

GOLD

pre-first

coursebook

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Exam information

The Cambridge First Certificate in English is made up of four papers, each testing a different area of ability in English. Each paper is worth 25 percent of the total mark. There are five grades. A, B and C are pass grades; D and E are fail grades.

Paper 1: Reading and Use of English (1 hour 15 minutes)

Paper 1 has two sections. The Use of English section has four parts (30 questions) and the Reading section has three parts (22 questions). Each part tests different reading skills or areas of language.

Use of English

Part 1 Multiple-choice cloze	Focus	Vocabulary/Lexico-grammatical
	Task	You read a text with eight gaps. You choose the best word to fit in each gap from a choice of four options (A, B, C or D).
Part 2 Open cloze	Focus	Grammar/Lexico-grammatical
	Task	You read a text with eight gaps. You have to think of the most appropriate word to fill each gap. You must use one word only. No options are provided.
Part 3 Word formation	Focus	Vocabulary/Lexico-grammatical
	Task	You read a text with eight gaps. You are given the stems of the missing words in capitals at the ends of the lines with gaps. You have to change the form of each word to fit the context.
Part 4 Key word transformations	Focus	Grammar and vocabulary
	Task	There are six items. You are given a sentence and a 'key word'. You have to complete a second, gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.

Reading

Part 5 Multiple-choice questions	Focus	Detail, opinion, gist, attitude, deducing meaning, text organisation features (exemplification, comparison, reference), tone, purpose and main idea
	Task	There are six four-option multiple-choice questions. You have to choose the correct option (A, B, C or D) based on the information in the text.
Part 6 Gapped text	Focus	Understanding text structure, cohesion and coherence
	Task	You read a text from which six sentences have been removed and placed in jumbled order after the text. There is one extra sentence that you do not need to use.
Part 7 Multiple matching	Focus	Specific information, detail, opinion and attitude
	Task	You read ten questions or statements about a text which has been divided into sections, or four to six short texts. You have to decide which section or text contains the information relating to each question or statement.

Paper 2: Writing (1 hour 20 minutes)

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

Part 1	Focus	Content, organising information, thinking about a target reader
	Task	Part 1 is compulsory, and there is no choice of questions. You have to write an essay based on given information and prompts. You have to write 140–190 words.
Part 2	Focus	Layout, style and register, thinking about a target reader
	Task	Part 2 has three tasks to choose from. The three options may include any three of the following: a letter or email, an article, a report, a review. You have to write 140–190 words for Part 2.

Paper 3: Listening (approximately 40 minutes)

There are four parts in the Listening paper, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part you will hear the text(s) twice. The texts may be monologues or exchanges between interacting speakers. There will be a variety of accents.

Part 1 Extracts with multiple-choice questions	Focus	Each extract will have a different focus, which could be: main point, detail, purpose or location of speech, relationship between the speakers, attitude or opinion of the speakers.
	Task	You hear eight short, unrelated extracts of about thirty seconds each. They may be monologues or conversations. You have to answer one three-option multiple-choice question (A, B or C) for each extract.
Part 2 Sentence completion	Focus	Specific information, detail, stated opinion
	Task	You hear a monologue lasting about three minutes. You complete ten sentences with words from the text.
Part 3 Multiple matching	Focus	As for Part 1
	Task	You hear a series of five monologues, lasting about thirty seconds each. The speakers in each extract are different, but the situations or topics are all related to each other. You have to match each speaker to one of six statements or questions (A–F). There is one extra option that you do not need to use.
Part 4 Multiple-choice questions	Focus	Specific information, opinion, attitude, gist, main idea
	Task	You hear a monologue or conversation which lasts about three minutes. There are seven questions. You have to choose the correct option (A, B or C).

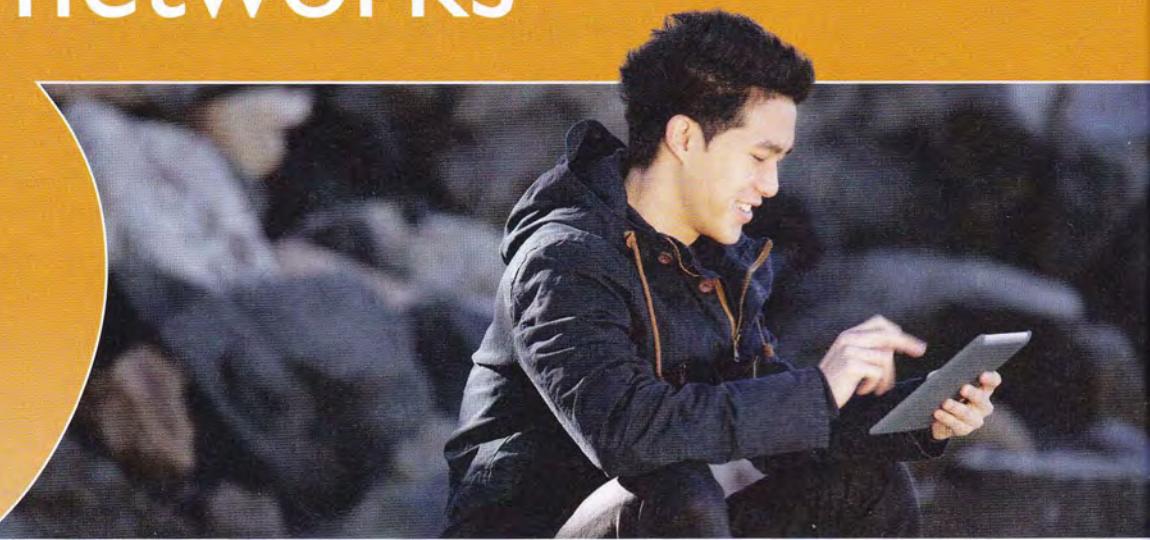
Paper 4: Speaking (approximately 14 minutes)

You take the Speaking test with a partner. There are two examiners. One is the 'interlocutor', who speaks to you, and the other is the 'assessor', who just listens. There are four different parts in the test.

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

Social networks

1



Speaking

1 Discuss the questions.

- 1 What do people mean when they talk about their 'social network'?
- 2 How big is **your** social network?

2 Do the survey. Then compare your answers in pairs.

Profile | Friends | Networks

Keeping in touch

We want to know how you stay in contact with your friends! Do our survey.

1 When do you turn your mobile or smart phone off?

2 Do you ever speak to someone online using a camera?

3 Do you belong to a social networking site?

4 Do you spend more time texting or talking to people on your phone?

5 How many hours a week do you spend going out with friends?

6 How long do you spend surfing the internet every week?

7 Do you ever write letters to friends?

8 What do you think is the best way to make new friends? Why?

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

Speaker 1

Speaker 2

Speaker 3

Speaker 4 8

Listening

Multiple choice

4 Listen again and choose the best answer, A, B or C. There is one question for each speaker.

- 1 Why does the man use the internet to communicate?
 - v-A He enjoys talking to friends who are too busy to meet very often.
 - B He likes making contact with new people in different countries.
 - C He relies on it to keep up-to-date with family members abroad.

- 2 The woman uses her social networking site to
 - v A make contact again with old friends.
 - B find people to help with babysitting.
 - C apologise to people she has argued with.

- 3 What is one of the man's most important reasons for using a particular website?
 - v A He wants to find people who have similar interests to his.
 - B He wants to research the meanings of different family names.
 - C He wants to find unknown relatives.

- 4 How does the girl feel when she texts in class?
 - A ashamed when the teacher catches her
 - B pleased that she can do it without her teacher knowing
 - bb C angry when the teacher tells her to turn her phone off

EXAM TIP

Always read the questions through before you listen. This prepares you for the topic and helps you identify what you have to listen for.

In the exam there are eight extracts, which include monologues and conversations.



Vocabulary

collocations: communication; family relationships

5 Complete the phrases from the listening with words from the box. Then listen again and check.

get	face (x2)	out	keep
go	lost		

- 1 This way, we can **g4et** in touch with our family.
- 2 Several of us **gotmbu** to chat every evening.
- 3 I like to **lost** in touch with other people with the same name.
- 4 When you see each other **face** **tf** **fase** there are sometimes arguments.
- 5 There's even one girl I **totck** touch with more than ten years ago!
- 6 My grandad is completely of touch with what's going on today.

6 Match words/phrases 1–6 with meanings A–F.

- | | |
|---|--|
| 1 | related to |
| 2 | extended family |
| 3 | divorced |
| 4 | daughter-in-law |
| 5 | ancestors |
| 6 | only child |
| A | no longer married 3 |
| B | your son's wife 4 |
| C | someone who hasn't got brothers or sisters 6 |
| D | members of your family who lived a long time ago 5 |
| E | family that includes parents, children and other family members 1 |
| F | connected by family |

7 Make a list of family members. Compare your list with a partner and add any extra words.

8 Discuss the questions. Use words and expressions from Activities 5–7 to help you.

- 1 Which family members are you closest to?
- 2 What do you think are the good and bad points of having a large extended family?

Speaking

1 Discuss the questions.

- Would you like to keep in touch with your school friends and teachers when you leave school or college? Why/Why not?
- What is the best way to do this?

Present simple and present continuous

► GRAMMAR REFERENCE p.145

2 ► 02 Read an interview with Jane Turner about part of her job. Complete the text with the present simple or present continuous form of the verbs in brackets. Then listen and check.

8 LANGLEY POST Wednesday, July 28

Today's INTERVIEW

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

Q So, Jane, what is your second job?

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

Q How often do the students get the magazine?

A We (3) wrote (*write*) one every six months, so that's twice a year. At the

moment we (4) work (*work*) on the one for December which (5) went (*go*) out on 11th December.

Q Do you do all the work on the website yourself?

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

Q Is the magazine popular?

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

3 Match the uses of the present simple and continuous with 1–7 in Activity 2.

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

4 Do the underlined verbs in Activity 2 describe states or actions? Copy and complete the table. Choose the correct option to complete the rule.

State	Action
think	help

Rule: State verbs are/are not usually used in the continuous form.

5 Add the verbs in the box to the table in Activity 4. Add two more verbs of your own and compare with a partner.

hate	understand	write	belong	produce
prefer	receive	text	want	need

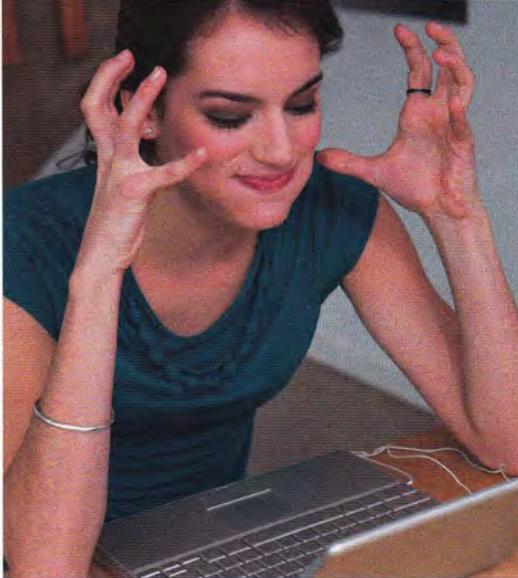
6 Complete this comment from a magazine reader with the correct form of the verbs in brackets.

I really (1) (*think*) it's great to have an online magazine for ex-students. My mum used to be a student at my school and she (2) (*get*) a magazine every year. I (3) (*looked* / *look*) at this month's magazine right now and it (4) (*have*) some great pictures of our sports day. I enjoy reading it too because it's interesting to learn what old students (5) (*do*) at the moment. Some of them have fantastic jobs in television and film. That's what I (6) (*want*) to do. There (7) (*is*) a party for old students next month and my mum (8) (*go*) to it. She (9) (*look*) forward to meeting up with some old friends. I (10) (*think*) she'll have a brilliant time.

7 Do you think it's a good idea to have a newsletter like this? Why?

Speaking

8 Work in pairs. Turn to page 140 and do the activity.



Speaking

1 Work in pairs. Look at the picture and answer the questions.

- 1 What problems with phones or computers can make you feel like this?
- 2 Which problems have you experienced recently?

Use of English

Multiple-choice cloze

2 Choose the correct word to complete the sentences.

- 1 I got an email from my English friend yesterday but it was very
A small B low C short D little
- 2 The traffic was very so I was late for my computer class.
A thick B hard C full D heavy
- 3 I usually look new words online.
A over B up C in D on
- 4 I'm on joining a new social networking site.
A enthusiastic B keen C eager D excited
- 5 I didn't get texts today. Not one!
A some B much C little D any

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

- A collocations (words which go together)
- B phrasal verbs (verbs and prepositions)
- C dependent prepositions (verbs and adjectives always followed by one preposition)
- D quantifiers (words to show amount and number)
- E single words with similar meanings

4 Read the text and find out what the title refers to. Don't worry about the gaps for the moment.

NoMo ... /what?

Wednesday, July 28

We are living in a new age (0) *B* of connectivity. However, being able to contact people all the (1) can be both a good and a bad thing! On the one hand it's good to be (2) to talk to anyone at any time, wherever we are. The downside is that some of us have become too dependent (3) our phones and computers. Psychologists have identified a condition (4) as 'NoMoPhobia', which is a real fear of being without your mobile phone! This sometimes happens when people who use their phones a lot are (5) from them for a certain period. It seems that this loss can (6) in panic attacks and even hallucinations. Some young people who (7) part in an experiment said that they kept imagining that their phones were ringing during the night! Would you be able to live (8) your phone or computer for a week? It's an interesting question, isn't it?

Thursday, July 29

0	A to	B of	C from	D in
1	A hour	B time	C period	D day
2	A possible	B can	C allowed	D able
3	A by	B on	C at	D with
4	A called	B referred	C named	D known
5	A separated	B divided	C taken	D removed
6	A cause	B make	C result	D start
7	A made	B took	C had	D did
8	A away	B without	C apart	D over

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

EXAM TIP

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

In the exam there are eight questions.

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

Speaking

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

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

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

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

Reading

Multiple choice

- 2** Read the first paragraph of an article about visiting new places and answer the questions.

- 1 What is a greeter?
- 2 How is a Greeter Network tour different from a commercial tour?
- 3 How do you get in touch with a greeter?

- 3** Read the whole article. For questions 1–8, choose the answer (A or B), which you think fits according to the text.

EXAM TIP

In the exam there are six questions and each question has four possible answers.

- 1 Visitors using the Greeter Network
 - A are expected to make a small payment.
 - B usually pay nothing at all.
- 2 Why has Nick come to Melbourne?
 - A to meet his great-uncle
 - B to find out if he has any relatives there
- 3 What does Haroula think about Nick and his hopes?
 - A It may be possible to help him.
 - B They are completely unrealistic.

- 4 Pablo's neighbourhood
 - A has an unusual museum.
 - B is full of French restaurants and cafés.
- 5 This evening Sylvie and Stéphane
 - A are going to a typical tourist destination.
 - B are meeting someone who shares one of their interests.
- 6 Anthea
 - A expects people to be punctual.
 - B is happy to wait for late arrivals.
- 7 Why is Anthea taking the Mascaros to Freud's house?
 - A She believes it is an important part of any visit to Hampstead.
 - B One of her visitors has a special interest in Freud.
- 8 How does Anthea return home?
 - A in public transport.
 - B by car.

- 4** Compare your answers with a partner and give reasons for your choices.

Vocabulary

phrasal verbs in context

- 5** Look at the phrasal verbs underlined in the article and decide which meaning, A or B, is closest to the meaning in the article.

- 1 find out
 - A discover by chance
 - B learn information
- 2 bump into
 - A hit something or someone accidentally
 - B meet unexpectedly
- 3 meet up (with)
 - A meet someone to do something
 - B join something together
- 4 set off
 - A start something working
 - B start a journey
- 5 turn up
 - A happen unexpectedly
 - B arrive
- 6 pick up
 - A come and collect
 - B lift

Speaking

- 6** Would you like to meet up with a 'greeter' if you were going to visit a new city? Why/Why not?

Are you tired of taking guided tours? Do you want a travel experience that's a bit different? One way to do this is to use the worldwide network of 'greeter' organisations. Greeters are local people who volunteer to show visitors around their town or area. In most places it is a

Pleased to greet you!

completely free service provided by enthusiastic and friendly people. The first thing to do is go online and find out if there is a greeter network or something similar in the place you want to visit. If there is, you say what you want to see and what your interests are. Then the organisation matches you with a suitable volunteer. It is a non-commercial way of meeting local people and finding out what a place is really like. We are going to follow three greeters on different continents to see how the network works.

Haroula Jackson is a Greek Australian who shows Greek visitors around her area of Melbourne. Her guest today is Nick Tavrides. He's British but his family originally came from Crete. Haroula hopes to use her local knowledge to help Nick. He wants to find someone who knew his great-uncle who settled

in Melbourne 70 years ago. Today they're in Lonsdale Street, the heart of the city's Greek area. Nick hopes he may bump into a distant cousin or uncle. Perhaps this is optimistic, but Haroula thinks they might learn something from one of the old men playing *tavli*, a traditional board game.

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

Closer to home in London, local historian Anthea Cohen is waiting outside Hampstead underground station. She is about to set off on a tour of Hampstead and Highgate, two north London villages. The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up. The Mascaro family from Palma arrive just in time. She begins with the main sights, including the house where the poet Keats lived. Carmen Mascaro works as a psychiatrist so they are going on a special visit to Sigmund Freud's home and its fascinating museum. Anthea finishes the tour with a visit to Highgate Cemetery. This is the resting place

of many famous people including Karl Marx. At four o'clock Anthea says goodbye to her tired but happy visitors outside Highgate underground station. She texts her husband Lewis to come and pick her up.

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



Verb patterns

► GRAMMAR REFERENCE p.145

- 1** Have you made any arrangements about what you're going to do on your next holiday? Compare your ideas with a partner.
- 2** Read the email quickly. Why do Mark and Annie want to use a 'greeter' on their holiday?
- 3** Read the email again and match the underlined examples with the rules 1–8.

Hi Raquel,

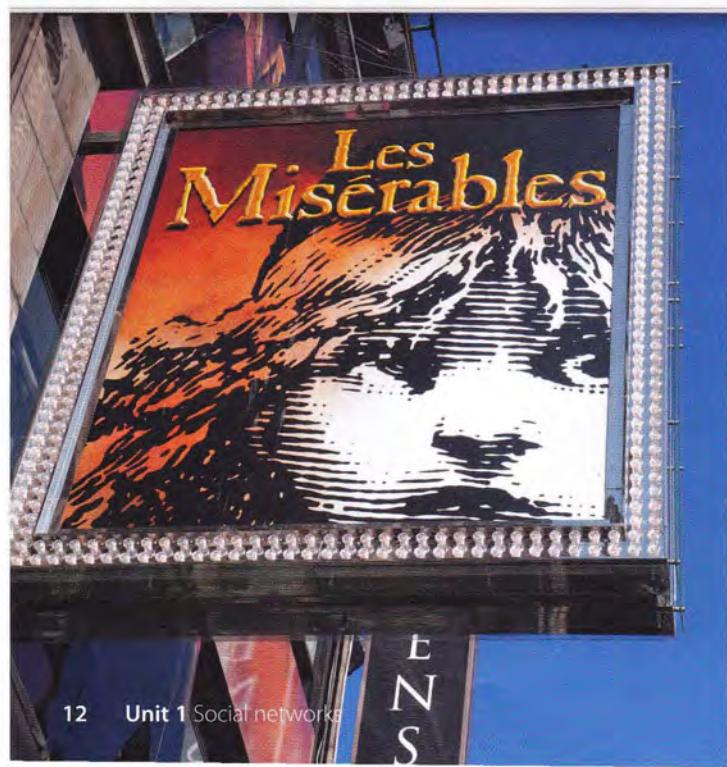
We were so glad to learn that you are going to be our greeter when we come to Paris. We love seeing films and musicals and *Les Misérables* is our favourite, so we're coming to Paris to find out about the places in the story. We'd really like you to show us around. After staying in Paris for a week,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

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

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

Best wishes

Mark and Annie Strand



Use -ing

1 after some verbs Example: *love seeing*

2 as a subject of a sentence

3 after prepositions

Use to infinitive

4 after some verbs

5 to show a reason

6 after adjectives

7 after some expressions

Use infinitive without to

8 after some expressions

- 4** Choose the correct headings for each group of phrases.

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

1 inf.....	2 to inf.....	3 ing.....
------------	---------------	------------

I would love	I'd better	I often practise
--------------	------------	------------------

I'm expecting	Let's	I can't stand
---------------	-------	---------------

I've arranged	I should	I'm keen on
---------------	----------	-------------

I can't wait		I'm looking forward to
--------------	--	------------------------

I'm learning		I really enjoy
--------------	--	----------------

LANGUAGE TIP

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

- 5** Complete the phrases in Activity 4 in your own words. Compare your answers with a partner.

- 6** Choose the correct option to complete the sentences.

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

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



Speaking

giving personal information

- 1** What questions do you usually ask a new student in your class or someone you meet at a party?
- 2** Look at the questions and tick any that you mentioned in Activity 1.

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

- 3** Which questions in Activity 2 do you think are too personal to ask when you meet someone for the first time? Why? Compare your ideas with a partner.

Interview

EXAM TIP

In the first part of the Speaking test the examiner asks both candidates questions about themselves. Don't give a long prepared statement or a short one-word answer.

- 4** Work in pairs. Look at the questions and three candidates' answers. Choose the best answers for this part of the test and say what is wrong with the other answers.

- 1 Where are you from, Marie?
 A I'm from Cherbourg, which is a big town in the north of France. It is situated on the north coast and there are ferries from here to England. We get a lot of tourists in the summer months because of this. It's a very busy town and there are good shopping areas, for example ...
 B I'm from France. My home town is Cherbourg, which is on the north coast.
 C France.
- 2 Do you belong to any social networking sites?
 A No, I don't. But I'm thinking of joining one soon. It's really good to make contact with old and new friends. A lot of people I know use them regularly.
 B Unhappily, I haven't taken advantage of the opportunity. In spite of a number of problems I truly believe that the advantages outweigh the disadvantages.
 C Yes, I go out quite often. I meet up with my friends after school in the café and we often go to parties at the weekend.

- 5** **03** Listen to two candidates taking Part 1 of the exam and complete the questions the examiner asked.

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

- 6** How did the candidates answer the questions? Do you think they gave good answers? Why/Why not?

- 7** Work in pairs. Turn to page 134 and follow the instructions.

Speaking

- 1 Work in pairs. Read the exam task and discuss the essay question. What extra point would you write about? Why?**

You have been talking about social networks in your English class. Now your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

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

Notes

Things to write about

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

Writing

Essay

► WRITING REFERENCE p.164

- 2 Read the answer and check if your ideas are mentioned. What is the writer's own idea?**

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

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

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

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

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

- 3 Read the answer again and decide if the writer has remembered the following advice.**

- 1 You should write about the notes in the question.
- 2 You should organise the essay into different paragraphs.
- 3 You should give an introduction and a conclusion.
- 4 You should use sequencing words to put your points logically.
- 5 You should give your own opinion.
- 6 You should give reasons and examples for your point of view.

- 4 Underline words or phrases in the answer that**

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

EXAM TIP

Use **ALL** the notes given in the question and organise your essay in separate paragraphs to deal with the different points.

In the exam you have to write an essay in Part 1. The word limit is 140–190 words.

- 5 Read the exam task below. Work in pairs and discuss what you could include in the essay.**

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

Write an essay using **all** the notes and give reasons for your point of view.

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

Notes

Things to write about

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

- 6 Add an idea of your own and make notes for the essay. Divide your notes into 3 or 4 paragraphs.**

- 7 Using the advice and language from Activities 3 and 4 now write your essay.**

1 Complete the sentences using the words in brackets. Use the correct form of the present simple or continuous.

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

2 Complete the sentences with the words in the box.

internet	networking	mobile	online
website	text		

- 1 Could you lend me your? I don't have any battery left on mine.
- 2 A lot of people think that the is the most important invention of the last 50 years.
- 3 Would you like me to you the essay question?
- 4 I don't like their new – it's more complicated than the old one. I can't find what I want.
- 5 I buy most things nowadays which means I don't have to go shopping.
- 6 He met his future wife on a social site.

3 Match the beginnings of sentences 1–6 with endings A–F.

- 1 You'll never guess who I bumped
 - 2 I'll pick you
 - 3 Would you like to meet
 - 4 Did you manage to find
 - 5 What time do we need to set
 - 6 I really hate it when people turn
- A off if we want to arrive for nine?
 B up with Giorgio and Elena this evening?
 C up at the door without warning.
 D into today at the supermarket.
 E out the times of the trains?
 F up outside the hotel at 8.30.

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

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

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

sometimes hardly ever all the time
 never quite often (not) very often

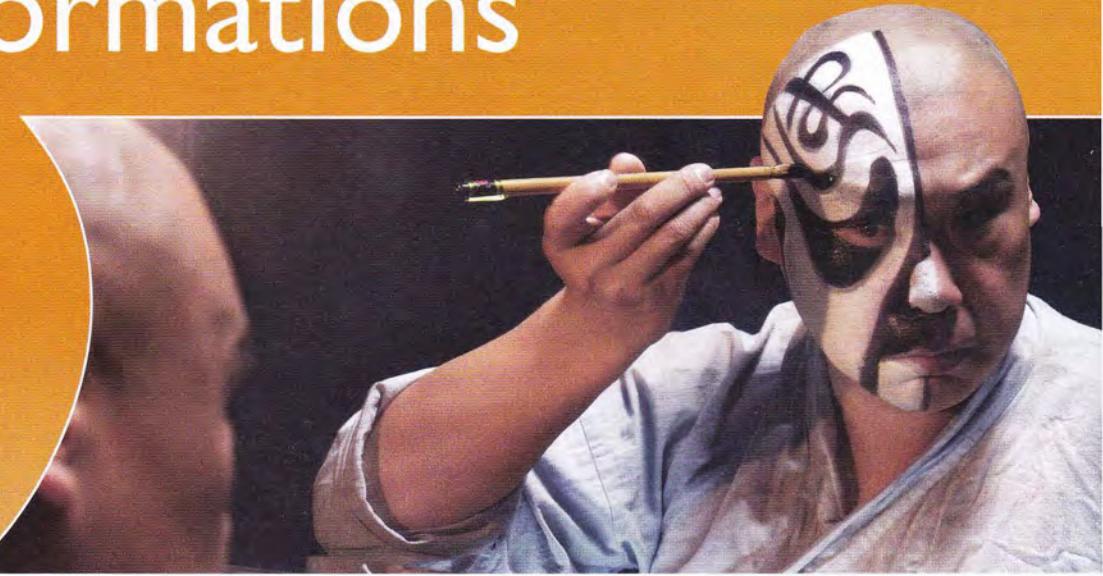
Entertainment and leisure

Megan Trevor is typical of her generation. She doesn't go to the cinema (1) just once or twice a month. She'd rather watch a DVD or a video on her computer. She doesn't switch off her mobile, she is connected (2) She rarely eats out in proper restaurants, they're far too expensive, but she (3) eats in fast food restaurants as a treat – maybe once a month. She doesn't go to the gym, instead she (4) exercises using her Wii – she does this several times a week. Megan is a city girl and (5) goes to the countryside, she finds it far too quiet – maybe once or twice a year is enough for her. She (6) visits museums – she can't remember the last time she went to one – but she likes to go on virtual visits through her computer.



Transformations

2



Speaking

1 Discuss the questions.

- 1 What is the first thing you notice when you meet someone new?
 - their expression (do they look happy, friendly, sad?)
 - their clothes
 - their hair
 - their shoes
 - something else
- 2 People say 'You never get a second chance to make a first impression.' What do you think this means? Do you agree? Why/Why not?

Vocabulary

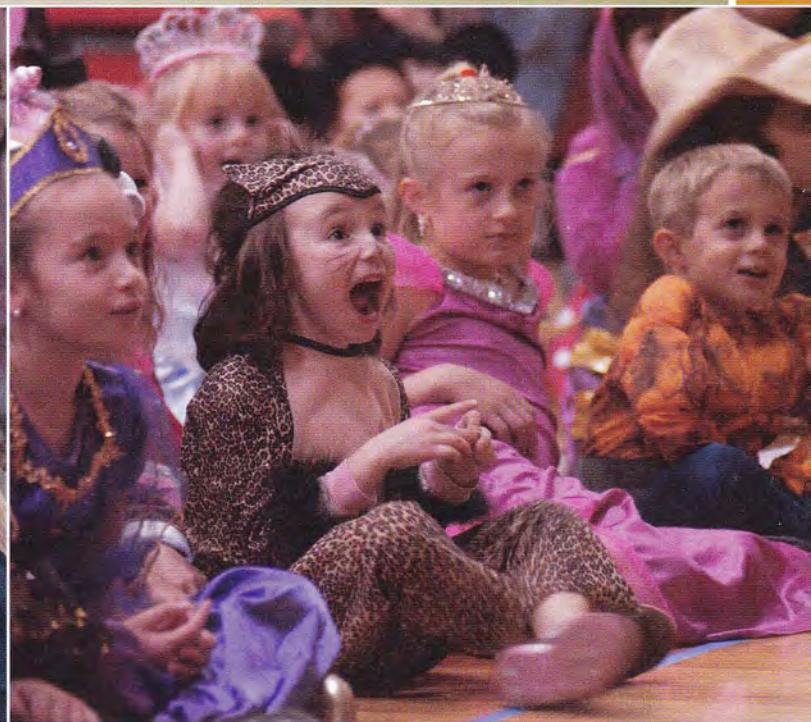
describing feelings

2 Write down three adjectives to describe how you are feeling at the moment. Compare with a partner and say why you are feeling like this.

3 Match feelings 1–10 with explanations A–J.

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

4 Choose three of the adjectives in Activity 3 and write another explanation for each. Your partner must guess which adjectives your explanations refer to.



5 Which of these adjectives can also have the ending *-ing*? When are the adjectives ending in *-ing* used?

6 Choose three of the adjectives in Activity 3 and tell your partner about the last time you felt like that.

I was very annoyed yesterday because I lost my keys.

Speaking

Long turn

7 Look at the photos and answer the questions.

- 1 Where are the people?
- 2 What is happening in the pictures?
- 3 What is the link between the two pictures?

EXAM TIP

Try to talk without leaving long pauses.

In the exam you have to talk for about a minute.

8 04 Listen to the examiner's question and tick the correct instructions (two are correct).

- 1 Describe the pictures in detail.
- 2 Say what is similar or different about the pictures.
- 3 Talk about your own experience of situations like this.
- 4 Say which picture you prefer.
- 5 Describe people's emotions.

9 05 Listen to two answers, A and B. Which is better? Why? Turn to page 134 and check your ideas.

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

other main whereas however

- 1 In the first picture the woman looks a bit bored in the second picture the children look happy.
- 2 The people in the first picture are adults. In the second picture, **HOWEVER** the people are children **OTHER**
- 3 The children might be at a party. On the hand, they might be at a school play.
- 4 The **MAIN** differences between the pictures are the ages of the people and the reasons they want to look different.

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

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

I always wore jeans whereas now ...

12 Work with a partner. Turn to page 134. Student A: do the task. Student B: listen. Then turn to page 138 and swap roles.

Speaking

1 Discuss the questions.

- What are the best advertisements on television at the moment? Why?
- Do you think good advertisements can really persuade people to buy things they haven't bought before? Why/Why not?
- Can you think of an example of how an old-fashioned image of a product has changed because of an advertising campaign?

Listening

Sentence completion

2 06 You will hear part of an interview with Barry Turner who works for a car manufacturer. Listen and answer the questions.

- Why did people use to make jokes about the cars?
- How many jokes do they mention?
- How many advertisements do we hear about?

3 Listen again. For questions 1–6, complete the sentences.

EXAM TIP

The words or numbers you have to write down are exactly the same as on the recording. You don't have to change them.

In the exam there are ten questions and you will hear a monologue.

- Before Barry joined the company, people used to make about the cars it produced.
- Skoda became part of the car company Volkswagen in
- Although Skoda cars improved they still had a poor
- People thought that Skoda cars were good as well as being fashionable.
- According to Barry, a good advertisement should have as well as pictures.
- An advert for yoghurt used a to change the image of its product.

Vocabulary

dependent prepositions

4 Complete the questions with one of the words in the box. Then work in pairs and ask and answer the questions.

at of about (x2) away for

- Would you like to work either a car company or an advertising agency? Why/Why not?
- What do people make a lot of jokes today?
- When did you last laugh a joke or a film?
- Have you ever forgotten ABOU an important event like a birthday or a meeting?
- Can you name a famous book or film about someone who has run FOR from home?
- Can you think an advert that uses a popular song?

Speaking

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



Reading

1 Discuss the questions.

- 1 How has the area you live in changed in recent years?
- 2 Do you think the changes have been a good thing? Why/Why not?

2 Read a comment from a website. What changes does the writer mention?

How have our cities changed? Read what visitors to our site have said and then leave a comment about some changes you've noticed.



Steve 86

In my opinion, one of the areas that has changed the most in recent years is the East End of London. Last month I (1) went to visit a friend who now lives there, in what's called Docklands. The place (2) has changed enormously since I was last there. My aunt and uncle (3) lived there for about five years and I remember visiting them quite often when I was a child. It was a great empty area of land but now it's an important business and residential area. My friend has bought a flat that overlooks the River Thames. She (4) 's been there for three years now but she (5) hasn't told me yet how much she (6) paid for the flat. I'm sure it was an enormous amount!

et. How
ve your
st hotel

Present perfect and past simple

► GRAMMAR REFERENCE p.147

3 Look at the verb forms underlined in the text. Which ones are

- A past simple (the past form of the verb)?
- B present perfect simple (*have/has + past participle*)?

4 Match the verbs 1–6 with uses A–F.

- A We use the past simple when we give the time an action happened in the past.
- B We use the present perfect simple when something happened in the past but we do not give the time because we don't know it or it isn't important.
- C We use the present perfect simple when we talk about something that began in the past and is still continuing.
- D We use the past simple for an activity that continued for a period in the past.
- E We use the present perfect simple with *ever, never, already, just, yet*.
- F We use the past simple to talk about something that happened at a certain time in the past but we do not give the exact time.

LANGUAGE TIP

We use *for* to talk about a period of time, e.g. *for three days*, *for a year*. We use *since* to talk about a specific point in the past, e.g. *since the 2nd May*, *since I was fifteen*.

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

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

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

- 1 Tony has been in England the end of last month. First, he stayed at a hotel in the centre of London five days. Then he went to see my sister in York and he's been at her house the last week.
- 2 Sofia lived in Paris a year when she was a student but she hasn't been back there she left in 1998. She hasn't used her French then and that's a long time ago!
- 3 My sister was a student in Rome three years and she returned a two-week holiday last summer. The city has changed a lot she was there.

7 Complete another comment from the website with the correct form of the verbs in brackets.

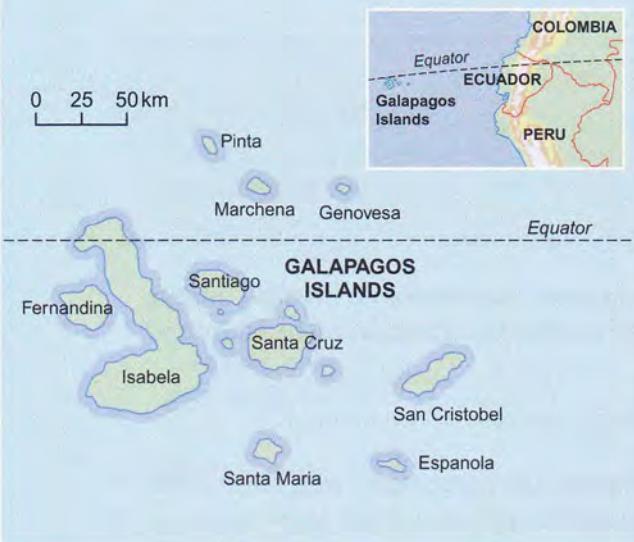


Maria RG

I (1) (*study*) at college in Southampton years ago but I recently (2) (*go*) back for a couple of days to see my friend, Anna. What a change! They (3) (*knock down*) the building where I (4) (*stay*) and built a block of flats and shops there! The college has now got some new buildings and I (5) (*look round*) them during my visit. It's amazing. They (6) (*put*) interactive whiteboards and laptops in every classroom and they (7) (*also build*) an enormous library and research centre close by. They (8) (*not finish*) designing the gardens around the buildings yet, but it's going to look beautiful.

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

0 25 50 km



Speaking

- 1 What do you know about the Galapagos Islands? Work in pairs and answer the questions. Then turn to page 140 to check.

WILD August issue

Quiz

- 1 The Galapagos Islands belong to
 A Chile
B the USA
 C Ecuador

- 2 The islands are named after which creature that lives there?
A the giant tortoise
 B the marine iguana
 C the booby (a type of bird)

- 3 Which creature is the most dangerous to the wildlife that lives on the islands?
A goats
 B mosquitoes
 C wild dogs

- 4 How many tourists now visit the islands each year?
A 60,000
 B 120,000
 C 180,000



- 2 Read the information about Sir David Attenborough. Do you think the situation in the Galapagos on his 80th birthday was better or worse than in 1978?

Sir David Attenborough is, without a doubt, the UK's most famous TV naturalist and broadcaster and his career has stretched over 50 years. He first visited the Galapagos Islands in 1978. He returned there to film on his 80th birthday.

Reading

Gapped text

- 3 Read the article that Sir David wrote about this visit, and check your ideas in Activity 2. Don't worry about the gaps at the moment.

- 4 Work in pairs. Read sentences A–F. These are taken from the article. What could the underlined words refer to?

Example: In E 'they' could refer to an animal.

- A Iwould all be gone.
 B Western European seamen didn't know about them earlier because they are in the middle of nowhere.
 C They mainly sleep on boats, so the organisers can track where they are and plan to keep them separated.
 D There are now two international airports.
 E They had to feed on something and the only vegetation they could find was seaweed.
 F We can mess up the Galapagos in the way that we can very easily mess up the whole planet.

- 5 Read the article again and 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

Use references such as personal pronouns and relative pronouns to help you choose which sentence goes in which gap. They must link to the text before and after the gap.

In the exam there are six missing sentences, plus an extra sentence you do not need. The sentences will come after the text.

Galapagos Islands need tourism to survive



The Galapagos Islands lie on one of those great lines of weakness below the oceans of the world, the edges of tectonic plates. These are where molten rocks come to the surface and form volcanoes. You can find volcanoes of different ages there, and many of them are still active.

Different circumstances produce different animals and they adapt to their environments in different ways. As a result, you can't find marine iguanas everywhere – they only live in certain areas of the Galapagos. **0 E**. This shows that the Galapagos are an example of the theory of natural selection. What we can see in the Galapagos is also clear in the Seychelles and in Hawaii. In fact you can see it wherever there is a group of small islands.

Human beings didn't get to the Galapagos Islands until the sixteenth century. **1**. Because of this, the islands remained isolated ecologically until quite recently. When men arrived they deliberately put goats on the islands to provide meat. This, as well as the arrival of rats which came on the ships, has had an important effect on the whole environment. The authorities on the Galapagos have recently taken steps to get rid of the goats from some of the islands. This is not a popular move with some of the settlers but it's a brave and necessary thing to do.

Nowadays the Galapagos attract a lot of tourists but the authorities are doing their best to protect the environment from the effects of tourism. The Galapagos consist of a dozen big islands and many smaller ones so when tourists arrive, they can be separated into small groups and sent to different places.

2 This is clever for two reasons. Firstly it benefits the tourists – they have the impression that they are the only ones in a particular place – and it also limits the effect of tourism on the environment. However, there are people who say, 'Why don't we have twice as many tourists and that way we could get more money?' That attitude will always be the problem. Tourism is a mixed blessing for the Galapagos. Yes, it brings problems but if local people did not benefit from tourism, there would be nothing left there now. **3** This is the lesson of conservation around the world. For conservationists tourism is a necessary evil, but it can be controlled.

Of course, journalists and scientists have already examined every possible part of the Galapagos, to see how the things that are going on there now relate to the way we exploit the world in general. **4** These islands stand as a reminder of our responsibilities to the world around us.

- 6** Work in pairs. How important do you think conservation is in areas like this? Why?

- 7** Match the words and expressions underlined in the article with meanings 1–5.

- 1 protecting the environment
- 2 believe/feel that
- 3 something that makes us remember
- 4 something that has both advantages and disadvantages
- 5 not accidentally

Speaking

- 8** Work in pairs. Imagine that you are trying to protect the Galapagos Islands. Discuss the problems below. Then compare your ideas with another pair and agree on a list of recommendations.

- 1 How can we limit the number of people living on the islands?
- 2 How can we allow tourism without damaging the wildlife?
- 3 What can we do to reduce the number of goats and rats on the islands?

Past simple, used to and would

► GRAMMAR REFERENCE p.147

1 Work in pairs and discuss the questions.

- 1 How has the way young people do homework changed over the last ten years? Why?
- 2 How has the way we communicate with each other changed over the last ten to fifteen years? Why?

2 Read two answers to the first question in Activity 1 and answer the questions.

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

A When I was at college I got tons of homework every Friday and I spent all weekend planning and writing my essays by hand. It took ages. Every Sunday evening I showed my dad what I had done. Students today have computers so it's quick and easy to type up essays. It's also simpler to look up information. Then I went to the library and spent a long time finding information in books. There were shelves of big, heavy books in my bedroom. Now all the information is on websites!

B When I was at college I used to get tons of homework every Friday and I would spend all weekend planning and writing my essays by hand. Every Sunday evening I would show my dad what I'd done. Students today have computers so it's quick and easy to type up essays. It's also simpler to look up information. Then I used to go to the library and spent a long time finding information in books. There used to be shelves of big, heavy books in my bedroom. Now all the information is on websites!

3 Underline the examples of *used to* and *would* in answer B in Activity 2. Then match an example to rules 1–3.

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

LANGUAGE TIP

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

Did you **use** to ... *I didn't* **use** to ...

4 Complete the rule.

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

5 07 Listen to the first sentence of answer B. How is *used to* pronounced? Which letters/sounds 'disappear'?

6 Complete one student's answer to question 2 in Activity 1 with *used to* or *would*. Sometimes both are possible.

Well, 15 years ago we (1) **USED TO** write letters to people that we didn't see very often. I (2) **USED TO** have a really nice pen that I got for my birthday and the family (3) **WOULD** have a pile of envelopes and little books of stamps. Now I contact everyone by email and I can't remember when I last wrote a letter! Phones (4) **USED TO** be different, too. We only (5) **HAVE** have landlines so when I wanted to speak to someone privately I (6) **WOULD** have to wait until everyone went out! I (7) **USED TO** only make phone calls when it was important because they (8) cost quite a lot, too. Now it's cheap and easy to use mobiles whenever and wherever you want to!

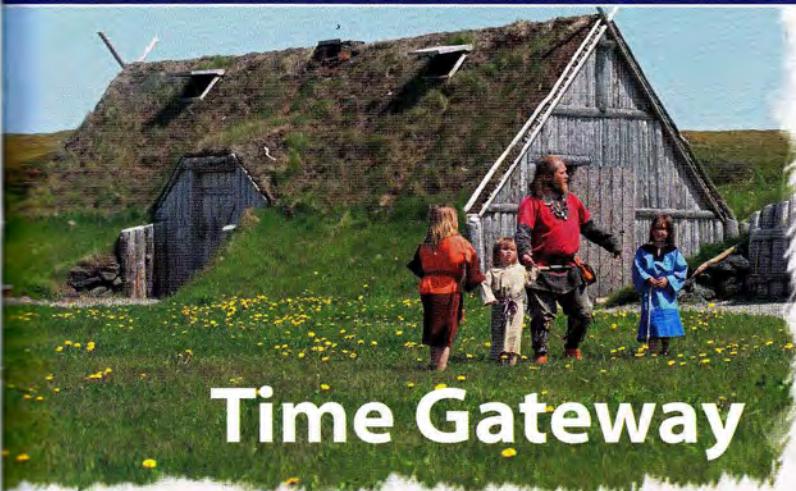
Speaking

7 Work in pairs. Write questions to ask about someone's past habits and states. Then change partners and ask and answer your questions. Think about

technology transport free time
home life

Q Did you use to have a television in your bedroom when you were a child?

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



Time Gateway

Civilisation has come a long way in (1) last couple of thousand years! Advances in science and technology have helped us to live longer, be (2) active, travel in space and build more efficient places to live as (3) as giving us

many other benefits. (4) , this progress has also caused us and our planet a lot of problems. Ever (5) people started telling stories there have been tales about people beginning new lives in new places. (6) usually want to escape from the societies they live in. Some stories are about people setting (7) to find uninhabited islands to live on. Others are about rebuilding communities (8) a global catastrophe. But what would happen (9) we could go back in time to an earlier period in history and start all over again? What would we change? Would we (10) the same mistakes again? A new science-fiction series on LTV is about a family (11) has the opportunity to do just that, by going through a special time gateway into the past. Watch the beginning of their adventure on Channel 3 tonight. It (12) definitely give you something to think about!

Speaking

1 Discuss the questions.

- Some people think we should live simpler lives without the benefits and problems of advanced technology. What do you think?
- Have you read about or seen any films about people who have started a completely new community?

Use of English

Open cloze

2 Read the article and say what it is advertising. Don't worry about the gaps at the moment.

3 Complete the article with the words in the box.

after who will the well off if
since however more they make

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

- The missing words in the text are usually content words such as nouns, adjectives and verbs.
- The missing words are usually prepositions, pronouns, linkers, articles, other grammar-related words or collocations.

EXAM TIP

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

In the exam there are eight gaps and you have to supply the words yourself.

5 Work in pairs. Student A turn to page 140. Student B turn to page 144.

Speaking

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

- Will you have a king, a queen or a president?
- What will your official language be?
- Who will vote and from what age?
- Will you have an army or a navy?
- How much tax will people pay?
- Who will be able to join your community?
- Will you have an official religion?
- What will your national sport be?

7 Compare your ideas with another group.

What to watch



LET US GIVE YOUR ROOM A MAKEOVER

Reading

1 Work in pairs. Look at the pictures and answer the questions.

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

2 Read the letter from Dave to Karin, his English-speaking friend, and answer the questions.

- 1 What is Dave's news?
- 2 What changes did the TV team make?
- 3 What does Dave think about the changes?

Hi Karin,

Do you remember I told you about a 'makeover' show on television? Well, you won't believe this but my dad wrote to them and a TV team actually came here and did a makeover on our kitchen! It was a surprise for Mum's 45th birthday!

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

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

Do write soon with your news.

Lots of love

Dave

Writing

► WRITING REFERENCE p.170

Informal letter

3 Read the letter again and answer the questions.

- 1 Which words/phrases show that the letter is written to a friend? Underline them.
- 2 Why has Dave divided his letter into three main paragraphs?

4 Which phrases does Dave use to

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

5 Match the words in the box to 1–6 in Activity 4.

- something tells me that ...
you'll never guess what happened
I absolutely love it
as you might imagine
let me know how things are going
you've probably forgotten but

6 Work in pairs. Tell your partner which room in your house you would like to have a makeover and why.

7 Read the question and make notes about what you will write.

You have received a letter from your Canadian friend Helen. Read this part of the letter and then write your letter to Helen.

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

Love
Helen

EXAM TIP

In the exam you may have to write a letter or an email in response to part of a letter or email someone has written to you.

8 Write your letter and remember to

- 1 use an informal opening and closing.
- 2 divide your letter into clear paragraphs.
- 3 cover all the points the question asks.

1 Choose an adjective from the box to describe how the people in situations 1–8 feel.

nervous depressed amused upset
exhausted surprised annoyed confused

- 1 I don't understand these instructions. In fact, I understand even less than before I looked at them. **UPSET**
- 2 The baby wakes every two hours. I haven't had a good night's sleep for weeks. **EXHAUSTED**
- 3 I've got a job interview this afternoon. I can feel the butterflies in my stomach. **NERVOU**
- 4 Wow! My aunt has sent me a cheque for a thousand euros! That's amazing! **CONFUSED**
- 5 My neighbour plays loud music every night. He is really antisocial. I feel like complaining to the police. **DEPRESSED**
- 6 Oh dear, I haven't seen Marco smile since he lost his job. I think he is really unhappy with life. **ANNOYED**
- 7 It's the funniest book I've ever read. I can't stop laughing. People on the tube must think I'm crazy. **AMUSE**
- 8 Oh no, I've lost the bracelet my grandmother gave me. It had a lot of sentimental value. **UPSE**

2 Complete the text using the words in brackets. Use the correct form of the past simple or present perfect.

Two years ago I (1) **VISITE**(visit) the far west of the USA on holiday. I (2) **HAVE FLUE WN** (fly) to Las Vegas and (3) **HAVE GONE**(go) to the Skywalk in the Grand Canyon and Monument Valley. It was the most extraordinary experience I (4) **HAVE EVER HA**..... (ever have). The Skywalk is a glass-floored platform that sticks out over the valley. It (5) **OPENED**.. (open) in 2007. Since then almost two million people from around the world (6) ... **WALKED**.. (walk) on it. You can see the floor of the canyon 1,300 metres below. Monument Valley (7) **WAS**..... (be) famous ever since it (8) **APPEAR**.... (appear) on the cinema screen 70 years ago. I (9) **TOOK**..... (take) a coach tour to all the most famous places where they (10) (make) the films. It was a truly unforgettable experience.



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

- 1 She would **spend/used to spend** ten minutes each day brushing her hair.
- 2 He used to be/**would be** very handsome when he was a young man.
- 3 There **wouldn't be/didn't use to be** cats or dogs on the Galapagos Islands.
- 4 Tourists **would collect/used to collect** shells from the beach until they banned it.

