

 CAMBRIDGE



COMPLETE

PRELIMINARY

**Student's Book
without answers**

Second edition



B1



WITH ONLINE
PRACTICE

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and Peter May

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Map of the units

Unit title	Reading	Writing	Listening
1 My life and home	Part 5: 'Emilia's home' – living on a boat Reading for understanding of vocabulary	Part 1: An email Planning a reply	Part 2: Listening for specific information Two candidates doing Speaking Part 1
2 Making choices	Part 6: 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago Part 2: An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico Part 1: Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>			
3 Having fun	Part 3: 'Sand sculptures' Reading for detailed understanding	Part 2: A story about a day out Planning paragraphs	Part 4: Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
4 On holiday	Part 1: Identifying text purpose	Part 1: An email Suggesting where to go in a city and what to do	Discussing a quiz Part 3: 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>			
5 Different feelings	Part 4: 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words (<i>this, then, do, also, however, etc.</i>)	Part 2: A story Using adjectives to describe feeling	Part 2: Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
6 That's entertainment!	Part 2: 'Turn off the TV and go out!' Selecting events from an entertainment guide	Part 2: An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out Part 1: Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>			
7 Getting around	Part 1: Identifying text purpose	Part 1: An email Useful email expressions	Part 2: Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time Two candidates doing Speaking Part 2
8 Influencers	Famous families Part 6: An article about Emma Watson, a famous influencer	Part 2: An article about a person you admire Using correct spelling and punctuation	Part 3: 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>			
9 Stay fit and healthy	Part 3: Evie Scott talks about exercise at work Identifying opinion and attitude	Part 2: A story about feeling nervous Using a range of past tenses to explain what happened	Part 2: People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
10 Looks amazing!	Part 2: 'Our top picks at the street food market' Selecting places to eat	Part 2: An article	Part 1: Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>			
11 The natural world	'Scientists use robot chick to study penguins' Part 5: 'Working on the Galápagos Islands'	Part 1: An email Checking your work for mistakes	Part 4: Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
12 Express yourself!	Part 4: 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	Part 2: A story Using a range of tenses and reported speech	Raising money for charity Part 3: A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>			



Speaking	Pronunciation	Vocabulary	Grammar
Part 1: Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
Part 3: Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study</i> and <i>teach do, earn, make, spend, take</i> and <i>win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
Part 2: Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
Part 3: Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey</i> and <i>trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot (not) as ... as ...</i> <i>big</i> and <i>enormous</i> (gradable and non-gradable adjectives)
Part 4: Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to</i> and <i>don't have to</i> (advice, obligation and prohibition)
Part 3: Discussing plans for a festival Moving on to a new subject	Word stress	Television programmes Going out <i>been/gone, meet, get to know, know</i> and <i>find out</i>	Present perfect <i>just, already</i> and <i>yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
Part 2: Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really</i> and <i>very too</i> and <i>enough</i> The future Prepositions of movement
Part 1: Answering general questions Talking about your daily routine and what you like	Conditional sentences Contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>When, if, unless</i> + present, future
Part 4: Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go</i> and <i>play</i>	Relative clauses (defining and non-defining) Past perfect
Part 2: Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal</i> and <i>plate</i> Shops and services	Commands and instructions <i>Have something done</i>
Part 4: Discussing ways to help the environment Giving examples	Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
Part 1: General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say</i> and <i>tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

Introduction



Who this book is for

Complete Preliminary is a stimulating and thorough preparation course for learners who wish to take the **B1 Preliminary exam** from **Cambridge Assessment English**. It helps them to develop the necessary reading, writing, listening and speaking skills for the exam as well as teaching essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language based around engaging topics, all highly relevant for learners moving towards a B1 level of English.

What the Student's Book contains:

- **12 units for classroom study.** Each unit contains:
 - an authentic exam task taken from each of the four papers (Reading, Speaking, Writing and Listening) in the **Preliminary exam**.
 - essential information on what each part of the exam involves, and the best way to approach each task. Exam advice boxes before exam tasks explain how to do this.
 - a wide range of enjoyable speaking activities designed to increase learners' fluency and ability to express themselves.
 - a step-by-step approach to doing Preliminary Writing tasks.
 - grammar activities and exercises for the grammar learners need to know for the exam. When you are doing grammar exercises, you will sometimes see this symbol . These exercises are based on research from the **Cambridge Learner Corpus** and they deal with the areas which often cause problems for students in the exam.
 - vocabulary activities and exercises for the vocabulary you need to know for the exam. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which Preliminary candidates often confuse or use wrongly in the exam.
- **Six unit reviews.** These contain exercises which revise the grammar and vocabulary in each unit.
- **Speaking and Writing banks.** These explain the possible tasks students may have to do in the Speaking and Writing papers, and they give you examples and models together with additional exercises and advice on how best to approach these Speaking and Writing exam tasks.
- A **Grammar reference section** which clearly explains, unit by unit, all the main areas of grammar which you will need to know for the **B1 Preliminary exam**. There are also practice exercises for all grammar points.

