

Premium B2 Lesson 22

Sentence transformations 101 - 105

Word formation 2

Exam practice RUOE part 3

Exam practice Listening part 1

- 96** My father used to work in that shop.
IS That my father used to work.
- 97** It would be a good idea for your car to be serviced.
OUGHT You serviced.
- 98** Sue prefers watching football to playing it.
SOONER Sue play it.
- 99** She headed for the exit.
WAY She the exit.
- 100** She has as many students as I have.
NUMBER She students as I have.

- 101** An MP3 player isn't as expensive as a computer.
MORE A computer an MP3 player.
- 102** I'm sure he was involved in the robbery.
MUST He in the robbery.
- 103** Jack's mother didn't let him watch TV until he had tidied his room.
MADE Jack's mother his room before he watched TV.
- 104** She has already made up her mind so it's not worth trying to convince her.
POINT She has already made up her mind, so trying to convince her.
- 105** Regrettably, I can't attend the wedding.
PRESENT Regrettably, I won't be able the wedding.

- 101** An MP3 player isn't as expensive as a computer.
MORE A computer **is more expensive than** an MP3 player.
- 102** I'm sure he was involved in the robbery.
MUST He **must have been involved** in the robbery.
- 103** Jack's mother didn't let him watch TV until he had tidied his room.
MADE Jack's mother **made him tidy** his room before he watched TV.
- 104** She has already made up her mind so it's not worth trying to convince her.
POINT She has already made up her mind, so **there is no point (in)** trying to convince her.
- 105** Regrettably, I can't attend the wedding.
PRESENT Regrettably, I won't be able **to be present at** the wedding.

Read 1–4 and match with the correct response, a–d.

1. I try my best to eat well and get plenty of rest.

2. I can't run very far without getting out of breath.

3. I don't think you should exercise immediately after eating.

4. I've just made a healthy eating and exercise plan.

a So have I.

b Nor do I.

c So do I.

d Neither can I.

Answers

Read 1–4 and match with the correct response, a–d.

1. I try my best to eat well and get plenty of rest.

c So do I.

2. I can't run very far without getting out of breath.

d Neither can I.

3. I don't think you should exercise immediately after eating.

b Nor do I.

4. I've just made a healthy eating and exercise plan.

a So have I.

Match definitions 1–8 with phrases from the box.

break a record	burn out	do someone good	get out of breath
keep in shape	push yourself	warm up	work out

1. become very tired from doing too much
2. make yourself work very hard to achieve something
3. do something better than anyone else
4. get ready by exercising gently
5. be breathing quickly because of doing exercise
6. do exercise in order to improve strength
7. stay healthy and physically strong
8. have a positive effect on someone

Answers

1. become very tired from doing too much **burn out**
2. make yourself work very hard to achieve something **push yourself**
3. do something better than anyone else **break a record**
4. get ready by exercising gently **warm up**
5. be breathing quickly because of doing exercise **get out of breath**
6. do exercise in order to improve strength **work out**
7. stay healthy and physically strong **keep in shape**
8. have a positive effect on someone **do someone good**

10 Track 3 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1. You hear a teacher talking to her class.
What is she doing?
A explaining the results of a competition
B thanking them for taking part in an event
C encouraging them to complete a challenge
2. You hear two friends talking about learning to ski.
What do they agree about?
A how much fun the classes are
B how difficult it is to learn the techniques
C how physically tiring the activities can be
3. You hear a sports instructor talking to an athletics class.
What does he say about the current long jump record?
A It hasn't been broken for a long time.
B It will be difficult to break.
C It's something he has tried to break himself.
4. You hear a girl telling a friend about lessons on eating and exercising that she has done at school.
How does she feel about what she has learned?
A doubtful that some of the advice will benefit her
B surprised by some of the information
C keen to try out a suggestion
5. You hear a student talking to his sports teacher about getting fit.
What would the boy like to do?
A take part in a competitive sport
B use some gym equipment
C find a training partner
6. You hear two friends talking about a TV programme they have watched.
What does the woman think about it?
A It contained some useful tips.
B It raised surprising arguments.
C It discussed interesting new research.
7. You hear an expert talking about what being healthy really means.
She believes that many people have a mistaken idea about
A how important social contact is.
B how much exercise they need.
C how important it is to have a good diet.
8. You hear a fitness expert talking about warming up before exercise.
He says that people don't always warm up because they
A have not been educated about its importance.
B want their exercise sessions to be quick.
C don't enjoy preparation exercises.

