

b. What do you like doing in your spare time? Use phrases from the language box to discuss in pairs, as in the example.

Preferences

Positive

- To tell you the truth, I think I prefer stamp collecting to gardening.
- Personally, I like reading better than watching TV.
- On balance, I'd prefer to listen to some good music rather than play the piano.
- Given the choice, I'd sooner watch a video than go to the cinema.

Negative

- I don't like skating at all. I like skiing far better.
- Television doesn't really hold my interest. I'd much rather go to the theatre.
- I'm afraid pottery isn't my cup of tea. I prefer sculpting.
- I don't think I'd fancy that. However, embroidery might be nice.

A: What do you like doing in your spare time?

B: Personally, I like ... What about you?

A: I don't think I'd fancy that. However, ... etc.

Build Up your Word Power

4 The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

silent < audible < raucous < deafening

mild < chilly < wintry < freezing

agreeable < disconcerting < distressing < harrowing

undemanding < challenging < daunting < gruelling

- The sound of the fisherman's voice was barely *audible* over the roar of the waterfall.
 - The couple's laughter destroyed the romantic atmosphere of the elegant restaurant.
 - The studio was as the young artist worked at her sculpture.
 - The roar of applause at the end of the concert was
- The film is full of violence – I found that seeing it was such a experience that I came out of the cinema feeling completely drained.
 - To my relief, the long train journey was more than I had expected.
 - It was slightly to see that everyone else at the party was younger than me.

- It was really to see the terrible poverty endured by people living in the shanty town.
- It's quite a(n) book, not quite relaxing enough for bedtime reading.
 - After the seven-hour climb, the mountaineers were absolutely exhausted.
 - If you're not up to strenuous sports, try a(n) activity like gentle walking.
 - To reach safety, the survivors were faced with the prospect of a fifty-mile trek through uncharted jungle.
 - The temperatures of the lake make it unsuitable for snorkelling without a wetsuit.
 - Although it was slightly, we enjoyed our sleigh-ride enormously.
 - The conditions made the race track very wet and slippery.
 - If the weather remains I'm going to plant my garden at the end of the week.

5 a. Study the theory box. Then fill in the gaps with an appropriate adverb from the theory box.

Most adjectives can be made more emphatic by using adverbs with them, e.g. *really/very* good, *absolutely/totally* amazing. Some adverbs collocate with both gradable and non-gradable adjectives, e.g. *really* good/amazing. However, not all adverbs and adjectives collocate, e.g. *very/really* interesting. Not ~~*totally*~~ interesting.

- | | |
|----------------------|------------------------|
| 1 fantastic | 6 disappointing |
| 2 unparalleled | 7 brilliant |
| 3 absurd | 8 commercialised |
| 4 intelligent | 9 intense |
| 5 exhilarating | 10 soothing |

b. In pairs, use phrases from Ex. 5a to ask and answer questions about the best and worst CDs you have ever heard/books you have read, etc.

A: Have you heard the new Eminem CD?

B: Do you mean '8-Mile Rd'?

Yes, and it's absolutely fantastic!

Collocations

6 a. Match the pairs of adjectives to the nouns.

A		B	
1 pristine/littered	a traffic		
2 temperate/extreme	b regulations		
3 delicate/fragrant	c climate		
4 gnarled/blackened	d branches		
5 sparkling/winding	e coastline		
6 heavy/slow-moving	f blossoms		
7 fanciful/literal	g stream		
8 unjustified/strict	h interpretation		

b. Now use **one** adjective from each set to complete the sentences below.

- The blossoms filled the air with a delightful perfumed scent.
- The traffic was further hampered by large crowds of sightseers.
- Only by enforcing regulations was it possible to keep the forest safe from carelessly caused fires.
- The coastline is off-limits to boaters and fishermen.
- Critics were not impressed with the reviewer's interpretation of such a serious book.
- Bright green moss hung in sheets from the branches of the old apple tree.
- The sun shone brightly on the stream that ran parallel to the road.
- The climate of the Arctic has little to offer tourists in search of a suntan.

- The most amazing thing about this year's Oscar winning film is that it was made
- Don't believe everything you see in travel brochures; before you make your final decision.
- I know she doesn't really want to come out dancing with us. I can
- I can't believe I got the promotion! Let's go out and!
- To make up for the poor service the restaurant owner told us our drinks were

b. Look at the cartoon below. Complete the caption with one of the idioms from Ex. 7a. Can you explain what it means?



c. Sketch a picture for another one of the idioms from Ex. 7a. Show it to the class and see if they can guess which idiom you have drawn.

Idioms

7 a. Match items from columns A and B to make idioms. Then use some of them, in their correct form, to complete the sentences.

A		B	
1 bring the	a of one's seat		
2 read somebody	b the lines		
3 face the	c house down		
4 let one's	d beaten track		
5 off the	e shoestring budget		
6 on a	f music		
7 on the	g house		
8 on the edge	h like a book		
9 paint the	i hair down		
10 read between	j town red		

- Travellers differ from tourists in that they prefer getting to holidaying at popular holiday spots.

