

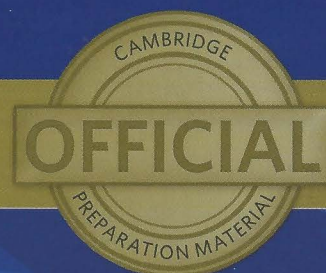


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Objective Proficiency

Student's Book
with answers



For revised exam from March 2013



Annette Capel Wendy Sharp

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Content of Cambridge English: Proficiency (CPE)

Cambridge English: Proficiency, also known as *Certificate of Proficiency in English (CPE)* consists of four papers. The Reading and Use of English paper carries 40% of the marks while the Writing, Listening and Speaking papers each carry 20% of the marks. It is not necessary to pass all four papers in order to pass the examination. If you achieve a grade A, B or C in the examination, you will receive the *Cambridge English: Proficiency* certificate at Level C2. If your performance is below Level C2, but falls within Level C1, then you will receive a *Cambridge English* certificate stating that you have demonstrated ability at C1 level.

As well as being told your grade, you will also be given a Statement of Results – a graphical profile of your performance, i.e. it will show whether you have done especially well or badly on some of the papers.

Paper 1 Reading and Use of English 1 hour 30 minutes

There are seven parts to this paper and they are always in the same order. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks. The texts are from books (fiction and non-fiction), non-specialist articles from magazines, newspapers and the internet.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple-choice cloze	8	You must choose which word from four answers completes each of the gaps in a text.	3 (48–49)
2	Open cloze	8	You must complete a text with eight gaps using only one word in each gap.	2 (30–31)
3	Word formation	8	You need to use the right form of a given word to fill each of eight gaps in a text.	1 (14–15)
4	Key word transformations	6	You must complete a sentence with a given word, so that it means the same as the first sentence.	2 (30–31)
5	Multiple-choice text	6	You must read a text and answer the questions by finding the relevant information in the text.	7 (116–117)
6	Gapped text	7	You must read a text from which paragraphs have been removed and placed in jumbled order, together with an additional paragraph, after the text. You need to decide from where in the text the paragraphs have been removed.	5 (82–83)
7	Multiple matching	10	You read a text or several short texts, preceded by multiple-matching questions. You must match a prompt to elements in the text.	4 (64–65)

Paper 2 Writing 1 hour 30 minutes

There are two parts to this paper. Part 1 is compulsory, you have to answer it. In Part 2 there are five questions and you must choose one. Each part carries equal marks and you are expected to write 240–280 words for Part 1 and 280–320 words for Part 2.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder or Unit
1	Question 1 An essay with a discursive focus	1 compulsory	You are given two short texts and you must write an essay summarising and evaluating the key ideas contained in the texts.	WF 1 (22–23); U1 (12–13); U3 (28–29); U5 (46–47); U7 (62–63); U9 (80–81); U11 (96–97); U13 (114–115); U15 (130–131); U17 (148–149); U19 (164–165)
2	Questions 2–4 • an article • a letter • a report • a review Question 5 Choice of two questions – one on each of the specified set texts: article, essay, letter, review, report	5 choose one	You are given a choice of topics which you have to respond to in the way specified.	Essay WF 3 (56–57) Article WF 5, 9 and 10 (90–91; 158–159; 174–175) Letter WF 7 and 10 (124–125; 174–175) Review WF 2 (38–39) Report WF 6 (106–107) Set text: Film tie-in WF 4 (72–73) Set text: Review WF 8 (140–141)

Paper 3 Listening about 40 minutes

There are four parts to this paper. Each part is heard twice. The texts are a variety of types either with one speaker or more than one.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple-choice questions	6	You hear three short, unrelated extracts, with either one or two speakers. You must answer two questions on each extract, choosing from A, B or C.	9 (150–151)
2	Sentence completion	9	You must complete spaces in sentences with information given by one speaker.	8 (132–133)
3	Multiple-choice questions	5	You will hear two or more speakers interacting. You must choose your answer from A, B, C or D.	9 (150–151)
4	Multiple matching	10	There are two tasks, each task containing five questions. You must select five correct options from a list of eight.	6 (98–99)

