

Grammar

Expressing ability, possibility and obligation

1 Read this extract from a column in a magazine and then complete the gaps, using *can*, *must*, *have to*, *need* or *be able to* in the correct form – present, perfect or past. Make the verbs negative where you see (*not*) in brackets.

I met someone famous

When my sister Emily was 13, her school arranged an exchange visit with a school in Canada and a girl called Carrie came to stay with us. She lived in a very isolated area in Canada and she was really excited when she saw that a band was going to play in our town hall.

I heard her say to Emily 'This (1) *could* be my only opportunity this year to see a live band, because at home we (2) drive a hundred miles to the nearest big city and so we don't go very often. But you (3) (*not*) come if you don't want to.'

Emily was happy to go but she knew our parents wouldn't agree. I'd started at university but luckily it was the holidays and I was at home, so Emily (4) (*not*) persuade our parents to let her and Carrie go on their own. Emily and Carrie (5) be at school when the tickets went on sale, but I was studying for exams at home so I (6) queue outside the hall. I got there before the box office opened, but I (7) (*not*) hurried because there was hardly anyone else there and I (8) get really good seats. I had no idea if the band would be any good and I warned Carrie 'You (9) (*not*) be disappointed because we don't normally get good bands here so they (10) be really bad.' She said she didn't mind. The night arrived and the band started playing. As soon as they went on stage, I realised that one of them was the brother of a university friend of mine and when they finished we (11) go backstage and meet them. It was a really good night and in fact the band actually became famous. We have souvenir programmes which we (12) sell for a lot of money if we wanted to.

2 Look at these sentences written by exam candidates, all of which contain mistakes in the use of modal verbs. Find the mistake in each one and then correct it.

- The bus got so hot that I felt I ~~can't~~ ^{couldn't} breathe any more.
- If you live a long way away, you are able to stay at the college hostel.
- We don't have to forget how hard women fought to get the vote.
- I am very sorry but I really couldn't be at the airport when you arrive.
- When we arrived at the college, we must find our own accommodation.
- We couldn't wait to see you next week when you come to visit us.
- I'm determined to work for the company for as long as I'll be able.
- A lot of my friends have taken their driving test but only a few can pass it on the first attempt.
- The student study centre isn't as good as it has to be, given the cost of the fees.
- They wouldn't afford to buy new clothes except on rare occasions.
- I have received your email and I'm happy to tell you I could help you with your dissertation.
- You needn't to worry about the tickets as I've already bought them.

Vocabulary

Expressions with prepositions

- 1a Look at these sentences written by exam candidates. Each one contains an expression with a preposition. Choose the correct preposition.
- You'll find all the information you need at / in / on the website.
 - You should wait at / in / on the queue until the cashier's light comes on.
 - It's better to sit at / in / on the left-hand side of the bus because it's cooler.
 - There's been a huge improvement in the quality of food at / in / on the canteen.
 - The bus stop is at / in / on the opposite side of the road to my house.
 - I'm a student at / in / on a language school in Bristol.
 - At the musical, we sat at / in / on the back row and we could hardly see the stage.
 - Please contact me at / in / on 76598409932 when my computer is repaired.

b For each sentence, choose the correct noun in these expressions with *at*.

- 1 When James told me his news I was at a about what to say.
A failure **B** loss C confusion D trouble
- 2 You shouldn't accept everything politicians say at face as they are often trying to win votes.
A merit B value C worth D benefit
- 3 I could tell at a that something had upset Sam.
A glance B look C glimpse D sight
- 4 If you have to cancel at short you will be charged a fee.
A advice B warning C notice D announcement
- 5 The children who represented the school at the ceremony were chosen at
A chance B coincidence C accident D random
- 6 Being a doctor can be very hard at because of all the decisions you have to make.
A periods B occasions C times D moments
- 7 Not being able to speak any foreign languages puts me at a when applying for jobs.
A disadvantage B weakness C drawback D shortcoming
- 8 She spent a lot of time playing tennis at the of her studies.
A waste B cost C sacrifice D expense

Word building

2a Make these adjectives into nouns. Use one of these suffixes: *-ance*, *-ence*, *-ity*, or *-ness* and make any other necessary changes.

annoyed capable convenient innocent lonely
 necessary pure ready reliable significant simple

.....

b Change these nouns into adjectives. Use one of these suffixes: *-al*, *-ic* or *-ous* and make any other necessary changes.

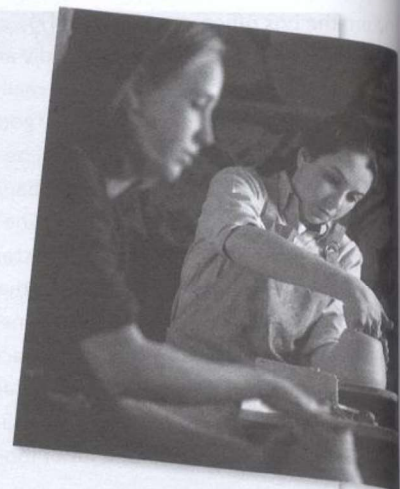
chaos gene humour influence luxury
 nutrition practice problem space theory

.....

