

3 Grammar, Vocabulary, and Pronunciation



GRAMMAR

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

Example: Your brother seems to *get* himself in trouble a lot.

did get have got get

- It's _____ late. We should leave soon.
get getting got
- My backache _____ every time I lie down.
getting worse got worse gets worse
- I don't think I'll ever _____ to taking the subway.
get use get used to get use
- Brian _____ trying to take a video camera into the concert.
got caught someone was got caught got caught
- I'd like _____ a professional to fill in my tax forms.
to get get got
- Could you get Adam _____ me a call, please?
give to give giving

6

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

Example: As far as meals *are concerned*, we're planning on bringing our own food.

concern ~~are concerned~~ concerned

- On the one hand, we need the rain for our garden to grow. On _____ hand, we want to sit in the garden and enjoy the sunshine!
other the other another
- Please be on time for the bus. _____ you'll make everyone late for the concert.
Other Other words Otherwise
- _____ you don't really like your new job.
Obvious to me Obviously Obvious
- I don't understand the instructions for getting to the show. _____, I don't even want to go.
It's beside Beside Besides
- Julie is coming for the weekend. _____, she's leaving her job to start her own business, and she wants your advice.
Incidentally By incident Incident
- A** Do you like football?
B As _____ of fact, I love it.
matters if it mattered a matter
- I think you should take the day off tomorrow. _____, your brother doesn't visit very often.
After all After It's after

- It's going to rain tomorrow, or _____ that's what the forecast said.
least at least leastly
- They say a lot of bad things about Jacob, but _____ his work is concerned, he's doing a great job here in the office.
as regards as a matter of as far as

9

3 Replace *get* with another verb so that the sentence has the same meaning.

- Are you going to **get** him a present for his birthday?

- Remind me that I need to make an appointment to **get** my hair cut. _____
- Could you **get** me the book from the other room?

- When do you think the train will **get to** Manchester?

- I'm not sure if I'll **get** a letter from him or not.

5

Grammar total 20

VOCABULARY

4 Underline the correct word(s).

Example: I got blamed / *praised* for the mistake that was made at work.

- When we went to Spain, Eric spent the *whole* / *much* time in our hotel room.
- I hope my cousin can get her act *out* / *together*. Right now, she's got a lot of problems.
- I hate getting told *off* / *on* in front of people. It's so embarrassing.
- I'm afraid you got the wrong end of the *stick* / *fire*. We don't want to buy the house, we want to sell it.
- The best way to get *around* / *back* town is by bicycle.
- I hope we can get *away* / *out* of going to the meeting next Monday.
- We're going to be so late, I wish you would get a move *out* / *on*!
- Dan missed all his deadlines last year but still got a huge bonus. How does he get *away with* / *out of* it?

8

3 Grammar, Vocabulary, and Pronunciation

A

5 Complete the words in the sentences.

Example: A civilian is someone who is not a member of the armed forces or the police.

- 1 A **s** _____ shoots at people from a hidden position.
- 2 A **r** _____ is a sudden, illegal, often violent change of government.
- 3 A **t** _____ is a formal agreement between two or more countries.
- 4 **R** _____ are people who are forced to leave their homes because there is a war.
- 5 A person who has been injured in a war is called a **c** _____.
- 6 A **c** _____ is when two armies agree to stop fighting temporarily.

| | |
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| | 6 |
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6 Complete the sentences with the correct word(s).

Example: In the past, warriors used bows to shoot arrows at the enemy.
bullets ~~bows~~ shields

- 1 The soldier held his _____ tightly as he ran across the field shooting.
cannon machine gun missile
- 2 The tribe defended their village in the jungle by throwing _____ at the boats of the soldiers as they came up the river.
sieges troops spears
- 3 The rebels _____ the bridge to stop the soldiers from getting supplies.
surrendered blew up defeated
- 4 After the attack on the city, all of the shops were _____ and almost everything was stolen.
overthrown declared looted
- 5 **A** I really love war films.
B Really? I'm not particularly fond _____ them.
of in with
- 6 The king was very proud _____ his soldiers for winning the battle.
with of for

| | |
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| | 6 |
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| | |
|------------------|----|
| Vocabulary total | 20 |
|------------------|----|

