

LISTENING

You will hear a short lecture entitled 'Creating Nature.'

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) According to the speaker, in 1850 a trip from America to Hong Kong...
- a) ...would take four months in a sailing ship.
 - b) ...could be measured in hours.
 - c) ...would take months whereas now it would take only hours.
- (2) The way people see things depends on...
- a) ...when it is being looked at and individual experience.
 - b) ...nature.
 - c) ...whether they are children or adults.
- (3) As a result of Galileo's findings that the Moon has a rough surface...
- a) ...people were able to explore the Moon better.
 - b) ...technology began to change rapidly.
 - c) ...people began to doubt long lasting scientific ideas.
- (4) The speaker says that because of the internet humanity now has a greater knowledge of...
- a) ...science.
 - b) ...nature.
 - c) ...both science and nature.
- (5) According to the speaker...
- a) ...while nature changes around us we need to adapt to it.
 - b) ...we are connected to nature and responsible for its development.
 - c) ...the development of technology is a long process.

VOCABULARY PRACTICE:

Form used in text: Use the correct form to complete the sentences below:

- (1) ALTER A network of old tunnels was discovered by workmen making _____ to a property in the old town.
- (2) BELIEF Strangely, no one _____ us when we told them we'd been visited by a creature from Mars.
- (3) CATCH They were happy because they had _____ a lot of fish that day.
- (4) DEPEND I need someone _____ to take care of the children while I'm at work.
- (5) DRAMATICALLY The increase in the number of young people leaving to work in the cities has had a _____ impact on the demography of the villages.
- (6) IMAGINE Is it my _____ or is David behaving strangely at the moment?
- (7) KNOWLEDGE Somehow she _____ that something was wrong.
- (8) NATURE Floods and earthquakes are _____ disasters.
- (9) PERCEPTION The way people _____ the real world is strongly influenced by the language they speak.
- (10) PERFECT I explained as well as I was able, given my own limited and _____ understanding of the situation.
- (11) REFLECTING She was looking at her _____ in the mirror.
- (12) RELATED Only her closest friends and _____ were invited to the wedding.
- (13) SPHERE The earth is not perfectly _____.
- (14) STRETCHING It's a good idea to _____ before you do vigorous exercise.
- (15) WOVEN She can show you how to _____ reeds into a beautiful basket.

COMMON MISTAKES ON KEY WORD SENTENCE TRANSFORMATIONS

- **Changing the key word** – you **MUST** use the exact word
- **Using too many words** – maximum of 5 words
- **Spending too much time** – if you don't 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 (words like very, really, etc. that 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 exam)

(Helpful) STRATEGY

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

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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.

MORE Key Word Sentence Transformation Practice

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For each of the sentences below (1 - 10), 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) That fence is there to prevent you entering the grounds of the house. ABLE
They put the fence there so you _____ the grounds of the house.
- (2) We were able to cross the river, despite the strong current. SUCCEEDED
We _____, despite the strong current.
- (3) I think you should say sorry for your behavior. APOLOGIZE
I think _____ your behavior.
- (4) I have a lot to do so I can't come with you to the cinema this afternoon. TOO
I _____ to be able to come to the cinema.
- (5) Does your brother have the ability to take so many exams in the same week? CAPABLE
Is _____ so many exams in the same week?
- (6) Entrance into the museum is free today. COSTS
It _____ to the museum today.
- (7) The lesson was cancelled as only three students came. UP
Only _____ the lesson, so it was cancelled.
- (8) The picnic was cancelled because of the rain. TO
The picnic was cancelled _____.
- (9) Whose is this bicycle? BELONG
Who _____ to?
- (10) She doesn't usually eat three meals a day, so she got full pretty quickly. USED
She _____ three meals a day, so she got full quickly.

SOME ADVICE ON WORD FORMATION:

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In different parts of the B2 Exam (whether in a sentence or text) you have to change the form of a word (or at least know / recognise the change), e.g. from a noun to an adjective, or from a verb to a noun.

For example: (0) SING The _____ was very nervous.

You have to complete the sentence with the person noun (SINGER).

You change the verb (SING) into the person noun (SINGER).

REMEMBER:

- Look at the word you have to change. Which words do you know that are in the same word family?
- The beginning of the word is often the same and the end of the word changes.
- What form of the new word do you need? A verb? A noun? An adjective? An adverb?
- Nouns often end: -ment, -ion, -ness, -ity.
- People nouns often end: -er, -or, -ist, -ian.
- Adjectives often end: -able, -ible, -ive, -al, -ic, -ed, -ing.
- Some verbs end: -ise, -ate, -en.
- Adverbs often end: -ly.
- Is the new word negative? If so, you may need a prefix:
e.g. un- (unhappy), im- (impolite), in- (inexperienced), dis- (dishonest), etc.
- If you don't know the new word, guess. You may be right.
- Check your answers carefully when you finish. Spelling counts.

