

 CAMBRIDGE



COMPLETE

PRELIMINARY
for Schools

Student's Book
without answers



B1



WITH ONLINE
PRACTICE

Emma Heyderman and
Peter May

For the revised exam from 2020

COMPLETE

**PRELIMINARY
for Schools**

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Cambridge University Press

www.cambridge.org/elt

Cambridge Assessment English

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108539050

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First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-53905-0 Student's Book without answers with Online Practice

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Map of the units

Unit title	Reading	Writing	Listening
1 My life and home	Part 5: 'Sonia'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 At school	Part 6: 'On their way to school' – an unusual school journey in China Reading for detailed understanding of words and sentences	A post about what you used to do at primary school Part 2: An article on what makes a great school Using a mind map to plan an answer	Emily talking about her experiences as an exchange student 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: 'Ariana's hobby – sand sculptures' Reading for detailed understanding	Part 2: A story about a day out Planning paragraphs	Part 4: Ryan Parilla – 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 for young people' A family 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 4: 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 Hannah Alper, a famous <i>influencer</i>	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: 'Teenager Julia Ryan talks about sleep' 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: 'A school expedition abroad'	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 technology 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, how old you are, where you live and study	-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 lunchtime club for students Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	A typical school day <i>fail, pass, take, lose, miss, study</i> and <i>teach do, earn, have, make, spend</i> and <i>take</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 capital 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</i> <i>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 of emotion 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	Contrastive 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: <i>will, going to</i> , present continuous and present simple 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>go, play</i> and <i>do</i>	<i>which, that, who, whose, when</i> and <i>where</i> 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 longer nouns	The natural world Noun suffixes	The passive: present 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 for Schools is a stimulating and thorough preparation course for school-aged learners who wish to take the **B1 Preliminary for Schools 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 school-aged 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 **B1 Preliminary for Schools 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 for Schools 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 for Schools 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 reference sections.** 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 for Schools 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 for Schools 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 **B1 Preliminary for Schools exam**. In addition, they provide further practice of grammar and vocabulary, which also use information about common Preliminary for Schools candidate errors from the Cambridge Learner Corpus .
- A '**Vocabulary Extra**' section, which contains twelve pages of further revision and practice of the essential Preliminary for Schools 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 PET Writing, Speaking, Listening and Reading exam tasks.
 - An **End of Year Test** including grammar and vocabulary from all 12 units, with PET Writing, Speaking, Listening and Reading exam tasks.

B1 Preliminary for Schools 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 monologue or 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 and answer the questions.
 - The pictures show four bedrooms. Tell each other what you can see in the photos.
 - Which room is most like yours? Which is the most different? Give reasons.
 - What changes would you like to make to your room?
 - When you go away, what do you miss about your room?

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 have heard the whole text for that question.

Exam advice

- 2 You will hear people talking in six different situations. With your partner, look at questions 1–6. Who will you hear? What is the situation in each conversation?

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 boy telling his friend about changing school. What does he say about it?
 - He finds the lessons hard.
 - He still misses his old school friends.
 - He thinks his new classmates are unfriendly.
- You will hear a girl 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 volleyball
- 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 boy talking to a friend about a shop. What does the boy think about the 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 girl says her room would be better if
 - it was quieter.
 - it was a lot bigger.
 - it was sometimes warmer.

- 3 For each question, 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 compare 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 young people to do

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, you 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* Saturday.

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

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

<i>at</i> (with times of the day and <i>the</i> <i>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 When do people do the things in the pictures? When do you do them? Use prepositions of time.

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 about daily habits in Julian's town. How similar is it to life where you live?

On weekdays, most people get up between seven and eight o'clock and they sometimes have cereal for breakfast. They have lunch at around one o'clock most days. Dinnertime is usually at about six. People don't usually go to bed late. They often go to bed at ten.

- 2 Work in pairs.

