

2 Grammar, Vocabulary, and Pronunciation **A**

GRAMMAR

1 Complete the sentences with the correct word(s).

Example: You need to take care of yourself when you're ill.

one ~~yourself~~ you

1 _____ can use the internet for research when you write your term paper.

One You Each other

2 _____ say it's harder to learn languages after you're 12.

They They're Their

3 _____ need to remember that we're very lucky to have good food on the table for each meal.

One Ourselves We

4 Alex talks to _____ when he's writing. It's pretty annoying!

myself each other himself

5 Bruce and I built the shed in the garden _____.

ourselves by one another by myself

6 Do you and your parents talk to _____ every weekend?

yourselves each other another

7 _____ was a pleasure to meet your fiancée at the party last night.

There It One

8 The meeting didn't go too well; the managers kept interrupting _____.

themselves oneself one another

8

2 Complete the sentences with the correct form of the verb in brackets.

Example: I'd like to tell you about something that

happened (happen) when I was 12.

1 While my dad _____ (drive) home from work, a cat ran in front of his car.

2 I _____ (work) in the café for four months when I finally received my salary.

3 I was having dinner when I _____ (decide) to call Ellen.

4 The weather _____ (expect) to be stormy next weekend.

5 It _____ (say) that taking a nap after lunch is very healthy.

6 There is thought _____ (be) undiscovered oil beneath the Antarctic.

6

3 Underline the correct word(s).

Example: It's been announced / announced that our pay will increase next year.

1 We used / would to make ice cream every summer.

2 When I was at school, my friends and I were always gone / going for long bike rides in the afternoon.

3 My dad would never complain / to complain even when we made a lot of noise.

4 When I was small, my cousins and I would / used to run around the neighbourhood.

5 I was always getting / always used get into trouble for bothering my brother.

6 His grandparents used to give / giving him presents when he was little.

6

Grammar total 20

VOCABULARY

4 Complete the words in the sentences.

Example: They tackled the DIY with such gusto that I had high hopes for the end result.

1 These days there's no longer a s_____ attached to having mental health problems.

2 When it comes to hotels, the Ritz is the u_____ in luxury as far as I'm concerned.

3 We were completely b_____ by his account of events. It just didn't make any sense whatsoever.

4 I'll choose a r_____ letter of the alphabet and I want you to give me five nouns that start with that letter.

5 The teacher returned the students' work and asked them to correct any e_____ before re-submitting it.

6 My boyfriend's parents gave me a gorgeous tablet computer for my birthday. I was amazed at their g_____!

6

2 Grammar, Vocabulary, and Pronunciation **A**

5 Complete the sentences with one word.

Example: The death of Arthur Miller was a terrible loss to the theatre world.

- Contrary to popular _____, multilingual children are not always good at learning languages.
- After finishing university, he took a job in a recording studio instead of working as a doctor, which was a huge _____ for his parents.
- People who come up with conspiracy theories about the government have very vivid _____, but no facts to back their stories up.
- Leo has closed three new deals in the last month so there's a strong _____ that he'll get a big bonus at the end of the year.
- To her complete _____, she got an invitation from the Prime Minister's office for a charity dinner.
- I think Mark and Jenny are in a serious _____; I saw a shiny new ring on Jenny's ring finger.

	6
--	---

6 Make abstract nouns from the words below.

Example: friend friendship

- adult _____
- imagine _____
- lose _____
- neighbour _____
- bored _____
- frustrate _____
- wise _____
- hate _____

	8
--	---

Vocabulary total		20
------------------	--	----

PRONUNCIATION

7 Match the words to the same sound.

adhere drawback enjoy
gorgeous ignore where

Example: **wh**enever where

- a**wful _____
- j**alous _____, _____
- h**urt _____
- c**orner _____

	5
--	---

8 Underline the stressed syllable.

Example: cheer|ful

- part|ner|ship
- a|fraid
- a|shamed
- com|pe|ti|tion
- con|se|quent|ly

	5
--	---

Pronunciation total		10
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		50
--	--	----

2 Reading and Writing **A**

READING

Read the article about endangered languages and choose A, B, C, or D.

Global experts discuss threatened languages

Some of the world's most endangered languages are the focus of an international conference being held in Wales for the first time.

