

On Course for the MICHIGAN ECPE

COURSEBOOK

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Published and distributed by: GRIVAS PUBLICATIONS

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First Published September 2008 Reprinted July 2020

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Introduction to the ECPE

SECTION	TIME	DESCRIPTION	NUMBER OF ITEMS
Speaking	30 minutes	5 stages [see pages 6 and 7 for full specifications]	
Writing	45 minutes	Examinees write an article / proposal or an essay.	1 task
Listening	50 minutes	 Part 1 (multiple choice) A short recorded conversation is followed by a question. Part 2 (multiple choice) Three short talks by a single speaker are played once and followed by six printed questions. There are four answer choices per question. Part 3 (multiple choice) Two recorded talks are followed by six comprehension questions each. There are three answer choices for each question. The talks are played twice. 	50
Grammar, Cloze, Vocabulary, Reading	55 minutes	Grammar (multiple choice) An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.	16
С		Cloze (multiple choice) After reading a passage from which words have been removed, examinees must choose one of four words that best fills a missing word slot in terms of grammar and meaning.	20
		Vocabulary (multiple choice) An incomplete sentence is followed by a choice of words to complete it. Only one word has the correct meaning in that context.	16
		Reading (multiple choice) Three reading passages are followed by six comprehension questions.	18

Speaking Test*

Format of the Speaking Test

Type of Task:

Candidates participate in a decision-making task. A candidate works with one other candidate in the paired format or with two other candidates in the three-way format. Each administration of the Speaking Test is organized to have an even number of candidates to ensure the use of the paired format. However, in the event that one candidate of a pair is absent, the three-way format is used. Each candidate is given descriptions of two different options. Candidates collaborate to decide on, to present, and to defend a single option.

Stage 1 Introductions and Small Talk (3-5 minutes)

Examiner 1 begins with introductions and then initiates a conversation on general topics (e.g., hometown, leisure activities) with candidates. Candidates are expected to actively participate in the conversation by providing expanded responses and also by asking each other and Examiner 1 questions.

The goal of Stage 1 is for Examiner 1 and the candidates to introduce themselves and for candidates to become comfortable interacting with each other.

Stage 2 Summarizing and Recommending (5-7 minutes)

For this stage, each candidate is given an information sheet with descriptions of two options (for a total of four different options in the paired format). Candidates are allowed to keep the information sheet during the test and can take notes on their information sheet if they wish. They do not have to memorize the information. During Stages 2 and 3, candidates are NOT permitted to see their partner's information sheet. Candidates are given 2-3 minutes to read through the information.

Candidates then take turns summarizing the descriptions of their two options to each other. Candidates should summarize the information and NOT just read the list of features under an option. They must listen carefully to each other during the summarizations because afterwards candidates will make a recommendation to their partner of the best option from the two options presented by their partner. Candidates may take notes while their partner is summarizing.

After candidates have presented an oral summary of their information and received a recommendation from their partner, they silently choose one of their own options and think of reasons why that option is the best. There is not only one correct answer – all of the options are possible. At this point in the paired-format test, four options have been narrowed to two.

The goal of Stage 2 is for candidates to learn what all the options are, to make a recommendation to their partner, and to choose silently one of their own options as the best.

Stage 3 Consensus Reaching (5-7 minutes)

For this stage of the Speaking Test, candidates report to their partner which one of their own two options they think is the best. The candidates then compare and contrast the options they have individually chosen and discuss the advantages and disadvantages of each option. Candidates are still not allowed to look at each other's piece of paper.

The goal of Stage 3 is for the two candidates to come to an agreement on one single option.

Stage 4 Presenting and Convincing (5-7 minutes)

For this stage of the test, candidates formally present the option they have chosen to Examiner 2, who takes on the role of a person of relatively high status (for example, Examiner 2 may be the principal of a school that needs to hire a new teacher). Candidates are given 2-3 minutes to collaborate and plan the short presentation. At this point, they may look at each other's paper if they wish. Each candidate presents **two different** reasons for deciding on a particular option and explains why those reasons are important.

The goal of Stage 4 is for the candidates to present and to convince Examiner 2 that the option they have chosen is the best one.

Stage 5 Justifying and Defending (5-7 minutes)

During this stage, Examiner 2 questions the candidate about the decision they have made and about the reasons for that decision.

The goal of Stage 5 is for each candidates to address Examiner 2's challenges and to justify and defend the reasons for the decision.

Number of Examiners:

There are two examiners present during the entire test. Examiner 1 conducts Stages 1 through 4. Examiner 2 participates during Stage 4 and Stage 5. Throughout the majority of the test, the participation of the examiners is minimal. During Stage 1 and Stage 5, the examiners will be participants in the speaking activity. However, examiner involvement during Stages 2 through 4 does not extend beyond giving directions and answering questions pertaining to test directions.

* We would like to thank the staff at the English Language Institute, University of Michigan for granting us permission to reproduce this information.



Lesson

Masters of Art

1 DISCUSSION

- What is your opinion of this painting?
- Do you know who painted it?
- Which other famous artists do you know of?



2 CLOZE / READING PRACTICE

a Choose the correct words to complete this short text about the famous artist, Pablo Picasso.



Even though his name is usually associated (1) to / with Cubism, Picasso did in fact produce a wide variety of works throughout his long life (he lived to be 92 years old). Acknowledged as being the most gifted painter of the twentieth century, he also (2) displayed / indicated a talent for sculpture and poetry.

(3) None / Few painters have been as prolific as Picasso, who was a self-confessed workaholic. It is (4) estimated / assessed that he produced in excess of 13,000 paintings!

Despite this enormous output, Picasso was able to avoid repetition in his work by (5) transferring / altering his style. It seems that each change represented things that he was being influenced by at that (6) particular / certain time. The somber (7) nature / character of the artist's paintings during his "Blue Period" (8) distracted / reflected the human misery he saw on the streets of Paris. When he began to paint circus scenes, which he (9) obviously / mostly

enjoyed, he used predominantly pink tones. This was known as his "Rose Period".

Next came Cubism. This was an analytical style of painting which Picasso developed with Braque, a fellow artist. It involved (10) breaking / splitting down and analyzing the form of the painting's (11) object / subject in terms of its shape. In the beginning, the paintings were monochromatic; only later did the artists experiment with color. The style was perfected through a process of trial and (12) error / mistake, and Cubism - as we know it today – was born.

b Answer the following questions.

- 1 What did Picasso do in order not to repeat any of his earlier work?
- 2 What affected Picasso's work?
- 3 How would you describe the difference between Picasso's "Blue" and "Rose" periods?

- c Choose the correct answer according to the text.
 - 1 Picasso created
 - a 13,000 paintings.
 - **b** more than 13,000 paintings.
 - c less than 13,000 paintings.
 - 2 Picasso was recognized as being
 - **a** more talented than other painters of his era.
 - **b** an extremely gifted sculptor.
 - c solely responsible for the introduction of Cubism.
 - 3 In Cubism, for a subject to be analyzed it would be
 - **a** painted in one color.
 - **b** broken.
 - c separated into smaller parts.

3 VOCABULARY CHECK

Choose the correct definition of the word in color.

- 1 She changed her last name because she didn't want to be **associated** with her ex-husband.
 - a connected c supported
 - **b** combined **d** aligned
- 2 He refused to acknowledge that she had left him.
 - **a** notice **c** accept
 - **b** view **d** confess
- **3** Having written over thirty novels, she was one of the most prolific writers of her generation.
 - a plentiful **c** rich
 - **b** productive **d** fruitful
- 4 Nothing can alter the fact that you are to blame.
 - a reform c convert
 - **b** revise **d** change
- **5** Unsure of what to wear to the interview, he decided on a **somber** suit and white shirt.
 - a fancy c glamorous
 - **b** dark-colored **d** colorful
- 6 The residents of this area are **predominantly** of Spanish origin.
 - a greatly c mainly
 - **b** productively **d** usually

4 WORD BUILDING

Form adjectives from the verbs below.

	VERB	-ive	-al
1	repeat	repetitive	-
2	produce		
3	influence		
4	represent		
5	analyze		
6	experiment		



5 GRAMMAR PRACTICE: Tenses / Modals

Choose the correct answer.

