

Exercise 1. Long-turn and discussion

(képek és megadott szempontok alapján
önállóan beszél egy témáról, majd beszélgetés)

WANT MORE?

More practice in this exercise
can be found in the
FCE Gold Exam Maximiser
pp 26, 45, 49, 66, 74, 80, 93
and 107

Read the material below. You will have a presentation followed by a discussion on:

- positive and negative aspects of a group identity.
- manifestations of patriotism (national identity) in today's world
- Limits of tolerance and freedom of life in a society.



Tanya of Belarus
wins prize for tolerance
but back home ...
That's a different story

... and imagine my shock and embarrassment when, being
British, all night long we had to bear the yells and noises
of English football fans ruining the peaceful atmosphere
of Prague's Old Town ...

Questions for examiner:

1. What problems are illustrated by the material?
2. What are the negative aspects of one's identification with a particular group?
3. When and how can positive attitudes towards one's nationality be developed in young children?
4. How can we prevent the negative types of behaviour suggested in the material?
5. What does 'being patriotic' mean in the modern world?
6. What measures, in your opinion, would guarantee security and tolerance towards minority groups living in our society?

Exercise 2. Debate (vita)

Look at the topic below. You'll discuss the topic with the examiner.

1. People often talk about somebody experiencing 'culture shock'. What causes it and in what circumstances can it occur in one's life?
2. A sense of humour is often regarded as the most desirable feature in one's partner. What does 'a sense of humour' mean to you and why is it so important?

WANT MORE?

More debate tasks can be
found in the
FCE Gold Exam Maximiser
pp 58, 97 and 109

TIP:

While discussing aspects of different cultures (i.e. Hungarian, British) you can use the vocabulary from the KEY WORDS in SB pp. 10

TIP:

Use the texts and vocabulary from the Module 2 in the SB.

WRITTEN EXAM (Írásbeli vizsga)

WANT MORE?
More matching listening exercises in the **FCE Gold Exam Maximiser** on pages 15, 48, 76 and 106

Listening Comprehension (hallott szöveg értése)

You will listen to 8 short statements. Match each statement with a suitable sentence (A - J). Be careful, there are two extra sentences. Write your answers in the table (1.1. - 1.8.). You will hear the piece twice.

Use the recording from your SB - Culture Corner 1 (pp. 28 ex. 4).

- A The situation in my city is currently improving.
- B We've got a new political institution at the moment.
- C Officially, people here use more than one language.
- D I must say I'm not very fond of this TV series.
- E I wasn't born here but I speak the language like a local.
- F I live in Britain but English is not my mother tongue.
- G Britain's best poets originally wrote in my language.
- H Only a minority of English people speak like I do.
- I The beauty of the seascape in my place is breathtaking.
- J I live in a city which has undergone an important change.

1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.

Reading Comprehension (olvasott szöveg értése)

Exercise I. (Topic: About me, family)

WANT MORE?
More multiple-choice exercises in the **FCE Gold Exam Maximiser** on pages 16, 34, 62 and 104

Read the text below and choose the correct answers (a, b c or d) in questions 1.1. - 1.5.

Identity on the line

1 There is a ritual that takes place in certain parts of Queens and Brooklyn most mornings. It is the primal dance of the urban traveller. It starts with the distant rumblings of an oncoming G-train and ends in the sweaty dash of a desperate commuter who realises the train is only half as long as the platform.

2 I have danced this dance often. And while there is humiliation in the final leap – wheezing in the face of a closed carriage door – there is strength in it too. For the G-line not only connects me to Queens and beyond; its idiosyncrasies also connect me to other G-line travellers.

3 People identify with their subway lines in New York to a degree I have not seen in any other major city. You can buy T-shirts, mugs and shot glasses from the Mass Transit Authority that proudly display the letter or number of your favourite line. I have heard people pledge their love for the F, and have at least one friend whose experience on the Q – which gives a stunning view of the skyline as it rumbles over the Manhattan Bridge – has moved her to prose. And the A-train has a whole song dedicated to it.

4 'People do feel a particular sense of ownership over that line as opposed to others,' says Randy Kennedy, who writes about the subway for the New York Times. 'And different lines definitely have different characters.'

So the F-train, which has a passive-aggressive quality, is the one people love to hate; the N and the R, which go through SoHo, are more quaint; and the L, where every carriage seems to have at least one person with a guitar, should be renamed the S-express, it is so groovy.

5 As the only line that does not go through Manhattan, the G-line is unknown to most New Yorkers. We like to think of ourselves as a mixture of bohemian, black, Polish and poor. But recently there has been something else to bind us together – our hatred of the V-line. When it opened a few years ago, Kennedy described the V as standing for 'very nice train that no one wants to ride'. Its arrival meant something had to go: the G-line, which had its route almost cut in half. 'There was no need for the V,' says Mark Borino of the Save the G campaign, 'but the G is the lifeline for entire communities.'

