B1 Preliminary

NEW EDITION



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Exam information

The Cambridge English Qualifications: B1 Preliminary exam is made up of four papers, each testing a different skill in English: Reading, Writing, Listening and Speaking. Each paper is worth 25 percent of the total mark.

Reading (45 minutes)

Part 1	Focus	Reading for gist	
Three-option multiple- choice (discrete)	Task	Questions 1–5. Choose the correct answer from three options for each of five very short texts (e.g. signs, messages, postcards, notes, emails, labels).	
Part 2	Focus	Reading for specific information and detailed comprehension	
Multiple matching	Task	Questions 6–10. Read descriptions of five people, then match each person's requirements to one of eight short texts.	
Part 3	Focus	Reading for detail; understanding attitude and opinion; reading for gist and global meaning	
Four-option multiple- choice	Task	Questions 11–15. Read one long text and answer five multiple-choice questions about it.	
Part 4	Focus	Reading for gist and understanding of text structure	
Gapped text	Task	Questions 16–20. Read a text with five gaps and select the sentences which fit the gaps from a selection of eight sentences.	
Part 5 Four-option multiple-	Focus	Reading for understanding of vocabulary, including words with similar meanings, common collocations and phrases and phrasal verbs	
choice clozes	Task	Questions 21–26. Complete a short text with six gaps by choosing the correct word for each gap from four possible answers.	
Part 6	Focus	Reading for detailed understanding with a focus on grammar	
Open cloze	Task	Questions 27–32. Complete a short text with six gaps by writing the word which fits each gap.	

Writing (45 minutes)

The Writing paper has two tasks.				
Part 1	Focus Write an email and respond to news, give advice or suggestions, thank, apologic respond to an invitation, etc.			
	Task	Write an email in response to an email with notes. Write around 100 words.		
Part 2	Focus	Write an article or story, using the appropriate style for the text type.		
	Task	Choose one of two tasks and write around 100 words. You can either write an article or write a story using the first line you are given.		

Listening (approximately 30 minutes)

Part 1	Focus	Listening for gist, specific information and opinion
Three-option multiple- choice (pictures)	Task	Questions 1–7. Listen to seven short recordings and, for each one, choose the correct picture from three options.
Part 2	Focus	Listening for gist, identifying attitudes and opinions
Three-option multiple- choice (gist)	Task	Questions 8–13. Listen to six short conversations on various topics and then choose the correct answer from three options.
Part 3	Focus	Listening for specific information
Gap-fill	Task	Questions 14–19. Listen to someone giving information and complete six gaps in some notes or sentences.
Part 4	Focus	Listening for specific information, detailed meaning and attitudes and opinions
Three-option multiple- choice (long text)	Task	Questions 20–25. Listen to an interview and then choose the correct answer from three options.

Speaking (10-12 minutes)

Part 1 General questions	Focus	Giving personal and factual information about your life; answering questions about your past, present and future
(2–3 minutes)	Task	Answer the examiner's questions about your present situation, past experiences and future plans.
Part 2	Focus	Describing a photograph with appropriate vocabulary
Individual long turn (2–3 minutes)	Task	Talk about a photograph for about one minute. Your partner describes a different photograph. The photographs do not have a matching theme.
Part 3 Collaborative task	Focus	Making and responding to suggestions and recommendations; giving opinions and coming to an agreement
(2–3 minutes)	Task	Look at the set of pictures and discuss a situation that the examiner gives you.
Part 4 Discussion	Focus	Talking about personal likes, dislikes, preferences and opinions, giving reasons where necessary; continuing a discussion
(3 minutes)	Task	Answer the examiner's questions related to the situation in Part 3. Also, potentially, agree of disagree with your partner's answers.

For more information see the Writing reference (page 153) and the Exam focus (page 166).

Identity



Read Sara's social media post. What kind of personality do you think she has? Choose from the adjectives below and add your own.

active brave confident creative easy-going hard-working nervous sociable

This is who I am ...



Sara Phillips 2 hours

My relationships

I'm a daughter, sister, niece, student, aunt, a good neighbour, a good friend and a citizen of the world!

My work

I'm an engineer.

My interests

I'm a singer, a dancer and a chocoholic. I'm really keen on hip hop and a fan of good books.

My groups

I belong to a community dance group and I sing in a choir. I'm a supporter of my local football club. I'm a member of a local running club but I prefer to run on my own.











- Write a social media post about you.
- Work in pairs. Read your partner's social media post. Note down three questions to ask to find out more information about them.

Example: Which volleyball team do you play for?

Take turns to ask and answer your questions. Give as much information as possible. What kind of personality do you think your partner has? Why?

Example: I play for a team at my local sports centre. We meet every Thursday evening to practise. We're not very good but I enjoy it ...

Question forms

► GRAMMAR REFERENCE p. 139

Read and complete the quiz. Share your results with a partner. Do you agree with the results?



Tick the questions you can answer.

- 1 What time of day did you arrive in the world?
- 2 Which star sign are you?
- 3 Why do you have your name?
- 4 Who was your first teacher?
- 5 At what age did you learn to walk?
- 6 What is your blood type?
- 7 When did you first join social media?
- 8 How many times did you go on holiday as a child?
- 9 What was your first social media profile photo?
- 10 What is your mobile phone number?

Count how many questions you can answer and read the results.

- You don't know yourself very well at all. Is it time to learn more?
- You know yourself quite well but there's still a lot to learn!
- 9-10 You know yourself very well. Congratulations!
- Look at the questions in the quiz. Which questions have the word order
- question word + auxiliary + subject + main verb + the
- 2 question word + be + the rest?

LANGUAGE TIP

Yes/No questions follow the same order but you don't need the question word e.g. Do you know yourself well? Was your first social media profile photo a good one?

- Put the words in the correct order to form questions. Which ones can you answer?
 - first / your / who / friend / was / on social media /?
- 2 first live in / did / what street / you / ?
- the name of / your / was / what / first school /?
- you / money / in your pocket / have / how much /
- 5 know / birthday / your closest friend's / you / do /?
- your / what / words / were / first /?
- you / tall / are / how / ?
- own / you / do / pairs of shoes / more than ten /?
- Form questions using the prompts.
- 1 Where / first go on holiday?
- 2 be afraid of any animals?
- 3 What / enjoy doing in your free time?
- 4 Who / spend the most time with?
- 5 go anywhere special last weekend?
- 6 What / be your biggest dream?
- 7 When and where / usually have your best ideas?
- 8 What / be your favourite time of day?

LANGUAGE TIP

In spoken questions the verb to be is often contracted or pronounced in the weak form. Do you and Did you are often pronounced /da/ and /dida/.

What's your name? Where are you from?

Where do you live? /dga/

Where did you go to school?



01 Listen and check your answers to Activity 4. Then, listen and repeat.

- Work in pairs. Take turns to ask and answer the questions in Activity 4.
- With your partner, write two questions you'd like to ask the students in your class. Take one question each. Ask your question to as many students as possible. Make a note of the answers. Share the most interesting answers with your partner.

Gapped text (Part 4)

► EXAM FOCUS p.166

- Work in pairs. Discuss the questions.
- 1 How important do you think a person's social networking profile is? Why?
- 2 What do the profiles below tell us about the people? Why?
- 3 Do the profiles give a positive impression of the person? Why/Why not?



EXAM TIP

Before filling in the gaps, read the text quickly without paying attention to the gaps. It'll give you an idea of what it's about and help you to later fill the gaps more accurately.

- Quickly read the article on the opposite page about improving your online identity and answer the questions.
- 1 Why is it important to have a good online identity?
- 2 What four things did the writer do to improve his identity?
- Underline the pronouns and reference words in the eight sentences under the article. Circle key vocabulary. Identify the main verb tense.
- Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

EXAM TIP

When filling in the gaps, make sure that tenses, vocabulary, pronouns (e.g. they, them) and reference words (e.g. this, these, it, one) match the information before and after the gap.

I thought carefully about my profile picture, In the end I chose one of my when the more attractive than me and it's a great photo.

Work in pairs. Compare your answers and check that tenses, vocabulary, pronouns and reference words match the information before and after the gap.

http://How to improve your online identity How to improve your online identity When I was young I didn't think about the things I put online. I was only interested in having a laugh and sharing photos and comments with my friends. (1) But, after I started working, I realised that my online identity could have an effect on my career. So, I decided to make mine better. After all, I want to impress future employers. First, I searched for my name on a search engine. It was a strange thing to do but it was useful. Some of the photos which appeared were surprising (2) Oh dear! I didn't even know it was online. It wasn't the first thing I wanted people to see when they searched for me. Next, I compared all my social network profiles. Experts say that it's better to present yourself in the same way on all social networks. It's easier for people to find you. I had three different user names on three different sites. After that, I asked my mum to take a new profile photo of me. I decided to smile at the camera and look relaxed. I wanted to look responsible but friendly and warm. (4) They made me look like someone who liked to party too much. Finally, I wrote a short biography that showed what kind of person I am. I started by saying where I work. (5)I wanted to show that I'm keen on lots of different things and I think I succeeded.

Vocabulary

deducing words in context

Look at these words from the text.
What type of word is each one? Which
meaning is correct for each one, A or
B? Do you need to understand each of
these words to understand the text?

LANGUAGE TIP

You don't need to understand every word in a text. If you see a word that you don't know but you think is important, identify the word type and then try to guess the meaning by looking at the words around it.

- 1 identity (paragraph 1)
 - A who you are
 - B being part of a group
- 2 impress (paragraph 1)
 - A make someone feel happy
 - B make someone admire you
- 3 appear (paragraph 2)
 - A start to be seen
 - B seem
- 4 warm (paragraph 4)
 - A a comfortable temperature
 - B make people feel comfortable
- 5 succeed (paragraph 5)
 - A do what you wanted to do
 - B happen

Work in pairs. Discuss the questions.

- 1 Have you ever searched for your name on a search engine? What did you find?
- 2 How much attention should people pay to what they post online? Why?
- 3 What do you think your online profile tells people about you? Why?
- A The worst one was of me wearing a pair of shorts at the beach.
- B They made it a difficult decision to make.
- C I didn't care who saw the things I posted.
- D Then I mentioned my other interests.
- E It wasn't good for them to be similar.
- F These are better than I expected.

So, if you want to improve

hopefully work for you too.

your online identity, try these things. They worked

for me and they will

- G My old pictures certainly didn't do that.
- H I changed them so that they were all the same.

Multiple choice, pictures (Part I)

▶ EXAM FOCUS p.167

- Work in pairs. Look at question 1 in Activity 5 and answer the questions.
- 1 What does the girl look like in each picture?
- 2 What do the pictures have in common? What makes them different?
- 3 What vocabulary might you hear?



2 02 Listen to the first half of the recording for question 1 in Activity 5. What information do you learn about the girl?



- 3 Now listen to the whole recording.
- 1 Which picture shows the girl's sister?
- 2 What information gives you the answer?

EXAM TIP

The answer may come at the beginning, in the middle or at the end of the recording. Often you need to listen to the whole recording to get the correct answer.

4 Look at questions 2–7 in Activity 5. Read the questions, look at the pictures and predict vocabulary you might hear.



- 5 04 Now listen to the recordings for questions 2–7. For each question, choose the correct answer.
- 1 What does the girl's sister look like?



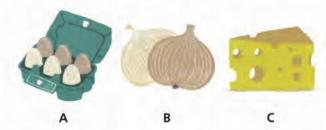




2 What's already in the suitcase?



3 What is the woman going to buy?



4 What did the man do on holiday?







What will the weather be like tomorrow morning?







6 Who does the man want to win the competition?





B



7 Where will the woman go first?







- [6] Work in pairs. Discuss the questions.
 - 1 Where can you find short conversations like these to practise listening to?
- 2 Do you think it's important to understand every word when you listen? Why/Why not?

Describing people

- Work in pairs. Discuss the questions.
- 1 How similar are you to the people in your family? Why?
- 2 What makes you different? Why?



D 05 Listen to a radio interview with a psychologist. Match the adjectives in the box to the character types (1-5).

ambitious cheerful curious generous honest nervous organised punctual reliable sensitive shy strange

- 1 Open people
- 2 Conscientious people
- 3 Extroverted people
- 4 Anxious people
- 5 Agreeable people
- Match the adjectives in the box in Activity 2 to the definitions (1-12). Then, listen to the interview again and check your answers.
- 1 arrives on time
- 2 wants to be successful
- 3 gives time, money or things to others
- worries about things
- wants to know more 5
- 6 works in an ordered way
- 7 happy
- 8 unusual
- 9 tells the truth
- 10 understands people's feelings but can be easily upset
- 11 gets embarrassed meeting people
- 12 you can trust them

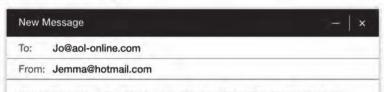


06 Listen to the adjectives in Activity 2. Underline the stressed syllable in each one. Then, listen and repeat.

Example: ambitious

Work in pairs. Which adjectives describe the people in your family? Which don't?

Complete the email using adjectives from the box in Activity 3.



Anyway, you asked to see a photo of my family so here it is. Mum and Dad are both middle-aged now but Dad's the overweight, bald one! He used to have a beard but not now. We're very different from each other. He's (1) I'm always late. He plans everything and is (2) I'm not! He loves talking to people but I'm (3) Mum's always smartly dressed and (4) _____ - she always has a smile on her face. She's (5) so she always does what she promises to do. She's also really (6) and will tell you exactly what she thinks! My brother Ryan's in his teens like me. He used to be only medium-height but he's recently got quite tall. He's well-built for his age and good-looking. He's (7) and wants to be a Formula 1 engineer one day. He's (8) too, so he always knows when I'm feeling a bit sad. Girls love him!



Put the underlined words in the email into three categories: age, looks, size. What age, looks or size does each one describe?

LANGUAGE TIP

Compound adjectives are made up of two words e.g. She's smartly dressed. There's often a hyphen between the two words, for example, a well-built man. Use a dictionary to check if you need to use one or not.

- Work in pairs. Discuss the questions. Try to use the vocabulary on this page.
- What does your closest friend look like? Think about age, looks
- 2 What kind of personality does your friend have?
- 3 Why do you think you're good friends?





Present simple with adverbs of frequency

► GRAMMAR REFERENCE p. 139

- Work in pairs. Look at the photos and discuss the questions.
- 1 What is each person's interest?
- 2 How do you think the internet helps them with this interest?
- Read about a podcast. How do you think the presenter and guests will answer each question in the description?

9:41 am

Finding your online community



This week's podcast is about online communities of people with similar interests. Presenter Jason and his guests will answer a number of questions such as Why are online communities important? and How are they different from offline social groups?



- O7 Listen to the first part of the podcast and answer the questions.
- 1 Which online groups do Tom and Melanie belong to?
- 2 What do they say are the advantages of these groups?
- Listen again. Complete each sentence with the adverb or phrase you hear.
- 1 It'snice to chat to people who love comic books.
- 2 My offline friends ... don't care very much.
- 3 I get them online.
- 4 It's not _____ possible to find books I don't have there.
- 5 I'm amazed by their ideas.
- 6 Weshare photos of our finished products.
- 7 I chat to my online jewellery-making friends
- 8 We meet up

- Look at the adverbs and phrases in Activity 4 and answer the questions.
- 1 Do the adverbs of frequency come
 - A before or after a negative auxiliary verb?
 - **B** before or after the verb be?
 - c before or after other verbs?
- Where do longer adverbial phrases (such as once a day) usually come in a sentence?
- 6 Read the blog post. Where should the adverbs in brackets go in each sentence?

MY FILM COMMUNITY

I love films. I watch at least one film (1) (every day). My friends watch films too (2) (regularly) but they don't love them like I do. They give their opinion on it in one or two sentences (3) (usually) but I want to talk about it for hours (4) (normally). That's why I'm so happy to be part of an online community where people discuss films in detail (5) (all the time). I really feel like I belong there. I don't share personal things on social media (6) (often) because I'm not very open (7) (usually) but I'm happy to discuss films (8) (always). It's great to get tips about good films to watch too (9) (always).

- Use the prompts to write sentences that are true for you.
- 1 I generally love ...
- 4 I'm frequently surprised by ...
- 2 I don't usually ...
- 5 I'm occasionally ...
- 3 I hardly ever ...
- 6 Idon't often ...
- Work in pairs. Ask each other questions to get more information about your habits in Activity 7.
- How often do you communicate with other people online? Why?

General questions (Part I)

EXAM FOCUS p. 168

- Work in pairs. Discuss the questions.
- Do your first and last names have a meaning? What do they mean?
- 2 Do you like your name? Why/Why not?
- 3 What different first name might you choose for yourself?



- 08 Listen to two students in the first half of Part 1 of the Speaking test. Answer the questions.
- 1 Does each student answer the same or different questions?
- 2 Do the students give short or long answers?
- Look at the answers from the conversation in Activity 2. What were the questions?

1	Examiner:	
	Student A:	Mei Han.
2	Examiner:	
	Student A:	I'm from Shenzhen in China.
3	Examiner:	Thank you. And
	Student B:	My name's David Gomez.
4	Examiner:	
	Student B:	I live in Seville in Spain.
5	Examiner:	Thank you. David,
	Student B:	I work.
6	Examiner:	ANTO
	Student B:	I'm a computer programmer.
7	Examiner:	Thank you. And Mei,

8 Examiner: Student A: I study languages. I'm doing a language degree at university.

Student A: I'm a student.



Work in pairs. Take turns to ask and answer the questions in Activity 3. Give short, factual answers.



- 09 Listen to Mei and David answer two more questions.
- Are they asked the same or different questions?
- Who gives better answers? Why?

EXAM TIP

When you answer questions about your name, where you live and your job or studies, give a short answer. With other questions, give your answer and then add two or three more things, such as what, where, when, who, how often, why.

- Match the questions 1-8 to the answers A-H.
- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?
- A I met up with a friend from school.
- It's hot and humid for most of the year.
- I prefer spending time at home.
- D I think it's probably Friday.
- Not often. I prefer watching it.
- G My brother.
- H I'd love to go to Canada.
- Work in pairs. Add one or two more pieces of information, such as a reason and/or an example, to each answer in Activity 7.

Example: I met up with a friend from school because it was his birthday. I bought him lunch and then we walked around the shops. We didn't buy anything, we just looked and talked about different things.

With your partner, take turns to ask and answer the questions in Activity 7. Remember to add two or three more pieces of information to your answers.

Article (Part 2)

▶ WRITING REFERENCE p.154 and p.164

- Work in pairs. Look at the people in the photos. Why do people admire them?
- Think about someone you admire and make notes about the points below. Then tell your partner about the person.
 - · Who they are and what they do
 - · What kind of person they are
 - Why you admire them
- Look at the exam task. What do you have to do?

You see this notice in an English-language magazine.

Articles wanted! People we admire

We all have someone in our lives that we admire. It might be someone we know, like a friend or neighbour. Or it might be someone we've never actually met, like a sports star. Who do you most admire? Why do you admire this person?

Write an article answering these questions and we'll publish it in our magazine.

Write your article in about 100 words.

Read Greg's article. What does he say about each point in Activity 2?

Superheroes exist!

Do you believe in superheroes? I didn't until I met my next-door neighbour Karen. She might not be in a comic book, but she's more amazing than any of those characters.

Karen's in her 40s. She's short in size but she has a huge character. She's really sociable and knows everyone in our area. More importantly, Karen's kind and generous with her time. She works full-time but also volunteers at four different charities in her free time. She helps them before work, after work, at the weekends and in her holidays.

Unlike me and most other people, Karen always puts others before her own interests. That's why I admire her so much. Do you know a superhero like Karen?







- Look at the article again and answer the questions.
- 1 How many paragraphs are there? What is the purpose of each one?
- 2 How does the writer get the reader's attention in the first paragraph?
- 3 How does he help you understand what kind of person Karen is?
- 4 How does he end the article? Why?
- Underline the adjectives Greg uses to describe Karen's character. Then write at least four adjectives you could use to describe the person you admire.
- Plan and write your answer to the exam task in Activity 3. Use the checklist on page 153 to write and edit your work. In particular, make sure you
 - · have an introduction, a middle and an ending
 - use paragraphs
 - use a variety of adjectives.

- Form questions using the prompts. Then answer the questions.
- 1 Where / you / live /?
- 2 you / know your neighbours /?
- 3 What time / you / usually / get up /?
- 4 Where / your favourite place to be /?
- 5 you / meet up with friends / yesterday /?
- 6 What / usually / have for breakfast /?
- 7 How often / you / go for a walk /?
- 8 What / you / do / yesterday / ?
- Match questions 1-8 in Activity 1 with one student's answers A-H.
- A My bed!
- B Nothing, I don't eat until lunchtime.
- C Around seven.
- D Not much. I did a bit of shopping.
- E I hardly ever do.
- F In White Lane.
- G No. I stayed home last night.
- H Not really. We say hello but that's all.
- Put the words in the correct order to form sentences.
- 1 usually / during the week / I / go out / don't / .
- 2 say hello / they / to us / hardly ever / .
- 3 late / sometimes / for class / are / we /
- 4 nervous / always / taking a test / I / about / 'm / .
- 5 works / all the time / hard / he / .
- 6 running / regularly / goes out / she /.
- 7 difficult / often / you / guestions / ask me / .
- 8 once a week / meet up with / I / my friends / usually / .
- How would you describe these people? Choose words from the box.

bald good-looking has a beard medium-height middle-aged overweight well-built smartly dressed

- 1 has lots of muscles
- 2 attractive
- 3 50 years old
- 4 has hair on his face
- 5 always wears neat, attractive clothes
- 6 has no hair
- 7 too heavy
- 8 not short, not tall

- Complete the sentences with adjectives to describe people's character. You have the first letter to help you.
- 1 My sister is so a She's determined to be successful in her job.
- 2 Alex is c..... about psychology. He's read lots of books about it.
- 3 Francis is a n..... person who worries about everything.
- It's so easy to upset Maria. She's very s.....
- Leon always looks c..... with a smile on his
- Penny is the most r..... person I know. You can always depend on her.
- Marco gives a lot of money to charity. He's very
- Silvi's not very o Her desk is such a mess!
- Read the blog post. Try to work out the meaning of the words in bold (1-6) and match them to the definitions A-H. Two definitions are not needed.
- facts, not an opinion
- B real life
- C suddenly begin to understand
- use with other people
- send to a computer network E
- F period of history
- G problem
- put a message on the internet

The reality of social media pics

The (1) age of the selfie means spending hours trying to get the perfect photo. Some people might take fifty photos before they find the right one to (2) upload. That might sound funny, but I think it's an (3) issue we need to discuss. When we present ourselves looking attractive, strong and brave, our friends and family might think that's always how we look and feel. (4) The truth is that we don't. So, why don't we (5) post some less successful photos? Perhaps ones of us with a double chin, our eyes half closed or our 'first thing in the morning' hair. That way, we'll all (6) realise that none of us are perfect.

The business of food





Read the introduction to the quiz Are you a foodie? What is a foodie?

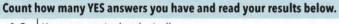


ARE YOU A FOODIE?

	nplete the quiz to find out if you have a bigger interest in cooking eating than most people. Tick the correct answer for you.	Yes	No
1	Do you know all the best restaurants in your area?		
2	Do you dislike fast food restaurants?		
3	Does your perfect evening include eating out?		
4	Do you love looking at food photos online?		
5	Do you post photos of your meals online?		
6	Do you regularly cook?		
7	Do you have fresh herbs at home?		A
8	Do you buy only fresh food?		Λ
9	Can you make your favourite food without any help?		
10	Do you know what food is really popular at the moment?		

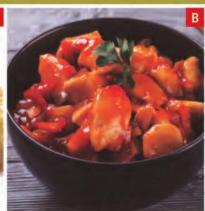
22

RESULTS



- You eat to survive but that's all.
 Food is okay but there are other more important things in your life.
 You spend longer than most people thinking about food.
- 9-10 Few people know more about food than you do.
- 2 Work in pairs. Interview your partner and make a note of their answers.
- 3 Look at your partner's answers. Do you think your partner is a foodie? Why/Why not?
- 4 Read the quiz results and check your ideas. Do you and your partner agree with the results?









Food collocations

- Work in pairs. Look at the photos and discuss the questions.
- 1 From which part of the world do you think each dish comes from?
- 2 What do you think the main ingredients of each dish are?
- Which adjective(s) below can you use to describe each dish?

hot/spicy mild salty sour sweet sweet-and-sour

- Match descriptions 1-4 to the dishes in the photos. Which dish would you most like to eat? What nouns do the adjectives in Activity 1 go with?
- 1 A hot and sour soup from Sierra Leone with fish and sorrel, a sour herb
- 2 A spicy Mexican salsa (tomatoes, onion and hot peppers) and salty nacho chips
- 3 Baklava a sweet dessert from Turkey made with dough, nuts and honey
- 4 A mild, sweet-and-sour chicken dish from China.

LANGUAGE TIP

In your vocabulary notebook, make sections for different topics (e.g. food) as it'll make it easier to review them. Note down collocations (words which often go together) not just single words e.g. sweetand-sour chicken.

- Work in pairs. Discuss the questions.
- 1 Who buys food in your home?
- 2 How much time do you spend planning and preparing meals?
- 3 What's most important to you when you buy food: cost, health benefits or where it comes from? Why?

10 You will hear part of a radio interview with a woman called Sue, who has written a book about where food comes from. Listen and tick (1) the words you hear.

vegetables fish fruit rice juice alcohol meat sausage chips salt potatoes sugar

- Match words 1-8 from the radio interview to the meanings A-H.
- fresh (ingredients)
- local dish
- fried (rice)
- raw (fish)
- soft drinks
- takeaway (food)
- vegetarian (diet)
- boiled (rice)

- A cooked in hot oil
- bought at a shop or restaurant to eat at home
- C cold drinks with no alcohol
- a meal from a particular area
- not containing meat or fish
- F recently picked and prepared
- G cooked in water
- uncooked, particularly when a food is usually cooked
- Complete the questions with the words in Activity 5.
- What is the most popular from your region?
- Do you prefer food made with frozen or vegetables?
- How often do you drink fizzy?
- Have you ever eaten fish or meat? Do you prefer it cooked?
- Do people order and eat too much food like pizzas?
- Do people from your region eat more chips or morepotatoes?
- Do you prefer rice or boiled rice?
- Would it be easy for you to stop eating meat and have a
- Discuss the questions in Activity 6 in pairs.

Present simple and present continuous

► GRAMMAR REFERENCE p.140

- Work in pairs. What's your favourite meal of the day? Why?
- Read the blog post about mealtime habits in Japan and answer the questions.
- 1 What does the writer usually eat at mealtimes?
- 2 What do Japanese people usually have for breakfast?

CE

3 How is this different from what you usually eat?

← → Mealtime habits in Japan

Life in Japan is really interesting and (1) I'm learning a lot about the culture, for example, food. Back home in the UK

(2) I almost always have cereal for breakfast, sandwiches for lunch and pizza or pasta for dinner, but not here. Have a look at my friend Yu and her family in the photo. (3) They're eating a typical Japanese breakfast of boiled rice and fried fish, with soup. Some people eat natto too which is basically months old soybeans. I don't like it myself but it's very popular. Most people eat a traditional Japanese breakfast but things like

(4) toast, jam and yoghurt are becoming more popular.



- Match the <u>underlined</u> sentences 1–4 in the blog post in Activity 2 to the uses of the present simple and present continuous A–D. How do you form each tense?
- A Repeated actions and habits
- B An action happening now
- **C** A temporary action happening around now
- **D** Changing situations

LANGUAGE TIP

Stative verbs describe a state, e.g. know, agree. We don't usually use them in the present continuous form.

A Read the next part of the blog and put the verbs in brackets in the correct form.





- Form present simple or continuous questions using the prompts. Interview a partner.
- 1 What / you / like / about Japanese meals?
- 2 What / you / usually / have / for lunch and dinner?
- 3 What / you / eat / a lot of at the moment?
- 4 What food / become / more popular in your country?
- Write a short description of your mealtime habits. Write about these things.
 - · meals you typically eat
 - food you're enjoying at the moment
 - how your mealtime habits are changing





Individual long turn (Part 2)

► EXAM FOCUS p. 169

- 1 Work in pairs. Is it important for us all to know how to grow, farm and cook our own food? Why/Why not?
- 2 Look at the photos. What's happening in each one?



- 11 Listen to Daniela and Alejandro describing photo A in Part 2 of their speaking tests.
- 1 What do the students have to do?
- 2 How long should they speak for?
- 3 Which student do you think describes the photo better? Why?
- Listen again. Tick the things that Daniela and Alejandro each describe in the photo. What other things do they mention?

	Daniela	Alejandro
A summary of the photo		
The place		
What the people are doing	П	\Box
What the people look like	ī	П
Objects	\equiv	

EXAM TIP

When you describe your photo, imagine you are speaking to someone who can't see it. This will help you describe it clearly.

- Mhat could you say about photo B? Write notes for each topic in Activity 4.
- Work in pairs. Take turns to describe photo B for 1 minute. Use your notes from Activity 5 to help you. Use the present simple and continuous.
- Work in pairs. Turn to page 134 and follow the instructions.
- Where do people generally buy fruit and vegetables in your area?
 What are the benefits or issues with this?

Multiple choice, long text (Part 3)

► EXAM FOCUS p. 166

- 1 Work in pairs. Discuss the questions.
- 1 Would you like to eat the food in the photo? Why/Why not?
- 2 What skills do you need to make this food? Could you do it?
- 3 What might make food difficult to photograph?
- Work in pairs. Read the title of the article below. What technique(s) do you think the article might discuss?
- Read the text quickly to check your predictions in Activity 2.
- Read questions 1–4 in Activity 5. Underline the key words. What synonyms or related words could you look for in the text to locate the information?

Example: 1 read cookbooks - look at recipes, buy recipe books

EXAM TIP

Read the text again before you answer question 5 because it tests your understanding of the whole text.



vegetables and **freshly** baked cakes in books and magazines. When we see these pictures we believe that if we follow the recipe, we can make food that looks like that too. However, not many people realise the strange and incredible things that photographers use to make food look better than it does in real life.

Food is one of the most difficult subjects for photographers. Hot food goes cold, cold food goes dry and frozen food melts, making it **useless** for attractive photographs. But that's okay, because food photographers have different ways to deal with these problems. They don't just visit photography shops. They also visit art shops, garages and pharmacies. As well as camera **equipment**, a photographer's bag includes motor oil to help sauces look brighter, hairspray to stop cakes looking dry, and a **spoonful** of shoe polish to help meat look barbecued. A food photographer's job is never dull.

There are a few rules about food that photographers have to follow. If a photo is going to become part of an advert, rules say the food product which the company wants to advertise must be the real thing. However, any other food in the photo doesn't need to be real. Plastic 'fruit' or glass 'ice' in a drink next to the real dessert is **acceptable**, according to the rules.

Not everyone thinks this use of non-food products is acceptable. However, customers do want to see delicious looking food and not all photographers use non-food items in their photos. Those who don't use them still create attractive photos but their job is much more challenging.

Whether a food photographer believes in using these techniques or not, one thing is definitely true: food photography needs a lot of patience.



Read the text again. For each guestion, choose the correct answer.

- 1 The writer says that people who read cookbooks
 - A choose them because of the beautiful photos.
 - B spend too much time looking at the photos.
 - **C** dislike the practice of using perfect photos.
 - D think their own food will look like the photos.
- 2 What do food photographers do to make food look good?
 - A They use a variety of unusual objects.
 - B They have special cameras.
 - C They heat the food so it's warm.
 - D They buy creative computer software.
- 3 What are the rules about food advertising?
 - A All the food in the advert must be the real thing.
 - B Only the food being advertised needs to be real.
 - C Plastic food cannot be seen anywhere in a photo.
 - D Photographers must be honest about their techniques.
- 4 The writer thinks that using plastic food in photographs is
 - A an unfair thing to do.
 - B an easier option than not using it.
 - C an interesting method to use.
 - D necessary for food to look nice.
- 5 What might the writer say to a friend?
- It's interesting that some photographers refuse to use these techniques with food.
 - B It's worrying that only a small number of photographers can take good food photos.
- It's sad that only creative people have the skill to become good photographers.
 - It's amazing that professionals use unusual things to make their photos look real.

Work in pairs. Discuss the questions.

- What are some reasons why the incorrect answers in Activity 5 are incorrect?
- 2 Do you agree with the use of non-food items in food photography? Why/Why not?
- 3 How has this article changed your views on food advertising?

Vocabulary

suffixes

Complete the sentences with the words in bold in the article.

- I don't think it's ever to use motor oil in food photos.
- Professional photographers have a lot of expensive
- Please put aof sugar in my tea.
- 4 This knife won't cut anything. It's!
- 5 I've got red, orange and yellow peppers. Don't they
- 6 The café sells _____ made sandwiches.

LANGUAGE TIP

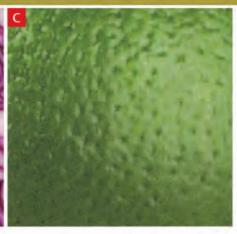
We can add a suffix to the end of a word to change its form, for example, from a verb to a noun (-ment) or an adjective to an adverb (-ly). Some suffixes change the meaning of the word, for example, -ful (full of / a quantity of), -less (without) and -able (can).

Complete the words in the sentences with an appropriate suffix.

- When I'm hungry, I have a hand...... of nuts or something healthy.
- I sometimes have a microwave, meal when I'm in a hurry.
- 3 | I often burn food when I cook, I'm so care......!
- 4 Fresh coffee in the morning smells wonder
- 5 I hate restaurants with live entertain...........
- I'm hope that someone will cook me dinner tonight.
- 7 I like food you can prepare quick______
- For me, food without spices is taste.....
- Work in pairs. Are the sentences in Activity 8 true for you? Why/Why not?







Modals of possibility

► GRAMMAR REFERENCE p. 140

Look at photo A. What do you think it is?



- 12 Listen to the conversation. Do the speakers agree with you?
- 3 Listen again and write the words you hear in the gaps. What happens to the pronunciation of the letter at the end of each word?
- It be anything like an apple because they don't have that kind of middle.
- It be a lemon. They look like that in the centre.
- 3 It be an orange. It's the right shape for an orange.
- 4 Match the modals of possibility from Activity 3 to their meanings A-C. What verb form comes after each modal verb?
- A I'm sure it is.
- B It's possible.
- C I'm sure it's not.

LANGUAGE TIP

Could, might and may can also be used to say that something is possible in the future. For example, I might be late tonight.

- Complete the sentences about the food in photos B and C. Use your own ideas.
- 1 Photo B might be _____ because ____.
- Discuss your ideas with a partner. Use the prompts below to help you. Then check your answers on page 134.

It could/might be ... It can't be ... It must be ...

- Complete the sentences using must, might/could or can't + a form of the verb be or have.
- vegetarian because I saw him eating 1 He a steak.
- Ittime to go! All the others have left.
- 3 They international food, but probably not. It's a local restaurant.
- 4 The restaurant _____ a table tonight if they're not busy.
- 5 This milk past its use-by date. I only bought it this morning.
- 6 There a mistake on this bill. I didn't order champagne!
- Work in pairs. Discuss the questions. Use must, might/could and can't. Then check your ideas on page 137.
- What and where is it?
- 2 Who are the people standing up?
- 3 Who are the people sitting down?
- How do the people feel?
- Why are they there?
- Is it dangerous?
- Is it expensive?







Multiple choice, long text (Part 4)

► EXAM FOCUS p. 168

Look at the phrases in the box. Do they relate to photo A, photo B or both?

become a vlogger follow someone online make a video share photos online upload a video write a blog

- Work in pairs. Discuss the questions.
 Give more information.
- 1 Do you follow any bloggers or vloggers online?
- 2 Have you ever uploaded a video you made online or written a blog?
- 3 Do you ever share photos of food online?
- 4 Why do you think food bloggers are so popular these days?

EXAM TIP

Don't expect to hear exactly the same words in the recording as you read in the questions. Listen for the same ideas said in different words.

13 Look at question 1 in Activity 4. You will hear the beginning of an interview with a food blogger called Ruby Thomas.

- 1 Underline the keywords in the question and options. What synonyms or other words might the speakers use to express the same thing?
- 2 Listen to the beginning of the interview and choose the correct answer.
- 3 Listen again. What words and phrases give the correct answer? Why were the incorrect answers incorrect?

14 For each question, choose the correct answer.

You will hear an interview with a food blogger called Ruby Thomas.

- 1 Ruby says food bloggers are popular because they
 - A are ordinary people.
 - B teach better than TV chefs.
 - c connect with their audience.
- 2 Ruby believes that the name of a food blog must
 - A be easy to pronounce.
 - B include a type of food.
 - C focus on one area of food.
- 3 Ruby says that bloggers should share
 - A information about their personal lives.
 - B their own name.
 - C a photograph of themselves.
- 4 Ruby's glad she designed her own website because
 - A it was satisfying.
 - B it was interesting.
 - C it was cheap.
- 5 What advice does Ruby have for new bloggers about design?
 - A Keep it simple.
 - B Make it attractive.
 - C Avoid changing it.
- 6 Ruby says that, when advertising products, bloggers should
 - A contact local business people.
 - B be honest with their readers.
 - C work with a famous company.
- Work in groups. Think of a creative idea for a food blog or vlog. Decide on
 - the topic (for example, healthy food, growing food, etc.)
 - the name
 - how it'll be different from other food blogs.
- 6 Present your ideas to the class. Whose idea is the most interesting? Why?





Story (Part 2)

► WRITING REFERENCE p.155 and p.165

- 1 Work in pairs. Discuss the questions.
- 1 How often do you eat out? What kinds of cafés or restaurants do you go to?
- What restaurant would you recommend to someone visiting your town or city? Why?
- 3 Have you ever had a memorable experience at a restaurant? What happened?
- Read the story and answer the questions.
- 1 Did the writer have a good or bad experience at the restaurant? Why?
- 2 Do you think the writer and his friend did the right thing? Why/Why not?
- 3 What is the purpose of each paragraph in the story?
- 4 What is the purpose of the underlined expressions?

Topic ▼ Posts ▼ Latest Post ▼

An unexpected treat 1 04 September

When the food arrived, we couldn't believe our eyes. **Twenty minutes earlier**, we'd ordered soup (the cheapest food on the menu) but here was the waiter with the biggest steaks we'd ever seen!

We knew we should say something, but the food smelt so delicious. We looked at each other and, **a moment later**, we picked up our forks and ate hungrily.

Eventually the bill came. There was no mention of the steaks so we paid and quickly left the table. **Suddenly** we heard the waiter shout, 'Excuse me!' We turned around, our hearts beating. 'Don't forget your coats!' he said. We laughed, thanked him and finally walked through the door. **Just then** we heard two customers asking where their steaks were!

- Choose the correct time linkers to complete the sentences. Use the linkers in bold in the story to help you.
- We waited for ages before our food a moment later/ eventually arrived.
- 2 The waiter *finally/suddenly* slipped and dropped all the plates.
- 3 First we had soup, then we had fish. After that/Just then we had cake.
- 4 I offered to pay the bill. Just then/Twenty minutes earlier I realised my wallet was at home.
- 5 Our waiter was very quick. We ordered the drinks and a moment later/eventually they arrived.
- **6** When the food arrived, it wasn't the dish I'd ordered suddenly/twenty minutes earlier.

EXAM TIP

Use time linkers in your story so your reader can follow the order of events.

- Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you
 - · have a beginning, a middle and an end
 - · use paragraphs
 - use time linkers to show the order of events.

Your English teacher has asked you to write a story. Your story must begin with this sentence.

The picnic was supposed to be fun but it wasn't.

Write your story in about 100 words.

Complete the sentences with the words in the box.

boiled ingredients local dish mild raw soft sour spicy sweet takeaway vegetarian

- 1 I never cook vegetables. I prefer them ______.
- 2 We live on the coast so a really popularis fresh fish.
- 3 Most fruit is too _____ for me. That's why I love a nice ____ grapefruit.
- 4 I've started a ______ diet. No more meat for me!
- 6 All of our meals are made with fresh
- 7 Would you prefer a fried or a _____egg with your breakfast?
- 8 Would you like alcohol or a _____ drink?
- 9 I don't feel like cooking. Shall we get a ?
- Complete the blog post with the correct present tense form of the verbs in brackets.

Life as a food guide

6 3

As most of you know, I (I) (work) as a food guide for a travel company. Every week people (2) (ask) me what that is, so here's an explanation. I (3) (take) people around different places in the world to teach them how to cook local food. My speciality is Asian food so I usually (4) (work) in Thailand and Vietnam. At the moment I (5) (travel) around Hanoi with ten tourists from the UK. I (6)(show) them the local markets and I (7) (help) them to make local dishes. I (8)(learn) both Vietnamese and Thai at the moment, so I (9) (try) to practise while I'm here. Being a food guide isn't easy. I (10)(not see / often) my friends and family because I'm away a lot, but I meet interesting people and see amazing places. I(II)(not / think) I'll do it forever, but right now I (12) (have) the time of my life.

3	Complete the words in the sentences with -able, -ful
	-less, -ly or -ment.

- 1 Hove this cook book. The photos are really colour......
- 2 I want to make jam but I don't have the right equip.....
- 3 Would you like a fresh baked cookie?
- 4 This tin opener is use............ It doesn't cut anything.
- 5 A spoon of honey in tea is really tasty.
- 6 I'm hope_____ in the kitchen. I burn everything!
- 7 I buy microwave _____ rice these days. It's quicker to cook.
- 8 This soup needs more herbs. It's a bit taste............
- 4 Complete the story with the words in the box and an appropriate suffix, -able, -ful, -less, -ly or -ment. Make any necessary spelling changes.

bag entertain equip fresh slow taste use value wonder

Cooking for the family

Choose the correct verbs to complete the sentences.

- 1 John's never late. Something can't/must be wrong
- 2 The bank can't/might be closed. It's only three o'clock.
- 3 You must/can't be cold without a coat.
- 4 If the traffic's bad, we can't/might be late tonight.
- 5 He's 38? That can't/could be right. He looks 28!
- 6 That might/must be Ann at the door. They're her footsteps.
- 7 A: What's that noise?
 - B: It can't/could be Jon's car. He's fixing the engine.
- 8 You want me to tidy your mess? You can't/might be serious!

3 Mind your manners



C =



Until the start of the nineteenth century, most people lived in small groups of no more than around 150 people. It was important to be nice to everyone. If you weren't, you'd be told to leave. Without help and support from others, life was very hard. Today, we talk to so many more people, particularly strangers, on the streets, in the shops and online. It's easy to treat someone badly when you'll never see them again and your friends or family will never hear about it. It's just too easy to throw rubbish on the streets, be rude to the person helping you in a shop or to shout unpleasant comments at other drivers, because there are simply no negative results these days.

Read the text and answer the questions.

- 1 According to the writer, what were the effects of being impolite in societies before the nineteenth century?
- 2 What has changed in recent years?
- 3 Do you agree with the writer that things have changed? Do you agree that very little happens to people who are impolite these days? Why/Why not?
- Work in pairs. Discuss the questions. Do you share the same opinion? Why/Why not?

L	There do you draw the lin	TER .	
1	Is it acceptable to eat smelly food on a train or bus?	agree	disagree
2	When you drive, would you share your negative views of other drivers with your passengers?	agree	disagree
3	Is it acceptable to arrive late for a class at the gym?	agree	disagree
4	Would you ever 'unfriend' someone on social media?	agree	disagree

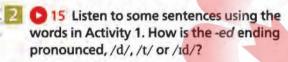
Vocabulary

describing feelings

How would you feel in these situations? Choose a word from the box.

> amused annoyed disgusted embarrassed excited satisfied

- 1 A lasagne that you've cooked tastes pretty good.
- 2 Your friend has made you a cake in the shape of a burger.
- 3 You've won a free meal at the best restaurant in town.
- 4 A salesperson has phoned during your favourite TV programme.
- 5 You've fallen off your chair at a party.
- 6 You find an insect in your meal.



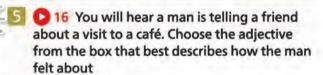
- Listen again. What prepositions come after the adjectives in the recording?
- When did you last feel amused, annoyed, disgusted, embarrassed, excited or satisfied?

Multiple choice, short texts (Part 2)

EXAM FOCUS D. 1.68

EXAM TIP

You might have to understand a person's attitude, as well as factual information. Listen for words that give clues about attitude



- 1 the service.
- 2 the food
- his behaviour.

disappointed embarrassed satisfied





17 For each guestion, choose the correct answer.

You will hear two friends talking about a party they've

What did the woman like best about it?

- A the amusing activities
- B the friendly people
- c the interesting conversation
- You will hear a woman telling a friend about a thankyou message she received.

How did she feel?

- A disappointed by its length
- B upset by its contents
- C surprised by how soon it arrived
- 3 You will hear a man telling a friend about his visit to the cinema.

How did he feel about the visit?

- A annoyed by the behaviour of others
- B concerned about his own actions
- C upset by the late start of the film
- You will hear two friends talking about getting more organised.

