

REVISION



Starting off

- 1 Work in pairs. Complete the table below by writing the words and phrases from the box in the most appropriate column.

camping holiday at a campsite walking and climbing
 at a luxury hotel a beach holiday on a cruise ship
 meeting new people sunbathing a sightseeing tour
 relaxing a cruise at a youth hostel backpacking
 visiting monuments in the city centre at the seaside
 seeing new places

types of holiday	holiday locations and places to stay	holiday activities

- 2 Now look at the photos and answer these questions using words and phrases from the table.

- 1 What type of holiday does each photo show?
- 2 What do people do on these types of holiday?
- 3 Why do people choose these types of holiday?
- 4 Which types of holiday would you enjoy most? Which would you enjoy least? Why?



Reading and Use of English | Part 5

- 1 You are going to read an extract from a book in which actor Ewan McGregor explains how he first became interested in motorbikes. Before you read, work in pairs. What do you think people most enjoy about riding motorbikes?
- 2 Read the extract quickly to find out how Ewan McGregor became interested in motorbikes.

Exam information

In Reading and Use of English Part 5, you:

- read a text of 550–650 words
- answer six questions about it by choosing A, B, C or D.

This part tests your ability to understand main ideas and details, the writer's opinion and purpose and your ability to work out what something means from the context.



My first bike

Film star, Ewan McGregor, recently rode round the world on a motorbike. He talks about how he first took up riding motorbikes.

My biking beginnings can be summed up in two words: teenage love. My first girlfriend was small with short, mousy blonde hair, and I was mad

- 10 about her. Our romance came to an abrupt end, however, when she started going out with another guy in my hometown, Crieff. He rode a 50cc road bike first and then a 125. And whereas I had always walked my girlfriend home, suddenly she was going back with this guy.

- 15 I was nearly sixteen by then and already heartbroken. Then one day, on the way back from a shopping trip to Perth with my mum, we passed Buchan's, the local bike shop. I urged my mother to stop the car. I got out, walked up the short hill to the shop and pressed my nose to the window. There was a light-blue 50cc bike on display right at the front of the shop. I didn't know what make it was, or if it was any good. Such trivialities were irrelevant to me. All I knew was that I could get it in three or four months' time when I was sixteen and allowed to ride it.
- 20 Maybe I could even get my girlfriend back.

- I'd ridden my first bike when I was about six. My father got hold of a tiny red Honda 50 cc and we headed off to a field that belonged to a family friend. I clambered on and shot off. I went all over the field. I thought it was just the best thing. I loved the smell of it, the sound of it, the look of it, the rush of it, the high-pitched screaming of the engine. Best of all, there was a Land Rover parked next to two large piles of straw with about a metre and a half
- 30

between them. I knew that from where the adults were standing it looked as if there was no distance between them. Just one large heap of straw. I thought I would have a go. I came racing towards the adults, and shot right through the gap in the straw. I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

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So when I looked through Buchan's window in Perth that day, it suddenly all made sense to me. It was what had to happen. I can't remember whether it was to win back my ex-girlfriend's heart or not, but more than anything else it meant that, instead of having to walk everywhere, I could ride my motorbike to school and the games fields at the bottom of Crieff and when I went out at weekends.

45

I started to fantasise about it. I spent all my waking hours thinking about getting on and starting up the bike, putting on the helmet and riding around Crieff. I couldn't sleep. Driven to desperation by my desire for a bike, I made a series of promises to my mum: I won't leave town. I'll be very safe. I won't take any risks. I won't do anything stupid. But, in fact I was making the promises up – I never thought about keeping them.

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At the time that I was begging for a bike, I'd already had an accident with a bike belonging to George Carson, the school laboratory technician. When I asked him if I could borrow it, he agreed, not knowing that I didn't have a clue how to ride it. The bike was in an alleyway up the side of the school hall. I managed to start it and zoomed down the alleyway until I crashed smack into a wall, bending the wheel and snapping the handlebars. Mr Carson came out to find me looking very red-faced. The bill for the damage came to more than £80, a fortune to a fifteen-year-old in those days and one that took me months of working as a dish washer and waiter at the Murray Park Hotel to pay back.

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Adapted from *Long Way Round* by Ewan McGregor and Charley Boorman

- 3 Read and underline the main idea in questions 1–6, but not in the options A–D.
- 4 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does 'Such trivialities' refer to in line 22?

- A his mother's attitude to the bike
- B the bike's size and colour
- C the bike's price
- D the bike's quality and its manufacturer

2 Ewan did not buy the bike straightaway because

- A he did not have enough money.
- B he was too young to ride it.
- C he was uncertain about its quality.
- D he had to ask his girlfriend first.