6 After protests, the MTA resumed the line's full route on weekends and nights. This needed more trains and, since there weren't any, they made the existing trains shorter and ran them more frequently. Hence the dash, the wheeze and the lunge that unites G-travellers, the personal indignity that is the price for my common, commuter identity. ■

/adapted from: Gary Younge, 'Identity on the line', Guardian Weekly/

1.1. What is the 'ritual' mentioned in the first paragraph of the text?

- a) arriving at the platform when the G-train has already left it
- b) running along the platform because the G-train is too short
- c) being desperately late when the G-train is not coming at all
- d) finding out that the G-train will not arrive at this platform

1.2. What is the advantage of the G-train?

- a) It offers the only comfortable link to Queens.
- b) It takes one throughout all of New York.
- c) It makes it pleasant to travel in New York.
- d) It brings one closer to fellow commuters.

1.3. Which symptom of identifying with a subway line is NOT mentioned in the third paragraph?

- a) buying T-shirts with a picture of your line
- b) declaring passion for your line
- c) becoming a writer because of your line
- d) composing a piece of music about your line

1.4. Which sentence, based on the information in the fourth paragraph, is true?

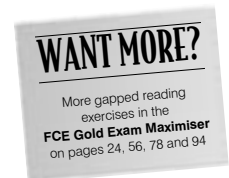
- a) The F-train provokes the most negative emotions.
- b) The F-train is just as attractive as the N or the R.
- c) There is only one type of passenger on the L-train.
- d) The S-express is another name for the L-line.

1.5. The V-line is hated because

- a) it doesn't connect the local community directly to Manhattan.
- b) it takes too many passengers during rush hours.
- c) it has caused a radical change to another line.
- d) people used to depend on a different means of transport.

Exercise 2. (Topic: People and Society)

Fill in the gaps (2.1. - 2.4.) with suitable sentences. (A - E). Be careful there is one extra sentence.



How a posting can change your outlook forever

'When a person moves to a new culture, he or she lives on the margins, in some ways,' says Dr Anne Copeland, director of the Interchange Institute, based in the USA.

(2.0.-example) F '..... They don't know the in-jokes, the linguistic nuances, the subtle etiquette, the deep context of every habit. **(2.1.)** In this way they become good bystanders. It also brings their values to the forefront for inspection.'

As we start to settle in, and slowly assimilate the values and beliefs of those around us, some of it rubs off. We are affected by the locals in our host country and also by the other nationalities that make up the expatriate community.

When in Norway, I learned to respect the homes of those we were visiting. **(2.2.)** When with American families, I heard myself being called 'Miss Jo' by their children and enjoyed the sense of respect it gave me. **(2.3.)** In the Middle East, I stopped viewing the call to prayer at dawn as an intrusion into my sleep. **(2.4.)** I am no longer surprised to see a man wearing long flowing robes and can appreciate that they may not be pleased to see our dog on the beach.

'People who have lived interculturally learn to see the world in a more multifaceted way, and I think that is always good,' continues Dr Copeland. 'They learn the deep "aha" of understanding that there is more than one good set of assumptions by which people live.'

/adapted from: Joanna Parfitt, 'How a posting can change your outlook forever', The Weekly Telegraph/

- A** I must admit I do not experience this from British youngsters who simply call me 'Jo'.
- B** This only brings to your attention all the spiritual advantages you can get from helping others.
- C** This marginalisation can be disorientating and uncomfortable, but it also pushes people to observe.
- D** Instead, I experienced it as a sound of beauty that has made me both aware and accepting of other religions.
- E** This happened as I assimilated the habit that everyone, including adults, removed their shoes on entering.
- F** Newcomers look, sound and feel different from their hosts.

Use of English (nyelvhelyesség)

Exercise 1:

(Topic: People and Society)

WANT MORE?

More of these grammar exercises can be found in the **FCE Gold Exam Maximiser** pp 8, 32, 39, 59, 72, 88, 102 and 108.

Read the continuation of the article from ex. 2. Fill in the gaps (1.1. - 1.6.) with suitable answers (a, b, c or d)

Dr Copeland has recently been in England, (1.0.-example) b a set of workshops in which she asks delegates to write about their experiences of intercultural living. She finds that writing helps them to (1.1.) on individual aspects more clearly.

Fran Bidwell wrote about 'waste'. She is an American mother who began her stay in the UK by shopping for the week in bulk, as (1.2.) any American.

'One week, when I went to the checkout, (1.3.) I was in the midst of unloading my groceries, a British gentleman got in the queue behind me. He started making comments to his wife such as "people shouldn't be allowed to buy so much food". I felt really embarrassed. (1.4.) an American, buying in bulk is economical and efficient. To this gentleman, I was hoarding more than my share of food.

Over time, I have found (1.5.) shopping more frequently for fresher bread, fish and produce. (1.6.) is quite humorous is that, now, when I go back to the States and open my mother and sister's pantries I am astounded at the amount of food stores they have!

/adapted from: Joanna Parfitt, 'How a posting can change your outlook forever', The Weekly Telegraph/

Exercise 2.

WANT MORE?

More of these grammar exercises can be found in the **FCE Gold Exam Maximiser** pp 9, 16, 23, 37, 43, 44, 58, 67, 73, 77, 87, 92, 102 and 106

Read the extract from a letter.

