

preliminary

PRELIMINARY ENGLISH TEST

coursebook



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PEARSON

ALWAYS LEARNING

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Identity

Speaking

- 1 Work in pairs and discuss the questions.
- 1 What's your name? How did you get that name?
- 2 Does your name have a special meaning in your country?
- 3 Do you like your name? Why/Why not?

Reading

You are going to read an article called What's in a name? What do you think the question means? Read the text to find out if you are right.



What's in a name?

More and more parents are choosing unusual names for their children. Have unusual names appeared only recently? Well, no. We have records from the United States in the nineteenth and early twentieth centuries of children named Post Office, Garage Empty and Nice Carr. How does your name affect your life?

Well, people will behave differently towards you, for a start. In one test, teachers gave better marks to work with the 'normal' names Karen and David at the top, and lower marks to the same piece of work with the less popular names of Hubert and Bertha. You might behave differently, too. Scientists have found that the first letters of your name affect your choices in life. People called Omar are more likely to move to Omaha or vote for Obama. There are more Phils in Philadelphia and lawyers named Larry and Laura. Who knows the reasons for this? Scientists are still trying to understand it.



- 3 Read the text again and answer the questions.
- 1 How can a less popular name affect someone?
- 2 Why are the first letters of your name important?
- Work in pairs. How might a name change the way we think about a person?

Question forms

- ► GRAMMAR REFERENCE p.124
- 5 Look at the bold questions in the article What's in a name? and write them in the correct place in the chart.

yes/no questions

| auxiliary | subject | main verb + the rest |
|-----------|---------|----------------------|
| Do | you | like your name? |
| (1) | (2) | (3) |

wh-object questions

| question word | auxiliary | subject | main verb + the rest | |
|------------------|-----------|---------|-------------------------|--|
| How | did | you | get that name? | |
| (4) | (5) | (6) | (7) | |

wh-subject questions

| question word | main verb | the rest | | |
|------------------|-----------|----------------|--|--|
| Who | gave | you that name? | | |
| (8) | (9) | (10) | | |

6 1.02 You are going to hear two people meeting for the first time. What's the girl's name? Is it an unusual name everywhere?

| 7 | Look at the answers from the conversation in |
|---|--|
| | Activity 6. What were the questions? |

| 1 | A: |
|---|---|
| | B: D-E-S-T-I-N-Y, just like the word. |
| 2 | A: |
| | B: Just on vacation. |
| 3 | A: |
| | B: My mom did. |
| 4 | A: |
| | B: My mom says she was just really happy when I arrived. |
| 5 | A: |
| | B: Yeah, it was my grandpa's name. |

LANGUAGETIP

Yes/no questions with be and have got don't need a main verb.

Is your name unusual? Have you got a middle name?

- 8 Listen again and check your answers to Activity 7.
- 9 Work in pairs and discuss the questions.
- 1 Imagine that you had to choose a new name. What would you choose? Why?
- 2 What other things give you a sense of identity?

Speaking

Personal questions (Part 1)

► FUNCTIONS BANK p.152

10 1.03 Listen to the two students giving answers to Part 1 of the Speaking test. Who gives better answers? Why?

EXAMTIP

In the first part of the Speaking test, answer the question and try to say one or two more things.

- 111 Take turns to ask each other questions. Ask at least two questions about
- work or studies.
- 2 free time.
- 3 where you live.
- 4 learning English.

Listening

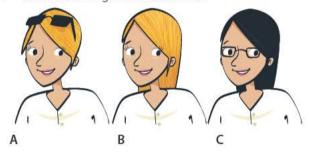
Multiple choice (Part I)

- 1 Work in pairs. Look at the first set of pictures in Activity 4 and answer the questions.
- 1 What does the girl look like in each picture?
- 2 What do the pictures have in common? What makes them different?
- 2 1.04 In Part 1, there are seven questions. For each question, there are three pictures and a short recording. Listen to the first half of the recording for question 1 in Activity 4. What information do you learn about the girl?
- 1.05 Now listen to the whole recording.
- 1 Which photo shows the girl's sister?
- 2 What information gives you the answer?

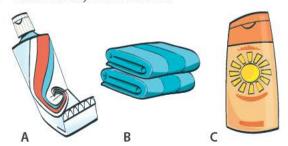
EXAMTIP

In Listening Part 1, the answer may come at the beginning, in the middle or at the end of the recording. Often you need to listen to the whole recording to get the correct answer.

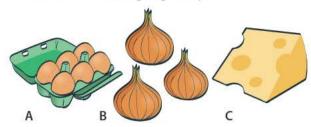
- 4 0 1.06 Now listen to recordings 2–7. For each question, choose the correct picture.
- 1 What does the girl's sister look like?



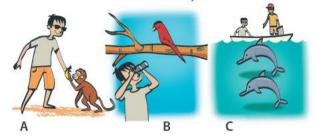
2 What's already in the suitcase?



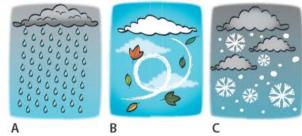
3 What is the woman going to buy?



4 What did the man do on holiday?



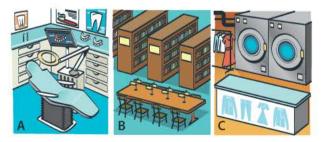
5 What will the weather be like tomorrow morning?



6 Who does the boy think should win the competition?



7 Where will the girl go first?



- Work in pairs and discuss the questions.
- 1 Where can you find short conversations like these to practise listening to?
- 2 Do you think it's important to understand every word when you listen? Why/Why not?

Reading

- 1 Work in pairs and discuss the questions.
- 1 What kind of people do you like spending time with? Why?
- What kind of person do you think makes a good work colleague? Why?
- Read about the big five character types and follow the instructions.

The big five character types

Many scientists now believe that there are only five main types of character. Which one are you? Do our quiz on page 114 to find out.

RESULTS

Open people are **curious** and like art and adventure. They have unusual beliefs which some people think are **strange**.

Conscientious people are organised and ambitious, but never make quick decisions. They are reliable and punctual.

Extroverted people are **cheerful** and love doing exciting things. They have energy, talk a lot and are never **shy**.

Anxious people are **sensitive**. They care about details and want to get things right. Sometimes they get a bit **nervous**.

Agreeable people are friendly and generous. They believe that everyone is good and honest.

Work in pairs. Are your strongest character types the same? Do you both agree there are five main character types?

Describing people

4 Complete the email. Choose from the adjectives in bold from Activity 2.

To: Jo@aol-online.com From: Jemma@hotmail.com

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



5 Look at the underlined words/phrases in the email. Do they describe age, looks or size?

Speaking

- 6 Work in pairs and discuss the questions.
- 1 Which family member and friend are you most similar to?
- 2 Which family member and friend are you most different from?

- 1 Work in pairs and discuss the questions.
- 1 Do you have a social networking profile photo? Why/Why not?
- 2 How important do you think a person's profile photo is? Why?
- 3 What kind of person do you think the man in the photo is?



Phil Stevens

- · Studied at the University of Exeter
- · Works at AWC engineering
- Lives in Torbay
- Single
- · Born on 17 April

Phil Stevens is now friends with Charlotte Hawkins. An hour ago

Phil Stevens: On my way to the beach. Can't wait! 20 May

Phil Stevens wants to invite you to a beach party on 28 May. 20 May

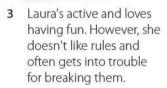
Phil Stevens likes Carmen Caligari's status. 19 May

Reading

Matching (Part 2)

- The people below want to choose a profile photo for a social networking site. Read their profiles and underline the key pieces of information in each.
- Jacob likes moving around the country and learning to do interesting things he's never done before. He is proud of his many artistic and sporting talents.







Marcus enjoys teaching at a primary school. His students say he always listens to them carefully. He and his wife really want to have their own children one day.



Naomi finds her work very stressful. She has a good imagination and spends a lot of time thinking about living in a more relaxing place.



4 Kasia loves her boyfriend very much. She wants to get married to him in the future. She hopes that they will grow old together.



What does your profile photo say about you?

A With an animal

A photo with an animal shows that you can care for people. It is important for you to give these people your full attention so you can help them develop. It can also mean that you enjoy taking care of plants and other living things, or that you have a strong need to be a parent.

B Dancing

Dancing in a photo says you are lively and always looking for pleasure.
Dancing is connected with feeling free so you probably don't do what you should do all the time. This might cause problems for you sometimes.

C With a partner

This photo tells everyone that you have found a special person that you care for. It says that you are in a serious relationship with that person, and you want to be together for a long time. You are looking for something deeper in life.

D With a man/ woman who is just a friend

A photo with a friend of the same sex shows that you are a talented storyteller. You love having fun and playing jokes on people. You enjoy relationships with people and always want to know what other people are doing.

E Doing an activity

This photo says that you think your many creative and athletic abilities are important. You care a lot about experiences and often try new and exciting activities. You don't want to stay in the same place for too long and you're possibly not looking for a serious relationship at the moment.

F Looking away from the camera

This photo says you want to be different from other people. You are confident about making your own decisions. You are independent so no one can stop you doing what you want! You like spending time alone in thought.

G On holiday

A holiday photo could say that you are a dreamer. It suggests you worry a lot about things in your job and at home. You probably dream of moving to an area where your worries have gone and your life is carefree.

H On a night out with friends

This image shows that you enjoy your social life very much. You love talking and are at your happiest when other people pay you a lot of attention.

Read about eight different profile photos and what they say about a person. Which one is most suitable for Jacob? Why?

EXAMTIP

Underline the key information requirements in the people descriptions. Then read the eight texts carefully and underline any information that matches.

Which type of photograph A-H is most suitable for the other people in Activity 2?

Vocabulary

Deducing words in context

5 Look at these words/phrases from the text. Which meaning is correct for each one, A or B?

LANGUAGETIP

You don't need to understand every word in a text. If you see a word that you don't know, try to guess the meaning by looking at the words around it.

- 1 connected with (section B)
 - A has a relationship with
 - B is a part of something
- 2 a serious relationship (section C)
 - A involved closely with someone
 - B a friendship with no laughter
- 3 talented (section D)
 - A not skilled
 - B very good at
- 4 independent (section F)
 - A do things without any help
 - B get nervous very easily
- **5** *dreamer* (section G)
 - A a person that is not real
 - **B** a person who has impossible plans and ideas.

Speaking

- 6 Work in pairs and discuss the questions.
- 1 According to the article, which photo would be most suitable for you?
- 2 Is it possible to look at a picture of someone and know what kind of person they are? Why/Why not?

- 1 Work in pairs and discuss the questions.
- 1 When was the last time you met someone new? What did you chat about?
- 2 What information do people usually give about themselves to someone they've just met?

Listening

- 2 1.07 Listen to a radio programme about meeting people for the first time. What is the reporter, Melanie, trying to find out? How many people does she speak to?
- 3 Listen again and answer the questions.
- 1 Which topics are not popular?
- 2 How do the people respond to questions they don't want to answer?
- 4 Complete the questions with the words in brackets in the correct order. Then listen and check.
- 1 Have you any idea ______ toilet in here? (a/if/there's)
- 2 Could you tell me _____ get a drink? (can/I/where)
- 3 What ______ for a living? (do/do/you)
- 4 Would you mind ______you earn? (how much / me / telling)
- 5 Do you know _____ for me to sit here? (if/okay/it's)
- 6 _____a girlfriend or are you single? (got/have/you)
- Work in pairs and discuss the questions.
- 1 What topics should you never talk about when you first meet someone in your country?



Unit 1 Identit

Indirect questions

- ► GRAMMAR REFERENCE p.124
- 6 Look at the questions 1–6 in Activity 4 and answer the questions.
- 1 Which of the questions in Activity 4 are direct and which are indirect?
- 2 Are direct questions or indirect questions more polite?
- 3 How is the word order different in an indirect question?
- 4 With indirect questions, do you need an auxiliary such as do or can?
- 5 When do we use if or whether in an indirect question?
- 6 Which words do you think are stressed in Activity 4 questions 1–6?

LANGUAGE TIP

Use indirect questions when you're asking difficult questions and want to be more polite, or if you're not sure that the listener knows the answer. Can I ask if that's your natural hair colour? Could you tell me whether this train stops at Cheltenham?

Complete the indirect questions so they mean the same as the direct questions. Use no more than three words.

| 1 | Are you married or single? | | | | |
|---|----------------------------|--------------------|--|--|--|
| | Can you tell me | married or single? | | | |

2 Where do you live?
I'd like to know ______ live.

3 Do you pay a lot of rent?

Would you mind telling me _____ a lot of rent?

4 How much do you weigh?

Do you know weigh?

5 How do you spend your weekends?

Can you tell meyour weekends?

7 What do you do for a living?
Would you mind telling me ______ for a living?

8 How much do you earn?

Could you tell me how _____?

Speaking

8 Work in different pairs. Imagine you are classmates who have just met. What information is your partner happy to give you? Use questions from Activity 4 to help you.

- 1 Look at quotes A-C from the children of rock stars, then discuss the questions.
- 1 Would you like to have a famous parent? Why/Why not?
- 2 Would you prefer to have a sports star, a musician, or an actor for a parent? Why?
- A 'Friends, friends' mothers, kids, all different people come up to me pretty much every day to say "Oh we love your dad."

Liv Tyler talking about her dad, Aerosmith singer Steven Tyler.

- B 'It wasn't until I was in high school that I realised that not everyone's dad put on makeup and wielded a snake!'
 - Calico Cooper talking about her dad, Alice Cooper.
- C 'So, he's wearing leather pants and a feather boa, but he would be like, "Did you do your chores today?" or, "That dress is too short!"
 Zoe Kravitz talking about her dad, Lenny Kravitz.

Writing

Informal letter (Part 3)

- **▶WRITING** REFERENCE p.134
- FUNCTIONS BANK p.154
- 2 Look at the exam task and underline what you have to do.

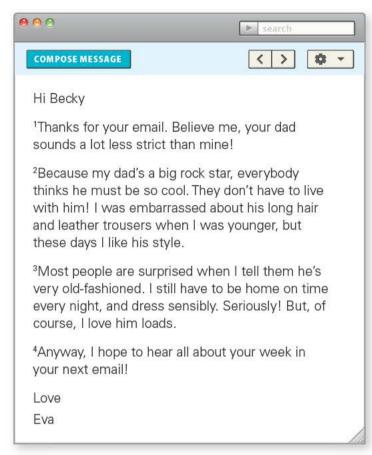
This is part of an email you receive from an English friend, Becky.

So, that's what my family are like. In your next letter, perhaps you could tell me a bit about someone in your family. What are they like?

Now write a letter to Becky, answering her question. Write your **letter** in about **100 words**.



- 3 Read Eva's reply to Becky and answer the questions. Then compare your answers in pairs.
- 1 What's unusual about Eva's dad?
- 2 What do we learn about Eva's dad from her letter?

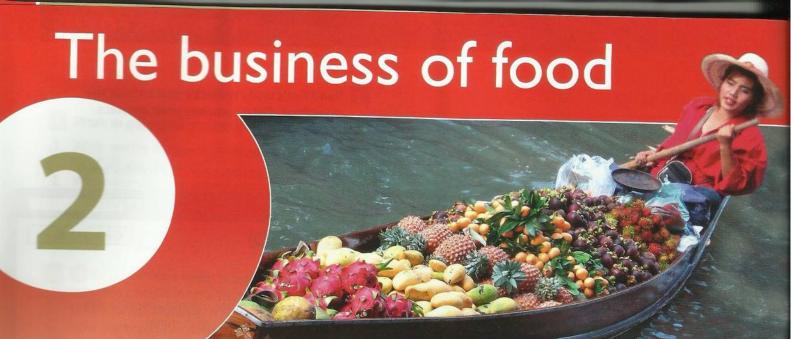


- 4 Look at Eva's letter again. Match paragraphs 1–4 with the main ideas A–D.
- A describing personality
- B talking about what Becky said in her letter
- C talking about future contact with Becky
- **D** describing looks

EXAMTIP

When you write a longer piece of writing, you MUST write complete sentences and organise your work into three or four paragraphs, with one theme per paragraph.

- 5 Look at the sample answer on page 114. Where should the paragraph breaks be?
- 6 Write your letter to Becky. Don't forget to write about 100 words and use paragraphs.



Listening

- Work in pairs and discuss the questions.
- 1 Who buys food in your home? How much time do you spend planning and preparing meals?
- 2 What's most important to you when you buy food: cost, health benefits or where it comes from? Why?
- 2 07 You will hear part of a radio interview with a woman called Sue, who has written a book about where food comes from. Listen and tick (/) the words you hear.

| fish | fruit | rice | juice | chips | sausage | alcohol | |
|------|-------|------|--------|----------|---------|---------|--|
| meat | salt | vege | tables | potatoes | sugar | | |

- 3 Listen again and answer the questions.
- 1 What changes to our food habits does Sue mention?
- 2 What problems with food labels does she describe?
- 3 Who does Sue think suffers because of these problems?

LANGUAGETIP

In your vocabulary notebook, make sections for different topics (food, transport and travel, etc.). It will make it easier to learn new words and use them again.

Vocabulary

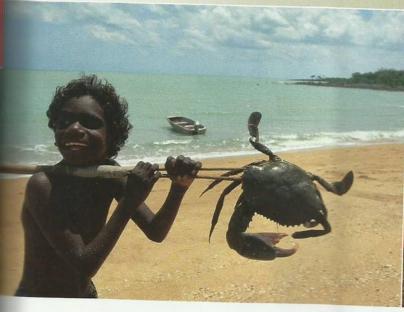
Collocations: food

Match words 1–7 from the radio interview with the meanings A–G.

- 1 fresh ingredients
- 2 local speciality
- 3 stir-fried (vegetables)
- 4 raw (fish)
- 5 soft drinks
- 6 fatty (food)
- · idity (100d
- 7 on a diet
- 8 boiled (rice)

- A cooked quickly by moving it around in hot oil
- B containing a lot of butter or oil
- C containing no alcohol
- D a well-known dish from a particular area
- E limiting the amount you eat to get thinner
- F recently picked and prepared
- G cooked in water
- H uncooked, particularly when a food is usually eaten cooked

VOCABULARY AND SPEAKING FOCUS





- Complete the questions with a word or words from Activity 4.
- 1 Do you prefer food made with frozen or _____?
- 2 What is your favourite from your region?
- 3 Do you drink fizzy? Do you think they're healthy/unhealthy?
- 4 Have you ever eaten fish or meat? Do you prefer it cooked?
- 5 Do people eat less food, like cake, these days?
- 6 Would it be easy for you to go and stop eating unhealthy food?
- 7 Do people from your region eat more chips orpotatoes?
- **8** What's your favourite sauce withvegetables? Do you often cook this way?
- 6 Discuss the questions in Activity 5 in pairs.

Speaking

Extended turn (Part 3)

- Have you ever tried to grow your own fruit or vegetables, or catch your own food? What did you enjoy/not enjoy about the experience?
- 8 Dos Listen to two students describing the photographs on this page.
- 1 What do the two students have to do?
- 2 How long do they have to speak for?
- 3 Did the students have enough to say?

- 9 Listen again. What things do Daniela and Alejandro describe? Could they describe more?
- Work in pairs. Student A turn to page 115. Student B, turn to page 116. Follow the instructions.

EXAMTIP

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

General conversation (Part 4)

- 11 © 09 In Part 4 of the Speaking test, you will be asked to discuss the general theme of the photographs. Listen to Part 4. Who said these things? Write A for Alejandro or D for Daniela.
- 1 I lived near a farm.
- 2 I've been fishing.
- 3 I hate going to the supermarket.
- 4 I order some food products on the internet.
- Work in pairs. Talk together about the food that you like for two or three minutes. Use the ideas below to help you.
- 1 your favourite food as a child
- 2 your favourite food now
- 3 the food you dislike
- 4 the kinds of food you usually eat

- Work in pairs and discuss the questions.
- Would you like to eat the meal in the photo? Why/Why not?
- What skills do you need to make this meal? Could you do it?
- 3 What skills do you need to be able to photograph food like this?

Reading

Multiple choice (Part 4)

- Work in pairs. Read the headline. What tricks do you think the article is about?
- Read the text and answer the questions.
- 1 Were your predictions correct?
- Why do you think the writer wrote this text? Who did he write it for?



000 A P

RECIPES

The tricks of food photographers

We've all seen the gorgeous photos of colourful vegetables and freshlybaked cakes in books and magazines. When we see these pictures we believe that if we follow the recipe, we can make food that looks like that too. However, not many people realise the strange things that photographers use to change a simple plate of food into the mouth-watering dishes in the photos.

Food is one of the most difficult subjects for photographers. Hot food goes cold, cold food goes dry, and frozen food melts, making it useless. But don't worry, because food photographers have the tools to deal with these problems. They don't just visit photography shops. They also visit art shops, garages and pharmacies. As well as camera

equipment, a photographer's bag includes motor oil to help sauces look brighter, hairspray to stop cakes looking dry, and a spoonful of shoe polish to help meat look cooked.

There are a few rules about food that photographers have to follow. If a photo is going to become part of an advert, rules say the food which the company wants to advertise must be the real thing. However, any other food in the photo doesn't need to be real. Plastic 'fruit' or glass 'ice' in a drink next to the real dessert is acceptable, according to the rules. Of course, there are some photographers who choose not to use non-food items in their photos, even when the rules allow it, but that does make their job much more challenging.

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









4 Read the text again. For each question choose the correct answer, A–D.

EXAMTIP

Make sure you read the text carefully at least twice to be able to answer question 1 (the writer's purpose) and question 5 (the meaning of the whole text).

- 1 What is the writer trying to do in the text?
 - A advise photographers how to take photos of food
 - B explain how photographers take photos of food
 - C encourage people to become food photographers
 - D describe a day in his life as a food photographer
- 2 The writer says that people who read cookbooks
 - A choose them because of the gorgeous photos.
 - B examine the look of the photos too closely.
 - C dislike the practice of using perfect photos.
 - D think their own food will look like the photos.
- 3 What are the rules about food advertising?
 - A All the food in the advert must be the real thing.
 - **B** Only the food being advertised needs to be real.
 - C Plastic food cannot be seen anywhere in a photo.
 - **D** Photographers must be open about their techniques.
- 4 The writer thinks that using plastic food is
 - A a dishonest technique to use.
 - **B** an easier option for photographers.
 - C an interesting tool to employ.
 - D necessary for food to look nice.
- 5 What might the writer say to a friend?
- A I'm pleased that some photographers refuse to use these techniques with food.
 - **B** I'm worried by the small number of photographers who can take good food photos.
- C I'm sure that only creative people have the skill to become a good photographer.
 - **D** I'm amazed by the products that professionals use to make their photos look real.

Speaking

- Mork in pairs. Turn to page 115.
- 6 Work in pairs and discuss the questions.
- 1 Do you agree with the use of tricks in food photography? Why/Why not?
- 2 Which trick do you dislike the most? Why?
- 3 How has this article changed your views on food advertising?

Vocabulary

Suffixes

- Complete the sentences with a word in bold from the text in Activity 2.
 - 1 I don't think it's ever _____ to use motor oil in food photos.
- 2 Professional photographers have a lot of expensive
- 3 Please put a _____ of sugar in my tea.
- 4 This knife won't cut anything. It's ______!
- 5 I've got red, orange and yellow peppers. Don't they look ?
- 6 I love the smell of -baked bread

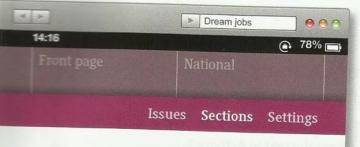
LANGUAGETIP

Add a suffix to the end of a word to change its form, e.g. from a noun to an adjective. Sometimes the suffix changes the meaning of the word, e.g. -ful (full of/a quantity of), -less (without) and -able (can).

- 8 Complete the words in the sentences with an appropriate suffix.
- 1 If I go to the supermarket when I'm hungry, I buy an arm...... of cakes.
- 2 I sometimes have a microwave...... meal when I'm in a hurry.
- 3 I often burn food when I cook. I'm so care!
- 4 I love spicy food. Any other food is taste...... to me.
- 5 I'm hope...... that someone will cook me dinner later tonight.
- 6 Fresh coffee in the morning smells wonder.......
- 7 I hate restaurants with live entertain........
- 8 I like food you can prepare quick.......
- Work in pairs. Are the sentences in Activity 8 true for you? Why/Why not?

Reading

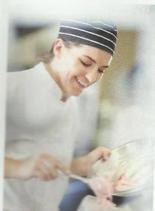
- Work in pairs. Look at the photo. What do you think the woman is doing? What do you think she does for a living?
- Read the text. Were your predictions correct?



DREAM JOBS ice cream taster

This is Michaela. (1) She's tasting ice cream flavours for a food company. She's 20, (2) lives in Brighton and **usually** (3) attends classes on food technology at college, but this summer (4) she's working as an ice cream taster.

'Most of my friends (5) believe it's the best job in the world', says Michaela, 'They think all I do is eat ice cream all day, but it's hard work. I'm always in the factory from 8 a.m. to 6 p.m. and to



taste the ice cream, you (6) put just a little in your mouth. I don't often eat more than a litre a week.

So, does
Michaela love ice
cream? 'I don't
mind it. I have it a
few times a year
but to be honest I
prefer chips!'

Present simple and continuous

- ► GRAMMAR REFERENCE p.124
- Match the uses of the present simple and present continuous A–F with examples 1–6 in Activity 2.
- A A regular repeated action (present simple)
- **B** A permanent situation (present simple)
- C Spoken instructions and processes (present simple)
- D With stative verbs (present simple)
- E An action happening at this exact time (present continuous)
- A temporary situation happening around this time (present continuous)

LANGUAGE TIP

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

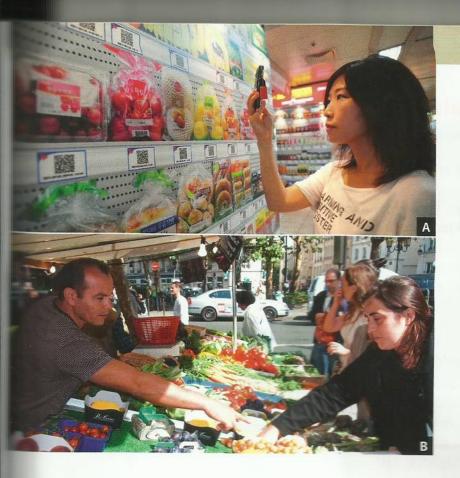
- 4 Look at the adverbs in bold in Activity 2 and answer the questions.
- Do the adverbs of frequency come
 - A before or after an auxiliary verb?
 - B before or after the verb to be?
 - C before or after all other verbs?
- 2 Do longer adverbial phrases come at the beginning or end of a sentence?
- Read the text. Would you like this job? Why/Why not? Tell a partner.

DREAM JOBS food guide

| Fred (1) (work) as a food guide for a travel company. |
|--|
| Each month he (2) (take) people who (3) |
| to learn about Asian food around Vietnam or Thailand, At the |
| moment ne (4) (visit) Hanoi with ten British tourists |
| ried's an expert in Asian cookery. He already speaks |
| Vietnamese and (5) (learn) to speak Thai in his free time |
| burning his lours he (6) (teach) the group how to cook |
| local food. foday ne (7)(show) them a popular market |
| Fred (8) (think) his job is great. 'I (9) (not/ |
| often/see) my friends and family but I meet interesting people and see amazing places. I (10) (have) the time of my life!' |
| |

Put the verbs in brackets from Activity 5 into the correct present simple or continuous form.

18



Vocabulary

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

shop online special deals see the quality scan a product deliver the products

- The photos show different ways to buy food. What might be good about shopping in this way? What might be bad?
- 3 10 Listen to a student talking about food shopping and answer the questions.
- 1 How does she prefer shopping, photo A or photo B?
- 2 Do you agree with her opinions?

Listening

Multiple choice (Part 2)

- 4 11 You are going to listen to an interview with a woman called Magda on a television technology show.
- 1 Look at question 1 in Activity 5 and underline the keywords in the question and options.
- 2 Listen and answer the question.

EXAMTIP

Listen for words or phrases with a similar meaning to the question. If you hear exactly the same words, they might not be the correct answer.

- 5 Now read through questions 2–7 and underline the keywords. Then listen to the whole recording and choose the best answers.
- 1 When Magda first heard about the supermarket, she thought it
 - A would be interesting.
 - B sounded unpleasant.
 - C was a practical idea.
- 2 Magda says the supermarket is unusual because it
 - A uses mobile phones.
 - B delivers food quickly.
 - C looks like a normal supermarket.
- 3 What did Magda buy in the supermarket?
 - A drinks
 - B vegetables
 - C shampoo
- 4 Magda thinks the supermarket works well in South Korea because South Koreans
 - A don't have much free time.
 - B like new technology.
 - C have to wait a long time for transport.
- 5 Why did Magda like the new supermarket?
 - A It was easy to use.
 - B It was cheap.
 - C It was fun.
- 6 Magda says that the Korean people
 - A welcomed the new shop.
 - B were unsure about using it.
 - C preferred other supermarkets.
- 7 Magda thinks that in Britain, this type of shop would
 - A be too expensive.
 - B not be technically possible.
 - C be unpopular with the people.
- 6 Work in pairs and discuss the questions.
- 1 Would people in your country like shopping in this kind of virtual supermarket?
- What do supermarkets in your country do to attract more customers?







