

GOLD

B1 Preliminary

NEW EDITION
with 2020 exam specifications



 **Pearson**

Coursebook

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Exam information

The Cambridge English Qualifications: B1 Preliminary exam is made up of four papers, each testing a different skill in English: Reading, Writing, Listening and Speaking. Each paper is worth 25 percent of the total mark.

Reading (45 minutes)

The Reading paper has six parts with a total of 32 questions.		
Part 1 Three-option multiple-choice (discrete)	<i>Focus</i>	Reading for gist
	<i>Task</i>	Questions 1–5. Choose the correct answer from three options for each of five very short texts (e.g. signs, messages, postcards, notes, emails, labels).
Part 2 Multiple matching	<i>Focus</i>	Reading for specific information and detailed comprehension
	<i>Task</i>	Questions 6–10. Read descriptions of five people, then match each person's requirements to one of eight short texts.
Part 3 Four-option multiple-choice	<i>Focus</i>	Reading for detail; understanding attitude and opinion; reading for gist and global meaning
	<i>Task</i>	Questions 11–15. Read one long text and answer five multiple-choice questions about it.
Part 4 Gapped text	<i>Focus</i>	Reading for gist and understanding of text structure
	<i>Task</i>	Questions 16–20. Read a text with five gaps and select the sentences which fit the gaps from a selection of eight sentences.
Part 5 Four-option multiple-choice clozes	<i>Focus</i>	Reading for understanding of vocabulary, including words with similar meanings, common collocations and phrases and phrasal verbs
	<i>Task</i>	Questions 21–26. Complete a short text with six gaps by choosing the correct word for each gap from four possible answers.
Part 6 Open cloze	<i>Focus</i>	Reading for detailed understanding with a focus on grammar
	<i>Task</i>	Questions 27–32. Complete a short text with six gaps by writing the word which fits each gap.

Writing (45 minutes)

The Writing paper has two tasks.		
Part 1	<i>Focus</i>	Write an email and respond to news, give advice or suggestions, thank, apologise, invite, respond to an invitation, etc.
	<i>Task</i>	Write an email in response to an email with notes. Write around 100 words.
Part 2	<i>Focus</i>	Write an article or story, using the appropriate style for the text type.
	<i>Task</i>	Choose one of two tasks and write around 100 words. You can either write an article or write a story using the first line you are given.

Listening (approximately 30 minutes)

The Listening paper has four parts with a total of 25 questions. You hear each recording twice. You have some time before each recording to read the questions.

Part 1 Three-option multiple-choice (pictures)	<i>Focus</i>	Listening for gist, specific information and opinion
	<i>Task</i>	Questions 1–7. Listen to seven short recordings and, for each one, choose the correct picture from three options.
Part 2 Three-option multiple-choice (gist)	<i>Focus</i>	Listening for gist, identifying attitudes and opinions
	<i>Task</i>	Questions 8–13. Listen to six short conversations on various topics and then choose the correct answer from three options.
Part 3 Gap-fill	<i>Focus</i>	Listening for specific information
	<i>Task</i>	Questions 14–19. Listen to someone giving information and complete six gaps in some notes or sentences.
Part 4 Three-option multiple-choice (long text)	<i>Focus</i>	Listening for specific information, detailed meaning and attitudes and opinions
	<i>Task</i>	Questions 20–25. Listen to an interview and then choose the correct answer from three options.

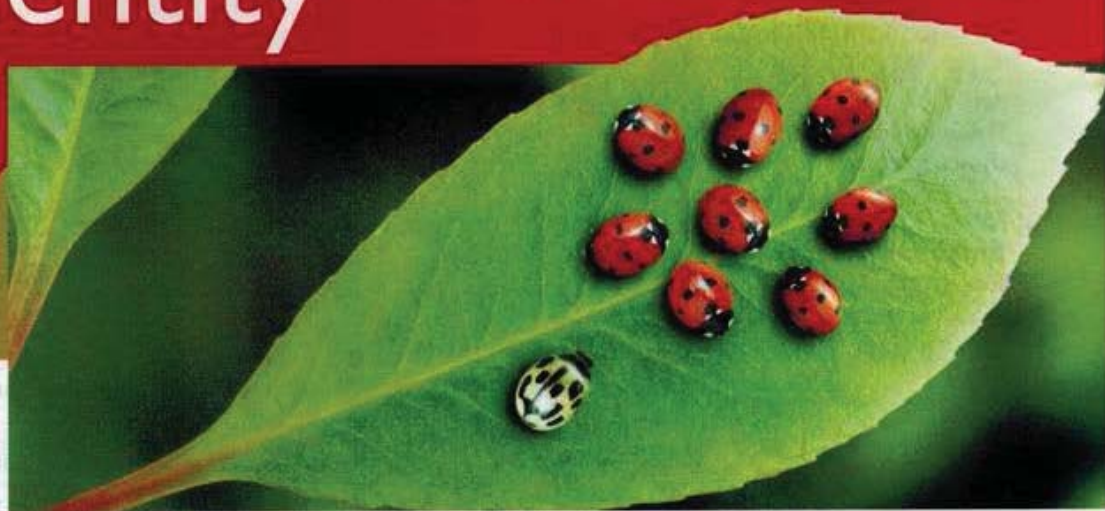
Speaking (10–12 minutes)

The Speaking test has four parts. You take the Speaking test with another candidate, and there will be two examiners. One examiner asks the questions and the other examiner just listens.

Part 1 General questions (2–3 minutes)	<i>Focus</i>	Giving personal and factual information about your life; answering questions about your past, present and future
	<i>Task</i>	Answer the examiner's questions about your present situation, past experiences and future plans.
Part 2 Individual long turn (2–3 minutes)	<i>Focus</i>	Describing a photograph with appropriate vocabulary
	<i>Task</i>	Talk about a photograph for about one minute. Your partner describes a different photograph. The photographs do not have a matching theme.
Part 3 Collaborative task (2–3 minutes)	<i>Focus</i>	Making and responding to suggestions and recommendations; giving opinions and coming to an agreement
	<i>Task</i>	Look at the set of pictures and discuss a situation that the examiner gives you.
Part 4 Discussion (3 minutes)	<i>Focus</i>	Talking about personal likes, dislikes, preferences and opinions, giving reasons where necessary; continuing a discussion
	<i>Task</i>	Answer the examiner's questions related to the situation in Part 3. Also, potentially, agree or disagree with your partner's answers.

For more information see the **Writing reference** (page 153) and the **Exam focus** (page 166).

Identity



- 1 Read Sara's social media post. What kind of personality do you think she has? Choose from the adjectives below and add your own.

active brave confident creative easy-going hard-working nervous sociable

This is who I am ...



Sara Phillips
2 hours

My relationships

I'm a daughter, sister, niece, student, aunt, a good neighbour, a good friend and a citizen of the world!

My work

I'm an engineer.

My interests

I'm a singer, a dancer and a chocoholic. I'm really keen on hip hop and a fan of good books.

My groups

I belong to a community dance group and I sing in a choir. I'm a supporter of my local football club. I'm a member of a local running club but I prefer to run on my own.



REPLY



- 2 Write a social media post about you.
- 3 Work in pairs. Read your partner's social media post. Note down three questions to ask to find out more information about them.
Example: *Which volleyball team do you play for?*
- 4 Take turns to ask and answer your questions. Give as much information as possible. What kind of personality do you think your partner has? Why?


Example: *I play for a team at my local sports centre. We meet every Thursday evening to practise. We're not very good but I enjoy it ...*

Question forms

► GRAMMAR REFERENCE p.139

- 1 Read and complete the quiz. Share your results with a partner. Do you agree with the results?

How well do you know yourself?



Tick the questions you can answer.

1 What time of day did you arrive in the world?	<input type="checkbox"/>
2 Which star sign are you?	<input type="checkbox"/>
3 Why do you have your name?	<input type="checkbox"/>
4 Who was your first teacher?	<input type="checkbox"/>
5 At what age did you learn to walk?	<input type="checkbox"/>
6 What is your blood type?	<input type="checkbox"/>
7 When did you first join social media?	<input type="checkbox"/>
8 How many times did you go on holiday as a child?	<input type="checkbox"/>
9 What was your first social media profile photo?	<input type="checkbox"/>
10 What is your mobile phone number?	<input type="checkbox"/>

Count how many questions you can answer and read the results.

1–4 You don't know yourself very well at all. Is it time to learn more?

5–8 You know yourself quite well but there's still a lot to learn!

9–10 You know yourself very well. Congratulations!

- 2 Look at the questions in the quiz. Which questions have the word order

- 1 question word + auxiliary + subject + main verb + the rest?
- 2 question word + *be* + the rest?

LANGUAGE TIP

Yes/No questions follow the same order but you don't need the question word e.g. *Do you know yourself well?*
Was your first social media profile photo a good one?

- 3 Put the words in the correct order to form questions. Which ones can you answer?

- 1 first / your / who / friend / was / on social media / ?
- 2 first live in / did / what street / you / ?
- 3 the name of / your / was / what / first school / ?
- 4 you / money / in your pocket / have / how much / do / ?
- 5 know / birthday / your closest friend's / you / do / ?
- 6 your / what / words / were / first / ?
- 7 you / tall / are / how / ?
- 8 own / you / do / pairs of shoes / more than ten / ?

- 4 Form questions using the prompts.

- 1 Where / first go on holiday?
- 2 be afraid of any animals?
- 3 What / enjoy doing in your free time?
- 4 Who / spend the most time with?
- 5 go anywhere special last weekend?
- 6 What / be your biggest dream?
- 7 When and where / usually have your best ideas?
- 8 What / be your favourite time of day?

LANGUAGE TIP

In spoken questions the verb *to be* is often contracted or pronounced in the weak form. *Do you* and *Did you* are often pronounced /dʒə/ and /dɪdʒə/.

What's your name? Where are you from?
 /ə/

Where do you live?
 /dʒə/

Where did you go to school?
 /dɪdʒə/

- 5 01 Listen and check your answers to Activity 4. Then, listen and repeat.

- 6 Work in pairs. Take turns to ask and answer the questions in Activity 4.

- 7 With your partner, write two questions you'd like to ask the students in your class. Take one question each. Ask your question to as many students as possible. Make a note of the answers. Share the most interesting answers with your partner.

Gapped text (Part 4)

▶ EXAM FOCUS p. 166

1 Work in pairs. Discuss the questions.

- 1 How important do you think a person's social networking profile is? Why?
- 2 What do the profiles below tell us about the people? Why?
- 3 Do the profiles give a positive impression of the person? Why/Why not?

 <p>Gary McKenzie @garyMcK I'm an engineer. I love music, food and swimming.</p>	 <p>Martin Williams @martiboy Vegan. Animal lover. Supporter of Chelsea FC.</p>
 <p>Katy Clark @katySClark Senior editor @newtreepublishing. Go to our website to find out more about our books!</p>	 <p>Jinny Black @DrJinny Doctor and sports enthusiast. Surfing, climbing, sky diving. You name it, I love it!</p>
 <p>Rachel Peters @relaxedrach90</p>	 <p>Zander Rose @theXrose Livin' life to the full.</p>

EXAM TIP

Before filling in the gaps, read the text quickly without paying attention to the gaps. It'll give you an idea of what it's about and help you to later fill the gaps more accurately.

2 Quickly read the article on the opposite page about improving your online identity and answer the questions.

- 1 Why is it important to have a good online identity?
- 2 What four things did the writer do to improve his identity?

3 Underline the pronouns and reference words in the eight sentences under the article. Circle key vocabulary. Identify the main verb tense.

4 Five sentences have been removed from the article. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

EXAM TIP

When filling in the gaps, make sure that **tenses**, **vocabulary**, **pronouns** (e.g. *they, them*) and **reference words** (e.g. *this, these, it, one*) match the information before and after the gap.

I thought carefully about my profile picture. In the end I chose one of my dogs. They're more attractive than me and it's a great photo.

5 Work in pairs. Compare your answers and check that tenses, vocabulary, pronouns and reference words match the information before and after the gap.

← → http://How to improve your online identity

How to improve your online identity

When I was young I didn't think about the things I put online. I was only interested in having a laugh and sharing photos and comments with my friends. (1) But, after I started working, I realised that my online identity could have an effect on my career. So, I decided to make mine better. After all, I want to impress future employers.

First, I searched for my name on a search engine. It was a strange thing to do but it was useful. Some of the photos which appeared were surprising (2) Oh dear! I didn't even know it was online. It wasn't the first thing I wanted people to see when they searched for me.

Next, I compared all my social network profiles. Experts say that it's better to present yourself in the same way on all social networks. It's easier for people to find you. I had three different user names on three different sites. (3)

After that, I asked my mum to take a new profile photo of me. I decided to smile at the camera and look relaxed. I wanted to look responsible but friendly and warm. (4) They made me look like someone who liked to party too much.

Finally, I wrote a short biography that showed what kind of person I am. I started by saying where I work. (5) I wanted to show that I'm keen on lots of different things and I think I succeeded.

So, if you want to improve your online identity, try these things. They worked for me and they will hopefully work for you too.



- A The worst one was of me wearing a pair of shorts at the beach.
- B They made it a difficult decision to make.
- C I didn't care who saw the things I posted.
- D Then I mentioned my other interests.
- E It wasn't good for them to be similar.
- F These are better than I expected.
- G My old pictures certainly didn't do that.
- H I changed them so that they were all the same.

Vocabulary

deducing words in context

- 6 Look at these words from the text. What type of word is each one? Which meaning is correct for each one, A or B? Do you need to understand each of these words to understand the text?

LANGUAGE TIP

You don't need to understand every word in a text. If you see a word that you don't know but you think is important, identify the word type and then try to guess the meaning by looking at the words around it.

- 1 *identity* (paragraph 1)
 - A who you are
 - B being part of a group
- 2 *impress* (paragraph 1)
 - A make someone feel happy
 - B make someone admire you
- 3 *appear* (paragraph 2)
 - A start to be seen
 - B seem
- 4 *warm* (paragraph 4)
 - A a comfortable temperature
 - B make people feel comfortable
- 5 *succeed* (paragraph 5)
 - A do what you wanted to do
 - B happen

7 Work in pairs. Discuss the questions.

- 1 Have you ever searched for your name on a search engine? What did you find?
- 2 How much attention should people pay to what they post online? Why?
- 3 What do you think your online profile tells people about you? Why?

Multiple choice, pictures (Part I)

▶ EXAM FOCUS p.167

1 Work in pairs. Look at question 1 in Activity 5 and answer the questions.

- 1 What does the girl look like in each picture?
- 2 What do the pictures have in common? What makes them different?
- 3 What vocabulary might you hear?

2 **02** Listen to the first half of the recording for question 1 in Activity 5. What information do you learn about the girl?

3 **03** Now listen to the whole recording.

- 1 Which picture shows the girl's sister?
- 2 What information gives you the answer?

EXAM TIP

The answer may come at the beginning, in the middle or at the end of the recording. Often you need to listen to the whole recording to get the correct answer.

4 Look at questions 2–7 in Activity 5. Read the questions, look at the pictures and predict vocabulary you might hear.

5 **04** Now listen to the recordings for questions 2–7. For each question, choose the correct answer.

- 1 What does the girl's sister look like?



A B C

- 2 What's already in the suitcase?



A B C

- 3 What is the woman going to buy?



A B C

- 4 What did the man do on holiday?



A B C

- 5 What will the weather be like tomorrow morning?



A B C

- 6 Who does the man want to win the competition?



A B C

- 7 Where will the woman go first?



A B C

6 Work in pairs. Discuss the questions.

- 1 Where can you find short conversations like these to practise listening to?
- 2 Do you think it's important to understand every word when you listen? Why/Why not?

Describing people

1 Work in pairs. Discuss the questions.

- 1 How similar are you to the people in your family? Why?
- 2 What makes you different? Why?

2 05 Listen to a radio interview with a psychologist. Match the adjectives in the box to the character types (1–5).

ambitious cheerful curious
generous honest nervous
organised punctual reliable
sensitive shy strange

- 1 Open people
- 2 Conscientious people
- 3 Extroverted people
- 4 Anxious people
- 5 Agreeable people

3 Match the adjectives in the box in Activity 2 to the definitions (1–12). Then, listen to the interview again and check your answers.

- 1 arrives on time
- 2 wants to be successful
- 3 gives time, money or things to others
- 4 worries about things
- 5 wants to know more
- 6 works in an ordered way
- 7 happy
- 8 unusual
- 9 tells the truth
- 10 understands people's feelings but can be easily upset
- 11 gets embarrassed meeting people
- 12 you can trust them

4 06 Listen to the adjectives in Activity 2. Underline the stressed syllable in each one. Then, listen and repeat.

Example: ambitious

5 Work in pairs. Which adjectives describe the people in your family? Which don't?

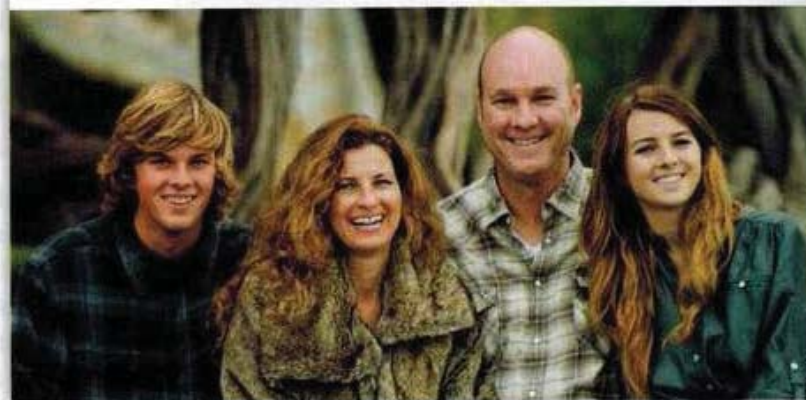
6 Complete the email using adjectives from the box in Activity 3.

New Message

To: Jo@aol-online.com

From: Jemma@hotmail.com

Anyway, you asked to see a photo of my family so here it is. Mum and Dad are both middle-aged now but Dad's the overweight, bald one! He used to have a beard but not now. We're very different from each other. He's (1) I'm always late. He plans everything and is (2) I'm not! He loves talking to people but I'm (3) Mum's always smartly dressed and (4) – she always has a smile on her face. She's (5) so she always does what she promises to do. She's also really (6) and will tell you exactly what she thinks! My brother Ryan's in his teens like me. He used to be only medium-height but he's recently got quite tall. He's well-built for his age and good-looking. He's (7) and wants to be a Formula 1 engineer one day. He's (8) too, so he always knows when I'm feeling a bit sad. Girls love him!



7 Put the underlined words in the email into three categories: age, looks, size. What age, looks or size does each one describe?

LANGUAGE TIP

Compound adjectives are made up of two words e.g. *She's smartly dressed.* There's often a hyphen between the two words, for example, *a well-built man.* Use a dictionary to check if you need to use one or not.

8 Work in pairs. Discuss the questions. Try to use the vocabulary on this page.

- 1 What does your closest friend look like? Think about age, looks and size.
- 2 What kind of personality does your friend have?
- 3 Why do you think you're good friends?



Present simple with adverbs of frequency

► GRAMMAR REFERENCE p.139

1 Work in pairs. Look at the photos and discuss the questions.

- 1 What is each person's interest?
- 2 How do you think the internet helps them with this interest?

2 Read about a podcast. How do you think the presenter and guests will answer each question in the description?

9:41 am

Finding your online community

This week's podcast is about online communities of people with similar interests. Presenter Jason and his guests will answer a number of questions such as *Why are online communities important?* and *How are they different from offline social groups?*

3 **07** Listen to the first part of the podcast and answer the questions.

- 1 Which online groups do Tom and Melanie belong to?
- 2 What do they say are the advantages of these groups?

4 Listen again. Complete each sentence with the adverb or phrase you hear.

- 1 It's nice to chat to people who love comic books.
- 2 My offline friends ... don't care very much.
- 3 I get them online.
- 4 It's not possible to find books I don't have there.
- 5 I'm amazed by their ideas.
- 6 We share photos of our finished products.
- 7 I chat to my online jewellery-making friends
- 8 We meet up

5 Look at the adverbs and phrases in Activity 4 and answer the questions.

- 1 Do the adverbs of frequency come
 - A before or after a negative auxiliary verb?
 - B before or after the verb *be*?
 - C before or after other verbs?
- 2 Where do longer adverbial phrases (such as *once a day*) usually come in a sentence?

6 Read the blog post. Where should the adverbs in brackets go in each sentence?

MY FILM COMMUNITY

I love films. I watch at least one film **(1)** (*every day*). My friends watch films too **(2)** (*regularly*) but they don't love them like I do. They give their opinion on it in one or two sentences **(3)** (*usually*) but I want to talk about it for hours **(4)** (*normally*). That's why I'm so happy to be part of an online community where people discuss films in detail **(5)** (*all the time*). I really feel like I belong there. I don't share personal things on social media **(6)** (*often*) because I'm not very open **(7)** (*usually*) but I'm happy to discuss films **(8)** (*always*). It's great to get tips about good films to watch too **(9)** (*always*).

7 Use the prompts to write sentences that are true for you.

- | | |
|------------------------|-----------------------------------|
| 1 I generally love ... | 4 I'm frequently surprised by ... |
| 2 I don't usually ... | 5 I'm occasionally ... |
| 3 I hardly ever ... | 6 I don't often ... |

8 Work in pairs. Ask each other questions to get more information about your habits in Activity 7.

9 How often do you communicate with other people online? Why?

General questions (Part 1)

► EXAM FOCUS p.168

1 Work in pairs. Discuss the questions.

- 1 Do your first and last names have a meaning? What do they mean?
- 2 Do you like your name? Why/Why not?
- 3 What different first name might you choose for yourself? Why?

2 08 Listen to two students in the first half of Part 1 of the Speaking test. Answer the questions.

- 1 Does each student answer the same or different questions?
- 2 Do the students give short or long answers?

3 Look at the answers from the conversation in Activity 2. What were the questions?

- 1 Examiner:
Student A: Mei Han.
- 2 Examiner:
Student A: I'm from Shenzhen in China.
- 3 Examiner: Thank you. And
Student B: My name's David Gomez.
- 4 Examiner:
Student B: I live in Seville in Spain.
- 5 Examiner: Thank you. David,
Student B: I work.
- 6 Examiner:
Student B: I'm a computer programmer.
- 7 Examiner: Thank you. And Mei,
Student A: I'm a student.
- 8 Examiner:
Student A: I study languages. I'm doing a language degree at university.

4 Listen again and check your answers to Activity 3.



5 Work in pairs. Take turns to ask and answer the questions in Activity 3. Give short, factual answers.

6 09 Listen to Mei and David answer two more questions.

- 1 Are they asked the same or different questions?
- 2 Who gives better answers? Why?

EXAM TIP

When you answer questions about your name, where you live and your job or studies, give a short answer. With other questions, give your answer and then add two or three more things, such as what, where, when, who, how often, why.

7 Match the questions 1–8 to the answers A–H.

- 1 What's your favourite day of the week?
 - 2 How often do you do sport?
 - 3 What did you do last weekend?
 - 4 Which do you prefer – staying in or going out?
 - 5 How do you usually travel to work/college?
 - 6 Which place would you most like to visit?
 - 7 Tell us about the weather where you live.
 - 8 Who did you spend the most time with yesterday?
- A I met up with a friend from school.
B It's hot and humid for most of the year.
C I prefer spending time at home.
D I think it's probably Friday.
E I drive.
F Not often. I prefer watching it.
G My brother.
H I'd love to go to Canada.

8 Work in pairs. Add one or two more pieces of information, such as a reason and/or an example, to each answer in Activity 7.

Example: *I met up with a friend from school because it was his birthday. I bought him lunch and then we walked around the shops. We didn't buy anything, we just looked and talked about different things.*

9 With your partner, take turns to ask and answer the questions in Activity 7. Remember to add two or three more pieces of information to your answers.

Article (Part 2)

▶ **WRITING REFERENCE** p.154 and p.164

- 1 Work in pairs. Look at the people in the photos. Why do people admire them?
- 2 Think about someone you admire and make notes about the points below. Then tell your partner about the person.
 - Who they are and what they do
 - What kind of person they are
 - Why you admire them
- 3 Look at the exam task. What do you have to do?

You see this notice in an English-language magazine.

Articles wanted!

People we admire

We all have someone in our lives that we admire. It might be someone we know, like a friend or neighbour. Or it might be someone we've never actually met, like a sports star. Who do you most admire? Why do you admire this person?

Write an article answering these questions and we'll publish it in our magazine.

Write your **article** in about **100 words**.

- 4 Read Greg's article. What does he say about each point in Activity 2?

Superheroes exist!

Do you believe in superheroes? I didn't until I met my next-door neighbour Karen. She might not be in a comic book, but she's more amazing than any of those characters.

Karen's in her 40s. She's short in size but she has a huge character. She's really sociable and knows everyone in our area. More importantly, Karen's kind and generous with her time. She works full-time but also volunteers at four different charities in her free time. She helps them before work, after work, at the weekends and in her holidays.

Unlike me and most other people, Karen always puts others before her own interests. That's why I admire her so much. Do you know a superhero like Karen?



- 5 Look at the article again and answer the questions.
 - 1 How many paragraphs are there? What is the purpose of each one?
 - 2 How does the writer get the reader's attention in the first paragraph?
 - 3 How does he help you understand what kind of person Karen is?
 - 4 How does he end the article? Why?
- 6 Underline the adjectives Greg uses to describe Karen's character. Then write at least four adjectives you could use to describe the person you admire.
- 7 Plan and write your answer to the exam task in Activity 3. Use the checklist on page 153 to write and edit your work. In particular, make sure you
 - have an introduction, a middle and an ending
 - use paragraphs
 - use a variety of adjectives.

1 Form questions using the prompts. Then answer the questions.

- 1 Where / you / live / ?
- 2 you / know your neighbours / ?
- 3 What time / you / usually / get up / ?
- 4 Where / your favourite place to be / ?
- 5 you / meet up with friends / yesterday / ?
- 6 What / usually / have for breakfast / ?
- 7 How often / you / go for a walk / ?
- 8 What / you / do / yesterday / ?

2 Match questions 1–8 in Activity 1 with one student's answers A–H.

- A My bed!
- B Nothing. I don't eat until lunchtime.
- C Around seven.
- D Not much. I did a bit of shopping.
- E I hardly ever do.
- F In White Lane.
- G No. I stayed home last night.
- H Not really. We say hello but that's all.

3 Put the words in the correct order to form sentences.

- 1 usually / during the week / I / go out / don't / .
- 2 say hello / they / to us / hardly ever / .
- 3 late / sometimes / for class / are / we / .
- 4 nervous / always / taking a test / I / about / 'm / .
- 5 works / all the time / hard / he / .
- 6 running / regularly / goes out / she / .
- 7 difficult / often / you / questions / ask me / .
- 8 once a week / meet up with / I / my friends / usually / .

4 How would you describe these people? Choose words from the box.

bald good-looking has a beard medium-height
middle-aged overweight well-built smartly dressed

- 1 has lots of muscles
- 2 attractive
- 3 50 years old
- 4 has hair on his face
- 5 always wears neat, attractive clothes
- 6 has no hair
- 7 too heavy
- 8 not short, not tall

5 Complete the sentences with adjectives to describe people's character. You have the first letter to help you.

- 1 My sister is so a..... She's determined to be successful in her job.
- 2 Alex is c..... about psychology. He's read lots of books about it.
- 3 Francis is a n..... person who worries about everything.
- 4 It's so easy to upset Maria. She's very s.....
- 5 Leon always looks c..... with a smile on his face.
- 6 Penny is the most r..... person I know. You can always depend on her.
- 7 Marco gives a lot of money to charity. He's very g.....
- 8 Silvi's not very o..... Her desk is such a mess!

6 Read the blog post. Try to work out the meaning of the words in bold (1–6) and match them to the definitions A–H. Two definitions are not needed.

- A facts, not an opinion
- B real life
- C suddenly begin to understand
- D use with other people
- E send to a computer network
- F period of history
- G problem
- H put a message on the internet

The reality of social media pics

The **(1) age** of the selfie means spending hours trying to get the perfect photo. Some people might take fifty photos before they find the right one to **(2) upload**. That might sound funny, but I think it's an **(3) issue** we need to discuss. When we present ourselves looking attractive, strong and brave, our friends and family might think that's always how we look and feel. **(4) The truth** is that we don't. So, why don't we **(5) post** some less successful photos? Perhaps ones of us with a double chin, our eyes half closed or our 'first thing in the morning' hair. That way, we'll all **(6) realise** that none of us are perfect.

2 The business of food



1 Read the introduction to the quiz *Are you a foodie?* What is a foodie?



ARE YOU A FOODIE?

Complete the quiz to find out if you have a bigger interest in cooking and eating than most people. Tick the correct answer for you.

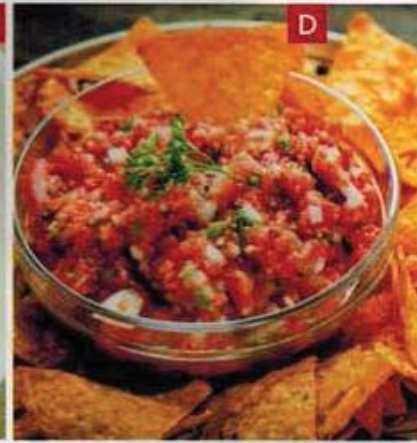
	Yes	No
1 Do you know all the best restaurants in your area?		
2 Do you dislike fast food restaurants?		
3 Does your perfect evening include eating out?		
4 Do you love looking at food photos online?		
5 Do you post photos of your meals online?		
6 Do you regularly cook?		
7 Do you have fresh herbs at home?		
8 Do you buy only fresh food?		
9 Can you make your favourite food without any help?		
10 Do you know what food is really popular at the moment?		

RESULTS

Count how many YES answers you have and read your results below.

1-3	You eat to survive but that's all.
4-6	Food is okay but there are other more important things in your life.
7-8	You spend longer than most people thinking about food.
9-10	Few people know more about food than you do.

- 2 Work in pairs. Interview your partner and make a note of their answers.
- 3 Look at your partner's answers. Do you think your partner is a foodie? Why/Why not?
- 4 Read the quiz results and check your ideas. Do you and your partner agree with the results?



Food collocations

1 Work in pairs. Look at the photos and discuss the questions.

- From which part of the world do you think each dish comes from?
- What do you think the main ingredients of each dish are?
- Which adjective(s) below can you use to describe each dish?

hot/spicy mild salty sour sweet
sweet-and-sour

2 Match descriptions 1–4 to the dishes in the photos. Which dish would you most like to eat? What nouns do the adjectives in Activity 1 go with?

- A hot and sour soup from Sierra Leone with fish and sorrel, a sour herb
- A spicy Mexican salsa (tomatoes, onion and hot peppers) and salty nacho chips
- Baklava – a sweet dessert from Turkey made with dough, nuts and honey
- A mild, sweet-and-sour chicken dish from China.

LANGUAGE TIP

In your vocabulary notebook, make sections for different topics (e.g. food) as it'll make it easier to review them. Note down collocations (words which often go together) not just single words e.g. *sweet-and-sour chicken*.

3 Work in pairs. Discuss the questions.

- Who buys food in your home?
- How much time do you spend planning and preparing meals?
- What's most important to you when you buy food: cost, health benefits or where it comes from? Why?

4 **10** You will hear part of a radio interview with a woman called Sue, who has written a book about where food comes from. Listen and tick (✓) the words you hear.

vegetables fish fruit rice juice alcohol meat
sausage chips salt potatoes sugar

5 Match words 1–8 from the radio interview to the meanings A–H.

- | | |
|-----------------------|--|
| 1 fresh (ingredients) | A cooked in hot oil |
| 2 local dish | B bought at a shop or restaurant to eat at home |
| 3 fried (rice) | C cold drinks with no alcohol |
| 4 raw (fish) | D a meal from a particular area |
| 5 soft drinks | E not containing meat or fish |
| 6 takeaway (food) | F recently picked and prepared |
| 7 vegetarian (diet) | G cooked in water |
| 8 boiled (rice) | H uncooked, particularly when a food is usually cooked |

6 Complete the questions with the words in Activity 5.

- What is the most popular from your region?
- Do you prefer food made with frozen or vegetables?
- How often do you drink fizzy?
- Have you ever eaten fish or meat? Do you prefer it cooked?
- Do people order and eat too much food like pizzas?
- Do people from your region eat more chips or more potatoes?
- Do you prefer rice or boiled rice?
- Would it be easy for you to stop eating meat and have a diet?

7 Discuss the questions in Activity 6 in pairs.

Present simple and present continuous

► GRAMMAR REFERENCE p.140

- 1 Work in pairs. What's your favourite meal of the day? Why?
- 2 Read the blog post about mealtime habits in Japan and answer the questions.
 - 1 What does the writer usually eat at mealtimes?
 - 2 What do Japanese people usually have for breakfast?
 - 3 How is this different from what you usually eat?

← → Mealtime habits in Japan

Life in Japan is really interesting and (1) I'm learning a lot about the culture, for example, food. Back home in the UK (2) I almost always have cereal for breakfast, sandwiches for lunch and pizza or pasta for dinner, but not here. Have a look at my friend Yu and her family in the photo. (3) They're eating a typical Japanese breakfast of boiled rice and fried fish, with soup. Some people eat *natto* too which is basically months old soybeans. I don't like it myself but it's very popular. Most people eat a traditional Japanese breakfast but things like (4) toast, jam and yoghurt are becoming more popular.



- 3 Match the underlined sentences 1–4 in the blog post in Activity 2 to the uses of the present simple and present continuous A–D. How do you form each tense?

- A Repeated actions and habits
- B An action happening now
- C A temporary action happening around now
- D Changing situations

LANGUAGE TIP

Stative verbs describe a state, e.g. know, agree. We don't usually use them in the present continuous form.

- 4 Read the next part of the blog and put the verbs in brackets in the correct form.

← → Mealtime habits in Japan

In this photo, my colleague Atsuko (1) (eat) *bento*. Bento is a homemade lunch of rice, meat and cooked vegetables in a box that people (2) (take) to work or school. Children's bento can be quite amazing, with rice balls in the shape of cartoon characters. Apparently parents in other countries (3) (start) to make bento like this for their kids too.



I (4) (sometimes / go) round to a friend's house and have dinner with her family. In this photo she (5) (share) a typical meal of boiled meat, vegetables and rice with her sister and mum. Her dad (6) (still / work). You can see that they (7) (sit) on the floor around a low table and they (8) (use) chopsticks. More and more people in Japan (9) (eat) international food when they go out, but this is the kind of food that they (10) (usually / cook) at home. My favourite thing about the evening meal in Japan is the heater under the table. It keeps your legs warm in winter and I love it!




- 5 Form present simple or continuous questions using the prompts. Interview a partner.
 - 1 What / you / like / about Japanese meals?
 - 2 What / you / usually / have / for lunch and dinner?
 - 3 What / you / eat / a lot of at the moment?
 - 4 What food / become / more popular in your country?
- 6 Write a short description of your mealtime habits. Write about these things.
 - meals you typically eat
 - food you're enjoying at the moment
 - how your mealtime habits are changing



Individual long turn (Part 2)

► EXAM FOCUS p.169

- 1 Work in pairs. Is it important for us all to know how to grow, farm and cook our own food? Why/Why not?
- 2 Look at the photos. What's happening in each one?
- 3  11 Listen to Daniela and Alejandro describing photo A in Part 2 of their speaking tests.
 - 1 What do the students have to do?
 - 2 How long should they speak for?
 - 3 Which student do you think describes the photo better? Why?
- 4 Listen again. Tick the things that Daniela and Alejandro each describe in the photo. What other things do they mention?

	Daniela	Alejandro
A summary of the photo	<input type="checkbox"/>	<input type="checkbox"/>
The place	<input type="checkbox"/>	<input type="checkbox"/>
What the people are doing	<input type="checkbox"/>	<input type="checkbox"/>
What the people look like	<input type="checkbox"/>	<input type="checkbox"/>
Objects	<input type="checkbox"/>	<input type="checkbox"/>

- 5 What could you say about photo B? Write notes for each topic in Activity 4.
- 6 Work in pairs. Take turns to describe photo B for 1 minute. Use your notes from Activity 5 to help you. Use the present simple and continuous.
- 7 Work in pairs. Turn to page 134 and follow the instructions.
- 8 Where do people generally buy fruit and vegetables in your area? What are the benefits or issues with this?

EXAM TIP

When you describe your photo, imagine you are speaking to someone who can't see it. This will help you describe it clearly.

Multiple choice, long text (Part 3)

► EXAM FOCUS p.166

1 Work in pairs. Discuss the questions.

- 1 Would you like to eat the food in the photo? Why/Why not?
- 2 What skills do you need to make this food? Could you do it?
- 3 What might make food difficult to photograph?

2 Work in pairs. Read the title of the article below. What technique(s) do you think the article might discuss?

3 Read the text quickly to check your predictions in Activity 2.

4 Read questions 1–4 in Activity 5. Underline the key words. What synonyms or related words could you look for in the text to locate the information?

Example: 1 read cookbooks – look at recipes, buy recipe books

EXAM TIP

Read the text again before you answer question 5 because it tests your understanding of the whole text.

Food photography
Recipes
Chefs
Programmes
Ingredients
Techniques
Blog
FAQ

Food photography: making food look mouth-watering

We've all seen the gorgeous photos of **colourful** vegetables and **freshly** baked cakes in books and magazines. When we see these pictures we believe that if we follow the recipe, we can make food that looks like that too. However, not many people realise the strange and incredible things that photographers use to make food look better than it does in real life.

Food is one of the most difficult subjects for photographers. Hot food goes cold, cold food goes dry and frozen food melts, making it **useless** for attractive photographs. But that's okay, because food photographers have different ways to deal with these problems. They don't just visit photography shops. They also visit art shops, garages and pharmacies. As well as camera **equipment**, a photographer's bag includes motor oil to help sauces look brighter, hairspray to stop cakes looking dry, and a **spoonful** of shoe polish to help meat look barbecued. A food photographer's job is never dull.

There are a few rules about food that photographers have to follow. If a photo is going to become part of an advert, rules say the food product which the company wants to advertise must be the real thing. However, any other food in the photo doesn't need to be real. Plastic 'fruit' or glass 'ice' in a drink next to the real dessert is **acceptable**, according to the rules.

Not everyone thinks this use of non-food products is acceptable. However, customers do want to see delicious looking food and not all photographers use non-food items in their photos. Those who don't use them still create attractive photos but their job is much more challenging.

Whether a food photographer believes in using these techniques or not, one thing is definitely true: food photography needs a lot of patience.



5 Read the text again. For each question, choose the correct answer.

- The writer says that people who read cookbooks
 - choose them because of the beautiful photos.
 - spend too much time looking at the photos.
 - dislike the practice of using perfect photos.
 - think their own food will look like the photos.
- What do food photographers do to make food look good?
 - They use a variety of unusual objects.
 - They have special cameras.
 - They heat the food so it's warm.
 - They buy creative computer software.
- What are the rules about food advertising?
 - All the food in the advert must be the real thing.
 - Only the food being advertised needs to be real.
 - Plastic food cannot be seen anywhere in a photo.
 - Photographers must be honest about their techniques.
- The writer thinks that using plastic food in photographs is
 - an unfair thing to do.
 - an easier option than not using it.
 - an interesting method to use.
 - necessary for food to look nice.
- What might the writer say to a friend?

A It's interesting that some photographers refuse to use these techniques with food.

B It's worrying that only a small number of photographers can take good food photos.

C It's sad that only creative people have the skill to become good photographers.

D It's amazing that professionals use unusual things to make their photos look real.

6 Work in pairs. Discuss the questions.

- What are some reasons why the incorrect answers in Activity 5 are incorrect?
- Do you agree with the use of non-food items in food photography? Why/Why not?
- How has this article changed your views on food advertising?

Vocabulary suffixes

7 Complete the sentences with the words in bold in the article.

- I don't think it's ever to use motor oil in food photos.
- Professional photographers have a lot of expensive
- Please put a of sugar in my tea.
- This knife won't cut anything. It's!
- I've got red, orange and yellow peppers. Don't they look?
- The café sells made sandwiches.

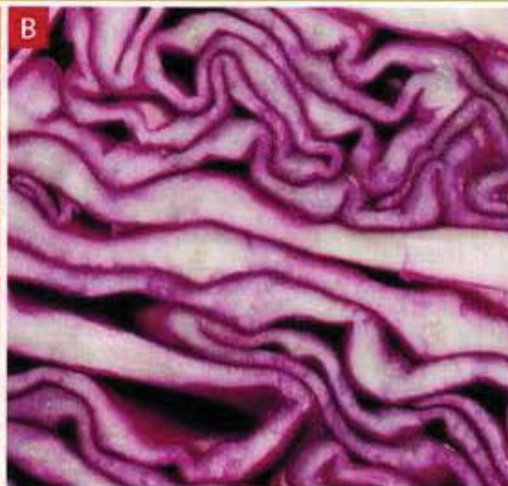
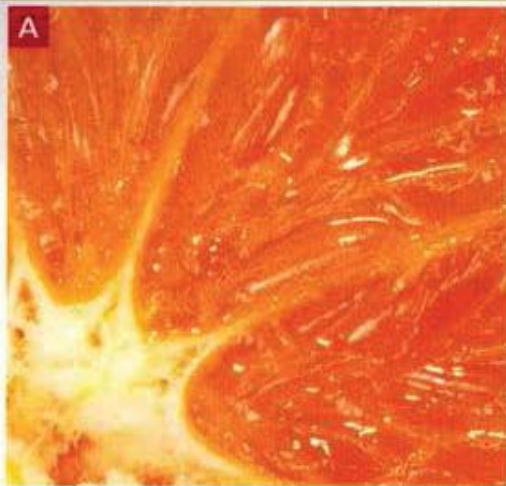
LANGUAGE TIP

We can add a suffix to the end of a word to change its form, for example, from a verb to a noun (*-ment*) or an adjective to an adverb (*-ly*). Some suffixes change the meaning of the word, for example, *-ful* (full of / a quantity of), *-less* (without) and *-able* (can).

8 Complete the words in the sentences with an appropriate suffix.

- When I'm hungry, I have a hand..... of nuts or something healthy.
- I sometimes have a microwave..... meal when I'm in a hurry.
- I often burn food when I cook. I'm so care.....!
- Fresh coffee in the morning smells wonder.....
- I hate restaurants with live entertain.....
- I'm hope..... that someone will cook me dinner tonight.
- I like food you can prepare quick.....
- For me, food without spices is taste.....

9 Work in pairs. Are the sentences in Activity 8 true for you? Why/Why not?



Modals of possibility

► **GRAMMAR REFERENCE** p.140

- 1 Look at photo A. What do you think it is?
- 2  12 Listen to the conversation. Do the speakers agree with you?
- 3 Listen again and write the words you hear in the gaps. What happens to the pronunciation of the letter at the end of each word?
 - 1 It be anything like an apple because they don't have that kind of middle.
 - 2 It be a lemon. They look like that in the centre.
 - 3 It be an orange. It's the right shape for an orange.
- 4 Match the modals of possibility from Activity 3 to their meanings A–C. What verb form comes after each modal verb?

A I'm sure it is. B It's possible. C I'm sure it's not.

LANGUAGE TIP

Could, might and may can also be used to say that something is possible in the future. For example, I might be late tonight.

- 5 Complete the sentences about the food in photos B and C. Use your own ideas.
 - 1 Photo B might be because
 - 2 Photo C can't be; It must be because
- 6 Discuss your ideas with a partner. Use the prompts below to help you. Then check your answers on page 134.

It could/might be ... It can't be ... It must be ...

- 7 Complete the sentences using *must, might/could* or *can't* + a form of the verb *be* or *have*.

- 1 He vegetarian because I saw him eating a steak.
- 2 It time to go! All the others have left.
- 3 They international food, but probably not. It's a local restaurant.
- 4 The restaurant a table tonight if they're not busy.
- 5 This milk past its use-by date. I only bought it this morning.
- 6 There a mistake on this bill. I didn't order champagne!

- 8 Work in pairs. Discuss the questions. Use *must, might/could* and *can't*. Then check your ideas on page 137.

- 1 What and where is it?
- 2 Who are the people standing up?
- 3 Who are the people sitting down?
- 4 How do the people feel?
- 5 Why are they there?
- 6 Is it dangerous?
- 7 Is it expensive?





A



B

Multiple choice, long text (Part 4)

► EXAM FOCUS p. 168

- 1** Look at the phrases in the box. Do they relate to photo A, photo B or both?

become a vlogger follow someone online
make a video share photos online
upload a video write a blog

- 2** Work in pairs. Discuss the questions. Give more information.

- Do you follow any bloggers or vloggers online?
- Have you ever uploaded a video you made online or written a blog?
- Do you ever share photos of food online?
- Why do you think food bloggers are so popular these days?

EXAM TIP

Don't expect to hear exactly the same words in the recording as you read in the questions. Listen for the same ideas said in different words.

- 3** **▶ 13** Look at question 1 in Activity 4. You will hear the beginning of an interview with a food blogger called Ruby Thomas.

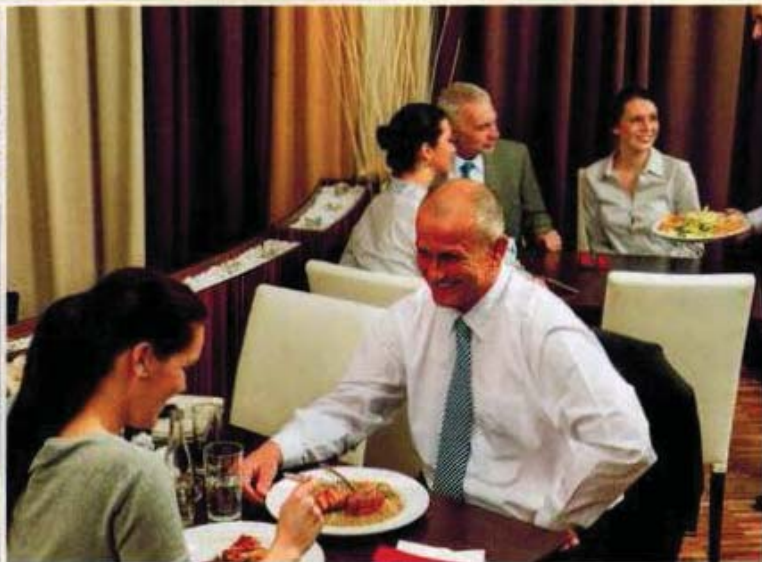
- Underline the keywords in the question and options. What synonyms or other words might the speakers use to express the same thing?
- Listen to the beginning of the interview and choose the correct answer.
- Listen again. What words and phrases give the correct answer? Why were the incorrect answers incorrect?

- 4** **▶ 14** For each question, choose the correct answer.

You will hear an interview with a food blogger called Ruby Thomas.

- Ruby says food bloggers are popular because they
 - are ordinary people.
 - teach better than TV chefs.
 - connect with their audience.
 - Ruby believes that the name of a food blog must
 - be easy to pronounce.
 - include a type of food.
 - focus on one area of food.
 - Ruby says that bloggers should share
 - information about their personal lives.
 - their own name.
 - a photograph of themselves.
 - Ruby's glad she designed her own website because
 - it was satisfying.
 - it was interesting.
 - it was cheap.
 - What advice does Ruby have for new bloggers about design?
 - Keep it simple.
 - Make it attractive.
 - Avoid changing it.
 - Ruby says that, when advertising products, bloggers should
 - contact local business people.
 - be honest with their readers.
 - work with a famous company.
- 5** Work in groups. Think of a creative idea for a food blog or vlog. Decide on
- the topic (for example, healthy food, growing food, etc.)
 - the name
 - how it'll be different from other food blogs.

- 6** Present your ideas to the class. Whose idea is the most interesting? Why?



Story (Part 2)

► **WRITING** REFERENCE p.155 and p.165

1 Work in pairs. Discuss the questions.

- 1 How often do you eat out? What kinds of cafés or restaurants do you go to?
- 2 What restaurant would you recommend to someone visiting your town or city? Why?
- 3 Have you ever had a memorable experience at a restaurant? What happened?

2 Read the story and answer the questions.

- 1 Did the writer have a good or bad experience at the restaurant? Why?
- 2 Do you think the writer and his friend did the right thing? Why/Why not?
- 3 What is the purpose of each paragraph in the story?
- 4 What is the purpose of the underlined expressions?

Topic ▾ Posts ▾ Latest Post ▾

An unexpected treat 1 04 September

When the food arrived, we couldn't believe our eyes.

Twenty minutes earlier, we'd ordered soup (the cheapest food on the menu) but here was the waiter with the biggest steaks we'd ever seen!

We knew we should say something, but the food smelt so delicious. We looked at each other and, **a moment later**, we picked up our forks and ate hungrily.

Eventually the bill came. There was no mention of the steaks so we paid and quickly left the table.

Suddenly we heard the waiter shout, 'Excuse me!' We turned around, our hearts beating. 'Don't forget your coats!' he said. We laughed, thanked him and finally walked through the door. **Just then** we heard two customers asking where their steaks were!

3 Choose the correct time linkers to complete the sentences. Use the linkers in bold in the story to help you.

- 1 We waited for ages before our food *a moment later/ eventually* arrived.
- 2 The waiter *finally/suddenly* slipped and dropped all the plates.
- 3 First we had soup, then we had fish. *After that/Just then* we had cake.
- 4 I offered to pay the bill. *Just then/Twenty minutes earlier* I realised my wallet was at home.
- 5 Our waiter was very quick. We ordered the drinks and *a moment later/ eventually* they arrived.
- 6 When the food arrived, it wasn't the dish I'd ordered *suddenly/twenty minutes earlier*.

EXAM TIP

Use time linkers in your story so your reader can follow the order of events.

4 Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you

- have a beginning, a middle and an end
- use paragraphs
- use time linkers to show the order of events.

Your English teacher has asked you to write a story. Your story must begin with this sentence.

The picnic was supposed to be fun but it wasn't.

Write your **story** in about **100 words**.

1 Complete the sentences with the words in the box.

boiled ingredients local dish mild
raw soft sour spicy sweet takeaway
vegetarian

- I never cook vegetables. I prefer them
- We live on the coast so a really popular is fresh fish.
- Most fruit is too for me. That's why I love a nice grapefruit.
- I've started a diet. No more meat for me!
- This curry's burning my mouth. It's too I prefer a one.
- All of our meals are made with fresh
- Would you prefer a fried or a egg with your breakfast?
- Would you like alcohol or a drink?
- I don't feel like cooking. Shall we get a?

2 Complete the blog post with the correct present tense form of the verbs in brackets.

Life as a food guide

As most of you know, I (1) (work) as a food guide for a travel company. Every week people (2) (ask) me what that is, so here's an explanation. I (3) (take) people around different places in the world to teach them how to cook local food. My speciality is Asian food so I usually (4) (work) in Thailand and Vietnam. At the moment I (5) (travel) around Hanoi with ten tourists from the UK. I (6) (show) them the local markets and I (7) (help) them to make local dishes. I (8) (learn) both Vietnamese and Thai at the moment, so I (9) (try) to practise while I'm here. Being a food guide isn't easy. I (10) (not see / often) my friends and family because I'm away a lot, but I meet interesting people and see amazing places. I (11) (not / think) I'll do it forever, but right now I (12) (have) the time of my life.

3 Complete the words in the sentences with -able, -ful, -less, -ly or -ment.

- I love this cook book. The photos are really colour
- I want to make jam but I don't have the right equip
- Would you like a fresh baked cookie?
- This tin opener is use
- A spoon of honey in tea is really tasty.
- I'm hope in the kitchen. I burn everything!
- I buy microwave rice these days. It's quicker to cook.
- This soup needs more herbs. It's a bit taste

4 Complete the story with the words in the box and an appropriate suffix, -able, -ful, -less, -ly or -ment. Make any necessary spelling changes.

bag entertain equip fresh slow taste use value wonder

Cooking for the family

For some reason I agreed to cook dinner for my whole family so I opened a cook book and chose the most amazing dish I could find. I wanted everyone to think I'm a (1) cook. Anyway, in the morning, I went off to the shops and brought back a (2) of shopping. I then spent the afternoon (3) preparing the ingredients. Everything was (4) prepared. There was nothing frozen in my meal! It took me hours. I used just about every piece of (5) in the whole kitchen. I also organised some (6) to keep everyone happy.

My guests arrived and they played some games. I then served dinner. Unfortunately, I boiled the vegetables too much. The meat dish didn't have enough salt in it and was a bit (7) On the other hand, the sauce was too hot for people to eat. Everyone was very polite but I felt a bit (8) However, I learnt a (9) lesson and next time I might ask for some help!

5 Choose the correct verbs to complete the sentences.

- John's never late. Something *can't/must* be wrong.
- The bank *can't/might* be closed. It's only three o'clock.
- You *must/can't* be cold without a coat.
- If the traffic's bad, we *can't/might* be late tonight.
- He's 38? That *can't/could* be right. He looks 28!
- That *might/must* be Ann at the door. They're her footsteps.
- A:** What's that noise?
B: It *can't/could* be Jon's car. He's fixing the engine.
- You want me to tidy your mess? You *can't/might* be serious!

3 Mind your manners



Why it's so hard to be nice in the twenty-first century

Until the start of the nineteenth century, most people lived in small groups of no more than around 150 people. It was important to be nice to everyone. If you weren't, you'd be told to leave. Without help and support from others, life was very hard. Today, we talk to so many more people, particularly strangers, on the streets, in the shops and online. It's easy to treat someone badly when you'll never see them again and your friends or family will never hear about it. It's just too easy to throw rubbish on the streets, be rude to the person helping you in a shop or to shout unpleasant comments at other drivers, because there are simply no negative results these days.

1 Read the text and answer the questions.

- 1 According to the writer, what were the effects of being impolite in societies before the nineteenth century?
- 2 What has changed in recent years?
- 3 Do you agree with the writer that things have changed? Do you agree that very little happens to people who are impolite these days? Why/Why not?

2 Work in pairs. Discuss the questions. Do you share the same opinion? Why/Why not?

Where do you draw the line?

- | | | |
|--|--------------------------------------|---|
| 1 Is it acceptable to eat smelly food on a train or bus? | <input type="button" value="agree"/> | <input type="button" value="disagree"/> |
| 2 When you drive, would you share your negative views of other drivers with your passengers? | <input type="button" value="agree"/> | <input type="button" value="disagree"/> |
| 3 Is it acceptable to arrive late for a class at the gym? | <input type="button" value="agree"/> | <input type="button" value="disagree"/> |
| 4 Would you ever 'unfriend' someone on social media? | <input type="button" value="agree"/> | <input type="button" value="disagree"/> |


Vocabulary

describing feelings

- 1 How would you feel in these situations? Choose a word from the box.

amused annoyed disgusted embarrassed
excited satisfied

- 1 A lasagne that you've cooked tastes pretty good.
- 2 Your friend has made you a cake in the shape of a burger.
- 3 You've won a free meal at the best restaurant in town.
- 4 A salesperson has phoned during your favourite TV programme.
- 5 You've fallen off your chair at a party.
- 6 You find an insect in your meal.

- 2  15 Listen to some sentences using the words in Activity 1. How is the -ed ending pronounced, /d/, /t/ or /ɪd/?

- 3 Listen again. What prepositions come after the adjectives in the recording?


- 4 When did you last feel amused, annoyed, disgusted, embarrassed, excited or satisfied?

Multiple choice, short texts (Part 2)

► EXAM FOCUS p.168

EXAM TIP


You might have to understand a person's attitude, as well as factual information. Listen for words that give clues about attitude

- 5  16 You will hear a man is telling a friend about a visit to a café. Choose the adjective from the box that best describes how the man felt about

- 1 the service.
- 2 the food.
- 3 his behaviour.

disappointed
embarrassed
satisfied



- 6  17 For each question, choose the correct answer.

- 1 You will hear two friends talking about a party they've been to.
What did the woman like best about it?
A the amusing activities
B the friendly people
C the interesting conversation
- 2 You will hear a woman telling a friend about a thank-you message she received.
How did she feel?
A disappointed by its length
B upset by its contents
C surprised by how soon it arrived
- 3 You will hear a man telling a friend about his visit to the cinema.
How did he feel about the visit?
A annoyed by the behaviour of others
B concerned about his own actions
C upset by the late start of the film
- 4 You will hear two friends talking about getting more organised.
The man advises the woman to
A use a calendar more efficiently.
B find directions to places she needs to go in advance.
C get ready the night before each day.
- 5 You will hear two friends talking about a letter they received about a school trip.
They agree that
A it wasn't very polite.
B it wasn't the right length.
C it wasn't clear what it meant.
- 6 You will hear two friends talking about a problem with a social media site.
They both think that
A the company is responsible.
B the effects are embarrassing.
C the solution is easy.

- 7 Work in pairs. Discuss the questions.

- 1 How easy do you find it to socialise with strangers at a party? Why?
- 2 When do you think people should send thank-you notes? Why?
- 3 Do you think it's acceptable to send emails or texts instead of a thank-you letter? What advice would you give on being polite in an email?



LANGUAGE TIP

Some verbs can be followed by both the *-ing* form and the infinitive and the meaning is the same, e.g. *begin, continue, prefer*.

I started laughing.


I started to laugh.

-ing forms and infinitives

► **GRAMMAR REFERENCE** p.141

1 Work in pairs. Discuss the questions.

- 1 What do you think is the best way to meet new people?
- 2 What do you think makes a good friend?

2  **18** Listen to some people giving their opinions on friendship for a radio show. Do you agree with what they say?

3 Listen again and complete the sentences with the word or words you hear.

- 1 Someone who'll watch the football without
- 2 your friend will help you.
- 3 Someone you enjoy time with.
- 4 It's important near each other.
- 5 Someone you can't wait your news with.

4 Look at the sentences in Activity 3 and complete the rules with either the *-ing* form or the infinitive. Use the:

- 1 after some verbs such as *mind, enjoy, keep*.
- 2 after some verbs such as *expect, learn, can't wait*.
- 3 when the verb is the subject or object of a sentence.
- 4 after a preposition (*after, on, before, etc.*).
- 5 after an adjective (*pleased, happy, etc.*).

5 Choose the correct words to complete the blog about kindness.

What's the kindest thing someone has done for you lately?

Jamie: My friends arranged **(1)** *to stay / staying* with me all weekend after my boyfriend broke up with me. It was so kind!

Boxer: My dad was sick and it was hard for me and my brother. A neighbour said she would be happy **(2)** *to come / coming* round and cook for us. It was such a huge help

Sunni: **(3)** *To hear / Hearing* my friend say I looked great! That made my day.

Tabitha: My new mobile fell out of my pocket on the underground without me **(4)** *to notice / noticing* it. A guy picked it up and gave it back.

Basil: I can't remember anyone **(5)** *to be / being* kind to me lately!

6 Work in pairs. Discuss the questions.

- 1 What's the kindest thing someone has done for you recently?
- 2 What's the kindest thing you've done for somebody else recently?

7 You have decided to sign up to a social networking site. Turn to page 134 and complete the questionnaire.

8 Work in small groups. Ask questions about the others' answers to Activity 7. Can you find someone with similar interests?



Individual long turn (Part 2)

► EXAM FOCUS p. 169

1 Work in pairs. Discuss the questions.

- 1 What kind of special events do you enjoy the most? Why?
- 2 Describe a day when you were really happy. What happened? What made it special?

2 Look at photo A. What special event are they celebrating?

3 19 You are going to listen to Isabella describing photo A. What order does she describe the things in the room?

4 Match 1–6 to A–F to make sentences.

- 1 Behind the mother
- 2 In the background
- 3 On the table
- 4 All of them
- 5 The man on the right
- 6 Around the room

- A there are two large bunches of pink flowers.
 B has wavy grey hair which is quite long.
 C there's some very plain furniture.
 D are smiling and looking at the baby.
 E there are some pillows.
 F there's a painting on the wall and a lamp.

EXAM TIP

Describe what you can see in the foreground of the photo first. Then use phrases like the ones in Activity 4 to describe where other things are in the photo.

5 Look at photos B and C. Make notes about what can you see using some of the words and phrases from Activity 4.


6 Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. Use your notes from Activity 5 to help you. Listen to your partner and answer the questions.

- 1 Does your partner speak for 1 minute?
- 2 Does your partner give a summary of the photo?
- 3 Does your partner describe the place, people and objects?
- 4 Does your partner use different phrase to say where things are in the photo.
- 5 How could your partner improve their answer?

7 Work in pairs. Describe how one of the following is celebrated in your country.

- a child's birthday
- the arrival of a new baby
- the return of someone after they have been away

Phrasal verbs

1  **20** Listen to two people speaking about things that annoy them. What are some of the things that annoy them?

2 Listen again and complete the sentences with the words you hear.

- 1 Just when I have to something important for a piece of work.
- 2 Usually something I need to to my teacher the next day!
- 3 He loves with his friends in his flat.
- 4 They their music so loud that I can't hear my TV.
- 5 I fine with my neighbour.
- 6 His owner should him more carefully.
- 7 I usually and try again later.
- 8 Like that's going to things
- 9 And people who don't after their dog in the street!
- 10 And people who talking when other people want to speak.

phrasal verb *n* [C] a group of words that is used like a verb and consists of a verb with a particle, which can be an adverb or a preposition, after it. A phrasal verb often has a different meaning from the verb used alone. *Set off, look after and put up with* are all phrasal verbs.

LANGUAGE TIP

Just like other words in English, phrasal verbs can have more than one meaning.

*I **picked up** the pencil.* (lifted)

*I **picked up** Ian from the station.* (collected in my car)

3 Match the phrasal verbs in Activity 2 to the meanings A–J.

- A continue
- B give something to a boss or teacher
- C remove dirt and put things in their correct place
- D find information (in a book or on a computer)
- E stop trying to do something
- F make the volume louder
- G have a friendly relationship with
- H make somebody or something move more quickly
- I be responsible for
- J spend time with

4 Complete the questions with the correct form of the phrasal verbs in Activity 2.

- 1 How often do you your home?
- 2 Do you ever children? Do you enjoy it?
- 3 Where do you go to the meaning of a new English word?
- 4 Do people often tell you to so you aren't late?
- 5 Who do you with the best in your family?
- 6 Do you usually your English homework on time?
- 7 Who do you with at the weekends?
- 8 When do you your music loud?
- 9 If something is difficult, do you just stop or trying?
- 10 How long do you queue for before you and walk away?

5 Work in pairs. Take turns to ask and answer the questions in Activity 4. Ask each other follow-up questions to get more information.



Modals of obligation

► GRAMMAR REFERENCE p. 141

1 Work in pairs. Discuss the questions.

- 1 What kind of things do families argue about?
- 2 Do younger people have the same manners as older people? How are they different?

