


# 6

## Picture yourself

### Starting off

1 Work in pairs. *The Times* newspaper and the Tate Gallery in London held a drawing challenge in which they asked young people aged 11–18 to submit a self-portrait. Look at these submissions to the challenge.

- Which picture appeals to you most?
- What impression do you have of each artist's personality?

2  6.1 Listen to three of the artists speaking. Which do you think are their self-portraits? Why?

Speaker A: .....

Speaker B: .....

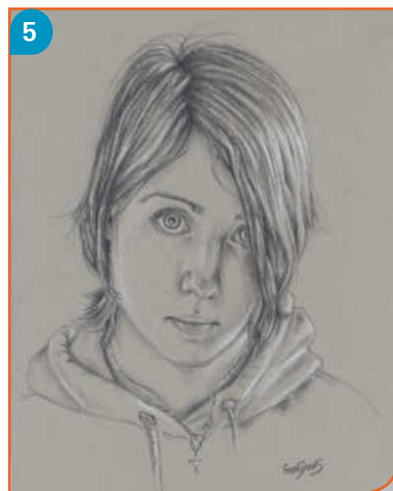
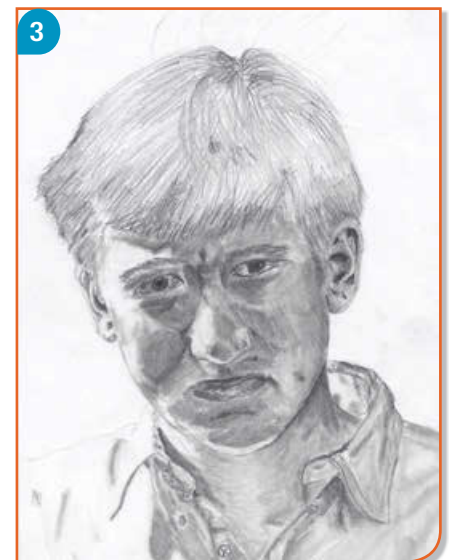
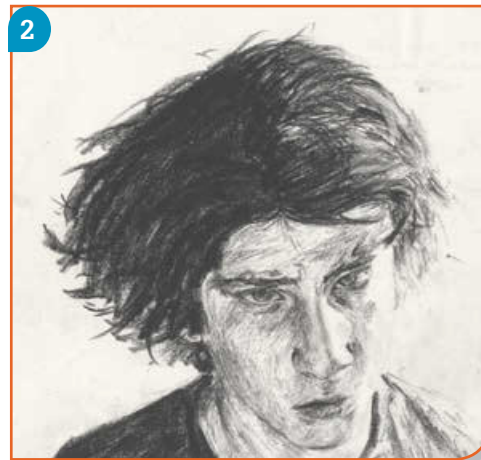
Speaker C: .....

3 Which of these adjectives / adjective phrases did each speaker use?

a bit self-conscious   aggressive   approachable  
moody   neat   nice to be around   not threatening  
really serious   sincere   thoughtful   unadventurous  
uptight

4 Work in pairs. Describe a photograph of yourself which you like.

- Where are you?
- What are you doing?
- What are you wearing?
- Who are you with?
- What expression do you have on your face?
- What impression do you think the photo gives of your personality? If possible, use some of the adjectives from Exercise 3.



## Listening | Part 3

### Exam information

#### Listening Part 3

- is an interview or conversation between two or more speakers
- lasts about four minutes
- has six multiple-choice questions, each with four options.

This part tests your ability to understand attitude and opinion.

**1** Work in pairs. You will hear an interview with Mike Byatt, a portrait painter, and his subject, actress Emily Curran. Before you listen, look at these two portraits by other artists.


- In what ways is a portrait different from a photo?
- Which of these portraits do you prefer? Why?



