to tell her. I'll talk to her now.
(Be) going to...
There is a thought of future action
Look at those clouds, it's going to rain.
Future action is planned
I take an alarm clock with me. I'm going to wake up early.
Present continuous
There is a deal about future action.
What are you doing tonight? I'm having dinner with Ally.
Present simple
Event that is attached in the calendar or timetable
My birthday is Wednesday this year.

PASSIVE MOOD

Past perfect and present perfect

Affirmative/ negative			Interrogative		
Present					
I	am (not)	asked written	Am	I	asked? writ- ten?
He she it	Is (not)		Is	He she it	
We you they	Are (not)		Are	We you they	
Past					
I he she it	was (not)	asked written	Was	I He she it	asked? writ- ten?
We you they	were (not)		Were	we you they	
Perfect					
I you we they	have not	been asked been written	Have	I you we they	been asked?
He she it	has not		Has	he she it	been writ- ten?

Forming future passive

Affirmative/ negative			Interrogative		
I you we they he she it	will (not) won't	be asked be writ- ten	Will I	I you we they he she it	be asked? be written?

Subject of the action is unknown, or it is not important

The book was written seventy years ago.

Tense agreement in indirect speech

<p>I leave tomorrow. He says he leaves tomorrow. He said he left tomorrow.</p>
<p>I left tomorrow. He says he left tomorrow. He said he had left tomorrow.</p>

Change of verb forms in tense agreement

watch(es) – watched
He watches .
He said he watched .
watched – had watched
He watched .
He said he had watched .
will watch – would watch
He will watch .
He said he would watch .
can (may) watch – could (might) watch
They can (may) watch .
They could (might) watch , <i>he said</i> .
is watching – was watching
He's watching .
He said he had been watching .
Has watched – had watched
He has watched .
He said he had watched .

Future

Will, 'll, won't
Action will happen according to the opinion of speaker
There will be a warm weekend
Decision is made at the moment of speech
Oh, I forgot to tell her. I'll talk to her now.
(Be) going to...
There is a thought of future action
Look at those clouds, it's going to rain.
Future action is planned
I take an alarm clock with me. I'm going to wake up early.
Present continuous
There is a deal about future action.
What are you doing tonight? I'm having dinner with Ally.
Present simple
Event that is attached in the calendar or timetable
My birthday is Wednesday this year.

Adverbs and adverbial combinations of time

Tense	Past	Present	Future
Simple	Yesterday In 1990 Several days/ years ago Last year/week month	every day, as a rule, often, seldom	Tomorrow Next month In future The day after to- morrow
	Usually, always		
Continuous	Last month/ year Several days/ years ago In 1990, then	Today, new, this week, at present	
	All day/ week/ month		
Perfect	Yet, already, lately, recently		

MODAL VERBS

Forming affirmative, negative, interrogative and short answer

Affirmative/ negative		
I You We They He She It	can (not)	say
Interrogative		
Can	I You We They He She It	say?
Short answer		
Yes, No,	I You We They He She It	can can not

Use of modal verb CAN

Possibility of doing action
Can you help me with my paper today? They can come up to you tomorrow.
Ability
Can he speak Chinese? John is seven but he can swim.
Offering help
Can I baby-sit for you? Can he give you a lift?
Logical possibility (always in negative form)
It can't be him. It's too early. She can't have left without saying goodbye.

Use of modal verb COULD

Kind request
Could you possibly spare a minute for me? Could you pass the salt?
Ability in past
We couldn't pass the borders without passports. He couldn't walk well before.
Possibility of doing action in past
It could happen to anybody. He could have lost the money at the party.
Subjunctive mood
They said he could go anywhere.

Can or be able to?

Possibility of doing action in present
I am able to come. (Official) I can come.
Possibility of doing action in future
I'll be able to come tomorrow. I can come tomorrow.
Possibility of doing action in past
I was able to come yesterday. I could come yesterday.
Forming complex verb forms
I'd love to be able to come. I have never been able to come.

Use of the verb MAY.

Possibility of action and event
I may have time to talk to you tomorrow.
Request
May I borrow your text-book?

Use of the verb MIGHT.

Possibility of action and event with less firmness
It might be John.
Reproach
You might have helped me.
Unrealized action in past
He might have broken his leg.
Time agreement in complex sentence
He said he might go there tomorrow.

Use of modal verb WILL (WILL, 'll, WON'T)

Decision made at the moment of speech
I'll have pizza and salad, please.
Possible conditions
You'll miss the train if you drive like that.
Description of the action , that will exactly happen in future
We'll be back in a minute.
Request
Will you come up here, please?
Agreement to do the action
Ok, I will invite them.
Message that someone or something is not working properly
The car won't start.

Use of modal verb WOULD

Request
Would you drop me at the corner, please?
Invitation and offer
Would you like to come with us?
Advise
I would have a rest.
Message that someone or something is not working properly
The children wouldn't fall asleep last night
Assumption
I think an aspirin would help you.

Use of the verb SHALL

Offering help
Shall I get taxi for you?
Promise
I shall tell you as soon as I know.
Threat and warn
You shall break your neck if you cycle here.

Modal verb SHOULD

Advise
I think my car's been stolen! You should ring the police.
Request for advise
The tape recorder I bought last month won't work. Should I complain to the maker?

Use of the verb MUST

Obligatory action from the point of speaker
I really must find something cheaper.
Necessity of the action
When must we arrive there?
Firm remark
Must you do it in my presence?
Summary
I see a green car, it must be him!
Firm forbid
You mustn't wash this jumper. It has to be dry cleaned.

Use of the verb have to/ has to and had to

Present			Past		
Affirmative/Negative					
I You We They	(don't) have to	tell	I He she it You We They	had to (didn't have to)	tell
He she it	Has to (doesn't have to)				
Interrogative					
Do	I You We They	have to tell?	Did	I He she it You We They	have to tell?
Does	He she it				
Short answer					
Yes (No)	I You We they	don't	Yes No	I He she it You We They	didn't
	He she it	doesn't			

Use of the modal verb have to/has to

Action that is necessary according to the external situation (rules, laws...)
We have to wear this uniform.
Absence of necessity (don't have to)
They don't have to give me a report about it.
Action that is necessary from the point of the speaker ('ll have to)
You'll have to give me your telephone number. You have to give me your telephone number.

Use of the modal verb have to/has to

Action that is necessary according to the external situation (rules, laws...)
We have to wear this uniform.
Absence of necessity (don't have to)
They don't have to give me a report about it.
Action that is necessary from the point of the speaker ('ll have to)
You'll have to give me your telephone number. You have to give me your telephone number.

Use of the modal verb OUGHT TO.

Affirmative		
I You We They He she it	ought to	give
Negative		
I You We They He she it	ought not to oughtn't to	give

Expressing possibility with the help of modal verbs (in future)

Yes (100%) WILL Maybe, it has to be so
He'll be there now, certainly.
Yes (75%) SHOULD Possibly
He should be there now, I think.
Yes (50%) MAY Possible
He may be there now, but I'm not sure now.
No (75%) MIGHT Possible no
He might be there, but I doubt it.

Expressing necessity of the action with help of modal verbs

Necessary—must, have to
You must tell me everything. They have to attend lessons.
Desirable— should, ought to
You should go to bed now. You ought to keep children under control.
Permission—may can
They may stay at home today.

Verb +infinitive or -ING form

I **agree** to do this.
I **avoid doing** this.

Verb+ infinitive	
Agree Decide Hope Want	He decided to leave.
Verb + -ing	
Avoid Finish Go on Suggest	I go on jogging.
Verb+infinitive+-ing form	
Like Hate Start	I started to read. I started reading.
Verb + infinitive or + ING	
Forget+infinitive Forget+ ing form	I forgot to buy the soap. I forgot buying the soap.

Adjective +infinitive or -ING form

I **am afraid** to see it.
I **am fed up with** studying.

Adjective + infinitive	
Afraid Happy Ready Wrong	I was wrong to see her.
Adjective+ ing form	
Good at Bad at Fed up Fond of	I'm good at cooking .

Forming future conditional

Main sentence	Conditional sentence
<div>Will</div> <div>May</div> <div>Should</div> <div>Can</div> <div>Must</div> <div>Imperative</div>	<div>Present</div> <div>Present Perfect</div> <div>Present Continuous</div>

Usage

Possibility of doing action in future in definite situations		
<div>Will</div> <div>May</div> <div>Should</div> <div>Can/must</div>	if Present	I'll tell him if I see him.
Possibility of doing action if the other action will happen		
<div>Will</div> <div>May</div> <div>Should</div> <div>Can/must</div>	if Pr. Perfect	He'll pass the exam if he has worked hard.

Subjunctive Mood

Expressing possibility in present and future

Main sentence		Conditional sentence
Would Could Might	if	Past simple were

Usage

Less possible		
Would Could Might	+ if were	If I had a million I would open new theatre.

Event that may happen		
Would Could Might	+ if were	If I were you I'd tell him.

Expressing prediction in past

Main sentence		Conditional sentence
Would have Could have Might have	if	Past Perfect

Usage

Event that could happen but didn't
If hadn't known her better I would have never married her.

THE NUMERAL

Cardinal numbers

1 one	11 eleven	30 thirty
2 Two	12 twelve	40 forty
3 Three	13 thirteen	50 fifty
4 Four	14 fourteen	60 sixty
5 Five	15 fifteen	70 seventy
6 Six	16 sixteen	80 eighty
7 Seven	17 seventeen	90 ninety
8 Eight	18 eighteen	100 a (one)
9 Nine	19 nineteen	hundred
10 Ten	20 twenty	

1,000—a (one) thousand

1,000,000—a (one) million

24— twenty-four

324— three hundred and twenty-four

5324-five thousand three hundred and twenty-four

400—four hundred
4,000-four thousand
4,000,000—four million

Ordinal numbers

1 First	11 eleventh	30 thirtieth
2 Second	12 twelfth	40 fortieth
3 Third	13 thirteenth	50 fiftieth
4 Fourth	14 fourteenth	60 sixtieth
5 Fifth	15 fifteenth	70 seventieth
6 Sixth	16 sixteenth	80 eightieth
7 Sevenths	17 seventeenth	90 ninetieth
8 Eighth	18 eighteenth	100 a (one)
9 Ninth	19 nineteenth	hundredth
10 Tenth	20 twentieth	

WORKSHEETS

THE ARTICLE

Which indefinite article should we write in front of the following words - 'a' or 'an'?

1. _____ chair
2. _____ girl
3. _____ school
4. _____ egg
5. _____ hour
6. _____ apple
7. _____ exam
8. _____ hospital
9. _____ year
10. _____ university
11. _____ address
12. _____ ear
13. _____ sheep
14. _____ tie
15. _____ union

COUNTABLE AND UNCOUNTABLE NOUN

Complete the sentences using either 'a' or 'some':

There is _____ sand in my shoe.

There is _____ five pound note in my wallet.

There is _____ wine in the cupboard.

There is _____ butter in the fridge.

There is _____ peanut butter on the worktop.

There is _____ radio in the kitchen.

There is _____ toothbrush in the bathroom.

There is _____ jam in the cupboard.

There is _____ magazine in the living room.

There is _____ queue at the post office.

There is _____ luggage in the car.

There is _____ suitcase in the bedroom.

There is _____ flour in the cupboard.

There is _____ sugar in your tea.

There is _____ bicycle outside.

