

LISTENING

You will hear a short lecture entitled 'An Encounter with Einstein.'

For each of the questions below (1 – 5), choose the answer (a, b, or c) which fits best according to what you hear. You will hear the recording twice. **CIRCLE** your answer (a, b, or c).

(1) How does the speaker travel to Princeton?

- a) He walks b) He takes the bus c) He hitch-hikes

(2) Which of these does the speaker compare his trip to?

- a) A journey a person takes for religious reasons
b) A journey full of many unexpected adventures
c) A journey a person takes to better understand themselves

(3) What can you assume about Einstein in 1954 based on the physical description of him?

- a) He was suffering from the effects of old age.
b) He did not take much care over his appearance generally.
c) He was unfriendly and aloof.

(4) Why didn't the speaker ask Einstein to sign his textbook?

- a) He was intimidated by Einstein's personality.
b) He didn't want to seem rude.
c) He was afraid of embarrassing himself.

(5) What best describes the speaker's attitude toward his encounter with Einstein?

- a) He regrets not speaking to Einstein and asking for his autograph.
b) He remembers how simple the great man seemed in this ordinary setting.
c) He is disappointed that Einstein wasn't more impressive.

Preposition PRACTICE:

The speaker says that in 1954 he was an army private (1) _____ Fort Monmouth, New Jersey

- (1) a) on b) at c) in d) by

He goes on to say that on one of his free days he walked (2) _____ the highway and put out his thumb.

- (2) a) to b) with c) by d) on

The first car that stopped for the speaker was going to Princeton, and for him that seemed (3) _____ good a destination (4) _____ any.

- (3) a) so b) just c) as d) such

- (4) a) like b) as c) for d) to

Eventually, the speaker got out of the car (5) _____ the University, where he sat (6) _____ an hour doing some studying.

- (5) a) by b) on c) to d) at

- (6) a) for b) in c) by d) with

On his way back to town, the speaker looked (7) _____ his shoulder and saw Einstein stop walking and lay his briefcase (8) _____ a hedge (živý plot).

- (7) a) behind b) at c) over d) around

- (8) a) on b) to c) at d) of

The thermodynamics text, which does not have Einstein's autograph in it, now sits (9) _____ the speaker's shelf.

- (9) a) to b) on c) in d) by

While watching him, the speaker reflects on all the things that Einstein had (10) _____ his head.

- (10) a) on b) by c) at d) in

Correctly pronounce the following words.

Similar and/or other troublesome words:

→

FIGURATIVELY

(also – hard “g” vs soft “g” sounds)

general = soft g

'gest'

→ hard g → soft g

'gantic'

→ soft g → hard g

→

PHYSICALLY

→

QUIT

→

(trouble with combination of "g" and "th" sounds – some students also struggle with MONTHS)

→

COMB

(also – hard “th” vs soft “th” sounds)

this / that / these = hard th

thing / think / mouth = soft th

breath = soft th

breath**the** = hard the

→

VIGOROUS

(also – hard “g” vs soft “g” sounds)

* see above

→

YOUNG

Use the correct form that belongs in the sentence:

⚡ HINT: "energetic" & "energetical" are NOT words in English.

He's very _____, isn't he, for a man of his age?

'He exploded with rage' shows a _____ use of the verb 'to explode'.

Massage helps relieve the tension in one's _____.

I slipped _____ out of the back door.

↓ HINT: "the" here means you need a noun ('removing' = verb)

They rejected a demand for the removal of all nuclear weapons from UK soil.

He said we should meet but didn't a time.

She says she'll give me the money next week but I think she's just for time.

↓ HINT: "strength" is the noun form of WHAT word? Here you need the comparative adj.

Whisky is _____ than beer.

Soil consists of various chemical

I'm unable to answer that question with any

↓ HINT: you need a verb here – 2 forms/tenses are possible.

This information is the basis of the report.

He takes plenty of exercise.

One of the most challenging sections for students when taking an English examination is the 'Key Word Transformation' section. This section of the exam requires a student to understand a number of different relationships simultaneously occurring within the English language. Examinees are provided with an example sentence and a 'key word'. Using this 'key word', the student is expected to re-write the original sentence while keeping the context and meaning the same.

The RULES for Key Word Sentence Transformations

The instructions for Key Word Sentence Transformations are as follows:

For each of the sentences below (X - X), complete the second sentence so that it has a similar meaning to the first sentence(s), using the word given for that sentence. **DO NOT CHANGE** the word given. You must use between TWO (2) and FIVE (5) words, including the word given.

EXAMPLE :

(0) He enjoyed going to the cinema alone.

BY

He enjoyed going _____ .

COMMON MISTAKES on Key Word Sentence Transformations:

- **Changing the key word**
→ you **MUST** use the exact word given
- **Using too many words**
→ use a maximum of 5 words
- **Spending too much time**
→ if you do not know the answer, take a guess and continue with the next question
- **Pronoun gender and agreement**
→ if the first sentence uses a name, try to use the name in your second sentence.
Sometimes you will need to use "her / his / she / he" etc. in your answer
→ make sure it matches the gender in the first sentence
- **Subject-verb agreement**
→ make sure your subject and verb match. For example, "she is singing" not "she are singing"
- **Writing sentences that are too different**
→ try to use the same words where you can when possible.
→ if words like very, really, etc. appear in the first sentence, make sure these are expressed in the second sentence as well.
- **Forgetting to include important information from 1st sentence in 2nd sentence.**
- **USING PUNCTUATION**
→ this applies only to the FEL B2 Exam (*and the Erasmus Written Examination)

NOTE: *On the B2 ENGLISH WRITTEN EXAM* there will be NO PUNCTUATION required on any Key Word Sentence Transformation exercise.*

If punctuation is added, it will VERY LIKELY change the meaning and therefore be marked INCORRECT.

