

Unit 1 Our people

Grammar

Verb forms to talk about the past

- 1 Read part of a story about a woman returning home and then put the verbs in brackets into the correct past tense.

As Anne drove west, she (1) *felt* (feel) almost as though she were driving in a dream. But as she (2) (get) closer to home, there was an excitement she (3) (not experience) for years. She (4) (live) abroad for so long that she (5) (forget) what it was like to feel that you really belonged somewhere. Her family were there, in her village, and they (6) (wait) for her. As she (7) (come) over the hill, the view (8) (be) the same as it (9) (always / be). She noticed a young man who (10) (walk) purposefully towards the centre of the village. As the car drew near, he (11) (turn) and (12) (nod) as people do in this part of the world. She (13) (not realise) until then that it was Niall, a boy she (14) (babysit) many times when she was a teenager. So not everything (15) (stay) the same. Anne herself (16) (also / change) of course. The night before, she (17) (stay) in a hotel in Dublin and the receptionist (18) (ask) her ‘(19) (you / be) to Ireland before?’ But what could she expect when her accent (20) (almost / disappear)?



- 2 Read each pair of sentences and then answer the question which follows.

- 1 A Katrina studied Portuguese when she arrived in Brazil.
B Katrina has been studying Portuguese since she arrived in Brazil.

In which sentence is Katrina still in Brazil? *B*

- 2 A My brother was always borrowing my things when we were teenagers.
B My brother always borrowed my things when we were teenagers.

In which sentence does the speaker seem slightly irritated? *A*

- 3 A Has Richard rung this morning?
B Did Richard ring this morning?

In which sentence is it still morning? *A*

- 4 A My school team won the regional championship five times.
B My school team has won the regional championship five times since 1997.

In which sentence does the speaker think the team might win the regional championship again? *B*

- 5 A When Giulia got home, her friends made her a meal.
B When Giulia got home, her friends had made her a meal.

In which sentence was the meal ready when Giulia arrived? *B*

Used to

- ③ Look at the past tense verbs in these sentences. Rewrite any sentence where the verb can be replaced by *used to*. Write 'No' for any sentence that cannot be changed.
- Did parents use to be
- 1 Were parents stricter with their children fifty years ago, do you think?
 - 2 After I left school, I went abroad twice to work as an au pair.
 - 3 People wrote letters by hand or on a typewriter until computers became widespread.
 - 4 Is lunch still as important in your country as it was?
 - 5 My father has worked in different countries so I've been to lots of different schools.
 - 6 I spent last summer helping my grandparents decorate their house.
 - 7 Did you get as stressed at your last job as you do here?
 - 8 I speak Russian quite well as I studied it for four years.
 - 9 Japanese people didn't eat as much chicken or pork in the past as they do now.
 - 10 Wasn't there a factory on this site until a few years ago?

Used to and be/get used to

- ④ Ⓞ Used to and be/get used to have different meanings and forms. Look at these sentences written by CAE students. Find the mistake in each one and then correct it.
- 1 The children hate walking because they are ~~use~~^{used} to going everywhere by car.
 - 2 Some students are used to eat a snack during classes.
 - 3 Hockey didn't used to be very popular in Spain.
 - 4 Even if you find joining a new school difficult at first, you will soon get used to.
 - 5 Were you used to work under pressure in your old job?

- 6 If you do not used to walking every day, you will find a trekking holiday very difficult.
- 7 Have you got used to cook for yourself?
- 8 Jose use to be a good swimmer when he was younger.
- 9 Travel helps you be used to different ways of doing things.
- 10 Laura was used to have a lot of noise around her because she came from a big family.

Vocabulary

Collocations with *give*, *do* and *make*

- Ⓞ Look at these sentences written by CAE students and then choose the correct verb.
- 1 Our college (gives) / makes us a wide choice of subjects to study.
 - 2 The students were asked to give/make their opinions about the new menu in the canteen.
 - 3 We do/make a lot of business with American companies.
 - 4 I would like your newspaper to do/make me an apology.
 - 5 I have done/made hundreds of exercises on grammar and vocabulary this week.
 - 6 We can give/make a discount to our regular customers.
 - 7 The strike didn't do/make any harm to local businesses.
 - 8 Silva gave/made a remark about her sister which I thought was a bit unkind.
 - 9 The college hopes to do/make a profit by selling its magazine.
 - 10 The bus company has done/made improvements to the services it offers.
 - 11 It is too late to repair some of the damage done/made to the environment.
 - 12 It is worth doing/making an effort to look back at what you've learnt.
 - 13 Nowadays both men and women do/make the housework but it wasn't like that in the past.
 - 14 You will have to do/make your own bed every morning while you are living here.
 - 15 The band gave / made the best performance of their lives last night.