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

ride play buy live hate be

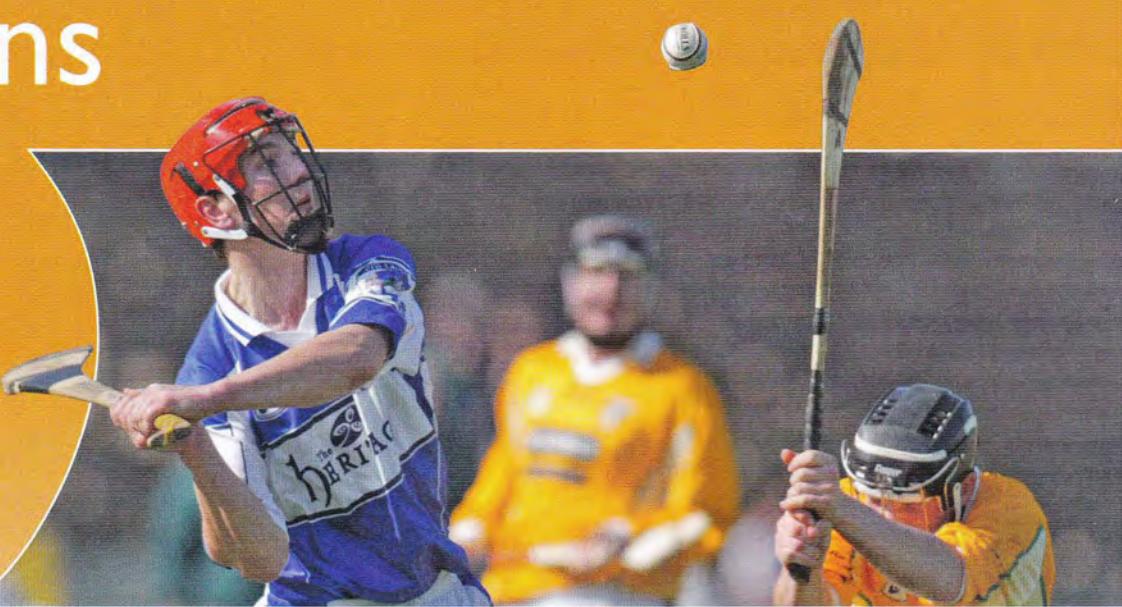
- 1 When Janet was small she olives, but now she loves them.
- 2 Seb **WOULD RIPPEN** a motorbike, but he stopped when he got married.
- 3 He so fat; in fact, when he was younger he was quite skinny.
- 4 A few years ago Tessa a lot of tennis, but she had to give up when she hurt her back.
- 5 They in this house, they only moved here a few years ago.
- 6 He doesn't smoke so much these days, but when he was younger, he two packets a day.

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

- 1 I didn't laugh your story because I didn't find it funny.
A for **B** by **C** at
- 2 When she was young she worked a rich American family.
A as **B** for **C** by
- 3 Forget it – it really doesn't matter.
A from **B** of **C** about
- 4 In the story she runs to join the circus.
A from **B** away **C** out
- 5 Don't make jokes old people – it's so unkind.
A about **B** from **C** of

Passions

3



Speaking

1 Discuss the questions.

- 1 Do you belong to any clubs? Which ones?
- 2 Look at the courses advertised below. Which would you most and least like to do? Why?

BLUESIDE LEISURE

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



Jewellery making Course no. 4876

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



Elementary car maintenance and repairs

Course no. 8790

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



Hurling Course no. 6453

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



Baking Course no. 6061

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



Salsa Course no. 9071

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



Drama and musicals Course no. 6295

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



Advanced computer skills Course no. 5976

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

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

2 08 Listen to people talk about their hobbies. Match speakers 1–4 to the different courses in Activity 1.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Listening

Multiple matching

- 3** Listen again. Choose the reason that speakers 1–4 give for going on these courses from the list A–D.

EXAM TIP

Use the time you are given to read through the options so that you know what type of information you are going to listen for. Underline words in the options that may help you.

In the exam there are five speakers and eight options.

- | | |
|--|------------------------------------|
| A It represents values that I admire. | Speaker 1 <input type="checkbox"/> |
| B It satisfies a need to be creative. | Speaker 2 <input type="checkbox"/> |
| C It is a complete change from what I normally do. | Speaker 3 <input type="checkbox"/> |
| D It's practice that will be useful in the future. | Speaker 4 <input type="checkbox"/> |

Vocabulary

collocations: pastimes

- 4** Choose the correct options to complete the text.

Meet the tutors

'I'm passionate (1) ~~for~~ about cars.

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

It was (4) rough/tough at first but I stuck (5) ~~with~~ it and got my degree. Now I can say I know a fair amount about cars, although in reality it

(6) takes/~~takes~~ a lifetime to know everything!

At the moment I'm

(7) running/~~raising~~ some courses on basic car maintenance at the Centre because I think a lot of youngsters are interested in looking after their own cars. It's fun and useful so do come along and (8) look/~~check~~ it out.'



Robin Williamson

- 5** Find words/phrases in Activity 4 to match meanings 1–8.

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

go, do and play

- 6** 09 Copy and complete the table with the words in the box. Then listen to check.

swimming	chess	bowling
an evening class		karate

go	do	play
	AN EVENING CLASS	
SWIMMING BOWLING		CHESS

- 7** Add the words in the box to the table in Activity 6. Then add two more activities to each column.

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

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

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

- 9** Work in pairs. Ask and answer questions about your hobbies and interests. Use the words and phrases from Activities 6–8 to help you.

- 10** Work in small groups. Turn to page 140 and do the activity.

Reading

- Work in pairs. What subjects would you like to learn more about at an evening class?
- Read about evening courses at a college. Are they all very expensive?

Choose an evening class to suit you!

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

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

'I'm 26 and I have a full-time job so I have little time to go to courses during the day. My friend and I are learning Spanish at an evening class. It's fantastic! There aren't many students in our class so we can learn very quickly! Last time I was in Spain I couldn't speak much Spanish. I only knew a few words, but now I know a lot.'

JACK TIMMONS

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

MARTIN BLAKE

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

Countable and uncountable nouns

► GRAMMAR REFERENCE p.148

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

- Mark the statements true (T) or false (F).

- We can use *a/an* before an uncountable noun. *F*
- We add *-s* to make an uncountable noun plural. *F*
- We use a singular verb (e.g. *is*) with an uncountable noun. *T*

- Match the uncountable nouns in the box with headings 1–4.

skiing	3	beauty	3	wood	4	water	1
health	2	reading	2	chocolate	14	milk	1

- a liquid
- an activity
- an abstract noun
- a material

LANGUAGE TIP

The word *news* looks countable but it is not. It's used with a singular verb, e.g. *The news was interesting*.

Expressions of quantity

- Find examples of each of rules 1–5 in the text in Activity 2.

- Use *some* in affirmative statements and questions when you expect the answer 'yes'
- Use *any* in questions and negatives
- Use *much, little, a little* with uncountable nouns
- Use *many, few, a few* with countable nouns
- Use *lots of/a lot of* with uncountable and plural nouns

- Choose the correct expression of quantity to complete the sentences.

- I can't speak *some/any* Portuguese. Not one word!
- I read *a few/a lot of* detective novels. At least two a week.
- How *much/many* qualifications have you got?
- I haven't got *many/a lot of* homework tonight – only *a little/little* English.
- Did you go to *some/any* nightclubs when you were last on holiday?
- I don't eat *much/many* chocolate when I'm on a diet. Maybe one small piece a day.

- Answer the questions or change the sentences in Activity 7 so that they are true for you. Then compare your answers with a partner.

Speaking

discussing and interacting

1 Discuss the question.

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

2 Work in pairs. Look at the photos and say what each one shows.

Collaborative task

3 Work in pairs. Read the task and say what you think the good and bad points are for the first photo.

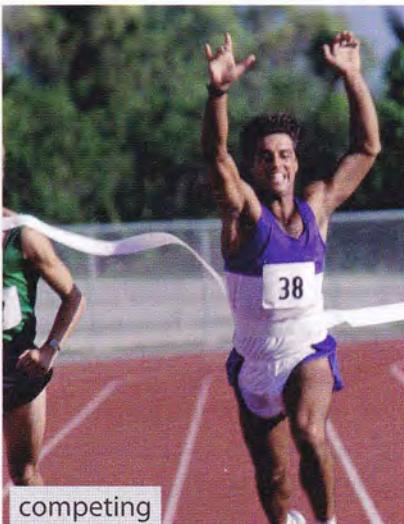
A magazine is going to publish a series of articles about people's passions. Here are some of the passions they are going to write about.

Talk to each other about the good and bad points of having passions like these.

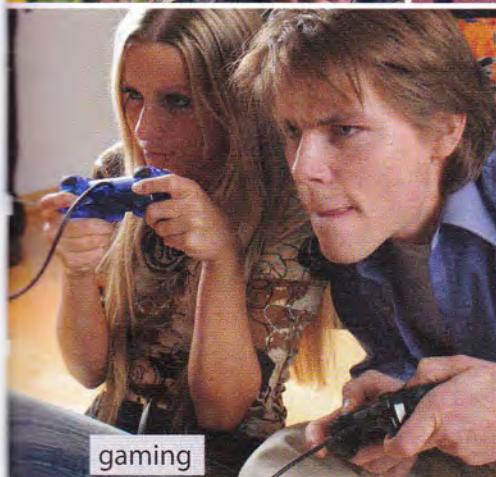
Now decide which article will be most interesting.



reading



competing



gaming



protesting



animals

- 4 10 Listen to a pair of candidates talking about the first picture. Do they mention the points you made in Activity 3?

- 5 Complete phrases 1–8. Then listen again to check.

Organising the discussion

OK, (1) begin with picture 1.

Let's (2) on to picture 2.

Involving your partner

Do you (3)

Don't you (4)

What do you (5) about this one?

Giving an opinion

I (6) it's great to ...

But the (7) is ...

That's a good (8)

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

Where shall we start? What I think is that

How about you? In my opinion

Let's talk about this one next. I feel that

- 7 Work in pairs and complete the exam task in Activity 3.

EXAM TIP

In the exam there are no pictures, just word options. You have two minutes to talk about the first part of the task and one minute for the decision making part.

- 8 Work in pairs. Turn to page 135 and do the task.

Speaking

- 1** Look at the photo and the definition. Answer the questions with a partner.

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

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



Reading

Multiple matching

- 2** Read the article quickly. Which three activities are Danny, Kilian and Stella famous for?
- 3** Read the article again and answer the questions by writing D (Danny), K (Kilian), or S (Stella) at the end of each line.

EXAM TIP

Read the texts quickly before looking at the questions to get a good idea of the content.

In the exam there will be between four and six short texts and ten questions.

Which person

has performed in films?

1 **D**

works a lot with children?

2 **S**

started formal training at a young age?

3 **D**

was inspired by seeing a short film?

4 **D**

used to mend vehicles?

5 **S**

takes part in competitions regularly?

6 **S**

became an overnight sensation?

7 **R**

went abroad to learn more?

8

has often been injured?

9

started by doing a different sport?

10

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

Vocabulary

phrasal verbs with *up*

- 6** Match the meanings 1–6 with the underlined phrasal verbs in the article in Activity 2.

- 1 imagine/create
- 2 go from being a child to an adult
- 3 begin a new activity or hobby
- 4 be looked after and educated
- 5 finish somewhere you didn't expect to be
- 6 stop doing something

- 7** Choose three of the phrasal verbs and write three sentences about your personal experiences. Then remove the verbs to make a gap-fill activity for your partner.

Speaking

- 8** Work in groups. Discuss which of the three sports in the photos above should be included as an Olympic sport. Compare your ideas with other groups.

DAREDEVILS

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

Danny MacAskill

Danny is a Scottish street trials pro-rider who was born and brought up on the Isle of Skye. When he released a video on YouTube that showed him performing stunts, it changed his life. The video showed Danny cycling up and down trees, riding along railings and jumping off roofs. His flatmate filmed him and a few hundred people watched it on one day! So far, more than 20 million people have seen it. Since the video appeared, things have progressed quickly. There was an article about Danny in *The New York Times*, he worked on a Hollywood film as a stuntman, he appeared in a TV commercial for a new car and he was nominated for the Action Sports Person of the Year. Danny eventually gave up his job as a mechanic so that he could ride full-time and he now lives in Edinburgh. A new video shows him going back home to Skye and doing some spectacular stunts. However, his sport isn't without risk. He has broken his collar bone three times. According to Danny, he spends his time in hospital thinking up new stunts!

Kilian Martin

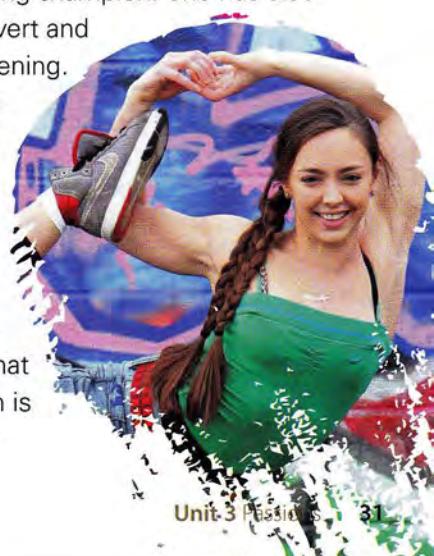
When Kilian Martin was ten, he joined a gymnastics school in Madrid, Spain. At the same time, he developed a passion for surfing. However, with the ocean over six hours away, daily practice was impossible. Then he realised he could take up skateboarding to help his surfing abilities. After a year of this, Kilian Martin discovered freestyle skateboarding when he saw Powell Peralta's skate video *Ban This*. He realised that this style

of skateboarding would allow him to use his gymnastic abilities. More importantly, it would give him the opportunity to be more creative. When he turned 21, he decided to move to California, where he set out to master his skateboarding skills. Kilian copied many freestyle tricks and adapted them to street skateboarding. Since then he has developed his own unique style. He has achieved a level of skill that has put him in a class of his very own.

Stella McGowan

Stella McGowan, who grew up in London, hasn't always been a champion break dancer. When she was younger she had problems at school and became involved in petty crime. Her boyfriend ended up in prison and she asked herself 'What am I doing with my life?' She won a place at a very good dancing school where she started to do break dancing. She has been competing for years now and has even been British break dancing champion. She has also been to Africa to shoot an advert and recently danced at a store opening.

Stella is very busy these days and she teaches and trains up to six hours a day. She has also given advice to many of the youngsters she teaches. 'Kids need to feel good about themselves. I try to show them they can do what they want and that any dream is worth working for. I consider it a life skill.'



Listening

- 1** Do you think skydiving would be scary, amazing or both? Why?
- 2**  11 Complete the interview with a skydiver with questions A–C. Then listen and check your answers.
- A Have you ever had any landing scares?
 B How many times have you parachuted for charity?
 C How long have you been skydiving?



- Q** (1)
- A** I've been ^bskydiving since January 2006. My brother was a skydiver and I persuaded him to take me.
- Q** (2)
- A** Once I had to land in the city because the wind was too strong and ^aI couldn't make it back to the landing area. I had to land in a little park full of trees with lots of cables and a canal nearby!
- Q** (3)
- A** I've done that about 15 times, I think. It's always good fun.

Present perfect simple or continuous

► GRAMMAR REFERENCE p.149

- 3** Match the questions A–C in Activity 2 with the descriptions 1–3. ^a
- 1 asks about an activity that started in the past and is still continuing (present perfect continuous)
 2 asks how often something has happened to her (present perfect simple)
 3 asks if she has had a certain experience (present perfect simple)

- 4** Choose the correct options to complete dialogues 1 and 2.

- 1** **A** Sorry I'm late! *Have you waited/Have you been waiting* a long time?
B Yes, I *have got/got* here four hours ago. In fact, I *waited/have been waiting* since three o'clock. I *have already read/have already been reading* three magazines and I *have drunk/ have been drinking* five cups of coffee!
- 2** **A** *How long did you write/have you been writing* detective stories, Helen?
B Well, I started when I *have been/was* a student. I *have been writing/wrote* them ever since.
A So *how many have you written/have you been writing* altogether?
B I *have written/have been writing* 17 books, that's one every year.

- 5** Complete the text about Jeb Corliss with the past simple, present perfect simple or present perfect continuous form of the verbs in brackets.

14 LANGLEY POST Monday, June 11

Facing up to Fear

Jeb Corliss is a professional daredevil. He (1) (*risk*) his life in extreme sports for many years. He (2) (*start*) taking chances when he was very young. He (3) (*has discovered*) a toddler when he (4) (*jumped*) from the highest diving board at a swimming pool! At an early age doctors (5) (*realise*) that Jeb had 'counterphobia', which is a strong desire to face fear. He (6) (*discovered*) base jumping – leaping from buildings with a parachute – 15 years ago and he (7) (*jump*) ever since. He (8) (*threw*) himself off the Empire State Building in 2006. The Petronas Twin Towers in Kuala Lumpur, and Seattle's Space Needle in 2006. The police (9) (*arrest*) him while he was trying to jump from the Empire State Building. In the past few years he (10) (*had pushed*) himself even further. Recently in China, he (11) (*jumped*) from a helicopter at 2,000 metres and then (12) (*glided*) through a 30-metre gap in Tianmen Mountain. Who knows what he'll think of next!

- 6**  12 Listen and underline the stressed words. Notice how *have/has been* are pronounced. Listen again and repeat.

- ^b 1 How long've you been skydiving?
 2 I've been skydiving since 2006.
 3 How long's he been base jumping?
 4 He's been base jumping for 15 years.

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

Vocabulary

film

- 1** Work in pairs. Give a title for each type of film in the box. Then answer the questions.

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

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

Film spot

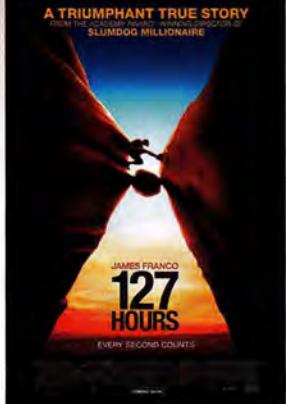
127 HOURS

One of the best films I've seen in recent years is *127 Hours*, directed by the wonderfully creative Danny Boyle and starring James Franco. The film was an immediate box-office success and was also highly praised by the critics and nominated for many awards.

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

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

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



- 2** Which information do you expect a film review to include?

- 1 A detailed outline of the story. X
- 2 The name of the film and some background information. X
- 3 Some information about the main topic of the film. X
- 4 What the writer liked or didn't like about the film. X
- 5 The length of the film and the names of all the cast members. X
- 6 Whether the reviewer thinks other people should watch it or not. X

EXAM TIP

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

Writing

Review

► WRITING REFERENCE p.168

- 3** Look at the poster. What sort of film do you think *127 Hours* is? What might the story be about?

- 4** Read the film review and underline examples of the points from Activity 2.

blood dyamont

- 5** Would you like to see this film? Why/Why not?

- 6** Read the exam question and make notes for your review under the paragraph headings 1–4.

An online international magazine has asked readers to contribute reviews of an exciting film they have seen recently. Write a review in 120–180 words.

Paragraph 1 name of film and some general information

Paragraph 2 more details about the story

Paragraph 3 why you liked or disliked it

Paragraph 4 sum up your opinions and give your recommendation

- 7** Work in pairs. Look at your partner's notes for the review and comment on them.

- 8** Write your review. Read your classmates' reviews and say which films you would like to see most and why.

- 9** Work in small groups. Turn to page 140 and do the task.

PROGRESS TEST I

1 Choose the correct options to complete the dialogue.

Darren Wow! How (1) many/much records have you got in your collection, Murray?

Murray Hundreds. I've never bothered to count. I collect records because (2) some/any of them don't exist as CDs. I get (3) a few/a little of them from friends but I get most on eBay.

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

Murray (5) Few/Little of them cost more than £5. I usually spend from (6) a little/a few pence to about £20.

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

Murray Mm, yes, collect what you like and don't buy (8) some/any records you know will just sit on your shelf.

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

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

Anyone for a ride?

Janet Grey was born and (0) brought..... up in Glasgow but came to Oxford to continue her studies. Like many students, she needs a part-time job (1) her through the year. She (2) work in a fast food restaurant, but a year ago she took (3) a new part-time job. Janet now works (4) a bicycle rickshaw taxi-driver.

(5) she loves showing people round Oxford it is hard work, especially when it rains. In term time, the number of hours she can do depends (6) her timetable. However, (7) the long summer holidays she does as (8) work as she can. Some of her passengers even give her



(9) extra money in tips.

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

PROGRESS TEST I

3 Complete the sentences using the correct noun form of the words in capitals.

- 1 Millions of visit Paris each year.
- 2 I'm hopeless at I just fall over all the time.
- 3 He did a course to improve his of mathematics.
- 4 She is such a talented, you wouldn't guess that she's only 11.
- 5 I had no idea that he had become such a famous
- 6 They plan to spend their in a cottage by the sea.
- 7 She spent a happy with her grandparents.
- 8 The secret of is to be satisfied with what you have got.
- 9 It was a that lasted their entire lives.
- 10 There is a lot of to get into that school.

TOUR

SKI

KNOW

MUSIC

ACT

RETIRE

CHILD

HAPPY

FRIEND

COMPETE

4 Put the words in the correct order to make sentences.

- 1 goes / out / Jason / never / to / restaurants
.....
- 2 online / how / you / shop / do / often ?
.....
- 3 ever / go / the / hardly / we / days / to / these / cinema
.....
- 4 the / to / play / tennis / they / used / time / all
.....
- 5 eat / often / Diana / doesn't / very / out
.....
- 6 I / see / quite / Eli / often / the / at / swimming pool
.....

5 Complete the letter with the words and phrases in the box.

The main problem Luckily Lots of love
I've got a feeling Hi you won't believe this
Do write soon As you might imagine
Do you remember

(1) Gemma,

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

(4) , Dad is worried about me going abroad for such a long time. (5) Mum thinks it's a fantastic opportunity. All the same (6) that Dad will try to make me change my mind. (7) is getting the money together, but I think I can get a grant.

(8) with your news.

(9)

Aranxa



6 Complete the second sentence with between two and five words, including the word given, so that it has a similar meaning to the first sentence.

Example: Last month I was given responsibility for booking gigs for our band.

OVER

Last month I took over booking gigs for our band.

- 1 Let's not lose contact again.

TOUCH

Let's from now on.

- 2 The last time I saw Helen was four years ago.

SEEN

I four years.

- 3 We have arranged to meet Megan and Sam outside the cinema.

UP

We are Megan and Sam outside the cinema.

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

WAITING

I three o'clock to see the doctor.

- 5 Cynthia really enjoys horse-riding.

KEEN

Cynthia horse-riding.

- 6 She spent her childhood in that house.

USED

She in that house when she was a child.

- 7 I prefer bowling to ice-skating.

RATHER

I than ice-skating.

- 8 Can you come and collect me from the station?

PICK

Can you from the station?

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

horror film western romantic comedy
gangster movie wildlife documentary thriller

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

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

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

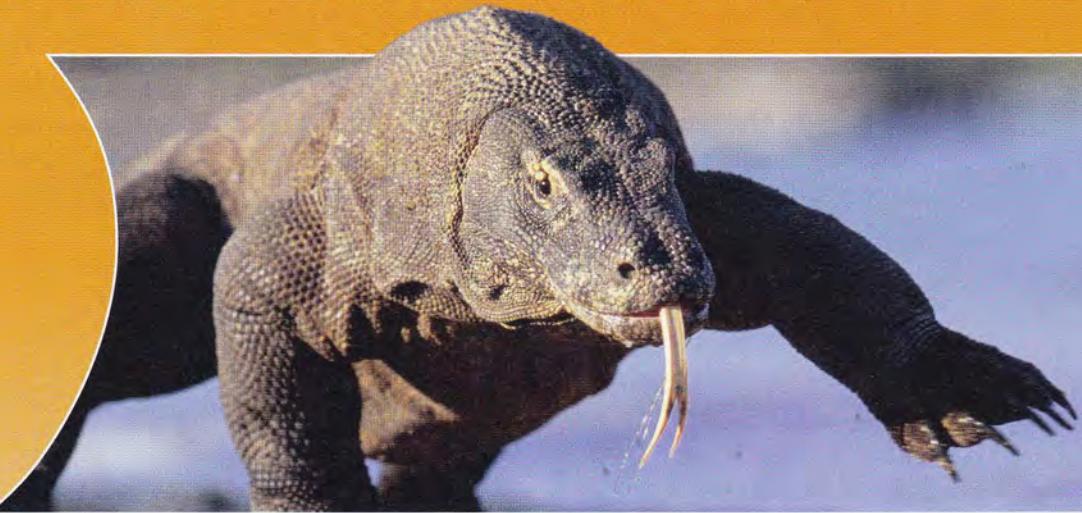
- 4 It is a really nice story. Julie and Ian have just broken up from their partners and they meet each other in the park where their dogs bring them together. At first they really hate each other, but as the story continues they fall in love. There were some really funny scenes that had the whole cinema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

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

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

A sense of adventure

4



Speaking

- 1 Work in pairs and discuss what can go wrong on a holiday. Think about the following things.



travel arrangements luggage weather health
accommodation accidents crime

Reading

Multiple choice

- 2 Read the magazine article about a holiday that went wrong. What is the best definition of *a close shave*?

- 1 a situation when you just escape some kind of accident
- 2 a very short haircut
- 3 a small reduction in the price of something

EXAM TIP

The questions will always be in the order that the answers come in the text.

In the exam there are six questions and each question has four possible answers. Read the whole text before you read the questions.

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

- | | | |
|---|----------|--|
| 1 The divers | <i>a</i> | 4 What did the dragons do when the divers were on the beach? |
| A were hoping for some fun. | | A They retreated to a safe distance. |
| B were conscious of some possible problems. | | B They gradually became braver. <i>b</i> |
| C were looking for something exciting to do. | | C They got hungrier and hungrier. |
| 2 What stopped them from drowning? <i>c</i> | | 5 How did Frank Winkler manage to find the divers? |
| A Being strong swimmers. | | A He found them by pure luck. |
| B Telling each other stories. | | B He saw them from the air. <i>c</i> |
| C Finding something to hold onto. | | C He calculated where they were. |
| 3 When people are in danger from a Komodo dragon they should <i>b</i> | | 6 The writer suggests that the divers |
| A get to the nearest high point. | | A were lucky to escape bad injury. |
| B hit it with hard objects. | | B quickly made a full physical and mental recovery. |
| C swim as far away as they can. | | C complained about the situation too much. |

A close shave

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

FIVE HOLIDAYMAKERS were looking forward to an enjoyable hour's diving, but they certainly got more than they had expected! As they set off on their adventure, unaware of any danger, it seemed like another day in paradise. They had no idea their short dive would turn into a terrifying 48-hour ordeal.

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

The Komodo dragon is a carnivore with an enormous appetite: it eats pigs, deer, and other dragons. A fully-grown dragon can kill an animal twice its size with its 60 sharp teeth. If you try to get away, it will come after you. Try to climb a tree and it will wait for you. And if this isn't bad enough, one tiny bite can kill

you. The exhausted divers were trying to rest on the beach when a group of these terrifying creatures came towards them. The frightened divers threw rocks to drive them away. This situation continued for two sleepless nights, but as the dragons became more confident, they started to come closer and closer. The divers' situation was fast becoming hopeless and no one else knew where they were.

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

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

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

Vocabulary

phrasal verbs in context

5 Match phrasal verbs 1–6 to definitions A–F.

- | | |
|----------------------------|-----------------------------------|
| 1 <i>d</i> set off | A become |
| 2 <i>A</i> turn into | B recover |
| 3 <i>e</i> get away | C calculate |
| 4 <i>f</i> look forward to | D begin a journey/adventure |
| 5 <i>c</i> work out | E escape |
| 6 <i>b</i> get over | F be excited about a future event |

6 Complete sentences 1–6 with the correct form of the phrasal verbs in Activity 5.

turn into

- 1 If there is poor planning, any trip can a disaster.
- 2 You'll any bad experience if you have enough time.
- 3 The best part of a holiday is the time you spend *look forward*.
- 4 I always *set off* from home a long time before I need to arrive somewhere.
- 5 I don't usually ... *work out* how much I spend in another currency when I'm on holiday.
- 6 When I go on holiday I like a complete change of scene, so I always *get away* to somewhere completely different.

7 Work in pairs. Do you agree with the statements in Activity 6?

Reading

- 1** Read the story about Susanna Evans. How did she help someone on her way to college?



NEWS >

In the right place at the right time

Susanna Evans, a student at Brightlea College, was well prepared for an important French exam. It (1) was raining so she decided not to walk but to take the bus. She (2) was waiting for her bus at the bus stop when she had a shock. The man beside her in the queue suddenly (3) fell to the ground. Susanna immediately knelt down and listened to his chest. His heart (4) had stopped and he wasn't breathing! Luckily, Susanna had done some First Aid training a few months earlier and she knew what to do. She started pushing down on his chest with her hands and when the ambulance arrived with the paramedics five minutes later he had started breathing again. What a start to her day!

- 2** Read the story again and match the underlined verb forms 1–4 with the descriptions A–D.

- A a completed action in the past **3**
- B a continuing action giving background information **1**
- C an action which happened before another action **4**
- D an action in progress when another action happened

Narrative tenses

► GRAMMAR REFERENCE p.149

- 3** Match the underlined forms in Activity 2 to the correct tense A–C. Then find another example of each tense in the text.

- A past simple
- B past continuous
- C past perfect

- 4** Read the comments and decide which happened first (1) and which happened second (2). If both actions happened at the same time, mark them (S).

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

- 5** Complete the rest of the story with the correct form of the verbs in brackets.

HOME **NEWS** **WORLD** **SPORT** **FINANCE** **BLOGS** **CULTURE** **TRAVEL**
 Politics | Obituaries | Education | Earth | Science | Defence | Health | Celebrities

After the ambulance (1) took (take) the man to hospital, Susanna (2) ... continued (continue) her journey. However, she (3) had lost (lose) a lot of time and as soon as she (4) arrived (arrive) at the college, she (5) was rushed (rush) up to the exam room. Unfortunately, by the time she (6) got (get) there, the exam (7) ... had already started (already start) and the door was closed. While she (8) stood (stand) outside the exam she saw her teacher and told him what (9) ... had happened (happen) during her journey. After her teacher (10) heard (hear) the story, he immediately allowed her into the room and Susanna took the exam. Afterwards, Susanna (11) phoned (phone) the hospital and learnt that the man (12) .. did (do) very well.

Time phrases

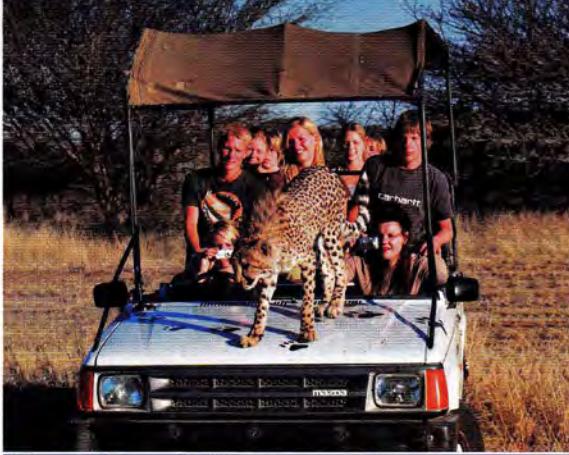
- 6** Choose the correct options to complete the sentences. Look at Activity 5 to help you.

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

LANGUAGE TIP

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

- 7** Work in pairs and tell your partner about your journey to class today. Use narrative tenses and time phrases from the activities on this page.



Vocabulary

holidays and travel

1 Work in pairs and look at the photos. What do you think people do on these different types of holiday? Which one would you prefer to go on?

2 Choose the correct options to complete the sentences. Then change them so that they are true for you.

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

Speaking

Long turn

3 Work in pairs. Look at the pictures and read the task. What points could you include in your answer?

These pictures show people on different types of holiday. Compare the pictures and say what you think the people are enjoying about their holidays.

4 13 Listen to Felipe's answer. Did he mention your points?

5 Complete the phrases that Felipe uses to speculate about the pictures.

- 1 They are a long way from their homes.
- 2 I both holidays are interesting for different reasons.
- 3 It be in Africa.
- 4 I it's really cold.
- 5 It as if she's there to do some skiing.
- 6 The girl who is camping like being away from other people.

6 Work in pairs. Answer the questions using some phrases from Activity 5.

- 1 Why do you think the people have chosen to go on these holidays?
- 2 How do you think the people are feeling?
- 3 What problems can people have when they're on holidays like these?

7 Read the follow-up question and choose the best answer A, B or C. Then say why.

EXAM TIP

The follow-up question for the candidate who is listening is usually a personal question. The answer should be more than one word but not very long.

- Q** Which holiday would you prefer?
- A**
- I'd prefer camping in the snow because I love skiing and I enjoy being in the mountains.
 - I'd prefer camping in the snow as I'm a keen skier and I spend a lot of my time in snowy areas. Last winter I had two winter sports holidays in Austria which I enjoyed a great deal. I don't particularly like going to very hot countries and I'm not that interested in animals.
 - The camping holiday.

8 Work with a partner. Turn to page 135. Student A: do the task. Student B: listen and answer the follow-up question. Then turn to page 138 and swap roles.

Speaking

1 Work in pairs and discuss the questions.

- 1 We can learn more from travelling to different countries than we can at school. Do you agree? Why/Why not?
- 2 Would you like to spend a year travelling around the world? Why/Why not?

Listening

Multiple choice

2 14 Listen to part of an interview with a girl who went with her family on a year-long trip around the world. Which countries does she mention?

3 Listen to the interview again. For questions 1–5, choose the best answer, A, B or C.

EXAM TIP

This part of the Listening paper can check your understanding of general and specific information, and opinion.

In the exam there are seven questions.

- 1 Why did Jessie's parents decide to take their children on a year-long adventure?
 - A to give them direct experience of life in other countries
 - B to bring everyone closer together as a family
 - C to show them the things they normally only see on TV
- 2 They chose to fly because
 - A it was quicker.
 - B it was less stressful.
 - C it was cheaper.
- 3 What did the whole family like best about their trip?
 - A seeing different traditions
 - B having direct contact with animals
 - C watching a festival in China
- 4 How did Matthew feel after his white-water rafting experience?
 - A He was grateful to his dad for saving him.
 - B He was proud of his adventure.
 - C He was terrified of going in the water again.
- 5 In Jessie's opinion, the educational value of the trip
 - A has benefited her more than her brothers.
 - B has put her ahead of other students in her class.
 - C has given her an advantage in life.

4

15 Complete the colloquial expressions 1–6. Then listen to check. Listen again and repeat, paying attention to the intonation.

mean	sort	stuff	suppose	tricky	know
------	------	-------	---------	--------	------

- 1 I *suppose* you could call it that!
- 2 It wasn't exactly a sudden decision, you *know*.
- 3 That *sor* of thing. *mean*
- 4 I see what you
- 5 That's a *tricky* one to answer.
- 6 We kept up-to-date with maths and *stuff*.

5 Complete the dialogues 1–4 with the expressions in Activity 4.

- 1 A It's going to be difficult to get a ticket if we don't book soon. B Yes, *I SEE WHAT YOU* *I SUPPO*
- 2 A Was it an exciting trip? B Yes, There were certainly some unexpected events!
- 3 A Who was the most interesting person you met? B *THATS*. There were so many.
- 4 A What did you eat in Japan? B Fish, rice *trick*

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



Reading

- 1 Work in pairs. Look at the photos and describe the sort of journey the people are having.
- 2 Read a driver's description of her journey and underline adjectives that make it sound dramatic.

Last winter we had a lot of snow and one night when we were driving home there was a **terrible** snowstorm. It made driving a **nightmare** and we couldn't get up the hill outside our village – it was too icy. We decided to walk home because we were quite near. That was a **BIG** mistake. The pavements were covered in snow and we kept falling over. Also, it was dark and another snowstorm started. It was **terrifying**. We couldn't see which way we were going! It was **freezing** too – and we didn't have gloves or hats. It was so good to get home. We were **exhausted** and starving because we hadn't eaten for hours. Not a good night!



Extreme adjectives

- 3 Match the adjectives 1–10 with the extreme adjectives A–J.

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

LANGUAGE TIP

We don't use *very* with extreme adjectives but we can use *absolutely* to make the adjective even stronger, e.g. *It was absolutely freezing!*

- 4 16 Listen to the dialogue and repeat. Copy the stress and intonation as closely as you can.

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

- 5 Add five more dialogues to Activity 4 using the adjectives from Activity 3.

- 6 Work in pairs. Tell each other a story using some of these adjectives. Begin like this.

I'll never forget the time when I ...

Reading

- 1** Read the news story and summarise it in one sentence.

Aston Martin takes a dive

People out for a walk near Lake Garda couldn't believe their eyes when they saw a car speeding towards them down a narrow and windy road. The next thing they knew, it had gone off the road and into the lake with an enormous splash. A new James Bond film was being filmed in the area and they thought this might be a scene from that! They were surprised that there wasn't a camera crew nearby. In fact, 007 wasn't behind the wheel. The driver was Fraser Dunn, an Aston Martin technician who was on his way to the film set to deliver the car. The unfortunate Fraser lost control of the car and ended up in the water. Nevertheless, in true Bond fashion, Fraser fought his way out of the car by himself. Worried witnesses saw a very wet Fraser climb out of the lake. They managed to pull the car out of the water, but the film-makers had to order a replacement.

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

- 1 Who saw the accident?
 - 2 What did the people see?
 - 3 Who drove the car into the lake?
 - 4 Who did people see climb out of the lake?
 - 5 What did the people think it was?
 - 6 What did the film-makers order?
- A Fraser Dunn, an Aston Martin technician
 B a very wet Fraser
 C people out for a walk
 D a replacement
 E a scene from a film
 F a car speeding towards them

Subject/Object questions

► GRAMMAR REFERENCE p.150

- 3** Look at the two questions and the answer. Choose the correct options to complete the rules.

Q1 Who saw the car in the water?

Q2 What did Jim Turner see?

A Turner saw a car in the water.

1 Q1 is asking for information about the *subject/object* of the sentence.

2 Q2 is asking for information about the *subject/object* of the sentence.

3 Questions about the subject of a sentence *use/do not use auxiliary verbs or inversion*.

LANGUAGE TIP

If we want to ask a more general question we can use *What happened to ...?*, e.g. Question: *What happened to the car?*

Answer: *It went off the road into the lake.*

- 4** Look at the questions in Activity 2 again. Which are subject and which are object questions?

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

A = Alice **C** = Carlo

A This is Alice Westwood with the news. We are just getting reports of a plane in the Hudson River. We are going to our reporter on the spot, Carlo Santos. A terrible accident! Can you hear me, Carlo?

C Yes, loud and clear.

A Thank you. So when (1) (*the accident/happen*)?

C It was just six minutes after take-off.

A And what (2) (*cause*) it?

C It was probably birds, geese I think.

A And what (3) (*the pilot/do*)?

C He decided to land the plane in the river.

A In the river! Why (4) (*he/choose*) to do that?

C Because they were too far from an airport. And he didn't want to crash the plane in the city.

A So what (5) (*happen*) to the passengers?

C Everybody got out of the plane.

A Who (6) (*rescue*) them?

C People on boats from the ferry terminal.

A Thank you very much. We're all glad that they're safe.

- 6** Work in pairs. Student A turn to page 143. Student B turn to page 144. Ask your partner questions to complete the story.

Reading

- 1** Read two texts about Jason Barnes, a former motorcycle racing champion. Underline eight phrases in Text 2 that are different from Text 1. The first one has been done for you.

 - 2** Look at the phrases you underlined in Text 2. Which changes have been made in each case? Sometimes there is more than one type of change.
- 1 a change of tense Example: *used to be*
 2 a phrasal verb
 3 a different phrase or item of vocabulary
 4 a different time expression
 5 a different verb pattern



1 Jason Barnes was once a famous motorcycle racer. When he was 17 years old he won several gold medals at international events. However, Jason last competed two years ago. He was in the middle of an important race when he hit another rider. Jason hurt his leg badly and had to stay in hospital for a long time. Luckily he has recovered completely and has started riding again. 'I'm really looking forward to competing again,' says Jason with a big smile.

2 Jason Barnes used to be a famous motorcycle racer. At the age of 17 he won several gold medals at international events. However, Jason hasn't competed for two years. While he was riding in an important race, he hit another rider. Jason hurt his leg badly and had to spend a long time in hospital. Luckily he is completely better now and has taken up riding again. 'I can't wait to compete again,' says Jason with a big smile.

Use of English

Key word transformations

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given. There are some clues to help you.

EXAM TIP

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

In the exam there are no clues to help you.

Example: *He managed to get out of the car.*

IN

Clue: We need a verb with a similar meaning to 'managed to' that is followed by 'in'. We need to look at the form of the verb after 'in', too.

He ...succeeded in... getting out of the car.

- 1** It is interesting for us to visit new countries.
Clue: We need to change the form of *interested* so it has a passive sense.
 We are new countries.

IN

- 2** I can't decide where to go on holiday.
Clue: We need to find an expression that means *to decide*.
 I can't where to go on holiday.

MIND

- 3** We can't wait to see you again.
Clue: We need to use a phrasal verb with the meaning of *can't wait to do something*.
 We are seeing you again.

FORWARD

- 4** We couldn't take the boat because of the storm.
Clue: We need an expression that means *because*.
 We couldn't take the boat of the storm.

ACCOUNT

- 5** Peter, do you want to stay in a hotel or go camping?
Clue: We need an expression that has the idea of *want* or *prefer*.
 Peter, in a hotel or go camping?

RATHER

- 6** You should make the most of your time in Paris.
Clue: We need an expression that means *to make the most of something*.
 You should your time in Paris.

ADVANTAGE

- 7** In my opinion, it was a foolish thing to do at his age.
Clue: We need to think of an expression that is a way of giving an opinion.
 As far as , it was a foolish thing to do at his age.

CONCERNED

- 8** She climbed the cliff by herself, without any help.
Clue: We need an expression that means *by herself, without any help*.
 She climbed the cliff all , without any help.

OWN

Speaking

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

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

Your English teacher has asked you to write a report about exciting activities that tourists can do while on holiday in your area. Choose two or three activities and write your report.

Writing

Report

►WRITING REFERENCE p.167

3 Read the candidate's answer. Would you like to do any of these activities?

Report: Holiday activities

Introduction

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

Extreme sports

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

Motor racing events

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

Ghost walk

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

Conclusion

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

4 Read the report again and underline

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

5 Which alternatives would you NOT find in a report? Why?

1 Dear Sir/Introduction

2 People would enjoy/I absolutely love

3 Are you looking for somewhere unusual to visit?/If you are looking for somewhere unusual to visit ...

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

5 Finally, I must say that .../
Conclusion. For people who wish to ...

6 Read the exam task again and add notes to the grid about a report on exciting activities tourists could do in your area.

Introduction	
Activity 1	
.....	
Activity 2	
.....	
Activity 3	
.....	
Conclusion	

7 Write your report.

EXAM TIP

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

- 1** Complete the text using the verbs in brackets. Use the correct form of the past simple, past continuous or past perfect.

An eventful drive

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

- 2** Complete the sentences with the correct form of the phrasal verbs in the box. Match the meaning of the words in brackets.

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

- It took me three weeks to (*recover from*) the illness I caught on holiday.
- They stopped him from (*escaping*) by putting a guard at the door.
- This sofa can (*become*) a bed.
- I use a route planner to (*calculate*) the fastest way of getting somewhere.
- I (*can't wait*) to seeing Lucia again.
- We need to (*leave*) early tomorrow morning to miss the traffic.

- 3** Choose the correct options to complete the sentences.

- Martin was cooking the meal, Miriam laid the table.
A When **B** During **C** While
- we got to the front of the queue, there were no tickets left.
A After **B** By the time **C** As soon as
- we found the book, we took it back to the library.
A Afterwards **B** When **C** During
- I see Jane, I'll remind her about the party.
A As soon as **B** While **C** By the time
- He spent all day studying., he met up with his friends.
A After **B** Afterwards **C** When
- she had had a shower, she went for a walk in the old town.
A Afterwards **B** By the time **C** After

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

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

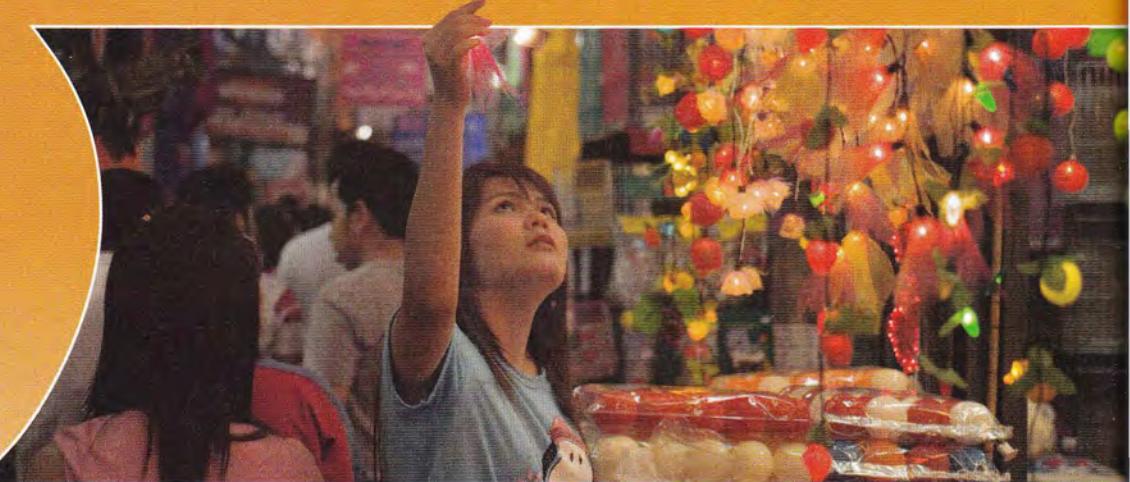
Example: how/Amanda feel? (She felt furious.)

How did Amanda feel?

- who/take her phone? (a thief)
.....
- what/Amanda do? (She phoned her number.)
.....
- who/answer? (Rory Biggs – the thief)
.....
- what/Amanda ask for? (his name and address)
.....
- who/Amanda tell? (She told the police.)
.....
- what/happen to Amanda and Rory? (She got her phone, he went to prison!)
.....

The consumer society

5



Vocabulary

shops and shopping

- 1 Do the questionnaire and compare your answers with your partner.
Then turn to page 142 to see what your answers say about you.

Consumerism

What kind of consumer are you?

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

[Download questionnaire](#) [Upload questionnaire](#) [Subscribe](#)

2 Match the underlined words and phrases in the questionnaire with meanings 1–8.

- 1 a very large supermarket
- 2 a place outside where people buy and sell goods
- 3 a type of product made by a particular company with its own name
- 4 one of a group of shops owned by the same company
- 5 look at things without necessarily wanting to buy anything
- 6 a small design that is the official sign of a company
- 7 a large covered area where there are a lot of different shops
- 8 an arrangement to pay for something later

3 Match these sentences to the statements in the questionnaire.

- 1 'It's so much easier to buy things with just a few clicks of the mouse.'
- 2 'I like getting clothes that aren't the same as everybody else's.'
- 3 'That way you know you're not going to see it cheaper anywhere else.'
- 4 'Maybe it costs a bit but it makes you feel good!'

4 Write some comments to explain your own answers to the statements in the questionnaire.

Speaking

5 Discuss the questions.

- 1 Where do you or your family go shopping for food?
- 2 What effect has the internet had on the way you and your friends shop?

Listening

Multiple choice

6  17 Listen to people talking in different situations. Match the topics A–E with dialogues 1–5.

- A a car problem
- B buying music
- C going food shopping
- D the sales
- E new things in shops

7 Listen again and answer the questions by choosing between A, B and C.

EXAM TIP

Do not choose an option just because it uses words that you hear in the recording. Make sure that it answers the question correctly.

In the exam there are eight questions, the topics are not related and you hear each recording twice.

- 1 You hear a woman leaving a voicemail message on a phone. Why is she leaving a voicemail message?

- A to ask her friend to phone her
- B to invite her friend to go late-night shopping
- C to change an arrangement with her friend

- 2 You hear a man talking about shops. What does he think about them?

- A They should try to improve the shopping experience for customers.
- B They need to think of ways of selling things more cheaply.
- C They can learn from what happened to bookshops.

- 3 You hear two friends talking about a car. What does the girl think?

- A Bob should buy another car.
- B Bob should ignore the noise.
- C Bob should ask an expert to look at it.

- 4 You hear a conversation between a girl and a boy about a computer problem. What is the problem?

- A The site won't transfer music.
- B She has forgotten her username.
- C She is using the wrong log-in information.

- 5 You hear a boy talking to his mother. How does he feel about her request?

- A angry that he can't do what he wants to do
- B impatient that he will lose time
- C worried that he won't have enough money

Speaking

8 Discuss the questions.

- 1 How important is it for you to have the most recent gadgets? Why?
- 2 Do you think that people will do all their shopping online in the future? Why/Why not?

Reading

- 1** Read the instant messages. What is Lorna's problem?

Lorna Manns



Lorna Manns [6.01]

Hi Dave! I'm in a bit of a panic. It's my mum's birthday tomorrow and I'd completely forgotten! Do you fancy walking into town this evening? I must get her a present.

Dave Carter [6.02]

Oops! Sounds like a good idea – but look outside. It (1) 's going to rain at any moment.

Lorna Manns [6.02]

Oh, no problem – (2) I'll borrow Dad's car and pick you up.

