

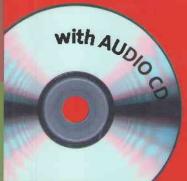


Cambridge English

Vocabulary for First Certificate

with answers





BARBARA THOMAS and LAURA MATTHEWS

Official preparation material for Cambridge English: First, also known as First Certificate in English (FCE)

Contents

Acknowledgements	νί
Introduction	1
How do I learn and revise vocabulary?	2
Exam summary	4
1 Good life plan	6
2 Earth, sea and sky	10
3 Sound waves	14
4 Highs and lows >	18
5 Looking back	22
Test One	26
6 Getting the message across	28
7 The world of work	32
8 Everyone's different	36
9 Get active	40
10 My world	44
Test Two	48
11 Moving around	50
12 Time off	54
13 Around town	58
14 Shared tastes	62
15 Media mania	66
Three	70
16 Stages of life	72
17 Shopping in style	76
18 Home territory	80
19 Green planet	84
20 My judgment	88
Test Four	92
Accendix 1 Phrasal verbs	94
Appendix 2 Word building	96
Appendix 3 Spelling	98
Appendix 4 Speaking checklist	99
Accendix 5 Writing checklist	100
Answer key	101
Recording scripts	120
Mordlist	129
CD Tracklist	137

H. A. Dreineech

Map of the book

Unit number	Title	Topics	Exam practice
Unit 1	Good life plan	Health and fitness, illness and treatment	Use of English Part 2 (Open cloze), Use of English Part 4 (Key word transformations), Writing Part 2 (Letter)
Unit 2 Earth, sea and sky		Geography, climate and weather	Reading Part 2 (Gapped-text sentences), Speaking Part 2 (Comparing photographs)
Unit 3	Sound waves	Music, sounds	Use of English Part 2 (Open cloze), Writing Part 1 (Email)
Unit 4 Highs and lows		Feelings, adverbs and adjectives	Listening Part 1 (Multiple choice), Use of English Part 3 (Word formation). Writing Part 2 (Story)
Unit 5	Looking back	The past, time	Use of English Part 1 (Multiple choice lexical cloze), Writing Part 2 (Article)
Unit 6	Getting the message across	Advertising, computers, telephoning	Writing Part 2 (Essay), Speaking Part 4 (Discussion)
Unit 7 The world of work		vorld of work Jobs, personal qualities, employment and unemployment Reading Part 3 (Multiple m Writing Part 2 (Letter)	
Unit 8	Everyone's different	Physical appearance, personality	Reading Part 1 (Multiple choice), Use of English Part 4 (Key word transformations)
Unit 9 Get active		Movement, sport	Use of English Part 4 (Key word transformations), Speaking Part 2 (Comparing photographs), Writing Part 2 (Letter)
Unit 10	My world	Family and relationships, celebrations, friends	Speaking Part 1 (General conversation), Speaking Part 2 (Comparing photographs) Writing Part 2 (Letter), Listening Part 3 (Multiple matching)
Unit 11	Moving around	Transport, travel, holidays	Speaking Parts 3 and 4 (Decison-making task and discussion), Use of English Part 4 (Key word transformations), Writing Part 2 (Article)

Unit number	Title	Topics	Exam practice
Unit 12	Time off	Leisure time, hobbies and games, cinema and theatre	Writing Part 1 (Letter), Reading Part 3 (Multiple matching)
Unit 13 Around town		Cities and towns, facilities, traffic	Use of English Part 1 (Multiple choice lexical cloze), Speaking Part 4 (Discussion), Writing Part 2 (Report)
Unit 14 Shared tastes		Food and drink, meals, art	Use of English Part 3 (Word formation). Listening Part 2 (Sentence completion), Speaking Part 1 (General conversation)
Unit 15	Media mania	Television and radio, newspapers and magazines, books	Reading Part 1 (Multiple choice), Writing Part 2 (Review)
Unit 16	Stages of life	Different ages, university, school	Speaking Part 2 (Comparing photographs). Use of English Part 4 (Key word transformations)
Unit 17	Shopping in style	Clothes, shopping, money	Reading Part 2 (Gapped-text sentences), Use of English Part 4 (Key word transformations)
Unit 18	Home territory	Houses and homes, household problems	Speaking Parts 3 and 4 (Decision-making task and discussion), Use of English Part 2 (Open cloze), Use of English Part 3 (Word formation)
Unit 19	Green planet	Science, the environment	Use of English Part 3 (Word formation), Listening Part 4 (Multiple choice)
Unit 20	My judgment	Crime, opinions	Speaking Parts 3 and 4 (Decision-making task and discussion), Writing Part 2 (Essay), Listening Part 1 (Multiple choice)

Acknowledgements

The authors would like to thank their editors, Martine Walsh, Caroline Thiriau and Nicholas Murgatroyd, for their positive and professional support. They would also like to thank Rowland and Paul for their support and encouragement.

The book has also benefited enormously from the useful feedback we have received from teachers and students. In particular we would like to thank the following teachers who reviewed and piloted the material throughout its development:

Christine Barton, Greece; Gillian Davidson, UK; Stephanie Dimond-Bayir and her students at the Bell School, Cambridge, UK; Jayne Herzog, UK; Brendan Ó Sé, Eire; Jonathan Marks, Poland; Marek Doskocz, Poland; Peter Lucantoni, Cyprus; Helen Naylor, UK; Gabrielle Schiegg Cleary, Switzerland.

Development of this publication has made use of the Cambridge International Corpus (CIC). The CIC is a computerised database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CIC to provide evidence about language use that helps to produce better language teaching materials.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

Produced by Kamae Design, Oxford

Illustrations by Robert Calow, Yane Christensen, Mark Duffin, Peter Kyprianou, Laura Martinez

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom

Alamy/@Alex Segre for p10 (r), /@Oxford Events
Photography for p19, /@images-of-france for p22 (r), /
@Colin Underhill for p43 (b), /@JTB Photo Communications
Inc for p45 (l), /@Stock Image/Pixland for p54 (tl), /@Ros
Drinkwater for p58 (l), /@foodfolio for p63; Art Archive/
@Dagli Orti for p64; Art Directors & TRIP for p58 (r); Cassop
Primary School for p85; Corbis/@Creasource for p43 (t);

Education Photos for p75 (t); Getty Images for pp 22 (l) and 54 (bl); Lonely Planet Images/©Sara-Jane Cleland for p10 (l); Punchstock/©Image Source for p33 (l), /©Stockbyte for p33 (r), /©Radius for p45 (r), /©Brand X for p54 (tr), /©Image 100 for p54 (br), /©Radius for p75 (b); Still Pictures/©Marcus Dlouhy for p28.

Photos researched by Hilary Luckcock

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

- p. 17: Penguin Group (UK), Penguin Group (Canada) and Random House Inc for the extract from *The Minotaur* by Barbara Vine. Copyright © Kingsmarkham Enterprises 2006. Reprinted by permission of the Penguin Group (UK), Penguin Group (Canada) a Division of Pearson Canada Inc, and Random House Inc;
- p. 39: Orion Publishing Group and A P Watt Ltd for the extract from Maggie Smith, A Particularly Bright Star by Michael Coveney. Reprinted by permission of Victor Gollancz, a division of the Orion Publishing Group and A P Watt Ltd on behalf of the author;
- p. 63: Wagamama Limited for the adapted text 'Hungry? Thirsty?' Adapted from the Wagamama Website www.wagamama.com. Reproduced by kind permission of Wagamama Limited;
- p. 69: Curtis Brown for the adapted extract from *The Angry Mountain* by Hammond Innes. Reproduced with permission of Curtis Brown Group Ltd, London on behalf of the Estate of Hammond Innes. Copyright Hammond Innes, 1964:
- p. 79: Extract 'Shopping for a Living' from the Salary.com website, www.salary.com;
- p. 81: Random House Group Ltd, and Random House, Inc for the adapted extract from *A Painted House* by John Grisham. Copyright © 2000, 2001 by Belfry Holdings, Inc. Published by Century. Reprinted by permission of the Random House Group Ltd and Random House, Inc:
- p. 85: The Guardian for adapted article 'The Sustainable School' by John Vidal, from *The Guardian* 27 June 2006. Copyright Guardian News & Media Ltd 2006.

Introduction

What does the book aim to do?

It introduces and practises the most relevant and useful vocabulary that you need to do well in the First Certificate in English (FCE) exam and then provides exam tasks in which the vocabulary you have learnt can be re-used and practised.

Who is it aimed at?

The book is designed for students working alone who want to revise and extend their vocabulary. But it can also be used as part of an FCE course in the classroom, or set as homework by a teacher.

What order should I do the units in?

You can work through the units in any order, but you should study all the units if you want to prepare thoroughly for the exam. You may want to start with a particular unit because it relates to a topic in your coursebook or because you have a writing task to do on a particular topic.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise. The exam practice section revises vocabulary from the whole unit.

How are the units organised?

There are 20 units. Each unit has four pages and is about a general topic. That topic is usually divided into smaller sections. There are three pages of general exercises and one page of exam practice. The exam practice contains examples of every FCE task (see summary of FCE exam on p.4). These tasks are useful practice and revision even if you are not taking the exam.

What is on the audio CD?

You need to listen to the audio CD to do some of the exercises. The exam listening tasks are also on the audio CD. In the exam you hear everything twice so you will need to replay the track.

There are sample answers to some of the exam speaking exercises which you can use as a model.

How do I use the wordlists?

At the end of the book there is a wordlist for each unit. This contains the key vocabulary you should learn. Each word has its pronunciation next to it in IPA (International Phonetic Alphabet). It is possible that you will never use some of these words in speaking or writing, but you should be able to understand them when you read or hear them. When you have finished each unit, go through the wordlist and check you know the meaning of each word and expression. Highlight any words you don't remember and go back through the unit to revise them. You may want to write translations for some of the words or write them on a mind map, table or word tree (see page 2).

How do I do the exam writing practice?

These exercises give an opportunity to use the vocabulary from the unit. There is a writing checklist in Appendix 5 with general points you should remember when writing a practice exam essay. You may find it helpful to check this each time. It also tells you what to look for when you read your own answer.

How do I do the exam speaking practice?

These exercises give an opportunity to use the vocabulary from the unit. There is a speaking checklist in Appendix 4 with general points you should remember when practising an exam question. You should check this each time for points which are relevant to the question.

When should I use a dictionary?

Some exercises have a dictionary symbol next to them. Use the Cambridge Advanced Learner's Dictionary or other suitable monolingual dictionary to look up any words you don't know. Write them down in your notebook with their meanings and other important information such as the pronunciation, the register (is it particulary formal or informal?), an example sentence etc. (See pages 2and 3 for more ideas on how to record vocabulary.)

How do I learn and revise vocabulary?

It is a good idea to keep a record of all new words in a vocabulary notebook. Make a note of the main features of the word so that you can use your notebook for reference.

The example below records all the main features of the word. If you can't complete all the boxes when you first record the word, leave them blank and complete them later.

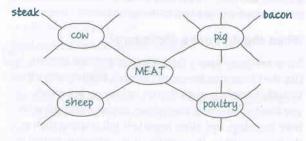
If there is no word for this in your own language, you can leave the translation box blank.

Orchard	pronunciation: /'o:tfad	part of speech: countable noun
definition:	on: an area of land where fru	
translation:	upadije me	nartten føb mo
example sentence:	We saw some pe apples in the ord	cople picking

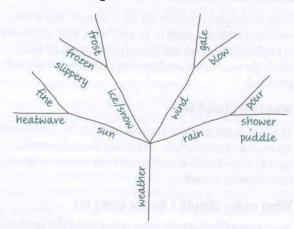
You may need to review / use a word up to 20 times before you have really learnt it. So, even if you have already recorded some of the vocabulary in a unit, it is useful to write it down again to help you revise. You can do this as you work through a unit and as you go through the wordlists as revision.

Here are some ideas:

Draw a mind map, to learn food words, for example

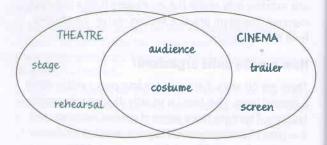


· or a word tree, e.g.



Try to put all the nouns together, all the verbs together etc. When you think you know the words in your mind map or word tree, draw it again and try to fill it in again without looking.

 Divide words into groups and write them in circles or boxes. Some of these may overlap, e.g.

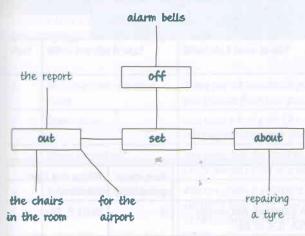


When you think you know the words, draw the circles or boxes again and see how many you can remember.

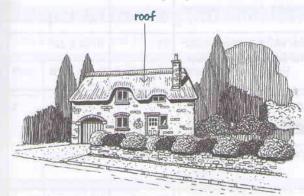
• For word-building, tables are useful, e.g.

Noun	fear	amazement
Verb	to frighten	to amaze
Adjective	frightening, frightened	amazing, amazed

Write down several phrasal verbs together, e.g.

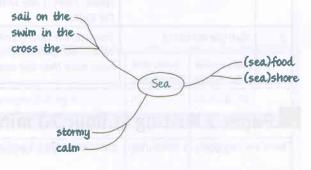


Put the words onto a drawing, e.g.



or use drawings to remind you what words mean, e.g. smiley faces are good for positive (3) and negative feelings (3) or for likes and dislikes or agreeing and disagreeing.

- Where an exercise has a heading 'Common expressions', highlight the expressions and then write them down in your notebook. You need to learn them as expressions and not individual words, e.g. expressions with get in Unit 10.
- Some words are always followed by a preposition so write the word and the preposition together, e.g. surprised that, worried about in Unit 4.
- Write down words with similar meanings together, e.g. adjectives which mean surprised (=amazed, astonished).
 It is also useful to write opposites together, e.g. hardworking ≠ lazy.
- Choose one word and note down other words that are often used with it.



FCE Exam Summary

Paper 1 Reading (1 hour)

There are three parts and 30 questions.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice	You read a text and, for each question, you choose from four possible answers (A, B, C or D).	8	Units 8, 15
2	Gapped text-sentences	You read a text from which seven sentences have been removed. You choose one of them to fit each space. There is one sentence which does not fit any of the spaces.	7 yn Hweith a	Units 2, 17
3	Multiple matching	You scan the text(s) and decide which paragraph/text each of the questions refers to. Some questions may have more than one answer.	15	Units 7, 12

Paper 2 Writing (1 hour 20 minutes)

There are two parts: a compulsory question in Part 1 and a choice of questions in Part 2.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Letter or email	You are given some information in a letter or email with some notes. You write a letter or email in 120–150 words using the information.	1	Units 3 (email), 12 (letter)
2	Questions 2–4 are from the following possible task types: article letter report essay review story Question 5 is about a set book. Two set books are offered and there is one question on each.	You choose one from five possible tasks and write your answer in an appropriate style in 120–180 words.	5 but you choose 1	Units 5, 11 (article) Units 1, 7, 9, 10, (letter) Units 13, (report) Units 6, 20 (essay, Unit 15 (review) Unit 4 (story)

Paper 3 Use of English (45 minutes)

There are four parts and 42 questions. They test your grammar and vocabulary.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice lexical cloze	There are 12 numbered gaps in a text. For each one you choose from four possible answers (A, B, C or D).	12	Units 5, 13
2	Open cloze	You read a text with 12 numbered gaps and write the missing word in each gap.	12	Units 1, 3, 18
3	Word formation	You complete the gaps in a text with the correct form of the words at the end of the lines.		Units 4, 14, 18, 19
4	Key word transformations	You are given a sentence followed by a second sentence with gaps. You rewrite the second sentence in two to five words using a 'key word' which you are given.	8	Units 1, 8, 9, 11, 16, 17

Paper 4 Listening (40 minutes)

There are four parts and 30 questions. You hear each part twice.

Part	What are the tasks?	What do I have to do?	How many questions?	Where can I get practice?
1	Multiple choice	You hear eight recordings of people talking in different situations. You choose from three possible answers. A, B or C.	8	Units 4, 20
2	Sentence completion	You use the information you hear to complete sentences with gaps.	10	Unit 14
3	Multiple matching	You hear five speakers. You match a statement or opinion from a list of six options to each speaker.	5	Unit 10
4	Multiple choice	For each question, you choose A, B or C.	7	Unit 19

Paper 5 Speaking

There are four parts. They test your ability to communicate in conversational English. You do this with another student.

Part	What are the tasks?	What do I have to do?	Where can I get practice?
1	General conversation	You answer questions about topics such as family life, daily routines, likes and dislikes etc.	Units 10, 14
2	Comparing photographs	The examiner gives you two colour photographs and you talk about them for one minute.	Units 2, 9, 10, 16
3	Decision-making task	You work with the other student to carry out a task based on some pictures which the examiner gives you.	Units 11, 18, 20
4	Discussion	You and the other student have a discussion on topics related to Part 3.	Units 6, 11, 13, 18, 20

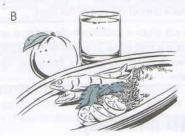
Good life plan

Health and fitness, illness and treatment

		2000		
Heal	60 2	med 6	er in	Dec
				-

1.1 Look at these two pictures. Why are these meals healthy or unhealthy?
Use the words in the box to complete the sentences below.





salt fat
vitamins protein
fibre carbohydrate
sugar calories

1.2 Which of these things are generally good for you, and which are generally bad? Put a G in front of the good things, and a B in front of the bad things.

G fruit	B salt	vegetables	sugar	exercise	stress
salad	smoking	chocolate	alcohol	water	junk food
fish	cutting out fat	putting on weight	joining a gym	going on a diet	getting enough sleep

- 1.3 Now listen to a sportsman talking about his lifestyle. As you listen, underline the things above that he mentions.
- 1.4 What would the sportsman say to these statements? True or false?
 - I eat lots of fruit and vegetables.

 I never drink alcohol.

 I drink a lot of water.

 I've cut down on chocolate.
 - 5 I go to the gym regularly.
 - 6 I never have to go on a diet.
 7 I make sure I get plenty of sleep.
- 10 There's no stress in my life.

Vocabulary note

The word **diet** can mean the food and drink normally eaten by an individual or a group of people: I'm an athlete so I eat a healthy diet.
Rice is the staple diet of many people in India.

But **diet** is also used when someone eats particular foods for medical reasons or to lose weight:

The doctor put me on a low-salt diet.

My jeans are tight, so I'm going on a diet.

- Now decide whether the statements in 1.4 are true or false for you. Correct any false statements to make them true for you.
- 1.6 Complete the paragraph below using the correct form of one of these verbs.

Illness and treatment

12.11 Even the fittest person suffers minor illnesses and injuries! Match the problem and the cause. Why would you

- get a blister?
- have a stomach upset?
- be sunburnt?
- get a splinter in your finger?
- 5 have a headache?
- feel run down?
- have a sore throat?
- be jet-lagged?

- A you've been working in a very noisy office
- B you're just recovering from flu
- c you're about to go down with a cold
- D you've eaten some undercooked meat
- E you've been making some bookshelves
- F you've just done a long flight
- G you've spent too long lying on the beach
- H you've been wearing new shoes

2.2 Choose the correct word.

- 1 If you have burnt yourself badly, you go to the casualty department / local surgery.
- If you cut your hand and need scars / stitches the doctor will give you a local anaesthetic.
- 3 If you suffer from hay fever, the doctor will give you antihistamines / antibiotics.
- If you need medicine, the doctor will give you a recipe / prescription to take to the local pharmacy.
- 5 If you break your leg, the doctor will put a plaster / bandage on it.
- 6 When you are a child, you have lots of injections / vaccinations for common illnesses.
- If you have a temperature, a nurse will take it with a syringe / thermometer.
- If you need weighing, the nurse will ask you to step on the stethoscope / scales.
- Fig. 15 If someone is seriously injured, they are lifted into an ambulance on a stretcher / wheelchair.

Error warning

The words **prescription** and **recipe** are often confused.

A **prescription** is the piece of paper on which the doctor writes the medicines you need: *The doctor gave me a prescription for antibiotics*.

A **recipe** is a set of instructions telling you how to prepare and cook food: My mother gave me a really good recipe for bread.



2.3 © 1b Listen to three people talking about a medical problem they had recently. As you listen, fill in the box.

Person	Problem	Where they got help	Treatment
1	(24(15)		The state of the s
2		An Hills (CS Propri Drugs	of the bally glas
3			

3.1	IDIOMS 1c Listen to five people	talking about their health. Put a tick (/) if they are feeling well and a
	cross (X) if they are feeling unwell.	

1 2 4 5

- 3.2 Which words or expressions gave you the answer? Read the recording scripts for 1c and underline them.
- 4 COMMON EXPRESSIONS There are lots of expressions with make. Use one of the nouns below in each sentence.

changes decision phone call effort mistake speech appointment suggestion Before you go to the doctor's, you need to make a(n) appointment at the surgery. 2 Carla made a very helpful about how the waiting room could be rearranged. 3 I've got to make a firm about which malaria tablets to take. 4 If you're stressed, it's easy to make a really stupid and have an accident. 5 They've made a lot of to my local surgery and it looks really good now. 6 The that the doctor made at his retirement party was hilarious. The hospital has made a huge recently to improve the appointments system. 8 By the end of the afternoon, they had made all the for the operation. 9 It was noisy in the waiting room, so John went outside to make an important

- 5 PHRASAL VERBS Read sentences 1–5, then match them to the descriptions A–E.
- I didn't want to play hockey, so I made up a story about twisting my ankle.
- She didn't visit me when I was in hospital, but she made up for it by buying me some chocolates.
- 3 Sophie didn't know which ward her brother was on, so she made for the information desk.
- 4 The nurse spoke so softly that I couldn't make out what she was saying about my medicine.
- 5 The old operating theatres are no longer used, so the hospital has made them into accommodation for nursing staff.

- A Someone is doing something good to compensate for something they didn't do before.
- B Someone is heading in a particular direction.
- C Someone has decided to use something in a different way.
- Someone has invented a reason for something which happened to them.
- E Someone was unable to hear what another person was saying.

Exam practice

USE OF ENGLISH Part 2

For questions 1-12, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.

Exam Tip



Think about which word goes in each gap. Check that the word fits with what comes before and after it.

The Benefits of Physical Activity The pace (0)f	to overall health. Regular physical activity many people do not get (4)		
USE OF ENGLISH Part 4	Exam Tip		
Complete the second sentence so that it has a similar meaning to the	Make sure the second sentence includes all the information in the first.		

The staff will have to work hard tomorrow to compensate for the time they've lost today.

The staff will have to work hard tomorrow to ______ make up for _____ the time they've lost today.

* The reduced the amount of chocolate I eat, but I'm not losing any weight.

tried chocolate, but I'm not losing any weight.

2 No one appreciated that what Anna suggested was helpful.

in but no one appreciated it.

If you want to lose weight, you'll have to think about starting a diet.

want to lose weight, you'll have to think diet.

WRITING Part 2: letter

This is part of a letter you have received from your English-speaking penfriend, Annie. Write a letter to your penfriend, giving her the information she asks for. Write 120-180 words.

I'm collecting ideas for a project I'm doing called 'Staying Fit and Healthy'. Could you write and tell == what you do to stay fit and keep healthy? Perhaps you can tell me about what physical activities and what kind of food you eat.

Write soon, Annie

2 Earth, sea and sky Geography, climate and weather

Geography

1.1 Look at the photographs below. Where do you think the places are?





1.2 Read the description below. It is about one of the places. Put one word from the box into each gap.

flowers forests orchards paths _peaks slopes streams valleys Match the description to one of the photographs.

1.3 Match the adjectives from the box with their opposites.

low deep muddy straight wide steep cultivated

shallow ______ narrow _____ winding ______
clear _____ wild _____
gentle _____ high _____

1.4 Write two or three sentences about the place in the other photograph. Use words from 1.2 or 1.3.

10

Choose the best word to fit each gap in these defin

	The state of the s		
H	Ais bigger than a	stream flood	canal river
72	A	wood rainforest	forest timber
75	A	mountain hill	cliff cave
4	The	sea lake	ocean waterfall
5	We use for the edges of a river and for the edges of a sea or lake, An area of sand or stones beside the sea or a lake is called a The is where the land meets the sea.	banks beach	shores coast
6	wet it becomes	sand dust	soil mud

2.2 Read the email. Choose the correct word (A, B, C or D) for each gap.

000

blowing in the air.

Hi Jackie

I'm writing to tell you about my holiday. We hired bicycles and on the first day we cycled beside the Grand Union 1. B., which was built in 1793 to carry goods from the Midlands to London. It was very relaxing. The next day we cycled around a 2 That took a few hours but there was a small sandy 3 ... and a little 4 ... where you could sit in the shade. We camped there and the next day we hired a boat. The only problem was there was a lot of thick 5 ... at the side of the lake which we got stuck in. We weren't in danger because the water was 6 ..., but there was a risk of not being able to get the boat out. On another day we went for a walk to the top of a 7 It wasn't very high but we had a lovely view. We came down the other side and stopped in the village at the bottom for lunch in a really nice café. I'd recommend it. See you soon.

Love Maria

1	A	Stream	8	Canal	C	Flood	Đ	River
2	A	sea	B	ocean	C	lake	D	waterfal
3	A	banks	В	shores	C	beach	D	coast
4	A	wood	В	forest	C	rainforest	D	timber
5	A	sand	В	soil	C	dust	D	mud
6	A	little	В	shallow	C	narrow	D	gentle
7	A	mountain	8	cliff	C	hill	D	cave

)) Vocabulary note

Some words can have more than one meaning, and the second meaning can often be idiomatic: *I've got a mountain of work to do.* = a lot of work *There was a flood of applications for the job.* = suddenly a large number of applications

	Climate and weather		
3.	Read these sentences about two different clima picture B in 1.1. Write A or B next to each one.	tes. (iuess which are about picture A and which are about
1	It is always hot and humid. B		
2	Summers are mild and wet.		
3	As it's near the Equator, there is little difference in te	mper	ature between the warmest and the coolest months.
4	Rain falls nearly every day and there is no dry season	4	
5	In winter the temperature drops to below 0°C.		
6	In the rainforest, the morning of almost every day be	gins v	rith a clear blue sky.
7	The area is often cut off because of snow.		
8	By mid-afternoon every day there are sudden hard do	wnpo	urs and thunderstorms are common.
9	The heavy snowfall in winter attracts skiers and touri	sts.	
10	It can rain heavily in July and August during the mons	oon.	
11	The temperature at night is 20°C–25°C but during the	day i	t rises to above 30°C.
12	Skies are often cloudy in the mountains, whether it is	sumi	ner or winter.
	Check your answers and then put the sentences int keeping the sentences in the same order as in 3.1. Picture A: Summers are mild and wet. In winter 1 2 Listen to a description of the climate in and	Join s 	ome of them with <i>and</i> and <i>but</i> . Use your notebook.
3.4	4 Using 3.1–3.3 to help you, write a description of th	e clin	nate in your country in your notebook.
4.	COMMON EXPRESSIONS Each of these sentences i sun or wind next to each one.	s abo	ut different weather conditions. Write rain, snow/ice,
1	I nearly fell over because the path was slippery.	7	My feet were soaked because I trod in a puddle.
2	There was a strong breeze coming off the sea.	8	They couldn't get home because of the blizzard.
3	The heatwave went on for weeks	9	The gale blew the tree down
4	We got caught in a shower	10	It poured all day
5	They had fine weather for the match	11	The ground was covered in frost
6	The lake was frozen so we went skating,	12	The hailstones were as big as golfballs
4.	2 Underline the words which helped you to decide a	nd wr	ite them on a word tree – see pages 2–3.

5 WORD BUILDING Make the weather nouns below into adjectives. Be careful with spelling.

wind

rain

dust

sun

fog

ice

breeze breezy

storm cloud

Exam practice

READING Part 2

You are going to read a magazine article about a mountain in Africa. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap. There is one extra sentence which you do not need to use.

Exam Tip



In the exam, seven sentences will be removed and the text will be longer. Both vocabulary and grammar help you decide where to put each sentence.

nere is	One extra sentence which you do not need to ass.
On a light,	clear day Mount Kilimanjaro is visible from Nairobi. However, when the sun is low and the clouds the enormous, snow-capped peak appears to be floating in space.
Kilim temp	anjaro is 5895m above sea level and is on the equator. 2 They'll start in tropical peratures, go through milder weather to high alpine desert and then permanently snow-capped nits.
With	ite its tremendous altitude, it is possible to get to the top without any technical climbing ability. its accessible slopes, abundance of porters and relatively mild climate, the trek to the summit is idered a moderately easy climb in mountaineering circles. 3
frien until Ever Be a of the in At	They will take home memories of colourful scenery, stunning natural beauty, warm and idly locals and a unique sense of isolation. This last impression is reinforced when they realise that more than 100 years ago, nobody had ever climbed this vast volcano. since Hans Meyer's first ascent in 1889, more and more people have tackled the mountain. 5 ware of the scenic variety, remoteness and popularity of each option, but most importantly, be aware the degree of difficulty. The ascent is a gruelling but wonderful trek with magnificent views, unmatched frica. Whichever route you opt for, to make the most of it walk slowly with your eyes open. Then you'll be home with something far more valuable and important than a summit certificate.
I Tho	se who do so will be rewarded by what they see.
As a	a result of this, trekkers will go through several different climates in the course of only five or six days.
Eve	n so, surprisingly few people make it all the way there.
This	s is the most difficult path to follow.
26 3.50	wild like to join them. It's assential to salest the foule that is most appropriate for you

SPEAKING Part 2

 Look at the photos in Exercise 1.1 again and think about your answers to these questions.

Anat can you see in each photograph?

anat is different about the two places?

What season do you think it is? What is the weather like?

At such times, that kind of beauty appears almost supernatural.

What would you enjoy about each place? What would you find difficult?

Exam Tip (also see speaking checklist on p. 99)



Compare the two photographs but also be ready to give your own opinions.

Practise speaking for a minute about one of the photographs. Record yourself and then listen.

Try to improve what you said.

3 Sound waves Music, sounds

Music

1.1 How musical are you? Read the questions and answer them.



- 1 Are you musical? Yes / No
- Do you come from a musical family? Yes / No
- Can you play a musical instrument? Yes, I play the / No, I can't
- Have you ever sung in a choir? Yes, in the past /
 Yes, and I still do / No, never
- Do you ever go to concerts? Yes, frequently / Yes, occasionally / No, never
- How often do you listen to music? As often as I can / Quite often / Hardly ever / Never
- 1.2 ® 3a Now listen to a woman talking about music. Mark the answers she would give in a different colour.
- 1.3 Listen to the woman again, and then practise speaking for one minute about yourself, using the questions and answers you gave in 1.1 to help you.
- 2.1 Read the music reviews below. Match the kind of music and the review.

rock pop classical world music

Having produced an **album** of African rumba tunes the group have now turned to Cuba for inspiration. But instead of using the original Spanish **lyrics**, they've added their own. The rhythm and lead guitars and the variety of voices and crisp arrangements effectively maintain interest. A brilliant addition to their repertoire.

This album is built around the work of legendary **composer** Johnny Mercer, whose songs defined much of 20th century music and went to the top of the charts. Yet **fans** of his work may be surprised by these arrangements. **Old favourites** with **catchy tunes**, from the 50s to the 80s, are effortlessly transformed into the **band**'s own **distinctive style** with some very pleasing **harmonies**. Buy this one for your collection!

This is much better than their first album, and nothing here is a **cover version**. Some of the **tracks** feature heavy metal guitar solos, and the drums are alive with rhythm. A marvellous album that gets better with every listening.

This is an album of Argentinian chamber songs, written in the early 1900s. There's everything here from a beautiful **duet** to a passionate tango. It's all beautifully performed, superbly recorded and packaged with an imagination and care that does the designers credit. Fantastic.

3

ryone likes cular singer or group song of this lively at everyone will these songs are developed their own lelp' is real magic. ch person describing?
ryone likes cular singer or group song of this lively at everyone will these songs are developed their own lelp' is real magic. ch person describing?
cular singer or group song of this lively at everyone will these songs are developed their own lelp' is real magic. ch person describing?
of this lively at everyone will these songs are developed their own lelp' is real magic.
of this lively at everyone will these songs are developed their own lelp' is real magic.
of this lively at everyone will these songs are developed their own lelp' is real magic.
of this lively at everyone will these songs are developed their own lelp' is real magic.
these songs are developed their own lelp' is real magic.
these songs are developed their own lelp' is real magic.
these songs are developed their own lelp' is real magic.
these songs are developed their own lelp' is real magic.
these songs are developed their own lelp' is real magic.
I a sa da da mana astro
complete it correctly,
) phone
)
) M
)
) (## /
) /
) (BCC

Sounds

5.1 Look at the words in the box. They each describe a sound. Many of them sound like the noise they are describing. Now listen to the recording and match each word to a sound.

r	oar crash	hís	s howl	bark	grunt	splash	bang	creak	hum	whistle	croak
1		7				U) v	ocabula	ry note			
3		8					any of the fferent co		ve can be	used in a ra	nge of
4	************	10								at the moon. sed she had lo	st her
5	***************************************	11	***************************************			fa	vourite toy	/.			
6	***************	12	***************************************			As	the storm	struck, the	wind how	vled through	the trees.

5.2 Complete the sentences by matching the beginnings (1–10) with the endings (A–J).

- 1 I tried to speak to Time
- 2 As we entered the factory
- 3 As Peter fell head first into the lily pond
- 4 I had almost lost my voice
- 5 I knocked over the enormous vase
- 6 When we walked through the harbour
- 7 My legs were stiff when I stood up
- 8 I opened the bottle
- 9 The PE instructor was very strict
- 10 When the villain walked on to the stage

- A the wind was whistling through the sails.
- B and my knees made a strange creaking sound.
- c and the cork flew out with a loud bang.
- D and he barked out his orders to his pupils.
- E we could hear the hum of machinery.
- F the audience hissed its disapproval.
- G there was an impressive splash.
- H but he just grunted and wouldn't reply.
- I and when I tried to speak I just croaked.
-) and there was a deafening crash as it shattered.

5.3 Use these words to create the sound effects in the paragraph below.

whistling	creaking	barking	howl	crash	hum	bang	grunted	hissed
Somet	hing had wok	en me. I coul	d hear a d	og (1)	barking		Vocabular	y note
traffic someo	on the motor ne (3)	the continuou way. I heard itsoft There was a si	t <mark>again. It</mark> tly outside	was the so	ound of ow, trying			words is a good way to add story or description when g.
ladder on the the voi	hit the wall. rungs as som ice (6)	I heard the (5 eone came up , ur) . 'Pst M gently. 'I	oi elanie are am now,' I	f footstep: you awak	5		
Sudde	nly there was	, grumpily. I a loud (8) of pain as my		and a				
below.		or pain as my	DIE DIOCI	ici mic the	5431163			

Exam practice

USE OF ENGLISH Part 2

For questions 1–12, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.

Exam Tip



Read the text first to get a general impression of what it is about.

was awakened (0)birds singing. It was half-past four (1) the morning and the first time my sleep
ever been disturbed by birdsong. I lay there listening (3) these sounds which both are and are
act music. Light came quickly and my room filled with (4) much song that at six I couldn't stay there
forger but had to get (6)
was on the big lawn and in the middle of it two green birds (7) long beaks and red stripes on their
heads (8) searching for food in the grass. They looked up, but otherwise took (9) notice of me as
ressed along the sandy path. Walking softly so (10)not to disturb the birds, I made (11) way
mards the shrubberies I had only glanced (12) the day before.

WRITING Part 1: email

The have received an email from your Englishmeaking friend, Sam, who is helping to organise a music festival. Read Sam's email and the mates you have made. Then write an email to Sam, using all your notes. The your reply in 120–150 words.

Exam Tip (also see writing checklist on p. 100)



Make sure you read the rubric, the email and the four notes before you plan your writing.

From: Sam Martinson Sent: 4th April Subject: Music Festival I'm really glad you want to take part in the music festival in July. Could you Just give me some more info? The festival lasts for five nights and I'm trying to arrange the programme, so could you tell me something about the kind of music your band plays? The other thing I'd like to know is whether you'd prefer to play on the first night of the festival or the last. Say which And where do you and the band want to stay? We're going to camp at the and why festival, so do you want to do that too? No. because Reply soon Sam

Highs and lows Feelings, adverbs and adjectives

	-			li	322		22
- 1		(CA	63	11	n	ø	c
	-	No.	Sec.	5.1		-	-

		team play? Why? natch?				
		ing of the adjective f you need to. Dra				
	confident disap	pointed embarr	assed excited	guilty jealou	s proud relaxe	ed upset
	Now listen to N	ick continue his s	tory. Choose thre		m the list to desc	
the en					to those in the ta	ble below.
the en	the email below. them in the corre		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Antipath (galax	
the en			frightened	pleased	worried	

000

Hi Helga

I want to tell you about last Saturday when I went to the seaside with my friends. I was really glad that they phoned me because I was feeling fed up so I was relieved to have something to do. But when we got to the seaside I realised they wanted to spend their time at a theme park and I'm scared of going on the big rides. I got cross with them because they hadn't told me. In the end they persuaded me to try. As I sat there waiting for the first ride to begin, I could feel my heart beating fast and I felt like screaming, but as soon as it started I forgot to feel anxious about it because it was fun. When I got off I was surprised to realise how much I'd enjoyed it and I went on all the other rides! Next time you must come too.

Love Tina

These words also have similar meanings to the underlined words. Put them in the correct column in 2.1. If you think there is a word in a column which is stronger than the others, underline it.

afraid astonished miserable furious

concerned terrified

delighted

Vocabulary note

We use **afraid** to make something negative sound more polite: *I'm afraid the train's already left*.

Look at the people in the picture. Do they feel the same as Tina in Exercise 2?

Write down as many adjectives as you can about how they feel.

They	look
They	seem



How would you feel? Tick the adjectives in the table in 2.1 which would describe your feelings on a funfair ride.

Complete these phrases from Tina's email.

I was really glad me

I was relieved something to do

Pm scared the high rides

1 got cross them

I forgot to feel anxious it

I was surprised how much I'd enjoyed it



Vocabulary note

If you are not sure if an adjective is followed by with, about or of, check in a dictionary and write down the whole phrase, not just the adjective.

Many feelings adjectives can also be followed by (that) + subject + verb or the infinitive (to):

Maria was sorry that she had missed the party. Maria was pleased to get the invitation.

Think about something you did recently, e.g. a sports match you played in, a place you visited, a party you went to. Choose two of the adjective phrases below and write a sentence with each one.

married about surprised that afraid of upset that pleased to annoyed with

extremely

Adverhs and adjectives

4.1 Tina said she was feeling miserable. We can change the meaning of miserable with an adverb, e.g. I'm very miserable or I'm quite miserable. Some adverbs are stronger than others.

STRONG: very LESS STRONG: quite

Add these adverbs to the table.

fairly really terribly

Error warning

Check your spelling of quite. Don't confuse it with quiet.

- 4.2 In spoken English, we often use a bit or so: I was so tired, I was a bit impatient. Add a bit and so to the table.
- 5 IDIOMS There are lots of different ways of saying we are happy or sad and many of them are idioms.

 Are these people happy or sad? Draw for happy or for sad.
- 1 I'm feeling on top of the world after my holiday.
- 2 She waved goodbye and then she burst into tears.
- 3 I've got the job so I'm thrilled to bits!
- 4 My sister's feeling sorry for herself because she lost her phone and can't afford a new one.
- 5 She's been walking on air ever since she met Mark.
- 6 You're full of the joys of spring today. Has your team won the championship?
- 6.1 WORD BUILDING Choose the correct adjective in each of these sentences and then finish the rules in 6.2.
- 1 I was really boring / bored on holiday. There was nothing to do.
- 2 Last night's show was really disappointing / disappointed we wasted our money.
- 3 We were very surprising / surprised when we got to the hotel and it was closed.
- 4 Tom was so exciting / excited when he received your letter with the good news.
- 5 He hated talking in public so he felt very worrying / worried about giving a speech.
- 6 Sourav gave me a ride on his motorbike. It was absolutely terrifying / terrified.
- 7 I didn't find the holiday relaxing / relaxed because my friend wanted us to go out all the time.
- 6.2 Put -ed or -ing in the sentences below.

 Adjectives ending in describe a feeling.

Adjectives ending in describe what caused the feeling.