COMPOUND NOUNS

Compound nouns are formed from two or more other nouns, for example:

break + fast = breakfast

*Can you match the words on the **left** with the words on the **right** to make fourteen compound nouns?*

after

birth

book

table

air

tea

pan

paper

cave

horse

parent

home

car

cup

day

work

time

port

hood

noon

top

shelf

back

cake

board

man

pet

fly

NOUNS IN THE SENTENCE

Write the sentences and complete them by choosing the best option below:

1. My dad is a . . . a) fireman. b) fireplace. c) fire brigade. d) fire engine.
2. I don't like taking . . . a) exam. b) exam paper. c) exams. d) exam preparation.
3. When do you want to go . . . a) homework? b) home? c) house? d) walk?
4. How much is a . . . a) price? b) tickets? c) ticket? d) pay?
5. My sister is twelve years . . . a) older. b) old. c) young. d) aged.
6. These questions are . . . a) easier. b) hardest. c) easy. d) easiest.
7. That clock on the wall is . . . a) young. b) fast. c) heavy. d) slowed.
8. Are you coming home . . . a) yesterday? b) tomorrow? c) last week? d) a week ago?
9. I go shopping twice a . . . a) hour. b) week. c) sometimes. d) never.
10. On Friday night I go to the . . . a) pubs. b) visit. c) cafes. d) pub.
11. How do I get to the post office from . . . a) everywhere? b) left? c) here? d) there?
12. I wish I could go on . . . a) break. b) weekend away. c) holiday. d) travelling.
13. There's something wrong with the . . . a) cleaned. b) dust. c) hoovered. d) dishwasher.
14. Friday is my favourite day of the . . . a) month. b) week. c) afternoon. d) year.
15. I start my new job next . . . a) monthly. b) month's time. c) months. d) month.
16. The film was really . . . a) badly. b) good. c) lonely. d) especially.
17. My exam results are . . . a) glad. b) surprised. c) disappointing. d) pleased.
18. The coach is waiting for . . . a) some. b) us. c) student. d) driver.
19. Nobody knows where the book . . . a) gone. b) said. c) were. d) is.
20. I like listening to the . . . a) cupboard. b) heater. c) radio. d) pictures.

NOUNS IN THE SENTENCE

Write the sentences and complete them by choosing the best option below:

1. I'm taking my wife to see a . . . a) theatre. b) play. c) poster. d) screen.
2. In the winter we leave the heating . . . a) under. b) in. c) on. d) near.
3. A giraffe has got a long . . . a) head. b) neck. c) arms. d) shoulder.
4. Can you pass me my folder . . . a) thanks? b) please? c) excuse me? d) hi?
5. I washed my hair this . . . a) later. b) never. c) morning. d) time.
6. Hussain can't play the . . . a) lamp. b) football. c) guitarist. d) piano.
7. My boss was really . . . a) pink. b) busy. c) entertain. d) into.
8. It's her birthday on the . . . a) fiftieth. b) day. c) eleventh. d) fourteen.
9. The concert started on . . . a) hour. b) arrived. c) time. d) month.
10. Her sink is blocked. She needs a . . . a) baker. b) dentist. c) plumber. d) doctor.
11. I need to go to the bank before it . . . a) opens. b) pays. c) arrives. d) closes.
12. Spring is my favourite . . . a) month. b) week. c) season. d) fortnight.
13. I'm going to get my hair . . . a) made. b) cut. c) covered. d) on.
14. The Romans came to Britain in . . . a) 45 RPM. b) 7.45 AM. c) 8th May. d) 55 BC.
15. Have we got any more . . . a) sausage? b) baked bean? c) bacon? d) biscuit?
16. What is the capital of . . . a) UK? b) London? c) South America? d) the UK?
17. We've booked our . . . a) travel agent. b) holiday. c) library. d) pizzas.
18. Have you got a student . . . a) with? b) loan? c) line? d) discounts?
19. When will my car be . . . a) ready? b) real? c) relied? d) related?
20. Have you ever met my . . . a) soldier? b) dad's? c) sister? d) famous?

PERSONAL PRONOUNS

Fill in the gaps using either 'I' or 'me':

1. Give that book to _____ .
2. _____ don't like working in shops.
3. Does your friend know _____ ?
4. _____ and Ted are going out for lunch.
5. _____ need to ask you something.
6. _____ 'm a vegetarian.
7. _____ was the first one to finish my exam.
8. This is a picture of _____ and mum on holiday.
9. This is the house they showed _____ .
10. Did you know that _____ live in Manchester?
11. Jenny told _____ that you went to London last week.
12. _____ will see you soon.
13. Deepak is older than _____ .
14. Call _____ when you get there.
15. This is the house where _____ was born.

PERSONAL PRONOUNS

Fill in the gaps using either 'he' or 'him':

1. _____ always goes home early on Tuesdays.
2. I asked _____ for some help.
3. _____ asked, "What's her problem?"
4. _____ was always a bit quiet.
5. That's easy for _____ to say.
6. Do you want to see _____ now?
7. _____ needs a new pair of shoes.
8. I think that _____ is really selfish.
9. Can you ask _____ ?
10. _____ wasn't very well last week.
11. _____ put on his coat and went out.
12. Gillian gave the largest piece of cake to _____ .
13. I love spending time with _____ .
14. Everyone told _____ to be quiet.
15. There's something strange about _____ .

PERSONAL PRONOUNS

Subject pronouns	I	you	he	she	it	we	they
Object pronouns	me	you	him	her	it	us	them

Fill in each gap with either a subject pronoun or object pronoun:

1. Have you seen my dad? _____ 's wearing a red shirt.
2. Are _____ going to finish your dinner?
3. I don't like Christopher. _____ really annoys _____.
4. Your bag is over there. Take _____ with _____ when you go.
5. We always go to bed early. Ten o'clock is late for _____.
6. Her shoes were dirty, so _____ cleaned _____.
7. I'm going to the cinema. Do _____ want to come with _____?
8. My brother rang last night. _____ was great to talk to _____.
9. Emily saw _____ at the restaurant. They were having lunch.
10. The boy came up to _____ and took my hand.
11. I don't think the shop is open. _____ usually closes at five thirty.
12. I showed _____ my photos. He thought _____ were boring.
13. "How much is that CD?" "_____ think _____ 's £11.99."
14. Ben isn't coming to see the film. _____ 's seen _____ already.
15. It's sunny today, isn't _____?
16. I went to see my aunt. _____ was pleased to see _____.
17. It's good to see _____ all. Thanks for coming.
18. Lara's boyfriend has broken up with _____. _____ told _____ that _____ doesn't love her any more.
19. _____ were annoyed when their meal was late.
20. Adele said goodbye to her brother. She was sad to watch _____ go.

ADVERBS OF FREQUENCY

Complete the graph by adding these words, along with a percentage to show frequency:

seldom often occasionally don't usually
usually hardly ever sometimes frequently

100% always

0% never

ADJECTIVES

Match the adjective on the left with its opposite adjective on the right:

clever

high

poor

soft

sunny

stupid

wet

rich

long

rainy

fat

dry

big

short

good

small

hard

thin

low

bad

ADJECTIVES

Match the adjective on the left with its opposite adjective on the right.

light

narrow

warm

short

old

cool

odd

young

fast

flat

expensive

normal

hungry

cheap

uneven

full

wide

slow

tall

dark

ADJECTIVES

Write the appropriate comparative and superlative form of these adjectives:

adjective	comparative	superlative
<i>example:</i> big	bigger	biggest
1. light	_____	_____
2. clever	_____	_____
3. sunny	_____	_____
4. hard	_____	_____
5. thin	_____	_____
6. good	_____	_____
7. poor	_____	_____
8. short	_____	_____
9. late	_____	_____
10. happy	_____	_____

ADJECTIVES

Write the appropriate comparative and superlative form of these adjectives:

adjective

comparative

superlative

example: big

bigger

biggest

1. shady

2. stupid

3. rainy

4. soft

5. fat

6. bad

7. rich

8. long

9. early

10. sad

ADJECTIVES

Write the appropriate comparative and superlative form of these adjectives:

adjective

comparative

superlative

example: big

bigger

biggest

1. nice

2. cold

3. clean

4. young

5. fast

6. large

7. hungry

8. narrow

9. red

10. near

ADJECTIVES

Write the appropriate comparative and superlative form of these adjectives:

adjective

comparative

superlative

example: big

bigger

biggest

1. nasty

2. hot

3. dirty

4. old

5. slow

6. small

7. full

8. wide

9. green

10. far

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to be' in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. is your what name first

2. capital Australia the what is of

3. is that car friend's your

4. outside it is cold

5. when the concert is

6. his parents are nice

7. how there your many are class people in

8. your what is favourite colour

9. was Battle of when the Hastings

10. you are OK

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. free do in time do you your what

2. where you do live

3. do you how do

4. how you there get do

5. do what you living for do a

6. you what think do

7. what want you do

8. want who to you do to speak

9. where do to go you want

10. do you him know

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. you do to have ask

2. want lunch when to do you have

3. do you stamps have any

4. do have you brothers any and sisters

5. do work you where

6. what want do you breakfast for

7. do who you are think you

8. newspapers which you do read

9. why you like do playing snooker

10. you do and want fish chips some

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to do' as an auxiliary verb in the present simple tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. where come do you from

2. English do think boring you is

3. one best do which like you

4. what want do they know to

5. you do OK feel

6. watching does enjoy she films old

7. hard does Louis work

8. do want you start to course this

9. you do library the know to way the

10. do want come with you me to you

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. where you have been

2. what been have doing you

3. have you why come class this to

4. when to got have arrive I

5. money have you any got

6. the time got have you please

7. have my you friend seen

8. looked have every you in cupboard

9. closed curtains the have you

10. she why hasn't the washing done up

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. you here have before been

2. which you films seen have

3. any oranges got have you

4. have had you your tea

5. finished have you magazine that with

6. I'm leaving has he told you that

7. you have got yet your certificate

8. changed have you phone number your

9. have what you today learnt

10. have you bought birthday a for Jane card

VERBS IN THE SENTENCE

Rearrange the words in each sentence to make a question using verb 'to have' as an auxiliary verb in the present perfect tense.

Don't forget to put a capital letter at the start of each sentence and a question mark at the end:

1. when you got to have go

2. he why hasn't painting finished bathroom the

3. finished have your meal you

4. heard you the new CD Bon Jovi have by

5. what saying have to been they you

6. what hair you your have done to

7. photos has he done what my with

8. holiday where have been on they

9. she who has talking been to

10. haven't why tidied you up

VERBS IN THE SENTENCE

Complete the sentences below using one of these verbs:

went ate watched was came did had drank heard walked

1. I missed the bus so I _____ home.
2. I _____ some cereal and toast for my breakfast.
3. Last week I _____ to London for the weekend.
4. I _____ you talking about my friend yesterday.
5. Last night I _____ a film about space travel.
6. I didn't go alone. My friend _____ with me.
7. _____ you enjoy the concert?
8. It _____ raining this morning so I didn't go out.
9. I _____ two glasses of water before going to bed.
10. I went to the shop to see if they _____ any postcards.

VERBS IN THE SENTENCE

Complete the sentences below using one of these verbs:

saw landed arrived joined married crossed stayed born met left
buried worked became returned promoted murdered departed hit

1. James Cook was _____ on 27th October 1728.
2. He first _____ as an apprentice to a shopkeeper in Staithes, N. Yorkshire.
3. He _____ the Royal Navy in 1755, aged 26 years old.
4. He _____ Elizabeth Batts on 21st December 1762.
5. He _____ from his first voyage to Newfoundland as a surveyor in November 1763.
6. He was _____ to the rank of lieutenant in the Royal Navy in 1768.
7. He _____ from Plymouth in the *Endeavour* on 26th August 1768.
8. The *Endeavour* _____ at Tahiti on 11th April 1769.
9. Cook and his men _____ at Botany Bay (in Australia) on 28th April 1770.
10. The *Endeavour* _____ a coral reef, causing great problems, in June 1770.
11. Cook and his wife _____ with his father in Yorkshire in December 1771.
12. Cook _____ Plymouth in the *Resolution* for his second round-the-world voyage on 13th July 1772.
13. The *Resolution* _____ the Antarctic Circle for the first time in January 1773.
14. Cook _____ ill as the expedition neared Easter Island in February 1774.
15. When he arrived back in England in the summer of 1775 he _____ King George III.
16. Cook _____ the west coast of North America on 6th March 1778.
17. He was _____ in Hawaii on Valentine's Day 1779.
18. The remains of Cook's body were _____ in Kealahakua Bay on 22nd February 1779.

