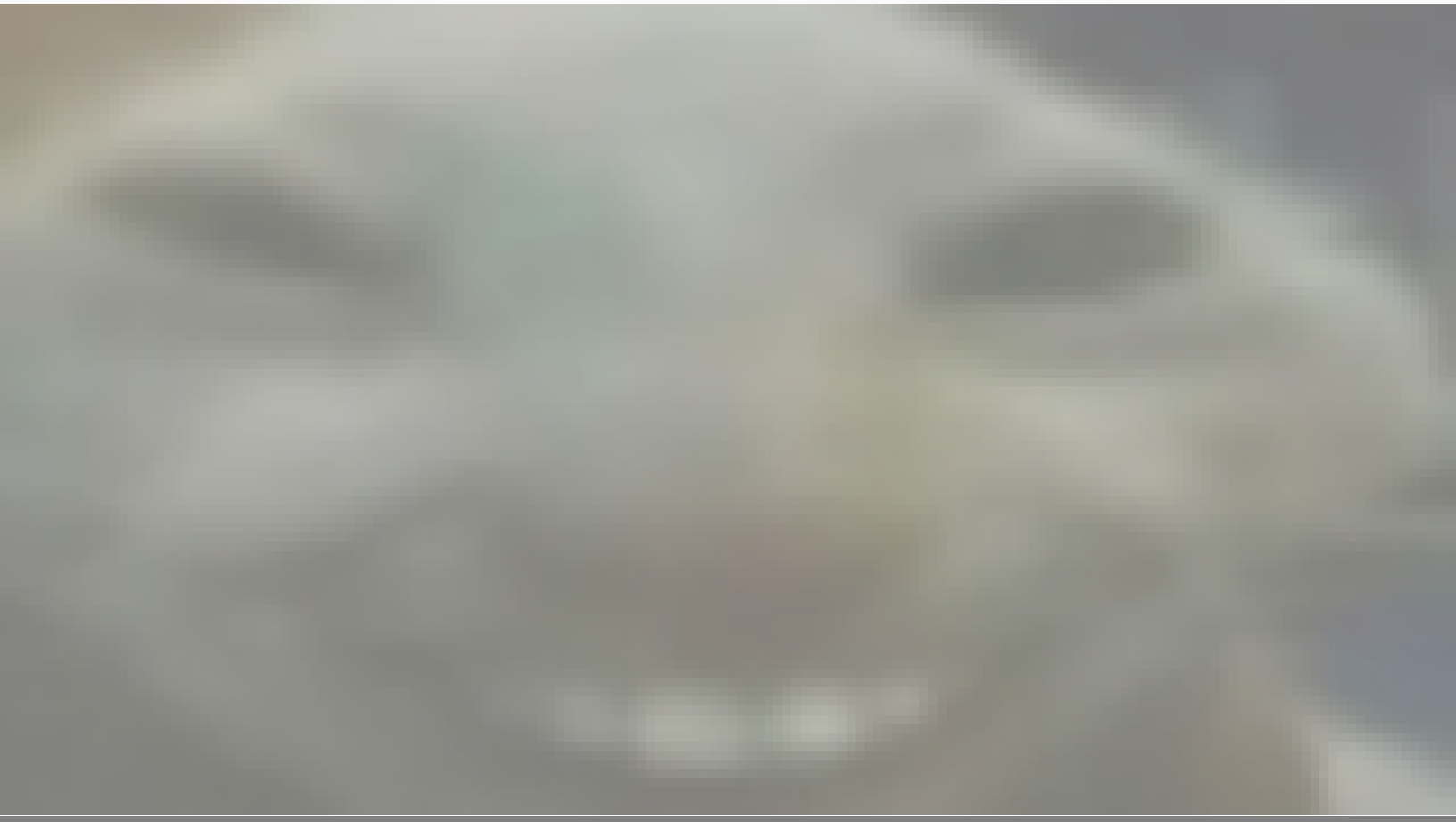
GOLD



Pearson



GOLD

NEW EDITION

B1+ Pre-First



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Exam information

The *Cambridge English: B2 First* examination is made up of four papers, each testing a different area of ability in English. The Reading and Use of English paper is worth 40 percent of the marks (80 marks), and each of the other papers is worth 20 percent (40 marks each). There are five grades. A, B and C are pass grades; D and E are fail grades.

Reading and Use of English (1 hour 15 minutes)

Paper 1 has seven parts. Parts 1–4 contain grammar and vocabulary tasks within texts or as discrete items. Parts 5–7 contain texts and accompanying reading comprehension tasks. You write your answers on an answer sheet during the test.

Part 1 **Multiple-choice cloze**	*Focus*	Vocabulary/Lexico-grammatical
	Task	You read a text with eight gaps. You choose the best word or phrase to fit in each gap from a set of four options (A, B, C or D).
Part 2 **Open cloze**	*Focus*	Grammar/Lexico-grammatical
	Task	You read a text with eight gaps. You have to think of the most appropriate word to fill each gap. You must use one word only. No options are provided.
Part 3 **Word formation**	*Focus*	Vocabulary/Lexico-grammatical
	Task	You read a text with eight gaps. You are given the stems of the missing words in capitals at the ends of the lines with gaps. You have to change the form of each word to fit the context.
Part 4 **Key word transformation**	*Focus*	Grammar and vocabulary
	Task	There are six items. You are given a sentence and a 'key word'. You have to complete a second, gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.
Part 5 **Multiple-choice questions**	*Focus*	Detail, opinion, attitude, text organisation features (e.g. exemplification, reference), tone, purpose, main idea, implication
	Task	There are six four-option multiple-choice questions. You have to choose the correct option (A, B, C or D) based on the information in the text.
Part 6 **Gapped text**	*Focus*	Understanding text structure, cohesion, coherence, global meaning
	Task	You read a text from which six sentences have been removed and placed in jumbled order after the text. There is one extra sentence that you do not need to use. You must decide from where in the text the sentences have been removed.
Part 7 **Multiple matching**	*Focus*	Specific information, detail, opinion and attitude
	Task	You read ten questions or statements about a text which has been divided into sections, or several short texts. You have to decide which section or text contains the information relating to each question or statement.

Writing (1 hour 20 minutes)

The Writing paper is divided into two parts, and you have to complete one task from each part. Each answer carries equal marks, so you should not spend longer on one than another.

Part 1	*Focus*	Outlining and discussing issues on a particular topic
	Task	Part 1 is compulsory and there is no choice of questions. You have to write an essay based on a title and notes. You have to write 140–190 words.
Part 2	*Focus*	Writing a task for a particular purpose based on a specific topic, context and target reader
	Task	Part 2 has three tasks to choose from, which may include: • a letter or email. • an article. • a report. • a review. You have to write 140–190 words for Part 2.

For more information on the Writing paper see the **Writing reference** (page 163).

Listening (approximately 40 minutes)

There are four parts in the Listening paper, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part you will hear the text(s) twice. The texts may be monologues or conversations between interacting speakers. There will be a variety of accents.		
Part 1 **Extracts with multiple-choice questions**	*Focus*	Each extract will have a different focus, which could be: main point, detail, speaker purpose, feeling, attitude and opinion, function and agreement between speakers.
	Task	You hear eight short, unrelated extracts of about thirty seconds each. They may be monologues or conversations. You have to answer one three-option multiple-choice question (A, B or C) for each extract.
Part 2 **Sentence completion**	*Focus*	Specific information, detail, stated opinion
	Task	You hear a monologue lasting about three minutes. You complete ten sentences with information heard on the recording.
Part 3 **Multiple matching**	*Focus*	Gist, detail, function, attitude, purpose, opinion
	Task	You hear a series of five monologues, lasting about thirty seconds each. The speakers in each extract are different, but the situations or topics are all related to each other. You have to match each speaker to one of eight statements or questions (A–H). There are three extra options that you do not need to use.
Part 4 **Multiple-choice questions**	*Focus*	Opinion, attitude, gist, main idea
	Task	You hear an interview or conversation which lasts about three minutes. There are seven questions. You have to choose the correct option (A, B or C).

Speaking (approximately 14 minutes)

You take the Speaking test with a partner. There are two examiners. One is the 'interlocutor', who speaks to you, and the other is the 'assessor', who just listens. There are four different parts in the test.		
Part 1 **Interview** (2 minutes)	*Focus*	General interactional and social language
	Task	The interlocutor asks each of you questions about yourself, such as where you come from or what you do in your free time.
Part 2 **Individual long turn** (4 minutes)	*Focus*	Organising your ideas, comparing, describing, expressing opinions
	Task	The interlocutor gives you a pair of photographs to compare, answer a question about and give a personal reaction to. You speak by yourself for about a minute while your partner listens. Then the interlocutor asks your partner a question related to the topic. A shorter answer is expected. You then change roles.
Part 3 **Collaborative task** (4 minutes)	*Focus*	Interacting with your partner, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation
	Task	You are given a task to discuss together for 1–2 minutes, based on a written instruction and prompts. You then have a minute to try and reach a decision together. There is no right or wrong answer to the task and you don't have to agree with each other. It is the interaction between you that is important.
Part 4 **Discussion** (4 minutes)	*Focus*	Expressing and justifying opinions, agreeing and disagreeing
	Task	The interlocutor asks you both general questions related to the topic of Part 3, and gives you the chance to give your opinions on other aspects of the same topic.

Making contact



1 **Discuss the questions.**

1 Is it important to have a wide circle of friends? Why/Why not?
2 Do you spend more free time with friends or family? Why?

2 **Do the survey. Then work in pairs and compare your answers.**

Meeting up

1 What do you think is the best way to meet new people and make new friends?
2 How often do you see your friends during the week?
3 Where do you and your friends usually meet up?
4 How do you stay in contact with your friends?
5 Are you in regular contact with all the members of your family?
6 Do you have friends in other countries?
7 What's a good way to make friends from other countries?
8 Where and when did you meet your best friend?

3 01 **Listen to four people answering different questions from the survey in Activity 2. Which question is each speaker answering?**

Speaker A ☐ Speaker C ☐
Speaker B ☐ Speaker D ☐

Multiple choice: short extracts

4 02 **You will hear people talking in four different situations. First, read question 1 and look at the underlined key words. Then listen and choose the best answer, A, B or C.**

1 You hear a boy talking about his family. Why is he unhappy?

A He thinks he's too old to be living with his parents.

B He doesn't get on with his parents.

C He's sorry not to see more of a family member.

EXAM TIP

All three options will be about something that is mentioned in the recording. Do not choose an option simply because you hear something relevant to it. The option you choose must answer the question. Underlining the key words in the question and options will help you.

5 03 **Underline the key words in questions 2–4. Then listen and choose the best answer, A, B or C.**

2 You hear a woman talking about friends from other countries. How does she meet people from other countries?

A through her school

B through websites

C through travelling

3 You hear a woman talking about meeting friends. The woman often meets up socially with

A old school friends.

B people in a similar situation to her.

C family friends.

4 You hear a man talking about making friends. What is he doing?

A giving advice about friendship

B comparing how age groups make friends

C complaining about being alone

6 **Work in pairs and compare your answers. Did the underlined words help you? How?**

7 **Which speaker would you most like to meet? Why?**

Vocabulary

collocations: communication, family relationships

8 **Complete the sentences from the recording with the correct form of the verbs in the box.**

chat get (x2) keep lose make meet (x2)

1 There's one person I don't see at the moment, although we often ..... online.

2 I think it's good to ..... people face to face.

3 I've ..... touch with most of my old friends.

4 She still ..... up with her French pen friend once a year.

5 It gets harder to know quite how to ..... new friends.

6 We ..... together during the day and have a coffee.

7 I like to ..... in touch with the people I meet on holiday.

8 It's the best way to ..... to know each other properly.

9 **Read the sentences from the recording. Match the words in bold (1–6) to their meanings (A–F).**

1 We don't have a big **extended family**.

2 There's one **close relative** I don't see at the moment.

3 When you get to my age – I'm retired and **divorced** – it gets harder to know quite how to make new friends.

4 Another of my friends is **engaged** to her Italian pen friend.

5 That's my **twin** brother, Mark.

6 My **sister-in-law** is in her thirties and still meets up with her French pen friend.

A no longer married

B your brother's or sister's wife

C family that includes parents, children and other family members

D a brother or sister exactly the same age as you

E planning to get married

F a member of your immediate family

10 **Work in pairs. Tell your partner about**

1 a new friend.

2 a relative you're close to.

3 an old friend you keep in touch with.

4 relatives you don't meet up with very often.

Present simple and present continuous

▶ GRAMMAR REFERENCE p.145

1 Would you like to keep in touch with your friends or colleagues when you leave college or change jobs? Why/Why not? What is the best way to do this?

2 Read an interview with Jane Turner, a teacher. What is she in charge of at the school? What is the students' response to it?

LANGLEY POST Wednesday 28 July

Today's interview

Today I **(1)** ..... (talk) *to Jane Turner, a teacher at King's School. As well as teaching, Jane has another job that she does at the school.*

Q: So, Jane, what is your second job?

A: I **(2)** ..... (*produce*) an online magazine for the school's ex-students – people who used to study at the school. It helps them keep in touch with old friends. It also has information about things that are happening at the school and new projects – like building a new swimming pool and things like that. I think it's great fun.

Q: How often do the students get the magazine?

A: We **(3)** ..... (*write*) one every six months, so that's twice a year. At the moment we **(4)** ..... (*work on*) the one for December, which **(5)** ..... (*go out*) on 11 December.

Q: Do you do all the work yourself?

A: Oh no! Four of us work on it regularly, but I must say that it **(6)** ..... (*get*) more and more difficult to finish the magazine on time. Luckily, we **(7)** ..... (*get*) two extra people to help with the next issue.

Q: Is the magazine popular?

A: Very. The old students love to get news about their old friends and teachers, and they email us about their own work and careers too. I know that the students who are here now also like to read it, so it's definitely very popular indeed.

3 04 Complete the interview in Activity 2 with the present simple or present continuous form of the verbs in brackets. Then listen and check.

4 Match the uses of the present simple and continuous (A–G) to examples 1–7 in Activity 2.

A a regular repeated action
B a permanent situation
C an activity in progress now
D an arranged future activity
E a fixed future event
F an activity in progress but not at this exact moment
G a changing or developing situation

5 Look at the underlined verbs in Activity 2. Do they describe states (S) or actions (A)? Write them in the correct column in the table.

State	Action
has	helps

6 Write the verbs in the box in the correct column in the table in Activity 5. Add two more verbs of your own. Then work in pairs and compare your answers.

belong hate need prefer produce receive text understand want write

7 Complete the comment from a reader of Jane's magazine with the present simple or present continuous form of the verbs in brackets.

I **(1)** ..... (*think*) it's great to have an online magazine for ex-students. My mum used to be a student at my school and she **(2)** ..... (*get*) a magazine every year. I **(3)** ..... (*look*) at this month's magazine right now and it **(4)** ..... (*have*) some great pictures of our sports day. I enjoy reading it too because it's interesting to learn what old students **(5)** ..... (*do*) at the moment. There **(6)** ..... (*be*) a party for old students next month and my mum **(7)** ..... (*go*) to it. She **(8)** ..... (*look forward to*) meeting up with some old friends.

8 Would you like to get a magazine like this? Why/Why not?

9 Work in pairs. Turn to page 140 and follow the instructions.



1 **Look at the photo. What problems with phones or computers can make you feel like this? Which problems have you experienced recently?**

Multiple-choice cloze

2 **Choose the correct option (A, B, C or D) to complete the sentences.**

1 I got an email from my English friend yesterday but it was very ..... .
A small B low C short D little

2 The traffic was very ..... , so I was late for my computer class.
A thick B hard C full D heavy

3 I usually look ..... new words online.
A over B up C in D on

4 I'm ..... on joining the new social networking site.
A enthusiastic B keen C eager D excited

5 Katy is going to ..... me a line about meeting up for her birthday.
A send B email C pass D drop

3 **Work in pairs and decide why the other choices in Activity 2 are wrong. Then say which sentences are testing these types of words.**

A single words with similar meanings
B phrasal verbs (verbs + prepositions)
C dependent prepositions (verbs, adjectives, etc. always followed by a preposition)
D collocations (words which go together)
E idioms (a group of words that have a different meaning when used together)

4 **Read the title of the article. What do you think it will be about? Read the article quickly and check your ideas. Don't worry about the gaps at the moment.**

Living **without** a **phone?**

We are living in the **(0)** *B, age* of connectivity. However, being able to contact people all the **(1)** ..... can be both a good and a bad thing!

On the one **(2)** ....., it's good to be able to talk to anyone at any time. The problem is that some of us have become too **(3)** ..... on our phones and computers. Psychologists have identified a condition **(4)** ..... as 'NoMoPhobia', which is a real fear of being without your mobile phone! This sometimes happens when people who use their phones a lot are **(5)** ..... from them for a certain period. It seems that this loss can **(6)** ..... panic attacks and even seeing and hearing strange things. Some young people who **(7)** ..... part in an experiment said they kept imagining that their phones were ringing during the night!

Would you be able to **(8)** ..... without your phone for a week? It's an interesting question, isn't it?

5 **Read the article again and decide which answer (A, B, C or D) best fits each gap.**

EXAM TIP

Read the title and text before you look at the options so you get a good idea of what the text is about.

0	A	years	B	age	C	cycle	D	moment
1	A	hour	B	time	C	period	D	point
2	A	part	B	side	C	place	D	hand
3	A	reliable	B	dependent	C	attached	D	concentrated
4	A	called	B	referred	C	named	D	known
5	A	separated	B	divided	C	taken	D	removed
6	A	form	B	make	C	cause	D	open
7	A	made	B	took	C	had	D	did
8	A	stay	B	manage	C	get	D	organise

6 **Which gadget would it be most difficult for you to live without? Why?**

1 **Work in pairs. Read the comments about visiting a place for the first time. Do you agree?**

Cisco44 I like going to new places with friends so we can find out about them together. It's good sharing new experiences.

DanD For me, the best way to find out about a place is to be shown round by someone who lives there. They know the best things to see and do. That's why I think it's great to have friends in different countries.

Kelly101 I don't mind going to a new place alone. It's exciting to use a map and a guidebook! You can also make a lot of new friends if you don't go with other people too.

Example: *I agree with Kelly101. I'm pretty independent and it means I can do what I want when I want to.*

Multiple choice

2 **Read the first paragraph of the article. What is a greeter?**

3 **Read the whole article and follow these steps.**

A Underline the key words in the questions and options.
B Find the sections of the text each question refers to.
C Do the exam task. For questions 1–4, choose the answer (A, B, C or D) which you think fits best according to the text.
D Work in pairs and compare your answers. Give reasons for your choices.

EXAM TIP

Always read the questions and options carefully. Then find the part of the text each question refers to.

1 Visitors using the Greeter Network
   A are expected to make a small payment.
   B get in touch with the volunteers directly.
   C want to go on popular tours in another country.
   D have different interests from normal tourists.
2 Why has Nick come to Melbourne?
   A He wants to meet his great-uncle.
   B He'd like to find out if he has any relatives there.
   C He's thinking about moving there.
   D He's interested in Australian national sports.
3 What are Sylvie and Stéphane doing this evening?
   A They're going to a typical tourist destination.
   B They're visiting an unusual museum.
   C They're meeting someone who shares one of their interests.
   D They're looking at some old French buildings.
4 What do we learn about Anthea's tour?
   A It visits places all over London.
   B It is for one particular family.
   C It always leaves on time.
   D It finishes at a railway station.

Vocabulary

phrasal verbs in context

4 **Look at the underlined phrasal verbs in the article. Choose the meaning in italics which is closest to the meaning in the article.**

1 find out: *discover by chance/learn information*
2 bump into: *hit someone or something accidentally/meet unexpectedly*
3 meet up (with): *meet someone to do something/join something together*
4 hang out: *put clothes in the sun to dry/meet up with friends regularly in one place*
5 set off: *start something working/start a journey*
6 turn up: *happen unexpectedly/arrive*
7 pick up: *come and collect/lift*

adjectives in context

5 **Complete the sentences with these adjectives from the article.**

distant enthusiastic local non-commercial suitable traditional

1 I don't think Jack is ..... for the job because he hasn't got the right qualifications.
2 We usually do our shopping in ..... shops rather than in town fifteen kilometres away.
3 Sarah's got a large extended family, with great-uncles and aunts and lots of ..... cousins!
4 The new project is run by volunteers and is completely ..... .
5 Our new teacher is very ..... and everyone loves her classes.
6 Shaking hands is a(n) ..... way of greeting people in the UK.

TRAVEL WEATHER BLOG MAGAZINE



Pleased to greet you!

Are you tired of taking guided tours? Do you want a travel experience that's a bit different? One way to do this is to use the worldwide network of 'greeter' organisations. Greeters are local people who volunteer to show visitors around their town or area. In most places it is a completely free service provided by enthusiastic and friendly people. The first thing to do is go online and find out if there is a greeter network or something similar in the place you want to visit. If there is, you say what you want to see and what your interests are. Then the organisation puts you in touch with a suitable volunteer. It is a non-commercial way of meeting local people and finding out what a place is really like. We are going to follow three greeters on different continents to see how the network works.

Haroula Jackson is a Greek Australian who shows Greek visitors around her area of Melbourne. Her guest today is Nick Tavrides and they're in Lonsdale Street, the heart of the city's Greek area. Nick hopes to find someone who knew his great-uncle who settled in Melbourne seventy years ago, and maybe even bump into a distant cousin or uncle. Haroula thinks they might learn something from one of the old men playing tavli, a traditional board game.

In Buenos Aires, a retired university teacher, Pablo Hernandez, enjoys showing visitors around his area, the Recoleta neighbourhood. Today he is looking after art students Sylvie and her friend Stéphane from France. They want to see some of the buildings that were designed by French architects a century ago. Pablo always takes his guests to the extraordinary Palacio de las Aguas Corrientes and its strange collection of toilets! Both Sylvie and Stéphane are keen on tango, so this evening they are meeting up with another volunteer. This is another tango fan, who promises to take them dancing. The students would rather go to a dance hall where the local people hang out than to one of the usual tourist places.

Closer to home in London, local historian Anthea Cohen is waiting outside Hampstead underground station. She is about to set off on a tour of Hampstead and Highgate, two north London villages. The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up. The Mascaro family from Palma arrive just in time. She begins with the main sights, including the house where the poet Keats lived. Anthea finishes the tour with a visit to Highgate Cemetery. This is the resting place of many famous people, including Karl Marx. At four o'clock Anthea says goodbye to her tired but happy visitors outside Highgate underground station. She texts her husband Lewis to come and pick her up.

Three different continents, three different greeter experiences. So although you make your first contact over the internet, there is nothing virtual about the greeter network's web of connections. There are real people all over the world who are ready to give up their time and share their knowledge with you in a social, non-commercial way. And who knows? Perhaps you'll think about becoming a greeter yourself.

6 **Work in pairs and discuss the questions.**

1 What sort of places do you like to see when you're on holiday in a city?
2 Would you like to meet up with a greeter if you were going to visit a new city?
3 Which new city would you most like to visit?

Verb patterns: *-ing* and infinitive

▶ GRAMMAR REFERENCE p.146

1 **Work in pairs. Have you made any arrangements for your next holiday? Compare your ideas.**

2 **Read the email quickly. Why are Mark and Annie going to Paris?**

Hi Raquel,

We were so glad to learn that you are going to be our greeter when we come to Paris. We love seeing films and musicals, and *Les Misérables* is our favourite, so we're coming to Paris to find out about the places in the story. We'd really like you to show us around. After staying in Paris for a week, we've arranged to go to Malta, where the first season of *Game of Thrones* was filmed! We hope to have a greeter there too.

I know there are professional guides but we'd rather go round with a greeter like you. Meeting you is going to be a real pleasure and thank you for agreeing to help us.

We can't wait to see all the different locations!

Best wishes,
Mark and Annie Strand

Send



3 **Read the email again and match the underlined examples to the rules (1–8).**

Use *-ing*

1 after some verbs. **Example:** *love seeing*
2 as a subject of a sentence.
3 after prepositions.

Use *to*-infinitive

4 after some verbs.
5 to show purpose.
6 after some adjectives.
7 after some phrases.

Use infinitive without *to*

8 after some phrases.

4 **Match the headings in the box to the groups of phrases.**

+ *-ing* + *to*-infinitive + infinitive without *to*

1	2	3 .....
I would love	I'd better	I often practise
I'm expecting	Let's	I can't stand
I've arranged	I should	I'm keen on
I can't wait		I'm looking forward to
I'm learning		I really enjoy

LANGUAGE TIP

When we say *I'd better*, the contraction is for *had*, not *would*. The full form is *I had better*.

5 **Complete the phrases in Activity 4 to make true sentences about you.**

Example: *I would love to visit Paris one day.*

6 **Choose the correct option in italics to complete the sentences.**

1 The best way *to improve/improving* your English is to speak it while you're on holiday.
2 I'm interested in *to go/going* round museums and galleries when I'm in another city.
3 I prefer *travel/to travel* by coach than train when I go on long journeys.
4 I'm excited *to learn/learning* about another culture when I'm on holiday.
5 I prefer to go somewhere at the last minute, without *to arrange/arranging* it a long time before.
6 *To go/Going* away with friends is more interesting than *to go/going* with your family!

7 **Work in pairs. Are the sentences in Activity 6 true for you?**

Interview

giving personal information

1 What questions do you usually ask someone you meet for the first time?

2 Look at the questions and tick any that you mentioned in Activity 1.

1 *Where are you from?*
2 *What do you like about living there?*
3 *What do you hope to do in the future?*
4 *Why are you learning english?*
5 *Tell me something about your family.*
6 *Have you ever been in trouble with the police?*
7 *Would you rather live in a city or in the countryside?*
8 *What do you like to do in your free time?*
9 *How much do you weigh?*
10 *How old are you?*
11 *What's the weather like in your country?*
12 *Can I have your phone number?*



3 Work in pairs. Which questions in Activity 2 do you think are too personal to ask when you meet someone for the first time? Why?

4 Work in pairs. Read the question and five students' answers (A–E). Which is the best answer for this part of the test? What do you think is wrong with the other answers?

Do you belong to many social networking sites?

A Yes, I do. I'm always online! Everyone I know is on more than one. I think it's great to share news, photos, stories and keep in touch.

B Unhappily, I haven't taken advantage of the opportunity. In spite of a number of problems, I truly believe that the advantages outweigh the disadvantages.

C Yes, I go out quite often. I meet up with my friends after school in the café and we often go to parties at the weekend.

D I do and I spend a lot of time on them. I guess I check them a bit too often, at least that's what my friends say, but I need to keep up with what people are saying. It's good to be in touch with friends, of course, but I also use one or two for work, so I like to check out how people in my line of business are doing too and, of course, there are always adverts for …

E Yes, I do.

EXAM TIP

In Part 1 of the Speaking test, the examiner will ask you questions about yourself. Don't give a long prepared statement or a short one-word answer.

5 05 Listen to two students doing Part 1 and complete the examiner's questions.

1 Where are ..... ?
2 What do you like ..... ?
3 What do you enjoy ..... ?
4 Are you interested ..... ?
5 Could you tell us something ..... ?
6 Do you prefer to ..... ?

6 Listen again. Choose the option in italics which you think is true about the students' answers.

1 They are *too long/too short/the right length*.
2 They are *too formal/too informal/in the right style*.
3 They *answer/don't answer* the examiner's questions.

7 Work in pairs. Turn to page 139 and follow the instructions.

Essay

▶ **WRITING** REFERENCE pp.167–168

1 **Work in pairs. Read the exam task below and answer the questions.**

1 Who are you writing the essay for?
2 How many points do you need to write about?
3 What extra point could you write about?

In your English class you have been talking about social networking sites. Now your teacher has asked you to write an essay.

Is it better to talk to friends face to face or online?

Notes

Write about

1 what you want to talk to your friends about
2 how much time you have
3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

2 **Read the essay. Does it mention any of your ideas from Activity 1? What is the writer's own idea?**

Most people today spend a lot of time communicating with their friends online or by phone, but is it better to have a face-to-face conversation? Personally, I think it depends on several things.

Firstly, it depends on why you are communicating. For example, if you just want to make an arrangement or give someone some information, then it's easier and quicker to email, text or make a quick call. On the other hand, if you want to talk about something serious or important, it's probably better to actually meet up.

Secondly, you have to think about how much time you have. If you're on Facebook or another social networking site, you've probably got lots and lots of friends. It's impossible to see all of them! So, you have to communicate online.

Finally, for me, it depends how close your friends are. I have a couple of very good friends and I like to go out with them regularly and spend time with them. Seeing them face-to-face is very important.

To conclude, I would say that both types of communication are good, but for different reasons.

3 **Read the essay again. Has the writer followed the advice below?**

1 Write about both points in the question and include a third one.
2 Organise your essay into clear paragraphs.
3 Include an introduction and a conclusion.
4 Use sequencing words to organise your points logically.
5 Give reasons and examples for your point of view.

4 **Find words/phrases in the essay which introduce**

1 the writer's opinion.
2 a sequence of ideas.
3 a contrasting idea.
4 an example.
5 a conclusion.

EXAM TIP

Write about both points given in the question and add a third one. Use a separate paragraph for each point.

5 **Work in pairs. Read the exam task and think about what you could write about for the first two points in the essay. Make notes.**

In your English class you have been talking about how you spend your free time and who you spend your free time with. Now your teacher has asked you to write an essay.

Is it better to spend more of your free time with your friends or with your family?

Notes

Write about

1 different types of activities and interests
2 how busy your family is
3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

6 **Now add an idea of your own. Think about what you could write and make notes.**

7 **Write your essay. Use the advice in Activity 3 and the language in Activity 4 to help you.**

8 **Check your essay. Have you followed the advice in Activity 3?**

1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 What ..... (*you/do*) this evening? Would you like to go out for a meal?
2 I ..... (*meet up*) with Julie and Gregory tonight. ..... (*you/want*) to come along too?
3 Corinne ..... (*work*) as a nurse. Today she ..... (show) some students round the hospital.
4 Hey! Why ..... (*you/use*) that tablet? It ..... (*belong*) to me!
5 Excuse me, when ..... (*the next train to Glasgow/leave*)?
6 I really ..... (*not understand*) why Justin ..... (*like*) that band so much.

2 Complete the sentences with the words in the box.

chat hang out get keep know make

1 It's sometimes difficult to ..... new friends when you change schools or jobs.
2 Shall we ..... together at the weekend and go shopping?
3 I think it's important to ..... in touch with members of your extended family.
4 My sister is in the USA for a year but we ..... online every week.
5 We moved to London last week and we haven't got to ..... our neighbours yet.
6 My daughters usually ..... with a group of their classmates after school.

3 Match 1–6 to A–F to make sentences.

1 You can look
2 I'll pick you
3 Let's meet
4 Don't worry – I'll find
5 Remember to check what time you need to set
6 I really hate it when people turn

A off if you want to arrive for nine.
B up with Giorgio and Elena this evening.
C up at the door without warning.
D up the new words in your dictionaries.
E out the times of the trains.
F up outside the hotel at 8.30.

4 Choose the correct option (A, B, C or D) to complete the sentences.

1 Would you rather ..... to the cinema or to a club?
A go B to go C going
2 She did an evening class ..... her French.
A for to improve B to improve C for improving
3 After ..... you in Rome, I'm travelling to Sicily.
A visit B to visit C visiting
4 According to Dave, ... video games is pointless.
A playing B to play C play
5 We are really looking forward ..... you at the party.
A see B to seeing C to see
6 Teachers can't stand students ..... during class.
A text B texting C to text

5 Complete the text with the phrases of frequency in the box.

all the time hardly ever never quite often sometimes very often



Entertainment and leisure

Megan Trevor is typical of her generation. She doesn't go to the cinema **(1)** ..... – just once or twice a month. She'd rather watch films on her laptop. She never switches off her smartphone – she is connected **(2)** ..... . She rarely eats out in proper restaurants – they're far too expensive – but she **(3)** ..... eats in fast food restaurants as a treat – maybe once a month. She doesn't go to the gym. Instead, she **(4)** ..... goes jogging – she does this several times a week. Megan is a city girl and **(5)** ..... goes to the countryside – maybe once or twice a year is enough for her; she finds it far too quiet. She **(6)** ..... visits museums – she can't remember the last time she went to one – but she likes to go on virtual visits through her computer.

2 Changes



1 **Discuss the questions.**

1 What is the first thing you notice when you meet someone new (e.g. their clothes, their hair, their shoes, their expression)?

2 People say, 'You never get a second chance to make a first impression.' What do you think this means? Do you agree? Why/Why not?

Vocabulary

describing feelings

2 **Write down three adjectives to describe how you are feeling at the moment. Then work in pairs and compare your ideas. Say why you are feeling like this.**

3 **Match the feelings (1–10) to the explanations (A–J).**

1	I'm excited.	A	This story is very funny.
2	I'm nervous.	B	I didn't expect to see my teacher here.
3	I'm upset.	C	I keep hearing this strange noise at night.
4	I'm exhausted.	D	I'm going to a concert tonight with my friends.
5	I'm bored.	E	I've got an oral test in ten minutes!
6	I'm surprised.	F	I have no idea which is the right direction.
7	I'm scared.	G	I've just heard that one of my favourite colleagues is leaving.
8	I'm annoyed.	H	My sister keeps borrowing my clothes without asking.
9	I'm amused.	I	I hardly got any sleep last night.
10	I'm confused.	J	I've got nothing to do.

4 **Choose three adjectives from Activity 3 and write another explanation for each. Then work in pairs. Your partner must guess which adjectives your explanations refer to.**

5 **Which of the adjectives in Activity 3 can also have the ending *-ing*?**





LANGUAGE TIP

Use *-ed* adjectives to describe how you feel.

Use *-ing* adjectives to describe something that causes an emotion.

6 **Work in pairs. Choose three of the adjectives you identified in Activity 5 and tell your partner about things that make you feel this way.**

Example: *I find it very annoying when my computer runs very slowly.*

Long turn

7 **Look at the photos and answer the questions.**

1 Where are the people?
2 What is happening in each photo?
3 What is the link between the two photos?

EXAM TIP

In Part 2 of the Speaking test, you need to compare two photos and answer a question. This means that you need to talk about how the photos are the same and how they are different.

8 06 **Listen to the examiner's question and tick the two things the students have to do.**

1 Describe the photos in detail.
2 Say what is similar or different about the photos.
3 Talk about their own experience of similar situations.
4 Say which photo they prefer.
5 Describe the people's emotions.

9 07 **Listen to two students' answers. Which of the things in Activity 8 does each student do?**

10 **Complete the sentences about the photos with the words in the box.**

however	main	other	whereas

1 In the first photo the woman looks a bit bored ..... in the second photo the children look happy.
2 The person in the first photo is an adult. In the second photo, ... , the people are children.
3 The children look excited. The woman, on the ..... hand, looks tired.
4 The ..... differences between the pictures are the ages of the people and the reasons why they want to look different.

11 **Work in pairs. Tell your partner about differences between the way you look now and the way you looked when you were a child. Use some of the phrases in Activity 10.**

Example: *The main difference is that I had long hair then and now I have short hair.*

12 **Work in pairs. Turn to page 134. Student A: do the task. Student B: listen and make notes so you can give your partner feedback. Then turn to page 136 and swap roles.**

13 **Work in the same pairs and talk about the exam tasks in Activity 12. Which of the things in Activity 8 did your partner do? What can you tell him/her about his/her answer?**



1 **Discuss the questions.**

1 What are the best advertisements on television at the moment? Why?
2 Do you think good advertisements can really persuade people to buy things they haven't bought before? Why/Why not?
3 Can you think of ways advertising has changed over the years?

Sentence completion

2 **Work in pairs. You will hear a man called Barry Turner, who works for a car manufacturer, talking about advertising. Read the sentences below and follow these steps.**

1 Try to predict what topics he might talk about (e.g. how advertising has helped his company).
2 Try to predict what type of information is missing from each gap.

The power of advertising

Before Barry joined the company, people used to make **(1)** ..... about the cars it produced.

Barry mentions that Saivon became part of the car company Clarenti in the year **(2)** ..... .

Barry thinks that Clarenti's attempts to improve the cars' reputation after the merger were very **(3)** ..... .

Barry says that the new campaign helped increase the company's **(4)** ..... .

According to Barry, the most important thing about an advertisement is the **(5)** ..... .

An advert for yoghurt used a **(6)** ..... to change the image of its product.

EXAM TIP

Read the sentences carefully before you listen, to get an idea about what you might hear and what sort of information you will be looking for. Remember that the words you have to write down are exactly the same as on the recording – you don't have to change them.

3 08 **Listen and complete the sentences in Activity 2 with a word or short phrase.**

Vocabulary

dependent prepositions

4 **Complete the questions with the prepositions in the box.**

about (x2) at for of to

1 Would you like to work ..... either a car company or an advertising agency? Why/Why not?
2 What products do people make a lot of jokes ..... today?
3 When did you last laugh ..... a joke or a film?
4 Have you ever forgotten ..... an important event like a birthday or a meeting?
5 How do you think a lot of money might make a difference ..... your life?
6 What reminds you ..... your childhood?

5 **Work in pairs. Ask and answer the questions in Activity 4.**

6 **Work in pairs. Choose a product that doesn't have a good advertising campaign and discuss how you could improve it.**

1 How has your area changed in recent years? Think about the population, the environment, things to do, architecture, etc.

2 Read the comment. What changes does the writer mention?

Our cities are changing. Have you seen any big changes where you live or in a city you know? Leave a comment about some of the changes you've noticed.

Steve865: When I was a student, I **(1)** lived in Cambridge for four years. It's a very beautiful city, with lots of lovely old buildings. A couple of months ago I **(2)** travelled back there to visit a friend. She works at the university and **(3)** she's been in Cambridge for a year now. It was exciting to go back for a visit but sadly, some parts of the city **(4)** have changed enormously! The centre is the same – they can't change that – but near the station they've built lots of big blocks of flats and offices. And they **(5)** haven't finished yet – they're still building more blocks and more shops! I **(6)** got a taxi to my friend's house from the station and I didn't recognise the streets at all! It's a shame, but I suppose that's progress.

Present perfect and past simple

▶ **GRAMMAR** REFERENCE p.146

3 Look at the underlined verbs (1–6) in the comment in Activity 2. Which ones are in the

A past simple (the past form of the verb)?

B present perfect simple (*have*/*has* + past participle)?

4 Match the underlined verbs in the comment (1–6) to the uses (A–F).

A We use the past simple to talk about a past action when we give the exact time it happened.

B We use the present perfect to talk about a past action but we don't say when it happened because we don't know it or it isn't important.

C We use the present perfect to talk about a situation that began in the past and is still continuing.

D We use the past simple for an action that continued for a period of time in the past.

E We use the present perfect with *ever*, *never*, *already*, *just* and *yet*.

F We use the past simple to talk about a past action but we don't give the exact time it happened.

LANGUAGE TIP

Use *for* to talk about a period of time (e.g. *for a week*). Use *since* to refer to the time when something started (e.g. *since 2 May*).

You can use *for* with both the past simple and the present perfect, but *since* only with the present perfect.

I lived / have lived in Cambridge for four years.
(Be careful with the difference in meaning!)

I've lived in Cambridge since I was fifteen.

5 If you meet someone who lives in London now, which is the correct question to ask? Why?

1 How long did you live in London?
2 How long have you lived in London?

6 Complete the sentences with *for* or *since*. Then work in pairs and ask and answer questions with *How long … ?* and *When … ?*

1 Tony has been in England ..... the end of last month. First, he stayed at a hotel in London ..... a week. Then he went to see his sister in York and he's been there ..... five days.
2 Sofia lived in Paris ..... a year when she was a student but she hasn't been back there ..... she left in 2008. She hasn't used her French ..... over ten years.
3 My sister was a student in Rome ..... three years and she returned ..... a two-week holiday last summer. The city has changed a lot ..... she was there.

7 Complete the comment with the past simple or present perfect form of the verbs in brackets.

BenG: I **(1)** ..... (*grow up*) in a small village. I **(2)** ..... (*not like*) it there very much and I always wanted to live in a city or a town. Now I live and work in London. It's very different! I recently **(3)** ..... (*drive*) through my village on a road trip with a friend and wow – how it **(4)** ..... (*change*)! They **(5)** ..... (*replace*) the old houses with big modern ones. The grass and gardens in the middle of the village **(6)** ..... (*go*) , and all the small shops **(7)** ..... (*disappear*) too. They **(8)** ..... (*make*) the village a town now. I **(9)** ..... (*not tell*) my parents about it yet. They really **(10)** ..... (*love*) the village as it was.

8 Work in pairs. Tell your partner about how a place you have visited recently has changed.



A USA


B Australia


C Europe

1 **Read the quote. What do you think it means? Do you agree?**

Change makes us grow. (Kate Winslet)

2 **Work in pairs. Do you know any stories or have you seen any films about interesting road trips?**

Gapped text

3 **Read the article about a memorable road trip and look at the photos above (A–C). Which photo shows where the writer went?**

4 **Work in pairs. Read sentences A–G, which have been removed from the article. What could the underlined words refer to?**

A But it was a practical decision too.

B However whether that makes up for the stress caused by getting robbed in Paris, running out of petrol on a German Autobahn or practically losing the tent in a battering Mistral wind in the south of France, I am not too sure.

C This was because we disagreed about nearly everything – which routes to take, what music to play, where to stop for the night.

D The way he described it fired my imagination.

E Travelling in this way meant a lot more freedom.

F The seats definitely weren't designed for the purpose.

G Our own lives seem so much more exciting and full than theirs could ever have been.

Example: *In A 'it' could refer to the reason for deciding on a particular type of road trip.*

5 **Read the article again. Choose from the sentences in Activity 4 (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

EXAM TIP

Use references such as personal pronouns and relative pronouns, and/or logical content links to help you choose which sentence goes in which gap. Look for links before and after the gap.

6 **Were your guesses in Activity 4 correct? If not, what did the underlined words refer to?**

7 **Match the underlined words/phrases in the article to their meanings (1–7).**

1 didn't mention
2 started (a trip)
3 irritated the other person
4 worth remembering
5 different backgrounds
6 childlike, inexperienced
7 recollections, memories

8 **Work in pairs. Tell your partner about**

1 a time when you slept somewhere unusual.
2 a time when you (or someone you know) lost or had money stolen.
3 an interesting story a grandparent told you.
4 an amazing sight you've seen.
5 a way to have a cheap holiday.

9 **Work in pairs. Choose a country and plan a road trip. Think about**

1 where you want to go.
2 how long the trip will be.
3 how you want to travel.

10 **Compare your road trip with other pairs. Whose trip is the most exciting?**



Definitely an experience to remember!

All too often we tend to listen to the reminiscences of our grandparents with one eye on the clock, waiting for an appropriate time to escape. [1] However, listening to some of my grandfather's stories inspired me to do something that really changed me as a person and the way I viewed the world, just not in the way I'd expected!

It was about five years ago when he first told me about a road trip he'd made in the 1970s, driving across the USA. [2] He's a born storyteller and a real romantic as well. He talked about amazing experiences that have stayed with him for ever; sleeping under the stars, meeting people from all walks of life, listening to folk guitarists in the glow of camp fires. But what affected me the most was the feeling of complete freedom that he and his two travelling companions had enjoyed for those few weeks. My grandfather insisted that the trip had helped him grow up and that he'd come back a different person.

Looking back on it now, I guess he missed out all the difficult bits, the times they nearly packed it all in and got the first flight home! But to me, five years ago it suddenly seemed the right thing to do: go on a road trip of my own and enjoy the freedom he'd talked about. I guess romanticism runs in the family! [3] My first year at university was coming to an end, and my friend Rob and I wanted a holiday. We had no money but Rob had a small sports car and I had a tent, so we packed up, drove through the tunnel and set out on an adventure. The plan was to drive around Europe and only spend out on basic food supplies and fuel for the car. Our accommodation would be the tent. We were innocents, looking for some fun. I quickly learned what my grandfather had left out of his accounts.

Firstly, he hadn't prepared me for just how uncomfortable it is to sleep in a car. [4] Nor had he warned me about how hard it can be to deal with being closeted with the same person, hour after hour in a car with no escape! Rob and I started the journey as friends and eventually we finished the journey as friends but oh how we got on each other's nerves in between. [5] You name it, we argued about it.

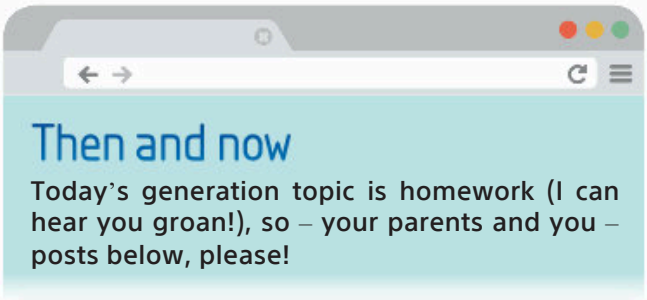
Yes, we saw some amazing places – the Amalfi Drive in Italy being one of the most memorable – and we met a few cool people along the way. And yes, we had no routines, deadlines to meet or places we had to be at any given time. [6] I certainly returned from the trip less naïve or romantic than when I'd set out, so I guess my grandfather was right in saying that a road trip like his can make you into a different person – just not in the way I had imagined.

Past simple, *used to* and *would*

▶ **GRAMMAR** REFERENCE p.147

1 **Work in pairs. How do you think the way young people do homework today is different from how their parents did homework?**

2 **Read an online comment written in two different ways (A and B). Does it mention any of your ideas from Activity 1?**



Then and now

Today's generation topic is homework (I can hear you groan!), so – your parents and you – posts below, please!

A When my mum was at college, she got tons of homework every Friday and spent all weekend planning and writing her essays by hand. It took ages. Every Sunday evening she showed my grandfather what she'd done. Today we all have computers, so it's quick and easy to type up essays. It's also simpler to look up information than it was for my mum. Then she went to the library and spent a long time finding information in books. She says there were shelves of big, heavy books in her bedroom. Now all the information is on websites and I don't even have dictionaries!

B When my mum was at college, she used to get tons of homework every Friday and she would spend all weekend planning and writing her essays by hand. Every Sunday evening she would show my grandfather what she'd done. Today we all have computers, so it's quick and easy to type up essays. It's also simpler to look up information than it was for my mum. Then she used to go to the library and spend a long time finding information in books. She says there used to be shelves of big, heavy books in her bedroom. Now all the information is on websites and I don't even have dictionaries!

3 **Read the comments in Activity 2 again. Which comment**

1 gives us simple, factual information about the past and now?
2 emphasises the difference between what happened in the past and now?

4 **Underline the examples of *used to* and *would* in comment B in Activity 2. Then match each example to one of the rules (1–3).**

1 We use *used to* + infinitive to describe a past habit.
2 We use *used to* + infinitive to describe a past state.
3 We use *would* + infinitive to describe a past habit.

LANGUAGE TIP

Remember the correct form when making a negative or question with *used to*.

Did you use to have … ? I didn't use to have …

5 **Complete the rule.**

Both *used to* and *would* can describe a past habit, but only ..... can describe a past state.

6 09 **Listen to the first sentence of comment B. How is *used to* pronounced? Which letter 'disappears'?**

7 **Complete another comment with *used to* or *would*. Sometimes both are possible.**

Well, in my parents' day they **(1)** ..... write letters to people that they didn't see very often. My uncle showed me a lovely old pen (with ink in it!) that he **(2)** ..... use and he said that the family **(3)** ..... have a pile of envelopes and little books of stamps. Now of course, we contact everyone by email. I can't remember the last time I wrote a letter! Phones **(4)** ..... be different too. When my dad was young they only **(5)** ..... have landlines so when they wanted to speak to someone privately they **(6)** ..... have to wait until everyone went out! They only **(7)** ..... make phone calls when it was important because they **(8)** ..... cost quite a lot too. Now it's cheap and easy to use smartphones whenever and wherever we want to!

8 **Work in pairs. Write questions to ask about someone's past habits and states. Think about the topics below. Then change partners and ask and answer your questions.**

- technology
- transport
- free time
- home life

Example:

A: *Did you use to have a television in your bedroom when you were a child?*

B: *No, I didn't. We only used to have one in the living room. I would go down and watch one or two programmes when I finished my homework.*

1 **Discuss the questions.**

1 Some people think we should live simpler lives, without the benefits and problems of advanced technology. What do you think?

2 Have you read about or seen any films about people who have started a new, simple life somewhere isolated?

Open cloze

2 **Read the text about a new TV programme. What type of programme is it? Don't worry about the gaps at the moment.**

Time Gateway: a new and exciting series



Civilisation has come a long way in **(0)** ...the... last couple of thousand years! Advances in science and technology **(1)** ..... helped us to live longer, be more active and build more efficient places to live, as **(2)** ..... as giving us many other benefits. **(3)** ..... , this progress has also caused a lot of problems. Ever **(4)** ..... human beings started telling stories, **(5)** ..... have been tales about people beginning new lives in new places. Some stories are about people setting out to find uninhabited islands **(6)** ..... live on. Others are about rebuilding communities **(7)** ..... a global catastrophe. But what would happen **(8)** ..... we could go back in time and start all over again? Would we make the same mistakes? A new science fiction series on LTV is about a family **(9)** ..... have the opportunity to do just that, by going through a special time gateway into the past. Watch the beginning of their adventure on Channel 3 tonight. It **(10)** ..... definitely give you something to think about!

EXAM TIP

Always read the whole text through first to get an idea of what it is about.

3 **Complete the text in Activity 2 with the words in the box.**

after have however if since ~~the~~ there to well who will

4 **Look at your answers to Activity 3. Which statement about this Use of English task is correct?**

1 The missing words in the text are usually content words such as nouns, adjectives and verbs.

2 The missing words are usually grammar-related words like prepositions, pronouns, linkers, articles, modal and auxiliary verbs.

5 **Work in pairs. Student A: turn to page 140. Student B: turn to page 144. Follow the instructions.**

6 **Work in groups. Imagine you are starting a new community on a deserted island with the other people in your group. Discuss the questions.**

1 Will you have a king, a queen or a president?
2 What will your official language be?
3 Who will vote and from what age?
4 Will you have an army or a navy?
5 How much tax will people pay?
6 Who will be able to join your community?
7 Where will you get your energy from?
8 What will your national sport be?

Informal email/letter

▶ **WRITING** REFERENCE pp.172–173

1 **Work in pairs. Look at the photo and answer the questions.**

1 What do you think a makeover is?
2 Have you ever seen a programme about makeovers on TV?

2 **Read the email. What is Dave's news? What does he think about the changes?**

Hi Karin,

How are you doing? Do you remember I told you about a 'makeover' show on television? Well, you won't believe this, but my dad wrote to them and a TV team actually came here and did a makeover on our kitchen! It was a surprise for Mum's forty-fifth birthday!

They came while Mum and Dad went to London for a birthday break. They took everything out of the kitchen, then repainted it and put in a new floor and lots of new appliances. Our kitchen used to be really old-fashioned but when they finished, it looked a bit like one of those chef's kitchens on TV!

I really like it. The only problem is the colours. It used to be yellow and every summer Dad would repaint it, but always the same colour. Now it's white and brown. Quite dark! Mum was really surprised as you can guess! Luckily, she thinks they've done an excellent job. But I've got a feeling that Dad's going to have to repaint the walls pretty soon!

Do write soon with your news.

Lots of love,
Dave

3 **Read the email again and answer the questions.**

1 Which words/phrases show that the email is written to a friend?
2 What does Dave talk about in each paragraph?

4 **Which phrases does Dave use to**

1 remind Karin about something?
2 introduce something surprising?
3 show how he feels about something?
4 say something is understandable?
5 indicate that he thinks something will happen?
6 end the email in an informal way?



5 **Match the phrases in the box to the functions in Activity 4 (1–6).**

As you might imagine , … I absolutely love it!
Let me know how things are going.
Something tells me that …
You've probably forgotten, but …

6 **Read the exam task below and plan your answer. Think about**

- an informal opening and closing for your email.
- how many paragraphs you will include and what you will write in each one.
- the points in the question: remember to cover them all.

You have received an email from your Canadian friend Helen. Read this part of the email and write your email to Helen.

You told me in your last email that you were going to have a makeover on a room in your house. Has it happened yet? Do let me know how it went!

Love,
Helen

Write your **email** in **140–190** words in an appropriate style.

EXAM TIP

In the exam you may have to write an email/letter in response to an email/letter you have received. It is important to write about <u>all</u> the points in the task. Underline the key words in the task and check afterwards that you have written about them all.

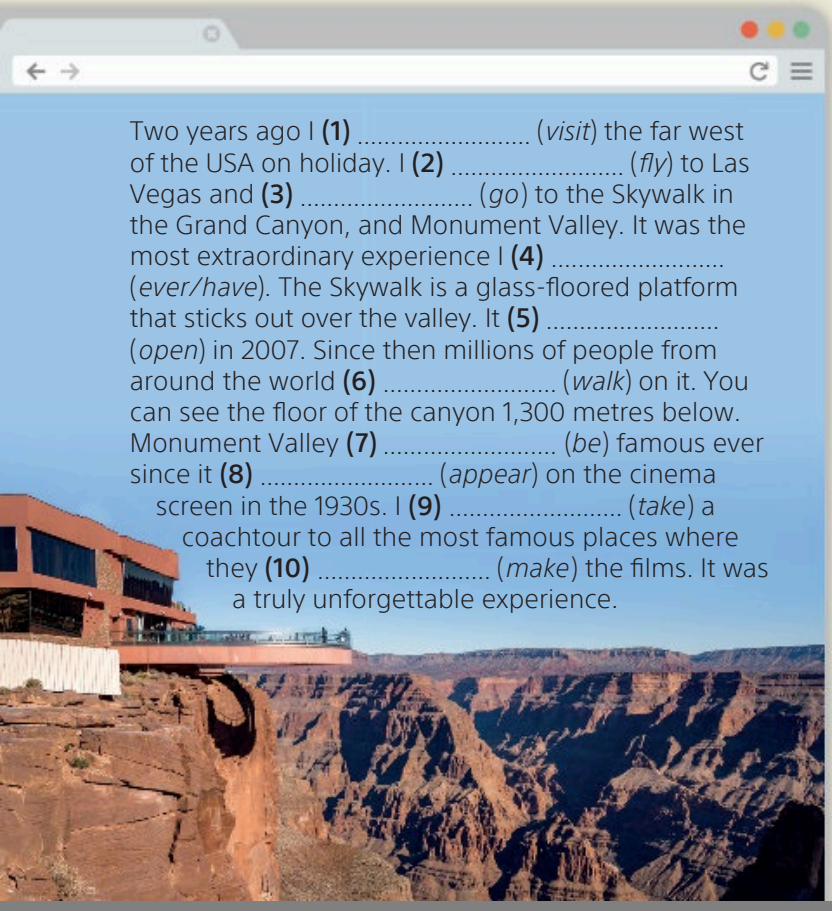
7 **Write your email. Use your plan from Activity 6 and include phrases from Activities 4 and 5.**

1 Choose an adjective from the box to describe how the people in these situations feel.

amused annoyed confused depressed
exhausted nervous surprised upset

1 I don't understand these instructions. In fact, I understand even less than before I looked at them. .....
2 The baby wakes every two hours. I haven't had a good night's sleep for weeks. .....
3 I've got a job interview this afternoon. I can feel the butterflies in my stomach. .....
4 Wow! My aunt has sent me a cheque for 1,000 euros! That's amazing! .....
5 My neighbour plays loud music every night. I feel like complaining to the police. .....
6 Everything's going wrong. I just want to shut the door and not see anyone or talk to anyone again. .....
7 It's the funniest book I've ever read. I can't stop laughing! .....
8 I've lost the bracelet my grandmother gave me. It had a lot of sentimental value. .....

2 Complete the blog with the past simple or present perfect form of the verbs in brackets.



Two years ago I **(1)** ..... (*visit*) the far west of the USA on holiday. I **(2)** ..... (*fly*) to Las Vegas and **(3)** ..... (*go*) to the Skywalk in the Grand Canyon, and Monument Valley. It was the most extraordinary experience I **(4)** ..... (*ever/have*). The Skywalk is a glass-floored platform that sticks out over the valley. It **(5)** ..... (*open*) in 2007. Since then millions of people from around the world **(6)** ..... (*walk*) on it. You can see the floor of the canyon 1,300 metres below. Monument Valley **(7)** ..... (*be*) famous ever since it **(8)** ..... (*appear*) on the cinema screen in the 1930s. I **(9)** ..... (*take*) a coachtour to all the most famous places where they **(10)** ..... (*make*) the films. It was a truly unforgettable experience.

3 Choose the correct option in italics to complete the sentences. Sometimes both options are possible.

1 She *used to/would* spend ten minutes each day brushing her hair.
2 He *used to/would* be very good-looking when he was a young man.
3 There *didn't use to/wouldn't* be any blocks of flats in this area – now look at them!
4 My brother and I *used to/would* collect shells from the beach when we stayed here on holiday.

4 Complete the sentences with the correct form of *used to* or *would* and the verbs in the box.

buy hate not be not live play ride

1 When Janet was small, she ..... tomatoes, but now she loves them.
2 Seb ..... a motorbike, but he stopped when he got married.
3 His hair ..... so dark. In fact, when he was younger, he was quite fair.
4 A few years ago Tessa ..... a lot of tennis, but she had to give up when she hurt her back.
5 They ..... in this house. They only moved here a few years ago.
6 He doesn't eat so many biscuits these days, but when he was younger, he ..... two packets a day.

5 Choose the correct option (A, B or C) to complete the sentences.

1 I didn't laugh ..... your story because I didn't find it funny.
A for **B** by **C** at
2 When she was young, she used to work ..... a rich American family.
A as **B** for **C** by
3 Forget ..... it – it really doesn't matter.
A from **B** of **C** about
4 Building a new train station here will make a difference ..... local people's lives.
A from **B** to **C** out
5 Don't make jokes ..... old people – it's so unkind.
A about **B** from **C** of
6 The smell of freshly baked bread always reminds me ..... summers at my grandmother's house!
A of **B** at **C** over

3 Passions



1 **Discuss the questions.**

1 Do you belong to any clubs? Which ones?

2 Look at the courses advertised below. Which would you most/least like to do? Why?

Blueside leisure

Make the most of your free time

Read all about our excellent courses and decide which one you'd like to try.

A Jewellery making

Learn how to make beautiful jewellery from silver and semi-precious stones. Astonish your friends and family with your amazing creations and perhaps learn the basics for a new career.

B Elementary car maintenance and repairs

Simple skills can cut your garage repair bills. Learn how to change the oil and lots of other essential jobs.

C Hurling

If you want to learn to play an unusual sport that's fast-moving and part of a long Irish tradition, then take up hurling! We train twice a week and play in competitions at the weekends. Why not give it a go?

D Baking

Learn how to bake everything, from different types of bread to exciting pastries and cakes. You'll never want to buy a cake again after this course.

E Salsa

Move your feet to the Cuban beat. Lose yourself in the music and dance of this island – learn basic steps from Salsa champions Lorraine and Dave.

F Drama and musicals

Do you enjoy entertaining other people? On this course, a former West End director helps you to learn songs from ten top musicals and to prepare for an end-of-year charity gala. Come along and have the time of your life!

G Advanced computer skills

Pretty good on the computer but want to go a bit further? Maybe learn website design or other skills that might be useful when you're looking for a job? Check out what this course has to offer.

For further details about different courses, please contact the centre on 02761 443251 or email us at info@bluesideleisure.com.

2 10 **Listen to people talking about their hobbies. Match speakers 1–4 to four of the courses in Activity 1 (A–G).**

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐

Multiple matching

3 You will listen to the four people from Activity 2 again. Read the exam task and underline the key words. Then listen again and do the task.

EXAM TIP

Before you listen, read through the options so that you know what to expect. Remember to underline key words that may help you.

Listen and choose from the list (A–D) the reason each speaker gives for going on the course.

A It encourages attitudes that I admire.
B It satisfies a need to be creative.
C It's a complete change from what I normally do.
D It's practice that will be useful in the future.

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐

Vocabulary

collocations: pastimes

4 Choose the correct options in italics to complete the text.

Meet the tutors



Robin Williamson, Elementary car maintenance and repairs

'I'm passionate **(1)** *for/about* cars. I love classic cars, modern superfast models – let's just say I love cars **(2)** *full/complete* stop! My dad was a mechanic and I guess I got **(3)** *addicted/hooked* on cars because I used to watch him repair engines when I was a boy. I did engineering at college.

It was **(4)** *rough/tough* at first, but I stuck **(5)** *with/on* it and got my degree. Now I can say I know a fair amount about cars although, in reality, it **(6)** *takes/makes* a lifetime to know everything!

At the moment I'm **(7)** *running/raising* some courses on basic car maintenance at the Centre. It's fun and useful, so do come along and **(8)** *look/check* it out.'

5 Find words/phrases in Activity 4 that match these meanings.

1 difficult
2 see if you like it
3 there is nothing more to say
4 kept doing something although it was hard
5 requires a long time
6 organising
7 I really love
8 was unable to stop doing something

6 Complete the sentences with *of, at, in, on, into, about* or *by*.

1 My sister's really good ..... karate but she's hopeless ..... tennis.
2 I'm very keen ..... playing chess but I'm not that fond ..... playing board games.
3 My brother's fascinated ..... ancient history, so he's doing an evening course on it.
4 I'm passionate ..... politics but I'm not that interested ..... history in general.
5 My dad's mad ..... cars but I'm not really ..... them.

go, do and *play*

7 11 Write the words in the box in the correct column in the table. Then listen and check.

an evening class bowling chess karate swimming

go	do	play

8 Add the words in the box to the table in Activity 7. Then add two more activities to each column.

board games cards clubbing crosswords judo shopping skateboarding tennis the housework voluntary work

9 Work in pairs. Ask and answer questions about your hobbies and interests. Use words/phrases from Activities 4–8.

Example: *Are you mad about cars?*

10 Work in small groups. Turn to page 140 and follow the instructions.

1 **Work in pairs. What subjects would you like to learn more about at an evening class?**

Example: *I'd love to learn another language, like Japanese, because …*

2 **Read about evening courses at a college. What kind of courses are mentioned?**

Choose an evening class to suit you!

How much time have you got to spend on learning something new? Only a little? Then why not check out the evening classes at East College?

A lot of our students take qualifications. Others simply want to study something interesting. Read what two of our students say about our courses.

'I'm twenty-six and I have a full-time job, so I have little time to go to courses during the day. My friend and I are learning Spanish at an evening class. It's fantastic! There aren't many students in our class, so we can learn very quickly! Last time I was in Spain, I couldn't speak much Spanish – I only knew a few words. But now I know a lot.'

Jack Timmons

'I'm fed up with being an accountant; believe it or not, I'd like to be a chef! I'm passionate about cooking and I'm taking an evening course that will lead to a cooking qualification. The tutors are excellent and they give a lot of advice about how to get work in the profession after finishing the course.'

Martin Blake

Interested? For more information about courses, dates, cost, etc., contact us at info@eastcolvwa.ac. Few courses cost more than £5.00 per lesson and some courses are free. For example, parenting classes are paid for by the local council, so you don't have to pay any money at all!

Countable and uncountable nouns

▶ **GRAMMAR** REFERENCE p.148

3 **Look at the underlined nouns in Activity 2. Are they countable (C) or uncountable (U)?**

4 **Decide if the statements are true (T) or false (F).**

1 We can use *a/an* before an uncountable noun (e.g. *an advice*).
2 We add *-s* to make an uncountable noun plural (e.g. *advices*).
3 We use a singular verb with an uncountable noun (e.g. *His advice was helpful.*).

5 **Match the uncountable nouns in the box to the headings (1–4).**

beauty chocolate health milk reading skiing water wood

1 a liquid
2 an activity
3 an abstract noun
4 a material

LANGUAGE TIP

The word *news* looks countable but it is not. Use it with a singular verb.

The news was interesting.

Quantifiers

▶ **GRAMMAR** REFERENCE p.148

6 **Find examples for each of these rules in Activity 2.**

1 We use *some* in affirmative statements and questions, with uncountable and plural countable nouns, when we expect the answer 'yes'.
2 We use *any* in questions and negatives, with uncountable and plural countable nouns.
3 We use *much*, *little* and *a little* with uncountable nouns.
4 We use *many*, *few* and *a few* with plural countable nouns.
5 We use *lots of*/*a lot of* with uncountable and plural countable nouns.

7 **Choose the correct option in italics to complete the sentences.**

1 I can't speak *some*/*any* Portuguese – not one word!
2 I read a *few*/*a lot of* detective novels – at least two a week.
3 How *much*/*many* qualifications have you got?
4 I haven't got *many*/*a lot of* homework tonight – only *little*/*a little* English.
5 Did you visit *some*/*any* museums when you were last on holiday?
6 I don't eat *much*/*many* chocolate when I'm on a diet – maybe one small piece a day.

8 **Answer the questions or change the sentences in Activity 7 so they are true for you. Then work in pairs and compare your answers.**



1 When is having a passion for something not a good thing? Can you give some examples?

2 Work in pairs. Look at the photo above and follow these steps.

1 Briefly describe what the photo shows.
2 Make a list of the good points of having this passion. Then make a list of the bad points.
3 Compare your lists with other pairs.

