

LEARN AND GET YOUR CROWN

Integrated English division

E-HOME
LEARN AND GET YOUR CROWN

Task information

- In Part 3 you hear five short related monologues.
- Part 3 tests your understanding of: gist, detail, opinion, attitude, function, purpose, relationship, topic, place, situation, agreement, etc.
- The instructions you see and hear include information about the link between the five recordings.
- The eight options (A–H) do not usually follow the order of the information in the recording.

Dealing with distraction

- 1** Study this exam task and the recording script for Speaker 1 below. Why is C correct for question 19? Why are A and G wrong?

You will hear five different people talking about unfortunate events. For questions **19–23**, choose from the list (**A–H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A** having something stolen
- B** falling over
- C** arriving late for work
- D** being hurt in an accident
- E** failing a test
- F** breaking something valuable
- G** missing a train
- H** losing a ticket

Speaker 1

C	19
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Speaker 2

	20
--	----



I kept looking at my watch and I realised I wasn't going to make it. They'd told me that if I didn't get in on time this morning, I'd have to look for another job, so this was a disaster. But it was so unfair. I'd done everything right: I'd got up at 7.30, left the house at 8 and caught the early train into town. It was just my bad luck that it broke down as soon as it left the station. I thought of calling to explain what'd happened, but I couldn't find my phone and at first I thought a thief must have taken it. Then I remembered that in my hurry to go out, I'd left it on the kitchen table.

C

G

A

- 2a** **06** Listen twice to Speaker 2 and answer question 20. Which is the correct answer, A, B, D, E, F or G? Which parts of the text tell you?

- b** **06** Listen again. Which two sentences might seem to be correct, but are not? Why are they wrong?

Tip! Before you answer a question, wait until you have heard everything the speaker has to say.

Tip! Listen for ideas, not just individual words, that are similar to those in A–H.

Test 1 Exam practice Listening Part 3

Action plan

- 1 Quickly read the instructions and options A–H. What is the link between the five recordings?
- 2 Study options A–H and underline the key words in each.
- 3 Before you listen, think of words or phrases that the speakers might use to talk about different aspects of the topic.
- 4 The first time you hear the recording, listen for the general idea of what each speaker says.
- 5 Choose the answer to each question that you think is correct.
- 6 The second time you listen, check that each of your choices exactly matches what the speaker says.

 07 Follow the exam instructions, using the advice to help you.

You will hear five short extracts in which people talk about habits they find difficult to control.

For questions 19–23, choose from the list (A–H) the habit each person has. Use the letters only once. There are three extra letters which you do not need to use. **[You will need to play this recording twice.]**

- A eating unhealthy food
- B doing too much exercise
- C buying unnecessary items
- D watching too much television
- E spending too much time online
- F oversleeping
- G working too hard
- H arriving late for everything

Speaker 1		19
Speaker 2		20
Speaker 3		21
Speaker 4		22
Speaker 5		23

Tip! When you have chosen an answer, cross it out in pencil so that you can concentrate on the others.

Tip! Be careful if a speaker says something connected with two or more options: there is only one correct answer.

Advice

A Be careful – one person buys unhealthy food but doesn't eat it.

B Four speakers mention exercise or sport, but only one says they do too much.

C Three speakers talk about shopping, but only one buys unnecessary items.

D Watching TV is mentioned by three speakers, but only one watches too much.

E One speaker mentions spending a lot of time online, but is referring to other people.

F Four speakers talk about their sleeping habits, but do any of them sleep too much?

G Take care with different meanings of 'work' and 'job'.

H Listen for someone who's late for everything, not just one thing.

Task information

- In Part 3 you read a text containing eight gaps. At the end of some lines there is a word in capital letters for you to form one appropriate word to fill each gap.
- Part 3 mainly tests your ability to form new words and different parts of speech.
- You may, for example, need to form adverbs by adding *-ly* to adjectives, make nouns plural by adding *-s* or *-es*, change verb/adjective forms by adding *-ed* or *-ing*, or form comparative/superlative forms by adding *-er* or *-est*.
- You may also have to make spelling changes (e.g. *long* to *length*). You must always get the spelling correct to get a point!

Useful language: word formation

- 1** To do Part 3 successfully, you need to know which affixes are often used for different parts of speech. Match the prefixes and suffixes a–d with 1–4. Write an example for each.

a un- in- im- dis- ir-

1 people who do jobs – bus driver, employee, artist, shop assistant, instructor

b -er -ee -ist -ant -or

2 negative prefixes (mainly used for adjectives but also some verbs and nouns)

c -tion -ment -ness -ity
-ance -ence -ship

3 adjective suffixes

d -ful -less -able -ous
-ive -itive -y -ible

4 noun suffixes

Tip! Keep a record of words with affixes that you see while you are reading in English.

