

# FCE Premium Lesson 3

Key word transformation

Focus on RUOE part 3 - word formation

Speaking part 2 - set phrases



## Cast your minds back.....

1 Tom last called me about a month ago.

**HEARD** I ..... Tom for about a month.

2 Karen failed to persuade the landlord to change the locks.

**SUCCEED** Karen ..... the landlord to change the locks.

3 I haven't seen my sister since she left for university.

**LAST** The ..... my sister was before she left for university.

4 The professor said that his assistant had given away the secret formula.

**ACCUSED** The professor ..... away the secret formula.

5 How long have you been studying French?

**DID** When ..... French?

## Can you complete the instructions?

You ..... to complete ..... sentence with ..... minimum of ..... words and ..... you use the KEY WORD. You ..... not change the key word.

- 6 They are too young to stay out late.  
**ENOUGH** They ..... to stay out late.
- 7 Car workers have refused to work for two days.  
**STRIKE** Car workers ..... for two days.
- 8 You don't seem to realise the risk involved.  
**AWARE** You don't seem to ..... the risk involved.
- 9 They say a multinational company owns this mine.  
**SAID** The mine ..... by a multinational company.
- 10 The company relocated to France six years ago.  
**SINCE** It ..... the company relocated to France.

6 They are too young to stay out late.

ENOUGH They ..... are not old enough ..... to stay out late.

7 Car workers have refused to work for two days.

STRIKE Car workers ..... have gone / have been on strike ..... for two days.

8 You don't seem to realise the risk involved.

AWARE You don't seem to ..... be aware of ..... the risk involved.

9 They say a multinational company owns this mine.

SAID The mine ..... is said to be owned ..... by a multinational company.

10 The company relocated to France six years ago.

SINCE It ..... has been six years since ..... the company relocated to France.

The following prefixes all give the meaning of NOT when they come before a word.

mis    il    im    un    dis    in    ir    un

We often use **il** before words beginning with 'l', **ir** before words beginning with 'r' and **im** before words beginning with 'm' or 'p'.

Match the prefixes to the following words.

- |   |             |   |             |
|---|-------------|---|-------------|
| a | satisfied   | h | happy       |
| b | patient     | i | responsible |
| c | expensive   | j | understand  |
| d | legal       | k | appear      |
| e | possible    | l | regular     |
| f | comfortable | m | moral       |
| g | honest      |   |             |

## Answers

a	un/dissatisfied	h	unhappy
b	impatient	i	irresponsible
c	inexpensive	j	misunderstand
d	illegal	k	disappear
e	impossible	l	irregular
f	uncomfortable	m	immoral
g	dishonest		

This is Schwa.

Schwa is not stressed.

Schwa is cool.

Be like Schwa.



Listen to your teacher say the words and mark the schwa in the words - The schwa sound is important if we want to sound natural!



**3 NOUNS – Typical noun suffixes are:**

-ation -ion -ness -ship -ity  
-ism -ence -ment -al

**Make these words into nouns.**

<b>a</b> happy	<b>d</b> recommend	<b>g</b> friend
<b>b</b> intelligent	<b>e</b> act	<b>h</b> pay
<b>c</b> approve	<b>f</b> popular	<b>i</b> tour

**4 Not all nouns follow the above pattern. Make nouns from these words.**

<b>a</b> true	<b>c</b> die
<b>b</b> succeed	<b>d</b> high

**5 ADJECTIVES – Typical adjectival suffixes are:**

-ible -able -y -al  
-ive -ful -less -ous

**Make these words into adjectives.**

<b>a</b> wind	<b>d</b> danger	<b>g</b> value
<b>b</b> attract	<b>e</b> end	<b>h</b> access
<b>c</b> hope	<b>f</b> accident	