Collaborative task

discussing and interacting

3 Work in pairs. Read the exam task and discuss the first prompt (reading).

> Here are some things people are sometimes passionate about. Talk to each other about the good and bad points of having passions like these.



4 12 Listen to two students discussing two of the prompts. Do they mention any of your points from Activity 3?

5 Complete phrases 1–8. Then listen again and check.

Organising the discussion

1 OK, ... begin with this one.
2 Let's ..... on to competing.

Involving your partner

3 Do you ..... ?
4 Don't you ..... ?
5 What do you ..... about this?

Giving an opinion

6 I ..... it's great to enjoy reading.
7 But the ..... is when you read all the time.
8 That's a really good ..... .

Referring and adding to your partner's comments

9 ..... you say, it's good for learning about other people's lives.
10 ..... you say about having an aim is important.

6 Add the phrases in the box under the correct heading in Activity 5.

> As you mentioned, … How about you? I feel that …
> I like your idea about … In my opinion, …
> Let's talk about this one next. What I think is that …
> Where shall we start?

7 13 Listen to two sentences from the recording said in two different ways. Which speaker sounds more interested? Why?

8 Work in pairs. Practise saying the sentences. Try to sound interested.

1 I think that's a great idea.
2 Shall we look at the next point now?
3 In my opinion, reading is a good hobby to have.
4 I've never thought about that before.
5 I don't particularly like competitions. How about you?

9 Work in pairs. Do the exam task in Activity 3.

EXAM TIP

Make sure that you interact with your partner. Don't just take turns to give your opinion; ask what your partner thinks and refer to what they say. Try to sound interested in your partner's opinions.

10 Work in pairs. Turn to page 139 and do the exam task.

daredevil *n* [C]
someone who likes doing dangerous things

1 **Work in pairs. Read the definition of *daredevil* on the left and look at the photos in the article. Then work in pairs and discuss the questions.**

1 Why might people like to take such risks?
2 What other activities do you think daredevils do?

Multiple matching

2 **Read the article quickly. Which three activities are Jan, Robbie and Katrine famous for?**

3 **Read question 1 in Activity 4 and follow these steps.**

1 Underline the key words that show what information you are looking for.
2 Read the article again and find the section that mentions this information.
3 Go back to the question. Check the section you chose answers the question.

EXAM TIP

Don't choose a section because it contains the same or similar words as the question. Sometimes the idea or words may come up in more than one section, but only one will answer the question correctly.

4 **Read the article again. For questions 1–10, choose from the sections (A–C). The sections may be chosen more than once.**

Which person

started formal training at a young age?	1
has performed in films?	2
works a lot with children?	3
uses two names?	4
lived a long distance from the sea?	5
wasn't a good student?	6
went abroad to learn more?	7
improves by watching other people?	8
was inspired by watching short films?	9
started by doing a different sport?	10

5 **Which of the activities in the article do you think is the most**

• dangerous? • fun to watch? • difficult? • artistic? • unappealing?

6 **Do you think that putting videos on the internet encourages people to take foolish risks?**

Vocabulary

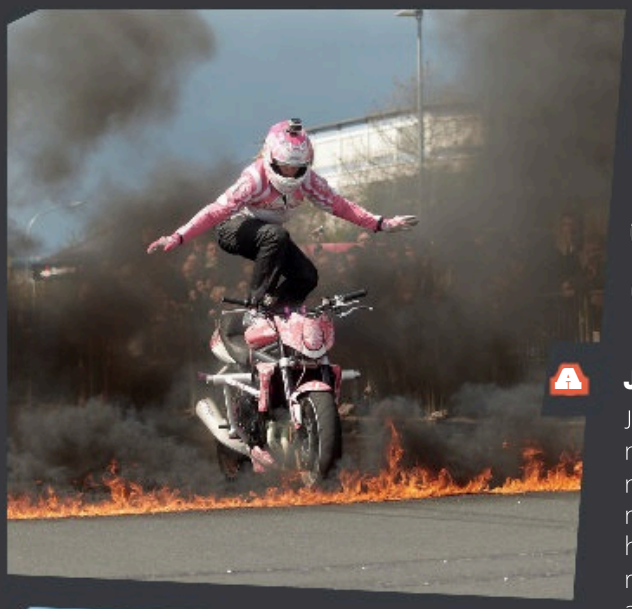
phrasal verbs with *up*

7 **Match the underlined phrasal verbs in the article to their meanings (1–6).**

1 imagine, create
2 go from being a child to an adult
3 begin a new activity or hobby
4 be looked after and educated
5 find yourself in a situation you didn't expect to be in
6 stop doing something

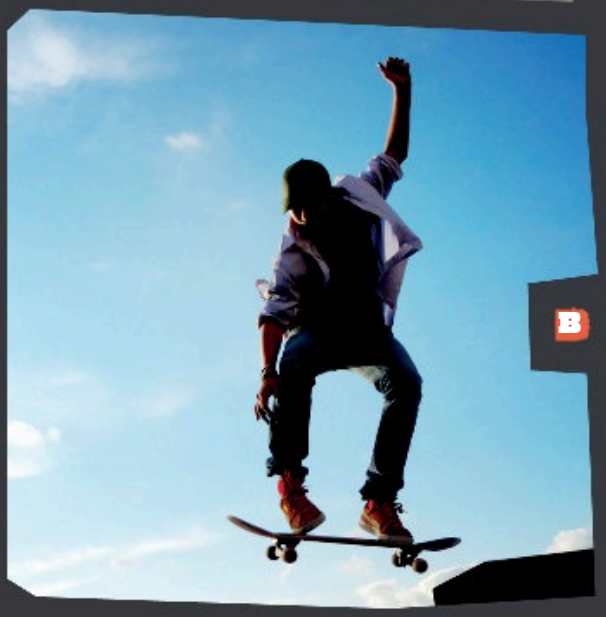
8 **Choose three phrasal verbs from Activity 7 and write sentences about your personal experiences. Remove the phrasal verbs to make a gap-fill exercise for a partner. Then work in pairs and complete each other's sentences.**

9 **Work in groups. Discuss which of the three activities in the texts should be included as an Olympic sport. Compare your ideas with other groups.**



Daredevils

How exciting is your job? Read about three people with very exciting lives.





A Jan Collier

Jan Collier was born and brought up in Winchester, England, but fans of motorcycle stunt riding probably know her better as 'Janx'. Jan is one of the most exciting stunt riders in the world. People say that she can make her motorcycle dance! You can see Jan in some amazing videos and you might have seen her at the cinema too! She did all the stunts in *Jackson Park 2* and recently she was in the police drama *The Ultimate*. Jan has been passionate about motorsports for a long time. Aged twelve, she started driving ATVs with her friends in fields near her home. Then, a few years later, she got her own motorcycle. Jan believes that she is a good stunt rider now because she practised very hard every day on that first bike. She learned all the basic tricks first, before she got a big and powerful machine. Now she continues to think up and learn new, dangerous tricks all the time. When she sees someone do a difficult new stunt, she copies it. She doesn't give up until she can do it too. Her advice about stunt riding is not to think about falling off! That's easy to say, Jan!

B Robbie Myers

When Rob Myers was nine, he joined a gymnastics school in Manchester. At the same time, he developed a passion for surfing. However, with the ocean several hours away, daily practice was impossible. Then he realised he could take up skateboarding to help his surfing abilities. After a year of this, Robbie discovered freestyle skateboarding when he saw Kilian Martin's skate videos on YouTube. He realised that this style of skateboarding would allow him to use his gymnastic abilities. More importantly, it would give him the opportunity to be more creative. When he turned nineteen, he decided to move to the USA, where he set out to master his skateboarding skills. Robbie learned many freestyle tricks and adapted them to street skateboarding. Since then he has developed his own unique style. He has achieved a level of skill that has put him in a class of his very own.

C Katrine L'Etoile

Katrine L'Etoile, who grew up in Paris, hasn't always been a champion breakdancer. When she was younger, she had quite a few problems and had to change schools several times. She ended up failing most of her school exams and she asked herself, 'What am I doing with my life?' Then she won a place at a very good dancing school, where she started to do breakdancing. She has been competing for years now and has even won several international awards. She has also been to the USA to shoot an advert and recently danced in a TV reality series. Katrine is very busy these days and she teaches and trains up to six hours a day. She has also given advice to many of the youngsters she teaches. 'I try to help my students to believe in themselves and work hard for their dreams. Self-confidence is an important life skill,' she says.

1 **Do you think free-running would be scary, amazing or both? Why?**

2 14 **Complete the interview with questions A–C. Then listen and check.**

A Have you ever had any big falls?

B How many free-running competitions have you entered?

C How long have you been doing free-running?

Interview of the week

Q: (1) .....

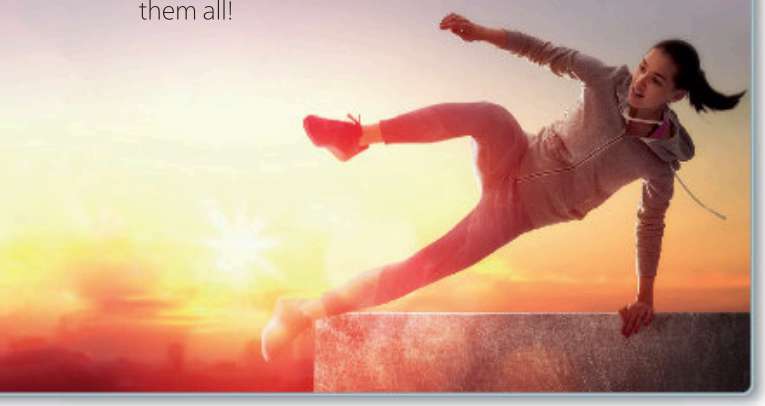
A: I've been doing free-running, or parkour as it's often known, for three years. My brother loves it and is very good, and I persuaded him to teach me. Now I'm better than him!

Q: (2) .....

A: Once I jumped a wall and I didn't realise the drop on the other side was lower than on my side. I fell quite badly and broke my ankle!

Q: (3) .....

A: I've entered three competitions so far – and I won them all!



Present perfect simple and continuous

▶ **GRAMMAR** REFERENCE p.149

3 **Match the questions in Activity 2 (A–C) to the descriptions (1–3).**

1 asks about an activity that started in the past and is still continuing (present perfect continuous)

2 asks how often something has happened to someone (present perfect simple)

3 asks if someone has had a certain experience (present perfect simple)

4 **Choose the correct options in italics to complete the dialogues.**

A: Sorry I'm late, Have you **(1)** *waited/been waiting* a long time?

B: Yes! I **(2)** *waited/have been waiting* since three o'clock. I've already **(3)** *read/been reading* three magazines and I've **(4)** *drunk/been drinking* five cups of coffee!

A: How long **(5)** *did you write/have you been writing* detective stories, Helen?

B: Well, I started when I **(6)** *was/have been* a student. I **(7)** *wrote/have been writing* them ever since. I've **(8)** *written/been writing* seventeen books altogether – that's one every year.

5 **Complete the article with the past simple, present perfect simple or present perfect continuous form of the verbs in brackets.**

Facing up to fear

Over the years people **(1)** ..... (*call*) Alain Robert 'spider-man' just like the comic book hero. He's a free-climber and he **(2)** ..... (*climb*) up the outside of many famous tall buildings. Alain is French and **(3)** ..... (*do*) free-climbing for many years now. He **(4)** ..... (*start*) as a rock climber but he loved danger. He **(5)** ..... (*want*) to climb without the safety devices that other climbers use. Alain **(6)** ..... (*climb*) the highest buildings in the world. He **(7)** ..... (*be*) up the Eiffel Tower, the Burj Khalifa and in 2015 he **(8)** ..... (go) up the Montparnasse building in Paris.

The problem is that free-climbing buildings is illegal and Alain **(9)** ..... (*have*) lots of accidents. He **(10)** ..... (*break*) many bones, including both wrists. But he loves his buildings and calls them 'a range of mountains of glass and steel'.

6 15 **Listen and underline the stressed words. Notice how *have/has been* are pronounced. Then listen again and repeat.**

1 How long've you been doing free-running?

2 I've been doing free-running for three years.

3 How long's he been free-climbing?

4 He's been free-climbing since 2017.

7 **Work in pairs. Turn to page 31. Choose one of the people in the article and role-play an interview with him/her.**

Word building

noun suffixes

1 **Look at the words in the table. What part of speech are they? Can you add any more words to each group?**

-ian	politician, musician
-ment	entertainment
-ship	ownership
-ion	obsession
-ing	skiing
-ness	darkness
-or/-er	teacher
-hood	childhood



2 **Complete the words in italics with suffixes from Activity 1.**

1 We had a *visit*..... last week and she stayed for three days.
2 I really love *snowboard*..... and my parents bought me a new snowboard for my birthday.
3 Many people say that the computer was a British *invent*..... but I'm not sure about that!
4 My friend and I had a big *argu*..... yesterday and we haven't spoken since then.
5 When you're in a competition, you mustn't show any *weak*..... !
6 Some people still can't do maths well even when they get to *adult*..... .
7 People in our area had a lot of *hard*..... when the local factory stopped producing cars.
8 We had to get an *electric*..... to sort out the problems with our lights.

Word formation

3 **Look at the photo. What sort of TV programme do you think it shows?**

4 **Read a review of the programme. What good and bad things does the writer mention?**

User reviews

Last night's documentary focused on dance talent shows and followed a number of young **(0)** competitors in their preparations for an annual world **(1)** ..... . There were no big cash prizes, yet their months of hard **(2)** ..... before the event demanded a lot of **(3)** ..... from the participants and an important amount of **(4)** ..... from the families. The cameras showed us scenes of jealousy as well as **(5)** ..... . In the end there were both winners and losers. There was **(6)** ..... for a few but for the majority, unfortunately, there was **(7)** ..... and tears. My heart went out to one teenager who was terrified of her mum's **(8)** ..... if she came second or third.

COMPETE
CHAMPION
TRAIN
DEDICATE
COMMIT
FRIEND
HAPPY
DISAPPOINT
REACT

5 **Read the review again. Use the word given in capitals at the end of some of the lines to form a noun that fits in the gap in the same line.**

6 **Should parents encourage children to compete at an early age? Why/Why not?**

EXAM TIP

When changing a word to a noun, you sometimes need to make additional small changes in spelling (e.g. *dedicate – dedication*).

Vocabulary

film

1 **Work in pairs. Think of a film for each of the types in the box. Then answer the questions.**

action animation/cartoon comedy documentary drama fantasy gangster story historical drama horror love story romantic comedy science fiction thriller war story western

1 Which types of film do you prefer? Why?
2 Do you ever read online or magazine reviews of films that you are going to see? Why/Why not?

Review

▶ **WRITING** REFERENCE p.171

2 **Tick the information that you expect a film review to include.**

1 a detailed outline of the story
2 the name of the film and some background information
3 some information about the main topic of the film
4 what the writer liked or didn't like about the film
5 the length of the film and the names of all the cast members
6 whether the reviewer thinks other people should watch it or not

3 **Look at the photo in the film review. Do you know the film? If not, what sort of film do you think it is? What might the story be about?**

4 **Read the review and find examples of the information you ticked in Activity 2.**

5 **Have you seen this film? If so, did you like it? If not, would you like to see it? Why/Why not?**

6 **Read the exam task and make notes for your review under the paragraph headings below.**

An online international magazine has asked readers to contribute reviews of an exciting and unusual film they have seen. Write your **review** in **140–190** words in an appropriate style.

Paragraph 1: name of film and some general information
Paragraph 2: more details about the story
Paragraph 3: why you liked or disliked it
Paragraph 4: summing up of opinion and recommendation

EXAM TIP

You can use the present simple in a review when describing the story of a film, book, play, etc., but try to use a range of language in the rest of the review to make it interesting.

7 **Work in pairs. Compare and discuss your notes.**

8 **Write your review.**

9 **Read other students' reviews and say which films you would like to see most and why.**

10 **Work in small groups. Turn to page 140 and follow the instructions.**

Film spot

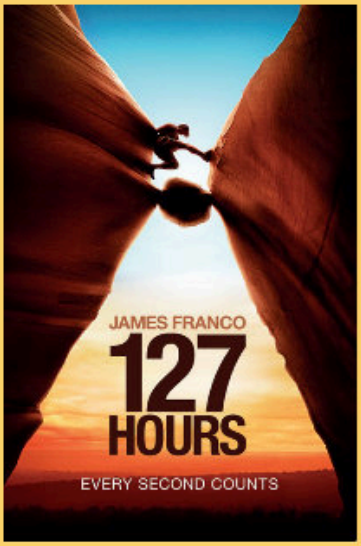
127 Hours ★★★★★

One of the best films I've ever seen is *127 Hours*, directed by the wonderfully creative Danny Boyle and starring James Franco. It's not a new film, but it's one of my favourites. When it came out, it was an immediate box-office success and was also highly praised by the critics and nominated for many awards.

127 Hours is a drama about survival and tells the real story of Aron Ralston, a canyoneer whose passion is to travel through canyons using climbing and caving skills. Aron falls down a hole and is trapped when a huge rock lands on his arm. The film follows the story of how he fights to stay alive and free himself.

What I loved about the film was how one actor manages to hold our attention for the whole time. It's an excellent performance. We see right inside the head of the canyoneer and feel his fear, hope and desperation throughout the terrible experience.

This film really makes us think about the dangers of extreme sports and the courage of people who do them. I would definitely recommend it to anyone who has considered taking up a dangerous sport!



PROGRESS TEST 1

1 **Choose the correct option in italics to complete the dialogue.**

A: Wow! How **(1)** *many/much* CDs have you got in your collection?

B: Hundreds. I've never bothered to count. I collect old CDs because **(2)** *some/any* of them are impossible to find now. I get **(3)** *a few/a little* of them from friends but I get most on eBay.

A: So tell me, how **(4)** *much/many* do you pay for them?

B: **(5)** *Few/Little* of them cost more than £5. I usually spend from **(6)** *a little/a few* pence to about £20. Some are quite valuable now!

A: Could you give me **(7)** *some/an* advice about how to begin a collection?

B: Mm … yes: collect music that you like and don't buy **(8)** *some/any* CDs that are very expensive. Do some research and look for rare ones if you can.

2 **Read the text below and decide which answer (A, B, C or D) fits each gap. There is an example at the beginning.**

0	**A** came	**B** lived	**C** grew	**D** raised
1	**A** to help	**B** helping	**C** help	**D** helped
2	**A** would	**B** was used to	**C** had to	**D** used to
3	**A** off	**B** up	**C** out	**D** down
4	**A** for	**B** as	**C** by	**D** like
5	**A** Whereas	**B** But	**C** However	**D** Although
6	**A** on	**B** from	**C** by	**D** of
7	**A** while	**B** for	**C** as	**D** during
8	**A** a lot of	**B** many	**C** lots	**D** much
9	**A** a little	**B** much	**C** few	**D** a few
10	**A** To be	**B** For being	**C** Being	**D** For to be
11	**A** since	**B** yet	**C** already	**D** just
12	**A** do	**B** go	**C** make	**D** play



Anyone for a ride?

Ian Grey **(0)** *C, grew* up in Glasgow but came to Oxford to continue his studies. Like many students, he needs a part-time job **(1)** ..... him through the year. He **(2)** ..... work in a fast food restaurant, but a year ago he took **(3)** ..... a new part-time job. Ian now works **(4)** ..... a bicycle rickshaw taxi-driver.

(5) ..... he loves showing people round Oxford, it is hard work, especially when it rains. In term time, the number of hours he can do depends **(6)** ..... his timetable. However, **(7)** ..... the long summer holidays he does as **(8)** ..... work as he can. Some of his passengers even give him **(9)** ..... extra money in tips.

(10) ..... a rickshaw driver is also a great way of keeping fit. Of course, it can be dangerous. Ian hasn't had an accident **(11)** ..... , but he has to be careful. He likes to **(12)** ..... climbing and his friends are amazed at how fit he has become.

PROGRESS TEST 1

3 Complete the sentences with a noun formed from the word in capitals.

1 Rita is suffering from a strange ..... . **ILL**
2 I'm hopeless at ..... – I just fall over all the time. **SKI**
3 Jamie and Greg received an award for their clever ..... in the science competition. **INVENT**
4 She's such a talented ..... – you wouldn't guess that she's only eleven. **MUSIC**
5 I had no idea that he had become such a famous ..... . **ACT**
6 They plan to spend their ..... in a cottage by the sea. **RETIRE**
7 She spent a happy ..... with her grandparents. **CHILD**
8 The secret of ..... is to be satisfied with what you have got. **HAPPY**
9 It was a ..... that lasted their entire lives. **FRIEND**
10 There is a lot of ..... to get into that school. **COMPETE**

4 Make sentences in the present simple or present continuous.

1 Jo / live / with a friend / until / she / find / a flat
.....
2 the police / not have / any suspects / at the moment
.....
3 we / meet up / with Terry and Ian / this evening
.....
4 I / not need / any help / for now, thanks
.....
5 he / keep / his car / in our garage / for the time being
.....
6 how long / it / take / you / to get to the swimming pool?
.....

5 Complete the email with the words/phrases in the box.

as you might imagine do write soon
do you remember Hi I've got a feeling
lots of love luckily the main problem
you won't believe this

New Message

To: **Gemma** Cc Bcc

Subject: **News!**

(1) ..... Gemma,

(2) ..... I told you that I'd applied to be part of the Erasmus programme that allows students to study abroad for a year? Well, **(3)** ..... but I have been accepted on the programme and I have actually had an offer from two universities!

(4) ..... , Dad is worried about me going abroad for such a long time.

(5) ..... , Mum thinks it's a fantastic opportunity. All the same,

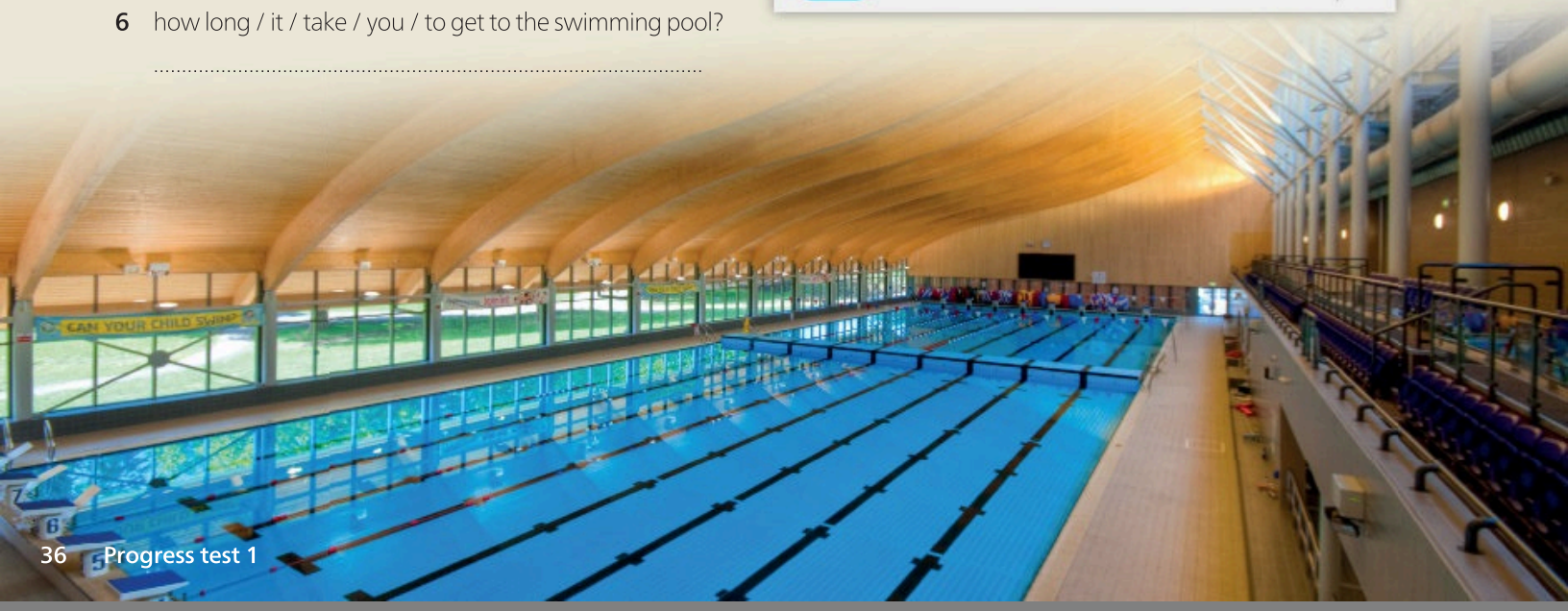
(6) ..... that Dad will try to make me change my mind.

(7) ..... is getting the money together, but I think I can get a grant.

(8) ..... with your news.

(9) ..... ,
Aranxa

Send



6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example:

Last week I went on a 'fun-run' to raise money for a local charity.

PART

Last week I took part in a 'fun-run' to raise money for a local charity.

1 Let's not lose contact again.
TOUCH
Let's ..... from now on.

2 The last time I saw Lisa was four years ago.
SEEN
I ..... four years.

3 We've arranged to meet Megan and Sam outside the cinema.
UP
We're ..... Megan and Sam outside the cinema.

4 I got here at three o'clock and I'm still waiting to see the doctor.
WAITING
I ..... three o'clock to see the doctor.

5 Dave really enjoys surfing.
KEEN
Dave ..... surfing.

6 She spent her childhood in that house.
USED
She ..... in that house when she was a child.

7 I prefer bowling to ice-skating.
RATHER
I ..... than ice-skating.

8 Can you come and collect me from the station tonight?
PICK
Can you ..... from the station tonight?

7 Match the films in the box to descriptions 1–6.

documentary gangster story horror film
romantic comedy thriller western

1 It was amazing, really. It shows the life of the emperor penguins in Antarctica and the distances that they travel across the ice. .....

2 Well, in the beginning Vinnie's crowd controls the north of the river, while Smiler is in charge of the south. They respect each other's territory, but then a third group comes in and that's when the trouble starts. .....

3 It's an old black and white movie, but I have to say it's the scariest film I've ever seen. There are these children, orphans, who have a new live-in teacher. Anyway, the new teacher becomes convinced that the children have been taken over by the spirits of two evil people. Their ghosts keep appearing. I couldn't sleep after seeing this. It was terrifying! .....

4 It is a really nice story. Julie and Ian have just broken up from their partners and they meet each other in the park, where their dogs bring them together. At first they really hate each other but as the story continues, they fall in love. There were some really funny scenes that had the whole cinema laughing. .....

5 It's a remake of an early movie, but I thought this one is better than the original. Anyway, it's about a determined girl who wants revenge for the murder of her father by a cowboy, so she hires this ex-US policeman to find the killer. .....

6 It's about a handsome young tennis coach who makes friends with a really rich family. He has a relationship with the daughter, and is accepted by the family, but at the same time he gets involved with another woman. Anyway, he commits a terrible crime and you spend the rest of the film wondering if he is going to get caught. The suspense is almost unbearable! .....

4 A sense of adventure



Multiple choice

1 **Read the article about a holiday that went wrong. What do you think 'a close shave' means? Why does the article have this title?**

2 **Read question 1 in Activity 3 and follow these steps.**

1 Underline the key words in the stem.
2 Find the section of the article the question refers to and read it again.
3 Read through options A–D and choose the correct answer.
4 Underline the part of the text that gave the answer.

EXAM TIP

Read the question stem first and before you look at the options, find the part of the text the question is about. Re-read this section, look at the options and choose the correct answer. Remember that the questions will always follow the order of the text.

3 **Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

1 At the start of the trip, the divers
- **A** were hoping for some fun.
- **B** were conscious of some possible problems.
- **C** were looking for something exciting to do.
- **D** realised they were in danger.

2 The drivers didn't drown because they
- **A** were strong swimmers.
- **B** told each other stories.
- **C** found something to hold onto.
- **D** were carried along by strong currents.

3 How did the divers respond to the Komodo dragons at first?
- **A** They hid from them.
- **B** They tried to scare them.
- **C** They pretended not to notice them.
- **D** They swam as far away from them as they could.

4 How did the behaviour of the animals change?
- **A** They moved back to a safe distance.
- **B** They gradually became braver.
- **C** They got hungrier and hungrier.
- **D** They went after the divers.

5 Frank Winkler managed to find the divers because
- **A** he was lucky.
- **B** he hired a helicopter.
- **C** he calculated their position.
- **D** he went out on a speedboat.

6 The writer suggests that the divers
- **A** were lucky to escape a bad injury.
- **B** quickly made a full physical and mental recovery.
- **C** complained about the situation too much.
- **D** could have avoided the situation.

A close shave

Many of us have come back from holiday with complaints about the accommodation, the food or the weather. But that's nothing compared to the experience of five tourists when they went on a simple diving trip near Bali.

Five holidaymakers were looking forward to an enjoyable hour's diving, but they certainly got more than they had expected! As they set off on their adventure, unaware of any danger, it seemed like another day in paradise. They had no idea their short dive would turn into a terrifying forty-eight-hour ordeal.

They had finished their dive and they were swimming back to shore when the fast water stopped them from reaching the land. They struggled desperately in the water but eventually, they realised it was an impossible task. Strong currents swept them further out to sea, where they knew there were sharks. Their only hope for survival was to stay as a group, so they tied themselves together. Luckily, they found a large piece of floating wood, and this saved their lives. After nine hours, when they were losing hope, one of them spotted a tiny island. Using the last of their energy, they managed to swim to the shore. However, unknown to them, their ordeal was just beginning. Another danger was waiting for them – the Komodo dragon, the world's largest lizard.

The Komodo dragon is a carnivore with an enormous appetite: it eats pigs, deer and other dragons. A fully-grown dragon can kill an animal twice its size with its sixty sharp teeth. If you try to get away, it will come after you. Try to climb a tree and it will wait for you. And if this isn't bad enough, one tiny bite can kill you. The exhausted divers were trying to rest on the beach when a group of these terrifying creatures came towards them. The frightened divers threw rocks to drive them away. This situation continued for two sleepless nights but as the dragons got more confident, they started to come closer and closer. The divers' situation was fast becoming hopeless and no one else knew where they were.



A helicopter search for them had to stop because there wasn't enough fuel but fortunately, help came from another direction. Their saviour was Frank Winkler, a German who ran a diving club. With amazing skill, Frank used his knowledge of the tides and currents to work out where the group was likely to be, and sent a couple of speed boats there. One boat was passing the island when someone saw a tiny figure waving desperately from the beach. The group was saved!

As you can imagine, the divers were absolutely exhausted, hungry and thirsty but otherwise, they had suffered just a few cuts and bruises. Almost immediately, the news of their rescue was sent to their delighted families, who had feared the worst. The divers soon got over the physical effects of their awful ordeal but the psychological effects will probably remain with them for a long time. So before we complain about a noisy hotel or the terrible food on our last holiday, we should remember these divers, and consider ourselves lucky.

Vocabulary

phrasal verbs in context

4 **Match the phrasal verbs from the article (1–6) to their meanings (A–F).**

1	set off	A	become
2	turn into	B	recover
3	get away	C	calculate
4	look forward to	D	begin a journey/adventure
5	work out	E	escape
6	get over	F	be excited about a future event

5 **Choose three phrasal verbs from Activity 4 and write sentences using them. Remove the phrasal verbs to make a gap-fill exercise for a partner. Then work in pairs and complete each other's sentences.**

6 **Would you like to go on an adventure holiday where there are some risks involved? Why/Why not?**

1 **Read the first part of a story. How did the writer help someone on her way to college?**

I had a really important French exam yesterday and I was feeling a bit nervous, so I left home earlier than usual, to do some more revision in the library. It **(1)** was raining, so I decided not to walk but to take the bus. I **(2)** was waiting at the bus stop when I had a bit of a shock. The man beside me in the queue suddenly **(3)** fell to the ground. I immediately knelt down and listened to his chest. His heart **(4)** had stopped – he wasn't breathing! Luckily, I had done some first aid training a few months earlier and I knew what to do. I started pushing down on his chest with my hands and when the ambulance arrived with the paramedics five minutes later, he had started breathing again. What a start to the day!

Narrative tenses

▶ **GRAMMAR** REFERENCE p.149

2 **Match the underlined verbs in the story (1–4) to the descriptions (A–D).**

A a completed action in the past
B a continuing action giving background information
C an action which happened before another action
D an action in progress when another action happened

3 **Match the underlined verbs in the story (1–4) to the tenses (A–C). Then find another example of each tense in the story.**

A past simple
B past continuous
C past perfect

4 **Read the sentences about the story. For each sentence, decide which action happened first (1) and which happened second (2). If both actions happened at the same time, mark them (S).**

Example: *After the woman* ***had phoned*** *for an ambulance (1), I* ***put*** *my coat under the man's head (2).*

1 When the man **fell** (....), I **was talking** to my friend (....).
2 When the man **fell** (....), I immediately **phoned** for an ambulance (....).
3 His hand **was bleeding** a little (....) because he **had hit** it when he fell (....).
4 A lot of cars **were going** past (....), so it **was** difficult to hear the ambulance driver's instructions (....).
5 A little girl **started** to cry (....) when she **saw** the man on the ground (....).

5 **Complete the second part of the story with the past simple, past continuous or past perfect form of the verbs in brackets.**

After the ambulance **(1)** ..... (*take*) the man to hospital, I **(2)** ..... (*continue*) my journey to college. The problem was that I **(3)** ..... (*lose*) a lot of time. As soon as I **(4)** ..... (*arrive*) at the college, I **(5)** ..... (*rush up*) to the exam room. But when I **(6)** ..... (*get*) there, the exam **(7)** ..... (*already/start*) and the door was closed. While I **(8)** ..... (*stand*) outside the exam room, I saw my tutor and told him what **(9)** ..... (*happen*) during my journey. After my tutor **(10)** ..... (*hear*) my story, he immediately allowed me into the room and I took the exam. Afterwards, I **(11)** ..... (*phone*) the hospital and learnt that the man **(12)** ..... (*do*) very well. Friday the thirteenth – lucky for some!

Time phrases

▶ **GRAMMAR** REFERENCE p.150

6 **Choose the correct option in italics to complete the sentences.**

1 *After/Afterwards* I had checked in, we did some shopping at the airport.
2 *During/While* the flight to the USA, I watched four films.
3 *By the time/As soon as* we got out of the plane, I saw my uncle waiting for me.
4 I spent all afternoon water skiing. *After/Afterwards*, I slept for two hours!
5 *While/During* I was reading on the beach, an old woman tried to sell me some new sunglasses.
6 *While/When* we met the owner of the boat, we asked him if we could go fishing with him.
7 I overslept this morning and *by the time/as soon as* I got to the dining room, my parents had already finished their breakfast.
8 I was really sad *while/when* we had to leave the island.

LANGUAGE TIP

It is a good idea to use time phrases in stories, to show the order of events.

7 **Work in pairs and tell your partner about something unusual that happened to you on your way somewhere. Use narrative tenses and time phrases.**

Vocabulary

holidays and travel

1 **Work in pairs and look at the photos. Have you ever been on a holiday like these? If so, did you like it? If not, would you like to?**

2 **Choose the correct option in italics to complete the sentences. Then change the sentences so they are true for you.**

1 My parents used to *travel*/*voyage* abroad a lot when I was younger but now they don't.
2 We spent a day at a *theme park*/*tour* for my last birthday.
3 I enjoy *activity*/*beach* holidays where you can just relax and read a book.
4 I had a really bad *travel*/*journey* to college yesterday.
5 I usually watch a lot of films on a long *travel*/*flight*.
6 My ideal city *break*/*trip* would be in Madrid in early spring.

Long turn

3 **Work in pairs. Read the exam task and look at the photos. What points could you include in your answer?**

> These photos show people doing different activities on holiday. Compare the photos and say what you think the people are enjoying about doing these activities.

4 16 **Listen to a student's answer. Does he mention any of your points from Activity 3?**

5 **Listen again and complete the phrases the student uses to speculate about the photos.**

1 They're ..... having a good time.
2 I ..... both activities are interesting for different reasons.
3 It ..... be in their own country or another one.
4 I ..... it can be dangerous.
5 It ..... as if it's very hot there.
6 They ..... have busy jobs.

6 **Work in pairs. Answer the questions about the photos. Use phrases from Activity 5.**

1 Why do you think the people have chosen to do these activities?
2 How do you think the people are feeling?
3 What problems can people have when they're doing these activities?





7 **Read the follow-up question and choose the best answer (A, B or C). Then work in pairs to compare and explain your choice.**

> Which holiday activity would you prefer?

A I'd prefer going down the river because I love water sports and I enjoy doing something exciting. It's more interesting than sitting on a beach.

B I'd prefer going down the river – whitewater rafting I think it's called – as I'm keen on water sports and I love going fast. Last holiday I did some water skiing and surfing, and that was great fun. I don't particularly like going to very hot countries and I find it boring to sit on a beach and do nothing.

C The beach holiday.

EXAM TIP

The follow-up question for the candidate who is listening is usually a personal question. Your answer should be more than one word or short phrase, but not very long. Answer the question and give a reason and/or an example, but don't try to compare or talk about both photos as your partner has done.

8 **Work in pairs. Turn to page 134 and do Task 1. Then turn to page 136 and swap roles for Task 2.**

Sentence completion

1 **Work in pairs. Would you like to spend a year travelling around the world? Why/Why not?**

2 17 **You will hear a girl called Jessie talking about a round-the-world trip she went on with her family. Read the sentences below and follow these steps.**

1 Look at sentence 1. What type of word could fill the gap?
2 How many different examples of this type of word can you think of?
3 Listen to the first part of the talk. How many examples of this type of word do you hear? Which one is the correct answer? Why?

Jessie's round-the-world trip

Jessie was asked to talk to students about her trip by her (1) ..... teacher.

The family set off in the month of (2) ..... .

Jessie was impressed by the (3) ..... in the Sahara.

The family travelled from country to country by (4) ..... .

Jessie's mother got a little stressed when they were travelling on (5) ..... .

One of the best moments for Jessie's sister was (6) ..... .

While the family were (7) ..... in New Zealand, Jessie's brother had an accident.

When Jessie's brother was in danger, a (8) ..... helped him.

During the trip, Jessie's parents gave the children lessons every (9) ..... .

Jessie and a new friend she made during her trip (10) ..... each other regularly.

3 18 **Listen to the whole talk and complete the rest of the sentences in Activity 2 with a word or short phrase.**

EXAM TIP

If, after reading the questions, you know you're listening for, e.g. a job, don't write down the first job you hear. More than one job may be mentioned in the recording. Be careful to choose the one that fits the meaning of the sentence.

4 19 **Complete the colloquial expressions from the recording with the words in the box. Listen and check. Then listen again and repeat.**

know mean sort stuff suppose tricky

1 I ..... you could call it my big adventure!
2 It's ..... to know where to start.
3 It wasn't exactly a sudden decision, you ..... .
4 That ..... of thing.
5 I know what they ....., but I think it was a wonderful opportunity.
6 We had lessons to keep up-to-date with maths and ..... .

5 **Complete the dialogues with expressions from Activity 4.**

1 **A:** Mum and dad say it's going to be difficult to get a ticket if we don't book soon.
B: Yes, ...
2 **A:** Was it an exciting trip?
B: Yes, ... exciting. There were certainly some unexpected events!
3 **A:** Who was the most interesting person you met?
B: ..... . There were so many!
4 **A:** What did you eat in Japan?
B: Fish, rice and other interesting ..... .

6 **Work in pairs. Imagine you could go on an adventure like Jessie's. What do you think would be the best way of travelling? Where would you choose to go?**







Extreme adjectives

1 **Work in pairs. Look at the photos and describe the sort of journey the people are having.**

2 **Read a driver's description of her journey and underline four more adjectives that make her description sound dramatic. Which of these adjectives are positive (P)? Which are negative (N)?**

Example: *starving – N*

New Message

Hi Kenny,

Thanks so much for dinner at yours last night. I was starving because I hadn't eaten all day! The food was absolutely delicious! But Mark and I had a nightmare journey home. You know it started snowing just as we were leaving? Well, by the time we got to our village, it had become a real blizzard! We couldn't get up the hill to our house – the roads were way too icy.

So, we decided to walk the rest of the way because we were quite close. That was a BIG mistake! The pavements were covered in snow and we kept falling over. Also, it was dark and the snow got worse. It was terrifying. We couldn't see which way we were going! It was freezing too – and we didn't have gloves or hats. It was so good to get home. We were exhausted! Hope you didn't get snowed in!

Take care and thanks again,
Molly

3 **Match the adjectives (1–10) to the extreme adjectives (A–J).**

1	cold	A	exhausted
2	hot	B	terrible
3	hungry	C	fascinating
4	scary	D	deafening
5	tired	E	freezing
6	interesting	F	enormous
7	small	G	tiny
8	bad	H	starving
9	big	I	terrifying
10	loud	J	boiling

LANGUAGE TIP

We don't use *very* with extreme adjectives but we can use *absolutely* to make the adjective even stronger.

*It was **absolutely** freezing!*

4 20 **Listen to the dialogues and repeat. Copy the stress and intonation.**

1 **A:** Was it a scary journey?
B: Scary? It was terrifying!
2 **A:** Was it cold when you fell into the water?
B: Cold? It was freezing!

5 **Write five more dialogues like the ones in Activity 4 using adjective pairs from Activity 3. Then work in pairs and practise your dialogues.**

6 **Work in pairs. Tell each other a story using extreme adjectives from Activity 3. Begin like this: *I'll never forget the time when I …***

1 Read the news story and summarise it in one or two sentences.

Maserati takes a dive

People out for a walk near Lake Windermere couldn't believe their eyes when they saw a car speeding towards them down a narrow and windy road. The next thing they knew, it had gone off the road and into the lake with an enormous splash. A new spy thriller was being filmed in the area and they thought this might be a scene from that. They were surprised that there wasn't a camera crew nearby. In fact, the man behind the wheel wasn't an actor! The driver was Johnny Turner, a Maserati technician who was on his way to the film set to deliver the car. The unfortunate Turner lost control of the car and ended up in the water. Nevertheless, in true thriller fashion, he fought his way out of the car by himself. Worried witnesses saw a very wet Turner climb out of the lake. They managed to pull the car out of the water, but the film-makers had to order a replacement.

Subject/Object questions

▶ **GRAMMAR** REFERENCE p.150

2 Read the story again and match questions 1–6 to answers A–F.

1 Who saw the accident?
2 What did the people see?
3 Who drove the car into the lake?
4 Who did people see climb out of the lake?
5 What did the people think it was?
6 What did the film-makers order?

A Johnny Turner, a Maserati technician.
B A very wet Turner.
C People out for a walk.
D A replacement.
E A scene from a film.
F A car speeding towards them.

3 Underline the subject of the sentence. Circle the object.

Turner was driving a Maserati car.

4 Read the two questions and the answer. Choose the correct option in italics to complete the rules below.

Question 1: Who saw the car in the water?
Question 2: What did Jim Barnes see?
Answer: Jim Barnes saw a car in the water.

1 Question 1 is asking for information about the *subject/object* of the sentence.
2 Question 2 is asking for information about the *subject/object* of the sentence.
3 Questions about the subject of a sentence *use/do not use* auxiliary verbs or inversion.

LANGUAGE TIP

To ask a more general question, use *What happened to … ?*
Question: ***What happened to*** *the car?*
Answer: *It went off the road into the lake.*

5 Look at the questions in Activity 2 again. Which are subject (S) and which are object (O) questions?

6 Read the dialogue between a newsreader and a reporter and complete the reporter's questions using the words in brackets.

A: This is Jo Fox with the news. We're just getting reports of a plane in the Hudson River. We're going to our reporter on the spot, Carlo Santos. Can you hear me, Carlo?
B: Yes, loud and clear.
A: So when **(1)** ..... (*the accident/happen*)?
B: It was just six minutes after take-off.
A: And what **(2)** ..... (*cause*) it?
B: It was probably birds – geese, I think.
A: And what **(3)** ..... (*the pilot/do*)?
B: He decided to land the plane in the river.
A: In the river! Why **(4)** ..... (*he/choose*) to do that?
B: Because they were too far from an airport. And he didn't want to crash the plane in the city.
A: So what **(5)** ..... (*happen*) to the passengers?
B: Everybody got out of the plane.
A: Who **(6)** ..... (*rescue*) them?
B: People on boats from the ferry terminal.
A: Thank you very much. We're all glad that they're safe.

7 Work in pairs. Student A: turn to page 143. Student B: turn to page 144. Ask each other questions to complete the story.

Key word transformation

1 Read two texts about Bailey Thomas, a former child actor. Underline eight more phrases that have changed in text 2.



Bailey's back!

1

Who remembers Bailey Thomas, the child actor? He was once a household name and when he was eight years old, he played a lead role in *High Hopes*, a popular TV soap. But Bailey last appeared in an episode seven years ago. That's because while they were filming that episode, he became very ill. He'd got a dangerous infection and he had to stay in hospital for a very long time. Luckily, he has now recovered completely and has started acting again. We can see him in a new series next spring. Personally, I'm really looking forward to seeing him on TV again.

2

Who remembers Bailey Thomas, the child actor? He used to be a household name and at the age of eight he played a lead role in *High Hopes*, a popular TV soap. But Bailey hasn't appeared in an episode for seven years. That's because in the middle of filming that episode he became very ill. He'd picked up a dangerous infection and he had to spend a long time in hospital. Luckily, he has now made a full recovery and has taken up acting again. We can see him in a new series next spring. Personally, I can't wait to see him on TV again.

2 Look at the phrases you underlined in Activity 1. Which changes have been made in each case? Sometimes there is more than one type of change.

1 a different tense **Example:** *was – used to be*
2 a phrasal verb
3 a different word or phrase
4 a different time expression
5 a different verb pattern

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There are some clues to help you.

EXAM TIP

You usually need to make more than one change when you complete the second sentence.

Example:

He managed to get out of the car. **SUCCEEDED**

Clue: *Think about which preposition follows 'succeeded' and how this affects the verb 'get'.*

He succeeded in getting out of the car.

1 We would like to visit new countries. **INTERESTED**

Clue: Think about which preposition follows *interested* and how this affects the verb *visit*.

We are ..... new countries.

2 I can't decide where to go on holiday. **MIND**

Clue: You need an expression that means 'decide'.

I can't ..... where to go on holiday.

3 We can't wait to see you again. **FORWARD**

Clue: Use a phrasal verb with the meaning of 'can't wait to do something'.

We are ..... seeing you again.

4 The storm damaged the boat. **RESULT**

Clue: You need an expression that means 'because of'.

The boat was damaged ..... the storm.

5 Jo, do you want to stay in a hotel or go camping? **RATHER**

Clue: You need an expression that has the idea of 'want' or 'prefer'.

Peter, ... in a hotel or go camping?

6 You should make the most of your time in Paris. **ADVANTAGE**

Clue: You need an expression that has a similar meaning to 'make the most of something'.

You should ..... your time in Paris.

7 In my opinion, it was a foolish thing to do. **ASK**

Clue: Think of an expression that is a way of giving an opinion.

If ..... , it was a foolish thing to do.

8 She climbed the cliff by herself, without any help. **OWN**

Clue: You need an expression that means 'by herself'.

She climbed the cliff all ..... , without any help.

Report

▶ WRITING REFERENCE p.170

1 Work in pairs. What sort of information would tourists who are visiting a town or area like to know about it?

2 Read the exam task. If you were a tourist, would you like to know about these things? Why/Why not?

> Your English teacher has asked you to write a report about exciting activities that tourists can do while on holiday in your area. Choose two or three activities and write your **report** in **140–190** words in an appropriate style.

3 Read a student's report. Would you like to do any of these activities?

Report on holiday activities

Introduction
The aim of this report is to give some information about the range of exciting activities that people can do in our area.

Extreme sports
There are several centres where you can do different sports such as bungee jumping, sky diving and paragliding. If you enjoy taking a risk, then you will love what they can offer you. Spectators are also welcome.

Motor racing events
There is a famous racing circuit just outside the town, where you can watch local and national competitive events every Saturday. If you would like to drive a racing car yourself, that's possible too. You can pay for a lesson with an experienced driver.

Ghost walks
For a different sort of excitement, there are weekly 'ghost walks' around the old town of Nanchester. A guide takes groups of people on a tour of the oldest buildings in the town and tells the ghost stories connected to them.

Conclusion
If you want something exciting to do, then there are many opportunities in this area. In order not to be disappointed, it is a good idea to book ahead as these activities are often very popular.

4 Read the report again. How many sections are there? How do you know? What does the writer do in each section?

5 Read the report again and find

1 a phrase that gives the purpose of the report.
2 examples of subheadings.
3 an example of an impersonal style.
4 a recommendation.
5 a sentence that summarises the report.

6 Choose the option (A or B) which you would NOT find in a report. Explain your answers.

1
A Dear Sir,
B Introduction

2
A People would enjoy …
B I absolutely love …

3
A Are you looking for somewhere unusual to visit?
B If you are looking for somewhere unusual to visit, …

4
A Booking in advance is recommended.
B You really ought to book in advance.

5
A Finally, I must say that …
B Conclusion: For people who wish to …

7 Read the exam task in Activity 2 again and plan your own report. Make notes under these headings.

- Introduction
- Activity 1
- Activity 2
- Activity 3
- Conclusion

8 Write your report.

EXAM TIP

Always use headings for the different sections of a report and make sure your language is not too informal or colloquial.

9 Check your report. Answer these questions.

1 Did you organise your report into sections, with sub-headings?
2 Did you use any phrases from Activities 5 and 6?
3 Did you make sure your language was not too informal?

1 Complete the story with the past simple, past continuous or past perfect form of the verbs in brackets.

An eventful drive

When Henry **(1)** ..... (*be*) a student, he and his friend Tony **(2)** ..... (*decide*) to go on a hitch-hiking holiday in France. After they **(3)** ..... (*wait*) for an hour by the side of the road, a driver **(4)** ..... (*stop*) for them. They **(5)** ..... (*understand*) that the man **(6)** ..... (*plan*) to drive from north to south without stopping and he **(7)** ..... (*need*) someone to keep him awake. Hours later, while Tony **(8)** ..... (*sleep*) on the back seat, Henry **(9)** ..... (*do*) his best to entertain the driver. They **(10)** ..... (*drive*) through a mountainous area in the South of France when the driver suddenly **(11)** ..... (*fall*) asleep. The car **(12)** ..... (*go off*) the road and into some small trees. Luckily, Henry and the driver **(13)** ..... (*get out*) of the car unhurt. But most surprising of all, under a lot of luggage and blankets, Henry **(14)** ..... (*find*) his friend between the front and back seat. He **(15)** ..... (*be*) in such a deep sleep that he **(16)** ..... (*not even/wake up*).

2 Complete the sentences with the correct form of the phrasal verbs in the box.

get away get over look forward to set off
turn into work out

1 It took me three weeks to ..... the illness I caught on holiday.
2 They stopped him from ..... by putting a guard at the door.
3 This sofa can ..... a bed.
4 I use a route planner to ..... the fastest way of getting somewhere.
5 I'm really ..... seeing Lucia again.
6 We need to ..... early tomorrow morning, to miss the traffic.

3 Choose the correct option (A, B or C) to complete the sentences.

1 ..... Martin was cooking the meal, Miriam laid the table.
A When **B** During **C** While

2 ..... we got to the front of the queue, there were no tickets left.
A After **B** By the time **C** As soon as

3 ..... we found the book, we took it back to the library.
A Afterwards **B** When **C** During

4 ..... I see Jane, I'll remind her about the party.
A As soon as **B** While **C** By the time

5 He spent all day studying. ..... , he met up with his friends.
A After **B** Afterwards **C** When

6 ..... she had had a shower, she went for a walk in the old town.
A Afterwards **B** By the time **C** After

4 Read the story and write questions for the answers in brackets.

Amanda Boyle was furious when a thief stole her smartphone. However, when she phoned her number, the thief, Rory Biggs, answered. She asked for his name and address and he gave it to her. She told the police, who arrested Rory. Amanda got her phone back and Rory went to prison!

Example:
how / Amanda / feel? (She felt furious.)
How did Amanda feel?

1 who / take / her phone? (A thief.)
.....
2 what / Amanda / do? (She phoned her number.)
.....
3 who / answer? (Rory Biggs, the thief.)
.....
4 what / Amanda / ask for? (His name and address.)
.....
5 who / Amanda / tell? (She told the police.)
.....
6 what / happen / to Amanda and Rory? (She got her phone back and he went to prison!)
.....

5 The consumer society



Vocabulary

shops and shopping

1 Do the quiz. Then work in pairs and discuss your answers. Turn to page 142 to see what your answers say about you.

Quiz

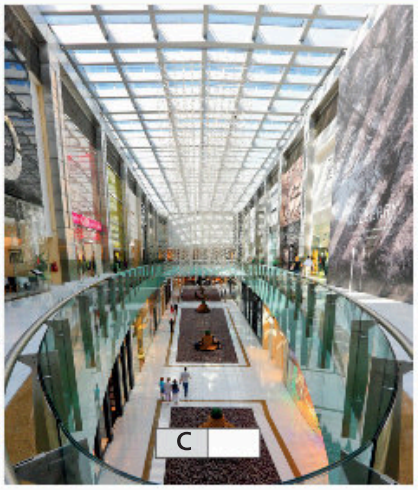
What kind of consumer are you?

HOME
NEWS
BLOG
QUIZZES
LINKS
CONTACT
HELP
Sign Up/Log In
username
password

		Agree	Disagree
1	It's important for me to wear well-known brands and logos.	○	○
2	I often go to second-hand bookshops.	○	○
3	I prefer shopping centres to street markets.	○	○
4	I like shopping in independent shops more than in chain stores.	○	○
5	I buy a lot of things on credit.	○	○
6	I think it's good to buy myself luxury products from time to time.	○	○
7	It's more convenient for me to shop at an out-of-town hypermarket than in a local shop.	○	○
8	I buy a lot of things in sales.	○	○
9	I always go on a price comparison website to find the best deal.	○	○
10	I still browse in bookshops, but nearly always buy books online.	○	○


A


B


C



D

2 **Match the underlined words in the quiz to their meanings (1–8).**

1 a very large supermarket
2 a place outside where people buy and sell goods
3 a product made by a particular company
4 one of a group of shops owned by the same company
5 look at things without necessarily wanting to buy anything
6 a design or symbol a company uses as its special sign
7 a large covered area where there are a lot of different shops
8 an arrangement to pay for something later

3 **Match the comments (A–D) to four of the sentences in the quiz (1–10).**

A It's so much easier to buy things with just a few clicks of the mouse.

B I like getting clothes that aren't the same as everybody else's.

C That way you know you're not going to see it cheaper anywhere else.

D Maybe it costs a bit but it makes you feel good!

4 **Write some comments like the ones in Activity 3 to explain your answers to the quiz.**

5 **Work in pairs. Show your comments from Activity 4 to your partner. Can he/she guess which statements from the quiz they refer to?**

6 **Where do you or your family go shopping for food? Have your shopping habits changed in the last few years? If so, how?**

Multiple matching

7 21 **Listen to four people talking about a recent shopping experience. Match the speakers (1–4) to the photos (A–D).**

8 **You will listen to the four people from Activity 7 again. Read the exam task and underline the key words. Think about words the speakers might use for these key words.**

Example:

A: wasted time: spent a lot of time/hours; was there for

Listen and choose from the list (A–E) what each speaker says about the experience. There is one extra letter which you do not need to use.

A I wasted time choosing what to buy. Speaker 1 ☐
B I did something for the first time. Speaker 2 ☐
C I went with a relative. Speaker 3 ☐
D I didn't find what I expected. Speaker 4 ☐
E I found a problem with a product.

EXAM TIP

Don't expect to hear exactly the same words that you read in the options – think about different ways in which the speaker might express each idea.

9 **Listen again and do the exam task in Activity 8.**

10 **Discuss the questions.**

1 Do you usually choose what to buy quickly or take a lot of time? Why?
2 Do you think people will do all their shopping online in the future? Why/Why not?

Future forms

▶ **GRAMMAR** REFERENCE p.151

1 **Read the messages. What are the girls' plans for the day?**

Lyn

I can't believe it – **(1)** I'm picking up my new car today at 11.30!

Oh wow, Lyn – fantastic! Are you excited?

Yep! It's beautiful. **(2)** You'll love it! And **(3)** I'm going to keep it in the garage and clean it every weekend! Do you fancy coming to pick it up with me?

That would be great. **(4)** I might change my car soon and I can look at some when we're there. 11.30 is fine, after my dental appointment, but I've got a video conference later, so I must be home for that. **(5)** It starts at 3.30.

Cool. **(6)** I'll meet you at the car dealer's. It's Meadens on East Street. Then maybe I can drive you somewhere for a quick lunch – in my lovely new car!

Sounds a great idea. See you there! Got to go now – my dental appointment is at 9.30 and **(7)** I'm going to be late. See you later.

Good luck! Yep, see you at 11.30.

2 **Match the underlined verbs (1–7) in the messages in Activity 1 with the descriptions (A–G).**

A an intention – something you've decided
B an arrangement
C a decision made while you're speaking
D a prediction based on belief
E a prediction based on something already happening now
F a possibility
G a timetabled event

LANGUAGE TIP

When we use *will* for predictions, we often use it with verbs and phrases such as *I think*, *I know*, *I'm sure*.

I'm sure you'll enjoy the film.

3 **Complete the dialogues with the correct future form of the verbs in brackets. Sometimes more than one form is possible.**

1 **A:** Do you want to have a coffee and a snack in the shopping centre this afternoon?
B: I ..... (*meet*) Terry outside Maxi's at 3.15, so we ..... (*come*) along to The Coffee Bean afterwards. OK?

2 **A:** ..... (*you/buy*) anything in the sales tomorrow?
B: I'm not sure. I ..... (*get*) some new boots but I ..... (*see*) how much money I've got!

3 **A:** Do you think we ..... (*be*) home by 8.00?
B: Sure. The shops ..... (*close*) at 7.00, so we ..... (*definitely/be*) back by 7.30.

4 **A:** Let's go to the market after lunch. I can't go earlier because I ..... (*play*) tennis with Mike in the morning.
B: No problem. It ..... (*be*) less crowded then too!

5 **A:** It's nearly 9.00. We ..... (*be*) late for class.
B: Don't worry. I ..... (*explain*) that it was my fault.

4 **Work in pairs and talk about**

1 something you're going to do this evening.
2 something you're doing tomorrow.
3 something you believe will happen later today.
4 something that might happen in the next few weeks.







Making and responding to suggestions

1 **Work in pairs. A bookshop needs to attract more customers. Do you think the ideas below are good ideas? Why/Why not?**

1 coffee bar
2 free gifts
3 kids' corner
4 author visits
5 second-hand book section
6 loyalty card

2 22 **Listen to the owners of the bookshop and tick the ideas in Activity 1 they mention.**

3 **Listen again and complete the phrases the speakers use to make and respond to suggestions.**

1 OK, ... brainstorm some ideas.
2 How ..... having a kids' corner?
3 I ..... it.
4 Why ..... ?
5 And what do you think ..... having visits from some authors?
6 Why ..... we have a loyalty card?
7 I'm not too ..... about that.
8 It ..... be better to stick with the other suggestions.

4 **Write the phrases from Activity 3 in the correct column in the table.**

Making suggestions	Responding to suggestions
Shall we … ? We could always …	Cool! That might work, but … But don't you think … ?

Collaborative task

5 **Look at the photos. Do these things ever make you want to buy products? Why/Why not?**

6 **Work in pairs. Read the exam task and discuss the prompts.**

Here are some things a company could do to help sell its products. Talk to each other about whether these are good ways to sell products.



EXAM TIP

Remember that you don't have to talk about all the prompts. It's better to have a good discussion about a few than to rush through them all.

7 **Work in pairs. Turn to page 139 and do the exam task.**

1 **Work in pairs. If you had to save money, how would you do it? Think about food, transport and entertainment.**

2 **Read the article. Does it mention any of your ideas from Activity 1?**

Gapped text

3 **Work in pairs. Find five words in the article which are new to you. Look at the text around these words. Can you guess their meaning? Discuss your ideas. Then use a dictionary to check.**

EXAM TIP

Don't worry if there are words you don't know in the text. You don't need to understand all the words in order to do the task. You can also try to guess the meaning of unknown words: think about the overall topic of the text, and look at the words and sentences around the ones you don't know.

4 **Read the article again. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A Kath admits that she ate a lot of soup during the year, made from reduced-price vegetables!

B In particular, she was concerned about not being able to afford a good present for her brother when he got married twelve months later.

C In spite of this, she was able to save even more money in a range of different ways.

D She had finally managed to save enough money to buy her brother a decent wedding present.

E But it wasn't like that at all.

F Every time there was a public event and a crowd was needed, I was there.

G This was the cost of a mobile phone which she simply couldn't afford.

Vocabulary

deducing words from context

5 **Match the underlined words in the article to their meanings (1–8).**

1 a person who works for no payment
2 a difficult task
3 the amount of money you allow yourself to spend
4 a person who lives alone and never goes out
5 made a strong promise
6 the money you pay to use a room or a flat
7 helping to sell a new product
8 the time after which a food product cannot be sold

6 **Complete the questions with words from Activity 5. Then work in pairs and discuss the questions.**

1 When was the last time you ..... never to repeat a mistake?
2 Are you, or would you like to be, a ..... to help other people?
3 Do you set yourself a ..... for what you can spend each week?
4 What was the greatest ..... you've ever had to deal with?
5 Do you think it's better to pay ..... or buy a place to live? Why?
6 Do you ever buy things that have passed their ..... ? Why/Why not?

7 **Work in pairs and discuss the questions.**

1 Do you admire Kath or do you think her challenge was pointless? Why?
2 What is the minimum amount of money you think you could live on a day?
3 Which of Kath's money-saving activities would you not do? Why?



Teacher lives on £1 a day

Kath Kelly, a teacher of English to international students living in Bristol, was complaining about all her money worries to a group of friends. 1 So she came up with an unusual way to save money. She vowed that she would try to live for twelve months without spending more than a pound a day.

The next day Kath wasn't so sure that she had made the right decision. Although her rent and energy bills were paid for, she still had to buy food and clothes, pay for transport and have a social life – all on one pound a day! Kath said, 'My mates all tried to stop me. They thought I was mad. They imagined I would be living like a hermit, never going out or borrowing from them. 2 '

Kath discovered lots of ways to find cheap food. She often went to supermarkets near closing time and bought food that was reduced because it was close to its sell-by date. She filled her freezer with 10p-loaves of bread and other cheap items. 3 She also picked fruit from bushes and always took free samples from people who were promoting things in the streets or shops.

As another way of getting food and also as part of her social life, she started going to lots of free events. 'I was out all the time,' says Kath. 'I went to public lectures at Bristol University that had a buffet afterwards, and I went to the library's 100th birthday where they had a buffet as well. I was the queen of the buffet. 4 I would drag friends out to art openings and book launches.'

She even managed a holiday visit to her brother in France by hitchhiking to the Channel Tunnel and persuading a French woman to take her to France as a passenger. On the way back, she travelled on the ferry with a lorry driver and had dinner at the drivers' canteen.

Any form of public transport was beyond Kath's budget, so she did a lot of cycling during the year. This increased because of another saving she had to make. 5 So she would simply cycle to friends' houses if she wanted to speak to them and leave a note if they were out.

After a difficult but fascinating twelve months, Kath successfully completed the challenge she had set herself. 6 Another advantage of her year's challenge was that she met and fell in love with Bruce Taylor while she was working as a volunteer on an organic farm.

Today Kath says that the experiment has completely changed her attitude to life. 'I'm a lot more careful with my money now and live a completely different lifestyle.'

Could you live on £1 a day?







1 **Do you enjoy shopping in a big city? Why/Why not?**

2 **Work in pairs. You will hear an interview with a girl about the differences between shopping in a small village and in a big city. What do you think the girl will mention?**

3 23 **Listen to the interview. Does the girl mention any of your ideas from Activity 2?**

be/get used to

▶ **GRAMMAR** REFERENCE p.152

4 **Listen again and complete the sentences.**

1 I imagine it was difficult to ..... living in a big city!
2 It took a while to ..... all the noise and the traffic.
3 Now, I ..... loads of different types of shops.
4 It's the price of things that I ..... .
5 My mum ..... so much for vegetables.
6 Also, I ..... the crowds you get in shops here.
7 A lot of shop assistants in London ..... late.
8 You ..... it all in time!

5 **Find phrases in Activity 4 that match these meanings.**

1 become familiar with
2 be familiar with
3 be unable to become familiar with
4 not be familiar with

6 **Choose the correct option in italics to complete the rules.**

1 **Be used to** and **get used to** are followed by a noun or a verb ending in *-ing*/*-ed*.
2 **Be used to** describes *a state*/*a changing situation*.
3 **Get used to** describes *a state*/*a changing situation*.

