

Vocabulary

Collocations with *make, get and do*

1 Form collocations with the words in **bold** by writing *make, get* or *do* in the correct form in the gaps in these extracts from Listening Part 1.

- 1 But you a conscious **decision** to learn it when you were in Mongolia, didn't you?
- 2 What's essential, though, is an **effort**.
- 3 I remembered those dictation **exercises**.
- 4 As a language teacher it would my life a lot easier.
- 5 the **questions right** would be useful training for many interviewers.

2 Exam candidates often use the wrong verb with the words and phrases in the box. Write each word or phrase in the correct column of the table below. Two words/phrases can be written in more than one column.

- a comment a course a decision a mistake a job
 an effort a point a proposal a qualification
 a suggestion activities an apology business
 complaints changes exercise further information
 friends harm one's money back one's best
 some shopping sport household chores the cooking
 the right choice use of something an improvement

make	get	do
a comment	a job	a job

3 Each of the sentences below contains a mistake made by candidates with a collocation of *make, do* or *get*. Correct the mistakes.

- 1 Before working in our shop you first make a one-week course in developing photos.
- 2 A lot of my time was wasted, so I think I should receive some of my money back.
- 3 She did everything possible to turn the trip more pleasant.
- 4 We were made to work very hard at school and that certainly didn't make me any harm.
- 5 We need to reduce the time taken to achieve all the tasks mentioned above.

- 6 Other members of the club have given suggestions about a quiz or karaoke night to form part of our social programme.
- 7 We'd be very grateful if you'd make your best to solve this problem.
- 8 You can spend lots of time at this holiday camp practising exercise and having a great time!



Reading and Use of English | Part 3

Exam information

In Reading and Use of English Part 3

- you read a text of 150–170 words with eight gaps and one example (0)
- in each gap you write the correct form of the word given in CAPITALS at the end of the line.

This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes.

1 Work in small groups. How many words can you form from each of these base words?

govern care critic child break occasion force
 deep fragile friend repair

Example

govern: government, governmental, governable, ungovernable, ungovernably, governing, governor

2 Look at your answers to Exercise 1. Which of these suffixes did you use?

-ion, -ment, -less, -ise, -ally, -hood, -able, -ly, -ful, -en, -ity, -ship

Which of the suffixes above are used to form

1 verbs? 2 nouns? 3 adjectives? 4 adverbs?

3 Can you think of other suffixes which are used in each of the categories 1–4 in Exercise 2? For each suffix, write one word as an example, e.g. nouns: -ness: kindness.

