

 CAMBRIDGE



COMPACT



B2 FIRST
THIRD EDITION

B2
STUDENT'S BOOK
WITH ANSWERS

With
Cambridge One
Digital Pack 

Peter May

Cambridge University Press

www.cambridge.org/elt

Cambridge Assessment English

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108921879

© Cambridge University Press and Cambridge Assessment 2021

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012

Second edition 2014

Third edition 2021




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

Printed in Dubai by Oriental Press

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

ISBN 978-1-108-92187-9 Student's Book without answers

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

Map of the units	4
1 Living day to day	6
2 Differing tastes	14
3 Changing places	22
4 Getting creative	30
5 Making your way	38
6 Setting the pace	46
7 Feeling the heat	54
8 Moving ahead	62
9 Breaking news	70
10 Shopping around	78
Revision units	86
Visual materials	96
 Grammar reference	99
Irregular verbs	117
 Writing bank	118
 Speaking bank	128
Phrasal verb builder	140
Wordlist	142
Exam information	150

MAP OF THE UNITS

UNIT	TOPICS	GRAMMAR	VOCABULARY	READING
1 Living day to day	Daily life People	Present tenses Present simple in time clauses	Adjectives ending in <i>-ed</i> and <i>-ing</i> Character adjectives Adjective prefixes and suffixes: <i>-able, -al, dis-, -ful, -ic, im-, -ish, -itive, -ive, -ous, un-, -y</i>	Part 7: multiple matching
2 Differing tastes	Food and drink Restaurants Relationships	Past tenses	Fixed phrases	Part 6: gapped text
3 Changing places	Travel and tourism Transport Festivals and customs	Modal verbs Adverbs of degree	Dependent prepositions	Part 5: multiple-choice questions + long text
4 Getting creative	Entertainment (film, music, arts) Leisure	Verbs followed by <i>to</i> + infinitive or <i>-ing</i> <i>Too</i> and <i>enough</i> Present perfect	Phrasal verbs with <i>on</i>	Part 6: gapped text
5 Making your way	Education, study and learning Careers and jobs	Future forms Countable and uncountable nouns	Phrasal verbs with <i>take</i> Noun suffixes: <i>-ant, -er, -ian, -ist, -or</i>	Part 7: multiple matching
6 Setting the pace	Health and fitness Sport	Relative clauses (defining and non-defining) Purpose links	Medical vocabulary Phrasal verbs with <i>up</i> Sports vocabulary	Part 5: multiple-choice questions + long text
7 Feeling the heat	The environment The weather	Conditionals 1–3 Mixed conditionals Comparative forms Contrast links	Phrases with <i>in</i>	Part 6: gapped text
8 Moving ahead	Science Technology	Passive forms Articles	Communications vocabulary Science and technology vocabulary Collocations	Part 5: multiple-choice questions + long text
9 Breaking news	The media Celebrities	Reported speech	Media vocabulary Noun suffixes	Part 7: multiple matching
10 Shopping around	Shopping and consumer goods Fashion	Adverbs of manner and opinion <i>Wish</i> and <i>if only</i> Causative <i>have</i> and <i>get</i>	Clothing and shopping vocabulary Phrasal verbs with <i>out</i> Extreme adjectives	Part 6: gapped text

USE OF ENGLISH	WRITING	LISTENING	SPEAKING
Part 3: word formation	Part 2 informal email: getting ideas, informal language	Part 1: multiple-choice questions + short texts	Part 1: talking about yourself
Part 2: open cloze	Part 2 article: narrative linking expressions	Part 2: sentence completion	Part 2: giving opinions, comparing
Part 1: multiple-choice cloze	Part 1 essay: linking expressions, for and against	Part 3: multiple matching	Part 3: turn taking, suggesting, speculating
Part 4: key word transformation	Part 2 review: descriptive adjectives, recommendations	Part 4: multiple-choice questions + long text	Part 4: asking for and justifying opinions
Part 3: word formation	Part 2 formal letter of application: formal expressions, achieving aims	Part 2: sentence completion	Part 1: talking about future plans
Part 2: open cloze	Part 2 letter: informal language, purpose links	Part 1: multiple-choice questions + short texts	Part 3: agreeing and politely disagreeing
Part 4: key word transformation	Part 1 essay: contrast links, for and against	Part 3: multiple matching	Part 2: comparing: <i>-er, more,</i> <i>(not) as ... as, etc.</i>
Part 1: multiple-choice cloze	Part 2 article: reason and result links, involving the reader	Part 2: sentence completion	Part 4: adding more points
Part 3: word formation	Part 2 report: recommending and suggesting	Part 4: multiple-choice questions + long text	Part 2: keeping going
Part 4: key word transformation	Part 1 essay: extreme adjectives, for and against	Part 3: multiple matching	Parts 3 and 4: decision-making

1

Living day to day



1



2



3

1 Look at photos 1–3. What do you think a typical day is like for each person? Think about:

- when they do things like having meals
- where they go and how they travel
- who they see
- what they do to relax
- how they feel at various times of the day

Part 7

2 Look at the exam task. Answer these questions.

- 1 How many people are there?
- 2 Is it one text in sections, or is it several short texts?
- 3 What's the topic?
- 4 What kind of information do you need to find? (e.g. *Which place ... ?*)
- 5 How many questions are there?
- 6 Can you use letters A, B, C and D several times each?