FIRST CONDITIONAL

If I feel tired,	I'll go to bed.
If I can't afford a new watch,	I won't buy one.
If I see Carla,	I'll tell you.
If you are going out,	let me know.
If you're hungry,	you can have an apple.
If I'm going to be late,	I'll give you a call.
If I need a new suit,	I'll have to buy one.
If I get a pay rise,	we can go on holiday.
If you bring your car over,	I might clean it for you.
If the bus is early,	I will miss it.
If it starts raining,	I'm going to get wet.
If my brother is there,	he'll look after you.
If that sale is on,	I might get some bargains.
If the CD stops,	press 'play' to start it again.
If the doctor thinks it's necessary,	I'll have to have an operation.

SECOND CONDITIONAL

If I were you,	I'd get my hair cut.
If I had the time,	I'd take up golf.
If I saw you more often,	we could get to know each other better.
If I lost my wallet,	I'd report it at the police station.
If I met Michael Jordan,	I'd ask him for his autograph.
If I won the lottery,	I'd buy a house for my brother.
If I wasn't so lazy,	I'd start my own business.
If my friend were here,	you could meet him.
If I drank too much,	I'd be sure to make a fool of myself.
If I studied more often,	I might get better grades.
If I woke up at nine am,	I'd be late for work.
If I entered the competition,	I wouldn't do very well.
If I played football for England,	they wouldn't keep losing!
If I saw my children smoking,	I'd be really angry with them.
If I came to class early,	I could finish my homework.

SECOND CONDITIONAL

If I bought a video recorder,	I wouldn't miss my favourite soap.
If I wore that red dress,	they would all notice me.
If I left it up to you,	we wouldn't get anything done.
If I had a word-processing package,	I could type up my reports.
If I were twenty years' younger,	I'd marry her!
If I needed help,	I would ask you.
If I moved to Canada,	I could get a good job out there.
If we took part in the quiz,	we might win it.
If we saw that film,	you wouldn't enjoy it.
If the computer crashed,	you'd lose all your unsaved work.
If our boat got lost,	we'd have to call for help.
If I told her that I'm a vegetarian,	she'd be surprised.
If my washing machine broke,	I'd get it mended.
If I had a heart attack,	I might die.
If I were Prime Minister,	I'd privatise the NHS.

THIRD CONDITIONAL

If you'd eaten your dinner,	you wouldn't have been hungry.
If I'd married Harry,	we would have been happy.
If I'd sold my car to you,	you'd have got a bargain.
If you'd attended every lesson,	you'd have passed that exam easily.
If it'd been sunny yesterday,	we would've gone to the beach.
If I'd told you about Chantal,	you wouldn't have believed me.
If we'd read the map properly,	we wouldn't have got lost.
If you'd asked her,	she could've come as well.
If I'd won the lottery,	I wouldn't be shopping in charity shops!
If you'd eaten all of your main course,	you could've had some dessert.
If I'd had the chance,	I would have gone to university.
If I'd had your phone number,	I could've called you.
If I'd asked the doctor,	she would've advised me on what to do.
If I'd lent you my lawnmower,	you would have broken it.
If I'd watched that programme,	I would've been bored stiff.

ZERO CONDITIONAL

If you heat water,	it boils.
If you put salt and vinegar on chips,	they taste nicer.
If you need assistance,	press here.
If you don't come on time,	you miss such a lot.
If you feel tired,	it's a good idea to go to bed.
If it rains,	it's good for the garden.
If I eat too many sweets,	I put on weight.
If I get up too early,	I feel tired all day.
If I have toothache,	I go to the dentist's.
If I feel ill,	I make an appointment with my GP.
If I read without my glasses on,	I strain my eyes.
If the number 54 is late,	the next bus is the 56.
If school finishes early,	I usually go to my friend's house.
If the post comes on time,	I look at it before I go to work.
If you spill coffee on my laptop,	it doesn't agree with it!

ZERO CONDITIONAL

Soap dissolves	if you leave it in water.
Plants die	if you don't water them.
Milk goes off	if you don't keep it in a cool place.
Ask the teacher	if you don't understand.
I don't mind	if you want to use the car.
Children get upset	if they're being bullied.
Stamps can be good fun	if you enjoy collecting things.
It can be hard to access the web	if you don't have a PC at home.
The heater comes on	if you press this switch.
Pasta tastes awful	if you let it boil for too long.
I can go early on Fridays	if I ask my manager's permission.
I usually like listening to the radio	if Julie has it on.
My mind goes blank	if you put me on the spot.
The car runs like a dream	if you service it regularly.
Dogs really like it	if you walk them regularly.

SENTENCE BUILDING

Write these words in the correct order to make a sentence:

1. dog My to go on diet. needs a

2. went house I night. friend's my to last

3. to seashore. live the I would near like

4. had some I buy would a car. money If I

5. last my Saturday. was birthday It

6. three-bedroomed I live a in house.

7. new to I buy curtains. some need

8. on Spain. I On going to holiday am Monday

SENTENCE BUILDING

Write these words in the correct order to make a sentence:

1. need I for a stamp letter. my

2. me tell the please? time you Can

3. spaghetti like like but pizza. I don't I

4. My is Oliver book favourite by Dickens. Twist

5. Sunday came my to sister us. On see

6. felt I early. I so to bed went tired

7. party. else Everybody at the was

8. holiday Would like you them? to with on go

PRACTICE TESTS

TEST 1

PAPER 1 READING

1 hour 30 minutes

PART 1

For questions **1–18**, read the three texts below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. Mark your answers **on the separate answer sheet**.

The US Bicentennial

Such was the national mood in early 1976 that plans for a mammoth celebration of the bicentennial in Philadelphia had been quietly **(1)** But when the Fourth of July 1976 came round things did not seem so gloomy **(2)** So up and down the country they celebrated. There were parades, there were speeches, there were picnics, there were fireworks. The flag waved everywhere, and everywhere people **(3)** their brains for permanently useful schemes, such as the restoration of old buildings or the opening of new parks, with which to mark the bicentennial. And by a **(4)** of real genius, the last great sailing-ships of the world were called to New York harbour, a summer parade of dizzy **(5)** and clouds of white canvas, to express by their beauty some of the faith in themselves, their past and their future which the American people were renewing. The whole affair was exactly the tonic for the national **(6)** that was needed.

- | | | | | |
|----------|--------------------------|---------------------|---------------------|---------------------|
| 1 | A dropped | B quit | C renounced | D desisted |
| 2 | A for that matter | B by the way | C whatsoever | D after all |
| 3 | A wrenched | B strained | C racked | D sprained |
| 4 | A blow | B stroke | C blast | D stamp |
| 5 | A spires | B rods | C posts | D masts |
| 6 | A morale | B temper | C frame | D complexion |

Reading People

Recently I went out to dinner with a friend and her new boyfriend. She had been (7) for weeks about what a kind, considerate, engaging person he was. He had truly (8) her off her feet. Within minutes of meeting him I thought 'Boy, has he got her fooled!' At the restaurant, he curtly announced his reservation to the maître d' without so (9) as a glimmer of courtesy. He proceeded to interrogate the waiter about the menu as if he were conducting a criminal investigation, and then (10) at the young man who brushed against him as he served his water. Meanwhile, he was exuding charm and grace to those of us at the table whom he (11) worthy of his attention and good humour. It was clear to me that he was a nice guy only when it (12) his purpose. 'Little people' didn't rate. Truly kind, thoughtful and confident people do not treat others in dramatically different ways depending on their mood or their perception of what someone can do for them.

- | | | | | | | | | |
|----|---|------------|---|---------------|---|-----------|---|-----------|
| 7 | A | acclaiming | B | fuming | C | raving | D | extolling |
| 8 | A | plucked | B | swept | C | dragged | D | hoisted |
| 9 | A | much | B | far | C | great | D | long |
| 10 | A | winked | B | glared | C | peeped | D | eyed |
| 11 | A | pondered | B | discriminated | C | weighed | D | deemed |
| 12 | A | met | B | realized | C | performed | D | served |

The Street Entertainers

It was a cloudless afternoon as we sat at the front of the crowd and watched the Gnaoua dancing. They wore embroidered caps fringed with cowrie shells which (13) like bells when they moved. They played their tall drums and danced in the square on most afternoons.

'Where do they come from?' I asked Mum.

'They are a Senegalese tribe from West Africa. The King of Morocco has always employed them as his personal drummers.'

'Because they're so beautiful?' I asked, (14) the elegant wrists and ankles of the dancers as their cymbals rang out in (15) to the men's drumming hands.

'Maybe.'

Khadija, a solemn-faced girl, wriggled through the crowd and (16) down on the floor next to me. 'Hello, Khadija,' my mother said, noticing her, and Khadija smiled a big gap-toothed (17) She touched my arm and pointed through the crowd across the square to where a group of people were beginning to (18) 'Hadaoui,' she said and began to move towards them, looking over her shoulder to see that I was following.

- | | | | | | | | | |
|----|---|-----------|---|----------|---|------------|---|----------|
| 13 | A | clattered | B | clunked | C | tittered | D | tinkled |
| 14 | A | esteeming | B | revering | C | delighting | D | admiring |
| 15 | A | beat | B | tempo | C | time | D | harmony |
| 16 | A | huddled | B | squatted | C | hunched | D | stooped |
| 17 | A | grimace | B | sneer | C | scowl | D | grin |
| 18 | A | gather | B | stack | C | heap | D | draw |

PART 2

You are going to read four extracts which are all concerned in some way with music. For questions **19–26**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Nick Drake

'I saw Nick Drake at the Roundhouse,' Ashley Hutchings recalls. 'He was doing a charity gig, with a friend, and I was playing later. I was in the audience wandering around before going on, and my eyes went to the stage ... The thing that struck me first of all was his demeanour and his charisma. I didn't take the songs in. He sang well, he played well enough, the songs were interesting. But it was Nick the person; Nick the figure on-stage which really registered. It was a unique impact ... because in no other case did I then go away and recommend an artist to a manager. I mean, instantly I went away to Joe and related that I'd seen Nick, been very impressed with him ... To such an extent that I can't remember anything about who played with him. It was Nick I focused on.'

In later years, when Nick's reluctance to perform to promote his records became legendary, it seemed ironic – almost incredible – that it was his stage presence which first alerted Ashley to his potential. 'I just thought, here's someone who's really got something. It contrasted so nicely with what was going on at the time – there was a lot of extravagance at that time. And he stood very still, and he performed very simply.'

- 19** What did Ashley Hutchings particularly notice about Nick Drake?
- A** how strong the effect he had on the audience was
 - B** how fascinating he seemed as a character
 - C** that he came across as a very lonely figure
 - D** that he seemed oblivious to the audience
- 20** What do we learn about Nick Drake from this extract?
- A** He knew that this performance could be important to his career.
 - B** He wanted to distinguish himself from other performers of the time.
 - C** Others did not share Ashley's view of him as a performer.
 - D** His reputation was not based on his stage performances.