Answers

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1 C
5 A

2 B
6 A

3 A
7 C

4 B

8 B



Track 3 Listening Part 1 Worksheet 3

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

Narrator: Question 1. You hear a teacher talking to her class.

Woman: I've been talking about the 'walk ten thousands steps a day' programme for a while and I know some of you have already been trying it out, counting your steps with the monitors you've been given. Well done if you've been achieving your daily goal! You can compare how you've been doing with one another, but remember there's no winner. You may think 'what's the point, then?'. Well, it's about keeping in shape.

To persuade the rest of you to get going, remember you don't have to go to the sports centre or anything – just keep moving – take the stairs instead of the lift or walk home rather than taking the bus.

Narrator: Question 2. You hear two friends talking about learning to ski.

Girl: What do you think of our ski classes?
Boy: They're great! I've wanted to learn for ages, so I'm keen to push myself as far as I can.

Girl: Don't you find it exhausting? You need loads of strength to pick yourself up when you fall over – which I don't seem to have.

Boy: Yes, I suppose you do ... but that's not an issue for me – I just can't seem to get the turns right, no matter how hard I try.
Girl: Nor can I! But I'm sure we'll get it one day. Then we'll have more of a laugh in the class.

Boy: Yes, I'm looking forward to it!

Narrator: Now listen again.

Narrator: Question 3. You hear a sports instructor talking to an athletics class.

Man: Right, who's up for trying to beat the centre's long jump record? For those of you who are interested, we'll be doing

additional practice every Saturday afternoon from one till three. Now, contrary to what some of you might think, it's not a record I set myself, nor have I ever attempted any long jump record – I'm much better suited to high jump, as you know. Anyway, it's quite a while since the current record was set, and though I know you probably think it'll be tricky to beat, with our training facilities and your fitness levels, I see no reason why someone in this group shouldn't be able to do it!

Now listen again.

Narrator: Question 4. You hear a girl telling a friend about lessons on eating and exercising that she has done at school.

Boy: What have you been doing in school recently?

Girl: We've been doing loads on health and fitness – about eating and exercising. I was already aware of some of the stuff we talked about – like the importance of a balanced diet. I've always made the effort to eat carbohydrates, like pasta and potatoes, when I'm going to

gymnastics classes later, 'cos I know they give you energy. But apparently, you can actually have more than I do 'cos you burn it off. That was news to me. I'm sure what they said was right – but I feel OK with what I've been doing, so I'll just carry on as usual.

Narrator: Now listen again.

Narrator: **Question 5. You hear a student talking to his sports teacher about getting fit.**

Woman: How can I help you, Alex?

Boy: I wondered if you could give me some advice. I'm really into sports – I love our classes at school but I'd like to push myself further.

Woman: What did you have in mind?

Man: Well, I'm into running, as you know, and I wouldn't mind entering some events outside school, to see if I can beat other people my age. I've been trying to build up my strength and stamina on the machines at the gym – I asked a friend of mine to train with me – and now I want to take things to the next level.

Woman: Let me see what I can find out for you.

Narrator: **Question 6. You hear two friends talking about a TV programme they have watched.**

Man: I watched this programme about sleep the other night.

Woman: Oh, yeah, so did I – about the health benefits of getting enough?

Man: Yeah, that's it. They've done a ton of research into sleep. Did you know that your brain's actually working harder when you're asleep than when you're awake? That was unexpected!

Woman: Really? I'd heard that previously. If I'm honest, there wasn't an awful lot that was new to me. But I ought to be following the recommendations on how to sleep better. The problem is I forget.

Man: Stuff like ensuring your bedroom's dark enough, not thinking about the next day's challenges?

Woman: Exactly. It was good to be reminded about all that.

Narrator: **Question 7. You hear an expert talking about what being healthy really means.**