Dave Carter [6.02]

OK. What (3) are you going to get her?

Lorna Manns [6.03]

Maybe a book in that new store in the shopping centre. She loves detective fiction so anything with a dramatic cover (4) will be fine!

Dave Carter [6.03]

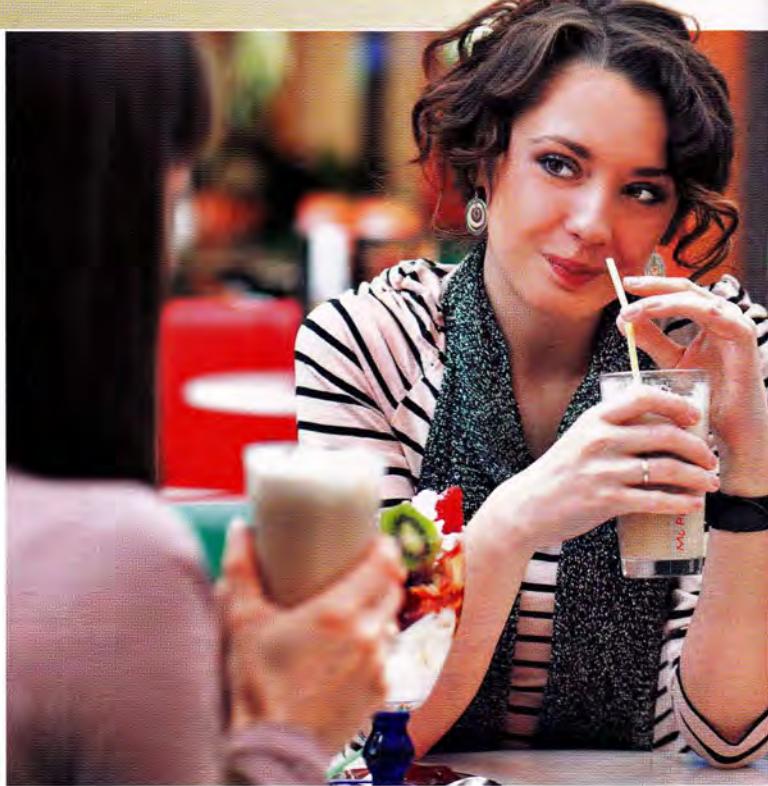
Great! I (5) might get one too. There's a new Kate Carstairs out. I have to be back before 9.30. Is that OK? My sister (6) 's coming round for a chat. Also, I want to see the new documentary about Africa – it (7) starts at 10.30.

Lorna Manns [6.04]

We'll be back well before 9.30! I can pick you up at 7 – OK?

Dave Carter [6.04]

Fine. See you then.



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

- 1 A Do you want to have a coffee and a snack in the shopping centre this afternoon?
B I (meet) Terry outside Maxi's at 3.15 so we (come) along to The Coffee Bean afterwards. OK?
- 2 A (you buy) anything in the sales tomorrow?
B I'm not sure. I (get) some new boots but I (see) how much money I've got!
- 3 A Do you think we (be) home by 8.00?
B Sure. The shops (close) at 7.00 so we (definitely be) back by 7.30.
- 4 A Let's go to the market after lunch. I can't go earlier because I (play) tennis with Mike in the morning.
B No problem. It (be) less crowded then, too!
- 5 A It's nearly 9.00. We (be) late for class.
B Don't worry. I (explain) that it was my fault.

4 Work in pairs and talk about

- 1 something you intend to do this evening.
- 2 something you've arranged to do next week.
- 3 something you believe will happen later today.
- 4 something that is possible tomorrow.
- 5 something you decide to do while you're talking.

Future forms

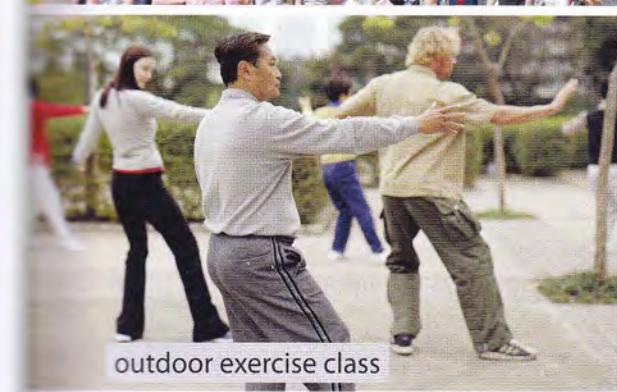
► GRAMMAR REFERENCE p.151

- 2** Match the underlined forms 1–7 with the uses A–G.

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

LANGUAGE TIP

We often use *will* after verbs and phrases such as *I think*, *I know*, *I'm sure*, e.g. **I'm sure** you'll enjoy the film.



Listening

- 1 Work in pairs. A bookshop needs to attract more customers. Here are some ideas. Do you think they are good ideas? Why/Why not?

coffee bar free gifts kids' corner author visits
loyalty card second-hand book section

- 2 18 Listen to the owners of the shop and tick the ideas in Activity 1 that they mention.

making suggestions

- 3 Listen again and complete the sentences from the conversation.

- 1 brainstorm some ideas.
- 2 How having a ...
- 3 I it.
- 4 Why ?
- 5 And what do you think having ...?
- 6 Why we have ...?
- 7 I'm not too about that.
- 8 It be better to ...

- 4 Copy and complete the table with phrases from Activity 3.

Making suggestions	Replies to a suggestion
Shall we ...? We could always ...	Cool! That might work, but ... But don't you think that ...?

Speaking

Collaborative task

- 5 Work in pairs. Tell your partner about one town centre that you like going to and one that you don't. Explain why.

- 6 Look at the photos and read the task. Discuss the ideas with your partner.

I'd like you to imagine that the shops in your town centre are losing business because of a large shopping centre that has opened nearby. Talk to each other about how these ideas could help the town centre attract more shoppers.

Now decide which two ideas would be most useful.

EXAM TIP

Don't rush through the options but take time to talk about as many options as you can

- 7 Work in pairs. Turn to page 136 and do the task.

Speaking

- 1** Work in pairs. How many ways to save money can you think of? Think about food, transport and entertainment.

Reading

Gapped text

- 2** Read the article. Does it mention any of the ideas you discussed in Activity 1?
- 3** Read the article again and choose from sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

EXAM TIP

Always read the whole text all the way through and all the options before you try to match sentences to gaps. The sentence you choose must make sense in the context and fit the gap grammatically.

In the exam there are six gaps and seven options to choose from.

- A Kath admits that she ate a lot of soup during the year, made from reduced-price vegetables!
- B In particular, she was concerned about being able to afford a good present for her brother when he got married in 12 months' time.
- C In spite of this, she was able to save even more money in a range of different ways.
- D She used £1,300 of the money she had saved to buy her brother a lifetime membership of the National Trust as a wedding present.
- E But it was not like that at all.
- F Every time there was a public event and a crowd was needed, I was there.
- G She couldn't afford a mobile phone.



Vocabulary

deducing words from context

- 4** Match the underlined words in the article to the meanings 1–8.

- 1 a table of dishes of food where guests serve themselves
- 2 a place that grows vegetables without using chemicals
- 3 something extra you receive that you were not expecting
- 4 a religious man
- 5 drinks for a group of people
- 6 a difficult task
- 7 a small example of a product given to people as an advertisement
- 8 an event where a new book is publicised

- 5** Complete the questions with the correct word(s) from Activity 4. Then answer the questions.

- 1 What was the last you received in a shop?
- 2 What's your favourite type of food in a?
- 3 What's the most difficult you've had recently?
- 4 Do you ever eat food that was grown on a(n)?
- 5 Do you think it's better for workers to get a higher salary or to receive a for hard work?
- 6 Would you find it interesting to attend a and meet an author?

Speaking

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

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

The Daily News

Teacher lives on £1 a day

KATH KELLY, a teacher of English to foreign students living in Bristol, was complaining about all her money worries to a group of friends. (1) So she came up with an unusual way to save money. She promised her friends that she would try to live for 12 months spending no more than a pound a day.

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

Kath discovered lots of ways to find cheap food. She often went to supermarkets near closing time and bought last-minute reductions. She filled her freezer with 10p loaves of bread and other cheap items. (3) She also picked fruit from bushes and always took free samples from people who were advertising things in the streets or shops.

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

(4) I could not buy rounds at the

pub or anything like that so I would drag friends out to art openings and book launches.'

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

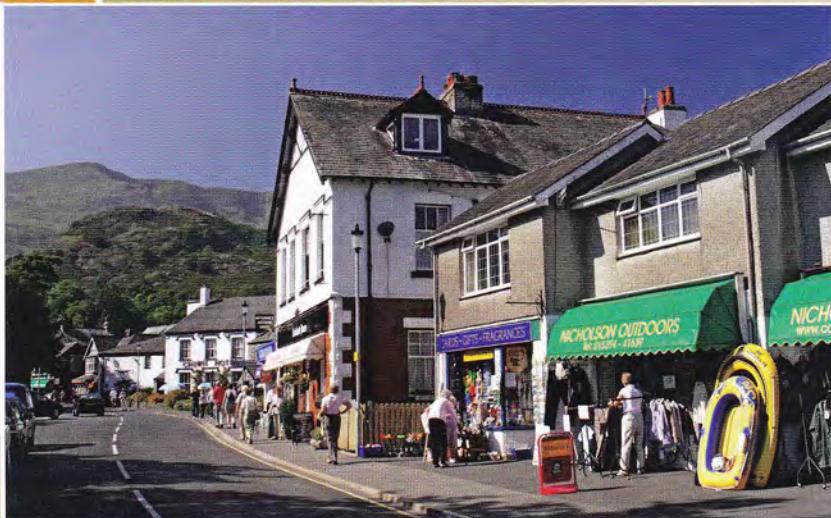
Any form of public transport was too expensive, so Kath did a lot of cycling during the year. This increased because of another saving she had to make. (5) So she would simply cycle to friends' houses if she wanted to speak to them and leave a note if they were out.



After a difficult but fascinating 12 months, Kath successfully completed the challenge she had set herself. (6) Another bonus of her year's challenge was that she met and fell in love with Bruce Taylor while she was working as a volunteer on an organic farm.

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

Could you live on £1 a day?



Listening

1 Work in pairs. You are going to hear a girl talk about the differences between shopping in a small village and in a big city. What do you think she will mention?

2 Listen and check your ideas.

be used to/get used to

► GRAMMAR REFERENCE p.151

3 Complete sentences 1–8. Then listen again to check.

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

4 Find phrases from Activity 3 to match meanings 1–4.

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

5 Underline the correct options to complete rules 1–3.

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

LANGUAGE TIP

Do not confuse *be/get used to + -ing* with *used to + infinitive*. *Used to + infinitive* is only used for habitual actions in the past, e.g. *I used to walk past that shop on my way to school*.

6 Write three things you weren't *used to doing* when you started this course and three things that you've *got used to* now. Compare with a partner.

Speaking

7 Imagine that someone has moved to your town or city from the UK. What do you think they might say about the things below? Complete the sentences.

shopping	transport	food
language	weather	

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

8 Work in pairs. Compare your answers from Activity 7.

Speaking

1 Work in pairs and discuss the questions.

- When you go shopping for food, do you notice special offers or reductions?
- Have you ever found a surprising bargain?

Use of English

Multiple-choice cloze

2 Read the sentences and say why the underlined words are incorrect.

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

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

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

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

EXAM TIP

Before deciding on the correct word make sure you check that it fits grammatically. Look at the words before or after the gap to check verb forms, prepositions, etc.

In the exam there are eight gaps.

- | | | | |
|---------------|---------------|------------|-------------|
| 1 A sold | B cost | C asked | D bought |
| 2 A so | B as a result | C because | D therefore |
| 3 A with | B at | C for | D of |
| 4 A sales | B reduction | C value | D bargain |
| 5 A by | B of | C on | D at |
| 6 A did | B worked | C made | D increased |
| 7 A gone | B went | C got | D been |
| 8 A requested | B permitted | C offered | D suggested |
| 9 A paid | B gave | C put | D spent |
| 10 A kept on | B looked for | C ran over | D took up |

Speaking

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

6 Work in pairs. Turn to page 141 and do the activity.

Latenews

The consumer wins!

For chocolate fans it was a dream come true. A mistake at the cash desk of a well-known supermarket meant that the chocolate oranges that normally (1) £2.75 were on sale for just 29p. The mistake happened (2) there was a 'buy one get one free' promotion which people could combine (3) another promotion. Shelves were quickly emptied of the oranges with one (4) hunter buying 192,



saving himself almost £500! Photographs of people with pyramids of chocolate oranges quickly appeared (5) social networking sites. One person (6) an immediate profit by selling the chocolate oranges to other people for a pound each. This is not the first time that this kind of promotion has (7) wrong. The most famous case was when the company Hoover (8) return flights to Europe or the USA for anyone who (9) more than a hundred pounds on its products. So many people (10) the offer that it almost ruined the company and cost an enormous £50 million!

Speaking

- 1** Do you often buy things that you've seen advertised?
Work in pairs and talk about something an advertisement has persuaded you to buy recently.

Writing

Essay

► WRITING REFERENCE p.164

- 2** Look at the exam task and underline the key words.

In class you have been discussing advertising.

Write an essay using **all** the notes and give reasons for your point of view.

Do you think that advertising can have a bad influence on young people today?

Notes

Things to write about

- 1 important to give us information
- 2 we want to buy things we can't afford
- 3 your own idea

- 3** Work in pairs. Make a list of the good and bad effects of advertising.

ADVERTISING CAN HAVE A BAD INFLUENCE ON YOUNG PEOPLE TODAY

There is no doubt that advertising is an important part of our lives today. Posters are bright and colourful and TV commercials can be very clever and entertaining to watch. As well as this, magazines and newspapers depend on advertising to survive and, of course, without advertising we wouldn't know what to buy. However, in my opinion, advertising can cause a lot of problems.

First of all, advertising encourages us to want things that we do not really need and can't afford. In my view, this causes dissatisfaction and envy.

However, for me the biggest problem with advertising is the effect it has on children.

Advertising campaigns that are aimed at children make them think about money and buying things from a very young age. Kids put pressure on their parents to buy more and more things. They start to think that having the most recent designer clothes makes them a more important person to their friends.

On balance, I think that we have to accept that advertising will always be with us. Nevertheless, we should try to protect children as much as possible. They need to learn that people and relationships are more important than brands.

- 4** Read the essay. Do you agree or disagree with the writer's points? Why?

EXAM TIP

When you write an essay you can agree or disagree with the statement – you can even do both. You must support your point of view with reasons.

- 5** Which of the underlined expressions are used to do the following?

- 1 introduce an opinion
- 2 give a contrast with something you've said
- 3 say 'it's obvious'
- 4 add a new point
- 5 summarise the writer's opinion

- 6** Underline vocabulary related to the topic of advertising that the writer has used.

- 7** Read the essay task. Work in pairs and discuss the question.

Write an essay using **all** the notes and give reasons for your point of view.

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

Notes

Things to write about

- 1 important to have luxuries sometimes
- 2 want to be like other people
- 3 your own idea

- 8** Make notes for your essay and divide them into paragraphs.

- 1 Introduction – explain the issue
- 2 Give one point of view and reasons
- 3 Give opposing point of view and reasons
- 4 Summary and conclusion

- 9** Write your essay.



1 Complete the article with the words from the box.

chain stores centre street market
browse hypermarket online
supermarket on credit

Magazine • ISSUE 28

Shop at your leisure

It is incredible to think how shopping has changed in the last hundred years. Our great-grandparents went to an outdoor (1) or greengrocer's for their fruit and vegetables, and got their meat from a butcher's. The biggest innovation of the last century was the (2) , which appeared in every city centre. A lot of city centres began to look very similar with the same (3) that have a branch in every town in the country. In recent years many consumers have started doing their weekly shop at an enormous

out-of-town (4) that sells everything, and where parking is easy. Shopping is a favourite leisure activity, particularly among the young whose favourite destination is an indoor shopping (5) where you can find your favourite department store and boutiques with the latest fashions. And if you are short of money, you can always buy things (6) (Though, of course, you have to pay in the end!) Nowadays a lot of people don't bother going to bookshops or record stores, but order what they want (7) with a few clicks of their mouse and a credit card. Some people still prefer to (8) in the shops even if they don't really want to buy anything.

2 Choose the correct option to complete the sentences.

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

3 Match the sentence beginnings 1–6 with endings A–F.

- | | |
|-------------------------------------|--|
| 1 My grandmother used the same | A websites in his search for bargains. |
| 2 Their shirts have a distinctive | B commercials by the time it is four. |
| 3 He always uses price comparison | C brand of washing powder for years. |
| 4 The average child has seen 3,000 | D logo that is immediately recognisable. |
| 5 They have spent millions on their | E the January sales. |
| 6 I'm looking forward to going to | F advertising campaign. |

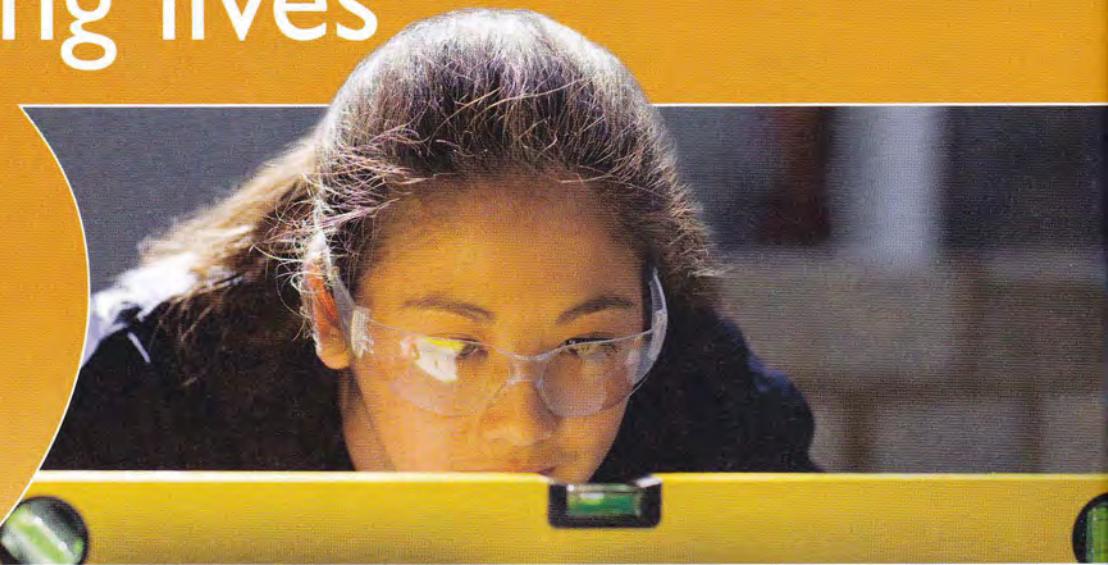
4 Look at the situations and complete the sentences with the correct form of *be used to/get used to*.

- 1 Vlad had always driven on the right, so when he came to the UK he had three accidents in the first month.
Vlad had three accidents because he was
- 2 I've tried wearing these contact lenses, but they make my eyes itch.
I can't
- 3 Jose Luis moved to Canada from Spain five years ago. He found the first three winters really hard but now he enjoys them.
Jose Luis has
- 4 At first I found it hard to eat with chopsticks, but now I am a real expert.
I am
- 5 When Mario left home he didn't know how to look after himself.
Mario wasn't
- 6 But now, Mario finds it easy to cook his own meals and iron his shirts.
Mario has



Working lives

6



Vocabulary

finding a job

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

I want a
job that ...

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

- 2 Compare your answers to Activity 1 with your partner. Do you have different ideas about what is most important?

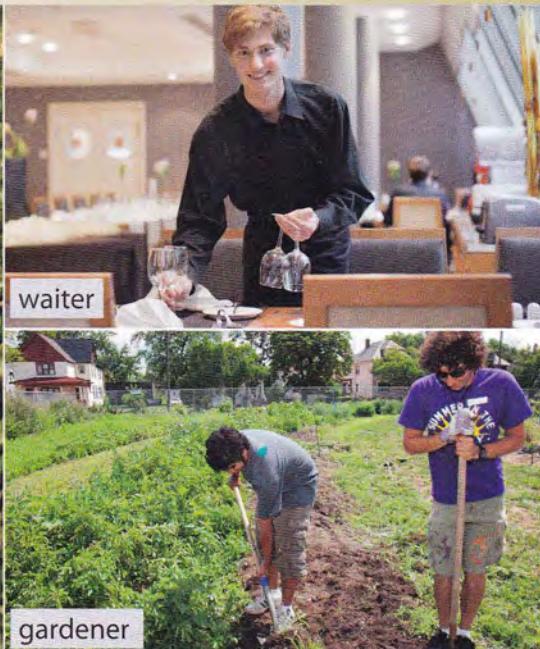
- 3 Copy and complete the table with the words and phrases in the box.

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

Types of job	Money	Applying for jobs
temporary		

- 4 Work in pairs. Take turns to choose a word from the table in Activity 3 and give an example or definition so that your partner can guess the word.

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



Vocabulary

word building

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

6 Listen and check your answers to Activity 5. Underline the main stress. Then listen again and repeat.

Example: *employ*

Speaking

7 Work in pairs and discuss the questions.

- 1 What do you think is the right age for people to start thinking about a future career? Why?
- 2 Do you think it's a good idea to have one job for a long time or several jobs? Why?

Collaborative task and discussion

8 Work in pairs. Read the exam task and discuss the advantages and disadvantages. Then try to agree on the most enjoyable job.

Here are some part-time jobs that students often do. Talk to each other about the advantages and disadvantages of doing these jobs.

Now decide which would be the most enjoyable for students to do.

9 Listen to two candidates doing the same task. Did they talk about the same things as you did?

10 22 Read the discussion questions and listen to Roberta and Eduardo. Which question are they talking about?

- 1 Would you like to do any of these jobs? Why/Why not?
- 2 Do you think it's a good idea for students to have part-time or holiday jobs? Why/Why not?
- 3 Some teenagers do volunteer work in their free time. Do you think this is a good idea?
- 4 Do you think teenagers should be paid for doing jobs around the house? Why/Why not?

11 Complete the phrases Roberta and Eduardo use to introduce their answers and comments.

- 1 That's an question.
- 2 To be , ...
- 3 I've never about it before.
- 4 It all
- 5 But, in I agree with ...
- 6 to think of it – yes.

12 Work in pairs and discuss the questions in Activity 10.

EXAM TIP

Try to extend your answers by giving reasons and examples. You can relate your answers to personal experiences.

In the exam the examiner may ask questions to individual candidates or to both so that they can discuss them together.

Speaking

1 Work in pairs and answer the questions.

- 1 What was your dream job when you were a child? Why?
- 2 What is your ideal job now? Why?

Reading

Multiple matching

2 You are going to read an article in which three people talk about their jobs. Read the article quickly. Which job could pay the most?

3 Answer questions 1–10 by choosing from the people A–C. The people may be chosen more than once.

EXAM TIP

Do not look for the exact words from the questions in the text. The answer you want is usually phrased in different words.

In the exam there will be between four and six short texts and ten questions.

Which person

- 1 has a quiet time early in the year?
- 2 likes travelling abroad for work?
- 3 enjoys spending quite a lot of time outdoors?
.....
- 4 has to deal with unexpected occurrences while doing his/her job?
- 5 has to give talks to large groups of people?
.....
- 6 has to take difficult decisions?
- 7 is proud of having a lot of qualifications?
- 8 became interested in the profession at an early age?
.....
- 9 occasionally needs to start work earlier than usual?
.....
- 10 mentions a way of increasing his/her income?
.....

4 Work in pairs. Which of the jobs do you think is the most *interesting, worthwhile, difficult or stressful*? Why?

Vocabulary

phrasal verbs in context

5 Complete the sentences with the correct form of the phrasal verbs underlined in the article. Then work in pairs and think of a job each sentence could describe.

- 1 People often this job because one of their parents does it.
- 2 In this job you have to letters and papers a lot.
- 3 In this job you have to new ideas quickly all the time.
- 4 When people in this job they only receive a very low salary.
- 5 People who do this job have to to work very early in the morning.
- 6 In this job you have to different brands on your customers.
- 7 You don't need a lot of money to a business like this.
- 8 In this job you need to try to of your competitors with your results.

Speaking

6 Match questions 1–8 to answers A–H.

- 1 So tell me, what do you do?
 - 2 What does your job involve?
 - 3 What's a typical day like?
 - 4 What do you like best about your job?
 - 5 What's the most difficult part of your job?
 - 6 Do you need any qualifications or special skills?
.....
 - 7 What attracted you to this career?
 - 8 Do you work in an office?
- A The hardest part is ... The thing I like least ...
 B I have an office but sometimes ...
 C I've always been interested in ... I first found out ...
 D The most satisfying thing for me is ... /The best thing about being a ...
 E I'm a ... I work as a ...
 F It is my job to do ... My job involves doing ...
 G I usually start work at ..., I generally finish at ...
 H You need to be + adjective and adjective /You need to have a degree in ...

7 Work in pairs. Take turns to role-play an interview with one of the people in the article. Use the questions in Activity 6 to help you.

I love my job

Three people tell us about their jobs and why they love them.

A **Lindsey** (27) is in charge of buying men's fashion at a department store.

My work is to select and build the perfect range of clothes for our customers, and I started by doing a course in fashion design. There are two key seasons: in January and February I buy clothes for the autumn, and in August I buy clothes for the spring. During these seasons I travel to trade shows in Barcelona and Florence on big buying trips – that's a real bonus! My working day is quite long. I usually get in at about 8.30 a.m. and work until 6.30 p.m. The most satisfying thing for me has been building my department into a popular and fashionable place to buy men's clothes – department stores aren't always well-known for being top places to buy fashion. It is my job to be creative and try to stay ahead of the market. If I want to try out a new brand, I have to drop a brand we already have. That can be unpleasant but you have to remember that this is business. You need to be enthusiastic and motivated and have an idea of what the perfect collection should look like. A buyer's assistant earns around £20,000 a year, but an experienced buyer might earn more than £40,000. A lot of people dream of starting up their own boutique, but it can be a very risky business. ■

B **Alex** (19) is a magician.

I am a 'close-up' magician so I perform in front of groups of people rather than on a stage in a big theatre. Sometimes I do my tricks while I'm walking around tables where people are eating! I mainly



work in the evening and I perform at big parties for companies, weddings, private events and birthdays. Sometimes they're in open-air venues, though not often. Business is generally good throughout the year. Company events keep me busy at Christmas and New Year, but weddings and birthday parties tend to be in late spring and summer. So that means that January and February are good months to think up new tricks. I either perform them myself at events or sell DVDs so other people can learn to do the tricks. The best thing about being a magician is being your own boss. I suppose the downside is that there are times when people can really annoy you – like when they shout out in the middle of your act. One reason I went into magic was because when I was growing up I used to get bored with things very quickly. My parents gave me a book of magic tricks to keep me busy. With magic there is so much to learn that you never get bored! It's great to work with magic. Starting out you might earn £12,000 a year, but a well-known magician could earn up to £100,000. You can also do TV work which usually brings in a lot of money. ■

C **Viki** (31) is a marine biologist.

To become a marine biologist, I did a biology degree followed by an MSc and a doctorate – having those makes me feel I've done something worthwhile. PhD post-doctoral researchers start on £25,000 a year and often become university lecturers, but at the moment I'm happy doing research. Part of my job is to track animals at sea and to tag them. We do this in order to understand their behaviour and movement patterns. This research can then be used to assess the effects of fishing on fish populations. If I am in the office it's a 9.00 a.m. to 5.30 p.m. day, but if I'm going to sea I start at 7.30 a.m. At the fishing site the crew pull a big net along the seabed. Then they put the catch on the deck and our work begins. We sort out the fish and put the sharks and rays into seawater tanks and tag them, and then we release the fish back into the sea. It's really exciting when the nets come into the boats. I love going out and catching new things and talking to fishermen. However, a side of the job that I don't particularly enjoy is public speaking – for example, when I'm at conferences, even if they're in other countries. ■

Listening

- 1** Work in pairs. Read the job advertisement and discuss what skills or qualifications you think an applicant for the job will need.

- 2** **23** Listen to two interviewers discussing three candidates: Cameron, Karine and Hector. Which candidate

- 1 is very positive about things, but isn't very confident?
- 2 seems very well-qualified, but not very interested in the job?
- 3 wants a lot of money, but doesn't get to work on time?

- 3** Complete the dialogue with the correct words. Then listen again to check.

M = Micky A = Alicia

- M** Well, that was interesting. Three very different candidates. My feeling is that Cameron has (1) qualifications, and he is obviously (2) But I felt he wasn't (3) enthusiastic (4) the others. What do you think?
- A** Yes, I agree. My guess is that he's looking for something better, you know, a (5) position. He didn't seem very keen.
- M** That's probably the reason. How about Karine?
- A** She's (6) and (7) She's only just finished her training but she seemed (8) She speaks French and Spanish well, too, and I noticed that she does (9) sport than the other two. However, she's (10) than the others.
- M** Yes, I see what you mean. And finally, Hector.
- A** Mm, Hector. He's only (11) than Karine but he expects (12) salary. His qualifications aren't (13) Cameron's, and his previous head teacher says he is (14) of all her teachers! He's probably (15) candidate of the three. So, decision time!

- 4** **24** Which candidate do you think will get the job? Why? Listen and check.

Making comparisons

► GRAMMAR REFERENCE p.152

- 5** Copy and complete the table using the dialogue in Activity 3.

	Adjectives	Comparative	Superlative
1	young	younger	the (1)
2	enthusiastic	more enthusiastic	the (2)
3	old	(3)	the oldest
4	confident	(4)	the least confident
5	good	better	the (5)
6	bad	worse	the (6)

- 6** Complete the rules with the words in the box.

irregular same one or two three

- 1 Add -er and -est to form the comparative and superlative of-syllable adjectives.
- 2 Add *more* or *less* and *the most* or *the least* to form the comparative and superlative of adjectives with or more syllables.
- 3 Use *(not) as ... as* to say that some things are the (or not the same) in some way.
- 4 *Good* and *bad* are and have different forms in the comparative and superlative.

LANGUAGE TIP

With two-syllable adjectives ending in -y, replace the -y with -ier/-iest, e.g. *pretty* – *prettier/the prettiest*.

- 7** Complete the sentences with the comparative or superlative form of the adjective in brackets. Do you agree?

- 1 I think politicians have the (important) job in the country. We can't do without them.
- 2 My (favourite) job around the house is cleaning the bathroom. I hate it!
- 3 The (bad) job for me would be teaching!
- 4 I think teachers should earn a (high) salary than they do now.

Speaking

- 8** Work in pairs. Take turns to compare jobs using comparative and superlative adjectives.

A lawyer's job is more difficult than a teacher's because ...

1	hotel receptionist	shop assistant	computer engineer
2	lawyer	dentist	teacher
3	actor	doctor	builder

Vocabulary

prepositional phrases

- 1** Complete the comments about jobs with the prepositions in the box.

from out (x2) in (x3) on by (x2)

- 1 I had a holiday job cleaning hotel rooms. It was OK but when the lift was of order it was a nightmare!
- 2 I used to work in my local supermarket and the man charge of us was really bossy!
- 3 My friend left college and has been of work for six months now. She's online all the time case new jobs are advertised.
- 4 My mum works home. She enjoys working her own but I don't think I'd like to be myself all the time.
- 5 I found out about the job chance when I was looking through a local magazine.
- 6 Everyone at work ran in marathon last weekend aid of charity.

- 2** Match the expressions in Activity 1 with meanings 1–8.

- 1 responsible for
- 2 alone (x2)
- 3 unemployed
- 4 not working properly
- 5 to get money for
- 6 accidentally
- 7 because something might happen
- 8 in the house, not in an office

EXAM TIP

Prepositions are often tested in the exam. Keep a record of which prepositions go with adjectives, verbs and in phrases.



Use of English

Open cloze

- 3** Read a story about the jobs one man had when he was a student and answer the questions.

- 1 How many jobs does the writer mention?
- 2 Which ones were the most unpleasant and the most boring?

- 4** Complete the story with one word in each gap.

Have you ever had a really **boring** job?

When I was a student I did lots of different jobs during the summer vacation, ranging (1) picking fruit to working for a furniture removal company. Fruit picking is hard work, but at least you are outside and have the company of other pickers. Probably the least pleasant job I had (2) working in the fridge of a butcher's shop where I (3) to sort pieces of chickens. But (4) a doubt, the prize for the (5) boring job has to go to the one I had working for a sports equipment company. My task was to put six table tennis balls into boxes. They left me in a room (6) my own with a huge container of thousands of balls. I was stuck out (7) sight at the back of the storeroom without even (8) radio for company. A day in the room felt (9) a month. There is one funny thing I remember: there were supposed to be two speeds of ball: one fast and one that was slower for (10) experienced players. The thing was, they were actually the same ball, they just went into different boxes!

Speaking

- 5** Work in pairs and discuss the questions.

- 1 Have you or someone you know ever had a really boring part-time or holiday job?
- 2 Can a holiday job lead to a full-time career?

Listening

Sentence completion

- 1** You are going to listen to a radio interview with a famous actress about her job. Do you think the life of an actress is easy or difficult? Why?

- 2** **25** Listen to the interview. How did the actress first learn about the life and work of an actor?

- 3** Listen to the interview again. For questions 1–8, complete the sentences.

EXAM TIP

Read the gapped sentences carefully to see what sort of word(s) you are looking for to fill the gaps. You can see whether you need a number, a date or a name, etc.

In the exam there are ten sentences.

- 1 Jenny is famous today for her role in a soap opera.
- 2 According to Jenny, when you are a student there are not so many to face.
- 3 Jenny enjoys the fun side of acting, like putting on and dressing up.
- 4 Jenny was very pleased to be able to work in a during her school work experience.
- 5 Jenny was excited to be able to learn about the when she worked on *Romeo and Juliet*.
- 6 Jenny was disappointed that her first job was in an advertisement for on TV.
- 7 This advertisement was first shown in
- 8 Jenny uses the word to describe how she feels about her career.



Vocabulary

deducing words from context

- 4** Match the words from the recording 1–7 with definitions A–G.

1	punctual	A	put unusual or smart clothes on
2	lie-in	B	ground that has become wet with water
3	rehearsal	C	real not theoretical
4	glamorous	D	arriving at the right time
5	dress up	E	staying in bed in the morning
6	practical	F	practice for a performance
7	muddy	G	attractive and exciting

- 5** Complete the sentences with words from Activity 4. Are they true for you?

- 1 I'm very I'm never late for anything.
- 2 I love walking in the rain and getting in the forest.
- 3 I always have a long at the weekend.
- 4 I don't like to for special occasions. I prefer casual clothes.
- 5 I enjoy reading about people in magazines and finding out about their beauty secrets.
- 6 I'm not a very person and I'm not good at organising either.

Speaking

- 1** Work in pairs. You are going to read a blog about Harry's work experience at a local museum. What do you think he has to do?

Obligation and necessity

► GRAMMAR REFERENCE p.153

- 2** Read the blog and match the underlined verb forms 1–8 with the descriptions A–H.

- A** obligation in the past
 - B** obligation in the present (personal/from the speaker)
 - C** obligation in the present (external/outside the speaker)
 - D** something that is not permitted
 - E** lack of obligation
 - F** something that is necessary
 - G** something that is not necessary
 - H** something that was expected

LANGUAGE TIP

Remember that we use **should** and **shouldn't** to give advice or to say that something is a good/bad idea, e.g. You **should** try to speak English outside the classroom as often as you can.

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1** Workers are not allowed to leave before 5.30 p.m.
MUSTN'T
Workers before 5.30 p.m.

5
NEED

You anything for lunch because I'll bring sandwiches.

Dan asked me

I _____ Dan's application but I forgot.

- 4** I can stay in bed late tomorrow because it's Sunday!
HAVE

WAVE

I would go to the airport early tomorrow because it's Sunday!

- 5 I couldn't go out last night because my brother wanted my help with his homework.

HAD
Laud

I couldn't go out last night because I
with his homework.

- 6** It's a good idea to get a weekend job to help save up for a holiday.

SHOULD

You to help save up for a holiday.

Experienced worker!

For my work experience this year I decided to apply for a placement at the Royal Hampton Museum as I'm really interested in history. I (1) had to write quite a detailed application letter and I was thrilled when I was accepted. I am having a brilliant time. You (2) don't need to be an expert on antiques to work here – but you should have an interest in the past. I'm a museum assistant and I (3) have to do a range of things from selling books in the gift shop to researching information about things like old toys on Google! There are a fair number of rules here as you can imagine! Visitors (4) mustn't touch the exhibits and they have to leave all bags at reception. As for me, the good thing is that I (5) don't have to wear a uniform! The bad thing is that I have to get up really early every morning to get here on time! Today's my last day and I was really looking forward to it. I had to get here for 8.00 a.m. because (6) we were supposed to go to visit another museum and look at one of their collections. However, because they had a power cut we didn't go. Disappointing! But for all those students trying to decide where to go for your work experience I think you (7) need to do some research to find a placement somewhere really interesting. And you (8) must apply quickly or the place you want will have gone.



Speaking

- 4** Work in pairs. Imagine that you are working as an organiser of a children's holiday camp. Discuss what the work involves.

- 5** Work in pairs. Turn to page 141 and do the activity.

Reading

- 1** Read the job advertisement and say if you should write the letter in a formal or informal style. Why?

Are you a good swimmer?

Do you enjoy working with children?

Then this might be just the job for you! We are looking for reliable young people with some spare time who would like to work as lifeguards to earn some extra money.

Apply in writing to Mrs Barbara Baker explaining why you consider yourself suitable and giving details of your availability.

- 3** Read the letter from David and underline the points from Activity 2 that he includes.

Dear Mrs Baker,

I am writing to apply to become a lifeguard at the Fullerton Leisure Centre. I saw your advertisement on our school noticeboard and believe that I would be a suitable applicant.

I am a nineteen-year-old French student and I have been studying English in Dorhampton for six months. I am currently working in a fast-food restaurant at the weekends but I would like to become a lifeguard as I enjoy swimming and I have had experience as a lifeguard in my own country. I used to work at my local swimming pool at the weekends and in the holidays. I am reliable and fit and I have several lifeguarding certificates.

If you accept my application I shall give up my weekend job and this will mean I can be available after school every day and all day Saturday and Sunday.

I would be grateful if you could let me know your rates of pay. You can contact me on 070896345271 and at dleclerc55@aol.com.

I look forward to hearing from you soon.

Yours sincerely
David Leclerc

- 4** Find formal phrases in the letter to match phrases 1–10.

- | | |
|--------------------|------------------------|
| 1 think | 6 I'll be free |
| 2 now | 7 Can you tell me |
| 3 want | 8 get in touch with me |
| 4 like | 9 please write soon |
| 5 if I get the job | 10 Best wishes |

- 5** Read the advertisement and write your letter. You should write between 120–180 words.

EXAM TIP

Use an appropriate style and answer **all** parts of the question.

Writing

Letter of application

► WRITING REFERENCE p.171

- 2** Tick the points you think you should include in the letter.

- 1 why you are writing
- 2 where you found out about the job
- 3 why you like swimming
- 4 all your previous work experience
- 5 similar jobs you've had before
- 6 your qualifications
- 7 why you need the money
- 8 relevant aspects of your personality
- 9 what free time you have
- 10 what you normally do in your free time
- 11 a question about the work
- 12 your contact details

We are looking for an au pair (male or female) to look after our young children (two and four years old) and to do some light housework. The successful candidate will receive accommodation, a good rate of pay and be given time to attend English classes at a local school. Please apply in writing to Mrs Jakes at the address below.

PROGRESS TEST 2

1 Match the words in the box with definitions 1–10.

salary achievement worthwhile
interview application form candidate
good prospects wage temporary
unemployed

- 1: a question and answer session for a job
- 2: what we feel a sense of when we complete a job well
- 3: promising a good future career
- 4: not having a job
- 5: important and useful for society
- 6: the money we are paid each month for doing a job
- 7: not permanent
- 8: the money we are paid each day or week for doing a job
- 9: someone who asks for a job
- 10: you fill this in to ask for a job

2 Complete the sentences with the correct form of the words in brackets.

- 1 My new job is very (*reward*). I feel a real sense of achievement.
- 2 I feel absolutely (*exhaust*). It has been so busy at work all day.
- 3 She is much happier in her new job. It's more (*challenge*) than her old one.
- 4 Julia answered an (*advertise*) she saw on the internet.
- 5 We are looking for (*enthusiasm*) young people who enjoy working with young children.
- 6 She made an (*arrange*) with her firm so she could work part-time.
- 7 My job is much less (*stress*) since our new boss arrived.
- 8 We help staff find (*accommodate*) near the factory.

3 Choose the correct option to complete the sentences.

- 1 Stop! You *mustn't/don't have* to play with that light switch, Julian.
- 2 We *didn't need to/had to* bring sandwiches – lunch was provided.
- 3 You *don't need to/aren't supposed to* bring drinks into the library, but most people don't respect the rule.
- 4 You *mustn't/don't have to* carry any metal objects through the security scanner.
- 5 You *don't need to/aren't allowed to* touch that equipment, it is very sensitive.
- 6 Visitors *are supposed to/must* wear a badge at all times – there are no exceptions.

4 Complete the text using the words in brackets. Use the correct form of the verbs.

Nineteen-year-old Keith Lonsdale (1) (*visit*) the bank in his small town when two masked men (2) (*come*) in. The robbers (3) (*take*) an employee hostage but they (4) (*let her go*) after they (5) (*finish*). Afterwards, the police (6) (*come*) to take statements from witnesses. While Keith (7) (*give*) his statement to the police, he (8) (*remember*) that he (9) (*leave*) his car on a parking meter. The policeman (10) (*tell*) him not to worry as the traffic warden (11) (*know*) that the police officers (12) (*interview*) witnesses. But when Keith (13) (*return*) to his car, a traffic warden (14) (*already gave*) him one parking ticket and he (15) (*write*) a second one!



PROGRESS TEST 2

- 5 For questions 1–10, read the text below and decide which answer (A, B, C or D) fits each gap. There is an example at the beginning (0).

A life without cash

We have all heard about the woman who spent a year living (0) just a pound a day. But in Germany, Heidemarie Schwermer, a pensioner, has (1) up using money completely. Her decision probably has something to do with her experience as a penniless refugee (2) the Second World War.

After the war, she led a fairly ordinary life. She worked as a teacher for many years, and (3) she became a psychotherapist. But her memories of what it was like to have nothing stayed with her and she decided to do something about it. She came (4) the idea of an exchange network which allowed people to exchange goods and services without cash. Even though the scheme turned (5) a great success, she wanted to do something more radical. So she took the decision to leave her flat and close her bank account. At first her daughters thought their mother had (6) an awful mistake. But gradually, over the years, they (7) her unusual lifestyle. Heidemarie sleeps on people's sofas or else house-sits, and wears (8)-hand clothes people don't need anymore. Shops give her food they can't sell, and she knows she could (9) go to a soup kitchen as a last resort. People are interested (10) learning more about her experiences and she has written several books about her life. She has given away the money she earned – often to complete strangers.

0 A by	B in	C on ✓	D of
1 A given	B taken	C set	D turned
2 A by	B for	C during	D while
3 A after	B after having	C before	D afterwards
4 A into	B up with	C down with	D out
5 A off	B up	C into	D off
6 A taken	B had	C made	D done
7 A would	B used to	C are used to	D have got used to
8 A first	B second	C third	D fourth
9 A ever	B never	C always	D hardly
10 A at	B of	C about	D in

- 6 Complete the second sentence with between two and five words, including the word given, so that it has a similar meaning to the first sentence.

Example: Last month I was given responsibility for booking gigs for our band.

OVER

Last month I took over booking gigs for our band.

- 1 I can't decide which shirt to buy.
MIND
I can't which shirt to buy.
- 2 Jacinta is more experienced than Milton.
AS
Milton is not Jacinta.
- 3 Did you make that by yourself, Emily?
OWN
Did you make that all , Emily?
- 4 Oh no! The photocopier isn't working again.
ORDER
Oh no! The photocopier is again.
- 5 This is the biggest size we have.
THAN
There isn't this.
- 6 You don't have to buy a uniform, we'll give you one.
NEED
You a uniform, we'll give you one.
- 7 Luke doesn't live here anymore.
TO
Luke here.
- 8 Politics is boring for me.
BY
I politics.

7 Complete the conversation with the expressions in the box.

far as I am concerned about taking
should take advantage don't you think
to be honest an interesting question
could always to think of it

- Patrick** Have you got any idea of what you'd like to do when you finish school?
- Jenny** That's (1) For the time being I just want to pass my exams.
- Patrick** How (2) a gap year after you've finished?
- Jenny** A gap year? But (3) Mum and Dad would be disappointed?
- Patrick** Perhaps, but as (4) there is more to life than following a career. You (5) of your freedom while you can.
- Jenny** Come (6) I would like to travel and see the world.
- Patrick** Well, you (7) volunteer to work abroad.
- Jenny** Working abroad! (8) I've never really considered it. Yes, why not? It could be interesting.

8 Match what the people say 1–6 with what they need A–F.

- 1 'I want to make sure I get the best deal for my car insurance.'
- 2 'We need as much publicity as possible to make people aware of our new product.'
- 3 'We need a short piece of music for our commercial.'
- 4 'I like to look for bargains, but I don't always know what I will find.'
- 5 'There are several versions of the same product, but I always get the cheapest one.'
- 6 'We need to design something to put on all our clothes, so that people know our name.'

- A advertising campaign
- B price comparison website
- C supermarket brand
- D jingle
- E logo
- F the January sales

9 Complete the passage by putting the correct word in each of the gaps.

The hidden persuader

Don't be too surprised if your dog starts barking (0) the advertisements this evening. Normally dogs that sit in front of the TV don't react (1) to what is going on. However, a clever advertising agency has (2) advantage of their ability to hear sounds that are outside a human being's range. They have included these sounds in a commercial that is aimed (3) dogs. When they tested it on 12 different dogs, they found that the dogs stopped what they (4) doing and looked at the TV. The (5) enthusiastic of the animals even licked the screen! The pet food manufacturer in the advert hopes that the next time we (6) our shopping we will go for their brand first. Some vets have doubts about the negative impact the advert will have and say we should not leave our pet on its (7) in front of the TV. We should be there just in (8) it becomes upset. The manufacturer has no such fears and is looking (9) to a big increase in sales. Two years ago, a similar advert was used in Austria with great success. My guess is that we will have to get (10) to seeing more adverts of this kind in the future.

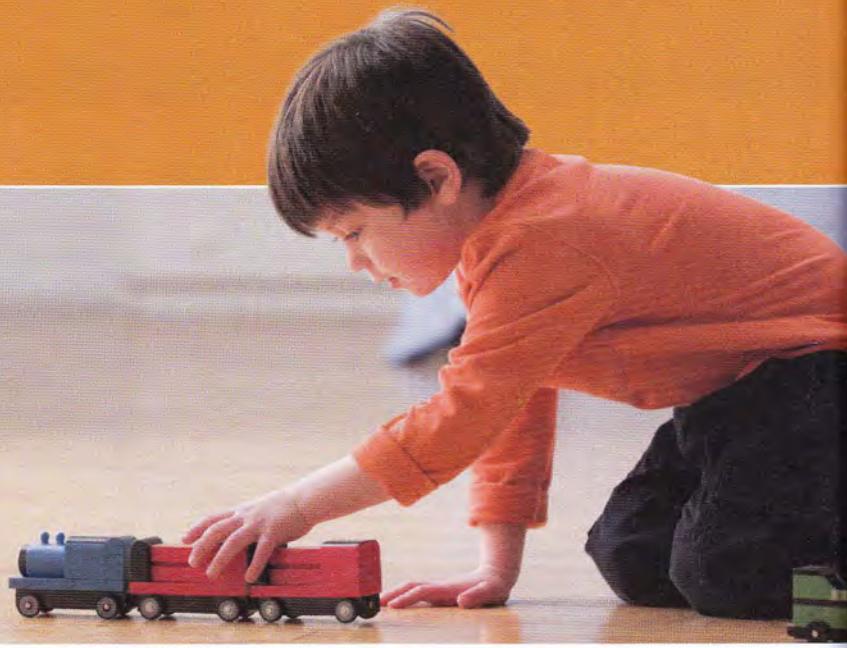


Well-being

7

Speaking

Long turn



EXAM TIP

When you compare the pictures look for some things that are the same and some things that are different. Do not describe each picture individually.

In the exam the questions for the task are written above the pictures.

- 1 Work in pairs and discuss. What do you think makes the person who spends time in this room happy? Where are you happiest?

- 2 Work in pairs. Read the task and look at the photos at the top of page 71. What points would you make when doing the task?

Your pictures show children and their possessions. I'd like you to compare the photographs and say why you think the possessions are important to the children.

- 3 26 Listen to Felicia's answer. How well did she compare the photographs? Did she make the same points as you?

- 4 What was the examiner's follow-up question for Carlos? What did he reply?

- 5 Listen again and complete the sentences. Which expressions are used to compare the photographs? Which ones are used to speculate/make guesses?

- 1 The little girl to be very happy.
- 2 The boy a bit surprised.
- 3 he doesn't know what is happening.
- 4 Nearly everything the girl has is pink, all the boy's stuff is blue.
- 5 The girl looks about four years old, the little boy about two.
- 6 I'm that their rooms don't usually look like that.

- 6 Work in pairs. Student A: turn to page 136 and do the task. Student B: listen and answer the follow-up question. Then turn to page 138 and swap roles.

