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FIRST

WORKBOOK
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ANSWERS

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Claire Wijayatilake

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S LET'S TALK

GRAMMAR

1 Put the verb in brackets at the end of each sentence into the past simple, present perfect simple or present perfect continuous.

- 1 you ever someone from another country? (*meet*)
- 2 My cousins since January. They're due home next week. (*travel*)
- 3 I Jack the other day. He's working as a teacher in our local secondary school. (*see*)
- 4 I never bungee jumping but I hope to one day. (*try*)
- 5 You look exhausted. What you ? (*do*)
- 6 I to their new album yet. Is it any good? (*listen*)
- 7 Dominic French and German when he was at school. (*study*)
- 8 I Ella for about ten years. (*know*)
- 9 I her an email two weeks ago and she still (*send*) (*reply*)
- 10 Someone my dinner! Half of it is missing. (*eat*)

2 Complete the sentences with the comparative or superlative form of the adjective in brackets.

- 1 In my opinion, English is (easy) to learn than French.
- 2 This is (good) film I have ever seen!
- 3 She is (confident) in using technology than I am. I'm hopeless!
- 4 Tom is (tall) Max. They're both 1.74 m.
- 5 It feels (hot) today than it was yesterday.
- 6 That was (relaxing) holiday I have ever been on.
- 7 I thought the second series was (bad) than the first.
- 8 New York and London are both wonderful cities but Madrid is (beautiful) of the three, in my opinion.

VOCABULARY

Match the speakers (1-5) with the most appropriate adjective in the box.

annoyed delighted disappointed shocked worried

- 1 I actually passed. I'm so happy because I worked really hard for these exams and now I can go to the university I really wanted!
- 2 I've been waiting here for almost two hours. I'm now late for my next seminar and all I wanted to do was get a signature for this document.
- 3 Did you see the series finale!? I still can't believe how it ended. I really didn't see that coming, to be honest.
- 4 I'm really nervous about my driving test next week. I've practised a lot but I still don't think I'm ready for it.
- 5 I know I didn't do too well in the interview, but I thought they might still offer me the job. It's sad but I will continue to apply for other roles.



LISTENING



02 You will hear five learners of English talking about difficulties they have faced with communication. For each speaker, choose a problem A–H. There are three letters you do not need to use.

- 1 Speaker 1
- 2 Speaker 2
- 3 Speaker 3
- 4 Speaker 4
- 5 Speaker 5

- A** The speaker found British English difficult to understand.
- B** The speaker did the wrong kind of preparation for his/her overseas trip.
- C** The speaker's classmates were not interested in learning.
- D** The speaker had not studied much grammar before.
- E** The speaker lacked confidence because he felt his/her English was not perfect.
- F** The speaker relied too heavily on translation from his/her mother tongue.
- G** The speaker's teacher was too strict.
- H** The speaker mixes up different varieties of English.

WRITING

Read this story about a girl called Anya, whose family gave up communication technology for a month. Complete each gap with a word or phrase from the box.

anyway as long as as you can imagine in theory
looking back not even on the bright side secretly

Two years ago, when I was 14, my parents decided to sign our family up for an experiment which would be made into a reality TV series. What we would have to do is survive for a whole month without access to our usual communication devices. We would have no phones – **(1)** a landline – no radio, TV or computers. It was during the summer holidays so, **(2)**, there was no reason why we couldn't live without those things – there was no homework to do for school. We could go to the local shop and we were allowed to buy a newspaper every day. Books were allowed, but not magazines.

I was not that keen on taking part, but **(3)** I was hoping I would be talent-spotted and it would lead to a brilliant career in television. My older brother, Marcus, was not that bothered as all he ever did was read books **(4)** My sister, Molly, was too young to care. **(5)** she had her toys and her pet rabbit to play with she was fine. Mum and Dad were always telling me to 'get off that phone!' and they were the ones who applied to take part.

Anyway, **(6)**, it was quite a challenge for me! I was so used to googling everything that came into my head, playing games on my phone for hours and chatting to my friends that being without technology was like losing a part of my body. **(7)**, the weather was great that summer so I spent a lot of time outside. I took up running and got really fit. I cycled over to my friends' houses as I couldn't call them to meet up in town. I read about five novels and really enjoyed the feel of an actual book in my hand. So, **(8)**, it was not as bad as I had expected. Would I want to live like that all the time? Definitely not!





Artificial intelligence and language learning

As a language student, you have probably used artificial intelligence in numerous ways. You may have taken an adaptive placement test to join your class or practised your grammar with the help of an online learning platform. However, you have probably felt the limitations of relying solely on technology for feedback on your progress, particularly when it comes to the productive skills of speaking and writing. How far can a computer help you with those?

If you are studying English – or any other language – in a class with a teacher, the chances are you have been asked to give a presentation to the rest of the class. It is also likely that the presentations you have given have been followed by feedback, first from the other students and then from your teacher. Hopefully, this was a positive experience for you. However, you may have felt that the feedback was either inaccurate

or too subjective. Perhaps your classmates did not want you to feel bad, so they said you were amazing, or you did not agree with your teacher that you ‘failed to engage your audience’. What if there were a computer programme that could give you a completely objective reaction to your presentation? How would it work and would you trust it?