2 Read the email and answer the questions.

- 1 What's the relationship between Josie, Tommy and Stephanie?
- 2 Why is Stephanie annoyed?

3 Work in pairs. Discuss the questions.

- 1 Who do you feel most sorry for?
- 2 What advice would you give to these people?

4 Match the examples of modals of obligation 1–6 in the text in Activity 2 to the rules A–E. There are two examples for one of the rules.

- A personal or internal obligation
- B external obligation or rules
- C no obligation
- D prohibition
- E used to give advice

LANGUAGE TIP

You can also use *make someone do something* to express obligation and *let someone do something* to express permission.

My dad **made me get a job** during the school holidays.
My **aunt lets me sleep in** late when I visit.

5 Complete the blog comments with modals of obligation from the text in Activity 2.

Mother-in-law sends angry email

Getting along with your future parents-in-law can be difficult, and Josie Carlton is facing a greater challenge than most. Her fiancé's mother has sent her an angry email that is quickly becoming a huge internet hit.

Dear Miss Carlton,

As you're going to join our family, I feel I **(1)** *must* write to you about your manners. After all, you **(2)** *have to* respect the house rules when you're in another home.

You **(3)** *shouldn't* announce what you will and won't eat unless you're allergic to something. You **(4)** *mustn't* start your meal before everyone else. You **(5)** *should* get up instead of lying in bed until late morning when everyone else rises early.

I understand your parents can't help pay for the wedding. Of course, they **(6)** *don't have to* save for their daughter's wedding, but tradition does expect it. I suggest you change your plans and have a smaller wedding, which you can afford.

I'm sure you feel very fortunate to be marrying my son. I only hope Tommy doesn't regret his decision.

Stephanie Smythe



Comments

Have your say

SPORTY: I think it's a load of rubbish. People these days **(1)** follow these old-fashioned rules! Stephanie **(2)** let Josie get up when she wants.

KITTEN: You **(3)** be disrespectful to your parents and particularly not your future in-laws. Josie behaved terribly and should try harder.

DANCING GIRL: I think Stephanie makes some good points. I really **(4)** try harder to be more respectful when I stay with friends.

BRICK TOWER: Poor Tommy! I think they **(5)** go and get married on an island in the Pacific and not invite his mother. They **(6)** give in to this kind of bullying!

MISS MANNERS: There are some social rules everyone **(7)** follow, like saying 'please' or 'thank you', but Stephanie's rules are so personal. Josie **(8)** follow these old-fashioned rules unless she wants to.

6 Work in pairs. Discuss the questions.

- 1 What are the social rules like in your country? Are they similar to the ones in the email?
- 2 What advice would you give someone who wanted to marry one of your relatives?

Open cloze (Part 6)

► EXAM FOCUS p.167

1 Work in pairs. Discuss the questions.

- 1 How often do you use your mobile phone? What for?
- 2 Do you think you use it too much? Why/Why not?
- 3 What are good and bad mobile phone manners?

2 Look at the title of the article. What do you think the article is about? What kind of words are missing from the text?

3 Look at gaps 1–6 in the first half of the article. Underline the key words on either side of the gaps and decide which word best fills each gap.

- | | |
|----------------------|---------------|
| 1 all / every | 4 In / Every |
| 2 Although / However | 5 who / which |
| 3 what / it | 6 for / of |

4 For questions 7–12, read the second half of article. For each question, fill the gap with the correct answer. Use one word for each gap.

EXAM TIP

Underline the keywords either side of the gaps to help you choose a word.

Vocabulary

phrasal verbs

5 Complete the questions with the phrasal verbs in bold in the article.

- 1 You want to take a selfie with a friend, but she isn't keen. Do you ignore her wishes, and it anyway? Why/Why not?
- 2 Do you your mobile phone as soon as you wake up? Why/Why not?
- 3 Do you your mobile phone before your lesson starts? Why/Why not?
- 4 Do you think there are some times when you should never your phone and take a photo? Why/Why not?
- 5 You miss a friend's call. Do you call them or wait for them to you?
- 6 You're speaking to a friend when your mobile phone rings. Do you talking to your friend or answer the phone instead? Why/Why not?
- 7 What about if you're already talking on the phone in a shop queue. Would you when you got to the front?
- 8 Do you think you could technology for a day? Why/Why not?

6 Work in pairs. Take turns to ask and answer the questions in Activity 5.

7 Work in groups. Discuss the questions.

- 1 Do we need to be told how to behave in social situations? Why/Why not?
- 2 In which situations do you think people need more information on how to behave politely? Why?

at work in a shop using public transport at a party on holiday in a restaurant

8 In your groups, choose one of the situations and write a set of eight rules telling people what good manners are. Present your ideas to the class.

LANGUAGE TIP

Pay attention to phrasal verbs with objects. Some phrasal verbs with objects are inseparable (e.g. *look after your daughter*, *look for her*). Others are separable (*turn the light on*, *turn on the light*).



MOBILE PHONE MANNERS

Do you find the use of mobile phones in public places hugely annoying? Then you're not alone.

After asking a group of friends their opinion on mobile phone manners, absolutely (1) of them agreed that other people's mobile phone manners were incredibly poor. (2), they felt their own behaviour was totally fine.

Clearly, (3) makes sense to have a few basic rules. I was travelling on a train recently when another passenger decided to **turn** his phone **on** and make some business calls. (4) time the signal went, he shouted 'Hello?!' in an increasingly loud voice. (5) just made him sound stupid! It's better to **hang up** and **call** the other person **back** later. The whole reason (6) phoning is to communicate after all. And of course, never call from certain locations, such as the bathroom!

One shop assistant appeared in a national newspaper (7) refusing to serve a customer who was talking on her mobile phone. (8) receiving a lot of support, the man lost his job, after all, customers don't have to make conversation. It was bad manners, though, to **carry on** talking, and giving (9) full attention to people in front of you is a simple sign of respect. You should also **switch** your phone **off** before you enter a meeting. If (10), you'll want to read your messages. (11) doesn't make you look important, just disrespectful.

Finally, we all love selfies, but there are a few times when we should **give** them **up**. For example, never **take out** your selfie stick (12) a wedding, when you should be focused on the happy couple. As a basic rule, don't **go for** that photo opportunity if it would hurt other people's feelings.

Email (Part 1)

▶ **WRITING** REFERENCE p.155 and p.163

1 Work in pairs. Discuss the questions.

- 1 Have you ever been to a wedding? What was it like?
- 2 What three pieces of advice would you give to a foreigner attending a wedding in your country? Explain your reasons. Use the ideas in the box to help you.

arrival time clothing gifts meeting other guests
taking photographs

2 Look at the email below. Why is Robin writing? What do you need to include in a reply?

Hi,
I know that you're going to Conrad and Rachel's wedding next month.
I was thinking, should we get them one gift from both of us? We can afford something a bit nicer that way. If so, what do you think we should get?
We also need to think about transport, as it's going to finish quite late. We can get a taxi back together and you can stay at my place, if you like.
Let me know soon!
Robin

Great!
Tell Robin
Thank Robin
No, because ...



3 Read the emails two friends have sent to Robin. Whose gift suggestion is better? Why? Whose email is better? Why?

Hi Robin
Yes, let's get a gift between us. I think they need an X-Box. I don't want to stay over. I'm busy. Sorry.
Jamie

Hi Robin
I think (1) it's a fantastic idea to get them something from both of us. (2) Of course, I'd love to! I'm not too sure about the gift. (3) How about an ice-cream maker? I think they'd both enjoy that.
(4) Thank you so much for your offer to stay at your place, but (5) I'm afraid I have to say no. I have to be up early the next day, but (6) I'd be happy to drive you home if that's easier.
Anyway - let's talk about it over coffee!
Max

4 Look at the two emails again. Match the underlined phrases to their functions.

apologising offering showing interest
suggesting accepting a suggestion thanking

5 Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you have used appropriate phrases to

- show interest
- thank
- suggest
- apologise and reject a suggestion

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

From: Max **Subject:** Aunt Lindsay's 60th birthday
Hi,
So, it's Aunt Lindsay's 60th birthday next week, and I wanted to do something special. I think she'd love to go out for dinner. Can you join us? I was thinking of Friday evening. Let me know if that's no good for you. I'll be happy to pick you up so you don't need to take the bus. What do you think we should get her? I have no ideas!
Let me know soon!
Max

Great!
No, because ...
Thank Max
Suggest

Write your email to Max using all the notes. Write about 100 words.

1 Match A and B to i or ii to make sentences.

- 1 A I really don't mind
 B I can't wait
 i to tell my sister the good news.
 ii helping other people with their problems.
- 2 A I'm not keen on
 B I was so pleased
 i to hear that you enjoyed your time abroad
 ii travelling to other countries.
- 3 A I always expected
 B I have always enjoyed
 i to become a police officer.
 ii working with other people.

2 Complete the text with the correct form of the words in the box.

behave change crowd question shout
 show watch win

MANNERS ON THE FOOTBALL PITCH

I don't want to suggest that one sport rather than another encourages you (1) badly, but there is a big difference between the behaviour in different sporting activities. In football, you almost expect the players (2) around the poor referee, hoping (3) his decision on something. You never see that in rugby. In fact, if someone keeps (4) the referee's decision, they'll soon be sent off. It's also important not (5) unpleasant comments at other players. After (6) several hours of professional football, you might think that kind of thing is normal but (7) respect for others should be more important than (8)

3 Choose the best phrases to complete the sentences.

- 1 I really *must* / *don't have to* call my mother later.
 2 You *mustn't* / *don't have to* use a phone while driving.
 3 You *should* / *have to* buy a new phone case.
 4 You *have to* / *don't have to* recharge your phone regularly.
 5 You *mustn't* / *don't have to* remember phone numbers these days.
 6 By law, phone companies *have to* / *should* provide 24-hour service.

4 Complete the phrasal verbs with a particle (on, out, etc.) to form sentences.

- 1 If you need to check a fact, look it on the internet.
 2 We turned the volume on the car radio.
 3 I don't get with my neighbour.
 4 We needed to look our aunt's cat.
 5 We need to hurry or we'll be late.
 6 I have to clean my room this weekend.
 7 I like hanging with my family.
 8 I sometimes want to give learning vocabulary!

5 Match 1–6 to A–F to form sentences.

- 1 The man was shouting so I hung
 2 It's important to switch
 3 Before I eat any meal, I take
 4 I had to choose a profile photo so I went
 5 I just have to make a call, you carry
 6 I forgot to turn
 A out my phone and take a photo.
 B off your phone during a meal.
 C on without me.
 D my phone on and missed the call.
 E for the one of me with my cat.
 F up on him.

6 Complete the sentences with the words in the box.

amused annoyed disgusted embarrassed
 excited satisfied

- 1 I was by the smell of the rubbish on the streets.
 2 We have a lot of customers who come back to us all the time.
 3 My sister always gets and goes red when we ask her to sing.
 4 I'll be so if they cancel my train home again this evening.
 5 I'm really about flying to New York tomorrow. It's my first time.
 6 My dad is not going to be when he hears I've crashed his car.

PROGRESS TEST 1

1 Put the words in order and add an auxiliary verb to form questions.

- 1 favourite / what / month / your / ?
- 2 you / enjoying / free-time activities / at the moment / what / ?
- 3 sports / how often / do / you / ?
- 4 angry / last get / when / you / ?
- 5 most admire / you / who / ?
- 6 things / have to / you / what / do / tomorrow / ?
- 7 for the first time / you / when / swim / ?
- 8 you were a child / which / your favourite / when / film / ?
- 9 meal of the day / like / which / you / the most / ?

2 Choose the correct verb forms to complete the sentences. Sometimes both are possible. Then match answers A–I to questions 1–9 in Activity 1.

- A About once or twice a week. I don't mind *to do / doing* team sports but I prefer *to go / going* running.
- B July because I really enjoy *to go / going* to the beach. I usually arrange *to go / going* there with my friends.
- C It was when we were on holiday in Greece. I remember *to feel / feeling* proud of myself.
- D My mum because she's always happy *to help / helping* others, even when she's really busy.
- E I'm learning *to play / playing* the guitar, which is fun.
- F A film called *The Goonies* which I keep on *to watch / watching* even today!
- G I love breakfast which is good because it's important *to start / starting* the day with a healthy meal.
- H I have to help my sister *to move / moving* house. I can't wait *to finish / finishing* that so I can go out.
- I Yesterday, when we didn't win the match. I'm not good at *to lose / losing*.

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

Hi Mum and Dad,

We (1) (have) a great time here in New York. Right now, we (2) (sit) in a restaurant with a view of Central Park. It's fantastic! The sun (3) (shine) and it's very warm for October.

We have quite a nice routine. We (4) (usually / get up) and have a late breakfast at about 10 a.m. Then, we (5) (go out) and do some sightseeing for most of the day. We (6) (usually / not stay) out too late. We (7) (get back) to the hotel at around 4 p.m. and we (8) (have) a nap. We usually go out in the evening and find somewhere nice to eat. We (9) (often / not order) room service.

We (10) (stay) in a really nice hotel close to the Empire State Building. It's a great area with lots of shops and cafés.

Right, food's here. I'll write again soon!

Love
Jack x

4 Read what people say about their friends. Complete the quotes with an appropriate word. You have the first letter each time.

Alex and I get along but we're different. I'm loud but he's quiet and (1) s..... He's more (2) s..... to people's feelings than I am. everybody else's.

I'm always late but she's (3) p..... every single time!

Max asks questions about everything. He's the most (4) c..... person I know.

I'm jealous of Emily. She's always (5) s..... d..... in lovely clothes whereas I'm usually in jeans with holes in them!

I like the fact that Ben is (6) a..... He knows what he wants and wants to achieve it.

Clare always gives people her time. She's very (7) g..... in that way.

People think I'm a bit (8) s..... but I think my friend Mary is much more unusual than me!

5 Complete the sentences with appropriate modal verbs in a positive or negative form.

- 1 It's not a good idea to go out with wet hair. You do it.
- 2 I'm not exactly sure where your father is. He be in the bathroom.
- 3 That be Sam over there. That man's got a beard but Sam hasn't.
- 4 I really make a dentist's appointment. My tooth's really starting to hurt.
- 5 We can read Chapter 4 before the next lesson but we It's not necessary.
- 6 I get up really early this morning to finish an essay. It was horrible!
- 7 I think you give yoga a try. I think you'd like it.
- 8 It be warm out. The sun's really bright and people are wearing T-shirts.

6 Complete the menu specials with the words in the box.

fried ingredients local spicy sweet
sweet-and-sour takeaway vegetarian

Today's specials

- (1) vegetable curry with boiled rice.
A perfect (2) meal. £12.99
- (3) chicken with noodles. A lovely tomato, onion and pineapple sauce. £9.99
- A cheese burger with a (4) egg on top and salad. What's not to love? £8.99
- Meat pie and vegetables. A (5) dish with a difference. £14.99

FOR DESSERT

A piece of deliciously (6) white chocolate cake. Forget the diet just for today!
£3.99

All of our meals are cooked with fresh (7) We also offer (8) meals if you prefer to eat in the comfort of your home [smiley face]

7 Complete the email with the phrases A–F. There are two extra phrases which you do not need to use.

Hi Rob,

I'm so happy that you've invited me to your party.

(1) come! I can bring some food if it's helpful.

(2) some of my homemade curry? I know you always like that. (3) to make something else if you prefer though.

(4) I won't be able to stay for the whole evening. My daughter's arriving home from a school trip at 10 p.m. so I'll have to go and pick her up from the school. We should have enough time to chat though.

See you soon. Can't wait!

Alison x

- | | |
|----------------|----------------|
| A I'm afraid | D How about |
| B I'd be happy | E I'd love to |
| C You should | F Why don't we |

8 Complete the article with one word in each gap.

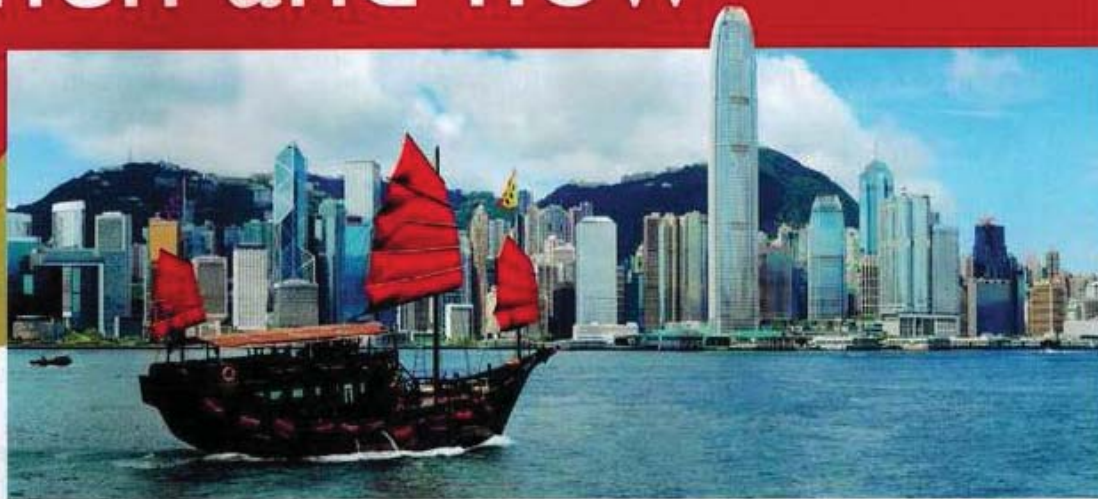
Restaurants to enjoy but not for long

Are you a foodie? (1) you enjoy eating out? Then it's possible that you'll love pop-up restaurants. These are temporary restaurants which (2) becoming more popular all the time. Last week I went to The Sand restaurant in London. I (3) often go to the beach, so it was an exciting experience for me to hang out on a specially-made beach in the middle of the city.

Temporary restaurants are often fun but they appear and then disappear after a few weeks. This means they can get busy while they're open. You don't have (4) book a table but it is a good idea.

You can look (5) temporary restaurants online and get details about them there. Go on. You never know, there might (6) a fantastic one near you right now.

4 Then and now



1 Work in pairs. Do you think world leaders have done well in the past 20 or 30 years on the issues below? Why/Why not?

- | | |
|-------------------------|-------------|
| 1 World hunger and food | 3 Pollution |
| 2 Access to clean water | 4 Education |

2 Look at the photos. How have they helped with the issues in Activity 1.

3 **21** Listen to an interview with an expert giving his opinion on the issues in Activity 1. Is he generally positive about our world today, or does he think badly of our actions?

4 Listen again and write the numbers that Dr Brevin mentions.



Changes in the world

Hunger

1950s: (1) of the world's population was hungry

Today: (2)% are hungry

Drinking water

(3) billion more people have clean water than in 1990

Education

1900: (4)% could read

Today: (5)% can read



Giving food to the homeless



Access to water



City roof gardens



Free internet

5 Work in pairs. Do you agree with Dr Brevin, that future generations will thank us?

6 Work in pairs. Discuss the questions.

- 1 What do you think has most improved people's lives in the last 50 years?
- 2 What personal event has been the most important for you in the last 5 years?
- 3 How do people keep a record of important moments?
- 4 Do you think it is important to remember the past? Why/Why not?

Collaborative task (Part 3)

► EXAM FOCUS p.169

1 Work in pairs. Discuss the questions.

- 1 Do you have a special object at home that you could never throw out? Why is it so special? Where do you keep it?
- 2 Why do people keep objects that aren't useful?

2 **22** Listen to John and Megan talking about an event called a 'Bring-a-thing-a-thon'. What kind of event is it?

3 Look at the suggestions in the box. Why do you think people might take them to the Bring-a-thing-a-thon?

a concert programme a photograph
a soft toy a sports ticket a T-shirt

4 **23** Listen to John and Megan discussing the suggestions in Activity 3. Do they mention any of your ideas? What object do they think would be most interesting?

5 Listen again and complete the sentences with the phrases you hear.

- 1 I think there are better things that someone could take.

- 2 I don't think the result really matters.
- 3 A lot of people enjoy music and like to see things like this.
- 4 It costs so much to see far less famous bands these days.
- 5 taking a photo?
- 6 I think after our discussion taking the concert programme.

6 Look at the exam task. What do the pictures represent? Who in the family might like them? Why?

7 **24** Listen to two students completing the exam task and answer the questions.

- 1 Do they both talk about each object?
- 2 Do they ask for the other person's opinions?
- 3 Do they react to each other's suggestions?
- 4 Do they discuss which member of the family might like each exhibition?
- 5 Do you think they do the task well?

8 Complete the exam task below with a partner. Remember to listen to your partner and react to their ideas. If possible, record your discussion.

9 Answer questions 1–4 in Activity 7 about your performance.

A family is visiting a large museum.

Here are some of the exhibitions they could see there.

Talk together about the exhibitions they could see at the museum and say which would be most interesting for the whole family.

Exhibitions at the museum



EXAM TIP

Make sure both you and your partner talk about each option, react to each other's ideas and discuss why each one might be worth recommending, or not.

Multiple choice, pictures (Part 1)

▶ EXAM FOCUS p.167


1 Work in pairs. Discuss the questions.

- Which do you think is the best museum or art gallery in your country? Why?
- What do you think makes so good?

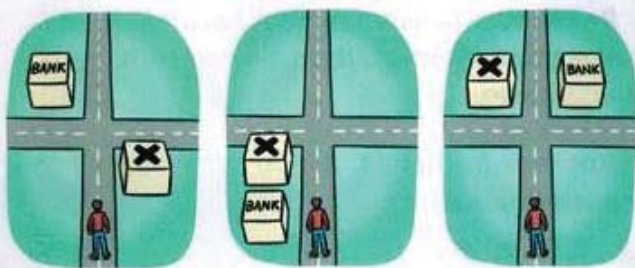
2 Work in pairs. Look at question 1 in Activity 3. What words or phrases do you expect to hear based on the question?

EXAM TIP

Read the questions carefully. Predict what language might answer each question, as well as describe the pictures.

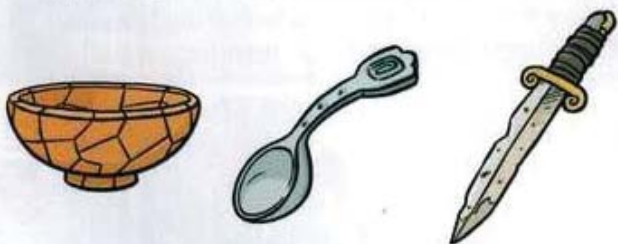
3  25 For each question, choose the correct answer.

1 Where is the museum?



A B C

2 Which object did the students find part of?



A B C

3 How was the picture damaged in the fire?



A B C

4 What did the girl buy?



A B C

5 What will the weather be like during the science fair?



A B C

6 Which animal is on the plate?



A B C

7 When can students visit the exhibition for free?



A B C



used to

► **GRAMMAR REFERENCE** p.142

1 Work in pairs. Discuss the questions.

- 1 What personal records of your past do you have?
- 2 Describe one of your old school photographs.

2 **26** You will hear a man talking about the person in photograph A. It shows a famous singer when she was younger. Can you guess which singer he is talking about?

Adele Mylie Cyrus Taylor Swift

3 Listen again and tick (✓) the box to say whether each description was in the past or now or both.

	past	now
1 have long hair	<input type="checkbox"/>	<input type="checkbox"/>
2 have blonde hair	<input type="checkbox"/>	<input type="checkbox"/>
3 wear loose clothes	<input type="checkbox"/>	<input type="checkbox"/>
4 wear a lot of make-up	<input type="checkbox"/>	<input type="checkbox"/>
5 perform at big events	<input type="checkbox"/>	<input type="checkbox"/>
6 be talented	<input type="checkbox"/>	<input type="checkbox"/>

4 Look at sentences A and B and choose the correct words to complete the rule.

- A She *used to have* much longer hair, and it *used to be* blonde.
- B She *used to wear* quite loose clothes, like most young kids.

used to refers to things that were true in the past / are true in the present.

5 Look at photograph B. Complete the sentences about the photograph with the correct form of the verbs in brackets.

- 1 Children (look) very serious back then.
- 2 They (wear) quite formal clothes.
- 3 I expect they (feel) uncomfortable at those desks.
- 4 They (have) very big classes back then.
- 5 They (write) on blackboards, not notepads.
- 6 I think school rules (be) stricter back then.
- 7 I doubt that they (enjoy) school very much.
- 8 I imagine photographs (be) quite rare.

6 Look at the question and negative forms. What happens to the verbs?

Did you use to have longer hair before?

I didn't use to wear glasses when I was a teenager.

I never used to think about my looks then.

7 What did you use to look like six years ago? Tell your partner.

LANGUAGE TIP

to is pronounced in its weak form, /tə/.



Multiple-choice cloze (Part 5)

► EXAM FOCUS p.167

1 Work in pairs. Discuss the questions.

- 1 What is your favourite photo on your phone right now? Why is it special?
- 2 What's the worst photo you've taken? What happened?
- 3 Would you take photos at a concert or would you prefer to enjoy the moment? Why?

2 Read the title of the article. What is it about? Read it quickly to see what kind of information there is.

EXAM TIP

This task focuses on your vocabulary. The words that fill the gaps might test your understanding of

- collocations
- easily-confused words
- precise meanings
- words followed by a preposition
- positive and negative meanings.

The information in the text will allow you to choose the correct option.

Taking photos is damaging your memory

Not many people enjoy having their photo taken at a birthday party or special event. **However**, taking photos could be **also** be damaging our (1) to remember special moments. A group of experts (2) out an experiment in an art gallery. They wanted to see if people remembered paintings better when they took pictures of them. The first tour guide (3) one group of people around. **As well as** learning about the artwork, they were encouraged to take photographs. A second group had the same tour but weren't allowed to use their cameras.

The next day, their (4) was tested to see how much they could remember about the paintings. **Although** both groups did well in the memory test, the people who didn't take photographs remembered more (5) to the others. **Despite** taking photographs, it seems the photographers didn't (6) as much attention to the paintings. So, although they have photographs to look back at, they don't have the memories.

3 Read the article more carefully and answer the question about each gap.

- 1 What form of the verb follows the gap?
- 2 What is the object of the verb in this sentence?
- 3 What is the object of this verb?
- 4 What is the verb that this noun needs to collocate with?
- 5 Is this sentence pointing out similarities or differences?
- 6 What construction follows the gap?

4 Now complete the article. For each question, choose the correct answer.

- | | | | | |
|---|------------|-----------------|-----------|-----------------|
| 1 | A skill | B understanding | C ability | D qualification |
| 2 | A kept | B made | C brought | D carried |
| 3 | A dealt | B ran | C led | D put |
| 4 | A memory | B thought | C idea | D opinion |
| 5 | A addition | B compared | C further | D than |
| 6 | A pay | B give | C take | D do |

5 Work in pairs. Discuss the questions.

- 1 What other kinds of things do people keep to remember important moments in their life?
- 2 Do you think it's a good idea to hold on to objects that have special memories? Why/Why Not?

Vocabulary

linkers of addition and contrast

6 Look at the linking words in bold in the text.

- 1 Which add information? 2 Which show contrast?

LANGUAGE TIP

We can use *in spite of* + *-ing* in the same way that we use *despite* + *-ing*. Do not say '*despite of*'. In informal situations, we often use *though* instead of *although*.



7 Rewrite the sentences using the linking words in brackets.

- 1 I always keep old concert tickets. I never look at them again. (*despite*)
- 2 I'd love to see some of the toys from my childhood. I threw them out years ago. (*however*)
- 3 I like sticking photos into albums. I enjoy putting messages from friends next to them. (*as well as*)
- 4 I record some of my best video game moments. I don't usually watch them back. (*although*)
- 5 I keep every book I've ever read. I leave little bookmarks in my favourite pages. (*also*)
- 6 I like to wander around the historic parts of the city. I don't know very much about them. (*despite*)
- 7 I'd like to find out more about my family history. There'd be problems getting that kind of information. (*in spite of*)

8 Work in pairs. Which of the sentences in Activity 7 are true for you? Can you change any of the other sentences so they are true for you?



Then



Now

Town and city

1 The photos show Shanghai in the 1920s and today. Work in pairs. Discuss the questions.

- 1 How has Shanghai changed?
- 2 What has stayed the same?

2 27 You will hear a radio interview with a British woman talking about life in Shanghai. Listen and decide if each sentence is true or false.

- 1 Shanghai has the fastest **population growth** in China.
- 2 Shanghai has poor **public transport**.
- 3 People are concerned about the lack of **fresh air**.
- 4 **Open spaces** can be found all around the city.
- 5 There are **playgrounds** for kids in every park.
- 6 There are good **entertainment facilities** in Shanghai.
- 7 Shanghai has a **mild climate**.
- 8 Shanghai offers good **work opportunities**.

3 Work in pairs. Discuss the questions.

- 1 What sounds attractive about living in Shanghai?
- 2 What would make it difficult to live in Shanghai?

4 How are the words in bold in Activity 2 created, noun + noun or adjective + noun?

LANGUAGE TIP

Compound nouns are two or more words that are used together as a noun (e.g. *ice cream*, *playground*).

Collocations are words which are often used together (e.g. *mild climate*, not *weak climate*; *have a cup of tea*, not *take a cup of tea*).

5 Which of the nouns in the box go with *fresh*, *public* and *work* to form compound nouns or collocations?

bread book experience fruit holiday ideas
man opinion out services start toilets

6 28 You will hear three people describing where they live. Listen and match the Speakers 1–3 to the places where they live.

the city the countryside the suburbs

7 Match 1–6 to A–F to form sentences. Then listen again and check your answers.

- | | |
|--------------------------|--------------------------|
| 1 There aren't any local | A neighbourhood. |
| 2 There isn't a lot | B neighbours. |
| 3 I have friendly | C rents where I live. |
| 4 My family lives miles | D going on where I live. |
| 5 There are really high | E shops near my house. |
| 6 I live in a lively | F from anywhere. |

8 Work in pairs. Are the sentences in Activity 7 true for you? Why/Why not?

9 Which do you think is better, living in the countryside, the suburbs or the city? Use the points below to help you.

- distance you travel every day
- method of travel
- size of home
- lifestyle
- effect on the environment
- shopping

Past simple and present perfect

► GRAMMAR REFERENCE p.142

- 1 Work in pairs. Have you ever been involved in a project, for example a sports project, arts project, community project or project at work or school? What was it? Did you enjoy it?
- 2 Read the article. Would you be interested in working on this project? Why/Why not?

It's all GREEK to me

The Egypt Exploration Society and the University of Oxford (1) *have put* thousands of pieces of valuable documents, all written in ancient Greek, online as part of a project called *Ancient Lives*. They want people at home to help them translate them. The texts were written almost 2,000 years ago when Egypt was under the control of Greece. Two students (2) *discovered* them in 1896 buried under sand in an ancient rubbish dump. It took them ten years to collect almost 200,000 pieces. Since that time, the university (3) *has looked after* the documents, which include literature and letters that tell us about life 2,000 years ago.

Students (4) *have studied* the texts *for* decades but they (5) *haven't translated* them all yet. In fact, they've examined just two percent. The University of Oxford says you shouldn't worry if you've never studied Greek. You just need to match the characters the computer shows you. So anyone can have a go.



- 3 Match verbs 1–5 in the text to the uses of the past simple and present perfect A–D. You will need to use one rule twice.

We use the

- A **past simple** to talk about an action that started and finished in the past. We are talking about a specific past time.
- B **present perfect** to talk about an action that started and finished in the past but the time is unknown, unimportant or very recent.
- C **present perfect** with *for* or *since* to talk about an action that started in the past and is continuing now.
- D **present perfect** with *ever*, *never*, *already*, *yet* and *just*.

LANGUAGE TIP

We use *for* when we describe the length of an action. We use *since* when we describe the starting point of an action.

I've lived in London for two years.
I've worked here since 2017.

- 4 Work in pairs. Which time expressions are used with *for* and which with *since*?

a few days ages a long time February
I was a child last year months
my birthday this morning three hours
two minutes yesterday

- 5 Work in pairs. What is the difference in meaning between these two sentences?

- 1 They were in Egypt for ten years.
- 2 They've been in Egypt for ten years.

- 6 Work in pairs. Use the prompts in 1–6. Take turns to ask and answer questions starting with *How long*.

- 1 be / a student here / ?
- 2 know / closest friend / ?
- 3 live / in your house / ?
- 4 have / your hairstyle / ?
- 5 own / your mobile / ?
- 6 like / your favourite musician or band / ?

Article (Part 2)

► **WRITING REFERENCE** p.156 and p.164

1 Work in pairs. Discuss the questions.

- 1 Do you like reading articles about other people's lives? Why/Why not?
- 2 Whose biography would you like to read? Why?
- 3 If someone wanted to write a biography of your life, what three things should they include?

2 Look at the exam task. What three things should you put in your article? What would you write about?

You see this notice on an English-language website.

Articles wanted!

A day to remember!

What day do you remember clearly?

Why do you remember it – because of the people, the events or other reasons?

How important is it to create special memories?

Write an article answering these questions and we will put it on our website.

Write your **article** in about **100 words**.

3 Look at the blog comments on the website. Identify the cause and result in each comment.

Comments

← →
↻ ☰

1 JasonX
As people think that birthdays and holidays are important, they remember those, whether they were special or not.

2 CheesePie
I only remember to celebrate special days **because of** my girlfriend. She loves to remind me.

3 SallyT
You should try and plan special days all the time. You'll have so many more memories **as a result!**

4 Gremlinl
I miss my grandmother. **For that reason** alone, I would choose an ordinary day from my childhood, just playing around in her house. Those are the days that are special.

4 Use the linkers in bold in the blog comments in Activity 3 to complete the sentences.

- 1 Memories are all we have left when we are older. I think we should take time to plan special events with friends and family.
- 2 Work is important, but the stress, few days in the office stay in the memory for good reasons.
- 3 there are so many challenges in life, we need days when we just celebrate.
- 4 Everybody should spend time with their loved ones. They'll feel so much better

EXAM TIP

Use linkers of cause and effect to link two sentences or clauses to show a reason for an action or the result of an action.

5 Plan and write your answer to the exam task in Activity 2. Use the checklist on page 153 to write and edit your work. In particular, make sure you

- organise your ideas clearly using paragraphs
- use linkers to help organise your ideas
- use a variety of verbs and adjectives to describe your memories.



1 Complete the sentences with the correct form of *used to* and the words in brackets.

- 1 We (have) a lot more cows on our farm in the past.
- 2 I (not / miss) my school days as much as I do now.
- 3 There (never / be) as many cars on the roads.
- 4 (you / go) to the old ice skating rink?
- 5 People (visit) the shopping mall more often.
- 6 The local football team (not / play) very well, but they're good now.
- 7 (the car park / be) much smaller than it is now?
- 8 I (love) playing in the park years ago.

2 Complete the text with the linkers in the box.

also although as well as despite
however in spite

SUPER FIND!

(1) of the mess and awful decoration, David Gonzalez's house turned out to be a real treasure!

When David Gonzalez bought an old home for \$10,000 in Elbow Lake, Minnesota, he was in for a surprise. **(2)** the house was in a nice area, the building was a mess. The walls hadn't been painted for years and the windows were **(3)** in urgent need of repair. **(4)** being unpleasant to look at, the walls were packed with old newspapers to keep the cold wind out. **(5)**, for David Gonzalez, those papers were a lucky find. When he pulled them out, he found a perfect first issue of an old Superman comic. Unfortunately, there was an argument between David and a family member and the comic was torn. **(6)** having a tear, the comic sold for over \$175,000. The price of the comic made the value of the house look tiny.

3 Complete the sentences with the correct form of the verbs in brackets. What city do you think the sentences describe?

- 1 When people first (start) to live in this area, they mostly (earn) their money by farming cows.
- 2 It (become) the capital of the United States in 1789. That (last) just one year, though.
- 3 Gennaro Lombardi (move) to this city in 1895 and (open) the first pizza restaurant.
- 4 City planners (build) over a thousand kilometres of underground railway since the beginning of the twentieth century. Biologists (find) over a thousand forms of life living in that subway system.
- 5 Over the years, bankers (store) over twenty-five percent of the world's gold in safes under the main bank.
- 6 Musicians in the early days of theatre (call) the city the Big Apple. For years, musicians (dream) of performing in this city more than any other.

4 Complete the sentences with the correct word, for or since.

- 1 I've been here three years.
- 2 I haven't seen John 2015.
- 3 This bag has been on the floor yesterday.
- 4 I've been waiting ages.
- 5 I've loved Coldplay I was a child.
- 6 I've lived on this street a long time.

5 Complete the sentences with the words in the box. Which word makes a compound noun that needs to be written as one word?

entertainment fresh mild open play population
public work

- 1 They are building more grounds for kids in wheelchairs in my town.
- 2 This city has a very climate at this time of year.
- 3 We need a better transport system to discourage cars.
- 4 There are plenty of opportunities in IT here.
- 5 I prefer to leave the city for the air of the forests at weekends.
- 6 The rate of growth is quite stable now fewer people come to the city.
- 7 I think it's important to provide spaces to exercise in.
- 8 There aren't enough facilities in this town

5 Share and share alike



1 Work in pairs. Discuss the questions.

- 1 Which of the things below do people sometimes share with others?
- 2 Which do people never share?
- 3 Which things have you shared with others?

clothes food homes skills wifi vehicles

2 Read the article and answer the questions.

- 1 Which examples of sharing from Activity 1 does it mention?
- 2 What is the sharing economy?
- 3 What has made it popular today? Why?

The growth of the sharing economy


The sharing economy describes the system where people share resources. People can rent or borrow other people's items rather than buy their own. The rise of the sharing economy is the result of the internet. These days it's easy for individuals to advertise items they're happy to share and for people who want to borrow or rent things to find them. There are websites and apps that allow people to rent out spare rooms in their home or office, rent out cars, bikes and boats, and borrow tools and other household items. There are even websites that help people to exchange skills – someone might advertise *I can fix your computer. I need someone to look after my plants while I'm away.*

3 Work in pairs. Discuss the questions.

- 1 Have you or your family ever given away unwanted items? What?
- 2 Have you or your family ever shared anything for free or for money? What?
- 3 Have you ever borrowed or rented anything from another person? What and why?
- 4 What do you think are the advantages and disadvantages of the sharing economy?

Verbs related to clothes

1 Work in pairs. Have you ever borrowed or lent clothes? Why/Why not?

2  29 You will hear a conversation between Jack and his sister Lara. Listen and answer the questions.

- Where did Lara get her dress from?
- Why did she get it from there?
- Where do you think Jack and Lara are going?


3 Match 1–6 to A–F to form sentences. Listen again to check.

- Lara **tried** a lot of dresses
 - Not all the dresses in the shops
 - When Lara **put** the rental dress
 - Jack thinks Lara's bag
 - Jack has **ironed**
 - Jack says he might **take**
- A his shirt for a change.
B **fit** Lara.
C his tie **off** during the evening.
D **on**, she liked it immediately.
E **goes with** her shoes.
F **on** but none were suitable.

4 Work in pairs. Would you ever use a website like the one Lara used? Why/Why not?

5 Complete the questions with the words in bold in Activity 3.

- Does it take you long to decide what clothes to in the morning?
- Do you try to choose shoes that well your clothes?
- Do you your cap or hat when inside?
- Do you always clothes before you buy them?
- Do you your clothes after you've washed them?
- How often do you buy clothes that don't you?

6  30 Listen and check your answers to Activity 5.

7 Work in pairs. Take turns to ask and answer the questions in Activity 5.

Order of adjectives

8 Look at Lara's description of a dress she liked. Complete the rule with the words in the box.

colour material opinion size


One was a really lovely long red silk dress. I loved it but sadly it didn't fit me.

When we use more than one adjective to describe something, we put the adjectives in this order:

opinion

9 Put the adjectives in the correct order in the sentences.

- I've bought Mike a (*green / silk / lovely*) tie.
- Can I borrow a (*cotton / white*) shirt?
- Look at that (*red / awful / woollen*) jumper!
- I like those (*brown / unusual / leather*) trainers.
- Hanna's wearing a (*tight / yellow / horrible*) tracksuit.
- I need a (*leather / black / small*) laptop bag.

10  31 Listen to the sentences in Activity 9 and mark the intonation on the adjective and noun combinations. Then, listen and repeat the sentences.

- I've bought Mike a lovely green silk tie.

11 Work in pairs. Turn to page 135 and follow the instructions.



Gap-fill (Part 3)

► EXAM FOCUS p. 168

1 Work in pairs. Discuss the questions.

- 1 Do you drive? If not, would you like to?
- 2 Which car in the photos would you prefer to drive? Why?
- 3 What can you tell about a person from the car they drive?

EXAM TIP

Before listening, quickly read the notes and decide what type of information is missing, for example, a name, a date, a place, a noun. Look for articles, pronouns, prepositions, etc. before and after the gap to help you.

2 You will hear a woman talking about a rent-a-car company's website. Before you listen

- decide what kind of information is missing in each gap. What helps you?
- look for key vocabulary around the gap. How might the speaker express those ideas in different words?

3 Work in pairs. Compare your ideas in Activity 2.

4 32 For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

5 Work in pairs. Discuss the questions.

- 1 Did you correctly predict the type of information that was missing?
- 2 How much did this help you to concentrate and fill the gaps?

6 Work in pairs. Discuss the questions.

- 1 Would you like to use a service like Drivester? Why/Why not?
- 2 Would you ever rent your car to a stranger? Why/Why not?
- 3 Do you think it's a good idea for people to rent out their cars? Why/Why not?



RENT A SPORTS CAR WITH **DRIVESTER**



Who can rent a car?

You must be more than (1) years old.

How do you book a car?

Search by vehicle type or by travel (2)

Complete a booking form online.

Pay extra if you want the owner to (3) the car.

What happens next?

On the day you rent a car, present your (4) to the owner.

When you finish, just return the car.

Write an online (5)

How much does it cost?

Various costs, but lower than other companies.

During the (6), charges can increase.

Comparatives and superlatives

► GRAMMAR REFERENCE p.143

1 Read a page from the Drivester website and answer the questions.

- 1 What do you think the purpose of the page is?
- 2 What are some of the benefits of using the company?

WHY USE **DRIVESTER**?

This is what our customers say

'Using Drivester was **as easy as** borrowing my mum's car. Sadly, that's not a sports car!'

'Knowing I didn't have to pay for expensive insurance made the experience **much less stressful**.'

'It was **much more convenient** and **not as expensive as** I imagined. Great for special occasions.'

'Renting a sports car when you need it is **much cheaper** than having your own!'

'Booking was **easier** than I expected. A few clicks and I got myself a sports car!'

2 Match the words in bold in Activity 1 to rules A–E.

Compare two or a group of things using comparatives or superlatives.

- A With one-syllable adjectives and adverbs, add *-er* and *-est*.
- B With two-syllable adjectives ending in *-y*, replace the *-y* with *-ier* and *-iest*.
- C With longer adjectives and adverbs, use *more* and *most* or *less* and *least*.

Other comparative forms

- D Use *as + adjective + as* to mean *to the same degree*.
- E Use *not as + adjective + as* to mean *a smaller amount*.

LANGUAGE TIP

Use words like *much* or *a little* before a comparative adjective or adverb to say there's a big or small difference.

*That car's much more expensive.
This one's a little cheaper.*

3 Complete the sentences with the correct comparative or superlative form the word in brackets.

- 1 For some people, a car's design is the (important) thing.
- 2 For me, driving is much (enjoyable) than being a passenger.
- 3 Cycling is (healthy) than other forms of transport.
- 4 Electric cars are (quiet) of all.
- 5 Travelling by bus is a little (cheap) than travelling by car.

4 Compare each pair of items using *less* or (*not*) *as ... as* and the adjective in brackets. Make sentences you think are true. Then discuss your ideas with a partner.

Example: *owning a car / renting a car (good)*
Renting a car is not as good as owning a car.

- 1 public transport / private transport (convenient)
- 2 owning a car / renting a car (expensive)
- 3 cars in the past / cars today (safe)
- 4 big cars / small cars (popular)
- 5 riding a bike / riding a motorbike (dangerous)

5 Complete the sentences with the correct form of the adjective in brackets.

- 1 Which do you think is (convenient), travelling by car or bus?
- 2 How could travelling around your home town be (easy)?
- 3 What's the (expensive) way to travel across your country?
- 4 What's the (unusual) form of transport you've ever used?
- 5 Do you think walking is as (healthy) as cycling? Why/Why not?
- 6 What's the (far) you've ever travelled?

6 Work in pairs. Discuss the questions in Activity 5.

Multiple matching (Part 2)

► EXAM FOCUS p.166

1 Work in pairs. Look at the photos of homes in the two texts and answer the questions. Use the adjectives in the box to help you.

- How are the homes different from and similar to each other?
- How are they different from or similar to your home?

attractive brand new cosy energy-efficient
modern peaceful tiny traditional

2 What do you think a home exchange is? Why do people do it? Read the advertisement to check your ideas.



A HOME FROM HOME

Do you want to see other parts of the world without breaking the bank? Then home exchange could be for you. You live in someone else's house while they live in yours, from a few days to a few weeks.

It's not just about saving money. It gives you a chance to see places that aren't on the tourist map and meet local people.

Visit our home exchange website at www.home-swapit.com. Just add a description of your home, explain where you'd like to stay and find your perfect match.

3 Find expressions in the advert in Activity 2 that mean the same as expressions 1–6.

- financial advantages aren't the only reason to do it
- go to our homepage about exchanging homes
- include details about what your home is like
- between a long weekend and a month or so
- you have the opportunity to visit locations that holidaymakers don't often go to
- say what places you want to go to

EXAM TIP

Don't match a person with a description because one or two words are repeated. Look for words or phrases which express the same idea

4 The people below all want to exchange their homes for one in London. On the opposite page are advertisements for eight homes in London. Decide which home would be the most suitable for the following people. Underline the words in the descriptions which help you choose your answer.

- Fernando and Manuela would like to be in a central location where they can enjoy views of the city centre. They are hoping to see several musicals. Manuela doesn't like cats.



- Ben and Lynne want a house from which they can drive to places outside London and learn about how people used to live. Their two sons want to be able to play tennis and go swimming. They don't mind pets.



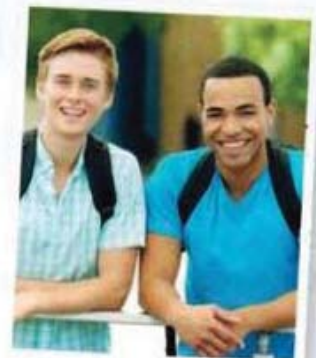
- Claire and Tom have two young children. They are an active family who want to see both the countryside and central London. They don't have a car so will need to use other forms of transport.



- Anne wants to learn about history of art and watch plays. She'd like a safe and peaceful home close to the centre. She has pets at home.



- Andre and Lionel are flatmates. They want to go out dancing and try food from different countries. Taking regular exercise is important to them.



Holiday home exchange

Enjoy a fantastic city holiday by exchanging your home with one of these fantastic homes in London.

A Four-bedroom house

We have a lovely four-bedroom house away from the city centre. There's a **garage**, a **garden** and **antique furniture**. The location offers easy access to several beautiful historic places by road with a leisure centre and pool just ten minutes away on foot. We have a dog that needs looking after.

B Small modern flat

I live on the top floor of an old **town house** in a busy street in central London. It's a small but very modern **flat** with **blinds** and **wooden floors**. There are lots of small art galleries nearby and a bus to Camden market. Just around the corner is a gym.

C One-bedroom flat

I have a quiet one-bedroom flat upstairs on the top **floor** of a house in central London with good security. It's just two kilometres from the central cultural sites of London, including many theatres and galleries. There's a bus stop just down the road. I have a cat to feed.

D Two-bedroom flat

We live in a large two-bedroom flat on the third floor of a block in the centre. There's a **balcony** from which you can see many famous buildings, and luxury **curtains** and **carpets** in all rooms. Several popular London theatres are just a short walk away. No pets are allowed in the building.

E Large house

We have a big village house to offer just outside London. It's close to a large train station and Windsor Castle. We have a very large garden for you to relax in during the summer and an open fire to keep you comfortable in winter.

F Two-bedroom flat

We live in a two-bedroom flat on the twelfth floor with **air conditioning**. Our central, luxury block of flats has a gym, a pool and a secure **entrance**. Walk around the corner to find local nightclubs and restaurants serving meals from around the world.

G Cottage

We live in a **cottage** opposite a large forest with a beautiful lake where you can try different water sports. You can borrow our bikes to get around the area or take one of the regular trains to the city centre. There are two first-floor bedrooms and an **office** which can be used as a small bedroom.

H One-bedroom flat

I have a one-bedroom flat with **central heating** and great views of south London in a quiet, safe street. You can try the European restaurants nearby or take a train to central London. It's close to Wimbledon tennis club and an hour from the coast. A spare **duvet**, a **blanket** and a **fan** are available.

- 5 Work in pairs. Which home from the website would you like to live in for a month? Why?

Vocabulary

House and home

- 6 Put the words in bold in the advertisement under the correct heading: *types of home, parts of a home or things you find in a home.*

- 7 Complete the sentences with words from Activity 6. Which sentences are true for you?

1 I'd prefer to exchange my home for a in the city than a in the country.

- 2 I like modern sofas and chairs, not
- 3 I'd rather sit out and enjoy the sunshine in a than on a
- 4 I like wooden floors more than on the floor.
- 5 I prefer to sleep under a woollen than a with feathers in it.
- 6 I'd rather have to keep cool in summer than to keep warm in winter.


- 8 Write a description of your perfect holiday home. Then read your classmates' descriptions. Which home would you like to stay in?

Individual long turn (Part 2)

► **EXAM FOCUS** p.169

1 Work in pairs. Look at the photos showing people learning different skills and discuss the questions.

- 1 What's happening in each photo?
- 2 What could you describe in each photo?

2  **33** Listen to a student describing photo A. What does she describe?

3 Listen again. Tick the adjectives that the student uses. Do you think these are less common than the unused ones?

huge silver-haired big colourful nice
plain striped boring serious middle-aged
bright new

4 Which word in each pair below do you think are less common and so show a better level of English?

- 1 cheerful – happy
- 2 not new – experienced
- 3 helpful – kind
- 4 attractive – nice
- 5 comfortable – cosy
- 6 clean – neat
- 7 dull – boring
- 8 large – enormous

5 Which adjectives in Activity 4 could you use to describe photos B and C? What other adjectives could you use?

EXAM TIP

Try to use some less common adjectives when describing the photo. If you use a good range of vocabulary, you will get a better mark.

6 Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. Note down some of the adjectives your partner uses to describe their photo. Do they help to show a good level of English?

7 Work in pairs. Do you have any of the skills in the photos? Would you like to have them? Why/Why not?




too and enough, so and such

► GRAMMAR REFERENCE p.144

- 1 Work in pairs. What do you think a skills-swapping programme is? Read the article to check your ideas. What could you swap?

Skills-U-Swap

Do you cook wonderful Italian food but need help with your computer? Do you need someone to look after a pet and in return you can drive them to the airport? Can you teach someone how to sew in exchange for learning how to paint? Then why not join a growing community of people on Skills-U-Swap.org to exchange a skill you have for a skill you want or need.

- 2  34 Listen to two people talking about Skills-U-Swap. Was each person's experience positive or not? Why?
- 3 Listen again and complete the quotes with the words you hear.
- I thought it was such a thing to do.
 - My profile wasn't enough for most people.
 - It was just too to find someone to swap with.
 - Skills-U-Swap is so and it came at just the right time for me.
 - I no longer had enough to go home and feed my dog.
 - There are such kind people on the site.
- 4 Look at the examples of *too* and *enough* in the sentences in Activity 3 and complete the rules with *before* or *after*.
- We use *too* an adjective.
 - We use *enough* an adjective or a noun.

LANGUAGE TIP

We use *too* and *not enough* to say we're unhappy about a situation.

I'm too busy to cook for myself so I get takeaways. I don't have enough time to go food shopping either.

- 5 Choose the correct words to complete the sentences.
- It's *enough* / *too* hard to find the time to share skills.
 - I don't have *enough skills* / *skills enough* to share with people.
 - My French is *good enough* / *too good* for me to teach others.
 - My cooking skills *are* / *aren't* good enough to share. I burn everything!
 - People say I'm *too* / *very* good at taking photos.
 - I'd love to help but I *have* / *don't have* enough time.
- 6 Look at the examples of *such a*, *so* and *such* in the sentences in Activity 3 and complete the grammar rules.
- We use before an adjective or adverb.
 - We use before (an adjective +) a singular noun.
 - We use before (an adjective +) a plural noun or uncountable noun.
- 7 Complete each sentence with *so*, *such* or *such a*.
- Sharing skills is great way to save money.
 - I've made amazing friends by swapping skills.
 - You can't swap skills easily in emergencies.
 - I have relaxed schedule that I can swap skills.
 - It's fantastic to get help with things you can't do.
 - Housework is boring. Will someone do it for me?
- 8 Use the prompts to form sentences about your skills.
- Example: *Sharing skills is / so*
Sharing skills is not so useful for me.
- Cooking is / *such* / *to do*
 - I get / *so* / *when I*
 - I'm not / *enough to* / *most days.*
 - I don't have / *enough*
 - Learning another language is / *so*
- 9 Work in pairs. Tell each other your ideas from Activity 8 and give reasons.



Email (Part 1)

▶ **WRITING REFERENCE** p.156 and p.163

1 Work in pairs. Discuss the questions.

- 1 Have you ever done a language exchange where you teach someone your language and they teach you theirs?
- 2 What are the benefits of a language exchange?
- 3 What language would you like to learn, other than English?

2 Read the email from Marzia to Adam and Adam's notes.

- 1 Why is Marzia writing to Adam?
- 2 What four things does Adam want to include in his reply?

Hi Adam,

I saw on the Skills-U-Swap website that you speak English and that you'd like to learn Italian. Well, I'd love to teach you Italian if you can help me with my English. Could we do a language exchange next week? — *Yes, suggest a day*

We could meet at the library or go to a café. Which would you prefer? — *Tell Marzia*

What kinds of thing would you like to learn? — *Suggest ...*

Look forward to hearing from you.

Marzia

3 Read Adam's reply to Marzia. Does he include all the information in his notes in Activity 2 in his reply?

Hi Marzia,

It was great to get your email. I'd love to accept your offer of a language exchange. I think it'll be a fantastic way for us to learn.

I'm free any day next week. How about meeting on Tuesday at 6 p.m.? I suggest meeting in a café. It's not as quiet as the library so we can talk more easily. The one on George Street does amazing coffee.

I'm not exactly sure what I want to learn. Why don't we talk about it when we meet next week? You could email me your ideas though.

Looking forward to it!

Adam

EXAM TIP

You must include all the information in the notes in your reply. If you don't, you will get a lower mark.



4 Find four suggestions in Adam's reply. What language does he use?

5 Complete the suggestions with the correct form of the verbs in the box.

give have spend start

- 1 Why don't we with some grammar?
- 2 How about lessons twice a week?
- 3 I suggest each other homework.
- 4 We could thirty minutes on each language.

6 Plan and write your answer to the exam task below. Use the checklist on page 153 to write and edit your work. In particular, make sure you have used appropriate phrases for giving suggestions.

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

From: Emma

Subject: Skills swap

Hi,

Thanks for your email about helping me to sort out my computer problems. It'll be such a big help. — *Great*

I'll be really happy to teach you something in return. I'm very creative. What skill would you like to learn? — *Suggest*

When can we meet? I'm free most evenings and weekends. — *Suggest a day and time.*

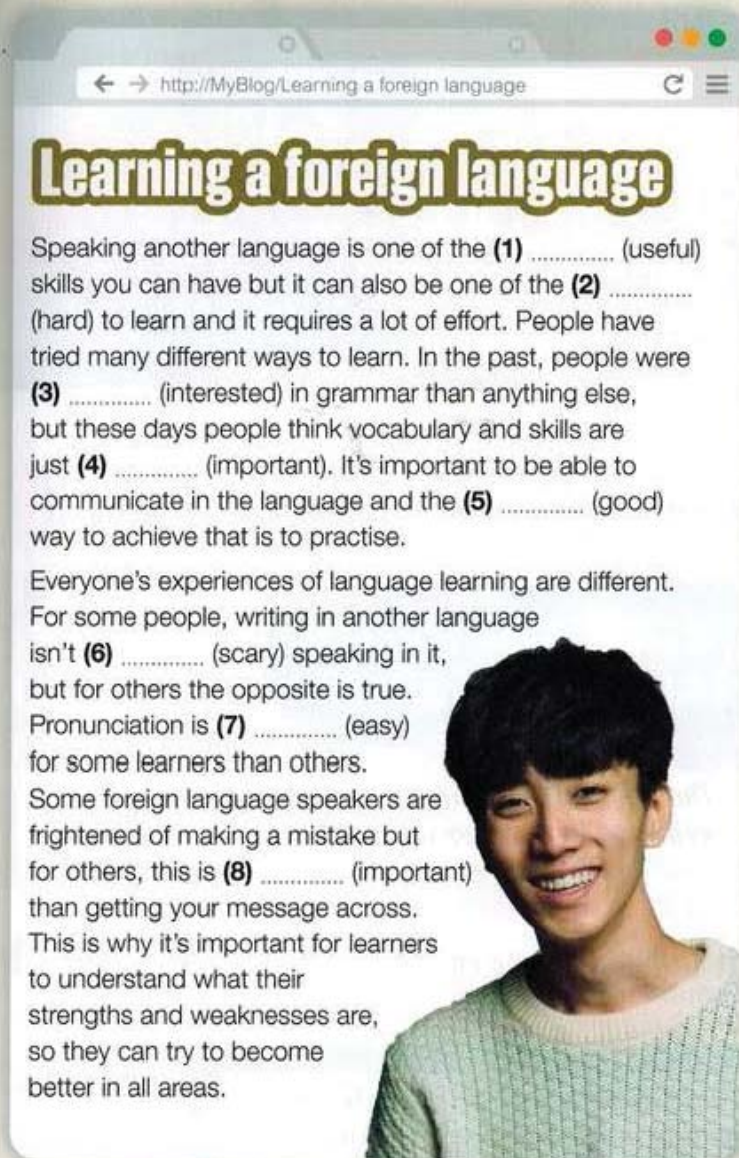
Would you like me to bring my computer to you or would you prefer to come here? — *Tell Emma.*

Thanks so much again.

Emma

Write your **email** to Emma, using **all** the notes. Write about **100 words**.

1 Complete the blog with the correct form of the adjectives in brackets.

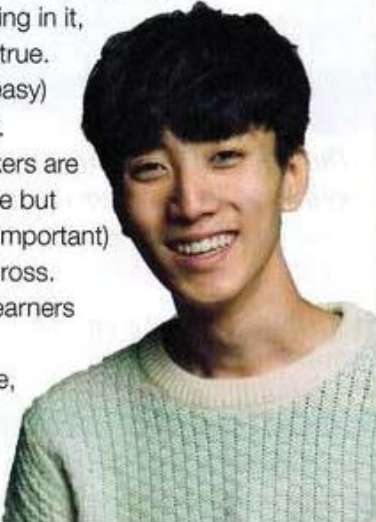


http://MyBlog/Learning a foreign language

Learning a foreign language

Speaking another language is one of the **(1)** (useful) skills you can have but it can also be one of the **(2)** (hard) to learn and it requires a lot of effort. People have tried many different ways to learn. In the past, people were **(3)** (interested) in grammar than anything else, but these days people think vocabulary and skills are just **(4)** (important). It's important to be able to communicate in the language and the **(5)** (good) way to achieve that is to practise.

Everyone's experiences of language learning are different. For some people, writing in another language isn't **(6)** (scary) speaking in it, but for others the opposite is true. Pronunciation is **(7)** (easy) for some learners than others. Some foreign language speakers are frightened of making a mistake but for others, this is **(8)** (important) than getting your message across. This is why it's important for learners to understand what their strengths and weaknesses are, so they can try to become better in all areas.



2 Complete the sentences with the verbs in the box.

fit go iron puts take trying

- I always fold my clothes carefully after I them off.
- It's annoying when I buy something that doesn't
- I never buy clothes without them on first.
- Does this shirt with these trousers?
- I all my clothes so I look smart.
- My sister on the first item of clothing she sees in the morning.

3 In which four sentences is the order of adjectives incorrect? Correct the incorrect sentences.

- I bought myself a nice purple long scarf.
- Where are my expensive black leather gloves?
- I'm cold. Can I borrow that blue big woollen jumper?
- I've just bought a lovely silk white shirt.
- John wears those ugly white trainers every day.
- I'm going to buy myself a leather short black jacket.

4 Complete the sentences with *too*, *enough*, *so*, *such* or *such a/an*.

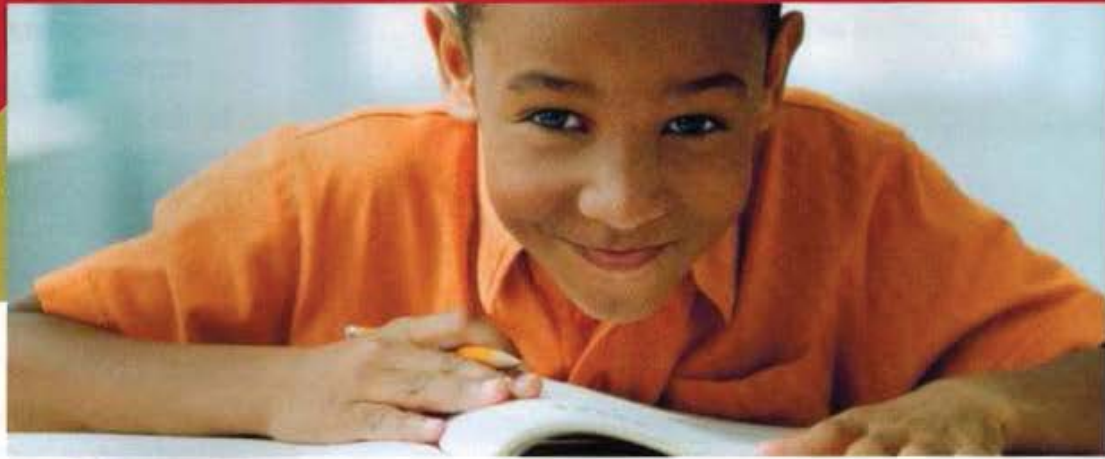
- It's lovely day out there. Let's go out.
- There aren't chairs for everyone. I'll stand up.
- The film was amazing. I loved it!
- I can't believe I forgot your birthday. I'm idiot!
- My phone's big for my pocket so I have to hold it.
- The view from our hotel window was fantastic!
- You're getting married? That's great news!
- Our house isn't big for more than two people.