3 The adults were frightened the first time Ewan rode a motorbike because

- A the bike was making too much noise.
- B he disappeared from view.
- C they thought he was going to have an accident.
- D he seemed too small for the bike.

4 What was Ewan's main reason for buying the motorbike?

- A It would be exciting to ride.
- B It would improve a friendship.
- C It was good for his image.
- D It was a useful means of transport.

5 In paragraph 5, Ewan's desire for the bike meant he

- A thought about nothing else.
- B spent more time with his mother.
- C invented reasons for buying the bike.
- D started behaving more carefully.

6 One result of Ewan's accident was that he

- A was injured.
- B was punished.
- C had to get a job.
- D lost interest in bikes.

5 Work in pairs.

Student A

You are a teenager. You want to buy a motorbike, but you need your parents to lend you the money. Think of reasons why you want a motorbike and then try to persuade your father/mother to lend you the money you need.

Student B

You are one of Student A's parents. You don't want him/her to buy a motorbike. Think of reasons why he/she shouldn't buy a motorbike and try to persuade him/her not to do so.



Grammar

Adjectives with -ed and -ing



- 1 Look at these sentences from the extract and answer the questions below.

I was thrilled to hear the adults scream and elated that it had frightened them. It was my first time on a motorbike. It was exciting and I wanted more.

- 1 Which of the underlined words refer to how Ewan felt?
- 2 Which of the underlined words refers to what made him feel like that?

- 2 Candidates often confuse adjectives with -ed and adjectives with -ing. Circle the correct adjective in *italics* in these sentences.

- 1 When we went to Disneyland, I think we found it more *amused* / *amusing* than our parents.
- 2 It can be very *irritated* / *irritating* when friends arrive late for a film.
- 3 You will never get *bored* / *boring* at night in Berlin because the nightlife is wonderful.
- 4 I am very *confused* / *confusing* about what you are offering in your advertisement.
- 5 The situation was very *embarrassed* / *embarrassing* for me and I felt uncomfortable.
- 6 I was really *excited* / *exciting* and wanted to see as much of the city as possible.

- 3 Use the word given in capitals at the end of these sentences to form a word with -ed or -ing that fits the gap.

- 1 Everyone watches Pietro at parties because he's just an dancer. **ASTONISH**
- 2 We were quite by the attitude of the other students. **PUZZLE**
- 3 It's very to be able to apply things we learn in the classroom to our free-time activities. **MOTIVATE**
- 4 Anita looked quite when she left the police station. **WORRY**
- 5 The film was not particularly **AMUSE**
- 6 We were pretty by the time we got to the top of the mountain. **EXHAUST**

Writing | Part 2 An article

- 1 Look at this writing task and underline the points you must write about.

You see this announcement in an English-language magazine for teenagers.

A great way to spend your free time!

Tell us about a leisure-time activity you really enjoy.

- How did you get started?
- Why do you enjoy it so much?

We will publish the most interesting articles in next month's issue.

Write your article.

- 2 Work in pairs. Tell your partner about one of your free-time activities. While speaking, answer the questions in the writing task above.
- 3 Work in pairs. The article in the next column would lose marks in the exam because it is not divided into paragraphs.
- 1 Divide it into four paragraphs.
 - 2 Say what the main idea is in each paragraph.



Cooking – it's creative and fun!

I first got interested in cookery one summer holiday when I was about 12. I was staying with my aunt, who is a keen cook, and I wanted to try cooking for myself. She started by teaching me how to do fairly simple dishes at first. I found I really enjoyed cooking and I was soon doing things which were more complicated. Not everything I cooked was as successful as my aunt's cooking. My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily. When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook. When friends come round to my house, I often cook them something because I find it really satisfying and relaxing. I find creating new dishes fascinating and it's wonderful to see my family and friends enjoying a meal I've cooked. I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.

→ page 193 Writing reference: Writing Part 2 Articles

- 4 You can write compound sentences by joining two sentences with *and*, *but* and *because*. Which two sentences are joined in these compound sentences?
- 1 I found I really enjoyed cooking and I was soon doing things which were more complicated.
 - 2 My younger brother and sister complained about some of my dishes, but they usually ate the food quite happily.
 - 3 When friends come round to my house, I often cook them something because I find it really satisfying and relaxing.
 - 4 I'd recommend it as a hobby because for me it's one of the most creative and useful free-time activities that anyone can do.
 - 5 When I went back to school after the summer, I decided to do cookery lessons and now I think I'm quite a competent cook.