When we give a presentation – whether in business, in class or for some other purpose – we always hope for a positive reaction from those listening to us. We want our audience to really listen, trust us, engage with us and act on what we have said in some way – maybe to change their way of thinking or to buy our product. Extensive research has helped us understand the ways in which speakers can influence an audience’s reaction to them. These include the content of our talk, our body language and how we use our words and voices. Machines can now be

trained to measure these factors and give us objective feedback to help us improve our communication skills. One business coach who uses this kind of software to teach presentation skills says: 'Giving feedback with the use of technology is much less personal. You can't argue with a computer!'

Some exam boards have already started to use artificial intelligence to mark students' written work. Hundreds or even thousands of essays scored by teachers are fed into the computer, which learns to recognise the features of an essay with a particular score. Some studies have shown this to be more accurate than human marking because it eliminates human failings such as tiredness and personal preferences. However, the whole concept horrifies many working in the classroom. Teacher and writer Bill Walsh states that, 'At the very least, writing requires a breathing reader.'

The nature of artificial intelligence is that the more data you provide, the better it works. This means that as time passes and more data is added, the more we will be able to rely on it to give us feedback on our

performance. One of Walsh's objections to computers marking essays is that they will not be able to recognise humour, irony, originality of expression or the very subtle differences in meaning between two words. That may be true at present, but with enough data to work with and the right training, who knows what they might be capable of?

Although performing tasks with the use of artificial intelligence is faster, more cost effective and in many ways more accurate, there are some limitations of artificial intelligence which seem impossible to overcome. Computers are not able to empathise, they do not possess self-awareness and they are poor at multitasking. A teacher will be aware that the local football team lost an important match or that students have been delayed in a traffic jam. He or she has access to up-to-the-minute information from a range of sources – and a lifetime of experience in how to react to different situations and different personality types. Artificial intelligence can definitely help teachers, but I think they can rest assured that their jobs are safe for a few more years.

1 Which attitudes (A–F) are expressed by the writer?

- A** Presentation feedback given by humans is better than that given by computers.
- B** Professional trainers find computers useful in supporting their feedback to learners.
- C** Computers are unlikely to get better at marking essays.
- D** The drawbacks of artificial intelligence are very significant.
- E** Computers will soon be able to understand human emotions.
- F** Computers are likely to replace teachers in the near future.

2 Choose the correct option in each sentence.

- 1 Computers are more useful when you are practising *receptive** / *productive*** skills.
- 2 Feedback from computers can be more *objective* / *subjective* than feedback from other students.
- 3 The third paragraph is generally *for* / *against* the use of artificial intelligence in presentation feedback.
- 4 According to the text, teachers *like* / *dislike* the idea of using artificial intelligence to mark essays.
- 5 Bill Walsh believes that computers *will* / *will not* be able to recognise sophisticated language.
- 6 The final paragraph emphasises the *similarities* / *differences* between teachers and computers.

*reading and listening

**writing and speaking

SPEAKING



03 You will hear eight students answering one question each. Match the speakers (1–8) to the questions they were asked (A–H).

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- A** Have you ever collected anything?
- B** Is there anyone in your family who inspires you?
- C** How long have you lived in your hometown?
- D** When did you last go out with your friends?
- E** Which member of your family are you most similar to?
- F** What kind of things do you usually do with your friends?
- G** What sport or hobby would you like to try?
- H** What do you like about your hometown?

1 FIGHTING FIT

GRAMMAR

1 Tick the correct sentences. Correct those which contain an error.

- 1 I refuse joining a gym – it's too expensive!
- 2 Serge dislikes playing any kind of team game.
- 3 Olympic athletes start training at a very early age.
- 4 I've given up horse riding. I can't risk to fall off at my age!
- 5 Stop to play on the ice! It might break.
- 6 Have you managed to lose any weight yet?
- 7 Many people avoid to eat a lot of red meat.

2 Match the parts of the sentences.

- | | |
|-----------------------------|--|
| 1 Is this exercise supposed | A going to the cinema or the gym? |
| 2 Saira regrets | B eating meals after 8pm. |
| 3 The food in Japan tends | C to eat five portions of fruit or vegetables a day. |
| 4 Are you still able | D not to eat any more sweets! |
| 5 Do you prefer | E to be healthier than in other countries. |
| 6 Everyone should aim | F to touch your toes? |
| 7 You should stop | G to hurt this much? |
| 8 Yes, doctor, I promise | H eating junk food when she was young. |





3 Choose the correct option in these sentences.

- 1 Everyone knows that fruit juice contains a lot of sugar. *Although / Nevertheless*, many people let their children drink it every day.
- 2 *Instead of / While* snacking on biscuits and cake, eat a handful of nuts and seeds. It's much healthier.
- 3 *Despite / Even though* the bad weather, they went ahead with the race.
- 4 *In spite of / Although* he was in pain, Fabio finished the marathon.
- 5 It can be challenging to follow a healthy diet. *However / Whereas*, it is worth it in the long run.
- 6 You should go for a walk after dinner *despite / rather than* sitting on the sofa and watching TV.



