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COMPACT

FIRST FOR SCHOOLS THIRD EDITION



B2

with eBook and Digital Pack

Laura Matthews, Barbara Thomas
and Frances Treloar with Joanna Kosta

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**FIRST
FOR SCHOOLS**
THIRD EDITION

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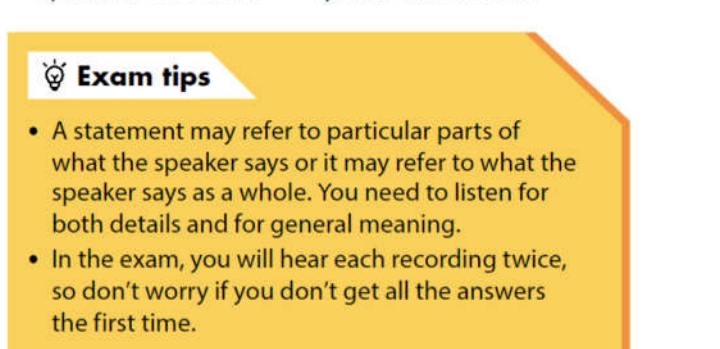
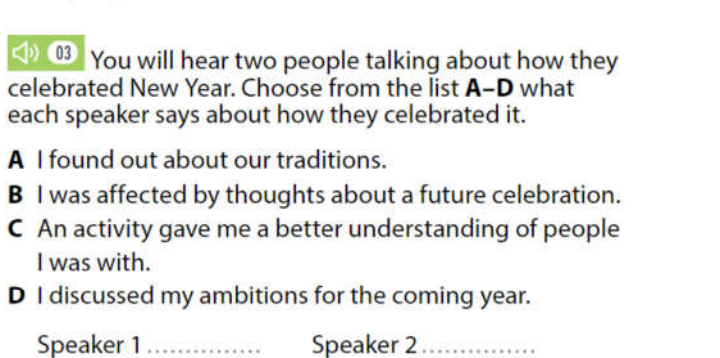
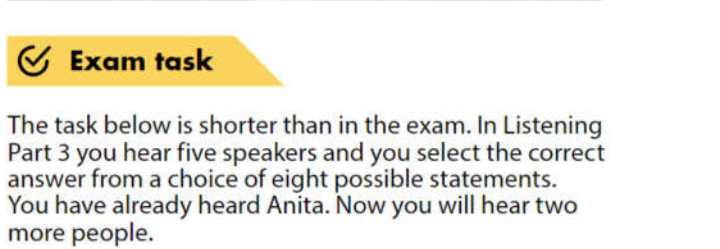
**STUDENT'S BOOK
AND WORKBOOK**
with eBook and Digital Pack

Laura Matthews, Barbara Thomas
and Frances Treloar with Joanna Kosta

MAP OF THE UNITS

UNIT	TOPICS	GRAMMAR	VOCABULARY	READING
1 My community	New Year celebrations Friends	Present and future tenses State verbs Comparisons	Words with similar meanings Matching expressions with similar meanings	Part 5: multiple-choice questions
2 Home and away	Adventure and travel Where you live	Adverb formation Past tenses	Word building (1): adjective suffixes (-ed, -ing) Cities, towns and villages	Part 6: gapped text
3 Performance	Music Film and theatre	Linking words The passive	Music Film and cinema	Part 7: multiple matching
4 Fit and healthy	Sport Health	Modal verbs Prepositions: <i>at, in, on</i>	Sport Food Word building (2): noun suffixes (-ence, -ity, -(s)tion)	Part 5: multiple-choice questions
5 Lessons learnt	Achievements Education	Conditionals	Phrasal verbs Careers Education	Part 7: multiple matching
6 Our planet	Environment Wildlife	Countable and uncountable nouns Articles <i>so and such (a/an), too and enough</i>	Climate Environmental problems Animals	Part 6: gapped text
7 Influences	Buying and selling People and feelings	Verbs and expressions followed by <i>to + infinitive</i> or <i>-ing</i> form Reported speech	Shopping Feelings	Part 5: multiple-choice questions
8 Breakthrough	Technology Science	Relative clauses	Technology Science Word building (3): prefixes and suffixes	Part 7: multiple matching

USE OF ENGLISH	WRITING	LISTENING	SPEAKING
Part 1: multiple-choice cloze	Part 1: Essay understanding the question, paragraphing, linking words and phrases	Part 3: multiple matching	Part 1: leisure activities Part 2: comparing ways of spending free time
Part 2: open cloze Part 3: word formation	Part 2: Story sequencing, using a range of past tenses, adjectives and adverbs	Part 1: multiple-choice questions with short recordings	Part 3: discussing preferences, agreeing and disagreeing Part 4: talking about where you live
Part 4: key-word transformations	Part 2: Review organising paragraphs, recommending, using linking words and phrases	Part 4: multiple-choice questions with long recording	Part 1: adding extra information and comments Part 2: talking about films and music, avoiding unknown words, giving preferences
Part 2: open cloze Part 3: word formation	Part 2: Email and letter giving advice, making suggestions, persuading, beginnings and endings	Part 2: sentence completion	Part 3: asking for and reacting to opinions Part 4: discussing sports and keeping fit
Part 1: multiple-choice cloze Part 4: key-word transformations	Part 2: Article keeping the reader's attention, describing and linking	Part 2: sentence completion	Part 1: discussing ambitions, achievements and education Part 2: making guesses
Part 2: open cloze	Part 2: Review understanding the question, recommending	Part 4: multiple-choice questions with long recording	Part 3: agreeing, disagreeing, making a comment or suggestion Part 4: discussing ways of helping the environment
Part 4: key-word transformations	Part 2: Email and letter giving information, using linking words and phrases	Part 3: multiple matching	Part 1: expressing likes and dislikes Part 2: comparing different ways of shopping
Part 3: word formation	Part 1: Essay using a range of vocabulary	Part 1: multiple-choice questions with short recordings	Part 3: structuring a conversation Part 4: discussing technology



Listening

- 1** Look at the photos. They all show people celebrating New Year.
- Do you think all the photos are of people in the same country? Why? / Why not?
 - How do you think the people in the photos are feeling?
- 2** In pairs, answer the following questions.
- Do you celebrate New Year? If so, when and how do you celebrate? If not, what other time of year do you celebrate? How do you celebrate?
 - Why do you think it is important for people to celebrate at the beginning of a new year?

