John Clark Liz Archer Dave Green **NEW FORMAT** On Course for the MICHIGAN ECPE FREE Companion included with **COURSEBOOK** On Course for the MICHIGAN ECPE



On Course for the MICHIGAN ECPE

COURSEBOOK

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Information for Speaking Tests		
Speaking – Functional Language		
Writing Guidance		
Grammar Reference		

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
C		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.

UNIT 1



Masters of Art

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
- 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
- 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 buses in this town on time.
 - **a** are usual to run **c** usually run
 - **b** are running usually **d** usually are running
- **2** This is the first time I a crocodile.
 - a see c have seen
 - **b** am seeing **d** can see
- 3 Due to last week's terrible tsunami, entire villages
 - c have wiped out **a** are wiped out
 - **b** wiped out **d** have been wiped out
- 4 I ____ on doing this today, but I'm glad I've done it though.
 - a haven't planned c haven't been planning
 - **d** hadn't planned **b** had planned
- 5 I'd like to go to the movies tonight; I hope you _____ working late.
 - **a** not
 - c haven't been
 - **b** won't be
- **d** wouldn't be
- "I visited Stonehenge while I was in England."
 - "Really? I wonder how _____."
 - **a** was it built c it was built
 - **b** has it been built **d** it has been built
- 7 I wonder what the world would be like if the computer invented.
 - **a** was never
- c has never been
- **b** had never been
- **d** would never have been
- **8** Greg has simply disappeared. I wonder what ___ to him.
 - **a** can happen
- **c** have happened
- **b** could happen
- **d** could have happened
- 9 It didn't rain after all. I ____ my umbrella.
 - **a** needn't bring
- c needed to bring
- **b** needn't to bring
- d needn't have brought
- **10** "Jane failed the course."
 - "She _____ very disappointed when she found out."
 - **a** must be
- **c** must have been
- **b** has been
- d would
- 11 I finally decided to mow the lawn, something I should ____ several weeks ago.
 - **a** be doing
- **c** do
- **b** have been doing **d** have done
- **12** He's usually quite a sensible boy, but today really silly.
 - a he's
- c he'd been
- **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 th	e correct answer.
	Choose th	e correct answer.

	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

a displaysb portraysc demonstrated exhibits

3 The painting _____ a scene of country life in the 19th century.

a depictsb describesc outlinesd sketches

4 The auction house would not _____ the price at which the painting had been sold.

a revealb unveild exhibit

2 Fill in the correct word.

for _

(un)imaginable • imaginary • (un)imaginative

1	The story is set in an to life by the author's vivid descript	
2	The extent of their wealth is almost	·
3	He is the most writh this books literally put me to sleep.	ter I have ever come across
4	In her private collection, she had we artist	orks of art by almost every

5 These action figures provide children with ample opportunity

__ play.

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)
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.

В

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.			

1	What's your Do you think he's right?	this matter?
2	In the bac party will be held indoor	d weather, the s.
3	We're painting the house selling it.	e with a
4	They had a great ocean from their hotel ro	the oom.

view of • view on • view to

10 WORD BUILDING

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

I CK	EATE			4 03E		
	•	ou need to be very				of the word
b	I wouldn't class	that awful	as art.			k word for "judge".
2 AR	т					s ruined what would
a	This work show	s that he has great		otherwise ha	ve been marvelo	ous work.
	ability.	-		5 EXPRESS		
b	The exhibition v	will feature local	and	a	_ is a style of pai	inting concerned with
	sculptors.			the expression	on of feelings.	
3 pri	RCEIVE			b She has a wor	nderfully	style of writing.
		ways gives a highly	,	6 DEFINE		
		nidden meaning of			s been described	as the
	•	ange people's		biography of		
	modern art?			b Not everyone	e agrees on the _	of art
				nowadays.		
11 WH	AT ARE THEY?					
Label	the pictures.	brush	• sketch pad • palet	te • canvas • easel		
	1/1					0
	/ 8					
					J 4	
		The state		SL2		
	V					
(1)		(2)	(3)	(4)	(5)
12 CLO	7F - Fxam Styl	ρ				
:	•					:
	_	•		nd. The modern us	-	•
				nerged in about 17		
			rm of(3) , a	nd of the artist as a	kind of creative	genius, did not
	develop(4)) later.				
	By the 19th ce	ntury, the word art	was associated w	ith the creative prod	duction of object	ts (5) no
				6) in the 20th ce		
				art. Indeed, these n		such issues
	as what criteria	a should be used fo	or perceiving an ob	ject or performance	e as art.	
	The work of s	ome 20th-century	artists in the(8) of drawing, p	ainting and scul	lpture has also
				rt and how an aud		
	modern defini	tion of art – sometl	ning which is beau	ıtiful or expresses id	eas – sounds jus	t as abstract as
	(10) of	the works now han	ging 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	<u>:</u>