3 Look quickly at the text. What are Becky's main activities in each section A–E?

4 Look at this Part 7 example question and the underlined words in the text. There are references to this in parts A, B and E. Why is A right? Why are B and E wrong?

Example:

In which section does she mention doing intensive physical exercise? A

5 Do the exam task. Underline the words or sentences that tell you the right answers.

Quick steps to Part 7

- Look at the instructions, title and layout, then read quickly through the questions.
- Remember that the information you need may not be in the same order as the questions.
- Be careful with words that only **seem** to say the same as a particular question, but in fact mean something quite different.

Exam task

You are going to read an article about a student's daily life. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

In which section does the writer

- talk about something she does only once a week?
- refer to a time when her life was less complicated?
- explain why she sometimes has to pay for her meals?
- state she is sure of her ability to combine study and work?
- suggest that some may be surprised at something she chose to study?
- remark on something about her culture that makes her proud?
- describe a habit she feels is good for her health but unusual for a student?
- indicate that she sometimes misses a meal?
- express her admiration for the scenery at the university?
- suggest that she had difficulty adapting to university life?

1
2
3
4
5
6
7
8
9
10

Exam tip

When you have finished, make sure you have answered all ten questions.

A day in the life of a Canadian student *by Becky Bradley*

A I greet the bus driver with a cheery 'good morning!', as is the norm here rather than the head-down mutterings common in other countries at this early hour. Before becoming a geography and psychology student at the University of British Columbia, I had a set daily routine – which seemed to make everything simpler. My morning routine has changed drastically over the years at university but now, in my third year, I like to think that I have finally mastered it. After the 10-minute ride on the 99 bus, I thank the driver – another wonderfully Canadian practice – and head to UBC's gym for a fairly demanding workout before class. Breakfast varies, in terms of when, if and what I eat.

B My first lecture is at 9.30 am, on globalisation. I have this course twice a week and love it. This class finishes at 10.50 am, allowing plenty of time to stroll or jog to the next lecture. UBC's Vancouver campus is located on the Point Grey peninsula, a stunning site sticking out into the ocean, so this is an enjoyable commute. After my class on environment and sustainability, I have my Spanish literature course at 1 pm. You might be wondering why I am taking a Spanish literature course as a geography and psychology major. This is because, as an arts student at UBC, I have a literature requirement to fulfil, and I've always been really interested in Spanish so decided to combine the two.

C Now it's 1.50 pm and I am done with classes for the day ... except on Wednesdays, when I have a three-hour sports psychology lecture in the evenings. At lunchtime I try to save money by bringing leftovers from dinner the night before. However, I still like to be sociable at lunch so I normally meet a friend in our student union building called the Nest. If it's a nice enough day (not raining), my friend and I will probably eat on the grassy mound just outside the Nest. If I have left my lunch at home or was too busy (lazy?) to prepare food, I will grab a bite to eat at one of the many eateries in the Nest.

D Where I study in the afternoon depends on whether I am studying in a group or not; if studying solo, I enjoy the Hogwarts-like atmosphere of our main library. However, my afternoons are not always dedicated to studying since I do have two campus jobs. As a UBC student ambassador, I give campus tours to young people interested in studying here. My other job is working at UBC's Alumni Centre as a secretary. Because UBC is my employer, it is flexible with my academic schedule and limits my number of hours per week. Many students don't have jobs, but I choose to work because I feel confident I can balance the time commitment with my course.

E My evening schedule varies. Sometimes I go for a long gentle run in the beautiful park near my home, but most evenings involve lots of studying for my courses. And, of course, dinner, when my five housemates and I eat and talk together. It's a chance for us to share the highs and lows of the day and feel relaxed spending time with each other. My schedule is consistent with an approximate bedtime of 11 pm. I am unlike most of my peers in going to bed this early, but sleep is crucial to my overall well-being and something I must prioritise because it impacts my day significantly.

Adjectives ending in *-ed* and *-ing*



6 Read these words in the text and complete the sentences with *-ed* and *-ing*.

demanding (A) stunning (B)
interested (B) relaxed (E)

- We use adjectives with to describe how somebody feels about something.
- We use adjectives with to describe the thing or person which causes the feeling.

7 Complete the sentences with *-ing* and *-ed* adjectives formed from the verbs in brackets. Then answer these questions about yourself.

- Which day of the week do you feel most (relax)?
- What's the most (amuse) film you've ever seen?
- Do you ever feel a little (stress)?
- What's the most (depress) news item you've heard recently?
- When do you feel most (motivate) to study?
- Are you (worry) about the environment?
- What do people find (surprise) about you?
- What's the most (puzzle) thing about the English language?