Also available:

- **Downloadable audio online** containing all the listening material for the 12 units of the Student's Book plus material for the Speaking Bank. The listening material is indicated by coloured icons  in the Student's Book.
- A **Teacher's Book** containing:
 - **Step-by-step guidance** for teaching the activities in the Student's Book.
 - A number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
 - **Photocopiable recording scripts** from the Student's Book listening material.
 - **Complete answer keys** including recording scripts for all the listening material.
 - **12 photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition supplied by the Corpus-informed *Cambridge Learner's Dictionary*.
 - **Access to extra photocopiable materials online** to practise and extend language abilities outside the requirements of the **B1 Preliminary exam**.
- A Student's **Workbook** containing:
 - 12 units for homework and self-study. Each unit contains further exam-style exercises to practise the reading, writing and listening skills needed in the **Preliminary exam**. In addition, they provide further practice of grammar and vocabulary, which also use information about common Preliminary candidate errors from the Cambridge Learner Corpus .
- A '**Vocabulary Extra**' section, which contains twelve pages of further revision and practice of the essential Preliminary exam vocabulary contained in the Student's Book units.
- **Downloadable audio online** containing all the listening material for the Workbook.
- A **Test Generator** containing:
 - A **Grammar and Vocabulary Test** at standard and plus levels of each of the 12 units in the Student's Book.
 - Three **Term Tests** including grammar, vocabulary and Preliminary Writing, Speaking, Listening and Reading exam tasks.
 - An **End of Year Test** including grammar and vocabulary from all 12 units, with Preliminary Writing, Speaking, Listening and Reading exam tasks.

B1 Preliminary content and overview

Part/Timing	Content	Exam focus
1 Reading 45 minutes	<p>Part 1 Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p>Part 2 Five descriptions of people to match to eight short texts.</p> <p>Part 3 Longer text with five four-option multiple choice questions.</p> <p>Part 4 Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p>Part 5 Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p>Part 6 An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p>Parts 1–4 and Part 6: Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference.</p> <p>Part 5: Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
2 Writing 45 minutes	<p>Part 1 An informal email. Candidates write an email of about 100 words in response to a text.</p> <p>Part 2 An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.</p>	<p>Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.</p>
3 Listening approximately 30 minutes	<p>Part 1 Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p>Part 2 Six short unrelated dialogues with six three-option multiple choice questions.</p> <p>Part 3 Longer monologue. Candidates complete six sentences with information from the recording.</p> <p>Part 4 Longer interview. Six three-option multiple choice questions.</p>	<p>Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.</p>
4 Speaking 12 minutes	<p>Part 1 A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p>Part 2 An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic.</p> <p>Part 3 A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p>Part 4 A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.</p>	<p>Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.</p>

1

My life and home



Starting off

- 1 Work in pairs. Look at the pictures and answer the questions.
 - 1 What are these four parts of a home called?
 - 2 Are any of these like your home? How are they similar or different?
 - 3 Which is your favourite place in your home? Which is your least favourite? Say why.
 - 4 What changes would you like to make to your home? Why?
 - 5 When you go away, what do you miss about your home?

Listening Part 2

- 1 Work in pairs. Tell your partner about these things.
 - the building where you live
 - the street where your home is
 - a place where you would like to live

- Before you listen, quickly read the first line of each question and underline the key words.
- Don't choose an answer until you've heard the whole text for that question.

Exam advice

- 2 You will hear people talking in six different situations. In pairs, look at questions 1–6. For each question, discuss who you will hear in the conversation and what the situation is.

1 two friends, a flat they would like to live in

- You will hear two friends talking about the kind of flat they would like to live in.
They agree that it should
 - be on one of the higher floors.
 - have at least three bedrooms.
 - be close to public transport.
- You will hear a man telling his friend about changing job.
How does he feel?
 - He finds it hard to do his new job well.
 - He still misses his old colleagues.
 - He thinks the staff at his new firm are unfriendly.
- You will hear a woman talking about a trip to the beach.
What did she like best about it?
 - swimming in the sea
 - going on a free boat trip
 - playing a sport
- You will hear two friends talking about the town where they live.
They agree that
 - there's too much traffic.
 - some parts of it are dangerous.
 - it's smaller than they would like.
- You will hear a man talking to a friend about shops.
What does the man think about the small shop?
 - There aren't enough assistants.
 - The prices there are reasonable.
 - It sells a wide variety of items.
- You will hear two friends talking about their homes.
The woman says her room would be better if
 - it was quieter.
 - it was a lot bigger.
 - it was sometimes warmer.

- 3 For each question in Exercise 2, choose the correct answer. Listen again and check your answers.



- 4 Think of the three best and worst things about the place where you live. Use the ideas below, or your own. Work in small groups and discuss your ideas.

- how big or small it is
- interesting places to visit
- the people who live there
- traffic and public transport
- how safe it is
- things for people to do in their free time

Grammar

Prepositions of time

▶ page 116 Grammar reference
Prepositions of time

- 5 Exam candidates often make mistakes with prepositions of time. Choose the correct option in *italics*.



- I sometimes leave work *in* / *on* the evening.
- On* / *In* summer, they must come to Poland.
- I'll see you *on* / *at* 4 o'clock.
- We usually go to the beach *at* / *in* the morning.
- I go shopping *in* / *on* the days when there are not too many people.

- 6 Complete the table with the phrases from the box. Then add more phrases to the table.