5 Write compound sentences by joining these sentences with **and**, **but** and **because**. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- I'd like to learn to fly. I think learning to fly is too expensive. I'd like to learn to fly, but I think it's too expensive.
- I got interested in flying when I was about 14. My father took me to an airshow.
- My parents don't want me to fly. They think flying is dangerous.
- One of my friends is learning to fly. My friend has asked me to come with him. My friend thinks I'd like flying.

6 You can write complex sentences by joining two sentences with words such as **when**, **who**, **which** and **that**. Write these complex sentences as two separate sentences.

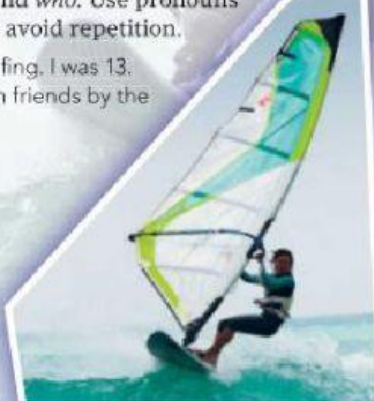
- I first got interested in cookery one summer holiday when I was about 12.
I first got interested in cookery one summer holiday. I was about 12.
- I was staying with my aunt, who is a keen cook.
- I was soon doing things which were more complicated.
- When I went back to school after the summer, I decided to do cookery lessons.
- When friends come round to my house, I often cook them something.
- For me, cooking is one of the most creative and useful free-time activities that anyone can do.

7 Join these sentences using **when**, **who**, **which** and **that**.

- I was 13. I started running seriously.
- My aunt encouraged me. My aunt's a keen athlete.
- I go running most days. I've finished school and done my homework.
- Running is a sport. Running gets you really fit.

8 Join these sentences using **and**, **because**, **but**, **when**, **which** and **who**. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- I started windsurfing. I was 13.
I was staying with friends by the sea.



- One of my friends is a keen windsurfer. She encouraged me to start. She thought I would enjoy it.
- I kept falling into the sea to start with. It was a fairly windy day. There were a lot of waves.
- I didn't enjoy it at first. I had to concentrate quite hard. I carried on trying.
- I started to windsurf quite fast. It was exciting. I started to find it quite enjoyable.

9 Find adjectives in the article which describe the following.

1 the writer's feelings about cooking:

2 cooking as a leisure-time activity:

3 the writer's ability to cook:

10 **EP** Complete the table below by writing these words and phrases in the correct column.

astonishing competitive delightful demanding
depressing dreadful economical entertaining
exhausting incredible irritating popular
superb time-consuming tremendous unbelievable

feelings about an activity	the type of activity

11 You are going to write your own article to answer the writing task in Exercise 1. Before you write,

- decide on a title for your article which will encourage people to read it.
- decide how many paragraphs you need, the subject of each paragraph and write a short plan.
- think about some of the vocabulary you can use.

12 When you are ready, write your article using between 140 and 190 words.

Exam information

In Writing Part 2:

- you do one writing task from a choice of three.
- the possible tasks are an article, a letter or email, a review or a report.
- you must write between 140 and 190 words.

This part tests your ability to write effectively for a range of different purposes.

1 Fill in the gaps using the adverb form of the adjectives in brackets.

- 1 Franca picked up the sleeping baby gently (gentle).
- 2 When she handed him his lost wallet, he smiled at her _____ (grateful).
- 3 Irma couldn't see her son anywhere and called his name _____ (anxious).
- 4 They followed the directions to the hotel _____ (easy).
- 5 Tomo admitted his mistake and apologised _____ (sincere).
- 6 I can't text as _____ as my sister. (fast)
- 7 You have to press the button _____ to make the machine start. (hard)
- 8 The taxi driver was _____ rude to the man with the big suitcase. (terrible)

2 Choose the correct words.

- 1 Eleni stepped *confident* / confidently onto the stage to begin her talk.
- 2 The meeting at lunchtime was a *complete* / *completely* waste of time.
- 3 Marushka did *good* / *well* in the exam and she won a prize.
- 4 Mark tried *hard* / *hardly* to make the hotel receptionist understand him, but his Spanish wasn't *fluent* / *fluently* enough.
- 5 After looking at the computer screen all day, I had an *awful* / *awfully* headache.
- 6 Even though Deborah did the job *efficient* / *efficiently*, they sacked her after two months.
- 7 The doctor couldn't understand why Carol felt so hot because her temperature was *normal* / *normally*.
- 8 The boy behaved *bad* / *badly* on a school trip so the school refused to take him on any more.
- 9 The hotel was *far* / *further* from the station than we'd expected.