Singer of the World

The biennial Cardiff Singer of the World competition is esteemed in the music business as providing the most serious and significant platform for aspiring classical voices. What makes it so special? Several things. For example, for the final, Cardiff uses a judging process thought to be unique. The panel consists of four singers, one for each major vocal range. That sort of balance may be conventional, but as this year's chairman, Anthony Freud explains: 'No attempt is made to thrash out a consensus or compromise. Instead, we simply vote in secret ballot, marking the five singers of each round in their order of preference, one to five. The singer with the lowest mark wins. There's no debate, no horse-trading: each

judge marks entirely subjectively, on his or her own standards. It works very well, and I think it is significant that we have never had a tie in the final.'

So much for the nitty-gritty. What also distinguishes Cardiff Singer of the World is, as Freud puts it, 'the overall quality of the experience for the singers'. For their 18-minute spot, each contestant is given full orchestral rehearsal, as well as extensive one-to-one coaching. The pastoral care offered is quite extraordinary. The competition's administrator, Anna Williams, universally known as 'Mother', is ready to arrange everything from Korean and Lithuanian interpreters to ear, nose and throat specialists and ball-gown ironing.

- 21** What point is made about the judging process?
- A** It is considered more reliable than that of other competitions.
 - B** The bias of individual judges has little influence on it.
 - C** It has always produced a clear winner.
 - D** Improvements have been made to it.
- 22** In the context, what is meant by 'pastoral care'?
- A** attention to the personal needs of competitors
 - B** concern as to the quality of the singers' performances
 - C** attempts to make the competition unique
 - D** demands made by some of the competitors

Martins Guitars

Martins is a one-storey, wide, rectangular building, about the size I had imagined, employing perhaps 200–300 people. The firm is still as family as it was back in the 1800s. Consequently, the product is reputable, and indeed handmade. Obviously machines are in use, but the necks of Martins, the graceful curves at the back are all hand carved. I'd always wondered how they bent the sides of guitars and here was a guy soaking wood in boiling hot water and bending it by hand around a wooden mould. The neck has to be chipped and filed in order to fit the body perfectly and then, when it's together for the first time, it is cleaned thoroughly in a machine. The guitar is then lacquered and sanded up to seven times!

The woman who is showing us around, a little officious blonde, says it takes six months to finish one of the better guitars. Any chances of a cheap 'second' are dashed when she tells us any Martins with final flaws are destroyed immediately. Underground stories, however, suggest there are indeed a few Martins around which should have been destroyed. Unfortunately, you aren't allowed to talk to the men who work there, thus rendering a quiet word almost impossible.

- 23** What did the writer learn from seeing Martins guitars being made?
- A** how much the process differed from what he had thought
 - B** that machines are beginning to play a bigger role
 - C** how old-fashioned making things by hand can appear
 - D** that they deserve to be as highly regarded as they are
- 24** What does the writer imply about getting a cheap 'second'?
- A** He decided that rumours he had heard about such things were true.
 - B** He felt that the woman who showed them round knew such things existed.
 - C** He feared that he might get into trouble for trying to do so.
 - D** He felt that the men working there would report that he had tried to do so.

Jazz

Charles Seeger tells the story of a conference of musicologists after which one of the most famous confided: 'You know, I don't hate jazz; I think it's probably very important and it certainly deserves serious study. The trouble is that all the jazz people treat it as holy, holy, holy!' To this, Seeger replied: 'Well, now, don't you consider the area of classical music in which you specialize as holy, too?' 'Ah,' said the musicologist, 'BUT IT *IS*.'

In this book, I have tried not to treat jazz, or any other music, as holy. The reason for this book is quite simple: jazz has played a part, for better or worse, in forming the American character. Jazz is a fact that should be faced – and studied. Like other musics, however, jazz has its aesthetics and there are crucial qualitative differences. There is good and bad jazz, and all shades between. Further, jazz is a separate and distinct art, to be judged by separate and distinct standards, and comparisons are useful when they help to establish this point. Jazz also has an ancient and honorable history. I see no reason to maintain the melancholy pretence of absolute objectivity. I like jazz very much, and I am no doubt biased in its favour – at least to the extent of trying to find out what it is all about.

- 25** What is Charles Seeger's story meant to illustrate?
- A** the low regard that some musicologists have for jazz
 - B** the tendency of experts to regard their own field as something special
 - C** the dangers of comparing the importance of different kinds of music
 - D** the attitudes to jazz that some experts try to disguise
- 26** The writer says that in his own book he will
- A** demonstrate that jazz is unlike any other kind of music.
 - B** concentrate on the positive influence that jazz has had.
 - C** present mainly his personal feelings about jazz.
 - D** defend jazz against criticisms that have been made of it.

PART 3

You are going to read an extract from an autobiography. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (27–33). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

EILBECK THE FEATURES EDITOR

I quickly got the hang of working at the *Mirror*. Every morning at eleven we would be expected to cram into Eilbeck's little office for a features conference, when we either had to come up with ideas of our own or suffer ideas to be thrust upon us. Some of Eilbeck's own offerings were bizarre to say the least, but he did get results. I had got an inkling of his creative thinking during my initial interview when he had invited me to match his scrawled impromptu headline with a feature.

27

Some of these brainstorm came off the day's news, some off the wall. About half the ideas worked, a few of them spectacularly. Following a spate of shootings, Eilbeck scrawled 'THIS GUN FOR SALE' on his pad, together with a rough sketch of a revolver. Within hours a writer was back in the office with a handgun and a dramatic piece on the ease with which (he did not mention the little help he had had from the crime staff) he had bought it in Trafalgar Square.

28

Mercifully, none of Eilbeck's extemporised headlines winged their way to me – at least not yet. The pitifully small paper was grossly overstaffed, with half a dozen highly experienced feature writers fighting to fill one page a day, and it was evident that my role was as standby or first reserve. Hanging around the office, where the time was passed pleasantly in chit-chat, smoking and drinking coffee, I was occasionally tossed some small task.

29

Another of my little chores was to compose 'come-ons' for the readers' letters columns – invented, controversial letters that, in a slow week for correspondence, would draw a furious mailbag. I was also put to work rewriting

agency and syndication material that came into the office, including, on occasion, the Sagittarius segment of the astrology column.

30

Some years later, when he had directed his talents to another paper, I confessed to him one day that I had been guilty of tampering in this way. He was in no way put out. It was serenely obvious to him that I had been planted on the *Mirror* by destiny to adjust the hitherto inaccurate information.

31

For example, one afternoon I was summoned to Eilbeck's office to find him in a state of manic excitement, bent over a make-up pad on which he had scrawled 'THE SPICE OF LIFE!' surrounded by a border of stars. This, I was told, was to be the *Mirror*'s new three-times-a-week gossip column, starting tomorrow – and I was to be in charge of it.

32

Happily the delightful Eve Chapman was deputed to hold my hand in this insane exercise. The bad news was that Eve, who went home nightly to her parents in Croydon, had never set foot in such a place in her life. We were reduced to raiding the society pages of the glossy magazines and ploughing through *Who's Who* in hopes of finding some important personage with an unusual hobby which could be fleshed out to the maximum twenty-five words.

33

The Spice of Life column itself ground to a halt after our supply of eminent people's interesting pastimes petered out.

PART 4

You are going to read an extract from a book about life in cities. For questions 34–40, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

IMAGE AND THE CITY

In the city, we are barraged with images of the people we might become. Identity is presented as plastic, a matter of possessions and appearances; and a very large proportion of the urban landscape is taken up by slogans, advertisements, flatly photographed images of folk heroes – the man who turned into a sophisticated dandy overnight by drinking a particular brand of drink, the girl who transformed herself into a *femme fatale* with a squirt of cheap scent. The tone of the wording of these advertisements is usually pert and facetious, comically drowning in its own hyperbole. But the pictures are brutally exact: they reproduce every detail of a style of life, down to the brand of cigarette-lighter, the stone in the ring, and the economic row of books on the shelf.

Yet, if one studies a line of ads across from where one is sitting on a tube train, these images radically conflict with each other. Swap the details about between the pictures, and they are instantly made illegible. If the characters they represent really are heroes, then they clearly have no individual claim to speak for society as a whole. The clean-cut and the shaggy, rakes, innocents, brutes, home-lovers, adventurers, clowns all compete for our attention and invite emulation. As a gallery, they do provide a glossy mirror of the aspirations of a representative city crowd; but it is exceedingly hard to discern a single dominant style, an image of how most people would like to see themselves.

Even in the business of the mass-production of images of identity, this shift from the general to the diverse and particular is quite recent. Consider another line of stills: the back-lit, soft-focus portraits of the first and second generations of great movie stars. There is a degree of romantic unparticularity in the face of each one, as if they were communal dream-projections of society at large. Only in the specialised genres of westerns, farces and gangster movies were stars allowed to have odd, knobbly cadaverous faces. The hero as loner belonged to history or the underworld: he spoke from the perimeter of society, reminding us of its dangerous edges.

The stars of the last decade have looked quite different. Soft-focus photography has gone, to be replaced by a style which searches out warts and bumps, emphasises the uniqueness not the generality of the face. Voices, too, are strenuously idiosyncratic; whines, stammers and low rumbles are exploited as features of 'star quality'. Instead of romantic heroes and heroines, we have a brutalist, hard-edged style in which isolation and egotism are assumed as natural social conditions.

In the movies, as in the city, the sense of stable hierarchy has become increasingly exhausted; we no longer live in a world where we can all share the same values, the same heroes. (It is doubtful whether this world, so beloved of nostalgia moralists, ever existed; but lip-service was paid to it, the pretence, at least, was kept up.) The isolate and the eccentric push towards the centre of the stage; their fashions and mannerisms are presented as having as good a claim to the limelight and the future as those of anyone else. In the crowd on the underground platform, one may observe a honeycomb of fully-worked-out worlds, each private, exclusive, bearing little comparison with its nearest neighbour. What is prized in one is despised in another. There are no clear rules about how one is supposed to manage one's body, dress, talk, or think. Though there are elaborate protocols and etiquettes among particular cults and groups within the city, they subscribe to no common standard.

For the new arrival, this disordered abundance is the city's most evident and alarming quality. He feels as if he has parachuted into a funfair of contradictory imperatives. There are so many people he might become, and a suit of clothes, a make of car, a brand of cigarettes, will go some way towards turning him into a *personage* even before he has discovered who that personage is. Personal identity has always been deeply rooted in property, but hitherto the relationship has been a simple one – a question of buying what you could afford, and leaving your wealth to announce your status. In the modern city, there are so many things to buy, such a quantity of different kinds of status, that the choice and its attendant anxieties have created a new pornography of taste.

The leisure pages of the Sunday newspapers, fashion magazines, TV plays, popular novels, cookbooks, window displays all nag at the nerve of our uncertainty and snobbery. Should we like American cars, hard-rock hamburger joints, Bauhaus chairs ...? Literature and art are promoted as personal accessories: the paintings of Mondrian or the novels of Samuel Beckett 'go' with certain styles like matching handbags. There is in the city a creeping imperialism of taste, in which more and more commodities are made over to being mere expressions of personal identity. The piece of furniture, the pair of shoes, the book, the film, are important not so much in themselves but for what they communicate about their owners; and ownership is stretched to include what one likes or believes in as well as what one can buy.