6.3 Complete this table.

Noun	fear	amazement	етвакасьный	plaasure	annoyance	excitement
Verb		amaze	embarrass	please	and it	excite
Adjective	frightening frightened		embarrassing embarrassed	pleased pleasing	annousing annousing	exciting excited

Noun	depression	anger	pride	anxiety	misery	
Adjective		angry	proud.	anxious	nuspilable	jealous
			1			

Exam practice

LISTENING Part 1

- Listen to the recordings and choose the best answer A, B or C.
- You overhear a woman telling a friend about a conversation she had with her parents. How did her parents feel about her news?
 - A furious
 - B astonished
 - C pleased
- You hear a man talking about an activity holiday he went on. How did he feel at the end of it?
 - A annoyed
 - B relieved
 - C upset
- Listen agaln.

Exam Tip



Listen carefully for words which mean the same as the questions, e.g. if *frightened* is in the question you might hear *scared*, *afraid* or *terrified* in the recording.

USE OF ENGLISH Part 3

For questions 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Exam Tip



Sometimes you have to make a word negative.

emotion and it can make people behave
■ totally (1) ways. It can of course have a
woe (2) of causes and some people feel jealous more
y than others.
that your team didn't win the
and you can't bear to watch the other team receive the
The acceptable response is to offer them your (5) and
not to show your jealous feelings.
amousy may also have its origins in other more (6)
mounstances such as a friend getting a job you wanted yourself.
should not show your (7) as this can make you look
small-minded. If you do express your views, it will
(a)for the other person, who can't do anything about
success, and you may even lose a friend unless you (10)
merediately.

CONFUSE EXPECT VARY

DISAPPOINT CHAMPION CONGRATULATE

PERSON

ANNOY REAL EMBARRASS APOLOGY

PRITING Part 2: story

teacher has asked you to write a story for international magazine. The story must begin the following words:

was absolutely furious when he saw what soing on outside his window.

120-180 words.

Exam Tip (also see writing checklist on p. 100)



Think about what will happen in your story. How do the characters feel? How will the story end?

5 Looking back The past, time

The past

- 📗 1 🕺 When did these events happen? Match each event (1—8) with an appropriate time expression (A—H).
 - 1 The Beatles pop group played together
 - 2 Vaccinations were not invented
- 3 Humans started painting pictures in caves
- 4 Dinosaurs lived on earth
- 5 The first helicopter was flown
- 6 The Great Wall of China was built
- 7 Nelson Mandela became president of South Africa
- 8 The first man went into space

- A millions of years ago.
- B in the 1940s.
- c from 1960 to 1970.
- D in 1961.
- E about 30,000 years ago.
- F until the eighteenth century.
- G more than 2000 years ago.
- H towards the end of the 20th century.
- 2.1 Look at the two photos below. Where do you think they are?





- 2.2 6 5a Now listen to a student talking about the two photographs. Complete the gaps with his answers.
- In the first picture there's a very ... old wall ... and in the second there are some ... cave paintings
- 2 The are older than the
- 3 The wall was built about
- 4 The paintings were done
- 5 The wall is in and the paintings are in
- Now listen to the student talking about these questions and note his answers.

 What is the oldest thing you can see in your country?

When was it made?

Check your answers, then answer the two questions about your own country.

Read this text and choose the correct words to complete it.

Prehistoric Britain

We have archaeological (1) <u>evidence</u> / facts of people living in Britain dating back to about 10,500 years ago. This period is known as prehistory, and there are no written (2) <u>catalogues</u> / <u>records</u> which go back this far. The (3) <u>population</u> / <u>community</u> of Britain must have been very small in prehistoric times. Historians have no precise (4) <u>scores</u> / <u>figures</u>, but they think that there were no more than a million (5) <u>residents</u> / <u>inhabitants</u>. These prehistoric Britons belonged to different (6) <u>tribes</u> / <u>dynasties</u> and spoke a number of different languages. All of them are the (7) <u>ancestors</u> / <u>descendants</u> of modern British people.

They survived by (8) hunting / chasing animals and gathering berries and fruit in the wild. About 2,750 years ago people in Britain began to lead a more (9) settled / seated life and farming techniques improved. People began to grow crops and keep animals to provide them with the (10) goods / produce they required such as meat, wool and milk. They also made (11) tools / machines out of iron, and this period is known as the Iron Age. The people of this time built huts to live in and had quite sophisticated (12) beliefs / opinions. We know that they had a strong tradition of telling (13) histories / stories orally, but they left no trace of a written language behind. It was only when the Romans (14) invaded / attacked Britain just over two thousand years ago that the written word arrived.

Error warning

History means all the events that happened in the past:

She's studying for a degree in ancient history because she's fascinated by it.

A story is a description of real or imagined events, often told to entertain people:

The story is about three boys who explore an old castle.

word Building 💯 Complete the different parts of speech. (Sometimes there are two nouns.)

Youn	history	prehistory	archaeology	evidence
Noun (person)	historian			
Idjective	historical			
Rerb.	populate	civilise	invade	reside
Roun	population			
Houn (person)				
Resb	inhabit	descend	believe	survive
Woun				IIIO
Noun (person)		A Strain		
Youn	discovery	abolition	cause	
Tierb	discover	ly Lymphed		245
Words .	invention	colonisation	introduction	146
NA.				

Error warning

Historic means important (or likely to be important) in the past: a historic building, a historical means connected with the study or representation of things in the past: a historical novel, historical documents

Now do a mind map with the headings History, Prehistory and Archaeology to help you remember the vocabulary. See pages 2–3 for an example.

Time

4.1 Choose the correct answer.

- 1 Several years have spent / passed since I saw Jenna.
- 2 School music lessons usually last / pass an hour.
- 3 If I travel during the rush hour, it lasts / takes me an hour to get to work.
- 4 The talks went on for / spent three days, but no decisions were reached.
- 5 I spent / lasted three hours writing the report for today's meeting.

🚺) Vocabulary note

We use **last** to say how long something goes on for: *The film lasts an hour.*

If you **spend** time doing something, you do it from the beginning to the end of the time: *He spent all* day planning the trip.

The verb **pass** means that time has gone by: Several weeks have passed since I saw my sister. If something **takes** time, you need that amount of time to do it: It may take us several weeks to get back.

4.2 Answer these questions by writing a sentence about yourself in your notebook.

- How long does it take you to fly from your country to London?
- 2 How long does summer last in your country?
- 3 How many years have passed since you left primary school?
- 4 How long have you spent studying English today?
- 5 How long does it take you to get from home to work / college every day?
- 6 What's the longest film you've ever seen? How long did it go on for?

5 🖟 COMMON EXPRESSIONS What is the difference between the expressions in A and B?

- The party started at eight, and we arrived on time.
 - B We arrived at the party in time to see Diana cut her birthday cake.
- 2 A I have a lot of time for Anna because she's always so pleasant and helpful.
 - B I have no time for Lisa she's always rude and negative about everything.
- 3 A I spent three hours walking around the gallery and the time flew!
 - B I spent several hours at the airport just killing time.

6.1 Choose the correct answer to each question.

- Do you usually arrive on time for lessons? —
- Do you get home in time to eat with your family?
- 3 Who do you have a lot of time for?
- 4 Who do you have no time for?
- 5 Does time fly when you read a book?
- 6 When did you last have to kill time?

- A After I missed my train home.
 - B People who are always grumpy.
- C Of course I do!
- D My sister she's important to me.
- E Yes, we always have a meal together.
- F Always, I don't know where it goes.

Exam practice

USE OF ENGLISH Part 1

questions 1-12 read the text below and decide which answer (A, B, C or D) best fits each space.

THE FIRST PEOPLE

the arrival of the first modern humans to the beginning of recorded history is a (0)..... of about 100 centuries, 400 generations. We know very little about what (1)..... at this time because these (2)..... people left no written cords of themselves. What we know about them comes from the (3)..... archaeologists have found at different

brow that throughout prehistoric times there were many small-scale societies, and a lot of different (5)..... living British islands. These groups were often in (6)..... with their neighbours and frequently attacked each other. also had contact with peoples in other parts of Europe and (7)..... trade with them. The many objects found in and burial chambers (8)..... this.

first written accounts of Britain (9)..... from the time when Julius Caesar invaded Britain just over two thousand (10)...... The Romans did not colonise the islands of Britain to any significant extent. To a population of about million, Caesar's army and administration (11)..... only a few percent. The towns and villas of the new Roman were nearly all built by wealthy people from the British islands who later became Roman (12)......

0	A	spell	В	term	C	period	D	stretch
-		went on	В	passed out	C	went through	D	passed by
2	A	elderly	В	ancient	C	antique	D	old
3	A	marks	В	proof	C	evidence	D	signs
4	A	sites	В	positions	C	settings	D	grounds
s	A	families	В	dynasties	C	tribes	D	classes
s	A	contest	В	fight	C	battle	D	conflict
8	A	did	В	had	C	made	D	kept
8	A	try	В	prove	C	test	D	check
9	A	belong	В	exist	C	begin	D	date
ä	A		В	previously	C	since	D	earlier
	A	grew	В	increased	C	added	D	raised

Exam Tip

tenants



If one answer 'feels' right, trust your instincts! If you are unsure, try to work out which answers are wrong. See what is left, and if you are still unsure, guess!

MIRITING Part 2: article

residents

have seen this announcement in an international student magazine.

inhabitants

Articles wanted!

EMMOUS BUILDINGS

the re doing a series on famous historical buildings. Could you about a famous ancient building in your country? If so, and tell us where it is, what it's called, and something about it. The best articles will be published.

Exam Tip (also see writing checklist on p. 100)



Give your article a title and try to make it lively and interesting.

Test One (Units 1-5)

Choose the correct letter: A, B, C or D.

		1 1 1-14-0	
She hurst into	when she o	pened the letter.	B topic
A crying	B sadness	· C misery	D tears
A Crying			way might fall
Don't stand too II	ear the edge of the	because	you might tott.
Don't stand too ii	B valley	C cliff	D sittle
A peak			i-khour'e name
T fall autromaly	when I co	ouldn't remember m	y neighbour 3 name:
I left extremely	B embarrassment	C embarrass	D emparrassing
A emparrasseu	D CHIDOLINA	THE PERSON	***
v for etring in	struments so the	is my favo	urite.
I breter string in	B saxophone	C cello	D drum
A flute	B 30xophone		he hought me
مسامرا بسم	with me who	en I told him I'd los	t the camera he bought me. • furious
My dad was	B guilty	C worried	D turious
m. J. 1	vas the capital of Brazil	182	2 to 1960.
6 Rio de Janeiro v	B in	C on	D from
A until	_ ,		
to a fac	away to make	what the sig	n said.
7 We were too rai	B into	C out	D up
A for	B tileo		
	bikes because the hill w	as too	to cycle up.
8 We got off our	B steep	C straight	D tall
A high	P 2fach		7.
11.	the stand up so two men (carried him off the	football pitch on a D stretcher
9 Mickey couldn	f 20and oh 20 the men.	C ambulance	D stretcher
A trolley	B surgery		
	curnrised W	hen we realised the	hotel didn't serve food. D fairly
	- 1 to Sui bi isco in	C so	D fairly
A quite	B bit		
	hard the an east and	fat in my diet becau	use they're not good for me. • B gone
11 I've	down on sare and	C got	D gone
A cut	B put	4 8-	
		stane because the s	kies were D clear
12 We had a per	fect view from the aerop	C open	D clear
▲ emptV	B Cloudy		
	vere playing with lander	in the water with	a huge
13 The ball we w	vere playing with lander	C bang	D howl
A crash	B splash	C Dalig	
		sauce of the wet we	eather.
14 The path was	s verybe	C sandy	D dusty
A stony	B muddy	C Salluy	
26 36007			

	I haven't done a	ny sport this week be	cause I'm feeling a b	it off				
	A shape	B colour	C fitness	D sorts				
15	The crowd	as the team	came onto the nitch					
	A roared	B grunted	C hummed	D barked				
120	There is	that people liv	ed in eastern North A	America at least 50,000 years ago.				
	A belief	B evidence	C opinion	D fact				
12	I'm really	of my son wh	n wan first arize in ti	he art competition				
	A pleased	B proud .	C delighted	D happy				
13	I put on lots of e	xtra wł	nen I stonned walkin	g to work				
	▲ weight	B strength	C energy	D exercise				
	The last track on	this is	the best one					
	▲ solo	B duet	C album	D sincle				
	The second	- cuct	C dibuiii	D single				
2	I was trying to be	e very quiet but the do	00°as	I opened it				
	A hissed	B creaked	C whistled	D croaked				
				The state of the s				
12	People can	by eating be	rries and fruit.					
			C inhabit	D cîvilise				
	There has been a decrease in the of Italy during the last five years.							
	residents	B people	C population	D community				
34.	I took the	which the doc	tor gave me to the ol	harmacy and got some medicine.				
	A thermometer	. B recipe	C vaccination	D prescription				
13	something.	wo hours on the inter	net last night looking	for a cheap holiday before I eventually found				
	▲ passed	B spent	C took	D lasted				
	Paula couldn't he	lp feeling	before her driving	g test, as she really wanted to pass.				
	A anxious	B disappointed	C ashamed	D relieved				
	The	. of the singer's latest	song are about her	childhood				
	A lyrics	B instruments	C tunes	D harmonies				
	The rain was an							
7	A long	we were						
	A long	B strong	C deep	D heavy				
25)	There are lots of n	nountain	which flow into the	e River Colorado.				
	A streams	B floods	C lakes	D canal				
	I've always enjoye	d reading	novels because t	hey bring the past to life.				
	A ancient	B antique	C historical	D historic				
			- motoritest	e marnic				

Getting the message across Advertising, computers, telephoning

Advertising

- Match these different ways of advertising (1-5) with their dictionary definitions (A-E). Which one can be either written or spoken?
- catalogue
- 2 commercial break 3 mailshot
- 4 poster 5 slogan

- noun a short, easily remembered phrase used to advertise an idea or product.
- noun a large printed picture, photograph or notice which you stick or pin to a wall or board.
- noun a short period of, advertisements between TV or radio programmes.

- noun a list, usually in the form of a book, of things you can buy, often by mail order.
- noun the posting of material to a lot of people at one time.
- 2.1 Read advertisement A and decide which of these slogans best matches the content.

An island with something for everyone

An island looking to the future

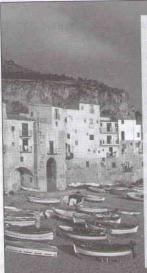
B

Come to Sicily and experience its amazing colours, stunning landscapes and delicious, healthy food. Visit the city of Catania, which is a perfect combination of spectacular 17th century architecture, lively nightlife and musical traditions.



Relax on fine, golden, sandy beaches watched over by Europe's biggest active volcano, Mount Etna.

Last but not least, enjoy the wonderful flavours of top-quality products such as olives, pistachio nuts, honey, vegetables and dried fruit.



Come to Sicily and experience the bright colours, beautiful landscapes and tasty food.

Visit the city of Catania, which is a combination of 17th century architecture, busy nightlife and traditions. Relax on the nice beaches watched over by the volcano, Mount Etna.

Last but not least, enjoy the good flavours of products such as olives, pistachio nuts, honey, vegetables and dried fruit.

2.2 Now read advertisement B and compare it with A. Underline the differences.

2.3 Complete the table with the words used in the adverts to describe the nouns. Which advert most makes you want to visit Sicily? Why?

	Advert A	Advert B		Advert A	Advert B
Colours: Landscapes: Food:	amazing		Traditions: Volcano: Beach:	Parkers Sand	d property of
Architecture: Vightlife:	Secretary of		Flavours: Products:		

13.1 Advert A uses the phrase perfect combination. Tick five adjectives in the box you could use instead of perfect. Why did you not choose the others?

agreeable extraordinary fantastic magical nice pleasant remarkable unique

- 3.2 Some of these sentences should contain only instead of unique. Correct them.
- I'm the unique person in my class who has been to Alaska.
- This sculpture is unique and that's why it's so valuable.
- This is the unique opportunity I have to see this film.
- The band produces a unique combination of sounds on this track.

Error warning

Both unique and only mean 'the only one', but unique is used for something very special or unusual: This recipe is unique because I invented it myself.

13.3	Complete this advert with information about your country. Try to use the adjectives from 2.3 and 3	3.1.
------	--	------

Come toa	nd experience its	, and
Fisit the city of	which is a perfect combinat	tion of and
₹8.0x	***************************************	77000-700-744-7-11
Enjoy		

Land 1 Read these phrases from a radio advert. Decide which word best fits each gap.

- Direct Books has a special .A. just for you.
 - A offer
 - B advertising C publicity
- We're giving you a unique to save money.
 - A possibility
- **B** occasion
- C opportunity
- We're offering up to 40% selected books.
- B lower
- you pay is the price of your books.
 - A Only
- B All
- Postage and packing is free.
 - A extremely
- B very C absolutely
- You'll receive a free mystery gift worth at £5.
 - A least
- **B** less
- C most

- To advantage of this offer, put your order in now.
 - A make
- **B** take
- C have
- 8 It's only for a period.
 - A limited
- B little
- C reduced
- We also offer a allowing you to return any book within seven days.
 - A compromise B protection
- **C** guarantee
- 10 We will give you a refund.
 - A sufficient
- B full
- 11 If you're looking for a book, please contact us.
 - A particular
- **B** personal
- C peculiar

Computers

5 Read the text from Direct Books' internet website and put the correct word in each gap.

Nouns: bestsellers basket home page keyword password support

Adjectives: online secure Verbs: browse click enter sign

4 D C +	- Q-
Search	You can (1)browse for books under the main subject categories. Look for a specific book using the search boxes on the (2)
Order	Ordering from directbooks.co.uk is (5)
	your account number (10) so that you don't have to (11) your personal and credit card details every time.
Help	Click help on our website or call 0845 678944 for customer (12)

Telephoning

- 6.1 Call sometimes means 'to phone' and sometimes means 'to visit' (usually a short, spontaneous visit). What does call mean in these sentences? Write phone or visit next to each sentence.
- 1 I'll call on Paolo next time I pass his flat.visit....
- 2 Don't forget to call when you get there.
- 3 I'll call in when I have time.
- 4 She called Alan back but he'd already sold the ticket.
- 5 We called by but you were out.
- 6.2 PHRASAL VERBS Put the correct word in each space to make a phrasal verb.

away for off out over

- 1 Shall I callfor... you and then we can go together?
- 2 I didn't notice Suzi until she called my name.
- 3 The match was called because of bad weather.
- 4 He was called on business.
- 5 I called Jon because I wanted to introduce him to my friends.

7.1 6b Listen to Tanya's messages. For each person choose the best answer A-F.

Which person 1 Lara tried to speak to Tanya yesterday? 2 Mum has hardly any credit? loe got a wrong number? С Sarah D couldn't get a signal? Dad E will ring again? Peter will send a text message?

- 7.2 PHRASAL VERBS Put a verb in each gap to make phrasal verbs from the recording in 7.1.
- 1 ...hang.. up = put the phone down
- 2 through = be connected
- 3 up = call or phone
- 4 get off = lose the connection
- 5 up = answer
- 6 back = return a call

Error warning

We make a phone call NOT do a phone call.

Exam practice

WRITING Part 2: essay

 Read a model answer to an exam question. Underline the advantages and disadvantages the student mentions.

What are the advantages and disadvantages of computers?

The main advantage of computers is that it's easy to find out information like how to travel somewhere. This means that people don't need to look in books or newspapers. However, there is sometimes too much information available. Also, when we read facts on the internet, we don't always know what is true.

A further disadvantage is that people throw their computers away after a few years. This results in a lot of waste. There are a number of advantages for children such as being able to play games. In addition, they make learning more fun. But this leads to children spending too much time on the computer.

It is easier to stay in touch with friends by email and another advantage is that you can send photos. But people send emails rather than talk to each other. I sometimes think people rely on computers too much and if a computer goes wrong, for instance in a hospital, it might be dangerous.

In conclusion, I think computers improve our lives in lots of ways and the advantages are more important than the disadvantages.

Look at the groups of words and expressions below. They are all from the model answer. Find them and highlight them. Which group of words and expressions is used ...

to explain something? to give an opposite opinion? to introduce the next argument? to give examples?

- A ... such as ..., ... like ..., for instance ...
- B However, ..., But ...
- C This means that ... This leads to ... This results in ...
- D The main advantage of ... is that ... In addition, ...

A further / Another advantage is that ... There are a number of disadvantages of ... Also, ...

Write an answer like the one above to the following exam question. Use the words and expressions you have learnt.

war've had a discussion in your English class about the use of wabile phones. Now your teacher has asked you to write an assay answering the following question.

what are the advantages and disadvantages of mobile phones?

Gree between 120 and 180 words.

Exam Tip (also see writing checklist on p. 100)



Don't forget to come to a conclusion at the end of your essay.

SPEAKING Part 4

Think about these questions.

Ic you take your mobile phone everywhere with you?

In people use mobile phones too much?

Pactise saying your answers aloud.

How important are computers to you in your daily life? What are the best and worst things about computers?

The world of work

Jobs, personal qualities, employment and unemployment

100	
	1 1/2

If you are looking for a job, some websites may help you. Here is a list of job categories on one website.
Which category would you click on if you were looking for the following jobs? Write them in the spaces.

4 > C +	↑ (Q+	1
Construction	plumber	
Customer service		1
Emergency services		١
Health		
Hotel and catering		1
Information technology		ı
Legal		i
Leisure and sport		i
Scientific		

call centre manager chef
electrician firefighter
kitchen assistant plumber
lab assistant lifeguard
optician police officer
psychologist software engineer
solicitor

sales manager

2.1 Below are some adverts for job vacancies. Which job is each one advertising? Choose from the list below.

mechanic

You need to be efficient, wellorganised and self-motivated
and be able to work without
supervision. You should also have
good communication skills to
deal with our customers. Salary
is dependent on qualifications
and experience. Some training
is available.

If you would like a permanent job in a local hotel, then call 0987 864829 for an application form.

Temporary job available in a local store for a reliable and flexible person. Previous experience preferred but not essential as training can be given. You will be required to do shift work when the shop is closed (early mornings and evenings) and some overtime. Excellent wages for an honest hard-working person. Please contact James Havard to obtain an application form and a job description.

nursery assistant receptionist

Enthusiastic person required to join our team. We are looking for a dynamic, creative person. A full training programme will be given to the successful candidate so no previous experience with young children is necessary. Good rate of pay and possible promotion in the future. Further details and an application form are available from office@mpr.co.uk.

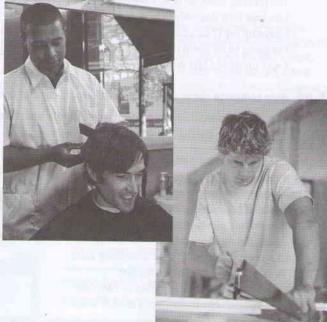
b 2	Answer these questions by choosing Job A, B or C a answers.	nd '	write the words from the adverts which give you the
	hich job is not forever? .B ord(s) in advert: temporary	4	Which job has hours which change? Word(s) in advert:
2 W	hich job is for a long time or forever? ord(s) in advert:	5	Which jobs needs you to get on well with others? Word(s) in advert:
-	hich job suggests you may get a higher position? ord(s) in advert:	6	
			1000
14.3	Each advert mentions how the person will be paid. definitions below.	Put	salary, rate of pay and wages into the
1	– an amount of money agreed for	a ye	ear and paid every month.
2	– usually paid every week, often t	for v	work which does not require a lot of qualifications.
3		l pe	hour.
ba i	Use the words in brackets to form a word that fits i	n the	gap.
	secretarial (4) (qualify) and am familiar w and I am (5) (rely), efficient and hard-work	an (2 or se ith d cing.	2) (apply) form. veral years and before that in an office. I have several ifferent computer programs. I enjoy working with people I have recently finished a (6) (train) course

Personal qualities

- Look back at 2.1 and underline the personal qualities needed for each job.
- Listen to the two people in the photographs talking about themselves. Which speaker does which job?

Speaker is a hairdresser. Speaker is a carpenter.

Look at the recording script and underline all the words which helped you to answer. Can you think of any more personal qualities useful for each job in the photographs?



Employment and unemployment

🏿 4 📳 Several things usually happen between seeing an advert and getting a job. Put these into the right order on the flowchart below.

Phone or email for an application form Accept the job offer See an advert Have an interview Email or post the application form Fill in the application form Receive a job offer See an advert. 5.1 COMMON EXPRESSIONS 67b Listen to some people talking about work. Write / for people who have a job and X for people who don't have a job. 2 3 4 5 6 7 5.2 Look at the recording script at the back of the book and underline all the words which told you whether the person was working or not. Two people decided to leave their jobs. What do they say? One person had to leave their job. What do they say? 5.3 Here are some sentences from the recording. Put work, job or career in each gap. Use the recording script to help you if you need to. I'm trying to change (1)as a teacher. I've just applied for a (3) at the theatre. I had a long (4) in the police force. I do four long days which is very hard (6) I gave up my (7)..... as a chef a year ago and I'm still out of (8) I'm going to do some unpaid (9) experience soon in an agency. I was promoted last week so that's very good for my (10) 5.4 Now complete these summaries with work, job and career. is a countable noun and is used to talk about something specific. is a countable noun which is used to talk about what someone chooses to do over a lifetime.is a verb or an uncountable noun which is used to talk generally about what someone does to earn money.) Vocabulary note Error warning It's a good job means 'it's lucky': Occupation is formal and is usually

It's a good job we didn't go to the concert because it was cancelled.

To do a great job means to do something well:

You've done a great job tidying the flat.

To work can also mean to operate or function:

The computer isn't working. I can't send an email.

only used on forms: I enjoy my job. NOT I enjoy my occupation.

Exam practice **

READING Part 3

You are going to read a newspaper article in which three people talk about their jobs. For questions 1–10, choose from the people A–C. The people may be chosen more than once.

started a company with others?

teels her private life might suffer from her commitment to her job?

s kely to do very well in the future?

seis that others don't always recognise her qualities?

says she values the input of others?

ras had varied experiences in one organisation?

*as not yet achieved her main ambition?

s not self-confident about her own abilities?

"ad the opportunity to carry out some research?

s hoping to improve the lives of others through her present job?

Exam Tip



In the exam there will be more to read and 15 questions. The words in the question are always different from the words in the text.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

A Carol Jackman, chef

eckman joined the restaurant, Cranberry, eight years ago as a waitress. She soon became restaurant manager before taking the big leap into the kitchen. After working under head chef and owner Peter Godden's guidance, she rose to become under-chef. She may be shy and modest (she says she still has a lot to learn), but with her fabulous technique, great organisational ability and impressive creative instincts, her boss says she should go far. During her time at Cranberry, she has also had two children and she feels they have benefited from seeing a mother getting pleasure from mer work.

3 Sarah Brookes, architect

Excises set up a business with two friends to design and build a community centre. They then won a competition run by the government to find out more about the effects of architecture on schooling. The firm is currently renovating a school relation. The design will allow flexible, adaptable classrooms and outdoor teaching. Brookes says they hope they will take a difference to the children's lives. Although there is no doubt about that, she worries that she doesn't always do well fitting her work and her children into her day and that she often puts work first.

Monika Myles, TV Director

whee worked as a TV director for four years, then went on to make some award-winning documentaries. She starts fining this week on a big-budget drama for TV but her eventual dream is to make a full-length feature film. She wants to make films that have a message at the end of them. Because she is small and young-looking, she says people initially are unsure about what she is capable of. But when she sees a script, she has a vision and is able to translate it into a moving image. She acknowledges the fact, however, that film-making is also about a team putting their heads together the create a piece of art.

Writing Part 2: letter

*ou have seen this advertisement for a job in your ocal English language newspaper.

■*rite your letter of application in 120–180 words.

Exam Tip (also see writing checklist on p. 100)

Semember to begin a letter of application with Dear Mr... or Mrs... or Ms... and end it with Yours sincerely.

WEEKEND WORK IN OUR COMPUTER SHOP

We want an enthusiastic English-speaking person to work in our computer shop at weekends.

- Are you interested in all types of computer games?
- Do you have good computer skills?
- Do you enjoy dealing with people?

Write to Mr Pitt, Manager of Computer Games, explaining why you would be suitable for the job.

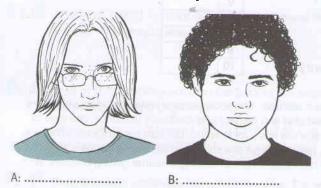
8

Everyone's different

Physical appearance, personality

Physical appearance

1.1 Listen to a conversation between two people. Which boy is Sam and which boy is Toby? Write the names below the pictures.



1.2 Look again at the picture of Sam and read this description of Sam's dad. Does Sam take after his dad? Underline the things which are similar.

Sam's dad has a thin pointed face and freckles. He's got straight brown hair but he's going bald. He's got pale blue eyes and a long straight nose. He doesn't wear glasses.

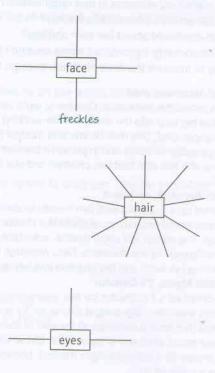
Now read this comparison.

Sam looks like his dad. They've both got freckles and the same shaped face. Their hair is similar although Sam's is fairer and thicker. Sam's nose is just like his dad's and they have the same eyes. They're very alike but Sam wears glasses.

1.3 Look at the picture of Toby and read this description of his mother. Underline the things which are similar about them and write a comparison like the one above in your notebook.

Toby's mum has got a round face. She's got long wavy hair which was dark but it's going grey now. She's got a small turned-up nose, large green eyes and quite full lips.

1.4 Write below the words used in 1.1 and 1.2 to describe someone's face, hair and eyes.



- 1.5 Think about yourself and your friends and add any other words you can think of.
- 1.6 Write sentences in your notebook like those in 1.2 and 1.3 comparing yourself with someone in your family or a friend.

(V) Vocabulary note

We can only use **take after** about people from the same family: Jessica takes after her mum.

We can use **look like** about anyone: Mark looks like John Lennon.

Personality

12.1 Here is a letters page from a magazine. Read the letters and choose the best word for each gap.

Dear Geri

because he's so (1) – he was really good at making up exciting games to play. But he didn't enjoy being in large groups because he was very (2) and he didn't like other children playing with us. He's a bit more (3) now so he's got more friends. But we had an argument the other day. I made a joke about his clothes and now he won't speak to me. He's much too (4) – it's really easy to upset him. I don't know what to do. Patrick

Dear Geri

I've only known Trina a few months. The best thing about her is that she's great fun to be with as she's always [5]...... She never seems to be in a bad mood. She's always got something to say — in fact, she's the most [6]..... person I've ever met. She never gets anxious but in some ways she's far too [7]..... about everything — she nearly always arrives late when we've arranged to meet. I don't really mind though. The only thing I don't like about her is that she can be [8]..... to other people — she sometimes makes fun of them. I want to tell her but I don't want to lose her as my friend. What shall I do?

	A	easy-going	В	thoughtful	C	imaginative
2	A	shy	В	selfish	C	thoughtless
3	A	nosey	В	sociable	C	bossy
	A	sensitive	В	sensible	C	sympathetic
Ξ	A	big-headed	В	cheerful	C	moody
1	A	talkative	В	generous	C	considerate
-	A	outgoing	В	lively	C	relaxed
Ē	A	impatient	В	unreliable	C	unkind

Error warning

Sensitive describes someone who is easily upset: *Tim cries if he hears a sad story. He's very sensitive.* **Sensible** describes someone who has a very practical approach to life: *Sam always has a bottle of water with him in case he gets thirsty – he's very sensible.* **Sympathetic** describes someone who understands other people's problems: *My teacher was sympathetic when I explained why I was late.*

Using these expressions from the letters, write two positive and two negative sentences about someone you know.

He's very/really He's so He's a bit He's much/far too She's never/always The only thing I don't like about her is that she The best thing about her is that she She can be

Match the adjectives in column A with their opposites in column B.

Column A	Column B
funny —	aggressive
generous	shy
gentle	big-headed
hard-working	rude
modest	lazy
polite	mean
self-confident	serious

3.2 Choose the correct adjective for each sentence.

- 1 After Steve won the prize, he became rather ...big-headed... and expected everyone to praise him.
- The people I met were very We were offered meals everywhere we went.
- 3 It's to walk into someone's office without knocking.
- She could be a really good musician but she's too to practise.
- 5 I saw a really film on TV. I couldn't stop laughing.
- 6 Animals are only towards people if they are frightened or hungry.

4.1 Some adjectives are missing from this personality quiz. Choose the correct word below.

t	oad-tempered	bossy	dishonest	moody	nosey
1	Are you people what		? Do y	ou like to	tell other
2	Are you other people		-	ou intere	sted in
3	Are you and miserable			ou happy	one day
4	Are you of the time?		? Do yo	ou feel an	gry a lot
5	Are you lies?		? Do yo	ou someti	imes tell

4.2 How many questions would you answer yes to?

Are these good or bad things about your personality?

Look back at all the vocabulary about personality. Choose some adjectives which describe yourself and write them in the table.

POSITIVE	NEGATIVE
	4

5.1 WORD BUILDING We can add a prefix to some adjectives to make an opposite. The most common prefix is *un-*. Others are *dis-*, *in-*, *ir-* and *im-*.

Put the correct prefix above these groups of adjectives.

			intermediate	
polite patient possible	popular kind imaginative sociable	considerate convenient expensive	honest satisfied	relevant responsible regular

Complete this rule.

...... is added to some adjectives beginning with p-...... is added to some adjectives beginning with r-.



(V)) Vocabulary note

It is possible to add the prefixes **un-** and **dis-** to some verbs (*unpack*, *unlock*, *dislike*, *disagree*) and some nouns (*unhappiness*, *disapproval*).

5.2 We can add -ful to some nouns to make positive adjectives meaning 'having': thoughtful, cheerful.

We can add -less to some nouns to make negative adjectives meaning 'lacking': thoughtless, friendless.

Add -ful or -less to the nouns below to make adjectives which fit in the sentences below.

C	care co	lour harm	pain	power	Lhank	grace	
1	We were	reallytha	ınkful	that we'd re	eserved sea	its as the hall w	as full.
2	That's the	e second walle	t you've los	t. Why are	you so		?
3	Water is a	a	liqui	d.			
4	The presi	dent is the mo	st		person in tl	ne country.	
5	My foot is	s still	1	rom when :	I hurt it las	t week.	
6	You can s	troke the pony	. He's quite				
7	I love wa	tching Mary da	ance becaus	se she's so	********	**********	
	= 3						

READING Part 1

You are going to read an extract from a biography about an actor called Maggie Smith. For questions 1–3, choose the answer (A, B, C or D) which you think fits best according to the text.

Maggie Smith is an extremely talented actor whose obsessive attention to detail in her performances carries over into photography sessions. She will not sit for photographs if she does not feel that everything is absolutely right. And if she can choose her photographer, it will usually be Zoe Dominic, who remembers Maggie cancelling a photo-call because she was dissatisfied with her earrings. With any other actor,' says Dominic, 'I would have forced the issue. But with Maggie I would never argue.'

Zoe Dominic finds Maggie a great subject and a great actress, who is above all physically funny: 'I've always found her hysterically funny. She has immense physical grace, which is why I like to catch her in action. On a bad day – and I try not to photograph her if she's unhappy, or not ready – she shrinks, in face and body. But when she feels good, and that's the ideal time to photograph anyone, she positively blossoms and she looks like a wonderful peach. Whether she's conscious of that or not I don't know. I wouldn't dream of discussing it with her.'

- 1 What do we find out about Maggie in the first paragraph?
 - A She likes to argue with her photographers.
 - B She prefers to wear a lot of jewellery.
 - C She is very careful about her appearance.
 - D She does not enjoy having her photograph taken.
- 2 What does Maggie's 'Immense physical grace' mean in the second paragraph?
 - A her way of moving
 - B her inner strength
 - C her height
 - D her sense of humour
- 3 What does 'that' refer to at the end of the second paragraph?
 - A Maggie's reactions are difficult to predict.
 - B Maggie often has bad days.
 - C Maggie is not easy to talk to.
 - D Maggie's mood affects the way she looks.

Exam Tip



The reading texts are longer in the exam and there are eight questions. There is often a question which asks you what something means or refers to.

USE OF ENGLISH Part 4

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

1 Marta has the same personality as her father, who is very outgoing and optimistic.

AFTER

Marta father, who is very outgoing and optimistic.

2 Tanya has such a good imagination that she can make up amazing stories.

Tanya that she can make up amazing stories.

3 My sister and I are completely different because she has dark hair and eyes.

I my sister who has dark hair and eyes.

Exam Tip



Check that the second sentence means the same as the first one.

Get active Movement, sport

Movement

dula 1	L.1 1 17	Look at th	nese verb	s of mov	ement. Which	h are fast	and which are slow?
	CHIL	walk	dash	rush	stroll	FAST	run
	stride	creep	sprint	crawl	wander	SLOW	walk

1.2 Who or what moves in this way? Complete the table with the verbs above. Some subjects match more than

an athlete	sprint, run	traffic	
a tourist	Evan-Tip	a burglar	
a baby		someone late for work	retroite at 2. S

- 1.3 Use one of the verbs above in the correct form to complete these sentences. There may be more than one correct answer.
- 1 Andrew crept into the house, trying not to wake the rest of the family.
- 2 She saw the bus in the distance and to the bus stop.
- 3is a good form of exercise for anyone of any age.
- 4 The athlete to the finishing line and broke all records.
- 5 Paul was a fast walker, and he was soon ahead of me.
- 6 We through the park, admiring the flowers.
- 7 He only had ten minutes to catch the bus, so he into the house, grabbed his coat and out again.
- 2.1 IDIOMS Look at these sentences which contain idioms with run. Try to answer these questions without using your dictionary.
 - 1 Do you ever eat breakfast on the run? Or do you prefer to sit down and eat at a table?
 - 2 Did you ever run wild as a child? Did your parents try to stop you?
 - Do feelings run high in your family when your national team is playing in a big international sports match? Do you shout and jump up and down?
 - 4 Do you run yourself into the ground when you're studying for an exam? Do you get very tired?
 - 5 Have you spent a morning running round in circles recently? Did you have a lot to do? Did you achieve anything?
 - 6 Is there a particular talent which runs in your family? For example, are several people in your family artistic or musical?

2.2 Now match each of the idioms (1–6) to one of the explanations (A–F).

- 1 do something on the run -
- run wild
- people's feelings run high
- run yourself into the ground
- 5 run round in circles
- run in the family

- A go from one generation to the next
- **B** make yourself tired by working too much
- c do something without stopping what you're already doing
- **D** behave in an uncontrolled way
- E be very active without succeeding in doing much
- F people are very excited

12.3 PHRASAL VERBS Thoose the correct phrasal verb in these sentences.

- If you criticise people, you run them down / run over them.
- If you encounter a problem, you run up against / through it.
- 3 When you meet someone unexpectedly in the street, you run into / over them.
- If you want someone to explain something to you, you ask them to run out of / through the details with you.
- 3 When children are very naughty, their parents run up against / out of patience.
- If you're very busy, you're always running around / down.

12.4 Complete these sentences so they are true for you.

- 2 I don't like running people down because
- : If I run up against a problem, I
- 3 If I run across a friend when I'm out shopping, I
- ≥ I ask someone to run through something again if I
- 5 I run out of patience very quickly when I
- 1 find I'm always running around when

Sport

13.1 Write the activities from the box in the correct column.

running	volleybatt	skating	GO	PLAY	DO
cycling jogging aerobics badminton skateboarding hockey table tennis sailing martial arts	judo yoga walking athletics skiing snorkelling baseball snowboarding surfing	squash rugby swimming climbing diving football gymnastics hiking ice hockey	running	volleyball	judo
					7000

3.2 TRUE or FALSE? Correct the sentences if they are wrong.	3.3 What do you call the people who play sports? Someone who goes running is a runner. Which of
1 Golf is played with clubs on a court.	the other sports in 3.1 add <i>-er</i> ?
2 You play squash on a court with a bat.	Someone who plays volleyball is a volleyball-
3 You play hockey on a track using a stick.	player. Which of the other sports add -player?
4 You go skating at a pitch, and take your skates with you.	What is the name of the person who does these
5 Tennis is played on a clay court or a grass court, but you always need a racket.	sports? cycling –cyclist
6 Good skateboarders use a ramp.	gymnasticsathletics
7 Baseball is played with a stick.	atmetics
8 Footballers wear boots on their feet.	
4.2 Now write four sentences in your notebook about do and what equipment you use. 5.1 COMMON EXPRESSIONS Complete these sentences w	t a sport you play. Say how you feel about it, what you
4 There heat the formula to the second AV	N 1/2 1 1 1 1 1 1 1 1 1
1 They the favourites in the second) Vocabulary note
Theybeat the favourites in the second round, and went on to the semi-final. After years of training, Alison finally her great rival in the final and the trophy. Peter a gold medal in the 10,000 metres, the world record by two seconds.	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess.
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess.
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second.
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. the cup.
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess his rival by a tenth of a second. nd to
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. Ind to
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. and to
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. Ind to
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. Ind to
round, and went on to	We use win for winning competitions and prizes: win a race, a semi-final, a cup, a medal, a trophy. We use beat for beating people and records: another team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess. his rival by a tenth of a second. Ind to

WIN	to be a winner = to be extremely successful to win someone round
BEAT	

USE OF ENGLISH Part 4

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

Exam Tip



You must always use the word in the same form as it is given.