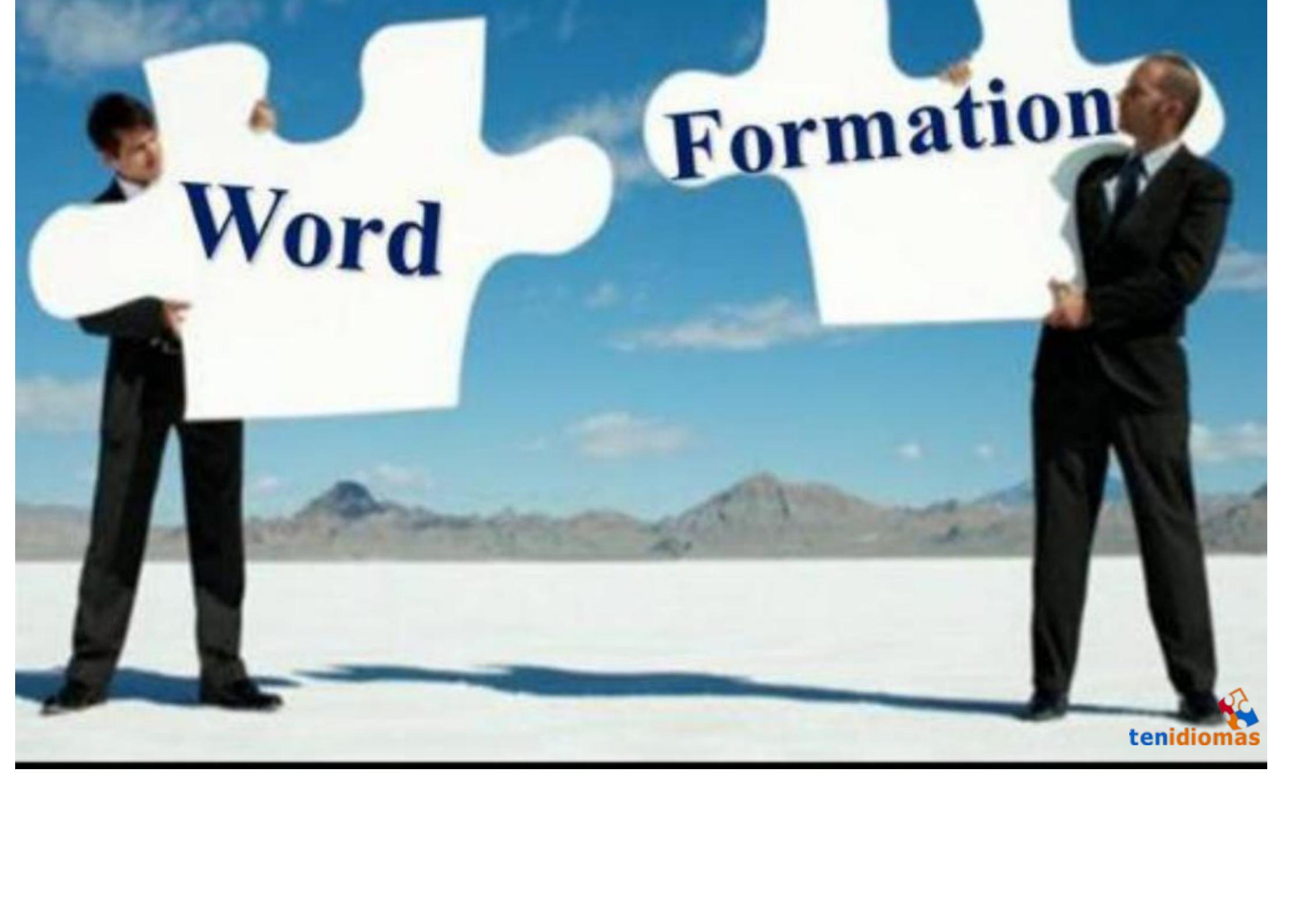
Woman: Being healthy isn't just about physical fitness, but psychological well-being too. No matter how well you eat or how much you exercise, if you're burned out from working or studying all the time and don't build in a life beyond this, it won't do you any good. Most of us have listened to the warnings and make time to spend with loved ones and get to the gym. What's failing to get through is what good nutrition means – we know we need certain vitamins for example, but still too many of us take them in tablet form instead of the food which contains them. Better education is the key.

Narrator: Now listen again.

Narrator: **Question 8. You hear a fitness expert talking about warming up before exercise.**

Man: Part of exercising safely is warming up properly, especially if you're going to do something high energy, like working out in the gym. Yet too many people go straight out there without making sure their muscles are ready for exercise – which results in unnecessary injury – even while knowing this is the incorrect

thing to do. I understand people may have little time to exercise and try to fit it in between work or study and dinner-time, but you need to build up to being slightly out of breath with an increased heart rate before you begin your main exercise session. Finding warm-up activities you like doing will keep you motivated.



Word

Formation

Useful language: word formation

1 To do Part 3 successfully, you need to know which affixes are often used for different parts of speech. Match the prefixes and suffixes a–d with 1–4. Write an example for each.