Fixed Phrases (phrases with *at*)

8 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

- at least • at large • at last • at present
- at a loss • at times • at odds with
- at a standstill • at a glance • at a loose end

- The trip wasn't all bad. The good thing was that we got to visit plenty of interesting ruins. *At least*
- I'm very busy at work right now, but when things relax a bit I'm going to go on a cruise.
- Dave is quarrelling with John over what CDs to bring to the graduation party.
- Although I love getting lost in a good novel, now and then I just like to sit and listen to classical music.

- 5 In the end, I found my passport tucked away in the zipped compartment of my suitcase.
- 6 From the sly look on the taxi driver's face I knew immediately that he couldn't be trusted.
- 7 The 5 o'clock news reported that the escaped prisoner was still on the loose.
- 8 Due to the bazaar in the city centre, traffic was stopped for two hours.
- 9 I'm really not sure what to do with myself now that the Christmas holidays are here.
- 10 Steven invited some friends over and was totally confused as to what to offer them to eat.

➔ Phrasal Verbs

Appendix 1

- 9 a. Match the phrasal verbs in the sentences with their meanings from the list below. Which phrasal verb matches the picture?

- save • bear • construct, assemble • embark
- cause as an expense • criticise • cause sb pain
- replace • postpone • continue, develop



- 1 We **put up** our tent before it got too dark to see what we were doing.
- 2 We **put off** our picnic, hoping the next day would be less overcast.
- 3 After what you **put her through**, I'd be surprised if she ever went out with you again!
- 4 Stop **putting** the travel agent **down**, it wasn't her fault we missed our flight.
- 5 I know you love cooking, but I don't know how you **put up with** the mess afterwards.
- 6 He managed to **put aside** enough money to buy a car.
- 7 It's great that I've got the Internet, but my computer **set me back** a month's pay.
- 8 If drowsiness **sets in**, stop taking the medication immediately.
- 9 Could you please **put** the CDs **back** in the same order that you found them?
- 10 If we **set off** at dawn, we should arrive at the island by noon.

- b. In pairs, make sentences of your own using any four of the phrasals in Ex. 9a.

➔ Communication: Making and Responding to Suggestions

- 10 a. Study the language box. Which sentences are formal? Which are informal?

Making Suggestions	Responding Positively
<ul style="list-style-type: none"> • I think we should ... • Would you be interested in ... ? • I thought perhaps you might like to ... ? • I was thinking it would be nice ... • It would be a nice change if ... • So, what do you think? • What about ... ? • Maybe we could ... ? • How about ... ? 	<ul style="list-style-type: none"> • You're probably right. • Sounds perfect. • That's a great idea. • That would be lovely.
	Responding Negatively
	<ul style="list-style-type: none"> • I don't think that ... • Well, I don't know. • I'm not sure that's such a good choice. • Perhaps it would be better if ... • No, I'm afraid that wouldn't be appropriate.

- b. Study the example, then, in pairs, use phrases from Ex. 10a to act out similar dialogues on the following situations.

A: *I think we should go and see the film about ... I love films that ...*

B: *Perhaps it would be better if ... because ... etc.*

- 1 Your best friend and you have just finished final exams and want to do something special to celebrate. Discuss where you might go.
- 2 Your boss is retiring after 30 years with the same company. You and your colleague are in charge of the party. Discuss where to have the party and what might be an appropriate gift.

➔ Interrupting

- 11 Study the table, then in pairs act out short exchanges, as in the example.

Student A, start telling your partner about a film, a book, a play, a CD, an excursion, an activity, etc.

Student B interrupt, using language from the table. After a few exchanges, swap roles.

Informal	Formal
<ul style="list-style-type: none"> • Just a second ... • Yes, but ... • Hold on a minute ... • Sorry, but ... • Wait a second ... 	<ul style="list-style-type: none"> • If I could just say something ... • Could I just cut in here ... • Excuse me, but ... • I'm sorry to interrupt, but ...

A: *Let's go see the new Oliver Stone film, it's ...*

B: *Just a second, isn't that supposed to be very violent?*

Listening – Part 2

- 1 a. You will hear a short talk about a family-oriented hotel chain. Before you listen, look at the notes in Ex. 1b and in pairs discuss the following questions.
- 1 What information do the notes give you about the hotel chain?
 - 2 What can the missing words be?

b. Now listen to the talk. As you listen, complete the notes for questions 1-8. You will only hear the piece once.

STRATEGY POINT

- This part consists of a monologue. You only hear the piece once, but information is sometimes repeated using different words.
- Some of the items you need to fill in will be numbers, dates or names.
- Look at the questions before you listen and try to guess what kind of information you need to listen for.

~~ Special Astor Group Family Holidays ~~

'Kids Eat Free' is offered at all Astor Group locations in the

1 and

The 'Kids Eat Free' package does not cover food ordered through

2

The 'Fun' package is only offered between the months of

3 and

On the day of arrival guests get 4 off all refreshments.

5 watch the children while they are participating in water sports.

'Kid-Suites' rooms are specially designed so children have a separate play 6 .

Young guests will love the:

- 7
- television and VCR
- stereo system
- wide selection of toys

Reservations must be made in 8 .