The burglar quietly entered the house through the back window.

The burglar ... crept into the house ... through the back window.

1 It took John's boss a long time, but he explained all the details of the contract to him.

t took John's boss a long time all the details of the contract with him.

2 I tried to be the first in the bathroom this morning, but my sister got there first.

ried to be the first in the bathroom this morning, but my sisterit.

3 The builders faced many problems when they started laying the foundations of the house.

RAN

The builders of problems when they started laying the foundations of the house.

4 I think Susje inherited her musical ability from her mother and grandmother.

mink being musical family.

SPEAKING Part 2

Look at the two photographs. Think about vocabulary to describe them. When you are ready, take a minute to describe the two photographs.

what is the sport?

what's happening in the picture?

what are the people wearing?

What equipment are they using?

now are they feeling?

What are the differences between the two sports?



by Stisten to the model answer.



WRITING Part 2: letter

This is part of a letter you have received from your Canadian penfriend Michael. write a letter to Michael, giving him the information he asks for. Write 120-180 words

. so I need some information for the project I'm doing on sport. Could you write and tell me which sport is most popular in upur country and why? And what about you - do you like playing sport or watching it?

Inte soon,

Michael

My world Family and relationships, celebrations, friends

Family and relationships

1.1 Complete the sentences with the relationship words below.

colleagues cousins classmates sisters-in-law step-sisters penfriends neighbours Our mothers are sisters. We're ... cousins We share an office. We're My parents are divorced. My dad has just married Claire's mum. Claire and I are We had our wedding anniversary last week. We're I'm married to Mary's brother. Mary and I are We share a flat. We're We sit next to each other at school. We're We live next door to each other. We're

My sister has a son and a daughter. They're my

flatmates

..... and niece.

- We write to each other but we've never met. We're
- 1.2 People who belong to the same family are relatives. Look at 1-10 above. Which of the people are related to each other?

Error warning

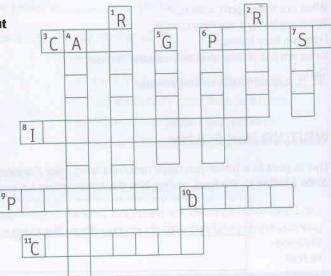
nephew

When we talk about how we feel about other people we can say we have a good or bad relationship: I have a good/bad relationship with my sister. NOT I have a good/bad relationship to my sister.

a married couple

Celebrations

2.1 Read the letters on the opposite page about two different weddings and put the missing words into the crossword.



Vocabulary note

We get/are married/engaged to someone. We get/are divorced from someone.

Dear Bill

I'm glad you got the [8 across] to my brother's wedding and that you're able to come. It will be a traditional wedding and will take place in the garden of the bride's family. The wedding [10 down] will begin with the groom arriving there on a horse. The [11 across] starts with the couple bowing to each other and to the [6 across]. You will have to be patient as there are no chairs! The bride and groom will both wear colourful, traditional clothes and all my relatives will probably wear traditional clothes too but the other [5 down] just dress smartly. However, don't dress too iriformally or wear black. After the wedding we'll go to a restaurant to have a traditional lunch. You can give the couple any kind of [9 across] but we usually give money. If you want to take [6 down] of the couple, you can but you shouldn't go too close.

Dear Satya

I'm so pleased you're coming to my sister's wedding in our village. She's getting marrried on the same day as my parents' silver wedding [4 down] - they've been married for 25 years. So first of all everybody will go to the Town Hall for a civil [11 across] and then we'll go to the village church where the bride and groom will exchange gold [2 down]. In the church the bride's family sit on one side and the groom's on the other. My sister is going to wear a long white [10 across] and the groom will wear a [7 down]. Most people dress formally and some women wear hats. On the way out of the church everyone throws rice or flower petals over the couple for good luck. Then we'll go to the [1 down] which will be in a hotel nearby. There'll be lots to eat and drink and a [3 across] which is cut by the bride and groom. If you want to bring a [9 across], most people buy something for the couple's new home.

Here are some photos of the weddings. Can you guess which country they are in?





Read both letters again and find the answers to these questions. Underline where you find the answers.

- g: Where will it take place?
- # How will the day begin?
- What will happen next?

- 4 What will people wear?
- 5 Where do people eat?
- 6 Do people give presents? What?

Friends

3.1	@ 10a Listen to four people talking about a friendship. How well do they know the person they are talking	Z
	bout? Write A, B or C in the gaps.	

Speaker 1

Speaker 2

Speaker 3

Speaker 4

A very well

B quite well

C not well at all

3.2 Here are some phrases from the recordings. Put one verb in each gap. Then listen again to check.

enjoy fe make spo	A STATE OF THE PARTY OF THE PAR	had keep	lost make
Speaker 1	I (1) fellout with Mike over money. we haven't (2) to each other for three months.	Speaker 3	we (9) touch for a while we (10) each other's company we (11) in touch now.
	I should (3)in touch with him to (4)up we (5)each other everything.	Speaker 4	I don't (12) friends easily we (13) things in common
Speaker 2	I (6) in love with her. we (7) on well together I'd really like to (8) to know her.		

3.3 Read again what Speaker 1 and Speaker 3 said. Which adjectives do they use with friend(s)?

We were very friends. He was my friend.

Our fathers were friends. lasmine and I became friends.

4.1 COMMON EXPRESSIONS There are lots of fixed phrases with get. Three of them are in 3.2. Write them here.

get touch

get together

get someone

- 4.2 Get sometimes has a similar meaning to become. Can you replace become with get in any of these sentences? Write the correct form of get in the sentences where it fits.
- 1 Jasmine and I became good friends.
- 2 That singer is becoming more and more popular.
- 3 The speaker became nervous when he realized he'd forgotten his notes.
- 4 I never expected to become a millionaire.

5 Choose the correct word for each gap in this essay called 'New friends'.

My family recently moved to a new town and it was the beginning of the summer holidays. My (1) <u>parents/relatives</u> were both busy at work and I didn't know anyone. So I decided to join some dancing classes as I thought it might be a way to (2) <u>know/meet</u> people. But when I got there I nearly went home again as there seemed to be lots of married (3) <u>couples/pairs</u>. Then I realised that was the class for (4) <u>traditional/typical</u> dances and I wanted to learn modern dance. When I found the correct room, some people came to talk to me and I soon (5) <u>got/made</u> friends. After a few days I realised that I wasn't very good at dancing. But then I never expected to (6) <u>get/become</u> a brilliant dancer. All I wanted was to (7) <u>get/learn</u> to know some people. I found out one girl was a (8) <u>neighbour/colleague</u> who lived in the next flat to ours and we had lots of things (9) <u>in/on</u> common. She is now my (10) <u>top/best</u> friend. We see (11) <u>the/each</u> other every day. We get (12) <u>on/with</u> well together and we never fall (13) <u>down/out</u>. And one of my friends is now married (14) <u>with/to</u> someone she met at that class.

SPEAKING Part 1

1 Think about your answers to these questions.

Who are the most important people in your life? Why? Do you and your friends share the same ideas? Who is your best friend? What is he/she like?

Exam Tip (also see speaking checklist on p. 99)

ns about

The examiner will ask you a few questions about your life. Make sure you can talk about yourself, your interests and your family.

- 2 (6) 10b) Listen to what a student says, then look at the recording script at the back of the book and underline some useful words and expressions.
- Record yourself answering the questions above. Listen to the recording and try to improve what you said.

SPEAKING Part 2

Look at the two photographs in 2.2 and compare and contrast them. How are the two weddings different? Think about the answers to the questions below.

Who can you see?
Where are the people?
What is happening?
-ow are they feeling?
Which kind of wedding would you prefer?

WRITING Part 2: letter

This is part of a letter you have received from your English penfriend, Kim. Write a reply giving her the information she asks for. Write 120–180 words.

...and now I'm doing a project on family celebrations in different countries. Could you write and tell me about a family celebration you've been to recently? It could be about a wedding or a party. Tell me what happened and why. Thanks,

LISTENING Part 3

You will hear five different people talking about a family party. For questions 1–5, choose from the list A–F what each speaker says about the party. Use the letters only once. There is one extra letter which you do not need to use.

- A The arrangements were unclear.
- B It was less formal than expected.
- C The quality of the food was poor.
- D There wasn't enough for the children to do.
- E The location was unsuitable for some people.
- F There wasn't enough space.
- D Listen again.

Speaker 1	1 🔲
Speaker 2	2

Speaker 3 3

Speaker 4 4

Speaker 5 5

Exam Tip



The speakers may all mention something which is relevant to the statement e.g. children or food, but only one speaker will say something which exactly matches the question.

Test Two (Units 6–10)

Choose the correct letter: A, B, C or D.

1	I know I should b	e more	but I don't want pro	motion because I enjoy what I'm doing.	
	A honest	B ambitious	C reliable	D flexible	
2	When I was shopp	ping, I ran	Stephanie. I had	n't seen her for ages so we had a chat.	
	A into	B through	C over	D down	
3	We didn't know w	hat was wrong with	the car but the	was able to tell us as soon as he say	w it.
	A architect	B electrician	C lifeguard	D mechanic	
4	Cheap flights	in increas	sed air traffic.		
	A mean		C make	D lead	
5			locked. He's much too		
	A sensitive	B sensible	C selfish	D sympathetic	
6	We left the hotel	and s	lowly through the tow	n admiring everything.	
		B sprinted		D dashed	
7	The football	was really	muddy after all the ra	in.	
	A track	B court	C course	D pitch	
8				n how many hours I work in the restaurant.	
	A wages	B money	C salaries	D pay	
9	I didn't see much	of my grandmother	when I was small but	I've got a really good relationship	
	her now.		Commence of the Control	Actual Part Lines of Man property Lines and Additional Contractions of the Contraction of	
	A to	B from	C by	D with	
10	Stefan is hoping	to get a temporary	in a shop	during the summer.	
	A work	B job	C occupation	D career	
11	I'll sing a song as	s long as you don't	fun of m	e. I make a market less his by the h	
	A make	B be	C do	D have	
12	Go to our website	e and	on the map to get info	rmation about buses in your area.	
	A click	B sign	C enter	D browse	
13	Training is given	so no previous	of catering i	is required for this job.	
	A application	B vacancy	C qualification	D experience	
14	The wedding	took olad	e in a church and last	ed for 45 minutes.	
	A reception	B ceremony	C anniversary	D celebration	

15		– sometime	es she's really happy	and then a few hours later she refuses to speak to
	me. A dishonest	B bossy	C impatient	D moody
86	They had to call th	e party B away	when Yan became C off	ill. D out
27	My sister has had A cousin	a baby boy. I'm reall B nephew	y pleased to have a n C aunt	D niece
18	I've got two tennis A rackets	sin ca B clubs	ase I break one durin C sticks	g a match. D bats
19	Too much stress ca	an be B harmful		D careful
20	them.			ome of my old friends because I didn't write or phon
	A got	B kept	C lost	D stayed
21	Everyone has a(n) A only	B single	ber that allows them C unique	and nobody else to look at their account online. D extraordinary
22	I've got a A round	face like my f B straight	ather. C curly	D turned-up
23	The shop also has A advertisement		so you can buy clothe C catalogue	es by mail-order if you can't get to town. D poster
24	None of the guest	s were dressed B typically	in jeans an C smartly	d T-shirts. They were all wearing their best clothes. D informally
25	Alan and I used to since.	be very good friend:	s but we fell	last summer and I haven't spoken to him
	A apart	B down	C out	D away
26	My mother's side A after	of the family are all t B to	tall so I take C from	D on
27	I've tried Luca's n	umber lots of times B ring	but I can't C dial	through. D get
28	I used to play A gymnastics	but I hur B rugby	t my knee and had to C jogging	stop. D athletics
29	Although I've app	olied for lots of jobs, B unqualified	I've been C retired	since I left school. D redundant
30	I finished first in t	the race so I won the	C cup	D time

11 Moving around Transport, travel, holidays

Transport

1

1.1 The vocabulary in the box is from the text below. Is the text about a journey by train, car, plane, bus or underground?

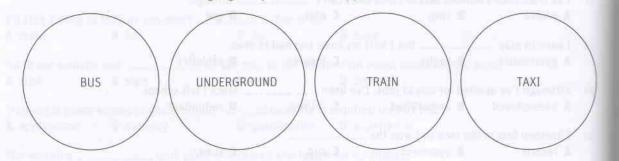
seat	headset	pass	crew	departure	control	passport	board
check-in	conveyor	gate	belt	refreshments	security		
Read	the text below	v and com	plete it w	ith the correct wor	ds from the l	oox.	

Choose the best word to complete the title for the text.

Making your first journey/crossing/flight/trip

- 1.2 Listen and check you have filled in the gaps correctly.
- 1.3 © 11b Listen to a short description of four other journeys. What type of travel is each person describing?

1.4 Read the recording script for 11b and underline all the words related to each kind of travel. Then put them in the correct circle below. Highlight any words which appear in more than one circle.



Travel

2.1 Use the words below to complete the sentences.

1	travel Luggage	hotel suitcase	equipment money	storm guidebook	camera accommodation	weather information	car journey	transport coin
1		o need to ta		luggage	when you travel –	you should be a	ble to pack a	ll your clothes
2	We sear	thed for	***************************************	on the intern	et and eventually fo	und a really nice	***************************************	in the
3			960	hangeable whi	le we were on holida	ay, and at the end	f of the week	we had a big
4					on a walking holiday		rproof boots	and clothing,
5			eve a lot of for the trolley		with you when you	ı travel, but mak	e sure you've	got a
6					, but by the time I' icy winds, I'd chan		motorway	
7	I wanted	l some		about the city,	so I went into a boo	okshop and boug	ht a	•••••••
00	I found to around.	that public .	***************************************	in Barcelo	na was excellent, so	I never used my	***************************************	to get
	-							

2.2 Check your answers and then decide whether the words in the box are countable or uncountable. Put a C or U next to them in the box. Write them in a word tree. See page 000 for advice on recording vocabulary.

Holidays

3.1 PAnswer the questions in the questionnaire below.

Reader survey It's holiday time ...

- How do you usually travel when you go on holiday?
 - A by car
 - **B** by train
 - C by plane
- Where do you usually go for a holiday?
 - A to visit friends and family
 - B to a city or resort in your own country
 - C to a city or resort abroad

- 3 What kind of holiday do you usually take?
 - A on activity holiday
 - **B** a beach holiday
 - C a sightseeing holiday
- 4 What do you like doing on holiday?
 - A visiting galleries, museums and archaeological sites
 - 8 getting fit and doing some exercise
 - C just relaxing and taking it easy

- 6 Where do you stay on holiday?
 - A in a hotel or guesthouse
 - 8 at a relative or friend's home
 - C on a campsite
- 6 What is the best thing about having a holiday?
 - A getting away from routine
 - B getting to know new places
 - C getting together with friends

3.2	11c Listen to a man and a woman talking
	about the kind of holidays they like. Write the
	answers they would give to the questionnaire on
	p 51 below.

Man	1	2	3	4
	5	6		
Woman	1	2	3	4
	III Exercise	6		

3.3 What do you think? Complete the answers to the questions.

Sa braker to trade a brailing brail day, at the least full man a

1	is it better to book a noticiay at the tast illillute of
	well in advance?
	I think it's better to
	because
2	Would you prefer to go on a package tour or travel

2	Would you prefer to go on a package tour or travel
	independently?
	I'd always prefer to
	because

3	would you rather stay in a small guesthouse or a
	luxurious five-star hotel?
	I'd rather because
	ſ

Complete the sentences using travel, journey or trip.

- 1 In August, I'm going on atrip...... to Mexico City with my wife.
- 2 They set off on the difficult before dawn, and they didn't arrive until after dark.
- 3 Drive carefully and have a safehome!
- 4 He's away on a business all next week, but I'll give him the message when he returns.
- 5 I know rail takes longer than going by plane, but I really enjoy it.
- 6 I'm really looking forward to my to New Zealand. I'll have lots to talk about when I get back.
- 7 My parents have always said that makes you more independent.
- 8 How long is your to college each morning?

Vocabulary note

Travel can be a verb or a noun. When it is a noun, it is uncountable and describes the activity of travelling: Air travel is becoming increasingly popular.

We use **journey** to describe going from one place to another. It is a countable noun.

The journey from home to work takes two hours.

We use **trip** to describe a short journey somewhere when you go for a short time and then come home. It is a countable noun.

My friend and I went on a weekend trip to Amsterdam.

5.1 PHRASAL VERBS Some phrasal verbs have more than one meaning. Look at how set out is used in these sentences. Match each sentence 1–4 with one of the meanings A–D below.

- He set out to find the cave he'd seen marked on an old map. B
- 2 He set the main points of his report out clearly, so we could all understand it.
- Alison set the chairs out so that everyone could see the speaker.
- We set out for the airport before it got light.
 - A arrange something neatly
 - B do something with a clear aim or intention
 - c give well organised written information
 - D begin a journey

5.2 Look at these other phrasal verbs with set. Match each sentence 1–4 with one of the meanings A–D below.

- The stormy weather set in on Monday, and it was still raining four days later.
- When we opened the boot, it set off the car alarm.
- 3 He set up a helpgroup called NightWatch for people who had problems sleeping.
- 4 I took my bike to the shop because I've got no idea how to set about repairing a puncture.
 - A an action caused something to happen
 - B something unpleasant started which continued for a long time
 - c something was established
 - D to start to do something

SPEAKING Parts 3 and 4

Look at the drawings below.









Answer the questions. Write some notes and then use them to help you speak about the pictures.

Anat are the advantages and disadvantages of each holiday?
Try to think of something to say about each picture.
Anich holiday would you prefer to go on and why?
Anere did you spend your last holiday? What did you do?

11d Listen to a model answer.

Exam Tip (also see speaking checklist on p. 99)



In the exam you will be talking to a partner and you will try to decide something together.

USE OF ENGLISH Part 4

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

There are a few details in the report that need explaining.

INFORMATION

There is some information In the report that needs explaining.

1 We travelled from Edinburgh to London by car.

JOURNEY

2 My friend and I took a short break in Copenhagen last week.

TRID

3 I'd like to fix the washing machine, but I don't know where to begin.

SE

tch

le

d

Tve got no idea how the washing machine.

4 Have you succeeded in booking a room in London yet?

ACCOMMODATION

Have you managedin London yet?

WRITING Part 2: article

You see the following announcement in an International magazine.

THE LONGEST JOURNEY

What is the longest journey you have ever done?
Write an article describing your journey, explaining how you felt about it and why you were doing it.
The best articles will be published next month.

Write 120-180 words.

Exam Tip (also see writing checklist on p. 100)

...

Try to make your article as lively and interesting as you can. Use idioms and expressions, say something amusing or ask a question.

12 Time off Leisure time, hobbies and games, cinema and theatre

Leisure time

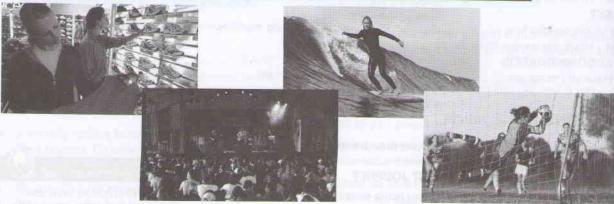
1.1 Listen to two people talking about what they do in their free time.

What do they prefer doing? Going out or staying in?

- Read the recording script for 12a and underline the phrases the people use to describe what they do in their free time. Which phrases could you use to describe your leisure time?
- 1.3 COMMON EXPRESSIONS Put the expressions into the correct place in the chart below.

TV a party swimming the cinema a quiet night in cards a drink friends round a concert surfing a restaurant a drive the theatre a barbecue the beach a walk games a film shopping a club a play a DVD clubbing a match

STAYING IN	GOING OUT
to have a party	to go
to watch	to go to
to play	to go for



Do you prefer going out or staying in? Use the expressions above and the words below to talk about yourself.

When I have some free time, I prefer to, and I also enjoy and

But I don't really like or........

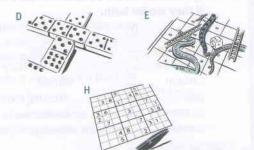
Hobbies and Games

2.1 Match pictures A-H with the games and pastimes 1-8.











- crossword
- cards
- dominoes
- snakes and ladders

jigsaw puzzle

- backgammon
- chess
- su doku

Vocabulary note

We play games e.g. chess.

We do other pastimes/activities e.g. a crossword. We collect objects e.g. stamps.

2.2 Put a tick next to the ones that are popular in your country.

2.3 Complete this paragraph about hobbies using the correct form of play, do and collect.

Everyone in my family has a hobby. My brother (1) plaus...... chess; he only took it up recently and he plays really well. My sister (2) unusual shells and my parents (3) the crossword in the newspaper every day. As for me, someone showed me how su doku puzzles work and I've really taken to them, so I (4) them all the time now. When we're all together at the beach or at home in the winter, we (5) cards and we sometimes (6) board games like snakes and ladders or backgammon too.

3.1 PHRASAL VERBS Match these phrasal verbs with take with an object and a meaning.

your hat TAKE after a business in a new friend off information on space over someone in your family

hear and remember accept resemble someone fill up develop a liking for gain control of remove

Vocabulary note

Take is used with up to mean you begin doing something as a hobby: I took up chess last year.

Take is used with to to mean you really enjoy doing something: I've really taken to su doku puzzles.

3.2 Use one of the phrasal verbs with take to complete these sentences.

- I took to Gemma's flatmate, Kate, as soon as I met her.
- The piano a lot of space downstairs, but we all enjoy playing it.
- Now you're here, why don't you your coat and sit down and have a cup of coffee?
- Peter his father he looks and sounds just like him at times.
- Amanda's decided to some more teaching now the children are older.
- GDC Electronics has finally its rival, Telectrical.

Cinema and theatre

4.1	Look at the words below if they are for both.	Write C in the space if they are for the cinema, 7 if they are for the theatre or E	3
	the state of the s		

actor	В	critic		performance		special effects	
audience		director	*****	plot			10101
box office	*****	documentary		rehearsal		stage	*****
cartoon	*****	drama			*****	studio	*****
cast			*****	reviews	*****	subtitles	*****
	*****	dressing room	*****	science fiction		thriller	*****
costumes	*****	location		screen		trailer	
comedy	*****	musical	*****	soundtrack	22000	trante.	*****

4.2 Listen to two people talking about whether they prefer going to the cinema or theatre. Which does each one prefer, and why?

The woman prefers going to the	because	and affiles to
\$49070094B47000060B49010104B47040101B1000294B4F4F97030464B4F9707010404P4F4F4F4F4		
The man prefers going to the	because	***************************************

Which do you prefer, and why?		
I prefer going to the bec	ause	

5 12c Listen to these reviews of popular films. Which kind of film is being described in each one? Choose the correct word from the box. There is one word you will not use.

western	thriller	romantic comedy	horror	cartoon	documentary	drama
1		2		3		
4		5		6	***************************************	

6.1 Look at the recording script for 12c. All the words in *italics* are *adjectives*. They are all *positive* in meaning. They can all be used with the word *film*, *play* or *story*. But not all reviews are good, and some will contain negative adjectives.

Look at the adjectives below. Mark them P for positive, or N for negative.

gripping P brilliant	unimpressive	stunning	uninteresting	tedious	entertaining	
	imaginative	uninspired	fascinating	wooden		

6.2 Choose the appropriate adjective to complete the paragraph.

Friends had recommended a new thriller called 'Green Line'. They said that the plot was absolutely *fascinating/unimpressive* and that lead actor Gene Bruno gave a really *wooden/brilliant* performance. But I was bitterly disappointed when I went to see it. I found the plot totally *imaginative/uninteresting* and halfway through the film. I guessed the ending. The directing was totally *uninspired/gripping* as well; probably because the story, which was based on a case of mistaken identity, was horribly *tedious/stunning*.

WRITING Part 1: letter

You are staying in an Englishspeaking country and have received this letter from the manager of the film club you belong to. Read the letter and the notes you have made. Then write a reply to Mr Johnstone using all your notes.

Exam Tip

(also see writing checklist on p. 100)

In Part 1, always show you are aware of who you are writing to by following the style and register of the email or letter you are given.

Write a **letter** of between 120–150 words.

Dear Student

We are planning to make a few changes to the film club next year, so I am writing to all our members, asking them for their answers to a few questions.

First of all, I would like to know if you enjoy the film club and the films we offer?

Suggest...

Yes.!

Second, we are particularly interested in what students would like, so do you have any suggestions about new films we could show?

Tell Mr Johnstone

Next, do you think it would be a good idea to have a café in the cinema where people could get drinks and snacks?

Finally, do you think it would be a good idea to run the film club on a Thursday afternoon as well as a Friday evening?

Thanks for taking the time to write back.

No, because ...

Yours sincerely

Robin Johnstone

READING Part 3

You are going to read some film reviews. For questions 1–6, choose from the films A–C. The films may be chosen more than once.

Which review mentions

some amusing moments? the story being based on a true event? a well-designed plot? the impressive performances of the main actors? a storyline which is rather unimaginative? making excellent use of technology?

1	
2	
3	
4	
5	
6	

Sally Strikes Again!

Other recent films about sea creatures have managed to appeal to both adults and kids, but I don't feel this one necessarily has all the ingredients to do that. One fish looks much like another to me, but there are some good lines which make you laugh out loud and the computer animation is amazing.

The heat of summer

Harry Elfondo and Heather Mackenzie play the leading roles in this film almed at teenagers. Elfondo adds class and assurance and Mackenzie is affecting and affectionate. Despite the fact that there are few original thoughts in the plot and parts are quite tedious, you can't help wanting to find out what happens to their characters in the end.

The Triangle

This murder mystery is director Jimmy Syke's most accessible, entertaining work since *Live Again*. In his usual style, a dozen or so key characters cross paths in unexpected ways until everything becomes clear in the last ten minutes. The film is set in a fictional mining town but it is about a struggle for survival which actually took place in a town in western Canada.

13 Around town Cities and towns, facilities, traffic

Cities and towns

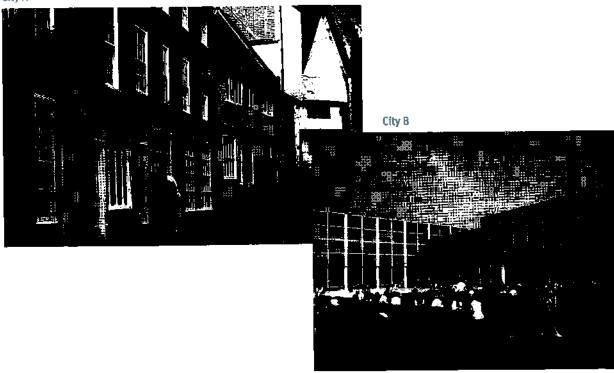
1.1 Which of the following describe the place where you live?

a port a market town a new town/city a seaside town a capital city an industrial town/city a rural area a historic town/city

$\frac{1}{2}$ 1.2 $\frac{1}{4}$ Match each sentence below to one of the cities in the photographs.

- In addition, its wide open spaces and the latest leisure facilities make it an ideal location for a family day out.
- 2 But now that cars have been banned from the narrow cobbled streets, a walk through the picturesque centre is even more pleasant.
- 3 The city is in the heart of one of the country's fastest growing regions and is only 40 years old.
- 4 You'll certainly want to stop for a while in the beautiful old market square.
- 5 During that time it has grown into a modern city with up-to-date shopping centres and lively nightlife.
- 6 The city has always been famous for its ancient churches and impressive medieval buildings.

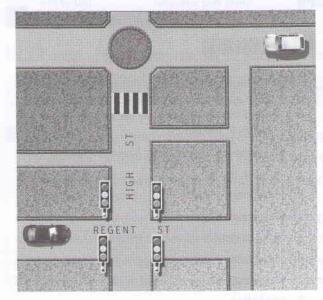




	The sentences are from tourist information brochu		Sentences ,
14	Underline any words or expressions in 1.2 which y	_	
2-4	town nearest to where you live. Which words below		
	ny attractions delightful parks huge te ous art gallery interesting museum ruined c		cosmopolitan atmosphere ancient mosque quiet and peaceful full of life
2.1	in a city. Which of the cities in the photographs does she live in now, A or B?		Facilities Where do people do the things below (1–10)?
2.2	on 13a Listen again and decide if these statements are true (7) or false (F).		Each answer is two words (choose the second word from the box below the puzzle). Write the words in the puzzle.
Sh	e lives on the edge of the city	1	go swimming and do other fitness activities
	ne part of the city where she lives is very owded	2	visit the doctor
Не	er office is close to the shopping centre	3	leave their vehicle
	ne takes the bus to the centre because it's hard to make there.	5	look at paintings
	ne moved because she wanted to live somewhere ore peaceful	6	hire a cab watch matches
	ne area where she used to live was well looked ter	8	go skating roll heavy balls along a narrow track
2.3	Find words in the recording script for 13a to complete these definitions.	10	buy things
or	flats and an estate is a large group of houses exple work, often in a district.	, E	1
w	area is a part of a city or town here people live. People often live on the edge of a ty which is sometimes called the		5 N 6 7 O 8
	***************************************		9B Y
ar	building with many offices is sometimes called 1block and ablock and a .	10	alley centre centre gallery
To	owns sometimes have a pedestrianwhere people do their shopping.		ground hall park rank rink stadium
5 A	car park on several levels is called a	3.2	Find one word going down the puzzle and mat it to the remaining word from the list above.
6 Ai	reas or buildings that are in bad condition are	3.3	What do people do there? Think about the eleven places in the puzzle. H
	icycles and buses are sometimes separated from		often do you visit them?

Traffic

4.1 Two cars were in a traffic accident.
Listen to the drivers explaining what happened.
Mark each driver's route on the map and where
the accident took place.



4.2 Complete this newspaper report about the accident.

Two cars crashed on the High Street yesterday afternoon at 5.30 pm during the (1)rush hour. A black Renault was approaching a pedestrian (2) having just turned left at the traffic (3)where the High Street meets Regent Street. The driver (4) a van which had stopped. She says she was doing about 20 km (5) hour but was (6) down. A white Fiat came out of a (7)road onto the High Street and drove into the side of the Renault. The police were called and the driver of the Fiat admitted he was at fault because he was driving down a (8) street the wrong (9) He said he was taking a short (10) to avoid a traffic (11) on the (12) near the river. It was blocked yesterday for an hour because a lorry (13) down on the roundabout.

5.1	PHRASAL VERBS Underline the phrasal verb in
	these sentences (1-6), then match them to their
	meanings (A-F).

- 1 The car slowed down as it came to the roundabout.
- 2 We're late because the car broke down.
- 3 Can you write your phone number down in my address book?
- 4 I'll definitely be there when you sing in the concert.
 I won't let you down.
- 5 I was offered a place on the law course but I turned it down.
- 6 The building was pulled down because it was unsafe.

A	disappoint	lee somebody abwn
В	reduce speed	
С	demolish	
D	refuse	
E	stop working	
F	record on paper	

5.2 These phrasal verbs have the same meaning as two of those in 1–6. Match them to their meanings.

put down	knock down

- 6 WORD BUILDING We can put under- or overbefore a noun, verb or adjective to add to the meaning, e.g. overtake, underground. Put underor over- before the word in bold in each of these sentences.
- 1 It's safer to go through the ...under ...pass than to try to cross the road.
- 2 She is very thin andweight.
- 3 More people have come to work in my office and it's reallycrowded.
- 4 I love to swimwater and look at the fish.
- 5 Your library books aredue you'll have to pay a fine.
- 6 I can't eat this it's socooked it's almost
- 7 The shop assistant must havecharged me. He hasn't given me enough change.
- 8 I know what my sister's bought me for my birthday because Iheard her telling my mum.

USE OF ENGLISH Part 1

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space.

NEW YORK CITY

New York city has (0) into the second largest city in North America. It is now a major business, cultural and shopping centre (1) millions of visitors each year. Most tourists stay in the (2) of the city, in Manhattan. It is easy to see the sights of Manhattan on foot or you can take a tourbus. There are cycle (3) in the city if you want to hire a bicycle but you need to be brave! The subway is the quickest means of public transport but you will want to avoid the (4) hour. And, of course, there are the famous yellow taxis. There are few taxi (5) - just wave your arm at a taxi with its light on. You will certainly want to visit Central Park, a huge open (6) which is ideal for relaxing on a hot summer day. The city is rich in restaurants but remember that smoking is (7) One of the many boat trips goes to Ellis Island where you may want to stop for a (8) to read about the history of immigration. The main residential areas are in the (9) of the city where, as in all large cities, some districts are quite (10) down. Many tourists visit Queens which is the (11) of some Interesting art galleries and Brooklyn for cafés, shops and (12) nightlife.

0	A become	B grown	C increased	D extended
1	A appealing	B advancing	C arriving	D attracting
2		B interior	C focus	D eye
3	A roads	B streets	C lanes	D ways
4	A busy	B rush	C crowded	D hurry
5	A ranks	B stalls	C klosks	D stations
6	A surface	B region	C space	D estate
7	A banned	B excluded	C refused	D dismissed
8	A period	B while	C length	D piece
9	A outdoors	B outskirts	C outsides	D outlines
10	A broke	B let	C run	D turned
11	A location	B place	C position	D area
12	A alive	B lifelike	C live	D lively

Exam Tip

Look at the words before and after the gap, choose your word and then read the whole sentence.

SPEAKING Part 4

- 1 13c Think about your answers to these questions, then listen to somebody answer two of them. Are their answers the same as yours?
 - What is special about your capital city?
- Why do people choose to live in the centre of cities?
- What are the disadvantages of living in a big city?
 Is there a city you'd like to visit in the future?
- Would you prefer to live in a modern city or a historic one?
- 2 Practise answering each of the questions above. Record yourself, then listen and try to improve what you said.

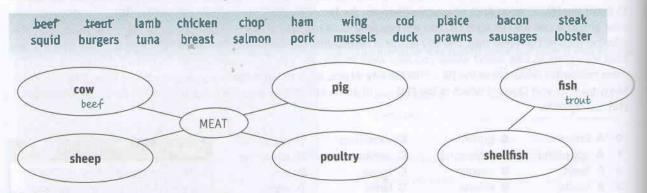
WRITING Part 2: report

A group of English-speaking students is going to visit your college. Your teacher has asked you to write a report telling the students about the places of interest in your town, both old and new. Write 120-180 words.

14 Shared tastes Food and drink, meals, art

Food and drink

1 Use the words in the box to complete the mind map below.



2.1 Put the verbs in the box into the chart below.

roast fry boil stir fry bake grill stew

Where you cook	How you cook	What you cook	What you use
Under the grill		steak	a grillpan
On the hob		an egg fruit fish vegetables	a saucepan a saucepan a frying pan a wok
In the oven		beef a cake	a roasting tin

Error warning

A **cooker** is what you cook on: Don't touch the cooker, it's hot. The person who cooks is a **cook**: My husband is a very good cook.

2.2	14a Listen to three people	What kind of food is each person	describing:	English,	Italian or	Chinese?
-----	----------------------------	----------------------------------	-------------	----------	------------	----------

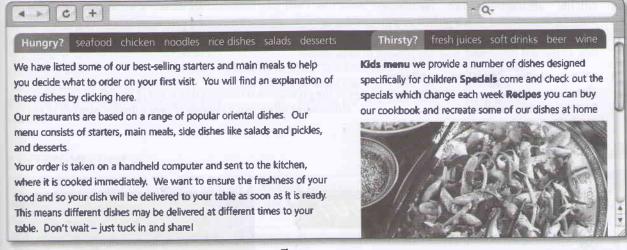
- 2.3 Read the recording script for 14a and underline the words that gave you the correct answer.
- 2.4 The verbs in bold describe ways to prepare food. Choose the correct word to complete each sentence below.
- 1 I poured myself a glass of orange juice/coffee.
- 2 To make an omelette, beat the potatoes/eggs together.
- 3 Chop the vegetables/salad very small.
- 4 You can't eat a(n) banana/apple without peeling it first!
- 5 Grate the cheese/meat before putting it on the pizza.
- 6 You'll need to melt the butter/cream.
- 7 Mix all the ingredients for the milk/cake together.
- 8 Slice the lemon/flour very thinly.
- 9 Stir the bread/sauce regularly while it cooks.

Meals

3.1 @ 14b Listen to an English person describing what she eats on a typical day and complete the chart.

Everyday meals	Breakfast: Lunch: Dinner:	Special meal	Day: Food:
What she doesn't	eat:		

- 3.2 Practise speaking for one minute about what you usually eat.
- 3.3 Read the text. Then decide whether the sentences below are true (7), false (F) or not given (NG).



- 1 Various dishes are described on the website.
- 2 The restaurant serves only Japanese food.
- 3 This is a self-service restaurant.
- Food is microwaved to ensure speed of service. ..
- 5 This restaurant caters for family dining.
- 6 The meals served are easy to make at home.
- COMMON EXPRESSIONS We use the word taste literally when we talk about food. But we also use it figuratively to talk about more abstract things like art, fashion or films. Look at these examples and match the two halves of the sentences.
- 1 The sauce smells lovely-
- 2 I've always loved
- 3 I enjoyed the dinner last night
- I loved Emma's new dress
- 5 I didn't enjoy the film,
- 6 I don't like abstract paintings,
- I like the way the gallery is decorated

- A I thought it was really tasteless.
- B landscapes are more to my taste.
- c so I told her she had good taste in clothes!
- but I'll taste it to see if it needs salt.
- E because it's really tasteful.
- F because everything I ate was really tasty.
- 6 the taste of garlic.
- 13.5 Match these adjectives to the definitions below: tasty, tasteful, tasteless.
- 1 in bad taste
- 2 delicious
- 3 in good taste

Art

4.1 CI	loose the	best v	vord to	fit each	gap in	these (definitions.
--------	-----------	--------	---------	----------	--------	---------	--------------

- 4 gallery studio collection exhibition

 A(n) of paintings is on display to the public, and it usually takes place in an art

 An artist usually paints in a Millionaires often own a number of very valuable pictures in their own private

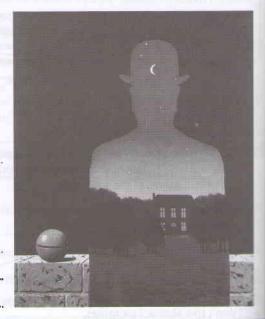
4.2 Read the questionnaire below about art.

HOW ARTY ARE YOU?

- How artistic are you?

 Very / a little / not very / not at all
- What type of art do you do?

 Painting / drawing / sculpture / pottery /
 other.....
- Do you go to art exhibitions and galleries? Yes, occasionally / frequently No, hardly ever / never
- What type of art do you like?



Listen to a man talking about art and answer the questions in the questionnaire for him.

4.3 Practise speaking for a minute about your taste in art. Use the questionnaire to help you.

USE OF ENGLISH Part 3

Use the word given in capitals at the end of each line to form a word - to an assemble of the beginning (O)

Exam	Tip		
Ouickly	read	the text again	when you'v

nat his in the space. The	ere is an example at the beginning (o).	
HE RED FLOWER REST		
Vith its mixture of charm,	character and excellent (0) hospitality, The Red Flower	HO
one of those (1)	treasures you don't often find. The owners, Fritz	HIE

and Gemma will make sure you and your guests will (2) enjoy your

A really (3) welcome is guaranteed to everyone who dines at The Red Flower. The restaurant is open all day every day for hot and cold food, and whether you're looking for a (4) midday snack, an evening meal with the family or a venue for a special (5) The Red Flower can provide exactly what you're looking for.

The restaurant is well-known for its (6) menus, which offer a range of English and international dishes at (7) prices. This explains the restaurant's (8) with both locals and tourists. The bar offers soft crinks as well as a wide (9) of wines. It's an ideal place to meet up with friends and family or to enjoy a (10) evening out with someone special.