Part 3

- 3** **02** Listen to Anita talking about what she did to celebrate New Year. Answer these questions.
- Who did she spend the evening with?
 - What did she learn about?
 - Was everything the same as usual for her on New Year's Eve?
- 4** **02** Listen again. What does Anita say about her family's celebration? Choose one answer from A–C. Your answers in Exercise 3 will help you.
- I found out about our traditions.
 - Everything that evening was just the same as usual for me.
 - An activity gave me a better understanding of people I was with.

Exam task

The task below is shorter than in the exam. In Listening Part 3 you hear five speakers and you select the correct answer from a choice of eight possible statements. You have already heard Anita. Now you will hear two more people.

03 You will hear two people talking about how they celebrated New Year. Choose from the list **A–D** what each speaker says about how they celebrated it.

- I found out about our traditions.
- I was affected by thoughts about a future celebration.
- An activity gave me a better understanding of people I was with.
- I discussed my ambitions for the coming year.

Speaker 1 Speaker 2

Exam tips

- A statement may refer to particular parts of what the speaker says or it may refer to what the speaker says as a whole. You need to listen for both details and for general meaning.
- In the exam, you will hear each recording twice, so don't worry if you don't get all the answers the first time.

Part 1

Vocabulary – Words with similar meanings

- 1 Work in pairs. Look at the verbs in the box and think about how their meanings are different. Complete the definitions (1–4), then the example sentence (5), with the correct verb. Use one verb twice.

distinguish enhance expose highlight

- To means to see the difference between two things.
- To means to attract attention to something.
- To means to make something seem better.
- To means to make public something bad or dishonest.
- My sisters are twins, so it's hard to one from the other.

Exam tip

Reading and Use of English Part 1 tests mainly the meaning of vocabulary, but some items will test the grammar of the gapped sentences, too.

- 2 Sometimes you need to look at the grammar of the sentence as well as the meaning of the word. Choose the correct word for each gap. The important grammar in these sentences is underlined.

..... consisted contributed involved participated

- I had an awful burger that of just a thin piece of dry, minced meat in a stale bread bun.
- Hari won't be in organising the end-of-term celebrations as he's on holiday.
- Nisha her pocket money to the collection for the teacher's present.
- All the students in my class in the beach clean-up.

- 3 Quickly read the text in the exam task. Answer these questions.

- When does International Youth Day happen?
- What kind of events happen to celebrate International Youth Day?



Exam task

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

International Youth Day

The United Nations (UN) organisation held the first International Youth Day (IYD) in 1991. It is celebrated on 12th August each year, and its aims are both to support young people and (0) B the benefits they bring to society.

The UN (1) 'youth' as 15–24 year olds. This

age group makes up one-sixth of the human population, and is growing (2) The UN believes it is (3) that young people are given the tools to enable them to play a major (4) in their own development, as well as that of their communities. IYD helps to make this happen.

On the day, young people across the world (5) in events. There are usually youth conferences on issues connected to the IYD (6) which changes each year. In 2021, for instance, it was 'Transforming Food Systems: Youth Innovation for Human and Planetary Health.' (7) conferences, there are also concerts, sporting events, parades and mobile exhibitions that (8) young people's achievements.



- | | | | |
|-----------------|---------------|-------------|--------------|
| 0 A market | B promote | C drive | D push |
| 1 A outlines | B specifies | C expresses | D defines |
| 2 A rapidly | B completely | C widely | D heavily |
| 3 A significant | B central | C vital | D compulsory |
| 4 A function | B role | C task | D position |
| 5 A attend | B participate | C involve | D contribute |
| 6 A matter | B theory | C case | D theme |
| 7 A Concerning | B Despite | C Besides | D Among |
| 8 A distinguish | B enhance | C highlight | D expose |

- 4 Read the text again and your answers. Check that you have thought about the differences in meaning between each one.



Part 1

Page 108

- 1 04 Look at the Speaking Part 1 questions and the possible answers in the table below. Listen to Luca and Julie answering the questions. Note down the extra information they add.

Question	Answer	Extra information
1 Do you do any activities after school?	play tennis	
2 When do you do your homework?	after dinner	
3 What do you usually do at the weekend?	meet friends, see grandmother	
4 What are you going to do next weekend?	friends, shopping, piano	

- 2 04 Complete these sentences from the recording. Listen again if you need to.

- I to play tennis.
- When I home from school, I video games.
- On Saturday I to town.
- We shopping.
- I my piano most of the day.
- I in a concert next Thursday.

Exam task

Now work with a partner and ask and answer the questions in Exercise 1.

Exam tip

You will get more marks if you add some detail. To expand your answers, think about why, when and how you do things.

Part 2

Page 110

- 3 Look at photographs A and B. Which of the following adjectives, verbs, nouns and expressions could you use to talk about them?

a quiet spot bored chat concentrate
countryside crowded energetic excited
exercise fresh air in the distance
in the shade indoors lazy outdoors relax

- 4 Think of the advantages of spending your time like the people in these two photographs.

- 05 Listen to Julie's answer. Does she give the same advantages as you?

Exam task

Work in pairs. Look at photographs A and B above, and 1 and 2 on page 9. Take turns to talk about your photographs and compare them. Time yourselves. Try to talk for about one minute each and answer this question.

For the people, what are the advantages of spending their free time in these ways?

Exam tip

The question you have to answer is printed above the photographs in the exam. Make sure you answer this question when you are talking.