- Do frequency adverbs like *often*, *sometimes* and *usually* go before or after the main verbs (like *go* or *have*)?
- Which is correct: frequency adverb + *be*, or *be* + frequency adverb?
- Where do we usually put longer frequency expressions like *every day* or *most days*?

- 3 Complete the sentences with the words in brackets.

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

Reading Part 5

- 1 Work in small groups. Look at the pictures on page 11.

- Tell each other about the homes in the pictures.
- Which would you like to have a holiday in? Which would you like to live in all the time?
- Do you know of other unusual places to live?

- Look at the words before and after each gap.
- Don't look at the gaps yet. Read the text to get a general idea of the type of text, its topic and the main points.
- 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

- 4 Make sentences 1–8 from Exercise 3 true for you. Change the frequency adverbs, if necessary. 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 pairs. How often do you do the things in the pictures? Use expressions like *every day*, *once a week* and *twice a month*.

I text my best friend every day.

I tidy my room once a month!

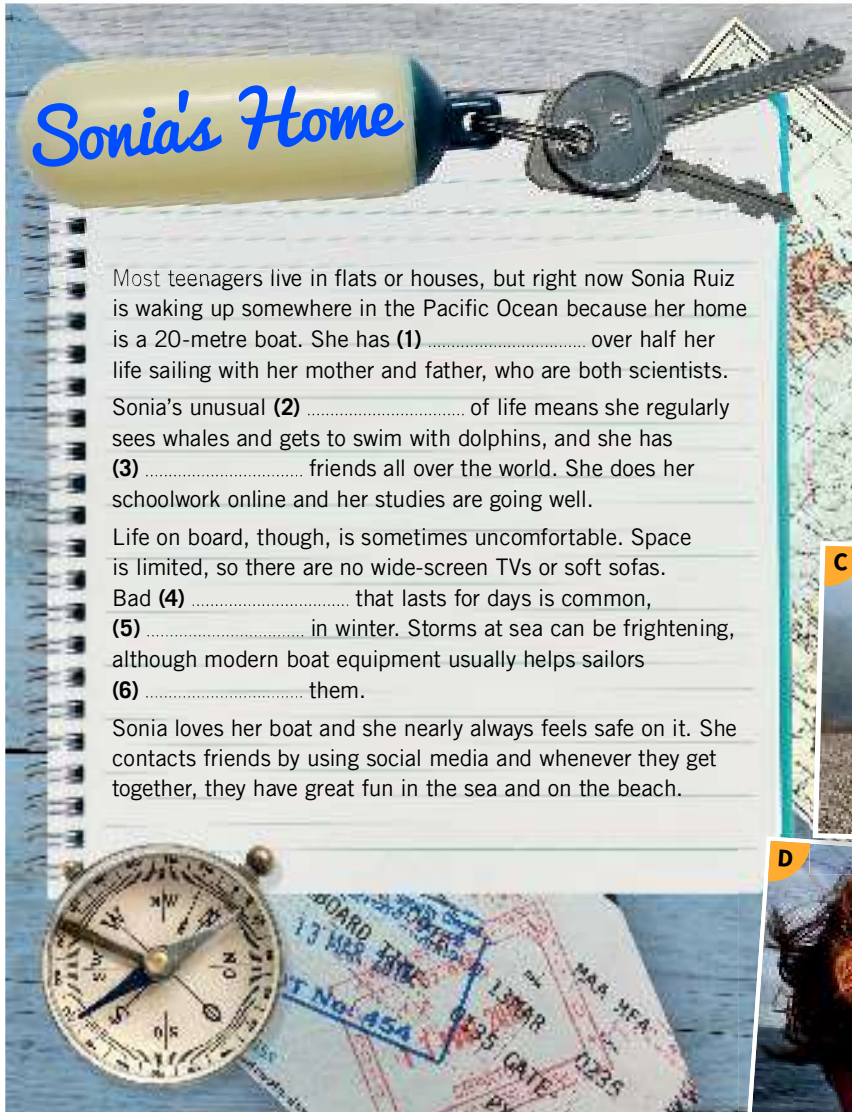


- 2 Read the article without filling in the gaps. Answer the questions.