8 Compare a typical day in your life with that of Becky. What are the different times in your day like, and how do you feel? Use words from Exercises 6 and 7.

Listening



Part 1


- 1 Look at the photos. What are the people doing? How much time each day do you spend: a) studying or working, b) travelling, and c) relaxing with friends?
- 2 Look at question 1 in the exam task. Answer these questions.
 - 1 How many speakers will you hear? What is the situation?
 - 2 Part 1 questions may focus, for instance, on gist, detail, function, purpose, attitude, opinion, genre or agreement. What is the focus of *What does she say?*
- 3 Read the recording script for question 1. Which is the correct answer (A, B or C)? Why? Why are the other two wrong?

Back in my student days I often stayed up until well after midnight. I needed the recommended eight hours' sleep so I had trouble getting up the next day and I'd sometimes be late for lessons. Nowadays I can manage on far less than that but I need an alarm clock in case I'm still asleep at six. I also need to stick to a regular bedtime, switching off my laptop and phone well before then or else I end up lying awake for ages.

← B

← C

← A

- 4  01 Work in pairs. For each of questions 2–8, ask and answer the questions in Exercise 2. Then listen and do the exam task.

Quick steps to Part 1

- Don't choose an answer until you've heard the whole extract.
- You can always change your mind about an answer while you're listening or when you listen again.



✓ Exam task

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a woman talking about her sleeping habits.
What does she say?
 - A She finds it easy to fall asleep at night these days.
 - B She doesn't need to sleep as long as she used to.
 - C She always wakes up before six o'clock in the morning.
- 2 You hear two people talking about weather conditions.
What are they doing?
 - A sitting in a railway station café
 - B walking past a sports centre
 - C waiting at a bus stop
- 3 You hear a teenager talking about her new home.
What does she think about it?
 - A It's too far from where she studies.
 - B It's in a very quiet part of the city.
 - C It's very similar to her previous home.
- 4 You hear part of a radio programme about a coastal area.
What is the speaker doing?
 - A suggesting a beautiful place for people to live
 - B studying the wildlife next to the sea
 - C describing the local effects of climate change
- 5 You hear a man talking about his work.
What is his job?
 - A salesman
 - B language teacher
 - C office worker
- 6 You hear a man telling a friend about a mistake he made.
How does he feel now?
 - A amused
 - B relieved
 - C worried
- 7 You hear a woman making a phone call.
Why is she calling?
 - A to cancel an order
 - B to make a complaint
 - C to reschedule a delivery
- 8 You hear two people talking about travelling into the city centre.
What do they agree about?
 - A the time to set off
 - B the type of transport to use
 - C the road to take

💡 Exam tip

Have you chosen an answer for every question? Even if you're not sure, you could be right.

Present tenses

Page 99



1 Match extracts a–g from the recording in Listening with rules 1–7.

- a That north wind brings snow.
- b They're always talking about building more.
- c They sell hot food, too.
- d The remaining human inhabitants are starting to follow.
- e I mainly work from home.
- f I'm calling about my order.
- g He's working night shifts all this week.

We use the present simple to talk about:

- 1 a routine or habit
- 2 a permanent situation
- 3 something which is always true

We use the present continuous to talk about:

- 4 something happening right now
- 5 a temporary situation
- 6 a situation that is changing or developing
- 7 something irritating or surprising, using *always*

Note: verbs which describe states, e.g. *think, own, have, understand*, are normally used in simple tenses, but some can be continuous when they describe something we do, e.g. *I'm thinking of buying a bike*.

Stative verbs

Page 99

2 Correct the mistakes in these sentences written by exam candidates.

- 1 I suppose that you are knowing the area well.
- 2 This afternoon, people are playing games and have fun.
- 3 I know that you are hating your job. In my opinion you should look for another one.
- 4 I wait for you to call me back.
- 5 Nowadays, I'm preferring to walk to school.
- 6 In summer it's nice to go for a walk and having a picnic in the park.
- 7 Sara, can you see me? I stand in front of the coffee shop on your left.

3 Complete the sentences with the correct form of the verbs in brackets.

- 1 Jack's in, but he (talk) to someone on the phone at the moment.
- 2 Scientists believe that sea levels (rise) because of global warming.
- 3 My dad (quite often / go) swimming on Sunday mornings.
- 4 My neighbours (always / listen) to loud music late at night. It's really annoying.
- 5 That notebook on the table (belong) to me.
- 6 I (live) with my parents while my house is being decorated.
- 7 In the UK the sun (set) quite early in winter.
- 8 Look! Ellie (wave) at us.

Present simple in time clauses

Page 99

4 Look at these extracts from the recording in Listening. Do all the verbs refer to the future? What tense do we use after time expressions like *when*?

When I start there next year I'll be fine.
Parking will be a nightmare once we actually get there.