Modals of possibility

- ► GRAMMAR REFERENCE p. 125
- Look at picture A. What do you think it is?
- 13 Listen to the conversation and write the word you hear in the gap.
- 1 Itbe anything like an apple, because they don't have that kind of middle.
- 2 Itbe a lemon, they look like that in the centre.
- 3 It be an orange. It's the right shape for an orange.
- Match the modals of possibility from Activity 2 with their meanings A-C.
- A I'm sure it is.
- B It's possible.
- C I'm sure it's not.

LANGUAGE TIP

Could, might and may can all be used to say that something is possible in the present or future.

- Work in pairs. What do you think the other foods in the photographs are? After you finish discussing, check your answers on page 117.
- Complete the sentences using must, might/could or can't + a form of the verb be or have.
- 1 The restaurant _____ a table tonight if they're not busy.
- 2 He _____vegetarian because I saw him eating a hotdog.
- 3 It _____ time to go! All the others have left.
- 4 They _____ international food, but I doubt it. It's a local restaurant.
- 5 This past its use-by date. I only bought it this morning.
- 6 There _____ a mistake on this bill. I didn't order champagne!

Speaking

Mork in pairs. Turn to page 118 and follow the instructions.

- 1 Work in pairs and discuss the questions.
- 1 How often do you eat out? What kinds of cafés or restaurants do you go to?
- What restaurant would you recommend to someone visiting your town/city? Why?
- 3 Have you ever had a memorable experience at a restaurant? What happened?

Reading

- Read the story and answer the questions.
- 1 Did the writer have a good or bad experience at the restaurant? Why?
- 2 Do you think the writer and his friend did the right thing? Why/Why not?
- 3 What's the purpose of the underlined expressions?

An unexpected treat

When the food arrived, we couldn't believe our eyes. Twenty minutes earlier, we'd ordered soup (the cheapest food on the menu) but here was the waiter with the biggest steaks we'd ever seen!

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

Eventually the bill came. There was no mention of the steaks so we paid and quickly left the table. Suddenly we heard the waiter shout, 'Excuse me!' We turned around, our hearts beating. 'Don't forget your coats!' he said. We laughed, thanked him and finally walked through the door.

Just then we heard two customers asking where their steaks were!



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

Writing

Story (Part 3)

- ► WRITING REFERENCE p. 135
- FUNCTIONS BANK p.154

EXAMTIP

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

- Plan and write your answer to the exam task.
 - Your teacher has asked you to write a story.
 - This is the title for your story: A picnic that went wrong
 - · Write your story in about 100 words.

PROGRESS TEST I

| 1 | Put the words in the correct order to make questions. Add an auxiliary verb where necessary. |
|---|--|
| 1 | from/you/where/? |
| 2 | name/spell/your/how/you/? |
| 3 | chose / name / who / your / ? |
| 4 | studying / you / English / why /? |
| 5 | enjoy/you/sport/doing/? |
| 6 | see / friends / how often / you / your / ? |

2 Match the questions in Activity 1 with the answers A-J.

last night / what / do / you /? your / what / middle / name /?

- A I stayed in and watched TV.
- B It's Henry, which was my grandad's name.
- C I hang out with them once or twice a week.
- D My dad.

7

- E Not really. I watch it but I never do any.
- F Well, I grew up in Cardiff but I live in London now.
- **G** Because I need to pass an English exam to get into university.
- H C-A-R-L-Y.
- 3 Pilar is at a train station. Rewrite her questions so they are indirect.

8 Why has the train stopped here?
Do you know ______?

Complete the text with appropriate words from the list below.

bald cheerful curious curly good-looking in her 40s in his 50s long reliable organised overweight sensitive shy slim strange

| 000 | ≥ search |
|--|---|
| COMPOSE MESSAGE | < > ** ** |
| Hi Phil, | |
| You asked me to email you some they are! I'll you a bit about each | photos of my family so here person. |
| My dad's (1) | ne but as you can see he's 3. He doesn't like speaking but he's always er stops smiling. My mum's a still (5) |
| My sister's 20 years old. You have you say to her because she's quit My brother's just turned 13. As you (8) | e (7) ou can see, he's a bit e eats like a horse but I think and popular with |
| Anyway, I'd love to know about yo | ur family! Write soon. |
| Love | |
| Ella | |
| | |

Complete the sentences with appropriate words from the list below.

| local | raw | drink | fatty | fish speciali | food ty | d go stir-fried |
|-----------|------------------------|---------------------|------------|--|------------|--------------------|
| This fish | n dish is a | ì | | in t | his are | ea . |
| For per | fect | t in the ov | | . cover the | meat | with honey |
| When I | lived in J with | apan, I ate | a lot of s | ushi, whic | h is | |
| Let's ha | ve somet oles tonig | thing light tht. | like | ······································ | | |
| Would y | ou like a | | | ? I'v | | some cola. |

on a

PROGRESS TEST 1

6 Read the postcard and choose the correct verb forms.

Place Stamp Here Hi Mum and Dad,

Richie and I (1) are having/have a fantastic honeymoon here in the Maldives. Our hotel (2) is being/is fantastic and the beaches (3) are being/are beautiful. I (4) 'm writing/write this postcard in the famous Ithaa restaurant. Ithaa (5) is meaning/means 'mother of pearl' in the national language. The restaurant (6)'s sitting/sits five metres under the sea, so loads of tourists (7) are coming/come here every day to eat and watch the sea life go past. Don't worry, to get down here you (8) aren't swimming/don't swim! You (9) are walking/walk down some stairs.

Anyway, must go now. The waiter (10) 's bringing/bring our food and I (11) 'm wanting/want to look at the amazing view. We (12) 're looking/look at a baby shark above us right now! Lots of love,

Kerry xxx

- Here are some sentences about a new restaurant. Complete the second sentence with modals of possibility so it means the same as the first. Use no more than three words.
- 1 It's possible that it is a Chinese restaurant because there are dragons painted outside.

There are dragons painted outside, so it be a Chinese restaurant.

2 I'm sure the chef is from China because I heard him speaking Chinese.

The chef _____ China because I heard him speaking Chinese.

3 It's impossible that the waitress is Chinese – she didn't understand the chef!

The waitress Chinese – she didn't understand the chef!

4 If I go, maybe I'll have to eat with chopsticks.

If I go, I to eat with chopsticks.

5 It's impossible that sushi will be on the menu as it's a Japanese dish.

Sushi _____ be on the menu as it's a Japanese dish.

6 It's certain that people in this town love Chinese food – this is the sixth one on the street!

People in this town _____ love Chinese food – this is the sixth one on the street!

8 Read the text below and choose the correct word for each space. Choose the correct letter A-C.

Pop-up restaurants

(1) you like eating fashionable food in unusual places? Then it's possible you
(2) like pop-up restaurants: temporary restaurants that appear in a place for just a few weeks.

The restaurant has been full since it opened so Paul

(9) ______ be pleased. 'Yes,' he says,
touching the (10) ______ on his chin, 'but
it's more important that people enjoy the experience.'

| 1 | Α | Have | В | Are | C | Do |
|----|---|-----------|---|----------|---|------------|
| 2 | A | might | В | must | C | did |
| 3 | Α | When | В | Where | C | Why |
| 4 | Α | raw | В | boiled | C | barbecued |
| 5 | A | talented | В | better | C | shining |
| 6 | Α | imaginer | В | inventor | C | maker |
| 7 | Α | sensitive | В | generous | C | ambitious |
| 8 | Α | desire | В | partner | C | connection |
| 9 | Α | must | В | might | C | can't |
| 10 | Δ | heard | P | lin | - | tooth |

Mind your manners





EXAMTIP

Summarise what is in the photo and then describe what you can see in more detail. Talk about the place, people and objects.

Speaking

1 Work in pairs. When was the last time someone was rude to you? What happened? How did you feel?

Extended turn (Part 3)

Student A, describe the photo at the top of this page. Student B, describe the photo on page 25. Talk for one minute each. Listen and tell your partner if he/she missed any details in the photo.

General conversation (Part 4)

- FUNCTIONS BANK p. 153
- 14 You are going to listen to two candidates talking in Part 4 of the Speaking test. Listen and answer the questions.
- 1 What does the examiner ask them to talk about?
- Does each candidate speak for a similar amount of time?
- 3 Do they interact well?
- Match the phrases the candidates used in Activity 3 to their uses A-E.
- Sorry, can I say something?
- 2 Sure, go ahead ...
- 3 Do you agree?
- 4 Sorry, could you say that again?
- 5 I don't get what you mean.
- You mean (it's really dirty)?
- A ask someone to repeat something
- B ask someone for their opinion
- C tell someone it's okay to speak
- D check what someone just said
- E ask if you can speak
- F say you don't understand something

EXAMTIP

Make sure you both take turns and speak for a similar amount of time in this Part of the exam. You get marks for communicating with each other.

Phrasal verbs

| б | Listen again to what annoys the candidates in Activity 3 and complete |
|---|---|
| | sentences 1–10. |

| 1just when I have to something important for a piece o | of work | orl |
|--|---------|-----|
|--|---------|-----|

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

phrasal 'verb *n* [C] a verb with an adverb or preposition after it, which has a different meaning from the verb used alone. Set off, look after and put up with are all phrasal verbs.

LANGUAGETIP

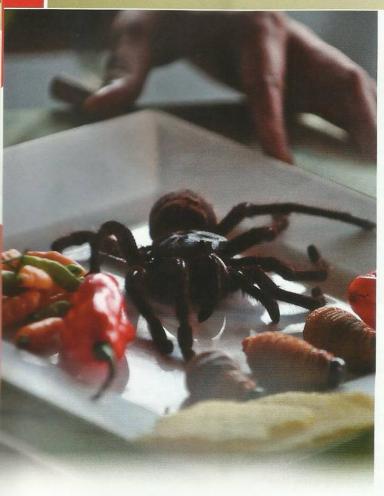
Just like other words in English, phrasal verbs can have more than one meaning. I picked up the pencil (lifted); I picked up my sister from the station (collected in my car).

Match the phrasal verbs in Activity 6 with the meanings A-J.

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

8 Complete the questions with a phrasal verb from Activity 6.

- 1 How often do youyour flat/house?
- 2 Do you ever _____ children? Do you enjoy it?
- 3 Where do you go to _____ the meaning of a new English word?
- 4 How long do you queue for before you and walk away?
- 5 Who do you _____ with the best in your family?
- 6 Do you usually _____ your English homework on time?
- 7 Who do you _____ with at the weekends?
- 8 When do you _____ your music ___ loud?
- 9 If something is difficult, do you just stop or _____ trying?
- 10 Do people often tell you to _____so you aren't late?
- Work in pairs. Take turns to ask and answer five of the questions from Activity 8. Ask each other follow-up questions to get more information.



Vocabulary

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

amused annoyed embarrassed excited satisfied disgusted

- 1 A lasagne that you've cooked tastes pretty good.
- 2 Your friend has made you a cake in the shape of hamburger.
- 3 You've won a free meal at the best restaurant in town.
- 4 A salesperson has phoned during your favourite TV programme.
- 5 You've fallen off your chair at a party.
- 6 You find an insect in your meal.
- When did you last feel amused, annoyed, disgusted, embarassed, excited or satisfied?

EXAMTIP

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

Listening

True/False (Part 4)

3 Look at the notice below. Would you like to try this kind of club?

THE SUPPER CLUB

Would you like to make new friends? Are you tired of cooking meals for one? Join the Wessex University Supper Club! We'll match you up with a group of four or five other students.

You'll take turns to cook for each other and provide a little entertainment after the meal. It's a great chance to make new friends and try new things. If you're a bit shy, don't worry: sign up with a friend!

Supper Club

Text Dan on 0789 463291 for more details.

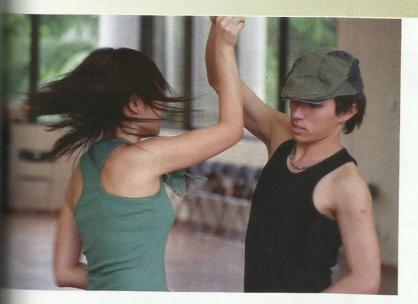
4 You will hear a boy called Steve and a girl called Becky, talking about their evening at the University Supper Club. Before you listen, read sentences 1–6 and underline the keywords.

| | | _ |
|---|---|-------|
| 1 | Becky was excited about trying the new supper club. | |
| 2 | Steve was confident that the others would like his cooking. | |
| 3 | They were both annoyed by the other girl in the group. | |
| 4 | Becky was surprised by the entertainment. | |
| 5 | Steve disliked the other boy at the dinner. | |
| 6 | They both agree the next meal will be better. | |

5 Listen and decide if the sentences in Activity 4 are correct. If it is correct, put a tick (√) in the box under A for YES. If it is not correct, put a tick (√) under B for NO.

Speaking

- 6 Work in pairs and discuss the questions.
- 1 Have you ever been in a social situation when you didn't know many people? What was it like?
- What meal could you cook at a Supper Club dinner? What entertainment would you arrange?



-ing and infinitives

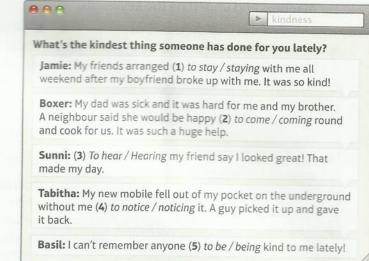
- ▶ GRAMMAR REFERENCE p. 125
- Work in pairs and discuss the questions.
- 1 What do you think is the best way to meet new people?
- 2 What do you think makes a good friend?
- 2 16 Listen to some people giving their opinions on friendship for a radio show. Do you agree with what they say?
- Listen again and complete the sentences with the word or words you hear.
- 1 Someone who'll watch the football without!
 - 2your friend will help you.
- 3 Someone you enjoy time with.
 - 4 It's important _____ near each other.
- 5 Someone you can't wait your news with.

- 4 Look at the sentences in Activity 3 and complete the rules with either -ing form or infinitive. Use the:
- 1 _____ after some verbs such as mind, enjoy, keep.
- 2 _____ after some verbs such as expect, learn, can't wait.
- 3when the verb is the subject or object of a sentence.
- 4 after a preposition (after, on, before, etc.).
- 5 _____ after an adjective (pleased, happy, etc.).

LANGUAGETIP

Some verbs can be followed by both the -ing form and the infinitive but the meaning is the same, e.g. start, begin, continue, prefer. I started laughing. / I started to laugh.

Read the blog about kindness. Choose the best words 1–5.



Speaking

- 6 Work in pairs and discuss the questions.
- 1 What's the kindest thing someone has done for you recently?
- What's the kindest thing you've done for somebody else recently?
- You have decided to sign up to a social networking site. Turn to page 118 and complete the questionnaire.
- Work in small groups. Ask questions about their answers to Activity 7. Can you find someone with similar interests?

- Work in pairs and discuss the questions.
- 1 What do you use your mobile phone for? Do you ever use it to learn English?
- 2 How often do you check your text messages or surf the internet?
- 3 How often do you change your ringtone?
- 4 What are good and bad mobile phone manners?

Reading

True/False (Part 3)

- 2 Look at the article title and headings. What do you think it's about? Read the article quickly and check.
- 3 Look at the sentences about mobile phone manners and underline the keywords.

| | | Α |
|---|--------------------------------------|---|
| 1 | Research shows people know they have | |
| | bad mobile phone manners in public. | |

- Putting your phone on silent might surprise your friends.
- 3 It is a good idea to use different ringtones in different locations.4 Using a mobile while driving is
- permitted under certain conditions.

 5 It is acceptable to use your mobile in certain parts of a train.
- 6 If the signal breaks down, you should wait for the person to call you back.
- 7 You should warn people in advance if you are going to take an important call.
- 8 It's a good idea to keep your mobile where you can see it during a meal.
- 9 You can save time by making calls while doing other business.
- 10 Debrett's have already published a number of guides on good manners.

EXAMTIP

Underline the keywords in the sentences to help you find the information in the text. The sentences are in the same order as the text, so always start with question 1.

4 Read the text to decide if each sentence is correct (A) or incorrect (B).

Vocabulary

Phrasal verbs

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

1 You miss a friend's call. Do you call them or wait for them to _______ you ______ ?

2 Do you often _____ people ____ while you're in a public place? Where?

3 Do youyour mobileas soon as you wake up? Why/Why not?

4 Do you _____ your mobile phone ____ before your lesson starts? Why/Why not?

You're speaking to a friend when your mobile rings. Do you _____ talking to your friend or answer the phone? Why/Why not?

You're talking on your phone in a shop queue. Do you and put the phone away when you get to the front? Why/Why not?

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

Speaking

В

Work in groups and discuss the questions.

1 Do we need to be told how to behave in social situations? Why/Why not?

2 In which situations do you think people need more information on how to behave politely? Why?

on the internet using public transport in the street on holiday in a restaurant

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

28

Mobile manners

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



According to new research, it annoys people all over the world, and yet more of us are doing it. Most people interviewed said other people's manners were terrible, while their own manners were good, but they still continue to use their phones in public without thinking about the effect on others. Here are some rules to help you use your mobile phone more responsibly in public places.

Keep the noise down

You know your phone is too loud when it screams out and people turn to look at you. Remember the *silent* function. Your friends might not expect to see you suddenly dive into your bag to answer a vibrating phone, but they'll be grateful they won't have to listen to your new ringtone.

On the subject of ringtones: if you're embarrassed by your phone when it rings (e.g. on trains, in offices, or when you're visiting your mother), you've almost certainly made the wrong choice of ringtone. Choose one you can use anywhere.

Think of others

Make sure that your phone conversation is not disturbing other people. Private conversations are never good in front of others — be respectful. Never ring up a friend in public and have a huge argument, or use bad language or talk about money.

Location, location

Switch off your phone when you are going into meetings, cinemas and so on. Only make or take calls in the car with legal hands-free equipment or you face getting a rather large fine.

Don't use your phone in 'quiet zones' on trains (those areas where electronic equipment must be kept on silent). When the signal is bad, explain to the caller that there's a problem and hang up. Don't shout 'Hello?!' loudly several times if you lose the connection. Call the other person back as soon as you can, even if it's only to say goodbye.

Remember me?

The people you're with deserve more attention than your mobile. If you're in a meeting or with friends, don't turn your phone on unless you are waiting for an important call that you must take. In that situation, don't wait until it rings. Explain at the very beginning that you're expecting to take a call.

There's nothing quite as bad as having a mobile phone conversation or texting at the dinner table. Don't even put your phone on the table or look at it mid-conversation. And don't carry on mobile phone calls while you are being served in banks, shops and so on. It's impolite not to give people who are working there your full attention.

The well-known publishing company Debrett's, which has been publishing guides on how to behave in British society for the last 60 years, can offer further advice on mobile phone use. Go to their website for more details about using your phone politely.

Reading

- 1 Work in pairs and discuss the questions.
- 1 What kind of things do families argue about?
- 2 Do younger people have the same manners as older people? How are they different?
- Read the email and answer the questions.
- 1 What's the relationship between Josie, Tommy and Stephanie?
- 2 Why is Stephanie annoyed?
- 3 Work in pairs and discuss the questions.
- 1 Who do you feel most sorry for?
- 2 What advice would you give to these people?

ADVICE RESPOND

NEWS

MOTHER-IN-LAW SENDS ANGRY EMAIL

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



Dear Miss Carlton,

As you're going to join our family, I feel I *must* write to you about your manners. After all, you *have to respect the house rules when you're in another home. You *shouldn't* announce what you will and won't eat unless you're allergic to something. You *mustn't* start your meal before everyone else. You *should* get up instead of lying in bed until late morning when everyone else rises early.

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

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

Stephanie Smythe

Modals of obligation

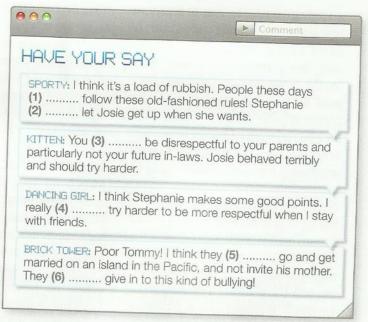
- ► GRAMMAR REFERENCE p.126
- 4 Match the examples of modals of obligation 1–6 in the text in Activity 2 with the rules A–E. There are two examples for one of the rules.
- A personal/internal obligation
- C no obligation
- **D** prohibition
- B external obligation E used to give advice

LANGUAGETIP

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

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

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



Speaking

- 6 Work in pairs and discuss the questions.
- 1 Are there any social rules like this in your country?
- What advice would you give someone who wanted to marry into your family?



- 1 Work in pairs and discuss the questions.
- 1 Have you ever heard of themed weddings? What are they?
- 2 What do you think a *Star Wars* themed wedding would be like?
- 3 What theme would you choose for your wedding?

Writing

Message (Part 2)

- ► WRITING REFERENCE p.149
- ► FUNCTIONS BANK p.154
- Read the emails that two friends have sent to you.
- 1 Why are they writing?
- 2 Which email is better, Sandy's or Josh's? Why?

● ● ● Web mail Dear Sophie

I see that you're engaged. I won't be at the engagement party next week. I might see you another time.

Sandy

Dear Sophie

Web mail

You're getting married? Congratulations! (1) <u>Thanks for</u> inviting me to your engagement party, but (2) <u>I'm afraid</u> I can't come because I'm away on business.

(3) Shall we get together next month? (4) I'll cook for you and Dave. (5) I definitely want to celebrate with you both. Have fun!

Josh

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

apologising offering showing interest suggesting thanking

EXAMTIP

Make your email friendly and clear by using some functional phrases.

- 4 Read the exam task below and answer the questions.
- 1 Who will you write to?
- 2 What information will you include?
- 3 What functional phrases will you include?
- 4 How many words will you write?

Your friend Hannah is having a *Star Wars* themed wedding next month. You are invited. Now you are writing to her about the party. Write to Hannah and

- · accept the invitation
- · ask what you should wear
- · suggest something you can help with

Write an email of 35-45 words.

- 5 Write your email.
- Pass the email to a partner to check that you have included the points below. Rewrite your email if you have forgotten any of these.
- 1 all three content points
- 3 enough words
- 2 enough functional phrases
- 4 complete sentences



- Work in pairs and discuss the questions.
- 1 Are there any historical places or buildings in your city/town? Describe them.
- 2 What's the most interesting historical place or building you've visited? Why?
- 3 Which historical place or building would you like to visit in the world? Why?

Reading

Multiple-choice cloze (Part 5)

- Read the headline of the text below. What do you think the text is about? Read the text quickly to see if you are correct.
- Read the text more carefully. What word do you think goes in each gap? Compare your ideas in pairs.

EXAMTIP

Look at each gap carefully and think about what word is missing before you read the four options and choose the best one.

TheDailyNews

New technology finds old history

History professor David Kennedy has **(0)** <u>C discovered</u> almost 2,000 ancient sites in Saudi Arabia, **despite** being in Australia. **(1)** of using traditional tools, he found the underground sites from space using satellite technology **(2)** to everyone.

To find the sites, David looked at hundreds of images and (3) them to pictures of known

sites. As well as that, he asked a friend (4)lives in Saudi to visit two locations and take photos. These (5) his results. The professor believes the sites could be (6) 8,000 years old, although he cannot be sure without tests on the ground.

Traditionally, this kind of technology was expensive and only available to scientists. **However**, these days an internet connection is enough, and ordinary people can **also** get involved. In fact, thousands of people have (7) in the search since satellite images of Earth (8) online, so we can (9) more discoveries like this (10) the future.

- 4 Look at the example (0). Then choose the best option for each gap 1–10 from the four choices.
- 0 A collected1 A Rather
- 2 A possible B available B measurer
- 4 A where5 A approved6 A more
- 7 A shared8 A showed
- 9 A look
- 10 A at

- B got C discovered
- B Enough C Instead
 B available C spare
- B measured
 B which
- B decided
 B over
- B interested
 B appeared
- B expect
- C spare C studied
- **C** whose **C** agreed
- C close
 C involved
- C displayed C suppose
 - C in

- D realised
- D Even
- D public
- D checked D who
- **D** confirmed
- D near
- D joined
- **D** arranged
- D waitD for

- Work in pairs and discuss the questions.
- 1 Which other parts of the world might have hidden sites like this? What would you expect to find there?
- 2 What are the advantages and disadvantages of this kind of technology?

Vocabulary

Linking words: addition and contrast

LANGUAGETIP

We can use in spite of in the same way that we use despite. In informal situations, we often use though instead of although.

- 6 Look at the linking words in bold in the text. Work in pairs and answer the questions.
- 1 Which add information?
- 2 Which show contrast?
- 3 Which join two clauses?
- 4 Which start a new sentence?
- 5 Which is followed by an -ing form?
- Rewrite the ideas using the linking words in brackets.
- 1 I'm interested in history. I don't have time to watch many programmes about it. (despite)
- 2 I'd love to discover something with satellite technology. I don't really have time. (however)
- 3 I love going to busy cities. I enjoy visiting historical sites. (as well as that)
- 4 I hope to see the Egyptian pyramids one day. It's not cheap to get there. (although)
- I read a lot of books about the world. I learn a lot from the internet. (also)
 There's a famous historical site in my country. I haven't been there. (though)
- 7 I studied history at school. I haven't looked at a history book for years. (in spite of)
- Work in pairs. Which of the sentences in Activity 7 are true for you? Can you change any of the other sentences so they are true for you?

1 Work in pairs. Have you ever been involved in a project, for example a sports project, arts project, community project or project at work or school? What was it? Did you enjoy it?

Reading

Read the article. Would you be interested in working on this project? Why/Why not?

NEWS

Last updated at 08:38

Video & Audio | Magazine | Editor's Blog | In Pictures

It's all Greek to me

The Egypt Exploration Society and the University of Oxford (1) have put thousands of pieces of valuable documents, all written in ancient Greek, online as part of a project called Ancient Lives. They

want people at home to help them translate them. The texts were written almost 2,000 years ago when Egypt was under the control of Greece. Two students (2) discovered them in 1896 buried under sand in an ancient rubbish dump. It took them ten years to collect almost 200,000 pieces. Since that time, the university (3) has looked after the



documents, which include literature and letters that tell us about life 2,000 years ago.

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

Present perfect and past simple

► GRAMMAR REFERENCE p.126

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

We use the

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

LANGUAGETIP

We use *for* when we describe the length of an action. We use *since* when we describe the starting point of an action. *I've lived in London for two years. I've worked here since 2009.*

4 Which time expressions are used with for and which with since?

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

- Work in pairs. What is the difference in meaning between these two sentences?
- They were in Egypt for ten years.
- 2 They've been in Egypt for ten years.
- Work in pairs. Use the prompts in 1–6. Take turns to ask and answer questions starting with How long.
- 1 be/a student here?
- 2 know/closest friend?
- 3 live/in your house?
- 4 have/your hairstyle?
- 5 own/your mobile?
- 6 like/your favourite musician or band?
- 7 Turn to page 118. Follow the instructions.

Simulated situation (Part 2)

► FUNCTIONS BANK p.153

Work in pairs and discuss the questions.

- 1 Do you have a special object at home that you could never throw out? Why is it so special? Where do you keep it?
- 2 Why do people keep objects that aren't useful?
- 2 Look at the list of objects below. Work in small groups. Have you ever kept any of these objects at home? Talk about each object.

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

3 D 17 Listen to two people deciding which of the objects in Activity 2 to take to the 'Bring-a-thing-a-thon'. What objects do they decide to take?

4 Listen again and complete the sentences with the phrase you hear.

go for the most valuable?
They should have a special memory for the owner. _____?
taking a photo?
take your concert programme.

EXAMTIP

Use the language of suggestions while you talk, and summarise your choice and reasons at the end.

5 Do the exam task below.

Your town is holding an exhibition called *Inventions we* can't live without, and the organisers want you to help them choose objects for the exhibition. Talk together about how each object is useful in everyday life and decide which is the most useful.

6 Assess your performance.

- 1 Did you speak about all the objects in the picture? If not, which did you miss?
- 2 Did you use the language of suggestions? If not, which phrases could you use?
- 3 Did you clearly summarise your decision at the end?



- 1 Work in pairs and discuss the questions.
- 1 How often do you go to museums and art galleries? Do you enjoy going to them? Why/Why not?
- Which do you think is the best museum in your country? Why?
- 3 What do you think makes a good museum?

Listening

Multiple choice (Part I)

2 You are going to complete Part 1 of the Listening test. Before you listen, work in pairs and look at question 1. What language do you expect to hear?

EXAMTIP

In Listening Part 1, study the pictures quickly and identify the main differences before you start to listen to the recording.

- 3 18 Listen to the recording. For each question, choose the correct picture.
- 1 Where is the museum?