5 o'clock 2020 bedtime half past four July
25 May my birthday night Sundays the afternoon
the holidays ~~the weekend~~ weekdays winter

<i>at</i> (with times of the day, e.g. 2.15, and expressions like <i>the weekend</i>)	<i>in</i> (with parts of the day, years, months and seasons)	<i>on</i> (with days and dates)
<i>the weekend</i>		

- 7 Discuss when people do the activities in the box. Say when you do them. Use prepositions of time.

do exams eat in a restaurant get a bus
go shopping socialise watch TV

Some people go by bus very early in the morning. I get the bus at 8.15.



Grammar

Frequency adverbs

▶ Page 116 Grammar reference
Frequency adverbs

- 1 Read the text about Julian. In pairs, discuss how similar his daily habits are to yours.

On weekdays, Julian always starts work at 6 am, so he usually gets up at 5 am and has a quick breakfast at 5.15. He takes the bus to work at 5.40 most days but sometimes he walks. Julian's lunchtime is usually before midday, when the café often gets busy again. He normally has dinner at six and he goes to bed at about 10 every evening.

- 2 Work in pairs and answer the questions.

- 1 Which is correct: frequency adverb + *be*, or *be* + frequency adverb?
- 2 Do frequency adverbs like *often*, *sometimes* and *rarely* go before or after other main verbs?
- 3 Where do we usually put longer frequency expressions like *every day* or *most days*?

- 3 Complete the sentences with the words in brackets.

- 1 I listen to music on the radio. (occasionally)
I occasionally listen to music on the radio.
- 2 I check my phone for messages. (every two hours)
- 3 I'm late for my English lessons. (never)
- 4 I write emails to friends. (sometimes)
- 5 I don't have lunch at home. (always)
- 6 I'm sleepy in the morning. (almost every day)
- 7 I go out on Monday nights. (hardly ever)
- 8 I stay in bed late. (most weekends)

- 4 Write sentences 1–8 in Exercise 3 so they are true for you. Then work in pairs and compare your sentences.

I rarely listen to music on the radio.

Really? I listen to music on the radio all the time.

- 5 Work in groups. Discuss how often you do the things in the pictures. Use expressions like *every day*, *once a week* and *twice a month*. Decide who does each thing most often.

I chat with my best friend every evening.

I tidy my flat once a week.



Reading Part 5

- 1 Work in pairs. Describe the pictures on page 11. Answer the questions.

- Which place would you like to have a holiday in? Which would you like to live in all the time? Why?
- Do you know of other unusual places to live?


- 2 Read the text without filling in the gaps. Answer the questions.

- 1 What kind of text (e.g. story, article) is it?
- 2 Which photo matches the text?
- 3 Which four of these points are in the text?
 - Emilia does lots of interesting things.
 - Her education takes place on the boat.
 - Living on a boat has some disadvantages.
 - She never feels afraid when she's on the boat.
 - She sometimes meets her friends.

- Read the text to get a general idea of the type of text, its topic and the main points.
- Look at the words before and after each gap.
- Try each of A, B, C and D in the gap. Which has the right meaning and fits the grammar of the sentence?

Exam
advice

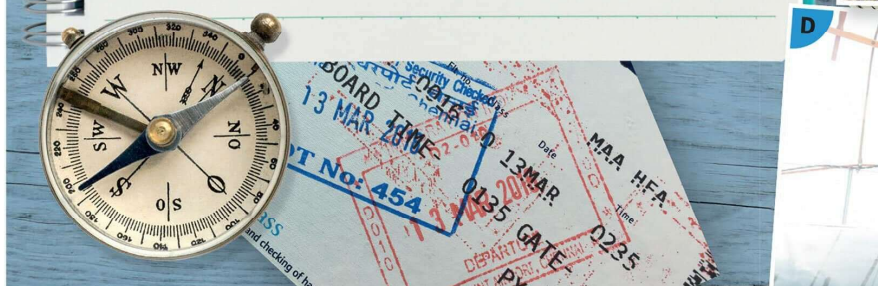
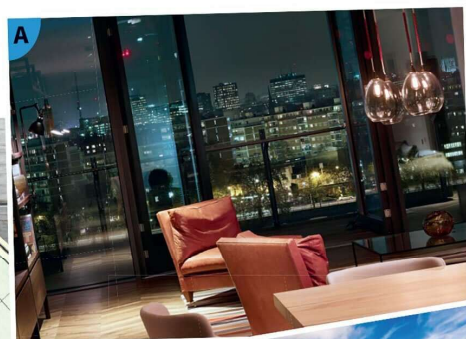
- 3 Read the article again and choose the correct word for each space (A, B, C or D). Use the questions in *italics* to help you.



Most people live in flats or houses, but right now biologist Emilia Ruiz is waking up somewhere in the Pacific Ocean, because her home is a 20-metre boat. She has (1) the last two years sailing with her colleagues Ryan and Charlie, who are also scientists.

Emilia's work (2) of studying large sea creatures such as whales and dolphins as they cross the oceans, so she often travels very long distances and has (3) friends all over the world. She is doing a Master's degree online and her studies are going well.

Her way of life, though, is sometimes uncomfortable. Space on board her boat is limited and bad (4) that lasts days is common, (5) in winter. Storms at sea can be frightening, although modern boat equipment usually helps sailors (6) them and Emilia nearly always feels safe. She contacts friends by social media and whenever they get together they have great fun in the places they visit.