Fill in the gaps (2.1. - 2.5.) with the words in the brackets.

Change the form of the words.

Dear Editor,

It is wrong to make an (2.0.-example) *assumption* (ASSUME), as Phillip Stone does in his article, that animals are equal to (2.1.) (HUMANITY). In my Australian household, the cat is clearly at the top of the (2.2.) (EVOLUTION) ladder and has us all well-trained in a variety of functions. The chickens demand ever better (2.3.) (WORK) conditions, from hot porridge in the mornings to iced water in the evening. Even the native kangaroos are demanding (2.4.) (DAY) feeds of oats. My (2.5.) (EXHAUST) partner and I can only dream of being their equals. ...

Writing Skills (írás-készség)

Guided Writing

(véleménykifejtő szöveg

megírása megadott szempontok alapján)

WANT MORE?

Write more reviews with the **FCE Gold Exam Maximiser** pp 38, 68 and 82

Write a review of a Hungarian soap opera. Describe its advantages and disadvantages from a perspective of a foreigner. Follow the rules characteristic for the form suggested in the exercise. (Use 200 - 250 words)

1.0.-example

a) making
b) running

c) following
d) setting

1.1. a) focus
b) think

c) build
d) agree

1.4. a) For
b) According

c) To
d) However

1.2. a) did
b) became

c) suggested
d) would

1.5. a) out
b) it

c) myself
d) him

1.3. a) after
b) as

c) because
d) before

1.6. a) It
b) But

c) So
d) What

WANT MORE?
More practice in this exercise can be found in the **FCE Gold Exam Maximiser** pp 26, 45, 49, 66, 74, 80, 93 and 107

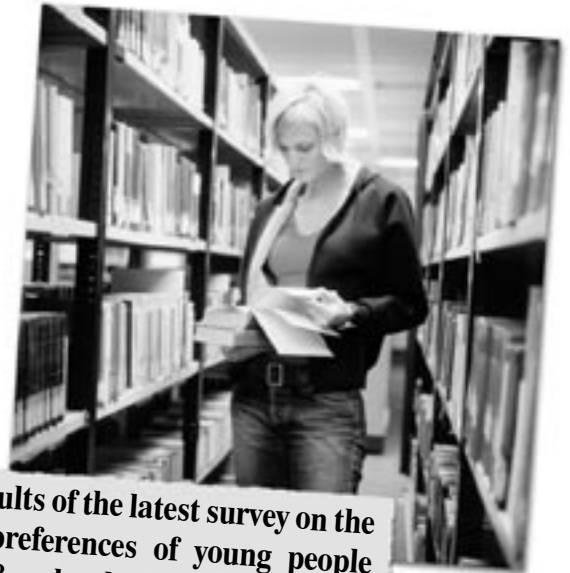
Exercise 1. Long-turn and discussion

(képek és megadott szempontok alapján önállóan beszél egy témáról, majd beszélgetés)

Read the material below. Prepare a short presentation. You'll discuss the topic with the examiner.

- Image and the written word in today's world.
- Ways of encouraging young people to read
- Impact of an image in today's world.

Word or Image?
clearly, and alarmingly, the latter



As the results of the latest survey on the cultural preferences of young people aged 16-18 make clear, visual impact is all that matters.

Reading the results, indeed, one may wonder if there is any future for the book at all. Almost 80% of all respondents claimed

Questions for examiner:

1. What does the material suggest about the role of image in the contemporary world?
2. According to the extract, what is the role of books in today's world?
3. Why does image dominate in today's culture?
4. How can people be encouraged to read more?
5. Can you imagine the world without books? Why/Why not?
6. In what situations in your life could the image become more important than the word?

Exercise 2. Debate (vita)

Choose one of the topics below. Prepare a short presentation. You'll discuss the topic with the examiner.

1. According to an English Romantic poet, 'beauty is in the eye of the beholder'. Do you agree and what does 'beauty' mean to you?
2. 'Art is not moral or immoral: art is good or bad, and that's how it should be judged.' (Oscar Wilde). What's your opinion on this and how do you judge art?

WANT MORE?
More debate tasks can be found in the **FCE Gold Exam Maximiser** pp 58, 97 and 109

TIP:

Use the adjectives (describing beauty) from the KEY WORDS on pp. 39 in your SB. For more see Module 4.

TIP:

You can use the material from the lesson Wrapped Up on pp. 42 - 43 in your SB.

WRITTEN EXAM (Írásbeli vizsga)

Listening Comprehension (hallott szöveg értése)

Read the sentences 1.1. - 1.6. You will listen to six short statements. Choose the correct answer (a, b, c or d). You will hear the piece twice.

Use the recording from your SB - Culture Corner 2, pp. 52 ex.