5 Choose the correct option.

- 1 I buy / 'll buy some new shoes when I go / 'll go shopping at the weekend.
- 2 I wait / 'll wait here until you come / 'll come back later on.
- 3 As soon as the meeting finishes / will finish this afternoon, I call / 'll call you.
- 4 I don't / won't move house before I start / 'll start my new job next month.
- 5 By the time you arrive / 'll arrive at 8.30, I am / 'll be ready to go out.
- 6 I take / 'll take the dog for a walk once I get / 'll get home.

6 Complete the sentences about yourself. Then tell your partner.

- 1 I'll have a meal as soon as ...
- 2 I'll take the bus next time ...
- 3 I'm going to buy a house when ...
- 4 I don't think I'll have a holiday until ...
- 5 I won't have a coffee before ...
- 6 I think I'll watch TV after ...

Part 1

Page 128

1 In Part 1, the examiner may ask you questions like these. What are they about? Which verb tense would you mainly use to reply?

- 1 Where are you from?
- 2 What do you like about living there?
- 3 Tell me a little about your family.
- 4 Which time of the year is your favourite? Why?
- 5 What do you enjoy doing when you are on holiday?
- 6 What do you use social media for?

2 In pairs, read this example conversation from Part 1. What is wrong with Sam's and Elena's replies (1–6)? Correct two mistakes. Then study the Quick steps for ways of improving the other four replies.

- Examiner:** Sam, is your routine at weekends different from your daily routine in the week?
- Sam:** (1) Yes.
- Examiner:** Why?
- Sam:** (2) I am staying in bed later, of course. I go out with friends after lunch.
- Examiner:** And what about your routine at weekends, Elena? Is it different from your daily routine?
- Elena:** (3) Not really. I have to get up at about the same time.
- Examiner:** Why?
- Elena:** (4) Well, I have a job in a coffee shop and I'm going to work early. It's a long way from my house. And I arrive home late every day.
- Examiner:** Sam, how often do you read online newspapers or use social media?
- Sam:** (5) Repeat.
- Examiner:** How often do you read online newspapers or use social media?
- Sam:** (6) Not often. I don't like them much.

Quick steps to Part 1

- Be friendly to the examiners and to the other candidate.
- You can politely ask the examiner to repeat a question. Ask: **Sorry? Could you say that again, please?**
- Don't just reply **yes, no** or **I don't know**. Give reasons (**because ... , so ...**) or examples (**such as ... , like ...**).
- Use as wide a range of grammar and vocabulary as you can.

3 Elena says *I arrive home late every day*. Look at these expressions and answer the questions.

every hour or so from time to time most weekends
five times a week hardly ever now and then

- 1 Where do frequency expressions like *every day* go in the sentence?
- 2 Which one means 'almost never'?
- 3 Which two mean 'occasionally'?

Exam tip

Think about how, why and when you do things, so you can give a full answer.

4 Work with a different partner. Ask and answer the examiner's questions in Exercises 1 and 2. How well did you answer the Part 1 questions? How good were your partner's answers? Tell each other what you think.

Character adjectives

5 Find out what kind of person your partner is by asking them questions 1–10. Give examples, using expressions like *now and then* and *nearly always* in your replies.

What are you like?

- 1 Do you think about what other people need or want?
- 2 Do you usually expect good things to happen?
- 3 Do you behave in a way that is silly and not adult?
- 4 Do you like telling other people what to do?
- 5 Are you good at dealing with problems?
- 6 Do you get annoyed if things happen too slowly?
- 7 Do you want to be very successful in life?
- 8 Are you easily upset and do you know when others are upset?
- 9 Do you find it easy to make up your mind quickly?
- 10 Do you do things that nobody expects?

6 Match the adjectives with questions 1–10. Do you think they describe your character correctly?

ambitious bossy childish decisive
impatient optimistic practical
sensitive thoughtful unpredictable

Reading and Use of English


Forming adjectives

- 1 Underline these prefixes and suffixes in the words in Speaking Exercise 6. One word has both a prefix and a suffix.

-able -al -ful -ic im- -ish
-itive -ive -ous un- -y

- 2 Form character adjectives from these words with the prefixes and suffixes in Exercise 1. Be careful with spelling changes.

adventure aggression anxiety
artist caution cheek compete
emotion energy enthusiasm
fool generosity greed help
pessimist polite popular
rely respect sympathy

- 3  Correct the mistakes in these sentences written by exam candidates.

- My job can be quite stressing.
- He is a very charming host; everyone likes him.
- I eat a lot of fruit and vegetables, so I think I'm very healthful.
- We really enjoyed our stay in the hotel in spite of the disorganising staff.
- I'm helpful and socialful, so I'd like a job working with new people.
- I won't invite her to visit again because she was rude and unpolite.

- 4 Complete the sentences with the correct form of the words in brackets. In each case add a prefix and/or a suffix.