DISCUSSION POINT

"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			
	- ance	- ence		
accept				
depend				
inherit				
prefer				
resemble				

h	Fill	in	the	correct	noun
v	ГШ		LIIC	COLLECT	HOUII.

1	There is a striking paintings.	between the two
2	Hishis work.	on alcohol had a negative effect on
3	Thebecome widespread.	_ of photography as an art form has
4	He received a large died.	when his father
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

VOCABULARY EXPANSION

1 Match the adjectives with their synonyms and antonyms.

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

2	Tick (/)	the word	that host	complete	s each sen	tonco
Z	TICK (V	i the word	that best	comblete	s each sen	tence.

Γicl	ick (\checkmark) the word that best completes each sentence.						
1	Gavin is the sole to his father's fortune. heir heirloom	4	His sudden was attributed to his artistic temperament.				
2	The use of only black and white is the artist's trade name trademark	5	outburst outbreak The artist accepted from a well-known tycoon.				
3	The designer spent her years in a small village.		commissions emissions				
	formal formative						

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.
 - c 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.
 - 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.
 - 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.
 - None of his children survived him.
 - **d** Rembrandt lost most of his money during the war.

UNIT 1



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 modern-day 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 • re	recognition • consensus • violation				
	MARK: I strongly believe	e that there should be some (1	1) of graffiti as an established art form.				
		. , , ,	nety-nine percent of graffiti is done without the property he ugly, random (3) on my freshly-painted				
	MARK: You have a good real talent.	I point, but there is a general (4) among artists that some graffiti show	٧S			
		as I'm concerned, it's nothing	more than a (5) of the law!				
2	Match the adjectives with	their antonyms.	3 Choose the correct meaning.				
	1 casual	a attractive	∡ a hide				
	2 elaborate	b void	1 perceive b notice				
	3 unsightly	c formal	√ a communicate				
			2 convey				
		d undeserving	b gather				
	5 worthy	e simple	a damage				
			b sketch				
			√ a produce				
			4 constitute b be considered to be				
			a alternative and				
4 \	WORD BUILDING		5 demonstrate show how to use				
C	omplete the table.		b change to improve				
	ADJECTIVE(S)	ABSTRACT NOUN	CONCRETE NOUN				
	1 political						
	·						
•	2	vandalism					
	3 offending						
,	4		person				
	5	practice					
	DAMANA D DDA CTICE C	.15					
	RAMMAR PRACTICE: Spec	iai Grammar Points					
Cl	hoose the correct answer.						
1	I need a copy of this rep	ort. Can you have ?	5 her hard work, she still failed her exam.				
	a it seen to	c seen to it	a In spite c Nevertheless				
	b it seen	d to see it	b For all d Although				
2	What you did was terrib from now on.	le. I hope you better	6 Let's cross our fingers and hope that everything goes planned.				
	a to behave	c will behave	a as c as that				
	b to behaving	d are behaving	b as what d that has been				
3	If you continue to steal	things from the office, I'll be	7 I've known him for years.				
	in the difficult position		a a great many c a great deal of				
		c to reporting	b a lot d lots				
	b of having reported	d of having to report	8 He has been seeing a counselor week for the	5			
4	High production costs le	ed to the company's	past year.				

a bankrupt

b bankrupting

c bankruptcy

d having bankrupt

a each and all

b each and every

c every and eachd every and any

6 VOCABULARY PRACTICE: Preposition Usage

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
- **c** receptive
- **b** raucous
- **d** ravenous
- **5** This model is definitely to the other one.
 - **a** informal
- **c** inoperable
- **b** inferior
- **d** indecent

- 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
- **b** provenance
- **d** provision
- **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.
 - a excels
- c exceeds
- **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)

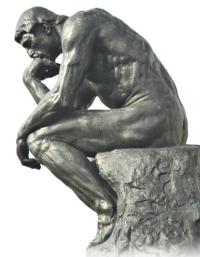
left and right (from many different sources)

born and bred (born and raised)

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

Fill in the correct idiomatic pair.