- Which word do we use with a period of time?
A passed B used C taken D spent
- Which verb is followed by 'of'?
A includes B consists C requires D involves
- Which verb often goes with 'friends'?
A added B formed C caught D made
- Which noun often goes with 'bad'?
A temperature B forecast C weather D climate
- Which adverb means 'especially'?
A particularly B extremely C completely D absolutely
- Which verb means 'keep away from'?
A prevent B control C avoid D remove

- 4 Work in groups. Discuss what you would or wouldn't like. Give reasons.

- often going to different places
- rarely seeing friends
- never having to travel to work or university
- making new friends around the world
- having very little space at home
- living close to nature all the time

- 5 Work in pairs. Imagine a typical day in Emilia's life. Use frequency adverbs to describe it.

Grammar

Present simple and present continuous

- ▶ **Page 117 Grammar reference**
Present simple and present continuous
- ▶ **Page 118 Grammar reference**
State verbs

1 Match the extracts from the article on page 11 with the uses of the present simple and present continuous (a–e).

- 1 Most people **live** in flats or houses. e
- 2 Emilia Ruiz **is waking** up somewhere.
- 3 She often **travels** very long distances.
- 4 Her studies **are going** well.
- 5 Emilia's work **consists of** studying large sea creatures.

- a something that happens regularly
- b something in progress, but not at the present moment
- c verbs not normally used in the continuous
- d something happening at the present moment
- e something that is generally true

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

Hi David,

I (1) *'m writing* (write) to you from the lovely holiday home my friends and I have rented, right next to the sea. I (2) (sit) in my bedroom right now, which (3) (have) a big window, and I (4) (look) out across the waves at a little island. I (5) (love) it here, and in the evening I sometimes (6) (stay) here and watch the sun go down.

Every day, we (7) (go) for a walk along the top of the cliffs. The weather (8) (get) hotter every day. It was 35°C yesterday! But we always (9) (leave) the house early in the morning while that cool wind from out at sea (10) (blow).

We (11) (have) a really good time here, and I (12) (not want) to go home!

Bye for now,
Molly

3 Make questions using the present simple or the present continuous. Add or change words if necessary.

- 1 what / 'habit' / mean?
- 2 any buses / stop / in your street?
- 3 who / watches / the most / TV / in your house?
- 4 you / prefer / to get up / early or late?
- 5 everyone / talk / to / their partners / at the moment?
- 6 what colour clothes / you / wear / today?
- 7 anyone / sit / behind / us / in class right now?
- 8 what / you / sometimes / forget / to do?

4 Work in pairs. Ask and answer the questions in Exercise 3.

What does 'habit' mean?

It means something you often do.

5 Do the task below.

- Write three questions using the present continuous about what your partner is doing, thinking or feeling now, e.g. *Are you feeling good?*
- Write three questions using the present simple about what your partner likes, wants or prefers, e.g. *Do you prefer weekdays or weekends?*
- In pairs, ask and answer the questions.

6 /P/ /s/, /z/ and /ɪz/

Try saying these words. Which ones end with /s/? Which ones end with /z/? Which ones end with /ɪz/?

changes chooses does finishes forgets goes
likes lives loves passes plays practises
prefers sees speaks studies thinks uses
walks wants washes wears works

7 Work in pairs. Think of a close friend or family member. Tell your partner these things about them. Remember to pronounce the final 's' of verbs correctly.

- facts, e.g. *She lives in ..., she belongs to ...*
- things he or she often does, e.g. *He often plays ...*
- something your friend is doing around now, e.g. *She's learning Spanish.*
- what you think your friend is doing right now, e.g. *He's walking home.*

8 Now ask your partner more questions about the friend or family member.

Where does she work?

Is he learning to drive this year?

Vocabulary

House and home

- 1 Which of these does your home have?

a balcony a bathroom
a bedroom a dining room
a garage a garden a hall
a kitchen a living room stairs

- 2 Look at the places in Exercise 1. Where can you find the things in the box?

armchair bath blankets
chest of drawers cooker
cupboards cushions
dishwasher duvet fridge
microwave mirror pillow
rug sink sofa taps
toilet towels wardrobe
washing machine

Countable and uncountable nouns

- ▶ **Page 118 Grammar reference**
Countable and uncountable nouns

- 3 Choose the correct option in *italics*. Then check with the extract from the Cambridge Learner's Dictionary.

I am looking for new *furniture* / *furnitures* for my bedroom.

furniture *noun* [U]

objects such as chairs, tables and beds that you put into a room or building

Common Learner Error

Remember you cannot make *furniture* plural. Do not say 'furnitures'.

- 4 Look at the first line of the dictionary extract again. What tells you the noun *furniture* is uncountable? What letter do you think there is for a countable noun?

- 5 Think about the kitchen in your home. Write three countable and three uncountable things you can find there. Tell your partner.

Grammar

a few, a bit of, many, much, a lot of and lots of

- ▶ **Page 118 Grammar reference**
a few, a bit of, many, much, a lot of and lots of

- 1 Look at what Giles says about his free time. Choose the correct option in *italics*.



I don't have much time to watch TV these days. There aren't many programmes I like, and as I've got university exams quite soon, I usually have a lot of work to do in the evenings. After that, I often like to do a bit of exercise. At weekends, I like to invite a few friends to my house. We cook some food, have dinner together and talk a lot. That's lots of fun!