- Our neighbour has lost her cat, so she's feeling quite (depress).
- Not many people have signed up for the new football club, so the coach is feeling quite (pessimism).
- Question 9 in the quiz was quite (challenge), but I got it right.
- Dan felt (refresh) after his three-week holiday.
- People seem (enthusiasm) about the TV show. Few are watching it.
- The staff disliked the boss and they were (sympathy) when he lost his job.

Part 3

- 5 Look at the exam task. Answer these questions.

- How many gaps are there in the text?
- What do you have to put in each of them?
- Does this task mainly test grammar or vocabulary?

Quick steps to Part 3

- Read the text quickly to find out its purpose and main points.
- Look at each word in capitals, then the words next to the gap. Do you need a noun, an adjective, or another part of speech?
- Does the word in capitals need more than one change?

- 6 Quickly read the text, ignoring the gaps for now. What is the purpose of the text? What is each paragraph about?

- 7 Look at the example (0). Answer these questions. Then do the exam task.

- What kind of word probably goes between *the* and *results*?
- Does it describe how someone feels, or what causes a feeling?
- What suffix do we use for this?
- If this suffix begins with a vowel, how does *surprise* change?

Exam task

For questions 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).

Example: 0 SURPRISING

Very different but best friends

We often assume that people have similar personalities to their best friends, but the (0) results of recent research indicate this may not always be true. It seems that in friendship, unlike in many (1) relationships, opposites often attract. For example, an optimistic person can provide a balance if the other is not. In the same way, someone who is shy can benefit from the (2) of their sociable best friend by being introduced to people they would never have the (3) to begin a conversation with on their own. In (4), as a close friendship develops, two people may gradually become much more (5) For instance, a highly (6) individual might listen to what a rather more (7) best friend says and take fewer risks, while in turn encouraging their friend to worry less and try new things. So taking each other's advice and helping one another can build a relationship that is cooperative, not (8)

SURPRISE

ROMANCE

POPULAR

CONFIDENT

ADD

LIKE
ADVENTURE
CAUTION

COMPETE

Part 2 informal email

Page 120

1 Look at the exam task and answer these questions.

- 1 Who has written to you?
- 2 What does this person want you to do?
- 3 What style is the extract from the email written in? Find examples of the following:
 - a contracted forms, e.g. *I'm*
 - b short, common words, e.g. *got*
 - c simple linking words, e.g. *because*
 - d informal punctuation, e.g. dash (-)
 - e friendly expressions, e.g. *tell me*

Exam task

This is part of an email from an English friend, Alex.

To:
Subject:

I'm lucky because I've got really good friends – especially those I've known since I was a kid. I don't know what I'd do without them! So tell me, how important are friends to you? Who's your best friend and what do you like about him or her?

Looking forward to hearing from you soon.

Write your **email** to Alex in **140–190** words. Do not write any addresses.

Quick steps to Part 2 informal email

- Look at the task, including any text, and decide who you are writing to, why, and which points to include.
- Note down ideas and decide how many main paragraphs you will need. Then put your ideas under paragraph headings.
- Begin **Dear (friend's first name)** and thank them for their last message.
- Keep to your plan and use informal language throughout.
- Close in a friendly way, asking them to write back. End **Lots of love**, **Best wishes**, etc.

2 Read the model email and answer these questions.

- 1 Is Lydia's email the right length?
- 2 Has she made any language mistakes?
- 3 How does she open and close her message?
- 4 What does she talk about in her introduction and conclusion?
- 5 Does she answer all of Alex's questions? In which main paragraphs?
- 6 What examples of informal language can you find?
- 7 What character adjectives does she use?
- 8 Which phrases of hers might be particularly useful when you write other emails?

Dear Alex,

Many thanks for your message. It was great to hear from you!

The first thing I want to say is that I completely agree with you about friends. I see some of mine almost every day and I really miss them when they're away. My closest friend Nicole, who's also a student, is the same age as me and lives just down the road. We've been best mates for many years and we tell each other everything, but I think we've got quite different personalities. For instance, I can be a bit indecisive at times, but she's very practical and gets everything done quickly. She's not bossy, though. In fact, she's really thoughtful. Whenever I get upset she's always sympathetic and then she finds a way to cheer me up – she's got a wonderful sense of humour!

I hope one day you can get to know her, and that I have the chance to meet your friends, too. Please tell me more about them in your next email. Write soon!

Best wishes,
Lydia

3 Think about these questions and note down some ideas for your own email to Alex.

- 1 What does friendship mean to you?
- 2 How often do you see your friends?
- 3 Who are you going to write about?
- 4 How long have you known each other?
- 5 Which character adjectives best describe your friend?

4 Make a plan for your email. Put your best ideas from Exercise 3 under these headings: 1 *Friends in general*, 2 *Best friend: who*, 3 *Best friend: why*. Then add some details, such as the person's age or job. You could put the points under each heading into main paragraphs 1, 2 and 3.