PRACTICE:

This part looks EXACTLY like it will on the B2 Exam . . . EXCEPT there will be 12 instead of 8

Complete the following sentences (1 - 8) by filling in the blank spaces with **the proper form of the word given for that sentence**. (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) ENJOY He gets a lot of _____ from football.
- (2) HAPPY Money doesn't always bring _____.
- (3) HONEST It is _____ to take something that isn't yours.
- (4) PATIENT My dad gets very _____ when he has to wait ages for the train.
- (5) SCIENCE I want to be a _____ when I'm older.
- (6) CAREFUL It's snowing. You need to ride your bike _____.
- (7) PERSONAL _____ speaking, I didn't like the film.
- (8) OBSESS She's _____ with fashion. She buys all the fashion magazines.

Adjectives describe a noun and are used in front of nouns.
They have the same form for singular and plural.
They do not change for male and female.

How to Order Adjectives in English

In many languages, adjectives denoting attributes usually occur in a specific order.
Generally, the adjective order in English is:

• AMOUNT (QUANTITY / NUMBER)	<i>two, three, a few</i>
• OPINION (OR QUALITY)	<i>lovely, difficult</i>
• SIZE	<i>large, long</i>
• AGE	<i>old, second-hand</i>
• SHAPE	<i>round, square</i>
• TEMPERATURE	<i>hot, cold</i>
• COLOUR	<i>green, blue</i>
• PROPER ADJECTIVE (NATIONALITY, OTHER PLACE OF ORIGIN, MATERIAL)	<i>wooden, plastic</i>
• PURPOSE OR QUALIFIER (WHAT IS IT FOR?)	<i>swimming</i> pool
• FINAL NOUN	<i>swimming pool</i>

→ It is generally not advisable to put more than three adjectives together.

→ In the 'material' and 'purpose' categories nouns can be used as adjectives: *plastic, steel, swimming, football*

When there are two or more adjectives from the same group, the word **and** is placed between the two adjectives:

- The house is green **and** red.
- The library has old **and** new books.

When there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives:

- We live in the big **green, white and red** house at the end of the street. *
- My friend lost a **red, black and white** watch.

A comma is not placed between an adjective and the noun.

MORE on COMMAS

A comma should be used between two adjectives when they are coordinate adjectives.
Coordinate adjectives are two or more adjectives that describe the same noun equally.

With **coordinate adjectives** the word "and" can be placed between them and the meaning is the same.
Similarly, their order can be swapped.

FOR EXAMPLE:

- The long, metal pole.
- "Long" and "metal" are both adjectives that describe the noun "pole".
- You could write "long pole" or "metal pole".
- You could also write "long and metal pole" and "metal and long pole" and "metal, long pole".
They might sound slightly strange but the meaning is retained.

Cumulative adjectives build on each other and cannot be re-ordered or split with "and"

FOR EXAMPLE:

- A bright yellow jacket.
- It cannot be "bright and yellow jacket" or "yellow bright jacket".

Because **coordinate adjectives** are equally important, they are separated by a comma.

Cumulative adjectives are not equally important and so they are not separated by a comma.

Only use a comma to separate two adjectives if you could also write "and" there and keep the same meaning.

CORRECT: The long, metal pole stuck out of the ground.
INCORRECT: The long metal pole stuck out of the ground.
CORRECT: The bright yellow jacket looked amazing.
INCORRECT: The bright, yellow jacket looked amazing.

* What Is the Oxford Comma (or Serial Comma)?

The Oxford (or serial) comma is the final comma in a list of things.

Use of the Oxford comma is stylistic, meaning that some style guides demand its use while others do not.

Using the Oxford Comma:

- Please bring me a pencil, eraser, and notebook. → The Oxford comma comes right after 'eraser'.

NOT Using the Oxford Comma:

- Please bring me a pencil, eraser and notebook. → NO comma after 'eraser'.

1) Put each group of words (a - l) into the best order.

a) old a plastic large bag green

b) wooden square two tables

c) red a dress silk beautiful

d) silver a of jugs antique pair

e) bowl small a plastic

f) winding road country long a

g) boots some old football dirty

h) cotton long a skirt yellow

i) squeezed cold juice a freshly glass orange of

j) round small a reading lamp

k) wooden a huge sailing ship

l) a physics boring old teacher

2) Choose the best answer for each sentence (a & b).

a) The house is (large and white) (white and large) (large white).

b) They live in a (large and white) (white and large) (large white) house.

