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EXPERT

STUDENT'S RESOURCE BOOK with key

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Vocabulary development 1

EXPERT STRATEGY

Use a dictionary to expand your vocabulary. You should use a good English-English dictionary (such as the *Longman Exams Dictionary*) when you check your answers to exercises in Paper 1, Reading and Use of English. You will also need to use a dictionary when you write compositions, reports, etc. for Paper 2, Writing. When doing reading tests, however, it is better to try to guess the meanings of words as much as you can.

Understanding your dictionary

1 Look at the dictionary entry below and match the numbered boxes (1-8) with the explanations (a-h).

gen·e·ra·tion AC S2 W2 / dʒenə'reɪʃən/ n

1 [C also + plural verb] *BrE* all people of about the same age: *Like most of my generation, I had never known a war. | In my generation the divorce rate is very high. | the need to preserve the planet for future generations* | [+of] *the post-war generation of writers* | **the younger/older generation** (= the younger or older people in society) *The younger generation don't know what hard work is. | The story has been handed down from generation to generation.* | *If the gene is passed from father to son through the generations, the disease becomes increasingly severe.*

2 [C] all the members of a family of about the same age: *Friction is common when three generations live together. | In some families there is little verbal interchange between the generations.* | **first-generation/second-generation, etc.** (= being a member of the first, second, etc. generation to live or be born in a country) *a third-generation American* | *As many as 40 percent of the fathers were first-generation immigrants.*

3

4

5

6

7

8

- a the meaning or definition of the word
- b the pronunciation of the word, using the International Phonetic Alphabet
- c the word class - verb, noun, adjective, etc.
- d a second meaning of the word, shown by a number
- e a common expression or set phrase
- f British English (not American English) usage
- g an example sentence showing how the word is used
- h grammatical information (e.g. countable noun)

Using your dictionary

2 Look at these entries and answer the questions.

in·her·it /ɪn'herɪt/ v

1 [T] to receive money, property, etc. from someone after they have died: **inherit sth from sb** *He inherited a fortune from his grandmother. | inherited wealth.*
 2 [T] if you inherit a situation, especially one in which problems have been caused by other people, you have to deal with it: *The present government inherited a closed, state-dominated economy.* 3 [T] to have the same character or appearance as your parents: **inherit sth from sb** *Mr Grass inherited his work ethic from his father. | I inherited my mother's curly hair.*

- 1 When we say the word *inherit*, do we stress the first, middle or last syllable?
- 2 Do we pronounce the middle part of *inherit* as *hear*?
- 3 Does the verb *inherit* take a direct object?

house·hold1 /'haʊshəʊld \$-hoʊld/ n [C]

all the people who live together in one house **SYN house:** *A growing number of households have at least one computer. | Families are classified by the occupation of the head of the household* (= the person who earns the most money and is most respected in a house). | *There are seven million single-person households in this country.*

household2 *adj* [only before noun]

1 relating to looking after a house and the people in it **SYN domestic: household goods/products/ items, etc.** *washing powder and other household products | household chores* | *The government had set a target of recycling 25 percent of household waste by the end of the 20th century.* 2 **be a household name/word** to be very well known: *Coca Cola is a household name around the world.*

- 4 Do we stress the first or second syllable in *household*?
- 5 Is the word *household* an adjective as well as a noun?
- 6 As a noun, is *household* countable or uncountable?
- 7 Can we say: *I bought some items which are household*?
- 8 Could we say that *Madonna is a household name*?

Situations and habits: Frequency adverbs

1 Read the examples in the box and complete the rules with *before* or *after*.

I usually go out every Saturday night.
The cat will occasionally disappear for days.
My mother's stories are sometimes very funny.
I often used to play chess with my father and he would always win.

Rules

We put frequency adverbs such as *always, often*:

- 1 _____ simple tenses of the verb *be*.
- 2 _____ simple tenses of other verbs.
- 3 _____ the auxiliary verb in complex tenses.
- 4 _____ *used to* but _____ *would*.

Adverbial phrases such as *every day, three times a week*, etc. can go at the beginning or the end of a clause. Initial position is more emphatic.