LANGUAGE TIP

Usually suffixes do not add to the meaning of a word, they just change the form. However, *-ful* and *-less* carry positive and negative ideas, e.g. *careful*, *careless*.

Vocabulary

adjectives: prefixes and suffixes

- 7 Look at the adjectives. Decide if the underlined parts of the words are prefixes or suffixes.

unhappy careless cheerful informal



- 8** Work in pairs. Complete the table with the negative forms of the adjectives in the box.

fortunate	honest	polite
correct	possible	experienced
regular	expected	relevant
likely	formal	

un-	unfortunate
im-	
dis-	
in-	
ir-	

- 9** Complete the sentences by adding *-less* or *-ful* to the words in brackets.

- My last visit to the dentist was a (*pain*) experience, I'm going to try another one next time.
- The information we received was (*use*). It was completely out of date.
- Why can't you be more (*care*)? That's the third plate you have broken.
- The wedding was a (*joy*) occasion and everyone had a great time.
- It's (*point*) asking me where I put the keys! I can't remember!
- Doctors are (*hope*) that he will make a full recovery.

Use of English

Word formation

- 10** Read the web post about happiness. Do you agree?

HAPPINESS?

What's your opinion? Add your comment below.

For a start, I think it's nearly (0)**impossible**... to measure happiness! Sometimes I'm really happy because I've been (1) at something and it's given me a sense of achievement. At other times I'm happy because it's a (2) day, the sun is shining and everything is (3) in my world! On the other hand silly things can make me feel miserable – for example, if someone says something (4) to me or if I get frustrated because I'm (5) to do something. I can feel upset if I'm too (6) to finish something, too. Some people say that you need to have money to lead a happy life and to a certain extent that's true. If you're (7) or you can't afford the basics for a reasonable standard of living then of course not having money will make you (8) But sometimes concern about getting more money and more material things can lead to a (9) life. A good lesson I think is to try to learn to be (10) with what we have.

POSSIBLE SUCCESS BEAUTY PEACE PLEASANT ABLE PATIENT HOME HAPPY CONTENTED SATISFY	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
---	---

- 11** Read the article again. For questions 1–10 use the word in capitals at the end of some of the lines to form an adjective that fits in the gap in the same line.

- 12** Work in pairs. Tell your partner what makes you happy.

Vocabulary

health and fitness

1 Work in pairs and discuss.

Can money buy us health and happiness?

2 Read the comments below about new TV programmes related to health. Match the names of the programmes 1–3 with the comments A–C.

- 1 Who needs the gym?
- 2 So, what's in your trolley?
- 3 Shall I call the doctor?

3  **27 Complete the comments with the words in the box. Then listen and check.**

A benefits balanced down protein aching

Login Password

Reviews

This is an excellent documentary about the most popular supermarket foods and just how good or bad they are for us. The students' favourite, baked beans, are unsurprisingly top of most supermarket lists. The good news is that they keep us strong and healthy because, incredibly, they have more (1) than a piece of steak! And tea – the UK's most popular drink – has health (2) , too – it can stop us going (3) with all sorts of bugs! Milk is good for us when we've got (4) muscles after exercise and it's OK to eat small amounts of chocolate as part of a (5) diet because it gives us pleasure! Now that's what I like to hear!

B call painkillers twisting up caught

Ever wondered what you'd do if someone had a heart attack? A new programme on Channel 8 is all about easy first aid. Like giving chest compressions to the regular beat of a song – the one they choose is the Bee Gees' hit, *Staying Alive*! We learn all about when we need to (1) a doctor or an ambulance. Also, it tells us when we can give ourselves simple treatment, like taking (2) , cough medicine or putting a plaster on a cut. Our emergency services are great, but they're overstretched. We need to know what to do if we've picked (3) a stomach bug or (4) a bad cold or even got a minor injury – like (5) an ankle playing football. And we certainly don't need to go to accident and emergency if we've got a blocked nose! Watch the programme. We'll all learn something from it.



C regular shape keep life working

I know how important it is to do (1) exercise but I don't spend hours (2) out at the gym – simply because I don't have the hours to do that! So, I love this new series that encourages people to do exercise, (3) fit and improve (4) expectancy without getting obsessed by it. The programme gives us tips on how normal everyday activities can keep our bodies in good (5) Taking the stairs instead of the lift or escalators in the shopping centre, running upstairs in our homes rather than walking are just two easy things we can do. There are many more ideas on the programme. Don't miss it.

Sign out

4 Read the comments again and answer the questions.

- 1 What can you give someone who has had a heart attack?
- 2 What is the group word for the police, firefighters and medical assistance?
- 3 What do you have when you've got a cold and you can't breathe easily?
- 4 What phrase means when you hurt yourself but not seriously?

5 Work in pairs and discuss the questions.

- 1 What three things are important for a balanced diet?
- 2 What other easy way is there to keep fit?
- 3 What do you do when you catch a cold?

Zero, first and second conditionals

► GRAMMAR REFERENCE p.153

- 1** Work in pairs. Read the comments from people who watched the programmes on page 72. Which programme has each person watched?

Have your say ...

1 They did some tests on the brain – with a scan. And if people eat chocolate a certain part of the brain lights up! Honestly, if they tested my brain when I ate chocolate, I think every part would light up!



2 So, what would I do if someone collapsed with a heart attack? I think I'd be too frightened to try anything myself. I would call an ambulance!

3 My muscles really ache after all that exercise. On the programme they say that if I drink a glass of milk my muscles will feel better very quickly! If I had some milk in the fridge, I'd try it but I think I'll just have a rest instead.

4 They say that if you increase your heart rate for 20 minutes a day, it's very good for your health. OK. If the weather's good tomorrow, I'll go running. Anyone out there want to join me?

- 2** Read the comments again and match the underlined phrases with conditionals A–C.

- A Zero conditional: *If* + present simple, + present simple
- B First conditional: *If* + present simple, + future with *will*
- C Second conditional: *If* + past simple, + *would* + infinitive

- 3** Find and underline one more example of each type of conditional in the comments in Activity 1.

- 4** Complete the rules with zero, first or second.

- 1 We use the conditional when we are talking about the result of something that might happen in the future.
- 2 We use the conditional when we are talking about something that is imagined.
- 3 We use the conditional when we are talking about something that is always true.

- 5** Are statements 1 and 2 true (T) or false (F)?

- 1 We can use *when* instead of *if* in the first conditional.
- 2 The *if* clause must always go first in the sentence.

LANGUAGE TIP

We often use the phrase *If I were you, I'd ...* when we give advice.

- 6** Complete the sentences with the correct form of the verbs in brackets.

- 1 Sometimes I don't sleep very well. If (*not sleep*) at least seven hours every night, I (*feel*) terrible the next day.
- 2 If I (*have*) a bike, I (*cycle*) to college in the mornings. Maybe I'll buy one after the holidays.
- 3 If she (*not feel*) better tomorrow, she (*not be able to*) go to school.
- 4 In an ideal world, if people (*do*) a lot of regular exercise, they (*increase*) their life expectancy.
- 5 If I (*go*) to the doctor with this cold, he (*tell*) me to stop wasting his time!
- 6 If I (*be*) a doctor, I (*advise*) you to take up a sport.

- 7** Turn to page 141 and do the activity.



Alternative medicine/therapies

(= medical treatment that is not based on the usual western methods)

Speaking

- 1** Work in pairs. Read the definition and descriptions of four therapies. Have you heard of any of these? Do you know any other alternative therapies?

- A Iridology – looking at someone's eyes and studying the iris to help diagnose health problems.
- B Homeopathy – taking a very low dose of what makes us ill can cure us – such as pollen for an allergy.
- C Cryotherapy – putting a person in an extremely cold place for a short period can help with pain.
- D Acupuncture – putting thin needles in special parts of a person's body to help with health problems.

Listening

Multiple matching

- 2** Listen to four people talking about different therapies. Match the therapies A–D in Activity 1 with speakers 1–4.

- 3** Listen again and choose from the list A–E what each speaker says about the different therapies. There is one letter that you do not need to use.

EXAM TIP

Don't choose an option only because it contains a word that the speaker uses. It may not be correct. Listen to what the speaker actually says.

In the exam there are five speakers and eight options.

The speaker

- | | |
|---|------------------------------------|
| A doesn't believe in it. | Speaker 1 <input type="checkbox"/> |
| B is disappointed by it in practice. | Speaker 2 <input type="checkbox"/> |
| C recommends it to everyone. | Speaker 3 <input type="checkbox"/> |
| D realises that the treatment isn't a cure. | Speaker 4 <input type="checkbox"/> |
| E has been made well. | |

- 4** Complete the sentences with words from the recording.

- 1 You have got an illness or injury when you are fully recovered.
- 2 A is something you wear to cover your face.
- 3 People sometimes get on their fingers and toes when they stay in icy conditions for too long.
- 4 A is a period of time you spend with a therapist.
- 5 A is a person who changes his/her belief or the way he/she thinks about something.
- 6 An is a bird that usually flies at night.
- 7 People are when their illness or injury has completely gone because of treatment.
- 8 You get when you recover from an illness.

Speaking

- 5** Discuss the questions.

- 1 Would you try any of these therapies? Why/Why not?
- 2 How popular are therapies like these in your country?
- 3 Are there any other traditional alternatives to ordinary medicine that people in your country use?

unless, otherwise, provided that

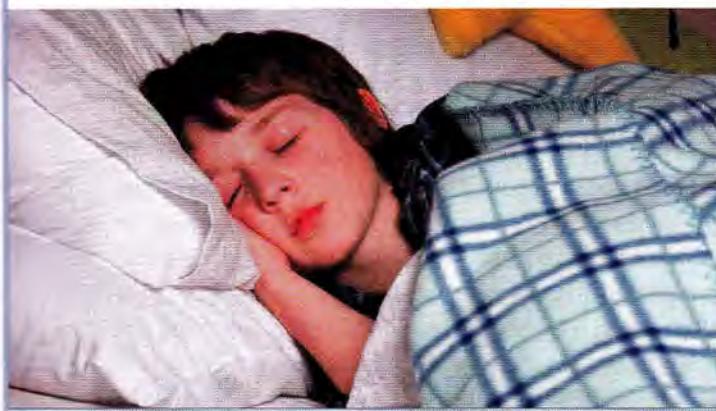
► GRAMMAR REFERENCE p. 154

- 1** Work in pairs. Read the title of the article and answer the questions it asks.

How much sleep do you need?

How much sleep do you get?

Apparently a lack of sleep is causing problems for many teenagers at school. Scientists say that unless young people get at least eight hours of sleep a night, they won't be able to concentrate well in class. Some schools have tried delaying the start of the school day by half an hour. One head teacher says, 'The later start to the day is very successful and, provided that all the parents agree, we shall make this later starting time permanent. The students are getting nearly an hour's more sleep and it's having a good effect on their work. They're happier and concentrating much harder. We all need enough sleep to recharge our batteries. Otherwise, we feel terrible the next day. It's impossible to persuade young people to go to bed earlier so the only alternative is to let them get up later!'



- 2** Read the article and decide which of the rules 1–5 is false.

- 1 Both *unless* and *otherwise* are used to mean *if not*.
- 2 *Unless* is used to link two parts of a sentence.
- 3 *Otherwise* is used to refer back to a previous clause or sentence.
- 4 We use *provided that* instead of *if* to make the condition stronger.
- 5 *Unless*, *otherwise* and *provided that* are used with second conditionals.

- 3** Complete the dialogues 1–3 with *unless*, *otherwise*, *if* or *provided that*. Sometimes more than one answer is possible.

- 1 A I'll be back at school by second lesson my appointment takes longer than 20 minutes.
B you're not back, I'll take notes for you.
A Cheers!
- 2 A We need to set off early tomorrow. we'll get caught in all the traffic.
B Well, I oversleep, I'll pick you up at 7.30 a.m.
A And you're not there, I'll ring you to wake you up!
- 3 A What time will your plane get in on Wednesday?
B there are no delays, we'll land at 6.30 p.m.
A OK. you're no later than 7.00 p.m., I'll meet you at the airport. get a taxi home.

- 4** Rewrite the sentences using the words given.

- 1 I must get an early night or I'll feel tired all day tomorrow.
OTHERWISE
.....
- 2 Annie and I are going to watch the football match tomorrow if it doesn't rain.
UNLESS
.....
- 3 If we've got enough money we'll go on holiday in August.
PROVIDED THAT
.....
- 4 I get a rash in the sun if I don't put on sun cream.
OTHERWISE
.....
- 5 You'll have problems with your teeth if you don't go for a check-up soon.
UNLESS
.....
- 6 I'll lose weight quickly if I cut down on sweets and biscuits.
PROVIDED THAT
.....

Speaking

- 5** Work in pairs. Tell your partner about some plans you have for the next few days and what might stop you.

I'll go to Tom's party unless I've got too much homework!

Speaking

1 Work in pairs. Discuss the questions.

- 1 What are your favourite and least favourite colours? Why?
- 2 Do you think that colours can influence the way we feel?

Reading

Multiple choice

2 Quickly read the article about colour and decide what sort of magazine it comes from.

- 1 a scientific magazine
- 2 a newspaper supplement
- 3 a home decorating guide

3 Read the first two paragraphs of the article. Match the colours 1–6 with associations A–F.

- | | |
|----------|----------------|
| 1 red | A relaxation |
| 2 yellow | B friendliness |
| 3 blue | C healing |
| 4 brown | D anger |
| 5 green | E depression |
| 6 orange | F happiness |

EXAM TIP

It's a good idea to underline the parts of the text that the questions refer to.



4 Read the article again and choose the answer (A, B or C) which fits according to the text.

- 1 According to the writer, red should be used in restaurants to make people
 - A feel hungry.
 - B eat quickly.
 - C more relaxed.
- 2 Which colour should you wear if you want people to approach you?
 - A yellow
 - B pink
 - C orange
- 3 According to the writer, what effect can some colours have on people who are waiting?
 - A make them feel more patient
 - B make them feel more stressed
 - C make them feel happier
- 4 Goalkeepers feel more confident when
 - A a penalty-taker wears a blue or white shirt.
 - B they face a penalty-taker wearing a red shirt.
 - C they are wearing a blue shirt.
- 5 In sporting competitions, wearing red or blue
 - A matters less than previously thought.
 - B has little influence on referees.
 - C can make a significant difference.
- 6 The article is about
 - A the writer's experience of colour and its effects.
 - B the way different colours can influence us.
 - C why people interpret colours in different ways.

Vocabulary

dependent prepositions

5 Complete the sentences with the correct prepositions.

- 1 Some people react criticism by getting angry.
- 2 I always associate that song my last year at high school.
- 3 Doctors try to discourage us eating too much fried food.
- 4 Studying hard can make the difference getting a good job or being unemployed.
- 5 We have no choice our family but we can definitely choose our friends!
- 6 Some experts believe that violent films can have a bad effect people.

Do you see what I see?

Sarah Whitesmith discusses how colour affects our lives.

We all know that colour can affect our mood. Sitting in a room painted brown for half an hour can depress us for the rest of the day! However, the way we react to colours isn't just in our minds. Colours can affect our bodies too. Red makes our heart beat faster. It doesn't turn us into monsters but it's easy to see why it is considered to be the colour of anger. Apparently, though, it also increases our appetite; so if you ever open a restaurant, make sure that you include red somewhere in your colour scheme!

Psychologists agree about the effects of some other common colours, too. Yellow makes us happy. However, a lot of yellow can make us feel anxious, so don't use too much when decorating your home! Blue apparently calms us down, while green helps sick people feel better. Orange is warm and friendly. Have you noticed that at parties guests always seem to go towards people wearing this colour? As for pink, most of us associate it with romance or little girls, but surprisingly it is used in some prisons too – in two different ways. On the one hand pink is said to have a calming effect on violent behaviour but on the other hand wearing pink prison clothes is supposed to discourage prisoners from reoffending – they really don't like having to wear pink!

Colour can also affect people's awareness of the passing of time. In one experiment people stood in rooms with different kinds of light. Blue light made time pass more quickly and easily, while red light made time go by more slowly. So, it's probably a good idea to have blue walls in places where people often have to spend a lot of time – like in waiting rooms at doctor's and dentist's!



Perhaps one of the most interesting things about colour in today's world is its importance in sport. Statistics show that it can make the difference between winning and losing! In one experiment, they discovered that goalkeepers felt far less confident facing a penalty from a red-shirted player than one who was wearing white or blue. Their explanation is that when we see the colour red it makes us feel anxious but it makes those who are wearing it feel more confident.

Sometimes, competitors have no choice over the colour they wear. In taekwondo, for example, competitors are sometimes allocated red, sometimes blue. However, there is evidence to show that referees usually favour the competitor in red. During the Athens Olympic games, when the referee had to choose the winners of very close matches, 62 percent of the winners were wearing red. Is it perhaps time to use more neutral colours in sport?

The effect of colours on our emotions is wide and complex. An understanding of this can help us in a range of ways – from deciding on a colour scheme for a school or hospital to choosing what to wear to make us feel different, or influence the people we meet or work with. Whether it's important enough to make a big football team decide to change its traditional team colours – well, that's another question! Somehow, I rather doubt it!

Speaking

1 Work in pairs and discuss the questions.

- 1 Do you have a favourite time of year or season?
- 2 Is there a time of year when you feel happier or sadder than usual? What do you think causes this?

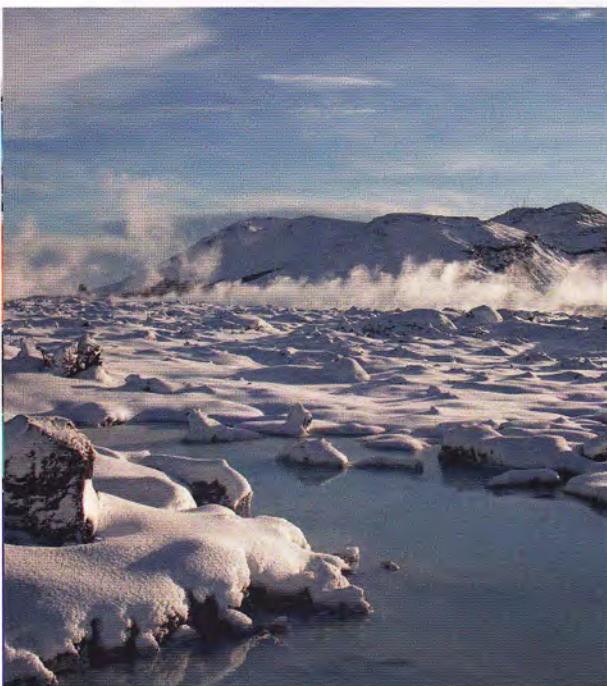
2 Read Gemma's email and answer the questions.

- 1 What problem does Jordi have?
- 2 What advice would you give him?

To: Sasha@gmail.com
From: Gemma@aol-online.com

Hi Sasha,
Iceland is a really amazing place. ¹ Did you get my postcard last week? The landscape is incredible, isn't it? The people are very friendly, too. 
Work is great, but we are finding it hard to get used to the very short days and ² Jordi misses Barcelona. It has really affected his mood and he is getting quite depressed about it. I know you have the same kind of daylight in St Petersburg – ³ have you got any bright ideas?
Summer will be brilliant, I know. ⁴ Do you think you'll have a chance to visit?

Love,
Gemma



Writing

Email

► WRITING REFERENCE p.169

3 Read Sasha's reply and underline the parts where she answers points 1–4 from Gemma's email.

Search Images Maps Play Calendar More ▾

Mail COMPOSE 1–49 of 216 ⏪ ⏩ ⚙ ▾

Dear Gemma,

Thanks for your email. It's good to hear that you're enjoying Iceland! Your card was lovely, thank you! The snow scenes are magical.

I'm so sorry to hear that Jordi's having a bad time. This often happens here in Russia when people don't see much sun. It can be very depressing. Apparently, it's all to do with how much sunlight our brains need. There is something you can try. I bought a special sun lamp that you put in your room. If you sit in front of it for some time every day, you feel better. It works for me.

I would love to come and see you both in the summer! I have a couple of weeks off in August. Perhaps we can fit in a visit then?

Hope all goes well with the sun therapy!

Give my love to Jordi

Sasha

4 Circle phrases in Sasha's email with the following meanings.

- 1 That sounds like a great idea.
- 2 Good luck with ...
- 3 I'm very happy that ...
- 4 What a pity that ...
- 5 Why don't you try ...
- 6 How about arranging something then?

5 You have received an email from an American friend, Sammy, who has just moved house. Read this part of the email and then write your email.

Great new house! Only problem is that the colour scheme is a nightmare. The bedroom is orange and red and my study is bright yellow! You're so good at colours and designs ... any suggestions?

Do write soon
Sammy

EXAM TIP

In the exam you will need to use your imagination and invent details to put in your email.

1 Complete the sentences with the correct form of the words in brackets.

- 1 We're very (*formal*) in this office, we all use first names.
- 2 Even though she has been ill for a long time she manages to stay (*cheer*).
- 3 There is no point in being so (*patient*) – it won't make things happen any faster.
- 4 I don't know why they use such (*experience*) staff. They aren't able to answer any of their customers' questions.
- 5 What a rude child! I've never met such an (*polite*) five-year-old.
- 6 Even though the situation looked (*hope*), they were finally rescued by a search party.
- 7 Sadly, the weather is (*likely*) to get any better for the next few days.
- 8 It's (*possible*) to get tickets for the concert. They sold out months ago.
- 9 The navigation system I got for my birthday is really (*use*). It means I don't get lost anymore.
- 10 She made some (*care*) mistakes in the exam.

2 Complete the sentences with the first or the second conditional form of the words in brackets.

- 1 What (*we eat*) if we (*live*) under the sea?
- 2 If I (*finish*) my work, I (*go*) to the party this evening.
- 3 I'm sure he (*take*) your advice if you (*speak*) to him.
- 4 He (*not suffer*) from indigestion if he (*eat*) more slowly.
- 5 You (*save*) a lot of money if you (*stop*) smoking, but I don't think you ever will.
- 6 The surgeon definitely (*not perform*) the operation if she (*not lose*) weight.
- 7 If I (*be*) the president I (*make*) smoking illegal.
- 8 We (*have to*) stay at home if the baby (*not feel*) any better.

3 Complete the sentences with *unless*, *provided that* and *otherwise*.

- 1 You won't get fit you take more exercise.
- 2 You'll get better you stay in bed and keep warm.
- 3 Stop doing that, you're going to hurt yourselves.
- 4 They'd better get here soon; they're going to miss their appointment.
- 5 It could get worse you see a doctor.
- 6 You'll be fine at college you are careful with your money.

4 Complete the text with the words in the box.

exercise	fit	aching	balanced	cut
benefits	diagnose	twisted	check-up	
expectancy	sure	minor		

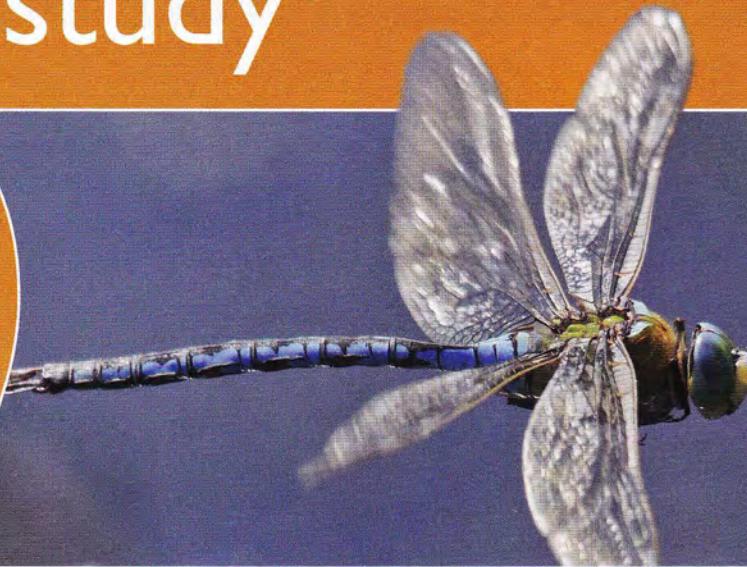
How to live to a hundred

We can dramatically increase our life (1) by making lifestyle changes and taking more exercise. Stopping smoking is as important as eating a healthy and (2) diet. You should also try to (3) down on sugary or fatty snacks – that is if you can't stop eating them altogether! Avoid taking unnecessary risks and make (4) you look both ways before you cross the road! Go for a (5) at least once year so your doctor can (6) any problems early on. Regular (7) can bring you important health (8) You don't have to work out to keep (9) – a long walk is just as good. That way you are less likely to suffer from (10) muscles and you will avoid (11) injuries such as (12) ankles.



Nature study

8



Speaking

- 1 Think of your three favourite animals and put them in order. Turn to page 144 to find out what this says about you. Compare your answers with a partner.

Vocabulary

animals

- 2 Match the kinds of animals 1–5 to the examples A–E.

- | | | | |
|---|---------|---|------------------|
| 1 | reptile | A | dragonfly, ant |
| 2 | bird | B | bear, cat |
| 3 | mammal | C | snake, crocodile |
| 4 | insect | D | shark, salmon |
| 5 | fish | E | owl, kingfisher |

- 3 Think of two more examples for groups 1–5 in Activity 2.

- 4 Copy and complete the table with the words in the box. Check your answers with a partner.

teeth	paws	feathers	fur	beak	fins	claws	skin
scales	wings						

Reptiles	Birds	Mammals	Insects	Fish
teeth		teeth		teeth

- 5 Work in pairs. Look at the words in the box in Activity 4. Why do animals have these things?

Example: Fur keeps an animal warm.

Listening

Multiple choice

- 6** Work in pairs. Can you think of any inventions that have copied things from nature?

Example: reflecting lights in the roads – cats' eyes

- 7**  **29** Listen to the interview with film maker Cathy Burrows and see if she mentions any of your ideas.

- 8** Listen to the interview again. For questions 1–6 choose the best answer A, B or C.

EXAM TIP

Make sure that you read the questions before you listen, as this will help you know what you have to listen for. The questions come in the same order as in the recording.

In the exam there are seven questions.

- 1 Cathy made the documentary because she wanted to
 - A research more ideas for a project.
 - B inspire other film makers.
 - C share what she had learnt.
- 2 What attracted car designers to the box fish?
 - A the design of its scales
 - B the way it swims
 - C the speed it travels at
- 3 What did the bullet train's designers hope to achieve by copying the owl's feathers?
 - A a reduction in noise
 - B a more streamlined appearance
 - C an increase in speed
- 4 The swimming costume that Cathy mentions
 - A was made of shark skin.
 - B won several design competitions.
 - C was unfair for some competitive swimmers.
- 5 What does Cathy feel is special about Harare's Eastgate Centre?
 - A It is energy-efficient.
 - B It looks like a giant ants' tower.
 - C It uses the same materials as ants' nests.
- 6 Cathy was surprised about the design of the spy plane because of
 - A the way it stores visual information.
 - B its movement through the air.
 - C the animal it was based on.



- 9** Copy and complete the table with words from the recording. Which words have the same form for both the verb and noun?

	Verb	Noun
1	inspire	(1)
2	(2)	influence
3	invent	(3)
4	design	(4)
5	(5)	reduction
6	(6)	attack
7	inform	(7)
8	(8)	shape

- 10** Complete the sentences with the correct words from the table.

- 1 David Attenborough, the famous naturalist, is a great to everyone who works with him.
- 2 The early documentaries had a(n) on my dad who decided to become a zoologist.
- 3 We need to put up a notice to people that dogs should not be walked near the birds' nests.
- 4 Scientists have observed a in the number of deer in this area.
- 5 A wild pig a boy in the forest near here.
- 6 The of the safari park is excellent and lets people see animals in their natural habitat.

- 11** Work in pairs. What other lessons do you think we can learn from animals?

Speaking

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

- 1 What animal is this?
- 2 What are its special abilities?

- 2** Read the information about gecko tape and say why the tape has this name.



Gecko tape

A new strong sticky tape is being developed by scientists at Manchester University. It is called gecko tape after the lizard. Geckos are known for their ability to climb anywhere and this is because of millions of tiny hairs on their feet that help them to hold on to different surfaces. This secret was discovered three years ago by a team of scientists in California and it is now being used to make the gecko tape. So far only a small amount of tape has been made but it is hoped that larger quantities will be produced in the future.

Forms of the passive

► GRAMMAR REFERENCE p.154

- 3** Read the rules about the passive form and choose one of the underlined forms in Activity 2 as an example of each.

We use the passive when

- 1 we do not know the 'agent' (who or what did the action) or the agent is not important.
- 2 we want to focus attention on the action and not the person or people who did it.
- 3 we talk about something that is generally known or believed.

- 4** Find examples of tenses 1–5 underlined in the text in Activity 2.

- 1 present simple (x2)
- 2 present continuous
- 3 present perfect
- 4 past simple
- 5 future simple

- 5** Choose the correct options to complete the rule about how we form the passive.

Use the correct form of the verb to *be/to have* and the *present/past participle*.

LANGUAGE TIP

We CANNOT make a passive form if the verb cannot take an object, e.g. *We were slept on a beach.*

- 6** Rewrite the sentences using the passive form. Start with the words given and add the agent where you think it is necessary.

- 1 Giant ants keep their towers at the same temperature. The towers of giant ants
- 2 Scientists are studying insects at this very moment. Insects
- 3 Designers borrowed the shape of the kingfisher's beak for the bullet train. The shape of the kingfisher's beak
- 4 Nature has inspired some of man's most successful inventions. Some of man's most successful inventions
- 5 Swimmers will not break these records for many years. These records
- 6 They designed the new spy plane a year ago. The new spy plane

Speaking

1 Work in pairs and discuss the questions.

- 1 What problems are affecting wild animals in the world today?
- 2 Do you think we need to do something about these problems? Why/Why not?

Collaborative task: asking for clarification

2 Work in pairs. Read the exam task and talk about what points candidates might make during the discussion.

Here are some ways people can find out more about problems affecting animals in the world today. Talk to each other about how effective these ways are of helping people find out more about these problems.

Now decide which you think is the most effective way.

3 ▶ 30 Listen to Carlos and Maria's conversation and see how many of your points they talk about.

4 Complete questions 1–6 with the correct words. Then listen again to check.

- 1 So we have to say whether these are good ways of making people aware of the problems. Is right?
- 2 Could you that again?
- 3 You without reading them?
- 4 So, are you that you think the documentaries are the most effective way?
- 5 Sorry, I don't
- 6 What do you mean ?

5 Work in pairs and discuss the questions.

- 1 Are there any animals in your country that are affected by environmental problems? How?
- 2 Some people say that we care more about animals than we do about people. Why do you think they say this?
- 3 Is there anything that each of us can do to help protect the environment?
- 4 Do you think our environmental problems are going to get better or worse in the future? Why?

6 Work in pairs. Turn to page 137 and do the task.

EXAM TIP

In the decision-making part of the task it doesn't matter if you disagree with your partner.

In the exam the examiner will stop you after the set time even if you haven't finished talking.



Speaking

- 1** Work in pairs. Read three comments about the environment. Which do you agree with?



Reading

Gapped text

- 2** You are going to read an article about environmental issues in the home. Which things might people disagree about? Why?

- where to buy food and what to buy
- using the car
- saving water and electricity
- household waste and recycling

- 3** Read the article. Are any of the points you discussed in Activity 2 mentioned?

- 4** What is the main purpose of the article?

- 1 to say something serious
- 2 to give information
- 3 to entertain and amuse the reader

- 5** Read the article again. Six sentences have been removed from the article. Choose from sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

- A Despite these drawbacks, Nichola is conscientious about using it.
- B Worrying about the cost of organic food and Fair Trade chocolate has already led to angry words and silences.
- C That is one thing we do have in common.
- D They still have their vehicle but have furious arguments over its future.
- E According to the *New York Times*, more and more couples are looking for counselling after arguments about environmental responsibilities.
- F Glass jars do NOT go in the recycling bag with lids on.
- G This leaves little space for the important things in life – such as ice cream!

EXAM TIP

Instead of repeating a word, writers often use synonyms (words that are close in meaning). Look out for synonyms as this can help to guide you to the right sentence.

In the exam there will only be one gap in a paragraph.

- 6** Work in pairs. Which parts of the text helped you to choose the correct sentences?

Speaking

- 7** Discuss the questions.

- 1 Who do you agree with more, Nichola or Hugh? Why?
- 2 What do you think will happen in their relationship?

Vocabulary

phrasal verbs in context

- 8** Match the underlined phrasal verbs in the article with the meanings 1–6.

- 1 to take control
- 2 to make something completely full
- 3 to understand
- 4 to have an argument that stops you from being friends
- 5 to lower the level
- 6 to lose its freshness

- 9** Complete the questions with the correct form of the phrasal verbs from Activity 8. Then answer them.

- 1 What is your fridge or freezer with?
- 2 Have you ever eaten anything that has ?
- 3 Have you with anyone recently?
- 4 Do you usually quickly when someone tells you a joke?
- 5 Do people ever ask you to your music?



My wife's green passions!

Are you tired of being a slave to the compost bucket? Hugh Wilson explains how his wife's passion for recycling has taken over family life.

I put the empty jam jar into the recycling bag, turn round and it's the look on my wife's face that tells me I have done something wrong. At first I try to work out what it might be. Then I suddenly catch on. (1) I really should know that by now. My wife and I don't argue over much but a new threat to family harmony has appeared. When voices are raised in our house now, it is usually about recycling or when it's reasonable to use the car. This is because my wife Nichola has recently turned into an enthusiastic domestic environmentalist. She shops locally, takes the train and bus whenever possible, keeps reusable shopping bags (and never forgets to take them to the shops) and is an expert at organising recycling.

She turns down the central heating even when it's snowing outside, and she fills up the freezer with boxes of leftover food. (2) It is fair to say that I do not agree with this. Although I am quite careful about recycling, I only use the local fruit and vegetable market instead of the supermarket when it is convenient. I also sometimes leave the tap running while I brush my teeth. The difference in our attitudes has become a cause of bitter argument. However, it's comforting to know that we are not alone. (3) Nichola and I are not in need of such relationship therapy, yet. My bottle lid error caused nothing more than a raised eyebrow but

forgetting to take reusable bags to the shops is a more serious offence in her eyes. One real danger topic for us is a small bin that sits on the kitchen unit where we put waste compost. The food in it goes off quickly and it gets smelly if it isn't emptied five times a day. (4) Her view is – how important is a little inconvenience when you compare that with the future of the planet? I agree with her up to a point. However, I still feel unhappy that after going to work, doing my household jobs and looking after the children I still have to go outside with a bag of chicken bones and potato peelings. I'm not saying we shouldn't use the bin. I'm just saying that we don't have to be obsessive about it. Another area of disagreement could possibly become more serious. It's financial. (5) My wife thinks I'd rather save money than protect our children's future, while I think her focus on green issues will make us bankrupt.

Still, it could be worse. One couple we know are on really bad terms. Mealtimes have become a huge problem for them after the wife introduced meat-free days without discussing it first. Now her partner, who loves meat, simply fries a steak or grills some chicken and puts it on top of whatever vegetarian dish his wife has prepared. Another couple we know have fallen out over whether to sell their car and rely on public transport. He wants to get rid of it. She wants to keep it. (6) Counsellors believe that arguments over green issues will only get more common and more unpleasant. Such disagreements can divide couples in a way that other topics such as politics don't. As for me, it is clear that I will have to learn to love the compost bin or be prepared for more difficult times ahead.



Speaking

1 Work in pairs and discuss the questions.

- 1 Do you think your home is energy-efficient? Why/Why not?
- 2 What could you change to improve its energy efficiency?

2 Work in pairs. Look at the picture below. It shows a house that wastes a lot of energy. What are the reasons and how can the owners fix them?

Causative have

► GRAMMAR REFERENCE p.154

3 Read about Tom's new house. Which two changes does he mention that haven't happened yet?



Like Reply



Our new house is really looking good now and our energy bills have gone down massively! We had the roof completely replaced last summer and had solar panels installed. They save loads of energy and look cool too. We've also recently had all the windows changed and now we've got double glazing throughout. It cuts down on traffic noise too. We're going to get the walls and loft insulated next month, which will cut down on energy loss even more. Jenny wants to get the boiler changed but that will have to wait – it's quite expensive. Oh, and of course we've replaced all the old light bulbs with energy-saving ones. Not a lot more we can do.

Or is there? Any suggestions?

4 Read the text again and answer the questions.

- 1 Which of the things underlined did/will Tom and his wife do themselves?
- 2 Who did/will do the other things?

5 Decide if the rules are true (T) or false (F).

- 1 We use *have something done* when we arrange for someone to do something for us.
- 2 We only use this structure in the present simple tense.
- 3 To form the structure we use subject + correct tense of *have* + object + past participle.

LANGUAGE TIP

We can also use *get* instead of *have* with this structure, e.g. *I got my hair cut last week*.

6 Rewrite these comments from the website using the causative *have*.

- 1 We planted some trees near the house.
We near the house.
- 2 We installed a new heating system in our house.
We in our house.
- 3 We're going to put in new, thicker doors next winter.
We next winter.
- 4 We've replaced our broken old washing machine recently.
We recently.
- 5 We check our car regularly to make sure it's not causing pollution.
We to make sure it's not causing pollution.
- 6 We replaced our old shower with a more energy-efficient one.
We with a more energy-efficient one.

7 Work in pairs. How could the place you are in now be more energy-efficient?

They need to have the windows changed.

8 Turn to page 142 and do the activity.

Vocabulary

prepositional phrases

1 Choose the correct alternatives to complete the sentences. Then decide why the speaker might be saying these things.

- 1 Can you take care *at/of* the children for a few minutes?
- 2 Are you doing anything *at/for* the moment?
- 3 Oh no, the lift is out *by/of* order again!
- 4 Did you do your homework *on/by* your own?
- 5 I didn't break it *on/in* purpose.
- 6 We must take advantage *for/of* this wonderful opportunity!

2 Here are some more prepositional phrases from this unit. Complete the sentences in your own words.

- 1 My bedroom is *in need of*
- 2 I agree that we should reduce energy *up to a point*, but
- 3 In the future I *plan to*
- 4 I've never been *on bad terms with*
- 5 We should improve this classroom. *For instance*,

3 Work in pairs. Complete the sentences with the correct prepositions and say if these sentences are true for you.

- 1 I get annoyed people who drop litter in the streets.
- 2 I don't think it's good animals to be kept in zoos.
- 3 I'm getting tired all the arguing about environmental problems.
- 4 I've got a passion visiting other countries and I don't think they should restrict flying.
- 5 I agree people who think that climate change is our fault.
- 6 I'm not sure building more nuclear power stations. It might be dangerous.

Use of English

Key word transformations

EXAM TIP

The Use of English paper often tests your knowledge of dependent prepositions and prepositional phrases. Record these when you see them in your book.

In the exam there are six key word transformations.



4 For sentences 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 0 She managed to open the door.
IN
She *succeeded in opening* the door.
- 1 I don't completely agree with you.
POINT
I only agree with you
- 2 Carmen emptied the rubbish bins.
BY
The bins Carmen .
- 3 Don't throw that away, I'll recycle it.
RID
Don't that. I'll recycle it.
- 4 They had a big argument about green issues.
OUT
They over green issues.
- 5 A mechanic converted their car to run on methane.
HAD
They to run on methane.
- 6 Many people benefited from the good weather and did some gardening.
ADVANTAGE
Many people the good weather to do some gardening.

Reading

- 1** Read the magazine article about a reader's recent holiday. Which word does the writer use a lot? Do you think this is good style? Why/Why not?

A nice holiday in France!

What a great country! I've recently returned from a really enjoyable holiday with my family in France and I would like to tell your readers about one particular day out that we loved.

What do you look for on the perfect family holiday? Nice weather, nice food, nice people and nice places to visit. Well, France has all these things! And the highlight of our stay was the Beauval Zoo.

Normally I don't like zoos, but this one is special. None of the animals comes from the wild, but from other zoos. They have a lot of different breeds of animals at the zoo including lions, elephants and white tigers. It's so nice to see animals that you normally only see on TV programmes. The park is enormous and the animals have lots of space. For example, the giraffes and rhinos have a nice park all to themselves. My favourites were the penguins. They are such nice animals! They really make me laugh. There is a glass wall that lets you see them swim underwater.

So if you're in the area and you love animals, do visit the Beauval zoo. You won't be disappointed!



- 2** Work in pairs. Try to find another word to replace each example of *nice*. Compare your ideas with other pairs.

- 3** Replace the words in *italics* with another word or words that mean the same.

- I *got* the bus at 8.30 a.m. this morning.
- We *went* to France by plane.
- The customer *said* that the meal was cold.
- The film was *bad* and I fell asleep.
- I *got* a lot of money for the job I did in the summer.
- I *liked* the holiday.

EXAM TIP

Use a range of vocabulary in your writing. This is something the examiner looks for.

In the exam you should write between 140 and 190 words for an article in Part 2.

Writing

Article

► WRITING REFERENCE p.166

- 4** Work in pairs. Read the task and tell your partner which holiday you are going to write about and why.

You see this notice in a magazine.

Hi Readers! We want to hear from you about a holiday you've been on recently in an area that was really beautiful. We'll print the best three articles. Send your articles to me, Sandy, at the address below.

Write your article.

- 5** Make notes for your article, divided into different paragraphs.

- Say where you went and who with.
- Say what trips you went on and what you saw.
- Say what was special about the area.
- Say whether you will return or where you are planning to go next.

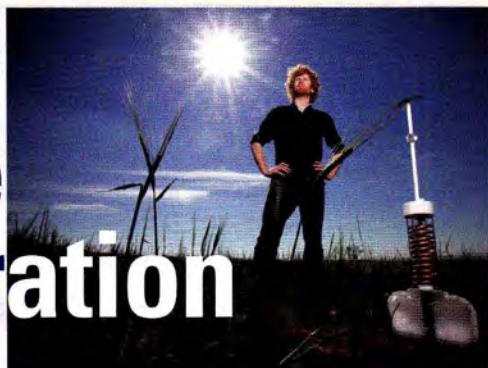
- 6** Write your letter and answer these questions.

- Is your grammar correct?
- Have you used a good range of vocabulary?
- Have you organised the letter well?
- Have you spelled basic words correctly?
- Have you used an informal style?

1 Match the sentence beginnings 1–6 with endings A–F.

- 1 Could we turn the heating
 - 2 I think this milk has gone
 - 3 Jacob has fallen
 - 4 It took her ages to catch
 - 5 It cost me 100 euros to fill
 - 6 Jessica has offered to take
- A out with Sam. They had a terrible argument about the environment.
 B up my car with petrol.
 C on, but once she understood she was furious.
 D over responsibility for recycling bottles and paper.
 E off. We really can't use it.
 F down? It's so hot I could faint.

2 Read the text about a new invention and complete sentences 1–6 using the passive.



Beetle inspiration

An Australian scientist has won the Dyson prize for a new kind of pump. It can collect drinking water in desert conditions. It will certainly save lives in places where there is no water. The desert beetle inspired his invention. He noticed how the beetle collected water from the morning fog on its back. It stays alive by drinking it. He developed his pump in his mother's garden! He is making more examples of the pump.

- 1 The Dyson prize by an Australian scientist for a new kind of pump.
- 2 Drinking water in desert conditions.
- 3 Lives in places where there is no water.
- 4 His invention by the desert beetle.
- 5 His pump in his mother's garden.
- 6 More examples of the pump

3 Complete the second sentence so that it has a similar meaning to the first one. Use one or two words to complete the sentences.

Example: Are you sure this is all your own work?

Did you do this yourself?

- 1 She threw away his favourite jeans without telling him. She got his favourite jeans without telling him.
- 2 Can you look after the dog this weekend? Can you take the dog this weekend?
- 3 You need to make the most of this opportunity. You should take this opportunity.
- 4 I broke it by accident. I didn't break it purpose.
- 5 I agreed with some of what he said. I agreed with him a point.
- 6 We should repair the roof. The roof is in repair.
- 7 They managed to replace the broken window. They succeeded replacing the broken window.
- 8 Are you busy right now? Are you busy moment?

4 Complete the questions and answers using the words in brackets. Where necessary, use the causative *have*.

Sandra Your house looks different.

Joanna Yes, we have done a lot. There are some things that we (1) (*do ourselves*), but other things we (2) (*have/do*) by professionals. For instance, we (3) (*windows/change*) by a special company.

Sandra And what about the roof?

Joanna Oh yes, we (4) (*solar panels/install*).

Sandra And (5) (*you/decorate/the house*) yourselves?

Joanna Yes and no. We decorated the inside ourselves, but we (6) (*the outside/paint*) by a professional.

Sandra Your kitchen looks lovely, too.

Joanna Thanks. We (7) (*cupboards/make*) by a shop, but Justin and his brother (8) (*fit*) them.

Future society

9



Speaking

1 Work in pairs. Read the predictions and discuss the questions.

- 1 What was wrong with the predictions and what was right?
- 2 When do you think they were made?
- 3 Can you think of any other famous predictions made in the past that have been wrong?

A Television won't last because people will soon get tired of staring at a wooden box every night.

B There is no reason anyone would want a computer in their home.

C One day the television will be used to fight and win elections, to educate our children in their own homes, and as shops for us to buy everything we need.

2 Work in pairs. Make one prediction about how you think each of these things might change in the future. Compare your predictions with other pairs.

leisure activities work places transport communication

3 You are going to hear someone talking about going to a science exhibition. What sort of science exhibition would you be interested in going to? Why?

Listening

Sentence completion

- 4** **31** Listen to Nella talking about her visit to an exhibition about robots. Why does she think the exhibition is important?

EXAM TIP

While you are listening, do not spend a long time thinking about one answer because the information comes quickly and you may miss the next one. Go back to any difficult questions later.

- 5** Listen again. For questions 1–10, complete the sentences.

- 1 The exhibition at the Science Museum features different robots.
- 2 At the exhibition people could get explanations about each robot from their who was standing nearby.
- 3 The term *robot* was first used in a written many years ago.
- 4 One thing that people expect robots to have is an unusual
- 5 The most surprising robot Nella saw had the shape of a not a human.
- 6 The older generation are not as worried about as being lonely.
- 7 Nella hadn't expected that one of a robot's future jobs in the home might be
- 8 We could potentially see robots in schools working as in classrooms.
- 9 Robots are already being used to do important work for the
- 10 Nella advises people to visit the museum before when the exhibition finishes.

- 6** Work in groups and discuss. What would you like to see robots doing in the future?

Vocabulary

computers

- 7** Read some comments on a website. Do you agree with them? Why/Why not?

- 8** Complete the comments with the words in the box.

print crash applications virtual
log software voice password
monitors download virus avatar

Our thread today is 'computers and the future'. Post your comment here.



bluegirl2

We've only seen a tiny part of how computers can change our lives. In the future perhaps no one will go to school! Instead they'll (1) on to online lessons and (2) materials to (3) out. Or maybe there will be (4) reality classrooms with (5) teachers!

[reply](#) | [new post](#)



jackymac

I agree with bluegirl2. Great! But also, in the future all computers will have (6) recognition so there'll be no need to use a keyboard or enter a (7) We'll have (8) in every room and (9) will let us do any job we want from home – so no need to go to work either!

[reply](#) | [new post](#)



pizzadon

I think smart phones will get smarter and smarter! We'll be able to download (10) that replace guidebooks when we're on holiday and even talk to us when we're bored! Computers will affect every single part of our lives. But imagine if, suddenly, one day a (11) made all the computers in the world (12) ! What would happen to our lives then?

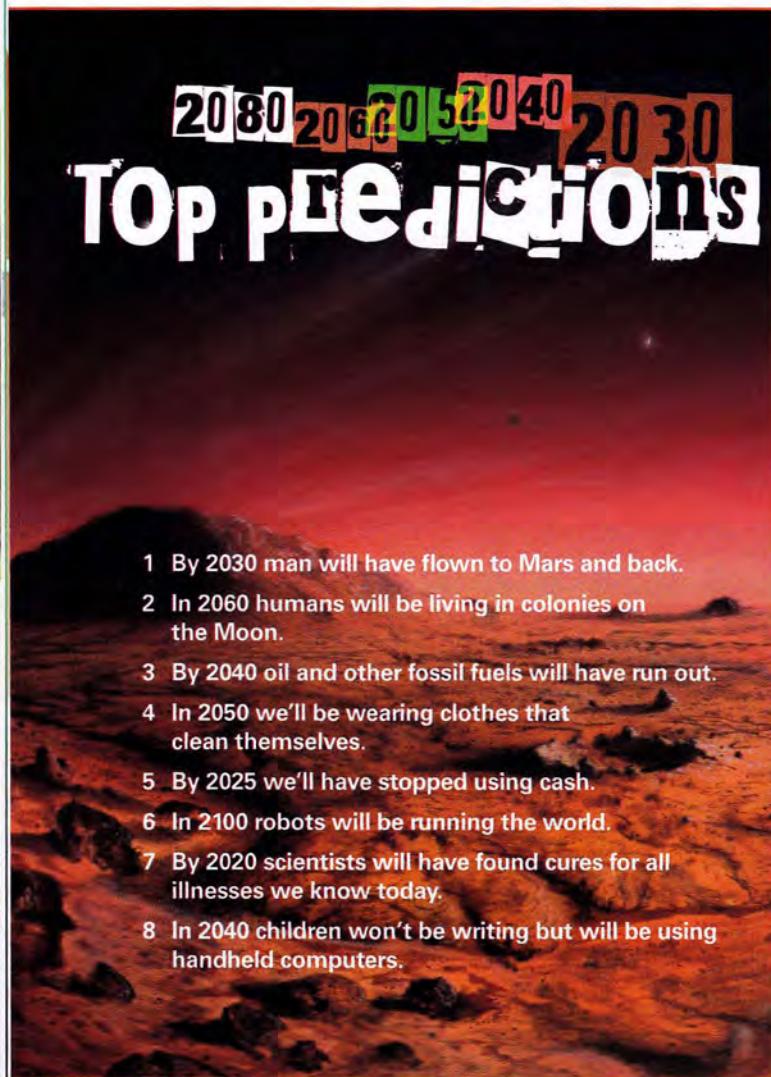
[reply](#) | [new post](#)

- 9** Choose the correct alternatives to complete the sentences.