## EXERCISE 3

HAPPINESS  
INTELLIGENCE  
APPROVAL  
RECOMMENDATION  
ACTION  
POPULARITY  
FRIENDSHIP  
PAYMENT  
TOURISM

## EXERCISE 4

TRUTH DEATH  
SUCCESS HEIGHT

## EXERCISE 5

WINDY  
ATTRACTIVE  
HOPEFUL/LESS  
DANGEROUS  
ENDLESS  
ACCIDENTAL  
VALUABLE  
ACCESSIBLE



**6 ADVERBS** – Adverbs are usually formed by adding the suffix *-ly* to the adjective. Be careful with spelling.

complete – completely

reasonable – reasonably

temporary – temporarily

lucky – luckily

real – really

**And there are some exceptions:**

true – truly (NOT ~~truely~~)

shy – shyly (NOT ~~shily~~)

Adjectives ending in *-ic* usually add *-ally*: *basic* – *basically*.

**Make these words into adverbs.**

**a** steady

**d** annual

**b** active

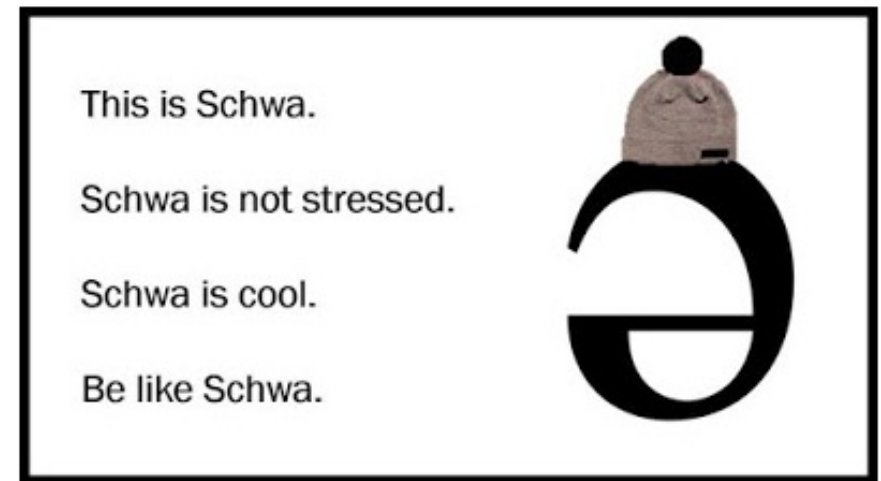
**e** extraordinary

**c** necessary

**f** automatic

## ANSWERS

STEADILY  
ACTIVELY  
NECESSARILY  
ANNUALLY  
EXTRAORDINARILY  
AUTOMATICALLY



**VERBS** – It is less common in Part 3 of Paper 1 to have to form a verb. However, you may be asked to make changes to a verb by using a prefix such as *un-*, *dis-* or *re-*, or to make a noun or an adjective into a verb by using the prefixes *dis-* or *re-*.



Change these words using *un-*, *dis-* or *re-*.

- |                  |                  |
|------------------|------------------|
| <b>a</b> new     | <b>e</b> pay     |
| <b>b</b> courage | <b>f</b> approve |
| <b>c</b> do      | <b>g</b> lock    |
| <b>d</b> build   |                  |

It is more likely that you will need to change a verb into a noun or adjective. Change these verbs to nouns.

- |                      |                    |
|----------------------|--------------------|
| <b>h</b> communicate | <b>l</b> identify  |
| <b>i</b> measure     | <b>m</b> introduce |
| <b>j</b> satisfy     | <b>n</b> criticise |
| <b>k</b> maintain    |                    |

## ANSWERS

RENEW  
DISCOURAGE  
REDO  
REBUILD  
REPAY  
DISAPPROVE  
UNLOCK

COMMUNICATION  
MEASUREMENT  
SATISFACTION  
MAINTENANCE  
IDENTIFICATION  
INTRODUCTION  
CRITICISM

## Paper 1 Part 3 Word formation

Objective 4th Ed p26

In this part of the Reading and Use of English paper you are given a short text with eight gaps and an example. At the end of some of the lines there is a word in CAPITALS which you will need to change so that it will make sense when it is put in the gap in the same line. In the example below, you are given the verb 'arrive' and it needs to be changed into the noun 'arrival' in order for the sentence to make sense.