When you have finished, ask your partner this question. In the exam you have about 30 seconds to answer.

Which of these things would you prefer to do with your friends? Why?

Present and future tenses

📄 >> Page 81



- 1 Work in pairs. Look at the tenses Luca and Julie use to talk about the present and future in Exercise 2 on page 8.
 - 1 Which tense does Luca use when he talks about playing tennis?
 - 2 Which tense does he use for the things he does regularly?
 - 3 Julie uses two different tenses to talk about next Saturday. Why?
 - 4 Why does she use a continuous tense to talk about playing the piano on Sunday?
 - 5 Which tense does she use to talk about the concert? Is it definitely happening?
- 2 Look at the sentences below. Which is correct, A or B?

A	B
I like to relax.	I'm liking to relax.
I prefer to do my homework after dinner.	I'm preferring to do my homework after dinner.
I know I need to practise.	I'm knowing I need to practise.

What do you notice about the verbs *like*, *prefer* and *know*? Can you think of other verbs which behave in the same way?

- 3 🎯 Choose the correct answer.
 - 1 I **want** / 'm **wanting** to go to France next year.
 - 2 I **usually stay** / 'm **usually staying** with my grandparents during the summer.
 - 3 Mark, can I choose the café where we **meet** / 're **meeting** tomorrow?
 - 4 Next Sunday we **go** / 're **going** to an Italian restaurant.
 - 5 I 'm **thinking** / **think** we should go skiing next year.
 - 6 We will be hungry when we **arrive** / 'll **arrive** at the hotel.
 - 7 I can't come to your house because I 'll **have** / 'm **having** dinner with my family.
 - 8 I'll make my lunch tomorrow morning before I 'll **leave** / **leave** the house.
 - 9 I **write** / 'm **writing** this text to let you know that I **arrive** / 'm **going to arrive** on Saturday.
 - 10 I'm very excited that we **go** / 're **going** on holiday next month.

Comparisons

📄 >> Page 82



- 4 These sentences make comparisons with different adjectives and nouns. Put the words in *italics* in the correct order to make sentences about photographs A and B on page 8.
 - 1 The people in the first photograph *much* / *than* / *probably* / *are happier* the person in the second one.
 - 2 They *more* / *than* / *will* / *time* / *spend* / *walking* doing an online workout.
 - 3 The person in the second photo is indoors, which *enjoyable* / *being* / *as* / *isn't* / *as* in the fresh air.
 - 4 They *getting* / *exercise* / *probably* / *more* / *are* / *.*
 - 5 He *than* / *energetic* / *is* / *more* / *being* the people in the first photograph.
- 5 Look at the two photos below. Write two or three sentences comparing them, using some of these words.

expensive far more fun interesting much less thrilling



Vocabulary - Matching expressions with similar meanings

1 To answer multiple-choice questions in the Reading test, you need to find words in the text with a similar meaning to words in the options. Read the first paragraph of the text and find words or phrases which match the expressions below.

- 1 not confident
- 2 because of
- 3 type of personality
- 4 people in a book or film
- 5 group
- 6 become aware of doing something without intending to
- 7 a worry

Part 5

2 Look at the photo and answer these questions with a partner.

- 1 What do you think the relationship is between these people? Why?
- 2 What are they doing?
- 3 What do you think the person taking the photo will do with it? Why will they want to do this?

Exam tip

Before you answer the questions, always read the title and text quickly to get an idea of what it is about.

3 Read the title and text very quickly and answer these questions.

- 1 Which of these is the main topic of the text?
 - A descriptions of the personalities of the writer's friends
 - B how the writer and others feel about their friendships
- 2 Whose words does the writer quote?

Exam task

In Reading and Use of English Part 5, there are always six multiple-choice questions about one text. The text here is shorter than in the exam, and there are only four questions.

For questions 1–4 on page 11, choose the answer (A, B, C or D) which you think fits best according to the text.

← → ↻ <http://www.friendship.blogspot>

Having enough friends

Do you ever find yourself wondering why you don't have as many fabulous friends as other people seem to have? I do. But that's my nature. Whether it's about school, family or what I'm going to wear, I'll always have anxiety about something! Often, it's about friendships: specifically, whether I have enough of them. Perhaps it's a consequence of my obsession with Young Adult (YA) literature and movies, all of whose main characters seem to have an ever-growing circle of close friends, or it's the fact I can't stop comparing myself to people I follow on social media. Whatever the reasons are, I've long felt insecure about the number of friends I have.

I'm not saying I'm completely friendless – I'm lucky to have the most amazing people in my life, and I wouldn't change them for anything. The issue is that I don't have the large group of friends that we're led to believe is what we should all aim for. I have several little groups of friends – one from school, one from my basketball team, one from my early childhood and so on. Having all these relationships in separate areas of my life is great, and yet I sometimes feel they might not be enough.

When I brought the topic of friendships up with some classmates, I was relieved to find that other people feel just like I do. My friend Lyla told me, 'As I've got older, I've found that I've lost friendships. The ones I've kept are stronger than ever, but many of my friends are at different schools, and some are living in other towns. Plus, most of my friends now aren't friends with each other – they don't even know one another, and have only met at my birthday parties, so apart from that, I never arrange to see them all at once. I regret



not having something like my older brother has – he regularly meets up with a huge gang of mates he’s had since primary-school days!’

Another of my friends, Jonathan, shares a similar feeling, though he’s had a different life experience so far from Lyla and me. ‘Because of my mum’s job, I’ve lived in five cities and three countries since I was born, which means I’ve had loads of practice at making friends,’ Jonathan says. ‘It’s something I’ve always focused on, investing loads of time and energy into forming friendships through school, neighbours and friends of friends. But this means I have ‘pockets’ of friends all over the place.’ He added, ‘I do sometimes envy people who have a big circle of close friends who all know each other and meet up regularly, with a long, shared history and plenty of in-jokes.’