- 34** What does the writer say about advertisements in the first paragraph?
- A** Certain kinds are considered more effective in cities than others.
 - B** The way in which some of them are worded is cleverer than it might appear.
 - C** They often depict people that most other people would not care to be like.
 - D** The pictures in them accurately reflect the way that some people really live.
- 35** The writer says that if you look at a line of advertisements on a tube train, it is clear that
- A** city dwellers have very diverse ideas about what image they would like to have.
 - B** some images in advertisements have a general appeal that others lack.
 - C** city dwellers are more influenced by images on advertisements than other people are.
 - D** some images are intended to be representative of everyone's aspirations.
- 36** What does the writer imply about portraits of old movie stars?
- A** They tried to disguise the less attractive features of their subjects.
 - B** Most people did not think they were accurate representations of the stars in them.
 - C** They made people feel that their own faces were rather unattractive.
 - D** They reflected an era in which people felt basically safe.
- 37** What does the writer suggest about the stars of the last decade?
- A** Some of them may be uncomfortable about the way they come across.
 - B** They make an effort to speak in a way that may not be pleasant on the ear.
 - C** They make people wonder whether they should become more selfish.
 - D** Most people accept that they are not typical of society as a whole.
- 38** The writer uses the crowd on an underground platform to exemplify his belief that
- A** no single attitude to life is more common than another in a city.
 - B** no one in a city has strict attitudes towards the behaviour of others.
 - C** views of what society was like in the past are often inaccurate.
 - D** people in cities would like to have more in common with each other.
- 39** The writer implies that new arrivals in a city may
- A** change the image they wish to have too frequently.
 - B** underestimate the importance of wealth.
 - C** acquire a certain image without understanding what that involves.
 - D** decide that status is of little importance.
- 40** What point does the writer make about city dwellers in the final paragraph?
- A** They are unsure as to why certain things are popular with others.
 - B** They are aware that judgements are made about them according to what they buy.
 - C** They want to acquire more and more possessions.
 - D** They are keen to be the first to appreciate new styles.

PAPER 2 WRITING

2 hours

PART 1

You **must** answer this question. Write your answer in **300–350** words in an appropriate style on the following pages.

- 1** You have read a newspaper article about the young people of today. The extract below is the conclusion of the article. Readers have been asked to respond to the article. You decide to write a **letter** addressing the points made and giving your own views.

And so we are faced with a whole generation of couch potatoes, who would rather bury their heads in a soap opera or video game than get out and do some sport or read a decent book, a generation almost entirely devoid of imagination, dedicated to empty materialism, a generation that conforms slavishly to universal fads in clothes, music and entertainment, a generation that has nothing it can hold its head up and describe proudly as being uniquely its own idea.

Write your **letter**. Do not include any postal addresses.

PART 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **300–350** words in an appropriate style on the following pages. Put the question number in the box at the top of the page.

- 2** A magazine is running a competition for the best article entitled *I Was There*. Those entering have to write an article describing an historical event as if they had been present at it. Write an article for this competition, describing the event you have chosen and what your impressions would have been if you had witnessed it.
Write your **article**.
- 3** You have been appointed as a student representative at your school or college. The head has asked you to write a proposal on what facilities and forms of entertainment the students would like to see introduced, based on a project you organize yourself to find out the opinions of students. Within your proposal, you should explain how you gathered the opinions and make recommendations as to what should be introduced and what benefits would result.
Write your **proposal**.
- 4** A TV listings magazine has invited readers to contribute a review of a television series that is particularly popular at the moment. Write a review, explaining why this programme is so popular in your opinion and commenting on whether you believe it deserves such popularity.
Write your **review**.
- 5** Set book questions – a choice from three questions.

PART 2

For questions **16–25**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning **(0)**. Write your answers **in CAPITAL LETTERS on the separate answer sheet**.

Example:

0	E	F	F	O	R	T	L	E	S	S									
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

BEHIND THE SCENES

Watching a successful theatre production is an amazing experience.

The performance looks **(0)** *effortless* and everything goes smoothly but this often **(16)** the amount of work that was actually involved. At the Palace Theatre, the average time from the first **(17)** to opening night is just four weeks of intensive work. Everyone involved attends the first read-through by the cast, so this is an ideal opportunity to get an **(18)** into how a production germinates.

I took myself to the theatre on a **(19)** October morning to attend the read-through of the theatre's new production – the British première of *Sive*, by the acclaimed Irish **(20)** John B Keane. It is about a young girl about to be married off for money to an old man, while her true love can only look on **(21)** It is a poignant portrayal of rural family life, rich in comedy and filled with **(22)** characters played by an Irish cast for linguistic **(23)**

'It's important for people to have a sense of common purpose and **(24)**,' explains director Ben Barnes. 'The play has been in pre-production since June but this is the first reading and it will be **(25)** of how the actors work together. And it's for the theatre staff as much as the actors.'

EFFORT

LIE

REHEARSE

SIGHT

CHILL

PLAY

HELP

MEMORY

AUTHENTIC

TEAM

INDICATE

PART 3

For questions **26–31**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0):

Example:

0 The police have two men with robbery and they will appear in court tomorrow.

When he realized how late it was, George out of the house and ran down the road to catch the bus.

The hotel agreed that it was their mistake and said that I wouldn't be for the phone calls that appeared on my bill.

Example: 0

C	H	A	R	G	E	D											
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Write **only** the missing word in **CAPITAL LETTERS** on the separate answer sheet.

26 Chris gave us all a very interesting of his trip when he got back to the office.

Don't go to any trouble on my, I'll fit in with whatever's convenient for you.

If you take into how little time Sandra was given to do this work, she has done it very well.

27 I've applied for that job I told you about but I think it's unlikely that I'll get it.

Carol's students all think very of her and consider her the best teacher at the college.

The hotel was recommended in the brochure but we found it something of a disappointment.

PAPER 3 USE OF ENGLISH

1 hour 30 minutes

PART 1

For questions 1–15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers in **CAPITAL LETTERS** on the **separate answer sheet**.

Example: 0 O T H E R

CHARLES SCHULZ

The cartoonist Charles Schulz created the daily lives of Charlie Brown, Snoopy, Lucy and the (0) *other* inhabitants of the *Peanuts* strip. Schulz, (1) to his friends as ‘Sparky’, drew the daily strip for almost 50 years. (2) distinctly American culture (3) nothing to hamper its universal success. It was said to have 355 million readers in 75 countries, and it (4) Schulz very rich, (5) an income eventually of perhaps 20 million a year. There are *Peanuts* enthusiasts (6) over the world, and no American politician (7) dream of saying he did not much like the strip.

Schulz insisted he had (8) systemised psychological or philosophical insights, but he displayed unflaggingly sharp observation and a fairly gentle, if sometimes downbeat, humour. He was given (9) anxiety and low spirits, and (10) was an underlying sadness in his stories, (11) bitter-sweet quality that clearly fascinated many of his fans. In the 1950s, the strip had a vogue following (12) intellectuals, but Schulz was happy to point (13) that he himself had flunked algebra, Latin, English and physics at school. When someone (14) him an existentialist, he had to ask (15) the word meant.

- 28** I wish you'd stop interfering in matters that don't you.
The poor state of his health is beginning to his family and friends.
This report will the impact of technology on our society in the 1990s.
- 29** Laura is a very student who learns quickly and does all her course work very well.
Paul always looks on the side of life, so you never find him getting really depressed.
We came out of the dark cinema and into the sunshine.
- 30** I'm grateful that you took the to make all these arrangements for me.
The with Judy is that she always thinks she knows better than everyone else.
When he was younger, Alan used to steal things and he was always getting into with the police.
- 31** This is a very competitive business and companies are always trying to an advantage over their rivals.
As their performances improved, the players began to in confidence.
Financially, she won't much by changing jobs, but she feels that she'll get more satisfaction.

PART 4

For questions **32–39**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0):

Example:

- 0 Dan definitely won't be able to afford a holiday this year.

possibility

There to afford a holiday this year.

The gap can be filled by the words 'is no possibility of Dan being able', so you write:

0	is no possibility of Dan being able
---	-------------------------------------

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

- 32 John has hinted that he doesn't wish to remain in the group any longer.

hint

John has wishes to remain in the group.

- 33 Five actors were competing for the leading role in the play.

contention

There the leading role in the play.

- 34 A spokesman said that the story was pure speculation.

dismissed

The story than speculation by a spokesman.

35 She was concentrating so hard on her work that she didn't notice when I came in.

wrapped

She was that she didn't notice when I came in.

36 They still haven't found out what caused the accident.

cause

They have yet the accident was.

37 I reluctantly signed the contract.

signature

It was with on the contract.

38 Suzanne is far superior to me in terms of technical knowledge.

match

When it comes for Suzanne.

39 Anthony wasn't at all discouraged by this bad experience.

put

This bad experience least.

B

- Although its strongest critics view the tourism industry as a rapacious predator – moving on to fresh conquests after one environment has been spoiled, and forever fuelling the desires of holidaymakers with the prospect of a new paradise that must be enjoyed ‘before it’s gone’ – there are many within the industry who reject the claim. They are at least partly right. There are examples where the travel trade is doing better. Of course, reforming initiatives often come after the damage has been done and in some cases for public relations purposes rather than from a commitment to sustainability. In addition, the growth of the travel industry puts increasing strain on natural and social environments by its sheer size and volume.
- 5
- 10 George Monbiot, the environmental writer and activist who is fiercely critical of the effects of tourism, admits in an essay that ‘none of the ethical questions tourism raises can be easily answered’. He adds: ‘Tour organizers have justified their work on the grounds that it is a “cultural exchange”. Yet what I have seen of their activities suggests that no cultural exchange is taking place. While the
- 15 visitors get culture, their hosts, if they are lucky, get money. Other people claim that tourism breaks down the barriers between our lives and those of the people we visit. Yet, in most cases, tourists remain firmly behind barriers – be they the windows of a coach, the walls of a hotel or the lens of a camera. Tourism, we are told, brings wealth to local people. All I have seen suggests the opposite –
- 20 that tourism makes a few people extremely rich, while impoverishing the majority, who lose their land, their resources and their sense of self and make, if anything, a tiny amount of money. Even the oldest maxim of all, that travel broadens the mind, is questionable. Tourists are pampered and protected wherever they go; they are treated with deference and never corrected.’

- 42 What does the writer mean by the phrase ‘before it’s gone’ (line 4)?

.....

.....

- 43 Why, according to the writer, might attempts by the travel industry to do better not work?

.....

.....

- 44 In a paragraph of between **50–70** words, summarize **in your own words as far as possible**, the disadvantages of tourism that people may be unaware of that are mentioned in the two passages. Write your summary **on the separate answer sheet**.

Extract Three

You hear part of a radio phone-in programme in which callers are given advice on personal problems.

5 Which of the following does the caller fear?

- A** that others take advantage of her
- B** that her motives are misunderstood
- C** that she causes relationships to fail

	5
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6 What advice is the caller given?

- A** Work out how others really see you.
- B** Accept that your own attitude is at fault.
- C** Try not to spend time with people who make you feel bad.

	6
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Extract Four

You hear part of a radio programme about a British couple, Victoria and Mark, who make wildlife films in Africa.

7 Freddie got his nickname because

- A** he can distinguish between different kinds of snake.
- B** he appears to enjoy contact with snakes.
- C** he is always pointing out snakes to other people.

	7
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8 When describing their current location, Mark emphasizes

- A** how much it differs from his expectations of it.
- B** how hard it is to predict weather conditions there.
- C** how difficult their everyday life there is.

	8
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PART 2

You will hear someone called Kate Charters describing her career. For questions **9–17**, complete the sentences with a word or short phrase.

Kate's first job involved selling **9** by phone.

Three years later, she started working for a company called **10** .

When she joined Visnews, she first worked in the company's **11** .

The videos made by Visnews were **12** on topics of special interest.

The videos made by Visnews were sold in shops and by **13** methods.

At Castle Communications, one 'side deal' involved holding a **14** at a theme park.

She returned to Visnews and is currently in charge of its **15** .

Kate's present job involves providing companies with the services of **16** as well as with certain facilities and technology.

Throughout her career, she has been given valuable assistance by someone who is employed by a **17** .

PART 3

You will hear an interview with a British politician. For questions 18–22, choose the answer (A, B, C or D) which fits best according to what you hear.