PRONUNCIATION

7 Match the words to the same sound.

~~capture~~ civil joke nerves short troops

Example: research **ch** capture

- 1 siege _____
- 2 loot _____
- 3 execution _____
- 4 victorious _____, _____

| | |
|--|---|
| | 5 |
|--|---|

8 Underline the stressed syllable.

Example: casualties

- 1 his|tor|i|an
- 2 sur|vi|ving
- 3 ci|vi|lized
- 4 re|bel|li|on
- 5 vic|tor|i|ous

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|--|---|
| | 5 |
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|---------------------|----|
| Pronunciation total | 10 |
|---------------------|----|

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| Grammar, Vocabulary, and Pronunciation total | 50 |
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3 Reading and Writing **A**

READING

Read the article about the uses of history and choose A, B, C, or D.

The uses of history

The popular interest in history reflects a desire to know more about ourselves. This is all well and good, but does history possess sufficient value to warrant an extensive formal programme of history instruction in schools? Four experts give their views.

Expert A

A historian is interested in the past because he is interested in life. The true historian's interest in the past answers a deeply felt need to assure the continuity of human life and discover its meaning, even if the goal is never fully realized. However, the most commonly cited practical reason for studying history is that it improves judgment. It offers the opportunity to avail ourselves of the experiences of other times and other nations; it qualifies them as judges of the actions and designs of men. History doesn't tell us the answers to our questions, but it helps to inform us so that we might make better decisions in the future. And this has never been as important as it is nowadays in this era of the World Wide Web and globalism, when knowledge of the larger world is not only desirable, but increasingly important.

Expert B

The use of historical examples is ancient and no doubt predates written language. We can imagine cave dwellers sitting around the evening campfire sharing anecdotes of admired ancestors worthy of emulation. People need models, and historical examples are especially powerful models because they actually existed. Joan of Arc demonstrates the power of individual belief and action. Galileo symbolizes the fight against authority for freedom of thought, while Thomas Becket represents integrity in the face of deadly intimidation. As we know, humans are pattern makers. While many philosophers of history have believed that history is revealed only through its unique events, others have been unable to resist the urge to ascribe pattern to history. One view put forward is that historical cultures, like plants and animals, follow the cycle of growth, flowering and decline. Certainly, history shows us that individuals and empires may rise, but eventually they will fall.

Expert C

Some of history's greatest historians have seen human self-awareness as the very essence of history. Arnold Toynbee said, 'History is a search for light on the nature and destiny of man.' The value of history, then, is that it teaches

us what man has done and thus what man is. Psychologist Bruno Bettelheim asserted that human self-knowledge is the most important role of formal instruction and that most of all, our schools ought to teach the true nature of man; teach about his troubles with himself, his inner turmoils and about his difficulties in living with others. They should teach the prevalence and the power of both man's social and anti-social tendencies, and how the one can domesticate the other, without destroying the individual's independence or self-love.

Expert D

The concept of identity is key. Questions of identity are a central concern of psychology, which has found that loss of identity results in loss of significance; without identity there is little meaning and purpose to life. As Beverly Southgate puts it, history – the memories of things past – is of supreme importance in maintaining a sense of identity. In this context, Southgate quotes a character from a Saul Bellow novel who says, 'Everyone needs his memories. They keep the wolf of insignificance from the door.' And I think that sums it up rather nicely. Southgate says the need for identity applies to nations as well as to individuals; cultural identity contributes to meaning, purpose and cohesion in society; without it, society would be as rootless and adrift as an individual with amnesia.