5 Match the words in the box to their definitions 1–9. Then tick the things that describe your home and what's in it.

air conditioning antique furniture blind central heating cottage duvet entrance flat garage

- System that warms up your home
- A piece of material or pieces of wood that cover a window
- Old and often valuable tables, chairs, bookcases, etc.
- The place where a car is kept
- The door you go through to enter a building
- A small house in the country
- A large cloth bag filled with material or feathers which you put over you in bed
- System that keeps a room cool
- A home made up of some rooms in a larger building

6 You live and learn



- 1** Look at the excuses for not doing homework. Which of these might you use? Which is the worst? What excuses have you used for not doing homework?

Ghosts stopped me doing my homework.

The police needed my homework as evidence in an important case.

My mother took it to have it framed.

Our heating broke and we had to burn everything to stop ourselves freezing.

I thought I would do it tomorrow, because I'll be older and wiser then.

I was at a government meeting all day to demand higher pay for teachers!

- 2** Work in pairs. Discuss the questions.

- 1 What were your school days like when you were younger? Are you still studying now?
- 2 What are the good things about learning new things?
- 3 Do you think you will ever completely finish studying? Why? Why not?
- 4 What is the best lesson you have ever learnt?

General questions (Part 1) and Discussion (Part 4)

▶ EXAM FOCUS p.168 and p.169

1 Work in pairs. Look at the advert and discuss the questions.

- 1 Would you like to work with children?
- 2 What do you think you could teach well?
- 3 What kind of values or qualities do teachers often want to pass on to children?



Are you good with children? Do you have a sport or skill you could teach? Then we'd like to hear from you. Have fun and help our kids develop the values and qualities they'll need in the future.

2 ▶ **35** Listen to the manager of the youth club talking to Ellie. What is Ellie's skill? Does she sound enthusiastic? Why?

3 Match the questions (1–4) to Ellie's responses (A–D).

- 1 Tell me about a skill you have.
 - 2 How long have you been doing that?
 - 3 How would you get to the youth club?
 - 4 Which do you like best, working with children or young teenagers?
- A Well, I (1) working with young kids and I've been doing children's birthday parties for about three years. These days I (2) play music for the radio and I'm working at the hospital.
- B I'm (3) DJ-ing. I just (4) listening to songs and I (5) getting people to get up and dance.
- C My (6) thing is working with very young children, but I (7) working with either to be honest.
- D I (8) cycling so when the weather's good, I can cycle. I (9) cycling when it's cold or windy, but I can always take the bus.

4 Listen again and complete the responses (A–D) in Activity 3 with the words in the box. What word forms come after the gaps?

don't mind 'd rather favourite love
mad about 'm keen on 'm really into
'm not really into 've always loved

5 ▶ **36** Look at the two sets of questions below and listen to extracts from Parts 1 and 4 of a speaking test. In which part

- A are you asked about your life?
- B are you asked about your attitudes and opinions?
- C are you expected to expand your answer with more information, such as examples and/or reasons?
- D do you answer alone?
- E might you be asked to comment on your partner's answer?

Part 1

- Tell us about the people you live with.
- Tell us about your English studies.
- How often do you watch television?
- How do you get the news?
- Which do you prefer, reading a book or watching a film?

Part 4

- Do you like to go to parties?
- What kind of parties do you like?
- Do you prefer to go to parties in people's homes or in a restaurant or club? Why?
- What do you think is the best activity to do at a party? Why?
- Is it important to spend time with other people in social situations?
- Do you think people spend enough time with their family these days?

6 Work in pairs. Take turns to ask and answer the Part 4 questions in Activity 5. Listen to your partner's answer and then answer one of these questions about their answer.

- How/What about you?
- Do you agree?
- What do you think?

Multiple choice, short texts (Part 1)

► EXAM FOCUS p.166

1 Work in pairs. Discuss the questions.

- 1 Look at the advert. Does this look like an interesting high school? Why/Why not?
- 2 Do you think it's a good idea for young people to learn to fly planes?

STUDY AT PONATAHI SCHOOL, NEW ZEALAND



Taking students from 6 to 18 years old, we prepare young people for the future. In fact, we take careers so seriously that all our high school students have the option to get a professional pilot's certificate, as well as their academic qualifications. We have strong links with the local flying school and flying lessons start from age 15 onwards. Our students gain a qualification that's respected in the industry. You won't regret your decision to study at Ponatahi School.

2 Look at the notice in the flying school and answer the questions.

- 1 What does 'at least' mean?
- 2 What can the students do after going to six classes?
- 3 Who needs to be with them?

For your first flight you must

- have attended **at least** 6 hours of safety classes
- be accompanied by an experienced pilot.

3 Choose the sentence below that best matches all the ideas you discussed in Activity 2.

- A People are allowed to fly a plane after attending six lessons.
- B After passing the safety part of the course, students can fly alone.
- C The minimum number of safety lessons is six per student.

4 Look at the options in Activity 2 again. Why were the other two answers wrong?

- 1 The opposite was stated.
- 2 This information wasn't discussed.

- 5 Work in pairs. Look at the text in each question. What does it say? For each question, choose the correct answer. Which words helped you to identify the correct answer?

1

To: All students **Subject:** Building work changes
Wheelchair access to the second floor is not available at the moment. Please check with the office before attending class, **in case** there are room changes.

- A Students in wheelchairs can only use the second floor.
B None of the students have access to the second floor.
C Students might need to go to a different classroom.

2

Polite Notice

Students are not permitted in the laboratory at all unless the member of staff **in charge** is present.

- A Students cannot go inside without a responsible school employee.
B Only certain school employees are allowed into this place.
C Students need special permission to work alone here.

3

Already studying with us?

Put your name down for your next course before Friday **at the latest** and get 20 percent off.

- A New students can get a discount if they register before Friday.
B There is a discount available for students at the college until Friday.
C The only day the discount is available to old students is Friday.

4

Hi Susie. We need to give the college office an **up-to-date** copy of our certificates to sign up for our new course. I'm going in tomorrow. I can take yours if you want. Jack

Jack is offering to

- A deliver something to the college office for Suzie.
B show Suzie where the college office is.
C collect something from the college office for Suzie.

5

Dad

I bought one of those memory sticks that were **on sale** last week in the supermarket but it isn't working. Could you take it back and ask for a refund? It's on the kitchen table, with the receipt.

Elliot

The boy wants his dad to

- A return the memory stick and get the money back.
B exchange the memory stick for a new one.
C lend him the money so he can get a memory stick.

- 6 Work in pairs. Discuss the questions.

- 1 Do you pay much attention to notices around you?
2 Where do you see notices, labels or information in English?

Vocabulary

prepositional phrases

- 7 Match the phrases in bold in the adverts and notices to the definitions 1–8.

- 1 not less than
2 modern or recent
3 available to buy
4 not even slightly
5 to have control
6 no later than
7 this is surprising but
8 a way of being safe from something that might happen

- 8 Complete the sentences with the phrases in bold in the adverts and notices.

- 1 I need to learn English by the end of the year
2 I used to think blogging was boring., it's a lot of fun.
3 When I buy books online, I have to pay £5 for postage.
4 I love watching comedies in English but I don't like documentaries
5 There's one website I always go to for news.
6 I'd like to be of running my own shop or café.
7 I always wait until clothes go more cheaply before I buy them.
8 I always take notes in class I forget something.

- 9 Work in pairs. Are the sentences in Activity 8 true for you? Why/Why not? Can you change the untrue sentences so they are true for you?



Past simple and past continuous

► **GRAMMAR** REFERENCE p. 144

1 Work in pairs. Discuss the questions.

- 1 Is it important to learn new things throughout your life? Why/Why not?
- 2 What new skill would you like to learn? Why?

2 **37** Listen to a telephone conversation between two friends, George and Jo. Why is George calling?

3 Listen again. Decide if each sentence is true or false.

- 1 Jo said she wanted to take an evening course.
- 2 It was free for the audience to watch the end-of-course performance.
- 3 George saw a friend perform well.
- 4 Course lessons are once a week for four weeks.
- 5 Jo thinks that George is naturally able to tell jokes.
- 6 George believes that difficult things are more rewarding.

4 Work in pairs. Discuss the questions.

- 1 Would you like to attend this course? Why/Why not?
- 2 What skills do you need to tell a joke well?
- 3 Do you think that people from other countries understand jokes from your country? Why/Why not?

5 Look at sentences A–C from the conversation and answer the questions.

- A As I was looking for the football results last night, I saw an ad for a comedy course.
- B On the last night of my friend's course, she did a live performance.
- C While he was telling his jokes, the audience were talking!
- 1 Which sentence describes one completed past action?
 - 2 Which sentence describes a past action in progress when another action happened?
 - 3 Which sentence describes two past actions in progress at the same time?

LANGUAGE TIP

We can use *while*, *as* or *when* to show that two past actions happened at the same time. The *while*, *as* or *when* clause can come at the beginning or end of the sentence.

6 **38** Listen to sentence C from Activity 5. How are *was* and *were* pronounced? Is this the same as they are pronounced in *Was it ... ?* and *Were you ... ?* Why not?

7 Work in pairs. Student A: turn to page 135. Student B: complete the funny story below with the correct past simple or past continuous form of the verbs in brackets. Discuss your answers with another Student B.

A father (1) (walk) past his son's bedroom door one day when he (2) (notice) that the bed was made and everything (3) (look) tidy. His son, Oli, (4) (expect) a school report later that day, and his grades hadn't been good lately. It wasn't going to be great news. The father (5) (stop) at the door, and then he (6) (see) it! There was an envelope resting on the pillow and he (7) (fear) the worst!

The letter said:

'Dad,

I'm in love with Josie. I (8) (know) you and Mum wouldn't approve, so last week, Josie and I (9) (discuss) what to do. In the end, we (10) (decide) to leave home together. We're going to get tattoos of each other's names and live in a tent until one of us gets a job that doesn't need qualifications.

Love Oli

PS Actually, I (11) (go) round to Jason's house about an hour ago. I just (12) (want) to remind you that there are worse things than the report card that's on the kitchen table! I'll be back when it's safe to come home.'

8 Student A and Student B work together. Tell each other the funny story you just read. Which is funnier?

Education

1 Work in pairs. Discuss the questions.

- 1 What kind of student were you at primary school?
- 2 What did your teachers say about you in your school reports?

2 Read the school reports below. Which do you think is the meanest? Have you ever had mean comments in a school report?

Mean school reports

Obviously, although we might work hard most of the time, we all have some bad days at school. If you thought your school reports were bad though, you'll soon change your mind. These teachers' comments will definitely make you feel better about your own efforts!

Generally, she has **made progress** this year and when the teachers **set homework**, she completes it. However, as we said previously, she still gets disappointed when classwork interrupts her conversations.

Basically, the stick and the carrot always need to be really obvious before this student decides to **revise for tests**.

We think Duncan is probably lazy and **finds it hard to concentrate**, but we cannot tell because he rarely **attends class**.

We originally thought the improvement in Jack's handwriting after he **registered for** extra classes was a positive thing, but unfortunately it has also shown his inability to spell.

3 Read questions 1–6. Replace the phrases in *italics* with the phrases in bold in the text in Activity 2 with a similar meaning. You may need to make some changes.

- 1 Did you *have difficulties paying attention* in certain classes? Which ones?
- 2 When the teachers *give you school work to do at home*, do you always do it? Why/Why not?
- 3 Do you always *go to lessons*? Why/Why not?
- 4 Do you think you've *improved* in your English classes? Why/Why not?
- 5 Would you like to *sign up for evening classes*? Why/Why not? Which one?
- 6 Do you find it difficult to *prepare for exams*?

4 Work in pairs. Discuss the questions in Activity 3.

Adverbs

LANGUAGE TIP

There are a lot of different types of adverbs, but the most common types are formed by adding *-ly* or *-ally* to an adjective.

5 Find the adverbs in the text in Activity 2. Then complete the sentences with adverbs with a similar meaning to the phrases in brackets.

- 1 I couldn't really concentrate because he was asking questions. (all the time)
- 2 This classroom was used as an office. (in the beginning)
- 3 I tried really to pass the test. (with a lot of effort)
- 4 my sister refused to come on the course. (to give a brief summary)
- 5 We did our projects on similar topics. (in a broad way)
- 6 My partner looked confused and didn't understand. (without any doubt)
- 7 My sister revised so much, but she didn't pass. (when something happened that you didn't want to happen)
- 8 I had more free time but I've been so busy since taking up a new class. (before)

LANGUAGE TIP

George works hard means George works a lot.
George hardly works means he works very little.

6 Look at the rules of life that you don't learn in school. Do you think they are true? Try and use at least two adverbs in your responses.

- 1 Basically, life is unfair. Learn to deal with it.
- 2 You definitely will not be earning a \$50,000 salary straight out of school nor move into senior management until you have earned the right.
- 3 How you treat the people around you is much more important than what grade you got.
- 4 No matter how hard you work, there is no point unless you eat well, exercise and get out in the fresh air.

7 What rules of life have you learnt outside of school? Think of two examples.

EXAM TIP

Make sure that all the parts of the option you choose match what the speaker says.

**Multiple choice, short texts (Part 2)**

► **EXAM FOCUS** p.168

- 1 Do students in your country tend to move to a new town to study at university or study while they live at home? How do you think the two experiences are different?
- 2 **▶ 39** Listen to Eva talking to a friend. Where has Eva just been?
- 3 Look at question 1 in Activity 4. Match the topics (1–3) to the options (A–C). Which pair says the same thing?
 - 1 I doubt they have air conditioning or anything invented in the last two centuries.
 - 2 They can only fit a few people in each class.
 - 3 The journey took ages, and that was without any traffic jams.
- 4 **▶ 40** For each question, choose the correct answer.
 - 1 You will hear a girl telling her friend about a visit to a university. What does the girl say about the university?
 - A It was close to home.
 - B There were lots of modern buildings.
 - C The teaching rooms were quite small.
 - 2 You will hear two students talking about moving into student accommodation. What does the boy regret?
 - A getting rid of something
 - B upsetting his neighbours
 - C taking too many things
 - 3 You will hear a girl telling her friend about a geography trip. How does she feel about it?
 - A pleased with the results of her research
 - B grateful that she got some help
 - C happy to repeat the experience
 - 4 You will hear two friends talking about the homework they have been set. The girl advises the boy to
 - A begin the work well in advance.
 - B keep clear notes from reading.
 - C check with other students in the class.
 - 5 You will hear two students talking about a book they have read. What do they agree about it?
 - A The language was sometimes challenging.
 - B The ideas were useful for their course.
 - C It was just the right length.
 - 6 You will hear two friends talking about a concert they both went to. They agree that
 - A they returned home much too late.
 - B they found the sound quality annoying.
 - C they thought the tickets were expensive.
- 5 **Work in pairs. What advice would you give to a young person moving to study in a new town?**

Past perfect

► GRAMMAR REFERENCE p.145

1 Work in pairs. Do you think there are different types of intelligence? Why/Why not? Do you think it affects how students learn in class?

2 Read the article about Kim Ung-Yong and answer the questions.

- 1 What did Kim learn before he was two?
- 2 What did Kim finish before he was 16?
- 3 How long did he spend at NASA before he left the USA?
- 4 What did Kim do before he started his planning job?



One of the most intelligent people in the world is Korean engineer Kim Ung-Yong, who has an IQ of 210. (1) By the time Kim was two he'd learnt to read four languages. (2) He could solve complex maths problems aged four and had already attended university classes for three years when he turned seven. (3) By the time he celebrated his 16th birthday, he'd spent four years working for NASA in the USA and had completed a physics PhD. However, he missed his family, so soon returned home. He decided to change direction and study engineering. Although he was offered a place at a top university, he chose to attend his local university instead. (4) After he'd graduated with his second PhD, he started work at the planning department of a medium-sized development company, where he worked happily for many years. Kim believes his life to be successful, but the Korean media criticised his career choices, calling him a 'failed genius'.

3 Work in pairs. Discuss the questions.

- 1 Are you surprised by Kim's choices? Why/Why not?
- 2 Do you agree that he is a 'failed genius'? Why/Why not?

4 Look at the two underlined verb forms in sentences 1–4 in the article and answer the questions.

- 1 Which action happened first in each sentence?
- 2 What verb form is used to describe the action that happened first?

LANGUAGE TIP

We use the past perfect to emphasise that one past action happened before another past action.

5 Complete the sentences with the correct past simple or past perfect form of the verbs in brackets.

- 1 By the time Christopher Langan (be) three years old, he (teach) himself to read.
- 2 By the time chess player Judit Polgár (be) 16, she (become) an International Grandmaster, the highest position in the game.
- 3 Alia Sabur (already / become) the world's youngest university professor when she (turn) 19.
- 4 Andrew Wiles (already / solve) one of the most difficult maths problems in the world by the time he (start) secondary school.
- 5 When Christopher Hirata (celebrate) his 16th birthday, he (already / start) working for NASA.
- 6 Akrit Jaswal (manage) to perform his first operation aged seven because he (read) lots of books about it.

6 You are going to talk about someone you consider to be a successful person. Make notes about

- the name of the person and the person's background.
- what the person had achieved by the time they finished school and was in their twenties/thirties/forties, etc.
- why you think the person was successful.
- why you admire the person.

7 Work in pairs. Take turns to tell each other about the person in Activity 6. Who do you think is the more successful person?

Story (Part 2)

► **WRITING REFERENCE** p.157 and p.165

- 1** Read the exam task. Have you ever had a time when you had a lucky escape and managed to avoid problems? What happened?

Your English teacher has asked you to write a story. Your story must begin with this sentence.
It was such a lucky escape!
 Write your **story** in about **100 words**.

- 2** Work with a partner. How might you have a lucky escape from the situations below?
- a time when the weather became dangerous
 - a time when you did something that you would usually be told off for
 - a time when you nearly had an accident
- 3** Read one student's lucky escape story and answer the questions.
- Why was the boy going to fail the test?
 - Why do you think the boy put his exam paper in the middle of the pile of exam papers and ran out of the room at the end?

The great exam escape

It was such a lucky escape! Before the exam started, the strict chemistry teacher had warned the students, 'If you continue to write after the bell, you'll score zero.' The bell rang, but one boy carried on writing.

'You've failed!' the teacher said, but the boy was surprisingly calm.

'Do you know who I am?' he asked.

The teacher explained very slowly, 'It doesn't matter if you're the president's son, you've still failed.'

'But you don't know?' the boy continued. By this time the teacher was getting annoyed.

'I don't know and I don't care!'

The boy smiled, hid his paper in the middle of the pile of exam papers and ran out of the room.

- 4** Work in pairs. Answer the questions about the student answer in Activity 3.

- What is the purpose of each paragraph?
- Which verb forms are used to set the scene, tell the main story and end the story?
- What adverbs and adjectives are used to add interest?
- How is speech reported? Why?

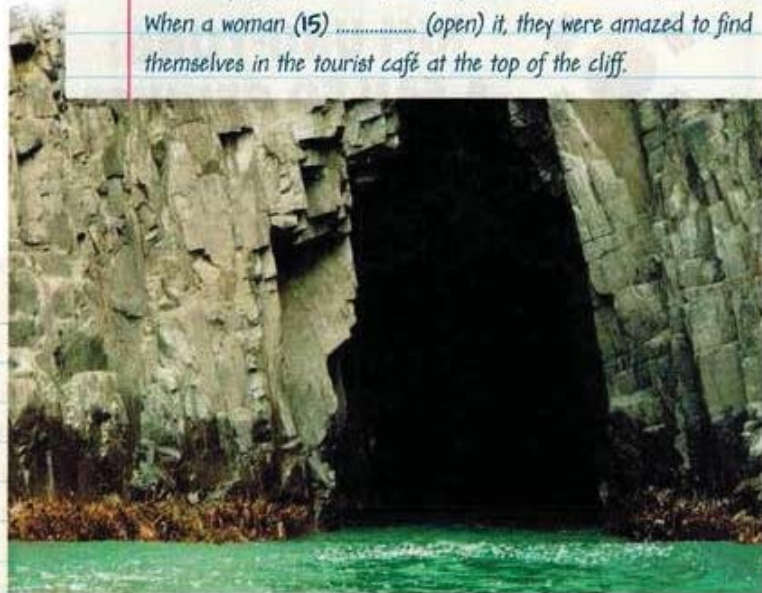
- 5** Read another student's answer. Complete it with the correct past perfect, past continuous or past simple form of the verbs in brackets.

The Trip to the Café

It was such a lucky escape! Two Australian students (1) (spend) the morning surfing. They (2) (plan) to stay near beach, but the waves (3) (get) bigger. Suddenly, they realised that while they (4) (watch) the other surfers, the waves (5) (push) them towards the rocks.

They panicked! The locals (6) (warn) them about the area. They (7) (try) to swim away when a huge wave (8) (pull) them down under the water. When they finally (9) (come) back up, they (10) (be) inside a cave. Looking around, they (11) (notice) that someone (12) (build) some steps at the back of the cave.

They (13) (climb) up and (14) (reach) a door. When a woman (15) (open) it, they were amazed to find themselves in the tourist café at the top of the cliff.



- 6** Plan and write your answer to the exam task in Activity 1. Use the checklist on page 153 to write and edit your work. In particular, make sure you

- have a beginning, a middle and an end
- use paragraphs
- use the past perfect, past continuous and past simple to help show the order of events
- use a range of adverbs and adjectives to add interest.

EXAM TIP

Continue a story from a given sentence by using the past perfect to set the scene. Then use the past simple and continuous to tell the main story and end the story.

1 Complete the sentences with the correct prepositions.

- I prefer to use-to-date learning materials.
- I have least three different grammar books at home.
- People often think birds are stupid, but fact, some species are quite intelligent.
- I didn't understand what she said all.
- Please could you call me by Saturday the latest.
- I'm going to learn these words, case we have a test on them.

2 Complete the sentences with the correct past simple or past continuous form of the verbs in brackets.

- I (try) to decide which course to study for ages. In the end, I (go for) architecture.
- My dad (grill) sausages on the barbecue when his hair (catch) fire!
- My brother (interrupt) me while I (watch) TV. It was so annoying!
- My mum and dad (meet) when they (hitchhike) around the Rocky Mountains.
- I (open) a file on my computer, when I accidentally (download) a virus.
- Jack (perform) his famous 'dad dance' when he (fall) and (hurt) his ankle.
- I (run) into the room because my mum (scream), but it was just a spider.
- My brother (serve) a man in the shop when he (realise) it was Ed Sheeran!

3 Match 1–6 to A–F to form sentences.

- I find it really
 - I always do the homework
 - I was sick last week so I didn't
 - I wanted to register for
 - I can't come out. I have
 - I'm so pleased I'm making
- A attend class.
 B a cooking course, but I couldn't.
 C good progress on my courses!
 D hard to concentrate on my work when people are talking.
 E to revise for a test tomorrow.
 F as soon as the teachers set it.

4 Choose the best words to complete the sentences.

- Basically/Always*, we have three options.
- This painting was *generally/originally* shown in Paris.
- I can *previously/definitely* understand why you're upset.
- Our plans were *generally/definitely* the same, but I was leaving earlier.
- Hard/Unfortunately*, the noise woke all my neighbours.
- There were more people this time than *basically/previously*.

5 Complete the text with the correct past simple, past continuous or past perfect form of the verbs in brackets.

In the last century, many people (1) (consider) Jim Thorpe the greatest all-round athlete of all time. Thorpe was born in a Native American community in 1887 and his parents originally (2) (choose) the name Wa-Tho-Huk for him, which (3) (translate) as 'Bright Path'. He (4) (become) nationally famous when he (5) (win) two gold medals in the 1912 Olympic pentathlon and decathlon. Athletics (6) (not be) his only sport, though. Back home, he (7) (already / make) his name as a baseball player. In fact the Olympic Committee (8) (take) away his gold medals in 1913 because they (9) (discover) that he (10) (play) baseball professionally for several years before competing in the Olympics. They eventually (11) (return) them to him as he (12) (not win) them for baseball. He (13) (switch) to American football in 1915, and by the time he (14) (decide) he was ready for a change again, he (15) (take) home three major American football titles. He (16) (end) his sporting career playing professional basketball.



PROGRESS TEST 2

1 Choose the correct form of the verbs to complete the text.

Smart cities (1) *appeared / have appeared* all across the world in recent years. Most (2) *introduced / have introduced* free wifi as soon as they (3) *decided / have decided* to 'go smart'. For any visitor who (4) *has wandered / wandered* around lost in a new city, that's good news. I (5) *once used / have once used* the internet to get directions when I was abroad. Although, when I (6) *got / have got* home, I (7) *received / have received* a huge phone bill. But (8) *did you think / have you thought* about what this really means yet? If you already live in a smart city, your every movement is being recorded and someone, somewhere has that information.

2 Choose the correct words to complete the text.



When I was young, I (1) to a mountain school. We (2) to spend more time skiing around the forests than sitting in a classroom. We (3) lessons every morning and sports in the afternoon. One day, I (4) skiing near the school when I heard a big noise. It was louder than anything I (5) before. When I looked up, the whole mountain was sliding down. The snow (6) blocked the road and we had to spend the night at school. It (7) as bad as it sounds, though. We had plenty of food in the canteen and we sat up all night playing games. I (8) moved to the city now, but I'll never forget those happy early days.

- | | | | | |
|---|--------------|----------|----------------|---------------|
| 1 | A gone | B going | C go | D went |
| 2 | A had | B needed | C have | D used |
| 3 | A have had | B had | C have | D were having |
| 4 | A am | B had | C was | D used to |
| 5 | A have heard | B heard | C used to hear | D had heard |
| 6 | A have | B was | C used | D had |
| 7 | A used to be | B wasn't | C has been | D hadn't been |
| 8 | A am | B have | C had | D was |

3 Decide if the sentences are correct or incorrect. Correct the incorrect ones.

- I work at the biggest company in the neighbourhood.
- It's sunnier than it was yesterday.
- This book wasn't interesting as the last one.
- You'll be more happy if you change jobs.
- I need to work more fast to be able to finish.
- The road looks badder today than last week.
- It didn't feel as cold as I thought it would.
- That film is much funnier that the romantic one.
- My dad was angrier than I've ever seen him.
- My house is a lot less untidy now.

4 Complete the text with the words in the box.

basically hard idea least plain
progress qualifications serious

← → http://datemate

Date Mate

We introduce four people looking for friendship and more.

Dave-the-man: I'm (1) about my social responsibilities. I work nights fighting crime. I'm not saying that I'm Batman, but be honest, no-one has seen the Joker around Manchester, have they

Sarah G: (2), I'm just looking for someone to bring to family events so my family will forget the (3) that there's something wrong with me.

Samsonite: Right now, I know I'm nothing special and may look a bit (4), but I decided to put my maths (5) to good use. I've done the calculations, drawn a graph and the results suggest that as soon as I turn 30, if I try (6) enough! I'm going to be much more attractive than I am now.

Wonderboy: I may not be your dream guy, but at (7) my friends say that I've made (8), I've learnt to brush my teeth before a date now!

Who will you choose?

5 Read about David's experience of book shopping. Choose the correct words to complete the text.

I love looking around old book stores. There's always (1) *so/such* an interesting variety. I find modern book shops don't offer (2) *enough/so* many types of book. They always have (3) *enough/so* much cookery books and current novels, but they're not (4) *so/such* good at offering old novels and classics. I'm (5) *so/too* old-fashioned to worry about the latest books. I just never have (6) *enough/too much* time to read them all.

6 Read the story and put the words in *italics> in the correct order.*

There are some things you just can't believe.

I worked in an inexpensive clothing shop and the returns policy was the same as everywhere else. You had to bring items back within 30 days. A very wealthy looking lady came in one day and pulled a pair of (1) (*socks/ugly/woollen/brown*) out of her (2) (*red/handbag/leather/large*). She wanted to get her money back. They were still in the (3) (*plastic/packaging/clear*), but it didn't look like our logo. I scanned the socks, but they weren't recognised.

'I'm sorry, I can't accept these.' I apologised.

'But I bought these (4) (*socks/woollen/plain/nice*) for my husband! They just didn't fit.' She argued. Eventually, she agreed to take them home again. It turned out that they were from the 1997 collection!

7 Complete the sentences with compound nouns. You have the first letters.

- 1 My job is really important to me, so I moved here for the w _____ o _____.
- 2 There are lots of buses and trains in this city. It has an excellent p _____ t _____ system.
- 3 I like to walk around the woods at the weekend. It's nice to breathe in the f _____ a _____.
- 4 There's nothing to do at the weekend because there aren't enough e _____ f _____ in my town.

8 Complete the conversation with the words in the box.

enough how about suggest much so
such such a too

A: OK, so we have to decide the best weekend activity for this family. (1) _____ taking them to the mountains?

B: Oh no. I think it'd be (2) _____ cold to go there in winter. And it might be a bit dangerous. It's (3) _____ windy on the mountains at this time of year. I (4) _____ taking them to the shopping centre. They'd be (5) _____ more comfortable spending the afternoon there, looking around all the bargains.

A: Hmm, I can see how the parents might enjoy that. Do you think there's (6) _____ for the kids to do there? I'm not sure it's (7) _____ great idea to take children around shops all afternoon.

B: Well, there are (8) _____ fantastic kids' toy shops there and there's also an entertainment zone. I think it'll be fine.

A: All right, let's suggest that, then.

7 Water



- 1 41 Listen to six sounds. What is each one? What do they have in common?
- 2 Read the facts about water. Which are surprising?

Water, water everywhere!

- 1 Around 60% of the human body is water.
- 2 Around 70% of the Earth is made up of water.
- 3 97% of the world's water is seawater and therefore salty.
- 4 Only around 1% of the world's water is drinkable.
- 5 Seawater freezes at -2°C . On Mount Everest, water boils at 71°C .

- 3 Work in pairs. Discuss the questions.
 - 1 How do you use water every day?
 - 2 How much do you think you use?
- 4 How much water do you think each of the activities below needs?
 - 1 drinking water for one day
 - 2 a four-minute power shower
 - 3 a bath
 - 4 washing towels
 - 5 brushing your teeth
- 5 42 Listen and check your answers to Activity 4.
- 6 What could you do to reduce the amount of water you use?

Weather

1 Work in pairs. Complete the quiz with the words in the box.

driest highest ice lightning lowest snowfall
sunniest sunshine wettest windiest

Weathering the storm

How well do you know your weather?
Complete these weather facts and find out!

- 1 A rainy village in India is the _____ place in the world.
- 2 Arica in the Atacama Desert in Chile is the _____ city on Earth.
- 3 Libya had the _____ ever recorded temperature.
- 4 Antarctica had the _____ ever recorded temperature.
- 5 Commonwealth Bay is the _____ place – speeds of over 240 kph have been recorded.
- 6 The South Pole has the least amount of _____.
- 7 The place with the most thunder and _____ is in Venezuela.
- 8 Yuma, Arizona in the USA is the _____ place, with over 4,000 hours a year.
- 9 Mount Baker in Washington had the heaviest _____ in one year.
- 10 The largest piece of _____ fell during a storm in South Dakota, USA.

Score 8–10: Brilliant! You've taken this quiz by storm.
 4–7: Not bad but you seem to be in a bit of a fog.
 1–3: You're obviously feeling under the weather today.

Click [here](#) to find out more about these places.

2 43 Listen and check your answers.

LANGUAGE TIP

–89.2°C is pronounced minus eighty-nine point two degrees Celsius.

3 Work in pairs. Decide which place in your country is

- the driest
- the hottest
- the iciest
- the sunniest
- the wettest
- the windiest.

4 Complete the collocations with the words in the box. You can use the words more than once.

breeze Celsius gale heat shower snowfall
storm temperatures weather wet

- | | |
|----------------------|-------------------------|
| 1 rain _____ / _____ | 6 blow a _____ |
| 2 get _____ | 7 a light _____ / _____ |
| 3 degrees _____ | 8 thunder _____ |
| 4 mild _____ / _____ | 9 dry _____ / _____ |
| 5 freezing _____ | 10 heavy _____ |

5 Listen again. Tick the collocations in Activity 4 that you hear.

6 How is each collocation in Activity 4 formed?

- | | |
|--------------------|--------------------|
| 1 adjective + noun | 3 verb + noun |
| 2 noun + noun | 4 verb + adjective |

7 Work in pairs. Student A: describe the weather in the north of England, Scotland and Northern Ireland. Student B: describe the weather in Wales and the south of England. Use vocabulary from this page.

Example: *In the north of England, it's raining and there's a light breeze. It's five degrees Celsius.*



8 Work in pairs. Discuss the questions.

- 1 How is the climate different across your country?
- 2 How does the climate change in different seasons?
- 3 Do you think the climate of a country affects people's character or social activities?



Multiple choice, long text (Part 4)

▶ **EXAM FOCUS** p.168

- 1 Work in pairs. What kinds of things can you find in the ocean? Make a list of as many things as possible.
- 2 **▶ 44** You will hear a scientist called Josh Baker talking about our oceans. What items does he mention are found there?
- 3 Underline the keywords in the question below. What synonyms or other phrases might you hear?
Josh thinks the biggest problem in our oceans is
A large amounts of rubbish.
B too much fishing.
C rising temperatures.
- 4 Listen again. Choose the correct answer to the question in Activity 3.
- 5 Work in pairs. Did you hear something about all three options? Why were the incorrect answers wrong?

EXAM TIP

Listen for key words in the question because these signal when the answer is coming. The speaker will probably refer to things in all three options so don't choose the first thing you hear. Listen to each section from beginning to end to hear the correct answer.

- 6 **▶ 45** For each question, choose the correct answer.

You will hear a scientist called Josh Baker talking about the problem of plastic pollution in the ocean.

- 1 Josh thinks that people use a lot of plastic because
 - A it's fairly cheap.
 - B it lasts longer than other materials.
 - C not much energy is needed to produce it.
- 2 Josh says most plastic pollution in the ocean is caused by waste from
 - A stores.
 - B factories.
 - C houses.
- 3 Josh worries about plastic in the ocean because
 - A it's bad for our health.
 - B it's dangerous for sea life.
 - C it damages our coastlines.
- 4 Josh thinks his organisation can reduce the use of plastic by
 - A educating young people.
 - B recycling plastic in different ways.
 - C inventing a new material.
- 5 Josh believes that plastic pollution in our oceans will disappear
 - A by the end of the century.
 - B in the next fifty years.
 - C in ten years from now.

- 7 Work in pairs. Discuss the questions.

- 1 Does your country have a problem with plastic waste?
- 2 What can the government and people do about the issue of plastic waste?

Countable and uncountable nouns

► GRAMMAR REFERENCE p. 145

1 Read the advertisement for a water park and answer the questions.

- 1 What are the main features of this water park?
- 2 Would you like to visit it? Why/Why not?
- 3 Have you ever been to a water park? Is there something like this where you live?



Fun in the sun at the Running River Water Park

There are so many things to do at our amazing **water** park. Swim in one of our three wave pools or float around the park on our lazy **river**, almost a **kilometre** long. Children can try a few small rides. Brave adults can go on the *Spinning Top*, a ride which sends you round and round a tube before shooting you down a fifteen-metre drop. You can even try a little **scuba diving** if you book ahead. Our instructors are fully-qualified and speak several languages including English and **Spanish**. If you think fear isn't much **fun**, you can relax under a **palm tree** with an ice cream and a book or spend some time in our luxury spa.

There's something for all the family. So, click [here](#) to buy your tickets now.

2 Look at the table. Add the words in bold from Activity 1 to the table. Then add one more of your own to each list.

normally countable nouns	
1 people, animals and plants	a child, a whale, a
2 objects	a pool, a book, a
3 units of measurement	a metre, a kilogramme, a
normally uncountable nouns	
4 materials, liquids or gases	plastic, oxygen,
5 activities	swimming, eating,
6 languages	English, French,
7 abstract nouns	fear, happiness,

3 Complete the rules with *a few*, *a little*, *many* and *much*. Find examples in the advertisement to help you.

- Use and with countable nouns.
- Use and with uncountable nouns.
- Use *some*, *a lot of* and *lots of* with both types of nouns.

LANGUAGE TIP

We can use *many* and *much* in positive sentences after *so*. *This is so much fun!*

4 Complete the sentences with *a few*, *a little*, *many* or *much*.

- 1 A Are there cafés in the park?
B There are but not a lot.
- 2 A There's so food, I can't choose!
B Let's share different dishes then.
- 3 A There are so rides in this park.
B I know! There isn't time to relax.
- 4 A There isn't orange juice left.
B There's in the jug over here.

5 Some nouns can be both countable and uncountable. Choose the correct words to complete the sentences.

- 1 A The children didn't make a *noise/ noise!*
B *A noise/Noise* is the last thing you want on a relaxing day out.
- 2 A *A painting/Painting* was a good way to spend the afternoon.
B I bought a *painting/painting* at the shopping mall.
- 3 A I didn't have a *time/time* to sleep much.
B It was a *time/time* I'll never forget.
- 4 A I start every morning with a *glass/glass* of fresh orange juice.
B *A glass/Glass* windows let you see the amazing views.

6 Work in pairs. Turn to page 137 and follow the instructions.

Gapped text (Part 4)

► EXAM FOCUS p.166

1 Work in pairs. Discuss the questions.

- 1 In what ways can water be good for your health?
- 2 Have you ever been to a health spa? Would you like to? Why/Why not?

2 Read the brochure on the New Forest Health Spa quickly. What can you do there?

3 Read some quotes from spa guests. Match 1–6 to A–F.

- 1 I love everything about the spa.
- 2 I don't really like spas much.
- 3 It's an expensive place to go.
- 4 You can go in the pool.
- 5 It's a great place to go with friends.
- 6 The spa accepts day guests.

- A **Because of that**, I don't go often.
 B **Although**, not all of mine can afford it.
 C It **also** provides overnight stays.
 D **That's why** I go there so often.
 E **Having said that**, I did enjoy this one.
 F **As well as that**, you can use the gym.

4 Match the words and phrases in bold in Activity 3 with their uses.

- 1 Add information
- 2 Give a reason
- 3 Give contrasting information

5 Look at sentences A–H in Activity 6. Choose the one which fills gap 1 in the article. Look at the linkers to help you.

EXAM TIP

As well as pronouns, linkers could help you to choose the correct answers. Look for linkers before and after the gap, and in the eight sentences.

6 Five sentences have been removed from the article. For each question (2–5), choose from correct answer. There are three extra sentences which you do not need to use.

- A Full benefits of the spa options take time to work.
 B As well as that, the heat reduces pain.
 C For this reason, the liquid is cool.
 D The silence calms your brain.
 E These are not comfortable on dry land and help make your body stronger.
 F However, they all have one thing in common.
 G Although it's not the same thing, it's still popular.
 H That's why it's popular with people who wish to look younger.

Vocabulary

adjectives and prepositions

7 Complete the questions with the correct prepositions. The adjectives and prepositions are all in the brochure.

- 1 Have you ever visited a place *known* its water?
- 2 Are you *attracted* the spa in the advert?
- 3 Is there a spa *similar* the one in the brochure in your area?
- 4 What everyday things do you get *stressed out*?
- 5 What relaxation techniques are you *familiar*?
- 6 When you get *anxious* something, how do you try to relax?
- 7 Would you be *keen* having a Cleopatra Bath?
- 8 What things do you find *useful* your health?
- 9 Are you *fond* very hot baths?
- 10 Which team sports have you been *involved* in the past?
- 11 Are you ever *disappointed* a lack of sporting ability?
- 12 What are you most *surprised* these days?

LANGUAGE TIP

Some prepositions have a weak form when pronounced (e.g. *for*, *at*, *to*, *of*) but only when they're unstressed.

What is it known for? (strong)

It's known for its hot spa. (weak)

8 Work in pairs. Take turns to ask and answer the questions in Activity 7.

◆ NEW FOREST HEALTH SPA ◆

Water has been used to improve our health for centuries. The ancient Romans had their bathhouses. Turkey is **known for** its steam baths and in Japan, city workers **stressed out by** long working days visit natural hot water baths.

Now you too can enjoy the health benefits of spa water. Thousands of people have been **attracted to** our natural spa since it opened. Our guests come from all over the country and from a variety of backgrounds. **(1)** They want to relax their minds and bodies.

OUR SPA OPTIONS

One of our most popular facilities is the Hydrotherapy Bath. **Similar to** a jacuzzi, water shoots out of the sides of the bath. As your body temperature increases, your blood flows more easily which can prevent illness. **(2)**

If you're tired of the noise and activity that fill your daily life, then try our Floating Pool Experience. You lie in a pool of warm salt water in a dark room with nothing around you. **(3)** In fact, your one hour in this pool will give you the same rest as four hours' sleep.

If you're **anxious about** dry, hard skin, take a Cleopatra Bath – the most amazing body luxury. Full of warm goat's milk, the bath leaves your skin feeling softer than ever before. **(4)** They're rarely **disappointed by** the results.

Finally, you cannot leave our spa without trying Watsu®. As you lie in a warm pool, an expert will gently move your body into a number of positions. **(5)** They are particularly **useful for** people with back problems.

OUTDOOR ACTIVITIES

Are you **keen on** a morning run or **fond of** team sports? You'll be **surprised by** the large number of activities you can get **involved** in nearby – sports you're **familiar with** and those you may not be. There's something for everyone.

Articles

► **GRAMMAR REFERENCE** p.146

- 1 Look at the photo. How do you think these people live their lives?
- 2 Read the first part of the article quickly to see if you are correct. How are the Mokens' lives different from yours?
- 3 Match the rules A–I with examples 1–9 in the text.

a/an

- A single countable nouns that we talk about for the first time and mention again later
- B before a person or thing that is just one of many in a group
- C jobs

the

- D single countable nouns that we have talked about before
- E uncountable nouns or plural nouns when we are talking about a specific object or group
- F when there is only one of something

no article

- G uncountable and abstract nouns when we talk about them in general
- H plural nouns when we talk about something in general
- I with most streets, towns, cities, countries, continents, languages and names

LANGUAGE TIP

Knowing which nouns are countable and which are uncountable will help you to use articles correctly.

- 4 Read the second part of the article. Complete it with *a*, *an*, *the* or *–* for no article.
- 5 Work in pairs. Discuss the questions.
 - 1 Are there any groups of people that have an unusual way of life in your country? Who?
 - 2 Is their way of life likely to survive in future? Why/Why not?
 - 3 What traditions in your country do you think should be protected? Why?

PEOPLE OF THE SEA

(1) The Mokens are a group of around 3,000 people who live on (2) the Andaman Sea in (3) south-east Asia. They spend half of the year living on (4) boats and only live on land during the rainy season. Their boats are called kabang and are made from (5) a single tree. (6) The tree becomes a home with a kitchen and living area.

(7) A boy from the Moken community often learns to swim before he can walk and will usually become (8) a fisherman. It is a dangerous activity but they are skilled at what they do. The Mokens respect the sea and only catch the seafood they need, eating most of it and trading anything else at local markets for other essential food such as (9) rice.



Mokens dive up to 25 metres under water without oxygen. They collect (1) fish and (2) seafood with simple tools. (3) Swedish scientist decided to investigate (4) skills that Moken children have. She chose them because they spend most of their days in (5) sea. She discovered that (6) children see better underwater than other children do. She believes that they train the pupils of their eyes to become smaller when they dive because this helps them to find food under (7) water more easily. (8) dolphins do something similar to this.

Unfortunately, (9) life has become more difficult for the Moken people. (10) new laws have been created to protect (11) environment and so a Moken can no longer cut down trees to make (12) new boat. This means that they are less free to travel around (13) sea to exchange (14) fish for food or gasoline. Many Moken people now live in homes on islands around (15) Thailand. (16) number of Mokens living in the traditional way is just 1,000, although leaders are trying to make sure their traditions do not die.



Collaborative task (Part 3)

► EXAM FOCUS p.169

1 Work in pairs. Discuss the questions.

- 1 Have you ever entered a race? What happened?
- 2 The photos show the Malden Mud Race and the Siberian Ice Marathon. Do you think you could run these races? Why/Why not?
- 3 Do you have unusual races like this in your country?

2 **46** Listen to two students discussing items that people could take to the Maldon Mud Race. Which do they decide is the most important? How does the man encourage the woman to say more?



3 Listen again and complete the questions.

- 1 What do you ?
- 2 do you think it's easier with shoes on?
- 3 What the drink?
- 4 Do you think the swimsuit is ?
- 5 Is a hat a good ?
- 6 Which is the most ?

EXAM TIP

It's important that you encourage your partner to talk. If your partner *still* doesn't say much, your own mark isn't affected.

4 Turn to page 135 and follow the instructions.

Discussion (Part 4)

► EXAM FOCUS p.169

EXAM TIP

Remember to listen to your partner's answers as you might be asked to comment on them.

5 Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.

- How/What about you?
 - Do you agree?
 - What do you think?
- 1 Why do you think people enter sports competitions?
 - 2 What do you need to do to prepare for a sports competition?
 - 3 Which do you prefer – watching sports or playing sports? Why?
 - 4 Which are better – team sports or sports you can do on your own? Why?

Email (Part 1)

▶ **WRITING REFERENCE** p.158 and p.163

- 1 Work in pairs. Make a list of as many water sports as possible. Which do you think is the most difficult? The most fun? The most dangerous?
- 2 Read this email from Emi to Jamie and Jamie's notes. What does Jamie want to say in his reply?

To: Jamie | From: Emi | Subject: Water sports festival

Hi Jamie,

There's a water sports festival on next weekend and I'd really like to go. I know you do lots of sports. Can you give me some advice? Which one should I try? ← Suggest ... ✓ Yes!

If you're free, you could come with me. We could go on Saturday or Sunday, whichever you prefer. ← Tell Emi.

What do you think we might need to take with us? ← Suggest ...

See you soon,

Emi

3 Use the prompts to write three pieces of advice for Emi about which water sports to try.

- 1 You should (definitely/probably) ...
- 2 If I were you, I'd ...
- 3 You ought to ...

4 Read Jamie's reply.

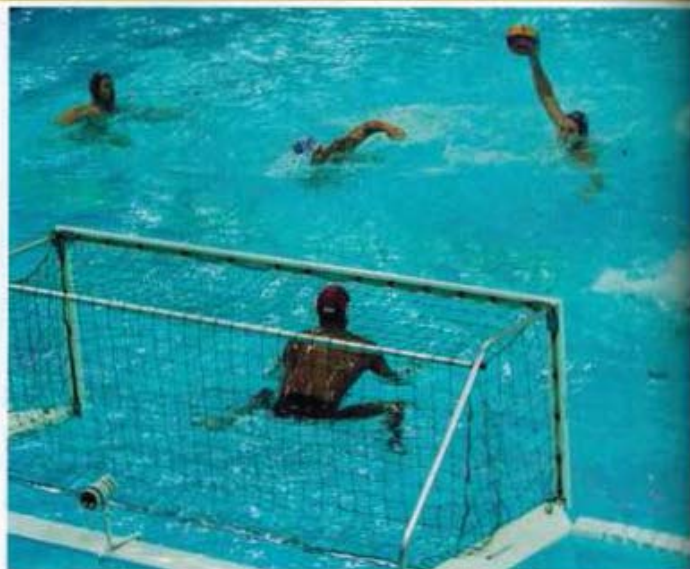
- 1 Is it around 100 words?
- 2 Does it use all the notes?
- 3 Is it written in a friendly style?
- 4 Does it have an appropriate beginning and ending?
- 5 Is it written in paragraphs?
- 6 Does it use appropriate phrases for giving advice and making suggestions?
- 7 Is the grammar, punctuation and spelling correct?

To: Emi | From: Jamie | Subject: Re: Water sports festival

Hi Emi,

I think it's great that you want to try a water sport. You ought to try water polo. I'd played it last year and loved it. It's challenging but you're a good swimmer. You'll be fine. I think you'll really enjoy it. I'd love to come with you. I'm seeing on Saturday some old friends so how about we go in Sunday? I think it'll be less busy then so parking will be easier. We should definitely take a swimming costume and towel. We should probably take swimming hats too. I've got the spare one if you need it. Looking forward to it!

Jamie



- 5 Divide the email into three paragraphs, one topic for each one.
- 6 Jamie wrote his answer very quickly. Look at his email again. There are six mistakes. Find one example of each of the error types below. Correct the errors.

- | | |
|---------------|---------------|
| 1 word order | 4 preposition |
| 2 punctuation | 5 tense |
| 3 spelling | 6 article |

EXAM TIP

Always leave time to go back and edit your work. You will lose marks if you have a lot of errors.

7 Read the email below and then write a reply. Use the notes to help you.

From: Noemi | Subject: Beach sports

Hi,

I've decided to try a new sport but I can't decide between beach volleyball and beach football. Which would you suggest? I know you do a lot of beach sports. When I go to play, what should I take with me?

You could come with me if you like. Both teams play on a Sunday morning. If we go together, what's the best way of getting there?

Bye for now,

Noemi

Tell Noemi.

Suggest ...

Yes!

Say how.

8 Check your reply using the checklists in Activities 4 and 6. Can you improve your writing?

1 Complete the weather forecast with the words in the box.

breeze degrees gale mild showers snowfall temperatures thunder



There'll be rain (1) across the country today so take an umbrella when you go out. In the Scottish highlands, (2) could get as low as -1°C . Rain will freeze late morning, with (3) expected in the mountains. For the rest of Scotland, the temperatures will be around six (4) Celsius. In Northern Ireland, a (5) will blow from the south west during the afternoon and winds could reach speeds of 30 mph. There could also be (6) and lightning. In the north of England and North Wales, the wind will be much lighter, with just a light (7) although it'll be cloudy for much of the day. In the south east of England, the weather will be (8) for this time of year, reaching 10°C .

2 Put the nouns in the box under the correct headings in the table.

coffee English fun glass happiness instructor Japanese kilometre lesson litre noise pool scuba diving space time tree water

Countable nouns	Uncountable nouns	Both

3 Choose the correct phrases to complete the sentences.

- I ate so *much*/*many* food on holiday, I put on weight.
- There isn't *many*/*much* sunshine at this time of year.
- I only have a *few*/*a little* minutes for lunch today.
- Are there *many*/*much* trees in your garden?
- I've got *lots of*/*a little* things to do this week.
- There isn't *many*/*much* coffee left in the pot.
- Would you like a *little*/*much* honey in your tea?
- I didn't learn *many*/*much* English at school.

4 Complete the sentences with the adjectives in the box. Use the prepositions to help you.

attracted disappointed keen familiar known similar stressed out useful

- I'm not with Madrid. What's it like?
- I bought a phone to my old one because I liked it so much.
- I'm on sports and exercise.
- This area is for its natural beauty.
- Mark gets by small things. He needs to relax!
- These shelves are for storing all my games.
- You've always been to unusual people.
- I was by the soup. It wasn't as good as I'd hoped.

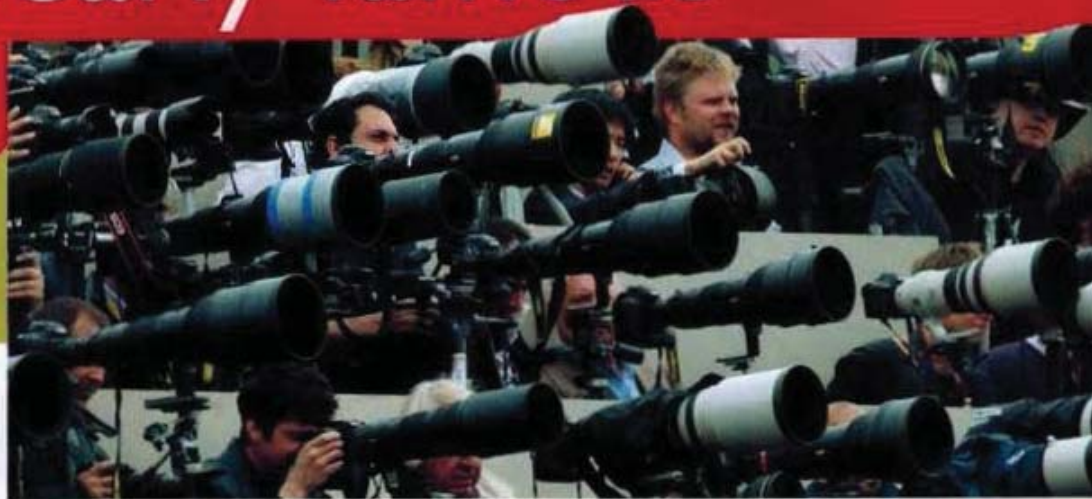
5 Complete the text with a, an, the or (-) no article.

Life on the river

I have an unusual home. I live on a boat on the river. I travel around (1) south east of the country, moving every two or three days and I love it! I get to see (2) new view from my bedroom window every week and I meet (3) new people too.

My boat isn't very big. I have a living room, a kitchen and a bedroom. In my kitchen I have (4) oven and (5) fridge. However, (6) fridge isn't very big so I have to go shopping three or four times a week. I have wifi, which is important because I'm (7) writer and so I work from (8) home. I sit in the living room and do my work during (9) day. It's very comfortable. It's also very peaceful as (10) other people on the river are usually quiet. (11) main disadvantage is that the boat's a bit cold so (12) winters can be difficult.

8 Nearly famous



1 Work in pairs. Discuss the questions.

- 1 Who are some of the biggest celebrities in your country? What did they become famous for?
- 2 Would you like a job working for a celebrity? What job would you like to do? Why?

2 Work in pairs. Look at the job advert. What are the good and bad things about the job? Would you want to be a celebrity assistant? Why/Why not?

Celebrity Assistants Wanted

Do you want to earn \$200,000 a year, no qualifications needed?
Working as a celebrity assistant might just be for you.
Look at our checklist opposite.

CONTRACT

- ★ Are you available to work 24 hours a day, 7 days a week? How do you feel about those hours?
- ★ How do you feel about missing your meal breaks? Could you miss more than two in one day?
- ★ Would you be comfortable with three mobile phones to answer?
- ★ Can you manage a full day with just a few hours of sleep?

If you think you can cope, call us today!


Gap-fill (Part 3)

► EXAM FOCUS p.168

1 Work in pairs. Look at the advert for the New York Reality TV school and discuss the questions.

- 1 Would you be interested in this school? Why/Why not?
- 2 What reality TV shows are popular in your country?
- 3 Why do people want to watch or appear on reality TV shows?

The New York Reality TV School



We'll help you become confident and get you ready for the world of reality TV. We can help you be selected by producers and win the big prizes!

What are you waiting for?
Click to find out more.

2 **47** Listen to Michelle Washington, a teacher at the New York Reality TV School, talking about appearing on reality TV. Choose the best words to complete the sentences.

- 1 Michelle thinks people want to work in reality TV because of the *fame/money*.
- 2 Michelle recommends discussing your decision with *your boss/journalists/your partner* before applying.

EXAM TIP

You may hear several words that could fit the gap, but the words around the gap will tell you which is the correct answer.

3 Listen again and answer the questions.

- 1 What words and phrases tells you that the answer to question 1 in Activity 2 is 'money', not 'fame'?
- 2 What words does Michelle use to give advice? What phrase means 'before applying'?

4 Read the sentences in Activity 5. Predict what kind of information you need to listen for.

5 **48** You will hear an announcement about courses at a TV school. For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

The New York Reality TV School

Course content	
Weeks 1 and 2:	Students learn how to (1) on camera and look natural on screen.
Weeks 3 and 4:	Students can match their (2) to their personal qualities.
Weeks 5 and 6:	Students learn how to do screen tests and make applications.
Schedule	
The full course runs every (3) months.	
Costs	
\$995 for the workshop.	
\$395 for the workshop not including (4)	
\$495 for the weekend course.	
To get a discount students should register before (5)	
At the school's (6) it is possible to meet past students.	

6 Work in pairs. Discuss the questions.

- 1 Would you like someone to advise you on how to dress and present yourself? Why/Why not?
- 2 What qualities does someone need to be a star?

Entertainment

1 Work in pairs. Discuss the questions.

- 1 What job did you want to do when you were a child? Would you like to do this job now? Why/Why not?
- 2 What industry do most teenage girls in your country want to work in? And teenage boys? Why?

2 Read the article about vlogging stars. Is the situation similar to or different from your country? Why?

3 Complete the questions with the compound nouns in bold in the text.

- 1 Should magazine editors only use slim models on
- 2 Would you prefer to be a in a dance company, a guitar-playing or a in the best theatres?
- 3 Do you think is a good industry to work in?
- 4 Would you wear every day if you could?
- 5 Would you prefer to watch a about a family or a where famous people are interviewed?
- 6 How do you feel about in the middle of your favourite programme?
- 7 Is there a famous where movies are made in your country?
- 8 Have you ever seen your favourite band at a?
- 9 Would you ever enter a? What act could you do?
- 10 Do you prefer to listen to at home or in the car?

4 Work in pairs. Discuss the questions in Activity 3.

5 49 Listen to these Speakers 1–5. Which word in each compound noun is stressed?

- 1 chat shows
- 2 magazine covers
- 3 show business
- 4 rock stars
- 5 film studios

LANGUAGE TIP

When we say compound nouns, we usually stress the first word.

6 Listen again then work in pairs. Do you share the views of the speakers in Activity 5?

News Spotlight > Column

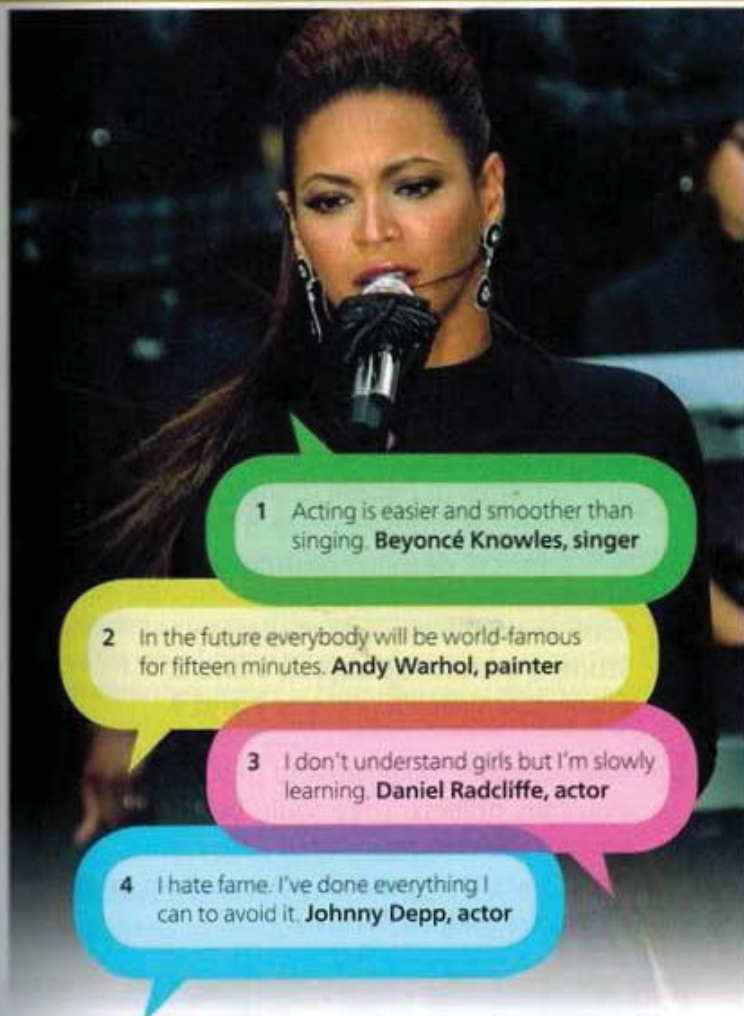


• Vlogging stars are more popular than mainstream celebs

Since the earliest days of **radio broadcasts** and black and white films, a career in **show business** has been very attractive to young people. Traditionally, it was a hard pathway to success. Someone like a **ballet dancer**, **stage actor** or **rock star** had to work their way slowly from the bottom up. Even winners of **talent shows** who became famous overnight had usually practised their skill for many years.

At some time around 2010, all of that changed. Many modern young celebrities aren't found working at a **film studio**, recording a **soap opera** or planning their next **stadium concert**. They're in their bedrooms, sharing their thoughts on anything from make-up to video games. Vloggers are big news, despite the fact that they rarely appear in the mainstream media, such as on **magazine covers** or in **television commercials**. According to the latest surveys, vlogging has become the new dream job among teenagers.

Many successful vloggers broadcast in English, whether it's their native language or not. In fact, English-speaking vloggers made up half of the list of most influential people among 13–17-year-olds. These young stars don't need to dress up in **designer clothes** and appear on **chat shows** to increase their popularity. In fact, they would probably lose some of their audience if they tried to play by traditional rules.



1 Acting is easier and smoother than singing. **Beyoncé Knowles, singer**

2 In the future everybody will be world-famous for fifteen minutes. **Andy Warhol, painter**

3 I don't understand girls but I'm slowly learning. **Daniel Radcliffe, actor**

4 I hate fame. I've done everything I can to avoid it. **Johnny Depp, actor**

Reported speech

► GRAMMAR REFERENCE p. 147

1 Do you think all famous people like being famous? Why/Why not?

2 Look at the quotes from four famous people. Which speaker

- A is making a prediction?
- B doesn't like life in the public eye?
- C doesn't always know what women are thinking?
- D is comparing one thing to another?

3 Identify the subject and verb in the quotes above and in the reported speech below. What changes take place when we report people's words?

- 1 Beyoncé Knowles said that acting was easier and smoother than singing.
- 2 Andy Warhol said that in the future everybody would be world-famous for fifteen minutes.
- 3 Daniel Radcliffe said he didn't understand girls but was slowly learning.
- 4 Johnny Depp said that he hated fame and had done everything he could to avoid it.

4 Complete the table. Use the sentences in Activity 3 to help you.

Direct speech	Reported speech
present simple	
present continuous	
past simple	past perfect
present perfect	
will	
can	could

LANGUAGE TIP

say does not need an object but tell does.
He **said** he didn't live around here.
She **told me** we'd met before.

5 Choose the correct word, *said* or *told*, and then complete the sentences in reported speech.

- 1 Lady Gaga: 'I don't like celebrities. I don't hang out with them.'
Lady Gaga *said/told* she didn't like celebrities and with them.
 - 2 Will Ferrell: 'I have only been funny about seventy-four percent of the time.'
Will Ferrell once *said/told* an interviewer that funny about seventy-four percent of the time.
 - 3 Ryan Gosling: 'I've learned that it's important not to limit yourself.'
Ryan Gosling *said/told* that that important not to limit yourself.
 - 4 David Beckham: 'I always wanted to be a hairdresser.'
David Beckham *said/told* a reporter that to be a hairdresser.
 - 5 Robert Downey Jr.: 'I'm thinking of getting a monkey.'
Robert Downey Jr. *said/told* a fan that of getting a monkey.
- 6 Work in pairs. Are any of the quotes in Activity 5 surprising? Why/Why not?
- 7 Work in pairs. Student A: turn to page 136. Student B: turn to page 138. Follow the instructions.

General questions (Part 1)


► EXAM FOCUS p.168


1 Work in pairs. Take turns to answer the questions.

- 1 Talk about a film you like.
- 2 How often do you go to the cinema or watch TV?
- 3 What kind of films do you like?
- 4 Which do you prefer, watching films at home or at the cinema? Why?