18 Susan says that she particularly dislikes politicians who

- A pretend to feel strongly about issues.
- B disguise their real beliefs.
- C are indecisive about issues.
- D openly treat voters with contempt.

	18
--	----

19 When she had her disagreement with Martin Jones, Susan

- A decided that personal ambition was not her main motivation.
- B began to feel that she had failed as a politician.
- C felt that her point of view was not correctly understood.
- D regretted the effect it would have on her future in politics.

	19
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20 What was Susan's attitude to involving colleagues in the controversy?

- A She realized that they were unlikely to share her point of view.
- B She was reluctant to do so because she was not sure she was right.
- C She thought that involving colleagues would make things worse.
- D She felt they should decide for themselves whether she had a point.

	20
--	----

21 When asked whether her opinion of her colleagues has changed, Susan says that

- A their reaction has made her reluctant to get into the same position again.
- B she prefers those who criticized her to those who kept their opinions private.
- C there may come a time when she does not publicly support them on issues.
- D politicians place too much emphasis on their personal opinions of each other.

	21
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22 Susan thinks she was considered mad by some other politicians because

- A her behaviour was out of character.
- B they found her intimidating.
- C she did not conform.
- D her unselfishness shamed them.

	22
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PART 4

You will hear two novelists, Sarah and James, discussing various aspects of being a writer. For questions **23–28**, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **S** for Sarah,

J for James,

or **B** for Both, where they agree.

23 Completing a piece of writing gives you a good feeling.

	23
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24 Forcing yourself to write can be counter-productive.

	24
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25 It is possible to think like a writer without actually being one.

	25
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26 Novelists are by nature selfish people.

	26
--	-----------

27 Novelists are competitive people.

	27
--	-----------

28 Whatever reviews are like, they have little effect on me.

	28
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Part One (3 minutes)

Questions that may be addressed to either candidate.

- Are you a student or do you have a job, or both?
- What do you like most about your studies/job?
- What do you like least about your studies/job?
- Describe a typical day at school/work/college.
- Has your attitude to school/college/work changed since you started there?
- Who are your best friends?
- How did you meet them?
- What do you particularly like about them?
- Do they have any faults?
- Have they done anything that has particularly helped you?

Part Two (4 minutes)

Authority

For both candidates.

(Pictures are on page 31)

- Describe what you think the situation is in each picture. (Candidates A and B: 1 minute)
- Which of the authority figures in the pictures would you have the most respect for and which the least? Give your reasons in each case.

and/or

- If you had to choose someone in authority that you have the most respect for, who would it be? Why? (Candidates A and B: 3 minutes)

Part Three (12 minutes)

Effort and reward

Prompt Card (a)

(Given to Candidate A, and a copy to Candidate B)

Do some people get paid much more/less than they deserve?

- overpaid/underpaid jobs
- reasons why overpaid/underpaid
- what the jobs really involve

(Candidate A: 2 minutes)

Possible questions for Candidate B:

- What do you think? ➤ Is there anything you would like to add? ➤ Is there anything you don't agree with?
- How does this differ from your experience?

(Candidate B: 1 minute)

Possible questions for both candidates:

- What sort of jobs are generally regarded as glamorous? ● Would you like to do any of these jobs?
- What would you do to ensure that people get paid what they deserve?

(Candidates A and B: 1 minute)

Prompt Card (b)

(Given to Candidate B, and a copy to Candidate A)

Which jobs do you think are the most difficult to do?

- most difficult aspects
- how people doing them are generally regarded
- importance of the jobs to society

(Candidate B: 2 minutes)

Possible questions for Candidate A:

- What do you think? ➤ Is there anything you would like to add? ➤ Is there anything you don't agree with?
- How does this differ from your experience?

(Candidate A: 1 minute)

Possible questions for both candidates:

- What makes people want to do the difficult jobs in society?
- What kind of person do you have to be to do such jobs?
- Do you think you would be capable of doing any of them?

(Candidates A and B: 1 minute)

Possible general questions for both candidates on the topic of effort and reward:

- Have you done something where the effort wasn't worth it for the reward?
- What motivation do people in general have in their jobs?
- What expectations do people have regarding effort and reward?
- How are successful people regarded in your society?
- Is there a particular job which you think deserves to be highly paid?
- Which jobs are the most highly respected in your society?

(Candidates A and B: 3 minutes)

TEST 2

PAPER 1 READING

1 hour 30 minutes

PART 1

For questions 1–18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers **on the separate answer sheet**.

Ivo's Job

The life of a deputy literary editor is not an especially enviable one. The job had been handed to him as a sop. Angus had promised to make him a political columnist, but the present (1) was hard to shift. Few people seemed to realize that in any practical sense it was Ivo who (2) the real power. It was Ivo who – unless Marian (3) her foot down – decided who got what to review, Ivo who manipulated the wheel of fortune, Ivo who laid out the page. Yet it was his boss to whom those (4) work or coverage usually demanded to speak and, really, almost everyone wanted to review these days. Anyone with something to sell, or something to hide, anyone long in the (5) or fresh out of college, rang Marian. Marian, however, spoke only to those she considered her social equals, which caused many people to take considerable (6)

- | | | | | | | | | |
|---|---|----------|---|--------------|---|----------|---|------------|
| 1 | A | bearer | B | incumbent | C | keeper | D | denizen |
| 2 | A | wielded | B | presided | C | availed | D | dominated |
| 3 | A | laid | B | put | C | set | D | brought |
| 4 | A | pleading | B | endeavouring | C | aspiring | D | soliciting |
| 5 | A | tooth | B | face | C | mouth | D | nose |
| 6 | A | insult | B | outrage | C | offence | D | resentment |

Not That Famous

A few weeks before Christmas 1962 I joined an unknown group of guys who were learning to play blues music. Four months later, a small provincial newspaper wrote an article about us; I kept it. Then we made a single, which did **(7)** well. I have a son, Stephen, who was then eighteen months old. I was proud of him, and wanted him to be proud of me when he grew up. I decided to keep some small **(8)** of my limited success for him to see when he was old enough to understand. I bought a scrapbook, which was soon filled. I bought another – and another and another. Items were coming **(9)** and fast. Stephen didn't really show much interest in my career until he was seven years old. During his first week at boarding-school, a boy asked the **(10)** question: 'What does your dad do?' Stephen replied in all **(11)** : 'He's in the Rolling Stones.' When Stephen arrived home the next weekend he took me **(12)** and said shyly, 'I didn't know you were *that* famous!'

Neither did I son, neither did I!

- | | | | | | | | | |
|----|---|------------|---|---------------|---|---------------|---|-----------|
| 7 | A | moderately | B | ordinarily | C | marginally | D | barely |
| 8 | A | memorials | B | recollections | C | reminiscences | D | mementoes |
| 9 | A | hard | B | long | C | sweet | D | thick |
| 10 | A | destined | B | irrefutable | C | inevitable | D | fated |
| 11 | A | oblivion | B | innocence | C | negligence | D | disregard |
| 12 | A | apart | B | on | C | aside | D | up |

Travel Books of the Year

The best travel books of this year **(13)** into three main categories; purely informational, narrative, and what, for **(14)** of a better term, I'll call 'anecdotal'. Between these broad categories, however, the boundaries are blurred. One problem with putting travel writers into genres is that they are **(15)** to be pigeon-holed. Many of them see their role as a mixture of the documentary and the creative. Some **(16)** to be more like novelists, employing some of the elements of fiction writing. Others regard themselves as sociologists, exploring the customs and mores of other societies. At the end of the day, what **(17)** is how readable or useful the book is, and in many cases, how well it is presented. However, it is quite clear that travel and books were **(18)** for each other.

- | | | | | | | | | |
|----|---|--------|---|---------|---|----------|---|-----------|
| 13 | A | land | B | line | C | sort | D | fall |
| 14 | A | want | B | absence | C | shortage | D | need |
| 15 | A | wary | B | loath | C | cautious | D | resistant |
| 16 | A | allege | B | hold | C | claim | D | contend |
| 17 | A | counts | B | reckons | C | bears | D | signifies |
| 18 | A | given | B | cut | C | lent | D | made |

PART 2

You are going to read four extracts which are all taken from book introductions. For questions **19–26**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Politicians

This book began when I accepted a suggestion to try my hand as a political journalist nine years ago. What makes this servitude so wonderfully bearable is that, unfashionable as it now is to say so, I'm rather fond of British Members of Parliament. They can be dreadfully silly, of course, and there are days when they irritate beyond measure. Occasionally, even, comes a moment when an MP's speech or behaviour arouses genuine anger, goading me into an attempt at lofty condemnation. But I always regret it. It rarely reads well the next day. There are other journalists to ride high horses and my mission, I think, is to remind readers that their MPs are often more laughable than they are wicked and that, through the laughter, we may discern the outlines of arguments, ambitions, even principles.

MPs are mostly human, rarely scaling the heights nor often touching the depths to which the famous figures of history fly. Only a handful among them are of unusual intelligence but many are effective and most are hard-working. Like us, really. What distinguishes them is an almost child-like desire for attention. Writers who think themselves clever wink at us and confide that an MP must be noticed to get on. The reverse is true. Most successful politicians are remarkable for having avoided notice until the last moment: ambushing us unawares. Our most noticeable politicians have generally wrecked what might have been a serious political career by their craving for attention.

- 19** What does the writer say about the majority of his political writing?
- A** It portrays MPs in a favourable light.
 - B** It is written more impulsively than that of other journalists.
 - C** It combines serious points with mockery.
 - D** It involves him suppressing his true opinion of MP's actions.
- 20** What has the writer noticed about British politicians?
- A** They become more ambitious the further they rise in politics.
 - B** If they are well known, they seldom fulfil their potential in politics.
 - C** They are conscious that they should seem like ordinary members of the public.
 - D** If it is predicted that they will succeed, they try not to attract much attention.

Diaries

I have kept a sporadic diary since the early 1970s. I am most conscientious about it when I'm busy writing something else, so that as a rule when work is going well (or at any rate going) the diary goes well too. If there are problems, the diary gets the complaints, but this querulous litany makes for dull and (on my part) somewhat shamefaced reading. So that side of things doesn't figure much in these extracts. My diaries are written on loose-leaf sheets and a year's entries make a pretty untidy bundle. The writing is often untidy too; immediacy in my case doesn't make for vivid reporting, which is why I've not had any scruples about improving and editing, though I've never altered the tone or sentiments of what I've written at the time.

Most of these diaries were originally published elsewhere, where for reasons of space they had to be compressed, the extracts run together and the gaps between eliminated. What had been a series of jottings became a continuous, if disjointed narrative. In this version I've restored my original spacing, as one of the pleasures of reading diaries, it seems to me, is that they are in bits – are like conversations, in fact, even if the conversation is with oneself.

- 21** The writer says that he has made some changes to his original diaries because
- A** he deliberately left out some important details when he was writing them.
 - B** he did not always describe events well at the time of writing them.
 - C** he has decided that they present an inaccurate view of his working life.
 - D** he has come to see certain situations differently with hindsight.
- 22** The writer says that published diaries should
- A** enable the reader to identify with the person who wrote them.
 - B** include a variety of styles of writing.
 - C** bear some resemblance to a continuous story.
 - D** move in a disconnected way from subject to subject.

