

## 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

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#### 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

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#### 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.  
\_\_\_\_\_

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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?

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## 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 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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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

5

Pronunciation total 10

Grammar, Vocabulary, and Pronunciation total 50

## 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. \_\_\_\_\_

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.

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.

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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 \_\_\_\_\_.

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Listening total		10
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### SPEAKING

1 Ask your partner these questions.

- 1 Which historical films have you seen and enjoyed?
- 2 What historical event would you make a movie about if you could?
- 3 Why do you think directors change historical facts when they make films?
- 4 What is a bad way to end a friendship?
- 5 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.

- 1 'It does not matter if a historical film is factually inaccurate.'
- 2 'Online dating is a good way of meeting new people.'
- 3 '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
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Listening and Speaking total		30
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