4 Which of the words in the box are spelled correctly? Correct the words which are spelled incorrectly.

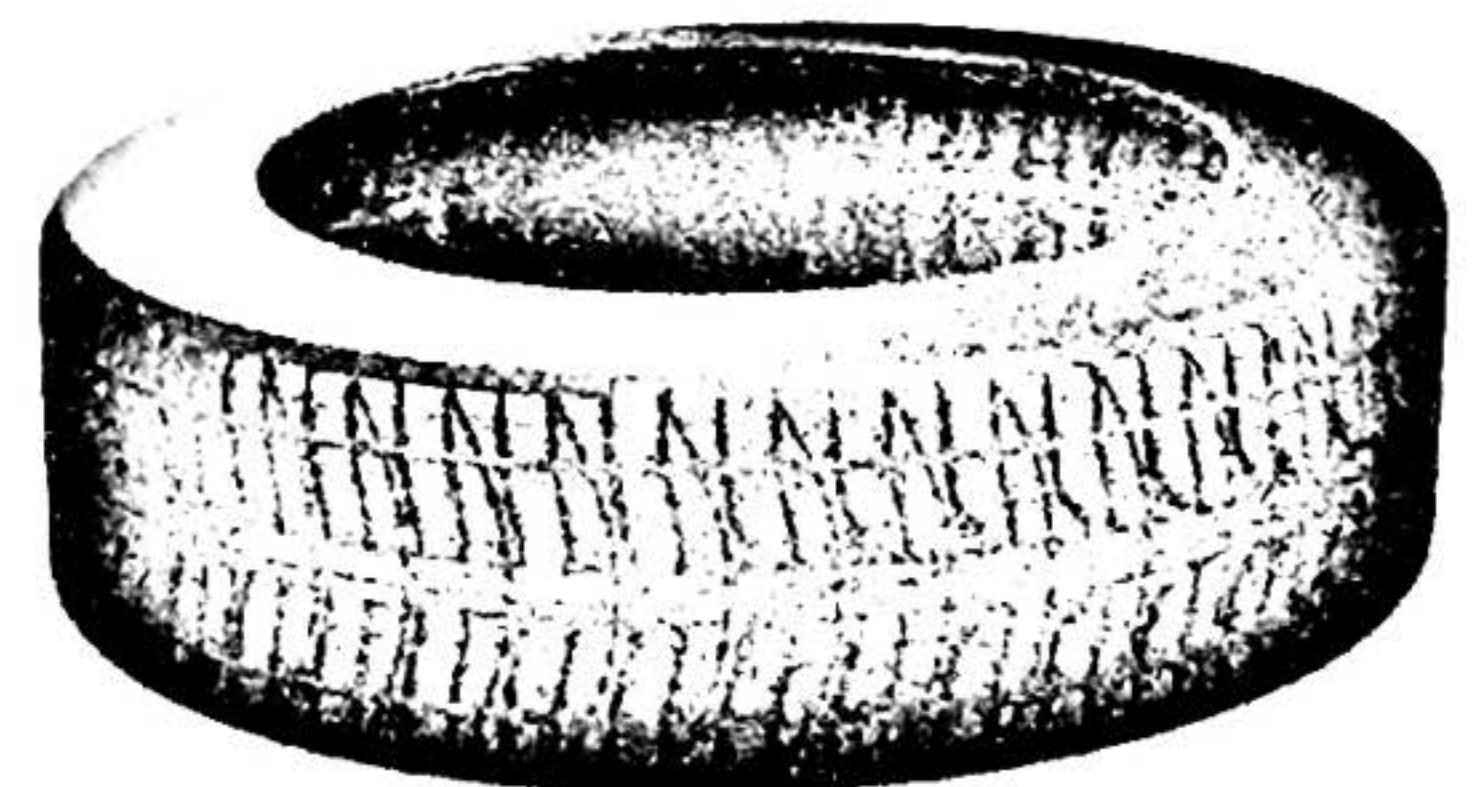
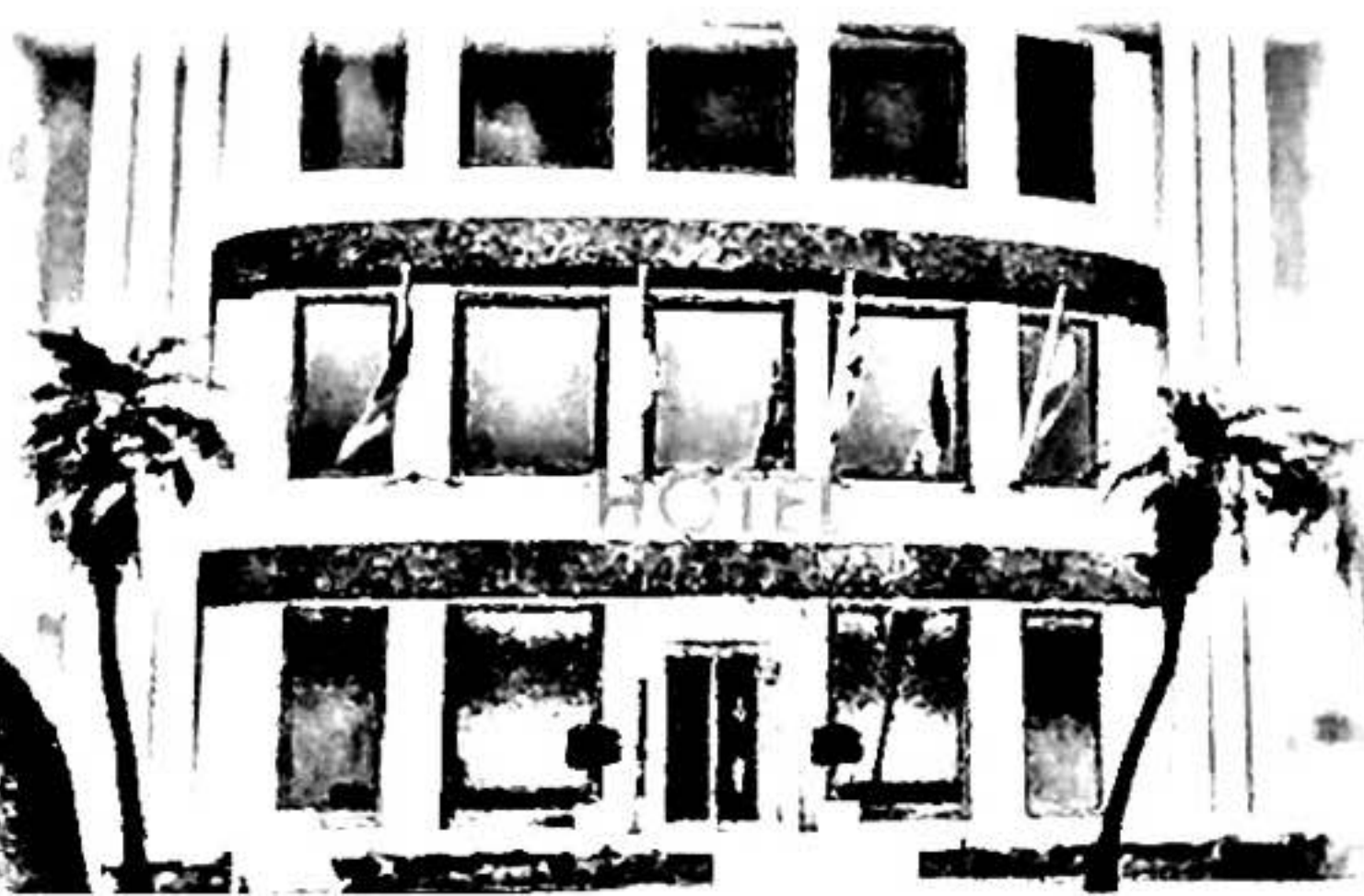
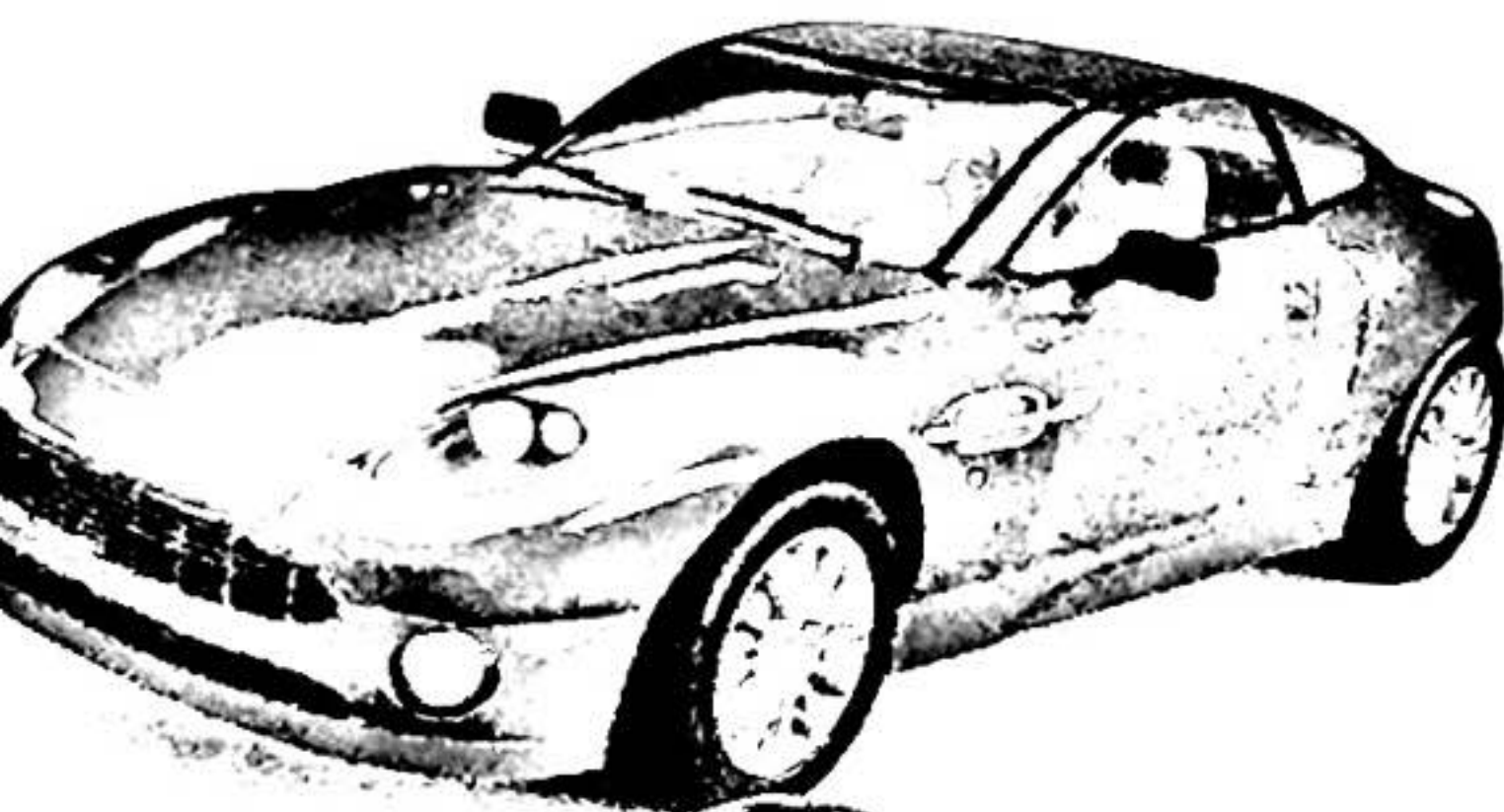
occurrence happening developement
 statement referrence opening realy
 factually beautifuly truthfull disappointed
 disatisfied irregularrity reliable undenyable
 useable refuseing basicaly arguement

