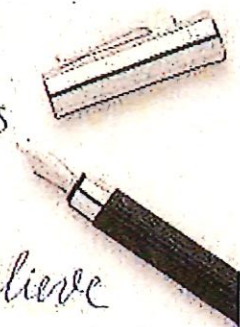




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THE ART OF
WRITING IS
THE ART OF
discovering
WHAT YOU *believe*



Grade 12

Handbook

BE AWARE OF HOW YOU WRITE

Skimming

Scanning



Use
of
English
B2

PAU

Reading &

Use of English

Preparation



LEARNING FOR LIFE: Reading Skills & Use of English

Key Ideas and Details

SECTION I: Read the text and answer the subsections a), b) and c).

From Pigs to Peas

Trine Krebs, described affectionately by some as "Miss Dry-Peas of Denmark", has won several awards for her promotion of plant-rich diets. To promote these plant-rich diets, she has run food festivals, trained cooks, and written songs. She even appeared on a Danish dating show, *Farmer Looking for Love*, and taught her potential romantic dates how to cook peas: the first refused, the second was unenthusiastic, but the third was totally persuaded.

Nevertheless, not everybody in Denmark shares Krebs' passion for vegetables. Most Danes — 57%— say they have no interest in reducing the amount of meat they consume. This refusal conflicts with science because animal-based food causes twice as many emissions as plant-based food and represents a major danger to forests and biodiversity. Besides, it is also contrary to Denmark's new dietary guidelines, which recommend 350g of meat per week. Most Danes eat three times that amount.

The Danish Government, however, has a plan for change. Denmark's plan involves educating food providers and chefs, and creating demand for plant-based food. To put this plan into effect, in October 2023, the Danish Government published a national roadmap for plant-based food. The 40-page document outlines the country's commitment to increase people's consumption of plant-rich diets as well as encouraging the production of more vegetables and alternative proteins.

When other meat-producing European countries have tried to reduce or replace animal products to fight climate change, they have met with resistance. Denmark, being the only country in Europe with "more pigs than people", is highly dependent on the meat industry. However, unlike other European countries, its plant-based policy has so far escaped significant criticism, and some Danes now hope their country can be a model for other nations to follow.

Danish politicians, who are focussing on stimulating demand rather than on punitive measures, expect that their agricultural sector will see plant-based food as an opportunity to build new skills and jobs, rather than a threat to their lifestyle. Ida Auken, a Danish Member of Parliament, says the following: "It is such an important climate solution. We need it not to be a fight with farmers, like in the Netherlands, or between vegans and carnivores, but to get a more interesting food culture".

For Denmark, a country with such a traditionally meat-based diet, changing habits is one of the biggest challenges ahead. This could be a good opportunity for Denmark to learn about different plant-based recipes and cuisines.

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. Write complete sentences using your own words. Do not copy from the text. (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)

1. How has Trine Krebs contributed to promoting plant-rich diets in Denmark?
2. Why does the refusal of many Danes to reduce their meat consumption conflict with science?
3. What does Denmark's plan for change involve?
4. What does the Danish Government's roadmap outline?
5. Why is Denmark different from other European countries in implementing plant-based policies?
6. What do Danish politicians expect from their agricultural sector?

I.- b) Indicate whether the following statements are True or False according to the text. **Copy the part (and ONLY the part)** of the text which justifies your answer. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

1. Most Danes' meat consumption follows their country's new dietary guidelines.
2. Danish politicians are focussing on measures that punish the agricultural sector.
3. Denmark has a chance to improve its cooking habits and learn how to cook new meals.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

1. publicity, advertising, support
2. making something smaller, lowering, cutting down
3. dedication, desire to work hard
4. substitute a person or thing
5. danger, risk, menace
6. new or difficult tasks that test people's abilities and skills

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given. You must use between **two and five words**, including the word given. (6 x 0.25= 1.5 points)

1. Jane can't wait to try plant-based food. (FORWARD)
Jane is really _____ plant-based food.
2. Reducing meat consumption seems pointless to me. (POINT)
I can't _____ meat consumption.
3. John thought the diet change would be more difficult than it actually was. (NOT)
The diet change _____ as John thought it would be.
4. It's a pity I'm not able to attend Trine Krebs' speech on Saturday. (WISH)
I _____ Trine Krebs' speech on Saturday.
5. There were no vegan products left on the website. (SOLD)
The website had _____ vegan products.
6. Susan deleted her sister's digital recipes by accident. (MEAN)
Susan _____ her sister's digital recipes.

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

Mike: OK, Craig and Gavin, I realise that there have been some problems between you recently, and I'd like to try and _____ 1 _____ them out right now. Gavin, can you tell me why you think this problem has arisen now?

Gavin: You're asking me!? I really have no idea. I mean, I came into this job a year ago with a special project to do. I had a very positive attitude. I was excited _____ 2 _____ it and Craig's just blocked me all along!

Craig: Well, that's not fair at all! That's just not true!

Mike: OK, OK, one second. Can everyone speak one at a time, please? Gavin, go on.

Gavin: Well, that's about it really. I've never felt as if I've been welcomed here. I mean, when I walk into the office, the others don't even say hello to me!

Craig: That's just not true! It's you who doesn't say hello!

Mike: Craig, please! Gavin, can you tell me why you think this situation _____ 3 _____?

Gavin: Well, as I said, I've really no idea. Perhaps it's just my style – I'm very positive, energetic, and outgoing, while everyone else here seems to be half-asleep.

Mike: Erm, listen, I don't think that personal, judgemental comments like that help. Can we just stick _____ 4 _____ facts rather than opinions?

Gavin: OK. Well, I could see right away that some changes needed _____ 5 _____ here, so that's what I did!

Mike: And was that part of your job description?

Gavin: Job description! Job description! That's all I ever hear round here. That's the _____ 6 _____ with this place; there's no initiative, no energy.

Mike: Hmm, OK. Craig, would you like to tell us about it?

Craig: Well, I think it's quite clear, isn't it? Him! That's it!

Mike: OK, as I said, can we keep _____ 7 _____ from personal comments here and talk about the workplace, please?

Craig: Well, I am talking about the workplace! He doesn't respect the limits of what he's supposed to do. He _____ 8 _____ in here for a one-year project, but has then tried to change the way everyone else works as well.

Mike: Gavin? Can you respond to that?

Gavin: Well, my project involved everyone else! It was impossible to do what I had to do without getting other people to rethink the way they work.

Mike: OK, I think that personality issues are crucial here.

Gavin/Craig: (murmurs of agreement)

Mike: Personality issues are the most difficult things to change. Perhaps we _____ 9 _____ never be able to resolve them. You are different people with different personalities and different ways of working.

Gavin: And so?

Mike: Well, that doesn't mean the problem can't be solved. We have to be flexible, accept change and be tolerant of difference.

Craig: Easy to say!

Mike: Well, yes, it is easy to say, but difficult to do! I don't deny that. _____ 10 _____, what we need to do is review your project and look at everyone's roles and responsibilities in the project and in this organisation as a whole. If everyone respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

Options:

1. solve / see / sort / finish
2. of / about / in / because
3. should arise / should have arisen / needs to arise / may have arisen
4. for / of / with / to
5. making / to make / doing / to do
6. feedback / advantage / problem / requirement
7. out / by / of / away
8. visited / came / wanted / left
9. have / were / ought / will
10. Although / However / In spite of / Despite

SECTION III: Write a **composition** of about 130 words on **one** of these topics. **Specify your option.**
(3 points)

1. Climate change is driving society to take drastic action. More and more people are opting for veganism, vegetarianism, and responsible food shopping. Can we really help by changing the way we consume?
2. There is a general conception that processed foods are usually cheaper than fresh and healthy alternatives. Do you agree with this statement? Write a for-and-against essay on this topic.



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SECTION I: Read the text and answer the subsections a), b) and c).

ChatGPT in Education

The introduction of ChatGPT in 2022 raised concerns among teachers about potential issues with its use in education. Educators believed that apps that use Generative Artificial Intelligence, also known as chatbots, could make academic tasks too easy, and that students could use them to cheat. Consequently, some schools banned their use. However, over time, teachers' opinions have changed.

Nowadays, teachers no longer think of chatbots like ChatGPT only as tools for cheating. They see ChatGPT as a useful learning resource and compare it to a helpful friend that can improve the learning experience, making lessons more interesting and teaching students how to evaluate information. Additionally, educators believe it can save time in creating worksheets and other materials.

Some educational app developers are already incorporating ChatGPT in their products. They believe that ChatGPT can adapt to individual learning needs because it can offer diverse learning experiences, such as personalised quizzes. In the future, students might use a chatbot to discuss their homework, or brainstorm essay topics, making learning more enjoyable.

Even though more and more teachers appreciate ChatGPT, there are still concerns. On the one hand, some still worry about students using it to cheat; on the other hand, others think that using sophisticated technology that is only accessible to some students may be unfair. Generative Artificial Intelligence, including ChatGPT, is also known to have a tendency to "hallucinate" or make up information. This could be problematic, as students could include incorrect information in their assignments.

To deal with these concerns, teachers are adopting new assessment methods that focus not only on final results but also on students' comprehension of the material, insisting on the importance of developing critical thinking skills. Educators are also adjusting their lesson plans based on what Generative Artificial Intelligence can do. For example, they can make sure their assignments are not too easy by giving them to a chatbot to see what it generates. If the chatbot can easily produce decent work, it may indicate that the assignment needs to be modified.

Despite initial mistrust, ChatGPT seems to be here to stay, and it is already changing the way we learn. By integrating ChatGPT into the learning process, teachers are experimenting, innovating and making learning more stimulating, which marks a fresh beginning for education in schools.

I.- a) Answer 4 out of the following 6 questions according to the information given in the text. Write complete sentences using your own words. Do not copy from the text. (Choose 4 out of the 6 questions) (4 x 0.5 = 2 points)



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1. When ChatGPT was first introduced, what was the initial reaction of educators?
2. In what way is ChatGPT similar to a helpful friend?
3. In the future, how could students use a chatbot to make learning more enjoyable?
4. Why could students potentially include incorrect information in their assignments if they use ChatGPT?
5. How can educators use a chatbot to make sure that their assignments are not too easy?
6. What marks a fresh beginning for education in schools?

I.- b) Indicate whether the following statements are True or False according to the text. Copy the part (and ONLY the part) of the text which justifies your answer using quotations marks. (Choose 2 out of the 3 statements) (2 x 0.5 = 1 point).

1. By using ChatGPT, educators can produce exercises and other learning resources more quickly.
2. Some think that incorporating sophisticated technology in education is not fair if it is not accessible to all students.
3. With the arrival of ChatGPT, students' assessment only focusses on final results.

I.- c) Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (4 x 0.25 = 1 point)

1. prohibited, declared illegal
2. make something better
3. suggest a lot of ideas for a future activity very quickly
4. easy to approach, enter, use or understand
5. the abilities to do activities or jobs well
6. a feeling of not believing or not having confidence in someone or something

SECTION II: Answer both subsections a) and b).

II.- a) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets. Do not change the word given and do not use contractions. You must use between two and five words, including the word given. (6 x 0.25 = 1.5 points)

1. How long have you known Gall? (WHEN)
_____ Gall?
2. I am going to clean the house before Mary gets home. (HAVE)
By the time Mary gets home, I _____ house.
3. We began to plan this trip ages ago. (FOR)
We have _____ ages.
4. This magazine was so interesting that I read it all at once. (SUCH)
It _____ that I read it all at once.



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5. They regret not asking the doctor for more information. (WISH)
They _____ the doctor for more information.
6. Will you close the door when you leave, please? (MIND)
_____ the door when you leave, please?

II.- b) In this text, fill in the gaps with the most suitable option from the four options given for each gap. (10 x 0.15 = 1.5 points)

Traveling is one of the most enriching experiences a person can have. Some people prefer travelling alone, while (1) _____ (**other, others, another, the other**) enjoy the company of friends or family. Whatever your preference, it is important to choose a destination (2) _____ (**where, who, that, what**) suits your interests and budget.

Before deciding on a trip, you should consider the purpose of your travel. Are you looking to relax, learn something new, or experience adventure? For example, some people dream of (3) _____ (**visit, visiting, to visit, visited**) exotic places, while others would rather (4) _____ (**staying, stay, to say, stayed**) closer to home.

If you (5) _____ (**have, had, will have, would have**) the chance to plan your journey properly, you are less likely to encounter problems. Many travellers make the mistake of confusing "cheap" with "affordable," (6) _____ (**which, who, what, when**) can lead to frustration if their accommodations do not meet expectations.

Planning also involves (7) _____ (**understand, to understand, understanding, understood**) cultural norms. You should avoid phrases or actions that could offend locals. For instance, when visiting a formal event, it's a good idea to dress appropriately, (8) _____ (**nevertheless, as, although, while**) this shows respect for the culture.

When it comes to timing, some travellers believe everything happens for a reason. They often say, "If I hadn't travelled to that country, I (9) _____ (**will, had, have, would**) never have learned about its traditions". Statements like this remind us how life-changing travel can be.

Finally, people often ask seasoned travellers how they plan their trips. A frequent response is, "I was told (10) _____ (**that I research, to research, research, researching**) extensively beforehand. The more you know, the better your experience will be".

SECTION III: Write a **composition** of about 130 words on **one** of these topics. **Specify your option.** (3 points)

- a) "Artificial Intelligence is making life better": do you agree with this statement? Write an opinion essay about it.
- b) Think of a time when artificial intelligence helped you solve a problem, such as using it as a tool to organise your homework, plan a trip, or understand a difficult subject.

TEST 1.

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

Messages from the Stone Age.

The incredible pre-historic Chauvet cave art in France is painted in 0 **BRIGHT** colours and dates back to a period around thirty thousand years ago when early humans first started to create rock art. Although various 1 _____ of this art have been found in caves in Western Europe, very few people have seen the art at Chauvet because it is located 2 _____ inside an inaccessible underground cave system. Those who have seen it say that it is very impressive, showing animals 3 _____ horses, rhinos and cows, and that the artwork is good enough to 4 _____ modern compositions. The first scientists to 5 _____ the Chauvet paintings missed some other important 6 _____ however. The walls of the cave are also marked with a series of lines and symbols, that were initially 7 _____ as insignificant. But recent research has suggested that these marks may represent humankind's first steps towards the development of writing, which is 8 _____ people to rethink their ideas about when written communication first started.

1	A illustrations	B models	C cases	D examples
2	A deep	B thick	C long	D dense
3	A by means of	B apart from	C as well as	D such as
4	A rival	B compare	C compete	D oppose
5	A arrive	B reach	C meet	D know
6	A instances	B matters	C details	D issues
7	A believed	B regarded	C thought	D agreed
8	A resulting	B having	C making	D causing

PART 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

0. What type of music do you like best?

FAVOURITE

What **IS YOUR FAVOURITE** type of music?

1. Brad speaks English better than his parents do.

AS

Brad's parents don't speak as good as he does.

2. Cycling is not allowed in the park.

SUPPOSED

You _____ in the park.

3. 'I'm sorry I didn't let you know I was going to be late, Ann,' said Jamie.

APOLOGISED

Jamie _____ Ann know that he was going to be late.

4. A heavy fall of snow prevented them from getting home that night.

ABLE

They _____ home that night because of a heavy fall of snow.

5. Ursula was disappointed not to win the competition.

CAME

Not winning the competition _____ to Ursula.

6. I paid far more money for my new computer than I expected to.

SO

I didn't expect _____ money for my new computer.

TEST 2

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

Example:

A number	B amount	C quantity	D crowd
-----------------	-----------------	-------------------	----------------

Where to go Whale Watching

When asked to list the things they would most like to experience in life, a surprising 0 _____ of people mention seeing whales in their natural habitat. It's an ambition that can be 1 _____ surprisingly easily. It is 2 _____ that the seas around Iceland are home to over five thousand orca whales. But their behaviour, and therefore your chances of seeing them, varies 3 _____ to the season.

In summer, the whales have a 4 _____ to hang out near the coast and can be seen swimming up fjords and inlets. During the winter months, however, the animals are generally to be found 5 _____ out at sea. 6 _____ season you choose for your trip, whale-watching trips are very easy to organise, and there's a chance you'll get to see other whale species too.

Besides Iceland, another option is to 7 _____ for northern Norway between October and January. Orcas arrive here at this time of year in 8 _____ of large shoals of herring, which form an important part of their diet.