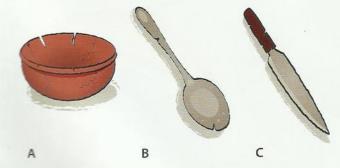


C

Α

2 Which object did the students find part of?

В



3 How was the picture damaged in the fire?



В



What does the girl buy?





Α

What will the weather be like during the fair?

В







C

Α

6 Which animal is on the plate?

В







....

7 When can students visit the show for free?

th 20 September

rd 23 September th 26 September

Α

В

C









- Work in pairs and discuss the questions.
- 1 What personal records of your past do you have?
- 2 Describe one of your old school photographs.

Listening

2 19 You will hear a man describing one of the old school photos on this page. Which photo is he describing?

used to

- ► GRAMMAR REFERENCE p.126
- 3 Listen again and tick (✓) the box to say whether each description was in the past or now.

| | | Past | Nov |
|---|------------------------|------|-----|
| 1 | have brown hair | | |
| 2 | have blonde hair | | |
| 3 | wear normal clothes | | |
| 4 | be a leader of fashion | | |
| 5 | look sweet | | |
| 6 | be called Stefani | | |
| | | | |

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

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

- A She *used to have* long, brown hair and a very normal kind of haircut.
- **B** She used to wear normal clothes, really.

LANGUAGETIP

to is pronounced in its weak form, /tə/

- Complete the sentences with the correct form of used to and an appropriate verb.
 - 1 The girl in Picture Ashort hair back then.
- 2 The girl in Picture A _____ a really lovely smile.
- 3 The girl in Picture B _____ really sweet.
- 4 Did the girl in Picture B ______ earrings? I can't really see.
- 5 The boy in Picture C _____ glasses, but I'm sure he does now.
- 6 I don't think the boy in Picture D _____ a very good haircut.

Speaking

- The four photos A–D show famous people when they were at school. Who do you think they could be? Check your ideas with the more recent photos on page 118.
- Work in pairs and describe how the people in the photographs used to look before they were famous. How have they changed?
- What did you use to look like six years ago? Tell your partner.





- The photos show Shanghai in the 1920s and today. Work in pairs and discuss.
- 1 How has Shanghai changed?
- 2 What has stayed the same?

Listening

- 20 You will hear a radio interview with a British woman talking about life in Shanghai. Listen and decide if each sentence is correct (A) or incorrect (B).
- 1 Shanghai has the fastest population growth in China.
- 2 Shanghai has poor public transport.
- 3 People are concerned about the lack of fresh air.
- 4 Open spaces can be found all around the city.
- 5 There are playgrounds for kids in every park.
- 6 There are good entertainment facilities in Shanghai.
- 7 Shanghai has a mild climate.
- 8 Shanghai offers good work opportunities.
- 3 Work in pairs and discuss the questions.
- 1 What sounds attractive about living in Shanghai?
- 2 What would make it difficult to live in Shanghai?

Town and city

How are the words in *italics* in Activity 2 created, a) noun + noun or b) adjective + noun?

LANGUAGETIP

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

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

Which of the nouns in the box collocate with a) fresh; b) public; c) work?

| bread | book | experie | nce | fruit |
|---------|----------|---------|-------|-------|
| holiday | ideas | man | ор | inion |
| out | services | start | toile | ets |

- 21 You will hear three people describing where they live. Listen and match the Speakers 1–3 to the places where they live A–C.
- A the city B the suburbs C the countryside
- Match sentence beginnings 1-6 with endings A-F. Then listen again to check your answers.
- 1 There isn't a lot
- 2 There aren't any local
- 3 I have friendly
- 4 My family lives miles
- 5 There are really high
- 6 I live in a lively
- A from anywhere.
- **B** neighbours.
- C rents where I live.
- D going on where I live.
- E shops near my house.
- F neighbourhood.

Speaking

- Work in pairs. Are the sentences in Activity 7 true for you? Why/Why not?
- Which do you think is better, living in the country, the suburbs or the city? Use the ideas below to help you.

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

38

- Work in pairs and discuss the questions.
- 1 How is information about your country's population collected?
- 2 Has this changed over the last hundred years?
- 3 What kind of information is collected?

Writing

Sentence transformations (Part 1)

2 Look at the example sentences in Activity 3, about population records. Do they mean the same thing or different things? What language do you think is being tested in these sentences?

EXAMTIP

Read both sentences and think about what language is being tested before you complete the second sentence. This will help you to choose the right words.

- These sentences are about population records. Complete the second sentence so it means the same as the first. Use no more than three words.
- The first population information was collected 5,000 years ago.
 Countries <u>have collected</u> population information for 5,000 years.
- The Chinese government owns the oldest population records in the world.
 The oldest population records in the world to the Chinese government.
- 3 The US government started keeping population records in 1790.
 The US government ______ population records since 1790.
- 4 It's necessary for adults to give information about themselves and their family. Adultsinformation about themselves and their family.
- No information about individual people is shown to the public.
 The public isn't shown about individual people.

- 4 Look at your answers to Activity 3. Match them with the kind of language (A–E) that is being tested.
- A modals of obligation
- B word meaning and use
- C present perfect/past simple
- **D** negatives
- E the -ing form

Speaking

- 5 Work in pairs and discuss the questions.
- 1 What do you think are the advantages of keeping population records?
- 2 Do you think that too much information about us is recorded? Why/Why not? How will this change in future?

Name of the Institution Buckingham (

NAMES Age Age of each Person who abode therein on the Night of Sunday, June 6th.

Males, Females.

| of each Person who abode therein on the | of | of | 000 |
|---|--------|----------|--------------|
| Night of Sunday, June 6th. | Males. | Females. | |
| The Queen | 1 | 20 | 1 |
| A.H. Bince Hibert | 20 | | |
| The Princes Royal | | Smens | |
| Earl of Nogne | 45 | | Lord ! |
| george Tho! Hoppel | 40 | | J Gron |
| Edward Tractorius | 30 | | Leordary ! |
| Thomas Batchelor | 55 | | Dage of |
| Augusting Fred & Gerding | 40 | | Sage of h |
| William Secl | 80 | - 11 | Page of h |
| George Wakeley | 50 | *44.1 | V Rucen |
| Thomas Hill | 40 | | · Lucen |
| Saac Cart - | 30 | 1 | V Vac |
| Andrew Dehler | 30 | 100 | Trilet to H. |
| Thomas Cooper | 25 | | Vale |

Charles Woolger

James Woods

30

30

PROGRESS TEST 2

- Here are some sentences about keeping an online journal. Complete the second sentence so that it means the same as the first. Use no more than three words.
- Many people find writing online journals more exciting than paper journals.
 People are more ______ about writing
 - People are more ______about writing online journals than paper journals.
- You can use your online journal to find information years later.
 You can use your online journal to up information years later.
- 3 It doesn't matter if you stop writing for a few weeks.
 - It doesn't matter if you _____up writing for a few weeks.
- 4 It's important to continue writing every year though.
 - It's important to _____ on writing every year though.
- 5 Things which embarrass you will not appear publically.
 - Nothings will appear publically.
- **6** You'll feel very satisfied when you look back over your work.
 - Looking back over your work gives you a very _______ feeling.
- 2 Read the extract from a website and choose the correct form of the verb (to infinitive or the -ing form) to complete the sentences.

000

The key to success — Think of others!

It may seem obvious, but **(1)** to be / being able to get along with others affects how successful you are in life. Other people are always pleased **(2)** to meet / meeting cheerful, thoughtful individuals. It's important to learn **(3)** to forgive / forgiving others for their mistakes. **(4)** To hold / Holding on to bad memories will always make it harder **(5)** to form / forming new friendships or **(6)** to build / building on the relationships you already have and that will stop you from **(7)** move / moving forwards. The best thing about **(8)** to make / making other people feel good is that you can

expect (9) to feel / feeling better yourself when you help people. Next time you're having a bad day, cheer yourself up just by (10) to show / showing a little extra kindness.

Complete the sentences 1–8 about manners with the correct phrase (have to / don't have to / mustn't).

| | Things I've learnt on my travels! |
|---|---|
| | 1 In the USA, you arrive on time. It's really |
| | bad if you're late. |
| | 2 In Canada, youeat with your knife and fork |
| | all the time. Some foods are fine to pick up in your fingers. |
| | 3 In Norway, you address people as Mr or Mrs |
| | they'll think it really strange. |
| | 4 In Australia, youworry too much about |
| | manners, just say please and thank you and that's enough. |
| | 5 In South Africa, youlearn how to use a |
| | knife and fork properly. 'Digging' with your fork is considered |
| | really bad. |
| - | 6 In Germany, you bring wine when you are |
| | invited to someone's house for dinner, but if you do, make |
| - | sure it's imported wine, not German wine. |
| | 7 In China, you be really careful how you use |
| | your chopsticks. You can't stir food with them, point them |
| | at someone, lick them or stand them up on your food. |
| | 8 In Argentina, youeat walking down the |
| | street. Either wait until you're home, or find a café. |
| | Che Well of all others |
| | |

4 Combine the two sentences using the word in CAPITALS.

- 1 Autobiographies are personal stories. Some things appear in all of them. HOWEVER
- 2 There's always a chapter on the terrible teacher who hated me. There's usually a chapter on the first girlfriend or boyfriend. ALSO
- 3 Some people try to write honestly. Most people use their autobiography to make themselves look good. ALTHOUGH
- 4 Celebrity autobiographies sell well. They get bad reviews. DESPITE
- 5 An important politician can earn over £1 million before anyone buys the book. They can make another half a million selling the autobiography to newspapers. AS WELL AS THAT
- 6 Autobiographies about difficult childhoods sell well. They are not always true. IN SPITE OF

PROGRESS TEST 2

- Match the first half of the sentences 1–8 with the second half A–H.
- 1 I've never been
- 2 I phoned my boyfriend
- 3 I played for
- 4 I've already seen
- 5 I went to a really great show
- 6 I gave my friend
- 7 I haven't played
- 8 I've seen the film Twilight
- A Lady Gaga in concert five times!
- B with my dad last week.
- C the school team last year.
- D at least 50 times since it came out on DVD.
- E to a really formal party before in my life.
- F some flowers for her birthday at the weekend.
- **G** tennis since I was at school.
- H every day when I was on holiday.
- 6 Complete the sentences about finding your family history with a positive or negative form of *used to*.
- 1 In the past, only wealthy familiesknow about their family history.
- 2 Learning about a family's past _______be easy in the days before the internet.
- 3 Religious organisations _____keep records of births, marriages and deaths.
- 5 Most places of work ______ keep any personal details, only the technical information, like their job.
- 6 If you're lucky enough to have one family member who _____ keep a diary, you can read about their hopes and dreams.

Look at the passage below and choose the correct word A-D to complete the gaps.

How to

SCHOOL • ISSUE 26

find new friends

School and university are wonderful places to make new friends, but after you leave, finding new friends isn't as easy as it (1) to be. There are

(1) _____ to be. There are still ways to add to your collection of friends.

Start talking

Go out

(3) you might not be the nightclub type, you need to go out. You can't (4) to make new friends from the sofa, and nobody's going to be able to (5) you up without your number. It can be a good

idea to **(6)** _____ places on the internet where you'll feel comfortable.

Keep an open mind

Don't (7) ______ just because someone's shy at the beginning. You're looking for kindness and support, not perfection.

Take control

If someone you've

(8) _____met seems promising, you (9) _____be the person to end the conversation. Just say something like, 'I have to go, but I'd love to hang out another time'. It ends things positively, and the other person will probably be (10) _____ forward to seeing you again soon.

| 1 | Α | could | В | had | C | was | D | used |
|----|---|-------------|---|----------|---|---------------|---|----------|
| 2 | A | let | В | do | C | allow | D | make |
| 3 | Α | In spite of | В | Despite | C | Although | D | However |
| 4 | Α | practise | В | enjoy | C | refuse | D | expect |
| 5 | Α | ring | В | hang | C | hurry | D | speak |
| 6 | Α | turn up | В | find out | C | look up | D | carry on |
| 7 | Α | look after | В | give up | C | get along | D | hand in |
| 8 | Α | never | В | yet | C | just | D | for |
| 9 | Α | should | В | mustn't | C | don't have to | D | need |
| 10 | Δ | looking | B | honing | C | waiting | D | seeina |

Swap it





Speaking

Work in pairs and look at the photo. Would you like to swap your clothes for catwalk clothes? Why/Why not?

Listening

- 22 You will hear a conversation between Will and his sister Jess. Listen and answer the questions.
- 1 What offer did Will receive this morning?
- 2 Why does his sister think it's funny?
- Match the first half of the sentences 1-7 with the second half A-G. Listen again to check.
- 1 Will's sister thinks he put his clothes on A worn out.
- 2 Will's shirt doesn't
- 3 Most of Will's sweaters are
- 4 Will doesn't like
- 5 Will often buys clothes that
- Will's mum

- B in the dark this morning.
- C irons his clothes.
- D trying on clothes.
- E don't fit.
- F go with his jeans.
- Work in pairs. Do you think Will should accept the offer? Why/Why not?

Verbs related to clothes

- Complete the questions with the words in italics in Activity 3.
- 1 Does it take you long to decide what clothes to in the morning?
- 2 Do you try to choose shoes that _____ well ____ your clothes?
- 3 Do you own a pair of _____ jeans with holes in them?
- 4 Do you _____ clothes ____ before you buy them?
- 5 Do youyour _____ after you've washed them?
- How often do you buy clothes that don'tyou?
- 6 Work in pairs. Take turns to ask and answer the questions in Activity 5.

Order of adjectives

Look at Jess's description of Will as a catwalk model and complete the rule with the words below.

> material opinion colour size

'Today, ladies and gentleman, our model is wearing a beautiful long red leather coat, green trousers and a lovely purple manbag!

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

- 8 Put the adjectives in the correct order in the sentences.
- 1 Mike's bought a (green/silk/lovely) tie.
- 2 Can I borrow your (cotton/long) jacket?
- 3 Look at that (red/awful/woollen) jumper!
- 4 I'd like those (big/fantastic/white) trainers!
- 5 Hanna's wearing a (tight/yellow/horrible)
- 6 I like this (leather/black/small) laptop bag.
- 23 Listen to the sentences and mark the intonation. The first one has been done for you.
- 1 Mike's bought a lovely, green, silk tie.
- Work in pairs and go to page 120.

Speaking

Extended turn (Part 3)

- 11 🔼 24 Work in pairs. Listen to a candidate describing the photo on page 42 and answer the questions.
- 1 How long does she speak for?
- 2 What else could she describe?
- Student A, describe photo A for one minute. Student B, describe photo B for one minute. Does your partner use adjectives?





General conversation (Part 4)

- Work in pairs. The photos in Activity 12 showed people swapping clothes. Now talk together about clothes for three to four minutes. Here are some things you could talk about.
- The kinds of clothes you usually wear and whether fashion is important to you.
- 2 How your taste in clothes has changed over the last few years.
- 3 Which clothes are fashionable among young people at the moment.
- 4 How young people dress differently to their parents or grandparents.

EXAMTIP

Don't forget to ask questions to find out if your partner has the same opinions as you.

Listening

Gap-fill (Part 3)

- 1 Work in pairs and discuss the questions.
- 1 Do you drive a car? Why/Why not?
- 2 What can you tell about a person from the car they drive?
- 3 Would you use a car rental company rather than own a car? Why/Why not?
- You will hear a woman talking about a new way of sharing rented cars among neighbours. Before you listen, read the text and predict the kinds of words that might complete the gaps.
- 25 Listen and complete each gap with one word from the recording.
- 4 Work in pairs and discuss the questions.
- 1 Is it easy for young people to own and drive a car in your country? Why/Why not?
- 2 Would you be happy to use a scheme like the Valley University car share scheme? Why/ Why not?

When you predict the information in the gaps, you might not guess the correct answer, but doing this will help you to concentrate.

EXAMTIP



Valley Cars: car share scheme

Who can join the scheme?

■ You must be more than (1) ______ years old to apply.

How does it work?

- Members will receive a (2) '.....' card when they join.
- Booking a car by (3) is the best option.
- Cars are kept in (4) Avenue.

How do I apply?

- Annual membership costs (5)
- There's also an application fee and daily charges.
- During the (6), charges are higher.

Reading

- Read the text about the Valley University car share scheme and answer the questions.
- What do you think the purpose of the text is?
- What were some of the benefits of using the car scheme?

Don't listen to what we say about Valley Cars, listen to our customers!

'Insuring a car at my age is so expensive. The Valley Cars scheme was (1) cheaper than running my own car.'

'Booking was **(2)** easier than I'd expected. A quick text and I got myself a car!'

'Using Valley Cars (3) was as easy as borrowing my mum's car!'

'It was **(4)** more convenient than I imagined – after all, I walk past the cars at college every day!'

'I loved that you could choose different sized cars for different trips. It **(5)** wasn't as good as owning your own car, it was better!'

I felt **(6)** *less stressed* knowing I didn't have to pay for expensive repairs.'

Don't delay! Contact us today on register@valleycars.com
rvisit our website at www.valleycars.com



Comparatives and superlatives

► GRAMMAR REFERENCE p.127

- Match the italic words in Activity 1 with the rules for comparatives and superlatives A-E.
- A Add -er and -est with short adjectives and adverbs.
- **B** Use *more* and *most* with two-syllable adjectives and adverbs.
- **C** With two-syllable adjectives ending in -y, replace the -y with -ier and -iest.
- D Add less (+ than) to mean a smaller amount.
- E Use as ... as to mean to the same degree.
- F Use not as ... as to mean a smaller amount.

LANGUAGETIP

The comparative and superlative of some adjectives and adverbs are irregular, e.g. $good \rightarrow better \rightarrow best$, $bad \rightarrow worse \rightarrow worst$, $far \rightarrow further \rightarrow furthest$.

- 3 Complete the second sentence so that it means the same as the first. Use no more than three words.
- 1 It was less stressful than I thought it would be. It wasn't ______I thought it would be.
- 2 I don't feel as unfit as I did before. I feel ______I did before.
- 3 Living without a car has become much easier. Living without a car isn't ______ it was before.
- 4 I don't spend as much money as before. I spend ______ than before.
- 5 I am more efficient because I can study on the train. I was ______ before I started studying on the train.
- 6 I thought the system would work better.
 The system didn't work I thought it would.
- 4 Complete the sentences with a comparative or superlative adjective.
- 1 Which do you think is _____ (good): travelling by car or bus?
- 2 How could travelling around your home town be _____ (easy)?
- 3 What's the(expensive) way to travel across your country?
- 4 What's the (unusual) form of transport you've ever used?
- 5 Do you think cycling is (healthy) than other forms of transport? Why/Why not?
- 6 What's the (far) you've ever travelled?
- 7 What's the (popular) activity people do to pass time on public transport?
- 8 Are people in your country (careful) about the environment when they travel these days?
- 5 Work in pairs and discuss the questions in Activity 4.

- Work in pairs. Look at the photos of homes in the two texts and answer the questions.
- 1 How are the homes different/similar to each other?
- 2 How similar or different are they to your home?

Reading

Matching (Part 2)

Read the advertisement. What is home exchange? Why do people do it?

A home from home

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

yours, from a few days to a few weeks.

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



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

- Find expressions in the advert in Activity 2 that mean the same as expressions 1–6.
- 1 Financial advantages aren't the only reason to do it.
- 2 Go to our homepage about exchanging homes.
- 3 Include details about what your home is like.
- 4 Between a long weekend and a month or so.
- 5 You have the opportunity to visit locations that holidaymakers don't go to.
- 6 Say what places you want to go to.

EXAMTIP

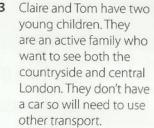
Don't match a person with a description because one or two words are repeated. Look for synonyms or expressions which mean the same thing.

- 4 The people below all want to exchange their homes for one in London for a month. On the opposite page are advertisements for eight homes in London. Decide which home would be the most suitable for the following people.
- 1 Fernando and Manuela would like to be in a central location where they can enjoy views of the city centre. They are hoping to see several musicals. Manuela doesn't like cats.



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

Ben and Lynne want a





Andre and Lionel are flatmates. They want to go out dancing and try food from different countries. Exercising regularly is important to them.



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



Holiday home exchange

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

A Four-bedroom house

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

B Modern flat

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

C One-bedroom apartment

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

D Two-bedroom flat

We live in a large two-bedroom flat on the third floor of a block in the centre. There's a **balcony**, from which you can see many famous buildings, and luxury **curtains** and **carpets** in all rooms. Several popular London theatres are just a short walk away. We'd rather not have visitors with pets.

E Large house

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

F Two-bedroom flat

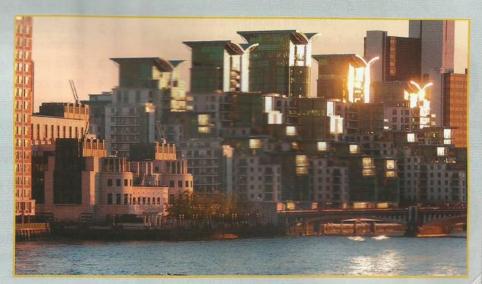
We live in a secure two-bedroom flat on the twelfth floor with air conditioning. Our central, luxury block of flats has a gym and pool. Walk around the corner to find local nightclubs and restaurants serving meals from around the world.

G Cottage

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

H One-bedroom flat

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



Speaking

- 5 Work in pairs and answer the questions.
- 1 Which house from the website would you like to live in for a month? Why?
- 2 What's your perfect holiday home like? Describe it.

Vocabulary

House and home

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

- 7 Complete the sentences with a word/phrase from Activity 6.
- 1 I'd prefer to exchange my home for ain the city than a in the country.
- 2 I like modern sofas and chairs, not
- 3 I'd rather sleep in the at the top of the house than the under the house.
- 4 I like wooden floors more than on the floor.
- 5 I prefer to sleep under a wool than a with feathers in it.
- 6 I'd rather have _____ to keep cool in summer than _____ to keep warm in winter.
- Work in pairs. Are the sentences in Activity 7 true for you? Why/Why not?

Listening

- Work in pairs and discuss the questions.
- 1 Which English-speaking countries have you visited? Which would you like to visit? Why?
- 2 Have you ever been on a school exchange programme? What are the advantages and problems with an exchange programme?
- Read what three students said about their exchange programme. Decide if each speaker was happy or unhappy.
- A 'I met such interesting people there, even though the town was really small!"
 - B 'It wasn't warm enough for me. I thought I was going to freeze!'
- C 'It was just too wet to do anything. When it rained, everything stopped!'
 - D 'It was such a big city that there were lots of things to do.'
- E 'There were too many tourists passing through.'
 - F 'I got so good at skiing! I was going down the fast slopes by the end.'
- 26 Listen to three people describing their experiences. Which Speaker (1–3) might have said statements A–F in Activity 2?

too and enough, so and such

- ► GRAMMAR REFERENCE p.127
- 4 Underline the examples of too and enough in the sentences in Activity 2 and then complete the rules.
- 1 Use before the adjective.
- 2 Use after the adjective.

- 5 Underline the examples of so, such and such a in the sentences in Activity 2, and complete the grammar rules.
- 1 Use before an adjective.
- 2 Use before an adjective + singular noun.
- 3 Use before an adjective + plural noun or uncountable noun.

LANGUAGETIP

We use *not enough* and *too* to say that we're unhappy about a situation. There is **not enough** time to finish the game. I'm **too** tired to go out.

- 6 Choose the correct words to complete the sentences.
- 1 There were *enough / too many* students at the college and I didn't enjoy it.
- 2 My English was *good enough / too good* to be able to communicate.
- 3 It was hot! I was never cool enough / too cool at night!
- 4 It was far enough / too far for me to go.
- 5 I didn't have enough / had too much time to myself.
- 6 The whole trip was just short enough / too short!
- Look at Activity 2 and answer the questions.
- 1 Which sentences express emphasis?
- 2 Which sentences express cause and effect?
- 8 Complete the second sentence so that it means the same as the first. Use no more than three words.
- 1 It'd be such an easy way to learn English. It'd beeasy to learn English.
- 2 I'd be too nervous to sit still on the plane. I'd be ______that I wouldn't sit still on the plane.
- 3 My English isn't strong enough to work abroad. My English is too to work abroad.
- 4 I was so late that I missed applying this year. I was too latethis year.
- 5 I'd miss my friends and family too much to go abroad. I'd miss my friends _____ that I couldn't go abroad.
- Imagine an exchange student wants to come to your home town. How would you describe it? Write your own ideas then tell a partner.
- 1 My home town is such a...
- 2 It doesn't really have enough...
- 3 The weather is so...
- 4 There are too many/is too much...

Reading

- You receive this email from your future exchange partner in the United States. Read it and answer the questions.
- 1 Where do you think Beth lives?
- 2 What does she want you to bring? Why?
- 3 What activity is she suggesting?



➤ Search

Hi Javier

Just a quick reminder – don't forget to bring a torch with you next month. In January, the sun won't rise until the 23rd of the month, so it'll be dark while you're here. I was thinking about things we could do together. My dad goes out on 'polar bear watch' every night, to make sure they don't come into town. One ate a plateful of reindeer burgers from a barbecue last month. Why don't we join him one night? It'll be fun!

Lots of love Beth

2 Work in pairs and discuss the questions.

- 1 Do you think it would be interesting to do an exchange with Beth? Why/Why not?
- 2 Would you want to do the activity she's suggesting?

Writing

Message (Part 2)

▶WRITING REFERENCE p.139

- 3 Look at the task and answer the questions.
- 1 What three things do you need to do?
- 2 How many words do you need to write?

Your exchange partner has arranged an activity to do together but you don't want to do it.

Write an email to your exchange partner. In your email you should

- · explain why you don't want to do the activity.
- · apologise for not accepting the offer.
- suggest a different activity.

Write 35-45 words.

EXAMTIP

It is important that you do all three things in the instructions. If you forget one of the content points, you will get a lower mark.

- 4 Look at the sample answer below and answer the questions. Then correct Javier's email.
- 1 Has Javier done all three things in the instructions?
- 2 What does Javier need to add to improve the email?

999

▶ | Search

correct name for a friend?

Dear Miss Beth

Thank you for your email. I'm afraid I can't come on the polar bear watch. Do you think reason? we could go out on snow scooters instead? It'd be a great experience. finish your email! Javier

- 5 Look at the task below and follow steps 1-4.
- 1 Think of some ideas.
- 2 Make notes.
- 3 Write your email.
- 4 Check you have covered all the points.

You visited your exchange partner's family last month, and now your partner is coming to stay with you. Write an email to your exchange partner. In your email you should

- · tell your partner about the meeting arrangements.
- · ask him or her about any food that they don't like.
- suggest an activity you can do together.
 Write 35–45 words.

You live and learn

EXAMTIP

Read the questions and 'skim' the text to get an idea of the topic. To skim, quickly read the first and last paragraph quickly, or read the first line of every paragraph.

Speaking

Work in pairs. How has the way you learn changed since you were a child? What effects have changes in technology had on this?

Reading

Multiple choice (Part 4)

Read the questions and 'skim' the blog. What's it about?

000 4 1

The News

Blog feed M All feeds

Learning English

HOME NEWS WORLD SPORT FINANCE

COMMENT BLOGS CULTURE TRAVEL LIFE FASHION

Dating Offers Jobs

English dot com

Adapted from an article by Tomasz P. Szynalski

When you hear how I learned a foreign language, you have to remember a few things. In 1993, when I was starting to learn English, no one had heard of the internet. I wasn't able to read websites on topics that I found interesting or follow blogs. And I have no idea how I decided which movies to see without my favourite movie review website.

My reading practice was limited to literature. All I had were the few books on sale locally, plus whatever I could

get from my cousin in America. For listening practice, I only had the news and cartoons on cable TV. DVDs didn't exist at all. People bought and rented VHS videos but in Poland there was no spoken English on them. The only way to hear that was to visit the movies.

My dictionaries were all in book form until I received my first PC dictionary. It came on at least six disks and had unhelpful explanations and few example sentences. It doesn't sound very useful but in fact I loved it, because of its ability to work with other programs and find English words

more quickly. Today, computerised dictionaries have simple explanations and lots of examples.

If I were a complete beginner learning English today, I'd spend hours on the web, reading about my favourite topics, downloading up to date movies, emailing English-speaking friends and posting comments on forums. Yes, I admit, at first it would probably be hard to understand reallife English, but I'd spend time looking things up and in the end I'm sure I'd pick up the language much faster than I did back in 1993

- Read the text again and answer the questions below. For each question choose the correct answer A–D.
- 1 What is Tomasz trying to do in the text?
 - A Encourage people to start learning a foreign language.
 - **B** Complain about the use of technology in language learning.
 - C Explain how language learning materials have changed.
 - **D** Compare two different ways of teaching a language.
- 2 Tomasz says he doesn't know
 - A how he used to choose films to watch.
 - B when he first heard about the internet.
 - C where he bought English books online from.
 - **D** which topics he found interesting.
- 3 To watch films in English, Polish people in the 1990s had to
 - A rent films on videotape.
 - B watch TV for children.
 - C have cable television.
 - **D** go to the cinema.
- 4 Tomasz liked his first computer dictionary because it
 - A found information at a faster speed.
 - B gave you useful example sentences.
 - C was better than today's dictionaries.
 - **D** came with other computer programs.
- 5 Which of these might Tomasz say about learning English through the internet?
 - A It was more interesting to learn a language when you had to work hard to find materials to study with.
 - B You'll need someone to help you to begin with but eventually you'll learn English more quickly.
 - C It's a great way to improve your English because you can find things online that interest you.
 - **D** If you study English through books, you learn more useful vocabulary than when you study online.