The man advises the woman to

- A use a calendar more efficiently.
- B find directions to places she needs to go in advance.
- C get ready the night before each day.
- 5 You will hear two friends talking about a letter they received about a school trip.

They agree that

- A it wasn't very polite.
- B it wasn't the right length.
- C it wasn't clear what it meant.
- 6 You will hear two friends talking about a problem with a social media site.

They both think that

- A the company is responsible.
- B the effects are embarrassing.
- C the solution is easy.

Work in pairs. Discuss the questions.

- How easy do you find it to socialise with strangers at a party? Why?
- 2 When do you think people should send thank-you notes? Why?
- 3 Do you think it's acceptable to send emails or texts instead of a thank-you letter? What advice would you give on being polite in an email?





LANGUAGE TIP

Some verbs can be followed by both the -ing form and the infinitive and the meaning is the same, e.g. begin, continue, prefer. I started laughing. I started to laugh.

-ing forms and infinitives

► GRAMMAR REFERENCE p. 141

- Work in pairs. Discuss the questions.
- 1 What do you think is the best way to meet new people?
- 2 What do you think makes a good friend?
- 18 Listen to some people giving their opinions on friendship for a radio show. Do you agree with what they say?
- Listen again and complete the sentences with the word or words you hear.
- 1 Someone who'll watch the football without!
- 2 _____your friend will help you.
- 3 Someone you enjoy time with.
- 4 It's important _____ near each other.
- 5 Someone you can't wait _____ your news with.
- Look at the sentences in Activity 3 and complete the rules with either the -ing form or the infinitive. Use the:
- 1 _____after some verbs such as mind, enjoy, keep.
- 2 _____ after some verbs such as expect, learn, can't wait.
- 3 when the verb is the subject or object of a sentence.
- 4 _____ after a preposition (after, on, before, etc.).
- 5 after an adjective (pleased, happy, etc.).
- Choose the correct words to complete the blog about kindness.

IRAN

What's the kindest thing someone has done for you lately?

Jamie: My friends arranged (1) to stay / staying with me all weekend after my boyfriend broke up with me. It was so kind!

Boxer: My dad was sick and it was hard for me and my brother. A neighbour said she would be happy **(2)** to come / coming round and cook for us. It was such a huge help.

Sunni: (3) To hear / Hearing my friend say I looked great! That made my day.

Tabitha: My new mobile fell out of my pocket on the underground without me **(4)** to notice / noticing it. A guy picked it up and gave it back.

Basil: I can't remember anyone (5) to be / being kind to me lately!

- Work in pairs. Discuss the questions.
- 1 What's the kindest thing someone has done for you recently?
- 2 What's the kindest thing you've done for somebody else recently?
- You have decided to sign up to a social networking site. Turn to page 134 and complete the questionnaire.
- Work in small groups. Ask questions about the others' answers to Activity 7.

 Can you find someone with similar interests?





Individual long turn (Part 2)

► EXAM FOCUS p.169

- 1 Work in pairs. Discuss the questions.
- 1 What kind of special events do you enjoy the most? Why?
- 2 Describe a day when you were really happy. What happened? What made it special?
- 2 Look at photo A. What special event are they celebrating?



- 19 You are going to listen to Isabella describing photo A. What order does she describe the things in the room?
- 4 Match 1-6 to A-F to make sentences.
- 1 Behind the mother
- 2 In the background
- 3 On the table
- 4 All of them
- 5 The man on the right
- 6 Around the room
- A there are two large bunches of pink flowers.
- B has wavy grey hair which is quite long.
- C there's some very plain furniture.
- D are smiling and looking at the baby.
- E there are some pillows.
- F there's a painting on the wall and a lamp.

EXAM TIP

Describe what you can see in the foreground of the photo first. Then use phrases like the ones in Activity 4 to describe where other things are in the photo.



- Look at photos B and C. Make notes about what can you see using some of the words and phrases from Activity 4.
- Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. Use your notes from Activity 5 to help you. Listen to your partner and answer the questions.
- 1 Does your partner speak for 1 minute?
- 2 Does your partner give a summary of the photo?
- 3 Does your partner describe the place, people and objects?
- 4 Does your partner use different phrase to say where things are in the photo.
- 5 How could your partner improve their answer?
- Work in pairs. Describe how one of the following is celebrated in your country.
 - · a child's birthday
 - the arrival of a new baby
 - the return of someone after they have been away

Phrasal verbs



- 20 Listen to two people speaking about things that annoy them. What are some of the things that annoy them?
- Listen again and complete the sentences with the words you hear.
- 1 Just when I have tosomething important for a piece of work.
- 2 Usually something I need to to my teacher the next day!
- 3 He loves with his friends in his flat.
- They _____ their music ____ so loud that I can't hear my TV.
- 5 Ifine with my neighbour.
- His owner should _____ him more carefully.
- 7 I usually and try again later.
- 8 Like that's going tothings!
- 9 And people who don't _____ after their dog in the
- 10 And people who talking when other people want to speak.

phrasal 'verb n [C] a group of words that is used like a verb and consists of a verb with a particle, which can be an adverb or a preposition, after it. A phrasal verb often has a different meaning from the verb used alone. Set off, look after and put up with are all phrasal verbs.

LANGUAGE TIP

Just like other words in English, phrasal verbs can have more than one meaning.

I picked up the pencil. (lifted)

I picked up Ian from the station. (collected in my car)

- Match the phrasal verbs in Activity 2 to the meanings A-J.
- A continue
- B give something to a boss or teacher
- remove dirt and put things in their correct place
- find information (in a book or on a computer)
- stop trying to do something
- make the volume louder
- have a friendly relationship with
- make somebody or something move more quickly
- be responsible for
- spend time with
- Complete the questions with the correct form of the phrasal verbs in Activity 2.
- How often do youyour home?
- Do you everchildren? Do you enjoy it?
- Where do you go to the meaning of a new English word?
- 4 Do people often tell you toso you aren't late?
- 5 Who do you with the best in your family?
- Do you usually your English homework on time?
- 7 Who do you with at the weekends?
- 8 When do you _____ your music ____ loud?
- 9 If something is difficult, do you just stop or trying?
- walk away?
- Work in pairs. Take turns to ask and answer the questions in Activity 4. Ask each other followup questions to get more information.



Modals of obligation

► GRAMMAR REFERENCE D. 141

- Work in pairs. Discuss the guestions.
- 1 What kind of things do families argue about?
- 2 Do younger people have the same manners as older people? How are they different?
- Read the email and answer the questions.
- 1 What's the relationship between Josie, Tommy and Stephanie?
- 2 Why is Stephanie annoyed?
- Work in pairs. Discuss the questions.
- 1 Who do you feel most sorry for?
- 2 What advice would you give to these people?

4 3 CE Advice Respond News Mother-in-law sends angry email Getting along with your future parents-in-law can be difficult, and Josie Carlton is facing a greater challenge

than most. Her fiancé's mother has sent her an angry email that is quickly becoming a huge internet hit.

Dear Miss Carlton.

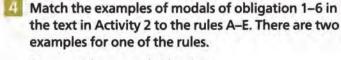
As you're going to join our family, I feel I (1) must write to you about your manners. After all, you (2) have to respect the house rules when you're in another home.

You (3) shouldn't announce what you will and won't eat unless you're allergic to something. You (4) mustn't start your meal before everyone else. You (5) should get up instead of lying in bed until late morning when everyone else rises early.

I understand your parents can't help pay for the wedding. Of course, they (6) don't have to save for their daughter's wedding, but tradition does expect it. I suggest you change your plans and have a smaller wedding, which you can afford.

I'm sure you feel very fortunate to be marrying my son. I only hope Tommy doesn't regret his decision.

Stephanie Smythe



- A personal or internal obligation
- B external obligation or rules
- C no obligation
- **D** prohibition
- E used to give advice

LANGUAGE TIP

You can also use make someone do something to express obligation and let someone do something to express permission.

My dad made me get a job during the school holidays. My aunt lets me sleep in late when I visit.

Complete the blog comments with modals of obligation from the text in Activity 2.



Work in pairs. Discuss the questions.

- What are the social rules like in your country? Are they similar to the ones in the email?
- What advice would you give someone who wanted to marry one of your relatives?

Open cloze (Part 6)

EXAM FOCUS p. 167

- Work in pairs. Discuss the questions.
- 1 How often do you use your mobile phone? What for?
- Do you think you use it too much? Why/Why not?
- What are good and bad mobile phone manners?
- Look at the title of the article. What do you think the article is about? What kind of words are missing from the text?
- Look at gaps 1–6 in the first half of the article. Underline the key words on either side of the gaps and decide which word best fills each gap.
- all / every

4 In / Every

2 Although / However

5 who / which

3 what / it

- 6 for / of
- For questions 7-12, read the second half of article. For each question, fill the gap with the correct answer. Use one word for each gap.

EXAM TIP

Underline the keywords either side of the gaps to help you choose a word.

Vocabulary

phrasal verbs

- Complete the questions with the phrasal verbs in bold in the article.
- You want to take a selfie with a friend, but she isn't keen. Do you ignore her wishes, and _____ it anyway? Why/Why not?
- Do you _____ your mobile phone _____ as soon as you wake up? Why/Why not?
- Do you _____ your mobile phone _____ before your lesson starts? Why/Why not?
- Do you think there are some times when you should never ______ your phone _____ and take a photo? Why/Why not?
- You're speaking to a friend when your mobile phone rings. Do youtalking to your friend or answer the phone instead? Why/Why not?
- What about if you're already talking on the phone in a shop queue. Would you when you got to the front?
- Do you think you could _____ technology for a day? Why/Why not?
- Work in pairs. Take turns to ask and answer the questions in Activity 5.
- Work in groups. Discuss the questions.
- 1 Do we need to be told how to behave in social situations? Why/Why not?
- 2 In which situations do you think people need more information on how to behave politely? Why?

at work in a shop using public transport at a party on holiday in a restaurant

In your groups, choose one of the situations and write a set of eight rules telling people what good manners are. Present your ideas to the class.

LANGUAGE TIP

Pay attention to phrasal verbs with objects. Some phrasal verbs with objects are inseparable (e.g. look after your daughter, look for her). Others are separable (turn the light on, turn on the light).



MOBILE PHONE MANNE

Do you find the use of mobile phones in public places hugely annoying? Then you're not alone.

After asking a group of friends their opinion on mobile phone manners, absolutely (1) of them agreed that other people's mobile phone manners were incredibly poor. (2), they felt their own behaviour was totally fine.

Email (Part I)

► WRITING REFERENCE p.155 and p.163

- Work in pairs. Discuss the questions.
- 1 Have you ever been to a wedding? What was it like?
- 2 What three pieces of advice would you give to a foreigner attending a wedding in your country? Explain your reasons. Use the ideas in the box to help you.

arrival time clothing gifts meeting other guests taking photographs

Look at the email below. Why is Robin writing? What do you need to include in a reply?

I know that you're going to Conrad and Rachel's wedding next month.

I was thinking, should we get them one gift from both of us? We can afford something a bit nicer that way. If so, what do you think we should get?--Tell Robin

We also need to think about transport, as it's going to finish quite late. We can get a taxi back together and you can stay at my place, if you like.

hank Robin

Let me know soon!

Robin

No, because ...

Read the emails two friends have sent to Robin. Whose gift suggestion is better? Why? Whose email is better? Why?

Hi Robin

Yes, let's get a gift between us. I think they need an X-Box. I don't want to stay over. I'm busy. Sorry. Jamie

Hi Robin

I think (1) it's a fantastic idea to get them something from both of us. (2) Of course, I'd love to! I'm not too sure about the gift. (3) How about an ice-cream maker? I think they'd both enjoy that.

(4) Thank you so much for your offer to stay at your place, but (5) I'm afraid I have to say no. I have to be up early the next day, but (6) I'd be happy to drive you home if that's easier.

Anyway - let's talk about it over coffee! Max

Look at the two emails again. Match the underlined phrases to their functions.

apologising offering showing interest suggesting accepting a suggestion thanking

- Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you have used appropriate phrases to
 - show interest
- thank
- suggest
- apologise and reject a suggestion

Read this email from your English-speaking friend Max and the notes you have made.

From: Max Subject: Aunt Lindsay's 60th birthday

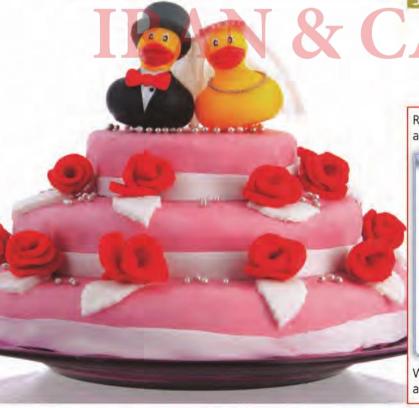
No, because ...

So, it's Aunt Lindsay's 60th birthday next week, and I wanted to do something special. I think she'd love to go out for dinner. Can you join us? I was thinking of Friday evening. Let me know if that's no good for you. I'll be happy to pick you up so you don't need to take the bus.

What do you think we should get her? I have no ideas!

Let me know soon! Thank Max

Write your email to Max using all the notes. Write about 100 words.





Match A and B to i or ii to make sentences.

- 1 A I really don't mind
 - B I can't wait
 - i to tell my sister the good news.
 - ii helping other people with their problems.
- 2 A I'm not keen on
 - B I was so pleased
 - i to hear that you enjoyed your time abroad
 - ii travelling to other countries.
- 3 A lalways expected
 - B I have always enjoyed
 - i to become a police officer.
 - ii working with other people.

Complete the text with the correct form of the words in the box.

behave change crowd question shout show watch win

MANNEZS ON THE VUUTUALS PITCH

Choose the best phrases to complete the sentences.

- 1 I really must I don't have to call my mother later.
- 2 You mustn't / don't have to use a phone while driving.
- 3 You should I have to buy a new phone case.
- 4 You have to / don't have to recharge your phone regularly.
- 5 You mustn't / don't have to remember phone numbers these days.
- **6** By law, phone companies have to / should provide 24-hour service.

Complete the phrasal verbs with a particle (on, out, etc.) to form sentences.

- If you need to check a fact, look it on the internet.
- 2 We turned the volume _____ on the car radio.
- 3 I don't get with my neighbour.
- 4 We needed to look _____ our aunt's cat.
- 5 We need to hurry _____ or we'll be late.
- 6 I have to clean _____ my room this weekend.
- 7 I like hanging with my family.
- 8 I sometimes want to give _____learning vocabulary!

Match 1-6 to A-F to form sentences.

- 1 The man was shouting so I hung
- 2 It's important to switch
- 3 Before I eat any meal, I take
- 4 I had to choose a profile photo so I went
- 5 I just have to make a call, you carry
- 6 I forgot to turn
- A out my phone and take a photo.
- B off your phone during a meal.
- c on without me.
- D my phone on and missed the call.
- E for the one of me with my cat.
- F up on him.

Complete the sentences with the words in the box.

amused annoyed disgusted embarrassed excited satisfied

- 1 I was _____ by the smell of the rubbish on the streets.
- 2 We have a lot of _____ customers who come back to us all the time.
- 3 My sister always gets and goes red when we ask her to sing.
- 4 I'll be soif they cancel my train home again this evening.
- 5 I'm really about flying to New York tomorrow. It's my first time.
- 6 My dad is not going to be when he hears I've crashed his car.

PROGRESS TEST I

- Put the words in order and add an auxiliary verb to form questions.
- 1 favourite / what / month / your /?
- 2 you / enjoying / free-time activities / at the moment / what /?
- 3 sports / how often / do / you /?
- 4 angry / last get / when / you / ?
- 5 most admire / you / who /?
- 6 things / have to / you / what / do / tomorrow/?
- 7 for the first time / you / when / swim / ?
- 8 you were a child / which / your favourite / when / film /?
- 9 meal of the day / like / which / you / the most / ?
- Choose the correct verb forms to complete the sentences. Sometimes both are possible. Then match answers A-I to questions 1-9 in Activity 1.
- A About once or twice a week. I don't mind to do / doing team sports but I prefer to go / going running.
- B July because I really enjoy to go / going to the beach. I usually arrange to go I going there with my friends.
- It was when we were on holiday in Greece. I remember to feel I feeling proud of myself.
- D My mum because she's always happy to help I helping others, even when she's really busy.
- E I'm learning to play / playing the guitar, which is fun.
- F A film called The Goonies which I keep on to watch / watching even today!
- G I love breakfast which is good because it's important to start / starting the day with a healthy meal.
- H I have to help my sister to move / moving house. I can't wait to finish / finishing that so I can go out.
- Yesterday, when we didn't win the match. I'm not good at to lose / losing.

Complete the email with the correct present simple or present continuous form of the verbs in brackets.

Hi Mum and Dad,
We (1)
We have quite a nice routine. We (4) (usually / get up) and have a late breakfast at about 10 a.m. Then, we (5) (go out) and do some sightseeing for most of the day. We (6) (usually / not stay) out too late. We (7) (get back) to the hotel at around 4 p.m. and we (8) (have) a nap. We usually go out in the evening and find somewhere nice to eat. We (9) (often / not order) room service.
We (10)(stay) in a really nice hotel close to the Empire State Building. It's a great area with lots of shops and cafés.
Right, food's here. I'll write again soon!
Love
Jack x

Alex and I get along but we're different. I'm loud but he's quiet and (1) s..... He's more (2) s..... to people's feelings than I am, everybody else's.

I'm always late but she's (3) p every single time!

Max asks questions about everything. He's the most (4) c person I know.

I'm jealous of Emily. She's always (5) s..........d... in lovely clothes whereas I'm usually in jeans with holes in them!

I like the fact that Ben is (6) a He knows what he wants and wants to achieve it.

Clare always gives people her time. She's very (7) g..... in that way.

People think I'm a bit (8) s but I think my friend Mary is much more unusual than me!

PROGRESS TEST I

- Complete the sentences with appropriate modal verbs in a positive or negative form.
- 2 I'm not exactly sure where your father is. He ______ be in the bathroom.
- 3 That _____be Sam over there. That man's got a beard but Sam hasn't.
- 4 I really make a dentist's appointment. My tooth's really starting to hurt.
- 6 Iget up really early this morning to finish an essay. It was horrible!
- 7 I think you _____ give yoga a try. I think you'd like it.
- 8 It be warm out. The sun's really bright and people are wearing T-shirts.
- 6 Complete the menu specials with the words in the box.

fried ingredients local spicy sweet sweet-and-sour takeaway vegetarian

Today's specials (1)vegetable curry with boiled rice. A perfect (2) ____ meal. £12.99 (3) chicken with noodles. A lovely tomato, onion and pineapple sauce. £9.99 A cheese burger with a (4)egg on top and salad. What's not to love? £8.99 Meat pie and vegetables. A (5) dish with a difference. £14.99 FOR DESSERT A piece of deliciously (6) white chocolate cake. Forget the diet just for today! £3.99 All of our meals are cooked with fresh (7) We also offer (8) meals if you prefer to eat in the comfort of your home [smiley face]

Complete the email with the phrases A–F.

There are two extra phrases which you do not need to use.

Hi Rob.

I'm so happy that you've invited me to your party.

- (1) come! I can bring some food if it's helpful.
- (2)some of my homemade curry? I know you always like that. (3) to make something else if you prefer though.
- (4) I won't be able to stay for the whole evening. My daughter's arriving home from a school trip at 10 p.m. so I'll have to go and pick her up from the school. We should have enough time to chat though.

See you soon. Can't wait!

Alison x

- A I'm afraid
- D How about
- B I'd be happy
- E I'd love to
- C You should
- F Why don't we
- Complete the article with one word in each gap.

Restaurants to enjoy but not for long

Are you a foodie? (1) _______ you enjoy eating out? Then it's possible that you'll love pop-up restaurants. These are temporary restaurants which (2) ______ becoming more popular all the time. Last week I went to The Sand restaurant in London.

I (3) often go to the beach, so it was an exciting experience for me to hang out on a specially-made beach in the middle of the city.

Temporary restaurants are often fun but they appear and then disappear after a few weeks. This means they can get busy while they're open. You don't have (4) book a table but it is a good idea.

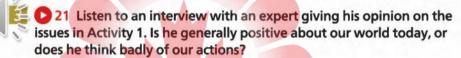
You can look **(5)**temporary restaurants online and get details about them there. Go on. You never know, there might **(6)** a fantastic one near you right now.

4 Then and now





- Work in pairs. Do you think world leaders have done well in the past 20 or 30 years on the issues below? Why/Why not?
- 1 World hunger and food
- 3 Pollution
- 2 Access to clean water
- 4 Education
- 2 Look at the photos. How have they helped with the issues in Activity 1.



4 Listen again and write the numbers that Dr Brevin mentions.



Giving food to the homeless

22222222222222222

Changes in the world

Hunger

1950s: (1) of the world's population was hungry

Today: (2)% are hungry

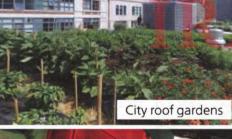
Drinking water

(3) billion more people have clean water than in 1990

Education

1900: (4)% could read

Today: (5)% can read



- Work in pairs. Do you agree with Dr Brevin, that future generations will thank us?
- 6 Work in pairs. Discuss the questions.
- 1 What do you think has most improved people's lives in the last 50 years?
- 2 What personal event has been the most important for you in the last 5 years?
- 3 How do people keep a record of important moments?
- 4 Do you think it is important to remember the past? Why/Why not?



Collaborative task (Part 3)

► EXAM FOCUS p.169

- Work in pairs. Discuss the questions.
- 1 Do you have a special object at home that you could never throw out? Why is it so special? Where do you keep it?
- 2 Why do people keep objects that aren't useful?



- 22 Listen to John and Megan talking about an event called a 'Bring-a-thing-a-thon'. What kind of event is it?
- Look at the suggestions in the box. Why do you think people might take them to the Bring-a-thing-a-thon?

a concert programme a photograph a soft toy a sports ticket a T-shirt



- the suggestions in Activity 3. Do they mention any of your ideas? What object do they think would be most interesting?
- Listen again and complete the sentences with the phrases you hear.

- 2, I don't think the result really matters.

- 5 _____taking a photo?
- 6 I think after our discussion taking the concert programme.
- Look at the exam task. What do the pictures represent? Who in the family might like them? Why?
- 24 Listen to two students completing the exam task and answer the questions.
- 1 Do they both talk about each object?
- 2 Do they ask for the other person's opinions?
- 3 Do they react to each other's suggestions?
- 4 Do they discuss which member of the family might like each exhibition?
- 5 Do you think they do the task well?
- Complete the exam task below with a partner.
 Remember to listen to your partner and react to their ideas. If possible, record your discussion.
- Answer questions 1–4 in Activity 7 about your performance.

A family is visiting a large museum.

Here are some of the exhibitions they could see there.

Talk together about the exhibitions they could see at the museum and say which would be most interesting for the whole family.

Exhibitions at the museum



EXAM TIP

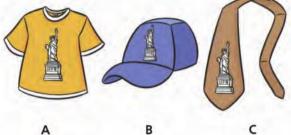
Make sure both you and your partner talk about each option, react to each other's ideas and discuss why each one might be worth recommending, or not.

Multiple choice, pictures (Part I)

▶ EXAM FOCUS p.167

- Work in pairs. Discuss the questions.
- 1 Which do you think is the best museum or art gallery in your country? Why?
- 2 What do you think makes so good?
- Work in pairs. Look at question 1 in Activity 3. What words or phrases do you expect to hear based on the question?

What did the girl buy?



5 What will the weather be like during the science fair?

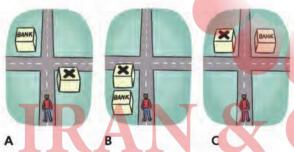
EXAM TIP

Read the questions carefully. Predict what language might answer each question, as well as describe the pictures.

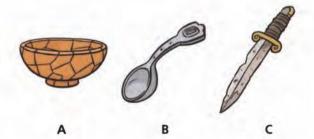


25 For each question, choose the correct

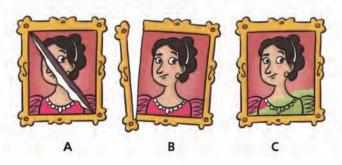
Where is the museum?

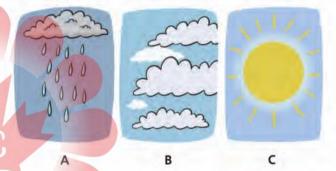


2 Which object did the students find part of?

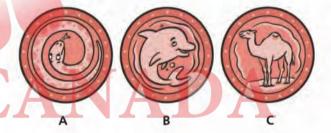


3 How was the picture damaged in the fire?

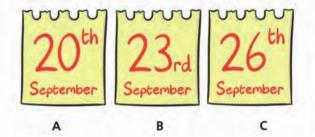




6 Which animal is on the plate?



7 When can students visit the exhibition for free?







used to

► GRAMMAR REFERENCE p.142

- Work in pairs. Discuss the questions.
- 1 What personal records of your past do you have?
- 2 Describe one of your old school photographs.



26 You will hear a man talking about the person in photograph A. It shows a famous singer when she was younger. Can you guess which singer he is talking about?

Adele Mylie Cyrus Taylor Swift

Listen again and tick (/) the box to say whethe each description was in the past or now or botl

		past	now
1	have long hair		
2	have blonde hair		
3	wear loose clothes		
4	wear a lot of make-up	\Box	
5	perform at big events	П	\Box
6	be talented	П	П

- 4 Look at sentences A and B and choose the correct words to complete the rule.
 - A She used to have much longer hair, and it used to be blonde.
 - **B** She used to wear quite loose clothes, like most young kids.

used to refers to things that were true in the past / are true in the present.

LANGUAGE TIP

to is pronounced in its weak form, /ta/.

- Look at photograph B. Complete the sentences about the photograph with the correct form of the verbs in brackets.
- Children (look) very serious back then.
- They (wear) quite formal clothes.
- 3 | expect they (feel) uncomfortable at those desks.
- 4 They (have) very big classes back then.
- They (write) on blackboards, not notepads.
- 6 I think school rules _____ (be) stricter back then.
- I doubt that they (enjoy) school very much.
- 8 I imagine photographs (be) quite rare.
- 6 Look at the question and negative forms. What happens to the verbs?

Did you use to have longer hair before? I didn't use to wear glasses when I was a teenager. I never used to think about my looks then.

What did you use to look like six years ago? Tell your partner.





Multiple-choice cloze (Part 5)

EXAM FOCUS p.167

- Work in pairs. Discuss the questions.
- 1 What is your favourite photo on your phone right now? Why is it special?
- 2 What's the worst photo you've taken? What happened?
- 3 Would you take photos at a concert or would you prefer to enjoy the moment? Why?
- Read the title of the article. What is it about? Read it quickly to see what kind of information there is.

IRAN

EXAM TIP

This task focuses on your vocabulary. The words that fill the gaps might test your understanding of

- collocations
- · easily-confused words
- precise meanings
- words followed by a preposition
- positive and negative meanings.

The information in the text will allow you to choose the correct option.

Taking photos is damaging your memory

Not many people enjoy having their photo taken at a birthday party or special event. **However**, taking photos could be **also** be damaging our **(1)** to remember special moments. A group of experts **(2)** out an experiment in an art gallery. They wanted to see if people remembered paintings better when they took pictures of them. The first tour guide **(3)** one group of people around. **As well as** learning about the artwork, they were encouraged to take photographs. A second group had the same tour but weren't allowed to use their cameras.

The next day, their (4) was tested to see how much they could remember about the paintings. Although both groups did well in the memory test, the people who didn't take photographs remembered more (5) to the others. Despite taking photographs, it seems the photographers didn't (6) as much attention to the paintings. So, although they have photographs to look back at, they don't have the memories.



- Read the article more carefully and answer the question about each gap.
- 1 What form of the verb follows the gap?
- 2 What is the object of the verb in this sentence?
- 3 What is the object of this verb?
- 4 What is the verb that this noun needs to collocate with?
- 5 Is this sentence pointing out similarities or differences?
- 6 What construction follows the gap?
- 4 Now complete the article. For each question, choose the correct answer.

1	A skill	B understanding	C ability	D qualificati
2	A kept	B made	C brought	D carried
3	A dealt	B ran	C led	D put
4	A memory	B thought	C idea	D opinion
5	A addition	B compared	C further	D than
6	A pay	B give	C take	D do

- 5 Work in pairs. Discuss the questions.
- 1 What other kinds of things do people keep to remember important moments in their life?
- 2 Do you think it's a good idea to hold on to objects that have special memories? Why/Why Not?

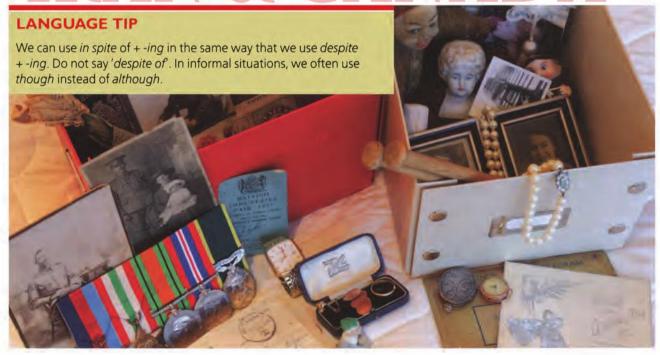
Vocabulary

linkers of addition and contrast

- 6 Look at the linking words in bold in the text.
- 1 Which add information? 2 Which show contrast?

Rewrite the sentences using the linking words in brackets.

- I always keep old concert tickets.
 I never look at them again. (despite)
- 2 I'd love to see some of the toys from my childhood. I threw them out years ago. (however)
- 3 I like sticking photos into albums. I enjoy putting messages from friends next to them. (as well as)
- 4 I record some of my best video game moments. I don't usually watch them back. (although)
- 5 I keep every book I've ever read. I leave little bookmarks in my favourite pages. (also)
- 6 I like to wander around the historic parts of the city. I don't know very much about them. (despite)
- 7 I'd like to find out more about my family history. There'd be problems getting that kind of information. (in spite of)
- Work in pairs. Which of the sentences in Activity 7 are true for you? Can you change any of the other sentences so they are true for you?







Town and city

- The photos show Shanghai in the 1920s and today. Work in pairs. Discuss the questions.
- 1 How has Shanghai changed?
- 2 What has stayed the same?



- 27 You will hear a radio interview with a British woman talking about life in Shanghai. Listen and decide if each sentence is true or false.
- 1 Shanghai has the fastest population growth in China.
- 2 Shanghai has poor public transport.
- 3 People are concerned about the lack of fresh air.
- 4 Open spaces can be found all around the city.
- 5 There are playgrounds for kids in every park.
- 6 There are good entertainment facilities in Shanghai.
- 7 Shanghai has a mild climate.
- 8 Shanghai offers good work opportunities.
- Work in pairs. Discuss the questions.
- 1 What sounds attractive about living in Shanghai?
- 2 What would make it difficult to live in Shanghai?
- How are the words in bold in Activity 2 created, noun + noun or adjective + noun?

LANGUAGE TIP

Compound nouns are two or more words that are used together as a noun (e.g. ice cream, playground).

Collocations are words which are often used together (e.g. *mild climate*, not *weak climate*; *have a cup of tea*, not *take a cup of tea*).

Which of the nouns in the box go with fresh, public and work to form compound nouns or collocations?

bread book experience fruit holiday ideas man opinion out services start toilets

28 You will hear three people describing where they live. Listen and match the Speakers 1–3 to the places where they live.

the city the countryside the suburbs

- 7 Match 1–6 to A–F to form sentences. Then listen again and check your answers.
- 1 There aren't any local
- 2 There isn't a lot
- 3 I have friendly
- 4 My family lives miles
- 5 There are really high
- 6 I live in a lively
- A neighbourhood.
- B neighbours.
- C rents where I live.
- D going on where I live.
- E shops near my house.
- F from anywhere.
- Work in pairs. Are the sentences in Activity 7 true for you? Why/Why not?
- Which do you think is better, living in the countryside, the suburbs or the city? Use the points below to help you.
 - distance you travel every day
 - · method of travel
 - · size of home
 - lifestyle
 - effect on the environment
 - shopping

Past simple and present perfect

► GRAMMAR REFERENCE p. 142

- Work in pairs. Have you ever been involved in a project, for example a sports project, arts project, community project or project at work or school? What was it? Did you enjoy it?
- Read the article. Would you be interested in working on this project? Why/Why not?

It's all GREEK to me

The Egypt Exploration Society and the University of Oxford (1) have put thousands of pieces of valuable documents, all written in ancient Greek, online as part of a project called Ancient Lives. They want people at home to help them translate them. The texts were written almost 2,000 years ago when Egypt was under the control of Greece. Two students (2) discovered them in 1896 buried under sand in an ancient rubbish dump. It took them ten years to collect almost 200,000 pieces. Since that time, the university (3) has looked after the documents, which include literature and letters that tell us about life 2,000 years ago.

Students (4) have studied the texts for decades but they (5) haven't translated them all yet. In fact, they've examined just two percent. The University of Oxford says you shouldn't worry if you've never studied Greek. You just need to match the characters the computer shows you. So anyone can have a go.



 \Box

Match verbs 1-5 in the text to the uses of the past simple and present perfect A-D. You will need to use one rule twice.

We use the

- A past simple to talk about an action that started and finished in the past. We are talking about a specific past time.
- **B** present perfect to talk about an action that started and finished in the past but the time is unknown, unimportant or very recent.
- **C present perfect** with *for* or *since* to talk about an action that started in the past and is continuing now.
- D present perfect with ever, never, already, yet and just.

LANGUAGE TIP

We use for when we describe the length of an action. We use *since* when we describe the starting point of an action.

I've lived in London for two years. I've worked here since 2017.

Work in pairs. Which time expressions are used with for and which with since?

a few days ages a long time February I was a child last year months my birthday this morning three hours two minutes yesterday

- Work in pairs. What is the difference in meaning between these two sentences?
- 1 They were in Egypt for ten years.
- 2 They've been in Egypt for ten years.
- Work in pairs. Use the prompts in 1–6.
 Take turns to ask and answer questions starting with *How long*.
- 1 be / a student here / ?
- 2 know / closest friend / ?
- 3 live / in your house /?
- 4 have / your hairstyle / ?
- 5 own / your mobile /?
- 6 like / your favourite musician or band /?

Article (Part 2)

► WRITING REFERENCE p. 156 and p. 164

- Work in pairs. Discuss the questions.
- Do you like reading articles about other people's lives? Why/Why not?
- 2 Whose biography would you like to read? Why?
- 3 If someone wanted to write a biography of your life, what three things should they include?
- Look at the exam task. What three things should you put in your article? What would you write about?

You see this notice on an English-language website.

Articles wanted!

A day to remember!

What day do you remember clearly?

Why do you remember it - because of the people, the events or other reasons?

How important is it to create special memories?

Write an article answering these questions and we will put it on our website.

Write your article in about 100 words.

Look at the blog comments on the website. Identify the cause and result in each comment.

C =

JasonX

Comments < ->

As people think that birthdays and holidays are important, they remember those, whether they were special or not.

CheesePie

I only remember to celebrate special days because of my girlfriend. She loves to remind me.

SallyT

You should try and plan special days all the time. You'll have so many more memories as a result!

Gremlini

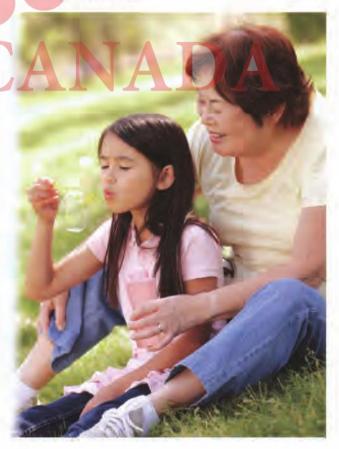
I miss my grandmother. For that reason alone, I would choose an ordinary day from my childhood, just playing around in her house. Those are the days that are special.

- Use the linkers in bold in the blog comments in Activity 3 to complete the sentences.
- Memories are all we have left when we are older. I think we should take time to plan special events with friends and family.
- 2 Work is important, but the stress, few days in the office stay in the memory for good reasons.
- there are so many challenges in life, we need days when we just celebrate.
- Everybody should spend time with their loved ones. They'll feel so much better

EXAM TIP

Use linkers of cause and effect to link two sentences or clauses to show a reason for an action or the result of an action.

- Plan and write your answer to the exam task in Activity 2. Use the checklist on page 153 to write and edit your work. In particular, make sure you
 - organise your ideas clearly using paragraphs
 - use linkers to help organise your ideas
 - use a variety of verbs and adjectives to describe your memories.



Complete the sentences with			with the	the correct	
	form o	of used to	and the	words in	brackets.
1					

- 1 We (have) a lot more cows on our farm in the past.
- 2 I (not / miss) my school days as much as I
- 3 There (never / be) as many cars on the roads.
-(you / go) to the old ice skating rink?
- 5 People (visit) the shopping mall more
- 6 The local football team _____ (not / play) very well, but they're good now.
- (the car park / be) much smaller than it is
- 8 I (love) playing in the park years ago.

Complete the text with the linkers in the box.

also although as well as despite however in spite

SUPER FINDS

..... of the mess and awful decoration, David Gonzalez's house turned out to be a real treasure!

When David Gonzalez bought an old home for \$10,000 in Elbow Lake, Minnesota, he was in for a surprise. (2) the house was in a nice area, the building was a mess. The walls hadn't been painted for years and the windows were (3) in urgent need of repair. (4) being unpleasant to look at, the walls were packed with old newspapers to keep the cold wind out. (5), for David Gonzalez, those papers were a lucky find. When he pulled them out, he found a perfect first issue of an old Superman comic. Unfortunately, there was an argument between David and a family member and the comic was torn. (6) having a tear, the comic sold for over \$175,000. The price of the comic made the value of the house look tiny.

Complete the sentences with the correct form of the verbs in brackets. What city do you think the sentences describe?

- 1 When people first (start) to live in this area, they mostly (earn) their money by farming cows.
- 2 It(become) the capital of the United States in 1789. That (last) just one year, though.
- 3 Gennaro Lombardi (move) to this city in 1895 and (open) the first pizza restaurant.
- City planners (build) over a thousand kilometres of underground railway since the beginning of the twentieth century. Biologists (find) over a thousand forms of life living in that subway system.
- 5 Over the years, bankers (store) over twenty-five percent of the world's gold in safes under the main bank.
- Musicians in the early days of theatre (call) the city the Big Apple. For years, musicians (dream) of performing in this city more than any other.

Complete the sentences with the correct word, for or since.

- I've been here three years.
- I haven't seen John _____ 2015.
- This bag has been on the floor yesterday.
- 4 I've been waiting ages.
- 5 I've loved Coldplay I was a child.
- I've lived on this streeta long time.

Complete the sentences with the words in the box. Which word makes a compound noun that needs to be written as one word?

entertainment fresh mild open play population public work

- 1 They are building more _____ grounds for kids in wheelchairs in my town.
- 2 This city has a very _____ climate at this time of year.
- 3 We need a better _____transport system to discourage cars.
- There are plenty of _____opportunities in IT here.
- I prefer to leave the city for the air of the forests at weekends.
- 6 The rate of growth is quite stable now fewer people come to the city.
- I think it's important to provide spaces to exercise in.
- There aren't enough ______ facilities in this town

5 Share and share alike



- 1 Work in pairs. Discuss the questions.
- 1 Which of the things below do people sometimes share with others?
- 2 Which do people never share?
- 3 Which things have you shared with others?

clothes food homes skills wifi vehicles

- 2 Read the article and answer the questions.
- 1 Which examples of sharing from Activity 1 does it mention?
- 2 What is the sharing economy?
- 3 What has made it popular today? Why?

IRAN

The growth of the sharing economy

The sharing economy describes the system where people share resources. People can rent or borrow other people's items rather than buy their own. The rise of the sharing economy is the result of the internet. These days it's easy for individuals to advertise items they're happy to share and for people who want to borrow or rent things to find them. There are websites and apps that allow people to rent out spare rooms in their home or office, rent out cars, bikes and boats, and borrow tools and other household items. There are even websites that help people to exchange skills – someone might advertise I can fix your computer. I need someone to look after my plants while I'm away.

Work in pairs. Discuss the questions.

- 1 Have you or your family ever given away unwanted items? What?
- 2 Have you or your family ever shared anything for free or for money? What?
- 3 Have you ever borrowed or rented anything from another person? What and why?
- 4 What do you think are the advantages and disadvantages of the sharing economy?

Verbs related to clothes

Work in pairs. Have you ever borrowed or lent clothes? Why/Why not?



- 29 You will hear a conversation between Jack and his sister Lara. Listen and answer the questions.
- 1 Where did Lara get her dress from?
- 2 Why did she get it from there?
- 3 Where do you think Jack and Lara are going?
- Match 1-6 to A-F to form sentences. Listen again to check.
- 1 Lara tried a lot of dresses
- 2 Not all the dresses in the shops
- 3 When Lara put the rental dress
- 4 Jack thinks Lara's bag
- 5 Jack has ironed
- 6 Jack says he might take
- A his shirt for a change.
- B fit Lara.
- C his tie off during the evening.
- D on, she liked it immediately.
- E goes with her shoes.
- F on but none were suitable.
- Work in pairs. Would you ever use a website like the one Lara used? Why/Why not?
- Complete the questions with the words in bold in Activity 3.
- Does it take you long to decide what clothes toin the morning?
- 2 Do you try to choose shoes that well your clothes?
- 3 Do youyour cap or hat when inside?
- 4 Do you always clothes before you buy them?
- **5** Do youyour clothes after you've washed them?
- **6** How often do you buy clothes that don'tyou?



- 6 30 Listen and check your answers to Activity 5.
- Work in pairs. Take turns to ask and answer the questions in Activity 5.

Order of adjectives

Look at Lara's description of a dress she liked. Complete the rule with the words in the box.

colour material opinion size

One was a really lovely long red silk dress. I loved it but sadly it didn't fit me.

When we use more than one adjective to describe something, we put the adjectives in this order:

- Put the adjectives in the correct order in the sentences.
- 1 I've bought Mike a (green / silk / lovely) tie.
- 2 Can I borrow a (cotton / white) shirt?
- 3 Look at that (red / awful / woollen) jumper!
- 4 Llike those (brown / unusual / leather) trainers.
- 5 Hanna's wearing a (tight / yellow / horrible) tracksuit.
- 6 I need a (leather / black / small) laptop bag.
 - 31 Listen to the sentences in Activity 9 and mark the intonation on the adjective and noun combinations. Then, listen and repeat the sentences.
- 1 I've bought Mike a lovely green silk tie.
- Work in pairs. Turn to page 135 and follow the instructions.



Gap-fill (Part 3)

► EXAM FOCUS p.168

- Work in pairs. Discuss the questions.
- 1 Do you drive? If not, would you like to?
- 2 Which car in the photos would you prefer to drive? Why?
- 3 What can you tell about a person from the car they drive?

EXAM TIP

Before listening, quickly read the notes and decide what type of information is missing, for example, a name, a date, a place, a noun. Look for articles, pronouns, prepositions, etc. before and after the gap to help you.

- 2 You will hear a woman talking about a rent-a-car company's website. Before you listen
 - decide what kind of information is missing in each gap.
 What helps you?
 - look for key vocabulary around the gap. How might the speaker express those ideas in different words?
- 3 Work in pairs. Compare your ideas in Activity 2.



232 For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

Work in pairs. Discuss the questions.

- 1 Did you correctly predict the type of information that was missing?
- 2 How much did this help you to concentrate and fill the gaps?
- Work in pairs. Discuss the questions.
- 1 Would you like to use a service like Drivester? Why/Why not?
- Would you ever rent your car to a stranger? Why/Why not?
- 3 Do you think it's a good idea for people to rent out their cars? Why/Why not?







RENT A SPORTS CAR WITH DRIVESTE Who can rent a car?

You must be more than (1) years old.

How do you book a car?

Search by vehicle type or by travel (2)

Complete a booking form online.

Pay extra if you want the owner to (3) the car.

What happens next?

On the day you rent a car, present your (4) to the owner.

When you finish, just return the car.

Write an online (5)

How much does it cost?

Various costs, but lower than other companies.

During the (6), charges can increase.

Comparatives and superlatives

► GRAMMAR REFERENCE p.143

- Read a page from the Drivester website and answer the questions.
- 1 What do you think the purpose of the page is?
- 2 What are some of the benefits of using the company?



Match the words in bold in Activity 1 to rules

Compare two or a group of things using comparatives or superlatives.

- A With one-syllable adjectives and adverbs, add -er and -est.
- **B** With two-syllable adjectives ending in -y, replace the -y with -ier and -iest.
- C With longer adjectives and adverbs, use *more* and *most* or *less* and *least*.

Other comparative forms

- **D** Use as + adjective + as to mean to the same degree.
- **E** Use not as + adjective + as to mean a smaller amount.

LANGUAGE TIP

Use words like *much* or a *little* before a comparative adjective or adverb to say there's a big or small difference.

That car's much more expensive. This one's a little cheaper.