2 Rewrite the sentences, putting the words in brackets in the correct place.

- 1 Adam leaves for school at seven o'clock in the morning. (always)

- 2 He goes to school by bus. (every day)

- 3 In the past he used to wait a long time for the bus. (never)

- 4 The bus would be two or three minutes late. (sometimes)

- 5 Nowadays the bus is late. (often)

- 6 As a result, Adam arrives late for school. (frequently)

- 7 Fortunately, his teacher doesn't complain. (usually)

- 8 Adam does his homework on the bus. (regularly)

State verbs

3 Complete the sentences with the present simple or present continuous form of the verbs in bold.

- 1 have
 - a Sandra _____ a large collection of DVDs.
 - b Mum, answer the phone, please. I can't answer it because I _____ a shower.

2 see

- a I _____ why your sister gets so annoyed with you. You're always borrowing her things!
- b My brother isn't going out with Stella anymore. These days he _____ Tina instead.

3 taste

- a 'Why is your spoon in the saucepan?' 'I _____ the soup to check if there's enough salt.'
- b This sauce _____ strange!

4 think

- a You haven't said anything all evening. What _____ (you) about?
- b What _____ (you) about the new history lecturer?

5 appear

- a Although my dad _____ to be very strict, he's not, really.
- b Alex Cameron _____ as Hamlet at the Theatre Royal all week.

6 smell

- a Why _____ (you) those roses? Don't you know they're made of plastic?
- b The biscuits my sister made this afternoon _____ delicious.

7 look

- a Today our family's going on a picnic but it _____ as if it might rain.
- b Why _____ you _____ at me like that? Have I done something wrong?

8 expect

- a I _____ you're tired after playing football all afternoon.
- b I can't go out tonight because I _____ a phone call from my aunt in the USA.

Past habit

4 Find and correct the mistakes in some of the sentences. Tick the ones that are correct.

- 1 When I lived at home, I used to ~~going~~ fishing with my father every Saturday. go
- 2 My mother would make us sandwiches for the day. ✓
- 3 We would have spent hours waiting for a fish to bite.
- 4 I used love listening to him talk about nature.
- 5 Often we didn't used to come home until after dark.
- 6 I remember how my mother used to look at us when we were late.



EXPERT STRATEGY

For Paper 2, Writing, it's important to vary the grammatical structures and verb forms you use. This makes your writing more interesting for the reader. But you have to be careful. Sometimes, a particular form may not be possible.

Before you listen

- 1a** Read the instructions for the listening task. How many extracts will you hear? The extracts are not related. (Note that in the exam you will hear eight extracts.)
- b** For questions 1–6, read the sentence that gives the context of the extract, the question and the three options (A–C). Think about the situation: who will be talking and what they will be talking about. Mark the key words in each question. The first two have been done for you.

Multiple choice

- 2a**  **02** Do the task. Note these steps.
- You will hear each extract twice. As you listen, focus on the speaker's main idea – don't worry if you don't understand every word.
 - Choose one of the options after listening the first time. If you don't know an answer, have a guess and go on to the next question.
- b**  **02** Listen again and check your answers.

EXPERT STRATEGY

Read the questions carefully to know what you're listening for. Each question has a different focus. For example, some questions ask about the speaker's opinions and feelings and others ask about the topic.

► HELP

- You're listening for the main point she's making. Which option matches this?
- Listen for how he feels now, not how he felt at first.
- Listen to what she says about shopping. Does she enjoy it?
- Listen for the name of the programme and what the first listener says about it.

EXPERT LANGUAGE

Look back at the multiple-choice questions. Find an example of a question that is asking about:

- the present.
- the past.
- the future.

EXPERT WORD CHECK

accountant compensations
fires up furnishings fussy
mindless mixing desk passion
swapping tax forms

You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B, or C).