Individual long turn (Part 2)

► EXAM FOCUS p.169

2  50 Listen to the extracts from a conversation about the photograph below. Point to the objects in the photograph that Jenny is describing.

3  51 Listen to the whole conversation and match the words to the objects you indicated in Activity 2.

baseball cap cables microphone necklace
sweatshirt

EXAM TIP

Don't worry if you don't know a specific word for something in the photograph. Find a way to describe it in different words. For example, *It's a kind of ...*, *It's a thing which ...*



4 Complete the sentences in your own words about some of the other objects in the photograph.

- 1 Video camera: It's a machine you use to
- 2 Headphones: They're made of and you wear them
- 3 Shed: It's a small, usually in a
- 4 Fence: It's a kind of wall made of

5 Work in pairs. Take turns to describe the photographs of people doing creative hobbies for 1 minute. Student A: describe photograph A. Student B: describe photograph B.

6 Look at each other's photographs. Student B: describe objects 1 and 2. Student A: describe objects 3 and 4.

7 Work in pairs. Take turns to describe three everyday objects. They could be in your bag, around the classroom or in your home. Don't say the word. Can your partner guess what you're describing?



Reported questions

► **GRAMMAR** REFERENCE p. 148

1 Work in pairs. Discuss the questions.

- 1 If you could talk to someone famous for an hour, who would you talk to?
- 2 What questions would you ask them? Why?

2 Look at the text below. What problem does it describe?

INTERVIEWERS ARE STUCK IN THE PAST

Viewers have recently been complaining about the annoying questions that female actors get asked. One reporter was quickly silenced after asking Scarlett Johansson if she had had to work out or if she had followed any special diet for her part in *Avengers*. A second asked Keira Knightley how she managed to balance her career and marriage. Another asked Megan Fox if she thought it was just a matter of time before superhero films had more female leads. The women lost no time in pointing out they were fed up with this line of questioning.

3 Look at the original questions and the way they are reported in the article. Then answer questions A–C.

1 Did you have to work out or did you follow any special diet for this part?

2 How do you manage to balance your career and marriage?

3 Do you think it's just a matter of time before superhero films have more female leads?

- A Identify the subject and main verb in the original and reported questions.
- B How does the word order change when we report questions?
- C What word do we add when we report *yes/no* questions?

4 Now look at the actors' responses. Match the responses (A–C) to the questions (1–3) in Activity 3.

A Are you going to ask all the men that question?

B Do you think I'm going to answer anything but 'yes' to that question?

Turning to her co-star, Robert Downey Jr.:

C How come you're asked the philosophical questions and I'm asked about rabbit food?

5 Complete the responses (A–C) from Activity 4 in reported speech.

- A She asked the interviewer he to ask all the men that question.
- B She asked the interviewer he that she answer anything but 'yes' to that question.
- C She asked Robert Downey Jr. how come he the philosophical questions and she about rabbit food.

6 Work in pairs. Discuss the questions.

- 1 Were you in a school play as a child? What part did you have?
- 2 How easy do you think it is to get work as a film star?
- 3 Have you ever been to an audition for anything? How did (or would) you feel?

7 Some young actors are asking a film director questions about auditions. Write the questions in reported speech.

- 1 'Is it important to learn all the words?' one actor from New York asked.
He asked to learn all the words.
- 2 'My director asked, "Do you have any questions?"' said Suzie from Ohio. 'What was he expecting?'
Suzie's director asked any questions. Suzie wanted to know what
- 3 'How should I prepare for the audition?' That question was from Jack in Florida.
Jack asked prepare for the audition.
- 4 'Will it be okay to look straight at the camera?' Jennifer from LA asked.
Jennifer asked okay to look straight at the camera.
- 5 Melanie from Texas asked, 'What's the best thing to say at the end of the audition?'
Melanie asked

8 52 Listen to the director's answers. What advice does he give?

9 Work in pairs. Student A, turn to page 136. Student B, turn to page 138. Follow the instructions.

10 Work in new pairs. Who can remember the most questions they asked and the answers they received in Activity 9?

Multiple-choice cloze (Part 5)

► EXAM FOCUS p.167

1 Work in pairs. Discuss the questions.

- Do you think celebrities make a lot of money?
- How much do you think celebrities spend every month? What do you think they spend money on?

2 Look at the breakdown of one celebrity's monthly expenses. Is the celebrity good with money?

Monthly expenses (published in court documents)	
Money coming in each month	\$10,000
Money going out each month	
Rent	\$10,000
Health	\$ 3,000
Food, cleaning products, etc.	\$ 2,000
Clothes	\$ 2,000
Eating out	\$ 2,000
Gifts and vacation	\$ 8,000
Lawyers and personal assistant fees etc.	\$10,000–\$20,000
Total monthly spending	approx. \$44,000

3 Read the headline and introduction to the article. What is the article about?

4 Read the introduction again and choose the correct words (1–4) to complete it. Use the questions below to help you.

- The subject is 'the media'. Which word goes with 'media'?
- Does the phrase 'than they can afford/manage' refer back to the idea of spending more money or refer forward to the idea of looking successful?
- Which word works with a length of time?
- Are the problems in their personal or professional lives? Which word better describes this?

5 Read the rest of article. For each question (5–10), choose the correct answer.

- A popular B famous C obvious D simple
- A saving B salary C wage D payment
- A comfortable B limited C plain D basic
- A reduce B leave C drop D remove
- A promise B advise C warn D order
- A control B persuade C see D push

6 Work in pairs. Discuss the questions.

- Do you agree with the writer's views?
- Do you think ordinary people also feel the need to spend too much?

Vocabulary

-ed and -ing adjectives

7 Match the adjectives in bold in the article with the definitions 1–8.

- the feeling when something unexpected happens
- describes something that keeps your attention
- feel extremely interested
- describes something that makes you feel sad
- describes a problem that makes you feel stressed
- given confidence
- describes something that is very unexpected
- describes something that makes you feel afraid

8 Look at the adjectives and definitions in Activity 7 and answer the questions.

What suffix is used at the end of adjectives that

- describe a person's feelings?
- describe the thing that causes the person's feelings?

LANGUAGE TIP

Like regular past simple verbs, the *-ed* at the end of adjectives can be pronounced /t/, e.g. depressed; /d/ e.g. amazed; or /ɪd/ e.g. interested.

9 How are the *-ed* adjectives in Activity 7 pronounced?

10 Choose the correct adjectives to complete the sentences.

- I find celebrity magazines really *depressing/ amazing* and never read them.
- People are *fascinated/interesting* by the lives that other people have.
- I'm *frightening/worried* that celebrities are having a bad influence on young people.
- It's *interesting/surprised* to follow celebrities on social networks.
- I'm *frightening/surprised* celebrities can earn so little.
- I'm *encouraged/depressing* by the charity work that many celebrities do.
- It's *frightening/worried* that so many young people want to be famous.
- Celebrities only look *amazing/fascinated* because they can afford the best clothes.

11 Work in pairs. Do you agree with the sentences in Activity 10?

It costs a fortune to look good in public constantly, but just how do celebrities spend their money?



We believe that celebrities make a lot of money, and the media love to (1) *copy/publish* pictures of their **amazing** lives. But celebrities can sometimes be **encouraged** to spend far more than they can (2) *afford/manage* to look successful. Many of them have **interesting**, but (3) *brief/tiny* careers and they can face huge (4) *business/financial* problems once that's over.

This became (5) to everyone when one celebrity model shared information on her spending. She was married to a famous actor and, although her annual (6) is in the top twenty percent for her age group, many were still **surprised** to see that she earns just \$120,000 a year. The **worrying** part, however, is her spending on just (7) things like food.

Firstly, spending \$10,000 on rent is not unusual, and plenty of people pay these **depressing** prices to live in the world's biggest cities. However, she could probably (8) the amount she pays for rent and still live somewhere nice. She spends around ten times more on health insurance than the average person, and I'd probably (9) her to find *something cheaper*. And you do wonder how she can eat food worth \$4,000 each month!

Many were **fascinated** to read about her attitudes to money. After all, it takes a lot to (10) yourself that it's acceptable to spend four times what you earn. Sooner or later, anyone spending more than they earn will be facing a **frightening** future.



Article (Part 2)

► **WRITING** REFERENCE p.159 and p.164

1 Work in pairs. Discuss the questions.

- 1 Describe an article you read recently. What was it about? Did you like it? Why/Why not?
- 2 What do you think encourages people to read articles that appear online?

2 Look at the exam task. Who do you think might be interested in reading this article?

You see this notice in an English-language website.

Articles wanted!

Are celebrities people who we can respect?
What kind of people become celebrities in your country?
Do you think celebrities are respected?
How important is it for a celebrity to be someone young people can respect?

Write an article answering these questions and we will put it on our website.

Write your **article** in about **100 words**.

3 Work in pairs. Think of two reasons why many celebrities do work for charities? Think of two reasons why they do not.

4 Look at the first paragraph of two students' answers. Which is easier to understand? Why?

Eliane

^AThere are some stars who work hard and help others, and deserve our respect. ^BMany modern celebrities have no talent, they're just willing to do anything to stay in the news. ^CA lot of very ordinary people become celebrities these days. ^DTheir effect on young people can be quite worrying.

Javier

In my opinion, not many people respect celebrities these days. This is partly because people don't need to be talented to become famous. It is also because we read so many negative things about their lives. I believe that we respect the people around us in our daily lives much more.

5 Look at Eliane's answer again. Match the sentences A–D to ideas 1–4 to put them in a better order.

- 1 Introduces the idea of who becomes famous.
- 2 Says that some people are good.
- 3 Gives the reasons why some celebrities are not respected.
- 4 Explains the effect of poor behaviour.

6 Now match each linker to the sentence in Activity 4 that it starts.

However, It's true that In my opinion,
That's why

EXAM TIP

Remember that a clear paragraph usually has a sentence to introduce an idea, one or two sentences with reasons or examples, and a concluding sentence at the end.

7 Put the sentences in Eliane's second paragraph below in the correct order. Then work in pairs and discuss which words and phrases helped you decide.

- A *A good example of a celebrity who does this is Michael Jordan.*
- B *In my opinion, it is important for celebrities to encourage their fans to try harder and do better.*
- C *Advice like this from someone who is clearly successful can be very helpful.*
- D *Similarly, when celebrities behave badly, some fans will see that as an excuse to do the wrong thing too.*
- E *Many people find his advice on getting back up after making mistakes very helpful.*

8 Plan and write your answer to the exam task in Activity 2. Think carefully about how you will organise your ideas. Use the checklist on page 153 to write and edit your work.

1 Rewrite the sentences in reported speech.

- 'I want to be famous one day,' said Jane.
- Dan said, 'I've always wanted to travel.'
- Matthew told us, 'I spent a lot of time in theatre school.'
- 'I'm not going to waste my life singing,' said Michelle.
- James told us, 'I don't know what I want to do later in life.'
- 'I will always be here for you,' said Suzie.

2 Put the words in the correct order to form sentences.

Stupid questions people asked the internet

We all know that the internet is a great place to turn when you have a question you can't answer, but some people's questions are just silly! One kid (1) *what / President Obama's last name / was / asked* because he was stuck completing a school report.

Where better to get relationship advice than online? One girl, realising this to be true, (2) *asked / could / she / stop / how* her boyfriend from discovering that (3) *had to / she / go* to the toilet sometimes. She was concerned he'd be disgusted and break up with her when (4) *told / him / she*!

A man (5) *add / could / he / wanted to know / if* another letter to the alphabet.

A few people clearly need to pay more attention in their science lessons. One person (6) *was / if / wanted to know / an egg* a fruit or a vegetable. Another (7) *would / looking / directly at a photograph of the sun / asked / hurt / if* his eyes. A few also showed signs of needing more maths lessons. One girl, trying to reheat her dinner, (8) *60 seconds / if / were / asked* really the same as a minute because (9) *jumped / the microwave* from 59 to 1.00.

And finally, thanks to the web, after someone asked (10) *there / were / if* any birds in Canada or not, we now all know the answer!

3 Rewrite the questions in reported speech.

- 'Are you ready?' John asked.
- 'What is that?' Kara asked.
- 'Do you want any help?' Jacky asked.
- 'Do we have any homework?' asked Steph.
- 'Are you going to meet your mum?' my dad asked my brother.
- 'Will you speak to your sister about her car?' Mum asked.

4 Complete the sentences with the words in the box.

ballet dancer chat shows television commercials
designer clothes film studio magazine covers
soap operas stadium concerts

- I would never waste money on like expensive jeans.
- You have to train for years to be a in a major dance company.
- Television show the lives of ordinary people, but the storylines get crazy!
- I find it really annoying when the come on during my favourite series.
- They made *Star Wars* at the near my town.
- Most bands make their money from big these days.
- I really hate, all that conversation is boring.
- Only important people make it onto famous, like those of *Time* magazine.

5 Make -ed or -ing adjectives from the words in brackets to complete the sentences.

- I was so (worry) about my friends after they didn't call.
- The news that they'd cancelled my favourite TV show was (surprise).
- I think it would be (amaze) to visit Hollywood studios.
- My mother and her friends are (fascinate) by the theatre.
- Most people would feel (depress) if they lost a lot of money.
- I think it's (frighten) how many people worry about their looks.
- So many people have felt (encourage) by other people's stories.
- The media are very (interest) in celebrities' private lives.

9 Creativity



1 Work in pairs. Complete the creativity quiz.

Quiz

How CREATIVE are you?

HOME
NEWS
BLOG
QUIZZES
LINKS
CONTACT
HELP
Sign Up/Log In
username
password

Creativity comes in many forms, but Jeremy Gray, a scientist at Michigan State University, has developed a test that gives the same results as much longer tests of creative ability. Try it out for yourself below.

Look at the nouns in the list, and say out loud a verb that goes with that noun. Spend no more than 10 seconds on each noun, and try and be creative in your responses.

road drum soup soap

Now turn to page 136 to check your score for each verb.
The higher your score, the more creative you are!

2 Work in pairs. Discuss the questions.

- 1 Do you think creativity is something people can learn?
- 2 How important do you think it is to be creative?

Modals of ability

► GRAMMAR REFERENCE p.148

- 1 Look at the picture in the article. What objects can you see? Do you like this artwork? Could you draw like this?
- 2 You are going to read about the artist, Lee Hadwin. Read the text quickly. What's unusual about Lee's artistic ability?

LEE HADWIN

The sleep artist



Meet Lee Hadwin, a nurse with no artistic skills at all – when he's awake. But while he's sleeping, he's **able to produce** amazing drawings.

Lee realised he **could draw** in his sleep when he was a teenager. One embarrassing morning, he woke up at a friend's house to discover he'd drawn on the kitchen walls, but he **wasn't able to remember** the experience.

Sleep experts today don't know why he **can do** this, but Lee believes that in the future they **may be able to explain** why it happens. In the meantime, he'll hopefully **be able to show** his art to the public very soon.



3 Read the text again and answer the questions.

- 1 How did Lee discover he had the ability to create drawings in his sleep?
- 2 Do doctors know why Lee draws in his sleep?
- 3 What is Lee planning to do with his drawings?

4 Complete the rules with *can*, *could*, *was able to* and *be able to*. Use the examples in bold in the text to help you.

- 1 Use and to talk about ability now or in the future.
- 2 Use to talk about general ability in the past.
- 3 Use to talk about ability once on a particular occasion in the past.
- 4 Use when you want to talk about ability using other tenses.

5 Read the email. Fill each gap with the correct form of *can*, *could* or *be able to* and a verb from the box.

design not draw give tell make not use

Dear Jen

Thanks for your letter! Yes, I (1) in my art project on time, but only just!

You know how I (2) or paint anything? I just don't have the skill. Well, fortunately this time we had to create our project digitally. Before the project, I (3) the software at all but after a bit of practice I (4) a really good piece of art. Now I (5) all kinds of wonderful pictures!

I'll send you one and you (6) me what you think! Anyway, speak to you soon.

Oliver

LANGUAGE TIP

can and *could* are also used for requests.

Can I open a window? *Could* I borrow a pen?

6 Work in pairs. Student A: turn to page 136. Student B: turn to page 138. Follow the instructions.



Multiple matching (Part 2)

► EXAM FOCUS p.166

1 Work in pairs. Discuss the questions.

- 1 How do you feel when you look at the photos? What adjectives would you use to describe them?
- 2 Who or what do you usually take photos of?
- 3 Do you share your photos online? Why/Why not?

2 Look at the advertisement on the opposite page. What is it advertising?

3 Read the profile for Justin. What three things does he want from his photography course?

EXAM TIP

Choose the course that matches **all** of the wants and needs of the person in the description.

4 The people on the right all want to take a photography course. On the opposite page there are descriptions of eight courses. Decide which course would be the most suitable for the people on the right.

- 1 Justin is a keen photographer. He'd like to exchange ideas with other photographers and learn to improve his pictures on the computer. He's not free on Wednesdays.



- 2 Ursula used to run her own photographic business. She wants to go on a challenging course with photographers of a similar standard where she can practise taking landscape photos during long country walks.

- 3 Nina knows nothing about photography. She's going away for two weeks and wants an introduction to some basic skills so she can take photos of her trips. She's free on weekday evenings.



- 4 Scott wants to attend daytime classes where he will learn a lot in a short time. He hopes to learn to take different types of photos and then try out his new skills.

- 5 Dave has done photography for many years and is thinking of starting his own business, taking pictures of people and their families and pets. He is only free at weekends.



Photography Courses

A Stepping Up

This beginner course, you will learn how to take holiday photos. Lessons take place on Wednesdays from 7 to 9 p.m., with the first lesson in the college photography department. We will then move to other outdoor venues nearby to practise what we've learnt.

B Skills Development

This is for those photographers who have already completed a course but are not content with just taking holiday pictures. We will examine different types of professional photos and artistic techniques. Lessons are on Tuesdays from 6 to 8 p.m..

C At the Top

This Wednesday course, from 6 to 9 p.m., is for experienced photographers who would like to become more creative. We will look at how to take artistic pictures in a studio and outside. We will study photographs by famous photographers and experiment with the techniques they used.

D Wildlife

Whether you are going on a trip to Kenya or to the local river, taking photos of wildlife is never easy. This is an ideal course for photographers who have never had any formal training and would like to get some practical help. Lessons are on Saturdays from 2 to 4 p.m..

E Multi-Skills

No experience is necessary for this course which provides you with forty hours of study. You will be shown how to take photos of people, places and objects. The second week will be in various locations so you can practise what you have learnt. The lessons are from Monday to Friday, 9 a.m. to 1 p.m..

F Digital Skills

This Thursday course, 8 to 10 p.m., is for all levels. You'll learn how to use digital technology to edit your photos, for example by removing red eyes from family photos. We request that you bring your own photos to classes. Classmates are encouraged to share their knowledge with each other.

G Portraits

This Saturday morning course is for photographers who already have considerable experience. It will be in our photography studio so we can teach you how to take pictures of people to a professional standard. Advice will also be given on earning money from your camera skills.

H On the Go

This course is for experienced photographers interested in taking better photos of the world around us. Each Wednesday we will depart for the countryside at 9 a.m. so you can develop your camera skills further. However, you must be prepared to spend all day on your feet as we don't return until 5 p.m..



Redlake COLLEGE

Vocabulary

formal language

LANGUAGE TIP

When you learn a new word, use a dictionary to find out if it is used in formal or informal situations.

depart /di'pa:t \$ -a:rt/ verb [intransitive, transitive] to leave, especially when you are starting a journey
depart from *The train will depart from Platform 4.*
depart for *He departed for Rome immediately.*

Register

In everyday English, people usually say **leave** or **go** rather than **depart**:

*What time does the next plane **leave/go**?*

5 Match the words 1–6 to the more formal synonyms in the advertisement.

- | | |
|------------|---------|
| 1 leave | 4 ask |
| 2 want | 5 more |
| 3 finished | 6 gives |

6 Make the sentences more formal. You may need to add or take away prepositions.

- If you want more information, please email us.
- We give you advice about taking holiday photos before you leave for the airport.
- You can ask for a certificate when you finish the course.

7 Look at the notice below. What does it say?

PAINTING COMPETITION

Under eighteens who would like to enter the competition are requested to get their parents' written permission before completing any work.

- The competition is only open to people over a particular age.
- Under eighteens need to give in an extra document.
- Only work by eighteen-year-olds will be accepted.

8 Work in pairs. Discuss the questions.

- Which of the courses would you most like to do?
- Think of a photo that's special to you. What does it show? Why is it special? Where do you keep it?



Multiple choice, long text (Part 4)

► **EXAM FOCUS** p.168

1 Work in pairs. Discuss the questions.

- 1 Do you enjoy playing online video games? Why/Why not?
- 2 Why do you think some people enjoy dressing up like characters in video games?
- 3 Do you think that playing online games is a good use of people's time? Why/Why not?

2 **53** You will hear the first part of an interview with a woman called Sam Davis talking about her research on video games. Choose the correct answer.

What does she think about people who play online games?

- A They should spend less time on them.
- B They can do what they want in their free time.
- C They develop useful talents.

3 Work in small groups. Did Sam's opinion surprise you? Why/Why not?

4 Look at the audioscript on page 198. What phrases helped you choose the correct answer in Activity 2.

EXAM TIP

Try not to guess answers from your knowledge of things in the past. Answers can be surprising.

5 Read the questions in Activity 6 and underline the key words.

6 **54** For each question, choose the correct answer.

You will hear the rest of the interview with Sam.

- 1 What helped Sam to start enjoying video games?
 - A She saw her confidence improving.
 - B She was able to afford the equipment.
 - C She got her mother's permission to play.
- 2 What does Sam say about people who dislike video games?
 - A They usually avoid reading about the good things.
 - B They always repeat the same arguments.
 - C They often refer to problems in the past.
- 3 Sam was keen to study the effect of games on
 - A social skills.
 - B movement.
 - C emotions.
- 4 What does Sam think about games which include fighting?
 - A People who play these games often get angry.
 - B There is little known about these types of games.
 - C Games like this encourage bad behaviour.
- 5 Sam's favourite type of games are those which
 - A require certain skills.
 - B involve playing with others.
 - C let her control the action.
- 6 In the future Sam would like to see more video games which
 - A have strong female characters.
 - B look like real life.
 - C improve people's ability to see.

7 Work in pairs. Discuss the questions.

- 1 Do you agree with Sam's opinions? Why/Why not?
- 2 How would you like video games to change in future? Why?

Relative clauses

► GRAMMAR REFERENCE p.148

1 Work in pairs. Discuss the questions.

- 1 A simulation game is one where you pretend to be someone else. Do you like simulation games? Which type of simulation game below would you prefer to play? Why?

sports games city living games flight simulation
zoo-keeping games

- 2 Why do you think simulation games are so popular?

2 Look at some descriptions of the games in Activity 1. Which type of game is being described in each?

- 1 Heathrow Airport, *where many planes land each day*, is one of the locations.
- 2 The character *that I play* is based on a real-life sports star.
- 3 It is an enjoyable game *that animal fans will love*.
- 4 Each animal has their own living environment, *which you create for them*, so they feel at home.
- 5 The gamer controls a group of people *who find themselves in everyday situations*.
- 6 You can manage players *whose skills are poor* and turn them into better players.

3 Match the questions (1–2) to the answers (A–B).

- 1 In sentence 1, there is only one Heathrow Airport in the world. Without the clause, would you still know which airport?
 - 2 In sentence 2, there are many characters in video games. Without the clause, would you know which character was being talked about?
- A Yes, I would still know which one/ones without this information. → **non-defining**
- B No, I need this information to know which one/ones. → **defining**

4 Decide if sentences 3–6 in Activity 2 contain defining or non-defining clauses. What are the differences in punctuation between defining and non-defining relative clauses?

5 Join the sentences using defining relative clauses.

Example: The mouse was created by the scientists at Stanford. They also invented the internet.

The mouse was created by the scientists who invented the internet at Stanford.

- 1 In the 1980s, Alexey Pajitnov created a computer game. He called it Tetris.
- 2 Albert Einstein developed a theory of energy. He called it the theory of relativity.
- 3 Walt Disney created the modern idea of theme parks. People can spend the whole day there.
- 4 Leonardo da Vinci was an artist and engineer. His helicopter design became a reality centuries later.

6 Add the extra information in brackets to the sentences using non-defining relative clauses.

Example: Shakespeare wrote almost 40 plays. (He was born in 1564.)

Shakespeare, who was born in 1564, wrote almost 40 plays.

- 1 Marie Curie is famous for her research into radioactivity and for developing modern medicine. (She won two Nobel prizes.)
- 2 Thomas Midgley has been described as the most dangerous man that ever lived. (His inventions included putting lead into petrol and CFC gases.)
- 3 The *Harry Potter* books were written by JK Rowling. (She encouraged millions of children to read.)
- 4 Steve Jobs created many modern technological inventions including the iPad. (He was Chief Executive of Apple.)

7 Work in pairs. Which people in Activities 5 and 6 do you think have had the most influence on the world? Can you add anything more about them?

Example: *Marie Curie, who was a chemist and a physicist, won two Nobel prizes.*

LANGUAGE TIP

We don't use *that* in non-defining clauses.

Tetris, that which is still played today, was created in 1984.

Job skills

1 Work in pairs. Discuss the questions.

- 1 What job do you do or would like to do in the future? Describe what it involves.
- 2 Would you like to do the job in the photo? Why/Why not?

2 55 Listen to three people describing their jobs to a group of teenagers. What do you think each person's job is? Choose from the jobs in the box.

accountant bank worker games tester
shop manager web designer

3 Listen again. Which skills does each speaker have to have?

- A be good with numbers
- B have leadership skills
- C be computer-literate
- D be good at working in a team
- E have problem-solving skills
- F have good communication skills
- G pay attention to detail
- H be organised

4 Work in pairs. Discuss the questions.

- 1 Think of two more jobs that need some of the skills A–H from Activity 3.
- 2 What skills do you need for your job or the job you want to do in the future? What are the challenges of the job? What do you enjoy about it?

Prefixes

5 Look at the sentences from the recording and decide how the prefixes in bold change the meanings of the words in italics.

- 1 I create or **rebuild** online sites.
- 2 It becomes **impossible** to do the job well.
- 3 We **disagree** with each other sometimes.
- 4 People sometimes think my job's a bit **unexciting**.
- 5 I have to be **self-confident**.
- 6 I have to work **irregular** hours.

6 56 Read the language tip below and mark the stress on the words with prefixes in Activity 5. Then listen and check your answers.

7 Work in pairs. Student A: add the correct prefixes to the words in *italics*. Student B: turn to page 138.

- 1 Do people think you're an*patient* person?
- 2 Is there a lot of*employment* in your country?
- 3 What job do you think you would*like* doing the most?
- 4 Would you mind working*regular* hours such as nights or weekends?
- 5 Are you the kind of person who*views* their work all the time?
- 6 Could you do an*exciting* job for a long time if you got a high salary?
- 7 Would you like to be*-employed* one day so you can manage yourself?

8 Ask your partner the questions from Activity 7. Are you surprised by any of their answers?

LANGUAGE TIP

Prefixes don't change the stress of a word.



Collaborative task (Part 3)

▶ EXAM FOCUS p. 169

1 Work in pairs. Discuss the questions.

- 1 What do you do to relax?
- 2 What new hobby would you like to start? Why?

2 ▶ 57 Listen to Maisy and Will talking about the cost of doing a hobby. What makes hobbies expensive?

3 Listen again and complete the phrases used to introduce opinions.

- 1 I it's true that a lot of hobbies can be expensive.
- 2 I'm I'd say it was hundreds.
- 3, that's what I always thought too.
- 4, I'm much healthier and happier as a result.
- 5 Well, say that golf is one of the most expensive hobbies.
- 6 I beat simple hobbies like running after all.

EXAM TIP

Use a range of phrases to introduce your opinions.

4 ▶ 58 Listen and decide which speaker sounds more interested (A or B)?

- 1 Personally, I think it's great.
- 2 I suppose it's true.
- 3 I guess you can't beat a good run.
- 4 Well, speaking for myself, it's a good thing.

5 Practise saying the sentences in Activity 4 with interested intonation.

6 Look at the pictures below. Which activities do you like doing? Which do you dislike? Why?

7 Work in pairs. Complete the exam task.

A young woman who works very hard would like to start a new activity in her free time to help her relax. Look at the activities in the pictures. Talk together about the different activities she could try and decide which would be most relaxing. Remember to say why each activity might or might not be relaxing.

Activities to help the woman relax.



Story (Part 2)

► **WRITING REFERENCE** p.160 and p.165

- 1 Look at the opening lines from two famous novels. Do you like them? Why/Why not? Would you want to read more?

'It was the best of times, it was the worst of times ...'

—CHARLES DICKENS *A Tale of Two Cities*

'All happy families are alike; each unhappy family is unhappy in its own way.'

—LEO TOLSTOY, *Anna Karenina*

- 2 Look at the exam task. Work in pairs and brainstorm ideas for stories in the genres below.

horror mystery/thriller real-life drama
romance science fiction

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
The door was unlocked, so I went inside.
Write your **story** in about **100 words**.

- 3 Read the paragraphs taken from Jaime's and Diana's stories. Which paragraph is better? Why?

Jaime

The door was unlocked, so I went inside. I walked into the building. It was cold and dark inside. I wished that I had brought my bag. The bag had my mobile phone in it. The man was waiting for me. He was no friend of mine. It had been years since we last saw each other.

Diana

The door was unlocked, so I went inside. I walked into the empty room. I touched my hand to my heart, which was beating quickly. The place where we agreed to meet was not the best place to spend a birthday. I felt sad. The people who I loved the most had forgotten all about me that day.

EXAM TIP

Relative clauses can add detail to make your writing more interesting, and they show you can use a range of grammar.

- 4 Rewrite Jaime's paragraph with the sentences in blue as relative clauses.
- 5 Complete the rest of Jaime's story with your own ideas.

I walked inside and put down the large envelope which
'Is the money inside?' the man asked in a voice which I couldn't speak. I just moved my head up and down in agreement. 'He's over there,' he said, pointing to a person who
I'd waited so many months to see this face again. I hoped I'd never have to wait that long again.

- 6 Plan and write your answer to the exam task in Activity 1. Use the checklist on page 153 to write and edit your work. Try to include some relative clauses to add detail to your writing.



- 1** Complete the sentences with the correct positive or negative form of *can*, *could* or *be able to*.

Crazy things people did asleep

One time, I **(1)** cook a whole grilled cheese sandwich, then took it back to bed and slept on top of it. I woke up with it stuck to my leg.

I always used to get dressed in my sleep. I **(2)** think up all sorts of combinations that I would never **(3)** put together awake.

I woke up and found a load of cut fruit all around me. I had even **(4)** get the stones out of the peaches.

I once hid all the light bulbs in my house in my sleep. We **(5)** find them for weeks.

My whole life I've talked in my sleep. My dad told me that once, I **(6)** state a really complicated maths formula correctly. I **(7)** even pass a basic maths test when I'm awake!

- 2** Complete the text with the words in the box. Use each word once only.

that when where who whose

I love art **(1)** uses lots of colours. I'm particularly keen on artists **(2)** painted in the Impressionist style. I once travelled to the gardens **(3)** Monet painted his most famous pictures. My favourite is Van Gogh though. A lot of those painters worked at a time **(4)** their creativity wasn't valued. Van Gogh, **(5)** paintings never sold in his lifetime, is one of the most popular artists around today. You should come with me to an exhibition!

- 3** Add the information in brackets to the sentences using relative clauses.

- My brother John has won lots of prizes. (He's a champion tennis player.)
- My sister Dahlia can play the piano really well. (She takes after my mother.)
- My best friend has a lot of pictures on her wall. (She painted them herself.)
- I want to go to the art gallery. (It has the Mona Lisa on display.)
- I saw information online about a gallery. (They show paintings in an old railway station there.)
- Damien Hirst is going to open an exhibition next month. (His artwork has sold for millions of dollars.)

- 4** Match the words in the box to the prefixes.

agree build confident employed
employment exciting like patient
possible regular view

- | | | |
|-------|--------|---------|
| 1 re- | 3 dis- | 5 self- |
| 2 im- | 4 un- | 6 ir- |

- 5** Match sentences 1–8 to sentences A–H to make pairs with a similar meaning.

- | |
|--|
| 1 I love maths. |
| 2 I like being a manager. |
| 3 I can write my own programs. |
| 4 I get on well with others at work. |
| 5 I'm good at finding solutions. |
| 6 I can express my ideas clearly. |
| 7 I like making sure that everything is perfect. |
| 8 I never miss a meeting or deadline. |
| A I like working in a team. |
| B I'm highly computer literate. |
| C I have problem-solving skills. |
| D I have good communication skills. |
| E I'm good with numbers. |
| F I'm really well-organised. |
| G I pay attention to details. |
| H I have leadership skills. |

- 6** Complete the sentences with a more formal synonym of the word in brackets. You have the first letter.

- The plane will d..... (leave) from Gate 4 in five minutes.
- Please contact us for f..... (more) information.
- I w..... I..... (want) to speak to the manager.
- Guests are r..... (asked) to sign the registration book.
- The school will p..... (give) all the materials you need.
- The intermediate class is only for those who have c..... (finished) the beginners' course.

PROGRESS TEST 3

1 Read the text and then complete it. Use one word in each gap.

Whale brings a message from the seas

Norway is a country usually known (1) its high environmental standards and clear seas. These freezing temperatures are usually a safe place for wildlife. When (2) sick whale swam into the harbour on the small island of Sotra, it clearly had a message for humanity. (3) creature was weak and dying. Rescuers tried to save it, but eventually decided to shoot the animal to save it from further suffering. The whale was shockingly thin and in terrible health. Scientists weren't surprised (4) what they found when they examined it. Its entire stomach was full of plastic. They said that after they (5)

separated out the items, they realised that there were thirty plastic bags in its stomach, which made it impossible for the whale to eat anything. It was the (6) shocking evidence so far that our oceans really are in trouble. The news was greeted sadly by the World Economic Forum, (7) have argued for years that the eight million tonnes of plastic that ends up in the sea each year is damaging the environment. By 2050, they say, there will be more plastic than wildlife in our oceans. Next time you throw out a plastic bag (8) might end up in the sea, think about the creatures that will find it.

2 Read the quotations and write the reported speech sentences.

Great quotations on history

1 Martin Luther King said that ...

1 We are not makers of history, we are made by history. **Martin Luther King**

2 Attitude is a little thing that makes a big difference. **Winston Churchill**

3 You can do anything if you have enthusiasm. **Henry Ford**

4 Well-behaved women rarely make history. **Eleanor Roosevelt**

5 Those who don't know history are destined to repeat it. **Edmund Burke**

6 The future belongs to those who prepare for it today. **Malcolm X**

3 Read the questions and complete the reported speech sentences.



What are the best things to ask your digital assistant?

Many digital assistants are programmed with a sense of humour. Try asking your digital assistant one of these questions below.

- 1 Where can I hide a lot of money?
- 2 Can you sneeze?
- 3 Do you want to go on a date?
- 4 Are you able to say any bad words?
- 5 How much do you weigh?

I asked my digital assistant ...

- 1 and she said that I should call the police.
- 2 and she said 'Achoo!'
- 3 and she said that she just liked me as a friend.
- 4 and she said she would rather not say anything rude.
- 5 and she said she was weightless, like a cloud. Then she realised that clouds are quite heavy.

4 Decide whether the relative clauses in these sentences are correct or incorrect. Correct the ones that are incorrect. Remember to look at punctuation too.

- 1 Bill Gates, which lived in the USA, has given a lot of money to charity.
- 2 Stephen Hawking was a scientist who life was turned into a film.
- 3 Mark Zuckerberg studied at Harvard, where he first came up with his social media site.
- 4 Malala Yousafzai who has inspired millions of young girls campaigns for education.
- 5 Elon Musk's inventions, that have become world famous, range from Paypal to spacecraft.
- 6 Oprah Winfrey grew up in poverty is one of the wealthiest women in the USA.
- 7 Sheryl Sandberg, that is Facebook's chief operating officer, is one of the most important women in the technology business.
- 8 Jack Ma, who used to be an English teacher, is now worth billions of dollars.

5 Link the sentences using the word or phrase in CAPITALS. You may need to omit words or make other small changes.

- 1 In Bangladesh, many areas flood. The government decided to transform boats into floating classrooms. **THAT'S WHY**
- 2 In Dongzhong, a school was set up inside a cave. Over 180 students were enrolled. The government closed the school because they were worried about how safe it was. **HOWEVER**
- 3 The River Plate football stadium has fans all around the world. The stadium is home to over 2,000 students when the football season ends. **ALSO**
- 4 At the Microsoft-designed School of the Future in Philadelphia, every student has a laptop and they use this instead of pens and paper. Pens and paper are banned. **WHICH**
- 5 At the village school in Gulu, Shen Qijun teaches all the academic subjects. He teaches rock climbing because his students have to climb a mountain just to get to school. **AS WELL AS**
- 6 Children have lessons in maths and languages at the Forest Schools in Europe. They do this outside in the woods most of the day. **ALTHOUGH**

6 Complete the text with *a, an, the* or *-* for no article.

I live in one of (1) windiest places on (2) planet. Last night, (3) strong gale blew through (4) region and (5) lot of trees were blown down. It meant that over (6) kilometre of (7) main road in and out of town was blocked by (8) mess. It took (9) ages to clear it up.

7 Choose the correct words to complete the article.

IS RUNNING THE SPORT FOR YOU?

Running has become a popular sport over the last few years. Today, more people (1) *can/have been able to* run half marathons and 5K races than ever before. The last time I (2) *can/could* run for the bus was several years ago, but it only takes a few months to start seeing a difference. There are plenty of choices. There's the Maldon Mud Race in England, where people run through cold wet mud. If you (3) *can/will be able to* stand the temperatures, it might be the race for you. You (4) *could/were able to* enter one of the many DogFit races, if you prefer. On these races, runners (5) *can/could* run with their doggy best friend. And last year, in Boston, runners raced against each other by pushing shopping trolleys through the streets of the city. One person (6) *could/was able to* finish with a full trolley! If that all sounds too much, you (7) *are able to/could* always just do an old-fashioned 5K race dressed up as a tiger. You might not be the fastest but you (8) *can't/ll be able to* get plenty of support from the crowd.



10 What's it worth?



- 1 Work in pairs. What's happening in the photo? How else does this happen these days?
- 2 Complete the quiz *Guess the price!*

Guess the price!

Here are some rather unusual things that were sold online. Can you guess how much they sold for? Match the prices below to the items.

\$3,000,000	\$450,000	\$138	\$3.26
	\$14,000	£34	

1 A piece of rock from Mars	4 A letter written by Albert Einstein
2 Britney Spears' old bubble gum	5 An unwanted plate of Brussels sprouts
3 The meaning of life	6 A brand new species of sea creature

3 59 Listen and check your answers.

4 Work in pairs. Discuss the questions.

- 1 Which items in the quiz do you think were valued at an appropriate price? Which were not? Why?
- 2 Have you ever bought or sold things on an online auction site? What?
- 3 Is it a good way to buy things? Why/Why not?



Passive voice

► GRAMMAR REFERENCE p.149

1 Work in pairs. Look at the paintings and discuss the questions.

- 1 Do you like it? Why/Why not?
- 2 How much would you be happy to spend on it? Why?
- 3 Why do you think some paintings sell for millions of dollars?

2 60 Listen to a radio show about the sale of art. According to Diane, why do some people pay a lot of money for art? Does she give any of the reasons you discussed?

3 Listen again. Complete the sentences with the words and numbers you hear.

- 1 Yesterday, a painting was sold for million dollars in New York.
- 2 A painting is probably being sold right now somewhere in
- 3 In 2015, pieces of art were bought for a total of 800 million dollars.
- 4 Art is collected by as well as private collectors.
- 5 One of Vincent van Gogh's *Sunflowers* paintings was given to a museum in by a private collector.

4 Look at the verbs in the sentences in Activity 3 and answer the questions for each one.

- 1 Do we know who does, is doing or did the action?
- 2 Is the focus on the person or the action?
- 3 Is the action in the past or the present?

5 Choose the correct options to complete the sentences.

We form the passive with *be* + the (1) *past simple verb/past participle*.

We use (2) *by/from* + subject to say who does, is doing or did the action.

6 Choose the correct verb forms to complete the sentences about the Hermitage Museum in St Petersburg, Russia.

- 1 The museum *was/were* created in 1764.
- 2 The museum's galleries *was/were* opened to the public in 1852.
- 3 The museum *celebrates/is celebrated* its anniversary each December.
- 4 Today, paintings are *display/displayed* in six different buildings.
- 5 Some visitors *are attracted/attracts* by a group of cats which live around the museum.

LANGUAGE TIP

be is unstressed in the passive but the past participle is stressed.

In the past simple passive, *was* and *were* are pronounced in their weak forms, /wəz/ and /wə/.

The painting was bought by a private collector.

7 61 Listen and check your answers to Activity 6. Then listen and repeat the sentences.

8 Work in pairs. Student A: turn to page 137. Student B, complete the sentences below with the correct form of the verbs in brackets.

Fun art facts – True or false?

- 1 The first paints (make) from animal skin.
- 2 The Mona Lisa (visit) by more people today than it was in 1911.
- 3 On average, a picture of the British queen (paint) once every two years.
- 4 Only one of Vincent van Gogh's paintings (sell) in his lifetime.
- 5 Leonardo da Vinci's notes (write) from right to left.
- 6 Ten of the world's top twenty most expensive paintings (paint) by Pablo Picasso.

1 False – it was plants 2 False – after it was stolen in 1911, many people went to see the empty space it left 3 False – it's twice a year 4 True 5 True – he was left-handed 6 False

9 Take turns to read the sentences in your quiz in Activity 8 to your partner. Your partner decides if they're true or false. The answers are under your quiz questions.

Open cloze (Part 6)

► EXAM FOCUS p.167

1 Work in pairs. Discuss the questions.

- 1 Read the idiom in the title of the blog post below. What do you think it means?
- 2 Do you agree with it? Why/Why not?

2 Read the blog post below quickly, ignoring the gaps. What is it about?

- A Someone who has created a library of old maps.
- B Someone who designs and draws old maps.
- C Someone who gives presents made with old maps.

3 Complete the blog post below with the words in the box. What helps you to decide?

a every has my on one them which

4 Look at the words in the box in Activity 3 and answer the questions.

- 1 Which words in Activity 3 come before a noun or a noun phrase?
- 2 Which ones replace a noun?
- 3 Which word comes before a clause?
- 4 Which word forms a tense?

5 Read the article in Activity 6 quickly. What unusual thing did José Alberto Gutiérrez do? What kind of word is needed in each of the gaps?

One man's trash is another man's treasure

One of (1) neighbours collects old maps and uses (2) to make gifts for friends. In fact, he insists on including a map in (3) gift he makes. Last month he made (4) beautiful wooden coffee table (5) he gave to his brother. It had an old

map of our town (6) the top. He doesn't just make coffee tables. He (7) also made jewellery boxes, plant pots, candles, wall art and jewellery with maps. (8) day I hope he makes something for me!



- 6 For each question, fill the gap with the correct answer. Use one word for each gap.

A library of unwanted books



For twenty years, a rubbish collector from Colombia called José Alberto Gutiérrez kept books that people had thrown away. Now he has over 20,000 items in several rooms in his house. He runs (1) community library, lending books to neighbours and other local people. It's become (2) much work for one person, so his wife and three children help (3) out.

José has always enjoyed reading. As a child, he (4) regularly given books to read at night. He left school at a young age to find work but he continued to read. Now he wants other children to enjoy reading too. He's travelling around the country to areas with absolutely (5) public libraries and is providing books for local children without charging for them. He's also organising reading events where he shares his knowledge (6) love of books.

EXAM TIP

When you've filled the gaps, read the text again to make sure it makes sense.

Vocabulary

verbs and prepositions


- 7 Complete the sentences with prepositions. Use the blog post and the article to help you.

- 1 My parents insist keeping all their old stuff.
- 2 Amy always gives thoughtful gifts her friends.
- 3 I've never made anything friends or family.
- 4 I usually lend books my friends after reading them.
- 5 The library charges books which are returned late.
- 6 The library provides books everyone.

- 8 Complete the sentences with the prepositions in the box.

for from in of to

- 1 Do you approve giving gifts made from old items?
- 2 Have you ever searched something in a second-hand shop?
- 3 The shop assistant apologised giving the wrong change.
- 4 What was the last shop you bought something ?
- 5 Do you usually succeed getting a bargain when you shop?
- 6 Whose shopping advice do you listen when you are buying clothes?
- 7 Have you ever borrowed something someone and forgotten to give it back?
- 8 Do you think we're better at recycling things compared people in the past?

- 9  62 Listen and check your answers to Activity 8. Then listen again. How is each preposition pronounced?

LANGUAGE TIP

Some prepositions are pronounced in their weak forms when they're unstressed.

That belongs to me. (to is pronounced /tə/)

Prepositions at the end of a sentence or question are usually stressed.

Who does this belong to? (to is pronounced /tu:/)

- 10 Listen and repeat the questions in Activity 8.
- 11 Work in pairs. Take turns to ask and answer the questions in Activity 8.

Shops and services

1 Work in pairs. Discuss the questions.

- 1 What kind of shops and services do you have in your neighbourhood? What shops or services would you like to have?
- 2 Do you prefer to shop locally, go to a different area or shop online? Why?

2 Match sentences 1–8 to the shops and services in the box.

art gallery beauty salon chemist's
dry cleaner's hairdresser's post office
restaurant sports centre

- 1 We're **offering** a ten percent **discount** on all spray tans today.
- 2 I'm here to **pick up** my clothes. Are they ready?
- 3 Can I **make an appointment** for a cut and blow-dry, please?
- 4 I'd like to **send a parcel** by airmail.
- 5 We're **giving away** throat sweets **free** with all cough medicine sold.
- 6 Could we **pay the bill**, please? We had the fish.
- 7 We **charge** £3 for entry to the sculpture exhibition.
- 8 Customers must **pay** a small **deposit** to borrow towels.

LANGUAGE TIP

When a compound noun is made up of noun + noun, the stress is usually on the first noun.
art gallery

When it's made up of adjective + noun, the stress is usually on the noun. *dry cleaner's*

3 Work in pairs. Discuss the questions.

- 1 Which of the shops and services in Activity 2 do you regularly use?
- 2 Which do you hardly ever use? Why?

4 Complete the questions in the quiz. Use the phrases in bold in Activity 2 to help you.

5 Work in pairs. Take turns to ask and answer the questions in the quiz. Do you and your partner have similar spending habits?



WHAT KIND OF SPENDER ARE YOU?

Do you love spending money?
Are you always on the hunt for a bargain?
Do you prefer to keep your money in the bank?

- 1 How often do you the bill when you eat out with friends?
- 2 Do you usually a card or message someone on their birthday?
- 3 How often do you an appointment at the hairdresser's or beauty salon?
- 4 Would you leave a tip in a restaurant that already ten percent extra for service?
- 5 Have you ever bought an item because the shop was something free with it?
- 6 Do you a takeaway yourself or pay someone else to deliver it?
- 7 Would you ever a deposit to reserve something you might not buy?
- 8 Do you visit particular shops or websites because they regularly discounts?

get/have something done

► GRAMMAR REFERENCE p.150

1 Work in pairs. Which option in each pair would you prefer? Why?

- 1 buy food from the supermarket / ask the supermarket to deliver it
- 2 cut your own hair / go to the hairdresser's
- 3 fix something around the house / call a professional
- 4 go to a restaurant to buy a takeaway / ask the restaurant to deliver it
- 5 fix a problem with your car / take it to a garage
- 6 clean the house / pay someone to clean it for you

2 Read the article below. What's the writer's main point? What examples does she give?



9:41 am

Is time saved with technology worth the costs?

Digital technology has many benefits but is it making us lazy? These days I don't have to leave the house to go shopping. I can (1) **have everything delivered** to my front door. I don't need to search for things either. I (2) **get shopping items recommended** to me, I (3) **get playlists created** for me and I (4) **get new films downloaded** directly to my phone. But there are costs attached to these things. When I (5) **have things done** for me, I lose valuable opportunities to be physically and mentally active – two things that will help me lead a happy and healthy life. So, is saving time with technology really worth it?

3 Work in pairs. Do you agree with the article? Why/Why not?

4 Look at expressions 1–5 in the text and answer the questions.

- 1 Who does each action, the writer or someone or something else?
- 2 How is this structure formed?
..... or + object + past participle

LANGUAGE TIP

When we use *had* to form the past perfect, it's usually unstressed /həd/.

When we use *had something done*, *had* is usually stressed /hæd/.

5 Look at Dylan's diary. It's now 10.00 a.m. on Tuesday. Write the answers to the questions.

- 1 What did Dylan have done yesterday?
He had his
- 2 What is Dylan having done right now?
- 3 What is Dylan going to have done tomorrow?
- 4 What does Dylan have done every evening?



FEBRUARY

Monday

- 11 a.m.: hairdresser's – hair cut
- 2 p.m.: eye test
- 4 p.m.: man to fix heating
- 7 p.m.: takeaway delivery

Tuesday

- 9.45 a.m.: garage to repair car
- 10.00 a.m.: tailor to make new suit
- 3.15 p.m.: supermarket – food delivery
- 7 p.m.: takeaway delivery

Wednesday

- 10.45 a.m.: gardener to cut grass
- 3.30 p.m.: cleaning company – carpets
- 7 p.m.: takeaway delivery

6 Work in pairs. Discuss the questions.

- 1 Which of the actions in Activity 5 do you have done?
- 2 How often do you have them done?

Gap-fill (Part 3)

► EXAM FOCUS p.168

1 Work in pairs. Discuss the questions.

- 1 What kind of charity work do people do in your area?
- 2 What kind of charity events are the most popular? Why?
- 3 What do you think a charity auction is? What kinds of things are sold? Where do the items come from?

2 63 You will hear a man called Robbie talking with a woman called Jennifer about some items which they have received for their charity auction. Listen and complete the notes.

- 1 First item: Poster by man called
- 2 Second item: Two plane tickets to New York – contact Tony@.....org.
- 3 Third item: A week's house cleaning by Baker.
- 4 Fourth item: A meal for four at the Café.
- 5 Fifth item: A basket of food from a supermarket in Lane.

EXAM TIP

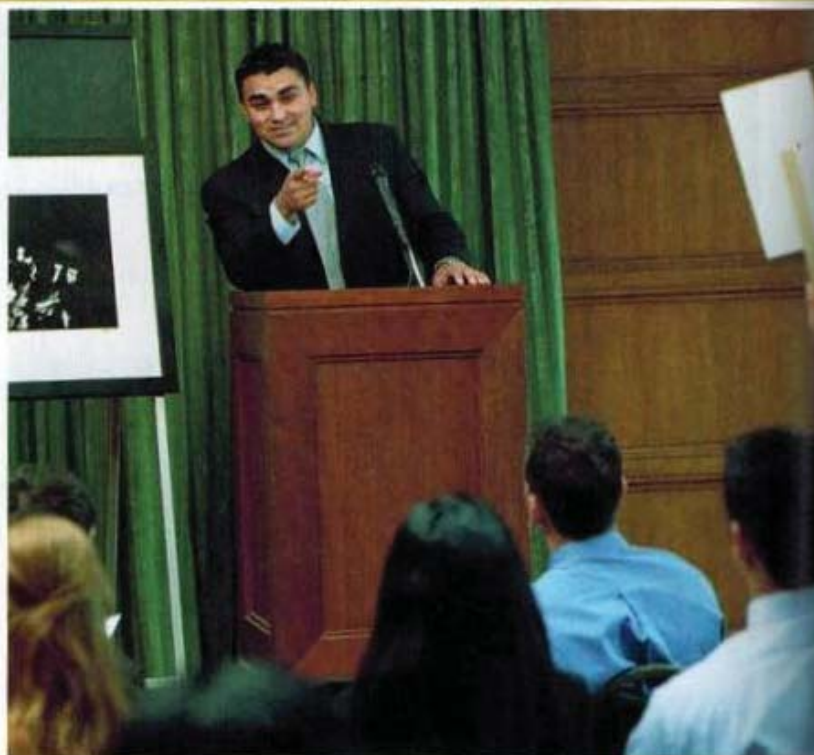
You'll sometimes hear the spelling of a word such as a name. The speaker will tell you they are going to spell it, e.g. *I'll spell that for you. It's* Listen carefully for this signal and write the word down.

3 Listen again. Note down the number, date or time you hear for each item.

- 1 Poster – made in
- 2 Plane tickets to New York – use before
- 3 House cleaning – hours in total
- 4 Meal – between midday and in the afternoon.
- 5 Basket of food – items.

4 You are going to hear Robbie giving information about the charity auction. Read the notes and answer the questions.

- 1 In which gap will you have to write a name?
- 2 In which gaps will you have to write a number, date or time?
- 3 What kind of word do you think is missing in each of the other gaps?



5 64 For each question, fill the gap with the correct answer. Use one or two words or a number or a date or a time.

CHARITY AUCTION EVENING

Date: 29th April

Location: Park Hotel

Sale start time: (1) p.m.

What to share online:

the charity's (2)

Aim of the event: to raise money for a new (3) for homeless people

Most popular sale item:

(4) tickets

To provide further sale items:

contact Miss (5)

What helpers are needed for:

to look after (6)

6 Work in pairs. Which of the items in the auction would you most like to buy? Why?

Collaborative task (Part 3)

► EXAM FOCUS p.169

1 Work in pairs. Discuss the questions.

- 1 When do people give gifts in your country?
- 2 What is the best gift you've ever received?
- 3 Do you enjoy giving gifts to other people? Why/Why not?

2 65 Listen to Jake and Bella discussing possible wedding gifts for their friends Kate and Ed. Which two items in the box do they agree on? Why? Why do they reject the other items?

beach bag money plates photo frame
slow cooker speakers

3 Listen again. Who says these phrases, Jake (J) or Bella (B)?

- 1 Hmm, I'm not sure that's the best choice.
- 2 Yes, you're right but ...
- 3 That's a good point.
- 4 Yes, you're right.
- 5 That's true.
- 6 That's a great idea but ...
- 7 I'm not sure that's true.
- 8 Hmm, it's a good idea but ...
- 9 I don't agree.
- 10 You're absolutely right!

4 Decide if each phrase in Activity 3 is used to agree or disagree.

Gift ideas for a student going to start university in another town



EXAM TIP

During Parts 3 and 4 of the Speaking test, listen carefully to what your partner says so you can respond. Show agreement or disagreement before giving your own opinion and reasons.

A: *Money's a popular wedding gift.*

B: *I agree, but I don't think it's very personal.*

5 Work in pairs. Complete the exam task. Use the phrases in Activity 3 to help you.

A student is going to start university in another town next week. Look at the gift ideas in the pictures below. Talk together about the different gifts his parents could buy him and decide which would be best.

Discussion (Part 4)

► EXAM FOCUS p.169

6 Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.

- How/What about you?
- Do you agree?
- What do you think?

- 1 Do you prefer to give or receive gifts? Why?
- 2 What is the best kind of gift to receive? Why?
- 3 What do you need to think about when buying someone a gift?
- 4 Do you think money is important when you buy a gift for someone?

Article (Part 2)

► **WRITING REFERENCE** p.161 and p.164

1 Work in pairs. Think of an object you own that's special to you. Say

- what it is and when you got it
- how you got it
- what it's like
- why it's special.

2 Read the exam task. What three things do you have to write about?

You see this notice in an English-language magazine.

Articles wanted!

The things we own

Do you own a special object? What is it?

When or how do you use it?

Why is it special? Is it the financial value, the emotional value or something else?

Write an article answering these questions and we'll publish it in our magazine.

Write your **article** in about **100 words**.

3 Read Sophie's and Henry's articles. Which one is more interesting to read? Why?

Sophie

My passport

The most special thing I own is my passport. It's a small, red book made of plastic and paper. It's something which allows me to travel all over the world. I think this is more important than an object that costs a lot of money. I use my passport at least twice a year to visit friends in other countries, or go on holiday.

Travelling is important to me. I love going to new places. I like seeing new things, having new experiences and meeting new people. Without my passport, I wouldn't be able to do any of those things and that would be sad.

Henry

A door to the world

The most special thing I own might surprise you. It's not my phone or a family photo, it's my passport. It doesn't look particularly special, does it? It's just a small red book made of plastic and paper. However, it allows me to travel several times a year. That's far more valuable to me than any expensive item in my home.

Travelling is important to me because I love going to new places. I get so excited about seeing new things, having incredible adventures and meeting new and interesting people. Without my passport, I wouldn't be able to do any of those things, which is why it is so special to me.



4 Match sentences 1–5 to sentences A–E to make pairs with a similar meaning. Which sentence in each pair is more interesting to read? Why?

- 1 What I love about my bike is the speed.
 - 2 My bike has one of the most amazing designs I've ever seen.
 - 3 It cost me a lot of money.
 - 4 I spend hours cleaning my bike every week.
 - 5 My bike is easy to carry because it's not very heavy.
- A I clean my bike regularly.
 - B I like my bike because it's fast.
 - C You probably think my bike is heavy but it's actually so light!
 - D I had to save for months before I could afford my bike.
 - E The design of my bike is great.

5 Change the sentences to make them more interesting to read. Use the prompts in the box and your own ideas.

delighted I only ... a few times a year
I always think of ... when ... It's surprising that ...
... might be ... but it's actually really ...

- 1 I was happy when my grandad gave me his old watch.
- 2 The watch is old-fashioned but attractive.
- 3 The watch reminds me of my grandad.
- 4 I don't always wear it.
- 5 None of my friends wear a watch.

6 Plan your answer to the exam task in Activity 2.

- Make notes about each of the three points.
- Decide how to organise your ideas.
- Can you use any of the phrases in Activities 4 and 5?

7 Work in pairs. Explain your plans to each other. Give your partner any suggestions you can.

8 Use the checklist on page 153 to write and edit your answer to the exam task in Activity 2.

1 Complete the sentences with the correct active or passive form of the verbs in brackets. Use the correct tense.

- 1 My bike (steal) yesterday.
- 2 My son (use) my car at the moment.
- 3 Four different languages (speak) in Switzerland.
- 4 I (give) a beautiful vase for my last birthday.
- 5 Jake (forget) to buy any milk this morning.
- 6 Breakfast (serve) in the restaurant right now.
- 7 That painting (create) by Leonardo da Vinci in 1503.
- 8 Our hotel room (clean) each morning.

2 Complete the sentences with the correct form of *get* or *have* and the verbs in the box.

check clean cut deliver (x2) fix paint (x2)

- 1 I my oven yesterday. It was really dirty!
- 2 I usually parcels to my office because I'm never at home.
- 3 Matt his car yesterday. It works now.
- 4 We our hair at the moment.
- 5 Olivia her eyes twice a year.
- 6 I the outside of my house pink right now.
- 7 Last week, I my finger and toe nails a lovely blue colour.
- 8 We're going to our food shopping to our home each week.

3 Complete the sentences with the correct prepositions.

- 1 I don't approve people who are rude to others.
- 2 The sports centre doesn't charge lockers.
- 3 Did you borrow some money Abi yesterday?
- 4 Compared yesterday, the weather today is lovely.
- 5 I've never succeeded keeping a plant alive.
- 6 Jack insists wearing a jumper, even in summer.
- 7 I've just spent ten minutes searching my glasses which were on my head!
- 8 I never lend money friends or family.

4 Choose the correct words to complete the posters.

1

We do not *charge/offer* for towels, however, we do ask customers to pay a small *bargain/deposit*.

2

Customers can pay their *bill/menu* by cash or credit card.

3

You can *do/make* appointments for a massage by phone or online.

4

We're giving away/over free hand cream with every purchase over £10.

5

If you would like to send a *mail/parcel*, please queue on the left. If you would like to *get/pick up* a letter or package, please queue on the right.

6

We offer a 15% *discount/deposit* on cut and blow-dries to customers over the age of 60.

5 Match the posters in Activity 4 to the shops and services where you might see them.

beauty salon chemist's hairdresser's post office
restaurant sports centre





A small world



- 1 Complete the quiz below.
- 2 Work in pairs. Compare your answers.
- 3 Work in pairs. Discuss the questions.

- 1 Are people today more interested in learning about the world than people in the past? Why?
- 2 Is this a good thing? Why?
- 3 It's easier to learn about the world today. What are the advantages and problems with being able to get information so easily?
- 4 'It's a small world' is a common saying in English. What do you think it means? Do you agree with it? Why/Why not?

Are you a citizen of the world?

Choose the correct option to find out how much you know about the world we live in.

- 1 What's the population of the world?
A 5 billion B 6 billion C 7 billion D 8 billion
- 2 Approximately how many languages are spoken in the world?
A 500 B 1,500 C 4,000 D 7,000
- 3 In which country do the most English speakers live?
A USA B China C India D Australia
- 4 Which language is spoken most widely in the world?
A English B Mandarin Chinese
C Spanish D Arabic
- 5 What percentage of people live in cities?
A 30% B 55% C 70% D 85%
- 6 What's the most populated city in the world?
A Tokyo B Beijing C New York D New Delhi
- 7 50% of the world's population live on what percentage of the land in the world?
A 1% B 10% C 40% D 60%
- 8 What two colours make up the United Nations flag?
A red and black B blue and white
C red and blue D red and white



Travel and transport

1 Work in pairs. Discuss the questions.

- 1 What do you enjoy about travelling?
- 2 What do you dislike about travelling?

2 Read the blog post below. Which app would be most useful for you? Why?



MY FAVOURITE TRAVEL APPS

There are lots of travel apps available. Here are four of my favourites

Footstep: Plan your trip. View photos of over a thousand tourist destinations, (1) *look for* hotels and plan your *sightseeing* trips before you (2) *set off*. (3) *Get rid of* your heavy old *guidebook* and make space for more *souvenirs*!

Trip Guide: This helpful app reads your holiday *reservation* email and sends the information back as one simple travel timetable. It'll even copy in the people (4) *picking you up* from the airport at the end of your *trip*. It'll also email you the daily exchange rate.

The Ski Club: As well as live snow reports, they've (5) *set webcams up* in many popular skiing destinations so you'll never (6) *end up* on a snowless mountain again.

Locator: This app lets you (7) *turn your photos into* unforgettable memories. Take a photo of your surroundings, then use this app to add comments so you won't forget where you were when you (8) *catch up with* friends.

3 Complete the sentences with the nouns in *italics* in the blog post and the verbs in the box.

buy go make read share take

- 1 I love to and see new places of interest.
- 2 I lots of online so my friends can see what I'm doing.
- 3 I prefer to a about a place before I go.
- 4 I only a after doing hours of online research.
- 5 I'd love to a around the world.
- 6 I like to for all my friends and family.