- 1 If you click *on/at* the link below, you'll be redirected to the right website.
- 2 I'm attaching the *website/document* you wanted to this email.
- 3 My computer *lost/missed* connection five times this morning. It makes me angry when I can't stay online.
- 4 First bring *up/along* a menu. Then scroll *down/over* and choose which page you need.
- 5 It saves a lot of time if you can cut and *enter/paste* parts of your document.

Speaking

- What do you think your life will be like in five years' time? Discuss with a partner.
- Work in pairs. Read the predictions and discuss which ones you think will come true. Change the dates on those you disagree with.



Future perfect and continuous

► GRAMMAR REFERENCE p.155

- Look at the predictions in Activity 2. Which ones

- talk about something that is in progress at a point in the future?
- talk about something that has happened before a point in the future?

- Choose the correct options to complete the rules.

- We form the future continuous with *will + be + present/past participle*.
- We form the future perfect with *will + have + present/past participle*.
- We generally use *by/in* with the future continuous and *by/in* with the future perfect.

LANGUAGE TIP

We can use other time phrases with the future perfect such as *by the end of the day*, *by the time I get home*, *by spring*, *by lunchtime*.

- 32 Listen to Megan and Sam. Which prediction from Activity 2 are they discussing?

- Listen again and complete the conversation.

M = Megan S = Sam

- M What do you think about the next prediction, Sam?
 S I think it's really unlikely. In 2020 we'll still (1) colds and (2) from heart attacks. There are so many different illnesses it's going to be impossible to find ways of treating ALL of them!
 M But scientists are making such quick progress these days. Maybe not all of them – but I'm pretty sure they'll (3) cures for most of them by then, aren't you?
 S (4) 2020? No. Maybe 2050.
 M You're such a pessimist!
 S No! I'm a realist. It's different.

- 33 Listen to some sentences and notice how the contractions are pronounced. Then repeat for practice.

- Complete the sentences with the correct form of the verb in brackets.

- The scientists (finish) their research by the end of the month.
- When I'm 60 I (not live) in this town.
- The government (not improve) the road system by the next election.
- We (still/pay) for our new car in five years' time!
- I (not do) my homework on Sunday afternoon – so come round then.

- Turn to page 141 and do the activity.

Speaking

Long turn: finding the right word

- 1 Work in pairs. Test each other's vocabulary. Look round the classroom and describe different items to your partner without using the exact word.

It's what you use to cut papers and things with. Scissors.

EXAM TIP

Don't worry if you don't know or can't remember a word you want to use. Try to explain it in another way.

- 2 Read the task and look at the pictures. Which words do you think a student might have problems with when doing the task?

The pictures show people learning through technology. Compare the pictures and say how useful these ways of learning might be for the people.

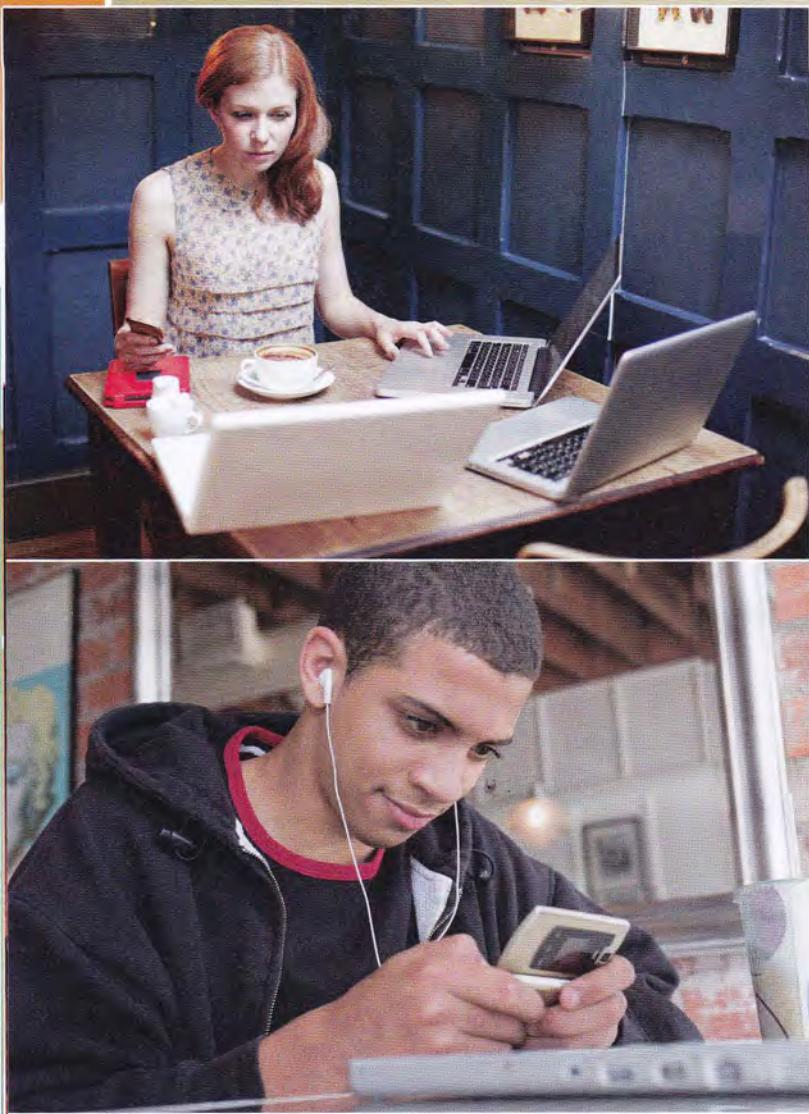
- 3 34 Listen to Sara talk about the photos and check your ideas.

- 4 Listen again and complete the phrases she uses when she isn't sure of a word. Do you know the words she's looking for?

- 1 He's using a – sorry I don't the word – it's computer.
- 2 The boy touches the ... um, is it?
- 3 I think he's doing some maths, some – what do you them?
- 4 They're listening to one teacher in a – I can't remember the word.
- 5 The teacher is using a – sorry, it's
- 6 It's the you use to show pictures on a board.

- 5 Work in pairs. Turn to page 137. Student A: do the task. Student B: listen. Then turn to page 139 and swap roles.





Speaking

1 Look at the photos. Are you good at doing several things at the same time? Compare your ideas with a partner.

Reading

Multiple choice

2 Quickly read the text. How does the woman react to the new information she learns?

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

EXAM TIP

Remember that the option you choose must be true according to the text and not information that you think you know from your experience.

- 1** After Trisha had done her initial research
 A she had a much clearer idea of the topic.
 B it answered many of her questions.
 C she felt she knew even less than before.
 D she knew a lot about the functions of the brain.
- 2** When Trisha saw Dr Lorrimer move the helicopter, she felt
 A nervous because it looked hard.
 B confused about how it was being done.
 C uncertain about whether she wanted to try it.
 D convinced that she could do the same thing.
- 3** What does 'pinpoint' in paragraph 3 mean?
 A Identify exactly where something occurs.
 B Have a general idea of what happens where.
 C Make a small hole in something.
 D Shine a light on something.
- 4** Experts believe that as we get older we
 A often become more self-centred.
 B experience a wider range of feelings.
 C can solve more complicated problems.
 D begin to understand how others feel.
- 5** What impact can the internet and social networking sites have on our brains?
 A They can slow down development.
 B They can reduce some people's intelligence.
 C They can make our brains larger.
 D They can have an effect on older people.
- 6** As a result of research into the teenage brain, we'll be able to
 A train better behavioural psychologists.
 B reduce the teenage crime rate.
 C deal with mental illnesses more appropriately.
 D give suitable advice when teenagers have difficulties.

4 Match the underlined words in the article with meanings 1–8.

- 1 do things that are wrong
- 2 wires used to send electricity through a body
- 3 smallest part of a living thing
- 4 able to behave in a sensible way
- 5 possible future effect of an action or information
- 6 way of finding an answer by imagining
- 7 person who studies the brain
- 8 unpleasant or unwanted

5 Work in pairs. Read the final paragraph of the article again. What sort of changes do you think will happen?



Inside the teenage brain

Are you enjoying the new series 'A look at the future'? The next programme is all about the brain and how understanding it better may change the way we do things in the future. In this article, one of the presenters, Trisha Reilly, finds out more about brain research.

I must admit, I know very little about the brain – except that I know when mine isn't working as well as it should! So I went along to talk to an expert, Dr Felicia Lorrimer, who is a research neurologist at our local hospital. Her speciality is the teenage brain. My parents tell me that I was difficult as a teenager, but maybe it wasn't my fault at all, but my brain's! I wanted to know the right questions to ask Dr Lorrimer when I saw her. So, before our meeting I spent half an hour online to find out some basic information. I learnt that the brain is divided into two halves, a right and a left half, and that each one performs different functions. The left side controls the right side of the body and sight and the right controls the left, which all sounded wrong and really confusing to me.

When I got to the laboratory Dr Lorrimer was sitting in front of a computer screen with electrodes on her head. She was testing how people can move objects with the power of their brains. She was moving a helicopter around on a screen just by thinking about it. I had no idea how she did it, but it looked so straightforward I asked if I could have a go, but I couldn't even get it started. Imagine what opportunities this ability might give us in the future!

I then asked Dr Lorrimer why we now know so much more about the brain than we used to. Apparently it's all because of MRI scanning – that's Magnetic Resonance Imaging. This allows experts to look at the live brain in action. For Dr Lorrimer this means that she can observe teenagers' brains and pinpoint which bits of the brain do what. Before this it was mainly guesswork I think, based on what happened to people who had brain injuries. My next question was about the differences between young and

older brains. It sounded quite complicated but Dr Lorrimer basically said that from early childhood to the age of 12, our brains are busy making connections between different cells. There's a lot of fast learning going on. This explains why we're better at picking up foreign languages when we are young. People used to think that the brain didn't change after the end of childhood but now they know that this isn't true. A lot of important developments happen during the teenage years and the brain isn't really completely mature until we're 25 to 30!

One of the most important changes is in the development of the front part of our brains. This is where high-level thinking goes on – you know, making decisions, planning, controlling our emotions and so on. This part of the brain helps us do another interesting thing – that is to think about things from other people's point of view. We're still learning how to do this when we're teenagers so it's not surprising that people often think teenagers are selfish.

Something else I learnt from Dr Lorrimer was about brain size in teenagers. Tests have shown that the teenage brain actually gets physically bigger as we grow older and this means we get more intelligent. Many people believe that using the internet and social networking sites can have a negative influence on teenage brains. However, according to Dr Lorrimer, teenagers who are always on their computers often develop larger brains as a result!

Experts know a huge amount about the teenage brain now and this will have an important effect on how teenagers are treated in the future. There are lots of implications. Teaching methods might change. There may even be changes in the way teenagers who commit crimes are treated. It should certainly improve the way doctors and psychologists help teenagers with social or behavioural problems. And it is worth remembering here that we are not only talking about teenagers, but even people up to 30 years of age! As I'm only 26 myself this information could come in quite useful. The next time my boyfriend complains that I don't understand him I can just say, 'Sorry, it's my brain. It's still developing!'

Speaking

1 Work in pairs and discuss.

When did you last buy something from a vending machine?

2 35 Read part of a survey interview. What do you think the missing words are? Listen and check.

The vending machine is back!

The future of shopping is the vending machine. Not ones that sell us bad coffee or chocolate bars but upmarket ones that sell everything from burgers to clothes and from iPods to beauty products. You will just have to touch a screen!

What do you think? Would you use one? Answer our survey.

Q Do you like the idea of this new type of vending machine?

Anna I don't think machines like this will be successful. They'll (1) all the time.

Q Have you ever used one of these machines?

Dave Yes, I have. There was one at the airport when I went to Canada last month. I bought some (2) there. But I thought it smelt awful!

Q Can you see any disadvantages to using these machines?

Peter Yes, I can. There will be no one to (3) to if we don't like a product. I think the companies are just trying to (4) more and more money. They don't really (5) about the customers.

Reported speech

► GRAMMAR REFERENCE p. 155

3 Read the extract of a report the interviewer wrote about the survey. Underline the changes of tense from the direct answers in Activity 2.

I asked if people liked the idea of the new machines and the first woman said that she didn't think machines like that would be successful because they would break down all the time. I then asked if anyone had ever used one of the machines. One man said he had. There had been one at the airport when he'd gone to Canada the previous month and he'd bought some shampoo there. Finally, I asked if anyone could see any disadvantages to using the machines and the second man said that he could because there would be no one to complain to if people didn't like the product. He thought the companies were just trying to make more and more money and didn't really care about the customers.

4 Read the report again and choose the correct option to complete the rules.

- When we report a question or a statement we usually *change/don't change* the tense.
- When we report a statement we *need/don't need* to use *that* after *he/she said* and *he/she thought*.
- When we report a question we use the pattern *asked + person + if/that*.
- When we report a question we *do/do not* use auxiliaries or inversion.
- In reported speech we *never/sometimes* need to change pronouns and time expressions.

5 Copy and complete the table. Use the survey and the report to help you.

	Direct speech	Reported speech
1	Present simple	
2	Present continuous	
3	Present perfect	
4	Past simple	
5	<i>will</i>	
6	<i>can</i>	

LANGUAGE TIP

We can use *tell* to introduce a reported statement if we include an object, e.g. *He told me that he had enjoyed the film*.

6 Report more questions and answers from the survey.

1 Q Will you use these machines in the future?

Paula Definitely. I love the idea. It's so convenient. I'm always forgetting important things when I'm travelling. It will be great to have them at airports and places like that.

2 Q Do you know anyone who has used one of these machines?

Fran Yes. A friend of mine bought a burger from one in Germany.

3 Q Do you think these machines will replace normal shops?

Jonas No, I don't, because when you buy expensive things you sometimes need advice from sales people.

7 Work in pairs. Turn to page 142 and do the activity.

Speaking

- 1 Work in pairs. Look at the photo and discuss what it tells us about the future of fashion.
- 2 Read the article to check your ideas.

Use of English

Open cloze

- 3 Read the article again and think of the word which fits each gap. Use one word in each gap.

EXAM TIP

After you've chosen a word to fill a gap, read the whole sentence carefully to make sure it makes sense and the word fits grammatically.

In the exam sometimes you may need to find vocabulary items such as parts of collocations/phrases or phrasal verbs.

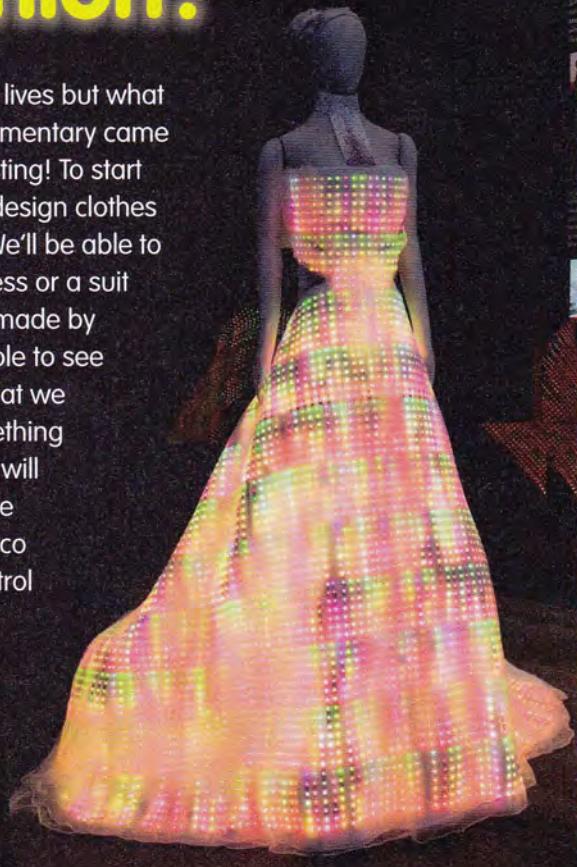
- 4 Which of the ideas in the article do you find most interesting? Why?

- 5 Use your knowledge of tenses to complete the sentences.

- 1 I didn't to do much research online but I do now.
- 2 My sister a beautiful dress designed for her wedding.
- 3 I was amazed at some of the things in the exhibition. I never seen a robot before.
- 4 We've to most of the technology shows in London this year.
- 5 If I had enough money, I buy a new gaming system.
- 6 We'll moved house by this time next year.

The future of fashion?

Fashion plays (0) ... an important part in most people's lives but what (1) we be wearing in the future? A recent TV documentary came up with several possible answers and they were really interesting! To start with (2) seems that in the future we'll be able to design clothes ourselves online with the help of some very clever software. We'll be able to create (3) exact style and measurements of a dress or a suit we want in our favourite material and then (4) it made by the company and delivered to our door. Of course, we'll be able to see how it looks on a virtual image of ourselves (5) that we can change anything that looks wrong. If we want to try something a little different, we'll be able to buy interactive clothes. These will (6) made from so-called 'smart materials' that use something called wearable technology. For example, your disco dress (7) have patterns of lights that you can control or that change automatically when you dance. One clothes company is making plans for a top that you wear which will (8) you a hug when someone texts you! Or how about a T-shirt that you simply spray on to your body from a can? The paint hardens into a material and later you can take it off and wash it!



Speaking

1 Discuss how you think people will spend their free time in the future. Will the activities be very different to those people do today?

2 Work in pairs and answer the questions.

- 1 What leisure activities can people do in your area?
- 2 Which would you recommend and why?

Writing

Report

► WRITING REFERENCE p. 167

3 Read the exam question and the report. Which places would you like to go to?

You have had a class discussion about how people spend their free time in your area. Your teacher has now asked you to write a report for new students at your college giving them some advice on places to go and activities to do.

Introduction

The aim of this report is to outline places to go and activities to do that might interest new students in the area.

Restaurants

There are some excellent restaurants in the area. If you want a meal for a special occasion the Forest Park Restaurant has a very good range of food at low prices. Alternatively, if you just want to eat well and cheaply and chill out with your friends, then the Simply Burger Bar is the place to go.

Films and theatre

There are two cinemas and one theatre in the area. The Odeon Cinema shows all the latest films, while the Harbour shows old and modern classics and many foreign films which are not often seen in our country. The Maverick Theatre produces plays, both amateur and professional, throughout the year and offers reductions to students.

Sports

There are several sports clubs in the area that you can join. For information about these and a chance to go swimming or work out in the gym, visit the Holbury Leisure Centre on Long Lane.

Conclusion

Whether you enjoy the arts or would just like to keep fit, there are many opportunities in this area. It is worth getting a weekly copy of the free local magazine *What's on?* to find out more details of events and activities.

4 Read the report again. Match the underlined words and phrases with alternatives 1–5.

- 1 to give a short description of
- 2 whereas
- 3 it is a good idea to
- 4 on the other hand
- 5 the purpose

5 Which of the words and phrases 1–5 in Activity 4 are

- A part of an introduction.
- B used to give a contrast.
- C a recommendation.

6 Change some places in the report to make it true for your area. Compare your changes with your partner's.

7 Work in pairs. Read the exam task and discuss what you could include.

You have had a class discussion about what leisure activities should be included in a social programme for your language college. Your teacher has asked you to write a report on this for the social organiser. Include suggestions for both cultural and sporting activities.

8 Make notes under different headings and then write your report. Write 140–190 words.

EXAM TIP

Remember to divide your report into clear sections and give each one a different heading.



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

- 1 By 2033 scientists (*complete*) a map of the human brain.
- 2 In the near future computers (*think*) like us.
- 3 In 2040 people (*communicate*) with robots that look and act like humans.
- 4 By 2080 scientists (*find*) a cure for cancer.
- 5 In 50 years' time, countries (*fight*) wars using robots instead of human soldiers.
- 6 By 2100 we (*become*) 'cyborgs' – half human and half machine!

2 Complete the sentences with the words in the box.

software	download	application
password	keyboard	virus

- 1 You shouldn't films from that site, it's against the law.
- 2 Never open an email attachment from an unknown sender as it could contain a
- 3 I can't get used to working with an English – some of the letters are in different places.
- 4 I've got a great on my phone which lets me chat to my friends for free.
- 5 The revised version of this is much more efficient than the first one.
- 6 You shouldn't use a birthday or name of a pet as a; it is easy for people to guess it.

3 Match the sentence beginnings 1–6 with endings A–F.

- 1 It is really difficult to navigate
 - 2 If you click on
 - 3 I've forgotten how to attach
 - 4 Why on earth did you choose a snake with two heads
 - 5 Don't forget to save
 - 6 Oh no, this is the third time I've lost
- A a file to an email. Could you show me, please?
 B my connection. I wonder what's going on.
 C your files on a memory stick.
 D their new website. I preferred the old one.
 E that link it will take you to the original article.
 F as your avatar? What does that tell people about you?

4 Complete the second sentence using reported speech.

- 1 'Have you met Seb, Emma?' asked Sandra. Sandra asked Emma if
- 2 Paul said, 'I enjoyed reading your essay, Melanie.' Paul told Melanie
- 3 Francis asked, 'Do you know when the film starts, Sue?' Francis asked Sue if
- 4 'Is this the right way to the station?' asked Felix. Felix wanted to know if
- 5 The man said, 'You're going in the wrong direction.' The man told her she
- 6 'Do you like my new haircut, Sue?' asked Ana. Ana asked Sue if
- 7 'Has anyone seen my car keys?' asked Penny. Penny asked
- 8 Marik said, 'I love your new hairstyle, Julie.' Marik told Julie

5 Put the reported sentences into direct speech.

- 1 Susie's father said she had to be home before midnight.
 '.....,' said Susie's father.
- 2 Nadia asked Jack if he would look after her cat the following weekend.
 '.....?' asked Nadia.
- 3 Frank told Judy he would take her to Disneyland the next day.
 '.....,' said Frank.
- 4 Sidney asked if anyone had seen his car keys.
 '.....?' asked Sidney.
- 5 Carol said it was going to rain that evening.
 '.....,' said Carol.
- 6 Steve asked if he could borrow his mum's car the next day.
 '.....?' asked Steve.
- 7 Judith told Mia to put on her sun-hat.
 '.....,' said Judith.
- 8 Tamir said that they had a great time the previous evening.
 '.....,' said Tamir.

PROGRESS TEST 3

6 Complete the sentences with the words in the box. Add prefixes and suffixes as necessary.

expected hope regular experienced
happy point formal possible
honest care

- 1 Why are there so many verbs in English? It makes life so difficult for students.
- 2 It's an occasion so there is no need to dress up.
- 3 The news is really The doctors think that he can be cured.
- 4 He doesn't think it is to download music illegally. He thinks it's OK.
- 5 It is to read the letter, her handwriting is so bad.
- 6 Let's not waste any more time on arguments, we need to come to an agreement.
- 7 He received an phone call from a friend that he hadn't heard from for years.
- 8 He failed the exam because he made some mistakes. He didn't check his work.
- 9 They were so with their stay at the hotel that they wrote a letter of complaint to the manager.
- 10 It's the garage's fault – they asked an apprentice to service the car.

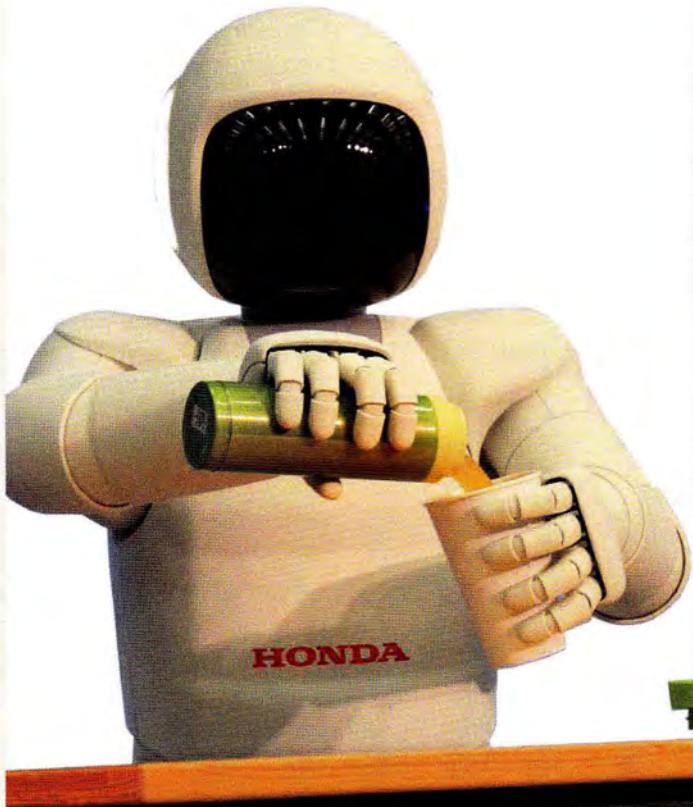
7 Complete the sentences with the first or second conditional, using the verbs in brackets.

- 1 We (*lose*) weight if we took more exercise.
- 2 He'll be able to catch the train if he (*leave*) in the next five minutes.
- 3 If I were president I (*make*) it illegal to chew gum in public.
- 4 I think he (*forgive*) you if you say what really happened.
- 5 What would you do if you (*win*) the national lottery?
- 6 If we (*tell*) Megan about Danny she would be very upset.
- 7 I'm sure he (*lend*) you his camera if you ask him nicely.
- 8 If you met Helen, you (*like*) her.
- 9 When he arrives, we (*order*) a pizza and watch a film.
- 10 (*you answer*) the phone if it rings?

8 Complete the text with a word that fits each gap. Use only one word in each gap.

ASIMO - Honda's Humanoid Robot - is popular

(0) *everywhere*..... it goes, whether it is in Disneyland, or conducting the Detroit Symphony Orchestra. ASIMO even has its own Twitter account and has lots (1) followers. I have to admit (2) I am a great fan, too. I (3) delighted by the latest version when I saw it on display. Everybody clapped when it showed us its (4) recent trick of opening a bottle and pouring liquid into a paper cup all on its (5) It may (6) sound very difficult, but it is actually quite complicated. If you think about all the different things it has to (7) , it is a giant step forward. The most recent ASIMO is (8) to walk. It can move quite quickly and (9) run if it doesn't go too fast. It is true that (10) human-looking robots that you see in the movies are still a long way off, (11) it's still an amazing machine. I'm certain we'll (12) seeing some really important developments in the next few years.



PROGRESS TEST 3

- 9** Complete the second sentence with between two and five words, including the word given, so that it has a similar meaning to the first sentence.

Example:

- 0 I was given responsibility for booking gigs for our band last month.

OVER

Last month I took over responsibility for booking gigs for our band.

- 1 I think you should go to the doctor.

WERE

If , I'd go to the doctor.

- 2 If it doesn't rain this afternoon, we'll play tennis.

RAINS

We'll play tennis this afternoon.

- 3 A professional photographer took their photographs.

HAD

They by a professional photographer.

- 4 You'll feel cold if you don't wear a coat.

OTHERWISE

You'd better wear a coat cold.

- 5 Florence caught a terrible stomach bug on holiday.

DOWN

Florence a terrible stomach bug on holiday.

- 6 Will you look after my cat while I'm away?

OF

Will you my cat while I'm away?

- 7 I'll lend you my car if you promise to fill it up afterwards.

PROVIDED THAT

You can you fill it up afterwards.

- 8 One of my flatmates has eaten all my cakes.

BEEN

All my cakes one of my flatmates.

- 10** Complete the sentences with words and expressions from the box.

whereas perhaps both show
kind of thing could be sorry, I don't know
seems what do you call it

- 1 The pictures people taking exercise.

- 2 The younger man to be finding it hard to keep up with the others, the girls are laughing and chatting. it's the first time he has done this so he is finding it hard.

- 3 They are all outside – they in a park or a forest.

- 4 One of the men is using a ? the word.

- 5 The girls are exercising using a huge ball. It's the you see at the beach.

- 11** Choose the correct options to complete the informal email.

Hi Bethany,

(1) *Many thanks for/It was great to get your email. I (2) am so pleased to know/was delighted to learn that you're having such an amazing trip. (3) Mind you/Nevertheless, I was sorry to hear that you are finding it difficult to sleep. (4) Many people believe that/Apparently, the change of time zone affects our body clock. (5) I would advise you to spend/Why don't you try spending more time outside, as natural light helps.*

(6) *Also, how about/Might I also suggest putting lavender oil on your wrist before you go to bed. (7) I would be delighted to/I'd love to visit you in September. Can you tell me which week would be best?*

(8) *I look forward to your reply,/Hope to hear from you soon,*

Lots of love

Polly

Global culture

10



Speaking

- 1 Work in pairs. There is a national competition to produce posters for festivals in your country to attract tourists. Which three festivals would you choose and why?

Reading

Multiple matching

- 2 Read the article and for questions 1–10, choose from the people (A–D). The people may be chosen more than once.

EXAM TIP

The options do not have exactly the same words as the texts. They use paraphrases. Do not look for identical words to help you choose the right answers.

Which person

- mentions the appearance of some of the local people?
was prepared for conditions at the festival?
appreciated the range of events and activities for all ages?
was impressed by the magical quality of the event?
disagrees that something he/she saw should be described as art?
regrets the short time that one item made for the festival lasted?
was motivated to attend the festival by a hobby?
saw a tradition that dramatised a historical period?
explains that the artistic activity has more than one function?
profited financially by going to the festival?

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
9	<input type="checkbox"/>
10	<input type="checkbox"/>

- 3 Match the underlined verbs in the article with meanings 1–8.

- 1 experiment with
2 happen
3 be different from others
4 illuminate
5 wear
6 discover
7 want to
8 become liquid

FESTIVALS

Some of our readers have been to amazing festivals around the world. Read about their experiences!

A KYLIE

Last January my friend Dougal invited me to the fire festival of Up Helly Aa on the Scottish island of Shetland. It takes place on the last Tuesday of the month and celebrates the island's Viking history. Over half the island's population is blond and of Scandinavian origin – it's like being in Norway! At around seven o'clock there was a parade of men dressed as Viking fighters. Dougal's father, Duncan, really looked scary – completely different from the quiet, gentle man he really is! Each man carried a lighted torch, which was incredibly dramatic. We followed the procession down to the sea for the highlight of the evening. In front of thousands of spectators the 'fighters' threw their torches into a Viking boat that they'd built. It was a fantastic sight, but what a shame to see all of their hard work disappear in a couple of minutes!

B STEVE

I didn't know the meaning of the word 'cold' until I went to the Harbin Ice and Snow Festival in Northeast China. Luckily, I had brought some really warm clothes and when I was there I bought one of those fur hats that cover your ears. The festival starts at the beginning of January and lasts about a month. We saw sculptors cutting blocks of ice from the river for their marvellous creations. I couldn't believe how big they were. Some of the sculptures were full-sized buildings and ships that you could walk around – real works of art. When they are lit up with lights and lasers it's like something out of a fairy tale. The children there loved it. Sadly, the exhibits gradually melt away at the end of February, which is natural, I suppose. While we were at the festival some of our group tried their climbing skills on the Festival's ice-wall. I didn't feel like breaking a leg so I stayed on the ground and just took photos!

C MORAG

As a keen photographer I had always wanted to go to the annual International Hot-air Balloon Festival in the Swiss alpine town of Chateau d'Oex. The first festival took place in 1979, and since then it has grown into an international event. There is no lovelier sight than dozens of brightly coloured hot-air balloons floating through the sky and the weather was absolutely perfect for it. As well as normal-shaped balloons there were some that looked like cows, boats and even mountain chalets! There were also displays of parachuting and acrobatic flying. A really nice feature of the festival is children's day, where kids and their parents can put on fancy dress and join a parade. My eight-year-old daughter Samantha even dared to go up on a short balloon trip. I took some brilliant photographs and managed to sell some of them to a magazine, which helped cover some of our expenses.

CELEBRATION



D CENZO

New York is the home of hip-hop, and I was there, by chance, at the same time as the Brooklyn Hip-Hop Festival. I'm a big fan of hip-hop, and I thought it would be a great opportunity to find out more about it. The festival includes demonstrations of rap, break dancing, and graffiti writing. There were some extraordinary examples of break dancing. Those guys are so agile! I also tried out graffiti writing, at a workshop. It was fun but in my opinion it's a bit of an exaggeration to call it art. Hip-hop has its own dress code, too, and I guess I stood out a bit! But everyone was really friendly and I learnt loads. The festival also tries to tell people about the beliefs that lie behind the music and the lyrics. There were a lot of discussions about the role of hip-hop in politics and in bringing communities together. This was all fascinating and I'm very glad I went along.

4 Complete the sentences with the correct form of the underlined verbs in the article. Then change them so that they are true for you.

- 1 My favourite celebration on 14 February!
- 2 I really don't like to from other people and attract attention.
- 3 This afternoon I going to the cinema but now I don't.
- 4 I a new wi-fi dance pad yesterday but it wasn't very good.
- 5 I haven't anything glamorous for ages.
- 6 The best fireworks display I've seen that the sky was last New Year's Eve.

5 Work in pairs. Which festival described in the article would you prefer to go to and why?

Speaking

- Work in pairs and discuss. What are the most popular quiz programmes in your country?
- Answer the quiz and compare your answers in pairs. Then turn to page 140 to check.

Relative pronouns and relative clauses

► GRAMMAR REFERENCE p.156

- Look at the underlined relative pronouns in the quiz. Which one(s) refer to

- a thing?
- a person?
- a place?
- possession?
- a time?

- Read the extract from a guidebook. What sort of events can you see there?

The Edinburgh Festival

The Edinburgh Festival, which is held every August, is one of the most famous arts festivals in the world. Visitors can see both international professional performances, which are part of the main festival, and also experimental, amateur shows, which are part of the Fringe Festival. Many artists who performed at the Edinburgh Festival when they were younger say that the experience really helped their careers. In fact, many of the most popular actors you've seen on TV started out at the Edinburgh Fringe! Plays that have won top awards at the Edinburgh Festival have gone on to be very successful in London's theatres. So, next August, why not take a trip to Edinburgh where you'll find every type of artistic performance you could want to see!



FESTIVALS

- Read the definitions below and decide if the underlined examples of relative clauses in the text are defining (D) or non-defining (ND).

- A **non-defining relative clause** gives extra information about the main clause.
- A **defining relative clause** gives information that is necessary to identify or define the noun.

Culture quiz

- What's the day of the year when the English have a firework party?
A 1 May B 4 July C 5 November
- What's the name of the writer who created the character of Harry Potter?
A J R R Tolkien B C S Lewis C J K Rowling
- What's the name of the museum where you can see the Mona Lisa?
A the Louvre B the Uffizi C the Prado
- What's the name of the UK arts festival that takes place in August every year?
A the Newcastle Festival B the Belfast Festival C the Edinburgh Festival
- What's the name of the ship which sank on 15 April 1912, and which has been the subject of many films?
A Santa Maria B Titanic C Black Pearl
- What's the name of the writer whose play has been running in London for over 60 years?
A D H Lawrence B Agatha Christie C William Shakespeare

LANGUAGE TIP

We always add commas when we have a non-defining relative clause.

- Combine the sentences using either defining or non-defining relative clauses.

- Fernando Botero is famous for his figurative art. He was born in Colombia.
- At the age of 12 Fernando went to a school for matadors. He stayed there for two years.
- In 1948 Fernando produced some illustrations for a newspaper. These made him some money.
- He went to Madrid. He studied at the art academy.
- His paintings often show very large people. Botero calls them his 'fat people'.
- His paintings are very popular today. They cost millions of dollars.

- Turn to page 142 and do the activity.

Speaking

Collaborative task

1 Work in pairs. Read the task and have the conversation.

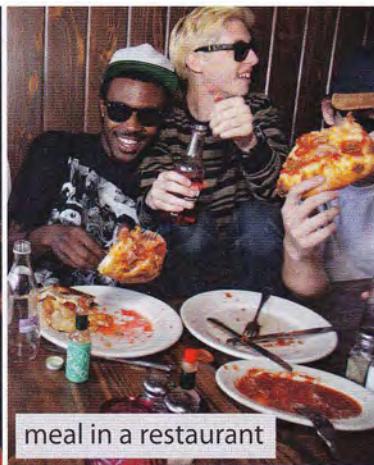
Your teacher is going to organise an end-of-term celebration for the class. Here are some of her suggestions for the celebration.

Talk to each other about why these activities might or might not be a good way to celebrate the end of term.

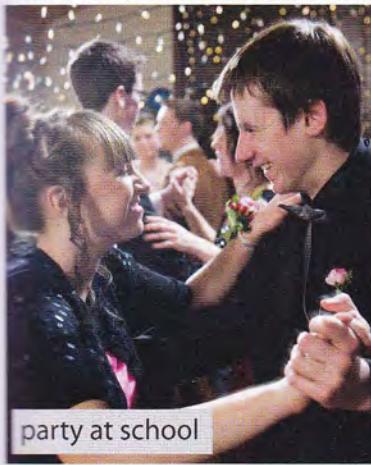
Now decide which activity would be most popular with the class.



pop concert



meal in a restaurant



party at school



visit to a fashion show



visit to a sculpture exhibition

2 Change partners and compare your decisions. Ask and answer questions like this.

Which activity did you go for?

What made you choose ...?

Why didn't you choose/like the idea of ...?

How easy was it to agree?

Discussion: giving opinions

3 Read the exam questions 1–3. Then read the answer below. Which question is the candidate answering?

1 Do you think it's a good idea to have a group activity at the beginning of a new class or course? Why?

2 Do you think it's better to go to an exhibition or a cultural event by yourself or with other people? Why?

3 What cultural events in your area would you recommend to a visiting group of students? Why?

'I think this is definitely a good idea. It can help people get to know each other well and then they don't feel so shy in the class. For instance, I remember when I did a German course in Munich. At the end of the first week, everyone went on a walking tour of the city. It was a natural way of getting to know each other and we also got to know a bit about where we were living.'

4 Underline the parts of the answer where the candidate

1 gives an example of their experience.

2 gives a reason for an opinion.

3 gives an opinion.

5 Copy and complete the table with the phrases in the box.

How do you feel about ...? Once, I ...

That's because ... The reason I say that is ...

I feel strongly that ... Don't you think that ...?

For me, ... When I was ...

Give an opinion	Ask for an opinion	Give a reason	Give an example

6 Work in pairs. Ask and answer the other questions in Activity 3.

EXAM TIP

If your partner has finished answering a question and you have something to say, you can add your opinion.

Speaking

- 1** What would you include in a tourist leaflet for tourists visiting your area? Think about these things. Then tell your partner.

sightseeing attractions	beautiful countryside
museums and galleries	festivals
local traditions	local food

Listening

Multiple choice: short extracts

- 2**  **36** Listen to people talking in eight situations. For questions 1–8, choose the answer, A, B or C.

EXAM TIP

Do not be tempted to choose an answer because you hear a similar word or paraphrase of words you read in the options. Make sure that you choose the option which accurately answers the question.

In the exam the listening extracts will all be on different topics.

- You hear two friends discussing a remake (new version) of a film they have both seen. What do they agree on about the film?
 - The previous version was better.
 - The film was very emotional.
 - The acting was not very good.
- You hear a woman talking about a favourite dish. How did it get its name?
 - Its ingredients were a big secret.
 - It was invented by a member of the royal family.
 - It had an unusual effect on someone.



- 3** You hear a man talking about a package holiday he and his wife took. What did they enjoy doing most?

- relaxing in the resort
- visiting places of interest
- doing the on-site activities

- 4** You hear a man talking about a place of natural beauty. What surprised the man?

- the stories told about it
- the dramatic appearance of the rocks
- the number of visitors it gets

- 5** You hear a tour guide talking about the Charles Bridge in Prague. What does she do to interest tourists?

- focus on unusual details
- talk about how the bridge was constructed
- describe how the old kings used to live

- 6** You hear a boy and a girl talking about a competition. What happened while the girl was watching?

- a member of the public was injured
- one of the competitors was injured
- the girl was embarrassed

- 7** You hear a woman talking about her visit to San Francisco. What does she remember most about the trip?

- the graffiti everywhere
- the Golden Gate Bridge
- the Mission Quarter

- 8** You hear a woman talking about her trip to a festival in Canada. What was her main reason for the trip?

- to get work
- to watch different acts
- to discover new talent

- 3** Match the adjectives from the recordings 1–6 with meanings A–F.

- | | |
|---------------|-------------------------------|
| 1 original | A exceptionally good |
| 2 familiar | B first |
| 3 tasty | C without purpose, stupid |
| 4 outstanding | D at a sharp angle |
| 5 steep | E well-known and recognisable |
| 6 mindless | F delicious |

Speaking

- 4** Discuss the questions in groups.

- Is there a legend in your country about an unusual natural site?
- Imagine you could paint a mural in your town or city. What would you put in it?
- Which part of your area would make a good location for a film? Why?

Speaking

- 1** Work in pairs. What can you learn about another country from these things?

food	literature	television programmes
music	fashion	

- 2**  **37** Listen to someone talking about another country. Does he mention your ideas? Which topic from Activity 1 does he NOT talk about?

- 3** Listen again and answer the questions.

- 1 What is surprising about tea drinking?
- 2 Why does he admire Shakespeare?
- 3 What does British TV tell us today?

Arts and culture

- 4** Read the magazine article and say whose job you would most or least like to have and why. Then choose the correct words to complete the article.

- 5** Complete the sentences by adding the correct ending **-er, -or, -ist or -ian** to the words in the box. Can you think of three more jobs in the arts?

novel	music	paint	compose
dance	conduct		

- 1 I'm a and I play the guitar in a band. I can also play the violin, but that's less useful in the band!
- 2 I'm a with a youth orchestra. They do not always concentrate well or listen to me but it's fun!
- 3 My favourite is Mozart. Who's yours?
- 4 I love the books by the Charles Dickens. They tell us so much about London at that time.
- 5 I wanted to be a classical ballet but I grew too tall when I was about 16 so I had to give up.
- 6 I'd like to have met the Vincent van Gogh – I bet he was an interesting person!

- 6** Work in pairs. Imagine you have one of the jobs from this page. Tell your partner about your work without saying the name of the job. Your partner must guess the job.

- 7** Work in pairs. Turn to page 142 and do the activity.

A job with creativity!

Some people who work in the artistic world tell us what they enjoy or don't enjoy about their work.



Brian

I'm a trainee chef and food is my passion! I love following (1) *recipes/receipts* and putting all the ingredients together to produce mouth-watering (2) *plates/dishes* for my customers! I'm happy preparing any type of food from vegan to fusion. What I love best is the (3) *showing/presentation*, which can make or break a dish. I don't particularly enjoy the vegetable preparation – the cutting, chopping and (4) *slicing/sprinkling*. But soon, I'll have someone else to do that for me!

Annie

I started writing at an early age and so far I've written 15 detective (5) *poems/novels*. I get my (6) *plots/legends* from little news items I read about or hear about on TV. I plan my novels quite carefully but starting that first (7) *edition/chapter* is always hard. The blank, white page on the computer is horrible! Once I've started and the (8) *characters/heroes* start developing, I'm fine.

Syrus

They say that most actors suffer from nerves and that's certainly true for me! As soon as the (9) *show/curtain* starts I get nervous. But I think that makes you give a better performance! Apart from that, acting is a great profession. I enjoy the whole process from the first (10) *test/audition* through the (11) *lessons/rehearsals* to the first night, I love it all. Learning lines gets more difficult as you get older but I wouldn't swap one moment on the stage for any other job! Getting the (12) *book/script* for a new play is one of the moments I live for.

Speaking

- 1** Work in pairs. What's the most interesting restaurant you have ever eaten in?
- 2** Read about an unusual restaurant and decide if you would like to go there. What could possibly go wrong with your meal and the service?

Hajime's robot restaurant

Food is an important part of our lives. Most of us like eating out and more and more restaurants are trying to tempt us with the offer of a different type of experience. Perhaps one of the most interesting experiences can be found in a restaurant in Thailand. Everything is high-tech. The meal is served by a robot! Later while you are eating the robot entertains you with clever dance moves! The food is pretty amazing, too! Definitely worth a visit if you're in Bangkok.



Articles

► GRAMMAR REFERENCE p.157

- 3** Find underlined examples in Activity 2 to match descriptions 1–8.
 - 1 a single countable noun used for the first time
Example: a robot
 - 2 an abstract or uncountable noun used generally
 - 3 a single countable noun we have used before
 - 4 the name of a country
 - 5 a single countable noun that is defined by a phrase or clause
 - 6 plural countable nouns
 - 7 a superlative
 - 8 an abstract or uncountable noun that is specific, or defined

- 4** What do we need to put before 1–8 in Activity 3: the indefinite article (*a/an*), the definite article (*the*) or no article (*-*)?

LANGUAGE TIP

We use *the* with nouns where there is only one, e.g. *the Sun*. We also use *the* with some place names, e.g. *the United States*, *the Alps* and other mountain ranges, *the Thames* and other rivers. Note down names of places that need *the* when you see them.

- 5** Read the text about *fugu* and answer the questions.

- 1 Why is it dangerous?
- 2 Why do you think people enjoy eating it?

Food to die for!

Would you risk your life to eat something really delicious?

Many people do in (1)

Japan every day!
Apparently fugu is one of (2) most delicious fish

dishes that you can ever eat. The downside is that if it's not prepared very carefully, it can kill you! It contains (3) very strong poison! (4) part of the fish that contains (5) poison must be taken out before it is cooked and only a few Japanese chefs have a licence to do this. I don't think I'm brave enough to risk it. I would be waiting anxiously for (6) hours afterwards to see if it would affect me. Not (7) best way to spend an evening in (8) expensive restaurant, is it?



- 6** Complete the text with *a/an*, *the* or no article (*-*).

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

- 1 Would you like to try 'fugu'?
- 2 What specialities in your country would foreigners find rather strange to eat?

- 8** Work in pairs. Turn to page 141 and do the activity.

Vocabulary

collocations: *do* and *make*

- 1** Copy and complete the table with the words in the box. Then compare your answers with a partner.

a mistake	someone a favour	money
trouble	an excuse	the cooking
an experiment	a wish	a noise
your homework	the most of a situation	
a test	your best	

Do	Make
	<i>a mistake</i>

- 2** Complete the sentences with the correct form of the collocations in Activity 1.

- 1 I need to be quiet when I'm working. If someone is , I have to move to a different room!
- 2 The weather was terrible on our trip to London but we had to of the opportunity and we saw as many sights as possible.
- 3 I forgot to do the essay so I and told the teacher I'd been ill!
- 4 Can you and carry these books for me? I've hurt my arm.
- 5 The exam was awful but I and I hope I've got 50 percent.
- 6 I when I cut my birthday cake but I didn't tell anyone what it was because I want it to come true!

- 3** Turn to page 142 and do the activity.

Use of English

Multiple-choice cloze

- 4** Read the article. How many stories are mentioned?
- 5** Read the article again. For questions 1–8 decide which answer (A, B, C or D) fits each gap. There is an example at the beginning (0).

EXAM TIP

Make sure that your choice fits grammatically with the words which follow a gap.

In the exam the text will be about 200 words.



STAGE TALES

Our drama reporter has been hearing about those things that actors often keep to themselves! It takes many months to rehearse a play, opera or ballet so that the performance is perfect for the (0) audience on the night. But as any performer will (1) you there are many things that can and do go wrong without anyone (2) about them. One actor described the time that her dress got caught on the doorframe just as she was going on stage. She couldn't move without pulling the scenery down so she had to do the (3) scene from the doorway! (4) time she was given a love letter to read on stage every night but as a joke her 'lover' in the play wrote a funny poem for each performance to try to (5) her laugh! There is a wonderful story about a very large opera singer who was playing the (6) of the tragic heroine in *Tosca*, the famous opera. On the first night the stage hands forgot to put mattresses behind the castle to soften the actress's fall when she jumped to her death from the top. So when the singer disappeared, instead of a horrified silence there was a loud crash, followed by her cries of pain! (7) her bruises the brave singer carried on the next night. This time, the stage hands had put down so many mattresses that they created a kind of trampoline. To (8) amazement, the 'dead' heroine bounced up above the scenery of the castle walls, not just once, but three times. What a great story!

- | | | | | |
|---|--------------|--------------|---------------|------------|
| 0 | A onlookers | B spectators | C audience | D viewers |
| 1 | A say | B relate | C narrate | D tell |
| 2 | A seeing | B knowing | C discussing | D finding |
| 3 | A whole | B total | C all | D each |
| 4 | A Different | B Another | C Alternative | D Next |
| 5 | A do | B get | C make | D let |
| 6 | A bit | B person | C part | D section |
| 7 | A However | B Although | C Apart | D Despite |
| 8 | A everyone's | B anyone's | C someone's | D no one's |

- 6** Which story do you think is the funniest? Why? Tell your partner about a funny performance you have seen on the stage.

Speaking

1 Work in pairs. Look at the photograph and answer the questions.

- 1 What sort of event do you think they are celebrating?
- 2 In which country do you think the photo was taken?
- 3 Are there events like this in your country?



Writing

Article

2 Read the exam task and tick which of the things 1–8 you think you should do when writing the article.

You have seen this announcement in an international magazine.

Festivals!

Have you been to an interesting festival in your country or another country? Tell us all about it. We'll publish the best articles next month.

Write your **article**.