- You hear a woman talking about her car. What is she describing?
 - what she dislikes about her car
 - how she depends on her car
 - why she needs a new car
- You hear a sound recording engineer talking about his training. How does he feel about the course he followed?
 - unsure how useful it was
 - sorry that it was only part-time
 - grateful for the basic skills it gave him
- You hear a woman talking about shopping. What is she doing?
 - disagreeing with some recent research
 - justifying a decision she has made
 - defending an activity she enjoys
- You hear the beginning of a radio programme. What is the programme going to be about?
 - a way of learning new skills
 - helping people who have no skills
 - keeping your own skills up-to-date
- You hear a student talking about living and studying in London. What did she find most difficult?
 - managing on a restricted budget
 - keeping a record of her spending
 - being criticised by her parents
- You hear a man talking about the furnishings in his home. What point is he making about them?
 - They needed to reflect his lifestyle at work.
 - The things he chose were modern in design.
 - He didn't want them to remind him of work.

Understand the task

- 1 Read the writing task and answer the questions.
 - 1 Who are you writing to?
 - a someone you know well
 - b someone you know a little
 - 2 What is the main purpose of the email?
 - a to entertain the reader
 - b to provide important information
 - 3 What information MUST you include? Mark the parts of the task that tell you.

You have received this email from your English pen friend, Pat. Write an email to Pat, answering her questions.

Hi there!

Great to hear that you're coming to stay with us for two weeks this summer and that you're bringing a friend with you – that should be fun! But who is this friend? Write back and tell me when you would like to come, what your friend is like and the sort of things you enjoy doing together.

Pat

Write your **email** in 140–190 words in an appropriate style.

Check and improve a sample answer

- 2a Read a student's answer and look at the parts of the task you marked in Exercise 1. Does the email include the required information?

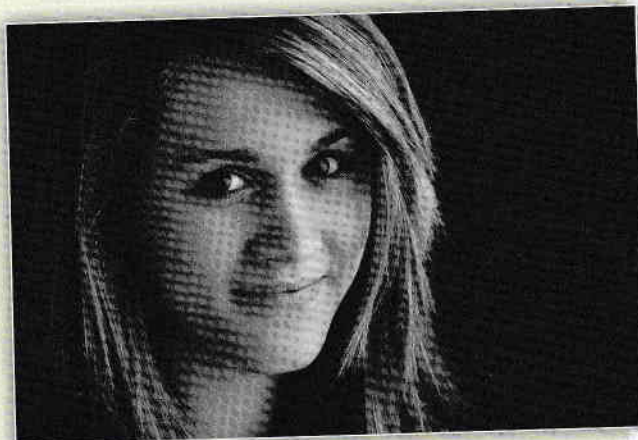
EXPERT STRATEGY

Always check your work for basic errors when you finish writing. You will lose marks if basic errors make your work unclear or difficult to understand. Double-space your writing so that you have room to make corrections if you need to. Make sure that your handwriting is neat and easy to read.

- b The student's teacher has underlined all the mistakes in the email and used symbols to identify the types of mistakes. Look at the key below to see what the symbols mean.
- c Rewrite the email, correcting the mistakes.

KEY TO CORRECTION SYMBOLS

P = punctuation	Ww = wrong word
Sp = spelling	Wo = word order
Gr = grammar	St = style
T = verb tense	



Home Previous Next Search

Hi Pat,

Thank you, for inviting me and my friend to stay with your family this summer. We would both love to come. We can come for two weeks in August?

I know that you never have met my friend Angela but I'm sure you'll like her very much. She's a very easy-going person. She's two years smaller than me and studies to be doctor.

Like me Angela likes walking and horse-riding. She's also very good in tennis. There's one only thing that Angela isn't very keen on: swimming. It's rather strange because we were used to go with our families to Lake Balaton every year when we were children. Her family even has a house their now.

I won't write any more, Pat, because I take exams at the moment and I'm very occupied. Thank you again for your invitation. I'm looking forward to see you and your family this summer. I've told Angela all about you! Please let me know if we can come in August, won't you?