- c. Would you choose such a hotel for your holiday? Why/Why not? Tell your partner.

Listening – Part 4

Multiple Matching Task

- 2 a. Look at the following quotation. How far do you agree with it? Discuss in pairs.

'If a man never relaxed, he would go mad without knowing it.'

Herodotus (Ancient Greek historian)

- b. Now listen to five people talking about their favourite ways of relaxing and do the following two tasks.



Task 1

For questions 1-5, match the extracts as you hear them with the people, listed A-H. There are three items you will not need.

- | | |
|-------------------------|------------------------|
| A A computer programmer | 1 <input type="text"/> |
| B An airline pilot | 2 <input type="text"/> |
| C A navy officer | 3 <input type="text"/> |
| D A student | 4 <input type="text"/> |
| E A businessman | 5 <input type="text"/> |
| F A chef | |
| G A musician | |
| H A factory worker | |

Task 2

For questions 6-10, match the extracts as you hear them with the topics, listed A-H. There are three items you will not need.

- | | |
|-----------------------|-------------------------|
| A Watching a video | 6 <input type="text"/> |
| B Eating out | 7 <input type="text"/> |
| C Shopping | 8 <input type="text"/> |
| D Listening to music | 9 <input type="text"/> |
| E Cycling | 10 <input type="text"/> |
| F Going to the cinema | |
| G Playing the piano | |
| H Cooking | |

- c. Do you enjoy any of the activities in Task 2? Are there any you don't enjoy? Tell your partner.

Speaking – Part 3

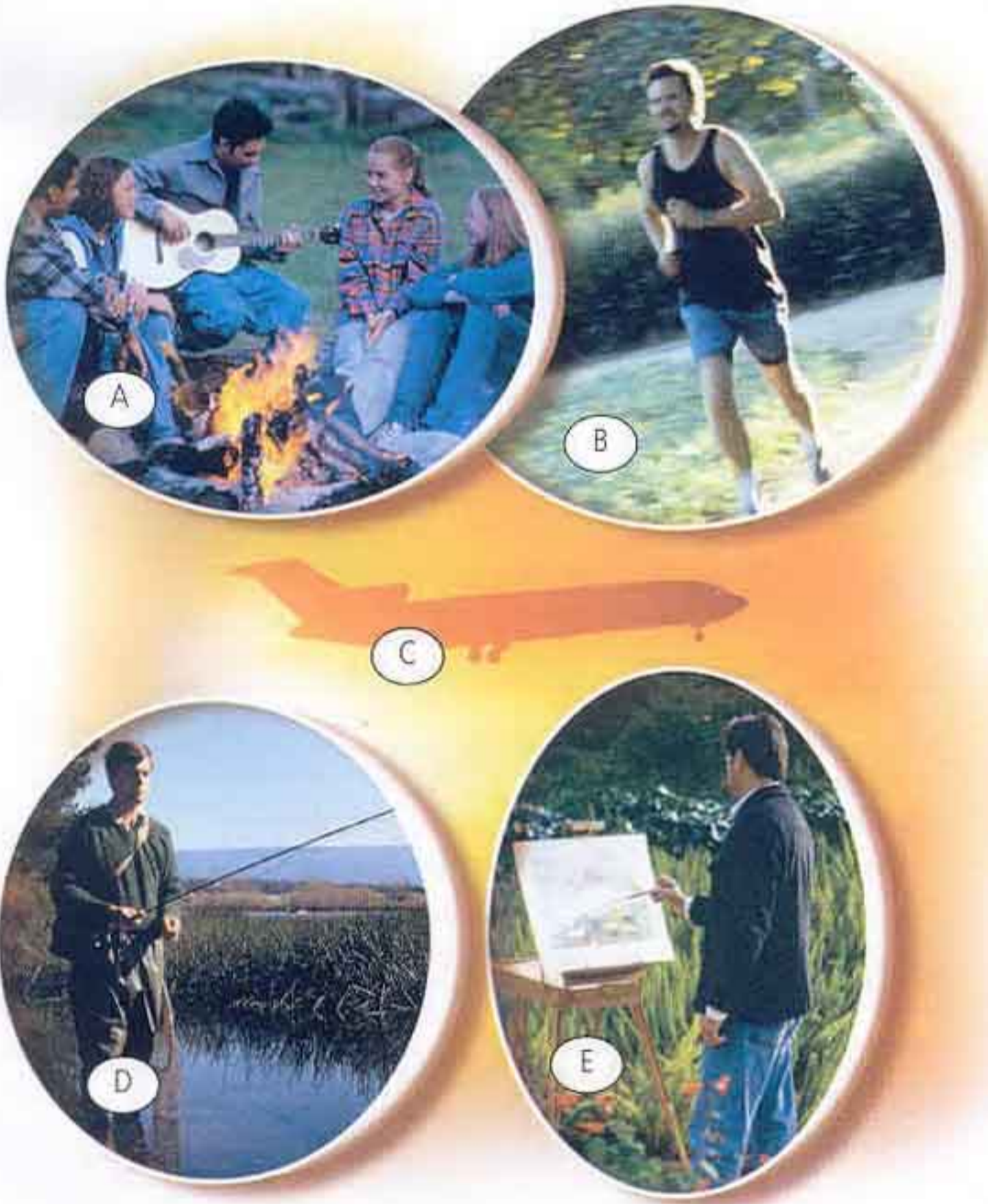
Negotiating / Reaching agreement

Students A & B

3 Look at these pictures showing ways in which people relax. Talk to each other about how each of the activities shown help people relax. Then decide which one would be most suitable for a student. You have about 4 minutes to do this.