5 Write your email. When you have finished, check it for the following:

- correct length
- all the content asked for in the instructions
- good organisation into paragraphs
- correct grammar, spelling and punctuation
- suitable style of language

Exam tip

In the exam, make sure you leave enough time at the end to check your email for mistakes.

2

Differing tastes



1 Look at the photos and answer these questions.

- 1 What do you think makes a restaurant popular or unpopular?
- 2 Why do people enjoy eating food from other parts of the world?
- 3 What do you enjoy cooking?
- 4 What are the advantages of using online videos to help you cook?

Part 6

2 Look at the exam task instructions. Answer these questions.

- 1 What kind of text do you have to read?
- 2 What do you have to put in gaps 1–6?
- 3 Do you have to use all of sentences A–G?

Quick steps to Part 6

- Study the instructions, read the main text for gist, then look quickly at sentences A–G.
- Study the words next to each gap, then look for similar or contrasting ideas in sentences A–G.
- Look for: vocabulary links; grammatical links, such as verb tenses; reference words, e.g. **these**; and linking expressions, e.g. **but, after, too, ones, so**.

3 Quickly read the text, ignoring sentences A–G for now. Answer these questions.

- 1 Why did May have to learn to become a chef?
- 2 What does May's mother think of her cooking?

4 Question 1 has been done as an example. Look at sentence E and the first two paragraphs of the main text. How do the underlined words link sentence E to gap 1? Why can't sentence E fit gap 2?

5 Do the exam task, underlining the words and phrases in sentences A–G and in the main text which are linked to each other in some way.

6 Find words and phrases in the text that mean the following:

- 1 lists of foods and instructions explaining how to cook something (paragraph 1)
- 2 style of cooking (paragraph 2)
- 3 food cooked and bought at a shop but taken home to be heated and eaten (paragraph 3)
- 4 people who write articles giving their opinion about books, films, music, restaurants, etc. (paragraph 4)
- 5 be in danger of failing (paragraph 5)
- 6 property owned by a company or organisation (paragraph 5)
- 7 long flat surface where customers are served (paragraph 6)
- 8 advice (paragraph 6)
- 9 as 4 (sentence G)
- 10 real or true (sentence G)

Exam task

You are going to read an article about a woman who became a chef by watching online videos. Six sentences have been removed from the article. 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.

Star chef learnt to cook by watching YouTube

The kitchen has no oven. The restaurant is almost impossible to find, and the head chef learnt to cook by watching YouTube videos. But Siam Smiles, a Thai restaurant located in a former railway building that is now a shopping centre in Manchester, is run by a woman who has become one of the city's most critically acclaimed chefs.

Lallalin Mahasrabphaisal, 37, whose friends call her May for short, has no formal training but simply learnt to cook by obsessively watching online videos. After returning from a busy day at the Thai supermarket she owns in Manchester – and after putting her three young children to bed – she would watch YouTube, memorising complex recipes without making a single note. 'I didn't sleep,' she said. 'I watched YouTube videos.' **1** Her menus continue to reflect what she learnt from him.

May said her main courses, which typically cost less than £10, do not always go down well with locals who are not used to very hot food. 'Once I saw a grown man burst out crying,' she said. **2** Of course, such strong flavours are an integral part of Thai cuisine and will hardly come as a surprise to most customers.

She was forced to learn to cook after a chef, who ran a small but successful café in the basement of May's supermarket, suddenly resigned. He gave her just two days' warning. 'We were very popular,' she said, 'and we had so many customers.' **3** It's not about the money, it's about my love of Thai cooking.' She had no previous cooking experience. 'I would make my children

ready meals and basic Italian dishes like spaghetti bolognese. Nothing special. Just normal home cooking.'

Critics began to take notice, with the restaurant critic Marina O'Loughlin, who now works for *The Sunday Times*, describing it as 'the most exciting thing to happen to me in Manchester for many years.' **4** These include noodle soups, curries, stir fries and salads.

When rents and rates in Manchester's Chinatown increased, however, May's modest supermarket-café began to struggle, and the building was repossessed by its owners in March. **5** At the time of the closure, the company was making a film about how she taught herself to cook using its tutorials, so it also helped May decorate the replacement premises.

It is simple. The kitchen consists of a fridge and two hot plates behind a counter. The room has ordinary wooden chairs and tables, and on the wall hangs a photo of the former King of Thailand. May's mother, Mamat Buatick, 58, said: 'I am very proud of her. Her grandfather owned a restaurant in Thailand so perhaps it runs in the family.' **6** I am amazed at how good she has become since then. But it wasn't all from YouTube,' she insisted. 'I gave her some tips, too.'

- A** I didn't want to let them all down.
- B** She didn't take very much interest in cooking growing up.
- C** It was simply too spicy for him.
- D** She thanked him for being so helpful at such a difficult time for her.
- E** Her favourites include those of green curry and Thai basil dishes being prepared by the popular Thai chef, Ying Sak.
- F** Much to her relief, YouTube stepped in to set her up at a new location in the Great Northern Warehouse in the city centre.
- G** Other reviewers praised the 'tastes to lose yourself in' and 'flawless' authentic dishes.