1	A answered	B rewarded	C honoured	D fulfilled
2	A estimated	B counted	C guessed	D totalled
3	A according	B depending	C relying	D agreeing
4	A custom	B tendency	C habit	D trend
5	A longer	B wider	C broader	D further
6	A Whenever	B Whoever	C Whichever	D However
7	A head	B set	C point	D pick
8	A hunt	B follow	C pursuit	D seek

PART 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

Example:

0. What type of music do you like best?

FAVOURITE

What **IS YOUR FAVOURITE** type of music?

1. Tania hasn't played volleyball for three years.

SINCE

It _____ Tania last played volleyball.

2. The only thing Carl forgot to buy was a new battery for his watch.

EVERYTHING

Carl remembered to _____ a new battery for his watch.

3. John was angry because Claire arrived late.

TIME

If Claire _____ John would not have been angry.

4. I don't usually wear a hat and so it feels strange.

USED

I am _____ a hat and so it feels strange.

5. Rob said to Jennifer: 'You broke the strap on my new camera.'

ACCUSED

Rob _____ the strap on his new camera.

6. Mark can't wait to use his new computer-games console.

FORWARD

Mark is _____ his new computer games console.

TEST 3

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

The Gesture Interface

If we want mobile 1 _____ to the Web, we have to travel around with things like tablets and smartphones in our bags or pockets. But the inventor of something called the Gesture Interface has 2 _____ up with a way of doing this using only something we've 3 _____ around with us for millions of years – our hands.

The idea is 4 _____ on simple technology that is already in existence. 5 _____ carrying around the usual hardware, you have a small wearable device on your hands. This contains a projector, a camera and wireless technology to 6 _____ you to the Web. It also has sensors which read and interpret simple hand gestures. For example, when you want to 7 _____ a photograph, simply make a frame around the image with your hand and click your fingers. The device 8 _____ out what you want and operates the camera.

1	A line	B entry	C access	D link
2	A come	B thought	C found	D done
3	A delivered	B fetched	C brought	D carried
4	A based	B started	C founded	D begun
5	A Along with	B Instead of	C Except for	D Apart from
6	A sign	B download	C log	D connect
7	A make	B take	C do	D get
8	A works	B reckons	C meets	D knows

PART 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given.

1. The band probably won't do another tour this year.

UNLIKELY

The band _____ another tour this year.

2. It's very hard for Alex to get up in the morning.

TROUBLE

Alex _____ up in the morning.

3. Lily is so good at swimming that she is going to train for the Olympics.

SUCH

Lily _____ that she is going to train for the Olympics.

4. One of us ought to go and meet the visitor at the airport.

SHOULD

The visitor _____ one of us at the airport.

5. I went to the dentist's because I couldn't stand the toothache any longer.

UP

I couldn't _____ the toothache any longer, so I went to the dentist's.

6. I wasn't invited to the party and feel sad about that.

WISH

I _____ invited to the party

TEST 4

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

Royal Residences

Buckingham Palace, Windsor Castle **0** AND the Palace of Holyroodhouse are these 1 _____ of the Sovereign and, as such, serve as both home and office for the Queen, whose personal flag flies 2 _____ her Majesty is in residence.

These buildings are used extensively for State ceremonies and official entertaining and are opened to the 3 _____ as much as these commitments allow. They are furnished with fine pictures and works of art from the Royal Collection, assembled over four centuries by successive sovereigns. Many of the State Apartments and rooms at the official residences have been in continuous use since their conception and many of the paintings are 4 _____ in the rooms for which they were originally 5 _____.

The official residences are in regular use and the style and manner in which they are shown to visitors reflects their working status. Rooms are kept as close to their normal 6 _____ as possible. Inevitably, opening times are subject to change at short notice depending on circumstances.

The Royal Collection, which is owned by the Queen as Sovereign in trust for her successors and the Nation, is administered by the Royal Collection Trust to which a proportion of the admission fee and other 7 _____ from visitors is directed. The remainder of this money funds the majority of the cost of restoring Windsor Castle which was badly 8 _____ by fire in November 1992.

1	A venues	B residences	C situations	D occupation
2	A whatever	B however	C whoever	D whenever
3	A humans	B public	C peoples	D strangers
4	A created	B explored	C produced	D displayed
5	A instructed	B intended	C performed	D guarded
6	A feature	B location	C destination	D appearance
7	A salary	B budget	C income	D wage
8	A destroyed	B ruined	C damaged	D collapsed

PART 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

Example:

0. They think the owner of the house is in France.

THOUGHT

The owner of the house _____ in France.

Example: 0. **IS THOUGHT TO BE**

1. My parents last spoke to me a month ago.

HEARD

I _____ my parents for a month.

2. All the students had a lot of respect for their teacher.

LOOKED

All the students _____ their teacher.

3. Linda didn't feel like eating.

MOOD

Linda wasn't _____ eat.

4. My brother was treated unfairly by his teachers.

DESERVE

My brother _____ treated that way by his teachers.

5. He couldn't buy the car he wanted because he didn't have enough money.

TOO

The car he wanted was _____ buy.

6. We all agreed with my father's proposal apart from Joy.

EXCEPTION

With _____, we all agreed with my father's proposal.

TEST 5

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

New Cycling Schemes

The County Council has 0 **HAD** to give a higher 1 _____ to cycling and agreed a new strategy to guide the way ahead in East Sussex.

Cycling is a 2 _____, healthy and environmentally-friendly form of transport. It is intended to make it safer, more convenient and attractive, and to increase the 3 _____ of journeys made by bicycle.

Cycling is being encouraged both for utility purposes (such as journeys to work, school and the shops) and for 4 _____ trips for exercise and enjoyment, including longer trips by tourists.

Recent cycle schemes carried out in conjunction with District Councils and other bodies include the Brighton and Hove seafront route and the Cross Levels Way cycle route, in Eastbourne.

5 _____ people will be consulted as the strategy is implemented. The County Council will work with local cycling and other groups, and a countywide Cycling Forum will be formed to 6 _____ that all bodies concerned with cycling are in regular 7 _____.

The objectives of the Cycling Strategy are given in a leaflet, and a 8 _____ of the full strategy document can be seen in County Council Public Libraries.

1	A advantage	B income	C benefit	D priority
2	A shortcut	B high-speed	C dangerous	D low-cost
3	A size	B proportion	C provision	D proposal
4	A recreational	B useless	C sufficient	D promotional
5	A Abnormal	B Proper	C Country	D Local
6	A improve	B ensure	C assert	D maintain
7	A contact	B basis	C touch	D account
8	A copy	B book	C letter	D network

PART 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given.

1. Michael's wife finds getting up early every morning difficult.

USED

Michael's wife _____ up early every morning.

2. What a pity you didn't come to the party.

WISH

I _____ to the party.

3. The burglar failed to enter the house through the first floor window.

SUCCEED

The burglar _____ the house through the first floor window.

4. My hair needs to be cut before the wedding reception.

MUST

I _____ before the wedding reception.

5. "Why didn't I ask her out last night?" John said to himself.

WONDERED

John _____ asked her out the night before.

6. They think that their school teacher is a very rich man.

BELIEVED

Their school teacher _____ a very rich man.

TEST 6

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

The Eighth Wonder of the World.

The Thames Barrier is a 0 **SIGNIFICANT** part of the flood defence scheme for protecting London 1 _____ rising water levels. The defenses 2 _____ include raised river embankments and additional flood gates at strategic points, including the Barking Barrier. The unique structure that is the Barrier spans the 520-metre wide Woolwich reach and 3 _____ of 10 separate movable gates, each pivoting and supported between concrete structures which house the operating machinery.

When raised, the four main gates 4 _____ stand as high as a five storey building and as wide as the opening of Tower Bridge. Each 5 _____ 3700 tonnes. During the first twelve years of 6 _____, the Barrier has been closed twenty nine times to protect London.

7 _____ the Barrier from the comfortable cafeteria. Picnic on the riverside embankment. Enjoy beautiful views from the riverside walk. Visit the shop which stocks a large selection of souvenirs, books and Barrier information.

There is a children's play area suitable for 4- to 12-year olds, located adjacent to the riverside walk. A visit to the spectacular Thames Barrier is a 8 _____ experience.

1	A against	B for	C between	D with
2	A and	B also	C still	D too
3	A consists	B includes	C involves	D contains
4	A which	B every	C each	D none
5	A measures	B costs	C calculates	D weighs
6	A operation	B surgery	C vacation	D profession
7	A Sight	B View	C Hear	D Explore
8	A forgettable	B memorable	C forgetful	D memorised

Part 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

Example:

0. They think the owner of the house is in France.

THOUGHT

The owner of the house _____ in France.

Example: 0. **IS THOUGHT TO BE**

1. The hairdresser did Mary's hair last Tuesday.

HAD

Mary _____ last Tuesday.

2. Andrew's job is to supervise all the employees of the company.

RESPONSIBLE

Andrew _____ all the employees of the company.

3. Harry reads faster than his little sister.

READER

Harry _____ his little sister.

4. "I didn't steal the lady's purse", said the boy.

DENIED

The boy _____ the lady's purse.

5. It was our first trip to Italy so we were very excited about it.

TIME

It was the _____ to Italy so we were very excited about it.

6. "Whose car is this?" he asked.

BELONG

"Who _____ ?" he asked.

TEST 7. part 1. For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

A well	B much	C lots	D far
---------------	---------------	---------------	--------------

Space junk

The Space Age began 0 _____ over half a century ago, and ever since then the area just 1 _____ the Earth's atmosphere has been filling up with all kinds of man-made objects that have become 2 _____ as 'space junk'. The items up there 3 _____ from old satellites and parts of rockets to hundreds of thousands of pieces smaller than one centimetre, all of them travelling at extremely 4 _____ speed. Over the last five years, the number of such objects in space is 5 _____ to have risen by 50 per cent, and this has 6 _____ increased the risk of damage to working satellites or space vehicles with crews on board.

International agreement has therefore now been 7 _____ on limiting the amount of new space junk. Scientists have also 8 _____ some interesting suggestions for tidying up space. These include using laser beams, giant nets and even an enormous umbrella-like device to collect tiny bits of junk.

1	A along	B away	C out	D beyond
2	A referred	B known	C called	D named
3	A include	B enclose	C cover	D range
4	A high	B rapid	C light	D fast
5	A assessed	B supposed	C estimated	D regarded
6	A largely	B greatly	C importantly	D absolutely
7	A arrived	B reached	C finished	D closed
8	A caught up with	B put up with	C come up with	D kept up with

Part 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

Example:

0. During our holidays, we eat out rather than cook at home.

INSTEAD

During our holidays, we eat out _____ at home.

Example: 0. **INSTEAD OF COOKING**

1. Thomas spoke so quickly I had difficulty understanding him.

IT

Thomas spoke so quickly I _____ him.

2. They've postponed the match and it'll be played next weekend.

PUT

The match _____ until next weekend.

3. I'm never going to speak to Louis again.

INTENTION

I've got _____ to Louis again.

4. It seems certain that lightning started the forest fire.

HAVE

The forest fire _____ by lightning.

5. It wasn't worth going to the market because it was closing.

POINT

The market was closing, so _____ going there.

6. We phoned the restaurant, but they said booking a table wasn't necessary.

HAVE

We phoned the restaurant, but they said we _____ a table.

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

Example:

A keep out of	B put up with	C miss out on	D stand up for
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Planes Can Make it Rain

Living next to an airport has always meant having to 0 _____ the noise of planes landing and taking off. Now it seems that 1 _____ residents also have bad weather, according to a 2 _____ published study.

The scientists looked at satellite 3 _____ of clouds above airports, and also studied computer models of the way clouds behave. What they found was that as a plane flies through a very cold cloud, the air behind it expands and then cools 4 _____ rapidly. This sudden drop in temperature, 5 _____ with the hole formed in the cloud where the plane has passed through, can increase the 6 _____ of rain or snow on the ground.

In the case of major airports, with hundreds of flights every day, this can have a significant 7 _____ on weather patterns up to 100 kilometres away. The researchers point out, however, that aircraft passing through clouds are 8 _____ to affect the global climate.

1	A neighbouring	B close	C local	D surrounded
2	A lately	B recently	C lastly	D freshly
3	A images	B figures	C aspects	D portraits
4	A totally	B extremely	C entirely	D perfectly
5	A joined	B attached	C composed	D combined
6	A forecasts	B certainties	C chances	D opportunities
7	A result	B influence	C consequence	D impression
8	A doubtful	B unsure	C unlikely	D improbable

Part 2. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. 'I'll take you to the station if you're ready,' my brother said.

LONG

My brother said he'd take me to the station _____ ready.

2. My bike needs repairing again.

GET

I'll have to _____ again.

3. The firm said profits had fallen on account of the recession.

FALL

The firm blamed _____ the recession.

4. Sigourney regretted spending so much in the shops.

WISHED

Sigourney _____ less in the shops.

5. People believe that poem was written about these beautiful hills.

HAVE

That poem _____ written about these beautiful hills.

6. Without your help, I wouldn't have finished the job.

BEEN

I wouldn't have finished the job if _____ your help.

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present	every day sometimes always often usually seldom never first ... then	<ul style="list-style-type: none"> something happens repeatedly how often something happens one action follows another things in general with verbs like (<i>to love, to hate, to think, etc.</i>) future meaning: timetables, programmes 	infinitive he/she/it: infinitive + s	I work . He works . I go . He goes .	I don't work . He doesn't work . I don't go . He doesn't go .	Do I work ? Does he work ? Do I go ? Does he go ?
	Present Progressive	now at the moment Look! Listen!	<ul style="list-style-type: none"> something is happening at the same time of speaking or around it future meaning: when you have already decided and arranged to do it (a fixed plan, date) 	be (am/are/is) + infinitive + ing	I'm working . He's working . I'm going . He's going .	I'm not working . He isn't working . I'm not going . He isn't going .
Simple Past	last ago in 1990 yesterday	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: infinitive + ed irregular: (2nd column of table of irregular verbs)	I worked . He worked . I went . He went .	I didn't work . He didn't work . I didn't go . He didn't go .	Did I work ? Did he work ? Did I go ? Did he go ?