Muhammad Ali

In October 1988, I met with Muhammad Ali and his wife, Lonnie, at their request to explore the possibility of writing this book. 'People don't know the real Muhammad,' Lonnie told me at our first session. 'All they see is the man the media have exposed them to, but there are so many more sides to Muhammad. I want people to understand who Muhammad is, what he stands for, what he's accomplished throughout his life.' This book is an attempt to achieve that goal. There have been more words written about, more photographs taken of, and more attention lavished upon Ali than any athlete ever. Yet for all his years in the spotlight, the true Ali is largely unknown. Stories about him have been embellished and retold to the point where they assume biblical proportions. People worldwide recognize his face. Yet, even as the Ali chronicles grow, new generations are born, and to them Ali is more legend than reality.

line 9

This book is not an attempt to mythologize Ali. It's an effort to show him as he was and is: a superb human being with good qualities and flaws. In his twenties, he was arguably the greatest fighter of all time. But more importantly, he reflected and shaped the social and political currents of the age in which he reigned. Inevitably, that age passed. Ali evolved from a feared warrior to a benevolent monarch and ultimately to a benign, venerated figure.

line 14

line 15

line 18

- 23** Which of the following does the writer say about Ali?
- A** His reputation has prevented important aspects of him being known.
 - B** His importance beyond sport is only just beginning to be analysed.
 - C** He deliberately allowed an inaccurate image of himself to be portrayed.
 - D** He felt that he had attracted more attention in the past than he deserved.
- 24** Which of these words indicates that the book will not include only positive views of Ali?
- A** embellished (line 9)
 - B** flaws (line 14)
 - C** arguably (line 15)
 - D** venerated (line 18)

Comedy

Every comedian at some time or other desires to play Hamlet. Every humorous columnist has, in the bottom of his trunk, a tragic play that some day he hopes to see produced. Just as very few comedians play Hamlet, so very few of these plays are produced. Perhaps it is for the best. However, the point that I am trying to bring out is that all humorists are serious people at heart. The fact that they have to be continually funny makes them so. They also realize that humor is regarded in a light vein; that for a thing to be really worthwhile it must have depth. Basically their humor contains this quality and knowing it they endeavor to bring it out in serious material. Generally they fail, for they only know the field of comedy. The path of the drama, the tragic, is new to them and they stumble and fall over strange objects.

I have received several good offers to conduct a humor column, but so far have refused them all. I realize how difficult it is to be funny and I believe that the place for me to be funny is on the stage. There I do not have to add new material for every performance and my voice and mannerisms add to the comedy. Conducting a column I would not have these and I would have to be funny in cold type, and far too often to suit me. Yes, sir, this business of being funny is far too serious.

- 25** According to the writer, what do comedians and humorous columnists have in common?
- A** a desire to include more serious elements in their comedy
 - B** resentment at how difficult it can be to be funny
 - C** personalities which are at odds with what they do for a living
 - D** a belief that their attempts at serious work will be rejected
- 26** The writer's view of himself is that
- A** he would be unable to make a humor column funny enough.
 - B** he would try to be too serious if he wrote a humor column.
 - C** his attitude to comedy would change if he wrote a humor column.
 - D** his talents would be more suited to a column that was not a humor column.

PART 3

You are going to read an extract from a book. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (**27–33**). There is one extra paragraph which you do not need to use. Mark your answers **on the separate answer sheet**.

THE FOOTBALL CLUB CHAIRMAN

Bryan Richardson greeted me warmly, and ushered me into his modest office, somewhat larger than the others along the corridor, but without pretensions of any kind. He returned to his desk, which had two phones and a mobile on it, and a lot of apparently unsorted papers, offered me a chair, and said it was nice to see me again. I rather doubt he remembered me at all, but it had the effect of making me feel a little less anxious.

27

'I want to talk to you about an idea I have,' I said. 'I have supported this club since the 1970s, and I'm starting to get frustrated by watching so much and knowing so little.' He gazed at me with a degree of interest mixed with incomprehension. 'What I mean,' I added, 'is that every football fan is dying to know what it is really like, what's actually going on, yet all we get to see is what happens on the field.'

28

And I didn't wish to be fobbed off. 'They all make it worse, not better. They all purvey gossip and rumours, and most of what they say turns out to be either uninteresting or incorrect. Your average supporter ends up in the dark most of the time.'

29

'Now that,' I said, 'is just the sort of thing I want to know about. I'd like to write a book about the club this coming season, to know about the deals, the comings and goings, all the factors involved. To get to know how a Premiership football club actually works.' As I said this, I feared that it was a futile request, but I'd drawn a little hope from the fact that he had just been so open, as if he had already decided to consider the project. 'I want to know about buying and selling players, how the finances work, to go down to the training ground, travel with the

team, talk to the players and the manager.'

30

So I continued with it. 'Let me tell you a little about myself.' He leaned back to make himself comfortable, sensing that this might take a while. 'By training I'm an academic. I came here from America in the 1960s, got a doctorate in English at Oxford, then taught in the English Department at Warwick University for fifteen years. Now I run my own business, dealing in rare books and manuscripts in London, and do some freelance writing. But I'm not a journalist.'

31

I was starting to babble now, and as I spoke I was aware of how foolish all this must be sounding to him. At one point he put his hands quietly on his lap, under the desk, and I had the distinct, if paranoid, impression that he was ringing some sort of hidden alarm, and that three orange-shirted stewards would shortly come in and escort me from the ground (By Order of the Chairman).

32

'But a book is certainly a good idea,' he said. 'Let me think it over and I'll get back to you.' He stood up and we shook hands. 'I'll be in touch,' he said. And a few weeks later, in mid-August, he was. 'There's a great story here,' he said. 'Go ahead and do it next season. I'll introduce you to the people up here at the club. Go everywhere, talk to everybody, you'll find it fascinating.' I was surprised, and delighted, but tried not to gush. 'Thank you,' I said. 'It's very open-minded of you.'

33

'Yes, sure,' he said. 'But I mean something more than that, something more complicated.' 'What's that?' I asked. He smiled. 'You'll see.'

- A** The disappointment must have registered on my face, because he quickly added: 'I came to all this relatively late in my career, and it's a fascinating business. I find it more so all the time, and I don't have any doubt that people would be interested to read an account of it.'
- B** 'We've got nothing to hide,' he said, 'but you'll be surprised by what you learn. It's an amazingly emotional business.' 'It must be,' I said, 'the supporters can see that. So many of the games are like an emotional rollercoaster. Sometimes the whole season is.'
- C** He nodded gently. 'Good,' he said firmly. 'That's part of the point,' I went on. 'I want to write about the club from the point of view of the supporters, a sort of fan's eye view. Getting behind the scenes is every fan's dream – whether it's here or somewhere else. I've never written anything like this, although I have written a couple of books. And I am trained, as an academic, in habits of analysis, in trying to figure out how things work. And I'm a supporter of the club, so I don't think there is anything to fear.'
- D** As I was speaking, the mobile phone rang, and he answered it with an apologetic shrug. A brief and cryptic one-sided conversation ensued, with obscure references to hotels and phone numbers. When he hung up, he explained: 'We're trying to sign a full-back. Good player. But there are three agents involved, and two continental sides want to sign him, so we've got him hidden in a hotel. If we can keep them away from him for another couple of days, he'll sign.'
- E** He considered this for a moment. 'Well,' he said, 'there is the ClubCall line, the match-day programmes, and the articles in the local and national papers. There's lots of information about.' He sounded like a politician trying to claim for his party the moral authority of open government, while at the same time giving nothing away.
- F** Not at all. 'It's funny you should ask,' he said, 'because you're the second person this week who has come in with a request to write a book about the club. And I've just been approached by the BBC with a proposal to do a six-part documentary about the club. 'Are you going to let them do it?' I asked. 'I don't think,' he said wryly, 'that a six-part series on what a nice club Coventry City is would make good television.'
- G** 'So, what can I do for you?' He made it sound as if he were interested. Poised and well dressed, though without foppishness, he had that indefinable polish that one often observes in people of wealth or celebrity. By polish I do not mean good manners, though that frequently accompanies it, but something more tangible: a kind of glow, as if the rich and famous applied some mysterious ointment (available only to themselves) every morning, and then buffed their faces to a healthy sheen.
- H** There, I'd done it. The worst that he could do was to tell me to get lost. Part of me, to tell the truth, would have been just a little relieved. But he didn't do anything. He sat quite still, listening, letting me make my pitch.

PART 4

You are going to read an extract from a novel. For questions 34–40, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

PARENTHOOD

Paul watched the television above the bar. An army of turtles waddled up a beach, cumbersome helmets dragged through the fine sand to deposit a clutch of smooth, white eggs in the dunes. He saw the wriggling reptilian babies emerge sticky from the broken shells and repeat the journey in reverse, thousands of tiny helmets trundling inexorably over the moonlit dunes towards the breakers. Those who escaped being flipped over on their backs and pecked to death by wading birds were finally swallowed up in the surf. There was no pleasure involved in this reptilian cycle of birth and death. The turtles survived purely because there were so many of them, and the oceans were so vast, that one or two were bound to slip through unnoticed.

He wondered why they bothered, and presumed it could only be because they had no choice. Their genes forced them ever onwards – life would not be denied. Previous generations had imposed their will upon their distant descendants, and the descendants wearily obeyed. If, by chance, a turtle was born in whom this instinct towards multiplication was misformed or absent, a turtle whose instincts directed them not towards reproduction but towards reflection on the purpose of reproduction, say, or towards seeing how long it could stay underwater on one breath, then this instinct would die with the turtle. The turtles were condemned to multiply purely by the breeding success of their own ancestors. There was no escape for them. Multiplication, once set in motion, was unstoppable.

At the present moment, the balance of his own inclinations tilted more towards sleep, the cessation of thought, hibernation, vegetation. Had he been one of those tiny helmets, he would, at that moment, have flipped over belly-up in the sand and simply awaited the releasing beak. Parenthood had taken him by surprise. The books, the articles, the classes, had not prepared him for the intensity of it all. Snap decisions had to be made, everybody looking to him for the answers, and no way of knowing if he had made the correct guess, no way of finding his way back to the main track if he took a wrong turning. Last night he had been half a couple. He had lived with others all his life. It was easy – you had rows, you had resentments, but if they became too frequent or too boring, or if the compensations ceased to be adequate, you just left, and tried again with someone else until you found someone you could put up

with. He could not remember how it had all changed. Perhaps it had been the doors of youth and liberty creaking shut behind him, or the demands that were suddenly being made of him, the faces turning towards him when a decision was required. Or perhaps it was just the steaming concoction of his emotions, his hormones, his thoughts slopping around his veins with the coffee and nicotine. Whatever it was, something had obliged him to seek out a tranquil place in order to restore some order to his metabolism.

Then there was the feeling that he had been duped – the one feeling that he hadn't been warned of – when he saw mother and baby together and realized that the reason why everyone made such a big deal of fatherhood these days was simply because it was such an implausible state. Mothers and babies were the world. Fathers were optional extras, accessories. If some strange virus colonized the Y-chromosome and poisoned all the men, the world would carry on. It would not be a very exciting world perhaps, rather bland and predictable, but women would find some way to reproduce, and within a generation or two it would be difficult to believe that there had ever been men at all. They would appear in the encyclopaedias somewhere between dinosaurs and Romans. Future generations of little girls would try, in vain, to understand what it had been that men had done, how they had contributed. What use had they been? He had suddenly seen his role exposed as that of a footnote. The books had warned him of this feeling, of jealousy, of irrelevance and superfluity. They had said it was natural, that he would get over it. What they had not said was that it was natural because it was so manifestly, poignantly true, or that he would get over it only by stopping thinking about it. Fathers deceived themselves. Mothers and babies held it all together. The men came and went, interchangeably, causing trouble and bringing presents to make up for it.

He turned his attention to the television. The tiny helmets he had watched clawing their way down towards the surf had become parents themselves now. You could tell they were the same turtles, because the scientists had painted fluorescent hieroglyphics on their shells. They returned to the beach on which they had hatched, and the credits rolled.