EXAMPLE: Their plane's late ..... was due to a thunderstorm during the flight. **ARRIVE**

ANSWER: Their plane's late ARRIVAL was due to a thunderstorm during the flight.

You need to read the sentence carefully to decide what kind of word is missing – is it a noun, a verb, an adjective or an adverb? In English we often use prefixes (letter(s) that go in front of a word) and suffixes (letter(s) that go at the end of a word) to change the type of word it is.





## EXAM ADVICE

- Read through the text carefully to get an idea of what it is about.
- Decide what kind of word is missing – is it an adjective, verb, noun or adverb?
- Make sure that your choice makes sense in the sentence. Some words may need to have a negative prefix.

EXAMPLE: The waitress took ages to bring us the menu  
and I found her very rude and ..... . HELP

ANSWER: UNHELPFUL

- Check that you have spelt the words correctly.
- You **MUST** write your answers **IN CAPITAL LETTERS**.



## A DISTINGUISHED MAP-MAKER

Example: 

0
---

P	U	B	L	I	C	A	T	I	O	N				
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--

In 1538, the (0) ..... of a world map showed North and South America as separate continents for the first time. The man who (1) ..... this important map was called Gerardus Mercator. Mercator spent his (2) ..... in Flanders, where he became known as an (3) ..... talented map-maker. Besides teaching mathematics to the students at the University of Louvain, he also earned extra money making (4) ..... instruments.

**PUBLISH**

**PRODUCT**

**YOUNG**

**EXTREME**

**SCIENCE**

In 1544, he was briefly imprisoned for his religious beliefs and, fearing for his family's (5) ..... , he went to live in the Rhineland, where he remained for the rest of his life.

**SAFE**

Mercator's youngest son Rumold became his father's (6) ..... after his death in 1594, supervising the (7) ..... of the first complete edition of the Mercator world atlas the following year.

**REPRESENT**

**APPEAR**

Although Mercator constantly updated his maps with new information, some were wrong because the earth is round. As maps are flat, it is virtually (8) ..... to show the right scale, area and direction on one map.

**POSSIBLE**

## A DISTINGUISHED MAP-MAKER

Example:

0

P

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Although Mercator constantly updated his maps with new information, some were wrong because the earth is round. As maps are flat, it is virtually (8) ..... to show the right scale, area and direction on one map.