- 1 Try doing it her way for a change. Marriage is all a matter of
- The sculptor was ______ in New York.
- **3** Ever since the exhibition, she's been getting offers
- 4 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.



8 WHAT DO THEY MEAN?

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

9 WORD BUILDING

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

10 WHAT ARE THEY?

Label the pictures.

caricature • landscape • modern art • silhouette • portrait











(1)_____

(2)_____

(3)_____

(4)

(5)_____

11 DISCUSSION POINT

"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.

b had **d** however 1 **a** instead **c** because **b** privilege c limits d freedom 2 **a** uses 3 **a** present **b** actually **c** solely even d a emphasizing **b** emphasized **c** emphasize 4 **d** emphasizes 5 **a** Therefore **b** Despite c While **d** Later 6 a Neither **b** Most c Majority **d** Those **c** theory 7 **a** individual **b** somebody d talent **b** called identified 8 a known c founded 9 **c** mostly such **a** much b SO d 10 **b** center peak a core c top

13 SPECIAL LANGUAGE POINTS

Fill in the correct words.

I		all in all • all along	• all the same	2			well • as well • well as
	1	, th	e exhibition was a great		1	As	being angry, he was very upset.
		success.			2	lt's just	you didn't buy it – it was a
	2	He's exhausted, but	he's			forgery.	,
		coming with us.			3 There's	There's no	othing to do here; we may as
		I knew who the artist was; I just decided not to say anything.			go home.		

14 VOCABULARY EXPANSION

1a	Match	the a	ljectives	with	their	synony	yms.
----	-------	-------	-----------	------	-------	--------	------

1	conventional subversive	 	
3	rebellious	 a educated, mental	e destructive, revolutionary
4	intellectual	 b relaxing, healing	f poetic, cultural
5	revelatory	 c barbaric, horrific	g disobedient, defiant
6	literary	 d standard, traditional	h informative, enlightening
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		

2 Fill in the correct word.

	comeback • emergence • core • conflict • po	otential	
1	He has the to become a gre	eat designer.	
2	The early twentieth century was marked by the	e 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.
- 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
 - 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.
 - 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?
 - 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.

UNIT 1



Reviewing the Masters

PRE-SPEAKING

Preparation for Stage 1

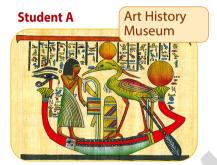
Answer the following questions.

- 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.
Granda de la companya	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
1	helicopters - which were (8) on the principles of aerodynamics. As a
	matter of fact, many of his studies (9) the developments of modern
	technology.

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 chosenfrom 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.

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
- Den 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
- Den 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

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.

- "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.
- "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.

You will hear short conversations. After each conversation, you will hear a question about it. You will hear each conversation and question once. Mark your answers (a, b, c or d).

- 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 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 _____
$$3^{rd}$$
 c A.D. = the third century A.D.

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).

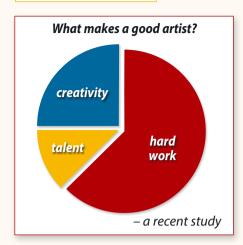
Now you will hear the talk. Look at the questions.

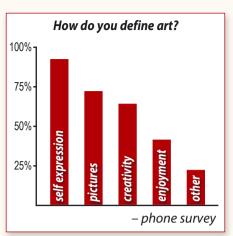
Listen to a tourist guide talking about some caves.

- 1 What is the main purpose of the talk?
 - a to advertise a tour
 - **b** to give information
 - c to present a new theory
 - **d** to entertain
- 2 What is said about the discovery of the caves?
 - **a** The British army had been searching for them.
 - **b** It happened by chance.
 - **c** It took hard, physical labor.
 - **d** It was made with the villagers' help.
- **3** What was discovered about the caves' inhabitants?
 - **a** There were separate groups over different time periods.
 - **b** They were trying to hide from Buddhists.
 - **c** They had recently deserted the caves.
 - **d** The groups fought each other.

