

2

Mastering languages

Grammar

Expressing purpose, reason and result

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

due to for this reason in order not to led to
~~so as to~~ with the intention of with the result that

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. (5) I feel that the changes have been a complete success.

I would also like to emphasise that we introduced this shorter school day (6) offering a much wider choice of extracurricular activities, including sport and music. I am therefore delighted to report record enrolments for these activities. Finally, (7) disappoint a few students who we were unable to accommodate in the guitar class, we are now offering an additional class on Thursdays.

Yours faithfully,

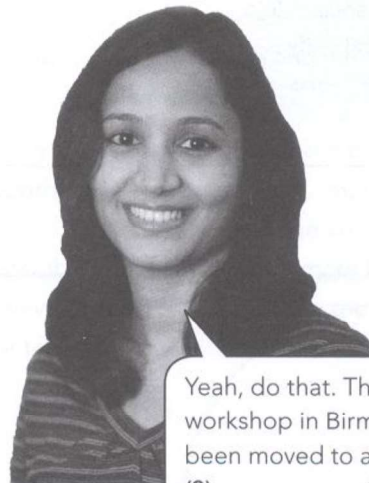
Dr Tim Mortimer
Principal

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

because of in case make sure means
~~otherwise~~ 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 Birmingham has been moved to a new venue (3) the large number of people who want to go. It (4) an early start for us. We should (5) that we know the times of the fast trains (6) they're not very frequent.

Vocabulary

Expressions with get

1a Match the two halves of the sentence.

- 1 I told my sister how urgent the situation was,
- 2 Peter saw his boss to get some details straight
- 3 We've accepted the invitation for the party,
- 4 I'll get back to you
- 5 I had flu for three weeks
- 6 Once you've got into a difficult situation,
- 7 A teenage hacker managed
- 8 I'm always really nervous about interviews
- 9 We need to get a few basic things straight
- 10 Steve sent me a really lengthy email yesterday
- 11 Joe was determined to get into learning Japanese
- 12 Anna found the music at the party way too loud

- a it's very hard to get out of it!
- b and after a while it really got on her nerves.
- c to get into the phone company records.
- d but lack of time made him give it up.
- e but I couldn't understand what he was getting at.
- f before he finalised the report he was writing to her.
- g so I'll have to get a grip on myself before I go in.
- h but she didn't seem to get the point.
- i as soon as I can answer your query.
- j before we start working together.
- 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.

- 1 I often try to get out of
- 2 I'd never get into an argument about
- 3 I try to get out of difficult situations by
- 4 I usually get on well with

Word building

2a Write each of the suffixes below in the appropriate box.

~~-able~~ -(u)al -ance -(e)n
 -ence -ful -ical -ify
 -(is)e -ity -ive -less -ment

b Now make words by adding one of the suffixes in 2a to the base words below. Put the new word in the correct circle.

broad centre class complex consider disappoint disturb
 hard harm include instinct intuition maximum nation
 occur progress purpose refer relevant responsible
 scarce support thick

-able

Adjectives

Nouns

Verbs

Writing | Part 2

A report

Read the paragraphs A–E below, written by an exam candidate, and then put them into the correct order, using the linking phrases to help you. Decide on a heading for each paragraph. Then read each paragraph again and correct the spelling mistakes (there are 14 in total).

The correct order is:

1 2 3 4 5

REPORT ON OUR ENGLISH LANGUAGE COURSE

- A I also appreciated the fact that I was staying with a host family – it is a very good idea as there is more time for practising language. 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. There was remarkably little choice in what was on offer.
- B On the whole, however, I must admit the course helped me develop my language skills and I learnt a lot of new language. I think, therefore, that in spite of some inconvenience such as transport or food problems, which are issues the college should address if possible, the course is very suitable for other trainees like me.
- C In general, the course was well organised and the objectives fulfilled. What I appreciated most was the opportunity to improve my speaking skills. The teachers were very friendly and encouraged us to use the language and, as a result, the course gave me confidence. However, although I was pleased with my progress, in my opinion there could have been some more writing 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 programmes reinforcing the knowledge acquired during classes.

Reading and Use of English | Part 3

For questions 1–8, 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).

Becoming an independent language learner

In an (0) *educational* context, the term **EDUCATE** 'learner independence' has gained increasing importance in recent years. It is of particular (1) to language **RELEVANT** learning. While some people seem to have an almost (2) flair for **INSTINCT** languages, there are in fact strategies that everyone can adopt to (3) their **MAXIMUM** skills and learn a foreign language more (4) **EFFECT**.