3) Which sentence (a, b or c) uses the correct order of adjectives?

a) We took a ride on a blue, old Chinese bus.

b) We took a ride on a Chinese, old, blue bus.

c) We took a ride on an old, blue Chinese bus.

a) I'd like three good reasons why you don't like spinach.

b) I'd like a good three reasons why you don't like spinach.

c) I'd like good reasons three why you don't like spinach.

a) I like that really big red old antique tractor in the museum.

b) I like that really big old red antique tractor in the museum.

c) I like that old, red, really big antique tractor in the museum.

a) My brother rode a beautiful big black Friesian horse in the parade.

b) My brother rode a beautiful Friesian big black horse in the parade.

c) My brother rode a big, black, beautiful Friesian horse in the parade.

a) Our grandparents drive a motorhome with black and white stripes.

b) Our grandparents drive a motorhome with black with white stripes.

c) Our grandparents drive a motorhome with black, white stripes.

a) During my college years, I wore a red, white and black big hat to sporting events.

b) During my college years, I wore a big red, white and black hat to sporting events.

c) During my college years, I wore a big red white and black, hat to sporting events.

4) For each of the following sentences, choose the correct order of adjectives (a, b or c) to fill in the blank.

My grandmother lives in the ____ house on the corner

- a) little blue, green and white
- b) little blue and green and white
- c) little, blue, green, and white

The store carries an assortment of ____ objects.

- a) interesting new, old and antique
- b) new, old, interesting and antique
- c) interesting, old and new and antique

We went for a two-week cruise on a ____ ocean liner.

- a) incredible brand-new, huge Italian
- b) incredible, huge, brand-new Italian
- c) Italian incredible, brand-new, huge

I bought a pair of ____ boots.

- a) new, nice, red rain
- b) nice new red rain
- c) red nice new rain

My dad was thrilled with his gift of ____ bowties for his clown act.

- a) three squirting new nice big polka-dotted
- b) three polka-dotted nice new squirting
- c) three nice big new polka-dotted squirting

Please put the marbles into that ____ box.

- a) round little old red
- b) little old round red
- c) little old red round

I was surprised to receive a ____ puppy for my birthday.

- a) little, cute, eight-week-old golden retriever
- b) cute eight-week-old little golden retriever
- c) cute little eight-week-old golden retriever

Our work uniform consists of black pants, black shoes, and a ____ shirt.

- a) yellow baggy big polo
- b) big baggy yellow polo
- c) baggy yellow big polo

I've been spending a lot of time in antique shops looking for the perfect ____ clock.

- a) little silver Italian cuckoo
- b) little Italian silver cuckoo
- c) silver little Italian cuckoo

READING (Vocabulary Practice):**[Page 9]**

Read the text below, and for each of the blank spaces (1 - 25) choose the best option (a, b, c or d) given for that blank space. There is ONLY ONE correct answer for each.

The Singularity: Should We Worry?

Science fiction authors and futurists have long speculated about the Singularity: a coming (1) _____ event that transforms humanity in ways people can't even begin to understand.

The term "singularity" has been (2) _____ to many different types of developments, from accelerated technological progress to an event that suddenly (3) _____ the course of human history. But the most common idea of "The Singularity" may be the (4) _____ of smarter-than-human AI: machines or robots that learn, reason and grow on their own.

Scary visions of the Terminator or Cylons may spring to mind. But is the Singularity really something to worry about? Is it something that will happen in the (5) _____ future? Will the rise of artificial intelligence happen at all?

- | | | | | |
|-----|---------------|----------------|------------------|--------------------|
| (1) | a) technology | b) technologic | c) technological | d) technologically |
| (2) | a) apply | b) applied | c) applicated | d) application |
| (3) | a) disrupts | b) disruption | c) disruptive | d) disruplicates |
| (4) | a) adventure | b) adventing | c) adventitious | d) advent |
| (5) | a) foresee | b) foreseen | c) foreseeable | d) foreseeing |

Luke Muehlhauser and his organization, the Singularity Institute in Berkeley, Calif., offer some possible answers.

"We're designing machines that are more and more intelligent at doing very specific things. As this (6) _____, machines will be more intelligent than humans at a greater number of things," Muehlhauser, the institute's executive director, told TechNewsDaily. "So at some point, it looks like we'll have machines that are smarter than humans in roughly all (7) _____ of activity."

Muehlhauser doesn't think that point is very far off. He (8) _____ the Singularity will happen sometime between 10 and 140 years from today, with a likely date of 2060. But, Muehlhauser adds, "Humans are really bad at (9) _____ AI, which is why we have very broad confidence intervals and we have to be very honest about our (10) _____."