- 4 What is said about the works of art in the caves?
 - a Only the sculptures are impressive.
 - **b** They were made over several centuries.
 - **c** They are of varying quality.
 - **d** They were hidden in the caves.
- **5** What is true of cave ten?
 - a It is the furthest to the west.
 - **b** It was built before the others.
 - c It is 40 feet long.
 - **d** It is the most popular.
- 6 What shows scenes from Buddha's life?
 - **a** shrines
 - **b** monasteries
 - **c** murals
 - **d** the floors

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

- 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

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 deeplyto a large number of people.	OFFEND
3	Teenagers often dothings.	_ MISCHIEF
4	When she went outside, she discov someone had scrawled	
	on her garage door.	OBSCENE
5	If only she would draw something	

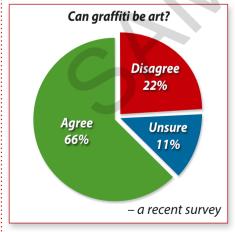
2 Fill in the correct prefix to form the antonyms.

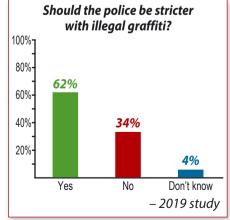
	il • ir • un • dis				
1	acceptable	4	responsible		
2	legal	5	rational		
3 _	obedient	6 _	interested		



WRITING TASK

property.





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.

DOWNTOWN SHOPPING MALL
BY TERRORISTS!

FAMOUS COUPLE'S MARRIAGE

CONGRESS ______
PRESIDENT'S PROPOSAL

PEACE TALKS ______IN MIDDLE EAST

MURDERER PRISON

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]

a up on **b** up with

PHRASAL VE	RBS	1 Fill in	the correct particle.	
bring about: cause to happ bring around: cause to regain bring up: 1 raise a child 2 mention / in bump into: meet by chart burst into: suddenly start etc.) call for: 1 demand str 2 need or req call off: cancel call on sb: visit sb get carried away: get very excit carry on (with): continue carry out: 1 fulfill (a duty	en n consciousness I ntroduce a subject nce rt (laughter, tears, fire, n quire ted y, threat, promise, etc.) n experiment, research, ular things that have	a cal 1 2 3 4 b cal 1 2	threats. Meg carried research work after h He always gets carrie watches basketball o The psychology depa research affected by divorce.	d when he n TV. artment is carrying into how children are immediate in tomorrow at around the many decause of a cold soda under
2 Fill in the correct particle(s). I bumped (1) an o least twenty minutes, catching when we finally got around (3) laughter. We respectful. a around 2 During the early 90s, grun really caught a on	our newsto swapping addresses, who to only lived in the same shildren to be	s. You see, we we area, we we had be area, we we he he	ve hadn't seen each oth nelp ourselves and burs	the girl's face to bring b up ne points he wanted to
3 Evie is so far ahead in the	book that no one can		e new manager has bro	ought many

b about

a up

Phrasal Verbs 3 [Consolidation]

Choose the correct answer.

1	I refused to his false claim of being sick. a back down	9 Fighting broke between rival gangs in the Bronx.	e
	b back out	a down	
	c back up	b up	
	d back off	c out	
_		d into	
2	As soon as we leave, the kids will something. I'm certain of it.		
		10 They a series of experiments in order to isolate the problem.	
	a be up to	a carried out	
	b be down with		
	c back out of	b came across	
	d back down	c backed out of	
3	Will you please! You're really beginning to	d burst into	
	annoy me.	11 You'll never guess who I at the bus station	n.
	a back out	a burst into	
	b back up	b bumped into	
	c be down	c caught up on	
	d back off	d broke out	
4	The strike was when the workers' demands	12 I may need to buy a new car as this one keeps	
7	were met.	all the time.	
	a called for	a breaking off	
	b called off	b breaking out	
	c called on	c breaking up	
		d breaking down	
	d carried on		
5	She rarely the subject of her time in	13 The President the director's immediate resignation.	
	Germany during the war.	a called off	
	a brings about	b carried on	
	b brings around	c called for	
	c brings in	d carried out	
	d brings up		
6	Rap music quickly in the 1990s.	14 Someone broke the school and smashed	up
	a carried out	the science lab.	
	b caught on	a up	
	c bumped into	b out	
	d carried on	c down	
7	Ava had dinner and then studying for the	d into	
•	exam.	15 No one knows what his change in attitud	e.
	a caught on	a brought up	
	b burst into	b brought about	
	c called off	c caught up with	
	d carried on	d backed up	
_		16 Olivia was so happy she song.	
8	Tim and Clare their engagement last week.	a brought up	
	a backed off	b burst into	
	b blew up		
	c broke upd broke off	c called for	
	W DIONE OII	d caught on	

Grammar

Choose the correct answer.