Work in pairs. How can the internet help you improve the areas in the box? Which of the activities do you do?

| | | | _ |
|-----------|------------|---------|---|
| listening | vocabulary | reading | |
| grammar | speaking | writing | |

Vocabulary

Prepositional phrases

- 5 Match the phrases in bold from the blog with the definitions 1–8.
 - 1 ____ means not less than.
 - introduces surprising but true information.
- 3 _____ means modern or recent.
- 4 _____ is used to give a reason for something.
- 5 ____ means available to buy.
- 6 ____ means at the beginning.
- 7 ____ means not even slightly.
- 8 ____ means finally.
- 6 Complete the sentences with a prepositional phrase from Activity 5.
 - I wasn't keen on learning English ______ but now I love it.
 - 2 I used to think blogging was boring. ______ it's a lot of fun.
 - 3 When I buy books online, I have to pay ______ £5 for postage.
- 5 There's one website I always go to fornews.
- 7 There are some English magazines ______ at my local supermarket.
- 8 I really enjoy going on internet forums _____ the humour.
- Work in pairs. Are the sentences in Activity 6 true for you? Why/Why not? Can you change the untrue sentences so they are true for you?



Listening

- Work in pairs and answer the questions.
- 1 Is it important to learn new things throughout your life? Why/Why not?
- 2 What new skill would you like to learn? Why?
- 27 Listen to a telephone conversation between two friends, George and Jo. Why is George calling?
- 3 Listen again. Decide if each sentence is correct or incorrect.
- 1 Jo said she wanted to take an evening course.
- 2 It was free for the audience to watch the end-ofcourse performance.
- 3 George saw a friend perform well.
- 4 Course lessons are once a week for four weeks.
- 5 George believes that difficult things are more rewarding.
- 6 Jo agrees to do the course with George.

Speaking

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

Past simple and past continuous

► GRAMMAR REFERENCE p. 128

- 5 Look at sentences A-C from the conversation and answer the questions.
- A As I <u>was looking</u> for the football results, I <u>saw</u> an ad for a comedy course.
- **B** A friend of mine <u>took</u> a similar course a couple of years ago.
- C While he was telling his jokes, the audience were talking!
- 1 Which sentence describes one completed past action?
- Which sentence describes a past action in progress when another action happened?
- Which sentence describes two past actions in progress at the same time?

LANGUAGETIP

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

- 28 Listen to sentence C from Activity 5. How are was and were pronounced?
- Work in pairs. Student A, turn to page 120.
 Student B, put the verbs in brackets into the correct past simple or past continuous form.
 Check your answers with another Student B.

Driving Penguins

A man (1) (drive) some penguins to a zoo when his lorry (2) (break) down. While he (3) (examine) the engine, another lorry driver (4) (stop) to help. The first driver explained he (5) (take) the penguins to the zoo and his boss would be angry if he didn't do it. He (6) (offer) the other driver £100 to take them instead. The second driver (7) (agree) and (8) (take) the money.

Three hours later, the first lorry driver (9) (still/sit) at the side of the road when the second lorry driver (10) (drive) past with a penguin in the front seat. The first driver shouted at him to stop, so he did. 'I (11) (ask) you to take the penguins to the zoo for me,' the first driver said. 'I did,' said the second driver, 'but I (12) (have) some money left over, so now I'm taking them to the cinema.'

Student A and Student B work together. Tell each other your jokes. Which is the funniest?

- Work in pairs and discuss the questions.
 - What kind of school student were you?
- 2 What did your teachers say about you in your school reports?

Education

- Quickly read the extracts from George's school reports. Which stage of education is each report for?
- A Basically, George is keen on building things. He takes great pleasure in creating bridges and knocking them down. He can use a pen well, and is very good at drawing simple pictures, although he finds it hard to concentrate on reading. (aged 5)
 - B Broadly speaking, George needs to pay more attention in class. He's continually talking with other students and puts considerably more effort into playing around than revising for exams. I suggest he register for extra classes. However, he worked hard on his model pyramid for the Egyptian project, and has made good progress in maths. (aged 15)
- C George hasn't been able to attend every class, which is a pity. However, he clearly has a good understanding of the technical side of his subject and has achieved good grades when his teachers set homework. His final project, a design for a new library, was originally based on his drawings from childhood. It was easily among the best projects we received. (aged 21)

- Read guestions 1-6. Underline the italic phrases in George's school reports. Then try to guess what the phrases mean.
- 1 Which subjects did you find it hard to concentrate on?
- 2 When teachers set homework, do you always do it? Why/Why not?
- 3 Do you attend every class? Why/Why not?
- 4 Do you think you've made good progress in your English? Why/
- 5 Would you like to register for evening classes? Why/Why not? Which one?
- 6 Do you find revising for exams or tests difficult?
- Work in pairs and discuss the questions in Activity 3.

Adverbs

- Underline the adverbs in the texts in Activity 2. Then complete sentences 1-8 with an adverb with a similar meaning to the phrase in brackets.
- 1 | | couldn't really concentrate because he was asking questions. (all the time)
- 2 This classroom was _____ __ used as an office. (in the beginning)
- _ to pass the test. (with a lot of effort) 3 I tried really _____
- my sister refused to come on the course. (to give a simple explanation)
- 5 We did our projects on similar topics. (in a general way)
- 6 My partner looked confused and _____ didn't understand. (without any doubt)
- He never does any work, but hegets the highest grades. (without difficulty)
- I had _____ more free time after I finished my course. (enough to be important)

LANGUAGE TIP

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

Speaking

- 6 Work in pairs and discuss the questions.
- 1 What job do you think George does now? Why?
- 2 Do you think school reports are a good prediction of how well children will do in future? Why/Why not?
- Work in pairs. Student A, look at the report on page 121. Student B, look at the report on page 122. Follow the instructions.

- 1 Work in pairs and discuss the questions.
- 1 Why do people go to school?
- 2 What kind of things did you learn at primary school? What did you enjoy most at primary school?
- 3 What things did you enjoy the most/least about secondary school?
- 2 Work in pairs. How can people learn these skills?
- 1 successful communication
- 2 being good with money
- 3 good dress sense
- 4 living healthily
- 5 decision-making
- 6 time management

Listening

True/False (Part 4)

EXAMTIP

Listen for words and phrases with a similar meaning to those used in the question.

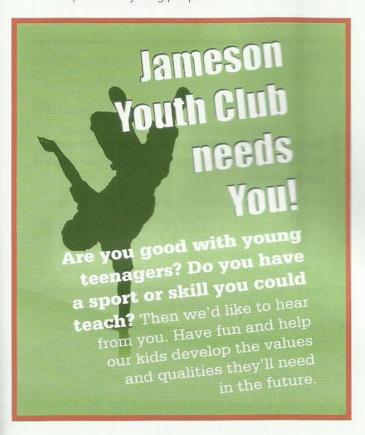
| 3 | You will hear a woman called Suzie and a man called Gus talking about the |
|---|---|
| | things they learnt during their twenties. Before you listen, read sentences |
| | 1-6 and underline the key words. Think of other ways to say the key words. |

| | | v |
|---|---|-------|
| 1 | At first Gus was worried about finishing university. | |
| 2 | Suzie's friends changed careers several times in their twenties. | |
| 3 | Suzie regrets her decision to work as a waitress. | |
| 4 | Gus found it difficult to make changes to his lifestyle after university. | |
| | They agree that it can be helpful to compare yourself to others. | |
| | In his twenties, Gus expected problems to disappear quickly. | |

Speaking

- Work in pairs and discuss the questions.
- 1 Do you think many people in their twenties feel the same way as Gus and Suzie? Why/Why not?
- What do you think are the good and bad things about being in your early teens, late teens, twenties and older?
- 3 What do you think is the best age to be? Why?

- Look at the advert. Work in pairs and discuss the questions.
- 1 Would you like to work with young people?
- 2 What do you think you could teach well?
- 3 What kind of values or qualities do teachers often want to pass on to young people?



Personal questions (Part I)

- 31 Listen to Speaker 2 again and complete the conversation.
- 2 I think a lot of kids are interested in street dance and,, it's a good way to get them fit and keep them busy in the evenings.
- 3 That's why I think street dance is so good. _______, they have to learn to be responsible and work hard, even in their free time.



Write the words or phrases from Activity 2 in the best place in the table below.

| pausing | like,, |
|------------------|----------------------|
| changing topic | mind you, |
| giving an honest | as a matter of fact, |

EXAMTIP

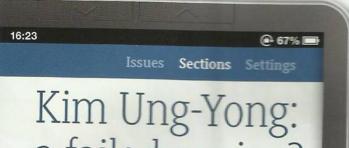
You will sound more natural and fluent if you use discourse markers (words that tell the listener how you feel or where the conversation is going) in your speech.

Work in groups of three. Student A turn to page 120, Student B turn to page 121, and Student C turn to page 122. Follow the instructions.

Work in pairs. Do you think there are different types of intelligence? Why/Why not?

Reading

- Read the article about Kim Ung-Yong and answer the questions.
- 1 What did Kim learn before he was two?
- 2 What did Kim finish before he was 16?
- 3 How long did he spend at NASA before he left the USA?
- 4 What did Kim do before he started his planning job?



a failed genius?

One of the most intelligent people in the world is Korean engineer Kim Ung-Yong, who has an IQ of 210. (1) By the time Kim was two he'd learnt to read four languages. He could solve complex maths



problems aged four and (2) had already attended university classes for three years when he turned seven.

(3) By the time he <u>celebrated</u> his 16th birthday, he'd spent four years working for NASA in the USA, and had completed a physics PhD. However, he missed his family, so soon returned home. He decided to change direction and study engineering. Although he was offered a place at a top university, he chose to attend his local university instead.

(4) After he'd graduated with his second PhD, he started work at the planning department of a medium-sized development company, where he still works today. Kim believes his life to be successful, but the Korean media has criticised his career choices, calling him a 'failed genius'.

Work in pairs and discuss the questions.

- 1 Are you surprised by Kim's choices? Why/Why not?
- 2 Were the Korean media right to criticise his choices? Why/Why not?

Past perfect simple

- GRAMMAR REFERENCE p. 128
- Look at the two underlined verb forms in each sentence 1-4 in the article and answer the questions.
- Which action happened first in each sentence?
- What verb form is used to describe the action that happened first?

LANGUAGETIP

We use the past perfect to talk about a past action which happened before another past action.

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

Speaking

- 6 You are going to talk about someone you consider to be a successful person. Make notes about
- 1 the name of the person and the person's background.
- 2 what the person had achieved by the time he/she finished school and was in his/her twenties/thirties/ forties, etc.
- 3 why you think the person was successful.
- why you admire the person.
- Work in pairs. Take turns to tell each other about the person in Activity 6. Who do you think is the most successful person?

56

Writing

Story (Part 3)

► WRITING REFERENCE p.141

Read this exam task. Have you ever had a lucky escape? What happened?

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

- Work with a partner. What could be your escape from each of these situations?
- 1 bad weather
- 2 being told off
- 3 certain death
- Read one student's lucky escape story and answer the questions.
- 1 Why was the boy going to fail the test?
- 2 Why do you think the boy put his exam paper in the middle, and ran at the end?

THE GREAT EXAM ESCAPE

It was such a lucky escape! Before the exam had started, the strict chemistry professor had warned the students, 'If you continue to write after the bell, you'll score zero.'

The hour finished, but one boy carried on writing. 'You've failed!' the professor said, but the boy was surprisingly calm. 'Do you know who I am?' he asked.

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

"But you don't know?" the boy continued. By this time the professor was getting annoyed. "I don't know and I don't care!"

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

- Work in pairs and answer the questions about the student answer.
- 1 What's the purpose of each paragraph?
- 2 What verb forms are used to a) set the scene, b) tell the main story and c) end the story?
- 3 What adverbs and adjectives are used to add interest?

EXAMTIP

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

5 Read another student's answer and put the verbs in brackets into the correct past perfect, continuous or simple form.

The Trip to the Café

| It was such a lucky escape. Two Australian students (1) |
|--|
| (spend) the morning surfing. They (2) (plan) to stay near |
| the beach, but the waves (3) (get) bigger. Suddenly, they |
| realised that while they (4) (watch) the other surfers, the |
| waves (5) (push) them towards the rocks. |
| They panicked! The locals (b) (warn) them about |
| that area. They (1) (try) to swim away when a huge wave |
| (pull) them down under the water. When they finally |
| (1) (come) back up, they (10) (be) inside a |
| care Looking around, they (11) (notice) that someone |
| (12) (build) some steps at the back of the cave. |
| They (13) (dimb) up, and (14) (reach) a |
| door. When a woman (15) (open) it, they were amazed to |
| find themselves in the tourist cafe at the top of the cliff. |



6 Now write your answer to the exam task in Activity 1. Think about the things in Activity 4 that you can include to get a higher mark.

PROGRESS TEST 3

| | Put the adjectives in brackets in the correct order. | 4 | Read Ana's opinions about shopping and choose the correct words. |
|-----|---|------|--|
| 1 | I want to buy that | | 'I can't stand going clothes shopping at the weekend |
| | coat. (black, leather, long) | | It takes (1) so/such a long time to find what you |
| 2 | Have you seen my | | want because the shops are (2) so/such crowded. |
| 2 | bag? (green, plastic, big) | | The changing rooms aren't big (3) enough / too for everyone so you have to wait ages and the sales |
| 3 | That's a watch. (gold, lovely, thin) | | people are (4) so / too busy to help you. Then there |
| 4 | | | are (5) so / such long queues at the checkout that |
| 7 | I can't find my tie anywhere. (expensive, silk, blue) | | it takes 15 minutes just to pay. I'm (6) enough / too |
| 5 | Elena's just bought a | | impatient and usually just give up and leave without |
| | jumper. (woollen, white, beautiful) | | buying anything.' |
| 6 | | 5 | Complete the sentences with an appropriate |
| | shirt. (cotton, horrible, orange) | | preposition. |
| 2 | Decide if these sentences are grammatically | 1 | There aren't any blankets sale at the department store. |
| | correct or incorrect. Correct the ones that are | 2 | I really don't like this coffee all. |
| | incorrect. | 3 | There areleast five people waiting for the |
| 1 | My brother lives in the biggest house in the street. | | train, maybe more. |
| 2 | This hotel isn't expensive as that one. | 4 | There's hardly any traffic on the roads because |
| 3 | It's sunnier than it was this morning. | | the snow. |
| 4 | If you walk more fast, we'll get there more soon. | 5 | Have you got an to date bus timetable? |
| 5 | I want to swap my car for one that's less noisier. | 6 | first I didn't like Jimmy, but now I think |
| 6 | I don't feel as ill as I did last night. | | he's great! |
| 7 | That jacket is the horriblest thing I've ever seen! | - | |
| 8 | Your driving is worser than it used to be! | 6 | Match the first half of the sentences about |
| 9 | This shirt is a brighter colour that one. | | Sami's experience at a language school in the |
| 10 | It's more convenient for us to get the bus into town. | | USA with the second half. |
| | | 1 | Josie chose to register |
| 3 | Write the nouns that are being described. | 2 | She attended |
| 1 | A room in a house below ground level. b | 3 | However, she often found it |
| 2 | A room at the very top of a house. a | 4 | Her teacher set the class |
| | Material on the floor of a house that goes from wall to | 5 | She revised |
| | wall. c | 6 | She easily |
| 4 | A pipe which takes fire smoke out of a house, through | 7 | Her teacher told her she had made good |
| | the roof. c | 8 | When she left the USA, she was considerably |
| 5 | A system which makes heat in one place and sends it | А | got a high grade. |
| 6 | around a building. chh | В | difficult to concentrate after lunch. |
| | A traditional country house. c | C | more confident than when she had arrived. |
| 7 | Old, valuable tables and chairs. a | D | homework every day. |
| 8 | Pieces of material you pull across to cover a window | E | every one of her lessons. |
| 3 | Pieces of material you pull across to cover a window. | F | for both morning and afternoon classes. |
| 9 | A system that makes the air in a room or building stay | | hard for the end of course exam. |
| 200 | cool. a | | |
| | A thick warm bed cover d | - 11 | progress in her English. |

PROGRESS TEST 3

| 7 | Read about Antony's travel experience. |
|---|--|
| | Put the verb in brackets in the past simple, |
| | past continuous or past perfect simple |
| | tense. |

8 Look at the pairs of sentences about unusual schools. Complete the second sentence so it means the same as the first. Use no more than three words.

- Students at mountain schools spend more time skiing than studying traditional subjects.
 At mountain schools, students don't spendstudying traditional subjects as they do skiing.
- 2 In forest schools, the children have such a lot of fun learning outside.
 - In forest schools, the children have solearning outside.
- 3 Last year, students studied at 'space camp' summer school and created a robot.
 - While students _____ at'space camp' summer school, they created a robot.
- 4 It is obvious that people go to spy school to learn to be spies.
 - Peoplego to spy school to learn to be spies.
- 5 Because London's very historical, it's a good place to learn to be a ghost hunter.
 - London is a good place to learn to be a ghost hunter ______ its history.
- 6 The students studied at circus school for a year before they got a job at a circus.
 - By the time the students got a job at a circus, they ______ at circus school for a year.

9 Read the text below and choose the correct word for each space. Choose the correct answer A-D.

Learning Zone • ISSUE 18

Memory and learning

Think about the last English lesson you had. While you

- (1) ______ studying, did you feel hungry or thirsty? Were you warm
- (2) _____? Was the sun in your eyes? If so, then you probably found it harder to concentrate than normal and the learning was possibly

(6) down on the windows so it's not too bright.

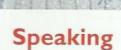
It's a sad fact that we remember little information we hear. In (7)....., we forget around 80 percent of the information we learn so we have to work

- (8) _____ to remember it. Revising information is
- (9) an important activity for a language learner because a memory only becomes strong with practice. Using the language as much as possible will help you make good (10)

| 1 | Α | were | В | had | C | are | D | have |
|----|---|----------|---|-------------|---|-----------|---|-----------|
| 2 | Α | so | В | enough | C | such | D | too |
| 3 | Α | as | В | least | C | much | D | less |
| 4 | Α | register | В | attend | C | go | D | stay |
| 5 | Α | put on | В | hang up | C | try on | D | wear out |
| 6 | Α | duvet | В | blankets | C | curtains | D | blinds |
| 7 | Α | half | В | order | C | front | D | fact |
| 8 | Α | hardly | В | hard | C | basic | D | basically |
| 9 | Α | SO | В | such | C | too | D | enough |
| 10 | Α | progress | В | development | C | direction | D | work |

Water





- Work in pairs and discuss. How do you use water every day? How much do you think you use?
- 2 Look at the box. How much water do you think each activity needs?

a bath a ten-minute shower drinking water for one day cooking a meal washing towels

32 Listen and check your answers to Activity 2.

Listening

Multiple choice (Part 2)

EXAMTIP

If there's a word that you don't understand in the questions, circle it and carry on. Then once you have read all the questions, try and guess the meaning.

- 4 233 Listen to a student called Jessica talking about how a cruise ship uses water. For each question, choose the correct answer A-C.
- 1 Jessica chose to talk about the Ocean Star because it
 - A has so many people on board.
 - B is very responsible environmentally.
 - C uses so little water every day.
- 2 What does Jessica say uses the most water on cruise ships?
 - A baths and showers
- **B** drinks
- C cooling food
- 3 The showers worked efficiently because
 - A the shower heads had more holes.
 - **B** the water came out so fast.
 - C there was a time limit on them.
- 4 The best thing about the swimming pool water was
 - A that it was easy to keep clean.
 - B that it was mostly sea water.
 - C that it didn't need dangerous products.

- 5 The water from the air conditioning was used for
 - A watering plants.
- B washing towels.
- C cleaning the rooms.
- 6 Data collected by Ocean Star is sent to
 - A universities.
- B environmental groups.
- C local governments.

Countable and uncountable nouns

- ► GRAMMAR REFERENCE p.128
- Work in pairs. Look at the advert for a cruise and answer the questions.
- 1 Would you go on this kind of cruise? Why/Why not?
- 2 Where in the world would you like to sail?

Top Cruises with Ocean Star



ake up to the luxury of an Ocean Star experience in one of many five-star, ocean-view

Start your day with a little mar on toast and end it with dhight chocolate buffet.

The ween, order food from our mar ng restaurant at any time of tay. There isn't much chance go hungry on our ship.

We also have waiter service
the pool — enjoy relaxing with
fruit juice and a few olives —
we six pools to choose from!

Our main **pool** is over 150 **metres** long, and has over 2 million **litres** of crystal clear **water**, and we offer classes in **surfing**, aqua aerobics and **scuba diving**.

In the evenings, you'll love our concert hall, which can hold 2,000 people. Choose from concerts by top rock artists, or come and listen to your favourite television chefs sharing their expert advice. Our crew speak several languages including English, Spanish and Chinese and will be happy to help. Your comfort is our business. So what are you waiting for?

6 Look at the table. Add the words in bold from Activity 5 to the chart, then add one more to each list.

| 1 | people, animals and plants | a teacher, a dog, a rose, |
|---|-----------------------------|----------------------------|
| 2 | objects | a bottle, a desk, |
| 3 | units of measurement | a kilometre, a kilogramme, |
| n | ormally uncountable nou | ns |
| 4 | materials, liquids or gases | smoke, steam, |
| 5 | activities | camping, eating,, , |
| 6 | languages | English, , |
| - | abstract nouns | beauty, love, |

Complete the rules with the words in the box.
Use the examples of a few, a little, many and
much in the text to help you.

| Use | and | with | countable nouns. |
|-----|-----|------|--------------------|
| Use | and | with | uncountable nouns. |

We can use *a lot of* or *lots of* with either countable or uncountable nouns.

LANGUAGETIP

Use *a lot of* in positive sentences, and *much* and *many* in negative sentences, or in a positive sentence after the word so.

- 8 Turn to page 114 for more practice with a few, a little, many and much.
- 9 Some words can be both countable and uncountable. Choose the correct words to complete the sentences.
- 1 A The engines didn't make a noise/noise!
 - **B** A noise/Noise is the last thing you want on holiday.
- 2 A A painting/Painting was a relaxing way to spend the afternoons.
 - **B** I bought *a painting/painting* when we stopped on shore.
- 3 A I didn't have a time/time to sleep much.
 - B It was a time/time I'll never forget.
- **4** A 1 started every morning with a glass/glass of fresh orange juice.
 - **B** A glass/Glass lets you see more of the amazing views.
- 10 Work in pairs. Turn to page 123 and follow the instructions.

Weather

Work in pairs and complete the quiz with words from the list.

driest highest ice lightning lowest snowfall sunniest sunshine wettest windiest

Weathering the storm

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

- 1 A village in India is the place in the world.
- 2 Antofagasta in Chile is the place.
- 3 Libya had the ever recorded temperature.
- 4 Antarctica had the ever recorded temperature.
- 5 Commonwealth Bay in Antarctica is the place.
- 6 The South Pole has the least
- 7 The place with the most is a village in central Africa.
- 8 Yuma, Arizona, USA is the place.
- 9 Mount Baker in Washington had the heaviest in one year.
- 10 The largest piece of fell during a storm in South Dakota, USA.

Score 8–10: Brilliant! You've taken this quiz by storm.
4–7: Not bad but you seem to be in a bit of a fog.
1–3: You're obviously feeling under the weather today.
Read more details in our feature article on page 216.

- 2 034 Listen and check your answers.
- Why were these numbers mentioned? Listen again and check your answers.

26 300,000 1922 -89.2 182 4,000 30 2010

LANGUAGETIP

−89.2°C is pronounced minus eighty-nine point two degrees centigrade.

4 Complete the weather forecast with the words from the list.

blowing centigrade low cool dry fog frost gales mild showers sunny thunderstorms

...... expected from the west, so keep your



Speaking

strona (12)

pets inside.

- Work in pairs and discuss the questions.
- 1 How is the climate different in the regions of your country?
- 2 How does the climate change in different seasons?
- 3 Do you think the climate of a country affects people's character or social activities?

Simulated situation (Part 2)

- Work in pairs. Look at the photos and discuss the questions.
- 1 Have you ever entered a race? What happened?
- 2 Do you think you would be good at these races? Why/ Why not?
- 3 Do you have unusual races like this in your country?
- 2 S Listen to two people discussing what equipment to take for the Maldon Mud Race shown in Picture A. Which three things do they agree are the most important? How does the man encourage the woman to say more?

drink jumper swimming costume shorts trainers trousers T-shirt

EXAMTIP

It's important that you encourage your partner to talk. If your partner *still* does not say much, your own grade is not affected.

3 Complete statements 1–4 so they are true for you.

1is my favourite activity.

I prefer to on Sunday afternoons.

3 I _____regularly.

- 4 I do more now than I did in the past.
- Work in pairs. Take turns to listen to your partner's statements. Then ask follow-up questions with the prompts in the box.

Why... Who... When... What... Where...

5 Look at the compound nouns describing objects you might need in the Siberian Ice Marathon, a race through snow-covered Siberia in winter. Match the words to a picture and underline the stress in the words.

woolly hat ski gloves water bottle energy bars sunglasses T-shirt snow shoes



6 Work in pairs.

You are preparing for the Siberian Ice Marathon. Talk together about the different things you could take with you, and decide which three things would be most important. Use the ideas in Activity 4 to help you.

- Work in pairs and discuss the questions.
- 1 What's the most difficult physical challenge you've ever experienced?
- 2 Why do people like difficult challenges?
- 3 Whose responsibility should it be to rescue people who get in trouble doing dangerous activities in your country?



7

- Work in pairs and discuss the questions.
- 1 In what ways can water be good for your health?
- 2 Have you ever been to a health spa? Would you like to? Why/Why not?

Reading

True/False (Part 3)

2 You are going to read a brochure. Read sentences 1–10 first. What is the brochure for?

| | | Α | В |
|---|--|---|---|
| 1 | Japanese hot water baths are located in cities. | | |
| 2 | People come to the spa for different reasons. | | |
| 3 | The high temperature of the Hydrotherapy Bath can stop you becoming ill. | | |
| 4 | A Hydrotherapy Bath is always made with mineral water. | | |
| 5 | The Floating Pool Experience takes four hours. | | |
| 6 | The only product used in a Sea Salt Bath is sea salt | | |

Read the article quickly to see if your prediction was correct.

necessary to experience good results.

8 Watsu® movements can only be done

9 The spa has facilities for outdoor sports.10 You have to pay extra for lunch during

7 More than one Cleopatra Bath is

4 Look at sentence 1 in Activity 2. Read the first paragraph of the advertisement. Is the sentence correct or incorrect? What words give you the answer?

EXAMTIP

in water.

your stay.

Don't worry if you see some words in the text you don't know. Focus on finding the information you need.

Now read the rest of the text to decide if each sentence in Activity 2 is correct or incorrect. If it is correct, mark A. If it is incorrect, mark B.

Vocabulary

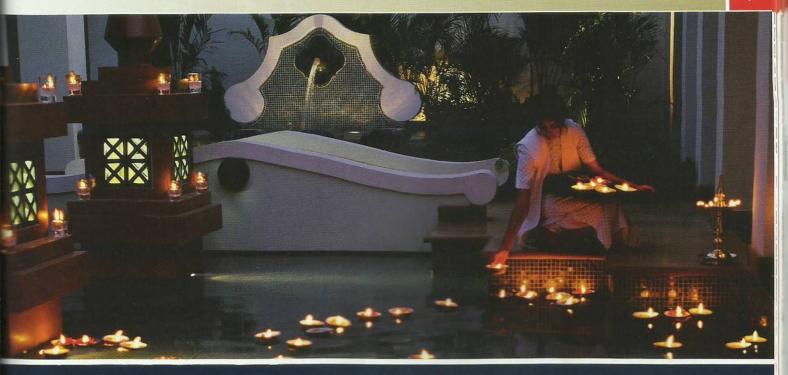
adjectives + prepositions

6 Complete questions 1–12 with the correct prepositions. The adjectives and prepositions are all in the advertisement.

How many students in the class...

| 1 | have visited a place which is famous some kind of water? | |
|----|---|--|
| 2 | are attracted the spa in the advert? | |
| 3 | feel better doing sports? | |
| 4 | have been to a spa similar the one in the advert? | |
| 5 | are tired feeling stressed? | |
| 6 | are ready some relaxation? | |
| 7 | are familiar different relaxation techniques? | |
| 8 | are amazed the different kinds of facilities at the spa? | |
| 9 | are <i>keen</i> having a Cleopatra Bath? | |
| 10 | are fond very hot baths? | |
| 11 | have been <i>involved</i> water sport activities in the past? | |
| 12 | are interested trying Watsu®? | |

Choose one question from Activity 6.
Interview all the students in the class to find out the answer.



