

STUDENT'S BOOK

WITH KEY + DIGITAL STUDENT'S BOOK



and Student's App

FOURTH EDITION

READY FOR

ROY NORRIS



macmillan
education

**B2
FIRST**

STUDENT'S BOOK
WITHOUT KEY

FOURTH EDITION



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App

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INTRODUCTION

Welcome to *Ready for First*, a course which is designed to help you prepare for *Cambridge English Qualifications: B2 First*.

This book contains a wide range of activities aimed at improving your English and developing the language and skills which you will need to pass the examination. Each unit of *Ready for B2 First* includes one or more Language focus sections, which revise the main grammar areas, together with Vocabulary slots which will help you to increase your word store.

A significant feature of the Reading and Use of English syllabus in the book is the systematic approach to Word formation. At regular intervals you will find special sections which focus on the most important aspects of word building, ensuring that you are properly prepared for this part of the examination. There are also sections devoted to the important skill of paraphrasing and recording new vocabulary.

Roy Norris

Overview of the Examination

Reading and Use of English 1 hour 15 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple-choice cloze	8	A text with 8 gaps; there is a choice of 4 answers for each gap.
2	Open cloze	8	A text with 8 gaps, each of which must be completed with one word.
3	Word formation	8	A text containing 8 gaps. The task is to complete each gap with the correct form of a given word.
4	Key word transformation	6	Gapped sentences which must be completed using a given word.
5	Multiple choice	6	A text followed by multiple-choice questions with four options.
6	Gapped text	6	A text from which sentences have been removed. Candidates replace each of these in the appropriate part of the text.
7	Multiple matching	10	A text preceded by multiple-matching questions which require candidates to find specific information in a text or texts.

Writing 1 hour 20 minutes

Part	Task Type	Number of Tasks	Task Format
1	Essay	1 (compulsory)	Candidates are given an essay title and notes to guide their writing.
2		3 (candidates choose one)	A writing task with a clear context, purpose for writing and target reader. Candidates write one of the following: article, email, letter, report, review.

Listening about 40 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple choice	8	Short unrelated extracts of approximately 30 seconds each with one or more speakers. There are 3 options for each question.
2	Sentence completion	10	A monologue lasting approximately 3 minutes. Candidates write a word or short phrase to complete sentences.
3	Multiple matching	5	Five short monologues, each lasting approximately 30 seconds. The extracts are all related to a common theme. Candidates match extracts with prompts.
4	Multiple choice	7	An interview or conversation between two or more speakers lasting approximately 3 minutes. There are 3 options for each question.

Speaking 14 minutes

Part	Task Type	Time	Task Format
1	Interview	2 minutes	Candidates give personal information in response to questions from the interviewer.
2	Talking about photographs	4 minutes	Each candidate talks about two pictures for about 1 minute, and comments briefly on the other candidate's pictures.
3	Collaborative task	4 minutes	Candidates are given instructions with written prompts which they use for discussion. Candidates speak for about 3 minutes in total; the giving of instructions takes about 1 minute.
4	Further discussion	4 minutes	The interviewer leads a discussion which is related to the topic of Part 3.



LIFESTYLE

KEY LANGUAGE

Habitual behaviour

Be used to, get used to and used to

Lifestyle

Clothes

Get

PRONUNCIATION

Pronouncing questions

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 4 & 7

Writing Part 2

Listening Parts 1 & 3

Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What do you usually do at the weekend?
- 2 Describe your morning routine before you go to school/college/work.
- 3 Do you ever meet up with your friends on weekday evenings?
- 4 What is your favourite weekday?
- 5 What did you do yesterday evening?

How to go about it

- Do not answer just 'yes' or 'no' to the examiner's questions. Develop your answers by giving reasons or examples.
- Do not learn long pre-prepared answers. You are likely to sound unnatural and you may not answer the questions correctly.

Vocabulary Lifestyle

1 Look at the verbs and adjectives that can all be used with the noun *lifestyle* to form collocations. Collocations are pairs or groups of words that are often used together.

have	a/an	active	luxurious
live		alternative	outdoor
lead		busy	relaxed
		chaotic	sedentary
		comfortable	simple
		healthy	stressful
			lifestyle

Underline those adjectives which could be used to describe *your lifestyle*.

2 **SPEAK** Work in pairs. Compare your adjectives with your partner, explaining your choices.

*I have quite a **healthy lifestyle** at the moment. I'm eating sensibly and doing a lot of exercise.*

3 **SPEAK** Discuss the following questions. As in other parts of this book, common collocations are shown in bold.

- Would you like to **change your lifestyle**? Why/Why not?
- Do you **lead an active social life**? What kinds of things do you do?
- What do you think is meant by the **American way of life**? How would you describe the **way of life** in your country to a foreigner?
- What are some of the positive and negative aspects of our **modern way of life**? In what ways, if any, was the **traditional way of life** in your country better?
- Why are people so interested in the **private lives** of celebrities? Do they interest you?

What might the people find difficult about their lifestyles?

1

2



Speaking Part 2 Long turn

1 Look at the four photographs. They show people who lead different lifestyles. Before you do the speaking task, read the information in the boxes below.

Student A: Compare photographs 1 and 2 and say what you think the people might find difficult about their lifestyles.

Student B: When your partner has finished, say whether you like working / would like to work in an office.

2 Now change roles.

Student A: Compare photographs 3 and 4 and say what you think the people might enjoy about their lifestyles.

Student B: When your partner has finished, say which lifestyle you would prefer to lead.

How to go about it

Student A

In part 2 of the speaking exam you are not asked to describe the photographs in detail, but to compare them. When doing this, comment on the similarities and differences:

Similarities: *In both pictures ...*

Differences: *In the first picture ... whereas in the second one ...*

Student B

In the exam you have time to develop your answer fully and give reasons for your opinions.

Useful language

Student A

I get the impression it's a stressful life.
She might/may have to travel a lot.
I doubt that they have much time for a social life.
They probably enjoy being outside.
I expect/imagine they prefer doing physical work.

Student B

(I don't think) I would like to be an office worker.
I wouldn't mind working in an office.
I'd prefer to have this lifestyle **rather than** that one.
I'd rather ride a horse all day **than** work at sea.

3

What might the people enjoy about their lifestyles?



4



Reading and Use of English Part 7 Multiple matching

1 You are going to read an article in which four people talk about their lifestyles. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

How to go about it

- Read all the questions to see the kind of information you are looking for. *To help you, one part of section A has been underlined. Match this part to one of the questions. Then look in the rest of section A for any more answers.*
- Do the same for the other three sections. Underline the relevant parts of the text as you answer the questions.
- If there are any questions you have not answered, scan the whole text again to look for the information you need.

Which person

admits to having an untidy house?

would not recommend their lifestyle to other people?

likes the unpredictable nature of their work?

is not particularly keen on taking exercise?

has a lot of free time?

has achieved an early ambition?

usually has no trouble getting to sleep at night?

does not normally have to go far to get to their place of work?

says that people have the wrong idea about their work?

is considering introducing more stability into their life?

1

2

3

4

5

6

7

8

9

10

2 Find the following phrasal verbs in the text and use context to help you work out their approximate meanings. The letters in brackets refer to the sections of the text in which the phrasal verbs appear.

turn up (A) set off (B) catch up on (B) carry on (B) make up my mind (B)
 put off (C) settle down (B, C) grow up (D) come across (D) carry out (D)

I once turned up late for a play I was in.