→ NEVER USE PUNCTUATION of any kind...

Look at the example question below:

He tried to keep running although he felt tired. SPITE

He tried to keep running _____ tired.

STEP ONE: Cross out words that are the same.

~~He tried to keep running~~ although he felt ~~tired~~. SPITE

~~He tried to keep running~~ _____ ~~tired~~.

STEP TWO: Focus on the remaining words and try to find the grammar or vocabulary rule.

He tried to keep running **although he felt** tired. SPITE

He tried to keep running _____ tired.

Focus on **although he felt**.

Although is a linking word of contrast. This is the structure that you should have identified.

Next, start to think about other linking words and expressions of contrast while keeping in mind that you need to use the word **SPITE**.

STEP THREE: Choose your answer between 2 and 5 words.

He tried to keep running **although he felt** tired. SPITE

He tried to keep running _____ tired.

In spite of and **despite** are both linking words/expressions of contrast.

Remembering that you have to use the **EXACT KEY WORD**, you should have decided not to use **despite**.

Now, you should remember that after **in spite of** you need a **verb + ing form of the verb**.

So, you need to look at the original sentence and identify the verb **"felt."**

Change the subject + verb in the original sentence to a **verb + ing form** to fit the second sentence.

Your answer should now be **IN SPITE OF FEELING**.

STEP FOUR: Check your answer.

- Did you use the key word?
- Do you have the correct word count?
- Did you write your answer CLEARLY? (It is not mandatory, but writing in CAPITAL LETTERS can help)



He tried to keep running **although he felt** tired. SPITE

He tried to keep running **IN SPITE OF FEELING** tired.

Key Word Sentence Transformations Strategy PRACTICE

[Page 5]

Try the following Key Word Sentence Transformations using the steps from above, and REMEMBER the RULES:

For each of the sentences below (1 - 8), complete the second sentence so that it has a similar meaning to the first sentence(s), using the word given for that sentence. **DO NOT CHANGE** the word given. You must use between two (2) and five (5) words, including the word given.

(1) It's a pity we don't have a warmer climate!

ONLY

If _____ a warmer climate!

(2) Someone is going to redecorate our terrace for us next week.

HAVE

We are going to _____ next week.

(3) I will only bring a jacket if it rains.

UNLESS

I will _____ it rains.

(4) They found the ring when they were fixing the garden.

CAME

They _____ when they were fixing the garden.

(5) I wish I had sold my house sooner.

REGRET

I _____ my house sooner.

(6) The teacher didn't let them leave the class.

ALLOWED

They _____ the class.

(7) How many pyramids did the Egyptians build?

BY

How many pyramids _____ the Egyptians?

(8) My colleague probably won't come to the meeting.

UNLIKELY

My colleague _____ to the meeting.

TYPICAL STRUCTURES used in Key Word Sentence Transformations:

Below is a list of some of the fundamental language mechanisms that examinees should be familiar with:

Comparative / Superlative

Structures like so / such ..., er / as ... as or too / enough.

- a) "There are too many bad students in this class." **ENOUGH**
 b) "There are NOT ENOUGH GOOD students in this class."

Comparative Structures Using Adverbs

- a) The rate of unemployment hasn't increased quite as much this year compared to previous years. **SLIGHTLY**
 b) This year the rate of unemployment has increased SLIGHTLY LESS THAN IT did in previous years.

Passive / Active

Changes from active to passive or passive to active are often required.

- a) "The student wrote a terrible essay." (active) **BY**
 b) "A terrible essay WAS WRITTEN BY THE STUDENT." (passive)

Direct and Indirect Speech

You may be asked to transform a sentence from direct to indirect speech or vice versa.

- (DS) The teacher said, "I don't want you to cheat on this test." **DID**
 (IS) The teacher SAID (THAT) HE DID NOT want us to cheat on this test.
 ⚡ NOTICE ... there is NO COMMA here

Auxiliary / Modal Verbs

You will often find questions that test your knowledge of auxiliary verbs like 'will', 'have', 'must' etc.

- a) "You were expected to answer all the questions on the exam." **SHOULD**
 b) "You SHOULD HAVE ANSWERED all the questions on the exam."

Conditionals

Any type of conditional sentence is possible.

- TYPE 1: "If you get 70%, you will pass the test."
 TYPE 2: "If you actually studieded, you would improve."
 TYPE 3: "If you had studieded, you would have passeded the test."

'Unreal' Pasts

You will sometimes find sentences using 'If only', 'I wish', 'I'd rather' etc. that require the use of past tenses.

- a) "I wish I had studied harder..." **ONLY**
 b) "IF ONLY I HAD studied harder..."

Verb Patterns

Your knowledge of verb patterns such as gerund and infinitive is frequently tested.