For me, other people’s reflections on friendships have been extremely helpful. Friendships play a massive role in our lives, so it’s not surprising that we’re so concerned about how successful we are at forming and maintaining them.



- 1** Before you answer this question, underline where in the text YA literature is mentioned. Carefully read the text before it as well as after it. The vocabulary exercise on page 10 will help you.

In the first paragraph, the writer says that Young Adult literature has been

- A** one of the inspirations for her approach to making new friends.
- B** a source of comfort to her when experiencing friendship difficulties.
- C** one possible cause of her tendency to worry about friendships.
- D** an influence that led her to develop more friendships online.

- 2** Some questions ask you about the function of a paragraph – what the writer does in it. Pay close attention to the first word of each option in this question and read the whole paragraph before deciding which the writer is doing.

What is the writer doing in the second paragraph?

- A** listing the areas of her life where she lacks friendships
- B** outlining a disadvantage of having lots of friends
- C** explaining the exact nature of her dissatisfaction
- D** describing how other people regard her friendship

- 3** Some questions focus on what people quoted in the text think about something. Find the quote from Lyla and underline words and phrases which show what she thinks.

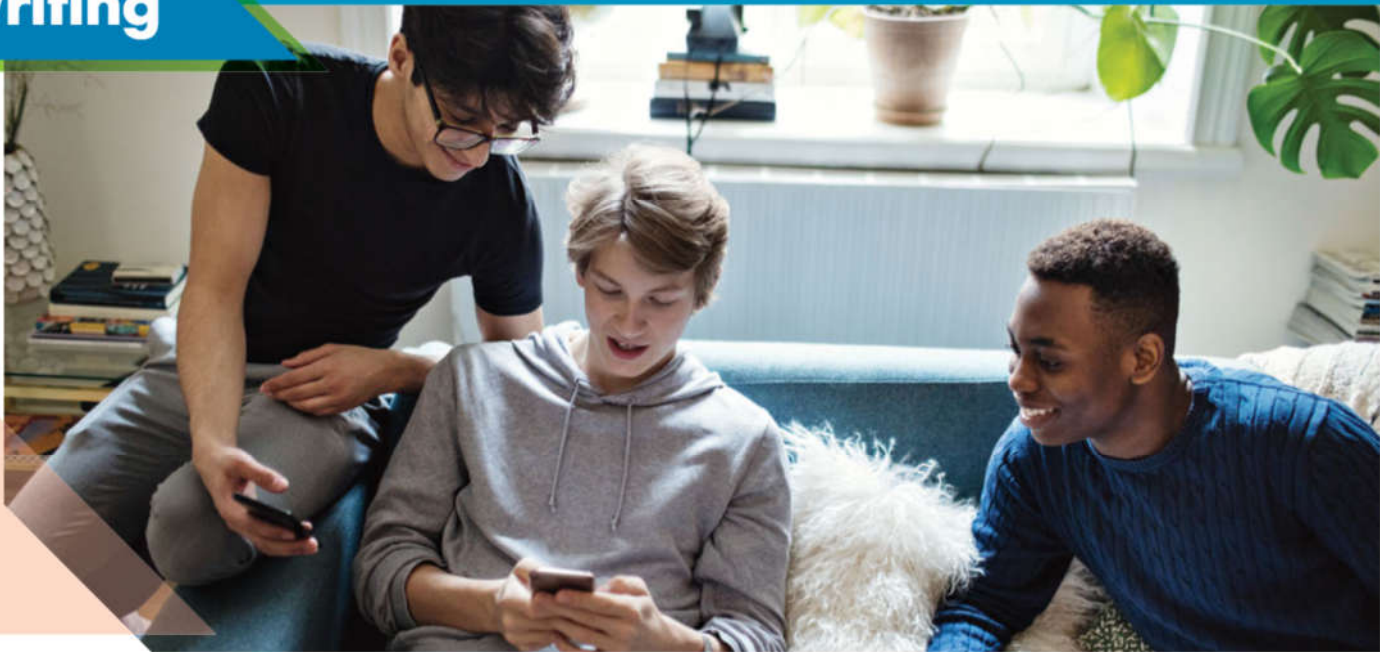
What does Lyla say about friendships?

- A** Losing some friends is a normal part of growing up.
- B** The friendships you form when you are children are the strongest.
- C** It is highly unlikely that all your friends will get on well with each other.
- D** Her brother’s friendship group is an example of what she would like.

- 4** Some questions ask you about what you learn from a section of text. Find what Jonathan says and underline key words and phrases in the options and in the text. Then try to match meanings – the best match between option and text will be the answer!

What do we learn about Jonathan from what he says?

- A** He is glad to be able to see his friends so often.
- B** He feels lucky to have friends in so many different places.
- C** He has found it difficult to keep in touch with all his friends.
- D** He sees having friends as an important part of his life.



Part 1 essay

Page 96

- 1 Work in pairs. Describe your family. Which members of your family are most important to you? Why?
- 2 Talk about your friends. Do you have lots of friends, or just a few good ones? Where did you meet them?
- 3 Answer these questions. Write A for family, B for friends or C for both.

Who:	takes care of you?	<input type="checkbox"/>
	gives you advice?	<input type="checkbox"/>
	teaches you to do things?	<input type="checkbox"/>
Who do you:	have most fun with?	<input type="checkbox"/>
	spend most time with?	<input type="checkbox"/>
	get on best with?	<input type="checkbox"/>

- 4 Now read the exam task and answer the true/false questions below with your partner.
True or false?

- 1 You have a choice of question in Part 1 of the Writing paper.
- 2 You must write an essay of at least 190 words.
- 3 The first sentence of the task helps you to understand what you must write about.
- 4 You are asked to compare two things in this essay.
- 5 You should write about young people in general, and not just yourself.
- 6 When you give 'your own idea' it should be different from points 1 and 2 in the notes.



Exam task

You **must** answer this question. Write your answer in **140–190** words in an appropriate style on the separate answer sheet.