- 1.1.** According to the first speaker, the country he lives in is
 a) unexpectedly friendly.
 b) highly unpredictable.
 c) extraordinarily exotic.
 d) mostly semi-tropical.
- 1.2.** The second speaker doesn't mind
 a) visiting Europe from time to time.
 b) spending some time in her car.
 c) inhabiting a very large country.
 d) living far away from the Great Lakes.
- 1.3.** In comparison with British English, the third speaker's language
 a) is more difficult to understand.
 b) isn't spoken by so many people.
 c) is much less widespread.
 d) has got fewer local varieties.
- 1.4.** According to the fourth speaker, the people from her country ... Australians.
 a) are considered to be similar to
 b) speak the same language as
 c) are more adventurous than
 d) have learned a lot from
- 1.5.** Which is NOT true about the fifth speaker's country?
 a) Most people in his country learn English as he did.
 b) In his country, not everybody speaks the same language.
 c) Languages are named after the local peoples.
 d) Xhosa is as important as Zulu or Sutu.
- 1.6.** For the sixth speaker, in comparison with her country England is
 a) much less hospitable.
 b) a place where it always rains.
 c) inhabited by less outgoing people.
 d) less crowded with tourists.

Reading Comprehension (olvasott szöveg értése)

Exercise I. Ways of encouraging young people to read. (Topic: Lifestyles)

Read carefully the text below. Decide which sentences (1.1. - 1.5.) from the table are TRUE and which are FALSE.

Live in style: don't spend too much

I want to get one thing straight. I'm actually pretty wealthy and could afford as many designer labels as would fit into a full set of Louis Vuitton luggage. My wife could do as the glossies say and throw away those 'so last month' polka dot cushions in order to replace them with 'summer sumptuous stripes'. We could regularly treat our children to the latest big-name trainers and jeans.

The reason why we don't do this illustrates why I am disliked in designer circles: I wholeheartedly believe that label worship, excessive consumption and wasting money on designer clothes is genuinely out of fashion. But it has to be said that the major reason for my refusal to be guided by commercial brainwashing is my love of thrifting.

I was brought up in a thrifty household. My mum and nan both had a taste for the good things in life, but they knew how to experience them on a very low budget. In their home-made frocks they

looked as glamorous as anything in Vogue and, much to my own children's amusement, their sewing skills could quickly transform little me into a mini Elvis, Tarzan or one of the Beatles.

Shopping and consumption were big parts of our life then, as it is now for the current generation. Our wardrobes are as bursting with clothes as those of the label-worshipping crowds, the difference being that our stuff is not inspired by the fashion magazine stylists. More importantly, this individualism, coupled with an ability to be thrifty in most aspects of shopping, leaves us free to indulge in the full gamut of life's more money-draining experiences, such as mobile phones and foreign holidays.

/adapted from: Wayne Hemingway, 'Want to be the height of fashion? Then think cheap and go downmarket', The Independent on Sunday/

		TRUE	FALSE
1.1.	It wouldn't be impossible for the author and his family to follow the latest trends in fashion.		
1.2.	The author refuses to buy designer clothes mostly because he thinks they are not really up-to-date.		
1.3.	The author's children enjoyed wearing the clothes produced by the family.		
1.4.	Since their shopping habits are different, the author's family have fewer things to wear than other people.		
1.5.	The author's family's attitude towards fashion enables them to spend more on more luxurious items.		

Writing Skills (írás-készség)

Guided Writing

(véleménykifejtő szöveg megírása megadott szempontok alapján)

Write your opinion on one of the topics below.

Follow the rules characteristic for the form suggested in the exercise. (Use 200 - 250 words).

1. Describe a person who follows fashion blindly.

TIP:

Use the material from pp. 36 - 37. For more see Writing Help pp. 139.

2. TV Advertising: artistic or commercial value? Write an argumentative essay.

TIP:

Use the model from the Writing Help on pp. 141 and 144

3. Write a review of a concert or an exhibition which you have recently seen.

TIP:

Use the model from the Writing Help on pp. 141 and 144.

WANT MORE?

Write another argumentative essay with the help of the **FCE Gold Exam Maximiser** pp 60 and 110

Use of English (nyelvhelyesség)

Exercise I. (Topic: People and Society)

Read the text below. Fill in the gaps (1.1. - 1.6.) with one suitable word.

WANT MORE?

You can find more grammar exercises like this in the **FCE Gold Exam Maximiser** pp 9, 27, 44, 52, 64, 69, 85 and 109.

Nefertiti: a goddess or just a museum exhibit?

For more than eight decades, the serenely beautiful (1.0.-example) *likeness* of Queen Nefertiti's head has been the most celebrated exhibit in Berlin's Egyptian Museum, (1.1.) thousands of visitors and resisting all attempts at repatriation. But now a conceptual artwork including the 3,300-year-old limestone bust and the body of a scantily clad woman (1.2.) provoked outrage in the queen's homeland and the accusation that Nefertiti is no (1.3.) safe in Germany.

In Cairo (1.4.) have been scandalised headlines about 'Queen Nefertiti naked in a Berlin Museum', while there have been jokes in the German press about 'prudish Egypt'. But this is not (1.5.) a clash over views of art or the representation of the female form, but over the attitude towards Nefertiti's bust itself. In Berlin, the queen is affectionately (1.6.) 'Nofi' and her face features on postcards of the city, but in Egypt she is venerated. Thus it is hard to imagine any easy solution to this controversy between old and new cultural values. ■

/adapted from: Jeevan Vasagar, 'Egypt angered at artists' use of Nefertiti bust', The Guardian/

Exercise 1. Long-turn and discussion

(képek és megadott szempontok alapján önállóan beszél egy témáról, majd beszélgetés)

Read the material below. You will have a presentation followed by a discussion on:

- the role of the new technology in our lives.
- the advantages of using new technology devices.
- the danger of excessively relying on new technology devices.