answers

produced  
youth  
extremely

scientific

safety

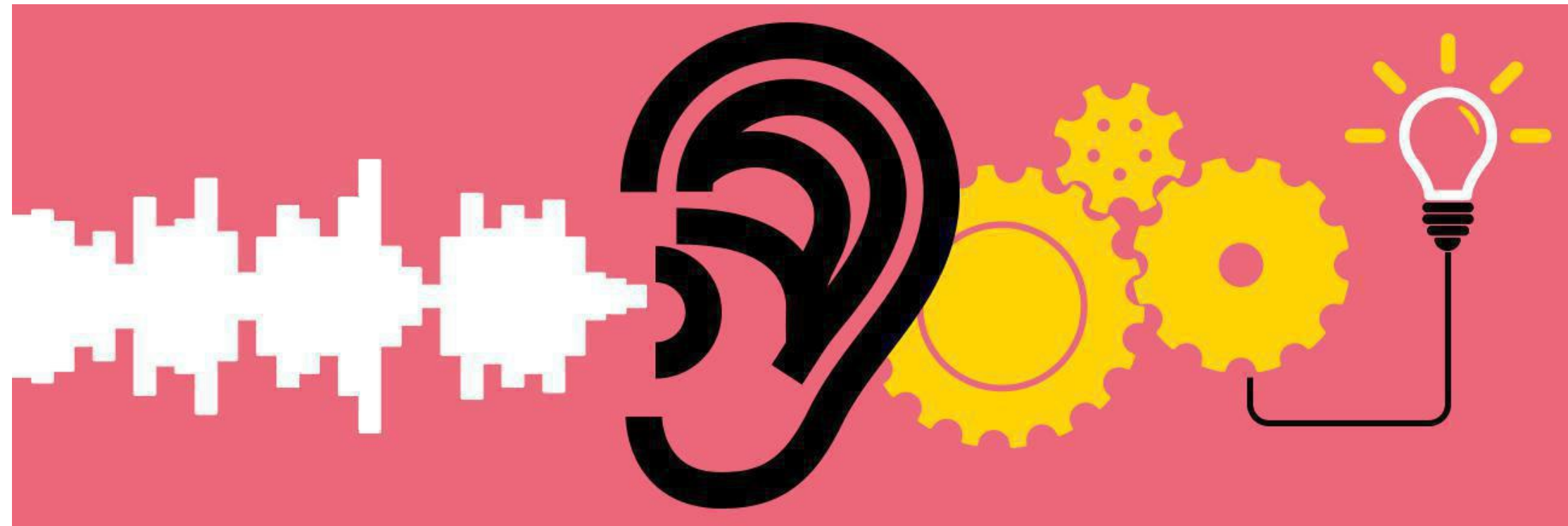
representative

appearance

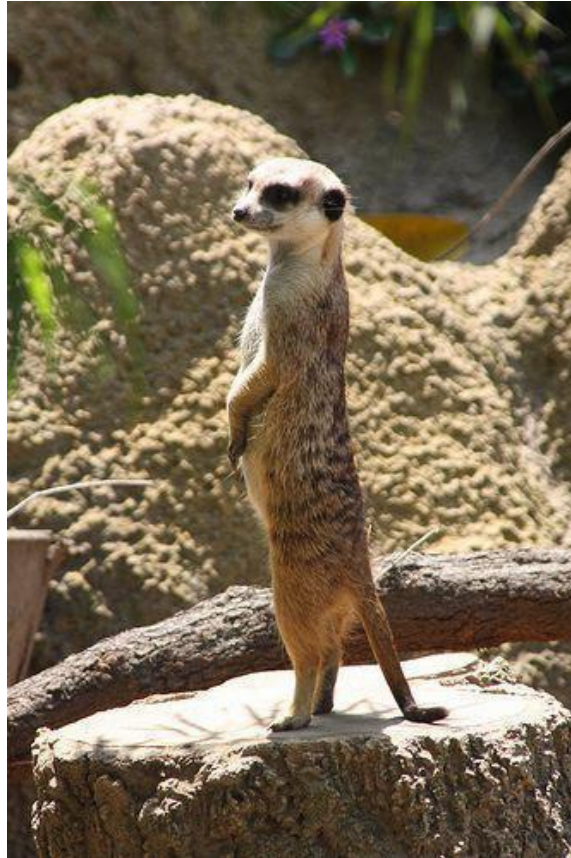
impossible




## Listening part 2



What animal is this?  
Where do they live?  
What do you know about them?



 14 You will hear a girl called Flora telling her class about a recent trip to South Africa, where she saw some animals called meerkats. For questions 9–18, complete the sentences with a word or short phrase.

You first did this listening task in lesson 2 -What do you have to do before listening?

### Meeting the meerkats

Flora explains that the main purpose of her trip was to see (9) .....

Flora says according to some people, the word 'meerkat' actually means (10) .....

Flora discovered that meerkats live longer in (11) ..... than elsewhere.

Flora was surprised to be given some (12) ..... during her visit to the meerkats.

The guide, Gavin, had made sure the meerkats were particularly used to his (13) ....., so that they weren't disturbed by visitors.

Flora learnt that meerkats use their tails for (14) ..... as well as for sending out warnings.

Flora says she heard the meerkats (15) ..... when they spotted something unusual.