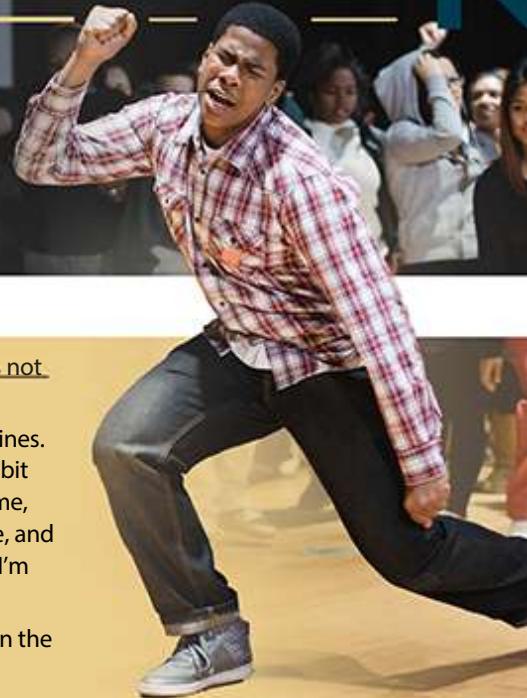
'Turn up' here means 'arrive'.

3 **SPEAK** If you had to choose, which of the four people would you prefer to change places with for a month? Why?



THIS IS YOUR LIFE

Four more personal accounts in our series on lifestyles. This week we focus on people's work and how it shapes the way they live.



A Lucas Martín: television and stage actor

Normally I get out of bed around midday. I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan, but I realise it's important.

When I'm not rehearsing or on tour, afternoons generally involve reading scripts or learning lines. My flatmates are also actors, so at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say. I'm passionate about history, and if I'm working away from home, I'll often spend the afternoon in a museum or historic building. I sometimes lose track of time, and I once turned up late for a play I was in. I felt terrible, so now I always get to the theatre early; I'm usually the first to arrive.

After a performance I eat and spend a few hours unwinding, so bedtime is often one or two in the morning. I'm normally out like a light as soon as my head hits the pillow.



B Maja Andersson: ski and snowboard instructor

I generally spend six months in Europe and six in New Zealand, but I've also worked in Japan and Canada. Wherever I am, I love the fact that I usually live just a short walk from the slopes, so I can get up reasonably late and still have time for a decent breakfast before setting off for work.

When I started out eight years ago, I used to teach groups of young kids. Now I'm fully qualified, I tend to get the advanced classes, which I find more interesting. We get plenty of days off and when I'm not working, I go skiing by myself, or catch up on my sleep – I have no problem spending the morning in bed!

I love the lifestyle, but I'm not sure I can carry on doing this for much longer. It might be time to settle down and get a more normal job, something steady and secure. I haven't made up my mind yet, though.

C Reo Tanaka: farm vet

I used to have a dog and we'd go running together most mornings, but I gave him to my mum in the end. I tend to be out all day, visiting farms, and it wasn't fair to leave him alone. So now I don't get as much exercise as I'd like to.

I love my job, especially the variety and not knowing what you'll be doing from one day to the next. But being a vet – any type of vet – is not what most people think. It's not all cuddly lambs and cute little calves. We have to do some pretty unpleasant things sometimes, things which might put some people off working with animals for life.

My mum wants to know when I'm going to find someone to settle down with, but it's not as if I have loads of free time to go looking. There's not even room for a dog in my life, so I don't see how I'll be able to fit marriage in.



D Ben Adams: mountaineer and wind turbine technician



As a child, I would tell everyone that when I grew up, I wanted to climb Everest. I've actually climbed it three times now, and I've also scaled four more of the fourteen peaks over 8000 metres.

And when I'm not on a mountain, you might come across me hanging on a rope from a wind turbine, carrying out repairs to damaged blades at heights of up to 100 metres. That's how I make a living and pay for my climbing trips. I also sometimes get sponsorship from companies, which provide funding and maybe food and equipment. In return, I mention the sponsors in the talks I give and the articles I write when I get back from my climbs.

It's a fairly unconventional way of life, and not one I'd actively encourage others to adopt – there's a lot of danger involved – but it works for me. It's precisely that sense of danger that makes me feel alive.

Language focus Habitual behaviour

1 Look at these two sentences from *This is your life*. Is the frequency adverb placed before or after:

a the main verb?

b the auxiliary verb?

I'll sometimes go for a run after I get up.

I always get to the theatre early; I'm usually the first to arrive.

2 Read the sentence and cross out the two adverbs that are used in the incorrect position.

Normally / Always / Sometimes / Never I get out of bed around midday.

3 Read the sentence and cross out the incorrect option.

Now I'm fully qualified, I tend to get / use to get / usually get the advanced classes.

4 Decide which of the following sentences 1–6 are grammatically incorrect. Change the position of the adverbs to correct them.

1 I rarely go out on weekday evenings.

2 I have usually my dinner in front of the television.

3 Never I spend more than ten minutes doing my English homework.

4 Someone is always telling me what to do and what not to do – it gets on my nerves.

5 Hardly I ever play games on my phone – it hurts my eyes.

6 It's rare for me to go to bed before midnight and quite often I'll stay up until two in the morning.

5 **SPEAK** Say whether or not the sentences in Exercise 4 are true for you.

6 Read these sentences from *This is your life* and answer the questions.

As a child, I would tell everyone that when I grew up, I wanted to climb Everest.

I used to have a dog and we'd go running together most mornings.

1 Can *used to* replace *would / 'd* before *tell* and *go*? Why/Why not?

2 Can *would* replace *used to* before *have*? Why/Why not?

7 Go to **Ready for Grammar** on page 204 for rules, explanations and further practice.

8 In the following paragraph, decide whether the underlined verbs can be used with both *used to* and *would* (a), only *used to* (b), neither *used to* nor *would* (c).



When my brother and I were little, my mum (1) had an executive position in a pharmaceutical company. She often (2) worked long hours and sometimes (3) went away on business trips for two or three days at a time. Our dear old gran (4) looked after us on those occasions, but it wasn't the same as having a mum around. We (5) didn't like her being away from home, but we never once (6) said anything, because we always (7) thought she was happy in her work.

Then one day she (8) announced she was giving up her job to spend more time with her family. My brother and I (9) were delighted at the change in lifestyle, but I'm not sure about my mum: she often (10) said afterwards that being a full-time mother was harder than being a business executive!

9 Write six sentences comparing your life now with your life five years ago.

I used to be in a band, but I left a couple of years ago and now I hardly ever play my guitar.

10 **SPEAK** Work in pairs. Discuss your sentences from Exercise 8. Ask follow-up questions for more information.

What type of music did you use to play?

Why did you leave the band?

Vocabulary Clothes

1 **SPEAK** Work in pairs. How many of the items of clothing and accessories in the photographs (a–d) can you name?

2 Complete each gap with an adjective which is the opposite of the one in bold in the same sentence.

baggy brand new casual
colourful scruffy unfashionable

- Charlie bought a great **second-hand** designer sweatshirt in *Vintage Gear* – it looks _____.
- Haven't you got a more **formal** jacket? That one's a little too _____ for the wedding.
- My sister prefers **tight-fitting** tops and jeans, whereas I like everything to be really _____.
- Clothes that are considered **trendy** and worn by everyone one year, are often _____ and too embarrassing to be seen in the next.
- She wore a **plain** grey dress to the awards ceremony. We expected to see her in something far more _____.
- As a farmer, I don't have many **smart** clothes; I spend most of my time in _____ jeans and an old T-shirt.

3 **SPEAK** Which of the adjectives in Exercise 2 could you use to describe the clothes in the photographs?

4 **SPEAK** Work in pairs. Describe the clothes your partner is wearing.