A Dr Hywel Lewis

Many languages are on the verge of extinction. Their fate can be compared to that of many animals facing extinction, but they probably receive less global attention than the fate of many animals. As a foundation, we are very concerned with highlighting the part language plays in cultural variety and diversification. It's also important to consider the economic repercussions of promoting different languages; they can play a massive part in the identity and profile of various parts of the globe and they can be powerful economic factors. But it's not all doom and gloom as there are languages in Russia which are making a comeback after years of oppression.

B Conchur O'Giollagain

Many threatened languages find themselves in a complex situation. Gaeilge, the Irish language, spoken in the Irish-speaking region of Ireland (the Gaeltacht) provides a good example of this. It is spoken by just under half the population of the Gaeltacht. The number of people learning the language is growing and great progress is also being made in terms of educational provision. But the number of learners does not necessarily help the number of native speakers; for a language to succeed you have to have a high population of active language speakers concentrated in a given geographical area. Based on existing trends, there is a strong threat to the communal use of Irish and, if these trends continue, Irish will not exist as a language in 20 years' time.

C Nicholas Ostler

Different languages have their quirks which tell us something about being human, and when languages are lost, most of the knowledge that went with them gets lost. People do care about identity as they want to be different. Nowadays, we want access to everything but we don't want to be thought of as no more than people on the other side of the world. Apart from English, the United Kingdom has a number of other languages; half a million people speak Welsh, several thousand Scots are fluent in Gaelic, the Scottish language, about 400 people speak Cornish while the number of Manx speakers – the language of the Isle of Man – is perhaps as small as 100. And I do think it's a

good thing for a child on the Isle of Man to learn Manx. I value continuity in a community.

D Kenan Malik

It is irrational to try to preserve all the world's languages. Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman Islands died. While it may seem sad that the language expired, cultural change is driving the process. In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous, and when governments try to prop languages up it shows a desire to cling to the past rather than move forwards. To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it's in the public good to preserve Manx or Cornish or any other language for that matter. In the end, whether or not a language is viable is very simple; if a language is one that people don't participate in, it's not a language anymore.

Which expert holds the view that:

- 1 for the teaching of one particular language, improvements have been made in terms of the curriculum. _____
- 2 the revival of languages in a particular geographical area is a positive thing. _____
- 3 support for endangered languages impedes forward thinking. _____
- 4 the distinctiveness of languages holds some revelations about civilization. _____
- 5 the protection of the globe's endangered languages, in general, is unfeasible. _____
- 6 the plight of some endangered languages is less than straightforward. _____
- 7 there are merits to having linguistic stability in society. _____
- 8 one endangered language may become extinct within two decades. _____
- 9 the plight of some endangered languages can be likened to the loss of certain species. _____
- 10 there is a particular reason for the death of one particular language. _____

Reading total

10

2 Reading and Writing **A****WRITING**

Write an article of approximately 250 words for the opinion section of a newspaper on why people should learn a second language.

Writing total	10
---------------	----

Reading and Writing total	20
---------------------------	----

2 Listening and Speaking **A**

LISTENING

1 Listen to five people talking about childhood memories. Match the speakers (1–5) to what they remember (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A a critical comment made by someone else

B being punished for something

C wanting to keep a feeling under control

D forcing someone else to do something

E feeling in danger

F finding something boring

G defending your views

H planning something for someone else

5

2 Listen to two friends talking about learning languages. Then tick (✓) A, B, or C.

1 Anthony says that a lot of people using English ...

A lack confidence in their ability to use the language.

B are not aware of errors they make.

C speak a form of it that is not standard.

2 Anthony says that communication problems in English ...

A are more important in some circumstances than in others.

B are being discussed by a small number of experts.

C result from a lack of effort when using the language.

3 Anthony says that little attention is paid to problems with using English because ...

A people usually do not notice these problems.

B people prefer to focus only on the positive aspects.

C these problems affect only a small number of people.

4 Anthony says that people's level of English ...

A often depends on what level they are required to reach.

B is often lower than they think it is.

C depends mostly on how well they are taught.

5 Anthony says that misunderstandings caused by inaccurate English ...

A are getting more and more serious.

B are a problem that cannot be avoided.

C are not the same for native speakers as for foreign speakers.