Exam tip

Make sure you have chosen an answer to every question. There will be one letter you haven't used. Check that the extra sentence doesn't fit any of the gaps.

Listening

1 Look at the photo. Do you ever buy from a food truck, buy street food or order a takeaway meal? Tell your partner why or why not and give examples. Use some of these expressions.

convenience food delicious (to) heat up junk food
packaging portion sit-down meals tasty
(un)healthy (un)hygienic vegan vegetarian

Part 2

Quick steps to Part 2

- Quickly read the instructions and all the sentences, including any words after the gaps.
- Decide what type of information, e.g. a person, an object, a place, you need for each gap.
- Wait to hear all the information about each point before you decide on your answer.

Exam task

You will hear a young man called Dave Simpson talking about selling meals from a food truck. For questions 1–10, complete the sentences with a word or short phrase.


When Dave realised food trucks near the (1) were successful, he decided to buy one.
Dave managed to get money from a (2) to start his business.
Dave changed his mind about asking a (3) to help run the business.
Dave says he had difficulty creating a (4) to advertise his business.
Dave sometimes has to (5) in his truck overnight to get a good place to do business.
Dave says he sells more (6) than any other type of food.
At lunchtime, the majority of Dave's customers are (7) and students.
Dave particularly likes driving to (8) to sell meals.
To help make his business more environmentally friendly, Dave uses (9) that can be recycled.
According to Dave, the (10) in the food-truck trade tend to be low.

Giving your opinion

3 Now that you have heard Dave talking about running a food truck, do you think it is a good job to have? Use some of these expressions and give reasons.

Actually, I'm convinced that ... I'd say that ... In my opinion, ...
It seems to me ... Personally, I think ... Well, my own feeling is that ...



2  **02** Look at the exam task and answer these questions. Then listen and do the exam task.

- 1 In question 1, what kind of word probably goes after *the*? What does the word *near* indicate?
- 2 What kind of information do you need for each of questions 2–10?

Exam tips

- Write your answers exactly as you hear them – don't try to use other words that mean the same.
- Read all your completed sentences. Do they make sense? Are your grammar and spelling correct?

Past tenses




 Page 100

1 Look at these extracts from the recording in Listening and answer the questions about the underlined verb forms.

- | | |
|---|---|
| a Once I'd <u>made</u> that decision, the next step was to raise the money. | d I <u>noticed</u> all those by the shopping mall had queues. |
| b ... my friend George, who <u>used to run</u> a market stall ... | e When I <u>was drawing up</u> my plans I felt it was essential to find a business partner. |
| c I <u>would try</u> to work out whether they were selling enough. | f I'd <u>been taking</u> an interest in the food trucks. |

Which verb form do we use:

- | | |
|--|---|
| 1 for actions or events in the past? | 4 to talk about how long something went on up to a point in the past? |
| 2 to talk about something that was going on when something else happened? | 5 to talk, without using time expressions, about things we did regularly in the past but don't do any more? |
| 3 when we are already talking about the past and we want to talk about an earlier event? | 6 like 5, but only for actions, not states? |

2  Correct the mistakes in these sentences written by exam candidates. In some cases more than one answer is possible.

- I saw that Amy carried a heavy bag, so I offered to help her.
- She started walking back to the garage where she left her car the day before.
- I used to be a shop assistant for about three years.
- The party was something that we organised for weeks before his birthday.
- We were very pleased when they bought the house as it was for sale for nearly three years.
- It was dark, but it was clear that someone walked across the bridge.
- People didn't used to worry about the environment.
- I wanted to go to Rome because I used to wanted to be an archaeologist.

3 Choose the correct form of the verb (A, B or C) to complete each sentence.

- My aunt and uncle didn't have a car, so they one last year.
A bought B used to buy C 'd bought
- When I got home yesterday, I felt quite tired because I an exam all afternoon.
A used to sit B 'd been sitting C sat
- I don't think I Holly before last week's party.
A was meeting B met C 'd met
- Sean with somebody else all last summer, but now he's my sister's boyfriend.
A used to go out B had gone out C was going out
- By the time he was 30, he one of the leading experts in his field.
A became B had become C was becoming
- When I arrived at Micky's house, everyone a film on TV.
A watched B used to watch C was watching

4 Use the given verb form to complete the sentences.

- This afternoon I saw my sister Eileen while I (past continuous)
- I could see he was upset – his eyes were red because he (past perfect continuous)
- Nowadays I follow quite a healthy diet, but when I was younger I (used to)
- I made friends with lots of people when I (past continuous)
- I had a lunch date with my new manager, but I was late and by the time I arrived she (past perfect)
- When we were kids, our parents took us on family holidays where we (would)

Speaking



1 Look at photos A and B. We can use sentences a–f to compare two photos. Fill in gaps 1–8 with these words. You can use some of them more than once.

both difference different other same similar similarity

- a** In (1)both..... of these photos there are some people eating out, but in this one they're in a street café.
b In this photo there are two people, but in the (2) one there's a family of three.
c These two are (3) in age, about 30, unlike the family inside the restaurant.
d One (4) between the photos is that (5) show people eating a quick lunch.
e But in some ways the situation in the two photos is quite (6)
f The biggest (7) between them is that this one shows people laughing and enjoying a meal together, but in the (8) one they're looking at their food, not at each other.