SPITABLE

finished to check that it makes sense.

THOROUGH

FRIEND

TASTE

CELEBRATE

SEASON REASON **POPULAR** SELECT ROMANCE

LISTENING Part 2

14d You will hear an interview with an Australian artist called Anna Roberts. For questions 1-10, complete the sentences. Anna is well known for pictures of very 1

Exam Tip



The answers for the gaps will be exactly the same as the word you hear. You do

Anna often gets to these places on foot, but occasionally	sile gets there inot have to make any char
by 2 .	
h her paintings Anna always tries to show that 3	is very beautiful.
Some of Anna's paintings are so 4 the	at they look like photographs.
Anna has recently done some paintings of the 5	using yellow and orange.
Anna thinks her paintings are special because of the way	she shows the 6
4nna has a strong preference for doing her paintings on	7
Athough she has used other types of paint, Anna prefers	to do her paintings in 8
Anna's paintings are sold to 9 as well	as private collectors.
n addition to being a painter, Anna has written 10	about painting.

14d Listen again.

SPEAKING Part 1

Think about how you would answer these questions.

Do you like cooking? What's your favourite food? What sort of things do you cook?

Why do you like it?

Exam Tip (also see speaking checklist on p. 99)



Don't answer the exam questions with one or two words - add some details.

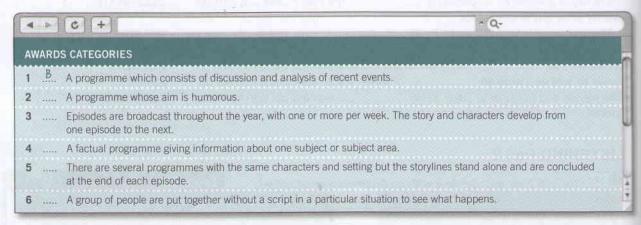
15 Media mania Television and radio, newspapers and magazines, books

Television and radio

- 1.1 Read this information from a TV awards website. Match the names of the programmes with their explanations. Write A–F in the gaps.
- A Comedy
- B Current affairs programme
- c Drama series

- D Reality TV
- E Soap opera

Documentary



- 1.2 Listen to three people talking about their favourite TV programmes. What kind of programmes are they?

 Speaker 1 Speaker 2 Speaker 3 Speaker 3
- 1.3 Does your favourite TV programme fit into one of the categories in 1.1? Tick the expressions below you could use to talk about it.

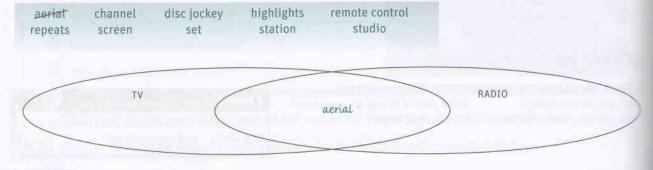
It makes me laugh.
It's really good drama.

It's so entertaining.
I love the characters.

The acting is brilliant.
The plots are good.

The storylines are gripping. It's quite compelling.

1.4 Decide if these nouns go with TV, radio or both. Write them in the correct place in the circles.



2.1 Complete the gaps with a word from the box.

3 Tim the map to see where they were.

I an advert in the newspaper yesterday for a course in jewellery-making.

5 I the sound of a motorbike coming down the road. It was Mark.

7 I Johnny Depp's new film in a magazine.

Vocabulary note

We can **see** things without trying: I saw Rob when I was in the supermarket. When we **look at, watch** or **read about** something, we make an effort: She looked at the clock to see what the time was.

We watch things for a period of time and they are usually moving or changing: I spent Saturday afternoon watching jake play football.

We hear things without trying but when we listen to something we make an effort: We stopped playing when we heard the whistle; I like to listen to the radio on Sunday mornings.

2.2 What does see mean in these sentences? Match sentences 1–3 with A–C.

1 I want to see how they'll react. A to meet

2 I'm seeing her at ten.
B to understand

I don't see what you mean. C to find out

Newspapers and magazines

3 COMMON EXPRESSIONS There are lots of words which make expressions with newspaper or magazine. Some go before the noun and some go after. Which words can be used only with newspaper (mark them N) or only with magazine (mark them M)? Some can be used with both (mark them NM).

daily M.	fashion	glossy	gossip	advertisement	article	cover
	monthly	morniną	tabloid	editor	editorial	headline
today's	travel	women's		report		amborino di

Some verbs are often found in newspaper reports. Decide which verb fits best in each gap.

FESTIVAL LOSES MONEY

The company Musicfest (1) that the two-day concert they organised at the weekend attracted far fewer fans than they had (2) They had (3) to raise £20,000 for charity but Chris Powell, the finance director, (4) that they had actually lost money. He (5) the bad weather but also (6) that the local newspaper had not promoted the festival as they had (7) He (8) the fact that one act was cancelled at the last minute but he (9) that another well-known performer had only played for ten minutes because of a dispute over pay. He (10) to fans to attend the next one-day concert which will take place in September.

1	A proposed	В	described	C	announced
2	A expected	В	warned	C	prepared
3	A cared	В	hoped	€	believed
4	A expressed	В	offered	C	admitted
5	A suggested	В	blamed	C	accused
6	A claimed	В	advised	C	predicted
7	▲ declared	В	emphasised	C	promised
8	A apologised	В	disapproved	C	regretted
9	A refused	В	denied	C	opposed
10	A appealed	B	demanded	C	threatened

Books

5 Write these books in the correct category.

ghost story guidebook poetry book detective story diary encyclopedia science fiction novel textbook thriller

Reference atlas

Fiction

Non-fiction

6.1 Quickly read this extract from a book. Do not worry about words you to not understand. What kind of book do you think it is from? Choose from the list in 5.

The bathroom door was open and I stepped back into the shadows as footsteps came running out of my room. A torch flashed in the corridor. 'Roberto! Agostino!' Somebody went hurtling past and flung himself down the stairs. I had a brief glimpse of a short, angry figure. Then a door opened along the corridor, near the red glow of the window. I peered out and caught sight of the silhouette of a man hurrying down the corridor towards me. As he passed me he switched on a torch and in the reflected light from the walls I made out the features of Roberto.

- You may not understand every word when you are reading. There are four words/expressions in the extract which mean see or look. Underline them. Now read the extract again. Is it easier to understand?
- 6.3 Here are some more words often used in fiction. There is an odd one out in each group. Which one is it? Why?

1	notice	glimpse	breathe
2	smell	gaze	wink
3	spot	sniff	view
4	stroke	witness	stare
5	observe	overhear	glance

7.1 Choose the correct word in these definitions.

- writes any kind of book. writes fiction. writes in newspapers and magazines. writes poetry, sometimes in verses which rhyme.
 - A An author
- **B** A journalist
- C A novelist
- **D** A poet
- You keep books from for only a short while but you buy them from
 - A a bookshop B a library
- 3 You books from libraries. Libraries them to you.
 - A borrow
- **B** lend
- 4 Real people have People in books, plays or films are called
 - A personalities B characters

7.2 Read this review and choose the correct words.

My (1) favourite/best thriller from the (2) novelist/ journalist Hammond Innes is (3) called/named 'The Angry Mountain'. This is the book that really got me interested in reading when I was young and I will always (4) remember/remind it for that. It's a great example of adventure (5) non-fiction/fiction. The story is so well-written you feel as though you are in the same room as the (6) characters/personalities and the (7) relationships/relatives between them are brilliantly developed. It is now out of print but you may be able to (8) borrow/lend it from a (9) library/ bookshop if you (10) request/ask it. Hammond Innes puts together a tightly-written story which is a thoroughly (11) entertaining/entertained read. It's a book you will not be able to put down until you have finished the last (12) chapter/verse.

7.3 Note any expressions you could use in a review about a book you like.

Exam practice -

READING Part 1

You are going to read part of a novel. For questions 1-4, choose the answer (A, B, C or D) which you think fits best according to the text.

choose actually matches the question.

The whole night sky seemed on fire. The headlights of a car stabbed the countryside on the road to Avin. It slowed and stopped. Then the headlights went out. A door closed in the stillness of the villa below me. My muscles tensed, I thought I heard the creak of a stair board, and suddenly I knew someone was coming up the stairs, coming to my room. I swung the shutters shut and moved towards the door. The palms of my hands were sweating and the metal of the torch I held felt slippery. But the weight of it was comforting.

I stood with my head pressed close to the panelling of the door, listening. There was somebody outside now. I couldn't hear him, but I sensed him there. Very quietly the key was turned in the lock. I stiffened and then stepped back, so that I should be behind the door when it opened. I couldn't see it, but I felt the handle turning. Then my hand, which was touching the woodwork of the door, was pressed back as the door was opened. I grasped the heavy torch, raising it ready to strike out. But before I could hit him, the man was past me and in the room.

I slipped out into the passage, the sound of my movement lost in the deep pile of the carpet. A faint red glow showed through a window at the far end of the corridor. I reached the dark shaft of the stairs and hesitated because the villa was all silent and still, knowing that the sound of my own footsteps on the stairs would draw attention to myself.

And as I stood there, hesitating, there was a sudden shout from my room. 'Roberto! Agostino!' The bathroom was right opposite the head of the stairs. The door was open and I stepped back into the shadows as footsteps came running out of my room. A torch flashed in the corridor. 'Roberto! Agostino!' Somebody went hurtling past and flung himself down the stairs. I had a brief glimpse of a short, angry figure. Then a door opened along the corridor, near the red glow of the window. I peered out and caught sight of the silhouette of a man hurrying down the corridor towards me. As he passed me he switched on a torch and, in the reflected light from the walls, I made out the features of Roberto.

- How dld the writer feel after the car arrived?
 - A relieved
 - B anxious
 - C confident
 - D disappointed
- 2 The writer stood behind the door so that he could
 - A see what was happening in the room.
 - B prevent the man from opening the door.
 - C escape quickly If he needed to.
 - D attack the man if he entered.

- 3 Why didn't the writer go down the stairs immediately?
 - He knew the man was following him.

Exam Tip

All the options A-D refer to something in

the text. Make sure that the answer you

- He thought someone might hear him.
- C He wasn't sure if that was the way out.
- D He was afraid of falling in the dark.
- 4 How did the writer recognise Roberto?
 - A He shone a torch at Roberto's face.
 - B The light from the window lit up Roberto's face.
 - C Roberto's torch gave enough light to see clearly.
 - Roberto's face was reflected in a mirror on the wall.

WRITING Part 2: review

You recently saw this advertisement in an English language magazine called Best Books.

Write your review in 120-180 words.

Exam Tip (also see writing checklist on p. 100)

Decide if you will write a positive or a negative review and if you will recommend the book. Remember to include your opinion.

Reviews Wanted!

Have you read any really interesting or unusual books recently? If so, could you write a review of the book you read? Include information on the content or the story and say whether you would recommend the book to other people.

The best reviews will be published next month.

Test Three (Units 11–15)

Çh	oose the correct	letter: A, B, C or D.			
1	When I was two	elve, my grandfather ta	aught me how to	chess.	
	A do	B play	C make	D collect	
2	The governmen	nt majo	r changes to the educa	tion system today.	
	A warned	B declared	C announced		
3	I've never liked A roasted	B baked	because it can be rath C grilled	er dry – the flavour is much better if you D boiled	fry it.
4	One of the first		films was Fantasn	agorie, which was made up of 700 draw	ings and
	A comedy		C play	D cartoon	
5	*************	they always use.		very busy, but fortunately there's a pedes	trian
	A path	B crossing	C precinct	D street	
6	I'm trying to ge			how to reach the island from the mainla D knowledge	nd.
7		on the news that the			
	A looked	B listened	C heard	D watched	
8	I've never beer several nice va		g, but I've been going	to classes for a year and	have made
	A pottery	B drawing	C cookery	D sculpture	
9		omfortable			
	A hotel	B resort	C accommodat	on D guesthouse	
10		ver an hour to get to th	e city centre in the	hour.	
	A rush	B busy	C run	D crowded	
11		in Egypt, so we set			
	A off	B about	C back	D in	
12				special course next month.	
	A to	B over	C up	D after	
13	I found it very		entre of town, so I wa	s pleased when we moved to a quiet resi	dential area
	A edge	B suburbs	C estate	D outskirts	

14	You'll find a phar	rmacy in the market	, facing	the clock tower.
	A way	B centre	C lane	D square
15	Peter was on his	way to a meeting, so	he only had time to	at the report quickly.
	A glance			D gaze
16				before you get on a flight.
	A security	B check	C desk	D control
17	The leading acto	r gave the	of his life and the	audience cheered him at the end of the play.
	A performance	B rehearsal	C review	D show
18	In the UK, people	e often finish their me	al with a	like apple pie.
	A side dish	B starter	C main course	D dessert
19	My brother Richa	ord is an artist, and he	's well known for his	of local people.
	A abstracts	B landscapes	C portraits	D still lifes
20	I was tired last n	ight so I spent the eve	ening	television.
	A looking		C seeing	
21	When they heard	their train was due to	come in on a differer	ntall the commuters dashed over to it.
	A board	B escalator	C rank	D platform
22	Sally always read	ls gossip	when she's bored.	
	A magazines	B newspapers	C journals	D comics
23	As soon as we've	finished decorating t	he kitchen, we'll buy	a new electric and have it installed.
	A cooker	B wok	C saucepan	D dish
24	I love going to th	e cinema and watchin	g the film on the big	***********************
	A stage	B studio	C location	D screen
25	I like the way my	sister has designed h	er flat – it's really	and the second of the second state of the seco
	A delicious	B tasteful	C fresh	D tasty
26	There's a major j	unction controlled by	traffic	and that's where you turn left.
	A bypasses	B crossroads	C lights	D roundabouts
27	There was a good	l on the	e television last night	about polar bears.
	A drama	B series	C forecast	D documentary
28	The	from Dover to Calai	s only takes about an	hour when the sea is calm.
	A trip	B crossing	C voyage	D travel
29	The	of the thriller I saw	last night was so con	nplicated I want to see the whole film again.
	A plot	B subtitle	€ soundtrack	D trailer
30	Most cities have	at least one art	worth visiting	ng.
	A museum		C centre	D hall

Stages of life Different ages, university, school

Different ages

1.1 When we don't know exactly how old someone is or we want to talk generally, we can use these expressions:

He/She is: in his/her (early/late) teens in his/her (early/late) twenties, thirties etc. middle-aged elderly

Finish these sentences about your country.	Finish	these	sentences	about	your	country.
--	--------	-------	-----------	-------	------	----------

- Most people go to university when they're _____ in their late teens.
- People usually get married when they're
- The majority of people have their first child when they're
- People generally retire when they're

1.2	1	16a	Listen to five people talking. Complete each sentence with one of the age groups above.
-----	---	------------	---

Rob is Martha is Jessie is Callum is Jim is

- 1.3 COMMON EXPRESSIONS Write expressions from the recording which mean the same as the expressions below, then look at the recording script at the back of the book to check your answers.
 - 1 My husband died twenty years ago: I've been a Nidow for twenty years.
 - When I was a child: a child
 - I have a three-year-old great-granddaughter: I have a great-granddaughter who is
 - I didn't have a year off between school and university: I didn't have a
 - I'm expecting a baby: I'm 5
 - My child has just started to walk: I've got a
 - My cousin is about the same age as me: My cousin is
 - He behaves like a child: He's
 - My children are adults: My children are
- 10 I still feel/look young: I don't feel/look situations to mean child.

Error warning

I have a three-year-old daughter NOT & three-years old daughter

I'm expecting a baby NOT I'm waiting for a baby.

Kid is only used in very informal

- WORD BUILDING We can add -ish ('quite, about or with certain qualities') to nouns or adjectives. Add -ish to one word in each of these sentences and make any other changes necessary.
- 1 I'm not sure how old my teacher is around thirtyish 4 I'll see you about eight outside the cinema. perhaps.
- She's tall with glasses and she always wears jeans.
- I look nothing like my brother because he's got red
- 5 My boyfriend's got quite long hair and a beard.
- 6 It's a new building with a statue outside you can't miss it.

3 COMMON EXPRESSIONS There are lots of expressions with the word life. Choose one expression to follow each sentence below.

- She's always enthusiastic and loves being busy. -
- 2 There's no point worrying about things that might not happen.
- 3 You should go out more instead of polishing your car every weekend.
- 4 I haven't seen you for ages.
- 5 I don't want my daughter to give up her job but it's her decision.
- 6 Every year we think we can win and every year we come second.

- A That's life.
- B Life's too short.
- C She's full of life.
- D Get a life!
- E How's life?
- F It's her life.

University

4.1 Read this text from a university website. Who is it aimed at?

The university is on one campus which covers an area of 200 acres. There are five faculties – Humanities, Science and technology, Social sciences, Law, and Medicine and these are divided into departments like geography, art history etc. When you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest. Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most courses require students to write a dissertation in their last year.

The tours will show you the halls of residence where students live, the students' union where lots of social events take place and other useful facilities like the supermarket and launderette.

Our undergraduate courses all begin in October and most of our students are school-leavers – just four per cent are mature students of 21 and over. At present the university year consists of three terms but we are changing to a two-semester year in three years' time. We will have a slightly longer spring vacation and shorter summer vacation.

We have separate open days for graduates who want to go on to do a postgraduate course.

4.2	Complete	these	sentences	with v	words	from	the	text.
-----	----------	-------	-----------	--------	-------	------	-----	-------

- 1 The university year is divided intoterms or The breaks are called
- 3 Students are taught by and
- 4 A long piece of written work is called a
- 6 The buildings of a university and the land that surrounds them are called a
- 7 Students live in and attend social events arranged by the
- 8 Information about the university can be found in a booklet called a
- 9 The university is organised by subject into different and a group of these form a
- 10 Students who are at least 21 are students.

School

- 5.1 Look at the words you've written in 4.2. Which of them can you also use to talk about a school?
- 5.2 Choose the correct words in this email to a penfriend.

000

Dear Tomo

You asked me about education in my country. I'm still at (1) school/ the school because it's (2) essential/ compulsory here up to the (3) age/year of 16. We go to a kindergarten or nursery school first and then we (4) start/join primary school, where we spend seven years, when we're four or five years of (5) old/age. Now I (6) go/attend a state secondary school which has about 1000 (7) pupils/undergraduates. We have six lessons a day and each subject is (8) taught/learnt by a different teacher. We have a lot of homework and projects and, if we'(9) lose/miss an important deadline, we have to stay (10) following/ after school to finish the work and hand it (11) in/on. We have to wear a uniform until we're 15 but after that we're (12) let/allowed to wear our own clothes. When we're 16 we (13) take/pass some exams. Then we can either (14) leave/depart school or stay on for two more years. During those two years we (15) learn/study just three or four subjects. There are also (16) opportunities/occasions to do vocational courses like hairdressing or mechanics at a college of further education. I haven't decided what to do yet. Write back soon.

Ian

5.3 Rewrite the email in your notebook so it is true for your country.

6.1 PHRASAL VERBS Which of these sentences can you complete with

the verb give or hand? In which sentences does only the verb hand fit?

In which sentences does only the verb give fit? Put the correct forms



Vocabulary note

We **take**, **sit** or **do** an exam. If we **pass** an exam we know the results and have succeeded. The opposite is **fail**.

- 1 This ring was my grandmother's. It was handed down to my mother and now it's mine.
- 2 The application forms should be in by Friday morning.
- 3 We over our passports when we got to the border.
- 4 Monica back the book she'd borrowed from me.
- 5 I away all the toys I didn't play with any more.
- 6 They were out free T-shirts in that new shop yesterday.
- 7 I had to up jogging because my knees started to hurt.
- 6.2 Complete the table below.

of the verbs in each gap.

meaning	hand	give	particle
give to someone who will be alive after you have died give to someone in authority give to someone else return something to someone give to someone without asking for payment give something to a large number of people stop doing a regular activity	1	X	+ down + in + over + back + away + out +up

Exam practice -

Speaking Part 2

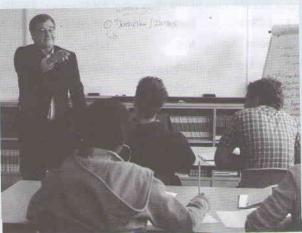
- 1 Look at the photos and think about your answers to these questions.
 - 1 Where are the people?
 - 2 What are they doing?
 - 3 What else can you see?
 - 4 Compare the two classrooms. What things are the same and what things are different?
 - 5 Which method of learning is best? Why?

Exam Tip (also see speaking checklist on p. 99)

In the exam your photographs will have a question printed at the top to help you, e.g. Which method of learning is best?

2 16b Listen to someone talking about the photos. Then look at the recording script and underline some useful expressions. Now record yourself talking about the photos for one minute.





USE OF ENGLISH Part 4

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

- When we lived in Germany, I attended the local school and learnt to speak German.
 - When we lived in Germany, I went to the local school and learnt to speak German.
- 1 My sister's pregnant so I'm going to be an uncle.
 - My sister's so I'm going to be an uncle.
- 2 I must stop eating so much chocolate because it isn't good for me.
 - I must so much chocolate because it isn't good for me.
- 3 My parents always allowed me to decide when to go to bed. LET My parents always when to go to bed.

Exam Tip

You never need to write more than five words. Remember contracted words like don't and hasn't count as two words.



Shopping in styleClothes, shopping, money

Clothes

1.1 Look at these lists of clothes and accessories. Which is the odd one out in each list? Why?

1	blouse	dress	skirt	tie	tights The others are clothes only women wear.
2	cuff	buckle	collar	buttons	sleeves
3	gloves	cagoule	coat*	pyjamas	scarf
4	jumper	pullover	socks	sweatshirt	T-shirt
5	jacket	jeans	shorts	skirt	trousers
6	hood	hat	laces	сар	scarf
7	necklace	belt	bracelet	earrings	ring
8	boots	nightdress	sandals	slippers	trainers

1.2 Circle the words above which are plural. Which of these can never be singular?

2.1 [A-Z] Read Jasmine and Kariem's messages. Which picture did they each put on the website - A, B, C or D?



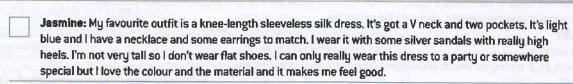
4 F C +







- Q-



Karlem: My favourite trousers are dark brown and they've got straight legs. I don't like clothes which are too baggy and I hardly ever wear jeans. I like wearing my short-sleeved cotton shirt which has got a collar with buttons. It's very bright and cheerful. I prefer wearing a shirt to a T-shirt but I never wear a tie. When I go out I usually wear my leather jacket — it's old now but it's very comfortable.

2.2 Here is what the other two people in the pictures wrote. Match what each of them says to one of the pictures and fill in the gaps with a word from the box.

belt pocke	boots s sweatshirt	bracelet T-shirt	buckle trainers	collar baggy	hood flat	jeans long	laces short	neck		
] 	undrew: I always we don't like things the sig I wear a large less 6)	at fit. They've ather (4) I like plain or And on my	got big (3) to nes and I usu feet I alway	hold them	which up. It's go (7)	are usually ot a big (5)	full of stu over the top	iff. Because I alway p. My favour	they're a bit ays wear a rite one has a	
1	iangeeta: I have a somes below the knowhite (14)	ee but it's ver I've go ave some blac	y cool becaus et a (15)	se it's made	e of cotton made of b	. It's got a eads whicl	round (13) h looks god)od with it bu	and a t I don't usua	illy
2.3	he adjectives belo	w describe a	material or	pattern. W	rite them	in the co	rrect cate;	gory below.		

lycra	nylon	plain	polyester
silk	spotted	striped	wool
Man	orial		

flowery

cotton



Vocabulary note

For most materials we use the same word as a noun and adjective: I bought a silk shirt. / It's made of silk.

2.4 Write a short paragraph for the website about your favourite outfit.

leather

Shopping

checked

- 3 Choose the correct word to complete each sentence.
- 1 Gift vouchers/cheques are available in multiples of £5.
- 2 We're offering 25% sale/discount on all cameras.
- 3 Our sale/discount starts on Thursday at 9 am. Everything will be reduced.
- 4 We accept all major cash/credit cards.
- 5 If you need help pushing your basket/trolley to your car, please ask a member of staff.
- 6 Refunds/Cashback can only be given if you keep your recipe/receipt.

4.1 Listen to four customers in a clothes shop. Why don't they buy what they try on?

Match each customer to a reason.

Customer 1 A It's a waste of money.

Customer 2 B It doesn't fit.

Customer 3 C It doesn't match another piece of clothing.

Customer 4 D It doesn't suit him/her.

4.2 PHRASAL VERBS 17b Read this conversation which one of the customers had later. Put the correct word into each space to make a phrasal verb. Then listen to the recording to check your answers.

back into into off on on out of up Simon Mum. I got trousers, a jacket and a shirt to wear to Jason's wedding. I've put them (1) ... so you can see. Mum Good. You need to dress smartly. I'm sorry I couldn't come shopping with you. Simon So, what do you think? Mum Well, the jacket's a bit big but you might grow (2) it I suppose. Simon I've stopped growing, Mum. I couldn't find a smaller one. Anyway I like it and I've grown (3) my other one. I've had it since I was twelve. The trousers are good though, aren't they? Mum Mmm, well I'm not sure. Simon I went to loads of shops and tried lots of things (4) Mum Can you take the trousers (5)? Simon I can but I think they're OK. Mum Well, OK but take them (6) now. Go and change (7) your jeans again before you get them dirty. Simon I'll hang them (8) and I'll decide tomorrow.

- 4.3 The pairs of sentences below have the same meaning. At the end of each pair are two verbs. Choose the correct one for each sentence.
- a) I ..40t... dressed in a hurry.
 - b) I ..Put.. my clothes on quickly. [put/got]
- 2 a) I have to smartly for work.
 - b) I have to smart clothes for work. [wear / dress]
- 3 a) The dancers were all in blue.
 - b) The dancers were all blue. [dressed / wearing]

- a) He undressed in the bathroom.
 - b) He off his clothes in the bathroom. [got / took]
- 5 a) She fell asleep fully
- b) She fell asleep all her clothes. [dressed / wearing]

Money We pay some

6

Choose the correct verb in each sentence. Then put them in the correct order to complete the biography of David Davies. We **pay** someone but we **pay for** something: I paid the builder the money I owed him. I paid for the work the builder had done. EXCEPT We pay a fine, a fare, a bill or a fee.

David Davies (1818-1890)

Correct order: D.

- A When he died, his family earned/inherited his fortune.
- B It spends/costs nothing to visit the exhibition there.
- C However, he donated/saved as much as he could from his wages and when he was in his twenties he had enough for a farm.
- D David Davies left school at the age of 11 and put/earned very little working on the land.
- E His granddaughters, Gwendoline and Margaret, cost/spent some of the money on paintings which are now among the most famous in the world.
- F After 15 months, they found some and Davies put/saved his money into developing coal mines.
- G But he didn't forget his local community and paid/paid for his village to have a new school and chapel.
- H He soon inherited/made a lot of money from the industry.
- He later bought another farm and some land in a valley and paid/paid for some men to help him look for coal there.
- J When they died, they donated/made 260 of them to the National Museum of Wales.

Exam practice

READING Part 2

You are going to read an article about a woman who shops for clothes for film stars. Five sentences have been removed from the article. Choose from sentences A–F the one which fits each gap (1–5). There is one extra sentence which you do not need to use.

Shopping for a living Helping Hollywood stars look their best Wouldn't it be cool if you could shop for a living? Taiking about the latest fashions in the best shops. For Hollywood wardrobe stylists, this kind of shopping largely defines the job.	"It's hard not to let your own tastes interfere, but ultimately you're not the final decision maker," says Jami, who thinks for a minute and then says, "My all-time favorite actor was a monkey, because he didn't talk back and he didn't drop his clothes on the floor."		
"Obviously it's fun to get paid to spend money," says Jami, "and to get to feel like one of the rich and famous. But I also like to help make people look good. 2 That's because every job is different, from game shows to commercials to movies." Jami had no idea this job even existed until some actresses she knew kept telling her she'd be good at it. 3 "I basically carried around her shopping bags for free and learned the business, including stuff like who has the best evening wear and which tailor can do overnight alterations."	It's no wonder these stylists are often credited with setting fashion trends around the globe. A stylist might give an actress a beautiful bag or amazing scarf to wear to a premiere. 5 The next thing she knows, she's got her own line of accessories and a boutique at Sunset Plaza. So the next time someone compilments your sense of style, you could think of becoming a wardrobe stylist – it could be your introduction to the stars!		
A Once it's splashed across the pages of every magazine And I don't mean for groceries or socks. A stylist, of course, often has to deal with strong personal But that's one of the few disadvantages of the job. She already had a distinctive personal style, so she apprenticed with a well-known stylist. And one of the best things is that it's never monotonout. USE OF ENGLISH Part 4 For questions 1-4, complete the second sentence so the second sentence second sentence so the second sentence sentence second sentence sentence sentence sentence sentence sentence second sentence sen	Read the paragraph again after choosing your answer to check both the meaning and grammar are correct.		
using the word given. Do not change the word given. You word given. Example: The outfit I like best is my red skirt and white top.	ou must use between two and five words, including 3 I can return the jacket if I decide I don't want it.		
Ayfavourite outfit Is my red skirt and white top.	I can if I decide I don't want it.		
Those shoes don't match your dress. Ohose shoesyour dress.	4 Mary doesn't look at all good in that colour. SUIT That colour		
Property Those jeans are too small for me now. CROWN those jeans now.	der W. grin i Lucks Wid Sowesen ein		

18 Home territory Houses and homes, household problems

Houses and homes

Look at the pictures of houses below and read part of a letter from an American girl to her penfriend. Which house is she describing?

You asked me to describe my home. Well, our house in the suburbs is modern and detached, like most houses in the US. It's made of wood and we have shutters at the windows. The house is quite spacious. Downstairs there's a large living room, a dining room, a study and a fitted kitchen. There's also a utility room which has the washing machine, drier and freezer in it. Upstairs there are four bedrooms. One of these has an ensuite bathroom and there is also a separate shower room. We have central heating and air-conditioning. It's hot and steamy in summer and cold in winter, so we need both! And there's a double garage – we keep a lot of junk in there as well the cars!

Underline the words which gave you the answer.

1.2	Match each of the types of house	s below to a picture in 1.1.
-----	----------------------------------	------------------------------

- 1 villa
- 4 apartment block
- 2 cottage
- 5 detached house
- 3 terraced houses
- 6 bungalow

1.3 Look at the pictures again. Which of the houses above:

- have more than one floor or storey?
- 2 have a double garage?
- 3 have a fence?
- 4 have a view of water?
- 5 have shutters?
- 6 have a hedge?
- 7 have a gate?



Vocabulary note

In Britain, we use the word flat. In the US, apartment is used.

Add these words to the pictures to help you remember them.



- Read the email again. In your notebook, list the ways in which the house described is similar to yours, and the ways in which it is different.
- 1.5 Use your notes to write a paragraph about your house/flat. Use the email above as a guide.
- 2.1 Read this extract from a novel. Do not worry about any words you do not understand.

As we neared Black Oak, we passed the Clench farm, home of Foy and Leverl Clench and their eight children, all of whom, I was certain, were still in the fields. No one worked harder than the Clenches. Even the children seemed to enjoy picking cotton and doing the most routine chores around the farm. The hedges around the front yard were perfectly manicured into shape. The fences were straight and needed no repair. The garden was huge and its legendary yield fed the family all year.

And their house was painted.

Our house had been built before the First War, back when indoor bathrooms and electricity were unheard of. Its exterior was built from clapboards made of oak, probably cut from trees on the land which we now farmed. With time and weather the boards had faded to a pale brown colour, pretty much the same color as the other farmhouses around Black Oak. According to my father and grandparents, paint was unnecessary. The boards were kept clean and in good repair, and besides, paint cost money.

My mother vowed to herself that she would not raise her children on a farm. She would one day have a house in a town or in a city, a house with indoor plumbing and flowers around the porch, and with paint on the boards, maybe even bricks.

'Paint' was a sensitive word around our farm.

- 2.2 When you don't understand a word you should try to guess its meaning. Look at these words in the extract above and try to answer the questions without a dictionary.
- 1 Routine chores are
 - A everyday tasks
 - **B** repetitive games
 - c time-consuming jobs
- 2 The words **perfectly manicured** here refer to the hedges and mean
 - A well watered
 - B heavily fertilised
 - c carefully cut
- 3 The legendary yield of the garden refers to
 - A the flowers grown there
 - B the vegetables it produced
 - c the insects that lived there

- 4 Oak is a kind of
 - A brick
- B cement
- wood

- 5 **Vowed** means
 - A encouraged
- **B** promised
- c dared
- 6 Paint was a sensitive word around the farm because the writer's mother
 - A had a row with the rest of the family about it.
 - B desperately wanted to live in a painted house.
 - c was jealous of the neighbours' farm.
- 3 COMMON EXPRESSIONS There are lots of common expressions related to the house and home. Match the two halves of the sentence below.
- 1 We just have to finish this section
- 2 When I was younger I used to feel homesick
- 3 He hit the nail on the head
- 4 You should put your own house in order
- 5 I shan't be there until 6.00pm
- 6 She really hammered home the message

- A that we shouldn't walk home late at night.
- B when he said everyone should work hard.
- c whenever I was away from my family.
- D so please make yourself at home until then.
- E and then we're home and dry.
- F before you start telling me what to do.

Household problems

- Lots of people do household jobs and repairs themselves, and this is called DIY (Do It Yourself). However, sometimes you have to call in an expert. Who would you call for the following problems? Match each person (A–F) with a problem (1–6).
- A electrician B builder C service agent D decorator E dry cleaner F plumber
- 1 The tap in the kitchen is dripping and the pipe under the kitchen sink is leaking.
- 2 The cushions on your sofa are stained with coffee.
- 3 You'd like some new lighting put up.
- 4 Your dishwasher has broken down while it's still under guarantee.
- 5 You'd like a new patio made outside your house.
- 6 You'd like your living room painted and you don't have time to do it yourself.
- 5.1 PHRASAL VERBS Look at the sentences below and choose the correct answer.
- Decorating that room was really tiring it's done me in / away with me.
- 2 I was in the middle of doing without / out the room when the money ran out.
- 3 I need an electric saw for this job, but I'll have to do away with / without one.
- 4 I'd like to buy a really old house and do it up / in.

(V) Vocabulary note

Do usually means to perform an activity or job. **Make** usually means to create or produce something. So around the house we talk about making a cake or bookshelves.

NB Making a bed is an exception (it means putting the sheets and blankets on it).

5.2 Put these meanings under the correct phrase in the table.

renovate exhaust manage without decorate

DO	someone in	out a room	up a building	without something
meaning	exhaust	ر بسروالیا		
			44,41-7-1	

- 5.3 Answer these questions.
- 1 Have you ever done out your room? What colours did you use?
- 2 Does learning English do you in? Do you enjoy learning languages?
- 3 Can you do without a car? Do you use a bike?
- 4 Have you ever done up a flat? Did it take a long time?

Error warning

When you use verbs of movement like go or come with home, you do not need to use a preposition:

What time did you go home? NOT What time did you go

What time did you go home? NOT What time did you go to home?

Exam practice ...

SPEAKING Part 3

Look at the pictures of houses on page 80. First think about the advantages and disadvantages of living in each type of house. Then decide which house you would live in if you had the choice, and think about your reasons. Record yourself speaking for one minute and then listen to your recording.

SPEAKING Part 4

Read the questions, think about your answers, then record them.

Would you prefer to live in a house or flat? Which room is most important for you? Why? Would you rather live in an old or new house? Is it important to live near to where you work or study? How could the area where you live be improved? Are you friendly with people in your area?

USE OF ENGLISH Part 2

Read the text below and think of the best word which fits each space. Use only one word in each space. There is an example at the beginning (0).

THE BEST CITY TO LIVE IN?

Vancouver has just (0) rated top in a survey of cities across the world. According (1) the suits natural beauty (2) temperate climate are the main reasons (3) It being chosen as (4) of the best cities in the world to live. But Vancouver also scored highly in the survey (5) Canada is politically stable and a country (6) levels of personal safety and security are high. (7) additing the offers a high standard (8) medical care and education, a good public transport system, good qualifications and excellent recreational activities.	on,
Other Canadlan cities (9)	all ict law

USE OF ENGLISH Part 3

Read the text below. Use the word given in capitals to form a word that fits in each space. There is an example at the beginning.

Exam Tip



Think about what type of word is needed grammatically, e.g. an adjective, adverb, noun or verb.

SUNNY COTTAGE

This bright, (0)	spacious	cottage is (1)	located in open and
very (2)	count	ryside. It is within walk	king distance of a village with a
shop and a schoo	I and it takes jus	t 20 minutes to drive to	o the (3) city
of Bath. It is light	and (4)	in summe	r, yet cosy in winter. The cottage
offers a pleasant ((5)	of traditional an	nd modern amenities, and provides
an excellent base	for exploring the	(6)	area.
On the ground flo	or you will find a	living room with a (7).	floor, and a
modern (8)	kl	tchen, which is well-ed	quipped with all necessary
(9)	Upstairs	there are three bedroo	ms and two shower rooms. In
the drive there is	parking for four o	cars, with (10)	roadside parking.

SPACE/PERFECT
PICTURE
HISTORY
AIR
COMBINE
SURROUND
WOOD
FIT
APPLY
ADDITION

19 Green planet Science, the environment

Science

1.1 Tick the things that you think a scientist might do during a typical day at work.

work as part of a team
enter data into a computer
make an exciting discovery
make observations
test a theory
analyse statistics
attend a conference
carry out an experiment
work outside

1.2 What will these scientists study? Match 1–7 with A–G.

1	physicist A		rocks
2	biologist	}	substances
3	ecologist		stars
4	chemist)	the environment
5	mathematician E		living things
6	geologist	Ä	matter and energy
7	astronomer G	i	numbers and shapes

1.3 Complete the table.

person (noun)	astronomer			ecologist			
subject (noun)	astronomy		chemistry			mathematics	- I - A 197
adjective		biological	TE ARTH	n nimbitan	geological	Bully	physical

1.4 Read texts A and B and answer the questions with A, B or both A & B. Which scientist ...

A Isaac Newton (1642–1727) had a profound impact on astronomy, physics and mathematics. He was raised by his grandparents and it was thanks to an uncle that he went to university to study mathematics. He made the first modern telescope, and developed a branch of mathematics known as calculus. He is also famous for developing the scientific laws of motion and the law of gravity, which formed the basis of all models of the cosmos.

James Lovelock (1919—) first graduated as a chemist, and then obtained degrees in medicine and biophysics. He has produced a range of technical instruments, many of which are now used by NASA in space exploration. He is most famous for the 'Gaia Theory', which considers the planet Earth as a living being, capable of changing and restoring itself. He has brought his concern about climate change to the attention of both the public and the scientific world.

1	obtained a degree in chemistry?	В
2	invented scientific instruments?	
3	was worried about the future of the Earth?	
4	developed theories of global importance?	
5	was keenly interested in green issues?	
6	showed a talent for mathematics?	

(V)

Vocabulary note

Scientists **do** an experiment, a test or research, but they **make** a discovery.

The environment

- 2.1 COMMON EXPRESSIONS There are currently many problems with the environment. Match the two halves of the sentences.
 - Global warming means that-
- Heavy traffic and exhaust fumes
- The emissions produced by factories
- The pesticides used on crops in the countryside
- Heavy rain and rising water levels in rivers
- Most households produce large amounts of waste

- pollute the air in most cities.
- which is taken to landfill sites.
- have caused serious flooding.
- create acid rain which destroys crops.
- the weather is becoming hotter and drier.
- are dangerous to birds and other wildlife.
- **72.2** Put a tick against the problems which exist in your country.
- 3.1 Schools are teaching their pupils about pollution and the need to live in sustainable buildings which cause no damage to the environment. Read the newspaper article below and answer the questions.

THE SUSTAINABLE SCHOOL

Within 30 years, most scientists expect us to be living in a much harsher world, where droughts, storms and floods are stronger and more frequent, where extremes of heat and cold are greater, and where oil and coal are nearly used up. It is therefore vitally important that schools teach their pupils this, and are located in buildings which are environmentally sustainable.

Cassop village primary school near Durham is one such school. It has a wind turbine and solar panels. It got rid of its oil-fired boiler years ago. It can generate all of its own electricity, so its running costs are low.

Contrast this with a certain city school where the head teacher knows only too well that he is throwing away money and resources trying to heat, light and ventilate a building that is 1970s and it should be pulled down'.