- Complete the sentences with the correct comparative or superlative form the word in brackets.
- 1 For some people, a car's design is the (important) thing.
- 2 For me, driving is much (enjoyable) than being a passenger.
- 3 Cycling is (healthy) than other forms of transport.
- 4 Electric cars are (quiet) of all.
- 5 Travelling by bus is a little (cheap) than travelling by car.
- Compare each pair of items using less or (not) as ... as and the adjective in brackets. Make sentences you think are true. Then discuss your ideas with a partner.

Example: owning a car / renting a car (good)
Renting a car is not as good as owning
a car.

- 1 public transport / private transport (convenient)
- 2 owning a car / renting a car (expensive)
- 3 cars in the past / cars today (safe)
- 4 big cars / small cars (popular)
- 5 riding a bike / riding a motorbike (dangerous)
- Complete the sentences with the correct form of the adjective in brackets.
- 1 Which do you think is (convenient), travelling by car or bus?
- 2 How could travelling around your home town be (easy)?
- What's the (expensive) way to travel across your country?
- 4 What's the (unusual) form of transport you've ever used?
- 5 Do you think walking is as (healthy) as cycling? Why/Why not?
- 6 What's the (far) you've ever travelled?
- Work in pairs. Discuss the questions in Activity 5.

Multiple matching (Part 2)

► EXAM FOCUS p. 166

- Work in pairs. Look at the photos of homes in the two texts and answer the questions. Use the adjectives in the box to help you.
- 1 How are the homes different from and similar to each other?
- 2 How are they different from or similar to your home? attractive brand new cosy energy-efficient modern peaceful tiny traditional
- What do you think a home exchange is? Why do people do it? Read the advertisement to check your ideas.



Do you want to see other parts of the world without breaking the bank? Then home exchange could be for you. You live in someone else's house while they live in yours, from a few days to a few weeks.

It's not just about saving money. It gives you a chance to see places that aren't on the tourist map and meet local people.

Visit our home exchange website at www.home-swapit. com. Just add a description of your home, explain where you'd like to stay and find your perfect match.

- Find expressions in the advert in Activity 2 that mean the same as expressions 1-6.
- financial advantages aren't the only reason to do it
- 2 go to our homepage about exchanging homes
- include details about what your home is like 3
- between a long weekend and a month or so
- you have the opportunity to visit locations that holidaymakers don't often go to
- 6 say what places you want to go to

EXAM TIP

Don't match a person with a description because one or two words are repeated. Look for words or phrases which express the same idea

- The people below all want to exchange their homes for one in London. On the opposite page are advertisements for eight homes in London. Decide which home would be the most suitable for the following people. Underline the words in the descriptions which help you choose your answer.
- Fernando and Manuela would like to be in a central location where they can enjoy views of the city centre. They are hoping to see several musicals. Manuela doesn't like cats.



- Ben and Lynne want a house from which they can drive to places outside London and learn about how people used to live. Their two sons want to be able to play tennis and go swimming. They don't mind pets.
- Claire and Tom have two young children. They are an active family who want to see both the countryside and central London. They don't have a car so will need to use other forms of transport.



Andre and Lionel are flatmates. They want to go out dancing and try food from different countries. Taking regular exercise is important to them.



Anne wants to learn about history of art and watch plays. She'd like a safe and peaceful home close to the centre. She has pets at home.



Holiday home exchange

Enjoy a fantastic city holiday by exchanging your home with one of these fantastic homes in London.

A Four-bedroom house

We have a lovely four-bedroom house away from the city centre. There's a garage, a garden and antique furniture. The location offers easy access to several beautiful historic places by road with a leisure centre and pool just ten minutes away on foot. We have a dog that needs looking after.

B Small modern flat

I live on the top floor of an old **town house** in a busy street in central London. It's a small but very modern **flat** with **blinds** and **wooden floors**. There are lots of small art galleries nearby and a bus to Camden market. Just around the corner is a gym.

C One-bedroom flat

I have a quiet one-bedroom flat upstairs on the top **floor** of a house in central London with good security. It's just two kilometres from the central cultural sites of London, including many theatres and galleries. There's a bus stop just down the road. I have a cat to feed.

D Two-bedroom flat

We live in a large two-bedroom flat on the third floor of a block in the centre. There's a balcony from which you can see many famous buildings, and luxury curtains and carpets in all rooms. Several popular London theatres are just a short walk away. No pets are allowed in the building.

E Large house

We have a big village house to offer just outside London. It's close to a large train station and Windsor Castle. We have a very large garden for you to relax in during the summer and an open fire to keep you comfortable in winter.

F Two-bedroom flat

We live in a two-bedroom flat on the twelfth floor with air conditioning. Our central, luxury block of flats has a gym, a pool and a secure entrance. Walk around the corner to find local nightclubs and restaurants serving meals from around the world.

G Cottage

We live in a **cottage** opposite a large forest with a beautiful lake where you can try different water sports. You can borrow our bikes to get around the area or take one of the regular trains to the city centre. There are two first-floor bedrooms and an **office** which can be used as a small bedroom.

H / One-bedroom flat

I have a one-bedroom flat with central heating and great views of south London in a quiet, safe street. You can try the European restaurants nearby or take a train to central London. It's close to Wimbledon tennis club and an hour from the coast. A spare duvet, a blanket and a fan are available.

Work in pairs. Which home from the website would you like to live in for a month? Why?

Vocabulary

House and home

- 6 Put the words in bold in the advertisement under the correct heading: types of home, parts of a home or things you find in a home.
- Complete the sentences with words from Activity 6. Which sentences are true for you?
- 1 I'd prefer to exchange my home for a _______in the city than a ______ in the country.

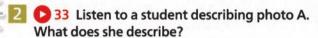
2 I like modern sofas and chairs, not

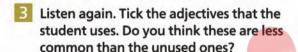
- 3 I'd rather sit out and enjoy the sunshine in a than on a
- 4 I like wooden floors more than on the floor.
- 5 I prefer to sleep under a woollen than a with feathers in it.
- 6 I'd rather have ______ to keep cool in summer than _____ to keep warm in winter.
- Write a description of your perfect holiday home. Then read your classmates' descriptions. Which home would you like to stay in?

Individual long turn (Part 2)

► EXAM FOCUS p. 169

- Work in pairs. Look at the photos showing people learning different skills and discuss the questions.
- 1 What's happening in each photo?
- 2 What could you describe in each photo?





huge silver-haired big colourful nice plain striped boring serious middle-aged bright new

- Which word in each pair below do you think are less common and so show a better level of English?
- 1 cheerful happy
- 2 not new experienced
- 3 helpful-kind
- 4 attractive nice
- 5 comfortable cosy
- clean neat
- 7 dull boring
- 8 large enormous
- Which adjectives in Activity 4 could you use to describe photos B and C? What other adjectives could you use?

EXAM TIP

Try to use some less common adjectives when describing the photo. If you use a good range of vocabulary, you will get a better mark.

- Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. Note down some of the adjectives your partner uses to describe their photo. Do they help to show a good level of English?
- Work in pairs. Do you have any of the skills in the photos? Would you like to have them? Why/Why not?







too and enough, so and such

► GRAMMAR REFERENCE p. 144

Work in pairs. What do you think a skillsswapping programme is? Read the article to check your ideas. What could you swap?

Skills-U-Swap

Do you cook wonderful Italian food but need help with your computer? Do you need someone to look after a pet and in return you can drive them to the airport? Can you teach someone how to sew in exchange for learning how to paint? Then why not join a growing community of people on Skills-U-Swap.org to exchange a skill you have for a skill you want or need.



- 2 34 Listen to two people talking about Skills-U-Swap. Was each person's experience positive or not? Why?
- 3 Listen again and complete the quotes with the words you hear.
- 1 I thought it was such a thing to do.
- 2 My profile wasn't enough for most people.
- 3 It was just too to find someone to swap with.
- 4 Skills-U-Swap is so and it came at just the right time for me.
- 5 I no longer had enough to go home and feed my dog.
- 6 There are such kind _____ people on the site.
- 4 Look at the examples of too and enough in the sentences in Activity 3 and complete the rules with before or after.
- 1 We use too an adjective.
- 2 We use enough an adjective or a noun.



LANGUAGE TIP

We use too and not enough to say we're unhappy about a situation.

I'm too busy to cook for myself so I get takeaways. I don't have enough time to go food shopping either.

- Choose the correct words to complete the sentences.
- 1 It's enough / too hard to find the time to share skills.
- 2 I don't have enough skills I skills enough to share with people.
- 3 My French is good enough / too good for me to teach others.
- 4 My cooking skills are / aren't good enough to share. I burn everything!
- 5 People say I'm too / very good at taking photos.
- 6 I'd love to help but I have I don't have enough time.
- Look at the examples of such a, so and such in the sentences in Activity 3 and complete the grammar rules.
- 1 We use _____ before an adjective or adverb.
- 2 We use _____ before (an adjective +) a singular noun.
- 3 We use before (an adjective +) a plural noun or uncountable noun.
- Complete each sentence with so, such or such a.
- 1 Sharing skills is great way to save money.
- 2 I've made amazing friends by swapping skills.
- 3 You can't swap skillseasily in emergencies.
- 4 I have _____ relaxed schedule that I can swap skills.
- 5 It's fantastic to get help with things you can't
- 6 Housework is _____ boring. Will someone do it for me?
- Use the prompts to form sentences about your skills.

Example: Sharing skills is / so Sharing skills is not so useful for me.

- 1 Cooking is / such / to do
- 2 | get / so / when |
- 3 I'm not / enough to / most days.
- 4 I don't have / enough
- 5 Learning another language is / so
- Work in pairs. Tell each other your ideas from Activity 8 and give reasons.

Email (Part I)

► WRITING REFERENCE p.156 and p.163

- Work in pairs. Discuss the questions.
- 1 Have you ever done a language exchange where you teach someone your language and they teach you theirs?
- 2 What are the benefits of a language exchange?
- 3 What language would you like to learn, other than English?
- Read the email from Marzia to Adam and Adam's notes.
- 1 Why is Marzia writing to Adam?
- What four things does Adam want to include in his reply?

Hi Adam,

reat!

I saw on the Skills-U-Swap website that you speak English and that you'd like to learn Italian. Well, I'd love to teach you Italian if you can help me with my English. Could we do a language exchange next week?

Yes, suggest a day

We could meet at the library or go to a café. Which would you prefer?—Tell Marzia

What kinds of thing would you like to learn?-

Look forward to hearing from you.

Suggest ..

Marzia

Read Adam's reply to Marzia. Does he include all the information in his notes in Activity 2 in his reply?

Hi Marzia,

It was great to get your email. I'd love to accept your offer of a language exchange. I think it'll be a fantastic way for us to learn.

I'm free any day next week. How about meeting on Tuesday at 6 p.m.? I suggest meeting in a café. It's not as quiet as the library so we can talk more easily. The one on George Street does amazing coffee.

I'm not exactly sure what I want to learn. Why don't we talk about it when we meet next week? You could email me your ideas though.

Looking forward to it!

Adam

EXAM TIP

You must include all the information in the notes in your reply. If you don't, you will get a lower mark.



- Find four suggestions in Adam's reply. What language does he use?
- Complete the suggestions with the correct form of the verbs in the box.

give have spend start

- 1 Why don't we with some grammar?
- 2 How aboutlessons twice a week?
- 3 I suggest _____ each other homework.
- 4 We could thirty minutes on each language.
- Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you have used appropriate phrases for giving suggestions.

Read this email from your English-speaking friend Emma and the notes you have made.

From: Emma

Subject: Skills swap

Hi,

Thanks for your email about helping me to sort out my computer problems. It'll be such a big help. Great

I'll be really happy to teach you something in return. I'm very creative. What skill would you like to learn? —Suggest

When can we meet? I'm free most evenings and weekends.

Suggest a day and time
Would you like me to bring my computer to you or would

you prefer to come here? -

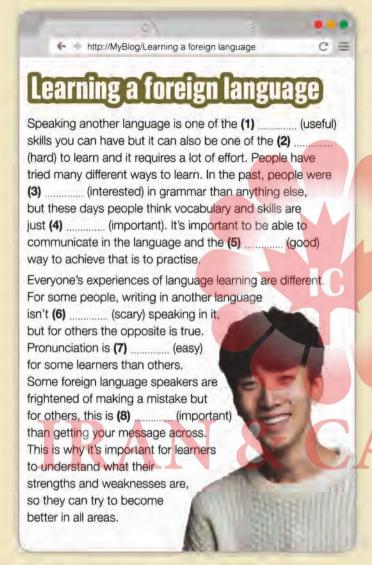
- Tell Emma.

Thanks so much again.

Emma

Write your **email** to Emma, using **all** the notes. Write about **100 words**.

Complete the blog with the correct form of the adjectives in brackets.



2 Complete the sentences with the verbs in

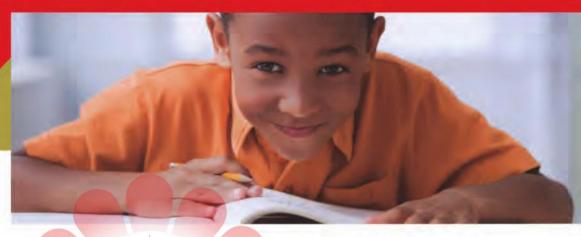
	fit go iron puts take trying
1	I always fold my clothes carefully after I them off.
2	It's annoying when I buy something that doesn't
3	I never buy clothes without them on first
4	Does this shirt with these trousers?
5	Iall my clothes so I look smart.
6	My sister on the first item of clothing she sees in the morning.

- In which four sentences is the order of adjectives incorrect? Correct the incorrect sentences.
- 1 I bought myself a nice purple long scarf.
- 2 Where are my expensive black leather gloves?
- 3 I'm cold. Can I borrow that blue big woollen jumper?
- 4 I've just bought a lovely silk white shirt.
- 5 John wears those ugly white trainers every day.
- 6 I'm going to buy myself a leather short black jacket.
- Complete the sentences with too, enough, so, such or such a/an.
 - 1 It's lovely day out there. Let's go out.
- There aren't chairs for everyone. I'll stand up.
- 3 The film was amazing. I loved it!
- 4 | can't believe | forgot your birthday. I'midiot!
- 5 My phone'sbig for my pocket so I have to hold it.
- 6 The view from our hotel window wasfantastic!
- 7 You're getting married? That's great news!
- 8 Our house isn't big for more than two people.
- Match the words in the box to their definitions 1–9. Then tick the things that describe your home and what's in it.

air conditioning antique furniture blind central heating cottage duvet entrance flat garage

- 1 System that warms up your home
- 2 A piece of material or pieces of wood that cover a window
- 3 Old and often valuable tables, chairs, bookcases, etc.
- 4 The place where a car is kept
- 5 The door you go through to enter a building
- 6 A small house in the country
- 7 A large cloth bag filled with material or feathers which you put over you in bed
- 8 System that keeps a room cool
- 9 A home made up of some rooms in a larger building

You live and learn



Look at the excuses for not doing homework. Which of these might you use? Which is the worst? What excuses have you used for not doing homework?

Ghosts stopped me doing my homework.

The police needed my homework as evidence in an important case.

My mother took it to have it framed.

Our heating broke and we had to burn everything to stop ourselves freezing.

I thought I would do it tomorrow, because I'll be older and wiser then.

> I was at a government meeting all day to demand higher pay for teachers!

- Work in pairs. Discuss the questions.
- 1 What were your school days like when you were younger? Are you still studying now?
- 2 What are the good things about learning new things?
- 3 Do you think you will ever completely finish studying? Why? Why not?
- 4 What is the best lesson you have ever learnt?

General questions (Part I) and Discussion (Part 4)

► EXAM FOCUS p. 168 and p. 169

- Work in pairs. Look at the advert and discuss the questions.
- 1 Would you like to work with children?
- 2 What do you think you could teach well?
- 3 What kind of values or qualities do teachers often want to pass on to children?



Are you good with children? Do you have a sport or skill you could teach? Then we'd like to hear from you. Have fun and help our kids develop the values and qualities they'll need in the future.



- 2 35 Listen to the manager of the youth club talking to Ellie. What is Ellie's skill? Does she sound enthusiastic? Why?
- Match the questions (1-4) to Ellie's responses (A-D).
- 1 Tell me about a skill you have.
- 2 How long have you been doing that?
- 3 How would you get to the youth club?
- 4 Which do you like best, working with children or young teenagers?
- Well, I (1) working with young kids and I've been doing children's birthday parties for about three years. These days I
 (2) play music for the radio and I'm working at the hospital.
- C My (6) thing is working with very young children, but I (7) working with either to be honest.
- D | (8) cycling so when the weather's good, I can cycle.
 | (9) cycling when it's cold or windy, but I can always take the bus.

4 Listen again and complete the responses (A–D) in Activity 3 with the words in the box. What word forms come after the gaps?

don't mind 'd rather favourite love mad about 'm keen on 'm really into 'm not really into 've always loved



236 Look at the two sets of questions below and listen to extracts from Parts 1 and 4 of a speaking test. In which part

- A are you asked about your life?
- B are you asked about your attitudes and opinions?
- are you expected to expand your answer with more information, such as examples and/or reasons?
- D do you answer alone?
- **E** might you be asked to comment on your partner's answer?

Part 1

- Tell us about the people you live with.
- Tell us about your English studies.
- · How often do you watch television?
- How do you get the news?
- Which do you prefer, reading a book or watching a film?

Part 4

- Do you like to go to parties?
- What kind of parties do you like?
- Do you prefer to go to parties in people's homes or in a restaurant or club? Why?
- What do you think is the best activity to do at a party? Why?
- Is it important to spend time with other people in social situations?
- Do you think people spend enough time with their family these days?
- Work in pairs. Take turns to ask and answer the Part 4 questions in Activity 5. Listen to your partner's answer and then answer one of these questions about their answer.
 - How/What about you?
 - Do you agree?
 - · What do you think?



Multiple choice, short texts (Part I)

► EXAM FOCUS p.166

- Work in pairs. Discuss the questions.
- 1 Look at the advert. Does this look like an interesting high school? Why/Why not?
- 2 Do you think it's a good idea for young people to learn to fly planes?

STUDYAT PONATAHI SCHOOL, NEW ZEALAND



Taking students from 6 to 18 years old, we prepare young people for the future. In fact, we take careers so seriously that all our high school students have the option to get a professional pilot's certificate, as well as their academic qualifications. We have strong links with the local flying school and flying lessons start from age 15 onwards. Our students gain a qualification that's respected in the industry. You won't regret your decision to study at Ponatahi School.

IRAN

Look at the notice in the flying school and answer the questions.

- 1 What does 'at least' mean?
- 2 What can the students do after going to six classes?
- 3 Who needs to be with them?

For your first flight you must

- · have attended at least 6 hours of safety classes
- be accompanied by an experienced pilot.

Choose the sentence below that best matches all the ideas you discussed in Activity 2.

- A People are allowed to fly a plane after attending six lessons.
- **B** After passing the safety part of the course, students can fly alone.
- **C** The minimum number of safety lessons is six per student.

Look at the options in Activity 2 again. Why were the other two answers wrong?

- 1 The opposite was stated.
- 2 This information wasn't discussed.

Work in pairs. Look at the text in each question. What does it say? For each question, choose the correct answer. Which words helped you to identify the correct answer?

1

To: All students **Subject:** Building work changes Wheelchair access to the second floor is not available at the moment. Please check with the office before attending class, **in case** there are room changes.

- A Students in wheelchairs can only use the second floor.
- B None of the students have access to the second floor.
- C Students might need to go to a different classroom.

2

Polite Notice

Students are not permitted in the laboratory at all unless the member of staff in charge is present.

- A Students cannot go inside without a responsible school employee.
- **B** Only certain school employees are allowed into this place.
- C Students need special permission to work alone here.

3

Already studying with us?

Put your name down for your next course before Friday at the latest and get 20 percent off.

- A New students can get a discount if they register before Friday.
- **B** There is a discount available for students at the college until Friday.
- C The only day the discount is available to old students is Friday.

4

Hi Susie. We need to give the college office an up-to-date copy of our certificates to sign up for our new course. I'm going in tomorrow. I can take yours if you want. Jack

Jack is offering to

- A deliver something to the college office for Suzie.
- B show Suzie where the college office is.
- C collect something from the college office for Suzie.

5 Dad

I bought one of those memory sticks that were on sale last week in the supermarket but it isn't working. Could you take it back and ask for a refund? It's on the kitchen table, with the receipt. Elliot

The boy wants his dad to

- A return the memory stick and get the money back.
- B exchange the memory stick for a new one.
- c lend him the money so he can get a memory stick.
- Work in pairs. Discuss the questions.
- 1 Do you pay much attention to notices around you?
- Where do you see notices, labels or information in English?

Vocabulary

prepositional phrases

- Match the phrases in bold in the adverts and notices to the definitions 1–8.
- 1 not less than
- 2 modern or recent
- 3 available to buy
- 4 not even slightly
- 5 to have control
- 6 no later than
- 7 this is surprising but
- 8 a way of being safe from something that might happen
- Complete the sentences with the phrases in bold in the adverts and notices.
- 1 I need to learn English by the end of the year
- 2 I used to think blogging was boring., it's a lot of fun.
- 3 When I buy books online, I have to pay£5 for postage.
- 4 I love watching comedies in English but I don't like documentaries
- 5 There's one website I always go to for _____news.
- 6 I'd like to be of running my own shop or café.
- 7 I always wait until clothes go more cheaply before I buy them.
- 8 I always take notes in class I forget something.
- Work in pairs. Are the sentences in Activity 8 true for you? Why/Why not? Can you change the untrue sentences so they are true for you?



Past simple and past continuous

► GRAMMAR REFERENCE p. 144

- Work in pairs. Discuss the questions.
- 1 Is it important to learn new things throughout your life? Why/Why not?
- What new skill would you like to learn? Why?



- 237 Listen to a telephone conversation between two friends, George and Jo. Why is George calling?
- Listen again. Decide if each sentence is true or false.
- Jo said she wanted to take an evening course.
- 2 It was free for the audience to watch the end-of-course performance.
- 3 George saw a friend perform well.
- 4 Course lessons are once a week for four weeks.
- 5 Jo thinks that George is naturally able to tell jokes.
- **6** George believes that difficult things are more rewarding.
- Work in pairs. Discuss the questions.
- 1 Would you like to attend this course? Why/ Why not?
- 2 What skills do you need to tell a joke well?
- 3 Do you think that people from other countries understand jokes from your country? Why/Why not?

- Look at sentences A–C from the conversation and answer the questions.
- A As I was looking for the football results last night, I saw an ad for a comedy course.
- **B** On the last night of my friend's course, she <u>did</u> a live performance.
- C While he was telling his jokes, the audience were talking!
- 1 Which sentence describes one completed past action?
- **2** Which sentence describes a past action in progress when another action happened?
- 3 Which sentence describes two past actions in progress at the same time?

LANGUAGE TIP

We can use while, as or when to show that two past actions happened at the same time. The while, as or when clause can come at the beginning or end of the sentence.

- 38 Listen to sentence C from Activity 5. How are was and were pronounced? Is this the same as they are pronounced in Was it ...? and Were you ...? Why not?
- Work in pairs. Student A: turn to page 135. Student B: complete the funny story below with the correct past simple or past continuous form of the verbs in brackets. Discuss your answers with another Student B.

A father (1) (wa	alk) past his son's bedroom door
one day when he (2)	(notice) that the bed was made
and everything (3)	(look) tidy. His son, Oli, (4)
(expect) a school report	t later that day, and his grades hadn't
been good lately. It was	n't going to be great news. The father
(5) (stop) at the	door, and then he (6) (see) it!
There was an envelope	resting on the pillow and he (7)
(fear) the worst!	
The letter said:	

The letter

'Dad,

Love Oli

Student A and Student B work together. Tell each other the funny story you just read. Which is funnier?

Education

- Work in pairs. Discuss the questions.
- 1 What kind of student were you at primary school?
- 2 What did your teachers say about you in your school reports?
- Read the school reports below. Which do you think is the meanest? Have you ever had mean comments in a school report?

Mean school reports

Obviously, although we might work hard most of the time, we all have some bad days at school. If you thought your school reports were bad though, you'll soon change your mind. These teachers' comments will definitely make you feel better about your own efforts!

Generally, she has made progress this year and when the teachers set homework, she completes it. However, as we said previously, she still gets disappointed when classwork interrupts her conversations.

> Basically, the stick and the carrot always need to be really obvious before this student decides to revise for tests.

We think Duncan is probably lazy and finds it hard to concentrate, but we cannot tell because he rarely attends class.

We originally thought the improvement in Jack's handwriting after he registered for extra classes was a positive thing, but unfortunately it has also shown his inability to spell.

- Read questions 1-6. Replace the phrases in italics with the phrases in bold in the text in Activity 2 with a similar meaning. You may need to make some changes.
- Did you have difficulties paying attention in certain classes? Which ones?
- 2 When the teachers give you school work to do at home, do you always do it? Why/Why not?
- 3 Do you always go to lessons? Why/Why not?
- 4 Do you think you've improved in your English classes? Why/ Why not?
- 5 Would you like to sign up for evening classes? Why/Why not? Which one?
- Do you find it difficult to prepare for exams?
- Work in pairs. Discuss the questions in Activity 3.

Adverbs

LANGUAGE TIP

There are a lot of different types of adverbs, but the most common types are formed by adding -ly or -ally to an adjective.

- Find the adverbs in the text in Activity 2. Then complete the sentences with adverbs with a similar meaning to the phrases in brackets.
- 1 I couldn't really concentrate because he wasasking questions. (all the time)
- This classroom was used as an office. (in the beginning)
- I tried really to pass the test. (with a lot of effort)
-, my sister refused to come on the course. (to give a brief summary)
- 5 We did our projects on similar topics. (in a broad way)
- My partner looked confused and _____ didn't understand. (without any doubt)
- My sister revised so much, butshe didn't pass. (when something happened that you didn't want to happen)
-, I had more free time but I've been so busy since taking up a new class. (before)

LANGUAGE TIP

George works hard means George works a lot. George hardly works means he works very little.

- Look at the rules of life that you don't learn in school. Do you think they are true? Try and use at least two adverbs in your responses.
- Basically, life is unfair. Learn to deal with it.
- 2 You definitely will not be earning a \$50,000 salary straight out of school nor move into senior management until you have earned the right.
- How you treat the people around you is much more important than what grade you got.
- No matter how hard you work, there is no point unless you eat well, exercise and get out in the fresh air.
- What rules of life have you learnt outside of school? Think of two examples.

Multiple choice, short texts (Part 2)

► EXAM FOCUS p. 168

- Do students in your country tend to move to a new town to study at university or study while they live at home? How do you think the two experiences are different?
- 2 0 39 Listen to Eva talking to a friend. Where has Eva just been?
- Look at question 1 in Activity 4. Match the topics (1–3) to the options (A–C). Which pair says the same thing?
- 1 I doubt they have air conditioning or anything invented in the last two centuries.
- 2 They can only fit a few people in each class.
- 3 The journey took ages, and that was without any traffic jams.
- 40 For each question, choose the correct answer.
- 1 You will hear a girl telling her friend about a visit to a university. What does the girl say about the university?
 - A It was close to home.
 - B There were lots of modern buildings.
 - C The teaching rooms were quite small.
- 2 You will hear two students talking about moving into student accommodation.
 - What does the boy regret?
 - A getting rid of something
 - B upsetting his neighbours
 - C taking too many things
- 3 You will hear a girl telling her friend about a geography trip.

How does she feel about it?

- A pleased with the results of her research
- B grateful that she got some help
- C happy to repeat the experience
- 4 You will hear two friends talking about the homework they have been set.

The girl advises the boy to

- A begin the work well in advance.
- B keep clear notes from reading.
- C check with other students in the class.
- 5 You will hear two students talking about a book they have read.

What do they agree about it?

- A The language was sometimes challenging.
- B The ideas were useful for their course.
- C It was just the right length.
- 6 You will hear two friends talking about a concert they both went to.

They agree that

- A they returned home much too late.
- B they found the sound quality annoying.
- C they thought the tickets were expensive.
- Work in pairs. What advice would you give to a young person moving to study in a new town?



EXAM TIP

Make sure that all the parts

of the option you choose

match what the speaker

Past perfect

▶ GRAMMAR REFERENCE p.145

- Work in pairs. Do you think there are different types of intelligence? Why/Why not? Do you think it affects how students learn in class?
- Read the article about Kim Ung-Yong and answer the questions.
 - 1 What did Kim learn before he was two?
- 2 What did Kim finish before he was 16?
- 3 How long did he spend at NASA before he left the USA?
- 4 What did Kim do before he started his planning job?

♠ → http://News/Kim Ung-Yong: a failed genius



KIM UNG-YONG: A FAILED GENIUS?

One of the most intelligent people in the world is Korean engineer Kim Ung-Yong, who has an IQ of 210.

(1) By the time Kim was two he'd learnt to read four languages. (2) He could solve complex maths problems aged four and had already attended university classes for three years when he turned seven.

- (3) By the time he <u>celebrated</u> his 16th birthday, he'd spent four years working for NASA in the USA and <u>had completed</u> a physics PhD. However, he missed his family, so soon returned home. He decided to change direction and study engineering. Although he was offered a place at a top university, he chose to attend his local university instead.
- (4) After he'd graduated with his second PhD, he started work at the planning department of a mediumsized development company, where he worked happily for many years. Kim believes his life to be successful, but the Korean media criticised his career choices, calling him a 'failed genius'.



- Work in pairs. Discuss the questions.
- 1 Are you surprised by Kim's choices? Why/Why not?
- 2 Do you agree that he is a 'failed genius'? Why/Why not?

- Look at the two underlined verb forms in sentences 1–4 in the article and answer the questions.
- 1 Which action happened first in each sentence?
- 2 What verb form is used to describe the action that happened first?

LANGUAGE TIP

We use the past perfect to emphasise that one past action happened before another past action.

- Complete the sentences with the correct past simple or past perfect form of the verbs in brackets.
- 1 By the time Christopher Langan(be) three years old, he(teach) himself to read.

- When Christopher Hirata _____ (celebrate) his 16th birthday, he _____ (already / start) working for NASA.
- 6 Akrit Jaswal (manage) to perform his first operation aged seven because he (read) lots of books about it.
- You are going to talk about someone you consider to be a successful person. Make notes about
 - the name of the person and the person's background.
 - what the person had achieved by the time they finished school and was in their twenties/thirties/ forties, etc.
 - · why you think the person was successful.
 - · why you admire the person.
- Work in pairs. Take turns to tell each other about the person in Activity 6. Who do you think is the more successful person?

Story (Part 2)

► WRITING REFERENCE p.157 and p.165

Read the exam task. Have you ever had a time when you had a lucky escape and managed to avoid problems? What happened?

Your English teacher has asked you to write a story. Your story must begin with this sentence. It was such a lucky escape! Write your **story** in about **100 words**.

- Work with a partner. How might you have a lucky escape from the situations below?
- 1 a time when the weather became dangerous
- 2 a time when you did something that you would usually be told off for
- 3 a time when you nearly had an accident
- Read one student's lucky escape story and answer the questions.
- 1 Why was the boy going to fail the test?
- Why do you think the boy put his exam paper in the middle of the pile of exam papers and ran out of the room at the end?

The great exam escape

It was such a lucky escape! Before the exam started, the strict chemistry teacher had warned the students, 'If you continue to write after the bell, you'll score zero.' The bell rang, but one boy carried on writing.

'You've failed!' the teacher said, but the boy was surprisingly calm.

'Do you know who I am?' he asked.

The teacher explained very slowly, 'It doesn't matter if you're the president's son, you've still failed.'

'But you don't know?' the boy continued. By this time the teacher was getting annoyed.

"I don't know and I don't care!"

The boy smiled, hid his paper in the middle of the pile of exam papers and ran out of the room.

- Work in pairs. Answer the questions about the student answer in Activity 3.
- 1 What is the purpose of each paragraph?
- 2 Which verb forms are used to set the scene, tell the main story and end the story?
- 3 What adverbs and adjectives are used to add interest?
- 4 How is speech reported? Why?

Read another student's answer. Complete it with the correct past perfect, past continuous or past simple form of the verbs in brackets.

	The Trip to the Café
	It was such a lucky escape! Two Australian students (1)
	(spend) the morning surfing. They (2) (plan) to stay near the
	beach, but the waves (3) (get) bigger. Suddenly, they realised
	that while they (4) (watch) the other surfers, the waves
	(5)(push) them towards the rocks.
	They panicked! The locals (b) (warn) them about that
	area. They (1) (try) to swim away when a huge wave
	(8)(pull) them down under the water. When they finally
	(9) (come) back up, they (10) (be) inside a
	cave. Looking around, they (11) (notice) that someone
	(12)(build) some steps at the back of the cave.
4	They (13) (climb) up and (14) (reach) a door.
	When a woman (15) (open) it, they were amazed to find
	themselves in the tourist café at the top of the cliff.
000	The state of the s

- Plan and write your answer to the exam task in Activity 1. Use the checklist on page 153 to write and edit your work. In particular, make sure you
 - have a beginning, a middle and an end
 - use paragraphs
 - use the past perfect, past continuous and past simple to help show the order of events
 - use a range of adverbs and adjectives to add interest.

EXAM TIP

Continue a story from a given sentence by using the past perfect to set the scene. Then use the past simple and continuous to tell the main story and end the story.

- Complete the sentences with the correct prepositions.
- 1 I prefer to use _____-to-date learning materials.
- 2 I have _____ least three different grammar books at home.
- 3 People often think birds are stupid, but ______ fact, some species are quite intelligent.
- 4 I didn't understand what she said all.
- 5 Please could you call me by Saturday _____ the latest.
- 6 I'm going to learn these words, case we have a test on them.
- Complete the sentences with the correct past simple or past continuous form of the verbs in brackets.
- 2 My dad (grill) sausages on the barbecue when his hair (catch) fire!
- 3 My brother (interrupt) me while I (watch) TV. It was so annoying!
- 4 My mum and dad (meet) when they (hitchhike) around the Rocky Mountains.
- 5 I (open) a file on my computer, when I accidently (download) a virus.
- 6 Jack _____ (perform) his famous 'dad dance' when he _____ (fall) and _____ (hurt) his ankle.
- 7 1 (run) into the room because my mum (scream), but it was just a spider.
- 8 My brother (serve) a man in the shop when he (realise) it was Ed Sheeran!
- Match 1–6 to A–F to form sentences.
- 1 I find it really
- 2 lalways do the homework
- 3 I was sick last week so I didn't
- 4 I wanted to register for
- 5 I can't come out. I have
- 6 I'm so pleased I'm making
- A attend class.
- B a cooking course, but I couldn't.
- C good progress on my courses!
- D hard to concentrate on my work when people are talking.
- E to revise for a test tomorrow.
- F as soon as the teachers set it.

- Choose the best words to complete the sentences.
- 1 Basically/Always, we have three options.
- 2 This painting was generally/originally shown in Paris.
- 3 I can previously/definitely understand why you're upset.
- 4 Our plans were *generally/definitely* the same, but I was leaving earlier.
- 5 Hard/Unfortunately, the noise woke all my neighbours.
- **6** There were more people this time than basically/ previously.
- Complete the text with the correct past simple, past continuous or past perfect form of the verbs in brackets.

In the last century, many people (1) (consider) Jim Thorpe the greatest all-round athlete of all time. Thorpe was born in a Native American community in 1887 and his parents originally (2) (choose) the name Wa-Tho-Huk for him, which (3) (translate) as 'Bright Path'. He (4) (become) nationally famous when he (5) (win) two gold medals in the 1912 Olympic pentathlon and decathlon. Athletics (6) (not be) his only sport, though. Back home, he (7) (already / make) his name as a baseball player. In fact the Olympic Committee (8) (take) away his gold medals in 1913 because they (9) (discover) that he (10) (play) baseball professionally for several years before competing in the Olympics. They eventually (11) (return) them to him as he (12) (not win) them for baseball. He (13) (switch) to American football in 1915, and by the time he (14) (decide) he was ready for a change again, he (15) (take) home three major American football titles. He (16) (end) his sporting career playing professional basketball.



PROGRESS TEST 2

Choose the correct form of the verbs to complete the text.

Smart cities (1) appeared / have appeared all across the world in recent years. Most (2) introduced / have introduced free wifi as soon as they (3) decided / have decided to 'go smart'. For any visitor who (4) has wandered / wandered around lost in a new city, that's good news. I (5) once used / have once used the internet to get directions when I was abroad. Although, when I (6) got / have got home, I (7) received / have received a huge phone bill. But (8) did you think / have you thought about what this really means yet? If you already live in a smart city, your every movement is being recorded and someone, somewhere has that information.

Choose the correct words to complete the text.



When I was young, I (1) to a mountain school. We (2) to spend more time skiing around the forests than sitting in a classroom. We (3) lessons every morning and sports in the afternoon. One day, I (4) skiing near the school when I heard a big noise. It was louder than anything I (5) before. When I looked up, the whole mountain was sliding down. The snow (6) blocked the road and we had to spend the night at school. It (7) as bad as it sounds, though. We had plenty of food in the canteen and we sat up all night playing games. I (8) moved to the city now, but I'll never forget those happy early days.

1	A gone	B going	C go	D went
2	A had	B needed	C have	D used
3	A have had	B had	C have	D were having
4	A am	B had	C was	D used to
5	A have heard	B heard	C used to hear	D had heard
6	A have	B was	C used	D had
7	A used to be	B wasn't	C has been	D hadn't been
8	A am	B have	C had	D was

- Decide if the sentences are correct or incorrect. Correct the incorrect ones.
- I work at the bigest company in the neighbourhood.
- 2 It's sunnier than it was yesterday.
- 3 This book wasn't interesting as the last one.
- 4 You'll be more happy if you change jobs.
- 5 I need to work more fast to be able to finish.
- 6 The road looks badder today than last week.
- 7 It didn't feel as cold as I thought it would.
- 8 That film is much funnier that the romantic one.
- 9 My dad was angryer than I've ever seen him.
- 10 My house is a lot less untidy now.
- Complete the text with the words in the box.

basically hard idea least plain progress qualifications serious



PROGRESS TEST 2

Read about David's experience of book shopping.
Choose the correct words to complete the text.

I love looking around old book stores. There's always (1) so/such an interesting variety. I find modern book shops don't offer (2) enough/so many types of book. They always have (3) enough/so much cookery books and current novels, but they're not (4) so/such good at offering old novels and classics. I'm (5) so/too old-fashioned to worry about the latest books. I just never have (6) enough/too much time to read them all.

Read the story and put the words in *italics* in the correct order.

+ - nttp://blog

There are some things you just can't believe.

I worked in an inexpensive clothing shop and the returns policy was the same as everywhere else. You had to bring items back within 30 days. A very wealthy looking lady came in one day and pulled a pair of (1) (socks/ugly/woollen/brown) out of her (2) (red/handbag/leather/large). She wanted to get her money back. They were still in the (3) (plastic/packaging/clear), but it didn't look like our logo. I scanned the socks, but they weren't recognised.

'I'm sorry, I can't accept these.' I apologised.

'But I bought these (4) (socks/woollen/plain/nice) for my husband! They just didn't fit.' She argued. Eventually, she agreed to take them home again. It turned out that they were from the 1997 collection!

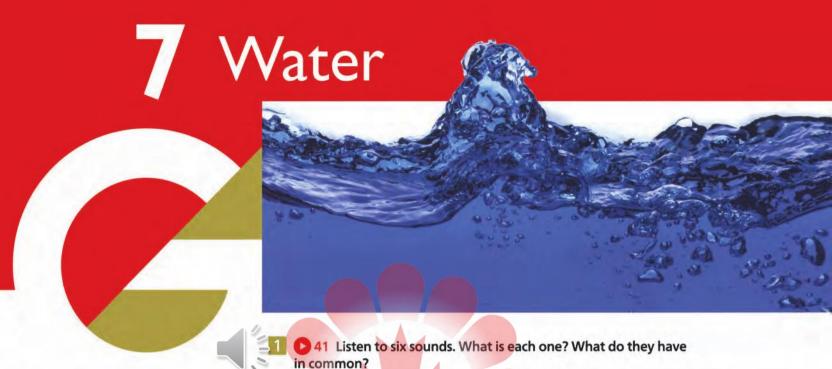
- Complete the sentences with compound nouns.
 You have the first letters.
- 1 My job is really important to me, so I moved here for the w_______.
- 2 There are lots of buses and trains in this city. It has an excellent p _____ t ____ system.
- 3 I like to walk around the woods at the weekend. It's nice to breathe in the f _____ a ___.
- There's nothing to do at the weekend because there aren't enough e ______ in my town.

Complete the conversation with the words in the box.

enough how about suggest much so such such a too

- **A:** OK, so we have to decide the best weekend activity for this family. **(1)** taking them to the mountains?
- A: Hmm, I can see how the parents might enjoy that. Do you think there's (6) ______ for the kids to do there? I'm not sure it's (7) _____ great idea to take children around shops all afternoon.
- B: Well, there are (8) ______fantastic kids' toy shops there and there's also an entertainment zone. I think it'll be fine.
- A: All right, let's suggest that, then.

ANADA



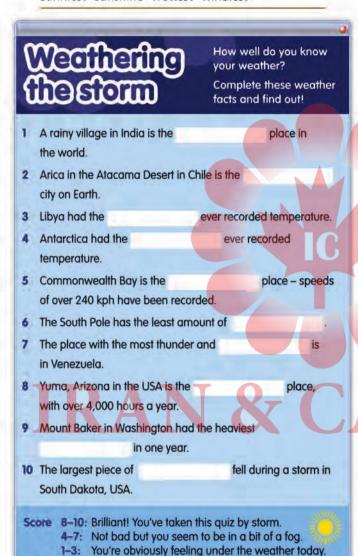
Read the facts about water. Which are surprising?

- Around 60% of the human body is water.
- Around 70% of the Earth is made up of water.
 - 97% of the world's water is seawater and therefore salty.
 - Only around 1% of the world's water is drinkable.
 - Seawater freezes at -2°C. On Mount Everest, water boils at 71°C.
- Work in pairs. Discuss the questions.
- 1 How do you use water every day?
- 2 How much do you think you use?
- How much water do you think each of the activities below needs?
- 1 drinking water for one day
- 2 a four-minute power shower
- 3 a bath
- 4 washing towels
- 5 brushing your teeth
- 42 Listen and check your answers to Activity 4.
- What could you do to reduce the amount of water you use?

Weather

Work in pairs. Complete the quiz with the words in the box.

driest highest ice lightning lowest snowfall sunniest sunshine wettest windiest





2 6 43 Listen and check your answers.

Click here to find out more about these places.

LANGUAGE TIP

-89.2°C is pronounced minus eighty-nine point two degrees Celsius.

- Work in pairs. Decide which place in your country is
 - · the driest
- the iciest
- the wettest

- the hottest
- the sunniest
- · the windiest.

Complete the collocations with the words in the box. You can use the words more than once.

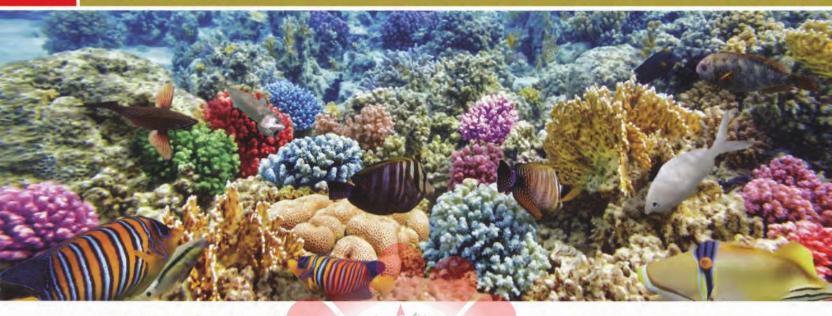
breeze Celsius gale heat shower snowfall storm temperatures weather wet

- Listen again. Tick the collocations in Activity 4 that you hear.
- How is each collocation in Activity 4 formed?
- 1 adjective + noun 3 verb + noun
- 2 noun + noun 4 verb + adjective
- Work in pairs. Student A: describe the weather in the north of England, Scotland and Northern Ireland. Student B: describe the weather in Wales and the south of England. Use vocabulary from this page.

Example: In the north of England, it's raining and there's a light breeze. It's five degrees Celsius.



- Work in pairs. Discuss the questions.
 - How is the climate different across your country?
- 2 How does the climate change in different seasons?
- 3 Do you think the climate of a country affects people's character or social activities?



Multiple choice, long text (Part 4)

► EXAM FOCUS p. 168

Work in pairs. What kinds of things can you find in the ocean? Make a list of as many things as possible.



- 44 You will hear a scientist called Josh Baker talking about our oceans. What items does he mention are found there?
- Underline the keywords in the question below. What synonyms or other phrases might you hear?

Josh thinks the biggest problem in our oceans is

- A large amounts of rubbish.
- B too much fishing.
- C rising temperatures.
- 4 Listen again. Choose the correct answer to the question in Activity 3.
- Work in pairs. Did you hear something about all three options? Why were the incorrect answers wrong?