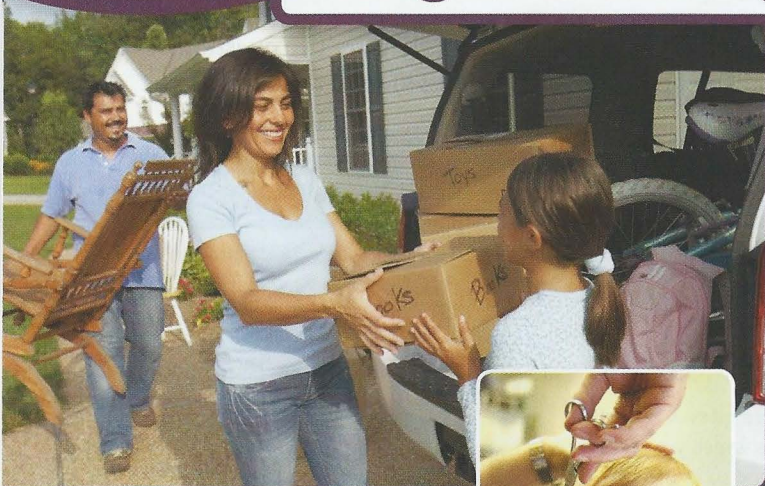
Paper 4 Speaking about 16 minutes

There are three parts to this paper. There are usually two of you taking the examination and two examiners. This paper tests your accuracy, vocabulary, pronunciation and ability to communicate and manage the tasks.

Part	Task Type	Time	Task Format	Objective Exam Folder
1	The interviewer asks each candidate some questions	2 minutes	You will be asked some questions about yourself and asked to express personal opinions.	10 (166–167)
2	Two-way conversation between candidates	4 minutes	You will be given visual and written prompts which are used in a decision-making task.	10 (166–167)
3	A long turn for each candidate followed by a discussion on related topics	10 minutes in total	You will be given a written question to respond to. You will then be asked to engage in a discussion on related topics.	10 (166–167)

1.1

Ring the changes



Speaking

- 1 Everyone goes through changes, whether by choice or because of something outside their control. Talk about changes that have happened to you or might happen in the future, relating them to these phrases.

- a change for the better
- the earliest change you can remember
- a new location
- a change of direction in your life
- a change of heart

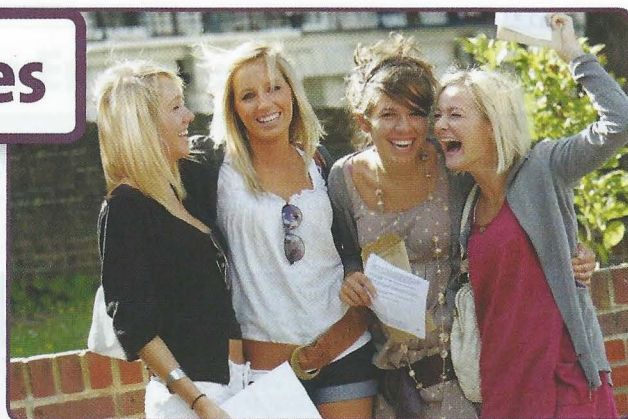
Which two phrases above are examples of idioms?
Find a third idiom on this page.

Idiom spot

At C2 level, you need to understand and use phrases and idioms where the meaning is not transparent. You will probably know the individual words used, but this may not help! Some examples of common idioms are given below. Choose the correct option (a or b) to complete each definition. These idioms are used in the Listening section.

EXAMPLE: If something happens **out of the blue**, it is
a) unexpected b) creative. *Answer a)*

- When things **fall into place**, events happen to a) change the order of a list b) produce the situation you want.
- If something **goes downhill**, it a) gradually becomes worse b) picks up speed.
- If something is **on the cards**, it is a) likely to fail b) likely to happen.
- When you are talking about a change in your life and you say **the rest is history**, you mean that a) it happened a long time ago b) you are sure that people know what happened next.