1	The b	uses in this town		on time.
	а	are usual to run	с	usually run
				usually are running
2	This is	s the first time I	а	crocodile.
	а			have seen
	b	am seeing	d	can see
3		5		unami, entire villages
5			. 13	unann, entire vinages
		are wiped out	c	have wiped out
	b	wiped out	d	have been wiped out
4	1	on doing this toda	v. b	out l'm glad l've done it
-	thoug		,,	
	а	haven't planned	с	haven't been planning
	b	had planned	d	hadn't planned
5	l'd like	e to go to the movie	es te	onight; I hope you
		ng late.		<i>3</i> , <i>1</i> , <u> </u>
	а	not	c	haven't been
	b	won't be	d	wouldn't be
6	"I visit	ed Stonehenge whi	ile l	was in England."
		y? I wonder how		
	а	was it built	c	it was built
	b	has it been built	d	it has been built
7	l won	der what the world	wo	uld be like if the
	comp	uter invented.		
		was never		
	b	had never been	d	would never have been
8	Greg	has simply disappea	ared	d. I wonder what
	to hin			
		can happen		have happened
				could have happened
9		n't rain after all. I		•
		edn't bring		needed to bring
	b ne	edn't to bring	d	needn't have brought
10		failed the course."		
		• • • •		I when she found out."
		must be		must have been
	b	has been	d	would
11		ly decided to mow t		
		d several week		
		be doing	-	do
	b	have been doing	d	nave done
		-		
12	He's u	isually quite a sensil		boy, but today
12	He's u really	isually quite a sensil	ble	

b he's being **d** he'd be

6 RELATED WORDS

Words to do with causing damage to a surface / object. Choose the correct word.

- 1 The heat caused the paint to **blister / crease**.
- 2 How did you dent / fade the bumper?
- 3 This material wilts / creases easily.
- 4 It looked like someone had **scraped / scorched** the paint off the side of the car.
- 5 The flowers are **wilting / grazing** because they haven't been watered for days.
- 6 The sun **chipped** / **faded** the curtains.
- 7 She scorched / crumpled her skirt with the iron.
- 8 One of the glasses I bought was **dented / chipped**.
- 9 The paint is **flaking / fading** off that door.
- **10** Her dress was so worn that it had **blistered** / **frayed** at the seams.
- 11 He was lucky that the bullet only **chipped / grazed** his leg.
- 12 The manager **flaked / crumpled** up the application form and threw it away.

7 CONFUSABLE WORDS

1 Choose the correct answer.

- 1 Could you _____ the attacker in more detail?
 - a depict c illustrate
 - **b** portray **d** describe
- 2 The book _____ the actor as a selfish person.
 - a displays c demonstrates
 - **b** portrays **d** exhibits
- **3** The painting ______ a scene of country life in the 19th century.
 - a depicts c outlines
 - **b** describes **d** sketches
- 4 The auction house would not _____ the price at which the painting had been sold.
 - a reveal c uncover
 - **b** unveil **d** exhibit

2 Fill in the correct word. (un)imaginable • imaginary • (un)imaginative

- 1 The story is set in an _____ world, which is brought to life by the author's vivid descriptions.
- 2 The extent of their wealth is almost _____
- 3 He is the most _____ writer I have ever come across. His books literally put me to sleep.
- 4 In her private collection, she had works of art by almost every artist ______.
- **5** These action figures provide children with ample opportunity for _____ play.

8 IDIOMATIC EXPRESSIONS

Fill in the correct idiom.

put sb in the picture • paint a grim picture • be the picture of despair • get the picture

- BILL: You (1) _____ certainly _____ this morning. Is there anything going
- on I should know about? JANE: Well, to (2) ______, one of the paintings for tomorrow's exhibition seems to be missing.
- BILL: What! Oh, I (3) _____ you mean it's been stolen! So what now?
- JANE: Let's not jump to conclusions. There could be some other explanation.
- BILL: Like what? Just make sure the press doesn't get hold of this you know how reporters love to (4)______ of everything.

9 SPECIAL LANGUAGE POINTS

Fill in the correct words.

- A no sense of taste very good taste everyone's taste
 1 Sarah has ______ in art. That's probably why she works at the museum.
- 2 This style of art is not to
- 3 I've got _____ with this awful cold.
- B view of view on view to
- 1 What's your _____ this matter? Do you think he's right?
- 2 In _____ the bad weather, the party will be held indoors.
- **3** We're painting the house with a ______ selling it.
- 4 They had a great ______ the ocean from their hotel room.

10 WORD BUILDING

Complete the sentences with the correct form of the word in capitals.

1 CREATE

- **a** To be a writer you need to be very _____
- **b** I wouldn't class that awful ______ as art.

2 ART

- a This work shows that he has great ______ ability.
- **b** The exhibition will feature local _____ and sculptors.

3 PERCEIVE

- **a** That art critic always gives a highly ______ analysis of the hidden meaning of a painting.
- **b** How can we change people's ______ of modern art?

4 USE

- **a** The current English ______ of the word *critic* is derived from the Greek word for "judge".
- **b** His ______ of color has ruined what would otherwise have been marvelous work.

5 EXPRESS

- **a** _____ is a style of painting concerned with the expression of feelings.
- **b** She has a wonderfully ______ style of writing.

6 DEFINE

- a The book has been described as the ______ biography of Picasso.
- **b** Not everyone agrees on the _____ of art nowadays.

11 WHAT ARE THEY?



brush • sketch pad • palette • canvas • easel



12 CLOZE – Exam Style

The original meaning of "art" was "skill" of any kind. The modern usage of the word art, ___(1)___ particularly to painting, drawing or sculpture, emerged in about 1700. ___(2)___, the present-day concept of art as an important form of ___(3)___, and of the artist as a kind of creative genius, did not develop ___(4)___ later.

By the 19th century, the word art was associated with the creative production of objects ____(5)___ no useful function. The definition of art changed ____(6)___ in the 20th century. New forms, such as film and television, challenged the traditional notion of art. Indeed, these new forms ____(7)___ such issues as what criteria should be used for perceiving an object or performance as art.

The work of some 20th-century artists in the ____(8)___ of drawing, painting and sculpture has also challenged our views on ____(9)___ constitutes art and how an audience should react to it. The modern definition of art – something which is beautiful or expresses ideas – sounds just as abstract as ____(10)___ of the works now hanging in galleries.

1	a referring	b in	c meaning	d and
2	a When	b Even	c However	d Despite
3	a construction	b creation	c production	d discovery
4	a but	b much	c until	d by
5	a concerning	b for	c that	d with
6	a yet	b again	c once	d more
7	a brought	b appeared	c raised	d held
8	a areas	b scales	c fields	d types
9	a that	b which	c how	d what
10	a some	b one	c all	d those

DISCUSSION POINT 13

"Art does not progress, but only changes form."

- What do you understand by this quotation?
- Do you agree with it?
- What do you think makes art "good"?

14 WORD BUILDING

a Form nouns from the verbs below.

Verb	Noun			
verb	- ance	- ence		
accept				
depend				
inherit				
prefer				
resemble				

b Fill in the correct noun.

- 1 There is a striking between the two paintings.
- on alcohol had a negative effect on 2 His his work.
- 3 The of photography as an art form has become widespread.
- 4 He received a large when his father died.
- 5 When it comes to art, I have a(n) for Surrealism.

15 WHAT DO THEY MEAN?

Choose the word that is most similar in meaning to the word in color.

1	perusal	approval	reading	estimate	translation	computation
2	adulation	approach	echo	flattery	gift	imitation
3	prolific	meager	obedient	productive	hardy	conspicuous
4	avid	eager	glowing	indifferent	lax	potent
5	lucrative	debasing	fortunate	influential	monetary	profitable

16 VOCABULARY EXPANSION

1 Match the adjectives with their synonyms and antonyms.

		Synonyms	Antonyms
1	religious	famous, renowned	hesitant, indecisive
2	prominent	clear, evident	<u>1</u> impious, godless
3	adamant	poverty-stricken, destitute	unknown, obscure
4	apparent	1 devout, spiritual	hidden, concealed
5	penniless	determined, persistent	wealthy, affluent

2 Tick (\checkmark) the word that best completes each sentence.

- 1 Gavin is the sole _____ to his father's fortune. heirloom heir
- 2 The use of only black and white is the artist's ____ trade name trademark
- 3 The designer spent her _____ years in a small village. formal formative
- 4 His sudden _____ was attributed to his artistic temperament. outbreak

outburst

5 The artist accepted _____ from a well-known tycoon.

commissions

emissions

17 **READING** – *Exam Style*

This short biography of Rembrandt comes from an art magazine.

Rembrandt, one of the greatest painters of all time, was also a deeply religious man. Born on July 15, 1606, he was the son of a prominent miller and spent his formative years in the small Dutch town of Leiden. Rembrandt's father was adamant that his son should go into political office, and to this effect he sent him to the Municipal Latin School with a view to



his later attending university. However, political events gave Rembrandt the chance to leave the school in his last year, and he was immediately apprenticed to Swanenburgh, an experienced painter and follow a course of his own.

Under Swanenburgh's guidance, Rembrandt learned how to seek inspiration from other forms of art and to make studies of stuffed animals. After a few years he became apprenticed to another artist, Lastman, from whom he learned to paint still lifes and portraits as well as biblical and mythological scenes. Many of the skills and techniques Rembrandt learned from Lastman were apparent in his work and later became his trademarks, earning him the respect and adulation of other artists.