LANGUAGE TIP

Don't confuse *be*/*get used to* + *-ing* with *used to* + infinitive. *Used to* + infinitive is only used for habitual actions in the past.
I ***used to walk*** *past that shop on my way to school.*
Remember that *be*/*get used to* is followed by *-ing*.
I can't ***get used to getting up*** *early for my new job.*

7 **Write three things you weren't used to doing when you started this course and three things that you've got used to now. Then work in pairs and compare your answers.**

8 **Imagine that someone has moved to your town or city from the UK. What do you think they might say about the things in the box? Complete the sentences. Then work in pairs and compare your answers.**

food language shopping transport weather

1 I'm not used to ..... .
2 I can't get used to ..... .
3 It took a while to get used to ..... .
4 Now I'm used to ..... .
5 It's difficult to get used to ..... .

1 **Work in pairs and discuss the questions.**

1 When you go shopping for food, do you look for special offers or reductions? Why/Why not?
2 Have you found a surprising bargain recently?

Multiple-choice cloze

2 **Read the sentences and say why the underlined words are incorrect. What words can you use to replace them?**

1 I'd prefer go into town later.
2 I gave in my job at the shop last weekend.
3 I enjoy looking up bargains in the sales.
4 Despite it was raining, we went to the market.
5 We made our shopping and then went home.
6 The price was too tall, so I didn't buy the coat.

3 **Read the article and answer the questions. Don't worry about the gaps at the moment.**

1 Why were the chocolate oranges so cheap?
2 How did some shoppers take advantage of this?
3 What special offer did Hoover make that almost destroyed the company?

4 **Read the article again and decide which answer (A, B, C or D) best fits each gap.**

EXAM TIP

Before deciding on the correct word, think about both its meaning and its grammar (e.g. What verb form is used before/after the word? What preposition comes after the word?).

0	**A** true	**B** right	**C** live	**D** real
1	**A** table	**B** desk	**C** site	**D** position
2	**A** combine	**B** join	**C** link	**D** connect
3	**A** sale	**B** reduction	**C** value	**D** bargain
4	**A** presented	**B** showed	**C** appeared	**D** looked
5	**A** did	**B** worked	**C** made	**D** increased
6	**A** gone	**B** come	**C** got	**D** been
7	**A** paid	**B** gave	**C** put	**D** spent
8	**A** kept on	**B** looked for	**C** ran over	**D** took up

5 **Do you think the shoppers who bought the chocolate oranges behaved dishonestly? Why/Why not?**

6 **Work in pairs. Turn to page 141 and follow the instructions.**

LateNews

The consumer wins!

For chocolate fans it was a dream come (0) *A, true* . A mistake at the cash (1) ..... of a well-known supermarket meant that the chocolate oranges that normally cost £2.75 were on sale for just 29p. The mistake happened because there was a 'buy one get one free' promotion, which people could (2) ..... with another promotion. Shelves were quickly emptied of the oranges, with one (3) ..... hunter buying 192, saving himself almost £500! Photographs of people with pyramids of chocolate oranges quickly (4) ..... on social networking sites. One person (5) ..... an immediate profit by selling the chocolate oranges to other people for a pound each.

This is not the first time that this kind of promotion has (6) ..... wrong. The most famous case was when the company Hoover offered return flights to Europe or the USA for anyone who (7) ..... more than £100 on its products. So many people (8) ..... the offer that it almost ruined the company and cost an enormous £50 million!



1 **Work in pairs. Do you often buy things that you've seen advertised? What has an advertisement persuaded you to buy recently?**

Essay

▶ **WRITING** REFERENCE pp.167–168

2 **Read the exam task and underline the key words.**

In your English class you have been talking about advertising. Now your teacher has asked you to write an essay.

Can advertising have a bad influence on young people today?

Notes

Write about

1 product information

2 pressure on spending

3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

3 **Read the essay. Do you agree with the writer's points? Why/Why not?**

I think advertising has a huge influence on the decisions people make and the lifestyle they aim for, especially young people. But is this a good or a bad influence?

First of all, it is often thought that advertising is important to give us information as consumers. This is because it helps us know what products and services are available.

While this is true, advertising also encourages young people to buy things that they can't afford as it increases the pressure to own certain items. This can lead to people feeling bad even if they were content before seeing the advert. As well as this, it may lead to some people getting into debt.

Another negative effect of advertising, of course, is that it encourages unhealthy habits; for example, if you see junk food advertised, you are more likely to buy some. Children can be easily affected by this type of advertising.

In conclusion, I must say that even though I believe that advertising is necessary to show us the range of things we can buy, it can have a negative influence on young people. In my opinion, it is something we have to live with. However, there should be stricter guidelines for advertisers on how they market their products, especially to children.

4 **Match the underlined words/phrases in the essay to their functions.**

1 introducing an opinion
2 showing contrast
3 saying that something is obvious
4 adding a new point
5 summarising the writer's opinion

5 **Match the words/phrases in the box to the functions in Activity 4.**

as far as I'm concerned clearly in addition to this
in spite of this on balance

6 **Work in pairs. Read the exam task and discuss the question.**

In your English class you have been talking about shopping. Now your teacher has asked you to write an essay.

Do you think people buy a lot of things they don't need nowadays?

Notes

Write about

1 the importance of luxuries

2 wanting to be like other people

3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

7 **Plan your essay. Make notes for each paragraph (1–5). Use this plan to help you.**

1 Introduction: explain the issue.
2 Write about the first point.
3 Write about the second point.
4 Write about the third point (your own idea).
5 Conclusion: summarise the main points and include a concluding statement.

8 **Write your essay.**

EXAM TIP

When you write an essay, it's important to organise your ideas and express them clearly. Use linking words and phrases (e.g. *as well as this*, *on the other hand*) to link your ideas together – this will make your essay easier to read.

1 Complete the article with the words in the box.

browse centre chain stores hypermarkets
on credit online supermarket street market

Shop at your leisure

It's incredible to think how shopping has changed in the last 100 years. Our great-grandparents went to an outdoor **(1)** ..... or greengrocer's for their fruit and vegetables, and got their meat from a butcher's. The biggest innovation of the last century was the **(2)** ..... , which appeared in every town centre. A lot of shopping areas began to look very similar with the same **(3)** ..... that have a branch in every town in the country. Then consumers started doing their weekly shop at enormous out-of-town **(4)** ..... that sell everything, and where parking is easy. Shopping is a favourite leisure activity, particularly among the young, whose favourite destination is often an indoor shopping **(5)** ..... where you can find your favourite stores, cafés and restaurants. And if you are short of money, you can always buy things **(6)** ..... (though, of course, you have to pay in the end!). Nowadays a lot of people don't bother going to shops, but order what they want **(7)** ..... , with a few clicks of their mouse and a card. However, some people still prefer to **(8)** ..... in the shops even if they don't really want to buy anything.

2 Choose the correct option in italics to complete the sentences.

1 Be careful, Raymond – you're *falling/going to fall* if you keep doing that.
2 We're sure Rachel *will pass/passes* her driving test this time.
3 Don't cry, Emma. Grandad *will buy/is buying* you an ice cream in a minute!
4 This summer we *rent/are going to rent* a chalet for a week with Peter and Jan.
5 He's *spending/spends* Christmas with Jan and her family this year.
6 I'm afraid you've just missed the last train. The next one *is leaving/leaves at* 6.15 tomorrow morning.
7 We can't have the party in the garden because it's *going to rain/raining* tomorrow.
8 What *do you do/are you doing* tonight? *Are you meeting/Do you meet* Louisa?

3 Match 1–6 to A–F to make sentences.

1 He always uses price comparison
2 Their shirts have a distinctive
3 My grandmother used the same
4 The average child has seen over 3,000
5 They have spent millions on their
6 I'm looking forward to going to

A brand of washing powder for years.
B commercials by the time it is four.
C websites to find the best bargains.
D logo that is immediately recognisable.
E the January sales next weekend.
F advertising campaign.

4 Read the situations and complete the sentences with the correct form of *be used to* or *get used to*.

1 Vlad had always driven on the right, so when he came to the UK he had three accidents in the first month.
Vlad had three accidents because he was .....
.....

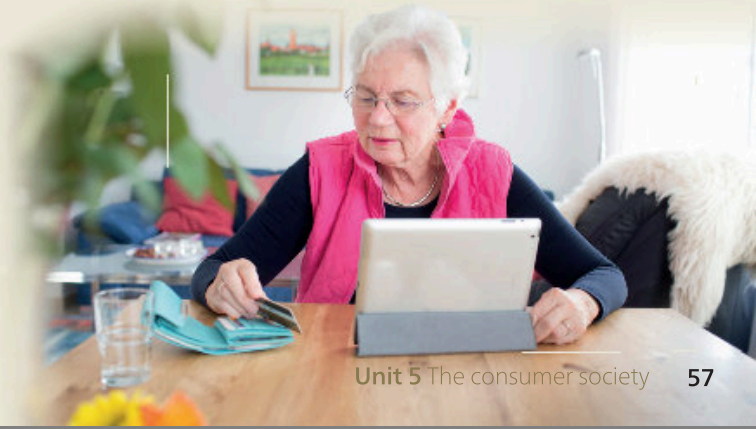
2 I've tried wearing these contact lenses, but they make my eyes itch.
I can't .....

3 Carla moved to Canada from Spain five years ago. She found the first three winters really hard but now she enjoys them.
Carla has .....

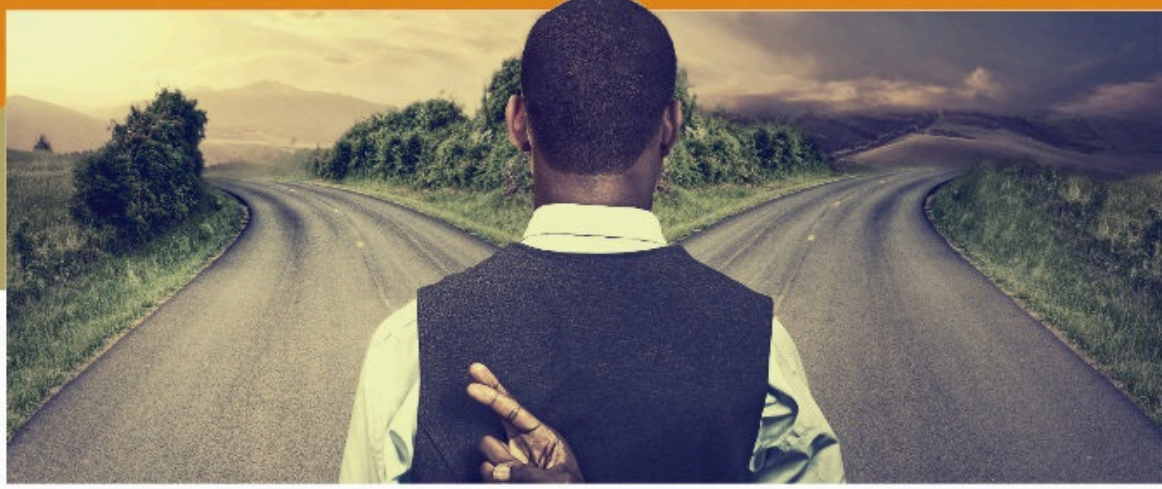
4 At first I found it hard to eat with chopsticks, but now I'm a real expert.
I'm .....

5 When Mario left home, he didn't know how to look after himself.
Mario wasn't .....

6 My grandmother no longer finds it difficult to shop for her groceries online.
My grandmother has .....



6 Working lives



Vocabulary

finding a job

1 **What do you think is most important in a job? Number the items (A–H) in order of importance (1 = most important, 8 = least important).**

I want a job that

- **A** is well-paid so I won't have to worry about money.
- **B** is secure because I don't like taking risks.
- **C** will be challenging because I enjoy situations that are difficult and interesting.
- **D** has good prospects because I want the chance of getting a better position.
- **E** I feel is worthwhile and helps other people.
- **F** has status because I care about what other people think.
- **G** is rewarding and gives me a sense of achievement when I do something well.
- **H** gives me a good work-life balance and isn't too stressful because it's important to enjoy other things as well as work.

2 **Work in pairs and compare your answers in Activity 1.**

3 **Complete the table with the words in the box.**

application form candidate CV full-time interview letter of application
part-time permanent salary temporary wage

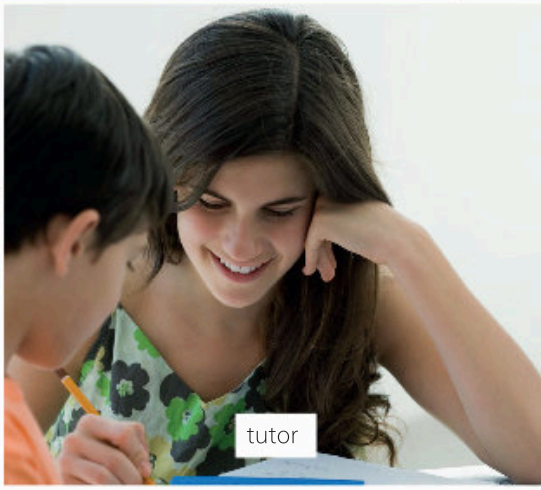
Types of job	Money	Applying for jobs
		application form

4 **Work in pairs. Take turns to choose a word from Activity 3 and give an example or definition. Your partner guesses the word.**

Example: *This is what you write when you want to get a job.*


childminder


call centre worker


tutor

word building

5 Work in pairs. Write down as many words as you can made from the word *employ*.

6 24 Listen and check. Underline the main stress in each word. Then listen again and repeat.

Example: *employ*

Collaborative task

7 Work in groups. Look at the photos of part-time jobs for students and discuss the advantages and disadvantages of doing them. Which is the best job for a student? Why?

8 25 Work in pairs. Read the exam task and listen to two students discussing one of the prompts. Do they think this is a good or a bad reason for having a part-time job? What examples do they give?

Here are some things students consider when deciding whether to get a part-time job. Talk to each other about whether it is a good idea for students to have a part-time job.



Now decide which is the most important point for students to think about when deciding whether to get a part-time job.

9 26 Work in pairs and do the exam task in Activity 8. Then listen to the rest of the students' discussion. Do they talk about the same things as you did?

EXAM TIP

In Parts 3 and 4, give reasons for your opinions and talk about your own experiences.

Remember that in Part 4, the examiner may ask you and your partner questions in turn or may give you a question to discuss together.

Discussion

10 27 Listen to the students. Which question are they discussing?

1 Would you like to do a part-time job? Why/Why not?
2 Some students do holiday jobs in another country. Do you think this is a good idea? Why/Why not?
3 Some teenagers do volunteer work in their free time. Do you think this is a good idea?
4 Do you think teenagers should be paid for doing jobs around the house? Why/Why not?

11 Complete the phrases the students use to introduce their answers and comments. Then listen again and check.

1 That's an ..... question.
2 To be ....., I've never ..... about it before.
3 It all ..... .
4 But in ....., I agree with Maria.
5 ..... to think of it, yes.

12 Work in pairs and discuss the questions in Activity 10.

1 **Work in pairs and discuss the questions.**

1 What was your dream job when you were a child? Why?
2 What is your ideal job now? Why?

Multiple matching

2 **You are going to read an article in which three people talk about their jobs. Read the article quickly. Which job could pay the most?**

3 **Read the question about the article and underline the key words. Then read the section of the article in bold and underline the parts that express the same idea as the question.**

Which person is proud of having changed the reputation of the place they work in?

EXAM TIP

Remember to read the questions first, and underline the key words. When you have found a part of the text where there is information relevant to a question, read it in more detail and look for words/phrases that express the same idea as the question. Go back to the question and check that the section you chose answers it.

4 **Read the article again. For questions 1–10, choose from the people (A–C). The people may be chosen more than once.**

Which person

has a quiet time early in the year?	1
likes travelling for work?	2
enjoys spending time outdoors?	3
has to deal with irritating situations at work?	4
has to give talks to large groups of people?	5
has to take difficult decisions?	6
is proud of having a lot of qualifications?	7
became interested in the job at an early age?	8
occasionally needs to start work early?	9
mentions a way of earning more?	10

5 **Work in pairs. Which of the jobs in the article do you think is the most**

- interesting?
- worthwhile?
- difficult?
- stressful?

Vocabulary

phrasal verbs in context

6 **Complete the sentences with the correct form of the underlined phrasal verbs in the article. Then work in pairs and think of a job each sentence could describe.**

1 People often ..... this job because one of their parents does it.
2 In this job you have to ..... letters and papers a lot.
3 In this job you have to ..... new ideas quickly all the time.
4 When people ..... in this job, they only receive a very low salary.
5 People who do this job have to ..... to work very early in the morning.
6 As part of my job, I ..... new products and services and send feedback to the companies.
7 You don't need a lot of money to ..... a business like this.
8 In this job you need to try to ..... of your competitors with your results.

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

1 So tell me, what do you do?
2 What does your job involve?
3 What's a typical day like?
4 What do you like best about your job?
5 What's the most difficult part of your job?
6 Do you need any qualifications or special skills?
7 What attracted you to this career?
8 Do you work in an office?

A The hardest part is …/The thing I like the least …
B I have an office but sometimes …
C I've always been interested in …/I first found out …
D The most satisfying thing for me is …/The best thing about being a … is …
E I'm a …/I work as a …
F It is my job to do …/My job involves doing …
G I usually start work at …/I generally finish at …
H You need to be …/You need to have a degree in …

8 **Work in pairs. Role-play an interview with one of the people in the article. Use Activity 7 to help you. Then swap roles.**

I **love** my **job**

Three people tell us about their jobs and why they love them.


A


B


C

Lindsey (29) is in charge of buying men's fashion at a department store.

My work is to select and build the perfect range of clothes for our customers, and I started by doing a course in fashion design. There are two key seasons: in January and February I buy clothes for the autumn, and in August I buy clothes for the spring. During these seasons I fly to trade shows in Barcelona and Florence on big buying trips – that's a real bonus! My working day is quite long. I usually get in at about 8.30 a.m. and work until 6.30 p.m. **The most satisfying thing for me has been building my department into a popular and fashionable place to buy men's clothes – department stores aren't always well-known for being top places to buy fashion.** It is my job to be creative and try to stay ahead of the market. If I want to try out a new brand, I have to drop a brand we already have. That isn't always easy but you have to remember that this is business. A buyer's assistant earns around £20,000 a year, but an experienced buyer might earn over £40,000. A lot of people dream of starting up their own boutique, but it can be a very risky business.

Alex (22) is a magician.

I am a 'close-up' magician, so I perform in front of small groups of people rather than on a stage in a big theatre. Sometimes I do my tricks while I'm walking around tables where people are eating! I mainly work in the evening and I perform at big parties for companies, weddings, private events and birthdays. Business is generally good throughout the year. Company events keep me busy at Christmas and New Year, but weddings and birthday parties tend to be in late spring and summer. So that means that January and February are good months to relax and think up new tricks. The best thing about being a magician is being your own boss. I suppose the downside is that there are times when people can really annoy you – like when they shout out in the middle of your act. One reason I went into magic was because when I was growing up, I used to get bored with things very quickly. My parents gave me a book of magic tricks to keep me busy. With magic, there is so much to learn that you never get bored. Starting out, you might earn £12,000 a year but a well-known magician could earn up to £100,000. You can also do TV work, which usually brings in a lot of money.

Viki (36) is a marine biologist.

To become a marine biologist, I did a biology degree followed by a master's and then a doctorate. Having those makes me feel I've done something worthwhile. Researchers with these qualifications start on £25,000 a year and often become university lecturers, but at the moment I'm happy doing research. Part of my job is to track animals at sea and to tag them. We do this in order to understand their behaviour and movement patterns. If I'm in the office, it's a 9.00 a.m. to 5.30 p.m. day; but if I'm going to sea, I start at 7.30 a.m. At the fishing site the crew pull a big net along the seabed. Then they put the catch on the deck and our work begins. We sort out the fish and put the sharks and rays into seawater tanks and tag them, and then we release the fish back into the sea. It's really exciting when the nets come onto the boats. I love going out and catching new things and talking to fishermen. However, a side of the job that I don't particularly enjoy is public speaking – for example, when I'm at conferences, even if they're in other countries.

Making comparisons

▶ GRAMMAR REFERENCE p.152

1 Work in pairs. Read the job advertisement and discuss what skills or qualifications you think an applicant for the job will need.



Veterinary surgeon

A position at our surgery has become vacant and we are looking for a well-qualified and experienced veterinary surgeon to join the team. The successful candidate will be motivated and enthusiastic, with experience of dealing with a wide range of animals. A particular interest in the health of large animals will be an advantage. For more details, please visit www.langdownvets.ac.uk.

2 28 Listen to two interviewers discussing three candidates for the job in Activity 1. Do they mention any of your ideas from Activity 1?

3 Listen again and complete the dialogue.

A: Well, that was interesting. Three very different candidates. My feeling is that Cameron has **(1)** ..... qualifications, and he's obviously **(2)** ..... . But I felt he wasn't **(3)** ..... enthusiastic **(4)** ..... the others. What do you think?

B: Yes, I agree. My guess is that he's looking for a **(5)** ..... practice – you know, with a wider range of challenges. He didn't seem very keen.

A: That's probably the reason. How about Karine?

B: She's **(6)** ..... and **(7)** ..... . She only finished her training a year ago, but she seemed **(8)** ..... . She also seems to have **(9)** ..... interest in dealing with large animals. She has specific qualifications and I noted that she has lived on a farm for most of her life. However, she's **(10)** ..... than the others.

A: Yes, I see what you mean. And finally, Hector.

B: Mm … He's only **(11)** ..... than Karine but he expects **(12)** ..... salary. His qualifications aren't **(13)** ..... Cameron's, and I felt he was **(14)** ..... of the three. He's probably **(15)** ..... candidate we saw. So, decision time!

4 29 Which candidate do you think will get the job? Why? Listen and check.

5 Complete the table with adjectives from Activity 3.

	Adjective	Comparative	Superlative
1	young	younger	
2	enthusiastic	more enthusiastic	
3	old		the oldest
4	confident		the least confident
5	good	better	
6	bad	worse	

6 Look at Activities 2 and 3 and complete the rules with the words in the box.

irregular one or two same three

1 We add *-er* and *-est* to form the comparative and superlative of .....-syllable adjectives.
2 We use *more* or *less* and *the most* or *the least* to form the comparative and superlative of adjectives with ..... or more syllables.
3 We use (*not*) *as … as* to say that some things are the ..... (or not the same) in some way.
4 *Good* and *bad* are ..... and have different forms in the comparative and superlative.

7 Complete the sentences with the comparative or superlative form of the adjectives in brackets. Then work in pairs and discuss: do you agree?

1 I think politicians have the ..... (*important*) job in the country. We can't do without them.
2 My ..... (*favourite*) job around the house is cleaning the bathroom. I hate it!
3 The ..... (*bad*) job for me would be teaching!
4 I think teachers should earn a ..... (*high*) salary than they do now.

8 Work in pairs. Take turns to compare jobs using comparative and superlative adjectives.

1 lawyer, dentist, teacher
2 hotel receptionist, shop assistant, computer engineer
3 actor, doctor, builder

Example: *A lawyer's job is more difficult than a teacher's because …*

Vocabulary

prepositional phrases

1 **Complete the sentences with the prepositions in the box.**

by (x2) from in (x3) on out (x2)

1 I had a holiday job cleaning hotel rooms. It was OK but when the lift was ..... *of order*, it was a nightmare!
2 I used to work in my local supermarket and the man ..... *charge* of us was really bossy!
3 My friend left college and has been ..... *of work* for six months now. She's online all the time ..... *case* new jobs are advertised.
4 My mum works ..... *home*. She enjoys working ..... *her own* but I don't think I'd like to be ..... *myself* all the time.
5 I found out about the job ..... *chance* when I was looking through a local magazine.
6 Everyone at work ran in a marathon last weekend ..... *aid of* charity.

2 **Match the prepositional phrases in italics in Activity 1 with meanings 1–8.**

1 responsible for
2 alone (x2)
3 because something might happen
4 not working properly
5 to get money for
6 accidentally
7 unemployed
8 in the house, not in an office

EXAM TIP

Prepositions are often tested in Part 2. Keep a record of common prepositional phrases.



Open cloze

3 **Read the blog post. How many jobs does the writer mention? Don't worry about the gaps at the moment.**

My worst job ever!

When you're at college, you often get a part-time job **(0)** to save some money, and as a student I had quite a lot of them, ranging **(1)** ..... picking fruit to working for a furniture removal company. Some of them were **(2)** ..... interesting than others. The best was taking tourists in a boat along the river at weekends. When the sun shone, it felt **(3)** ..... being on holiday! One of **(4)** ..... most boring was when I worked for a catering company. On Saturdays they prepared food for wedding receptions and I was **(5)** ..... charge of taking the shells off hard-boiled eggs. The bad thing **(6)** ..... that job, apart from the boredom, was that my hands smelled **(7)** ..... eggs for ages afterwards! But **(8)** ..... a doubt, the worst job I had was when I worked **(9)** ..... a waiter on a cruise ship. I got really sea sick but I couldn't leave the job because the ship didn't return home **(10)** ..... another two weeks!

4 **Read the blog post again and think about what type of word is missing in each gap.**

EXAM TIP

Always read the text around each gap carefully, to see what type of word you are looking for (e.g. a preposition, part of a phrasal verb, an article, a linking word).

5 **Complete the blog post with one word in each gap.**

6 **Work in pairs. Do you think that a part-time or a holiday job can lead to a full time career?**

Sentence completion

1 You will hear an actress giving a presentation about her job. Do you think the life of an actress is easy or difficult? Why?

2 Read the first sentence on the right and look at the gap. What sort of word is missing?

EXAM TIP

Always read the sentences before you listen, and think about what type of word(s) you need for each gap. Remember that you may need to write more than one word in each gap.

3 30 Listen to the first part of the talk and note down two possible answers for the first sentence. Then listen again, choose the correct answer and say why it is correct.

4 31 Listen to the rest of the talk and complete the rest of the sentences with a word or short phrase.

Vocabulary

deducing words from context

5 Match the words from the recording (1–7) to their meanings (A–G). You can look at the audio script on page 199 to help you.

1	punctual	A	put unusual or smart clothes on
2	lie-in	B	ground that has become wet with water
3	rehearsal	C	real, not theoretical
4	glamorous	D	arriving at the right time
5	dress up	E	staying in bed in the morning
6	practical	F	practice for a performance
7	muddy	G	attractive and exciting

6 Complete the sentences with words from Activity 5.

1 I'm very ..... – I'm never late for anything.
2 I hate walking in the rain – especially on ..... roads!
3 I always have a long ..... at the weekend.
4 I don't like to ..... for special occasions. I prefer casual clothes.
5 I enjoy reading about ..... people in magazines and finding out about their beauty secrets.
6 I'm not a very ..... person and I'm not good at organising either.

7 Work in pairs and discuss. Are the sentences in Activity 6 true for you?

Working as an actress

Jenny is famous today for her role in a **(1)** ..... .

Jenny believes that when you're a student, there aren't so many **(2)** ..... to face.

Jenny enjoys the fun side of acting, like putting on **(3)** ..... and dressing up.

Jenny was very pleased to be able to work in a **(4)** ..... during her school work experience.

Jenny was excited to be able to learn about the **(5)** ..... when she worked on *Romeo and Juliet*.

Jenny was disappointed that her first job was in an advertisement for **(6)** ..... on TV.

Jenny uses the word **(7)** '.....' to describe how she feels about her recent career.

Jenny can be seen on TV in the month of **(8)** ..... .



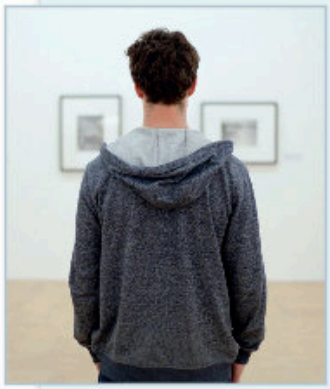
Obligation and necessity

▶ GRAMMAR REFERENCE p.153

1 **Work in pairs. Read the blog post below and answer the questions.**

1 What does the writer's work experience involve?
2 What advice does he give to students looking for work experience?

Experienced worker!



For my work experience this year I applied for a placement at the Royal Hampton Museum as I'm really interested in history. I **(1)** had to write quite a detailed application letter and I was thrilled when I was accepted. I'm having a brilliant time. You **(2)** don't need to be an expert on antiques to work here – but you should have an interest in the past. I'm a museum assistant and I **(3)** have to do a range of things, from selling books in the gift shop to researching information on Google. There are a fair number of rules here as you can imagine. Visitors **(4)** mustn't touch the exhibits and they have to leave all bags at reception. As for me, the good thing is that I **(5)** don't have to wear a uniform. The bad thing is that I have to get up really early to get here on time. Today's my last day and I had to be here at 8.00 a.m. because we **(6)** were supposed to visit another museum and look at one of their collections. However, because they had a power cut, we didn't go. Disappointing! But for those of you trying to decide where to go for your work experience, I think you **(7)** should do some research to find a placement somewhere really interesting. And you **(8)** must apply quickly or the place you want will have gone.

2 **Read the blog post again and match the underlined verbs (1–8) to the descriptions (A–G). One description matches two verbs.**

A obligation in the past
B obligation in the present (personal/from the speaker)
C obligation in the present (external/outside the speaker)
D something that is not permitted
E something that is not necessary (x2)
F advice
G something that was expected

LANGUAGE TIP

Don't confuse *mustn't* with *don't have to*. Compare:
*You **don't have to** stay.* (But you can if you want to.)
*You **mustn't** stay.* (You have no choice – you must leave.)

3 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 Workers are not allowed to leave before 5.30 p.m.
MUSTN'T
Workers ..... before 5.30 p.m.

2 It isn't necessary to buy anything for lunch because I'll bring sandwiches.
NEED
You ..... anything for lunch because I'll bring sandwiches.

3 Dan asked me to post his application but I forgot.
SUPPOSED
I ..... Dan's application but I forgot.

4 I can stay in bed late tomorrow because it's Sunday.
HAVE
I ..... up early tomorrow because it's Sunday.

5 I couldn't go out last night because my brother needed my help with his homework.
HAD
I couldn't go out last night because I ..... with his homework.

6 It's a good idea to get a weekend job to help save up for a holiday.
SHOULD
You ..... to help save up for a holiday.

7 They expected us to finish the report by Tuesday but there just isn't enough time!
WERE
We ..... the report by Tuesday but there just wasn't enough time!

8 The thing I like the least about my job is the fact that we are often expected to work long hours.
HAVING
The thing I like the least about my job is often ..... long hours.

4 **Work in pairs. Turn to page 141 and follow the instructions.**

Email/Letter of application

▶ **WRITING** REFERENCE p.174

1 **Read the exam task. Do you need to write the letter in a formal or informal style? Why?**

You have seen this job advertisement on a website.

- **Are you interested in old buildings?**
- **Would you like to earn some extra money at weekends?**

We need reliable young people with an enthusiasm for old buildings, to work as visitor guides at Telford Manor House at weekends.

Apply in writing to Mrs Katherine Parker, explaining why you consider yourself suitable and giving details of your availability.

Write your **letter** in **140–190** words in an appropriate style.

2 **Read the exam task again. Underline the important information in the advertisement and tick the points you think you should include in your letter.**

1 why you are writing
2 where you found out about the job
3 why you are interested in old buildings
4 all your previous work experience
5 similar jobs you've had before
6 your qualifications or current studies
7 why you need the money
8 relevant aspects of your personality
9 what free time you have
10 what you normally do in your free time
11 a question about the work
12 your contact details

3 **Read a student's letter and underline the points from Activity 2 that he has included. In which paragraph does he refer to each point?**

Dear Mrs Parker,

I am writing to apply to become a visitor guide at Telford Manor House. I saw your advertisement on our college website and it sounds a very interesting job. I believe that I would be a suitable applicant.

I am nineteen years old and I am studying history at Newton College. I am currently working at a leisure centre at the weekends but I would like to become a visitor guide at Telford Manor as I have a particular interest in historic buildings. I was brought up in this area and know the Manor well already. I would enjoy learning more and passing this information on to visitors. I have experience in giving presentations and my referees will confirm that I am reliable.

If you accept my application, I will give up my weekend job, which means I could be available all day Saturday and Sunday.

I would be grateful if you could let me know your rates of pay. You can contact me on 070645271 and at jj58robins@nol.ac.

I look forward to hearing from you soon.

Yours sincerely,
Jon Robins

4 **Find formal phrases in the letter to match phrases 1–10.**

1 think
2 now
3 want
4 like
5 if I get the job
6 I'll be free
7 Can you tell me
8 get in touch with me
9 please write soon
10 Best wishes

5 **Read the exam task and write your letter.**

EXAM TIP

When writing a formal letter, don't use contractions (*I'm, shouldn't*), abbreviations (*etc., e.g.*) or very idiomatic language (*I guess I should …*).

You have seen this job advertisement on a website.

We are looking for an assistant to work at our activity centre for children aged 5–10 years old during the school summer holidays. The successful candidate will have an interest in sports and games, and some experience of working with children. Apply in writing to Mr Barker, giving details of your availability.

Write your **letter** in **140–190** words in an appropriate style.

PROGRESS TEST 2

1 Complete the definitions with the words in the box.

achievement application form candidate
good prospects interview salary temporary
unemployed wage worthwhile

1 .....: a question and answer session for a job
2 .....: what we feel a sense of when we complete a job well
3 .....: the chances of a successful future career
4 .....: not having a job
5 .....: important and useful for society
6 .....: the money we are paid each month for doing a job
7 .....: not permanent
8 .....: the money we are paid each day or week for doing a job
9 .....: someone who asks for a job
10 .....: you fill this in to ask for a job

2 Complete the sentences with the correct form of the words in brackets.

1 My new job is very ..... (*reward*). I feel a real sense of achievement.
2 I feel absolutely ..... (*exhaust*). It's been so busy at work all day.
3 She's much happier in her new job. It's more ..... (*challenge*) than her old one.
4 Julia answered an ..... (*advertise*) she saw on the internet.
5 We are looking for ..... (*enthusiasm*) young people who enjoy working with young children.
6 She made an ..... (*arrange*) with her firm so she could work part-time.
7 My job has been much less ..... (*stress*) since our new boss arrived.
8 We help staff find ..... (*accommodate*) near the factory.
9 Graduates are finding it more and more difficult to find ..... (*employ*) nowadays.
10 Their advertisement attracted a number of ..... (*apply*).

3 Choose the correct option in italics to complete the sentences.

1 Stop! You *mustn't/don't have to* play with that light switch, Tommy.
2 We *didn't need to/had to* bring sandwiches – lunch was provided.
3 You *don't need to/aren't supposed to* bring drinks into the library but most people don't follow the rule.
4 You *mustn't/don't have to* carry any metal objects through the security scanner.
5 You *don't need to/mustn't* touch that equipment – it's very sensitive.
6 Visitors *are supposed to/must* wear a badge at all times – there are no exceptions.

4 Complete the text with the correct past form of the verbs in brackets.

Nineteen-year-old Keith Lonsdale **(1)** ..... (*visit*) the bank in his small town when two masked men **(2)** ..... (*come in*). The robbers **(3)** ..... (*take*) an employee hostage but they **(4)** ..... (*let*) her go after they **(5)** ..... (*put*) the money in bags. Afterwards, the police **(6)** ..... (*come*) to take statements from witnesses. While Keith **(7)** ..... (*give*) his statement to the police, he **(8)** ..... (*remember*) that he **(9)** ..... (*leave*) his car on a parking meter. The policeman **(10)** ..... (*tell*) him not to worry as the traffic warden **(11)** ..... (*know*) that the police officers **(12)** ..... (*interview*) witnesses. But when Keith **(13)** ..... (*return*) to his car, a traffic warden **(14)** ..... (*already/give*) him one parking ticket and he **(15)** ..... (*write*) a second one!



PROGRESS TEST 2

5 **Read the text below and decide which answer (A, B, C or D) fits each gap. There is an example at the beginning.**

Home | Lifestyle | Amazing people

A life without cash

We have all heard about the woman who spent a year living **(0)** C, on just a pound a day. But in Germany, Heidemarie Schwermer, a pensioner, **(1)** ..... up using money completely. Her decision probably had something to do with her experience as a penniless refugee **(2)** ..... the Second World War.

After the war, Heidemarie led a fairly ordinary life. She worked as a teacher for many years and **(3)** ..... she became a psychotherapist. But her memories of what it was like to have nothing stayed with her and she decided to do something about it. She came **(4)** ..... the idea of an exchange network which allowed people to exchange goods and services without cash. Even though the scheme turned **(5)** ..... a great success, she wanted to do something more radical. So she took the decision to leave her flat and close her bank account. At first, her daughters thought their mother had **(6)** ..... an awful mistake. But gradually, over the years, they **(7)** ..... her unusual lifestyle. Heidemarie slept on people's sofas or else house-sat, and wore **(8)** .....-hand clothes people didn't need anymore. Shops gave her food they couldn't sell, and she knew she could **(9)** ..... go to a soup kitchen as a last resort. People were interested **(10)** ..... learning more about her experiences and she wrote several books about her life. She gave away the money she earned – often to complete strangers.

Heidemarie died in 2016, but what an interesting life she led!

0	**A** by	**B** in	**C** on	**D** of
1	**A** gave	**B** took	**C** set	**D** turned
2	**A** by	**B** for	**C** during	**D** while
3	**A** after	**B** after having	**C** before	**D** afterwards
4	**A** into	**B** up with	**C** down with	**D** out
5	**A** off	**B** up	**C** into	**D** off
6	**A** taken	**B** had	**C** made	**D** done
7	**A** would	**B** used to	**C** were used to	**D** got used to
8	**A** first	**B** second	**C** third	**D** fourth
9	**A** ever	**B** never	**C** always	**D** hardly
10	**A** at	**B** of	**C** about	**D** in

6 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

Example:

Last month I was given responsibility for booking gigs for our band.

OVER

Last month I took over booking gigs *for our band.*

1 I can't decide which shirt to buy.

MIND

I can't ..... which shirt to buy.

2 Jacinta is more experienced than Milton.

AS

Milton ..... as Jacinta.

3 Did you make that by yourself, Emily?

OWN

Did you make that all ..... , Emily?

4 The photocopier isn't working again.

ORDER

The photocopier is ..... again.

5 This is the biggest size we have.

THAN

We don't have ..... this.

6 You don't have to buy a uniform – we'll give you one.

NEED

You ..... a uniform – we'll give you one.

7 Luke doesn't live here anymore.

TO

Luke ..... here.

8 Politics is boring for me.

BY

I ..... politics.

7 Complete the conversation with the phrases in the box.

about taking an interesting question could always
don't you think far as I'm concerned
should take advantage to be honest to think of it

A: Have you got any idea of what you'd like to do when you finish school?

B: That's **(1)** ..... . For the time being, I just want to pass my exams.

A: How **(2)** ..... a gap year after you've finished?

B: A gap year? But **(3)** ..... Mum and Dad would be disappointed?

A: Perhaps, but as **(4)** ..... , there is more to life than following a career. You **(5)** ..... of your freedom while you can.

B: Come **(6)** ..... , I would like to travel and see the world.

A: Well, you **(7)** ..... volunteer to work abroad.

B: Working abroad! **(8)** ..... , I've never really considered it. Yes, why not? It could be interesting.

8 Match what the people say (1–6) to what they need (A–F).

1 'I want to make sure I get the best deal for my car insurance.'
2 'We need as much publicity as possible to make people aware of our new product.'
3 'We need to advertise to television audiences.'
4 'I like to look for bargains but I don't always know what I'll find.'
5 'There are several versions of the same product but I always get the cheapest one.'
6 'We need to design something to put on all our clothes so that people know our name.'

A an advertising campaign
B a price comparison website
C a supermarket brand
D a commercial
E a logo
F the January sales

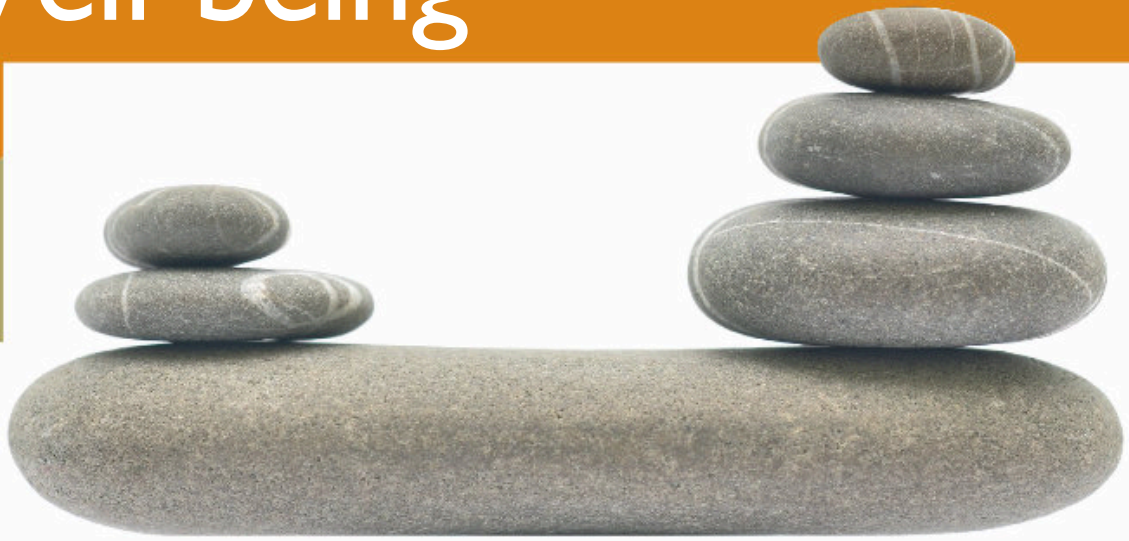
9 Complete the article with one word in each gap.



The hidden persuader

Don't be too surprised if your dog starts barking **(0)** *during* the advertisements this evening. A clever advertising agency has **(1)** ..... advantage of dogs' ability to hear sounds that are outside a human being's range. They have included these sounds in a commercial that is aimed at dogs! When they tested it on twelve different dogs, they found that the animals stopped what they **(2)** ..... doing and looked at the TV. The **(3)** ..... enthusiastic of the dogs even licked the screen! The pet food manufacturer in the advert hopes that the next time we **(4)** ..... our shopping we will go for their brand first. Some vets have doubts about the negative impact the advert will have and say we should not leave our pet on its **(5)** ..... in front of the TV. We should be there just in **(6)** ..... it becomes upset. The manufacturer has no such fears and is looking **(7)** ..... to a big increase in sales. A few years ago a similar advert was used in Austria with great success. My guess is that we will have to get **(8)** ..... to seeing more adverts of this kind in the future.

7 Well-being



Long turn

1 **Work in pairs and discuss. What are your favourite possessions?**

2 **Work in pairs. Read the exam task and look at the photos on page 71. Answer the questions below.**

> These photos show people and their possessions. Compare the photos and say why you think the possessions are important to the people.

1 What is similar about the two photos? What is different?
2 Why do you think the possessions are important to the people?

3 32 **Listen to two students, Felicia and Carlos, doing the exam task in Activity 2 and answer the questions.**

1 Did Felicia make the same points as you?
2 What was the examiner's follow-up question for Carlos?
3 What did Carlos mention? How long was his answer?

4 **Listen again and complete the sentences. Which expressions does Felicia use to compare the photos (C)? Which ones does she use to speculate (S)?**

1 The woman on the left has lots of clothes, ... the woman on the right has lots of books.
2 It looks as ..... they've both spent a lot of money on their possessions.
3 The woman with the clothes ..... pleased.
4 The woman on the right ..... very relaxed.
5 ..... she's reading an interesting book.
6 One is interested in her appearance ..... the other is interested in reading.
7 I'm ..... she likes studying too.
8 Or ..... she likes collecting pretty things.

5 **Work in pairs. Turn to page 135 and do Task 1. Then turn to page 138 and swap roles for Task 2.**

EXAM TIP

When you compare the photos, look for some things that are the same and some things that are different. Do not describe each photo individually.





Vocabulary

adjectives: prefixes and suffixes

6 Work in pairs. Complete the table with the negative form of the adjectives in the box.

~~correct~~ expected experienced formal fortunate honest likely polite possible regular relevant

un-	
im-	
dis-	
in-	incorrect
ir-	

7 Add *-less* or *-ful* to the words in brackets to complete the sentences.

1 My last visit to the dentist was a ..... (*pain*) experience. I'm going to try another one next time.
2 The information we received was ..... (*use*). It was completely out of date.
3 Why can't you be more ..... (*care*)? That's the third plate you've broken!
4 The wedding was a ..... (*joy*) occasion and everyone had a great time.
5 It's ..... (*point*) asking me where I put the keys – I can't remember!
6 Doctors are ..... (*hope*) that he will make a full recovery.

LANGUAGE TIP

The suffixes *-ful* and *-less* carry positive and negative ideas.

careful – careless

Word formation

8 Read the comment. Do you agree?

Happiness?

For a start, I think it's nearly **(0)** impossible to measure happiness. Sometimes I'm really happy because I've been **(1)** ..... at something and it's given me a sense of achievement. At other times I'm happy because it's a **(2)** ..... day, the sun is shining and everything is **(3)** ..... in my world! On the other hand, silly things can make me feel miserable – for example, if someone says something **(4)** ..... to me or if I get frustrated because I'm **(5)** ..... to do something. I can feel upset if I'm too **(6)** ..... to finish something too. Some people say that you need to have money to lead a happy life and, to a certain extent, that's true. If you're **(7)** ..... or you can't afford a reasonable standard of living, then, of course, not having money will make you **(8)** ..... . But sometimes worrying too much about money and buying things can lead to a **(9)** ..... life. I think the best idea is to try to learn to be **(10)** ..... with what you have.

POSSIBLE
SUCCESS
BEAUTY
PEACE
PLEASANT
ABLE
PATIENT
HOME
HAPPY
CONTENTED
SATISFY

9 Read the comment again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

10 Work in pairs. Discuss what three things are generally most important for people to be happy. Then tell your partner what makes you happy.

Health and fitness

1 **Work in pairs and discuss. What do you do to keep healthy and fit?**

2 **Read the reviews below about new TV programmes related to health. Match the names of the programmes (1–3) to the reviews (A–C).**

1 Who needs the gym?
2 So, what's in your trolley?
3 Shall I call the doctor?

3 33 **Choose the correct option to complete the reviews. Then listen and check.**

Reviews

A

This is an excellent documentary about the most popular supermarket foods and how good or bad they are for us. There's good news about baked beans! Apparently, they keep us strong and healthy because they have more **(1)** *protein/balance* than a piece of steak! And tea, the UK's most popular drink, has health **(2)** *problems/benefits* too: it can stop us going **(3)** *up/down* with all sorts of bugs. Milk is good for us when we've got **(4)** *aching/working* muscles after exercise, and it's OK to eat small amounts of chocolate as part of a balanced **(5)** *food/diet* because it gives us pleasure! Now that's what I like to hear! Great news, great programme!

Reviews

B

I know how important it is to do **(1)** *routine/regular* exercise but I don't spend hours **(2)** *working/exercising* out at the gym – I simply don't have the time! So, I love this new series that encourages people to do exercise, **(3)** *keep/hold* fit and improve **(4)** *living/life* expectancy without getting obsessed with it. The programme gives us tips on how normal everyday activities can keep our bodies in good **(5)** *shape/line*. Taking the stairs instead of the lift, for example – just one easy thing we can do. Lots more ideas on the programme. Don't miss it.



Reviews

C

Ever wondered what you'd do if someone had a heart attack? A new programme on Channel 8 is all about easy first **(1)** *help/aid*. We learn all about when we need to call a doctor or an ambulance. Also, it tells us when we can give ourselves simple treatment, like taking **(2)** *proteins/painkillers*, cough medicine or putting a plaster on a cut. Our emergency services are great, but they're overstretched. We need to know what to do if we've picked **(3)** *on/up* a stomach bug or **(4)** *caught/taken* a bad cold or even got a minor injury – like **(5)** *twisting/bending* an ankle playing football. Watch the programme. We'll all learn something from it.

4 **Read the reviews again and answer the questions.**

1 What is the general word for things we do or take to help health problems?
2 What is the group word for the police, firefighters and medical assistance?
3 What is the word for a minor illness that you can catch easily?
4 What phrase means 'hurt yourself but not seriously'?

5 **Work in pairs and discuss the questions.**

1 What three things are important for a balanced diet?
2 What other easy ways are there to keep fit?
3 What do you do when you catch a cold?

Zero, first and second conditionals

▶ **GRAMMAR** REFERENCE p.154

1 **Work in pairs. Read the comments from people who watched the programmes on page 72. Which programme has each person watched?**

Reviews

Have your say

KellyB

They did some tests on the brain – with a scan. And **(1)** if people eat chocolate, a certain part of the brain lights up! Honestly, if they tested my brain when I ate chocolate, I think every part would light up!

AlenAlen

So, what would I do **(2)** if someone collapsed with a heart attack? I think I'd be too frightened to try anything myself. I'd call an ambulance!

AnikaMD

My muscles really ache after all that exercise. On the programme they say that **(3)** if I drink a glass of milk, my muscles will feel better very quickly! If I had some milk in the fridge, I'd try it – but I think I'll just have a rest instead.

Superman329

They say that if you increase your heart rate for twenty minutes a day, it's very good for your health. OK, so I'll go running tomorrow if the weather's good. Anyone out there want to join me?

2 **Read the comments again and match the underlined sentences (1–3) with the conditional types (A–C).**

A zero conditional: *if* + present simple, present simple
B first conditional : *if* + present simple, *will* + infinitive
C second conditional: *if* + past simple, *would* + infinitive

3 **Find one more example of each type of conditional in the comments in Activity 1.**

4 **Complete the rules with *zero*, *first* or *second*.**

1 We use the ..... conditional when we are talking about the result of something that might happen in the future.
2 We use the ..... conditional when we are talking about something that is imagined.
3 We use the ..... conditional when we are talking about something that is always true.

5 **Decide if the statements are true (T) or false (F).**

1 We can use *when* instead of *if* in the zero conditional.
2 The *if* clause must always go first in the sentence.

LANGUAGE TIP

We often use the phrase *If I were you, I'd* … in the second conditional, when we give advice.

6 **Complete the conditional sentences with the correct form of the verbs in brackets.**

1 Sometimes I don't sleep well. If I ..... (*not sleep*) at least seven hours every night, I ..... (*feel*) terrible the next day.
2 If I ..... (*be*) a doctor, I ..... (*advise*) you to take up a sport.
3 If she ..... (*not feel*) better tomorrow, she ..... (*not be able to*) go to school.
4 In an ideal world, if people ..... (*do*) a lot of regular exercise, they ..... (*increase*) their life expectancy.
5 If I ..... (*go*) to the doctor with this cold, he ..... (*tell*) me to stop wasting his time!
6 If we ..... (*have*) the time, we ..... (*go*) hiking more often. But we've been really busy lately.

7 **Turn to page 141 and follow the instructions.**



Multiple matching

1 Work in pairs. Read the definitions of four alternative therapies. Have you heard of any of them? Do you know any other alternative therapies?

A **iridology:** looking at someone's eyes and studying the iris to help diagnose health problems

B **homeopathy:** taking a very low dose of what makes us ill (e.g. pollen for an allergy) to cure us

C **cryotherapy:** putting a person in an extremely cold place for a short period to help with pain

D **acupuncture:** putting thin needles in special parts of a person's body to help with health problems

EXAM TIP

In the exam, the rubric will tell you the topic and what you are listening for. Think about this when you read the options.

2 34 You will hear four people talking about different therapies. Listen and match the therapies in Activity 1 (A–D) to the speakers (1–4).

3 Listen again and choose from the list (A–F) what each speaker says about each therapy. There are two extra letters which you do not need to use.

A I don't believe in it.
B I'm disappointed by this therapy in practice.
C I recommend this therapy to everyone.
D I realise that the treatment isn't a cure.
E I have been made well.
F I would like more research to be done.

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐

4 Look at the audio script on page 199 and check your answers. Underline the part of each extract that gives you the answer.



5 Complete the sentences with words from the recording. Use the audio script on page 199 to help you.

1 You have got ..... an illness or injury when you are fully recovered.
2 A ..... is something you wear to cover your face.
3 People sometimes get ..... on their fingers and toes when they stay in icy conditions for too long.
4 A ..... is a period of time you spend with a therapist.
5 A ..... is a person who changes his/her belief or the way he/she thinks about something.
6 An ..... is a bird that usually flies at night.
7 People are ..... when their illness or injury has completely gone because of treatment.
8 You get ..... when you recover from an illness.

6 Discuss the questions.

1 How popular are therapies like these in your country?
2 Are there any other traditional alternatives to ordinary medicine that people in your country use?

unless, otherwise, provided that

▶ **GRAMMAR** REFERENCE p.155

1 **Work in pairs. Answer the questions in the title of the article.**



How much sleep do you need? How much sleep do you get?

Apparently, a lack of sleep is causing problems for many teenagers at school. Scientists say that unless young people get at least eight hours of sleep a night, they won't be able to concentrate well in class. Some schools have tried delaying the start of the school day by half an hour. One head teacher says, 'The later start to the day is very successful and, provided that all the parents agree, we shall make this later starting time permanent. The students are getting nearly an hour's more sleep and it's having a good effect on their work. They're happier and concentrating much harder. We all need enough sleep to recharge our batteries. Otherwise, we feel terrible the next day. It's impossible to persuade young people to go to bed earlier, so the only alternative is to let them get up later!'

2 **Read the article and decide which of the rules is false.**

1 We use both *unless* and *otherwise* to mean 'if not'.
2 We use *unless* to link two parts of a sentence.
3 We use *otherwise* to refer back to a previous clause or sentence.
4 We use *provided that* instead of *if* to make the condition stronger.
5 *Unless*, *otherwise* and *provided that* are used with second conditionals.

3 **Complete the dialogues with *unless*, *otherwise*, *if* or *provided that*. Sometimes more than one answer is possible.**

1 **A:** I'll be back at school by second lesson ..... my appointment takes longer than twenty minutes.
B: ..... you're not back, I'll take notes for you.
2 **A:** We need to set off early tomorrow. ..... we'll get caught in all the traffic.
B: Well, ... I oversleep, I'll pick you up at 7.30 a.m.
A: And ..... you're not there, I'll ring you to wake you up!
3 **A:** What time will your plane get in on Wednesday?
B: ..... there are no delays, we'll land at 6.30 p.m.
A: OK. ..... you're no later than 7.00 p.m., I'll meet you at the airport. ..... , get a taxi home.

4 **Rewrite the sentences using the words given.**

1 I must get an early night or I'll feel tired all day tomorrow.
OTHERWISE
.....
2 Annie and I are going to watch the football match tomorrow if it doesn't rain.
UNLESS
.....
3 If we've got enough money, we'll go on holiday.
PROVIDED THAT
.....
4 I get a rash in the sun if I don't put on sun cream.
OTHERWISE
.....
5 You'll have problems with your teeth if you don't go for a check-up soon.
UNLESS
.....
6 I'll lose weight quickly if I cut down on sweets .
PROVIDED THAT
.....

5 **Work in pairs. Tell your partner about some plans you have for the next few days and what might stop you. Try to use *unless*, *otherwise* and *provided that*.**

Example: *I'll go to Tom's party unless I've got too much homework.*

Multiple choice

1 **Work in pairs. and discuss the questions.**

1 What does the term *generation gap* mean? Check in a dictionary if necessary.
2 Do you get on well with people in the generation older than you? Why/Why not?
3 Why do you think life can be difficult for the older generation?
4 Can you think of any ways to help different generations understand each other better?

2 **Read the article about a project connecting younger and older generations. Decide which section of a magazine it comes from.**

1 science and technology
2 health and lifestyle
3 jobs and volunteering

3 **Match the people in the article (1–3) to what they do (A–C).**

1 Gladys 2 Laura 3 Claire

A She runs a care home.
B She helps people in a care home.
C She lives in a care home.

4 **Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

EXAM TIP

Sometimes it helps to read the question first but not the options. With the question in mind, find the relevant section of the text and see if you can find the answer without looking at the options. Then read the options and decide which one answers the question.

1 In the first paragraph, the writer is surprised that Gladys
   A has reached a great age.
   B meets people online.
   C still buys fashionable clothes.
   D has learned to use a tablet quickly.
2 Gladys enjoys working with Laura because Laura
   A can speak another language.
   B doesn't rush her.
   C gives easy instructions.
   D takes her outside.
3 One of the aims of the project is to
   A help older people interact with each other.
   B encourage the residents to use their brains and feel better.
   C reduce the number of old people in care homes.
   D give young people work experience.
4 Some residents didn't join the project because they
   A weren't comfortable with the challenge.
   B felt Gladys was too bossy.
   C preferred to be on their own.
   D had no interest in computers.
5 A positive result of the project is that the residents
   A can interact with younger people.
   B can go online whenever they want.
   C can teach their families about computers.
   D can help the volunteers with their studies.
6 The writer's main purpose in writing this article is to show
   A the benefits of being a volunteer.
   B how computers can help the brain.
   C the life of elderly people in care homes.
   D how young and old can help each other.

Vocabulary

dependent prepositions

5 **Complete the sentences with prepositions. Then find the phrases in italics in the article and check your answers.**

1 Our teacher takes a great *interest* ..... her students' hobbies.
2 Do you think violent films can have a bad *effect* ..... people?
3 My sister never *joins* ..... when we play board games.
4 My parents wanted me to study to be a doctor but it wasn't *right* ..... me; so I went into acting!
5 The guitar teacher was very *patient* ..... me when I started learning, although I wasn't a fast learner.
6 At the beginning I had no *enthusiasm* ..... my new job at all, but now I really enjoy it.

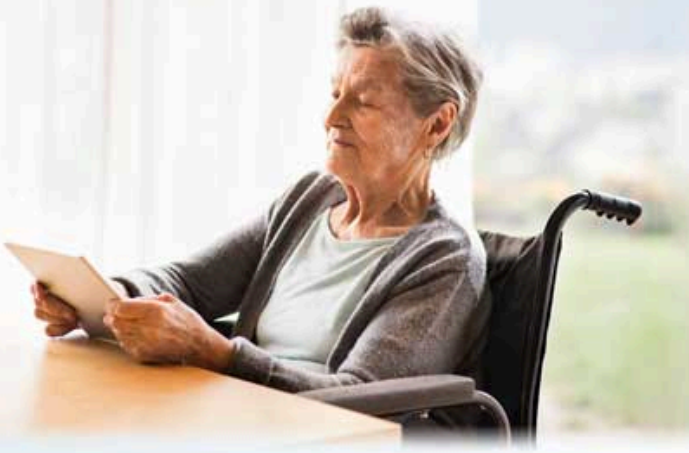
word building

6 **Form nouns from these words. Then find the nouns in the text to check your answers and write sentences of your own using the nouns.**

1 invent
2 remind
3 enthusiastic
4 voluntary
5 achieve

7 **How would you feel about participating in a project like this? Why?**

Lifelines



Gladys Evans is old enough to remember the invention of the colour television, the days before household telephones and computers. But as her fingers dance across the screen of an iPad, it's hard to believe the ninety-five-year-old was introduced to her first tablet just six months ago. 'I love online shopping,' she says, tapping through a list of jackets on a website. 'That's a nice style. It's not for me – it's for my daughter, who's getting married.'

Beside Gladys in the living room of her care home is Laura Wanstall, an eighteen-year-old business student. She's guiding the elderly lady through the web pages on the screen. 'She's so patient with me – I'm very slow,' says Gladys. 'I'm not terribly good at the email yet. My hands get shaky. But it's easy to use; I think that's why I like it.' On her knee is a notebook with reminders of everything from how to make jumpers to how to translate text into German. 'I don't get out very much, and this keeps my brain working,' Gladys smiles.

Gladys's enthusiasm for the internet has developed because of a special project called Click! It is designed to improve digital skills among the over-sixty-fives. Apparently, more than 4 million people in this age group have never been online. Volunteers aged between sixteen and twenty-five work regularly with residents in many UK care homes. Most of the residents are elderly, lonely and frail – and the project organisers hope that improving their digital skills will help them feel better and stronger. The project also helps build new relationships and understanding across generations. Click! connects local young people with the elderly. For an hour every week for twelve weeks, they go into care homes to help the residents use computers. From online banking to shopping, games, emails and video calls, to friends and relatives abroad, each session is specially designed for each person. When the course is finished, many volunteers continue to visit because they have made lifelong friendships.

Laura read about the project online. 'I have family members who have been in care homes and I wanted to do some voluntary work, so I thought, "Why not?"' she says. 'At the beginning people were a little worried by it. We did a group session and lots of people came – but quite a few didn't think it was right for them.' Gladys, looks up from her shopping and says, 'I think some of them were a bit scared – it was too much to understand.' In the end, seven residents at her home joined the project, helped by four students from a nearby school.

Gladys uses the internet to shop, play games and look at pictures. Her daughter, Adele, is a photographer in Norwich and uploads a lot of her work to the web. Now a widow, Gladys has three daughters, four grandchildren and three great-grandchildren. 'My family all use computers and talk about what they do, and I wanted to join in. It's natural these days; you grow up with the internet.'

Claire Snowdon, the manager of Gladys' care home, says the effects of the project on the residents have been remarkable. 'They are very happy after the sessions. Gladys often asks me to print off pages from a website; two of the other residents use the iPads to play *Scrabble* with each other. They all like knowing the right words – things like *skyping* and *whatsapping* – to impress their grandchildren. There's a real feeling of achievement.' The project works both ways. The residents learn digital skills and the volunteers gain valuable lessons about life from the sessions. 'It's sort of like a skills exchange,' says Claire. 'The residents take great interest in the students' education, lives and future plans. They, and the students, build friendships with people they wouldn't naturally meet.'

Gladys smiles. 'It's a wonderful life, with the world at your fingertips, isn't it?'

Informal email/letter

▶ **WRITING** REFERENCE pp.172–173

1 Work in pairs and discuss the questions.

1 Do you have a favourite time of year or season?
2 Is there a time of year when you feel happier or sadder than usual? What do you think causes this?

2 Read Gemma's email and answer the questions.

1 What problem does Jordi have?
2 What advice would you give him?

New Message

To: **Sasha** Cc Bcc

Hi Sasha,

Lapland is a really amazing place. **(1)** Did you get my photos yesterday? The landscape is incredible, isn't it? The people are very friendly too.

Work is great, but we're finding it hard to get used to the very short days and **(2)** Jordi misses Barcelona. It's really affected his mood and he's getting quite depressed about it. I know you have the same kind of daylight in St Petersburg – **(3)** have you got any bright ideas?

Summer will be brilliant, I know. **(4)** Do you think you'll have a chance to visit?

Love,
Gemma



3 Read Sasha's reply and underline the parts where she answers points 1–4 from Gemma's email.

New Message

To: **Gemma** Cc Bcc

Dear Gemma,

Thanks for your email. It's good to hear that you're enjoying Lapland! The photos are lovely, thank you!

I'm so sorry to hear that Jordi's having a bad time. This often happens here in Russia when people don't see much sun. It can be very depressing. Apparently, it's all to do with how much sunlight our brains need. There is something you can try. There's a special sun lamp you put in your room, and if you sit in front of it for some time every day, you feel better. It works for me.

I'd love to come and see you both in the summer! I have a couple of weeks off in August. Perhaps we can fit in a visit then?

Hope all goes well with the sun therapy!

Give my love to Jordi.
Sasha

4 Find phrases in Sasha's email that match these meanings.

1 I'm very happy that …
2 What a pity that …
3 Why don't you try …
4 It would be great to …
5 How about arranging …
6 Good luck with …

5 Do the exam task.

You have received an email from your American friend Sammy, who has just moved house. Read this part of the email and write your email to Sammy

Great new house! Only problem is that the colour scheme is a nightmare. The bedroom is orange and red, and my study is bright yellow! You're so good at colours and designs – any suggestions?

Do write soon,
Sammy

Write your **email** in **140–190** words in an appropriate style.

EXAM TIP

In the exam, you will need to use your imagination and invent details to put in your email. Remember you do not always have to tell the truth!

1 Complete the sentences with the correct form of the words in brackets.

1 We're very ..... (*formal*) in this office – we use first names, even with the boss.
2 Even though she's been ill for a long time, she manages to stay ..... (*cheer*).
3 There's no point in being so ..... (*patient*) – it won't make things happen any faster.
4 I don't know why they use such ..... (*experience*) staff. They can't answer any of their customers' questions.
5 What a rude child! I've never met such an ..... (*polite*) five-year-old.
6 Even though the situation looked ..... (*hope*), they were finally rescued by a search party.
7 Unfortunately, the weather is ..... (*likely*) to get any better over the next few days.
8 It's ..... (*possible*) to get tickets for the concert. They sold out months ago.
9 The sat-nav I got for my birthday is really ..... (*use*). It means I don't get lost anymore.
10 She made some ..... (*care*) mistakes in the exam.

2 Complete the first and second conditional sentences with the correct form of the verbs in brackets.

1 What ..... (*we/eat*) if we ..... (*live*) in space?
2 If I ..... (*finish*) my work, I ..... (*go*) to the party this evening.
3 I'm sure he ..... (*be*) at the gig on Friday if Tim ..... (*give*) him a lift.
4 She ..... (*not suffer*) from indigestion if she ..... (*eat*) more slowly.
5 You ..... (*save*) a lot of money if you ..... (*stop*) browsing clothes websites, but I don't think you ever will.
6 The surgeon definitely ..... (*not perform*) the operation if she ..... (*not lose*) weight.
7 If I ..... (*be*) the president, I ..... (*reduce*) the speed limits.
8 We ..... (*have to*) stay at home tonight if the baby ..... (*not feel*) any better.
9 If I ..... (be) you, I ..... (call) him and apologise.
10 Don't worry. If you ..... (ask) her nicely, I'm sure she ..... (agree) to help you.