- a un- in- im- dis- ir-
- b -er -ee -ist -ant -or
- c -tion -ment -ness -ity
-ance -ence -ship
- d -ful -less -able -ous
-ive -itive -y -ible

- 1 people who do jobs b – bus driver, employee, artist, shop assistant, instructor
- 2 negative prefixes (mainly used for adjectives but also some verbs and nouns)
- 3 adjective suffixes
- 4 noun suffixes

(Tip! When you see words with affixes while you are reading in English, write them down in your vocabulary notebook.)

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(Tip! When you see words with affixes while you are reading in English, write them down in your vocabulary notebook.)

2a Complete the table, using your dictionary if you need to. Use affixes from Exercise 1 and follow these spelling rules:

- For adjectives ending in -y, change the y to an i (e.g. *easy/easily*).
- With suffixes beginning with a vowel, drop the final e (e.g. *prepare/preparation*).
- For some words, you need to make other spelling changes (e.g. *high/height*, *freeze/frozen*, *little/least*).

b Where more than one word is possible, explain the difference, e.g. *comfort – pleasant*, *discomfort – unpleasant*.

verb	noun(s)	adjective(s)	adverb(s)
comfort	comfort(s), discomfort(s)	(un)comfortable	(un)comfortably
employ			
hope			
	noise(s), noisiness		
lose			
	science(s), scientist(s)		
relate			
succeed			

verb	noun(s)	adjective(s)	adverb(s)
comfort	comfort(s), discomfort(s)	(un)comfortable	(un)comfortably
employ	employee(s), employer(s), (un)employment	(un)employed, (un)employable	X
hope	hope(s)	hopeful, hopeless	hopefully, hopelessly
X	noise(s), noisiness	noisy(ier/iest), noiseless	noisily, noiselessly
lose	loss(es), loser(s)	lost, losing	X
X	science(s), scientist(s)	(un)scientific	(un)scientifically
relate	relative(s), relation(s)/ relationship(s)	relative, related	relatively
succeed	success(es)	(un)successful	(un)successfully



② Complete these sentences using the negative form of the verb given in capitals. Remember to use the correct form of the verb.

- 1 Could you help me *undo* the button on the back of my dress? **DO**
- 2 I know the news will you, but we are unable to offer you the job. **APPOINT**
- 3 If you the equipment it will probably break. **USE**
- 4 The knot was so tight that he couldn't it. **TIE**
- 5 Accommodation is a word which many students **SPELL**
- 6 I can't find my keys anywhere. They seem to have just ! **APPEAR**
- 7 This isn't a complete check-up, so you needn't – just take off your shirt. **DRESS**
- 8 I'm afraid you must have been ; there's no concert here tonight. **INFORM**



② Complete these sentences using the negative form of the verb given in capitals. Remember to use the correct form of the verb.

- 1 Could you help me *undo* the button on the back of my dress? DO
- 2 I know the news will you, but we are unable to offer you the job. APPOINT
- 3 If you **misuse** the equipment it will probably break. USE
- 4 The knot was so tight that he couldn't **untie** it. TIE
- 5 Accommodation is a word which many students **misspell** SPELL
- 6 I can't find my keys anywhere. They seem to have just **disappeared**! APPEAR
- 7 This isn't a complete check-up, so you needn't **undress** - just take off your shirt. DRESS
- 8 I'm afraid you must have been **misinformed** there's no concert here tonight. INFORM



- 1 Our neighbours are friendly so we have a good relationship with them. **RELATION**
- 2 Most agree that sea levels will continue to rise in the coming years. **SCIENCE**
- 3 The huge waterfall was so that I couldn't hear a word anyone said. **NOISE**
- 4 In an area of such high , we must provide new jobs for local people. **EMPLOY**
- 5 Our situation on the island seemed as we had no water or food left. **HOPE**
- 6 The 800-kilometre journey in an old bus with hard seats was very **COMFORT**
- 7 Our plan to save the trees was and sadly they have all now been cut down. **SUCCESS**
- 8 The of so much rainforest will have a terrible effect on the climate. **LOSE**



tenidiomas

- 1 Our neighbours are friendly so we have a good relationship with them. RELATION
- 2 Most **scientists** agree that sea levels will continue to rise in the coming years. SCIENCE
- 3 The huge waterfall was so **noisy** that I couldn't hear a word anyone said. NOISE
- 4 In an area of such high **unemployment** we must provide new jobs for local people. EMPLOY
- 5 Our situation on the island seemed **hopeless** as we had no water or food left. HOPE
- 6 The 800-kilometre journey in an old bus with hard seats was very **uncomfortable** COMFORT
- 7 Our plan to save the trees was **unsuccessful** and sadly they have all now been cut down. SUCCESS
- 8 The **loss** of so much rainforest will have a terrible effect on the climate. LOSE



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These sentences written by First candidates each contain word formation errors.
Correct the mistakes. Which of 1–10:

- use the wrong affix?
- have a spelling mistake?
- confuse singular and plural?