4 Read this extract from an email a woman has written to her local government representative. Fill in the gaps with the linking words and phrases from the box. Add capital letters to the words if necessary.

whereas despite however instead of
although unlike in the past

I am a local resident concerned about the health of our children. I don't think local government is doing enough to protect the younger generation. (1) _____ the fact that the government recommends children eat healthy food, there are eight or nine fast food restaurants in our town!

(2) _____, there are still no restaurants which focus on home-cooked, healthy meals at affordable prices. Another problem is the lack of exercise facilities. (3) _____ there are several gyms, they are not open to children under the age of 16. (4) _____ making these facilities available to adults only, gyms could be encouraged to welcome children at certain times. Our local parks used to be a great place for children to play sports with their friends. (5) _____, they are not being maintained properly so it is not a good environment for them. There used to be a team of gardeners and maintenance staff, (6) _____ now there is only one person looking after all the parks.

I suggest we make improvements to our town to give our children a healthier future.

VOCABULARY



Complete the second sentence with a phrase from Unit 1 of the Student's book so that it has a similar meaning to the first sentence. Use between two and five words for each sentence, including the word in bold.

- 1 It is important to monitor how you're doing.
KEEP
Always try to _____ your progress.
- 2 Unfortunately, I just couldn't run as fast as them.
KEEP
Unfortunately, I just couldn't _____ them.
- 3 You should try to reduce the amount of sugar in your diet.
DOWN
It is a good idea to _____ on sugar.
- 4 We weren't sure whether our team would win.
TOUCH
It was _____ whether our team would win.
- 5 I stay fit by running three times a week.
SHAPE
I _____ by running three times a week.

PUSH YOURSELF C1



Read the sentences and use the context to match the underlined words to their meanings.

- 1 I am interested in taking a course in nutrition as I think we all need to watch what we eat.
 - 2 If you are going to run a marathon, you need to improve your stamina.
 - 3 It is important to eat plenty of fruit and vegetables to help your digestion.
 - 4 If you have bad posture, you can suffer from back problems.
 - 5 I think it is important to find a form of exercise that combines both physical and mental well-being.
- A** Health and happiness
B Food and the effect it has on health
C The process in which the body breaks down food
D The ability to keep going for a long time
E The way someone sits, stands or holds themselves

UNUSUAL FITNESS ACTIVITIES

A Hot yoga

Yoga has long been considered one of the best exercises around, and one that can be practised virtually anywhere, including at home. Hot yoga, as the name suggests, takes it a stage further by turning up the heat, requiring a temperature of around 40° C and humidity of 60 per cent. Clearly, such a change is going to make you sweat more, and this is the whole point as it is supposed to eliminate harmful chemicals and toxins from your body. In a nutshell, hot yoga retains the mental focus of the more traditional version of the discipline but is designed to push your body much harder. The heat increases your heart rate and helps thin the blood, stimulate your metabolism and burn calories at a faster rate. As well as increased strength, stamina and flexibility, practitioners point to a number of other health benefits, such as curing back pain and improving the skin, with many even claiming it has boosted their performance in other sports.

B Aerial fitness

If you ever went to the circus as a child, you probably marvelled at the power and fitness of aerial performers. So if you have ever thought of having a go at such activities yourself, aerial fitness, which is based on similar techniques, may be just what you are looking for. Learners usually start off with the silks – two lengths of fabric attached to the ceiling. Once you have mastered some climbs, you then practise various ways of manoeuvring the body around them, including learning to hang upside down – not something you do every day! More expert practitioners can later progress to more complex devices, such as hoops, trapezes and slings, and there is even an aerial form of yoga that you can try. Aerial fitness techniques do require you to support your own body weight so clearly the benefits include improved general strength and also increased shoulder mobility. Furthermore, think of the respect you will get from friends and family when you tell them all about it!

C Underwater cycling

Underwater cycling or aqua-cycling combines the concept of a spinning class with the benefits of exercising in water. For those new to the concept, it does literally mean that exercise bicycles are placed in a swimming pool! While spinning, which often involves standing up and bouncing, can create strain on your knees, cycling underwater prevents stress on the joints, because the water provides extra support for the body. Unlike spinning too, it is suitable for people of any age, size or shape, even pregnant women and those recovering from injuries, making it perfect for those who find the idea of group exercise a little intimidating.

D Obstacle races

If these were a favourite from your primary school sports day, you can now recreate the fun on a much grander scale. Obstacle races have become fashionable again and you are guaranteed to have a great time with your friends and family while keeping fit. These are usually large-scale, organised events, which can be in urban or rural settings and can involve all kinds of natural and man-made obstacles. You could be jumping over fires, climbing walls or crossing rivers. You might bounce on trampolines, slide down huge water chutes or crawl through tunnels. One thing you can be sure of is that there will be mud – lots of mud! The race might involve dressing up in silly costumes and will probably end with a giant party. Check the internet for events coming up near you.