Reading Part 3

You are going to read an extract from an autobiography. For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text.

A Visit Home

Amid the swarming, clattering travellers, railway staff and suitcases, I saw the thick, dark eyebrows of my brother Guy lift by approximately one millimetre in greeting as I came down the steps of the footbridge and out into the station forecourt. Guy speaks like most men in the village we come from, i.e. not at all until he has spent five minutes considering whether there are other means of communication he can use instead. His favourites are the eyebrow-raise, the shrug, and the brief tilt of his chin; if he is feeling particularly emotional, he may perform all three together. That morning, as I worked my bags through the other passengers, he kept his eyebrows raised. Standing in his work clothes, he looked rather out of place, resembling a large, solitary rusty nail in the midst of, but apart from, the crowd of people: his steel-capped boots, battered, formless jacket and heavy stubble seemed to be causing many people to give him a wide berth, diverting their path to the exit rather than heading for it directly.

‘Hello, Guy,’ I said.

‘Now then,’ he replied. ‘Give me one of your bags.’

‘Thank you,’ I said, and passed him a large bag.

‘Whatever have you got in here?’ he exclaimed.

My brother is appalled by indulgences such as luggage, although his exclamations are less aggressive than resignedly bemused. With Guy, you have to understand that when he asks what on earth you’ve got in a bag, it is a way of saying, ‘Hello, how are you?’

‘It’ll be the computer that’s heavy. And there are some books,’ I explained.

‘Books,’ he said wearily, shaking his head.

‘Sorry.’

‘Doesn’t matter,’ he said. ‘It’s not that heavy.’ He yanked the bag up onto his shoulder.

‘It’s nice to see you, Guy.’

Guy raised his eyebrows and chin five millimetres, and strode off towards the car park.

I felt relieved by his distracted, unemotional expression

because it was usual: since he was a small child he had gone through much of life looking as if he was pondering the answer to a complex mathematical problem. But as I caught up with him and looked at him from the side, I noticed dark half-circles below his eyes.

‘Are you all right, then?’ I said.

He raised his eyebrows again, and blew out through pursed lips. He looked as if he were trying to pop the features off his face. Then he gave me the sort of consolation smile you give people when they’ve asked a stupid question, batted his lashed black-brown eyes and shrugged.

‘You look a bit worn out,’ I said.

‘I should think I do,’ he said. ‘I’ve been doing twelve-hour days on the farm since July. Sling your bags into the back of the van then.’

This was not as straightforward as he made it sound. He used the van as a workshop, storage unit and mobile home, and so as well as the usual driving-dregs of sweet wrappers and plastic bottles, there was farm equipment of an often surprising scale – straw bales, black polythene barrels, bundles of shovels and forks, metal toolboxes which were themselves almost as large as small cars, and other tools which I did not recognise or understand. Intermingled with that were random, inexplicable household articles: sofa cushions, half a dozen plant pots and a roll of carpet.

I gingerly balanced my bags on some boxes, and then walked round the van and climbed into the front passenger seat. Guy stamped down the accelerator and we shot out of the car park. Guy looked straight ahead into the traffic, lifted his eyebrows and moved his mouth in what may or may not have been a grin. As we drove through the city, I watched his face to try to catch his expression when the half-grin lapsed, but he just lost himself in nonchalant concentration on the other cars and vans around us. For something to do, I turned on the radio and began retuning it. This caused a very loud static noise to fill the cab, and Guy to jerk round in his seat, shouting, ‘Don’t fiddle with that radio.’

I snapped it off, and looked at him again. ‘Sorry.’