NEW FOREST HEALTH SPA

The use of water to improve our health has been around for centuries. The Romans had their bathhouses. Turkey is famous for its steam baths and in Japan, stressed city workers regularly travel out of town at weekends to relax at the natural hot water baths.

Now you too can enjoy the health benefits of water. Thousands of people from a variety of backgrounds have been attracted to our award-winning spa since it opened in 2002 but they all have one thing in common – they're ready for the relaxation of both body and mind.

Our facilities

One of our most popular facilities is the Hydrotherapy Bath. Similar to a jacuzzi, water shoots out of the bottom and sides of the bath to help you to feel relaxed. As your body temperature increases in the hot water, your blood flows more easily which can prevent you from getting sick. On request, we can fill your bath with mineral water for even greater benefits to your skin.

If you are tired of the noise and activity that fill your daily life, then try our Floating Pool Experience. You lie quietly in a shallow pool of warm salt water in a dark room with nothing but silence around you. Your one hour in this pool will give you the same rest as four hours' sleep.

If you are worried about dry, hard skin then try our Sea Salt Bath. We will cover your body with salt from the Dead Sea and leave you to lie quietly in a steam room for an hour.

Our Cleopatra Bath is the ultimate body luxury. Full of warm horse's milk, the bath leaves your skin feeling like silk. However, three 30-minute sessions are recommended for the full benefits to be felt.

Finally, you cannot leave our spa without trying Watsu®. As you lie in a warm pool, an expert will gently move and stretch your body into different positions that are not possible on land. This experience can make your body stronger and remove stress.

About us

For those of you familiar with the area, you will know that our spa is set in the most beautiful part of the New Forest. We offer five star accommodation and a luxury restaurant. Active guests will be amazed by our indoor swimming pool, gym, grass tennis courts and horse riding facilities. If you are keen on a morning run or fond of cycling, you can use our beautiful gardens or the nearby forest. Everyone is welcome to get involved in our daily exercise classes. Our spa weekend begins each Friday at 2 p.m. with afternoon tea and ends at midday on Sunday. The price is £350 per person including room, all meals and the use of our facilities. Please note there will be an additional cost for those interested in hiring sports equipment.

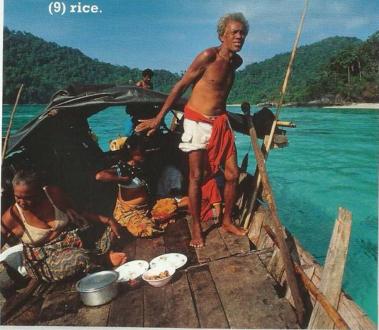
Reading

- Look at the photo. How do you think these people live their lives?
- Read the first part of the article quickly to see if you are correct.

People of the sea

(1) The Mokens are a group of around 3000 people who live on (2) the Andaman Sea in (3) south-east Asia. They spend half of the year living on (4) boats and only live on land during the rainy season. Their boats are called Kabang and are made from (5) a single tree. (6) The tree becomes a home with a kitchen and living area.

(7) A boy from the Moken community often learns to swim before he can walk and will usually become (8) a fisherman. It is a dangerous activity but they are skilled at what they do. The Mokens respect the sea and only catch the seafood they need, eating most of it and trading anything else at local markets for other essential food such as



Read the text again and answer the questions.

- 1 How many months do the Mokens spend at sea each year?
- 2 How many trees are used to make a Moken boat?
- 3 What job does a Moken man traditionally do?
- 4 What do the Mokens do with food they don't eat?

Articles

► GRAMMAR REFERENCE p.129

4 Match the rules A–I with examples 1–9 from the text.

a/an

- A single countable nouns that we talk about for the first time and mention again later
- B before a person/thing that is just one of many in a group
- C jobs

the

- D single countable nouns that we have talked about before
- **E** uncountable nouns or plural nouns when we are talking about a specific object or group
- **F** when there is only one of something

no article

- **G** uncountable and abstract nouns when we talk about them in general
- H plural nouns when we talk about something in general
- I with most streets, towns, cities, countries, continents, language and names

LANGUAGETIP

Knowing which nouns are countable and which are uncountable will help you to use articles correctly.

Turn to page 123 to keep reading People of the sea.

Speaking

- 6 Work in pairs and discuss the questions.
- 1 Are there any groups of people that have an unusual way of life in your country? Who?
- 2 Is their way of life likely to survive in future? Why/ Why not?
- 3 What traditions in your country do you think should be protected? Why?



- 1 Work in pairs and discuss the questions.
- 1 Why do people use more water these days?
- 2 What problems does a lack of water cause?
- 3 Why is it so difficult to transport fresh water to places that need it?

Writing

Informal letter (Part 3)

- ► WRITING REFERENCE p. 143
- ► FUNCTIONS BANK p.155
- Work in pairs. Read the instructions and complete the prompts with three pieces of advice for Jamie.
- 1 You should...
- 2 Why don't you...
- 3 You could...

This is part of a letter you receive from an English friend, Jamie.

So, the university have just had a water meter put in all the accommodation blocks, and we'll have to use less water around the flat, but I'm not really sure where to start. Do you have any ideas?

Now write a letter to Jamie about ways to use less water. Write your **letter** in about **100 words**.

- Read a letter that Jamie's friend Charles wrote.
- 1 Does it answer the question?
- 2 Is it around 100 words?
- 3 Does it have a beginning and an ending?
- 4 Is it written in paragraphs?
- 5 Is it written in a friendly style?
- 6 Is it accurate?

| | Hijamie |
|--------------|--|
| | It was great to hear from you. You'd think |
| | liveing on the island of Bermuda, we'd have |
| and deposits | too much water. Actually, we collect every |
| ļ | drop we use and store it ourselves. So, here |
| ĺ | are my top tips. Dont wash the car because |
| l | it's just too wasteful. Showers shorter always |
| l | help. When things get really bad here, I'm |
| l | even switching the water in the shower off |
| ŀ | while I shampoo my hair. I also think you |
| ŀ | should check your water system for leaks. |
| | That wastes loads off water. If you hear any |
| | other suggestions, let me know. Looking |
| | forward to hearing from you. |
| H | Take care |
| | Charles |

- 4 Divide the letter into three paragraphs (starting the letter, giving advice, ending the letter).
- Charles wrote his answer very quickly. Look at his letter again. There are five mistakes in the answer. Can you find one example of each of the error types in the list?
- 1 word order
- 2 punctuation
- 3 spelling
- 4 preposition
- 5 tense

EXAMTIP

Always leave time to go back and edit your work.
You are likely to lose marks if you have a lot of errors.

- Now write your answer to the task. Use your ideas from Activity 2.
- Check your own answer using the checklists in Activities 3 and 5. Can you improve your writing?

Celebrity

8



Speaking

- 1 Work in pairs and discuss the questions.
- 1 What job did you want to do when you were a child? Would you like to do this job now? Why/Why not?
- What industry do most teenage girls in your country want to work in? And teenage boys? Why?

Reading

Read the article about teenagers and their future careers. Is the situation similar or different to your country? Why?

NEWS SPOTLIGHT

COLUMN

Teenagers aim to be stars

According to a new survey the top three industries girls would like to work in are arts and entertainment, followed by education and healthcare. The boys chose IT, followed by engineering and then arts and entertainment. So why is **show business** so attractive?

Traditionally, a famous person such as a **ballet dancer**, **stage actor** or **rock star** became well-known because they worked hard and were talented. These days celebrities aren't

necessarily found working at a film studio, recording a soap opera or planning their next stadium concert. Instead, they might be posing for magazine covers, starring in television commercials or appearing on chat shows.

And unfortunately, this is what young people see – celebrities in **designer clothes** talking about their perfect lives – and are then disappointed with the reality of the working world.

Entertainment

LANGUAGETIP

Don't just keep a record of individual words. Note down phrases, collocations and compound words that can be made with that word.

- Complete the questions with the compound nouns in bold in the text.
- 1 Should magazine editors only use slim models on _____?
- Would you prefer to be a _____ in a dance company, a guitar-playing ____ or a ___ in the best theatres?
- 3 Do you think _____ is a good industry to work in?
- 4 Would you wear every day if you could?
- 5 Would you prefer to watch a _____ about a family or a ____ where famous people are interviewed?
- 6 How do you feel about _____ in the middle of your favourite programme?
- 7 Is there a famous _____ where movies are made in your country?
- 8 Have you ever seen your favourite band at a _____?
- Work in pairs and discuss the questions in Activity 3.

Speaking

Extended turn (Part 3)

- ► FUNCTIONS BANK p.152
- Use the words to make sentences that are true for the photo on page 68.

in the middle of in front of in the background on the right-hand side at the top of on the left of surrounding

EXAMTIP

Use prepositions of place to help you describe where things in the photo are.

Student A, turn to page 117 and describe the photo. Student B, describe the photo on this page. Does your partner use any prepositions of place?

General conversation (Part 4)

► FUNCTIONS BANK p.152

- Z 36 Listen to two friends, Toby and Izzy, talking about what films they like. What do they each say is their favourite?
- 8 Listen again and complete the sentences with a word that describes likes and dislikes from the recording.
- 1 I'm not very on it.
- 2 Actually I'm old black and white films at the moment.
- 3 And you can't a good thriller.
- 4 I guess I don't them.
- 5 But I really romantic comedies.
- 6 | can't _____ that kind of rubbish.

EXAMTIP

In the Speaking test, you're often asked to talk about your likes, dislikes and preferences. Use a variety of expressions.

- Work in pairs. Use the expressions in Activity 8 in italics, including the words you wrote, to talk about your film likes and dislikes.
- 10 Work in different pairs. Talk together about the kinds of entertainment you enjoy for three to four minutes. Here are some things you could talk about.
- Your favourite and least favourite type of entertainment, e.g. music, films, television, gaming, the theatre.
- 2 The most popular kinds of entertainment in your country.
- 3 Why you prefer to stay in or go out.
- 4 Whether you would like to work in the entertainment industry, and why/why not.



- Work in pairs. Look at the photo and discuss the questions.
 - 1 Why do you think the photographers are so interested in the woman?
- 2 Would you like to be famous? Why/Why not?

Reading

Multiple-choice cloze (Part 5)

- Read the headline of the text. Work in pairs and discuss the questions.
- 1 What do you think the five most famous brands in the world are?
- 2 Is it possible for a person to be a brand? If yes, which famous people do you think are brands?
- Read the text quickly to find out if your answers to Activity 2 were correct.

EXAMTIP

Make sure each option you choose fits the meaning and grammar of the sentence.

- Read the text again and choose the correct word for each space. Mark the correct letter A–D.
- 0 A round B over C close D hardly A either B none C neither D nothing A front **B** case C order D fact A whose B which C whom D where A spends B takes **C** gives **D** brings A with B in C for D at A true **B** natural C acceptable D honest 7 A strong B heavy C serious D strict A should B was C would D had A make C receive B get D gain
- Work in pairs and discuss why the words you have NOT chosen do not fit spaces 1–3 in Activity 4.

C newspapers D articles

Speaking

10 A adverts

Work in pairs. What are the positives and negatives of fame for celebrities like Kim Kardashian?

B writing

The woman whose life is a brand



Vocabulary

-ed and -ing adjectives

- Match the bold adjectives in the article with the definitions 1–8.
- 1 the feeling when something unexpected happens
- 2 describes something that keeps your attention
- 3 feel extremely interested
- 4 describes something that makes you feel sad
- 5 feel stress about a problem
- 6 given confidence
- 7 describes something that is very unexpected
- 8 describes something that makes you feel afraid
- 8 Look at the adjectives and definitions in Activity 7 and answer the questions.

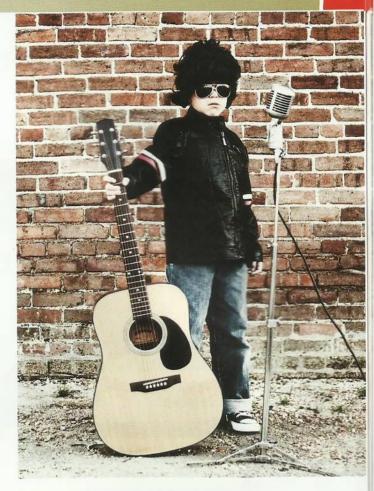
What suffix is used at the end of adjectives that

- 1 describe a person's feelings?
- 2 describe the thing that causes the person's feelings?

LANGUAGETIP

Like regular past simple verbs, the -ed at the end of adjectives can be pronounced /t/, e.g. depressed; /d/ e.g. amazed; or /id/ e.g. interested.

- 9 How are the -ed adjectives in Activity 7 pronounced?
- 10 Choose the correct adjective in each sentence.
- 1 I find celebrity magazines really *depressing/amazing* and never read them.
- 2 People are *fascinated/interesting* by the lives that other people have.
- 3 I'm frightening/worried that celebrities are having a bad influence on young people.
- 4 It's interesting/surprised to follow celebrities on social networks.
- 5 I'm *frightening/surprised* that celebrities have to work hard to stay successful.
- 6 I'm *encouraged/depressing* by the charity work that many celebrities do.
- 7 It's *frightening/worried* that so many young people want to be famous.
- **8** Celebrities only look *amazing/fascinated* because they can afford the best clothes.



Speaking

- Work in groups. You are going to take part in a television debate called 'Are celebrities good role models for young people?' Use the ideas in Activity 10 to help you prepare.
- Role-play the television debate.

Student A: You are the TV presenter of the debate show. Prepare questions to ask your guests about their opinions.

Student B: You are a celebrity. You think the answer to the question is yes.

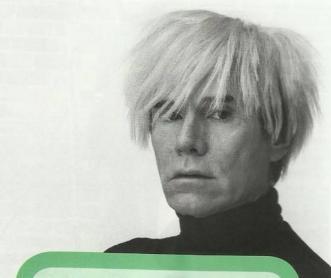
Student C: You are a secondary school student. You think the answer to the question is yes.

Student D: You are a parent. You think the answer to the question is no.

Student E: You are a university student. You think the answer to the question is no.

Reported speech

► GRAMMAR REFERENCE p.129



- 1 'In the future everybody will be world famous for 15 minutes.'
 - 2 'I hate fame. I've done everything I can to avoid it.'
 - **3** 'Acting is easier and smoother than singing.'
 - 4 'I don't understand girls but I'm slowly learning.'
- Work in pairs and look at quote 1. Do you think the prediction has come true? Why/Why not?
- Quotes 1–4 are from four famous people. Which speaker
- A doesn't like life in the public eye?
- B doesn't always know what women are thinking?
- **C** is comparing one thing to another?
- D is making a prediction?
- 3 Can you complete the sentences with a name from the box?

Johnny Depp Beyoncé Knowles Daniel Radcliffe Andy Warhol

- said that everybody would be world-famous for fifteen minutes in the future.
 said that he hated fame and had done everything he could to avoid it.
 said that acting was easier and smoother than singing.
 said he didn't understand girls but was
- Use quotes 1-4 and the sentences in Activity 3 to complete the table.

slowly learning.

| direct speech | reported speech |
|------------------------|-----------------|
| present simple | |
| present continuous | |
| past simple | past perfect |
| present perfect simple | |
| will | |
| can | could |

- 5 Complete the second sentence in each pair so it means the same as the first. Use between one and three words.
- 1 Lady Gaga: 'I don't like celebrities. I don't hang out with them.'

Lady Gaga said she didn't like celebrities and with them.

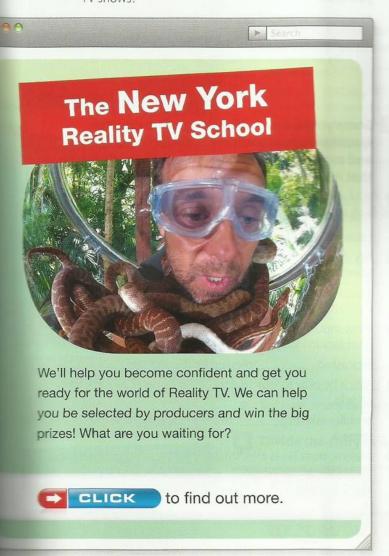
- 2 Will Ferrell: 'I have only been funny about seventy-four percent of the time.'
 - Will Ferrell said he _____ funny about seventy-four percent of the time.
- 3 Maria Sharapova: 'I am beautiful, famous and gorgeous.'
 Maria Sharapova said beautiful, famous and gorgeous.
- 4 David Beckham: 'I always wanted to be a hairdresser.'
 David Beckham said heto be a hairdresser.
- 5 Robert Downey Jr: 'I'm thinking of getting a monkey.'
 Robert Downey Jr said ______ of getting a monkey.
- Work in pairs. Are any of the quotes in Activity 5 surprising? Why/Why not?

LANGUAGETIP

Say does not need an object but tell does, e.g. He said he didn't live around here. She told me we'd met before.

Work in pairs. Student A turn to page 115. Student B turn to page 116. Follow the instructions.

- Look at the advert for the New York Reality TV school. Work in pairs and discuss the questions.
- 1 Would you be interested in this school? Why/Why not?
- 2 What reality TV shows are popular in your country?
- 3 Why do people want to watch or appear on reality TV shows?



Listening

Gap-fill (Part 3)

- 2 (2) 37 Listen to Michelle Washington, a teacher at the New York Reality TV School, talking about appearing on reality TV. Choose the best word to complete the gap.
- 1 Michelle thinks you should talk to your before applying for a reality TV show.

- Listen again and answer the questions.
- In Activity 2, how many words for 'people' did you hear?
- 2 What helped you decide which word was the correct answer?

EXAMTIP

You may hear several words that could fit the gap, but only one choice will be correct.

You will hear Michelle Washington talking to a group of students about courses at the New York Reality TV School. Read through the notes and predict what kind of information you are listening for.

The New York **Reality TV School**

Course Content

Weeks 1 and 2: Learn to (1) for the camera and look natural on screen. Weeks 3 and 4: Matching your (2) your personality. Week 5 and 6: Successful screen tests and applications. Workshop course Runs every (3) months. Cost: £395 does NOT include (4) Register before (5) and get a discount. Registering Visit our (6) to speak to past students.

38 Listen and fill in the missing information in the numbered spaces 1-6.

Speaking

- 6 Work in pairs and discuss the questions.
- 1 Would you like someone to advise you on how to dress and present yourself? Why/Why not?
- 2 What qualities does someone need to be a star?

- Work in pairs and discuss the questions.
- 1 What types of workers do celebrities employ?
- Would you want the girl in the photo working as your personal assistant? Why/Why not?

Listening

- 2 39 You will hear a girl named Honey being interviewed for a job as a personal assistant for a celebrity. Do you think she will get the job? Why/Why not?
- 3 Listen again and complete the questions.

| 1 | ever worked as a personal | l |
|---|---------------------------|---|
| | assistant before? | |

- 2you able to work days, nights and weekends?
- 3 any questions for me?
- 4 I meet?
- 5 | start?

Reported questions

► GRAMMAR REFERENCE p.130

- 4 Listen to Honey telling her friend about the experience. Complete the sentences with the words Honey uses.
- 1 They asked meever worked as a personal assistant before.
- 2 He asked me able to work nights and weekends.
- 3 He asked mequestions
- 4 lasked meet.
- 5 lasked ____start!



- 5 Look at questions 1-5 in Activities 3 and 4 again.
- 1 Underline the main verbs.
- 2 How does the word order change when we report questions?
- 3 What word do we add when we report yes/no questions?
- 6 Look at the dictionary entry. Have you ever been to an audition for anything? How did (or would) you feel?

Audition /ɔ:'dɪʃən \$ p:-/ n [C] a short recording by an actor, singer etc. to test whether he or she is good enough to perform in a play, concert, etc.

- Some young actors are asking a film director questions about auditions. Look at the questions and complete the second sentence in each pair so that it has a similar meaning to the first.
- 1 'Is it important to learn all the words?' one actor from New York asked.

He asked to learn all the words.

2 'My director asked, "Do you have any questions?" says Suzie from Ohio. 'What was he expecting?'

| Suzie's director asked | any | questions. | Suzie |
|------------------------|-----|------------|-------|
| wanted to know what | | 1 | JULIC |
| | | | |

- 3 'How should I prepare for the audition?'That question is from Jack in Florida.
 - Jack asked prepare for the audition.
- 4 'Will it be okay to look straight at the camera?' Jennifer from LA asks.

| Jennifer asked | okay to look straight at the |
|----------------|------------------------------|
| camera. | , as a small difficulting |

5 Melanie from Texas asks, 'What's the best thing to say at the end of the audition?'

| Melanie asked | . to | say | at | the | end | of the | audition |
|---------------|------|-----|----|-----|-----|--------|----------|
|---------------|------|-----|----|-----|-----|--------|----------|

LANGUAGETIP

Direct speech is common in stories, but reported speech is more common in most other situations.

- 8 241 Listen to the director's answers. What advice does he give?
- Work in pairs. Student A, turn to page 115. Student B, turn to page 116. Follow the instructions.
- Work in new pairs. Who can remember the most questions they asked and the answers they received in Activity 9?

Writing

Story (Part 3)

► WRITING REFERENCE p.145

- 1 Work in pairs and discuss the questions.
- 1 When can ordinary people appear on television?
- 2 Do you know anyone who's appeared on television or in the news? What for?
- 3 Would you like to be on television? On what kind of programme?
- 2 Look at the exam task below. Do you have any experiences that could help you write the story?

Your English teacher has asked you to write a story.
Your story must have the following title:
I was nearly famous
Write your story in about 100 words.

- A One winter, my friend and I were travelling in the mountains when suddenly the car stopped.
- **B** She was just about to interview me for the TV show Famous Rescues, when they received a phone call.
- C Hours later, when I got to the bottom, a van appeared and a well-known news presenter got out and asked what'd happened.
- D 'We're going to die here!' my friend cried; I wasn't worried because I knew there was a town at the bottom of the mountain, so I set off for help.
- **E** 'What a brave guy!' she said, after hearing my story, and ordered the camera crew to get their cameras ready.
- F | tried to re-start it, but it
- **G** The presenter explained that a film star had just arrived, and they had to film her instead.

| 3 | Work in pairs. Look at the sentences from a student's answer |
|---|--|
| | Put sentences A-G in the correct order. |

| 1 | I was nearly famous |
|---|--------------------------|
| 2 | |
| 3 | |
| 1 | |
| 5 | |
| 5 | |
| 7 | |
| 3 | |
| 9 | But I was nearly famous! |

Divide the story in Activity 3 into paragraphs.

EXAMTIP

It is important that your story has a clear beginning, middle and end.

- Write your own answer to the exam task in Activity 2.
- 6 When you have finished, swap stories with a partner and check that they have
- 1 set the scene, included main events and written a good ending.
- 2 divided your story into paragraphs.
- 3 added some dialogue to make the story exciting.
- 4 used adjectives, adverbs and linking words.

PROGRESS TEST 4

Complete the text on bottled water with a / an / the or (-) if you think that no article is necessary.

The price of water

These days around the world, we spend over \$50 billion on bottled water each year. Before 1995, (1) _____ bottled water industry hardly existed. Many people disagree with bottling water, despite (2) _____fact that it's clearly popular. There's (3) strong environmental argument against the industry, which creates at least 200 million plastic bottles around (4) world each year. Less than (5) quarter of those bottles ever reaches (6) _____ recycling. Secondly, in many countries, such as (7) United States or Britain, water from taps is safe to drink and costs around one cent per litre, so bottled water is a very expensive alternative. Although some bottled water comes from (8) underground sources, and may have health benefits, some just contain tap water. Finally, there are also concerns that selling water isn't morally correct. Water, like (9) air, is one of the absolute basics of life, and nobody would think of putting (10)..... price

Put the words in the correct place in the table, then add one more example of each.

abstract nouns activities animals gases jobs languages liquids materials objects people plants units of measurement

| 1 people | 1 mate |
|-----------------------|-----------------|
| 2 | 2 rose |
| 3 | 3 giraffe |
| 4 | 4 dictionary |
| 5 | 5 metre |
| 6 | 6 waiter |
| Uncountable nouns | |
| | |
| 7 | 7 wood |
| 7 | 7 wood 8 oil |
| 7 | |
| 8 <i>liquids</i> 9 | 8 oil 9 air |
| 8 <u>liquids</u> 9 | 8 oil |

Complete the sentences with the words from the list.

| blowing showers | cloudy | dry | frost | gales |
|--|--------|------|-----------|-------|
| The state of the s | et | thui | nderstorn | n |

And now, today's weather

| Weather forecasts are more accurate today than ever |
|---|
| before. We can predict things like (1) weather |
| from photos of rain clouds moving across the planet |
| and its opposite, (2) weather Although it's |
| easy to see rain coming, it's hard to predict exactly |
| where short (3) will fall. Another difficult one |
| to see coming is a (4) |
| nappen when (5) air above meets warmer air |
| below. Without strong winds, such as (6) |
| get everything moving around, you're unlikely to see violent weather. |
| |

Late for work because you have to get the ice off your car in the mornings? Well, a thick, white (7) is surprisingly hard to predict. Cold temperatures are necessary, but if there's a wind (8) that night, there'll be no ground ice the next day. Also, if it's a (9) ____ night, you won't need to set the alarm earlier, only clear skies produce iced cars.

The hardest one to predict is (10) computer model can tell you if your skiing holiday will be a disappointment or not. It might be easier just to look on the internet!

4 Complete the gaps 1–8 with the correct preposition.

Tanzanian high school student, Erasto B Mpemba was trying to make ice-cream one day and was worried (1) _____ the results. He did not have time to wait for his mixture to cool before freezing it. However, Mpemba's hot mixture froze faster than his classmate's cold mixture. When he told the class, they were so interested (2) his discovery that he was able to involve them all (3) an experiment to show he was right.

In fact, Aristotle, a man famous (4) teaching Alexander the Great about science, had noticed the same thing. Anyone familiar (5) chemistry will know that cold water freezes fastest, but hot water freezes at a higher temperature than cold, now called the 'Mpemba effect'. Freeze water to below 120 degrees, and you will be amazed (6)what happens-water changes from ice to a liquid similar (7) _____honey. Anyone keen (8) _____learning more, please come along to our Science in the Community Fair this weekend!

PROGRESS TEST 4

Look at the passage below and choose the correct word (A-D) to complete the gaps.

AAA Drink up! Forget vitamin pills, water can be just as important for your health. For many years now, water's been (1) ______ for its positive effect on appearance. In one (2) _____ survey, scientists found that 50 percent of people looked younger after regularly drinking more water. But there are health (3) ______, too. If you're (4) _____ about low energy levels, water can help you feel more awake. It also helps you get more from your (5) The body works better when you've had enough to drink. It'll also help people trying to lose a few (6) as water stops you feeling hungry. Very often people who complain of (7) might find that it's the body's way of saying that it's dried out. A study even said that drinking more water (8) help to avoid heart attacks in the future. At the very least, it'll help you to (9) on work better. So, next time you're thirsty, reach for a (10) ______ of water, rather than the coffee. A understood B known aware C seen 2 A surprising interested C confusing fascinated A advantage benefits C bonus D profit 4 A tired В fascinating C interested worried A move 5 В workout C exercise active 6 A kilos В weight dress sizes D heaviness 7 A aches В illnesses C headaches infections A would had В C is going to has A consider think C pay attention D concentrate A jar mug cup glass Look at the sentences below and write them in reported speech. 1 'This is my latest film,' Anne said. 2 'I've already written my autobiography, Leonardo explained. 3 'I'll start my own perfume business,'said Sarah. 4 'I can act in serious plays as well!' Elle argued. 'I don't want to give any more interviews,' Wayne said. 'Our new single sold 100,000 copies last month', the band told us. Look at the report of an interview with a reality TV star called Chantelle. Write the reported speech in direct speech. I asked Chantelle if she had any plans for the next six months. 2 | asked where Chantelle had been on holiday this year.

I asked what Chantelle was planning to wear to the reality TV awards.

4 One of our readers asked how Chantelle usually spent her weekends.

I asked her if she would come back and talk to us next month.

I asked if Chantelle had had any plastic surgery done.

Match each first half of the sentence (1-8) with the second half (A-H). 1 Tom Hanks has worked in show Natalie Portman trained to be a ballet Ozzy Osbourne started his career as a rock Old stars, like Marilyn Monroe, needed the support of film Russell Crowe started his career in an Australian 6 Oprah Winfrey was one of America's top chat Stella McCartney produces designer Gisele Bündchen has appeared on hundreds of magazine A opera called Neighbours. covers during her career. business for years. studios for their success. star before appearing in reality TV. show presenters. dancer before she filmed Black Swan. clothes for a lot of stars. Here are some sentences about where celebrities relax. Complete the second sentence so that it means the same as the first. Use no more than three words, 'Where do all the celebrities go when they want to relax?' our reporter asked. Our reporter asked where all _____ when they wanted to relax. Most celebrities said that the Burj Al Arab in Dubai was the most luxurious hotel they knew. Most celebrities us that the Burj Al Arab in Dubai was the most luxurious hotel they knew. 3 Many said that they liked Majorca. Many said that they _____ on Majorca. 4 Most wanted any place that was relaxing. Most wanted any place where they felt St Tropez interested a lot of sports stars. A lot of sports stars found St Tropez 6 One model said that she loved Croatia for its

incredible views.

incredible views."