STRATEGY POINT

Do not worry if you can't reach an agreement with your partner, but make sure that you demonstrate your ability to explain and discuss your opinions.



Useful language: Expressing your thoughts

- In my view/opinion ...
- I'm inclined to believe that ...
- What I think is ...
- My opinion/view is that ...

Useful language: Inviting a response

- What do you think?
- What's your feeling?
- What are your thoughts?
- What's your reaction?

Useful language: Agreeing/Disagreeing

- I'm inclined to agree with you.
- I think so, too.
- That's exactly what I think.
- I'm afraid I disagree / have to differ / don't go along with that.
- I see what you mean, but I still think ...

Speaking – Part 4

Students A & B

4 Discuss the following questions together.

STRATEGY POINT

- Make sure you expand your answers (brief 'yes-no' answers tell the examiners nothing about your ability).
- Support your statements with reasons and examples.
- Talk about your own experiences whenever they are relevant.
- The examiners are not assessing your ideas or your beliefs, but your command of English. Don't be afraid to say what you think.

- 1 What is your favourite way to relax?
- 2 How difficult is it to find time for yourself?
- 3 Some people say that a change is as good as a rest. How far do you agree?
- 4 Is it always a good thing to be able to forget your problems?
- 5 How do you think entertainment will change over the next 50 years?

5 Listen to two candidates doing the speaking tasks in Exs. 3 & 4 and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English

- Responding to news

6 In pairs guess and say what the other speaker says.

- | | |
|------------------------|-------------------|
| a Once in a blue moon. | d Every so often. |
| b Every now and then. | e Hardly ever. |
| c Once in a while. | |

A: *Does he ever wash his car?*
 B: *Once in a blue moon.*

Reading – Part 2

- 1 a. You will read an extract from an article about a hiking holiday in Tasmania. Before you read, discuss the following questions with a partner.
- 1 Where is Tasmania? What sort of scenery do you expect the writer to see?
 - 2 Why would somebody choose to travel to a remote and lonely place?
 - 3 Look at the title and introduction to the article. What do you think the focus of the article will be? Read quickly and check.
- b. Read the article. Seven paragraphs have been removed. Choose which of the paragraphs given on the opposite page (A-H) fit into the gaps (1-7). There is one paragraph you do not need to use.

Lonely Enough for You?

*A hiker's paradise and there's nobody around to spoil it.
Tony Perrottet loses himself in Tasmania.*

"If this isn't lonely enough for you," a grizzled Tasmanian sheep farmer told me, pointing out towards some **desolate** and **windswept** alpine scrub, "try the Twisted Lakes. You can have as much solitude as you want round there," he chortled.

1

A few days later, when I made it to Cradle Mountain, I could see what the farmer meant. Tasmania was at its most benign – brilliantly sunny, which apparently occurs here only one day in every 10. I'd left the main walking trail just a few hundred yards behind, and there I was, the only living soul in a pristine moorland, gazing into a **startling** emptiness.

2

I stooped at a rivulet to take a drink – safe as Evian – then stripped off my clothes and threw myself naked into a **chilly** lake. Nobody was going to disturb me here in my own private valley ... not today, not tomorrow, maybe not even for another month. There are few places on earth where you can keep your own company so easily as Tasmania – although when I first arrived in Cradle Mountain, I didn't actually feel that alone. I'd spent the night before at a chalet-style lodge with a gaggle of raucous Aussies on summer holidays, while Eagles songs played over and over on a perpetual loop.

3

A park ranger, identifiable by a badge with a pink Tasmanian devil on it, pointed out the route to the Twisted Lakes: "Just chuck a left at Hanson's Peak, mate. Not a soul up there." 'Chucking a left' took me over a mountain ridge and into the void. Up above, **bare** granite peaks protruded like decaying teeth. Clusters of tiny scarlet flowers swayed in the bush. At one turn, I nearly tripped over a wombat. This shy, muscular, almost spherical creature scratched itself awake and lumbered off like a miniature tank, smashing branches as it went. As the sun climbed, bathing the landscape in a dreamy warmth, the

trail wound upwards onto a highland plateau. That's when I found the Twisted Lakes – a trio of moss-fringed tarns looking as deliberately arranged as a Japanese garden. As I took my skinny dip, I realised why Tasmania is considered a hiker's paradise by Australians. In the rest of the country you often have to travel for days to notice a change in landscape.

4

It was early afternoon when the trail emerged on the flanks of Little Horn, the lower peak of Cradle Mountain. I had the choice of turning back or continuing in a wide loop around Dove Lake, which sparkled like black opal far below. Well, I thought cockily, how hard could it get?