Listening Part 3 Multiple matching

1 **1.1** You will hear five short extracts in which people are talking about the clothes they wear. For questions 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

What to expect in the exam

- You will not hear exactly the same words as those in sentences (A–H). Before you listen, consider at least one alternative way of expressing the general idea contained in each sentence.

A: *I feel really comfortable in a white shirt and jeans, and that's what I wear nearly every day. Everything else seems to stay in the wardrobe.*

- Each extract usually contains at least one distractor – a key word or expression which could cause you to make the wrong choice. Pay close attention both times you hear the recording.

For example, although Speaker 1 mentions designer clothes, C may not be the correct answer.

A I tend to wear the same clothes all the time.
 B I don't really care what clothes I wear.
 C I refuse to wear designer clothes.
 D I'm careful to check the origin of the clothes I buy.
 E I generally wear second-hand clothes.
 F I only throw clothes away when absolutely necessary.
 G I buy quality clothes that are guaranteed to last.
 H I wear clothes that give me self-confidence.

Speaker 1	1
Speaker 2	2
Speaker 3	3
Speaker 4	4
Speaker 5	5

2 **SPEAK** Look again at the ideas expressed in sentences A–H above. How true is each one for you?

Vocabulary Get

1 Read the extracts from the listening. Match each use of *get*, together with any associated words in bold, to one of the meanings in the box.

arrive at become buy have the opportunity to obtain remove from

- 1 I **get** most of what I wear from charity shops.
- 2 You **get to** support good causes.
- 3 I **get** suspicious when ... I see that everything on sale is incredibly cheap.
- 4 I usually **get** that kind of information online.
- 5 I can **get** something **out of** the wardrobe and any feelings of insecurity ... will just disappear
- 6 When I **get to** work and someone says, 'Hey, that shirt really suits you', it gives me a real lift.

2 Underline the correct options to complete the phrasal verbs and expressions. There is an example at the beginning (0).

- 0 That jumper looks so scruffy. When are you going to **get away / along / lost / rid of** it?
- 1 Here's my phone number in case you need to **get in talk / speak / touch / tact with** me.
- 2 He was a lovely man – a pity you never **got the way / event / ability / chance to** meet him.
- 3 I asked Emma how much she **got paid / earned / money / salary** but she refused to tell me.
- 4 Come on, hurry up and **get moved / ready / ordered / fit!** Your bus leaves in five minutes.
- 5 Paul's parents are concerned about his behaviour. He's always **getting into problem / trouble / punishment / damage** at school.
- 6 Amy was upset when her sister moved out, but she **got out / off / by / over** it eventually.
- 7 I can't speak French, but I always manage to **get across / through / by / over** with a dictionary and a few gestures.
- 8 We **got stuck / held / kept / halted** in a traffic jam and missed the beginning of the concert.

3 **SPEAK** Discuss the following questions.

- How quickly do you **get ready for school/work** in the morning?
- How do you **get to school/work**? How long does it take you to get there?
- Did/Do you often **get into trouble** at school? What was the worst thing you ever did?
- Have you **got rid of** all your childhood toys and books? Why/Why not?
- What sort of things do you do when you **get angry**? How quickly do you **get over your anger**?



Writing Part 2 Informal letter

1 SPEAK Read the following Writing Part 2 instructions. What advice would you give Paula and why?

You have received a letter from your English-speaking friend, Paula.

As you know, this is my last year at school, and I can't make up my mind what to do when I leave. My parents want me to go to university, but I'd really like to work as a ski instructor. What do you think I should do?

Thanks, Paula

Write your letter in 140–190 words.

2 SPEAK Read Hugo's reply below to Paula's letter, ignoring the gaps. Do you agree with Hugo's advice? Why/Why not?



Dear Paula

It was great to hear from you. You've certainly got a difficult choice to make. I know how much you love skiing and I'm sure you'd be a brilliant teacher. (1) _____ maybe you should think more carefully about your future.

The good thing about being a ski instructor is that you could have an exciting lifestyle, working in different countries, meeting lots of interesting people and doing something you really enjoy. The trouble is, though, it's not very well-paid work, and the career prospects are not fantastic (2) _____ – you might still be in the same job in twenty years' time.

(3) _____, if you go to university, you'll have more chance of getting a decent job later. It'll be great fun (4) _____, especially if you choose a university in a different town and live away from home.

(5) _____, if I were you, I'd do what your parents suggest and study for a degree. You could always work in a ski resort in the holidays – students get really long breaks!

(6) _____, good luck and let me know what you decide. Looking forward to hearing from you.

All the best,

Hugo

How to go about it

▶ Plan your answer carefully. For this type of question, list the advantages and disadvantages of each option.

Advantages of working in parents' shop: easy work; live and eat at home ...

▶ Decide which of these points you will include in your answer and what advice you will give.

▶ Write your answer using logical paragraphs, a variety of linking devices, and a range of language.

Underline any expressions in Hugo's reply that you could use in your own letter, e.g. It was great to hear from you.

3 Complete gaps 1–6 in the letter with the linking words or expressions in the box.

anyway as well but either on the other hand so

4 What is the purpose of each of the paragraphs in Hugo's reply?

Paragraph 1: To express an initial opinion on the choice that Paula has to make.

5 Do the following Writing Part 2 task.

You have received a letter from your English-speaking friend, Tom.

Hi

I'm not sure what to do during the summer holidays next year. My parents want me to help out in the shop they own, but I'd quite like to work in a hotel in your country – there are plenty of jobs available. What do you think I should do?

Write soon, Tom

For more information on writing informal letters, see **page 193**.

Listening Part 1 Multiple choice

What to expect in the exam

- › The eight recorded extracts are either monologues or conversations. You hear each one twice.
- › The introductory sentence is read out before each recording.
- › For question 1, for example: you will hear the sentence *You hear two people talking about a friend of theirs.* You will not hear the question *What does the woman say about the friend?* or the three options **A–C**.
- › As in all parts of the Listening paper, you will hear distractors.

1.2 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear two people talking about a friend of theirs.
What does the woman say about the friend?
A He talks a lot about his lifestyle.
B He leads a comfortable lifestyle.
C He may change his lifestyle.
- 2 You overhear a man talking to a friend on his phone.
Why is he phoning?
A to persuade his friend to do something
B to ask for some information
C to change an arrangement
- 3 You hear a woman talking about her family's financial situation.
What is she going to do?
A ask someone to help her
B try to sell something
C look for a new job
- 4 You hear a man talking about his job.
Who is the man?
A a hotel manager
B a hotel receptionist
C a hotel doorman
- 5 You hear two people talking about the value of their time spent living abroad.
What do they agree about?
A It has helped them develop their personality.
B It has made them appreciate their own country.
C It has given them better job prospects.
- 6 You hear a man talking on the radio.
What is he doing?
A reviewing a book
B advertising a product
C reading a news report
- 7 You hear two people talking about the village they both live in.
What does the woman think of the village?
A People are not always very friendly.
B Some of the roads are dangerous.
C There are not enough children.
- 8 You hear a man talking about a country in which he once lived.
What surprised him about the people?
A the importance they give to clothes
B the type of food they eat
C their attitude to work



Language focus *Be used to, get used to and used to*

1 Look at the following sentences from the last extract in the listening. In which of them does *used to*:

a mean 'accustomed to' b refer to past habitual behaviour?

1 On my travels I've had **to get used to eating** all kinds of strange dishes.
 2 If I was offered something I knew I wouldn't like, **I used to cover** it in lemon and salt to hide the taste.

3 **I'm not used to being** with people who take so much care over what they wear.