‘Never mind,’ he said. ‘It only plays one station and it

takes me ages to get that. There are some CDs in the glove compartment. Put one of those on instead.'

I put a CD on but as we accelerated off at the bypass roundabout the music was drowned out by the engine noise anyway.

It takes only twenty minutes to drive through the hills to our village, but that day the journey seemed to take forever. Neither of us could think of anything to say to each other so Guy pretended to concentrate on the speed of his windscreen wipers which were keeping the driving rain off the windscreen so he could see the road ahead. I, on the other hand, leant my forehead against the side window, looking out at the scenery which was so familiar to me but was actually obliterated by the horizontal rain.



Richard Benson, author of extract 'A visit home', signing copies of his book The Farm.

- 1 What aspect of Guy's personality is the writer reinforcing when he says 'if he is feeling particularly emotional, he may perform all three together' (lines 10–11)?
 - A His facial expressions are difficult to interpret.
 - B His speech is always backed up by non-verbal expressions.
 - C He is very controlled when expressing his feelings.
 - D He can give out conflicting messages about what he is thinking.
- 2 What is meant by many people giving Guy 'a wide berth' (line 18)?
 - A People were staring at him because of the way he looked.
 - B People were getting annoyed with him because he was in their way.
 - C People did not understand what he was doing there.
 - D People did not feel comfortable getting too close to him.
- 3 How does the writer feel when Guy complains about his bag?
 - A He knows he shouldn't take the complaint seriously.
 - B He thinks Guy is making an unnecessary fuss.
 - C He wishes Guy had not greeted him with a complaint.
 - D He is embarrassed about bringing so much luggage.
- 4 As they walk towards the car park, the writer realises that
 - A he is not being sensitive enough about Guy's situation.
 - B there is a change in Guy's normal behaviour.
 - C Guy's expression seems more worried than usual.
 - D he had more reason to be concerned about Guy than he initially thought.
- 5 What does the writer exaggerate when he is describing the back of the van?
 - A the combination of items
 - B the size of some of the contents
 - C how old some of the contents were
 - D how many items were unnecessary
- 6 Guy gets annoyed in the van because
 - A the radio doesn't work properly.
 - B he prefers to listen to CDs.
 - C the radio made a terrible noise.
 - D his brother touched the radio.
- 7 What does the writer say about the journey in the van?
 - A He preferred to look out at the countryside rather than talk.
 - B He didn't speak to Guy because the driving conditions were difficult.
 - C The fact that they travelled in silence seemed to make it longer.
 - D It was much slower than usual because of the weather.

Listening Part 4

2 You will hear five short extracts in which people are talking about their friends.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker originally met their friend.

TASK TWO

For questions 6–10, choose from the list (A–H) the quality each speaker’s friend has.

While you listen you must complete both tasks.

- A at a musical event
- B on public transport
- C through a relative
- D at school
- E through another friend
- F at work
- G at a sporting event
- H as a neighbour

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

- A a talent for listening
- B a reluctance to criticise
- C a desire to share
- D willingness to apologise
- E kindness to others
- F enthusiasm for new ideas
- G an ability to keep secrets
- H continual optimism

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10



Unit 2


Mastering languages

Grammar

Expressing purpose, reason and result

1 a Read this extract from a principal's letter and then complete the gaps with one of the phrases from the box below.

with the result that led to ~~so as to~~
with the intention of due to



Allerton Moor
High School

Dear parent,

As you know, we have recently reduced the length of the school day and cut the length of breaks between lessons (1) *so as to* maintain an orderly and purposeful movement of pupils around the premises.

I am pleased to report that, (2) the pupils very positive response to the idea, the transition to the new timetable has been accomplished, with the minimum of disruption. It has, in addition, (3) increased concentration levels, (4) most staff report a better learning environment.


I would also like to emphasise that we introduced this shorter school day (5) offering a much wider choice of extra-curricula activities, including sport and music. I am therefore delighted to report record enrolments for these activities.

Yours faithfully,

Dr Tim Mortimer
Principal.


b Read part of a dialogue between two friends and then complete the gaps with one of the phrases from the box below.

make sure that means ~~otherwise~~ in case so



Well, I'd better go now, Anna, (1) *otherwise* I'll be late for my music lesson. Shall I call you later (2) we can talk about where to meet up tomorrow?