1	The word "television" is often abbreviated	9	He's America in order to promote his new
	"TV".		album.
	a to		a touring
	b into		b touring to
	c with		c touring in
	d for		d touring over
2	The movie is on this weekend.	10	After you the topic, you may begin writing
	a I told you about		your essay.
	b that I told you		a are reading
	c about which I told		b will read
	d which I was told you		c will have read
			d have read
3	I deeply regret		
	a to telling her my secret	11	I earn \$8 at work.
	b having told her my secret		a the hour
	c to tell her my secret		b in an hour
	d of telling her my secret		c per the hour
			d per hour
4	It's no use them at the moment – they're on		
	vacation.	12	Although she hadn't been looking forward to
	a call		, she enjoyed herself in the end.
	b to call		a go
	c calling		b going
	d called		c having gone
			d be going
5	The best time is on the weekend.		
	a for us doing the housework	13	The test was harder than I had expected.
	b for a housework		a so
	c that we can do housework		b more
	d to do the housework		c much
			d very
6	He worked too hard for many years, serious		
	health problems.	14	I have an old copy of the book, all torn.
	a has resulted to		a the cover which is
	b to result inc resulted to		b that the cover is
			whose cover it is
	d resulting in		d the cover of which is
7	There's a wonderful museum here. Many people	15	the house that I realized I had forgotten my
	the area come to see it.		wallet.
	a visit		a Only upon my leaving from
	b are visiting		b Just when I had left
	c who visited		 Not only did I leave
	d visiting		d It was only after I had left
8	I've found an interesting offer in the	16	Let's do something tonight. How about the
	newspaper.		movies?
	a job		a going to
	b jobs		b we go
	c job's		c to go
	d jobs'		d that we go to

	The party's next Saturday. I hope you a would come b will come c are to come d could come any qualifications, all he can do is wait tables.	 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?"
	a Not have b Not having c To not have d Not to have	"Some do but do not." a some other b another c others d the other
19	What is the situation? a today b nowadays c present-day d present-days	26 We need to think about and a new plan of attack. a to decide b decide c decide of
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	 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
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	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
	The seminar was nothing what I had hoped. a as b like c much as d as such There was long line at the bank that I spent more than an hour waiting.	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
	a sob suchc so ad such a	 30 George been at work this morning because 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 his work.	39	She may be small in size, but she can fend for a her
	a in		b herself
	b with		c hers
	c at		d she
	d about		W SITE
	d about	40	It was he desided to turn down their offer
		40	It was he decided to turn down their offer.
32	"What did the lawyer advise?"		a with regret that
	"He suggested that Ross guilty to the		b regretful so
	charges made against him."		c from regret
	a will plead		d no regret
	b he plead	41	After a four years that he was just a regue
	c plead	41	After a few years, that he was just a rogue.
	d is pleading		a become known
			b it became known
33	Six o'clock is for me to wake up.		c became known
	a too early		d it came to know
	· · · · · · · · · · · · · · · · · · ·		
	b more early	42	My French is so good I any mistakes.
	c much earlier	72	- '
	d so much early		a am making hardly
			b hardly make
34	He left without even his coffee.		c make not hardly
•	a having drunk		d hardly have to make
	b to have drunk		
		43	There was a dangerous bend the road, and
	c drink		that's why the accident occurred.
	d to drink		a at
35	I thought he hadn't come home yet.		b on
	a it strangely		c in
	- ·		d to
	b it strange		
	c he was strange	44	"If you rent an apartment in this area, you'll
	d that was the strange		pay more money, but you'll also be close to the
			office."
36	"Mike's a stockbroker, isn't he?"		" that way, I think it's worth the extra money."
	"Yes, and it's a job he has really excelled."		
	a for which		a Looking at
	b in which		b To look at
			c Look at it
	c which		d Looking at it
	d that		
		45	I never thought Scott would be pleased with
37	I had hoped late.		my work.
	a her not to arrive		a that
	b she was arriving not		
	<u> </u>		b more
	c her not arriving		c as much
	d she would not be arriving		d as
38	Their theory has not been satisfactorily	46	My grandfather spends most of his time in his
	a prove		chair.
	b proof		a rocker
	c proving		b rocked
			c rock
	d proven		
			d rocking