Helen Mirren by Ishbel Myerscough



PD James by Michael R Taylor

- 2** Work in pairs. Before you listen, read the multiple-choice questions 1–6 below and underline the main idea in each question (but not in the options A–D).
- Mike painted the portrait in Emily's home because
    - he wanted to include her things in the portrait.
    - he wanted her to pose as naturally as possible.
    - he believed it would help him understand her personality.
    - he prefers his subjects to choose the background.
  - How did Emily feel at the beginning of the process?
    - unsure how she should pose
    - uncomfortable with so much attention
    - excited to be achieving a dream
    - impatient about the time it would take
  - According to Mike, the main reason why people have their portrait painted is that
    - portraits are more revealing than photos.
    - portraits are more decorative than photos.
    - portraits indicate a person's importance.
    - portraits stay with the family for many years.
  - Why does Mike prefer painting portraits with the sitter in front of him?
    - He can discuss the portrait with the sitter.
    - He can observe the sitter's moods and personality.
    - He can achieve a more exact image.
    - He enjoys the sitter's company.
  - What surprised Emily about the experience?
    - She had to concentrate.
    - She sometimes annoyed the artist.
    - She found it easy to stay still.
    - She was unhappy when it ended.
  - Mike says the personality of the person he paints
    - is revealed in a successful portrait.
    - is mixed with the artist's own in a portrait.
    - is exaggerated in the final result.
    - is interpreted by the portrait's viewers.
- 3**  **16** Listen to the interview. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.
- 4** Work in pairs.
- Would you prefer to have a painted portrait or a photograph of yourself in your house? Why?
  - How big would it be and where would you put it?

## Reading and Use of English | Part 5

1 You will read an article about the Tate Times Drawing Challenge. Before you read, match these words with their definitions from the *Cambridge Advanced Learner's Dictionary*.

- |                 |  |
|-----------------|--|
| 1 grimace       | a to twist the face in an ugly way as an expression of pain or strong dislike              |
| 2 misunderstood | b having the ability to control your fear in a dangerous or difficult situation            |
| 3 enliven       | c interested in things   |
| 4 courageous    | d to make something more interesting   |
| 5 exuberance    | e strong anxiety and unhappiness, especially about personal problems                       |
| 6 grin          | f an unusual part of someone's personality or an unusual habit                             |
| 7 angst         | g energy   |
| 8 quirk         | h wanting very much to do or have something, especially something interesting or enjoyable |
| 9 engaged       | i having qualities that people do not recognise or appreciate                              |
| 10 eager        | j a wide smile   |

2 Read the article quite quickly. What sorts of portraits did the judges generally prefer?

### Teenage self-portraits

*When The Times invited anyone aged 11 to 18 to submit a self-portrait, the response was phenomenal.*

You were interested in how your face and hair looked. We were interested in honesty, courage and lack of self-consciousness. And on Monday our mutual concerns met. A panel of judges that included a professor of drawing, Stephen Farthing; the Turner Prize-winning artist Grayson Perry; and myself, an art critic, assembled to assess the entries for the Tate Times Drawing Challenge. The competition invited anyone from 11 to 18 to pick up their pencils and submit a self-portrait, the best of which would be displayed in the Tate. There were more than 1,000 entries.

A self-portrait can be about total honesty. But, equally, it can be all about ways of deceiving. Artists can rival actors when it comes to obscuring or making themselves look better. Think of the difference between that public face that you practise in the mirror and that embarrassing grimace in the camera snap. The construction of an image involves dozens of decisions. To study a self-portrait is to understand how an artist wants to be seen. In the case of young people it would seem that for every pretty-faced teenager who would like to imagine themselves as some soft-focus fashion model, there is another who is keen for the world to know that they are lurking alone and misunderstood in their rooms. Despite all the worst intentions, a self-portrait reveals how its sitter sees the world. The judges were looking for a vision that seemed enlivening or truthful, courageous or unselfconsciously fresh. Sometimes the panel burst out laughing at the sheer exuberance – though that was mostly in the work of the younger entrants, before the toothy grins gave way to grimacing teenage angst. There were pictures of young people doing anything from brushing their teeth, to donning funny hats, to listening to iPods. But the

most interesting images were less self-consciously presented: it was as if the sitters had been caught unprepared.

The judges tended to prefer the pictures in which the artist had really tried to look in a mirror rather than copy the surface of a photograph. 'The best images,' says Stephen Farthing, professor of drawing at University of the Arts, London, 'are those done by someone who has spent time drawing from life, not just trying to make pictures that look as if they are finished.' Most of the most obviously perfect images were passed over by the panel. 'The distortions and quirks are where the subconscious leaks out,' Grayson Perry says.

It was notable how many entrants mapped out the spots on their faces. Clearly this matters a lot to a teenager. Hair was another obsession, though several got so caught up that their images were more like advertisements for L'Oréal. They weren't worth it. Most



3 Read the text again and underline where it answers the following six questions. Then work in pairs and summarise your answers in your own words.