5

Listening total 10

SPEAKING

1 Ask your partner these questions.

1 What's your favourite memory of your childhood?

2 What can you remember about the teachers you had when you were a child?

3 Why is it important to let children enjoy being children?

4 Why do you think Americans often don't learn new languages?

5 Why is it important for you to be good at English?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 'Children today have too much freedom.'

2 'I remember many stories from my childhood.'

3 'The English language will not be as important in the future as it is now.'

4 Now listen to your partner. Do you agree with him / her?

Speaking total 20

Listening and Speaking total 30

2 Grammar, Vocabulary, and Pronunciation **B**

GRAMMAR

1 Underline the correct word(s).

Example: It's been announced / *announced* that our pay will increase next year.

- 1 We used / *would* to make ice cream every summer.
- 2 I was always getting / *always used get* into trouble for bothering my brother.
- 3 His grandparents used to give / *giving* him presents when he was little.
- 4 When I was at school, my friends and I were always gone / *going* for long bike rides in the afternoon.
- 5 My dad would never complain / *to complain* even when we made a lot of noise.
- 6 When I was small, my cousins and I would / *used to* run around the neighbourhood.

 6

2 Complete the sentences with the correct word(s).

Example: You need to take care of yourself when you're ill.

one yourself you

- 1 The meeting didn't go too well; the managers kept interrupting _____.
themselves oneself one another
- 2 _____ can use the internet for research when you write your term paper.
One You Each other
- 3 Bruce and I built the shed in the garden _____.
ourselves by one another by myself
- 4 Do you and your parents talk to _____ every weekend?
yourselves each other another
- 5 _____ say it's harder to learn languages after you're 12.
They They're Their
- 6 _____ need to remember that we're very lucky to have good food on the table for each meal.
One Ourselves We
- 7 Alex talks to _____ when he's writing. It's pretty annoying!
myself each other himself
- 8 _____ was a pleasure to meet your fiancée at the party last night.
There It One

 8

3 Complete the sentences with the correct form of the verb in brackets.

Example: I'd like to tell you about something that happened (happen) when I was 12.

- 1 While my dad _____ (drive) home from work, a cat ran in front of his car.
- 2 The weather _____ (expect) to be stormy next weekend.
- 3 It _____ (say) that taking a nap after lunch is very healthy.
- 4 There is thought _____ (be) undiscovered oil beneath the Antarctic.
- 5 I _____ (work) in the café for four months when I finally received my salary.
- 6 I was having dinner when I _____ (decide) to call Ellen.

 6

Grammar total	20
---------------	-----------

VOCABULARY

4 Complete the sentences with one word.

Example: The death of Arthur Miller was a terrible loss to the theatre world.

- 1 Leo has closed three new deals in the last month so there's a strong _____ that he'll get a big bonus at the end of the year.
- 2 People who come up with conspiracy theories about the government have very vivid _____, but no facts to back their stories up.
- 3 After finishing university, he took a job in a recording studio instead of working as a doctor, which was a huge _____ for his parents.
- 4 To her complete _____, she got an invitation from the Prime Minister's office for a charity dinner.
- 5 Contrary to popular _____, multilingual children are not always good at learning languages.
- 6 I think Mark and Jenny are in a serious _____; I saw a shiny new ring on Jenny's ring finger.

 6

2 Grammar, Vocabulary, and Pronunciation **B**

5 Complete the words in the sentences.

Example: They tackled the DIY with such gusto that I had high hopes for the end result.

- When it comes to hotels, the Ritz is the **u** _____ in luxury as far as I'm concerned.
- My boyfriend's parents gave me a gorgeous tablet computer for my birthday. I was amazed at their **g** _____!
- We were completely **b** _____ by his account of events. It just didn't make any sense whatsoever.
- These days there's no longer a **s** _____ attached to having mental health problems.
- I'll choose a **r** _____ letter of the alphabet and I want you to give me five nouns that start with that letter.
- The teacher returned the students' work and asked them to correct any **e** _____ before re-submitting it.