Which expert:

- 1 draws a comparison between history and a process in the natural world. _____
- 2 explains that the study of history is fundamentally a quest to understand humans. _____
- 3 gives an example of a person who had strong faith in their own principles. _____
- 4 explains the popularity of the belief that examining history leads people to come to better conclusions. _____
- 5 states that communicating an understanding of ourselves is the ultimate aim of education. _____
- 6 believes the use of an animal metaphor effectively communicates an idea. _____
- 7 states that humans fundamentally feel lost if we haven't got a sense of who we really are. _____
- 8 suggests that the habit of telling each other stories was common even in historic times. _____
- 9 refers to two contradictory attributes of humans. _____
- 10 mentions the current significance of adding to our understanding of international events. _____

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| Reading total | 10 |
|---------------|----|

3 Reading and Writing **A****WRITING**

Write an article of approximately 250 words.
Imagine you are a historian in the year 2200. Choose an event that has happened in the last five years, and tell the story of that event as if you are looking back on it from the year 2200.

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| Writing total | 10 |
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| Reading and Writing total | 20 |
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3 Listening and Speaking **A**

LISTENING

1 Listen to five people talking about various historical films. Match the speakers (1–5) to what they say about the films (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A It was different from what I had expected before I saw it.

B It has a personal connection for me.

C Most people remember one particular scene from it.

D I liked it so much that I saw it over and over again.

E I remained affected by it for some time after I'd seen it.

F One particular scene is very emotional and moving.

G The acting is the most impressive aspect of it.

H I found elements of it unrealistic.

5

2 Listen to a talk about how people feel when a relationship breaks up. Complete the sentences using no more than three words.

1 When a relationship breaks up, you have to have different ideas about _____.

2 The first stage involves feelings of _____.

3 In the first stage, you ask yourself questions beginning with the words '_____'.
_____.

4 In the second stage, feelings of _____ may last for more than a few weeks.

5 In the final stage, it is common to experience both _____.

5

Listening total 10

SPEAKING

1 Ask your partner these questions.

- Which historical films have you seen and enjoyed?
- What historical event would you make a movie about if you could?
- Why do you think directors change historical facts when they make films?
- What is a bad way to end a friendship?
- When have you taken revenge on someone?

2 Now answer your partner's questions.

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

- 'It does not matter if a historical film is factually inaccurate.'
- 'Online dating is a good way of meeting new people.'
- 'There is never a good way of ending a relationship.'

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

Speaking total 20

Listening and Speaking total 30

3 Grammar, Vocabulary, and Pronunciation **B**

GRAMMAR

1 Replace *get* with another verb so that the sentence has the same meaning.

- Are you going to **get** him a present for his birthday?

- When do you think the train will **get to** Manchester?

- Remind me that I need to make an appointment to **get** my hair cut. _____
- Could you **get** me the book from the other room?

- I'm not sure if I'll **get** a letter from him or not.

| | |
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| | 5 |
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2 Complete the sentences with the correct word(s).

Example: Your brother seems to *get* himself in trouble a lot.
did get have got **get**

- It's _____ late. We should leave soon.
get getting got
- I'd like _____ a professional to fill in my tax forms.
to get get got
- Could you get Adam _____ me a call, please?
give to give giving
- My backache _____ every time I lie down.
getting worse got worse gets worse
- I don't think I'll ever _____ to taking the subway.
get use get used to get use
- Brian _____ trying to take a video camera into the concert.
got caught someone was got caught got caught

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

Example: As far as meals *are concerned*, we're planning on bringing our own food.
concern ~~are concerned~~ concerned

- They say a lot of bad things about Jacob, but _____ his work is concerned, he's doing a great job here in the office.
as regards as a matter of as far as
- On the one hand, we need the rain for our garden to grow. On _____ hand, we want to sit in the garden and enjoy the sunshine!
other the other another

3 Please be on time for the bus. _____ you'll make everyone late for the concert.
Other Other words Otherwise

4 **A** Do you like football?
B As _____ of fact, I love it.
matters if it mattered a matter

5 I think you should take the day off tomorrow. _____, your brother doesn't visit very often.
After all After It's after

6 I don't understand the instructions for getting to the show. _____, I don't even want to go.
It's beside Beside Besides

7 _____ you don't really like your new job.
Obvious to me Obviously Obvious

8 Julie is coming for the weekend. _____, she's leaving her job to start her own business, and she wants your advice.
Incidentally By incident Incident

9 It's going to rain tomorrow, or _____ that's what the forecast said.
least at least leastly

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| | 9 |
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| | | |
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| Grammar total | | 20 |
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VOCABULARY

4 Complete the words in the sentences.

Example: A *civilian* is someone who is not a member of the armed forces or the police.