Listening

- 2 **1.02** You will hear five different people talking about a key change in their lives. Tick each speaker's life-changing moment. There is one extra that you will not need.

life-changing moment	1	2	3	4	5
being made redundant					
gaining media attention					
meeting 'Mr Right'					
heading the wrong way					
losing something special					
stepping in for someone					

- 3 **1.02** Listen again to check your answers. Then choose one of the speakers and describe what happened to him or her.

Vocabulary

Phrasal verbs

Exam spot

Phrasal verbs are tested in Parts 1, 2 and 4 of Paper 1. Remember that their use is generally informal, so they should be used with care in Paper 2, where the tasks mostly require a more neutral or formal register.

You will already have come across many phrasal verbs, but now you need to add to this knowledge. If there are gaps in your learning, try to fill them in. How many phrasal verbs can you come up with from the recording in 2? Remember that some phrasal verbs contain two particles rather than one (an adverb and a preposition), as in the last example.

- 4 Match the verbs to the correct particle(s) to form phrasal verbs that were used by Speakers 1–5. Four of them are ‘three-part’ phrasal verbs.

EXAMPLE: *break up* (3)

verbs				particles	
break	catch	cheer	come	around	at
cut	end	get	hang	back	down
help	jump	pay	run	in	off
settle	take	track	turn	on	out
				up	with

- 5 Now complete these sentences using a phrasal verb from 4 in a suitable tense. Sometimes the passive form will be needed.

EXAMPLE: The whole family moved to Switzerland last month and their two children *are settling in* well at school there.

- Their lives changed completely once the loan as it meant they could treat themselves to meals out and weekends away.
- An old school friend me on the Internet and we met up recently to compare our life stories.
- The company offered Maria a post in the New York branch and she the chance.
- During the last recession, local businesses recruitment and no graduate trainees as a result.
- Jeff explained that shortly after they bought the house together, he and his wife and she moved to another town.
- People often manage to advance their careers by the right people and telling them what they want to hear.
- Everything fell into place – she was offered the scholarship at Harvard, the flight was booked and her missing passport just in time!
- My brother has had a change of heart and is willing to me with decorating the flat after all.

- 6 Read the text below, which is from the introduction to a book on *feng shui*. Decide which answer (A, B, C or D) best fits each gap.

The ancient Chinese philosophers who considered *feng* (wind or air) and *shui* (water) to be the (1) of mankind also understood that these were not the only supportive elements flowing through the (2) They perceived a subtler (3) , calling it *chi* or ‘cosmic breath’. This life force is well-known to acupuncturists, who have (4) elaborate maps of the ‘meridians’ or channels it uses to flow through the body. Kung Fu masters believe that *chi* can be concentrated in the human body, allowing someone to (5) almost supernatural feats, such as the breaking of concrete blocks (6) by using the edge of their hand. A real feng shui master is able to (7) the flow of *chi* in a site, and may advise changes to the environment to (8) health, wealth and good fortune.

- | | | | |
|----------------|--------------|------------|---------------|
| 1 A sustainers | B providers | C keepers | D promoters |
| 2 A background | B location | C outlook | D landscape |
| 3 A vigour | B weight | C energy | D stimulus |
| 4 A shown up | B built up | C put up | D laid up |
| 5 A perform | B play | C act | D conduct |
| 6 A barely | B merely | C hardly | D slightly |
| 7 A suspect | B realise | C sense | D endure |
| 8 A set about | B come about | C go about | D bring about |

Exam spot

Part 1 of Paper 1 is a short text with eight gaps. Don't panic if you find unfamiliar words in options A–D. Try the other words in the gap first. If you're sure they don't fit, choose the word you don't know.

1.2 Grammar clinic

1 Read these short texts about alternative ways of approaching city life. The highlighted parts illustrate some of the grammar areas that C2 learners continue to have problems with. What are they?

2 Tick any grammar areas below that you feel you need to work on. Add your main grammar problem if it is not listed.

- ☐ Modal verbs
- ☐ Passives
- ☐ Conditionals
- ☐ Perfect tenses
- ☐ Relative clauses
- ☐ Reported speech
- ☐ Uncountable nouns
- ☐

Corpus spot



Correct the errors in perfect tenses in these sentences, which were written by exam candidates.