5

Finally, I recognised the path – heading down, down, straight down a blunt outcrop of stone called Bald Rock. I vaguely remembered the park ranger warning me about this. ("She's a tricky one," he'd smirked. "Take her slow.") From up above, the rock looked like a giant, **slippery** slide.

6

"We did this exact same hike last year," the boyfriend confided merrily. "Started out perfect, just like today. By noon it was snowing." At this, the pair of them bounded down the rock face like mountain goats. "Don't worry, you dingos," the girlfriend shouted back, "it's not as bad as it looks." Of course, they were right. If you took it slowly, Bald Rock was a piece of cake. And at the bottom lay my reward, a lake of Olympic-pool proportions just begging for the ultimate mountain swim.

7

"Survive that lot, cobber?" he asked cheerily. "No worries, mate," I said, getting into the Tassie rhythm. "If that's not lonely enough for you," he said, "try the southwestern forests ..." I cut him off as fast as I could: "No, no, that was plenty lonely enough" – and roared back to the busy alpine lodge for a little raucous banter by the fireside and a few Eagles songs.



- A** Two hours later, having crossed a temperate rainforest whose giant ferns looked like something from *Journey to the Centre of the Earth*, I stumbled back to my car. It was nearly dark, and most visitors had left. But lounging beside his Land Cruiser was my old mate the park ranger, just making sure that the stragglers returned safely from the wilderness.
- B** To my relief, a team of four Aussie bushwalkers suddenly appeared on the trail and joined me in contemplation of the view. It was easy to identify the couple from Tasmania – they were the ones who, even on this hot and cloudless summer's day, carried full rain gear and thermal underwear in their packs.
- C** When I woke up the next morning, the countryside was swathed in a chilly, pea-soup mist. But by the time I'd finished breakfast, the sky had transformed into a dome of cloudless blue – an invitation to explore.
- D** But then the landscape changed again. The soil became drier, the sun brighter, the heat **blistering**. My water was running low. The trek was starting to feel like an out-take from *Beau Geste*. And was I even going the right way?
- E** It's far from virgin, however. Walkers on the trail past Hanson's Peak have engraved a relatively clean path on the bushy terrain. I was tempted to use it myself, but only for a moment. The temptation of attempting to reach the Peak itself was too powerful. It would take some serious climbing, but the sun was still high, and the potential reward for bothering to unpack my climbing gear far too great to ignore.
- F** I could taste the isolation in the air. The Tasmanian wind, having drifted thousands of miles across the Indian Ocean, is the purest on the planet. Alpine lakes glittered like dark pearls in the sun. Mountain ridges continued into the horizon, row after row, ad infinitum.
- G** I wasn't sure if this was a recommendation or a warning. In Australia's enormous island state, solitary bushwalkers still occasionally disappear never to be seen again. The farmer was talking about Cradle Mountain-Lake, St Clair National Park, more than 1,200 square km of mountain wilderness on the rim of Tasmania's **savage** central highlands. I resolved to go.
- H** But there, wild mountain vistas are broken at every turn by delicate natural set pieces. All around me the gnarled bushes were like bonsai; the granite around them glistened almost white, as if sandblasted clean. And not a soul in sight.

STRATEGY POINT

- Quickly read through the gapped text to get a general idea of what it is about.
- Read through the gapped text again, focusing on one gap at a time. Look carefully at the paragraphs that come before and after each gap.
- Read the jumbled paragraphs. Try to find the one that fits the gap. Look for discourse markers (reference words, time words, linkers) as well as for general cohesion and coherence.
- When you decide on a paragraph, quickly read the part of the text from the paragraph before it to the end of the paragraph after it to check that it fits.
- You can always move on and return to a gap later.
- Be prepared to change your answers if necessary.
- Remember that there is one paragraph that will not fit in the text at all.

- 2** Look at the text again. Underline the parts of the text that helped you decide on the missing paragraphs. Then compare with a partner.

Vocabulary Practice

- 3**
- Explain the highlighted words in the text.
 - What are the highlighted words used to describe in the text? In pairs, decide what else they can be used to describe. Choose from the following.
 - dog • summer day • landscape • hillside
 - news • floor • afternoon • feet

Text Analysis

- 4**
- What does the writer mean by the underlined phrases in the text? Discuss in pairs.
 - Find at least five words or phrases in the passage connected with the idea of being alone.

Discussion

- 5**
- Would you enjoy such a holiday? Why/Why not? Discuss in pairs.
 - Read again and act out dialogues between
 - the writer and the park ranger.
 - the writer and the other hikers.
 - In pairs, make a brochure advertising Tasmania.



Present tenses



Grammar Reference

1 a. Read the following and comment on the use of the present tenses in the underlined parts. One has been done for you.

- 1 I think Jason is in the garden. He is building a shed.
Present continuous because the action is taking place at the time the sentence is spoken.
- 2 Steve jogs around the lake every evening.
- 3 In northwest Scotland summer temperatures rarely rise above 16°C.
- 4 The villain jumps from behind the curtain and attacks Bond with a knife.
- 5 I'm meeting Mr Houghton at six o'clock.
- 6 His flight takes off at 11.45.
- 7 You're always complaining!
- 8 Tourism is increasing in this area.
- 9 He has just finished work on his new book.
- 10 I have been to America twice.
- 11 Her eyes are red because she's been crying.
- 12 She's been studying non-stop for eight hours.

b. Write three sentences talking about irritating habits of people you know.

c. Write three sentences about things which are changing in your town or country.