- a) "You **need to study** harder." **START**
 b) "You need **TO START STUDYING** harder."

Phrasal Verbs / Collocations

Sentences requiring phrasal verbs often appear.

- a) "We need to **discuss** your grades." **ABOUT**
 b) "We need **TO TALK ABOUT** your grades."

Word Forms

You may be expected to know the different forms of a word, as well as how to use them.

- a) "The students **assumed** the teacher didn't know they were cheating." **MADE**
 b) "The students **MADE THE ASSUMPTION** that the teacher didn't know they were cheating."

Personal Pronoun Inversion

- a) You should not eat pizza with pineapples. **EATING**
 b) **EATING PIZZA WITH PINEAPPLES** is not good for your health

Fixed Expressions (synonymous with words in the original sentence)

- a) I hate it when dogs bark. **STAND**
 b) I **CANNOT STAND IT WHEN** dogs bark.

⚡ NOTICE . . . CANNOT IS ONE WORD

Formal Structures

- a) Sandra would only go to the supermarket on a Saturday. **ON**
 b) Sandra **INSISTED ON GOING** to the supermarket on a Saturday.

Mix

You may have to make TWO changes to the sentence, for example changing passive to active AND using a phrasal verb.

- a) Loans must be repaid in full. **BACK**
 b) You **MUST PAY BACK ALL** the money.

NOTE: There is a 15-point Key Word Sentence Transformation section on the B2 English Written Examination and the FOLLOWING PAGE is EXACTLY what it will look like . . .

Key Word Sentence Transformation PRACTICE**[Page 8]**

For each of the sentences below (1 - 15), complete the second sentence so that it has a similar meaning to the first sentence(s), using the word given for that sentence. **DO NOT CHANGE** the word given. You must use between two (2) and five (5) words, including the word given.

- (1) Perhaps we missed the correct turning. MIGHT
We _____ the correct turning.
- (2) This exercise is easier than the last one. HARD
This exercise _____ the last one.
- (3) His parents raised him very strictly. UP
His parents _____ very strictly.
- (4) I think it would be a good idea to speak to the manager first. IF
_____, I would speak to the manager first.
- (5) 'You look really tired,' he told her. SAID
He _____ really tired.
- (6) I'd love to know how John is getting on. WISH
I _____ how John was getting on.
- (7) It's really important that you pay the bill today. REMEMBER
You must _____ the bill today.
- (8) There is no way you can justify cheating. JUSTIFICATION
There _____ for cheating.
- (9) The police have cancelled the demonstration. HAS
The demonstration _____ by the police.
- (10) Thieves burgled our house. INTO
Our _____.
- (11) She doesn't let him smoke in the house. ALLOWED
He _____ in the house.
- (12) They say the little girl has inherited a great fortune from her grandfather. TO
The little girl _____ a great fortune from her grandfather.
- (13) The comedian was much less funny than the audience expected. NEARLY
The comedian was _____ as the audience expected.
- (14) Did we send that letter to Mr. Thomas? WAS
Do you know if _____ to Mr. Thomas?
- (15) Does he ever give you the impression that he would rather be talking to someone else? FEELING
Do you ever _____ would rather be talking to someone else?

Countable Nouns

A **countable noun** means it can be counted. Often you can use an article ('a' or 'an') in front of the noun. Some countable nouns are **irregular** and follow different rules; one child or two children / one fish or two fish. Countable nouns can use quantifiers such as some, any, many, a few, a lot of, lots of, plenty of, etc...

Uncountable Nouns

An **uncountable noun** means it cannot be counted. It doesn't use an article ('a' or 'an') and is never made plural so information **NOT** informations. Countable nouns usually use a singular verb 'is' – Information is on our website. Uncountable nouns can use quantifiers like some, any, (not) much, little, and phrasal quantifiers of 'a piece of', 'a member of', 'an amount of', 'a type of', etc...

Uncountable nouns generally belong to one of the following categories:

LIQUIDS & GASES

- water
- coffee
- milk
- air
- oxygen

SOLID & GRANULAR SUBSTANCES

- wood
- metal
- cheese
- sand
- rice

ENERGY WORDS & FORCES

- electricity
- sunshine
- radiation
- heat
- magnetism

SUBJECTS

- French
- chemistry
- economics
- science
- math

GROUPED CONCEPTS

- fruit
- money
- food
- vocabulary
- news

INFORMATION & ABSTRACT CONCEPTS

- information
- advice
- education
- democracy
- intelligence

BOTH Countable & Uncountable Nouns

Some nouns can be **both** depending on the context. For example, coffee is uncountable as a product or a crop, but it is countable when it is a drink in cafe. Hair is uncountable on the head and explaining the colour, but it is countable as an individual hair.