In your English class you have been talking about your family and friends. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Which is more important to young people: their family or their friends?

Notes

Write about:

- 1 who teenagers spend most time with
- 2 who gives teenagers most support
- 3 (your own idea)

- 5 Read the model answer to the exam question and then complete the table and answer the questions below with your partner.

By the time they are about 14, young people probably spend more time with their friends than with their family. They are at school every day and therefore in the company of their friends. In addition, they play sport with these friends, go into town with them or go round to their houses at the weekend.

Yet all young people still rely heavily on their families, and their parents especially, for support and advice. Parents have more experience and more knowledge to share than friends, and can help with important decisions. For many people family are always part of their life. In contrast, some friendships can get forgotten as people get older.

In general though, I would say that most young people get on better with their friends than their families. They are the same age; for that reason they often share the same tastes in music and clothes and so on. As for ideas, those are often similar too. As a result, parents are often much less important to their children at this stage.

Overall, I personally think that for most teenagers, their friends are more important than their family.

Which is more important to teenagers: family or friends?	
Main points	
1 who teenagers spend most time with	friends
2 who gives teenagers most support	
3 own idea	
Conclusion	

Is the essay written in a formal or informal style?

- 6 Find these linking expressions in the model answer and underline them.

as a result as for for that reason in addition
in contrast in general overall therefore yet

- 7 Now choose the correct linking expressions below.

I love going out with my friends but **(1) in addition / in general** the rest of my family aren't as sociable as me. **(2) As for / Yet** my grandparents, they're much happier at home. **(3) In other words / In fact**, they're always busy as they've got lots of hobbies. **(4) For that reason / For example**, I always ring them before I go there in case they're in the middle of doing something. **(5) Yet / Therefore** if I do just turn up, they don't mind. **(6) Nevertheless / In contrast**, my friend's grandparents are always going away so she hardly ever sees them.

- 8 Read the exam task and plan your answer. When you have finished, discuss your ideas with a partner. Then do the task.

Exam tips

- It is important to decide what you are going to say in your essay before you start writing. In the exam, you can write your plan on the exam paper.
- When you have finished writing, read your essay carefully to check for grammar and spelling mistakes.

Exam task

Answer this question. Write your answer in **140–190** words in an appropriate style.

In your English class you have been talking about where to live after leaving your family home. Now your English teacher has asked you to write an essay for homework. Write your essay using **all** the notes and giving reasons for your point of view.

When a young person goes to university, should they live at home or in student accommodation with friends?

Notes

Write about:

- 1 support
- 2 being independent
- 3 (your own idea)

2

Home and away



Reading and Use of English

- 1 Look at the young people in the photos. Work in pairs to answer the questions.
- 1 Which picture shows: base jumping, polar trekking, rock climbing?
 - 2 Would you like to do any of these activities? Why? / Why not?
 - 3 How do you think they prepared before doing these things?

Part 6

- 2 Look at the text opposite. Read it quickly to answer the following question.
- What do teenage students do if they are selected for the Nordic Exploration Club?

Exam tip

When you are matching a missing sentence with a section of text, look for different words and phrases that refer to the same thing or person.

- 3 Read the text again. Write what or who the bolded phrases refer to.
- 1 the explorer
 - 2 the organisation
 - 3 participants
 - 4 the expedition itself
 - 5 the whole experience
 - 6 the young people
- 4 Find the pronouns underlined in the text. Write what they refer to.
- 1 this =
 - 2 it =
 - 3 where =
 - 4 others =
 - 5 their =

The Nordic Exploration Club

On visits to schools to give talks about exploring the North Atlantic, Gemma Mann observed that many teenagers had very little self-confidence and lacked motivation. **The explorer** decided to do something to address this, and so the Nordic Exploration Club was born.

The organisation visits schools and selects 14–16-year-old students on the basis of who could benefit most from journeying across the North Atlantic – Iceland and Greenland. Once selected for it, **participants** undergo a tough and lengthy training programme. **The expedition itself** involves a trip to Iceland, and then on to Greenland, where they spend ten days navigating through some of the world's remotest Arctic terrain.

The whole experience positively changes the lives of **the young people** as well as others around them. On their return home, they share their stories of the trek with thousands of school children in their region. They are living, breathing proof that dreams are attainable and that ordinary teenagers can achieve something truly extraordinary.

Exam task

You are going to read a text about a child who climbed a very high cliff of rock. Six sentences have been removed from the text. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.



Climbing El Capitan at ten years old

Ascending any of the routes on El Capitan, a cliff of rock rising nearly 1,000 metres above Yosemite National Park in the USA, is a demanding task for even the most experienced of climbers. Selah Schneiter from Colorado, however, managed the feat when she was just ten years old.

Selah was no stranger to El Capitan: the site, her father Mike said, was 'in her blood'. He's a climbing guide and instructor, and he'd initially taken his daughter there when she was two months old. **1** In the process, they'd fallen in love so it seems Selah was connected to the Yosemite rock even before she was born.

Selah's achievement on El Capitan led to a flurry of media attention and TV appearances in New York. Coming from a small town in Colorado, city life in the spotlight was sometimes a struggle for her. **2** In fact, the thing that she was most concerned about was the possibility of not reaching her goal. Ultimately, her determination proved stronger than any fear. At particularly dangerous points, she took a deep breath and thought: 'What does this mean to me? Am I gonna bail or am I not gonna bail?' Clearly, she didn't 'bail', and on making it to the top, she cried happy tears.

Selah and Mike climbed with a friend, Mark Regier, and the three of them didn't rush to the top, according to Mike. **3** By Mike's standards, this was a fairly relaxed schedule.