- a Three years ago I have been to Germany on a cultural exchange.
- b Tourism is a word that is being used for the last 50 years.
- c In England last year, I was able to appreciate things I have never seen in my entire life.
- d The noise levels have been measured in our suburb the other day and are twice the acceptable level.
- e All these years I'm practising basketball, I'm trying to become a better player.
- f When you will have bought your train tickets, you should take one each and put it into the machine.
- g Supposing they would have got married, wouldn't the day have come when they got bored with each other?
- h Nowadays, almost every disease has a cure and people have been caring more about their health.

A LIFE LESS ORDINARY



« Knit the City

From knitted graffiti to guerrilla crocheting – needle crafts **have exploded** in ways entirely unforeseen by previous generations. Our grandmothers would no doubt approve of twenty-somethings knitting something similar to a tea cosy (which they used to cover their teapots), even when it is large enough to keep a London phonebox warm! This original item of knitwear **has been made** by Knit the City, a subversive group of knitters **who also operate** in other capital cities. In Berlin, for example, a woolly 'Currywurst' **was created** entirely out of yarn recently. For those not in the know, the Currywurst is a popular fast food item – over 800 million of the sausage treats **are sold** every year!

Pink Lady Flamingo »»

You may have come across the extravagantly dressed Pink Lady Flamingo, **whose real name is** Maryanne Kerr, busking on the underground in London. She auditioned for an official licence to perform her music, having experimented with many previous careers. **"I've been busking** since I broke a recording contract with a major record company," said Maryanne, "because I refused to be dictated to." **She added that she became** a busker more than forty years ago and **announced that she is** in her late seventies now and still busking.



3 Explain how tense choice alters the meaning in these sentences. In which two sentences is there no change in meaning?

- a Mirek *has gone* / *went* to Gdansk on business.
- b Our society *has been suffering* / *was suffering* from high unemployment for decades.
- c We *were given* / *have been given* more time to complete the task.
- d Top government ministers *have been dealing* / *have dealt* with the problem.
- e Matt and James *have played* / *have been playing* golf all day.
- f I've *thought* / *been thinking* about what you said.
- g Is there anything else we *could have done* / *will have done*?
- h Come October, we *will have lived* / *will have been living* here for eleven years.

4 Answer these questions so that they are true for you, using perfect tenses.

- a How long have you been learning English?
- b What have you never done that you would like to do?
- c What change has been made to your town or city recently that you don't approve of?
- d Which single change would most improve your quality of life at home?
- e What may have changed in your life by this time next year?

G → page 178

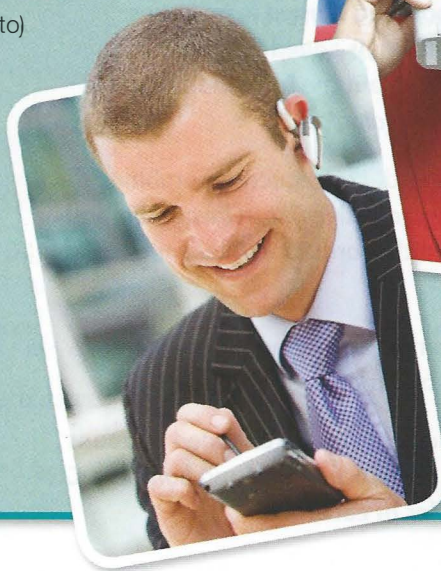
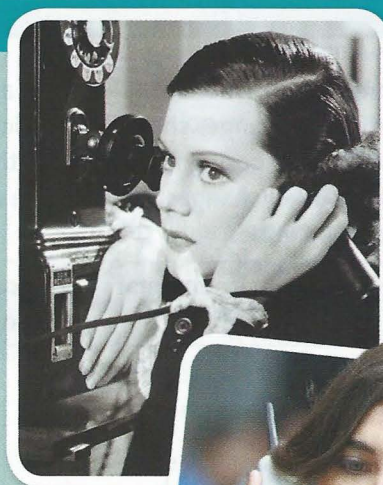
5 Complete the text below, using the words in brackets in such a way that they fit the space grammatically.