Yours faithfully,

Anna

Vocabulary development 2

► COURSEBOOK pages 14-15

Special occasions

- 1 Match the words/phrases in the box with the photos and write them in the correct column.

athletes degree graduate medals olive leaves
shake someone's hand sports event university

Photo A	Photo B



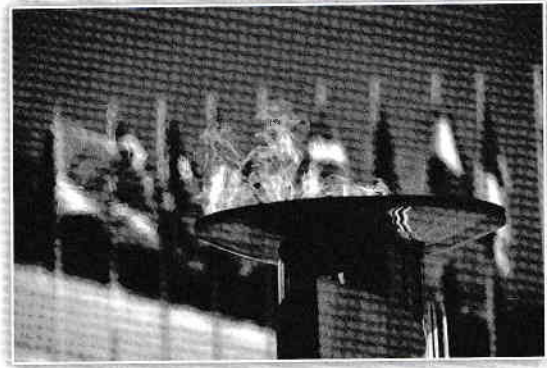
Comparing photos

EXPERT STRATEGY

When you talk about photos, you may not know what something is called in English. Try to describe it using words you do know. Useful phrases for doing this include *It's like ...* and *It's a kind/sort of ...*

- 2a Read how one student compared the two photos and complete the text. Use only one word in each space.
- b What phrases does the student use to:
- 1 talk about similarities?
 - 2 talk about differences?
 - 3 express an opinion?
 - 4 paraphrase an unknown word?

Both these photos (1) _____ special occasions or ceremonies. The first picture was obviously (2) _____ at the Olympic Games. I can see three (3) _____ who are holding their (4) _____ and looking very happy. In the second photograph a university student is holding some kind of document – I think it's called a(n) (5) _____ certificate in English – and shaking an older man's hand. (6) _____ the people in the first photo, she also looks very happy. Both the ceremony in the first picture (7) _____ the ceremony in the second picture are very formal occasions. People have been given a prize or an award for what they have achieved. The main difference (8) _____ the two photographs is that these athletes have done well in a sports (9) _____ at the Olympics, (10) _____ the student here has just – what's the word – graduated? – from a university. She is now called a(n) (11) _____, I think. It's interesting that the athletes are wearing olive (12) _____ on their heads. The student and the other people in the second picture are also wearing a sort of hat on their heads. I really love sport, so I think I'd prefer to attend the ceremony in this photograph, at the Olympic Games. I think it must be a very happy time for everyone there – and incredibly exciting.



Modifying adjectives and adverbs

1a Look at the table comparing the Olympic Games which were held in Athens, Beijing and London. Are the statements below *True (T)* or *False (F)*?

Number of:	Athens 2004	Beijing 2008	London 2012
athletes (total)	11,099	10,942	10,568
athletes (women)	4,306	4,637	4,676
athletes (men)	6,793	6,305	5,892
events	301	302	302
Greek gold medallists	6	0	0
Chinese gold medallists	32	51	38
UK gold medallists	9	19	29
seats in Olympic Stadium	72,000	91,000	60,000

- Slightly more athletes took part in the Olympic Games in London than in Beijing. _____
- A far larger number of women than men took part in the London Olympics. _____
- In Athens and Beijing, China won by far the most gold medals. _____
- There were not quite as many events in London as there were in Athens. _____
- The UK won a lot more gold medals in London than in Athens. _____
- There weren't nearly as many Chinese gold medallists in Athens as in Beijing. _____
- At the Athens Olympics, there were almost five times as many men athletes as women athletes. _____
- Athens / not organise / many / events / London (quite / nearly)
- UK athletes / successful / Beijing Olympics / London Olympics (not nearly / far)
- Chinese athletes / do / worse / Athens Olympics / London Olympics (slightly / far)
- Greek athletes / win / many / gold medals / Beijing / London (nearly / exactly)
- Olympic Stadium / London / big / Olympic Stadium / Beijing (nowhere near / a lot)
- Olympic Stadium / Athens / small / Olympic Stadium / Beijing (slightly / a lot)

b Which phrases in the statements above express:

- a big difference?
- a small difference?

c Use the information in the table and these prompts to write more correct sentences comparing the three Olympic Games. Choose one expression only from the words in brackets.