2 With which tenses are the following time expressions normally used? Categorise them, then make sentences to show their function. (Some time expressions are used with more than one tense.)

- usually • at present • nowadays • every other week • already
- since • how long • lately • so far • regularly • for • just • right now

Present Simple

usually

Present Continuous

Present Perfect

Present Perfect Continuous

Fran usually goes to work by bus.

4 Complete the chart to show the difference in meaning when the verbs in bold are used in their stative and continuous forms.

Stative	
	<i>I expect everyone to comply with these rules.</i>
1
2
3
4
5

Continuous	
	Maria is expecting twins.
	I'm having a wonderful time!
	The vet was feeling the dog's stomach for any lumps.
	The chef is tasting the soup.
	I'm seeing my lawyer tomorrow.
	Can you keep the noise down? I'm thinking!

3 a. Look at the headlines. In pairs, make sentences using present tenses that could form part of the text of the article that follows each headline.

1 **BETTER SPORTS FACILITIES**

Things are improving for sports fans! The number of basketball courts in the city has doubled in the past year, and three swimming pools are under construction.

2 **ONGOING CHANGE IN LEISURE PATTERNS**

3 **TEN MOST POPULAR HOLIDAY DESTINATIONS**

4 **ENTERTAINMENT STUDY COMPLETED AFTER 5 YEARS**

5 **HOTEL STANDARDS UNDER INVESTIGATION**

6 **FREQUENCY OF AIRPORT DELAYS UNACCEPTABLE**

7 **MORE FOREIGN FOOD FANS**

b. Read your sentences aloud. The rest of the class should decide the type of publication your sentences belong to.