- 1 The paramedics gave him first aid and, without *loosing* a second, put him in the ambulance.
- 2 More and more people in my country are out of work and *unemployments* is getting worse.
- 3 I think the fact that only 60 per cent of the money will go to the hospital is *inacceptable*.
- 4 The gang must have been very *careful*, because the police could find no *evidences* at all.
- 5 You can develop a good *relation* with your pet over time.
- 6 They work with *scientifict* institutions to study the environment in the area.
- 7 I think that this is a good way to solve the *disagree* between Pat and his friend.
- 8 I am *hopefull* that I will be able to do this job in the future.
- 9 I had to work for 100 hours a week and ate at *unregularly* times.
- 10 *Employeers* should provide insurance for all of their staff.

Answer key

1 loosing → losing (spelling) 2 unemployments → unemployment
(singular/plural) 3 inacceptable → unacceptable (affix)
4 evidences → evidence (singular/plural) 5 relation →
relationship (affix) 6 scientific → scientific (spelling)
7 disagree → disagreement (affix) 8 hopefull → hopeful
(spelling) 9 unregularly → irregular (affixes) 10 Employeers →
Employers (spelling/affix)

Remembering people's names

Most of us have suffered the (0) of forgetting someone's name. Often we fail to pay attention when (17) are made, but later on in the conversation we don't want to appear (18) by asking them what they're called.

Fortunately, there are some simple ways you can (19) this problem. One is to improve your powers of (20) Practise studying faces in public places, making a mental note of physical (21) such as high foreheads or narrow eyebrows. You'll be surprised what a wide (22) of shapes and sizes people's features have. Then, when you first meet someone, remember them as 'Laura with the small nose', for example.

With surnames, make (23) associations. For instance, imagine people called Cook, Ford or King making a meal, driving a car or wearing a crown, respectively. Finally, ending with the person's name, as in 'See you later, Max.' is a good way of (24) that you don't forget it.

EMBARRASS
INTRODUCE

POLITE

COME
OBSERVE

CHARACTER
VARY

VISION

SURE

Advice

17 Be careful with the 'e'.

18 Does the missing word have a positive or negative meaning?

19 Think of a compound word that means 'solve' here.

20 Take care with the final 'e'.

21 Is a singular or plural word needed?

22 What needs to happen to the 'y'?

23 You need to change three letters.

24 Which verb form is needed after 'of'?

Exam task

- 1 1 noun, ‘ment’
- 2 17 introductions: a plural noun is needed. The ‘e’ is dropped, the suffix ‘tion’ and an ‘s’ are added.
- 18 impolite: the negative prefix ‘im’ is added.
- 19 overcome: ‘over’ is added to ‘come’ to form a compound verb that collocates with ‘problem’.
- 20 observation: a singular noun is needed. The final ‘e’ is dropped and the suffix ‘ation’ added.
- 21 characteristics: a noun is required. The suffix ‘istics’ is added; it must be plural because two characteristics are mentioned (‘high foreheads’ and ‘narrow eyebrows’).
- 22 variety: a singular noun meaning ‘range’ is needed. The ‘y’ changes to ‘i’, and the suffix ‘ety’ is added.
- 23 visual: an adjective is needed. To form it, ‘ion’ changes to ‘ual’.
- 24 ensuring: the prefix ‘en’ is added to form the verb, after a preposition, the –ing form is required, but the final ‘e’ must first be dropped.

Exam Practice

Speaking part 4



Part 4

4 minutes (6 minutes for groups of three)

Interlocutor Select any of the following questions, as appropriate.

- What do young people gain from the experience of going on adventure holidays?
- Why do some people enjoy going camping in the countryside?
- Do you think that visitors to the countryside damage the environment? Why?/Why not?
- At what age should young people be allowed to go on holiday without their parents? Why do you think so?
- What are the biggest dangers if you are walking in the mountains?
- Should people who take unnecessary risks in the countryside have to pay if they need to be rescued? Why?/Why not?

Select any of the following prompts, as appropriate.

- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.



Prepare sentence transformations 106 - 110
Homework Lesson 22