2 What is the difference in meaning between *get used to* and *be used to*?

3 What form of the verb is used after *be used to* and *get used to*?

4 Go to **Ready for Grammar** on page 204 for rules, explanations and further practice.

5 **SPEAK** Talk about all the things you have to *get used to* in the following situations.

- you start your first job
- you get married
- you become famous
- you have children
- you go on a diet
- you move to another country

In a new job, you might have to get used to working together with other people.

Reading and Use of English Part 2 Open cloze

1 **SPEAK** What do you think are the key ingredients for a long life?

2 Read the text below quite quickly, ignoring the gaps. Are any of your ideas from Exercise 1 mentioned?

3 For questions 1–8, read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Home
Blog
Archives

Blue zones®

In his book 'The Blue Zones', journalist and best-selling author Dan Buettner identifies five regions in five different countries (0) WHERE people are thought to live longer and better(1) anywhere else. The so-called blue zones are Okinawa in Japan, Lomo Linda in California, the Greek island of Ikaria, the Nicoya Peninsula in Costa Rica and the Barbagia region of Sardinia,(2) has the distinction of having the highest concentration of male centenarians (3) the world.

These five regions share a number of specific lifestyle habits. Inhabitants tend to grow (4) own herbs and vegetables, which keeps them active and moving around naturally. They eat a mainly plant-based diet, especially beans, (5) as fava, soy and lentils, and meat is consumed on average only five times (6) month. Loved ones come first, and people in blue zones (7) good care of ageing parents and grandparents, who live with younger family members, or at least nearby. Older people remain healthier and it is less common (8) them to suffer heart disease and other illnesses associated with old age.

How to go about it

Before you decide what the missing word is, consider the meaning of the whole sentence, and the words both before and after the gap.

For gaps 1–3, key words have been underlined to help you make your decisions. No words are underlined in the exam.

4 **SPEAK** Which of the lifestyle habits mentioned in the last paragraph are common to your region? Are they part of your own lifestyle?

11

Language focus Habitual behaviour

Complete each gap with a word from the box. You do not need to use all the words.

always almost hardly like never not tend
use used usual usually very will would

- 1 My grandad's got a car, but he _____ ever uses it. He'll only drive in good weather.
- 2 _____ we play football on Sunday morning, but this week's game is in the afternoon.
- 3 This nocturnal bird is _____ often seen in daylight, so these early-morning images are a rare treat.
- 4 It's not _____ for students to bring sandwiches; most eat in the school canteen.
- 5 We _____ rarely go into the town centre to shop these days; it's far too crowded.
- 6 We _____ not to go abroad on holiday; there are so many places to visit here in this country.
- 7 When I was at school, I _____ often get into trouble for talking during lessons.
- 8 Where did your mum _____ to work before she retired?

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

YOUNG ENTREPRENEURS

A growing number of school-going teenagers are using the internet to (0) *D* their pocket money by selling clothes and accessories online. One shopping app has over seven million users worldwide, (1) *.....* many enterprising under-18s who have decided they would (2) *.....* work for themselves than look for a part-time job in a shop or restaurant.

Sixteen-year-old Eva Laidlaw, who has (3) *.....* up in a family of successful business people, buys second-hand garments then sells them via the app, more (4) *.....* than not, at a decent profit. 'I get most of my clothes from charity shops and car boot sales,' she says. 'You can (5) *.....* across good quality items if you're (6) *.....* to spend the time looking.'

Katie Simmons is another young entrepreneur. (7) *.....* on holiday in Tuscany three years ago, she discovered that clothes sold in the markets there were extremely cheap. So, every two months, Katie, now eighteen, (8) *.....* for Italy and hunts for items she thinks will sell easily at home. 'I had intended to go to uni,' says Katie, 'but now I have a business to run.'



0 A advance	B lift	C rise	D <u>boost</u>
1 A containing	B consisting	C including	D introducing
2 A better	B prefer	C like	D rather
3 A turned	B grown	C brought	D raised
4 A often	B ever	C always	D sometimes
5 A get	B find	C come	D take
6 A prepared	B disposed	C organised	D equipped
7 A Whereas	B Whenever	C While	D Whether
8 A goes away	B sets off	C carries on	D catches up

Reading and Use of English Part 4 Key word transformation

For questions 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. Here is an example (0).

0 How long was your journey from London to Manchester?

TAKE

How long **DID IT TAKE YOU TO** get from London to Manchester?

1 Why don't you throw away that old coat?

RID

How about that old coat?

2 I still find it strange to wear glasses.

USED

I still haven't glasses.

3 He never asks when he borrows my things!

ALWAYS

He is asking!

4 Simon doesn't usually drink coffee.

UNUSUAL

It drink coffee.

5 Helen is not usually so pessimistic.

LIKE

It is so pessimistic.

6 I can't wait to see you again.

FORWARD

I'm really you again.

What to expect in the exam

- The second sentence of a transformation is a paraphrase of the first sentence; it expresses the same idea but with different words.
- Transformations test your knowledge of grammar, vocabulary and collocation. *In these transformations, all the language which is tested appears in Unit 1, including the Grammar reference on page 208.*
- More than one feature of grammar and/or vocabulary may be tested in a single transformation.

In number 1, for example, consider:

- the verb and preposition used with the word *rid*.
- the form of the verb used after the words *How about*.

- You must write at least two words and no more than five, and you cannot change the key word in any way.

In number 2, for example, you must include the word used, and not use, uses or using.

- In the exam, when you transfer your answers to the separate answer sheet, you write only the missing words in CAPITAL LETTERS.

Vocabulary Get

Match each beginning 1–7 with an appropriate ending a–g.

1 Please do not hesitate to get	a ready . I won't keep you waiting long.
2 Come in. I have to finish getting	b the chance to go diving on a coral reef there.
3 I want to change jobs. I don't get	c in touch with our sales team if you have any questions.
4 I'm sorry I'm so late. My bus got	d over my shyness and talked to a few people.
5 I don't own a car; I can easily get	e paid enough for the work I do here.
6 When we lived in Australia, I got	f stuck in the snow and I had to walk.
7 I enjoyed the party once I had got	g by without one. I just use public transport.

Writing Part 2 Article

Write a short article of 140–190 words about your lifestyle and how you feel about it.

You could include information about some of the following:

your daily routine	your work or studies	your free time activities
your social life	your family life	your eating habits

Use texts A–D in *This is your life* on page 5 for ideas on how to structure your article. Include some of the vocabulary and grammatical structures you have studied in this unit

For more information on writing articles, see **page 192**.

Pronunciation Pronouncing questions

1 **1.3** Listen to two speakers asking the questions below. What differences do you notice in the way they speak? Who is easier to understand?

- 1 Why do you like that film?
- 2 What do you want to talk about?
- 3 How did you do that?
- 4 Where did you live?

2 Read the information in the box to check your answers to Exercise 1.

Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with *do/did + you*, it can be difficult to hear whether the speaker is saying *do* or *did*.

- What do you want to do? /wɒdʒə wɒnə du:/
- How did you travel? /haʊdʒə trævəl/

3 **1.4** Write down the four questions you hear.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 **SPEAK** Work in pairs. Practise saying the questions in Exercise 3 as clearly as possible.

5 **SPEAK** Now say the questions in Exercise 3 joining the words together.

What to expect in the exam

One of the criteria for marking in the Speaking paper is Pronunciation. The examiner will consider the following:

- Are the answers clear? Can the speaker be generally understood?
- Is the speaker's intonation appropriate?
- Does the speaker use sentence stress correctly? Is word stress correct?
- Are individual sounds clear? Are they correctly produced?