- large / number of athletes / take part / Athens Olympics / London Olympics (slightly / much)
A much larger number of athletes took part in the Athens Olympics than in the London Olympics.
- the number of women / take part / Beijing Olympics / small / London Olympics (a bit / a lot)
- Beijing / organise / more / events / Athens (slightly / a lot)

Comparatives and superlatives

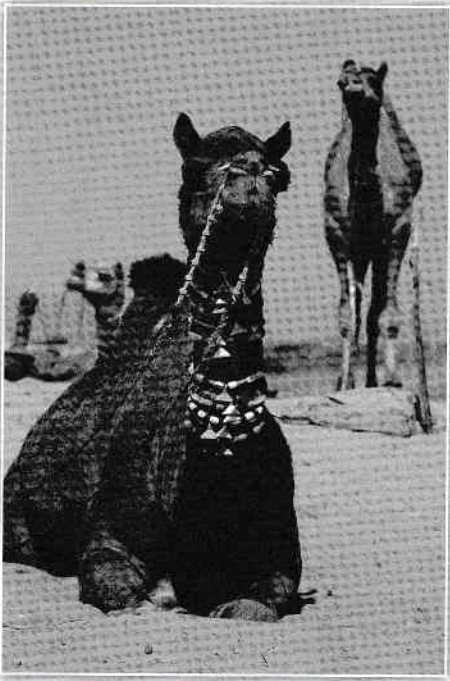
2 Find and correct the mistakes in some of the sentences. Tick the ones that are correct.

- The food I ate at that restaurant in Beijing was the most spiciest I have ever eaten.
- The first event we saw was far better one than the others.
- The opening ceremony in London was much more exciting that the ceremonies in Beijing or Sydney.
- The fireworks for the London Olympics were by far the best I have ever seen.
- He is a more faster sprinter than all the other athletes.
- The people in the town were not nearly as much friendly as the villagers.
- The stadium they are building must be just about the biggest stadium ever built.
- Unfortunately, we didn't have nowhere near as much time to spend shopping in London as in Beijing.

Before you read

Skimming and scanning

Multiple matching



EXPERT STRATEGY

Always read the questions first in this task. You should then read the text carefully with the questions in mind.

▶ HELP

- 1 Look for the word *value*. It means the same as *price*.
- 2 Look for references to the size of the gift.
- 3 Look for words that mean 'to help you remember'.

EXPERT LANGUAGE

Look back at the text. Find four nouns ending in the suffix *-ity*.

- 1 Read the title of the text on page 13 and look at the photo below. What information do you think the text will contain?
 - a what gifts you can give in different countries
 - b how to behave towards foreign visitors
- 2 Skim the text and answer the questions.
 - 1 Which country seems to have the strictest rules about gifts?
 - 2 In which country are gifts least important?
- 3a Look at the example (0) in the exam task below. The key words in the question are highlighted. Mark the part of paragraph 1 which tells you that the answer is A.
 - 1 Mark the key words in the question.
 - 2 Scan the text and mark the part which expresses the same idea.
 - 3 Read this section carefully and mark the place where you find the answer.
 - 4 Check that the text you have found exactly matches the question.
- c Now continue with questions 2–10. (Note that in the exam there will be 10 questions.)

You are going to read an extract from a book which gives businesspeople advice about social customs in different parts of the world. For questions 1–10, choose from the countries (A–D). The countries may be chosen more than once.

According to the writer, in which country:
did a politician receive an unexpected gift?

0	A
---	---

is the price of the gift unimportant?

1	
---	--

are you expected to give a gift as large as the one you've received?

2	
---	--

are most gifts specially made to celebrate a particular event?

3	
---	--

have the rules of gift-giving been established for generations?

4	
---	--

is it common not to open gifts in front of the giver?

5	
---	--

is it unwise to say you like someone else's possessions?

6	
---	--

are there rules about how different types of gifts must be presented?

7	
---	--

might people be unimpressed by a large gift?

8	
---	--

is it important not to damage the packaging of a gift?

9	
---	--

will you be forgiven if you get the details of gift-giving wrong?

10	
----	--

EXPERT WORD CHECK

*manners memento nicety
ornament paperweight
pretentious protocol reciprocate
ribbon ritual sculpture wrap*