When his apprenticeship ended, Rembrandt entered into partnership with another artist, and by 1629 the two painters were accepting commissions from the Prince of Orange in The Hague. This lucrative partnership – and the commissions – ended in 1633, when Rembrandt moved to Amsterdam. There, he struck up a friendship with a successful painter, Uylenburg, and was later to marry his sister who bore him a son, although she tragically died soon after in 1642. Despite inheriting her wealth, Rembrandt fell heavily into debt, and with the outbreak of war in the Dutch Republic in 1652, he turned to his common–law wife and his son to protect him from his creditors. In 1668, Rembrandt's son died. A year later, in 1669, penniless and with his only heir a child borne to him by his common–law wife, he himself died at the age of 63.

- 1. What can be inferred about Rembrandt from the first paragraph?
 - **a** He quit school to study art.
 - **b** He worked as a miller before becoming a painter.
 - c He did not follow the career his father had wanted.
 - d He left school because of his political ideology.
- 2. What was Rembrandt famous for?
 - a His depictions of animals.
 - **b** Techniques he learned from one of his tutors.
 - His studies of other paintings.
 - d His inspiration.
- **3.** In the second sentence of paragraph 3, which word could best replace **lucrative**?
 - a hazardous
 - **b** profitable
 - c creative
 - d unprecedented
- **4.** What was true about Rembrandt before moving to Amsterdam?
 - a He was paid to do specific paintings.
 - **b** He became friends with Uylenburg.
 - c He studied under the Prince of Orange.
 - d He met the woman he would later marry.
- 5. Which of the following is stated in the last paragraph?
 - a Rembrandt's wife was well-off.
 - **b** Rembrandt had an argument with the Prince of Orange.
 - c Rembrandt remarried after his first wife died.
 - d Rembrandt had one child.
- 6. Which of the following is true?
 - a Rembrandt died in poverty.
 - **b** Rembrandt was financially stable.
 - c None of his children survived him.
 - d Rembrandt lost most of his money during the war.



Lesson

GRAFFITI – Art or Vandalism?

1 DISCUSSION

- What is your opinion of this picture?
- Why do people do graffiti?
- How does graffiti affect the community?



2 CLOZE / READING PRACTICE

a Choose the correct words to complete this short text about graffiti.

The word graffiti is (1) derived / deduced from an Italian word meaning "scratched" and refers to anything from casual markings to elaborate wall paintings scrawled on visible surfaces. Graffiti is perceived (2) to / by many as unsightly damage or vandalism.

Graffiti has existed since ancient times, with examples going back to ancient Greece and the Roman Empire. Another (3) notional / notable example of graffiti from the past is Lord Byron's inscription of his own name on one of the columns of the Temple of Poseidon at Cape Sounion in Greece.

Modern graffiti art (4) evolved / founded in New York, with spray paint and permanent markers (5) being / having the most commonly used materials, and subway trains a very popular target. The trend caught on in the 1960s following the appearance throughout the city of "TAKI 183". This was the tag of a Greek-American youth named Demetrius who drew widespread media attention to himself, thus causing graffiti to gain in popularity.

Although mostly used by kids to gain personal recognition amongst their peers, graffiti is sometimes employed to (6) converge / convey political messages and raise social issues. To some, it is a valid art form associated with the youth subculture and an outlet for creative self-expression. (7) Likewise / However, the general consensus is that graffiti defaces the urban environment, with governments (8) occurring / incurring huge costs for clean-(9) up / away and prevention. In most countries, defacing property (10) without / by the owner's consent constitutes vandalism, an offense punishable by law.

Despite the widespread conviction that graffiti is a violation of property rights, there is an avid minority who maintain that graffiti is a valid art form that often demonstrates artistic talent worthy of display.

b Answer the following questions.

- 1 What influence did Demetrius have on modernday graffiti?
- 2 What is the purpose of graffiti?
- **3** Why does society generally view graffiti as immoral and unacceptable?
- **4** Why do you think subway trains might be a favored target of graffiti artists?

c Choose the correct answer according to the text.

- 1 Graffiti dates back to
 - **a** New York during the 1960s.
 - **b** ancient times.
 - c Lord Byron's era.
- 2 What is a tag?
 - a the color, form and style of graffiti art
 - **b** a large multicolored work
 - c a scribble of an artist's signature
- **3** The main difference between graffiti and mainstream art is
 - **a** permission obtained by the artist.
 - **b** the materials used.
 - c the waste of government funds.

3 VOCABULARY CHECK **1** Fill in the correct noun. markings • consent • recognition • consensus • violation MARK: I strongly believe that there should be some (1) ______ of graffiti as an established art form.

JANE: Not in my view. Apart from anything else, ninety-nine percent of graffiti is done without the property owner's (2) ______ on my freshly-painted wall.

MARK: You have a good point, but there is a general (4) ______ among artists that some graffiti shows real talent.

JANE: I disagree. As far as I'm concerned, it's nothing more than a (5) _____ of the law!



VOCABULARY PRACTICE: Preposition Usage 6

Choose the correct answer.

- 1 Some of the committee members asked him to _____ on his proposal.
 - **a** elaborate **c** amplify
 - **b** clarify d embellish
- 2 His theories had an important _____ on my way of thinking.
 - **a** consequence c repercussion
 - **b** force **d** impact
- **3** She in getting into the university.
 - **a** accomplished c managed
 - **b** succeeded **d** achieved
- 4 I think she's quite _____ to new ideas.
 - **a** recumbent
 - **b** raucous
- **5** This model is definitely to the other one.
 - **a** informal **c** inoperable
 - **b** inferior

- **6** I bought it on and now regret it.
 - **a** impiety c impact
 - **b** impertinence **d** impulse
- **7** He neglected to make for something going wrong.
 - **a** provocation c providence
 - **d** provision **b** provenance
- 8 They started out as an amateur acting group, but slowly into a theatrical company.
 - **a** evaded c evicted
 - **b** evoked **d** evolved
- **9** Prolonged to the sun can cause premature aging.
 - **a** disclosure c exposure
 - **b** revelation d uncovering
- **10** Robert _____ at math and physics.
 - c exceeds a excels
 - **b** surpasses d beats

7 IDIOMATIC PAIRS

trial and error (trying different methods till you find one that is successful)

heart and soul (with a lot of energy and enthusiasm)

left and right (from many different sources)

born and bred (born and raised)

give and take (willingness to listen to others and compromise when necessary)

Fill in the correct idiomatic pair.

- Try doing it her way for a change. Marriage is all a matter of 1
- The sculptor was _____ in New York. 2
- 3 Ever since the exhibition, she's been getting offers
- It was through that she came up with the perfect combination of colors.
- **5** He threw himself into the work he had been commissioned to produce.



WHAT DO THEY MEAN? 8

Choose the word that is the most similar in meaning to the word in color.

1	atrocity	endurance	courage	session	abomination	hatred
2	consensus	agreement	project	insignificance	crevice	sheaf
3	embellish	respect	embarrass	balance	adorn	equalize
4	repercussion	consequence	restoration	resistance	magnificence	acceptance
5	subsequently	continually	factually	farther	incidentally	later

- **c** receptive d ravenous
- **d** indecent

WORD BUILDING 9

Complete the table below.

	VERB	NOUN		VERB	NOUN
1	depict		6	encourage	
2		origin	7		unification, unity
3	explore		8		(in)significance
4	represent		9	succeed	
5		popularity	10		variety, variation

WHAT ARE THEY? 10

Label the pictures.

caricature • landscape • modern art • silhouette • portrait









(4)



(1)

DISCUSSION POINT 11

"Art produces ugly things which frequently become beautiful with time."

- What do you think this quotation means?
- Do you agree with it?
- Why do you think people pay large sums of money for works of modern art?

12 **CLOZE** – *Exam Style*

The Abstract Expressionist movement of the mid-twentieth century became popular ___(1)___ it freed artists from the ____(2)____ of conventional representation. Instead of concentrating on the depiction of actual objects, artists were encouraged to express themselves ___(3)___ through the use of form or color. Depending on which style the artist showed a preference for, he would be characterized as either an action painter or a color field painter. The difference being that the style of the former's work ____(4)____ the physical action involved in painting, while that of the latter explored the effects of pure color on canvas. ____(5)___ this difference, the movement remained unified by the artists' shared approach to their work. (6) of their paintings consisted of abstract images, composed of lines and various shapes, and art was now believed to be the spontaneous assertion of the ____(7)___. The movement originated in New York's Greenwich Village in the mid-1940s and was ____(8)____ the New York School. It was significant for being the first American school to influence overseas artists as opposed to the other way around. In fact, ____(9)___ was its success that it even caused New York to replace Paris as the (10) of the art world.

- 1 **a** instead
- 2 a uses
- 3 a present
- **a** emphasizing 4
- 5 a Therefore
- 6 a Neither
- 7 a individual
- 8 a known
- 9 a much
- 10 a core

b privilege **c** limits **b** actually c solely **b** emphasized

b had

b Despite

b somebody

b Most

b called

b center

b SO c emphasize

c because

- c While
 - c Majority
 - **c** theory
 - c founded
 - c mostly

 - c top
- d however d freedom even d **d** emphasizes d Later d Those d talent
- identified d
- such d
- peak d



17

13 SPECIAL LANGUAGE POINTS

Fill in the correct words.