One model said, '..... Croatia for its

Creativity

9



Speaking

- Work in pairs and discuss the questions.
- 1 What creative subjects did you study at school?
- 2 Do you think being creative and being intelligent are the same thing? Why/Why not?
- 3 How important is it for schools to encourage young people to be creative?
- 2 You will hear an education expert called Roger talking about creativity at school. What does Roger say makes it difficult to become creative? Do you agree with him?

Extended turn (Part 3)

- FUNCTIONS BANK p.153
- 3 Look at the drawing by an artist called Lee Hadwin. What do you think the artist is trying to say in the drawing?
- Listen again and complete the gaps.
- 1 There's a thing that looks a space ship.
- 2 There's a sky thatunusual, with squares.
- 3 In the middle there's a ball ______it's the world.
- 4 There's something that _____ fingers, but on the feet.
- 5 This is definitely to be a woman's foot.
- Work in pairs. Turn to page 117 and look at the objects. Take turns to explain one of the objects to your partner.
- Work in pairs. Turn to page 119 and complete the Speaking task.

EXAMTIP

If you don't know the word for something in the photographs, find a way of describing it with words you do know.

Reading

8 You are going to read about the artist Lee Hadwin. Look at the text quickly. What's unusual about Lee's artistic ability?

TODAY

The sleep artist



eet Lee Hadwin, a nurse with no artistic skills at all – when he's awake. But while he's sleeping, he's able to produce amazing drawings.

Lee realised he **could draw** in his sleep when he was a teenager. One embarrassing morning, he woke up at a friend's house to discover he'd drawn on the kitchen walls, but he **wasn't able to remember** the experience.

Sleep experts today don't know why he can do this, but Lee believes that in the future they may be able to explain why it happens. In the meantime, he'll hopefully be able to show his art to the public very soon.

- 9 Read the text again and answer the questions.
- 1 How did Lee discover he had the ability to create drawings in his sleep?
- 2 Do doctors know why Lee draws in his sleep?
- 3 What is Lee planning to do with his drawings?
- 4 What do Lee's abilities suggest about creative skills?

Modals of ability

- ► GRAMMAR REFERENCE p.130
- 10 Complete the rules with can, could and be able to. Use the examples in bold in the text to help you.
- 1 Use and to talk about present ability.
- 2 Use to talk about abilities in the past.
- 3 Use _____ to talk about ability on one occasion in the past.
- 4 Use after will, may, present perfect simple, etc.
- 11 Look at the letter and complete the gaps with can, could, be able to and an appropriate verb from the list.

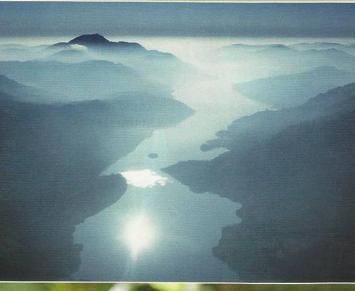
design not draw hand let make not use

| 000 | ▶ Search |
|---|---|
| Dear Jen | |
| Thanks for your letter! Y | es, I (1) in my art y just! |
| You know how I (2) fortunately this time we project digitally. Before the software at all but a (4) | the project, I (3) |
| I'll send you one and yo what you think! Anywa | ou (6) me know y, speak to you soon. |
| Oliver | |

LANGUAGETIP

Can and could are also used for requests. Can I open a window? Could I borrow a pen?

- Work in pairs. Student A turn to page 119. Student B turn to page 120. Follow the instructions.
- 13 Do a survey of the students in your class using the ideas from Activity 12. Were your guesses correct?





- Work in pairs and discuss the questions.
- 1 How do you feel when you look at these photos?
- 2 Who or what do you usually take photos of?
- 3 Do you share your photos online? Why/Why not?

Reading

Matching (Part 2)

The people on the right all want to take a photography course. On the opposite page there are descriptions of eight courses. Decide which course A–H would be suitable for the the people 1–5.

EXAMTIP

Choose the course that matches <u>all</u> of the needs and wants in the description of the person.

1 Justin is a keen photographer. He'd like to exchange ideas with other photographers and learn to improve his pictures on the computer. He's not free on Wednesdays.



2

- 2 Ursula used to run her own photographic business. She wants to go on a challenging course with photographers of a similar standard where she can practise taking landscape photos during long country walks.
- 3 Nina knows nothing about photography. She's going away for two weeks and wants an introduction to some basic skills so she can take photos of her trips. She's free on weekday evenings.





- 4 Scott wants to attend daytime classes where he will learn a lot in a short time. He hopes to learn to take different types of photos and then try out his new skills.
- Dave has done photography for many years and is thinking of starting his own business, taking pictures of people and their families and pets. He is only free at weekends.



Photography Courses

A Stepping Up

On this beginner course, you will learn how to take holiday photos. Lessons take place on Wednesdays from 7 to 9 p.m., with the first two in the college photography department. We will then move to other outdoor venues nearby to practise what we've learnt.

B Skills Develo p.m.ent

This is for those photographers who have already completed a course but are not content with just taking holiday pictures. We will examine different types of professional photos and artistic techniques. Lessons are on Tuesdays from 6 and 8 p.m..

C At the Top

This Wednesday course, from 6 to 9 p.m., is for experienced photographers who would like to become more creative. We will look at how to take artistic pictures in a studio and outside. We will study photographs by famous photographers and experiment with the techniques they used.

D Wildlife

Whether you are going on a trip to Kenya or to the local river, taking photos of wildlife is never easy. This is an ideal course for photographers who have never had any formal training and would like to get some practical help. Lessons are on Saturdays from 2 to 4 p.m..

E Multi-skills

No experience is necessary for this course which provides you with forty hours of study. You will be shown how to take photos of people, places and objects. The second week will be in various locations so you can practise what you have learnt. The lessons are from Monday to Friday, 9 a.m. to 1 p.m..

F Digital skills

This Thursday course, 8 to 10 p.m., is for all levels. You'll learn how to use digital technology to edit your photos, for example by removing red eyes from family photos. We request you bring your own photos to classes. Classmates are encouraged to share their knowledge with each other.

G Portraits

This Saturday morning course is for photographers who already have considerable experience. It will be in our photography studio so we can teach you how to take pictures of people to a professional standard. Advice will also be given on earning money from your camera skills.

H On the Go

This course is for experienced photographers interested in taking better photos of the world around us. Each Wednesday we will depart for the countryside at 9 a.m. so you can develop your camera skills further. However, you must be prepared to spend all day on your feet as we don't return until 5 p.m..



Vocabulary

Formal language

LANGUAGE TIP

When you learn a new word, use a dictionary to find out if it is used in formal or informal situations.

depart /dr'pa:t \$ -a:t/dv [I] formal to leave: [+from] The train will depart from Platform 4. [+for] He departed for Rome immediately.

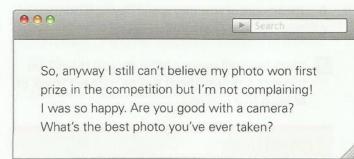
- 3 Match the words below with a more formal synonym from the texts.
- 1 finished (text B)
- 4 ask for (text F)
- 2 want (text C)
- 5 leave (text H)
- 3 gives (text E)
- 6 more (text H)
- 4 Make the sentences below more formal.
- 1 If you want more information, please email us.
- 2 We give you advice about taking holiday photos before you leave for the airport.
- 3 You can ask for a certificate when you finish the course.

Speaking

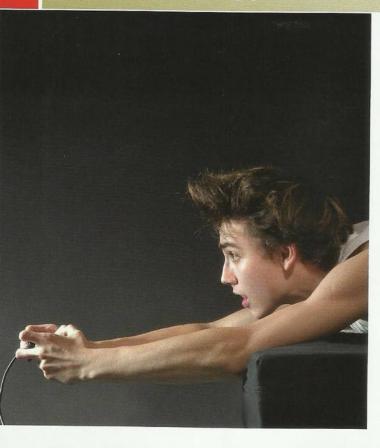
- 5 Work in pairs and discuss the questions.
- 1 Which of the courses would you most like to do?
- 2 Think of a photo that's special to you. What does it show? Why is it special? Where do you keep it?

Writing

Imagine you've received an email from an English friend. Read part of the email and then write a reply, answering the questions.



81



- Work in pairs and discuss the questions.
- 1 Do you enjoy playing online video games? Why/Why not?
- 2 Do you think that playing online games is a good use of people's time? Why/Why not?
- 3 Look at the photograph of a gamer. How is he feeling?
- 2 44 You will hear a man called Tom talking about his work on the effects of playing online games. Listen to Tom introducing his ideas.
- 1 What does he think about people who play online games?
- A They should spend more time playing.
- B The amount of time they spend playing is okay.
- C They should spend less time playing.
- Work in small groups. Why do you think Tom has this opinion about online games? Think of at least five reasons.

EXAMTIP

Try not to guess answers from your knowledge of things in the past. Answers can be surprising.

Listening

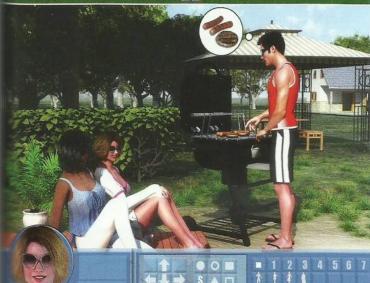
Multiple choice (Part 2)

- You will hear the rest of the interview with Tom. First read the questions and underline the key words.
- 1 Tom realised online games could have other uses when he
 - A saw gamers doing important work.
 - B tried new games as part of his studies.
 - C heard someone give a talk on gaming.
- 2 Tom says people enjoy online games because
 - A the level of difficulty is controlled.
 - B the players know it's not real.
 - **C** the aims are clear.
- 3 Tom thinks the main skill gamers learn is
 - A using the internet well.
 - **B** finding answers to problems.
 - C communicating with others.
- 4 What makes the online game 'World of Warcraft' so popular?
 - A its artwork
 - B its characters
 - C its help system
- 5 Tom says the people he worked with saw the benefits of gaming after they
 - A heard about an ancient game.
 - B looked at some test results.
 - C played a fun game together.
- 6 Tom's next project will ask gamers to work on the problem of
 - A health.
 - B being poor.
 - C the environment.
- 5 45 Listen and answer questions 1–6 in Activity 3, choosing the best answers A–C.

Speaking

- 6 Work in pairs and discuss the questions.
- 1 Do you agree with Tom's idea that games teach positive skills? Why/Why not?
- 2 Would you be interested in the projects Tom describes? Why/Why not?





- Work in pairs and discuss the questions.
- 1 Have you ever played games like the ones in the pictures? What did you think of them?
- 2 Which games aren't interesting for you? Why?
- Look at some descriptions of the games in the pictures. Which one is being described in each?
- 1 The people that you create are surprisingly realistic.
- 2 It's an enjoyable game that sports fans will love.
- 3 The gamer controls a group of people who find themselves in everyday situations.
- 4 You can manage players whose skills are poor and turn them into the best.
- 5 Santiago Bernebeu, where Real Madrid play, is just one of the stadiums you can compete in.
- 6 Everyone has their own personality characteristics, which you give them, so they don't always get along!

Relative clauses

- ► GRAMMAR REFERENCE p.130
- Look at the relative clauses in italics in Activity 2, and answer the questions.
- Which relative clauses are necessary to define or identify the noun (defining relative clauses)?
- Which relative clauses give extra information about the noun (non-defining relative clauses)?
- 3 What are the differences in punctuation between defining and non-defining relative clauses?
- In which sentences could you use the word that?

LANGUAGE TIP

We don't use that in non-defining clauses. Tetris, that which is still played today, was created in 1984.

- Look at the pairs of sentences. Join the sentences using a defining relative clause.
- In the 1980s, Alexey Pajitnov created a computer game. He called it Tetris.
- 2 Albert Einstein developed a theory of energy. He called it the theory of relativity.
- Walt Disney created the modern idea of theme parks. People can spend the whole day there.
- Leonardo Da Vinci was an artist and engineer. His helicopter design became a reality centuries later.
- Add the extra information in brackets to each sentence using a non-defining relative clause.
- **0** Shakespeare wrote almost 40 plays. (He was born in 1564.) Shakespeare, who was born in 1564, wrote almost 40 plays.
- 1 Marie Curie is famous for researching radioactivity and developing modern medicine. (She won two Nobel prizes.)
- 2 Thomas Midgely has been described as the most dangerous man that ever lived. (His inventions included putting lead into petrol and CFC gases.)
- JK Rowling wrote the *Harry Potter* books and sold over 400 million copies. (The books encouraged millions of children
- 4 Steve Jobs created many modern technological inventions including the iPad. (He was Chief Executive of Apple.)

Speaking

Mork in pairs. Which people in Activities 4 and 5 do you think have had the most influence on the world? Number them 1-9 (1 for most influence and 9 for least influence).



- Work in pairs and discuss the questions.
- 1 What job do you do or would like to do in future? Describe what it involves.
- 2 Would you like to do the job in the photo? Why/Why not?

Job skills

- 2 6 Listen to three people describing their jobs to a group of teenagers. What do you think each person's job is?
- 3 Listen again. Which speaker (1, 2 or 3) has to have each skill?
- A be good with numbers
- B have leadership skills
- **C** be computer-literate
- D be good at working in a team
- E have problem-solving skills
- F have good communication skills
- G pay attention to detail
- H be organised
- 4 Work in pairs and discuss the questions.
- 1 Think of two more jobs that need skills A–H from Activity 3.
- 2 What skills do you need for your job or the job you'll do in the future?

Prefixes

LANGUAGETIP

Prefixes don't change the stress of a word.

- Look at the sentences from the listening text and decide how the underlined prefixes change the meanings of the words in *italics*.
- I create or <u>rebuild</u> web pages.
- 2 It becomes impossible to do the job well.
- 3 People sometimes think my job's uninteresting.
- 4 We disagree with each other sometimes.
- 5 I have to be self-confident.
- 6 I have to work <u>irregular</u> hours.
- Work in pairs. Student A, add the correct prefixes to the words in *italics*. Student B, turn to page 120.
- 1 Do people think you're anpatient person?
- 2 Is there a lot ofemployment in your country?
- 3 What job do you think you wouldlike doing the most?
- 4 Would you mind workingregular hours such as nights or weekends?
- 5 Are you the kind of person whoviews their work all the time?
- 6 Could you do aninteresting job for a long time if you got a high salary?
- 7 Would you like to beemployed one day so you can manage yourself?
- Ask your partner the questions from Activity 6. Are you surprised by any of his/her answers?

- Work in pairs and discuss the questions.
- 1 What song do you like at the moment?
- 2 What song has happy memories for you? Why?
- Choose the correct spelling to complete each sentence.
- 1 I beleive/believe that a lot of music played on the radio is awful.
- 2 I've tried writing/writting my own music.
- 3 I sometimes borrow music from my local public libary/library.
- 4 My naybour/neighbour sometimes plays really loud music.
- 5 I like eating in *restaraunts/restaurants* with bands that play live music.
- **6** My friends and I made a music video, which/wich we posted online.
- Work in pairs. Are the sentences in Activity 2 true for you?



Writing

Sentence transformations (Part I)

- 4 Choose the correct word to complete the second sentence in each pair.
- 'Did you enjoy the concert?' asked Cameron.
 Cameron asked weather/whether I'd enjoyed the concert.
- The band's new album is the best they've made. The band's new album is better than their/there previous ones.
- 3 The singer got flowers from her fans.
 Fans threw/through flowers to the singer.

EXAMTIP

In this part of the exam, you must spell words correctly or you won't get the mark.

- Here are some sentences about how much it costs for a famous singer to record a hit song. Complete the second sentence so that it means the same as the first. Use no more than three words.
- O It takes a lot of money to make a hit song. Making a hit song takes a lot of money.
- 1 The amount of work that's involved is surprising.
 I'm ______ the amount of work that's involved.
- First, the record company hires people to write the music. First, people _______ by the record company to write the music.
- 3 Some singers won't sing without certain items in the studio. Some singers won't sing unless there _____ certain items in the studio.
- 4 Advertising the song is the biggest cost.

 Advertising the song costsmoney than making it.
- 5 It costs over a million dollars, although the song still might not be a hit.
 Despite _______ over a million dollars, the song still might not be a hit.
- 6 Work in pairs. Look at your answers in Activity 5. Have you spelled the words correctly?

Speaking

- Work in pairs and discuss the questions.
- 1 What benefits does music bring to people?
- 2 Is it worth spending over a million dollars on making a song? Why/Why not?

What's it worth?

10



Speaking

- Work in pairs and discuss the questions.
- 1 What kind of modern objects do you think will be valuable in the future?
- 2 Have you ever bought anything at an auction or online auction? Why/Why not?

Listening

Gap-fill (Part 3)

- 2 C 47 You will hear a man called Robbie talking with a woman called Jennifer about some items which they have received for their charity auction. Listen and complete the notes.
- 1 First item: Poster by man called _____

Charity Auction Evening

Location: (I) Hotel

Please contact: Miss (2) if you have items for

the auction

Aims: to raise money to build a new (3)

for homeless people

People should bring the Charity's (4) on the day.

Tickets for the (5) are expected to be the most popular

item. Helpers needed for the (6)

EXAMTIP

If you have to write a name, pay attention to the spelling or listen for recognisable words (*High* Street, *Forest* Hotel).

Reading

4 You are going to read an article about some unusual things sold on the internet. Look at the text quickly. What do you think is the most unusual thing?

Video & Audio | Magazine | Editor's Blog | In Pictures

Crazy things sold on the internet

Think it's hard to make money selling things on the internet? Think again! You'll be surprised at some of the things that have been sold.

The contents of a whale's stomach

The contents of a whale's stomach sounds horrible but the hard rocks that 'are coughed up by whales contain a rare mineral called Ambergris. Ambergris 'has been used in the perfume industry for centuries. A 15 kg piece which 'was found on a beach raised \$300,000 Australian dollars in an online sale.

A cornflake shaped like the state of Illinois.

Two sisters from Virginia were surprised when they found a cornflake which they thought looked just like the state of Illinois in the USA. Although the cornflake 4had been valued at \$1 at the start of the auction, it 5was eventually bought for a huge \$1,350.

Justin Timberlake's half-eaten French toast

A piece of French toast that ⁶had been bitten into sold for \$1,025 US dollars. The half-eaten meal was left behind in a café by singer and actor Justin Timberlake. Hundreds of people were attracted to the sale.

- From the article again. Match an object from the article, with the reason (A-C) why it attracted high offers.
- A It reminded the seller of something else.
- B It'd been touched by someone famous.
- C It can be used in business.
- Work in pairs and discuss the questions.
- 1 Why do you think the objects were bought?
- 2 What kind of person would want to buy them?

Passive voice

- ► GRAMMAR REFERENCE p.131
- Look at the bold verbs 1–6 in the text and answer the questions for each one.
- 1 Do we know who does or did each action?
- 2 In each sentence, is the focus on the action or the person who did the action?
- 8 What verb forms are used in examples 1-6?

LANGUAGETIP

Use 'by + subject' when you want to stress the name of the person. The French toast had been bitten by Justin Timberlake.

Complete the rules with a phrase from the list.

| who did it | past participle | be |
|-------------------------|-------------------------------------|--------------------|
| We form the and the (2) | | b (1) in any tense |
| | assive voice when that an (3) OR wh | |

- Complete the sentences with the correct passive form of the verb in brackets.
- 1 The world's largest online auction site, eBay, by Pierre Morad Omidyar. (start)
- 2 The first item which was a broken laser pointer. (sell)
- 3 It by a collector of broken laser pointers. (buy)
- 4 The site by millions of people since it started. (use)
- 5 Over \$7 billion on the site each year. (spend)
- **6** Easier ways of sharing information about productsin the future. (*introduce*)
- 11 Put the sentences into the passive voice.
- 1 People view over a billion eBay pages each day.
- 2 Somebody buys a mobile phone every six minutes on eBay.
- 3 In the next hour, eBay will sell 30 bikes.
- 4 In 2010, eBay employed more people than any other company, except Walmart.
- 5 Somebody was advertising a Lotus sports car for a Buy It Now price of 50p.
- **6** The most expensive item sold on eBay was a Lamborghini Spyder car, which somebody bought for \$139,000.
- Work in pairs and decide if the sentences in Activity 11 are true or false. Check your answers on page 121.

- Work in pairs and discuss the questions.
- 1 What kind of shops and services do you have in your neighbourhood? What shops or services would you like to have?
- 2 Do you prefer to use local independent shops or large shopping centres? Why?

Shops and services

Match sentences 1–8 to the shops and services in the box.

art gallery beauty salon chemist's dry cleaner's hairdresser's post office restaurant spa

- 1 'We're offering a ten percent discount on all spray tans today.'
- 2 'I'm here to pick up my clothes. Are they ready?'
- 3 'Can I make an appointment for a cut and blow-dry, please?'
- 4 'I'd like to send a parcel by airmail.'
- 5 'We're giving away throat sweets free with all cough medicine sold.'
- 6 'Could we pay the bill, please? We had the fish.'
- 7 'We charge £3 for entry to the sculpture exhibition.'
- 8 'Customers must pay a small deposit to borrow towels.'

LANGUAGETIP

In the UK, people usually use the word *chemist's* to describe a shop where you buy medicine and beauty products. In the USA, people use the word *pharmacy*.

- Work in pairs and discuss the questions.
- 1 Which of the shops and services in Activity 2 do you regularly use?
- 2 Which do you hardly ever use? Why?
- Complete the questions in the quiz. Use the phrases in italics in Activity 2 to help you.
- 5 Work in pairs. Take turns to ask and answer the questions in the quiz. Do you and your partner have similar spending habits?

What kind of spender are you?

Do you love spending money? Are you always on the hunt for a bargain? Do you prefer to keep your money in the bank?

Answer our questions to find out!

- How often do you the bill when you eat out with friends?
- 2 Do you prefer to a card or call someone on their birthday?
- How often do you an appointment at the hairdresser's or beauty salon?
- 4 How do you feel about restaurants that ten percent extra for service?
- Have you ever bought an item because the shop was something free with it?
- Do you a takeaway yourself or pay someone else to deliver it?
- Would you a deposit to reserve something you might not buy?
- Do you visit particular shops or websites because they regularly discounts?

- Work in pairs and discuss the questions.
- 1 Do you think it's worth spending a lot of money on your appearance?
- Do you think men or women spend longer getting ready to go out?

Reading

Read the article about British men and women. Is the situation the same in your country? Why/Why not?

METRONEWS

Men now spend longer getting ready to go out than women

t may come as something of a surprise, but it seems men are spending longer getting ready to go out than women. According to a survey of 3,000 Britons, men spend 83 minutes a day on personal grooming compared to women who take 79 minutes. Men also spend just 19p less a month on beauty products than women.

It seems as if male celebrities such as Cristiano Ronaldo and Zac Efron, who regularly get their hair styled and 2have designer clothes made for them, have made it acceptable for boys and men to take more care over their appearance. As well as this, it appears that more men are ³getting their backs waxed and ⁴having their nails done by a professional at a beauty salon.

- Read the article again and answer the questions.
- 1 How long do British men and British women spend getting ready?
- 2 How much more do British women spend on beauty products than men?
- 3 What beauty activities are British men doing more often these days?
- Work in pairs and discuss the questions.
- 1 Is it a good thing that men are spending more time on their appearance? Why/Why not?
- 2 What kind of things do you or the men you know do to look good?

get/have something done

- ► GRAMMAR REFERENCE p.131
- Look at the bold expressions 1–4 in the text and answer the questions.
- Who does each action, the men, or someone else?
- 2 Is the person who does the action a professional? Is he/she paid money to do it?
- 3 How is this structure formed? or + object + past participle

LANGUAGE TIP

Be careful with word order. I had serviced my car (past perfect). I had my car serviced (have something done).

- 6 Look at Dylan's diary. It's now 10.30 a.m. on Tuesday. Write the answers to the questions.
- 1 What did Dylan have done yesterday?
- 2 What's Dylan having done right now?
- 3 What's Dylan going to have done tomorrow?
- 4 What does Dylan have done every evening?

MONDAY

2 p.m.: eye test

4 p.m .: man - fix heating

チp.m.: takeaway delivery

TUESDAY

9.45 a.m.: garage - repair car

10.00 a.m.: tailor - make new suit

10.15 a.m.: spa - nails

7 p.m.: takeaway delivery

WEDNESDAY

10.45 a.m.: gardener - cut grass

3.30 p.m.: cleaning company - carpets

7 p.m.: takeaway delivery

Speaking

- Work in pairs and discuss the questions.
- 1 Which of the actions in Activity 5 do you have done?
- 2 How often do you have them done?



- Work in pairs and discuss the statements. Do you agree? Why/Why not?
- 1 Sales are a way of getting people to spend more money rather than less.
- 2 Special offers at the supermarket result in wasted food.
- 3 It's not enjoyable to shop with lots of other people in
- 4 Online shopping is much simpler.

Listening

49 Listen to two people talking about sales. Do the opinions in Activity 1 belong to Monica or Oliver?

Reading

Multiple choice (Part 1)

Look at the text. Is it an email, a note, a sign, a label or a text message? Where would you find it? What's the main message in the text?

Two for the price of one on DVDs bought in our shop today.

CHOOSE FROM OUR HUGE RANGE INSIDE.

- Read statements A-C. Choose the option that matches what the text in Activity 3 says.
- A You get double the number of any product you buy in the shop.
- If you buy one DVD today, you can get another one
- C Buy one DVD today and pay half the price you normally pay.

EXAMTIP

Read the texts before you read the three choices. Think about where you would find the text and what the main message is.



Look at the text in each question on the exam paper. What does it say? Choose the correct option A-C.

I've just heard about the new café in Elm Street. If you're planning on going to town tomorrow, why don't you try it out and let me know what it's like?

Ella

- A Ella is telling Joshua about a new café she has recently been to.
- Ella suggests Joshua tries a new café and then tells her about it.
- Ella wants Joshua to go to a new café in town with her tomorrow.

2 DISABLED ACCESS TO THE SECOND FLOOR IS CURRENTLY UNAVAILABLE. WE APOLOGISE FOR ANY PROBLEMS THIS CAUSES OUR CUSTOMERS.

- Disabled customers are able to use the second floor only.
- None of the store's customers have access to the second floor
- Wheelchair users cannot enter the second floor at the moment.

3

Dad, there's something wrong with my new webcam. Can you take it back to the shop and ask for a refund? It's on the stairs with the receipt.



The girl wants her dad

- A to return the webcam and get her money back.
- **B** to exchange the webcam for a new one that works.
- **C** to lend her money so she can buy a new webcam.

4

Looking for a haircut?

Existing customers who book before Friday get a 20 percent discount.

- A Anyone can get a discount on a haircut if they book by Friday.
- **B** Customers who have an appointment on Friday pay 20 percent less.
- C Only people who've been to the shop before get a lower price.

5

Please try on all sale items before buying them as they are non-returnable.

- A Make sure any sale goods you buy fit you before you buy them.
- **B** You can return any items you buy in the sale at a later date
- C Because there's a sale, it's not a good idea to try clothes on.

Vocabulary

Verbs and prepositions

- 6 Complete the statements with a preposition. Use the texts in Activities 4 and 5 to help you.
- 1 I've just heard a new clothes shop that's opening.
- 2 I'm looking a top to go with my new trousers.
- 3 The shop assistant *apologised* giving the wrong change.
- 4 Josie's planning going shopping this weekend.
- 5 The customer asked the shop assistant help.
- **6** Customers can *choose* our large variety of science fiction books.
- Complete the questions below with prepositions from the list.

| about | for | from | in | |
|-------|---------|------|----|--|
| on | to (×2) | with | | |

- 1 When was the last time you *complained* something in a shop?
- 2 How long do you spend *searching* a particular item of clothing that you want?
- 3 Whose shopping advice do you listen?
- 4 Do you *insist* trying on all clothes before you buy them?
- 5 Do you usually *succeed* getting a bargain when you go shopping?
- 6 On shopping trips, which friend or family member do you sometimes *argue*?
- 7 Have you ever *lent* money someone so he/she can buy something?
- 8 What was the last shop you bought something?
- 8 50 Listen to the questions from Activity 7. How is each preposition pronounced?