4 Work in pairs. Discuss the statements in Activity 3. Make them all true for you.

Phrasal verbs of travel

5 Match the phrasal verbs (1–8) in bold in the blog post to the meanings.

- A collect someone or something
- B talk to someone after being away
- C place something somewhere
- D start a journey
- E try to find something
- F throw away something you don't want anymore
- G be somewhere you didn't plan
- H become something different

6 Complete the sentences with the correct form of the phrasal verbs in bold in the blog post.


- 1 Do you enjoy on a journey really early in the morning? Why/Why not?
- 2 Have you ever been on a journey and in the wrong place? What happened?
- 3 When you arrive in a new town, what are the first things you? Why?
- 4 Who do you usually call when you want someone to you? Why?
- 5 What are the first things you talk about when you friends after being away? Why?
- 6 Do you ever souvenirs after a few months? Why/Why not?
- 7 Has a short trip ever a longer stay? What happened?
- 8 If you could a webcam anywhere in the world, where would it be? Why?

LANGUAGE TIP

When a verb ends in a consonant sound and the next word starts with a vowel sound, the two words link together and can sound like one word.

set off /setɒf/, *set up* /setʌp/

7 In which phrasal verbs in Activity 6 does the verb end with a consonant sound and the next word begin with a vowel sound?

8  66 Listen and check your answers to Activity 6.

9 Work in pairs. Take turns to ask and answer the questions in Activity 6.

Multiple choice, long text (Part 3)

► EXAM FOCUS p.166

- 1 Work in pairs. What places around the world would you like to visit? Why? Would you like to live in a tourist area? Why/Why not?

EXAM TIP

Read the article quickly to get an idea of the topic. Do this by scanning the text and picking out key words and phrases or reading the first line of each paragraph.

- 2 Read the article quickly. What is it about?

- 3 For each question, choose the correct answer.

- 1 What have the residents of Nazareth decided to do?
 - A Provide faster transport for visitors in the town.
 - B Encourage visitors to spend more money in the town.
 - C Prevent visitors from travelling to their town.
 - D Help visitors to find the location of their town more easily.
- 2 Residents of Nazareth think that visitors
 - A are friendly and polite.
 - B show a lack of interest in them.
 - C enjoy photographing the local area.
 - D deal with people and animals in the same way.
- 3 What do we learn about the increase in visitors to Nazareth?
 - A It has not helped everyone in the town.
 - B It has had a negative effect on the environment.
 - C It was not predicted by local people.
 - D It has been welcomed by everyone.
- 4 Residents of other towns in the area
 - A believe families are the most important thing in life.
 - B have planned for their town's development differently.
 - C argue with each other about how to manage their towns.
 - D disagree with the decision of the townspeople in Nazareth.
- 5 What might a tourist say about a visit to Nazareth?
 - A It's a long boat ride from the nearest city but it's worth it.
 - B The local people refused to let us ask them questions.
 - C The residents were given money by our travel agent.
 - D We were told not to swim with wildlife in the river.

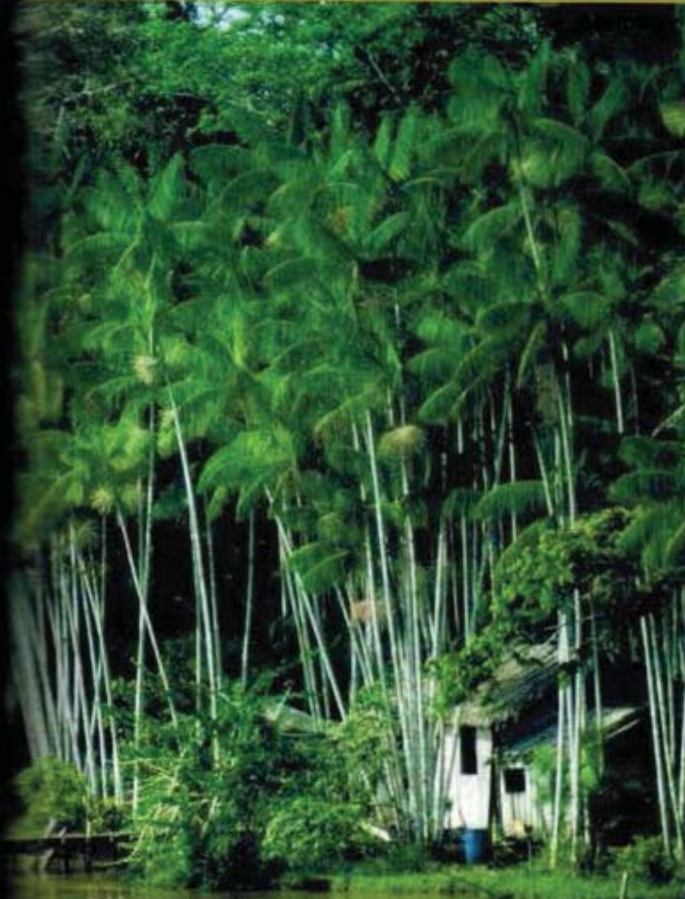


The jungle town

The small Amazonian town of Nazareth, just a **twenty-minute** boat ride from the Colombian jungle town of Leticia, is a traveller's dream. But tourists might have to avoid it in future. Residents have chosen to stop travellers from entering their town because they are fed up with those visitors who are **badly behaved**.

Residents of Nazareth believe some tourists can't see the difference between the wildlife and the residents, taking photos of local families as if they were just another kind of animal. And what a tourist may think are friendly, curious questions about the local culture often make the tourists seem rude to local people.

With the rise of eco-tourism, this part of the Amazon has become popular with travellers, who want to swim with the **world-famous** pink dolphins, hike through the rainforests and admire the **brightly lit** water as the sun rises. An amazing 35,000 people travelled to the region



lost to tourists

last year; five times more than in the whole of the previous eight years. However, residents of Nazareth complain that local people have not seen many of the benefits promised to them when tourism was first introduced to the region. While a few residents have been able to increase their wages by selling necklaces and other handmade objects, they say that most of the tourists' money goes to travel agencies. Residents in other towns do not take the same view. They believe that the number of visitors to the region is going to rise whatever action they take and they should try to make money from visitors. They believe that **well-controlled** tourism can help to increase the amount of money coming into the family home. It will then help to increase the quality of life for people living in the area. The residents of Nazareth clearly have different ideas.

4 Work in pairs. Discuss the questions.

- 1 Do you think the residents of Nazareth made a good decision? Why/Why not?
- 2 How could Amazon townspeople control tourism and increase the money they earn from it?
- 3 Does tourism have a positive or negative effect in your area? Why?

Vocabulary

compound adjectives

5 Complete the sentences with the compound adjective in bold in the text.

- 1 The zoo is a bus ride from the hotel.
- 2 Everyone looked up at the sky.
- 3 City residents often complain about tourists.
- 4 The Eiffel Tower is a tourist attraction.
- 5 There is a system for visiting the Galapagos Islands.

LANGUAGE TIP

When a compound adjective comes after a noun, the stress is on the second part of the compound adjective

This museum is world famous.

When a compound adjective comes before a noun, the stress is on the noun.

It's a world-famous museum.

6 Complete the compound adjectives in the sentences with the words in the box.

behaved efficient fashioned made paid service
up way

- 1 I'd love to buy a one-..... plane ticket to the other side of the world.
- 2 I'd be happy to have a badly job if I lived on a tropical island.
- 3 I go to self-..... restaurants on holiday where I can eat all I want.
- 4 I try to use energy-..... transport when I travel.
- 5 I usually buy local hand..... holiday souvenirs for my family.
- 6 I like learning about past traditions of a culture, even if they're old-..... now.
- 7 I'm always well-..... when I travel abroad.
- 8 I don't like spending time in built-..... areas.

7 Work in pairs. Take turns to guess whether each sentence in Activity 6 is true or false for your partner. Do you know your partner better than they know you?

Future forms

► **GRAMMAR REFERENCE** p.150

1 Work in pairs. Discuss the questions.

- 1 Which animals do you like? Which animals frighten you? Why?
- 2 What do you know about the animal in the photo?

2 67 Listen to a radio interview about a local event. Decide if the statements are true or false.

- 1 The Students' Union is holding a three-day conference next week.
- 2 Two speakers are going to present opposing ideas about protecting pandas.
- 3 One speaker believes that pandas will disappear in the next decade.
- 4 The conference begins on Tuesday.

3 Underline the future form in each sentence in Activity 2. Then, match each one to its use A–D.

- A A prediction (something you think will happen because you know or believe it)
 B A future arrangement (everything has been organised)
 C A future plan or intention (it has been decided but not organised in detail yet)
 D A timetabled event (e.g. start or finish days and times)

LANGUAGE TIP

When we talk about future intentions with *go* and *come*, we often use the present continuous instead of *be going to*.

Are you going to the conference next month?



4 Complete the social media posts with the most appropriate future form of the verbs in brackets

□
×
—
☎
📺
💬

Wildlife projects have helped panda numbers increase and I think they (1) (continue) to do so in future.

I think the point about money and pandas is right so I (2) (stop) giving money to animal charities right now.

I (3) (attend) the conference in Sheffield and have already signed up on the website. It (4) (start) at 10 a.m. if you're interested.

I (5) (fly) to India on Tuesday to start a wildlife project. I'm sure my work (6) (be) useful.

I (7) (do) an exam on Thursday so I can't go but I (8) (give) money to an animal charity to help those pandas and tigers.

My new course (9) (begin) on Thursday so I can't go but I think it (10) (be) an interesting event.

5 Work in pairs. Discuss the questions.

- 1 Which views on pandas do you agree with?
- 2 What other animals do you think will die out in future? Why?

6 Use the prompts to write sentences that are true for you.

- 1 Next week I'm ...
- 2 Next year, I'm going to ...
- 3 I start ... next ...
- 4 I think in future I'll ...
- 5 I don't think I'll ...

7 Work in pairs. Take turns to tell each other your sentences from Activity 6. Ask questions to find out more.



A

General questions (Part 1)

► EXAM FOCUS p.168

1 Work in pairs. Take turns to ask and answer the questions.

- 1 What's your favourite animal? Why?
- 2 What pets have you had?
- 3 Do a lot of people in your country have pets? Why/Why not?
- 4 What animal would you like to see in the wild? Why?
- 5 How often do you watch animal programmes on TV or online?
- 6 Have you ever seen a wild animal? Where?

Individual long turn (Part 2)

► EXAM FOCUS p.169

2 68 Listen to Marco describing photo A and answer the questions.

- 1 Does he describe different parts of the photo in a detailed and organised way?
- 2 Does he speak quite fluently, with only a few pauses?
- 3 Does he speak clearly and sound interested?
- 4 Does he use a variety of language?

3 Listen again and answer the questions.

- 1 What words helped Marco give himself time to think?
- 2 How did Marco sound interested in what he was saying?
- 3 What are some words and phrases he used to show a variety of language?

4 Think about the things that Marco did less well in Activity 2. How could he improve these things? Choose from the ideas below or add your own.

- 1 Have a list of topics in his mind and talk about them in order.
- 2 Speak for a minute on a topic. Repeat the task and try to reduce the pauses each time.
- 3 Listen to good English speakers online and copy their intonation.
- 4 Look at different photos and quickly think of five or six different adjectives to describe each one.

5 Work in pairs. Student A: describe photo B for one minute. Student B: describe photo C for one minute. As you listen to your partner, answer the questions in Activity 2 about your partner's description. Make some notes.

6 Work in pairs. Use your notes to discuss what you did well and how you could improve. Use ideas from Activity 4 to help you.

EXAM TIP

Record yourself and listen to your performance to hear what you do well and what you need to improve. Actively work on the areas you need to improve.



B



C

Multiple choice, pictures (Part 1)

▶ EXAM FOCUS p.167

1 Work in pairs. Which of the objects in the box do you think is the most important to take on holiday? Why?

a mobile phone a guidebook a tablet computer

2 69 Listen to two people discussing the question in Activity 1. Which object do they agree to take?

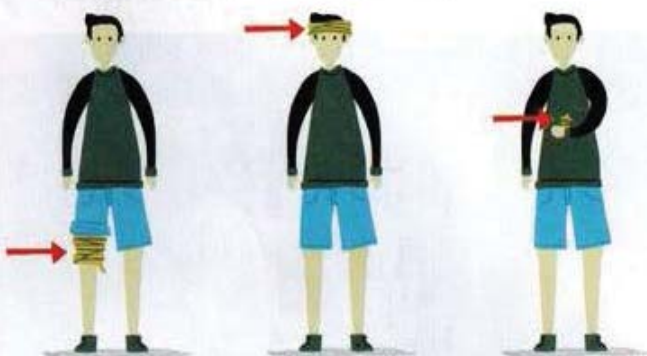
EXAM TIP

When you listen for the second time, check carefully that your answer is correct. Listen for what gives you the answer and what tells you the other answers are incorrect.

3 Listen again. What gives you the answer and tells you the other answers are wrong?

4 70 For each question, choose the correct answer.

1 What part of the man's body hurts?



A

B

C

2 Which photograph are they looking at?



A

B

C

3 What will the man do this evening?



A



B



C

4 Which sport is free to try today?



A



B



C

5 When can the public start using the new IT Centre?



A



B



C

6 What does the woman order for lunch?



A



B



C

7 What does the man want to send back?



A



B



C

will and be going to

▶ GRAMMAR REFERENCE p.151

1 Work in pairs. Discuss the questions.

- 1 What new things would you like to see in twenty-five years?
- 2 What problems would you like to see disappear?

2 71 You will hear an expert, Professor Allen, talking about planning for city life in the year 2050. Decide if the statements are true or false.

- 1 Professor Allen thinks governments will measure energy use.
- 2 She believes the tax system will be different.
- 3 She is confident that people are going to take more flights in the future.
- 4 She predicts that supermarkets will be bigger.

3 Look at the sentences from the recording and underline the future forms.

- A By then, it'll be too late to think, 'Okay, I'll change my life!'
- B Most of the world's oil's going to run out by 2050.
- C I expect that there'll be taxes on the energy we use.
- D I'm going to ride home after this interview!

4 Use the examples from Activity 3 to complete the table with *will* or *be going to*.

verb form	use
1	predictions with good evidence we can see or hear now
2	predictions based on what we know or believe
3	decisions we make while speaking
4	decisions we made before speaking

5 Complete the conversation in the most appropriate future form, *will* or *be going to*.

- A I've decided that I (1) start buying things that will last longer. I hope it (2) cut my electricity bill and save energy!
- B That's a good idea, but I don't think it (3) make any difference. There are so many people on the planet one person can't do much! We (4) need governments to create real change! Like the new underground station that they (5) build one block from your house.
- A They are? Really? That's great! I (6) save so much time! But governments can't do everything. It's obvious that all of us (7) have to find new lifestyles.
- B Well, I don't know much about science, but I think scientists (8) provide the solutions not us! Governments just need to work with the scientists.

LANGUAGE TIP

When we speak, we often pronounce *going to* + verb as /gəʊnə/. You can't contract *going to* + place.

I'm *gonna* see my friend later.

I'm *going to* Spain next week.

6 Complete the sentences with positive or negative future forms to make predictions that either you believe or you have evidence for.

- 1 Physical jobs (disappear) completely.
- 2 People from the same company (communicate) mainly through the internet.
- 3 Energy (be) cheaper and more easily available.
- 4 Cars (drive) themselves.
- 5 Machines (make) intelligent decisions.
- 6 Old age (only / affect) affect the poor.

7 Work in pairs. Compare your predictions with your partner and give reasons for your choices.

8 Add four more predictions to the list. Which do you think are more likely to come true?



Email (Part 1)

► **WRITING REFERENCE** p.162 and p.163

1 Work in pairs. Discuss the questions.

- 1 What are the best places to visit where you live? Why?
- 2 Which is your favourite place to go? Why?

2 Look at the email. Why is Maria writing? What does Tamsin want to include in her reply?

Hi Tamsin,

I'm really sorry but the plans for my visit to you have changed. I'll only be able to stay for two days instead of five now. We're having a surprise birthday party for my gran!

My train arrives at six o'clock on Tuesday 3rd. Shall I take a taxi to your house or will you be able to pick me up?

I'd like to plan a sightseeing trip around the city while you're at work. Can you give me some suggestions of things to see?

Really looking forward to seeing you!

Maria

Respond.
Great!
Say which one.
Tell Maria.

Hi Maria,

Lovely to hear from you. It's such a shame that you can't stay for longer but it's wonderful news about your Gran. I'm sure she'll love the party!

I think it's best if you get a taxi to my house when you arrive. I don't finish work until 5.30 and I'm not sure I can get to the station in time. The traffic will be really bad.

There are lots of things to see around the city. For me, the museum is the best place to go. You should also take a look at the old part of the city. The buildings there are really pretty.

I can't wait to see you again!

Tamsin

3 Read Tamsin's reply. Match the underlined phrases to the purposes 1–5. Then, think of one more phrase for each purpose.

- 1 Give advice
- 2 Give an opinion
- 3 Make a prediction
- 4 Respond to bad news
- 5 Respond to good news

EXAM TIP

Use informal phrases and linkers in an email or letter to a friend so you sound friendly.

The city is busy. However, you'll love it!

The city is busy but you'll love it!

I'm looking forward to seeing you again.

I can't wait to see you again!

4 Which sentence in each pair contains more informal language?

- 1 A In my opinion, you should go on a city tour.
B I guess the best thing is to go on a city tour.
- 2 A Write back soon.
B I look forward to hearing from you.
- 3 A I can't meet you due to the traffic.
B I can't meet you because of the traffic.
- 4 A What a shame you can't stay longer.
B It's unfortunate you can't stay longer.

5 Plan and write your answer to Maria's email. Use the checklist on page 153 to write and edit your work. In particular, try to use informal language and linkers.

6 When you have finished, read your email again.

- 1 Underline the informal language and the linkers.
- 2 If you didn't use any informal language or linkers, can you find a place to add them?



1 Complete the blog post with the words in the box.

guidebook photos reservation sightseeing
souvenirs trip

Last week I took a **(1)** to Madrid for a work meeting. I was supposed to fly home early the next day but I made a **(2)** for the evening flight and spent the day in the city. In the morning, I went **(3)** around the city. I was surprised at how pretty it was. The tree-lined streets and buildings are really attractive. Before I arrived in Madrid, I read in my **(4)** that I could buy a special museum ticket that got me into several museums. So, I bought one of those and went to the Prado and Reina Sofia museums in the afternoon. It was a flying visit and I didn't see everything, but it gave me a chance to see some famous paintings and buy some **(5)** to take back for my family. As soon as I got home, I shared all my **(6)** with my friends online.

2 Choose the correct phrasal verbs to complete the sentences.

- 1 Shall I *catch up with/pick up* a pizza on the way home from work?
- 2 We planned to get the bus into town but we *ended up/set up* walking.
- 3 Let's get *rid of/set off* all these newspapers. We don't need them.
- 4 It rained all morning but *picked up/turned into* a nice afternoon.
- 5 I'm *catching up/setting off* with Jen later to talk about her new job.
- 6 Can you help me *get rid of/look for* my phone? I can't find it.
- 7 What time do we need to *set off/set up* in the morning?
- 8 Can you help me *end up/set up* my new tablet?

3 Complete the compound adjectives in the sentences.

- 1 You can't turn right here. It's a-way street.
- 2 Fortunately, my kids are usually behaved in public.
- 3 The area where I live is full of parks and open spaces. It isn't built-..... at all.
- 4 My new car is much more-efficient than my old one and uses less petrol.
- 5 This jumper ismade. My aunt knitted it for me.
- 6 I like modern furniture. Not old-..... stuff.
- 7 There are no waiters here. It's a self-..... restaurant.
- 8 I need a new job with a bigger salary. My current job is badly

4 Choose the most appropriate form of the verbs to complete the sentences.

- 1 Tomorrow's lesson *is starting/starts* at 7 p.m..
- 2 We *go/'re going* to Shanghai on Friday.
- 3 Our flight *is going to leave/leaves* at midday.
- 4 I'm *starting/'ll start* a new job on Monday.
- 5 I think you *'ll enjoy/'re enjoying* the film tonight.
- 6 I *move/'m going to move* to a new flat sometime next year.
- 7 We *'re meeting/'ll meet* some friends at 4 p.m. for coffee.
- 8 Jon's *going to give/gives* me a call sometime next week.

5 Complete the conversations with the correct form of *be going to* or *will*.

- 1 A Jon come out with us tomorrow. He *texted* me earlier.
B That's a surprise. He doesn't usually!
- 2 A We've got no milk for breakfast tomorrow.
B I go and get some now from the shop.
- 3 A I think I buy this shirt.
B You should. It look good on you.
- 4 A I go and see Becky next week.
B Oh right. I come with you if that's okay.
- 5 A I think I take an umbrella with me.
B Good idea. It rain, according to the weather report.
- 6 A I think I have an early night tonight.
B That's probably a good idea. It be a long day tomorrow with everything we have planned.

12 Extreme



1 Look at the job adverts. Which would you prefer to do? Why?

CLEANER NEEDED

\$40,000 a year

To clean the aquarium tanks. Must be willing to spend up to 7 hours a day underwater. A familiarity with shark behaviour would be an advantage.

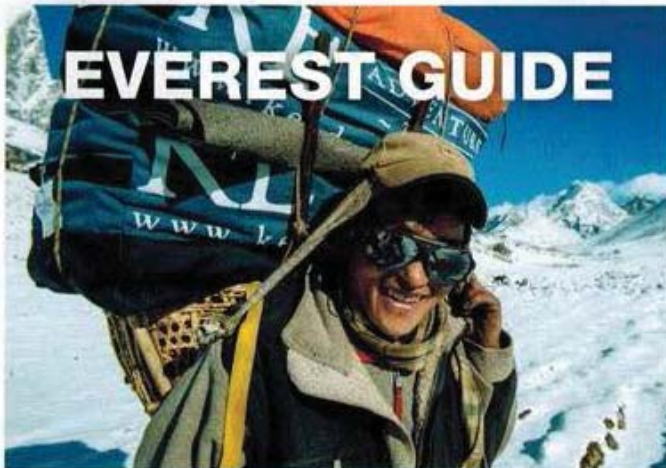
Psychologist

\$33,000 a year

Are you a qualified animal psychologist?

We need someone to head up our project 'Do crocodiles have a playful side?'

Flexible hours and good health insurance offered.



EVEREST GUIDE

\$5,000 a year

Work in the most beautiful environment in the world! We're looking for confident mountain climbers to take tourists up to the top of Mount Everest.

Medical skills essential.

FARMER NEEDED

\$30,000+ a year

We are looking for an enthusiastic worker to look after our snake farm. You will need to collect the poison from the snakes for use in medicine.

Any extra poison can be sold.

2 Work in pairs. Discuss the questions.

- 1 Why do you think people do jobs that are dangerous?
- 2 Do you enjoy doing extreme activities? Why/Why not?
- 3 What is the most adventurous thing that you have ever done?



Multiple choice, short texts (Part 2)

► EXAM FOCUS p.168

1 Work in pairs. Discuss the questions.

- 1 What are you passionate about? Why?
- 2 What do you think is the goal of the competition in the photo? Would you take part? Why/Why not?

2 Work in pairs. Would you ever do the following? Why/Why not?

- 1 Walk 25,000 steps each day
- 2 Watch hours of TV in one weekend
- 3 Eat 8,000 calories in a day
- 4 Spend a whole year travelling
- 5 Visit the world's top ten water slides

3 72 Listen to two friends talking. What thing from Activity 2 did the woman do?

EXAM TIP

Make sure you read the context sentence carefully. It will help prepare you for the discussion that is coming.

4 73 For each question, choose the correct answer.

- 1 You will hear a woman telling her friend about watching a TV series at the weekend. How does she feel about her weekend?
 - A sad that the show has finished
 - B annoyed that she wasted her time
 - C tired from lack of sleep

- 2 You will hear a man talking about his hobby which involves performing battle scenes for tourists. Why is the man's hobby important to him?
 - A He is part of a strong team.
 - B He has won a lot of prizes.
 - C He feels proud of his skills.
- 3 You will hear a man talking about his experience travelling. What surprised him?
 - A how easy it was to pay for everything
 - B how safe he felt while he was there
 - C how friendly other people were
- 4 You will hear a man talking about the number of concerts he goes to. His main reason for going to the concerts was to
 - A create posts for a website.
 - B review them as part of his job.
 - C encourage other people to do the same.
- 5 You will hear two friends talking about an advert for a job as a water slide tester. What do they agree about the job?
 - A It has no purpose nowadays.
 - B It requires people to be fit.
 - C It comes with a lot of responsibility.
- 6 You will hear two friends talking about a competition. What do they both think about the winner?
 - A He really wanted the prize.
 - B He was lucky to come first.
 - C He trained very hard.

5 Work in pairs. Discuss the questions.

- 1 Which do you think were the most extreme habits or activities mentioned in Activity 4?
- 2 Do you know of anyone who has a record for doing something extreme?
- 3 Why do you think people do extreme activities?

Zero and first conditionals

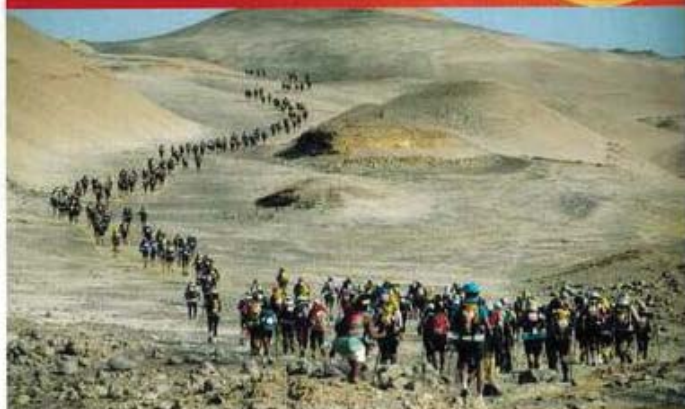
► **GRAMMAR** REFERENCE p.151

- 1 What do you know about extreme sports? Have you ever done any extreme sports? Would you like to try any?
- 2 Look at sentences A and B in the article. Answer the questions.
 - 1 Which sentence describes something that is usually true?
 - 2 Which sentence describes something which might happen in the future?
- 3 Complete the rules with present simple or future verb form.
 - 1 We use *If* + + for things which are always true.
 - 2 We use *If* + + for possibilities in the future.
- 4 Complete the sentences with the correct form of the verbs in brackets.
 - 1 If you (want) to get stronger, you (need) to lift weights to strengthen your muscles.
 - 2 You (learn) to swim faster if you (have) somewhere to practise often.
 - 3 An ultramarathon (be) impossible unless you (prepare) fully.
 - 4 If he (eat) well, he (find) he loses weight quickly.
 - 5 If she (be) very self-disciplined, she (not have) any problems training.
- 5 Match 1–6 to A–F to form sentences. What do the linkers in bold mean?

1 You can come,	A even if we get help.
2 We won't finish,	B in case you get lost.
3 Take a phone	C we'll leave.
4 You won't win	D as long as you can keep up.
5 When John gets here,	E unless you practise hard.
6 Whether we win or not,	F I'm glad we took part.
- 6 Complete the sentences with the alternatives to *if* from Activity 5.
 - 1 I won't enter the race I feel completely ready.
 - 2 you're with me, I'll be fine!
 - 3 I train before breakfast I feel more focused. It's the best time of day for me.
 - 4 I'll train every day I feel tired.
 - 5 I'll take spare trainers my old ones get a hole in them.
 - 6 I'll help you you want me to or not!

- 7 Complete the article with the correct form of the verbs in brackets.

WHAT EXTREME CHAMPIONS DO TO WIN!




For most of us, (A) if we want to get fit, we join a gym. Others do much more though. (B) If you want to take part in extreme events, you'll need to give up your holidays to fit in the training ...

- When Ronda Rousey (1) (train), she (2) (travel) to the beach. The sand makes training harder for the Mixed Martial Arts champion.
- If you (3) (want) to enter a 100K ultra race, you (4) (need) to prepare for at least a year. You (5) (have to) train in desert and mountain conditions if you (6) (enter) the most demanding races.
- When professional athletes (7) (have) a special event coming, they (8) (drink) half their body weight to stay hydrated.
- Diana Nyad was the first person to swim from Cuba to Florida without a shark cage. Unless she (9) (be) near a very long coastline, she (10) (find) it hard to do the regular 10–15-hour training swims.
- If a Tour de France cyclist (11) (not get) at least 5,000 calories a day, they (12) (not be able) to compete.
- Extreme skateboarder, Danny Way, became famous after jumping over the Great Wall of China. He (13) (practise) every day, even if he (14) (have) a broken bone.

- 8 Work in pairs. Discuss the questions.

- 1 Which of the people in the article in Activity 7 do you think does the most extreme training?
- 2 What sporting competition do you think is the most physically challenging? Why?

Sport and leisure

- 1 Work in pairs. What sport does the photograph show? What are the dangers of this sport?
- 2  74 Listen to four people talking about the extreme sports they do. What extreme sport do they do and when did they start doing them?
- 3 Work in groups. Which of the four sports would most people in the group like to try? Why?
- 4 Complete the summaries of the listening texts with the words in the box.

compete entered experienced fitness
instructor joined in practice practise prize
safety taken part in trained

A Ruby became a ski (1) _____ after years of (2) _____. She does extreme skiing because it's challenging. She says that only very (3) _____ skiers should try it.

B Zac used to (4) _____ against other people in road races and (5) _____ hard but he wasn't good enough to win so he started mountain biking. He said that anyone who's (6) _____ downhill mountain biking knows how dangerous it can be.

C Clare started walking to improve her (7) _____. She suggests that extreme walkers have to (8) _____ using (9) _____ equipment before they start walking.

D Lee (10) _____ with his friends who were into big wave surfing. He's improved a lot and won a (11) _____ for the best newcomer in a competition he (12) _____ last year.
- 5 Listen again and check your answers.

do, go, play

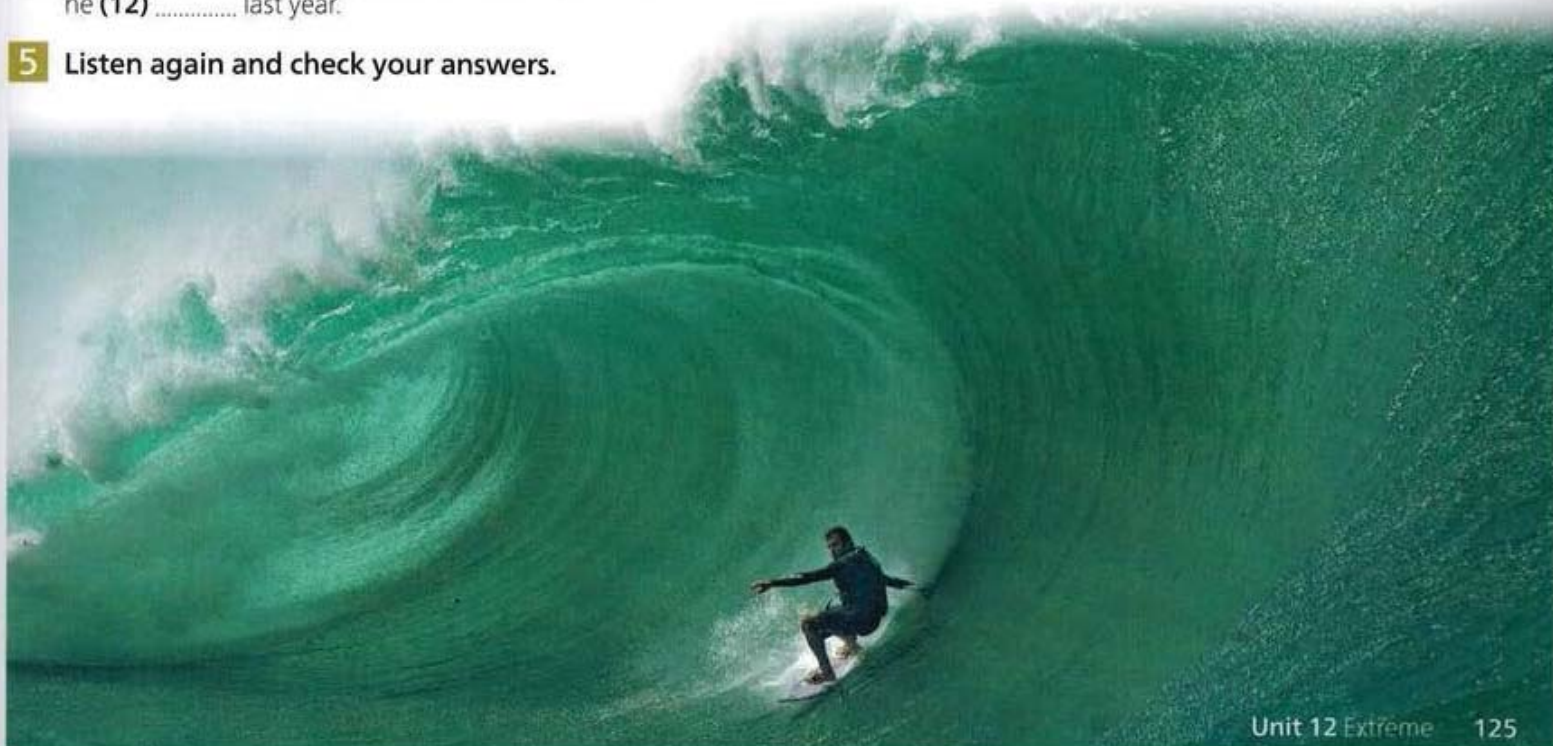
- 6 Look at the sports and leisure activities in the box. Does each one go with the verb *do*, *go* or *play*?

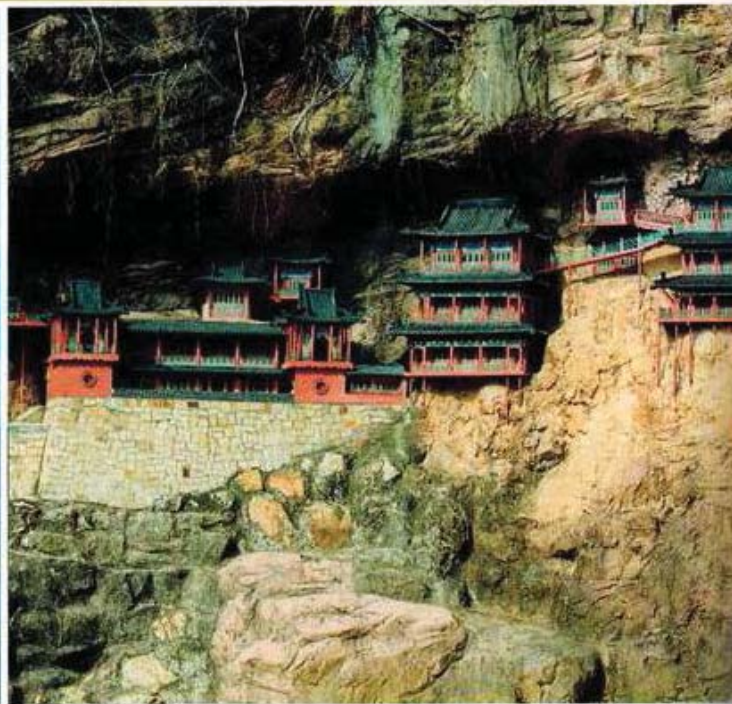
athletics baseball basketball dancing fishing
golf gymnastics hockey horse-riding jogging
karate rugby sailing squash table tennis yoga

LANGUAGE TIP

We usually use *play* with games and ball sports, *go* with activities that end in *-ing* and *do* with other leisure activities and non-ball team sports.

- 7 Work in pairs. Discuss the questions.
 - 1 Which of the sports in Activity 6 have you taken part in? Did you enjoy them?
 - 2 Which sports would you like to try? Why?
 - 3 Have you ever entered a sports competition? Did you win any prizes?
- 8  75 Listen to speakers 1–6. Which sports and leisure activities from Activity 6 are they describing? Which words tell you this?
- 9 Work in pairs and follow the instructions.
 - 1 Choose a sport or leisure activity from Activity 6 but do not tell your partner which one.
 - 2 Take it in turns to ask each other *yes/no* questions about this sport until you guess it correctly.
 - 3 The person in each pair who needs to ask fewer questions to guess correctly wins.





Second conditional

► **GRAMMAR** REFERENCE p.152

1 Work in pairs. Discuss the questions.

- 1 Where do you think the places in the photos are?
- 2 What do you think life is like for people who live there?

2 76 Listen to Anna and Luke talking about the two extreme places in the photos. Where would they prefer to live?

3 Listen again and answer the questions about each place.

- 1 Where is it located?
- 2 How many people live there?
- 3 What work do the locals do?

4 Look at the sentences from the conversation and answer the questions.

- A If I had to choose, I'd go for the island.
 B I wouldn't live there if you paid me a million pounds!
 C If I had enough money, I'd visit both of them.
- 1 Are the situations described real or unreal/unlikely?
 - 2 Do they refer to past or present/future events?
 - 3 What verb form is used in the *if* clause?
 - 4 In the main clause of sentences A and C, what does 'd mean? Is it followed by the infinitive without *to* or the *-ing* form?

LANGUAGE TIP

In the *if* clause, we can use both *was* and *were* with *I*, *he*, *she* and *it*.

If I was rich / If I were rich, I'd travel the world.

5 Work in pairs. Student A: complete the second conditional questions below with the correct form of the verbs in brackets. Student B: turn to page 137.

- 1 If you (have to) visit Tristan da Cunha or the Hanging Temple, which (you / choose)?
- 2 Where (you / travel) if you (won) a million pounds?
- 3 If you (be) stuck on a desert island, who (you / want) with you?
- 4 How (you / manage) if you (live) far from your family?
- 5 If you (can try) an extreme sport on holiday, which one (you / do)?
- 6 What (you / do) if your car (break down) in the desert?

6 Take it in turns to ask and answer the questions in Activity 5.

Collaborative task (Part 3)

▶ EXAM FOCUS p.169

1 Work in pairs. Discuss the questions.

- 1 What do you know about the landscape in different parts of New Zealand?
- 2 What activities do you think you could do there?
- 3 Do you think New Zealand would be a good place to visit? Why/Why not?

2 77 Listen to Nick and Kate talking about Fiordland in New Zealand. Do they both want to go there? Why/Why not?

3 Listen again and answer the questions about Kate.

- 1 Does she use simple sentences or longer sentences with linking words?
- 2 Does she ask her partner questions?
- 3 Does she sound interested in the conversation?

4 Work in pairs. Complete the exam task below. If possible, record your discussion.

Discussion (Part 4)

▶ EXAM FOCUS p.169

5 Work in pairs. Take turns to ask and answer the questions. Listen to your partner's answer and then answer one of these questions about their answer.

- How/What about you?
 - Do you agree?
 - What do you think?
- 1 What do people learn from travelling to other countries? Why?
 - 2 What do you need to take with you when you go on a long holiday? Why?
 - 3 What is the best thing to bring back from a holiday? Why?
 - 4 Do you think it's better to spend time relaxing or to keep busy on holiday? Why?
 - 5 Which is better, going on holiday with friends or family? Why?

Two friends are going on a trip to New Zealand for a month.

They want to have some interesting experiences. Look at the ideas for activities they could do in the pictures. Talk together about the different activities they could do and decide which would be the most interesting.

Activities to do in New Zealand



Multiple choice, short texts (Part 1)

► EXAM FOCUS p.166

- 1 Work in pairs. How do you think you would react if you were in extreme danger? Would you be brave? Would you know what to do?
- 2 Complete the Extreme Danger Quiz. Then work in pairs. Discuss your answers. Do you agree?

http://dangerquiz

HOME | MORE | FAQ

EXTREME DANGER QUIZ

Would you survive?

- 1 You see a dangerous spider on you. Do you
 - A run around so it falls off?
 - B brush it off with your hand?
 - C stand very still and do nothing?
- 2 Unfortunately the spider bites you. Do you
 - A wash the bite, put ice on it and then go to hospital?
 - B tie something tight around the bite and go to hospital?
 - C wait until you feel ill before you go to hospital?
- 3 A big dog is coming towards you. Do you
 - A stand still and look away?
 - B run away and hide?
 - C throw something at it?
- 4 You're lost in a forest, it's hot and you've got no food or water. Do you
 - A run to find help?
 - B wait for help?
 - C walk downhill?
- 5 Your friend falls into freezing water and you pull him out. Do you tell him to
 - A walk around to get warm?
 - B have a cool drink?
 - C take his clothes off?

- 3 78 Listen to a survival expert discussing the situations in the quiz in Activity 2 on a radio programme and check your answers.
- 4 Work in pairs. Which of the situations in Activity 2 would be the worst for you? Why?
- 5 Match 1–5 to A–E to make pairs with similar meanings.
 - 1 Shallow water. No diving.
 - 2 Dangerous corner ahead.
 - 3 Mobile phones must not be used in the hospital.
 - 4 No entry except for card holders.
 - 5 You must visit your doctor.
 - A It's necessary to get medical advice.
 - B Some electronic equipment is not allowed here.
 - C Watch out for what is in front of you.
 - D It isn't deep enough to jump in here.
 - E Only certain people are permitted to go in.

EXAM TIP

The correct option doesn't usually have the same words as the text. Look for words and phrases in the options that rephrase the main message of the text.

- 6 Look at the texts in Activity 7. Where would you see each one? Can you think of a different way to phrase the main message in each text?
- 7 For each question, choose the correct answer.



- A Don't start the machine without telling people first.
- B Take care because the machine could start at any time.
- C When you hear a sound, the machine will start.

2

For safety reasons, gym members are required to wear suitable clothing at all times

- A Wearing sports clothes in the gym is often a good idea.
 B Some gym clothes are more suitable than others.
 C You must always wear sensible clothes in the gym.

3

To: Mrs Williams
 From: Broadhill Travel Agency
 We are very sorry but, due to strong winds, the boat trip you booked has been cancelled.

The travel agency

- A is suggesting a trip that Mrs Williams could take.
 B is telling Mrs Williams that she cannot go on her planned trip.
 C is warning Mrs Williams there'll be storms during her trip.

4

Pedestrians are NOT permitted to cross the railway tracks while the alarm is ringing

- A You cannot walk across the tracks when you hear the alarm ringing.
 B You can only walk across the tracks when the alarm is ringing.
 C It's not necessary to stop walking when the alarm starts ringing.

5

Alan, please remember to bring the food for our climbing trip or we'll have to come all the way back again! Chloe

In her message, Chloe

- A recommends that Alan eats the food.
 B remembers when Alan forgot the food.
 C reminds Alan to take the food.

Vocabulary

confusing words

- 8 Work in pairs. Complete the pairs of sentences with the words in the box from Activity 7.

bring come go remembers reminds
 take travel trip

- 1 A I always my mobile with me when I out.
 B I often forget to my book when I to this lesson.
 2 A I regularly to other towns and cities.
 B I'm going on a business next week.
 3 A My closest friend never to buy me a birthday card.
 B My closest friend me to call my parents every Sunday.

- 9 Look at these pairs of confusing words. Put the correct word in each pair in the appropriate sentence. Change the verb form where necessary.

- 1 *work/job*
 A I've got a lot of to do today.
 B I'd like to get a new
 2 *learn/teach*
 A My mum me to drive.
 B I to swim while I was on holiday.
 3 *lend/borrow*
 A I never money to friends.
 B I don't like to money from friends.
 4 *lose/miss*
 A I sometimes the bus and get to college late.
 B I often things and find them days later in unusual places.
 5 *live/stay*
 A On holiday, we usually in a small hotel.
 B I still in my childhood home.

- 10 Work in pairs. Which statements in Activity 9 are true for you? Change the other statements so they are true for you. Are you and your partner similar?

Story (Part 2)

► **WRITING REFERENCE** p.165

1 Work in pairs. Discuss the questions.

- 1 What is the biggest mistake you've ever made?
- 2 Do you think we make fewer mistakes as we get older?

2 Look at the sentences and complete the punctuation rules for direct speech with the words and punctuation marks in the box.

capital inside " ,

'Oh no!' My friend cried.

The man looked at me and said in a very strict voice, 'That would be a big mistake.'

- 1 Put the words of the direct speech inside
- 2 Start the direct speech in a new sentence or put a just before it.
- 3 Start the direct speech with a letter.
- 4 Make sure all punctuation, like a full stop at the end, is the quotation marks.

3 Look at the exam task below. What could you write about? Think of three possible stories.

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

I couldn't believe that I'd done it!

Write your **story** in about **100 words**.

4 Read one student's story. What happened in her story?

I couldn't believe that I'd done it! My best friend, Sasha, turned to me.

(1) Oh no! she said, looking frightened. In my hand, I was holding the arm of a 300-year-old statue and it was not attached to the rest of the body.

(2) I just wanted a selfie, and got a bit close I said sadly, I tried to find somewhere to put the arm.

(3) Don't art galleries have insurance for this kind of thing I asked hopefully. I knew in my heart that wasn't true.

I quickly took my jacket off, placed the arm in it and put the whole thing on the statue. It worked and the arm stayed there! We left immediately and hoped nobody would notice until we were outside.

EXAM TIP

Try and find ways to make your writing more exciting. Using one or two examples of direct speech can help.

5 Punctuate the direct speech 1–3 in the story.

6 Complete the sentences with the reporting words in the box.

added complained encouraged lied promised
repeated screamed shouted

- 1 'Don't go!' I looked confused. 'Just don't,' she angrily.
- 2 'This food is just awful,' he, pushing it to one side.
- 3 'You can do it,' she when I was ready to give up.
- 4 'I'm the Queen of England,' he
- 5 'No!' she in fear.
- 6 'Be careful!' he, but I was too far away to hear.
- 7 'It's not kind,' she looked angry, 'and it's not clever either,' she
- 8 'I'll always be here for you,' he as I walked away.

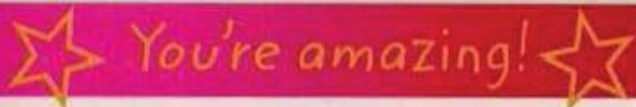
7 Plan and write your answer to the exam task in Activity 3. Use the checklist on page 153 to write and edit your work. Try to include two or three examples of direct speech.



1 Choose the best form of the verb to complete the sentences.

- 1 You *never know*/*'ll never know* the truth if you *don't ask*/*won't ask* him.
- 2 I *'m*/*'ll be* at the party on time, unless there *'s*/*'ll be* a problem with the traffic.
- 3 If you *don't like*/*won't like* anything, just *leave*/*will leave* it.
- 4 I *take*/*'ll take* my umbrella with me in case it *rains*/*'ll rain*.
- 5 I *don't leave*/*won't leave* without you, even if it *gets*/*'ll get* really late.
- 6 When you *press*/*'ll press* this button, the light *comes*/*'ll come* on.

2 Complete the second conditional sentences with the correct form of the verbs in brackets.



We hear a lot about machines becoming intelligent, but just how close are we?

- If your eye (1) (be) a camera, it (2) (have) 126 megapixels.
- If you (3) (can) measure how much memory you have in your brain, it (4) (be) around 100 terabytes.
- The genetic information of the human body (5) (need) just 1.5 gigabytes to store it if it (6) (be) a machine.
- Unlike your computer, if your brain (7) (get) damaged, it (8) (repair) itself.
- It's a myth that we only use ten percent of our brains. If you (9) (want) to do more than one thing, your brain (10) (cope) fine.
- If you (11) (have to) create a machine with the power of the human body and brain, you (12) (need) a supercomputer greater than any around today.

3 Put the correct word in each pair in the appropriate sentence. Change the verb form where necessary.

- 1 *come/go*
A Call me when you to London next month. You can stay at my house.
B You're going to have a fabulous holiday when you to Australia next month.

- 2 *bring/take*
A I'm going to the dog out for a walk.
B I'll that book you wanted to borrow to your house.
- 3 *remember/remind*
A I must to call my mum later today.
B Can you me to buy milk when I'm out.
- 4 *travel/trip*
A I have a business to New York next month.
B My friend is to Sweden as we speak.
- 5 *lend/borrow*
A Can I your dictionary?
B I need to this book to my dad – he'll love it!
- 6 *lose/miss*
A Oh no! I the bus!
B I always leave my keys in this bowl so that I never them.
- 7 *job/work*
A My sister has a really great
B I'll come as soon as I finish my
- 8 *live/stay*
A I was with friends in New York this time last year.
B I've in this town all my life.
- 9 *learn/teach*
A I want to to drive this summer.
B Can you me how to surf?

4 Read the statements from Jilly, a downhill skier. Match 1–6 to A–F to form sentences.

- 1 I like racing. I compete
 - 2 I've never taken part
 - 3 I think high mountains are for experienced
 - 4 I enjoy skiing at weekends when my family join
 - 5 I've won
 - 6 I'm going to spend the next month
- A in a serious competition though.
 - B training for my first national race.
 - C skiers who have had a lot of practice.
 - D some great prizes though.
 - E in the fun with me.
 - F against people from all over the country.

PROGRESS TEST 4

1 Complete the signs with the correct passive form of the verbs in brackets.

1 All gym members (ask) to register at reception on arrival in case of an emergency.

2 Please return any kettle which (buy) last month by Friday. It may have an electrical fault and could be dangerous.

3 Refunds (only / give) to customers with a receipt. Money (return) to bank cards. It (not refund) in cash.

2 Read the signs in Activity 1 again. What does each one say? Choose the correct answers below.

- Visitors to the gym should give their name to the receptionist when they
A hear that something bad has happened.
B enter the gym each time.
C join the gym for the first time.
- Customers should return kettles which they bought
A in the last four weeks.
B at the end of last week.
C four weeks ago.
- Customers will get their money back if they
A will take notes and coins.
B can prove they bought the product.
C have a credit card.

3 What is being described in each sentence?

- You get your nails done here.
- You buy things from here to remember a place when you're on holiday.
- You get your hair cut here.
- You look at paintings here.
- You buy medicine from here.
- You send a letter by mail from there.
- You compete against other volleyball or squash teams here.
- You get your duvet cleaned here.

4 Choose the most appropriate future forms to complete the messages.



Emma Gage

So, what are your plans for the holiday weekend? I (1) 'm going to/will relax at home.

Claire Cannon

The kids and I (2) are going/will go camping for the weekend. We're not sure where yet but we (3) 're probably going/'ll probably go to the campsite near the lake.

Lynne Danner

Take an umbrella. The weather forecast says it (4) 's going to/'ll rain all night on Saturday. Sorry! Ben and I (5) are going/will go out for a meal tomorrow night. We haven't been anywhere without the kids for ages.

Marie Allen

I've been so busy at work that I haven't had time to think about it. I expect I (6) 'm going to/'ll stay at home and do some things around the house.

Anne Hales

I'm (7) meeting/going to meet Lizzie for lunch tomorrow at 1 p.m. if you want to come Marie. We've booked a table for two but can change it. After lunch we're (8) seeing/going to see a film. We haven't booked one yet but they all (9) start/'re starting at around 3 p.m..

5 Read the review and choose the correct words to complete it.

Reviews

The Fortis Hotel, Glasgow

The Fortis Hotel is a five-star hotel situated in a central area of the city. It's a popular hotel so it's important to (1) a reservation or you may be disappointed. You certainly won't be disappointed when you arrive at the hotel though. The lobby is very impressive, as are all of the facilities.

Once you've checked in at reception, staff will (2) on taking your bags to your room. This is so they can show you where everything is in your room. (3) to other similar hotels, the rooms at the Fortis Hotel are quite small but they're comfortable and have everything you need.

The hotel has three restaurants serving different types of food. You can also (4) up snacks in the hotel shop. If you (5) up ordering room service, please note that the hotel does (6) extra for that service. It's cheaper to eat in the restaurant.

The hotel has first-class spa facilities with a swimming pool. You can (7) towels from the hotel for free although you do need to pay a (8) for bath robes. A large gym has been created on the tenth floor with great views of the city. A fitness (9) is always available to give you advice.

The hotel is highly recommended. You can (10) for room deals on various hotel booking sites online.

- | | | | | |
|----|-----------|-------------|--------------|-----------|
| 1 | A prepare | B make | C take | D reach |
| 2 | A insist | B provide | C agree | D approve |
| 3 | A Similar | B Compared | C Different | D Same |
| 4 | A look | B pick | C buy | D offer |
| 5 | A end | B turn | C catch | D bring |
| 6 | A spend | B charge | C cost | D pay |
| 7 | A lend | B receive | C ask | D borrow |
| 8 | A bill | B receipt | C deposit | D cheque |
| 9 | A teacher | B assistant | C instructor | D player |
| 10 | A see | B find | C search | D offer |

6 Use the prompts to write sentences and questions.

- 1 If / I / have more money / buy / a better car / .
- 2 If / people / work hard / good things / happen / to them / .
- 3 I / give you a call / if / I / miss the bus tomorrow / .
- 4 If / the weather / be / nice / next week / we / probably / go hiking / .
- 5 Sam / quit / his job immediately / if / he / can / find a better one / .
- 6 you / wash the dishes / if / I / cook / ?
- 7 Some sportspeople / can earn a lot of money / if / they become famous / .
- 8 Which film / you / choose / if / you / can / only watch / one film for the rest of your life / ?
- 9 If / rain / tonight / I / take / a taxi / .
- 10 I / get really angry / you do that again / .

7 Complete the conversation with the words in the box.

agree good idea point right sure that's

- A Where should Mike celebrate his birthday next week?
 B I think he should have a party at his flat and invite us!
- A I'm not (1) that's the best idea. Do you remember what happened the last time he had a party?
 B Oh yeah, you're (2) Well, how about a barbecue at the beach then?
- A That's a great (3) but the weather's not going to be great next week. It might be too cold.
 B That's a good (4) He could do something exciting like rock climbing. He'd love it!
- A I'm not sure (5) true. Isn't he afraid of heights?
 B Ah, yes, I think you're right. We could organise a games night for him. That might be fun.
- A Hmm, it's another (6) idea but he went to one last week. I'm not sure he would want another one so soon.
 B Bowling is always fun.
- A I don't (7) I think it's really dull.
 B Oh, well, I've run out of ideas. I give up!

Communication activities

Unit 2, Speaking focus, Activity 7

Take turns to describe your photograph to your partner. As you listen to your partner, answer the questions. How could your partner improve their answer?

- 1 Does your partner give a summary of the photo?
- 2 Does your partner describe the place?
- 3 Does your partner say what the people are doing?
- 4 Does your partner describe the people?
- 5 Does your partner describe the objects in the photo?

Student A



Student B



Unit 2, Grammar focus, Activity 6

B



C



Unit 3, Grammar focus, Activity 7

Online Friends APPLICATION FORM

Thank you for your interest in Online Friends. To help us match you to the perfect friend, please complete the sentences below.

- 1 I dislike
- 2 I practise a lot.
- 3 I'd really like next year.
- 4 I think it's important for a friend
- 5 I'm interested in
- 6 I'm afraid of
- 7 My typical day involves
- 8 is an activity that I love doing.

Unit 5, Vocabulary focus, Activity 11

Student A: choose a person in the photo.
 Student B: ask *yes/no* questions to guess who it is.
 For example: *Is she wearing black leather boots?*
 Now swap roles. Student B: choose a person in the photo.
 Student A: ask *yes/no* questions to guess who it is.



Unit 6, Grammar focus, Activity 7

Student A

Complete the funny story with the correct past simple or past continuous form of the verbs in brackets. Discuss your answers with another Student A.

So, I (1) (sit) in the reception at the new vet's office.
 I (2) (wait) for someone to look at my sick cat.
 Anyway, the receptionist (3) (send) me in. A very old man (4) (stand) behind a computer in the room.
 While he (5) (look) at my cat, I was bored and started reading the certificates he had framed and put on the wall. I (6) (notice) that the new vet had the same name as a boy I (7) (go) to school with 25 years ago. I knew by looking at this man that he (8) (have to) be at least ten years older than me though. Eventually, I (9) (ask) him, '(10) (you / attend) Middletown School 25 years ago?' He said that he had. I (11) (explain) that it was my school too and we were there at the same time! The old grey-haired man looked at me very carefully for a while. 'Oh,' he said, 'so, what class (12) (you / teach) there, then?'

Unit 7, Speaking focus, Activity 4

Look at the compound nouns describing objects runners might need in the Siberian Ice Marathon, a race through snow-covered Siberia in winter. Match the words to a picture and underline the stress in the words.

energy bars ski gloves snow shoes sunglasses T-shirt
 water bottle woollen hat



Now work in pairs. A group of people are preparing for the Siberian Ice Marathon. Look at the pictures. Talk together about the different things they could take with them and decide which would be the most important.

Unit 8, Grammar focus 1, Activity 7

Student A

- 1 Look at who said the quotes on being famous below. What do you know about them?
- 2 Tell your partner about the quotes, using reported speech, and discuss what the people said.

They don't want heroes; what they want is to see you fall. **Leonardo DiCaprio, actor**

I like being famous. It can be a pain but I get free food in restaurants. **Noel Gallagher, then guitarist with the band Oasis**

Hollywood is a place where they'll pay you a thousand dollars for a kiss and fifty cents for your soul. **Marilyn Monroe, actor**

Unit 8, Grammar focus 2, Activity 9

Student A

Ask your partner the questions below. Try to remember the answers. Then answer your partner's questions.

- 1 Who's your favourite actor? Why?
- 2 What's your favourite film? Why?
- 3 Do you like horror films?
- 4 How often do you go to the cinema?
- 5 What film would you like to see in the near future?

Unit 9, page 90, Activity 1

Quiz

← →

How CREATIVE are you?

Scoring

road

drive (0 points), **walk** (3 points), **brake** (3 points), **travel** (4 points), **build** (4 points), **crash** (4 points), **explore** (5 points)

drum

play (0 points), **hit** (3 points), **bang** (3 points)

soup

eat (0 points), **cook** (2 points), **boil** (3 points), **make** (3 points), **warm** (4 points), **blow** (4 points), **drink** (4 points), **prepare** (4 points), **burn** (4 points)

soap

wash (0 points), **clean** (2 points), **bathe** (3 points), **make** (4 points), **swallow** (5 points)

If you said a word that is not on the list, but the others in the class think it is possible, count it as 5 points. If you said a noun or other kind of word, score 0.

Unit 9, Grammar focus, Activity 6

Student A

Add two ideas of your own. Then ask and answer questions with your partner.

Example: Could you swim by the age of six?

- 1 Swim by the age of six
- 2 Play a musical instrument
- 3 Do the last homework without checking a dictionary
- 4 Put up a tent
- 5
- 6

Unit 10, Grammar focus, Activity 8

Student A

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

Fun art facts – True or false?

- 1 In 1911, the Mona Lisa (steal) by a man who just picked it up and took it.
- 2 Pablo Picasso (question) by police looking for the Mona Lisa.
- 3 A hundred years ago, Olympic medals (give) to art that showed sports.
- 4 More art (sell) in galleries than online.
- 5 In the 1960s, a Matisse painting (hang) upside down. It was a week before anyone noticed.
- 6 One portrait of the British Queen (make) by sewing pieces of material together.

1 True 2 True – but he was innocent 3 True 4 True 5 False – it was a month! 6 False – it was teabags, not pieces of material

Unit 12, Grammar focus, Activity 5

Student B

Complete the second conditional questions below with the correct form of the verbs in brackets.

- 1 If you (have to) live in an extreme place in your country, where (it / be)?
- 2 If you (become) the richest person in the world, where (you / move) to?
- 3 If you (can travel) to the moon, (you / go)?
- 4 How (you / manage) if you (live) in a very cold place?
- 5 If you (can climb) any mountain, which one (you / choose)?
- 6 What (you / do) if you (be) lost on a small boat in the ocean?

Unit 2, Grammar focus, Activity 8

Read the article and check your ideas.

Dinner in the Sky

Dinner in the Sky is one of the most unusual restaurant experiences you can have. It hangs from a crane 50 metres in the air in Brussels, Belgium. It seats 22 guests, a chef and several waiters. It's not cheap, but you'll have amazing food cooked by some of the best chefs in the country. You'll also have a fantastic view of Brussels. Don't worry about safety – all guests wear seat belts. Just don't ask to go to the toilet!

Unit 7, Grammar focus, Activity 6

You are going to the Running River Water Park for the day. Talk together about the different things you could take with you and decide which five things are the most important. Here are some ideas to help you.

- book food insect repellent money a pair of sandals
sun cream sunglasses swimsuit towel
a bottle of water

Unit 8, Grammar focus 1, Activity 7

Student B

- 1 Look at who said the quotes on being famous below. What do you know about them?
- 2 Tell your partner about the quotes, using reported speech, and discuss what the people said.

You can't be a star at home.
Jim Carrey, actor

Being famous is just a job.
Britney Spears, singer and actor

The good part about being famous is being able to help people. The hard part is every day you have to be in a good mood. Michael Jordan, basketball player

Unit 8, Grammar focus 2, Activity 9

Student B

Answer your partner's questions. Then ask your partner the questions below. Try to remember the answers.

- 1 Who's your favourite band or singer? Why?
- 2 What's your favourite song? Why?
- 3 Do you buy CDs or download music?
- 4 How much do you spend on music each month?
- 5 What song would you like to buy?

Unit 9, Grammar focus, Activity 6

Student B

Add two ideas of your own. Then ask and answer questions with your partner.

Example: Could you write by the age of five?

- 1 Write by the age of five
- 2 Wake up easily this morning
- 3 Make things with their hands
- 4 Find their way around a new town easily
- 5
- 6

Unit 9, Vocabulary focus, Activity 7

Student B

Add the correct prefixes to the words in *italics*.

- 1 Who is the most*confident* person you know? Why do you think that?
- 2 In your country, is it easy to*train* in a new career when you're over forty?
- 3 Is there any job you think would be*possible* for you to do? Which one? Why?
- 4 Have you ever strongly*agreed* with your colleagues or classmates?
- 5 Do you always work, even if you're feeling*well*?
- 6 What's the main*advantage* of your choice of work?
- 7 Is being creative in your job important or*important* to you?

Grammar reference

Unit 1

1.1 Questions

Yes/No questions

With *yes/no* questions, the expected answer is *yes* or *no*.

Do you like football?

Yes, I do.

- To form a question with *be*, *have (got)* and modal verbs like *may*, *can*, *could*, *would*, change the order of the subject and the verb.

He's got a new laptop. – Has he got a new laptop?

Are you going to the party later?

Should I phone to apologise?

Can you swim?

- With other verbs, use *Do/Does/Did* + subject + infinitive.

Do you know my brother?

Does she speak English?

Did she tell you about the homework?

Wh- questions

Wh- questions are open questions.

- We form them with question words or phrases such as *Who? Whose? Where? Why? What? Which? How? How many? How many times?* and *How often?*

What do you want?

Where are you from?

When did you get here today?