Flora says each meerkat's (16) ..... are different from those of other meerkats, which helps distinguish between individuals.

Flora was told that meerkats occasionally feed on (17) .....

Flora decided on some (18) ..... from the hotel shop to take home as a souvenir of the meerkats.

## Meeting the meerkats

Flora explains that the main purpose of her trip was to see (9) ..... relatives .....

Flora says according to some people, the word 'meerkat' actually means (10) ..... lake cat .....

Flora discovered that meerkats live longer in (11) ..... captivity ..... than elsewhere.

Flora was surprised to be given some (12) ..... blankets ..... during her visit to the meerkats.

The guide, Gavin, had made sure the meerkats were particularly used to his (13) ..... voice ..... , so that they weren't disturbed by visitors.

Flora learnt that meerkats use their tails for (14) ..... balancing ..... as well as for sending out warnings.

Flora says she heard the meerkats (15) ..... bark ..... when they spotted something unusual.

Flora says each meerkat's (16) ..... stripes ..... are different from those of other meerkats, which helps distinguish between individuals.

Flora was told that meerkats occasionally feed on (17) ..... small birds .....

Flora decided on some (18) ..... posters ..... from the hotel shop to take home as a souvenir of the meerkats.



## Speaking part 2



**In part 2 of the speaking exam**

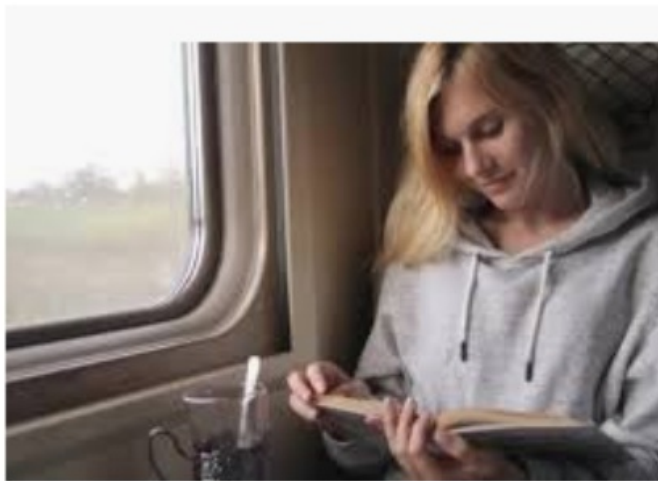
**You have a picture and a question  
you speak for one minute**

**You answer a question about your  
partner's picture for 30 seconds**



**It's important to have a range of  
vocabulary and grammar and to  
answer the question!**

**Today we are going to prepare for  
part 2 speaking!**



doesn't look as	far more	isn't quite as
much later than	nowhere near as	the more annoyed

1. The man in the second photo looks ..... bored **than** the woman in the first picture.
2. The train journey in the first picture looks ..... stressful **as** the road journey in the second picture.
3. The man in the second picture ..... happy **as** the woman in the first picture.
4. **The more** the man sits in traffic, ..... he'll probably get.
5. Travelling by car ..... comfortable **as** travelling by train.
6. The man in the car will probably arrive ..... he wanted to.

**Choose the correct alternative to complete the sentences.**

1. It *looks / looks as if* the man is about to run into the sea.
2. The hotel *seems / looks* to be in a very peaceful location.
3. The tourists *look like / appear* to be lost.
4. The pool *looks / appears* really inviting. I'd love to dive in!

**Write four sentences about the picture using *looks* (*as if / though*), *looks like*, *appears* and *seems*.**

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



**Why might these families have chosen these different holidays?**





What do you think these people are enjoying about their holidays?







# Cambridge Assessment English

Homework

WORD TRANSFORMATIONS 11 -15

LOOK OVER THE PRESENTATION AT HOME - COMPLETE ANY WORK YOU  
DIDN'T FINISH IN CLASS

DO HOMEWORK DAY 3

## Lesson 3



Lesson 3 - eBeam



Lesson 3 - Homework