<p>Past Progressive</p>	<p>while</p>	<ul style="list-style-type: none"> an action happened in the middle of another action someone was doing sth. at a certain time (in the past) - you don't know whether it was finished or not 	<p>was/were + infinitive + ing</p>	<p>I was working. He was working. I was going. He was going.</p>	<p>I wasn't working. He wasn't working. I wasn't going. He wasn't going.</p>	<p>Was I working? Was he working? Was I going? Was he going?</p>
<p>Simple Present Perfect</p>	<p>just yet never ever already so far, up to now, since for recently</p>	<ul style="list-style-type: none"> you say that sth. has happened or is finished in the past and it has a connection to the present action started in the past and continues up to the present 	<p>have/has + past participle* *(infinitive + ed) or (3rd column of table of irregular verbs)</p>	<p>I have worked. He has worked. I have gone. He has gone.</p>	<p>I haven't worked. He hasn't worked. I haven't gone. He hasn't gone.</p>	<p>Have I worked? Has he worked? Have I gone? Has he gone?</p>
<p>Present Perfect Progressive</p>	<p>all day the whole day how long since for</p>	<ul style="list-style-type: none"> action began in the past and has just stopped how long the action has been happening <p>emphasis: length of time of an action</p>	<p>have/has + been + infinitive + ing</p>	<p>I have been working. He has been working. I have been going. He has been going.</p>	<p>I haven't been working. He hasn't been working. I haven't been going. He hasn't been going.</p>	<p>Have I been working? Has he been working? Have I been going? Has he been going?</p>

<p>Simple Past Perfect</p>	<p>already just never</p>	<ul style="list-style-type: none"> mostly when two actions in a story are related to each other: the action which had already happened is put into <i>Past Perfect</i>, the other action into <i>Simple Past</i> the past of the <i>Present Perfect</i> 	<p>had + past participle* *(infinitive + ed) or (3rd column of table of irregular verbs)</p>	<p>I had worked. He had worked. I had gone. He had gone.</p>	<p>I hadn't worked. He hadn't worked. I hadn't gone. He hadn't gone.</p>	<p>Had I worked? Had he worked? Had I gone? Had he gone?</p>
<p>Past Perfect Progressive</p>	<p>how long since for</p>	<p>how long something had been happening before something else happened</p>	<p>had + been + infinitive + ing</p>	<p>I had been working. He had been working. I had been going. He had been going.</p>	<p>I hadn't been working. He hadn't been working. I hadn't been going. He hadn't been going.</p>	<p>Had I been working? Had he been working? Had I been going? Had he been going?</p>
<p>will - future</p>		<ul style="list-style-type: none"> predictions about the future (you think that sth will happen) you decide to do sth. spontaneously at the time of speaking main clause in type I of the Conditional sentences 	<p>will + infinitive</p>	<p>I'll work. He'll work. I'll go. He'll go.</p>	<p>I won't work. He won't work. I won't go. He won't go.</p>	<p>Will I work? Will he work? Will I go? Will he go?</p>
<p>going to - future</p>		<ul style="list-style-type: none"> when you have already decided to do sth. in the future what you think what will happen 	<p>be (am/are/is) + going to + infinitive</p>	<p>I'm going to work. He's going to work. I'm going to go. He's going to go.</p>	<p>I'm not going to work. He's not going to work. I'm not going to go. He's not going to go.</p>	<p>Am I going to work? Is he going to work? Am I going to go? Is he going to go?</p>

<p><i>Future Progressive</i></p>	<ul style="list-style-type: none"> An action will be in progress at a certain time in the future. This action has begun before the certain time. Something happens because it normally happens. 	<p>will + be + infinitive + ing</p>	<p>I'll be working. He'll be working. I'll be going. He'll be going. I'll have worked. He'll have worked. I'll have gone. He'll have gone.</p>	<p>I won't be working. He won't be working. I won't be going. He won't be going. I won't have worked. He won't have worked. I won't have gone. He won't have gone.</p>	<p>Will I be working? Will he be working? Will I be going? Will he be going? Will I have worked? Will he have worked? Will I have gone? Will he have gone?</p>
<p><i>Future Perfect Simple</i></p>	<p>sth. will already have happened before a certain time in the future</p>	<p>will + have + past participle* *(infinitive + ed) or (3rd column of table of irregular verbs)</p>	<p>I'll have been working. He'll have been working. I'll have been going. He'll have been going.</p>	<p>I won't have been working. He won't have been working. I won't have been going. He won't have been going.</p>	<p>Will I have been working? Will he have been working? Will I have been going? Will he have been going? Would I work? Would he work? Would I work? Would he work?</p>
<p><i>Future Perfect Progressive</i></p>	<p>sth. will already have happened before a certain time in the future emphasis: length of time of an action</p>	<p>will + have + been + infinitive + ing</p>	<p>I would work. He would work. I would go. He would go.</p>	<p>I wouldn't work. He wouldn't work. I wouldn't go. He wouldn't go.</p>	<p>Would I work? Would he work? Would I work? Would he work?</p>
<p><i>Conditional Simple</i></p>	<ul style="list-style-type: none"> sth. that might happen main clause in type II of the Conditional sentences 	<p>would + infinitive</p>	<p>I would work. He would work. I would go. He would go.</p>	<p>I wouldn't work. He wouldn't work. I wouldn't go. He wouldn't go.</p>	<p>Would I work? Would he work? Would I work? Would he work?</p>

<p>Conditional Progressive</p>		<p>sth. that might happen emphasis: length of time of an action</p>	<p>would + be + infinitive + ing</p>	<p>I would be working. He would be working. I would be going. He would be going.</p>	<p>I wouldn't be working. He wouldn't be working. I wouldn't be going. He wouldn't be going.</p>	<p>Would I be working? Would he be working? Would I be going? Would he be going?</p>
<p>Conditional Perfect</p>		<p>• sth. that might have happened in the past • main clause in type III of the Conditional sentences</p>	<p>would + have + past participle* *(infinitive + ed) or (3rd column of table of irregular verbs)</p>	<p>I would have worked. He would have worked. I would have gone. He would have gone.</p>	<p>I wouldn't have worked. He wouldn't have worked. I wouldn't have gone. He wouldn't have gone.</p>	<p>Would I have worked? Would he have worked? Would I have gone? Would he have gone?</p>
<p>Conditional Perfect Progressive</p>		<p>sth. that might have happened in the past emphasis: length of time of an action</p>	<p>would + have + been + infinitive + ing</p>	<p>I would have been working. He would have been working. I would have been going. He would have been going.</p>	<p>I wouldn't have been working. He wouldn't have been working. I wouldn't have been going. He wouldn't have been going.</p>	<p>Would I have been working? Would he have been working? Would I have been going? Would he have been going?</p>

We sometimes use **Continuous** instead of **Progressive**. Some signal words can be found in more tenses. We did not list signal words in the future. Always remember what action is described.

Used colours:

blue → **infinitive**

dark green → **auxiliary**

orange → **ending**

grey → **irregular verbs in the Simple Past**

purple → **past participle**

light green → **signal word**

red → **negation**

PREPOSITIONS

Some nouns, verbs and adjectives are followed by a specific preposition. In some cases there is more than one possibility, but this changes the meaning.

VERBS + PREPOSITIONS

agree on: estar de acuerdo en; acordar
 agree to: aceptar
 agree with: estar de acuerdo con
 apologise for: pedir disculpas / perdón por
 apologise to: pedir disculpas / perdón a
 appeal to: gustar / atraer a
 approve of: aprobar, estar de acuerdo con
 argue about: discutir / reñir por
 argue with: discutir con
 arrive at: llegar a (un lugar)
 arrive in: llegar a (una ciudad, un país)
 believe in: creer en
 blame (someone / something) for: echar la culpa / culpar (a alguien / algo) de / por
 blame (something) on: echar la culpa / culpar (de algo) a
 care about: preocuparse / interesarse por
 care for: cuidar a

complain about: quejarse de
 concentrate on: concentrarse / centrarse en
 cope with: afrontar, hacer frente a
 deal with: hacer frente a, afrontar; tratar
 depend on: contar con; depender de
 develop into: convertirse en
 disapprove of: desaprobar, estar en contra de
 focus on: centrarse en
 glance at: echar un vistazo a
 hear about: enterarse de
 hear from: tener noticias / saber de
 hear of: oír hablar de
 insist on: insistir en
 laugh at: reírse / burlarse de
 lead to: ocasionar; llevar / conducir a
 leave for: salir hacia
 look for: buscar

participate in: participar en
 point at: señalar a
 praise for: alabar / elogiar por
 prepare for: preparar(se) para
 prevent from: impedir / evitar que
 provide with: proveer de
 relate to: identificarse con
 rely on: contar con; depender de
 remind (someone) of: recordar (alguien) a
 remind (someone) to: recordar (algo a alguien)
 search for: buscar
 stare at: mirar fijamente a
 succeed in: tener éxito / triunfar en; conseguir
 supply with: proporcionar / abastecer (a)
 think about: pensar en
 think of: pensar en, idear
 work on: trabajar en
 worry about: preocuparse por

NOUNS + PREPOSITIONS

advantage / disadvantage of: ventaja / desventaja de
 attack on: ataque a / contra
 ban on: prohibición de
 break from: escape / descanso de
 cause of: causa de
 chance of: probabilidad / posibilidad de
 contribution to: contribución a
 cost of: gasto / coste de
 credit for: mérito de
 debate about: debate sobre / acerca de

demand for: demanda / solicitud de
 effect on: efecto / influencia sobre
 example of: ejemplo de
 form of: forma de
 impact on: impacto / repercusión en
 increase in: aumento / incremento de
 interest in: interés en / por
 lack of: falta de
 need to: necesidad de
 project on: trabajo sobre

protection from: protección frente a
 reaction to: reacción a
 reason for: razón / motivo de
 relationship with: relación con
 review of: crítica de
 revolution in: revolución en
 search for: búsqueda de
 solution to: solución a / para / de
 subject of: tema de
 use of: uso de

ADJECTIVES + PREPOSITIONS

afraid of: asustado/a de
 aware of: consciente de
 based on: basado/a en
 capable of: capaz de
 crazy about: entusiasmado/a con, loco/a (de amor) por
 different from: diferente / distinto/a de
 familiar with: familiarizado/a con
 famous for: famoso/a por
 fed up with: harto/a de
 fond of: encantado/a con

grateful for: agradecido/a por
 indifferent to: indiferente a
 interested in: interesado/a en / por
 involved in: involucrado/a / implicado/a en
 jealous of: celoso/a de
 keen on: aficionado/a a, entusiasta de
 mad about: loco/a por
 prepared to: preparado/a para
 proud of: orgulloso/a de
 responsible for: responsable de

safe from: a salvo de
 shocked by: atónito/a por, impactado/a con
 successful at: exitoso/a en
 suitable for: adecuado/a / apropiado/a para
 superior to: superior a
 surprised by: sorprendido/a por
 tired of: cansado/a de
 wrong about: equivocado/a sobre

PREPOSITIONS

Some nouns, verbs and adjectives are followed by a specific preposition. In some cases there is more than one possibility, but this changes the meaning.

VERBS + PREPOSITIONS

agree on: estar de acuerdo en; acordar
 agree with: estar de acuerdo con
 apologise for: pedir disculpas / perdón por
 apologise to: pedir disculpas / perdón a
 apply to: presentarse / enviar una solicitud a
 arrive at: llegar a (un lugar)
 arrive in: llegar a (una ciudad, un país)
 believe in: creer en
 blame (someone / something) for: echar la culpa / culpar (a alguien / algo) de / por
 blame (something) on: echar la culpa / culpar (de algo) a
 cater for: atender las necesidades de
 clash with: tener diferencia de opiniones / chocar con
 complain about: quejarse de
 compromise on: renunciar a, hacer concesiones en
 concentrate on: concentrarse / centrarse en
 contribute to: contribuir a

cope with: afrontar, hacer frente a
 correspond with: escribirse con
 deal with: hacer frente a, afrontar; tratar
 depend on: contar con; depender de
 engage in: tomar parte / participar en
 focus on: poner el foco / centrarse en
 insist on: insistir en
 lead to: ocasionar; llevar / conducir a
 leave for: salir hacia
 look for: buscar
 participate in: participar en
 point at: señalar a
 prevent from: impedir / evitar que
 provide with: proporcionar / ofrecer a
 rely on: contar con; depender de
 remind (someone) of: recordar (alguien) a
 remind (someone) to: recordar (algo a alguien)

result from: generarse / producirse a causa de
 search for: buscar
 spring into: saltar a / hacia
 succeed in: tener éxito / triunfar en; conseguir
 suffer from: padecer, tener; experimentar sufrimiento con
 surrender to: rendirse ante
 tend to: tender a, soler
 think about: pensar en
 think of: pensar en, idear
 trickle down: introducirse paulatinamente
 walk around: deambular por un lugar, pasearse
 wander through: deambular / pasear por
 worry about: preocuparse por

NOUNS + PREPOSITIONS

access to: acceso a
 advantage / disadvantage of: ventaja / desventaja de
 agreement on: acuerdo sobre
 approach to: enfoque / planteamiento para
 ban on: prohibición de
 break from: descanso de
 cause of: causa de
 confidence in: confianza en
 contribution to: contribución a

damage to: daño(s) a
 debate about: debate sobre / acerca de
 delay of: retraso / demora de
 demand for: demanda / solicitud de
 effect on: efecto sobre, influencia en
 impact on: impacto / repercusión en
 increase in: aumento / incremento de / en
 knowledge of: conocimiento de
 lack of: falta de
 need for: necesidad de

reaction to: reacción ante
 reason for: razón / motivo de
 relationship with: relación con
 respect for: respeto por / hacia
 risk of: riesgo / peligro de
 room for: espacio / sitio para
 search for: búsqueda de
 solution to: solución a / para

ADJECTIVES + PREPOSITIONS

accustomed to: acostumbrado/a a
 afraid of: asustado/a de
 amazed by: maravillado/a por
 associated with: asociado/a / relacionado/a con
 aware of: consciente de
 bad at: malo/a para
 based on: basado/a en
 capable of: capaz de
 committed to: comprometido/a con
 crowded with: abarrotado/a / lleno/a de
 curious about: curioso/a sobre, interesado/a por

disappointed with: decepcionado/a / desilusionado/a con
 enrolled in: inscrito/a / matriculado/a en
 excited about: emocionado/a / entusiasmado/a por
 experienced in: experto/a en
 fascinated by: fascinado/a por
 frustrated by: frustrado/a con
 impressed with: impresionado/a con
 interested in: interesado/a en / por
 involved in: involucrado/a / implicado/a en
 jealous of: celoso/a de
 keen on: aficionado/a a, entusiasta de

kind to: amable / atento/a con
 mad about: muy entusiasmado/a con
 popular with: conocido/a por, famoso/a entre
 proud of: orgulloso/a de
 responsible for: responsable de
 shocked by: sorprendido/a / estupefacto/a por
 successful at: exitoso/a en
 surprised by: sorprendido/a por
 terrible at: malísimo/a para / en
 upset about: disgustado/a / molesto/a por
 wrong about: equivocado/a sobre

PHRASAL VERBS

Phrasal verbs are verbs that are followed by one or more prepositions or particles. The meaning of a phrasal verb is different from the meaning of the verb itself. There are hundreds of phrasal verbs in English and they are used in both spoken and written language.

break down: averiarse
 break into: entrar (a robar) en
 break up: romper / cortar / dejar (una relación)
 bring along: llevarse, llevar consigo
 bring into: introducir en
 bring on: producir, causar
 bring up: criar(se)
 call for: requerir, exigir
 call off: suspender, cancelar
 carry on: continuar / seguir (con)
 carry out: llevar a cabo, cumplir
 catch up on: ponerse al día con / de
 cave in: derrumbarse, desplomarse
 check out: comprobar; inspeccionar, echar un vistazo a
 clean up: limpiar
 come across: encontrarse / toparse con
 come along: venir; llegar, aparecer
 come back: volver
 come up: aparecer
 come up with: ofrecer; proponer, sugerir
 cool down: enfriar(se)
 cut down: cortar, talar
 cut down on: reducir, recortar
 die out: desaparecer, extinguirse
 drop out: abandonar / dejar (los estudios)
 dry up: secarse
 end up: acabar, terminar
 fall apart: romperse en pedazos, desarmarse
 fall behind: retrasarse, quedarse atrás
 fill in on: poner al corriente / día de
 force out: echar, expulsar
 free up: liberar
 get across: transmitir
 get ahead: triunfar, progresar
 get along: llevarse bien
 get away: salir por ahí, hacer una escapada
 get away with: salirse con la suya
 get by: salir adelante
 get out: salir
 get over: superar
 give away: revelar
 give in: ceder
 give off: desprender, emitir
 give up: rendirse, abandonar; darse por vencido/a
 grow up: crecer
 hang out: pasar / echar el rato
 hang up: colgar, colocar (en un soporte)
 head for: ir / dirigirse a
 heat up: calentarse
 hold out: resistir, aguantar
 join up: reunirse, juntarse

keep on: seguir, continuar
 knock down: derribar; atropellar
 look after: cuidar
 look up: buscar (información)
 look up to: admirar / respetar a
 make off with: llevarse, robar
 make up: inventarse
 miss out: perderse
 move on: pasar, seguir
 pass on: pasar; transmitir
 phase out: eliminar progresivamente
 point out: señalar, indicar
 push around: intimidar, acosar
 put aside: ahorrar, guardar
 put away: guardar, poner en su sitio
 put off: aplazar, posponer
 put up with: tolerar, aguantar
 rise up: elevarse
 run out of: quedarse sin
 set off: salir, partir; comenzar un viaje
 shop around (for): comparar los precios (de algo) en distintas tiendas
 show off: hacer alarde de, lucir
 show up: presentarse (en un lugar), aparecer
 sign up: apuntarse, inscribirse
 sit around: estar sin hacer nada / de brazos cruzados
 slow down: frenar
 speed up: acelerar; darse prisa
 spit out: escupir
 stand up for: defender
 start out: surgir, tener (algo) su origen
 stick out: sacar
 take after: parecerse a
 take away: quitar del medio
 take out: sacar
 take up: empezar a practicar
 throw away: tirar (a la basura)
 trace back: rastrear el origen
 try out: probar, experimentar
 turn back: volver(se) (atrás), dar(se) la vuelta
 turn down: rechazar
 turn into: transformar(se) / convertir(se) en
 turn off: apagar
 turn on: encender
 turn to: recurrir a; volverse hacia
 turn up: subir (volumen)
 use up: consumir, gastar
 watch out for: cuidar a / de; ir con cuidado con
 wipe out: exterminar
 work out: resolver; hacer ejercicio

PHRASAL VERBS

Phrasal verbs are verbs that are followed by one or more prepositions or particles.