- 2a** Complete the table, using your dictionary if you need to. Use affixes from Exercise 1 and follow these spelling rules:

- For adjectives ending in *-y*, change the *y* to an *i* (e.g. *easy/easily*).
- With suffixes beginning with a vowel, drop the final *e* (e.g. *prepare/preparation*).
- For some words, you need to make other spelling changes (e.g. *high/height*, *freeze/frozen*, *little/least*).

verb	noun(s)	adjective(s)	adverb(s)
comfort	comfort(s), discomfort(s)	(un)comfortable	(un)comfortably
employ			
hope			
	noise(s), noisiness		
lose			
	science(s), scientist(s)		
relate			
succeed			

Tip! When you learn a word, use a good dictionary to find out which affixes you can add and how these change the meaning. Note these down, with example sentences.

- b** Where more than one word is possible, explain the difference, e.g. *comfort* – *pleasant*, *discomfort* – *unpleasant*.

3 Complete the sentences using the word in capitals. Use words from the table in Exercise 2.

- 1 Our neighbours are friendly so we have a good relationship with them.
- 2 Most agree that sea levels will continue to rise in the coming years.
- 3 The huge waterfall was so that I couldn't hear a word anyone said.
- 4 In an area of such high, we must provide new jobs for local people.
- 5 Our situation on the island seemed as we had no water or food left.
- 6 The 800-kilometre journey in an old bus with hard seats was very
- 7 Our plan to save the trees was and sadly they have all now been cut down.
- 8 The of so much rainforest will have a terrible effect on the climate.

RELATION

SCIENCE

NOISE

EMPLOY

HOPE

COMFORT
SUCCESS

LOSE

4 These sentences written by First candidates each contain word formation errors. Correct the mistakes. Which of 1-10:

- use the wrong affix?
- have a spelling mistake?
- confuse singular and plural?

- 1 The paramedics gave him first aid and, without *loosing* a second, put him in the ambulance.
- 2 More and more people in my country are out of work and *unemployments* is getting worse.
- 3 I think the fact that only 60 per cent of the money will go to the hospital is *inacceptable*.
- 4 The gang must have been very careful, because the police could find no *evidences* at all.
- 5 You can develop a good *relation* with your pet over time.
- 6 They work with *scientifict* institutions to study the environment in the area.
- 7 I think that this is a good way to solve the *disagree* between Pat and his friend.
- 8 I am *hopefull* that I will be able to do this job in the future.
- 9 I had to work for 100 hours a week and ate at *unregularly* times.
- 10 *Employeers* should provide insurance for all of their staff.

Advice

1 The article 'a' and the adjective 'good' mean we need a noun. If people are 'friendly' we probably get on well with them, so we have 'a good *relationship*'.

2 The verb 'agree' needs a subject, probably a kind of people. It is plural so this noun must be plural, too.

3 The missing word describes 'waterfall' so it's an adjective. If the person 'couldn't hear' it means there was a lot of noise.

4 After the adjective 'high' we need a noun from 'employ'. If 'new jobs' are required, there can't be enough now, so the meaning will be negative.

5 The missing word describes 'situation' so it must be an adjective. That situation was clearly negative.

6 We need an adjective to describe the 'journey'. We must make 'comfort' negative by adding both a suffix and a negative prefix.

7 The word 'sadly' shows it is a negative idea, so we need an adjective to describe 'plan' with a negative prefix.

8 After the article 'the' we need a noun meaning something lost, but we need to be careful with the spelling.



Test 1 Exam practice

Reading and Use of English Part 3

Action plan

- 1 Quickly read the title and the text. What's it about?
- 2 Look at each word in CAPITALS and the words before and after the gap. Is the missing word likely to be a noun, a verb, or another part of speech?
- 3 If it's a noun, is it countable or uncountable?
- 4 If it's an adjective, is it positive or negative?
- 5 Does the word in CAPITALS need more than one change?
- 6 Check the word you have chosen fits the context and is spelt correctly.

- 1 Look at the example (0). What kind of word comes after *the*? What suffix must you add to *embarrass* to form this kind of word?
- 2 Follow the exam instructions, using the advice to help you.

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 E M B A R R A S S M E N T

Remembering people's names

Most of us have suffered the (0) of forgetting someone's name. Often we fail to pay attention when (17) are made, but later on in the conversation we don't want to appear (18) by asking them what they're called.