	6
--	---

6 Make abstract nouns from the words below.

Example: friend friendship

- wise _____
- imagine _____
- bored _____
- hate _____
- neighbour _____
- frustrate _____
- adult _____
- lose _____

	8
--	---

Vocabulary total		20
------------------	--	----

PRONUNCIATION

7 Match the words to the same sound.

where	gorgeous	ignore
adhere	drawback	enjoy

Example: **whenever** where

- hurt** _____
- jealous** _____, _____
- awful** _____
- corner** _____

	5
--	---

8 Underline the stressed syllable.

Example: cheerful

- a|shamed
- a|fraid
- part|ner|ship
- con|se|quent|ly
- com|pe|ti|tion

	5
--	---

Pronunciation total		10
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		50
--	--	----

2 Reading and Writing **B**

READING

Read the article about endangered languages and choose A, B, C, or D.

Global experts discuss threatened languages

Some of the world's most endangered languages are the focus of an international conference being held in Wales for the first time.

A Dr Hywel Lewis

Many languages are on the verge of extinction. Their fate can be compared to that of many animals facing extinction, but they probably receive less global attention than the fate of many animals. As a foundation, we are very concerned with highlighting the part language plays in cultural variety and diversification. It's also important to consider the economic repercussions of promoting different languages; they can play a massive part in the identity and profile of various parts of the globe and they can be powerful economic factors. But it's not all doom and gloom as there are languages in Russia which are making a comeback after years of oppression.

B Conchur O'Giollagain

Many threatened languages find themselves in a complex situation. Gaeilge, the Irish language, spoken in the Irish-speaking region of Ireland (the Gaeltacht) provides a good example of this. It is spoken by just under half the population of the Gaeltacht. The number of people learning the language is growing and great progress is also being made in terms of educational provision. But the number of learners does not necessarily help the number of native speakers; for a language to succeed you have to have a high population of active language speakers concentrated in a given geographical area. Based on existing trends, there is a strong threat to the communal use of Irish and, if these trends continue, Irish will not exist as a language in 20 years' time.

C Nicholas Ostler

Different languages have their quirks which tell us something about being human, and when languages are lost, most of the knowledge that went with them gets lost. People do care about identity as they want to be different. Nowadays, we want access to everything but we don't want to be thought of as no more than people on the other side of the world. Apart from English, the United Kingdom has a number of other languages; half a million people speak Welsh, several thousand Scots are fluent in Gaelic, the Scottish language, about 400 people speak Cornish while the number of Manx speakers – the language of the Isle of Man – is perhaps as small as 100. And I do think it's a

good thing for a child on the Isle of Man to learn Manx. I value continuity in a community.

D Kenan Malik

It is irrational to try to preserve all the world's languages. Earlier this year, the Bo language died out when an 85-year-old member of the Bo tribe in the India-owned Andaman Islands died. While it may seem sad that the language expired, cultural change is driving the process. In one sense you could call it a cultural loss. But that makes no sense because cultural forms are lost all the time. To say every cultural form should exist forever is ridiculous, and when governments try to prop languages up it shows a desire to cling to the past rather than move forwards. To have a public policy that a certain culture or language should be preserved shows a fundamental misunderstanding. I don't see why it's in the public good to preserve Manx or Cornish or any other language for that matter. In the end, whether or not a language is viable is very simple; if a language is one that people don't participate in, it's not a language anymore.

Which expert holds the view that:

- 1 for the teaching of one particular language, improvements have been made in terms of the curriculum. _____
- 2 the revival of languages in a particular geographical area is a positive thing. _____
- 3 support for endangered languages impedes forward thinking. _____
- 4 the distinctiveness of languages holds some revelations about civilization. _____
- 5 the protection of the globe's endangered languages, in general, is unfeasible. _____
- 6 the plight of some endangered languages is less than straightforward. _____
- 7 there are merits to having linguistic stability in society. _____
- 8 one endangered language may become extinct within two decades. _____
- 9 the plight of some endangered languages can be likened to the loss of certain species. _____
- 10 there is a particular reason for the death of one particular language. _____

Reading total

10

2 Reading and Writing **B****WRITING**

Write an article of approximately 250 words for the opinion section of a newspaper on why people should learn a second language.

Writing total	10
---------------	----

Reading and Writing total	20
---------------------------	----

2 Listening and Speaking **B**

LISTENING

1 Listen to five people talking about childhood memories. Match the speakers (1–5) to what they remember (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A finding something boring

B forcing someone else to do something

C defending your views

D a critical comment made by someone else

E wanting to keep a feeling under control

F planning something for someone else

G feeling in danger

H being punished for something

5

2 Listen to two friends talking about learning languages. Then tick (✓) A, B, or C.

1 Anthony says that a lot of people using English ...

A speak a form of it that is not standard.