Innovation in our lives

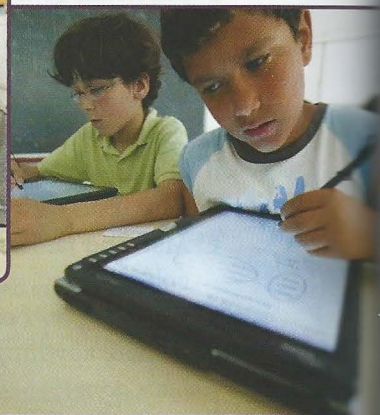
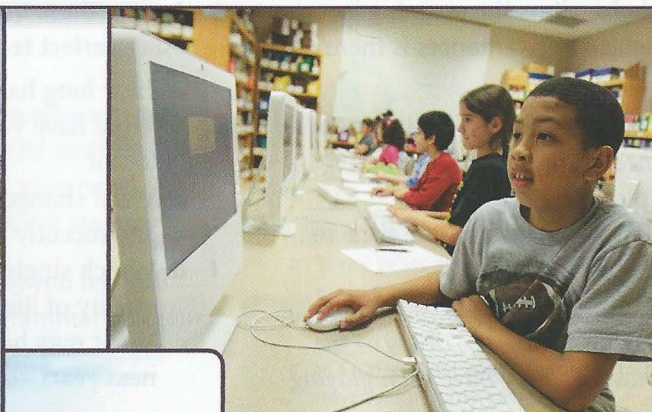
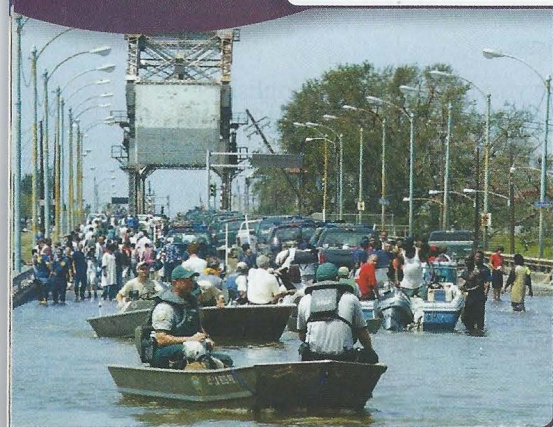
Across the centuries, people's daily lives (1) (continually transform) by innovation. One of the most obvious characteristics of the 20th century was the rapid growth of technology, with individual quality of life (2) (improve) immeasurably as a result. Basic labour-saving appliances such as washing machines, refrigerators and freezers were commonplace in the home by the 1960s and the demand for these and other 'white goods' (3) (further stimulate) by the availability of cheap electricity and noticeable increases in personal wealth during that decade.

Personal computers first made their appearance in the home in the 1970s, but surely few people (4) (be able to) imagine then that the home computer could evolve into the super-fast, super-sleek machines of today. Nor could they (5) (even think) that handheld mobile gadgets would (6) (use constantly) by all of us, in our desperation to keep up with everything from office correspondence to world news.

So what lies ahead of us? By 2025, will we (7) (embrace) even more sophisticated technological aids – or will the world's resources (8) (deplete) by mankind to such an extent that there will be insufficient electricity to support these advances? Only time will tell.



1.3 Reading into Writing: Summarising ideas



- 1 What changes do you notice in the world around you? Identify the changes shown in the pictures and categorise them, choosing from the adjectives below. Then suggest other changes that could be classified under these categories.

commercial	environmental	physical
political	social	technological

Vocabulary

Word formation

- 2 The adjectives above are formed from nouns. Generally, the suffix *-al* is added to the noun, as in *environmental*. Explain the formation rules for *commercial* and *technological*.

The suffixes *-able* and *-ive* frequently combine with verbs to form adjectives, as in *favourable* and *supportive*. Explain the formation rules for *creative* and *variable*.