Rules

- 1 We use *a few* for small numbers with *countable* / *uncountable* nouns.
- 2 We use *a bit of* for small amounts with *countable* / *uncountable* nouns.
- 3 With *countable* / *uncountable* nouns in questions and negative sentences we use *much*.
- 4 With *countable* / *uncountable* nouns in questions and negative sentences we use *many*.
- 5 We use *a lot of* or *lots of* for large amounts or numbers. We use them with *countable* or *uncountable* nouns.
- 6 If there is no *noun*, we use *a lot* instead of *a lot of*.

- 2 Choose the correct option in *italics*.

- 1 I put *a bit of* / *a few* make-up on, but not *many* / *much*.
- 2 It doesn't take *many* / *much* time to wash those clothes and it only takes *a lot of* / *a few* hours to dry them.
- 3 I've got *a bit of* / *a few* video games but I can't buy any more because they cost *much* / *a lot of* money.
- 4 Those new light bulbs don't use *many* / *a lot of* electricity, so *lots of* / *much* people are buying them.
- 5 I don't use *much* / *many* shampoo, just *a bit* / *a few*. My hair always goes dry if I use *a lot* / *a lot of*.
- 6 There isn't *much* / *a lot* space in my bedroom so I don't keep *a bit of* / *many* things there.

- 3 Work in pairs. Ask your partner what he or she likes and doesn't like doing at home. Use expressions from Exercise 1. Tell the class about your partner.

Do you watch much TV?

No, I don't watch a lot of programmes.

Speaking Part 1

Prepositions of place

▶ **page 119 Grammar reference**
Prepositions of place

▶ **Page 152 Speaking bank**
Speaking Part 1

1 Exam candidates often make mistakes with prepositions like *at*, *in* and *on*. Choose the correct option in *italics*.

- Sometimes we play cards *on* / *at* his house.
- He sometimes goes running *at* / *in* the park.
- We usually stay *in* / *at* home watching TV.
- There's a window *on* / *in* the left of my bed.
- I normally spend my day *in* / *at* the beach.
- I have some photos *in* / *on* the wall.

2 Work in pairs. Tell each other about your apartment or house. Describe each room and what's in it. Draw a picture of your partner's home. Show it to your partner.

3 Complete the gaps with *at*, *in* and *on*.

college
..... work
university

a city
..... a country
a company

the coast
..... a hill
an island

4 Put the words in order to make questions. Then match the questions with the answers.

- your / what's / name? *What's your name?*
- live / where / do / you?
- Recife / do / what / do / you / in?
- lessons / having / you / English / like / do?
- English / future / use / the / in / you / will?



- Yes, I need to speak it well at work because we do a lot of business abroad.
- In Recife, a big city on the north-east coast of Brazil.
- Rafael Santos.
- I work in an information technology company there.
- Yes, I always enjoy them a lot!

5 Work in pairs. Ask another student the questions in Exercise 4. Use the correct prepositions in your answers.

6 Complete the dialogue with the correct form of the verbs in brackets and prepositions of place and time. Listen and check.



Hugo: Where **(1)** *do you come* (you / come) from, Sara?

Sara: I live **(2)** Vigo, a city in Galicia. That's **(3)** north-west Spain, **(4)** the Atlantic coast.

Hugo: Do you work or **(5)** (you / be) a student?

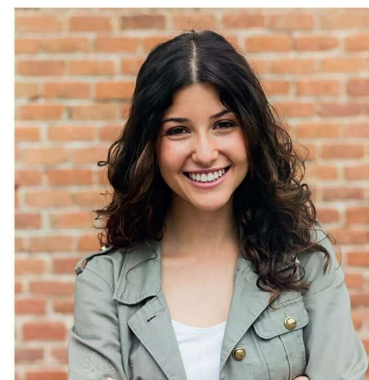
Sara: I'm a second-year student **(6)** the University of Vigo. I'm studying Economics.

Hugo: How **(7)** (you / get) there **(8)** the mornings?

Sara: The University isn't in the city so I usually take the bus, but **(9)** summer I often ride there on my bike.

Hugo: And where **(10)** (you / like) to go **(11)** the evenings?

Sara: Sometimes I go out with my friends, but most evenings I stay **(12)** home studying. I've got exams soon!



- In the Speaking exam, be friendly and polite when you meet the examiners and the other candidate.
- Speak clearly and loudly enough for the examiners and your partner to hear you.
- Give longer answers by adding details such as places and times of day.

Exam
advice

7 Work in new pairs. Ask and answer the questions from the dialogue in Exercise 6.

Writing Part 1

▶ Page 145 Writing bank
An email

1 Work in pairs. Look at the exam task and answer the questions.

- Who has written to you?
Alex, your English-speaking friend.
- What do you have to read?
- What kind of text must you write?
- What news does Alex tell you first? How do you feel about this?
- What does Alex ask you next? What information must you give?
- What does Alex ask you in the fifth sentence?
- What does Alex ask you last?

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

To:

From: Alex

Many thanks for inviting me to come and stay with you for a couple of weeks. I asked my boss for some more time off work and she said yes! *Brilliant!*

Which month would be best for me to come? *Say when and why.*

We've never really talked about your home. What's it like? *Describe.*

I'll start planning my trip today. What should I bring with me? *Suggest ...*

See you soon!

Alex

Write your email to Alex, using **all** the notes.