Fortunately, there are some simple ways you can (19) this problem. One is to improve your powers of (20) Practise studying faces in public places, making a mental note of physical (21) such as high foreheads or narrow eyebrows. You'll be surprised what a wide (22) of shapes and sizes people's features have. Then, when you first meet someone, remember them as 'Laura with the small nose', for example.

With surnames, make (23) associations. For instance, imagine people called Cook, Ford or King making a meal, driving a car or wearing a crown, respectively. Finally, ending with the person's name, as in 'See you later, Max.' is a good way of (24) that you don't forget it.

EMBARRASS
INTRODUCE

POLITE

COME
OBSERVE

CHARACTER
VARY

VISION

SURE

Advice

- 17 Be careful with the 'e'.
- 18 Does the missing word have a positive or negative meaning?
- 19 Think of a compound word that means 'solve' here.
- 20 Take care with the final 'e'.
- 21 Is a singular or plural word needed?
- 22 What needs to happen to the 'y'?
- 23 You need to change three letters.
- 24 Which verb form is needed after 'of'?

Tip! Remember you always have to change the word given, and that sometimes you will need a prefix and a suffix.

- 3 For each of the words in capitals in the exam task, find other words from it and keep a record, with example sentences.

Task information

- In Part 7 there may be one long text divided into sections or a number of shorter texts.
- There are 10 questions which you match with the sections or short texts (A, B, C, etc.), according to the question at the top, e.g. *Which person ...*
- Part 7 tests your ability to find particular information in a text. You need to understand detail, attitudes and opinions in the questions, and find the part(s) of the text which express the same idea.
- The instructions tell you what kind of text it is and what it's about. It always has a title.
- The information you need may not be in the same order as the questions.
- There may be evidence for a particular answer in more than one sentence or part of a sentence.

Finding evidence; avoiding incorrect answers

- 1** Study questions 43–48 and extract C from a Part 3 text below. Match the underlined text with the correct question (44, 45 and 47) by drawing a line.

Tip! There may be evidence for a particular answer in more than one sentence, or part of a sentence.

Which person

took up this means of transport for environmental reasons?

feels that travelling this way is more comfortable than it was?

once arrived late at work because of transport delays?

dislikes having to travel surrounded by a lot of people?

has to walk a considerable distance every day?

thinks they pay too much to travel to and from work?

43	
44	C
45	C
46	
47	C
48	

C Shop assistant Laura Sánchez recently switched from the bus to the tram to get to work. 'I wasn't keen at first,' she says, 'because the nearest stop is more than a kilometre from my house, and that's quite a long way on foot twice a day. I also used to think that trams were cold, noisy things with hard wooden seats, but when I saw how much nicer they are these days, I decided to make the change. The only problem,' she adds, 'is that if one breaks down there's a complete tram jam. One Monday morning I was stuck like that for over an hour, and my boss wasn't pleased.'

- 2** Look at questions 43, 46 and 48. Which two are answered correctly by extract E below? Underline the parts of the text that tell you, and write the question numbers on the right. Which is not answered correctly by extract E? How do you know?

E Justin Mackenzie works in the city centre and takes the train every day. 'It's handy for the office,' he says, 'but the fares keep going up and up and at this rate I'll have to think about using my car to come into town.' He thinks that would be 'crazy', pointing out that 'it was because of all the pollution it caused' that he gave up driving to work and started going by rail instead. 'I really wouldn't want to have to do that,' he says, adding: 'I don't even mind the fact that the rush-hour trains are so crowded, because at least it means there are fewer people using their cars.'

Action plan

- 1 Read the instructions and the title to find out what kind of text it is and the topic.
- 2 Quickly read the questions and underline the key words.
- 3 Go quickly through the first section to see which questions it answers.
- 4 When you find information that seems to answer a question, read the question again and study the evidence in the text carefully.

Tip! Different texts or parts of the text may contain similar ideas, but you have to read carefully to decide which say **exactly the same thing** as the questions.

Tip! You will need to use the same option for more than one question, e.g. four answers might all be A.

Follow the exam instructions, using the advice to help you.

You are going to read an article from a travel magazine. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Which section

- recommends paying the entrance fee?
- states that the beach has featured in advertisements?
- says visitors may be surprised by the water temperature?
- points out that the water is quite shallow?
- suggests visitors should take photos of the beach?
- says visitors can walk on the beach in their bare feet?
- mentions a pleasant smell from the trees?
- advises visitors to get to the beach early in the day?
- states that it is not always possible to visit the beach?
- warns visitors to the beach to protect their skin?

