

Exam Focus

► Paper 3, Part 3

In Paper 3, Part 3 you are given six sets of three separate sentences, each with one gap. For each set, you have to find one word which can fill all three gaps. The word will always be in the same form and will always be used as the same part of speech.

This question tests your knowledge of collocations. There will be more than one possible answer for each individual sentence but only one word will be possible in all the three gaps. You should check your answer carefully with all three sentences. Never base your answer on only one sentence.

The best way to prepare for this question is to record vocabulary in phrases rather than single words.

1

1 Read this example. What part of speech is the missing word? Can you guess what the word might be?

I got a lot of out of that coat.

The carpet is showing signs of

The shop has a new range of casual for men and women.

2 Now look at the dictionary definition on page 236 and check your answer.

3 Underline the three sections in the dictionary definition that relate to the three sentences. How many other uses can this word have?

2 Think of one word only which can be used appropriately in all three sentences.

Here is a procedure to follow for this task.

- Read through the three sentences. If you think of a possible word to fill the gaps, do not write anything until you have read all the sentences and you are sure that it fits all three contexts.
- If you cannot immediately think of a suitable word, check what part of speech is required, e.g. noun, verb or adjective. You will probably already know the main meaning of the word, but you may not recognise it immediately in these contexts. Look carefully at the other words in the sentence and see if they suggest any collocations.
- If you still can't think of a possible word, leave the question and go back to it later.

- 1 She really wanted him to join the company and she got her – though later she regretted it. The registry office and the hotel where the reception was to take place were a long apart, so we had to organise transport. Gloria thought that working as a make-up artist might be a of getting into films.
- 2 I'm sorry, I didn't what you said – could you repeat it, please? They tried as hard as they could, but didn't manage to up with Susie and her friends. As she sorted out the children's clothes, she would sometimes herself wishing she was somewhere else entirely.
- 3 My grandmother was strict, but the advice she gave me was always, and I did my best to follow it. She tossed and turned for several hours and then towards morning she fell into a sleep. The bodywork of the car appears to be quite, but the engine definitely needs replacing.
- 4 She's to find out about it one day – we can't keep it a secret forever. He was legally to report to the police once a week, but did not always fulfil this requirement. The planes for the disaster zone were well equipped with medicine and supplies.
- 5 When she picked the rose, a thorn went into the of her thumb, and she fell into a deep sleep. Can you look in the top drawer in the kitchen and see if you can find a of string? Her parents had arranged a formal for her eighteenth birthday, although she'd have preferred to go to a club.
- 6 The sailors feared the storm would before they got safely back to harbour again. If we have a cheap holiday this year then we won't have to into our savings. I don't expect the news of the discovery will for a few more days.

3 How many of the words above would be the same in all three contexts in your own language?

4 Now work in pairs. You are going to make up similar questions for one another.

Student A look at page 237.

Student B look at page 239.

Language Focus: Grammar

Emphasis

1 The words *so* and *such* can be used to intensify adjectives and nouns.

1 In informal contexts, *so* and *such* are stressed, and the sentences have the force of exclamations. Say these sentences aloud with the appropriate stress.

- 1 It was **such** a relief to know he was safe.
- 2 The party was **such** fun!
- 3 The results were **so** disappointing, weren't they?
- 4 I'm **so** worried about the test.

2 More formally, *so* and *such* are used with clauses of result, as in the following examples.

- 1 The hotel was so noisy that I couldn't sleep.
- 2 His performance was so impressive that they offered him the leading role.
- 3 She felt such anger that she was unable to speak.
- 4 He gave such a moving speech that the audience was in tears.

2 We can make sentences 1–4 in Exercise 1.2 above more emphatic by using inversion. More than one alternative is possible. Complete the sentences below, which show the different options.

Sentence 1

- a) So was the hotel ...
- b) Such was the in the hotel ...
... that I could not sleep.

Sentence 2

- a) So was his performance ...
- b) So a performance did he give ...
- c) So were they by his performance ...
... that they offered him the leading role.

Sentence 3

- a) Such did she feel ...
- b) So did she feel ...
... that she was unable to speak.

Sentence 4

- a) Such
- b) So
- c) So
... that the audience was in tears.

What do you notice about the use of *a* in the sentences you have completed?

► Grammar reference pp. 220–221

Use of English

► Paper 3, Part 1

1 Look at the photo. Describe the situation. How do you think the person is feeling?



2 The extract below was written by a climber who had to make an important decision during a difficult climb. Read the text, ignoring the gaps for the moment. What decision did he have to make and what effect did it have on him?

The Fight for the Summit

At 1.30 on May 12 1988, the British mountaineer Stephen Venables was confronted (0) *with*... an agonising dilemma. (1) an epic, month-long ascent of the Kangshung face of Everest, he had reached the final staging point before the summit itself. He was hours (2) schedule, close to exhaustion and utterly alone, his companions (3) fallen far behind. He knew that (4) he did decide to push (5), he would have to (6) a night on the mountainside in plunging temperatures, (7) frostbite almost inevitable and his very survival (8) stake.

As he wondered (9) to continue or turn back, Venables saw the final section of the summit ridge, recognising it (10) the photograph taken by the (11) climbers ever to reach the summit during the British ascent in 1953. Venables later said that (12) was the mythology of the place and a chance to become part of it (13) willed him on. He arrived on the summit two hours later, waiting just ten minutes (14) starting his descent. He (15) indeed suffer frostbite, and almost died as he struggled back to base camp. Later he had three toes amputated – but resolved to carry on climbing.

3 Fill each of the numbered blanks in the text with one suitable word. Then read the completed text again to check that it makes sense. Compare and justify your answers with a partner.

4 Can you think of a time when you had to make an important decision that could have had serious consequences? Tell the class about it.