- *Wh-* questions usually have this word order.

question word/phrase	auxiliary verb	subject	main verb (and the rest)
<i>What</i>	<i>did</i>	<i>you</i>	<i>do (yesterday)?</i>
<i>Where</i>	<i>did</i>	<i>she</i>	<i>go (last week)?</i>
<i>How long</i>	<i>are</i>	<i>they</i>	<i>staying?</i>
<i>Where</i>	<i>do</i>	<i>you</i>	<i>think (he is)?</i>
<i>How long</i>	<i>has</i>	<i>he</i>	<i>been (here)?</i>

- In the questions above, the *wh-* words ask about the object.

Where did she go? She went to the pool.

- In some questions, the *wh-* word asks about the subject. With these questions, we don't use an auxiliary verb and we don't change the order of the subject and the verb. The word order is the same as it is for statements.

Who saw James last night? I saw him.

What makes you happy? Video games make me happy.

Exercise 1.1

Complete each question with the correct auxiliary verb. Use – if no auxiliary verb is needed.

- 1 How often you get angry?
- 2 When you leaving?
- 3 Alice okay?
- 4 Who made this awful mess?
- 5 What time you go to bed last night?
- 6 Who lives in that house over there?
- 7 you eat meat?
- 8 What kind of music she usually listen to?

1.2 Present simple with adverbs of frequency

We use adverbs of frequency and adverbial phrases to talk about how often an action happens.

Examples include: *always*, *usually*, *often*, *sometimes*, *occasionally*, *never*, *every Monday evening*, *twice a year*.

- Adverbs of frequency usually come after an auxiliary verb.
We don't usually cook on a Sunday.
- They also come after the verb *to be*.
He's rarely at home at the weekends.
- They come before all other verbs.
I occasionally download music.
- *Usually*, *often*, *sometimes* and *occasionally* can also come at the beginning or end of a clause in spoken English.
Sometimes, we get home early.
My friends call me occasionally.
- Longer adverbial phrases usually come at the end of a clause.
I play tennis with Abi once a week.
I go shopping every Friday.

Exercise 1.2

Form sentences using the prompts. Put the adverb in brackets in the correct place.

- 1 he / not / send / me messages (often)
- 2 we / eat out / at the weekend (regularly)
- 3 he / be / in a bad mood (all the time)
- 4 I / be / not / late (always)
- 5 He / bake / biscuits (several times a week)
- 6 she / watch / horror films (sometimes)
- 7 she / be / rude (hardly ever)
- 8 we / go / on holiday (every summer)

Unit 2

2.1 Present simple and present continuous

Present simple

We use the present simple to talk about:

- regular repeated actions, routines and habits in the present.
We go to the cinema every Friday.
They don't eat meat.
- a permanent situation.
She lives in Prague.
I don't drive a car.
- instructions, systems and processes when speaking.
You put your money in and then you press the button.
You turn left and then you go straight on.
- with verbs that describe states.
We know the train's late.
I don't own a TV.
He agrees with me.
Other state verbs include *disagree, hate, hear, mind, need, prefer, promise, seem, smell, taste, understand, want.*

+	I/You/We/They like pop music.
	He/She/It likes pop music.
-	I/You/We/They don't like pop music.
	He/She/It doesn't like pop music.
?	Do I/you/we/they like pop music?
	Yes, I/you/we/they do .
	No, I/you/we/they don't .
	Does he/she/it like pop music?
	Yes, he/she/it does .
	No, he/she/it doesn't .

Present continuous

We use the present continuous to talk about:

- actions happening now.
Ken's reading in the living room.
- temporary situations happening around now.
Sam's working as a waiter for the summer.

+	I'm staying at the Grand Hotel.
	You're/We're/They're studying English.
	He's/She's/It's playing music.
-	I'm not feeling well.
	You/We/They aren't doing a lot of work at the moment.
	He/She/It isn't trying very hard.
?	Am I working with Jon?
	Yes, I am .
	No, I'm not .
	Are you/we/they listening ?
	Yes, you/we/they are .
	No, you're/we're/they're not .
	Is he/she/it doing anything?
	Yes, he/she/it is .
	No, he/she/it isn't .

Exercise 2.1

Choose the correct verb forms to complete the sentences.

- I don't understand/I'm not understanding.
- Sally stays/'s staying with her parents for a few days.
- I read/I'm reading a really good book at the moment.
- That food smells/'s smelling delicious.
- Why do you wear/are you wearing that silly hat today?
- Rik comes/'s coming from India but he lives here now.

2.2 Modals of possibility

We use *must, could, might* and *can't* + infinitive without *to* to talk about possibility in the present.

- We use *must* + infinitive without *to* when we are sure that something is correct in the present.
You haven't eaten all day. You must be hungry!
John hasn't arrived yet. He must be stuck in traffic.
- We use *could, may* or *might* + infinitive without *to* when something is possible in the present.
The man in the photo could be American, he has a big hat.
The book might be on the table.
- We can also use *could, may* or *might* without *to* to talk about future possibility.
He might not text me tonight.
We could catch the bus to college tomorrow.
- We use *can't* + infinitive without *to* when something is impossible.
You can't be cold – it's 28 degrees out there!
He can't be tired. He hasn't done anything all day!

Exercise 2.2

Complete the sentences with *must*, *can't*, *might* or *could*.

- I'm so tired. I need more sleep.
- I've been invited to a party but I not go.
- Kelly never misses work so she be sick today.
- We be lost. I read the map really carefully.
- That noise be a car alarm but I'm not sure.
- It be hot outside. It's boiling in here.

Unit 3

3.1 -ing forms and infinitives

We use the <i>-ing</i> form	We use the <i>to</i> infinitive
after prepositions. <i>I'm not happy about working late.</i> <i>Brian's nervous about taking his driving test.</i>	after adjectives. <i>It's difficult to climb Mount Everest.</i> <i>I'm pleased to meet you.</i>
after some verbs. These include <i>avoid, can't stand, consider, dislike, enjoy, finish, give up, imagine, involve, keep, mind, practise, suggest, understand.</i> <i>I can't stand doing housework.</i>	after some verbs. These include <i>afford, agree, appear, arrange, ask, choose, decide, expect, hesitate, hope, learn, manage, offer, plan, promise, refuse, want.</i> <i>We can't afford to buy a new car.</i>
as a noun when the verb is the subject or object of a sentence. <i>Cycling to work is healthier than driving.</i>	

Exercise 3.1

Choose the correct form of the words to complete the sentences.

- I considered *to retake/retaking* the test.
- To drive/Driving* when you're tired is bad.
- I've arranged *to meet/meeting* my friends later.
- Don't hesitate *to write/writing* back if you have any questions.
- I was so sorry *to hear/hearing* your news.
- My friend suggested *to speak/speaking* to the teacher.
- I think public transport is better than *to take/taking* the car.
- I'm so worried about *to meet/meeting* my new boss.

3.2 Modals of obligation

- We use *must* to talk about present and future strong obligations and necessities that come from the speaker.
*I **must** tidy up my room later today.* (I think it's important.)
- We use *have to* to talk about strong obligations that don't come from the speaker.
*You **have to drive** on the left in many countries.* (It's the law / the rule.)
- We use *mustn't* to talk about prohibition or to tell people not to do things.
*You **mustn't** tell her about the party – it's a surprise.*
- We use *don't have to* to say that there is no obligation in the present or in the future.
*You **don't have to** come if you don't want to.* (You choose.)
- We use *should* and *shouldn't* to give advice or talk about less strong obligation.
*You **should** see a doctor about that cough.* (It's a good idea.)
*You **shouldn't** leave your computer screen on overnight.* (It's a bad idea.)

After modal verbs (*must, mustn't, should, shouldn't*) we use the infinitive without *to*.

Exercise 3.2

Complete the sentences with the modal verbs in the box.

don't have to have to must should shouldn't

- Manners are a personal choice, but you try to upset people.
- You wear anything special for the party. It's very casual.
- You look fantastic! You really buy that dress!
- I finish my assignment today because I want to go out tomorrow.
- In my country, people wear a seatbelt when they drive. It's the law.

Unit 4

4.1 used to

We use *used to* to talk about past habits and states that don't occur now or no longer exist.

I used to get a new mobile every year but I wait a bit longer now.

I didn't use to like talking in public but I'm more confident now.

They used to study in this class, but they changed.

+	I/You/He/She/It/We/They used to see him.
-	I/You/He/She/It/We/They didn't use to see him.*
?	Did I/you/he/she/it/we/they use to see him? Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

* You will also see *I didn't used to*, and this is now an acceptable form.

Exercise 4.1

Write the sentences in the past using *used to*.

- I drive to school every day.
- I have long hair.
- I don't feel very confident.
- The trees are very small.
- The town doesn't have a cinema.
- My best friend lives in the same town as me.

4.2 Past simple and present perfect

Past simple

We use the past simple to talk about

- an action that started and finished in the past. We are talking about a specific past time.

We went to Florida for our holiday last year.

I saw Jim yesterday.

- a situation in the past.

I lived in Japan for two years.

Harry was really happy last week.

+	I/You/He/She/It/We/They arrived * early.
-	I/You/He/She/It/We/They didn't arrive early.
?	Did I/you/he/she/it/we/they arrive early? Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

*There are many irregular verbs in the past simple positive.

Present perfect

We use the present perfect to talk about

- an action that started and finished in the past but the time is unknown, unimportant or very recent. We are usually talking about an action that happened at some time in our lives.

Have you ever been to New Zealand?

I've seen this film before.

- an action that started in the past but is not finished and is continuing now. We usually use *for* or *since*.

For describes the length of the action.

Karen and Jeremy have been together for six months.

Since describes the starting point of the action.

We've lived here since 2000.

- repeated actions that have continued from a past time to the present time.

Belinda has seen several films recently.

We've been to the gym six times this week.

- past actions with *ever*, *never*, *already*, *yet*, *just*.

We use *ever* and *never* to talk about 'at any time in your life'.

We usually use *ever* in questions. We use *never* to make a statement negative. Both of them come before the main verb.

Have you ever sailed a boat?

Jack has never learnt a second language.

We use *already* to talk about an action that happened sooner than expected. It comes before the main verb.

I've already done the washing-up.

We use *yet* to talk about an action that we expect to happen. It is usually used in questions and negative sentences and comes at the end of the sentence.

I haven't spoken to Keith yet.

We use *just* to talk about an action that happened a short time ago. It comes before the main verb.

Jeff has just found a £10 note.

+	I/You/We/They have spoken to him. He/She/It has spoken to him.
-	I/You/We/They haven't spoken to him. He/She/It hasn't spoken to him.
?	Have I/you/we/they spoken to him? Yes, I/you/we/they have . No, I/you/we/they haven't . Has he/she/it spoken to him? Yes, he/she/it has . No, he/she/it hasn't .

Exercise 4.2A

Complete the sentences with the present perfect form of the verb in brackets and *for* or *since*.

- I (study) English six months.
- I (not see) my brother January.
- (you / be) here a long time?
- My sister (have) her car two years.
- I (not stop) I got here this morning.
- This city (change) so much I was young.

Exercise 4.2B

Complete the sentences with the past simple or present perfect form of the verbs in brackets.

- I (gain) two kilos in just one week!
- Mr Jones (give out) the homework yesterday.
- I (give up) trying to talk to him! He's impossible.
- I just (hang out) with my friends last night.
- We (rent) a really nice car for our holiday. We go to a different place every day.
- I (hurry) home as soon as I heard the news.
- My brother (never / manage) to pass his driving test.
- I (join) a new gym class this week.

Unit 5**5.1 Comparatives and superlatives**

We can compare two people, places and things using comparative adjectives.

- To compare two things to a higher degree we use comparative adjective + *than*.
London is colder than Sydney.
The city in spring is more attractive than in winter.
- To compare two things to the same degree we use *as* + adjective + *as*.
Los Angeles is as warm as Miami.
- To compare two things to a lower degree we use *less* + adjective + *than*.
Los Angeles is less cloudy than Glasgow.

We can compare three or more people, places and things using superlative adjectives.

- To compare things to the highest degree we use *the* + superlative adjective.
Siberia is the coldest area in Russia.
Kelly is the most amazing person I know.
- To compare things to the lowest degree we use *the least* + adjective.
This is the least interesting place I've ever visited.

We form the comparative and superlative forms of adjectives and adverbs like this.

- With most one-syllable adjectives and adverbs we add *-er* and *-est*.
long → longer → longest
fast → faster → fastest
- With one-syllable adjectives that end in a vowel + consonant, we double the consonant.
big → bigger → biggest
sad → sadder → saddest
- With one-syllable adjectives that end in *-e*, we add *-r* and *-st*.
safe → safer → safest
- With two-syllable adjectives ending in *-y*, we replace the *-y* with *-i*.
heavy → heavier → heaviest
- With some two-syllable adjectives that don't end in *-y* we add *-er* and *-est* and with others we use *more* and *most* or *less* and *least*.
The city was more modern than it is now.
My sister is the politest person I know.
- With longer adjectives and adverbs we use *more* and *most* or *less* and *least*.
Jenny writes less carefully than I do.
I bought the least expensive watch I could find.
- Some comparative and superlative forms are irregular.
good → better → best
bad → worse → worst
far → further → furthest
Spiderman 3 was better than Spiderman 2, but Spiderman 1 was the best.
Martha's spelling is worse than David's, but mine is the worst.
My job is further away than my brother's, but my dad's is the furthest.

Exercise 5.1

Complete the conversation with the correct form of the adjectives in brackets. Add other words where necessary.

- A** That's (1) (amazing) meal I've ever tasted!
- B** It wasn't (2) (good) as the food you cook.
- A** Really? I thought it was much (3) (tasty) than my food.
- B** No. Well, maybe the fish was (4) (fresh) but that's all.
- A** Well, fish is the (5) (good) ingredient to cook with.
- B** It's also the (6) (hard). You can so easily overcook it.

- A** That's true! The **(7)** (bad) meal I've ever eaten was a fish dish. Your dish was a million times **(8)** (delicious)!
- B** Thanks! You're very easy to please. You're probably the **(9)** (difficult) person I cook for.

5.2 too and enough, so and such

too

- *too* means more than is necessary. It suggests there's a problem.
*I'm **too tired** to go to the party.*
- We use *too* before an adjective.
*The weather was **too cold**.*
- We use *too* + adjective + infinitive with *to* to express result.
*The weather was **too cold to go out**.*

enough

- In a positive sentence, *enough* means to the necessary degree.
*I'm **fit enough** to run 20 km.*
*There's **enough food** for everyone.*
- In a negative sentence, it means less than is necessary. It suggests there's a problem.
*This work just **isn't good enough**.*
*I **don't** have **enough money** to go out.*
- We use *enough* after an adjective but before a noun.
*It wasn't **warm enough**.*
*There isn't **enough time** in the day.*
- We use the infinitive with *to* after *enough* to express result.
*It wasn't **warm enough to eat** outside.*
*There isn't **enough time** in the day **to do** all this work.*

so and such

- We use *so* and *such* with the meaning of *very*.
*The gift was **so thoughtful**.*
*He's **such a special** person.*
- We can use *so* + adjective to replace *very* + adjective.
*Her new boyfriend was **so kind**.*
*That film was **so funny**.*
- We use *that* + clause to express result.
*Her new boyfriend was **so kind that** he drove us all to the station.*
*That film was **so funny that** it really made me laugh.*
- We can use *such* + *a/an* + adjective + noun in place of *so* + adjective.
*The party was **so great**.*
*It was **such a great** party.*

- For countable, singular nouns, we use *such* + *a/an* + adjective + noun.
*It was **such a fun** day.*
*He's **such an amazing** pianist.*
- We use *that* + clause to express result.
*She was **such an unpleasant person that** I never want to see her again.*
*I've had **such a busy day that** I need to get some sleep.*
- For uncountable and plural nouns, we use *such* + adjective + noun.
*It was **such terrible** weather.*
- We use *that* + clause to express result.
*They were **such friendly people that** I wanted to see them again.*

Exercise 5.2

Complete the sentences with *too*, *enough*, *so*, *such* or *such a/an*.

- 1 You're funny. You always make me laugh.
- 2 There aren't books for us all.
- 3 It's lovely day today.
- 4 You're going fast. Slow down!
- 5 I've had difficulty getting this phone to work.
- 6 Is there pasta for dinner?
- 7 That film was boring that I almost fell asleep.
- 8 This is amazing book that I can't put it down.

Unit 6

6.1 Past simple and past continuous

Past simple

See Grammar reference 4.2 for information on the past simple.

Past continuous

We use the past continuous to talk about

- an action that was in progress when another past action happened.
*I **was cleaning** the cupboard when I saw a mouse.*
*Peter cut his finger while he **was chopping** vegetables.*
- two past actions in progress at the same time.
*I **was reading** a book while Bob **was cooking** dinner.*
*As the football team **were entering** the stadium, people **were cheering**.*
- a past temporary action.
*We **were working** in Leeds for the week.*
*I **was learning** to play the piano.*

+	I/He/She/It was sleeping .
	You/We/They were sleeping .
-	I/He/She/It wasn't resting .
	You/We/They weren't resting .
?	Was I/he/she/it waiting ?
	Yes, I/he/she/it was .
	No, I/he/she/it wasn't .
	Were you/we/they waiting ?
	Yes, you/we/they were .
	No, you/we/they weren't .

Exercise 6.1

Choose the correct forms of the verb to complete the sentences.

- The men *stood/were standing* around because they *waited/were waiting* for a shop to open.
- I *had/was having* a shower when the phone *rang/was ringing*.
- I *had/was having* a great week last week. I *took/was taking* a special course at university.
- When I *got/was getting* home, my sister *listened/was listening* to a podcast.
- While we *lived/were living* in Rome last year, we *visited/were visiting* the Colosseum.
- They *put/were putting* up new buildings when we *went/were going* to China last year.
- The coffee machine *broke/was breaking* down, so I *tried/was trying* to fix it, but failed.
- I *ran/was running* for the bus and I *fell/was falling* and hurt my leg.

6.2 Past perfect

- We use the past perfect to talk about a past action that happened before another past action.

*I watched the film because I'd **enjoyed** reading the book.*



PAST → NOW

- We often use the past perfect simple with time expressions such as *by the time*, *before* and *after*.
*By the time we arrived, the party **had finished***
*Before I took the exam, I'd **studied** a lot.*
*Kate called me **after she'd arrived** at the airport.*

+	I/You/He/She/It/We/They had left .
-	I/You/He/She/It/We/They hadn't seen the film.
?	Had I/you/he/she/it/we/they spoken to him?
	Yes, I/you/he/she/it/we/they had .
	No, I/you/he/she/it/we/they hadn't .

Exercise 6.2

Complete the sentences with the correct past simple or past perfect form of the verbs in brackets.

- I (just / finish) my homework when my friends (come) round.
- I (phone) the delivery company because my parcel (not arrive).
- Most of the guests (leave) the party by the time we (get) there.
- I think John (feel) annoyed because of something Mike (say) earlier.
- (you / meet) each other before you (join) the company?
- Because the internet (stop) working, we (decide) to go out for the evening.
- Thankfully Sue (put) the fire out before anything else (catch) fire.
- My alarm (go) off three times before I (actually / manage) to wake up!

Unit 7

7.1 Countable and uncountable nouns

Countable nouns

We use countable nouns with

- a singular or plural verb.
*The **boat is** in the harbour.*
*The **people were travelling** abroad.*
- a/an for singular sentences.
*There's **a theatre** and **an opera house**.*
- some for plural positive sentences and questions.
*I had **some tickets** for that concert.*
- any for plural negative sentences and questions.
*They haven't got **any guests** at the moment.*
*Are there **any biscuits** left?*

Uncountable nouns

- We always use a singular verb with uncountable nouns.
Information is valuable.
- We never use *a/an*.
I hate it when there's traffic around.
- We can use *some* for positive sentences.
He gave me some advice.
- We can use *any* for negative sentences and questions.
There isn't any rice in the cupboard.
Did you see any ice in the water?

Watch Out! Some nouns have both countable and uncountable uses. For example:

glass (the material) / *a glass* (a drinking cup)
coffee (the liquid) / *a coffee* (a cup of coffee)
paper (the material) / *a paper* (a newspaper)
noise (general) / *a noise* (specific)
painting (the action) / *a painting* (a thing)
cake (general, e.g. a slice of cake) / *a cake* (specific, e.g. a birthday cake)

Quantifiers

With countable nouns we can use

- *a lot of* and *lots of* for positive and negative sentences, and questions to talk about a big amount. *Lots of* is more informal.
There are a lot of students here.
There aren't a lot of cars on the road today.
Do you have lots of shoes?
- *many* for negative sentences and questions to talk about a big amount.
There aren't many visitors today.
Are there many books left?
- *some* for positive sentences to talk about a medium amount, or in questions when we make a request or an offer.
There are some eggs over there.
Would you like some biscuits?
- *a few* for positive sentences or questions to talk about a small amount.
There are a few new ideas here.
Do you have a few coins for the coffee machine?

With uncountable nouns, we can use

- *a lot of* and *lots of* for positive sentences to talk about a large number. *Lots of* is more informal.
There's a lot of water here.
I've got lots of soup in the fridge.
- *much* for negative sentences and questions to talk about a large number.
There isn't much bread at home.
Is there much time left?

- *some* for positive sentences or questions to talk about a medium number, or when we make a request or an offer.
Let's have some fun.
Can I have some sugar in my coffee, please?
- *a little* for positive sentences and questions to talk about a small number.
There's a little chocolate left if you want it.
Is there a little tea left in the pot?
- *a (little) bit* in informal English to talk about a small number.
There's a bit of cake in the fridge.

Exercise 7.1

Choose the correct quantifiers to complete the sentences.

- 1 There's a lot of/much sugar in this tea.
- 2 He doesn't have many/much friends.
- 3 There isn't a little/much food in the fridge.
- 4 There are a few/much biscuits left. Do you want one?
- 5 I've got a few/a little free time today?
- 6 Would you like much/some water?

7.2 Articles

We use the indefinite article, *a/an*

- before single countable nouns that we are talking about for the first time.
I've bought a new MP3 player.
Have you got a key?
- before a noun that is just one of many in a group.
Is there a bus stop near here?
I need a glass of water.
- with jobs.
I'm a teacher.
My sister's an engineer.

We use the definite article, *the*

- for single countable nouns that we have talked about before.
We hired a car for a few days when our car was in the garage. After two hours, the car broke down!
I bought a T-shirt from the supermarket for just £5. But when I put the T-shirt on, I realised it had a big hole in it.
- with uncountable nouns or plural nouns when we are talking about a specific object or group.
The children played in the park.
Could you pass the salt, please?
- when there is only one of something.
Look at the moon.
I'm going to the train station.

We use no article with

- uncountable and abstract nouns when we talk about them in general.
*Do you want **sugar** in your **coffee**?*
***Life** isn't always fair.*
- plural nouns when we talk about something in general.
***Dogs** make wonderful **pets**.*
***Bananas** are good for you.*
- most streets, towns, cities, countries, continents, language and names.
*We live in **Tokyo** in **Japan** and speak **Japanese**.*
*I've travelled across **Europe**.*
*Let's go shopping on **Oxford Street**.*
*Where's **John**?*

Watch out! A few countries use *the*, including the USA, the UK and the UAE.

Exercise 7.2

Complete the sentences with **a, an, the** or **-** for no article.

- 1 Can you buy ingredients for tonight's meal?
- 2 Did you know John's builder?
- 3 I think love is really important.
- 4 I've lived on Ivy Street all my life.
- 5 Please close door.
- 6 Have you got \$1 coin?
- 7 videos of cats are really popular online.
- 8 We're going to cycle around France.

Unit 8

8.1 Reported speech

- We use direct speech when we report the exact words that someone says or writes.
'This is the best food I've ever eaten!' she said.
'We want more!' they all said.
- We use reported speech (also called 'indirect speech') when we report something that has been said or written. We don't use their exact words.
She said it was the best food she'd ever eaten.
They told me that they wanted more.
- We often use *say* or *tell* to report speech. When we use *say*, we don't need an object. We use *say* + (that) + something.
*'I'm happy!' → She **said (that)** she was happy.*
When we use *tell*, we need an object. We use *tell* + someone + (that) + something.
*'I'm happy!' → She **told me (that)** she was happy.*

Direct speech	Reported speech
Punctuation and structure	
<i>'I love it,' said Oliver.</i>	<i>Oliver said (that) he loved it.</i> <i>Oliver told me (that) he loved it.</i>
Tenses	
Present simple <i>'I saw Simon at the party,' she said.</i>	Past simple <i>She said (that) she had seen Simon at the party.</i>
Present continuous <i>'I'm waiting,' he said.</i>	Past continuous <i>He said (that) he was waiting.</i>
Past simple <i>'I did the washing-up last night' he said.</i> <i>'I liked it,' he said.</i>	Past perfect / past simple <i>He said (that) he had done the washing-up the night before. (the action finished in the past)</i> <i>He said (that) he liked it. (and he still does now – the action is continuing at the time of speaking)</i>
Present perfect <i>'I've arrived,' he told me.</i>	Past perfect <i>He told me (that) he had arrived.</i>
<i>will</i> <i>'I'll be here,' she said.</i>	<i>would</i> <i>She said (that) she would be there.</i>
<i>can</i> <i>'I can swim,' she said.</i>	<i>could</i> <i>She said (that) she could swim.</i>
Words that can change	
<i>here</i>	<i>there</i>
<i>this/these</i>	<i>that/those</i>
<i>today</i>	<i>that day</i>
<i>yesterday</i>	<i>the day before</i>
<i>tomorrow</i>	<i>the next day</i>
Pronouns <i>'I've lost my bag,' she said.</i> <i>'We played tennis together,' she said.</i> <i>'You can stay at our house tonight,' he told us.</i>	<i>She said (that) she had lost her bag.</i> <i>She said (that) they had played tennis together.</i> <i>He told them that they could stay at their house that night.</i>

Exercise 8.1

Write the direct speech as reported speech.

- 'It's a lovely day today!' my teacher said.
- 'My sister is going to have a baby!' he said.
- 'I'm still waiting!' Jane said.
- My dad said, 'I saw Coldplay in concert in 2005'.
- Dave said, 'I haven't been here before.'
- 'I won't tell anyone your secret,' Suzie promised.

8.2 Reported questions

When we report questions, we make changes as we do when we report positive sentences. In addition the word order changes.

Wh- questions	
Direct speech	Reported speech
question word + auxiliary verb + subject + verb <i>'What are you doing?'</i> she asked.	question word + subject + verb She asked us <i>what we were doing</i> .
Yes/No questions	
Direct speech	Reported speech
auxiliary verb + subject + verb <i>'Do you want a sandwich?'</i> he asked.	<i>if (or whether) + subject + verb</i> He asked me <i>if I wanted a sandwich</i> .

Exercise 8.2

Write the questions below as reported speech.

- 'Are you ready?' she asked me.
- 'Have you got the right answers?' John asked us.
- 'Where did you put my jumper?' the boy asked his mum.
- 'How many people are here?' asked the organiser.
- 'Why are you going to visit Paris?' the man asked us.
- 'What do you think about the film?' my friend asked my brother.

Unit 9

9.1 Modals of ability

We use *can*, *could* and *be able to* to talk about ability.

- We use *can* + infinitive to talk about ability now or in the future.
I can sing really well!
I can paint the bedroom tomorrow.
- We use *could* + infinitive to talk about general ability in the past.
I could swim when I was five.
I couldn't read very well until I was nine.

- We use *was/were able to* + infinitive to talk about ability once on a particular occasion in the past. We cannot use *could* in this situation.
I wasn't able to post your letter, sorry.
- We use *be able to* + infinitive to talk about ability using other tenses. We do this by changing the form of the verb *be*.
I'll be able to help you next weekend.
I haven't been able to finish this yet.

Watch out! *could* and *can* are also used for requests.

Exercise 9.1

Choose the best words to complete the sentences.

- I *can finish/to finish* this later.
- I *can/could* program computers from the age of ten.
- He *could/'s been able to* play the piano since he was six.
- My parents *could/were able to* visit the Eiffel Tower when they were in Paris last week.
- Jason *could/was able to* drive a car at the age of fifteen.
- The team *could/were able to* wear their new shirts for last night's match.
- I'll call as soon as I *can/will be able*.
- Could you/Are you able to* help me with this, please?

9.2 Relative clauses

Relative pronouns

The most common relative pronouns are

- who* for people.
- which* for things.
- that* for people or things.
You can only use *that* in a defining clause.
- whose* for the possessive of *who* or *which*.
his wife → *whose wife*, *their story* → *whose story*
- when* after nouns referring to time.
- where* after nouns referring to place.

Exercise 9.2A

Complete the sentences with the words in the box. Use each word only once.

that when which where who whose

- The president, will be speaking later today, is currently in meetings.
- This is the place I was born.
- Budapest, has always fascinated me, is located on the River Danube.
- Dan Messing, books have sold in the thousands, will be signing his latest book here today.
- I remember the time we got lost in Rome.
- This is the place I remember from my childhood!

Defining and non-defining clauses

- We use a defining relative clause to give information which is necessary for us to know which person, thing, time or place is being referred to.

The office **which is in Istanbul** is the busiest.

- The company has several offices and the one in Istanbul is the busiest. The information is necessary for us to know which office is being referred to.

- We use a non-defining relative clause to give extra information about a person, thing, time or place.

The Hagia Sophia, **which is in Istanbul**, is a beautiful museum.

There's only one Hagia Sophia in the world. This is extra information.

- We put commas around a non-defining clause.

My brother, **who can play tennis really well**, has a competition next week.

Exercise 9.2B

Punctuate the sentences below.

- the game which came top of the charts last year was minecraft
- minecraft which is a building game is played all over the world
- the man who created the game sold it to microsoft
- several bloggers who make videos about minecraft are millionaires
- minecraft maps which are places where you can play games are usually free
- my favourite map in the game is the one where you have to jump over a river

which or where?

- We use *which* if a place is the subject of the relative clause.

The café **which sells** amazing cakes is near here.

- We use *where* if a place is the object of the relative clause.

The city **where I grew up** has changed a lot.

I is the subject of the verb in this sentence.

Watch Out! *whom* is very formal these days. It can be used to refer to people when they are the object of a clause, but it's very old-fashioned.

Exercise 9.2C

Join the sentences using relative clauses.

- People can make a lot of money. They can sing.
- I have a game. The game allows you to play in teams.
- There are a lot of people in my class. It makes it interesting.

- London is nice at this time of year. London is a great place for a holiday.

- My dad works at that factory. They make computer parts in the factory.

- I met a man. The man's son was on a talent show.

Unit 10

10.1 Passive voice

We use the passive to talk about processes, actions and events

- when we don't know, aren't interested in or don't want to say who does, is doing or did the action.

The coffee beans **are dried** in a large, open room.

The story **was sold** to the newspapers.

The window **was broken** during the football game.

The glass **was smashed** during the party.

- to avoid repetition when we want to continue talking about something.

I love **science-fiction books**. **They're** usually written in a really clever way.

I should stop eating **chocolate** because **it's** made with a lot of sugar.

We can include the agent (who did it) in a passive sentence if it adds extra interesting information. We usually include it at the end of the sentence using *by*.

This dress was worn by someone.

*This dress was worn **by Lady Gaga**.*

This song was written by someone.

*This song was written **by Michael Jackson**.*

To form the passive, we use the appropriate tense of *be* + past participle.

- Present simple

Thousands of things **are bought** online each day.

- Present continuous

My car **is being repaired** at the moment.

- Present perfect

My mobile **has been stolen**.

- Past simple

This website **was designed** by a teenager.

- Past perfect

The ring **had been lost** for years before they found it.

Exercise 10.1

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

- This house (build) in the 1920s.
- Spanish (speak) in many different countries.
- My carpets (clean) right at this moment.

- 4 I didn't want to give a speech because I (not give) one before.
- 5 My phone (steal) this morning.
- 6 I buy vegetables from the farmer's market. They (freshly / pick) each day.

10.2 get/have something done

- We use *get/have* + object + past participle to say that somebody else did something for us. This is usually because you asked them to and often means that you paid for it.

I'm going to have my watch repaired at the jewellery shop.

Henrietta had her teeth checked at the dentist this morning and they're all fine.

The carpet's looking dirty. Let's get it cleaned.

- Sometimes it can mean that you didn't want it to happen.
Evan had his wallet stolen at the supermarket yesterday.
- *have* something done is more common than *get* something done. *get* something done is more informal.

Watch Out! Be careful with word order.

I had serviced my car (past perfect).

I had my car serviced (have something done).

Exercise 10.2

Complete the sentences with *get* or *have* and the correct form of the words in brackets.

- 1 I need to (my tooth / check). It hurts.
- 2 Marian (her nails / do) at the spa yesterday.
- 3 I think I (my phone / steal). I can't find it.
- 4 We're going to (our car / fix) tomorrow.
- 5 Nathan usually (his hair / cut) once a month.
- 6 We (pizza / deliver) last night.

Unit 11

11.1 Future forms

Present continuous

We use the present continuous to talk about future arrangements. These are things which have already been decided.

We're eating out with Mary and Steve tomorrow evening. (The date is in your diary, the restaurant is booked and your friends know what time to meet you.)

See the table in Grammar reference 2.1 for the form of the present continuous.

be going to

We use *be going to* + infinitive to talk about future plans and intentions. The decision has been made before the time of speaking but it has not yet been arranged in detail. *Andy's going to move house next year.* (He's decided to move but doesn't know when yet.)

+	<i>I'm going to play</i> football later. <i>He's/She's/It's going to play</i> football later. <i>You're/We're/They're going to play</i> football later.
-	<i>I'm not going to play</i> football later. <i>He/She/It isn't going to play</i> football later. <i>You/We/They aren't going to play</i> football later.
?	Am I going to play football later? Is he/she/it going to play football later? Are you/we/they going to play football later?

Watch Out! We can also use *be going to* to talk about predictions. See Grammar reference 11.2.

will

We use *will* + infinitive for predicting something that we know or believe something about.

I think Brazil will win the next World Cup. (I know they're a good team.)

The lesson will be fun tonight. (I think the lessons are fun.)

+	<i>I/You/He/She/It/We/They'll pass</i> next week's exam.
-	<i>I/You/He/She/It/We/They won't pass</i> next week's exam.
?	Will I/You/He/She/It/We/They pass next week's exam? <i>Yes, I/you/he/she/it/we/they will.</i> <i>No, I/you/he/she/it/we/they won't.</i>

Watch Out! We can also use *will* to talk about decisions. See Grammar reference 11.2.

Present simple

We use the present simple to talk about timetables and programmes.

The bus leaves at 6.15 p.m.

See the table in Grammar reference 2.1 for the form of the present simple.

Exercise 11.1

Complete the sentences with the most appropriate future form of the verbs in brackets.

- 1 I think my letter (arrive) today.
- 2 The play (begin) on Tuesday evening.
- 3 We (try) to sell our house next year.

- 4 You (watch) the football match with Becky, aren't you?
- 5 We (meet) Alice for dinner tonight.
- 6 I (see) a doctor about my back soon.

11.2 will and be going to

We can use both *will* and *be going to* to talk about predictions.

- We use *will* when we talk about predictions which are based on what we know or believe about something.
I expect she'll be late again. (I know that she's often late.)
I think you'll do really well in the exam. (I believe you know the exam subject well.)
- We use *be going to* when we talk about predictions based on good evidence that we can see, feel or hear now.
You're going to sleep well tonight. (I can see that you're very tired now.)
It's going to rain in a minute. (The sky's gone dark.)

We use both *will* and *be going to* to tell people about decisions we make.

- We use *will* when we tell someone about a decision we make at the moment of speaking. These are decisions which are sudden.
I don't know what to do tonight. I'll probably watch a film.
- We use *be going to* when we tell someone a decision that has already been made. The decisions have become our plans and intentions.
We're going to move house next year.
I'm going to study really hard next week.

Exercise 11.2

Choose the most appropriate future forms to complete the sentences.

- 1 It'll/s going to snow. I can feel it in the air.
- 2 I'm hungry. I think I'll/m going to make a sandwich.
- 3 We agreed that we'll go/re going to see a film later.
- 4 I'll/m going to fail this exam. I haven't studied much.
- 5 I think we'll/re going to have fun tonight. It's a fun place.
- 6 Is that the door? I'll/m going to get it.

Unit 12

12.1 Zero and first conditionals

Zero conditional

We use the zero conditional for things that always happen or are always true.

- If I press this switch, the light comes on.* (every time)
- I watch TV if I get home early.* (every time)

If + present simple,	present simple
<i>If I feel hungry,</i>	<i>I have a snack.</i>
OR	
Present simple	if + present simple
<i>I have a snack</i>	<i>if I feel hungry.</i>

Watch Out! Take care with punctuation. We use a comma when the *if* clause comes at the beginning of the sentence.

If I finish early, I'll call you.

We don't use a comma when the main clause comes at the beginning of the sentence.

I'll call you if I finish early.

First conditional

We use the first conditional for things that might happen.

If I give you a lift, you'll get there quicker. (very probable future)

Will you call me if you arrive before me? (possible future)

If + present simple,	future
<i>If I see John later,</i>	<i>I'll give him your message.</i>
OR	
Future	if + present
<i>I'll give John your message</i>	<i>if I see him later.</i>

Watch Out! In the first conditional, the present simple is **always** in the *if* clause (the clause that comes immediately after *if*) never the main clause. The *if* clause can come first or second in the sentence.

Alternatives to if

Other words can be used instead of *if* in conditional sentences.

- We use *when* for things that always happen.
When I get to work, I switch on my computer. (I always do this.)
- We use *when* to mean 'after' something we know will happen.
When I get to work, I'll reply to your email. (I'm going to work today.)
- We use *unless* to mean 'if not'.
My little brother won't go to sleep unless I read him a story. (My little brother won't go to sleep if I don't read him a story.)
- We use *in case* to show we are ready and prepared for a possible situation.
I'll take my umbrella in case it rains.

- We use *whether ... or not* to stress that something will definitely happen. The action before is unimportant and has no effect.

Whether it rains or not, the visit will happen.

- We use *even if* to stress that something will still be true. The action that follows will have no effect.

I'll always love you, even if we can't be together!

- We use *as long as* to say that something will only happen if the first action happens.

I'll call you as long as I can get a signal. (I won't call you if I can't get a signal.)

- We use *as soon as* to stress that something will happen immediately following the first action.

I'll call you as soon as I hear! (I won't wait a second!)

Exercise 12.1A

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

- 1 If (take) the exam next week, I (let) you know.
- 2 When I (get) home, I always (take) my shoes off.
- 3 I (finish) the race as long as I (not fall).
- 4 I (come) round your house later even if it (get) dark.
- 5 I (take) something to eat in case the match (take) longer than expected.
- 6 This machine (turn) on as soon as you (attach) it to the electricity.

Exercise 12.1B

Complete the sentences with the words in the box.

as long as in case even if whether unless

- 1 I won't call you there's a problem.
- 2 Make sure it gets there tomorrow we have to pay extra.
- 3 Don't worry! You'll be absolutely fine, you get the job or not.
- 4 Take your mobile phone with you you have problems.
- 5 you revise for your exam, you don't need to worry.

12.2 Second conditional

We use the second conditional to talk about

- present or future situations that are unreal, untrue or imagined.

If she were taller, she would be a model. (She isn't tall.)

If they travelled by train, they would arrive earlier. (They're not going to travel by train.)

He'd get fewer injuries if he played tennis instead of football. (We can imagine him playing tennis but he plays football.)

- present or future situations we think are impossible or unlikely to happen.

If I had enough money, I'd buy that car. (I don't have enough money and don't expect to have enough money in the future either.)

If we went to India, we'd visit the Taj Mahal. (We're unlikely to go to India.)

We might do more exercise if we had the time. (might = would possibly; It's possible that we would do more exercise if we had the time but not certain.)

We can use other modal verbs instead of *would* in second conditional sentences.

- We can use *should* for things that we think ought to happen.

If I had more money, I would be happy. (It is unlikely that I will have more money but if I did, this will be the result.)

If I had more money, I should be happy. (I think this ought to be the result.)

- We can use *might* for things that are possible but might not happen.

If I had more money, I might be happy. (I think it is possible that this will be the result but I'm not certain.)

- We can use *could* for future ability.

If I had more money, I could be happy. (The result would be that I would have the ability to be happy.)

If + past simple,	would + infinitive
<i>If I knew,</i>	<i>I would tell you.</i>
OR	
would + infinitive	if + past simple
<i>I would be on the beach</i>	<i>if I wasn't so busy at work.</i>

Watch Out! In the *if* clause, we can use both *was* and *were* after *I/he/she/it*.

Exercise 12.2

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

- 1 If I (win) a million dollars, I (go) on holiday somewhere nice.
- 2 If I (be) you, I (accept) his offer.
- 3 I (drive) you if my car (not be) broken.
- 4 I'm sure Jack (help) us if he (have) more time.
- 5 If it (rain) more, the grass (grow) better.
- 6 If I (can) sing like Adele, I (be) famous.

Writing reference

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Checklist

Content

Have you

- done everything that you were asked to do in the question?
- added a little more information on each point?
- written the correct number of words?

Communicative achievement

Have you

- thought about who you are writing for?
- used the right tone?
- used a layout appropriate to the type of writing?

Organisation

Have you

- organised your writing into paragraphs with each sentence in a paragraph related to the topic of the paragraph?
- started each paragraph with a sentence that makes the theme of the paragraph clear?
- used linking expressions in some of the sentences?
- started and ended appropriately?

Language

- Have you used a variety of grammatical structures, appropriate phrases and a good range of vocabulary?

Accuracy

Have you checked for mistakes with

- grammar, such as verb tenses, subject-verb agreement, use of articles?
- word order, such as position of adverbs or adverbial phrases?
- vocabulary, such as word formation, correct collocations?
- spelling?
- punctuation, such as full stops, capital letters, apostrophes and commas?

I Improving your writing

I.1 Sentences

What is a sentence?

- All sentences must have a **subject** and a **verb**. The verb often needs an **object**.

subject	verb	object
My boss	rang	me.
I	didn't see	the problem.
Jack	arrived.	
She	wrote	her phone number.

We call this basic structure **SVO**.

- You can add adverbs, adjectives, place, time, etc. to the basic SVO sentence.

For example:

Jack arrived **at the airport early**.

She **quickly** wrote her phone number **on a piece of paper**.

My boss rang me **at home yesterday morning**.

I didn't see the problem **at first**.

Joining clauses in a sentence

- You can join two SVO sentences using conjunctions like *and*, *or*, *but*, etc.

When we join two SVO sentences with a conjunction, we call each SVO a **clause**.

For example:

She **quickly** wrote her phone number on a piece of paper **and** she passed it to me.

We could go to the cinema **or** we could get a DVD to rent at home.

LANGUAGE TIP

You don't need to use commas between clauses.

You don't need to repeat the same subject or verb after *and*, *or* and *but*.

For example:

I've been to the National museum **and** ~~I've~~ seen all the wonderful paintings.

I'm really hungry **but** ~~I'm~~ not thirsty.

I need to speak to John **and** ~~I need to speak to~~ Mary.

- You can also join two SVO sentences using conjunctions like *because*, *although*, *after*, *if* and *when*.

You can write these conjunctions in the middle or at the beginning of the sentence.

For example:

I love eating junk food **although** I know it's unhealthy.

Although I know junk food is unhealthy, I love eating it.

LANGUAGE TIP

If you write the conjunction at the beginning, you need a comma between the two clauses.

You need to repeat the pronoun with these conjunctions.

For example:

I left early **because** I didn't want to miss the start of the film.

Practice 1.1A

Six of the sentences are incorrect. Correct the mistakes.

- We took the bus. Because the car was at the garage.
- Because I was worried about his feelings, didn't tell the truth.
- The film was really terrible I left.
- I wanted to buy a gift or send some flowers.
- There are a lot of nice restaurants. And the sports centres are great in my town.
- She texted when she was leaving.
- After I read the letter I felt really sad.
- I'm going home I'm tired.

Practice 1.1B

Join these ideas together to make longer sentences. Can you add an adjective, adverb, place or time to them?

- Sue phoned Ian. It was Ian's birthday.
- I lost my umbrella. I went to look for it.
- I'd love to take you round the sights. I'd love to show you the art gallery.
- I left work early. I was late for the party.

1.2 Paragraphs

What is a paragraph?

- A paragraph is a part of a piece of writing which starts on a new line.
- It should contain more than one sentence.
- All sentences in a paragraph must be organised together by a topic or theme.
- A paragraph usually starts with a sentence which makes the theme of the paragraph clear. This is often called a **topic sentence**.

For example:

Clear first sentence

Examples of 'things to do'

I think it's important to live in an area with a lot of things to do. In my neighbourhood, there's a dry ski centre where we can practise skiing and snowboarding, and there's an old castle. I can go to these places to relax and when friends come to visit, I can take them somewhere nice.

Why 'things to do' are important.

Practice 1.2

Choose from first sentences A–C the one which fills each gap (1–3) in the story.

- A I wasn't thinking about Josie at all that particular day.
 B I had no idea what to do next.
 C I hadn't heard from Josie for years.

It all began with a phone call.

(1) We'd been at school together from the age of about four. But when we both left school and went to different universities, we lost contact.

(2) It was a Saturday afternoon and I was trying on some new shoes for a party that evening.

'Liz!' She sounded frightened as she spoke. 'I need your help,' she said quickly. Then she hung up, without giving me the details of where she was or what she was doing.

(3) I walked down to the newsagents' and bought a newspaper. When I looked at the front page, I almost dropped the paper. The headline said, 'Local Girl Lost on Mount Everest,' and there was a photograph of my old friend Josie underneath.

1.3 Identifying problem areas

You should always check your writing for errors. Try and be aware of errors that you make on a regular basis and set yourself goals to improve these.

Here are some frequent types of error.

- Spelling: e.g. *I am **writting** to tell you ...* → *I am **writing** to tell you ...*
- Use of tenses: e.g. *I **go** there this weekend.* → *I'm **going** there this weekend.*
- Tone: e.g. *I **would like to recommend going** to the cinema tonight.* → ***Let's go** to the cinema tonight.*
- Punctuation: e.g. *It was the **teachers** book.* → *It was the **teacher's** book.*
- Incomplete sentences: e.g. ***When I arrived.*** → ***When I arrived,** the train was just leaving.*
- Subject-verb agreement: e.g. *he **go*** → *he **goes***
- Wrong word: e.g. *My brother **borrowed** me his book.* → *My brother **lent** me his book.*
- Grammar: e.g. *I'm looking forward **to see** you later.* → *I'm looking forward **to seeing** you later.*
- Word order: e.g. *It was a **day long**.* → *It was a **long day**.*
- Articles: e.g. *I am student.* → *I am **a** student.*

Practice 1.3

There are nine errors in the student's work below. Use the error checklist to help edit and improve the work.

Hi Richard,

I'm really looking forward to see you next week. I'm glad youre excited about coming.

The best way to get to my house from the train station is by the taxi. The buses stop far away from my house. It's a long walk. The taxi will only last five minutes and it'll cost about £10.

There is a few interesting things to see in my town but the best thing is the zoo. I've been there last year. There are some amazing animals there wich you can learn a lot about.

Thanks for the invitation for dinner on Wednesday. Unfortunately, I have then other plans for us. Perhaps we can go out on Thursday instead.

Please inform me by text when you are in the taxi.

Lin

1.4 Linking ideas

Try to use sentences with two clauses, as well as shorter sentences.

For example – shorter sentences:

'So You Think You Can Dance' is a popular TV show. It is the most popular in my country. It stars young dancers. People of all ages enjoy it.

For example – sentences with two clauses:

'So You Think You Can Dance' is the most popular TV show in my country. Although it stars young dancers, people of all ages enjoy it.

▶ **SEE ALSO** p.154

Practice 1.4

Join the sentences to make one two-clause sentence using the word in brackets.

- 1 I was at your restaurant last week. I wasn't very pleased with the service. (although)
- 2 We were scared. We ran as fast as we could. (so)
- 3 I know you're going to love this group. They play your favourite kind of music. (because)
- 4 We turned the corner. We saw what was causing the noise. (as soon as)
- 5 I think you should bring a rain coat. It might be wet. (in case)

1.5 Planning your writing

Follow these stages before you write to make sure that you answer the question and get a higher grade for Content in the *Cambridge English Qualifications: B1 Preliminary Writing paper*.

Read the question carefully

Make sure that you answer the question. If you just write on the topic, you will get a lower grade.

Think of ideas

You will need to think of as many ideas, words and phrases connected with the topic as you can. Make notes.

- Don't worry about which ideas or phrases are better than the others. Write anything that you can think of.
- Don't waste time writing complete sentences. Write words, draw symbols or put phrases down on the page.

Choose the best ideas

Choose the best ideas and tick (✓) them. In the exam you have a word limit so only choose the best.

- Make sure that your ideas answer the question.
 - For Part 1, the notes tell you the four points you must talk about.
 - For Part 2 Articles, look at the questions they ask in the notice. You must answer all of the questions.
 - For Part 2 Stories, make sure your story starts with the sentence they give you.
- Make sure that you have a good range of vocabulary and language related to the topic.

Write a plan

For a piece of writing of about 100 words, you will probably need to use three paragraphs.

- Choose the subject of each paragraph.
- Organise your ideas into the separate paragraphs. This will help to make sure that your work is organised and covers all the points.

Practice 1.5

First look at Exam task 1 and the student's paragraph plan. Then look at Exam task 2 and complete steps 1–3.

- 1 Think of words or phrases related to the topic.
- 2 Make sure you have answered all parts of the question.
- 3 Complete the paragraph plan.

Exam task 1

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

From: Ronny
Subject: Sophie's birthday party

Hi,

Do you remember my cousin Sophie? Well, it's her 12th birthday on Saturday and we're organising a party. Would you be able to do the music? What do you think would be better, a band or a DJ?

Also, I need to think of some party food. What do you think 12-year-olds like to eat and drink at a party? I have no idea!

Anyway, I hope you can help.

Ronny

Handwritten notes:
Yes (above 'Sophie')
Yes (above '12th')
Tell Ronny (above 'What do you think...')
Suggest ... (above 'I have no idea!')

Write your **email** to Ronny using **all the notes**. Write about **100 words**.

paragraph plan	
paragraph theme	ideas
greeting	Hi Ronny Of course I remember your cousin. How are you both?
accepting and choosing	I'd love to ... I think Sophie's friends would rather ... because ... I'm not sure that ...
suggesting and ending	What about ...? I just know they're going to love ... because Best wishes

Exam task 2

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

From: Kelly
Subject: Dinner next Saturday?

Hi, Great!

I passed my driving test. Some friends Yes are coming for dinner to celebrate next week. Can you come too? I'm not sure if we want to eat inside or outdoors. Which do you think? Say which

Also, you know I'm not really into music. What kind of music do you think would be better for a dinner party?

Anyway, I really hope you can come. Suggest ...

Speak soon!

Kelly

Write your **email** to Kelly using **all the notes**.
Write about **100 words**.

paragraph plan	
paragraph theme	ideas
greeting	a) b)
accepting and choosing	c) d)
suggesting and ending	e) f)

1.6 Spelling

Adding syllables

- Words ending in one vowel and one consonant (e.g. -op, -ig)
We often double the final consonant in one-syllable words if they end in one vowel followed by one consonant, e.g. *shop* → *shopping*, *big* → *bigger*, *stop* → *stopped*.
- Words ending in -e and -ee
We usually drop the final e in words when the endings -ing or -ous are added, e.g. *write* → *writing*, *fame* → *famous*.
The final e is not dropped from words ending in -ee, e.g. *see* → *seeing*, *agree* → *agreement*.
- Words ending in -y and -ie
We usually change y to i before -er or -ed, e.g. *angry* → *angrier*, *try* → *tried*.
We do not change y to i before -ing, e.g. *try* → *trying*, *cry* → *crying*.
We usually change ie to y before -ing, e.g. *lie* → *lying*, *die* → *dying*.

Adding -s

- Most nouns
We make the plural of most nouns by adding -s, e.g. *boy* → *boys*, *cheese* → *cheeses*.
- Present simple verbs with *he*, *she* and *it*
We add -s to most verbs in the present simple for *he*, *she* or *it*, e.g. *like* → *likes*, *buy* → *buys*.
- Words ending in -o, -s, -ss, -sh, -ch and -x
However, we add -es after words which end in -o, -s, -ss, -sh, -ch and -x, e.g. *go* → *goes*, *bus* → *buses*, *kiss* → *kisses*, *wish* → *wishes*, *teach* → *teaches*, *box* → *boxes*.

Irregular plurals

Below are some irregular plurals:
baby → *babies*; *child* → *children*; *knife* → *knives*; *man* → *men*; *person* → *people*; *tooth* → *teeth*; *woman* → *women*

Spelling and pronunciation

- Words that are pronounced the same but spelt differently
For example: *to*, *too* and *two*; *there*, *they're* and *their*; *by*, *bye* and *buy*; *witch* and *which*; *here* and *hear*; *meat* and *meet*; *peace* and *piece*; *plane* and *plain*; *war* and *wore*.
- Words with silent letters
These are words where a letter is written but not pronounced, e.g. *chocolate*; *business*; *different*; *vegetable*.

Practice 1.6A

Complete the sentences with the correct spelling.

1 (to, too, two)

- a I had slices of cake, it was so nice.
- b I love horror films, but I like comedies,
- c I'm going see Chris later today.

2 (there, they're, their)

- a I saw Jim and Sarah at the weekend. moving house soon.
- b are a lot of things to do at night in my home town.
- c I love Frankie's restaurant. spaghetti bolognese is the best in town.

3 (which, witch)

- a I really didn't know way to go.
- b My little sister's dressing up as a for the school play.

4 (here, hear)

- a I that Bethany's back from her trip abroad!
- b I left the book right

5 (meat, meet)

- a I was planning to Jack later.
- b I think is an important part of a healthy diet.

Practice 1.6B

Underline the silent letter in these words.

answer calm climb comfortable interesting island
knife psychology restaurant Wednesday

Improving your spelling

- Use a dictionary.

A good dictionary can give you information about spelling a word, including any likely problems caused by adding *-ing* or *-ed* to the word. If you're not sure about the spelling of a word, check it in your dictionary.

drip /drɪp/ v [I,T] (**dripped, dripping**) to let liquid fall in small drops: *That tap's still dripping.* | *Don't drip blood on the carpet!* | [+from/off/through etc] *Water was dripping through the ceiling.* | **be dripping with water/sweat etc** *They were both dripping with sweat.*

- Keep a personal spelling list.

Write down words that you often spell incorrectly. Add to your list each time you receive a piece of work back from a teacher with corrections. Review your list regularly until you know how to spell each word on it.

Spellings

different necessary achieve which

- Keep a vocabulary notebook with new words.

You are more likely to learn the correct spelling if you write the words down. When you see a new word, copy it into your notebook, then check that you have spelled it correctly, and revise it regularly.

1.7 Punctuation

Capital letters

We use capital letters

- at the beginning of a new sentence.
For example: **We** had such a great time at your party!
Suddenly, there was a terrible noise.
- for the names of particular things.
people and titles: e.g. **Catherine**, **The Times**, **Queen Elizabeth**
countries, towns and places: e.g. **Brazil**, **New York**, **South Africa**, **Broadway**, **New Street**
nationalities and languages: e.g. **Argentinian**, **Spanish**, **Italian**, **English**
days and months: e.g. **Friday**, **January**, **Independence Day**

Full stops (.), question marks (?) and exclamation marks (!)

- We use full stops to end most sentences.
For example: *The books arrived on time.*
- We use question marks to end questions.
For example: *What would you like to do when you get here?*
- We use exclamation marks to end sentences with a lot of emotion.
For example: *Thank you for such a beautiful gift. I absolutely love it!*

Commas (,)

- We can use commas after time expressions and after an introductory clause.
For example:
Nowadays, many people prefer to use the internet for shopping.
At first, I thought it was just the wind.
Suddenly, I was falling down the mountain!
After I left the road and entered the woods, I knew I'd made a mistake.
- We use commas around added information.
For example:
I spent the summer in Sydney, which is the biggest city in Australia, and had a lovely time.
I spoke to your receptionist, Miss Jones.

- We use commas between items on a list.
For example: *We were able to try surfing, kite boarding and sailing on the course.*
- We use commas to divide groups of words in a sentence to make the meaning clearer.
For example: *When we got there we had a cup of coffee, put the fire on, and sat down for a chat.*

Apostrophes (')

We use apostrophes

- when we use contractions.
For example: *I won't be able to meet you myself, but I'll send my brother.*
- to show possession.
For example: *I met Dan's girlfriend at the party.*

Punctuation in direct speech

- Direct speech always starts with a capital letter.
For example: *The boy screamed, 'Don't touch it!'*
- A comma (,) is usually used between the direct speech and the reporting phrase (*he said, Jack shouted*).
For example: *Jack bent down and said quietly, 'It's never going to happen.'*
- If the reporting phrase (*he said, Jack shouted*) comes after the direct speech, we usually put a comma before the final quotation mark.
For example: *'I hate you,' she said with tears in her eyes.*
- We use quotation marks when we repeat the exact words someone says (direct speech). Single quotation marks ('...') are more common in British English. Double quotation marks ("...") are more common in American English.
For example: *The boy screamed, "Don't touch it!"*

Practice 1.7

Read the story and write it again with the correct punctuation.

it all began with a telephone call one sunday morning I was just sitting down to read the times newspaper and enjoying a cup of coffee when the phone rang is that miss abrahms asked the voice on the other end of the phone i didnt recognise the voice I thought it was probably one of those sales people i have a special message for you from your long lost uncle frank he said I was going to put the phone down on him i didnt have an uncle frank that I knew of when he explained that he was a lawyer and was looking for frank jamesons only living relative three weeks later I was in the first class section of a plane to torronto to sign the papers that were going to make me so rich i would never need to work again

1.8 Organising paragraphs

Linking sentences in a paragraph

You should make connections between the sentences in your paragraph.

- Use pronouns like *he, they, them, there*.
For example:
Jake was the coolest guy in class. He was always invited to the best parties.
I loved my school. I was really happy there.
- Use linking words and expressions like *then, anyway, so*.
For example: *By the time I got home, I was wet and freezing cold. Anyway, it was a pretty bad day from start to finish.*
- Use synonyms and paraphrases.
For example: *I've always loved basketball. It's the most exciting game ever invented.*

Linking paragraphs in a text

In an email, story or article (around 100 words), you should make connections between paragraphs.

- Use a linking word or phrase.
- Repeat a word (or words) from the last sentence of one paragraph in the first sentence of the next paragraph.
- Use a synonym or paraphrase.
For example:

The 'idea' is the suggestion in the previous paragraph.

We didn't know where to go. When we got to the top of the mountain, we looked down and saw our tent. The wind had knocked it over and all the things inside it had blown away. Samantha pointed to some rocks.

'Don't worry,' she said, 'we'll make a fire and wait in that cave.'

I didn't like her idea, but there was no other choice. Soon, we fell asleep in the warm dry cave, but a few hours later I woke up. Without our tent, we had no food, and I was starting to feel hungry.

We already know the tent blew away from the first paragraph.

Practice 1.8

Choose from first sentences 1–4 the one which fills each gap (A–D) in the article. Remember, the first sentence of the paragraph should make the topic clear. Then, fill gaps 1–6 with the words in the box.

- 1 We definitely need beautiful buildings in our capital cities.
- 2 So, I think buildings are a special part of our towns.
- 3 Every large city has an important building.
- 4 I think that the location is important.

also although and because however when

You see this notice on an English-language website.

Articles wanted!

Important buildings

What makes a building important?

Is it the location, the architecture, the use or all of these things?

Do we need beautiful buildings in our towns or cities?

Write an article answering these questions and we will put it on our website!

Write your **article** in about **100 words**.

(A) Places such as the main government offices, museums and libraries are important to a country. (1) people from other countries come to visit, they can see the style of building.

(B) In the city, often the most central parts have the most important buildings. (2), in the countryside, it's often important to have a beautiful view outside the building. (3) the way the building looks matters, the rivers and other buildings around make it special.

(C) Tourists come to the country to see these buildings and take photographs. These buildings are (4) often shown in films or on TV shows about the country. This is (5) people can immediately recognise many countries just from one photo of the right place.

(D) They're an important part of our culture and history, (6) we should look after them.

1.9 Making your writing interesting

Introductions

A good introduction to a piece of writing will make the reader want to read more.

Stories

- Follow the first line you've given with direct speech. For a dramatic start, begin with a piece of direct speech. For example:
'Stop! Don't go in there!' he shouted.
- Start with the background information. Start by explaining what was happening before you move onto the main event. For example:
It had been a difficult day. It started when I lost my phone.

Articles

- Ask the reader a question to introduce the topic. For example:
What's the most exciting activity you've done?
- State a fact or opinion to introduce the topic. For example:
Doing something exciting is a great way to feel alive.

Vocabulary

It is important that you use a good range of vocabulary. Try to think of alternatives to simple words.

For example:

a person → a stranger, a shop assistant, a well-dressed lady

I like → I'd go for, I'm always keen on, I absolutely love

good → amazing, delicious, wonderful, comfortable, exciting

Practice 1.9A

Rewrite the paragraph from a story below with a better alternative to the underlined words.

Our journey to the old city was okay. The hotel was nice. The weather was bad, but there was a good swimming pool. I thought that the food was good, but that's because I always like Greek food.

Adjectives and adverbs

Try to add adjectives and adverbs to your writing to add interest or to show the mood.

For example:

I walked to the bus stop and waited. → I walked slowly to the bus stop in the freezing cold. I was feeling so lonely. I waited for what seemed like ages.

Practice 1.9B

Add some adjectives or adverbs to make the sentences more interesting.

- 1 When we arrived at the town centre, we saw a man.
- 2 There's a mountain near a stream.
- 3 We walked up to the house and saw a woman at the window.
- 4 The streets were decorated and people were dancing to the music.
- 5 Shall we book a room for two nights?

Interesting verbs

Try to avoid simple verbs in your writing and use alternatives.

For example:

*I **broke** my glasses. → I **damaged** my glasses.*

*They **like** each other. → They **get along well** with each other.*

*He said he **wouldn't come**. → He **refused** to come.*

You will need to look at the construction of any new verbs in a dictionary before you start to use them.

refuse¹ /rɪ'fju:z/ v

1 [I,T] to say firmly that you will not do or accept something: *I asked her to marry me, but she refused.* |

refuse to do sth *Cindy refuses to go to school.* |

flatly refuse/refuse point blank (to do sth) (= refuse completely) *Mother flatly refused to go back into hospital.* | *The offer seemed **too good to refuse**.*

2 [T] to not give or allow someone something that they want: **refuse sb sth** *we were refused permission to enter the country.*

Practice 1.9C

Rewrite the sentences with a verb of similar meaning from the box. You may need to make other changes to the sentence. Use a dictionary to check the construction of any verbs you are unsure of.

fry join knock down refuse slip trust

Example: Bianca came and met us there.
Bianca joined us there.