Two patients in critical condition
as computer assigns wrong cures

Which technological devices have you got?
Rank their usefulness from 5 to 0.

- computer
- dishwasher
- TV
- CD player
- microwave oven
- camcorder
- DVD player
- mobile phone
- hi-fi

Questions for the examiner:

1. What does the material suggest about the role of modern technology in our lives today?
2. What are the possible dangers of using modern technology nowadays?
3. What measures can be taken to prevent such dangers and threats?
4. Which areas of our lives would it be impossible to imagine today without modern technological appliances?
5. Which technological appliances are particularly important in your life, and why?
6. If it was necessary, which appliances would you be most likely to get rid of, and why?

Exercise 2. Debate (vita)

Choose one of the topics below. Prepare a short presentation. You'll discuss the topic with the examiner.

1. 'An apple a day keeps the doctor away.' What other pieces of advice would you give to people who want to lead a healthy lifestyle?
2. 'Travel broadens the mind.' Do you agree with this proverb? Discuss it and justify why/why not.

TIP:

Use the information from Module 6 to prepare a presentation.

TIP:

Use the information from Module 7 to prepare a presentation.

WRITTEN EXAM (Írásbeli vizsga)

Listening Comprehension (hallott szöveg értése)

Read the sentences 1.1. - 1.6. You will listen to a dialogue between two hitchhikers. Decide which sentences from the table are TRUE and which are FALSE.



Use the recording from the Communication Workshop on pp. 86 ex. 1

		TRUE	FALSE
1.1.	Neither the girl nor the boy would like to hitchhike to Paris without anybody else.		
1.2.	The boy thinks his accent makes it clear where he comes from.		
1.3.	The idea of the tomato fiesta is to eat as many tomatoes as possible.		
1.4.	What the boy liked about the Polish mountains was walking along the less popular routes.		
1.5.	Both the boy and the girl had some problems with uncooperative police.		
1.6.	Just after the festival in Berlin, the boy had problems with his health.		

Reading Comprehension (olvasott szöveg értése)

Exercise I. (Topic: Science and Technology)

Read carefully the text below from which six sentences were removed. Fill in the gaps (1.1. - 1.5.) with suitable sentences (A - G). Be careful, there is one extra sentence.

science & poetry

This review of Graham Farmelo's book titled *It Must Be Beautiful: Great Equations of Modern Science* should, and does, begin with an anecdote about another great scientist and physicist, Stephen Hawking. (1.0.-example) With the exception of Einstein's $E=mc^2$, Hawking followed this advice and his book duly sold 9m copies. (1.1.) I doubt it. And though the language of mathematics can seem hardly comprehensible, once explained, it offers many riches.

The central thesis of Farmelo's book is that the great equations are just as rich a stimulus as poetry to the prepared imagination. (1.2.) The metaphor seems quite relevant: great poems and equations both express fundamental truths in the shortest and clearest form. Each has a formal elegance – an equation,

after all, is an expression of perfect balance. (1.3.)

But there are as many similarities as differences. It's worth remembering, as Einstein once advised, that all fundamental equations should be aesthetically pleasing. (1.4.) In fact, science is littered with theories that were once perceived as beautiful but turned out to be wrong – not what nature had in mind. Instead, it is in an equation's capacity to explain the physical world that its greatest power and beauty lies.

(1.5.) But there is enough contextualising and analysis within it to provide everybody with the basic critical tools to appreciate some of the 'most beautiful poetry of the 20th century'.

/adapted from: Laurence Phelan, 'It's a great theory, but is it what nature had in mind?', The Independent on Sunday/

- A However, there is no doubt that apart from being aesthetic, they must above all agree with experiment.
- B This example, however, reveals just a fraction of the original enthusiasm with which both poetry and mathematics were first discovered to have so much in common.
- C Besides, close readings of each can reveal further meanings that are often quite independent of the author's intentions.
- D Would it have been less difficult for the layperson to understand had he included more equations?
- E It would be slightly dishonest of me to pretend I understand all of *It Must Be Beautiful*.
- F Using this metaphor of equations as poetry, the book hopes to perform the equivalent of literary criticism on eleven of the great equations of modern science.
- G In the introduction to his book, *The Brief History of Time*, Hawking recalls that he was advised that each equation included in the book would halve the sales.

Exercise 2. (Topic: Health)

Read the text below and choose the correct answer (a, b c or d) in questions 2.1. - 2.4.

Twin outshines brother on additive-free diet

An experiment involving identical twins has provided further evidence of the effect food additives have on children's behaviour.

Michael and Christopher Parker, aged five, were put on separate diets to test whether additives that were routinely added to popular children's foods caused temper tantrums and hyperactivity.

After two weeks, Michael, who was banned from eating snacks containing additives, became calmer, chattier and more assertive than his brother, whose diet was unchanged.