Selah made her way up the 1,000-metre route – a particularly challenging one known as the Nose – primarily by jumaring, which essentially means pulling yourself up a rope. Only a handful of people have ever made 'free climbing' ascents of the Nose, when the climber uses hands and feet on the rock while attached to a rope purely as protection against falls. **4** It's

a piece of kit used by climbers on routes that take several days. This may sound pretty terrifying to non-climbers, but as a climbing guide, Mike is used to the risks of the sport, and they didn't seem to trouble Selah. 'Oddly, we never felt really in danger at any point. We felt really comfortable up there,' Mike said.

When they finally reached the top, they received a surprising text from Joy, Selah's mum. A friend who wrote for *Outside* magazine had investigated the matter and identified Selah as the youngest ever to have scaled El Capitan. **5** 'Don't even look it up,' he told her. 'We don't want that to be our motivation.'

After the climb, though, Mike realised how inspiring his daughter's story could be to young people, which is why he and Selah gave interviews to news organisations around the world. **6** 'If you have a big goal, it's really hard to attack it all at once. You have to do it piece by piece. Take that big goal and make it into a bunch of small goals.' She adds that when you're climbing, it helps if 'you look up a lot more than you look down'.

- A** They spent five days on the climb, taking long lunch breaks and starting as late as seven.
- B** In one, Selah had wise words for anyone facing a challenging or frightening task.
- C** She was less bothered by the climb itself, however.
- D** She says it's hard to remember a time when she didn't love grabbing a rope and heading up a rock.
- E** At night, father and daughter slept on a portaledge, a tent-like device that hangs off the rock.
- F** It was also the first place Mike and Selah's mother, Joy, had climbed together.
- G** Before the climb, Mike had warned Selah against focusing on setting a record.

- 5** Work in pairs. Which words in the text and sentences helped you decide your answers? Which sentence didn't you use and why?

Speaking

Part 3

Page 114

- 1 Think about a city or town you know or have visited. Tick (✓) the places you go/went to.

café cinema museum
shopping mall swimming pool theatre

Write them in order of importance for you (most important = 1). Add any other leisure facilities you use regularly. Which do you think are most popular with young people? Why?

- 2 Compare your lists in a group. Use some of these expressions.

I think ... is the most/least important because ...
For me, ... is less important than ... because ...
I'd prefer to go to / I'd rather go to ... than ... because ...
I would like to ... but we don't have one.

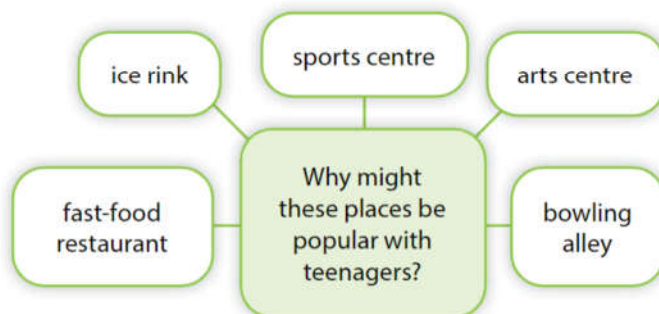
- 3 Are there enough things for young people to do in your area? Which things would you like to be able to do?

- 4 Think about how you will agree and disagree with the others. Mark these expressions A (agree) or D (disagree).

I agree with you.
I think it would be better to ...
That's what I think too.
I think you're right.
I disagree.

Exam task

Work in groups of three. The local council in your town wants to build new leisure facilities for young people. Here are some of the places that the council might build. Talk to each other about whether the places would be popular with teenagers.



Now decide which two places should be built.



Part 4

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- 5 Do you live in a city, town or village? Tick (✓) the words and expressions below you can use to talk about it.

a lot of traffic by a lake capital crowded farming
historic in an area called ... in the centre of ...
in the countryside in the middle of nowhere
in the mountains industrial isolated
medium-sized mining modern mountain
not far from ... on the coast quiet
rural sleepy university wide streets

- 6 Use the words and expressions from Exercise 5 to answer these questions.

- 1 How would you describe your city/town/village?

I live in an industrial city.

My village is quite isolated.

- 2 What do you like about the place where you live? What do you dislike about it?

I love living on the coast.

Exam task

Practise asking your partner his/her opinion on these questions.

- What's the best thing about living in the middle of a city? Why?
- Do you think it's better to live in a city, or in a village in the countryside? Why?
- Is it better for children to grow up in one place or move around? Why?


Exam tip

It is OK to disagree with each other. The discussion is more important than whether you agree.


Part 1

1 Work in pairs. Look at the photos below of activities in cities and answer the questions.

- 1 Are these the kinds of activities tourists usually do when visiting a city? Explain your answer.
- 2 Which activity do you think looks most exciting? Why?
- 3 Why do you think these sorts of activities are becoming more common in cities?


2  **06** Listen to a teenager talking about doing a similar activity to one of the photos below. Which activity is he talking about?

Write down all the words which helped you get the answer and compare with your partner.

3  **06** Read the question about the recording. First, try to answer it. Then listen to the recording again and check your answer.


You hear a boy talking about going on a tour in a city. He says that the only negative aspect of the tour was that the guide

- A failed to give enough help to those who were scared of heights.
- B tried too hard to make money from participants.
- C did too much talking to the group.

4  **06** Listen again and read the script your teacher gives you. Underline the words which give you the answer. Why are the other answers wrong?

Exam task

In Listening Part 1 you hear eight recordings and you answer one question about each. There are only four recordings in the task below.

 **07** You will hear people talking in four different situations. For questions 1–4, choose the best answer (A, B or C).

- 1 You hear a woman on the radio talking about a basketball exhibition centre. She says it offers visitors the opportunity to
 - A meet a player.
 - B interact with a coach.
 - C practise basketball.
- 2 You hear two friends talking about Disneyland. What does the boy suggest to the girl?
 - A He has never been interested in going to Disneyland.
 - B The event she creates may be as good as a trip to Disneyland.
 - C He could help make her dream about Disneyland come true.
- 3 You hear two friends talking about wild camping. What is the boy's attitude towards wild camping?
 - A He would only try it under certain conditions.
 - B He might prefer it to normal camping.
 - C He can see its appeal to some people.
- 4 You hear a boy talking about travelling. What point is he making?
 - A Many people value the idea of adventure too highly.
 - B People must switch to greener forms of transport.
 - C Young people should consider the impact of trips abroad more.