- You **must** answer this question in the exam.
- Read the instructions and the email in the question. Note who you have to write to and which points you must include.
- Note down ideas and plan your reply. Use a paragraph for each point.

Exam advice

2 Read this reply and answer the questions.

- How many main paragraphs does Frankie use?
- Which paragraph deals with each of the notes?
- How many sentences does Frankie write about each of the notes?
- In Frankie's email, find prepositions of place, prepositions of time and frequency adverbs.

From: Frankie

To: Alex

Hi Alex,

I'm so happy you can spend a fortnight at my place. I'm really looking forward to it!

Summer is lovely here. I'm usually away in August, so July would be the perfect time to come and visit.

I live in a three-bedroom flat on the fifth floor in a quiet neighbourhood. It's comfortable, with modern furniture, big windows and a large balcony where I sometimes have barbecues at weekends.

It hardly ever rains in July, so I'd recommend bringing just light clothes, plus your swimming costume. There's lots to do here and I'm sure we'll have a fantastic time.

See you in the summer!

Frankie

3 Plan your own reply to Alex. Use each of the notes as a heading and write your own ideas below them.

Brilliant!	Say when and why	Describe your home	Suggest
<i>it's great that ...</i>			

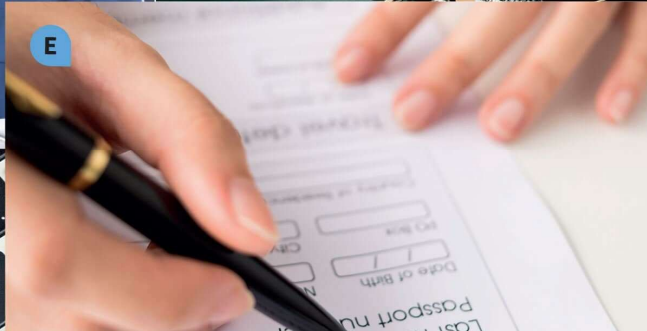
4 Write your email.

- Begin and end in a friendly way.
- Use paragraphs, one for each of the notes.
- Write at least one sentence about each of the notes.
- Use frequency adverbs and prepositions of place / time.

5 Check your partner's email. Has your partner:

- organised the email like Frankie's?
- written about all four notes on Alex's email?
- written about 100 words?

2 Making choices



Reading Part 6

- 1 Work in pairs. Read the article about four different universities. Then answer the question in the title. Do not complete the gaps for now.

Starting off Life choices

- 1 Work in pairs. Match the photos to the words in the box. Then put these events into the order someone might do them.

apply for a job
get some work experience
quit your job retire early
take a gap year

- 2 In pairs, ask and answer these questions.

- How often do people in your country decide to do the activities in Exercise 1?
- Why do people make these choices?
- Is there anything in Exercise 1 that you haven't done but you would like to do? Why?

Would you choose to study at a college or university like this?

At Worcester University, England there are students (1) take very few exams. Those studying an English degree only have (2) hand in essays in their third year.

A small number of students who (3) studying at Cleveland Institute of Music, USA can live at a local retirement home. The students don't pay rent in exchange for spending time (4) the elderly people living there and playing concerts.

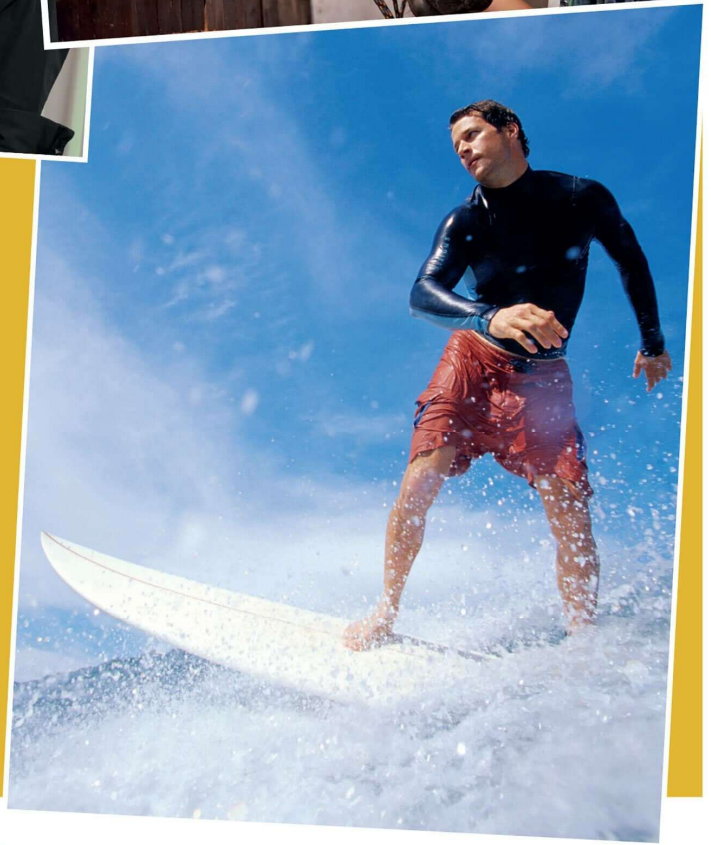
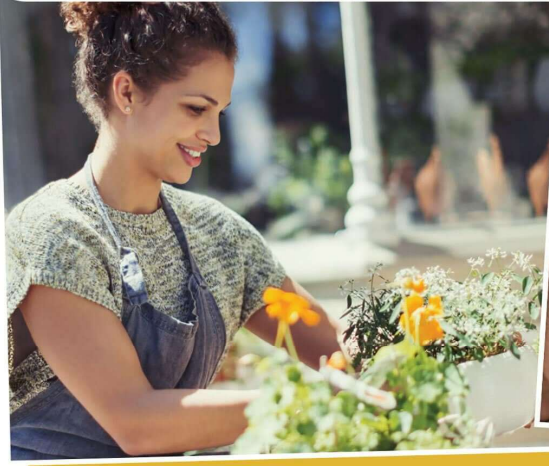
At Mondragon University, Spain, students studying Leadership and Innovation set up (5) own companies and try to earn enough money to pay for their next year at university.