3 Complete the sentences with *unless*, *provided that* or *otherwise*.

1 You won't get fit ..... you take more exercise.
2 You'll get better ..... you stay in bed and keep warm.
3 Stop doing that ..... you're going to hurt yourselves.
4 They'd better get here soon ..... they're going to miss their appointment.
5 It could get worse ..... you see a doctor.
6 You'll be fine at college ..... you are careful with your money.

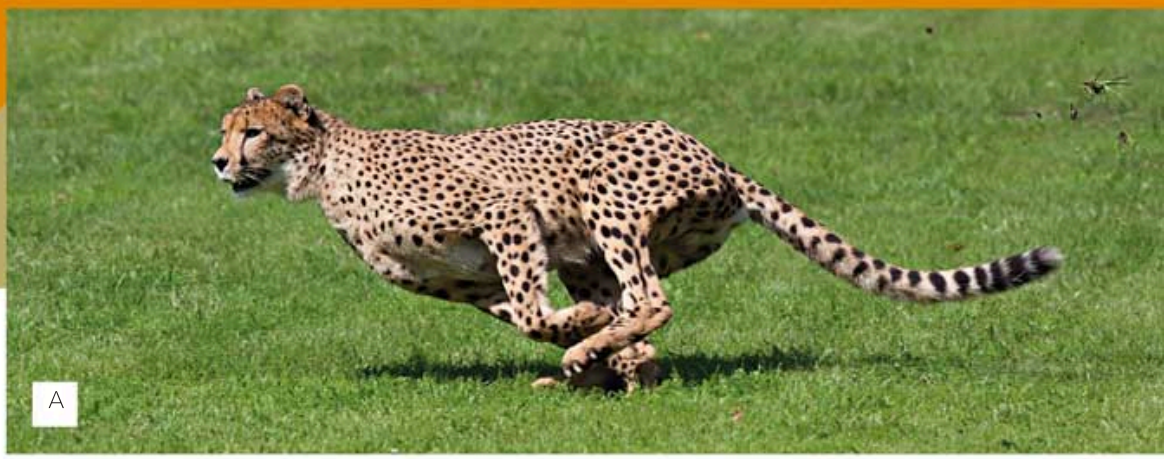
4 Complete the article with the words in the box.

aching attack balanced benefits exercise expectancy fit minor protein shape twisted work



We can dramatically increase our life (1) ..... by making lifestyle changes. First of all, try to eat a healthy and (2) ..... diet. Cut down on sugary or fatty snacks, and try to include more vitamins and (3) ..... in your meals. Avoid taking unnecessary risks – studies show that this can help reduce the risk of heart (4) ..... . Regular (5) ..... can bring you important health (6) ..... too – keeping your body in good (7) ..... is just as important as a healthy diet. And you don't have to (8) ..... out to keep (9) ..... – a long walk is just as good. That way you are less likely to suffer from (10) ..... muscles and you will also avoid (11) ..... injuries such as (12) ..... ankles.

8 Nature study


A

Vocabulary

animals


B


C


D

1 Read the questionnaire and answer the questions. Then work in pairs and compare your answers.

Can you name

1. an animal your country is famous for?
2. a dangerous animal in your country?
3. an animal that has become extinct?
4. a common wild animal in your country?
5. a rare wild animal in your country?
6. an endangered animal?
7. an animal that you are scared of?
8. a popular pet in your country?


E

2 Read the sentences and check that you understand the meaning of the words in italics. Then complete the sentences with the words in the box.

bird fish insect mammal reptile

1 A(n) ..... usually has six legs and most have *wings*.
2 A(n) ..... has *feathers* and a *beak*.
3 A(n) ..... often has *hair* or *fur*, *paws* and *claws*.
4 A(n) ..... has *scales* and *fins*.
5 A(n) ..... lives *on land* and in water and needs sun to warm its *skin*.

3 Match the sentences in Activity 2 (1–5) to the photos (A–E).

4 Work in pairs. Think of another sentence to describe the animals in photos A–E. Then share your sentences with the class.

Multiple choice

5 **Work in pairs. Can you think of any inventions that have copied things from nature?**

Example: *helicopter – inspired by dragonfly's wings*

6 35 **Listen to an interview with a film-maker called Cathy Burrows talking about a documentary on inventions inspired by nature. Does she mention any of your ideas from Activity 5?**

7 **Listen again and choose the best answer, A, B or C.**

EXAM TIP

In the recording, the answers will come from the main speaker, but the interviewer's questions can help you follow the conversation and know when an answer is coming. Remember that the questions are in the same order as the information in the recording.

1 Cathy made the documentary because she wanted to
   - A research more ideas.
   - B inspire other film-makers.
   - C share what she had learnt.

2 Cathy says that car designers were inspired by a fish because of
   - A the food it eats.
   - B the way it swims.
   - C the speed it travels at.

3 Cathy says that the design of the bullet train copied the feathers of an owl in order to achieve
   - A a reduction in noise.
   - B a more streamlined appearance.
   - C an increase in speed.

4 The swimming costume that Cathy talks about
   - A was made of shark skin.
   - B won several design competitions.
   - C was unfair for some competitive swimmers.

5 Cathy feels that Harare's Eastgate Centre is special because
   - A it's energy-efficient.
   - B it looks like a giant ants' tower.
   - C it uses the same materials as ants' nests.

6 What surprised Cathy about the spy plane she mentions was
   - A the way it stores visual information.
   - B its movement through the air.
   - C the animal it was based on.



8 **Complete the table with words from the recording. Which words have the same form for both the verb and noun? Look at the audio script on page 200 to check your answers.**

	Verb	Noun
1	inspire	
2		influence
3	invent	
4	design	
5		reduction
6		attack
7	inform	
8		shape

9 **Complete the sentences with words from Activity 8.**

1 My grandfather was an amazing naturalist and was a great ..... to everyone who worked with him.

2 The early documentaries had a(n) ..... on my dad, who decided to become a zoologist.

3 We need to put up a notice to ..... people that dogs should not be walked near the birds' nests.

4 Scientists have observed a(n) ..... in the number of deer in this area.

5 There was a(n) ..... by a wild pig on a boy in the forest near here last week.

6 The ..... of the safari park is excellent and lets people see animals in their natural habitat.

10 **Work in pairs. What other lessons do you think we can learn from animals?**

The passive

▶ GRAMMAR REFERENCE p.155

1 **Work in pairs and look at the photos. What do you think they show? What might the link between them be? Read the article below and check your ideas.**





To the stars and back

Several years ago a strong **sticky tape was developed** by scientists at Manchester University. It is called gecko tape, after the lizard. Geckos are known for their ability to climb anywhere and this is because of millions of tiny hairs on their feet that help them to hold on to different surfaces. **Gecko tape is now being used** all over the world but it isn't the only invention that has been inspired by geckos. A special material has been developed at the NASA Jet Propulsion lab which could be used in the future on the International Space Station.

It is hoped that repair robots, or inspection robots, will be made using this material. It will allow them to grip onto the outside of the Space Station. So geckos are really helping us – both on earth and in space!

2 **Match the examples of the passive in bold in the article to the rules (A–C).**

We use the passive when

A we do not know the 'agent' (who or what did the action) or when the agent is not important.

B we want to focus on the action and not the person or people who did it.

C we talk about something that is generally known or believed.

3 **Match the underlined examples of the passive in the article to the verb forms (1–6).**

1 present simple
2 present continuous
3 present perfect
4 past simple
5 future simple
6 modal verb

4 **Choose the correct option in italics to complete the rule.**

We form the passive with the correct form of the verb *to be*/*to have* and the *present*/*past* participle.

LANGUAGE TIP

We *cannot* make a passive form if the verb cannot take an object.

~~*We were slept on a beach.*~~

5 **Rewrite the sentences in the passive.**

1 Giant ants keep their towers at the same temperature.
The towers of giant ants .....

2 Scientists are studying insects at this very moment.
Insects .....

3 Designers borrowed the shape of the kingfisher's beak for the bullet train.
The shape of the kingfisher's beak .....

4 Nature has inspired some of man's most successful inventions.
Some of man's most successful inventions .....

5 Swimmers will not break these records for many years.
These records .....

6 They designed the new spy plane a year ago.
The new spy plane .....

Collaborative task

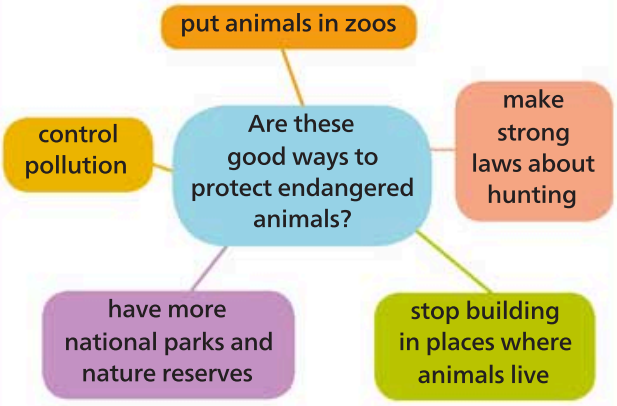
asking for clarification and repetition

1 **Work in pairs and discuss the questions.**

1 What problems are affecting wild animals in the world today?
2 Should we try to protect all endangered animals? Why/Why not?

2 **Work in pairs and read the exam task. What points might the students make during their conversation?**

Here are some ways to protect endangered animals. Talk to each other about whether these are good ways to protect endangered animals.



Now decide which is the best way to protect endangered animals.

EXAM TIP

In the decision-making part of the task, it doesn't matter if you disagree with your partner. Try not to repeat exactly what you said during the Part 3 discussion. If you need to say something similar, introduce it with phrases like *as we said* or try to say it in another way. Remember that the examiner will stop you after about a minute, even if you haven't finished talking.

3 36 **Listen to two students doing the task. Do they mention any of your points from Activity 2?**

4 **Complete the phrases the students use to ask for clarification or repetition. Then listen again and check.**

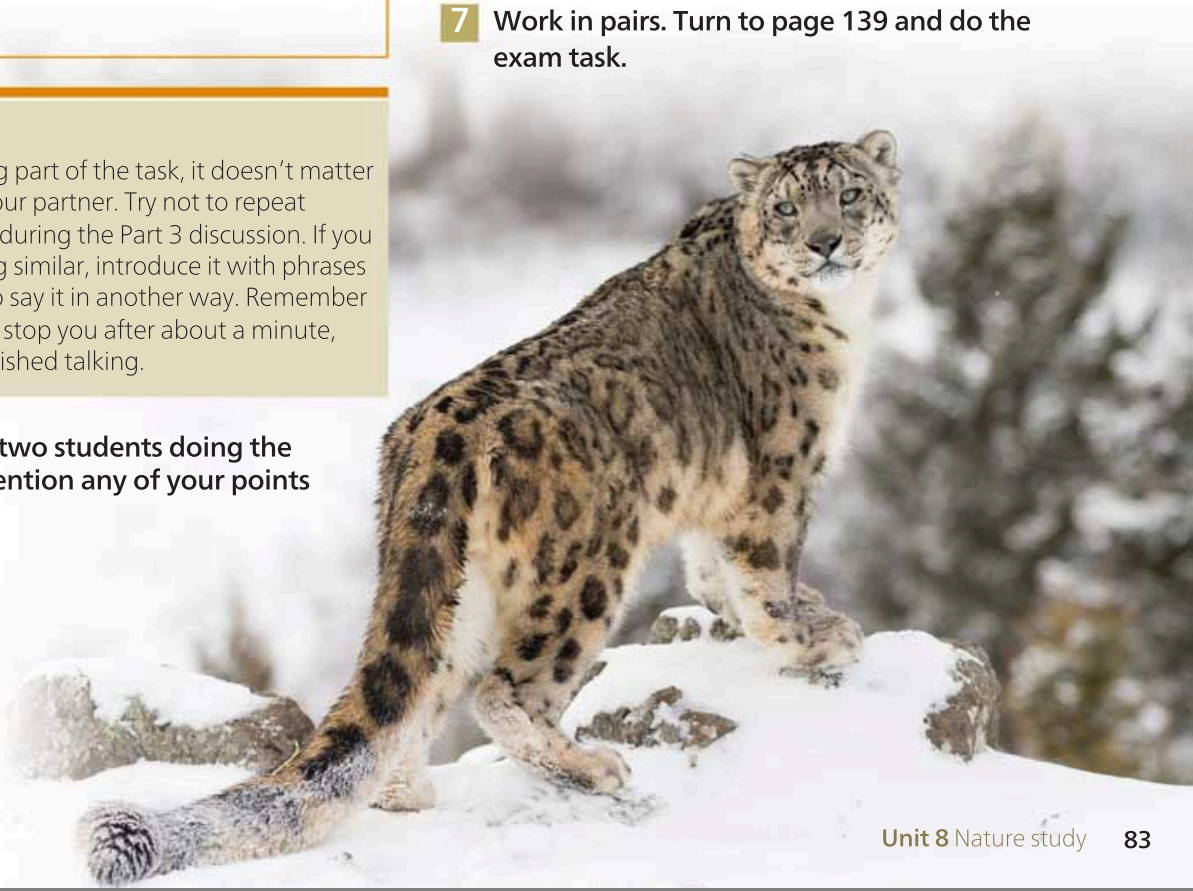
1 What do you ..... exactly?
2 Sorry, could you ..... that again?
3 When you say 'strong laws', do you ..... heavy fines for people who don't obey?
4 Sorry, I don't ..... .
5 Sorry, would you ..... repeating that, please?
6 So, are you ..... that you think that's the best way?
7 Sorry, I didn't ..... that.

5 37 **Listen to the sentences in Activity 4 and notice the speaker's intonation. Then work in pairs and practise saying the sentences.**

6 **Work in pairs and discuss the questions.**

1 Do you think nature documentaries are a good way of teaching people about endangered animals? Why/Why not?
2 Some people say that we care more about animals than we do about people. Why do you think they say this?
3 Is there anything that each of us can do to help protect the environment?
4 Do you think our environmental problems are going to get better or worse in the future? Why?

7 **Work in pairs. Turn to page 139 and do the exam task.**



Gapped text

1 **Work in pairs. Read three comments about the environment. Do you agree with them? Why/ Why not?**

1 It's too late to do anything about climate change.

2 It doesn't matter what car I drive because when volcanoes erupt, they do more damage to the planet than I do.

3 I'm interested in protecting the environment but I just don't have time to recycle everything.

2 **You are going to read an article about environmental issues in the home. Why might people disagree about these things?**

- where to buy food and what to buy
- using the car
- saving water and electricity
- household waste and recycling

3 **Read the article. Does it mention any of the points you discussed in Activity 2?**

4 **What is the main purpose of the article?**

1 to say something serious
2 to give information
3 to entertain and amuse the reader

5 **Look at the pairs of sentences in bold in the article. In which pair does the second sentence contain**

1 an example of something mentioned in the first sentence?
2 a word with a similar meaning to a word in the first sentence?

EXAM TIP

Look for links between the sentences. Sometimes, in the sentence you need to fill a gap, you may find an example of something mentioned before. Or you may find a word/phrase that has a similar meaning to a word/phrase in the previous sentence.

6 **Read the article again. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A Despite these drawbacks, Nichola is conscientious about using it.
B Worrying about the cost of organic food and Fair Trade chocolate has already led to angry words and silences.
C That is one thing we do have in common.
D They still have their vehicle but have furious arguments over its future.
E According to the *New York Times*, more and more couples are looking for counselling after arguments about environmental responsibilities.
F Glass jars do not go in the recycling bag with lids on.
G This leaves little space for the important things in life – such as ice cream!

7 **Work in pairs. Which parts of the text helped you to choose the correct sentences?**

8 **Who do you agree with more, Nichola or Hugh? Why?**

Vocabulary

phrasal verbs in context

9 **Match the underlined phrasal verbs in the article to their meanings (1–6).**

1 taken control
2 makes something completely full
3 begin to understand or realise
4 had an argument that stops you from being friends with someone
5 lowers the level, power, amount, etc.
6 becomes too bad to eat or drink

10 **Complete the questions with the correct form of the phrasal verbs in Activity 9.**

1 What is your fridge or freezer ..... with?
2 Have you ever eaten anything that has ..... ?
3 Have you ..... with anyone recently?
4 Do you usually ..... quickly when someone tells you a joke?
5 Do people ever ask you to ..... your music?

11 **Work in pairs. Ask and answer the questions in Activity 10.**

My wife's green passions

Are you tired of being a slave to the recycling bin? Hugh Wilson explains how his wife's passion for recycling has taken over family life.

I put the empty jam jar into the recycling bag, turn round and it's the look on my wife's face that tells me I've done something wrong. At first I try to work out what it might be. Then I suddenly catch on. [1] I really should know that by now. My wife Nichola and I don't argue over much but a new threat to family harmony has appeared. When voices are raised in our house now, it's usually about recycling or when it's reasonable to use the car. This is because Nichola has recently turned into an enthusiastic environmentalist. She shops locally, takes the train and bus whenever possible, keeps reusable shopping bags (and never forgets to take them to the shops) and is an expert at organising recycling.

She turns down the central heating – even when it's snowing outside – and she fills up the freezer with boxes of leftover food. [2] It is fair to say that I don't agree with this. Although I'm quite careful about recycling, I only use the local fruit and vegetable market instead of the supermarket when it is convenient. I also sometimes leave the tap running while I brush my teeth. The difference in our attitudes has caused bitter arguments. However, it's comforting to know that we are not alone. [3] Nichola and I are not in need of such relationship therapy – yet. My bottle lid error caused nothing more than a raised eyebrow but forgetting to take reusable bags to the shops is a more serious offence in her eyes. One real danger topic for us is a small bin that sits on the kitchen unit where we put waste compost. The food in it goes off quickly and so it gets smelly if it isn't emptied five times a day. [4] Her view is: how important is a little inconvenience when you compare that with the future of the planet? I agree with her up to a point. However, I still feel unhappy that after going to work, doing my household jobs and looking after the children, I still have to go outside with a bag of chicken bones and potato peelings. I'm not saying we shouldn't use the bin. I'm just saying that we don't have to be obsessive about it. Another area of disagreement could possibly become more serious. It's financial. [5] My wife thinks I'd rather save money than protect our children's future, while I think her focus on green issues will make us bankrupt.

Still, it could be worse. **One couple we know are on really bad terms. Mealtimes have become a source of arguments for them after the wife introduced meat-free days without discussing it first.** Now her partner, who loves meat, simply fries a steak or grills some chicken and puts it on top of whatever vegetarian dish his wife has prepared. Another couple we know have fallen out over whether to sell their car and rely on public transport. He wants to get rid of it. She wants to keep it. [6] **Counsellors believe that arguments over green issues will only get more common and more unpleasant. Such disagreements can divide couples in a way that other topics such as politics don't.** As for me, it's clear that I will have to learn to love the compost bin or be prepared for more difficult times ahead.



Causative *have*

▶ **GRAMMAR** REFERENCE p.156

1 **Work in pairs and discuss the questions.**

1 Do you think your home is energy-efficient? Why/Why not?
2 What could you change to improve its energy efficiency?

2 **Work in pairs. Look at the picture of a house that wastes a lot of energy. What are the reasons and how can the owners reduce the energy they waste?**



3 **Read Tom's post about his new house. Which two changes does he mention that haven't happened yet?**

SocialScene

Our new house is really looking good now and our energy bills have gone down massively! We had the roof completely replaced last summer and had solar panels installed. They save loads of energy and look cool too. We've also recently had all the windows changed and now we've got double glazing throughout. It cuts down on traffic noise too. We're going to get the walls and loft insulated next month, which will cut down on energy loss even more. Jenny wants to get the boiler changed but that will have to wait – it's quite expensive. Oh and, of course, we've replaced all the old light bulbs with energy-saving ones. Not a lot more we can do. Or is there? Any suggestions?

REPLY

4 **Read the text again. Which of the things underlined did/will Tom and his wife do themselves? Who did/will do the other things?**

5 **Decide if the rules are true (T) or false (F).**

1 We use *have something done* when we arrange for someone to do something for us.
2 We only use this structure in the present simple tense.
3 To form the causative *have*, we use subject + the correct tense of *have* + object + past participle.

LANGUAGE TIP

We can also use *get* instead of *have* with the causative structure.

I got my hair cut last week.

6 **Rewrite the comments on Tom's post using the causative *have*.**

1 We planted some trees near the house.
We ..... near the house.
2 We installed a new heating system in our house.
We ..... in our house.
3 We're going to put in new, thicker doors next winter.
We ..... next winter.
4 We've replaced our old washing machine recently.
We ..... recently.
5 We check our car regularly to make sure it's not causing pollution.
We ..... to make sure it's not causing pollution.
6 We replaced our old shower with a more energy-efficient one.
We ..... with a more energy-efficient one.

7 **Work in pairs. How could the place you are in now be more energy-efficient?**

Example: *They need to have the windows changed.*

8 **Turn to page 141 and follow the instructions.**

Vocabulary

prepositional phrases

1 **Choose the correct option in italics to complete the sentences. Then decide in what situations the speakers might be saying these things.**

1 Can you take care *at*/*of* the children for a few minutes?
2 Are you doing anything *at*/*for* the moment?
3 Oh no, the lift is out *by*/*of* order again!
4 Did you do your homework *on*/*by* your own?
5 I didn't break it *on*/*in* purpose.
6 We must take advantage *for*/*of* this opportunity!

2 **Choose the correct option in italics to complete the prepositional phrases from this unit. Then complete the sentences in your own words.**

1 My bedroom is *in*/*at* need of .....
.....
2 I agree that we should reduce energy *over*/*up* to a point, but .....
.....
3 I've never been *on*/*in* bad terms with .....
.....
4 We should improve this classroom. *With*/*For* instance, ...

3 **Complete the sentences with prepositions. Then work in pairs and say if they are true for you.**

1 I get annoyed ..... people who leave litter on the beach.
2 I don't think it's good ..... animals to be kept in zoos.
3 I'm getting tired ..... all the arguing about environmental problems.
4 I've got a passion ..... visiting other countries and I don't think they should restrict flying.
5 I agree ..... people who think that climate change is our fault.
6 I'm not sure ..... building more nuclear power stations. It might be dangerous.
7 My views on environmental issues are similar ..... those of most people my age.
8 I don't approve ..... the way my country's government is handling environmental issues.

LANGUAGE TIP

Remember that when a preposition is followed by a verb, the verb is in the *-ing* form.

I've always been terrible ***at*** *sing****ing****!*

Key word transformation

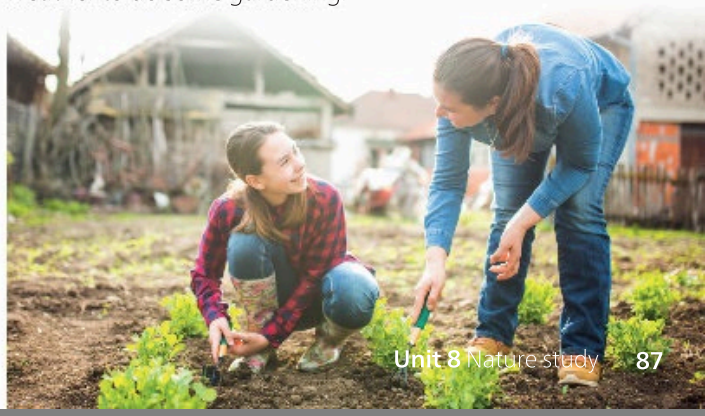
EXAM TIP

Remember that in this task you must use the key word in your answer, and you must not change it in any way.

4 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

Example:
She managed to open the door.
IN
She succeeded in opening the door.

1 I don't completely agree with you and think we need to consider other options.
POINT
I only agree with you ..... and think we should consider other options.
2 Carmen emptied the rubbish bins.
BY
The bins ..... Carmen.
3 Why don't you recycle your old magazines instead of throwing them away?
RID
Instead of ..... your old magazines, you should recycle them.
4 The photocopier wasn't working, so I asked Jon to have it fixed.
OUT
The photocopier ....., so I asked Jon to have it fixed.
5 A local company painted their house.
HAD
They ..... by a local company.
6 Lots of people did some gardening because the weather was very good.
ADVANTAGE
Lots of people ..... the good weather to do some gardening.



Article

▶ **WRITING** REFERENCE p.169

1 **Work in pairs. Read the article below and answer the questions. Then compare your ideas with other pairs.**

1 Which word does the writer repeat many times? Do you think this is good style? Why/Why not?
2 Can you think of another word to replace each example of the word you identified in question 1?

A nice holiday in Spain

What a great country! I've recently returned from a really enjoyable holiday with my family in Spain and I would like to tell your readers about one particular day out that we loved.

What do you look for on the perfect family holiday? nice weather, nice food, nice people and nice places to visit. Well, Spain has all these things! And the highlight of our stay was the Bonval Zoo.

normally, I don't like zoos but this one is special. none of the animals comes from the wild but from other zoos. They have a lot of different breeds of animals at the zoo including lions, elephants and white tigers. It's so nice to see animals that you normally only see on TV programmes. The park is enormous and the animals have lots of space. For example, the giraffes and rhinos have a nice park all to themselves. My favourites were the penguins. They are such nice animals! They really make me laugh. There is a glass wall that lets you see them swim underwater.

So if you're in the area and you love animals, do visit the Bonval zoo. You won't be disappointed!



EXAM TIP

Use a range of vocabulary and grammatical structures in your writing. This is something the examiner looks for.

2 **Replace the words in italics with another word/phrase with a similar meaning.**

1 I *got* the bus at 8.30 a.m. this morning.
2 We *went* to France by plane.
3 The customer *said* that the meal was cold.
4 The film was *bad* and I fell asleep.
5 I *got* a lot of money for the job I did in the summer.
6 I *liked* the holiday.

3 **Work in pairs. Read the exam task and tell your partner which holiday you are going to write about and why.**

You have seen this notice on an international student website.

> Hi Readers!
> We want to hear from you about a holiday you've been on recently in a really beautiful area. We'll post the best three articles. Send your articles to me, Sandy, at the website.

Write your **article** in **140–190** words in an appropriate style.

4 **Make notes for your article. Remember to think about paragraphing.**

1 Say where you went and who with.
2 Say what trips you went on and what you saw.
3 Say what was special about the area.
4 Say whether you will return or where you are planning to go next.

5 **Write your article. Then answer these questions.**

1 Check your grammar: can you find any mistakes?
2 Check your spelling: can you find any mistakes?
3 Have you used a good range of vocabulary and grammatical structures?
4 Have you organised the article into clear paragraphs?
5 Have you used an informal style?

1 Match 1–6 to A–F to make sentences.

1 Please turn the heating
2 I think this milk has gone
3 Jacob has fallen
4 It took her ages to catch
5 It cost me 150 euros to fill
6 Jessica has offered to take

A out with Sam. They had a really big argument about the environment.
B up my car with petrol.
C on, but once she understood she was furious.
D over responsibility for recycling bottles and paper.
E off. It smells and we really can't use it.
F down. It's so hot I could faint.

2 Read the text about a clever invention and complete the sentences below using the passive.

Beetle inspiration

A few years ago Edward Linacre, an Australian scientist, won the Dyson prize for a new kind of pump. It can collect drinking water in desert conditions. It will certainly save lives in places where there is no water. The desert beetle inspired his invention. He noticed how the beetle collected water from the morning fog on its back. It stays alive by drinking it. He developed his pump in his mother's garden! Farmers have welcomed the pump because it is inexpensive to install and doesn't need electricity to power.



1 A few years ago the Dyson prize ..... by an Australian scientist for a new kind of pump.
2 Drinking water ..... in desert conditions with this pump.
3 Lives ..... in places where there is no water.
4 The invention ..... by the desert beetle.
5 Linacre's pump ..... in his mother's garden.
6 The pump ..... by farmers.
7 No electricity ..... to power the pump.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using one or two words.

Example:

Are you sure this is all your own work?
Did you do this by yourself?

1 She threw away his favourite jeans without telling him.
She got ..... his favourite jeans without telling him.
2 Can you look after the dog this weekend?
Can you take ..... the dog this weekend?
3 You need to make the most of this opportunity.
You should take ..... this opportunity.
4 I broke it by accident.
I didn't break it ..... purpose.
5 I agreed with some of the things he said.
I agreed with him ..... a point.
6 We should repair the roof.
The roof is in ..... repair.
7 They managed to replace the broken window.
They succeeded ..... replacing the broken window.
8 Are you busy right now?
Are you busy ..... moment?

4 Complete the dialogue using the words in brackets. Use the causative *have* where necessary.

A: Your house looks different.
B: Yes, we've done a lot. There are some things that we **(1)** ..... (*do/ourselves*), but we had to **(2)** ..... (*have/other things/do*) by professionals. For instance, we **(3)** ..... (the *windows/change*) by a special company.
A: And what about the roof?
B: Oh yes, we **(4)** ..... (*solar panels/install*).
A: And **(5)** ..... (*you/decorate/the house*) yourselves?
B: Yes and no. We decorated the inside ourselves, but we **(6)** ..... (*the outside/paint*) by a professional.
A: Your kitchen looks lovely too.
B: Thanks. We **(7)** ..... (*cupboards/make*) by a shop, but Justin and his brother **(8)** ..... (*fit/them*).

9 Future society



Sentence completion

1 Read the questionnaire and note down your answers. Then work in pairs and compare your ideas.

Changes, changes

1 How have these things changed since you were a child?

A shopping

B fashion

C music

D houses

E transport

F education

2 Which of these things has changed the most in your lifetime?

2 Work in pairs. Make a prediction about how you think the things in the questionnaire might change in the future.

Example: *There won't be shops in high streets. We'll buy everything online.*

3 You will hear someone talking about going to a science exhibition. What sort of science exhibitions are there? What science exhibition would you be interested in going to? Why?

4 38 **You will hear a journalist called Nella Chambers talking about her visit to an exhibition about robots. Why does she think the exhibition is important?**

5 **Listen again and complete the sentences with a word or short phrase.**

EXAM TIP

Remember to read all the sentences carefully first so that you know what information you are listening for (e.g. an object, an idea, a place). Don't worry if you miss an answer the first time. You can go back to it the second time you listen.

Visiting Robotville,
the living robot exhibition

The exhibition is divided into six areas called **(1)** ..... .

Information about each robot is given by its **(2)** ..... , who stands next to it.

Nella mentions that the term *robot* was first used in a **(3)** ..... written many years ago.

Nella says that one thing people expect robots to have is an unusual **(4)** ..... .

Nella found the robot that looked like a **(5)** ..... the most surprising.

Nella discovered that robots can help older people deal with **(6)** ..... .

Nella was surprised to hear that robots might help with the **(7)** ..... in the home in the future.

Nella predicts that robots will work as **(8)** ..... in schools in the future.

Nella found out that robots are already being used to do rescue work for the **(9)** ..... .

Nella advises people to visit the exhibition before it finishes on **(10)** ..... .

6 **Work in groups and discuss. What would you like to see robots doing in the future?**

Vocabulary
computers

7 **Complete the comments with the words in the box. Do you agree with them?**

close double download identity log menus page recognition reset signal stream upgrade

What do *you* think about the advances in computer tech? What would you like to see in the future?

I know it's out there but it's not standard yet. I'd like *reliable* voice **(1)** ..... on my computer. Then instead of **(2)** ..... clicking on icons to open and **(3)** ..... files, bring up **(4)** ..... and scroll up and down, I'll be able to tell my computer to do things for me – for example, say things like '**(5)** ..... on', 'bookmark this **(6)** ..... or '**(7)** ..... this file'. That would be amazing.

Please, please, can tech fight hacking better? Better tech means better hackers and I'm fed up with the need to constantly **(8)** ..... software to keep my computer safe and prevent online **(9)** ..... theft or nasty viruses! I mean, I've had to **(10)** ..... my password loads of times recently – it's a real pain. And, what's the point of all this if 'experts' can still hack into your computer at any time?!

I'd like faster internet. It's cool to hear about all the advances in tech but not so cool when you're in an area with poor **(11)** ..... . My computer takes ages to start up and some of my friends have no broadband signal at all! Also, perhaps they'll find a way to stop computers crashing or freezing. That's really annoying, especially when I **(12)** ..... movies.

8 **Complete the sentences with words from the comments in Activity 8. You may need to change the form of some words.**

1 I ..... some information from the internet and as a result, I got a horrible ..... ! My computer kept ..... and then it ..... completely.
2 Sorry, I was ..... down the page you sent too quickly and I missed your query.
3 The police caught the guy who ..... into the government computers and he'll be in prison for a long time.
4 Suddenly, all my desktop ..... disappeared and I couldn't click ..... anything to get online or ..... my files.
5 They're going to lay new cables to speed up the ..... in this area – can't wait!

Future perfect and continuous

▶ **GRAMMAR** REFERENCE p.156

1 Work in pairs and discuss. What do you think your life will be like in five years' time?

2 Work in pairs. Read the predictions and discuss which ones you think will come true. Change the dates on those you disagree with.



3 Look at the predictions in Activity 2. Which ones

A talk about something that is in progress at a point in the future?

B talk about something that has happened before a point in the future?

4 Choose the correct option in italics to complete the rules.

1 We form the future continuous with 'will' + 'be' + *-ing/ past participle*.

2 We form the future perfect with 'will' + 'have' + *-ing/ past participle*.

3 We generally use *by/in* with the future continuous and *by/in* with the future perfect.

LANGUAGE TIP

With the future perfect, we often use time phrases such as *by the end of the day, by the time I get home, by spring, by lunchtime, by this time tomorrow/next week*.

5 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

1 The scientists ..... (*finish*) their research by the end of the month.

2 When I'm sixty, I ..... (*not live*) in this town.

3 The government ..... (*not improve*) the road system by the next election.

4 We ..... (*still/pay*) for our new car in five years' time!

5 I ..... (*not do*) my homework on Sunday afternoon, so come round then.

6 39 Listen to a dialogue. Which prediction from Activity 2 are the speakers discussing?

7 Complete the dialogue with one word in each gap. Then listen again and check your answers.

A: OK, so what do you think about the next prediction?

B: I think it's really unlikely. In 2040 we'll still **(1)** ..... catching colds and we **(2)** ..... still be suffering from heart attacks. There are so many different illnesses it's going to be impossible to find ways of treating all of them!

A: But scientists are making such quick progress these days. OK, maybe not all of them, but I'm pretty sure they'll **(3)** ..... found cures for most of them **(4)** ..... then, aren't you?

B: **(5)** ..... 2040? No. Maybe 2080. Or even the next century.

A: You're such a pessimist!

B: No, I'm a realist. It's different.

8 40 Listen to some sentences from the dialogue in Activity 7 and notice how the contractions are pronounced. Then listen again and repeat.

9 Turn to page 141 and follow the instructions.





Long turn

dealing with unfamiliar words

1 **Work in pairs and test each other's vocabulary. Look round the classroom and describe different items to your partner without using the exact word.**

Example:
A: *It's what you use to cut papers and things with.*
B: *Scissors.*

EXAM TIP

Don't worry if you don't know or can't remember a word you want to use. Try to explain it in another way. It's OK to tell the examiner that you don't know/can't remember the word (e.g. *I'm sorry, I can't remember the word for it.*).

2 **Read the exam task and look at the photos. Which of the things in the photos might students doing the task not know the words for?**

These photos show people learning new skills. Compare the photos and say how useful you think these skills will be in the future.

3 41 **Listen to a student doing the task and check your ideas. Do you know the words she's looking for?**

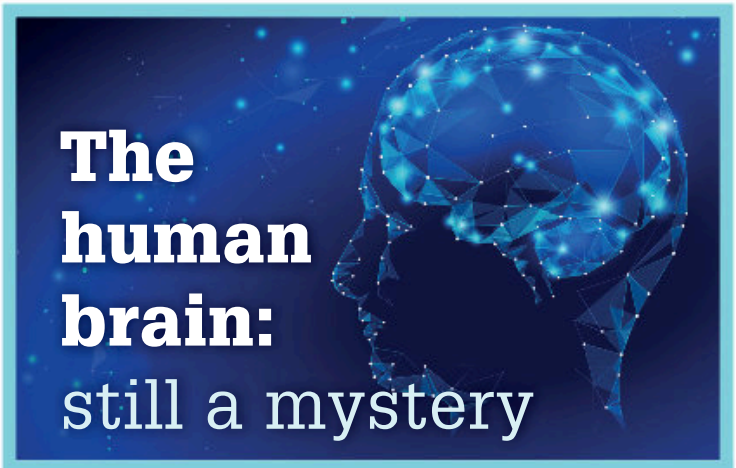
4 **Listen again and complete the phrases the student uses when she isn't sure of a word.**

1 She's got her hands on the … sorry, I don't ..... the word – it's ..... you use to control a car.
2 He's – what do you ..... it when you change the position of something?
3 He's doing that to the car mirror; there's a ..... word for it – the mirror which lets you see the back?
4 They're at – I don't know the ..... word for it – it's a school for very young children.
5 Maybe soon we'll have … oh ..... the word? Sorry, it's gone.

5 **Work in pairs. Turn to page 135 and do Task 1. Then turn to page 137 and swap roles for Task 2.**

Multiple choice

1 **Work in pairs and discuss the questions in the questionnaire. Then join another pair and compare your ideas.**



The human brain: still a mystery

How much do you know about it? Here are just a few questions for you.

1. **Do you know anything about the right and the left sides of the brain?**
2. **What do you think happens as the brain gets older?**
3. **Do you think there's a difference between men's brains and women's brains?**
4. **Would you like to be able to read someone else's thoughts? Why/Why not?**

2 **Read the article and check your ideas. Does any of the information in the text surprise you?**

3 **Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

EXAM TIP

Look for the option that matches what the text says – don't use your own ideas or knowledge to answer the questions. Remember to underline the information in the text that gives you the answer.

1 After Trisha had done her initial research,
- A she had a much clearer idea of the topic.
- B many of her questions were answered.
- C she felt she knew even less than before.
- D she knew a lot about the functions of the brain.

2 When Trisha saw Dr Lorrimer move the helicopter, she felt
- A nervous because it looked hard.
- B confused about how it was being done.
- C uncertain about whether she wanted to try it.
- D convinced that she could do the same thing.

3 What does *pinpoint* in line 39 mean?
- A identify exactly where something occurs
- B have a general idea of what happens where
- C make a small hole in something
- D shine a light on something

4 Experts believe that as we get older,
- A we often become more self-centred.
- B we experience a wider range of feelings.
- C we can solve more complicated problems.
- D we begin to understand how others feel.

5 What impact can the internet and social networking sites have on the brain?
- A They can slow down development.
- B They can reduce some people's intelligence.
- C They can make some people's brains grow.
- D They can have an effect on older people.

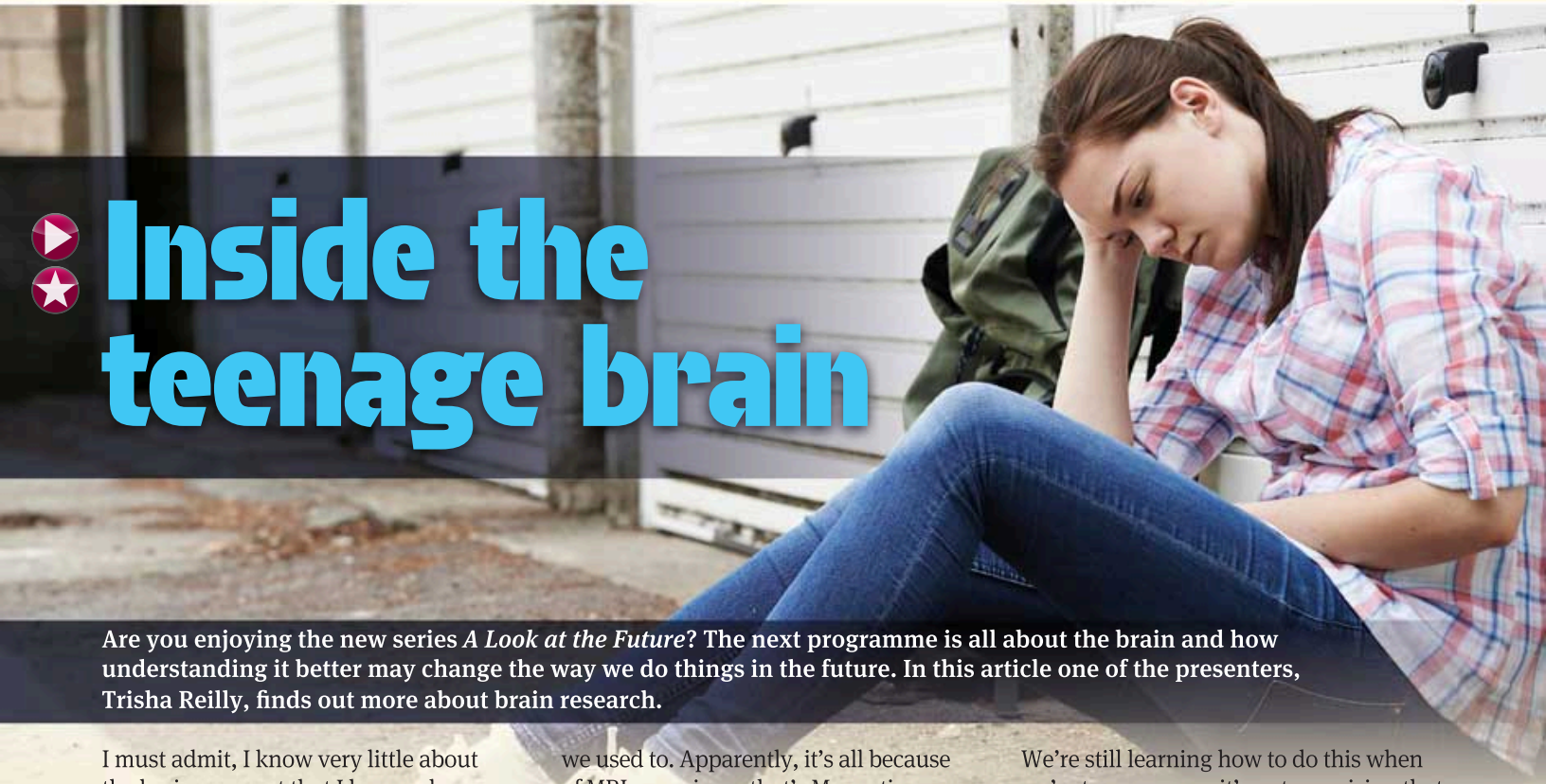
6 As a result of research into the teenage brain, we'll be able to
- A train better psychologists.
- B reduce the teenage crime rate.
- C deal with mental illnesses more appropriately.
- D give suitable advice when teenagers have difficulties.

Vocabulary

4 **Match the underlined words in the article to their meanings (1–6).**

1 watch
2 simple and easy, not complicated
3 the smallest parts of a living thing
4 able to behave in a sensible way
5 the possible future effects of an action
6 a way of finding an answer by imagining something
7 a person who studies the brain
8 get information or learn a skill by chance

5 **Work in pairs. Read the final paragraph of the article again. How do you think teaching methods and the way young people's problems are approached will change in the future?**



Inside the teenage brain

Are you enjoying the new series *A Look at the Future*? The next programme is all about the brain and how understanding it better may change the way we do things in the future. In this article one of the presenters, Trisha Reilly, finds out more about brain research.

I must admit, I know very little about the brain – except that I know when mine isn't working as well as it should! So I decided to talk to an expert, Dr Felicia Lorrimer, who is a neurologist at our local hospital. Her speciality is the teenage brain. My parents tell me that I was difficult as a teenager, but maybe it wasn't my fault at all, but something to do with my brain? I wanted to know the right questions to ask Dr Lorrimer when I saw her. So before our meeting, I spent half an hour online to find out some basic information. I learnt that the brain is divided into two halves, a right and a left half, and that each one performs different functions. The left side controls the right side of the body and sight, and the right controls the left – which all sounded really confusing to me.

When I got to the laboratory, Dr Lorrimer was sitting in front of a computer screen with wires on her head. She was testing whether people can move objects with the power of their brains. She was moving a helicopter around on a screen just by thinking about it. I had no idea how she did it but it looked so straightforward I asked if I could have a go. But I couldn't even get it started. Imagine what opportunities this ability might give us in the future!

I then asked Dr Lorrimer why we now know so much more about the brain than we used to. Apparently, it's all because of MRI scanning – that's Magnetic Resonance Imaging. This allows experts to look at the live brain in action. For Dr Lorrimer, this means that she can observe line 39 teenagers' brains and pinpoint which bits of the brain do what. Before this it was mainly guesswork, I think – based on what happened to people who had brain injuries. My next question was about the differences between young and older brains. It sounded quite complicated but Dr Lorrimer basically said that from early childhood to the age of twelve, our brains are busy making connections between different cells. There's a lot of fast learning going on. This explains why we're better at picking up foreign languages when we're young. People used to think that the brain didn't change after the end of childhood but now they know that this isn't true. A lot of important developments happen during the teenage years and the brain isn't really completely mature until we're 25–30!

One of the most important changes is in the development of the front part of our brains. This is where high-level thinking goes on – you know, making decisions, planning, controlling our emotions and so on. This part of the brain helps us do another interesting thing: think about things from other people's point of view. We're still learning how to do this when we're teenagers, so it's not surprising that people often think teenagers are selfish.

Something else I learnt from Dr Lorrimer was about brain size in teenagers. Tests have shown that the teenage brain actually gets physically bigger as we grow older, and this means we get more intelligent. Many people believe that using the internet and social networking sites can have a negative influence on teenage brains. However, according to Dr Lorrimer, teenagers who are always on their computers often develop larger brains as a result!

Experts know a huge amount about the teenage brain now and this will have an important effect on how teenagers are treated in the future. There are lots of implications. Teaching methods might change. There may even be changes in the way teenagers who commit crimes are treated. The way doctors and psychologists help teenagers with problems will certainly be improved. And it is worth remembering here that we are not only talking about teenagers, but even people up to thirty years of age! As I'm only twenty-six myself, this information could be quite useful. The next time my sister complains that I don't understand her I can just say, 'Sorry, it's my brain – it's still developing!'

Reported speech

▶ GRAMMAR REFERENCE p.157

1 Work in pairs. What can we use drones for? Do you think they are a good invention? Why/Why not?

2 42 Read part of a survey interview. What do you think the missing words are? Listen and check.

Drone delivery is on the way!

Today we buy lots of things online and the postman or a courier delivers them to our door. But this might change soon. Drone delivery is on the way! What do you think? Good or bad idea? Answer our survey.

Q: Have you heard about drone delivery?

Liz: Yes. I've read several **(1)** ..... about it and I saw a TV programme about it last week.

Q: Do you think drone delivery is a good idea?

Tim: I think it's a great idea. There will be fewer **(2)** ..... vans on the roads! Drones will deliver things quickly and efficiently.

Q: Can you see any **(3)** .....?

Ian: Yes. Drones won't be able to **(4)** ..... parcels in safe places if we're out!

Q: Do you think this will happen soon?

Amy: No, I don't. Scientists are still developing the **(5)** ..... .

3 Read the extract of a report the interviewer wrote about the survey. Underline the changes in tenses from the direct answers in Activity 2.

I asked if people had heard about drone delivery and the first woman said that she had read several articles and had also seen a TV programme about it the previous week. I then asked if they thought drone delivery was a good idea. One man said he did. There would be fewer delivery vans on the roads and drones would deliver things quickly and efficiently. I also asked if people could see any disadvantages and the second man said he could. Drones wouldn't be able to leave parcels in safe places if people were out. Finally, I asked if people thought drone delivery would happen soon, and the second woman said she didn't because scientists were still developing the technology.

4 Read the report again and choose the correct option in italics to complete the rules.

1 When we report a question or a statement, we usually *change/don't change* the tense.
2 When we report a statement, we *need/don't need* to use *that* after the verbs *said* or *thought*.
3 When we report a 'yes/no' question, we use the pattern 'asked' + person + *if/that*.
4 When we report a question, we *use/don't use* auxiliaries or inversion.
5 In reported speech we *never/sometimes* need to change pronouns and time expressions.

5 Complete the table. Use the survey in Activity 2 and the report in Activity 3 to help you.

	Direct speech	Reported speech
1	Present simple	
2	Present continuous	
3	Present perfect	
4	Past simple	
5	*will*	
6	*can*	

LANGUAGE TIP

We can use *tell* to report a statement if we include an object.
*He **told me** that he had enjoyed the film.*

6 Report more questions and answers from the survey.

1 **Q:** Do you think drones will completely replace postmen in the future?
Eve: No, I don't, because postmen deliver letters and drones can't put things through our doors!
2 **Q:** Have you seen any videos of drone deliveries?
Ann: Yes, I have. It was very funny! A drone was delivering a parcel and dropped it into a person's swimming pool!
3 **Q:** Can you see any dangers of drone delivery?
Jon: Oh yes, I can! The sky will get very crowded and there will be crashes. It won't be good for birds either!

7 Work in pairs. Turn to page 142 and follow the instructions.

Open cloze

1 Work in pairs. Look at the photo and the title of the article. What do you think it might mention?

2 Read the article and check your ideas.

3 Complete the article with one word in each gap.

EXAM TIP

After you've chosen a word to fill a gap, read the whole sentence carefully to make sure it makes sense and the word fits grammatically. Remember that you should only write one word in each gap.

4 Work in pairs. Think about the exam task in Activity 3 and discuss the questions.

1 Did you read the whole text first?
2 Did you check how the words you chose fit grammatically into the sentence?
3 Did you leave any answers blank?
4 How many answers did you get wrong? Can you see why they were wrong?
5 What can you do next time to help you find the correct words?

5 Work in pairs and discuss the questions.

1 Would you like to wear a mood shirt or mood earrings? Why/Why not?
2 What would your answer be to the final question in the article? Why?

Wearable technology



Wearable technology has (0) *been* making the news for a long time now. Clothes (1) ..... light up when you move or dance are commonplace today, as are smart watches that are (2) ..... to monitor all aspects of our health.

So, what else is (3) ..... store for us in the future? From what the tech gurus are saying, (4) ..... seems that everything will be about the size of the sensors in smart clothing and what they can do. They will get tinier and cleverer. Not only will they be able to monitor our physical body functions but (5) ..... our emotional states. How would you feel about wearing a mood shirt with sensors that can (6) ..... the world know how you're feeling? Or maybe you would like mood earrings which detect your emotions and automatically play you suitable music? Another development will be in dealing (7) ..... worries about battery life. Apparently, we will soon be able to buy shoes that can charge our phones (8) ..... we walk!

Nothing seems to be impossible! What would *you* like to see?

Report

▶ **WRITING** REFERENCE p.170

1 **Work in pairs and discuss the questions.**

1 What leisure activities can people do in your area?
2 Which would you recommend and why?

2 **Read the exam task and the report below. Which places would you like to go to?**

You have had a class discussion about how people spend their free time in your area. Your teacher has asked you to write a report for new students coming to study in your area, giving them some advice on places to go and activities to do. Write your **report** in **140–190** words in an appropriate style.

Introduction

The aim of this report is to outline places to go and activities to do that might interest new students in the area.

Restaurants

There are some excellent restaurants in the area. If you want a meal for a special occasion, the Forest Park Restaurant has a very good range of food at low prices. Alternatively, if you just want to eat well and cheaply and chill out with your friends, then the Simply Burger Bar is the place to go.

Films and theatre

There are two cinemas and one theatre in the area. The Odeon Cinema shows all the latest films, while the Harbour shows old and modern classics and many foreign films which are not often seen in our country. The Maverick Theatre produces plays, both amateur and professional, throughout the year and offers reductions to students.

Sports

There are several sports clubs in the area that you can join. For information about these and a chance to go swimming or work out in the gym, visit the Holbury Leisure Centre on Long Lane.

Conclusion

Whether you enjoy the arts or would just like to keep fit, there are many opportunities in this area. It is worth getting a weekly copy of the free local magazine *What's on?* to find out more details of events and activities.



3 **Match the underlined words/phrases in the report to these words/phrases with similar meanings.**

1 give a short description of
2 whereas
3 it is a good idea to
4 Another option is
5 purpose

4 **Match the words/phrases in Activity 3 (1–5) to their functions (A–C).**

A used in the introduction
B used to express contrast
C used to introduce an alternative

5 **Change some places in the report to make it true for your area. Then work in pairs and compare your changes.**

6 **Work in pairs. Read the exam task and discuss what you could include in your report.**

In class, you have been discussing what leisure activities should be included in a social programme for foreign students visiting your language school. Your teacher has asked you to write a report on this for the social organiser. Include suggestions for both cultural and sporting activities. Write your **report** in **140–190** words in an appropriate style.

7 **Make notes under different headings and then write your report.**

EXAM TIP

Remember to plan your report carefully: decide on the sections you will include, give each section a heading and make notes under the headings.

PROGRESS TEST 3

1 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

1 By 2033 scientists ..... (*complete*) a map of the human brain.
2 In the near future computers ..... (*think*) like us.
3 In 2040 people ..... (*communicate*) with robots that look and act like humans.
4 By 2080 scientists ..... (*find*) a cure for cancer.
5 In fifty years' time, countries ..... (*fight*) wars using robots instead of human soldiers.
6 By 2100 we ..... (*become*) 'cyborgs' – half human and half machine!

2 Complete the sentences with the words in the box.

bookmark double download reset scroll upgrade virus

1 I ..... all my films and songs from this site.
2 Never open an email attachment from an unknown sender as it could contain a ..... .
3 I need to ..... my computer – this one is pretty old.
4 ..... click the icon and then ..... down the page.
5 If you ..... a page you often visit, it can save a lot of time when you want to visit it again.
6 Some websites ask you to ..... your password every few months –that's a real pain!

3 Match 1–6 to A–F to make sentences.

1 It is really difficult to hack
2 If you click on
3 You need to log
4 It's great to be able to stream
5 I don't know how to bring
6 Sorry I haven't emailed you but the broadband

A with your username and password.
B signal's really poor here.
C up the menu to get me onto the right page.
D into government websites, thank goodness.
E that link, it will take you to the original article.
F live music from the summer music festivals.

4 Complete the reported statements and questions.

1 'Have you met Seb, Emma?' asked Sandra.
Sandra asked Emma ..... .
2 Paul said, 'I enjoyed reading your essay, Melanie.'
Paul told Melanie ..... .
3 Francis asked, 'Do you know when the film starts, Sue?'
Francis asked Sue ..... .
4 'Is this the right way to the station?' asked Felix.
Felix wanted to know ..... .
5 The man said, 'You're going in the wrong direction.'
The man told her ..... .
6 'Do you like my new haircut, Sue?' asked Ana.
Ana asked Sue ..... .
7 'Has anyone seen my car keys?' asked Penny.
Penny asked ..... .
8 Marik said, 'I love your new hairstyle, Julie.'
Marik told Julie ..... .

5 Rewrite the reported statements and questions in direct speech.

1 Susie's father said she had to be home before midnight.
'.....',
said Susie's father.
2 Nadia asked Jack if he would look after her cat the following weekend.
'.....?'
asked Nadia.
3 Frank told Judy he would take her to Disneyland the next day.
'.....',
said Frank.
4 Sidney asked if anyone had seen his tablet.
'.....?'
asked Sidney.
5 Carol said it was going to rain that evening.
'.....',
said Carol.
6 Steve asked his mum if he could borrow her car the next day.
'.....?'
asked Steve.
7 Judith told Mia to put on her sun-hat.
'.....',
said Judith.
8 Tamir said that they had a great time the previous evening.
'.....',
said Tamir.

PROGRESS TEST 3

6 Add suffixes to the words in the box to complete the sentences.

care expected experienced formal happy
honest hope point possible regular

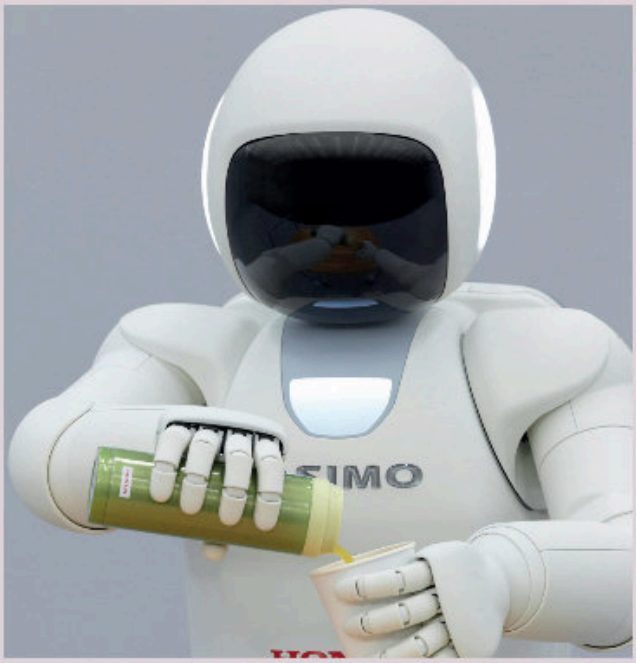
1 Why are there so many ..... verbs in English? It makes life so difficult for students!
2 It's a(n) ..... event, so there is no need to dress up.
3 The news is really ..... . The doctors think that he can be cured.
4 I don't think Lisa was being ..... . She just didn't know the truth.
5 It's ..... to read the letter – her handwriting is so bad!
6 Let's not waste any more time on ..... arguments – we need to come to an agreement.
7 We received a(n) ..... phone call from a friend that we hadn't heard from for years.
8 He failed the exam because he made some ..... mistakes. He didn't check his work.
9 They were so ..... with their stay at the hotel that they wrote a letter of complaint to the manager.
10 It's the garage's fault – they asked a(n) ..... apprentice to service the car.

7 Complete the first and second conditional sentences with the correct form of the verbs in brackets.

1 We ..... (*lose*) weight if we took more exercise.
2 He'll be able to catch the train if he ..... (*leave*) in the next five minutes.
3 If I were you, I ..... (*ask*) the teacher for a private lesson.
4 I think he ..... (*forgive*) you if you tell him what really happened.
5 What would you do if you ..... (*win*) the national lottery?
6 If we ..... (*tell*) Megan about Danny, she would be very upset.
7 I'm sure Dan ..... (*lend*) you his camera if you ask him.
8 If you met Helen, you ..... (*like*) her.
9 When he arrives, we ..... (*order*) a pizza and watch a film.
10 ..... (*you/answer*) the phone if it rings while I'm out?

8 Complete the article with one word in each gap.

Asimo



Asimo, Honda's Humanoid Robot, has been around for years and is popular **(0)** *everywhere* it goes – whether it's visiting patients in hospital **(1)** ..... conducting the Detroit Symphony Orchestra. Everyone **(2)** ..... heard of Asimo, the first ever really humanoid robot – it's **(3)** ..... important part of robotic history. It even has its own Twitter account, with lots of followers. I **(4)** ..... to admit that I'm a great fan too.

I **(5)** ..... delighted when I first saw it on display. Everybody clapped when it opened a bottle and poured liquid into a paper cup all on its **(6)** ..... . It may **(7)** ..... sound very difficult, but it was actually quite complicated. **(8)** ..... you think about all the different things it had to do, it was a giant step forward at the time.

Today Asimo gives demonstrations to schoolchildren, to interest **(9)** ..... in robotics, and it still surprises and delights its audiences. One of the fun things it **(10)** ..... do is to kick a football into a net!

It is true that the human-looking robots that you see in the movies are still a long way off, **(11)** ..... it's still an amazing machine. I'm certain students will **(12)** ..... seeing a lot of more of it in the next few years. Asimo isn't ready to retire just yet!

9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example:

I can't wait to see them again!

FORWARD

I'm really looking forward to seeing them again!

1 I think you should go to the doctor.

WERE

If ..... , I'd go to the doctor.

2 If it doesn't rain this afternoon, we'll play tennis.

RAINS

We'll play tennis ..... this afternoon.

3 A professional photographer took their photographs.

HAD

They ..... by a professional photographer.

4 You'd better wear a coat so you won't feel cold.

OTHERWISE

Wear a coat ..... cold.

5 Florence caught a terrible stomach bug on holiday.

DOWN

Florence ..... a terrible stomach bug on holiday.

6 Will you look after my cat while I'm away?

OF

Will you ..... my cat while I'm away?

7 I'll lend you my car if you promise to fill it up afterwards.

PROVIDED

You can ..... you fill it up afterwards.

8 Someone has picked all the flowers in our garden in the last few days!

BEEN

All the flowers in our garden ..... in the last few days.

10 Complete the sentences with the words/phrases in the box.

both show could be looks perhaps seems
I don't know whereas you call it

1 The pictures ..... people taking exercise.

2 The younger man ..... to be finding it hard to keep up with the others and ..... worried, ... the girls are having a good time, laughing and chatting. ..... it's the first time he has done this, so he's finding it hard.

3 They're all outside – they ..... in a park or a forest.

4 One of the men is using a … what do ..... ? I'm sorry, ... the word.

11 Choose the correct option in italics to complete the email.

Hi Bethany,

(1) *Many thanks for/It was great to get* your email. I **(2)** *am so pleased to know/was delighted to learn* that you're having such an amazing trip. **(3)** *Mind you/Nevertheless*, I was sorry to hear that you're finding it difficult to sleep. **(4)** *Many people believe that/Apparently,* the change of time zone affects our body clock. **(5)** *I would advise you to spend/Why don't you try spending* more time outside – natural light helps. **(6)** *Also, how about/Might I also suggest* putting lavender oil on your wrist before you go to bed.

(7) *I would be delighted/I'd love* to visit you in September. Can you tell me which week would be best?

(8) *I look forward to your reply./Hope to hear from you soon.*

Lots of love,
Polly

Send

10 Global culture



Multiple matching

1 **Work in pairs. Imagine there is a national competition to produce posters for festivals in your country to attract tourists. Which two festivals would you choose? Why?**

2 **Read the article. Which festival do you think would cost the most to organise?**

3 **Read the article again. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.**

Which person

mentions the physical appearance of some of the local people?	1
was prepared for weather conditions at the festival?	2
appreciated the range of events and activities for all ages?	3
was impressed by the size of some works of art at the festival?	4
disagrees that something seen at the festival should de described as a work of art?	5
mentions joining a group of people for the main event of the festival?	6
was motivated to attend the festival by a hobby?	7
saw a tradition that related to a historical period?	8
explains that the festival has more than one function?	9
profited financially by going to the festival?	10

EXAM TIP

In this task, you are reading the text to find specific information. Look at the key words in each question and scan the text to find information that might match what you are looking for. Remember that the information in the text will not come in the same order as the questions.

4 **Match the underlined verbs in the article to their meanings (1–8).**

1	experimented with	5	wear
2	happens	6	discover
3	was different from others	7	want to
4	gradually become	8	become liquid

Festivals around the world

Some of our readers have been to amazing festivals around the world. Read about their experiences!

A Kylie

Last January my friend Dougal invited me to the fire festival of Up Helly Aa on the Scottish island of Shetland. It takes place on the last Tuesday of the month and celebrates the island's Viking history. Over half the island's population is blond and of Scandinavian origin – it's like being in Norway! At around seven o'clock there was a parade of men dressed as Viking fighters. Dougal's father, Duncan, really looked scary – completely different from the quiet, gentle man he really is! Each man carried a lighted torch, which was incredibly dramatic. We followed the procession down to the sea for the highlight of the evening. In front of thousands of spectators, the 'fighters' threw their torches into a Viking boat that they'd built. It was a fantastic sight, but what a shame to see all of their hard work disappear in a couple of minutes!

B Steve

I didn't know the meaning of the word *cold* until I went to the Harbin Ice and Snow Festival in China. Luckily, I had brought some warm clothes and when I was there, I bought one of those fur hats that cover your ears. The festival starts at the beginning of January and lasts about a month. We saw sculptors cutting blocks of ice from the river for their creations. I couldn't believe how big they were. Some of the sculptures were full-sized buildings– amazing! The children there loved it. Sadly, the exhibits gradually melt away at the end of February, which is natural, I suppose. While we were at the festival, some of our group tried their climbing skills on the festival's ice wall. I didn't feel like breaking a leg, so I stayed on the ground and just took photos!

C Morag

As an amateur photographer, I had always wanted to go to the annual International Hot-air Balloon Festival in the Swiss alpine town of Chateau d'Oex. The first festival took place in 1979 and since then it has grown into an international event. There is no lovelier sight than dozens of brightly coloured hot-air balloons floating through the sky and the weather was absolutely perfect for it. As well as normal-shaped balloons, there were some that looked like cows, boats and even mountain chalets! There were also displays of parachuting and acrobatic flying. A really nice feature of the festival is children's day, where kids and their parents can put on fancy dress and join a parade. My eight-year-old daughter Samantha even dared to go up on a short balloon trip. I took some brilliant photographs and actually managed to sell some of them to a magazine, which helped cover some of our expenses.