The meaning of a phrasal verb is different from the meaning of the verb itself.

There are hundreds of phrasal verbs in English and they are used in both spoken and written language.

act out: representar, interpretar	lay down: dejar, poner a un lado
act up: portarse mal	leave out: excluir, dejar fuera
back up: apoyar / respaldar a	lock up: encerrar, meter en la cárcel
blow up: ponerse furioso/a, explotar	look back: recordar; volver la vista atrás, pensar en el pasado
break out: estallar (guerra); desatarse, brotar	look into: informar(se) sobre, investigar
break up: separarse	look up: buscar (información)
bring back: traer	look up to: admirar / respetar a
bring up: criar(se); sacar (un tema), mencionar	make up: formar, ser, representar
call off: cancelar	move into: instalarse / establecerse en
catch on: ponerse de moda, popularizarse; tener éxito	move on: seguir adelante, continuar; pasar / cambiar (de una actividad a otra)
catch (someone) out: pillar (a alguien) desprevenido/a / por banda	move out: mudarse, irse; sacar
check out: inspeccionar, echar un vistazo a; comprobar	pair up: emparejar, dividir en parejas
check up on: controlar	pick up: recoger
cheer up: levantar el ánimo / animar (a)	pop up: aparecer (de repente), surgir
clean up: limpiar	pull in: interesar, enganchar
clock in: fichar (por)	pull off: sacar adelante; lograr, conseguir
come about: surgir, aparecer	pull out: sacar
come down with: contraer, enfermar de	pull through: reponerse, recobrar la salud
come out: estrenarse	push out: echar, expulsar
come up: acercarse, avvicinarse	put aside: ahorrar, guardar
count on: contar con, confiar en	put down: apuntar
cut down on: reducir, recortar	put off: aplazar, posponer
drop by: pasarse (por un lugar)	run out of: quedarse sin
drop out: abandonar / dejar (los estudios)	set up: instalar, poner
fall apart: romperse en pedazos, desarmarse	shop around (for): comparar los precios (de algo) en distintas tiendas
fall behind: quedarse atrás, retrasarse	show off: hacer alarde de, lucir
fall out: enfadarse, discutir	show up: presentarse (en un lugar), aparecer
fence off: vallar, cercar	shut down: apagar
fight back: defenderse	sit back: quedarse sentado/a / de brazos cruzados
fill in for: sustituir a	sit through: quedarse / aguantar hasta el final
fill out: rellenar, cumplimentar	slack off: vagar, aflojar el ritmo de trabajo
find out: descubrir, averiguar	sort out: solucionar, arreglar
fit in: encajar	sort through: revisar
follow up: investigar los precedentes; hacer un seguimiento	speak out: pronunciarse, expresar la opinión
get along: llevarse bien	stand out: destacar
get around to: sacar / encontrar tiempo para	stay over: quedarse a dormir
get at: querer decir, insinuar	step up: avanzar, dar un paso adelante
get back: recuperar	stop by: pasarse (por un sitio)
get by: arreglárselas, salir adelante	stress out: estresar a
get over: recuperarse de, superar	take (time) off: tomarse (tiempo) libre / de vacaciones
go into: dedicarse a, meterse en	take on: aceptar, hacerse cargo de
go on: ocurrir, suceder	take over: ocupar, reemplazar; absorber, adueñarse de
go over: repasar	take up: ocupar / llevar (tiempo); coger, agarrar
grow into: convertirse / transformarse en	tell off: regañar / reprender a
grow up: crecer, criarse	think over: pensar en, considerar
hand in: entregar	throw away: tirar, deshacerse de
hold back: retener / frenar a	turn up: subir (volumen)
join in: participar	work out: entender; averiguar
keep on: seguir, continuar	write down: apuntar, anotar
keep up: seguir el ritmo, estar al día	
knock down: derribar; atropellar	

CONDITIONALS & WISHES

0 CONDITIONAL

Used for facts.

IF + PRESENT, PRESENT

Ex. If you heat water to 100° C, it boils.
Water boils if you heat it to 100° C.

1ST CONDITIONAL

Used for situations which are real/possible or probable in the present or future.

IF + PRESENT, WILL/CAN/SHALL + BARE INFINITIVE

Ex. If you study, you can pass.
You can pass if you study.

NB: PROVIDING THAT = AS LONG AS (IF AND ONLY IF)/UNLESS (IF NOT) & EVEN IF ARE ONLY USED IN THE 1ST CONDITIONAL.

2ND CONDITIONAL

Used for situations which are unreal/impossible/improbable or hypothetical in the present or future.

IF + PAST SIMPLE, WOULD/COULD/SHOULD + BARE INFINITIVE

Ex. If he **were** a woman, his name would be Edurne.
His name would be Edurne if he **were** a woman.

3RD CONDITIONAL

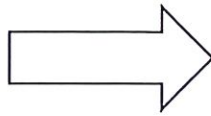
Used for situations which are unreal/impossible/improbable or hypothetical in the **PAST**. It is also used to lament/regret.

IF + PAST PERFECT, WOULD/COULD/SHOULD + HAVE + PAST PART

Ex. If I **had had** a huge breakfast, I **would not have been** hungry during my French exam.

WISHES

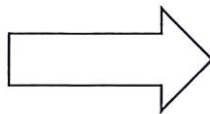
WISH + PAST SIMPLE



to talk about things you would like to be different in the present / future (but which are impossible or unlikely).

Ex. I wish I were taller.

WISH + PAST PERFECT



to talk about things that happened or didn't happen in the past and which you now regret.

Ex. I wish you had told me the truth.

WISH + WOULD + B.I.



to talk about things we want to happen, or stop happening because they annoy / irritate / bother us.

Ex. I wish you would speak English!

N.B. You can't use **would** for a wish about oneself. Therefore after I / We, **would cannot** be used. We use **could** instead.

Ex. I / We wish I / we **would** could speak English in our classroom.

N.B. You can also use **if only** instead of / rather than **wish** with these statements. *If only* is more desperate in meaning.

Ex. **If only** I were taller.
If only you had told me the truth.
If only you would speak English.

RELATIVE CLAUSES

DEFINING RELATIVE CLAUSES = ESSENTIAL INFORMATION

Ex. THE TEACHER CAME. → **AMBIGUOUS**

Ex. THE TEACHER **WHO TEACHES PHYSICS** CAME. → **DEFINITE**

Ex. THE TEACHER **THAT TEACHES PHYSICS** CAME. → **DEFINITE**

Ex. THE TABLE BROKE. → **AMBIGUOUS**

Ex. THE TABLE **WHICH IS IN THE KITCHEN** BROKE. → **DEFINITE**

Ex. THE TABLE **THAT IS IN THE KITCHEN** BROKE. → **DEFINITE**

DEFINING RELATIVE PRONOUNS

WHO = PEOPLE (formal)

WHICH = THINGS (formal)

THAT = PEOPLE (neutral)

THAT = THINGS (neutral)

WHEN = TIME

WHERE = PLACES

WHOSE = POSSESSIVE

NB; WHO'S = WHO IS OR WHO HAS

OMISSION OF RELATIVE PRONOUNS IN DEFINING RELATIVE CLAUSES

If you want, you can omit the relative pronoun (-) **if and only if** the relative clause is a **DEFINING RELATIVE CLAUSE** and if the relative pronoun refers back to the **OBJECT** of the relative clause.

Ex. WE ACCEPT THE PARTS WHICH / THAT / - WE WANT TO BELIEVE.
Object **Sb** **Verb**

Ex. THAT IS THE CAR WHICH / THAT / - HE BOUGHT.
Object **Sb** **Verb**

Ex. SHE IS THE WOMAN WHO / THAT / - I WAS TELLING YOU ABOUT.
Object **Sb** **Verb**

NON-DEFINING RELATIVE CLAUSES = EXTRA INFORMATION

Ex. ESTHER, WHO TEACHES GERMAN, LIVES IN BASAURI. **YES**

Ex. ESTHER, ~~THAT TEACHES GERMAN~~, LIVES IN BASAURI. **NO**

NON-DEFINING RELATIVE PRONOUNS

NB: THE RELATIVE PRONOUN **THAT IS NEVER USED
IN NON-DEFINING RELATIVE CLAUSES**

WHO = PEOPLE
WHICH = THINGS

WHEN = TIME
WHERE = PLACES
WHOSE = POSSESSIVE

NB; WHO'S = WHO IS OR WHO HAS

MODALS

PROHIBITION

- **MUSTN'T**

PRESENT / FUTURE

You **mustn't** smoke in this building.

ADVICE / SUGGESTION / RECOMMENDATION

+ - **SHOULD**

PRESENT / FUTURE

He **should** read *Bristol Murder*.

He **shouldn't** read *Marca*.

PAST

He **should have read** *Bristol Murder*.

He **shouldn't have read** *Marca*.

POSSIBILITY/PROBABILITY

+ **COULD / MAY / MIGHT**

PRESENT / FUTURE

It **might rain** this afternoon.

It **may rain** this afternoon.

It **could rain** this afternoon.

PAST

It **might have rained** last night.

It **may have rained** last night.

It **could have rained** last night.

- **MAY NOT / MIGHT NOT**

PRESENT / FUTURE

It **might not rain** this afternoon.
It **may not rain** this afternoon.

PAST

It **might not have rained** last night.
It **may not have rained** last night.

COULD CANNOT BE USED IN THE NEGATIVE AS A MODAL OF
POSSIBILITY / PROBABILITY

DEDUCTION

- **CAN'T / COULDN'T**

PRESENT / FUTURE

It can't be John.	I am sure it isn't John.
It couldn't be John.	I am sure it isn't John.

PAST

It can't have been John.	I am sure it wasn't John.
It couldn't have been John.	I am sure it wasn't John.

+ **MUST**

PRESENT / FUTURE

It must be Dawn.	I am sure it is Dawn.
-------------------------	------------------------------

PAST

It must have been Dawn.	I am sure it was Dawn.
--------------------------------	-------------------------------

OBLIGATION

+ MUST / HAVE TO

PRESENT / FUTURE

I **must** work.
I **have to stay** in school until I'm 16.

Personal obligation.
External obligation / the law.

PAST

I **had to** work.
I **had to stay** in school until I was 16.

Personal obligation.
External obligation / the law.

- DON'T HAVE TO / DON'T NEED TO / NEEDN'T

PRESENT

You **don't have to come** to school.
You **don't need to come** to school.
You **needn't come** to school.

} It is **NOT** necessary for you to come if you want to, fine, if you don't want to, fine.

ABILITY

+ - CAN / COULD / BE ABLE TO + INFINITIVE

PRESENT / FUTURE

I **can** play the piano.
I **am able to play** the piano.
He **has been able to** come.
I **will be able to** win.

I **can't** play the piano.
I **am not able to play** the piano.
He **has not been able to** come.
I **will not be able to** win.

PAST

I **could** swim when I was five.
I **was able to** swim when I was five.

I **couldn't** swim when I was five.
I **wasn't able to** swim when I was five.

PERMISSION

+ - CAN / COULD / MAY / BE ALLOWED TO + INFINITIVE

PRESENT / FUTURE

I **can** go to the dance.

I **can't** go to the dance.

I **may** go to the dance.

I **may not** go to the dance.

I will **be allowed to** go to the dance.

I won't **be allowed to** go to the dance.

PAST

I **could** go to the park on my own = by myself when I was five.

I **couldn't** go to the park on my own = by myself when I was five.

I **was allowed to** go to the park on my own = by myself when I was five.

I **wasn't allowed to** go to the park on my own = by myself when I was five.

Pattern:

MODAL + BARE INFINITIVE = PRESENT / FUTURE

MODAL + HAVE + PAST PARTICIPLE = PAST

Exception:

Modals of permission, ability and obligation.

WORD BUILDING = WORD FORMATION: PREFIXES & SUFFIXES

NOUN SUFFIXES

-al (survival)
 -age (carriage)
 -ance (acceptance)
 -ation (exploration)
 -dom (boredom)
 -ence (difference)
 -ency (urgency)
 -hood (childhood)
 -ing(s) (belongings)
 -ion (exception)
 -ity (popularity)
 -ment (argument)
 -ness (darkness)
 -ship (friendship)
 -th (width)
 -ty (safety)
 -ure (failure)
 -y (honesty)

VERB SUFFIXES

-ate (compensate)
 -ect (detect)
 -en (shorten)
 -ify (terrify)
 -ise (realise)

VERB PREFIXES

-em (empower)
 -en (encourage)

NOUN (PERSON) SUFFIXES

-ant (assistant)
 -ee (employee)
 -er (trainer)
 -ian (politician)
 -ist (physicist)
 -or (sailor)

ADJECTIVE SUFFIXES

-able (acceptable)
 -al (additional)
 -ed (pointed)
 -en (wooden)
 -ful (faithful)
 -ible (responsible)
 -ic (atmospheric)
 -ical (technological)
 -ing (disappointing)
 -ish (selfish)
 -ive (attractive)
 -less (endless)
 -ly (lovely)
 -ory (satisfactory)
 -ous (dangerous)
 -ular (triangular)
 -y (crazy)

<u>PREFIX</u>	<u>MEANING</u>	<u>EXAMPLE</u>
dis-	opposite/not	disappear
il-	opposite/not	illegal
im-	opposite/not	impossible
in-	opposite/not	incorrect
ir-	opposite/not	irrelevant
inter-	between	international
mis-	wrongly	misunderstand
non-	not	non-smoker
over-	too much	overweight
re-	again	reuse
un-	opposite/not	unfair
un-	reverse action	untie
under-	too little	underweight

Linkers / Connectors

cause and effect

neutral & frequent

- so / so that
- then
- because of this
- make something happen
- bring on
- cause
- hence
- affect

produce

more formal

- as a result (of this)
- as a consequence
- consequently
- accordingly
- for this reason
- therefore
- thereby
- due to

por lo tanto (therefore)

Adapting to particular situations can be difficult and time-consuming and therefore the root cause of much suffering.

add reasons & info

- also
- then too
- besides
- too
- again
- once again
- add to this
- what's more
- as well
- on top (of this/that)
- in my opinion
- furthermore
- moreover
- in addition
- additionally
- bear in mind
- take into account
- As we mentioned before
- according to
- Suffice it to say . . .
- In light of the fact that . . .
- While speaking:
- I'd like to comment on that .
- Sorry, but . . .
- Can / May I add something?
- Can / May I ask a question?
- Excuse me for interrupting, but
- Can I add here that . . .

también (also)

Also, consumable classroom materials, such as scissors and paper, generally tend to be paid for by their parents.

Lucgo también (then too)

Then too, (people) can impose further restrictions and impediments . . .

una vez más (once again)

And after boxing, I'm just about exhausted, and once again it's time to eat, and I go home and make dinner.

En mi opinión (in my opinion)

In my opinion, the most important traits of an English teacher are firmness and adaptability . . .

además (furthermore)

Furthermore, these characteristics of a good teacher also apply to being a good student.

tener presente (bear in mind)

Bear in mind that there is no such thing as a satisfactory superficial education.

. . . "talk low, talk slow and don't talk too much". Bear this in mind when you are planning your presentation . . .

como mencionamos antes (as we mentioned before)

as we mentioned before - "As we mentioned before, talk precisely and clearly".

según (according to)

According to William Glasser, the psychiatrist who founded Reality Therapy, "We learn 10% of what we read, . . .

Linkers / Connectors

☞ I'd like to say something if I may.

Returning to topic

- ☞ anyway, ...
- ☞ as I was saying, ...
- ☞ in any case, ...
- ☞ to get back to what I was saying, ...
- ☞ Where was I?

conjunctions

neutral & frequent

- ☞ and
- ☞ neither
- ☞ or
- ☞ yet
- ☞ but
- ☞ for
- ☞ so
- ☞ nor

tanto ... como / ambos (both)

Both "make" and "do" mean "hacer" in Spanish.

pero (but)

... are the skeleton key to being a good teacher, but I feel that none of these ...

so (así que)

The most important thing to do is to eat breakfast. So, I make myself some coffee and some toast ... Usually, I start class around 8:30 in the morning. So, I go to my first class, which is in Madrid, in the center of Madrid.

en general (all in all)

All in all, however, my feeling is that you're far safer spending your money in supermarkets.