- 1 In the first paragraph, what does the writer say the judges discovered?
- 2 According to the writer, what do all self-portraits have in common?
- 3 How did the children's work generally differ from that of the adolescents?
- 4 How did the judges generally feel about the way the competitors drew their hair?
- 5 According to the writer, what is the English Martyrs Sixth Form College an example of?
- 6 In the final paragraph, what does the writer say about contemporary young people from the competition?

judges preferred the bad-hair days of entrants such as 13-year-old Daniel Adkins, in whose self-portrait the hair took on a character all of its own.

Drawing may be unfashionable – and not least in our art colleges – but it was heartening to see not only how naturally talented so many of the entrants were, but also how naturally drawing could be taught. Three of the self-portraits were by pupils of the English Martyrs Sixth Form College, Hartlepool. Where some schools submitted work that seemed identical, here, it seems, is a teacher who knows how to tease out and develop innate talent. And that matters.

Drawing is a means of expression as much as writing and mathematics. It's a tool to be sharpened so that you can take it out when you need it and do whatever you want. But what does this competition tell us about the entrants? It offered a portrait of young people who are engaged, enthusiastic and eager. Once, young people aspired to be bankers and doctors and lawyers. But who wants to go to the office when they could be an artist?

From *The Times*

### Exam advice

- First read the text quickly to get a general idea of what it is about.
- Read the first question, find where it is answered in the text and underline the words in the text which answer it.
- Read each of the options A–D carefully and choose the one which matches the meaning of the text.
- Deal with the other questions one by one in the same way.

4 Now, for questions 1–6 below, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph, the writer says the judges discovered that
  - A they shared the same objectives as the competitors.
  - B both entrants and judges were equally satisfied with the results.
  - C the entrants' and the judges' differing objectives were achieved.
  - D the winning entries combined good looks with other positive qualities.
- 2 According to the writer, what do all self-portraits have in common?
  - A They reflect exactly what the artist sees in the mirror.
  - B They are used to improve the artist's image.
  - C They deceive both the artist and the viewer.
  - D They reflect the artist's attitudes and concerns.
- 3 How did the children's work generally differ from that of the adolescents?
  - A It was livelier.
  - B It was more honest.
  - C It was more absurd.
  - D It showed more self-awareness.
- 4 How does the writer feel about the way competitors drew their hair?
  - A It suited them better when it was untidy.
  - B It deserved more attention from the artists.
  - C It was more attractive than their spots.
  - D It took up too much time for some artists.
- 5 The English Martyrs Sixth Form College is an example of
  - A how schools can help pupils to develop their natural abilities.
  - B why schools should teach unfashionable subjects.
  - C how some schools teach all their pupils to draw in the same style.
  - D why only naturally gifted pupils should be taught how to draw.
- 6 In the final paragraph, what impression does the writer have of those who took part in the competition?
  - A They suffer from the typical anxieties of teenagers.
  - B They are extremely interested in what they are doing.
  - C They generally prefer drawing to writing or mathematics.
  - D They are more artistically talented than previous generations.


## Grammar

### Avoiding repetition

1 Look at these extracts from Reading and Use of English Part 5 and write one word in each gap. Then check your answers by looking back at the text.

- 1 The competition invited anyone from 11 to 18 to submit a self-portrait, the best of ..... would be displayed in the Tate. (para 1)
- 2 For every pretty-faced teenager who would like to imagine ..... as some soft-focus fashion model there is ..... who is keen for the world to know that they are lurking alone. (para 2)
- 3 The best images are ..... done by someone who has spent time drawing from life, not just trying to make pictures that look as if ..... are finished. (para 3)
- 4 It was notable how many entrants mapped out the spots on their faces. Clearly ..... matters a lot to a teenager. (para 4)
- 5 Most judges preferred the bad-hair days of entrants such as 13-year-old Daniel Adkins, in ..... self-portrait the hair took on a character all of its own. (para 4)
- 6 Here, it seems, is a teacher who knows how to tease out and develop innate talent. And ..... matters. (para 5)

→ page 164 Language reference: Avoiding repetition

2  Exam candidates often make mistakes when using pronouns and determiners. Correct the mistake in each of these sentences. In some cases there is more than one possible answer.