- A **s**_____ shoots at people from a hidden position.
- A **t**_____ is a formal agreement between two or more countries.
- R**_____ are people who are forced to leave their homes because there is a war.
- A person who has been injured in a war is called a **c**_____.
- A **r**_____ is a sudden, illegal, often violent change of government.
- A **c**_____ is when two armies agree to stop fighting temporarily.

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3 Grammar, Vocabulary, and Pronunciation **B**

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

Example: In the past, warriors used bows to shoot arrows at the enemy.

bullets ~~bows~~ shields

- The rebels _____ the bridge to stop the soldiers from getting supplies.
surrendered blew up defeated
- The tribe defended their village in the jungle by throwing _____ at the boats of the soldiers as they came up the river.
sieges troops spears
- After the attack on the city, all of the shops were _____ and almost everything was stolen.
overthrown declared looted
- The soldier held his _____ tightly as he ran across the field shooting.
cannon machine gun missile
- The king was very proud _____ his soldiers for winning the battle.
with of for
- A** I really love war films.
B Really? I'm not particularly fond _____ them.
of in with

| | |
|--|---|
| | 6 |
|--|---|

6 Underline the correct word(s).

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- When we went to Spain, Eric spent the whole / much time in our hotel room.
- The best way to get around / back town is by bicycle.
- I hope my cousin can get her act out / together. Right now, she's got a lot of problems.
- I hate getting told off / on in front of people. It's so embarrassing.
- I'm afraid you got the wrong end of the stick / fire. We don't want to buy the house, we want to sell it.
- I hope we can get away / out of going to the meeting next Monday.
- Dan missed all his deadlines last year but still got a huge bonus. How does he get away with / out of it?

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| | 8 |
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| | | |
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| Vocabulary total | | 20 |
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PRONUNCIATION

7 Match the words to the same sound.

~~capture~~ civil joke troops nerves short

Example: research capture

- execution _____
- loot _____
- siege _____
- victorious _____, _____

| | |
|--|---|
| | 5 |
|--|---|

8 Underline the stressed syllable.

Example: casual|ties

- ci|vi|lized
- re|bel|li|on
- his|tor|i|an
- sur|vi|ving
- vic|tor|i|ous

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| Pronunciation total | | 10 |
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| | | |
|--|--|----|
| Grammar, Vocabulary, and Pronunciation total | | 50 |
|--|--|----|

3 Reading and Writing **B**

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Expert C

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us what man has done and thus what man is. Psychologist Bruno Bettelheim asserted that human self-knowledge is the most important role of formal instruction and that most of all, our schools ought to teach the true nature of man; teach about his troubles with himself, his inner turmoils and about his difficulties in living with others. They should teach the prevalence and the power of both man's social and anti-social tendencies, and how the one can domesticate the other, without destroying the individual's independence or self-love.

Expert D

The concept of identity is key. Questions of identity are a central concern of psychology, which has found that loss of identity results in loss of significance; without identity there is little meaning and purpose to life. As Beverly Southgate puts it, history – the memories of things past – is of supreme importance in maintaining a sense of identity. In this context, Southgate quotes a character from a Saul Bellow novel who says, 'Everyone needs his memories. They keep the wolf of insignificance from the door.' And I think that sums it up rather nicely. Southgate says the need for identity applies to nations as well as to individuals; cultural identity contributes to meaning, purpose and cohesion in society; without it, society would be as rootless and adrift as an individual with amnesia.