D Cenzo

New York is the home of hip-hop and I was there, by chance, at the same time as the Brooklyn Hip-Hop Festival. I'm a big fan of hip-hop and I thought it would be a great opportunity to find out more about it. The festival includes demonstrations of rap, breakdancing and graffiti writing. There were some extraordinary examples of breakdancing. I also tried out graffiti writing at a workshop. It was fun but in my opinion, it's a bit of an exaggeration to call it art. Hip-hop has its own dress code too, and I guess I stood out a bit! But everyone was really friendly and I learnt loads. The festival also tries to tell people about the beliefs that lie behind the music and the lyrics. There were a lot of discussions about the role of hip-hop in politics and in bringing communities together. This was all fascinating and I'm very glad I went along.



5 Complete the sentences with the correct form of the underlined verbs in the article. Then change the sentences so that they are true for you.

1 My favourite celebration ..... on 14 February!
2 I really don't like to ..... from other people and attract attention.
3 This afternoon I ..... going to the cinema but now I don't.
4 I ..... a new wi-fi dance pad yesterday but it wasn't very good.
5 I haven't ..... anything glamorous for ages.
6 I'm always interested in ..... information about international festivals.

6 Work in pairs. Which festival from the article would you prefer to go to? Why?

Relative clauses

▶ GRAMMAR REFERENCE p.158

1 Work in pairs and discuss. What are the most popular quiz programmes in your country?

2 Do the quiz. Then work in pairs and compare your answers. Turn to page 140 and check.

Culture quiz

1 What's the day of the year when the English have a firework party?

A 1 May **B** 4 July **C** 5 November

2 What's the name of the writer who created the character of Harry Potter?

A J R R Tolkien **B** C S Lewis **C** J K Rowling

3 What's the name of the museum where you can see the *Mona Lisa?*

A the Louvre **B** the Uffizi **C** the Prado

4 What's the name of the UK arts festival that takes place in August every year?

A the Newcastle Festival
B the Belfast Festival
C the Edinburgh Festival

5 What's the name of the ship which sank on 15 April 1912 and which has been the subject of many films?

A *Santa Maria* **B** *Titanic* **C** *Black Pearl*

6 What's the name of the writer whose play has been running in London since 1952?

A D.H. Lawrence
B Agatha Christie
C William Shakespeare

3 Look at the underlined relative pronouns in the quiz. Which ones refer to

1 a thing? ....., ...
2 a person? .....
3 a place? .....
4 possession? .....
5 a time? .....

4 Read the extract from a guidebook. What sort of events can you see there?

The Edinburgh Festival

The Edinburgh Festival, which is held every August, is one of the most famous arts festivals in the world. Visitors can see both international professional performances, which are part of the main festival, and also experimental, amateur shows, which are part of the Fringe Festival. Many artists who performed at the Edinburgh Festival when they were younger say that the experience really helped their careers. Plays that have won top awards at the Edinburgh Festival have gone on to be very successful in London's theatres. So, next August, why not take a trip to Edinburgh, where you'll find every type of artistic performance you could want to see?

5 Read the explanations and decide if the underlined relative clauses in Activity 4 are defining (D) or non-defining (ND).

1 A non-defining relative clause gives extra information about the main clause.
2 A defining relative clause gives information that is necessary to identify or define the noun.

LANGUAGE TIP

We put non-defining relative clauses between commas.

6 Join the sentences using non-defining relative clauses. Use the second sentence for the relative clause.

1 Fernando Botero is famous for his figurative art. He was born in Colombia.
2 At the age of twelve, Fernando went to a school for matadors. He stayed there for two years.
3 In 1948 he produced some illustrations for a newspaper. These made him some money.
4 He went to Madrid. He studied at the art academy.
5 His paintings often show very large people. Botero calls them his 'fat people'.
6 His paintings are very popular today. They cost millions of dollars.

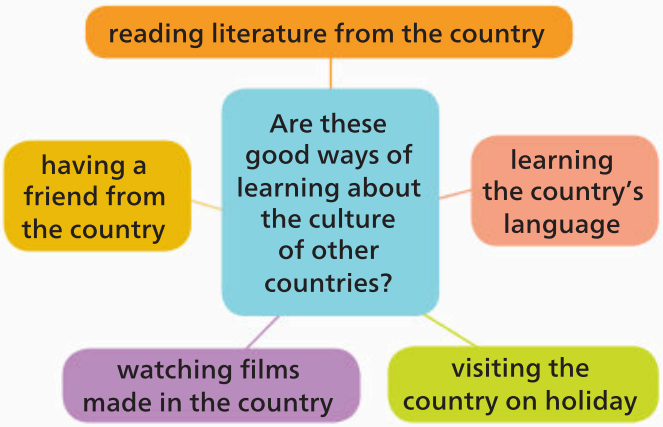
7 Turn to page 142 and follow the instructions.

Collaborative task

1 **Work in pairs and discuss. Is there a foreign country you know well? What do you know about its culture? How did you learn what you know?**

2 **Work in pairs and do the exam task.**

Here are some ways of learning about the culture of other countries. Talk to each other about whether these are good ways of learning about the culture of other countries.



Now decide which is the best way of learning about the culture of another country.

3 **Change partners and compare your decisions. Ask and answer questions like this.**

- Which did you go for?
- What made you choose … ?
- Why didn't you choose/like the idea of … ?
- How easy was it to agree?

Discussion

4 43 **Read the discussion questions and listen to a student's answer. Which question is he answering?**

1 Do you think it's important to learn about the cultures of other countries? Why/Why not?
2 In your opinion, is it better to go to an exhibition or a cultural event by yourself or with other people? Why?
3 What cultural events in your area would you recommend to a visiting group of students? Why?

5 **Look at the audio script on page 202 and underline the parts where the candidate**

1 gives an example from his own experience.
2 gives an opinion.
3 gives a reason for an opinion.

EXAM TIP

In Part 4, if your partner has finished answering an individual question and you have something to say, you can add your opinion. This can develop into a discussion. You could also ask your partner for his/her opinion when you have finished answering a question.

6 **Complete the table with the phrases in the box. Can you add any other phrases?**

Don't you think that … ? For me, …
How do you feel about … ? I feel strongly that …
Once, I … That's because …
The reason I say that is … When I was …

Giving an opinion	
Asking for an opinion	
Giving a reason	
Talking about experiences	

7 **Work in pairs. Ask and answer the questions in Activity 4.**

Multiple choice: short extracts

1 **Work in pairs. Read the exam task below and decide if these sentences are true (T) or false (F).**

1 All the extracts are about the same topic.
2 The questions may not use the same words as the recording.
3 There may be one or two speakers in each extract.
4 It is a good idea to underline key words after the first listening.

You will hear people talking in eight different situations. Listen and choose the best answer, A, B or C.

1 You hear two friends discussing a remake of a film they have both seen. What do they agree about the film?
A The previous version was better.
B It was very emotional.
C The acting wasn't very good.

2 You hear a woman talking about a favourite dish. How did it get its name?
A Its ingredients were a big secret.
B It was invented by a member of the royal family.
C It had an unusual effect on someone.

3 You hear a man talking about a package holiday he and his wife went on. What did they enjoy doing most?
A relaxing in the resort
B visiting places of interest
C doing the on-site activities

4 You hear a man talking about a place of natural beauty. What surprised him?
A the stories told about it
B the dramatic appearance of the rocks there
C the number of visitors it gets

5 You hear a tour guide talking about the Charles Bridge in Prague. What does she do to interest tourists?
A focus on unusual details
B talk about how the bridge was constructed
C describe how kings used to live in the past

6 You hear two friends talking about a competition. Who was injured?
A a member of the public
B one of the competitors
C one of the organisers

7 You hear a woman talking about her visit to San Francisco. What does she remember most about the trip?
A the graffiti everywhere
B the Golden Gate Bridge
C the Mission Quarter

8 You hear a woman talking about her trip to a festival in Canada. What was her main reason for the trip?
A to get work
B to watch different acts
C to discover new talent

2 44 **Read question 1 in the exam task and follow these steps.**

1 Underline the key words.
2 Listen to the extract and choose the correct answer.
3 Look at the audio script on page 202 and check your answer. Why are the other two options wrong?

EXAM TIP

The first sentence in each item will help you identify the context. Then the question will help you identify what you need to listen for. Remember that in the recording you will hear the first sentence but not the question or options.

3 45 **Listen and answer questions 2–8 in the exam task.**

4 **Match the adjectives from the recording (1–6) to their meanings (A–F).**

1	original	A	exceptionally good
2	familiar	B	first
3	tasty	C	without purpose, stupid
4	outstanding	D	at a sharp angle
5	steep	E	well-known and recognisable
6	mindless	F	delicious

5 **Work in groups and discuss the questions.**

1 Is there a legend in your country about an unusual natural site?
2 Imagine you could paint a mural in your town or city. What would you put in it?
3 Which part of your area would make a good location for a film? Why?



Arts and culture

1 **Work in pairs and discuss the questions.**

1 What factors do you think influence a young person's career choices?
2 Do you think someone's culture can affect the job they choose? Think about these things.
- television/the media
- family
- teachers and education
- traditions
- language

2 **Read the article. Whose job would you most or least like to have? Why?**

> A job with creativity

Some people who work in the artistic world tell us what they enjoy or don't enjoy about their work.

Brian > I'm a trainee chef and food is my passion. I love following **(1)** *recipes/receipts* and putting all the ingredients together to produce mouth-watering **(2)** *plates/dishes* for my customers. I'm happy preparing any type of food from vegan to fusion. What I love best is the **(3)** *showing/presentation*, which can make a big difference to the dish. I don't particularly enjoy the vegetable **(4)** *preparation/readiness* – the cutting, chopping and slicing. But soon I'll have someone else to do that for me!

Annie > I started writing at an early age and so far I've written fifteen detective **(5)** *poems/novels*. I get my **(6)** *plots/legends* from little news items I read about or hear about on TV. I plan my novels quite carefully but starting that first **(7)** *edition/chapter* is always hard. The blank, white page on the computer is horrible! Once I've started and the **(8)** *characters/heroes* start developing, I'm fine.

Syrus > They say that most actors suffer from nerves and that's certainly true for me! As soon as the **(9)** *show/curtain* starts, I get nervous. But I think that makes you give a better performance! Apart from that, acting is a great profession. I enjoy the whole process – from the first **(10)** *test/audition* through the **(11)** *lessons/rehearsals* to the first night – I love it all. Learning lines gets more difficult as you get older, but I wouldn't swap one moment on the stage for any other job! Getting the **(12)** *book/script* for a new play is one of the moments I live for.

3 **Choose the correct options in italics to complete the article.**

4 **Complete the sentences with words formed from the words in the box. Use the suffixes *-er*, *-or*, *-ist* or *-ian*. Can you think of three more jobs in the arts?**

compose conduct dance music novel paint

1 I'm a ..... and I play the guitar in a band. I can also play the violin but that's less useful in the band!
2 I'm a ..... with a youth orchestra. They don't always concentrate well or listen to me but it's fun!
3 My favourite ..... is Mozart – I just love his music. Who's yours?
4 I love the books by the ..... Charles Dickens. They tell us so much about London at that time.
5 I wanted to be a classical ballet ..... but I grew too tall when I was about eleven, so I had to give up.
6 I'd like to have my portrait done by a professional ..... .

5 **Work in pairs. Imagine you have one of the jobs from this page. Tell your partner about your work without saying the name of the job. Your partner must guess the job.**

6 **Work in pairs. Turn to page 142 and follow the instructions.**

Articles

▶ GRAMMAR REFERENCE p.159

1 Work in pairs. What's the most interesting restaurant you have ever eaten in?

2 Read the review of an unusual restaurant. Would you like to go there? Why/Why not? What could possibly go wrong with your meal and the service?

Hajime robot restaurant

Food is an important part of our lives. Most of us like eating out, and more and more restaurants are trying to tempt us with the offer of a different type of experience. Perhaps one of the most interesting experiences can be found in a restaurant in Osaka, Japan. Everything is high-tech. The meal is served by a robot! Later, while you are eating, the robot entertains you with clever dance moves. The food is pretty amazing too! Definitely worth a visit if you're in Osaka. You can also find a Hajime restaurant in other cities like Bangkok, Thailand, and Atlanta, USA.



3 Match the underlined examples in the review in Activity 2 to the descriptions (A–H). Note the use of *a/an*, *the* or no article in the examples.

1 a single countable noun used for the first time
Example: *a robot*
2 an abstract or uncountable noun used generally
3 a single countable noun we have mentioned before
4 the name of a country
5 a single countable noun that is defined by a phrase or clause
6 plural countable nouns
7 a superlative
8 an abstract or uncountable noun that is specific or defined

4 What do we use for descriptions 1–8 in Activity 3: the indefinite article (*a/an*), the definite article (*the*) or no article (–)?

LANGUAGE TIP

We use *the* to talk about something unique (e.g. *the sun*). We also use *the* with some place names (e.g. *the USA* and some other countries, *the Alps* and other mountain ranges, *the Thames* and other rivers). Note down place names that need *the* when you see them.

5 Read the text. Why is fugu dangerous?

Food to die for!

Would you risk your life to eat something really delicious? Many people do in **(1)** ..... Japan every day! Apparently, fugu is one of **(2)** ..... most delicious fish dishes that you can ever eat. The downside is that if it's not prepared *very* carefully, it can kill you. It contains **(3)** ..... very strong poison. **(4)** ..... part of the fish that contains **(5)** ..... poison must be taken out before it is cooked and only a few Japanese chefs have a licence to do this.

I don't think I'm brave enough to risk it! I'd be waiting anxiously for **(6)** ..... hours afterwards to see if it would affect me. Not **(7)** ..... best way to spend an evening in **(8)** ..... expensive restaurant!



6 Complete the text in Activity 5 with *a/an*, *the* or no article (–).

7 Work in pairs and discuss. Would you like to try fugu? Why/Why not? What specialities in your country would foreigners find rather strange to eat?

8 Work in pairs. Turn to page 141 and follow the instructions.

Vocabulary

collocations: *do* and *make*

1 **Complete the table with the words in the box. Then work in pairs and compare your answers.**

~~a mistake~~ a noise a test a wish an excuse an experiment money someone a favour the cooking the most of a situation trouble your best your homework

do	make
	a mistake

2 **Complete the sentences with the correct form of phrases from Activity 1.**

1 I need to be quiet when I'm working. If someone is ..... , I have to move to a different room!
2 The weather was terrible on our trip to London but we had to ..... the opportunity and we saw as many sights as possible.
3 I forgot to do the essay, so I ..... and told the teacher I'd been ill!
4 Can you ..... and carry these books for me? I've hurt my arm.
5 The exam was awful but I ..... and I hope I'll pass.
6 I ..... when I cut my birthday cake but I didn't tell anyone what it was because I want it to come true!

3 **Turn to page 142 and follow the instructions.**

Multiple-choice cloze

4 **Read the article on the right. How many types of street art does it mention?**

5 **Read the article again. For questions 1–8 decide which answer (A, B, C or D) fits each gap.**

EXAM TIP

The options in each question will all be words with similar meanings, but only one will fit correctly. These words are often collocations, so make sure you record and learn collocations when you see them.

The smallest theatre in the world



Street art has always fascinated me. I'm always amazed by pavement artists and the way human statues can **(0)** B, remain so still for hours! However, one of the most incredible things I've ever **(1)** ..... is a piece of street theatre which has been delighting people all over Europe. It's called the Smallest Theatre in the World and it is **(2)** ..... incredible. It isn't just a couple of actors **(3)** ..... speeches – it's a complete theatre with a stage, curtains and luxurious seats for the **(4)** ..... (of two adults!) – everything inside a wooden box which is just under 2m x 2m! **(5)** ..... , the whole thing sits on the side of an old-fashioned motorbike! There are four actors who **(6)** ..... famous plays, each in about thirty minutes! The Smallest Theatre first started in 1971 and successfully **(7)** ..... Europe and the USA. Sadly, it disappeared for a few years in the 1980s, but in the 1990s it **(8)** ..... again, and people today can enjoy its magic once more.

0	**A** last	**B** remain	**C** continue	**D** rest
1	**A** seen to	**B** watched for	**C** heard of	**D** looked on
2	**A** exactly	**B** absolutely	**C** extremely	**D** fully
3	**A** making	**B** saying	**C** telling	**D** doing
4	**A** viewers	**B** watchers	**C** witnesses	**D** audience
5	**A** However	**B** Therefore	**C** What's more	**D** Despite this
6	**A** act	**B** perform	**C** portray	**D** cast
7	**A** toured	**B** journeyed	**C** drove	**D** transported
8	**A** put out	**B** set on	**C** took off	**D** started up

6 **Work in pairs. Tell your partner about some interesting street entertainment you've seen.**

Article

▶ **WRITING** REFERENCE p.169

1 Work in pairs and look at the photo. What do you think the people are celebrating? Where do you think the photo was taken?

2 Read a student's article and check your ideas. Are there events like this in your country?

A magical midsummer

I love travelling and I was really lucky to be in Sweden on holiday at the time of the Swedish Midsummer Festival. My Swedish friends made sure that I got involved!

In Sweden the Midsummer Festival is nearly as important as Christmas. It takes place on or near the longest day of the year, usually the Saturday between 19 and 26 June.

The Festival is a fun-packed day with lots of singing, dancing and eating. One song is about a frog and the dancers actually act out the frog's dance too! Then there is a big traditional meal with different sorts of fish, new potatoes and fresh strawberries – yum!

All festivals and traditions have an original purpose and people used to celebrate the Midsummer Festival to ask nature for a good harvest. Young girls also put flowers under their pillows at night so that they will dream of their future husbands.

I had a great time. I wore flowers in my hair and I danced and sang and ate a lot. unfortunately, I was so tired I didn't dream of anything – certainly not my future husband!

3 Read the exam task below and tick the things you think you should do in your article.

1 Use an informal style.
2 Start with an interesting title or first sentence to interest the reader.
3 Write as many paragraphs as possible.
4 Refer to your own reactions.
5 Make sure your paragraphs lead on logically from each other.
6 Include something amusing.
7 Use a lot of long, complex sentences.

You have seen this announcement in an international student magazine.

Have you been to an interesting festival in your country or another country? Tell us all about it. We'll publish the best articles next month.

Write your **article** in **140–190** words in an appropriate style.



4 Read the article again. Does the student do the things you identified in Activity 3?

5 In which paragraph of the article does the student

1 describe the origins of the festival?
2 tell us about her participation and reaction?
3 give the reason for writing and the name and place of the festival?
4 give a summary of the activities?
5 talk about the popularity of the festival and when it is celebrated?

Vocabulary

attitude adverbs

6 Look at the underlined sentence in the article and notice how the sentence starts with an adverb. Imagine what the student writing the article above could say to finish these sentences.

1 Luckily, …
2 Strangely, …
3 Personally, …
4 Surprisingly, …
5 Fortunately, …

7 Read the exam task in Activity 3 again and make notes for your own article. Then write your article.

EXAM TIP

Make sure your article is interesting for the reader. Include some unusual or funny information/examples. Remember to organise your article into clear paragraphs and try to use a range of vocabulary and grammar.

1 Choose the correct option in italics to complete the article.

Bird's nest soup

The food **(1)** *who/that* we eat says a lot about the people **(2)** *who they eat it/who eat it* and the culture of the country where **(3)** *it is found/it is found there*. One of the most unusual dishes in the world is bird's nest soup. **(4)** *The thing I noticed/The thing that I noticed it* when I tried it for the first time **(5)** *was/it was* its sweet taste. This is from the bird's saliva*, **(6)** *which/that* it uses to make its nest. Before it can be used to make soup, the chef removes the feathers **(7)** *where/that* are stuck to it. It's becoming harder and harder to find these nests, so gatherers have to get them from countries **(8)** *that/where* they are still available. The people **(9)** *whose job/whose their job* it is to collect the nests often risk their lives to get them as the nests are found in high places **(10)** *that/they* are difficult to reach.

*saliva = the liquid that is produced by the mouth

2 Complete the sentences with the words in the box.

chapter character curtain dish hero legend plot poem recipe script

1 An ancient ..... says that the hills were created by a pair of giants.
2 This is delicious. You must give me the ..... so I can make it at home.
3 Reading a ..... or two of a good book always helps me get to sleep.
4 The ..... of the novel is an orphan who lives with his strict sister and her kind husband, a blacksmith called Joe.
5 It's an ideal ..... for the winter. It is made of beans and different kinds of meat in a rich sauce.
6 As far as I'm concerned, a good ..... should rhyme at the end of the lines.
7 The person who wrote the ..... for the film did a very good job.
8 The main ..... , who gives her name to the novel, is a young woman who works as a governess in a family with a terrible secret.
9 The story had the most ridiculous ..... you can imagine, but I still enjoyed it.
10 Before the ..... went up, the actors took their places on stage.

3 Complete the sentences with words formed from the words in the box.

compose conduct dance music novel paint

1 He wanted to be a ballet ..... before he injured his knee.
2 He's the ..... who has led an orchestra with international members.
3 She's a famous ..... , with more than thirty detective stories to her name.
4 The ..... of a film's music has to work closely with the director.
5 They're both artists – the mother is a portrait ..... while the son creates cartoons.
6 She's a marvellous ..... who can play some really difficult pieces.

4 Complete the article with *a/an*, *the* or no article (–).

Mongolia's Nadaam Festival

I had always wanted to visit **(1)** ..... Mongolia, and two years ago my dream came true. I stayed with **(2)** ..... family of nomads in their yurt, which is **(3)** ..... traditional type of tent. **(4)** ..... family were very hospitable and I joined in their everyday life.

I was there for **(5)** ..... annual festival called Nadaam, where there is **(6)** ..... folk music and dancing, as well as traditional sporting competitions. These include **(7)** ..... horse racing and Mongolian wrestling. For me, **(8)** ..... highlight of **(9)** ..... festival was **(10)** ..... horse races.

(11) ..... Mongolian people have been expert horse riders since **(12)** ..... time of Genghis Khan, who ruled in **(13)** ..... thirteenth century. Horses are still **(14)** ..... important part of **(15)** ..... Mongolian culture. Anyway, **(16)** ..... most exciting race is a twenty-four-kilometre cross-country race. Jockeys are children as young as five years old! **(17)** ..... first riders arrive after half an hour, but it takes up to **(18)** ..... hour for everyone to finish.

11 Style and design



Multiple matching

1 **Work in pairs and discuss the questions.**

1 What is most important when you buy something new?
- the way it looks
- how well it works
- the price
- something else

2 Do you think new things are always better than old ones? Why/Why not?

2 46 **Listen and match the sentences to the feelings in the box.**

delighted regretful relieved surprised worried

1 I really wish I could have been there.
2 The car has been running perfectly. I'm so pleased I bought it.
3 I couldn't believe my eyes. I'd never seen anything like it before!
4 I thought I'd deleted the file by mistake. Thank goodness I hadn't!
5 I don't know where Tina is. I hope she's OK.

EXAM TIP

This part of the exam may focus on opinions, feelings and attitude, so listen out for these. Read the task instructions carefully as they tell you what you need to listen for (e.g. *how each speaker feels*).

3 47 **You will hear five people talking about different aspects of style. Listen and choose from the list (A–H) how each speaker feels. There are three extra letters which you do not need to use.**

A disappointed with a new version of something
B impressed by the improvements made to a product
C confused by the changes to something
D disapproving of people's interest in something
E confident that a new product will be successful
F excited by a new opportunity
G angry that people exploit consumers
H sad that people today don't enjoy life as much as in the past

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

4 **Look at the audio script on page 203. Find and underline the sections that show the speakers' feelings.**

5 **Match the phrases in bold in the sentences from the recording (1–6) to their meanings (A–F).**

1 I know you're probably quite happy with them because they look like **the real thing**.
2 **It is hard to believe** some of the things they do just to get noticed.
3 I like the way it has kept the fun of the original while **bringing it** entirely **up-to-date**.
4 But anyway, **as I was saying**, this one I saw was actually quite good.
5 Maybe it **takes them back to** when they were young.
6 Once upon a time, it was **the height of fashion**.

A making something modern
B something that is not artificial
C reminds people of
D very fashionable
E it's really surprising
F to go back to my point

Vocabulary
fashion and design

6 **Work in pairs. Look at the photo in the blog on the right and describe it in as much detail as possible.**

7 **Write the adjectives in the box in the correct columns in the table. Which of these words can you use to describe the photo? Did you use any of them in Activity 6?**

~~baggy~~ checked cotton fitted flowery fur leather plain short-sleeved silk spotted striped tight velvet

Shape	Pattern	Material
baggy		

LANGUAGE TIP

Remember the order of adjectives: size, shape, colour, pattern, material.

*She was wearing a **baggy**, **green**, **cotton** T-shirt.*

8 **Work in pairs. Tell your partner about something**

1 you have bought recently.
2 you haven't worn for a long time.
3 you bought a long time ago but still wear.
4 you bought that was a real bargain.
5 you bought that was far too expensive.
6 someone bought for you but you will never wear.

9 **Read the blog and find words/phrases that match these meanings.**

1 traditional
2 trendy
3 become unfashionable/old-fashioned
4 imitation, not original, fake
5 aware of what is trendy
6 clothes with fashion-house labels
7 real

HOME ABOUT FASHION NEWS CONTACT

I suppose I like to be fashionable but I'm not obsessive about it. I'm quite happy to buy classic styles that don't go out of fashion so quickly. They may cost a bit more but they're worth it. My brother is very fashion-conscious and he adores designer clothes. He spends all his part-time wages on big-name designers like Versace, Gucci and so on. I'm not too worried whether my clothes are genuine Prada or not! Most high-street shops sell copies and I think they look good.



10 **Work in pairs and discuss. Is it important for you to be fashionable? Why/Why not?**

Modals of possibility and certainty

▶ GRAMMAR REFERENCE p.160

1 **Work in pairs. Do you think it's better to rent or buy your own flat? Why?**

2 48 **Listen to two people talking about a friend's new flat. Which of these things are they not sure about?**

1 where it is
2 whether the friend has bought or rented it
3 who chose the furniture

3 **Look at these sentences from the recording (1–6). How certain are the speakers? Match the examples in bold to the explanations. (A–F).**

1 She **must be** really happy.
2 It **might be** on South street, near Victoria Gardens.
3 It **can't be** the place she was looking at in the centre.
4 It **must have been** expensive!
5 Her parents **might have given** her some money.
6 She **can't have paid** for it all by herself.

A I'm sure it's true. (present)
B I'm sure it was true. (past)
C It's possible that it's true. (present)
D It's possible that it was true. (past)
E I'm sure it isn't true. (present)
F I'm sure it wasn't true. (past)

4 **Look at Activity 3 and complete the rules.**

1 To show possibility or certainty in the present, we can use *must/can't/might* + ...
2 To show possibility or certainty in the past, we can use *must/can't/might* + ... + past participle.

LANGUAGE TIP

To say that something is possible, we can also use *could* or *may* instead of *might*. *That **could**/**may** be Jan's sister – I'm not sure.*

5 49 **Listen and notice the pronunciation of the underlined words. Then listen again and repeat.**

1 She must have had help.
2 She can't have paid for it all by herself.
3 Her parents might have given her some money.



6 **Complete the dialogues with *might*, *must* or *can't* and the correct form of a main verb.**

1 **A:** I haven't seen Jenny today. She was sneezing yesterday in class.
B: She ..... ill.
2 **A:** I'm sure Luke didn't take the money because he was at school when it disappeared.
B: You're right. Luke ..... the money.
3 **A:** I'm sure it wasn't Kate who left me that note. She wasn't even here this morning.
B: No, it ..... her who left it.
4 **A:** I'm positive someone saw the robbery. The police should ask for witnesses.
B: Yes, someone ..... the robbery.
5 **A:** I'm not sure where I put my keys. I can't find them.
B: You ..... them in your bag.
6 **A:** These jeans are too tight now. I'm sure I've put on weight.
B: Hmm … I think you're right. You ..... on weight.

7 **Work in pairs. Turn to page 143 and follow the instructions.**

Vocabulary
word building

1 **Work in pairs and discuss the questions.**

1 What are the most popular reality TV shows in your country?
2 Why do you think people like them so much?

2 **Work in pairs. How many different words can you make from *real*?**

3 **Add one of the endings in the box to each group of words to make them adjectives or nouns. You may need to make some spelling changes before adding the endings.**

-ance -ant -ion -ity -ive -ness -y (x2)

Example:
health, thirst, anger (adjectives)
healthy, thirsty, angry

1 participate, assist, inhabit (nouns – people)
2 active, stupid, personal (nouns)
3 recover, deliver, brave (nouns)
4 correct, investigate, eliminate (nouns)
5 expense, imagination, description (adjectives)
6 happy, sweet, sad (nouns)
7 accept, perform, important (nouns)

4 **Can you add one more word to each group in Activity 3?**

Word formation

5 **Complete the sentences with words formed from the words in brackets. Which words require only one change? Which require two?**

1 I was surprised because it was ..... (*usual*) for Jack to go to debates.
2 The ..... (*appear*) of two teenagers worried the police.
3 The conjuror's trick seemed ..... (*possible*) but, of course, it wasn't!
4 When you write to a friend, you should use ..... (*formal*) language.
5 I wanted to speak to Tanya but, ... (*fortunate*), she'd left before I arrived.

EXAM TIP

Sometimes you may have to make two changes to the word (e.g. add a suffix and *-s* to make a plural: *act – actor – actors*). Remember to read the text again after filling the gaps, to check that the words you've formed are grammatically correct and make sense in the context.

6 **Read the article about reality TV shows. What advantages and disadvantages does the writer mention?**

HOME | ENTERTAINMENT | SPORT | HEALTH | NATURE
REALITY TV

Opportunity or cruelty?

In recent years the increase in the number of reality TV shows has caused a real change in people's viewing habits. Most people **(0)** *regularly* watch more than one, from talent shows for singers or dancers to shows which test people's **(1)** ..... in difficult situations. One thing that is common to most of these programmes is that one **(2)** ..... is eliminated every week. In a typical talent **(3)** ....., the performance of each participant is carefully judged and any sign of **(4)** ..... is criticised. The final **(5)** ..... is often made not by the judges but by the TV audience. Because of this, some feel that the whole process puts too much **(6)** ..... on people and is very cruel. However, these programmes have resulted in the **(7)** ..... of some very talented people. **(8)** ..... are so fascinated by these programmes that it is unlikely their popularity will decrease in the near future.

REGULAR
STRONG
CONTEST
COMPETE
WEAK
DECIDE
PRESS
DISCOVER
VIEW

7 **Read the article again. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

8 **Work in small groups. Create your own reality TV show. Think about these questions.**

1 What is the topic?
2 What will the rules be?
3 What challenges will you set?
4 Who will decide who leaves the show: the other contestants, the viewers, judges?
5 What will the final prize be?

9 **Present your reality show to the class. Then have a class vote on the most interesting show.**

Gapped text

1 **Work in pairs. Look at the photo of an unusual office. What might it be like to work in this place? Would you like to work there? Why/ Why not?**



2 **Work in pairs. Read paragraph A of the article and discuss your answers to the questions in the paragraph.**

3 **Read the whole article and match the paragraphs (A–F) to their topics (1–6).**

1 dissatisfaction with open plan offices
2 using the imagination
3 individual preferences
4 what we can look forward to
5 aims of the open plan office
6 meeting different needs

4 **Read the article again. Six sentences have been removed from the article. Choose from the sentences (A–G) the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A Colds and flu spread quickly when lots of people are constantly sharing the same air.
B In practice, it was also a wonderful way to save money.
C Not every workplace will follow these particular companies' lead, but designers are aware that we sometimes need time to escape.
D Such working spaces also include special project and meeting rooms.
E As a result, there have been some amazing developments in office furniture – like a chair with walls on three sides that can give the worker privacy.
F This might be working alone or with other people.
G These proposed changes have unfortunately been shelved due to financial reasons.

5 **Complete the sentences with the underlined words/phrases in the article.**

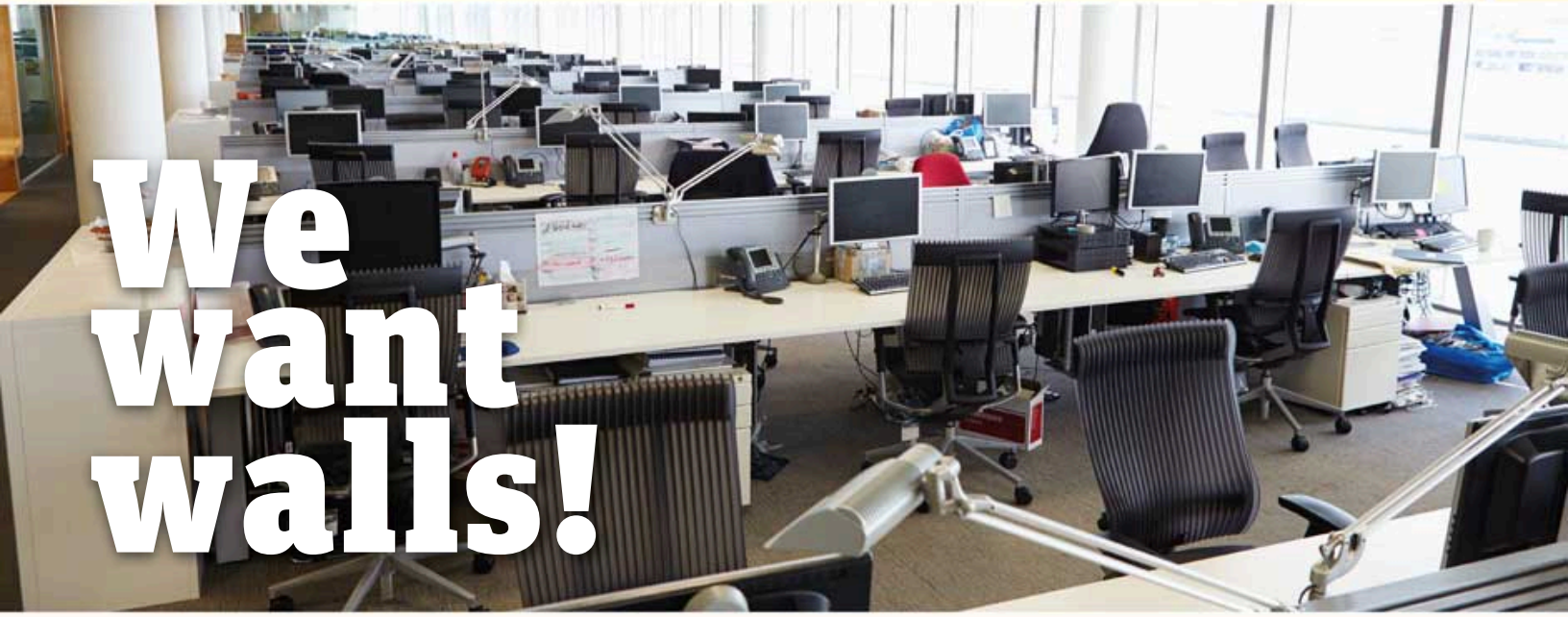
1 I bought this from a stall selling ..... designer clothes for just five euros.
2 Good ..... is very important when you work in a kitchen.
3 Factory work can be boring and ..... . You do the same things again and again.
4 My friend and I are going to ..... on writing a novel. It will be fun working together.
5 I've got lots of homework for Thursday and I've only done ..... it.
6 It's very calming to watch fish swimming around a(n) ..... .
7 He has some very ..... ideas! I love them because they're so different.
8 I'd like a job with ..... working hours so that I can either start early or stay late depending on what I'm doing.

6 **Find nouns formed from these words in the article. Then make sentences using each noun.**

Example: *assign – assignment*
I handed in my history assignment on Monday.

1 distract
2 popular
3 interrupt
4 relax
5 create
6 imagine

7 **Work in pairs. Design a fun office layout. Then compare your ideas with other students.**



We want walls!

Is it goodbye to the open plan office?

A So, what's your preferred working environment? Are you one of those people who can't concentrate unless everything is completely quiet? Or are you happy to work while people are chatting around you? When you're trying to finish a difficult assignment or a report for the boss, do you listen to music through earphones or wear earplugs to block out distractions? Do you prefer a warm room or a cool one, overhead lighting or lamps directed at your computer? Is an open plan office your dream place to work or a nightmare?

B Apparently, a recent survey has shown that the open plan office, which was such a radical idea in the 1950s, is losing its popularity. Originally, open plan offices – no walls, no closed doors – were supposed to encourage people to collaborate and work together instead of being isolated in separate offices. A good theory. [1] Companies could accommodate large numbers of workers at a fraction of the previous cost.

C It seems, however, that in the twenty-first century this idea isn't working well. The survey shows that people are unhappy with the distractions of the open plan office and that this is affecting their work. More than fifty percent of those questioned wanted more individual control over what happens in their work space, including noise levels, temperature and lighting. There are also concerns over health and hygiene. [2] Companies are finally realising that although they save money by putting everyone in the same room, they are losing money because of less efficient work. The open plan office is changing.

D 'We're moving towards activity-based working,' says Jeremy Myerson, an expert on office layout, 'where people have a lot of different spaces to work in'. According to Myerson, organisations are now looking for flexible, modern offices with private places. Rules such as 'no talking on mobile phones' and 'no eating' make sure that people can work in these places without interruption or distraction. [3] The London offices of Mind Candy, for example, have treehouse-themed meeting rooms and cabins for private work (as well as a slide to travel between floors!). Myerson also mentions the need for relaxation; Google Zurich has its own aquarium, soft carpets and soft blue light, where employees can chill out in bathtubs. [4]

E This move away from traditional office layouts – either small rooms or open plan – has really allowed designers to use their creativity. [5] What is remarkable, however, is the imagination that has produced some really fun office layouts. These days it seems that nothing is impossible. An office with a fake beach? Corridors with road markings or a running track? How about an enormous plastic elephant sculpture in the working area or a dance room for people who like to work to repetitive music? Yes, these all exist.

F Ideally, we all need a different working environment to produce our best work. [6] The new attitude to office design tries to give us space to focus, areas to exchange ideas, places to relax and an atmosphere which is bright, fun and motivating. It will be fascinating to see what designers are dreaming up for us for tomorrow!



so, such, very, too, enough

▶ **GRAMMAR** REFERENCE p.160

1 **Work in pairs and look at the photo. Would you like to go to this restaurant? Why/Why not?**

2 50 **Complete the dialogue with *so*, *such*, *very*, *too* or *enough*. Then listen and check.**

A: It's **(1)** ..... kind of you to come and give us some advice about our restaurant design.

B: So, basically, what would you like to change?

A: People don't like bright lighting but many customers have complained that the lighting is **(2)** ..... low they can't see their food! And we serve **(3)** ..... good food that it's a real shame! And there have also been complaints that there isn't **(4)** ..... space between tables.

B: Yes, you want to seat as many people as you can without it feeling **(5)** ..... crowded.

A: Personally, I feel that the colours in here are **(6)** ..... bright and we need something paler. You have **(7)** ..... a good reputation that I'm sure you'll be able to transform this space – without it costing us **(8)** ..... much.

3 **Look at the dialogue in Activity 2 and complete the rules with *so*, *such* or *such a*. Then find one example of each in the dialogue.**

1 We use ..... before an adjective.
2 We use ..... before an adjective + singular noun.
3 We use ..... before an adjective + plural or uncountable noun.

4 **Complete the second sentence so that it has a similar meaning to the first. Use *so* or *such* (*a*).**

1 The waiter took a long time to serve the customers. They left the restaurant.
The waiter ..... they left the restaurant.
2 It was dark in the café. We couldn't see our food!
It ..... we couldn't see our food!
3 The meal was good. We left a big tip.
It was ..... we left a big tip.
4 They played great songs. We stayed for ages.
They played ..... we stayed for ages.
5 The service was very fast. We were only in the restaurant for half an hour.
The service was ..... we were only in the restaurant for half an hour.
6 The day was very sunny. We had a picnic by the river.
It ..... we had a picnic by the river.

5 **Look at the dialogue in Activity 2 again and complete the rules with *too*, *very* or *enough*.**

1 We use ..... before an adjective or before the words *much* and *many*, to mean 'more than necessary'.
2 We use ..... after an adjective or adverb but before a noun to mean 'sufficient'.
3 We use ..... before an adjective to mean 'more than a little'.

6 **Complete the customers' comments with *too* or *enough*.**

1 It was a lovely meal but there was ..... much for me to eat!
2 That was perfect. There was ..... food to stop me feeling hungry and not ..... much so that I felt ill.
3 These portions are ..... small. There aren't ..... potatoes. I'm going to ask for more.
4 This coffee's ..... hot. I can't drink it yet.
5 My baby's not old ..... to sit at the table. Do you have a baby chair?
6 This meat is ..... red. It hasn't been cooked for long ..... .

LANGUAGE TIP

Remember that we use both *too* and *very* before adjectives, but *too* has a negative meaning.

7 **Work in pairs. Talk about a time when**

1 the weather stopped you from doing something.
2 an illness prevented you from keeping an appointment.
3 you were worried about something so you couldn't sleep.

Long turn

1 **Answer the questions. Then work in pairs and compare your answers.**

1 How many different schools have you attended in your life?
2 What can you remember about the design of the classrooms and the classroom furniture?
3 Which is/was your favourite classroom? Why?

2 **Work in groups and discuss. Do you think classroom design has an effect on how we learn? Why/Why not?**

3 **Work in pairs. Read the exam task. What points would you make?**

> These photos show students learning in different classrooms. Compare the photos and say how well you think the students are learning in these classrooms.

EXAM TIP

Use your imagination when talking about the photos. You may need to speculate about what is happening or why. Remember to mention both things that are similar about the photos and things that are different. Also remember to try to keep talking for a minute. Practise by timing yourself or a partner.

4 51 **Listen to a student doing the task in Activity 3. Does he mention any of your ideas? What other points does he make?**

5 **Look at some useful phrases for speculating. Listen again and tick the ones the student uses.**

1 I guess …
2 I imagine …
3 They're probably …
4 I'm not sure but …
5 I think that …
6 I would say that …
7 They might …
8 They could …
9 It must be …
10 They look …

6 **Work in pairs. Turn to page 137 and do Task 1. Then turn to page 138 and swap roles for Task 2.**





Review

▶ **WRITING** REFERENCE p.171

1 **Work in pairs and discuss the questions.**

1 When you are going to buy something new, what do you do?
- check out reviews online or in a magazine
- ask a friend's advice
- rely on your own judgement

2 If you do read reviews, what information do you expect to see in them?

2 **Read the exam task and look at the photo of the product the student is going to review. What do you think he/she might mention?**

You have seen this notice in an international student magazine.

Have you recently bought a new product that you really like or dislike for various reasons?

Our readers would love to hear about it. Why not share your experience by writing a short review for us?

Write your **review** in **140–190** words in an appropriate style.



3 **Read the review. Does the student mention any of your ideas?**

A challenging present

I recently bought a present for my dad's birthday. He loves games and puzzles, so I decided to buy him a complicated jigsaw puzzle in the shape of a globe. It looked really cool on the box and the idea was that he could display the finished puzzle on a shelf and not just break it up and put it away again, as you do with most puzzles.

He was very excited when he got it and spent weeks and weeks putting it together. It's really difficult as you have to build the puzzle in three dimensions. You need to be very careful adding pieces or the whole thing falls apart! There are numbers on the back of the pieces to help you, which is very important.

The finished globe is really attractive. I thought it might look a bit odd and not very realistic but it doesn't. In fact, it's quite stylish! I was very impressed by the quality of the product.

I would thoroughly recommend this puzzle as a present for someone who enjoys a challenge. I've already ordered another one – this time for myself – in the shape of a pyramid! It should be fun!

4 **Read the review again and find**

1 a recommendation.
2 a concern that was unjustified.
3 an initial reaction before trying the product.
4 a difficulty or possible disadvantage.
5 an example of satisfaction with the product.
6 a reason for choosing this particular product.

5 **Work in pairs. Tell your partner about something you have bought recently that you were either really pleased or really disappointed with.**

6 **Read the exam task again and plan your review of the product you talked about in Activity 5. Make notes under these headings.**

1 Introduction (name of product, reason for buying it)
2 Information about the product
3 Advantages/Disadvantages or Good/Bad points
4 Conclusion and recommendation

7 **Write your review.**

1 Complete the sentences with the words in the box.

checked designer fake latest loose real tight trendy

1 I hate it when my dad tries to look young and ..... by dressing like a teenager.
2 These jeans are too ..... around the middle. Have you got a smaller size?
3 I like to keep up with the ..... fashions by watching fashion shows.
4 Never wear a striped tie with a ..... shirt – the patterns don't go together.
5 This skirt is too ..... . I can't do it up.
6 A pair of ..... jeans can cost many times more than an ordinary brand.
7 You call it ..... fur, but I like to think of it as a good imitation.
8 This bag looks like the ..... thing but it isn't. I bought it for five euros!

2 Complete the dialogue with *might*, *mustn't* or *can't* using the prompts in brackets.

A: Look at this dress. It **(0)** must be (*definitely is*) at least forty years old.
B: Oh yes. It **(1)** ..... (*possibly belonged*) to my great-grandmother. She **(2)** ..... (*possibly wore*) it to her wedding.
A: But look at this wedding photograph – that's Aunt Mary in the dress. It **(3)** ..... (*definitely was*) hers.
B: Mm, you're right. It **(4)** ..... (*definitely wasn't*) my great-grandmother's. But what about these old uniforms? They **(5)** ..... (*possibly belonged*) to Uncle Harry or Grandad Bill.
A: Uncle Harry **(6)** ..... (*definitely wore*) this jacket – he was a tall man.
B: I wonder if the fashion museum **(7)** ..... (*possibly is*) interested in them. There **(8)** ..... (*definitely aren't*) many left.

3 Complete the article with words formed from the words in brackets.

Fashion makes the world go round

The fashion industry is the target of a lot of **(1)** ..... (*criticise*). But without it we would be stuck in the past. Changing fashions show a **(2)** ..... (*health*) wish to get rid of the old and move on. Fashion is an art form, a **(3)** ..... (*reflect*) of our day and age. It involves a great deal of **(4)** ..... (*imagine*) and **(5)** ..... (*creative*) from the world's leading designers. Research has shown that the fashion industry is of great **(6)** ..... (*important*) to the global economy. In fact, it can even help a country's economic **(7)** ..... (*grow*). But this is not the main reason fashion interests most of us. The important thing is that fashion helps us to feel better about ourselves. We can express our **(8)** ..... (*personal*) through what we wear.

Of course, it's not all sweetness and light. Fashion is a **(9)** ..... (*compete*) business. The latest creations can often be **(10)** ..... (*expense*), but more affordable copies can be bought in high-street shops at a fraction of the price. Designers frequently express their **(11)** ..... (*angry*) at seeing these cheaper versions but really, it is a sign of their **(12)** ..... (*succeed*).

4 Match 1–6 to A–F to make sentences.

1 His hair is very long
2 These jeans are very expensive
3 I feel very tired
4 I feel too tired
5 His hair is too long –
6 These jeans are too expensive –

A but that won't stop me from going to the party.
B but I like it that way.
C I can't buy them.
D I think he should have it cut.
E but I'm going to buy them anyway.
F to go out tonight.

5 Choose the correct option in italics to complete the sentences.

1 She isn't *enough tall*/*tall enough* to become a fashion model.
2 It was *such*/*so* a beautiful day that we decided to go for a picnic.
3 The car is *too*/*very* old but it's still reliable.
4 He was *such*/*so* disappointed in his results that he decided to retake the exam.
5 They didn't let him go on the ride because he was *enough*/*too* young.
6 Let's make some pasta. We don't have *enough money*/*money enough* to eat out tonight.

12 Science and discovery



Multiple matching

1 Answer the questions from a science and technology quiz. Then work in pairs and compare your answers.

1 Name a famous male and a famous female scientist.
2 How many different fields of science do you know?
3 Name an important invention from the past and say why it was important.
4 What have you used today that you couldn't have used ten years ago?
5 What is an important scientific fact that you've learned recently?

2 52 Listen to some facts about a famous female scientist. Who do you think it is?

3 Read the article quickly. Which field of science has each scientist contributed to?

4 Read the article again. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

EXAM TIP

Remember that the options do not use the same words as the text. So do not look for the exact words, but for the same ideas.

Which scientist

is better-known for her work in a non-scientific field?	1
invented a special way of recording important things?	2
has done work which might help with advances in medical science?	3
could not study what she wanted because she was a woman?	4
further developed someone else's work?	5
was related to another well-known person?	6
was criticised by others for her approach to her work?	7
overcame financial problems to begin her work?	8
was involved in something that was not developed at the time?	9
changed people's thinking about a particular species?	10

5 Work in groups. Turn to page 143 and follow the instructions.

Women in science: four inspiring stories



A Beatrix Potter 1866–1943

Beatrix Potter is famous for her lovely stories about cute animals and her delightful illustrations, but did you know that she was also a scientist? When she was little, Beatrix was isolated from other children. Her parents decided to educate her at home and Beatrix's world was very small. She used to write all her secrets in a special code in a diary. She loved drawing and nature, and she did lots of pictures of plants. Her early ambition was to be a botanist but when she applied for a university course, she was turned down because of her gender. In spite of this, Beatrix continued to study nature on her own and drew pictures of plants and flowers. She later became an expert on mushrooms. Fortunately for millions of children, she also dedicated her time to writing stories about animals – another great love of her life!

B Emmanuelle Charpentier 1968–

Today everyone has heard of genetic engineering but not everyone knows that one of the most important advances in this field was made by a French scientist called Emmanuelle Charpentier. Emmanuelle knew from an early age that she wanted to be a scientist, but when she decided that she wanted to do research into genetics, it was hard to get the money. However, Emmanuelle was very determined. She worked in laboratories in many different countries before meeting Jennifer Doudna, another female scientist. Together they developed a method of changing DNA sequences which is now used all over the world and will hopefully help to find treatments for many serious diseases. The pair have been given many awards but Emmanuelle doesn't like spending time away from her lab to collect them. She prefers spending her time on her research instead!

C Jane Goodall 1934–

Jane Goodall initially worked in film production but later was given the opportunity to work for anthropologist Louis Leakey in Africa. Louis was impressed by Jane's knowledge, which she had gained from spending many hours at the Natural History Museum in London. Jane had little formal education but Louis wanted someone with an open mind. An important part of Jane's work was studying chimpanzees. She discovered that these animals actually use tools – something people had not realised before. Jane was very successful although she wasn't widely admired. She used to give her chimps names and talked about their personalities – this was thought to be very unscientific! Jane became a passionate supporter of animal rights and dedicated her life to the protection of wild apes and their habitats. However, she still has her critics. Many scientists do not approve of her spending so much time working with the media.

D Augusta Ada Byron Lovelace 1815–1852

Lord Byron is one of England's best-loved poets but few people know that his daughter, Ada, made very important contributions to computer science. Because of bad health, Ada was taught privately. She developed a remarkable mathematical mind. In 1833 she met Charles Babbage, who is often called 'the father of the computer' because he designed the earliest computing machines. Unfortunately, these were never built because he didn't have enough money. Ada and Babbage talked a lot about his plans, and between 1842 and 1843 Ada translated an Italian review of Babbage's proposed machine. More importantly, she added her own notes on how to calculate certain sequences of numbers. Although the machine was never built, scientists now believe that these notes of Ada's were the world's first computer program. Ada died at a young age – she was only thirty-six. If she had lived, perhaps she would have made more contributions to the development of computer programming.

Third conditional and *wish*

▶ **GRAMMAR** REFERENCE p.161

1 Work in pairs and discuss. What's your favourite invention? Why?

2 Read the article. What did Percy Spencer invent? How did he invent it?

Accidental inventions

Percy Spencer invented something we all use a lot today: the microwave. But he wasn't trying to! In 1945 Percy was an engineer and he was studying microwave signals used in radar. He was standing beside a magnetron – the machine that produces the signals – when the chocolate bar in his pocket melted. This was the effect produced by the microwaves. He did lots more tests – on eggs, popcorn, etc. – and then the first microwave was produced. Just think: if Percy hadn't been at work that day, or if he hadn't been a chocolate fan, he wouldn't have invented the microwave. Mind you, I bet **he wished that the chocolate bar had been on a plate and not in his pocket**!



3 Look at the underlined phrases in the article and choose the correct option in italics to complete the rules.

1 The third conditional is about an *imagined/real* situation in the *past/present*.
2 We *can/can't* change the result of a third conditional clause.
3 To form the third conditional, we use 'if' + *present/past* perfect + 'would/could/might have' + *infinitive/past participle*.

4 Rewrite the sentences using the third conditional.

1 Percy was a good scientist and he realised the importance of the melted chocolate.
If Percy ..... .
2 Beatrix Potter didn't become a qualified scientist, so she wrote books for children.
If Beatrix Potter ..... .
3 Emmanuelle Charpentier met Jennifer Doudna and they made a breakthrough.
If Emmanuelle Charpentier ..... .
4 Charles Babbage didn't build a computing machine because he didn't have enough money.
If Charles Babbage ..... .
5 Jane Goodall had an unscientific approach to her work. Other scientists disapproved of her.
If Jane Goodall ..... .

5 Work in pairs. Look at the article on page 123 again and make two more third conditional sentences using some of the information.

6 Look at the sentence in bold in the article in Activity 2. Does it express regret or hope?

7 53 Listen to five people talking about things they wish had or hadn't been invented. Do you agree with them? Listen again and complete the sentences.

1 I wish they ..... smartphones when I was younger.
2 I wish we ..... faster trains when I was going to school.
3 I wish they ..... e-books.
4 I wish my grandmother's generation ..... better cameras.
5 I wish they ..... mobile phones.

8 Choose the correct option to complete the rule.

When we use *wish* to express regret, we use it with the *past simple/present perfect/past perfect*.

9 Write three things that you would like to have changed about these times in your life. Then work in pairs and compare your ideas.

1 when you were at primary school
2 during your last holiday
3 last weekend

Example: *I wish I'd started learning English when I was at primary school.*

Vocabulary

phrasal verbs

1 **Do you think science programmes on TV help to interest people in science? Do you watch any? Why/Why not?**

2 **Read about the next programme in a TV series about science and discovery. Would you like to watch it? Why/Why not?**

TV GUIDE

Science For Today

Saturday, 7.30 p.m., Channel 11

As everyone knows, most of our energy today is supplied through fossil fuels but unfortunately, they are running out! Experts have been going on about this for a long time now. How are we going to power our cars and heating? This is a big question and one that has come up in the emails we get from our viewers. It's important for scientists to discover new ways of getting energy and keeping up with people's need for more power. In our next programme we'll be looking into the research on this subject.

In the past there have been lots of ideas for different sources of energy such as methane – a gas that is produced by cows while they're eating. Most of these plans have fallen through because they're just not practical. Imagine trying to trap the gas from cows! However, while researching the programme, we came across a variety of interesting ways to produce power. We'll be looking at these in the programme, and Mandy and Jim will be having a race in a vehicle powered by two very unusual products. I'm not giving away what they are … just to say, it's not petrol, and it's a very funny race indeed.

So, switch on next Saturday and take a look into the future!

3 **Match the underlined phrasal verbs in Activity 2 (1–8) to their meanings (A–H).**

1	run out	A	tell a secret
2	go on about	B	investigate, examine
3	come up	C	keep talking about something
4	keep up with	D	be used up or finished
5	look into	E	fail
6	fall through	F	stay at the same level
7	come across	G	appear
8	give away	H	find or meet by chance

4 **Complete the questions with the correct form of phrasal verbs from Activity 3. Then work in pairs and discuss the questions.**

1 What interesting information has ..... so far in this lesson?
2 What plans have you made recently that have ..... and you couldn't do what you wanted?
3 Have you ..... anything surprising in this unit?
4 Do you ever find it difficult to ..... all your homework? Why/Why not?
5 Have you ever been in an exam when the time ..... and you didn't finish?

Key word transformation

5 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

EXAM TIP

There is a word limit, so check each number of words carefully after you complete the sentence.

Example: *You should throw away those magazines.*
RID
You should get rid of those magazines.

1 I regret not joining that science course.
WISH
I ..... that science course.

2 I didn't expect to find my old science books in the box.
ACROSS
I didn't think that ..... my old science books in the box.

3 My brother didn't pass his exams, so he couldn't go to medical school.
FAILED
My brother could have gone to medical school ..... his exams.

4 By 2100, there won't be any more oil for us to use.
USED
By 2100, we ..... all the oil in the world.

5 Scientists have never discovered anything as important as antibiotics.
THE
Antibiotics ..... important discovery scientists have ever made.

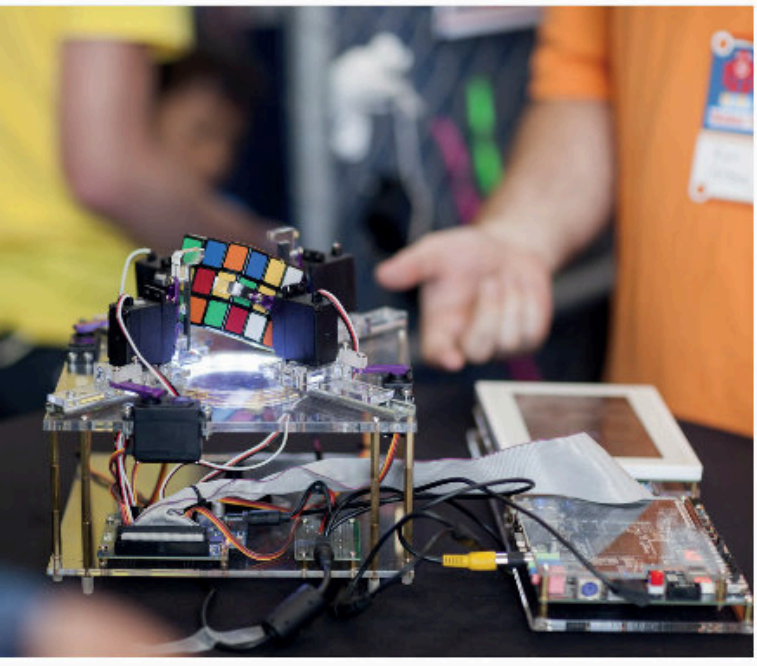
Multiple choice

1 **Work in pairs. Read two comments from students about studying science. Do you agree with either of them? Why/Why not?**

1 I'm so not interested in science! I think it's totally boring. You have to learn all these different formulas for things and I just can't understand why things work or don't work. And is it important, anyway? I want to study arts, so I don't need to do science, do I? Double science on a Monday morning is the worst thing in the world!

2 I really enjoy finding out how things work and doing experiments in the laboratory. It's important to understand about the world around us because then we can make life better in the future. My science teacher is very enthusiastic and that makes us enthusiastic too. I'd love to be an engineer.

2 54 **Listen to an interview with a reporter called Tina Bradley, who's been to a science fair for young people. What different things can people do at the fair?**



3 **Listen again and choose the best answer, A, B or C.**

EXAM TIP

Remember that an option may use words you hear in the recording, but that doesn't make it correct. Make sure the option you choose answers the question.

1 Tina believes the fair is important for young people because
- A not many get the chance to see such an exciting event.
- B it teaches them how to repair things in the home.
- C it changes their attitudes towards science and engineering.

2 At the fair young people have the chance to
- A meet famous scientists from around the world.
- B participate in various activities.
- C watch films during the breaks.

3 Tina says she is impressed by
- A the way the fair focuses on science in today's world.
- B the range of things science and engineering can do.
- C the chemistry and physics projects at the fair.

4 The fair is important for teachers because they can
- A learn about the latest innovations.
- B get tips on how to interest their students.
- C find advice on how to develop their own careers.

5 One young engineer at the fair invented a machine that could
- A do something that people can't.
- B earn a lot of money for poorer countries.
- C protect people from natural disasters.

6 What does Tina say about an invention related to music?
- A It was widely used in the music industry.
- B It didn't require a scientific background.
- C It involved knowledge of different topics.

7 As well as teaching young people about science and engineering, the fair also
- A encourages them to be competitive.
- B advises them on possibilities for future work.
- C gives schools money if they have good ideas.

4 **Would you like to go to The Big Bang Fair? Why/Why not?**

Research and discovery

1 What do you think makes a good inventor? Think about these things.

- skills
- background
- interests
- education

2 Read the comment by a finalist for a science competition. What sort of scientist is she?

SCIENCE LINK

Winner talks to *Science Link*

It's been a great **(1)** *experience/experiment* and I'm delighted to have won the prize. Inventing this has been a long, complicated **(2)** *process/sequence*. Firstly, obviously, you have to come up with an **(3)** *intention/idea*. And that's not easy! You have to **(4)** *make/do* a lot of research and then, when you know what you want to do, you **(5)** *think/develop* some theories and **(6)** *prove/conduct* experiments. You record all your **(7)** *answers/results* and **(8)** *hold/keep* records throughout, all the time improving on your original idea. It's hard work but in the end, when you produce something that works and that others will find useful, it's worth it. I never thought I'd be an engineer but now I can't imagine being anything else!

3 55 Read the comment again and choose the correct option in italics to complete the collocations. Then listen and check.

4 Complete the collocations in the sentences with the correct form of the verbs in the box.

analyse develop do make reach take

1 It must be a wonderful feeling for a scientist to ..... an important discovery.
2 When we've finished all the experiments, we need to ..... the results.
3 Now we've looked at all the results, have you ..... a conclusion?
4 The doctors will need to ..... several X-rays of your brain.
5 I hated ..... experiments in the laboratory when I was at school.
6 Scientists have ..... a vaccine to attack the new virus.



Science and scientists

5 Complete the table. Then work in pairs and compare your answers.

	Subject	Scientist	Adjective
1	archaeology	archaeologist	archaeological
2	mathematics		
3	ecology		
4	physics		
5	biology		
6	chemistry		
7	meteorology		

6 56 Underline the stressed syllables in the words in Activity 5. Listen and check. Then listen again and repeat.

7 Work in pairs and discuss the questions.

1 Look at the scientists in Activity 5. Whose job do you think is the most/least interesting? Why?
2 Do you know of any famous scientists from your own country or region? What are/were they famous for?

Reporting verbs

▶ GRAMMAR REFERENCE p.162

1 Work in pairs. Can you name any winners of the Nobel Prize for science? What do you think the Ig Nobel Prizes might be for?

2 Read the article and check your ideas.

The Ig Nobel Prize Awards

When my friend, a well-known scientist, **(1)** asked if I was busy last weekend, I had no idea why and then he **(2)** invited me to attend one of the most interesting science award ceremonies in the world – the Ig Nobel Prize awards. He **(3)** offered to buy my ticket and I **(4)** accepted his invitation. He **(5)** warned me not to expect a very serious evening; and he was right. The Ig Nobel prizes are not for the best scientific inventions or research; they're for the funniest or the most unusual! He also **(6)** suggested taking notes on the evening to write an article for my blog, which I did. It was a great evening. I loved the winner who used advanced brain-scanning technology to measure the extent to which some people are disgusted by cheese! There was also winning research from a scientist who found that if you have an itch on your right arm, you can look into a mirror and scratch your left arm to relieve it. Unsurprisingly, not all the winners were at the ceremony. One **(7)** apologised for not attending via a video link but another one **(8)** refused to come. He **(9)** criticised the awards for making fun of serious science! But I think the awards are an excellent idea and I **(10)** reminded my friend to buy tickets for next year's ceremony. Sometimes we take life too seriously, don't we?

3 Read the article again and match the underlined reporting verbs (1–10) to what the people actually said (A–F).

A 'Would you like to come to a science award ceremony?' 2, invited
B 'Why don't you take notes and write an article?'
C 'Don't forget to buy tickets for next year's ceremony.'
D 'Don't expect a very serious evening!'
E 'I'm sorry I can't be there this evening.'
F 'The awards are terrible because they make fun of serious science.'
G 'I'd love to.'
H 'I won't attend the award ceremony.'
I 'I'll pay for your ticket.'
J 'Are you busy this weekend?'

4 Add the examples of reporting verbs from the article to the table.

Pattern	Examples
verb + *if*/*whether*/*wh*- word	He wondered where she was. A my friend asked if I was busy.
verb + *to*-infinitive	They decided to stay in. B ..... C .....
verb + object + *to*-infinitive	He advised me to book early. D ..... E ..... F .....
verb + noun	I rejected his proposal. G .....
verb (+ object) + preposition + *-ing*	He congratulated me on winning. H ..... I .....
verb + *-ing*	They recommended ordering the steak. J .....

LANGUAGE TIP

Suggest can also be followed by *that* + object + infinitive without *to*.

He suggested that we take a taxi.

5 Report the statements from the Ig Nobel Prize award ceremony. Use the correct reporting verbs and begin with the words in brackets.

Example: *Remember to take your notebook. (my friend)*
My friend reminded me to take my notebook.

1 'I think we should sit near the stage.' (*I*)
2 'Would you like to come for a meal afterwards?' (*my friend*)
3 'I'm sorry that I don't have a prepared speech.' (*a scientist*)
4 'I won't go up on the stage.' (*a winner*)
5 'I'll pay for the programmes.' (*I*)
6 'I think it was very bad that one scientist didn't come.' (*my friend*)

6 Work in pairs. Write five direct statements from the ceremony, like the ones in Activity 5. Exchange them with another pair and report them using different reporting verbs.