- 1 I wasn't happy about my hotel room. I said it to the receptionist but she didn't do anything about it.
- 2 There are several umbrellas in the stand in the hall. I'd advise you to take it if you're going for a walk.
- 3 I'd always wanted a portable DVD player and when I was given it as a birthday present, I thought it was wonderful.
- 4 Some of the machines broke down quite often, but when things like these happened we just called a technician.
- 5 The lecturers will give you a detailed explanation of the subject. You may not be able to understand all, but you should be able to get a general idea.
- 6 There was a long queue at the ice cream parlour because most of the children wanted it.
- 7 We're looking for a new accountant and it is why I'm writing to you.
- 8 You should aim to arrive at any time that's convenient for yourself.

3 Rewrite the following to reduce the number of words and avoid repetition.

- 1 I've been to two exhibitions at the National Gallery this year. The two exhibitions focused on 17th century painters.  
*I've been to two exhibitions at the National Gallery this year. Both focused on 17th century painters.*
- 2 Fewer and fewer people listen to classical music. The fact that fewer and fewer people listen to classical music means that less classical music is being recorded.
- 3 I have to read lots of books for my Business Studies course. The books I enjoy most are the books on management theory.
- 4 I'm hoping to be given a pay rise. Being given a pay rise will mean I can buy a better car.
- 5 I want Karl, Pau, Ludmila and Mar to come to the meeting. I've told Karl. Can you tell Pau, Ludmila and Mar?
- 6 Marina doesn't like spending a lot of money on clothes, so she tends to buy second-hand clothes.
- 7 My mother asked you to help her and she'd have been so happy if you'd helped her.
- 8 When Raul feels strongly about something, he says he feels strongly about something.
- 9 She didn't do the shopping because no one asked her to do the shopping.
- 10 Someone left a message on the answering machine but the person didn't leave the person's name.

## Vocabulary


### Adjective–noun collocations (2)

1 Look at this sentence from Listening Part 3.

*I've done a fair number of portraits that way and it seems to work better.*

One of the adjectives below cannot be used with the word **number** to form a collocation. Which one?

fair large huge big small limited

2  Candidates often make the mistake of using **big** with the nouns in bold in sentences 1–10. Which of the adjectives in the box can be used to form collocations with each noun? (In all cases several answers are possible.)

amazing considerable endless good great  
heavy high huge large loud satisfactory  
terrible tremendous valuable wide

- 1 Pascual is very busy: he spends a ..... amount of time studying.
- 2 Our local supermarket sells a(n) ..... range of coffees, so you should find what you're looking for.



- 3 I found it difficult to concentrate on the conversation because of the ..... noise coming from the neighbours' television.
- 4 Your decision about whether to go to art school or study economics is of ..... importance, so think it over carefully.
- 5 Magda was very late for the meeting because of the ..... traffic on the motorway.
- 6 Meeting such a distinguished artist was a(n) ..... experience and quite unforgettable.
- 7 Quite a(n) ..... percentage of our students go on to become professional artists – in the region of 60%.
- 8 I think Jaroslaw has made ..... progress with his drawing and is showing real talent.
- 9 Colin is a teacher with ..... experience of teaching both adults and children.
- 10 The paintings in this gallery show a(n) ..... variety of different styles.



- 3 Work in pairs. Where there was more than one possibility in Exercise 2, do the different alternatives change the meaning of the sentence? If so, how?

## Reading and Use of English | Part 2

- 1 You will read a text about art in offices. Read the text quite quickly without paying attention to the gaps. According to the text, what are the benefits of having art in the workplace?
- 2 For questions 1–8, read the text again and think of the word which best fits each gap. Use only one word in each gap.

### Art for offices

(0) ..... *As* ..... a professional photographer and environmental psychologist, Wayne Hill knows (1) ..... needs to be done with bland-coloured offices and windowless conference rooms: hang art on the walls. It cuts (2) ..... on stress and raises productivity and creative thinking. 'Our best memories are often of a magic moment in (3) ..... of the world's beautiful places. We can be taken back to them with realistic landscape photographs.'

(4) ..... questioned, most employees say they are more likely to be inspired by good art than by (5) ..... endless supply of the finest coffee. Most workers want some form of art at work. More surprisingly, perhaps, nearly two-thirds of office workers say they have never been consulted (6) ..... the décor in their office. However, attitudes are changing. The kind of image companies now try to project through art is no (7) ..... just aimed at customers. Now art is spread throughout the building (8) ..... the benefit of employees.

Adapted from *The Observer*

- 3 Use these clues to check your answers to Exercise 2.