EXAM TIP

Listen for key words in the question because these signal when the answer is coming. The speaker will probably refer to things in all three options so don't choose the first thing you hear. Listen to each section from beginning to end to hear the correct answer.

45 For each question, choose the correct answer.

You will hear a scientist called Josh Baker talking about the problem of plastic pollution in the ocean.

- 1 Josh thinks that people use a lot of plastic because
 - A it's fairly cheap.
 - B it lasts longer than other materials.
 - c not much energy is needed to produce it.
- Josh says most plastic pollution in the ocean is caused by waste from
 - A stores.
 - B factories.
- C houses.
- 3 Josh worries about plastic in the ocean because
 - A it's bad for our health.
 - B it's dangerous for sea life.
 - C it damages our coastlines.
- 4 Josh thinks his organisation can reduce the use of plastic by
 - A educating young people.
 - B recycling plastic in different ways.
 - C inventing a new material.
- 5 Josh believes that plastic pollution in our oceans will disappear
 - A by the end of the century.
 - B in the next fifty years.
 - C in ten years from now.

Work in pairs. Discuss the questions.

- Does your country have a problem with plastic waste?
- 2 What can the government and people do about the issue of plastic waste?

Countable and uncountable nouns

► GRAMMAR REFERENCE p. 145

- Read the advertisement for a water park and answer the questions.
- 1 What are the main features of this water park?
- 2 Would you like to visit it? Why/Why not?
- 3 Have you ever been to a water park? Is there something like this where you live?



Running River Water Park

There are so many things to do at our amazing water park. Swim in one of our three wave pools or float around the park on our lazy river, almost a kilometre long. Children can try a few small rides. Brave adults can go on the Spinning Top, a ride which sends you round and round a tube before shooting you down a fifteen-metre drop. You can even try a little scuba diving if you book ahead. Our instructors are fully-qualified and speak several languages including English and Spanish. If you think fear isn't much fun, you can relax under a palm tree with an ice cream and a book or spend some time in our luxury spa.

There's something for all the family. So, click here to buy your tickets now.

Look at the table. Add the words in bold from Activity 1 to the table. Then add one more of your own to each list.

normally countable nouns	V
1 people, animals and plants	a child, a whale, a
2 objects	a pool, a book, a,
3 units of measurement	a metre, a kilogramme, a,
normally uncountable nour	ns
4 materials, liquids or gases	plastic, oxygen,
5 activities	swimming, eating,
6 languages	English, French,
	fear, happiness,

Complete the rules with a few, a little, many and much. Find examples in the advertisement to help you.

> Use _____ and ____ with countable Use _____ and ____ with uncountable Use some, a lot of and lots of with both types of nouns.

LANGUAGE TIP

We can use many and much in positive sentences after so. This is so much fun!

- Complete the sentences with a few, a little, many or much.
- 1 A Are there cafés in the park?
 - B There are but not a lot.
- 2 A There's so food, I can't choose!
 - **B** Let's share different dishes then.
- A There are so _____ rides in this park.
 - B I know! There isn't time to relax.
- 4 A There isn't orange juice left.
 - B There's in the jug over here.
- Some nouns can be both countable and uncountable. Choose the correct words to complete the sentences.
 - A The children didn't make a noise/ noise!
 - **B** A noise/Noise is the last thing you want on a relaxing day out.
- 2 A A painting/Painting was a good way to spend the afternoon.
 - B I bought a painting/painting at the shopping mall.
- 3 A I didn't have a time/time to sleep much.
 - B It was a time/time I'll never forget.
- 4 A 1 start every morning with a glass/glass of fresh orange juice.
 - **B** A glass/Glass windows let you see the amazing views.
- Work in pairs. Turn to page 137 and follow the instructions.

Gapped text (Part 4)

EXAM FOCUS p. 166

- Work in pairs. Discuss the guestions.
- 1 In what ways can water be good for your health?
- 2 Have you ever been to a health spa? Would you like to? Why/Why not?
- Read the brochure on the New Forest Health Spa quickly. What can you do there?
- Read some quotes from spa guests. Match 1-6 to A-F.
- 1 I love everything about the spa.
- 2 I don't really like spas much.
- 3 It's an expensive place to go.
- 4 You can go in the pool.
- 5 It's a great place to go with friends.
- 6 The spa accepts day guests.
- A Because of that, I don't go often.
- B Although, not all of mine can afford it.
- It also provides overnight stays. C
- D That's why I go there so often.
- E Having said that, I did enjoy this one.
- F As well as that, you can use the gym.
- Match the words and phrases in bold in Activity 3 with their uses.
- Add information
- Give a reason
- 3 Give contrasting information
- Look at sentences A-H in Activity 6. Choose the one which fills gap 1 in the article. Look at the linkers to help you.

EXAM TIP

As well as pronouns, linkers could help you to choose the correct answers. Look for linkers before and after the gap, and in the eight sentences.

- Five sentences have been removed from the article. For each question (2-5), choose from correct answer. There are three extra sentences which you do not need to use.
- A Full benefits of the spa options take time to work.
- B As well as that, the heat reduces pain.
- For this reason, the liquid is cool.
- D The silence calms your brain.
- E These are not comfortable on dry land and help make your body stronger.
- F However, they all have one thing in common.
- Although it's not the same thing, it's still popular.
- That's why it's popular with people who wish to look younger.

Vocabulary

adjectives and prepositions

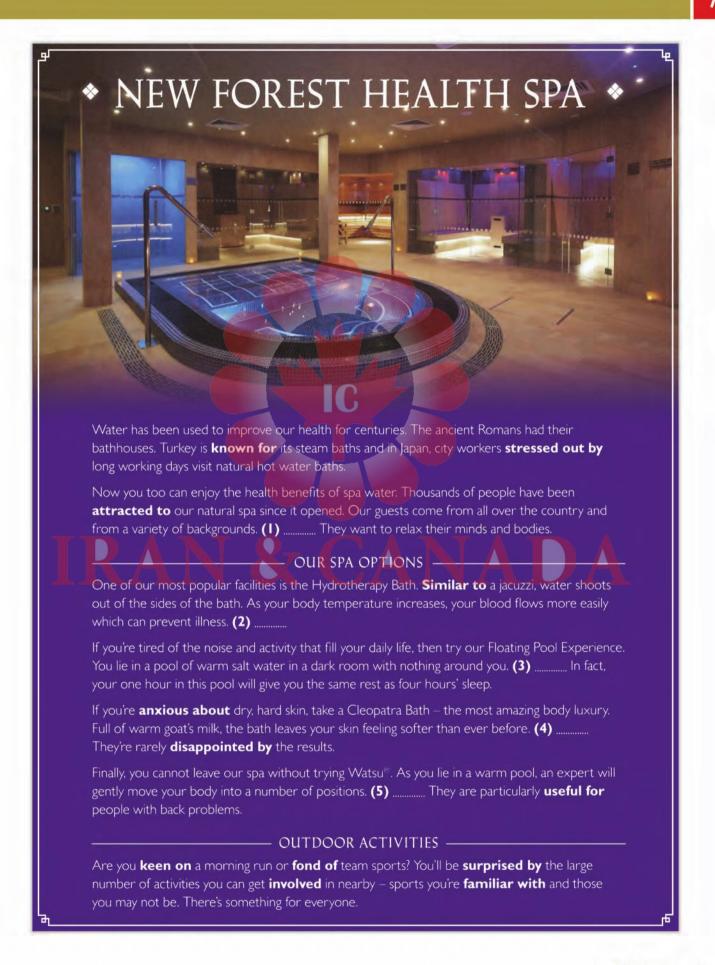
- Complete the questions with the correct prepositions. The adjectives and prepositions are all in the brochure.
- Have you ever visited a place knownits water?
- 2 Are you attracted the spa in the advert?
- 3 Is there a spa similar the one in the brochure in your area?
- 4 What everyday things do you get stressed out?
- What relaxation techniques are you familiar ?
- When you get anxious something, how do you try to relax?
- Would you be keen having a Cleopatra Bath?
- 8 What things do you find useful your health?
- Are you fond very hot baths?
- 10 Which team sports have you been involved in the past?
- 11 Are you ever disappointed a lack of sporting ability?
- 12 What are you most surprised these days?

LANGUAGE TIP

Some prepositions have a weak form when pronounced (e.g. for, at, to, of) but only when they're unstressed. What is it known for? (strong)

It's known for its hot spa. (weak)

Work in pairs. Take turns to ask and answer the questions in Activity 7.



Articles

► GRAMMAR REFERENCE p.146

- Look at the photo. How do you think these people live their lives?
- Read the first part of the article quickly to see if you are correct. How are the Mokens' lives different from yours?
- Match the rules A-I with examples 1-9 in the text.

a/an

- A single countable nouns that we talk about for the first time and mention again later
- **B** before a person or thing that is just one of many in a group
- **C** jobs

the

- D single countable nouns that we have talked about before
- **E** uncountable nouns or plural nouns when we are talking about a specific object or group
- F when there is only one of something

no article

- **G** uncountable and abstract nouns when we talk about them in general
- H plural nouns when we talk about something in general
- I with most streets, towns, cities, countries, continents, languages and names

LANGUAGE TIP

Knowing which nouns are countable and which are uncountable will help you to use articles correctly.

- Read the second part of the article. Complete it with a, an, the or – for no article.
- Work in pairs. Discuss the questions.
- 1 Are there any groups of people that have an unusual way of life in your country? Who?
- 2 Is their way of life likely to survive in future? Why/Why not?
- 3 What traditions in your country do you think should be protected? Why?

PEOPLE OF THE SEA

(1) The Mokens are a group of around 3,000 people who live on (2) the Andaman Sea in (3) south-east Asia. They spend half of the year living on (4) boats and only live on land during the rainy season. Their boats are called kabang and are made from (5) a single tree. (6) The tree becomes a home with a kitchen and living area.

(7) A boy from the Moken community often learns to swim before he can walk and will usually become (8) a fisherman. It is a dangerous activity but they are skilled at what they do. The Mokens respect the sea and only catch the seafood they need, eating most of it and trading anything else at local markets for other essential food such as (9) rice.



Mokens dive up to 25 metres under water without oxygen.
They collect (1) fish and (2) seafood with simple tools. (3) Swedish scientist decided to investigate
(4) skills that Moken children have. She chose them because they spend most of their days in (5) sea. She discovered that (6) children see better underwater than other children do. She believes that they train the pupils of their eyes to become smaller when they dive because this helps them to find food under (7) water more easily.
(8) dolphins do something similar to this.

Unfortunately, (9) life has become more difficult for the Moken people. (10) new laws have been created to protect (11) environment and so a Moken can no longer cut down trees to make (12) new boat. This means that they are less free to travel around (13) sea to exchange (14) fish for food or gasoline. Many Moken people now live in homes on islands around (15) Thailand. (16) number of Mokens living in the traditional way is just 1,000, although leaders are trying to make sure their traditions do not die.

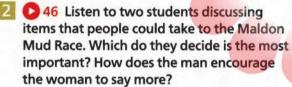




Collaborative task (Part 3)

► EXAM FOCUS p.169

- Work in pairs. Discuss the questions.
- 1 Have you ever entered a race? What happened?
- 2 The photos shows the Malden Mud Race and the Siberian Ice Marathon. Do you think you could run these races? Why/Why not?
- 3 Do you have unusual races like this in your country?





100	1.0				
64	listen	again and	comp	lete the	questions.
	to I w	again and	A COLLID	1000 0110	. questions.

1 What do you	?
---------------	---

- do you think it's easier with shoes on?
- 3 What the drink?
- 4 Do you think the swimsuit is?
- Is a hat a good?
- 6 Which is the most ?

EXAM TIP

It's important that you encourage your partner to talk. If your partner still doesn't say much, your own mark isn't affected.

4 Turn to page 135 and follow the instructions.

Discussion (Part EXAM FOCUS p.169

EXAM TIP

Remember to listen to your partner's answers as you might be asked to comment on them.

- Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.
 - How/What about you?
 - · Do you agree?
 - · What do you think?
- 1 Why do you think people enter sports competitions?
- 2 What do you need to do to prepare for a sports competition?
- 3 Which do you prefer watching sports or playing sports? Why?
- 4 Which are better team sports or sports you can do on your own? Why?

Email (Part I)

► WRITING REFERENCE p. 158 and p. 163

- Work in pairs. Make a list of as many water sports as possible. Which do you think is the most difficult? The most fun? The most dangerous?
- Read this email from Emi to Jamie and Jamie's notes. What does Jamie want to say in his reply?

- Use the prompts to write three pieces of advice for Emi about which water sports to try.
- 1 You should (definitely/probably) ...
- 2 If I were you, I'd ...
- 3 You ought to ...
- 4 Read Jamie's reply.
- 1 Is it around 100 words?
- 2 Does it use all the notes?
- 3 Is it written in a friendly style?
- 4 Does it have an appropriate beginning and ending?
- 5 Is it written in paragraphs?
- 6 Does it use appropriate phrases for giving advice and making suggestions?
- 7 Is the grammar, punctuation and spelling correct?

To: Emi | From: Jamie | Subject: Re: Water sports festival

Hi Emi,

I think it's great that you want to try a water sport. You ougt to try water polo. I'd played it last year and loved it. It's challenging but you're a good swimmer. You'll be fine. I think you'll really enjoy it. Id love to come with you. I'm seeing on Saturday some old friends so how about we go in Sunday? I think it'll be less busy then so parking will be easier. We should definitely take a swimming costume and towel. We should probably take swimming hats too. I've got the spare one if you need it.

Looking forward to it!

Jamie



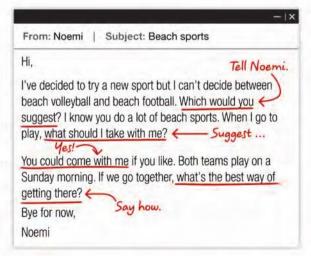
- Divide the email into three paragraphs, one topic for each one.
- Jamie wrote his answer very quickly. Look at his email again. There are six mistakes. Find one example of each of the error types below. Correct the errors.

word order
 punctuation
 spelling
 preposition
 tense
 article

EXAM TIP

Always leave time to go back and edit your work. You will lose marks if you have a lot of errors.

Read the email below and then write a reply. Use the notes to help you.



Check your reply using the checklists in Activities 4 and 6. Can you improve your writing? Complete the weather forecast with the words in the box.

breeze degrees gale mild showers snowfall temperatures thunder

There'll be rain (1) across the country
today so take an umbrella when you go out. In the
Scottish highlands, (2) could get as low as
-1°C. Rain will freeze late morning, with (3)
expected in the mountains. For the rest of Scotland,
the temperatures will be around six (4)
Celsius. In Northern Ireland, a (5) will blow
from the south west during the afternoon and winds
could reach speeds of 30 mph. There could also be
(6) and lightning. In the north of England and
North Wales, the wind will be much lighter, with just a
light (7), although it'll be cloudy for much of
the day. In the south east of England, the weather will
be (8) for this time of year, reaching 10°C.

Put the nouns in the box under the correct headings in the table.

coffee English fun glass happiness instructor Japanese kilometre lesson litre noise pool scuba diving space time tree water

Countable nouns	Uncountable nouns	Both

- Choose the correct phrases to complete the sentences.
- 1 late so much/many food on holiday, I put on weight.
- 2 There isn't many/much sunshine at this time of year.
- 3 I only have a few/a little minutes for lunch today.
- 4 Are there many/much trees in your garden?
- 5 I've got lots of a little things to do this week.
- 6 There isn't many/much coffee left in the pot.
- 7 Would you like a little/much honey in your tea?
- 8 I didn't learn many/much English at school.

4	Complete the sentences with the adjectives
	in the box. Use the prepositions to help you

attracted disappointed keen familiar known similar stressed out useful

- 1 I'm not _____ with Madrid. What's it like?
- 2 I bought a phone ______ to my old one because I liked it so much.
- 3 I'm on sports and exercise.
- 4 This area is for its natural beauty.
- 5 Mark gets by small things. He needs to relax!
- 6 These shelves are _____ for storing all my games.
- 7 You've always been _____to unusual people.
- 8 I wasby the soup. It wasn't as good as I'd hoped.
- Complete the text with a, an, the or (-) no article.



(12) winters can be difficult.

8 Nearly famous





- 1 Work in pairs. Discuss the questions.
- 1 Who are some of the biggest celebrities in your country? What did they become famous for?
- Would you like a job working for a celebrity? What job would you like to do? Why?
- Work in pairs. Look at the job advert. What are the good and bad things about the job? Would you want to be a celebrity assistant? Why/Why not?



- Are you available to work 24 hours a day, 7 days a week? How do you feel about those hours?
- How do you feel about missing your meal breaks? Could you miss more than two in one day?
- Would you be comfortable with three mobile phones to answer?
- Can you manage a full day with just a few hours of sleep?

If you think you can cope, call us today!

Gap-fill (Part 3)

► EXAM FOCUS p. 168

- Work in pairs. Look at the advert for the New York Reality TV school and discuss the auestions.
- 1 Would you be interested in this school? Why/Why not?
- 2 What reality TV shows are popular in your country?
- 3 Why do people want to watch or appear on reality TV shows?

The New York Reality TV School



We'll help you become confident and get you ready for the world of reality TV. We can help you be selected by producers and win the bia prizes!

> What are you waiting for? Click to find out more.



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- 47 Listen to Michelle Washington, a teacher at the New York Reality TV School, talking about appearing on reality TV. Choose the best words to complete the sentences.
- Michelle thinks people want to work in reality TV because of the fame/money.
- 2 Michelle recommends discussing your decision with your boss/journalists/your partner before applying.

EXAM TIP

You may hear several words that could fit the gap, but the words around the gap will tell you which is the correct answer.

Listen again and answer the questions.

- What words and phrases tells you that the answer to question 1 in Activity 2 is 'money', not 'fame'?
- What words does Michelle use to give advice? What phrase means 'before applying'?
- Read the sentences in Activity 5. Predict what kind of information you need to listen for.
 - 48 You will hear an announcement about courses at a TV school. For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

The New York Reality TV School

Course content Weeks 1 and 2: Students learn how to (1) on camera and

look natural on screen. Weeks 3 and 4: Students can match their

(2) to their personal aualities.

:

п

i

Weeks 5 and 6: Students learn how to do screen tests and make applications.

Schedule

The full course runs every (3) months.

Costs

\$995 for the workshop.

\$395 for the workshop not including

(4)

o

B

\$495 for the weekend course.

To get a discount students should register

before (5)

At the school's (6) it is possible to meet past students.

- Work in pairs. Discuss the questions.
- 1 Would you like someone to advise you on how to dress and present yourself? Why/Why not?
- What qualities does someone need to be a star?

Entertainment

- Work in pairs. Discuss the questions.
- 1 What job did you want to do when you were a child? Would you like to do this job now? Why/ Why not?
- What industry do most teenage girls in your country want to work in? And teenage boys? Why?
- Read the article about vlogging stars. Is the situation similar to or different from your country? Why?
- Complete the questions with the compound nouns in bold in the text.
- 1 Should magazine editors only use slim models on
- 2 Would you prefer to be ain a dance company, a guitar-playingor ain the best theatres?
- 3 Do you think is a good industry to work in?
- 4 Would you wear every day if you could?
- 5 Would you prefer to watch aabout a family or awhere famous people are interviewed?
- 6 How do you feel aboutin the middle of your favourite programme?
- 7 Is there a famous where movies are made in your country?
- 8 Have you ever seen your favourite band at a?
- 9 Would you ever enter a? What act could you do?
- 10 Do you prefer to listen to at home or in the car?
- Work in pairs. Discuss the questions in Activity 3.



- 5 49 Listen to these Speakers 1–5. Which word in each compound noun is stressed?
- 1 chat shows
- 2 magazine covers
- 3 show business
- 4 rock stars
- 5 film studios

LANGUAGE TIP

When we say compound nouns, we usually stress the first word.

6 Listen again then work in pairs. Do you share the views of the speakers in Activity 5?

News Spotlight > Column

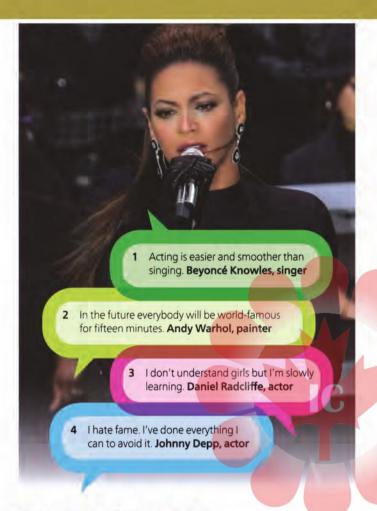


•Vlogging stars are more popular than mainstream celebs

Since the earliest days of **radio broadcasts** and black and white films, a career in **show business** has been very attractive to young people. Traditionally, it was a hard pathway to success. Someone like a **ballet dancer**, **stage actor** or **rock star** had to work their way slowly from the bottom up. Even winners of **talent shows** who became famous overnight had usually practised their skill for many years.

At some time around 2010, all of that changed. Many modern young celebrities aren't found working at a **film studio**, recording a **soap opera** or planning their next **stadium concert**. They're in their bedrooms, sharing their thoughts on anything from make-up to video games. Vloggers are big news, despite the fact that they rarely appear in the mainstream media, such as on **magazine covers** or in **television commercials**. According to the latest surveys, vlogging has become the new dream job among teenagers.

Many successful vloggers broadcast in English, whether it's their native language or not. In fact, English-speaking vloggers made up half of the list of most influential people among 13–17-year-olds. These young stars don't need to dress up in **designer clothes** and appear on **chat shows** to increase their popularity. In fact, they would probably lose some of their audience if they tried to play by traditional rules.



Reported speech

- ► GRAMMAR REFERENCE p. 147
- Do you think all famous people like being famous? Why/Why not?
- Look at the quotes from four famous people. Which speaker
- A is making a prediction?
- B doesn't like life in the public eye?
- C doesn't always know what women are thinking?
- **D** is comparing one thing to another?
- Identify the subject and verb in the quotes above and in the reported speech below. What changes take place when we report people's words?
- Beyoncé Knowles said that acting was easier and smoother than singing.
- 2 Andy Warhol said that in the future everybody would be world-famous for fifteen minutes.
- 3 Daniel Radcliffe said he didn't understand girls but was slowly learning.
- 4 Johnny Depp said that he hated fame and had done everything he could to avoid it.

Complete the table. Use the sentences in Activity 3 to help you.

Direct speech	Reported speech
present simple	
present continuous	
past simple	past perfect
present perfect	
will	
can	could

LANGUAGE TIP

say does not need an object but tell does. He said he didn't live around here. She told me we'd met before.

- Choose the correct word, said or told, and then complete the sentences in reported speech.
- 1 Lady Gaga: 'I don't like celebrities. I don't hang out with them.'
 - Lady Gaga said/told she didn't like celebrities and with them.
- Will Ferrell: 'I have only been funny about seventy-four percent of the time.'

Will Ferrell once said/told an interviewer that

funny about seventy-four percent of the time.

- Ryan Gosling: 'I've learned that it's important not to limit yourself.'
 - Ryan Gosling said/told that ______that _____important not to limit yourself.
- 4 David Beckham: 'I always wanted to be a hairdresser.'
 - David Beckham said/told a reporter that to be a hairdresser.
- 5 Robert Downey Jr.: 'I'm thinking of getting a monkey.'
 - Robert Downey Jr. said/told a fan that of getting a monkey.
- Work in pairs. Are any of the quotes in Activity 5 surprising? Why/Why not?
- Work in pairs. Student A: turn to page 136. Student B: turn to page 138. Follow the instructions.

General questions (Part I)

► EXAM FOCUS p.168

- Work in pairs. Take turns to answer the questions.
- 1 Talk about a film you like.
- 2 How often do you go to the cinema or watch TV?
- 3 What kind of films do you like?
- 4 Which do you prefer, watching films at home or at the cinema? Why?

Individual long turn (Part 2)

► EXAM FOCUS p.169



2 50 Listen to the extracts from a conversation about the photograph below. Point to the objects in the photograph that Jenny is describing.



51 Listen to the whole conversation and match the words to the objects you indicated in Activity 2.

baseball cap cables microphone necklace sweatshirt

EXAM TIP

Don't worry if you don't know a specific word for something in the photograph. Find a way to describe it in different words. For example, It's a kind of ..., It's a thing which



- Complete the sentences in your own words about some of the other objects in the photograph.
- 1 Video camera: It's a machine you use to
- 3 Shed: It's a small, usually in a You might keep a bicycle in it.
- 4 Fence: It's a kind of wall made of
- Work in pairs. Take turns to describe the photographs of people doing creative hobbies for 1 minute. Student A: describe photograph A. Student B: describe photograph B.
- 6 Look at each other's photographs. Student B: describe objects 1 and 2. Student A: describe objects 3 and 4.
- Work in pairs. Take turns to describe three everyday objects. They could be in your bag, around the classroom or in your home. Don't say the word. Can your partner guess what you're describing?





Reported questions

GRAMMAR REFERENCE D.148

- Work in pairs. Discuss the questions.
- 1 If you could to talk to someone famous for an hour, who would you talk to?
- 2 What questions would you ask them? Why?
- Look at the text below. What problem does it describe?

INTERVIEWERS ARE STUCK IN THE PAST

Viewers have recently been complaining about the annoying questions that female actors get asked. One reporter was quickly silenced after asking Scarlett Johansson if she had had to work out or if she had followed any special diet for her part in Avengers. A second asked Keira Knightley how she managed to balance her career and marriage. Another asked Megan Fox if she thought it was just a matter of time before superhero films had more female leads. The women lost no time in pointing out they were fed up with this line of questioning.

- Look at the original questions and the way they are reported in the article. Then answer questions A-C.
 - 1 Did you have to work out or did you follow any special diet for this part?
 - 2 How do you manage to balance your career and marriage?
 - 3 Do you think it's just a matter of time before superhero films have more female leads?
- A Identify the subject and main verb in the original and reported questions.
- **B** How does the word order change when we report questions?
- C What word do we add when we report yes/no questions?
- Now look at the actors' responses. Match the responses (A–C) to the questions (1–3) in Activity 3.
 - A Are you going to ask all the men that question?
 - B Do you think I'm going to answer anything but 'yes' to that question?

Turning to her co-star, Robert Downey Jr.:

C How come you're asked the philosophical questions and I'm asked about rabbit food?

5	Complete the responses (A-C) from
	Activity 4 in reported speech.

- A She asked the interviewer ______he _____he ______he asked the interviewer ______he _____he ______he ______he ______he ______he ______he ______he ______he ______he _______he _______he _______he _______he _______he _____
 - that she answer anything but 'yes' to that question.
- C She asked Robert Downey Jr. how come he the philosophical questions and she about rabbit food.
- Work in pairs. Discuss the questions.
- 1 Were you in a school play as a child? What part did you have?
- 2 How easy do you think it is to get work as a film star?
- 3 Have you ever been to an audition for anything? How did (or would) you feel?
- Some young actors are asking a film director questions about auditions. Write the questions in reported speech.
- 1 'Is it important to learn all the words?' one actor from New York asked.
 - He asked ______ to learn all the words.
- 3 'How should I prepare for the audition?' That
 - question was from Jack in Florida. Jack asked
- prepare for the audition.

 4 'Will it be okay to look straight at the camera?'
- Jennifer from LA asked.
 Jennifer asked
- okay to look straight at the camera.

 Melanie from Texas asked, 'What's the best thing to say at the end of the audition?'
 - to say at the end of the audition?'
 Melanie asked
- 52 Listen to the director's answers.
 What advice does he give?
- Work in pairs. Student A, turn to page 136. Student B, turn to page 138. Follow the instructions.
- Work in new pairs. Who can remember the most questions they asked and the answers they received in Activity 9?

Multiple-choice cloze (Part 5)

► EXAM FOCUS p. 167

- Work in pairs. Discuss the questions.
- 1 Do you think celebrities make a lot of money?
- 2 How much do you think celebrities spend every month? What do you think they spend money on?
- Look at the breakdown of one celebrity's monthly expenses. Is the celebrity good with money?

Monthly expenses (published in	court documents)
Money coming in each month	\$10,000
Money going out each month	
Rent	\$10,000
Health	\$ 3,000
Food, cleaning products, etc.	\$ 2,000
Clothes	\$ 2,000
Eating out	\$ 2,000
Gifts and vacation	\$ 8,000
Lawyers and personal assistant	\$10,000-\$20,000
fees etc.	
Total monthly spending	approx. \$44,000

- Read the headline and introduction to the article.
 What is the article about?
- Read the introduction again and choose the correct words (1–4) to complete it. Use the questions below to help you.
- 1 The subject is 'the media'. Which word goes with 'media'?
- 2 Does the phrase 'than they can afford/manage' refer back to the idea of spending more money or refer forward to the idea of looking successful?
- 3 Which word works with a length of time?
- 4 Are the problems in their personal or professional lives? Which word better describes this?
- Read the rest of article. For each question (5–10), choose the correct answer.

5	A popular	В	famous	C	obvious	D	simple
6	A saving	В	salary	C	wage	D	payment
7	A comfortable	В	limited	C	plain	D	basic
8	A reduce	В	leave	C	drop	D	remove
9	A promise	В	advise	C	warn	D	order
10	A control	В	persuade	C	see	D	push

- Work in pairs. Discuss the questions.
- 1 Do you agree with the writer's views?
- 2 Do you think ordinary people also feel the need to spend too much?

Vocabulary

-ed and -ing adjectives

- Match the adjectives in bold in the article with the definitions 1–8.
- 1 the feeling when something unexpected happens
- 2 describes something that keeps your attention
- 3 feel extremely interested
- 4 describes something that makes you feel sad
- 5 describes a problem that makes you feel stressed
- 6 given confidence
- 7 describes something that is very unexpected
- 8 describes something that makes you feel afraid
- Look at the adjectives and definitions in Activity 7 and answer the questions.

What suffix is used at the end of adjectives that

- 1 describe a person's feelings?
- 2 describe the thing that causes the person's feelings?

LANGUAGE TIP

Like regular past simple verbs, the -ed at the end of adjectives can be pronounced /t/, e.g. depressed; /d/ e.g. amazed; or /td/ e.g. interested.

- How are the -ed adjectives in Activity 7 pronounced?
- 10 Choose the correct adjectives to complete the sentences.
 - 1 I find celebrity magazines really *depressingl amazing* and never read them.
 - People are fascinated/interesting by the lives that other people have.
- 3 I'm frightening/worried that celebrities are having a bad influence on young people.
- 4 It's interesting/surprised to follow celebrities on social networks.
- 5 I'm frightening/surprised celebrities can earn so little.
- 6 I'm encouraged/depressing by the charity work that many celebrities do.
- 7 It's frightening/worried that so many young people want to be famous.
- **8** Celebrities only look *amazing/fascinated* because they can afford the best clothes.
- Work in pairs. Do you agree with the sentences in Activity 10?

It costs a fortune to look good in public constantly, but just how do celebrities spend their money?



We believe that celebrities make a lot of money, and the media love to (1) copy/publish pictures of their amazing lives. But celebrities can sometimes be encouraged to spend far more than they can (2) afford/manage to look successful. Many of them have interesting, but (3) brief/tiny careers and they can face huge (4) business/financial problems once that's over.

Many were **fascinated** to read about her attitudes to money. After all, it takes a lot to (10) yourself that it's acceptable to spend four times what you earn. Sooner or later, anyone spending more than they earn will be facing a **frightening** future.



Article (Part 2)

► WRITING REFERENCE p. 159 and p. 164

- Work in pairs. Discuss the questions.
- 1 Describe an article you read recently. What was it about? Did you like it? Why/Why not?
- 2 What do you think encourages people to read articles that appear online?
- Look at the exam task. Who do you think might be interested in reading this article?

You see this notice in an English-language website.

Articles wanted!

Are celebrities people who we can respect? What kind of people become celebrities in your country?

Do you think celebrities are respected? How important is it for a celebrity to be someone young people can respect?

Write an article answering these questions and we will put it on our website.

Write your article in about 100 words

- Work in pairs. Think of two reasons why many celebrities do work for charities? Think of two reasons why they do not.
- Look at the first paragraph of two students' answers. Which is easier to understand? Why?

Eliane

AThere are some stars who work hard and help others, and deserve our respect. ⁸Many modern celebrities have no talent, they're just willing to do anything to stay in the news. ^CA lot of very ordinary people become celebrities these days. ^OTheir effect on young people can be quite worrying.

Javier

In my opinion, not many people respect celebrities these days. This is partly because people don't need to be talented to become famous. It is also because we read so many negative things about their lives. I believe that we respect the people around us in our daily lives much more.

- Look at Eliane's answer again. Match the sentences A–D to ideas 1–4 to put them in a better order.
- 1 Introduces the idea of who becomes famous.
- 2 Says that some people are good.
- 3 Gives the reasons why some celebrities are not respected.
- 4 Explains the effect of poor behaviour.
- Now match each linker to the sentence in Activity 4 that it starts.

However, It's true that In my opinion, That's why

EXAM TIP

Remember that a clear paragraph usually has a sentence to introduce an idea, one or two sentences with reasons or examples, and a concluding sentence at the end.

- Put the sentences in Eliane's second paragraph below in the correct order. Then work in pairs and discuss which words and phrases helped you decide.
- A A good example of a celebrity who does this is Michael Jordan.
- In my opinion, it is important for celebrities to encourage their fans to try harder and do better.
- C Advice like this from someone who is clearly successful can be very helpful.
- Similarly, when celebrities behave badly, some fans will see that as an excuse to do the wrong thing too.
- Many people find his advice on getting back up after making mistakes very helpful.
- Plan and write your answer to the exam task in Activity 2. Think carefully about how you will organise your ideas. Use the checklist on page 153 to write and edit your work.



Rewrite the sentences in reported speech.

- 1 'I want to be famous one day,' said Jane.
- 2 Dan said, 'I've always wanted to travel.'
- 3 Matthew told us, 'I spent a lot of time in theatre school.'
- 4 'I'm not going to waste my life singing,' said Michelle.
- 5 James told us, 'I don't know what I want to do later in life.'
- 6 'I will always be here for you,' said Suzie.

Put the words in the correct order to form sentences.

0

Stupid questions people asked the internet

We all know that the internet is a great place to turn when you have a question you can't answer, but some people's questions are just silly! One kid (1) what / President Obama's last name / was / asked because he was stuck completing a school report.

Where better to get relationship advice than online? One girl, realising this to be true, (2) asked / could / she / stop / how her boyfriend from discovering that (3) had to / she / go to the toilet sometimes. She was concerned he'd be disgusted and break up with her when (4) told / him / she!

A man (5) add / could / he / wanted to know / if another letter to the alphabet.

A few people clearly need to pay more attention in their science lessons. One person (6) was / if / wanted to know / an egg a fruit or a vegetable. Another (7) would / looking / directly at a photograph of the sun / asked / hurt / if his eyes. A few also showed signs of needing more maths lessons. One girl, trying to reheat her dinner, (8) 60 seconds / if / were / asked really the same as a minute because (9) jumped / the microwave from 59 to 1.00.

And finally, thanks to the web, after someone asked (10) there / were / if any birds in Canada or not, we now all know the answer!

Rewrite the questions in reported speech.

- 1 'Are you ready?' John asked.
- 2 'What is that?' Kara asked.
- 3 'Do you want any help?' Jacky asked.
- 4 'Do we have any homework?' asked Steph.
- 5 'Are you going to meet your mum?' my dad asked my brother.
- 6 'Will you speak to your sister about her car?' Mum asked

Complete the sentences with the words in the box.

ballet dancer chat shows television commercials designer clothes film studio magazine covers soap operas stadium concerts

- 1 I would never waste money on like expensive jeans.
- 2 You have to train for years to be a in a major dance company.
- 3 Television show the lives of ordinary people, but the storylines get crazy!
- 4 I find it really annoying when thecome on during my favourite series.
- 5 They made Star Wars at the ______ near my town.
- 6 Most bands make their money from big these days.
- 7 I really hate _____, all that conversation is boring.
- 8 Only important people make it onto famous, like those of *Time* magazine.

Make -ed or -ing adjectives from the words in brackets to complete the sentences.

- 1 I was so (worry) about my friends after they didn't call.
- 2 The news that they'd cancelled my favourite TV show was ______ (surprise).
- 3 I think it would be (amaze) to visit Hollywood studios.
- 4 My mother and her friends are (fascinate) by the theatre.
- 5 Most people would feel (depress) if they lost a lot of money.
- 6 I think it's (frighten) how many people worry about their looks.
- 7 So many people have felt (encourage) by other people's stories.
- 8 The media are very (interest) in celebrities' private lives.

9 Creativity



Work in pairs. Complete the creativity quiz.



- 2 Work in pairs. Discuss the questions.
- 1 Do you think creativity is something people can learn?
- 2 How important do you think it is to be creative?

Modals of ability

► GRAMMAR REFERENCE p.148

- Look at the picture in the article. What objects can you see? Do you like this artwork? Could you draw like this?
- You are going to read about the artist, Lee Hadwin. Read the text quickly. What's unusual about Lee's artistic ability?

LEE HADWIN

The sleep artist



Meet Lee Hadwin, a nurse with no artistic skills at all – when he's awake. But while he's sleeping, he's able to produce amazing drawings.

Lee realised he **could draw** in his sleep when he was a teenager. One embarrassing morning, he woke up at a friend's house to discover he'd drawn on the kitchen walls, but he **wasn't able to remember** the experience.

Sleep experts today don't know why he can do this, but Lee believes that in the future they may be able to explain why it happens. In the meantime, he'll hopefully be able to show his art to the public very soon.



Read the text again and answer the questions.

- 1 How did Lee discover he had the ability to create drawings in his sleep?
- 2 Do doctors know why Lee draws in his sleep?
- 3 What is Lee planning to do with his drawings?
- Complete the rules with can, could, was able to and be able to. Use the examples in bold in the text to help you.
 - 1 Use _____ and ____ to talk about ability now or in the future.
- 2 Use _____to talk about general ability in the past.
- 3 Use to talk about ability once on a particular occasion in the past.
- 4 Use when you want to talk about ability using other tenses.
- Read the email. Fill each gap with the correct form of can, could or be able to and a verb from the box.

design not draw give tell make not use

Dear Jen

Thanks for your letter! Yes, I (1) in my art project on time, but only just!

You know how I (2)or paint anything? I just don't have the skill. Well, fortunately this time we had to create our project digitally. Before the project,

I'll send you one and you **(6)** me what you think! Anyway, speak to you soon.

Oliver

LANGUAGE TIP

can and could are also used for requests.

Can I open a window? Could I borrow a pen?

Work in pairs. Student A: turn to page 136. Student B: turn to page 138. Follow the instructions.



1 Justin is a keen photographer. He'd like to exchange ideas with other photographers and learn to improve his pictures on the computer. He's not free on Wednesdays.





2 Ursula used to run her own photographic business. She wants to go on a challenging course with photographers of a similar standard where she can practise taking landscape photos during long country walks.

Multiple matching (Part 2)

► EXAM FOCUS p. 166

- 1 Work in pairs. Discuss the questions.
- 1 How do you feel when you look at the photos? What adjectives would you use to describe them?
- 2 Who or what do you usually take photos of?
- 3 Do you share your photos online? Why/Why not?
- Look at the advertisement on the opposite page. What is it advertising?
- Read the profile for Justin. What three things does he want from his photography course?

EXAM TIP

Choose the course that matches **all** of the wants and needs of the person in the description.

The people on the right all want to take a photography course. On the opposite page there are descriptions of eight courses. Decide which course would be the most suitable for the people on the right.

3 Nina knows nothing about photography. She's going away for two weeks and wants an introduction to some basic skills so she can take photos of her trips. She's free on weekday evenings.



4 Scott wants to attend daytime classes where he will learn a lot in a short time. He hopes to learn to take different types of photos and then try out his new skills.





Photography Courses

A Stepping Up

On this beginner course, you will learn how to take holiday photos. Lessons take place on Wednesdays from 7 to 9 p.m., with the first two in the college photography department. We will then move to other outdoor venues nearby to practise what we've learnt.

B Skills Development

This is for those photographers who have already **completed** a course but are not content with just taking holiday pictures. We will examine different types of professional photos and artistic techniques. Lessons are on Tuesdays from 6 to 8 p.m..

C At the Top

This Wednesday course, from 6 to 9 p.m., is for experienced photographers who **would** like to become more creative. We will look at how to take artistic pictures in a studio and outside. We will study photographs by famous photographers and experiment with the techniques they used.

D Wildlife

Whether you are going on a trip to Kenya or to the local river, taking photos of wildlife is never easy. This is an ideal course for photographers who have never had any formal training and would like to get some practical help. Lessons are on Saturdays from 2 to 4 p.m..

E Multi-Skills

No experience is necessary for this course which **provides** you **with** forty hours of study. You will be shown how to take photos of people, places and objects. The second week will be in various locations so you can practise what you have learnt. The lessons are from Monday to Friday, 9 a.m. to 1 p.m..

F Digital Skills

This Thursday course, 8 to 10 p.m., is for all levels. You'll learn how to use digital technology to edit your photos, for example by removing red eyes from family photos. We **request** that you bring your own photos to classes. Classmates are encouraged to share their knowledge with each other.

G Portraits

This Saturday morning course is for photographers who already have considerable experience. It will be in our photography studio so we can teach you how to take pictures of people to a professional standard. Advice will also be given on earning money from your camera skills.

H On the Go

This course is for experienced photographers interested in taking better photos of the world around us. Each Wednesday we will depart for the countryside at 9 a.m. so you can develop your camera skills further. However, you must be prepared to spend all day on your feet as we don't return until 5 p.m..



Vocabulary

formal language

LANGUAGE TIP

When you learn a new word, use a dictionary to find out if it is used in formal or informal situations.

depart /dr'pa:t \$ -a:rt/ verb [intransitive, transitive] to leave, especially when you are starting a journey depart from The train will depart from Platform 4. depart for He departed for Rome immediately.

Register

In everyday English, people usually say **leave** or **go** rather than **depart**:

What time does the next plane leave/go?

- Match the words 1–6 to the more formal synonyms in the advertisement.
- 1 leave
- 4 ask
- 2 want
- more
- 3 finished
- gives

- Make the sentences more formal. You may need to add or take away prepositions.
 - 1 If you want more information, please email us.
- We give you advice about taking holiday photos before you leave for the airport.
- 3 You can ask for a certificate when you finish the course.
- Look at the notice below. What does it say?

PAINTING COMPETITION

Under eighteens who would like to enter the competition are requested to get their parents' written permission before completing any work.

- A The competition is only open to people over a particular age.
- **B** Under eighteens need to give in an extra document.
- C Only work by eighteen-year-olds will be accepted.
- 8 Work in pairs. Discuss the questions.
- 1 Which of the courses would you most like to do?
- 2 Think of a photo that's special to you. What does it show? Why is it special? Where do you keep it?



Multiple choice, long text (Part 4)

► EXAM FOCUS p. 168

- Work in pairs. Discuss the questions.
- 1 Do you enjoy playing online video games? Why/Why not?
- 2 Why do you think some people enjoy dressing up like characters in video games?
- 3 Do you think that playing online games is a good use of people's time? Why/Why not?



53 You will hear the first part of an interview with a woman called Sam Davis talking about her research on video games Choose the correct answer.

What does she think about people who play online games?

- A They should spend less time on them.
- **B** They can do what they want in their free time.
- C They develop useful talents.

- Work in small groups. Did Sam's opinion surprise you? Why/Why not?
- Look at the audioscript on page 198. What phrases helped you choose the correct answer in Activity 2.

EXAM TIP

Try not to guess answers from your knowledge of things in the past. Answers can be surprising.

- Read the questions in Activity 6 and underline the key words.
- 54 For each question, choose the correct answer.

You will hear the rest of the interview with Sam.

- 1 What helped Sam to start enjoying video games?
 - A She saw her confidence improving.
 - **B** She was able to afford the equipment.
 - C She got her mother's permission to play.
- What does Sam say about people who dislike video games?
 - A They usually avoid reading about the good things.
 - B They always repeat the same arguments.
 - C They often refer to problems in the past.
- 3 Sam was keen to study the effect of games on
 - A social skills.
 - B movement.
 - C emotions.
- 4 What does Sam think about games which include fighting?
 - A People who play these games often get angry.
 - **B** There is little known about these types of games.
 - C Games like this encourage bad behaviour.
- 5 Sam's favourite type of games are those which
 - A require certain skills.
 - B involve playing with others.
 - C let her control the action.
- 6 In the future Sam would like to see more video games which
 - A have strong female characters.
 - B look like real life.
 - C improve people's ability to see.

Work in pairs. Discuss the questions.

- 1 Do you agree with Sam's opinions? Why/Why not?
- 2 How would you like video games to change in future? Why?

Relative clauses

► GRAMMAR REFERENCE p. 148

Work in pairs. Discuss the questions.