2



HIGH ENERGY

KEY LANGUAGE

Gerunds and infinitives

Music

Sport

Affixes

PRONUNCIATION

Vowel sounds

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 6

Writing Part 2

Listening Parts 2 & 4

Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 When was the last time you played a sport?
- 2 Do you prefer individual or team sports?
- 3 What are the three most popular sports in your country? Why do you think they are popular?
- 4 How important is music in your life?
- 5 Do you like dancing to music?
- 6 What is your least favourite type of music?

Don't forget!

- Develop your answers by giving reasons or examples.

Speaking Part 2 Long turn

Don't forget!

Student A

- Do not describe the photographs in detail; talk about the similarities and differences.
- The second part of the task is written as a question above the photographs.

Student B

- Develop your answer fully, giving reasons for your feelings or opinions.

1 The photographs below show people listening to music in different situations.

Student A: Compare the photographs and say why you think the people have decided to listen to music in these situations.

Student B: When your partner has finished, say where you like listening to music.

2 Now change roles. Go to the **Additional materials on page 198** and do the Speaking Part 2 task.

Vocabulary Music

1 All the words in each of the groups below can be used in combination with one of the words in the box. Write an appropriate word from the box in each of the gaps. There is an example at the beginning (0).

guitarist in instrument live (adj) on play (v) playlist rock song

0 a <u>rock</u>	band	3 download a	6 a	album
	musician	perform a		performance
	star	mime a		music venue
1 a lead		4	7	
a session				the charts
a bass		tour		concert
2 a percussion		5		tune
a wind			8	
a stringed		a track	create a	
		a tune	shuffle a	
		a chord	delete a	

2 Complete each gap with an appropriate word combination from Exercise 1. There is an example at the beginning (0).

0 Have you been to see a singer or a band perform in *a live music venue* ?

1 Who would you most like to see perform live _____ ?

2 Have you ever performed or spoken _____ in front of an audience?

3 Can you _____ on any instrument?

4 Can you sing _____ or do people cover their ears when they hear you?

5 Do you listen to songs that are _____ or do you prefer less commercial music?

6 When you _____, how do you decide which songs to include on it?

3 **SPEAK** Work in pairs. Discuss the questions in Exercise 2, giving as much detail as possible.

Why have the people decided to listen to music in these situations?



Listening Part 2 Sentence completion

1 SPEAK Work in pairs or small groups. Discuss the questions.

- 1 What type of music do you like listening to?
- 2 How many hours do you think you spend listening to music each day?

2 Read these Listening Part 2 instructions and the What to expect in the exam box.

2.1 You will hear a man called Jack Suggs talking on the radio about music. For questions 1–10, complete the sentences with a word or short phrase.

What to expect in the exam

- The words you *read* in the question may not be the same as the words you *hear* in the recording. For example, in question 6 **you read** ... *directors of TV series avoid using* *artists to write soundtracks*, but **you hear** ... *directors nowadays tend not to use* *musicians and composers to create the soundtracks for their work*.
- However, the word(s) you need to write are actually heard in the recording.
- For many of the questions, you will hear distractors, information which could fit the gap but does not answer the question.
For question 1 below you will hear more than one number. Listen carefully to ensure you choose the right one.
- You do not need to write more than three words for each answer.
- Minor spelling errors can be made (e.g. *musical*) but the words must be recognisable.

3 SPEAK Work in pairs. Read sentences 1–10 and discuss the type of information you might need to write for each one.

1 *will be a number, possibly quite a high one.*

4 2.1 Listen to the recording twice and complete the sentences.

Jack says that people in Britain aged between 18 and 24 listen to an average of over (1) songs a year.

Jack says that music is no longer played in many (2) for safety reasons.

The findings of one recent study recommend silence when doing work which involves (3)

Jack says that sales of (4) increased by about 11 per cent in one restaurant, when the right type of music was played.

Scientists at Oxford University discovered that a certain type of music could make some food taste even (5)

Jack says that many directors of TV series avoid using (6) artists to write soundtracks.

Jack says that many musicians make use of (7) when recording soundtracks for TV series.

Eimear Noone, a composer of video game soundtracks, lives in (8)

Jack mentions a radio programme called (9), which is dedicated to video game music.

Jack says he is going to play some (10) music on his radio programme.

5 SPEAK Work in groups. What is your favourite soundtrack from the following? Why?

- a film
- a TV series
- a video game

6 Go to the Additional materials on page 199.

Reading and Use of English Part 6 Gapped text

1 **SPEAK** Work in pairs. Look at the photographs of people doing parkour, and discuss the questions.

- 1 What does parkour involve doing?
- 2 What type of people do it and what skills do you think are required?
- 3 What benefits does it have for participants?

2 You are going to read an article about parkour. Read through the base text (the main text with the gaps). Are any of your ideas from Exercise 1 mentioned?

3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

To help you, some words and phrases are written in **bold**. These show connections between the language in the text and the language in the missing sentences. A number of grammatical words such as *he*, *its*, *their*, *this* and *those*, are written in *italics* to show further connections.

Note that these connections are not shown in the *First* examination.

How to go about it

- Check that the whole sentence fits in with the meaning of the text before *and* after the gap.
- When you think you have found the correct missing sentence for a gap, read the whole paragraph again to check that it fits.
- When you have finished the task, check that the sentence which you have not used does not fit into any of the gaps.

4 **SPEAK** Work in groups. Discuss the questions.

- 1 Do you think parkour should be taught in schools? Why/Why not?
- 2 Are there any high-risk or extreme sports you would like to try?



Inside the daredevil world of PARKOUR



An expression of attitude, exploring boundaries and calculated risk, free running has official status in the UK.

Frazer Meek jumps down from a wooden platform and jogs across the floor of the Fluidity Freerun Academy, a huge warehouse in an industrial estate on the outskirts of Cardiff. It is a wintry Thursday evening and there are only a few people practising their leaps and swings on the purpose-built equipment, designed to imitate the bollards, railings and concrete building blocks of the great urban outdoors.

In early 2017, the UK became the first country in the world to recognise parkour as a sport. **1** **Its participants are capable of leaping to improbable heights** while almost always seeming to land, cat-like, on their feet.

Also known as free running and *art du déplacement*, the sport attracts thousands of mainly young, mainly male **participants** across the country. **2** **This includes** the opening sequence of the **James Bond** film *Casino Royale*, as well as **advertising and music videos**.

'A lot of people from the pedestrian world don't understand parkour,' says **Meek**. 'It's not just about technique, it's about the attitude. It's about exploring boundaries sensibly, seeing danger and calculating risk.' **3** **'I really hated conventional sports,'** he remembers. **'I was a nervous kid** who liked playing video games. Then I started to come across it on internet forums, and it seemed to be a lot of people who didn't fit in with more conventional stuff, shy people. That's what appealed to me about it.'

Some years ago, Meek got together with some like-minded spirits and rented a gym to practise parkour. Within weeks, hundreds of kids were turning up. **4** **It is one of a handful of purpose-built parkour centres** in the UK, offering a daily timetable ranging from 'Little Ninjas' for ages two to four, to adult drop-in sessions.

Their business reflects the coming of age of a sport that started in the late 1980s as little more than **some friends playing around after school** in a Paris suburb. **5** **An early ambassador for parkour in the country, he** appeared in *Jump London*, the television documentary that introduced the activity to a wider public in 2003 as he and two friends leapt across the capital's rooftops. He also played Mollaka, the bomb-maker chased by Daniel Craig's Bond in the memorable sequence at the start of *Casino Royale*.