5 Fill the gaps with **one** word. There is an example.

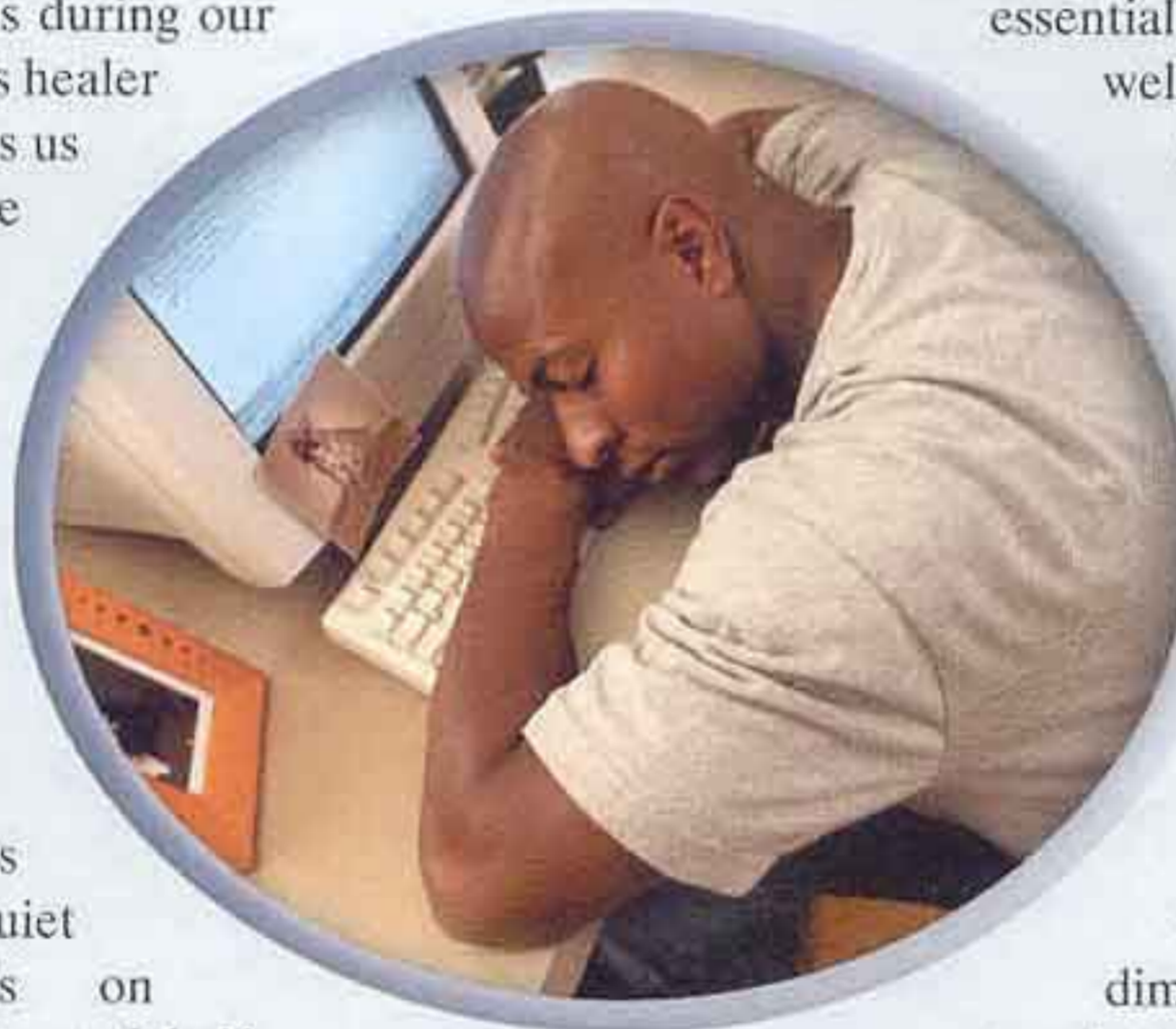
STRATEGY POINT

Part 2 of CAE Paper 3 focuses on sentence structure. The words you need to fill in can be articles, prepositions, auxiliary verbs, modals, participles, pronouns, relative pronouns, question words and other structural items (e.g. so, too, more, etc).

- Read through the text quickly, ignoring the gaps, to get a general idea of what it is about.
- Read thoroughly. Look at the words, structures, expressions and punctuation on either side of each gap and try to guess the missing item.
- When finished, read through the text again and look for any items that don't fit. They will be easy to correct once most of the text is complete.

The Value of Sleep

Our ultimate escape 0) *from* whatever life has thrown 1) us during our waking day is sleep. Nature's healer lowers our eyelids and covers us 2) the comforting blanket of unconsciousness. Every night we are given a period in 3) our bodies and minds can recuperate and prepare us for the trials 4) demands of the following day. As we all know, our subconscious controls 5) quiet periods, taking our minds on journeys consisting of events and half-remembered thoughts from our conscious hours. Our journeys 6) usually fragmented patterns of sensations and pictures, sometimes pleasant, sometimes harrowing.



These periods of unconsciousness and dreams are essential 7) our health and well-being but an increasing number of people today suffer 8) an inability to enjoy this necessary form of escape. Insomnia affects a high proportion of us and this frustrating, debilitating malady 9) have dire results. The insomniac wades 10) his waking hours in a fog. Creative thought can 11) deadened, reflexes slowed and sensations dimmed. If 12) inability to sleep lasts for more than a week 13) two, what is known 14) chronic insomnia sets in, sometimes causing severe depression and leaving the sufferer unable 15) cope with daily life.

➔ Dependent Prepositions

6 a. Look again at the text in Ex. 5 and find verbs which are used with dependent prepositions. Underline the verbs and their prepositions (e.g. *cover with*).

b. Fill in the gaps using *in, for, from, to, on, of, with* or *over*.

- 1 to have confidence sth; 2 to blame someone sth; 3 to depend someone; 4 to convince someone sth; 5 to be critical someone; 6 to puzzle sth; 7 to plead someone; 8 to be allergic sth; 9 to criticise someone sth; 10 to base sth sth; 11 to take pride sth; 12 to arrest someone sth; 13 to confide someone

c. Now make sentences with six of the items above to show their meaning.

English in Use – Part 3

7 In most lines of the following text there is one spelling or punctuation mistake. Find the mistakes and correct them. Write the correct word in the space provided. If a line contains no mistakes, put a tick (✓) in the space next to it.

STRATEGY POINT


This part is an error correction exercise. This can be a task where you have to identify unnecessary words or one where you have to correct spelling and punctuation mistakes.

- Some spelling mistakes you might come across are listed below (the correct spelling of the words is given in brackets):
 - incorrect plurals, e.g. *difficultys, journeies* (difficulties, journeys)
 - incorrect addition of suffix, e.g. *happyness, easily* (happiness, easily)
 - misspelt participles, e.g. *layed, heard* (laid, heard)
 - single instead of double or double instead of single consonants, e.g. *asurance* (assurance), *usefull* (useful)
 - missing silent vowels, e.g. *litarcy* (literacy)
 - misspelt suffix, e.g. *independance* (independence)
 - reversed vowels, e.g. *wierd, acheive* (weird, achieve)
 - wrong choice of homophone e.g. *There/Their*

- Also watch out for the following punctuation errors:
 - proper nouns written using lower-case letters
e.g. *the british Film Institute, newcastle* (British, Newcastle)
 - missing or unnecessary commas, e.g. *Michael, who is a doctor is 46 years old.* (doctor, is)
and *Most British people who have retired abroad, say they are happy with their lives.* (abroad say)
 - missing, unnecessary or misplaced apostrophes, e.g. *Its up to you to decide.* (It's) and *The museum is famous for its collection of rare ancient artifacts.* (its) and *The childrens' toys* (children's)
 - incorrect punctuation in direct speech, e.g. *"Here is the money" he said.* (money," he)
 - Unnecessary or missing question mark, e.g. *"I know where she is?"* (is.)



(N.B. See Grammar Reference for details on punctuation rules.)

Why do we Watch ESCAPIST MOVIES?