- 1 all in all all along all the same
 - 1 ______, the exhibition was a great success.
 - 2 He's exhausted, but ______ he's coming with us.
 - 3 I knew ______ who the artist was; I just decided not to say anything.

•

2

well • as well • well as

- 1 As _____ being angry, he was very upset.
- 2 It's just _____ you didn't buy it it was a forgery.
- **3** There's nothing to do here; we **may as** _____ go home.

e destructive, revolutionary

disobedient, defiant

h informative, enlightening

poetic, cultural

f

g

14 VOCABULARY EXPANSION

1a Match the adjectives with their synonyms.

- 1 conventional
- 2 subversive
- 3 rebellious
- 4 intellectual
- 5 revelatory
- 6 literary
- 7 therapeutic
- 8 atrocious

b Complete the table.

	adjectives	abstract nouns	concrete noun
1	conventional		
2	subversive		
3	rebellious		
4	intellectual		
5	revelatory / revealing		
6	literary		
7	therapeutic		
8	atrocious		

a educated, mental

b relaxing, healing

c barbaric, horrific

d standard, traditional

2 Fill in the correct word.

comeback • emergence • core • conflict • potential

1 He has the ______ to become a great designer.

2 The early twentieth century was marked by the ______ of Surrealist art.

3 Although the movement became less popular after the war, it made a(n) ______ in the 1960s.

- 4 The artist's work reflects the ______ between the various influences in her life.
- 5 A change in social attitudes was at the _____ of the movement.

This passage about Surrealism comes from a textbook.

The Beginnings of Surrealism

Surrealism, an intellectual movement that originated in the early 1920s, reached its height during the years between the two World Wars and enjoyed a brief comeback in the post-World War II years. France, and particularly the city of Paris, had always been the spiritual home of the movement, but during the 1920s and 1930s Surrealist groups emerged in many other European cities before reaching the shores of the U.S.A., Japan and Mexico. By the 1960s, the movement had practically died out, though its impact was undeniable.

Many of the movement's first supporters had belonged to an earlier movement known as Dada. Although this pre-dated Surrealism, for a short period the two movements coexisted. They both denounced conventional bourgeois attitudes and aimed to bring about great changes in cultural practices, but adopted distinctly different strategies. At the core of the Dada movement lay protest, subversion and insurrection, whereas the Surrealists embraced a psychoanalytic approach so as to bring about a more intellectual revolution.

The word "Surrealism" was coined by the French writer Apollinaire, who used it to describe a production of Jean Cocteau's ballet *Parade*. He felt the work revealed a truth beyond the real and called this "a kind of sur-realism". The term, however, was soon to be adopted by Andre Breton, also a French writer, to describe the activities of a new literary and artistic movement. Breton can be viewed as the founding father of the Surrealist movement as certain personal experiences of his were ultimately to shape the underlying ideology of Surrealism.

Unlike many of his generation, Breton had not seen active duty in World War I. All the same, the conflict had not escaped his attention as he had served as a medical orderly in a psychiatric ward where he encountered patients suffering from shell shock. His work introduced him to the theories and beliefs of Freud, the father of psychoanalysis. A perusal of Freud's work afforded him insights from early attempts, through such techniques as hypnotism, to unlock the inner workings of a tormented mind.

The Freudian psychologists valued these techniques as a part of their therapeutic treatment. For Breton, however, they were more than a means of alleviating the suffering of the mentally scarred casualties of an atrocious war. He was more fascinated by this potential method of accessing a new kind of reality - the reality of the inner mind - which he felt sure would be more intense and less controlled by the strictures of society.

.....

- **1.** What can be inferred about Surrealism from the first paragraph?
 - a It was limited to the years immediately after World War II.
 - **b** It was global in nature.
 - c It was restricted to the years between World War I and II.
 - d It did not survive until the 1960s.
- 2. What do we learn about Dada and Surrealism?
 - a They condemned all existing cultural practices.
 - **b** They sought to bring about different changes.
 - They had similar goals.
 - d They belonged to separate times.

3. In the fourth sentence of paragraph 2, which word could best replace insurrection?

- a falsehood
- **b** morality
- c insight
- **d** rebellion
- 4. What do we learn about Apollinaire?
 - a He adopted an expression which had been coined by Breton.
 - **b** He thought that Surrealism went beyond Cocteau's imagination.
 - c He is recognized as having established the Surrealist movement.
 - d He aptly interpreted one of Cocteau's works.
- 5. What do we learn about Breton?
 - a He was an associate of Freud.
 - **b** He had an interest in psychoanalysis.
 - c He served in the armed forces during the First World War.
 - **d** He was the first to hypnotize psychiatric patients.
- 6. What is said about Breton's interest in techniques such as hypnotism?
 - a It extended beyond the field of medicine.
 - **b** It was short-lived.
 - c It was restricted by the rules of society.
 - d It found disfavor among Freudian psychologists.

[SPEAKING - LISTENING - WRITING]

UNIT 1



Reviewing the Masters

1 PRE-SPEAKING

Preparation for Stage 1

Answer the following questions.

- Do you like this kind of painting? Where would you expect to see it?
- Do you know who painted this picture?
- If you had painted this picture, what title would you have given it?

Preparation for Stages 2-3

Imagine that you and your partner have promised to take your twelveyear-old cousin to a museum this weekend. You both live in town and your parents will give you \$40 spending money, but they can't drive you there. Paraphrase / summarize the information about your choice of museum for your partner. Together, compare and contrast your choices and discuss the advantages and disadvantages of each of them. Then decide which place would be the most suitable. You both must come to an agreement on one single place.



On the outskirts of town, free transportation to and from museum; \$7 entrance fee - children under 14 half-price; interactive activities; cafeteria.



Downtown, near subway; \$7 entrance fee - free posters for under 7s; cafeteria.



keep cousin interested
low / high entrance fee

learn about the past
far from town • I'd rather visit ...

than ... because ... • Even though the

offers ..., the entrance fee is ... • If
you're going to be charged ... then
you should ... • Therefore, I would
choose ... because ...

Preparation for Stages 4-5

Present your choice of museum to your teacher, giving one reason each as to why you decided on that particular place. Then, answer the questions based on your final choice. Use the vocabulary / structures in the box to help you justify and defend your choice.

ART HISTORY

Why choose this museum when it is much further away?

MODERN ART

Why choose this museum when it will cost you more?

How will you keep your cousin entertained? Will you have sufficient money?

• One of the reasons / The main reason why I chose ... is because ... • I believe that this museum is ideal for children because ... • ... have the opportunity to take part in ... / it might there is ... and ... • It may cost us more but it looks / seems much more interesting than ... and there are also ... • Forty dollars is / should be more than enough to ... • I don't know as we may want to buy something from ...

2 Fill in the correct verb in the appropriate form.

mention • reproduce • portray • anticipate know • equal • branch • base • focus

We've all heard of the popular book, *The Da Vinci Code*, which (1) _______ the internationally renowned Leonardo da Vinci as an unrivaled genius. This may not be far from the truth as his insatiable curiosity was (2) ______ only by his powers of invention.

Although two of his paintings, the *Mona Lisa* and *The Last Supper*, are among the most famous, most widely (3) ______ and most thoroughly analyzed works of all time, Da Vinci did not (4) ______ solely on painting and sculpting. Having received the best education that the city of Florence could offer in those fields, he then (5) ______ out into mathematics, anatomy, writing and engineering, to (6) ______ but a few.

> As an engineer, Da Vinci is now (7) ______ to have been ahead of his time. His notebooks contained schematic diagrams for flying objects - not dissimilar to helicopters - which were (8) ______ on the principles of aerodynamics. As a matter of fact, many of his studies (9) ______ the developments of modern technology.

3 SPEAKING [See Functional Language at back of book.] ...

STAGE 1: Introductions and Small Talk

Answer the questions.

- 1 Have you ever been to a museum? Which one(s)?
- 2 What kind of art do you like? Why?
- 3 Which famous painters do you know of?
- 4 Should more emphasis be placed on the arts in schools? Why?
- **5** Does the government in your country do enough to promote the arts? Explain.

STAGE 2: Summarizing and Recommending

Imagine that you and your partner are teachers at a local high school in town and you have to decide which art exhibition to take a group of students to next week. Four exhibitions have made it to the final selection and relevant information has been provided. Each of you has information about two of the four exhibitions. This information can be found on page 22 (Student A) and page 248 (Student B).

- Do **not** look at each other's sheets.
- Summarize (paraphrase) the information you have been given about the exhibitions to each other do **not** just read the list of information under each exhibition. You may take notes while your partner is speaking.
- Recommend one of the exhibitions that your partner has presented to you.
- Regardless of which exhibition your partner recommends, silently make your own choice as well.

STAGE 3: Consensus Reaching

For this stage you will

- tell each other which exhibition you have chosen
 from your own two options.
- compare and contrast your choices.
- discuss the advantages and disadvantages of each choice.
- come to an agreement on one single option.