Professor Jim Stevenson, a child psychologist from Southampton University, devised tests to measure the twins' concentration and IQ. Before the experiment, they achieved identical scores, but a fortnight later Michael outperformed his brother by 15 per cent.

Ian Tokelove, from the Food Commission which campaigns for safer and healthier food, called on the Government to investigate the 'cocktail' of additives that are added to popular children's foods.

/adapted from: Nicole Martin,
'Twin outshines brother on additive-free diet',
The Daily Telegraph/

2.1. What was the purpose of the experiment?

- a) to test if children's favourite foods are as healthy as expected
- b) to test if some ingredients can influence children's behaviour
- c) to test if children's foods contain enough healthy ingredients
- d) to test why some children are more hyperactive than others

2.2. What is it that Michael did NOT become as a result of a healthier diet?

- a) talkative
- b) peaceful
- c) creative
- d) self-confident

2.3. The twins' mental abilities were measured

- a) when the experiment was completed.
- b) with the help of routinely implemented tests.
- c) because they showed little progress.
- d) twice over the period of two weeks.

2.4. As a result of the experiment, the government was challenged to

- a) promote a healthier diet for children.
- b) persuade food producers to add fewer substances.
- c) look into the problem of unhealthy substances.
- d) reject the idea of making children's diet so varied.

Exercise 3. (Topic: Travel and Tourism)

Read the text below. Fill in the gaps (3.1. - 3.6.) with a suitable answer (a, b, c or d).

The next stop on my luxury tour of Italy is the Grand Hotel at Villa d'Este on Lake Como, a sixteenth-century structure that **(3.0.-example)** host visitors such as Russian tsarinas and Mark Twain. I wake early to watch the sun **(3.1.)** the smudgy mist on the lake before spending the day trying to prove the old Italian saying 'Dolce far niente' – sweet to do nothing.

At Villa d'Este 'niente' **(3.2.)** two things. The first is walking in the classical garden with the statue of Hercules against a backdrop of magnolias in full creamy flower. The **(3.3.)** is swimming. Villa d'Este has a pool with a difference. **(3.4.)** of being on land, it floats on a wooden pontoon on the lake itself. Every time a boat or the hotel's sea plane cruises **(3.5.)**, the whole structure bobs up and down like pasta in a giant, boiling pot. Jumping off the shore into water, on water, is the perfect **(3.6.)** to relax before setting on the short journey south to Milan.

/adapted from: John Arlidge, 'So Ferrari so good', The Observer/

3.0.-example

- a) had once
- b) was to
- c) used to**
- d) later on

3.1. a) burn off 3.4. a) In spite
b) burst out b) Apart
c) shine through c) Despite
d) set down d) Instead

3.2. a) passes 3.5. a) above
b) takes b) past
c) contrasts c) along
d) means d) on

3.3. a) attraction 3.6. a) idea
b) best b) way
c) second c) solution
d) final d) answer

Writing Skills (írás-készség)

Guided Writing

(véleménykifejtő szöveg megírása megadott szempontok alapján)

Write your opinion on one of the topics below. Follow the rules characteristic for the form suggested in the exercise. (Use 200 - 250 words).

1. What are the three most important inventions of twentieth century? Write an argumentative essay. Present and justify your opinion.

TIP:

Use the material from pp. 53 - 55. A model for argumentative essays can be found in the Writing Help on pp. 141 and 144.

2. How are our living conditions going to change in the future? Describe your house of the future.

TIP:

You will find a model of description in the Writing Help on pp. 139

3. Write a story starting with the sentence: "This was the second day of our luxury cruise on the Mediterranean. The waiter had just brought another bottle of champagne when suddenly...".

WANT MORE?

More Story writing in the
FCE Gold Exam Maximiser
pp 30 and 96

Use of English (nyelvhelyesség)

Exercise I. (Topic: Free-time, arts and hobbies)

Read the text below. Fill in the gaps (1.1. - 1.5.) with the correct form of a verb in brackets.

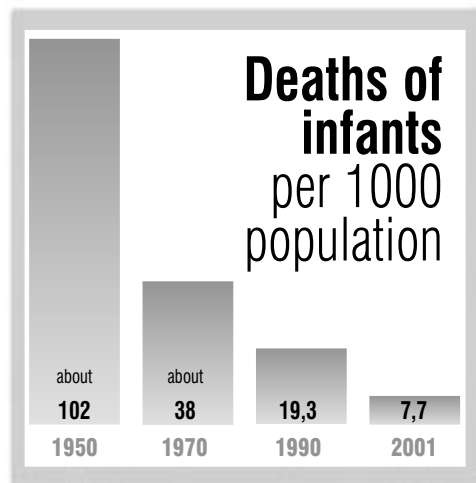
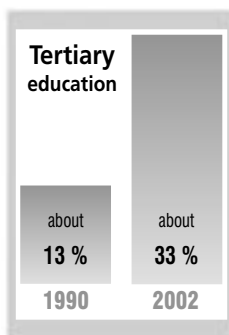
- Last week I went to visit my friend in Paris. But what if I (1.0.-example) *had had*
 (HAVE) no money, and so had been unable to make it to Paris? I'm afraid I (1.1.)
 (STAY) at home, watching the same old stuff on TV and (1.2.) (DEVOUR) too
 many snacks. On the other hand, was it in fact any better in Paris? Right from the start, when
 I (1.3.) (WALK) down the street from the station, my mobile rang. It was
 Brigitte who informed me she (1.4.) (BE) away for the weekend. So I was
 left alone, and all I (1.5.) (DO) most of the time was stay in Brigitte's apartment
 and watch TV. Now to think of it, it would have been cheaper not to leave my place at all!