Yeah, do that. The drama workshop in London starts at about 10.00am, which (3) an early start. We should (4) we know the times of trains, (5) we don't have much time to spare when we reach the station.



Vocabulary

Phrasal verbs with *get*

1 a Match the two halves of the sentence.

- 1 I'd like you to just sit tight

2 How can they get away with

3 We've accepted the invitation for the party,

4 I know you don't want to write your essay

5 I've had flu for three weeks

6 Once you've got into a difficult situation,

7 A teenage hacker managed to

8 I woke up when it got light at 4.00am

9 I decided not to get into an argument

10 My neighbour is very friendly,

11 I hate going to the dentist,

12 I've always got on well with my brother,
- a it's very hard to get out!

b with my parents about staying out late.

c get into the phone company records.

d so I'll just have to get it over with.

e but I think you should just get on with it.

f and didn't get back to sleep again.

g but I know that nobody else does.

h charging £20 for a meal like that?

i but it's hard to get away if she's talking.

j until I get home in an hour or so.

k and it's great to get back to normal.

l so we can't get out of going to it now.

b Complete these sentences in your own words.

- a I often try to get out of
- b I'd never get into an argument about.....
- c I try to get out of difficult situations by
- d I usually get on well with

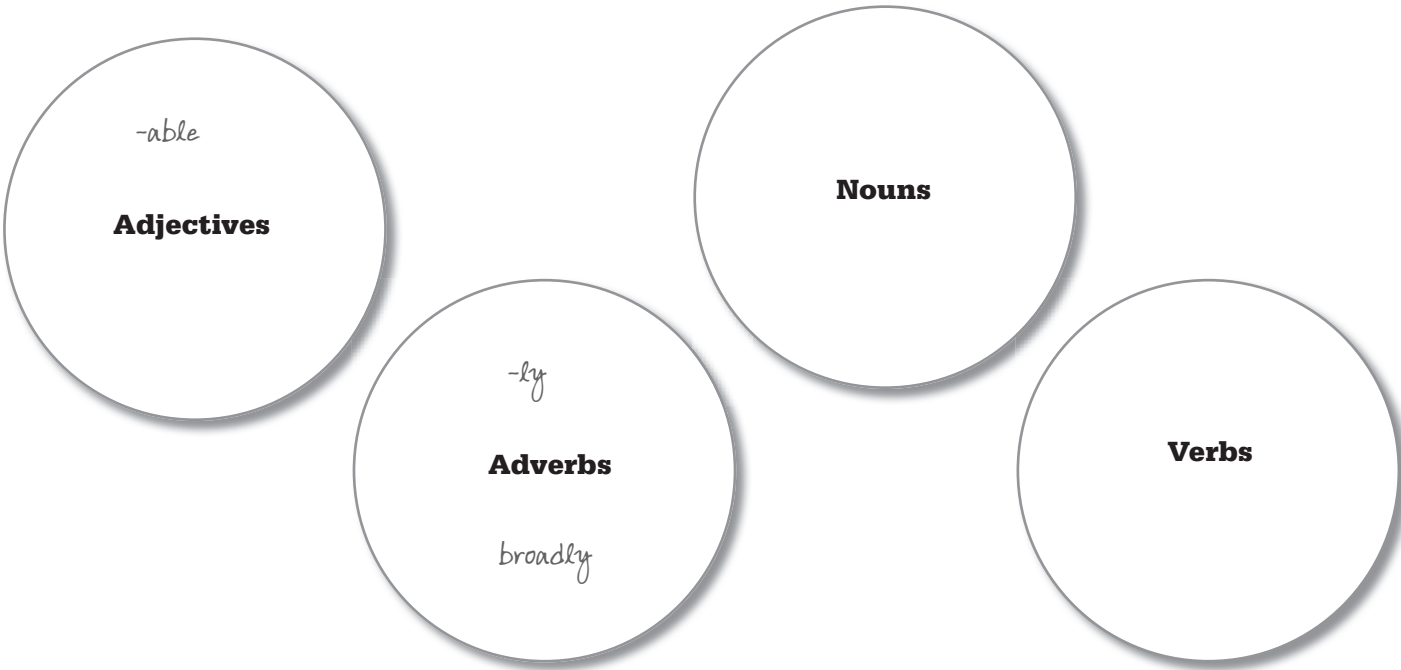
Word building

2 a Write each of the suffixes from the box below into the appropriate circle.