A simulation game is one where you pretend to be someone else. Do you like simulation games? Which type of simulation game below would you prefer to play? Why?

sports games city living games flight simulation zoo-keeping games

2 Why do you think simulation games are so popular?

Look at some descriptions of the games in Activity 1. Which type of game is being described in each?

- Heathrow Airport, where many planes land each day, is one of the locations.
- 2 The character that I play is based on a real-life sports star.
- 3 It is an enjoyable game that animal fans will love.
- 4 Each animal has their own living environment, which you create for them, so they feel at home.
- 5 The gamer controls a group of people who find themselves in everyday situations.
- 6 You can manage players whose skills are poor and turn them into better players.

Match the questions (1–2) to the answers (A–B).

- 1 In sentence 1, there is only one Heathrow Airport in the world. Without the clause, would you still know which airport?
- 2 In sentence 2, there are many characters in video games. Without the clause, would you know which character was being talked about?
- A Yes, I would still know which one/ones without this information. → non-defining
- B No, I need this information to know which one/ones.→ defining
- Decide if sentences 3–6 in Activity 2 contain defining or non-defining clauses. What are the differences in punctuation between defining and non-defining relative clauses?

LANGUAGE TIP

We don't use that in non-defining clauses.

Tetris, that which is still played today, was created in 1984.

Join the sentences using defining relative clauses.

Example: The mouse was created by the scientists at Stanford. They also invented the internet.

The mouse was created by the scientists who invented the internet at Stanford.

- 1 In the 1980s, Alexey Pajitnov created a computer game. He called it Tetris.
- 2 Albert Einstein developed a theory of energy. He called it the theory of relativity.
- 3 Walt Disney created the modern idea of theme parks. People can spend the whole day there.
- 4 Leonardo da Vinci was an artist and engineer. His helicopter design became a reality centuries later.

Add the extra information in brackets to the sentences using non-defining relative clauses.

Example: Shakespeare wrote almost 40 plays. (He was born in 1564.)

Shakespeare, who was born in 1564, wrote almost 40 plays.

- 1 Marie Curie is famous for her research into radioactivity and for developing modern medicine. (She won two Nobel prizes.)
- 2 Thomas Midgley has been described as the most dangerous man that ever lived. (His inventions included putting lead into petrol and CFC gases.)
- 3 The Harry Potter books were written by JK Rowling. (She encouraged millions of children to read.)
- 4 Steve Jobs created many modern technological inventions including the iPad. (He was Chief Executive of Apple.)

Work in pairs. Which people in Activities 5 and 6 do you think have had the most influence on the world? Can you add anything more about them?

Example: Marie Curie, who was a chemist and a physicist, won two Nobel prizes.

Job skills

- Work in pairs. Discuss the questions.
- 1 What job do you do or would like to do in the future? Describe what it involves.
- 2 Would you like to do the job in the photo? Why/Why not?



9

2 55 Listen to three people describing their jobs to a group of teenagers. What do you think each person's job is? Choose from the jobs in the box.

accountant bank worker games tester shop manager web designer

- 3 Listen again. Which skills does each speaker have to have?
- A be good with numbers
- B have leadership skills
- C be computer-literate
- D be good at working in a team
- E have problem-solving skills
- F have good communication skills
- G pay attention to detail
- H be organised
- Work in pairs. Discuss the questions.
- 1 Think of two more jobs that need some of the skills A–H from Activity 3.
- What skills do you need for your job or the job you want to do in the future? What are the challenges of the job? What do you enjoy about it?

Prefixes

- Look at the sentences from the recording and decide how the prefixes in bold change the meanings of the words in italics.
- 1 I create or rebuild online sites.
- 2 It becomes impossible to do the job well.
- 3 We disagree with each other sometimes.
- 4 People sometimes think my job's a bit unexciting.
- 5 I have to be self-confident.
- 6 I have to work irregular hours.
- 6 Read the language tip below and mark the stress on the words with prefixes in Activity 5. Then listen and check your answers.
- Work in pairs. Student A: add the correct prefixes to the words in *italics*. Student B: turn to page 138.
- 1 Do people think you're anpatient person?
- 2 Is there a lot ofemployment in your country?
- 3 What job do you think you wouldlike doing the most?
- 4 Would you mind workingregular hours such as nights or weekends?
- 5 Are you the kind of person whoviews their work all the time?
- **6** Could you do anexciting job for a long time if you got a high salary?
- **7** Would you like to be-employed one day so you can manage yourself?
- Ask your partner the questions from Activity 7.

 Are you surprised by any of their answers?



Collaborative task (Part 3)

► EXAM FOCUS p. 169

- Work in pairs. Discuss the questions.
- 1 What do you do to relax?
- 2 What new hobby would you like to start? Why?



- 2 57 Listen to Maisy and Will talking about the cost of doing a hobby. What makes hobbies expensive?
- Listen again and complete the phrases used to introduce opinions.

1	Iit's true that a lot of hobbies can be expensive.
2	I'mI'd say it was hundreds.
3	, that's what I always thought too.
4	, I'm much healthier and happier as a result.
5	Well,say that golf is one of the most expensive hobbies.

6 I beat simple hobbies like running after all.

EXAM TIP

Use a range of phrases to introduce your opinions.

4 58 Liste

58 Listen and decide which speaker sounds more interested (A or B)?

- 1 Personally, I think it's great.
- 2 I suppose it's true.
- 3 I guess you can't beat a good run.
- 4 Well, speaking for myself, it's a good thing.
- Practise saying the sentences in Activity 4 with interested intonation.
- 6 Look at the pictures below. Which activities do you like doing? Which do you dislike? Why?
- Work in pairs. Complete the exam task.

A young woman who works very hard would like to start a new activity in her free time to help her relax. Look at the activities in the pictures. Talk together about the different activities she could try and decide which would be most relaxing. Remember to say why each activity might or might not be relaxing.



Story (Part 2)

► WRITING REFERENCE p, 160 and p. 165

Look at the opening lines from two famous novels. Do you like them? Why/Why not? Would you want to read more?

'It was the best of times, it was the worst of times...'

-CHARLES DICKENS A Tale of Two Cities

'All happy families are alike; each unhappy family is unhappy in its own way.'

-LEO TOLSTOY, Anna Karenina

2 Look at the exam task. Work in pairs and brainstorm ideas for stories in the genres below.

horror mystery/thriller real-life drama romance science fiction

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
The door was unlocked, so I went inside.
Write your story in about 100 words.

Read the paragraphs taken from Jaime's and Diana's stories. Which paragraph is better? Why?

Jaime

The door was unlocked, so I went inside. I walked into the building. It was cold and dark inside. I wished that I had brought my bag. The bag had my mobile phone in it. The man was waiting for me. He was no friend of mine. It had been years since we last saw each other.

Diana

The door was unlocked, so I went inside. I walked into the empty room. I touched my hand to my heart, which was beating quickly. The place where we agreed to meet was not the best place to spend a birthday. I felt sad. The people who I loved the most had forgotten all about me that day.

EXAM TIP

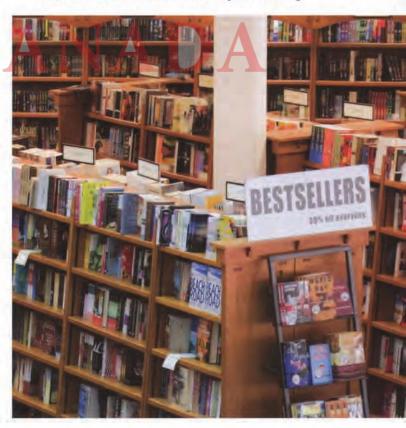
Relative clauses can add detail to make your writing more interesting, and they show you can use a range of grammar.

- Rewrite Jaime's paragraph with the sentences in blue as relative clauses.
- Complete the rest of Jaime's story with your own ideas.

I walked inside and put down the large envelope

I'd waited so many months to see this face again. I hoped I'd never have to wait that long again.

6 Plan and write your answer to the exam task in Activity 1. Use the checklist on page 153 to write and edit your work. Try to include some relative clauses to add detail to your writing.





Complete the sentences with the correct positive or negative form of can, could or be able to.

Crazy things people did asleep

One time, I (1) cook a whole grilled cheese sandwich, then took it back to bed and slept on top of it. I woke up with it stuck

I always used to get dressed in my sleep. I (2) think up all sorts of combinations that I would never (3) _____ put together awake.

I woke up and found a load of cut fruit all around me. I had even (4) get the stones out of the peaches.

I once hid all the light bulbs in my house in my sleep. We (5) find them for weeks.

My whole life I've talked in my sleep. My dad told me that once,

I (6) state a really complicated maths formula correctly.

I (7) even pass a basic maths test when I'm awake!

Complete the text with the words in the box. Use each word once only.

that when where who whose

I love art (1) uses lots of colours. I'm particularly keen on artists (2) painted in the Impressionist style. I once travelled to the gardens (3) Monet painted his most famous pictures. My favourite is Van Gogh though. A lot of those painters worked at a time (4) their creativity wasn't valued. Van Gogh, (5) paintings never sold in his lifetime, is one of the most popular artists around today. You should come with me to an exhibition!

Add the information in brackets to the sentences using relative clauses.

- 1 My brother John has won lots of prizes. (He's a champion tennis
- 2 My sister Dahlia can play the piano really well. (She takes after my mother.)
- 3 My best friend has a lot of pictures on her wall. (She painted them
- 4 I want to go to the art gallery. (It has the Mona Lisa on display.)
- 5 I saw information online about a gallery. (They show paintings in an old railway station there.)
- 6 Damien Hirst is going to open an exhibition next month. (His artwork has sold for millions of dollars.)

Match the words in the box to the prefixes.

agree build confident employed employment exciting like patient possible regular view

- 3 dis-5 selfim-4 unir-6
- Match sentences 1-8 to sentences A-H to make pairs with a similar meaning.
- 1 Hove maths.
- 2 I like being a manager.
- 3 I can write my own programs.
- 4 I get on well with others at work.
- 5 I'm good at finding solutions.
- 6 I can express my ideas clearly.
- I like making sure that everything is perfect.
- 8 I never miss a meeting or deadline.
- A I like working in a team.
- B I'm highly computer literate.
- C I have problem-solving skills.
- D I have good communication skills.
- E I'm good with numbers.
- F I'm really well-organised.
- G I pay attention to details.
- H I have leadership skills.
- Complete the sentences with a more formal synonym of the word in brackets. You have the first letter.
- 1 The plane will d...... (leave) from Gate 4 in five minutes.
- 2 Please contact us for f (more) information.
- the manager.
- Guests are r..... (asked) to sign the registration book.
- The school will p..... (give) all the materials you need.
- The intermediate class is only for those who have c..... (finished) the beginners' course.

PROGRESS TEST 3

Read the text and then complete it. Use one word in each gap.

Whale brings a message from the seas

Read the quotations and write the reported speech sentences.

Great quotations on history

1 Martin Luther King said that ...

- 1 We are not makers of history, we are made by history. Martin Luther King
 - 2 Attitude is a little thing that makes a big difference. Winston Churchill
- 3 You can do anything if you have enthusiasm. Henry Ford
 - 4 Well-behaved women rarely make history. Eleanor Roosevelt
- 5 Those who don't know history are destined to repeat it. Edmund Burke
 - 6 The future belongs to those who prepare for it today. Malcolm X

Read the questions and complete the reported speech sentences.



What are the best things to ask your digital assistant?

Many digital assistants are programmed with a sense of humour. Try asking your digital assistant one of these questions below.

- 1 Where can I hide a lot of money?
- 2 Can you sneeze?
- 3 Do you want to go on a date?
- 4 Are you able to say any bad words?
- 5 How much do you weigh?

I asked my digital assistant ...

1	and she said tha
	I should call the police.
2	and she said
	'Achoo!'
3	and she said tha
	she just liked me as a friend.
4	and she said she
	would rather not say anything rude.
5	and she said
	she was weightless, like a cloud. Then she realised that
	clouds are quite heavy.

PROGRESS TEST 3

- Decide whether the relative clauses in these sentences are correct or incorrect. Correct the ones that are incorrect. Remember to look at punctuation too.
- Bill Gates, which lived in the USA, has given a lot of money to charity.
- 2 Stephen Hawking was a scientist who life was turned into a film.
- 3 Mark Zuckerberg studied at Harvard, where he first came up with his social media site.
- 4 Malala Yousafzai who has inspired millions of young girls campaigns for education.
- 5 Elon Musk's inventions, that have become world famous, range from Paypal to spacecraft.
- 6 Oprah Winfrey grew up in poverty is one of the wealthiest women in the USA.
- 7 Sheryl Sandberg, that is Facebook's chief operating officer, is one of the most important women in the technology business.
- 8 Jack Ma, who used to be an English teacher, is now worth billions of dollars.
- Link the sentences using the word or phrase in CAPITALS. You may need to omit words or make other small changes.
- 1 In Bangladesh, many areas flood. The government decided to transform boats into floating classrooms. THAT'S WHY
- 2 In Dongzhong, a school was set up inside a cave. Over 180 students were enrolled. The government closed the school because they were worried about how safe it was. HOWEVER
- 3 The River Plate football stadium has fans all around the world. The stadium is home to over 2,000 students when the football season ends. ALSO
- 4 At the Microsoft-designed School of the Future in Philadelphia, every student has a laptop and they use this instead of pens and paper. Pens and paper are banned. WHICH
- 5 At the village school in Gulu, Shen Qijun teaches all the academic subjects. He teaches rock climbing because his students have to climb a mountain just to get to school. AS WELL AS
- 6 Children have lessons in maths and languages at the Forest Schools in Europe. They do this outside in the woods most of the day. ALTHOUGH

Complete the text with a, an, the or – for no article.

I live in one of (1)	windiest places on (2)
planet. Last night, (3)	strong gale blew through
(4) region and	(5)lot of trees were
blown down. It means	t that over (6) kilometre
of (7) main roa	ad in and out of town was
blocked by (8)	mess. It took (9)ages
to clear it up.	

Choose the correct words to complete the article.

IS AUDDING THE SPORT FOR YOU?

Running has become a popular sport over the last few years. Today, more people (1) can/have been able to run half marathons and 5K races than ever before. The last time I (2) can/could run for the bus was several years ago, but it only takes a few months to start seeing a difference. There are plenty of choices. There's the Maldon Mud Race in England, where people run through cold wet mud. If you (3) can/will be able to stand the temperatures, it might be the race for you. You (4) could/were able to enter one of the many DogFit races, if you prefer. On these races, runners (5) can/could run with their doggy best friend. And last year, in Boston, runners raced against each other by pushing shopping trolleys through the streets of the city. One person (6) could/ was able to finish with a full trolley! If that all sounds too much, you (7) are able to/could always just do an old-fashioned 5K race dressed up as a tiger. You might not be the fastest but you (8) can!'ll be able to get plenty of support from the crowd.



O What's it worth?



- Work in pairs. What's happening in the photo? How else does this happen these days?
- 2 Complete the quiz Guess the price!

+ -> **Cuess the price!** Here are some rather unusual things that were sold online. Can you guess how much they sold for? Match the prices below to the items. \$138 \$450,000 \$3.26 \$3,000,000 £34 \$14,000 I A piece of rock from Mars 4 A letter written by Albert Einstein 2 Britney Spears' old bubble gum 5 An unwanted plate of Brussels sprouts 3 The meaning of life 6 A brand new species of sea creature



- 59 Listen and check your answers.
- 4 Work in pairs. Discuss the questions.
- 1 Which items in the quiz do you think were valued at an appropriate price? Which were not? Why?
- 2 Have you ever bought or sold things on an online auction site? What?
- 3 Is it a good way to buy things? Why/Why not?



Passive voice

► GRAMMAR REFERENCE p. 149

- Work in pairs. Look at the paintings and discuss the questions.
- 1 Do you like it? Why/Why not?
- 2 How much would you be happy to spend on it? Why?
- 3 Why do you think some paintings sell for millions of dollars?



- 2 60 Listen to a radio show about the sale of art. According to Diane, why do some people pay a lot of money for art? Does she give any of the reasons you discussed?
- Listen again. Complete the sentences with the words and numbers you hear.
- 1 Yesterday, a painting was sold for million dollars in New York.
- **2** A painting is probably being sold right now somewhere in
- 3 In 2015, pieces of art were bought for a total of 800 million dollars.
- 4 Art is collected by as well as private collectors.
- **5** One of Vincent van Gogh's *Sunflowers* paintings was given to a museum inby a private collector.
- Look at the verbs in the sentences in Activity 3 and answer the questions for each one.
- 1 Do we know who does, is doing or did the action?
- 2 Is the focus on the person or the action?
- 3 Is the action in the past or the present?
- Choose the correct options to complete the sentences.

We form the passive with be + the (1) past simple verb/past participle.

We use (2) by/from + subject to say who does, is doing or did the action.

- 6 Choose the correct verb forms to complete the sentences about the Hermitage Museum in St Petersburg, Russia.
- The museum was/were created in 1764.
- 2 The museum's galleries was/were opened to the public in 1852.
- 3 The museum *celebrates/is celebrated* its anniversary each December.
- 4 Today, paintings are *display/displayed* in six different buildings.
- 5 Some visitors are attracted/attracts by a group of cats which live around the museum.

LANGUAGE TIP

be is unstressed in the passive but the past participle is stressed.

In the past simple passive, was and were are pronounced in their weak forms, /wəz/ and /wə/.

The painting was bought by a private collector.

- 61 Listen and check your answers to
 Activity 6. Then listen and repeat the sentences.
- Work in pairs. Student A: turn to page 137.
 Student B, complete the sentences below with the correct form of the verbs in brackets.

Fun art facts - True or false?

- 1 The first paints (make) from animal skin.

- 5 Leonardo da Vinci's notes (write) from right to left.
- Ten of the world's top twenty most expensive paintings (paint) by Pablo Picasso.

Solot 6 babnad-fiel

I False – it was plants 2 False – after it was stolen in 1911, many people went to see the empty space it left 3 False – it's twice a year 4 True 5 True – he was

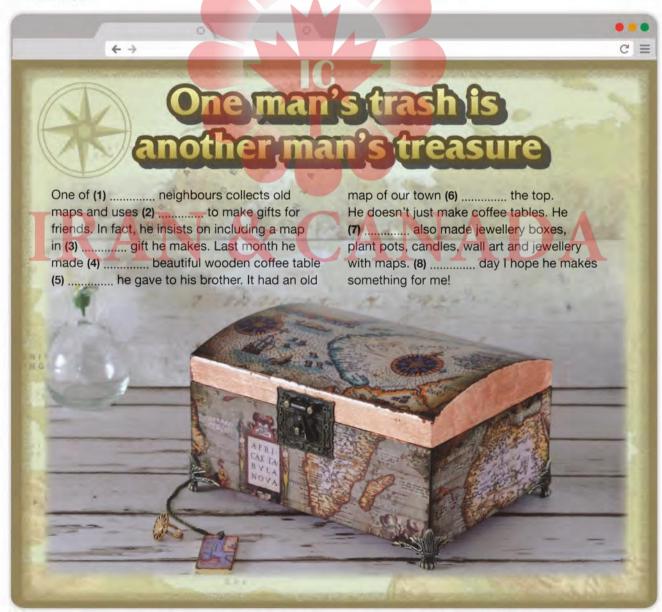
Take turns to read the sentences in your quiz in Activity 8 to your partner. Your partner decides if they're true or false. The answers are under your quiz questions.

Open cloze (Part 6)

► EXAM FOCUS p.167

- Work in pairs. Discuss the questions.
- 1 Read the idiom in the title of the blog post below. What do you think it means?
- 2 Do you agree with it? Why/Why not?
- Read the blog post below quickly, ignoring the gaps. What is it about?
- A Someone who has created a library of old maps.
- B Someone who designs and draws old maps.
- C Someone who gives presents made with old maps.

- Complete the blog post below with the words in the box. What helps you to decide?
 - a every has my on one them which
- 4 Look at the words in the box in Activity 3 and answer the questions.
- 1 Which words in Activity 3 come before a noun or a noun phrase?
- 2 Which ones replace a noun?
- 3 Which word comes before a clause?
- 4 Which word forms a tense?
- Read the article in Activity 6 quickly. What unusual thing did José Alberto Gutiérrez do? What kind of word is needed in each of the gaps?



For each question, fill the gap with the correct answer. Use one word for each gap.

A library of unwanted books

Por twenty years, a rubbish collector from Colombia called José Alberto Gutiérrez kept books that people had thrown away. Now he has over 20,000 items in several rooms in his house.

He runs (1) _______ community library, lending books to neighbours and other local people. It's become (2) _____ much work for one person, so his wife and three children help (3) ______ out.

José has always enjoyed reading. As a child, he

(4)regularly given books to read at night.

He left school at a young age to find work but he
continued to read. Now he wants other children to
enjoy reading too. He's travelling around the country
to areas with absolutely (5) public libraries and
is providing books for local children without charging
for them. He's also organising reading events where he
shares his knowledge (6) love of books.

EXAM TIP

When you've filled the gaps, read the text again to make sure it makes sense.

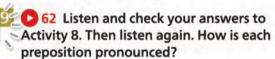
Vocabulary

verbs and prepositions

- Complete the sentences with prepositions. Use the blog post and the article to help you.
- 1 My parents insist keeping all their old stuff.
- 2 Amy always gives thoughtful gifts her friends.
- 3 I've never made anything friends or family.
- 4 I usually lend books my friends after reading them.
- 5 The library charges books which are returned late.
- 6 The library provides books everyone.
- 8 Complete the sentences with the prepositions in the box.

for from in of to

- 1 Do you approve giving gifts made from old items?
- 2 Have you ever searchedsomething in a second-hand shop?
- 3 The shop assistant apologised giving the wrong change.
- 4 What was the last shop you bought something?
- **5** Do you usually succeed getting a bargain when you shop?
- 6 Whose shopping advice do you listen when you are buying clothes?
- 7 Have you ever borrowed something someone and forgotten to give it back?
- **8** Do you think we're better at recycling things comparedpeople in the past?



LANGUAGE TIP

Some prepositions are pronounced in their weak forms when they're unstressed.

That belongs to me. (to is pronounced /tə/)

Prepositions at the end of a sentence or question are usually stressed.

Who does this belong to? (to is pronounced /tu:/)

- Listen and repeat the questions in Activity 8.
- Work in pairs. Take turns to ask and answer the questions in Activity 8.

Shops and services

- Work in pairs. Discuss the questions.
- 1 What kind of shops and services do you have in your neighbourhood? What shops or services would you like to have?
- 2 Do you prefer to shop locally, go to a different area or shop online? Why?
- Match sentences 1–8 to the shops and services in the box.

art gallery beauty salon chemist's dry cleaner's hairdresser's post office restaurant sports centre

- We're offering a ten percent discount on all spray tans today.
- 2 I'm here to pick up my clothes. Are they ready?
- 3 Can I make an appointment for a cut and blow-dry, please?
- 4 I'd like to send a parcel by airmail.
- 5 We're giving away throat sweets free with all cough medicine sold.
- 6 Could we pay the bill, please? We had the fish.
- 7 We charge £3 for entry to the sculpture exhibition.
- 8 Customers must pay a small deposit to borrow towels.

LANGUAGE TIP

When a compound noun is made up of noun + noun, the stress is usually on the first noun. art gallery

When it's made up of adjective + noun, the stress is usually on the noun. dry <u>clea</u>ner's

- Work in pairs. Discuss the questions.
- 1 Which of the shops and services in Activity 2 do you regularly use?
- 2 Which do you hardly ever use? Why?
- Complete the questions in the quiz. Use the phrases in bold in Activity 2 to help you.
- Work in pairs. Take turns to ask and answer the questions in the quiz. Do you and your partner have similar spending habits?



get/have something done

► GRAMMAR REFERENCE p. 150

- Work in pairs. Which option in each pair would you prefer? Why?
- buy food from the supermarket / ask the supermarket to deliver it
- 2 cut your own hair / go to the hairdresser's
- 3 fix something around the house / call a professional
- **4** go to a restaurant to buy a takeaway / ask the restaurant to deliver it
- 5 fix a problem with your car / take it to a garage
- 6 clean the house / pay someone to clean it for you
- Read the article below. What's the writer's main point? What examples does she give?



- Work in pairs. Do you agree with the article? Why/Why not?
- Look at expressions 1–5 in the text and answer the questions.
- 1 Who does each action, the writer or someone or something else?
- 2 How is this structure formed?

..... or + object + past participle

LANGUAGE TIP

When we use had to form the past perfect, it's usually unstressed /had/.

When we use had something done, had is usually stressed /hæd/.

- Look at Dylan's diary. It's now 10.00 a.m. on Tuesday. Write the answers to the questions.
- 1 What did Dylan have done yesterday? He had his
- 2 What is Dylan having done right now?
- 3 What is Dylan going to have done tomorrow?
- 4 What does Dylan have done every evening?

FEBRUARY

Monday

Il a.m.; hairdresser's - hair cut

2 p.m.: eye test

4 p.m.: man to fix heating

7 p.m.: takeaway delivery

Tuesday

9.45 a.m.: garage to repair car

10.00 a.m.: tailor to make new suit

3.15 p.m.: supermarket - food delivery

7 p.m.: takeaway delivery

Wednesday

10.45 a.m.: gardener to cut grass

3.30 p.m.: cleaning company - carpets

7 p.m.: takeaway delivery

6 Work in pairs. Discuss the questions.

- 1 Which of the actions in Activity 5 do you have done?
- 2 How often do you have them done?

Gap-fill (Part 3)

► EXAM FOCUS p.168

- Work in pairs. Discuss the questions.
- 1 What kind of charity work do people do in your
- 2 What kind of charity events are the most popular? Why?
- 3 What do you think a charity auction is? What kinds of things are sold? Where do the items come from?



63 You will hear a man called Robbie talking with a woman called Jennifer about some items which they have received for their charity auction. Listen and complete the notes.

1	First	item:	Poster	by	man	called
---	-------	-------	--------	----	-----	--------

- 2 Second item: Two plane tickets to New York contact Tony@.....org.
- 3 Third item: A week's house cleaning by Baker.
- 4 Fourth item: A meal for four at the
- 5 Fifth item: A basket of food from a supermarket inLane.

EXAM TIP

You'll sometimes hear the spelling of a word such as a name. The speaker will tell you they are going to spell it, e.g. I'll spell that for you. It's Listen carefully for this signal and write the word down.

- Listen again. Note down the number, date or time you hear for each item.
- Poster made in

.......

- 2 Plane tickets to New York use before
- 3 House cleaning hours in total
- 4 Meal between midday and in the afternoon.
- 5 Basket of food items.
- You are going to hear Robbie giving information about the charity auction. Read the notes and answer the questions.
- 1 In which gap will you have to write a name?
- 2 In which gaps will you have to write a number, date or time?
- 3 What kind of word do you think is missing in each of the other gaps?



64 For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

Date: 29th April Location: Park Hotel Sale start time: (1) _____ p.m.

W	71						
- 1	ha	• 1	-	an	are	On	1770
	ша		w	211		ULL	

the charity's (2)

Aim of the event: to raise money for a new

(3) for homeless people

Most popular sale item:

(4) tickets

To provide further sale items: contact Miss (5)

What helpers are needed for:

to look after (6)

Work in pairs. Which of the items in the auction would you most like to buy? Why?

Collaborative task (Part 3)

► EXAM FOCUS p.169

- Work in pairs. Discuss the questions.
- 1 When do people give gifts in your country?
- 2 What is the best gift you've ever received?
- 3 Do you enjoy giving gifts to other people? Why/ Why not?



possible wedding gifts for their friends Kate and Ed. Which two items in the box do they agree on? Why? Why do they reject the other items?

beach bag money plates photo frame slow cooker speakers

- Listen again. Who says these phrases, Jake (J) or Bella (B)?
- 1 Hmm, I'm not sure that's the best choice.
- 2 Yes, you're right but ...
- 3 That's a good point.
- 4 Yes, you're right.
- 5 That's true.
- 6 That's a great idea but ...
- 7 I'm not sure that's true.
- 8 Hmm, it's a good idea but ..
- 9 Idon't agree.
- 10 You're absolutely right!
- Decide if each phrase in Activity 3 is used to agree or disagree.

EXAM TIP

During Parts 3 and 4 of the Speaking test, listen carefully to what your partner says so you can respond. Show agreement or disagreement before giving your own opinion and reasons.

A: Money's a popular wedding gift. **B:** I agree, but I don't think it's very personal.

Work in pairs. Complete the exam task. Use the phrases in Activity 3 to help you.

A student is going to start university in another town next week. Look at the gift ideas in the pictures below. Talk together about the different gifts his parents could buy him and decide which would be best.

Discussion (Part 4)

EXAM FOCUS p. 169

- Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.
 - How/What about you?
 - Do you agree?
 - What do you think?
- 1 Do you prefer to give or receive gifts? Why?
- 2 What is the best kind of gift to receive? Why?
- What do you need to think about when buying someone a gift?
- **4** Do you think money is important when you buy a gift for someone?

Gift ideas for a student going to start university in another town



Article (Part 2)

► WRITING REFERENCE p.161 and p.164

- Work in pairs. Think of an object you own that's special to you. Say
 - · what it is and when you got it
 - how you got it
 - what it's like
 - why it's special.
- Read the exam task. What three things do you have to write about?

You see this notice in an English-language magazine.

Articles wanted!

The things we own

Do you own a special object? What is it?

When or how do you use it?

Why is it special? Is it the financial value, the emotional value or something else?

Write an article answering these questions and we'll publish it in our magazine.

Write your article in about 100 words.

Read Sophie's and Henry's articles. Which one is more interesting to read? Why?

Sophie

My passport

The most special thing I own is my passport. It's a small, red book made of plastic and paper. It's something which allows me to travel all over the world. I think this is more important than an object that costs a lot of money. I use my passport at least twice a year to visit friends in other countries, or go on holiday.

Travelling is important to me. I love going to new places. I like seeing new things, having new experiences and meeting new people. Without my passport, I wouldn't be able to do any of those things and that would be sad.

Henry

A door to the world

The most special thing I own might surprise you. It's not my phone or a family photo, it's my passport. It doesn't look particularly special, does it? It's just a small red book made of plastic and paper. However, it allows me to travel several times a year. That's far more valuable to me than any expensive item in my home.

Travelling is important to me because I love going to new places. I get so excited about seeing new things, having incredible adventures and meeting new and interesting people. Without my passport, I wouldn't be able to do any of those things, which is why it is so special to me.



- Match sentences 1–5 to sentences A–E to make pairs with a similar meaning. Which sentence in each pair is more interesting to read? Why?
 - 1 What I love about my bike is the speed.
- 2 My bike has one of the most amazing designs I've ever seen.
- 3 It cost me a lot of money.
- 4 I spend hours cleaning my bike every week.
- 5 My bike is easy to carry because it's not very heavy.
- A I clean my bike regularly.
- B I like my bike because it's fast.
- You probably think my bike is heavy but it's actually so light!
- D I had to save for months before I could afford my bike.
- E The design of my bike is great.
- Change the sentences to make them more interesting to read. Use the prompts in the box and your own ideas.

delighted I only ... a few times a year I always think of ... when ... It's surprising that might be ... but it's actually really ...

- 1 I was happy when my grandad gave me his old watch.
- 2 The watch is old-fashioned but attractive.
- 3 The watch reminds me of my grandad.
- 4 I don't always wear it.
- 5 None of my friends wear a watch.
- 6 Plan your answer to the exam task in Activity 2.
 - Make notes about each of the three points.
 - Decide how to organise your ideas.
 - Can you use any of the phrases in Activities 4 and 5?
- Work in pairs. Explain your plans to each other.
 Give your partner any suggestions you can.
- Use the checklist on page 153 to write and edit your answer to the exam task in Activity 2.

1	Complete the sentences with the correct
	active or passive form of the verbs in brackets. Use the correct tense.
1	My bike (steal) yesterday.
2	My son (use) my car at the moment.
3	Four different languages (speak) in
	Switzerland.
4	I (give) a beautiful vase for my last birthday.
5	Jake (forget) to buy any milk this morning.
6	Breakfast (serve) in the restaurant right now.
7	That painting (create) by Leonardo da Vinci in 1503.
8	Our hotel room(clean) each morning.
2	Complete the sentences with the correct
	form of get or have and the verbs in the box
	check clean cut deliver (x2) fix paint (x2)
1	I my oven yesterday. It was really dirty!
2	I usually parcels to my office because
	I'm never at home.
3	Matt his car yesterday. It works now.
4	We our hair at the moment.
5	Olivia her eyes twice a year.
6	I the outside of my house pink right now.
7	Last week, I
	a lovely blue colour.
8	We're going to our food shopping
	to our home each week.
3	Complete the sentences with the correct
	prepositions.
1	I don't approve people who are rude to others.
2	The sports centre doesn't chargelockers.
3	Did you borrow some money Abi yesterday?
4	Compared yesterday, the weather today is lovely.
5	I've never succeeded keeping a plant alive.
6	Jack insists wearing a jumper, even in
Car	summer.
7	I've just spent ten minutes searchingmy glasses which were on my head!
8	I never lend money friends or family.
	The state of the s

Choose the correct words to complete the posters.

We do not *charge/offer* for towels, however, we do ask customers to pay a small *bargain/deposit*.

Customers can pay their bill/menu by cash or credit card.

You can do/make appointments for a massage by phone or online.

We're giving awaylover free hand cream with every purchase over £10.

If you would like to send a mail/parcel, please queue on the left. If you would like to get/pick up a letter or package, please queue on the right.

We offer a 15% discount/deposit on cut and blow-dries to customers over the age of 60.

Match the posters in Activity 4 to the shops and services where you might see them.

beauty salon chemist's hairdresser's post office restaurant sports centre



A small world





- Complete the quiz below.
- Work in pairs. Compare your answers.
- Work in pairs. Discuss the questions.
- 1 Are people today more interested in learning about the world than people in the past? Why?
- 2 Is this a good thing? Why?
- 3 It's easier to learn about the world today. What are the advantages and problems with being able to get information so easily?
- 'It's a small world' is a common saying in English. What do you think it means? Do you agree with it? Why/Why not?

tizen of the world?

Choose the correct option to find out how much you know about the world we live in.

- 1 What's the population of the world?
- A 5 billion B 6 billion C 7 billion
- D 8 billion
- 2 Approximately how many languages are spoken in the world?

- A 500 B 1,500 C 4,000 D 7,000
- 3 In which country do the most English speakers live?

- A USA B China C India D Australia
- Which language is spoken most widely in the world?

 - A English B Mandarin Chinese
 - C Spanish D Arabic

- 5 What percentage of people live in cities?
 - A 30% B 55% C 70% D 85%
- 6 What's the most populated city in the world? A Tokyo B Beijing C New York D New Delhi
 - 7 50% of the world's population live on what
 - percentage of the land in the world? A 1% B 10% C 40% D 60%
 - What two colours make up the United Nations flag?
 - A red and black
- B blue and white
- C red and blue D red and white

Travel and transport

- Work in pairs. Discuss the questions.
- 1 What do you enjoy about travelling?
- 2 What do you dislike about travelling?
- Read the blog post below. Which app would be most useful for you? Why?



There are lots of travel apps available. Here are four of my favourites

Food Rep: Plan your trip. View photos of over a thousand tourist destinations, (1) look for hotels and plan your sightseeing trips before you (2) set off. (3) Get rid of your heavy old guidebook and make space for more souvenirs!

This helpful app reads your holiday reservation email and sends the information back as one simple travel timetable. It'll even copy in the people (4) picking you up from the airport at the end of your trip. It'll also email you the daily exchange rate.

This Tki Club As well as live snow reports, they've (5) set webcams up in many popular skiing destinations so you'll never (6) end up on a snowless mountain again.

Interior This app lets you (7) turn your photos into unforgettable memories. Take a photo of your surroundings, then use this app to add comments so you won't forget where you were when you (8) catch up with friends.

Complete the sentences with the nouns in italics in the blog post and the verbs in the box.

buy go make read share take

- 1 I love to _____ and see new places of interest.
- 2 I lots of online so my friends can see what I'm doing.
- 3 | prefer toa bout a place before | go.
- I only _____ a ____ after doing hours of online research.
- 5 I'd love toa around the world.
- I like to for all my friends and family.
- Work in pairs. Discuss the statements in Activity 3. Make them all true for you.

Phrasal verbs of travel

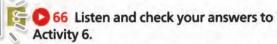
- Match the phrasal verbs (1-8) in bold in the blog post to the meanings.
- A collect someone or something
- B talk to someone after being away
- c place something somewhere
- D start a journey
- E try to find something
- throw away something you don't want anymore
- G be somewhere you didn't plan
- H become something different
- Complete the sentences with the correct form of the phrasal verbs in bold in the blog post.
- Do you enjoy on a journey really early in the morning? Why/Why not?
- 2 Have you ever been on a journey andin the wrong place? What happened?
- 3 When you arrive in a new town, what are the first things you? Why?
- Who do you usually call when you want someone toyou? Why?
- What are the first things you talk about when youfriends after being away? Why?
- 6 Do you ever souvenirs after a few months? Why/Why not?
- Has a short trip ever a longer stay? What happened?
- 8 If you coulda webcam anywhere in the world, where would it be? Why?

LANGUAGE TIP

When a verb ends in a consonant sound and the next word starts with a vowel sound, the two words link together and can sound like one word.

set off /setof/, set up /setAp/

In which phrasal verbs in Activity 6 does the verb end with a consonant sound and the next word begin with a vowel sound?



Work in pairs. Take turns to ask and answer the questions in Activity 6.

Multiple choice, long text (Part 3)

► EXAM FOCUS p.166

Work in pairs. What places around the world would you like to visit? Why? Would you like to live in a tourist area? Why/Why not?

EXAM TIP

Read the article quickly to get an idea of the topic. Do this by scanning the text and picking out key words and phrases or reading the first line of each paragraph.

- 2 Read the article quickly. What is it about?
- For each question, choose the correct answer.
- 1 What have the residents of Nazareth decided to do?
 - A Provide faster transport for visitors in the town.
 - **B** Encourage visitors to spend more money in the town.
 - C Prevent visitors from travelling to their town.
 - **D** Help visitors to find the location of their town more easily.
- 2 Residents of Nazareth think that visitors
 - A are friendly and polite.
 - B show a lack of interest in them.
 - C enjoy photographing the local area.
 - D deal with people and animals in the same way.
- What do we learn about the increase in visitors to Nazareth?
 - A It has not helped everyone in the town.
 - **B** It has had a negative effect on the environment.
 - C It was not predicted by local people.
 - D It has been welcomed by everyone.
- 4 Residents of other towns in the area
 - A believe families are the most important thing in life.
 - **B** have planned for their town's development differently.
 - C argue with each other about how to manage their towns.
 - **D** disagree with the decision of the townspeople in Nazareth.
- 5 What might a tourist say about a visit to Nazareth?
 - A It's a long boat ride from the nearest city but it's worth it.
 - **B** The local people refused to let us ask them questions.
 - C The residents were given money by our travel agent.
 - **D** We were told not to swim with wildlife in the river.



The small Amazonian town of Nazareth, just a twenty-minute boat ride from the Colombian jungle town of Leticia, is a traveller's dream. But tourists might have to avoid it in future. Residents have chosen to stop travellers from entering their town because they are fed up with those visitors who are badly behaved.

Residents of Nazareth believe some tourists can't see the difference between the wildlife and the residents, taking photos of local families as if they were just another kind of animal. And what a tourist may think are friendly, curious questions about the local culture often make the tourists seem rude to local people.

With the rise of eco-tourism, this part of the Amazon has become popular with travellers who want to swim with the **world-famous** pink dolphins, hike through the rainforests and admire the **brightly lit** water as the sun rises. An amazing 35,000 people travelled to the region



last year; five times more than in the whole of the previous eight years. However, residents of Nazareth complain that local people have not seen many of the benefits promised to them when tourism was first introduced to the region. While a few residents have been able to increase their wages by selling necklaces and other handmade objects, they say that most of the tourists' money goes to travel agencies.

Residents in other towns do not take the same view. They believe that the number of visitors to the region is going to rise whatever action they take and they should try to make money from visitors. They believe that **well-controlled** tourism can help to increase the amount of money coming into the family home. It will then help to increase the quality of life for people living in the area. The residents of Nazareth clearly have different ideas.

	4 TO 1			3.3	
4	Work in	pairs.	Discuss	the	questions.

- 1 Do you think the residents of Nazareth made a good decision? Why/Why not?
- 2 How could Amazon townspeople control tourism and increase the money they earn from it?
- 3 Does tourism have a positive or negative effect in your area? Why?

Vocabulary

compound adjectives

- Complete the sentences with the compound adjectives in bold in the text.
- 1 The zoo is a bus ride from the hotel.
- 2 Everyone looked up at thesky.
- 3 City residents often complain about ______tourists.
- 4 The Eiffel Tower is a tourist attraction.
- 5 There is a system for visiting the Galapagos Islands.

LANGUAGE TIP

When a compound adjective comes after a noun, the stress is on the second part of the compound adjective

This museum is world famous.

When a compound adjective comes before a noun, the stress is on the noun.

It's a world-famous museum.

6 Complete the compound adjectives in the sentences with the words in the box.

behaved efficient fashioned made paid service up way

- 1 I'd love to buy a one-..... plane ticket to the other side of the world.
- 2 I'd be happy to have a badlyjob if I lived on a tropical island.
- 3 I go to self-..... restaurants on holiday where I can eat all I want.
- 4 I try to use energy-.... transport when I travel.
- 5 I usually buy local hand holiday souvenirs for my family.
- 6 I like learning about past traditions of a culture, even if they're old-.....now.
- 7 I'm always well- when I travel abroad.
- 8 I don't like spending time in built-..... areas.
- Work in pairs. Take turns to guess whether each sentence in Activity 6 is true or false for your partner.

 Do you know your partner better than they know you?

Future forms

► GRAMMAR REFERÊNCE p.150

- Work in pairs. Discuss the questions.
- 1 Which animals do you like? Which animals frighten you? Why?
- 2 What do you know about the animal in the photo?



- 67 Listen to a radio interview about a local event. Decide if the statements are true or false.
- 1 The Students' Union is holding a three-day conference next week.
- 2 Two speakers are going to present opposing ideas about protecting pandas.
- 3 One speaker believes that pandas will disappear in the next decade.
- 4 The conference begins on Tuesday.
- Underline the future form in each sentence in Activity 2. Then, match each one to its use A-D.
- A prediction (something you think will happen because you know or believe it)
- **B** A future arrangement (everything has been organised)
- A future plan or intention (it has been decided but not organised in detail yet)
- D A timetabled event (e.g. start or finish days and times)

LANGUAGE TIP

When we talk about future intentions with *go* and *come*, we often use the present continuous instead of *be going to*.

Are you going to the conference next month?



Complete the social media posts with the most appropriate future form of the verbs in brackets.



- Work in pairs. Discuss the questions.
- 1 Which views on pandas do you agree with?
- What other animals do you think will die out in future? Why?
- Use the prompts to write sentences that are true for you.
- 1 Next week I'm ...
- 2 Next year, I'm going to ...
- 3 | start ... next ...
- 4 I think in future I'll ...
- 5 I don't think I'll ...
- Work in pairs. Take turns to tell each other your sentences from Activity 6. Ask questions to find out more.



General questions (Part I)

► EXAM FOCUS p.168

- Work in pairs. Take turns to ask and answer the questions.
- 1 What's your favourite animal? Why?
- 2 What pets have you had?
- 3 Do a lot of people in your country have pets? Why/Why not?
- 4 What animal would you like to see in the wild? Why?
- 5 How often do you watch animal programmes on TV or online?
- 6 Have you ever seen a wild animal? Where?

Individual long turn (Part 2)

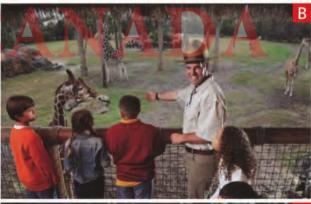
EXAM FOCUS p. 169

- 2 68 Listen to Marco describing photo A and answer the questions.
- 1 Does he describe different parts of the photo in a detailed and organised way?
- 2 Does he speak quite fluently, with only a few pauses?
- 3 Does he speak clearly and sound interested?
- 4 Does he use a variety of language?
- Listen again and answer the questions.
- 1 What words helped Marco give himself time to think?
- 2 How did Marco sound interested in what he was saying?
- 3 What are some words and phrases he used to show a variety of language?

- 4 Think about the things that Marco did less well in Activity 2. How could he improve these things? Choose from the ideas below or add your own.
- Have a list of topics in his mind and talk about them in order.
- Speak for a minute on a topic. Repeat the task and try to reduce the pauses each time.
- 3 Listen to good English speakers online and copy their intonation.
- 4 Look at different photos and quickly think of five or six different adjectives to describe each one.
- Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. As you listen to your partner, answer the questions in Activity 2 about your partner's description. Make some notes.
- Work in pairs. Use your notes to discuss what you did well and how you could improve. Use ideas from Activity 4 to help you.