The main thing to remember is that becoming a truly independent learner ultimately depends above all on taking (5) for your own learning and **RESPONSIBLE** being prepared to take every opportunity available to you to learn. You also increase your chances of success by learning according to your own needs and interests, using all available resources.

Research shows that learners who adopt this approach will (6) manage **DOUBT** to (7) their language abilities **BROAD** considerably and as a result are more likely to achieve their (8) in the **OBJECT** longer term.

Reading and Use of English | Part 4

For questions 1–6, 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).

Example:

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

TO

Susan picked the baby up gently so him.

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

OWING

They were able to creep away unobserved it was very dark.

- 3 The car was redesigned and, as a result, sales rose rapidly.

RESULTED

The successful redesigning of the car in sales.

- 4 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.

- 5 You should make the sauce thicker if you want to improve the flavour.

THICKEN

You'll order to improve the flavour.

- 6 After several years, heavy traffic caused the bridge to collapse.

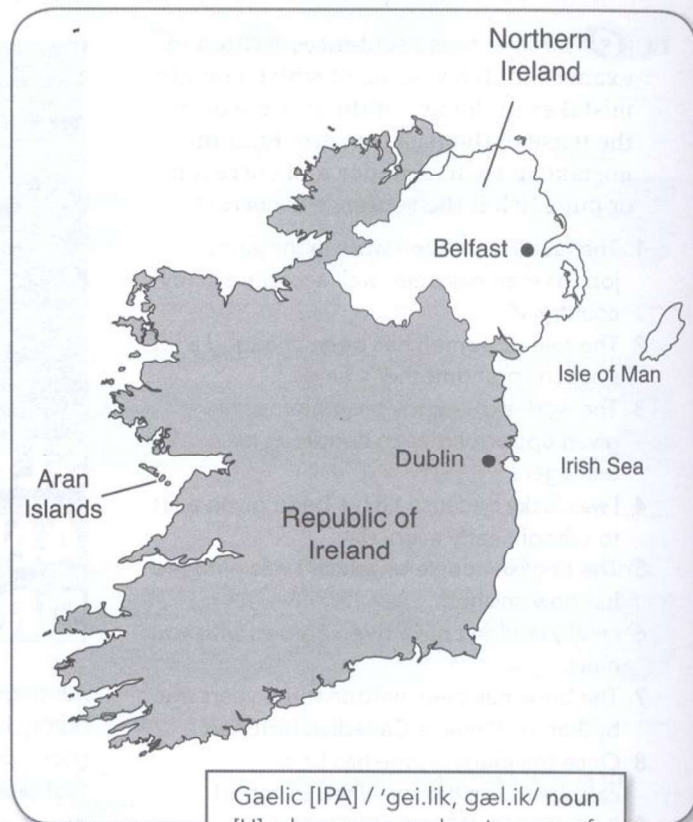
DUE

The collapse several years of heavy traffic.

Listening | Part 3

D 03 You will hear an interview in which an Irish-Australian writer called Patrick O'Reilly is talking about the Irish-Gaelic language. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Why is the Irish language significant to Patrick?
 - It was spoken to him when he was a child.
 - It evokes city life in a particular era.
 - It came close to disappearing at one time.
 - It is a major part of his cultural heritage.
- Which aspect of Irish has particularly impressed Patrick?
 - its age as a language
 - its suitability for song lyrics
 - its success in the modern world
 - its role in broadcasting
- Why was Patrick keen to learn Irish?
 - He lacked a strong identity as an Australian.
 - He was reacting against other people's views.
 - He was aware that it would broaden his horizons.
 - He wanted to be actively involved in its revival.
- According to Patrick, what makes Irish different from other languages in Australia?
 - It is impossible to show how it sounds.
 - It is not a language published in Australia.
 - It is used as a second language.
 - It has not gone through a process of evolution.
- What reason does Patrick give for Irish becoming fashionable?
 - Speaking languages fluently has become a status symbol.
 - It is associated with the popularity of the country.
 - It is seen as the language of well-known fairy tales.
 - Many Irish-Australians now aspire to live in Ireland.
- What does Patrick say about other people's explanations of why they are learning Irish?
 - They may not reveal the whole truth.
 - They show they are trying to reassure themselves.
 - They reveal a lack of self-awareness.
 - They indicate that people feel little need to justify themselves.



Gaelic [IPA] / 'gei.lik, gæl.ik/ noun
[U] a language spoken in parts of Ireland, Scotland and, in the past, the Isle of Man •Gaelic adjective