STAGE 4: *Presenting and Convincing*

Your teacher will now take on the role of a person of relatively high status such as the principal of your school. You and your partner must

- collaborate with each other to formally present the option you have both agreed upon, giving two different reasons each. You may now look at each other's information sheets, if you wish.
- convince your teacher that the exhibition you have agreed upon is the best choice.

STAGE 5: Justifying and Defending

In this final stage, your teacher will question you about the decision you have made and the reasons behind it. You will both address your teacher's questions. Your goal here is to justify and defend your decision.

Information Sheet STUDENT A

CHOOSING AN EXHIBITION

Taki 183 - Graffiti Art Exhibition

The following is a list of information and comments regarding location, costs and features of the museum.

- Located 15 miles outside of town, parking, close to train station
- Open every day from 9 a.m. 6 p.m.
- Transportation by train, rental bus \$5 per passenger
- 1 hour journey
- Entrance Fee \$4 per person, no group rates
- Features restaurant, location maps provided throughout museum
- no gift store, no guided tour

Rembrandt Exhibition - Classic Period The following is a list of information and comments regarding location, costs and features of the museum.

- Located in town center, close to subway station
- Open Friday through Monday 12 noon 4 p.m.
- Transportation by school bus or subway
- 30 minute journey by bus, 20 minutes by subway
- Entrance Fee \$10 per person, group rate \$7 per person
- Features gift store, guided tour, media center can also view exhibit of sketches drawn by the artist for extra \$5
- no parking, no cafeteria

Notes on your partner's options

Notes on your partner's options

4 PRE-LISTENING

It is important to pay attention to verb tenses as they indicate when an action occurs. Read the dialogues below and choose the correct answer.

- 1 "You look worried. What's up?" "I'm having my car serviced this weekend and that isn't cheap!"
 - **a** The car is being serviced now.
 - **b** The car will be serviced soon.
- 2 "Did you say Hank might have to cancel?" "That's right."
 - **a** Hank may cancel.
 - **b** Hank already canceled.
- 3 "Sue is quite sick.""So Jack told me. I wish I could do something to help."
 - **a** He wasn't able to help Sue.
 - **b** He would like to help Sue.
 -

- 4 "Shouldn't you go talk to her?"
 - "I guess I'd better."
 - a He'll see her now.
 - **b** He already saw her.
- 5 "Weren't you supposed to call me?""I would have, had I had any credit on my cell phone."

.....

- **a** He wasn't able to call.
- **b** He'll call later.
- 6 "Maybe I should go see the doctor." "If I were you, I'd have gone days ago."
 - **a** She went to see the doctor days ago.
 - **b** She should have visited the doctor sooner.

- 1 What can be understood from the conversation?
 - **a** The man wanted the woman to call him.
 - **b** The man just called the woman.
 - **c** The man didn't call the woman. **d** The man usually calls the woman.
- 2 What does the woman say?
 - **a** She thinks the man should tell Chris the truth.
 - **b** She will tell Chris what the man saw.
 - c She was honest with Chris.
 - **d** She thinks Chris will do the right thing.
- 3 What is true about the man?
 - **a** He managed to stay calm.
 - **b** He almost lost his temper.
 - **c** He never listens.
 - **d** He regrets losing his temper.
- 4 What can be understood from the conversation?
 - **a** Chuck is at the dentist.
 - **b** Chuck doesn't want to see the speakers.
 - **c** Chuck will come over for the game.
 - **d** The speakers probably won't call Chuck.

- 5 What do the speakers believe will happen? **a** Mark will tell the boss what happened.
 - **b** The boss will fire somebody.
 - c Mark will fire the woman.
 - **d** Mark will be given a warning.
- 6 What does the woman say?
 - **a** Her sister doesn't have time to go shopping.
 - **b** She didn't have time to get a present.
 - c She won't get her sister a birthday present.

- **d** The man should buy the present.
- 7 What will probably happen next?
 - a The man will tell Jane to leave.
 - **b** Jane will return.
 - c Jane will make a scene.
 - **d** The woman will speak to Jane.
- 8 What are the speakers discussing?
 - **a** an incident at a party
 - **b** a lecture the woman gave
 - **c** a recent theft
 - **d** a mistake the man made

PRE-LISTENING

Numbers are often important during short talks, and can be quickly and easily noted down while you listen using abbreviations. Fill in the missing numbers or words below.

1	d century A.D. 4 7 th c B.C.	=
2 750 =	5	= one hundred (and) forty-four
	n (hundred and) 6 1900 - 19 n (date)	99 (dates) =

- LISTENING Exam Style Part 2 Short Talk
- You will hear a short talk. After the talk, you will hear six questions about it. You will hear the talk and the questions once. If you want to, you may take notes as you listen. Mark your answers (a, b, c or d). Now you will hear the talk. Look at the questions. Listen to a tourist guide talking about some caves. 1 What is the main purpose of the talk? 4 What is said about the works of art in the caves? a to advertise a tour **a** Only the sculptures are impressive. **b** to give information **b** They were made over several centuries. **c** to present a new theory **c** They are of varying quality. **d** to entertain **d** They were hidden in the caves. 2 What is said about the discovery of the caves? 5 What is true of cave ten? **a** The British army had been searching for them. a It is the furthest to the west. **b** It happened by chance. **b** It was built before the others. c It took hard, physical labor. c It is 40 feet long. **d** It was made with the villagers' help. **d** It is the most popular. 3 What was discovered about the caves' inhabitants? 6 What shows scenes from Buddha's life? a There were separate groups over different time **a** shrines periods. **b** monasteries **b** They were trying to hide from Buddhists. c murals
 - **c** They had recently deserted the caves.
 - **d** The groups fought each other.

d the floors

- **4** 7th c B.C. = _____

- **5** = one hundred (and) forty-four **6** 1900 - 1999 (dates) =

8 WRITING AN ESSAY



Some people believe that art can be taught whilst others think that it is an innate talent. Write an essay addressing this topic and discuss what you think about it. Include at least one piece of information given above to support your response.

Choose the correct word.

Can Art Be Taught?

The issue as to whether art can be taught is quite a (1) considerate / controversial one in the contemporary art world. Some believe that it is (2) feasible / practical, whereas others are adamant that art is purely a matter of talent. Personally, I feel that it all depends on what you class as "art".

The findings of a recent study indicate that while talent plays a role, it is dedication and creativity that make a good artist. This is where the teaching of art comes in. Here, the student is shown how to open his mind to visual (3) provocation / stimulation. In other words, he can be taught to see, even if his regular way of seeing is inadequate. So why is it that despite the fact that students are taught technique and color at school, few adults ever progress beyond this (4) stage / section? It is a well-known fact that art instruction usually comes to a(n) (5) abrupt / brief end once a student finishes school. It would seem that while the mechanics of picking up a brush and splashing color onto a canvas are important, the capacity to (6) savor / flavor visual delights takes precedence over this. Hence the significance of good instruction.

In the professional art world, on the other hand, there are those who attribute art to nothing less than natural ability. Not having been schooled in their field, they refuse to even (7) entertain / occupy the notion that art can be taught. To support their argument, they point to the inspiring works of self-taught artists such as Rousseau and Van Gogh which are, after all, (8) noticeably / prominently displayed in the world's finest art galleries. To my mind, however, these artists are among the fortunate minority who have managed to perfect their art unassisted.

To sum up, while I recognize that certain people do have a flair for art, I take great (9) acceptance / exception to the snobbery that prevails in the art world. As far as I am concerned, some people are naturally talented while others need help to master the skills. However, since both groups are able to use their imagination to express ideas or feelings, they should both be classed as artists – their success being limited only by their imagination.

Now, read the text again and answer the following questions.

- 1 According to the opinions expressed by the writer of the text, would it be possible to teach somebody to paint a picture as good as the one on the right?
- 2 Say whether you agree with the writer's opinion and why.



9 WRITING SKILLS

DEVELOPING YOUR IDEAS

- a Look at these basic ways in which you can develop your ideas at sentence level.
 - **a** By paraphrasing the main idea to make it clearer.
 - **b** By giving an example to clarify a point.
 - c By introducing an opposite viewpoint.
- **b** Now match the sentences below to the way the writer has developed the main idea.

"Young people are not interested in art."

- 1 However, this is not a view that is held by everyone.
- 2 Art galleries, for instance, seem to attract only older people. _____
- 3 In other words, they rarely stop to admire works of art. _____

EXPRESSING AN OPINION

Fill in the correct verb in the appropriate form to complete the sentences.

share • disagree • strike • seem

- 1 It _____ me that no one really cares about art history.
- 2 I _____ the opinion that young people like to express their creativity in a unique way.
- 3 It ______ to me that we have lost sight of what constitutes art.
- 4 I strongly ______ with the idea of encouraging youngsters to deface other people's property.

