

## Vocabulary

## Expressions with get

## 1a Match the two halves of the sentence.

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

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

## b Complete these sentences in your own words.

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

## Word building

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

① -able ② -(u)al ③ -ance ④ -(e)n  
 -ence -ful -ical -ify  
 -(is)e -ity -ive -less -ment

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

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

-able -ful -ical -ive -less -nal

-ance -ity  
 -ment  
 -ence

-ism  
 -ify  
 -ise.

central  
 considerable harmful/less  
 inclusive instinctive  
 intuitive national progressive  
 purposeful supportive  
 (adjectives)

Complexity disappointment  
 disturbance inclusion  
 occurrence reference  
 relevance responsibility  
 scarcity

broaden classify  
 harden maximise  
 thicken  
 Verbs





## Writing | Part 2

## A report

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

The correct order is:

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

## REPORT ON OUR ENGLISH LANGUAGE COURSE

- A I also appreciated the fact that I was staying with a host family – it is a very good idea as there is more time for practising language. Unfortunately, however, I lived some distance from the school and there were some unforeseen problems with the local transport. And one other comment I'd like to make is that what also needs improvement is the school canteen. There was remarkably little choice in what was on offer.
- B On the whole, however, I must admit the course helped me develop my language skills and I learnt a lot of new language. I think, therefore, that in spite of some inconvenience such as transport or food problems, which are issues the college should address if possible, the course is very suitable for other trainees like me.
- C In general, the course was well organised and the objectives fulfilled. What I appreciated most was the opportunity to improve my speaking skills. The teachers were very friendly and encouraged us to use the language and, as a result, the course gave me confidence. However, although I was pleased with my progress, in my opinion there could have been some more writing classes, as all of us needed these skills for our future use.
- D Following your request I am submitting a report on the English course I attended in April this year. The aim of the course was to teach the participants English vocabulary as well as to develop and improve all our language skills.

In addition, I think that the publicity about individual study was misleading. The study centre was poorly equipped, and the language laboratory frequently broke down, so you could hardly rely on them as aids for developing your listening skills. But what I did benefit from was a computer room with programmes reinforcing the knowledge acquired during classes.

## Reading and Use of English | Part 3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

## Becoming an independent language learner

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

EDUCATE

RELEVANT

INSTINCT

MAXIMUM

EFFECT

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

RESPONSIBLE

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

DOUBT

BROAD

OBJECT