Countable	Both	Uncountable
<ul style="list-style-type: none"> • A drink • I've drunk two coffees today 	Coffee	<ul style="list-style-type: none"> • The product • Costa Rica grows coffee
<ul style="list-style-type: none"> • A single hair • I found a hair in my soup 	Hair	<ul style="list-style-type: none"> • On the head • She has blonde hair

Problematic Words - The Following Nouns are UNCOUNTABLE:

- ADVICE (...and advi**Se** [pronounced 'advi**Ze**'] is a verb)
- CONSTRUCTION
- EQUIPMENT
- EVIDENCE (...evidence**S** is outdated / no longer used – or highly specialized)
- FURNITURE (...but chair**S** & table**S** = countable)
- HEALTH
- HOMEWORK (...homework assignment**S**)
- HOUSEWORK
- INFORMATION
- LUGGAGE (...but suitcase**S** & bag**S** = countable)
- RESEARCH (...researche**S** is outdated / no longer used – or highly specialized)
- STRENGTH (...exception = strength**S** & weaknesses)
- STUFF (...but thing**S** = countable)
- TRAFFIC (...traffic jam**S**)
- VOCABULARY
- WEATHER

How much? or How many?

To answer the questions *How much?* and *How many?* certain quantifiers can be used with countable nouns (friends, cups, people), others with uncountable nouns (sugar, tea, money) and still others will all types of nouns.

Only with Uncountable Nouns

a little
a bit of

a great deal of
a large amount of

With all Types of Nouns

no, none, not any
some
any
a lot of, lots of
plenty of

Only with Countable Nouns

a few
a number of
several
a great number of
a large number of

EXAMPLES:

Would you like **some tea** and **a few cookies**?
He has **several apples**. I don't have **any fruit** at all.
I received **a large amount of feedback** from my survey.

I always put **a little milk** and **some carrots** in my soup.
She has **plenty of clothes** for the winter.

USING "MUCH" and "MANY"

Much and **many** are mainly used in interrogative and negative sentences. They are also used in affirmative and negative sentences in combination with **too** and **so**. Notice: the word **many** can be used alone in affirmative sentences while the word **much** cannot. **Much** is replaced in affirmative sentences with **a lot of** or **lots of** (these expressions can also replace **many**).

Uncountable Nouns

How much sugar do you have?

There's **not much sugar** at the store.

I have **too much sugar** at home.

I don't know what to do with **so much sugar**.

I wish there was **not so much sugar** here.

There is **a lot of sugar** in candy.

Countable Nouns

How many people came to the concert?

Not many people came to the concert.

Very few people came to the concert.

There were **too many people** at the concert.

It's a problem when there are **so many people**.

There were **not so many people** last year.

There are **many people** who want to come.

There **are a lot of people** who want to come.

PRACTICE Countable / Uncountable:

Choose the best answer (a, b, c or d) for each of the following questions (1 - 12).

There is ONLY ONE correct answer for each question. **CIRCLE** your answer (a, b, c or d).

(1) Sailors have _____ to help them navigate.

- a) special equipment b) special of equipment c) some special equipments d) a special equipment

(2) I've got _____ to do.

- a) so much work b) a lot work c) many works d) the work

(3) She sent us her review of _____.

- a) research b) the research c) a researching d) the reseaches

(4) Nobody wants to carry around _____ full of clothes.

- a) huge suitcases b) huge suitcase c) huges suitcases d) the huge suitcase

(5) The war has left thousands _____ as orphans.

- a) children b) of children c) of childs d) the children

(6) There's usually _____ at this time of day.

- a) a lot of traffics b) many traffics c) much of the traffic d) a lot of traffic

(7) _____ given under oath and witnesses are subject to cross-examination.

- a) Evidences are b) Some of evidence is c) Evidence is d) An evidence

(8) Steven gave me _____.

- a) a good advice b) good advise c) some good advice d) the good advise

(9) He'd already started _____ on a hunting lodge.

- a) construction b) a construction c) the constructions d) some constructions

(10) _____ got very bad later in the day.

- a) Weather b) A weather c) The weather d) Some weathers

(11) You're supposed to buy a ticket, but not _____ do.

- a) many persons b) many people c) any of people d) lot of people

(12) We are always grateful to receive _____ from our listeners.

- a) feedback b) feedbacks c) a feedback d) some feedbacks

1) Countable nouns refer to things that can be counted such as objects, people, animals and processes.

Here are some examples: *participant, experiment, rat, questionnaire*

If a noun is countable, it means:

- we can count it (e.g. one participant, two participants);
- we can use numbers and the article *a/an* in front of it (e.g. 15 participants, a participant);
- it has a plural form (e.g. participants).

2) Uncountable nouns refer to things that cannot be counted such as materials, liquids and abstract concepts.

Here are some examples: *information, alcohol, funding, evidence, advice*

If a noun is uncountable, it means:

- we cannot count it (e.g. ~~one information, two informations~~);
- it is not possible to use numbers or the article *a/an* in front of it (e.g. ~~15 informations, an information~~);
- it generally does not have a plural form (e.g. ~~informations~~);
- it takes a singular verb (e.g. more information **is** needed).

3) It is often possible to guess whether a noun is countable or uncountable, but it is not always clear or logical. For example, fruit and vegetables are similar foods, but the noun *fruit* is usually uncountable, whereas the noun *vegetable* is countable.

To really be sure whether a noun is countable or uncountable, you need to consult a good dictionary.

4) Many nouns have a countable form as well as an uncountable form.

There is often a significant difference in meaning between the forms. In the example below, the uncountable form of *time* refers to time that can be measured in minutes, hours, etc. The countable form, on the other hand, refers to an occasion or event.

- *This is a complete waste of time* [U].
- *How many times* [C] *have you been to Spain?*

5) In other cases, the difference is more subtle.