The suffix *-ous* combines with nouns, as in *courageous*. Give two more examples.

Other common adjectival suffixes added to nouns are *-ful* and *-less*, as in *meaningful* and *harmless*. Give two more examples of each.

- 3 For sentences a–j, replace the words in *italics* with a single adjective formed from one of the verbs or nouns given. What adjectives are formed from the four remaining words?

adventure	alternate	disaster	dispose
exhaust	experiment	flaw	hope
identify	mass	notice	philosophy
predict	speech	understand	

EXAMPLE: I've been given this *very lengthy and complete* list of all the repairs needed in the flat. *Exhaustive*

- My boss's response to my plea for changes to my job description was *exactly what I was expecting*.
- If the weather is unfavourable, do you have any *other suggestions to replace our original plans*?
- Both sides in the conflict are *expressing their optimism* that the ceasefire will hold.
- Jeremy seems *to have calmly accepted the news* about the break-in.
- That play I went to see last night was *trying something new* in its use of dialect.
- I was *incapable of any reply* when Ella told me she had quit her job.
- It's *really easy to see* how much fitter Liam has become since he started swimming regularly.
- Your last piece of writing was *without any mistakes whatsoever*.
- Many of today's products are *used only once and then thrown away*, which is having an impact on the environment.
- The updating of the university's computer system has had *extremely bad and far-reaching* consequences.

Exam spot

In the Paper 2, Part 1 compulsory task, you will read two short texts in order to summarise and evaluate them. You will need to reproduce different ideas concisely, using your own words wherever possible.

- 4 In extracts 1 and 2, important information has been underlined. Do the same in 3 and 4. Then answer questions 1–3 below the texts.

1 We pick up on health and social status from facial features, as shown by a recent research project where people were unconsciously attracted to healthy females and wealthy men, even when they only had a picture of a face (without make-up or jewellery) to judge them by.

2 It was in 1856, while working in his tiny laboratory at home, that William Perkin produced, quite by chance, the colour mauve, which not only revolutionised the dye industry but also led to important innovations in perfume, photography and, most significantly for modern medicine, to the development of aspirin.

3 Rather than burgers and fries being a product of the social changes seen over the last fifty years in America, the author suggests that fast food brands were to a large extent responsible for these changes, as they profoundly affected both lifestyle and diet.

4 Tiny holes found in human teeth estimated to be over 8000 years old are now believed to be the earliest evidence of dentistry, for when these holes were examined with an electron microscope, researchers found their sides were too perfectly rounded to be caused by bacteria and have therefore proposed that they were drilled by prehistoric dentists.

- 1 Which information in text 1 is summarised in the following sentence?
People form opinions of others by looking at their faces.
What has been omitted?
- 2 Which phrase in text 1 could be replaced by the verb *assess* or *evaluate*?
- 3 Which underlined words in text 2 could be replaced by others?

- 5 Choose from a–f the best summary sentence for text 2, judging it by the inclusion of information, use of alternative words, choice of register and conciseness. Say why the remaining sentences are less successful.

- a Mauve not only radically changed the dye industry but also led to new discoveries of anything from perfume to aspirin.
- b By cooking up mauve in his lab, Perkin pushed the dye industry forward and set the ball rolling in other industries too, such as perfume and photography and aspirin.
- c In accidentally discovering mauve, Perkin transformed dyeing and many other areas, notably medicine.
- d Perkin discovered a special pale purple colour and this discovery was revolutionary for the dye industry and also for the pharmaceutical industry, since it led to the innovation of aspirin.
- e Aspirin owes its development to Perkin, who found mauve by chance in his laboratory at home.
- f Commercially-speaking, Perkin's chance discovery was very important, as other innovations followed, for example the development of aspirin.

- 6 Now write summary sentences for texts 3 and 4, referring to the parts you have underlined and using between 12 and 20 words for each. Use your own words wherever possible.

Exam folder 1

Paper 1 Part 3 Word formation

In Part 3 of the Reading and Use of English paper, you will be asked to read a text and complete the eight numbered gaps with a form of the word in capitals at the end of the line. There is an example at the beginning of the text.