EXAM TIP

Record yourself and listen to your performance to hear what you do well and what you need to improve. Actively work on the areas you need to improve.





Multiple choice, pictures (Part I)

► EXAM FOCUS p.167

Work in pairs. Which of the objects in the box do you think is the most important to take on holiday? Why?

a mobile phone a guidebook a tablet computer



2 69 Listen to two people discussing the question in Activity 1. Which object do they agree to take?

EXAM TIP

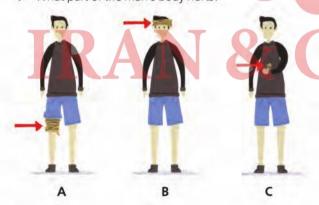
When you listen for the second time, check carefully that your answer is correct. Listen for what gives you the answer and what tells you the other answers are incorrect.

3 Listen again. What gives you the answer and tells you the other answers are wrong?

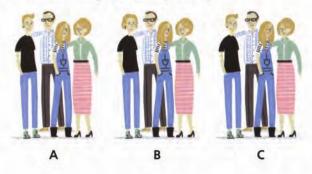


70 For each question, choose the correct answer.

1 What part of the man's body hurts?



2 Which photograph are they looking at?



3 What will the man do this evening?



4 Which sport is free to try today?



5 When can the public start using the new IT Centre?



6 What does the woman order for lunch?



7 What does the man want to send back?



will and be going to

► GRAMMAR REFERENCE p. 151

- Work in pairs. Discuss the questions.
- What new things would you like to see in twenty-five
- 2 What problems would you like to see disappear?



- 71 You will hear an expert, Professor Allen, talking about planning for city life in the year 2050. Decide if the statements are true or false.
- 1 Professor Allen thinks governments will measure energy use.
- 2 She believes the tax system will be different.
- She is confident that people are going to take more flights in the future.
- 4 She predicts that supermarkets will be bigger.
- Look at the sentences from the recording and underline the future forms.
- A By then, it'll be too late to think, 'Okay, I'll change my life!'
- **B** Most of the world's oil's going to run out by 2050.
- C | expect that there'll be taxes on the energy we use.
- D I'm going to ride home after this interview!
- Use the examples from Activity 3 to complete the table with will or be going to.

verb form	use
1	predictions with good evidence we can see or hear now
2	predictions based on what we know or believe
3	decisions we make while speaking
4	decisions we made before speaking

5	Complete the conversation in the most
	appropriate future form, will or be going to.

- I've decided that I (1) start buying things that will last longer. I hope it (2) cut my electricity bill and save energy!
- That's a good idea, but I don't think it (3) make any difference. There are so many people on the planet one person can't do much! We (4) ... need governments to create real change! Like the new underground station that they (5) build one block from your house.
- A They are? Really? That's great! I (6) save so much time! But governments can't do everything. It's obvious that all of us (7) have to find new lifestyles.
- Well, I don't know much about science, but I think scientists (8) provide the solutions not us! Governments just need to work with the scientists.

LANGUAGE TIP

When we speak, we often pronounce going to + verb as /gənə/. You can't contract going to + place.

I'm gonna see my friend later.

I'm going to Spain next week.

- Complete the sentences with positive or negative future forms to make predictions that either you believe or you have evidence for.
- Physical jobs (disappear) completely.
- 2 People from the same company (communicate) mainly through the internet.
- Energy (be) cheaper and more easily available.
- 4 Cars (drive) themselves.
- 5 Machines (make) intelligent decisions.
- Old age(only / affect) affect the poor.
- Work in pairs. Compare your predictions with your partner and give reasons for your choices.
- Add four more predictions to the list. Which do you think are more likely to come true?



Email (Part I)

► WRITING REFERENCE p. 162 and p. 163

- Work in pairs. Discuss the questions.
- 1 What are the best places to visit where you live? Why?
- 2 Which is your favourite place to go? Why?
- Look at the email. Why is Maria writing? What does Tamsin want to include in her reply?

Hi Tamsin, Respond.

I'm really sorry but the plans for my visit to you have changed. I'll only be able to stay for two days instead of five now. We're having a surprise birthday party for my Say which one. -

My train arrives at six o'clock on Tuesday 3rd. Shall I take a taxi to your house or will you be able to pick me up?

I'd like to plan a sightseeing trip around the city while you're at work. Can you give me some suggestions of things to see?

Really looking forward to seeing you! Maria

Lovely to hear from you. It's such a shame that you can't stay for longer but it's wonderful news about your Gran. I'm sure she'll love the party!

I think it's best if you get a taxi to my house when you arrive. I don't finish work until 5.30 and I'm not sure I can get to the station in time. The traffic will be really bad.

There are lots of things to see around the city. For me, the museum is the best place to go. You should also take a look at the old part of the city. The buildings there are really pretty.

I can't wait to see you again!

Tamsin

- Read Tamsin's reply. Match the underlined phrases to the purposes 1-5. Then, think of one more phrase for each purpose.
- 1 Give advice
- 2 Give an opinion
- 3 Make a prediction
- 4 Respond to bad news
- 5 Respond to good news

EXAM TIP

Use informal phrases and linkers in an email or letter to a friend so you sound friendly.

The city is busy. However, you'll love it! The city is busy but you'll love it!

I'm looking forward to seeing you again. I can't wait to see you again!

- Which sentence in each pair contains more informal language?
- A In my opinion, you should go on a city tour.
 - B I guess the best thing is to go on a city tour.
- 2 A Write back soon.
 - B Llook forward to hearing from you.
- 3 A I can't meet you due to the traffic.
 - B I can't meet you because of the traffic.
- A What a shame you can't stay longer.
 - B It's unfortunate you can't stay longer.
- Plan and write your answer to Maria's email. Use the checklist on page 153 to write and edit your work. In particular, try to use informal language and linkers.
- When you have finished, read your email
- Underline the informal language and the linkers.
- If you didn't use any informal language or linkers, can you find a place to add them?





Complete the blog post with the words in the box.

guidebook photos reservation sightseeing souvenirs trip

ast week I took a (1) to Madrid for a work meeting. I was supposed to fly home early the next day but I made a (2) _____ for the evening flight and spent the day in the city. In the morning, I went (3) _____ around the city. I was surprised at how pretty it was. The tree-lined streets and buildings are really attractive. Before I arrived in Madrid, I read in my (4)that I could buy a special museum ticket that got me into several museums. So, I bought one of those and went to the Prado and Reina Sofia museums in the afternoon. It was a flying visit and I didn't see everything, but it gave me a chance to see some famous paintings and buy some (5) to take back for my family. As soon as I got home, I shared all my (6) with my friends online.

Choose the correct phrasal verbs to complete the sentences.

- 1 Shall I catch up with/pick up a pizza on the way home from work?
- 2 We planned to get the bus into town but we ended up/set up walking.
- 3 Let's get rid of/set off all these newspapers. We don't need them.
- 4 It rained all morning but picked up/turned into a nice afternoon.
- 5 I'm catching up/setting off with Jen later to talk about her new job.
- 6 Can you help me get rid of/look for my phone? I can't find it.
- 7 What time do we need to set off/set up in the morning?
- 8 Can you help me end up/set up my new tablet?

Complete the compound adjectives in the sentences.

- 1 You can't turn right here. It's a-way street.
- 2 Fortunately, my kids are usually ______ behaved in public.
- 3 The area where I live is full of parks and open spaces. It isn't built-_____ at all.
- 4 My new car is much more _____-efficient than my old one and uses less petrol.
- 5 This jumper is _____ made. My aunt knitted it for me.
- 6 Hike modern furniture. Not old-_____stuff.
- 7 There are no waiters here. It's a self-.... restaurant.
- 8 I need a new job with a bigger salary. My current job is badly

Choose the most appropriate form of the verbs to complete the sentences.

- 1 Tomorrow's lesson is starting/starts at 7 p.m..
- 2 We go/'re going to Shanghai on Friday.
- 3 Our flight is going to leave/leaves at midday.
- 4 I'm starting/'ll start a new job on Monday.
- 5 I think you'll enjoy/'re enjoying the film tonight.
- 6 I move/'m going to move to a new flat sometime next year.
- 7 We're meeting/'ll meet some friends at 4 p.m. for coffee.
- 8 Jon's going to give/gives me a call sometime next week.

Complete the conversations with the correct form of be going to or will.

- 1 A Joncome out with us tomorrow. He texted me earlier.
 - B That's a surprise. He doesn't usually!
- 2 A We've got no milk for breakfast tomorrow.
 - B I go and get some now from the shop.
- 3 A I think I buy this shirt.
 - B You should. It look good on you.
- 4 A I go and see Becky next week.
 - B Oh right. I come with you if that's okay.
- 5 A I think I _____ take an umbrella with me.
 - **B** Good idea. It ______ rain, according to the weather report.
- 6 A I think I have an early night tonight.
 - **B** That's probably a good idea. It be a long day tomorrow with everything we have planned.

2 Extreme





Look at the job adverts. Which would you prefer to do? Why?

CLEANER \$40,000 a year NEEDED

To clean the aquarium tanks. Must be willing to spend up to 7 hours a day underwater. A familiarity with shark behaviour would be an advantage.



\$5,000 a year

Work in the most beautiful environment in the world! We're looking for confident mountain climbers to take tourists up to the top of Mount Everest.

Medical skills essential.



Flexible hours and good health insurance offered.

FARMER NEEDED

\$30,000+ a year

We are looking for an enthusiastic worker to look after our snake farm. You will need to collect the poison from the snakes for use in medicine.

Any extra poison can be sold.

Work in pairs. Discuss the questions.

- 1 Why do you think people do jobs that are dangerous?
- 2 Do you enjoy doing extreme activities? Why/Why not?
- 3 What is the most adventurous thing that you have ever done?



Multiple choice, short texts (Part 2)

► EXAM FOCUS p. 168

1 Work in pairs. Discuss the questions.

- 1 What are you passionate about? Why?
- What do you think is the goal of the competition in the photo? Would you take part? Why/ Why not?

Work in pairs. Would you ever do the following? Why/Why not?

- 1 Walk 25,000 steps each day
- 2 Watch hours of TV in one weekend
- 3 Eat 8,000 calories in a day
- 4 Spend a whole year travelling
- 5 Visit the world's top ten water slides



72 Listen to two friends talking. What thing from Activity 2 did the woman do?

EXAM TIP

Make sure you read the context sentence carefully. It will help prepare you for the discussion that is coming.



73 For each question, choose the correct answer.

- You will hear a woman telling her friend about watching a TV series at the weekend. How does she feel about her weekend?
 - A sad that the show has finished
 - B annoyed that she wasted her time
 - C tired from lack of sleep

- You will hear a man talking about his hobby which involves performing battle scenes for tourists. Why is the man's hobby important to him?
 - A He is part of a strong team.
 - B He has won a lot of prizes.
 - C He feels proud of his skills.
- You will hear a man talking about his experience travelling.
 What surprised him?
 - A how easy it was to pay for everything
 - B how safe he felt while he was there
 - c how friendly other people were
- You will hear a man talking about the number of concerts he goes to.

His main reason for going to the concerts was to

- A create posts for a website.
- B review them as part of his job.
- c encourage other people to do the same.
- 5 You will hear two friends talking about an advert for a job as a water slide tester.

What do they agree about the job?

- A It has no purpose nowadays.
- **B** It requires people to be fit.
- C It comes with a lot of responsibility.
- **6** You will hear two friends talking about a competition. What do they both think about the winner?
 - A He really wanted the prize.
 - B He was lucky to come first.
 - C He trained very hard.

5 Work in pairs. Discuss the questions.

- 1 Which do you think were the most extreme habits or activities mentioned in Activity 4?
- 2 Do you know of anyone who has a record for doing something extreme?
- 3 Why do you think people do extreme activities?

Zero and first conditionals

► GRAMMAR REFERENCE p.151

- What do you know about extreme sports? Have you ever done any extreme sports? Would you like to try any?
- Look at sentences A and B in the article. Answer the questions.
- 1 Which sentence describes something that is usually true?
- Which sentence describes something which might happen in the future?
- Complete the rules with present simple or future verb form.
- 1 We use If + + for things which are always true.
- 2 We use If + _____ for possibilities in the future.
- 4 Complete the sentences with the correct form of the verbs in brackets.
- 1 If you (want) to get stronger, you (need) to lift weights to strengthen your muscles.
- 2 You (learn) to swim faster if you (have) somewhere to practise often.
- 3 An ultramarathon (be) impossible unless you (prepare) fully.
- 4 If he (eat) well, he (find) he loses weight quickly.
- 5 If she (be) very self-disciplined, she (not have) any problems training.
- Match 1–6 to A–F to form sentences. What do the linkers in bold mean?
- 1 You can come,
- A even if we get help.
- 2 We won't finish,
- B in case you get lost.
- 3 Take a phone
- C we'll leave.
- 4 You won't win
- D as long as you can keep up.
- 5 When John gets here,
- E unless you practise hard.
- 6 Whether we win or not,
- F I'm glad we took part.
- Complete the sentences with the alternatives to if from Activity 5.
- 1 I won't enter the race I feel completely ready.
- 2you're with me, I'll be fine!
- 3 I train before breakfast I feel more focused. It's the best time of day for me.
- 4 I'll train every day I feel tired.
- 5 I'll take spare trainers my old ones get a hole in them.
- 6 I'll help youyou want me to or not!

Complete the article with the correct form of the verbs in brackets.

WHAT EXTREME CHAMPIONS DO TO WINE

For most of us, (A) if we want to get fit, we join a gym. Others do much more though. (B) If you want to take part in extreme events, you'll need to give up your holidays to fit in the training ...

- When Ronda Rousey (1) _____ (train), she
 (2) _____ (travel) to the beach. The sand makes training harder for the Mixed Martial Arts champion.
- If you (3) (want) to enter a 100K ultra race, you (4) (need) to prepare for at least a year. You (5) (have to) train in desert and mountain conditions if you (6) (enter) the most demanding races.

- If a Tour de France cyclist (11) _____ (not get) at least 5,000 calories a day, they (12) ____ (not be able) to compete.
- Extreme skateboarder, Danny Way, became famous after jumping over the Great Wall of China.
 He (13) (practise) every day, even if he (14) (have) a broken bone.

8 Work in pairs. Discuss the questions.

- 1 Which of the people in the article in Activity 7 do you think does the most extreme training?
- What sporting competition do you think is the most physically challenging? Why?

Sport and leisure

1 Work in pairs. What sport does the photograph show? What are the dangers of this sport?



- 74 Listen to four people talking about the extreme sports they do. What extreme sport do they do and when did they start doing them?
- Work in groups. Which of the four sports would most people in the group like to try? Why?
- 4 Complete the summaries of the listening texts with the words in the box.

compete entered experienced fitness instructor joined in practice practise prize safety taken part in trained

- A Ruby became a ski (1) ______ after years of (2) _____ She does extreme skiing because it's challenging. She says that only very (3) _____ skiers should try it.
- B Zac used to (4) _____ against other people in road races and (5) _____ hard but he wasn't good enough to win so he started mountain biking. He said that anyone who's (6) ____ downhill mountain biking knows how dangerous it can be.
- D Lee (10) with his friends who were into big wave surfing. He's improved a lot and won a (11) for the best newcomer in a competition he (12) last year.
- Listen again and check your answers.

do, go, play

6 Look at the sports and leisure activities in the box. Does each one go with the verb do, go or play?

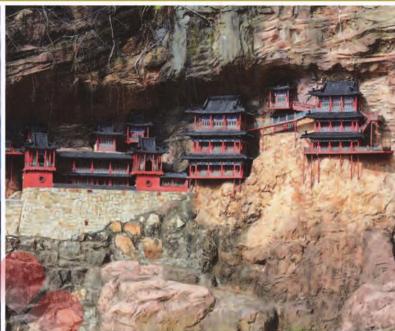
athletics baseball basketball dancing fishing golf gymnastics hockey horse-riding jogging karate rugby sailing squash table tennis yoga

LANGUAGE TIP

We usually use *play* with games and ball sports, *go* with activities that end in *-ing* and *do* with other leisure activities and non-ball team sports.

- Work in pairs. Discuss the questions.
- 1 Which of the sports in Activity 6 have you taken part in? Did you enjoy them?
- 2 Which sports would you like to try? Why?
- 3 Have you ever entered a sports competition? Did you win any prizes?
- 75 Listen to speakers 1–6. Which sports and leisure activities from Activity 6 are they describing? Which words tell you this?
- Work in pairs and follow the instructions.
- 1 Choose a sport or leisure activity from Activity 6 but do not tell your partner which one.
- Take it in turns to ask each other yes/no questions about this sport until you guess it correctly.
- 3 The person in each pair who needs to ask fewer questions to guess correctly wins.





Second conditional

► GRAMMAR REFERENCE p. 152

- 1 Work in pairs. Discuss the questions.
- 1 Where do you think the places in the photos are?
- 2 What do you think life is like for people who live there?



- 76 Listen to Anna and Luke talking about the two extreme places in the photos.
 Where would they prefer to live?
- Listen again and answer the questions about each place.
- 1 Where is it located?
- 2 How many people live there?
- 3 What work do the locals do?
- 4 Look at the sentences from the conversation and answer the questions.
- A If I had to choose, I'd go for the island.
- B I wouldn't live there if you paid me a million pounds!
- C If I had enough money, I'd visit both of them.
- 1 Are the situations described real or unreal/unlikely?
- 2 Do they refer to past or present/future events?
- 3 What verb form is used in the if clause?
- 4 In the main clause of sentences A and C, what does 'd mean? Is it followed by the infinitive without to or the -ing form?

LANGUAGE TIP

In the *if* clause, we can use both *was* and *were* with *I*, *he*, *she* and *it*.

If I was rich / If I were rich, I'd travel the world.

- Work in pairs. Student A: complete the second conditional questions below with the correct form of the verbs in brackets. Student B: turn to page 137.
- 1 If you (have to) visit Tristan da Cunha or the Hanging Temple, which (you / choose)?
- Where (you / travel) if you (won) a million pounds?
- 3 If you(be) stuck on a desert island, who(you / want) with you?
- 4 How (you / manage) if you (live) far from your family?
- 5 If you (can try) an extreme sport on holiday, which one (you / do)?
- 6 What (you / do) if your car (break down) in the desert?
- Take it in turns to ask and answer the questions in Activity 5.

Collaborative task (Part 3)

► EXAM FOCUS p.169

- Work in pairs. Discuss the questions.
- 1 What do you know about the landscape in different parts of New Zealand?
- 2 What activities do you think you could do there?
- 3 Do you think New Zealand would be a good place to visit? Why/Why not?



- 2 77 Listen to Nick and Kate talking about Fiordland in New Zealand. Do they both want to go there? Why/Why not?
- Listen again and answer the questions about Kate.
- 1 Does she use simple sentences or longer sentences with linking words?
- 2 Does she ask her partner questions?
- 3 Does she sound interested in the conversation?
- Work in pairs. Complete the exam task below. If possible, record your discussion.

Discussion (Part 4)

► EXAM FOCUS p. 169

- 5 Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.
 - · How/What about you?
 - · Do you agree?
 - · What do you think?
- 1 What do people learn from travelling to other countries? Why?
- What do you need to take with you when you go on a long holiday? Why?
- 3 What is the best thing to bring back from a holiday? Why?
- 4 Do you think it's better to spend time relaxing or to keep busy on holiday? Why?
- 5 Which is better, going on holiday with friends or family? Why?

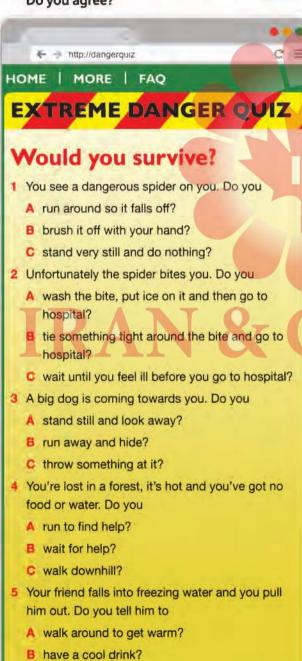
Two friends are going on a trip to New Zealand for a month.
They want to have some interesting experiences. Look at the ideas for activities they could do in the pictures. Talk together about the different activities they could do and decide which would be the most interesting.

Activities to do in New Zealand

Multiple choice, short texts (Part I)

► EXAM FOCUS p 166

- Work in pairs. How do you think you would react if you were in extreme danger? Would you be brave? Would you know what to do?
- Complete the Extreme Danger Quiz. Then work in pairs. Discuss your answers. Do you agree?



- 78 Listen to a survival expert discussing the situations in the quiz in Activity 2 on a radio programme and check your answers.
 - Work in pairs. Which of the situations in Activity 2 would be the worst for you? Why?
 - Match 1–5 to A–E to make pairs with similar meanings.
 - 1 Shallow water. No diving.
 - 2 Dangerous corner ahead.
 - 3 Mobile phones must not be used in the hospital.
 - 4 No entry except for card holders.
 - 5 You must visit your doctor.
 - A It's necessary to get medical advice.
 - **B** Some electronic equipment is not allowed here.
 - C Watch out for what is in front of you.
 - D It isn't deep enough to jump in here.
 - E Only certain people are permitted to go in.

EXAM TIP

The correct option doesn't usually have the same words as the text. Look for words and phrases in the options that rephrase the main message of the text.

- Look at the texts in Activity 7. Where would you see each one? Can you think of a different way to phrase the main message in each text?
- For each question, choose the correct answer.



- A Don't start the machine without telling people first.
- **B** Take care because the machine could start at any time,
- C When you hear a sound, the machine will start.

C take his clothes off?

2

For safety reasons, gym members are required to wear suitable clothing at all times

- A Wearing sports clothes in the gym is often a good idea.
- B Some gym clothes are more suitable than others.
- C You must always wear sensible clothes in the gym.

3

To: Mrs Williams From: Broadhill Travel Agency

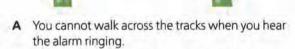
We are very sorry but, due to strong winds, the boat trip you booked has been cancelled.

The travel agency

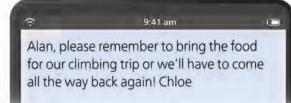
- A is suggesting a trip that Mrs Williams could take.
- **B** is telling Mrs Williams that she cannot go on her planned trip.
- c is warning Mrs Williams there'll be storms during her trip.

4

Pedestrians are NOT permitted to cross the railway tracks while the alarm is ringing



- B You can only walk across the tracks when the alarm is ringing.
- C It's not necessary to stop walking when the alarm starts ringing.



In her message, Chloe

- A recommends that Alan eats the food.
- B remembers when Alan forgot the food.
- c reminds Alan to take the food.

Vocabulary

confusing words

Work in pairs. Complete the pairs of sentences with the words in the box from Activity 7.

bring come go remembers reminds take travel trip

- 1 A Lalwaysmy mobile with me when L.....out.
 - B I often forget to my book when I to this lesson.
- 2 A I regularly _____ to other towns and cities.
 - B I'm going on a businessnext week.
- 3 A My closest friend never to buy me a birthday card.
 - **B** My closest friend me to call my parents every Sunday.
- Look at these pairs of confusing words. Put the correct word in each pair in the appropriate sentence. Change the verb form where necessary.
- 1 work/job
 - A I've got a lot of to do today.
 - B I'd like to get a new
- 2 learn/teach
 - A My mum ____ me to drive.
 - B I to swim while I was on holiday.
 - lend/borrow
 - A I never money to friends.
 - B I don't like to money from friends.
- 4 lose/miss
 - A I sometimes the bus and get to college late.
 - **B** I often things and find them days later in unusual places.
- 5 live/stay
 - A On holiday, we usuallyin a small hotel.
 - B I still _____ in my childhood home.
- Work in pairs. Which statements in Activity 9 are true for you? Change the other statements so they are true for you. Are you and your partner similar?

Story (Part 2)

► WRITING REFERENCE p.165

- Work in pairs. Discuss the questions.
- 1 What is the biggest mistake you've ever made?
- 2 Do you think we make fewer mistakes as we get older?
- Look at the sentences and complete the punctuation rules for direct speech with the words and punctuation marks in the box.

capital inside ",

'Oh no!' My friend cried.

The man looked at me and said in a very strict voice, 'That would be a big mistake.'

- 1 Put the words of the direct speech inside
- 2 Start the direct speech in a new sentence or put a just before it.
- 3 Start the direct speech with a ______letter.
- 4 Make sure all punctuation, like a full stop at the end, is the quotation marks.
- Look at the exam task below. What could you write about? Think of three possible stories.

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
I couldn't believe that I'd done it!
Write your story in about 100 words.

Read one student's story. What happened in her story?

I couldn't believe that I'd done it! My best friend, Sasha, turned to me.

- (1) Oh no! she said, looking frightened. In my hand, I was holding the arm of a 300-year-old statue and it was not attached to the rest of the body.
- (2) I just wanted a selfie, and got a bit close
 I said sadly. I tried to find somewhere to put the arm.
 (3) Don't art galleries have insurance for this kind of thing I asked hopefully. I knew in my heart that wasn't true.

I quickly took my jacket off, placed the arm in it and put the whole thing on the statue. It worked and the arm stayed there! We left immediately and hoped nobody would notice until we were outside.

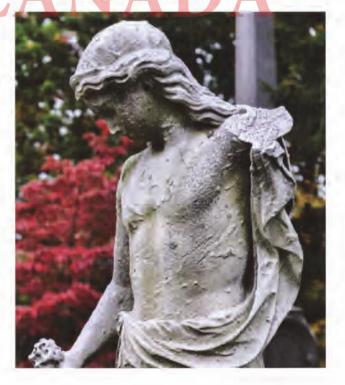
EXAM TIP

Try and find ways to make your writing more exciting. Using one or two examples of direct speech can help.

- Punctuate the direct speech 1–3 in the story.
- Complete the sentences with the reporting words in the box.

added complained encouraged lied promised repeated screamed shouted

- 2 'This food is just awful,' he, pushing it to one side.
- 3 'You can do it,' she when I was ready to give up.
- 4 'I'm the Queen of England,' he
- 5 'No!' she _____ in fear.
- 6 'Be careful!' he, but I was too far away to hear.
- 8 'I'll always be here for you,' heas I walked away.
- Plan and write your answer to the exam task in Activity 3. Use the checklist on page 153 to write and edit your work. Try to include two or three examples of direct speech.





Choose the best form of the verb to complete the sentences.

- You never know/'ll never know the truth if you don't ask/won't ask him.
- 2 I 'm/'ll be at the party on time, unless there 's/'ll be a problem with the traffic.
- 3 If you don't like/won't like anything, just leave/will leave it.
- 4 I take/'ll take my umbrella with me in case it rains/'ll rain.
- 5 I don't leave/won't leave without you, even if it gets/'ll get really late.
- 6 When you press/'ll press this button, the light comes/'ll come on.
- Complete the second conditional sentences with the correct form of the verbs in brackets.

1 You're amazing!

We hear a lot about machines becoming intelligent, but just how close are we?

- If your eye (1)(be) a camera, it
 (2)(have) 126 megapixels.
- If you (3) (can) measure how much memory you have in your brain, it (4)(be) around 100 terabytes.

- It's a myth that we only use ten percent of our brains. If you (9) (want) to do more than one thing, your brain (10) (cope) fine.
- If you (11) (have to) create a machine with the power of the human body and brain, you (12) (need) a supercomputer greater than any around today.

Put the correct word in each pair in the appropriate sentence. Change the verb form where necessary.

- 1 come/go
 - A Call me when you to London next month. You can stay at my house.
 - **B** You're going to have a fabulous holiday when you to Australia next month.

2 bring/take

- A I'm going to the dog out for a walk.
- **B** I'll that book you wanted to borrow to your house.
- 3 remember/remind
 - A I must to call my mum later today.
 - B Can you me to buy milk when I'm out.
- 4 travel/trip
 - A I have a business _____ to New York next month.
 - B My friend is _____ to Sweden as we speak.

5 lend/borrow

- A Can I your dictionary?
- B I need to _____ this book to my dad he'll love it!

6 lose/miss

- A Oh no! I the bus!
- **B** I always leave my keys in this bowl so that I never them.

7 job/work

- A My sister has a really great
- B I'll come as soon as I finish my

8 live/stay

- A I was with friends in New York this time last year.
- B I've _____in this town all my life.

9 learn/teach

- A I want to _____ to drive this summer.
- B Can you me how to surf?

Read the statements from Jilly, a downhill skier. Match 1–6 to A–F to form sentences.

- 1 I like racing. I compete
- 2 I've never taken part
- 3 I think high mountains are for experienced
- 4 Lenjoy skiing at weekends when my family join
- 5 I've won
- 6 I'm going to spend the next month
- A in a serious competition though.
- B training for my first national race.
- C skiers who have had a lot of practice
- D some great prizes though.
- E in the fun with me.
- F against people from all over the country.

PROGRESS TEST 4

Complete the signs with the correct passive form of the verbs in brackets.

1

All gym members (ask) to register at reception on arrival in case of an emergency.

2

Please return any kettle which(buy) last month by Friday. It may have an electrical fault and could be dangerous.

3

Refunds (only / give) to customers with a receipt. Money (return) to bank cards. It (not refund) in cash.

- Read the signs in Activity 1 again. What does each one say? Choose the correct answers below.
- 1 Visitors to the gym should give their name to the receptionist when they
 - A hear that something bad has happened.
 - B enter the gym each time.
 - C join the gym for the first time.
- 2 Customers should return kettles which they bought
 - A in the last four weeks.
 - B at the end of last week.
 - C four weeks ago.
- 3 Customers will get their money back if they
 - A will take notes and coins.
 - B can prove they bought the product.
 - C have a credit card.

What is being described in each sentence?

- 1 You get your nails done here.
- You buy things from here to remember a place when you're on holiday.
- 3 You get your hair cut here.
- 4 You look at paintings here.
- 5 You buy medicine from here.
- 6 You send a letter by mail from there.
- 7 You compete against other volleyball or squash teams here.
- 8 You get your duvet cleaned here.

Choose the most appropriate future forms to complete the messages.

□ × -

8



Emma Gage

So, what are your plans for the holiday weekend? I (1) 'm going to/will relax at home.

Claire Cannon

The kids and I (2) are going/will go camping for the weekend. We're not sure where yet but we (3) 're probably going/'ll probably go to the campsite near the lake.

Lynne Danner

Take an umbrella. The weather forecast says it (4) 's going to/'ll rain all night on Saturday. Sorry! Ben and I (5) are going/will go out for a meal tomorrow night. We haven't been anywhere without the kids for ages.

Marie Allen

I've been so busy at work that I haven't had time to think about it. I expect I (6) 'm going to/'ll stay at home and do some things around the house.

Anne Hales

I'm (7) meeting/going to meet Lizzie for lunch tomorrow at 1 p.m. if you want to come Marie. We've booked a table for two but can change it. After lunch we're (8) seeing/going to see a film. We haven't booked one yet but they all (9) start/'re starting at around 3 p.m.

PROGRESS TEST 4

ords

	Read the review and choose the correct w to complete it.
(Reviews
Į	÷ (
ĺ	The Fortis Hotel, Glasgow
	The Fortis Hotel is a five-star hotel situated in a central area of the city. It's a popular hotel so it's important to (1)
	Once you've checked in at reception, staff will (2)
	The hotel has three restaurants serving different types of food. You can also (4)

be

is

re

(6) extra for that service. It's cheaper to eat in the restaurant.

The hotel has first-class spa facilities with a swimming pool. You can (7) towels from the hotel for free although you do need to pay a (8) for bath robes. A large gym has been created on the tenth floor with great views of the city. A fitness (9) is always available to give you advice.

The hotel is highly recommended. You can (10) for room deals on various hotel booking sites online.

1	A prepare	B make	C take	D reach
2	A insist	B provide	C agree	D approve
3	A Similar	B Compared	C Different	D Same
4	A look	B pick	C buy	D offer
5	A end	B turn	C catch	D bring
6	A spend	B charge	C cost	D pay
7	A lend	B receive	C ask	D borrow
8	A bill	B receipt	C deposit	D cheque
9	A teacher	B assistant	C instructor	D player
10	A see	B find	C search	D offer

Use the prompts to write sentences and questions.

- 1 If / I / have more money / buy / a better car / .
- 2 If / people / work hard / good things / happen / to them /.
- 3 1/ give you a call / if / I / miss the bus tomorrow /.
- 4 If / the weather / be / nice / next week / we / probably / go hiking /.
- Sam / quit / his job immediately / if / he / can / find a better one /.
- 6 you / wash the dishes / if / I / cook / ?
- 7 Some sportspeople / can earn a lot of money / if / they become famous /.
- Which film / you / choose / if / you / can / only watch / one film for the rest of your life /?
- 9 If / rain / tonight / I / take / a taxi / .
- 10 I / get really angry / you do that again / .

Complete the conversation with the words in the box.

			U			
agree	good	idea	point	right	sure	that's

- Where should Mike celebrate his birthday next week?
- B I think he should have a party at his flat and invite us!
- I'm not (1) that's the best idea. Do you remember what happened the last time he had a party?
- B Oh yeah, you're (2) Well, how about a barbecue at the beach then?
- That's a great (3) but the weather's not going to be great next week. It might be too cold.
- exciting like rock climbing. He'd love it!
- A I'm not sure (5) true. Isn't he afraid of heights?
- Ah, yes, I think you're right. We could organise a games night for him. That might be fun.
- A Hmm, it's another (6)idea but he went to one last week. I'm not sure he would want another one so soon.
- B Bowling is always fun.
- A Idon't (7) I think it's really dull.
- B Oh, well, I've run out of ideas. I give up!

Communication activities

Unit 2, Speaking focus, Activity 7

Take turns to describe your photograph to your partner. As you listen to your partner, answer the questions. How could your partner improve their answer?

- 1 Does your partner give a summary of the photo?
- 2 Does your partner describe the place?
- 3 Does your partner say what the people are doing?
- 4 Does your partner describe the people?
- 5 Does your partner describe the objects in the photo?

Student A



Student B



Unit 2, Grammar focus, Activity 6





Unit 3, Grammar focus, Activity 7

Online Friends APPLICATION FORM

Thank you for your interest in Online Friends. To help us match you to the perfect friend, please complete the sentences below.

- 1 I dislike
- 2 I practise a lot.
- 3 I'd really likenext year.
- 4 I think it's important for a friend
- 5 I'm interested in
- 6 I'm afraid of
- 7 My typical day involves
- 8 is an activity that I love doing.

Unit 5, Vocabulary focus, Activity II

Student A: choose a person in the photo.
Student B: ask yes/no questions to guess who it is.
For example: Is she wearing black leather boots?

Now swap roles. Student B: choose a person in the photo. Student A: ask *yes/no* questions to guess who it is.

Unit 7, Speaking focus, Activity 4

Look at the compound nouns describing objects runners might need in the Siberian Ice Marathon, a race through snow-covered Siberia in winter. Match the words to a picture and underline the stress in the words.

energy bars ski gloves snow shoes sunglasses T-shirt water bottle woollen hat



Now work in pairs. A group of people are preparing for the Siberian Ice Marathon. Look at the pictures. Talk together about the different things they could take with them and decide which would be the most important.

Unit 8, Grammar focus I, Activity 7

Student A

- Look at who said the quotes on being famous below. What do you know about them?
- Tell your partner about the quotes, using reported speech, and discuss what the people said.

They don't want heroes; what they want is to see you fall. **Leonardo DiCaprio**, actor

I like being famous. It can be a pain but I get free food in restaurants. **Noel Gallagher**, then guitarist with the band Oasis

Hollywood is a place where they'll pay you a thousand dollars for a kiss and fifty cents for your soul.

Marilyn Monroe, actor

Unit 8, Grammar focus 2, Activity 9

Student A

Ask your partner the questions below. Try to remember the answers. Then answer your partner's questions.

- 1 Who's your favourite actor? Why?
- 2 What's your favourite film? Why?
- 3 Do you like horror films?
- 4 How often do you go to the cinema?
- 5 What film would you like to see in the near future?

Unit 9, page 90, Activity I



Unit 9, Grammar focus, Activity 6

Student A

Add two ideas of your own. Then ask and answer questions with your partner.

Example: Could you swim by the age of six?

- 1 Swim by the age of six
- 2 Play a musical instrument
- 3 Do the last homework without checking a dictionary
- 4 Put up a tent
- 5
- 6

Unit 10, Grammar focus, Activity 8

Student A

Complete the sentences with the correct form of the verbs in brackets.

Fun art facts - True or false?

- In 1911, the Mona Lisa (steal) by a man who just picked it up and took it.
- 2 Pablo Picasso (question) by police looking for the Mona Lisa.
- 4 More art (sell) in galleries than online.
- 6 One portrait of the British Queen (make) by sewing pieces of material together.

pieces of material

1 True 2 True – but he was innocent 3 True 4 True 5 False – it was a month! 6 False – it was teabags, not

Unit 12, Grammar focus, Activity 5

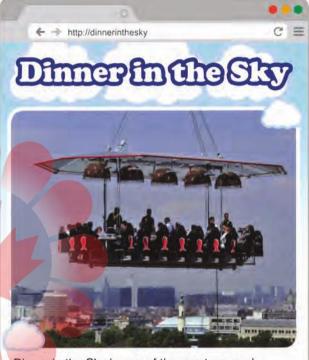
Student B

Complete the second conditional questions below with the correct form of the verbs in brackets.

- 1 If you......(have to) live in an extreme place in your country, where.....(it / be)?
- 2 If you (become) the richest person in the world, where (you / move) to?
- 3 If you (can travel) to the moon, (you / go)?
- 4 How......(you / manage) if you.....(live) in a very cold place?
- 5 If you(can climb) any mountain, which one(you / choose)?
- **6** What(you / do) if you(be) lost on a small boat in the ocean?

Unit 2, Grammar focus, Activity 8

Read the article and check your ideas.



Dinner in the Sky is one of the most unusual restaurant experiences you can have. It hangs from a crane 50 metres in the air in Brussels, Belgium. It seats 22 guests, a chef and several waiters. It's not cheap, but you'll have amazing food cooked by some of the best chefs in the country. You'll also have a fantastic view of Brussels. Don't worry about safety – all guests wear seat belts. Just don't ask to go to the toilet!

Unit 7, Grammar focus, Activity 6

You are going to the Running River Water Park for the day. Talk together about the different things you could take with you and decide which five things are the most important. Here are some ideas to help you.

book food insect repellent money a pair of sandals sun cream sunglasses swimsuit towel a bottle of water

Unit 8, Grammar focus I, Activity 7

Student B

- Look at who said the quotes on being famous below. What do you know about them?
- Tell your partner about the quotes, using reported speech, and discuss what the people said.

You can't be a star at home. Jim Carrey, actor

Being famous is just a job.

Britney Spears, singer and actor

The good part about being famous is being able to help people. The hard part is every day you have to be in a good mood. **Michael Jordan**, **basketball player**

Unit 8, Grammar focus 2, Activity 9

Student B

Answer your partner's questions. Then ask your partner the questions below. Try to remember the answers.

- 1 Who's your favourite band or singer? Why?
- 2 What's your favourite song? Why?
- 3 Do you buy CDs or download music?
- 4 How much do you spend on music each month?
- 5 What song would you like to buy?

Unit 9, Grammar focus, Activity 6

Student B

Add two ideas of your own. Then ask and answer questions with your partner.

Example: Could you write by the age of five?

- 1 Write by the age of five
- 2 Wake up easily this morning
- 3 Make things with their hands
- 4 Find their way around a new town easily
- 5
- 6

Unit 9, Vocabulary focus, Activity 7

Student B

Add the correct prefixes to the words in italics.

- 1 Who is the most-confident person you know? Why do you think that?
- 2 In your country, is it easy totrain in a new career when you're over forty?
- 3 Is there any job you think would be possible for you to do? Which one? Why?
- 4 Have you ever strongly agreed with your colleagues or classmates?
- 5 Do you always work, even if you're feeling.....well?
- 6 What's the mainadvantage of your choice of work?
- 7 Is being creative in your job important or important to you?

Grammar reference

Unit I

1.1 Questions

Yes/No questions

With yes/no questions, the expected answer is yes or no. Do you like football?

Yes, I do.

 To form a question with be, have (got) and modal verbs like may, can, could, would, change the order of the subject and the verb.

He's got a new laptop. - Has he got a new laptop?

Are you going to the party later?

Should I phone to apologise?

Can you swim?

With other verbs, use Do/Does/Did + subject + infinitive.

Do you know my brother?

Does she speak English?

Did she tell you about the homework?

Wh- questions

Wh- questions are open questions.

 We form them with question words or phrases such as Who? Whose? Where? Why? What? Which? How? How many? How many times? and How often?

What do you want?

Where are you from?

When did you get here today?

. Wh- questions usually have this word order.

question word/phrase	auxiliary verb	subject	main verb (and the rest)
What	did	you	do (yesterday)?
Where	did	she	go (last week)?
How long	are	they	staying?
Where	do	you	think (he is)?
How long	has	he	been (here)?

 In the questions above, the wh- words ask about the object.

Where did she go? She went to the pool.

In some questions, the wh-word asks about the subject.
 With these questions, we don't use an auxiliary verb and we don't change the order of the subject and the verb. The word order is the same as it is for statements.

Who saw James last night? I saw him.

What makes you happy? Video games make me happy.

Exercise 1.1

Complete each question with the correct auxiliary verb. Use – if no auxiliary verb is needed.

- 1 How oftenyou get angry?
- 2 When you leaving?
- 3 Alice okay?
- 4 Who made this awful mess?
- 5 What timeyou go to bed last night?
- 6 Who lives in that house over there?
- 7you eat meat?
- 8 What kind of music she usually listen to?

1.2 Present simple with adverbs of frequency

We use adverbs of frequency and adverbial phrases to talk about how often an action happens.

Examples include: always, usually, often, sometimes, occasionally, never, every Monday evening, twice a year.

 Adverbs of frequency usually come after an auxiliary verb.

We don't usually cook on a Sunday.

- They also come after the verb to be.
 He's rarely at home at the weekends.
- They come before all other verbs.
 I occasionally download music.
- Usually, often, sometimes and occasionally can also come at the beginning or end of a clause in spoken English.

Sometimes, we get home early.

My friends call me occasionally.

 Longer adverbial phrases usually come at the end of a clause.

I play tennis with Abi once a week. I go shopping every Friday.

Exercise 1.2

Form sentences using the prompts. Put the adverb in brackets in the correct place.

- 1 he / not / send / me messages (often)
- 2 we / eat out / at the weekend (regularly)
- 3 he / be / in a bad mood (all the time)
- 4 I / be / not / late (always)
- 5 He / bake / biscuits (several times a week)
- 6 she / watch / horror films (sometimes)
- 7 she / be / rude (hardly ever)
- 8 we / go / on holiday (every summer)

Unit 2

2.1 Present simple and present continuous

Present simple

We use the present simple to talk about:

 regular repeated actions, routines and habits in the present.

We go to the cinema every Friday.

They don't eat meat.

· a permanent situation.

She lives in Prague.

I don't drive a car.

- instructions, systems and processes when speaking.
 You put your money in and then you press the button.
 You turn left and then you go straight on.
- with verbs that describe states.

We know the train's late.

I don't own a TV.

He agrees with me.

Other state verbs include disagree, hate, hear, mind, need, prefer, promise, seem, smell, taste, understand, want.

+ I/You/We/They like pop music.

He/She/It likes pop music.

I/You/We/They don't like pop music.

He/She/It doesn't like pop music.

? Do I/you/we/they like pop music?

Yes, I/you/we/they do.

No, I/you/we/they don't.

Does he/she/it like pop music?

Yes, he/she/it does.

No, he/she/it doesn't.

Present continuous

We use the present continuous to talk about:

- actions happening now.
 Ken's reading in the living room.
- temporary situations happening around now.
 Sam's working as a waiter for the summer.

+	I'm staying at the Grand Hotel.
	You're/We're/They're studying English.
	He's/She's/It's playing music.
-	I'm not feeling well.
	You/We/They aren't doing a lot of work at the moment.
	He/She/It isn't trying very hard.
?	Am I working with Jon? Yes, I am. No, I'm not.
	Are you/we/they listening? Yes, you/we/they are. No, you're/we're/they're not.
	Is he/she/it doing anything? Yes, he/she/it is. No. he/she/it isn't

Exercise 2.1

Choose the correct verb forms to complete the sentences.

- 1 I don't understand/'m not understanding.
- 2 Sally stays/'s staying with her parents for a few days.
- 3 I read/m reading a really good book at the moment.
- 4 That food smells/'s smelling delicious.
- 5 Why do you wear/are you wearing that silly hat today?
- 6 Rik comes/'s coming from India but he lives here now.

2.2 Modals of possibility

We use *must*, *could*, *might* and *can't* + infinitive without *to* to talk about possibility in the present.

- We use must + infinitive without to when we are sure that something is correct in the present.
 You haven't eaten all day. You must be hungry!
 John hasn't arrived yet. He must be stuck in traffic.
- We use could, may or might + infinitive without to when something is possible in the present.