- 1 I think my brother will do the right thing.
- 2 My grandma fell on the ice last week.
- 3 I pushed the post with my car.
- 4 You need to cook the onions in a pan.
- 5 The owner of the shop wouldn't help us.

1.10 Getting the right tone

The tone of your language depends on

- who you are writing for,
- why you are writing.

We use an informal style of writing when we write an email to friends and when we write an article or story and want to catch the readers' attention. We use a more formal style to write to someone we've never met, such as an enquiry about a hotel or a job application. You don't need to write in a formal style in the B1 Preliminary exam.

- Use contractions (*I've been* instead of *I have been*)
- Address the reader personally (*You must be joking!* instead of *It sounds unlikely.*)
- Write plenty of questions (*How are you?* instead of *I am writing to ask about ...*)
- Use strong adjectives and adverbs (*absolutely fantastic* instead of *quite pleasant*)
- Use informal vocabulary (*got* instead of *received*)

For example:

I've got a fantastic new job. You should see my new office!

Let me know what you think.

Well, I have to go now, but get in touch soon.

Don't you just love holidays?

Where shall we go next week?

Can't wait to see you!

Practice 1.10

Look at the extracts from an informal email. Choose the better phrase.

Hi Cath

(1) *It was so good to hear from you./I was pleased to receive your previous letter. It's always nice to get your news. Oh my goodness!* **(2)** *I would like to recommend the film 'Highlander'./I can't believe you haven't seen the film 'Highlander' yet. You must go and see it.* **(3)** *I think you'll find it satisfactory./You'll love it!*

...

Oh well, that's about all my news for now. **(4)** *I can't wait to hear from you so write back soon./I look forward to hearing from you.*

(5) *Love/Yours sincerely,*

Jane

1.11 Checking for errors

It is important to check that you have written to the correct standard when you finish.

- Read your text and focus on the content and how it reads. Make any necessary changes.
- Read your text again and focus on the use of language. Make any necessary corrections.

Practice 1.11

Look at the exam task and student answer below. Has the student written to the correct standard? Use the checklist on page 153 to help you decide.

Exam task

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

From: Richard
 Subject: My visit
 Hi,
 I can't wait to come and visit you next week. How shall I get to your house from the train station, by taxi or by bus?
 I'd love to see the local sights when I'm there. What do you recommend? Also, I'd like to take you out to dinner on Wednesday night. Are you free?
 Best wishes,
 Richard

Great!
Say which
Suggest ...
No, but free Thursday.

Write your **email** to Richard using **all the notes**. Write about **100 words**.

Hi Richard,
 I'm so happy you're coming next week. You'll arrive at Central station. Get on the number 60 bus. It stops right outside my house. You can buy a ticket from the driver. There's an amazing art gallery in the town. It's got some fantastic paintings there. I know you're crazy about art. You should go there.
 See you soon,
 Ben

2 Exam task types

2.1 Emails

► **SEE ALSO** p.34, p.54, p.78, p.120

When you write an email, it is very important to cover all the points that you have been asked to mention, using an appropriate tone.

EXAM TASK

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

From: Robin
Subject: My visit
Hi,
Great!
I'm coming to your country next month! I'm going to be there Thursday and Friday *Tell Robin*
in the first week. Can you meet me one day? *Say which*
I'm not sure what clothes to bring with me. What's the weather like there at the moment?
I hope we can look around the town while I'm there. What would be a good place to visit?
I'm so excited, I can't wait.
See you soon,
Robin *Suggest ...*

Write your **email** to Robin using **all the notes**. Write about **100 words**.

Model answer

Hi Robin,
Oh wow! That's the best news I've heard in ages.
Of course I can meet up with you. I'm afraid I have meetings on Thursday, but I'm off work all day on Friday.
The weather here is gorgeous at the moment. You know we have a great climate all year, so just bring your summer clothes and some sunglasses.
There are so many things we can do here. There are some great parks and there's a famous café where we have to go for coffee. And you must try the food while you're here!
Anyway, looking forward to seeing you soon!
Ahmad

Do start with a greeting.

Do get straight to the point.

Do keep the tone friendly.

Do use linkers.

Do sign off at the end.

Do make sure you cover all the points.

USEFUL LANGUAGE

Openings

- Hi/Hello Robin
- It's great news that you ...
- It was fantastic to hear about ...
- Well done/Congratulations on ...!

Keeping the right tone

- Well, ...
- Anyway, ...
- Hope to ...
- You know ...

Closings

- Anyway, I must go now.
- Write back soon!
- See you soon.
- Best wishes

2.2 Articles

► **SEE ALSO** p.14, p.46, p.88, p.110

When you write an article, it is important to get the reader's attention and organise your ideas well.

EXAM TASK

You see this notice in an international English-language magazine.

Articles wanted!

Your perfect day

What makes a perfect day?

Is it spent alone or with others?

Is it better to go out or stay at home?

Tell us what you think!

Write an article answering these questions and we will publish it in our magazine.

Write your **article** in about **100 words**.

Model answer

Do add a title.

A day to remember

Do start with a quote, a fact or a question to engage the reader.

A trip out, good friends and food. That's what makes the perfect day for me. Does it make the perfect day for you too?

Do speak directly to the reader.

Do use linkers to connect ideas.

Everyone has different ideas of what makes a day special. For me, it's about being with good friends because you can relax and have a laugh with them.

Do organise your article into paragraphs.

Do end with a summary and give the reader something to think about.

Although staying in alone is fine for some people, I prefer to go out and see or do something new. Perhaps a visit to an art gallery, a trip to a luxury spa or afternoon tea at an expensive café.

Do make sure your article has a beginning, a middle and an end.

Whether you stay in or go out, are alone or with others, a perfect day is about you. You do the things you enjoy and feel positive about the world. Doesn't that sound amazing?

Do avoid using simple words such as good.

USEFUL LANGUAGE

Questions

- Did you know that ... ?
- Would you ever ... ?
- What would you do if ... ?
- How would you feel if ... ?
- What do you think?

Adding ideas

- As well as that, ...
- (I) also (enjoy) ...
- ... too

Contrasting ideas

- On the other hand,
- However,
- Although,
- Despite that/In spite of that,

Giving reasons and results

- ... because .../Because of that ...
- That's why ...
- For that reason ...
- so that/so

Summarising

- All in all, ...
- Whether you ... or ... ,
- The key thing is that ...

2.3 Stories

► **SEE ALSO** p.24, p.66, p.98, p.130

When you write a story, it is important to organise your ideas well and use interesting language.

EXAM TASK

Your English teacher has asked you to write a story. Your story must begin with this sentence.
Sam knew he had to leave immediately.
 Write your **story** in about **100 words**.

Model answer

The key

Sam knew he had to leave immediately. The letter from his aunt in New York had sounded urgent. She'd said something about a piano, which didn't make sense. Sam boarded the plane and eight hours later he was met by a strange man at JFK airport.

'Your aunt is sadly no longer with us,' he said in a strange and scary voice. Sam was shocked! 'Did she ever mention any keys?' Sam turned and ran as fast as he could. He ran to two policeman near the entrance. With their help, he went to his aunt's apartment. There, in the piano, on top of the keys, was a pile of unusual photos.

'This will put a top criminal in prison,' said the police officer. Sam knew he'd made the right decision coming.

Do add a title.

Do use narrative tenses.

Do make sure you use correct punctuation in direct speech.

Do use a mixture of short and long sentences to make it more interesting

Do give background information.

Do use a range of adjectives, verbs and adverbs

Don't start all your sentences 'Sam went', 'Sam thought', etc.

USEFUL LANGUAGE

Feelings

- Sam was frozen with fear.
- It was like a dream come true.

Direct speech

- 'Don't do anything stupid, now!'
- 'What do you think you're doing?'

Time linkers

- Suddenly, the lights went out.
- The next thing Sam knew, he was waking up in a strange room.
- By the time Sam realised what was happening, it was too late.
- When he got there, they'd already left.

Ending the story

- That was the last time Sam questioned his dad's advice.
- Sam looked at his friend and just laughed.

Exam focus

Reading (45 minutes)

Part 1 (Multiple-choice, short texts)

What is being tested?

Part 1 tests your understanding of different short texts.

What do you have to do?

- Read five very short texts, e.g. notices, text messages, and three options (A–C) for each text.
- Choose the option that best matches the main message of the text.

Strategy

- 1 Read the first text and think about where you might see it and who it is written for.
- 2 Try to decide what the main message is.
- 3 Read the options carefully and decide which option matches the main message.
- 4 Repeat for the remaining texts.

Part 2 (Multiple matching)

What is being tested?

Part 2 tests your ability to read in detail.

What do you have to do?

- Read five descriptions of people (6–10) and eight short texts (A–H) on things like films, courses, books, etc.
- Match each person's needs to one of the eight texts. There will be three extra texts.

Strategy

- 1 Read the instructions and the text title to identify the topic.
- 2 Read the descriptions of the people carefully and underline the key words.
- 3 Scan each section of the main text to look for information that matches the descriptions. Look for synonyms or phrases which are similar in meaning to the questions. Highlight possible answers.
- 4 Read the highlighted sections carefully to check which is an exact answer to the question. The correct answer will match *all* of the needs in the description.

Part 3 (Multiple-choice, long text)

What is being tested?

Part 3 tests your understanding of the general meaning of a longer text and the writer's purpose, attitude or opinions.

What do you have to do?

- Read a longer text which expresses attitude or opinion.
- Answer five questions (11–15) about the text, each with four multiple-choice options (A–D).
- The first four questions ask about specific information in the text, and follow the order of the text. The fifth question asks about the general meaning of the text.

Strategy

- 1 Read the instructions and skim the text to get an idea of what it is about.
- 2 Then read the questions.
- 3 Read the text again carefully and highlight the sections where you will find the answers to questions 11–14.
- 4 Reread these sections carefully and choose the correct answers. Don't just match words in the text and option. Look for the option that has the same meanings as the section of the text.
- 5 Before you answer question 15, read the whole of the text again. Try to answer without looking at the options and then choose the option which best matches your answer.

Part 4 (Gapped text)

What is being tested?

Part 4 tests your ability to read for gist and to understand text structure.

What do you have to do?

- Read a longer text which has five gaps in it (16–20).
- Read eight sentences (A–H) and choose the five which fill the gaps in the text. There are three extra sentences which you do not need to use.

Strategy

- 1 Read the instructions and the text title to identify the topic.
- 2 Skim the text to get an idea of what it is about. Ignore the gaps for now.
- 3 Read the sentences A–H.

- Go back to each gap. Read the sentences around it carefully. Then, read each sentence A–H again and find the one which fills the gap. Make sure that any pronouns, linkers, grammar and vocabulary in the sentence connect with the information before and after the gap in the text.
- Read the whole text again to make sure it makes sense with the sentences you have chosen in the gaps.

Part 5 (Multiple-choice cloze)

What is being tested?

Part 5 tests your knowledge of vocabulary, including words with similar meanings, common collocations and phrases and phrasal verbs.

What do you have to do?

- Read a short text with six gaps (21–26) in it.
- For each gap, choose from four possible options A–D.

Strategy

- Read the title and the text quickly to get an idea of what it is about. Don't try to fill in the gaps yet.
- Read the text again. Stop at each gap and try to predict what the missing word might be before you read the options.
- Look at the options for each gap. If the word you predicted is not there, try putting each of the options in the gap to see which one fits correctly.
- Read the whole text again to make sure it makes sense with the options you have chosen in the gaps.

Part 6 (Open cloze)

What is being tested?

Part 6 tests your ability to read for detailed understanding. It focuses on grammatical features such as tenses, pronouns, prepositions, linkers and articles.

What do you have to do?

- Read a short text with six gaps (27–32) in it.
- Write one word which correctly fills each gap.

Strategy

- Read the title and the text quickly to get an idea of what it is about. Don't try to complete the gaps yet.
- Read the text again. Stop at each gap. Look at the words before and after the gap. This will help you decide what kind of word is missing. Decide which one word fits each gap.
- Read the whole text again to make sure it makes sense with the words you have written in the gaps.

Writing (45 minutes)

Part 1 (Email)

What is being tested?

Part 1 tests your ability to write an email responding to news, giving advice or suggestions, thanking, apologising, inviting, responding to an invitation, etc.

What do you have to do?

- Read an email with notes.
- Write a reply in 100 words, following the prompts in the notes.

Strategy

► **WRITING REFERENCE** p.163

Part 2 (Article or story)

What is being tested?

Part 2 tests your ability to write an article or a story.

What do you have to do?

- Choose from one of two tasks, either write an article on a given topic or write a story continuing on from the first line given.
- Write in the correct style for the text you have chosen (an article or a story).
- Write your article or story in 100 words.

Strategy

► **WRITING REFERENCE** p.164, p.165

Listening (30 minutes)

Part 1 (Multiple choice, pictures)

What is being tested?

Part 1 tests your ability to listen for specific information in short extracts. These may be monologues (one person speaking) or dialogues (two people speaking).

What do you have to do?

- Listen to seven short extracts (1–7) about different topics. You will hear each extract twice.
- Each extract has one question and three options to choose from. Each option is represented by a picture.

Strategy

- 1 Before you listen to each extract, read the question and look at the pictures. Predict vocabulary you think you might hear to help you prepare and focus on the recording.
- 2 Listen carefully to each extract from the beginning to the end to make sure you aren't distracted by incorrect answers.
- 3 Mark the option you think is correct on your answer sheet.

Part 2 (Multiple choice, short texts)

What is being tested?

Part 2 tests your ability to listen for gist and identify attitudes, opinions and agreement between speakers.

What do you have to do?

- Listen to six short conversations. You will hear each conversation twice.
- For each of the six questions (8–13), choose the correct option (A, B or C).

Strategy

- 1 Before you listen to each conversation, read the context sentence, the question and the options. Underline the key words to help you listen for the right information.
- 2 Listen carefully to each extract from the beginning to the end to make sure you aren't distracted by incorrect answers.
- 3 Mark the option that you think is correct on your answer sheet.

Part 3 (Gap-fill)

What is being tested?

Part 3 tests your ability to listen for specific information in an informational monologue.

What do you have to do?

- Listen to a speaker giving information about a particular topic. You will hear the text twice.
- Complete the six gaps in the notes or sentences (14–19) with one or two words, a number, a date or a time that you hear in the recording.

Strategy

- 1 Before you listen, read the context sentence and the gapped notes or sentences about the recording. Underline key words and think about the kind of information that is missing, e.g. a number, an object, a name, etc.
- 2 As you listen, try to complete the gaps. The written information is in the same order as the information in the recording.

- 3 You will need to write one or two words, a number, a date or a time in each gap. You should write exactly the words you hear; you do not need to change these words.
- 4 You might hear more than one word that could fill the gap. For example, if you need a price, you may hear three. Listen carefully and choose the correct one!
- 5 Check that your spelling of common words is correct and that the notes or sentences make sense.

Part 4 (Multiple choice, long text)

What is being tested?

Part 4 tests your ability to listen for detailed information, attitudes and opinions in a longer dialogue.

What do you have to do?

- Listen to an interview in which one person asks another person questions. You will hear the text twice.
- For each of the six questions (20–25), choose the correct option (A, B or C). The questions are in the same order as the information in the recording.

Strategy

- 1 Before you listen, read the context sentence, the questions and the options. Underline the key words to help you focus on what you have to listen for.
- 2 Listen for the interviewer's questions to help you follow the extract. Listen for the ideas in the options said in a different way to decide which option is correct.
- 3 Mark the option that you think is correct for each question on your answer sheet.

Speaking

(10–12 minutes with a partner)

Part 1 (General questions)

What is being tested?

Part 1 tests your ability to answer questions and give information about yourself. You will speak to the examiner. You will not need to speak to your partner.

What do you have to do?

- Answer the examiner's questions about yourself.
- In Phase 1, all candidates are asked four standard questions. They are either the same or similar, depending on the candidates' situations. You are expected to give quite short answers.
- In Phase 2, candidates are asked different questions and you are expected to give longer answers.
- This part of the exam lasts for 2–3 minutes.

Strategy

- 1 In Phase 1, be prepared to give your name and say where you're from or where you live, say if you work or study and say what you do or study.
- 2 In Phase 2, listen to the examiner's questions. If you don't hear or understand a question, ask the examiner to repeat it.
- 3 Answer the question and give two or three more pieces of information, such as reasons and/or examples. Do not give long, prepared answers.
- 4 Try to get a good balance between fluency, grammar and vocabulary.

Part 2 (Individual long turn)**What is being tested?**

Part 2 tests your ability to describe a photograph using appropriate language, and organise your language when you speak for a longer time. You will not need to speak to your partner.

What do you have to do?

- The examiner will give you a photograph of an everyday situation. You will speak for one minute, describing the photograph.
- Your partner will talk about a different photograph on a different topic for one minute.

Strategy

- 1 First, summarise what is in the photo.
- 2 Describe what you can see in more detail, e.g. the place, people and objects. Use prepositions of place to say where things are in the photo.
- 3 If you don't know the correct word for something, use different words to explain what it is.
- 4 Try to get a balance between fluency and accuracy.

Part 3 (Collaborative task)**What is being tested?**

Part 3 tests your ability to talk with your partner and give ideas and opinions and make and respond to suggestions and recommendations, and try to come to an agreement.

What do you have to do?

- The examiner will describe a situation and give you a sheet of paper with pictures on it.
- With your partner, you must talk about the pictures and decide which one best answers the question.
- This part of the exam lasts for 2–3 minutes.

Strategy

- 1 Discuss each picture before making your choice. If you make your choice too quickly, you will run out of things to discuss. You don't have to come to an agreement before the examiner stops you.
- 2 Interact with your partner. Give suggestions, recommendations and opinions. Listen carefully to what your partner says and comment on their ideas.
- 3 If your partner is quiet, encourage them to speak by asking questions. (You won't lose marks if your partner doesn't answer.)
- 4 If you reach an agreement before the examiner stops you, state your choice and summarise your reasons.
- 5 Try to get a balance between grammar, vocabulary and pronunciation, and interact well with your partner.

Part 4 (Discussion)**What is being tested?**

Part 4 tests your ability to answer questions and give your opinions about a topic which is related to Part 3. The discussion is led by the examiner.

What do you have to do?

- The examiner will ask you questions about the topic introduced in Part 3. You answer the questions on your own. The examiner may also ask you to comment on your partner's answers.
- This part of the exam lasts for 3 minutes.

Strategy

- 1 Listen carefully to the question. If you don't hear or understand, ask the examiner to repeat it.
- 2 Answer the question and give two or three more pieces of information, such as reasons and/or examples.
- 3 Listen carefully to your partner's questions and answers because you may be asked to comment on what they say.
- 4 If asked to comment on what your partner says, say if you agree or disagree with their opinion and say why. Alternatively, say if you like or dislike the same things as your partner, or if you have had the same experiences as them.

Practice test

Reading

Part 1

Questions 1–5

For each question, choose the correct answer.

1

Hi Mike. I'm running late.
Can you pick up Katie and let
Nathan know I won't be on time?
See you at Nathan's – sorry! Mia

Mike should

- A go in Katie's car.
- B give Nathan a message.
- C take Mia to Nathan's house.

2

**'Learn to sew' class with
Georgia Saturday 10–12**

This room is closed for
cleaning – please go to
Room 11B instead.

- A The time has been changed.
- B The location has been changed.
- C The teacher has been changed.

3

**Salty Sam's
Fish 'n' Chips**

Open

10.30 a.m. – 8.00 p.m. Tuesday – Saturday
12.30 p.m. – 7.30 p.m. Sunday

- A The shop is only open five days a week.
- B The shop closes late on Sundays.
- C The shop is closed on Mondays.

4

Hi Ben

We're having a great time – lots of swimming and fun in the sun. The food is delicious and people are friendly. Hope to visit Max in the next few days.

Love Anna

- A Anna likes the food.
- B Anna visited Max.
- C Anna can't swim.

5

KEYS

We provide one key per room – if you need an extra one when you go out, ask at reception. There's a charge for lost keys.

Gate is locked after 10 p.m. – use your room key.

- A You need to pay if you want another key.
- B Leave keys at reception if you go out.
- C Room keys can open the gate.

Part 2

Questions 6–10

For each question, choose the correct answer.

The people below all want to have a day out in Sydney.

On the opposite page there are eight things to do in Sydney.

Decide which activity would be the most suitable for the people below.

6



Deepak is travelling with his children aged 10 and 14. They had a day in the sun yesterday and would like to do something interesting inside today. They like learning about how things work.

7



Maggie and her husband want to take their young children for a day outside, perhaps to see some animals. They would also like to spend some time in a boat or near water.

8



Mario loves trying different food and would like to take his girlfriend for a nice lunch for her birthday. He'd like to go somewhere with a beautiful view.

9



Christine and her friend would like to explore the city on foot but they are not sure where to go. They are interested in history and old buildings.

10



James doesn't like being in the city centre and would like to try some water sports. He's travelling on his own and would like to meet some people.

What to do in Sydney

Sydney.attractions.com.au

A Darling Harbour

Take a romantic walk over the bridge and enjoy some of the finest food from all around the world: Europe, Asia, the Americas, you name it! This is a great place to go for a meal looking out at the water and the city skyline.

B Taronga Zoo

A trip to Sydney is not complete without a day at the famous Taronga Zoo. Perfect for families and anyone who loves nature, the zoo is very close to the city. Eat at the restaurant or have a picnic outside. Why not take a ferry from Circular Quay and enjoy the beautiful harbour on the way there and back.

C Bob's Bike Tours

A perfect way to see what Sydney has to offer, there is a tour for all ages and abilities. We take paths along the harbour, through Hyde Park and end in the Rocks, where there are drinks and a meal waiting for you at Sydney's oldest pub.

D Harbour Cruise

Get on board our luxury ferry and experience one of the most beautiful harbours in the world. Perfect for all ages, this is an experience you'll never forget. Whether it's a romantic lunch, a family occasion or a huge party, we'll have a cruise to suit you.

E GUIDED TOURS OF THE ROCKS

Get to know something about Sydney's past on a walking tour of one of the parts of town where people first lived: the Rocks. Step back in time as your friendly guide leads you through streets and lanes and show you sights such as the Museum of Contemporary Art and the 200-year-old Cadman's Cottage.

F Bondi

Ever wanted to learn to surf? Why not take a class at the magnificent Bondi Beach! Just half an hour from the middle of town, you can spend the day learning a new skill and make some friends at the same time.

G Avalon Beach

Under an hour's drive from the busy city of Sydney is the relaxed atmosphere of the beautiful Avalon Beach. Take a quiet walk on the sand and finish with a meal at the new restaurant at the Avalon Surf Club.

H The Powerhouse Museum

As the country's leading science museum, the Powerhouse has a wide collection of all sorts of technology including computers, space technology and steam engines. The building itself is fascinating. A great day out for curious minds of all ages.

Part 3

Questions 11–15

For each question, choose the correct answer.

Picking Fruit

Last year I spent the summer picking fruit. I'd just finished school and thought it would be good to earn a bit of money before starting university. I didn't know much about working on a fruit farm but I had an idea that it would be a kind of holiday, being outside in the sun, picking fruit, chatting, maybe eating some of the fruit from time to time. Of course, on Day One I realised that it was going to be hard work! We got paid by how many apples we picked so we couldn't go slowly.

Most of the other workers were around my age and it wasn't long before we got to know each other well. We were all living in accommodation on the farm and there wasn't much to do at night so we soon became friends. There were people from all around the world and most of them were there for the experience as much as the money. We worked hard all day and had fun in the evenings.

Daniel, the owner of the apple orchard, was strict. He expected everyone to get up extremely early and he had high standards. He certainly let us know if he thought we weren't picking fast enough but that was his job. At least he was the same with everyone. We were all used to him by the time we left and we wanted to do a good job for him. We'd laugh because he brought out apple pie for lunch every day. We didn't want to see another apple by the time we were done.

I went into it expecting to have a good time but in the end I've got more than the memories of having fun and meeting people. I feel I really grew up that summer. I learned to work hard and communicate with different people and my time management improved too. The pay was helpful of course, but it was the appreciation of the value of money that probably means more. So I'd certainly encourage anyone in my position to give fruit picking a try – but don't expect an easy ride.

- 11 Before he started working as a fruit picker, the writer
- A thought it would be easy.
 - B didn't much like the idea of it.
 - C knew people who had done it.
 - D saw it as a quick way to earn money.
- 12 The writer says that the other people he met fruit picking
- A were not serious about the work.
 - B came from a lot of different places.
 - C needed the money more than he did.
 - D liked leaving the farm in the evenings.
- 13 The writer says his boss on the farm
- A became his friend.
 - B made them go to bed early.
 - C provided interesting meals.
 - D treated the workers in a fair way.
- 14 According to the writer, the best thing about the summer was
- A the skills he developed.
 - B the friends he made.
 - C the money he earned.
 - D the memories he has.
- 15 What would the writer say about this article?

A

I explain why I recommend fruit picking as a career.

B

I describe my experience of working as a fruit picker.

C

I report on the bad conditions that fruit pickers work in.

D

I tell people what they need to know before starting work as a fruit picker.

Part 4

Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

A Musical Life

I learned the piano from an early age and, as in many families I suppose, there were a lot of arguments about having to practise every day. **16** All that practice gave me a good understanding of music and it wasn't long before I started really enjoying it. I even started practising without my parents telling me to. I also began writing songs, which I admit were pretty bad at first. **17** In high school I moved from a piano to a keyboard and started playing the guitar too. I joined the school band and this is where I made friends with a lot of other kids like me who loved music. My closest friend was Ken, who is still in my band today. **18** He liked playing and talking about music as much as I did. I ended up playing the guitar and he was on drums. We started playing at dances and practising in my family's garage. Dad joked that he used to make me practise when I was a little child but as a teenager he tried to stop me practising because of the noise. **19** But we didn't care, to be honest. All we wanted to do was play music, even if it drove everyone around us mad.

I remember those early days in the band as a time of freedom and discovery. When we left school, we had to decide if we wanted to keep going with music or go and get 'real jobs'. **20** I have to say it was the best decision I've ever made because, even though the band doesn't have all the original members, Ken and I have managed to make a living doing what we love most: music. It hasn't always been easy but it's always been interesting.

- A We were so loud that the neighbours complained.
- B Looking back, I'm glad my parents made me do it though.
- C They didn't like our kind of music.
- D We couldn't keep playing.
- E We got on well from the start.
- F However, they got better after a while.
- G It was a very strange experience.
- H Obviously we chose to continue with the band.

Part 5

Questions 21–26

For each question, choose the correct answer.

Working from home

When people think about working from home, many (21) sleeping in late, lying around in their pyjamas and enjoying long lunches. However, they need to (22) that it's not all fun and games. It's not for everyone – some people are not happy working at home and not every job is (23) for it. For example, if you have to do things such as (24) meetings or serving customers in person, working from home will probably not be possible.

If the idea interests you and you would (25) to work from home, you need to show your manager that you can get more work done there than you would at the (26) Then they will see a benefit for the company.

- | | | | | |
|----|-----------|--------------|-------------|-------------|
| 21 | A imagine | B create | C dream | D believe |
| 22 | A realise | B remind | C repeat | D require |
| 23 | A correct | B suitable | C exact | D regular |
| 24 | A dealing | B visiting | C appearing | D attending |
| 25 | A want | B like | C hope | D think |
| 26 | A service | B employment | C position | D office |

Part 6

Questions 27–32

For each question, fill the gap with the correct answer.

Use one word for each gap.

Niagara Falls

Niagara Falls is a group of three waterfalls on the border (27) Canada and the United States and this natural wonder is one of (28) most popular tourist attractions in the area. From the largest to the smallest, the three waterfalls (29) the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Niagara Falls are famous (30) their beauty and for the incredible power of the falling water, which is used to create electricity. Although the water becomes icy in winter, the waterfalls do (31) normally freeze completely. However, there have been some years when this has happened. Tourists come all year round but most visitors come in summer, when the Falls are open in the evenings as (32) as during the day.

Writing

Part 1

You **must** answer this question.

Write your answer in about **100 words**.

Question 1

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

From: Ben
 Subject: Jess's birthday
 Hi,
 We want to have a surprise birthday party for Jess. What do you think? We're wondering where to have it: the Golf Club or at my house – which would be best?
 Do you think lunchtime or evening is better? I'm not sure what most people prefer.
 Also we want to get Jess a present – have you got any ideas about what to buy her?
 One last thing: don't tell Jess about the party!
 Let's talk soon,
 Ben

Great!
 Say which
 Tell Ben
 Suggest ...

Write your **email** to Ben using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words**.

Question 2

You see this notice on an English-language website.

Articles wanted!**Your home town**

(It can be a village, town or city.)

What makes your home town an interesting place for tourists?

What is there to do and see? When is the best time of year to visit?

What do tourists need to know about transport in your town?

Write an article answering these questions and we will put it on our website.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

It was raining hard when I left home.

Write your **story**.

Listening

Part 1  79

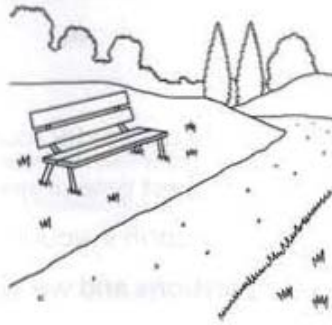
Questions 1–7

For each question, choose the correct answer.

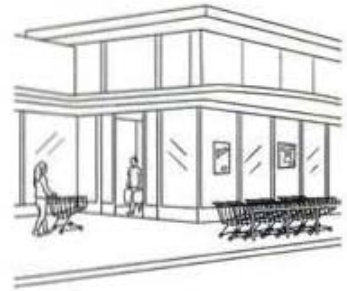
1 Where will the woman look for the doll?



A



B



C

2 Where will they have dinner?



A

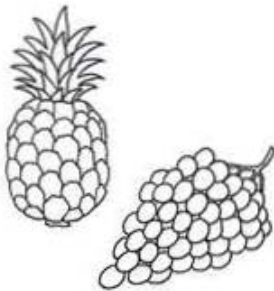


B

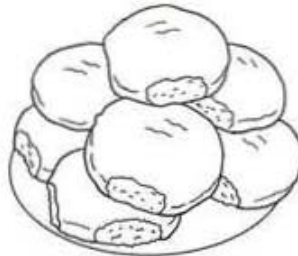


C

3 What will they take to the picnic?



A

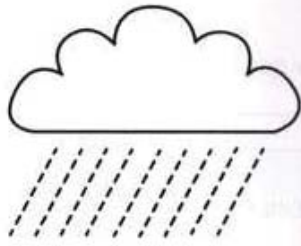


B

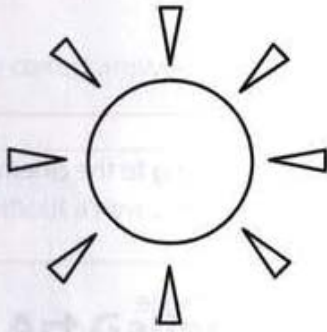


C

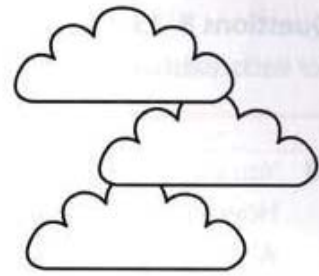
4 What will the weather be like tomorrow?



A



B



C

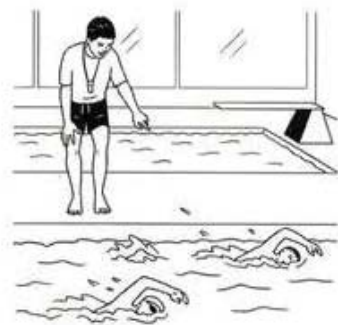
5 What does the young man want to do straight after he leaves school?



A



B

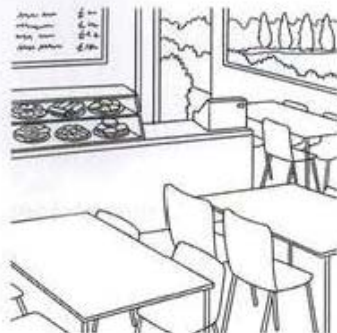


C

6 Where will the walk start?



A



B



C

7 What did she leave at her friend's place?



A



B



C

Questions 8–13

For each question, choose the correct answer.

- 8 You will hear two friends talking about going to the cinema.
How did the man feel about it?
A The movie was too long.
B There was nothing interesting in the movie.
C There were too many people there.
- 9 You will hear two friends talking about a teacher.
They agree that
A he gives too much work to do outside class.
B he is fair with all students.
C he explains things clearly.
- 10 You will hear two friends talking about their new neighbours.
What does the young woman think about the neighbours?
A Their children are too noisy.
B They disagree with each other a lot.
C They understand young people.
- 11 You will hear a young woman telling her friend about her part-time job.
How does she feel about it?
A worried about a mistake she made
B grateful for the help she got
C sure that she will keep the job
- 12 You will hear two friends talking about using their phones.
The man advises the woman to
A put hers away.
B buy a better one.
C make fewer calls.
- 13 You will hear two friends talking about a library.
They agree that
A the building looks good.
B it was better before it was changed.
C it's a good place to meet with other students.

Part 3  81

Questions 14–19

For each question, fill the gap with the correct answer. Use **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio announcement about a new art gallery.

New Art Gallery

The opening of the gallery is now planned for **(14)** of next week.

If you come by bus, get off opposite the **(15)** on the High Street.

Family membership costs **(16)** dollars per year.

In the Sommerville Room, you can see an exhibition of **(17)**

Visitors don't have to pay for the **(18)** of the gallery they are given.

You can hire the gallery café as a place to have a **(19)**

Part 4  82

Questions 20–25

For each question, choose the correct answer.

You will hear an interview with a young woman called Laura Wilkes who runs an online business.

- 20 Why did Laura start her online business?
- A to get money for her family.
 - B to sell a new product
 - C to impress a friend.
- 21 Why did Laura start selling a wider range of things?
- A Her customers were asking her to.
 - B She needed to make more money.
 - C She wanted to do something new.
- 22 Laura thinks she has been successful because
- A she gives great service.
 - B she works very hard.
 - C she asks for help when she needs it.
- 23 What problem did Laura have with her business in its second year?
- A It grew too quickly.
 - B It got some bad reviews.
 - C It was hard to find staff.
- 24 How does Laura feel now about running her business?
- A She finds it stressful.
 - B She worries about her employees.
 - C She likes working for herself.
- 25 In the future, Laura wants to
- A find a business partner.
 - B do business in other countries.
 - C spend less time working.

Speaking

Part 1 83

The examiner will ask you and your partner some questions about yourselves. Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.

Part 2 84

The examiner will ask you and your partner to talk on your own about a photograph. Look at the photographs below and listen to the examiner's instructions.

A



B



Part 3  85

The examiner will ask you and your partner to talk together about a situation. Look at the pictures below and listen to the examiner's instructions.

Places the friends could have a meal



Part 4  86

The examiner will ask you some questions about the topic of your discussion in Part 3. Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.

Audio scripts

Unit 1

▶ 02

F = Female M = Male

1 What does the girl's sister look like?

F: Here are the photos of my birthday party. That's me with my sister.

M: Doesn't she have long brown hair and glasses?

F: You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair.

▶ 03

1 What does the girl's sister look like?

F: Here are the photos of my birthday party. That's me with my sister.

M: Doesn't she have long brown hair and glasses?

F: You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair. She was going to get it cut much shorter, like that actress she likes. She talked about it for ages, but I'm glad she decided against it in the end. Otherwise she hasn't really changed, apart from the glasses, of course. They've gone too.

▶ 04

2 What's already in the suitcase?

M: Okay, time to finish the packing. What still needs to go in the case?

F: Well, I had everything ready this morning, but you took the toothpaste out again. It's probably on the bathroom shelf.

M: I had to clean my teeth! Anyway, you didn't remember everything. I packed the sun cream for you. You'll thank me for remembering that later. And why did you put towels in the case? They'll have those at the hotel. I put them back in the bathroom.

F: So, it's just the toothpaste then.

3 What is the woman going to buy?

F: Do you need anything from the supermarket?

M: Yeah, more eggs, and onions, and this recipe says we need cheese.

F: Look in the cupboard near the sink. There were loads of onions there yesterday, and there are eggs in the fridge, you just need to move a few things! I used the last of the cheese last night, though.

M: Okay, you're right about the onions. I'm not that keen on cheese. I think I'll leave it out.

F: I love it, though – can you put some in mine? I'll pick some up for you.

4 What did the man do on holiday?

F: How was your holiday?

M: Fantastic. The island was great. There was a boat trip to go dolphin-watching and there was a bird-watching trip just as the sun was coming up. There were monkeys living in the woods on the island. I tried to feed them bananas, but they

were wild and wouldn't come close enough. They were cute, though. I was so relaxed by the last few days, I woke up too late for the early morning trip, but the other one was brilliant.

5 What will the weather be like tomorrow morning?

Yesterday's snow storms caused problems for rail and road travellers. However, today no further snow is forecast and services are back to normal. This morning started windy, and rain will be moving in after midday and will stay with us overnight and into the next morning. Road users are advised to allow extra time for their journey tomorrow because of the large amounts of water around. Don't put away your winter clothes just yet, however, as the snow is forecast to return by the middle of next week.

6 Who does the man want to win the competition?

F: Did you see *We've Got Talent* last night?

M: Oh yeah. But I had to turn it off when the girl band came on. Do they know how annoying they are?

F: My favourite was the love song the boy sang! He's so dreamy.

M: Oh please! All that hair and cute smiling gets too much. He's got a good voice, though, so I'll probably choose him in the final. That girl dance group are good to watch but they don't deserve to win as much.

7 Where will the woman go first?

M: Don't you need to leave soon for your dentist appointment?

F: It's at ten o'clock, but I want to take my books back to the library and collect my dry cleaning too.

M: I could take you to the dry cleaners' now, if you want.

F: I thought about that, but I don't really want to take a dress in to my dentist appointment. If I leave now, I'll be able to get to the library. Then I can pick up my clothes on the way home after I've had my teeth checked.

▶ 05

P = Presenter L = Lucas Smith

P: All humans are different. We look different and we all have different characters. Or do we? Scientists now believe that there are just five main types of character, so perhaps we're more similar than we think. With me today is psychologist Lucas Smith. Lucas, what are the five types?

L: Well the first type of people are open people. Open people are curious and want to know more about things. They ask a lot of questions. They're creative and like art. They can be unusual, though. They may have unusual beliefs or interests and other people can think they're a bit strange sometimes.

P: Okay, interesting. The second type of people are conscientious people. Is that right?

L: Yes.

P: So what does that mean?

L: Conscientious people are organised and work in an ordered and effective way. They're also ambitious and want to succeed. They're punctual so they're never late, and you can trust them because they're reliable. They never make quick decisions, though.

P: Hmm, that sounds like me!

- L:** Does it? I think I'm more open than conscientious. I'm always late! Anyway, the next type are extroverted people. These people tend to be cheerful so they always seem happy. They love doing interesting or exciting things. They always have energy, they talk a lot and they love meeting new people.
- P:** I think that describes my sister very well!
- L:** It's interesting, isn't it? We can recognise all of these character types in the people we know.
- P:** Yes, that's true.
- L:** The fourth type of people are anxious. Anxious people are sensitive so they care about other people's feelings but it also means they can get upset easily. They care about details and want to get things right. Sometimes they can get a bit nervous and worry about things. They're often quite shy so they don't usually talk very much when there are lots of people, especially if they don't know them.
- P:** Okay.
- L:** And the final type is agreeable people. They're friendly and generous. They give time and money to others. They believe that everyone is good and that people are generally honest, so they expect people to tell the truth.

07

P = Presenter T = Tom Carter M = Melanie Gardner

- P:** People have belonged to interest groups for a long time – football clubs, music fan clubs and so on. But these days, the internet makes it much easier to belong to a community of people with the same interests. I'm joined by Tom Carter and Melanie Gardner to talk about this topic. Tom, which online community do you belong to?
- T:** Well, I collect comic books so I'm friends with other collectors online.
- P:** Oh, right. So how important is your online community to you?
- T:** Well, firstly it's always nice to chat to people who love comic books like I do. My offline friends pretend to be interested but the truth is that they don't usually care very much. My online friends understand me and we share information with each other about books and where to buy them.
- P:** Where do you buy them?
- T:** I normally get them online. It's much easier to find things you want there. Bookshops in my area do sell comic books, but it's not usually possible to find books I don't have there.
- P:** Melanie, you belong to an online group of jewellery makers. How do they help you?
- M:** For me it's about creativity. My online friends are so creative, I'm often amazed by their ideas. I learn so much from them and hopefully they learn from me too.
- P:** So, it's about getting new ideas for designs.
- M:** Yeah, and learning about new techniques. Also, we regularly share photos of our finished products and then get feedback on them. It's great to get suggestions on how to improve.
- P:** How is an online community different from one in the real world?
- M:** Well, we can meet a lot more people with the same interests as us and we can meet people from around the world. Plus we can talk to them every day. I chat to my online jewellery-making friends all the time. I don't think I could live without them. I feel part of something important.
- P:** Do you ever meet up with people from your community?
- M:** Yes, the ones who live close by. We meet up a few times a year.

- P:** Well, that's really interesting. I must say that I don't really have an online community, except maybe those people who spend hours watching videos of cats!

08

E = Examiner M = Mei D = David

- E:** What's your name?
- M:** Mei Han.
- E:** Where do you come from?
- M:** I'm from Shenzhen in China.
- E:** Thank you. And what's your name?
- D:** My name's David Gomez.
- E:** Where do you live?
- D:** I live in Seville in Spain.
- E:** Thank you. David, do you work or are you a student?
- D:** I work.
- E:** What do you do?
- D:** I'm a computer programmer.
- E:** Thank you. And Mei, do you work or are you a student?
- M:** I'm a student.
- E:** What do you study?
- M:** I study languages. I'm doing a language degree at university.
- E:** Thank you.

09

E = Examiner M = Mei D = David

- E:** Mei, tell us about an interest you have.
- M:** Well, I enjoy playing video games because they make me think a lot. I play on my Playstation most nights. Fantasy games are my favourite but I also play action games too.
- E:** David, how do you spend your evenings?
- D:** I watch a lot of football.
- E:** Mei, which do you prefer, getting up early or getting up late?
- M:** I prefer getting up late. I don't go to bed until maybe midnight so I'm always tired in the mornings. I love the weekends when I can sleep until maybe ten.
- E:** David, how often do you go online?
- D:** I'm always online! I check my messages all the time.

Unit 2

10

P = Presenter S = Sue

- P:** Are you eating a good diet? It's a question that interests the writer of *Eat well*. Sue, you wrote the book. Do you think we have good food habits these days?
- S:** Well, some changes have been good. Firstly, I think food's more international now. Things like stir-fried vegetables are quick to prepare and are really healthy. A lot of local dishes where I come from need a lot more time and attention. Secondly, we have more information about food today. We know that the Japanese diet of raw fish and vegetables can help you live longer. We know that boiled rice is better than fried rice, but even boiled rice should be brown and not white. And we know that it's good to have a vegetarian diet for a few days a week.
- P:** But there are problems ...

- S:** Well, yes. One problem is that these days very few people have the time to choose fresh ingredients and cook so they might go for takeaway food. When people do have time to buy their own ingredients, they don't have the experience to know if something's good quality. We don't really know what we're eating a lot of the time.
- P:** Doesn't the label on the food tell us all that?
- S:** Well, some foods are clearly labelled. Soft drinks, for example, can't contain alcohol. But meat products, like a sausage, might have just 33 percent meat in them! The other 67 percent is a mix of tasteless food products and industrial chemicals to make the sausage look and taste like meat.
- P:** That's horrible!
- S:** Absolutely! Supermarkets often use words, like 'fresh', or 'suitable for people on a diet', on their foods, but there are very few rules about using these words. Fatty food can still be labelled as 'low in salt' giving the idea to the customer that it's all healthy stuff. In fact, it's probably really bad for you!
- P:** So the customer has a hard time choosing.
- S:** I think everyone finds it difficult to choose. There are some farmers and food companies out there who are still producing good quality, fresh food but the difference between their products and the cheap, industrial stuff is very unclear.

▶ 11

E = Examiner D = Daniela A = Alejandro

Daniela

- E:** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. Daniela, here is your photograph. It shows people at a market. Mariana, you just listen. Daniela, please tell us what you can see in the photograph.
- D:** Well, the photo shows a woman at a busy market and she's buying some vegetables. The man's the market seller and the woman's a customer. The man's serving the woman. She's holding something in her hand. It's the thing you use to carry money in ... a ... a purse. Er ... with the other hand, she's touching a red cabbage. The man and woman are both wearing brown coats. The man's also wearing a brown cap. Er ... the woman's carrying a bag on her shoulder. In the background, there are two women in their sixties or seventies. They're looking at the boxes of vegetables. I can see potatoes and carrots and some green vegetables. In the background, there is a shop and in front of it are lots of people. Er ... it's not a very sunny day. It's a bit dull.
- E:** Thank you. Mariana, here is your photograph. It shows ...

Alejandro

- E:** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. Alejandro, here is your photograph. It shows people at a market. Davide, you just listen. Alejandro, please tell us what you can see in the photograph.
- A:** There are people at a market. Er ... there's a customer. A ... a ... woman. She's buying something. There's a man. He's the market seller. He's selling the ... the ... vegetables. Er ... the woman is touching something – a ... a large, red vegetable. Hmm, there are also some potatoes and carrots. The potatoes are brown and the carrots are orange. There's a big green vegetable too.
- E:** Thank you. Davide, here is your photograph. It shows ...

▶ 12

- M:** Look at this photo! It's a fruit of some kind. What do you suppose it is?
- F:** Well, I guess it's the centre of something. It can't be anything like an apple because they don't have that kind of middle. They're more a white colour, anyway.
- M:** It could be a lemon. They look like that in the centre.
- F:** No, lemons are more yellow than that, but I think you're close. It must be an orange. It's the right shape for an orange and it's more that colour. It looks really strange in this photo.

▶ 13

P = Presenter R = Ruby Thomas

- P:** Ruby Thomas, you've just won an award for your food blog. Congratulations!
- R:** Thank you.
- P:** Why do you think food bloggers are so popular these days?
- R:** In the past people learnt about food from recipe books and television cooking shows but that changed with social media. Now bloggers can build a relationship with their readers which has a really positive effect. Of course, anyone can be a blogger but not everyone is successful.

▶ 14

P = Presenter R = Ruby Thomas

- P:** Ruby Thomas, you've just won an award for your food blog. Congratulations!
- R:** Thank you.
- P:** Why do you think food bloggers are so popular these days?
- R:** In the past people learnt about food from recipe books and television cooking shows but that changed with social media. Now bloggers can build a relationship with their readers which has a really positive effect. Of course, anyone can be a blogger but not everyone is successful.
- P:** A food blog needs a name. How should you choose one?
- R:** Well, some people come up with a title that tells readers what the blog is about. You could choose a food or recipe name. I did that with my first website. I loved that name, but it was French and no one could say it so they quickly forgot it. I realised I needed to pay attention to that the most.
- P:** What kind of information about you should you share with your audience?
- R:** People want to know what you look like, so include a picture on your website. Some bloggers choose to share lots of details about their lives but it's not necessary. You don't have to give your real name either if you don't want to.
- P:** You created your own website, didn't you? Was that the best thing to do?
- R:** I think so, yes. It was hard because I don't have much imagination. It was also dull! But it was worth it when I saw the finished product and knew it was all my own work. You might think that it cost less but I spent many hours on it instead of working so I'm not sure.
- P:** Good point! How should a new blogger create a design for their blog?
- R:** Plan your design before you start writing. Decide how long you want your blog posts to be. Also think about pictures. Will you have a lot or just a few? There's no right or wrong design, but whatever you decide, make sure you stay with it.

- P:** Okay. One final thing. Is there anything that bloggers need to be careful of when starting a food blog?
- R:** Yes. When food bloggers become successful, they sometimes get paid to advertise food or cooking equipment. Well-known brands can sell more of their goods. Small business owners in your area might be interested too. However, if a business pays you, you must tell the people who read your blog because it's the law.
- P:** Great, Ruby, thanks for all your helpful advice today.

Unit 3

▶ 15

- 1 I was really amused by that photo you sent me.
- 2 I get so annoyed with people who leave their chewing gum around.
- 3 When someone coughs and doesn't cover their mouth, I think most people are disgusted!
- 4 I feel embarrassed when I see someone and can't remember their name.
- 5 I'm so excited about that new film that came out this week.
- 6 Although I didn't win the competition, I was satisfied with my performance.

▶ 16

- F:** How was that new Mexican café last night?
- M:** Well, my friend invited a lot of people I didn't know.
- F:** That sounds nice.
- M:** Well, yes, but I made a complete fool of myself in front of them.
- F:** How was that?
- M:** Well, the food was much too hot to eat and I burned my tongue on the first mouthful.
- F:** Oh no!
- M:** I reached across for a jug of water on the next table, and just then, the waiter came along, bumped into my arm and the plates he was carrying went all over me. He apologised, but it was my fault.

▶ 17

- 1 **You will hear two friends talking about a party they've been to.**
- F:** What did you think of the party yesterday?
- M:** It was great. I think it was all because of the guests.
- F:** Yes, I agree, it's always lovely when you find yourself with people who have fascinating lives and stories to tell. I felt a bit uncomfortable when that argument broke out, though. I was nervous that they were going to involve me.
- M:** I know!
- F:** I think it was that game we had to play at the beginning. I think it made everyone a bit competitive, to be honest.
- 2 **You will hear a woman telling a friend about a thank-you message she received.**
- M:** What did your cousin think about those fantastic concert tickets you gave her for her birthday?
- F:** Well, I was expecting her to send a short thank-you note or text, you know. Things like tickets can get lost in the post and I was worried she wouldn't get them.
- M:** Of course.

- F:** Well, she sent me a thank-you note after she'd been to the concert. But then in the note, she complained that the sound quality was so bad she couldn't even follow the words.

M: Well, I suppose she did write at least.

3 **You will hear a man telling a friend about his visit to the cinema.**

- F:** How was your trip to the cinema last night?
- M:** Well, I had trouble parking and there was a queue for the tickets.
- F:** Didn't you book online?
- M:** Yes, but I still had to collect them from the machine. There was a woman in front of me who let a group of friends join the queue. I wanted to explain that I'd been waiting ages, but I changed my mind and kept quiet.
- F:** So did you miss the beginning?
- M:** Actually, even though I was late, they were still showing the adverts. The film hadn't begun.

4 **You will hear two friends talking about getting more organised.**

- F:** I was late to class again this morning.
- M:** Did you get lost finding the room? The university has an online map you can use on your phone to help with that.
- F:** I have that on my phone, but I knew where to go. I just got there late.
- M:** I always set a reminder on my phone for dates and things. It's so much easier to manage my time that way.
- F:** Well, I did that too, but before I left, I couldn't find my keys, so I wouldn't be able to get back in the house.
- M:** Don't go to bed until you've packed your bag for the next morning. That'll solve your troubles.

5 **You will hear two friends talking about a letter they received about a school trip.**

- M:** Did you get a letter about a school language trip to Spain?
- F:** Yes, it was over five pages long!
- M:** Actually, I had a lot of questions about the trip and it answered most of them.
- F:** I didn't really get what they were saying about applying.
- M:** I thought they were trying to suggest that the number of places is limited. I wasn't sure if they needed an immediate reply, though. They didn't have to make it sound like we can't be trusted to be organised and sign up on time.
- F:** Well, in my case, they may actually have a good point!

6 **You will hear two friends talking about a problem with a social media site.**

- F:** My social media site keeps saying that I've liked pages I've never seen before. It's so annoying.
- M:** Oh, that happened to me too. I noticed when my friends asked why I was into baby rabbits. I don't want them thinking that I like that kind of rubbish. I just go through changing the likes to dislikes.
- F:** That takes ages, though. The people who run the business should do something to stop it.
- M:** It's the advertisers' fault, though.
- F:** I felt really awful when it said something rude about older people. My grandmother was upset.
- M:** Maybe you need to close the account.

▶ 18

- A:** Hi, can I ask you what you think makes a great friend?
- B:** A great friend? That's easy – someone who'll watch the

football without complaining!

C: Yeah, that's a good mate. And knowing your friend will help you when you need it – that's a really good mate.

B: Yeah. You've got to look after your mates.

A: Hello ladies, could you tell me what you think makes a good friend?

D: It has to be someone you enjoy spending time with ... someone who's quite similar to you.

E: Yeah, like us. Suzie here's my best friend in the whole world! We even dress the same!

D and E: Aw!

E: And I think it's important to live near each other too. Some people I know say they have friends all over the country, even abroad. But if they only meet them once a year, they're not really friends, are they?

D: Mmm. You have to spend time together. We call each other every day and meet three times a week, don't we babe?

E: Mmm! A friend is someone you can't wait to share your news with, like you.

D and E: Aw!

▶ 19

This is a lovely photo! It shows a young woman sitting up in a hospital bed. In her arms she's holding a tiny baby. I think the mother is introducing her new-born son or daughter to the other people. She's wearing a hospital bracelet. Behind the mother there are some pillows, and around the bed, there are two couples, looking at the baby. They're all standing very close to each other. All of them are smiling and looking at the baby. Their faces are very loving. The woman on the left has long dark hair, just like the new mother's. The man on the right has wavy grey hair which is quite long. The other man's hair is much shorter. In the background there's a painting on the wall. Around the room there's some very plain furniture, a chest of drawers, a table and a chair. However, on the table there are two large bunches of pink flowers, which look nice.

▶ 20

I = Interviewer F = Female M = Male

I: So, what are some of the things that annoy you?

F: Oh well, my computer annoys me. It usually stops working just when I have to look up something important for a piece of work. Usually something I need to hand in to my teacher the next day!

M: Yes that happens to me too!

F: And my neighbour annoys me. He loves hanging out with his friends in his flat, which is fine, but they turn their music up so loud that I can't hear my TV.

M: Oh, my neighbour's dog annoys me for the same reason. He's really noisy. I get along fine with my neighbour, but his dog goes crazy when he sees me. It scares me. His owner should look after him more carefully or he might hurt someone.

I: That sounds awful. What other things annoy you?

M: I hate it when you phone an office and they put you on hold. If I have to wait for more than a couple of minutes, I usually give up and try again later. And I don't like impatient people who sigh and look at their watch all the time. Like that's going to hurry things up!

F: Yeah. Rude people annoy me. People who don't cover their mouths when they cough or when it's raining and they knock you with their wet umbrellas when they walk past.

M: Absolutely! People who eat noisily in the cinema. And people who don't clean up after their dog in the street! That's horrible!

F: Yeah, that's really disgusting.

M: And people who keep on talking when other people want to speak.

F: I couldn't agree more.

Unit 4

▶ 21

I = Interviewer D = Dr Brevin

I: Well, for those of you who worry about the world today, our next guest may change all of that. Dr Brevin you've been looking at whether we have made the world a better or worse place, is that right?

D: Well, yes, I mean it's easy to listen to the news and feel very sad about a lot of things that are happening. A lot of people are suffering in our world today. But if we look historically, there are a lot of reasons to feel good about being alive today.

I: What do you mean?

D: Well, for a start, if we look at the most basic things in life – food and water – we've made terrific progress in recent years.

I: In what ways?

D: Well, in 1950, we believe that around half the world's population was hungry. That's a huge number. Today, it's nearer to just ten percent, which is still too many, but it's a lot fewer people than it was.

I: That is a great thing.

D: And it's the same thing with access to clean, safe drinking water. Since 1990, over two and a half billion people have got access to clean drinking water for the first time ever. I think that future generations will look at this and feel rather pleased with us.

I: But what about other things, like the environment? Will there even be a future generation if things continue?

D: Well, we are creating new environmental problems all the time. But even there, the worst kinds of pollution have disappeared. Laws have stopped people from using the most dangerous chemicals.

I: Why do you think people of this generation are doing better?

D: I think the main reason is that we are all so much better educated these days, and can understand the issues. In 1900 only around twenty percent of the world's population could read. You were really something special if you could write more than one or two words, like your name. Today, eighty percent of the world's population can read and write. In many ways, these really are good times we live in.

▶ 22

J = John M = Megan

J: This sounds like a great thing to do this weekend. It's a Bring-a-thing-a-thon.

M: A what?

J: A Bring-a-thing-a-thon. It's an event where you bring along personal objects that have a special meaning to you, and share the object and the memory with visitors.

M: I imagine there are some really interesting stories behind some of the objects.

▶ 23

J = John M = Megan

- J:** So, I have this list of things that could be taken to the Bring-a-thing-a-thon. Lets start with the T-shirt. I'm not sure about that.
- M:** I agree. I mean, most pieces of clothing are not worth keeping, but if it had a logo on it, it could be interesting. Otherwise they're a bit boring.
- J:** I agree with you. I think there are better things that someone could take, something that would tell people more about who they are. I like the idea of a sports ticket. If the result was particularly important, like they won the cup, then it could be quite valuable.
- M:** Actually, I don't think the result really matters. Some people are just crazy about certain teams. So that could be a good thing. It's very similar to an old concert programme, in that way.
- J:** Definitely. A lot of people enjoy music and like to see things like this. I think that a concert programme tells you a lot about the times, like the clothing and the price of things!
- M:** That's right. It costs so much to see far less famous bands these days. I'm not sure about the soft toy. Doesn't everyone have one of those at home?
- J:** I don't think many people keep very old toys. I think that teddy bears have changed a lot over the years and it's interesting to see how different they looked.
- M:** Maybe. Old teddies can sometimes just look angry compared to now. How about taking a photo?
- J:** Hmm, yeah. I guess it depends what's in the photo. I think if it just had people in it, like a family, it might not be interesting, but if it showed the local area as it looked in the past, that would be great.
- M:** It would give a real feeling for the history of the area.
- J:** Hmm, well, I think after our discussion I'd recommend taking the concert programme. I think that would be interesting for everyone.
- M:** Hmm, I agree. Let's suggest that.

▶ 24

- M:** I think they should visit the photography exhibition because there could be some interesting things in there.
- F:** I think the old toys are better. There are a lot of interesting toys.
- M:** I don't think children like old toys, they only like modern ones. The clothing would be a really boring thing for everyone to visit. Clothes aren't very different, and you can see old clothes in movies or other places.
- F:** The jewellery is the same. Unless it's very expensive or famous, I don't think anyone wants to spend time looking at jewellery. The computer is the best option. There aren't many old computers still around, everyone threw them away, and so they can be really interesting.
- M:** The musical instruments might be more interesting. I mean, unless you can touch the computer and open it up and do things on it, it's going to be quite boring just looking at it. So shall we recommend the exhibition of musical instruments?
- F:** Okay, let's suggest that.

▶ 25

1 Where is the museum?

- M:** Oh, excuse me, I'm looking for the national museum.
- F:** Oh sure, carry on down this road for about half a kilometre. You'll come to a really big crossroads. There's the national bank on the right-hand side, just after the crossroads. It's huge, it's got these really awesome statues of these muscly Greek guys in front. Anyway, the national museum's directly opposite. Be careful crossing the street, those cars go really fast. You'll need to walk round the side for the entrance.

2 Which object did the students find part of?

- F:** So, did you find anything when you were digging around in the old castle ruins?
- M:** We found quite a lot, actually. The area where we were digging was probably used as a kitchen. I was hoping there would be an old knife, but we didn't have any luck with that. We found some smooth pieces of stone. They were obviously from a man-made object. When the professor came along, he said the pieces were actually bits of an old bowl. Now all we need is to locate the spoon they used!

3 How was the picture damaged in the fire?

Following a fire at the museum, there's been a rescue attempt to save the many works of art inside. One of these was the famous *Simpson's Mother*. Although it escaped the fire damage, the water system, which came on automatically, left a large mark in the bottom right-hand corner. It's not the first time the painting has experienced problems. On a previous occasion, the frame was broken when it was being transported. Fortunately, the painting itself didn't tear on this occasion. Experts hope to repair it soon.

4 What did the girl buy?

- M:** Did you bring back any souvenirs from holiday?
- F:** Yeah, well, my mum was like, you've got to buy something practical, like a T-shirt or something, and I said, no way. I mean, they only had the T-shirts in large and extra-large. So she said we should get a tie, for my dad. Like Dad's really going to go into the office in a holiday tie. He'd hate it. Anyway, there were these baseball caps in blue, and blue suits everyone, so there was only really one choice in the end.

5 What will the weather be like during the science fair?

- F:** So, are we doing the science fair in the hall or out on the school field?
- M:** Hang on, I'm just getting the weather on the internet. Well, it says here it's going to rain in the morning, but stop around midday. And then from two o'clock, it'll be sunny.
- F:** Great. The fair's from two 'til four, let's go on the field.
- M:** Yeah, but even if it clears up by that time, we won't be able to set the things up in the morning because it'll be raining.
- F:** Oh, yeah.

6 Which animal is on the plate?

- M:** Okay. Susan, what did you bring for today's exhibition?
- F:** Well, my aunty gave me this to bring in. She's mad about the sea. She's got statues of dolphins, pictures of people fishing, lots of stuff. I think that's why she gave me this. She didn't want it. It's got a poem on one side, all about how wonderful the desert is, and a snake on the other. It was originally part of a pair, with a plate with a camel on it. My aunty thought it might be valuable.

7 When can students visit the exhibition for free?

Welcome to the South African Art Exhibition information line. The exhibition will be open to the public daily from 26th September.

There will be a special viewing for journalists and local television representatives on 20th September. There will also be an open day on 23rd September. Anybody taking Advanced Art or a similar level art course is welcome on this day but will have to book through their school or university. There's no charge for this showing, but students attending after the 26th will need to pay the full entrance fee.

▶ 26

Well this person hasn't changed very much since she was a girl. I can see from this photo that she used to have much longer hair, and it used to be blonde. These days her hair is shorter, but she changes the style and the colour a lot.

She used to wear quite loose clothes, like most young kids, and she didn't used to wear much make-up. Kids don't need it, do they? She's a pop star these days so she's usually wearing a lot of make-up in all her photos. To be honest, though, she wears a lot of dark clothes these days and I think she'd look better in something more colourful, like the clothes she used to wear when she was younger.

You can see from this photo that she used to perform at really big events, even when she was young. That's a big audience for such a young girl. People didn't use to know her name, but she was clearly talented, even back then! No wonder she's a huge star these days.

▶ 27

M: So, Jen, what's it like living in Shanghai?

F: Well, it's the biggest city in China, it has more people than Beijing. But it's actually quite an old city, so the population of 24 million isn't growing that much, compared to other cities.

M: Is the traffic as bad as they say?

F: Well, it is and it isn't. The public transport system's excellent. They have the longest train and bus networks in the world. But you can't just buy a car and drive around Shanghai, you need a special licence, and the government only sells 8,000 licences a month.