There are three main categories of changes that are tested. These are affixation (suffixes and prefixes), compound and grammatical changes. Unlike lower level examinations, at Proficiency level there is no limit to the number of changes which might be required to the root word.

Below are some examples of the changes you might need to make.

Affixes

noun to adjective *flaw* to *flawless*

noun to negative adverb *effect* to *ineffectively*

adjective to negative adverb *definite* to *indefinitely*

verb to noun *act* to *interaction*

verb to plural noun *apply* to *applicants*

adjective to verb *deep* to *deepened*

1 Do the following for practice. Make sure you check the following:

- do you need to make the word plural?
- is a prefix needed?
- does any prefix need to be negative?

a There are a number of activities now **CURRICULUM**
being offered at the school.

b People have always enjoyed the effects of sea air. **BENEFIT**

c Tony is a really person. **OPINION**

d The animal really fascinates my young daughter. **KING**

e Stefan was a collector of gadgets throughout his life. **COMPEL**

f It was rapidly becoming that we would have **APPEAR**
to make changes to our plans.

g There have been a number of female in the **INNOVATE**
field of aircraft design.

h There were a number of built into the **CONSTRAIN**
contract.

i The of fast food **CONSUME**
is increasing at a frightening rate.

j seems to suit Ella **DOMESTIC**
– she's really happy with her home life.

k The side wall of the house had to
be **STRONG**

l I believe she had the **FORTUNE**
to have been seriously ill as a child.

m The broken vase turned out to be
totally **REPLACE**

n She showed her deep
..... by slamming the **APPROVE**
door in our faces.

o The police tried to evict the three
..... from the building. **OCCUPY**

Compounds

Compounds are often tested at this level.

EXAMPLE:

a The of the meeting **COME**
was rather inconclusive.

Answer: *outcome*

b His brother had a second-hand car
which was barely **ROAD**

Answer: *roadworthy*

- 2 Match a word from A with one from B to form a compound noun or adjective. The words in B can be used more than once.

A	B
frame	worthy
up	fall
out	date
wind	work
rain	break
credit	turn
down	proof

- 3 Read the Exam advice and then do the task below.

EXAM ADVICE

- Read through the text carefully and decide which form of the given word you need to use.
- Be careful as you will need to use a negative prefix or another form of prefix at least once.
- Check to see if a noun needs to be plural.
- All the words must be correctly spelled. American spelling is acceptable.
- Write your answers in CAPITAL LETTERS on your answer sheet.

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**.

Example: 0 W I L F U L L Y

IT'S ONLY SKIN DEEP

We are the only animal that chooses what it will look

like. True, the chameleon changes colour – but not

(0) WILFULLY. Unlike us, it doesn't get up in the morning and ask itself, 'What shall I look like today?', but we can and do. Indeed, the (1) of body decoration points to the conclusion that it is a key factor in our development as the (2) life-form on our planet.

By (3) their physical appearance our ancestors distanced themselves from the rest of the animal kingdom. Within each tribe this helped them to mark out differences of role, status, and (4) Our ancestors (5) developed extraordinary techniques of body decoration for practical reasons. How to show where one tribe ends and another begins? How to (6) in a lasting way the significance of an individual becoming an adult member of society? (7) , without the expressive capabilities of such 'body language' we would have been (8) less successful as a species.