B are not aware of errors they make.

C lack confidence in their ability to use the language.

2 Anthony says that communication problems in English ...

A are being discussed by a small number of experts.

B are more important in some circumstances than others

C result from a lack of effort when using the language.

3 Anthony says that little attention is paid to problems with using English because ...

A people prefer to focus only on the positive aspects.

B these problems affect only a small number of people.

C people usually do not notice these problems.

4 Anthony says that people's level of English ...

A is often lower than they think it is.

B often depends on what level they are required to reach.

C depends mostly on how well they are taught.

5 Anthony says that misunderstandings caused by inaccurate English ...

A are getting more and more serious.

B are not the same for native speakers as for foreign speakers.

C are a problem that cannot be avoided.

5

Listening total 10

SPEAKING

1 Answer your partner's questions.

2 Now ask your partner these questions.

1 What games did you like playing when you were a child?

2 What did you dislike doing when you were a child?

3 What was your favourite thing about school when you were a child?

4 What is the most difficult aspect of the English language for you?

5 Why is English such an important language in the world today?

3 Listen to your partner. Do you agree with him / her?

4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 'Childhood is the most important part of everyone's life.'

2 'Americans shouldn't have to learn foreign languages.'

3 'It is not necessary for everyone to learn a foreign language.'

Speaking total 20

Listening and Speaking total 30

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 You
 - 2 They
 - 3 We
 - 4 himself
 - 5 ourselves
 - 6 each other
 - 7 It
 - 8 one another
- 2**
- 1 was driving
 - 2 'd / had been working
 - 3 decided
 - 4 is expected
 - 5 is said
 - 6 to be
- 3**
- 1 used
 - 2 going
 - 3 complain
 - 4 used
 - 5 was always getting
 - 6 to give

VOCABULARY

- 4**
- 1 stigma
 - 2 ultimate
 - 3 bewildered
 - 4 random
 - 5 errors
 - 6 generosity
- 5**
- 1 belief
 - 2 disappointment
 - 3 imaginations
 - 4 possibility
 - 5 amazement
 - 6 relationship
- 6**
- 1 adulthood
 - 2 imagination
 - 3 loss
 - 4 neighbourhood
 - 5 boredom
 - 6 frustration
 - 7 wisdom
 - 8 hatred

PRONUNCIATION

- 7**
- 1 drawback
 - 2 enjoy, gorgeous
 - 3 adhere
 - 4 ignore
- 8**
- 1 partnership
 - 2 afraid
 - 3 ashamed
 - 4 competition
 - 5 consequently

Reading and Writing**READING**

- 1 B
- 2 A
- 3 D
- 4 C
- 5 D
- 6 B
- 7 C
- 8 B
- 9 A
- 10 D

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1 1 G
2 A
3 C
4 E
5 H

- 2 1 C
2 A
3 B
4 A
5 B

SPEAKING**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary, initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor, occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 used
2 was always getting
3 to give
4 going
5 complain
6 used
- 2** 1 one another
2 You
3 ourselves
4 each other
5 They
6 We
7 himself
8 It
- 3** 1 was driving
2 is expected
3 is said
4 to be
5 'd / had been working
6 decided

VOCABULARY

- 4** 1 possibility
2 imaginations
3 disappointment
4 amazement
5 belief
6 relationship
- 5** 1 ultimate
2 generosity
3 bewildered
4 stigma
5 random
6 errors
- 6** 1 wisdom
2 imagination
3 boredom
4 hatred
5 neighbourhood
6 frustration
7 adulthood
8 loss

PRONUNCIATION

- 7** 1 adhere
2 gorgeous, enjoy
3 drawback
4 ignore
- 8** 1 ashamed
2 afraid
3 partnership
4 consequently
5 competition

Reading and Writing

READING

- 1 B
2 A
3 D
4 C
5 D
6 B
7 C
8 B
9 A
10 D

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1 1 C
2 D
3 E
4 G
5 F

- 2 1 A
2 B
3 A
4 B
5 C

SPEAKING**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary, initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor, occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)