Cassop village primary school

a furnace in summer and an icebox in winter. As he says, It was built in the

In the	artic	le, find	word	s for
--------	-------	----------	------	-------

- three types of extreme weather two resources that may be in short supply in 30 years' time two alternative forms of energy three ways that power is used to make a building more comfortable three phrasal verbs
- 3.2 Look at these expressions. Which would you use to describe the two schools above?

efficient cheap to run environmentally friendly expensive to maintain wasteful Village school:

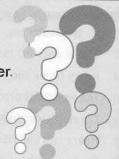
City school:

13.3 How would you describe your school, college or place of work? Is it environmentally friendly? Write two or three sentences about it in your notebook.

3.4 We can all do something to help the environment. Mark the sentences below true (T) or false (F) for you.

How Green Are You?

- 1 I recycle as much of my rubbish as I can.
- 2 I switch off electrical equipment once I've used it to avoid wasting power.
- 3 I never sleep with the air conditioning on.
- 4 I buy organic food which is produced in my local area.
- 5 I put an extra sweater on rather than turn up the heating.
- 6 I walk or use public transport rather than drive.



Which of the things in 1-6 is easiest for you personally to do? Which do you think has the most benefit for the environment?

4 🥻 Read the speech below from a local council meeting about pollution and choose the correct answer: A, B, C or D.

It is now widely accepted that pollution (1) humans, the environment, and buildings. Some pollution spreads across local and national boundaries and lasts for many generations. Many chemicals do not biodegrade and gradually (2) in the food chain. So, if the crops in our fields are sprayed carelessly, the pesticide has an immediate effect on local wildlife and can ultimately (3) in our food.

Burning fossil fuels – oil, gas and coal – also (4) pollution, in particular carbon dioxide, which is a major contributor to global (5) In our region eight out of the ten hottest years on (6) have occurred during the last decade. We should therefore (7) the use of renewable energy resources such as wind and solar energy, because these do not (8) carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques (9) the problem worse, and this pollution has been directly (10) to the rising number of asthma sufferers in our region. We should be aiming to gradually (11) vehicle use in the city on high pollution days and educate the public on the importance of purchasing (12) friendly vehicles and maintaining them to a high (13)

	_						
1	A injures	B	hurts	C	wounds	D	harms
2	A build up	В	get on	C	grow up	D	break through
3	A turn out	В	end up	C	put across	D	keep back
4	A gives	В	leads	C	begins	D	causes
5	A heating	В	melting	C	warming	D	thawing
6	A account	В	record	C	document	D	report
7	A encourage	B	advance	C	help	D	forward
8	A bring	В	design	C	create	D	invent
9	A increase	8	make	C	do	D	grow
10	A joined	В	combined	C	associated	D	linked
11	A keep out	В	put by	C	cut down	D	drop out
12	A universally	B	atmospherically	C	globally	D	environmentally
13	A degree	B	grade	C	mark	D	standard

Exam practice*

USE OF ENGLISH Part 3

Read the text below. Use the word in capitals to form a word that fits in each space. There is an example at the beginning.

CENTRE FOR ALTERNATIVE TECHNOLOGY (CAT)

We offer practical (0)50lutions to some of the most serious challenges	SOLVE
facing the human race, such as climate change, (1)	POLLUTE
the waste of resources. Living by example, we aim to show that living more	
2) Is easy and can provide a better quality of life. We have a	SUSTAIN
particular interest in renewable energy, energy (3) and growing	EFFICIENT
fuit and vegetables (4)	ORGANIC
(5) of ways. Our Visitor Centre, which has interactive displays	VARY
showing (6) issues, is open seven days a week. CAT also	GLOBE
provides a free (7) service, answering inquiries on a	INFORM
(8)range of topics.	MASS
We also run a range of (9) courses, lasting from a weekend to a	RESIDENT
year, and can offer six-month (10) for people willing to work as	PLACE
volunteers at our centre.	

LISTENING Part 4

You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Choose the best answer (A, B or C).

- 1 What does Gina say about sheep farming in Australia?
 - A It is the main source of employment.
 - B It takes place all over the country.
 - C It is restricted to cooler areas.
- 2 What is the main challenge facing farmers who produce wool?
 - A competition from manmade products
 - B falling production levels
 - C increasingly dry weather
- 3 Gina says that in future, wool will have most potential in
 - A manufacturing carpets.
 - B insulating houses.
 - C making clothes.
- 4 What alternative form of energy is Gina investigating?
 - A solar power
 - **B** tidal power
 - C wind power
- **D**Listen again.

- 5 What made Gina become interested in a new source of energy?
 - A It will make her farm self-sufficient.
 - B It fits in with her 'green' view of life.
 - C She'll be able to earn money from it.
- 6 What does Gina say about the advice she has received in England?
 - A It has encouraged her to lead a more sustainable lifestyle.
 - B It has taught her to analyse financial Issues.
 - C It has convinced her that she has to give up farming.
- 7 How does Gina feel about her project?
 - A She's worried about high costs.
 - B She's aware that her plans need adapting.
 - C She's confident that she can succeed.

Exam Tip

The questions come in the order you hear the information.

Exam practice.

USE OF ENGLISH Part 3

Read the text below. Use the word in capitals to form a word that fits in each space. There is an example at the beginning.

CENTRE FOR ALTERNATIVE TECHNOLOGY (CAT)

We offer practical (0) solutions to some of the most serious challenges	SOLVE
facing the human race, such as climate change, (1) and	POLLUTE
the waste of resources. Living by example, we aim to show that living more	
(2) is easy and can provide a better quality of life. We have a	SUSTAIN
particular interest in renewable energy, energy (3) and growing	EFFICIENT
fruit and vegetables (4)	ORGANIC
(5) of ways. Our Visitor Centre, which has interactive displays	VARY
showing (6)issues, is open seven days a week. CAT also	GLOBE
provides a free (7) service, answering inquiries on a	INFORM
(8) range of topics.	MASS
We also run a range of (9) courses, lasting from a weekend to a	RESIDENT
year, and can offer six-month (10) for people willing to work as volunteers at our centre.	PLACE

LISTENING Part 4

r the

or D.

ion

o a

You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Choose the best answer (A, B or C).

- 1 What does Gina say about sheep farming in Australia?
 - A It is the main source of employment.
 - B It takes place all over the country.
 - C It is restricted to cooler areas.
- 2 What is the main challenge facing farmers who produce wool?
 - A competition from manmade products
 - B falling production levels
 - C increasingly dry weather
- 3 Gina says that in future, wool will have most potential in
 - A manufacturing carpets.
 - B insulating houses.
 - C making clothes.
- 4 What alternative form of energy is Gina investigating?
 - A solar power
 - B tidal power
 - C wind power
- Listen again.

- 5 What made Gina become interested in a new source of energy?
 - A It will make her farm self-sufficient.
 - B It fits in with her 'green' view of life.
 - C She'll be able to earn money from it.
- 6 What does Gina say about the advice she has received in England?
 - A It has encouraged her to lead a more sustainable lifestyle.
 - B It has taught her to analyse financial issues.
 - C It has convinced her that she has to give up farming.
- 7 How does Gina feel about her project?
 - A She's worried about high costs.
 - B She's aware that her plans need adapting.
 - C She's confident that she can succeed.

Exam Tip

The questions come in the order you hear the information.

20 My judgement Crime, opinions

Crime

1.1 Read this review of a crime novel. Then answer the questions.

Burglars Can't Be Choosers is the first novel about Bernie Rhodenbarr, a surprisingly charming and very talented professional burglar in New York. The opening of the novel finds Bernie expertly breaking into an expensive apartment, commissioned to locate a mysterious blue leather box. The burglary goes smoothly until Bernie realises that the box is not there, the police are at the door and the owner of the apartment is lying dead on the bedroom rug. Bernie makes a rapid escape, and spends the rest of the novel employing all his investigative (not to mention criminal) skills trying to find out who set him up, and clear himself of the murder charge.

Are these statements true or false? Underline the words in the text which give you the answer.

- 1 Bernie makes a living from stealing. ... True....
- 2 Bernie has been given the key to an expensive apartment.
- 3 The police catch Bernie with a blue leather box in his hand.
- 4 Bernie has murdered someone.
- 5 Someone has tried to make sure that Bernie is arrested.

1.2 WORD BUILDING Complete the chart below.

CRIME	CRIMINAL	VERB
burglary	burglar	
robbery		
theft	Am em blochroen e	steal
		shoplift
murder		

Error warning

Remember that the verbs **steal** and **rob** are used differently. A person **steals something** e.g. a car or some money, but **robs someone or a place** e.g. a wealthy person or a bank.

The verb **steal** is often used in the passive: My bike was stolen yesterday.

- 1.3 Now complete the sentences below with an appropriate word from the box above. Put the verbs in the correct tense.
- 1 Most stores will prosecute people whoshoplift
- 2 Five men in masks a bank in the main street.
- 3 The cashier £100 from the till in the supermarket.
- 4 The gang admitted they had committed four recent bank
- 5 The admitted killing two people, and the judge sentenced him to life imprisonment.
- 6 When I came back from holiday I found that my car had been while I was away.

2 1 6 20a Listen to a man talking about his favourite crime novels. How would he answer the questionnaire below?

G	RIME NOVELS
_	Do you enjoy reading crime novels and detectives stories?
	Yes. I quite like them / I like them a lot / I love them
	No. I dislike them/ I can't stand them
	Give a reason for your answer: because
2	What is the name of your favourite writer?
3	What is special about his/her novels?

Look at the recording script for 20a and underline phrases that might be useful to talk about your own reading habits.

- Look at the vocabulary below about crime. Which is the odd one out in each group?
 - 1 burglar robber arsonist thief
- 3 evidence proof fact clue
- 2 shoplifting vandalism kidnapping speeding
- 4 judge barrister detective solicitor

Opinions

4.1 Read the text below about a woman judge.

Judge Anne Rafferty's ideas about the law are an unusual mix of the **traditional** and the very **radical**. She has strong opinions on the criminal justice system in England, but is convinced that it is **effective**. She is in favour of criminals meeting their victims face to face and trying to come to understand the effects of their crime, whether they are murderers or burglars. She is also **enthusiastic** about a scheme which is trying to identify whether an offender has drug or alcohol-related problems as soon as he or she is arrested, as this enables problems to be treated at the earliest possible stage. She also supports the idea of weekend jails, which as the name suggests, allows offenders to keep their job and thus provide for their family, but lose their leisure time.

However, while she approves of these **innovative** and **significant** changes to the justice system, she is totally against the idea of televising cases and believes that judges and lawyers should continue to wear old-fashioned wigs and gowns in court as they have always done.

Match the words in bold to their definitions below.

1	new	***************************************	3	keen		5	important	
2	revolutionary	***************************************	4	gets results	***************************************	6	conservative	

4.2 Divide Anne Rafferty's ideas into two columns.

no TV in court
identifying drug and alcohol problems
judges wearing wigs and gowns
weakend jatis
criminals meeting their victims

RADICAL	TRADITIONAL	
weekend jails		

4.3 Read the text again and underline all the expressions used to show Anne's opinions. Then divide them into three groups and put them into the columns below

Used positively (agrees with)	lised negatively (disagrees with)	Could be used for either	
in favour of		Control with more than	
	to the same of the	The second section of the section of the second section of the section of the second section of the se	
		The latest term of the latest	
		Grand and of the END.	
	and the latest and the special sections of	market and see the second of the second lines.	
		There are not become because it is not by	

4.4 Now write two or three sentences in your notebook giving your own views about the issues in the text. Remember you can make the expressions in 4.3 negative as well.

I'm not in favour of criminals meeting their victims, but I support the idea of televising court cases.

- 5.1 COMMON EXPRESSIONS Correct these sentences.
- 1 We're thinking to go to France on holiday.

of going

- 2 What did you think the concert last night?
- 3 I thought my answers before writing anything down.
- 4 I'm thinking leaving early to avoid the rush hour.
- 5 What do you think my new dress?
- 6 I was thinking my grandmother, who's been rather unwell.

(V) Vocabulary note

To **think about something/someone** means to have thoughts in your mind about a person or thing, or to consider them: *I was thinking about my sister.*

I thought carefully about what I was going to say at the meeting.

We use **What do you think of/about.....?** as a way of asking someone's opinion: What did you think about the film?

Think of doing means thinking about the possibility of doing something:

I'm thinking of taking up karate.

- 5.2 IDIOMS There are lots of idioms and expressions in English using the verb *think*. The meaning is often very clear from the context. Match the two halves of the sentences.
- 1 If I were you I'd think long and hard -
- 2 You've really got to think for yourself -
- 3 You weren't thinking straight
- 4 If you think back to this time last year,
- 5 I was really just thinking aloud
- 6 It's a good job you can think on your feet

- A when you said you'd finish everything by Monday.
- B because you had no time to consider your answer.
- c you'll realise how much progress we've made.
- D before you accept a job involving a lot of travel.
- E no one is going to make the decision for you.
- F when I said Alison deserved promotion.

Exam practice

SPEAKING Part 3

Imagine that the students in your English class are choosing a book to read. Here are the different types of books they can choose.

First decide what type of book each picture shows, and what the story is going to be about. Then decide which book you think would be the best choice for everyone in your class to read together. You can hear an example of two students doing this task on the CD 100 200 .



SPEAKING Part 4

Practise your answers to these questions.

Do you prefer reading or watching television?

Do people learn more from books or television?

What kind of books are popular in your country?

What is your favourite type of book?
What was the last book you read?
Will people still read books in the next century?

WRITING Part 2: essay

You have had a discussion in your English class and now your teacher has asked you to write an essay giving your opinions on the following statement:

Young people in my country today commit more crimes and behave far worse than young people did in the past.

Write 120-180 words.

Exam Tip (also see writing checklist on p. 100)



Remember, you don't have to agree with the statement! You can agree or disagree, or give both points of view. It's good to give examples, and you should come to a definite conclusion at the end of your essay.

LISTENING Part 1

6 20c Listen to the recording and choose the best answer (A, B or C).

You hear the beginning of a radio programme. What is the programme going to be about?

- A teenage criminals
- B teenage volunteers
- C teenage journalists
- 📵 Listen again.

Test Four (Units 16–20)

	pose the correct lette			
1	In court, the	stated that	she had seen the man leav	e the house at 6.00 pm.
		B spectator	C viewer	D witness
2	My cousin wants to	study	because he cares passion	nately about the environment.
	A mathematics	B astronomy	C ecology	D physics
3	Sweatshirts are ofte	en made out of man	made materials like	rather than natural ones.
ſ	A cotton	B silk	C wool	D polyester
٨	The radiator in the	living room is leaki	ng, so I'll have to get a	to come round.
4	A plumber	B electrician	C decorator	D builder
5	Most people in the	town	the idea of tougher penal	ties for vandalism.
	A agree	B approve	C support	D believe
6	If you have	outside vou	r windows, you don't really	y need curtains inside as well.
	A shutters	B fences	C hedges	D gates
7	In many countries.	education is	until the age of si	xteen.
ľ	A necessary	B essential	C compulsory	D legal
-8	The	fumes created by o	ars cause huge problems in	n cities.
	A pollution	B acid	C exhaust	D waste
q	My brother went or	ut and	all his birthday money o	n an expensive pair of trainers.
í	A paid		C put	D spent
10	Students who have	successfully comp	leted a degree course are k	mown as
	A undergraduates	B doctors	C postgraduates	D graduates
11	In most countries.	fishermen's boats a	are built of	cut from local trees.
	A bricks			D cotton
17	Many people who	are worried about e	eating chemicals buy	food.
	A green	B organic	C recycled	D environmental
13	My boss was	on his wa	y home last night and the t	thieves took his wallet.
	A stolen	B burgled	C shoplifted	D robbed
14	I really liked the ia	scket, but I didn't b	ouy it because it didn't	the dress I'd already bought.
	A suit	B fit	C match	D go
15	When I was a teen	ager my parents al	ways expected me to	chores around the house.
	A make	B get	C have	D do

10	My cousin is	cousin isa baby in September and the whole family is really excited		amily is really excited ab	out it
	A waiting	B expecting	C hoping	D getting	
17	We have a small.	room v	where we keep the drier, fr	dge freezer and so on	
	A utility	B kitchen	C machine	D shower	
18	I've	very carefully abou	t how we can get everyone	to agree to our plan.	
	A realised	B thought		D approved	
19	You should read t	he information in the	university	if you are thinking of chir	duing these
	A prospectus	B brochure	C leaflet	D report	aying there.
20	They were	free samples	of cheese in the supermar	ket vesterdav.	
	A handing back	giving in	C handing out	D giving up	
21	Modern universiti facilities for the	es are usually located	d on a, whe	re there is accommodation	on and all sorts of
	A faculty	B campus	C department	D hall	
22	It's best not to lea	Vê Your computer on	standby but to	it off when you've 6-	false of outsite to
	A switch	B close	C hold	D push	isned with it.
23	Older people ofter	choose to live in a	because ther	e are no stairs for them t	o worry about
	A villa	B cottage	C detached house	D bungalow	o worry about.
24	It's always a good	idea to	clothes on before you bu	v them.	
	A put	B hang	C take	D try	
25	Most household ru	bbish is disposed of	in landfill		
	A places	B locations	C sites	D factories	
26	A lot of people we	ar in b	ed when it's cold at night.		
	A sleeves	B tights	C pyjamas	D laces	
27	The	decides what the ser	ntence will be if the accuse	d is found guilty.	. mm 1.0
	A barrister	B warder	C judge		
28	That	. you liked is one of t	the pieces of jewellery I in	nerited from my grandmo	ther
	A buckle	B bracelet	C collar	D tie	direct Agreem
29	The police eventua	lly dropped the case	because they had insufficie	ent to aro	secute.
	A evidence	B proof	C clue	D fact	
30	Global warming is their banks.	likely to result in mor	re because a	ın increase in rainfall wil	l cause rivers to burst
	A droughts	B floods	C storms	D. Market	
	7	- 110043	e atomia	D waves	

Phrasal verbs



- 1.1 Read the sentences below. Try to work out the meaning of the phrasal verbs in bold.
 - We thought it would be a difficult problem to solve, but in the end we got (a)round it.
 - 2 I had almost no money when I was a student, but I managed to get by on very little.
 - 3 After Peter had made several unsuccessful attempts to get through, he asked the operator to connect him.
 - 4 I managed to get away from the office just before the rush hour started.
 - 5 I was really ill with flu last month, but I've got over it now.
 - 6 This grey, wet weather really gets me down.
 - 7 Tamsin is a good speaker who always gets her message across.
- 8 Nobody saw who smashed the window, so the boys got away with it.
- 9 I've been meaning to tidy the garage for some time, but I'm busy and I never seem to get (a)round to it.
- 10 If I can think of a reason to get out of the meeting tonight I will.
- 1.2 Complete the table below, using one of the meanings in the box. Look back at the sentences again.

avoid contact by phone depress escape unpunished explain-clearty overcome have time for leave recover from survive

	particle	use	meaning
GET	across	get a message across	explain clearly
	(a)round	get (a)round a problem	
	away from	get away from a place	I politica
	away with	get away with a crime	
	by	get by (on little money)	D self-of
	down	bad weather gets me down	eser and an eaconing disembly a title still
	out of	get out of a commitment	
	over	get over an illness	A Securit Human arrelation of sufferness factors
	(a)round to	get round to doing something	THE SHIP OF SH
	through	get through to someone on the phone	

1.3 Now make four sentences in your notebook about yourself using four of the phrasal verbs with GET.

come

32 4 4	Match the two believe of the continues	
E 4.1	Match the two halves of the sentence.	L

- He came across some very old letters
- When the DVD of the concert came out
- I'll come by your office one day this week
- There was great applause from the audience
- The racing driver was unconscious after the accident
- We hoped to visit our friends in Canada last year
- Oil prices have come down recently
- Getting permission to cross the border

- when the Russian ballerina came on.
- which means global supplies are good.
- was the most difficult problem they came up against.
- it sold millions of copies.
- but our plan didn't come off.
- but to everyone's relief he soon came round.
- while he was cleaning out the attic.
- H so we can discuss it.

2.2	Underline the phrasal verbs with come in the sentences above	. Then match	them to thei	r definitions
-----	--	--------------	--------------	---------------

come across find by chance	······ visit	fall
succeed	be released	appear on stage
face (a problem)	regain conscio	ousness and the first through the same of
3 Use one of the phrasal verbs abov	e to complete these sentences.	

2.

- on my way into town and have a coffee.
- The new children's film will before the start of the school holidays.
- The mechanic a lot of difficulties when he tried to fix the old car.
- I think our plan to build an extension on the house is going to
- It was so hot in the shops I fainted and it took me a minute or two to
- It was an hour before the main singer to perform.
- I a beautiful old vase on one of the stalls in the market.
- The price of electrical goods has considerably this year.

go

3.1 Answer these questions. Write your answer, using the phrasal verb:

- When did you last go down with a cold? I last went down with a cold a week ago.
- Have you ever gone in for a race?
- Does food ever go off in your fridge?
- What does most of your money go on?
- Do your shoes go with your clothes?
- Could you go without chocolate for a week?

3.2 Replace each of the phrasal verbs in the sentences with one of these words or phrases.

go bad

manage without

catch

match

spent on

entered

Word building

Verhs to nouns

1.1 For each sentence, change the verb at the end in capitals into a noun using one of the suffixes in the box.

		and any we deliver a month family one of the annixes ill the De
-sion -tion	-ation -ion	Sent and the first to the first terminal and the first terminated as
1 There are lo	ts of organisations whose ai	im is theprotection of wildlife. PROTECT
2 The	of the company	meant I was offered promotion. EXPAND
		d will be in tomorrow's newspaper. SOLVE
		ime, I will need an EXPLAIN
		was free to work without any INTERRUPT
		at the end of your essay. CONCLUDE
		as announced on the radio. COMPETE
		desk when I tried to check out. RECEIVE
The newspap EXAGGERATI	per said there were 6,000 p	eople at the festival but I think that was an
There is less	demand for large cars so th	e factory lowered rates of some models. PRO
100	me suffixes to change these	
reduce	reduction	
publish	***************************************	6 divide
oblige		7 impress
satisfy		8 investigate
predict		9 destroy
predict	••••••	10 persuade
Verbs to	nouns and nouns	s to adjectives
space. The	ollowing extract from a news n choose one word from the e to fit the meaning. Use the	paper article. Decide if a noun or an adjective is required in each box below to go in each space. Change it to a noun (singular or personner).
ipprove pro	pose globe refuse	practice survive
which, if the	ey get (4),	global warming and climate change, it is important for every of the planet. The government has put forward (3) will begin to help. However, some people have shown a eare (6) things they can do such as drive smaller can

Adjectives to nouns

3.1 Using the suffixes in the box below, change the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.

-ity -ety -ness -iness -ence -ance	
Investore 1915	THE ADDRESS OF THE PARTY OF THE
Schools give great (1)importance to making sure children feel	IMPORTANT
comfortable when they first start school. The (2) of	MAJOR
children settle and do not show any (3) after the	ANXIOUS
first few days. Some children, however, are not ready for this essential	
stage of (4)in their lives and show signs of	INDEPENDENT
(5) They need to be treated with great	NAUGHTY
(6) and given plenty of time to gain	KIND
(7) After a while they will be willing to join in a	CONFIDENT
(8) of (9) with the other children,	VARIOUS/ACTIVE
their early (10) completely forgotten.	SHY
3.2 Use the same suffixes to change these adjectives into nouns.	
intelligent intelligence	
populardepend of a land to the fact of the name of the	
necessary	
нарру	
The state of the s	
The state of the s	
Nouns to verbs	
4 Change these nouns to verbs.	
When I was young, My uncleencouraged me to become an enginee	r. COURAGE
My friend says nothing her. FRIGHT	
Never what Jamie says. BELIEF	
The police could not arrest the woman because they could not PROOF	she had committed the crim
The bridge was by replacing some of the old wood with	n cement. STRENGTH
6 Can you the man you saw steal the car? IDENTITY	

Spelling

Common errors

There are some spelling mistakes that are frequently made by FCE candidates in their written work. These sentences contain the correct spelling of the word and the way it is often spelled wrongly. Read the sentences. **Circle** the **correct** spelling and **underline** the spelling **error**.

Example

- Accomodation Accommodation is often very expensive in big cities.
- 1 I saw an advertisment/advertisement for a very unusual holiday cottage yesterday.
- 2 I believe/belive you wanted to speak to Mr. Brown?
- 3 My daughter arrived with a beatiful/beautiful bunch of flowers in her hand.
- 4 It's no good ignoring your homework simply becouse/because it's difficult!
- 5 The beginning/beginning of the month was cold and showery.
- 6 Susanna rode her bycicle/bicycle into town and locked it to the bike rack.
- 7 I think we should make the photo biger/bigger so you can see more detail.
- 8 The old armchair in the corner is comfortable/confortable if you want to curl up and read a book.
- 9 We live near the shops, which is very convinient/convenient.
- 10 I'm definitly/definitely going to buy a CD so I can practise my Spanish.
- 11 The way we live now is very diferent/different from fifty years ago.
- 12 I didn't get into the hockey team, which was very disappointing/disapointing.
- 13 A lot of what you read in the press these days concerns the environment/environment.
- 14 His sister was always giggling and making faces, which could be very embarassing/embarrassing.
- 15 Anna was very greatful/grateful for the help her friend gave her.
- 16 You sometimes begin a business letter with 'Dear Sir/ Madam/Madame'.
- 17 Very few people walk to work nowdays/nowadays.
- 18 I'd like to have the opportunity/oportunity to go to Canada.
- 19 Cars and lorries create a vast amount of polution/pollution on our roads.
- 20 Personally, I'd have preferred/prefered to leave later, but everyone else wanted an early start.
- 21 I realy/really like your new hairstyle it suits you!
- 21 I recommend/recomend the shop on Green Street if you want to buy some good cheese.
- 22 I try to go runing/running every Saturday morning.
- 23 I hate going shoping/shopping, but my sister loves it.
- 24 I always stay up untill/until after midnight at New Year.
- 25 Let me know wich/which of the two designs you prefer.

Speaking checklist

This is a list of things you should check **every time** you do a speaking task. There are also exam tips in the units which have speaking tasks in the Exam practice section.

- Use a variety of vocabulary. Look back through the unit and choose the vocabulary you can use in your answers.
- Some speaking exercises have a sample recording.
 After you have listened, look at the recording script and underline any useful words or phrases you can use.
- Check the pronunciation of the vocabulary you want to use. Look at the wordlist or check in a dictionary.
- If you don't know a word, explain what you want to say in another way:

I can't remember the word in English but it's a bit like a ...) it's a sort of... / it looks like a ... / it's shaped like a ...

 Don't answer questions with just yes or no. Say a bit more or give an example:

I like living in Milan because there's lots to do and it's near the mountains and the lakes.

- Speak clearly and try not to leave long pauses.
 Practise your answer aloud, then record yourself. Play the recording and listen for the following:
 - Do I speak clearly?
 - Are there too many pauses?
 - Do I use a variety of vocabulary?
 - Do I give enough information?
- Do I answer the question?
- For Part 1, make sure you can talk about your own life.
 You will be asked a few questions on one or two of the following subjects: where you live, your likes and dislikes, your personal experiences, your school or work, your free time, the media, travel and holidays.
- For Part 2, make sure you know how to say where things are in a photo:

In the background / On one side / On the left / On the right / Behind the ... , In front of ... , there's ...

· Describe what is happening even if you're not sure:

There's a man who might/could be ... I think the woman is ... They're probably ...

· Compare and contrast the two photos:

The people in photo A seem much happier probably because the sun is shining and they're enjoying themselves. The two places look very similar/different but ... Photo A looks ... whereas photo B is

- Be ready to answer a quick question on your partner's photo, e.g. Would you like to do this?
- For Part 3, make sure you know how to give your opinion:

I think X is a bad idea.
The best thing to do is...
X is important because...
In my opinion/view, X would be best because
I think/feel/reckon X would be the best choice
I like X, but most people prefer Y.
I'd rather do X because

agree and disagree:

You're right. / I don't agree. / I'm not sure.

ask for an opinion:

What do you think? / Do you agree?

come to a conclusion:

So we've decided that X would be the most successful.

 For Part 4, make sure you can give your opinion and give reasons for it:

In my opinion, X is not true/better/easier because ...
In my country, most people ...
I'd prefer ... / I'd rather ... because ...
My reason for choosing X is because

Writing checklist

This is a list of things you should check **every time** you do a writing task. There are also exam tips in the units which have writing tasks in the Exam Practice section.

Before you start writing

- Read the question carefully and identify the information you have to give/include.
- Think about what kind of task you have to do and who you are writing for, e.g. part one: letter/email, part two: article, essay, letter, story, report, review.
- Plan what you're going to write: think about using a mind map or word tree as well as a list.
- Look through the unit for key vocabulary, idioms and expressions you can use and make a note of them on your plan.

When you are writing

- Include as much varied vocabulary as you can.
- Remember to use paragraphs and proper punctuation.

When you have finished writing

- Check you have written the correct number of words part one: 120-150 words; part two: 120-180 words.
- Read what you have written and correct grammar and spelling errors.
- If you can improve your writing by adding or changing vocabulary, then do so.
- Read through your work once more and make sure it makes sense.
- Compare your answer with the model answer at the back of the book,

Things to remember when you do the FCE exam

Part one

- Make sure you understand the whole situation.
- Read the rubric and the input email or letter to get a general impression.
- Then read the notes very carefully.
- Plan what you are going to say in each of the points.
- Be aware of who you are writing to and how formal or informal you need to be (this will vary; it depends on whether you know the target reader, what his/her position is, how old he/she is and whether you know him/her – follow the style and tone of the email or letter you are given).
- Write in correct grammatical English in both the email and the letter.
- Open and close your email or letter in an appropriate way.
- Try to expand on two of the points.
- Keep to the word limit of 120-150 words (you will probably need to write 150 words if you expand on two of the points).

Part two

- Always choose a question you feel confident you can write about.
- Make sure you understand the question and know the relevant vocabulary.
- Avoid a question if you are uncertain of what it means or don't know the vocabulary to express your ideas.

Answer key

Unit 1

1.1

Meal A is high in fat, salt, sugar and calories and low in vitamins and fibre.

Meal B is high in vitamins, protein and fibre and low in salt, fat and sugar.

1.2

G fruit B salt G vegetables B sugar G exercise B stress G salad B smoking B chocolate B alcohol G water B junk food G fish G cutting out fat B putting on weight G joining a gym G going on a diet G getting enough sleep

1.3

The things the sportsman mentions are in italics above.

1.4

2 F 3 T 4 T 5 T 6 T 7 T 8 F 9 T 10 F

1.6

2 cut down on 3 putting on 4 cut out 5 get enough 6 joining 7 going for

2.1

2 D 3 G 4 E 5 A 6 B 7 C 8 F

2.2

- 2 stitches 3 antihistamines
- 4 prescription 5 plaster 6 vaccinations
- 7 thermometer 8 scales 9 stretcher

2.3

Person	Problem	Where they got help	Treatment
1	Sore throat (red with spots)	Local surgery (doctor)	(Prescription for) antibiotics
2	Hit his thumb with a hammer	Casualty department	X-ray Bandage
3	Fell over someone and broke his arm	A and E*	Left arm in plaster Physiotherapy

^{*}Accident and Emergency, another name for the Casualty Dept.

3.1 1 × 2 √ 3 × 4 √ 5 ×

4

2 suggestion 3 decision 4 mistake 5 changes 6 speech 7 effort 8 arrangements 9 phone call

5

2 A 3 B 4 E 5 C

Exam practice Use of English Part 1

1 a 2 make 3 for 4 enough 5 it 6 into 7 any 8 what 9 when(ever) 10 as 11 at 12 do

Use of English Part 4

1 cutting down on 2 made a helpful suggestion 3 about going on a

Writing Part 2 Model answer

Dear Annie

Well, everyone seems to have something to say about health and fitness at the moment. Every time I turn on the television or open a newspaper there's something about it! You asked what I do to be fit and healthy. Well, I think my family has always had a healthy diet. We just have a light breakfast, some cereal and fruit. Then for lunch I have a sandwich or a salad, and then we eat a big meal in the evening. We usually have chicken or fish and vegetables again. Sometimes we have pasta, or in the summer we have perhaps a steak from the barbecue, or a hamburger. We eat fruit again for dessert or a yoghurt, although at the weekend my mother often makes some really nice cakes. As you know, I don't do a lot of sport, because I don't really like it, but I think I'm quite fit because I haven't got a car, and I walk and cycle everywhere. And I do like dancing, so on a Saturday night I go out and dance till the early hours. It's enough I think!!

Hope that's the information you need.

Love

Susan

Unit 2

1.2

2 forests 3 streams 4 slopes 5 flowers 6 orchards 7 paths 8 valleys The description matches Picture A. Picture B is of the Brazilian rainforest.

1.3

clear – muddy gentle – steep narrow – wide wild – cultivated high – low winding – straight

1.4

Model answer

There is a thick forest with a narrow, winding path through it. Some of the trees are very tall and it is quite dark.

2.1

- 1 stream; canal; flood
- 2 forest; wood; rainforest; timber
- 3 mountain; hill; cliff; cave
- 4 sea; ocean; lake; waterfall
- 5 banks; shores; beach; coast
- 6 soil; mud; sand; dust

2.2

2 C 3 C 4 A 5 D 6 B 7 C

3.1

2 A 3 B 4 B 5 A 6 B 7 A 8 B 9 A 10 A 11 B 12 A

3.2

Picture A

Summers are mild and wet. In winter the temperature drops to below 0°C and the area is often cut off because of snow. The heavy snowfall in winter attracts skiers and tourists. It can rain heavily in July and August during the monsoon and skies are often cloudy in the mountains, whether it is summer or winter.

Picture B

It is always hot and humid and, as it is near the Equator, there is little difference in temperature between the warmest and the coolest months. Rain falls nearly every day and there is no dry season. In the rainforest, the morning of almost every day begins with a clear blue sky but by mid-afternoon there are sudden hard downpours and thunderstorms are common. The temperature at night is 20°C-25°C but during the day it rises to above 30°C.

3.3

In the Arctic (the person is talking about Greenland).

4

2 wind 3 sun 4 rain 5 sun 6 snow/ice 7 rain 8 snow/ice 9 wind 10 rain 11 snow/ice 12 snow/ice

6

stormy cloudy windy rainy dusty sunny foggy icy

Exam practice Reading Part 2

1 F 2 B 3 C 4 A 5 E

Unite

1.2

1 Yes 2 Yes 3 Yes, I play the flute (and piano)
4 No, never 5 Yes, frequently 6 As often as I can

2.1

rock 3 pop 2 classical 4 world music 1

2.2

2 harmonies 3 album 4 composer 5 band 6 tracks 7 cover version 8 distinctive style 9 old favourites 10 fans 11 lyrics 12 catchy tunes

2.4

2 fans 3 band 4 old favourites 5 lyrics 6 duets 7 distinctive style 8 cover version

3

1 rock 'n' roll 2 jazz 3 country and western 4 folk

4

2 group 3 concert 4 charts 5 cello 6 composer 7 guitar 8 opera 9 piano The circled word is: orchestra

5.1

1 croak 2 whistle 3 creak 4 hiss 5 roar 6 hum 7 splash 8 grunt 9 howl 10 crash 11 bark 12 bang

5.2

2 E 3 G 4 I 5 J 6 A 7 B 8 C 9 D 10 F

5.3

2 hum 3 whistling 4 bang 5 creaking 6 hissed 7 grunted 8 crash 9 howl

Exam practice Use of English Part 2

1 in 2 had 3 to 4 so 5 any 6 up 7 with 8 were 9 no 10 as 11 my 12 at

Writing Part 1: email Model Answer

Hi Sam.

Yes, of course I'll give you the info you need. I'm really looking forward to the festival.

Our band plays blues, some traditional, some very modern, and we've got a really great singer – she's American. We usually start with some really lively numbers to get everybody going and then Maria does some really cool songs.

We'd like to play on the first night if possible. We always get nervous, so that'll mean less waiting! We can just arrive and start playing straight away. The audience is usually enthusiastic at the start of a festival too, so the atmosphere's great then.

But I definitely don't want to camp because I get terrible hay fever and I hate insects. Is there a youth hostel or anything nearby? Something fairly cheap please!

Look forward to seeing you

Love Anneke [135 words]

Unit 4

1.1

 A coach from the national team to choose the three best players.
 He broke his leg.
 His brother.

1.2

positive: confident, excited, proud, relaxed negative: ashamed, disappointed, embarrassed, guilty, jealous, upset

1.3

1 excited, confident, proud 2 disappointed, upset, jealous

1.4

ashamed, embarrassed, guilty

2.1 / 2.2

amazed	annoyed	depressed	frightened	pleased	worried
surprised astonished	cross furious	fed up miserable	scared afraid terrified	glad <u>delighted</u>	anxious concerned

3.2

1 that they phoned 2 to have 3 of going on 4 with 5 about 6 to realise

3.3

Student's own answers.

4

STRONG:	very	extremely	really	terribly	50
LESS STRONG:	quite	fairly	a bit		

Note: Quite sometimes has a different, stronger meaning when used with words like impossible. It can mean 'completely': The crossword was quite impossible.

5

2 sad 3 happy 4 sad 5 happy 6 happy

6.1

2 disappointing 3 surprised 4 excited 5 worried 6 terrifying 7 relaxing

6.7

Adjectives ending in -ed describe a feeling.

Adjectives ending in -ing describe what caused the feeling.

6.3

Noun	fear	amazement	embarrassment
Verb	frighten	amaze	embarrass
Adjective	frightening frightened	amazing amazed	embarrassing embarrassed
Noun	pleasure	annoyance	excitement
Verb	please	annoy	excite
Adjective	pleased pleasing	annoying annoyed	exciting excited
Noun	depression	anger	pride
Adjective	depressing depressed	angry	proud
Noun	anxiety	misery	jealousy

miserable

anxious

Adjective

jealous

Exam practice Listening

1 C 2 B

Use of English Part 3

1 unexpected 2 variety 3 disappointed 4 championship 5 congratulations 6 personal 7 annoyance 8 really 9 embarrassing 10 apologise

Writing Part 2 Model answers

Jakob was absolutely furious when he saw what was going on outside his window. There were two men with a huge machine and they were cutting down trees. Jakob lived on the fourth floor of a block of flats which looked out over a lovely park. When he realised what the men were doing, he ran out of his flat and shouted at them. They didn't take any notice and just carried on with their work. So Jakob rushed over to one of the trees which was still there, sat down in front of it and put his arms round it. He was so angry he decided he would stay there all day. He wasn't scared of the men and their machine because he knew they wouldn't hurt him. When some other people came by, he called to them to do the same with the other trees. In the end the men had to go away. Jakob felt very proud that he'd managed to save the rest of the trees but he knew the men would come back again. [179 words]

Unit 5

1

2 F 3 E 4 A 5 B 6 G 7 H 8 D

2.2

2 cave paintings/wall 3 2,000 years ago 4 in prehistoric times 5 China/France

2.1

The Great Pyramid of Ghiza

About four and a half thousand years ago.

3.1

2 records 3 population 4 figures 5 inhabitants 6 tribes 7 ancestors 8 hunting 9 settled 10 produce 11 tools 12 beliefs 13 stories 14 invaded

3.2

prehistory – prehistoric archaeology – archaeologist, archaeological evidence – evident civilise – civilisation, civilian invade – invasion, invader reside – residence, resident inhabit – inhabitant descend – descent, descendant believe – belief, believer survive – survival, survivor discovery – discover abolition – abolish cause – cause invention – invent colonisation – colonise introduction – introduce

4.1

2 last 3 takes 4 went on for 5 spent

4.2 Model answers

- 1 It takes (me) two hours to fly from Spain to London.
- 2 In my country, summer lasts about 4 months.
- 3 Several years have passed since I left primary school.
- 4 I've spent 30 minutes studying English today.
- 5 It takes me 20 minutes to walk from home to college.
- 6 The longest film I've ever seen was *Gladiator*. It went on for three hours.

5

- 1 A on time = to be punctual B in time = early enough
- 2 A have a lot of time for = have a lot of patience with her.

 B have no time for = have no patience with her.
- 3 A time flew = time went quickly B kill time = deliberately waste time

6

2 E 3 D 4 B 5 F 6 A

Exam practice Use of English Part 1

1 A 2 B 3 C 4 A 5 C 6 D 7 A 8 B 9 D 10 A 11 C 12 B

Writing Part 2 Model answer

STONEHENGE: not just a stone circle.