3 Put the words in brackets into the correct form, using one of the suffixes from Exercise 2.

A different kind of education

'Alternative' schools exist in most countries but they are in the (1) (*minority*). They are often privately funded and have a particular focus. Many are (2) (*residence*), as children travel some distance to attend them. Some aim to encourage (3) (*creative*), with a large amount of time spent on subjects which are (4) (*artist*) like music or performing arts. Some have few rules on (5) (*attend*) and allow children to decide for themselves how and when they study. This may result in children valuing and acknowledging the (6) (*relevant*) of education along with a true (7) (*willing*) to learn but it may also be (8) (*disaster*). In mainstream schools there will be an (9) (*aware*) of the range of (10) (*able*) and levels of (11) (*competent*) that can be expected from each student in each subject. However, there is a more limited number of (12) (*possible*) available for offering specialised programmes as these schools usually have to follow a conventional curriculum and may not have insufficient funds.



Writing | Part 2

A report

1a Read this student's report.

- 1 Who has it been written for?
- 2 Who has written it?
- 3 What is the aim of the report?

b Complete the gaps, using the expressions below.
Then give each section of the report a heading.

another important issue as for consequently
in addition on behalf of one final point
our top priority therefore to begin with to conclude

I'm writing (1) on behalf of the student committee to give an assessment of the college library and offer some suggestions for the improvements that we feel are urgently required.

A

(2), the library building is extremely dilapidated and in need of complete renovation. The same is true of the furniture: the desks and chairs are extremely worn, and create a very negative impression. (3) the environment of the library is not currently very conducive to study.

B

(4) the range of books, although it is wide, much of the material is now outdated and could be disposed of; this would create more space for extra informal seating or more workstations.

C

(5) to take into consideration is IT facilities. Most students spend much of their day working independently; an upgrade in IT facilities would (6) be of enormous benefit.

D

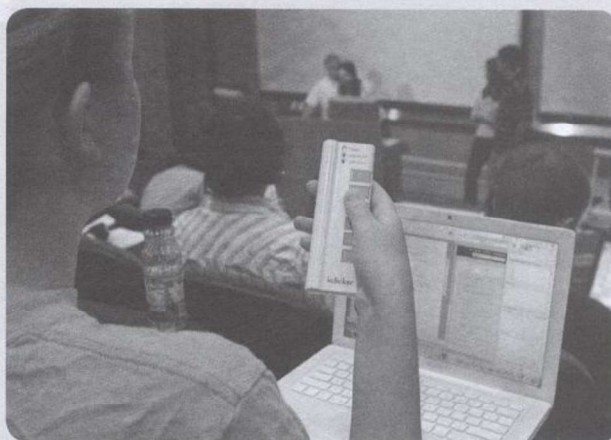
(7) is that the opening hours of the library are currently totally inadequate. Students have different learning styles and very varied study patterns; it is thus essential that the library should remain accessible until midnight and open its doors by 7 in the morning.

E

(8), we would strongly recommend that the library be refurbished as soon as funding permits. (9), we suggest that the stock of books is rationalised, and the IT system improved. (10), however, would be that the opening hours are extended, which may involve employing additional staff.

Reading and Use of English | Part 2

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).



Electronic voting system

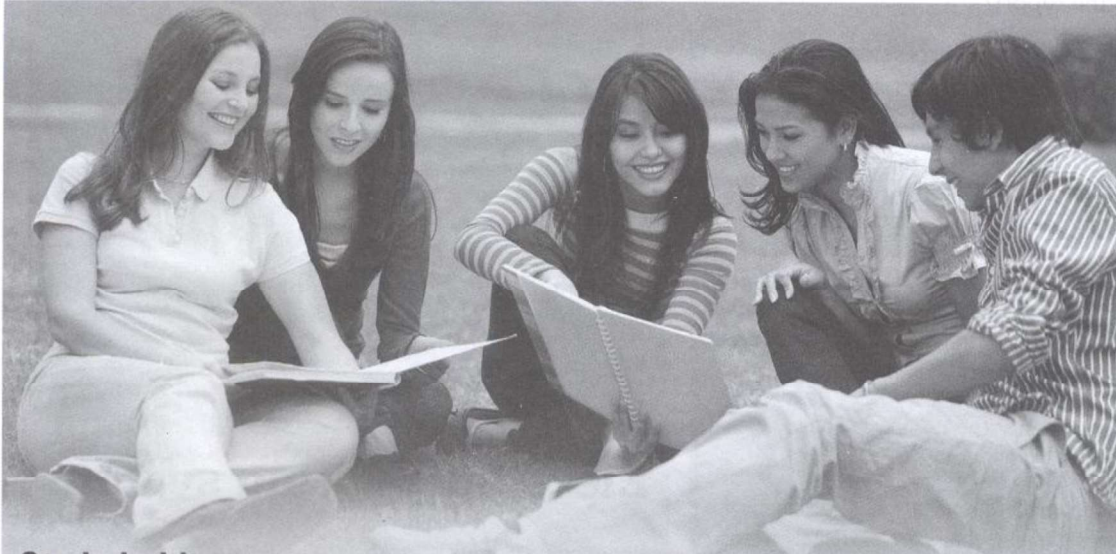
Because university lectures are usually attended (0) by large numbers of students, there is little interaction and (1) way for the lecturer to check whether the students are benefiting. However, thanks (2) an invention known (3) an electronic voting system – or 'clickers' for short – this situation is beginning to change. 'Clickers' are hand-held devices on (4) students click the relevant button to answer questions posed by the lecturer. The students' answers are communicated to the lecturer's computer either by infra-red transmitter (5) by radio frequency and the results are displayed on the lecturer's projection screen at the front of the hall. Initially lecturers presumed that the advantage of clickers for students would be that they would make lectures an interactive, (6) than a passive, experience. But there have been unforeseen advantages for the lecturers themselves because they are much more in touch with (7) the students are getting on in the subject. It also seems that students talk to (8) other about the content of their lectures much more.