2 Look at photos 1 and 2. Which of points a–f are the same or similar in the two photos, and which are different?

- | | |
|-------------------------------|------------------------------------|
| a the place | d the people's age |
| b the food | e the people's appearance |
| c the number of people | f what the people are doing |

3 Look at photos 3 and 4 on page 96 and note down as many points of similarity and difference as you can.

Quick steps to Part 2

- Think about what you are going to say before you start speaking.
- Don't try to describe everything in the photos. Just mention as many similarities and differences as you can.
- When your partner is speaking, listen to what they say but don't interrupt. At the end, the examiner will ask you a question on the topic, so think about your own ideas.



Part 2

Page 130

- 4 Look at the exam instructions in Exercise 5. What does Candidate A have to do? What does Candidate B have to do?
- 5 Work in pairs and do the exam task.

Exam task

Each of you will be given two photographs. You have to talk about your photographs on your own for about a minute, and also answer a short question about your partner's photographs.

Candidate A: It's your turn first. Look at photographs 1 and 2. They show people buying food. Compare the photographs, and say why you think people choose to buy food there. Talk about your photographs on your own for about a minute.

Candidate B: Do you like to go food shopping? Why? / Why not?

Candidate B: Look at photographs 3 and 4 on page 96. They show people eating out. Compare the photographs, and say what you think would be enjoyable about having a meal there. Talk about your photographs on your own for about a minute.

Candidate A: Which of these two kinds of place do you prefer to go to? Why?

Exam tip

Don't panic if you don't know much about the topic or you are unsure what is in the photograph. Keep talking and use phrases like *It may be ...*, *It could be ...*, *It looks like ...*, etc.

- 6 Change roles and repeat the exam task.

- 7 How well did you and your partner speak in Part 2? Tell each other what you think.

Reading and Use of English

Fixed phrases

1 Replace the underlined words with these fixed phrases.

at ease at first sight break my heart get on my nerves is attracted to
keep you company leave me alone lose touch propose to someone takes me for granted

- 1 When I take my dog for a walk, I feel completely relaxed.
- 2 He keeps calling me early in the morning, and it's starting to annoy me.
- 3 It's sad when you move away and you stop communicating with your friends.
- 4 The book doesn't look very interesting the first time you see it, but it is.
- 5 It'll make me very, very sad if you marry somebody else.
- 6 Sometimes I think Jeff forgets how lucky he is to have me as a friend.
- 7 From the way Marta looks at Ken, I think she really likes him.
- 8 You become engaged when you ask someone to marry you and they say 'yes'.
- 9 I have a lot of work to do but my colleague won't stop talking to me.
- 10 I'm waiting for the 55 bus too so I'll wait here with you.

Part 2

2 Look at the exam task. Answer these questions.

- 1 How many gaps are there?
- 2 How many words must you put in each gap?
- 3 Are you given a choice of words to use?

3 Without filling in any gaps, quickly read the text and answer these questions. Then do the exam task.

- 1 What does the title mean? Is the writer still happy in this relationship?
- 2 What kind of text, e.g. a news item, is it?

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).

Example: 0 AT

How we met

I've known Mateo since our school days, so it definitely wasn't love (0) first sight. In fact, back then he and his rather childish friends used to get on (1) nerves and I felt we had nothing in common. So I was surprised to discover how much he (2) changed when we met up years later. I'd just split up from someone I'd (3) seeing for ages and was in no hurry to start dating again, but Mateo seemed to understand that immediately and I felt completely (4) ease with him. Our friendship grew. When I needed someone to keep (5) company he was there for me. Whenever I was upset he (6) listen patiently and if I needed help I knew I could always count (7) him. One day I woke up and realised I wanted to see Mateo every day. That evening I proposed (8) him; he said 'yes' and three years later I don't regret a thing.

Quick steps to Part 2

- Read the title and the example, then quickly read the text.
- For each gap, decide what kind of word you need, e.g. auxiliary verb, preposition.
- Don't use abbreviations such as *etc.*, or contracted forms like *won't* – these count as two words.
- Use the correct verb form with the subject given, e.g. *people were going* (not *was*).

Exam tips

- Make sure you have given one word for every question and that your spelling is correct.
- Revise verbs and adjectives + prepositions as these are often tested in Part 2.

4 Which answers complete fixed phrases from Exercise 1 and which complete past tenses?