10 VOCABULARY

1 Fill in the correct form of the word in capitals.

- 1 Graffiti is often classed as a form of
 - VANDAL
- 2 The images were deeply _____ to a large number of people. OFFEND
- 3 Teenagers often do _____ things. MISCHIEF
- 4 When she went outside, she discovered that someone had scrawled ________ on her garage door. OBSCENE
- 5 If only she would draw something that was at least _______ to the eye. PLEASE

2 Fill in the correct prefix to form the antonyms.

il•	ir • un • dis
1acceptable	e 4 responsible
2 legal	5rational
3obedient	6interested

WRITING TASK





OFFENDERS MADE TO CLEAN UP GRAFFITI AS PART OF THEIR PUNISHMENT

– newspaper headline

While some people believe that graffiti is a form of art, there are those who only see it as an act of vandalism. Write an essay addressing this topic and explain your opinion about it. Include at least one piece of information given above to support your opinion.

You should write about two pages.

(See back of book for help and guidance.)

UNIT 1



[Further Practice]

Phrasal Verbs 1 [in alphabetical order]

PHRASAL VERBS

back down:	accept that you can't win an argument
back off:	used to tell someone to stop doing
	something that is annoying you
back out (of):	withdraw from sth
back up:	support sth / sb
be down with:	have an illness
be up to:	be doing sth (usually sth wrong)
blow up:	1 cause to explode
	2 enlarge (photograph)
break down:	1 (of machinery) stop working
	2 come to an unsuccessful end
break into / in:	enter by force
break off:	bring a relationship, negotiations, etc.
	to an end (usually suddenly)
break out:	start suddenly (e.g. epidemic, war)
break out of:	escape from a place
break up:	come to an end (e.g. a relationship)

Complete the newspaper headlines with the correct phrasal verb.



2 Fill in the correct particle(s).

- 1 Rick is _____ the flu and won't be in school today.
- 2 If the company **backs** the deal, there will be financial repercussions.
- 3 My little brother has been awfully quiet; I'd better go and see what he **is**
- 4 We had the photographer **blow** _____ our baby's photograph.
- 5 Hey, **back** _____ ! I know what I'm doing.
- 6 We'll have to get a new printer; this one keeps breaking ______.

3 Choose the correct answer.

- 1 This is the third time thieves have **broken in / into** our house.
- 2 She refused to **back up / down** and decided to take her employer to court.
- 3 Many people fled the country when war **broke out / up**.
- 4 He broke off / up his friendship with them when he found out that they had robbed a liquor store.

Phrasal Verbs 2 [in alphabetical order]

PHRASAL VERBS

bring about:	cause to happen
bring around:	cause to regain consciousness
bring up:	1 raise a child
	2 mention / introduce a subject
bump into:	meet by chance
burst into:	suddenly start (laughter, tears, fire,
	etc.)
call for:	1 demand sth
	2 need or require
call off:	cancel
call on sb:	visit sb
get carried away:	get very excited
carry on (with):	continue
carry out:	1 fulfill (a duty, threat, promise, etc.)
	2 conduct (an experiment, research,
	etc.)
catch on:	become popular
catch up on:	tell sb about things that have
	happened
catch up with:	reach the same level / standard /
	position as sb

1 Fill in the correct particle.

- a carry away, on, out
 - 1 He's all talk. He never **carries** _____ his threats.
 - 2 Meg **carried** _____ with her father's research work after his death.
 - 3 He always gets **carried** _____ when he watches basketball on TV.
 - 4 The psychology department is **carrying** ______ research into how children are affected by divorce.

b call - off, on, for

- 1 This situation **calls** _____ immediate action.
- 2 May I call _____ you tomorrow at around nine o'clock?
- 3 The concert was **called** _____ because of rain.
- 4 A hot day **calls** _____ a cold soda under an umbrella on the beach.

2 Fill in the correct particle(s).

I bumped (1) ______ an old friend at the supermarket yesterday. We stood in the produce aisle for at least twenty minutes, catching (2) ______ our news. You see, we hadn't seen each other since college.
When we finally got around to swapping addresses, we couldn't help ourselves and burst (3) ______ laughter. We not only lived in the same area, we were practically neighbors!

3 Choose the correct answer.

- 1 They have **brought** their children _____ to be respectful.
 - **a** around **b** up
- 2 During the early 90s, grunge fashion and music really caught _____.
 a on b up on
- 3 Evie is so far ahead in the book that no one can **catch** _____ her.

a upon b up with

- 4 We threw some water on the girl's face to **bring** her _____.
 - a around b up
- 5 Brad made a note of all the points he wanted to bring _____ at the meeting.
 a around b up
- 6 The new manager has brought _____ many changes.
 a up b about

Phrasal Verbs 3 [Consolidation]

Choose the correct answer.

- 1 I refused to _____ his false claim of being sick.
 - a back down
 - **b** back out
 - c back up
 - d back off
- 2 As soon as we leave, the kids will _____ something. I'm certain of it.
 - a be up to
 - **b** be down with
 - c back out of
 - d back down
- **3** Will you please _____! You're really beginning to annoy me.
 - a back out
 - **b** back up
 - c be down
 - d back off
- 4 The strike was _____ when the workers' demands were met.
 - a called for
 - **b** called off
 - ${\boldsymbol{\mathsf{c}}} \quad {\text{called on}}$
 - d carried on
- 5 She rarely _____ the subject of her time in Germany during the war.
 - **a** brings about
 - **b** brings around
 - c brings in
 - d brings up
- 6 Rap music _____ quickly in the 1990s.
 - **a** carried out
 - **b** caught on
 - c bumped into
 - d carried on
- 7 Ava had dinner and then _____ studying for the exam.
 - a caught on
 - **b** burst into
 - c called off
 - **d** carried on
- 8 Tim and Clare _____ their engagement last week.
 - a backed off
 - **b** blew up
 - c broke up
 - d broke off

- **9** Fighting broke _____ between rival gangs in the Bronx.
 - **a** down
 - **b** up
 - c out
 - **d** into
- **10** They _____ a series of experiments in order to isolate the problem.
 - a carried out
 - **b** came across
 - c backed out of
 - d burst into
- 11 You'll never guess who I _____ at the bus station.
 - a burst into
 - **b** bumped into
 - c caught up on
 - d broke out
- 12 I may need to buy a new car as this one keeps _____ all the time.
 - a breaking off
 - **b** breaking out
 - **c** breaking up
 - d breaking down
- **13** The President _____ the director's immediate resignation.
 - a called off
 - **b** carried on
 - c called for
 - **d** carried out
- **14** Someone broke _____ the school and smashed up the science lab.
 - **a** up
 - **b** out
 - **c** down
 - **d** into
- 15 No one knows what _____ his change in attitude.
 - a brought up
 - **b** brought about
 - c caught up with
 - **d** backed up
- 16 Olivia was so happy she _____ song.
 - a brought up
 - **b** burst into
 - c called for
 - d caught on

Choose the correct answer.

- 1 The word "television" is often abbreviated _____ "TV".
 - a to
 - **b** into
 - c with
 - d for
- 2 The movie ____ is on this weekend.
 - a I told you about
 - b that I told you
 - c about which I told
 - d which I was told you
- **3** I deeply regret ____.
 - a to telling her my secret
 - **b** having told her my secret
 - c to tell her my secret
 - d of telling her my secret
- 4 It's no use ____ them at the moment they're on vacation.
 - a call
 - **b** to call
 - c calling
 - d called
- 5 The best time ____ is on the weekend.
 - a for us doing the housework
 - **b** for a housework
 - c that we can do housework
 - d to do the housework
- 6 He worked too hard for many years, <u>serious</u> health problems.
 - a has resulted to
 - b to result in
 - c resulted to
 - **d** resulting in
- There's a wonderful museum here. Many people
 ____ the area come to see it.
 - a visit
 - **b** are visiting
 - **c** who visited
 - d visiting
- 8 I've found an interesting ____ offer in the newspaper.
 - a job
 - **b** jobs
 - c job's
 - d jobs'

- 9 He's <u>America</u> America in order to promote his new album.
 - a touring
 - **b** touring to
 - c touring in
 - **d** touring over
- **10** After you ____ the topic, you may begin writing your essay.
 - a are reading
 - **b** will read
 - c will have read
 - d have read
- 11 I earn \$8 ____ at work.
 - a the hour
 - **b** in an hour
 - c per the hour
 - d per hour
- 12 Although she hadn't been looking forward to _____, she enjoyed herself in the end.
 - a go
 - **b** going
 - c having gone
 - **d** be going
- **13** The test was <u>harder than I had expected</u>.
 - **a** so
 - **b** more
 - c much
 - d very
- 14 I have an old copy of the book, ____ all torn.
 - a the cover which is
 - **b** that the cover is
 - c whose cover it is
 - d the cover of which is
- **15** ____ the house that I realized I had forgotten my wallet.
 - a Only upon my leaving from
 - **b** Just when I had left
 - c Not only did I leave
 - d It was only after I had left
- 16 Let's do something tonight. How about ____ the movies?
 - a going to
 - **b** we go
 - c to go
 - d that we go to