- 1 a word which means 'the thing which'
- 2 part of a phrasal verb which means 'reduce'
- 3 a word which indicates that it's a particular place
- 4 part of a time phrase or conditional phrase
- 5 *supply* is a countable noun – what word is needed before it?
- 6 a preposition used with *consult*
- 7 part of a phrase that means 'not any more'
- 8 a preposition



4 Work in small groups. Imagine you work together in the same bland-coloured office. Your office manager has asked how you think the office can be made a more pleasant place to work. Below are some of her suggestions.

**Manager's suggestions**

- some indoor plants
- our holiday photos on the walls
- an aquarium
- our kids' drawings on the walls
- some original art

- 1 Discuss how her suggestions would improve the office atmosphere.
- 2 Discuss which two would be most suitable.

5 Read this text quickly without paying attention to the gaps. Does the writer think graffiti is art or vandalism?

## Graffiti: art or vandalism?

(0) ..... Until ..... recently, spray-painting a wall would land you in jail, but these days even politicians are associating with graffiti artists in an effort to gain popularity and internationally acclaimed artist Banksy, (1) ..... works of art make millions, has transformed the way the community views street art. However, many still see (2) ..... as a crime, especially as the cost of removing graffiti from walls runs (3) ..... millions of euros every year. Last May, members of a gang which had left a six-year trail of destruction on trains as (4) ..... apart as Australia and Japan were jailed for eight months (5) ..... pleading guilty to conspiracy to commit criminal damage. (6) ..... other form of art has ever divided people so strongly, even (7) ..... the custom of leaving paintings on walls goes back to the days of cave art. No one would imagine scraping cave drawings off the walls of a cave, and a thousand years from now children may find (8) ..... studying street artists in school.

adapted from *The Olive Press*


- 6 For questions 1–8, read the text and think of the word which best fits each gap. Use only one word in each gap.
- 7 Work in small groups. What do you think: is graffiti art or vandalism?

### Exam advice

- Read the text quite quickly to get a general idea of what it is about.
- Look at the words before and after the space and decide what type of word you need (an article, pronoun, preposition, etc.).
- Check whether the word you need refers to some other part of the text.
- Words may be part of fixed phrases or phrasal verbs, e.g. *instead of*, *go along with*, etc.

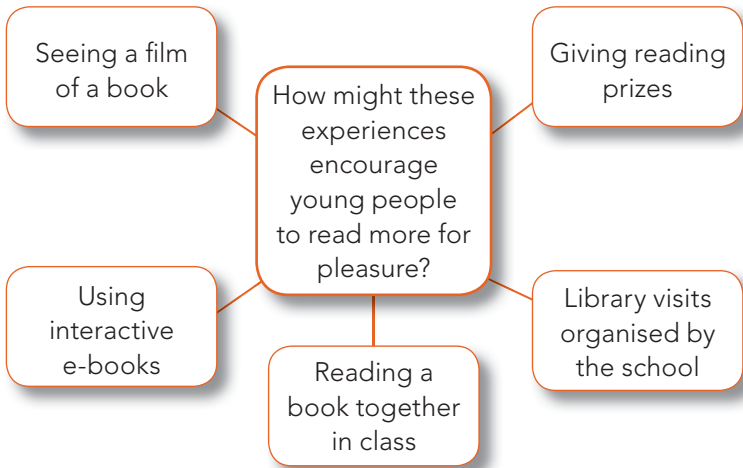


## Speaking | Part 3

- 1  17 Work in pairs. Read the examiner's instruction below and look at the task. Then listen to extracts from two pairs of students doing the task and tick the correct box for each question.



Now I'd like you to talk about something together for about two minutes. Here are some ways of encouraging young people to spend more time reading and a question for you to discuss. Talk to each other about how successful each of these experiences might be in encouraging young people to read more for pleasure.



**Which pair**

	Pair A	Pair B	Both
1 doesn't start working on the task immediately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 deals with each suggestion on the task sheet in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 spends a lot of time on one or two suggestions, so probably won't have time for all of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 relates the suggestions to themselves personally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 shows most interest in their partner's reactions to the suggestions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Work in pairs.
- Which pair do you think deals with the task better? Why?
  - How do you think each pair could improve their performance?
- 3 You will get higher marks in the exam if you use advanced vocabulary appropriately when speaking. Work in pairs. In what context did the candidates use each of these phrases? (You need not remember the exact words.)
- they give me pleasure
  - the high point of the week
  - made me determined
  - I found it rather tedious
  - communicate her enthusiasm
  - out of obligation
  - get more involved
  - get distracted
  - picked up a reading habit
  - just another chore
- 4 Work in pairs. Do the task in Exercise 1, following the examiner's instructions. Try to use some phrases from Exercise 3.
- 5 Work in pairs. Look at the examiner's instruction for the second part of Speaking Part 3 and the list of strategies below. Then decide together which strategies would be good for this part of the task. Write *Yes* or *No* for each strategy and give a reason.