Participants point to the **minimal equipment requirements** as one of parkour's advantages, arguing that now that it is recognised as a sport, parkour can extend its work in schools. This is a view echoed by Parkour UK chief executive Eugene Minogue. **6** **It goes back to the core of what PE is about.'** Charlotte Blake is the chair of Free Your Instinct, a charity that brings parkour to the field of mental health. It has, she says, been an effective tool in helping people with anxiety, depression and bipolar disorder to build resilience and overcome the obstacles in their lives. 'Parkour helps you to move naturally within your environment and to develop a new dialogue with your environment, to play with it and to open up a world of opportunity,' says Blake.

- A** **Their interest** has been propelled by parkour's high profile on YouTube and **in popular culture**.
- B** Some highlight **the apparent risks** associated with parkour, but the organisation insists that the injury rate is lower than in other sports.
- C** **Later**, in 2016, **he set up Fluidity Freerun** with fellow parkour enthusiast Craig Robinson and a £50,000 loan.
- D** **Parkour** is defined as the discipline of **moving 'freely' over and through any terrain using only the abilities of the body**'.
- E** Given the lack of outdoor space and the funding challenges, the great thing about parkour is that **all you need is a pair of trainers**.
- F** **One of those children, Sébastien Foucan**, became president of Parkour UK, the sport's governing body.
- G** **He** started when he was just **twelve years old**.

Language focus Gerunds and infinitives

1 Look at the underlined words in the following extracts from the reading text. For each one, explain why a gerund, an infinitive without *to*, or an infinitive with *to* is used.

1 ... the UK became the first country in the world to recognise parkour as a sport.

1 to recognise: the infinitive with to is used in place of a relative clause after 'the first' + noun. Here it means 'the first country ... which recognised parkour'.

2 Its participants are capable of leaping to improbable heights ...

3 I was a nervous kid who liked playing video games.

4 ... it seemed to be a lot of people who didn't fit in with more conventional stuff...

5 ... Meek ... rented a gym to practise parkour.

6 Parkour can extend its work in schools.

2 Go to **Ready for Grammar** on page 206 for rules, explanations and further practice.

3 One way of talking about your likes and dislikes is to use verbs such as *love* or *hate*, followed by a gerund. Certain adjectives can also be used, together with a preposition and a gerund.

In 1–6 below, complete the first gap with a word from box a, and the second gap with a preposition from box b. The first one has been done for you.

a absolutely can't don't much quite really

b about at in of on with

1 I don't really enjoy going for walks in the countryside; I just can't get **excited** about being in the open air, like some people.

2 I don't mind listening to jazz now and again, but I wouldn't be **interested** going to a concert.

3 I love cooking, and I'm especially **fond** of baking cakes.

4 I like watching basketball, but I'm not very **good** at playing it.

5 I prefer watching films at home; I've never been very **keen** going to the cinema.

6 I stand playing board games with my family, but I never get **bored** playing games on my phone.

4 **SPEAK** How true are the statements in Exercise 3 for you?

5 Write eight sentences about your likes and dislikes using the verbs and prepositions in Exercises 3. For each sentence, add an extra piece of information.

I'm very interested in watching birds. I can identify over a hundred different species.

I really hate going to shopping centres. There are too many people and I always seem to get a headache.



6 **SPEAK** Work in pairs. Compare your sentences from Exercise 5. Ask follow-up questions for more information.

A: *I'm very interested in watching birds. I can identify over a hundred different species.*

B: *How did you learn to identify so many?*

A: *I've got several books about birds and I watch a lot of videos on the internet.*

B: *When did your interest in birds begin?*

A: *When I was about eight, I was on holiday in Scotland with my family and we saw an eagle. It was so close I thought it was going to attack us!*

Speaking Part 3 Collaborative task

1 SPEAK Work in pairs. Here are some things that many people believe are important if we want to feel happy. Talk to each other about how important these things are for our personal happiness.



2 Now decide which two things are most important for our personal happiness.

How to go about it

- Part 3 is an interactive task. As well as giving your own opinions, ask your partner what they think, and respond to their comments by agreeing, disagreeing or adding a further comment. Give reasons for your opinions.
- Do not start to make your decisions for task **2** while you are doing task **1**. In the exam you will not know what task **2** is until you have finished task **1**.
- In task **2** you do not have to agree with your partner when making your final decision.
- In the exam you will have two minutes for task **1** and then one minute for task **2**. However, while practising for the exam, in the early units of *Ready for First*, you can allow yourself more time.

Speaking Part 4 Further discussion

SPEAK In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

What to expect in the exam

- A particular question may be directed specifically at you or your partner. Alternatively, you may both be asked the same question and encouraged to discuss your ideas together.
- In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.

- What other things make you feel happy?
- Do you think having longer holidays would make people feel happier?
- Some people say that the best way to be happy is to make other people happy. What do you think?
- If something is making you feel unhappy, is it better to talk about it with your friends or your family?
- Some people like listening to happy music when they feel happy, and sad music when they feel sad. Why do you think this is?
- Do you think it is possible to be happy all of the time?



Vocabulary Sport

1 Can you name all the sports in the illustrations in the quiz below? Write the name of each sport next to the verb with which it is used. The first one has been done for you.

do *athletics*

go

play

2 Write the name of the sport which each group of nouns is associated with. The first one has been done for you.

1	<i>tennis</i>	court	net	racket	backhand
2		pitch	referee	corner	foul
3		course	green	clubs	hole
4		slope	sticks	run	goggles
5		track	field event	lane	meeting
6		saddle	helmet	pedals	peloton

3 Add each of these nouns to the appropriate group in Exercise 2.

fairway gears lift red card service triple jump

4 Complete the questions with the verbs in the box.

beat draw hit kick pass take take win



1 Which sports place on an ice rink?



2 Which country's football team beat Croatia to win the 2018 World Cup Final?

3 Which **medal** does a runner-up take?

4 In which sports do you hit the **ball** with a racket?

5 How many players from each team can part at one time in a game of basketball?

6 If two hockey teams draw **nil-nil**, how many goals are scored?

7 In football, if you kick the **ball back** to your own goalkeeper using your chest, can they pick it up?

8 In which international team sport can you score points if you either kick the **ball** with your feet over one post and between two others, or touch it down over the opponents' line using your hands?

5 **SPEAK** Work in groups. Do the quiz in Exercise 4.

6 **SPEAK** Work in pairs.

Student A: Choose a sport and explain the rules to your partner.

Student B: Imagine that you are not familiar with your partner's sport. Ask your partner any questions that are necessary to help you fully understand the rules.

When you have finished, change roles.

Listening Part 4 Multiple choice

1 **SPEAK** Work in pairs. Look at the photographs of unusual sports. What do you think contestants have to do in each one?

2 You will hear a man talking on the radio about unusual sports. Read question 1 and the extract from the Audioscript. The underlined sections in the extract contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Choose the best answer (A, B or C) and say why the others are incorrect.

1 When Mike saw a chess boxing match, he was surprised by

- how skilled the competitors were at both parts of the sport.
- how much fun the competitors were having.
- how aggressive the competitors were.

Sounds like just a bit of fun, but when I watched two men competing on German television recently, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain.



3 **2.2** Read questions 2–7. Then listen and choose the best answer (A, B or C).

What to expect in the exam

- As with all parts of the **Listening** paper, you will hear distractors. Listen carefully both times you hear the recording.
- Although a particular option may be true, it may not be the correct answer to the question you are asked.

In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.



2 Having read about octopushing, Mike finds it difficult to believe that

- players do not have to hold their breath for long intervals.
- a high level of fitness is not required to play it.
- it is an exciting sport to watch.