Collaborative task and discussion

1 **Work in pairs and discuss the questions.**

1 At what age do children in your country start learning about science?
2 Do you think it's important to start learning about science when you're young? Why?
3 Some people say that people either like science subjects or they like arts subjects, but not both. Do you agree? Why/Why not?

interacting with your partner

2 **Complete the phrases in the table with the words in the box.**

add anything isn't like mean please sorry

Interrupting
Excuse me, I'd just **(1)** ..... to say that …
Can I just **(2)** ..... something here?
I'm **(3)** ..... to interrupt, but I wanted to say that …
Encouraging
Would you like to add **(4)** ..... ?
I think it's very important, **(5)** ..... it?
Sorry, I didn't **(6)** ..... to talk for so long! What do you think?
Sorry for interrupting you! **(7)** ..... continue.

3 57 **Read the exam task and listen to two students discussing one of the prompts. Which phrases from Activity 2 do they use?**

Here are some things teachers sometimes do in science lessons. Talk to each other about whether these are good ways to teach children about science.



Now decide which activity will interest students most in science.

4 **Work in pairs. Turn to page 144 and follow the instructions.**

5 **Work in pairs. Do the exam task in Activity 3. Time yourselves for three minutes (two minutes to discuss the prompts, one minute for the decision question).**

EXAM TIP

Remember that you need to interact with your partner in Part 3. Don't talk for too long – let your partner talk too. If your partner is shy, try to encourage him/her to talk. If your partner talks a lot, interrupt politely.

6 **Work in new pairs. Take turns to explain your decision to your new partner.**

7 **Work in pairs and discuss the questions.**

1 In some countries students can choose to stop science lessons when they're fourteen. Is this a good idea? Why/Why not?
2 Do you think scientists should earn more money than artists? Why/Why not?
3 Should scientists from different countries work together to solve problems or work for their own countries? Why?

EXAM TIP

Part 4 questions usually ask for your opinion on something related to the topic you discussed in Part 3, whereas Part 1 questions generally ask about you (your likes and dislikes, your experiences, your plans, etc.).



Essay

▶ **WRITING** REFERENCE pp.167–168

1 **Work in pairs. Read the exam task and think about what you could write for the first two points in the notes.**

In your English class you have been talking about space research. Now your teacher has asked you to write an essay.

Is it a good thing for governments to spend money on space research?

Notes

Write about

1 other problems on Earth

2 progress

3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

2 **Read the essay. Does it mention any of your ideas from Activity 1?**

This is quite a **(1)** ..... *topic and people have strong* **(2)** ..... *for and against space research. Personally, I am in* **(3)** ..... *of it but it's understandable why others disagree.*

Many **(4)** ..... *say that we spend too much money on this kind of research. They* **(5)** ..... *very strongly that it's better for governments to spend the money on helping poor people and improving our lives.*

However, in my opinion, progress is important – we cannot stand still. It's also worth **(6)** ..... *out that while scientists are doing space research, they often find out lots of other things too. These things can benefit us in many ways.*

Another **(7)** ..... *we need to learn about other planets is that we might need to live on one in the future. There's been enough damage done to our planet, so, in order to survive, we might soon have to live on another planet.*

In **(8)** ....., *I think that although space research is expensive, it is worth it. In the long term, it can bring us many benefits.*

3 **Complete the useful phrases in the essay (1–8) with the words in the box.**

another believe conclusion controversial favour people pointing views

linkers of contrast

4 **Look at the underlined words in the essay. Why does the writer use them?**

1 to add a similar idea
2 to add an opposing idea
3 to give a reason

5 **Choose the correct option in italics to complete the sentences.**

1 It's important to spend money on research. *However/Despite*, this money should be spent carefully.
2 *Even/Although* scientists have been doing research into life on other planets for a very long time, nothing has been proved.
3 *Despite/However* not having much money, scientists have finally found a cure for this illness.
4 We are continuing with the research in *despite/spite* of disappointing results.

EXAM TIP

Use linkers to make your writing more interesting. Remember that you can use linkers to express several different things, e.g. reason (*because*), result (*so*), addition (*also*), examples (*for instance*).

6 **Work in pairs. Read the exam task and think about what you could write for the first two points. Then think of an idea to add as the third point. Make notes.**

In your English class you have had a discussion about scientific research. Now your teacher has asked you to write an essay.

Do new scientific discoveries and inventions always make life better for us?

Notes

Write about

1 people getting lazier

2 discoveries/inventions helping us live longer

3 ..... (your own idea)

Write an essay using **all** the notes and giving reasons for your point of view. Write **140–190** words.

7 **Plan and write your essay. Use your notes from Exercise 6 to help you.**

PROGRESS TEST 4

1 Complete the reported sentences with the reporting verbs in the box. Then choose the correct option in italics.

accepted criticised invited offered refused reminded

1 'Would you like to go to the cinema tonight, Lucy?'
Jo ..... Ian *to go/for going* to the cinema.

2 'Yes, I'd love to go.'
Ian ..... Jo's *invitation/inviting*.

3 'Let me cook dinner.'
Paolo ..... *to cook/cooking* dinner.

4 'I'm not going to help you. You should do it yourself.'
'Geoff ..... *to help/helping* me.

5 'Well done for passing all your exams, Josh.'
Sally ..... Josh on *pass/passing* all his exams.

6 'Don't forget to call Niall, Bella.'
Kevin ..... Bella *to call/calling* Niall.

2 Choose the correct options in italics to complete the sentences.

1 We still haven't *reached/done* any conclusions from the experiments.

2 There's a lot of data that we need to *analyse/make* before we continue the investigation.

3 They're trying to *improve/develop* a theory that will explain what happened.

4 Don't forget to *keep/do* a record of everything you spend on the project.

5 They *made/took* X-rays of different parts of the patient's body.

6 We have to *put/do* some experiments to check which is the best material.



3 Read the text and complete the sentences below using the third conditional.

Sir Alexander Fleming

Many towns around the world have a hospital or clinic that is named after the doctor and researcher Sir Alexander Fleming. His discovery of penicillin, the first antibiotic, has saved the lives of millions of people. But what is the story behind it? During the First World War, Fleming was a doctor who treated the wounded. He realised that more patients were dying as a result of infections than from their original injuries. After the war he decided to dedicate his life to research to try to find a way of fighting the bacteria that caused these infections. Even though he was a brilliant researcher, his laboratory was always a mess. On one occasion, he went on holiday without cleaning up his laboratory. This provided the perfect environment for bacteria to grow. When he returned, bacteria had grown on a lot of his slides. However, when he looked at the slides, he also noticed a clear area where bacteria hadn't grown. This stimulated his curiosity. When he looked at the clear area under a microscope, he realised that penicillin – a sort of fungi – had destroyed the bacteria. He eventually won a Nobel Prize for his discovery.

1 If Fleming ..... (*not discover*) penicillin, millions more people ..... (*die*) of infections.

2 If Fleming ..... (*not be*) a doctor in the First World War, he ..... (*not see*) the terrible results of infections.

3 Fleming ..... (*not dedicate*) himself to researching bacteria if many patients ..... (*not die*) of infections.

4 The bacteria ..... (*not grow*) on the slides if Fleming ..... (*clean up*) his laboratory before going on holiday.

5 If his laboratory ..... (*not be*) so messy, his slides ..... (*not become*) covered in bacteria.

6 If he ..... (*not notice*) the area where the bacteria hadn't grown, he ..... (*not make*) his discovery.

7 He ..... (*not identify*) penicillin if he ..... (*not look*) at the slide under a microscope.

8 If Fleming ..... (*not make*) the discovery, he ..... (*not win*) a Nobel Prize for his work.

PROGRESS TEST 4

4 Read the article. Use the word given in capitals at the end of some of the lines to form a noun that fits in the gap in the same line.

Dress for success

The way we dress at work all depends on our **(0)** occupation and what it means to look **(1)** ..... . For instance, it would be completely **(2)** ..... for a primary school teacher to wear anything that was **(3)** ..... . As anyone with experience of working with small children will tell you, anything delicate is likely to be ruined during the first day at work. It's better to wear something casual and **(4)** ..... that is easy to move around in – and easy to wash! In some workplaces, the choice is even more limited. For nurses, for example, flat shoes are essential. High heels would be out of place or even **(5)** ..... . By contrast, for a receptionist, who is often the first person in the company a visitor will see, appearance is of great **(6)** ..... . The way a receptionist dresses tells you something about the company's image. If you work in the media, you may be expected to wear **(7)** ..... clothes. They are a way of expressing your **(8)** ..... and making a statement about who you are. And, of course, you have to dress **(9)** ..... if you work in the clothes industry. If you want people to take you seriously, **(10)** ..... clothes are an absolute must.	OCCUPY PROFESSION POINT EXPENSE COMFORT DANGER IMPORTANT TREND PERSONAL FASHION DESIGN

5 Match 1–7 with A–G to make sentences.

1 Our holiday plans have fallen
2 She was sent to prison for giving
3 My phone battery is going to run
4 Can you walk more slowly? I can't keep
5 A problem has come
6 Experts are looking
7 While she was in the attic, she came

A into the reason for the fire.
B up at work, so I'll have to go back to the office.
C across some old letters.
D up with you!
E through because Maddy's got to go to hospital.
F out very soon.
G away secrets to the enemy.

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Example:

'Of course I'll help you,' Emma told me.

AGREED

Emma agreed to help me.

1 The book cost too much money for me to buy.
ENOUGH
I didn't ..... to buy the book.

2 I regret telling Henry the truth.
WISH
I ..... Henry the truth.

3 The day was so hot that we had to stay indoors.
SUCH
It ..... hot day that we had to stay indoors.

4 It was such a boring play that we left at the interval.
SO
We ..... by the play that we left at the interval.

5 They are continuing the rocket programme even though the first launch failed.
SPITE
They are continuing the rocket programme ..... the failure of the first launch.

6 'Don't eat those mushrooms because they might be poisonous,' Milton told me.
WARNED
Milton ..... the mushrooms because they might be poisonous.

7 Jenny said, 'Why don't we all go for a midnight swim?'
SUGGESTED
Jenny ..... for a midnight swim.

8 I agree with spending more money on research.
FAVOUR
I'm ..... spending more money on research.

7 Read the article and decide which answer (A, B, C or D) best fits each gap.

Enter the dragons

One of the most amazing events I have **(0)** *A, ever* been to is the Hong Kong dragon boat races. The city's harbour, **(1)** ..... is an ideal location for the event, has been the site of the championship several times since the 1970s. The people of Hong Kong look **(2)** ..... it each summer. The harbour is packed with **(3)** ..... and supporters of the different crews. It happens on what is known as 'poet's day', which **(4)** ..... us of a legend about a famous poet who drowned. However, his ghost later appeared and **(5)** ..... people how to protect themselves against dark forces. He is now remembered as **(6)** ..... national hero.

Dragons are very important in Chinese culture, and the dragon boats are **(7)** ..... after the dragon's head that **(8)** ..... one carries at the front. The race **(9)** ..... be a local affair but it has become an international event. Teams from around the world come to take **(10)** ..... in it. **(11)** ..... most of the boats and crews are still from the region, crews from as far away as France and New Zealand compete, too. **(12)** ..... the race, the crew paddles while one team member hits a drum and another one steers the boat. The atmosphere is electric and the noise simply unbelievable.

0	**A** ever	**B** already	**C** never	**D** once
1	**A** which	**B** that	**C** whose	**D** who
2	**A** forward to	**B** up to	**C** down on	**D** out for
3	**A** watchers	**B** spectators	**C** audience	**D** viewers
4	**A** remembers	**B** tells	**C** reminds	**D** says
5	**A** said	**B** warned	**C** suggested	**D** advised
6	**A** a	**B** one	**C** the	**D** its
7	**A** naming	**B** named	**C** names	**D** name
8	**A** several	**B** each	**C** all	**D** many
9	**A** accustomed	**B** were used to	**C** used to	**D** got used to
10	**A** advantage	**B** time	**C** place	**D** part
11	**A** Although	**B** Nevertheless	**C** Despite	**D** However
12	**A** While	**B** For	**C** During	**D** By

8 Complete the sentences with the correct form of *make* or *do*.

1 I ..... a stupid mistake while I was ..... the cooking. I added sugar instead of salt!
2 Could you ..... me a favour? I need a lift to the station.
3 Can you ..... less noise, please? I'm trying to ..... my homework.
4 Don't worry about the test – just try and ..... your best.
5 We should ..... the most of the opportunity and ..... some money.
6 Jason always ..... trouble during break time, but when the teacher tells him off, he just ..... a stupid excuse.

9 Complete the conversation with the words/phrases in the box.

do you feel don't you think for me
I think once reason I say this strongly
that's because

Jan: So, Tim, how **(1)** ..... about school uniform?

Tim: Actually, **(2)** ..... it is a really good idea.

Jan: Oh, really? You surprise me!

Tim: Well, the main **(3)** ..... is my personal experience. I **(4)** ..... spent a term in a French school. There was no uniform , so this meant that the kids worried far too much about what to wear.

Jan: I see, but **(5)** ..... deciding what to wear lets people express their own personality?

Tim: Not really. **(6)** ..... , expressing your personality is about more than choosing which clothes to wear. I feel **(7)** ..... that the advantage of school uniform is that you don't need to think about what to put on. Anyway, even without an official uniform, kids create one of their own and **(8)** ..... they want to look like everyone else!

Support for Speaking tasks

Unit 2, Speaking focus, Activity 12

Student A

Your photos show people who want to look their best. Compare the photos and say how the people are feeling.

How are the people feeling?





Unit 4, Speaking focus, Activity 8

Task 1

Student A: Your photos show people eating in different places on holiday. Compare the photos and say what you think the people are enjoying about eating in these places.

Student B: Which place would you prefer to eat in on holiday? Why?

What are the people enjoying about eating in these places?





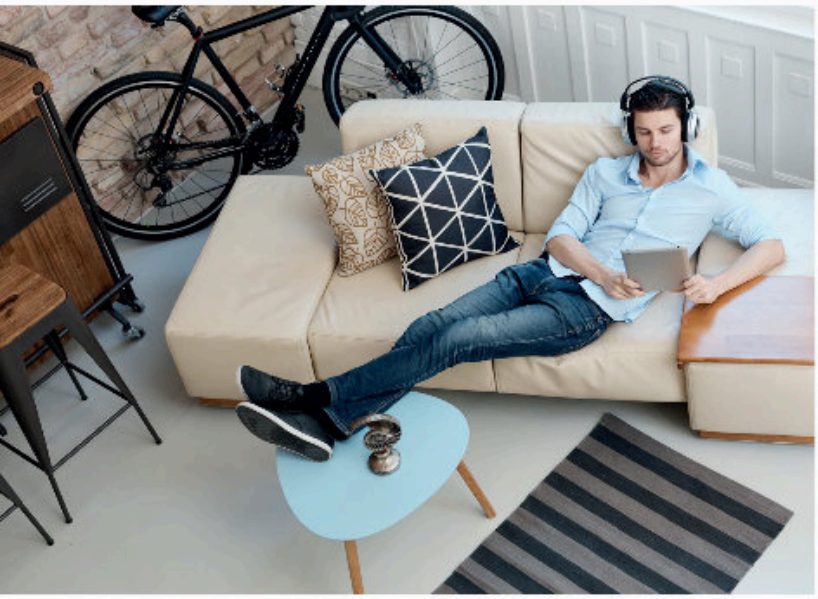
Unit 7, Speaking focus, Activity 5

Task 1

Student A: Your photos show people relaxing in different ways. Compare the photos and say why you think the people have chosen to relax in these ways.

Student B: In which way would you choose to relax? Why?

Why have the people chosen to relax in these ways?





Unit 9, Speaking focus, Activity 5

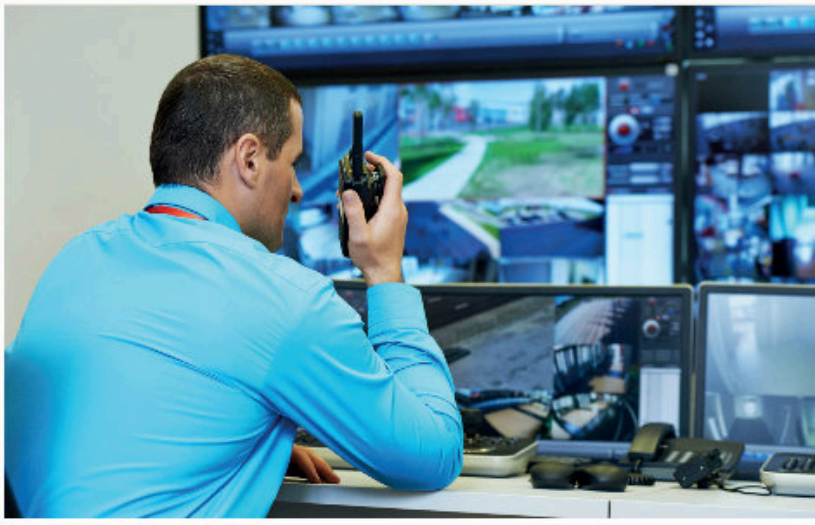
Task 1

Student A: Your photos show different ways of preventing crime. Compare the photos and say how effective you think these ways are for preventing crime.

Student B: Are there a lot of CCTV cameras in your town?

How effective are these ways of preventing crime?





Unit 2, Speaking focus, Activity 12

Student B

Your photos show people who want to look their best. Compare the photos and say how the people are feeling.

How are the people feeling?





Unit 4, Speaking focus, Activity 8

Task 2

Student A: Your photos show people buying different things on holiday. Compare the photos and say why you think the people have decided to buy these things.

Student B: What do you like to buy when you're on holiday? Why?

Why have the people decided to buy these things?





Unit 9, Speaking focus, Activity 5

Task 2

Student A: Your photos show people who live in different places. Compare the photos and say why you think the people have chosen to live in these places.

Student B: Which place would you prefer to live in? Why?

Why have the people chosen to live in these places?





Unit 11, Speaking focus, Activity 6

Task 1

Student A: Your photos show people building different things. Compare the photos and say what you think is interesting about these activities.

Student B: Did you enjoy building things when you were younger? Why?/Why not?

What is interesting about these activities?





Unit 7, Speaking focus, Activity 5

Task 2

Student A: Your photos show people exercising in different ways. Compare the photos and say what the advantages are of exercising in these ways.

Student B: Do you do a lot of exercise? Why/Why not?

What are the advantages of exercising in these ways?





Unit 11, Speaking focus, Activity 6

Task 2

Student A: Your photos show people and clothes. Compare the photos and say why style is important to these people.

Student B: Would you like to try making your own clothes? Why/Why not?

Why is style important to these people?





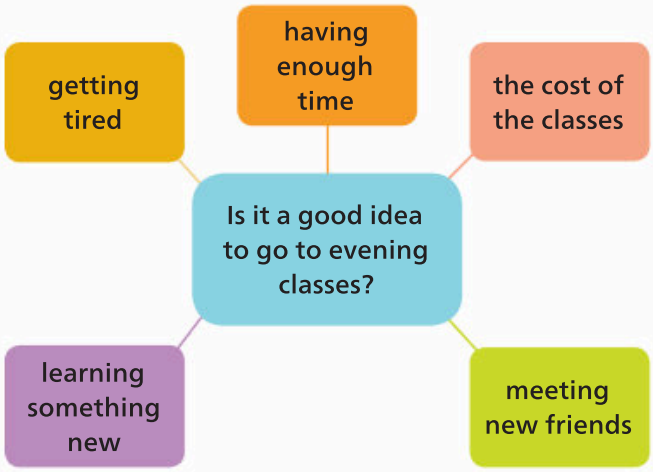
Unit 1, Speaking focus, Activity 7

Work in pairs. Take turns to be the examiner and candidate. Ask and answer the questions.

1 How do you like to spend your weekends?
2 What's your favourite programme on TV?
3 Do you spend a lot of time on a computer?
4 How do you usually travel around your area?
5 What do you like to do when you're on holiday?
6 Can you tell me something about your best friend?
7 Which is your favourite day of the week? Why?
8 Which member of your family do you admire most?

Unit 3, Speaking focus, Activity 10

Here are some things people think about before they decide whether they should go to an evening class. Talk to each other about whether it's a good idea to go to evening classes.



Now you have about a minute to decide which of these things is most important to think about when deciding whether to go to evening classes.

Unit 5, Speaking focus, Activity 7

Here are some things people think about when deciding whether to shop online or in shopping malls. Talk to each other about whether it is better to shop online or in shopping malls.



Unit 8, Speaking focus, Activity 7

Here are some things we can do to help animals. Talk to each other about whether it is a good idea to do these things to help animals.



Now you have about a minute to decide which of these things can help the most.

Communication activities

Unit 1, Grammar focus, Activity 9

Work in pairs. Choose one of these jobs each and role-play an interview for the magazine in Activity 2. Think about the details of what you do and what sort of questions to ask your partner.

1 You organise an after-school club.
2 You organise social events for your class.
3 You work part-time as a babysitter.
4 You volunteer to help elderly people in your community.
5 You give lessons to a neighbour's young child.

Unit 2, Use of English focus, Activity 5

Student A

Read the text and choose eight words to remove. Then give your text to Student B to complete. Complete the text Student B gives you.

TV guide

It's a small world!

Have you ever thought about all the different worlds that exist in ours? We read a lot about the type of worlds that tiny animals live in; like ants, with their incredible nests and marvellous systems for communicating and transporting things, or bees, with their complicated beehives and social relationships. People have always been fascinated by tiny worlds. Young children enjoy playing with doll's houses where everything is much smaller than in our big grown-up world. And many adults love building model villages for toy trains to run through! This interest in tiny things is often the subject of both children's and adults' books. There is the wonderful story of Gulliver by Jonathan Swift, who visited a place called Lilliput where all the people were very, very small. The story was written a long time ago but a new TV film has just come out. Watch it next Wednesday evening on Channel 5.

Unit 3, Listening and Vocabulary focus, Activity 10

Work in small groups. Imagine you are each organising an after-school club. You want more members. Follow these steps.

1 Choose your club. Use one of the clubs in the box or invent your own.

archaeology ballroom dancing book cookery film jogging travel

2 Prepare a short presentation to give your group about your club. Think about
   - what your club does – activities, competitions, etc.
   - when your club meets and how many members there are.
   - why your club is the best club to join.
3 When everyone in your group has spoken, vote on the club you would like to join – it can't be your own!

Unit 3, Writing focus, Activity 10

Plan a survival drama film. Follow these steps.

- Think of a situation.
- Outline the story.
- Discuss where you would film it.
- Decide who you would like to act in it.

Present your ideas to the class. Then vote on the best film.

Unit 10, Grammar focus, Activity 2

Culture quiz Answers

1 C 2 C 3 A 4 C 5 B 6 B

Unit 10 Grammar focus, Activity 8

Work in pairs and follow these steps.

1 Take turns to describe a famous restaurant or hotel in your country to your partner.
2 Take notes as your partner is speaking.
3 Tell the class about the place your partner described. Make sure to use the correct articles in your descriptions.
4 Have a class vote on the best place to eat.

Unit 5, Use of English focus, Activity 6

Work in pairs and follow these steps.

1 Read the article below and choose eight words to remove.
2 For each gap, add four options (A–D) to make a multiple-choice exercise. One option is the correct option; the other three options are incorrect. Remember that all the options must have a similar meaning. Use a dictionary or thesaurus to help you if necessary.
3 Give your exercise to another pair to complete. Then check their answers.

***Example*:**
0 ***A*** *more* ***B*** *as* ***C*** *as much* ***D*** *very*

Eating cheaply

The other evening I saw a documentary about people who try to live **(0)** as cheaply as possible. One couple searched through bins behind supermarkets every evening, looking for stuff that had been thrown away that was still OK to eat. People like this are sometimes called 'Freegans' and they are not only people who are poor and need to save money, but also those who think that our society today wastes far too much food. This is one way of protesting against this. Apparently, more than a third of the world's food is thrown away! This problem has been getting a lot worse recently. Some people say that this is partly due to all the promotions in supermarkets. People are encouraged to buy more than they need with offers like 'Buy two, get two free'. They can't eat it all and then have to throw it away. Mind you, not everyone would enjoy spending their time going through bins of food! I don't think it's for me!

Unit 6, Grammar focus, Activity 4

Work in pairs. You are making the rules for people living in a student residence. Each student has his/her own room and bathroom, but everyone shares cooking facilities. Make rules for these things.

- music and noise
- quiet times
- the kitchen and cooking facilities
- visitors and guests
- shared fridges
- cleaning up
- cleaning the stairs and the corridors

Compare your rules with another pair.

Unit 7, Grammar focus, Activity 7

Complete the conditional sentences to make them true for you. Then think of four more sentence starters of your own and exchange them with a partner for him/her to complete.

1 When I have a bad headache, …
2 If I ate three chocolate bars every day, …
3 If I don't do much exercise, …
4 If I saw a car accident, …
5 If my friend hurt his/her leg and couldn't walk …
6 If I have some free time this weekend, …

Unit 8, Grammar focus, Activity 8

Answer the questions. Then work in pairs and compare your answers.

1 What do you have done regularly?
2 What do rich people have done that you do yourself?
3 What has someone you know had done for them recently?

Example: *1 I have my hair cut every month.*

Unit 9, Grammar focus, Activity 9

Go round the class and find someone who, by this time next year,

1 will have taken an important exam.
2 will still be studying English.
3 won't be living in this town anymore.
4 will have passed his/her driving test.
5 will have visited an English-speaking country.
6 will have been abroad on holiday.
7 will be studying a new subject.
8 will have bought a new computer.

Unit 9, Grammar focus, Activity 7

Work in pairs and follow these steps.

1 Read this list of questions about shopping and write two more questions of your own.
- Have you had any problems with deliveries recently?
- Do you think that in the future drones will deliver all our parcels?
- Do you think we'll buy everything online?
- Will we use drones for anything else?
- Are you worried that drones can spy on us?
- .....
- .....

2 Change partners and ask your new partner five of the questions.

3 Return to your first partner and tell him/her what you learnt from your interview.

Unit 10, Grammar focus, Activity 7

Work in pairs and follow these steps.

1 Answer the questions below about your partner. Guess his/her answers.

Example: *The film that you've seen most often is ...*

2 Show your sentences to your partner. How many did you get right?

3 Look at your sentences. In which sentences can the relative pronoun be left out?

4 Report your partner's answers to the class, leaving out the relative pronouns where possible.

Example: *The film Katya has seen most often is* Jigsaw.

1 Which film have you seen most often?
2 Which actor is most famous in your country?
3 Which instrument do you wish you could play?
4 Which TV programme would you hate to miss?
5 Which singer do you listen to most often?
6 Which restaurant in your area do you visit most often?

Unit 10, Vocabulary focus, Activity 6

Work in pairs. Imagine that there is going to be a new set of currency notes for your country showing important cultural images. Discuss what they could put on the notes. Use these ideas to help you.

- a poet, composer or novelist
- a painter or sculptor
- a famous singer or band
- a national dish
- an item of clothing
- a famous building
- a place of natural beauty

Unit 5, Vocabulary and Listening focus, Activity 1

Give yourself two points for each of the answers where you agree with the statement.

16–20 points: You are the ideal product of the consumer society. You want everything that is new and expensive, and you want it now.

10–14 points: You can be persuaded by advertising and are influenced by brands and fashion magazines.

4–8 points: You sometimes buy consumer items but only if you think it is justified.

0–2 points: You are the advertiser's worst nightmare. You are probably mean with yourself and others.

Unit 10, Use of English focus, Activity 3

Ask other people in the class about the last time they

1 made a mistake in English.
2 did someone a favour.
3 made an excuse for something.
4 did the cooking.
5 made a wish.
6 didn't do their homework.
7 made the most of a difficult situation.
8 made some money by selling something.

Tell the class about the most interesting answers you heard.

Unit 11, Grammar focus, Activity 7

Look at the photos and speculate about living in these places. Use *might*, *must* and *can't*.





Examples:

It can't have been easy to live without radiators. It must have been very cold.

That view must be very relaxing. But it might be a bit scary at night!

Unit 12, Reading focus, Activity 5

Work in groups. You must decide which scientist's work was most important. Choose one scientist each from the article on page 123 and discuss why your scientist's work was more important. Think about

- the good and bad applications of her work.
- the difficulties she had to face at the time.

Unit 4, Grammar focus, Activity 7

Student A

A month ago the Brown family, who live in **(1)** ....., had an exciting experience. It was evening and after dinner, Tina was in the kitchen. She was **(2)** ..... while her husband, Frank, was watching a **(3)** ..... on television. Upstairs, their young daughter, Ruth, was asleep in her room and their son, Mark, was doing some homework on his computer. The weather had been **(4)** ..... all day, with a lot of sunshine and very high temperatures. However, towards the end of the afternoon the heat started to get uncomfortable. Then it began to rain very heavily. **(5)** ..... looked out of the kitchen window and saw big storm clouds in the sky. The Brown's dog, Tilly, was in **(6)** ..... but suddenly, there was a loud crack of thunder and she ran into the house. After a few moments Tina saw lightning in the sky and then **(7)** ..... .

Frank was annoyed because the television had gone off too. Mark shouted from his room because his computer wasn't working. Then they heard **(8)** ..... crying. Frank went upstairs to comfort her but as he climbed the stairs, there was an enormous crash and the house seemed to shake. Frank ran into Ruth's room and he saw **(9)** ..... . A big tree from their garden had crashed through the roof and into Ruth's room! Luckily, it missed the baby by just **(10)** ..... . What a narrow escape!

Unit 2, Use of English focus, Activity 5

Student B

Read the text and choose eight words to remove. Then give your text to Student A to complete. Complete the text Student A gives you.

TV guide

It's a small world!

The magical world of *The Borrowers*, a story by Mary Norton, has also been made into several films. We all lose things every day – like buttons, socks, pens and so on. Where do they go? The books try to explain this. The Borrowers are a tiny race of people who live in our houses, under our floors. They take lots of little things to use in their world. A matchbox might become a bed, a piece of chocolate might be a dessert for a whole family! The books are very clever and imaginative, and it is no surprise that there have been many film versions. If you missed the most recent one, which came out last year, there is another chance to see it this week. Remember that key you lost? Watch on Tuesday and perhaps you'll find out where it went!

Unit 12, Speaking focus, Activity 4

Work in pairs. Read these questions and follow the steps below. Use phrases from Activity 2 on page 129.

1A Is it good for students to have a lot of homework every night? Why/Why not?

1B Is it better for students to work in big or small classes? Why?

2A Do you think robots or computers will ever replace teachers? Why/Why not?

2B Is it important for people to continue learning after they leave school and start work? Why/Why not?

1 Student A: Answer question 1A. Talk for as long as you can. Student B: interrupt Student A politely. Swap roles and do the same for question 1B.

2 Student A: answer question 2A. Then encourage Student B to interact. Swap roles and do the same for question 2B.

Unit 4, Grammar focus, Activity 7

Student B

A month ago the **(1)** ..... family, who live in Lyndhurst, had an exciting experience. It was evening and after dinner, **(2)** ..... was in the kitchen. She was making a cup of coffee while her husband, **(3)** ..... , was watching a comedy programme on television. Upstairs, their young daughter , Ruth, was asleep in her room and their son, Mark, was **(4)** ..... on his computer. The weather had been very good all day, with a lot of sunshine and very high temperatures. However, towards **(5)** ..... the heat started to get uncomfortable. Then it began to rain very heavily. Tina looked out of the kitchen window and saw **(6)** ..... in the sky. The Brown's dog, Tilly, was in the back garden but suddenly, there was a loud crack of thunder and she **(7)** ..... . After a few moments Tina saw lightning in the sky and then all the lights went off. **(8)** ..... was annoyed because the television had gone off too. Mark shouted from his room because his computer wasn't working. Then they heard baby Ruth crying. Frank went upstairs to comfort her but as he climbed the stairs, there was **(9)** ..... and the house seemed to shake. Frank ran into Ruth's room and he saw an amazing sight. **(10)** ..... from their garden had crashed through the roof and into Ruth's room! Luckily, it missed her by just half a metre. What a narrow escape!

Grammar reference

Unit 1

1.1 Present simple and present continuous

Present simple

Form

Affirmative	*I **live** in London.* *She **lives** in Manchester.*
Negative	*You **don't live** in London.* *He **doesn't live** in Manchester.*
Questions	***Do** they **live** in London?* ***Does** she **live** in Manchester?*

Use

We use the present simple

1 to talk about habits, routines or regular repeated actions (often with adverbs of frequency, e.g. *always, sometimes, every week*).

*I **go** to the gym every Friday evening.*

*They often **play** tennis at the weekend.*

2 to talk about permanent situations.

*We **live** in a small village.*

***Do** you **work** here?*

3 with state verbs (e.g. *be, belong, have, depend, know, own, think, understand, want, hear, love, see, smell, taste*). State verbs are not usually used in continuous forms.

***Does** this **bag** belong to you?*

*I **don't know** what she wants.*

4 for spoken instructions, systems and processes.

*You **take** the underground to Green Park and then you **catch** a bus to Kensington High Street.*

*First of all, you **select** the item you want to buy and you **put** it in your basket. When you **are** ready to pay, you **click** on 'Checkout'.*

Phrases and adverbs of frequency

1 We often use the present simple with phrases of frequency like *every day/week/month/year, now and again, once in a while, from time to time*. These phrases go at the beginning or end of the sentence.

***Now and again**/**Once in a while**/**From time to time**, we eat out at the weekend.*

*We eat out at the weekend **now and again**/**once in a while**/**from time to time**.*

2 We also use the present simple with adverbs of frequency. *Common adverbs of frequency include never, rarely, hardly ever, occasionally, sometimes, (quite) often, usually, always.*

3 Adverbs of frequency come after the verb *be* but before a main verb.

*He **is often** late for work.*

*We **sometimes watch** TV in the afternoon.*

*We **hardly ever go out** on weekdays.*

*I don't **usually get up** early at the weekend.*

After a negative statement, *very often/all that often* usually goes at the end of the sentence.

*I don't go to the cinema **very often**/**all that often**.*

Sometimes, usually and *occasionally* can come at the beginning of a sentence.

***Sometimes** they go to the beach after school.*

Present continuous

Form

subject + *am/is/are* + *-ing*

*I**'m studying** for a maths test at the moment.*

*You**'re not listening** to me!*

*Why **is** he **laughing**?*

Use

We use the present continuous to talk about

1 actions happening at the moment of speaking.

*Cindy**'s making** lunch.*

2 temporary situations that are happening around now.

*I usually work in the London office, but this month I**'m working** in the Bristol office.*

3 changing or developing situations.

*The cost of living **is going up**.*

4 personal plans and arrangements in the future.

*I**'m seeing** Keith this evening.*

Exercise 1

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

1 I ..... (*not enjoy*) listening to rock music.
2 What's the matter? Why ..... (*the girls/cry*)?
3 Who ..... (*this tablet/belong*) to?
4 ..... (*you/wait*) to see Doctor Jones?
5 How long ..... (*your brother/stay*) in Paris?
6 My car ..... (*use*) more and more petrol these days.
7 ..... (*you/always/finish*) work at 5.00?
8 That food ..... (*smell*) lovely!
9 Nick ..... (*usually/not call*) me from work.
10 Why ..... (that boy/look) at me like that?

1.2 Verb patterns: *-ing* and infinitive

-ing

We use the *-ing* form

1 as the subject of a sentence.

__Swimming__ is good for you.

2 after certain verbs (e.g. *avoid*, *risk*, *mean*, *mind*).

Do you __mind opening__ the window? It's hot in here!

3 after verbs that express strong likes and dislikes (e.g. *adore*, *love*, *hate*, *detest*).

I __hate shopping__ in supermarkets where they play loud music.

4 after prepositions.

__Before leaving__ home, I always check that I have my keys and mobile.

Would you be interested __in going__ to the cinema tonight?

We're looking forward __to seeing__ you again.

to-infinitive

We use the *to*-infinitive

1 after certain verbs (e.g. *want*, *decide*, *expect*, *refuse*, *pretend*, *want*, *hope*).

I __want to use__ the car tonight.

2 after certain adjectives (e.g. *pleased*, *happy*, *sad*, *surprised*).

I am __pleased to meet__ you.

3 to express purpose.

She borrowed some money __to buy__ a new computer.

4 after verbs that convey an idea of the future (e.g. *plan*, *expect*, *hope*).

She __hopes to study__ medicine when she leaves school.

5 after verbs with two objects (e.g. *encourage*).

They __encouraged__ him __to enter__ the competition.

Infinitive without *to*

We use the infinitive without *to*

1 after modal verbs (e.g. *can*, *must*, *should*).

I __can meet__ you outside the station.

2 after some expressions (e.g. *had better*, *would rather*, *let's*).

It's going to rain. You __'d better take__ an umbrella.

3 after certain verbs that are followed by an object (e.g. *make*, *let*).

She __let__ him __stay__ up late.

Exercise 2

Choose the correct option in italics to complete the sentences.

1 *Meet*/*Meeting* new people is always interesting.
2 I'm tired of *to watch*/*watching* repeat programmes on TV.
3 Does your teacher let you *give in*/*giving in* homework late?
4 Would you mind *to help*/*helping* me for a moment?
5 I'd better *go*/*to go* now as it's getting late.
6 We decided *to take*/*taking* the underground.
7 I was sad *hear*/*to hear* that you're leaving the company.
8 My little sister refused *to go*/*going* to bed last night.

Unit 2

2.1 Present perfect and past simple

Present perfect simple

Form

subject + *have*/*has* + past participle

__I've seen__ this film before.

He __hasn't emailed__ me for weeks.

__Have__ you __fed__ the cat?

Use

We use the present perfect

1 to talk about experiences or events that happened at some time in the past. The exact time they happened is unknown or unimportant.

__I've done__ my homework.

2 to talk about situations that have continued from some time in the past until now.

How long __have__ you __supported__ that team?

3 to talk about actions that happened in a period of time that started in the past but is not yet finished.

__I've been__ to Cornwall three times this year. (The year is not over yet.)

> **Watch out!**
> We often need to look at the context to understand which meaning the present perfect expresses.
> *__I've been__ a student here for six months.* (I'm still a student.)
> *__I've been__ a student.* (I was a student at some time in the past.)

4 with certain adverbs.

We often use *ever*, *never*, *already*, *just*, *yet*, *for* and *since* with the present perfect (not the past simple).

A: *Have you __ever__ been to Cairo?*

B: *No, I haven't. In fact, I've __never__ been abroad.*

I've __already__ had lunch.

The post has __just__ arrived.

We use *yet* in questions and negative sentences.

*Have you tried that recipe **yet**?*

*She hasn't read my email **yet**.*

We use *for* to talk about a period of time (e.g. *six months, ages, hundreds of years*).

*We **'ve had** this car **for** three years.*

We use *since* to talk about a specific point in the past when something started (e.g. *six o'clock, 2016, last Tuesday*).

*I **'ve known** Sally **since** I was a child.*

Past simple

Form

Affirmative	*The film start**ed** at 8.30.* (regular verb) *I **saw** Joe this morning.* (irregular verb)
Negative	*She **didn't get** the job.*
Questions	***Did** you **tell** him about the party?*

Use

We use the past simple

1 to talk about actions in the past which are now finished.
*She **went** to Florence last month.*

2 to talk about a situation in the past which is no longer true.
*Céline **worked** here for ten years.*

3 to talk about a clear sequence of events in the past.
*They **had** lunch, **got** in the car and **drove** home.*

Exercise 1

Rewrite the sentences putting the adverbs in the correct place.

1 I've finished the washing-up. (*just*)
2 Have you read this book? (*ever*)
3 Paul hasn't contacted me. (*yet*)
4 We've tried Mexican food. (*never*)
5 I don't want to see the film because I've seen it. (*already*)

Exercise 2

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

1 I ..... (*be*) a teacher for five years and I love it.
2 We ..... (*go*) to the park after school yesterday.
3 ..... (*you/finish*) our English homework last night?
4 How long ..... (*you/work*) here? I ..... (*not see*) you before.
5 Kate ..... (*not reply*) to my text yet.
6 Rita ..... (*be*) to Australia three times since her cousins ..... (*move*) there ten years ago.
7 My phone ..... (*stop*) working two days ago.
8 I ..... (*see*) Jacky earlier – she ..... (*be*) with her cousin.

2.2 Past simple, *used to* and *would*

Past simple

For notes on the past simple, see 2.1.

used to

Form

Affirmative	*My grandparents **used to live** in that house.*
Negative	*She **didn't use to wear** glasses.*
Questions	***Did** you **use to have** a computer when you were my age?*

Use

We use *used to* to talk about past habits and states that don't happen now or no longer exist.

*I **used to play** football twice a week, but I had to stop when I injured my knee.*

*I **didn't use to like** olives when I was.*

Watch out!

We do not use *used to* to talk about a single action that only happened once.

*Last night I ~~**used to go**~~ **went** to the cinema.*

would

We use *would* + infinitive without *to* for past habits.

*My grandfather **would come** home from work, he **would sit** by the fire and drink a cup of tea.*

Watch out!

We do not use *would* to talk about past states. We need to use *used to*.

*He ~~**would be**~~ **used to be** very shy when he was younger.*

Exercise 3

Complete the sentences with the correct form of *would* or *used to* and the verbs in brackets. If both are possible, write them both.

1 We ..... (*live*) in the city centre.
2 ..... (*Miss Barnes/be*) your teacher at primary school?
3 I ..... (*visit*) my aunt in London every summer when I was younger.
4 My father ..... (*bring*) me a present after his business trips abroad.
5 I ..... (*not play*) tennis when I was ten, but I do now.
6 My sister ..... (*not like*) green vegetables.
7 On Saturdays we ..... (*go*) to the cinema and then out for a meal.
8 Dan's hair ..... (*be*) blond but now it's dark.

Unit 3

3.1 Countable and uncountable nouns

Countable nouns

Countable nouns refer to things that we can count. They have a plural form (e.g. *book – books*, *exam – exams*).

Some plurals are irregular (e.g. *foot – feet*, *person – people*).

Uncountable nouns

Uncountable nouns refer to things we cannot count or abstract ideas. They do not have a plural form. Uncountable nouns include

- liquids and masses (e.g. *oil*, *cheese*, *petrol*, *sugar*). We can measure them or weigh them, but we cannot count them.
- things which are difficult to separate or count (e.g. *hair*, *spaghetti*).
- abstract nouns (e.g. *information*, *anger*, *happiness*, *knowledge*, *luck*, *advice*, *love*).

Watch out!

Some uncountable nouns in English are countable in other languages.

To count or quantify uncountable nouns, we use words like *a piece of*, *a bottle of*, *a tin of*, *a jar of*, *a cup of*, *a litre of*.

*I heard **an** interesting **piece of information** from Melanie this morning.*

*I'd like **a litre of olive oil**, please.*

*For this recipe you'll need **three cups of flour**.*

Exercise 1

Are these nouns countable (C) or uncountable (U)?

1 milk
2 electricity
3 car
4 petrol
5 happiness
6 sugar
7 tree
8 dictionary
9 bread
10 chocolate

Exercise 2

Complete the phrases with nouns from Exercise 1. Sometimes more than one answer is possible.

1 a piece of .....
2 a kilo of .....
3 five litres of .....
4 a bottle of .....
5 a bar of .....

3.2 Quantifiers

a/an

We use *a/an* with singular countable nouns.

*He's got **a brother** and **an older sister**.*

some

We use *some* with plural countable nouns and uncountable nouns

- in positive statements.
  *There are **some apples** in the bowl.*
  *There is **some information** you need to give us.*
- in questions, when making a polite request or offer.
  *Could you get **some milk** when you go to the shops?*

any

We use *any* with plural countable nouns and uncountable nouns in negative sentences and questions.

*There aren't **any biscuits** left for me!*

*Do you have **any boots** I could borrow?*

*She didn't have **any advice** to give me.*

*Is there **any petrol** in the car?*

few, a few, several, many

We use *few*, *a few*, *several* and *many* with plural countable nouns.

- *Few* means 'not many/hardly any'.
  *It was a popular app, but **few people** use it now.*
- *A few* means 'a small number of'.
  *After all these years she still has **a few** loyal **fans**.*
- *Several* means 'more than a few, but not a lot'.
  *When I got to the doctor's, there were already **several people** in front of me.*
- *Many* means 'a large number of'. We usually use it in negative sentences and questions.
  *There aren't **many biscuits** left.*
  *Were there **many people** at the concert?*
  A: *How **many children** are absent today?* **B:** *Not **many**.*

little, a little, much

We use *little*, *a little* and *much* with uncountable nouns.

- *Little* means 'not much/hardly any'.
  *We've got **little time** left, so hurry up, please!*
- *A little* means 'a small amount of'.
  *There's **a little milk** left in the jug in the fridge.*
- *Much* means 'a large amount of'. We usually use it in negative sentences and questions.
  *We need to hurry up; there isn't **much time** left.*
  A: *How **much money** will we need to take with us?*
  B: *Not **much**.*

lots of, a lot of

We use *lots of/a lot of* with plural countable and uncountable nouns.

*There were **lots of/a lot of people** trying to buy tickets.*

*There's **lots of/a lot of food** left over from the party.*

Exercise 3

Complete the sentences with *a few* or *a little*.

1 I'll need ..... more time to finish.
2 There aren't enough sandwiches for everyone. I'll buy ..... more.
3 With ..... help from Eric, we managed to finish the report on time.
4 I try to save ..... money every month.
5 I ordered my tickets online ..... days ago.

Exercise 4

Choose the correct option in italics to complete the sentences.

1 There are *some/any/a little* biscuits on the table.
2 Sorry, I haven't got *a/an/any* English dictionary.
3 How *lot/many/much* work did you do last night?
4 There were *a little/lots/several* students already in class when I arrived.
5 I ate most of the chocolate but there's *several/a few/a little* left.
6 We haven't got *any/many/a lot* homework tonight, so we can go out.
7 There weren't *little/any/many* people at the party – only about ten.
8 There are a *lot of/several/little* books on your shelf! Have you read them all?
9 There were only a *lot/few/little* questions in the test that I couldn't answer.
10 *Several/Some/Lots* of people went to the concert in the park on Saturday.

3.3 Present perfect simple and continuous

Present perfect simple

For notes on the present perfect simple, see 2.1.

Present perfect continuous

Form

subject + *have/has been* + *-ing*

*She**'s been working** on that project for months.*

*Don't worry, we **haven't been waiting** long.*

*What's the matter? **Have** you **been crying**?*

Use

We use the present perfect continuous

1 to talk about activities which started in the past and continue in the present.

*I**'ve been studying** since three o'clock this afternoon.*

2 to talk about actions which happened in the past and have a visible result in the present.

*He's out of breath because he**'s been running**.*

3 to focus on the duration or the continuous course of an action. When we want to focus on the result of an action, we use the present perfect simple.

*She**'s been writing** books for ten years.* (The focus is on the duration – how long she's been writing books.)

*She**'s written** eight books.* (The focus is on the result – the number of books she's written.)

Exercise 5

Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

1 Ella ..... (*write*) her second novel for six months.
2 I ..... (*do*) my reports all morning and I'm still working on them.
3 I ..... (not *see*) Tommy since he moved to London last year.
4 Where ..... (*you/be*)? I ..... (*call*) you all afternoon!
5 ..... (*you/play*) football? You're very dirty!
6 I love this book. I ..... (*read*) it six times.
7 We ..... (*wait*) for the train for an hour.
8 You ..... (*not listen*) to the teacher, so you don't know what to do next!

Unit 4

4.1 Narrative tenses

Past simple

For notes on the past simple, see 2.1.

We usually use the past simple to give the main sequence of events in a story.

*The next morning, Jennifer **got up** early, **packed** her bag and **set off** for the cave.*

Past continuous

Form

subject + *was/were* + *-ing*

*He **was studying** for his English test at 4.30.*

*You **weren't listening** to me!*

***Were** you **working** at noon?*

Use

We use the past continuous

1 to talk about actions in progress at a specific point in the past

*We **were having** lunch at 1.00.*

2 to set the scene at the beginning of a narrative.

*It was a lovely day, the sun **was shining** and children **were playing** in the park. A boy **was feeding** the ducks.*

3 to talk about two or more actions in progress at the same time, often with *while*.

***While** we **were talking**, Lee **was watching** TV.*

4 to talk about an action that was in progress when another action happened. We use the past continuous for the first action, the one that was already in progress; we use the past simple for the second action.

*I **was walking** through the wood **when** I **saw** her.*

*__While__ I **was walking** through the wood, I **saw** her.*

Past perfect

Form

subject + *had* + past participle

*The guests **had left** by midnight.*

*I **hadn't seen** him before.*

*__Had__ you **been** on a plane before?*

Use

We use the past perfect

1 for an action that happened before a specific point in the past.

*The train **had left** by 12.30.* (The train left before 12.30.)

2 to talk about an action that happened before another action in the past. For the action that happened first, we use the past perfect. For the action that happened second, we use the past simple.

*After we **had eaten** lunch, we **went** for a walk.* (First we ate lunch, then we went for a walk.)

Exercise 1

Choose the correct answer (A, B or C) to complete the sentences.

1 When I arrived at the park, the sun ..... .

A shone **B** was shining **C** had shone

2 The teacher was pleased because everyone ..... their homework the night before.

A did **B** were doing **C** had done

3 I saw the accident while I ..... at the bus stop.

A waited **B** was waiting **C** had waited

4 I was surprised that you ..... the film before.

A didn't see **B** weren't seeing **C** hadn't seen

5 When we ..... Sarah, she had already finished college.

A met **B** were meeting **C** had met

4.2 Time phrases

after, afterwards

We use *after* and *afterwards* to talk about two actions happening one after the other.

- *Afterwards* is followed by a clause in the past simple.

  *We watched a film on TV. **Afterwards** we went out for a pizza.*

- *After* is followed by *-ing*, a noun phrase or the past perfect.

  ***After cleaning** the house, I went out for a walk.*

  ***After** my **walk**, I had a quick snack.*

  ***After** I **had finished** my snack, I checked my emails.*

> **Watch out!**
>
> We use *afterwards*/*after that* between the first and second action in a sequence.
>
> We do not use *after* between the two actions.
>
> ~~*I called Emma. **After**, I left for work.*~~
>
> *I called Emma. **Afterwards**/**After that**, I left for work.*

when, while, during, as

1 *While* is usually followed by the past continuous, to talk about

- actions that were in progress at the same time.

  ***While** Steven **was laying** the table, Caroline **was cooking** the meal.*

- an action that happened while another action was in progress.

  ***While** I **was swimming**, I lost my watch.*

2 *When* and *as* are usually followed by the past simple, to talk about

- actions that happened one after the other.

  ***When** she **saw** her name on the list, she shouted with joy.*

- an action that happened while another action was in progress.

  *I was looking for my keys **when** I **found** this old photo of my mum.*

3 *During* is followed by a noun that describes an event or period.

*We had a fascinating conversation **during the journey**.*

> **Watch out!**
>
> Don't use *during* to talk about a length of time. Instead, use *for*.
>
> ~~*We talked **during three hours**.*~~
>
> *We talked **for three hours**.*

as soon as, by the time

We use *as soon* as to introduce an action that happened immediately after another action.

As soon as *he had finished dinner, he went to bed.*

We use *by the time* to mean 'not later than the moment that something happens'.

By the time *my mum got home, I had tidied my room.*

Exercise 2

Choose the correct option in italics to complete the sentences.

1 *After/Afterwards* we had visited the castle, we had a coffee.
2 I didn't spend much time online *while/during* my holiday.
3 *As/As soon as* I was walking home, I met Katy.
4 *By the time/As soon as* we got home, my battery had died.
5 *When/While* I got the results, I phoned my parents.
6 *During/As* the night I heard a dog barking outside.

4.3 Subject/Object questions

1 Object questions ask about the object of a sentence. To form object questions, we use the auxiliary verb and inverted word order (auxiliary verb + subject + main verb).

A: *Who* ***did Jasmine speak*** *to yesterday?* (The expected answer is the object.)

B: *She spoke to Martin.* (*She* = subject; *Martin* = object)

2 Subject questions ask about the subject of a sentence. To form subject questions, we don't use the auxiliary verb and we don't change the order of the subject and verb. The word order is the same as it is for statements.

A: *Who* ***saw*** *the film last night?* (The expected answer is the subject.)

B: *Sonya saw it.* (*Sonya* = subject; *it* = object)

Exercise 3

Complete the questions with the correct past simple form of the verbs in brackets. Where appropriate, use *you*.

1 Which film ..... (*win*) the award?
2 Who ..... (*talk*) to about the project?
3 What ..... (*give*) that idea?
4 Which car ..... (*buy*)?
5 Who ..... (*write*) that article?
6 Which flowers ..... (*give*) Eva for her birthday?
7 What ..... (*do*) on holiday last summer?
8 Who ..... (*teach*) your class at primary school?

Unit 5

5.1 Future forms

Forms

will + infinitive

I ***'ll help*** *you.*

be + *going to* + infinitive

They ***'re going to move*** *to Cambridge.*

present continuous

I ***'m meeting*** *Sam after lunch.*

present simple

The train ***leaves*** *at 5.00.*

Use

1 We use *will*

- to make a prediction about something we think or believe to be true. We often use it with *think*, *hope*, *expect* and *believe*.

  I think Rachel ***will get*** *the job.*

- to express spontaneous or sudden decisions taken at the moment of speaking.

  I think I'm hungry. I ***'ll make*** *a sandwich.*

- to make an offer or promise.

  Don't order a taxi – I ***'ll take*** *you to the station.*

2 We use *be going to*

- to talk about things we have already decided and intend to do.

  We ***'re going to have*** *a surprise party for Mum's fiftieth birthday.*

- to make a prediction, when the prediction is based on evidence in the present (e.g. something we can see now).

  Look at those clouds – it ***'s going to rain****.*

> **Watch out!**
> Predictions with *will* are based on something we believe to be true. Predictions with *be going to* are based on evidence.

3 We use the present continuous to talk about personal plans and arrangements.

We ***'re spending*** *the weekend with Eric and Sophie.*

4 We use the present simple to talk about scheduled events, usually determined by timetables and programmes.

Her course ***begins*** *next month.*

Exercise 1

Choose the correct option in italics to complete the sentences.

1 I expect *he'll win/he's winning* the competition easily.
2 The plane *is going to leave/leaves* at 7.45 tomorrow morning.
3 That's great. *I'm going to phone/I'll phone* you at about six this evening.
4 Who *will you play/are you playing* in the final of the tennis competition?
5 Look at the time – *we're going to miss/we're missing* the train. *I'll check/I'm checking* online when the next one *leaves/will leave*.
6 *I'm going to paint/I'm painting* that wall purple.
7 Let's leave the problem for now and *I'll speak/I'm speaking* to the manager later.
8 *We're meeting up/We meet up* at the café in half an hour. Why don't you join us?

5.2 *be/get used to*

Form

be/get used to + noun/*-ing*

She ***'s used to the noise*** *of the city.*

I ***'m getting used to living*** *in a city.*

Use

We *use be/get used to* to refer to something that we have experienced before so that it no longer seems difficult, strange, unfamiliar, surprising, etc.

When I came to England, I ***wasn't used to driving*** *on the left.* (It was difficult because I wasn't accustomed to it.)

Now I ***'ve got used to driving*** *on the left.* (At first it was difficult, but over time I became accustomed to driving on the left.)

Watch out!
Do not confuse *be/get used to* + *-ing* with *used to* + infinitive. For notes on *used to*, see 2.2.

Exercise 2

Complete the sentences with the words in the box.

am (x2) did get got isn't to get wasn't

1 ..... you get used to eating late in the evening when you moved to Spain?
2 I ..... not used to getting up early and I overslept for the first few days at my new job.
3 Jacky ..... used to the noise in the city and she couldn't sleep for a week after they'd moved there.
4 It's hard at first but with practice you ..... used to driving on motorways.
5 It was impossible ..... used to working on my new computer, so I went back to my old laptop.
6 Maria just ..... used to queuing and she got very impatient when she was on holiday in England!
7 It wasn't easy at first, but I soon ..... used to living in a small village.
8 I do the dishes every day at home, so I ..... used to it.

Unit 6

6.1 Making comparisons

There are three types of comparison.

1 to a higher degree (comparative form + *than*)
Paolo is ***taller than*** *Bruno.*
This book is ***more interesting than*** *that one.*
2 to the same degree (*as* + adjective *as*)
She's ***as intelligent as*** *her sister.*
3 to a lower degree (*less* + adjective + *than*; *not as* + adjective *as*)
The book is ***less interesting*** *than the film.*
This dress isn ***'t as nice as*** *the other one.*

Comparative and superlative forms of adjectives

Adjectives	Rule	Examples
one-syllable	add *-er/-est*	*old – older – oldest*
one-syllable ending in one vowel + one consonant	double the consonant and add *-er/-est*	*big – bigger – biggest*
one-syllable ending in *-e*	add *-r/-st*	*large – larger – largest*
two-syllable	add *-er/-est*	*narrow – narrower – narrowest*
two-syllable ending in *-y*	add *-ier/-iest*	*heavy – heavier – heaviest*
two-syllable ending in *-ful/-less* or formed from participles	use *more/the most* or *less/the least*	*useful – more useful – the most useful* *boring – less boring – the least boring*
three-syllable or longer	use *more/the most* or *less/the least*	*interesting – more interesting – the most interesting* *enjoyable – less enjoyable – the least enjoyable*
irregular	–	*good – better – best* *bad – worse – worst* *far – further – furthest*

Talking about a small or large difference

1 To talk about a small difference, we use *a little*, *a bit* and *slightly*.

*We feel **a bit more confident** today than we did yesterday.*

2 To talk about a large difference, we use *a lot*, *much* and *far*.

*The hotel was **far more expensive** than we thought.*

3 With *not as … as*, we use *nearly* to talk about a large difference.

*She is**n't nearly as nice as** her sister.* (Her sister is much nicer.)

4 With *not as … as*, use *quite* to talk about a small difference.

*Their new song is**n't quite as good as** their last one.* (Their last song was a little better.)

Exercise 1

Complete the table.

	Adjective	Comparative	Superlative
1	bad		
2	difficult		
3	careful		
4	sunny		
5	boring		
6	unusual		
7	big		
8	good		
9	important		
10	simple		

Exercise 2

Complete the sentences with the words in the box.

as less little more much nearly slightly the

1 I don't really care about money. Being rich is ..... important than having good friends.

2 This is ..... biggest sandwich I've ever eaten!

3 Jack is a ..... more sociable than his sister, but not a lot!

4 This restaurant isn't ..... as nice as the one in the High Street.

5 My bedroom is ..... bigger than yours, but only a few centimetres.

6 This book is ..... more interesting than the last one I read. I love it.

7 This dictionary is ..... useful than that one because it gives lots of examples.

8 Are you as bad at French ..... I am?

6.2 Obligation and necessity

1 We use *must*

- to talk about obligation that comes from the speaker – something the speaker feels is necessary.

*I **must pay** that bill before they cut off my phone.*

- to make a strong recommendation.

*You **must see** her latest film – it's wonderful.*

Watch out!

Must doesn't have a past form. We use *had to* instead to talk about obligation in the past.

*When I was at school, we **had to go** for a run every morning.*

2 We use *mustn't* to express prohibition.

*You **mustn't touch** that switch; you could get an electric shock.*

3 We use *have to* to talk about external obligation – something that is necessary because of a rule or law, or because someone else says so. The past form is *had to*.

*You **have to fill in** a form if you want to apply for a course.*

*I was a shop assistant. I **had to serve** customers and keep the shop tidy.*

4 We use *don't have to* to talk about something that isn't necessary.

*You **don't have to** bring sandwiches – lunch is provided.*

*We **didn't have to walk** home. Patty gave us a lift.*

Watch out!

Don't confuse *mustn't* with *don't have to*. *Mustn't* shows that something isn't allowed. *Don't have to* shows that something isn't necessary.

5 We use *need to/don't need to* in the same way as *have to/don't have to*.

*You **need to fill in** a form if you want to apply for a course.*

*You **don't need to bring** sandwiches – lunch is provided.*

6 We use *should/shouldn't* to give advice, to say what we think is/isn't a good idea.

*You **should talk** to your manager about the problem.*

7 We use *be supposed to* to talk about rules that people are expected to follow, but which are often not respected.

*You**'re not supposed to bring** drinks into the computer room.* (But people do this anyway.)

Exercise 3

Complete the sentences with the verbs in the box.

are supposed to don't need to had to have to
must mustn't should

1 We ..... switch off our phones in here, so why is Jenny talking on hers?
2 I keep telling myself that I ..... go to bed earlier because I'm so tired at school.
3 Don't worry, you ..... to speak French in a French restaurant – they speak English!
4 If you have any queries, you ..... ask Mr Banks – that's the best advice I can give you.
5 Sorry, I've got a bad back and I ..... lift anything heavy.
6 In our last lesson we ..... translate ten sentences into English.
7 We ..... learn lots of vocabulary every night for a test the next day.

Unit 7

7.1 Zero, first and second conditionals

Conditional sentences contain a condition clause and a main (result) clause. The condition clause (*if* clause) can come at the beginning or the end of the sentence. When it comes at the beginning, we separate it from the main clause with a comma.

Zero conditional

Form

if + present simple + present simple

***If** you **mix** red and yellow, you **get** orange.*

Use

We use the zero conditional to talk about what always happens/a natural consequence. There is no real condition.

***If** you **leave** ice in the sunshine, it **melts**.*

We can also use *when* instead of *if*.

***When** you **heat** chocolate, it **melts**.*

First conditional

Form

if + present simple + *will/can*

***If** I **see** Dan, I'**ll tell** him about the meeting.*

***If** we **leave** now, we **can catch** the next bus.*

Use

We use the first conditional

- to talk about something that is likely to happen if something else happens first.

  ***If** I **pass** my driving test, I'**ll take** everyone out for a drive.*

  ***If** I **finish** work early today, I **can help** you with your English project.*

- to make a threat or promise.

  ***If** you **don't** give me my bike back, I'**ll tell** my dad.*

  *I'**ll** buy you an ice cream **if** you'**re** good.*

Second conditional

Form

if + past simple + *would/could*

***If** they **offered** you the job, **would** you **take** it?*

***If** I **didn't have to** leave work early, I **could finish** this report today.*

Use

We use the second conditional

- to talk about something the speaker believes is unlikely to happen.

  ***If** you **worked** harder, you'**d get** better marks at school.* (but I don't think you'll work harder)

- to talk about something that is entirely imaginary, unreal or untrue.

  *I **would** ban cars **if** I **ruled** the world.* (but I will never rule the world)

Exercise 1

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

1 If I ..... (*look*) at the computer screen before bed, I don't sleep.
2 Mark ..... (*be*) thrilled if he won the tennis competition tomorrow.
3 If I see Tina during the day, I ..... (*not tell*) her about the surprise party!
4 I'd do some research before writing the essay if I ..... (*be*) you.
5 We..... (*phone*) you if there aren't any taxis at the station.
6 Pat gets headaches if she ..... (*sit*) in the sun for too long.
7 If I ..... (*not eat*) lunch, I'll have a bigger appetite for dinner tonight!
8 I know they would help us if we ..... (*ask*) them.
9 If I liked vegetarian food, I ..... (*come*) with you to the new restaurant – but I don't, I'm afraid.
10 When my mother ..... (*get*) angry, her face goes bright red!

7.2 *unless, otherwise, provided that*

unless

Unless has the meaning of 'except/if not'. It comes in the condition clause.

*We'll have a picnic **unless** it rains.* (We'll have a picnic if it doesn't rain.)

otherwise

Otherwise has the meaning of 'if not' but introduces the result clause.

*Stop playing with those matches, **otherwise** you'll burn yourself.* (If you don't stop playing with those matches, you'll burn yourself.)

provided that

Provided that has a similar meaning to *if* but it emphasises the condition. We can omit *that* and just use *provided*.

*I'll lend you my camera **provided** (**that**) you promise to look after it.*

Exercise 2

Complete the sentences with *unless*, *otherwise* or *provided that*.

1 I'll let you use my car ..... you drive carefully.
2 We'll need to catch the 8.45 train ..... we'll be late for the lecture.
3 I'll do section A of the project ..... you do the rest.
4 ..... the materials arrive on time, I'll be able to finish the work next week.
5 Jack will pick you up at 5.30 ..... you call to give him a different time.
6 ..... it rains, we'll have a picnic in the park before going to the gig.

Exercise 3

Rewrite the sentences using the words in brackets.

1 If you don't put your coat on, you'll get cold. (otherwise)
.....
2 If I don't call her now, she'll be worried. (unless)
.....
3 I'll come to the party if Jon isn't there! (provided)
.....
4 She'll be late if you don't drive her to the airport. (unless)
.....
5 He'll join us if he isn't busy. (provided)
.....
6 If you don't tell them the truth, I will. (otherwise)
.....

Unit 8

8.1 The passive

Form

To form the passive, we use the appropriate tense of *be* + past participle.