- What kind of text is it? (e.g. a story, an article ...)
- Which photo matches the text?
- Which four of these points are in the text?

- Sonia goes to lots of places and does exciting things.
- She doesn't meet people of her own age.
- Her education takes place on the boat.
- Living on a boat has some disadvantages.
- She doesn't usually feel afraid when she's on the boat.

- 3 Read the article below and for each question, choose the correct answer. Use the questions in *italics* to help you.

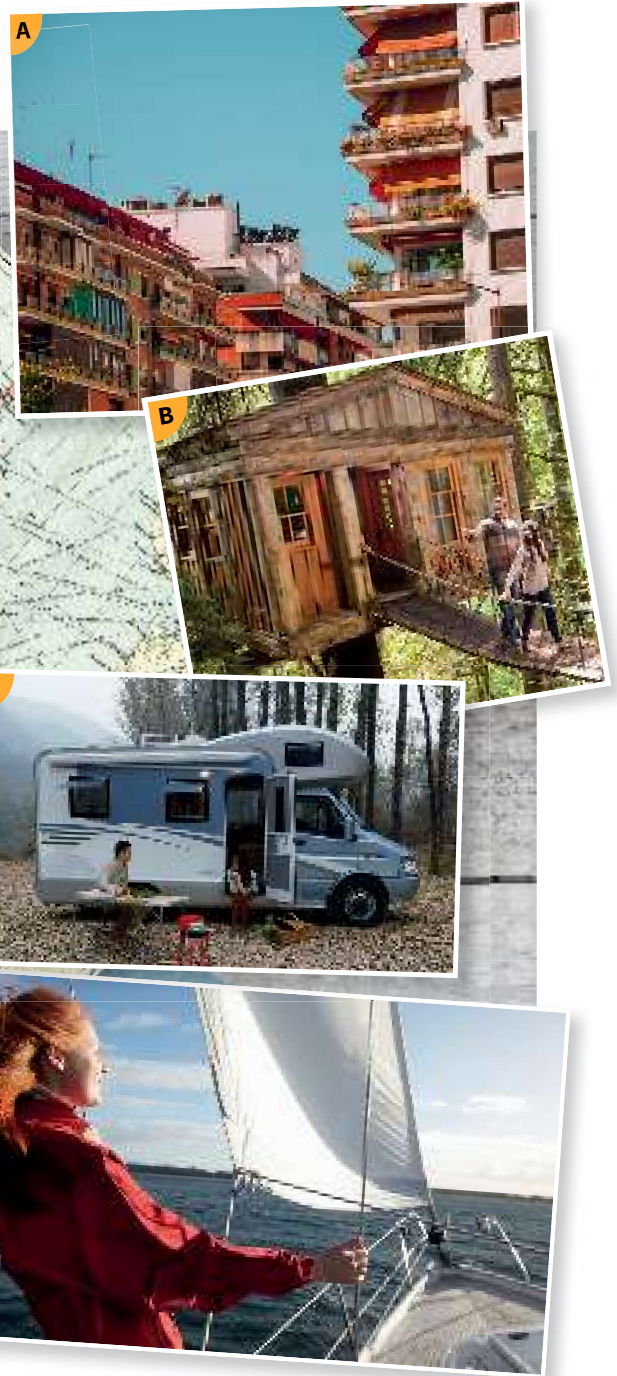


Sonia's Home

Most teenagers live in flats or houses, but right now Sonia Ruiz is waking up somewhere in the Pacific Ocean because her home is a 20-metre boat. She has (1) over half her life sailing with her mother and father, who are both scientists. Sonia's unusual (2) of life means she regularly sees whales and gets to swim with dolphins, and she has (3) friends all over the world. She does her schoolwork online and her studies are going well.