Silent disco tour



O₂ Skywalk

Part 2

- 1 Read the text below quickly to find out what it is about. Complete the gaps with prepositions from the box.

from of on out x2 up x2 with

A city boy who lives in a village

I live in a sleepy little village just outside the city of Bath. When I was growing (1), there was nothing to do except hang (2) with friends in the village. Now I spend the majority (3) my time in Bath, either working, going to college or socialising. I have a part-time job in a burger restaurant, and I'm studying music technology. I don't play an instrument, I DJ. Obviously, the dream is to be famous, but that's not exactly realistic! I'll probably end (4) working in a studio, which is fine. In my free time, I go to mates' houses or go (5) to a club in town. The clubs in Bath are not very good but there are quite a few to choose (6) Once a month at college, I put (7) a music night (8) some other DJs.

- 2 Find the two-word phrasal verbs in Exercise 1 and write them on the lines next to the correct meaning.

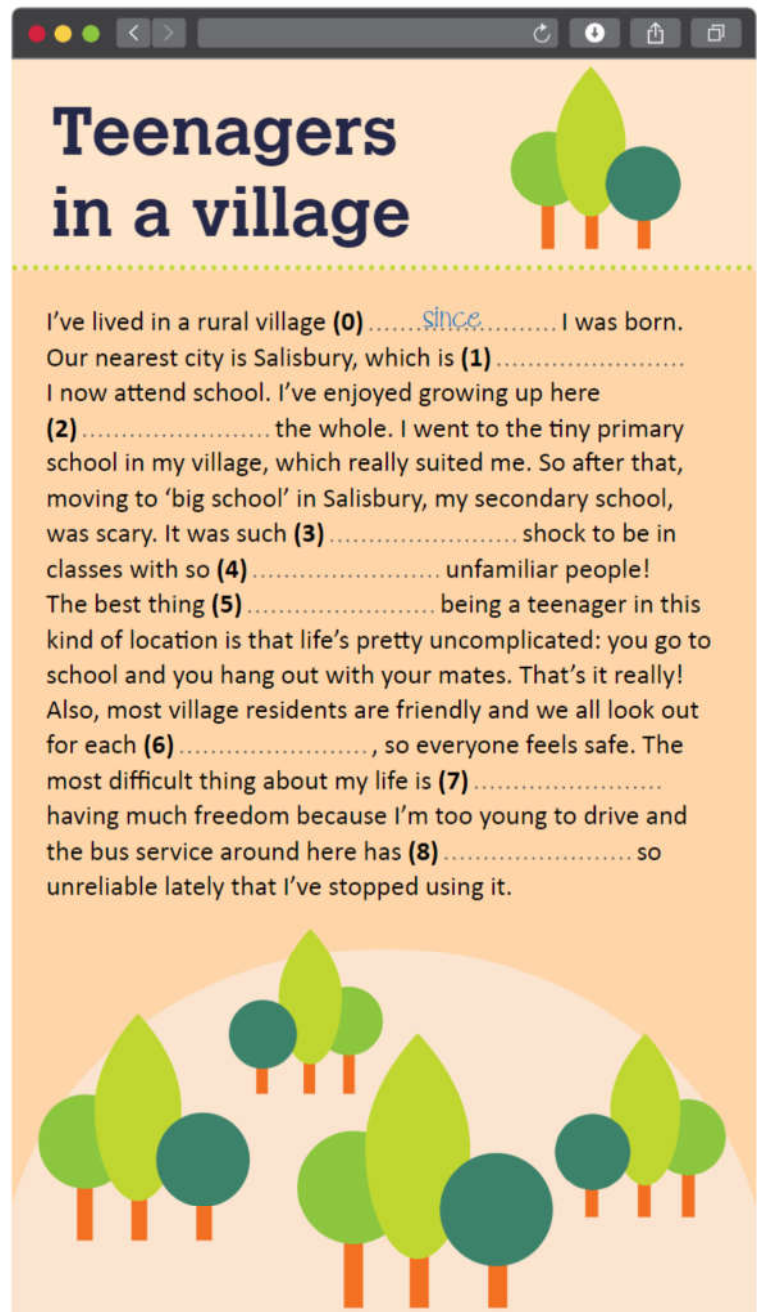
- 1 leave the house
- 2 arrange and perform entertainment
- 3 to finally be in a particular situation without intending to be
- 4 going through childhood
- 5 spend time somewhere

Exam task

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Exam tip

In Reading and Use of English Part 2 you must only write one word in the gap. Do not put a contraction like *didn't* as this is really two words (*did not*).



Teenagers in a village

I've lived in a rural village (0) *since* I was born. Our nearest city is Salisbury, which is (1) I now attend school. I've enjoyed growing up here (2) the whole. I went to the tiny primary school in my village, which really suited me. So after that, moving to 'big school' in Salisbury, my secondary school, was scary. It was such (3) shock to be in classes with so (4) unfamiliar people! The best thing (5) being a teenager in this kind of location is that life's pretty uncomplicated: you go to school and you hang out with your mates. That's it really! Also, most village residents are friendly and we all look out for each (6) , so everyone feels safe. The most difficult thing about my life is (7) having much freedom because I'm too young to drive and the bus service around here has (8) so unreliable lately that I've stopped using it.

Part 3

✓ Exam task

Vocabulary – Word building (1)

- 3 Using the endings in the table, make adjectives from these words. Write them under the best heading. There is one example.

astonish attach bother convince demand
entertain exhaust exist fascinate
fix inexperience irritate terrify

-ed	-ing	-ed or -ing
		terrified, terrifying

- 4 Complete these sentences with an adjective from the table above.