*We **are being followed**!*

*The damage **hasn't been repaired** yet.*

*When **was** the book **published**?*

Present simple	*The rubbish **is collected** once a week.*
Present continuous	*Steve **is being seen** by the doctor.*
Past simple	*The vase **was broken** during the party.*
Past continuous	*He had to walk because his car **was being repaired**.*
Present perfect	*My handbag **has been stolen**!*
Past perfect	*By the time we arrived all the food **had been eaten**.*
will	*The results **will be announced** soon.*
Future perfect	*The report **will have been published** by the end of the month.*
be going to	*A new hospital **is going to be built** here.*
Modal verbs	*Tickets for the concert **can be bought** online.*

Use

We use the passive to talk about processes, actions and events

- when the action is more important than the person who did it (the agent).
- when we don't know who did something or when the agent is unimportant or assumed.

  *Coffee **is produced** along the entire valley.*

  *This medal **was given** for bravery.*

  We can include the agent in a passive sentence if it adds extra information. We usually include it at the end of the sentence.

  *These carpets were made in a remote village **by tribal women**.*

Watch out!

We can't use the passive with verbs that are intransitive (that can't take a direct object), e.g. *disappear, rise, die*.

*The price of oil ~~**has been risen**~~.*

*The price of oil **has risen**.*

Exercise 1

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

1 The new film ..... (*only/show*) at a few cinemas at the moment.
2 These flowers ..... (*usually/find*) near the river in June and July.
3 Unfortunately, our exam results ..... (*not send out*) until yesterday.
4 I didn't see the letter because it ..... (*put*) under a pile of papers.
5 Your complaint ..... (*already/pass*) to the correct department.
6 The car ..... (*follow*) by the police when it crashed.
7 I ..... (*tell*) by a member of staff to wait in this queue half an hour ago.
8 We ..... (*give*) homework every Friday night.
9 The wedding invitations ..... (*already/print*).
10 The instructions ..... (*write*) in German, so I didn't understand much.

Exercise 2

Rewrite the sentences in the passive.

1 They make these cars in Germany.
.....
2 While someone was filming the actor, he fell into the river.
.....
3 Someone built this house in 1865.
.....
4 The police are questioning several people after the robbery.
.....
5 They've repeated this film lots of times on television.
.....
6 The teacher had warned Paul about his bad behaviour many times before.
.....
7 Someone has asked me to give a speech at the dinner.
.....
8 They show adverts every ten minutes on this TV channel.
.....
9 They will announce the results later today.
.....
10 Someone broke into the office last night.
.....

8.2 Causative *have*

Form

To form the causative *have*, we use subject + the appropriate tense of *have* + object + past participle.

*I **'m going to have my eyes tested** tomorrow.*
*We **haven't had the swimming pool cleaned** yet.*
*__Do__ they **have their house painted** every year?*

Use

1 We use the causative *have* to talk about things other people do for us. This is usually because we want/ask them to and often means we paid them to do it.
*They **had their flat decorated** by a professional.*
2 We can use *get* instead of *have*.
*You really need to **get your hair cut**!*
3 We also use the causative *have* to talk about something unpleasant. We cannot use *get* in this case.
*He **had his mobile phone stolen** at the swimming pool.*

Exercise 3

Write sentences using the causative *have*.

1 my dad / service / his car / last week
.....
2 I / check / my teeth / every six months
.....
3 we / install / a new swimming pool / next month
.....
4 Kate / do / her nails / at the moment
.....
5 our granny / clean / her house / on Thursdays
.....
6 I / already / repair / my computer
.....

Unit 9

9.1 Future perfect and continuous

Future perfect

Form

will + *have* + past participle

*By this time tomorrow we'**ll have arrived** in Sydney.*
*I **won't have finished** by then.*
*__Will__ you **have sent out** all the invitations by Sunday?*

Use

We use the future perfect to describe something that will be completed before a definite time in the future.

*By the time a child is five, it **will have seen** several thousand commercials.*
*If I post it today, my card **will** definitely **have arrived** by Carla's birthday.*

Future continuous

Form

will + be + -ing

*This time tomorrow we **'ll be driving** to the airport.*

*You can take my car if you want – I **won't be using** it tomorrow.*

***Will** you **be** working at 5.30?*

Use

We use the future continuous to describe something that will be in progress at a definite time in the future.

*In three days' time we **'ll be lying** by the pool.*

*By 2060 humans **will be living** on Mars.*

Exercise 1

Choose the correct option in italics to complete the sentences.

1 This time next month I'll *be working/have worked* in Spain.
2 What will you *be doing/have done* at 2.30 tomorrow afternoon?
3 We'll *be finishing/have finished* the project by Friday.
4 Katy won't *be working/have worked* on Monday, so she can drive you to the airport.
5 I hope they'll *be repairing/have repaired* my phone line by this time tomorrow so I can call you.
6 The government says that everyone will *be receiving/have received* faster broadband by the end of next year.
7 Will Dave *be speaking/have spoken* to Mia about the party by the end of the day?
8 Scientists are sure that in ten years' time we'll all *be travelling/have travelled* in driverless cars.

9.2 Reported speech

Direct speech

Direct speech is when we report the exact words someone says or writes. We use quote marks (' ' or " ") around the exact words, and we usually use reporting verbs such as *say* and *ask*.

'We need to go to the bank,' he said.

Reported statements

1 Reported speech is when we report something that has been said or written. We often use reported speech to give the gist or general meaning of what we heard rather than the exact words.

He said they needed to go to the bank.

2 After past reporting verbs (e.g. *said*, *asked*), the verb form generally changes as follows:

Direct speech	Reported speech
Present simple *He said, 'I **live** in the city centre.'*	**Past simple** *He said he **lived** in the city centre.*
Present continuous *He said, 'I **'m seeing** Hannah on Tuesday.'*	**Past continuous** *He said he **was seeing** Hannah on Tuesday.*
Past simple/continuous *'It **was raining** so heavily that the match **was cancelled**,' he said.*	**Past perfect simple/continuous** *He said it **had been raining** so heavily that the match **had been cancelled**.*
Present perfect simple/continuous *'She **has been working** hard and **has written** another book,' he said.*	**Past perfect simple/continuous** *He said she **had been working** hard and **had written** another book.*
will *'We**'ll bring** some food,' they said.*	***would*** *They said they **would bring** some food.*
can *I said, 'I **can cook** the best pasta in the world.'*	***could*** *I said I **could cook** the best pasta in the world.*
may *'I **may not be** at home,' she said.*	***might*** *She said he **might not be** at home.*
must *'I **must leave**,' he said.*	***had to*** *He said he **had to leave**.*

3 After present, future and present perfect reporting verbs (e.g. *says*, *has asked*), the tense doesn't usually change in reported speech.

*Estelle: I**'ll make** lunch.*

*Estelle **says** she**'ll make** lunch.*

4 Place and time words usually change as follows.

Direct speech	Reported speech
now	*then*
today	*that day*
this week	*that week*
yesterday	*the day before/the previous day*
a year ago	*a year before*
last night	*the night before/the previous night*
next month	*the following month*
this/these	*that/those*
here	*there*

*Mandy said, 'I wasn't **here last night**.'*

*Mandy said she hadn't been **there the night before**.*

Reported statements

We can use *say* and *tell* (and other verbs) to report statements.

- When we use *say*, we don't use an object.
  *He **said** (that) they had had a good time.*
- When we use *tell*, we use an object.
  *She **told me** (that) they were going to Paris.*

Reported questions

When we report questions, we usually use *ask* as a reporting verb. In reported questions, we don't use inversion or auxiliary verbs – the verb form and word order are the same as in statements.

***Wh-* questions**	
Direct speech	**Reported speech**
*'**Who did you see** at the party?' she asked.* question word + auxiliary verb + subject + verb	*She asked me **who I had seen** at the party.* question word + subject + verb
***Yes / No* questions**	
Direct speech	**Reported speech**
*'**Do you like** your new job?' he asked.* auxiliary verb + subject + verb	*He asked me **if/whether I liked** my new job.* *if/whether* + subject + verb

Reported commands and requests

When we report commands and requests, we change the imperative form to a *to-infinitive*. We usually use *ask*, *tell* or *order* as reporting verbs.

*'Please **help** me,' I told him.*

*I asked him **to help** me.*

*'**Don't move**!' she told me.*

*She told me **not to move**.*

Exercise 2

Rewrite the sentences and questions in reported speech.

1 'I'll cook dinner this evening.'
He said .....

2 'I haven't seen Ella recently.'
He said .....

3 'We had a good time last night.'
He said .....

4 'Are you going to meet Danny tomorrow?'
He asked us .....

5 'Who are you waiting for?'
He asked me .....

6 'Don't wait for me,'
He told us .....

7 'Lisa, do you know the new student in our class?'
He asked Lisa .....

8 'Get out of my room!'
He told me .....

9 `Ian wasn't at home yesterday.'
He said.....

10 `Stay here.'
He told us .....

Unit 10

10.1 Relative clauses

Relative pronouns

who: to refer to people

which: to refer to things

that: to refer to people or things

whose: to show possession

when: to refer to time

where: to refer to a places

Defining relative clauses

1 We use defining relative clauses to define or identify a noun by giving essential information about it. The clause tells us exactly which person, thing, time, place, etc. we are talking about.
*That's the woman **who I met at the café**.*
*This is the lift **which keeps breaking down**.*
*He's the man **whose son broke our window**.*
*Over there is the café **where I met Jo for the first time**.*

2 With defining relative clauses, we can use *that* instead of *who* and *which*.
*That's the woman **that** I met at the café.*
*This is the lift **that** keeps breaking down.*

3 If the relative pronoun is the object of the sentence, we can leave it out.
That's the woman I met at the café.

Non-defining relative clauses

1 We use non-defining relative clauses to give extra, non-essential, information. They tell us more about a person, thing, time, place, etc. that is already identified.

2 We use commas before and after the relative clause.

3 Non-defining relative clauses are generally more formal and more common in writing. We don't usually use *that* in non-defining relative clauses.
*The old monastery**, which used to stand at the top of the hill,** was destroyed in a fire.*
*Maria**, who had never been skiing before,** was covered from head to toe in bruises.*

Exercise 1

Decide if the relative clauses are defining (D) or non-defining (ND). Then add commas where necessary.

1 The Green Ground playfield where we used to play football has been sold for development.
2 The woman who spoke to me about my complaint was really kind and helpful.
3 That's the girl whose dog has been missing for two weeks.
4 The block of flats which they've built in New Road is very high.
5 Have you been back to the restaurant where we went on your birthday?
6 Green's second book which has become a number one best-seller is about a village in Sicily.

Exercise 2

Complete the sentences with relative clauses. Use the prompts in brackets and *who*, *which*, *whose* or *where*.

1 The town ..... is south of London. (*I grew up there.*)
2 I really like the woman ..... the news programme on Channel 6. (*She presents it.*)
3 People ..... often don't learn another language. (*Their first language is English.*)
4 The book, ..., has been translated into lots of different languages. (*It was published in 1865.*)
5 The flowers ..... in the autumn have grown very high, but the others haven't. (*I planted them.*)
6 Can you remember the name of the café ..... ? (*We first met there.*)
7 I haven't used the recipe book ..... for my birthday yet. (*You gave it to me.*)
8 That's the car ..... ! (*I was trying to describe it to you.*)

Exercise 3

Which sentences in Exercise 2 contain relative pronouns that

1 can be replaced with *that*?
2 can be left out?

10.2 Articles

Indefinite article (*a*/*an*)

We use the indefinite article with singular countable nouns. We use it

- before nouns we are talking about for the first time.
  *There's **a** café on the corner.*
- with jobs.
  *She's **an** accountant.*
- before a noun that we are using in a general sense, to mean 'all people/things of that kind'.
  ***A** teacher has to be very patient.* (= all teachers)
- in certain expressions of frequency and quantity: *twice a week, 2 pounds a kilo, 50 km an hour*, etc.
  *My dad works ten hours **a** day.*

Definite article (*the*)

We use the definite article *the*

- before single countable nouns that we have talked about before.
  *When I got to my house, I saw **a dog** standing by our front door. **The dog** seemed pleased to see me.*
- when we are talking about something specific.
  *I generally dislike musicals, but **the one** I saw the other evening was brilliant.*
- with an adjective to talk about a specific class or group.
  ***The rich** are getting richer and **the poor** are getting poorer.*
- when there is only one of something.
  ***The earth** goes around **the sun**.*
- with superlatives.
  *It's **the most delicious** hot chocolate I have ever tasted.*
- with ordinal numbers.
  *We have an appointment on **the third** of February.*
- with the names of some countries.
  ***the** USA **the** Netherlands **the** UK*
  with the names of oceans, seas, rivers, deserts and mountain ranges.
  ***the** Pacific **the** Black Sea **the** Andes*
- with some important buildings, hotels, theatres, cinemas and museums.
  ***the** White House **the** National Theatre*
  ***the** Science Museum*

Zero article

We don't use an article

- with plural nouns and uncountable nouns, when we refer to them in general.
  *I prefer **real books** to **e-books**.*
  ***Money** makes the world go round.*
- with the names of people, countries, cities, continents, mountains, lakes, streets, squares and parks.
  Dr Evans Africa Spain Oxford Street
  Lake Victoria Trafalgar Square Hyde Park
- with the names of games, sports, school subjects, meals and languages.
  Monopoly skiing maths dinner French

Exercise 4

Complete the sentences with *a/an*, *the* or no article (–).

1 This is ..... first time I've eaten ..... Spanish food.
2 Is there ..... post office near ..... Oxford Street?
3 I love ..... new series about ..... Marilyn Monroe.
4 I've never seen ..... really scary horror film. Have you?
5 My best friend ..... Grace wants to be ..... teacher.
6 ..... French are usually very good at ..... English.
7 We'll need to buy ..... milk if we want to make ..... omelette.
8 We stayed at ..... Star Hotel in ..... London.

Unit 11

11.1 Modals of possibility and certainty

Present forms

1 We use *must* to say that we are sure that something is true in the present.

*That **must** be the postman's car. He always brings the post at this time.*

2 We use *can't* to say that we are sure that something is not true in the present.

*This bill **can't** be right – we never ordered the steak.*

> **Watch out!**
> We can't use *mustn't* in this case.
> *This bill ~~**mustn't**~~ be right – we never ordered the steak.*

3 We use *may* and *might* to say that we think something is possibly true (but we are not sure). *May* and *might* can refer to the present or future.

*The car won't start. It **might** be the battery.*

*If I'm not busy tomorrow, I **may** join you.*

Past forms

1 We use *must have* + past participle to say that we are sure something is true for a past situation.

*That's Haley's bag on the table. She **must have forgotten** to take it.*

2 We use *can't have* + past participle to say that we are sure something is not true for a past situation.

*She **can't have taken** the money – she was on holiday at the time.*

> **Watch out!**
> We can't use *mustn't have* in this case.
> *She ~~**mustn't**~~ have taken the money – she was on holiday at the time.*

3 We use *may/might have* + past participle to say that we think something is possibly true (but we are not sure) for a past situation.

*I can't find my keys. I **might have left** them at Jenny's house – or I **may have left** them at school.*

Exercise 1

Rewrite the sentences using *must*, *can't* or *might*.

1 I'm sure that's Jake's brother – I've seen his photograph.
That ..... .
2 It's possible that Carla has gone shopping.
Carla ..... .
3 I'm sure I didn't make that phone call. I was away in Portugal at the time.
I ..... .
4 I'm sure it rained during the night. Look at all the water on the road.
It ..... .
5 I think that's Jon's car but I'm not sure. David's car is blue too.
That ..... .
6 This drink isn't apple juice. It's impossible – it's the wrong colour!
This drink ..... !

11.2 *so, such, very, too, enough*

so and *such*

1 We use *so* and *such* to add emphasis. We use

- so + adjective/adverb.
  *I was **so disappointed** about failing the exam.*
  *My dad always drives **so slowly**!*
- *such* (*a/an*) + noun.
  *His room is always **such a mess**.*
- *such* (*a/an*) + adjective + noun.
  *We had **such lovely weather**!*

2 We use *so/such* (*a/an*) … *that* to emphasise the result of something.

*He was **so tired that** he fell asleep on the train.*

*The book was **such a success that** they decided to make a film of it.*

*It was **such a beautiful day** that we went sailing.*

very

We use *very* before an adjective or adverb, to add emphasis.

*I feel **very tired**.*

*She works **very well**.*

too

1 We use *too* before an adjective or adverb to show that there is a problem. *Too* has a negative meaning. We use it in these patterns:

- *too* + adjective/adverb.

  Don't drive ***too slowly*** *– we'll be late.*
- *too* + adjective/adverb + *to*-infinitive.

  It is ***too cold to go*** *for a walk.*
- *too* + adjective/adverb + *for somebody* (+ *to*-infinitive).

That dress is ***too big for me****.*

The box was ***too heavy for Jan to carry****.*

2 We use *too much*/*too many* before a noun or before an adjective + a noun.

There is ***too much red pepper*** *in this soup.*

There are ***too many cars*** *on the road.*

Watch out!

Do not confuse *too* and *very*. *Very* emphasises something (which can be good or bad). *Too* says that there is a problem.

The bag is ***very small****.* (This can be good or bad.)

The bag is ***too small*** *to fit my camera.* (This is a problem.)

enough

1 We use *enough* to mean 'as much as necessary'. We use it with adjectives and adverbs it in these patterns:

- adjective/adverb + *enough*

  I don't need another box – this one's ***big enough****.*
- adjective/adverb + *enough* + *to*-infinitive.

  Sam isn't ***old enough to live*** *on his own.*
- adjective/adverb + *enough* + *for somebody* (+ *to*-infinitive).

  That dress isn't ***big enough for me****.*

  The instructions aren't ***simple enough for a child to understand****.*

2 We also use *enough* with nouns. We use it in these patterns:

- *enough* (+ adjective) + noun.

  There aren't ***enough*** *(****small****)* ***spoons****. Can you wash some?*
- *enough* (+ adjective) + noun + *to*-infinitive.

  We've got ***enough food to feed*** *an army!*
- *enough* (+ adjective) + noun *for somebody* (+ *to*-infinitive).

  There wasn't ***enough money for Jon to buy*** *a new car.*

Exercise 2

Choose the correct option in italics to complete the sentences.

1 It was *so*/*such* an interesting book that I read it in one day.
2 The first exam question was *too*/*very* hard for me to answer.
3 Jared isn't *old enough*/*enough old* to drive yet.
4 There isn't *very*/*enough* time to finish this now, I'm afraid.
5 I'm not *clever enough*/*very clever* to become a lawyer.
6 It was *so*/*such* cold this morning that my dad turned the heating up.
7 The builders aren't working *quickly enough*/*enough quickly* – it won't be ready on time.
8 I'm sure you'll pass your exam – you've worked *very*/*too* hard.

Unit 12

12.1 Third conditional and *wish*

Third conditional

Form

if + past perfect + *would*/*could have* + past participle

If *we* ***had left*** *on time, we* ***would have caught*** *the train.*

If *you* ***had told*** *me about the problem, I* ***could have helped****.*

Use

We use the third conditional to talk about past situations that did not happen.

I ***would have offered*** *you a lift if I* ***'d known*** *you didn't have your car.*

wish

We use *wish* + past perfect to talk about things in the past that we regret and that we can do nothing to change.

I ***wish*** *I* ***hadn't eaten*** *so much.*

We can use *if only* instead of *wish*.

If only *I* ***'d bought*** *that dress when I had the chance.*

Exercise 1

Complete the third conditional sentences with the correct form of the verbs in brackets.

1 If the traffic ..... (*not be*) so bad, I ..... (arrive) on time this morning.
2 Helen ..... (*not fail*) the last exam if she ..... (*do*) more revision.
3 I ..... (*not move*) to France if I ..... (*find*) a job in Spain last year.
4 If you ..... (*plan*) ahead, you ..... (*not have*) so many problems.
5 Pete ..... (*not miss*) his interview if he ..... (*go*) to bed earlier the night before!
6 If we ..... (*train*) harder, we ..... (*can/win*) the match.

Exercise 2

Complete the sentences using *wish* and the correct form of the verbs in brackets.

1 ..... (*Tim/not buy*) that laptop – it's got a lot of problems.
2 ..... (*I/watch*) the new series last night – the reviews are very good.
3 ..... (*I/not tell*) her my secret – now everyone knows!
4 ..... (*Kelly/study*) harder for her exam – now she'll have to take it again in September.
5 ..... (*I/never/meet*) him! I hate him!
6 ..... (*Ella/not lie*) to her friend. Now he doesn't trust her.

12.2 Reporting verbs

Say, *tell* and *ask* are the most common reporting verbs. We often use other reporting verbs, which summarise what someone said rather than reporting their exact words.

'I'm sorry I was late,' he said. *He **said** he was sorry he'd been late.* *He **apologised** for being late.*

Each verb is followed by a particular verb structure. Here are some common reporting verbs.

Structure	Verbs	Example
verb + *to*-infinitive	*agree, demand, offer, promise, refuse, threaten*	*He **offered to carry** my suitcase.*
verb + object + *to*-infinitive	*advise, beg, invite, order, persuade, remind, warn*	*I **reminded her to bring** her camera.*
verb + *-ing*	*admit, deny, recommend, suggest*	*She **admitted lying** to him.*
verb + preposition + *-ing*	*apologise for, insist on*	*They **apologised for arriving** late.*
verb + object + preposition + *-ing*	*accuse sb of, blame sb for congratulate sb on, criticise sb for*	*He **criticised me for finishing** my work late.*
verb (+ object) + *that* clause	*admit, agree, complain, deny, explain, inform, promise, remind, suggest, threaten, warn*	*They **warned us that it might not be easy to get a ticket**.*

Watch out!
Some reporting verbs can be followed by more than one structure.
*He **promised to be** back soon.* *He **promised that he'd be** back soon.*

Exercise 3

Rewrite the sentences in reported speech. Use the reporting verbs in the box.

agree apologise beg criticise invite offer remind warn

1 'I'm sorry I forgot your birthday,' he told me.
.....
2 'That bridge isn't safe,' she told us.
.....
3 'Let me carry that box for you,' I told him.
.....
4 'Don't forget to hand in your essay,' he told her.
.....
5 'You shouldn't have given up,' he told me.
.....
6 'Please, please lend me the money,' she told him.
.....
7 'All right, we'll help you,' they told us.
.....
8 'Why don't you join us for dinner?' they told me.
.....

Writing reference

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1 General tips for writing tasks

Here are some general tips on what to think about when you're doing a writing task. In the exam, the examiner will look at all these things in your written work.

1.1 Content

You must do what the question asks. You should try to make your writing interesting for the reader.

- Have you included something about all the points mentioned in the question?
- Have you expanded points by giving reasons and examples?

1.2 Organisation and cohesion

You should organise your writing well. Start with an introduction, follow this with two or three main body paragraphs that deal with separate points and finish with a conclusion that summarises your ideas and/or gives your opinion.

- Have you included an introduction and conclusion?
- Have you divided your work into logical sections?
- Have you linked your ideas with a range of linking words/phrases?

1.3 Range

Try to use a range of different structures and vocabulary to suit the question.

- Have you included a range of grammar (e.g. different tenses)?
- Have you included a range of vocabulary (e.g. a range of adjectives, verbs and some phrasal verbs)?

1.4 Appropriacy of register and format

Make sure that you use the appropriate style: informal when writing to a friend or more formal when writing an essay or to someone you do not know.

- If the style is informal, have you used colloquial language and contractions?
- If you are writing a formal letter/email, remember this requires a special way of starting and finishing.

1.5 The target reader

Always think about how the reader will react.

- Will the reader be fully informed?
- Will he/she understand your points?
- Have you made things very clear?

2 Useful linking words and phrases

2.1 Time sequencers

Examples include *before*, *after*, *later*, *eventually*, *finally*, *as soon as*, *at first*, *at last*, *when*, *while*.

I phoned my friend. ***While*** *I was waiting for her to arrive, I did some work.* ***After*** *I had finished my essay, I phoned her again but she didn't answer.*

For more notes on time phrases, see page 150.

Watch out!

Compare *after*, *after that* and *afterwards*:

We went to the beach ***after*** *we played tennis.* (We played tennis first.)

We went to the beach. ***After that***/***Afterwards***, *we played tennis.* (We went to the beach first.)

2.2 Listing points

Examples include *first*, *firstly*, *first of all*, *to begin with*, *secondly*, *finally*.

I didn't go to the party for several reasons. ***Firstly***, *I was really tired and* ***secondly***, *because I didn't have enough money for a taxi there and back.*

Watch out!

Don't use *at first* to introduce a list of points or instructions. We use *at first* when we change our minds about someone or something.

At first *I thought she was unfriendly but after I got to know her, we became really good friends.*

Don't use *at last* or *in the end* to introduce a final point or instruction. We use *at last* and *in the end* when something finally happens after a long time.

I looked for my car keys everywhere. ***At last***/***In the end*** *I found them underneath the sofa.*

2.3 Adding information

Examples include *as well as*, *in addition to*, *not only … but also*, *and*.

As well as *my English homework, I had some maths to do before Monday.*
In addition to *all that, I had to write a letter of application for a summer job.*

Watch out!

When we use *not only*, we swap the order of the (auxiliary) verb and the subject.

Not only did she *have to do her homework, but she also had to revise for a history test.*

2.4 Giving examples

Examples include *for example*, *for instance*, *such as*, *like*.

I like reality TV shows ***such as*** The X Factor.

My memory is getting very bad. ***For instance***, *last night I completely forgot to phone my friend.*

2.5 Expressing purpose

Examples include *to*, *in order to*, *so as (not) to*.

They went to the bank ***in order to*** *take out some money.*

He took off his shoes ***so as not to*** *wake up the baby.*

2.6 Expressing reason, cause and result

Examples include *because*, *because of*, *as a result*, *that's why*, *so*.

They didn't go out ***because*** *it was raining.* (*because* + verb phrase)

They didn't go out ***because of*** *the rain.* (*because of* + noun phrase)

I didn't finish the work. ***As a result****, I didn't get paid the full amount.*

I had a bad headache. ***That's why*** *I left work early.*

We didn't have enough money to go abroad, ***so*** *we had a holiday at home instead.*

2.7 Expressing contrast

but

But links two contrasting ideas. It is not normally used at the beginning of a sentence. However, it can sometimes be used at the beginning of a sentence when you are writing in an informal style.

Some people say that sportspeople are paid too much money ***but*** *I do not agree.*

I was at home, watching TV. ***But*** *then I remembered I'd forgotten to pick Jo up from the station.*

however

However usually comes at the beginning of a sentence to make a contrast with the previous sentence. It is usually followed by a comma.

I wanted to go to Paris for a holiday. ***However****, I had no money at all so I couldn't!*

although, even though, though

Although, *even though* and *though* introduce a clause of contrast. If the clause comes first, it is followed by a comma.

Although *it poured with rain all afternoon, we had a good day in the countryside.*

We had a good day in the countryside ***even though*** *it poured with rain all afternoon.*

whereas, while

Whereas and *while* are used to compare two things and show how they are different.

I love playing tennis ***whereas*** *my sister prefers basketball.*

While *speaking English is important, you also need to practise the grammar.*

in spite of, despite

In spite of and *despite* are followed by a noun or *-ing* form.

In spite of *the cold, we went for a long walk.*

Despite *feeling tired, we went for a long walk.*

nevertheless

Nevertheless expresses contrast. It usually introduces something unusual or unexpected.

They didn't have much money. ***Nevertheless****, they spent a fortune on their honeymoon.*

On the one hand, … On the other hand, …

These phrases are introduce opposing points in a discussion.

On the one hand*, I enjoy long journeys because it's nice not to be rushing all the time.* ***On the other hand****, sometimes I get frustrated because I want to get to my destination quickly!*

otherwise

Otherwise is used to show what will happen if something else doesn't happen first.

I must check my written work for mistakes. ***Otherwise*** *I might get a bad grade.*

3 Model answers, with hints and useful language

3.1 Essay (Part 1)

For work on essays, see pages 14, 56 and 130.

TASK

In your English class you have been talking about holidays. Now your teacher has asked you to write an essay.

Is it better to learn more about your own country rather than travel abroad on holiday?

Notes

Write about

1 which is more expensive

2 which is more educational

3 ..... (your own idea)

Write an **essay** using **all** the notes and giving reasons for your point of view. Write **140–190** words.

USEFUL LANGUAGE

Introducing different points and sequencing

Firstly/Secondly/Finally, …

First of all, …/I would like to begin by saying …

Another advantage/disadvantage is …

In conclusion, I must say that …

Giving general opinions

Some people think/say that …

It is thought/said that …

Most of us believe that …

Giving your opinion

For me, …

Personally speaking, …

I think/feel/believe that …

In my opinion/view …

From my point of view, …

Giving reasons and examples

This is because …

The reason for this is …

I say/mention this because …

For example, …

For instance, …

Places like/such as …

Expressing contrast

Although I can understand …

However, …

In contrast to this, …

While it is true that …

On the other hand, …

These model answers show two students' different opinions.

Model answer 1

Refer to the essay question but try to rephrase it.

Which is better? Staying in our own country or travelling abroad on holiday? Although I can understand why some people think we should find out more about our own country, I think it's better to go abroad.

Use an appropriate semi-formal style.

I realise that there are many interesting and beautiful places I have not seen or been to in my country. Tourists may have seen more than I have! And, of course, it is more important to know about the country where you live and where you were born. It is also a lot cheaper to have a holiday in your own country and can sometimes be less stressful than going abroad.

Add details to support your points.

Use formal linking devices.

However, in my opinion, it is very good for people to travel to different countries as much as possible. In addition to seeing new types of scenery and spectacular sights, you can meet people who have a different way of life. There is so much more to learn abroad.

Make your opinion clear in your conclusion.

In today's world, it is very important for us to respect people from other cultures and I firmly believe that travelling to these countries is the best way of doing this.

Model answer 2

Expand on the essay question in your introduction.

everyone needs a break but while many people choose to spend their holiday time in another country, others prefer to stay and explore their own. I have to admit that I belong to the second group.

Give reasons for your opinion.

Firstly, a holiday abroad can be very expensive, especially for a big family. You need to pay for accommodation and travel, which can both cost a great deal. There is also holiday insurance to consider, which I think is more important when you travel abroad. In contrast to this, a holiday in your own country is likely to be much less expensive and stressful.

Give examples where appropriate.

Refer to people's opinions.

Secondly, people often do not realise that there are lots of different beautiful and interesting places still to visit in their own country. Many people say that they like to go abroad to learn about different cultures but, in fact, even in a small country like england, the people who live in different areas have different traditions, food and even ways of speaking!

Although I can see the attractions of going abroad, in my opinion, there are definitely more benefits to travelling around your own country.

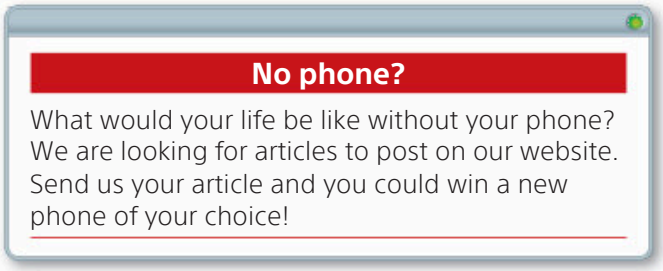
Balance your conclusion.

3.2 Article (Part 2)

For work on articles, see pages 88 and 110.

TASK

You have seen this advertisement on an international student website.



Write your **article** in **140–190** words in an appropriate style.

Model answer

No phone? A nightmare!

Quite honestly, I can't imagine life without my smartphone. It's always with me. Wherever I go, it's in my pocket and even at night it's by my bed in case I get a late call or text.

My parents think I'm mad! But then they're from a different generation. All my friends rely totally on their phones for all sorts of things – like keeping in touch, taking photos and posting online. I also use it to buy things, check where the best sales are, check out train times and so on. It plays a big part in my life!

What would I do without it? I imagine I would have to start visiting people in order to keep in touch, or I'd have to use my laptop to go online and email friends. And that would be hard because sometimes you're not near a computer when you want to do that.
I also think that the feeling of being out of touch with people would be quite frightening!

I suppose we've become too dependent on them. A life without my mobile phone? no, thank you!

Start with an interesting phrase/sentence to encourage the reader to continue reading.

Use an informal style.

Use a direct question to involve the reader.

Make your own opinion clear.

Try to think of an interesting title to catch the reader's eye.

Use informal linkers.

Try to finish with an interesting ending.

USEFUL LANGUAGE

Involving the reader

Have you ever considered … ?
Can you imagine … ?
How many people would agree with that?
Surely, everyone should be allowed to …

Mentioning different points

For a start, …
To begin with, …
Firstly, …
Another important point is …
As well as that, …

Giving your opinion

I strongly believe that …
I also think that …
I imagine …
I suppose …

3.3 Report (Part 2)

For work on reports, see pages 46 and 98.

TASK

Your school sent you and some other students to take a summer course at a language school in the UK. Your teacher has now asked you to write a report on the course, including your comments on the lessons, accommodation, school facilities and the social programme.

Write your **report** in **140–190** words in an appropriate style.

Model answer

Give a title to your report.

State the purpose/aim of the report and try to rephrase the wording of the task.

Use subheadings. This makes it easier for the reader to find the main information.

Give concrete, factual information, referring to numbers and amounts where appropriate.

Finish with a conclusion and a recommendation.

Use formal language.

Report on summer course at edwards Language School

The aim of this report is to comment on the course at edwards Language School in the UK this summer.

The course

The teaching was excellent. The programme was well organised and covered many important aspects of the english language. With only six people in each group, we had plenty of opportunities to practise.

Accommodation

All the host families were kind and the rooms we had were comfortable. The families were close to the school, so we could walk there every day.

School facilities

The school is quite small – only seven classrooms – but it has good facilities. There is a games room and a small library. It also has a good cafeteria, with reasonable prices.

Social programme

The school organised many interesting evening and weekend events for us and one Saturday we went on a day trip to London.

Conclusion

To sum up, I must say that it was a very successful stay which was enjoyed by everyone. our english has improved considerably and I would thoroughly recommend this course to future students.

USEFUL LANGUAGE

Stating the aim of the report

The aim/purpose of this report is to …
This report is intended to …

Making conclusions and recommendations

To sum up, …
It was felt that …
In conclusion, I would like to say that …
To conclude, it must be said that …
Generally speaking, …
I would (thoroughly) recommend …
It seems that …

3.4 Review (Part 2)

For work on reviews, see pages 34 and 120.

TASK

You recently saw this advertisement on a college website.

Reviews wanted

Have you seen any good TV documentaries recently? We are looking for reviews of recent documentaries to put on our website. Send us your review! If it's posted on our website, you will receive a DVD of *Best Documentaries of the Twenty-first Century*.

Write your **review** in **140–190** words in an appropriate style.

Model answer

In the introduction, state the name of the film/book/programme/etc.

Give some information about the subject of the film/book/programme/etc.

Use a range of vocabulary to interest the reader.

Conclude with an opinion/recommendation.

Last week I saw *The Queen of the Ocean*, the new documentary about the *Titanic*, the biggest ship in the world that sank on her first voyage in 1912. It was excellent.

There have been many films and books about this famous ship over the last 100 years, but this documentary looked at the story from a different point of view. Whereas most of the stories we hear are about the passengers, this documentary was all about the people who built the ship and those who were working on board when she sank.

I found the documentary fascinating. not only was it visually interesting – it included lots of early photographs of the builders, crew and the ship as she was being built – but it was also extremely informative. I learnt a lot of facts that I hadn't known before. Some of them were very sad. For example, the number of people who died while they were building *Titanic*.

If you missed it last week, it's on again next Thursday. It's definitely worth seeing – don't miss it!

Link your ideas.

Explain why you enjoyed/didn't enjoy it.

Give examples where appropriate.

USEFUL LANGUAGE

Introduction

Last week I saw …

… is an excellent film.

The book I'm going to review is …

Giving information

This documentary was all about …

The story is based on …

The film is set in …

The main character is …

It follows the life of …

Giving your opinion

It was excellent.

I found it fascinating.

I particularly liked …

It's very dramatic.

Recommending

Those people who liked … will love …

I cannot recommend this film enough.

This is a must for …

I would recommend anyone to …

It's definitely worth seeing/reading.

3.5 Informal email/letter (Part 2)

For work on informal emails/letters, see pages 24 and 78.

TASK 1

You have received an email from your English-speaking friend Jonas, who is coming to stay with you next weekend. Read this part of the email and write your email to Jonas.

I'm really looking forward to the weekend. It will be good to get away from all this revision I'm doing! Maybe we can go for a walk in the forest? By the way, how do I get to your house from the station? Also, any suggestions for where I can take you all out for a meal over the weekend?

See you soon,
Jonas

Write your **email** in **140–190** words in an appropriate style.

TASK 2

You are on holiday. Before leaving home, you received a letter from your Scottish friend, Molly. Read this part of the letter and then write your letter to Molly.

So, you're off to Spain. Lucky you! don't forget to write to me and tell me all about what you're doing and if you meet any interesting people!

Love,
Molly

Write your **letter** in **140–190** words in an appropriate style.

USEFUL LANGUAGE

Opening and closing the email/letter

Hi … ,
Dear … ,
Best wishes,
Love/Lots of love,
All the best,
Bye for now,

Beginning the email/letter

As promised, I'm writing …
Don't be surprised – I know I haven't written for a while!
Sorry it's taken me so long to write back.

Referring to previous communication

Thanks (so much) for your letter.
It was lovely to hear from you.
Great to hear from you.
It was lovely to get your email.

Making suggestions

We can/could …
It would be lovely to …
How about … ?
Why don't we … ?

Ending the email/letter

I'll text you when …
I'll see you at …
I'm (really) looking forward to seeing you.
See you soon.
Hope to hear from you soon.
Do write back soon.
Write soon.
Let's meet up soon.
Give my love/best wishes to your sister.

Model answer 1

Use an informal greeting.

Hi Jonas,

Refer to the email/letter you have received from your friend or to any shared information.

Great to hear from you. I can't wait for next weekend either!

When you get to the station, it's better to get a bus as we live quite a long way from it. Outside the station, turn left and there's a bus stop just along the road. Get the number 55 and get a ticket to Harper's Grove. Text me when you're on the bus and I'll meet you at the stop.

Use appropriate language for the purpose of your email/ letter (e.g. to give instructions, to make suggestions).

It will be lovely to go out for a meal. We could go to the new Italian restaurant in Harper's Bridge – it's had a lot of good reviews. I'll book a table.

Order your email/letter logically, with separate paragraphs for different points or topics.

On Sunday we've arranged to go out for the day to the beach. We can have a picnic and do some swimming. Then we can visit Arundel Castle on the way back. We thought you might like that. We'll still get our exercise!

Think of an interesting way to finish (e.g. refer to something in your friend's email or to the next time you'll see your friend).

Good luck with the history test. Don't worry, you'll be fine. You're so good at history!

Have a good journey on Friday and I'll see you at the bus stop!

Use an appropriate informal phrase to end your email/letter.

All the best,
Katy

Model answer 2

Hi Molly,

Say why you're writing.

As promised, I'm writing to you from sunny Spain! At the moment I'm sitting on a beautiful beach, getting a good tan and I'm just about to have a swim to cool off! Am I making you jealous?

Use a direct question to involve the reader.

The journey here was terrible. There were delays and then we had to wait ages for our luggage. But it was worth it! The hotel is perfect. It's right on the beach, the rooms are spacious and we've all got a balcony overlooking the lovely gardens.

Mention all the points you are asked to write about.

So far we've spent most of the time on the beach, just chilling out, because the weather's been very good. But tomorrow we're going on an excursion along the coast to see some little villages and have a meal in a restaurant that serves local specialities.

Expand on points to interest the reader.

The people at our hotel are from lots of different countries and I've met a really nice girl from France. She's here with her parents. It's good to practise both my French and my Spanish!

Use informal language.

Anyway, I'll text you when I'm back and we can meet up.

Love,
Bess

3.6 Email/Letter of application (Part 2)

For work on emails/letters of application, see page 66.

TASK

You have seen this advertisement on a website.

Are you a good swimmer? Do you enjoy working with children?

Then this might be just the job for you! We are looking for reliable young people with some spare time, who would like to work as lifeguards to earn some extra money.

Apply in writing to Mr Nick Turner, explaining why you consider yourself suitable and giving details of your availability.

Write your **letter** in **140–190** words in an appropriate style.

Model answer

Use a formal greeting.

Say what you are applying for and where you saw the advert.

Say why you are suitable.

Refer to contact details.

Mention all the points you are asked to write about.

Use an appropriate phrase to end your email/letter.

dear Mr Turner,

I am writing to apply to become a lifeguard at the Fullerton Leisure Centre. I saw your advertisement on our college website and believe that I would be a suitable applicant.

I am a nineteen-year-old French student and I have been studying english in dorhampton for six months. I am currently working in a fast-food restaurant at the weekends but I would like to become a lifeguard as I enjoy swimming and I have had experience as a lifeguard in my own country. I used to work at my local swimming pool at the weekends and in the holidays. I am reliable and fit, and I have several lifeguarding certificates.

If you accept my application, I shall give up my weekend job and this will mean I can be available after school every day and all day Saturday and Sunday.

I would be grateful if you could let me know your rates of pay. You can contact me on 0708963452 and at jlemaitre09@ahol.kaz.

I look forward to hearing from you soon.

Yours sincerely,
Jean Lemaitre

USEFUL LANGUAGE

Opening and closing the email/letter

Dear Sir/Madam/Mr. Watson,
Yours,
Yours sincerely/faithfully,
Kind regards,

Giving the reason for writing

I am writing to apply for …
I would like to apply for …

Talking about qualifications/ experience/suitability

I have lived and studied in …
I have a lot of experience in …
I have always wanted to …
I can speak three languages.
I have done similar work before.
I believe I am an ideal applicant for this type of work.

Ending the email/letter

Thank you for considering my application.
I hope/Hoping to hear from you soon.
I look forward to hearing from you.
I enclose/attach my CV.
Please find my CV attached.
I would be grateful if you could send me …

Phrasal verbs list

A phrasal verb is a verb followed by an adverb or preposition. This list focuses on phrasal verbs which are idiomatic or non-literal. There are four types of phrasal verb.

1 Intransitive

These phrasal verbs take no object.

*The plane **took off** at 6 a.m.*

*The washing machine **broke down** yesterday.*

2 Transitive and separable

These phrasal verbs need an object. The object can go either between the verb and particle or after the particle.

*I **turned** the light **on**.* *I **turned on** the light.*

Watch out!

When the object is a pronoun, it *must* go between the verb and particle.

*My dad **picked me up** from the station.*

*My dad ~~**picked up me**~~ from the station.*

3 Transitive and inseparable

These phrasal verbs need an object. The object can only come after both the verb and particle.

*We sometimes **look after** our niece.*

4 Transitive and inseparable with two particles

These phrasal verbs need an object. The object can't go between the verb and particles.

*I'm **looking forward to** meeting your parents.*

apply for (type 3) make a formal request for something: *Megan has **applied for** a better job.*

break down (type 1) stop working: *Oh no! The lift has **broken down** again.*

break up (type 1) end a relationship: *Cindy and Malcolm have **broken up** again.*

(type 2) destroy: *They **broke** the ship **up** for scrap.*

bring out (type 2) introduce: *They have **brought out** a new edition of the book.*

bring up (type 2) raise: *His grandmother **brought** him **up** when his parents got divorced.*

raise a topic: *Someone **brought up** the subject of parking at the meeting.*

bump into (type 3) meet by chance: *Guess who I **bumped into** at the supermarket.*

calm down (type 2) become less emotional: *When he fell, Shiona **calmed** him **down** and cleaned his cut knee.*

carry on (type 1) continue: *If we **carry on** like this, we won't have any money left.*

catch on (type 1) become popular: *This new fashion will never **catch on**.*

finally understand: *I didn't understand him at first, but I eventually **caught on**.*

chill out (type 1) relax: *At the end of the day I like to **chill out** in front of the telly.*

click on (type 3) select (on a computer): *Just **click on** that icon to open the file.*

come across (type 3) find, often by chance: *They **came across** some hidden treasure while they were building the house.*

come along (type 1) join a trip or an activity: *You're very welcome to **come along** this evening.*

come up (type 1) appear, occur: *I can't see you tonight – something's **come up** at work.*

come up with (type 4) have an idea: *We've **come up with** a great solution to the problem.*

cut down on (type 4) reduce the amount you consume: *You won't lose weight unless you **cut down on** sugar.*

deal with (type 3) take action: *We need to **deal with** the problem before it gets worse.*

dress up (type 1) wear your best clothes: *It's a special occasion, so we should **dress up**.*

wear special clothes for fun: *He knew it was a fancy-dress party, but he didn't want to **dress up**.*

end up (type 1) finish, often in an unexpected way or place: *We followed our sat-nav and **ended up** at the top of a mountain!*

fall out (type 1) have a serious argument: *They **fell out** four years ago and haven't spoken to each other since.*

fall over (type 1) fall: *He slipped on the ice and immediately **fell over**.*

fall through (type 1) collapse, fail to happen: *Plans to make the book into a film **fell through**.*

find out (type 2) discover/learn information: *Can you **find out** the train times to Milan?*

fit in (type 2) find the time to do something: *The doctor can **fit** you **in** at six o'clock.*

get away (type 1) escape: *We tried to catch the thieves but they managed to **get away**.*

get in (type 1) arrive at work/school/home: *What time did Miriam **get in** today?*

get into (type 3) become involved in something: *Dave **got into** acting when he was still at school.*

get on (type 1) have a (good) relationship: *We've been **getting on** better recently.*

get over (type 3) recover from an illness: *It took him ages to **get over** the flu last winter.*

give away (type 2) distribute: *She **gave away** her money to the dogs' home.*

tell a secret: *Mum accidentally told Dad about the party and **gave away** the surprise.*

give up (type 2) stop doing something: *She **gave up** playing tennis after the twins were born.*

go along (type 1) go to an event: *We **went along** to the meeting.*

go along with (type 4) agree or support: *I'm happy to **go along with** that suggestion.*

go away (type 1) leave: *Please **go away**, I'm trying to finish my homework.*

go down (type 1) become lower: *House prices have **gone down** again this month.*

go down with (type 4) become ill: *They all **went down with** a terrible stomach bug.*

go for (type 3) choose, select: *I think we should **go for** the green one.*

go into (type 3) enter/join a profession: *She **went into** the police when she left school.*

go off (type 1) leave: *He **went off** to school in a very bad mood.*

become too bad to eat or drink: *This butter tastes strange; I think it's **gone off**.*

go on (type 1) happen: *What's **going on**? Why is there so much noise?*

complain: *Stop **going on** like that – there's nothing we can do.*

go out (type 1) leave your house: *There's nothing on TV – why don't we **go out**?*

go up (type 1) increase: *Unemployment keeps **going up**.*

grow into (type 1) develop over time and become: *Their small family business **grew into** an international company.*

grow up (type 1) become an adult: *Shakespeare **grew up** and went to school in this town.*

help out (type 2) assist: *Our neighbour **helped** us **out** with moving the furniture.*

join in (type 3) participate: *Don't be shy! Everyone can **join in**.*

keep up with (type 4) stay at the same level: *I'm no good at maths; I can't **keep up with** the rest of the class.*

knock down (type 2) demolish: *They **knocked down** the old hospital and built a modern one.*

light up (type 2) illuminate: *The firework display **lit up** the sky – it was amazing.*

live on (type 3) survive: *I don't know how they **live on** such a small salary.*

look after (type 3) take care of: *Can you **look after** the children this evening?*

look for (type 3) try to find: *I'm **looking for** my car keys – has anyone seen them?*

look forward to (type 4) be excited about something that is going to happen: *We're really **looking forward to** seeing Maria again after so many years.*

look into (type 3) investigate: *A team is **looking into** the cause of the fire.*

look round (type 3) visit: *After we unpacked, we **looked round** the old town.*

look up (type 2) consult, check: *I **looked** their number **up** in the phone book.*

meet up (type 2) meet other people to do something: *We **met up** outside the station and went to the concert.*

mess up (type 2) spoil: *She **messed up** the job interview by arriving late.*

move in (type 1) begin living in a new home: *When we **moved in**, we redecorated the house.*

pass on (type 2) transmit (knowledge or disease): *Grandma **passed on** her secret recipe.*

pass out (type 1) faint: *It was so hot on the underground I **passed out**.*

pick up (type 2) go and collect: *Can you **pick up** my dress from the dry-cleaner's?*

catch an illness: *She **picked up** an eye infection at the swimming pool.*

learn (a skill/a language): *Hannah **picked up** Italian after just six months.*

point out (type 2) draw someone's attention to: *She **pointed out** that there was a spelling mistake on the poster.*

put away (type 2) store: *We need to **put away** the decorations for another year.*

put off (type 2) discourage: *The weekend course **put** him **off** becoming a soldier.*

delay: *We've **put** the trip **off** until next week.*

put on (type 2) wear a piece of clothing: ***Put on** your coat – it's cold outside.*

put up (type 2) install, fix in place: *We need to **put up** some bookshelves in the sitting room.*

put up with (type 4) support: *I can't **put up with** your behaviour anymore. I'm leaving.*

run out (type 2) consume completely: *Oh no, we've **run out** of milk.*

(type 1) be used up or finished: *Oh no, my battery just **run out**!*

save up (type 2) gradually save money: *People used to **save up** until they could afford to buy something.*

set off (type 1) begin a journey: *They **set off** on a five-year voyage around the world.*

show round (type 2) act as a guide: *Paula **showed us round** the new sports centre.*

sort out (type 2) organise, find a solution: *When my grandfather died, it took months to **sort out** all his papers.*

stand out (type 1) be obviously different: *She is an excellent student who **stands out** from all the others.*

take off (type 1) leave the ground: *The plane **took off** on time.*

(type 2) remove clothing: *I'm going to **take off** my tie – it's so uncomfortable.*

take over (type 2) assume control: *I'd like you to **take over** the shop while I'm on holiday.*

take up (type 2) begin something new: *I'm going to **take up** golf when I retire.*

think about (type 3) consider: *She's **thinking about** studying abroad for a year.*

think up (type 2) invent: *She spent the journey **thinking up** an excuse for why she was late.*

throw away (type 2) discard: *She **threw away** his favourite trainers without telling him.*

try out (type 2) test: *I'd like you to **try out** this new washing powder and tell me what you think.*

turn down (type 2) reduce the level: *Can you **turn down** the music? I'm trying to concentrate.*

refuse: *She **turned down** the job because the salary was too low.*

turn into (type 2) transform: *They've **turned** the old cinema **into** a bowling alley.*

turn off (type 2) switch off, stop: *Don't forget to **turn off** the computer.*

turn up (type 1) arrive, often unexpectedly: *You can't just **turn up** at their door – phone them first.*

(type 2) increase the level: ***Turn** it **up**! I love this song!*

watch out (type 1) pay attention, be careful: ***Watch out** – that paint is still wet.*

work out (type 1) do exercise: *She **works out** at the gym twice a week.*

(type 2) calculate: *I can't **work out** the answer to this problem – can you help?*

Irregular verb families

One way of learning irregular verbs is to treat them as families that follow certain patterns.

No clear pattern

be	was/were	been
do	did	done
eat	ate	eaten
go	went	*gone/ been
lie	lay	lain
see	saw	seen
win	won	won
write	wrote	written

gone has the idea of leaving;
been has the idea of leaving and returning

No change

cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
read /**ri:d**/	read /**red**/	read /**red**/
set	set	set

Past simple and past participle have the same form

Ending in *-t* or *-d*

build	built	built
feel	felt	felt
get	got	got/gotten (US)
lean	leant	leant
learn	learnt	learnt
leave	left	left
lose	lost	lost
mean	meant	meant
meet	met	met
sit	sat	sat
find	found	found
have	had	had
hear	heard	heard
hold	held	held
lead	led	led
make	made	made
stand	stood	stood
understand	understood	understood
lend	lent	lent
send	sent	sent
spend	spent	spent
sell	sold	sold
tell	told	told
lay	laid	laid
pay	paid	paid
say	said /**sed**/	said /**sed**/

Ending in *-ought* or *-aught*

bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought

Change from *-eep* to *-ept*

keep	kept	kept
sleep	slept	slept

Present simple and past participle are the same

become	became	become
come	came	come
run	ran	run

Past participle ends in *-en*

beat	beat	beaten
bite	bit	bitten
break	broke	broken
choose	chose	chosen
drive	drove	driven
fall	fell	fallen
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
ride	rode	ridden
rise	rose	risen
speak	spoke	spoken
steal	stole	stolen
take	took	taken
wake	woke	woken
write	wrote	written

Change from *-i* to *-a* to *-u*

begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
swim	swam	swum

Change from *-ear* to *-ore* to *-orn*

bear	bore	born
tear	tore	torn
wear	wore	worn

Change from *-ow/-y/-aw* to *-ew* to *-own/-awn*

blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown
draw	drew	drawn

Practice test

Reading and Use of English

Part 1

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

Example

0 **A** believed **B** regarded **C** thought **D** agreed

How toys took control of Hollywood

Bernard Loomis is **(0)** ..... by many as the greatest toy salesman who ever lived. He certainly **(1)** ..... an enormous influence on the relationship between toys and films.

In the 1960s Loomis was working for a toy-making company, many of whose toys were **(2)** ..... on films. He soon realised that **(3)** ..... of doing it this way, you could create films especially to sell toys. His first **(4)** ..... to do this was very successful and it became clear that it was the toy-like quality of the film which **(5)** ..... so much to its young audiences.

But the big breakthrough for Loomis came in 1976. When the film *Star Wars* was about to **(6)** ..... out, he suggested making action figures of the film's characters. **(7)** ..... the company wasn't sure at first, the toys sold in their thousands.

Since then directors have often felt under **(8)** ..... from their film companies to create more inventions that can be turned into toys.

1	**A** got	**B** made	**C** did	**D** had
2	**A** based	**B** started	**C** begun	**D** founded
3	**A** preferably	**B** rather	**C** alternatively	**D** instead
4	**A** go	**B** attempt	**C** try	**D** experiment
5	**A** appealed	**B** attracted	**C** influenced	**D** affected
6	**A** turn	**B** come	**C** go	**D** take
7	**A** However	**B** Despite	**C** Although	**D** Whereas
8	**A** difficulty	**B** stress	**C** pressure	**D** demand

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (**0**).

Example

0	on

Summer rain

That summer I was working as the manager of a country hotel **(0)** ..... the west coast of Ireland. The hotel was remote. **(9)** ..... nearest village was kilometres away and the only way you could get to it was **(10)** ..... car.

One night it was raining heavily when we went to bed. When we got **(11)** ..... the following morning, we found ourselves completely cut off. The ground floor of the hotel was flooded, as were the roads and fields around it, and our phones weren't working. As the rain kept falling, we had **(12)** ..... choice but to stay there, hoping we **(13)** ..... soon be able to leave the hotel or **(14)** ..... least call for help.

For the next two days, I tried to keep everybody calm and comfortable, **(15)** ..... wasn't easy. By the third day, with rain still falling, I started to think that nobody **(16)** ..... coming to our rescue. Just as we were beginning to get really worried, we caught sight of a rescue boat!

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Example

0	development

The River Nile

The Nile played a key role in the **(0)** ..... of ancient Egyptian civilisation and was generally of great **(17)** ..... in Egyptian life. The areas surrounding the Nile are desert, so the river provided water, allowing people to grow crops. Without it, they would have been **(18)** ..... to survive. — DEVELOP / IMPORTANT / ABLE

The Nile was also used for **(19)** ..... . Egyptian kings, known as Pharaohs, had ships **(20)** ..... made for them, so that they could travel up and down the Nile and use it for relaxation. It was also **(21)** ..... used for swimming and boating games. — ENTERTAIN / SPECIAL / COMMON

At an impressive 6,670 km in **(22)** ..... , the Nile is the longest river in the world. It is made up of two sections called tributaries – the White Nile and the Blue Nile – which are smaller rivers that run **(23)** ..... , and then meet and join into one river. — LONG / SEPARATE

Today the Nile is still very important for Egypt, with more than ninety-five percent of its **(24)** ..... living on its banks. — POPULATE

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given.

Here is an example (**0**).

Example

0 A very nice sales assistant gave us advice.

GIVEN

We ..... a very nice sales assistant.

The gap can be filled by the words 'were given advice by', so you write:

Example | **0** | were given advice by |

---

25 We should go out today and enjoy the lovely weather.

ADVANTAGE

We should go out today and ..... the lovely weather.

26 I can't wait to go on holiday next month.

FORWARD

I'm really ..... on holiday next month.

27 Harry said he couldn't decide which book to buy.

MIND

Harry said he couldn't ..... about which book to buy.

28 I don't think Alex should lie about breaking the picture.

TRUTH

I think Alex ought ..... about breaking the picture.

29 'I'd prefer to arrive at the concert half an hour early,' said Richard.

RATHER

Richard said he ..... at the concert half an hour early.

30 Rosa will only phone me if there's a problem.

UNLESS

Rosa ..... there's a problem.

Part 5

You are going to read a newspaper article about a TV wildlife presenter called Steve Backshall. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Born to be wild

Steve Backshall is a household name – the presenter of the TV programmes Deadly 60*, in which he tracks down the most dangerous animals, and* Deadly Adventures*, where he manages to survive the world's most inhospitable places.*

Steve Backshall is a hero not only to children, but to their parents too because he does all in his power to inspire a love of adventure. By encouraging young people to connect with the natural world, Steve feels strongly that they will lead a happier, healthier life and be more able to fight the pressures of modern life. Well aware that he will never convince youngsters to give up 'screen time' completely, his TV shows aim to persuade them that activities like windsurfing or riding a horse along a beach are much more exciting than reaching the next level of a video game.

Steve's interest in nature stems from his childhood, growing up on a farm surrounded by goats, chickens and geese. But it was watching the birds and grass snakes in his garden, and catching beetles and lizards which really caught his imagination. 'By turning over leaves and having an inquisitive mind, you can have a mini-adventure in your own garden,' he says. At school, however, a desire to be accepted meant that he took care to hide his knowledge of facts and figures connected to wildlife from other children who would otherwise certainly have made fun of his enthusiasm.

Rather than going on beach holidays, he and his sister would be taken to remote parts of the world, where he remembers experiencing very basic living conditions and coming face to face with wild animals during walking safaris from a very young age. In contrast to his parents' adventurous spirit, he feels that society is now more keen to avoid risks, with parents less prepared to allow young people this kind of freedom. 'Times have changed, but a way of learning by experiencing is something we're in danger of losing if we're over-protected and our days are mapped out for us.'

Steve's close encounters with terrifying-looking animals such as boa constrictors, tarantulas and great white sharks fascinate his viewers, but he brushes off any suggestion that he is fearless, insisting that as long as animals do not feel their young or their territory are in danger, they will leave humans alone. He points out that the statistics back this up; despite their fearsome reputation, an average of four people a year are killed by sharks, which makes it more likely that you are going to be killed crossing the road. 'I've been diving with crocodiles and hippos and been fine, and then got back to the city and felt more in danger by people there.'

The really scary part of his job, he says, has been going to inaccessible parts of the world in search of wildlife. While braving the slippery rock face of a mountain in Venezuela, for example, his crew were caught up in a storm and forced to go back. Although it must have been terrifying, he is *line 32* matter-of-fact as he describes the scene, as if it were just a vague memory. Yet despite this ordeal and also the climbing accident in which he fell twenty-five feet and broke his back, he has never considered retiring.

His hunger for adventure aside, he feels a duty to educate the next generation about the wonders of Earth and their responsibility to protect them, which is why he goes on regular tours to talk about the inspiration behind the books he has written. The audiences, sometimes of several thousands, are mostly wildlife enthusiasts already. 'However, every time I do a talk there will be a few young people who say they got interested in wildlife because of a show I did and this influenced them to go on to study zoology. That's amazing because they're the opinion formers and decision makers of the future, changing the world for better or worse. They're the ones who are going to make a difference.'

31 Steve believes that being outdoors can improve young people's lives by

A making them physically fitter.

B improving their general well-being.

C encouraging them to try adventurous sports.

D motivating them to stop playing computer games.

32 What do we learn about Steve's upbringing?

A He realised he was different from other children.

B He was unpopular with his classmates at school.

C He was fascinated by domestic animals.

D He showed great ability in biological science.

33 Steve regrets that, in comparison with the past, young people today are less likely to be

A excited by visiting faraway places.

B able to see wildlife in its natural setting.

C given so much independence.

D capable of planning their own lives.

34 What does Steve suggest about wild animals?

A Their appearance can be misleading.

B They can pose less of a threat than humans.

C They have never made him feel frightened.

D They generally avoid humans unless they are challenged.

35 The writer's use of *matter-of-fact* in line 32 suggests that Steve was being

A unemotional.

B dishonest.

C unsure.

D forgetful.

36 The main reason that Steve gives talks is because he

A feels obliged to advertise his books.

B enjoys telling entertaining stories.

C likes meeting the young people who watch his programmes.

D wants to motivate young people to keep the natural world safe.

Part 6

You are going to read a newspaper article about Mount Everest. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one extra sentence which you do not need to use.

Traffic jams on Mount Everest

Climbing Mount Everest is one of man's greatest achievements, but as the mountain becomes increasingly accessible, experts warn of overcrowding.

The number of people trying to climb Mount Everest is increasing, with the government of Nepal now issuing more climbing permits than ever to tourists wishing to reach the world's highest peak. And although this rise in visitor numbers is good for the country's economy, there are concerns that too many inexperienced climbers are being allowed to attempt the climb. Experts are worried about what they are calling 'dangerous traffic jams' on the mountain. Tim Mosedale, a British mountaineer, recently complained about the large groups of inexperienced climbers he came across during one of his climbs. 37 He also spoke about the risks involved in climbing without oxygen, which, apparently, people were also doing.

To illustrate his concerns, he posted a photograph on social media of a climber who was wearing his crampons* on the wrong feet. 38 Mosedale said that inexperienced climbers who don't take the mountain seriously also put his own team at risk.

According to Ann Tshering of the Nepal Mountaineering Association, a lot also depends on the weather. He explained that every climbing season there are only three or four days with appropriate weather conditions to allow a safe climb. 39 Tshering also said, however, that if too many climbers do attempt to set out on the same date, the authorities try to distribute them so as to avoid traffic-jam-like conditions and delays.

Mingma Tenzi Sherpa, a Nepali mountain guide, says that such delays can cause a number of problems 40 Two of them suffered injuries as a result of having to wait in the freezing temperatures.

At the moment, the government of Nepal is considering different measures to avoid traffic jams and help make climbing safer. One of them is introducing an age limit for climbers. 41 Experts are also suggesting additional measures, including a limit to the number of permits issued per climbing season.

Although these measures will definitely help make climbing the world's highest peak safer, they are likely to have a negative effect on a major source of income for the country. 42 In addition, a lot of locals depend on tourism for their income. And they fear that reducing the number of visitors will also have a negative effect on tourism in general.

*pieces of metal with sharp points that mountain climbers put under their boots to stop them slipping on ice or snow

A Others were seen without helmets or with things spilling out of their rucksacks.

B Nepal earns millions of dollars through selling climbing permits.

C He reports that during one of his climbs, his clients were delayed for four hours on their way to the summit.

D And with so many people attempting to climb within such a short period of time, overcrowding is possible.

E These are likely to include discussions about the base camp too.

F He reported that there were several people not following some fairly basic safety principles.

G Another is only issuing permits to those who have already climbed mountains that are higher than 6,500 metres.

Part 7

You are going to read an article in which four women talk about their daily journey to work. For questions **43–52**, choose from the sections (**A–D**). The sections may be chosen more than once.

Which woman

advises against using her method of transport in bad weather? 43 ☐

dislikes being unable to move around when she is travelling? 44 ☐

worries about the consequences of getting delayed? 45 ☐

prefers to avoid talking to people on her way to work? 46 ☐

values the opportunity to connect with wildlife and nature? 47 ☐

finds the journey can be a good way to relax after work? 48 ☐

is determined to use her travelling time for learning a skill? 49 ☐

regrets her inability to concentrate on anything during the journey? 50 ☐

mentions how the scenery changes according to the season? 51 ☐

appreciates the chance to communicate with other travellers? 52 ☐

A Sarah

I'm a nurse and visiting people in mostly rural areas with no railway stations and unpredictable bus services means I have no alternative but to drive. My little car is quite old now and I'm not sure how much I trust it, so I get a bit nervous in case it breaks down and I miss my appointment, especially in the winter when there could be floods or icy roads. To be honest, I thought I'd get bored but in fact, driving to appointments helps me to prepare for the day ahead and driving home helps me to unwind. Singing along to the radio helps. I don't even get bored doing the same journey again and again because the countryside can look totally different depending on the time of year, and it's amazing to see!

B Joanna

It would actually be easier to drive to work, but I get anxious when I'm cooped up in a small space for a long time, so I either walk or get a lift to my nearest railway station and get the train, where at least you can stretch your legs. There are quite a few other regular passengers and it's nice to have a chat and a good moan about the cost of season tickets or car park fees. We do get fed up when the train isn't running on time, especially in the winter. You can't rely on them at all. I used to catch up with my emails and write reports on the train but it felt as if I was working non-stop, so now I try to do things I might otherwise not have time for – like keeping up with the news. I've just started learning Italian online too. It makes the journey seem worthwhile.