page 183 Language reference: Spelling rules for adding affixes

5 Spelling mistakes are among the most frequent errors made by candidates in the exam. Find and correct the spelling mistakes made by candidates in the sentences below.

- As you can see in the advertisment, the holiday is quite cheap.
- People are begining to get tired of being promised things it's impossible to give them.
- I'm sure you're going to be as succesful as your predecessor was.
- He was sent to prison for expressing his disagreement with the goverment.
- By implementing these proposals we will be doing more to protect the enviroment.
- The family I stayed with was realy kind and helpful.

Work in small groups. You are going to read a text about names for new products. Before you read, suggest an attractive and an unattractive name for each of the products in the pictures.



7 Read the text below quite quickly to find out

- how companies name products
- what problems they have when naming products.

The naming of products

International companies are finding it (0) *increasingly* **INCREASE** important to develop brand names that can be used in a wide range of countries. A product with a single, (1) recognised name can enable companies to make major (2) **UNIVERSE SAVE** in production and promotion costs – especially now that world advertising is a (3) in such contexts as major sporting events. **REAL**

It is said that more time is actually spent deciding the name of a product than on the research and development leading to the (4) **INNOVATE** itself. Thousands of possible names may need to be investigated to find one that is internationally (5) **ACCEPT**

An indication of the scope of the problem can be seen from the experience of Dunlop, who spent over two years (6) researching a name for a new tyre. They then launched an international (7) amongst their employees, receiving over 10,000 entries. Around 30 names were selected from an enormous number of (8) but not one was found to be legally available in more than a small number of countries. **SUCCEED COMPETE SUBMIT**

Adapted from *The Cambridge Encyclopedia of Language*

8 For questions 1–8, read the text again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

9 Work in pairs.

- How do people in your country choose names for their children?
- Are fashions in children's names changing?
- In Britain, people also name their pets and sometimes their houses. What things do people in your country name, and what sorts of name do they choose?

Reading and Use of English | Part 6

Exam information

In Reading and Use of English Part 6, you

- read four short extracts from academic texts on the same subject
- answer four questions.

This part tests your ability to identify similarities, differences and connections between opinions and attitudes expressed in the extracts.

- 1 Work in small groups. You will read four extracts from texts about minority languages. Before you read, discuss these questions.
 - What minority languages, or languages spoken by just a small number of people exist in your country, or do you know about?
 - Are they in danger of dying out? Why (not)?
 - Do you think it is important to protect endangered languages? Why (not)?
- 2 Before you do the exam task in Exercise 4, read the introductory sentence in *italics* and each extract carefully and answer these questions. Then discuss your answers in pairs.