-able -(u)al -ally -(e)n -ful -hood -ical -ify
-ise -ity -less -ly -ment -ness -ship

b Now make words for each circle using the base words in the box below.

broad class disappoint false fantasy
habit hard harm maximum nation purpose
reason scarce special taste thick wide



Writing

A report

- Read the paragraphs, A–E below, written by a CAE student, and then put them into the correct order, using the linking phrases to help you. Then read each paragraph again and correct the spelling mistakes (there are 15 in total).
- The correct order is: 1 2 3 4 5

REPORT ON OUR ENGLISH LANGUAGE COURSE

- A I also appreciated the fact that the accomodation was in host families – it is a very good idea as more opportunity for practising language is given. Unfortunately, however, I lived some distance from the school and there were some unforeseen problems with the local transport. And one other comment I’d like to make is that what also needs improvement is the school canteen. The food was almost inedible, and there was remarkably little choice.
- B On the whole, however, I must admit the course helped me develop my language skills and I lernt a lot of new language. I think, therefore, that in spite of some inconveniance such as transport or food problems, the course deserves recomendation for other trainees.
- C In general, the course was well organized and the objectives fulfilled. What I appreciated most was the oportunity to improve my speaking skills. The teachers were very frendly and encouraged us to use the language and, as a result, the course gave me confidance. However, although I was pleased with my progress, in my opinion there could have been some more writting classes, as all of us needed these skills for our future use.
- D Following your request I am submitting a report on the English course I attended in April this year. The aim of the course was to teach the participants English vocabulary as well as to develop and improve all our language skills.
- E In addition, I think that the publicity about individual study was misleading. The study centre was poorly equipped, and the language laboratory frequently broke down, so you could hardly rely on them as aids for developing your listening skills. But what I did benefit from was a computer room with programes reinforcing the knowledge acquired during classes.

Use of English Part 4

For questions 1–5, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

- 0 Educational reforms will be at the*top*..... of the government’s agenda next week.
As he left for work, Peter gave his young daughter a quick kiss on the*top*..... of her head.
At 4.00 am, the climbers could just see the sun rising over the*top*..... of the mountain to the east.
- 1 I know that Peter is articulate, so I can understand why he likes public speaking.
All the film reviews I read of *Star Waves* recommended it very indeed.
Paula Strang’s new novel must be one of the most publicised books of all time.
- 2 My brother decided he needed a qualification, in his , a degree in engineering.
I’m shocked by what you’ve just told me, and if that’s really the , I shall resign.
To the jury, it sounded like a straightforward of intimidation.
- 3 I’d like to a bit more money if I could, because the cost of living is rising all the time.
I’ve been asked to a speech when Anna gets her music prize.
So what do you of everything going on at the school at the moment?
- 4 I didn’t think Astrid Bergman’s portrayal of the princess was and it spoilt the film.
Mark had no difficulty..... students at top universities that they should apply for a job with his company on graduation.
The President put forward such a argument for change that no one opposed him.
- 5 I don’t think there’s any in trying to find a solution to the problem at this stage.
There didn’t seem to be much to what he was saying.
Stella was hoping to get her project finished, but she’d been working all day, and at that she decided to stop.

Use of English Part 5

For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

- 0

I've never been at all interested in learning to play a musical instrument.
SLIGHTEST
I've never *had the slightest interest in* learning to play a musical instrument.
- 1

Anna's fed up with the company and she's intending to leave work as soon as she can.
NO
Anna's fed up with the company and she's got longer than she has to.
- 2

Susan picked the baby up gently, because she didn't want to wake him.
TO
Susan picked the baby up gently so him.
- 3

They were able to creep away unobserved because it was very dark.
OWING
They were able to creep away unobserved it was very dark.
- 4

The car was redesigned and, as a result, sales rose rapidly.
RESULTED
The successful redesigning of the car in sales.
- 5

Despite improving his performance, Smith is still not in the top three for the 10,000 metres.
LED
The improvement in Smith's performance in the top three for the 10,000 metres.
- 6

We should leave about six, otherwise we might not get there in time for dinner.
SET
If six, we might not get there in time for dinner.
- 7

You should make the sauce thicker if you want to improve the flavour.
THICKEN
You'll order to improve the flavour.
- 8

After several years, heavy traffic caused the bridge to collapse.
DUE
The collapse several years of heavy traffic.