Life on board, though, is sometimes uncomfortable. Space is limited, so there are no wide-screen TVs or soft sofas. Bad (4) that lasts for days is common, (5) in winter. Storms at sea can be frightening, although modern boat equipment usually helps sailors (6) them.

Sonia loves her boat and she nearly always feels safe on it. She contacts friends by using social media and whenever they get together, they have great fun in the sea and on the beach.



- Which word do we use with a period of time?
A passed B used C taken D spent
- Which noun often goes with 'of life'?
A path B way C road D track
- Which verb often goes with 'friends'?
A added B formed C caught D made
- Which noun often goes with 'bad'?
A climate B forecast C weather D temperature
- 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 small groups. Which of these would you like? Which wouldn't you like? Give reasons.

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

- 5 Do you think it's good for a teenager to live like Sonia? Why / Why not?

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 (1–5) with the uses of the present simple and present continuous (a–e).

- 1 Most teenagers **live** in flats or houses. e
 - 2 Sonia Ruiz **is waking up** somewhere.
 - 3 She regularly **sees** whales.
 - 4 Her studies **are going well**.
 - 5 Sonia **loves** her boat.
- 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 present simple or present continuous form of the verbs in brackets.

Hi David,

I (1) *'m writing* (write) to you from our hotel, 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 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). I (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 the school bus / 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 who / sit / behind / us / in this lesson?
- 8 what / you / sometimes / forget / to do / in the morning?

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

What does 'habit' mean?

It means something you often do.

5 Do the task below.

- Use the present continuous to write three questions about what your partner is doing, thinking or feeling now, e.g. *Are you feeling good?*
- Use the present simple to write three questions about what your partner likes, wants or prefers, e.g. *Do you prefer weekdays or weekends?*
- Ask and answer the questions.

6 /P/ /s/, /z/ and /ɪz/

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

belongs catches changes chooses does
finishes forgets gets 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 friend or family member. Tell your partner these things about them.

- 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 go to school?

Is he doing English lessons 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 pictures. Where can you find the things from 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*. Check with the extract from the *Cambridge Learner's Dictionary*.

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

furniture noun [U]

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

Common Learner Error

We cannot make *furniture* plural. Do not say 'furnitures'.

4 Look at the 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 down 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, lots of

1 Look at what Gina says about her free time. Then complete the rules with *countable* or *uncountable*.

I don't have much time to watch TV. There aren't many programmes I like and I usually have a lot of homework in the evenings. After that, I often like to do a bit of exercise. Sometimes my friend comes to my house. We talk a lot and we play a few video games. That's lots of fun!

Rules

- 1 For small numbers with nouns we use *a few*.
- 2 For small amounts with nouns we use *a bit of*.
- 3 With nouns in questions and negative sentences we use *much*.
- 4 With 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 of* / *a few* drops. 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 doing at home. Use expressions from Exercise 1. Which answer most surprises you?

Do you watch much TV?

I watch a few programmes. But I spend a lot of time at home playing the piano.

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*.

- 1 Sometimes we play *on* / *at* his house.
- 2 He sometimes goes running *at* / *in* the park.
- 3 We usually stay *in* / *at* home playing computer games.
- 4 There's a window *on* / *in* the left of my bed.
- 5 I normally spend my day *in* / *at* the beach.
- 6 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*.

<p>school work home</p>	<p>a town a country my room</p>
<p>the coast a hill an island</p>	

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

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 your / what's / name?
<i>What's your name?</i> 2 old / you / are / how? 3 live / where / you / do? 4 at / English / do / study / school / you? 5 it / you / like / do? | <ol style="list-style-type: none"> a In Ancona, a town on the coast, in Italy. b Yes, because I enjoy talking to people in English. c I'm 13. I'll be 14 next month. d Matteo Bianchi. e Yes, I have English lessons every day. |
|--|--|