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|------|----------------|----------------|----------------|-----------------|
| (6) | a) progresses | b) progressed | c) progressing | d) progression |
| (7) | a) domes | b) domains | c) dominations | d) domain names |
| (8) | a) predicates | b) prediction | c) predictable | d) predicts |
| (9) | a) predictions | b) predictably | c) predict | d) predicting |
| (10) | a) uncertain | b) uncertainly | c) uncertainty | d) uncertainty |

Other scientists are (11) _____. Mary Cummings, who studies the intersection of humans and automation as an associate professor at the Massachusetts Institute of Technology, wonders how machines could become more (12) _____ than humans given how little people know about their own brains, from memory and intuition to logic and learning. Without understanding the model, how can scientists replicate it?

"I'm a big fan of the (13) _____ supportive look at humans and technology, but this is a huge leap," Cummings said. "We can (14) _____ basic electrical impulses, but for the (15) _____ community to say we can completely replicate cognition, that to me is where the Singularity starts to fall apart."

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|------|---------------|-----------------|-----------------|----------------|
| (11) | a) skeptic | b) skeptical | c) skeptically | d) skeptitious |
| (12) | a) able | b) capable | c) capability | d) ability |
| (13) | a) mutual | b) mutually | c) mutuality | d) mutualism |
| (14) | a) manipulate | b) manipulative | c) manipulation | d) manipulator |
| (15) | a) science | b) scientist | c) scientific | d) scientific |

Muelhauser argues that a total understanding of the human brain is not necessary to replicate the (16) _____ of humans in machines. Just as a video game system can be (17) _____ using totally new hardware, so can the brain. According to Muelhauser, there's no need to know how the video game worked, just what it did.

While experts disagree on whether and when the Singularity will (18) _____, the event by definition will have serious implications on all (19) _____ of life. There are an endless number of possible outcomes of the Singularity, and most have to do with what AI (20) _____ – that is, what it considers its most important goals. Since AI's needs will be different from humans', it is likely to have goals that are at odds with (protichůdný / odporující si) our own, Muehlhauser said.

- | | | | | |
|------|--------------|----------------|------------------|---------------------|
| (16) | a) function | b) functional | c) functionality | d) functionableness |
| (17) | a) emulates | b) emulating | c) emulation | d) emulated |
| (18) | a) occur | b) occurred | c) occurring | d) occurrence |
| (19) | a) facet | b) facets | c) faceted | d) facilities |
| (20) | a) optimizes | b) optimizates | c) optimization | d) optimistic |

But there are lines of (21) _____ that suggest the Singularity could (22) _____ artificial intelligence that is friendly and useful to humans. A higher intelligence might have higher moral standards, for example. "The Singularity could (23) _____ enormous benefits if it goes well. Really powerful AIs could be like a thousand Einsteins working to cure cancer," said Muehlhueser.

AI could help humanity avoid other (24) _____ dangers, Muehlhueser continued, such as nuclear warfare, malicious (zlomyslný / podlý / zákeřný) nanotechnology or even an asteroid hitting the Earth.

Even (25) _____ such as Cummings don't completely rule out (vyloučit / znemožňovat) the idea of the Singularity occurring. "Is the Singularity a possibility? Sure," she said, "because everything's a possibility and all research is worth doing. These are great ideas and people should be encouraged to keep thinking down these lines."

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|------|--------------|----------------|------------------|-----------------|
| (21) | a) reasons | b) reasoning | c) reasonability | d) reasonable |
| (22) | a) produce | b) produced | c) producing | d) product |
| (23) | a) able | b) capable | c) disable | d) enable |
| (24) | a) signify | b) significant | c) significantly | d) significance |
| (25) | a) skeptical | b) skeptically | c) skeptiactors | d) skeptics |

PREPOSITION PRACTICE (from the previous text):

Complete the following sentences by filling in the blank spaces (1 - 10) with the proper preposition. Use only one word for each blank space.

- (1) The experts disagree _____ the best way of dealing with the problem.
- (2) People who work in banks know _____ finance.
- (3) She is a big fan _____ reggae music and the late Bob Marley.
- (4) The decisions we take now may influence the course _____ events in the future.
- (5) It's an issue we'll have to confront _____ some point, no matter how unpleasant it is.
- (6) The statistics seriously underestimate the number _____ people affected.
- (7) We've all been speculating _____ the mysterious man who moved into the house two doors down.
- (8) The drug will be useful _____ hundreds of thousands of infected people.
"useful" is followed by "to" to indicate towards whom the usefulness or the helpfulness is directed.
 You would use "for" with an object + to with an infinitive: "It was useful for me to have that information.
- (9) He studied these subjects _____ his own.
- (10) The paintings of Paul Cezanne prefigured the rise _____ cubism in the early 20th century.