

Complete the sentences I

- 1 Craig briefly the discussion that had taken place.
- 2 Helen says she learnt Turkish through total in the language.
- 3 I was surprised at how reasonable the fees at the sports club were.
- 4 The team's success last year was all down to their
- 5 Yolanda was trained as a classical
- 6 One thing that attracts Rosie to physics is the of the subject.
- 7 The economy is good and prospects for young adults are improving.
- 8 The police are still trying to the suspect.

SUMMARY
IMMERSE
MEMBER
DETERMINE
VIOLIN
COMPLEX
EMPLOY
IDENTITY

1 Look at the two examples and then complete the table.

Noun	Adjective	Adverb
tradition	traditional	traditionally
energy	energetic	energetically
function		
drama		
politician		
essence		
sarcasm		
athlete		
emotion		
controversy		
irony		
nutrition		
enthusiasm		
anecdote		

Use the word in capital letters to form either an adjective or an adverb to complete the sentence. Look at the table in Exercise 1 to help you.

- 1 I always get when I think about my grandmother.
- 2 Grace spoke about her experience of travelling in Asia.
- 3 In terms, this isn't the best thing to eat, but it's very tasty.
- 4 The information in the study was mostly
- 5, Jenkins was not selected for the national team.
- 6 Sven has a tendency to sound rather when he speaks.

EMOTION
ENTHUSIASM
NUTRITION
ANECDOTE
CONTROVERSY
SARCASM

Araucaria trees in South America

Large areas of Chile, Argentina and Brazil have (0) been covered by forests of Araucaria, or monkey puzzle trees as they are often called. A valuable source of timber, fuel, resin and nuts for eating, the Araucaria has played a key role in the cultural and (17) development of local communities. However, many of the forests are now (18) by logging and modern farming, and 5 out of the 19 species of Araucaria are (19)

HISTORY

The fact is that some forests owe their (20) to humans. A recent study in the region found there had been two major forest (21) The first, 4,500 to 3,200 years ago, was due to climatic changes and higher levels of (22) The second, between 1,400 and 900 years ago, coincided with the development of (23) complex societies in the region. Through excavations and soil (24), the researchers found that local populations had modified the land, protected seedlings and even planted trees to help the forests grow. The researchers hope their findings will help efforts to conserve the ancient, partly man-made Araucaria forests.

ECONOMY
THREAT

DANGER
EXIST

EXPAND
MOIST

INCREASE
ANALYSE

Choose the sentence, A or B, that has the same meaning as the stimulus sentence.

- 1 It's very unusual for Peter to go to bed late.

EVER

A Peter *hardly ever* stays up late.

B Peter *hardly ever* gets up late.

- 2 Whatever I do to it, my laptop just doesn't work.

GET

A I can't *get* my laptop to work, no matter what I do to it.

B I can't *get* a laptop that works, no matter what I do to it.

- 3 The beach was much less crowded than it had been the previous year.

NEARLY

A The beach was *nearly as crowded as* it had been the previous year.

B The beach *wasn't nearly as crowded as* it had been the previous year.

- 4 Apparently, Carol was a really good singer when she was younger.

SUPPOSED

A Carol *is supposed to have been* a really good singer when she was younger.

B Carol *was supposed to become* a really good singer when she was younger.

- 5 We'll miss the start of the lecture if we don't walk faster.

TIME

A Unless we walk faster, the lecture will *start some time after* we get there.

B Unless we walk faster, the lecture will *have started by the time* we get there.

Look at this quote from an examiner and complete the gaps.

control common content effect range organisation complex

When we are marking writing, one of the first things we look at is the (1) of the text. Does it include all the points needed for the reader to be fully informed? We also look at how these points are covered, thinking about what (2) the writing will have on the reader, whether the ideas are easy to follow, whether the style and text type are appropriate. All this is assessed under Communicative Achievement. We look at the (3) of the text to see how effectively the ideas are connected, for example by use of paragraphs and linking words. And of course, we look at the language used. Has the writer used a (4) of vocabulary and grammatical structures, including words and expressions which are less (5) and structures which are more (6)? And has this language been used with (7), or are there a lot of language errors?