- 1 use an informal style
- 2 start with an interesting title or first sentence to interest the reader
- 3 go into detail about the history of the event and exactly what happens on the day
- 4 write as many paragraphs as possible
- 5 refer to your own reactions
- 6 make sure your paragraphs lead on logically from each other
- 7 include something amusing
- 8 use a lot of long, complex sentences

3 Read the article and check your ideas from Activity 2.

4 Read the article again and say which paragraphs tell us about

- 1 the origins of the festival.
- 2 the writer's participation and reaction.
- 3 the reason for writing and the name and place of the festival.
- 4 a summary of the activities.
- 5 about the popularity of the festival and when it's celebrated.

A MAGICAL MIDSUMMER!

- 1 I love travelling and I was really lucky to be in Sweden on holiday at the time of the Swedish Midsummer Festival. My Swedish friends made sure that I got involved!
- 2 In Sweden, the Midsummer Festival is nearly as important as Christmas. It takes place on or near the longest day of the year, usually the Saturday between 19th and 26th June.
- 3 The Festival is a fun-packed day with lots of singing, dancing and eating! One song is about a frog and the dancers actually act out the frog's dance, too! Then there is a big traditional meal with different sorts of fish, new potatoes and fresh strawberries – yum!
- 4 All festivals and traditions have an original purpose and people used to celebrate the Midsummer Festival to ask nature for a good harvest. Young girls also put flowers under their pillows at night so that they will dream of their future husbands.
- 5 I had a great time. I wore flowers in my hair and I danced and sang and ate a lot. Unfortunately, I was so tired I didn't dream of anything – certainly not my future husband!

Vocabulary

attitude adverbs

5 Look at the example and notice how the sentence starts with an adverb. Imagine what the writer could say to finish these sentences.

Unfortunately, I was so tired I didn't dream of anything – certainly not my future husband!

- 1 Luckily,
- 2 Strangely,
- 3 Personally,
- 4 Surprisingly,
- 5 Fortunately,

6 Look at the task in Activity 2 again and make notes for your own article. Then write your article.

EXAM TIP

Make sure your article is interesting for the reader and that it follows a logical order.

1 Choose the correct relative pronoun to complete the article.

Bird's nest soup

The food (1) *who/that/where* we eat says a lot about the people (2) *which/whose/who* eat it and the culture of the country (3) *when/where/that* it is found. One of the most unusual dishes in the world is bird's nest soup. The thing I noticed (4) *that/when/which* I tried it for the first time was its sweet taste. This is from the bird's saliva*, (5) *where/who/which* it uses to make its nest. Before it can be used to make soup, the chef removes the feathers (6) *where/that/who* are stuck to it. It has become harder and harder to find these nests so gatherers have to get them from countries (7) *who/that/where* they are still available. The people (8) *that/who/whose* job it is to collect the nests often risk their lives to get them as the nests are found in high places that are difficult to reach.

* saliva = the liquid that is produced by the mouth

2 Complete the sentences with the words in the box.

script	hero	poem	museum	dish
chapter	plot	recipe	legend	character

- An ancient says that the hills were created by a pair of giants.
- This is delicious. You must give me the so I can make it at home.
- The story had the most ridiculous you can imagine, but I still enjoyed it.
- Reading a or two of a good book always helps me get to sleep.
- The main who gives her name to the novel, is a young woman who goes to work as a governess in a family with a terrible secret.
- It is an ideal for the winter. It is made of beans and different kinds of meat in a rich sauce.
- As far as I am concerned, a good should rhyme at the end of the lines.
- The person who wrote the for the film did a very good job.
- He refuses to go anywhere near a His parents made him visit too many when he was a child.
- The of the novel is an orphan who lives with his strict sister and her kind husband, a blacksmith called Joe.

3 Complete the sentences with the correct form of the words in the box.

novel	music	paint	compose
dance	conduct		

- He wanted to be a ballet before he injured his knee.
- He is the who has led an orchestra with international members.
- She is a famous with more than 30 detective stories to her name.
- The of a film's music has to work closely with the director.
- They are both artists, the mother is a portrait while the son creates cartoons.
- She is a marvellous who can play some really difficult pieces.

4 Complete the article with *a/an, the* or no article (-).

Mongolia's Nadaam festival

I had always wanted to visit (1) Mongolia, and two years ago my dream came true. I stayed with (2) family of nomads in their yurt, which is (3) traditional type of tent. (4) family were very hospitable and I joined in their everyday life. I was there for (5) annual festival called Nadaam where there is (6) folk music and dancing, as well as traditional sporting competitions. These include (7) horse racing and Mongolian wrestling. For me, (8) highlight of (9) festival was (10) horse races. (11) Mongolian people have been expert horse riders since (12) time of Genghis Khan who ruled in (13) thirteenth century. Horses are still (14) important part of (15) Mongolian culture. Anyway, (16) most exciting race is a 24-kilometre cross-country race. Jockeys are children as young as five years old! (17) first riders arrive after half an hour but it takes up to (18) hour for everyone to finish.

Style and design

11



Speaking

1 Work in pairs and discuss the questions.

- 1 What is most important when you buy something new?
 the way it looks how well it works the price

- 2 Do you think new things are always better than old ones? Why/Why not?

Listening

Multiple matching

2 38 You will hear five people talking about different aspects of style. Which speaker

- A talks about a type of TV programme?
- B is looking at a pair of sunglasses?
- C talks about a new version of an old car?
- D is a fan of video games?
- E had fun at a party?

3 Listen again. Decide from the list (A–F) how each speaker feels. There are three extra letters which you do not need to use.

- A disappointed with something he/she had been waiting for
- B impressed by the improvements made
- C confused by the changes to something
- D disapproving of people's interest in something
- E confident that he/she can be successful
- F excited by a new opportunity
- G angry that people exploit consumers
- H sad that people today don't enjoy life as much as in the past

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

EXAM TIP

This part of the exam may focus on opinions and feelings, so listen for people's attitude to what they are talking about.

4 Match the phrases in bold from the recording in 1–6 with meanings A–F.

- 1 I know you're probably quite happy with them because they look like **the real thing**.
- 2 **It is hard to believe** some of the things they do just to get noticed.
- 3 I like the way it has kept the fun of the original while **bringing it** entirely **up-to-date**.
- 4 But anyway, **as I was saying**, this one I saw was actually quite good.
- 5 Maybe it **takes them back to** when they were young.
- 6 Once upon a time, it was **the height of fashion**.

- A making something modern
- B something that is not artificial
- C reminds people of
- D very fashionable
- E it's really surprising
- F to go back to my point

Vocabulary

fashion and design: *adjective order*

5 Work in pairs. Look at the photos and describe them in as much detail as possible.

6 Complete the table with the words in the box.

velvet	baggy	flowery	fur	cotton
fitted	leather	spotted	loose	checked
tight	plain	silk	short-sleeved	striped

Material	Pattern	Shape
velvet		

LANGUAGE TIP

Remember the order of adjectives: shape, colour, material, e.g. *She was wearing a baggy, green, cotton T-shirt*.

7 Work in pairs. Tell your partner about something

- 1 you have bought recently.
- 2 you haven't worn for a long time.
- 3 you bought a long time ago but still wear.
- 4 you bought that was a real bargain.
- 5 you bought that was far too expensive.
- 6 someone bought for you but you will never wear.



Sam 94

I suppose I like to be fashionable but I'm not obsessive about it. I'm quite happy to buy classic styles that don't go out of fashion so quickly. They may cost a bit more but they're worth it. My brother is very fashion-conscious and he adores designer clothes. He spends all his part-time wages on big-name designers like Jean Paul Gaultier and so on! I'm not too worried whether my clothes are genuine Stella McCartney or not! Most high-street shops sell copies and I think they look good.



8 Read the comment and find words and phrases to match meanings 1–6 below.

Example: *real = genuine*

- 1 traditional
- 2 trendy
- 3 become unfashionable, old-fashioned
- 4 imitation, not original, fake
- 5 aware of what is trendy
- 6 clothes with fashion-house labels

9 Work in pairs and discuss. Is it important for you to be fashionable? Why/Why not?

- 1 What kind of clothes do you enjoy wearing?
- 2 Do you prefer to buy genuine designer clothes or are you happy to wear cheaper fakes?
- 3 Do you think you need to spend a lot of money to look trendy?

Listening

- 1** 39 Mark and Karine are in a museum that has an exhibition of fashion through the ages. Look at the picture and listen to their conversation. Tick the items they talk about.

hairstyles shoes face skirt
dress jewellery

- 2** Is it more important to wear comfortable clothes or to look fashionable?

Modals of possibility and certainty

► GRAMMAR REFERENCE p.157

- 3** Read the dialogue and match the underlined examples 1–6 with phrases A–F.

Present

- A I'm sure it's true.
B It's possible that it's true.
C I'm sure it isn't true.

Past

- D I'm sure it was true.
E It's possible it was true.
F I'm sure it wasn't true.

Mark I don't know how you can walk in those shoes, they (1) can't be very comfortable. They (2) must hurt after a while.

Karine No, they're fine. Let's go round the exhibition.

Mark Look at that picture, the one with the really white face – I think I recognise her.

Karine That (3) might be Queen Elizabeth I, don't you think?

Mark I think you're right. Here it says that the white make-up they put on their faces was very dangerous. The makers used to put lead in it! They're not certain but it (4) might have poisoned thousands of people.

Karine Horrible! And her dress – it's so tight. Women (5) must have had problems breathing, or even sitting down.

Mark What do you think about those guys' outfits?

Karine Pretty cool! I'm not so sure about the shoes, though. They (6) can't have been easy to walk in! And look at their hair. It must have taken ages to get it like that! And messy! Think of all that grease!



4 Complete the rules.

- To show certainty or possibility in the present we can use *must/can't/might* +
- To show certainty or possibility in the past we can use *must/can't/might* + + past participle.

LANGUAGE TIP

When saying that something is possible we can use *could* or *may* instead of *might*, e.g. *That could be a Hollywood film star. She may have won an Oscar but I'm not sure.*

- 5** 40 Listen and notice the pronunciation of the underlined words. Then listen and repeat.

- Women must have had problems breathing.
- It can't have been easy to walk.
- It might have poisoned thousands of people.

6 Look at the dialogues and complete B's responses with the correct modal verb.

- A I haven't seen Jenny today. She was sneezing yesterday in class.
B She ill.
- A I'm sure Luke didn't take the money because he was at school when it disappeared.
B You're right. Luke the money.
- A I'm sure it wasn't Kate who sent me the Valentine's card. She's going out with Mike.
B No, it her who sent you the card.
- A I'm positive someone saw the robbery. The police should ask for witnesses.
B Someone the robbery.
- A It's possible that I put your book in my bag. I'll have a look.
B You my book in your bag.
- A These jeans are too tight now. I'm sure I've put on weight.
B I think you're right. You on weight.

7 Work in pairs. Turn to page 143 and do the activity.

Speaking

1 Work in pairs and discuss the questions.

- 1 What are the most popular reality TV shows in your country?
- 2 Why do you think people like them so much?

Vocabulary

word building

2 Work in pairs. How many different words can you make from *real*?

3 Add one of the endings in the box to each group of words to make them adjectives or nouns. You may need to make some spelling changes before adding the endings.

-ance	-ion	-y	-ive
-ness	-ity	-ant	+ly

- 1 anger health thirst
(adjectives) Example: angry
- 2 participate assist inhabit
(nouns – people)
- 3 active stupid personal (nouns)
- 4 recover deliver brave (nouns)
- 5 correct investigate eliminate
(nouns)
- 6 expense imagination description
(adjectives)
- 7 happy sweet sad (nouns)
- 8 accept perform important (nouns)

4 Can you add one more word to each group?

Use of English

Word formation

5 Read the article about reality TV shows. What is the writer's opinion of these shows?

Opportunity or cruelty?

In recent years the (0) *appearance*... of reality TV shows has caused a real change in people's viewing habits. Most people regularly watch more than one, from talent shows for singers or dancers, to shows which test people's (1) in difficult situations. One thing that is common to most of these programmes is that one (2) is eliminated every week. In a typical talent (3) the performance of each candidate is carefully judged and any sign of (4) is criticised. The final (5) is often made not by the judges but by the TV audience. Because of this some feel that the whole process puts too much pressure on (6) people and is very cruel. However, these programmes have resulted in the (7) of some very talented people. Viewers are so fascinated by these programmes that it is unlikely their (8) will decrease in the near future.

APPEAR

ENDURE

CONTEST

COMPETE

WEAK

DECIDE

SENSE

DISCOVER

POPULAR

6 Read the text again. For questions 1–18 use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

EXAM TIP

When you've formed a word to fill the gap, check that it is grammatically correct and makes sense in the context.

Speaking

7 Work in small groups. You have been asked to create a reality TV show about a group of 12 students learning English. Think about these questions.

- 1 What will the rules be?
- 2 What challenges will you set?
- 3 Who will decide who leaves, the teachers, students or viewers?
- 4 What will the final prize be?

Speaking

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

- 1 How have the designs of rides changed?
- 2 Have you ever been on a roller coaster or similar ride? How did it make you feel?
- 3 Would you ever volunteer to try out a new ride? Why/Why not?



Reading

Gapped text

- 2** Read an article about a roller coaster ride quickly and say what is special about the ride the writer goes on.

- 3** Read the article again. Six sentences have been removed. Choose from the sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

- A At the back, two ride operators press the 'on-buttons' and our car begins to slide slowly up a hill.
- B This helps as we spin through the forest; I am somewhere between laughter and shrieking as we reach the church.
- C So when the owners of the park bought Alton Towers in 1990 they asked him to design the rides there too.
- D It wasn't until the nineteenth century though that the Americans worked out how to make roller coasters make money.
- E Unfortunately, I can't say that I agree with her.
- F Next to me the person whispers, 'This is the best experience of my life – ever,' and I believe her.
- G Her mother, an amateur supernatural investigator, wouldn't let her daughter go to amusement parks at first.

Vocabulary

verbs in context

- 4** Complete the sentences with the correct form of the verbs underlined in the article.

- 1 The plane had to make an emergency landing but everyone
- 2 I was so tired after digging in the garden all day that my hands were
- 3 We want to go on a holiday that sports and relaxation.
- 4 My cousin loves gaming and he the moment a new game comes out.
- 5 You must read anything very carefully before you it.
- 6 When my friend suddenly jumped out from behind his car I!
- 7 The roof of the building under the weight of the snow.
- 8 When the wind from the north it is very cold in this area.

- 5** Work in pairs and discuss the questions.

- 1 Would you like to go on this ride?
Why/Why not?
- 2 Why do you think some people enjoy rides like these so much?

Fright club

Roller coasters are getting bigger, faster and – with *Thirteen*, Alton Tower's 'psycho-coaster' – more terrifying than ever. We find out what goes into making the ultimate ride.

The earliest roller coasters were ridden in fifteenth-century Russia – slides made of tree trunks went down man-made ice-covered hills at 80 kilometres per hour. [1] The first 'switchback' (up and down) gravity railway was built in 1827 to transport coal down a 12-kilometre mountain. In the afternoons, thrill-seeking passengers paid 50 cents a ride. Sixty years later they built one for pleasure at Coney Island.

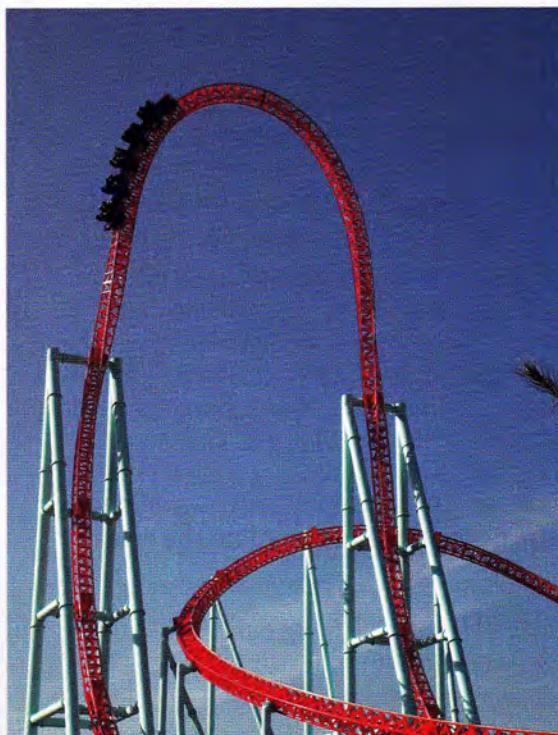
According to psychologists, the typical roller coaster enthusiast is a person who is looking for something new, different, very scary and with an element of danger. For Nichola Pickford, one of Britain's few female ride enthusiasts, it is 'all about the feeling'. [2] However, when Nichola went to Disneyland, Paris, she realised what she was missing and it changed her life. Now 22, she lives for her rides on *Nemesis*, Europe's first inverted roller coaster in the theme park called Alton Towers. 'I shake when I am in the queue, but I never scream', she says.

I decided to try one of these rides for myself, but first I spoke to John Wardley, previously a designer of special effects for James Bond films. He is known as the 'King of Coasters' and was asked to introduce the public to the thrill of film special effects in a ride at Chessington theme park back in 1976. [3] These included both *Nemesis* and *Oblivion* which is the first vertical drop roller coaster. One of his most frightening rides is *Thirteen*, which appeared in 2010 and cost £15 million to create and build. I asked John how he designed his rides. 'I always start by thinking about a wide range of emotions,' he explains. *Thirteen* is a ride that 'combines' the ultimate elements of physical and psychological fear. With any ride there's thrill and there's excitement, but with *Thirteen* we wanted to add magic, mystery, shock!'

Thirteen isn't the world's tallest ride or the longest, but with its clever technology and haunted forest

setting it makes riders feel very strange. It is so terrifying that they have to sign a document about their mental health! And this is the ride I am going to try. [4] As we climb, I hold the bar across my chest and try not to think of death. I check the bar three times, maybe four, and worry about where to put my hands. I am riding with some real enthusiasts. In front of me, another experienced rider advises me to look down because then I'll get the best thrills.

[5] As we fall from *Thirteen*'s highest point towards the trees, I scream for the first time. In the total darkness there is a pause and then the ground beneath our track seems to give way. Suddenly we drop like screaming stones. My stomach is somewhere near the back of my throat! As soon as we land, a fierce wind blows our cars backwards, round corners, down tunnels toward the end. When the roller coaster finally stops there is exhausted applause. 'It's like seeing a horror film at the cinema, but being inside it, too,' says one happy customer. 'I want to go again,' says another. [6] I climb off the ride with weak legs, but extremely happy, excited and surprised. Somehow we have arrived back exactly where we began and I've survived. But would I do it again? I don't think so!





Speaking

- 1 Work in pairs. Look at the photo. Would you like to go to this restaurant? Why/Why not?

so, such, very; too and enough

► GRAMMAR REFERENCE p. 158

- 2 41 Complete the dialogue with *so*, *such*, *very*, *too* or *enough*. Then listen and check.

P = Pablo A = Anika

- P It's (1) kind of you to come and give us some advice about our restaurant design.
 A So basically what would you like to change?
 P People don't like bright lighting but many customers have complained that the lighting is (2) low they can't see their food! And we serve (3) good food that it's a real shame! And there have also been complaints that there isn't (4) space between tables.
 A Yes – you want to seat as many people as you can without it feeling (5) crowded.
 P Personally, I feel that the colours in here are (6) bright and we need something paler. You have (7) a good reputation that I'm sure you'll be able to transform this space – without it costing us (8) much!

- 3 Look at the dialogue in Activity 2 and choose the correct options to complete the rules.

- We use *so* and *such (a)* when we want to emphasise something, often with a *reason/result*.
- We use *so/such* before an adjective.
- We use *so/such a* before an adjective + singular noun.
- We use *so/such* before an adjective + plural or uncountable noun.
- To introduce a result, we have *to/don't have to* use *that*.

- 4 Combine the two sentences with *so/such (a)*.

- The waiter took a long time to serve the customers. They left the restaurant.
 The waiter they left the restaurant.
- It was dark in the café. We couldn't see our food!
 It we couldn't see our food.
- The meal was good. We left a big tip.
 It was we left a big tip.
- They played great songs. We stayed for ages.
 They played we stayed a long time.
- The service was very fast. We were only in the restaurant for half an hour.
 The service was we were only in the restaurant for half an hour.
- The day was very sunny. We had a picnic by the river.
 It we had a picnic by the river.

- 5 Look at the dialogue in Activity 2 again and complete the rules with *too* and *enough*.

- We use before an adjective to indicate *more than necessary*.
- We use after an adjective or adverb, but before a noun to mean *sufficient*.

- 6 Complete the customers' comments with *too* or *enough*.

- It was a lovely meal but there was much for me to eat!
- Great. That was perfect. There was food to stop me feeling hungry and not much so that I felt ill.
- These portions are small. There aren't potatoes. I'm going to ask for more.
- This coffee's hot. I can't drink it yet.
- My baby's not old to sit at the table. Do you have a baby chair?
- This meat is red. It hasn't been cooked for long

LANGUAGE TIP

Remember that both *too* and *very* can be used BEFORE adjectives but *too* has a negative meaning.

Speaking

- 7 Work in pairs. Talk about a time when

- the weather stopped you from doing something.
- an illness prevented you from keeping an appointment.
- you were worried or frightened about something so you couldn't sleep.



Speaking

personal information

- 1** Work in pairs. The photos show people talking to each other in different places. What do you think they are talking about?
- 2** Do you think these are good places to meet new friends? Why/Why not?
- 3** Work in pairs. Look at some questions people sometimes ask when they meet socially. Take turns to choose a question at random to ask your partner.



question tags

► GRAMMAR REFERENCE p.158

- 4** Read the questions with tags. Then put a cross next to the statement A-E which is NOT true.

- 1 You don't speak Italian, do you?
- 2 Adele is a brilliant singer, isn't she?
- 3 The film last night was very boring, wasn't it?
- 4 You're studying at my school, aren't you?
- 5 We haven't learnt about the future tenses yet, have we?
- A We use question tags when we want to confirm something that we think is true.
- B We use question tags when we want to be formal or very polite.
- C We form a question tag by using an auxiliary verb or the verb *to be*.
- D If the main sentence is positive we use a negative tag.
- E If the main sentence is negative we use a positive tag.

- 5** Work in pairs. Turn to page 139 and do the task.

- 6** Work in pairs. Write two questions about the following topics. Change partners and ask and answer the questions in your new pairs.

- | | |
|--------------|-----------------|
| 1 technology | 4 entertainment |
| 2 design | 5 childhood |
| 3 fashion | 6 education |

Example: What's your favourite gadget?

A CHALLENGING PRESENT

I recently bought a present for my dad's birthday. He loves games and puzzles so I decided to buy him a complicated jigsaw puzzle in the shape of a globe. It looked really cool on the box and the idea was that he could display the finished puzzle on a shelf and not just break it up and put it away again – as you do with most puzzles.

He was very excited when he got it and spent weeks and weeks putting it together. It's really difficult as you have to build the puzzle in three dimensions. You need to be very careful adding pieces or the whole thing falls apart! There are numbers on the back of the pieces to help you – which is very important.

The finished globe is really attractive. I thought it might look a bit odd and not very smooth but it doesn't. It's quite stylish and it looks good on the shelf! I was very impressed by the quality.

I would thoroughly recommend this as a present for someone who enjoys a challenge. I've already ordered another one – this time for myself – in the shape of a pyramid! Should be fun!



Speaking

- 1** Work in pairs. When you are going to buy something new, what do you do?

- 1 check out reviews online or in a magazine
- 2 ask a friend's advice
- 3 rely on your own judgement

Writing

Review

► WRITING REFERENCE p.168

- 2** Read the exam task and look at the picture of the item the candidate is going to review. What do you think he/she might mention?

You recently saw this notice in an international magazine. Have you recently bought a new product that you really like or dislike for various reasons? Our readers would love to hear about it. Why not share your experience by writing a short review for us?

Write your review.

- 3** Read the review and check your ideas.

- 4** Read the review again and underline

- 1 a recommendation.
- 2 a concern that was unjustified.
- 3 an initial reaction.
- 4 a difficulty or possible disadvantage.
- 5 an example of satisfaction with the product.
- 6 why this particular product was chosen.

- 5** Work in pairs. Tell your partner about something you have bought recently that you were either really pleased or really disappointed with.

- 6** Plan your review about this product. Divide notes for your review into four paragraphs.

- 1 introduction – name of the product and reason for buying it
- 2 information about the product
- 3 advantages/disadvantages or good/bad points of the product
- 4 conclusion and recommendation

- 7** Write your review. Read your classmates' reviews and vote on which three reviews the magazine should publish.

1 Complete the sentences with the words in the box.

fake checked latest loose
designer tight genuine trendy

- 1 I hate it when Dad tries to look young and by dressing like a teenager.
- 2 These jeans are too around the middle. Have you got a smaller size?
- 3 The fashion is for very baggy jeans that fall down.
- 4 Never wear a striped tie with a shirt – the patterns don't go together.
- 5 This skirt is too I can't do it up.
- 6 A pair of jeans can cost many times more than an ordinary brand.
- 7 You call it fur, but I like to think of it as a good imitation.
- 8 Do you think this expensive-looking bag is the article? It seems too cheap to be true.

2 Complete the dialogue with **must**, **can't** or **might** using the prompts in brackets.

Sam Look at this dress. It (0) must be (*definitely is*) at least 40 years old.

Lily Oh yes. It (1) (*probably belonged*) to my grandmother. She (2) (*probably wore*) it to her wedding.

Sam But look at this wedding photograph, that's Aunt Mary in the dress. It (3) (*definitely was*) hers.

Lily Mm, you're right. It (4) (*definitely wasn't*) my great-grandmother's. But what about these old uniforms? They (5) (*probably belonged*) to Uncle Harry or Grandad Bill.

Sam Uncle Harry (6) (*definitely wore*) this jacket, he was a tall man.

Lily I wonder if the museum (7) (*probably is*) interested in them. There (8) (*definitely aren't*) many left.

3 Complete the article by changing the words at the end of the lines into a suitable form.

Fashion makes the world go around.

The fashion industry is the target of a lot of (0) criticism. CRITICISE

But without it we would be stuck in the past. Changing fashions show a (1) wish to get rid of the old and move on. It is (2) to blame the fashion industry for this. HEALTH FAIR

Fashion is an art form that reflects and shapes our day and age. It demonstrates a great deal of (3) and creativity from the world's leading designers. Any (4) into fashion shows the vital economic role it plays. It is of great (5) to the global economy. In fact, it can even help a country's economic (6) IMAGINE INVESTIGATE

This is not the main reason that fashion interests most of us, however. The important thing is that fashion helps us to feel better about ourselves. We can express our (7) through what we wear. Of course, it is not all (8) and light. Fashion is a competitive business, both for the designers and the models. IMPORTANT RECOVER

The latest creations can often be (9) , but more affordable copies can be bought in high street shops at a fraction of the price. Designers frequently express their (10) at seeing these cheaper versions, but really it is a sign of their success. EXPENSE ANGRY

4 Match the sentence beginnings 1–6 with endings A–F.

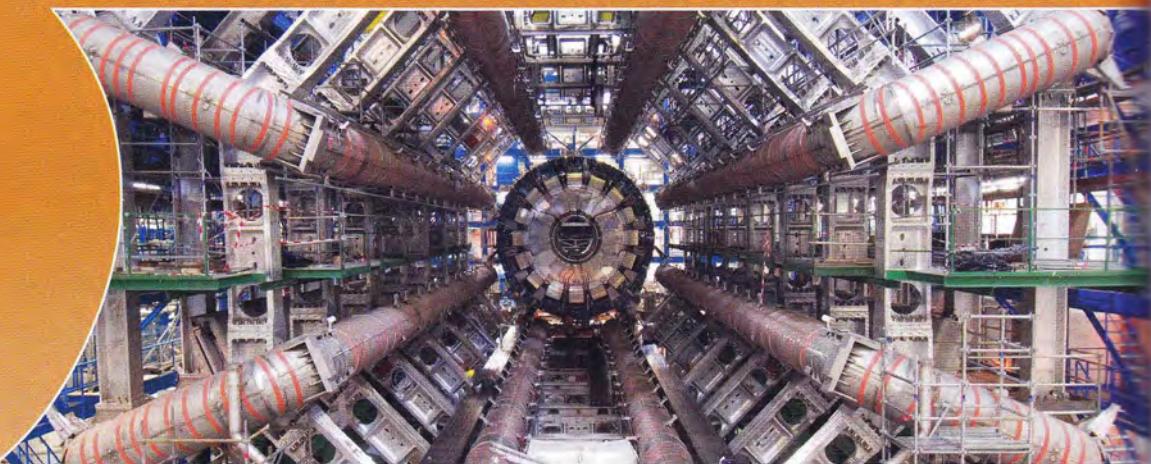
- | | |
|----------------------------------|---|
| 1 His hair is very long | A but that won't stop me from going to the party. |
| 2 These jeans are very expensive | B but I like it that way. |
| 3 I feel very tired | C so I'm going to try on a cheaper pair. |
| 4 I feel too tired | D I think he should have it cut. |
| 5 His hair is too long – | E but I'm going to buy them anyway. |
| 6 These jeans are too expensive | F to go out tonight. |

5 Choose the correct option to complete the sentences.

- 1 She isn't *enough tall/tall enough* to join the police.
- 2 It was *such/so* a beautiful day that we decided to go for a picnic.
- 3 The car is *too/very old* but it is still reliable.
- 4 He was *such/so* disappointed in his results that he decided to retake the exam.
- 5 Let's make some pasta. We don't have *enough money/money enough* to eat out this evening.
- 6 They didn't let him go on the ride because he was *very/too* young.

Science and discovery

12



Speaking

- 1 Work in pairs. How many famous scientists can you name? How many of them are women?
- 2 Listen to some facts about one famous female scientist. Who do you think it is?

Reading

Multiple matching

- 3 Read the article. For questions 1–10, choose from the people A–D. The people may be chosen more than once.

Which scientist

EXAM TIP

Remember that the options rephrase the ideas that are in the text. So do not look for the exact words but the same ideas.

- found work in spite of a lack of qualifications?
found a special way of recording important things?
had a reputation for being difficult to get on with?
could not study what she wanted because she was a woman?
was both a scientist and good at languages?
was related to another well-known person?
had an approach to her work that was criticised by others?
was called something unkind by someone she worked with?
was involved in something that was not developed at the time?
has made people change their thinking about a particular species?

1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
9	<input type="checkbox"/>
10	<input type="checkbox"/>

- 4 Work in pairs. Which scientist in the article do you most admire? Why?
- 5 Work in groups. Turn to page 143 and do the activity.

Inspirations

A lot of girls are put off a career in science because they feel uncomfortable and out of place. More of us need to get involved in the sciences. These inspiring stories show what women can achieve in a man's world.

A Beatrix Potter 1866–1943

Beatrix Potter is famous for her lovely stories about cute animals and her delightful illustrations, but did you know that she was also a serious scientist? When she was little, Beatrix was isolated from other children. Her parents decided to educate her at home and Beatrix's world was very small. She used to write all her secrets in a special code in a diary. She loved drawing and nature, and she did lots of pictures of plants. Her early ambition was to be a botanist but when she applied to become a student she was turned down because she was a woman. In spite of this, Beatrix continued to study nature on her own and drew pictures of plants and flowers. She later became an expert on mushrooms. Fortunately for millions of children, she also dedicated her time to writing stories about animals – another great love of her life!

B Rosalind Franklin 1920–1958

Today everyone has heard of DNA – probably because of the part it plays in a lot of TV crime dramas! Understanding DNA is extremely important for many reasons, including health issues. One of the most important people involved in learning the secrets of DNA was Rosalind Franklin. It was her first X-ray images that led to the discovery of the double helix structure – something that is vital to understanding DNA. Rosalind got a PhD from Cambridge University and went to work at King's College London. It wasn't easy for her to work in a profession that was mainly controlled by men, and her fierce personality didn't help her either! One colleague used to call her 'Rosy the witch!' Later, other scientists took the credit for discovering the structure of DNA but without Rosalind's work they could never have done this. Unfortunately, Rosalind died at the age of 37 before her part in the discovery was fully recognised.

C Jane Goodall 1934–

Jane Goodall initially worked in film production but later was given the opportunity to work for anthropologist Louis Leakey in Africa. Louis was impressed by Jane's knowledge, which she had gained from spending many hours at the Natural History Museum in London. Jane had little formal education but Louis wanted someone with an open mind. An important part of Jane's work was studying chimpanzees. She discovered that these animals actually use tools. This was completely different to what people believed at that time. Jane was very successful although she wasn't widely admired. She used to give her chimps names, and talked about their personalities – this was thought to be very unscientific! Jane became a passionate supporter of animal rights and dedicated her life to the protection of wild apes and their habitats. However, she still has her critics. Many scientists do not approve of her spending so much time working with the media.



D Augusta Ada Lovelace 1815–1852

Lord Byron is one of England's best-loved poets but few people know that his daughter, Ada, made very important contributions to computer science! Because of bad health Ada was taught privately. She developed a remarkable mathematical mind. In 1833 she met Charles Babbage who is often called 'the father of the computer' because he designed the earliest computing machines. Unfortunately these were never built because he didn't have enough money. Ada and Babbage talked a lot about his plans and between 1842 and 1843 Ada translated an Italian review of Babbage's proposed machine. More importantly, she added her own notes on how to calculate certain sequences of numbers. Although the machine was never built scientists now believe that these notes of Ada's were the world's first computer programme. Ada died at a young age – she was only 36. If she had lived perhaps she would have made more contributions to the development of computer programming.

Speaking

1 Work in pairs and answer the questions.

- 1 What is your favourite invention? Why?
- 2 What would you like to invent? Why?

Third conditional and wish

► GRAMMAR REFERENCE p.159

2 Read the online comment. What did Percy Spencer invent? How did he invent this?

Accidental inventions

A lot of important inventions happened accidentally!
Tell us your favourite story.

Peter42spot

Percy Spencer invented something we all use a lot today – the microwave. But he wasn't trying to! In 1945 Percy was an engineer and he was studying microwave signals used in radar. He was standing beside a magnetron – the machine that produces the signals – when the chocolate bar in his pocket melted! This was the effect produced by the microwaves. He did lots more tests – on eggs and popcorn and stuff – and then the first microwave was produced. Just think. If he hadn't been standing there, or if he hadn't been a chocolate fan, he wouldn't have invented the microwave. Mind you, I bet he wished that the chocolate bar had been on a plate and not in his pocket!



3 Look at the underlined phrases in the comment and complete the rules.

- 1 The third conditional is about an *imagined/real* situation in the *past/present*.
- 2 We *can/can't* change the result of a third conditional clause.
- 3 To form the third conditional we use *if + present/past perfect + would have + present/past participle*.

4 Rewrite the sentences using the third conditional.

- 1 Percy was a good scientist and he realised the importance of the melted chocolate.
If Percy ,
- 2 Beatrix Potter didn't become a qualified scientist so she wrote books for children.
If Beatrix Potter
- 3 Rosalind Franklin died at a young age. She didn't get the recognition she deserved.
If Rosalind Franklin
- 4 Charles Babbage didn't build a computing machine because he didn't have enough money.
If Charles Babbage
- 5 Jane Goodall had an unscientific approach to her work. Other scientists disapproved of her.
If Jane Goodall

5 Work in pairs. Look at the reading text again and make two more third conditional sentences using some of the information.

6 Read the last sentence about Percy Spencer again. Does *wish* in this context mean *regret* or *hope*?

7 43 Listen to five people talking about things they wish had or hadn't been invented. Do you agree with them? Listen again and complete the sentences.

- 1 I wish they smart phones when I was younger.
- 2 I wish we faster trains when I was going to school.
- 3 I wish they ebooks.
- 4 I wish my grandmother's generation better cameras.
- 5 I wish they mobile phones.

8 Complete the rule about *wish*.

When we use *wish* to talk about something in the past that we'd like to change we use *wish + past simple/present perfect/past perfect*.

9 Write three things that you would like to have changed about these different times in your life. Then compare your ideas with a partner.

- 1 when I was at primary school
- 2 during my last holiday
- 3 last weekend

Speaking

- 1** Do you think science programmes on TV help to interest people in science? Do you watch any? Why/Why not?

Vocabulary

phrasal verbs

- 2** Read about the next programme in a TV series about science and discovery. Would you like to watch the programme?



Channel 11
SATURDAY

Science for today

(Saturday 15, 7.30 p.m. Channel 11)

As everyone knows, most of our energy today is supplied through fossil fuels but unfortunately they are running out! Experts have been going on about this for a long time now. How are we going to power our cars and heating? This is a big question and one that has come up in the emails we get from our viewers. It's important for scientists to discover new ways of getting energy and keeping up with people's need for more power! In our next programme we'll be looking into the research on this subject. In the past there have been lots of ideas for different sources of energy such as methane – a gas that is produced by cows while they're eating. Most of these plans have fallen through because they're just not practical. Imagine trying to trap the gas from cows! However, while researching the programme we came across a variety of interesting ways to produce power. We'll be looking at these in the programme and Mandy and Jim will be having a race in a vehicle powered by two very unusual products. I'm not giving away what they are ... just to say, it's not petrol ... and it's a very funny race indeed. So, switch on next Saturday and take a look into the future!

- 3** Match the phrasal verbs 1–8 underlined in Activity 2 with meanings A–H.

- | | |
|----------------|--------------------------|
| 1 come across | A tell a secret |
| 2 run out of | B examine |
| 3 fall through | C complain |
| 4 go on about | D not have enough of |
| 5 look into | E fail |
| 6 come up | F stay at the same level |
| 7 give away | G appear |
| 8 keep up with | H find |

- 4** Complete the sentences using phrasal verbs from Activity 3. Then work in pairs and discuss your answers.

- What interesting information has so far in this lesson?
- What plans have you made recently that have and you couldn't do what you wanted?
- Have you anything surprising in this unit?
- Do you ever find it difficult to all your homework? Why/Why not?
- Have you ever been in an exam when you time and didn't finish?
- What information from this unit would you like to in more detail?

Use of English

Key word transformations

- 5** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

- I didn't save my files so I lost all my science homework.
WISH
I my files.
- We didn't expect to find the formula in that file.
ACROSS
We didn't expect the formula in that file.
- He didn't pass his exams so he couldn't go to medical school.
FAILED
If his exams, he would have gone to medical school.
- By the mid-twenty-first century there won't be any more oil for us to use.
USED
By the mid-twenty-first century we all the oil in the world.

- Scientists have never discovered anything as important as antibiotics.

THE

Antibiotics important discovery scientists have ever made.

- It wasn't a good idea to lie to him.

SHOULD

You him the truth.

Speaking

- 1** Work in pairs. Read two comments from high school students about studying science. Do you agree with either of them? Why/Why not?

- 1 I am so not interested in science. I think it's totally boring. You have to learn all these different formulas for things and I just can't understand why things work or don't work. And is it important, anyway? I want to study arts so I don't need to do science, do I? Double science on a Monday morning is the worst thing in the world!
- 2 I really enjoy finding out how things work and doing experiments in the laboratory. It's important to understand about the world around us because then we can make life better in the future. My science teacher is very enthusiastic and that makes us enthusiastic, too! I'd love to be an engineer.

Listening

Multiple choice

- 2**  **44** Listen to part of a radio interview about The Big Bang UK Young Scientists & Engineers Fair. What different things can people do at the fair?



- 3** Listen again. For questions 1–7, choose the answer (A, B or C).

EXAM TIP

Remember that an option may not be correct just because it has words that you hear in the recording.

- 1 Tina believes the science and engineering fair is important for young people because
 - A not many people get the chance to see such an exciting event.
 - B it explains some basic jobs that engineers do.
 - C it changes people's attitudes towards science and engineering.
- 2 At the fair young people have the chance to
 - A learn from the experience of their teachers.
 - B participate in various activities.
 - C watch films during the breaks.
- 3 How does Tina feel about the fair?
 - A impressed by the way it focuses on science and engineering in today's world
 - B surprised at the range of things science and engineering can do
 - C concerned that her own scientific knowledge is not very good
- 4 Why is the fair important for teachers, too?
 - A They can learn about the latest innovations.
 - B They can get tips on how to interest their students.
 - C They can get advice on how to develop their own careers in science and engineering.
- 5 One prize winner invented a machine that could
 - A do something that people can't.
 - B earn a lot of money for poorer countries.
 - C protect people from natural disasters.
- 6 Tina mentions another winner because his invention
 - A used his knowledge of two different topics.
 - B is being widely used today in the music industry.
 - C did not require a scientific background.
- 7 As well as teaching young people about science and engineering, the fair also
 - A encourages them to be competitive.
 - B advises them on possibilities for future work.
 - C gives schools money if they have good ideas.

- 4** Would you like to go to The Big Bang Fair? What would you like to find out more about there? Why?

Speaking

- 1** What do you think makes a good inventor?

Research and discovery

- 2** Read the comment by a finalist for the competition. What sort of scientist is she?

Winner talks to Science today

It's been a great (1) *experience/experiment* and I'm delighted to have won the prize. Inventing this has been a long, complicated (2) *process/sequence*. Firstly, obviously, you have to come up with an (3) *intention/idea*. And that's not easy! You have to (4) *make/do* a lot of research and then when you know what you want to do, you (5) *think/develop* some theories and (6) *prove/conduct* experiments. You record all your (7) *answers/results* and (8) *stay/keep* records throughout, all the time improving on your original idea. It's hard work but in the end when you produce something that works and that others will find useful – it's worth it! I never thought I'd be an engineer but now I can't imagine being anything else!

- 3** **45** Read the comment again and choose the correct alternatives to complete the collocations. Then listen and check.

- 4** Complete the collocations in sentences 1–6 with the correct form of the verbs in the box.

take develop analyse make reach do

- 1 It must be a wonderful feeling for a scientist to *an important discovery*.
- 2 When we've finished all the experiments we need to *the results*.
- 3 Now we've looked at all the results, have you *a conclusion*?
- 4 The doctors will need to several X-rays of your brain.
- 5 I hated *experiments* in the laboratory when I was at school.
- 6 Scientists have *a vaccine* to attack the new virus.



Word building

science and scientists

- 5** For each subject, name the scientist and form the adjective. Compare your answers with a partner.

Example: archaeology – archaeologist – archaeological

- 1 mathematics
- 2 ecology
- 3 physics
- 4 biology
- 5 chemistry
- 6 meteorology

- 6** **46** Underline the syllables that are stressed in the words in Activity 5. Then listen and check.

Example: archaeologist ooOoo
archaeology ooOoo
archaeological oooOoo

Speaking

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

- 1 Look at the people in Activity 5. Whose job do you think is the most/least interesting? Why?
- 2 Do you know of any famous scientists from your own country or region? What are/were they famous for?

Speaking

- 1** Work in pairs. Can you name any winners of the Nobel Prize for Science? What do you think the Ig Nobel Prizes might be for?

Reporting verbs

► GRAMMAR REFERENCE p.159

- 2** Read the online article about an Ig Nobel award ceremony and check your ideas.

Ig Nobel Prize Awards



When my friend, a well-known scientist, (1) asked if I was busy last weekend I had no idea why and then he (2) invited me to attend one of the most interesting science award ceremonies in the world – the Ig Nobel Prize awards. He (3) offered to buy my ticket so I (4) accepted his invitation. He (5) warned me not to expect a very serious evening – and he was right! The Ig Nobel prizes are not for the best scientific inventions or research – they're for the funniest, or silliest! He also (6) suggested that I take notes on the evening to write an article for my website, which I did. It was a great evening! I loved the winning idea from Japan – a smoke alarm that wakes up deaf people by sending a spray of strong wasabi (a strong, hot sauce) into their faces! Uggh! There was also the interesting research one scientist did into whether when one tortoise yawns, other tortoises yawn, too – like humans! Unsurprisingly, not all the winners were at the ceremony. One (7) apologised for not attending via a video link but another one (8) refused to come. He (9) criticised the awards for making fun of serious science! But I think the awards are an excellent idea and I (10) reminded my friend to buy tickets for next year's awards. Sometimes we take life too seriously, don't we?

- 3** Read the article again and match the underlined reporting verbs 1–10 with the direct speech A–J.

- A 'Would you like to come to a science award ceremony?'
Example: 2, invited
- B 'Why don't you take notes and write an article?'
Example: 6, suggested
- C 'Don't forget to buy tickets for next year's ceremony.'
Example: 10, reminded
- D 'Don't expect a very serious evening!'
Example: 5, warned
- E 'I'm sorry I can't be there this evening.'
- F 'The awards are terrible because they make fun of serious science.'
- G 'I'd love to.'
- H 'I won't attend the award ceremony.'
- I 'I'll pay for your ticket.'
- J 'Are you busy next weekend?'

- 4** Look at the reporting verbs in Activity 2 and find

- 1 one verb followed by *if + object*.
- 2 two verbs followed by infinitive with *to*.
- 3 three verbs followed by *object + infinitive with to*.
- 4 one verb followed by a noun.
- 5 two verbs followed by *for + -ing*.
- 6 one verb followed by *that + object + infinitive without to*.

LANGUAGE TIP

Suggest can also be followed by *-ing* without a personal object, e.g. *He suggested taking a taxi to the award ceremony*.

- 5** Use the correct verbs to report the following statements from the award ceremony.

Example: Remember to take your notebook. (my friend)
My friend reminded me to take my notebook.

- 1 'I think we should sit near the stage.'
My friend
- 2 'Would you like to come for a meal afterwards?'
My friend
- 3 'I think it was very bad that one scientist didn't come.'
My friend
- 4 'I'm sorry that I don't have a prepared speech!'
A scientist
- 5 'I won't go up on the stage.' A winner
- 6 'I'll buy two programmes!' My friend

- 6** Work in pairs. Write five more statements that were made at the ceremony. Exchange them with another pair and report the statements using a variety of verbs.

Speaking

Long turn
agreeing and disagreeing

- 1** Work in pairs. Imagine that your school has been given some money to spend on something related to science and technology. Discuss what it should spend the money on. Look at the list and use the phrases below to help you.

- new science laboratory
- laptops for every student
- trip to Arctic or Antarctic for group of top science students
- school farm
- film and recording studio
- series of lectures from visiting top scientists

Agree

I agree with you.
I totally/completely agree with you.
You're absolutely right.
I couldn't agree more.

Partly agree

I wouldn't say that.
I agree up to a point.
I partly agree with you.

Disagree

I disagree with you.
I completely/totally disagree with you.
I'm afraid I don't agree at all.

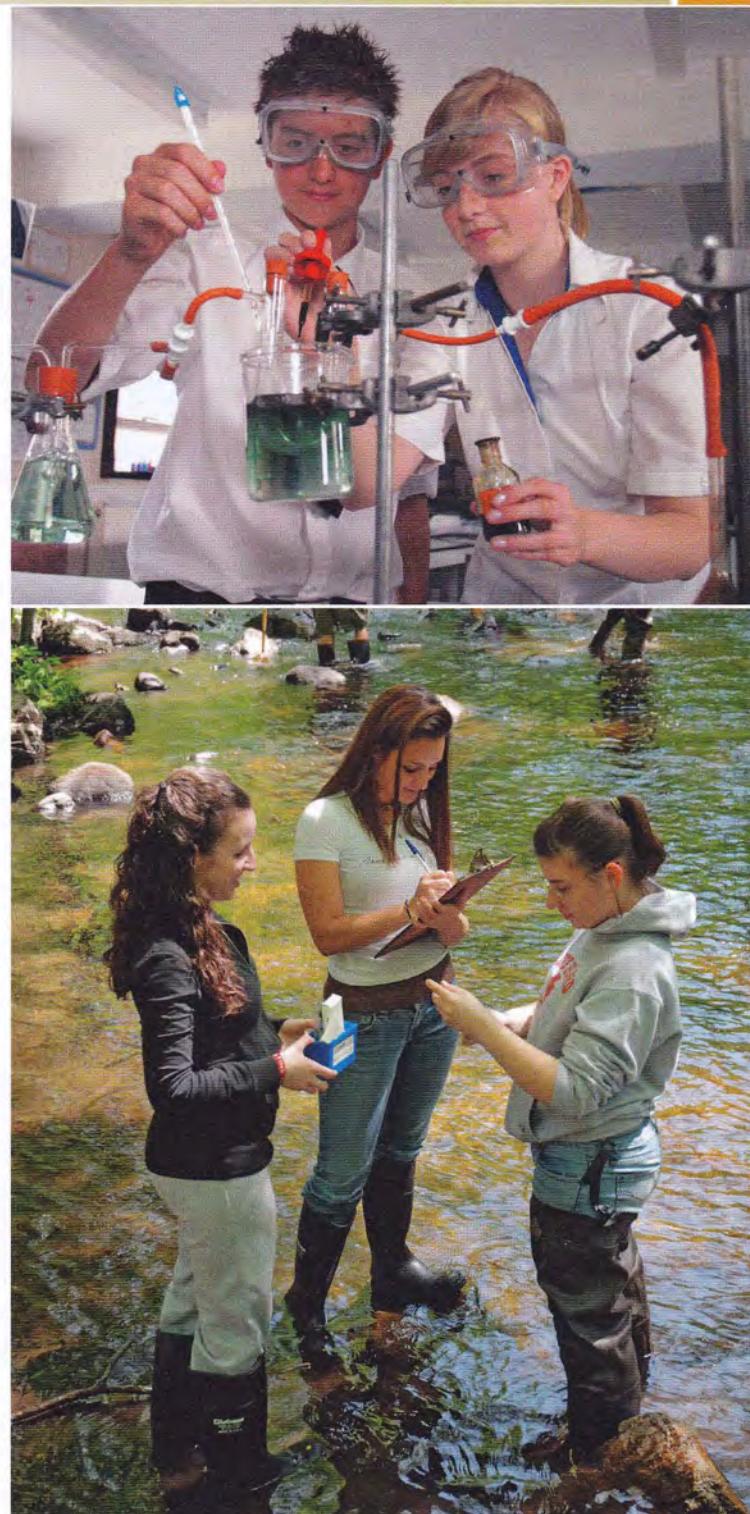
- 2** Change partners and explain your decision.