- The ten km run was so
in the heat that few of the young runners finished.
- Maisie and Hulya were
when they passed the test because they hadn't revised at all.
- Although Nicola felt completely
....., she jumped into the deep, icy water.
- Ravi argued a case for meat-eating really well – we all found him very
- The people on the reality show were so silly and that I turned it off.

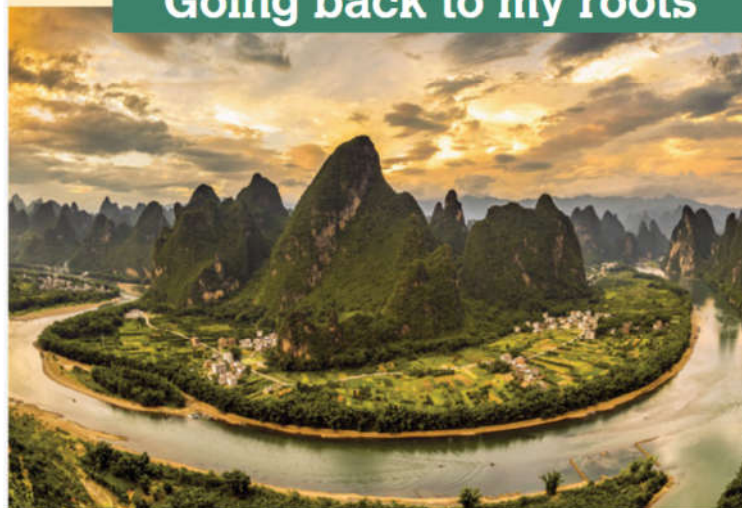
- 5 When you are deciding between *-ing* or *-ed*, what general rule do you follow?
-

💡 Exam tips

- Each gap has its own word at the end of the line that you must change. Don't try to put that word in any other gap.
- Check your spelling carefully, especially when adding letters to a word ending in *e*!

For 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Going back to my roots



Although I was born in (0) *central*
China, I have no memory of living there
because I've lived in New Zealand since
my early (1) My mum's
from Guilin, a city surrounded by
(2) that's totally unique:
steep, rocky hills with pointed peaks and
the River Li winding through them.
Mum had a painting of this area which
I found completely (3)
when I was younger, and I longed to go
there. Last summer, aged 13, my dream
became a (4) We went
on a two-month tour of China, a trip of
a (5) which included
two weeks with an aunt in Guilin. The
landscape looked just like the painting!
It was (6) And so was the
food. My aunt's a (7) cook,
so every dinner was a treat. Afterwards,
she'd say, '100 steps after eating is
good for the (8)', and we'd
walk the streets with the hills lit up in the
background. It was magical.

CENTRE

CHILD

SCENE

FASCINATE

REAL

LIFE

**BELIEVABLE
TALENT**

DIGEST

Adverb formation

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1 Make adjectives from these adverbs.

- | | |
|-------------|--------------|
| 1 bitterly | 6 positively |
| 2 clumsily | 7 politely |
| 3 happily | 8 rapidly |
| 4 hopefully | 9 rarely |
| 5 miserably | 10 simply |

2 Now use the adverbs and adjectives above to answer these questions.

- Which adjectives change their last letter to *-i* before adding *-ly*?
- What happens to adjectives ending in a consonant and *-le*?
- What happens to other adjectives ending in *-e*?
- What happens to adjectives ending in *-l*?

3 Match the correct adjective with the noun in these sentences.

concerning courageous
interesting strong

- It's a(n) idea, and I want to see if it works.
- Lola made a(n) attempt to win the competition, but she was beaten in the final.
- Peter suddenly had a(n) thought – what if the homework was due in last week?
- When I walked into the room, I had a(n) sense that something was wrong.

aggressive detailed
excellent successful

- One of the teachers drew up a(n) plan which outlined all aspects of history teaching for the year.
- Max's attitude got him into trouble throughout his school years.
- It was a(n) solution to the problem, so we decided to test it straight away.
- Victoria made a(n) attempt on the school shot put record.

4 Choose the correct adverb to go with the verb in these sentences.

- The head teacher spoke **angrily** / **calmly** to the young girl and she soon settled down.
- The crowd reacted **positively** / **optimistically** to the team's performance.
- The man ate **loudly** / **boldly**, which annoyed some people in the restaurant.
- Patrick ran **awkwardly** / **quickly** and scored the goal that won the match.
- The parents were pleased that the talent show was run very **efficiently** / **poorly**.
- My best friend **kindly** / **funnily** offered to pay for my ticket to the cinema.
- The teacher encouraged his pupils to watch **happily** / **closely** as he completed the experiment.
- The couple waited **patiently** / **slowly** for their dinner to be brought out.

Past tenses

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5 Read this text about Parker Liautaud and put the verb in brackets into the correct tense (past simple or past perfect).

Parker Liautaud (1) (attempt) to reach the North Pole. Two other teenagers (2) (reach) the North Pole previously. They (3) (travel) with their parents, but Parker (4) (go) with a guide called Doug, who (5) (be) to the North Pole seven times before. Unfortunately, the cracks in the ice (6) (be) too large for them to cross. Doug (7) (not see) problems like that before on his other trips. In the end, they (8) (fly) the last part of the journey in a helicopter.

6 Choose the correct word or words in these sentences.

- Last week I went to the cinema and I **'ve watched** / **watched** a funny film.
- When we **got** / **were getting** home, my father realised he **'d forgotten** / **forgot** to buy some bread.
- I **finished** / **was finishing** my homework last night.
- There's nothing to do here during the winter, so we **travelled** / **were travelling** to the city.
- Yesterday, as I **was coming** / **came** home, I **was finding** / **found** an injured animal.
- The games console **was sold** / **selling** out before I got to the shop, because everyone else had arrived at opening time.
- I **'ve been trying** / **tried** to make some lunch since I got home and I still **haven't done** / **didn't do** it.
- My purse disappeared so I **looked** / **was looking** everywhere for it.