WILL

ANTIQUE

DOMINATE

CUSTOM

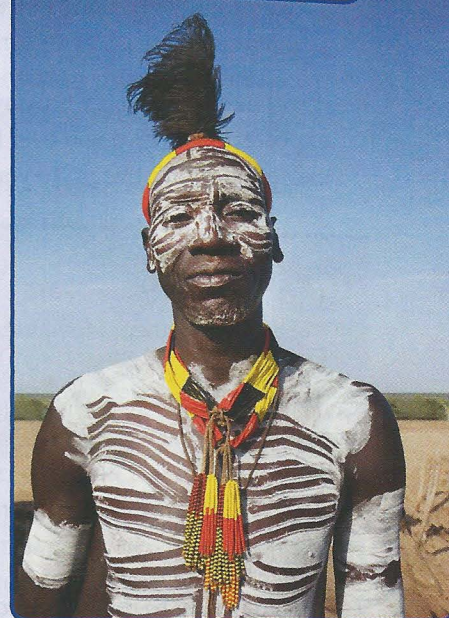
KIN

APPEAR

LINE

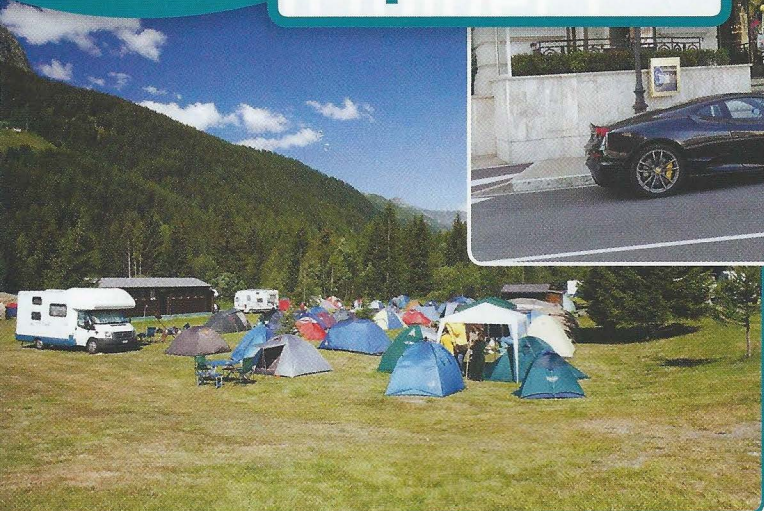
ARGUE

FINITE



2.1

Expectation



Speaking

- 1 Work with a partner. Look at the photos. What expectations would you have of a holiday in each of the places?

On which holiday might you

- get off the beaten track?
- be able to chill out?
- possibly have to rough it?
- end up spending a fortune?
- get by on a shoestring budget?
- enjoy being a culture vulture?
- get back to nature?
- be in the lap of luxury?

If you have had such a holiday, did it live up to your expectations? Have you ever had a holiday which exceeded/didn't live up to your expectations?

Exam spot

In Part 7 of Paper 1 there are a number of short texts or one long text divided into sections. You need to read the sections carefully and then look at the questions. Underline your answer when you have found it. Make sure that your underlined text fully answers the question.

Reading

- 2 You are going to read an article about holidays and what we expect of them. Read through the article quickly to get a general idea of what it is about, ignoring the highlights for now. What does the writer think about holidays?

The way we travel now

A

The prospect of a holiday is liable to persuade even the most downcast that life is worth living. Few events are anticipated more eagerly, nor form the subject of more complex and enriching daydreams. They offer us perhaps our finest chance to achieve happiness – outside of the constraints of work, of our struggle for survival and for status. The way we choose to spend them embodies, if only unknowingly, an understanding of what life might ideally be about. However, holidays almost always go wrong. The tragicomic disappointments of travel are a staple of office chat; the half-built hotel, the sense of disorientation, the mid-afternoon despair, the dreary fellow travellers, the lethargy before ancient ruins.

B

I remember a trip to Barbados a few years ago. I looked forward to it for months. But on my first morning on the island, I realised something at once obvious and surprising; that my body proved a temperamental partner. Asked to sit on a deckchair so that the mind could savour the beach, the trees and the sun, it collapsed into difficulties; the ears complained of an enervating wind, the skin of stickiness and the toes of sand lodged between them. Unfortunately, I had brought something else that risked clouding my appreciation of my surroundings; my entire mind – not only the part that had planned the journey and agreed to pay for it, but also the part committed to anxiety, boredom, self-disgust and financial alarm. At home, as I had pored over the photographs of Barbados, I had felt oblivious to anything besides their contents. I had simply been in the pictures; alone with their elements. But melancholy and regrets were my bedfellows on that Caribbean isle, acting like panes of distorting glass between myself and the world.