Long turn

- 3** What qualities and skills do you think a good science teacher needs?

- 4** Work in pairs. Student A: do the task below. Student B: listen to Student A and answer the follow-up question. Then turn to page 139 and swap roles.

Your photographs show students learning about science in different places. Compare your photographs and say how good these places are for students to learn about science.



In which place would you prefer to learn about science?

EXAM TIP

You can indicate which picture you are referring to by saying 'in this picture ...' and pointing rather than saying 'in the picture at the top'. However, if you do use prepositions for this remember to use at the top/at the bottom.

Speaking

- 1** Work in pairs. Read the essay task and discuss what a candidate might add to those notes given in the question.

You have had a class discussion about scientific research. Your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Is it a good thing for scientists to find out more about our universe?

Notes

Things to write about

1 cost 2 progress 3 your own idea

Writing

Essay

► WRITING REFERENCE p.164

- 2** Read the answer and check if your ideas are mentioned.

Scientific research

This is quite a (1) topic and people have strong (2) for and against expensive scientific research. I must say that I am in (3) of such research but I can understand why others do not agree with me.

Many people (4) that we spend huge amounts of money on the type of research that will help nobody. How can trying to find out how the universe started benefit us today? They (5) very strongly that governments should spend the money instead on helping poor people and making our lives generally better.

However, this research can also bring us lots of benefits. Perhaps we won't travel to other planets in our lifetimes but while they are doing the research the scientists find out lots of other things, too.

In (6), I would like to (7) out that spending lots of money on our problems won't solve them. Most problems we have today are a result of governmental decisions and a bad use of resources. Scientific research is expensive but it is (8) it. With it we can progress and move forward in many different ways. We need to learn more about the world we live in, then we can try to make it a better place.

- 3** Complete the phrases in the essay with the words in the box.

avour believe views worth
conclusion controversial point say

- 4** Read the answer again and underline parts of the essay where the writer

- 1 uses a question to involve the reader.
- 2 gives a conclusion.
- 3 gives his/her opinion.
- 4 comments on a different opinion.
- 5 restates his/her opinion.
- 6 summarises the opposing point of view.
- 7 develops his/her own opinion and gives an example.
- 8 accepts that his/hers is not the only opinion.

linkers: *although, despite, however, etc.*

► GRAMMAR REFERENCE p.159

- 5** Choose the correct alternative to complete the sentences.

- 1 It's important to spend money on research. *However/Despite*, this money should be spent carefully.
- 2 *Even/Although* scientists have been doing research into life on other planets for a very long time, nothing has been proved.
- 3 *Despite/However* not having much money, scientists have finally found a cure for this illness.
- 4 We are continuing with the research in *even/spite* of disappointing results.

- 6** Work in pairs. Read the essay task and discuss your opinions. Try to think of disadvantages to go with the points given. Find another point to add to the notes.

You have had a discussion about scientific research in your class.

Write an essay using **all** the notes and give reasons for your point of view.

Do you believe that new scientific discoveries and inventions always make life better for us?

Notes

Things to write about

1 we get lazier
2 they help us live longer
3 your own idea

- 7** Plan and write your essay.

EXAM TIP

Use linking words and phrases to make your writing more interesting. Remember we can use linking words like *in addition to/and* when we add something and *because/therefore/as a result* to show reasons and results.

1 Complete the sentences with the correct form of the reporting verbs in the box.

accept remind criticise
invite refuse offer

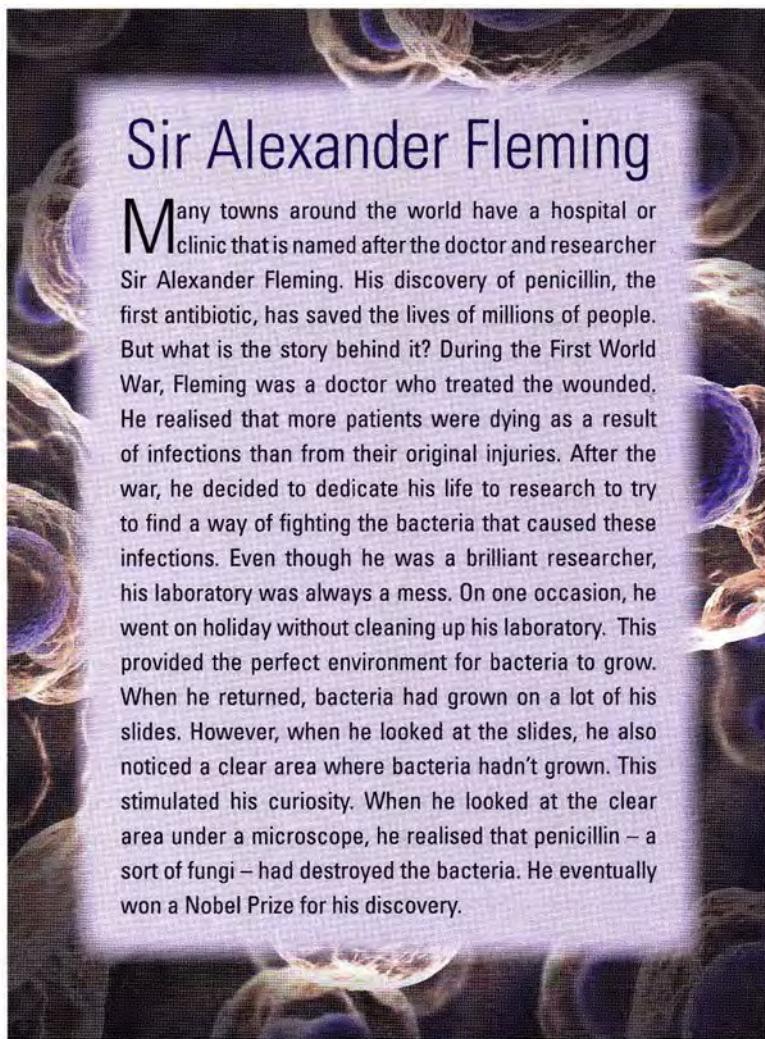
- 1 'Would you like to go to the cinema tonight, Lucy?' Derek Lucy to go to the cinema.
- 2 'Yes, I'd love to go.' Lucy Derek's invitation.
- 3 'Let me cook dinner.' Paolo to cook dinner.
- 4 'I'm sorry, I won't go to the party. I really don't want to.' Geoff to go to the party.
- 5 'Oh no, Josh! Why did you leave the clothes outside? You're so careless!' Sally Josh for leaving the clothes outside.
- 6 'Don't forget Cyril's birthday tomorrow, Bella.' Kevin Bella about Cyril's birthday.

2 Complete the sentences using the correct form of the verbs in the box.

make reach do take
analyse develop

- 1 We still haven't any conclusions from the experiments.
- 2 There is a lot of *data* that we need to before we continue the investigation.
- 3 They are trying to a *theory* that will explain what happened.
- 4 Scientists have a *breakthrough* in treating the disease.
- 5 They have to blood *samples* from all of the patients.
- 6 We have to some *experiments* to check which is the best material.

3 Read the information about Sir Alexander Fleming and complete sentences 1–8 using the third conditional.



- 1 If Fleming (not discover) penicillin, millions more people (die) of infections.
- 2 If Fleming (not be) a doctor in the First World War, he (not see) the terrible results of infections.
- 3 Fleming (not dedicate) himself to researching bacteria if many patients (not die) of infections.
- 4 The bacteria (not grow) on the slides if Fleming (clean up) his laboratory before going on holiday.
- 5 If his laboratory (not be) so messy, his slides (not become) covered in bacteria.
- 6 If he (not notice) the area where the bacteria hadn't grown, he (not make) his discovery.
- 7 He (not identify) penicillin if he (not look) at the slide under a microscope.
- 8 If Fleming (not make) the discovery, he (not win) a Nobel Prize for his work.

PROGRESS TEST 4

- 4 Use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.

Dress for success

The way we dress at work all depends on our (0) occupation, and what it means to look (1) For instance, it would be completely (2) for a primary school teacher to wear anything that was very fashionable and (3) As anyone with experience of working with small children will tell you, anything delicate is likely to be ruined during the first day at work.

It's better to wear something casual and (4) that is easy to move around in – and easy to wash! In some workplaces, the choice is even more limited. For nurses, for example, flat shoes are essential. High heels would be out of place or even (5) By contrast, for a receptionist, who is often the first person in the company a visitor will see, appearance is of great (6)

The way a receptionist dresses tells you something about the company's image. If you work in the media, you may be expected to wear (7) clothes. They are a way of expressing your (8) and making a statement about who you are. And, of course, you have to dress in the (9) of fashion if you work in the fashion industry. If you want people to take you seriously, (10) clothes are an absolute must.

OCCUPY
PROFESSION
POINT
EXPENSE

COMFORT

DANGER

IMPORTANT

TREND
PERSONAL

HIGH

DESIGN

- A into the reason for the fire.
B up at work, I'll have to go back to the office.
C across a valuable painting.
D up with you. Your legs are longer than mine!
E about that broken vase, I'll buy you another one.
F through because there are no cheap flights left.
G out of petrol.
H away secrets to the enemy.

- 6 Complete the second sentence with between two and five words, including the word given, so that it has a similar meaning to the first sentence.

- 1 The book cost too much money for me to buy.
ENOUGH
I didn't to buy the book.
- 2 I regret telling Henry the truth.
NOT
I wish Henry the truth.
- 3 The day was so hot that we had to stay indoors.
SUCH
It hot day that we had to stay indoors.
- 4 The play was boring, we left at the interval.
SO
We by the play that we left at the interval.
- 5 The rocket programme is continuing even though the first launch failed.
SPITE
The rocket programme is continuing the failure of the first launch.
- 6 'Don't eat those mushrooms, Stanley!' said Milton.
WARNED
Milton eat the mushrooms.
- 7 Jenny said, 'Why don't we all go for a midnight swim?'
THAT
Jenny we all went for a midnight swim.
- 8 I agree with spending more money on research.
FAVOUR
I am spending more money on research.

- 5 Match the sentence beginnings 1–8 with endings A–H.

- 1 Our holiday plans have fallen
- 2 She was imprisoned for giving
- 3 Stop at the next service station, we're going to run
- 4 Can you walk more slowly? I can't keep
- 5 A problem has come
- 6 Experts are looking
- 7 While she was in the attic she came
- 8 Stop going on

7 For questions 1–12 decide which answer (A, B, C or D) fits each gap.

Enter the dragons

One of the most amazing events I have (0) been to is the Hong Kong dragon boat races. The city's harbour, (1) is an ideal location for the event, has been the site of the championship several times since the 1970s. The people of Hong Kong look (2) it each summer. The harbour is packed with (3) and supporters of the different crews. It happens on what is known as 'poet's day', which (4) us of a legend about a famous poet who drowned. However, his ghost later appeared and (5) people how to protect themselves against dark forces. He is now remembered as (6) national hero.

Dragons are very important in Chinese culture, and the dragon boats are (7) after the dragon's head that (8) one carries at the front. The race (9) be a local affair but it has become an international event. Teams from around the world come to take (10) in it. (11) most of the boats and crews are still from the region, crews from as far away as France and New Zealand compete, too. (12) the race, the crew paddles while one team member hits a drum and another one steers the boat. The atmosphere is electric and the noise simply unbelievable.



- | | | | |
|----------------|----------------|-------------|---------------|
| 0 A ever | B already | C never | D once |
| 1 A which | B that | C whose | D who |
| 2 A forward to | B up to | C down on | D out for |
| 3 A watchers | B spectators | C audience | D viewers |
| 4 A remembers | B tells | C reminds | D says |
| 5 A said | B warned | C suggested | D advised |
| 6 A a | B one | C the | D its |
| 7 A naming | B named | C names | D name |
| 8 A several | B each | C all | D many |
| 9 A accustomed | B were used to | C used to | D got used to |
| 10 A advantage | B time | C place | D part |
| 11 A Although | B Nevertheless | C Despite | D However |
| 12 A While | B For | C During | D By |

8 Complete the sentences with the correct form of *make* or *do*.

- I a stupid mistake while I was the cooking. I added sugar instead of salt!
- Could you me a favour? I need a lift to the station.
- Can you less noise, please? I'm trying to my homework.
- Don't worry about your mark, just try and your best.
- We should the most of the opportunity and some money.
- Jason always trouble during break time, but when the teacher tells him off he a stupid excuse.

9 Complete the conversation about the advantages and disadvantages of school uniform with the words and expressions in the box.

reason I say this feel strongly for me
that's because so this meant I think
once don't you think do you feel

Gemma So, Keith, how (1) about school uniform?

Keith Actually, (2) it is a really good idea.

Gemma Oh, really? You surprise me!

Keith Well, the (3) is because of my personal experience. I (4) spent a term in a French school. There was no uniform (5) kids worried far too much about what to wear.

Gemma I see, but (6) deciding what to wear lets people express their own personality?

Keith Not really. (7) expressing your personality is about more than choosing which clothes to wear. I (8) that the advantage of school uniform is that you don't need to think about what to put on. Anyway, even without an official uniform, kids create one of their own. (9) they want to look like everyone else!

Support for Speaking Tests

Unit 1, Speaking focus, Activity 7

Work in pairs. Take turns to role-play the examiner and a candidate. Choose questions to ask from the list.

- 1 How do you like to spend your weekends?
- 2 What's your favourite programme on TV?
- 3 Do you spend a lot of time on a computer?
- 4 How do you usually travel around your area?
- 5 What do you like to do when you're on holiday?
- 6 Can you tell me something about your best friend?
- 7 Do you like to spend your free time at home or to go out?
- 8 Which is your favourite day of the week? Why?
- 9 What sort of films do you enjoy watching?
- 10 Which member of your family do you admire most? Why?

Unit 2, Speaking focus, Activity 9

Which answer is better, A or B? Why?

A

Well, in the first photograph I can see a woman, she is at a hairdresser's. A girl has started to do something to her hair. I think she's changing the colour. The hairdresser is quite young with blond hair and she's concentrating on the woman's hair. She needs to be very careful. In the second photograph, we can see a group of children. It looks like a fancy dress party or something like that. They are dressed up in pretty clothes. Perhaps it's a party or a competition. The girls are aged about four or five and on the right there's a young boy. Behind him there's another boy who is wearing a big hat. I like the second picture best because I went to lots of parties like this when I was young. It was good fun.

B

Let's see. Well, the first photograph shows a woman at the hairdresser's. Someone's doing something to her hair – like changing the colour. The second one is of a group of children sitting on the floor. They're dressed up as princesses and other people. They are probably watching a play or a performer at a party. In both pictures the people want to look different but the main difference between them is that in the first picture the woman wants to change her appearance permanently, to feel better about herself, whereas in the second the children are pretending to be a different person – just for fun, you know! However, they all want to look good! As for how they are feeling – well, the woman at the hairdresser's looks a bit bored – perhaps it's taking a long time! The children at the party, on the other hand, look very interested and the girl in the front is very excited. Perhaps the play or the entertainment is very amusing or surprising. I would say that they're all having a good time!

Unit 2, Speaking focus, Activity 12

Student A

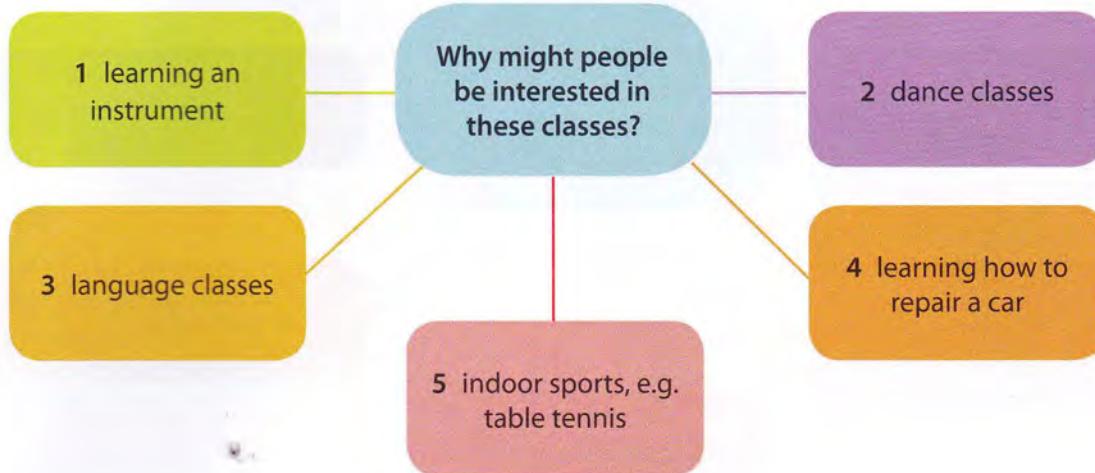
Your photos show people who want to look their best. Compare the photos and say how the people are feeling.



Unit 3, Speaking focus, Activity 8

The organisers of a youth club want to offer some new evening classes. Here are some of the classes they are considering. Talk to each other about why people might be interested in doing these classes.

Now decide which class would be the most popular.



Unit 4, Speaking focus, Activity 8

Student A: Your photos show people on holiday in different places. Compare the photos and say why you think they have chosen to go to these different places on holiday.

Student B: Do you enjoy sightseeing?

Why have the people chosen to go to these different places on holiday?



Unit 5, Speaking focus, Activity 7

There is going to be a new shopping centre in your area.

Here are some of the shops and services the developers are thinking of putting in it. Talk to each other about why these places might be good to have in a new shopping centre.

Now decide which two would be most popular.

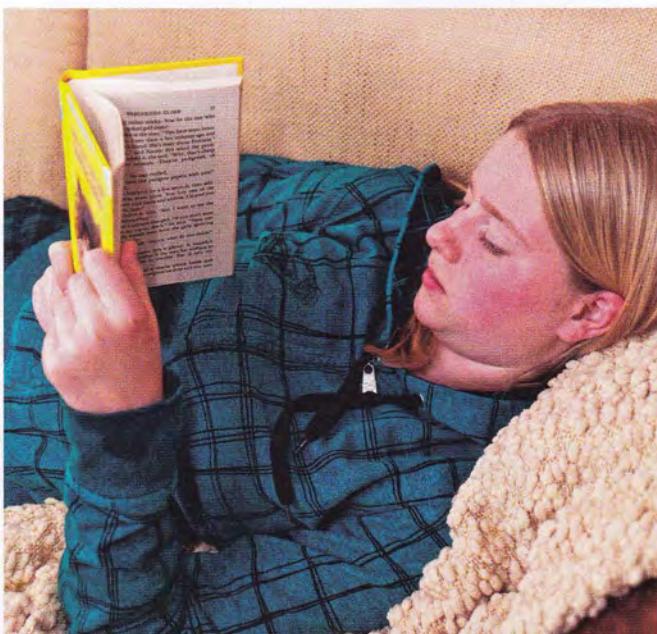


Unit 7, Speaking focus, Activity 6

Student A

These two photographs show people relaxing in different ways. I'd like you to compare the photographs and say why you think the people have chosen to relax in these ways.

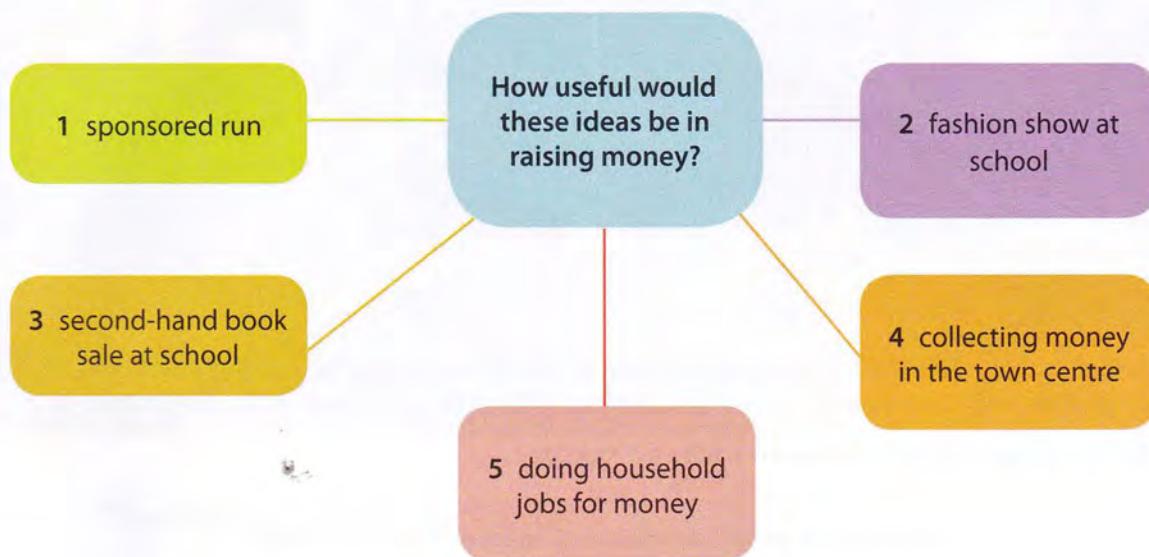
Why have the people chosen to relax in these ways?



Unit 8, Speaking focus, Activity 6

A class wants to give some money to a local bird sanctuary and needs to raise the money. Here are some ideas they are thinking about. Talk to each other about how useful these ideas would be in raising money.

Now decide which two ideas the class should use.



Unit 9, Speaking focus, Activity 5

Student A: Your pictures show different ways of stopping crime. Compare the pictures and say how good these ways are at stopping crime.

Student B: Are there a lot of CCTV cameras in your town?

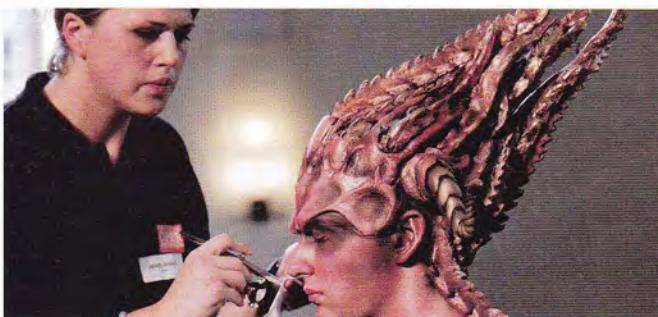
How good are these ways of stopping crime?



Unit 2, Speaking focus, Activity 12

Student B

Your photos show people who want to look their best. Compare the photos and say how the people are feeling.



Unit 4, Speaking focus, Activity 8

Student B: Your photos show people doing different activities while they are on holiday. Compare the photos and say why you think they have decided to do these activities on holiday.

Student A: Do you send postcards when you're on holiday?

Why have the people decided to do these activities on holiday?

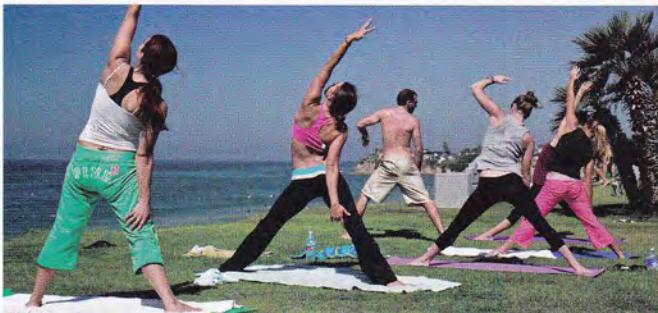


Unit 7, Speaking focus, Activity 6

Student B

Your photographs show people exercising in different ways. I'd like you to compare the pictures and say what the advantages are of exercising in these ways.

What are the advantages of exercising in these ways?



Unit 9, Speaking focus, Activity 5

Student B: Your photos show people living in different places. Compare the photos and say why the people have chosen to live in these different places.

Student A: Which place would you prefer to live in?

Why have the people chosen to live in these different places?



Unit 11, Speaking focus, Activity 5

Work in pairs. Take turns to ask and answer these exam questions.

- 1 Would you rather spend time with friends or family? (Why?)
- 2 Do you have any important festivals in your area?
- 3 What would be your ideal job? (Why?)
- 4 What do you see yourself doing in five years' time?
- 5 Do you think it is better to have an interesting job or one that pays a lot of money? (Why?)

Unit 12, Speaking focus, Activity 4

Student B: Your photographs show children learning about science in different ways. Compare the photographs and say what sort of things the children might be learning.

Student A: Have you ever been to a science exhibition?

What sort of things might the children be learning?



Communication activities

Unit 1, Grammar focus, Activity 8

Work in pairs. Choose one of the jobs each and role-play an interview for the magazine. Think about the details of what you do and what sort of questions to ask your partner.

- 1 You organise an after-school club.
- 2 You organise social events for your class.
- 3 You work part-time as a babysitter.
- 4 You volunteer to help elderly people in your community.
- 5 You give lessons to a neighbour's young child.

Unit 2, Reading focus, Activity 1

Answers to quiz

1 C 2 A 3 B 4 C

Unit 2, Use of English focus, Activity 5

Student A

Read an extract from an article. Choose eight words to blank out. Then give your gap-fill exercise to Student B to complete. Complete the gap-fill that Student B gives you.

It's a small world!

Have you ever thought about all the different worlds that exist in ours? We read a lot about the type of worlds that tiny animals live in. Like ants with their incredible nests and marvellous systems for communicating and transporting things – or bees with their complicated beehives and social relationships. People have always been fascinated by tiny worlds. Young children enjoy playing with doll's houses where everything is much smaller than in our big grown-up world. And many adults love building model villages for toy trains to run through! This interest in tiny things is often the subject of both children's and adults' books. There is the wonderful story of Gulliver by Jonathan Swift, who visited a place called Lilliput where all the people were very, very small. The story was written a long time ago but a new film starring Jack Black came out in 2010. Watch it next Wednesday evening on Channel 5.

Unit 3, Listening and Vocabulary focus, Activity 10

Imagine you organise an after-school club. You want more members. Prepare a short presentation to give your group about your club. You should talk about these things:

- what your club does – activities competitions, etc.
- when it meets and how many members there are
- why it is the best club to join

When everyone in your group has spoken, vote on the club you would like to join – it can't be your own!

Choose from one of the following clubs or invent your own.

cookery	ballroom dancing
jogging	archaeology
book	travel film

Unit 3, Writing focus, Activity 9

Plan a survival drama film. Think about these things:

- think of a situation
- outline the story
- discuss where you would film this
- who you would like to act in it

Then present your ideas to the class and vote on the most popular idea.

Unit 10, Grammar focus, Activity 2

Answers to quiz

1 C 2 C 3 A 4 C 5 B 6 B

Unit 10 Grammar focus, Activity 8

Work in pairs and follow the instructions.

- 1 Describe a famous restaurant or hotel in your country to your partner.
- 2 Listen to your partner and take notes.
- 3 Tell a new partner about the place your partner described. Make sure to use the correct articles in your descriptions.
- 4 Vote on the best place to eat.

Unit 5, Use of English focus, Activity 6

Work in pairs and follow the instructions.

- 1 Read the article about 'freegans' and choose ten words to take out to make a gap-fill.
- 2 Exchange your gapped text with another pair and see if you chose the same words. Discuss why you decided to choose these words.
- 3 What do you think is the best way to stop people wasting so much food? Why?

The smartphone screen shows a text message with the following content:

16:41 68%

Eating cheaply:
YOUR COMMENTS

The other evening I saw a documentary about people who try to live as cheaply as possible. One couple searched through bins behind supermarkets every evening looking for stuff that had been thrown away that was still OK to eat! People like this are sometimes called 'Freegans' and they are not only people who are poor and need to save money but also those who think that our society today wastes far too much food. This is one way of protesting against this. Apparently, more than a third of the world's food is thrown away! This problem has been getting a lot worse recently. Some people say that this is partly due to all the promotions in supermarkets. People are encouraged to buy more than they need with offers like 'Buy two, get two free'. They can't eat it all and then have to throw it away. Mind you, not everyone would enjoy spending their time going through bins of food! I don't think it's for me!

Unit 6, Grammar focus, Activity 5

Work in pairs. You are making the rules for people living in a student residence. Each person has his/her own room and bathroom, but everyone shares cooking facilities.

Make rules for the following.

- music and noise
- 'quiet times'
- the kitchen and cooking facilities
- visitors and guests
- cleaning up
- shared fridges
- cleaning the stairs and the corridors

Compare your rules with another pair.

Unit 7, Grammar focus, Activity 7

Complete the sentences in your own words. Then think of four more sentence starters of your own and exchange them with a partner for him/her to complete.

- 1 If I had a bad headache, ...
- 2 If I ate three chocolate bars every day, ...
- 3 If I didn't do much exercise, ...
- 4 If I saw a car accident, ...
- 5 If my friend hurt his leg and couldn't walk ...
- 6 If my dad didn't have a car, ...

Unit 9, Grammar focus, Activity 9

Go round the class and find someone who by this time next year

- 1 will have taken an important exam.
- 2 will still be studying English.
- 3 won't be living in this town anymore.
- 4 will have passed his/her driving test.
- 5 will have gone to an English-speaking country.
- 6 will have been abroad on holiday.
- 7 will be studying a new subject.
- 8 will have bought a new computer.

Unit 8, Grammar focus, Activity 8

Answer the questions. Then compare your answers with a partner.

- 1 What do you have done regularly?
Example: I have my hair cut every month.
- 2 What do rich people have done that you do yourself?
- 3 What has someone you know had done for them recently?

Unit 9, Grammar focus, Activity 7

Work in pairs and follow the instructions.

- 1 Read this list of questions about shopping and write two more questions of your own.
- 2 Change partners and ask five of the questions.
- 3 Return to your first partner and tell him/her what you learnt from your interview.
 - Do you think that in the future we'll only use credit cards and no cash?
 - Do you think we'll be able to buy everything from vending machines?
 - Will you use vending machines like these?
 - Do you think normal shops will disappear?
 - Do you think we'll buy more or fewer things online in the future?

Unit 10, Grammar focus, Activity 7

Answer the questions. Start your answer with a relative clause. Then compare your answers with a partner.

Example: The film (that) I have seen most often is ...

- 1 Which film have you seen most often?
- 2 Which celebrity do you most admire?
- 3 Which singer is most famous in your country?
- 4 Which instrument do you wish you could play?
- 5 Which is the most beautiful building you have ever seen?
- 6 Which TV programme would you hate to miss?
- 7 Which songs do you listen to most often?
- 8 Which restaurant in your area is the most expensive?

Unit 10, Vocabulary focus, Activity 7

Work in pairs. Read the task and have the discussion.

There is going to be a new set of stamps for your country showing important cultural images. Discuss what they could put on the stamps.

Think about these ideas.

- a poet/composer or novelist
- a national dish
- an item of clothing
- a famous singer or band
- a building or landmark (sight)
- a painter or sculptor
- a place of natural beauty

Unit 5, Listening and Vocabulary focus, Activity 1

Give yourself 2 points for each of the answers where you agree with the statement.

- 16–20** You are the ideal product of the consumer society. You want everything that is new and expensive and you want it now.
- 10–14** You can be persuaded by advertising and are influenced by brands and fashion magazines.
- 4–8** You sometimes buy consumer items, but only if you think it is justified.
- 0–2** You are the advertiser's worst nightmare. You are probably mean with yourself and others. You are not much fun to live with, either.

Unit 10, Use of English focus, Activity 3

Work in pairs. Tell your partner about the last time you

- 1 made a mistake in English.
- 2 did someone a favour.
- 3 made an excuse that wasn't true.
- 4 did the cooking.
- 5 made a wish.
- 6 didn't do your homework.
- 7 made the most of a difficult situation.
- 8 made some money by selling something.

Unit 11, Grammar focus, Activity 7

Work in pairs. Look at the pictures of fashions from the past and from today. Make guesses about what it was/is like to wear the clothes.



Unit 12, Reading focus, Activity 5

Work in groups. You must decide which scientist was most important. Choose one scientist each and discuss why your scientist was more important than the others. Think about

- the good and bad uses made from her work.
- the difficulties she had to face at the time.

Unit 4, Grammar focus, Activity 6

Student A

A month ago the Brown family, who live in (1) , had an exciting experience. It was evening and after dinner Tina was in the kitchen. She was (2) while her husband, Frank, was watching a (3) on television. Upstairs their young daughter was asleep in her room and their son, Mark, was doing some homework on his computer. The weather had been (4) all day with a lot of sunshine and very high temperatures. However, towards the end of the afternoon the heat started to get uncomfortable. Then it began to rain very heavily. (5) looked out of the kitchen window and saw big storm clouds in the sky. The Brown's dog, Tilly, was in (6) but suddenly there was a loud crack of thunder and she ran into the house. After a few moments Tina saw lightning in the sky and then (7) Frank was annoyed because the television had gone off too. Mark shouted from his room because his computer wasn't working. Then they heard baby (8) crying. Frank went upstairs to comfort the baby but as he climbed the stairs there was an enormous crash and the house seemed to shake. Frank ran into Ruth's room and he saw (9) A big tree from their garden had crashed through the roof and into Ruth's room! Luckily it missed the baby by just (10) What a narrow escape!

Unit 2, Use of English focus, Activity 5

Student B

Read an extract from an article. Choose eight words to blank out. Then give your gap-fill exercise to Student A to complete. Complete the gap-fill that Student A gives you.

It's a small world!

And then there's the magical world of *The Borrowers*, a story by Mary Norton which has also been made into several films. We all lose things every day – like buttons, socks, pens and so on. Where do they go? The books try to explain this. *The Borrowers* are a tiny race of people who live in our houses, under our floors. They take lots of little things to use in their world. A matchbox might become a bed, a piece of chocolate might be a dessert for a whole family! The books are very clever and imaginative and it is no surprise that the BBC made yet another film version last year. If you missed it when it came out there is another chance to see it this week. Remember that key you lost? Watch on Tuesday and perhaps you'll find out where it went! It's part of the TV series *It's a small world* which starts tomorrow and continues for six weeks.

Unit 8, Vocabulary and listening focus, Activity 1

The meaning of your three favourite animals:

- 1st This is the animal you think you are most like.
- 2nd This is what other people think you are like.
- 3rd This is what you are really like!

Unit 4, Grammar focus, Activity 6

Student B

A month ago the (1) family, who live in Lyndhurst, had an exciting experience. It was evening and after dinner (2) was in the kitchen. She was making a cup of coffee while her husband, (3) , was watching a comedy programme on television. Upstairs their young daughter was asleep in her room and their son, Mark, was (4) on his computer. The weather had been very good all day with a lot of sunshine and very high temperatures. However, towards (5) the heat started to get uncomfortable. Then it began to rain very heavily. Tina looked out of the kitchen window and saw (6) in the sky. The Brown's dog, Tilly, was in the back garden but suddenly there was a loud crack of thunder and she (7) After a few moments Tina saw lightning in the sky and then all the lights went off. (8) was annoyed because the television had gone off too. Mark shouted from his room because his computer wasn't working. Then they heard baby Ruth crying. Frank went upstairs to comfort the baby but as he climbed the stairs there was (9) and the house seemed to shake. Frank ran into Ruth's room and he saw an amazing sight. (10) from their garden had crashed through the roof and into Ruth's room! Luckily it missed the baby by just half a metre. What a narrow escape!

Grammar reference

UNIT 1

1.1 Present simple and present continuous

present simple

FORM

Positive statements

I/You/We/They **live** in London.

He/She/It **lives** in London.

Negative statements

I/You/We/They **don't live** in London.

He/She/It **doesn't live** in London.

Questions

Do I/you/we/they **live** in London?

Does he/she/it **live** in London?

Short answers

Yes, I/you/we/they **do**.

No, I/you/we/they **don't**.

Yes, he/she/it **does**.

No, he/she/it **doesn't**.

USE We use the present simple

- 1 with habits, routines or regular repeated actions (often with adverbs of frequency, e.g. *always*, *sometimes*, *every week*).
I go to the gym **every Friday evening**.
He doesn't eat fish.
They often play tennis at the weekend.

- 2 when we are talking about permanent situations.
We live in a small village.

Do you work here?

- 3 with 'state' verbs which are not usually used in continuous forms: *be*, *belong*, *have*, *depend*, *know*, *own*, *think*, *understand*, *want*, *hear*, *love*, *see*, *smell*, *taste*.
This soup tastes strange.
Does this bag belong to you?

I don't know what she **wants**.

- 4 in spoken instructions, systems and processes.
You take the underground to Green Park and then you *catch* a bus to Kensington High Street.
First of all you **select** the item you want to buy and you **put** it in your basket. When you are ready to pay you **click on** checkout.

present continuous

FORM The present form of *be* + the -ing form of the verb (present participle).

Contracted forms: *I'm* (*I am*), *you're* (*you are*), *he's/she's* (*he/she is*), *it's* (*it is*), *we're* (*we are*), *they're* (*they are*), + -ing form.

USE We use the present continuous to talk about

- 1 actions happening right now at the moment of speaking.
*Cindy **is making** lunch.*
- 2 temporary situations that are happening around now.
*I usually work in the London office, but this month I **am working** in the Bristol office.*
- 3 changing or developing situations.
*The cost of living **is going up**.*
- 4 personal plans and arrangements in the future.
*I **am seeing** Gemma this evening.*

1.2 Verb patterns

-ing form (the gerund)

FORM The -ing form (gerund) is the form of a verb when it is used like a noun, e.g. *I enjoy listening* to music.

USE We use the gerund

- 1 as the subject of a sentence.
Smoking is bad for you.
- 2 after certain verbs: *avoid*, *risk*, *mean*, *mind*.
Do you mind opening the window? It is very hot in here.
- 3 after verbs that express strong likes and dislikes, e.g. *adore*, *love*, *hate*, *detest*.
I hate shopping in supermarkets where they play loud music.
- 4 after prepositions, verbs and adjectives followed by prepositions, and phrasal verbs, e.g. *before*, *after*; *succeed in*, *depend on*, *tired of*, *interested in*; *look forward to*, *carry on*.
Before leaving home, I always check that I have my keys and mobile.
Would you be interested in going to the cinema tonight?
We are looking forward to seeing you again.

infinitive with to

FORM The to form of the verb.

USE We use the full infinitive

- 1 after some verbs, e.g. *want, need, decide, expect, refuse, pretend, want, hope*.

I want to use the car tonight.

- 2 after some adjectives: *pleased, happy*.

I am pleased to meet you.

- 3 to express purpose.

She borrowed some money to buy a new computer.

He used two alarm clocks so as not to wake up late.

- 4 After verbs that convey an idea of the future, e.g. *plan, expect, hope*.

She hopes to study medicine when she leaves school.

- 5 After verbs with two objects, e.g. *encourage*.

They encouraged him to enter the competition.

infinitive without to

FORM The infinitive without to.

USE We use the infinitive without to

- 1 after modal verbs *can, must, should, would, will*.

I'll meet you outside the station.

- 2 After some expressions, e.g. *had better, would rather, let's*.

It's going to rain. You'd better take an umbrella.

- 3 After certain verbs that are followed by an object, e.g. *make, let*.

She let him stay up late.

Expressions of frequency

We use adverbs of frequency and expressions of frequency to say how often we do something, or how often something happens.

We use questions beginning with *How often*.

adverbs of frequency

Common adverbs of frequency include:

0%		100%					
never	rarely hardly ever	occasionally	sometimes	quite often	often	usually	always

position of adverbs of frequency

- Adverbs of frequency come after the verb *to be*.

He is often late for work.

- One- and two-word adverbs of frequency generally come between the subject and the main verb, and between modal verbs and the main verb.

We sometimes watch TV in the afternoon.

You can never/hardly ever find a seat during the rush hour.

- After a negative statement, *very often/all that often* usually goes at the end of the sentence.

We don't go to the cinema very often/all that often.

- *Sometimes, usually and occasionally* can come at the beginning of a sentence followed by a comma.

Sometimes, we go to the beach after school.

Three- and four-word expressions go at the beginning or the end of the sentence. They cannot go between the subject and the main verb, or a modal and the main verb.

Now and again/Once in a while/From time to time,
we eat out at the weekend.

We eat out at the weekend now and again/once in a while/from time to time.

UNIT 2

2.1 Present perfect and past simple

Present perfect simple

FORM Subject + have/has + past participle.

USE We use the present perfect simple

- 1 to talk about experiences or events that happened at some time in the past. The exact time that they happened is unknown or unimportant.

Have you ever visited Scotland?

I've seen this film before.

- 2 to talk about situations that have continued from some time in the past until now.

How long have you supported that team?

We use *for* to talk about a period of time, e.g. *six months, ages, my whole life, hundreds of years*.

We've had this car for three years.

We use *since* to talk about a specific point in the past, e.g. *six o'clock, I was a child, 2006, last Tuesday*.

I've known Sally since we met at university.

Watch Out! We often need to look at the context to understand which meaning the present perfect expresses.

I've been a student here for six months.
(I am still a student.)

I've been a student.
(I was a student at some time in the past.)
I studied there from 2009 to 2011.
(a finished period in the past)

- 3 when we are describing repeated actions that have continued from some time in the past until now.

I've been to the cinema three times this week.

- 4 with certain adverbs.

We often use *ever, never, already, just* and *yet* with the present perfect (not the past simple).

A *Have you ever been to Cairo?*

B *No, I haven't. In fact, I've never been abroad.*

A *Why aren't you doing your homework?*

B *Because we have already finished it.*

The post has *just* arrived.

We use *yet* in questions and negative sentences.

A *Have you tried that recipe yet?*

B *No, not yet, I haven't had the time.*

2.2 Past simple, used to and would

Past simple

FORM Verb + -ed (watch out for irregular verb forms).

USE We use the past simple

- 1 to talk about events in the past which are now finished.

She went to Florence last month.

- 2 to talk about a situation in the past.

When Céline was a child, she spent each summer with her grandparents.

- 3 to talk about a clear sequence of events in the past.

They had lunch, got in the car and drove home.

- 4 in reported speech (for more information on reported speech, see page 155).

She said she knew our cousins.

used to

FORM

Positive statements

used to + infinitive without to

Negative statements

didn't use to + infinitive without to

Questions

Did you/he/she/it they use to + infinitive without to

Short answer

Yes, I/we/he/she/it/they used to. Yes, I did. No, I didn't.

USE We use *used to* to talk about past habits and states that don't happen now or no longer exist.

I used to play football twice a week, but I had to stop when I injured my knee.

I didn't use to like olives when I was young, but now I love them.

Watch Out! We do not use *used to* with a definite time or as an alternative to the past simple.

I used to live (lived) there for three years.

Last night I used to go (went) to the cinema.

would

We use *would + infinitive without to* for past habits.

My grandfather would come home from work, he would sit by the fire and drink a cup of tea.

Watch Out! We cannot use *would + infinitive* to talk about past states. We need to use *used to*.

He would be thin when he was younger.

He used to be thin when he was younger.

UNIT 3**3.1 Countable and uncountable nouns****countable nouns**

A countable noun is a separate unit that can be easily counted. With more than one we can make them plural by adding -s.

Some plurals are irregular, e.g. *foot* → *feet*, *person* → *people*.

uncountable nouns

Uncountable nouns are things that we cannot count, or can only count with difficulty, or abstract nouns or ideas. We cannot make them plural. These include

- liquids and masses, e.g. *oil*, *cheese*, *petrol*, *sugar*. We can measure them or weigh them but we cannot count them.
- things which are difficult to separate or count, e.g. *hair*, *spaghetti*.
- abstract nouns, e.g. *information*, *anger*, *happiness*, *knowledge*, *luck*, *advice*, *news*.

Watch Out! Some uncountable nouns in English are countable in other languages.

We can often make many uncountable nouns appear countable by using *a piece of*; *a bottle/tin/jar/cup/litre/kilo of* before them.

I heard an interesting piece of information from Melanie this morning.

I'd like a litre of olive oil, please.

For this recipe you'll need three cups of flour.

3.2 Expressions of quantity**a/an**

We use *a/an* with singular, countable nouns.

He has got a brother and an older sister.

some

We use *some* with

- plural countable nouns and the plural form of the verb.
There are some apples in the bowl.
- uncountable nouns and the singular form of the verb.
There is some information you need to give us.
- requests and offers.
Could you get some milk when you go to the shops?

any

We use *any* with plural countable nouns, and uncountable nouns in negative sentences and questions.

Oh dear, there aren't any biscuits left!

Do you have any boots I could borrow?

She didn't have any advice to give me.

Is there any petrol in the car?

Watch Out! We can never use *a/an* with uncountable nouns.

Could I ask you for an information, please?

Could I ask you for some/a piece of information, please?

several, many, a few

We use *several*, *many* and *a few* with countable nouns.

When I got to the doctor's there were already several people in front of me.

How many children are absent today? Not many.

Were there many people at the concert?

After all these years she still has a few loyal fans.

much, a little

We use *much* and *a little* with uncountable nouns.

There's a little milk left in the jug in the fridge.

How much money will we need to take with us?

We need to hurry up, there isn't much time left.

lots of, a lot of

We use *lots of/a lot of* with plural countable and uncountable nouns.

There were lots of/a lot of people trying to buy tickets.

There's a lot of food left over from the party, we'll have to eat it next week.

3.3 Present perfect simple and continuous

Present perfect simple

For notes on the present perfect simple, see page 147.

Present perfect continuous

FORM

Positive statements

Subject + has/have + been + verb + -ing (present participle)

Question

How long has/have he/she/it/you/they + been + verb + -ing

Has/Have he/she/it/you/they been + verb + -ing

Short answers

Yes, he/she/it has; I/we/you/they have.

No, he/she/it hasn't; I/we/you/they haven't.

USE We use the present perfect continuous

- 1 to talk about activities which started in the past and continue in the present.
I've been studying since three o'clock this afternoon.

- 2 to talk about repeated actions up to the present.
We've been trying to call Miriam all day, but there's no answer.

- 3 to focus on an activity rather than a quantity/result. For a quantity/result we use the present perfect simple.

She has been making records for 15 years. (= present perfect continuous, focuses on the activity)

She has made 11 records. (= present perfect simple, focuses on the result)

UNIT 4

4.1 Narrative tenses

Past simple

For notes on the past simple, see page 147.

We usually use the past simple to give the main sequence of events in a story *The next morning, Jennifer got up early, packed her bag and set off for the cave.*

Past continuous

FORM was/were + verb + -ing (present participle)

USE We use the past continuous

- 1 to talk about actions in progress in the past and to 'set the scene' at the beginning of a narrative.

It was a lovely day, the sun was shining and young couples were walking hand in hand through the park. A mother and her children were feeding the ducks.

- 2 to talk about an event that was in progress when another event happened.

I was walking through the wood when I fell over a root and hurt my leg.

While I was walking through the wood, I fell over a root and hurt my leg.

- 3 to talk about actions in progress at the same time.

While we were preparing the food, the others were decorating the room.

Past perfect simple

FORM Subject + had + past participle

USE We use the past perfect simple

- 1 to show that an action happened at a time earlier than another action in the past.

When we finally arrived at the station the train had already left.

- 2 to make it clear that an action is out of sequence. The past perfect makes the order of the actions clear.

After we had eaten lunch, we went for a walk.

We went for a walk after we had eaten lunch.

4.2 Time phrases

after, afterwards

We use *after* and *afterwards* to talk about one action happening after another.

Afterwards is followed by a phrase in the past simple.

We watched a film on TV. Afterwards we went out for a pizza.

After is followed by -ing/noun phrase or the past perfect.

After cleaning the house, I went out for a walk.

After I had cleaned the house, I went out for a walk.

Watch Out! We use *afterwards/after that* between the first and following actions in a sequence.

Don't use *after* between the two actions, as it is unclear which happened first.

when, while, during, as

We use *while*, *during* and *as* to talk about actions happening at the same time.

- *While* is usually followed by the past continuous to talk about actions that were in progress over a period of time.

While Steven was laying the table, Caroline was cooking the meal.

- *When* and *as* are usually followed by the past simple.

When she saw her name on the list, she shouted with joy.

As the sun went down, it became suddenly cold.

- *During* is followed by a noun that describes an event or period.

We had a fascinating conversation during the journey.

During the First World War millions of men joined different armies.

Watch Out! Don't use *during* to talk about a length of time. Instead, use *for*.

We talked during three hours.

We talked for three hours.

as soon as

We use *as soon as* to introduce something that happened immediately after something else happened.

As soon as we arrived we took a taxi to the hotel.

by the time

We use *by the time* to mean 'not later than the moment that something happens'.

*I expect your room to be tidy **by the time** I get home.*

4.3 Subject/Object questions

We can ask questions about the object.

A *Who did Jasmine speak to yesterday?*

B *She spoke to Martin.*

We can ask questions about the subject.

A *Who saw the film last night?*

B *Sonya saw it.*

object questions

- To form object questions, we use the auxiliary verb and inverted word order (auxiliary verb + subject + main verb).

Where do you live?

- The expected answer is the object.

(I live) in Santiago.

subject questions

- To form subject questions we don't use the auxiliary verb and we don't change the order of the subject and verb. The word order is the same as it is for statements.

Who gave you that lovely scarf?

- The expected answer is the subject.

Sara (gave it to me).

UNIT 5

5.1 Future forms

FORMS *will* + infinitive

going to + infinitive without *to*

present continuous

present simple

USE

- 1 We use *will* + infinitive without *to*

- for predicting something that we know or believe we know something about. We often use it with *think, hope, expect, believe*.