In the example below, the uncountable form of *use* refers to the act of using something, whereas the countable form refers to the purpose for which something can be used.

- *The use* [U] *of antibiotics has increased significantly.*
- *This machine has many uses* [C].

Again, to really understand subtle differences in meaning, you need to consult a good dictionary.

6) If singularity is important when referring to an uncountable noun, you may need to use a phrase such as *a piece of* or *an item of*.

Here's an example: *This is an interesting piece of evidence.*

7) It is important that you know whether a noun you are using in your writing is countable or uncountable because it has an impact on the words you use with it.

Some words can only be used with countable nouns: *many, few, fewer, number*, etc.

Incorrect

- *Participants in the second group answered ~~less~~ questions.*

Correct

- *Participants in the second group answered **fewer** questions.*

Others can only be used with uncountable nouns: *much, little, less, amount*, etc.

Incorrect

- *~~Few~~ attention was given to the results.*

Correct

- ***Little** attention was given to the results.*

Read the following text, and for each of the bold & underlined words choose the correct option.

Many persons / people believe that renting a home is a waste of money / monies, but it actually has several advantages. Firstly, unlike home owners, renters have predictable expenditure / expenditures. Their weekly rent is fixed for the duration of the lease, and they are not responsible for the maintenance / maintenances of their home. If interest rates rise, home owners may see a significant increase in their mortgage payments. Secondly, renters are often able to live in more desirable locations than they would be able to if they purchased a home. For example, they can live close to transportation / transportations and places of employment / employments. Finally, renters are more easily able to relocate to other part / parts of the country to pursue work opportunity / opportunities. This is considerably more complicated for home owners, especially if they need to sell their home before moving. In conclusion / conclusions, people should seek advice / advices before deciding to purchase a home to make sure it is the right decision for them.

Person or People?

As a general rule – person is used to refer to an individual, and the plural form is people.

Peoples can be used to talk about different groups within a nation or the world. For example:

- *The peoples of the world must unite to tackle climate change.*
- *The peoples of India include Hindus, Muslims and Sikhs.*

However, in both these cases, it would also be correct to use the regular plural people instead of peoples, as in:

- *The people of the world must unite to tackle climate change.*
- *The people of India include Hindus, Muslims and Sikhs.*

In fact, peoples is considered slightly old-fashioned and is not used as much these days except in formal documents or speeches. Similarly, persons is considered to be quite formal and is not used often in day to day language. Here are a couple of examples of when it might be used:

- *We will be happy to accommodate up to four persons in each room.*

This is an example of formal language that may be included in the terms and conditions of a contract or agreement, in this case to do with a hotel.

- *I was approached by a group of persons unknown to myself.*

This is quite an old style of English and it is rarely heard spoken these days.

To complicate matters even further, people can also be used as a singular noun! Look at this example:

- *The Canadians are a people who enjoy nature and spending time outside.*

This is really the only time that it would be used as a singular form though - when are referring to the citizens of a particular state or country. So basically, both person and people can be used as singular nouns, people can be used as a plural noun and persons and peoples are also acceptable plural forms. However, these days, using people as a singular noun and both peoples and persons are fairly uncommon and can sound quite formal and/or strange.

NOTE: For the purposes of the B2-1 course . . . and the B2-2 course . . . and the B2 Exam . . . and academic use, in general, use PERSON for SINGULAR and PEOPLE for PLURAL

This part looks EXACTLY like it will on the B2 Exam . . . EXCEPT there will be 12 instead of 20

Academic Vocabulary / Word Formation

Complete the following sentences (1 - 20) by filling in the blank spaces with **the proper form of the word given for that sentence**. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].

REMEMBER – Use the correct form

↳ of THIS word . . . ↓ . . . ↓ HERE ↓ . . . in THIS sentence

- (1) CONCLUSION → The doctor _____ that further treatment would be useless.
- (2) EMPLOYMENT This factory _____ thousands of people.
- (3) ENERGY They learned relaxation and _____ techniques at the yoga retreat.
- (4) FIGURE I could see two tall _____ in the distance.
- (5) MAINTENANCE Physical activity is an important factor in _____ fitness.
- (6) MUSCULARITY He flexed his _____ so that everyone could admire them.
- (7) OPPORTUNITIES Everyone will have an _____ to comment.
- (8) PART The research project was only a _____ success.
- (9) PEOPLE If you can't be there in _____, the next best thing is watching it on TV.
- (10) QUIET I slipped _____ out of the back door.
- (11) REMOVING There is no certainty that the president's _____ would end the civil war.
- (12) SPECIFIC The peace treaty _____ terms for the withdrawal of troops.
- (13) STALLED She says she'll give me the money next week but I think she's just _____ for time.
- (14) STRENGTH They have been _____ their border defences in preparation for war.
- (15) SUBSTANCE Soil consists of various chemical _____.
- (16) TRANSPORTATION Such heavy items are expensive to _____ by plane.
- (17) UNCERTAIN She _____ had a friend called Mark, but I don't know whether he was her boyfriend.
- (18) UNFORMED She _____ the clay into a small bowl.
- (19) VIGOROUSLY He takes plenty of _____ exercise.
- (20) YOUTH The 16-year-old tennis prodigy is the _____ player ever to reach the Olympic finals.