Stonehenge is a giant circle of stones in Somerset in England. It's absolutely fascinating and it was built about 5,000 years ago, in prehistoric times. Lots of people come to see it from all over the world and there are still ceremonies there on Midsummer's Day.

It was built at a time when there were no modern tools and machines, so people wonder how it was built, because the stone blocks are huge. Archaeologists think that the stone came from Wales, and that people used rafts to move it by

water, and logs to roll it across land because wheels hadn't been invented then!

No one knows why Stonehenge is there. Some people think it was used for religious ceremonies, others that it's a giant astronomical clock that shows the movement of the sun, moon and stars. The sun shines on one of the most important stones on Midsummer's Day. That can't be coincidence, can it?

I went there early one morning last summer when it was very misty. It's very beautiful and has a fantastic atmosphere.

[177 words]

Test Two

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

1 D (Unit 4)	11 A (Unit 1)	³ 21 B (Unit 3)
2 C (Unit 2)	12 D (Unit 2)	22 A (Unit 5)
3 A (Unit 4)	13 B (Unit 3)	23 C (Unit 5)
4 C (Unit 3)	14 B (Unit 2)	24 D (Unit 1)
5 D (Unit 4)	15 B (Unit 1)	25 B (Unit 5)
6 D (Unit 5)	16 A (Unit 3)	26 A (Unit 4)
7 C (Unit 1)	17 B (Unit 5)	27 A (Unit 3)
8 B (Unit 2)	18 B (Unit 4)	28 D (Unit 2)
9 D (Unit 1)	19 A (Unit 1)	29 A (Unit 2)
10 B (Unit 4)	20 C (Unit 3)	30 B (Unit 5)

Unit 6

1

1 B 2 E 3 D 4 C 5 A A slogan can be spoken or written.

2.1

An island with something for everyone is the best slogan. There is nothing about the future in the adverts.

2.2

A

Come to Sicily and experience its <u>amazing</u> colours, <u>stunning</u> landscapes and <u>delicious</u>, <u>healthy</u> food.

Visit the city of Catania which is a <u>perfect</u> combination of <u>spectacular</u> 17th century architecture, <u>lively</u> nightlife and <u>musical</u> traditions.

Relax on fine, golden, sandy beaches watched over by Europe's biggest active volcano, Mount Etna.

Last but not least, erijoy the wonderful flavours of topquality products such as olives, pistachio nuts, honey, vegetables and dried fruit.

R

Come to Sicily and experience the <u>bright</u> colours, <u>beautiful</u> landscapes and tasty food.

Visit the city of Catania which is a combination of 17th century architecture, <u>busy</u> nightlife and traditions.
Relax on the <u>nice</u> beaches watched over by the volcano, Mount Etna.

Last but not least, enjoy the good flavours of products such as olives, pistachio nuts, honey, vegetables and dried fruit.

2.3

	Advert A	Advert B
Colours:	amazing	bright
Landscapes:	stunning	beautiful
Food:	delicious, healthy	tasty
Architecture:	spectacular, 17th century	17th century
Nightlife:	lively	busy
Traditions:	musical	
Volcano:	Europe's biggest active	
Beach:	fine, golden, sandy	nice
Flavours:	wonderful	good
Products:	top-quality	

Advert A makes you want to visit Sicily because it uses lots of adjectives. The adjectives in B are not very strong or convincing.

3.1

You should tick: extraordinary, fantastic, magical, remarkable, unique

agreeable, nice and pleasant aren't very strong. The other adjectives are much stronger.

3.2

1 only 2 / 3 only 4 /

4.1

2 C 3 A 4 B 5 C 6 A 7 B 8 A 9 C 10 B 11 A

5

2 home page 3 keyword 4 bestsellers 5 secure 6 sign 7 password 8 basket 9 click 10 online 11 enter 12 support

6.1

2 phone 3 visit 4 phone 5 visit

67

2 out 3 off 4 away 5 over

7.1 1 F 2 E 3 C 4 A 5 D 6 B

7.2

2 get 3 ring 4 cut 5 pick 6 call/ring

Exam practice

1

The main advantage of computers is that it's easy to find out information like how to travel somewhere. This means that people don't need to look in books or newspapers. However, there is sometimes too much information available. Also, when we read facts, we don't always know what is true. A further disadvantage is that people throw their computers away after a few years. This results in a lot of waste. There are a number of advantages for children such as being able to play games. In addition, they make learning more fun. But this leads to children spending too. much time on the computer.

It is easier to stay in touch with friends by email and another advantage is that you can send photos. But people send emails rather than talk to each other. I sometimes think people rely on computers too much and if a computer goes wrong, for instance in a hospital, it might be

In conclusion, I think computers improve our lives in lots of ways and the advantages are more important than the disadvantages.

2.2

dangerous.

to explain something C to give an opposite opinion B to introduce the next argument D to give examples A

3 Model answer

The main advantage of mobile phones is that it's easy to get in touch with people so you can tell someone you're going to be late or change where to meet. However, this means that people can also contact you when you don't want them to or when it's not convenient. This leads to people never being able to relax. Also, a lot of people forget to turn their phones off in the cinema, for example, and that's very annoying.

A further disadvantage is that they are very easy to steal. This results in an increase in crime because everyone wants the latest phone.

Another advantage is that you can use them to do other things apart from phone people, such as play games, use

the internet, take photos. In addition, they are essential in an emergency as they can be used almost anywhere for instance on a motorway or a mountain. In conclusion, mobile phones have made our lives much easier so I think there are more advantages than disadvantages to having one. [174 words]

Unit 7

1

Construction – electrician
Customer service – call centre manager
Emergency services – firefighter, police officer
Health – optician, psychologist
Hotel and catering – chef, kitchen assistant
Information technology – software engineer
Legal – solicitor
Leisure and sport – lifeguard
Scientific – lab assistant

2.1

A receptionist B cleaner C nursery assistant

2.2

2 A permanent 3 C possible promotion 4 B shift work 5 A good communication skills 6 B overtime

2.3

1 a salary 2 wages 3 a rate of pay

2.4

2 application 3 catering 4 qualifications 5 reliable 6 training 7 enthusiastic 8 ambitious

3.1

A efficient, well-organised, self-motivated, able to work without supervision, good communication skills
B reliable, flexible, honest, hard-working
C enthusiastic, dynamic, creative

3.2

Speaker 1 is a hairdresser. Speaker 2 is a carpenter.

A

ightarrow Phone or email for an application form ightarrow Fill in the application form ightarrow Email or post the application form ightarrow Have an interview ightarrow Receive a job offer ightarrow Accept the job offer

5.1

1 x 2 1 3 x 4 x 5 1 6 1 7 x 8 1

5.2

Speaker 1 says he resigned and Speaker 7 says she gave up her job.

Speaker 3 says he was made redundant.

5.3

2 work 3 job 4 career 5 work 6 work 7 job 8 work 9 work 10 career

5.4

1 job 2 career 3 work #

Reading Part 3

1 B 2 B 3 A 4 C 5 C 6 A 7 C 8 A 9 B 10 B

Writing Part 2

Sample answer

Dear Mr Pitt

I saw your advertisement in the local newspaper last week and I would like to apply for the job in your computer shop. At present I'm working in a sports shop where I enjoy helping people to find what they want. I have also worked as a waiter in hotels and restaurants so I am used to dealing with people.

My hobby is playing computer games. I have more than 200 games and I read computer magazines so I know all the latest developments.

I have completed several computer courses and do all the ordering in my present job. I am at present doing a training course in accounting.

I have good communication skills. I am reliable and happy to be flexible if I am required to work extra hours.

I look forward to hearing from you.

Yours sincerely

Ghang Lee

Unit 8

1.1

A is Sam and B is Toby.

1.2

Sam's dad has a thin pointed face and freckles. He's got straight brown hair but he's going bald. He's got pale blue eyes and a long straight nose. He doesn't wear glasses.

1.3

Toby's mum has got <u>a round face</u>. She's got long wavy hair which was <u>dark</u> but it's going grey now. She's got <u>a small turned-up nose</u>, <u>large</u> green <u>eyes</u> and <u>quite full lips</u>.

Toby looks like his mum. They've both got a round face. Their hair is similar but Toby's is darker and curlier. Toby's nose is just like his mum's but he has dark eyes. They have the same lips. They're very alike.

1.4/1.5

other possible words in italics

face: round, thin, pointed

hair: straight, curly, wavy, dark, blond, brown, fair, long,

short, *red/ginger*

eyes: pale blue, large, green, brown

2.1

2 A 3 B 4 A 5 B 6 A 7 C 8 C

3.1

generous – mean gentle – aggressive hard-working – lazy modest – big-headed polite – rude self-confident – shy

3.2

2 generous 3 rude 4 lazy 5 funny 6 aggressive

4.1

2 nosey 3 moody 4 bad-tempered 5 dishonest

5.1

im-	un-	in-	dis-	ir-
polite patient possible	popular kind imaginative sociable	considerate convenient expensive	honest satisfied	relevant responsible regular

im- is added to some adjectives beginning with pir- is added to some adjectives beginning with r-

5.2

2 careless 3 colourless 4 powerful 5 painful 6 harmless 7 graceful

Exam practice Reading Part 1

1 C 2 A 3 D

Use of English Part 4

- 1 takes after her
- 2 is so imaginative
- 3 don't look like

Unit 9

1.1

FAST run dash rush stride sprint SLOW walk stroll creep crawl wander

1.2

an athlete sprint run dash
a baby crawl
a burglar creep crawl

a tourist stroll walk wander traffic creep crawl run someone late for work run dash rush sprint stride

1.3

2 ran/dashed/sprinted 3 Walking 4 sprinted 5 striding 6 wandered/strolled/walked

7 dashed/rushed/ran/sprinted

2.2

2 D 3 F 4 B 5 E 6 A

2.3

1 run them down (to run over someone or something means to hit and drive over: I dropped my hat in the road and a car ran over it.)

2 run up against (to run through means to say or practise the details of something: Before the meeting I ran through what I was going to say.)

3 run across (see 1 for run over)

4 run through (to run out of means not to have any more:

I've run out of sugar – I'll go and buy some.)

5 run out of (see 1 and 2 for meaning of verbs)

6 running around (see 1 for run down)

2.4 Model answers

1 ... I think it's unkind.

2 ... try to solve it as quickly as I can.

3 ... stop for a chat.

4 ... don't understand the first time.

5 ... try to fix my computer.

6 ... my sister visits with her children.

3.1

GO running skating cycling jogging walking swimming climbing skateboarding skiing diving snorkelling sailing snowboarding hiking surfing TIP: These all end in ing

PLAY volleyball squash rugby badminton football table tennis baseball ice hockey hockey
TIP: These are all played with a ball (apart from ice hockey and badminton)

DO judo yoga aerobics athletics gymnastics martial arts

3.2

1 F Golf is played with clubs on a course.

2 F You play squash with a racket.

3 F You play hockey on a pitch using a stick.

4 F You go skating at a rink, and take your blades with

5 T

6 T

7 F Baseball is played with a bat.

8 T

3.3

ER runner skater jogger walker swimmer climber skateboarder skier diver snorkeller footballer

NB sailor

-PLAYER volleyball squash rugby badminton football (table) tennis baseball hockey

IRREGULAR cyclist gymnast athlete

NB There is no word in English for someone who does juda.

4.1

yoga or aerobics

1 yoga 2 squash 3 hockey

5.1

1 beat/win 2 beat/won 3 won/beating

4 win/beating 5 beat/win

5.2

2 D 3 B 4 C 5 A

MEANING MOIDI to win someone to convince someone of round something REAT if you can't beat if you can't be as successful as someone else, then do them, join them the same as they do she beat me to it she did it before I could to do something before to beat the rush everyone else

Exam practice
Use of English Part 4

1 to run through 2 beat me to 3 ran into a lot

4 runs in Susie's

Writing Part 2 Model answer

Dear Michael,

Thanks for your letter. I'm writing to tell you something about sport in my country. I think football is probably the most popular sport in England, but tennis, golf and cricket are all popular as well.

People love football because they can play it as well as watch it, and most schools and colleges have football teams. Some boys spend all their time out of school playing football too. They dream about becoming stars and earning lots of money like Wayne Rooney does.

I like playing tennis, and I play nearly all year. It's a bit cold in winter, but I love it. It keeps me fit and I meet friends. We often go out to eat together or round to someone's house after we've played. I actually prefer doing sports to watching them, but if there are big matches on, I like watching them with my friends. I watch tennis, cricket, football, rugby – anything really.

I hope that tells you what you need to know. Good luck with the project!

Best wishes

Tim

[168 words]

Unit 10

1.1

2 colleagues 3 step-sisters 4 a married couple 5 sisters-in-law 6 flatmates 7 classmates 8 neighbours 9 nephew 10 penfriends

1,2

The people in 1, 3, 4, 5 and 9 are related.

2.1

1 reception 2 rings 3 cake 4 anniversary 5 guests 6 (across) priest 6 (down) photos 7 suit 8 invitation 9 present 10 (across) dress 10 (down) day 11 ceremony

2.2.

A is in Korea, and B is in France.

2.3

Dear Bill,

I'm glad you got the invitation to my brother's wedding and you're able to come. It will be a traditional wedding and (1) will take place in the garden of the bride's family. (2) The

wedding day will begin with the groom arriving there on a horse. (3) The ceremony starts with the couple bowing to each other and to the priest. You will have to be patient as there are no chairs! (4) The bride and groom will both wear colourful, traditional clothes and all my relatives will probably wear traditional clothes too but the other guests just dress smartly. Don't dress too informally or wear black. After the wedding (5) we'll go to a restaurant to have a traditional lunch. (6) You can give the couple any kind of present but we usually give money. If you want to take photos of the couple, you can but you shouldn't go too close.

Dear Satya

I'm so pleased you're coming to my sister's wedding (1) in our village. She's getting married on the same day as my parents' silver wedding anniversary - they've been married for 25 years. (2) So first of all everybody goes to the Town Hall for a civil ceremony and (3) then we'll go to the village church where the bride and groom will exchange gold rings. In the church the bride's family sit on one side and the groom's on the other. (4) My sister is going to wear a long white dress and the groom will wear a suit. Most people dress formally and some women wear hats. On the way out of the church everyone throws rice or flower petals over the couple for good luck. Then we'll go to the (5) reception which will be in a hotel nearby. There'll be lots to eat and drink and a cake which is cut by the bride and groom. (6) If you want to bring a present, most people buy something for the couple's new home.

3.1

1 A 2 C 3 A 4 B

3.2

2 spoken 3 get 4 make 5 told 6 fell 7 got 8 get 9 lost 10 enjoy 11 keep 12 make 13 had

3.3

close best old good

4.1

get in touch get on well together get to know someone

4.2

1 X 2 is getting 3 got 4 X

5

2 meet 3 couples 4 traditional 5 made 6 become 7 get 8 neighbour 9 in 10 best 11 each 12 on 13 out 14 to

Exam practice **Writing Part 2 Model answer**

Dear Kim

I'm going to tell you about a big family party we had for my uncle, aunt and cousins who were on holiday here. They live in Canada now so we don't see them very often. In fact, I'd only met my cousins once before at a wedding when I was very small. We decided to have a party for them and invite the whole family. There were about 65 people altogether and we had the party outside in the garden. We put lights in the trees and we had a live band so'people could dance. We invited my uncle, aunt and cousins for a meal but they didn't know there was a party. We told them to put their best clothes on because everyone wanted to dress smartly. We made a traditional meal as they live abroad now. When they arrived they couldn't believe it. There was lots of food for everyone and a big cake with icing. The party lasted nearly all night.

Hope to hear from you soon. Love Alexander [175 words]

Listening Part 3

1 F 2 A 3 E 4 D 5 B

Test Two

Unit numbers in brackets refer to the unit where the vocabulary can be found.

	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
1 B (Unit 7)	11 A (Unit 8)	21 C (Unit 6)
2 A (Unit 9)	12 A (Unit 6)	22 A (Unit 8)
3 D (Unit 7)	13 D (Unit 7)	23 C (Unit 6)
4 B (Unit 6)	14 B (Unit 10)	24 D (Unit 10)
5 B (Unit 8)	15 D (Unit 8)	25 C (Unit 10)
6 A (Unit 9)	16 C (Unit 6)	26 A (Unit 8)
7 D (Unit 9)	17 B (Unit 10)	27 D (Unit 6)
8 A (Unit 7)	18 A (Unit 9)	28 B (Unit 9)
9 D (Unit 10)	19 B (Unit 8)	29 A (Unit 7)
10 B (Unit 7)	20 C (Unit 10)	30 C (Unit 9)

Unit 11

1.1

2 check in 3 conveyor 4 pass 5 departure 6 control 7 security 8 board 9 gate 10 crew 11 seat 12 belt 13 refreshments 14 headset

1.3

1 train 2 bus 3 underground 4 taxi

1.4

Bus driver fare destination single-decker double-

Underground escalator platform train rail seat sliding doors

Train commute rush-hour platform carriage seat fare season ticket

Taxi rank fare tip driver meter cab

2.1

- 1 luggage/suitcase 2 accommodation/hotel
- 3 weather/storm 4 equipment/camera 5 money/coin
- 6 travel/journey 7 information/guidebook
- 8 transport/car

2.2.

Countable hotel storm camera car suitcase journey guidebook coin Uncountable travel weather equipment information

transport money accommodation luggage

3.2

Man 1 B 2 C 3 C 4 A 5 A 6 B Woman 1 C 2 C 3 B 4 C 5 C 6 A

3.3 **Model answers**

- 1 I think it's better to book a holiday well in advance because then you can look forward to it.
- 2 I'd always prefer to travel independently because then you can see what you want when you want.
- 3 I'd rather stay in a five-star hotel because I love comfort!

2 journey 3 journey 4 trip 5 travel 6 trip 7 travel 8 journey

5.1

2 C 3 A 4 D

5.2

1 B 2 A 3 C

Exam practice Use of English Part 4

- 1 did/made the journey.
- 2 on a short trip to
- 3 to set about fixing
- 4 to book (some/any) accommodation

Writing Part 2 Model answer

The Longest Journey

Have you ever been on a journey that you thought would never end? I have! It was when I went to San Francisco three years ago. We were going to visit friends we hadn't seen for several years. We took a taxi to the airport, but the traffic on the motorway was crawling along, so the driver decided to take another route. That meant going round lots of winding country roads. After a few miles we all felt as sick as parrots ...

We made it to the airport just in time and joined a long queue to check in. I think we got the last few seats on the plane. We went into the departure lounge and discovered there was a delay on our flight, so it was three hours later that we boarded the plane. It was not and crowded and everyone was grumpy, including us. The flight took ten hours, and we just got hotter and more fed up all the time. But, eventually we got there, and saw our friends waiting for us. We were so happy and excited.

The sun was shining and they drove us across the famous Golden Gate Bridge. It looked fantastic, and I knew then that it was going to be a great visit ...

1 staying in 2 going out

1.3

STAYING IN

to have a party, a drink, a barbecue, a quiet night in, friends round

to watch TV, a DVD, a film, a match, a play to play cards, games, a match

GOING OUT

to go swimming, surfing, shopping, clubbing to go to the cinema, a concert, a party, a restaurant, the theatre, a film, a barbecue, the beach, a play, a club,

to go for a drink, a drive, a walk

Model answer

When I have some free time, I prefer to go out with friends and do something active, like go surfing or go clubbing. I also enjoy going to a film and going out for a meal. But I don't really like staying in and watching television or reading.

1 G 2 F 3 C 4 D 5 E 6 B 7 A

2.3

2 collects 3 do 4 do 5 play 6 play

take in information: hear and remember take off your hat: remove take on work: accept take over a business: gain control of take to a new friend: develop a liking for take up space: fill up

3.2

2 take in 3 takes up 4 take off 5 takes after 6 take on 7 taken over

4.1

audience B box office B cartoon C costumes B comedy B critic B director B documentary C drama B dressing room T location C musical B performance B plot B rehearsal T reviews B science fiction C screen C soundtrack C special effects B stage T studio C subtitles C thriller B trailer C

4.2

The woman prefers going to the theatre because there's more atmosphere and every performance is special. The man prefers going to the cinema because of the darkness in the cinema, the film music and the locations in the films.

1 documentary 2 cartoon 3 drama 4 western 5 thriller .6 romantic comedy

unimpressive N stunning P uninteresting N tedious N brilliant P imaginative P uninspired N fascinating P wooden N

6.2

brilliant uninteresting uninspired tedious

Exam practice Writing Part 1 Model answer

Dear Mr Johnstone,

I love the film club and most of the films you show, so I am writing to give my opinion.

If you want to choose films that students enjoy, you should always show the latest movies with big stars, but also some classics and lots of films about music. There are lots of films of famous bands in concert, and I think this would be popular. You could also show some famous foreign language films, with subtitles in English of course! I think it would be an excellent idea to have a café, as we could meet our friends there before we went to see a film, or chat about it after we had seen it.

However, I do not think it would be sensible to have a film club on Thursday afternoon because most people are either at work or studying then. Friday evening is perfect for me. Yours sincerely

Junko Takihiko

[151 words]

Reading Part 3

1 A 2 C 3 C 4 B 5 B 6 A

Unit 13

1.2

1 B 2 A 3 B 4 A 5 B 6 A

1.3

A Sentences 6, 2, 4 B Sentences 3, 5, 1

2.1

В

2.2

2 F 3 F 4 F 5 T 6 F

2.3

- 1 housing, industrial, business
- 2 residential, outskirts, suburbs
- 3 office, tower 4 precinct 5 multi-storey
- 6 run down 7 lane

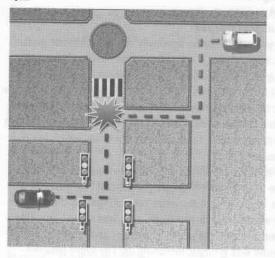
3.1

- 1 leisure centre 2 health centre 3 car park
- 4 art gallery 5 concert hall 6 taxi rank
- 7 football stadium 8 ice rink 9 bowling alley
- 10 shopping centre

3.2

recreation ground; play games

4.1



4.2

2 crossing 3 lights 4 overtook 5 per/an 6 slowing 7 side 8 one-way 9 way 10 cut 11 jam 12 bypass 13 broke

5.1

B slow down C pull something down D turn something down E break down (vehicle) F write something down

5.2

put down F pull down C

6

2 underweight 3 overcrowded 4 underwater 5 overdue 6 overcooked 7 overcharged 8 overheard

Exam practice Use of English Part 1

1 D 2 A 3 C 4 B 5 A 6 C 7 A 8 B 9 B 10 C 11 A 12 D

Writing Part 2 Model answer

I hope you'll enjoy your visit to my town. There are lots of things to see. It's divided into two main parts – the old city and the new city.

The old city

The old city is on a hill and has lots of medieval buildings. You should visit the church in the market square which has a beautiful ceiling. But most importantly, you mustn't miss the art gallery because there are some famous paintings in

the exhibition. There's also a really nice café in the gallery which looks over the town.

There's a castle on the edge of the old town but that's now a ruin. There are lovely views from there and, if you go there in the evening, you can watch the sun set.

The new city

In the new city there's a shopping centre where you can also go to the cinema, go bowling or watch a band in the evening. It's a good place to spend time if the weather's bad. There's a little railway which takes you from the old town to the new town and that's quite fun to go on.

[188 words

Unit 14

1.1

MEAT Cow: beef, steak, burgers

Pig: chop, ham, bacon, pork, sausages

Sheep: lamb, chop

Poultry: chicken, wing, breast, duck Fish: trout, cod, plaice, tuna, salmon

Shellfish: squid, mussels, prawns, lobster

2.1

FISH

Where you cook	How you cook	What you cook	What you use
Under the grill	grill	steak	a grillpan
Оп the hob	boil	an egg	a saucepan
	stew	fruit	a saucepan
	fry	fish	a frying pan
	stir fry	vegetables	a wok
In the oven	roast	beef	a roasting tin
	bake	a cake	a cake tin

2.2

1 Chinese 2 English 3 Italian

2.4

2 eggs 3 vegetables 4 banana

5 cheese 6 butter 7 cake 8 lemon 9 sauce

3.1

Everyday meals

Breakfast: cereal, juice, coffee Lunch: sandwich, salad, soup, roll Dinner: chicken, vegetables, potatoes, rice, pasta, fruit, yoghurt

What she doesn't eat: starter or dessert

Special meal Day: Sunday

Food: roast dinner e.g. roast beef and Yorkshire pudding, and a dessert like apple pie

3.3

2 NG 3 F 4 NG 5 T 6 T

3.4

2 G 3 F 4 C 5 A 6 B 7 E

3.5

1 tasteless 2 tasty 3 tasteful

4.1

- 1 drawings, water colours, oil paintings, prints
- 2 pottery, textiles, jewellery, sculptures
- 3 portrait, still life, landscape, abstract
- 4 exhibition, gallery, studio, collection

4.2

- 1 Very
- 2 painting, pottery
- 3 Yes, frequently
- 4 Likes portraits and landscapes
- 5 Favourite picture: Niagara Falls
- 6 Favourite artist: Albert Bierstadt

Exam practice Use of English Part 3

- 1 hidden 2 thoroughly 3 friendly 4 tasty
- 5 celebration 6 seasonal 7 reasonable
- 8 popularity 9 selection 10 romantic

Listening Part 2

- 1 remote 2 plane 3 nature 4 realistic 5 desert
- 6 light 7 canvas 8 oils 9 companies
- 10 (magazine) articles

Unit 15

1.1

2 A 3 E 4 F 5 C 6 D

1,2

1 Reality TV 2 Comedy 3 Soap opera

1.4

TV: channel, screen, set Radio: disc jockey, station Both: aerial, highlights, remote control, repeats, studio

2.1

2 listened to 3 looked at 4 saw 5 heard 6 watched 7 read about

2.2

1 C 2 A 3 B

3

daily N fashion M glossy M gossip M local N monthly M morning N tabloid N today's N travel M women's M N advertisement NM article M cover NM editor NM editorial N headline N report

4

2 A 3 B 4 C 5 B 6 A 7 C 8 C 9 B 10 A

5.1

Reference: atlas, cookery book, encyclopedia
Fiction: detective story, ghost story, poetry book, thriller, science fiction novel
Non-fiction: biography, diary, guidebook, textbook

6.1

It's from a thriller or possibly a detective story

6.2

I had a brief glimpse of I peered out caught sight of I made out

6,3

1 breathe 2 smell 3 sniff 4 stroke 5 overhear In each group the other two words are connected with seeing.

7.1

1 A, C, B, D 2 B, A 3 A, B 4 A, B

7.2

- 2 novelist 3 called 4 remember
- 5 fiction 6 characters 7 relationships 8 borrow
- 9 library 10 request 11 entertaining 12 chapter

Exam practice Reading Part 1

1 B 2 D 3 B 4 C

Writing Part 2 Model answer

I've just read a novel called *Northern Lights* by Philip Pullman. It starts off in England and moves to a fantasy world of snow and northern lights.

The main character, Lyra, is a girl who overhears a presentation by her uncle to his colleagues in Oxford University. He is investigating the idea of another world where everyone is born with an animal companion. It's a magic world and Lyra goes there and has lots of adventures.

The description of her journey is so well done that you feel as though you're there with her. The book is thoroughly entertaining and you won't be able to put it down until you've finished the last chapter. The story is gripping and quite frightening in places but that's what I enjoyed about it. Although it is quite complicated, you really want to know what happens so it isn't difficult to follow. The book is extremely well-written and you could read it several times and still find something new. I've since read the next two books in the series and I'd highly recommend them all. [180 words]

Test Three

Unit numbers in brackets refer to the unit where the vocabulary can be found.

	ve journe.	
1 B (Unit 12)	11 A (Unit 11)	21 D (Unit 11)
2 C (Unit 15)	12 C (Unit 12)	22 A (Unit 15)
3 C (Unit 14)	13 B (Unit 13)	23 A (Unit 14)
4 D (Unit 12)	14 D (Unit 13)	24 D (Unit 12)
5 B (Unit 13)	15 A (Unit 15)	25 B (Unit 14)
6 B (Unit 11)	16 D (Unit 11)	26 C (Unit 13)
7 C (Unit 15)	17 A (Unit 12)	27 D (Unit 15)
8 A (Unit 14)	18 D (Unit 14)	28 B (Unit 11)
9 C (Unit 11)	19 C (Unit 14)	29 A (Unit 12)
10 A (Unit 13)	20 B (Unit 15)	30 B (Unit 13)

Unit 16

1.2

Martha is elderly Rob is in his late twenties

Jessie is in her early thirties Callum is in his early teens
Jim is middle-aged

1.3

- 2 As 3 three years old 4 gap year
- 5 pregnant 6 toddler 7 about my age
- 8 (very) childish 9 grown up 10 my age

2

- 2 tallish
- 3 reddish
- 4 eightish (change about to at eightish = about eight)
- 5 longish (delete quite longish = quite long)
- 6 newish

3

2 B 3 D 4 E 5 F 6 A

4.1

The text is aimed at people who are thinking of coming to the university as undergraduates.

4.2

- 1 terms, semesters, vacations >
- 2 lectures, seminars, tutorials
- 3 lecturers, tutors
- 4 dissertation
- 5 undergraduates, graduates, postgraduate
- 6 campus
- 7 halls of residence, students' union
- 8 prospectus
- 9 departments, faculty
- 10 mature

5.1

- 1 term is used but we say school holidays not vacations
- 2 schools have lessons
- 3 schools have teachers not lecturers, they sometimes have tutors
- 4 schoolchildren do projects and essays or compositions
- 5 schools have pupils
- 8 schools and universities have prospectuses
- 9 schools have departments but not faculties

5.2

2 compulsory 3 age 4 start 5 age 6 attend 7 pupils 8 taught 9 miss 10 after 11 in 12 allowed 13 take 14 leave 15 study 16 opportunities

6.1

2 handed/given 3 handed 4 handed/gave 5 gave 6 handing/giving 7 give

6.2

meaning	hand	give	What you use
give to someone who will be alive after you have died	1	Х	+ down
give to someone in authority	1	1	+ in
give to someone else	1	X	+ over
return something to someone	1	1	+ back
give to someone without asking for payment	X	1	+ away
give something to a large number of people	1	1	+ out
stop doing a regular activity	×	1	+up

Exam practice Use of English Part 4

- 1 expecting/having / going to have a baby
- 2 give up eating
- 3 let me decide

Unit 17

1.1

- 2 buckle (a buckle is on a shoe or belt not on a shirt)
- 3 pyjamas (pyjamas are worn in bed not outside)
- 4 socks (socks are worn on your feet)
- 5 jacket (a jacket is worn on the top half of your body)
- 6 laces (laces are used to tie shoes)
- 7 belt (a belt is worn with trousers, etc., it is not jewellery)
- 8 nightdress (a nightdress is not worn on your feet)

1.2

Tights, pyjamas, jeans, shorts, trousers are always plural. We often say a pair of tights, trousers etc.

21

Jasmine: Picture C Kariem: Picture A

2.2

2 baggy 3 pockets 4 belt 5 buckle 6 T-shirt 7 sweatshirt 8 hood 9 trainers 10 laces 11 short 12 long 13 neck 14 collar 15 bracelet 16 boots 17 flat

2.3

Pattern: checked, flowery, plain, spotted, striped Material: cotton, leather, lycra, nylon, polyester, silk, wool 3

2 discount 3 sale 4 credit 5 trolley 6 Refunds, receipt

4.1

1 C 2 B 3 D 4 A

4.2

2 into 3 out of 4 on 5 back 6 off 7 into 8 up

4.3

2a) dress 2b) wear 3a) dressed 3b) wearing 4a) got 4b) took 5a) dressed 5b) wearing

5

B costs C saved D earned E spent
F put G paid for H made I paid J donated
Correct order: D, C, I, F, H, G, A, E, J, B

Exam practice Reading Part 2

1 B 2 F 3 E 4 C 5 A

Use of English Part 4

1 don't go with

2 have/'ve grown out of

3 take back the jacket / take the jacket back

4 doesn't suit Mary

Unit 18

1,1

She's describing C.

1.2

1D 2E 3F 4B 5C 6A

1.3

1 B, C, D, E, F 2 C 3 A, C 4 B, D 5 C, D 6 E 7 F

1.5 Model answer

The house we live in now is quite old and semi-detached, like a lot of houses in Britain. It was built in the 1930s. It's made of brick and there's a large garden at the back. The house isn't very spacious, but it's big enough for my family. Downstairs there's an open plan living and dining room and a large fitted kitchen, which is where we usually eat. Upstairs there are three bedrooms and a bathroom. We have central heating and a single garage for our car.

2.2

1 A 2 C 3 B 4 C 5 B 6 B

3

2 C 3 B 4 F 5 D 6 A

4

2 E 3 A 4 C 5 B 6 D

5.1

2 out 3 without 4 up

5.2

DO	someone in	out a room	up a building	without something
meaning	exhaust	decorate	renovate	manage without

5.3 Model answers

- 1 Yes, I did my room out recently. I painted it blue and yellow.
- 2 Yes, learning English sometimes does me in! But I like learning languages.
- 3 I can't do without a car because I live in the country. But I've got a bike too.
- 4 I've never done up a whole flat. I think it would take a very long time.

Exam practice Use of English Part 2

1 to 2 and 3 for 4 one 5 because/as/since 6 where 7 In 8 of 9 were/are 10 This 11 due/owing 12 which

Use of English Part 3

1 perfectly 2 picturesque 3 historic 4 airy 5 combination 6 surrounding 7 wooden 8 fitted

9 appliances 10 additional

Unit 19

1.2

2 E 3 D 4 B 5 G 6 A 7 C

1.3

Answers in bold

astronomer astronomy astronomical biologist biology biological chemist chemistry chemical ecologist ecology ecological geologist geology

geological mathematician mathematics mathematical physicist physics physical

1.4

2 A/B 3 B 4 A/B 5 B 6 A

2.1

2 A 3 D 4 F 5 C 6 B

3.1

- 1 droughts, storms, floods
- 2 oil, coal
- 3 wind turbines, solar panels
- 4 heat, light, ventilate
- 5 use up, throw away, pull down (get rid of is a useful expression meaning throw away, but not a phrasal verb)

3.2

Village school: environmentally friendly, efficient, cheap to run

City school: wasteful, expensive to maintain

3.3 Model answer

The place where I work has air conditioning and heating, but it's still always too hot or too cold and it's not well ventilated. I think it's probably quite expensive to maintain as well. It's being refurbished at the moment, so I think things may improve.

4

2 A 3 B 4 D 5 C 6 B 7 A 8 C 9 B 10 D 11 C 12 D 13 D

Exam practice Use of English Part 3

1 pollution 2 sustainably 3 efficiency 4 organically 5 variety 6 global 7 information 8 massive 9 residential 10 placements

Listening Part 1

1 B 2 C 3 B 4 C 5 C 6 A 7 C

Unit 20

1.1

2 False 3 False 4 False 5 True

Rhodenbarr, a surprisingly charming and very talented professional burglar (1) in New York. The opening of the novel finds Bernie expertly breaking into an expensive

apartment (2), commissioned to locate a mysterious blue leather box. The burglary goes smoothly until Bernie realises that the box is not there (3), the police are at the door and the owner of the apartment is lying dead on the bedroom rug (4). Bernie makes a rapid escape, and spends the rest of the novel employing all his investigative (not to mention criminal) skills trying to find out who set him up (5), and clear himself of the murder charge.

1.2

CRIME	CRIMINAL	VERB
burglary	burglar	burgle
robbery	robber	rob
theft	thief	steal
shoplifting	shoplifter	shoplift
murder	murderer	murder

1.3

2 robbed 3 stole 4 robberies 5 murderer 6 stolen

2

- 1 Yes, I love them because they make you think, like a crossword puzzle.
- 2 My favourite writer is PD James.
- 3 She writes fantastic descriptions of places and her characters are really interesting, especially the detective, Inspector Dalgliesh.

3

- 1 arsonist They set fire to things, the others all steal.
- 2 kidnapping It is a crime against a person.
- 3 clue the others provide information which is certain.
- 4 detective a detective does not usually work in a court.

& 4

1 innovative 2 radical 3 enthusiastic 4 effective 5 significant 6 traditional

4.2

RADICAL weekend jails, criminals meeting their victims, identifying drug and alcohol problems
TRADITIONAL no TV in court, judges wearing wigs and gowns

4.3

Used positively: in favour of, is enthusiastic about, supports the idea that, approves of **Used negatively:** is totally against **Either:** has strong opinions on, is convinced that, believes that

5.1

- 1 We're thinking of going to France on holiday.
- 2 What did you think of/about the concert last night?
- 3 I thought about my answers before writing anything down.
- 4 I'm thinking of leaving early to avoid the rush hour.
- 5 What do you think of/about my new dress?
- 6 I was thinking about my grandmother, who's been rather unwell.

5.2

2 E 3 A 4 C 5 F 6 B

Exam practice Writing Part 2 Model Answer

What you think about this statement depends quite a lot on where you live. I live in a village and there are lots of small crimes committed by young people. For example, there has been vandalism in the bus shelter, and small amounts of money and garden tools are stolen from houses and sheds. This is different from the past. Fifty years ago, lots of women spent the day at home and so there were always eyes watching! I am sure that it stopped people committing these crimes.

And if I go into the city, it is quite safe until late in the evening, when all the young people start to go home from the bars and clubs. Then there are sometimes fights, and people can get hurt. My grandparents say there have always been fights like this, but now there are more. So in conclusion, I agree that young people do commit more crimes and behave worse. I think this is because today young people have more freedom and more money, and they don't always use them well. [179 words]

Listening Part 1

В

Test Four

Unit numbers in brackets refer to the unit where the vocabulary can be found.

VOCUDUIUT Y CUIT DI	e jouriu.	
1 D (Unit 20)	11 B (Unit 18)	21 B (Unit 16)
2 C (Unit 19)	12 B (Unit 19)	22 A (Unit 19)
3 D (Unit 17)	13 D (Unit 20)	23 D (Unit 18)
4 A (Unit 18)	14 C (Unit 17)	24 D (Unit 17)
5 C (Unit 20)	15 D (Unit 18)	25 C (Unit 19)
6 A (Unit 18)	16 B (Unit 16)	26 C (Unit 17)
7 C (Unit 16)	17 A (Unit 18)	27 C (Unit 20)
8 C (Unit 19)	18 B (Unit 20)	28 B (Unit 17)
9 D (Unit 17)	19 A (Unit 16)	29 A (Unit 20)
10 D (Unit 16)	20 C (Unit 16)	30 B (Unit 19)

Appendix 1 Phrasal verbs

1.2

get across: explain clearly
get (a)round: overcome
get away from: leave
get away with: escape unpunished
get by: survive
get down: depress
get out of: avoid
get over: recover from
get (a)round to: have time for
get through: contact by phone

2.1

2 D 3 H 4 A 5 F 6 E 7 B 8 C

2.2

come by: visit
come down: fall
come off: succeed
come out: be released
come on: appear on stage
come up against: face (a problem)
come round: regain consciousness

2.3

1 come by 2 come out 3 came up against 4 come off 5 come round 6 came on 7 came across 8 come down

3.1 Model answers

- 2 Yes, I went in for the 100 metres.
- 3 Yes, salad sometimes goes off in my fridge.
- 4 Most of my money goes on rent and food.
- 5 Yes, my shoes go with my clothes very well.
- 6 No, I definitely couldn't go without chocolate for a week!