I think Rachel will get the job. (She has the right qualifications and experience.)

- to express spontaneous or sudden decisions taken at the moment of speaking.

Don't order a taxi – I'll take you to the station.

Watch Out! We can't use *going to* in this case.

- 2 We use *going to* + infinitive without *to*

- for predicting something we can see, feel or hear some evidence of now.

Look at those clouds, it's going to rain.

Watch Out! We can't use the present continuous in this case.

- to talk about things that have already been decided, e.g. plans and arrangements made before the moment of speaking.

We're going to have a surprise party for Mum's fiftieth birthday.

Watch Out! We can't use *will* + infinitive without *to* in this case.

- 3 We use the present continuous to talk about personal plans and arrangements.

We're spending next weekend with Eric and Sophie. (It's our own personal plan.)

Watch Out! We can't use *will* + infinitive without *to* in this case.

- 4 We use the present simple to talk about arrangements that are determined by timetables and programmes.

Her course begins next month.

The next train to Cambridge leaves from platform 3.

5.2 be used to/get used to

FORM *be/get used to* + noun/verb + -ing

USE

- 1 We use *be used to* to talk about situations and habits that were once unfamiliar or difficult, but that are now familiar and easy.

When I came to England I wasn't used to driving on the left. (It was difficult because I wasn't accustomed to driving on the left.)

Now, I'm used to driving in England. (It is easy and I am now accustomed to it.)

- 2 We use *get used to* to talk about the process of developing a habit.

I got used to driving on the left. (At first it was difficult, but over time I became accustomed to driving on the left.)

Watch Out! Do not confuse *be/get used to* with *used to* + infinitive without *to*. For notes on *used to*, see page 147.

UNIT 6**6.1 Making comparisons**

There are three types of comparison.

- 1 to a higher degree (comparative form + *than*)

Paolo is taller than Bruno.

This book is more interesting than that one.

- 2 to the same degree (*as ... as*)

She's as intelligent as her sister.

- 3 to a lower degree (with *less + than*) (*not + as ... as*)

The book is less interesting than the film.

This dress isn't as expensive/nice as the other one.

comparative and superlative forms of adjectives

- 1 With one-syllable adjectives

add -er and -est to form the comparative and superlative.

My uncle is older than my father.

Sabine is the youngest girl in the class.

For one-syllable adjectives ending in a vowel + consonant, double the consonant and add -er/-est.

big → bigger → biggest

For one-syllable adjectives ending in -e, add -r and -st.

nice → nicer → nicest

- 2 With two-syllable adjectives

Add -er and -est to form the comparative and superlative of many two-syllable adjectives.

The second question is harder than the first one.

The last one is the hardest.

For adjectives ending in -y, add -ier and -iest.

heavy → heavier → heaviest

- 3 With three-syllable adjectives

Use *more* and *the most*, *less* and *the least*.

The play we saw last night was more enjoyable than the one we saw last week.

It is the most interesting book I have ever read.

irregular comparative and superlative adjectives

These are the most common irregular forms.

good → better → best

bad → worse → worst

far → further → furthest

Petra's results were better than mine, but Bella's were the best.

Henry's temper is worse than his brother's, but his sister's is the worst.

Jason lives further from the school than Kate, but George lives the furthest away.

talking about a small or large difference

- 1 To talk about a small difference use *a little*, *a bit* and *slightly*.

We feel a bit more confident today than we did yesterday.

- 2 To talk about a large difference, use *a lot*, *much* and *far*.

The hotel was far more expensive than we thought.

- 3 With *not as ... as*, use *nearly* to talk about a large difference.

*She isn't nearly as nice as her sister.
(= her sister is much nicer)*

- 4 With *not as ... as*, use *quite* to talk about a small difference.

*Their new song isn't quite as good as their last one.
(= their last song was a little bit better)*

6.2 Modals of obligation and necessity

1 We use *must*

- to talk about strong obligations that come from the speaker.
I must pay that bill before they cut off my phone.
- to make a strong recommendation.
You must see her latest film, it's wonderful.

Watch Out! Avoid using *must* to tell other people what to do. You can appear rude. It is better to use *have to* or *you need to/I'd like you to*.

There is no past form of *must*. We use *had to* instead to talk about an obligation in the past.

When I was at school we had to go for a run every morning.

2 We use *mustn't* to tell people not to do things (prohibition).

You mustn't touch that switch, you could get an electric shock.

3 We use *have to* to talk about duties and obligations.

I'm a shop assistant. I have to serve customers and keep the shop tidy.

You have to fill in a form if you want to apply for a course.

4 We use *need to* to talk about duties and requirements.

You need to be over 18 if you want to join.

5 We use *don't have to* when there is no obligation or something isn't necessary.

You don't have to bring sandwiches, lunch is provided.

We use *didn't have to* to talk about a situation in the past where there was no obligation.

We didn't have to walk home after the party, Patty gave us a lift.

6 We use *should* to talk about weak obligations.

You should stop smoking. (I have no power to make you stop.)

7 We use *supposed to* to talk about rules that people are expected to follow, but which are often not respected.

You're not supposed to bring drinks into the computer room. (People do this anyway.)

UNIT 7

7.1 Zero, first and second conditionals

Conditional sentences contain a condition clause and a main/result clause. The condition clause can come at the beginning or the end of the sentence.

zero conditional

FORM If + present simple + present simple in the main clause.

USE We use the zero conditional to talk about what always happens/a natural consequence. There is no real condition.

If you leave ice in the sunshine, it melts.

first conditional

FORM If + present simple + will for future in the main clause.

USE We use the first conditional

- to talk about something that is likely to happen if something happens first.

If I pass my driving test, I'll take everyone out for a drive.

- to make a threat or promise.

If you don't give me my bike back, I'll tell my dad.

I'll buy you an ice cream if you're good.

We can also use *when/as soon as* instead of *if* when we are sure that something is going to happen.

As soon as/When they arrive, we'll have lunch.

second conditional

FORM If + past simple + would, could, etc., in the main clause.

USE We use the second conditional

- to talk about something the speaker believes is unlikely to happen.

*If you stopped smoking, you'd save a lot of money.
(but I don't think you'll stop)*

- to talk about something that is entirely imaginary, unreal or untrue.

I would ban cars if I ruled the world. (but I will never rule the world)

7.2 unless, otherwise, provided that

unless

Unless has the meaning of *except/if not*. It comes in the condition clause.

We'll have a picnic unless it rains. (If it doesn't rain, we'll have a picnic.)

otherwise

Otherwise has the meaning of *if not* but introduces the result clause.

Stop playing with those matches, otherwise you'll burn yourself. (If you don't stop playing with those matches, you'll burn yourself.)

provided that

Provided that and *as long as* have a similar meaning to *if* but they emphasise the condition.

I'll lend you my camera provided/as long as you promise to look after it.

UNIT 8

Forms of the passive

FORM Appropriate tense of *be* + past participle

Present simple	<i>The rubbish is collected once a week.</i>
Present continuous	<i>Steve is being seen by the doctor.</i>
Past simple	<i>The vase was broken during the party.</i>
Past continuous	<i>He had to walk because his car was being repaired.</i>
Present perfect	<i>My handbag has been stolen!</i>
Past perfect	<i>By the time we arrived all the food had been eaten.</i>

USE The passive is used to talk about processes, actions and events

- 1 when the process is more important than the person who did it (the agent).
- 2 when we don't know who did something, or the agent is unimportant or assumed.

Wine is produced along the entire valley.

This medal was given for bravery.

We can include the agent in a passive sentence if it adds extra interesting information. We usually include it at the end of the sentence.

These carpets were made in a remote village by tribal women.

In passive structures, verb and preposition groups stay together.

Active: We are looking into the reason for the delay.

Passive: The reason for the delay is being looked into.

Watch Out! We can't use the passive with verbs that are intransitive (that can't take a direct object), e.g. *disappear, rise, die*.

The price of oil has been risen. The price of oil has risen.

causative have

FORM Subject + *has/have* + object + past participle

USE We use the causative *have* to talk about services others perform for us. This is usually because we wanted them to and often means we paid them to do it, but it can sometimes be used when we didn't want them to do it.

They had their flat decorated by a professional.

I'm going to have my eyes tested tomorrow.

*He had his mobile phone stolen at the swimming pool.
(by someone unknown)*

UNIT 9

9.1 Future perfect and continuous

Future perfect

FORM will + have + past participle

USE We use the future perfect to describe something that will be completed before a definite time in the future.

By the time a child is five it will have seen several thousand commercials.

By this time tomorrow we'll have arrived in Sydney.

If I post it today, my card will definitely have arrived by Carla's birthday.

Future continuous

FORM will + be + present participle

USE We use the future continuous to describe something that will be in progress at a definite time in the future.

This time tomorrow we'll be driving to the airport.

In three days' time we'll be lying by the pool.

By 2050, humans will be living on Mars.

Direct speech	Reported speech
1 Present simple <i>He said, 'I live in the city centre.'</i>	Past simple <i>He said he lived in the city centre.</i>
2 Present continuous <i>He said, 'I am seeing Hannah on Tuesday.'</i>	Past continuous <i>He said he was seeing Hannah on Tuesday.</i>
3 Past simple/continuous <i>'It was raining so heavily that the match was cancelled,' he said.</i>	Past perfect simple/continuous <i>He said it had been raining so heavily that the match had been cancelled.</i>
4 Present perfect simple/continuous <i>'She has been working hard and has written another book,' he said.</i>	Past perfect simple/continuous <i>He said she had been working hard and had written another book.</i>
5 will <i>'We'll bring some food,' they said.</i>	would <i>They said they would bring some food.</i>
6 can <i>Paolo said, 'I can cook the best pasta in the world.'</i>	could <i>Paolo said he could cook the best pasta in the world.</i>

9.2 Reported speech

direct speech

Direct speech is when we report the exact words that someone says or writes. We use quote marks (' ' or " ") around the exact words, and we usually use reporting verbs such as say and ask.

'We need to go to the bank,' he said.

'How about going to the cinema?' asked Philip.

reported speech

Reported speech is when we report something that has been said or written. We often use reported speech to give the gist or general meaning of what we heard rather than the exact words.

- After past reporting verbs, e.g. said, asked, etc., the verb form generally changes as follows:

- After present, future and present perfect reporting verbs, e.g. says, has asked, etc., the verb form is generally the same as in direct speech.

Estelle: I'll make lunch.

Estelle says she'll make lunch.

Dominic: I don't want to go to the party.

Dominic says he doesn't want to go to the party.

- Pronouns and place/time words, e.g. here, today, etc., may change in reported speech.

now → then

this → that

today → that day

before → earlier/previous

the day before yesterday → two days earlier

yesterday → the day before

this evening → that evening

last night → the previous night

the next day → the following day

My father said, 'I'll see you this evening.'

My father said he would see me that evening.

reported statements**FORM** verb (+ that) + clauseWe can use **say** and **tell** (and other verbs) to report statements.When we use **say**, we don't use an object.*He said (that) they had had a good time.*When we use **tell**, we use an object.*She told me (that) they were going to Paris for their honeymoon.***reported questions****FORM**

Wh- questions	
Direct speech	Reported speech
'Who did you see at the party?' she asked.	<i>She asked me who I had seen at the party.</i>
Question word + auxiliary verb + subject + verb	Question word + subject + verb
Yes/No questions	
Direct speech	Reported speech
'Do you like your new job?' he asked.	<i>He asked me if/whether I liked my new job.</i>
Auxiliary verb + subject + verb	If (or whether) + subject + verb

UNIT 10**10.1 Relative pronouns and relative clauses**

The most common relative pronouns are

who: to refer to people.**which**: to refer to things.**that**: to refer to people or things.**whose**: the possessive of **who** and **which**.**when**: used after nouns referring to time.**where**: used after nouns referring to place.**defining relative clauses****USE** We use defining relative clauses to define or identify a noun by giving essential information about it. The clause tells us exactly which person, thing, time or place we are talking about.*That's the woman who I met at the café.**This is the lift which keeps breaking down.**He's the man whose son broke our window.**Over there is the restaurant where I met Suzanna for the first time.*With defining relative clauses, we can use **that** instead of **who** and **which**.*That's the woman that I met at the café.**This is the lift that keeps breaking down.*

If the relative pronoun is the object of the sentence, we can leave it out.

*That's the woman I met at the café. (I is the subject of the sentence)***non-defining relative clauses**

We use non-defining relative clauses to give extra, non-essential, information. They tell us more about a person, thing, time or place that is already identified.

- Commas are used before and after the relative clause.
- Non-defining relative clauses are generally more formal and more common in writing.
- We don't usually use **that** in non-defining relative clauses.

*Maria, who had never been skiing before, was covered from head to toe in bruises.**The old monastery, which used to stand at the top of the hill, was destroyed in a fire.*

10.2 Articles

- 1 We use the indefinite article *a/an* before
 - single countable nouns that we are talking about for the first time.

There's a café on the corner.
 - jobs

She's a lawyer.
 - before a noun that we are using in a general sense.

a dog, a child, a car
- 2 We use the definite article *the*
 - before single countable nouns that we have talked about before.

When I got to my house I saw a dog standing by our front door. The dog seemed pleased to see me.
 - when we are talking about something specific.

I generally dislike musicals, but the one I saw the other evening was brilliant.
 - with an adjective to talk about a specific class or group.

The rich are getting richer and the poor are getting poorer.
 - when there is only one of something.

The Earth goes around the Sun.
 - with superlatives.

It's the most delicious hot chocolate I have ever tasted.
 - with an ordinal number.

We have an appointment on the third of February.
 - with job titles.

The president is going to welcome the queen on a state visit.
- 3 We use no article (-)
 - with most languages, names, streets, towns, cities, countries.

The school is going to start teaching Chinese next year.
 - with uncountable nouns, plural nouns and abstract nouns.

The main ingredients are rice, milk and sugar.
 - with real books and newspapers to ebooks.

I prefer real books and newspapers to ebooks.
 - with more information before we can make a decision.

We need more information before we can make a decision.

UNIT 11

11.1 Modals of possibility and certainty

present forms

We can use *must be*, *might be* and *can't be* to make deductions in the present.

- 1 We can use *must* to say that we are sure that something is certainly true for a present situation.

That must be the postman's car, he always brings the post at this time.
- 2 We can use *might* to say that we think something is possibly true (but we are not sure) for a present situation.

Oh no, the car won't start. It might be the battery.
- 3 We can use *can't* to say that we are sure that something is certainly not true for a present situation.

This bill can't be right, we never ordered these drinks.

Watch Out! We can't use *mustn't* in this case.

This bill mustn't be right, we never ordered these drinks.

past forms

We can use *must have* (+ past participle), *might have* (+ past participle) and *can't have* (+ past participle) to make deductions in the past.

- 1 We can use *must have* to say that we are sure that something is certainly true for a past situation.

Oh dear, that's Haley's bag on the table. She must have forgotten to take it.
- 2 We can use *might have* to say that we think something is possibly true (but we are not sure) for a past situation.

I can't find my keys, I might have left them at Jenny's house, or I might have left them at school.
- 3 We can use *can't have* to say that we are sure that something is certainly not true for a past situation.

She can't have taken the money – she was on holiday at the time.

Watch Out! We can't use *mustn't have* in this case.

She mustn't have taken the money, she was on holiday at the time.

11.2 so, such, very; too and enough

so

- We use *so* before an adjective to add emphasis.
I was so disappointed.
- We often add information to explain why someone felt that way.
I was so disappointed about failing the exam.
- We use *so + adjective + that* in long sentences that make the link between cause and result.
He was so tired that he fell asleep on the train.

such

- We use *such* before a noun, or adjective + noun for emphasis.
His room is always such a mess.
It is such a messy room.
- We use *such + noun/adjective + noun + that* in long sentences that make the link between cause and result.
The book was such a success that they decided to make a film of it.
It was such a beautiful day that we went sailing.

very

- We use *very* before an adjective or adverb.
- We use *very* to emphasise a fact.
I feel very tired.
She works very well.

too

- We use *too* before an adjective or adverb to show that there is a problem.
It is too cold to go for a walk.
Don't drive too slowly – we'll be late.
- We use *too much/too many* before a noun or an adjective + a noun.
There is too much salt in this soup.
There are too many cars on the road.
- In longer sentences, we use *too + adjective + to infinitive* to show a link between the problem and the result.
They were too young to go on the ride.

Watch Out! Do not confuse *too* and *very*.

Very emphasises a fact, *too* says that there is a problem.

I am very tired. (a fact)

I am too tired to go to the party. (a problem)

enough

We use *enough*

- after an adjective or an adverb.
Sam isn't old enough to live on his own.
The builders are not working quickly enough, it won't be ready on time.
- before a noun, or an adjective + noun.
There's enough food to feed an army! How many people did you invite?
There aren't enough small spoons, can you wash some?
- In longer sentences, we use *not + enough + noun + to infinitive* or *not + adjective + enough + to infinitive* to show a link between the problem and the result.
We haven't got enough money to go away on holiday this year.
We aren't rich enough to go away on holiday this year.

11.3 Question tags

Question tags are the short questions that come at the ends of sentences when speaking.

Question tags are used after positive and negative sentences, but not after questions.

FORM We use negative tags after positive sentences, and positive tags after negative sentences.

It's cold, isn't it?

It isn't very warm, is it?

- If the main sentence uses the verb *be* or has an auxiliary verb, this is repeated in the question tag.

She is a very intelligent child, isn't she?

Mother won't be pleased, will she?

They can't use our car without asking, can they?

- If the main sentence has no auxiliary verb, the question tag uses *do, does, did (don't, doesn't, didn't)*.

You enjoy classical musical, don't you?

They came early last time, didn't they?

USE We use question tags for two different reasons.

- To ask if something is true or not (when we don't know the answer). For this type of question tag we use rising intonation.
- To check information (when we believe we already know the answer.) For this type of question tag we use falling intonation.

A: You're from Germany, aren't you?

B: Yes, that's right.

Watch Out! The intonation we use depends on what we believe is true, even if it may not be true in reality.

UNIT 12

12.1 The third conditional and wish

the third conditional

FORM If + past perfect + would have + past participle in the main clause

USE We use the third conditional to talk about past situations that did not happen.

If we **had left** on time, we **would have caught** the train.

I **would have offered** you a lift if I'd **known** you didn't have your car.

wish

FORM subject + wish + had + past participle

USE We use wish + past perfect to talk about things in the past that we regret and that we can do nothing to change.

I **wish / hadn't eaten** so much.

We can often use if only instead of wish.

If **only I'd bought** that dress when I had the chance.

12.2 Reporting verbs

Say, tell and ask are the most common reporting verbs.

Other common reporting verbs are invite, accept, offer, warn, suggest, apologise, criticise, remind. Each verb is followed by a particular verb structure.

- verb + if + object + verb
ask

He **asked if I liked** fish.

- verb + to infinitive
offer, refuse

He **offered to carry** my suitcase.

- verb + object + to infinitive
ask, tell, invite, warn, remind

She **reminded me to bring** my camera.

- verb + noun
accept

She **accepted the present** from her class.

- verb (+ object) + preposition + -ing
apologise, criticise

He **apologised for arriving** late.

He **criticised me for finishing** my work late.

- verb + that + object + infinitive without to
suggest

He **suggested that I take** a coat as it was likely to rain.

12.3 Linkers: although, despite, however, etc.

although, even though, despite, in spite of

FORM

although/even though + verb phrase

Although/Even though she had a bad cold, she still went to the party.

despite/in spite of + gerund or noun phrase

Despite/In spite of having a bad cold, she still went to the party.

Despite/In spite of her bad cold, she still went to the party.

USE We use although, even though, despite and in spite of to show that there is a contrast or contradiction between two ideas that are presented together. The second idea usually introduces a 'surprise' – something unexpected or illogical.

Even though the water was cold, he went for a swim.
(We would not expect someone to go for a swim if the water is cold.)

Watch Out! We put although, even though and despite/in spite of before the first idea, not the contrast.

Even though they were happy, they were very poor.

Even though they were very poor, they were happy.

however

USE We can use however to contrast ideas across sentences or paragraphs. It usually comes at the beginning of a sentence.

There is parking available. **However**, it can get very crowded after six.

It can also come in the middle.

There is parking available. It can, **however**, get very crowded after six.

Or at the end.

There is parking available. It can get very crowded after six, **however**.

Watch Out! We put however between the contrasting ideas, not before them.

However there wasn't much snow, we still had a great time.

Writing reference

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I General tips for writing tasks

Here are some general tips about what to think about when you're doing the writing task. In the exam the examiner will look at all these things in your written work.

1.1 Content

You must do what the question asks. You should try to make your writing interesting for the reader.

- Have you included something about all the points mentioned in the question?
- Have you expanded points by giving reasons and examples?

1.2 Organisation and cohesion

You should organise your writing well. Start with an introduction, follow this with two or three short paragraphs that deal with separate points and finish with a conclusion that summarises your ideas or gives your opinion.

- Have you included an introduction and conclusion?
- Have you divided your work into logical sections?
- Have you linked your ideas with a range of linking words and devices?

1.3 Range

Try to use a range of different structures and vocabulary to suit the question.

- Have you included different tenses, a range of adjectives, verbs and some phrasal verbs?

1.4 Appropriacy of register and format

Make sure that you use the appropriate style: informal when writing to a friend or more formal when writing an essay or to someone you do not know.

- If the style is informal, have you used colloquial language, exclamation marks and contractions?
- If you are writing a formal letter, remember this requires a special way of starting and finishing.

1.5 The target reader

Always think about how the reader of your work will react.

- Will the reader be fully informed?
- Will he/she understand your points?
- Have you made things very clear?

2 Useful linking words and phrases

2.1 Time sequencers

Examples include *before, after, later, eventually, finally, as soon as, at first, at last, when, while*

I phoned my friend. While I was waiting for her to arrive I did some work. After I had finished my essay, I phoned her again but she didn't answer.

For more notes on Time phrases, see page 150

Watch Out! When we use *after*, the punctuation tells us which action happened first.

We went to the beach after we played tennis. = we played tennis first.

We went to the beach. After, we played tennis. = we went to the beach first.

Afterwards and after that always introduce the next action in a sequence.

We went to the beach. Afterwards/After that we played tennis.

2.2 Listing points

Examples include *first, firstly, first of all, to begin with, secondly, finally*

I didn't go to the party for several reasons. Firstly, I was really tired and secondly, because I didn't have enough money for a taxi there and back.

Watch Out! Don't use *at first* to introduce a list of points or instructions. We use *at first* when we change our minds about someone or something.

At first I thought she was unfriendly, but after I got to know her we became really good friends.

Don't use *at last* or *in the end* to introduce a final point or instruction. We use *at last/in the end* when something finally happens after a long time.

I looked for my car keys everywhere. At last/in the end I found them underneath the sofa.

2.3 Adding information

Examples include *as well as, in addition to, not only ... but also, and*

As well as my English homework, I had some maths to do before Monday. In addition to all that, I had to write a letter of application for a summer job.

Watch Out! When we use *not only*, we swap the order of the (auxiliary) verb and the subject.

Not only did she have to do her homework, but she also had to revise for a history test.

2.4 Giving examples

Examples include *for example, for instance, such as*

I like reality TV shows such as the X Factor.

My memory is getting very bad. For instance, last night I completely forgot to phone my friend.

2.5 Expressing purpose

Examples include *in order to, so as (not) to*

They went to the bank in order to take out some money.

He took off his shoes so as not to wake up the baby.

2.6 Reasons, causes and results

Examples include *that's why*, *because*, *as a result*, *because of (this)*, *so*

They didn't go out because of the rain. (*because of + noun phrase*)

They didn't go out because it was raining. (*because + verb phrase*)

I left work early because I had a bad headache.

As a result, *I didn't get paid the full amount.*

I had a bad headache. That's why I left work early.

We didn't have enough money to go abroad so we had a holiday at home instead..

2.7 Contrast

but

But links two contrasting ideas. It is not normally used at the beginning of a sentence. However, it can sometimes be used at the beginning of a sentence when you are writing in an informal style.

Some people say that sports people are paid too much money but I do not agree.

I was having a fantastic time at the party with Frieda and Gerry. But then I suddenly remembered that I'd promised to pick up Jacky from the station! Oops!

however

However usually comes at the beginning of a sentence to make a contrast with the sentence before. It is usually followed by a comma.

I really wanted to go to Paris for a holiday. However, I had no money at all so I couldn't!

although, even though, though

These expressions introduce a clause of contrast. If the clause comes first, it is followed by a comma.

Although it rained all day, we still had a good time.

We had a good day in the countryside **even though** it rained all afternoon.

whereas, while

- *Whereas* and *while* are used to compare two things and show how they are different.

I love playing tennis whereas my sister prefers basketball.

- *While* is also used in the same way as *although*.

While speaking English is important, you also need to practise the grammar.

in spite of, despite

These expressions must be followed by a noun or -ing form.

In spite of the cold, we went for a long walk.

Despite feeling tired, we went for a long walk.

nevertheless

This is also used to introduce something unusual or unexpected.

They didn't have very much money, nevertheless they spent a fortune on their honeymoon.

On the one hand ... On the other hand ...

These expressions are used to introduce opposite points in a discussion.

On the one hand I enjoy long journeys because it's nice not to be rushing all the time. **On the other hand** sometimes I get frustrated because I want to get to my destination quickly!

otherwise

This is used to say what will happen if something else doesn't happen first.

I must check my written work for mistakes. Otherwise I might get a bad grade.

3 Model answers, with hints and useful language

3.1 Essay

(Part 1)

For work on essays, see pages 14, 56 and 130.

TASK

You have recently had a discussion in your English class about holidays.

Now your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

Is it better to learn more about your own country rather than travel abroad on holiday?

Notes

Things to write about

- 1 which is more expensive
- 2 which is more educational
- 3 your own idea

Write your **essay** of between **140** and **190** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Useful language

Introducing different points and sequencing

- *Firstly/Secondly/Finally*
- *First of all .../I would like to begin by saying ...*
- *Another advantage/disadvantage is ...*
- *In conclusion I must say that ...*

Giving general opinions

- *Some people think/say*
- *It is thought/said that ...*
- *Most of us believe that ...*

Giving opinion

- *For me ...*
- *Personally speaking ...*
- *I think/feel/believe that ...*
- *In my opinion ...*
- *from my point of view ...*

Giving reasons and examples

- *This is because ...*
- *The reason for this is ...*
- *I say/mention this because ...*
- *For example ...*
- *For instance ...*
- *Places like/such as ...*

Giving contrasts

- *Although I can understand ...*
- *However, in my opinion ...*
- *In contrast to this ...*
- *While it is true that ...*
- *On the other hand ...*

These sample answers show two candidate's different opinions.

Model A

DO refer to the statement but try to rephrase it.

Which is better? Staying in our own country or travelling abroad on holiday? Although I can understand why some people think we should find out more about our own country, I think it's better to go abroad.

DO use an appropriate semi-formal style.

I realise that there are many interesting and beautiful places I have not seen or been to in my country. Tourists may have seen more than I have! And of course, it's more important to know about the country where you live and where you were born. It is also a lot cheaper to have a holiday in your own country and can sometimes be less stressful than going abroad.

DO add details to support your points.

However, in my opinion, it is very good for people to travel to different countries as much as possible. In addition to seeing new types of scenery and spectacular sights, you can meet people who have a different way of life.

DO use formal linking devices.

In today's world it is very important for us to respect people from other cultures and I firmly believe that travelling to these countries is the best way of doing this.

DO make your opinion clear in your conclusion

(179 words)

Model B

DO expand on the question in your introduction.

Everyone needs a break but while many people choose to spend their holiday time in another country, others prefer to stay and explore their own. I have to admit that I belong to the second group.

DO give reasons for your opinion.

Firstly, a holiday abroad can be very expensive, especially for a big family. You need to pay for accommodation and travel which can both cost a great deal. There is also holiday insurance to consider which I think is more important when you travel abroad. In contrast to this, a holiday in your own country is likely to be much less expensive and stressful.

DO give examples where appropriate.

DO refer to people's opinions.

Secondly, people often do not realise that there are lots of different beautiful and interesting places still to visit in their own country. Many people say that they like to go abroad to learn about different cultures but in fact, even in a small country like England, the people who live in different areas have different traditions, food and even ways of speaking!

DO balance your conclusion.

Although I can see the attractions of going abroad, in my opinion there are definitely more benefits to travelling around your own country.

(186 words)

3.2 Article

(Part 2)

For work on articles, see page 110.

TASK

You have seen this advertisement on the *Technology Today* website.

Write your **article**.

(You should write **120–180** words.)

No phone?

What would your life be like without your phone? We are looking for articles to post on our website. Send us your article and you could win a new phone of your choice!

Sample answer

DO try to think of an interesting title to catch the reader's eye.

DO start with an interesting phrase/sentence to encourage the reader to continue reading.

DO give an opposing opinion where appropriate.

DO use informal linkers.

DO make your own opinion clear.

No phone? A nightmare!

Quite honestly I can't imagine life without my mobile phone. It is always with me. Wherever I go it's in my pocket and even at night it's by my bed in case I get a late call or text.

My parents think I'm mad! But then they're from a different generation. All my friends rely totally on their phones for all sorts of things. Obviously, we use them to keep in touch but also for other things. I take photos with it, and I go online with it! It plays a big part in my life.

What would I do without it? I imagine I would have to start using the computer to email friends and go on my social networking sites. And that would be hard because sometimes you're not near a computer when you want to do that.

I also think that the feeling of being out of touch with people would be quite frightening. I suppose really we've become too dependent on them. A life without my mobile phone? No thank you!

DO use a direct question to involve the reader.

DO use an informal style.

DO try to finish with an interesting ending.

(197 words)

Useful language

Involving the reader

- *Have you ever considered ...?*
- *Can you imagine ...?*
- *How many people would agree with that?*
- *Surely everyone should be allowed to ...?*

Mentioning different points

- *For a start ...*
- *To begin with ...*

- *Firstly, ...*
- *Another important point is ...*
- *As well as that ...*

Giving your opinion

- *I strongly believe that ...*
- *I also think that ...*
- *I imagine/I suppose ...*

3.3 Report

(Part 2)

For work on reports, see page 98.

TASK

Your school sent you and some other students to take a summer course at a language school in the UK. Your teacher has now asked you to write a report on the course, including your comments on the lessons, accommodation, school facilities and the social programme.

Write your **report**. (You should write **120–180** words.)

Sample answer

DO give a title to your report.

Report on summer course at Edwards Language School

DO state the purpose/aim of the report and try to rephrase the wording of the task.

The aim of this report is to comment on the course at Edwards Language School in the UK this summer.

DO use subheadings to make it clear for the reader.

Accommodation

All the host families were kind and the rooms we had were comfortable. The families were close to the school so we could walk there every day.

DO refer to numbers and amounts.

School facilities

The school is quite small – only seven classrooms – but it has good facilities. There is a computer room and small library. It also has a good cafeteria with reasonable prices.

DO use formal language.

Social programme

The school organised many interesting evening and weekend events for us and one Saturday we went on a day trip to London.

DO finish with a conclusion and a recommendation.

Conclusion
To sum up, I must say that it was a very successful stay which was enjoyed by everyone. Our English has improved considerably and I would thoroughly recommend this course to future students.

(179 words)

Useful language

Stating the aim

- *The aim/purpose of this report is to ...*
- *This report is intended to give ...*

Making conclusions and recommendations

- *To sum up, ...*
- *I must say/it was felt that ...*

- *In conclusion I would like to say that ...*
- *To conclude it must be said that ...*
- *Generally speaking, ...*
- *I would (thoroughly) recommend ...*
- *It seems that ...*

3.4 Review

(Part 2)

For work on reviews, see page 120.

TASK

You recently saw this notice on your college website.

Write your **review**.
(You should write **120–180** words.)

Have you seen any good TV documentaries recently?

We are looking for reviews of recent documentaries to put in the 'Review' section of our website. Send us your review and if we include it you will receive a DVD of Famous documentaries of the twenty-first century.

Sample answer

In the introduction, state the name of film/book/programme, etc.

DO give some information about the subject of the film/book, etc.

DO explain why the film/book/programme, etc., was good/you enjoyed it.

DO conclude with an opinion/recommendation.

DO link your ideas.

Last week I saw the new documentary about the *Titanic*, the biggest ship in the world that sank on her first voyage in 1912. It was excellent.

There have been many films and books about this famous ship over the last hundred years, but this documentary looked at the story from a different point of view. Whereas most of the stories we hear are about the passengers, this documentary was all about the people who built the ship and those who were working on board when she sank.

I found the documentary fascinating. Not only was it visually interesting – it included lots of early photographs of the builders, crew and the ship as she was being built – but it was also extremely informative. I learnt a lot of facts that I hadn't known before. Some of them were very sad. For example, the number of people who died while they were building *Titanic*.

If you missed it last week it will be repeated next Thursday. Those people who liked the 1997 film *Titanic* will find this very interesting indeed!

(179 words)

Useful language

Introduction

- Last week I saw ...
- ... is an excellent film.
- The book I would like to review is ...

Giving information

- This documentary was all about ...
- The story is based on ...
- The film is set in ...
- The main character is ...
- It follows the life of ...

Giving an opinion

- It was excellent.
- I found it fascinating.
- I particularly liked ...
- It is very dramatic.

Recommending

- Those people who liked ... will love ...
- I cannot recommend this film enough.
- This is a must for ...
- I would recommend anyone to ...
- It is definitely worth seeing/reading.

3.5 Informal email

For work on informal emails, see page 78.

TASK

You have received an email from your English-speaking friend Jonas who is coming to stay with you next weekend. Read this part of the email and then write your email to Jonas.

I'm really looking forward to the weekend. It will be good to get away from all this revision I'm doing! Maybe we can go for a walk in the forest? By the way, how do I get to your house from the station? Also – any suggestions for where I can take you all out for a meal over the weekend?

See you soon

Jonas

DO refer to previous email or information.

DO expand on your notes where you can.

DO order your email/letter logically with separate paragraphs for different points or topics.

Hi Jonas,

Great to hear from you. I can't wait for next weekend, either!

When you get to the station it's better to get a bus as we live quite a long way from it. Outside the station turn left and there's a bus stop just along the road. Get the number 55 and get a ticket to Harper's Grove. Text me when you're on the bus and I'll meet you at the stop.

It will be lovely to go out for a meal. We could go to the new Italian restaurant in Harper's Bridge. It's had a lot of good reviews. I'll book a table.

On Sunday we've arranged to go out for the day to the beach. We can have a picnic and do some swimming. Then we can visit Arundel Castle on the way back. We thought you might like that. We'll still get our exercise!

Good luck with the history test. Don't worry, you'll be fine. You're so good at history!

Have a good journey on Friday and I'll see you at the bus stop!

Love

Katy

DO use the notes.

DO write an appropriate ending.

Useful language

Reference to previous letter/email or information

- Great to hear from you.
- Thanks for your letter.
- It was lovely to get your email.
- I'm really looking forward to our trip together.

Suggesting

- We could go to ...
- Why don't we ...
- It would be lovely to ...
- How about going ...
- We can have ...

Giving instructions

- Turn left
- Get the number 11.
- Text me when ...

Closing remarks

- I'll see you at ...
- I'm looking forward to seeing you.
- See you soon.
- Write soon.
- Best wishes/Love

3.6 Informal letter

For work on informal letters, see page 24.

TASK

You are on holiday. Before leaving home you received a letter from your Scottish friend, Molly. Read this part of the letter and then write your letter to Molly.

So, you're off to Spain. Lucky you! Don't forget to write to me and tell me all about what you're doing and if you meet any interesting people!

Love

Molly

Sample answer

DO give the reason for writing, informally.

Hi Molly,

As promised, I'm writing to you from sunny Spain! At the moment I'm sitting on a beautiful beach getting a good tan and I'm just about to have a swim to cool off! Am I making you jealous?

DO expand on points to interest the reader.

The ~~journey~~ here was terrible. There were delays and then we had to wait ages for our luggage. But it was worth it! The hotel is perfect. It's right on the beach and the rooms are spacious and we've all got a balcony overlooking the lovely gardens.

DO use a direct question to involve the reader.

So far we've spent most of the time on the beach, just chilling out, because the weather's been very good. But tomorrow we're going on an excursion along the coast to see some little villages and have a typical meal in a restaurant that serves local specialities.

DO mention all points you are asked to write about.

The people at our hotel are from different countries and I've met a really nice girl from France. She's here with her parents. It's good to practise both my French and my Spanish!

DO end appropriately.

Anyway, I'll text you when I'm back and we can meet up.

DO use informal language.

Love

Bess

(177 words)

Useful language

Beginning the letter

- *Thanks so much for your letter.*
- *As promised, I'm writing ...*
- *It was lovely to hear from you.*
- *Don't be surprised – I know I haven't written for a while!*
- *Sorry it's taken me so long to write back.*

Ending the email

- *I'll text you when ...*

- *Let's meet up soon.*
- *Do write back soon.*
- *Give my love/best wishes to your sister.*
- *Hope to see you soon.*
- *All the best*
- *Best wishes*
- *Bye for now*

3.7 Letter of application

(Part 2)

For work on letters of application, see page 66.

TASK

You are looking for a holiday job and see this advertisement online.

Write your **letter**.

Do not write any postal addresses.
(You should write **120–180** words.)

◀ How well do you know your city? ▶

We need tour guides for our major cities.

- Write to us at the address below including details about
- ▶ your knowledge of the city.
 - ▶ any languages you speak.
 - ▶ your availability this summer.

Sample answer

DO say what you are applying for and where you saw the advert.

DO say why you are suitable.

DO end appropriately and in a correct formal style.

Dear Sir,

I am writing to apply for the job of tour guide in London that was advertised on your website.

I am 18 years old and I am currently studying for my A levels at Grove High School. I am looking for a summer job before going to Manchester University to study languages and history.

I have lived and studied in London all my life and I know the city very well. History is one of my main interests and I have done many projects on famous London sights and monuments.

I speak three languages – French, Spanish and a little German. I am a sociable person and I enjoy meeting new people. I am enthusiastic about the attractions of my city and I think that this is important for a tour guide.

I shall be available from the middle of June until the end of September when my university course begins.

If you would like me to attend an interview, my contact details are below. I am free every Wednesday and Thursday afternoon.

Hoping to hear from you shortly,

Yours faithfully
Richard Bracks

DO mention all the points you are asked to write about.

DO refer to contact details.

(179 words)

Useful language

Appropriate opening and closing

- Dear Sir/Dear Madam/Dear Mr. Watson
- Yours
- Yours sincerely/faithfully
- Kind regards

Giving reasons for writing

- I am writing to apply for ...
- I would like to apply for ...
- I am writing because I saw ...

Talking about abilities, qualities and suitability

- I have lived and studied in ...
- I have a lot of experience in ...

- I have always wanted to ...
- I can speak three languages.
- I have done similar work before.
- I think this is important for someone who ...
- I believe I am an ideal applicant for this type of work.

Closing remarks

- Thank you for considering my application.
- I hope/Hoping to hear from you soon/shortly.
- I look forward to hearing from you.
- I enclose my CV/references from ...
- I would be grateful for a quick reply.
- Could you send me some more details about ...

Phrasal verbs list

A phrasal verb is a verb followed by an adverb or preposition. This list focuses on phrasal verbs which are idiomatic or non-literal. There are four types of phrasal verb:

1 Intransitive

These phrasal verbs need no object.

The plane took off at 6 a.m.

The washing machine broke down yesterday.

2 Transitive and separable

These phrasal verbs need an object. The object can go either between the verb and particle, or after the particle.

I turned the light on / I turned on the light.

WATCH OUT!

When the object is a pronoun, it MUST go between the verb and particle.

My dad picked me up from the station.

My dad picked up me from the station.

3 Transitive and inseparable

These phrasal verbs need an object. The object can only come after both the verb and particle.

We sometimes look after our niece.

4 Transitive and inseparable with two particles

These phrasal verbs need an object. The object can't go between the verb and particles.

I'm looking forward to meeting your parents.

apply for (type 3) make a formal request for something:
Megan has applied for a better job.

break down (type 1) stop working: *Oh no! The lift has broken down again.*

break up (type 1) end a relationship: *Cindy and Malcolm have broken up again.*

(type 2) destroy: *They broke the ship up for scrap.*

bring out (type 2) introduce: *They have brought out a new edition of the book.*

bring up (type 2) raise: *His grandmother brought him up when his parents got divorced.*

raise a topic: *Someone brought up the subject of parking at the meeting.*

bump into (type 3) meet by chance: *Guess who I bumped into at the supermarket?*

calm down (type 2) become less emotional: *When he fell, Shiona calmed him down and cleaned his cut knee.*

carry on (type 1) continue: *If we carry on like this we won't have any money left.*

catch on (type 1) become popular: *This new fashion will never catch on.*

finally understand: *I didn't understand him at first, but I eventually caught on.*

chill out (type 1) relax: *At the end of the day I like to chill out in front of the telly.*

click on (type 3) select (on a computer): *Just click on that icon to open the file.*

come across (type 3) find, often by chance: *They came across some hidden treasure while they were building the house.*

come along (type 1) join a trip or an activity: *You're very welcome to come along this evening.*

come up (type 1) appear/occur: *I can't see you tonight, something has come up at work.*

come up with (type 4) have an idea: *We've come up with a great solution to the problem.*

cut down on (type 4) reduce the amount you consume: *If you can't stop smoking at least try to cut down on how many cigarettes you have a day.*

deal with (type 3) take action: *We need to deal with the problem before it gets worse.*

dress up (type 1) wear your best clothes: *It's a special occasion so we should dress up.*

end up (type 1) finish, often in an unexpected way or place: *We followed our GPS and ended up at the top of a mountain.*

fall out (type 1) have a serious argument: *They fell out 30 years ago and haven't spoken to each other since.*

fall over (type 1) fall: *He slipped on the ice and immediately fell over.*

fall through (type 1) collapse/fail to happen: *Plans to make the book into a film fell through.*

find out (type 2) discover/learn information: *Can you **find out** the train times to Milan?*

fit in (type 2) find the time to do something: *The doctor can **fit you in** at six o'clock.*

get away (type 1) escape: *We tried to catch the thieves but they managed to **get away**.*

get in (type 1) arrive at work/school/home: *What time did Miriam **get in** today?*

get into (type 3) become involved in something: *He **got into** role-playing games when he was still at school.*

get on (type 1) have a (good) relationship: *We've been **getting on** better recently.*

get over (type 3) recover from an illness: *It took him ages to **get over** the flu last winter.*

give away (type 2) distribute: *She **gave away** her money to the dogs' home.*

tell a secret: *Mum accidentally told Dad about the party and **gave away** the surprise.*

give up (type 2) stop doing: *She **gave up** playing tennis after the twins were born.*

go along (type 1) go to an event: *We **went along** to the meeting.*

go along with (type 4) agree or support: *I'm happy to **go along with** that suggestion.*

go away (type 1) leave: *Please **go away**, I'm trying to finish my homework.*

go down (type 1) become lower: *House prices have **gone down** again this month.*

go down with (type 4) become ill: *They all **went down with** a terrible stomach bug.*

go for (type 3) choose/select: *I think we should **go for** the green one.*

go into (type 3) enter/join a profession: *She **went into** the police when she left school.*

go off (type 1) leave: *He **went off** to school in a very bad mood.*

lose its freshness: *This butter tastes strange; I think it has **gone off**.*

go on (type 1) happen: *What's **going on**, why is there so much noise?*

complain: *Stop **going on** like that – there's nothing we can do.*

go out (type 1) leave the home: *There's nothing on telly, why don't we **go out**?*

go up (type 1) increase: *Unemployment keeps **going up**.*

grow into (type 1) develop over time and become: *Their small family business **grew into** an international company.*

grow up (type 1) become an adult: *Shakespeare **grew up** and went to school in this town.*

help out (type 2) assist: *Our neighbour **helped us out** with moving the furniture.*

join in (type 3) participate: *Don't be shy! Everyone can **join in**.*

keep up with (type 4) stay at the same level: *I'm no good at maths; I can't **keep up with** the rest of the class.*

knock down (type 2) demolish: *They **knocked down** the old hospital and built a modern one.*

light up (type 2) illuminate: *The firework display **lit up** the sky – it was amazing.*

live on (type 3) survive: *I don't know how they **live on** such a small salary.*

look after (type 3) take care of: *Can you **look after** the children this evening?*

look for (type 3) try to find: *I'm **looking for** my car keys, has anyone seen them?*

look forward to (type 4) to be excited about something that is going to happen: *We're really **looking forward to** seeing Maria again after so many years.*

look into (type 3) investigate: *A team is **looking into** the cause of the fire.*

look round (type 3) visit: *After we unpacked, we **looked round** the old town.*

look up (type 2) consult/check: *I **looked** their number **up** in the phone book.*

meet up (type 2) meet other people to do something: *We **met up** outside the station and went clubbing.*

mess up (type 2) spoil: *She **messed up** the job interview by arriving late.*

move in (type 1) begin living in a new home: *When we **moved in** we redecorated the house.*

pass on (type 2) transmit (knowledge or disease): *Grandma **passed on** her secret recipe.*

pass out (type 1) faint: *It was so hot on the underground I **passed out**.*

pick up (type 2) go and collect: *Can you **pick up** my dress from the dry-cleaner's?*

catch an illness: *She **picked up** an eye infection at the swimming pool.*

learn (a skill/a language): *Hannah **picked up** Italian after just six months.*

PHRASAL VERBS LIST

point out (type 2) draw someone's attention to: *She pointed out that there was a spelling mistake on the poster.*

put away (type 2) store: *We need to put away the decorations for another year.*

put off (type 2)

discourage: *The weekend course put him off becoming a soldier.*

delay: *We've put the trip off until next week.*

put on (type 2) wear a piece of clothing: *Put on your coat, it's cold outside.*

put up (type 2) install/fix in place: *We need to put up some bookshelves in the sitting room.*

put up with (type 4) support: *I can't put up with your behaviour any more. I'm leaving.*

run out (type 2) consume completely: *Oh no, we've run out of milk.*

save up (type 2) gradually save money: *People used to save up until they could afford to buy something.*

set off (type 1) begin a journey: *They set off on a five-year voyage around the world.*

show round (type 2) act as a guide: *Paula showed us round the new sports' centre.*

sort out (type 2) organise/find a solution:

When Grandad died it took months to sort out all his papers.

stand out (type 1) be obviously different: *She is an excellent student who stands out from all the others.*

stay ahead (type 1) remain in front: *It's getting more difficult to stay ahead of our rivals.*

take off (type 1) leave in a plane: *The plane took off on time.*
(type 2) remove clothing: *I'm going to take off my tie, it's so uncomfortable.*

take over (type 1) assume control: *I'd like you to take over the shop while I'm on holiday.*

take up (type 2) begin something new: *I'm going to take up golf when I retire.*

think about (type 3) consider: *She's thinking about studying abroad for a year.*

think up (type 2) invent: *She spent the journey thinking up an excuse for why she was late.*

throw away (type 2) discard: *She threw away his favourite trainers without telling him.*

try out (type 2) test: *I'd like you to try out this new washing powder and tell me what you think.*

turn down (type 2) reduce the level: *Can you turn down the music? I'm trying to concentrate.*

refuse: *She turned down the job because the salary was too low.*

turn into (type 2) transform: *They've turned the old cinema into a bowling alley.*

turn off (type 2) switch off/stop: *Don't forget to turn off the computer.*

turn up (type 1) arrive/often unexpectedly: *You can't just turn up at their door – phone them first.*

(type 2) increase the level: *Turn it up! I love this song!*

watch out (type 1) pay attention/be careful: *Watch out, that paint is still wet.*

work out (type 1) take exercise: *She works out at the gym twice a week.*

(type 2) calculate: *I can't work out the answer to this problem, can you help?*

Irregular verb families

One way of learning irregular verbs is to treat them as families that follow certain patterns.

No clear pattern

be	was/were	been
do	did	done
eat	ate	eaten
go	went	*gone / been
lie	lay	lain
see	saw	seen
win	won	won
write	wrote	written

gone has the idea of leaving

been has the idea of leaving and returning

No change

cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
read /ri:d/	read /red/	read /red/
set	set	set

Past simple and past participle have the same form

Ending in -t or -d

build	built	built
feel	felt	felt
get	got	got / gotten (US)
lean	leant	leant
learn	learnt	learnt
leave	left	left
lose	lost	lost
mean	meant	meant
meet	met	met
sit	sat	sat
find	found	found
have	had	had
hear	heard	heard

hold	held	held
lead	led	led
make	made	made
stand	stood	stood
understand	understood	understood
lend	lent	lent
send	sent	sent
spend	spent	spent
sell	sold	sold
tell	told	told
lay	laid	laid
pay	paid	paid
say	said /sed/	said /sed/

fall	fell	fallen
forget	forgot	forgotten
freeze	froze	frozen
give	gave	given
hide	hid	hidden
ride	rode	ridden
rise	rose	risen
speak	spoke	spoken
steal	stole	stolen
take	took	taken
wake	woke	woken
write	wrote	written

Ending in -ought or -aught

bring	brought	brought
buy	bought	bought
catch	caught	caught
fight	fought	fought
teach	taught	taught
think	thought	thought

Change from -eep to -ept

keep	kept	kept
sleep	slept	slept

Present simple and past participle the same

become	became	become
come	came	come
run	ran	run

Past participle ends in -en

beat	beat	beaten
bite	bit	bitten
break	broke	broken
choose	chose	chosen
drive	drove	driven

Change from -i to -a to -u

begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
swim	swam	swum

Change from -ear to -ore to -orn

bear	bore	born
tear	tore	torn
wear	wore	worn

Change from -owl/-y-aw to -ew to -ownl-awn

blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown
draw	drew	drawn