5 Work in pairs. Ask and answer the questions from 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.



- Matteo:** How old (1) *are you* (you / be), Alba?
- Alba:** I'm 15. My birthday was (2) March.
- Matteo:** And where (3) (you / come) from?
- Alba:** I live (4) Manresa, a town about 60 kilometres from Barcelona.
- Matteo:** Who (5) (you / live) with?
- Alba:** With my parents and my little brother Miquel, who's still (6) primary school.
- Matteo:** How (7) (you / go) to school?
- Alba:** I usually go by bus, but (8) spring and summer I sometimes walk.
- Matteo:** What (9) (you / enjoy) doing in your free time?
- Alba:** Well, I really like seeing my friends (10) the evenings and (11) weekends, but I often stay (12) home and read.

7 Listen and check.



- 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

8 Work in new pairs. Ask and answer the questions from 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?
- 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 third 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
Hi,
Many thanks for inviting me to come and stay with you for a couple of weeks. I asked my mum and dad and they 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 it.
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 that's included in the question. Who do you have to write to? Which points must you include?
- Note down ideas and plan your reply. How many paragraphs will you need?

Exam advice

2 Read Frankie's 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 usually spend August on the coast, so July would be the perfect time.
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	Suggest
It's great that ...			

4 Write your email in about 100 words.

- 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.
- Try to use frequency adverbs and prepositions of place and 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

At school



Reading Part 6

Starting off

A typical school day

- 1 Work in pairs. Put the activities from the box in order to make a typical school day. Add your own ideas.

do homework go home have a break
have lunch at school make notes
pay attention set off for school work in groups

1 set off for school

- 2 Work in pairs. Look at the photos and answer the questions.

- What can you see in each photo?
- How do you think they are connected with different types of school?

- 1 Match the sentences (1–4) with the photos (A–D). Do not complete the gaps for now.

- At Brooklyn Free School, there (1) no exams, homework or marks. The students make (2) rules.
- In the School of the Future in the USA, the students don't have (3) buy books. They use a computer (4) is connected to the internet.
- Ørestad Gymnasium in Denmark is a school (5) classroom walls. More than 1,000 students study in open-learning zones where teachers walk around helping (6)
- If (7) live on a huge continent like Australia, your nearest school might be hours away. Students who live too far (8) a school study at the School of the Air and receive their lessons over the internet.

- 2 What type of word is missing in each gap (1–8) in Exercise 1 (a verb, a preposition, etc.)?

- 3 Read the sentences from Exercise 1 again and write one word in each gap.

- 4 Look at the photo. Where do you think these children are going to school?
- 5 For each question, write the correct answer. Write one word for each gap.

ON THEIR WAY TO SCHOOL

The children (0) of Gulu, which is a small village in China, used to have (1) unusual journey to school. Their village (2) located in a deep valley surrounded by mountains and it took them five hours to get to their school. The pupils had to climb up a mountain along a path that was (3) narrow in places that they were in danger of falling into the valley below.

Their teacher, Shen Qijun, ran this school (4) over 26 years. Although his students enjoyed school, only two of (5) went to university. Everything changed when a newspaper wrote a report and this journey to school became famous. The local government decided (6) close the school because the journey was too dangerous. People sent money and the families could afford to send their children to the town below the mountain to attend school there.



- 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 What do you like about your school? What would you like to change? Make notes on the ideas below. Add your own ideas.

classrooms and facilities
 journey and location
 rules, homework and exams
 teachers and subjects timetable

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

I'd like to have new desks in the classroom. These ones are too small!

I would like to walk or cycle to school. I don't like going by bus every day.

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 sentences with 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 class. (= not go to something 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)
- My dad's going to me how to cook. (= 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*.

- How often do you *take* / *make* exams?
- Do you ever *miss* / *lose* your books, homework or school bag?
- What subject(s) does your favourite teacher *teach* / *learn* you?
- Would you like to *take* / *learn* a new sport, a new language or a musical instrument?
- Is it sometimes OK to *miss* / *lose* school?
- Do you know what degree you'd like to *learn* / *study* at university?