3 What impresses Mike most about the competitors in sport stacking?

- their fitness
- their speed
- their age

4 What is Mike's criticism of some of the unusual sports?

- They are far too dangerous.
- They should not be called sports.
- They are difficult to take seriously.

5 What do we learn about the organisers of toe wrestling?

- They apply what they learn from international competitions.
- They have arranged a number of events in schools.
- They made a request which was rejected.

6 How does Mike feel about the human triumphs in the Man Versus Horse Marathon?

- They are very surprising.
- They deserve more recognition.
- They are unlikely to be repeated.

7 Why did Mike give up running?

- He was injured.
- He lost interest.
- He had no time.



4 **SPEAK** Work in groups. Discuss the questions.

- Would you be interested in taking part in or watching any of the sports Mike mentions? Why/Why not?
- Do you have any strange sports in your country? What do the competitors do?



Word formation Affixes

1 Add an appropriate suffix, *-or*, *-er* or *-ant*, to each of the verbs in the box to form nouns for the people who perform these actions. You may need to make further spelling changes to the verbs.

win – winner

win box play spectate compete participate organise run ride contest

Check your answers in the **Audioscript** on **pages 235–236**.

2 Add either *-ist*, *-eer*, *-ee* or *-ian* to the pairs of words below to form the nouns for the corresponding people. Use the same suffix for both words in each pair. You may need to make further spelling changes.

employ/train electric/politics mountain/engine novel/science

3 In 1–7, use the same prefix from the box with all three adjectives to make them negative. The first one has been done for you.

dis- il- im- in- ir- un-

Adjectives

- 1 ambitious/likely/reliable
- 2 experienced/decisive/tolerant
- 3 legal/logical/legible
- 4 moral/mature/mortal
- 5 practical/patient/perfect
- 6 regular/responsible/relevant
- 7 honest/obedient/satisfied

Negative

unambitious/unlikely/unreliable

4 What is the meaning of the prefixes in bold?

ex-wife **extra**terrestrial **hyper**market **micro**electronics **mis**spell
oversleep **pre**historic **post**graduate **re**write **under**cook

Writing Part 2 Article

1 **SPEAK** Work in pairs. Read the following Writing Part 2 task. Talk to your partner about what ideas you would include in your answer.

You see this notice in an English-language magazine.

ARTICLES WANTED!

MY FAVOURITE SPORT

Write us an article telling us about your favourite sport.
 Why do you like it and what advice would you give to someone who wants to take it up?

The best articles will be published in this magazine.

Write your article in 140–190 words.

2 Read the model answer below and match the paragraphs 1–4 to the summaries a–d.

- a Benefits of the sport and reasons for liking it.
- b Closing comment.
- c What the sport is and what is special about it.
- d Advice to people who want to do this sport.



A STRANGE WAY TO ENJOY YOURSELF

- 1 Have you ever seen a smile on the face of a long-distance runner? Running ten kilometres or more certainly doesn't sound much fun, but this sport is a powerful addiction and once you've started, you'll find it difficult to give it up.
- 2 So what is the attraction of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think through my problems and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world.
- 3 If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury.
- 4 And don't be put off by the expressions on the faces of the runners – they're enjoying every minute, and so will you!

3 Who is the article written for (the target reader)?
Is it written in a formal or informal style?

4 Find examples of the following in the model answer:

a Contractions: e.g. <i>doesn't</i> , <i>you've</i>	c Direct questions
b Informal linkers: e.g. <i>So</i>	d Phrasal verbs

5 Match each of the features 1–3 with its purpose a–c.

1 The title	a to involve the reader
2 Direct questions	b to encourage the reader to take up the sport
3 The final sentence	c to attract the reader's attention

6 Now write your own answer to the task in Exercise 1.

How to go about it

- Decide which sport you are going to write about, then plan your answer.
You could use the same paragraph plan as the model answer in Exercise 2.
- Begin your article with an interesting opening paragraph. You could start with an interesting fact, a surprising statement or a direct question, as in the model answer.
- Aim to hold the target reader's attention. Use a lively, engaging style throughout the article. You could involve the reader by talking to them directly, as in the model answer.
- End with a statement or question which summarises your thoughts and/or leaves the reader something to think about.
- Give your article a title to attract the reader's attention. You could write this when you have finished your article.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).



The Celebrated Pedestrian

Pedestrianism, an early form of racewalking, was an (0) *EXTREMELY* popular sport in 18th- and 19th-century Britain, attracting huge crowds of (1) Individuals would either aim to walk a certain (2) within a specified period of time or else compete against other pedestrians. Cash prizes were offered but (3) could also earn substantial amounts from the money gambled on events.

EXTREME
SPECTATE
DISTANT
PARTICIPATE

Perhaps the most famous (4) was Captain Robert Barclay Allardice, whose (5) achievements earned him the title of 'The Celebrated Pedestrian'. The Scotsman's most memorable (6) took place in 1809, when he walked 1000 miles (1609 kilometres) in 1000 hours for a bet of 1000 guineas. Many considered it (7) that he would complete the challenge, which required him to walk a mile an hour, every hour, for forty-two days and nights. He proved them wrong, though the task was so (8) demanding that by the end of the walk he had lost nearly fifteen kilos in weight.

WALK
ORDINARY
PERFORM
LIKELY
PHYSICAL

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

How to go about it

- Look at the title and read the whole text through once before writing your answers.
- Look carefully at the words before and after each gap. You may need to write the plural form of a noun, or the negative form of an adjective.

SUMMER HOLIDAY MUSIC CAMP

If you're aged (0) *BETWEEN* 12 and 18 and you're interested (1) music, come along to the One Music school in August and (2) part in our school holiday music camp. There's a wide range of activities on offer and you'll have the chance (3) learn from professionals, improve your musical skills and discover your true potential. You're guaranteed to make lots of new friends (4) well!

You'll get to try out a variety of instruments and then play them (5) stage in front of your family and friends at the end-of-camp concert. And if you feel (6) having a go at singing, there are classes to suit all types of voices and singing styles. Or maybe you (7) rather learn how to write songs, in which case our songwriting workshops will be perfect for you. Whatever your musical interests, join us this summer – it's impossible (8) to have fun on a One Music holiday camp!

Reading and Use of English Part 4 Key word transformation

For questions 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.

1 Elisa said it wasn't a problem if she had to work an extra hour on Saturday.

MIND

Elisa said she work an extra hour on Saturday.

2 Rob thinks he's always right, so it's pointless to argue with him.

POINT

There's with Rob, because he thinks he's always right.

3 I would prefer it if nobody gave me money for my birthday.

WANT

I don't me money for my birthday.

4 It wasn't difficult for Alison to find work when she left school.

DIFFICULTY

Alison had job when she left school.

5 Try not to get into trouble on your first day back at school.

AVOID

Try into trouble on your first day back at school.

6 The lead singer was not in favour of recording a live album.

IDEA

The lead singer didn't think it was a a live album.

Vocabulary Sport

Complete each gap with a suitable word.

1 We stayed in a hotel next to the golf , and our room overlooked the fairway of the eighteenth

2 When the blew the final whistle, several fans ran onto the football

3 I'm useless at tennis: I can't even the ball over the net with the

4 The taking us to the top of the steepest ski broke down halfway up and we were left hanging in the air for over an hour.

5 Last night, Liverpool Chelsea 2–0, and Everton 1–1 with Arsenal.

Writing Part 2 Informal letter

You have received a letter from your English-speaking friend, Suzy:

Hi!