The man in the photo **could be** American, he has a big hat.

The book might be on the table.

 We can also use could, may or might without to to talk about future possibility.

He might not text me tonight.

We could catch the bus to college tomorrow.

 We use can't + infinitive without to when something is impossible.

You can't be cold – it's 28 degrees out there! He can't be tired. He hasn't done anything all day!

Exercise 2.2

Complete the sentences with must, can't, might or could.

- 1 I'm so tired. I need more sleep.
- 2 I've been invited to a party but I _____ not go.
- 3 Kelly never misses work so she ______ be sick today.
- 4 We be lost. I read the map really carefully.
- 5 That noise _____ be a car alarm but I'm not sure.
- 6 It be hot outside. It's boiling in here.

Unit 3

3.1 -ing forms and infinitives

We use the -ing form	We use the to infinitive
after prepositions. I'm not happy about working late. Brian's nervous about taking his driving test.	after adjectives. It's difficult to climb Mount Everest. I'm pleased to meet you.
after some verbs. These include avoid, can't stand, consider, dislike, enjoy, finish, give up, imagine, involve, keep, mind, practise, suggest, understand. I can't stand doing housework.	after some verbs. These include afford, agree, appear, arrange, ask, choose, decide, expect, hesitate, hope, learn, manage, offer, plan, promise, refuse, want. We can't afford to buy a new car.
as a noun when the verb is the subject or object of a sentence. Cycling to work is healthier than driving.	

Exercise 3.1

Choose the correct form of the words to complete the sentences.

- 1 | considered to retake/retaking the test.
- 2 To drive/Driving when you're tired is bad.
- 3 I've arranged to meet/meeting my friends later.
- 4 Don't hesitate to write/writing back if you have any questions.
- 5 I was so sorry to hear/hearing your news.
- 6 My friend suggested to speak/speaking to the teacher.
- 7 I think public transport is better than to take/taking the car.
- 8 I'm so worried about to meet/meeting my new boss.

3.2 Modals of obligation

- We use must to talk about present and future strong obligations and necessities that come from the speaker.
 I must tidy up my room later today. (I think it's important.)
- We use have to to talk about strong obligations that don't come from the speaker.
 - You have to drive on the left in many countries. (It's the law / the rule.)
- We use mustn't to talk about prohibition or to tell people not to do things.
 - You mustn't tell her about the party it's a surprise.
- We use don't have to to say that there is no obligation in the present or in the future.
 - You don't have to come if you don't want to. (You choose.)
- We use should and shouldn't to give advice or talk about less strong obligation.
 - You **should** see a doctor about that cough. (It's a good idea.)

You **shouldn't** leave your computer screen on overnight. (It's a bad idea.)

After modal verbs (must, mustn't, should, shouldn't) we use the infinitive without to.

Exercise 3.2

Complete the sentences with the modal verbs in the box.

don't have to have to must should shouldn't

- 1 Manners are a personal choice, but you try to upset people.
- 2 You wear anything special for the party. It's very casual.
- 3 You look fantastic! You really buy that dress!
- 4 I finish my assignment today because I want to go out tomorrow.
- 5 In my country, people wear a seatbelt when they drive. It's the law.

Unit 4

4.1 used to

We use *used to* to talk about past habits and states that don't occur now or no longer exist.

I used to get a new mobile every year but I wait a bit longer now.

I didn't use to like talking in public but I'm more confident now.

They used to study in this class, but they changed.

- + I/You/He/She/It/We/They used to see him.
- I/You/He/She/It/We/They didn't use to see him.*
- ? Did I/you/he/she/it/we/they use to see him? Yes, I/you/he/she/it/we/they did No, I/you/he/she/it/we/they didn't

Exercise 4.1

Write the sentences in the past using used to.

- 1 I drive to school every day.
- 2 I have long hair.
- 3 I don't feel very confident.
- 4 The trees are very small.
- 5 The town doesn't have a cinema.
- 6 My best friend lives in the same town as me.

4.2 Past simple and present perfect

Past simple

We use the past simple to talk about

- an action that started and finished in the past. We are talking about a specific past time.
 - We went to Florida for our holiday last year.

I saw Jim yesterday.

a situation in the past.
 I lived in Japan for two years.

Harry was really happy last week.

- + I/You/He/She/It/We/They arrived* early.
- I/You/He/She/It/We/They didn't arrive early.
- Did I/you/he/she/it/we/they arrive early?
 Yes, I/you/he/she/it/we/they did.
 No, I/you/he/she/it/we/they didn't.
- *There are many irregular verbs in the past simple positive.

Present perfect

We use the present perfect to talk about

 an action that started and finished in the past but the time is unknown, unimportant or very recent. We are usually talking about an action that happened at some time in our lives.

Have you ever been to New Zealand?

I've seen this film before.

• an action that started in the past but is not finished and is continuing now. We usually use for or since.

For describes the length of the action.

Karen and Jeremy have been together for six months.

Since describes the starting point of the action.

We've lived here since 2000.

 repeated actions that have continued from a past time to the present time.

Belinda has seen several films recently.

We've been to the gym six times this week.

past actions with ever, never, already, yet, just.
 We use ever and never to talk about 'at any time in your life'.

We usually use ever in questions. We use never to make a statement negative. Both of them come before the main verb.

Have you ever sailed a boat?

Jack has never learnt a second language.

We use *already* to talk about an action that happened sooner than expected. It comes before the main verb.

I've already done the washing-up.

We use yet to talk about an action that we expect to happen. It is usually used in questions and negative sentences and comes at the end of the sentence.

I haven't spoken to Keith yet.

We use *just* to talk about an action that happened a short time ago. It comes before the main verb.

Jeff has just found a £10 note.

No, he/she/it hasn't

+	I/You/We/They have spoken to him.	
	He/She/It has spoken to him.	
_	//You/We/They haven't spoken to him.	
	He/She/It hasn't spoken to him.	
?	Have I/you/we/they spoken to him?	
	Yes, I/you/we/they have.	
	No, I/you/we/they haven't.	
	Has he/she/it spoken to him?	
	Yes, he/she/it has	

^{*} You will also see I didn't used to, and this is now an acceptable form.

Exercise 4.2A

Complete the sentences with the present perfect form of the verb in brackets and for or since.

1 (st	udy) English six r	months.
2 1 (no	ot see) my brother	January.
3(you	u / be) herea lone	g time?
4 My sister	(have) her car	two years.
5 I (no	ot stop) I got her	e this morning.
6 This city	(change) so much	Lwas young

Exercise 4.2B

Complete the sentences with the past simple or present perfect form of the verbs in brackets.

1	1 1(gain) two kilos in just one week!
	2 Mr Jones (give out) the homework yesterday.
:	I(give up) trying to talk to him! He's impossible.
	4 I just(hang out) with my friends last night.
	We (rent) a really nice car for our holiday. We go to a different place every day.
-	6 I(hurry) home as soon as I heard the news.
	7 My brother (never / manage) to pass his

Unit 5

driving test.

5.1 Comparatives and superlatives

8 I (join) a new gym class this week.

We can compare two people, places and things using comparative adjectives.

 To compare two things to a higher degree we use comparative adjective + than.

London is **colder than** Sydney.

The city in spring is more attractive than in winter.

 To compare two things to the same degree we use as + adjective + as.

Los Angeles is as warm as Miami.

 To compare two things to a lower degree we use less + adjective than.

Los Angeles is less cloudy than Glasgow.

We can compare three or more people, places and things using superlative adjectives.

 To compare things to the highest degree we use the + superlative adjective.
 Siberia is the coldest area in Russia.

Kelly is the most amazing person I know.

• To compare things to the lowest degree we use the least + adjective.

This is the least interesting place I've ever visited.

We form the comparative and superlative forms of adjectives and adverbs like this.

 With most one-syllable adjectives and adverbs we add -er and -est.

 $long \rightarrow longer \rightarrow longest$

fast → faster → fastest

 With one-syllable adjectives that end in a vowel + consonant, we double the consonant.

 $big \rightarrow bigger \rightarrow biggest$ sad → sadder → saddest

 With one-syllable adjectives that end in -e, we add -r and -st.

safe → safer → safest

• With two-syllable adjectives ending in -y, we replace the -y with -i.

heavy → heavier → heaviest

With some two-syllable adjectives that don't end in -y
we add -er and -est and with others we use more and
most or less and least.

The city was more modern than it is now.

My sister is the politest person I know.

 With longer adjectives and adverbs we use more and most or less and least.

Jenny writes less carefully than I do.

I bought the least expensive watch I could find.

Some comparative and superlative forms are irregular.
 good → better → best

bad → worse → worst

far → further → furthest

Spiderman 3 was better than Spiderman 2, but Spiderman 1 was the best.

Martha's spelling is worse than David's, but mine is the worst.

My job is further away than my brother's, but my dad's is the furthest.

Exercise 5.1

overcook it.

Complete the conversation with the correct form of the adjectives in brackets. Add other words where necessary.

A	That's (1) (amazing) meal I've ever tasted!
В	It wasn't (2) (good) as the food you cook.
A	Really? I thought it was much (3) (tasty) than my food.
В	No. Well, maybe the fish was (4) (fresh) but that's all.
	Well, fish is the (5) (good) ingredient to cook with.
В	It's also the (6) (hard). You can so easily

GRAMMAR REFERENCE

- A That's true! The (7)(bad) meal I've ever eaten was a fish dish. Your dish was a million times (8)(delicious)!
- B Thanks! You're very easy to please. You're probably the (9)(difficult) person I cook for.

5.2 too and enough, so and such

too

 too means more than is necessary. It suggests there's a problem.

I'm too tired to go to the party.

- We use too before an adjective.
 The weather was too cold.
- We use too + adjective + infinitive with to to express result.

The weather was too cold to go out.

enough

 In a positive sentence, enough means to the necessary degree.

I'm fit enough to run 20 km.

There's enough food for everyone.

 In a negative sentence, it means less than is necessary: It suggests there's a problem.

This work just isn't good enough.

I don't have enough money to go out.

We use enough after an adjective but before a noun.
 It wasn't warm enough.

There isn't enough time in the day.

 We use the infinitive with to after enough to express result.

It wasn't warm enough to eat outside.

There isn't enough time in the day to do all this work.

so and such

- We use so and such with the meaning of very.
 The gift was so thoughtful.
 He's such a special person.
- We can use so + adjective to replace very + adjective.
 Her new boyfriend was so kind.
 That film was so funny.
- We use that + clause to express result.
 Her new boyfriend was so kind that he drove us all to the station.

That film was so funny that it really made me laugh.

 We can use such + a/an + adjective + noun in place of so + adjective.

The party was so great.
It was such a great party.

• For countable, singular nouns, we use such + a/an + adjective + noun.

It was such a fun day.

He's such an amazing pianist

• We use that + clause to express result.

She was **such an unpleasant person that** I never want to see her again.

I've had such a busy day that I need to get some sleep.

 For uncountable and plural nouns, we use such + adjective + noun.

It was such terrible weather.

 We use that + clause to express result.
 They were such friendly people that I wanted to see them again.

Exercise 5.2

Complete the sentences with too, enough, so, such or such a/an.

- 1 You're funny. You always make me laugh.
- 2 There aren't books for us all.
- 3 It's lovely day today.
- 4 You're going fast. Slow down!
- 5 I've had difficulty getting this phone to work.
- 6 Is there _____ pasta for dinner?
- 7 That film was boring that I almost fell asleep.
- 8 This is amazing book that I can't put it down.

Unit 6

6.1 Past simple and past continuous

Past simple

See Grammar reference 4.2 for information on the past simple.

Past continuous

We use the past continuous to talk about

 an action that was in progress when another past action happened.

I was cleaning the cupboard when I saw a mouse.

Peter cut his finger while he was chopping vegetables.

- two past actions in progress at the same time.
 I was reading a book while Bob was cooking dinner.
 As the football team were entering the stadium, people were cheering.
- a past temporary action.
 We were working in Leeds for the week.
 I was learning to play the piano.

+	I/He/She/It was sleeping.
	You/We/They were sleeping.
-	I/He/She/It wasn't resting
	You/We/They weren't resting
?	Was I/he/she/it waiting? Yes, I/he/she/it was.
1	No, I/he/she/it wasn't. Were you/we/they waiting?
	Yes, you/we/they were.
	No, you/we/they weren't.

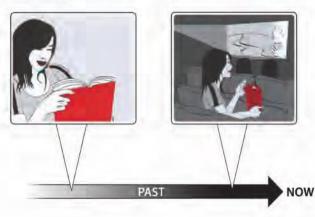
Exercise 6.1

Choose the correct forms of the verb to complete the sentences.

- 1 The men stood/were standing around because they waited/were waiting for a shop to open.
- 2 I had/was having a shower when the phone rang/was ringing.
- 3 I had/was having a great week last week. I took/was taking a special course at university.
- **4** When I got/was getting home, my sister listened/was listening to a podcast.
- 5 While we *lived/were living* in Rome last year, we *visited/were visiting* the Colosseum.
- **6** They put/were putting up new buildings when we went/were going to China last year.
- 7 The coffee machine broke/was breaking down, so I tried/was trying to fix it, but failed.
- 8 I ran/was running for the bus and I fell/was falling and hurt my leg.

6.2 Past perfect

 We use the past perfect to talk about a past action that happened before another past action.
 I watched the film because I'd enjoyed reading the book.



We often use the past perfect simple with time expressions such as by the time, before and after.
 By the time we arrived, the party had finished.
 Before I took the exam, I'd studied a lot.
 Kate called me after she'd arrived at the airport.

+	I/You/He/She/It/We/They had left.
_	I/You/He/She/It/We/They hadn't seen the film.
?	Had //you/he/she/it/we/they spoken to him? Yes, //you/he/she/it/we/they had.
	Yes, Ilyou/he/she/it/we/they had.
	No, I/you/he/she/it/we/they hadn't.

Exercise 6.2

Complete the sentences with the correct past simple or past perfect form of the verbs in brackets.

1	1(just /	finish) my homework when my friends
	(come)	round.
2	I (phon	e) the delivery company because my

4	parcel (not arrive).	
3	Most of the quests	(leave) the party by the tip

- (decide) to go out for the evening.
- 7 Thankfully Sue (put) the fire out before anything else (catch) fire.
- 8 My alarm (go) off three times before I (actually / manage) to wake up!

Unit 7

7.1 Countable and uncountable nouns

Countable nouns

We use countable nouns with

- a singular or plural verb.
 The boat is in the harbour.
 The people were travelling abroad.
- a/an for singular sentences.
 There's a theatre and an opera house
- some for plural positive sentences and questions.
 I had some tickets for that concert.
- any for plural negative sentences and questions.
 They haven't got any guests at the moment.
 Are there any biscuits left?



We use no article with

 uncountable and abstract nouns when we talk about them in general.

Do you want sugar in your coffee?

Life isn't always fair.

plural nouns when we talk about something in general.

Dogs make wonderful pets.

Bananas are good for you.

 most streets, towns, cities, countries, continents, language and names.

We live in Tokyo in Japan and speak Japanese.

I've travelled across Europe.

Let's go shopping on Oxford Street

Where's John?

Watch out! A few countries use the, including the USA, the UK and the UAE.

Exercise 7.2

Complete the sentences with a, an, the or – for no article.

- 1 Can you buyingredients for tonight's meal?
- 2 Did you know John's builder?
- 3 I think _____love is really important.
- 4 I've lived on _____ Ivy Street all my life.
- 5 Please closedoor.
- 6 Have you got _____\$1 coin?
- 7videos of cats are really popular online.
- 8 We're going to cycle around France.

Unit 8

8.1 Reported speech

- We use direct speech when we report the exact words that someone says or writes.
 - 'This is the best food I've ever eaten!' she said. 'We want more!' they all said.
- We use reported speech (also called 'indirect speech')
 when we report something that has been said or
 written. We don't use their exact words.
 She said it was the best food she'd ever eaten.

They told me that they wanted more.

We often use say or tell to report speech.
 When we use say, we don't need an object. We use say + (that) + something.

'I'm happy!' → She said (that) she was happy.

When we use *tell*, we need an object. We use *tell* + someone + (*that*) + something.

'I'm happy!' → She told me (that) she was happy.

Direct speech	Reported speech			
Punctuation and structure				
"I love it," said Oliver.	Oliver said (that) he loved it. Oliver told me (that) he loved it.			
Tenses	Tenses Tenses			
Present simple 'I saw Simon at the party,' she said.	Past simple She said (that) she had seen Simon at the party.			
Present continuous 'I'm waiting,' he said.	Past continuous He said (that) he was waiting.			
Past simple 'I did the washing-up last night' he said.	Past perfect / past simple He said (that) he had done the washing-up the night before. (the action finished in the past)			
'I liked it,' he said.	He said (that) he liked it. (and he still does now – the action is continuing at the time of speaking)			
Present perfect 'I've arrived,' he told me.	Past perfect He told me (that) he had arrived.			
will 'I' <mark>ll be</mark> here,' she said.	would She said (that) she would be there.			
can	could			
'I can swim,' she said.	She said (that) she could swim.			
Words that can change				
here	there			
this/these	that/those			
today	that day			
yesterday	the day before			
tomorrow	the next day			
Pronouns 'I've lost my bag', she said. 'We played tennis together,' she said.	She said (that) she had lost her bag. She said (that) they had played tennis together.			
' You can stay at our house tonight,' he told us .	He told them that they could stay at their house that night.			

Exercise 8.1

Write the direct speech as reported speech.

- 1 'It's a lovely day today!' my teacher said.
- 2 'My sister is going to have a baby!' he said.
- 3 'I'm still waiting!' Jane said.
- 4 My dad said, 'I saw Coldplay in concert in 2005'.
- 5 Dave said, 'I haven't been here before.'
- 6 'I won't tell anyone your secret,' Suzie promised.

8.2 Reported questions

When we report questions, we make changes as we do when we report positive sentences. In addition the word order changes.

Wh- questions		
Direct speech	Reported speech	
question word + auxiliary verb + subject + verb	question word + subject + verb	
'What are you doing?' she asked.	She asked us what we were doing	
Yes/No questions		
Direct speech	Reported speech	
auxiliary verb + subject + verb	if (or whether) + subject + verb	
'Do you want a sandwich?' he asked.	He asked me if I wanted a sandwich.	

Exercise 8.2

Write the questions below as reported speech.

- 1 'Are you ready?' she asked me.
- 2 'Have you got the right answers?' John asked us.
- 3 'Where did you put my jumper?' the boy asked his mum.
- 4 'How many people are here?' asked the organiser.
- 5 'Why are you going to visit Paris?' the man asked us.
- **6** 'What do you think about the film? my friend asked my brother.

Unit 9

9.1 Modals of ability

We use can, could and be able to to talk about ability.

• We use can + infinitive to talk about ability now or in the future.

I can sing really well!

I can paint the bedroom tomorrow.

 We use could + infinitive to talk about general ability in the past.

I could swim when I was five.

I couldn't read very well until I was nine.

 We use was/were able to + infinitive to talk about ability once on a particular occasion in the past. We cannot use could in this situation.

I wasn't able to post your letter, sorry.

 We use be able to + infinitive to talk about ability using other tenses. We do this by changing the form of the verb be.

I'll be able to help you next weekend.

I haven't been able to finish this yet.

Watch out! could and can are also used for requests.

Exercise 9.1

Choose the best words to complete the sentences.

- 1 I can finish/to finish this later.
- 2 I can/could program computers from the age of ten.
- 3 He could 's been able to play the piano since he was six.
- 4 My parents could/were able to visit the Eiffel Tower when they were in Paris last week.
- 5 Jason could/was able to drive a car at the age of fifteen.
- **6** The team *could/were able to* wear their new shirts for last night's match.
- 7 I'll call as soon as I can/will be able.
- 8 Could you/Are you able to help me with this, please?

9.2 Relative clauses

Relative pronouns

The most common relative pronouns are

- · who for people.
- · which for things.
- that for people or things.
 You can only use that in a defining clause.
- whose for the possessive of who or which.
 his wife → whose wife, their story → whose story
- · when after nouns referring to time.
- · where after nouns referring to place.

Exercise 9.2A

Complete the sentences with the words in the box. Use each word only once.

that when which where who whose

- The president, _____ will be speaking later today, is currently in meetings.
- 2 This is the place I was born.
- **3** Budapest,has always fascinated me, is located on the River Danube.
- **4** Dan Messing,books have sold in the thousands, will be signing his latest book here today.
- 5 I remember the time we got lost in Rome.
- 6 This is the place I remember from my childhood!

Defining and non-defining clauses

- We use a defining relative clause to give information which is necessary for us to know which person, thing, time or place is being referred to.
 - The office which is in Istanbul is the busiest.
 - The company has several offices and the one in Istanbul is the busiest. The information is necessary for us to know which office is being referred to.
- We use a non-defining relative clause to give extra information about a person, thing, time or place.
 The Hagia Sophia, which is in Istanbul, is a beautiful museum.
 - There's only one Hagia Sophia in the world. This is extra information.
- We put commas around a non-defining clause.
 My brother, who can play tennis really well, has a competition next week.

Exercise 9.2B

Punctuate the sentences below.

- 1 the game which came top of the charts last year was minecraft
- 2 minecraft which is a building game is played all over the world
- 3 the man who created the game sold it to microsoft
- 4 several bloggers who make videos about minecraft are millionaires
- 5 minecraft maps which are places where you can play games are usually free
- 6 my favourite map in the game is the one where you have to jump over a river

which or where?

- We use which if a place is the subject of the relative clause.
 - The café which sells amazing cakes is near here.
- We use where if a place is the object of the relative clause.
 - The city where I grew up has changed a lot. I is the subject of the verb in this sentence.

Watch Out! whom is very formal these days. It can be used to refer to people when they are the object of a clause, but it's very old-fashioned.

Exercise 9.2C

Join the sentences using relative clauses.

- 1 People can make a lot money. They can sing.
- 2 I have a game. The game allows you to play in teams.
- 3 There are a lot of people in my class. It makes it interesting.

- 4 London is nice at this time of year. London is a great place for a holiday.
- **5** My dad works at that factory. They make computer parts in the factory.
- 6 I met a man. The man's son was on a talent show.

Unit 10

10.1 Passive voice

We use the passive to talk about processes, actions and events

- when we don't know, aren't interested in or don't want to say who does, is doing or did the action.
 - The coffee beans **are dried** in a large, open room. The story **was sold** to the newspapers.
 - The window was broken during the football game.
 - The glass was smashed during the party.
- to avoid repetition when we want to continue talking about something.
- I love science-fiction books. They're usually written in a really clever way.
- I should stop eating chocolate because it's made with a lot of sugar.

We can include the agent (who did it) in a passive sentence if it adds extra interesting information. We usually include it at the end of the sentence using by.

This dress was worn by someone.

This dress was worn by Lady Gaga.

This song was written by someone.

This song was written by Michael Jackson.

To form the passive, we use the appropriate tense of be + past participle.

- Present simple
 Thousands of things are bought online each day.
- Present continuous
 My car is being repaired at the moment.
- Present perfect
 My mobile has been stolen.
- Past simple
 This website was designed by a teenager.
- Past perfect
 The ring had been lost for years before they found it.

Exercise 10.1

Complete the sentences with the correct passive form of the verbs in brackets.

- 1 This house (build) in the 1920s.
- 2 Spanish (speak) in many different countries.
- 3 My carpets (clean) right at this moment.

GRAMMAR REFERENCE

- 4 I didn't want to give a speech because I(not give) one before.
- 5 My phone (steal) this morning.
- 6 I buy vegetables from the farmer's market. They(freshly / pick) each day.

10.2 get/have something done

 We use get/have + object + past participle to say that somebody else did something for us. This is usually because you asked them to and often means that you paid for it.

I'm going to have my watch repaired at the jewellery shop.

Henrietta **had her teeth checked** at the dentist this morning and they're all fine.

The carpet's looking dirty. Let's get it cleaned.

 Sometimes it can mean that you didn't want it to happen.

Evan **had his wallet stolen** at the supermarket yesterday.

 have something done is more common than get something done, get something done is more informal.

Watch Out! Be careful with word order.

I had serviced my car (past perfect).
I had my car serviced (have something done).

Exercise 10.2

Complete the sentences with get or have and the correct form of the words in brackets.

- 1 I need to (my tooth / check). It hurts.
- 2 Marian (her nails / do) at the spa yesterday.
- 3 I think I (my phone / steal). I can't find it.
- 4 We're going to (our car / fix) tomorrow.
- 5 Nathan usually (his hair / cut) once a month.
- 6 We (pizza / deliver) last night.

Unit II

11.1 Future forms

Present continuous

We use the present continuous to talk about future arrangements. These are things which have already been decided.

We're eating out with Mary and Steve tomorrow evening. (The date is in your diary, the restaurant is booked and your friends know what time to meet you.)

See the table in Grammar reference 2.1 for the form of the present continuous.

be going to

We use be going to + infinitive to talk about future plans and intentions. The decision has been made before the time of speaking but it has not yet been arranged in detail Andy's going to move house next year. (He's decided to move but doesn't know when yet.)

- + I'm going to play football later.

 He's/She's/It's going to play football later.

 You're/We're/They're going to play football later.
- I'm not going to play football later.
 He/She/It isn't going to play football later.
 You/We/They aren't going to play football later.
- ? Am I going to play football later?

 Is he/she/it going to play football later?

 Are you/we/they going to play football later?

Watch Out! We can also use *be going to* to talk about predictions. See Grammar reference 11.2.

will

We use will + infinitive for predicting something that we know or believe something about.

I think Brazil will win the next World Cup. (I know they're a good team.)

The lesson will be fun tonight. (I think the lessons are fun.)

- + I/You/He/She/It/We/They'll pass next week's exam.
- I/You/He/She/It/We/They won't pass next week's exam.
- ? Will I/You/He/She/It/We/They pass next week's exam?

Yes, I/you/he/she/it/we/they will.
No, I/you/he/she/it/we/they won't.

decisions. See Grammar reference 11.2.

Watch Out! We can also use will to talk about

Present simple

We use the present simple to talk about timetables and programmes.

The bus leaves at 6.15 p.m.

See the table in Grammar reference 2.1 for the form of the present simple.

Exercise 11.1

Complete the sentences with the most appropriate future form of the verbs in brackets.

- 1 I think my letter (arrive) today.
- 2 The play (begin) on Tuesday evening.
- 3 We _____ (try) to sell our house next year.

4 You	(watch) the football match with Becky,
aren't y	ou?
5 We	(meet) Alice for dinner tonight

6 I (see) a doctor about my back soon.

11.2 will and be going to

We can use both will and be going to to talk about predictions.

- We use will when we talk about predictions which are based on what we know or believe about something. I expect she'll be late again. (I know that she's often late.) I think you'll do really well in the exam. (I believe you know the exam subject well.)
- We use be going to when we talk about predictions based on good evidence that we can see, feel or hear

You're going to sleep well tonight. (I can see that you're very tired now.)

It's going to rain in a minute. (The sky's gone dark.)

We use both will and be going to to tell people about decisions we make.

- We use will when we tell someone about a decision we make at the moment of speaking. These are decisions which are sudden.
 - I don't know what to do tonight. I'll probably watch
- We use be going to when we tell someone a decision that has already been made. The decisions have become our plans and intentions.

We're going to move house next year. I'm going to study really hard next week.

Exercise 11.2

Choose the most appropriate future forms to complete the sentences.

- 1 It'll/'s going to snow. I can feel it in the air.
- 2 I'm hungry. I think I'll/'m going to make a sandwich.
- 3 We agreed that we'll go/'re going to see a film later.
- 4 I'll/'m going to fail this exam. I haven't studied much.
- 5 I think we'll/'re going to have fun tonight. It's a fun place.
- 6 Is that the door? I'll'm going to get it.

Unit 12

12.1 Zero and first conditionals

Zero conditional

We use the zero conditional for things that always happen or are always true.

If I press this switch, the light comes on. (every time) I watch TV if I get home early. (every time)

If + present simple,	present simple
If I feel hungry,	I have a snack.
OR	
Present simple	if + present simple
I have a snack	if I feel hungry.

Watch Out! Take care with punctuation. We use a comma when the if clause comes at the beginning of the sentence.

If I finish early, I'll call you.

We don't use a comma when the main clause comes at the beginning of the sentence.

I'll call you if I finish early.

First conditional

We use the first conditional for things that might happen. If I give you a lift, you'll get there quicker. (very probable future)

Will you call me if you arrive before me? (possible future)

If + present simple,	future
If I see John later,	I'll give him your message.
OR	
Future	if + present
I'll give John your message	if I see him later.

Watch Out! In the first conditional, the present simple is **always** in the *if* clause (the clause that comes immediately after if) never the main clause. The if clause can come first or second in the sentence.

Alternatives to if

do this.)

Other words can be used instead of if in conditional sentences.

- · We use when for things that always happen. When I get to work, I switch on my computer. (I always
- · We use when to mean 'after' something we know will

When I get to work, I'll reply to your email. (I'm going to work today.)

- We use unless to mean 'if not'.
 - My little brother won't go to sleep unless I read him a story. (My little brother won't go to sleep if I don't read him a story.)
- · We use in case to show we are ready and prepared for a possible situation.

I'll take my umbrella in case it rains.

GRAMMAR REFERENCE

 We use whether ... or not to stress that something will definitely happen. The action before is unimportant and has no effect.

Whether it rains or not, the visit will happen.

- We use even if to stress that something will still be true.
 The action that follows will have no effect.
 - I'll always love you, even if we can't be together!
- We use as long as to say that something will only happen if the first action happens.
 - I'll call you as long as I can get a signal. (I won't call you if I can't get a signal.)
- We use as soon as to stress that something will happen immediately following the first action.

I'll call you as soon as I hear! (I won't wait a second!)

Exercise 12.1A

Complete the sentences with the correct form of the verbs in brackets.

- 1 If (take) the exam next week, I (let) you know.
- 2 When I (get) home, I always (take) my shoes off.
- 3 I (finish) the race as long as I (not fall).
- 4 I(come) round your house later even if it
 (get) dark.
- 6 This machine (turn) on as soon as you ... (attach) it to the electricity.

Exercise 12.1B

Complete the sentences with the words in the box.

as long as in case even if whether unless

- 1 I won't call you there's a problem.
- 2 Make sure it gets there tomorrow we have to pay extra.
- 3 Don't worry! You'll be absolutely fine,you get the job or not.
- 4 Take your mobile phone with youyou have problems.
- 5you revise for your exam, you don't need to worry

12.2 Second conditional

We use the second conditional to talk about

 present or future situations that are unreal, untrue or imagined.

If she were taller, she would be a model. (She isn't tall.)
If they travelled by train, they would arrive earlier.
(They're not going to travel by train.)

- He'd get fewer injuries if he played tennis instead of football. (We can imagine him playing tennis but he plays football.)
- present or future situations we think are impossible or unlikely to happen.

If I had enough money, I'd buy that car. (I don't have enough money and don't expect to have enough money in the future either.)

If we went to India, we'd visit the Taj Mahal. (We're unlikely to go to India.)

We might do more exercise if we had the time. (might = would possibly; It's possible that we would do more exercise if we had the time but not certain.)

We can use other modal verbs instead of would in second conditional sentences.

- We can use should for things that we think ought to happen.
- If I had more money, I would be happy. (It is unlikely that I will have more money but if I did, this will be the result.)

 If I had more money, I should be happy. (I think this ought to be the result.)
- We can use might for things that are possible but might not happen.
 - If I had more money, I might be happy. (I think it is possible that this will be the result but I'm not certain.)
- · We can use could for future ability.

If I had more money, I could be happy. (The result would be that I would have the ability to be happy.)

If + past simple,	would + infinitive
If I knew,	I would tell you.
OR.	
would + infinitive	if + past simple
I would be on the beach	if I wasn't so busy at work

Watch Out! In the *if* clause, we can use both was and were after *I/he/she/it*.

Exercise 12.2

Complete the sentences with the correct form of the verbs in brackets.

	If I(win) a million dollars, I(go) on holiday somewhere nice.
2	If I (be) you, I (accept) his offer.
3	I (drive) you if my car (not be) broken.
	I'm sure Jack (help) us if he (have) more time,
5	If it (rain) more, the grass (grow) better
6	If I (can) sing like Adele, I (be) famous.

Writing reference

C	ontents		
Che	ecklist of key points for writing		
1	Improving your writing	p.154	
	1.1 Sentences	p.154	
	1.2 Paragraphs	p.155	
	1.3 Identifying problem areas	p.155	
	1.4 Linking ideas	p.156	
	1.5 Planning your writing	p.156	
	1.6 Spelling	p.157	
	1.7 Punctuation	p.158	
	1.8 Organising paragraphs	p.159	
	1.9 Making your writing interesting	p.160	
	1.10 Getting the right tone	p.161	
	1.11 Checking for errors	p.162	
2	Exam task types		
	2.1 Emails	p.163	
	2.2 Articles	p.164	
	2.3 Stories	p.165	

Checklist

Content

Have you

- done everything that you were asked to do in the question?
- added a little more information on each point?
- written the correct number of words?

Communicative achievement

Have you

- · thought about who you are writing for?
- · used the right tone?
- · used a layout appropriate to the type of writing?

Organisation

Have you

- organised your writing into paragraphs with each sentence in a paragraph related to the topic of the paragraph?
- started each paragraph with a sentence that makes the theme of the paragraph clear?
- used linking expressions in some of the sentences?
- · started and ended appropriately?

Language

 Have you used a variety of grammatical structures, appropriate phrases and a good range of vocabulary?

Accuracy

Have you checked for mistakes with

- grammar, such as verb tenses, subject-verb agreement, use of articles?
- word order, such as position of adverbs or adverbial phrases?
- vocabulary, such as word formation, correct collocations?
- · spelling?
- · punctuation, such as full stops, capital letters, apostrophes and commas?



I Improving your writing

1.1 Sentences

What is a sentence?

All sentences must have a subject and a verb.
 The verb often needs an object.

subject	verb	object
My boss	rang	me.
J	didn't see	the problem.
Jack	arrived.	
She	wrote	her phone number.

We call this basic structure SVO.

 You can add adverbs, adjectives, place, time, etc. to the basic SVO sentence.

For example:

Jack arrived at the airport early.

She quickly wrote her phone number on a piece of paper.

My boss rang me at home yesterday morning.
I didn't see the problem at first.

Joining clauses in a sentence

 You can join two SVO sentences using conjunctions like and, or, but, etc.

When we join two SVO sentences with a conjunction, we call each SVO a **clause**.

For example:

She quickly wrote her phone number on a piece of paper and she passed it to me.

We could go to the cinema or we could get a DVD to rent at home.

LANGUAGE TIP

You don't need to use commas between clauses.

You don't need to repeat the same subject or verb after and, or and but.

For example:

I've been to the National museum **and** I've seen all the wonderful paintings.

I'm really hungry but I'm not thirsty.

I need to speak to John and I need to speak to Mary.

 You can also join two SVO sentences using conjunctions like because, although, after, if and when.

You can write these conjunctions in the middle or at the beginning of the sentence.

For example:

I love eating junk food although I know it's unhealthy.

Although I know junk food is unhealthy, I love eating it.

LANGUAGE TIP

If you write the conjunction at the beginning, you need a comma between the two clauses.

You need to repeat the pronoun with these conjunctions.

For example:

Heft early because I didn't want to miss the start of the film.

Practice 1.1A

Six of the sentences are incorrect. Correct the mistakes.

- 1 We took the bus. Because the car was at the garage.
- 2 Because I was worried about his feelings, didn't tell the truth.
- 3 The film was really terrible I left.
- 4 I wanted to buy a gift or send some flowers.
- 5 There are a lot of nice restaurants. And the sports centres are great in my town.
- 6 She texted when she was leaving.
- 7 After I read the letter I felt really sad.
- 8 I'm going home I'm tired.

Practice 1.1B

Join these ideas together to make longer sentences. Can you add an adjective, adverb, place or time to them?

- 1 Sue phoned Ian. It was Ian's birthday.
- 2 I lost my umbrella. I went to look for it.
- **3** I'd love to take you round the sights. I'd love to show you the art gallery.
- 4 I left work early. I was late for the party.

1.2 Paragraphs

What is a paragraph?

- A paragraph is a part of a piece of writing which starts on a new line.
- It should contain more than one sentence.
- All sentences in a paragraph must be organised together by a topic or theme.
- A paragraph usually starts with a sentence which makes the theme of the paragraph clear. This is often called a topic sentence.

For example:

Clear first sentence

Examples of 'things to do'

I think it's important to live in an area with a lot of things to do. In my neighbourhood, there's a dry ski centre where we can practise skiing and snowboarding, and there's an old castle. I can go to these places to relax and when friends come to visit, I can take them somewhere nice.

Why 'things to do' are important.

Practice 1.2

Choose from first sentences A-C the one which fills each gap (1-3) in the story.

A I wasn't thinking about Josie at all that particular day.

B I had no idea what to do next.

C I hadn't heard from Josie for years.

It all began with a phone call.

'Liz!' She sounded frightened as she spoke. 'I need your help,' she said quickly. Then she hung up, without giving me the details of where she was or what she was doing.

1.3 Identifying problem areas

You should always check your writing for errors. Try and be aware of errors that you make on a regular basis and set yourself goals to improve these.

Here are some frequent types of error.

- Spelling: e.g. I am writting to tell you ... →
 I am writing to tell you ...
- Use of tenses: e.g. I go there this weekend. →
 I'm going there this weekend.
- Tone: e.g. I would like to recommend going to the cinema tonight. → Let's go to the cinema tonight.
- Punctuation: e.g. It was the teachers book. →
 It was the teacher's book.
- Incomplete sentences: e.g. When I arrived. → When I arrived, the train was just leaving.
- Subject–verb agreement: e.g. he go → he goes
- Wrong word: e.g. My brother borrowed me his book. → My brother lent me his book.
- Grammar: e.g. I'm looking forward to see you later. → I'm looking forward to seeing you later.
- Word order: e.g. It was a day long. → It was a long day.
- Articles: e.g. I am student. → I am a student.

Practice 1.3

There are nine errors in the student's work below. Use the error checklist to help edit and improve the work.

Hi Richard,

I'm really looking forward to see you next week, I'm glad youre excited about coming.

The best way to get to my house from the train station is by the taxi. The buses stop far away from my house. It's a long walk. The taxi will only last five minutes and it'll cost about £10.

There is a few interesting things to see in my town but the best thing is the zoo. I've been there last year. There are some amazing animals there wich you can learn a lot about.

Thanks for the invitation for dinner on Wednesday. Unfortunately, I have then other plans for us. Perhaps we can go out on Thursday instead.

Please inform me by text when you are in the taxi.

Lin

1.4 Linking ideas

Try to use sentences with two clauses, as well as shorter sentences.

For example - shorter sentences:

'So You Think You Can Dance' is a popular TV show. It is the most popular in my country. It stars young dancers. People of all ages enjoy it.

For example - sentences with two clauses:

'So You Think You Can Dance' is the most popular TV show in my country. Although it stars young dancers, people of all ages enjoy it.

SEE ALSO p. 154

Practice 1.4

Join the sentences to make one two-clause sentence using the word in brackets.

- 1 I was at your restaurant last week. I wasn't very pleased with the service. (although)
- 2 We were scared. We ran as fast as we could. (so)
- 3 I know you're going to love this group. They play your favourite kind of music. (because)
- 4 We turned the corner. We saw what was causing the noise. (as soon as)
- 5 I think you should bring a rain coat. It might be wet. (in case)

1.5 Planning your writing

Follow these stages before you write to make sure that you answer the question and get a higher grade for Content in the Cambridge English Qualifications; B1 Preliminary Writing paper.

Read the question carefully

Make sure that you answer the question. If you just write on the topic, you will get a lower grade.

Think of ideas

You will need to think of as many ideas, words and phrases connected with the topic as you can. Make notes.

- Don't worry about which ideas or phrases are better than the others. Write anything that you can think of.
- Don't waste time writing complete sentences. Write words, draw symbols or put phrases down on the page.

Choose the best ideas

Choose the best ideas and tick () them. In the exam you have a word limit so only choose the best.

- · Make sure that your ideas answer the question.
 - For Part 1, the notes tell you the four points you must talk about.
 - For Part 2 Articles, look at the questions they ask in the notice. You must answer all of the questions.
 - For Part 2 Stories, make sure your story starts with the sentence they give you.
- Make sure that you have a good range of vocabulary and language related to the topic.

Write a plan

For a piece of writing of about 100 words, you will probably need to use three paragraphs.

- Choose the subject of each paragraph.
- Organise your ideas into the separate paragraphs. This will help to make sure that your work is organised and covers all the points.

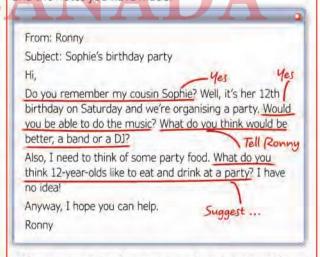
Practice 1.5

First look at Exam task 1 and the student's paragraph plan. Then look at Exam task 2 and complete steps 1–3.

- 1 Think of words or phrases related to the topic.
- 2 Make sure you have answered all parts of the question
- 3 Complete the paragraph plan.

Exam task 1

Read this email from your English-speaking friend Ronny and the notes you have made.



Write your **email** to Ronny using **all the notes**. Write about **100 words**.

paragraph plan			
paragraph theme	ideas		
greeting	Hi Ronny Of course I remember your cousin. How are you both?		
accepting and choosing	I'd love to I think Sophie's friends would rather because I'm not sure that		
suggesting and ending	What about? I just know they're going to love because Best wishes		

Exam task 2

Read this email from your English-speaking friend Kelly and the notes you have made.

From: Kelly

Subject: Dinner next Saturday?

Great!

Hi,

I passed my driving test. Some friends are coming for dinner to celebrate next week. Can you come too? I'm not sure if we want to eat inside or outdoors. Which do you think?

Say which

Also, you know I'm not really into music. What kind of music do you think would be better for a dinner party?

Anyway, I really hope you can come.

Speak soon!

Suggest

Kelly

Write your **email** to Kelly using **all the notes**. Write about **100 words**.

	paragraph plan	
paragraph theme	ideas	
greeting	a) b)	
accepting and choosing	c) d)	
suggesting and ending	e) f)	

1.6 Spelling

Adding syllables

 Words ending in one vowel and one consonant (e.g. -op, -ig)

We often double the final consonant in one-syllable words if they end in one vowel followed by one consonant, e.g. $shop \rightarrow shopping$, $big \rightarrow bigger$, $stop \rightarrow stopped$.

· Words ending in -e and -ee

We usually drop the final e in words when the endings -ing or -ous are added, e.g. write → writing, fame → famous.

The final e is not dropped from words ending in -ee, e.g. see \rightarrow seeing, agree \rightarrow agreement

· Words ending in -y and -ie

We usually change y to i before -er or -ed, e.g. angry \rightarrow angrier, try \rightarrow tried.

We do not change y to i before -ing, e.g. $try \rightarrow trying$, $cry \rightarrow crying$.

We usually change ie to y before -ing, e.g. $lie \rightarrow lying$, $die \rightarrow dying$.

Adding -s

Most nouns

We make the plural of most nouns by adding -s, e.g. boy → boys, cheese → cheeses.

• Present simple verbs with he, she and it

We add -s to most verbs in the present simple for he, she or it, e.g. like \rightarrow likes, buy \rightarrow buys.

Words ending in -o, -s, -ss, -sh, -ch and -x

However, we add -es after words which end in -o, -s, -ss, -sh, -ch and -x, e.g. $go \rightarrow goes$, $bus \rightarrow buses$, $kiss \rightarrow kisses$, $wish \rightarrow wishes$, $teach \rightarrow teaches$, $box \rightarrow boxes$

Irregular plurals

Below are some irregular plurals:

baby \rightarrow babies; child \rightarrow children; knife \rightarrow knives; man \rightarrow men; person \rightarrow people; tooth \rightarrow teeth; woman \rightarrow women

Spelling and pronunciation

Words that are pronounced the same but spelt differently

For example: to, too and two; there, they're and their, by, bye and buy; witch and which; here and hear; meat and meet; peace and piece; plane and plain; war and wore.

· Words with silent letters

These are words where a letter is written but not pronounced, e.g. chocolate; business; different; vegetable.

Practice 1.6A

Complete the sentences with the correct spelling.

- 1 (to, too, two)
 - a I had slices of cake, it was so nice.
 - **b** I love horror films, but I like comedies,
 - c I'm going ____see Chris later today.
- 2 (there, they're, their)
 - a I saw Jim and Sarah at the weekend. _____ moving house soon.
 - **b** are a lot of things to do at night in my home town.
 - c I love Frankie's restaurant.spaghetti bolognese is the best in town.
- 3 (which, witch)
 - a I really didn't know way to go.
 - **b** My little sister's dressing up as a _____ for the school play.
- 4 (here, hear)
 - a I that Bethany's back from her trip abroad!
 - **b** I left the book right
- 5 (meat, meet)
 - a I was planning to Jack later.
 - **b** I think is an important part of a healthy diet.