- 3 Write follow-up questions for each question in Exercise 2.

1 *Do you like exams? Do you study a lot for them?*

- 4 Work in pairs. Ask and answer the questions from Exercise 2, and your extra questions.

Grammar

Past simple

▶ Page 120 Grammar reference
Past simple

- 1 Work in pairs. Last year, Emily went to Mexico City to be an exchange student. What differences do you think she found between her life in Canada and her life in Mexico?



St. Andrews, Canada

(population: around 2,000 people)

Mexico City

(population: over 20 million people)

2 Listen to Emily talking about what was different. Make notes on these topics.



- the school uniform
- the city
- shops and entertainment

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

- 1 Where / go / last year? *Where did you go last year?*
- 2 Where / stay?
- 3 Why / choose / Mexico City?
- 4 Speak / Spanish / before / go?
- 5 How / feel / when / first / arrive?
- 6 Like / the city?
- 7 What subjects / study?
- 8 Enjoy / the experience?

4 Listen again and complete Emily's answers.



- 1 I *went* to Mexico.
- 2 I with Alicia and her family in Mexico City.
- 3 I to improve my Spanish.
- 4 Yes, I did. I French and Spanish at school in Canada.
- 5 When I, I scared.
- 6 I it a lot.
- 7 I maths, chemistry, biology, Spanish and lots of other subjects.
- 8 Oh yes, I did. I'm really glad I there.

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 stayed with Alicia and her family. /d/ /t/ /ɪd/
- 2 I wanted to improve my Spanish. /d/ /t/ /ɪd/
- 3 I liked the city a lot. /d/ /t/ /ɪd/

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



arrive decide help invite like live need
~~stay~~ study want wash watch

/d/	/t/	/ɪd/
<i>stay</i> ed		

8 Work in pairs. Student A, ask the questions from Exercise 3. Student B, read Emily's answers from Exercise 4. Then change. Try to say 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 plaied football in the playground.
- 2 In the first lesson our English teacher taughted us some new words for sports.
- 3 When I moved to a new school, I studied very hard.
- 4 Last weekend, I founded a very good restaurant in my town.
- 5 When I arived at school, my friends weren't there.
- 6 My friend Sara bringed her dog to school one day.
- 7 I'm reading a book that my teacher recommend to me.
- 8 We puted all our things in the car and we set off on holiday.

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

How was your experience as an exchange student?

It (1) *was* (be) an incredible experience. I (2) (spend) four months in a high school in Beijing. I (3) (choose) China's capital city because I (4) (want) to go somewhere very different. Wellington, the capital of New Zealand, 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 would definitely recommend the experience to other students.



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

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

Where did you go?

I visited Madeira.

Grammar

Past simple and past continuous

▶ Page 120 Grammar reference
Past continuous

1 Look at the picture. What happened to Emily when she was walking to school?

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 school with Alicia when we saw a group of dogs.
Did Emily and Alicia see the dogs before they started walking to school?

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 can use *when*, *as* or *while* to introduce the activity in the (5)

When/As/While I was walking to school, I saw a group of dogs.

- We generally use *when* to introduce the action in the (6)

I was walking to school with Alicia **when** we 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.

One morning, Alicia (1) *woke up* (wake up) early for school and she (2) (go) downstairs. I (3) (talk) loudly to my dad in the kitchen. 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 school!' 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) for school, one of the neighbours (10) (shout), 'Everything is closed. No school today!' We (11) (take off) our skis and we (12) (start) playing in the snow.

7 Listen and check.



8 Work in pairs. Choose a title below (or use your own) and prepare a story about an unusual day at school, like Emily's day. Use the past simple and past continuous.

Bad weather stops classes!
I become teacher for a day!
Famous visitor arrives at school!
No electricity all day!

9 Work in groups. Tell each other about the unusual day.