Now you have about a minute to decide which experience you think would be the most successful in encouraging young people to read more.



**Strategies**

- Go over each of the options in turn again. *No. There isn't time – you need to reach a decision in one minute.*
- Suggest an option, give a reason and ask your partner's opinion.
- Agree with the first option your partner suggests.
- Disagree with the first option your partner suggests, give a reason, then suggest another option and give a reason.
- Agree with the first option your partner suggests but then suggest an alternative and give a reason.
- Disagree with everything your partner says in order to fill the time.





6 18 Listen to Ivan and Anna doing the second part of the task. Which strategies do they use?

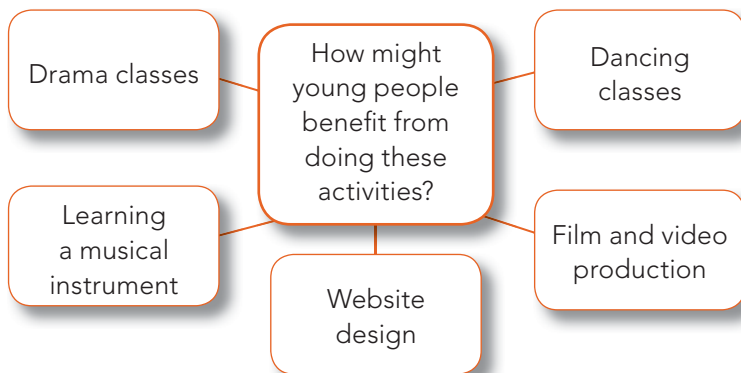
7 Work in pairs. Follow the examiner's instruction in Exercise 5, using one or two of the strategies from Exercise 5.

8 Work in pairs.

1 Read the examiner's instruction below. Then do the first part of the Speaking task.



Now I'd like you to talk about something together for about two minutes. Here are some creative or artistic activities which young people can study at school and a question for you to discuss. Talk to each other about how young people might benefit from doing each of these activities.



2 Read the examiner's next instruction and do the second part of the Speaking task.



Now you have a minute to decide which activity it is most important for young people to study at school.



## Writing | Part 2

### A review

1 Read the writing task below and underline the key points you must deal with.

You have seen this announcement in an international magazine.

We receive a lot of letters from readers asking us to recommend novels to read. We believe that they should read novels that they will find interesting and we'd like to publish reviews of novels which other readers have particularly enjoyed. Send us a review which describes the novel, says what you liked about it and explains why you recommend it.

Write your **review**.

2 Work in pairs. Decide which of these elements you should include in your review.

- a biographical information about the author
- b a summary of the whole plot
- c a general synopsis of the plot and characters and why they're interesting
- d a description of the type of book, the setting and what it's about
- e a mention of things you particularly like
- f a recommendation for your readers and reasons for it
- g a criticism of things you didn't like
- h suggestions for other books that you think your readers would enjoy

3 Read the review of *Cold Mountain* without paying attention to the highlighting. Complete the paragraph plan for this review.

#### Plan

Para 1: ..... type of novel, setting, outline of story .....

Para 2: .....

Para 3: .....

4 Does the review give you a clear idea of what *Cold Mountain* is about? Having read the review, do you think you would enjoy the novel? Why (not)?

#### Exam advice

When you discuss the first part of the task, you needn't talk about all of the options but you should make suggestions, ask your partner's opinion, listen carefully to what he/she says and respond to his/her ideas in order to have a natural conversation or discussion.

When you discuss the second part of the task, it isn't necessary to reach agreement, but you should

- discuss which option(s) to choose and give reasons for these choice(s)
- try to reach a decision.



## Cold Mountain by Charles Frazier

*Cold Mountain* is a historical novel set in North Carolina during the American Civil War. It tells the story of the main characters, Inman and Ada. Inman is a deserter from the army who makes a **hazardous** journey across the country to join Ada, the woman he loves. The novel switches between Inman's journey and Ada's life on her farm, where she struggles to survive after her father's death.