Listening Part 3

3 You will hear an interview with an Irish-Australian writer and broadcaster called Patrick O'Reilly who writes in the Irish-Gaelic language. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1

Why is the Irish language significant to Patrick?

A

It was spoken to him when he was a child.

B

It evokes city life in a particular era.

C

It came close to disappearing at one time.

D

It is a major part of his cultural heritage.
- 2

Which aspect of Irish has particularly impressed Patrick?

A

its age as a language

B

its suitability for song lyrics

C

its success in the modern world

D

its role in broadcasting
- 3

Why was Patrick keen to learn Irish?

A

He lacked a strong identity as an Australian.

B

He was reacting against other people's views.

C

He was aware that it would broaden his horizons.

D

He wanted to be actively involved in its revival.
- 4

According to Patrick, what makes Irish different from other languages in Australia?

A

It is impossible to show how it sounds.

B

It is not a language published in Australia.

C

It is used as a second language.

D

It has not gone through a process of evolution.
- 5

What reason does Patrick give for Irish becoming fashionable?

A

Speaking languages fluently has become a status symbol.

B

It is associated with the popularity of the country.

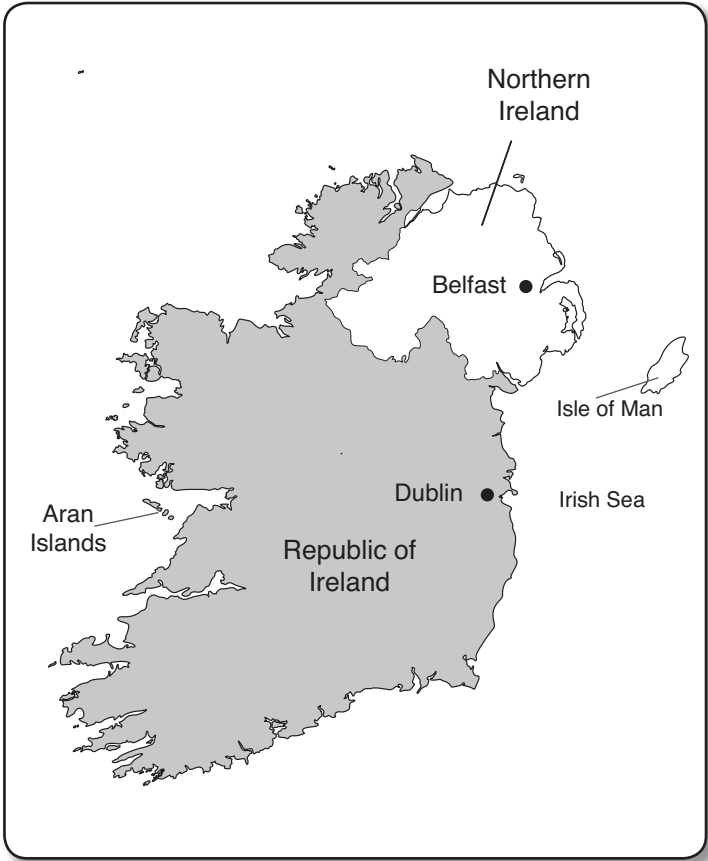
C

It is seen as the language of popular fairy tales.

D

Many Irish-Australians now aspire to live in Ireland.

Gaelic /'geɪ.lɪk, ɡæl.ɪk/ **noun** [U] a language spoken in parts of Ireland, Scotland and, in the past, the Isle of Man • **Gaelic adjective**



- 6

What does Patrick say about other people's explanations of why they are learning Irish?

A

They may not reveal the whole truth.

B

They show they are trying to reassure themselves.

C

They reveal a lack of self-awareness.

D

They indicate that people feel little need to justify themselves.