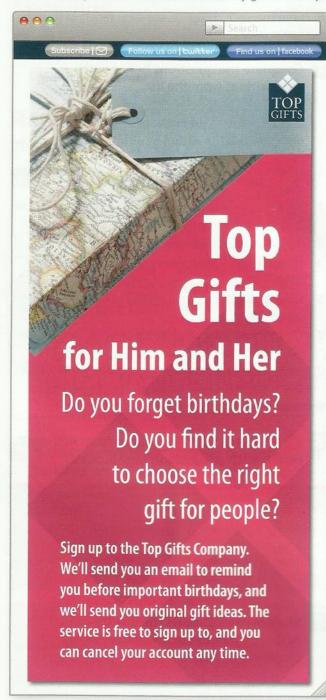
LANGUAGETIP

Some prepositions (e.g. at, for, from, of, to) are usually pronounced in their weak form. However, if they come at the end of a sentence, they are pronounced in their strong form.

Work in pairs. Discuss the questions in Activity 7 to find out if you have similar shopping habits.

Listening

- Work in pairs and discuss the questions.
- 1 When do people give gifts in your country?
- 2 What was the last gift you received?
- 3 Do you enjoy giving gifts to other people? Why/Why not?
- 2 Look at the advertisement.
- 1 Would you use a service like this?
- 2 Who do you find it most difficult to buy gifts for? Why?



- 1 What two things does Dan say you should consider when choosing a gift?
- 2 What's Dan's advice about deciding how much to spend?
- 4 Listen again. Who says these phrases? Dan or the Presenter?
- 1 That's a good idea, but...
- 2 Hmm, I'm not sure that's the best choice.
- 3 That might not work for me.
- 4 Good point.
- 5 That'd work!
- 6 Well, I couldn't agree more with that one!

Speaking

Simulated situation (Part 2)

- FUNCTIONS BANK p. 153
- Which phrases from Activity 4 are used to agree or disagree?

EXAMTIP

Don't use the time your partner is speaking to plan what you want to say next. You must comment on their ideas and clearly say if you agree with them.

- 6 Work in pairs and discuss the questions.
- 1 Do you agree with Dan's advice?
- 2 What's the best gift you've ever received? What made it special?
- 3 Do you think it's always important to spend money on a gift?
- 52 You will hear a boy called Josh and a girl called Bella discussing a gift for a wedding.
 - 1 What do they decide to buy?
 - 2 Why do they choose not to buy the other two suggestions?
- Turn to page 121. Work in pairs and follow the instructions.

- Work in pairs and discuss the questions.
- 1 Have you ever lost anything valuable? What? How did you feel?
- 2 Are you generally careful with your valuables?
- 3 What do you think was lost in the photograph below?
- 53 You are going to hear a man called James talking about the most expensive items ever lost. Which item do you find the most surprising?
- Listen again and decide if the sentences are true or false.
- 1 The Renoir and Van Gogh paintings were important because they were the most expensive paintings ever sold.
- 2 The whole Amber Room was moved to keep
- 3 Richard Harris couldn't find his car so he gave up looking.
- Look at the sentences in Activity 3 again. What linking words are being used to give a reason or result?

Writing

Note (Part 2)

FUNCTIONS BANK p. 155

- Read the exam task and answer the questions.
- 1 What kind of things might someone lose at a party?
- 2 What three things do you have to do?

You went to a party at your English friend Bethany's house and left something behind there. Write an email to Bethany. In your email you should

- · thank her for the party.
- · describe what you left there.
- · suggest when you could collect it.

Write 35-45 words.

Read Carla's email to Bethany. Does she link her ideas well?

000

Dear Bethany.

Thank you for the lovely party! I lost my ring there. It was my grandmother's ring. It's very special. It's unusual. It's gold and has a large pink diamond. I'll come round your house on Tuesday evening. I'll collect the ring. Carla

Rewrite Carla's email using the linkers from Activity 4 (so, because and to).

EXAMTIP

Try to use linkers to join sentences, even in shorter pieces of writing.

- How could you continue the sentences below?
- I really enjoyed the party because...
- 2 I put the ring down to...
- 3 I'm free on Friday, so...
- Look at the exam task and write your answer. Make sure you cover all the information points clearly, and write in longer sentences.

You borrowed a book from your friend Bill and now you've lost it. Write an email to Bill. In your email you should

- · apologise for losing the book.
- · explain how you lost it.
- · offer to make the situation better.

Write 35-45 words.



PROGRESS TEST 5

- Decide whether the relative clauses in these sentences are correct or incorrect. Correct the ones that are incorrect. Remember to look at punctuation too.
- 1 Sir Isaac Newton who was lived in the 17th century was a famous mathematician.
- 2 Thomas Edison was a businessman who most famous invention was the light bulb.
- 3 Michelangelo grew up near Florence, where he was sent to study as a boy.
- 4 Sigmund Freud, who was an Austrian scientist, was interested in the meaning of dreams.
- 5 Mozart's music, that was written over 300 years ago, is still very popular today.
- 6 George Washington, was the first president of the USA, only had one tooth when he got the job.
- Complete the sentences with can, could, be able to (in the correct form) and a verb from the list.

| come | | go see | find | paint |
|---------------------|----------|-----------|------------|--------------------|
| | | 300 | | |
| When T instrum | | young, l | ne | three musical |
| there? | you | | what th | at sign says over |
| I tried to time. | bake you | a birtho | lay cake b | out Iit ir |
| I'm sorry | y but I | t | or dinner | next week. |
| My dau | ghter | la | andscape | s well as a child. |
| | | | | anything! |
| | | | | a parking |

Claudia's ill this morning so she _____ to work.

- Put the word in brackets in the correct form using an appropriate prefix.
- Leo gets very when he has to wait. (patient)
- 2 I have to work _____ hours in my job, including nights. (regular)
- 4 It's difficult to find a job because of the highin the area. (employment)
- 5 After the storm, we had to _____ our chimney. (build)
- 6 I'm sorry but I with your opinions of the film. (agree)
- 7 My dad's a _____ builder. He loves working for himself. (employed)
- No-one can do this exercise. It's! (possible)
- Living so far from the train station is a big for me. (advantage)
- 10 If you're feeling, don't come to work. (well)
- Complete the sentences with the correct preposition.

| 900 | ▶ search |
|---|--|
| COMPOSE MESSAGE | < > © - |
| Hi Adam, | |
| How was your weekend? It we come to round on Friday but anything too exciting. Jamie's (1) Antony about 1 had to listen (2) Anonying boss. It took us over (3) the takeaway recould agree on which one to the restaurant and ordered a vit arrived, it had meat on it — complained (4) the (5) a refund. Fortu (6) the mistake an (7) delivering the complained (4) worked out okay in the We're planning (8) | you didn't miss spent all night arguing the football as usual and Amy talking about her r an hour to choose a pizza menu because no-one get. We eventually called vegetarian one, but when can you believe it? We e owner and asked nately he apologised d even insisted correct pizza himself. e end. |
| Friday. Can you come? Millie | |
| Willing | |

PROGRESSTEST 5

| Put the verbs in brackets in the correct passive form. | Complete the second sentence so it means the sar the first. Use no more than three words. | me as |
|---|---|------------------------------------|
| How education has changed Before writing, history (1) | The Dubai mall has over 750,000 visitors a week. It has around 1,200 shops. The Dubai mall, has around 1,200 shops, has over 750,000 visitors a week. The builders didn't manage to finish the building on time. The builders weren't the building on time. | |
| (3) | 3 A magazine has named the mall as the 'Best shopping experience'. 4 Someone can style your hair at one of the many beauty salor You can have at one of the many beauty salors. 5 If you don't enjoy shopping, you probably won't like the Dubai Mall. If you don't enjoy shopping, you'll probably the Dubai Mall. | ons. |
| In the last two decades, education (8)(change) by new technology. Today, the internet (9)(use) in class so that students can access a lot of information. In the future, it's possible that classes (10)(attend) by students from all over the world via computer. Complete the sentences with the words in brackets and have something done in the correct form. Doesn't Saira look lovely? I think sheyesterday. (her hair / cut) Sorry about the noise I at the moment. (my roof / repair) My living room looks fantastic. I last week. (it / paint) | Read the text below and choose the correct word for each space. Mark the correct letter A–D. Important skills for business Although every company is different and looks (1) | ers. Dyees Ople: to Obs Danies |
| It's Friday so I | a high standard. This will benefit the company and help the employees achieve job satisfaction. 1 A on B for C about D from 2 A be B make C take D have 3 A so B because C however D to 4 A succeed B achieve C manage D win 5 A who B which C whose D that 6 A curious B organised C punctual D sensiti 7 A careful B intelligent C brilliant D literate 8 A as well B further C besides D in add | ive e |

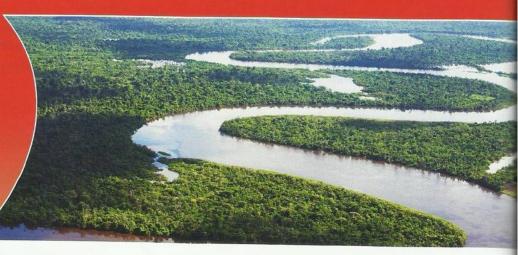
9 A be able to B was able to C can

10 A finish B completed C ended

D could

D make

A small world



Reading

Multiple choice (Part 4)

- Work in pairs. What places around the world would you like to visit? Why? Would you like to live in a tourist area? Why/Why not?
- 2 Read the text and questions. For each question mark the correct letter A–D.
- 1 What is the writer trying to do in this text?
 - A Warn people against travelling to the Amazon.
 - B Report the decision of a village in the Amazon.
 - C Describe the negative effects of tourism in the Amazon.
 - D Explain why the Amazon is a dream destination.
- 2 Nazareth residents believe that visitors
 - A aren't interested in seeing how they live.
 - B take more photos of animals than people.
 - c enjoy photographing the local wildlife.
 - D deal with people and animals in the same way.
- 3 What does the situation in Nazareth say about people in other towns nearby?
 - A They agree about the effects of tourism.
 - B They have planned for their development.
 - C They take different views on tourism.
 - **D** They think the role of tourism is important.
- 4 What do we learn about the increase in tourism?
 - A It has not benefitted everyone.
 - B It will have a negative effect on wildlife.
 - C It was not predicted by local people.
 - D It has been welcomed by everyone.
- 5 What might a tourist say about a visit to Nazareth?
 - A It's a long boat ride from the nearest city but it's worth it.
 - B The local people refused to let us ask them questions.
 - C The residents were given money by our travel agent.
 - **D** Travellers aren't allowed to swim with the local sea life.

EXAMTIP

Questions 2, 3 and 4 ask about specific information or opinions and follow the order of information in the text.

The jungle town lost to tourists

RESIDENTS HAVE HAD ENOUGH OF **BADLY-BEHAVED** VISITORS

The small Amazonian town of Nazareth, just a **20-minute** boat ride from the Colombian jungle town of Leticia, is a traveller's dream. But tourists might have to give the place a miss in future as residents have chosen to refuse entry to travellers. Their main reasons are the tourists' behaviour, and the fact that they get just a little of the money tourists spend in the area.

Nazareth residents say that most of the tourists' money goes to travel agencies and not locals. They also believe some tourists can't see the difference between the wildlife and residents, taking photos of local families as if they were just another kind of animal. And what a tourist may think are polite, curious questions about the local culture, often make them seem rude to local people.

The actions taken by the Nazareth townspeople have uncovered a difference of opinion among residents in local Amazon towns about what role tourism should play in the region's development. With the rise of eco-tourism, this part of the Amazon has seen more travellers arrive to swim with the world-famous pink dolphins, hike through the rainforests and admire the brightly-lit water as the sun rises.

An amazing 35,000 people travelled to the region last year; five times more than in the whole of the previous eight years. But as Nazareth residents complain, the local people have so far seen few of the benefits and mostly just the disadvantages.

Residents in other towns, however, believe the number of visitors to the region is going to rise whatever they do, so they should try to make money from it. They believe that **well-controlled** tourism can help improve living conditions in the area.



Speaking

- 3 Work in pairs and discuss the questions.
- 1 Do you think the residents of Nazareth made a good decision? Why/Why not?
- 2 How could Amazon townspeople control tourism and increase the money they earn from it?

Vocabulary

Compound adjectives

- Complete the sentences with an appropriate compound adjective in bold in the text.
 The zoo is a ______ bus ride from the hotel.
 Everyone looked up at the _____ sky.
 City residents often complain about
- 3 City residents often complain abouttourists.
- 4 The Eiffel Tower is a tourist attraction.
- 5 There is a _____ system for visiting the Galapagos islands.
- 5 Complete the compound adjectives in each sentence with a word from the list.

| | paid | service | up | way | made |
|---|------------------------|---------|----|----------|---------|
| 1 | I'd love to buy a one- | | | nlane ti | cket to |

behaved efficient fashioned

- the other side of the world.

 2 I'd be happy to have a badly-_____job if I
- lived on a tropical island.

 3 I go to self-_______ restaurants on holiday
- where I can eat all I want.

 4 I try to use energy-_____ transport when

I travel.

- 5 I usually buy local hand-..... holiday souvenirs for my family.
- 6 I like learning about past traditions of a culture, even if they're old-......now.
- 7 I'm always well-____ when I travel abroad.
- 8 I don't like spending time in built-_____ areas.
- Work in pairs. Take turns to guess whether each sentence in Activity 5 is true or false for your partner. Do you know your partner better than he/she knows you?

Travel and transport

- Work in pairs and discuss the questions.
- What do you enjoy about travelling?
- 2 What do you dislike about travelling?
- Read the article. Which finalist would you vote for? Why?



Top Travel Apps Award

Vote for your favourite travel app of the year and you could win €500. Here are the lucky finalists.

Footstep - View beautiful photos from the brochures of over 50 sightseeing destinations before you even 1set off. 2Look for the best shops and markets to buy a few souvenirs, and 3get rid of your heavy old guidebook! Trip Guide - This helpful app reads your email holiday reservation and sends the information back as one simple travel timetable. It'll even copy in the people 4picking you up from the airport at the end of your trip. It'll also email you the daily exchange rate. The Ski Club - As well as live snow reports, they've 5set webcams up in many popular

skiing destinations so you'll never 'end up on a snowless mountain again. Locator - This app lets you

⁷turn your photos into unforgetable memories. Take a photo of your surroundings, then use this app to add comments so you won't forget where you were when you 8catch up with friends.

Complete the sentences with a highlighted noun from the text in Activity 2 and a verb from the list.

| | Duy | get | таке | publish | read | take |
|---|-----------------|----------|------------|--------------|-------------|-------------|
| 1 | I think they | hotels a | are someti | mes dishon | est in the | |
| 2 | | | to rem | ind me of p | laces I vis | it. |
| 3 | I prefe | r to | . a ab | out a place | before I c | 10. |
| 4 | I only. | a | after d | oing hours o | of online | research |
| 5 | I'd love | e to | a arc | ound the wo | orld. | er car cri. |
| 6 | You ca | na | good | with the d | ollar at th | ne moment. |

Work in pairs. Are the statements in Activity 3 true for you?

Phrasal verbs of travel

- Match the phrasal verbs in the Activity 2 text (1-8) with the meanings A-H.
- collect someone or something
- talk to someone after an absence
- place something somewhere
- start a journey
- try to find something
- throw away something you don't want anymore
- be somewhere you didn't plan
- become something different
- Complete the table with phrasal verbs 1-8 from Activity 2.

| 1 | with no object set off |
|---|------------------------------------|
| 2 | verb + preposition/adverb + object |
| 3 | verb + object + preposition/adverb |
| 4 | verb + two prepositions/adverbs |

LANGUAGE TIP

When phrasal verbs are followed by a verb, use the -ing form. We ended up walking home.

- Complete the gaps with a phrasal verb from Activity 5.
- Do you enjoy on a journey really early in the morning? Why/Why not?
- Have you ever been on a journey andin the wrong place? What happened?
- When you arrive in a new town, what are the first things you? Why?
- Who do you usually call when you want someone to you? Why?
- 5 What are the first things you talk about when you friends after travelling? Why?
- 6 Do you ever souvenirs after a few months? Why/Why not?
- 7 Have you evera short tripa longer stay? What happened?
- 8 If you could a webcam anywhere in the world, where would it be? Why?
- Discuss the questions in Activity 7 in pairs.

Listening

Multiple choice (Part I)

1 Work in pairs. Which of the objects in the box do you think is the most important to take on holiday? Why?

a camera

your mobile

a guidebook

EXAMTIP

In Part 1, if you think you have the correct answer, keep listening to double check that the others are definitely wrong.

- 3 © 55 Listen to the recording. For each question there are three pictures and a short recording. Choose the correct picture.
- 1 What part of the man's body hurts?







A

В

C

2 Who is in the photograph?





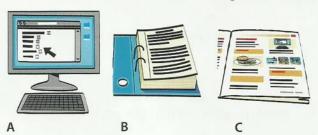


Α

В

C

3 Which homework will the man do tonight?



4 Which sport is free to try today?







When can the public start using the new IT Centre?

В



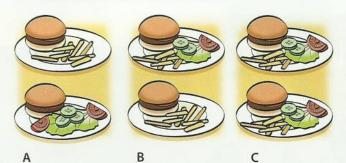


Monday
25 th

В

C

6 What do the women eat for lunch?



7 What does the boy want to send back?



Work in pairs and discuss the questions.

- 1 What animals do you like? Which animals frighten you?
- What do you know about the animal in the photo?
- Read the advert. What is it advertising?
- Read the article again and decide if the statements are correct (A) or incorrect (B).
- 1 Chris thinks the money spent on pandas is wasted.
- 2 Chris says people pay less for dead tigers.
- 3 Mark blames people for the problems pandas have.

Future forms

► GRAMMAR REFERENCE p.131

- Match the future forms 1-4 in bold in the article to uses A-D.
- A A future arrangement (everything has been organised)
- **B** A future intention (nothing has been organised)
- C A timetabled event (e.g. start/finish days and times)
- **D** A prediction (something you think will happen)

LANGUAGETIP

When we talk about future intentions with go and come, we often use the present continuous instead of going to. Are you going to the conference next month?

- Choose the most appropriate future form in each comment.
 - 'I think the wildlife projects. (increase) the number of pandas in future so Chris is talking rubbish."
 - 'I think Chris is absolutely right so I(stop) giving money to animal charities as soon as possible.'
 - 'I _____ (attend) the conference in Sheffield and have already signed up on the website. It(start) at 10 a.m. if you're interested."
 - (fly) to India on Tuesday to start a wildlife project. I'm sure my work(be) useful.'

Speaking

- Work in pairs and discuss the questions.
- Do you agree or disagree with Chris Packham's view on pandas? Why/Why not?
- What other wild animals around the world do you think will die out in future? Why?
- Which features of our world are going to disappear if they're not protected? Why?

Should we save the panda?

Wildlife charities around the world ¹are going to spend millions of pounds on conserving the panda over the next

ten years. But is this worth the money?

Wildlife expert and animal lover Chris Packham thinks not, and believes because without humans, their lives we should leave pandas to die out, because the money can be better spent on other wildlife projects. He also believes the tiger will die out in the next 15 years whatever we do, as it is impossible to protect an animal that is worth more dead than alive. Conservation adviser Dr Mark Wright disagrees and suggests that protecting for more details.

these animals is our responsibility wouldn't be in danger.

STUDENTS' UNION ANIMAL PROTECTION SOCIETY

Students across the country 3 are meeting to discuss this and other wildlife topics at a two-day conference in Sheffield. It 4starts on Wednesday 23rd February at the City Star Hotel, Sheffield. Why not come along and join the debate? Go to www.suaps.org





Extended turn (Part 3)

- Work in pairs. Student A read questions 1–8.
 Listen to Student B and make notes. Student B describe the photo above for one minute.
- 1 Does your partner start by summarising the content of the photo?
- 2 Does he/she describe different parts of the photo in detail?
- 3 Does he/she use a lot of different adjectives?
- **4** Does he/she use some prepositions of place (e.g. *behind*, *below*)?
- 5 Does he/she use modals of possibility (e.g. could, must, can't) to guess information?
- 6 Does he/she make a lot of grammar mistakes or vocabulary mistakes?
- 7 Does he/she pause a lot, or does he/she speak quite fluently?
- 8 Is his/her pronunciation clear? Does he/she sound interesting?
- Work in pairs. Student B read questions 1-8 in Activity 1. Listen to Student A and make notes. Student A turn to page 121 and describe the photo for one minute.
- Work in pairs. Use your notes from Activities 1 and 2 to tell each other what was good about your descriptions and how you could improve them.

EXAMTIP

Record yourself and listen back so you can hear what you do well and what you need to improve.

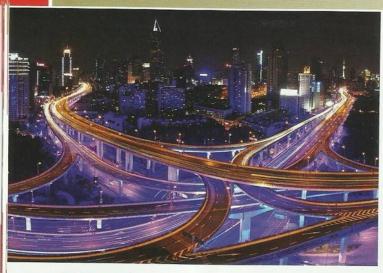
General conversation (Part 4)

4 D 56 Listen to two candidates talking about what animals they like. What's their favourite? What reasons do they give?

EXAMTIP

Give reasons for your opinions and ask your partner for his/her reasons to show you can keep a conversation going and interact.

- 5 Work in pairs. Talk together about the different kinds of animals you're interested in for three to four minutes. Here are some things you could talk about.
- 1 The pets you have had or would like.
- 2 The animals you have seen or would love to see in the wild.
- 3 Your views on whether animals should live in zoos or not.
- 4 Your opinions on why some people want wild animals as pets and whether this is acceptable.



Listening

- Work in pairs and discuss the questions.
- 1 What new things would you like to see in 25 years?
- 2 What problems would you like to see disappear?
- 2 57 You will hear an expert, Professor Allen, talking about planning for city life in the year 2050. While you listen, decide if statements 1–4 are true or false.
- Professor Allen thinks governments will measure energy use.
- 2 He believes the tax system will be different.
- 3 He is confident that people are going to take more flights in the future.
- 4 He predicts that supermarkets will be bigger.

will and going to

- ► GRAMMAR REFERENCE p.132
- 3 Look at the sentences from the listening and underline the future forms.
- A By then, it'll be too late to think, 'Okay, I'll change my life!'
 - B Most of the world's oil's going to run out by 2050.
- C I expect that there'll be taxes on the energy we use.
 - **D** I'm going to ride home after this interview!

4 Use the examples from Activity 3 to complete the table with will or going to.

| verb form | use |
|-----------|-----------------------------------|
| 1 | predictions with good evidence |
| 2 | more general predictions |
| 3 | decisions we make while speaking |
| 4 | decisions we made before speaking |

5 Complete the conversation in the correct future form, will or going to.

- A I've decided that I (1) ______start buying things that will last longer. I hope it (2) _____cut my electricity bill and save energy!
- B That's a good idea, but I don't think it (3) ______ make any difference. There are so many people on the planet one person can't do much! We (4) _____ need governments to create real change! Like the new underground station that they (5) _____ build one block from your house.
- **B** Well, I don't know much about science, but I think scientists **(8)** ______ provide the solutions not us! Governments just need to work with the scientists.

LANGUAGETIP

When you speak, you can pronounce going to + verb as 'gonna'. I'm gonna see my friend later. You can't contract going to + place. I'm going to Spain next week.

- 6 Complete the sentences with a positive or negative future form to make predictions that you believe.
- 1 Families more time together. (spend)
- 2 People working in the same company through the internet, not face to face. (*talk*)
- 3 Emails by video calls. (be replaced)
- 4 We a female president of the United Nations. (have)
- 5 All companies to show that they have a good environmental record. (need)
- **6** Women's sports as well as men's sports. (pay)
- Work in pairs. Compare your predictions with your partner, and give reasons for your choice.
- Add four more predictions to the list. Which do you think are more likely to come true?

- Work in pairs and discuss the questions.
- 1 What was the last big change in your city/country?
- 2 How did you feel about the change at the time? How do you feel now?

Writing

Informal letter (Part 3)

▶ WRITING REFERENCE p.147

2 Look at the exam task. What's Tamsin worried about?

This is part of a letter you receive from your English friend, Tamsin, asking for your advice.

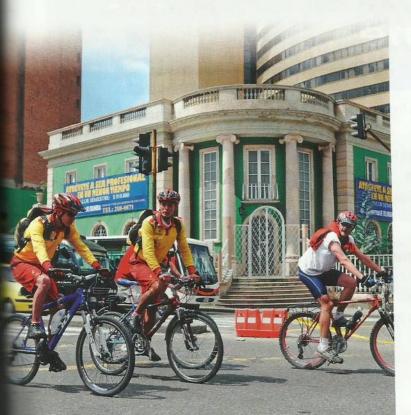
Anyway, I'm a bit worried because I'm going to have to make some big changes next year. Have you decided to change anything recently? Let me know what it is. Are you happy about the change?

Now write a letter to your friend, answering your friend's questions.

Write a letter in about 100 words.

Look at the student answer. Complete the answer with the informal linkers in the box.

Anyway At first At least Well You know how



| Hi Tamsin |
|--|
| Thanks for you letter. I agree with you, change can |
| be horrible! |
| what's new with me? (1), my city are |
| going to close the road where I live once a week on |
| sundays. (2) busy Bogota gets, and I love |
| driving to the shops at the weekend! I'm going to |
| have to travel by bike instead. |
| (3) |
| other streets which are already closed to cars on |
| Sundays, and they're so popular. There's a real |
| carnival atmosphere. So, I've decided that I'm going |
| to join them and get a new bike. (4)it's |
| going to help make me a bit fitter! |
| (5)let me know how it goes with your |
| plans. |
| Love |
| María Alejandra |
| |

EXAMTIP

Linkers like *however* and *in addition* are rather too formal for a letter to a friend. Use informal linkers such as *but* and *too* instead.

- Which sentence in each pair contains more informal language?
 - 1 A In my opinion, you should talk to your friend.
 - **B** I guess the best thing is to talk to your friend.
 - 2 A Write back soon.
 - B I look forward to hearing from you.
 - 3 A I have a good relationship with my brother.
 - B I get on well with my brother.
 - 4 A I've decided to go for the engineering course.
 - B I've selected the engineering course.
- Mrite your answer to Tamsin's letter.
- When you have finished, read your letter again.
- 1 Underline the informal language and the linkers.
- 2 If you didn't use any informal language or linkers, can you find a place to add them?

Extreme

Reading

- Work in pairs and describe the man in the photograph. What's unusual about him? How do you think he's able to do this?
- 2 Look at the title and subheadings of the article. What do you think the three men's super powers are? Read the article and check if your predictions were correct.

Past issues

- 3 Work in pairs and discuss the questions.
- 1 Which of these skills is the most amazing?
- 2 Which of these skills would you like to have?

Sport treme

July issue

We're all good at something, but these guys are superhuman

Liew Thow Lin – The Human Magnet

Malaysian Liew Thow Lin has a rare super power. ¹When he gets near metal, it sticks to him.

Nobody knows for sure why this happens.

Ma Xiangang – The Electric Man

Ma Xiangang thought he was an ordinary man until he had to fix his TV in China.

He discovered that ² if he touches live electricity wires, he feels no pain at all. In fact, ³ if he holds two wires in his hands, he can light a bulb.

Wim Hof – The Human Ice Cube

♠ 89% □

Subscriptions

*If someone falls into icy water, they'll probably become too tired to swim after 15 minutes.

5 They'll be dead unless they're rescued within 45 minutes. But Dutchman Wim Hof can stay completely covered in iced water for up to two hours without any kind of discomfort. Mr Hof says he uses the power of his mind to control his body.

Listening

True/False (Part 4)

EXAMTIP

abilities in future.

6 They both want to read more about

Listen closely to the first moments of the recording. They should clearly tell you the topic the two people are discussing.

59 Now listen to the whole recording and decide if each sentence is correct or incorrect. If it is correct, put a tick (</) in the box under A for YES. If it is incorrect, put a tick (</) in the box under B for NO.

| | para tick (v) in the box under bit | II IVC | |
|---|---|--------|---|
| | | Α | В |
| 1 | Ed was surprised after learning about Mr Velu's abilties. | | |
| 2 | Jane thinks Mr Velu can make money from his abilities. | | |
| 3 | They agree that anyone can get strong if they want to. | | |
| 4 | Jane thinks that only a few people have secret abilities. | | |
| 5 | Ed thinks we'll see more unusual | | |



Zero and first conditionals

► GRAMMAR REFERENCE p. 132

- 6 Look at sentences 1–5 in the article in Activity 2 and answer the questions.
- 1 Which sentences describe something that is always true?
- Which sentences describe something which might happen in the future?
- 7 Complete the rules with the correct words.

| present simple | future verb form |
|---------------------------------------|------------------|
| We use When / If / for things which a | Unless + + |
| | ++ |

LANGUAGETIP

The If clause can come first or second in the sentence. When it comes first, you need a comma between the clauses, e.g. I'll go if you want. If you want, I'll go.