Practice 1.6B

Underline the silent letter in these words.

answer calm climb comfortable interesting island knife psychology restaurant Wednesday

Improving your spelling

Use a dictionary.

A good dictionary can give you information about spelling a word, including any likely problems caused by adding -ing or -ed to the word. If you're not sure about the spelling of a word, check it in your dictionary.

drip¹ /drip/ v [I,T] (dripped, dripping) to let liquid fall in small drops: That tap's still dripping. | Don't drip blood on the carpet! | [+from/off/through etc] Water was dripping through the ceiling. | be dripping with water/ sweat etc They were both dripping with sweat.

Keep a personal spelling list.

Write down words that you often spell incorrectly.

Add to your list each time you receive a piece of work back from a teacher with corrections. Review your list regularly until you know how to spell each word on it.

Spellings different necessary achieve which

Keep a vocabulary notebook with new words.
 You are more likely to learn the correct spelling if you write the words down. When you see a new word, copy

it into your notebook, then check that you have spelled it correctly, and revise it regularly.

1.7 Punctuation

Capital letters

We use capital letters

• at the beginning of a new sentence.

For example: We had such a great time at your party! Suddenly, there was a terrible noise.

· for the names of particular things.

people and titles: e.g. Catherine, The Times, Queen Elizabeth

countries, towns and places: e.g. Brazil, New York, South Africa, Broadway, New Street

nationalities and languages: e.g. Argentinian, Spanish, Italian, English

days and months: e.g. Friday, January, Independence Day

Full stops (.), question marks (?) and exclamation marks (!)

- We use full stops to end most sentences.
 For example: The books arrived on time.
- We use question marks to end questions.
 For example: What would you like to do when you get here?
- We use exclamation marks to end sentences with a lot of emotion.

For example: Thank you for such a beautiful gift. I absolutely love it!

Commas (,)

 We can use commas after time expressions and after an introductory clause.

For example:

Nowadays, many people prefer to use the internet for shopping.

At first, I thought it was just the wind.
Suddenly, I was falling down the mountain!
After I left the road and entered the woods, I knew I'd made a mistake.

We use commas around added information.

For example:

I spent the summer in Sydney, which is the biggest city in Australia, and had a lovely time.

I spoke to your receptionist, Miss Jones.

- We use commas between items on a list.
 For example: We were able to try surfing, kite boarding and sailing on the course.
- We use commas to divide groups of words in a sentence to make the meaning clearer.

For example: When we got there we had a cup of coffee, put the fire on, and sat down for a chat.

Apostrophes (')

We use apostrophes

- when we use contractions.
 For example: I won't be able to meet you myself,
- to show possession.
 For example: I met Dan's girlfriend at the party.

Punctuation in direct speech

but I'll send my brother.

- Direct speech always starts with a capital letter.
 For example: The boy screamed, 'Don't touch it!'
- A comma (,) is usually used between the direct speech and the reporting phrase (he said, Jack shouted).
 For example: Jack bent down and said quietly, 'It's never going to happen.'
- If the reporting phrase (he said, Jack shouted) comes after the direct speech, we usually put a comma before the final quotation mark.

For example: 'I hate you,' she said with tears in her eyes.

 We use quotation marks when we repeat the exact words someone says (direct speech). Single quotation marks ('...') are more common in British English. Double quotation marks ("...") are more common in American English.

For example: The boy screamed, 'Don't touch it!"

Practice 1.7

Read the story and write it again with the correct punctuation.

it all began with a telephone call one sunday morning I was just sitting down to read the times newspaper and enjoying a cup of coffee when the phone rang

is that miss abrahms asked the voice on the other end of the phone i didnt recognise the voice I thought it was probably one of those sales people

i have a special message for you from your long lost uncle frank he said I was going to put the phone down on him i didnt have an uncle frank that I knew of when he explained that he was a lawyer and was looking for frank jamesons only living relative

three weeks later I was in the first class section of a plane to torronto to sign the papers that were going to make me so rich i would never need to work again

1.8 Organising paragraphs

Linking sentences in a paragraph

You should make connections between the sentences in your paragraph.

Use pronouns like he, they, them, there.
 For example:

Jake was the coolest guy in class. **He** was always invited to the best parties.

I loved my school. I was really happy there.

- Use linking words and expressions like then, anyway, so.
 For example: By the time I got home, I was wet and freezing cold. Anyway, it was a pretty bad day from start to finish.
- Use synonyms and paraphrases.

 For example: I've always loved basketball. It's the most exciting game ever invented.

Linking paragraphs in a text

In an email, story or article (around 100 words), you should make connections between paragraphs.

- · Use a linking word or phrase.
- Repeat a word (or words) from the last sentence of one paragraph in the first sentence of the next paragraph.
- Use a synonym or paraphrase.
 For example:

The 'idea' is the suggestion in the previous paragraph.

We didn't know where to go. When we got to the top of the mountain, we looked down and saw our tent. The wind had knocked it over and all the things inside it had blown away. Samantha pointed to some rocks.

'Don't worry,' she said, 'we'll make a fire and wait in that cave.'

I didn't like her idea, but there was no other choice. Soon, we fell asleep in the warm dry cave, but a few hours late I woke up. Without our tent, we had no food, and I was starting to feel hungry.

We already know the tent blew away from the first paragraph.

Practice 1.8

Choose from first sentences 1–4 the one which fills each gap (A–D) in the article. Remember, the first sentence of the paragraph should make the topic clear. Then, fill gaps 1–6 with the words in the box.

- We definitely need beautiful buildings in our capital cities.
- 2 So, I think buildings are a special part of our towns.
- 3 Every large city has an important building.
- 4 I think that the location is important.

also although and because however when

You see this notice on an English-language website.

Articles wanted!

Important buildings

What makes a building important?
Is it the location, the architecture, the use or all of these things?

Do we need beautiful buildings in our towns or cities?

Write an article answering these questions and we will put it on our website!

Write your article in about 100 words.

offices, museums and libraries are important to a country. (1) _____ people from other countries come to visit, they can see the style of building. (B) In the city, often the most central parts have the most important buildings. (2), in the countryside, it's often important to have a beautiful view outside the building. (3) the way the building looks matters, the rivers and other buildings around make it special. (C) Tourists come to the country to see these buildings and take photographs. These buildings are (4) often shown in films or on TV shows about the country. This is (5) people can immediately recognise many countries just from one photo of the right place. (D) They're an important part of our culture

and history, (6) we should look after them.

1.9 Making your writing interesting

Introductions

A good introduction to a piece of writing will make the reader want to read more.

Stories

- Follow the first line you've given with direct speech.
 For a dramatic start, begin with a piece of direct speech.
 For example:
 - 'Stop! Don't go in there!' he shouted.
- Start with the background information.
 Start by explaining what was happening before you move onto the main event.
 For example:

It had been a difficult day. It started when I lost my

Articles

- Ask the reader a question to introduce the topic.
 For example:
 - What's the most exciting activity you've done?
- State a fact or opinion to introduce the topic.
 For example:
 - Doing something exciting is a great way to feel alive.

Vocabulary

It is important that you use a good range of vocabulary. Try to think of alternatives to simple words.

For example:

a person → a stranger, a shop assistant, a well-dressed lady Llike → I'd go for, I'm always keen on, I absolutely love good → amazing, delicious, wonderful, comfortable, exciting

Practice 1.9A

Rewrite the paragraph from a story below with a better alternative to the underlined words.

Our journey to the old city was <u>okay</u>. The hotel was <u>nice</u>. The weather was <u>bad</u>, but there was a <u>good</u> swimming pool. I thought that the food was <u>good</u> but that's because I always <u>like</u> Greek food.

Adjectives and adverbs

Try to add adjectives and adverbs to your writing to add interest or to show the mood.

For example:

I walked to the bus stop and waited. → I walked slowly to the bus stop in the freezing cold. I was feeling so lonely. I waited for what seemed like ages.

Practice 1.9B

Add some adjectives or adverbs to make the sentences more interesting.

- 1 When we arrived at the town centre, we saw a man.
- 2 There's a mountain near a stream.
- 3 We walked up to the house and saw a woman at the window.
- **4** The streets were decorated and people were dancing to the music.
- 5 Shall we book a room for two nights?

Interesting verbs

Try to avoid simple verbs in your writing and use alternatives.

For example:

I broke my glasses. → I damaged my glasses.

They **like** each other. → They **get along well** with each other.

He said he wouldn't come. → He refused to come.

You will need to look at the construction of any new verbs in a dictionary before you start to use them.

refuse1 /rifiu:z/ v

1 [I,T] to say firmly that you will not do or accept something: I asked her to marry me, but she refused. | refuse to do sth Cindy refuses to go to school. | flatly refuse/refuse point blank (to do sth) (= refuse completely) Mother flatly refused to go back into hospital. | The offer seemed too good to refuse.
2 [T] to not give or allow someone something that they want: refuse sb sth we were refused permission to enter the country.

Practice 1.9C

Rewrite the sentences with a verb of similar meaning from the box. You may need to make other changes to the sentence. Use a dictionary to check the construction of any verbs you are unsure of.

fry join knock down refuse slip trust

Example: Bianca came and met us there. *Bianca joined us there.*

- 1 I think my brother will do the right thing.
- 2 My grandma fell on the ice last week.
- 3 I pushed the post with my car.
- 4 You need to cook the onions in a pan.
- 5 The owner of the shop wouldn't help us.

1.10 Getting the right tone

The tone of your language depends on

- · who you are writing for.
- · why you are writing.

We use an informal style of writing when we write an email to friends and when we write an article or story and want to catch the readers' attention. We use a more formal style to write to someone we've never met, such as an enquiry about a hotel or a job application. You don't need to write in a formal style in the B1 Preliminary exam.

- Use contractions (I've been instead of I have been)
- Address the reader personally (You must be joking! instead of It sounds unlikely.)
- Write plenty of questions (How are you? instead of I am writing to ask about ...)
- Use strong adjectives and adverbs (absolutely fantastic instead of quite pleasant)
- Use informal vocabulary (got instead of received)
 For example:

I've got a fantastic new job. You should see my new office!

Let me know what you think.

Well, I have to go now, but get in touch soon.

Don't you just love holidays?

Where shall we go next week?

Can't wait to see you!

Practice 1.10

Look at the extracts from an informal email. Choose the better phrase.

Hi Cath

(1) It was so good to hear from you./I was pleased to receive your previous letter. It's always nice to get your news. Oh my goodness! (2) I would like to recommend the film 'Highlander',/I can't believe you haven't seen the film 'Highlander' yet. You must go and see it. (3) I think you'll find it satisfactory./ You'll love it!

Oh well, that's about all my news for now. **(4)** I can't wait to hear from you so write back soon./I look forward to hearing from you.

(5) Love/Yours sincerely,

Jane

1.11 Checking for errors

It is important to check that you have written to the correct standard when you finish.

- Read your text and focus on the content and how it reads. Make any necessary changes.
- Read your text again and focus on the use of language.
 Make any necessary corrections.

Practice 1.11

Look at the exam task and student answer below. Has the student written to the correct standard? Use the checklist on page 153 to help you decide.



Write your **email** to Richard using **all the notes**. Write about **100 words**.

Hi Richard.

I'm so happy you're coming next week. You'll arrive at Central station. Get on the number 60 bus. It stops right outside my house. You can buy a ticket from the driver. There's an amazing art gallery in the town. It's got some fantastic paintings there. I know you're crazy about art. You should go there.

See you soon,

Ben

2 Exam task types

2.1 Emails

► SEE ALSO p.34, p.54, p.78, p.120

When you write an email, it is very important to cover all the points that you have been asked to mention, using an appropriate tone.

Read this email from your English-speaking friend Robin and the notes you have made. From: Robin Subject: My visit Hi, I'm coming to your country hext month! I'm going to be there Thursday and Friday Tell Robin in the first week. Can you meet me one day? I'm not sure what clothes to bring with me. What's the weather like there at the moment? I hope we can look around the town while I'm there. What would be a good place to visit? I'm so excited, I can't wait. See you soon, Robin Write your email to Robin using all the notes. Write about 100 words.

Model answer



USEFUL LANGUAGE

Openings

- Hi/Hello Robin
- It's great news that you ...
- · It was fantastic to hear about ...
- Well done/Congratulations on ...!

Keeping the right tone

- Well, ...
- · Anyway, ...
- · Hope to ...
- · You know ...

Closings

- · Anyway, I must go now.
- · Write back soon!
- · See you soon.
- Best wishes

2.2 Articles

► SEE ALSO p.14, p.46, p.88, p.110

When you write an article, it is important to get the reader's attention and organise your ideas well.

EXAM TASK

You see this notice in an international English-language magazine.

Articles wanted!

Your perfect day

What makes a perfect day?
Is it spent alone or with others?
Is it better to go out or stay at home?
Tell us what you think!

Write an article answering these questions and we will publish it in our magazine.

Write your article in about 100 words.

Model answer

Do add a title

Do start with a quote, a fact or a question to engage the reader.

Do use linkers to connect ideas.

Do end with a summary and give the reader something to think

A day to remember

A trip out, good friends and food. That's what makes the perfect day for me. Does it make the perfect day for you too?

Everyone has different ideas of what makes a day special. For me, it's about being with good friends because you can relax and have a laugh with them.

Although staying in alone is fine for some people, I prefer to go out and see or do something new. Perhaps a visit to an art gallery, a trip to a luxury spa or afternoon tea at an expensive café.

Whether you stay in or go out, are alone or with others, a perfect day is about you. You do the things you enjoy and feel positive about the world. Doesn't that sound amazing?

Do speak directly to the reader.

Do organise your article into paragraphs.

Do make sure your article has a beginning, a middle and an end.

Do avoid using simple words such as good.

USEFUL LANGUAGE

Questions

- Did you know that ...?
- Would you ever ...?
- What would you do if ...?
- How would you feel if ...?
- · What do you think?

Adding ideas

- · As well as that, ...
- (I) also (enjoy) ...
- ... too

Contrasting ideas

- · On the other hand,
- · However,
- Although,
- · Despite that/In spite of that,

Giving reasons and results

- ... because .../Because of that ...
- · That's why ...
- · For that reason ...
- · so that/so

Summarising

- · All in all, ...
- Whether you ... or ...,
- The key thing is that ...

2.3 Stories

► SEE ALSO p.24, p.66, p.98, p.130

When you write a story, it is important to organise your ideas well and use interesting language.

EXAM TASK

Your English teacher has asked you to write a story. Your story must begin with this sentence. Sam knew he had to leave immediately. Write your **story** in about **100 words**.

Model answer

Do add a title.

Do use narrative tenses.

Do make sure you use correct punctuation in direct speech.

Do use a mixture of short and long sentences to make it more interesting

The key

Sam knew he had to leave immediately. The letter from his aunt in New York had sounded urgent. She'd said something about a piano, which didn't make sense. Sam boarded the plane and eight hours later he was met by a strange man at JFK airport.

'Your aunt is sadly no longer with us,' he said in a strange and scary voice. Sam was shocked! 'Did she ever mention any keys?' Sam turned and ran as fast as he could. He ran to two policeman near the entrance. With their help, he went to his aunt's apartment. There, in the piano, on top of the keys, was a pile of unusual photos.

'This will put a top criminal in prison,' said the police officer. Sam knew he'd made the right decision coming. Do give background information.

Do use a range of adjectives, verbs and adverbs

Don't start all your sentences 'Sam went', 'Sam thought', etc.

USEFUL LANGUAGE

Feelings

- · Sam was frozen with fear.
- It was like a dream come true.

Direct speech

- 'Don't do anything stupid, now!'
- · 'What do you think you're doing?'

Time linkers

- Suddenly, the lights went out.
- . The next thing Sam knew, he was waking up in a strange room.
- By the time Sam realised what was happening, it was too late.
- · When he got there, they'd already left.

Ending the story

- That was the last time Sam questioned his dad's advice.
- · Sam looked at his friend and just laughed.

Exam focus

Reading (45 minutes)

Part I (Multiple-choice, short texts)

What is being tested?

Part 1 tests your understanding of different short texts.

What do you have to do?

- Read five very short texts, e.g. notices, text messages, and three options (A–C) for each text.
- Choose the option that best matches the main message of the text.

Strategy

- 1 Read the first text and think about where you might see it and who it is written for:
- 2 Try to decide what the main message is.
- 3 Read the options carefully and decide which option matches the main message.
- 4 Repeat for the remaining texts.

Part 2 (Multiple matching)

What is being tested?

Part 2 tests your ability to read in detail.

What do you have to do?

- Read five descriptions of people (6–10) and eight short texts (A–H) on things like films, courses, books, etc.
- Match each person's needs to one of the eight texts.
 There will be three extra texts.

Strategy

- Read the instructions and the text title to identify the topic.
- 2 Read the descriptions of the people carefully and underline the key words.
- 3 Scan each section of the main text to look for information that matches the descriptions. Look for synonyms or phrases which are similar in meaning to the questions. Highlight possible answers.
- 4 Read the highlighted sections carefully to check which is an exact answer to the question. The correct answer will match *all* of the needs in the description.

Part 3 (Multiple-choice, long text)

What is being tested?

Part 3 tests your understanding of the general meaning of a longer text and the writer's purpose, attitude or opinions

What do you have to do?

- Read a longer text which expresses attitude or opinion.
- Answer five questions (11–15) about the text, each with four multiple-choice options (A–D).
- The first four questions ask about specific information in the text, and follow the order of the text. The fifth question asks about the general meaning of the text.

Strategy

- 1 Read the instructions and skim the text to get an idea of what it is about.
- 2 Then read the questions.
- 3 Read the text again carefully and highlight the sections where you will find the answers to questions 11–14.
- 4 Reread these sections carefully and choose the correct answers. Don't just match words in the text and options. Look for the option that has the same meanings as the section of the text.
- 5 Before you answer question 15, read the whole of the text again. Try to answer without looking at the options and then choose the option which best matches your answer.

Part 4 (Gapped text)

What is being tested?

Part 4 tests your ability to read for gist and to understand text structure.

What do you have to do?

- Read a longer text which has five gaps in it (16–20).
- Read eight sentences (A–H) and choose the five which fill the gaps in the text. There are three extra sentences which you do not need to use.

Strategy

- 1 Read the instructions and the text title to identify the topic.
- 2 Skim the text to get an idea of what it is about. Ignore the gaps for now.
- 3 Read the sentences A-H.

- 4 Go back to each gap. Read the sentences around it carefully. Then, read each sentence A–H again and find the one which fills the gap. Make sure that any pronouns, linkers, grammar and vocabulary in the sentence connect with the information before and after the gap in the text.
- 5 Read the whole text again to make sure it makes sense with the sentences you have chosen in the gaps.

Part 5 (Multiple-choice cloze)

What is being tested?

Part 5 tests your knowledge of vocabulary, including words with similar meanings, common collocations and phrases and phrasal verbs.

What do you have to do?

- Read a short text with six gaps (21–26) in it.
- For each gap, choose from four possible options A–D.

Strategy

- 1 Read the title and the text quickly to get an idea of what it is about. Don't try to fill in the gaps yet.
- 2 Read the text again. Stop at each gap and try to predict what the missing word might be before you read the options.
- 3 Look at the options for each gap. If the word you predicted is not there, try putting each of the options in the gap to see which one fits correctly.
- 4 Read the whole text again to make sure it makes sense with the options you have chosen in the gaps.

Part 6 (Open cloze)

What is being tested?

Part 6 tests your ability to read for detailed understanding. It focuses on grammatical features such as tenses, pronouns, prepositions, linkers and articles.

What do you have to do?

- Read a short text with six gaps (27–32) in it.
- · Write one word which correctly fills each gap.

Strategy

- 1 Read the title and the text quickly to get an idea of what it is about. Don't try to complete the gaps yet.
- 2 Read the text again. Stop at each gap. Look at the words before and after the gap. This will help you decide what kind of word is missing. Decide which one word fits each gap.
- 3 Read the whole text again to make sure it makes sense with the words you have written in the gaps.

Writing (45 minutes)

Part I (Email)

What is being tested?

Part 1 tests your ability to write an email responding to news, giving advice or suggestions, thanking, apologising, inviting, responding to an invitation, etc.

What do you have to do?

- Read an email with notes.
- Write a reply in 100 words, following the prompts in the notes.

Strategy

► WRITING REFERENCE p.163

Part 2 (Article or story)

What is being tested?

Part 2 tests your ability to write an article or a story.

What do you have to do?

- Choose from one of two tasks, either write an article on a given topic or write a story continuing on from the first line given.
- Write in the correct style for the text you have chosen (an article or a story).
- Write your article or story in 100 words.

Strategy

WRITING REFERENCE p. 164, p. 169

Listening (30 minutes)

Part I (Multiple choice, pictures)

What is being tested?

Part 1 tests your ability to listen for specific information in short extracts. These may be monologues (one person speaking) or dialogues (two people speaking).

What do you have to do?

- Listen to seven short extracts (1–7) about different topics. You will hear each extract twice.
- Each extract has one question and three options to choose from. Each option is represented by a picture.

Strategy

- 1 Before you listen to each extract, read the question and look at the pictures. Predict vocabulary you think you might hear to help you prepare and focus on the recording.
- 2 Listen carefully to each extract from the beginning to the end to make sure you aren't distracted by incorrect answers.
- 3 Mark the option you think is correct on your answer sheet

Part 2 (Multiple choice, short texts)

What is being tested?

Part 2 tests your ability to listen for gist and identify attitudes, opinions and agreement between speakers.

What do you have to do?

- Listen to six short conversations. You will hear each conversation twice.
- For each of the six questions (8–13), choose the correct option (A, B or C).

Strategy

- 1 Before you listen to each conversation, read the context sentence, the question and the options. Underline the key words to help you listen for the right information.
- 2 Listen carefully to each extract from the beginning to the end to make sure you aren't distracted by incorrect answers.
- 3 Mark the option that you think is correct on your answer sheet.

Part 3 (Gap-fill)

What is being tested?

Part 3 tests your ability to listen for specific information in an informational monologue.

What do you have to do?

- Listen to a speaker giving information about a particular topic. You will hear the text twice.
- Complete the six gaps in the notes or sentences (14–19) with one or two words, a number, a date or a time that you hear in the recording.

Strategy

- 1 Before you listen, read the context sentence and the gapped notes or sentences about the recording. Underline key words and think about the kind of information that is missing, e.g. a number, an object, a name, etc.
- 2 As you listen, try to complete the gaps. The written information is in the same order as the information in the recording.

- 3 You will need to write one or two words, a number, a date or a time in each gap. You should write exactly the words you hear; you do not need to change these words
- 4 You might hear more than one word that could fill the gap. For example, if you need a price, you may hear three. Listen carefully and choose the correct one!
- 5 Check that your spelling of common words is correct and that the notes or sentences make sense.

Part 4 (Multiple choice, long text)

What is being tested?

Part 4 tests your ability to listen for detailed information, attitudes and opinions in a longer dialogue.

What do you have to do?

- Listen to an interview in which one person asks another person questions. You will hear the text twice.
- For each of the six questions (20–25), choose the correct option (A, B or C). The questions are in the same order as the information in the recording.

Strategy

- 1 Before you listen, read the context sentence, the questions and the options. Underline the key words to help you focus on what you have to listen for.
- 2 Listen for the interviewer's questions to help you follow the extract. Listen for the ideas in the options said in a different way to decide which option is correct.
- 3 Mark the option that you think is correct for each question on your answer sheet.

Speaking

(10-12 minutes with a partner)

Part I (General questions)

What is being tested?

Part 1 tests your ability to answer questions and give information about yourself. You will speak to the examiner. You will not need to speak to your partner.

What do you have to do?

- · Answer the examiner's questions about yourself.
- In Phase 1, all candidates are asked four standard questions. They are either the same or similar, depending on the candidates' situations. You are expected to give quite short answers.
- In Phase 2, candidates are asked different questions and you are expected to give longer answers.
- This part of the exam lasts for 2-3 minutes.

Strategy

- 1 In Phase 1, be prepared to give your name and say where you're from or where you live, say if you work or study and say what you do or study.
- 2 In Phase 2, listen to the examiner's questions. If you don't hear or understand a question, ask the examiner to repeat it.
- 3 Answer the question and give two or three more pieces of information, such as reasons and/or examples. Do not give long, prepared answers.
- **4** Try to get a good balance between fluency, grammar and vocabulary.

Part 2 (Individual long turn)

What is being tested?

Part 2 tests your ability to describe a photograph using appropriate language, and organise your language when you speak for a longer time. You will not need to speak to your partner.

What do you have to do?

- The examiner will give you a photograph of an everyday situation. You will speak for one minute, describing the photograph.
- Your partner will talk about a different photograph on a different topic for one minute.

Strategy

- 1 First, summarise what is in the photo.
- 2 Describe what you can see in more detail, e.g. the place, people and objects. Use prepositions of place to say where things are in the photo.
- 3 If you don't know the correct word for something, use different words to explain what it is.
- 4 Try to get a balance between fluency and accuracy.

Part 3 (Collaborative task)

What is being tested?

Part 3 tests your ability to talk with your partner and give ideas and opinions and make and respond to suggestions and recommendations, and try to come to an agreement.

What do you have to do?

- The examiner will describe a situation and give you a sheet of paper with pictures on it.
- With your partner, you must talk about the pictures and decide which one best answers the question.
- This part of the exam lasts for 2-3 minutes.

Strategy

- 1 Discuss each picture before making your choice. If you make your choice too quickly, you will run out of things to discuss. You don't have to come to an agreement before the examiner stops you.
- 2 Interact with your partner. Give suggestions, recommendations and opinions. Listen carefully to what your partner says and comment on their ideas.
- 3 If your partner is quiet, encourage them to speak by asking questions. (You won't lose marks if your partner doesn't answer.)
- **4** If you reach an agreement before the examiner stops you, state your choice and summarise your reasons.
- 5 Try to get a balance between grammar, vocabulary and pronunciation, and interact well with your partner.

Part 4 (Discussion)

What is being tested?

Part 4 tests your ability to answer questions and give your opinions about a topic which is related to Part 3. The discussion is led by the examiner.

What do you have to do?

- The examiner will ask you questions about the topic introduced in Part 3. You answer the questions on your own. The examiner may also ask you to comment on your partner's answers.
- This part of the exam lasts for 3 minutes.

Strategy

- 1 Listen carefully to the question. If you don't hear or understand, ask the examiner to repeat it.
- 2 Answer the question and give two or three more pieces of information, such as reasons and/or examples.
- 3 Listen carefully to your partner's questions and answers because you may be asked to comment on what they say.
- 4 If asked to comment on what your partner says, say if you agree or disagree with their opinion and say why. Alternatively, say if you like or dislike the same things as your partner, or if you have had the same experiences as them.

Practice test

Reading

Questions 1-5

For each question, choose the correct answer.

1

Hi Mike. I'm running late.
Can you pick up Katie and let
Nathan know I won't be on time?
See you at Nathan's – sorry! Mia

Part 1

Mike should

- A go in Katie's car.
- B give Nathan a message.
- c take Mia to Nathan's house.

2

'Learn to sew' class with Georgia Saturday 10–12

This room is closed for cleaning – please go to Room 11B instead.

- A The time has been changed.
- B The location has been changed.
- C The teacher has been changed.

3

Salty Sam's Fish 'n' Chips

Open

10.30 a.m. - 8.00 p.m. Tuesday - Saturday 12.30 p.m. - 7.30 p.m. Sunday

- A The shop is only open five days a week.
- B The shop closes late on Sundays.
- C The shop is closed on Mondays.

4

Hi Ben

we're having a great time

- lots of swimming and
fun in the sun. The food
is delicious and people
are friendly. Hope to visit
Max in the next few days.

Love Anna

A Anna likes the food.

B Anna visited Max.

C Anna can't swim.

CANADA

5

KEYS

We provide one key per room – if you need an extra one when you go out, ask at reception. There's a charge for lost keys.

Gate is locked after 10 p.m. – use your room key.

- A You need to pay if you want another key.
- B Leave keys at reception if you go out.
- C Room keys can open the gate.

Questions 6-10

For each question, choose the correct answer.

The people below all want to have a day out in Sydney. On the opposite page there are eight things to do in Sydney. Decide which activity would be the most suitable for the people below.

6



Deepak is travelling with his children aged 10 and 14. They had a day in the sun yesterday and would like to do something interesting inside today. They like learning about how things work.



Maggie and her husband want to take their young children for a day outside, perhaps to see some animals. They would also like to spend some time in a boat or near water.



Mario loves trying different food and would like to take his girlfriend for a nice lunch for her birthday. He'd like to go somewhere with a beautiful view.

9



Christine and her friend would like to explore the city on foot but they are not sure where to go. They are interested in history and old buildings.

10



James doesn't like being in the city centre and would like to try some water sports. He's travelling on his own and would like to meet some people.

What to do in Sydney

Sydney.attractions.com.au

A Darling Harbour

Take a romantic walk over the bridge and enjoy some of the finest food from all around the world: Europe, Asia, the Americas, you name it! This is a great place to go for a meal looking out at the water and the city skyline.

B Taronga Zoo

A trip to Sydney is not complete without a day at the famous Taronga Zoo. Perfect for families and anyone who loves nature, the zoo is very close to the city. Eat at the restaurant or have a picnic outside. Why not take a ferry from Circular Quay and enjoy the beautiful harbour on the way there and back.

C Bob's Bike Tours

A perfect way to see what Sydney has to offer, there is a tour for all ages and abilities. We take paths along the harbour, through Hyde Park and end in the Rocks, where there are drinks and a meal waiting for you at Sydney's oldest pub.

D Harbour Cruise

Get on board our luxury ferry and experience one of the most beautiful harbours in the world. Perfect for all ages, this is an experience you'll never forget. Whether it's a romantic lunch, a family occasion or a huge party, we'll have a cruise to suit you.

E GUIDED TOURS OF THE ROCKS

Get to know something about Sydney's past on a walking tour of one of the parts of town where people first lived: the Rocks. Step back in time as your friendly guide leads you through streets and lanes and show you sights such as the Museum of Contemporary Art and the 200-year-old Cadman's Cottage.



F Bondi

Ever wanted to learn to surf? Why not take a class at the magnificent Bondi Beach! Just half an hour from the middle of town, you can spend the day learning a new skill and make some friends at the same time.

G Avalon Beach

Under an hour's drive from the busy city of Sydney is the relaxed atmosphere of the beautiful Avalon Beach. Take a quiet walk on the sand and finish with a meal at the new restaurant at the Avalon Surf Club.

H The Powerhouse Museum

As the country's leading science museum, the Powerhouse has a wide collection of all sorts of technology including computers, space technology and steam engines. The building itself is fascinating. A great day out for curious minds of all ages.

Questions 11-15

For each question, choose the correct answer.

Picking Fruit

Last year I spent the summer picking fruit. I'd just finished school and thought it would be good to earn a bit of money before starting university. I didn't know much about working on a fruit farm but I had an idea that it would be a kind of holiday, being outside in the sun, picking fruit, chatting, maybe eating some of the fruit from time to time. Of course, on Day One I realised that it was going to be hard work! We got paid by how many apples we picked so we couldn't go slowly.

Most of the other workers were around my age and it wasn't long before we got to know each other well. We were all living in accommodation on the farm and there wasn't much to do at night so we soon became friends. There were people from all around the world and most of them were there for the experience as much as the money. We worked hard all day and had fun in the evenings.

Daniel, the owner of the apple orchard, was strict. He expected everyone to get up extremely early and he had high standards. He certainly let us know if he thought we weren't picking fast enough but that was his job. At least he was the same with everyone. We were all used to him by the time we left and we wanted to do a good job for him. We'd laugh because he brought out apple pie for lunch every day. We didn't want to see another apple by the time we were done.

I went into it expecting to have a good time but in the end I've got more than the memories of having fun and meeting people. I feel I really grew up that summer. I learned to work hard and communicate with different people and my time management improved too. The pay was helpful of course, but it was the appreciation of the value of money that probably means more. So I'd certainly encourage anyone in my position to give fruit picking a try – but don't expect an easy ride.

11	Before he started working as a fruit picker, the wr	iter		
	A thought it would be easy.			
	B didn't much like the idea of it.			
	C knew people who had done it.			
	D saw it as a quick way to earn money.			
12	The writer says that the other people he met fruit	t picking		
	A were not serious about the work.			
	B came from a lot of different places.			
	C needed the money more than he did.			
	D liked leaving the farm in the evenings.			
13	The writer says his boss on the farm			
	A became his friend.	became his friend.		
	made them go to bed early.			
	C provided interesting meals.			
	D treated the workers in a fair way.			
14	According to the writer, the best thing about the	according to the writer, the best thing about the summer was		
	A the skills he developed.			
	B the friends he made.			
	C the money he earned.			
	D the memories he has.			
15	What would the writer say about this article?	ARTADA		
	AAA	В		
	l explain why I recommend	describe my experience of		
	fruit picking as a career.	working as a fruit picker.		
	c	D		
	I report on the bad conditions	I tell people what they need to		
	that fruit pickers work in.	know before starting work as a		
		fruit picker.		

Questions 16-20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

A Musical Life

I learned the piano from an early age and, as in many families I suppose, there were a lot of arguments about having to practise every day. 16 All that practice gave me a good understanding of music and it wasn't long before I started really enjoying it. I even started practising without my parents telling me to. I also began writing songs, which I admit were pretty bad at first. 17 In high school I moved from a piano to a keyboard and started playing the guitar too. I joined the school band and this is where I made friends with a lot of other kids like me who loved music. My closest friend was Ken, who is still in my band today. 18 He liked playing and talking about music as much as I did. I ended up playing the guitar and he was on drums. We started playing at dances and practising in my family's garage. Dad joked that he used to make me practise when I was a little child but as a teenager he tried to stop me practising because of the noise. 19 But we didn't care, to be honest. All we wanted to do was play music, even if it drove everyone around us mad.

I remember those early days in the band as a time of freedom and discovery. When we left school, we had to decide if we wanted to keep going with music or go and get 'real jobs'. 20 I have to say it was the best decision I've ever made because, even though the band doesn't have all the original members, Ken and I have managed to make a living doing what we love most: music. It hasn't always been easy but it's always been interesting.

- A We were so loud that the neighbours complained.
- **B** Looking back, I'm glad my parents made me do it though.
- C They didn't like our kind of music.
- D We couldn't keep playing.
- E We got on well from the start.
- F However, they got better after a while.
- G It was a very strange experience.
- H Obviously we chose to continue with the band.

Questions 21-26

For each question, choose the correct answer.

Working from home

When people think about working from home, many (21) _______sleeping in late, lying around in their pyjamas and enjoying long lunches. However, they need to (22) ______ that it's not all fun and games. It's not for everyone – some people are not happy working at home and not every job is (23) ______ for it. For example, if you have to do things such as (24) ______ meetings or serving customers in person, working from home will probably not be possible.

If the idea interests you and you would **(25)** ______ to work from home, you need to show your manager that you can get more work done there than you would at the **(26)** _____. Then they will see a benefit for the company.

- 21 A imagine
- 22 A realise
- 23 A correct
- 24 A dealing
- 25 A want
- 26 A service
- B create
- B remind
- B suitable
- B visiting
- B like
- B employment
- C dream
- **C** repeat
- c exact
- **C** appearing
- C hope
- C position
- D believe
- **D** require
- D regularD attending
- D think
- D office

RAN & Part 6 A D A

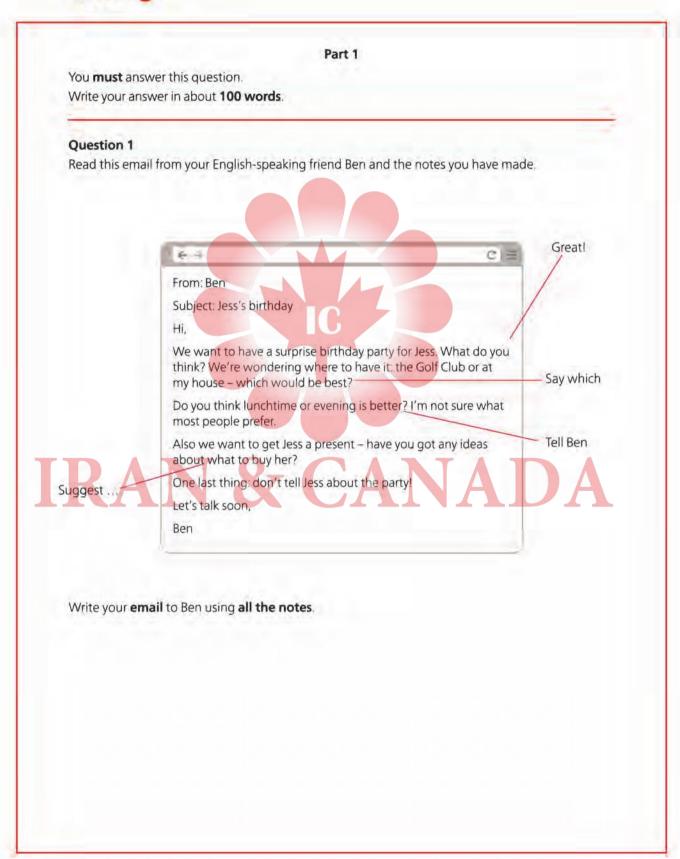
Questions 27-32

For each question, fill the gap with the correct answer. Use one word for each gap.

Niagara Falls

Niagara Falls is a group of three waterfalls on the border (27) _______ Canada and the United States and this natural wonder is one of (28) ______ most popular tourist attractions in the area. From the largest to the smallest, the three waterfalls (29) _____ the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Niagara Falls are famous (30) _____ their beauty and for the incredible power of the falling water, which is used to create electricity. Although the water becomes icy in winter, the waterfalls do (31) _____ normally freeze completely. However, there have been some years when this has happened. Tourists come all year round but most visitors come in summer, when the Falls are open in the evenings as (32) _____ as during the day.

Writing



Choose one of these questions.

Write your answer in about 100 words.

Question 2

You see this notice on an English-language website.

Articles wanted!

Your home town

(It can be a village, town or city.)

What makes your home town an interesting place for tourists?

What is there to do and see? When is the best time of year to visit?

What do tourists need to know about transport in your town?

Write an article answering these questions and we will put it on our website.

Write your article.

Your English teacher has asked you to write a story

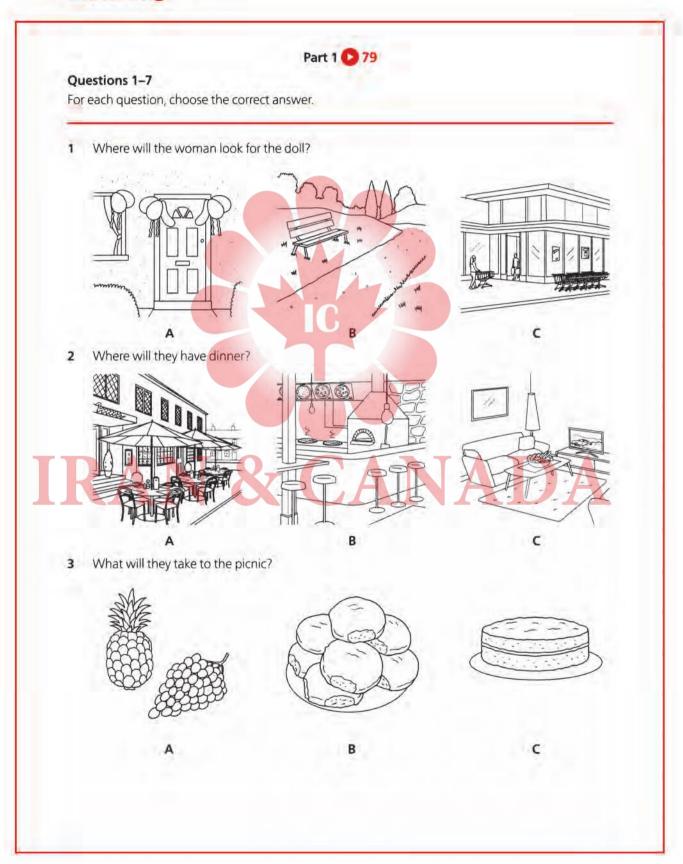
Your story must begin with this sentence.

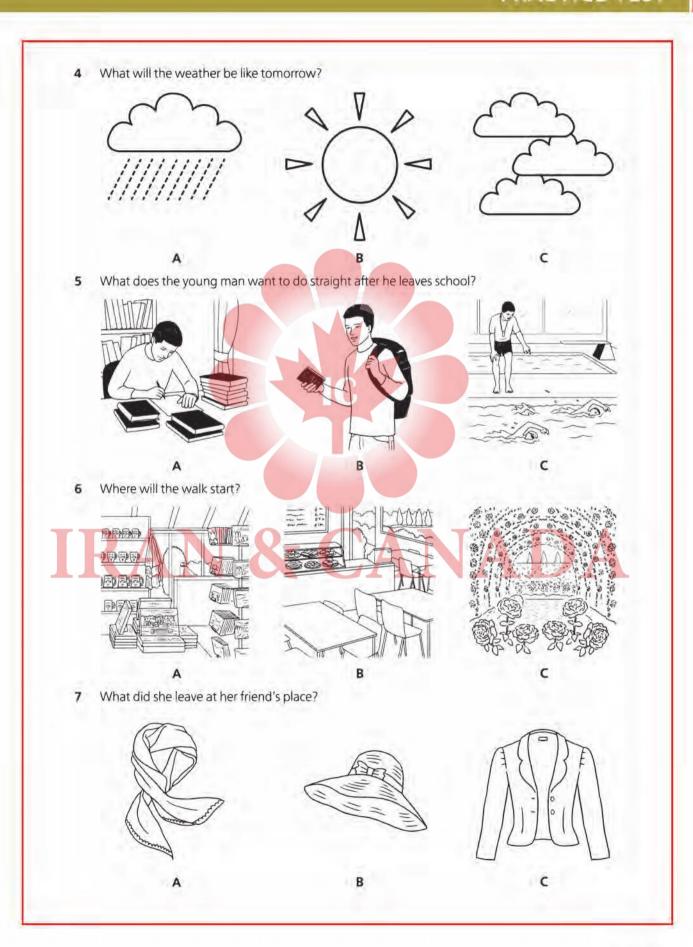
It was raining hard when I left home.

Write your story.

Practice test

Listening





Part 2 2 80

Questions 8-13

For each question, choose the correct answer.

- 8 You will hear two friends talking about going to the cinema. How did the man feel about it?
 - A The movie was too long.
 - B There was nothing interesting in the movie.
 - C There were too many people there.
- 9 You will hear two friends talking about a teacher. They agree that
 - A he gives too much work to do outside class.
 - B he is fair with all students.
 - C he explains things clearly.
- 10 You will hear two friends talking about their new neighbours. What does the young woman think about the neighbours?
 - A Their children are too noisy.
 - B They disagree with each other a lot,
 - C They understand young people.
- 11 You will hear a young woman telling her friend about her part-time job.

How does she feel about it?

- A worried about a mistake she made
- B grateful for the help she got
- c sure that she will keep the job
- 12 You will hear two friends talking about using their phones.

The man advises the woman to

- A put hers away.
- B buy a better one.
- c make fewer calls.
- 13 You will hear two friends talking about a library.

They agree that

- A the building looks.good.
- B it was better before it was changed.
- c it's a good place to meet with other students.

Part 3 281

Questions 14-19

For each question, fill the gap with the correct answer. Use **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio announcement about a new art gallery.

New Art Gallery

The opening of the gallery is now planned for (14) ______ of next week.

If you come by bus, get off opposite the (15) _____ on the High Street.

Family membership costs (16) dollars per year.

In the Sommerville Room, you can see an exhibition of (17)

Visitors don't have to pay for the (18) _____ of the gallery they are given.

You can hire the gallery café as a place to have a (19)



Part 4 2 82

Questions 20-25

For each question, choose the correct answer.

You will hear an interview with a young woman called Laura Wilkes who runs an online business.

- 20 Why did Laura start her online business?
 - A to get money for her family.
 - B to sell a new product
 - c to impress a friend.
- 21 Why did Laura start selling a wider range of things?
 - A Her customers were asking her to.
 - B She needed to make more money
 - C She wanted to do something new.
- 22 Laura thinks she has been successful because
 - A she gives great service.
 - B she works very hard.
 - c she asks for help when she needs it.
- 23 What problem did Laura have with her business in its second year?
 - A It grew too quickly.
 - B It got some bad reviews.
 - C It was hard to find staff.
- 24 How does Laura feel now about running her business?
 - A She finds it stressful.
 - B She worries about her employees.
 - C She likes working for herself.
- 25 In the future, Laura wants to
 - A find a business partner.
 - **B** do business in other countries.
 - c spend less time working.

Speaking

Part 1 2 83

The examiner will ask you and your partner some questions about yourselves. Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.



Part 3 2 85

The examiner will ask you and your partner to talk together about a situation. Look at the pictures below and listen to the examiner's instructions.

Places the friends could have a meal



Part 4 0 86

The examiner will ask you some questions about the topic of your discussion in Part 3. Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.