All in all, Spanish cuisine is clearly superior to similar anglo-saxon fare. para explicarlo más claramente (that is)

That is, the waiters amongst them have told me of filthy kitchens. I don't like violence.

That is, I attack it with everything I've got.

That is, the more we are committed to being transformed by a matter the better we learn it.

en otras palabras (in other words)

In other words, ... both students and teachers must commit to a transformation.

para resumir (to sum it up)

To sum it up, the Weeping Willow is the analogy that best characterizes for me what being a good teacher is all about.

en pocas palabras (in short)

In short, if parents and students obstinately insist on making teachers and schools completely responsible for their children's education, they can actually hinder it.

summarizing

neutral & frequent

- ☞ all in all
 - ☞ that is
 - ☞ in other words
 - ☞ to sum it up
- ### less frequent
- ☞ in short
 - ☞ by and large

comparing

neutral & frequent

- ☞ also
- ☞ in the same way
- ☞ by comparison
- ☞ by far
- ☞ likewise
- ☞ so too
- ☞ as
- ☞ the same thing
- ☞ even more

more formal

- ☞ in a similar manner

con mucho (by far)

by far

aún más (even more)

However, what's really surprising is that many of their parents were even more uncooperative with this teacher's approach than their own children.

To complicate things even more, ...

lo mismo (the same thing, similarly)

The same thing can be said about groups of students.

Similarly, a pre-rehearsed ending to the presentation will ensure you don't forget ...

Linkers / Connectors

similarly

purpose

neutral & frequent

- in order to
- in order for
- in order that
- so that

para (in order to, in order for)

... the willingness to undergo a transformation in order to bring one about in ...
 - in order for education to take place and for students to actually learn English, ...

para que (so that)

I'm going to tell you about a typical day in my life so that you can practice listening to the present tense.

showing certainty

neutral & frequent

- at least
- even so
- surely
- certainly
- no doubt
- conceivably
- perhaps
- probably
- more formal*
- at the same time
- after all
- apparently
- possibly
- undoubtedly
- conclusively
- doubtless
- evidently
- presumably
- the truth be told

al menos (at least)

there is no such thing ... , at least in my experience.

por cierto que, por supuesto que - And certainly the community knows it.

para decir la verdad (the truth be told)

The truth be told, I've often been handed a previously used dish in a restaurant. The truth be told, I've never seen Star Wars or the Wizard of Oz.

explaining reasons

neutral & frequent

- certainly
- actually
- really
- for example
- in fact
- as a matter of fact
- for that matter
- that is
- of course
- because
- since
- basically speaking
- more formal*
- for instance
- indeed
- admittedly

en realidad (actually)

In short, if parents and students obstinately insist on making teachers and schools completely responsible for their children's education, they can actually hinder it.

en realidad, de hecho (in fact)

In fact, it's a wonder I go to restaurants at all after that.

In fact, I think that the best teachers should love learning.

It's gone on long enough, far too many years, in fact.

en realidad, de hecho (for that matter)

In fact, it's a wonder I go to restaurants at all

Sadly, I think it would take a mighty big-hearted teacher to risk approaching this particular group of parents, or any other for that matter, with another project of similar proportions.

claro, naturalmente (of course)

Of course 2 and 2 is 4, it's perfectly clear.

hay que reconocer (admittedly)

Admittedly, I usually won't spend over 10 euros for a meal. Admittedly, living in sunny Spain has its advantages.

logical argument

neutral & frequent

cuanto más (the more ... the better, etc)

the more we are committed to being transformed by a matter the better we

Linkers / Connectors

- ☞ Not only ... but also
- ☞ the more ... the more
- ☞ whether ... or
- ☞ either ... or
- ☞ for instance
- ☞ this ... that
- ☞ neither ... nor
- ☞ for example
- ☞ here ... there
- ☞ in particular
- ☞ since ... then
- ☞ if ... then
- ☞ these ... those
- more formal*
- ☞ to illustrate

conditions

neutral & frequent

- ☞ if
- ☞ although
- ☞ even if
- ☞ in spite of
- ☞ otherwise
- ☞ though
- ☞ even though
- ☞ unless
- ☞ depending on
- ☞ at the same time
- ☞ in this case

more formal

- ☞ under such circumstances
- ☞ provided that
- ☞ as long as
- ☞ this (that) being so
- ☞ in this event
- ☞ nevertheless
- ☞ in these circumstances
- ☞ nonetheless
- ☞ despite

introducing a topic

- ☞ as for
- ☞ with regard to
- ☞ with respect to
- ☞ concerning
- ☞ as regards
- ☞ concerning
- ☞ say
- ☞ by the way

chronological order

neutral & frequent

learn it.

ya sea por obra o por omisión

whether by commission or omission the eager teacher's first two projects were shot down in their infancy.

para demostrar (to illustrate)

To illustrate the obstacles that parents unconsciously place in their children's educational path, I'll tell you a little story.

depending on ... (dependiendo de)

Well, I wake up at around 7 o'clock depending on the day.

si ... (if)

If I have a break around one o'clock, I make lunch.

My favorite place is the Chinese restaurant in Plaza de España, if you can get a table.

if parents and students obstinately insist on making teachers and schools completely responsible for their children's education, they can actually hinder it.

en este caso (in this case)

(this) really helps one to better learn the subject at hand, in this case English.

cambiando de tema (say ...)

Say, you know the other day I needed a satellite dish installed right up on the roof there.

luego (then)

Linkers / Connectors

- later
- in the meantime
- finally
- when / while / was
- then
- after something
- after that
- then
- earlier
- meanwhile
- before that
- at last
- afterwards
- first; second, ...
- now
- shortly
- already
- by that / the time
- until / till
- more formal
- previously
- subsequently
- at length
- simultaneously
- concurrently
- formerly
- since
- first and foremost
- last, but not least
- beforehand

contrast

- instead
- anyhow
- rather than
- but
- on the other hand
- still
- however
- in spite of that
- otherwise
- more formal
- conversely
- despite
- on the contrary
- yet

concession

- neutral & frequent
- all the same
- obviously

And, then I continue having class.

Note - This is a common error: In Spanish you say: "y luego continuo dando clase," which you frequently translate directly to English as: "and after I continue having class". In English this means something similar to "despues de algo" (the next vocabulary point below).

despues de algo (after something)

And after the painting class, I go to the gym.

And after boxing, I go home and make dinner.

After dinner and after I make sure my cats have eaten as well, I usually watch TV for a little while and then go to bed.

despues de eso (after that)

After that, I have my own classes.

after that. . . the teacher stated that after having evaluated the students' development during the first week of class, her evaluation was that her primary objectives would include . . .

despues (afterwards)

Stress important words or phrases for emphasis and pause afterwards to ensure the audience . . .

hasta (until, till)

Sometimes I don't have time for lunch and I teach all the way till about 4 o'clock.

antes, de antemano (beforehand)

you should write a script for the first part of the introduction and the last part of the conclusion beforehand.

sin embargo (however)

However, what's really surprising is that many of their parents were even more uncooperative with this teacher's approach than their own children.

However, the upshot of this is that this commitment to a personal transformation actually really helps.

However, by carefully planning your presentation we have reduced the amount of pero (but)

I think that the best teachers should love learning, but that is a matter that would best be left for another article.

de todas formas (anyway)

Anyway, the first general parent-teacher meeting was held.

Well, I'm not here to talk about teaching anyway.

de todas formas, sin embargo (all the same)

I've heard the snails are really good, but all the same, I'll have a

Sentence Transformation Exercises #1

REWRITE THE FOLLOWING SENTENCES USING THE CONNECTORS IN BRACKETS.

1. *Since Bill had lived in Spain for six years, he spoke Spanish fluently. (therefore)*
2. *I am sick and tired of people phoning me during my favourite TV programme. (while)*
3. *I don't know Helen very much. Nevertheless, I like her. (in spite)*
4. *The weather was very hot, so we all felt tired. (since)*
5. *If you don't want to wake up the baby, speak softly. (so as)*
6. *We are old, but we enjoy life. (despite)*
7. *The game was so easy that even a child could play it. (such)*
8. *They opened the window as they didn't want the smoke to go in the kitchen. (so that)*
9. *He speaks Chinese and he can also read it. (furthermore)*
10. *I'm going to do more sport because I want to lose some weight. (in order to)*
11. *I worked hard although I didn't get the results I had expected. (nonetheless)*
12. *It's such a fantastic story that I can't believe it. (so)*

Sentence Transformation Exercises #1

13. *They acted quickly since they wanted to avoid confusion. (so that)*

14. *You seem to know so much about it. Owing to this, I would like to hear your version of the incident. (as)*

15. *You may not feel like doing it; yet you should visit your aunt. (notwithstanding)*

16. *Let's take a taxi. I want to arrive on time. (in order that)*

17. *The paintings were so beautiful that I went to the museum twice. (such)*

18. *Besides buying a new coat for his wife, he bought himself a cardigan. (addition)*

19. *Although she was very tired, she kept on working. (despite)*

20. *Sara can borrow the car providing she is careful. (as)*

Sentence Transformation Exercises #2

REWRITE THE FOLLOWING SENTENCES USING THE CONNECTORS IN BRACKETS.

1. *They went out in spite of the rain. (Rewrite with though.)*
2. *There was not a whisper during the service. (Rewrite with while)*
3. *We were late. Consequently, we missed the train. (Rewrite with as or since)*
4. *Though I had a headache I enjoyed the movie. (Rewrite with in spite)*
5. *The meeting had to be postponed due to the chairman's illness. (Rewrite with as or since)*
6. *If we don't hurry up, we will miss our flight. (Rewrite with otherwise)*
7. *After John arrived, we began our meeting. (Rewrite with upon)*
8. *It was cold but we went swimming. (Rewrite with although)*
9. *Although she had small savings, she decided to buy this car. (Rewrite with spite)*
10. *She'd better hurry up if she doesn't want to miss the plane. (Rewrite with unless)*
11. *Despite all those people around, Susan managed to talk on the phone. (Rewrite with although)*
12. *He plays in a band and he also runs a shop. (Rewrite with what is more)*

Sentence Transformation Exercises #2

13. *Did she visit uncle Tom while she was staying in Belfast? (Rewrite with during)*

14. *Jeff is going to swim. Jane is going to swim, too. (Rewrite with both)*

15. *If you'd given me the money, I'd have done the shopping. (Rewrite with so)*

16. *Wear some warm clothes because it might get colder later. (Rewrite with case)*

17. *The hall only had two hundred seats but two hundred and fifty people came to the show. (Rewrite with enough)*

18. *Nicky is sixteen now so she can fly to New York on her own. (Rewrite with old)*

19. *I accepted the job after I had a long discussion with my friends. (Rewrite with having)*

20. *Mary will support Manchester United whether they win the cup or not. (Rewrite with even)*

21. *On arriving at an airport, I usually go straight to the check-in desk. (Rewrite with soon)*

Linkers:

Rewrite the sentences using the connectors in parenthesis. Make the necessary changes:

1. Isabel apologized several times. Paul wouldn't speak to her. (but)
2. We decided to walk even though it was raining. (in spite of)
3. Roger works very hard to help his parents. He's also a good student. (In addition)
4. I love Ice cream. In addition, I love chocolate. (as well as)
5. I'd love to come. I really haven't got the time. (However)
6. Rome is a great place to visit, but it has got terrible traffic problems. (despite)
7. Miguel was very busy yesterday. He helped me. (Even though)
8. Sinem exercises vigorously. She can't lose weight. (However)
9. Visitors are not allowed to park here. It is a private parking area. (since)
10. Jack can't lift the box. He is very strong. (But)
11. Joanne booked a babysitter because she wanted to go out for the evening. (in order to)
12. Brenda does a lot of exercise. She is fit. (therefore)
13. Mark heard the news on the radio. He was driving home. (while)
14. Despite its popularity, the group hasn't reached any gold record yet. (In spite of)
15. John bought a couple of exercise-books. He wanted to catch up with the rest of the class. (so as to)
16. My brother doesn't earn a good wage. My sister-in-law doesn't earn a good wage. (neither...nor)
17. The accident was very serious but nobody was badly injured. (Even though)

CONNECTORS REPHRASING

ADVERSATIVE CLAUSES

- 1) She has plenty of money, but she is very mean.
-Although...
- 2) I didn't buy the car, even though I had the money.
-Despite...
- 3) She never takes any kind of exercise, but she is quite fit and healthy.
-Even though...
- 4) They have a car but they rarely use it.
- Although...
- 5) They went out for a walk, even though the weather was bad.
- In spite of...
- 6) Despite being innocent he was sent to prison.
-Although...
- 7) A lot of people buy those houses, even though the prices are high.
-Despite...
- 8) Our coach didn't arrive late, even though the traffic was terrible.
-In spite of...
- 9) People continue to smoke, even though they know the dangers.
-In spite of...
- 10) Despite being very tired, he stayed out late.
- Although...
- 11) John won the race. Nevertheless, he didn't feel happy.
-Despite...

PURPOSE CLAUSES

- 1) I am going to study harder. I want to pass my exam
- I'm going to...
- 2) A lot of people learn English because they want to study in England.
-A lot of people learn English ...
- 3) He lifted me up because he wanted me to see what was happening.
- He lifted me up, so...
- 4) Try to write clearly. That way you will avoid being misunderstood.
-Try to write clearly so as to...
- 5) What do I need to know, if I want to be a good doctor?
- What do I need to know to...
- 6) If you want to have a hundred students, you will need at least three teachers.
- You will need at least three teachers to...
- 7) They had to eat grass and drink melted snow in order to stay alive.
- They had to eat grass and drink melted snow so that...
- 8) I sat next to the window because I wanted to see what was going on.
- I sat next to the window in order that...
- 9) I waved my arms. I wanted them to see me.

- I waved my arms so that...

10) He does gymnastics in the bathroom to keep fit.

- He does gymnastics in the bathroom in order to...

- He does gymnastics in the bathroom so that...

11) He drove as fast as he could. He wanted to reach the airport in time.

- He drove as fast as he could so as to...

12) He took a taxi to the airport. That way he didn't miss the train.

- He took a taxi to the airport so as not...

13) I told him everything. I wanted him to know how to do it.

- I told him everything so that...

14) She opened the car window so that she could get some fresh air.

- She opened the car window in order to...

● CAUSE CLAUSES

1) I opened the window due to the heat.

- I opened the window because...

2) They lost the match due to the bad weather.

- As...

3) She missed the bus so she had to take a taxi.

- Since...

4) I've laid the table, so you can sit down.

- As the table...

5) The weather was fine, so we decided to go out.

- As...

6) He got the highest marks in the class; as a result, he received a prize.

- Since...

7) The factory closed down as a result of so many strikes.

- As there...

8) We still speak Italian at home, so I'm bilingual.

- I'm bilingual because...

9) Joan eats very little so as not to put on weight.

- Joan eats very little because...

● EFFECT CLAUSES

1) We need to increase sales. Therefore, we'll start a new advertising campaign.

- We need to increase sales, so...

2) We didn't go swimming because the water wasn't very clean.

- The water wasn't very clean...

3) I'm going to bed because I'm really tired.

- I'm really tired so...

4) As I didn't know it was your birthday, I didn't buy you a present.

- I didn't know it was your birthday so...

5) I left the cinema because the film was very boring.

- The film was very boring, therefore...

6) As I didn't have any food in the fridge, I went to bed without dinner.

- I didn't have any food in the fridge, consequently...

7) We don't trust politicians because they are always lying.

- Politicians are always lying so...

8) I never go to that shop because the owner is very unfriendly.

- The owner of that shop is very unfriendly so...

● CONSECUTIVE CLAUSES

1) He is so rude that everybody hates him.

- He is such...

2) Robert is so reliable as a friend that everybody loves him.

- Robert is such...

3) My neighbours are so noisy that we are always phoning the police.

I have such...

4) It was such a delicious cake that we ate all up.

- The cake was so...

5) The weather was so good that we decide walk along the river.

- It was such...

6) The film is so interesting that I'm going to watch it a third time.

- It is such...

7) He is so generous that he makes me feel bad.

- He is such ...

8) She has too many responsibilities, so she is always busy with something.

- She has so..

9) He reads too quickly for us to follow.