8 Look at the sentences about some other people who have superhuman abilities. Put the verbs in the sentences in the correct tense.

| 1 | If you(give) David Tammet a new language to learn, he(be able) to hold a conversation in it the next day |
|---|--|
| 2 | If Daniel Browning(get) locked out of his home tonight, he(squeeze) through the 50 cm wide window he leaves open. |
| 3 | Whenever animal expert Kevin Richardson (come) face-to-face with a lion, he (use) his physical strength to fight it. |
| 4 | When Tim Cridland(cut) himself, he(not feel) pain. |
| 5 | If Liam Hoekstra(go) to the gym later today, he(bend) the metal equipment, instead of using it. |
| 6 | If Jez Rose(tell) his friends to do something, they(probably not do) it. |

- Work in pairs. Do you think the sentences about other 'super' people in Activity 8 are true or false? Check your answers on page 122.
- What advice would you give to someone in these situations? Write sentences starting *If you*....
- 1 getting stronger and fitter
- 3 collecting money for charity
- 2 learning to swim
- 4 finding a rich partner

- 1 Work in pairs. How do you think you would react if you were in extreme danger? Would you be brave? Would you know what to do?
- Complete the Extreme Danger Quiz on page 123.

Listening

- 3 © 60 Listen to a survival expert discussing the situations in the quiz in Activity 2 on a radio programme and check your answers.
- Work in pairs. Which of the situations in Activity 2 would be the worst for you? Why?

Reading

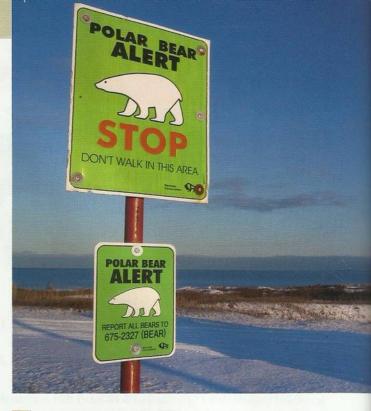
Multiple choice (Part I)

- Match the phrases 1–5 with a phrase A–E that has the same meaning.
- Shallow water. No diving.
- 2 Dangerous corner ahead.
- 3 Mobile phones must not be used in the hospital.
- 4 No entry except for card holders.
- 5 You must visit your doctor.
- A It's necessary to get medical advice.
- **B** Some electronic equipment is not allowed here.
- C Watch out for what is in front of you.
- D It isn't deep enough to jump in here.
- E Only certain people are permitted to go in.

EXAMTIP

The correct option does not usually have the same words as the ones in the text. Look for the words in the message and option with the same meaning.

6 Look at the texts in the exam paper. Where would you see each one? Can you think of a different way to phrase the main message in each text?



Read each text again and choose the correct letter A–C.



- A Don't start the machine without telling people first.
- **B** Take care because the machine could start at any time.
- **C** When you hear a warning sound, the machine will start.

2

For safety reasons, gym members are required to wear suitable clothing at all times

- A Wearing sports clothes in the gym is often a good idea.
- **B** Some gym clothes are more suitable than others.
- **C** You must always wear sensible clothes in the gym.

3

To: Mrs Williams
From: Broadhill Travel Agency
We are very sorry but due to strong
winds, the whale-watching boat trip

The travel agency

A is suggesting that Mrs Williams travel to see whales by boat.

you booked has been cancelled.

- **B** is telling Mrs Williams that she cannot go on her planned trip.
- c is warning Mrs Williams there'll be storms during her voyage.



- **A** You cannot walk across the tracks when you hear the alarm.
- **B** You can only walk across the tracks when the alarm rings.
- **C** It's not necessary to stop walking when the alarm starts ringing.

5

Alan, please remember to bring the safety equipment for the climb, or we'll end up having to come all the way back again! Chloe



In her message, Chloe

- A recommends that Alan use safety equipment.
- **B** remembers when Alan forgot the safety equipment.
- c reminds Alan to take the safety equipment.

Vocabulary

Confusing words

8 Work in pairs. Complete the pairs of sentences with the words in the box from Activity 7.

remembers come bring go travel trip reminds take A lalways my mobile with me when · I out. B | often forget to _____ my book when | ____ to this lesson. 2 A I regularly to other towns and cities. B I'm going on a businessnext week. A My closest friend never _____ to buy me a birthday card. **B** My closest friend me to call my parents every Sunday.

Look at these pairs of confusing words. Put the correct word in each pair in the appropriate sentence. Change the verb form where necessary.

1 work/job
A I've got a lot of _____ to do today.

B I'd like to get a new

2 come/go

A I to class early today so I could finish my homework.

B I want to _____ to the cinema next weekend.

3 lend/borrow

A I never money to friends.

B I don't like to money from friends.

4 lose/miss

A I sometimes the bus and get to college late.

B I oftenthings and find them days later in unusual places.

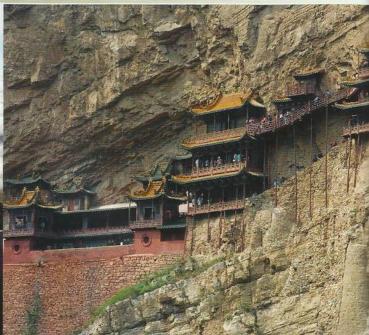
5 live/stay

A On holiday, we usually in a small hotel.

B I still in my childhood home.

Work in pairs. Which statements in Activity 9 are true for you? Change the other statements so they are true for you. Do you and your partner agree?





Listening

- Work in pairs and discuss the questions.
- 1 Where do you think the places in the pictures are?
- 2 What do you think life is like for people who live there?
- 2 61 Listen to Anna and Luke talking about two extreme places. Where would they prefer to live?
- 3 Listen again and answer the questions about each of the two places.
- 1 Where is it located?
- 2 How many people live there?
- 3 What work do the locals do?

Second conditional

- ► GRAMMAR REFERENCE p.132
- 4 Look at sentences A–C from the listening and answer questions 1–4.
- A If I had to choose, I'd go for the island.
- B I wouldn't live there if you paid me a million pounds!
- C If I had enough money, I'd visit both of them.
- 1 Are the situations described real or unreal/unlikely?
- 2 Are they in the past or present/future?
- **3** What verb form is used in the *if* clause?
- 4 In the main clause of sentences A and C, what does 'd mean? Is it followed by the infinitive or -ing form?

LANGUAGETIP

In the If clause, we can use both was and were with I, he, she and it. If I was rich/If I were rich, I'd travel the world.

- 5 Work in pairs. Student A, look at questions 1–6. Student B, look at the questions on page 123. Use the verbs in brackets to complete the second conditional questions.
- 1 If you ______ visit Tristan da Cunha or the Hanging Temple, which _____ you ____ ? (have to/choose)
- 2 Where ______ you _____ if you _____ a million pounds? (travel/won)
- 3 If you _____ stuck on a desert island, who _____ you ____ with you? (be/want)
- 4 How ______ you _____ if you _____ far from your family? (manage/live)
- 5 If you _____ an extreme sport on holiday, which one _____ you _____ ? (can try/do)
- 6 What ______ you _____ if your car _____ in the desert? (do/break down)
- Take it in turns to ask and answer the questions in Activity 5.

- Work in pairs and answer the questions.
- 1 What do you know about the landscape in different parts of New Zealand?
- 2 What activities do you think you could do there?
- 3 Do you think New Zealand would be a good place to visit? Why/Why not?

Listening

- 2 62 Listen to two candidates talking about Fiordland in New Zealand. Do both candidates want to go there? Why/Why not?
- 3 Listen again and answer the questions about the female candidate.
- 1 Does she use simple sentences or longer sentences with linking words?
- 2 Does she ask her partner questions?
- 3 Does she sound interested in the conversation?

Speaking

Simulated situation (Part 2)

- ▶ FUNCTIONS BANK p.154
- Work in pairs. Look at the exam task, and talk together for around three minutes.

You are going to study in New Zealand together for a month. After your course, you want to take a trip together. Talk together about the different places you could visit and decide which one would be best.

EXAMTIP

The examiner will assess your grammar, vocabulary, organisation of ideas, pronunciation and how well you communicate with your partner. Try to get a good balance between these things.



Listening

- Work in pairs and answer the questions.
 - 1 What's the most dangerous sport you've tried? Did you enjoy it? Why/ Why not?
- 2 Look at the photo. What sport does it show? What are the dangers of this sport?
- 2 63 Listen to four people talking about the sports they do. When did each person start doing them?
- Work in groups. Which of the four sports would most people in the group like to try? Why?

Sport and leisure

Complete each summary of the listening texts with words related to sport and leisure from the list.

compete entered experienced fitness instructor joined in practice practise prize safety taken part in trained

- A Ruby became a ski (1) ______ after years of (2) _____. She does extreme skiing because it's challenging. She says that only very (3) _____ skiers should try it.
- B Zac used to (1) _____ against other people in road races and (2) ____ hard but he wasn't good enough to win so he started mountain biking. He said that anyone who's (3) ____ downhill mountain biking knows how dangerous it can be.
- C Clare started walking to improve her (1) She suggests that extreme walkers have to (2) using (3) equipment before they start walking.
- D Lee (1) _____ with his friends who were big wave surfing. He's improved a lot and won a (2) ____ for the best newcomer in a competition he (3) _____ last year.
- Listen again and check your answers.

do, go, play

6 Look at the sports and leisure activities in the box. Does each one go with the verb do, go or play?

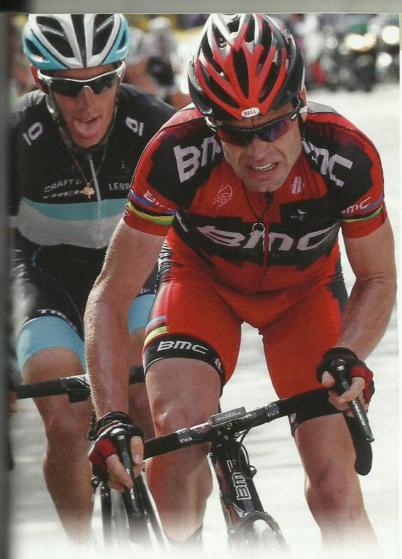
baseball basketball dancing fishing athletics hockey horse-riding jogging golf gymnastics table tennis karate rugby sailing squash yoga

LANGUAGE TIP

We usually use *play* with games and ball sports; *go* with activities that end in *-ing*; and *do* with other leisure activities or non-ball/team sports.

- Work in pairs and answer the questions.
 - 1 Which of the sports in Activity 6 have you taken part in? Did you enjoy them?
 - 2 Which sports would you like to try? Why?
 - 3 Have you ever entered a sports competition? Did you win any prizes?
- 8 64 Listen to Speakers
 1-6. Which sports and leisure
 activities from Activity 6 are
 they describing? Which words tell
 you this?
- Work in pairs and follow the instructions.
- Choose a sport or leisure activity from Activity 6 but do not tell your partner which one.
- 2 Take it in turns to ask each other yes/no questions about this sport until you guess it correctly.
- 3 The first person in each pair to guess correctly wins.





Work in pairs. Look at the sports.

| rowing c | ycling rur | nning |
|----------|------------|-------|

- Which do you think uses the most energy? Why?
- 2 Which do you think is the most dangerous? Why?

Writing

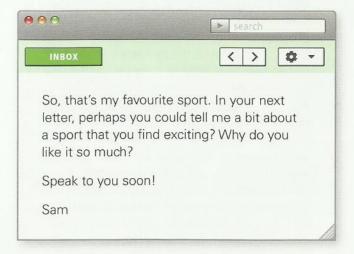
Sentence transformations (Part 1)

- Look at the sentences about cycling. Work in pairs and discuss the choices. Which one completes the second sentence so it means the same as the first? Why?
- 1 It was the first cycle race I had entered. 1a cycle race before. (had entered / was in / hadn't entered)
- 2 I don't enjoy other sports as much as cycling. I think other sports areenjoyable than cycling. (more / as / less)

EXAMTIP

Pay attention to the meaning of the first sentence. Make sure that you don't change it.

- Here are some sentences about the cycle race the Tour de France. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
- **0** No other sport race is as demanding as the Tour de France. The Tour de France is the most demanding race in the world.
- 1 What distance do professional cyclists ride in the Tour? Howdo professional cyclists ride in the Tour?
- 2 In order to win the Tour, athletes need to have a team to help them. Athletes cannot win the Toura team to help them.
- 3 During a race, cyclists can use up to 5,000 calories. Cyclists use up to 5,000 calories are racing.
- 4 Seven hours of sleep is too little for most racers. Seven hours of sleep isn't for most racers.
- 5 When scientists tested cyclist Miguel Indurain's heartbeat, they found it was only 28 beats per minute. When cyclist Miguel Indurain's heartbeat, it was only 28 beats per minute.
- Work in pairs and discuss the questions.
- Do you agree that the Tour de France is the most difficult sports competition in the world?
- 2 How important is winning?
- Imagine you've received a email from your Australian friend, Sam. Write a reply, answering his questions, in about 100 words.



PROGRESS TEST 6

1 Match the beginnings 1–8 with the endings A–H to make complete sentences.

- 1 New York State is the third most built-
- 2 At its northern point, it's just a two-
- 3 The people who live there are fairly well-
- 4 The City of New York is world-
- 5 Up to 3,000 immigrants arrived on a one-
- 6 The system of immigration was not very well-
- 7 Many people think of the brightly-
- 8 But there are towns in the mountains which are old-
- A way ticket every day in the last century.
- B famous for being the heart of the USA.
- C lit streets of the city when they think of New York.
- D controlled in those days.
- E up state in the USA.
- F fashioned and haven't changed much in years.
- **G** behaved compared to other states, crime is low.
- H minute drive across the border to Canada.

2 Choose the correct future form of the verbs.

Bill Gates might be the world's best known business man, but there are others we might not have heard of who have a lot in common with him. Take Amrit Sharma, for example. Both he and Bill Gates are very rich, head global IT companies, and both (1)(give) away most of their fortune before they die. At least that's their intention.

Mr Sharma predicts that his country, India,

- (4) _____(start) next week. Mr Sharma
- (5)(speak) at the conference on the first day, and will meet national leaders soon after the conference (6)(end).

After that, according to his diary, Mr Sharma

- One thing's certain, Mr Sharma (10)(enjoy) the changes.

3 Look at the blog and complete it with a word from the box. You will need to put the verbs in the correct form.

brochure reservation end up exchange rate fifty-minute get back guidebooks pick up send back set off

| 0 | ● ● Comments | | | | |
|---|--|--|--|--|--|
| l E a a a a t t v c c t t c c a a a a a a a a a a a a a a | Wednesday 2nd July Everything started so well. I arrived at the airport with absolutely no local currency. I was able to get a really good (1) | | | | |
| he said that the money I had wasn't real, which explains why it was such a good rate! The driver was so angry! We (7) at a police station while I tried to explain that I wasn't really a criminal. I was nearly in tears, but eventually they let me go and (8) to my hotel with enough money to pay for the taxi. Of course, when I (9), it was too late to eat dinner in the hotel. Next time, I'll only get money out of the places they recommend in the (10) | | | | | |
| 725 | | | | | |
| 4 | Write the verbs in CAPITALS in the correct future form, will or going to. | | | | |
| Α | So where (1) you on holiday this year? GO | | | | |
| В | I still haven't decided, but I think I (2) in Spain again. END UP | | | | |
| Α | (3) your sister there? BE | | | | |
| В | No, she (4) friends in Canada in June, and she can't afford both holidays. Come with me! VISIT | | | | |
| Α | Oh, thank you, I'd love to, but I (5) with my cousins in Australia most of the summer. STAY | | | | |
| В | Wow. What (6) you there? DO | | | | |
| Α | Well, I think I (7) the jungle while I'm there. I'd | | | | |

like to, but I haven't really decided. VISIT

B You (8) ____such an amazing time! HAVE

PROGRESS TEST 6

| - | |
|--------|---|
| 5 | Put the verbs in the correct tense. |
| | Roadside Attractions |
| | America's famous for road trips. Some of the attractions along the way are worth stopping for. |
| 1 | Alongside the Southern Pacific Railroad, you can visit the Beer Can House, which is completely made of beer cans. If a visitor (want) to go inside, he (have to) pay a \$1 entry fee. |
| 2 | The Louisville Slugger Factory is famous for making some of the finest baseball bats in the world. If you |
| 3 | When visitors (drive) across the North and South Carolina borders, they (pass) Pedro the giant Mexican chef, who stands over 30m tall. |
| 4 | At night, a huge monster lights up the Delaware skyline. If you |
| 5 | It (not be) possible to move the world's largest ball of string, unless the local mayor of Darwin (bring) in special lifting equipment. The giant ball took 23 weeks to make! |
| 6 | Look at the people discussing the best advice in dangerous situations. Match the first part of the sentence (1–6) with the second part (A–F), and then write the verbs in the correct tense to form the second conditional. |
| | How to survive disaster |
| 1 | If you(find) yourself sinking in mud or sand, |
| 2 | If you(be) caught in falling snow, |
| 3 | You(be) more likely to survive a Tornado |
| 4 | You(need) to get to a tall building if |
| 5 | If you(fall) 50m down, |
| 6 | You(escape) a forest fire without injury |
| A B | you(see) the warning signs of a Tsunami. you(probably end up) buried in snow. Make a hole above your chest and mouth before the snow hardens so you can breathe and shout for help. |
| C | you |

D if you _____ (get) into a car and ____ (hide)

you ______(need) to take off anything heavy then 'swim' to the side. The mud isn't usually very deep.
 if you _____(have) an underground place to hide.

under a blanket.

Complete gaps 1-10 with the words A-C.

Tomorrow's holidays

What will the holidays of the future look like? It's a question many people in the travel industry would like to answer. Experts (1)in Rio de Janeiro later this month to predict the future of tourism. Many people will be prepared to go further to find that special holiday that they'll never (2) . Some travel experts think that they won't even have to leave the airport (3) they really want to. Many airports already have excellent entertainment facilities where passengers can play video games and even (4)jogging while they wait. These are likely to stay popular, with airports giving passengers the opportunity to (5) in all sorts of sports, from skiing to surfing, in the same destination. Guests will be able to (6) equipment, and even clothes, to reduce the amount of luggage that they take on planes. The (7) itself will be better for the environment, with biofuels powering airplanes. As companies (8) ... to build the most energy-efficient hotels, not a drop of water or electricity (9) wasted. Cruise ships have been the big success story for holidays over the last few years. In future, floating islands where people can go to relax and improve their levels of (10) will be the new cruise.

| 1 | Α | meet | В | are meeting | C | met |
|----|---|-------------|---|-------------|---|----------------|
| 2 | Α | remember | В | miss | C | forget |
| 3 | Α | when | В | if | C | unless |
| 4 | Α | do | В | go | C | play |
| 5 | Α | participate | В | enter | C | go |
| 6 | Α | borrow | В | take | C | lend |
| 7 | Α | travel | В | tour | C | backpacking |
| 8 | Α | join | В | compete | C | participate |
| 9 | Α | be | В | will be | C | is going to be |
| 10 | Α | fitness | В | condition | C | sport |
| | | | | | | |

Functions bank

Speaking test

Giving personal information (Part I)

| 1 | Complete the sentences so they are true |
|---|---|
| | for you. |

| My name's |
|---|
| I come from in It's spelt |
| I live with |
| I'm a/an at |
| I'm learning English because |
| I think learning English is important because |
| On wookday marnings I |
| On weekday mornings I |
| In the evenings I |
| At weekends I |
| Yesterday I |
| Last weekend I |
| |

This table shows the English alphabet grouped by vowel sound. This can help you to spell your name and town/city well.

| /eɪ/ e.g. m <u>a</u> ke | /i:/ e.g. sh <u>ee</u> p | / e / e.g. b <u>e</u> d | /aɪ/ e.g. l <u>ie</u> | / ə u/ e.g. n <u>o</u> te | /u:/ e.g. b <u>oo</u> t | /a:/ e.g. f <u>a</u> ther |
|-------------------------------|--------------------------------|--------------------------------------|--------------------------|--|-------------------------------|---------------------------------|
| a, h, j, k | b, c, d, e, g, p, t, v | f, l, m, n, s, x, z | i, y | 0 | q, u, w | r |

Expressing likes, dislikes and preferences (Part 4)

2 Make the sentences true for you.

12 Next weekend I

| 1 | l absolutely love going | g to |
|---|-------------------------|------|
| 2 | I really like | • |
| | I don't mind | |
| | I'm not very keen on | |
| | I don't like | |
| | I can't stand | |
| | I prefer eating | |

Paraphrasing when you don't know a word (Part 3)



- Look at the photo. Imagine you are trying to describe the features in brackets from the photo, but don't know the words. Complete the sentences describing the features using words that you do know.

- 4 The couple are sitting in front of ______(lake)

Saying where things are in a photo (Part 3)

- 4 Look at the photo. Match the first half of each sentence 1–8 with the second A–H.
- 1 In the foreground,
- 2 In the background in the middle,
- 3 Behind the animal there
- 4 All three of them
- 5 On the left of the photo,
- A there's a forest.
- B there's a squirrel looking at the camera.
- C are in front of a beautiful lake.
- D are two people sitting together.
- E there are some mountains with snow on the top.

Asking for and making suggestions (Part 2)

| 5 | Put the verb in brackets in the correct form in |
|---|---|
| | each sentence. |

| 1 | How about | her some flowers? (buy) | | |
|---|--------------------------|-------------------------|--|--|
| 2 | What film do you think w | e? (watch) | | |
| 3 | It'd be a good idea | an umbrella. (take) | | |
| | Why don't we | | | |
| | What do you suggest | | | |
| 6 | We couldw | ater skiing. (try) | | |

Discussing opinions (Parts 2 and 4)

Agreeing

Dicagreeing

6 Put the headings in the correct place.

| | Disagreeing diving your opinion |
|---|--|
| 1 | |
| | I think football is a boring sport to watch. |
| | In my opinion, men are better drivers than women. |
| | If you ask me, people should stop spending so much. |
| | I feel strongly that we need to treat animals better. |
| | As I see it, it's more relaxing to have a beach holiday than a city break. |

Asking for someone's opinion

Giving your opinion

| 2 | |
|---|----------------------------------|
| | What do you think? |
| | Do you agree with me? |
| | I don't like it. What about you? |
| | What's your opinion about that? |
| | How do you see it? |
| 3 | |

| Absolutely! |
|---------------------------------|
| You might be right. |
| You've got a point there. |
| I couldn't agree with you more. |
| l agree with you. |
| |

- Yeah, but what about the cost?
 You're joking!
 I don't think so.
 I can't agree with you about that.
 I don't agree with you.
- Look at the opinions in section 1 of Activity 6. Do you agree or disagree with them? Use phrases from sections 3 and 4.

Managing a discussion (Parts 2 and 4)

- 8 What do you say in each of these situations? Match situations 1–8 to phrases A–H.
 - 1 You didn't hear what someone said.
- You didn't understand or you want to check what someone said.
- 3 You want to explain something more clearly.
- 4 You want to start a discussion.
- 5 You want to invite your partner to express his/her ideas
- 6 You want to return to a previous topic.
- 7 Someone is talking a lot and you want to join in.
- 8 Your partner asks to join in the discussion.
- A I'm not sure I know what you mean. / So, what you're saying is...
- B Going back to (the topic)...
- C Sorry, could you say that again? / Could you repeat that, please?
- D Sorry, could I say something?
- E What I mean is that... / What I want to say is that...
- F Of course, go ahead.
- **G** So, shall we talk about the first picture? / Let's discuss extreme sports.
- **H** What do you think about that? / Can you tell me more about that?

Guessing information (Part 3)

Complete the guesses about the photo on page 152 with a word from the list.

| | probably | | looks like | |
|---|-------------|-----------------|---|-------------------|
| 1 | | to each othe | | e they're sitting |
| 2 | | ckets but there | n because the periods is not a second to the periods and the second to the periods are the periods and the periods are the period are the periods are the periods are the periods are the period are the periods are the periods are the periods are the period are the periods are the periods are the periods are the period are the periods are the periods are the periods are the period are the periods are the periods are the periods are the periods | |
| 3 | The coupl | e | happy. | |
| 4 | The squirre | el | to be interest | ed in the camera. |
| 5 | I don't kno | ow where it is | but it | |
| 6 | | the squirrel | is wondering w | hat the camera is |
| 7 | lt's | that th | e squirrel wan | ts to be famous! |
| 8 | lt | the cou | ple is laughing | at the squirrel. |

Review (Parts 1, 2, 3, 4)

What do you say in these situations in the Speaking test?

- 1 You're asked to spell your name.
- 2 You're asked what you do in your free time.
- 3 You have to choose the best place for a holiday. You want to suggest the beach holiday to your partner.
- 4 You make the suggestion but your partner says nothing.
- You're asked to describe a photo with a wardrobe in it but you can't remember the English word.
- 6 There's a person in the photo. Is he a policeman? You're not sure.
- 7 You want to give your opinion about the internet.
- 8 Your partner says he loves pasta because it's easy to cook.
- 9 Your partner asks you what films you like and don't like.
- 10 Your partner says he can't stand horror films because they're too scary.

Writing test (Parts 2 and 3)

Starting and finishing a letter/ an email

- Decide which phrases start and which phrases end a letter/an email.
- 1 Best wishes,
- 2 Dear Sophie,
- 3 Hi John!
- 4 Love,
- 5 It was lovely to hear from you!
- 6 Anyway, I must go now. Write soon!
- 7 I was really pleased to get your letter/email.
- 8 I hope to hear from you soon.

Saying why you are writing

- Put the words in the correct order.
- 1 about / writing / I'm / you / my weekend / to tell
- 2 my birthday party / asked / about / me / You
- 3 give you / some advice / You'd / to / like me
- 4 know / about / wanted / You / music / my favourite / to
- 5 some/writing/because/have/I/new/I'm
- 6 about / like / to tell / holiday / my last / l'd / you

Writing a story

- Decide if the phrases come at the beginning, middle or end of the story.
 - 1 Suddenly, there was a huge scream.
- 2 We all had a good laugh about it in the end.
- 3 One day, I was walking down the road when...
- 4 So, that's the reason why I never go to London.
- 5 Eventually, he said my name.
- 6 I'll always remember the time when...

Apologising, thanking, inviting

- Is each phrase 1–8 used to apologise, thank, invite, or accept/reject an invitation?
- 1 Would you like to go to the cinema with me?
- 2 I'm afraid I've lost your camera.
- 3 I'm afraid I can't go shopping with you on Saturday.
- 4 Thank you for your fantastic advice.
- 5 I'd like to invite you to my party on Thursday.
- 6 Thanks for sending me your new email address.
- 7 I'd love to come!
- 8 I'm so sorry but I can't find your CD anywhere.

Making suggestions

- Match the first half of each sentence 1-4 with the second A-D.
- 1 Why don't we meet
- 2 How about
- 3 We could see
- 4 I think we should take
- A a film tonight, if you like.
- B a sightseeing tour of the city.
- C at 6 p.m. outside the cinema?
- **D** trying the new Chinese restaurant tomorrow?

Making offers and promises

6 Complete the phrases with the correct words.

| shall | 11 | won't | promise | would |
|---------|---|-----------------|----------------|----------|
| | | you like m | e to bring any | thing? |
| | | I call you n | ext week? | |
| ١ | | . I'll return i | t to you tomo | orrow. |
| l | *************************************** | forget, I p | | |
| Don't v | vorry! I | | come and | meet voi |

Responding to a letter/ an email

- Match the responses A–E to information received from friends in a letter/an email (1–5).
- 1 'I failed my driving test and have to take it again.'
- 2 'We're going to have a baby!'
- 3 'I'm doing really well in my French class'.
- 4 'I've got a job interview on Tuesday.'
- 5 'Someone stole my phone with all my numbers in it.'
- A It was great to hear your news! Congratulations!
- B Good luck for next week!
- C I'm sorry to hear that you didn't pass.
- **D** What terrible news! I hope the police find it soon.
- E I'm so happy to hear that things are going well.

Giving advice

8 Complete the phrases with an appropriate word from the list.

| | should | was/were | could | don't | idea |
|---|------------|----------|------------|------------|------------|
| 1 | You | try) | our local | sports c | lub. |
| 2 | Why | you | u speak to | your tea | acher? |
| 3 | I think it | s a good | | to ask yo | our boss. |
| 4 | If I | you, I | 'd do a co | ourse in p | hotography |
| 5 | You | tell | vour frier | nd how v | ou feel |

Expressing cause, effect and purpose (Parts 2 and 4)

- Decide whether the underlined part of each sentence is expressing something's cause, effect or purpose.
- 1 I don't think we should choose this one <u>because it isn't</u> <u>pretty.</u>
- 2 It was raining so we decided not to go out.
- 3 As it's fun to work with other people, I prefer team sports.
- 4 I went to the beach to learn how to surf.
- 5 We need water <u>in order to live</u>, so we should use it carefully.
- 6 <u>Because she likes chocolates</u>, I think we should buy our teacher a big box of them.

| 10 Complete the sentences t | to make | them | true. |
|-----------------------------|---------|------|-------|
|-----------------------------|---------|------|-------|

- 1 I'm taking English lessons because
- 2 I want to speak English well in order to
- 4 Learning a language is important
- 5 Because there are a lot of English words to learn
- 6 To pronounce words correctly,

GOLD preliminary



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