43

44

45

46

47

48

49

50

51

52

Advice

43 Look for a reference to money that must be paid.

44 Be careful: one paragraph only *imagines* it in an advertisement.

45 Focus on the temperature of the water, not the air.

46 Look for a description of depth in relation to the human body.

47 Think of a short word for 'photos'.

48 Take care: on one beach this isn't a good idea.

49 Think of another word for 'smell'.

50 Make sure it is about the morning, not later on.

51 Look for a phrase that means in one season only.

52 What do sunbathers use to protect their skin?

Task information

- The report task tests your ability to give factual information and make recommendations or suggestions.
- The instructions include a description of a situation. You have to write a report of between 140–190 words.
- Allow about 40 minutes for this task, including time at the end to check your work.
- The report may be for a teacher or school director, or classmates, members of the same club, etc. You therefore have to write in an appropriate style.
- Organise your text into report format and use headings if needed.
- Write full sentences and try to use correct grammar and punctuation, with a good range of language with accurate spelling.

Useful language: report

Put these expressions under the correct headings. Can you think of more to add under each heading?

I would recommend that ...	It would appear that ...	In conclusion, ...
This report looks at ...	It is felt that ...	The purpose of this report is to ...
It is said to be ...	It has been suggested that ...	There would seem to be ...
The aim of this report is to ...	To sum up, ...	I believe we should ...
I (would) suggest ...	I strongly recommend ...	This report is intended to show that ...

Introduction	Description and findings	Recommendations and suggestions	Conclusion

Understanding instructions

1 Study the exam instructions below and underline the key words.

- 1 What is the situation?
- 2 Who must you write a report for? Should the style be formal, informal or neutral (neither particularly formal nor informal)?
- 3 What two things do the instructions say you *must* do?
- 4 What else *should* you write, do you think?

You have had a class discussion about sports and your teacher has asked you to suggest a sport that could be played at your college. Describe a sport that you have tried and say why you think it would be popular with students.

Write your **report** in 140–190 words in an appropriate style.

- 2** The answer below was written by Tomasz, a First Certificate candidate.
Quickly read his report and think of a title for it.

Introduction

States purpose — The aim of this report is to describe an activity I have taken part in, and also explain why other students would enjoy it. — Avoids repeating words in question

The activity

Clear headings — I did water polo, which is played in a swimming pool. To beat the other team you must score more goals in the time allowed. (1)

Good things about it

Some paragraphs quite short — Water polo requires muscle and stamina. (2) By playing water polo you can increase your strength and stamina but also have fun competing against each other.

Why it will be popular

Students will have the chance to enjoy themselves and they will love the sport. (3)

Conclusion

Good ending — To sum up, I strongly recommend water polo because it is a sport that students can play as a team, score goals and enjoy themselves after a tiring day at school. (4)

Recommendation with reasons

- 3** Study the notes next to Tomasz's report. Then add sentences A–D in the correct gaps 1–4.

- A I therefore suggest it should become a college sport.
B In addition, it would appear that there are no local water polo clubs.
C Although this is only 30 minutes, for the players it seems much longer.
D In fact, it is said to be the most physically demanding of all sports.

- 4** Read the completed report.

- 1 Is it either too short or too long for Writing Part 2?
- 2 Is it well organised? How many paragraphs does it have?
- 3 Does it answer both parts of the question? In which paragraphs?
- 4 Is it written in an appropriate style?
- 5 Are there any language errors?
- 6 Which expressions from *Useful language* on page 47 does the writer use?
- 7 Do you think this report would get full marks?

Action plan

- 1 Read the instructions. Do you know enough facts about the topic to write a report on it?
- 2 Decide who will read your report and what they will want to know.
- 3 Think about any knowledge and/or personal experience you could mention, and note down some ideas.
- 4 Decide if you will use headings, and think of a good title that indicates the content of the report.
- 5 Spend a few minutes making a plan based on all parts of the task, including recommendations or suggestions.
- 6 Write your text in a style that is appropriate for your readers. Try to make it interesting; if possible, include some facts that may be new to them.
- 7 Try to use expressions from *Useful language* on page 47 in each part of your report.

1 Read the exam task below.

- 1 Who is your report for?
- 2 What two things do you have to do?

You see this announcement on a college notice board.

Tip! In your first paragraph, say what the purpose of the report is.

Reports wanted

This College is always keen to make improvements to the facilities available to students, staff and visitors. The Director therefore invites you to write a report describing the current condition of one of the following, and suggesting ways it could be improved:

- the reception area
- the library
- the cafeteria.



2 Write your **report** in 140–190 words in an appropriate style.

Tip! Remember to organise your work into paragraphs and insert headings if you think it will be clearer.