M: I've heard that it's quite polluted.

F: Hmm. Well, I don't think there's much fresh air in any big city, to be honest. But at one point, Shanghai recorded the highest pollution levels ever measured. It's getting better, though. It can still get bad in the winter months and in the evenings. They have a pollution warning system now. If it gets to the highest level, the red warning, the government just orders cars to get off the roads immediately to protect people's health!

M: Wow! And I guess there aren't many open spaces either.

F: Well, there aren't many large parks in the city, but they've turned an eight and a half kilometre long piece of land into natural parkland. It's alongside the river.

M: Are there places you can take your kids?

F: Well, even the smallest parks have a space for children to play. Most of them are very new, clean and safe.

M: How about entertainment?

F: Shanghai's full of nightclubs and there's the Chinese cinema industry, of course. There's a lot to do – things you've probably never even thought of trying!

M: Have you had any difficulties?

F: Only the usual problems. I guess the weather's been difficult. Britain has a very mild climate, but the weather in Shanghai is quite extreme, freezing winters and very hot summers!

M: Are you happy you decided to move there?

F: Definitely! There are some great jobs for people who want to try living in China and it's a friendly place to live.

▶ 28

1 I guess you've got a bit more space and the air's fresher. We still live close enough to the city to go in at the weekend. But there aren't any local shops near my house and I have to drive 15 minutes to get a pint of milk. There isn't a lot going on where I live, either. I work in the city and have to spend an hour on the train getting to the office, so I'm too tired to cook when I get home. I eat far too many takeaways.

2 Everybody thinks I have friendly neighbours who I see every day, but my family lives miles from anywhere and there's no one else my age nearby. If I go out at night, I can't get home because there's no public transport. I'm not sure there's much fresh air, either. The farmer next door puts some strong chemicals on the fields in summer. I love my school, though.

3 Everyone says it must be really expensive living here – okay, so there are really high rents where I live, but I save money on other things. I take public transport everywhere. My little flat is so small, my heating bills are tiny. I live in a lively neighbourhood. I know the people who run the café downstairs, so I can go in anytime I fancy a chat, which I just love.

Unit 5

▶ 29

J = Jack L = Lara

J: Sis, are you ready to go? The taxi will be here in a few minutes.

L: Yeah, I'm ready.

J: Oh, you look nice.

L: Thanks.

J: Is that a new dress? I've not seen it before.

L: Yeah but it's not mine. I rented it from clotheswap.com.

J: What's that?

L: It's a website where people rent out their clothes.

J: Really? How does that work?

L: You look for something in your area that you like and then you go and try it on. If you're happy with it, you rent it for a week.

J: I didn't know you could do that. I guess it's cheaper than buying something new.

L: Yeah, it is. I tried on about thirty different dresses in ten different shops last weekend but nothing was right. One was a really lovely long red silk dress. I loved it but sadly it didn't fit me. So, anyway, I thought I'd give the website a try.

J: Well, I think you made a good choice.

L: Yeah me too. I loved this dress as soon as I put it on. Does this bag go with my shoes? I can't decide.

J: It all looks fine to me. What about me?

L: You look great! It's nice to see you wearing something other than jeans and a T-shirt. You've even ironed your shirt!

J: I know!

L: Nice tie too. It matches your eyes.

J: Thanks. I'll probably take it off in about an hour, though. It's so uncomfortable!

L: Oh, I think the taxi's here. Have you got the invitations?

J: Yeah, they're in my pocket.

L: Great, then let's go and have some fun!

▶ 31

- 1 I've bought Mike a lovely green silk tie.
- 2 Can I borrow a white cotton shirt?
- 3 Look at that awful red woollen jumper!
- 4 I like those unusual brown leather trainers.
- 5 Hanna's wearing a horrible tight yellow tracksuit.
- 6 I need a small black leather laptop bag.

▶ 32

Hi, I'd like to tell you about Drivester. It's a website where you can rent sports cars owned by people in your local area. You can rent them for an hour, a day or several days.

We've got over twenty cars available across the city for you to choose from. There are small sports cars, big sports cars and super fast sports cars. Anyone over twenty-five who's passed their driving test can rent a car, although there are extra charges for drivers under thirty.

Once you've signed up to our website, you can make a booking. You can look for a particular car but you may prefer to type in the dates when you want to travel first as this will show you only those cars available to you.

Most customers pick up the car themselves but you can ask the owner to deliver it when you fill in the online booking form. It costs a little more but that might be more convenient for you.

On the day you are renting the car you meet with the owner. It's important to have your driving licence with you. You need to show it to the owner so they know you're the right person but don't worry about taking a bank card. The website arranges payment.

When you return the car to the owner, you don't have to do anything except return the keys. Once the owner tells us the car has been returned, we'll send you an email asking you to write a review of your experience on our website.

Okay, so what about costs? There's a daily fee to pay when you rent a car and car owners decide what that cost should be so they're all different. However, the lowest is £100 a day which is cheaper than most other car rental firms, and our cars are sports cars! At weekends, the cost can be a few pounds more but we make sure the cost doesn't go up in the summer holidays.

▶ 33

The photo shows a group of older people taking an art class. They're all sitting around a huge table. In the foreground, there's a silver-haired woman. She's painting a picture with a paint brush. The painting is colourful. In front of her, on the table, there's a plain notebook, some paints and a glass of water which she'll use to clean her brush. The woman's wearing a red and white striped top and glasses. She looks serious because she's concentrating on her painting. In the background, there are two more women and they're both focusing on their paintings. There's a man standing next to the woman on the left. He's the teacher. He's pointing to the woman's painting and they're talking about it. The teacher's middle-aged. He's wearing a grey, cotton shirt. He's got very short dark hair and he's wearing glasses. The woman is older. She's in her seventies and she's got short grey hair. She's also wearing glasses. She's wearing a bright green top.

▶ 34

- 1 When I first heard about Skills-U-Swap, I thought it was such a wonderful thing to do, and I still do, actually. The thing is that my skill's a bit unusual – I'm a lip-reader – and so my profile wasn't attractive enough for most people. I'm no good at cooking, I don't speak another language and I don't have a

car. It was just too hard to find someone to swap with so in the end I gave up. I still think it's a good website, though, if you have the right skills.

- 2 Skills-U-Swap is so useful and it came at just the right time for me. My company moved to the other side of town so I no longer had enough time to go home and feed my dog in my lunch hour. I needed someone to feed him and take him for a walk for me. Using the website, I found a lovely retired lady to do the job and in exchange I do some gardening for her once a week. I've swapped other skills too and I often go on to the site and chat to people. There are such kind helpful people on the site that I feel part of a really useful community.

Unit 6

▶ 35

M = Manager E = Ellie

M: So, thanks for coming to the Jameson Youth Club. We're always looking for people to help out. So, tell me about a skill you have.

E: Well, I'm mad about DJ-ing. I just love listening to songs and I'm really into getting people to get up and dance.

M: How long have you been doing that?

E: Well, I've always loved working with young kids and I've been doing children's birthday parties for about three years. These days I'd rather play music for the radio and I'm working at the hospital.

M: How would you get to the youth club?

E: I'm keen on cycling so when the weather's good, I can cycle. I'm not really keen on cycling when it's cold or windy, but I can always take the bus.

M: Which would you like best, working with children or young teenagers?

E: My favourite thing is working with very young children, but I don't mind working with either to be honest.

▶ 36

E = Examiner M = Melissa A = Adam

Part one

E: Melissa, tell us about the people you live with.

M: I share an apartment with my mum and dad and my little sister. My grandmother also lives really nearby so she often has dinner with us in the evenings.

E: Adam, tell us about your English studies.

A: Well, I want to be an engineer so I'm studying English as part of my course. With lots of engineering projects, you have to work with people from different countries, so it's important to be able to communicate with them.

Part four

E: Adam, do you like to go to parties?

A: Yes, of course I do. I think everyone loves to celebrate something special with people they know and love.

E: What about you, Melissa?

M: I agree with Adam. I love parties too.

E: What kind of parties do you like, Melissa?

M: I like any party as long as I'm among friends and family. I sometimes have to go to work parties where I don't know anyone, and I find those a bit hard.

E: Adam, what do you think is the best activity to do at a party?

A: I think having a meal is best.

E: Why?

A: In my opinion, sharing food has always been an important way to celebrate. It shows we belong to a group. A lot of festivals have special food connected with them too.

▶ 37

G = George J = Jo

G: Hi Jo, it's George.

J: Oh, hi, George.

G: Listen, you know I said the other day that I'm interested in taking an evening class? Well, as I was looking for the football results last night, I saw an ad for a comedy course.

J: A comedy course? I didn't know there was such a thing.

G: Yeah. I've got a friend who did a similar course a couple of years ago. I was quite keen on doing it myself back then, but didn't have the time. I'd forgotten about it until last night.

J: So, what happens on the course?

G: You learn how to tell jokes like a comedian. On the last night of my friend's course, she did a live performance in front of paying guests, including me.

J: Really? How was it?

G: Well, they weren't all great. There was this one poor guy who was so nervous that no one could hear him so they stopped listening to him. While he was telling his jokes, the audience were talking! I felt really sorry for him.

J: That's not nice. Poor man!

G: I know. But most people did really well, including my friend. The course really gave her loads more confidence and she even said some of the things she learnt were useful at work.

J: Well, that's not so bad!

G: Do you fancy it? Lessons are every Monday and Wednesday at the local college for a month.

J: I don't know. You've always been funny, but I'm not very good at telling jokes, I always forget the ending.

G: I know you do! Look, it sounds scary but it's the more difficult things in life that give you the most satisfaction. And it's a good chance to pick up new skills. Go on, let's try it. It's only twice a week for a month.

▶ 39

M: How did your visit to the university go?

F: Well the journey took ages, and that was without any traffic jams on the way!

M: What about the university, though?

F: I loved the architecture. It gave it a real atmosphere. I doubt they have air conditioning or anything invented in the last two centuries, though.

M: Did it have those huge lecture halls that you sometimes see in films?

F: No, they don't have any, but I quite like that because it means they can only fit a few people in each class.

▶ 40

1 You will hear a girl telling her friend about a visit to a university.

M: How did your visit to the university go?

F: Well the journey took ages, and that was without any traffic jams on the way!

M: What about the university, though?

F: I loved the architecture. It gave it a real atmosphere. I doubt

they have air conditioning or anything invented in the last two centuries, though.

M: Did it have those huge lecture halls that you sometimes see in films?

F: No, they don't have any, but I quite like that because it means they can only fit a few people in each class.

2 You will hear two students talking about moving into student accommodation.

F: Hi, I'm Alyona.

M: I'm Alex. Nice to meet you. I see from all those boxes that you've just arrived.

F: Oh, yes. I'll put those in the bin later.

M: I did that when I started last year. Then it was hard to find new ones when I had to empty my room at the end of the year.

F: Oh, okay. I think I brought too much stuff, though.

M: Oh well, at least you won't have to buy lots of things. Have you met the guys next door yet?

F: Not yet.

M: I expect you'll hear them soon. They're so noisy.

3 You will hear a girl telling her friend about a geography trip.

M: Hi Molly, how was the geography trip to Iceland?

F: The views were incredible! We were expecting to collect some great data on ground movement around the ice. The equipment we took froze up, though.

M: Oh no! So the trip was wasted?

F: It wasn't that bad. I'd be keen to go back and try again, though.

M: I'm surprised your teacher didn't warn you about the equipment.

F: Well, he did tell us, but the equipment they usually take to that kind of challenging environment was already in use by another group.

4 You will hear two friends talking about the homework they have been set.

F: We've got three essays due in one week! It's a good thing I started early.

M: I started immediately too, and I'm still thinking of asking for more time.

F: Don't depend on that! I heard the teachers are quite strict.

M: I don't even understand the question for the chemistry essay.

F: A lot of people were in the same situation. There's lots on the group's social media site. You could try there. There were a lot of summaries of the lectures and books for that project too, with comments. The lectures were hard to follow, weren't they?

M: They were.

5 You will hear two students talking about a book they have read.

F: What did you think about that book?

M: Well, they say it's a classic introduction to Social Studies. I imagined an introduction might be a bit briefer, though.

F: I know! Still, we won't have to buy anything else, this one covers just about everything.

M: I looked through the section on research methods and I can see how it'll be helpful for our practical work.

F: I was worried about how to write up a report until I looked at that chapter. It just uses such big words that I can't understand it, though.

M: I was surprised, I didn't need to look much up!

6 You will hear two friends talking about a concert they both went to.

- F:** I can't believe what time I got in this morning!
- M:** It was such a good concert, I didn't want them to stop. The band were amazing. You'd normally have to pay so much to see a live band like that.
- F:** The man who's in charge of organising these social events for the university gets special deals with bands. They practise at the start of a tour with a small audience and everyone's happy. Their speakers weren't great, though.
- M:** I didn't notice. I might regret the decision to stay until the last song once I'm in the middle of my first class, though!

Unit 7

▶ 42

- F:** Right. We've just had a water meter fitted so we're going to have to start using less water. I guess we use most water for drinking.
- M:** You're joking! That's nothing compared to what you can get through by using the shower. Look – I'll get the facts up on the internet.
- F:** Oh, you're right! Look, drinking water is only two or three litres a day, and that's if you drink as much water as you're supposed to!
- M:** I don't drink anywhere near that much.
- F:** I guess the one that uses the most water is the bath. Showers use a lot less water.
- M:** Actually, four minutes in a modern power shower's exactly the same as a bath, 80 litres.
- F:** I guess that's where we need to cut down. I suppose a quick two-minute shower will only use half that amount. What about the washing machine?
- M:** It's almost the same, 65 litres, but we don't put the washing machine on every day, like we do with the shower.
- F:** Why is cleaning your teeth in there? It says 6 litres! Every time? There's no way we use that much.
- M:** You can easily if you keep the tap running.
- F:** Ah right, I guess you're right. It's definitely best to turn it off then.

▶ 43

- F:** I've just done a weather quiz on this website. There were some really cool facts in it!
- M:** Oh yeah?
- F:** Yeah, you think it rains here – well in Mawsynram in India they get over 11 metres of rain a year ... although it says they got 26 metres in 1985. Can you imagine?!
- M:** That's some rain shower. They must swim everywhere, not walk!
- F:** No jokes! Well, I guess the opposite is Arica in the Atacama Desert. No one gets wet there, because it rains just once every few years.
- M:** How does anyone live there?
- F:** I don't know, but around 200,000 people call it home. That's not the warmest place in the world though. The hottest temperature ever recorded was apparently in El Azizia in Libya in 1922. It was an amazing 58°C.
- M:** That's what you call hot! 58°C? The most we get here is about 28°C! That's mild weather in comparison.

F: I know! The coldest temperature, -89.2°C, was recorded in Russia's Vostock Research Centre in Antarctica in 1983. No surprises there – we expect it to have freezing temperatures. But did you know that the Antarctic is also the windiest place on earth? A place called Commonwealth Bay has had winds of over 240 kph!

- M:** Wow, does anyone actually live there?
- F:** I don't know. It's probably not possible when it's blowing a gale like that.
- M:** I don't really like windy places to be honest. A light breeze is enough for me!
- F:** Right. Next ... can you guess where the least sunny place is?
- M:** Er, is it Antarctica by any chance?
- F:** Yes! Apparently at the South Pole, there's no sun at all for 182 days of the year. That would be a depressing place to live, wouldn't it?
- M:** Not the best place for a summer holiday!
- F:** Here's an unusual one – a spot above Lake Maracaibo in Venezuela gets the most lightning. There are lightning strikes on 297 days a year. Scary!
- M:** Yes! I wonder if they just get the thunder or if they get thunderstorms too, you know, with rain.
- F:** Oh, I don't know.
- M:** Okay, tell me some good news. Does it say where the sunniest place is?
- F:** Er, let's look. Oh yes, it's Yuma in Arizona. It's sunny there for over 4,000 hours a year. It says that's 90 percent of the time from sunrise to sunset. How wonderful would that be?
- M:** Pretty wonderful. I imagine it's dry heat too, which I prefer to humid weather.
- F:** The USA also holds the record for the heaviest snowfall in a year though. 30 metres of snow fell in the winter of 1998–1999.
- M:** What, in Yuma?
- F:** No, on Mount Baker in Washington State. And South Dakota is also a place to avoid unless you like cold things falling from the sky.
- M:** What do you mean?
- F:** The biggest hailstone fell there during a storm in 2010. It was nearly a kilogram of solid ice!
- M:** Oh, that's so dangerous.

▶ 44

P = Presenter J = Josh Baker

- P:** Today we're talking about our oceans with scientist Josh Baker. Josh, what do you think is the largest problem we have with our oceans?
- J:** We're already trying not to take too many fish from the same area. Our oceans are getting warmer which we need to consider but the main issue for me is the huge number of plastic products that end up in the water.

▶ 45

P = Presenter J = Josh Baker

- P:** Plastic is everywhere. Why is it such a popular material?
- J:** Businesses might say it's because not much oil is used to make it. This means it's not as expensive as other materials to make, which makes it attractive to companies. However, I'd say it's the fact that it doesn't damage easily. That's why it's in our kitchens, our cars, our computers and everywhere really.

- P:** Which products do you think create the most serious problems?
- J:** Well, we estimate that about eight tonnes of plastic goes into our oceans each year. Some of it comes from companies which make things with plastic. A bigger issue is the plastic that goods from shops are sold in. Waste like TVs and fridges is also a problem, but a less common one.
- P:** What worries you about the plastic in our oceans?
- J:** It's clear that plastic affects the lives of animals that live there. And we've all seen beautiful beaches with plastic all over them. What upsets me is the fact that there are tiny bits of plastic in the water that we drink. That can't be very good for us at all.
- P:** Last year you started a charity that will try to reduce the amount of plastic that we use. How will you do that?
- J:** We thought about a few things, like finding new recycling methods. However, there is a company that is already doing that, so we chose to develop something to replace plastic which is safer for the environment. We have the help of one of the top universities in the country.
- P:** Well, that sounds interesting. When do you think our oceans will be free from plastic?
- J:** Good question. I'd like it to happen in the next decade, and I know some people believe it can, but I'm less certain. 2050 is more realistic and is my guess. I hope my great, great grandchildren will be able to go down to the beach and look at healthy oceans.

▶ 46

E = Examiner M = Male F = Female

- E:** Some people are going to compete in the Maldon Mud Race. Here are some things they could take with them. Talk together about the different items and decide which would be the most useful. All right? Now talk together.
- M:** Okay, let's start with the mobile phone. That's something everyone has with them all the time!
- F:** Yes!
- M:** But the race is really wet and dirty. I'm not sure the runners should take their mobile phones with them. They'll get wet which isn't good. What do you think?
- F:** I agree the mud and water might damage them. And the runners won't have time to check their messages!
- M:** Very true! What do you think about the trainers? Is it easier to run the race with them on or off?
- F:** On.
- M:** Really? I think the shoes will just come off in the mud and the runners will lose them. Why do you think it's easier with shoes on?
- F:** Well I, I go running, and I think it can really hurt your foot when you stand on a stone or something.
- M:** Good point, and I guess you can't see what's hiding in the mud. They don't want to get an injury or they won't finish the race.
Okay let's think about some of the other things. What about the drink? I don't think you need to take one. Surely if it's an organised race, they'll have water there for everyone at the end of the race.
- F:** I agree. It's too much for the runners to carry a bottle of drink with them and it's only a short race anyway.
- M:** Do you think the swimsuit is useful?
- F:** Er ... it's probably more comfortable to wear shorts and a T-shirt.

- M:** Hmm, I think you're right. I suppose they could wear a swimsuit under their clothes. That might be more comfortable than underwear.
- F:** Oh, that's a good point actually. I hadn't thought of that. So, yes, a swimsuit might be useful.
- M:** What about the jumper?
- F:** The runners need to put it in a bag for after the race but they don't need to wear one during the race. They'll be too hot.
- M:** I think the runners need a complete change of clothes for after the race, including a jumper. They'll definitely need a towel too – I don't think anyone would fancy getting in the car with lots of mud on them.
- F:** Yes, you're right. They won't need a towel for the actual race, but it'll be very useful afterwards.
- M:** Okay, so, the final thing is the hat. Is a hat a good idea?
- F:** It might be. It'll keep the runners' heads warm.
- M:** I think it depends on the weather really. If it's a cold day, it'll be useful but if it's mild then they won't need it.
- F:** That's true. It depends on the temperature.
- M:** Okay, so we've talked about all of them. Which is the most important?
- F:** Well, I think it's either the trainers or the swimsuit.
- M:** Actually I don't think the swimsuit is necessary. It might be useful but ...
- E:** Okay, thank you very much.

Unit 8

▶ 47

I = Interviewer M = Michelle Washington

- I:** Michelle, do you think being a star of reality TV is a good job?
- M:** Well, a lot of people like the idea of fame, but they soon realise that it has disadvantages, especially when their private lives are on show. There's obviously a lot of money in this job, though, so that's what persuades such huge numbers of people to do it. In addition, you don't need a lot of talent or to do a lot of hard work to get a job in reality TV.
- I:** Is it a good job, in your view?
- M:** Well, you need to think about how you would feel with journalists and photographers finding out everything about you, because once you start, everyone from your boss to your ex-boyfriend will be talked about in magazines and newspapers, and writers will be looking for all the bad things. You should at least talk this over with your partner, in advance of sending in that application form.

▶ 48

- Well, if you decide to appear on reality TV, there's a lot of competition for places.
Here at the New York Reality TV School, from week one we'll start by teaching you how to avoid common errors. So many applicants look straight at the cameras, or do nothing – it's just the worst thing you can do. Our professionals will share their secrets, like how to smile naturally when you know your actions are being filmed. Learn what really works on screen.
We don't want to turn you into a copy of anyone else. We'll help you develop your own individual style through a choice of clothes that really suit your character and we'll give you tips on your hair and make-up so that you can look your best. In the last part we look at applying for shows and successful screen tests.

The most popular course is the six-week workshop course. It takes place every two months. This is our main course, but we also run a shorter weekend course which takes place once every six months. The cost of the workshop course is \$995. This includes the cost of food and you can stay in our student accommodation. If you are able to provide your own accommodation, the price is reduced to \$395. The weekend course costs \$495.

Anyone hoping to register for the next course must book by the 25th of April. Fees must be paid in full by the 5th of May. Students who book and pay before the 25th of March can take 10 percent off the course fees.

If you're interested and need further information, come to our open day and meet and talk to teachers and some students from previous courses. The dates are available on our website, or you can telephone the office.

▶ 49

- 1 I only really enjoy chat shows when they have comedians on or do funny things with the guests.
- 2 I find it so depressing looking at the people on magazine covers. They're so false these days.
- 3 I don't think working in show business is a very good career for anyone really. You're better off just studying hard.
- 4 I've always dreamed of becoming a famous rock star, playing in a band with fans screaming!
- 5 I'd really love to go around the big film studios in Hollywood and see how the films are made.

▶ 50

- 1 The metal thing around his neck.
- 2 The thing you use to record voices.
- 3 Those long strings covered in plastic.
- 4 The grey top – the kind you use for sport when it's cold out.
- 5 The hat you wear to play baseball.

▶ 51

I = Ivan J = Jenny

- I: Here's a photo of my flatmate at the weekend. He was out with his friends filming something for an online video.
- J: Isn't that your flatmate in the middle, the one wearing the metal thing around his neck?
- I: The necklace? Yes that's him.
- J: What's the guy on the right holding? I can't remember the name. It's the thing you use to record voices.
- I: Oh, a microphone. Yes, and there's another on the main camera.
- J: Oh yes. All of those things must get in the way. You know, those long strings covered in plastic.
- I: Yes, the cables are a bit annoying, but the quality of the sound is much better that way.
- J: I think I know that guy. The one on the left wearing the grey top – the kind you use for sport when it's cold out.
- I: The guy in the sweatshirt?
- J: Yes, and the hat you wear to play baseball.
- I: A baseball cap?
- J: Of course, a baseball cap.
- I: Yeah, you met him at my flatmate's birthday party.
- J: Ah yes, of course.

▶ 52

- 1 Don't worry. We don't expect you to get the words exactly right in an audition.
- 2 Well, you can ask about the character, but the best actors get that information from their agent, and usually just get started straight away.
- 3 Just know the character, and know what they want.
- 4 No, but you should be aware of the camera and know how to turn your best sides to it.
- 5 Don't apologise, don't make excuses, just be professional.

Unit 9

▶ 53

P = Presenter S = Sam Davis

- P: So Sam, you've been looking at the effects of playing video games. Do you think people spend too long playing video games?
- S: Well, a lot of people spend a huge amount of time playing them. By the age of twenty-one, many gamers have played online for around ten thousand hours. It can sound like a lot of time wasted on just a hobby, but I think gamers are learning valuable skills, like team work, problem-solving, or managing complicated situations.

▶ 54

P = Presenter S = Sam Davis

- P: Sam, when did you start enjoying video games?
- S: When I was a child, games machines were expensive, but my brother, who's much older than me, gave me his old one. My mum worried that I spent so much time playing video games, but I always made sure I did my homework first. I became a real gaming fan when I realised that whenever there was a new challenge, I was able to handle it.
- P: A lot of people dislike video games.
- S: I know. People blame them for problems all the time, and the complaints never seem to change. Even in the early days when games were very basic and a bit boring, people worried. I think most newspaper articles are starting to offer a balance of opinions these days, though.
- P: So, in your research, what did you look at?
- S: I was interested to see if people's brains really are being damaged. Other scientists have looked at happiness and moods, and found mixed results. We found that the part of the brain that controls where our hands and arms go actually grew in size in people who played games. We're also interested in whether games help people to get on with each other, but that's for our next research project.
- P: What about games that involve fighting?
- S: I think there's good reason to be annoyed about games where the main action is to shoot or hit other people. We've been looking at the effects of this kind of game for decades now, and it's hard to ignore the facts. There's no doubt that this type of game can make people behave in a bad way. But not all games are like that.
- P: So what games do you prefer?
- S: Well, there are three basic needs in everyone's life that games can meet. For me, it's about working in a team. I feel connected. I know that games also give people a chance to develop talent in certain areas. The last one is allowing people to make their own decisions. It meets a strong human need.

- P:** How do you expect games to change in the future?
S: I think women are becoming more interested in gaming, and there'll be more games for them. There's been interesting work with people who have problems with their eyes and it'll be a huge step forward if games can make a difference to that. There's always interest in making the experience feel more realistic, but that's usually just talk.
P: Well, thank you ...

▶ 55

- The most important skill for someone in my job is knowing how to use a computer. I create or rebuild online sites, so I have to be able to work with specific software. I have to be creative and plan things carefully – those two things don't always go together! I think it's important to get on well with the people you work with, otherwise it becomes impossible to do the job well. We disagree with each other sometimes but I think that's normal. I used to be a police officer but I wanted a change so I retrained. It was the best decision I ever made.
- To do my job you have to be good at maths or you'll find yourself unemployed quite quickly! It's not a job for people who are impatient either. You need to look at lots of information very carefully or you'll make mistakes. People sometimes think my job's a bit unexciting, but actually I work with lots of different businesses who all have different financial needs. This means there's quite a lot of variety. I've been doing it for over ten years and I still enjoy it.
- I have to deal with twenty members of staff and any customers who are unhappy about something we've sold them, which means it's really important that I communicate with people well. I also need to be in control of my staff in order for the business to run well and for them to feel positive about their work. To do this, I have to be self-confident. With a place this size, there are often issues with staff being off sick, so I need to be able to find an answer to these issues quickly. I really love my job but one thing I dislike is the fact that I have to work irregular hours.

▶ 57

M = Maisy W = Will

- M:** I was reading an article about how much people spend on their hobbies.
W: I suppose it's true that a lot of hobbies can be expensive.
M: It says here people spend hundreds of pounds on some hobbies.
W: I'm not sure that I'd say it was hundreds. I mean some hobbies like mine – running – cost absolutely nothing.
M: Personally, that's what I always thought too, until I read this article. But when you add in the cost of special running shoes and clothing, and the cost of entering races and big competitions, it can soon go up.
W: That's true. It can cost hundreds. I think it's worth it though. Speaking for myself, I'm much healthier and happier as a result.
M: And it's better than sitting in front of the TV all day.
W: Exactly!
M: Well, the experts say that golf is one of the most expensive hobbies.
W: Really? Is that because of all the expensive equipment?
M: No, actually! They say that it's all the money golfers spend on lunches and drinks in restaurants after they finish playing!
W: I guess you can't beat simple hobbies like running after all.

Unit 10

▶ 59

Online auctions have become really popular in recent years with some rather unusual things for sale. In 2003, a piece of rock from Mars was sold for a huge \$450,000. Perhaps that high price is not so surprising when you know that it was one of just 123 rocks from Mars that have fallen to Earth.

In the year 2000, a Britney Spears' fan sold a piece of chewing gum she'd chewed and then spat out at a concert in London. It sold for \$14,000.

In the same year, a man in the USA decided to sell the meaning of life. It didn't attract much attention though, and sold for just \$3.26.

One thing that did attract attention was a 1954 letter written by scientist Albert Einstein. It sold for a massive three million dollars. Sprouts are not everyone's favourite green vegetable and so twice, a man in the UK sold a plate of them that he didn't want. The first time they sold for £99.99. The second time just £34. Both times, he gave the money to charity.

Finally, in 2006, a biologist spotted a sea urchin for sale on an online auction site. The biologist discovered it was a new species of sea animal which lives in the Pacific. Despite that, it only sold for \$138.

▶ 60

P = Presenter D = Diane Shaw

- P:** Yesterday, somebody paid 450 million dollars for a painting at an auction in New York, so today we're talking about the value of art. With me is Diane Shaw, owner of the East Bank Gallery. Diane, why does art sell for such high prices?
D: Well, let me start by saying that paintings are bought and sold every day. I expect a painting is being auctioned right now somewhere in the world, but most are sold for just a few hundred dollars.
P: Okay, but when art is sold for a high price, it does seem very high. For example, in the spring of 2015, ten pieces of art were sold for a total of 800 million dollars. They were bought by different people, of course, but that's still an average of eighty million per item.
D: Well, people spend that much money for different reasons. It could be that the owner likes the art and wants to own it because it makes them feel good or look good to other people. Perhaps the art is special to them in some way, or they like the artist's technique and creativity. It can also be to make money. Art collectors buy art which they think will go up in price so they can sell it at a higher price later on.
P: Art isn't only collected by private individuals though, is it? It's also bought by galleries.
D: Yes, that's right. Galleries buy it so they can display it and attract more visitors. Or in some situations a piece of art is bought by an individual and then given to a museum to display. For example, in 1987, a private collector bought one of Vincent van Gogh's *Sunflowers* paintings for just under forty million dollars. He then gave it to the Museum of Modern Art in Japan where it's on display today.
P: I expect the owner can visit whenever they want!
D: Yes, probably!

▶ 63

R = Robbie J = Jennifer

R: Okay, Jennifer, what have we got for this year's charity auction so far? I'll make a list.

J: Well, we received these posters this week. Personally, I don't like them. They're by a guy called Razzia.

R: Rats?

J: No, Razzia. I'll spell it for you. It's R-A-double Z-I-A. Apparently lots of famous actors collect his posters, so they might bring in some money. This one was made in 1976 so it's quite valuable.

R: Great!

J: And one guy phoned and said he had two plane tickets to New York to give away. He left us his email address. It's Tony at mytravel dot org – that's 'mytravel', all one word.

R: That's brilliant!

J: Yes, although they have to be used by the 30th of June.

R: Okay, that should fine. What else?

J: Well, Linsey Baker has offered to clean someone's house for a week.

R: That's fantastic. How do you spell her first name?

J: It's L-I-N-S-E-Y.

R: Thanks. How many hours is she offering?

J: I think two hours a day, so ten in total.

R: I'm sure that'll be popular.

J: Yes, absolutely. We've got a free lunch for four people at the Grenville Café. Let me spell that for you. It's G-R-E-N-V-I-double L-E. The buyers will be able to use it between midday and four fifteen in the afternoon.

R: Got it.

J: And lastly, the CostLow Supermarket has sent us a basket with sixteen different food items in it – all their best stuff.

R: Fantastic. I don't know that supermarket, where is it?

J: It's in Debden Lane.

R: How do you spell that?

J: It's D-E-B-D-E-N.

▶ 64

Okay, now for some news about our annual charity auction evening on the 29th of April. We're very excited about getting into the Park Hotel for the auction this year. It's a fantastic place to hold our event. Guests can arrive from seven o'clock. Drinks will be served from seven fifteen and we'll begin selling items at seven forty-five.

Please book a seat for the auction before the day of the event. Look out for our online advert. If you share it with your friends on social media, you'll have the chance to win a fantastic television. Don't worry about bringing cash to pay for any items you buy. You can transfer money from your bank account to ours after the event.

All money from this year's event goes towards helping local homeless people. We intend to use the money from the auction to build a brand-new training centre, where homeless people can come to learn new skills. It'll be next to the hostel on West Street. You can see the plans in their office.

We've got some fantastic items to sell at this year's event. Plane tickets to New York are new this year. We expect the most interest will be in the tickets to next month's music festival. This event has now sold out so you won't get tickets anywhere else except at our auction. We're also very excited about the day trip to the local adventure park for the younger ones.

We already have a number of things to sell this year, but we'd always welcome more items. If you have anything else for the sale, please get in touch with Miss Campbell. I'll spell that for you. C-A-M-P-B-E- double L. The final day is next Thursday.

Now then, we have enough people to help with seating, but we are looking for volunteers to take care of people's coats as they enter. If you think you can do this, please contact Mr Baker. We have plenty of people working on the brochure so we're sure it's going to be a huge success.

▶ 65

J = Jake B = Bella

J: I think a photo frame makes a really good wedding gift. Kate and Ed will have loads of photos of the wedding. I'm sure they'd love a good frame.

B: Hmm, I'm not sure that's the best choice. It's not a very expensive gift. I think wedding gifts should be more expensive.

J: I don't know, you can get some really nice expensive ones. I've seen them at the department store.

B: Yes, you're right but I think other guests will buy them too. It's best to buy something different, that other guests won't buy.

J: Okay. What about some really posh dinner plates then? I'm sure Kate and Ed will have dinner parties.

B: Yes, that's a good point. Most married couples do. I'm worried about the cost though. I mean, you can't just buy plates, can you?

J: Yes, you're right. You also have to buy soup dishes, dessert dishes and so on. They'll need to match.

B: What about a slow cooker? They're really fashionable at the moment.

J: What's a slow cooker?

B: It's a kind of electric cooking pot. You put your meat and vegetables in it in the morning before work, turn it on and when you get home from work, dinner's ready. It saves people time when they're working during the week.

J: That's true. It's a good idea for busy people. Okay, that's a possibility. We could also get them some speakers so they can listen to music at home.

B: Yeah, that's a great idea but most people have those already, don't they? Everyone listens to music on a device these days.

J: You're probably right.

B: We could just give them some money. A lot of people do that these days so that the married couple can choose what they need or what they'd like.

J: That's true. I don't know though, I'm not keen on giving money. It seems so cold and it's easier for people to compare how much we spent with how much other people spent.

B: I'm not sure that's true. Most people are nicer than that but I see your point.

J: Something like a beach bag might be a good idea. They can take it on their honeymoon.

B: Hmm, it's a good idea but it's a bit like the photo frame. It's not very expensive.

J: I don't agree. You can get designer beach bags which aren't cheap at all. They're useful, look good and are expensive. Who doesn't love something like that?

B: You're absolutely right! Kate would love it! It's also something that people wouldn't normally buy for themselves because of the cost.

J: Yes! Good, okay, so we've got a couple of ideas to choose from. Which do you think then?

B: Okay, yeah. Well, I think we should go with the beach bag. I mean, it's...

Unit 11

▶ 67

P = Presenter O = Olivia Franklin

- P:** Next week the Students' Union is organising a two-day conference on the topic of animal protection. With me now is Olivia Franklin, president of the Students' Union. Olivia, what exactly is the conference about?
- O:** Well, we're asking the question 'Should we save the panda?'
- P:** Surely the answer's 'yes'.
- O:** Not necessarily. We're going to have two expert speakers putting forward different viewpoints. One speaker is going to argue that protecting these animals is our responsibility because, without humans, their lives would be safe.
- P:** Yes, that's the main argument, isn't it?
- O:** The other speaker is going to say that we should leave pandas to die out, because the money can be better spent on other wildlife projects.
- P:** Oh, okay, interesting, but hasn't that money already had a positive impact on pandas?
- O:** Yes, but his argument is that the money could have a bigger impact if it was used to help other animals. He thinks we only help pandas because they're big and cute, but actually, they're not a very strong species.
- P:** Interesting.
- O:** He also thinks tigers will die out in the next ten years whatever we do, because it's impossible to protect an animal that's worth more dead than alive.
- P:** Oh, that's depressing. Well, it certainly sounds like it'll be a fascinating debate. When does the conference start?
- O:** It starts on Thursday. All students at the university are welcome to come along. They can find more details on the Students' Union website.
- P:** Fantastic Olivia, that sounds great. I hope the conference goes well.
- O:** Thanks!

▶ 68

The photo shows some people outside in a park. Er ... it's an autumn day because there are brown leaves on the ground. There's a dog and the dog is ... er ... excited. There are also three women. The dog's looking at a piece of wood and all the women are smiling and looking at the dog. In the background there are some trees with green and red leaves on them. Um ... the woman at the front of the photo is holding a large piece of wood which the dog is looking at. The two women in the background are both wearing er ... thin coats that you wear in autumn or spring. They also both have long, blonde hair. The dog is a kind of yellow colour. The woman at the front has wavy, light brown hair. The women are all wearing jeans. Um ... the sky isn't blue so it's not a very bright day. Er ... the woman at the front is wearing a woollen jumper with different coloured stripes on it. She's almost sitting on the ground. The dog is ...

▶ 69

- M:** For me, the most important thing is my mobile. I can use it to send pictures to my friends and make them jealous!
- F:** Yes, but it's not easy to watch films and things on it because the screen's so small. Would a tablet be better?
- M:** It's too big to carry around. What about a guidebook? We can use it to plan our time.

- F:** The whole idea of going on holiday is to waste time doing nothing! Besides, we can look up where to go on my phone.
- M:** Okay, so that's the thing we'll take then but the tablet's a close second!

▶ 70

1 What part of the man's body hurts?

- F:** Hi Dave, how was your day?
- M:** I went snowboarding with a couple of friends.
- F:** That sounds like fun.
- M:** Well, yes, but the sun was really bright and as we were coming down towards the bottom of the mountain, we all crashed into each other. One of my friends hit his head on my snowboard. Luckily he was okay. The other friend fell badly and hurt his knee. We had to take him to hospital. I came away with just a sore thumb.
- F:** Oh dear! That's not what you want when you go out for the day!

2 Which photograph are they looking at?

- M:** I love this photo!
- F:** Isn't it great? Even my dad's smiling in this picture and my mum usually closes her eyes just as the photo is taken. It's great that she's managed to keep them open here!
- M:** When was it taken?
- F:** We went on a day trip to the zoo. It was fun. We don't have time to do a lot as a family any more because we're all so busy.
- M:** Is that your brother there?
- F:** Yeah, it is. It was before he grew his hair long.

3 What will the man do this evening?

- M:** I missed the last two classes. What homework did the teacher give us?
- F:** Loads! Last week we had to write about a happy childhood memory. On Monday, she asked us to record ourselves describing our favourite restaurant and to send her the recording. She also gave us a link to a video that she wants us to watch before the next lesson.
- M:** Okay, thanks. The speakers on my laptop aren't working properly at the moment so I think I'll get the speaking task done tonight. I'll leave the writing until later in the week.

4 Which sport is free to try today?

Welcome to the Purbeck Sports Open Day. Come and try a new sport today. You can try our ten-metre climbing wall any time. The best thing is there's no charge for this activity! There'll be SCUBA diving classes in the pool. There's a small equipment rental cost for this and you need to sign up at reception beforehand. Down at the beach, local instructors are offering surfing lessons for beginners. There's a discount of eighty percent on their usual lesson fees, so make the most of this opportunity today!

5 When can the public start using the new IT Centre?

We're pleased to announce the opening of our new IT Centre at the Newtown Library. If you are phoning from a radio or television station or a newspaper, there'll be a special open day for journalists to preview the new facilities on Saturday the 23rd. Please contact our public relations office before the 20th to reserve tickets. General admission is on the 25th, when we intend to celebrate with a special 'come-and-try' session. Everyone is welcome to join us that day.

6 What does the woman order for lunch?

- M:** What can I get you?
F: Er ... I'll have a burger please.
M: Would you like chips or salad with that?
F: I shouldn't have chips. They're not very healthy and I'm on a diet. I'll take the salad instead.
M: Okay. And what would you like to drink? We've got tea, coffee or cold drinks.
F: Have you got fresh orange juice?
M: We have orange juice but it's not fresh, it's in a bottle.
F: Okay, I'll just take a bottle of water then, thanks. I might have a cup of tea later when I've finished my meal.

7 What does the man want to send back?

- M:** My order's arrived.
F: Oh right, is everything there?
M: Yeah, it is. The sweatshirt I wanted to give my brother for his birthday isn't the right size but I think I'll keep it for myself. It fits me and it looks good.
F: What about the hat?
M: I love it but it's not the same colour as the one on the website and he'll only wear particular colours. He'll like the T-shirt though so that one stays.
F: Can you return what you don't want?
M: Yes, I'll go to the post office tomorrow and sort that out.

71

I = Interviewer P = Professor Allen

- I:** Professor Allen, you help governments to predict and prepare for the future.
P: Well, yes, we're going to have to make some big changes. If we continue buying and throwing things away, we're soon going to have problems. By then, it'll be too late to think, 'Okay, I'll change my life!' We have to do something now.
I: Why do you think this?
P: Well, most of the world's oil's going to run out by 2050, unless something major changes. Without oil, energy's going to be very important. I imagine governments will start to use computers to keep a record of all the energy we use and I expect that there'll be taxes on the energy we use, instead of the wages we earn in future. Energy's going to be that important.
I: I guess that means big changes to transport.
P: Of course. Some forms of transport are going to be impossible without a new form of energy. Flying will become something that happened in the past, and cycling will be the first choice for most people.
I: That's quite a change.
P: Mmm, but I think it goes much further. Large supermarkets won't be possible in this new future, they'll be expensive to run, and nobody will be able to get there by bicycle, anyway. Without easy transport, cities won't be very attractive. I believe we're going to see the end of cities as we know them.
I: How likely is this future?
P: Well, this is the future we're going to get if we don't make any changes now. Obviously, a lot of people are working to make sure this doesn't happen. Interestingly, one of the biggest groups is oil companies. Nobody's more interested in finding the next replacement for oil than they are!
I: Will you be making any changes, Professor?
P: My bike's waiting outside, and I'm going to ride home after this interview!
I: I think I'll do the same tomorrow!

Unit 12

72

- M:** How was your weekend?
F: I watched the second series of that TV show, *Lighter Things*.
M: The whole series?
F: I just couldn't stop myself. I fell asleep halfway through one show, woke up on the sofa and just carried on the next day.
M: You mean you didn't even leave the house?
F: Not once. To be honest, I'm a bit depressed that there are no more programmes left to watch now. I felt quite emotional when I got to the end. I've never spent so much time watching TV before but I'd do it again.

73

1 You will hear a woman telling her friend about watching a TV series at the weekend.

- M:** How was your weekend?
F: I watched the second series of that TV show, *Lighter Things*.
M: The whole series?
F: I just couldn't stop myself. I fell asleep halfway through one show, woke up on the sofa and just carried on the next day.
M: You mean you didn't even leave the house?
F: Not once. To be honest, I'm a bit depressed that there are no more programmes left to watch now. I felt quite emotional when I got to the end. I've never spent so much time watching TV before but I'd do it again.

2 You will hear a man talking about his hobby which involves performing battle scenes for tourists.

- F:** I see you're wearing your cowboy clothes again. Are you joining your dad and his friends acting out those old battle scenes for the tourists again this weekend?
M: I am. There's nothing wrong with sharing a bit of history with the visitors. And I'm the only one among them who can manage to wave a gun around while riding a horse.
F: I have to be honest, the clothes suit you.
M: It's fun spending time with the older guys in town. Besides, because it's all based on history and facts, I'm always going to beat the others every time! It's guaranteed.

3 You will hear a man talking about his experience travelling.

- F:** I'm sure it was hard spending twenty years travelling the world.
M: Well, I always knew I wanted to get close to local people, and I've had some fantastic experiences.
F: Weren't you worried that places can be dangerous for tourists?
M: I think there are bad neighbourhoods and individuals everywhere, but it's possible to avoid them. I wasn't there as a tourist, though, spending lots of cash. I wanted to live like the local people, so I set up some small business deals along the way, and that easily covered my living costs. I wasn't expecting that to be so easy.

4 You will hear a man talking about the number of concerts he goes to.

- M:** That's twenty-one concerts in just seven days! I'll be putting these photos online later.
F: How did you manage it?
M: Well, they were at a lot of different times of the day. Quite a few places that hold concerts have closed and I was keen to

make people realise that and hoped they might be persuaded to get out and see more live music.

F: Did you have to pay to get in?

M: Luckily, when I told the bands what I was doing most of them let me in for free, or in exchange for me mentioning them on my website!

5 You will hear two friends talking about an advert for a job as a water slide tester.

M: Did you see that advert for someone to test the slides at the new water park? I didn't know that job existed.

F: Well, they need someone to test that they're safe. There are a lot of things to consider before you let children on.

M: I guess they get a better idea of speed if they actually go down it. You wouldn't want to put people in danger, and the biggest slides can get really fast. It must be strange doing such a serious job in your swimming costume though.

F: Imagine how strong your muscles would get from climbing all those stairs!

6 You will hear two friends talking about a competition.

M: Listen to this! A guy won a burger-eating competition in the USA. He ate twelve burgers in three minutes and won all the burgers he can eat for the rest of the year.

F: Do you think he was just naturally greedy?

M: I'm sure there's a lot of preparation, but the final result was really close, he only just finished his twelfth.

F: Well, I guess the guys who lost were disappointed, to be so close and just miss all the rewards at the end. Maybe next year.

▶ 74

R = Ruby Z = Zac C = Clare L = Lee

R: My family loves skiing so I've been skiing almost as long as I've been walking. I trained to be an instructor in my early twenties but I soon wanted something more challenging. That's when I tried extreme skiing. A helicopter takes us high up into the mountain and we ski down from there. It's possibly the most dangerous sport you can do because fresh snow moves quickly and without warning, so you can soon find yourself pushed towards rocks, trees and cliffs – or worse, buried under the snow. It's not something that people should do unless they're very experienced skiers.

Z: I've always been a keen cyclist. I competed in lots of road races as a teenager and trained hard but unfortunately just wasn't good enough to be professional. Then I got a mountain bike for my nineteenth birthday and I gave mountain biking a go. It's a fantastic sport. If you cycle sensibly and wear the correct clothing, then injuries aren't usually very serious. However, anyone who's taken part in downhill mountain biking knows that one tiny mistake can have a very serious result.

C: A few years ago, I realised I needed to improve my fitness so I got into walking. I'm not talking about the kind of walking families do on a Sunday afternoon. I'm talking about extreme walking across some of the most dangerous mountain paths you can possibly find. Some of the paths are wide, some are narrower than your foot. Beginners need to practise using safety equipment and ropes before they try any of the paths. And if you're afraid of heights, I'd recommend a different sport!

L: Growing up on the coast, I've been a surfer since I was a kid but around five years ago, I went on a beach holiday with friends who were into big wave surfing. I joined in with them, just to see what it was like, and loved it! You have to deal with huge waves so it's extremely dangerous, especially at

first when you're not very experienced. My advice is to keep practising and have experienced surfers around to help you at all times. This is what I did and I actually won a prize for the best newcomer in a competition I entered last year.

▶ 75

1 I enjoyed doing the long jump at school, but I absolutely hated the high jump. I used to pretend I had an injury so I didn't have to do it!

2 I try not to get nervous before an important match because if I do, I can't hold my racket properly and the ball doesn't hit the wall in the right place.

3 We scored two goals in the final and won the gold medal. It was the best day of my life!

4 I hit the ball, dropped the bat and ran as fast as I could to get a home run.

5 It's a wonderfully slow, relaxing activity that helps you to breathe properly.

6 The wind was against us for most of the course but by the time we could see the finish line, we were racing along!

▶ 76

A = Anna L = Luke

A: Hi Luke. What are you reading?

L: Oh, hi Anna. It's an article about people living in extreme places. Look at the photos.

A: Wow, that island looks amazing. The colour of that sea is gorgeous. And sandy beaches all around. Can I live there, please?

L: Sorry, it says here that no outsiders are allowed to move there.

A: Oh, that's a shame. Well, I'd live there if I could. Where is it?

L: It's Tristan da Cunha in the south Atlantic, almost 2,000 miles from the nearest land, apparently. I think it'd be quite boring. Fewer than 300 people live there.

A: What do they do?

L: They're farmers. It says here that they also make money by producing and selling their own stamps and coins. What amazes me the most is that they've only had TV there since 2001!

A: Well, they probably had more important things to do!

L: How about this for an unusual place to live, then? It's called the Hanging Temple and it was built into Mount Heng, a really steep mountain in China, more than 1,500 years ago.

A: Wow, that's old. I wonder why they built it like that.

L: Apparently, it was partly to protect it from bad weather and partly so the residents could live in silence.

A: Do people live there now?

L: Not really, it's a tourist destination. A few people live there so they can look after the place but that's all.

A: I don't suppose it's very comfortable as a home.

L: I agree, but the views must be incredible. So, if you had to live in one of these two places, which would it be?

A: If I had enough money, I'd visit both of them, especially the temple, to see what it's like, but I wouldn't live there if you paid me a million pounds! If I had to live in one of these places, it'd be Tristan da Cunha. What about you?

L: Well, if I'm honest, I'd hate to live in either place – I wouldn't be able to go clubbing! But if I had to choose, then I'd go for the island, I suppose. I could watch TV even if there's nothing else to do.

▶ 77

N = Nick K = Kate

- N:** I'd like to go there because the landscape is amazing. Would you go there if you could?
- K:** No. It's pretty. It's too boring. It's too quiet.
- N:** I'd go fishing in the lake because I'm sure there are lots of great fish there. And I'm into photography so I'd take loads of photos.
- K:** Fishing is too boring. Cities are more interesting. There are more things to do. They're more comfortable.
- N:** Yes, and there's a lot more entertainment. But I can take better photos in a place like this, especially of the wildlife.
- K:** I've never lived in the country. I grew up in the city. It's more interesting.

▶ 78

A = Angela W = Will

- A:** We've received hundreds of texts this week from listeners who took part in the Survival Quiz on our website. It seems that it's a topic you're all fascinated by, so I'm delighted to say we're joined this morning by survival expert Will Harper who's going to tell us a bit more about each of the situations in our quiz. Good morning, Will. Perhaps you could start by explaining what to do if we see a poisonous spider climbing up our leg?
- W:** Morning Angela. Yes, not really a situation any of us would like to be in, is it? Well, firstly, it's not a good idea to run screaming around the room. The spider will just hold on even more and may then bite you. If you stand still and do nothing, the spider won't move either, but it could bite you. The best thing to do is to brush the spider away, either with your hand or another object if you don't want to touch it. Do it calmly and confidently.
- A:** But what happens if the spider bites you?
- W:** You should wash the area with soap and water. Put some ice on it and, if possible, keep that part of your body raised. Then go to a hospital. If you can, catch the spider and take it with you so the doctor can identify it. Tying something around the bite will stop oxygen from moving freely round your body which is never a good thing to do. And don't wait to see if you feel ill later – it's better to be safe now than sorry later.
- A:** Now, I have to admit that I'm afraid of big dogs. What should I do if one's coming towards me?
- W:** Never look it in the eye, or make quick movements. Stay still and look in a different direction. They'll soon get bored and go and find something more interesting to do.
- A:** Okay, well, I'm sure you're right but it's easier said than done! Let's move on to talking about the great outdoors. What do you do if you're lost in a forest?
- W:** Well, if you're without food or water, running around will make you tired and thirsty. You could wait for help if you're sure someone will come looking for you but that might not happen. Walking downhill is the best choice because that's where water usually runs. Of course, if you have a mobile phone and a good signal, then try that first!
- A:** Of course. Definitely good advice! Right then, what about the last situation in our quiz? What should you do if a friend falls into freezing water?
- W:** The main thing is to get the person warm and then take him to hospital. It's best if they lie down so blood stays near to their brain. A person won't be able to get warm in wet

clothes, so they should take them off and put on dry clothes or a blanket. Give them a cool drink if possible.

- A:** Now Will, you've got a new book out called *Danger in the Extreme*. Is that right? Perhaps you could tell us a bit about it.
- W:** Certainly. It's a book I decided to write about five years ago after I ...

Practice test, Listening, Part I

▶ 79

1 Where will the woman look for the doll?

- M:** What's wrong with Amy? She looks upset.
- F:** Poor thing, she's lost her favourite doll. She's had it since she was born.
- M:** Oh no! That big blue one she was holding at the party?
- F:** That's the one. We haven't seen it since we were at the park at lunchtime so I'll go back now to have a look. We definitely had it at the supermarket this morning and afterwards in the car. I'm just trying to remember exactly where we've been today.
- M:** I hope you get it back.

2 Where will they have dinner?

- M:** Where shall we go for dinner? It's such a nice evening – how about eating outside somewhere?
- F:** I don't know. It's warm, but it might be a bit windy outdoors. What about that new pizza place on Grey Street?
- M:** Sounds good – maybe too good. I'm trying to lose weight!
- F:** Well what about a salad at home in front of the TV?
- M:** Are you serious? It's Saturday night! We should go out.
- F:** Well you decide then.
- M:** You know, that new place would actually be great.
- F:** Okay, but remember – this is your decision.

3 What will they take to the picnic?

- M:** Do you need me to pick up anything from the supermarket on my way home?
- F:** Yeah – if you wouldn't mind, we'll need something to take to the picnic tomorrow. I thought I'd take fruit, so maybe some pineapple and grapes, something like that.
- M:** Okay. But you know I don't like fruit.
- F:** Well it's just to take to the picnic. Get yourself some bread rolls or something.
- M:** No. I'll just eat cake – there'll be cake at the picnic, won't there?
- F:** It's Oliver's birthday, so I think there will be.

4 What will the weather be like tomorrow?

Well today's weather was full of surprises, with rain in most parts of the country after such a nice sunny day yesterday. That was the last of the fine days for a while. I'm afraid the wet weather will remain with us until much later in the week. It looks like rain every day except tomorrow, which should be dry but, unfortunately, still very cloudy. Temperatures will continue to drop this week, so you may need to bring out those winter jackets, especially in the north.

5 What does the young man want to do straight after he leaves school?

- F:** What do you think you'll do when you leave school?
- M:** Well, I definitely want to go to university eventually. I'd like to study medicine if I can. That's my goal – but not straight away. I'm not ready for that yet. First I'd like a year off to go travelling

overseas – you know, see the world a bit first. I'm working towards it, saving the money I earn in my part-time job. I help out at the pool – I'm a swimming instructor at the weekends.

6 Where will the walk start?

Feel free to look around the gift shop for five minutes, before we meet outside by the rose garden – we'll begin our walking tour from there. I should remind everyone to wear a hat and sun cream – both available here at the gift shop. We'll be out in the sun for an hour, so you might also want a drink. Remember though, we'll end up at the café so there will be drinks available for you to buy. Right, so I'll see you by the roses in a few minutes.

7 What did she leave at her friend's place?

Hi, it's me. Look, I came home with your hat after we visited yesterday. I think it was next to my jacket and I just picked it up with all my things. Sorry about that – I'll bring it over. The other thing was – I left my scarf behind, the blue one. It's on the chair next to the front door I think. I can come round today to give you back your hat and get the scarf – just let me know if you'll be home.

Practice test, Listening, Part 2

▶ 80

8 You will hear two friends talking about going to the cinema.

F: What did you think of the film last night? Did you like it?

M: It was okay I guess.

F: Really? Just okay? I thought the whole story was fascinating.

M: True – but they could have told it in half the time. It did go on a bit.

F: James, you just can't concentrate for more than half an hour. It's actually doing very well – it's really popular.

M: Maybe so – but not last night. The cinema wasn't even half full.

F: When I went, it was really crowded, but I suppose it was a Saturday night.

9 You will hear two friends talking about a teacher.

M: Mr Green. Didn't you have him last year?

F: Yeah. Get used to lots of homework!

M: I don't mind that – I need to do well. Do you think he was a good teacher?

F: Look, he could be strict sometimes but I guess he was the same with everyone.

M: At least he doesn't have favourites. That's a good thing.

F: True. But sometimes his lessons were a bit complicated – so ask him if you don't understand.

M: I think he's been pretty clear so far – but it's only the first week.

10 You will hear two friends talking about their new neighbours.

M: Have you met the new neighbours yet?

F: Yeah – they came over to complain about the loud music last night. I felt terrible – they were trying to get the baby to sleep.

M: Not a good start.

F: No. But actually, they seem nice – they remember what it's like to be a teenager. They were okay.

M: Well, they have to be better than the people who were there before.

F: I know – remember how they were always arguing! These new ones seem very different. I'm looking forward to getting to know them.

11 You will hear a young woman telling her friend about her part-time job.

M: How was your first day working at the shop?

F: I guess it went okay. I still have a lot to learn – I did a couple of things wrong.

M: Like what?

F: Well, I told a customer we didn't have any shoes in her size, but I was looking in the wrong place. Luckily, everyone that works there is so nice – they showed me what to do and said they all made mistakes when they first started.

M: So will you be there every Saturday?

F: I hope so. I'll have to wait and see how much work they give me.

12 You will hear two friends talking about using their phones.

F: I just got my phone bill – it was so high, I can't believe it!

M: I can – you're always looking at your phone. Why don't you keep it in your bag and just take it out when you want to use it?

F: I have to phone a lot of people. And once I have it out, I start playing games on it.

M: I know what it's like; I just upgraded to a new phone and now I can't stop looking at it. For me the only way is to have it where I can't see it.

13 You will hear two friends talking about a library.

M: Have you been to the new library?

F: Yeah – I went to see it yesterday. I like the way they've rebuilt the front. It's a real improvement – it was so ugly before.

M: I don't know about that. It's not really my style. But there seem to be more facilities now – you know, more computers and meeting rooms.

F: I think it will be more convenient for study groups now – you can book a quiet room and work together without disturbing anyone.

M: Yeah – so there won't be a bossy librarian telling us to be quiet.

Practice test, Listening, Part 3

▶ 81

You will hear a radio announcement about a new art gallery.

I'm Hannah Simons and I'm here to tell you about Oakfield's new art gallery. I'm sure you've seen the building work on Ridge Road for the last year and a half. Well, the new gallery is finally ready and will be opening its doors on Tuesday. Note that this is not Sunday as was advertised in the weekend paper – we had some last-minute delays so we needed another few days.

Now, if you want to come by car, there's parking on Ridge Road where the library used to be. However, we encourage people to take public transport to the gallery and there is a bus stop on the High Street across from the town hall. If you want to come regularly, consider becoming a member. It's sixty dollars a year for a family, so you could save over a hundred dollars if you plan to visit several times. Ask about our special individual rates too. We aim to get at least six different exhibitions a year. The huge new

space, the Sommerville Room, has a focus on photography and the Gresham Room will contain modern sculpture. If you're happy to do your own thing, just pick up a free map and enjoy the exhibitions. But you can book the guided tour of the gallery; these cost five dollars and there are two a day. Another thing I should mention is the gallery café, which is open from 10 to 5, the same hours as the rest of the gallery. After this, it's available for hire. It's a very welcoming space, and perfect for a special day such as a wedding. It has art on the walls and a fantastic menu. We're really hoping the people of Oakfield will make the most of this lovely new gallery and all its facilities.

Practice test, Listening, Part 4

82

P = Presenter L = Laura Wilkes

You will hear an interview with a young woman called Laura Wilkes who runs an online business.

- P: I'm here with Laura Wilkes, one of the most successful young business owners in the country right now. Laura, what made you start your online business?
- L: Well, I had no real career plan and I was still living with Mum and Dad and working as a tennis coach. An old school friend came to the tennis courts one day and we were talking about how hard it was to find a good water bottle. It was just a simple thing but when I got home, I started looking for good bottles online. I couldn't find what I wanted and so decided to design my own. The business grew from there.
- P: It sure did. And now you sell more than just bottles, don't you?
- L: Yeah. Once the website was up, I thought, 'why stop there?' Maybe people who buy bottles for sports drinks, maybe they'll also want a sports bag. I wanted to try something else and see what happened. So I did and the sports bags are selling really well too.
- P: So what's the key to your success?
- L: It's hard to say really. I suppose if you have a shop in a shopping centre, you can really look after your customers but, as an online business, I have to do all that online. I try as hard as I can to assist them as well as if they were in a shop, make it a bit more personal.
- P: What challenges have you experienced in your business?
- L: Oh, the second year wasn't easy. One day I was running a business out of my bedroom at my parents' place and a few months later I had my own building and eight people working for me. Fortunately, we always get positive comments from the customers – but it all happened very suddenly.
- P: So would you say it's stressful?
- L: No but it used to be. I've learnt a lot from those early days. Now I feel grateful to have this excellent team and it's really good to be independent, you know, be my own boss and make my own decisions.
- P: And what's next? Will you start selling your products internationally?
- L: Well, we tried that last year and, to be honest, it was really complicated with all the different laws. I've decided to keep it local for now. I'm lucky that I like what I do but it's been a lot of work. I'd like to be able to rest a bit more and let my staff manage the business more often.

Practice test, Speaking, Part 1

83

- What's your name?
Where do you live?
Do you work or are you a student?
What do you do? What do you study?
Do you have much free time?
What do you enjoy doing at the weekend?
What are your plans for next year?
What type of weather do you like best?
Thank you.

Practice test, Speaking, Part 2

84

- Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.
- Student A, here is your photograph. It shows people buying something.
Student B, you just listen.
- Student A, please tell us what you can see in the photograph. Thank you. Student B, here is your photograph. It shows a family spending time together.
Student A, you just listen.
Student B, please tell us what you can see in the photograph. Thank you.

Practice test, Speaking, Part 3

85

- Now, in this part of the test you're going to talk about something together for about two minutes: I'm going to describe the situation to you.
- A group of university friends want to have a special meal together. Here are some places they could choose.
Talk together about the different places they could have the meal and say which would be the most fun.
All right? Now, talk together.
Thank you.

Practice test, Speaking, Part 4

▶ 86

Do you like trying types of food you've never eaten before?

Do you prefer to eat indoors or outdoors?

Where do you eat with your friends and family on special occasions?

Do you think it's important for families to eat together?

Which do you prefer, cooking a meal or going to a restaurant?

Thank you. That's the end of the test.

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