- He reads so...

10) It was very delicious food, so I had to ask for more.

- It was such...

11) The dancers were so good that we couldn't stop clapping.

- They were such...

12) The weather was so warm that I didn't need a coat.

- It was such...

13) The film was so exciting!!!

- It was such...



Grade 12

Writing

Handbook

Literacy
for Life

LEARNING FOR LIFE: Writing Skills

- 1. Answer the question*
- 2. Plan*
- 3. Use paragraphs*
- 4. Revise your work*



Skill	What the skill means	What you need to be able to do
Writing	Being able to show that one is aware of the kind of writing required to accomplish a task, and must be able to demonstrate appropriate use of one or more of the following functions at a B2 level: describing, explaining, expressing an opinion, giving information, providing both the advantages & disadvantages of any given topic, preparing a how-to essay, CV preparation.	<ol style="list-style-type: none"> 1. Demonstrate a wide range of structures, vocabulary and expressions. 2. Demonstrate effectiveness of organisation, including paragraphing and linking devices. 3. Demonstrate accuracy of grammar, spelling, capitalization and punctuation. 4. Demonstrate awareness of the situation and target reader.

Structure: B2 level 160 and onward word essays. Make your handwriting legible and watch your margins and spacing. After you have written your first draft, you need to revise/proofread your work. Here are some suggestions:

- Check subject-verb agreement in every sentence.
- Check for spelling, capital letters and punctuation.
- Check word-order in the sentence; remember "every sentence MUST have a subject" and the adjective usually precedes the noun.
- Check tense coherence: for instance if you are talking in the present check that verbs are formed correctly in their present form. Check adding -s, -ed, -ing, etc.
- Check adjectives: Remember that adjectives have no plural in English.
- Is your text well organised? Does it flow? Have you connected your ideas with appropriate linkers?
- Do you have a clear introduction and conclusion if needed?
- Do not forget to use an appropriate register (formal, neutral or informal).

Grade 12 Required Essays (per term):

Term 1:

-An Opinion Essay (On Exam)

Term 2:

-A Discursive Essay (On exam)

Term 3:

FCE Exam:

- Opinion Essay (On exam)
- Cover Letter and Resumé (Optional) for Europass

N.B.: Not submitting any of the above-mentioned Required Essays on time means an automatic 0/30% on a student's writing exam. A percent is taken off from the writing exam for each day that an essay is handed in late. One must always use appropriate spacing and margins when submitting any written work and any handwriting which is illegible is unacceptable.

WORD ORDER

Where do we put an adverb in an English sentence?

Yesterday,	Nick		bought	a pair of skies		In Innsbruck.	
In Innsbruck,	Nick		bought	a pair of skies			yesterday.
	He		bought	a pair of skies			
	He		practiced		hard	on a ski slope	yesterday.
In the morning,	he	always	has	lessons		on a ski slope	
After dinner,	he	usually	meets	a friend		at the bar	
Adverb of place, time, manner	Subject	Adverb of indefinite time	Predicate (verb)	Object	Adverb of manner	Adverb of place	Adverb of time

NOTE: If there are two adverbs of time **the more precise one is first!!**

Example: He is going to have a skiing lesson **at 10 a.m.** on Monday.

NOTE: A verb sometimes consists of **two or more words!** Then the adverb of indefinite time has to be put between them:

	verb 1	adverb	verb 2	
I	can	never	remember	his name.
Ann	doesn't	usually	smoke	
	Are you	definitely	going	to the party?
Your car.	has	probably	been stolen	
He	has	never	tried skiing	

NOTE: Adverbs of indefinite time go **before have to!**

Example: We **always** have to wait a long time for the bus.

NOTE: Adverbs of indefinite time go **after am, is, are, was or were!**

Example: You are **never** on time.

WRITING BASICS

Discursive / Discussion / Pros & Cons / Advantages & Disadvantages Essay

INTRODUCTION, STATE THE TOPIC.
ON THE ONE HAND, FULL PARAGRAPH WITH REASONING AND EXAMPLES.
ON THE OTHER HAND, FULL PARAGRAPH WITH REASONING AND EXAMPLES.
ON THE WHOLE, OPINION EXPRESSION \Leftrightarrow RESTATE TOPIC.

Opinion Essay (prefer / agree / disagree / opinion / viewpoint)

INTRODUCTION, STATE THE TOPIC / OPINION EXPRESSION
TO BEGIN WITH, FULL PARAGRAPH WITH ONE'S OPINION WITH REASONING AND
EXAMPLES.
IN ADDITION TO THIS, FULL PARAGRAPH WITH ONE'S OPINION WITH REASONING AND
EXAMPLES.
ON THE WHOLE, OPINION EXPRESSION \Leftrightarrow RESTATE TOPIC.

INFORMAL LANGUAGE TO AVOID AT ALL COST IN WRITING AN OPINION OR DISCURSIVE ESSAY:

~~VERY~~ EXTREMELY

~~A LOT OF / LOTS OF~~ A GREAT DEAL OF

~~HOWEVER,~~ NONETHELESS, / NEVERTHELESS, / NOTWITHSTANDING,

~~THINK~~ (OPINION) I FIRMLY BELIEVE / I STRONGLY BELIEVE / AS FAR AS I AM
CONCERNED / FROM MY POINT OF VIEW / AS I SEE IT

~~SO~~ THEREFORE / CONSEQUENTLY / THUS / HENCE

~~BECAUSE~~ AS / SINCE

~~BECAUSE OF~~ OWING TO / DUE TO

~~BUT~~ , YET

~~BESIDES~~ WHAT IS MORE, / IN ADDITION, / IN ADDITION TO THIS, / FURTHERMORE, /
MOREOVER,

~~BIG~~ LARGE / EXTENSIVE / CONSIDERABLE / SIGNIFICANT... (DEPENDING ON CONTEXT)

~~GET~~ (DEPENDS ON MEANING) BECOME / OBTAIN ...

~~PUT~~ (DEPENDS ON MEANING) PLACE / INSERT ...

~~IN CONCLUSION~~ ON THE WHOLE, / AS A WHOLE, / TO SUM UP, / TO CONCLUDE, / ALL
IN ALL,

~~NO CONTRACTIONS~~

~~...~~ AND SO ON / AND SO FORTH

~~GOOD / -BAD~~ (DEPENDING ON CONTEXT) OUTSTANDING / DETRIMENTAL ... **SEE**
THE SAURUS (<https://www.merriam-webster.com/thesaurus/good>)

~~THAT~~ (ONLY THE RELATIVE PRONOUN) WHO FOR PEOPLE AND WHICH FOR THINGS

WRITING REFERENCE

Unit 2 - An opinion essay (1)

TASK

Write an opinion essay.

What do you think about modern piracy? Do you think governments should negotiate with pirates?

Writing an opinion essay is a very common task in the exam. You have to try to convince the reader of your point of view. Use good examples to support your argument.

- A** The majority of people agree that international governments should not negotiate with pirates. Nevertheless, despite this general policy, the number of pirates from countries like Somalia isn't decreasing. So is this policy enough? Personally, I don't think it is and I feel strongly that it will take more than bullets and prison sentences to solve the problem.
- B** I definitely agree that negotiating with pirates and giving them money simply encourages more people to start hijacking ships and yachts. Consequently, I agree with the general attitude of zero negotiation. However, I really feel that the United Nations and international governments ought to try to deal with the causes of piracy as well as stopping criminal activity such as kidnapping. The main factors forcing people to act in a criminal way are extreme poverty and poor living conditions. If we work together to solve these problems, piracy might disappear.
- C** In conclusion, I seriously believe that, although refusing to negotiate is a good idea, no intervention at all can't be effective either. We have to intervene to help pirates find alternative, sustainable ways of making money, rather than simply imprison them.

Paragraph A

Introduce the theme and state a clear opinion. Start by expressing a commonly held view and then question it and state your own opinion.

Paragraph B

Explain your opinion and give reasons and examples to support it.

Paragraph C

Summarize the reasons given in paragraphs A and B and come to a clear conclusion. Make any relevant recommendations or suggestions.

CONSTRUCTORS

Modal verbs

Modal verbs like *must*, *should*, *shouldn't* and *ought to* are often used to give opinions.

International governments *ought to try to deal with* international governments *try to deal with*

Prepositions

Place or origin is expressed with the preposition *from*, not *of*.

the number of pirates *from* countries like Somalia

the number of pirates *of* countries like Somalia

Constructions with verbs like *help*

Verbs like *help* and *make* are followed by an infinitive when used in subordinate clauses.

We have *to intervene to help* pirates find alternative, sustainable ways of making money.

We have *to intervene to help* pirates *that find* alternative, sustainable ways of making money.

CONNECTORS / USEFUL LANGUAGE

To give opinions

In my opinion, *Personally*, *It seems to me that*, *Obviously*, *As I see it*, *Clearly*, *It's clear (to me) that*, *As far as I'm concerned*, *I (don't) believe / think / feel that*, *(un)fortunately*, *I (dis)agree that*

Intensifiers

I completely / definitely / totally agree, *I feel strongly that*, *It is definitely / probably true that*, *I really think / feel*

To make conclusions

In conclusion, *In short*, *to sum up*, *to conclude*

To describe a result or consequence

so, *therefore*, *this*, *as a result*, *consequently*, *as a consequence*, *for this / that reason*

WRITING REFERENCE

Unit 5 - An opinion essay (2)

THE TASK

Write an opinion essay.

What do you think of ecotourism?

Writing an opinion essay is a very common task in the exam. Decide if you agree or disagree with the essay title and explain your reasons clearly.

- A** Some people suggest that green tourism, or ecotourism, is the best way to get to know a country. Personally, I agree with this idea, but I think we should plan our holidays with care so as to be sure we are actually 'going green'.
- B** I like the idea of sustainable tourism because it is less damaging to the environment and benefits local communities. It can open your eyes to the beauty of the flora and fauna in a particular region, as well as to local food, culture and customs, without the need for long journeys or big hotel complexes. I feel strongly that walking in the mountains of southern Spain or cycling in the Scottish Highlands are two of the most exhilarating options for a relaxing, healthy holiday.
- C** However, according to recent studies, many holidays sold as 'ecotourism' are not sustainable tourism at all. Flying to Brazil for a trek in the Amazon may sound like a 'green' holiday, but it significantly increases your carbon footprint and may affect the local ecosystem. Reports also say that communities have been relocated in order to build 'ecotourist' accommodation. Furthermore, where non-local companies run the hotels and so on, the profits do not benefit the local population.
- D** To summarize, I love the idea of genuinely green tourism: sustainable travel close enough to home which doesn't have any negative effects on the area visited. In the 20th century, tourism destroyed the beauty of many coastal regions of the world; let's hope we've learned to do it better now.

Paragraph A

Introduce the topic and give your opinion. Start with a general opinion and then give your personal opinion.

Paragraph B

Explain your opinion, giving reasons and examples to support it. Remember that justifying your opinion is important.

Paragraph C

Describe the drawbacks of the topic. You should try to sound fair in explaining what these are, even if you don't agree with them.

Paragraph D

Write a conclusion by restating your opinion with a simple, strong sentence.

COMMON ERRORS

Connectors of purpose

Use so as to instead of *in order to* to connect two ideas or clauses.
I think we should plan our holidays with care so as to be sure that we should plan our holidays with care to be sure.

Connectors of addition

Use as well as instead of *and* and also to add information.
It can open your eyes to the beauty of the flora and fauna in a particular region as well as to local food.
It can open your eyes to the beauty of the flora and fauna in a particular region too to local food.

Word order

enough goes before nouns and after adjectives.
close enough to home
enough close to home

CONNECTORS/USEFUL LANGUAGE

To give opinions

It seems to me that. As I see it. It is clear that. Some people believe that. I disagree that. From my point of view.

To intensify

completely, totally agree, I feel strongly that, I really think, It is definitely, I probably like that.

To contrast information

but, however, nevertheless, still, yet, although, though, even if, in spite of, despite, alternatively.

To show purpose

so as (not) to, in order (not) to, so that, to

To make conclusions

In conclusion, In short, To sum up, To conclude, To summarize

GRADE 12 OPINION ESSAY RUBRIC

* ANY OF THE FOLLOWING MISTAKES: WORD ORDER, SUBJECT-VERB AGREEMENT, DOUBLE SUBJECTS, INCORRECT TENSES WILL RESULT IN AN AUTOMATIC MAXIMUM SCORE OF 2/10. THIS IS NOT NEGOTIABLE. **NO CONTRACTIONS/NO INFORMAL LANGUAGE

CRITERIA	EXCELLENT	GOOD	NEEDS IMPROVEMENT	UNSATISFACTORY
STRUCTURE: (paragraphing), TOPIC, OPINION EXPRESSIONS, FORMALITY, MARGINS & NEATNESS 1.5	The essay has 4 clear paragraphs: a clear introduction with a <i>topic</i> and <i>opinion expression</i> , well-organized body with paragraphs supporting the opinion in the introduction, and a strong conclusion with a <i>topic</i> and <i>opinion expression</i> . Formal English has always been used. Margins are consistent. The handwriting is legible, and the work is neat. 1.5	The essay mostly has a clear structure, topic and opinion expressions, but may lack a strong conclusion or proper paragraphing. Formal English has mostly been used. Margins and formatting are acceptable, but may have slight inconsistencies. 1-0.5	The structure is unclear with disorganized paragraphs or missing key components for instance: topic & opinion expressions. Formal English has hardly been used. Margins and formatting are inconsistent, and the essay is hard to read at times. 0.5-0.25	The essay lacks structure: no clear introduction, body, or conclusion. No topic & opinion expressions. Formal English has not been used. Margins and formatting are ignored, and the essay is messy or illegible. 0
REASONING, CONTENT & TOPIC 1.5	The essay stays fully on topic. Develops ideas clearly, and includes strong reasoning supported by relevant examples or explanations. 1.5	The essay is mostly on topic and develops ideas well though some points may lack depth or clarity. 1-0.75	The essay occasionally strays off-topic or includes weak reasoning with limited development of ideas. 0.75-0.5	The essay is off-topic or lacks reasoning and relevant content, hence making it unclear or ineffective. 0.25-0
COHERENCE & COHESION 1	Ideas flow logically, and sentences and paragraphs are well-connected with effective use of linking devices and cohesive devices. Both <i>Firstly</i> & <i>Secondly</i> are used to introduce the body. 1	Ideas mostly flow logically, though some connections between sentences or paragraphs are weak or repetitive. Linking devices are used, but may be repetitive or misused occasionally. 0.75-0.5	The essay lacks logical flow with weak connections between ideas and poor or limited use of linking devices. 0.5-0.25	Ideas are disorganized and unrelated with few or no linking devices, hence making the essay confusing. Neither <i>Firstly</i> & <i>Secondly</i> is used to introduce the body. 0.25-0
GRAMMAR 4	Grammar is highly accurate with no mistakes. Demonstrates full control over: tenses, subject-verb agreement, articles, prepositions and word order. 4	Grammar is generally correct, but there are noticeable errors that slightly affect clarity. 3.5-2	Frequent grammatical errors make parts of the essay difficult to understand. 0.5-0.25	Serious grammar mistakes make the essay hard to follow or incomprehensible. 0.25-0
LEXICON / SPELLING & PUNCTUATION 0.5	Vocabulary is varied and appropriate for the topic with few or no spelling and punctuation errors. 0.5	Vocabulary is adequate, but there may be some repetition or minor errors in spelling & punctuation. 0.5-.025	Vocabulary is limited or repetitive, with frequent errors in spelling and punctuation. 0.25-0	Vocabulary is too basic or inappropriate with numerous spelling and punctuation errors that hinder understanding. 0
COMPLEXITY & LEXICAL RICHNESS 1.5	Uses complex sentence structures effectively and demonstrates a rich and varied vocabulary appropriate to the topic. 1.5	Attempts some complex sentences, but with minor errors; vocabulary is appropriate, but not particularly varied. 1.25-0.75	Relies on simple sentences with limited or repetitive vocabulary. 0.75-0.5	Uses basic sentence structures and minimal vocabulary, often inappropriate or repetitive. 0.5-0

WRITING REFERENCE

Unit 3 - A for and against essay

THE TASK

Write a *for and against* essay about animal testing.
 Modern science should continue to use animals for research.

A *for and against* essay is a common exam task. Explain the advantages and disadvantages of a topic and remember to give examples to support your ideas.