Prepositions *This part looks EXACTLY like it will on the B2 Exam. . . EXCEPT there will be 10 instead of 15*

Complete the following sentences (1 - 15) by filling in the blank spaces with the proper preposition. You may use ONLY ONE word for each blank space.

- (1) Are you familiar _____ this type of machine?
- (2) My efforts to go back _____ sleep proved unsuccessful.
- (3) I walked around the outside _____ the building.
- (4) Will you keep an eye on my daughter _____ a while?
- (5) A number _____ border crossings have now reopened.
- (6) Tara picked up the book and put it _____ the shelf.
- (7) Man's life is often compared _____ a candle.
- (8) She teaches English _____ the University of Wales.
- (9) I went and stood beside him, looking _____ his shoulder.
- (10) When drugs were found _____ her luggage, she claimed the bags were not really hers.
- (11) We're making a few cosmetic changes _____ the house before we sell it.
- (12) ... this simple man [...] juggling stars and forces and fields _____ his head
- (13) The fear was only _____ his head.
- (14) You do not need any prior knowledge _____ the subject.
- (15) He rose from his chair and walked over _____ the window.

Read the following passage - then choose the best answer (a, b, c, d or e) for each of the questions (1-7).

The average computer user has between 5 and 15 username/password combinations to log in to email accounts, social networking sites, discussion boards, news and entertainment sites, online stores, online banking accounts, or other websites. For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30. Some of these accounts demand that you use a specific number of symbols and digits, while others require you to change your password every 60 days. When you add to this list the codes needed to access things like ATMs, home alarm systems, padlocks, or voicemail, the number of passwords becomes staggering. The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue.

Having to remember so many different passwords is irritating, but it can also be dangerous. Because it is virtually impossible to remember a unique password for each of these accounts, many people leave handwritten lists of usernames and passwords on or next to their computers. Others solve this problem by using the same password for every account or using extremely simple passwords. While these practices make it easier to remember login information, they also make it exponentially easier for thieves to hack into accounts. Single sign-on (SSO) authentication and password management software can help **mitigate** this problem, but there are drawbacks to both approaches. SSO authentication can be used for related, but independent software systems. With SSO, users log in once to access a variety of different applications. Users only need to remember one password to log in to the main system; the SSO software then automatically logs the user in to other accounts within the system. SSO software is typically used by large companies, schools, or libraries. Password management software, such as KeePass and Password Safe, is most often used on personal computers. These software programs—which have been built into many major web browsers—store passwords in a remote database and automatically “remember” users’ passwords for a variety of sites.

The problem with both SSO authentication and password management software is that the feature that makes them useful is also what makes them vulnerable. If a user loses or forgets the password required to log in to SSO software, the user will then lose access to all of the applications linked to the SSO account. Furthermore, if a hacker can crack the SSO password, he or she will then have access to all of the linked accounts. Users who rely on password management software are susceptible to the same problems, but they also incur the added threat of passwords being compromised because of computer theft.

Although most websites or network systems allow users to recover or change lost passwords by providing email addresses or answering a prompt, this process can waste time and cause further frustration. What is more, recovering a forgotten password is only a temporary solution; it does not address the larger problem of password fatigue.

Some computer scientists have suggested that instead of passwords, computers rely on biometrics. This is a method of recognizing human users based on unique traits, such as fingerprints, voice, or DNA. Biometric identification is currently used by some government agencies and private companies, including the Department of Defense and Disney World. While biometrics would certainly eliminate the need for people to remember passwords, the use of biometrics raises ethical questions concerning privacy and can also be expensive to implement.

The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue. Until they find the perfect solution, however, everyone will simply have to rely on the flawed password system currently in place.

- (1) Which of the following best describes the organization of the passage?
- The passage organizes ideas in order of increasing importance.
 - The author presents an argument and then uses evidence to dismiss opposing views.
 - The author explains a problem, explores solutions, and then dismisses these solutions as inadequate.
 - The author explains a problem and then persuades readers to agree with his or her solution to the problem.
 - The author explains a problem, contextualizes the problem, and ultimately dismisses it as an unnecessary concern.
- (2) The passage discusses all of the following solutions to password fatigue except...
- ...writing the passwords down on a piece of paper
 - ...voice-recognition software
 - ...KeePass
 - ...using very simple passwords
 - ...intelligent encryption
- (3) As used in paragraph 3, which is the best synonym for 'mitigate'?
- predict
 - postpone
 - investigate
 - lessen
 - complicate
- (4) According to the passage, SSO authentication software may be safer than password management software because:
- stolen personal computers contain passwords memorized by a user's web browser
 - if a user of password management software forgets his or her login credentials, the user can no longer access any of the applications protected by the password
 - hackers who access password management software can gain access to all of the applications protected by that password
- I only
 - II only
 - I and II only
 - II and III only
 - I, II, and III
- (5) Which of the following statements from the passage represents an opinion, as opposed to a fact?
- "For people who use email or other internet applications at work, the number of required username/password combinations may surpass 30."
 - "The feeling of frustration that results from maintaining a memorized list of login credentials has grown so prevalent that it actually has a name: password fatigue."
 - "Having to remember so many different passwords is irritating, but it can also be dangerous."
 - "Additionally, recovering a forgotten password is only a temporary solution; it does not address larger problem of password fatigue."
 - "The problems associated with SSO, password management software, and biometrics continue to stimulate software engineers and computer security experts to search for the cure to password fatigue."
- (6) In paragraph 6, the author notes that "the use of biometrics raises ethical questions concerning privacy."
- Which of the following situations could be used as an example to illustrate this point?
- A thief steals a personal computer with password management software and gains access to private email accounts, credit card numbers, and bank statements.
 - An employee at a company uses a voice recognition system to log in to his computer, only to be called away by his boss. While he is away from the computer but still logged in, another employee snoops (slídít / čmuchat) on his computer and reads personal email correspondence.
 - A computer hacker gains access to a system that uses SSO software by cracking the password, thus gaining private access to all linked accounts.
 - A company that employs fingerprint identification security software turns over its database of fingerprints to the local police department when a violent crime occurs on its grounds.
 - Even when a person is on password-protected websites, an internet browser tracks the person's internet use and collects information in order to tailor advertisements to his or her interests.
- (7) In the final paragraph, the author's tone can best be described as:
- angry
 - resigned
 - confused
 - hopeful
 - depressed