Extract A

- 1 What effect has globalisation had on minority languages?
- 2 What suggestion does the writer have for keeping minority languages alive?

Extract B

- 3 What reasons does the extract give for not promoting regional languages?
- 4 What is the 'benign neglect' position?

Extract C

- 5 What problem do linguistics researchers face and how has this affected their research?
- 6 Why should languages be kept alive?

Extract D

- 7 When is it clear that a language is going to die?
- 8 Why is it important to prevent the loss of minority languages?

- 3 To follow the arguments of academic texts, it is important to understand the referencing within the texts. Work in pairs. What do the underlined words and phrases (1–16) in the texts refer to?

Endangered languages

The threat to minority languages in different parts of the world is an area of discussion amongst linguists.

A

In our connected globalised world, the languages which dominate communications and business, Mandarin, Hindi, English, Spanish and Russian amongst others, are placing small languages spoken in remote places under increasing pressure. Fewer and fewer people speak languages such as Liki, Taushiro and Dumi as their children shift away from the language of their ancestors towards languages which promise education, success and the chance of a better life. While to many parents ²this may appear a reasonable choice, giving their offspring the opportunity to achieve the sort of prosperity they see on television, the children themselves often lose touch with their roots. However, in many places the more reasonable option of bilingualism, where children learn to speak both a local and a national language, is being promoted. ³This gives hope that many endangered languages will survive, allowing people to combine their links to local tradition with access to wider world culture.

B

While individuals are free to choose if they wish to speak a minority language, national governments should be under no obligation to provide education in an economically unproductive language, especially in times of budget constraints. It is generally accepted that national languages unite and help to create wealth while minority regional languages divide. Furthermore, governments have a duty to ensure that young people can fulfil their full potential, meaning that state education must provide ⁴them with the ability to speak and work in their national language and so equip them to participate responsibly in national affairs. People whose language competence does not extend beyond the use of a regional tongue have limited prospects. ⁵This means that while many people may feel a sentimental attachment to their local language, their government's position should be one of benign neglect, allowing people to speak the language, but not acting to prevent ⁶its eventual disappearance.



The Breton language of Brittany, France, is classified as 'severely endangered'.



Of 250 known Australian Aboriginal languages, all but 35 have died out or are in critical danger.



There are just 50 speakers of Udege left in Siberia and most of them are over 50 years old.

C

Many PhD students studying minority languages lack the resources to develop their language skills, with the result that they have to rely on interpreters and translators to communicate with speakers of the language ⁷they are studying. ⁸This, I believe, has a detrimental effect on the quality of their research. At the same time, ⁹they have to struggle against the frequently expressed opinion that minority languages serve no useful purpose and should be allowed to die a natural death. ¹⁰Such a view fails to take into account the fact that a unique body of knowledge and culture, built up over thousands of years, is contained in a language and that language extinction and species extinction are different facets of the same process. ¹¹They are part of an impending global catastrophe which is beginning to look unavoidable.

D

A healthy language is ¹²one which children learn to speak, so that however many adults use the language, if young people do not acquire ¹³it, it will not survive. While the disappearance of a language may be a tragedy for the people who speak it, ¹⁴it may appear to be an event of little importance to ¹⁵others. However, I would argue that language diversity is as necessary as biological diversity and that we are simply not aware of all the things we lose when a language disappears. When an animal or plant becomes extinct, we seldom realise how its existence might have benefited us. ¹⁶The same is true for many small languages. Moreover, the resources to prevent their loss are unlikely to ever be available simply because the economic benefits of keeping them alive cannot be demonstrated.

4 Now do the exam task. For questions 1–4, choose from the extracts A–D. The extracts may be chosen more than once.

Which extract

shares Extract B's view of the economic significance of major languages?

1

expresses a different view from the others regarding the need to preserve minority languages?

2

takes a different view from the others regarding the future of small languages?

3

takes a similar view to Extract C on the effect of language disappearance?

4

5 Work in small groups.

- Which extract(s) do you think it would be interesting to read more of? Why?
- What can be done to keep endangered languages alive?