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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	 70 one of you deserves a vacation for your har work. a Each of every b Every of each c Each and every d Every and each
63	"Jenson looks exhausted." "That's because he's been lately." a working hard b hardly working c worked hardly d hardly worked	71 discovering that their home had been burglarized, they called the police. a On b With c In d At
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	"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
65	to work every day will keep you fit. a By cycling b To cycle c Cycle d Cycling	73 I think I'll do all my errands today have tomorrow free. a as to b so as to c for to d that I'll
66	He gave a first-hand account what had happened. a for b of c around d to	 74 We should be going now, you want to or not. a whether b should c anyway d either
67	he been fired for what he did, I wouldn't have been at all surprised. a Should b Unless c Had d If I'm looking for someone the house once a week.	 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
69	 a that can clean b cleaning c for cleaning d she cleans She was pleased to be given a role in the play. a supportive b supportable 	 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
	c supportable d supporting	

	In the end, he was acquitted all charges. a from b of c for d off	84	When I was younger, my parents me camping every summer. a were taking b would take c had taken d used to taking
	If you decide to accept the offer, give me a call. a might b would c should d could The two countries are signing an agreement.	85	If you could send me more information, I would be very a appreciable b appreciative c appreciate d appreciated
79	a due to b on the verge of c going to d about to be	86	l 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
81	It took a few minutes for my eyes to adjust the darkness. a to b with c about d in I already have two apartments, so it's unlikely another one. a that I ever buy b that I'll ever buy	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 I arrived a day ahead everyone else to make the necessary preparations. a from
82	c me ever buying d ever that I'll buy Greg is supposed to organize everything, but I'm not sure he		b of c to d over
83	 a would rely on b has been relied c can be relied on d is relying on Mr. Smythe hasn't paid the rent in three months	89	You'd better leave soon, you'll be late for class. a otherwise b on condition that c in case d providing
	 nor to. a does he intend b is his intention c he intends d will he intend 	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

	The program is aimed a teenage audience. a at b for c to d about I'm sorry, but it's very important that I speak	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
	to you. a to disturb b having you disturbed c having disturbed you d to disturb you	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
	I'm pleased to say that I knew quite people at the party. a a lot b plenty of c a few d many	101	A good employer should know how to allocate work his employees. a in b to c about d between
94	I'd love to drop by for a visit, but I'm allergic your cats. a to b with c of d by	102	
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	103	I'll always be by your side, no matter how bad things a will have been getting b will be getting c get
96	This is the building the exhibition will take place. a which b when c in which d that	104	 d would get He chose the course which his needs. a suited b it suited c is suited d suitable
97	The store closed down in business for fifty years. a while being b since being c had it been d after having been	105	Make sure you lock all the doors before you a leave b leaving c will leave d have left
98	"I was told you rarely go out." ", I go out every weekend." a Nevertheless b By comparison c Besides d On the contrary	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	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
108	His staff assured him their support when he decided to run for mayor. a about b of c to d for	116	Our lawyers will appeal a higher court to reverse the decision. a to b with c for d at
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	117	The computer has overheated fool must have left it on all night. a A b One c Some d Any
110	The title of the book was: A Tour England. a in b to c of d about	118	A lot of the people in this area work at the nearby factory. a live b are living c living
111	Last week I worked mornings, but this week I'm working the shift.	440	d who living
	a night'sb nightsc nightlyd night	119	I wouldn't believe her she says. a however that b as regards to c no matter how d no matter what
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	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
113	They were anxious their daughter to call. a for b about c that d if one thing and another, I haven't had any	121	I fell twice during the race. Needless, I lost. a to say b saying that c saying it d to say it
114	free time this week. a What if b What about c What with d What for	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	130	Officer Lawrence told the young police officer to take the robber a in custody b to custody c into custody d for custody
124	the candidates, Mary Gray was the most qualified. a Of all b All from c All of d From all	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
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	132	The colors red and green are associated Christmas. a to b with c of d by
126	She smelled something in the kitchen. a to burn b burning c to be burning d to start to burn	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
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 Would you be so kind to hold the door for	134	"What did you think of the play?" " my great disappointment, I found it boring." a At b For c In d To
129	me, please? a that b so c as d if Could I borrow your car for a couple of days?	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
	Mine a is repaired b is being repaired c had to repair d is about to repair	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