Exercise 1. Long-turn and discussion

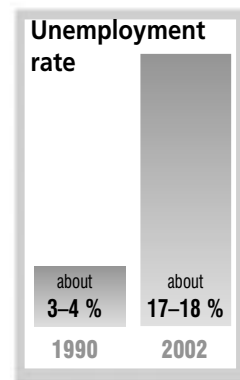
(képek és megadott szempontok alapján önállóan beszél egy témáról, majd beszélgetés)

Read the material below. You will have a presentation followed by a discussion on:

- social changes now and then.
- the positive and negative aspects / consequences of social changes.
- the generation gap.



... so there's little doubt that society has radically changed. But are these changes for the better? Can we claim that we've learnt our lesson as humanity, that we've improved the status of our lives and at the same time become better people? Well, not quite. Take crime ...



Question for the examiner:

1. What aspects of social change are suggested in the material?
2. What are the negative consequences of social change shown in the material?
3. What areas of contemporary life have undergone a change for the worse?
4. What are the benefits of social change?
5. What is your opinion on the problem of the generation gap in your life?
6. What social changes have taken place during your lifetime?

Exercise 2. Debate (vita)

Choose one of the topics below. Prepare a short presentation. You'll discuss the topic with the examiner.

1. 'The world is a global village.' Do you agree with this statement, and why/why not?

TIP:

Use the information from Module 8.

2. People often complain that there is more aggression and violence in our lives today. Discuss this statement and justify why you agree or disagree with it.

TIP:

Use the information from Module 10 on pp. 114 - 117

WRITTEN EXAM (Írásbeli vizsga)

WANT MORE?
More of these listening exercises can be found in the **FCE Gold Exam Maximiser** pp 15, 48, 76 and 106

Listening Comprehension (hallott szöveg értése)

You will listen to four messages. Match two statements (A-J) with each message (1.1. - 1.8.). There are two extra statements.

Use the recording from ex. 2, Module 8 (pp. 87).

- A There is one reason for optimism.
- B There are more negative attitudes now.
- C A strange coincidence happened.
- D The change began at the end of the first decade of the century.
- E It's too late to change anything.
- F The future is uncertain.
- G There will be more change in the latter part of the century.
- H The area has been polluted.
- I It's hard for these creatures to find anywhere to live.
- J There are some contrasting tendencies.

Text 1		Text 2		Text 3		Text 4	
1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.

Reading Comprehension (olvasott szöveg értése)

Exercise I. (Topic: World of Work)

Read carefully the text below.

Arrange the fragments (A - E) in such a way that they form a logical unit. Write the correct letters into the table (1.1. - 1.5.).

WANT MORE?
More of these reading exercises in the **FCE Gold Exam Maximiser** on page 56

A For example, the Tortoise 'shows up late or not at all', the Early Retiree 'has been around a while and is beginning to practise at-work retirement', and the Worrywart 'has personal problems that infringe on the working day'. 'The cost of unsatisfactory job performance is staggering,' says Mr Garr. 'Plus it is contagious. If you ignore the problem, substandard behaviour can become standard behaviour.' Thus it is so important to catch the early symptoms.

B Do you have any of these in your office: a Tortoise, a Worrywart, an Insubordinate Subordinate, an Early Retiree? Or maybe your team includes Blameless Bob, a Thumb Twiddler or someone with an Army Attitude? Or perhaps you work alongside a Clock-Watcher, have to listen to a Whiner, clash with an Antagonist or just spend lots of time with a Hand-Holder?

C Led by the individual with so much knowledge and authority in solving conflicts, SkillPath claims to be one of the fastest-growing training organisations in the US, having carried out training, for example, at all of the 500 companies representing the mobile telephone industry. The organisation is also in partnership with Graceland University which was founded by a religious movement called the Community of Christ. However surprising, the links between Mr Garr's project and the spiritual group might suggest something about the nature of conflict-solving in our world!

D If this is the case, then maybe you need to attend a series of one-day seminars called 'Dealing Effectively With Unacceptable Employee Behaviour'. This rather startlingly titled series of conferences is taking place across the UK this summer, organised by a US company called SkillPath Seminars, whose president, Robb Garr, has identified 11 different types of 'unacceptable' behaviour.

E According to Mr Garr, there are 15 warning signs or symptoms that point to unacceptable behaviour. His way of dealing with the problems range from opening a dialogue with a problem employee, to showing bosses how to re-assign staff or sack them, without getting caught up in wrongful dismissal claims. Mr Garr's personal expertise in such matters explains the huge success of SkillPath.