3.2

1 catch 2 entered 3 go bad 4 (is) spent on 5 match 6 manage without

Appendix 2 Word building

1.1

2 expansion 3 solution 4 explanation 5 interruption 6 conclusion 7 competition 8 reception 9 exaggeration 10 production

1.2

- 2 publication 3 obligation 4 satisfaction 5 prediction 6 division 7 impression
- 8 investigation 9 destruction 10 persuasion

2.2

2 survival 3 proposals 4 approval 5 refusal 6 practical

3.1

- 2 majority 3 anxiety 4 independence
- 5 naughtiness 6 kindness 7 confidence
- 8 variety 9 activities 10 shyness

3.2

- 2 popularity 3 necessity 4 happiness
- 5 illness

4

- 2 frightens 3 believe 4 prove
- 5 strengthened 6 identify

Appendix 3 Spelling

- 1 advertisment/advertisement 2 believe/belive
- 3 beatiful/beautiful 4 becouse/because
- 5 begining/beginning 6 bycicle/bicycle 7 biger/bigger
- 8 comfortable/confortable 9 convinient/convenient
- 10 definitly/definitely 11 diferent/different
- 12 disappointing/disapointing
- 13 enviroment/environment
- 14 embarassing/embarrassing 15 greatful/grateful
- 16 Madam/Madame 17 nowdays/nowadays
- 18 opportunity/oportunity 19 polution/pollution
- 20 preferred/prefered 21 realy/really
- 21 recommend/recomend 22 runing/running
- 23 shoping/shopping 24 untill/until 25 wich/which

Recording scripts

Recording 1a

Well, I'm a keen athlete, so I try to have a healthy diet. I eat a lot of protein, especially fish and lean meat, and plenty of fruit and veg. That's no problem, because I like those things and I love crunchy salads. But I also need quite a lot of carbohydrate to give me energy, so I tuck into pasta and baked potatoes. I can't resist chocolate either; I've cut down a bit, but I don't think I'd want to cut it out of my diet completely! Anyway, because I do so much exercise I don't ever put on weight. I have reduced my salt intake though – I'never put it on food and I normally avoid junk food, which is full of salt and fat. I go to a training session two evenings a week with my local team. I also belong to a gym and I go there three times a week. I've never smoked and don't drink much alcohol. What I do drink is lots of water – you really need it if you do a lot of exercise. And I also try and get eight hours sleep a night – I find it makes a big difference. I think I'm fit, and being fit helps me deal with stress, at work and at home.

Recording 1b

Speaker 1: I got home from work on Thursday with a really awful sore throat, and when I looked in the mirror on Friday I realised it was bright red and covered in spots. So I made an appointment at the local surgery. My doctor gave me a prescription for antibiotics. It cleared up quickly once I started taking them.

Speaker 2: Well, I felt really stupid the other day. I was trying to put up some bookshelves in my study. I had the hammer and nails out ... and well, I suppose I just stopped concentrating for a minute and the next thing I knew I hit my thumb with a hammer! It really hurt. My wife took me up to the casualty department and they sent me for an X-ray. It wasn't broken, so they just put a bandage on it.

Speaker 3: I was out playing hockey. I'm in the college team.

Anyway, I went for this ball at the same time as someone on the opposition. I fell over and there was this awful crack. I knew I'd broken something. I couldn't move: it hurt too much. They called an ambulance, put me on a stretcher and took me up to A and E. My left arm will be in plaster for another two weeks, and then I have to start physiotherapy.

Recording 1c

Speaker 1: I'm really out of sorts at the moment - I've been feeling tired and headachy all week.

Speaker 2: Me? I'm feeling as fit as a fiddle. I've been in good shape since I took up running on a regular basis.

Speaker 3: I've felt a bit off colour since yesterday. I think I'm going down with a cold.

Speaker 4: I'm fine thanks. I've got loads of energy now. I always come back from a holiday feeling refreshed and ready for anything!

Speaker 5: I'm a bit under the weather at the moment. Too many late nights and not enough sleep I think, so it serves me right!

Recording 2

People often associate my country with cold and darkness and it can, of course, get very cold. In winter there isn't much light and in some places the sun doesn't rise for a whole three months. We have more hours of summer than other countries further south, but the weather is nowhere near as warm, even though the light is much more intense. The climate is generally dry, which makes it feel warmer, -10°C, for instance, seems a very pleasant temperature to us. The temperature is mostly below freezing except for short periods in the summer.

Recording 3a

Yes, I'd definitely describe myself as musical. All the women in my family are, and we all play a musical instrument of some kind. I learnt to play the piano and the flute when I was at school, and I still play the flute in a local orchestra. My two sisters both sing in a choir, but that's something I've never done. I go to concerts a lot, mostly classical ones. But I like all kinds of music, and when I'm at home, I'm always listening to something. It's often pop or jazz though rather than classical. Music's an important part of my life really.

Recording 3b

Speaker 1: I've loved it ever since I first heard Buddy Holly and Elvis Presley. It's just great to dance to because the rhythm's so strong and your feet just go with it. I think the electric guitars you got then were great, and I love the clothes from that era, the full skirts and tight jeans. The fifties had a great influence on all the music that follows.

Speaker 2: My friends think it's really strange that it's my favourite kind of music, but I love it, especially played on a saxophone. It always creates such an atmosphere, and the voices of some of the singers are so rich. It all goes back to the black American traditions of New Orleans, but there're a lot of good artists in Britain today and they're getting into the pop charts too.

Speaker 3: When I hear it I always think Texas! The songs all tell a story – something everyone can relate to. There are things about love, and splitting up and having a hard life. Johnny Cash is probably the most famous singer, but a lot of the others are women. The chorus is always important so everyone can sing along. I enjoy singing to it when I'm driving!

Speaker 4: Well, my parents go along to a club once a month to listen to it. It's mostly just one or two people with a guitar singing, although you do get groups too. They seem to play a lot of very traditional songs from different regions that the audience know well and join in with. Sometimes you get quite old-fashioned instruments like accordions and harmonicas, and a few unusual things I don't know the name of!

Recording 3c

[Sounds.]

Recording 4a

I've played football since I was eight years old and I'm now fifteen. I play in one of the best football teams in my region. My brother who's fourteen is also in the team. My aim is to play in the national team — the under-sixteens of course. Last week we were told that a coach was coming from the national team to watch us play so that he could choose the three best players to play in a match against another country. The big moment arrived on Tuesday and we played our match. Just before the final whistle, I scored a goal and I knew we'd won the match. I looked over at the coach and he nodded to me. The whistle blew. I knew I'd played really well and I was sure I would be chosen. I couldn't wait to hear my name called. I ran over to the other players but I was so excited I wasn't looking where I was going and bumped into someone. I fell badly and I broke my leg. I was taken to the hospital and I found out that the coach had chosen me but now I can't play and my brother will take my place. The match is on Saturday.

Recording 4b

On Saturday I went to watch the match in a wheelchair. My brother played well and our team won but I refused to clap and say well done to him. When we got home that evening he gave me a big parcel. It was a football signed by some of our national players that he'd met after the match. He wanted me to have it. All I could think of was how badly I'd behaved.

Recording 4c

1

Examiner: Listen to the recordings and choose the best answer: a, b or c.

You overhear a woman telling a friend about a conversation she had with her parents. How did her parents feel about her news, a furious b astonished c pleased?

Man: So what happened when you told your parents about Mark and you getting married?

Woman: Well, I was a bit nervous about it because I haven't known him that long. They've met him a few times but they didn't seem to get on all that well because Mark is really shy so he didn't say much. But I was surprised at their reaction. They said they were delighted and it was what they'd expected after they saw us together. In fact, I'd expected them to be really angry.

Man: Why?

Woman: Because we've decided to go and live in Canada and it means I won't be able to finish the course I'm doing.

2

Examiner: You hear a man talking about an activity holiday he went on. How did he feel at the end of it, a anoyed b relieved c upest?

Man: I've just got back from an activity holiday that my daughter persuaded me to go on. She'd been on one and she was convinced I'd really enjoy it. Well, I didn't have very high expectations as it's not really my kind of thing but I did enjoy some of it. I wasn't very good at most of the activities and I was just glad when it finished that I'd survived without having broken an arm or a leg. I think my daughter was a bit annoyed when I told her that as she'd really thought it was the perfect holiday for me.

Examiner: Now listen again.

Recording 5a

Student: I can see a very old wall in the first picture and some paintings in a cave in the second. I think the cave paintings are much older than the wall. The wall was built about 2,000 years ago and the paintings were done in prehistoric times, so they're really ancient. The Great Wall is in China – I've never been there but I recognise the picture. The cave paintings are in France, and they go back to prehistoric times. You can see some animals.

Recording 5b

Interlocutor: What is the oldest thing you can see in your country? What is it and when was it made?

Student: One of the oldest things you can see in my country, Egypt, is the Great Pyramid of Ghiza. People come from all over the world to see it. It was built about four and a half thousand years ago, for a king called Khufu. It's absolutely enormous, and for centuries it was the tallest building in the world. There are lots of ancient things in my country and many pyramids, but because of its size, this one is very famous.

Recording 6a

For the next two weeks Direct Books has a special offer just for you. We're giving you a unique opportunity. You can save up to 40% off selected books. So all you pay is the price of your books – postage and packing is absolutely FREE in the UK for orders over £15. And if you spend over £50 you'll receive a free mystery gift worth at least £5. To take advantage of this offer, put your order in now. Don't forget it's only for a limited period – the next two weeks. Your books will be promptly delivered, direct to your door. We also offer a guarantee allowing you to return any book within seven days and we will give you a full refund. If you're looking for a particular book please contact us and if it's available we'll get it to you.

Recording 6b

This is Tanya's answerphone. I can't answer my phone now. Please leave me a message.

Tanya, this is Lara. Thanks for the message. I was hoping you'd pick up. I'll text you instead.

Tanya this is mum. You promised you'd keep your phone switched on today but maybe it's on silent if you're at college. I'll ring later.

Hi Tanya it's Joe. I'm glad I dialled the right number this time. I got a strange man just now who hung up on me. We're all going into town tonight. Do you want to come? Ring me up if you do.

Hello Tanya, it's Sarah. You're still not there. Can you ring me please? I tried to phone you loads of times yesterday but I couldn't get through because your phone was engaged all the time. Talk to you soon.

Hello Tanya, this is Dad. I've had a great day walking. We've just got back. I tried to ring you from the top of the mountain but my phone wouldn't work up there. I wish you could have come with me.

Tanya, it's Peter, can you call me back please? I've nearly run out of credit so I can't talk for long. I'll get cut off. I'm going out at six so ring me soon.

Recording 7a

Speaker 1: It's important to be cheerful and friendly in my job. I get on well with people, which is lucky because I spend most of my day talking to people. I'm on my feet all day so the job is quite tiring but I'm very enthusiastic about my work and I'm quite ambitious – I'd like to own my own salon one day.

Speaker 2: I'm an energetic person and physically fit. I like to be doing things. I enjoy my job and don't mind working indoors or outdoors. I'm good with my hands and enjoy being creative — I sometimes design cupboards or shelves for people. I'm not really ambitious — I'm quite happy with what I'm doing.

Recording 7b

Speaker 1: I used to work for an oil company but I resigned because I hated travelling. I'm trying to change career and I'm looking for work as a teacher.

Speaker 2: I do shifts - some days and some nights.

Speaker 3: I was made redundant when the company closed down and I've been unemployed ever since although I've just applied for a job at the theatre.

Speaker 4: I had a long career in the police force. I retired when I was 55 and I'm getting a really good pension.

Speaker 5: I commute every day – the journey takes an hour each way so I don't have time to do much after work.

Speaker 6: I do four long days which is very hard work but then I get three days off every week.

Speaker 7: I gave up my job as a chef a year ago because it was too stressful and I'm still out of work. I'm interested in advertising and I'm going to do some unpaid work experience soon in an agency near here.

Speaker 8: I was promoted last week so that's very good for my career. The next step is manager.

Recording 8

Girl: It's great that you're coming to visit us at last Toby.

Boy: Yeah. After being penfriends for so long, it will be good to meet.

Girl: Sorry I can't come to the airport but Sam, my brother, will be there. He's quite tall and he's got straight blond hair – quite thick and long. He's got blue eyes and he wears glasses.

Boys: OK. Shouldn't be too difficult to spot him. Tell Sam I've got dark curly hair – It's quite short – and dark eyes. I'm quite slim and not very tall.

Girl: All right. You'll have your mobiles anyway - I'll give you his number

Recording 9a

Speaker 1: I find it's a really great thing to do if you really want to relax at the end of the day and de-stress. You don't need much equipment, just a mat and some old loose clothes. The exercises are very varied, and you stretch a lot and really improve your balance. Our teacher is very good – she tries to give everyone individual advice so you can do some practice at home every day.

Speaker 2: I've been playing it since I was 12 and it's really quite demanding. The court is small and the ball is very fast, so you have to have quick reactions. If you don't move rapidly, you can end up being hit by the ball or running into your opponent or his racket

 I've got a black eye several times. But I love it - I find it really exhilarating.

Speaker 3: I've always loved team sports, and this really is one of the best. There's a lot of running up and down involved, so you get fit. But it also needs a lot of skill to use your stick well when you pass the ball and to tackle your opponents. And it's a great feeling when you score a goal!

Recording 9b

Well, in the first picture I can see some runners at the end of a race and in the second picture I can see a hockey match. I think a runner has just won the race. The two hockey teams are in the middle of a match and I think one side is going to score a goal.

The runner is wearing a T-shirt without sleeves and some shorts and trainers. The hockey team are wearing short-sleeved T-shirts and shorts. You don't need special equipment for running – just yourself and lots of training! For hockey you need a sort of stick and a ball.

Running is for one person and hockey is a game for a team, that's the biggest difference. A running race can be very quick, unless it's a marathon – and a hockey game goes on for about an hour I think. In my opinion being a runner can be quite lonely, and playing in any team like hockey is more fun. I've never played hockey, but I have done some running – that's another difference for me!

Recording 10a

Speaker 1: I know it's silly but I fell out with Mike over money. I lent him some and he never gave it back. There was an argument and we haven't spoken to each other for three months, I know I should get in touch with him to make up because we were very close friends. In fact he was my best friend and we told each other everything.

Speaker 2: My cousin introduced me to Francesca. The moment I saw her I fell in love with her. I don't know how she feels about me. We spent the whole evening chatting and we got on well together but I haven't seen her since – that was three days and four hours ago. I'd really like to get to know her but she doesn't answer her phone.

Speaker 3: I have a good friendship with Jasmine. Our fathers worked together and were old friends so Jasmine and I became good friends and we used to play together. After we both got married we lost touch for a while but then my brother had a party and invited us both and we remembered how much we enjoyed each other's company so we make sure we keep in touch now. We phone each other every week.

Speaker 4: I don't make friends easily but when I do make a friend we usually become close. Petra was in the same class as me at college last year and we sometimes had lunch together. We discovered we had things in common like we both enjoy films. So we've been to the cinema together a few times.

Recording 10b

My family are the most important people in my life because I know they will always be there if I need them. We do all argue sometimes but mostly we get on well together and enjoy each other's company. My friends are also important. Most of my friends like doing the same things as me — shopping, watching TV and films. A few of my friends are in the swimming team with me so we have that in common. Mostly we have the same ideas about things but we sometimes fall out over something small. My best friend is Meena. I've known her since I was

five years old. We live next door to each other and we tell each other everything. She's really good fun and very kind.

Recording 10c

Examiner: You will hear five different people talking about a family party. For questions one to five, choose from the list a to f what each speaker says about the party. Use the letters only once. There is one extra letter that you do not need to use.

Speaker 1: I arrived at the party late because I have to work on Saturdays and I also got lost because I'd forgotten to bring a map. My brother had rented a large room above a café for our mother's eightieth birthday and the café made all the food. It was really delicious. The room was great as it had windows looking over the river. It was very crowded because the whole family came and there were lots of children so it wasn't possible to dance or even move around much. I don't think Peter had expected everyone to turn up.

Speaker 2: I was really looking forward to Granny's birthday. I got there at about eight which is what the invitation said but the party had already started. Apparently most people got there earlier before Granny so she could have a surprise but not everyone had been told about that. Some other people arrived even later when nearly all the food had gone. That was the only problem really — there wasn't enough of it. The children ate most of it before the adults got near it.

Speaker 3: It was my birthday on Saturday and I had a lovely party organised by my son Peter. There were more than 80 people there. I didn't realise I had such a large family. There were so many children – I've got four great-grandchildren and of course great-nephews and nieces too – and they were so well-behaved. There were also lots of people from my generation but some of them struggled to get up the two flights of stairs to the room. Although it was a wonderful setting, a ground floor room would have been better. Everyone enjoyed it, especially the food, although I didn't manage to eat much.

Speaker 4: My sister had a lovely birthday party last Saturday. Everyone dressed up in their best clothes – well, most people did. Some of the young people didn't bother but I suppose they don't nowadays. And there were lots of children. In fact, I found them a bit annoying as they got bored and just rushed around making a lot of noise. They needed a quiet area with a TV or something. Anyway, they had a good time like everyone else. The best thing for me was that I didn't have to think about any of the arrangements because my son took me there and just told me when to be ready.

Speaker 5: My auntie was 80 last weekend and the whole family was invited to a party. It was down a little side street so not easy to find but I took a taxt there so it wasn't a problem for me. It had a large balcony so, although there were a lot of people, there was plenty of room out there when you needed a breath of air. The invitation didn't say what to wear so I put on a long dress and I felt a bit embarrassed. Some people looked as though they'd come straight from the beach. It didn't matter though and everything went off perfectly.

Recording 11a

Haking your first flight

First of all, don't forget to pack your ticket and your passport in your hand luggage. When you arrive at the check-in desk, your bags will be weighed and put on a conveyor belt. You will be given a boarding

pass, allocated a seat and told to go to the departure lounge. To get there, you will pass through passport control and a security check. Look at the departure board in the lounge so you know which gate number you must go to when it's time to board.

The cabin crew will direct you to your seat when you board, and you have to fasten your seat belt before take-off. You will be served refreshments and most companies provide an entertainment system with a headset.

Recording 11b

Speaker 1: Well I commute to London every day and unfortunately I travel in the rush hour. It all goes okay if everything's running on time! But it's cold waiting on the platform and sometimes the carriages are very crowded and there aren't enough seats. The fares are expensive too, but my company pays for a season ticket, so that really helps.

Speaker 2: The service in my area is quite good. There are always lots of people at the stop waiting to go into town and I see the same driver most mornings. You pay your fare when you get on and if you don't know where you're going, he'll call out when you reach your destination. We only get single-deckers around our way, no big double-deckers like you get in London.

Speaker 3: It's always packed in the morning and you have to go down several escalators to get to it. If the platform's empty when you get there, you know you've just missed your train. Once you're on, you have to hang on to the rail if you haven't got a seat. Oh, and you have to be careful not to stand too near the sliding doors!

Speaker 4: Well, there's a rank right outside the station that I use quite often. Of course it's quite pricey because you have to pay your fare and give the driver a tip, but there's a meter in every cab, so you know you're being charged the right amount. And if you share with other people, it can actually be quite an inexpensive way of travelling.

Recording 11c

Man: Well, we're not very organised and we usually make all the arrangements at the last minute. My wife hates flying, so that means we don't go anywhere by plane. Our favourite destination is France and we usually go by train. We take the Eurostar which goes under the Channel – it's an excellent service, fast and comfortable. Then we just travel around various cities looking at places of interest. We really enjoy cultural activities, so we'll go to art exhibitions, stroll around historic buildings, that sort of thing. We usually stay in small family-run hotels, nothing big and luxurious. What do I like best about holidays? Well, seeing places I've never been to before and really having time to explore them I suppose. I just love it! I really look forward to it.

Woman: Well, I like to do things the easy way now I'm working! My sister and I usually go away with a couple of friends. We haven't got a lot of money, but if you book well in advance, you can get some very cheap flights. We often go to Italy – we love the seaside places and the beaches. And we often stay on a campsite – there are some you can go to where the tents are put up for you. There are proper beds and even a fridge – it's really luxurious! We don't do very much – I just like being out of the office and in the fresh air, swimming and sunbathing.

Recording 11d

Well, I really like camping and sleeping in a tent. My parents always took me for camping holidays when I was young. It's great, you meet lots of other families on the campsite, and there's usually a beach and a swimming pool. The disadvantages — well, on one holiday I got bitten by hundreds of mosquitoes, and it's terrible being in a tent if the weather's bad.

If you like cycling, then the second holiday is great. You get fit and you're in the open air all the time. But it's very energetic and not very relaxing for me.

Beach holiday, well that's great. I love swimming and snorkelling and chatting with friends, and having a barbecue on the beach at night. But I like to do a bit of sightseeing too, so I think the last picture is quite a good holiday. If I go to a new country, I like to visit the famous places and do some sightseeing. But a sightseeing holiday can be very tiring and young people don't always like that sort of thing. They often find it boring. So, I prefer to go on a beach holiday and have fun and relax with my friends. I'm studying very hard at the moment and I also have a job at the weekends, so I need time to just relax and enjoy myself.

For my last holiday I actually went to visit my cousins who live in Sicily. We went to the beach a lot and I had a great time. They also have a boat, so we went fishing and had picnics and barbecues on the sand.

Recording 12a

Speaker 1: Well I always like going for a meal with friends. And I'll go to a party if I'm invited. But to be honest, I'm happiest at home. I get in from work quite late, so I just put some music on and cook myself something to eat. I don't watch much television because I've got several hobbies. I paint and draw, which is really relaxing, and I also collect china and porcelain. I go to antique fairs and took in old junk shops and places like that when I get the chancel And I love catching up on recent films too – I've got a big collection of DVDs, so I often watch one of those. I'm certainly never bored!

Speaker 2: What do I do after work? Well I get together with friends mostly. We sometimes go round to someone's flat if there's a big match on, and we cook together or get a take-away and then sit down and watch the match. After that we sometimes play cards too. But we'd rather go out if we get the chance. We go clubbing once a week, we go to the cinema, that sort of thing. And in the summer we get outside – we go to the beach, go swimming and surfing, have a barbecue. I don't spend a lot of time in, but when I am at home I tend to read a book rather than watch TV – well, unless there's sport on....

Recording 12b

Woman: Well to be honest I like both. I loved the cinema from the moment my parents first took me to see a cartoon, and the special effects you get in science fiction films today are amazing. But for me, there's far more atmosphere in the theatre, and every performance the actors give is special, and that's why I like it better. I went to see a fantastic musical the other night at the theatre. It was funny and fast-moving – the audience loved it

Man: The theatre's great of course. I've done some acting myself, and being on stage is quite an experience. Giving a performance in front of an audience is amazing. But what I love most is escaping from the world and going into the cinema. I love the darkness and hearing the soundtrack at full volume – film music is fantastic these days. You see exotic locations on the screen and your Imagination takes off

Recording 12c

Review 1: ...offering the audience a lively view of the origins of skateboard culture in early 1970s Los Angeles, director Stacy Peralta's film 'Dogtown and the Z-boys' offers a surprisingly moving and dramatic view of recent history. The film is narrated by actor Sean Penn, who grew up in the neighbourhood between Santa Monica and Venice Beach which was nicknamed Dogtown ...

Review 2: ...a star-studded cast provides the voices for the cutely drawn prehistoric creatures in this entertaining computer-animated story called 'Ice Age', which is set 20,000 years ago ...

Review 3: Richard Gere pairs up with Jennifer Lopez in 'Shall We Dance?' a convincing film about a lawyer whose interest in life is unexpectedly restored by a dance teacher. He first glimpses her from a train window as he travels home from work and then ...

Review 4: ... a beautifully shot and very stylish film, 'The Last Wagon' stars Richard Widmark as a white man brought up by Comanche Indians. When the wagon train he is riding with is attacked, he must lead the survivors to safety through the desert ...

Review 5: ...Fabian Bielinsky's excellent film 'Nine Queens' is a complicated tale of cops and robbers. The plot is *gripping* and, with its constant twists and turns, it keeps the viewer guessing until the very last minute ...

Review 6: ... this gently amusing film, written by Marc Norman and Tom Stoppard, 'Shakespeare in Love' tells the story of England's most famous playwright, William Shakespeare, as he tries to win fame in London and gain the love of would-be stage star Viola. It's an extremely funny and very clever blend of fact and fiction.

Recording 13a

I only moved to this city recently and I think I'm going to like it. I live on a housing estate in a residential area which is on the outskirts. It's a mixture of houses and flats but there's lots of space around the buildings and some lovely parks. I work in an office block on a small industrial estate which is in a business district only about ten minutes' drive from where I live. The city centre is about three kilometres from my house in the other direction. There's a huge pedestrian precinct there with every shop you'd ever want. I usually cycle to the city centre because there are cycle lanes everywhere so it's a really pleasant ride. But it's also easy to drive because there are several multi-storey car parks in the centre. I used to live in a city with a historic centre which meant it was almost impossible to drive there. Also because it's surrounded by hills there isn't much space and most people live in tower blocks in the suburbs on the edge of the city. My flat had a great view but you live with other people's noise all the time and I got tired of that so I decided to have a change. And the area was a bit run down - it hadn't had any money spent on it for years. My life is easier here.

Recording 13b

Woman: I came along Regent Street and turned left at the traffic lights – you know at the big crossroads on the High Street and I was

driving along the High Street towards the roundabout on the bypass. I could see someone standing at the pedestrian crossing ahead so I started to slow down. It was rush hour so I wasn't driving fast – only about 20 kilometres per hour. You couldn't go any faster. Suddenly the van in front of me stopped outside a shop – I suppose to deliver something so I pulled out and overtook him. Just as I got round him a white Fiat appeared from a side road on the right and went straight into the side of me. It was definitely his fault.

Man: I was driving along the bypass by the river coming up to the big roundabout on the High Street but there was a terrible traffic jam because a lorry had broken down so I thought I'd take a short cut. I turned left just before I got to the roundabout then I took the first turning on the right so I would come out onto the High Street. When I was halfway down I realised it was a one-way street and I was going the wrong way. I stopped at the junction and I was trying to get out onto the High Street. The traffic was moving slowly and a van driver stopped to let me in. Then suddenly a black Renault appeared from nowhere and I went into the side of it. It was going so fast the driver didn't see me.

Recording 13c

Interlocutor: What is special about your capital city?

Student: I come from Mexico and I grew up in Mexico City. My family live in the suburbs but I go into the centre a lot. I love it – there's lots of nightlife and it's a really exciting place to be. It's a very special place. It's huge and very busy and that's a disadvantage of course. I suppose some people get tired of the pollution and traffic but there are also beautiful parks. The centre is really old and there are some very impressive buildings. We get a lot of tourists because of that. The estate I live on is modern and it's a bit more peaceful than in the centre.

Interlocutor: Is there a city you'd like to visit in the future?
Student: I haven't been to Asia and I hear that Thailand is very beautiful. Bangkok is maybe a bit like Mexico City – very noisy and busy but exciting so I'd like to go there. But I'd also like to go to the beach and visit the Islands.

Recording 14a

Speaker 1: My favourite kind of food? Well, I love vegetables and seafood, you know, prawns and scallops and things like that, and I like food that's lightly cooked and has a lot of flavour. I also like ginger and spices and a bit of soy sauce, so of course I love stir fries. And I've never been keen on potatoes, so rice and noodles suit me fine.

Speaker 2: Well, I'm quite traditional in my tastes. I love meat, but I really like it just roasted or grilled – I'm not keen on fancy sauces. I like everything quite plain really, I'm a meat and two veg man – I like cauliflower and cabbage, peas, that sort of thing, and I absolutely adore roast potatoes. And I like desserts too, things like apple pie, or strawberries and cream.

Speaker 3: Me? Well, I love fish and chicken cooked in the oven with nice sauces made with herbs and some cheese or tomatoes. And I absolutely adore all kinds of pasta, and salad and fruit. And one of my favourite things is olives – I like the green ones best, stuffed with red peppers.

Recording 14b

Well I do the typical English thing and have three meals a day. When I'm at home, I'll have a light breakfast of juice and cereal and a cup of coffee. For lunch I'll usually just have a salad or a sandwich in the summer, and some soup and a roll in the winter. We have our main meal in the evening — usually just a main course, some chicken and vegetables, usually potatoes, although we eat quite a lot of rice and pasta too. And then we have some fruit and a yoghurt, or sometimes some cheese. We don't have a starter or a proper dessert unless we go out to eat in a restaurant. But we often have a special Sunday lunch — a traditional roast 'dinner' with something like roast beef, Yorkshire pudding, roast potatoes, parsnips, carrots, cabbage. It's great. And then I will make a special dessert like apple pie ... the children love that meal.

Recording 14c

So what do you want to know? Right, well I'd say I was definitely artistic. I do some painting, but my big interest is pottery – I make a lot of vases and ornaments and sell some of them. And I go to art exhibitions quite a lot, small ones mostly in the local area. I don't get the chance to go to big galleries very much these days. I don't like abstracts very much, and I hate all this stuff with real objects in it. It's a bit of a joke isn't it? I really like landscapes, but I find portraits interesting too. You can learn a lot about a person by looking carefully at their face and body language. But my favourite picture is Niagara Falls, by an American artist called Albert Bierstadt. That's B-I-E-R-S-T-A-D-T. Not many people have heard of him, but in fact he's my favourite artist. The picture is a landscape, a picture of the waterfall that's so realistic you can almost touch it. When I look at it I can hear the waterfall and feel the water vapour on my face. The colours are fantastic and it's absolutely huge, which is what makes it so impressive.

Recording 14d

Examiner: You will hear an interview with an Australian artist called Anna Roberts. For questions 1–10, complete the sentences.

Interviewer:and continuing our series of features on Australian artists, today I'm very pleased to welcome Anna Roberts to the studio. She was born in Hobart, Tasmania and is already one of Australia's best known young artists, so we're delighted to have her with us. Welcome to the studio Anna.

Anna: Thank you, it's a pleasure to be here.

Interviewer: Now Anna, from what I've seen, your pictures all have one very important thing in common. Would you like to tell us about what you paint?

Anna: Well, I've established a reputation for painting pictures of very remote locations ...

Interviewer: Yes – many of them are a long way from towns and roads aren't they?

Anna: Absolutely - so getting to them can be very challenging. I sometimes trek to them on foot, but if that's impossible I'll travel by plane - provided there's somewhere to land, of course.

Interviewer: So that means you've had a few narrow escapes over the years, does it?

Anna: (laughs) Oh yes, but it's been worth it. You see the subject of all my paintings is nature. I want to show just how beautiful it is. So of course I have to experience it myself.

Interviewer: Right, and I've been to several of your exhibitions, and there's certainly nothing abstract about the landscape paintings you do

Anna: Oh no, one art critic told me recently that many of my pictures could be mistaken for photographs because they're so realistic.

Interviewer: I think that's certainly true of the paintings you do of beaches. I love those.

Anna: Oh yes. I've painted lots of beaches with the surf beating down on them ...

Interviewer: But just recently you've done a new series of pictures using different shades of yellow and orange.

Anna: Yes, I wanted to do something completely different, so I've done some paintings of the desert. I've tried to give an impression of the lines in the sand and the heat.

Interviewer: So what is it that makes your pictures unique do you think?

Anner I'd say it's the way I portray the light. It's not something many other artists do.

Interviewer: And your paintings are very large aren't they – that's unusual too

Anna: Yes, they're big and I work on canvas – I find it very hard to use any other surface, like board, though other artists have been very successful with it.

Interviewer: I see. And what type of paint do you use?

Anna: Well, I've tried painting in acrylic and water colours, but I now paint exclusively in oils – personally I think it suits my style.

Interviewer: Well, other people obviously think so as well – your paintings sell well, don't they?

Anner: They certainly do, and not just to private individuals. A lot of my pictures are now bought by companies because they consider them to be a good investment.

Interviewer: That's great.

Anna: It certainly is.

Interviewer: And your talents don't stop at painting, do they? I believe you also write?

Anna: Mrnm ... I've written some short stories for children, which I did illustrations for, and a number of my articles about painting have appeared in different magazines

Interviewer: Do you have plans for any other commercial ventures?

Anna: I do! I'm planning to launch a series of cards and calendars this year ...

Interviewer: Fantastic. Well, Anna, we wish you every success with that, and thanks for talking to us today. It's been most interesting.

Anna: Thank you for asking me, I've really enjoyed it.

Examiner: Now listen to the interview a second time.

Recording 15

Speaker 1: My favourite programme is Big Brother. It's so entertaining to watch a group of strangers being thrown together in a house. I find it quite compelling. I've watched every series.

Speaker 2: My favourite programme is The Office. I watch all the repeats and I've got all the DVDs and they still make me laugh. The acting is absolutely brilliant.

Speaker 3: I really love Neighbours. It's on every day during the week at lunchtime but it's repeated in the evenings. The characters become like your family or good friends because you get to know them so well and you want to know what happens to them. The plots have been really good recently.

Recording 16a

Martha: My name is Martha and I've been a widow for twenty years.

As a child, I always wanted to have six children. I actually had two but I have six grandchildren and a great-granddaughter who is three years old.

Rob: My name is Rob and before I'm thirty in a couple of years' time, I want to do some travelling because I didn't have a gap year between school and university.

Jessia: My name is Jessie and I've just stopped working because I'm pregnant. The baby's due in March – the day after my thirty-second birthday. I've already got a toddler so it will be hard work.

Callum: I'm Callum. I'm an only child and I've got a cousin who's about my age so we spend quite a lot of time together. But I find him very childish – he still plays with his train set like a kid and he's going to be fourteen soon.

Jim: I'm Jim and my children are grown up. I'll retire in ten years' time. I don't feel my age though and I don't think I look it either.

Recording 16b

Student: The photos show two different classrooms. In the top one the children are doing a practical lesson. I think they are probably making things out of wood and they're wearing something to cover their clothes. Each person is doing something different. At the back a girl's doing something by a machine but I'm not sure what exactly. In the bottom picture, the students are sitting at desks in rows and the teacher is standing at the front. He's pointing at someone, probably asking them a question. This classroom is more formal and the students aren't finding things out for themselves. Both classes have a teacher but in the top picture the teacher looks like he is helping the students with their questions. In both pictures, the students look interested in what they're learning but I think it's better to learn by doing things yourself instead of just sitting and listening.

Recording 17a

Conversation 1

Girl 1: What do you think of this top, Rachel? I want something to wear with this skirt.

Girl 2: Have they got any others but in a different shade of red?

I don't think it goes with that skirt.

Girl 1: No, they're all this shade. But I think you're right. Let's look somewhere else.

Conversation 2

Assistant: Can I help you?

Simon: Yes, I've just tried this jacket on but it's a bit big. Have you got any smaller ones?

Assistant: What size is it? Simon: It's a medium.

Assistant: I'm afraid we've sold all the small ones.

Conversation 3

Assistant: How did you get on?

Woman: I like the style of the dress but I think this colour makes me look very pale. I never wear cream. Have you got it in black or pink?

Assistant: No, it only comes in that colour. I'm sorry.

Conversation 4

Man: This shirt is in the sale, isn't it?

Assistant: Let me see the label. Oh, I'm sorry, no. It's new stock so it isn't.

Man: So how much is it?

Assistant: It's £80. Our sale rail is over here.

Man: Well, I like it but it's not worth £80. I'll wait until it's in the sale next year.

Recording 17b

Simon: Mum. I got trousers, a jacket and a shirt to wear to Jason's wedding. I've put them on so you can see.

Mum: Good. You need to dress smartly. I'm sorry I couldn't come shopping with you.

Simon: So, what do you think?

Mum: Well, the jacket's a bit big but you might grow into it I suppose.

Simon: I've stopped growing, Mum. I couldn't find a smaller one.

Anyway I like it and I've grown out of my other one. I've had it since I was twelve. The trousers are good though, aren't they?

Mum: Mmm, well I'm not sure.

Simon: I went to loads of shops and tried lots of things on.

Mum: Can you take the trousers back? Simon: I can but I think they're OK.

Mum: Well, OK but take them off now. Go and change into your jeans again before you get them dirty.

Simon: I'll hang them up and I'll decide tomorrow.

Recording 19

Examiner: You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Listen and choose the best answer for each question: a, b or c.

Interviewer: And on today's Green Magazine programme, we have Gina Ellis, an Australian sheep farmer. Welcome, Gina.

Gina: Thank you.

Interviewer: So Gina, tell our listeners something about sheep farming in your country.

Gine: Well, I'm from New South Wales, where over 30% of sheep farming takes place. But in fact, although it's concentrated in one area, there are large sheep farms right across the country, and it doesn't only go on in the coolest places.

Interviewer: I see. And I believe sheep farmers are experiencing problems at the moment?

Gina: Yeah, that's right. There are two, one to do with markets and the other environmental. There's a good market for meat, but the wool industry is struggling. Although Australia still produces about 10% of the world's wool, including nearly half of the top quality merino wool, demand is falling – consumers often prefer synthetic clothing, like fleeces, which are cheaper than woollen jumpers and equally warm. But the biggest issue for all us farmers is climate change – drought is causing major water shortages in farming areas, so it's becoming harder to find enough for our animals and

Interviewer: Let's talk about the market problems a bit more. Are you looking for new uses for your wool?

Glims: Well yes. It is very versatile and has been put to so many uses over the centuries. Of course carpet manufacture still absorbs a high percentage of our product as it always has, and now we're looking for other domestic uses. The most promising seems to be

the idea of using it in buildings as a form of insulation. Companies developing it have found it very effective. And there's also interest in eco-clothing, you know, clothing made from all natural products, and produced organically. But it's a specialised market and may turn out to be uneconomic in the end....

Interviewer: So why are you over here in the UK at the moment? Are you looking for solutions to your business problems?

Gina: Well, yes. I'm working in co-operation with ten other large farms to see if we could develop an alternative energy system producing enough electricity to sell as well as meeting our own needs. Clearly hydro-electricity isn't for us, and, er, tidal power is out, so I've been looking into ideas for harnessing wind power, using large turbines. Britain has a lot of expertise in that area, so that's why I'm here. Of course, we have potential for solar power, but I don't think we could produce a surplus with that.

Interviewer: That's interesting. What made you consider these options?

Gina: Well, if the predictions about global warming are correct, farmers in Australia will have to diversify, and look for other sources of income. That's my reason for looking into wind power. Of course, since then I've begun to realise that being self-sufficient and not having to rely entirely on other power sources is attractive and I'm starting to think in a greener way.

Interviewer: I see. And what do you feel about the advice you've been given?

Gina: Well, it's given me a lot of food for thought and, er, taught me the advantages of a more ecologically aware approach to life and work. And now that I have the information I've worked out that the investment involved is manageable. We should be able to scale down on the amount of animals we raise and still make a living.

Interviewer: Great, so how would you sum up your feelings about your project?

Gina: Well to my delight our basic plans are viable and we can press on very optimistically, without making any major alterations. And the costs involved do seem to be lower than we'd feared...

Interviewer: Gina, we wish you luck, and thanks for coming in today. Gina: Thank you

Examiner: Now listen again.

Recording 20a

Well, I'm mad about crime novels and I read a lot of them, especially when I'm on a long flight. It makes me think when I read those stories, so it's like doing a crossword. I feel you have to read carefully so you don't miss the clues. I used to like the American writer Charlotte Centrone, but now I feel that all the detail she goes into about dead bodies is really horrible, so I avoid her books now. I'd rather read something by PD James – In my opinion she's a brilliant writer. She does fantastic descriptions of places, and I reckon her characters are realistic – you can sort of get inside their heads. And Inspector Dalgliesh is my favourite detective. He's a quiet man, but incredibly clever and I'm sure he really understands people.

Recording 20b

Interlocutor: Now I'd like you to talk about something together for about three minutes. I'm just going to listen.

The students in your class are choosing a book to read. Here are the different types of books they can choose.

First talk to each other about what type of book each picture shows, and what the story is going to be about. Then decide which book would be the best choice for everyone in your class to read together. You only have about three minutes for this. So, once again, don't worry if I stop you, and please speak so that we can hear you. All right?

Student A: Okay. Well, I know this first one, it's an old-fashioned story about Sherlock Holmes, a murder story I think ... crime.

Student B: Oh yes, I saw a film with Sherlock Holmes. And the next one is a science fiction story ... You know, space, rockets and things. And this one, well it has to be a love story I think very romantic.

Student A: Mmm and I don't know the word for this, but I think it's a story about a phantom ...

Student B: Yes, a ghost story I think and this one is what? A thriller or adventure story? Who are these people running away?

Student A: They could be thieves I suppose, or even the good guys

And there's a plane, so it could be exciting.

Student 8: Yes, and this last picture is about history – a historical novel. It's set in the past. That's why they're wearing these strange clothes. And there's going to be a fight with swords.

Student A: Okay, so we know what the books are. What shall we choose for our class? It has to be something everyone will like.

Student B: Well, I like ghost stories, but I think most people prefer adventure stories, thrillers.

Student A: Yeah, maybe ... I'd rather read the science fiction story because I like that sort of thing. But do you think the others will like that?

Student Bs Probably notil And I don't think most people will want to read the love story, do you?

Student A: Definitely not! They're always so sentimental and you always know there's going to be a happy ending.

Student B: Okay. So what are we left with? The thriller and the crime novel, the one we think is Sherlock Holmes, and the historical novel What do you reckon?

Student A: In my opinion the thriller would be best, because most people will like it and it's modern. But I think the crime novel would be my second choice.

Student B: Yes, exactly, I agree with you. I think the thriller is the best choice.

Student A: So we can say we have agreed on this?

Student B: Definitely! We have decided that the thriller is the best choice for our class. We think nearly everyone will like it.