3 Rewrite these sentences with the adverbs and adverbial phrases in suitable positions.

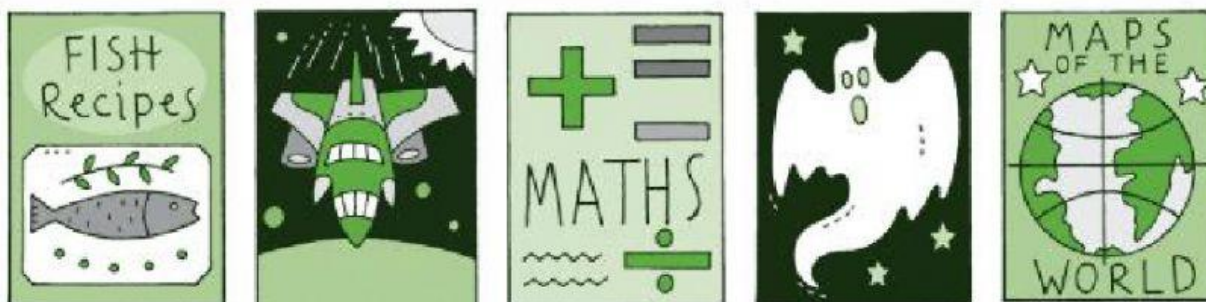
- 1 Pavel plays the guitar well for his age. (*incredibly*)
Pavel plays the guitar incredibly well for his age.
- 2 They eat steak because it is so expensive. (*rarely, nowadays*)

- 3 My grandfather used to take us swimming. (*in the summer holidays, in the lake*)

- 4 There is a good film on TV. (*usually, on Sunday evenings*)

- 5 My mother insisted that good manners are important. (*terribly, always*)

- 6 The party had started when the sound system broke, which meant we couldn't dance. (*hardly, all evening*)



1.1 Write these publications in the correct category.

atlas biography brochure catalogue cookery book detective story fantasy
ghost story guidebook romance science fiction novel textbook thriller

Reference: atlas,

Fiction: _____

Publicity: _____

1.2 Quickly read this extract from a book. Don't worry about words you do not understand. What kind of book do you think it is from? Choose from the list in 1.1.

I peered into the barn. A man was crouching in the corner, alive but groaning. As I crept towards him, I heard a shriek from behind me and a dark figure darted across the path with another one following. I dashed out of the barn, yelling at them to stop. Suddenly, several torches were shining in my eyes and I stumbled and fell, whimpering in pain as I twisted my ankle.

1.3 Find three verbs and a noun which describe sounds. Underline them. Find four verbs which describe ways of moving. Circle them. If there are words you don't understand, guess what they mean. Read the extract again and guess the meaning of the words you have marked. Then check in a dictionary.

1.4 Here are some more words often used in fiction. Which is the odd one out in each group? Why?

- | | | |
|-----------|---------|---------|
| 1 notice | glimpse | breathe |
| 2 nod | gaze | peer |
| 3 spot | blink | view |
| 4 tremble | witness | stare |
| 5 observe | sigh | glance |

2.1 Read this review and choose the correct words. Then underline any expressions you could use in a review about a book you like.

My (1) *favourite* / *best* thriller is by the (2) *novelist* / *journalist* Sophie Hannah and it is (3) *called* / *named* 'Point of Rescue'. It was the first psychological thriller I read and I will always (4) *remember* / *remind* it for that reason. It's a great example of totally believable (5) *non-fiction* / *fiction*, and it has a cunning and unpredictable plot. The story is so well written you feel as though you are in the same room as the (6) *characters* / *personalities* and the (7) *relationships* / *relatives* between them are brilliantly developed. If you don't want to buy it, you may be able to (8) *borrow* / *lend* it from a (9) *library* / *bookshop* if you (10) *request* / *ask* it. Sophie Hannah puts together a tightly written tale which is a thoroughly (11) *entertaining* / *entertained* read. It's a book you won't be able to put down until you have finished the last (12) *chapter* / *verse*.

4.1 **WORD BUILDING** Complete the table.

Crime	burglary	robbery	theft		murder
Criminal	<i>burglar</i>				
Verb			steal	shoplift	

ERROR WARNING

A person **steals something** (e.g. a car or some money), but **robs someone or a place** (e.g. a wealthy person or a bank).

Steal is often used in the passive:
My bike was stolen yesterday.

4.2 Complete these sentences with words from the table in 4.1. Put the verbs in the correct tense.

- Most stores will prosecute people who shoplift.
- Five men in masks _____ a bank in the main street.
- The cashier _____ £100 from the till in the supermarket.
- The gang admitted they had committed four recent bank _____.
- The _____ admitted killing two people and the judge sentenced him to life imprisonment.
- When I got back from holiday I found that the radio had been _____ from my car.