- 34** What did Paul notice about the turtles in the first paragraph?
- A** their reluctance to return to the sea
 - B** their behaviour with their young
 - C** the effort they made to survive
 - D** the tiny proportion of young who survived
- 35** Paul assumed that if a turtle did not wish to reproduce,
- A** it would be punished by other turtles.
 - B** it would end up doing so anyway.
 - C** this attitude would not spread to other turtles.
 - D** this would not come as a surprise.
- 36** His thoughts turned towards going to sleep because
- A** he knew that he was unlikely to get much in the near future.
 - B** he had been left mentally exhausted by becoming a parent.
 - C** he had become weary of his actions being criticized.
 - D** he felt that that was what many of the turtles probably wanted to do.
- 37** What did he feel he had been forced to do since last night?
- A** accept that he was not really cut out for living with other people
 - B** find a way of making himself feel better physically
 - C** identify precisely what had caused his life to change so radically
 - D** remind himself of how he had felt prior to this
- 38** In what way did he feel that he had been duped?
- A** He had expected his role to be one that differed from that of most men.
 - B** He had not been informed about how women changed when they became mothers.
 - C** He had not been told the truth by women about how they really regarded men.
 - D** He had thought fatherhood was treated as a major subject because fathers were important.
- 39** He felt that the books had failed to warn him that his feeling of irrelevance
- A** would not fade away naturally.
 - B** would not be shared by others.
 - C** would be replaced by worse feelings.
 - D** would reduce him to inactivity.
- 40** What is implied about events on the television programme?
- A** They made him more depressed than he would otherwise have been.
 - B** They made him feel that turtles were better off than humans.
 - C** They reflected his own lack of joy at becoming a father.
 - D** They gave him a chance to escape from his own thoughts.

PAPER 2 WRITING

2 hours

PART 1

You **must** answer this question. Write your answer in **300–350** words in an appropriate style on the following pages.

- 1 You have seen the advertisement below for a competition in a travel magazine. You decide to enter, making sure that your **article** meets the requirements.

COMPETITION TIME!

Have you ever been on a trip when everything's gone wrong? We're sure plenty of you have. Well, if you have, why not enter our competition? It's called THE TRIP FROM HELL and we're looking for the best article of that title.

Tell us about a journey you took or a stay you had somewhere that was a complete nightmare. How did you feel? How do you feel about it now?

The prize will be a trip to the destination of the winner's dreams. So get writing now, and

Write your **article**.

PART 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **300–350** words in an appropriate style on the following pages. Put the question number in the box at the top of the page.

- 2** You are employed as a researcher by a television company that is preparing a documentary about the social problems in your area or country. You have been told to write a report on the problems that you think the programme should cover. Write your report, listing the problems and describing the causes and consequences of them which you think the programme should highlight.

Write your **report**.

- 3** An arts magazine has invited readers to send in reviews of a concert, show or play which pleasantly surprised, or disappointed them. Write a review, describing the concert, show or play and saying how it differed from your expectations of it and what had caused you to have those expectations.

Write your **review**.

- 4** You are staying in another country where you have read an article in a magazine about a custom there that the writer considers strange. Write a letter to the magazine, describing a custom or customs in your own country that may be considered strange by outsiders and giving your own views and those of others in your country about it.

Write your **letter**.

- 5** Set book questions – a choice from three questions.

PART 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **300–350** words in an appropriate style on the following pages. Put the question number in the box at the top of the page.

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Write your **letter**.

- 5** Set book questions – a choice from three questions.

PAPER 3 USE OF ENGLISH

1 hour 30 minutes

PART 1

For questions **1–15**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning **(0)**. Write your answers in **CAPITAL LETTERS** on the separate answer sheet.

Example:

0	T	H	E	I	R														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

THE CULT OF CELEBRITY

Once, children had ambitions to be doctors, explorers, sportsmen, artists or scientists. Now, taking **(0)** ~~their~~ lead from TV, they just 'want to be famous'. Fame is no **(1)** a reward for gallant service or great, perhaps even selfless endeavour. It is an end in **(2)** , and the sooner it can be achieved, the sooner the lonely bedroom mirror can be replaced by the TV camera and flash gun, the **(3)** Celebrity is the profession **(4)** the moment, a vainglorious vocation which, **(5)** some 18th-century royal court, seems to exist largely **(6)** that the rest of us might watch and be amazed **(7)** its members live out their lives in public, like self-regarding members of some glittering soap opera.

Today, almost **(8)** can be famous. Never has fame **(9)** more democratic, more ordinary, more achievable. **(10)** wonder it's a modern ambition. It's easy to see why people crave celebrity, **(11)** generations reared on the instant fame offered by television want to step out of the limousine **(12)** the flashlights bouncing around them. **(13)** doesn't want to be the centre of attention at some time in their lives?

Modern celebrity, peopled by **(14)** largely vain and vacuous, fills a need in our lives. It peoples talk shows, sells goods and newspapers and rewards the famous for – well, **(15)** famous.

PART 2

For questions **16–25**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers in **CAPITAL LETTERS** on the separate answer sheet.

Example:

0	S	P	E	C	T	A	C	U	L	A	R								
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SKIING HOLIDAYS IN COLORADO

To ski or snowboard in Colorado is to experience the pinnacle of winter sports. The state of Colorado is known for its (0) *spectacular* scenery and (16) views, which inspire today's travellers as much as they spurred on the (17) who first arrived in this part of the US over a century ago. And whether you're seeking the outdoor adventure of a (18) , exciting nightlife or a great family getaway, Colorado has everything you need.

November through April, snow conditions are (19) and reliable, featuring Colorado's (20) 'champagne powder' snow. Extensive snowmaking and grooming operations always keep trails in top shape.

The mountain destinations in the Colorado Rockies can turn your wildest ski dreams into thrilling (21) There, you'll find the best skiing and snowboarding on (22) slopes, as well as the finest ski schools in the US. Together, they present an (23) winter paradise. And the best part is that you'll enjoy friendly, (24) service in resorts that are (25) to delivering the highest quality amenities.

SPECTACLE

BREATH

SETTLE

LIFE

CONSIST

LEGEND

REAL

PICTURE

PARALLEL

CARE

COMMIT

PART 3

For questions **26–31**, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 The police have two men with robbery and they will appear in court tomorrow.

When he realized how late it was, George out of the house and ran down the road to catch the bus.

The hotel agreed that it was their mistake and said that I wouldn't be for the phone calls that appeared on my bill.

Example: 0 C H A R G E D

Write only the missing word in **CAPITAL LETTERS** on the separate answer sheet.

26 We're getting rather on petrol; I think I'd better stop at the next service station and put some in.

My boss said that my work was of a standard and that I would have to improve or I might lose my job.

Marianne's life hasn't been going too well lately and so she's been feeling rather

27 When Brian tells other people what he did at the party, he tends to out some of the more embarrassing details.

Although I like living in this city, I a lot of things about the little village I come from.

Tickets were hard to get, but I was determined not to the opportunity to see the band on one of its rare live appearances.

28 I'm not quite sure how to fill this form in – do you think you could lend me a ?

I think we have to act now, before the situation gets completely out of

Keep the map to in case we need to consult it during the journey.

29 Results this season have well below expectations and so the team coach has been sacked.

There have been so many interruptions today that I've behind with my work.

Jack didn't answer the phone because he had asleep on the sofa.

30 Can't we have a discussion about this, without anyone losing their temper?

I don't think it's to expect us to work extra hours without any extra pay.

Considering that it's an expensive city, the cost of the hotel we stayed in was quite

31 We drove through the countryside looking for a nice for a picnic.

When the accident happened, reporters were on the within minutes.

You can't wear that jumper, there's a of paint on the front of it.

PART 4

For questions **32–39**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 Dan definitely won't be able to afford a holiday this year.

possibility

There to afford a holiday this year.

The gap can be filled by the words 'is no possibility of Dan being able', so you write:

0	is no possibility of Dan being able
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Write **only** the missing words **on the separate answer sheet**.

32 The company lent us an apartment as part of the deal.

loan

As part of the deal, we were by the company.

33 I always enjoy this film, no matter how often I see it.

tire

However this film.

34 I don't know why Fred made such an extraordinary decision.

prompted

I don't know a decision.

35 Inefficient treatment of customers creates a bad impression of the company.

reflects

Treating customers with a lack the company.

36 The organizers planned everything as carefully as they could possibly have done.

utmost

Everything was planned by the organizers.

37 Coming second didn't make her feel any better because she only wanted to win.

consolation

Coming second was all that mattered to her.

38 I promised him that the situation would not be repeated in the future.

word

I no repetition of the situation in the future.

39 Tim tried to be like one of his heroes when he was a young musician.

modelled

As one of his heroes.

PART 5

For questions **40–44** read the following texts on youth culture. For questions **40–43**, answer with a word or short phrase. You do not need to write complete sentences. For question **44**, write a summary according to the instructions given. Write your answers to questions **40–44 on the separate answer sheet**.

A

- Though some of the clothes of the 1950s were childish, or at least youthful, they were usually the clothes of good, well-behaved, conventional teenagers, suitable for a society that was well-behaved and conventional, if not particularly good. Then, in the early 1960s, a new wave of romantic enthusiasm and innovation –
- 5** political, spiritual and cultural, or rather countercultural – broke over the Western world. At first, only a few social and aesthetic radicals were involved in what presently came to be called the Youth Culture. The majority of right-thinking persons were offended or bored by the new music, the new art and the new politics, but a shrewd student of fashion, observing what was being worn on the
- 10** streets of Europe and America, might have predicted that in a few years youth would be adored and emulated everywhere; that, indeed, simply to be under 30 would be accounted a virtue.
- Cynical social critics have suggested that this worship of the young was homage paid to economic clout. By the mid-1960s, half of the population of the United
- 15** States was under 25, and a third of the population of France was under 20. Since times were prosperous, these young people had a lot of disposable income. And in a commercially sophisticated society, the tastes, habits, mores and appearance of such people tend to be celebrated and encouraged. Many social commentators announced that the golden age of youth had arrived in the 1960s.
- 20** Clothes manufacturers began to assure consumers that they were wonderful, free, creative people whom nobody could possibly push around, or want to push around. We had entered an exciting new period of individualism, they said; the autocratic dominance of Paris and London and New York designers was ended forever. Henceforth, everyone would wear his or her Own Thing.

- 40** What is the significance of the word 'Cynical' in line 13?

- 41** Explain in your own words what clothes manufacturers wanted consumers to believe.

B

It has been argued that the 'youth culture' that began in the 1960s was the product of manipulation of impressionable young people by commercial interests, that youth culture is really no more than the range of products available specifically for the young. Although it is undoubtedly true that many adult entrepreneurs were eager to exploit the youth market, to accept this extreme view would be to deny the quite unprompted emergence of groups with their own distinctive styles.

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Others have tried to explain youth subcultures, not in terms of mindless consumption but in terms of genuine style innovation, and the generation of styles which 'say' something about the social and economic conditions in which those

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young people live, their experiences and their aspirations. Style innovation, it is argued, takes place when groups of young people take already existing commodities, ordinary consumer objects, put them into a new context and endow them with a new meaning. They rearrange them in a pattern which reflects their values and aspirations – not that of their makers. Youth cultures in general are

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about leisure, having a good time and looking good. They are about friendships and group activity, not about work or how to change the conditions in which you live. To a large extent, youth cultures pretend the 'real' world of routine jobs, failure at school, etc., does not exist. But it is also argued that in youth cultures, such real life experiences and aspirations of social groups are symbolized and put into the

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language of style.

42 What is meant in the context by the phrase 'mindless consumption' (lines 7–8)?

.....

.....

43 What does the writer say that people who belong to youth cultures wish to avoid?

.....

.....

44 In a paragraph of between **50–70** words, summarize **in your own words as far as possible**, the reasons given in the two passages for the emergence of youth culture. Write your summary **on the separate answer sheet**.

FOR NOTES AND REMARKS