Recording 20c

Examiner: Listen to the recording and choose the best answer:

a, b or c. You hear the beginning of a radio programme. What is
the programme going to be about, a teenage criminals, b teenage
volunteers, c teenage journalists?

Radio presenter: As anyone who reads a newspaper knows, young people often get a very bad press these days, with sensational stories about drug and crime problems everywhere. So it's good to be able to present a series of shows with a different focus and look at the positive contribution of young people in our very own area. We'll be looking at a whole range of voluntary work being done by our local youth from working in the region's hosptals to environmental work. So, let's turn first to the health service and

Examiner: Now listen again.

UNIT 1

HEALTH AND FITNESS

Nouns

alcohol /ˈælkəhɒl/ calories /'kæləriz/ carbohydrate /,kg:bə'haidreit/ diet /darət/ exercise / eksasaiz/ fat /fæt/ fibre /'faɪbə/ fish /fis// fruit /fruit/ gym /dzim/ junk food /dzank furd/ salad /'sæləd/ salt /solt/ sleep /sliap/ smoking /'sməukm/ stress /stres/ sugar /'fuga/ vegetables /'ved3təbəlz/ vitamins / vrtammz/

Adjectives

(un)healthy /An'hel0i/ high in (fat) /haɪ m/ low in (salt) /ləʊ m/

Verb phrases

cut down on (salt)
cut out (fat)
go on (a diet)
go for (a run)
join (a gym)
make sure
put on (weight)

ILLNESS AND TREATMENT

Nouns

A&E (Accident and Emergency)
/'eran'is/
antibiotics /,æntsbar'otsks/
antihistamines /,ænts'hista
minz/
bandage /'bændid3/
blister /'blista/

casualty /'kæʒjuəlti/ cold /kauld/ flu /flu:/ jet lag /d3et læg/ operating theatre /'pporesting 'θτətə/ plaster /'pla:stə/ prescription /pri'skripjon/ scales /skeilz/ scar /sko1/ sore throat /so: 0rout/ splinter /'splintə/ stethoscope /'ste0askaup/ stitches /'stitfiz/ stomach upset /'stamak 'apset/ stretcher /'stretfə/ surgery /'saidaəri/ syringe /si'rtn3/ thermometer /0o'momitor/ vaccinations /,vækst/netfanz/ wheelchair / wi:lt fee/ X ray /eks rei/

Adjectives

jet lagged /dʒet lægd/ run down /rʌn daʊn/ sunburnt /'sʌnbəːnt/

Verb phrases

be sunburnt get a blister get a splinter have a headache have a sore throat have a stomach upset make a decision make a mistake make a phone call make a speech make a suggestion make an effort make arrangements make changes make for (the centre of town) make out (what sb is saying) make sth into (sth else) make up (an excuse) make up for (lost time)

UNIT 2

GEOGRAPHY

Nouns

bank /bægk/ beach /bist [/ canal /kə'næl/ cave /keiv/ cliff /klrf/ coast /koust/ desert /'dezət/ dust /dast/ flood /flad/ flower /flauə/ forest /'forist/ ground /graund/ hill(side) /hul/ lake /lctk/ land /lænd/ mountain / mauntin/ mud/mad/ ocean /'aufan/ orchard /'oat Jed/ path /pa:0/ peak /pi:k/ rainforest / rein,forist/ river /'rrvə/ sand /sænd/ sea /sit/ shade /feid/ shore /for/ slope /sloup/ soft /sort/ stone /staum/ stream /strium/ timber /'tmbə/ valley /'væli/ /licfeticw*/ llafratew wood /wud/

Adjectives

cultivated /ˈkaltɪveɪtɪd/
deep /diɪp/
dry /draɪ/
fertile /ˈfɜɪtaɪl/
gentle /ˈdʒentəl/
high /haɪ/
low /ləu/
muddy /ˈmʌdi/
narrow /ˈnærəu/

pine /paɪn/
shallow /ˈʃæləu/
snow-capped /snəu kæpt/
steep /sti:p/
straight /streɪt/
thick /θɪk/
towering /ˈtauəɪŋ/
wide /waɪd/
wild /waɪld/
winding /ˈwaɪndɪŋ/
wooded /ˈwudɪd/

Verbs

flow /flau/ grow /grau/

CLIMATE AND WEATHER

Nourts

blizzard/blizad/ breeze /bri:z/ /segroup / daunpor/ fog /fng/ frost /frost/ gale /getl/ hailstone /'herIstoun/ heatwave /histwetv/ ice /ais/ monsoon/mon'sum/ mud/mad/ /lebaq*\ elbbuq rain /retn/ season /ˈsiːzən/ shower /∫a∪ə/ snow(fall) /snau/ storm /stoim/ sun /san/ temperature / temprat [a/ thunderstorm / 6Andostorm/ wind /wmd/

Adjectives

clear /klrə/
cloudy /'klaudi/
common /'kɒmən/
cool /kuːl/
dry /draɪ/
fine /faɪn/
frozen /'frəuzən/
hard /hɑːd/
heavy /'hevi/

humid /'hju:mid/ mild /marld/ slippery /'slrpari/ soaked /soukt/ strong /stron/ /ucbas*/ nebbus warm /worm/ wet /wct/

Verb phrases

blow down be cut off drop/rise (used for temperature) pour (= rain heavily) /po:/

Music

Nouns

album /ˈælbəɪn/ band /bænd/ cello /'tfeləu/ charts /tforts/ choir /kwara/ composer /kəm'pəuzə/ concert /'kpnsat/ country and western /'kantri and 'westan/ cover version /'kava 'varfan/ duet /dju/et/ fan /fæn/ folk /fouk/ guitar /gr'tq:/ harmony /'ha:məni/ hit /hrt/ instrument / mstramant/ jazz /dʒæz/ lyrics /'Irriks/ orchestra /'orkistro/ piano /pi'ænəu/ review /rt'vju:/ rock n'roll /rok an'raul/ saxophone /'sæksəfəun/ single /'smgəl/ /uclues*/ olos style /stail/ track /træk/ tune /t juin/

Adjectives

catchy (tune) /'kæt fi/ classical (music) /'klæsıkəl/ distinctive (style) /dr'stɪŋtɪv/ musical /'mju:zzkal/ original (song/number/version) /e/ridgenel/ pop (music) /pop/ rock (music) /rok/

world (music) /waild/

Verb phrases

be musical go to a concert

SOUNDS

Nouns and regular verbs.

bang/bæn/ bark /bo:k/ crash /kræf/ creak /krizk/ croak /krauk/ grunt /grant/ hiss/hrs/ howl /haul/

hum /ham/ roar /roi/ splash /splaef/ whistle /'wisəl/

FEELINGS

Nouns

anger /'ængə/ amazement /əˈmeɪzmənt/ annoyance /ə'nərəns/ anxiety /æŋ'zaɪəti/ depression /dr'prefon/ embarrassment

/m'bærəsmənt/ excitement /1k'sartment/ fear /fra/ jealousy /'dʒeləsi/ misery /'mɪzəri/ pleasure /'ple39/ pride /praid/

Adjectives

afraid /a'freid/ amazed /ə'meɪzd/ amazing /a'merzin/ angry /'æŋgri/ /bron'e/ beyonns /grrcn'e/ gniyonns /selgs/\ auxious /'ægs/ss/ ashamed /ə' fermd/ astonished /a'stonift/ bored/bord/ /graced/ gnirod concerned /kon'so:nd/ confident / konfrdont/ cross /kros/ delighted /dr'lartrd/ depressed /dr/prest/

depressing /dr'presm/ disappointed/,disə'pointid/ disappointing/disappointing/ embarrassed /m'bærəst/ embarrassing /rm'bærosm/ excited /1k'sartrd/ exciting /rk'sartm/ fed up / fed' Ap/ frightened /'frartand/ frightening /'frartenm/ furious /ˈfjuəriəs/ glad /glæd/ guilty /'gılti/ jealous /'daelos/ /lederesim/ alderasim pleased /pli:zd/ pleasing /'pli:zm/ proud /praud/ relaxed /rr'lækst/ relaxing /rr'læksm/ relieved /rr'lirvd/ scared /skeod/ /biziarq'es/ besirque surprising /sa'praizin/ terrified /'terefaid/ terrifying /'terafarm/ upset /'apset/ worried /'warid/ worrying / waring/

Verb phrases

amaze /əˈmeɪz/ annoy /ə'pər/ be full of the joys of spring be thrilled to bits be walking on air burst into tears embarrass /rm/bærəs/ excite /tk'sait/ feel on top of the world feel sorry for yourself frighten /'frazten/ look /luk/ seem /sizm/

Adverbs

a bit extremely /rk'stri:mli/ fairly /'feoli/ quite /kwart/ really /'rrəli/ terribly /'terabli/ very /'veri/

HISTORY

Nouns

abolition / about fon/ ancestor / enseste/ ancient /'emfant/ antique /æn'ti:k/ archaeologist /, a:ki'pləd31st/ archaeology /, o:ki'pladai/ battle /'bætəl/ belief /br'li:f/ cause /korz/ cave /kerv/ century /'senfori/ /neflisation/,srvalar'zerfan/ descendant /dr'sendont/ /tcsengab*/ nussonib discovery /dr'skaveri/ dynasty /ˈdɪnəsti/ evidence /'evidens/ fact /fækt/ figure /'frgo/ goods /gudz/ helicopter / helikopte/ historian /hr'storrion/ history / histori/ /tnetrdeshim/ tnetidehni introduction /, mtra'dakfan/ invasion /m'vergen/ invention /m'venfon/ machine /məˈʃiːn/ prehistory / pri: histori/ population / popje'lerfan/ president /'prezident/ record /'rekord/ rocket /'rokit/ site/sart/ story /ˈstɔːri/ space /speis/ survivor /se'varve/ /levrav'es/ lavivrus tool/tu:l/ tribe /trazb/

Adjectives

archaeological /, a:kiə'lod3ıkəl/ historic /ht/storik/ historical /ht/storrkel/ prehistoric /,pri:1'storik/

Verb phrases

/lilad'e\ hailode attack /o'tæk/ believe /br'li:v/ cause /koiz/ hunt /hant/ inhabit /tn'hæbrt/ invade /m'verd/ invent /m'vcnt/ last /lo:st/ pass /pq18/ settle /'setal/ survive /sa'varv/

TIME

Verb phrases

go on for several days have time / no time / a lot of time for sb or sth kill time /kil taim/ last /la:st/ pass/pass/ spend /spend/ take /tesk/ waste time /weist taim/

INIT 6

ADVERTISING

Mouns

advertisement /od'vostssmont/ advertising /'acdvataizin/ catalogue /'kætəlog/ commercial break

/kəˈmɜːʃəl breɪk/ guarantee / gæren'ti:/ mailshot / metl[pt/ offer /'pfa/ /itensuf/equi/ poster /'pausta/ publicity /pxb'lrsəti/ /neguels*/ nagola

Adjectives

agreeable /əˈgriːəbəl/ extraordinary /ik'stro:donori/ fantastic /fæn'tæstik/ free /fris/ limited /'Immrt1d/ magical /'mædʒɪkəl/ nice /nais/ particular /po'tık jələ/ pleasant /'plezant/ remarkable /rr'mqukəbəl/ unique /jur'nirk/

COMPUTERS

Mount

basket /'ba:skit/ home page /houm peidg/ keyword /'kirward/

/b:ewe:pq*/ brows:d/ /trcq'es/ troqque

Adjectives

online /,on'lam/ secure /sɪ'kjʊə/

Verb phrases

browse (for sth) /brauz/ click /kltk/ enter /'ente/ sign in /sam m/ telephoning /'telifounin/

Verb phrases

be called away on business call back call for sh call out sth call sb over call sth off get cut off get through hang up /hæn Ap/ make a phone call pick up /pik Ap/ ring up /rrn Ap/

JOBS

Mouns

accountant /o'kauntent/ administration /ed,mmi'streifen/ application / æpli'ketfən/ architect /'arkitekt/ assistant /əˈsɪstənt/ /cblrd"/ rebliud call centre manager candidate /'kændidət/ career /kəˈrɪə/ chef / set/ cleaner / klime/ communication skills /kə,mju: ni'ker fan skilz/ construction /kən'strakfən/ customer service /'kastəmə SIVIS/ electrician / elik'trijon/ emergency services /r/ma:daa nsi 'sarvīsīz/ experience /ik'sprarians/ firefighter /'farəfartə/ health /hel0/ hotel and catering /ho'tel and 'kertorm/

information technology

/,mfə'merfən tek'nolədzi/ kitchen/nursery assistant lab assistant /læb ə'sɪstənt/ leisure and sport /'lega and sport/ lifeguard /'laxfgo:d/ mechanic /mɪˈkænɪk/ optician /op't1fan/ overtime /'auvatarm/

plumber /'plamo/ police officer /pa'liss 'ofisa/ promotion /pre'meufen/ psychologist /sai'kolədzist/ qualifications

/,kwplifi'keifonz/ rate of pay receptionist /rr'sepfantst/ salary /'sæleri/ sales manager /sexlz 'mænidgə/ shift (work) /fift/ software engineer /'spfwea

'endar'nro/ solicitor /so'lisite/ supervision /,surpo'vi3on/ training /'tremmy/ vacancy /'verkensi/ wage /weɪdʒ/

Adjectives

legal /'lirgəl/ permanent /'permanent/ scientific / sazon'tifik/ temporary /'temporori/

PERSONAL QUALITIES

Adjectives

ambitious /æm'bɪʃəs/ cheerful /'t frafal/ creative /kri'cItIV/ efficient /1'f1[ant/ dynamic /dar/næmrk/ energetic /,eno'dgetik/ enthusiastic /m,0ju:zi'æstɪk/ flexible /'flckstbol/ friendly /'frendli/ hard-working / hord warkin/ honest /'paist/ physically fit /'frzikəli fit/ reliable /rr'larabal/ self-motivated /self 'moutrvertid/ well-organised /wel 'organarzd/

EMPLOYMENT AND UNEMPLOYMENT

Mouns

agency /ˈcɪdʒənsi/ career /kəˈrɪə/ job/d3ob/ occupation /,pkja/perfan/ pension /'pcnfan/ work /waik/

Adjectives

/biclq'mina,/ biclqmenu

Verb phrases

be made redundant be out of work be promoted commute /ko'mjurt/ give up /grv Ap/ have three days off retire /rr'tasə/ resign /rr'zam/

PHYSICAL APPEARANCE

face /fers/ freckles /'frekalz/ glasses /ˈgkuɪsɪz/ lips /lrps/

Adjectives

alike /a'laɪk/ curty /'ka:li/ dark /dosk/ fair /feə/ full (lips) /ful/ pale /pcil/ pointed (face) /'pointid/ round (face) /raund/ short /fost/ /climits/\range slim /slm/ straight /strent/ tall /totl/ thick /Ork/ thin /0m/ turned-up (nose) /taind Ap/ wavy (hair) /'weɪvi/

Verb phrases

go bald go grey look like take after

PERSONALITY /

Adjectives

aggressive /ə'gresɪv/ bad-tempered /,bæd'temped/ big-headed /big 'hedid/ bossy /'bosi/ cheerful /'t frafal/ (in)considerate /kən'sıdərət/ (dis)honest /'pnist/ easy-going /'i:zi 'goung/ fun /fan/ funny /'fani/ generous /'daenoros/ gentle /'dzental/ hard-working /,haid'waikin/ (un)imaginative /t'mædʒmətɪv/ (im)patient /'perfant/ (un)kind /kamd/ lazy /'lezzi/ lively /'larvli/ mean /mito/ modest / mpdrst/ moody /'murdi/ nosey /'nauzi/ outgoing /,aut'gourn/ (im)polite/pa'lart/ (un)popular /'popjala/ rude /ruid/ selfish /'selftf/ sensitive /'sensitiv/ sensible /'sensibal/ serious /'storios/ shy /fai/ (un)sociable /'soufabal/ sympathetic /,simpə'θetik/ talkative /'to:katrv/ thoughtful /'Bortfal/ thoughtless /'Oortles/ relaxed /rr'lækst/ unkind /an'kamd/

/lederal'rran,/ aldeilarnu

MOVEMENT

Verb phrases

(feelings) run high be on the run beat the rush crawl /kroil/ creep /kri:p/ dash /dæf/ run /ran/ run across sh run around run in the family

run out of patience run round in circles run sb down run through details run up against a problem run wild run yourself into the ground rush /ras/ sprint /sprint/ stride /straid/ stroll /straul/ walk/work/ wander /'wonda/ win /wtn/

SPORT

Nouns

aerobics /ep'roubiks/ athlete /'æ0list/ athletics /æ0'letrks/ hadminton /'bædmmtən/ baseball /'bersbo:1/ bat /bæt/ boots /burts/ climbing /'klarmm/ club /klab/ cycling /'sarkəlm/ cyclist /'sarkhst/ diving /'darvm/ football /'futbo:1/ golf /golf/ gymnast /'darmnæst/ gymnastics /dzim'næstiks/ hiking /'harkin/ hockey /'hoki/ ice hockey /aɪa 'hoki/ jogging /'dangm/ judo /'dʒuɪdəu/ martial arts / mor fal orts/ player /ple19/ racket /'rækit/ rugby /'ragbi/ runner / rane/ running /'ranin/ sailing /'serlin/ /bredtresse/ /skertbord/ skates /'skertz/ skis /'skitz/ snorkelling /'sno:kolin/ /b:cduens*/ brandwons squash /skwpʃ/ stick/strk/ swimming /'swimm/ table tennis /'terbal 'tenrs/ volleyball / volibo:1/ /malking/'working/ winner /'wrno/

yoga /'jauga/

Verb phrases

be a winner heat shito sth beat the rush If you can't beat them, join them win sb round

FAMILY AND RELATIONSHIPS

Mounts

classmate /'klq:smert/ colleague /'koli:g/ couple / kapal/ cousin /'kazən/ flatmate /'flætmert/ neighbour /'nerbə/ nephew /'nefju:/ niece /nirs/ penfriend /penfrend/ relative /'relativ/ step-sister/step 'sistə/ sister-in-law /'sɪstərɪnləɪ/

Celebrations

Nouns

(silver) wedding anniversary /wedm ,æm'varsəri/ bride /braid/ ceremony /'serrmani/ gift /grft/ groom /gru:m/ guest /gest/ outdoors /,aut'dotz/ present /'prezent/ priest /pri:st/ reception /r1'sepfon/ ring /rm/ suit /surt/

Adjectives

civil /'srvəl/ colourful /'kaləfəl/ traditional /tra'drfanal/

Verb phrases

dress smartly/informally/formally get/be married to sb get/be engaged to sb get/be divorced from sb

FRIENDS

Adjectives close/best/old (friends)

Verb phrases

fall in love (with sb) fall out (with sb) get in touch (with sb) get on well (with sb) get to know sb have things in common (with sb) keep in touch (with sb) lose touch (with sb) make friends (with sb) make up with sb

NIT 11

Transport

Mouns

boarding pass /'boidin pais/ bus /bas/ cab /kæb/ cabin crew /'kæbtn kru!/ carriage /ˈkærɪdʒ/ conveyor belt /kon'vere belt/ departures board/lounge destination /, destr'nerfan/ driver /'drazvo/ escalator /'eskalerta/ fare /fca/ headset /'hedset/ hand luggage /hænd 'lagtda/ meter /'mirtə/ passport control /'passport ka n'traul/ platform /'plætform/ rail /reul/ refreshments /rr'fresmants/ seat belt /sixt belt/ season ticket /ˈsiːzən ˈtɪkɪt/ security check /sr'kjuarati t fek/ sliding doors /'slaidin doiz/ taxi rank / tæksi rænk/ tip /trp/ train /trem/ /brusagebra*/ bnuorgraund/

Verb phrases

board/boad/ commute /kəˈmjuɪt/ land /lænd/ pack/pæk/ take off /terk of/ weigh (a bag) /wei/

TRAVEL

Nouns

activity holiday /æk'trvati 'hpladet/ accommodation

/a.kpmp'det[an/ coin /korn/ guidebook /'gardbuk/ journey /'dʒə:mi/ luggage /'lagtdg/ sightseeing /'sartsirm/ suitcase /'suxtkers/ storm /storm/ travel /'trævəl/ trip /trip/ trolley /'troli/

HOLIDAYS

House

beach/birtf/ campsite /'kæmpsatt/ hotel /he'tel/ towel /taual/ (sun) umbrella /xm'brelə/

Adjectives

five-star /farv stor/ luxurlous /Lag'zueries/

Verb phrases

get away from (routine) get to know (a new place) get together with (friends) relax /rs'læks/ set about sth set in set sth off set out set sth up take it easy travel independently

NIT 12

LEISURE ACTIVITIES

Verb phrases

go clubbing go for a drink go for a drive go for a walk go shopping go surfing go swimming

go to the theatre

go to a barbecue

go to a club go to a concert go to a play go to a restaurant go to the beach go to the cinema have a barbecue have a drink have a party have a quiet night in have friends round play cards play games watch a DVD watch a film watch a match watch TV

HOBBIES AND GAMES

backgammon /'bækgæmən/ cards /ka:dz/ chess /t ses/ dominoes /'dominouz/ /igsaw puzzle /'dʒɪgsɔ: 'pʌzəl/ snakes and ladders /snerks and 'lædəz/ stamps /stæmps/ su doku /su'dauku:/

Verb phrases

collect stamps /'kolekt stæmps/ do a crossword play chess /plei t fes/ take after sb in the family) take sth in take sth off take on work take over a business take to (a person/a hobby) take up space

CINEMA AND THEATRE

Mount

actor /'æktə/ /audience /'ordions/ box office /boks 'ofis/ cartoon /ka:'tu:n/ cast /kg:st/ costume /'kost ju:m/ comedy /'komodi/ critic /'kritik/ director /dr'rektə/ documentary /,dnkja'mentari/ drama /'dru:mə/ dressing room /'dresm ruim/

location /la'ker[an/ musical /'mju:zɪkəl/ performance /pe/formans/ plot /plot/ rehearsal /rɪˈhɜːsəl/ reviews /f1'vju:z/ science fiction /sarans 'fik jon/ screen /skrizn/ soundtrack / sauntræk/ special effect /'spe_al r'fekt/ stage /sterd3/ studio /'stju:diou/ subtitle /'sab,tartal/ thriller /'Orrlo/ trailer /'treile/

Adjectives

brilliant /'briliant/ fascinating /'fæsmertm/ gripping /'grtpIn/ imaginative /1'mæd3met1v/ stunning /'stanm/ tedious /'tiɪdiəs/ unimpressive /,Antm'presiv/ uninteresting /an'ıntrəstɪŋ/ /rcbow'/ neboow

Init 13

CITIES AND TOWNS

Nouns

(rural/residential) area /'earia/ atmosphere /'atmosfro/ attraction /a'træk fan/ (office/tower) block /blok/ (multi-storey) car park /ko: pc:k/ church /tfartf/ (capital/industrial/historic) city /'srti/ (business) district /'distrikt/ (housing/industrial) estate /1'stert/ (leisure) facilities /fo'sɪlətiz/

(bus/cycle) lane /lem/ market square / market skwes/ mosque /mpsk/ nightlife /'nartlarf/ outskirts / autskarts/ pedestrian precinct /pr'destrian

'pri:smt/ (wide open) spaces /'speisiz/ suburbs /'saba:bz/ (market/seaside) town /taun/ temple /'tempol/

Adjectives

ancient /'emjont/

cobbled /'kobald/ /netflaq'emzad,\nationomics delightful /dr'lartfol/ famous /'fermas/ huge /hjuida/ impressive /m'prestv/ lively /'larvli/ medieval/,medi'izval/ /uersar'/ worran peaceful /'pixsfal/ picturesque / pikt for esk/ ruined /'ruimd/ up-to-date /, Aptə dert/

Verb phrases

ban /bæn/ be run down

FACILITIES

art gallery /oxt 'gæləri/ bowling alley /'bouling 'æti/ concert hall /'konsət həɪl/ football stadium /'futbo:l sterdiam/ health centre /hel@ 'sento/ ice rink /ais rink/ leisure centre /'legə 'sentə/ recreation ground /,rekri'etfan graund/ shopping centre /'Sopin 'senta/ taxi rank / tæksi rænk/

TRAFFIC

Nouns

bypass /'baspass/ kilometres per hour one-way street /wwn wer strict/ pedestrian crossing

/pr/destrien 'krosm/ roundabout /'raundə,baut/ rush hour /raf ave/ short cut /fort kat/ side road /sard roud/ traffic jam /'træfik dæm/ traffic lights /'træfik lasts/

Verb phrases

overtake break down knock sth down let sb down put sth down slow down turn sth down write sth down

UNIT 14

FOOD AND DRINK

Nouns

apple /'æpəl/ bacon /'berken/ |enton'ed| ananad breast /brest/ burgers /'ba:gaz/ butter /'batə/ cake /keik/ chicken /'tfrkm/ chop /t fpp/ cod /kpd/ coffee /'kofi/ cream /krizm/ duck /dak/ fish /frf/ flour /flaue/ fruit /fruit/ eggs /egz/ ham /hæm/ lobster /'lobsto/ juice /dams/ temon /'leman/ meat /mixt/ milk/mrlk/ mussels /'masəlz/ noodles /'nu:dəlz/ onion /'Anjen/ plaice /plets/ pork/pork/ prawns /pro:nz/ /bclas*/ balas /acmass*/ nomles sauce /sots/ sausages /'sostd3tz/ squid /skwtd/ steak /steik/ trout /traut/ tuna /'tjume/ vegetables /'ved3təbəlz/ wing /wɪŋ/

CODKING

Nouns

cake tin /keik tm/
cook /kuk/
cooker /'kukə/
frying pan /'fraing pæn/
grill /gril/
grillpan /grilpæn/
hob /hob/
oven /'avən/
saucepan /'səispən/
wok /wok/

Verbs

bake /beik/ beat /birt/ /Ircd/ liod chop /t∫op/ fry /fras/ grate /grent/ grill /grzl/ mix /mrks/ peel /pitl/ pour /pot/ roast /roust/ slice /slars/ stew /stju:/ stir /stai/ stir fry /sta: frau/ taste /teist/

Adjectives

tasteful /'teisfal/ tasteless /'teislas/ tasty /'teisti/

ART

Nouns

art gallery /q:t 'gæləri/ artist /ˈaːtɪst/ collection /kəˈlekʃən/ drawing /dromy/ exhibition /,eksr'brfan/ jewellery /dʒu:əlri/ landscape /'lænskerp/ oil painting /otl 'pemtin/ painter /'pernta/ portrait /'postret/ pottery /'pptari/ print /print/ sculpture /'skalpt Ja/ still life /stil larf/ studio /'st ju:diəu/ textiles /'tekstailz/ /clxxl,ettew/\ ruolooratew

Adjectives

abstract /'æbstrækt/ artistic /gr'tistik/

Verbs

draw /dro:/ paint /pemt/

UNIT 15

TELEVISION AND RADIO

Nouns

aerial /'cəriəl/

awards /ə'wəidz/
celebrity /sə'lebrəti/
channel /'tʃænəl/
character /'kærəktə/
comedy /'kɒmədi/
current affairs /'karənt ə'feəz/
disc jockey /dɪsk 'dʒɒki/
documentary /,dokjə'mentəri/
drama /'draɪmə/
episodes /'episəudz/
hightights /'hailarts/
programme /'prəugræm/
reality TV /ri'æləti ,tiz'viz/
remote control /rr'məut

ken'treul/
repeats /rr'pixts/
screen /skrim/
script /skript/
series /'siarizz/
TV set /,tix'vix set/
show /fau/
soap opera /'saup,opera/
radio station /'retdiau 'sterfan/
studio /'stjuxdiau/

Adjectivés

entertaining /,ento/texnrn/ factual /'fæktfæl/ gripping /'griprn/ humorous /'hju:mərəs/

Verbs

aim /erm/ broadcast /'broadkoast/

NEWSPAPERS AND MAGAZINES

Nouns

comic /'komik/
newspaper /'njuis,perpə/
magazine /,mægə'zi:n/
advertisement /əd'va:tismənt/
article /'citikəl/
cover /'kavə/
editor /'editə/
editorial /,edi'tərriəl/
headline /'hedlain/
report /ri'pə:t/

Adjectives

daily /'derli/ fashion /'fæfən/ glossy /'glosi/ gossip /'gostp/ in-flight /,rn'flant/ local /'loukel/ monthly /'mxn0ti/ morning /'mɔɪnɪŋ/
tabloid /'tæbloɪd/
today's /tə'deɪz/
travel /'trævəl/
women's /wɪmɪnz/

Verbs

accuse /əˈkimːz/ /trm'be/ timbe advise /əd'vaɪz/ announce /əˈnəuns/ apologise /ə'ppladʒaɪz/ appeal /o'pi:l/ believe /br'li:v/ blame /bleim/ care /kea/ claim /klerm/ declare /dr'klco/ demand /dr/morad/ deny /dr'nar/ describe /dr'skrarb/ disapprove /,disə'pru:v/ emphasise /'emfosarz/ expect /tk'spekt/ express /Ik'spres/ hope /haup/ offer /'pfə/ oppose /ə¹pəuz/ predict/prr'dikt/ prepare /pri'pco/ promise /'promis/ propose /pro'pauz/ refuse /rr'fiu:z/ regret /r1'gret/ suggest /sə'daest/ threaten /'Oretan/ /arcw/ maw

BOOKS

Nouns

atlas /'ætləs/ /cθιc1/ northus biography /bar'ngrafi/ cookery book / kukari buk/ detective story /dr'tektry 'storri/ diary /'dateri/ encyclopedia /m,sarkla'pirdia/ fiction /'fikfan/ ghost story /goust 'storri/ guidebook /'gardbuk/ |terlearegb' | terlearnoon non-fiction /non 'fik fen/ /terlevour/ teilevon poet /'pourt/ poetry book /'pourtri buk/ reference book /'referens bok/ science fiction novel

textbook /'teksbuk/ thriller /'Orrla/

Verbs

breathe /brizō/
gaze /getz/
glance /glans/
glimpse /gltms/
notice /'nautts/
observe /ab'zzīv/
overhear /,auva'hia/
smell /smel/
sniff /snif/
spot /spot/
stare /stea/
stroke /strauk/
view /vjuː/
wink /wiik/
witness /'witnas/

UNIT 16

DIFFERENT AGES

Nouns

gap year /gæp jtə/ toddler /'tɒdələ/ widow /'wɪdəu/

Adjectives

childish /'tfaildif/
elderly /'eldeli/
grown up /grown ap/
middle-aged /,midəl'eidad/
pregnant /'pregnant/
three-year-old (daughter) /Oriz
jiə əuld/

Verb phrases

be full of life. be in his/her (early/late) teens be in his/her (early/late) twenties expect a baby

UNIVERSITY

Nouns

campus /ˈkæmpəs/
department /di'purtment/
dissertation /ˌdusə'teɪʃən/
faculty /ˈfækəlti/
graduate /ˈgarædʒuət/
hall of residence /hoil ov
'rezzdəns/
lecture /ˈlektʃə/
lecturer /ˈlektʃə/
mature student /məˈtˈjuə
'stjuɪdənt/

open day /'eupen dei/
postgraduate /,peus'grædguet/
prospectus /pre'spektes/
school-leaver /skuil 'lizve/
seminar /'seminai/
students' union /'stjuidents
'juinjen/
term /teim/
tutor /'tjuite/
tutorial /tjui'teirial/
undergraduate

Nouns

/, andə 'grædzuət/

school /sku:l/

vacation /vəˈkeɪʃən/

deadline /'dedlam/ kindergarten /'kındə,go:tən/ nursery school /'ns:səri sku:l/ primary school /'praiməri sku:l/ pupil /'pju:pəl/ secondary school /'sekəndəri sku:l/ state school /stert sku:l/ uniform /'ju:nifə:m/

Adjectives

compulsory /kəm'palsəri/ vocational (courses) /vəu'keɪʃənəl/

Verb phrases

attend a school
be at school
fail an exam
give sth away
give sth back
give sth in
give sth up
hand sth down to sb
hand sth in
hand sth over
pass an exam
start school
take an exam

UNIT 17

CLOTHES

Nouns

beads/birdz/ belt/belt/ blouse/blauz/ boots/burts/ bracelet/'breislat/ buckle/'bakal/ button/'batan/ cagoule/ko'guil/ cap /kæp/ coat /kout/ collar /'kole/ cuff /kxf/ dress /dres/ earrings /'19111)2/ gloves /glavz/ hat /hæt/ (high) heels /hi:lz/ hood /hvd/ jacket /'daækit/ jeans /dʒi:nz/ jumper /ˈdʒʌmpə/ laces /'leisiz/ necklace /'neklas/ nightdress /'nartdres/ outfit /'autfit/ pocket /'pokit/ pullover /'pulauva/ pyjamas /pi'dʒq:məz/ ring /rtg/ sandals /'sændəlz/ scarf /skarf/ (flat) shoes / Juiz/ shorts /forts/ skirt /skatt/ sleeve /sli:v/ slippers /'slippz/ socks /soks/ sweatshirt /'swetfa:t/ T-shirt / ti: fa:t/ tie /tai/ tights /tarts/ trainers /'tremaz/ trousers / trauzez/

Adjectives

baggy /'bægi/ bare (legs) /bca/ dark (blue) /dark/ light (green) /lart/ checked /t fekt/ cool /ku:l/ cotton /'kuten/ dark /dask/ denim /'dentm/ flowery /'flauəri/ knee-length /niz lenθ/ leather /'leða/ lycra /'laɪkrə/ nylon /'naɪlɒn/ open-toed /'eupen toud/ plain /pletn/ polyester / poli'estə/ round /raund/ short-sleeved /fort slivvd/ silk/sɪlk/ silver /'silvə/ sleeveless /'slirvlos/

spotted /'spottd/ straight (legs) /streit/ striped /straipt/ wool /wul/ V neck /vi: nek/

Verb phrases

match /mæt ʃ/ feel/look good

SHOPPING AND MONEY

Mount

basket /'basskit/ cashback /'kæʃbæk/ cashier /kæʃ'ɪə/ checkout /'t fekaut/ cheque /t fck/ credit cards /'kredit ko:dz/ discount /'diskaunt/ fortune /'fort furn/ gift voucher /grft 'vautjo/ label /'lerbal/ receipt /TI'sitt/ refund /'ri:fand/ sale /sexl/ shade / Jetd/ size /sarz/ trolley /'troli/ waste (of money) /weist/

Adjectives

fully dressed /'fuli drest/ over-priced /'euve praist/ reduced /rt'djuist/

Verb phrases

be dressed in
be in stock
bring/take sth back
change into sth
fit /fit/
get dressed/undressed
go with something
grow into/out of sth
hang sth up
put sth on
suit /suit/
take sth off
try sth on
wear /wee/

MONEY

Verbs

cost /kpst/ donate /dəu'neit/ earn /ain/ inherit /m'herit/ make a lot of money pay for sth pay sb save /serv/ spend /spend/

UNIT 18

HOUSE AND HOME

Nouns

air conditioning /ea kan'dɪʃənɪŋ/ apartment (block) /ə'po:tmənt/ bedroom /'bedrom/ brick /brik/ /ueleggad"/ wolsgnud central heating /'sentral 'histm/ cottage /'kptrd3/ deck /dek/ dining room /'dammy rurm/ drier /'drara/ drive /drarv/ fence /fens/ freezer /fri:zo/ garage /'gærɑɪʒ/ gate /gert/ hedge /hedg/ home /houm/ kitchen /'kut fm/ lighting /'lartin/ living room /'livin ru:m/ sink/smk/ shutter /'JAto/ storey /'storri/ tap/tæp/ utility room /ju:'trləti ru:m/ /cliv'\ alliv

wood /wod/ Adjectives

detached (house) /dr'tætft/
fitted (kitchen) /'frtid/
modern /'moden/
semi-detached (house) /'semi
dr'tætft/
terraced (house) /'terrst/

HOUSEHOLD PROBLEMS

Nouns

builder /'bildə/ decorator /'dekəreitə/ dry cleaner /drai 'klimə/ electrician /,elik'trijən/ plumber /'plamə/ service agent /'saivis 'eidəənt/

Verb phrases

be home and dry

do chores (e.g. the washing, gardening)
do out a room
do sb in
do sth up
do without sth
drip/drip/
feel homesick /fizl 'hournsik/
hammer sth home
hit the nail on the head
make sth (e.g. a cake)
make the bed
make yourself at home
put your own house in order

UNIT 19

SCIENCE

Nouns

astronomer /o'stronome/ astronomy /ə'stronəmi/ biologist /bar'pladgrst/ biology /bar'plad3i/ chemist /'kemist/ chemistry / kemistri/ conference /'konferens/ data /'derta/ discovery /dr'skavari/ ecology /r'koladai/ ecologist /r'kplad31st/ experiment /ik'speriment/ geologist /dai'plodarst/ geology /dzi'oladzi/ invention /m'venfen/ instruments /'mstramants/ mathematics/mæ0əm'ætrks/ mathematician /,mæθəməˈtɪʃən/ observation /,pbzə'verʃən/ physicist /'fizisist/ physics /'frziks/ research /rr'sa:tf/ scientist /'sarantrat/ statistics /ste'tistiks/ space /speis/ talent /'tælant/ theory /'01ari/

Adjectives

global /'gloubol/ outstanding /,aut'stændin/ scientific /,saron'tifik/

Verb phrases

analyse statistics attend a conference carry out an experiment do research make a discovery

THE ENVIRONMENT

Nouns

acid rain /'esid rein/
air conditioning /eə kən'dıfə
nıŋ/
climate /'klaimət/
drought /draut/
environment /in'vairəmənt/
exhaust fumes /ig'zoist fjuimz/
emissions /i'mifənz/
flooding /'fladıŋ/
global warming /'gləubəl

'wommy/
impact /'mpækt/
pesticide /'pestisaid/
resource /ri'zois/
rubbish /'rabif/
solar panels /'soula pænalz/
storms /stoimz/
waste /weist/
wildlife /'waildlaff/

Adjectives

environmentally friendly
/m, vaioro'mentoli 'frendli/
green /grim/
local /'loukol/
major /'meidzo/
organic /o:'gænik/
sustainable /so'stemobol/
wasteful /'weisfol/

Verbs

cause /kɔiz/ create /kri'eɪt/ pollute /pɔ'huɪt/ heat /hiɪt/ light /laɪt/ waste /weɪst/

UNIT 20

CRIME

Nouns

barrister /'bærrstə/ burglar /'bə:glə/ burglary /'bə:gləri/ burgle /'bə:gəl/ crime /kramm/ criminal /'kramməl/ detective /dr'tektrv/ evidence /'evidəns/ fact /fækt/ hijacking /'baidʒækin/ lawyer /'lə:ə/

arsonist /'qrsenrst/

kidnapping /'kidnæpingz/ murder /'matde/ murderer / mardara/ police officer /pəˈliɪs ˈofɪsə/ prison /'prizan/ proof /prusf/ robber /'robə/ robbery /'robori/ shoplifter /'foplifte/ shoplifting /'Sopliftin/ solicitor /solltstta/ speeding /'spitdm/ thief /9ixf/ theft /0eft/ vandalism / vændəlizəm/ witness / wrtnes/

Verb phrases

burgle a house commit a crime murder /'maida/ rob a bank shoplift /'foplift/ steal /stiil/

OPINIONS

Adjectives

conservative /kən'sərvətrv/
effective /r'fektrv/
enthusiastic /rn,0jurzi'æstrk/
innovative /'rnəvətrv/
keen /kirn/
radical /'rædrkəl/
revolutionary /,revəl'urʃənəri/
significant /sıg'nıfrkənt/

Verb phrases

approve of sth
be in favour of / against sth
have strong opinions on sth
support sth
think about/of
think aloud
think for yourself
think long and hard about sth
think on your feet
think straight

CD Tracklist

Recording	CD Track	Recording	CD Hack
Title Information	1	11a	24
1a	2	11b	
1b	3	11c	26
1c	Δ	11d	
1C	5	12a	28
2	6	12b	29
3a		12c	30
3b		13a	31
3c		13b	32
4a	9	13c	33
4b	10	14a	34
4c		14b	35
5a	12	140	36
5b	13	14c	
6a	14	14d	
6b	15	15	50
7a	16	16a	39
7b	17	16b	40
8	. 18	17a	41
9a	19	17b	42
9a	20	19	43
96	21	20a	44
10a	27	20b	45
10b		20c	46
10c	23	ZUC	* *************************************