- 17 The party's next Saturday. I hope you _____.
 - a would come
 - **b** will come
 - c are to come
 - d could come
- 18 ____ any qualifications, all he can do is wait tables.
 - a Not have
 - **b** Not having
 - c To not have
 - d Not to have
- **19** What is the _____ situation?
 - a today
 - **b** nowadays
 - c present-day
 - d present-days
- 20 "What time will your brother be home?" "I'm not really sure, but ____ midnight."
 - **a** sometime before
 - **b** a time before
 - c before the
 - **d** the time before
- 21 I don't like doing chores, but my parents _ do them.
 - a make me
 - **b** require me
 - c tell me
 - d say me to
- **22** The seminar was nothing _____ what I had hoped.
 - a as
 - **b** like
 - c much as
 - d as such
- 23 There was ____ long line at the bank that I spent more than an hour waiting.
 - a so
 - **b** such
 - c so a
 - d such a

- **24** In this neighborhood, there are more people with pets _____ are without.
 - a than
 - **b** than they
 - c than there
 - **d** who they
- 25 "Do the students here live on campus?" "Some do but do not."
 - **a** some other
 - **b** another
 - **c** others
 - d the other
- 26 We need to think about and _____ a new plan of attack.
 - a to decide
 - b decide
 - c decide of
 - d decide on
- 27 I'm sorry about ____ to see you, but I was out of town.
 - a not coming
 - **b** I didn't come
 - **c** not to come
 - d not to have come
- 28 "What did you think of Florence?"
 - "Never have I seen ____ city."
 - a so beautiful
 - **b** so beautiful a
 - c such beautiful
 - d a such beautiful
- **29** He's the hardest-working employee in this company. ____, he's a very likable person.
 - a Yet
 - **b** In addition to
 - **c** Moreover
 - d In spite
- **30** George <u>been at work this morning because</u> he's away on a business trip.
 - a oughtn't to have
 - **b** mightn't have
 - c shouldn't have
 - d can't have

- **31** He's shown a great deal of improvement <u>his</u> work.
 - a in
 - **b** with
 - c at
 - d about
- What did the lawyer advise?""He suggested that Ross ____ guilty to the charges made against him."
 - a will plead
 - **b** he plead
 - c plead
 - **d** is pleading
- **33** Six o'clock is ____ for me to wake up.
 - a too early
 - **b** more early
 - c much earlier
 - d so much early
- **34** He left without even ____ his coffee.
 - a having drunk
 - **b** to have drunk
 - c drink
 - d to drink
- **35** I thought ____ he hadn't come home yet.
 - a it strangely
 - **b** it strange
 - c he was strange
 - d that was the strange
- 36 "Mike's a stockbroker, isn't he?" "Yes, and it's a job he has really excelled."
 - a for which
 - **b** in which
 - **c** which
 - d that
- 37 I had hoped ____ late.
 - a her not to arrive
 - **b** she was arriving not
 - c her not arriving
 - d she would not be arriving
- **38** Their theory has not been satisfactorily ____.
 - a prove
 - **b** proof
 - **c** proving
 - d proven

- **39** She may be small in size, but she can fend for _____.
 - a her
 - **b** herself
 - c hers
 - **d** she
- 40 It was ____ he decided to turn down their offer.
 - a with regret that
 - **b** regretful so
 - c from regret
 - d no regret
- 41 After a few years, _____ that he was just a rogue.
 - a become known
 - **b** it became known
 - c became known
 - **d** it came to know
- **42** My French is so good I _____ any mistakes.
 - **a** am making hardly
 - **b** hardly make
 - c make not hardly
 - **d** hardly have to make
- **43** There was a dangerous bend _____ the road, and that's why the accident occurred.
 - a at
 - b on
 - c in
 - d to
- 44 "If you rent an apartment in this area, you'll pay more money, but you'll also be close to the office."
 - "____ that way, I think it's worth the extra money."
 - a Looking at
 - **b** To look at
 - c Look at it
 - **d** Looking at it
- **45** I never thought Scott would be ____ pleased with my work.
 - a that
 - **b** more
 - c as much
 - d as
- **46** My grandfather spends most of his time in his _____ chair.
 - a rocker
 - **b** rocked
 - c rock
 - d rocking

- 47 I can't go home yet. There's still a lot of work _____.
 - a to do
 - **b** to be doing
 - c to have done
 - d to have been done
- **48** Both parties must abide _____ the court's decision.
 - a to
 - b by
 - c with
 - d at
- **49** I find her continual questions extremely _____.
 - a annoyance
 - **b** annoying
 - c annoyed
 - d annoy
- **50** _____ the danger, people ran to the scene of the accident.
 - a As a result
 - **b** Since
 - **c** However
 - d Despite
- 51 Under no circumstances _____ the children alone.
 - a you would leave
 - **b** should you leave
 - c you had to leave
 - d did you leave
- 52 "Did you dye your hair yourself?"
 - "No, I _____ at the hairdresser's."
 - a had done it
 - b got to do it
 - c got it done
 - d had it
- 53 I apologized for ____, but she was still angry.
 - a not calling
 - **b** not to call
 - **c** not having to call
 - d having not call
- 54 There are two office buildings next to each other, _____ is the one where I work.
 - a the tallest of them
 - **b** the taller of which
 - c the most tall of these
 - d the more taller of these

- 55 Human Resources insists that all staff ____ in the project.
 - a to participate
 - **b** would participate
 - c will participate
 - d participate
- 56 I was completely absorbed ____ what I was doing.
 - a by
 - <mark>b</mark> in
 - c from
 - **d** with
- 57 The cost of servicing the car turned out to be _____ less than I had expected.
 - a quite
 - **b** plenty
 - c a lot
 - d by far
- **58** Never ____ in that situation, I have no idea what I would have done.
 - a to be
 - **b** have I been
 - c I had been
 - d having been
- **59** I haven't decided yet ____ him what happened or not.
 - a to tell
 - **b** whether telling
 - c to tell whether
 - d whether to tell
- 60 "She said she'd come, so why didn't she?" "I don't know. She didn't tell me why _____."
 - a did she change her mind
 - **b** her mind had changed
 - c her change of mind
 - d she had changed her mind
- 61 Only authorized personnel have access ______ these computer files.
 - a of
 - **b** to
 - c for
 - **d** over

- 62 "I can't understand why she quit her job." "Neither can I. Why ____ is beyond me."
 - a did she that
 - **b** she would do that
 - **c** would she do that
 - d does she do that
- 63 "Jenson looks exhausted." "That's because he's been ____ lately."
 - a working hard
 - **b** hardly working
 - c worked hardly
 - d hardly worked
- 64 "What should I do with these old clothes?"
 - "____ them away is probably the best thing."
 - a Having to give
 - **b** Giving
 - **c** Give
 - d Given
- **65** _____ to work every day will keep you fit.
 - **a** By cycling
 - **b** To cycle
 - c Cycle
 - d Cycling
- 66 He gave a first-hand account <u>what had happened</u>.
 - a for
 - **b** of
 - c around
 - d to
- 67 ____ he been fired for what he did, I wouldn't have been at all surprised.
 - a Should
 - **b** Unless
 - c Had
 - d If
- 68 I'm looking for someone ____ the house once a week.
 - a that can clean
 - **b** cleaning
 - c for cleaning
 - d she cleans
- 69 She was pleased to be given a ____ role in the play.
 - a supportive
 - **b** supportable
 - c supporter
 - d supporting

- 70 ____ one of you deserves a vacation for your hard work.
 - a Each of every
 - **b** Every of each
 - c Each and every
 - **d** Every and each
- 71 ____ discovering that their home had been burglarized, they called the police.
 - a On
 - **b** With
 - c In
 - **d** At
- 72 "John is a bit indiscreet at times."
 - "_____, I don't want to meet him."
 - a Knowing that
 - **b** To know it
 - c Knowing it
 - d To know that
- **73** I think I'll do all my errands today <u>have</u> have tomorrow free.
 - a as to
 - **b** so as to
 - c for to
 - d that I'll
- 74 We should be going now, ____ you want to or not.
 - a whether
 - **b** should
 - c anyway
 - **d** either
- **75** Provided you ____ careful with your expenses, you should be able to save a little money every month.
 - a have been
 - **b** will be
 - **c** are being
 - d are
- **76** _____ than try to finish the work tonight, you should get some rest and finish it tomorrow.
 - a Rather
 - **b** Better
 - c Instead
 - d Contrary

- 77 In the end, he was acquitted ____ all charges.
 - a from
 - **b** of
 - **c** for
 - d off
- **78** If you <u>decide to accept the offer, give me a call.</u>
 - a might
 - **b** would
 - c should
 - d could
- **79** The two countries are _____ signing an agreement.
 - a due to
 - **b** on the verge of
 - c going to
 - d about to be
- 80 It took a few minutes for my eyes to adjust _____ the darkness.
 - a to
 - **b** with
 - c about
 - d in
- 81 I already have two apartments, so it's unlikely _____ another one.
 - a that l ever buy
 - **b** that I'll ever buy
 - **c** me ever buying
 - d ever that I'll buy
- **82** Greg is supposed to organize everything, but I'm not sure he ____.
 - a would rely on
 - **b** has been relied
 - c can be relied on
 - d is relying on
- **83** Mr. Smythe hasn't paid the rent in three months
 - nor ____ to.
 - a does he intendb is his intention
 - D IS NIS Intentio
 - **c** he intends
 - **d** will he intend