The novel contains a gallery of interesting characters. Inman is the **thoughtful, observant** hero who is **desperate** to escape the war and stay alive. He is motivated by love, but also capable of extreme violence. Ada, the heroine, comes from a **well-off, sheltered** background and at first seems incapable of surviving in **harsh** conditions, but as the novel progresses she becomes **self-sufficient** and decisive. She is helped by Ruby, a **tough** but lovable country girl. Also, during his journey, Inman meets many extraordinary minor characters who are trying to stay alive in unusual ways in wild, **remote** places.

I was fascinated by the **vivid** descriptions of American rural life at the time. I was also caught up in the suspense of each dangerous situation that Inman and Ada encounter during the story. If you enjoy historical novels, you will really love this book with its wonderful dialogues and its detailed observations and descriptions of life in nineteenth-century America. You will be transported into a world where love and kindness contrast with horror and cruelty to create a novel which is **unlike** any novel you have ever read before.



4 You will score higher marks in the exam if you use a range of appropriate advanced vocabulary. Match the highlighted adjectives in the review with their synonym or definition from the *Cambridge Advanced Learner's Dictionary*.

- 1 able to provide everything you need without help from other people
- 2 carefully considering things
- 3 producing clear, powerful, detailed images in the mind
- 4 dangerous
- 5 different from
- 6 feeling that you have no hope and are ready to do anything to change the bad situation you are in
- 7 good or quick at noticing things
- 8 protected too much
- 9 rich
- 10 strong
- 11 unpleasantly hard and demanding
- 12 a long way from any towns or cities

5 Work in pairs. Which novel could each of you write about? Tell each other a little about

- the type of novel, the setting and what it's about
- the plot and characters
- what you particularly liked – why you would recommend it.

6 Plan and write your own answer to the task in Exercise 1.

→ page 189 Writing reference: Reviews

### Exam information and advice

Writing a review tests your ability to describe and give your opinions about something you have experienced (e.g. a book, a film, a café or restaurant, a language course) and to tell your readers whether or not you recommend it. You may be asked to compare two things of the same type in your review.

When writing a review

- consider what information will be of interest to your readers (e.g. where is the language course? What are the teachers like? Is it good value for money?)
- express your opinions of the different elements you decide to include in your review, so that your readers have a clear idea whether or not you are recommending what you are reviewing.

# Vocabulary and grammar review Unit 5

## Vocabulary

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap.

### A night to remember

Anna had never been one to (1) ..... unnecessary risks, but that evening was different. She knew there was a certain (2) ..... of danger in her plan, but she felt quietly confident. She knew that if she succeeded in getting there by daybreak, she would experience a great (3) ..... of achievement. She'd been (4) ..... an eye on the weather all week, so it wasn't simply a question of keeping her fingers (5) ..... and hoping for the best.

She picked up her overnight bag, left the house and got into her car. In no time, she'd covered fifty kilometres, and was still feeling good about her adventure. Then, without any warning, the car lurched to the right and left the road. The last thing she remembers was her head hitting the steering wheel. When she (6) ..... round, she heard the sirens and saw the flashing lights of the (7) ..... services as they arrived.

- |                |              |             |               |
|----------------|--------------|-------------|---------------|
| 1 A make       | B experience | C take      | D feel        |
| 2 A element    | B factor     | C aspect    | D component   |
| 3 A perception | B sense      | C sensation | D recognition |
| 4 A having     | B watching   | C putting   | D keeping     |
| 5 A together   | B crossed    | C folded    | D closed      |
| 6 A turned     | B came       | C woke      | D went        |
| 7 A emergency  | B health     | C urgent    | D safety      |

## Grammar

- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change this word. Use three to six words including the word given.

- 1 I can't wait to start my new job.  
**FORWARD**  
I'm really ..... my new job.
- 2 Thank goodness we avoided the floods.  
**LUCKY**  
We ..... the floods.

- 3 I wish I hadn't phoned my sister.  
**REGRET**  
I ..... that phone call to my sister.
- 4 We can't buy a new car – we don't have enough money.  
**AFFORD**  
We ..... a new car.
- 5 He says he's never seen her before.  
**DENIES**  
He ..... her before.
- 6 We paid our hotel bill when we checked out.  
**SETTLED**  
It wasn't until ..... our hotel bill.