C Laura

To get to the train station, I have to go by bike. It's quite a long way and people think I'm mad, but it saves me time in the end because I don't have to go out and do any other exercise when I get home. I can just chill. I set myself a goal every day, so I'm getting faster and fitter. I've got more energy and it helps me to concentrate on my work and sleep better at night. If I went by car, it wouldn't be that much faster and I'd miss things like seeing the rabbits and deer in the early morning, and the beautiful sunrises and sunsets at certain times of year. I wouldn't recommend doing it in the winter though. It can be horrible! And cycling in the city isn't much fun either, because of all the traffic and pollution.

D Cindy

It takes me nearly two hours to get to work and involves a bus journey, the tube and then a long walk at the other end. On the bus, I usually end up just staring out of the window because I get up really early and I'm still half asleep. If there's anyone I know on the bus, I'll pretend I'm dozing – I can't stand having to chat at that time in the morning. I'd really hoped a long commute would enable me to read all those novels I've been wanting to read, but it hasn't worked out like that, which is really irritating because I just waste my time. The problem is I don't have long stretches of time and I often have to stand on the tube. In fact, it's usually so crowded you can't even change your position. So it's hard to keep your mind on a book and remember what you've read.

Writing

Part 1

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

In your English class you have been talking about studying abroad. Now, your English teacher has asked you to write an essay.

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

What are the advantages and disadvantages of studying abroad?

Notes

Write about:

1 opportunity to learn another language, opportunity to travel and see new places

2 may miss family, expense

3 ..... (your own idea)

Part 2

Write an answer to one of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

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2 Your English teacher has asked you to write a report about different places where people can go out to eat in your town/city. Your report should:

- give information about the different types of restaurants in your town/city
- include the opinions of different people about the restaurants.

Write your **report**.

3 You see this announcement in an English-language magazine.

Film reviews wanted

Have you seen a film recently in which your favourite actor/actress had a leading role?

Write us a review of the film, explaining which character the actor/actress played and how successful he/she was in this role. Tell us whether or not you would recommend this film to other people.

The best reviews will be published in next month's magazine.

Write your **review**.

4 You see this announcement on an English-language website.

Articles wanted

Technology

How much time do you spend using a smartphone or tablet each day? Is this a problem? Has using this technology made your life better or worse?

Write us an article answering these questions.

The best articles will be posted on our website.

Write your **article**.

Listening

Part 1 58

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

1 You hear a girl leaving a message for her friend about a basketball match. What does she say about today's match?
- **A** She's is unable to take part due to injury.
- **B** She may be late for the practice session.
- **C** She'll be joined by an experienced player.

2 You hear two friends talking about a concert they've just been to. What do they agree about it?
- **A** It was good value for money.
- **B** It finished surprisingly early.
- **C** It was too crowded to be comfortable.

3 You hear a man leaving a voicemail message for his son. Why is he calling?
- **A** to offer him some advice about a problem
- **B** to give him information about arrangements
- **C** to remind him about an appointment

4 You hear a woman telling a friend about a holiday she's been on. What does she say about the hotel she stayed in?
- **A** It had amazing leisure facilities.
- **B** It served top-quality food.
- **C** It was in a very convenient location.

5 You hear part of a talk by an expert on sleep. What is he doing?
- **A** explaining why sleep is important
- **B** discussing what stops people sleeping well
- **C** describing how to get a good night's sleep

6 You hear two colleagues talking about a new job that was created in their office. How does the man feel about it?
- **A** furious that he wasn't made aware of the opportunity for promotion
- **B** sure that the wrong person was promoted
- **C** annoyed that he wasn't given the promotion

7 You hear a woman leaving a message for her driving instructor. Why is she going to miss today's lesson?
- **A** She needs to go somewhere urgently.
- **B** She isn't feeling very well.
- **C** She's broken her glasses.

8 You hear two friends talking about a restaurant. What does the woman think about it?
- **A** The service needs improving.
- **B** The menu lacks variety.
- **C** There are too many tables.

Part 2 59

You will hear a man called Ollie Stevenson talking about his hobby, photographing birds. For questions **9–18**, complete the sentences with a word or short phrase.

Photographing birds

In autumn, Ollie enjoys photographing **(9)** ..... more than other birds.

Ollie generally avoids going to **(10)** ..... when he's photographing local birds.

Ollie says that his cheaper camera is more practical because it isn't **(11)** ..... .

Ollie admits that buying a cheap **(12)** ..... as part of his kit was a mistake.

Ollie uses material from his **(13)** ..... to make his shelters.

Ollie explains that small birds such as grey wagtails can get used to a shelter in only a **(14)** ..... .

Ollie says that birds in woodlands usually stay close to their **(15)** ..... .

Ollie recommends taking close-up shots of **(16)** ..... in autumn before they disappear.

Ollie makes changes to the **(17)** ..... in his photos before printing them.

Ollie says he makes a **(18)** ..... using his photos.

Part 3 60

You will hear five short extracts in which people are talking about their jobs. For questions **19–23**, choose from the list (**A–H**) what each speaker likes most about their job. There are three extra letters which you do not need to use.

A working with friendly colleagues
B having the ability to work from home
C getting the opportunity to travel
D having long holidays
E working flexible hours
F getting an opportunity to learn new skills
G being in a modern office
H having an encouraging manager

Speaker 1 19 ☐
Speaker 2 20 ☐
Speaker 3 21 ☐
Speaker 4 22 ☐
Speaker 5 23 ☐

Part 4 61

You will hear an interview with a woman called Laura Cooper, who is talking about working in a summer camp in the USA. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

24 Why did Laura decide to work at the camp?
A to earn some money
B to meet some new people
C to get work experience with children

25 Which aspect of the job did Laura find difficult?
A working long hours
B dealing with homesick children
C being part of a team

26 Laura thinks the managers of the camp
A are already doing an excellent job.
B need to improve communication with the staff.
C would benefit from having more experienced employees.

27 When she met her colleagues, Laura was surprised by the range of
A nationalities.
B talents.
C backgrounds.

28 Laura's most memorable day at the camp was when
A she taught a disabled child how to do something.
B she met the head of a well-known charity.
C she won an award for the work she had done.

29 Laura thinks teenagers benefit from having a summer job because
A it increases their levels of self-confidence.
B it prevents them from getting bored.
C it allows them to learn new practical skills.

30 At the end of her time at the summer camp, Laura felt
A sorry that it had passed so quickly.
B grateful for everything she had learned.
C sad at having to say goodbye to everybody.

Speaking

Part 1

2 minutes (3 minutes for groups of three)

62 Listen to the recording and answer the questions. Pause the recording after each bleep and give your answer.

Part 2

4 minutes (6 minutes for groups of three)

Candidate A: Here are your photographs. They show people travelling in different ways. Compare the photographs and say why you think the people have chosen to travel in these ways.





Candidate B: Do you enjoy travelling by plane? Why/Why not?

Candidate B: Here are your photographs. They show people working in different places. Compare the photographs and say what you think are the advantages and disadvantages of working in each place.





Candidate A: Would you like to work from home? Why/Why not?

Part 3

4 minutes (5 minutes for groups of three)

Here are some things that attract people to visit a city. Discuss the question.



Now decide which ways would be most successful for attracting young people.

Part 4

4 minutes (6 minutes for groups of three)

63 The interlocutor will ask you and the other candidate questions related to the topic of Part 3. Listen to the questions and when you hear the bleep, pause the recording and discuss the question with the other candidate.

Audio scripts

Unit 1

01

A OK, well, I'm at college and still living at home, so, yeah, I see my mum and dad and my little sister all the time – too much, maybe! No, just joking – they're cool. We don't have a big extended family but my grandparents live nearby, so I go round theirs once or twice a week. But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark. He's studying in Canada for a year. I miss him loads. He's really enjoying his time away – but I'm not. I can't wait until he comes home in June. Big celebration time!

B I know a lot of people get pen friends from other countries when they're at school and some of them stay in touch for years and years. My sister-in-law is in her thirties and she still meets up with her French pen friend once a year! And another of my friends is engaged to her Italian pen friend! Other people find friends in other countries online – you know, they sign up for international student magazines and things. But for me, I think it's good to meet people face to face. It's the best way to get to know each other properly, don't you agree? So, I like to keep in touch with people I meet on holiday.

C Oh, it's so hard these days. So, the truth is, not often at all! You see, I've got a two-year-old daughter so, sadly, I've lost touch with most of my old friends – the ones who don't have kids and still work. Their lifestyles are so different to mine now and we rarely see each other. But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks. I really miss my old friends though. But hey, that's life.

D Well, when you're young, of course, it's easy – there's school and clubs and places like that. And then when you're working, well, there are your colleagues. But it's when you get to my age – I'm retired and divorced – it gets harder to know quite how to make new friends. That's why a lot of older people get really lonely. Me personally? I'm OK. I belong to a drama club and I'm always meeting new people there. I would say that throughout life, people make friends because they've got similar interests.

02

N = Narrator B = Boy

1

N: You hear a boy talking about his family.

B: OK, well, I'm at college and still living at home, so, yeah, I see my mum and dad and my little sister all the time – too much, maybe! No, just joking – they're cool. We don't have a big, extended family but my grandparents live nearby, so I go round theirs once or twice a week. But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark. He's studying in Canada for a year. I miss him loads. He's really enjoying his time away – but I'm not. I can't wait until he comes home in June. Big celebration time!

03

N = Narrator W = Woman M = Man

2

N: You hear a woman talking about friends from other countries.

W: I know a lot of people get pen friends from other countries when they're at school and some of them stay in touch for years and years. My sister-in-law is in her thirties and she still meets up with her French pen friend once a year! And another of my friends is engaged to her Italian pen friend! Other people find friends in other countries online – you know, they sign up for international student magazines and things. But for me, I think it's good to meet people face to face. It's the best way to get to know each other properly, don't you agree? So, I like to keep in touch with people I meet on holiday.

3

N: You hear a woman talking about meeting friends.

W: Oh, it's so hard these days. So, the truth is, not often at all! You see, I've got a two-year-old daughter so, sadly, I've lost touch with most of my old friends – the ones who don't have kids and still work. Their lifestyles are so different to mine now and we rarely see each other. But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks. I really miss my old friends though, But hey, that's life.

4

N: You hear a man talking about making friends.

M: Well, when you're young, of course, it's easy – there's school and clubs and places like that. And then when you're working, well, there are your colleagues. But it's when you get to my age – I'm retired and divorced – it gets harder to know quite how to make new friends. That's why a lot of older people get really lonely. Me personally? I'm OK. I belong to a drama club and I'm always meeting new people there. I would say that throughout life, people make friends because they've got similar interests.

05

E = Examiner M = Marcos A = Adriana

E: Good morning, my name is Heather Morgan and this is my colleague, Steve Jones. And your names are?

M: I'm Marcos.

A: And my name's Adriana.

E: Can I have your mark sheets? Thank you. First of all, we'd like to know something about you. Where are you from, Marcos?

M: I'm from Spain – from Mataro. It is on the coast, about thirty kilometres north of Barcelona.

E: And you?

A: I'm from Aquila. It's a town north of Rome in the centre of Italy.

E: What do you like about living in Mataro, Marcos?

M: Well, it is a very nice place to live. It is also easy to get to Barcelona.

E: And what about you, Adriana?

A: Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately, we sometimes have serious earthquakes.

E: What do you enjoy doing in your free time, Marcos?

M: Well, I like playing beach volleyball in the summer, and in the winter I go skiing.

E: Are you interested in sport, Adriana?

A: Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.

E: And, Marcos, could you tell us something about your family?

M: Well, I have a big family and we get together every few weeks – uncles and aunts, my cousins. Or else I contact them on a social networking site.

E: And, Adriana, do you prefer to see people in person or chat to them online?

A: For me, I prefer to see people face to face. But I have some friends who live a long way away, so the internet is a good way of keeping in touch.

Unit 2

06

These pictures show people who are trying to look different. I'd like you to compare the pictures and say how the people are feeling.

07

A Well, in the first photograph I can see a woman – she's at a hairdresser's. A girl has started to do something to her hair. I think she's changing the colour. The hairdresser is wearing dark clothes and she's concentrating on the woman's hair. She's lifting bits of hair up. She needs to be very careful. In the second photograph, we can see four girls. It looks like a fancy dress party or something like that. They are dressed up in pretty clothes – perhaps it's a party or a competition. The girls are different ages and behind them are some trees. I like the second picture best because I went to lots of parties like this when I was young. It was good fun.

B Let's see. Well, the first photograph shows a woman at the hairdresser's. Someone's doing something to her hair – like changing the colour. The second one is of a group of girls; they're dressed up in pretty white and pink costumes. They are probably at a party or in a competition. In both pictures, the people want to look different but the main difference between them is that in the first picture the woman wants to change her appearance permanently, to feel better about herself, whereas in the second the children are pretending to be a different person – just for fun! However, they all want to look good! As for how they are feeling, well, the woman at the hairdresser's looks a bit bored or tired– perhaps it's taking a long time! The children at the party, on the other hand, look very happy and excited. They're laughing. Perhaps they want to be in the photo! I would say that they're all having a good time!

08

I work for Saivon, the car company. Unfortunately, the company has had a lot of ups and downs over the years. It was popular in Eastern Europe but in the West people didn't like the cars very much. They had a bad reputation and people liked to make jokes about them – and not particularly good ones either – though that was before my time. One of them was: 'Question: Why do Saivons have heated rear windows? Answer: So you can keep your hands warm when you push them!' People used to laugh at that! But things have changed a lot now.

You see, Saivon was originally a Polish company which started in 1935 but it joined Clarenti in 2016, and now the cars they produce are really good, classy cars. But at the beginning, Clarenti had to change what people thought about Saivons. And what they did was very clever. They didn't try to hide the past, which would have been ineffective. They had an advertising campaign in 2017 that reminded people of Saivon's poor reputation and made it funny. The advertisements worked very well and really helped improve people's opinions of the cars and, importantly, our sales! Saivon cars were suddenly fashionable and people started buying them. Now they have forgotten all about their poor image. It shows the difference good advertising can make.

In my opinion, a good advertisement must be memorable and that can be because of pictures or humour, like in the Saivon adverts. But for me, it's the music that can make all the difference to an advertising campaign. Also, using celebrities can sometimes help increase sales. Not always, I have to say – I remember an actor was used to advertise a chocolate bar a few years ago and sales actually went down! But do you remember the adverts for Yum yoghurt last year? Usually, adverts for yoghurts can be pretty boring but Yum yoghurt had a footballer eating it in an advert and dancing! Suddenly, yoghurt became number one on people's shopping lists. So, it appears that good advertising can change the image of anything – from yoghurts to cars!

Unit 3

10

1 Well, I'm really into acting. In fact, I just like being on stage, full stop! It could be singing, acting, dancing – I think I've always wanted to be a performer and I know that somehow that's what I'll end up doing. It's amazing to be in front of an audience and make them laugh or cry! So, I've joined as many groups as I can to get a lot of experience. It would be so good to have a career that is my hobby, too. I know it's not going to be easy but I can't imagine doing anything else.

2 Well, I got into the sport when my family came back to Ireland, when I was a teenager. I've always been fascinated by Irish culture and keen on sport, so it was brilliant to find something that combined these things. It's an incredibly fast-moving game, and I became totally hooked on it. We play hard but players never deliberately hurt each other, like they do in football. And I think this is what really got me into the club – the fact that I could be in a team where it's all about playing by the rules, being fair. And, of course, it's never about the money – we play for the love of the game.

3 It's funny really, because I've never been that interested in working with my hands, but for some reason, I absolutely love doing this and being able to make my own designs is amazing. I realise it's important for me to do something that's not just practical – like everything else I do! I'm doing a course to learn the basics but it takes a lifetime to become really good at it. I'm always phoning up my teacher for some advice. I make a lot of presents for my family and friends in my spare time.

4 I spend my days in a lawyer's office, dealing with very serious matters, but once a week I go to my class and can really let go. I love the music and the chance to dance. It was quite tough at first because the steps are difficult but if you stick with it, then you can learn enough to have fun and not make a fool of yourself. The people in my group are really great, and from different walks of life, and I don't know how well we'd get on outside class. But for that hour, we're in a different world and passionate about what we're doing.

11

I love the Centre and I use it for a lot of activities. I go swimming there at least once a week and they've got a chess club too, so I play chess after school on Thursdays. They've got a great bowling alley and I sometimes go bowling there with my friends at the weekend. My mum wants to speak Italian when we go to Italy on holiday, so she's doing an evening class on that at the Centre and my little sister does karate there on Fridays. She's getting really good at it.

12

A: OK, let's begin with this one. I think it's great to enjoy reading. You can learn a lot about different people's lives and how they think. It's good to escape into another world. Do you agree?

B: Absolutely. As you say, it's good for learning about other people's lives. But the downside is when you read all the time. Some people read on their own in their rooms and never go out. And sometimes they get isolated. Don't you think?

A: That's a really good point. I completely agree. Also, sometimes people read to escape their problems when they should really do something about them. Let's go on to competing. What do you think about this?

B: Yes, the good thing about competing is that it gives people an aim, doesn't it? Something to focus on.

A: What you say about having an aim is really important, I think. Like everything, it's good to have something you are working towards. However, in my opinion, …

13

Let's go on to competing. What do you think about this?

Unit 4

16

Both pictures show people doing different activities on holiday. They're probably having a good time. I imagine both activities are interesting for different reasons. In the first picture the people are on a boat, going down a fast river – it might be in their own country or another one – and they're wearing jackets and hard hats to keep them safe because I guess it can be dangerous. In the second picture, however, the people are on a beautiful beach and they are lying in the sunshine. Some people are standing in the water. It looks as if it's very hot there because the sky is blue and there are beach umbrellas to protect the people. The people in the boat are probably enjoying the speed and working together to go fast. The people on the beach are sunbathing or swimming because they want to relax and not do anything energetic. They might have busy jobs and this is a good way to relax for them. They might also like it because they can get a tan!

17–18

Hi, everyone. It's really good to be back here at school talking to you all! I was so happy when Miss Barnes, my old geography teacher here, invited me to come and tell you about my exciting year. I suppose you could call it my big adventure! Both she and Mr Green – I'm sure you all know him from his amazing maths classes – were in touch with me all through the year, giving me lots of homework to do!

It's tricky to know where to start, so I think I'll just begin at the very beginning. That was when my dad decided to take our family – that's my mum, me, my brother Matthew and my little sister Ella – on a trip around the world. It wasn't exactly a sudden decision, you know. He started planning it last January, but we didn't leave until July, after my exams in June. My dad wanted to give us first-hand experience of things you can't get from books or TV programmes – you know, things like the amazing smells coming from the Indian street food markets or the incredible light you get in the desert. They were right. In the Sahara it was amazing! And the real experience of meeting and making friends with people from different cultures – that sort of thing.

Getting around was fun. My dad had planned to take a camper van but in the end, we thought it would be more practical to fly between major destinations. So we went by plane. Then we used different kinds of public transport to get around within each country. In some places it was cheap, overloaded buses and once it was camels. Mum panicked a bit on her camel, but I thought it was great fun!

There were so many wonderful experiences that it's hard to choose a particular highlight. I know that Matthew's dream was to swim with dolphins and he loved that, whereas Ella just adored riding elephants in Thailand!

There were some bad moments too. You can't go all round the world without any problems! One of the worst was in New Zealand. I tripped and hurt my ankle quite badly when

we were doing some climbing and Matthew had a really close shave when we went sailing. We were travelling really fast and he fell into the water! Mum was screaming and dad nearly jumped into the water to go after him. Luckily, a friend of ours was in the boat behind us and he picked Matthew up. He was very lucky that we weren't close to any big rocks. Matthew was quite thrilled by the incident. He tells everyone about his narrow escape now!

Some people don't think it was a good idea for my parents to take us out of school for a year. I know what they mean but I think it was a wonderful opportunity. Every day we read about the places we were going to visit and we had classes with mum and dad every week to keep up to date with maths and stuff – thanks again, Miss Barnes and Mr Green! What we learnt during that year will definitely help us in the future and stay with us all forever. One of the most important things in my opinion was that we made lots of friends all over the world. When we were in China, I met a girl, Eva, and we email almost every day. Matthew met a boy from Mexico and he phones him at least once a week. It's great to have contacts in all those countries. Travelling is the best thing, and I hope you all have the chance to do a lot too.

Unit 5

21

1 There's this new shopping mall that's just opened in West Street and my best friend Kathy and I went there last Saturday, hoping to find lots of bargains in the shops. It's really well designed – lots of glass everywhere, which makes it feel very open. But the shops we went in were very expensive and there were no offers at all. As you can imagine, it was also very crowded on a Saturday morning and so it took a long time to get into the shops we wanted to see. We went home with empty bags and very tired!

2 I'd heard a lot about people buying things on online auctions but I'd never tried it myself. I mean, I buy things online a lot – it's useful and convenient, and you can get things very cheaply if you look carefully. But last week my daughter showed me how to buy something on an auction and it wasn't as difficult as I'd thought! Last night I went on an auction site and tried to buy a lovely old table. It was very cheap! I got quite excited but then, at the last minute, someone offered more money and I didn't get it. I got really disappointed!

3 My friends and I nearly always do our shopping in the malls in town or online, but once a month there's an outdoor market in the town centre. It's full of little stalls that sell fresh fruit and vegetables, and my mum loves to get food there. I've found a place there that sells amazing cheap hats and bags. Well, I *thought* they were amazing until I tried to take back a bag I bought because it had a hole in it – and they refused to give me my money back! I think I'll stick to buying things in shopping centres in the future.

4 I've just started sharing a flat with two friends and I needed a new light for my bedroom. So on Saturday we went to this store that sells everything for the house. It's really big and you can get lost in it! Well, we found the lighting section and I couldn't believe how many lights there were to choose from! I was there for an hour trying to decide which one to get. In the end I got the first one I'd looked at an hour before! At the exit they sold burgers. Sitting in the car with a beef burger was definitely the best part of the afternoon!

22

A: Everyone's buying books online these days. Obviously, it's affecting our sales. People still like to have copies and I think we'll always have bookshops, but we need to look at ways of getting people to come into the shop. We can't cut our prices, but maybe there are other things we can do.

B: OK, let's brainstorm some ideas. How about having a kids' corner – you know, where children can play while their parents are browsing?

A: I like it. We could also have some books for young readers that the children could look at.

B: Why not? And what do you think about having visits from some authors to talk about their new books?

A: Cool! People love seeing famous writers – and they could sign their books too.

B: And why don't we have a loyalty card – so people who shop with us a lot can get lower prices.

A: Excellent! And how about starting a small coffee bar so that people can take a break from shopping?

B: I'm not too sure about that. Do you really think we've got enough space?

A: Hmm … maybe you're right. It might be better to stick with the other suggestions. Now, you were saying that …

23

A: How long have you lived in London, Jacky?

B: My dad changed jobs last year and we moved here from a small village on the coast, Garthen.

A: I imagine it was difficult to get used to living in a big city!

B: At the beginning it was really difficult. It took a while to get used to all the noise and the traffic, and getting buses and the underground everywhere. Because in Garthen we walked everywhere! But, of course, one of the biggest differences is the shops!

A: Is that a good or a bad difference?

B: Definitely good – for me, that is. There's so much choice! Now I'm used to seeing loads of different types of shops on one street and shopping in big shopping centres. But in Garthen we had a couple of small shops and no big shopping centres or even supermarkets at all. It's the price of things that I can't get used to. You can get clothes very cheaply but food is really expensive! My mum isn't used to paying so much for vegetables in particular. Also, I'm not used to the crowds you get in shops here. Is everybody in the city really rich?! And another thing I'm not used to: how long the shops stay open. Some of them are open late into the night and sometimes all night!

A: Yes, a lot of shop assistants in London are used to working late and all weekend too. People often like to go shopping after work because they're very busy, so the shops stay open. You'll get used to it all in time!

Unit 6

24

employ, employer, employee, employment, unemployment, unemployed, employable

25

M = Maria A = Antonio

M: So, let's think about earning money, shall we?

A: Fine. I think that's an important reason for doing a part-time job. Students need money, don't they?

M: Oh yes, because they don't have a salary. With a part-time job, like in the evenings or at the weekend, they can buy things like books or clothes, or pay for their phones.

A: That's a good point. Phones can be very expensive!

26

M = Maria A = Antonio E = Examiner

A: Right. Now, getting experience is another thing to consider.

M: Yes, I think that it's important too. You learn lots of things about work. Like, you learn to be on time and to have responsibility.

A: Exactly. And it can also help you get a job in the future.

M: Yes, and this next point is very important as well. You can meet new people when you've got a job. And that's good for your social life.

A: But what do you think about time? Students need time to study, don't they? If they work too much, they'll be too tired to do their homework.

M: I don't think so. It depends on the job and how many hours they work. They need to be careful.

A: Yes, I agree. And not greedy for more money! Sometimes students get more interested in money than their homework.

M: That's a good point. One of my friends had a part time job at a leisure centre. He left college because he wanted to work there full time to earn a lot of money!

E: Thank you. Now you have about a minute to decide which point is the most important for students to think about when deciding whether to get a part-time job.

M: Right. Well, I guess they're all important, aren't they? What do you think?

A: I agree with you. You have to think about lots of things like these before you decide to get a part-time job. Which is most important though? Mmm … for me, I think getting experience is the most important. Employers want people who have lots of experience. They don't only want people with certificates!

M: You're right. But in my opinion, time is very important. If you don't have time to study, you don't pass exams. And that's important for a job too.

A: OK. We've got different opinions, but that's alright!

27

M = Maria A = Antonio E = Examiner

M: That's an interesting question. To be honest, I've never thought about it before. But I suppose it isn't really a good idea. In my house everyone does a few jobs but we don't get pocket money for doing them. It's a part of living with other people – everyone helps out.

E: What do you think, Antonio?

A: Well, it all depends. If you're helping out in a big way – like spending a lot of time helping your dad do some building work in the house – then I suppose you should get paid for it. But in general, I agree with Maria – it's part of being a family, isn't it? Have you ever been paid for doing any jobs, Maria?

M: Come to think of it, yes – once! I helped mum clear the garden and I got some money for that. But in my country young people get weekly pocket money from their parents and nothing extra for chores around the house.

28

A: Well, that was interesting. Three very different candidates. My feeling is that Cameron has the best qualifications, and he's obviously the most experienced. But I felt he wasn't as enthusiastic as the others. What do you think?

B: Yes, I agree. My guess is that he's looking for a bigger practice – you know, with a wider range of challenges. He didn't seem very keen.

A: That's probably the reason. How about Karine?

B: She's the youngest and the least experienced. She only finished her training a year ago, but she seemed the most enthusiastic. She also seems to have much more interest in dealing with large animals. She has specific qualifications and I noted that she has lived on a farm for most of her life. However, she's less confident than the others.

A: Yes, I see what you mean. And finally, Hector.

B: Mm … He's only a little older than Karine but he expects a higher salary. His qualifications aren't as good as Cameron's, and I felt he was the least reliable of the three. He's probably the worst candidate we saw. So, decision time!

29

A: Well, I think I've made up my mind. I think Karine is the best candidate for the job.

B: Yes, I agree. And I'm sure she'll become more confident as she gets more experience.

30

Hello, everyone. I'm Jenny and, as you know, I'm here to talk to you about being an actress. I've been in the business for a long time and during my career I've appeared in a lot of plays and TV dramas – some successful, some not so successful! I'm currently working on a film called *Three Bridges*, which I hope is going to be really good. However, most of you might recognise me from *Blackfield Road*, the soap opera.

31

People often ask me whether I was well prepared for a career in acting. I think it's difficult to be prepared for any job, really. Your working life is so different from school or college – it's a real shock to the system! You go from having very few responsibilities to a life which is well-organised and people have more expectations of you. Most people have a fixed day and they have to be punctual – you can't just have a lie-in when you feel like it!

I knew quite a bit about acting before I started because my dad is an actor, so I'd been to some of his rehearsals and knew about the hard work acting involves. People think it's a glamorous job and yes, it's fun to dress up and put on make-up and, of course, getting out on stage is great – but it's very hard too.

At school we had this scheme where students in their last year spent two weeks getting work experience in a real work environment. One of my friends wanted to be a primary school teacher and she spent two weeks helping in a class of nine-year-olds. Another wanted to work in the media and so worked in a newspaper office. During my work experience I got to spend time in a theatre. It's an excellent system because you get to see what the reality of the job is – the practical side.

I was lucky because the actors were putting on a production of Shakespeare's *Romeo and Juliet*, and I spent two weeks with them while they were getting ready to perform. I helped out a lot backstage! I learnt all about how they built the set and how the costumes were made, but the most thrilling part was working with the lighting – that was new for me.

I spent three years at a drama school, which I'm very glad to have done. But after all that, my first job wasn't very glamorous at all. I had hoped to be given a part in a film, but instead it was a small part in a TV commercial – not for anything nice like chocolate, but cheese! I was working on a farm and they filmed me walking across a muddy field to feed the cows. Oh, and I was singing a silly song at the same time. Since then I've been lucky and had better opportunities. Also, I've just had some exciting news that I'd like to share! I'm rehearsing at the moment for another Shakespeare play in February. It's *King Lear* and I'm really looking forward to working on stage in a theatre again. It's great to have a real audience! But after that, in July, I'm in a series for Channel 5, called *The Suspects*. It's six parts and I think everyone is going to love it!

Unit 7

32

F = Felicia C = Caros E = Examiner

F: Well, let me see. This is a very interesting pair of photographs. They both show people with their possessions – things that are important to them. Both women are in their rooms and both have *lots* of possessions. The woman on the left has lots of clothes, while the woman on the right has lots of books. Her bedroom wall is full of shelves and the shelves are full of books! It looks as though they've both spent a lot of money on their possessions. The woman with the clothes seems to be pleased – perhaps she's just bought a new outfit! Her bed is a little untidy too. The woman on the right looks very relaxed and thoughtful. Perhaps she's reading an interesting book. I think the two women have very different interests. One is interested in her appearance whereas the other is interested in reading. I'm sure she likes studying too. The clothes are important because they make the woman look good, I think – or maybe she likes collecting pretty things. The books are important because the woman likes reading and also she likes to keep books after she reads them. Perhaps she wants to read them again and again!

E: Thank you. Carlos, what's your favourite possession?

C: A book of old family photographs. My grandmother gave it to me. I love it!

34

1 Well, a rugby player I know told me how it helped him get over his injuries more quickly, so I thought I'd give it a try. So you have to take off all your clothes, except for a pair of shorts and a mask. Unless you wear a mask, your face will get frostbite! Then you go into this incredibly cold room. My first session just lasted three minutes. Five minutes is safe provided you get out quickly. If you stayed another three or four minutes, you'd be dead! It has helped my knees a lot but I know it won't last for ever. You should have regular sessions otherwise the pain comes back.

2 I had tried so many things to help with the pain in my back but nothing seemed to work until I went to the clinic. I wasn't really a believer – in fact, I thought it was nonsense, but I was ready to try anything as the doctors couldn't find what's wrong with me. It was strange lying there as someone stuck needles in different parts of my body. I noticed a big difference after one session, and after the third one the pain had disappeared. This doesn't mean that I am a convert to any alternative treatment, but this really worked for me.

3 Well, the theory is that any kind of weakness or injury appears directly in the iris. It has an interesting history: a Hungarian doctor noticed that when a bird – an owl, I think – hurt itself, a black mark immediately appeared in its iris. Of course, this was easy to see as owls have such large eyes. As the bird got better, the mark went away. The doctor then developed a map of the iris that related to different parts of the body to help with diagnosis. This is all very well, in theory, but a couple of recent experiments showed that the technique was only reliable half the time. This is a shame because it sounded a really interesting theory.

4 It's based on the idea, you know, that an illness can be cured if you take – in a medicine or tablet – a little bit of what caused it – like if someone is allergic to something. The trouble is, I just don't see how this works in practice. I mean, they use such tiny amounts that it's a bit like putting a spoonful of salt in the Atlantic Ocean! It's an interesting idea, and I'd like to believe it, but common sense tells me that this can't possibly be true. All the same, there are loads of people who think the treatment really works and believe that it has cured them – but maybe they would have got better anyway. We just don't know.

Unit 8

35

I = Interviewer C = Cathy

I: We all know that the reflectors we find in the middle of roads are called 'cats' eyes' because the inventor was inspired by the way cats' eyes reflect light in the dark. So, have we borrowed any other ideas from nature? Cathy Burrows has made a documentary about the topic and she's here with us today in the studio. Cathy, why did you decide to make a documentary about this subject?

C: Well, my friend and I were down by the river and we were admiring the dragonflies. My friend told me that the way they use their wings was the inspiration for the helicopter. It made me want to find out more about other ways the animal world has influenced different inventions. And the more I learnt, the more I wanted to pass this knowledge on to other people. I learnt so many interesting things that I decided to let other people know about them too – through a documentary.

I: I see. What sort of inventions do you cover in the documentary?

C: Animals have had an enormous influence on many things that man has invented or created – from transport and car design to architecture. For instance, scientists at Mercedes Benz wanted to find a shape for their new energy-saving car and decided to copy a tropical fish called the box fish. It has unusual scales and a strange square shape, but it can move round very efficiently. For a car, this means it uses far less fuel.

I: You also show how Japanese designers used the owl as an inspiration. Tell us more about that.

C: As you know, Japan is where the high-speed bullet train was invented. Japanese scientists have copied nature for the design of the latest version. One of the difficulties they had was to reduce the noise the train makes at high speed. So, what they did was copy the way an owl's feathers are arranged on their bodies. Apparently, they are arranged so that they make as little noise as possible when they attack their prey. They also borrowed the shape of the kingfisher's beak for the train's nose because it is aerodynamic and beautiful to look at too.

I: That's very interesting. By the way, what's the story behind these new swimming costumes – the ones that record breakers wear?

C: Oh yes, we look at that in the programme too. Basically, designers created swimming costumes from a material that copied the scales you find on shark skin. The problem is that it has been too successful! Loads of records have been broken by swimmers wearing them. Now they are banned because they give some swimmers too much of an advantage.

I: Right. Also in the documentary you talk about architecture. What sort of influence has nature had on architecture?

C: Well, a good example is the Eastgate Centre in Harare, in Zimbabwe. It copies the way giant ants control the temperature of their towers – where they live. Even in the hottest weather, giant ants keep the temperature the same by opening and closing holes. So the architects who designed the Eastgate centre copied this idea for a natural method of air-conditioning. Because of this and the new type of paints and materials they used when constructing it, the building only uses a tenth of the amount of energy that most buildings of its size would need and that, to me, is really important.

I: And finally, did anything that you found out really surprise you?

C: Apparently, scientists have developed a very small spy plane that is used for surveillance – a bit like CCTV. It films and collects lots of information and though I found its use is pretty predictable, the fact that its wings are shaped just like a bat's was not! It's there in the air and we don't see or hear it.

I: Well, this is fascinating but I'm afraid that's all we've got time for, Cathy. However, if listeners want to find out more, then make sure you watch the documentary *Nature Study* at eight tonight.

36

S1 = Student 1 S2 = Student 2 E = Examiner

S1: OK, shall we start with this one?

S2: Put animals in zoos – yes, I think that's a good way. The animals are safe there, and they can have babies so they don't become extinct.

S1: Yes, you're right. But it depends on the zoo, I think.

S2: What do you mean exactly?

S1: Well, some zoos are very good and the animals have a lot of space but some zoos are small and I don't like to see the animals in small cages. But it's a way to protect them, I suppose.

S2: Absolutely! Shall we look at this one – about hunting?

S1: Oh, this is very important. People hunt animals for lots of things – food, fur, medicines. They must make laws to protect the endangered ones.

S2: I completely agree. The problem is, laws don't always work, do they?

S1: Sorry, could you say that again?

S2: Laws don't always work – people don't always obey laws.

S1: Yes, that's true. Well, they must make *strong* laws.

S2: When you say 'strong laws', do you mean heavy fines for people who don't obey?

S1: Yes, or even prison! OK, so what about this one – about building? Lots of animals are disappearing because we build houses where they live. It's a good way, but I don't think it's possible.

S2: Sorry, I don't follow.

S1: I mean, we can't stop building. People need homes.

S2: OK, true. But builders can be more careful where they build. It might be more expensive to find another place to build – but we mustn't be selfish.

S1: What do you mean?

S2: I mean we mustn't only think about ourselves. Animals were here before us. They are part of our world.

S1: Yes – and they will probably be here after us too!

E: Thank you. Now you have about a minute to decide which you think would be the best way to protect endangered animals.

S2: Sorry, would you mind repeating that, please?

E: You have about a minute to decide which you think would be the best way to protect endangered animals.

S1: So, we have to decide which is the best way. I don't think we can stop people building, can we?

S2: You're right, I'm afraid. And I'm not too sure about hunting either. We didn't talk about pollution, but I think that's really important. Think about the polar bears, *and* how deserts are getting bigger.

S1: So, are you saying that you think that's the best way? Controlling pollution?

S2: I think it's a good way but it's very hard, isn't it? It's going to take ages.

S1: Sorry, I didn't catch that.

S2: It's going to take ages – a really long time.

S1: Yes, perhaps national parks and nature reserves are a better way at the moment. For me, they're better than zoos because the animals are still wild.

S2: I completely agree with you. Let's go for that one then.

Unit 9

38

Last weekend I went to see the Science Museum's living robot exhibition, Robotville, and I really enjoyed it. It was a collection of some extremely clever robots that have been made all over Europe. There are six zones you can visit, each showing different types of robots that have been designed to do different sorts of things. In total, there are twenty robots from many different countries – many of them have just left their laboratories for the first time! You could see each robot in the place it might work in in the future – you know, like a classroom or a doctor's surgery.

And next to each robot was their inventor, so you could ask them all sorts of questions and they were happy to answer them. They really enjoyed talking about the problems that they'd had and how they were going to improve the robots in the coming years. As well as seeing how new robots are being developed, you could also find out a bit about the history of robotics. I didn't know that the word *robot* was first used in the 1920s, not by a scientist, but in a play by a writer from Czechoslovakia, as it was called then.

Something else that was surprising was the variety of robots they had on display. They were so different. I mean, when you talk about robots, most people think about a machine that looks a bit like a human being but moves in an awkward way and says things in an odd, metallic sort of voice. At least that's what I think of! Well, at the exhibition there were so many different types. There was a robot fish, which I didn't expect to see at all – I mean, a robot fish?! And there was also a robot cat *and* a robot dog, which I thought was unusual because, surely, we want robots to help us with things like housework and stuff, not to give us extra work looking after them! But they say that in the future we'll want robots to keep us company as well as work for us. Apparently, the thing that older people complain about most isn't bad health but *loneliness* – and maybe robot pets can help with that; or, who knows, maybe even human-like companions! Wow!

I think this exhibition is really important. It makes us aware of how our lives might change dramatically in the next decade or two. Robots will definitely have a place in our houses – doing lots of different jobs. Cleaning is what people usually think of – you know, cleaning the carpets and so on, but I didn't realise they would be able to do more complicated things like cooking as well. Also, looking maybe a bit further ahead, they'll do routine jobs such as taking the dog for a walk or picking children up from school. We may even see them in our classrooms as teachers! It sounds like science fiction but robots are already used in many places that we're not aware of. If you've seen any hospital dramas on TV, you've probably seen robots doing small operations, and we know that they are also used by the army to look for bombs or to bring injured people away from dangerous places.

This is really an exhibition that you mustn't miss – especially if you're interested in how our world is going to look in the future. It's open until six every day except Thursday, when it stays open until half past seven, but it won't be running next week. In fact, it closes this Friday. Take my advice and get down to the Science Museum soon.

40

1 We'll still be catching colds.

2 We'll still be suffering from heart attacks.

3 They'll have found cures for most of them by then.

41

Well, both pictures show people in situations where they are learning new skills. In the first picture there's a young girl in a car. She's got her hands on the … sorry, I don't know the word – it's what you use to control a car. I think it's her dad beside her and he's … what do you call it when you change the position of something? He's doing that to the car mirror; there's a special word for it – the mirror which lets you see the back? Anyway, I guess she's learning to drive and he's teaching her. She's probably seventeen or eighteen, whereas the people learning in the second picture are really young, maybe three or four, and they're at – I don't know the exact word for it – it's a school for very young children before they go to real school. They're listening to a teacher and she's showing them something in a book and saying something too. I think they're learning how to read. About how useful the skills will be in the future, well, I think, obviously, reading will still be important for everyone for a long time but driving, I don't know, maybe soon we'll have – oh, what's the word? Sorry, it's gone – a car with no driver? Then the skill of driving may disappear!

Unit 10

43

I think it depends on what it is. I prefer to look at sculpture or art on my own. Then I can stand in front of something for as long as I want. For instance, last week I went to a Monet exhibition and I spent half an hour in front of one painting! But I like going to the theatre with other people. You can talk about it afterwards.

44

N = Narrator W = Woman M = Man

1

N: You hear two friends discussing a remake of a film they have both seen.

W: What did you think of it then?

M: Well, normally I don't like romantic films, especially old ones, but as this was filmed locally, I thought I'd watch it. And I was pleasantly surprised – it actually made me cry!

W: I still prefer the original – it's a classic, and the main actors were just brilliant – much more believable than in this new version.

M: But this one uses excellent special effects and the music is beautiful, even if the acting wasn't up to scratch. And I love all those scenes filmed on the beach.

W: Just because there are familiar places in a film, that shouldn't influence your reaction to it!

45

N = Narrator W = Woman M = Man

2

N: You hear a woman talking about a favourite dish.

W: It's an ordinary and traditional recipe, but it's really tasty as well. It's called the King Fainted because the first time the king tasted it, he passed out with pleasure. I've never had that reaction! But I must admit it's one of my favourites. Anyway, there is no great mystery about making it; what you need are a couple of large aubergines – you know, eggplants – two or three peppers – any colour will do – a couple of onions and some garlic. Parsley is good if you have some in your garden. You then cut everything up finely and fry it gently in olive oil. You'll love it, just like the king.

3

N: You hear a man talking about a package holiday he and his wife went on.

W: How was Cuba?

M: Marvellous!

W: What was it like?

M: Well, our room was first class. The hotel had everything you can imagine, from dance classes to sporting activities, but we were happiest just sitting by the pool and chilling out in the sun. No stress – wonderful!

W: Did you go out at all?

M: Well, we did think of going into Havana on our own, but I didn't want to be walking around in the heat, so we decided to stay in the resort. I wanted to go on an excursion to a cigar factory, but Julie didn't want to be left on her own.

4

N: You hear a man talking about a place of natural beauty.

M: Well, it's an outstanding natural site and attracts a lot of tourists every year. There are these enormous columns of rock that come out of the sea – quite unbelievable, really. There's a legend that tries to explain it. It says that the columns are part of a road made by an Irish giant called Finn MacCool. Of course, the real story is that the rocks are the result of volcanic activity. I still like the story about Finn, though.

5

N: You hear a tour guide talking about the Charles Bridge in Prague.

W: When I take people to see the Charles Bridge, I mention the usual stuff – how it was built, its length and so on. This is all so well-known people start falling asleep. So then I like to point out details that aren't that obvious. For instance, that one of the towers has the carving of a servant woman. She was just an ordinary servant, but she helped King Wenceslas IV escape from prison. Or I'll point to the exact spot on the bridge where the people of Prague beat back an enemy army. Stories like this make people wake up and feel that the tour is special.

6

N: You hear two friends talking about a competition.

M: So what was the cheese-rolling race like? Sounds amazing!

W: It was great fun! The competitors go to the top of the hill, which is really steep. Then the organisers roll an enormous cheese down the hill and everyone chases after it. It's really quite dangerous and one boy broke his arm. I didn't see it – I was just happy to get to the bottom without hurting myself.

M: It's surprising that there aren't more accidents!

W: A few years ago the cheese went into the crowd of spectators and hurt a lot of people. Imagine telling the doctor that you were hit by a cheese!

7

N: You hear a woman talking about her visit to San Francisco.

W: I'll always remember my trip to San Francisco. I really hate graffiti and tagging – I can't see the point of it – but the Mission Quarter has street art with a difference – not like mindless graffiti you normally see in cities. The area is full of fantastic murals that show people's everyday lives and the hopes and fears of the communities who live there. Of course, it was great to see the Golden Gate Bridge – it's such an icon – but the murals were a wonderful surprise, part of the actual culture of the place.

8

N: You hear a woman talking about her trip to a festival in Canada.

W: Well, it was quite an experience. It was a long way to go for three or four short performances – and there are hundreds of other people trying to get noticed too. I saw some really good shows but, obviously, I was there to

demonstrate what I could do. You have a few minutes to make an impression and if you can't get a laugh out of your audience in the first few seconds, then your confidence goes. Anyway, it went OK and I survived, and I made a couple of useful contacts as well – with agents and club owners. I just hope I get some bookings.

Unit 11

47

1 Well, my uncle had one years ago, but the engines were really basic and they weren't very comfortable. It didn't stop them from becoming an icon, did it? The new model is great and I like the way it has kept the fun of the original while bringing it entirely up-to-date. There are comfortable leather seats and loads of options that you can add. I just don't understand why someone would want to drive around in the original model – they must enjoy being uncomfortable or maybe it takes them back to when they were young.

2 Let's have a look, shall we? How much did you say you paid for them? Forty euros? Oh dear! Well, they can't possibly be real at that price. Look at the quality – it simply isn't there. There's no real protection for your eyes. They're just cheap plastic fakes. I know you're probably quite happy with them, because they look like the real thing, but it makes me really cross. The people who sell these shouldn't pretend that they're something they aren't.

3 I'm into gaming and I spend a lot of my time playing online. My favourite game is *The Sword of Evil*. When I first started playing at school years ago, the expressions of the characters were artificial and their movements were very unnatural, but my friends and I had a great time playing it. I was really looking forward to the latest version and it's true that the characters on the screen are, you know, virtual. They look very realistic and their expressions are so convincing too – just like real actors. The sad thing, though, is that it just can't recreate the excitement I felt when I first played ten years ago. I must be getting old!

4 We had a really brilliant time! We dressed up in seventies clothes and danced to music from that period. It was great! I found a lovely old green velvet evening dress that my mum had bought in France. Once upon a time, it was the height of fashion. I wore a pair of ridiculous-looking shoes in rainbow colours with stupidly high heels! Being fashionable must have been lots of fun back then and I think people were more adventurous. Nowadays, everyone is scared of looking different. It's a shame. I think that people knew how to have fun and life was a lot simpler in the seventies.

5 Usually I really hate the fashion for reality shows like this. Everything is done for the cameras, and you get all these awful people who are only interested in becoming famous – you know, becoming a celebrity – even though they have no talent for anything. It's hard to believe some of the things they do just to get noticed. It's pathetic! I don't know why people are so addicted to shows like this. But anyway, as I was saying, this one I saw was actually quite good. In the show, they made a typical family live the way people used to live a hundred years ago. It was interesting to see how they coped. Life must have been so much harder in those days.

48

A: Have you seen the photos Jenny's posted of her new flat? It looks amazing! She must be really happy.

B: Yes. She's been looking for the right place for ages. Do you know where it is?

A: No. But you can see a park through one of the windows. It might be on South Street, near Victoria Gardens? It can't be the place she was looking at in the centre. That one had a view of an office block.

B: You're right. Is she renting?

A: No, she's bought it.

B: Lucky her! It must have been expensive! It's a lovely area, South Street.

A: I think her parents might have given her some money.

B: Oh yes. She can't have paid for it all by herself – not on her salary. I love the way she's furnished it. That's a great style, mixing the old and the new. But she must have had some help – it looks very professional.

A: Yes, I agree. I think her brother might have helped with that – he's a designer.

B: I'd love to see it. Do you think she'll have a house warming party?

51

Yes, as you say, both photos show students in classrooms but they're very different classrooms. There are a lot more students in the first photo – whereas in the second photo there are only a few. The students in the first photo are at desks and sitting close to each other. Some of them are writing, so they could be doing an exercise or taking notes. In the second photo the students are at tables in a circle, with computers in front of them. The teacher is helping the students individually. I imagine the students in the first photo are a bit tired or bored. It must be a long lesson. They might not remember the lesson tomorrow! However, the students in the second photo look interested. It's a small group, so the teacher can help them. I would say that they're learning very well.

Unit 12

52

I married a Frenchman.

Together we won a Nobel Prize.

I also won a Nobel Prize for my work on chemistry.

I named a chemical element after my original country.

53

1 I wish they'd invented smartphones when I was younger. They would have been really useful when I was at school. There's so much useful stuff you can find out using smartphones – the kids today are really lucky.

2 For me, I wish we'd had faster trains when I was going to school. It took ages travelling every day. I had to get up really early and I never got home in time to watch my favourite TV shows.

3 I wish they hadn't invented e-books! I think it's terrible that soon we may never see books on shelves again! The advantage is that with e-books you can take lots of books on holiday – but I don't think it's that important.

4 I wish my grandmother's generation had had better cameras. I'd love to have more pictures or even short films of her when she was young. We've only got a few black and white photos. It's a shame.

5 I know my children say I'm a grumpy old woman, but I wish they'd never invented mobile phones! Yes, it's important to get in touch with people quickly, but is it really necessary to talk for half an hour to your friend on the train, with everyone in the carriage listening to the details of how you spent your weekend?

54

I = Interviewer T = Tina

I: For those of you who don't know, the Big Bang Fair is a science fair that takes place in a different location in the UK every year. Our science reporter Tina Bradley went to this year's event. So, Tina, just why is the Big Bang Fair so popular?

T: Well, it's an amazing opportunity for young people to see how exciting science and engineering can really be. A lot of young people think of scientists as boring people in white coats; or they think that engineers spend their time repairing water pipes or underneath cars! The Big Bang Fair has loads of demonstrations, films and exhibitions to show what scientists and engineers can really do.

I: So, it's all about watching experiments and seeing how scientists do things?

T: That's part of it. There are some fantastic demonstrations and talks, but it's not all about watching and listening. It's about taking part too. When people experience things for themselves, they learn a lot more. For example, there's a stand which tells kids about animated films and then they can actually create a short animated film themselves.

I: So it's not all about chemistry and physics?

T: Not at all – although those subjects are obviously at the heart of many science projects. It's more about how science is behind everything we use and do in the real world. There are even demonstrations about the design of scary rides in theme parks! I think it's remarkable how the fair takes science out of the laboratory. I learnt a huge amount!

I: I imagine it's useful for teachers and parents too?

T: Absolutely. There are lots of ideas for teachers on how to bring science lessons right up-to-date and make their teaching relevant for students. These young people are the scientists of tomorrow and we need more of them to make the world safer and a better place to live. They need to be inspired by good teachers and encouraged by parents.

I: I was interested in the winners of the prizes that they give at the fair. They're young but they invented some amazing things!

T: You're right. Every year students can enter a competition to become Young Scientist or Young Engineer of the Year. One winner of Young Engineer was a student who'd invented this incredible search and rescue robot. It's a small robot that can be used after earthquakes to look for people who are trapped in buildings that have collapsed. He wanted to invent something small enough to go into places where rescuers couldn't – or where it was too dangerous for people to go. Cost was important because usually these types of machines are very expensive, especially for poorer countries.

I: And wasn't there another finalist – a boy who invented something to do with music? An instrument, I think?

T: Yes, Aseem Mishra – but that was a few years ago. He was a keen scientist and a passionate drummer, and he designed a set of drums that lit up when they were played. This created a fantastic visual effect for people watching. Aseem's invention was an example of how you can combine a hobby with science to create something remarkable. The following year he made a pair of trousers that produced the sounds of drums and cymbals when you tapped them. It sounds crazy, doesn't it? But I saw him play. He sat on a chair and used his hands to tap his leg. The different places he tapped produced different drum sounds – just like in a band!

I: Wow! I imagine all these kids go on to have good careers in science.

T: Yes, this year's winners have already been given places at universities, and sponsorship money too. That's another important point about this fair: it's not only about watching or even taking part in experiments; it's about finding out about courses and careers in science. There are also representatives from different companies who can talk to the kids about job opportunities, including science reporters on television and radio!

I: You'd better watch your job then, Tina!

57

A: Oh yes, doing fun experiments in class is a great way to interest children. They love mixing things in tubes and making things turn different colours. I remember making paper aeroplanes in class and having competitions with them! It's always important to do things in class and not just listen to the teacher. Now let's look at doing tests. I think that …

B: Can I just add something here? Talking about experiments. I agree that fun is important but children also need to …

A: Yes, it's really important when they're very young … Oh, sorry for interrupting you! Please continue!

Practice test

Listening Part 1

58

N = Narrator

N: You will hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C. Question 1. You hear a girl leaving a message for her friend about a basketball match.

1

A: Hi, it's Anna. I just want to let you know that I'm leaving home soon to head down to the basketball court. I want to have a go at improving my technique before the others arrive. I'm not sure if I mentioned to you that my mate Julia will be coming with me today – you know, the one who used to be the captain of the junior basketball team and took them through to the championship. She wants to see what's what with us. Anyway, I hope your knee's no longer giving you lots of pain. See you soon!

2

N: You hear two friends talking about a concert they've just been to.

A: So, what did you think of the show then?

B: I enjoyed it, actually, and I'm glad that it wasn't too packed. I thought there wouldn't be a single free seat! I was sort of hoping it would go on until at least ten o'clock though.

A: Hmm … I know what you mean. Oh well, at least we can't say that it cost us a fortune! I have to say I was surprised too when it finished after an hour and a half. The people next to me said the same thing.

B: Anyway, do you fancy going for a quick coffee now?

3

N: You hear a man leaving a voicemail message for his son.

A: Hi, Zak – dad here. You're probably at the doctor's by now – I think you were supposed to see him around ten this morning, weren't you? Anyway, about today's plan to take your uncle out for a birthday lunch, he's said he's going to be downtown doing some bits and pieces and is happy just to meet us at the restaurant. Um, I don't need to pick him up. And as you're already downtown, you can easily walk to the restaurant too. Oh … and I've had a think about that issue you're having with your laptop: I think I've worked it out. I'll explain later!

4

N: You hear a woman telling a friend about a holiday she's been on.

A: That was the best holiday I've ever had!

B: Why's that?

A: Well, mostly down to the hotel we stayed in.

B: And was the food there good?

A: To be honest, we only really had breakfast there. We were out for most other meals and that's mainly because it was a bit further out than we'd expected. Once we went into town, we usually just stayed there.

B: I see. Did you have a nice comfortable room?

A: Yes we did, and we couldn't believe our eyes when we saw the brand new gym and pool! We've never seen anything like it! Oh well … we're back in the real world now.

5

N: You hear part of a talk by an expert on sleep.

A: So, we're always being told of the value of a good night's sleep and it's as much about quality as it is about quantity. What you may not be quite so aware of and what I want to go through with you today is the things that can easily get in the way of you and a good night's rest; doing activities that challenge the brain close to bedtime or physical activity, for example – and there are plenty more, of course. Anyway, more on all that in a minute. First of all, I'd be interested to hear what kinds of things you do to prepare for bedtime.

6

N: You hear two colleagues talking about a new job that was created in their office.

A: Well, the news that Robert got promoted certainly came as a surprise.

B: You can say that again! I'm not at all convinced that he's got what it takes to be a director though. It seems like he's only been with us five minutes!

A: You know, what makes me really mad about this is the fact that hardly anyone knew that job was available. I mean, I would have applied otherwise.

B: Yes, you've got a fair point there. Why don't you say something?

A: I might just do that. Mind you, it's not certain that they would have offered it to me anyway, I suppose.

7

N: You hear a woman leaving a message for her driving instructor.

A: Hi, James. I'm so sorry to have to cancel today's lesson at the last minute. You're probably thinking that it's down to illness. Far from it – in fact, never felt better. No, the thing is, I've actually had a bit of an accident with my glasses. They're in bits and I can't see a thing without them! And I haven't got a spare pair, unfortunately. Anyway, a friend's agreed to drive me into town tomorrow to try and get this sorted out. I'll call you back then so we can reschedule. I need plenty of practice as my driving test's coming up really soon.

8

N: You hear two friends talking about a restaurant.

A: Did you enjoy your evening out at that Italian restaurant?

B: Yeah, it was good, I suppose. I must say though, they could do with giving people a bit more space. We could hear every word the couple next to us were saying! And they were arguing!

A: Hmm … Hardly ideal when you're out for a meal. So how was the food?

B: Not bad at all. And there's something for everyone, whether you're a fish person or a meat lover or a vegetarian. They have lovely staff too – really welcoming.

A: Maybe I'll give it a try next weekend then. It's my sister's birthday.

N: That is the end of Part 1. Now turn to Part 2.

Listening Part 2

59

N = Narrator O = Ollie

N: You will hear a man called Ollie Stevenson talking about his hobby, photographing birds. For questions 9 to 18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part 2.

O: My name's Ollie Stevenson and today I'm going to talk to you about my hobby – photographing birds.

Well, in photography all seasons have something going for them but autumn's my favourite because there's lots happening then. Birds that come to the UK here for the winter start to arrive. Whooper swans, for example, which are well-known for their loud voice, are most photographers' number one choice then. I find ducks far more appealing though, and love photographing them. They're my favourite, actually!

When it comes to locations for taking my shots, I'm always trying to find places that aren't too popular with photographers. I'd much rather get a picture of local birds doing something unusual than hang around the usual crowded places, trying to get a good shot. Everyone does what works for them, of course, at the end of the day.

I have two cameras – an expensive one and a cheap one. The cheap one's certainly nicer to look at. And it easily wins when it comes to weight too: it's not at all heavy, so it's perfect for carrying around when I have no definite plans regarding what I'm going to photograph. As far as the build quality of the photos is concerned though, my EOS-5D – that's the more expensive one – is in a class of its own and it has a good kit as well.

I'd like to say a word now about kit. First, try out a second-hand camera and a low-cost lens to see how you get on. If you really get into photography, then buy the best you can afford. And a strong bag is essential. I still remember a bargain one I picked up somewhere. Well, let's just say that taught me a good lesson as it fell apart after a few months.

Now, when watching for birds, you need to build a shelter – a small structure where you can wait for that perfect shot; a hide, as it's called. I usually build my own, and mainly go for natural materials: wood or branches, of which I've got loads in my garden.

Most garden birds get used to shelters pretty quickly. But it could take up to a week or even two weeks for some birds – oyster catchers, for example – or just a day for smaller species like grey wagtails to feel comfortable around shelters. Crows, which are very intelligent, tend to stay away from shelters.

And as you'll be out and about in the woodlands, it doesn't take that long to become familiar with the various calls that birds make. When you're more familiar with these, you'll soon come across nests. Generally, woodland birds move around within very limited areas, so you can be fairly certain that the bird you hear will be just a few metres away.

Autumn's a good time for new photographers to experiment. With all the gorgeous colours, you can get fantastic close-ups of leaves and, come to think of it, nuts too. Berries can provide you with some really beautiful images – if you get in there on time, that is – and that's something you shouldn't miss.

When it comes to printing out your photos, it's best to experiment a little before hitting the 'Print' button. I usually don't mess around too much with the colour in my pictures or the tone. I do, however, often adjust the light. The more you practise this, the better you'll get at photoshopping.

Finally, printing out your bird photos doesn't have to be the end of it. You can use your pictures for all sorts of things. They make nice gifts when they're put in a photo frame; or you could do what I do, which is build up a collection of pictures over several months and then produce a calendar out of them. That's also a lovely gift for relatives at the end of the year. Or I suppose you could have them printed onto T-shirts.

N: Now you will hear Part 2 again.
That is the end of Part 2. Now turn to Part 3.

Listening Part 3

60

N = Narrator

N: You will hear five short extracts in which people are talking about their jobs. For questions 19 to 23, choose from the list, A to H, what each speaker likes most about their job. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part 3.

1 I'm quite new in my company, so I'm still getting a feel for it all! So far so good though – everyone's been really welcoming and willing to help me when I have questions. They've also told me about the great training that'll be provided once I settle in. That's for the future though, and I'm sure my manager will explain it all to me. For now, what I'm *really* enjoying is working in such a beautiful building. It's very environmentally friendly, has a great fresh design and doesn't really look like a traditional office. It makes going to work each day a pleasure!

2 There are so many great things about working for my company. For instance, we get the chance to work from home one day a month if we want to – actually, that's pretty standard practice in lots of places now. Some of us can even go and work in one of the international offices, though that's not something I'm interested in right now as I have a young family to think of. But not having to stick to fixed hours is what's *really* made life a lot easier for me, especially during the school holidays – you know, with childcare arrangements and so on. It means I can start or finish a bit later if I need to.

3 I work for a fairly small company. We're sort of like a happy family, really, as there's only a few of us. The company hasn't been in business for long, so there's not a lot of money coming in yet to fund training but, hopefully, we'll be able to do some courses later this year. My boss is really fantastic – always available to help me and answer questions – so I know I'm *very* lucky in that regard. And I just heard the other day that we may be moving to a brand new building next year, which is bound to be really exciting.

4 One of the really great things about my role is that I don't have to stay in one place for too long. I move between branches up and down the country, so that keeps it interesting for me. I seldom get the chance to work from home, but that's not an issue as I'd rather be in the office with my colleagues anyway. It's much more

fun. I've been working a lot recently and I'm feeling tired, so it's been agreed with my manager that I'll take a nice long break next month. I'll probably take about three weeks off and go and visit my family for a bit.

5 I hope I'll be with my company for a long to come as I'm very happy there. We have a nice work environment and even though our offices aren't in the most modern building ever, they're quite cosy. We do something called 'hot desking', which means that two people share a desk – one person uses the desk, for instance, if the other's working at home that day. It's practical. What really makes me feel proud to work for this company is that we do several courses during the year, so we're always increasing our knowledge, and I think that'll help me to get promoted when the time's right.

N: Now you will hear Part 3 again.

That is the end of Part Three. Now turn to Part Four.

Listening Part 4

61

N = Narrator I = Interviewer L = Laura

N: You will hear an interview with a woman called Laura Cooper, who is talking about working in a summer camp in the USA. For questions 24 to 30, choose the best answer, A, B or C. You now have one minute to look at Part 4.

I: Joining us today is Laura Cooper who's going to tell us about her time working in a summer camp in the USA called the ASC. Welcome, Laura. So, tell us why you decided to go and work there.

L: It wasn't as much about improving my financial situation – although that certainly helped too – as wanting to spend time with young people, to get a feel for that. I'm doing a teaching qualification at university, you see, so I thought some time at the ASC would give me a useful insight into kids' minds. And, obviously, I knew I'd make some friends along the way too.

I: I see. Was there any aspect of the job that you found hard?

L: Let me see … Well, there was a lot of team work, but that wasn't an issue. I think I've always been a natural at fitting in and getting on with people. We had to do some long days there, but I think we all got used to that. Helping kids who were missing their families came as a bit of a challenge though.

I: Right. So, tell us a bit about your managers at the ASC.

L: I found them very easy to work with, to be honest. The whole thing is run by a group of incredibly motivated young people who know so much despite their age. The only problem was with managing scheduled events for specific groups of children on certain days. Sometimes there were changes to the schedules, which we weren't told about until the last minute – and that caused a few issues. That's something they could look into.

I: Uh huh … . So, how were your colleagues?

L: Fantastic! Just as I'd expected, there were people who could do all sorts of amazing things. There were some young teachers, some psychology students and even some engineers. What I hadn't expected to find though was workers from over twenty-five countries. For me, it was fascinating to learn about so many other cultures.

I: Yes, that must have been interesting. So, what was your most memorable day at the ASC?

L: Well, that's easy. You see, we did a lot of work with disabled kids in the camp and it was so rewarding to see them learning new things and then tackling those things by themselves. Incidentally, I was actually given a prize for my efforts with some of those kids – completely unexpected! Anyway, one day we had a visit from the American director of a famous global charity that does amazing work with kids. It was great to hear him talk about the organisation's achievements – an unforgettable experience. I felt inspired afterwards.

I: That's nice! Would you say that it's beneficial for young people to get a summer job then?

L: Most definitely! Having a summer job can bring lots of things. For instance, they'll learn things that'd be useful later when they go to university or out into the adult world, like how to manage time or get on with people. And improving their abilities can be exciting too, of course. People who are lacking in confidence may find adjusting to a job hard initially, but I guess that changes in time.

I: I see. We're nearly out of time, unfortunately, Laura. So how did you feel at the end of your time at the ASC?

L: It wasn't nice saying goodbye to many of the children I'd worked with; we'd become really close during the time I was there and they were upset. They knew we wouldn't see each other again. Mainly, though, I couldn't believe how the six weeks had just flown by. I wish it could have lasted longer. Still, I picked up a few things during my time there which I know will be useful in the future.

I: Well, Laura, it's been great talking to you but, unfortunately, we'll have to end it there. Thanks for joining us!

L: Thank you!

N: Now you will hear Part 4 again.

That is the end of Part 4.

Speaking Part 1

62

Where are you from?

Tell me about a person you like to spend your free time with.

What do you most enjoy doing when you're at home?

Who are the most important people in your life?

Who are you most like in your family?

If you need advice about something, who do you talk to? Why?

Speaking Part 4

63

Which is the best town or city in your country for people to visit?

Is it good to live in a place which attracts lots of tourists? Why/Why not?

Do you think your area is a good place to live? Why/Why not?

Are there advantages to living in a small town rather than a big city?

Some people say it's better for children to grow up in the countryside. What do you think?

Thank you. That is the end of the Speaking test.

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