- 84 When I was younger, my parents ____ me camping every summer.
 - a were taking
 - **b** would take
 - c had taken
 - **d** used to taking
- 85 If you could send me more information, I would be very ____.
 - a appreciable
 - **b** appreciative
 - c appreciate
 - d appreciated
- 86 I asked Mary how much ____
 - a cost her new coat
 - b her new coat cost
 - c did her new coat cost
 - d has cost her new coat
- **87** "Georgia is really upset after losing her job."
 "______ there myself last year, I understand her completely."
 - a To be
 - **b** Being
 - c Having been
 - d To have been
- **88** I arrived a day ahead <u>everyone else to make the necessary preparations.</u>
 - a from
 - **b** of
 - **c** to
 - d over
- 89 You'd better leave soon, <u>you'll be late for class</u>.
 - a otherwise
 - **b** on condition that
 - c in case
 - **d** providing
- **90** Only when they had gotten to the station _____ they had forgotten their tickets.
 - a have they realized
 - **b** they had realized
 - c did they realize
 - **d** they realized

- **91** The program is aimed <u>a teenage audience</u>.
 - **a** at
 - **b** for
 - **c** to
 - d about
- 92 I'm sorry ____, but it's very important that I speak to you.
 - a to disturb
 - **b** having you disturbed
 - c having disturbed you
 - d to disturb you
- **93** I'm pleased to say that I knew quite ____ people at the party.
 - a a lot
 - **b** plenty of
 - c a few
 - d many
- 94 I'd love to drop by for a visit, but I'm allergic _____ your cats.
 - a to
 - **b** with
 - c of
 - d by
- **95** I didn't like her very much _____, but I changed my mind when I got to know her better.
 - a first of all
 - **b** at the first
 - c at first
 - **d** firstly
- **96** This is the building <u>the exhibition will take</u> place.
 - a which
 - **b** when
 - c in which
 - d that
- 97 The store closed down ____ in business for fifty years.
 - a while being
 - **b** since being
 - c had it been
 - d after having been
- 98 "I was told you rarely go out."
 - "_____, I go out every weekend."
 - a Nevertheless
 - **b** By comparison
 - c Besides
 - d On the contrary

- 99 "Let's go out for a drink."
 - "I can't go anywhere ____ this work."
 - a until I'll have finished
 - **b** since I've finished
 - c until I finish
 - d until I will finish
- 100 The Johnsons have a large collection of books,
 - ____ they've actually read.
 - a only some
 - **b** only a few of which
 - c only few of which
 - d just a few of them
- **101** A good employer should know how to allocate work ____ his employees.
 - a in
 - b to
 - c about
 - d between
- **102** The copier is _____. We'll have to make photocopies somewhere else.
 - a not in order
 - **b** out from order
 - c out of order
 - **d** without order
- 103 I'll always be by your side, no matter how bad things ____ .
 - a will have been getting
 - **b** will be getting
 - c get
 - d would get
- **104** He chose the course which ____ his needs.
 - a suited
 - **b** it suited
 - c is suited
 - d suitable
- **105** Make sure you lock all the doors before you _____.
 - a leave
 - **b** leaving
 - c will leave
 - d have left
- **106** He's a brilliant musician. ____ anyone so gifted.
 - a I hardly am seeing
 - **b** Rarely have I seen
 - c If I ever saw
 - d Seldom did I see

- **107** As their teacher, he had to answer ____ his students' behavior.
 - a for
 - b to
 - c about
 - d over
- **108** His staff assured him ____ their support when he decided to run for mayor.
 - a about
 - b of
 - c to
 - d for
- **109** I moved to this neighborhood _____ near work.
 - a in order for being
 - **b** in case I am
 - c so I could be
 - d that I will be
- **110** The title of the book was: *A Tour* ____ *England*.
 - a in
 - **b** to
 - c of
 - **d** about
- 111 Last week I worked mornings, but this week I'm working the ____ shift.
 - a night's
 - **b** nights
 - **c** nightly
 - d night
- **112** You never told me you were having trouble. ____, I would have helped you.
 - a Had I known
 - b Should I know
 - c Did I know
 - d Would I know
- **113** They were anxious _____ their daughter to call.
 - a for
 - **b** about
 - c that
 - d if
- **114** _____ one thing and another, I haven't had any free time this week.
 - a What if
 - **b** What about
 - **c** What with
 - d What for

- **115** I don't have time to watch television, ____ go to the movies!
 - a leave alone
 - **b** let alone
 - c but alone
 - d only alone
- **116** Our lawyers will appeal _____ a higher court to reverse the decision.
 - a to
 - **b** with
 - c for
 - d at
- **117** The computer has overheated. _____ fool must have left it on all night.
 - a A
 - b One
 - c Some
 - d Any
- **118** A lot of the people ____ in this area work at the nearby factory.
 - a live
 - **b** are living
 - c living
 - **d** who living
- **119** I wouldn't believe her _____ she says.
 - a however that
 - **b** as regards to
 - c no matter how
 - d no matter what
- **120** We haven't set a date for the wedding yet; when we do, you'll be the first _____.
 - a who knows
 - **b** to know
 - c will know
 - d that knows
- **121** I fell twice during the race. Needless _____, I lost.
 - a to say
 - **b** saying that
 - **c** saying it
 - d to say it
- 122 I left home at seven and so got to work in _____ time.
 - a early
 - **b** short
 - **c** brief
 - d plenty of

- **123** _____ of my guests offered to help me clean up after the dinner party.
 - a Hardly some
 - **b** Almost no
 - c Nearly any
 - d Not one
- **124** _____ the candidates, Mary Gray was the most qualified.
 - a Of all
 - **b** All from
 - c All of
 - d From all
- 125 "Do you feel ready to take your driving test?" "Not really, but ____ I'll give it a try."
 - a although
 - **b** no matter
 - c all the same
 - d however

126 She smelled something ____ in the kitchen.

- a to burn
- **b** burning
- **c** to be burning
- d to start to burn
- 127 "Is Megan having problems at home?"

"Not ____ ."

- a that I know of
- **b** that I know
- c I know from
- d from which I know
- **128** Would you be so kind _____ to hold the door for me, please?
 - a that
 - b so
 - c as
 - d if
- 129 Could I borrow your car for a couple of days? Mine ____ .
 - a is repaired
 - **b** is being repaired
 - c had to repair
 - **d** is about to repair

- **130** Officer Lawrence told the young police officer to take the robber _____.
 - a in custody
 - **b** to custody
 - c into custody
 - d for custody
- 131 "Would you like to go out for a drink after work?"
 - "I'd ____ ." **a** like
 - **b** love to
 - c prefer not
 - **d** rather to
 - a rather to
- **132** The colors red and green are associated _____ Christmas.
 - a to
 - **b** with
 - c of
 - d by
- 133 I'm too tired to do any more work. I ____ as well quit for the day.
 - a might
 - **b** should
 - c could
 - d had to
- **134** "What did you think of the play?"

"____ my great disappointment, I found it boring."

- **a** At
- **b** For
- c In
- d To
- 135 I was planning to stay home and relax, but I went out with some friends _____.
 - a although
 - **b** in spite of
 - c instead
 - d instead of
- **136** My doctor recommended that _____ a blood test.
 - a I will get
 - **b** I get
 - c to get
 - d getting

ON COURSE for the MICHIGAN ECPE offers a systematic approach to the acquisition of the English language at proficiency level. The book contains comprehensive coverage of the four sections (GCVR, Writing, Speaking and Listening) which comprise the Michigan ECPE, providing students with:

- topic-related, level-appropriate Cloze and Reading texts, designed to elicit maximum student response in the areas of comprehension, textual analysis and linguistic content.
- extensive practice in advanced lexical items such as derivatives, related words, confusable words, idioms, prepositions, phrasal verbs, synonyms, antonyms and collocations.
- vocabulary exercises to aid students in what is considered to be the most demanding part of the Michigan examination.
- grammar sections that enable students to review key grammar phenomena with particular emphasis on difficult grammar points.
- carefully planned writing sections including full-length writing tasks giving sufficient help and guidance to enable students to convey their ideas fluently and effectively.
- ample opportunity to practice the multi-stage, semi-structured speaking activities described in the new specifications.
- sufficient exposure to naturally-spoken American English to enable students to cope with the demands of the listening section.

Each lesson has been designed to build on and recycle students' knowledge, helping them build up the confidence to use English with accuracy and fluency.

After completing ON COURSE for the Michigan ECPE, students should continue with the New Generation Practice Tests for the Michigan ECPE. This book will assist candidates in consolidating the material they have been taught while providing them with a thorough preparation for the examination.

Components: Student's Book • Teacher's Book • Companion • Test Booklet • CD