- 3 Complete these texts with the infinitive or *-ing* form of the verbs in brackets. One verb is in the passive.

Three of the people trapped on the third floor managed <sup>1</sup>..... (climb) out onto the roof of the hotel, where they jumped to safety. The other two refused <sup>2</sup>..... (leave) their room and waited <sup>3</sup>..... (rescue). The manager admitted <sup>4</sup>..... (wait) for 20 minutes before <sup>5</sup>..... (phone) the fire brigade. He claimed that he had attempted <sup>6</sup>..... (put out) the fire himself before <sup>7</sup>..... (realise) the seriousness of the situation. He apologised to his colleagues for <sup>8</sup>..... (put) their lives at risk.

The climbers refused <sup>9</sup>..... (take) the weather forecast seriously and ended up <sup>10</sup>..... (get) lost when it started <sup>11</sup>..... (snow). Despite this, they went on <sup>12</sup>..... (climb), but were eventually forced <sup>13</sup>..... (admit) defeat. It was then that they tried <sup>14</sup>..... (phone) mountain rescue <sup>15</sup>..... (ask) for help. However, because there was no phone signal on the mountain, they could not <sup>16</sup>..... (contact) the team and spent the night on the mountain, <sup>17</sup>..... (regret) their decision <sup>18</sup>..... (ignore) the forecast.

# Vocabulary and grammar review Unit 6

## Vocabulary

1 In each of the sentences below, cross out the adjective in *italics* which does not collocate with the noun in **bold**.

- 1 A *high* / *big* / *significant* **percentage** of accident victims coming to hospital have been doing DIY at home.
- 2 For me, visiting Paris is always a *great* / *wide* / *tremendous* **experience** – it really is my favourite city.
- 3 Giovanni attaches *considerable* / *great* / *large* **importance** to the way he dresses, so he always gets up extra early.
- 4 If you want to do a gap year before going to university, there is a(n) *endless* / *huge* / *deep* **range** of possibilities for you to choose from.
- 5 Martina is showing a lot of promise and she's made *high* / *considerable* / *satisfactory* **progress** with her English this term.
- 6 My brother has spent a *huge* / *heavy* / *considerable* **amount** of money renovating an old farmhouse – I don't know how he can afford it.
- 7 They're doing road works in the street and the **noise** is so *loud* / *terrible* / *big* that I can hardly hear myself think!
- 8 One of the attractions of this job is the *endless* / *high* / *wide* **variety** of different tasks I have to perform.

## Grammar

2 Rewrite the following sentences in order to avoid repetition of words and phrases.

- 1 'Do you think you'll get a holiday in July?' 'I hope I get a holiday in July!'  
'Do you think you'll get a holiday in July?' 'I hope so!'
- 2 When a child feels unhappy, the child will ask for the child's mother more often than the child will ask for the child's father.
- 3 Gustav bought a large house by the sea about ten years ago. Buying a large house by the sea turned out to be a good investment.
- 4 Leonardo lived in Canada as a child. The fact that he lived in Canada is the reason why he speaks such fluent English.

- 5 Svetlana spent several months trying to decide which car to buy and she finally bought a car last week.
- 6 Matthew likes reading novels. Matthew especially likes reading romantic novels.
- 7 Violeta bought apples in the market. Violeta put some of the apples in the fruit bowl. Violeta used the other apples to make an apple pie.
- 8 Narayan has had two jobs. The two jobs were in a bank. Unfortunately the two jobs were not well paid.
- 9 There are five official languages in Spain and Manolo speaks all of the five official languages of Spain.
- 10 Pete had never spoken to Ann, although Pete had often wanted to speak to Ann.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 The photo and the portrait look identical to me.  
**DIFFERENCE**  
I can't see ..... the photo and the portrait.
- 2 The judges were generally less keen on portraits painted from photos than portraits painted from life.  
**TENDED**  
The judges ..... on portraits painted from life than portraits painted from photos.
- 3 This painting does not appear to be finished.  
**LOOK**  
This painting ..... is finished.
- 4 Several of the applicants were not considered because of their age.  
**PASSED**  
Several of the applicants ..... to their age.
- 5 For many teenagers, their looks are their highest priority.  
**MATTERS**  
Appearance is ..... many teenagers.
- 6 It's encouraging to discover that the group is both talented and enthusiastic.  
**ONLY**  
It's encouraging to discover that the group shows ..... as well.