Students at Deep Springs University, USA live on a large animal farm in the middle of the Californian desert. Classes are very small, usually between four (6) 12 students on each course.

- 2 What type of word is missing in each gap (1–8) in Exercise 1 (a verb, a preposition, etc.)?
- 3 Read the text in Exercise 1 again and write the word which best fits each gap.

- 4 Work in pairs. Look at the title of the article below and the photos. What do you think the article is about?
- 5 Read the article and check your ideas. Do not complete the gaps for now.

Follow your interests with one of these unusual qualifications!



People who know they want (0)to..... be doctors study medicine and future lawyers study law. But what (1) those who don't know what they want to be but know what they enjoy? Equestrian Psychology is perfect for horse lovers who (2) keen to understand this animal's behaviour. There's even an opportunity to take part in (3) exchange programme with universities in Australia, Hungary or Canada. An option for water sports fans is a degree in Surf Science and Technology. Students do subjects such (4) geography, surf culture and how to be safe in the water. Back on land, someone who likes plants can apply for a degree in Floral Design and learn how to arrange flowers for a living. And finally, people (5) enjoy making friends or family members laugh should consider a degree in Stand-Up Comedy. Apart (6) regular classes, they also have the chance to perform in comedy clubs.

- Without filling in any of gaps 1-6, quickly read the text to find out what it's about.
- For each gap, look at the sentence and decide what kind of word (e.g. a preposition) is missing.
- Read the sentence again and think of the word which best fits the gap.

Exam advice

- 6 Read the article and think of the word which best fits each gap. Write one word in each gap.
- 7 What makes a good college or university? Make notes on the ideas below.

accommodation classrooms and facilities
 fees and other costs journey and location
 teachers and courses timetable and exams

- 8 Work in groups. Tell each other your ideas.

Vocabulary

fail, pass, take, lose, miss, study and teach

- 1 Exam candidates often make mistakes with *fail, pass, take, lose, miss, study and teach*. Complete the definitions with the words from the boxes.

fail pass take

- We have to*take*..... an exam at the end of this course. (= do an official test)
- I hope I the exam and get a good mark. (= be successful in an exam)
- I'm studying a lot because I don't want to my exam. (= not be successful in an exam)

lose miss

- I don't want to my music lesson. (= not go to something which happens or arrive too late to get on a bus, a train, etc.)
- I often my keys. (= not be able to find something or someone)

learn study teach

- I want to how to ride a horse. (= get new knowledge or skills)
- A colleague is going to me how to change the tyre on my car. (= give new knowledge or skills)
- My brother would like to biology at university. (= go to classes, read books, etc. to try to understand new ideas and facts)

- 2 Choose the correct option in *italics*.

- Do you ever take / *make* exams?
- Do you ever *miss* / *lose* your mobile, keys or bag?
- What subject(s) did your favourite teacher *teach* / *learn* you?
- Would you like to *take* / *learn* a new sport, language or musical instrument?
- Is it sometimes OK to *miss* / *lose* lessons or work?
- What kinds of subjects do people in your country *learn* / *study* at university?
- Would you like to be a school teacher or university lecturer? What subject would you like to *teach* / *learn*?
- Do you think that people who never *fail* / *pass* exams are more intelligent than others? Or have they just got better memories?

- 3 Work in small groups. Ask and answer the questions in Exercise 2.

Grammar

Past simple

- ▶ Page 120 Grammar reference
Past simple

- 1 Work in pairs. Before university, Emily went to Mexico City to do some work experience. Discuss the differences you think she found between her life in Canada and in Mexico.



2 Listen to Emily talking about her experience. Make notes on how the city, shops and entertainment were different.

3 Work in pairs. Write the interviewer's questions, using *you* and the past simple.

- 1 where / go? *Where did you go?*
- 2 why / decide / to work abroad?
- 3 how / find / a place in the laboratory?
- 4 where / stay?
- 5 speak / Spanish / before / go?
- 6 how / feel / when / first / arrive?
- 7 like / the city?
- 8 enjoy / the experience?

4 Listen again and complete Emily's answers.

- 1 I went to Mexico for nine months.
- 2 I to get some work experience and improve my Spanish.
- 3 My dad an agency and they me a place.
- 4 I with Alicia and her family.
- 5 Yes, I did. I French and Spanish at school.
- 6 When I , I scared.
- 7 I it a lot.
- 8 Oh yes, I did. I working in the laboratory.