Which expert:

- 1 states that humans fundamentally feel lost if we haven't got a sense of who we really are. _____
- 2 gives an example of a person who had strong faith in their own principles. _____
- 3 explains that the study of history is fundamentally a quest to understand humans. _____
- 4 mentions the current significance of adding to our understanding of international events. _____
- 5 explains the popularity of the belief that examining history leads people to come to better conclusions. _____
- 6 states that communicating an understanding of ourselves is the ultimate aim of education. _____
- 7 suggests that the habit of telling each other stories was common even in historic times. _____
- 8 draws a comparison between history and a process in the natural world. _____
- 9 believes the use of an animal metaphor effectively communicates an idea. _____
- 10 refers to two contradictory attributes of humans. _____

3 Reading and Writing **B****WRITING**

Write an article of approximately 250 words.
Imagine you are a historian in the year 2200. Choose an event that has happened in the last five years, and tell the story of that event as if you are looking back on it from the year 2200.

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

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

3 Listening and Speaking **B**

LISTENING

- 1 Listen to five people talking about various historical films. Match the speakers (1–5) to what they say about the films (A–H).

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

A I remained affected by it for some time after I'd seen it.

B It was different from what I had expected before I saw it.

C I found elements of it unrealistic.

D It has a personal connection for me.

E Most people remember one particular scene from it.

F The acting is the most impressive aspect of it.

G I liked it so much that I saw it over and over again.

H One particular scene is very emotional and moving.

5

- 2 Listen to a talk about how people feel when a relationship breaks up. Complete the sentences using no more than three words.

1 When a relationship breaks up, you have to have different ideas about _____.

2 The first stage involves feelings of _____.

3 In the first stage, you ask yourself questions beginning with the words '_____'.
_____.

4 In the second stage, feelings of _____ may last for more than a few weeks.

5 In the final stage, it is common to experience both _____.

5

Listening total 10

SPEAKING

- 1 Answer your partner's questions.

- 2 Now ask your partner these questions.

1 Which recent historical films have been very popular?

2 What fictional films do you wish were historically real?

3 Why is it important to have friends as an adult?

4 What is the best way to make a new friend?

5 What causes teenagers' relationships to break up?

- 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 'Historical films are a good way for people to learn about history.'

2 'Being dumped can sometimes be a good thing even though it hurts at first.'

3 'Revenge is never a good thing.'

Speaking total 15

Listening and Speaking total 25

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 getting
2 gets worse
3 get used
4 got caught
5 to get
6 to give

- 2** 1 the other
2 Otherwise
3 Obviously
4 Besides
5 Incidentally
6 a matter
7 After all
8 at least
9 as far as

- 3** 1 buy
2 have
3 bring
4 arrive in
5 receive

VOCABULARY

- 4** 1 whole
2 together
3 off
4 stick
5 around
6 out
7 on
8 away with

- 5** 1 sniper
2 revolution
3 treaty
4 Refugees
5 casualty
6 ceasefire

- 6** 1 machine gun
2 spears
3 blew up
4 looted
5 of
6 of

PRONUNCIATION

- 7** 1 joke
2 troops
3 short
4 civil, nerves

- 8** 1 historian
2 surviving
3 civilized
4 rebellion
5 victorious

Reading and Writing

READING

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

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 E
2 B
3 D
4 H
5 F

- 2 1 the future
2 shock and disbelief
3 what if
4 anger and panic
5 ups and downs

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)

3 Answer Key **B**

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 buy
2 arrive in
3 have
4 bring
5 receive
- 2** 1 getting
2 to get
3 to give
4 gets worse
5 get used
6 got caught
- 3** 1 as far as
2 the other
3 Otherwise
4 a matter
5 After all
6 Besides
7 Obviously
8 Incidentally
9 at least

VOCABULARY

- 4** 1 sniper
2 treaty
3 Refugees
4 casualty
5 revolution
6 ceasefire
- 5** 1 blew up
2 spears
3 looted
4 machine gun
5 of
6 of
- 6** 1 on
2 whole
3 around
4 together
5 off
6 stick
7 out
8 away with

PRONUNCIATION

- 7** 1 short
2 troops
3 joke
4 civil, nerves
- 8** 1 civilized
2 rebellion
3 historian
4 surviving
5 victorious

Reading and Writing

READING

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

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 A
2 D
3 G
4 C
5 H

- 2 1 the future
2 shock and disbelief
3 what if
4 anger and panic
5 ups and downs

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)