1.1.	1.2.	1.3.	1.4.	1.5.

/adapted from: Jason Nissé, 'Taming the Tortoise', The Independent on Sunday/

Exercise 2.

(Topic: Lifestyles)

Read carefully the text below. Match the headings (A - F) with suitable parts of the text (2.1. - 2.4.). Be careful there are two extra headings.

- A A project following years of persuasion
- B A special number to disable the phone
- C A factor present in 30% of crimes
- D A long process of protest and threat
- E A major cause of street crime
- F A shared list of secret codes

MOBILES – A BLESSING OR A CURSE?

More than 400,000 lost or stolen mobile phones have been disabled in the past six months under a scheme to beat street crime involving police and the telephone industry.

2.1.

The theft of mobile phones is a leading factor behind muggings and snatches of property on city streets, particularly involving schoolchildren robbing each other. For example, about 2,700 were taken during January 2003 by street criminals in London alone.

2.2.

Home Office research shows that mobile phones are involved in almost a third of all street robberies and an estimated 700,000 were stolen in 2001, many of them in bulk thefts, in which criminals attack a shop or even a production line.

2.3.

The launch of the Immobilise Phone Crime scheme follows several years of public pressure from police to force the industry to make phones less easy for thieves to use. This included threats from senior officers to campaign publicly to persuade parents not to buy telephones for children.

2.4.

The result is a national database of unique International Mobile Equipment Identity handset numbers which have been blacklisted by companies after the telephones were reported lost or stolen. A total of 440,000 have been barred since all the British telephone networks began sharing information on the database last October.

/adapted from: John Steele, '400,000 mobiles are disabled in battle against the muggers', The Weekly Telegraph/

Exercise 3.

(Topic: Lifestyles)

Read the text below. Fill in the gaps (3.1. - 3.6.) with the correct answer (a, b, c or d).

An unravelled mystery?

Early humans shed their (3.0.-example) ... of fur as a result of (3.1.) by disease-carrying parasites, a new theory of evolution claims. The new hypothesis challenges the long-held (3.2.) that our early ancestors became almost hairless in order to control their body temperatures in the heat of the African savannah.

(3.3.), claim two scientists from Reading and Oxford Universities, Professor Mark Pagel and Professor Walter Bodmer, our ancestors' hair loss could be (3.4.) to their natural intelligence.

These hominids were (3.5.) to use fire, clothing and shelter to regulate body temperatures, and their clothing and bedding, (3.6.) fur, could be cleaned if they became infested by parasites. This solves the mystery of human hair loss, at least for the time being.

/adapted from: Severin Carrell,

'Scientists unravel the mystery of man's hair loss (down to the short and curls)',
The Independent on Sunday/

3.0.-example

- a) coats
- b) covers
- c) dressings
- d) layers

- | | |
|----------------------------|---------------------|
| 3.1. a) having experienced | 3.4. a) put through |
| b) attacking | b) put forward |
| c) being plagued | c) put down |
| d) suffering | d) put up |
| 3.2. a) view | 3.5. a) even wiser |
| b) philosophy | b) smart enough |
| c) illusion | c) only learning |
| d) truth | d) less experienced |
| 3.3. a) Indeed | 3.6. a) excepting |
| b) Moreover | b) unlike |
| c) Firstly | c) similarly |
| d) Instead | d) also |

Writing Skills (írás-készség)

Guided Writing

(véleménykifejtő szöveg megírása megadott szempontok alapján)

Write your opinion on one of the topics below. Follow the rules for this type of writing.

(Use 200 - 250 words):

1. "Only substantial financial support will help to solve the social problems in developing countries". Write an argumentative essay. Present and justify your opinion

TIP:

Use the information from Module 8. The model for an argumentative essay can be found in Writing Help pp. 141 and 144

2. How would you describe an ideal social order. Describe an ideal society, justify your opinion.

TIP:

Use the information from pp. 112 - 113. The model for a review can be found in Writing Help pp. 139.

3. Write a review of a book or a film about a war and explain why it is worth (not worth) reading/seeing.

Use of English (nyelvhelyesség)

Exercise I.

Read the text below. Fill in the gaps (1.1. - 1.5.) with the correct form of the words from the brackets.

The battle (1.0.-example) *erupted*.... (ERUPTION) at dawn. First the gunfire shots, then a combination of shellfire, missiles and machine-gun burst as Bunia's (1.1.) (TERROR) residents covered from the second major confrontation in a month.

One day, after the French-led (1.2.) (INTERVENE) force started to arrive at Bunia airport, Lendu militiamen were desperately trying to (1.3.) (CONQUEST) the lost town in a horrifying show of force. At the same time battle wagons of the rival Hema tribe roared through the deserted streets producing the (1.4.) (DEAF) noise of machine-gun fire combined with the rattle of wheels.

Entire (1.5.) (NEIGHBOUR) of Bunia emptied as thousands of frightened townspeople piled into the overcrowded UN compound while other inhabitants fled into the countryside. Another military conflict in African Congo is thus evolving.

/adapted from: Declan Walsh, 'Baptism of fire for French peacekeepers', The Independent on Sunday/