A Animal experimentation has been controversial for decades, and opinions are still divided. Some people think that no animal should be used to test things for human use. However, others argue that as long as the animal doesn't suffer and there are benefits to science, then animal testing is justified.

Paragraph A

State the topic and introduce both sides of the argument. Start with a sentence that describes the present situation.

B For medical science to continue developing, doctors need to carry out tests in order to check for long term effects. Furthermore, since these tests may be dangerous, it makes sense to use animals rather than humans. For this reason, some animals, such as mice, are bred for use in laboratories.

Paragraph B

Give reasons in favour. Describe the advantages, illustrating them with examples.

C However, we should consider both sides of the argument. Some people try to draw a distinction between ethical and unethical experimentation, but most of these laboratory tests are really very cruel. For example, pigs have been used in tests to find out how explosions affect organs like the brain. Moreover, it is difficult for governments to monitor these experiments effectively. The best alternative would be to create computer programmes that recreate the conditions that have to be tested so that animals are not hurt.

Paragraph C

Give reasons against the topic. Start with a sentence that indicates you are going to comment on the disadvantages and then give two or three arguments, including some examples.

D On balance, I would prefer it if experiments were never carried out using live animals, as I don't like the idea of animals suffering. However, I realize that until computer programmes can be designed as a substitute, animal experimentation will continue to be part of modern life.

Paragraph D

Conclude the essay by restating your opinion. Finish the essay with a sentence that summarizes the advantages and disadvantages given in the previous paragraphs.

COMMON ERRORS

Pronouns

Use *others* with *any* as a pronoun to substitute for other people (adjective without *s*).

Others and *other* together agree with

Modal verbs in the passive

After a modal use an infinitive without *to* to form the passive, use *be* and the main verb in the past participle.
 the conditions that have to be tested
 the conditions that have to be tested

CONNECTORS / USEFUL LANGUAGE

To introduce arguments

One advantage / disadvantage is. Another similarity / difference is.

To add information

Besides. Moreover. Furthermore. In addition (to). What's more.

To express contrast

On the one hand. On the other hand. However. Nevertheless.

Whereas. As opposed to. Unlike. Whereas.

To state one's views

In my opinion. From my point of view. As I see it. Some people think that. Others believe. I argue / claim that. On balance.

Writing

22 An informal email

Page 13, Exercise 7

KEY
linkers
informal style

informal beginning

Hi there Fred!

How are things? I'm sorry for not writing back sooner but I've been really busy, actually I haven't had time for anything.

news, problems and plans

As you know, I'm in the school play and I've got lots of school work too for all my subjects, especially for geography ☹. How are you getting on at school?

I'm also trying to decide what to study at university. My parents want me to do medicine but I'm not keen on it - in fact, I can't STAND the sight of blood!!!! How are you getting on with your plans?

informal ending

Anyway, I also wanted to tell you about Sue - things aren't great between us and she's always telling me what to do and complaining ☹. To be honest, I'm really fed up. What do you think I should do?

By the way, I met Jennie Smith in the street last week. Do you remember her from Year 6? She was that tall girl with black hair - she's quite good-looking now and she's got a great sense of humour. In fact, I haven't laughed so much for AGES!!! Would you like to meet up with her when you come over in the holidays?

I hope all's well with your family and with Kate. Send them my love.

All the best,
Tom

23 A 'for and against' essay

Page 23, Exercise 6

KEY
linkers
expressing opinions

introduction to the topic, defining what's basic facts about it

Nuclear power involves the splitting of uranium atoms to produce energy. According to the Worldwatch Institute, there are 439 nuclear plants operating worldwide and in some countries, like France, they produce most of the electricity (68%).

arguments for something

The main argument for nuclear power is that, apart from being cheaper than many other methods of generation, it provides energy without producing large quantities of carbon dioxide emissions (Nuclear Energy Authority 2006). Another argument is that it uses a small amount of fuel so it is easy to store unlike coal, gas or oil. Moreover, it is much more reliable than renewable energies like solar and wind which depend on the weather.

arguments against something

On the other hand, critics of nuclear power say that it is fundamentally unsafe. For instance, there have been major accidents like Three Mile Island in 1979, Chernobyl in 1987 and Fukushima in 2011. Furthermore, nuclear power is not as cheap as its defenders claim as they do not take into consideration the building of the power stations or the treatment of nuclear waste. According to Amory Lovins and Imran Sheikh (2012), per kilowatt nuclear energy costs 14 cents and wind energy only 7. Finally, anti-nuclear activists point out the danger of terrorist attacks as well which has grown in the last few years (US State Department).

conclusion (your opinion)

To sum up, despite producing reliable energy and not causing a large amount of carbon dioxide emissions, nuclear energy has a lot of dangers. In my opinion, we should close all nuclear power plants although it means that a bigger investment in renewable energy sources is required.

GRADE 12 FOR – AGAINST ESSAY RUBRIC

*ANY OF THE FOLLOWING MISTAKES: WORD ORDER, SUBJECT-VERB AGREEMENT, DOUBLE SUBJECTS, NO SUBJECTS, INCORRECT TENSES WILL RESULT IN AN AUTOMATIC MAXIMUM SCORE OF 2/10. THIS IS NOT NEGOTIABLE. **NO CONTRACTIONS/NO INFORMAL LANGUAGE

CRITERIA	EXCELLENT	GOOD	NEEDS IMPROVEMENT	UNSATISFACTORY
STRUCTURE: (paragraphing), TOPIC, OPINION EXPRESSION, FORMALITY, MARGINS & NEATNESS 1.5	The essay has 4 clear paragraphs: a clear introduction with a <i>topic</i> , well-organized body paragraphs (for and against), and a strong conclusion with a <i>topic</i> and <i>opinion expression</i> . Formal English has always been used. Margins are consistent, the handwriting is legible, and the work is neat. *Opinion should only be found in the conclusion. 1.5	The essay mostly has a clear structure, topic and opinion expression, but may lack a strong conclusion or proper paragraphing. Formal English has mostly been used. Margins and formatting are acceptable, but may have slight inconsistencies. *Opinion should only be found in the conclusion. 1-0.5	The structure is unclear with disorganized paragraphs or missing key components for instance: topic & opinion expression. Formal English has hardly been used. Margins and formatting are inconsistent, and the essay is hard to read at times. *Opinion should only be found in the conclusion. 0.5-0.25	The essay lacks structure: no clear introduction, body, conclusion, topic, opinion expression... Formal English has not been used. Margins and formatting are ignored, and the essay is messy or illegible. *Opinion should only be found in the conclusion. 0
REASONING, CONTENT & TOPIC 1.5	The essay stays fully on topic, develops ideas clearly, and includes both pros and cons supported by relevant examples or explanations. 1.5	The essay is mostly on topic and develops overall ideas and pro and con ideas well though some points may lack depth or clarity. 1-0.75	The essay occasionally strays off-topic or includes weak pros and cons with limited development of ideas. 0.75-0.25	The essay is off-topic or lacks pros and cons and relevant content, hence making it unclear or ineffective. 0.25-0
COHERENCE & COHESION 1	Ideas flow logically, and sentences and paragraphs are well-connected with effective use of linking devices and cohesive devices. Both <i>On the One Hand</i> and <i>On The Other Hand</i> are used to introduce the body. 1	Ideas mostly flow logically though some connections between sentences or paragraphs are weak or repetitive. Linking devices are used, but may be repetitive or misused occasionally. 0.75-0.5	The essay lacks logical flow with weak connections between ideas and poor or limited use of linking devices. 0.5-0.25	Ideas are disorganized and unrelated with few or no linking devices, hence making the essay confusing. Neither <i>On the One Hand</i> and <i>On The Other Hand</i> is used to introduce the body. 0.25-0
GRAMMAR 4	Grammar is highly accurate with no mistakes. Demonstrates full control over: tenses, subject-verb agreement, articles, prepositions and word order. 4	Grammar is generally correct, but there are noticeable errors that slightly affect clarity. 3.5-2	Frequent grammatical errors make parts of the essay difficult to understand. 2-0.5	Serious grammar mistakes make the essay hard to follow or incomprehensible. 0.5-0
LEXICON / SPELLING & PUNCTUATION 0.5	Vocabulary is varied and appropriate for the topic with few or no spelling and punctuation errors. 0.5	Vocabulary is adequate, but there may be some repetition or minor errors in spelling/punctuation. 0.5-.025	Vocabulary is limited or repetitive, with frequent errors in spelling and punctuation. 0.25-0	Vocabulary is too basic or inappropriate with numerous spelling and punctuation errors that hinder understanding. 0
COMPLEXITY & LEXICAL RICHNESS 1.5	Uses complex sentence structures effectively and demonstrates a rich and varied vocabulary appropriate to the topic. 1.5	Attempts some complex sentences, but with minor errors; vocabulary is appropriate, but not particularly varied. 1.25-0.75	Relies on simple sentences with limited or repetitive vocabulary. 0.75-0.5	Uses basic sentence structures and minimal vocabulary, often inappropriate or repetitive. 0.5-0

1.3 Semi-formal letter (Part 2)

For work on semi-formal letters, see page 86.

TASK

You see this advertisement in a local English language newspaper.

LOOKING FOR PART-TIME WORK?

We need students of English to spend two mornings a week helping in the local tourist office.

Good pay and conditions for the right applicants.

Write to us, giving information about your level of English and explaining why you would be suitable for the job.

Write your letter. Do not write any postal addresses. (You should write 140-190 words.)

Useful language

- I have always been interested in using English in my work.
- One of the main reasons I am applying for this job is that I want to work in England.
- I have a lot of experience of dealing with the public.
- I am available to start work at any time/from the end of the month.
- Thank you for considering my application.
- I would be grateful if you would send me further details of the job.
- I can be contacted on 0849 58 48 43 at any time.
- I look forward to hearing from you soon.

Model answer

Dear Sir/Madam,

I am writing to apply for one of the positions helping in the local tourist office which were advertised in 'Kent Weekly' on 23 August.

I am nineteen years old and come from Switzerland. German is my mother tongue and I have been learning English and French for five years at a comprehensive school. At the moment, I'm a student at English International, studying for the Cambridge First Exam.

I have always been interested in working with people. As I have already spent three months in England, I know the local tourist attractions quite well. I would also say that I have a good knowledge of history and old places because I have read a lot about the subject recently. In the near future, I would like to continue studying English, and so the job in your tourist office would be a great opportunity for me to improve my speaking.

I am available for interview at any time. I can be contacted on 0795 51 32 41 after 6 p.m. every evening.

Thank you for considering my application. I look forward to hearing from you.

Yours faithfully,

Gabriella Daniels
Gabriella Daniels

DONT make mistakes with time expressions and tenses.

DONT forget to mention why you think you are suitable for the job.

DO begin and end your letter as you would other formal letters.

DO say which job you are applying for and where and when you saw it advertised. You can invent a newspaper and date.

DO organise your letter so that you mention each of the areas in the advertisement.

DO say when and how you can be contacted.

Part 2: Formal letter

▶ See pages 28–29 for work on formal letters.

Question 1

You want to attend a course in English and American Studies in an English-speaking country and you see this section in a college prospectus:

SCHOLARSHIPS

Every year, two scholarships are offered to candidates from overseas who can show how our one-year course would help their career. Scholarships cover fees, accommodation and food, but not transport or personal spending money.

Apply in writing, explaining why you think you deserve a scholarship.

Write your letter. Do not include any postal addresses. (Write your answer in 120–180 words in an appropriate style.)

Model answer

Say why you are writing and what you are responding to (e.g. an advert, a prospectus).

Use a formal, neutral style. (Remember: no contractions, no colloquial language, no direct questions, no informal punctuation such as exclamation marks.)

Be polite and positive, but not too much!

Use a formal ending.

Sign your name and then print your name clearly underneath.

Dear Sir/Madam,

I would like to apply for one of the scholarships I saw advertised in your prospectus.

At present I am training to be a secondary school teacher of English and I finish my course at the end of June. However, I feel I still have a lot to learn about the language and culture of the English-speaking world and would benefit considerably from a course in an English-speaking country.

The reason I am applying for a scholarship is that I cannot afford the cost of studying abroad. I have no income except for my student grant, so if I am fortunate enough to be given a scholarship, I would have to work part-time to save some personal spending money. My parents will borrow some money for my airfare if I am successful.

I would appreciate being given the opportunity to study at your college and would be very grateful if you would consider my application.

Yours faithfully,

Marco Prodi

MARCO PRODI

If you know the name of the person, begin *Dear Mr Smith/Dear Ms Jones, etc.*

In one paragraph, briefly describe you/your situation.

In the next paragraph, make it clear why you are applying for a scholarship and why you would be a suitable candidate. Make sure you cover all the points in the question.

If you have used the person's name, end *Yours sincerely,*

(162 words).

Question 2

You see this advertisement in an international newspaper. You are interested in applying for the job.

WINTER IN THE ROCKIES?

We are looking for young people to work in our ski shop this winter. If you are interested, write to us saying why you might be a good person. Reasonable salary, and we provide help with accommodation. Free ski pass included. Flexible hours. Apply in writing.

Write your letter. Do not include any postal addresses. (Write your answer in 120–180 words in an appropriate style.)



BEGOÑAZPI
IKASTOLA



Grade 12

FCE

Preparation

PRACTICE TEST 1

PAPER 1: READING

Part 1

You are going to read a magazine article. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Cruising Round the Mediterranean

Janet Foster describes her holiday of a lifetime.

"Wonderful weather, masses of interesting things to see and do, and superb comfort." That was what I told the travel agent when she asked what kind of holiday I was looking for. "How about a Mediterranean cruise?" she said. And that's how I found myself, two months later, aboard the cruise ship *Venus*.

From the moment I set foot on the ship, I felt pampered. The public areas were quite luxurious with their elegant furnishings and wood-panelled walls. They reminded me of some of the scenes from the film *Titanic*, and I half expected Leonardo de Caprio to appear at any moment. My own cabin was the last word in luxury.

On the first day, I explored the ship to get my bearings and to find out about on-board entertainment activities. I made a mental note of which ones to go for, and what to avoid. Most of the young people seemed to be hanging around the gym and virtual-reality centre. I visited both briefly, but quickly went back on deck. No way was I going back to England after this cruise without a tan that would be the envy of my friends! I spent hours basking beside the swimming pool, taking an occasional dip in the water for exercise, or briefly joining one of the aerobics sessions. I strolled around the decks, stopping from time to time to lean on the rail and gaze out to sea.

And while I enjoyed solitary moments on the upper deck, don't think for a minute that taking a cruise by myself implied that I remained alone. Though men appeared to be in the minority, there were plenty of singles on board and no lack of company. In fact, I made several casual acquaintances and formed friendships with a couple of fascinating fellow passengers of both sexes, with whom I've kept in touch.

Some of the more experienced cruise passengers I met told me that cruise ships are famed for the

quality of their cuisine, and the *Venus* was no exception. I sampled everything the chef had to offer. My favourites were the English afternoon teas with dainty sandwiches, fresh pastries and hot buttered scones. I can still hear the waitress, silver teapot in hand, asking, 'Would you prefer milk or lemon, madam?'

There was a dazzling variety of evening activities. In my 10 days on board I 'only' managed two concerts, a Las Vegas-style cabaret, a magic show, a lecture on wines, a disco, and a 60s night of singing and dancing.

But the crowning glory of the cruise was undoubtedly the tours. The short stops we made at historic ports of call satisfied my craving for travel and perfectly suited my temperament. I tend to become impatient with extended stays in any one spot. From a hilltop castle at Vigo in Spain, I enjoyed a panoramic view across the bay. In the quaint, narrow streets of Palma, Majorca, even souvenir shopping proved a pleasure. One place I would have been happy to spend longer than the one allotted day was the Adriatic port of Dubrovnic, with its marvellous old city walls.

Venice provided the grand finale before we returned to the UK. Sailing slowly along the canals in a gondola, peering at St. Mark's Square through the misty early morning light was magical. I was pleased that I had forced myself to rise at the crack of dawn and see Venice, quiet, without the usual adoring crowds. I found the city as alluring as ever.

Other holidays that I've had were fun. Some were more restful, most considerably cheaper than a cruise, but none were in any way comparable. It's going to take a year of scrimping and saving to pay off the cruise on the *Venus* but, for my idea of heaven, it was worth it.