The need to watch escapist movies has its origins in childhood. Children's worlds are filled with the imaginary places which are found in fairy stories and children's fiction. These are places where menacing giants rule, princesses ensnare their princes, flying horses traverse the skies and talking animals, inhabit unspoiled woods by sparkling streams. Through fiction, adolescents learn to face the realities of school life including the pressure of exams. However, even in adulthood there's still the yearning to escape into other worlds. The characters have changed? The princes have become film idols, the flying horses high performance sports cars, talking animals futuristic androids and the woods and streams alien urban constructions with backgrounds of incessant noise. As people are locked in the boredom of daily routine, the vision of adventure which the blockbuster movie can bring is vital to many. For the romantic, the hero inevitably finds his soul mate; for the curious, the detective will uncover the villain. Whatever the attractions of the alternative worlds, it is evident that there is a strong link to that childhood innocence when all things were possible and cynicism had not yet touched the rainbow of our imagination and emotions.

0	<i>its</i>
0	<i>imaginary</i>
0	✓
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8 a. Five out of the ten words in the following group are misspelt. Find them and correct them.

- | | | | |
|---|---------------|----|-------------|
| 1 | assistence | 6 | reference |
| 2 | disappearance | 7 | turbulance |
| 3 | persistence | 8 | disturbance |
| 4 | preferance | 9 | resistance |
| 5 | deliverence | 10 | insistance |

b. Six out of the eight words in the following group are misspelt. Find them and correct them.

- | | | | |
|---|---------|---|----------|
| 1 | wierd | 5 | concieve |
| 2 | achieve | 6 | relieve |
| 3 | receive | 7 | retrive |
| 4 | decieve | 8 | seige |

English in Use – Part 6

9 For questions 1-6, read the following text and choose from the list (A-J) given below the best phrase to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

STRATEGY POINT

- Read the title for a general idea of what the text will be about.
- Read through the text once, ignoring the gaps, to get an idea of the content of each paragraph.
- Make sure the meaning of the phrase you choose fits into the sentence and the text as a whole.
- Check that the phrase you choose fits grammatically.

Escape into the Future

For decades, time travel lay beyond the fringe of respectable science. In recent years, however, the topic **0)** ... among theoretical physicists. The motivation **1)** – time travel is fun to think about. But this research has a serious side, too. Understanding the relation between cause and effect **2)** a unified theory of physics. If unrestricted time travel were possible, even in principle, the nature of such a unified theory could be drastically affected.

Our best understanding of time comes from Einstein's theories of relativity. Prior to these theories, time **3)**, the same for everyone no matter what their physical circumstances were. In his special theory of relativity, Einstein proposed that the measured interval between two events **4)** is moving. Crucially, two observers who move differently will experience different durations between the same two events.

The effect is often described using the 'twin paradox'. Suppose that Sally and Sam are twins. Sally boards a rocket ship and travels at the speed of light to a distant star, turns around and flies back to Earth, while Sam stays at home. For Sally the duration of the journey **5)** but when she returns and steps out of the spaceship, she finds that 10 years have elapsed on Earth. Her brother is now nine years older than she is. Sally and Sam **6)**, despite the fact that they were born on the same day. This example illustrates a limited type of time travel. In effect, Sally has leapt nine years into Earth's future.

- A are no longer the same age
- B depends on how the observer
- C are still the same set of twins
- D is a key part of attempts to construct
- E is essential when any sort of
- F might be, say, one year
- G has been partly recreational
- H was considerably longer
- I was widely regarded as absolute and universal
- J has become something of an industry

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the numbered spaces in the text. There is an example (0).

STRATEGY POINT

- Consider the following:
- What part of speech is missing from each gap?
 - Is the word in the singular or in the plural?
 - Is it positive or negative (in the latter case, it might need a prefix like DIS- or UN-)?

Holidays for all Workers

Millions of freelance and short-term contract workers won the right to **0) paid** holidays yesterday in a groundbreaking ruling from the European Court of Justice in Luxembourg. The court's **1)** will force the government to change laws that regulate how much holiday workers are **2)** to.

The judges said the UK had **3)** implemented an old EU directive when it gave a right to holidays only after 13 weeks' **4)** employment with the same employer. The **5)** had excluded millions of freelance and contract employees, including teachers, cleaners and media workers.

Stephen Cavalier, head of employment rights at the trade union law firm Thompsons, said the government should act **6)** to change the law. As long as it remained **7)**, workers who were denied holidays could claim compensation from the government.

0 PAY	3 WRONG	6 PROMPT
1 JUDGE	4 CONTINUE	7 CHANGE
2 TITLE	5 RESTRICT	

Memo

To all colleagues

This is the formal **8)** of our company's Christmas party which will take place on Wednesday, December 16, 6pm. I am pleased to inform everyone that the party is free for all **9)**

The **10)**, submitted by the Chief of Staff some weeks ago, included several **11)** for possible venues; we have decided that the most **12)** place would be the Regent restaurant in Bridge Street, because of its proximity to our premises as well as its **13)** cuisine.

The management regrets that it cannot bear the expense of **14)** guests; if you wish to bring friends or family, you will need to purchase extra **15)** These are available from our HR department at the cost of £25 each.

8 ANNOUNCE	11 SUGGEST	14 ADD
9 EMPLOY	12 SUIT	15 INVITE
10 PROPOSE	13 EXCEPTION	

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