Read the following text and for each of the blank spaces (1 - 25) choose the correct answer (a, b, c or d) from those listed at the bottom of each page. **CIRCLE** your answer (a, b, c or d).

WHAT IS THE SUBJUNCTIVE MOOD AND WHEN SHOULD YOU USE IT?

WHAT ARE GRAMMATICAL MOODS?

Grammatical moods indicate the purpose of a sentence by using specific verb forms.

(1) _____ to what you might think, a mood in grammar (2) _____ nothing to do with *emotions, feelings, or sentiments*. Moods define a phrase's intent, including functions such as *facts, commands, doubts, uncertainties, or conditions*. Understanding (3) _____ to use these choices can help improve the clarity and purpose of your writing.

↑ IMPORTANT

– the purpose of Academic Writing is

is to communicate information **CLEARLY**

THE FIVE MAJOR GRAMMATICAL MOODS IN ENGLISH

Every sentence you write has a purpose. ← Pay attention to this – this is **VERY** important!

(4) _____, each one contains a verb form that expresses a specific mood.

English grammar has five major moods: *imperative, indicative, interrogative, conditional, and subjunctive*.

1) THE IMPERATIVE MOOD

When we use this form, it indicates a *command, instruction, or request*.

The verb is usually (5) _____ the beginning of a sentence in the bare infinitive form without *to*, such as *run, jump* or *drive*.

- **Close** the window; *it's cold*.
- **Prepare** a list of what we need.
- **Take** the first turn left.

2) THE INDICATIVE MOOD

This is, without (6) _____ doubt, the most common mood in grammar, and you can use it in (7) _____ tenses. We use the indicative to (8) _____ that something or an action is a *fact*. Another use is to express an *opinion*.

The construction is a standard subject-verb phrase.

- **Mount Everest is** 29,031 feet, or 8,848 meters high.
- **Paul runs** every morning.
- **I think** too much red meat is bad for your health.

3) THE INTERROGATIVE MOOD

Logically, this mood is related (9) _____ asking questions or expressing an element (10) _____ uncertainty.

The form uses the verb *to be*, or with other verbs, an auxiliary or helping verb to form a question.

- **Do you know** when they are arriving?
- What time **is** the next train?
- Where **did** you **live** when you were a child?

- | | | | | |
|------|--------------|--------------|----------------|------------------|
| (1) | a) Different | b) Contrary | c) Opposite | d) Conflicting |
| (2) | a) hasn't | b) gives | c) has | d) doesn't have |
| (3) | a) how | b) way | c) the way how | d) hows and ways |
| (4) | a) Despite | b) Therefore | c) However | d) Whereas |
| (5) | a) On | b) By | c) To | d) At |
| (6) | a) a | b) some | c) the | d) no |
| (7) | a) each | b) all | c) every | d) any of |
| (8) | a) speak | b) tell | c) say | d) go |
| (9) | a) with | b) on | c) at | d) to |
| (10) | a) to | b) for | c) of | d) with |

4) THE CONDITIONAL MOOD

[Page 17]

Simple conditional statements use a modal verb to indicate the degree of the condition.

In (11) _____ cases, the conjunction **if** introduces the conditional clause.

- You **should** see your doctor **if** you are feeling unwell.
- **If** you got a dog, what breed **would** you choose?
- Where **could** I stay **if** I visited you?

5) THE SUBJUNCTIVE MOOD

The subjunctive mood is quite complex and is one that can take some practice.

← You will encounter this most often in the
Key Word Sentence Transformation section
of the FEL B2 English Written Examination

When you use the subjunctive mood, you can express a range (12) _____ possibilities. They can include a demand, a doubt, a wish, or a hypothetical situation.

To get a basic understanding of the subjunctive mood and (13) _____ to use it, we need to look (14) _____ the meaning and the grammatical forms in the present subjunctive and past subjunctive.

WHAT IS THE MEANING OF THE SUBJUNCTIVE?

We use it most often in formal writing register and speaking. It is often used in business English when there is a need to express *desires, urgency, importance, or necessity*.

(15) _____, there are times when we use it in everyday language too. It usually follows verbs like *to recommend, to insist, or to suggest*, and other words that express these ideas, such as *vital, necessary, important, or essential*.