- 1 Why did the writer book a holiday on the *Venus*?
 - A She had always dreamed of going on a cruise.
 - B It was the only cruise with places still available.
 - C It was the result of a suggestion made to her.
 - D She had been thinking about it for quite a long time.

- 2 From her first impressions of the cruise ship, the writer felt that the ship owners
 - A had had the vessel redecorated.
 - B had ordered an exact replica of another ship.
 - C understood the importance of atmosphere.
 - D were constantly looking for new staff.

- 3 What does the word 'ones' (line 18) refer to?
 - A tours
 - B activities
 - C bearings
 - D young people

- 4 Why did the writer go to the swimming pool a lot?
 - A She loves all forms of sport and exercise.
 - B She met shipboard friends there.
 - C She prefers swimming to gymnastics.
 - D She wanted to lie in the sun.

- 5 The writer uses the phrase 'no lack of company' (lines 33-34) to show that she
 - A was used to being on her own.
 - B found lots of people to mix with.
 - C enjoyed meeting the male passengers.
 - D preferred her own company.

- 6 What do we learn about the writer?
 - A She always enjoys going out to shop for gifts.
 - B She had actually been to Venice before.
 - C She didn't like the crowds one encounters on cruise ships.
 - D She liked to get up early in the morning.

- 7 According to the writer, the ticket for the cruise
 - A cost less than other holidays abroad.
 - B was unreasonably expensive.
 - C cost more than the writer had expected.
 - D has not yet been fully paid for.

- 8 Which statement most closely expresses the writer's conclusions about her trip?
 - A The travel agent understood what I was looking for.
 - B I could have done with more shipboard activities and less sightseeing.
 - C It was not at all what I expected of a cruise.
 - D Many of the activities were unsuitable for older people.

Part 2

You are going to read an article about a model. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Big is Beautiful

What makes model Kate Dillon different from other fashion models?

Overweight Kate – that's what fellow students called her at school. So, after watching a television film about eating disorders, Kate Dillon, an unhappy teenager, decided to starve herself. By the age of sixteen, after losing 30 pounds, she did indeed have more friends and was spotted by a scout for a modelling agency, where she subsequently embarked on a highly successful career in modelling. Dillon was soon featured on the covers of top fashion magazines. Her dream had come true, but it was to be short-lived.

Kate had turned into one of those glamorous, slender models seen in magazines, on TV and in films. Girls all over the world long for such an image and some will do almost anything to achieve it. Constantly worrying about her weight, Kate was also feeling ill and run down. After seven years, she began to wonder if being slim was the only measure of beauty.

During a photography session for the exclusive fashion magazine *Harper's Bazaar*, Kate's glamorous life suddenly lost its charm. Was it all worthwhile? Somewhere along the way, hadn't she lost sight of all the other things that were important in life?

This realisation changed Kate's life. She gave up modelling and started going out, dancing, and having a good time. She soon began putting on a little weight, although she was careful to eat sensibly, with the guidance of a nutritionist. She slowly gained confidence, became comfortable with her new lifestyle and at ease with her appearance.

Kate was determined to do it her way, and again her life took an unexpected turn. When a friend suggested that she go back to modelling, Kate realised that this was a real possibility. With a more natural look and her newly found self-confidence, she was engaged on the spot by a top agency – this time as a size-14 model. She has established a new norm for beauty, where being as skinny as a rake is no longer the only criterion for an attractive woman.

Describing herself as "a model with a voice," Kate has been a key speaker on eating disorders and the female self-image at places such as Harvard University. She speaks out against the media's narrow concept of beauty. According to Dillon, the media feed women images of an impossible ideal which cause anxiety so as to sell them the so-called "solution" in the form of diets. Even messages telling women to be themselves are often mixed.

Kate is optimistic that attitudes are changing and that society is moving towards a more open ideal of beauty, but feels there is still a long way to go. Modifying people's attitudes takes time, and Kate does not promise young women instant acceptance. The first step is for women to make a decision to live by their own standards rather than trying to fulfill the ideals of others. As Kate says, "What's really cool is to be who you are."

- A At the same time, she started exercising, and took up running and martial arts.
- B She constantly comes across women's magazines that run articles about her as a role model on one page, and give tips for 'how to get slim quick' on the next.
- C Encouraged by her manager and clients to be as bony as possible, Kate was eating less and less.
- D Ironically, she now enjoys even greater success, making twice the income she once did.
- E It might feel great to look slim, but women should ask themselves: How much effort should be put into it?
- F The greatest problem is accepting that women can be attractive without conforming to cover-girl norms.
- G She happened to glance around and became aware of the enormous effort everyone was making to create her perfect public image.
- H She became obsessed with the idea that being slim would win her acceptance and popularity.

PAPER 1: READING Part 3 (Questions 16-30)

Part 3

You are going to read a newspaper article about a sporting event. For questions 16-30, choose from the participants (A-D). The participants may be chosen more than once.

Which of the participants

had been confident of winning?

16	
----	--

mentions qualities not necessarily connected to sport?

17	
----	--

describes the kind of people who take part in this race?

18	
----	--

refers to long training done before the race?

19	
----	--

contributed expert knowledge?

20	
----	--

mentions overcoming an unexpected setback?

21	
----	--

felt that the weather was in the team's favour?

22	
----	--

was able to return a favour?

23	
----	--

refers to physical requirements of participants?

24	
----	--

mentions the strict rules of the race?

25	
----	--

enjoys the adrenalin rush from competing?

26	
----	--

is aware of their own shortcomings?

27	
----	--

complains about the physical conditions?

28	
----	--

feels the choice of venue is an important factor?

29	
----	--

demonstrates excellent navigational ability?

30	
----	--

Primal Quest

Are you adventurous? Sarah Cairns asked four participants about Discovery Channel's annual race.

A "Testing yourself to the limit, challenging nature, racing and adventure" was how Paul described the exciting annual expedition race called Primal Quest. Paul had tried his hand at all the skills needed for the contest long before he actually took part in it. "I learned to ride horses and mountain bikes at an early age and when I was 16, Dad finally took me climbing. It still took me years to build up the necessary strength," he told us. "The race covers over 400 miles of extremely rough terrain, and includes rappelling and whitewater rafting. You need to keep going round the clock for anything between six to 10 days, and you're fighting exhaustion most of the time. This year the race was in the desert, and the extreme heat was especially brutal. But, I get a kick out of any sport that involves danger and calls for stamina and a lot of willpower. It's a challenge to human endurance."

B Helen admitted that she wasn't always an asset to her team. "I'd done quite a bit of mountain biking before, but there were sections between checkpoints that we rode across which were interspersed with parts where the bikes had to be carried. That meant that, at each stage, we had to dismantle our bikes, and then reassemble them. I'm what you would call *technically challenged*, so I held the team back. My three teammates were great, though. Whoever was ready first always gave me a hand." Helen, experienced in the water, was happy that she was able to reciprocate in the kayaking part of the race, a skill in which her fellow teammates were less competent. She managed to save them quite a bit of time by choosing the fastest possible course through the river and helping them avoid underwater rocks. These are virtually invisible, but a skilled kayaker can recognise them by the slight changes in the river's flow.

C It's difficult for Sandy to put her finger on what attracted her most about Primal Quest. "Maybe it was a love of extreme sports," she told me, "or growing up in a mountainous area in Canada where climbing and canoeing were always part of our lives." The beauty and splendour of the course, which took them through stunning desert canyons to unspoilt mountain trails, made her feel it was well worth it. Sarah also admitted that being a woman had something to do with it. "I loved the idea of a challenging race in a wild and remote location, where both sexes had to be represented on every team. I really believe that Primal Quest makes for better human beings, not just sportspeople. You need perfect communication with your teammates, mutual consideration and total dedication to the mission at hand. I think you come home from the experience a more compassionate person, at work, with your family and in other relationships."

D Upon reaching Checkpoint 36, David and his teammates were informed that, before they could continue, they would have to complete an orienteering course. This was a route of eight and a half miles which they had to cover while finding points shown on a map, in territory that is especially difficult to navigate. They hadn't counted on this obstacle, and as it turned out, some other teams opted for an eight-hour penalty rather than attempting it. "However, one of the team had once been a scout and remembered orienteering to get us through this part in under five hours. On the seventh day, we were still well ahead," he told us. "Our performance was outstanding. We'd made good time on the mountain bike sections and there wasn't a flash flood in sight when we waded through a river bed." Then, on the eighth day, misfortune struck. Nell sprained an ankle so she couldn't ride her bike. "There was no way she could get to the finishing line, which meant we were all disqualified."

PAPER 3: USE OF ENGLISH Part 1 (Questions 1-12)

Part 1

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A class B collection C set D type

0	A	B	C	D
---	---	---	---	---

A Snapper in the Sewers

Snappers are a (0) of biting turtle, which is rapidly (1) extinct. This is probably the reason why rangers in the Australian Reptile Park felt (2) upset when eight baby snappers were stolen from the park (3) 20 years ago. Then, last year, a construction worker in Sydney was working in the sewage system under the city streets, when he (4) what looked like an enormous turtle. At (5) , he couldn't believe his (6) He was amazed. Where (7) earth had it come from? When he reported it, the most likely explanation seemed that it was one of the baby snappers that had been taken more than 20 years earlier. The park rangers were very excited and (8) to get it back. However, the snapper was no longer a baby and it took six men, using a wheelbarrow, to get the 110-pound turtle out of the sewers. In (9) , they were lucky, as some snappers weigh twice as much as that! All the TV and press (10) of the snapper's rescue made it quite famous and it was even (11) a nickname, Leonardo, after the famous Mutant Ninja Turtle. Doesn't it make you (12) what other secrets are hidden in the sewers under our cities?

- | | | | | |
|----|----------------|---------------|---------------|------------------|
| 1 | A growing | B getting | C turning | D becoming |
| 2 | A so | B such | C much | D too |
| 3 | A above | B over | C beyond | D past |
| 4 | A ran over | B saw through | C came across | D got by |
| 5 | A once | B all | C least | D first |
| 6 | A sight | B eyes | C ears | D luck |
| 7 | A on | B in | C of | D about |
| 8 | A concerned | B worried | C upset | D anxious |
| 9 | A fact | B case | C general | D time |
| 10 | A publications | B reports | C broadcasts | D communications |
| 11 | A adopted | B called | C made | D given |
| 12 | A think | B like | C wonder | D ask |

Part 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 I've had quite enough of your rudeness.

PUT

I will not rudeness.

The gap can be filled by the words 'put up with your' so you write:

Example:

0	P	U	T		U	P		W	I	T	H		Y	O	U	R			
---	---	---	---	--	---	---	--	---	---	---	---	--	---	---	---	---	--	--	--

Write only the missing words IN CAPITAL LETTERS.

- 35 There's no point in spending time on this exercise.
OF
This exercise time.
- 36 It was such an expensive book that I didn't buy it.
SO
If the book, I would have bought it.
- 37 I'd rather book tickets than wait in a queue.
PREFER
I in a queue.
- 38 The paint on that house looks very new.
MUST
That house very recently.
- 39 Don't do any work for the next few days.
EASY
Just for the next few days.
- 40 John likes more sugar in his tea.
SWEET
This cup of tea for John.
- 41 Did you enjoy the party?
GOOD
Did you at the party?
- 42 Peter said he would help me with the gardening.
HAND
Peter offered with the gardening.

PAPER 4: LISTENING Parts 1 & 2 (Questions 1-18)

Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- | | | | | | | | |
|--|--|--|---|---|--|--|---|
| <p>1 You hear a phone conversation.
What has happened?
A A lorry has hit a bus.
B A lorry has fallen on its side.
C A car has collided with a lorry.</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">1</td></tr></table> | | 1 | <p>5 You hear a man talking to a colleague.
What is his job?
A a shop manager
B a librarian
C a film director</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">5</td></tr></table> | | 5 |
| | 1 | | | | | | |
| | 5 | | | | | | |
| <p>2 You overhear a woman talking.
What is her relationship with Helen?
A a relative
B a teacher
C a co-worker</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">2</td></tr></table> | | 2 | <p>6 You hear about a competition on the radio.
What must you send in order to win?
A secrets you want to publish
B advice on how to look good
C make-over tips</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">6</td></tr></table> | | 6 |
| | 2 | | | | | | |
| | 6 | | | | | | |
| <p>3 You turn on the radio and hear this.
What type of programme is it?
A a cookery programme
B a travel programme.
C an educational programme</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">3</td></tr></table> | | 3 | <p>7 You overhear a man talking to his neighbour.
Why did the family get a cat?
A The vet suggested it.
B Their son wanted it.
C The parents wanted it.</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">7</td></tr></table> | | 7 |
| | 3 | | | | | | |
| | 7 | | | | | | |
| <p>4 You tune into a radio programme and hear a woman talking about her new home.
Where is it?
A by the sea
B by a river
C by a lake</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | | 4 | <p>8 You overhear a teacher talking to her pupil.
What is she trying to do?
A make an apology
B offer criticism
C express sympathy</p> | <table border="1"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">8</td></tr></table> | | 8 |
| | 4 | | | | | | |
| | 8 | | | | | | |

Part 2

You will hear a radio report about summer jobs for students. For questions 9-18, complete the sentences.

SUMMER JOBS

- The Jersey Farm Company is looking for students aged

	9
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- There are two types of work available in

	10
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 and administrative jobs.
- Students working at social functions are needed at least

	11
--	----
- The catering staff take responsibility for serving guests, setting and

	12
--	----

 tables.
- The office work involves taking

	13
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, doing seating plans and receiving guests.
- Experience in

	14
--	----

 is required to deal with e-mail, faxes and filing.
- For students who want to do delivery work, a

	15
--	----

 is required.
- The rate of payment is

	16
--	----

 an hour.
- Students can expect to work

	17
--	----

 hours a week.
- During the academic year, a

	18
--	----

 job in the farm restaurant is available.

PAPER 4: LISTENING Parts 3 & 4 (Questions 19-30)

Part 3

You will hear five different people talking about a street market they visited. For questions 19-23, choose from the list (A-F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

- | | | | |
|---|-----------|--------------------------|----|
| A I was impressed with the variety of stalls there. | Speaker 1 | <input type="checkbox"/> | 19 |
| B I felt very much at home there. | Speaker 2 | <input type="checkbox"/> | 20 |
| C I had a tight budget and was concerned about over-spending. | Speaker 3 | <input type="checkbox"/> | 21 |
| D I was delighted that I made so much money. | Speaker 4 | <input type="checkbox"/> | 22 |
| E I found the local amenities most enjoyable. | Speaker 5 | <input type="checkbox"/> | 23 |
| F I shopped at some stalls more than others. | | | |

Part 4

You will hear an interview with a ballerina. For questions 24-30, choose the best answer (A, B or C).

- | | | | |
|---|--|--------------------------|----|
| 24 Why does Susannah want the interview to be brief? | | <input type="checkbox"/> | 24 |
| A it is taking place during a rehearsal | | | |
| B she has to give lessons to younger ballerinas | | | |
| C her timetable is very tight. | | | |
| 25 Why did Susannah's mother send her to ballet lessons? | | <input type="checkbox"/> | 25 |
| A in order to give her more self-confidence | | | |
| B in order to solve a physical problem. | | | |
| C in the hope that she would become a serious dancer | | | |
| 26 Susannah changed her mind about becoming a model | | <input type="checkbox"/> | 26 |
| A because her mother was opposed to the idea. | | | |
| B when she was exposed to ballet. | | | |
| C because she had problems with her posture. | | | |
| 27 How did Susannah's father feel about her dancing at first? | | <input type="checkbox"/> | 27 |
| A He was concerned about her future earnings. | | | |
| B He refused to discuss ballet as a career. | | | |
| C He felt proud of the choice she made. | | | |
| 28 Her parents' move to the city | | <input type="checkbox"/> | 28 |
| A was beneficial mainly to Susannah. | | | |
| B was at her father's insistence. | | | |
| C turned out to be of mutual benefit. | | | |
| 29 Why has Susannah given up surfing as a hobby? | | <input type="checkbox"/> | 29 |
| A She no longer lives on the coast. | | | |
| B It is too dangerous for her. | | | |
| C Swimming gives her a better workout. | | | |
| 30 For Susannah, a future film career is a | | <input type="checkbox"/> | 30 |
| A doubtful proposition. | | | |
| B potential option. | | | |
| C definite goal. | | | |