5 Look again at Emily's answers. Underline the regular past simple forms. Circle the irregular past simple forms.

6 /P/ /d/ /t/ and /ɪd/

Listen to the sentences. How do we pronounce these regular past simple -ed endings? Choose the correct option.

- 1 I wanteded to improve my Spanish. /d/ /t/ /ɪd/
- 2 I stayeded with Alicia and her family. /d/ /t/ /ɪd/
- 3 I likeded the city a lot. /d/ /t/ /ɪd/

7 Complete the table with the past simple form of the verbs from the box. Listen and check.

arrive contact decide enjoy help invite
like love need stay study
want watch work

/d/	/t/	/ɪd/
<i>stayed</i>		

8 Work in pairs. Student A, ask the questions from Exercise 3. Student B, read Emily's answers from Exercise 4. Then change. Remember to pronounce the regular past simple endings correctly.

9 Exam candidates often make spelling mistakes with the past simple. Underline and correct one spelling mistake in each sentence.

- 1 My friends and I plaid football yesterday.
- 2 In our first English lesson our teacher taught us some new words for sports.
- 3 When I went to university, I studied very hard.
- 4 Last weekend, I founded a very good restaurant in my town.
- 5 When I arribed at work, my colleagues weren't there.
- 6 My friend Sara bringed her dog to class one day.
- 7 I'm reading a book that my English teacher recommend to me.
- 8 We puted all our things in the car and we set off on holiday.

10 Complete Zak's review with the past simple form of the verbs in brackets.

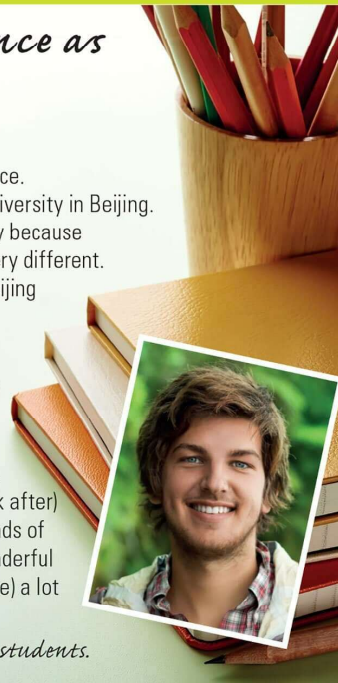
How was your experience as an exchange student?

Zak, Wellington, New Zealand

It (1) was (be) an incredible experience. I (2) (spend) four months in a university in Beijing. I (3) (choose) China's capital city because I (4) (want) to go somewhere very different. Wellington has a population of 200,000, while Beijing has a population of over 20 million!

Before I (5) (leave) home, I (6) (be) worried about the new language and culture. I remember that I (7) (feel) very nervous when I (8) (say) goodbye to my family. My host family in China (9) (look after) me really well. I (10) (eat) all kinds of new food, I (11) (see) some wonderful places and of course I (12) (make) a lot of new friends.

I highly recommend the experience to other students.



11 Work in pairs. Think of a new place you went to. Ask and answer the questions.

- Where did you go?
- How did you feel?
- Why did you go there?
- What did you think of it?

Where did you go?

I visited Madeira.

Grammar

Past simple and past continuous

▶ Page 120 Grammar reference
Past simple; Past continuous

1 Work in pairs. Look at the picture. What happened to Emily when she was walking to work?

2 Listen and check. What do you think happened next?



3 Listen to the rest of Emily's story. Were you right?



4 Look at the extracts from Emily's story. Answer the questions.

- 1 Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off. Did the three actions happen at the same time? What happened last?
- 2 The sun was shining and I was feeling good. Do we know when the sun started shining? Do we know if the sun stopped shining?
- 3 I was walking to work with Alicia when we saw a group of dogs. Did Emily and Alicia see the dogs before they started walking to work?

5 Complete the rules with *past simple* or *past continuous*.

Rules

- We use the (1) *past simple* to talk about actions or situations in the past (often one action happened after the other).
- We use the (2) to talk about an activity that was already happening at a moment in the past. We don't say if this activity finished or not.
- We often use the (3) and the (4) together to show that an action happened in the middle of an activity.
- We generally use *when* to introduce the action in the (5)
I was walking to work with Alicia when we saw a group of dogs.
- We can use *when*, *as* or *while* to introduce the activity in the (6)
As/When/While *I was walking to work, I saw a group of dogs.*



6 Alicia goes to Canada to stay with Emily. Complete Emily's blog with the past simple or past continuous form of the verbs in brackets. Listen and check.



One morning, Alicia (1) *woke up* (woke up) early and (2) (go) to the kitchen where I (3) (talk) loudly to my flatmate. We (4) (stop) talking and I (5) (say), 'Look outside! There's 20 cm of snow on the ground. We'll have to ski to the town centre.' Alicia (6) (feel) excited and nervous at the same time. Snow in Mexico City is very rare and she (7) (not know) how to ski. I (8) (help) her to put on the skis. As we (9) (set off), one of the neighbours (10) (shout), 'Everything is closed, even the shops!' We (11) (take off) our skis and (12) (start) throwing snowballs.

7 Work in pairs. Choose a title from the box and prepare a description of an unusual day. Think about who you were with and what exactly happened. Use the past simple and continuous.

Bad weather stops everything!
I'm the boss for a day!
Famous visitor arrives in town! No electricity all day!

8 Work in groups. Tell each other about your unusual day.