In (16) _____ words, the subjunctive tense refers to something that is quite important.

You will also notice, we use **that** after these verbs and expressions.

Here are some verbs that we commonly follow with the subjunctive:

- to demand (that)
- to recommend (that)
- to suggest (that)
- to advise (that)
- to ask (that)
- to command (that)
- to urge (that)
- to desire (that)
- to insist (that)
- to request (that)
- to propose (that)

We also use it after certain expressions:

- It is imperative (that)
- It is best (that)
- It is vital (that)
- It is crucial (that)
- It is a good idea (that)
- It is a bad idea (that)
- It is essential (that)
- It is desirable (that)
- It is important (that)
- It is recommended (that)
- It is urgent (that)

We also use it to express advice, to wish for something, or to talk about something that is *contrary* to facts or *hypothetical* and *imaginary* situations.

With these senses, it is why we refer to it as a mood rather than a tense because it is expressing a condition.

We also use the subjunctive in very fixed expressions, a set phrase, or common sayings.

- | | | | | |
|------|--------------|----------------|----------------|----------------------|
| (11) | a) most | b) most of | c) the most | d) the most of |
| (12) | a) with | b) for | c) in | d) of |
| (13) | a) how | b) way | c) the way how | d) hows and ways |
| (14) | a) on | b) at | c) to | d) for |
| (15) | a) Despite | b) In spite of | c) However | d) On the other side |
| (16) | a) the other | b) another | c) some other | d) other |

We use the subjunctive in the present and past tense.

The present subjunctive uses the bare infinitive verb. That means it is a verb without **to** (17) _____ is similar to the imperative.

If we take a simple verb such as **to look**, the present tense form is as follows:

- I look
- You look
- We look
- They look
- He look
- She look
- It look

As you (18) _____ see, the third-person singular pronouns take the verb without an 's'.

However, for the first, second, and third-person plural, it is the same verb form as the present simple.

The rule is that we use the second-person plural verb form (19) _____ is **you look**.

When we use the verb **to be** in the present, the subjunctive form is always **be**. It is the same as the imperative form.

- I be
- You be
- We be
- They be
- He be
- She be
- It be

For the past, we only use the verb to be. But again, we use the second person plural.

- I were
- You were
- We were
- They were
- He were
- She were
- It were

Examples of the present subjunctive verb forms:

- We recommend that all staff **acknowledge** receipt of this letter.
- He insisted that we **go** with her.
- It is vital that children **remain** on the school grounds until their parents collect them.
- They claimed it was essential that the alarm system **be** checked.

In the negative form, the subjunctive DOES NOT take the auxiliary **do**:

- They insisted that we **not stay** any longer.
- It is vital that children **not leave** the school grounds until their parents collect them.

Examples of the past subjunctive:

The most common use is when a speaker feels the need to (20) _____ about a hypothetical situation or offer advice.

Although we do not use the subjunctive as often in speaking, the expression "if I were you" is used all the time.

- If I **were** you, I would see a doctor.
- He **wishes** he **were** here with you.
- If he **were** to pass his exam, he would have good employment prospects.
- It was **as if** Susan **were** disturbed by something strange.
- He winced in pain **as though** he **were** being bitten by something.
- **Were** he to get the job, he could buy a new car.

- | | | | | |
|------|--------------|-------------|-------------|---------------|
| (17) | a) , which | b) , that | c) which | d) what |
| (18) | a) manage to | b) can | c) are able | d) capable of |
| (19) | a) , which | b) , that | c) which | d) what |
| (20) | a) converse | b) consider | c) discuss | d) talk |

- **Be** that as it may, you are still required to attend.
- If they insist on that attitude, then **so be it**.
- Heaven **forbid**.
- God **save** the Queen.
- God **bless** you.
- Let it **be**.
- **Come** what may.

SUMMARY

The confusion in identifying and using the subjunctive comes from the fact (21) _____ the third-person singular forms are easy to (22) _____.

But in the first, second, and third-person plural forms, it is not so evident unless a phrase uses the verb **to be**.

- It is important that **you look** your best for your job interview.
- It is important that **he look** his best for his job interview.
- It is important that **you be** on time for your job interview.
- It is important that **they be** on time for their job interview.

Also, remember that the NEGATIVE SUBJUNCTIVE NEVER USES **don't** or **doesn't**. The negative is always **not**.

- It is essential that **you not look** badly dressed for your job interview.
- It is essential that **he not look** badly dressed for your job interview.
- It is essential that **you not be** late for your job interview.
- It is essential that **he not be** late for his job interview.

The past use of the subjunctive is (23) _____ easier because it is always **were**.

Although you (24) _____ not use this form very often in speaking, it is important to know (25) _____ to recognize English verbs in the subjunctive mood when you read. It will give you a better understanding of what the phrase is implying and what mood it is inferring.

- | | | | | |
|------|-----------|-------------|----------------|------------------|
| (21) | a) , that | b) , which | c) what | d) that |
| (22) | a) view | b) spot | c) mind | d) stain |
| (23) | a) enough | b) a lot of | c) much | d) very |
| (24) | a) shall | b) may | c) have | d) won't |
| (25) | a) how | b) way | c) the way how | d) hows and ways |