Reading and Use of English | Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 A setting B fixing C creating D directing



Study habits

We have all heard that good study habits involve sitting somewhere quiet, sticking to a schedule and (0) yourself targets. However, such habits don't work for everyone and cognitive scientists have come up with some new (1) In fact, the brain makes (2) associations between what it is studying and the background sensations it has at the time. (3) study to one place may therefore have (4) effects because when the context is varied, the information being studied is enriched and forgetting is slowed down. In (5), the information is given more support from the multiple associations. Evidence also shows that varying the type of material studied in a single sitting leaves a (6) impression on the brain than does concentrating on one skill at a time. Musicians have known this for years, as have athletes who routinely (7) strength, speed and skill drills into their workouts. These ideas seem to work when applied to any subject so it seems time for this (8) to studying to be taken more seriously.

- | | | | |
|-----------------|----------------|---------------|---------------|
| 1 A outcomes | B consequences | C findings | D judgements |
| 2 A thoughtful | B subtle | C sensitive | D influential |
| 3 A Restricting | B Modifying | C Controlling | D Enclosing |
| 4 A hurtful | B detrimental | C destructive | D punishing |
| 5 A honesty | B force | C origin | D effect |
| 6 A fuller | B heavier | C deeper | D bolder |
| 7 A incorporate | B include | C comprise | D unite |
| 8 A procedure | B theory | C concept | D approach |

Listening | Part 1

12 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

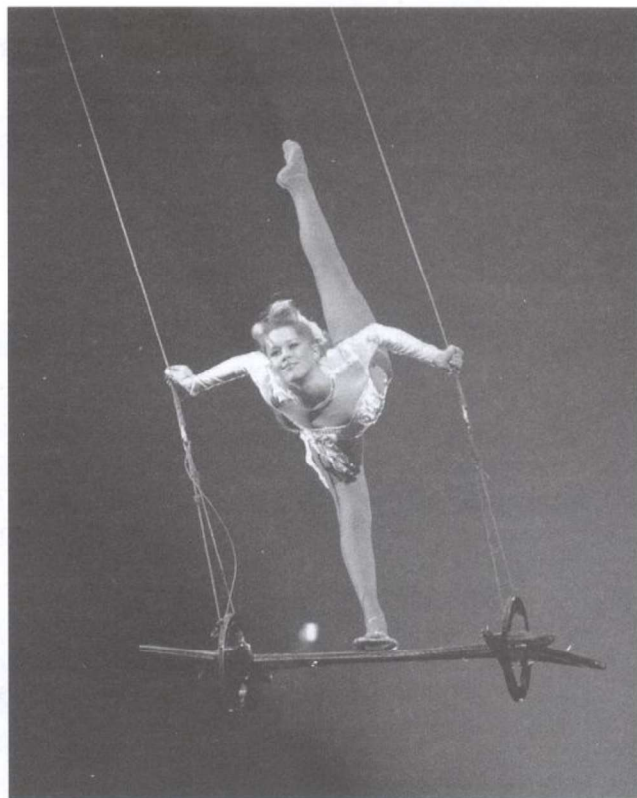
You hear two people talking in a university about studying abroad.

- 1 What did the woman find most difficult about studying at the French university?
 - A the range of subjects
 - B the methods of teaching
 - C the attitude of the lecturers
- 2 What decision did the woman make during her time in France?
 - A She would make more effort to practise her French.
 - B She would spend more time with the friends she'd missed.
 - C She would try to make contact with foreign students in England.

Extract Two

You hear two people talking in a shop.

- 3 What surprised the woman about the products on sale?
 - A They cost so much.
 - B They seemed very stylish.
 - C They were made from recycled materials.
- 4 What do the speakers agree on about the shop?
 - A It has something different to offer.
 - B It has copied other similar shops.
 - C It will be successful.



Extract Three

You hear an interview with a woman who is a trapeze artist in a circus.

- 5 What does she find most satisfying about her job?
 - A being able to express herself artistically
 - B getting a good reaction from the audience
 - C experimenting with new movements
- 6 She compares herself to a pilot because they both need to
 - A be adaptable.
 - B rely on other people.
 - C stay calm.