My brother's 21 next month and I want to do something special for him. He's a big rock music fan so I was thinking of either buying him a decent speaker so he can play his music really loud, or getting him a three-day ticket for next summer's rock festival here. What do you think I should do?

Write your letter in 140–190 words.

For more information on writing informal letters, see [page 193](#).

Pronunciation Vowel sounds

1 Underline the word with the different vowel sound in each group.

1 caught	cart	court	4 live	leaf	leave
2 fool	pool	wool	5 third	heard	where
3 cough	front	some			

2 2.3 Listen to check your answers to Exercise 1.

3 For each pair of words, underline the one whose vowel sound is the same as the word in **bold** on the left. The first one has been done for you.

1 stop /o/	not	want	come	watch	rough
	note	plant	gone	catch	cough
2 more /ɔ:/	work	warm	four	flour	though
	worn	harm	hour	floor	thought
3 you /u:/	boot	good	chose	group	suite
	book	food	lose	ground	fruit
4 see /i:/	great	heat	sweet	pies	theme
	treat	head	suit	piece	them
5 bird /ɜ:/	horse	were	heart	word	pure
	worse	here	learn	sword	purse
6 bus /ʌ/	put	done	move	push	tough
	cut	bone	love	brush	through

4 Write down a sequence of numbers that is important to you, e.g. a phone number or date of birth.

5 **SPEAK** Work in pairs. Use the code below to communicate your number sequence from Exercise 4 to your partner. Make sure you pronounce the words as clearly as possible.

0 seat	1 sit	2 saw	3 ship	4 salt
5 surf	6 sheep	7 sat	8 sort	9 sheet

Student A: My number is ...seat, sheet, sit, saw, sort, salt.

Student B: Is your number 091284?

READY FOR USE OF ENGLISH

Introduction

The first four parts of the Reading and Use of English paper are Use of English tasks. In this unit we will look specifically at three of the tasks: **Part 1 Multiple-choice cloze**, **Part 2 Open cloze** and **Part 3 Word formation**.

Information on the content of **Part 4 Key word transformation** appears at frequent intervals throughout this book.

What do you know about the Use of English tasks?

Look at the following statements and decide which are true (T) and which are false (F). If you think a statement is false, give reasons for your answer.

1	All four Use of English tasks are in the form of a text.	T / F
2	You should read texts through at least once before you attempt the task.	T / F
3	One mark is given for each correct answer in the Use of English tasks.	T / F
4	Parts 1, 2 and 3 each contain eight gaps.	T / F
5	All four parts of the paper contain an example.	T / F
6	You should not write the answer for the examples on your answer sheet in the exam.	T / F
7	In Part 1 (Multiple-choice cloze) if you are not sure of the answer it is better to leave a blank.	T / F
8	In Part 2 (Open cloze) you sometimes have to write two words.	T / F
9	In Part 3 (Word formation) an answer is given no marks at all if the word is misspelt.	T / F
10	In Part 4 (Key word transformation) the key word must not be changed in any way.	T / F

Reading and Use of English Part 1 Multiple-choice cloze

What to expect in the exam

Reading and Use of English Part 1 focuses mainly on vocabulary. The following examples show some of the different features of the language which are tested in the Multiple-choice cloze.

Look carefully at the words in italics and underline the answer (**A**, **B**, **C** or **D**) which best fits each gap.

1 Knowing the meaning of a word.

It was a fast-flowing *game of football*, despite the poor condition of the ____.

A green B lawn C pitch D floor

2 Knowing the grammar of a word.

His doctor ____ him to eat less and do more exercise.

A said B suggested C advised D insisted

3 Knowing which words form collocations.

a The carnival parade had to be postponed because of the ____ rain.

A strong B hard C forceful D heavy

b Lily laughed at Tom's jokes, but I ____ the impression that she didn't really like him.

A made B thought C got D reached

4 Phrasal verbs

He was offered the job, but he *turned it* ____ because of the low salary.

A up B down C off D on

5 Linking words

We'll let you buy a motorbike ____ you ride it carefully.

A as if B whenever C although D as long as

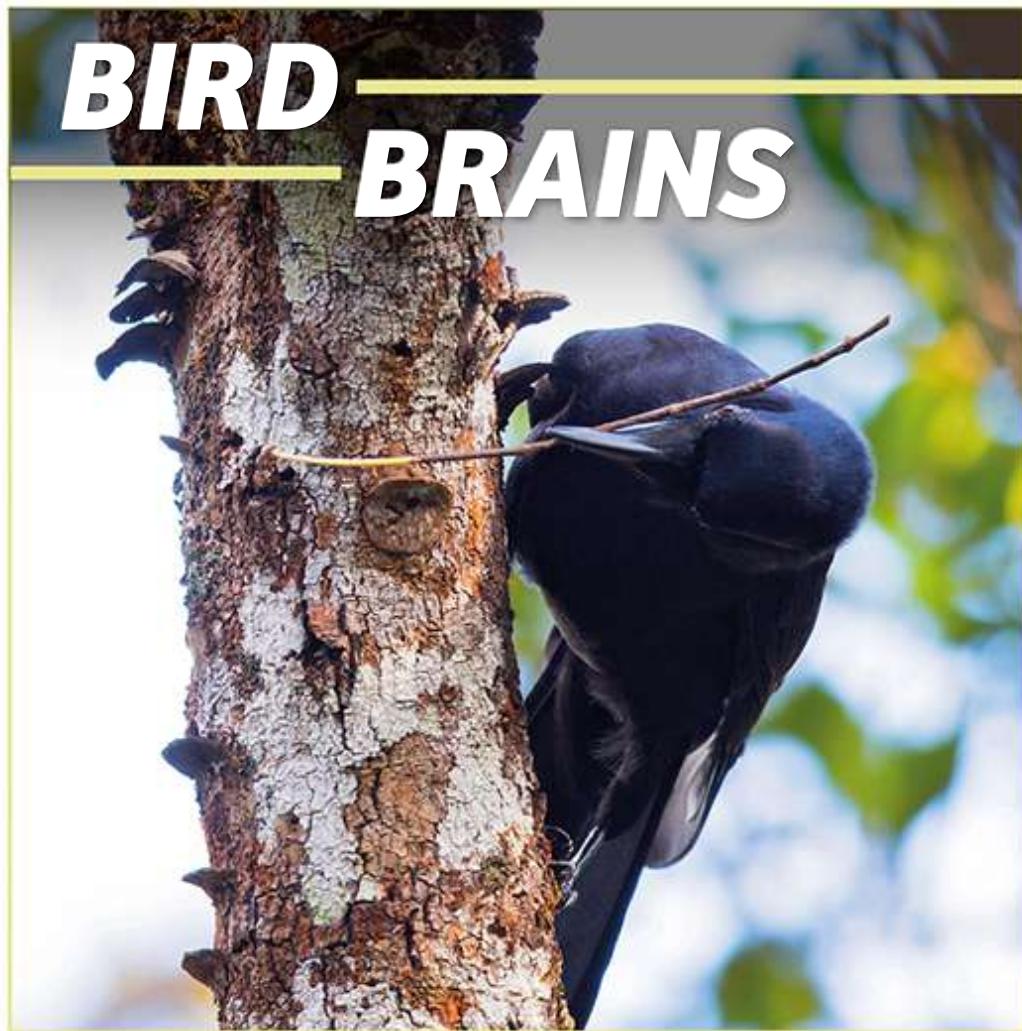
1 **SPEAK** Look at the photograph and the title of the text below. What do you think you will read about?

2 Now read the text through quickly, ignoring the gaps, and check your predictions.

3 Read the text again and for questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Don't forget!

- › Read the whole sentence before and after the gap.
- › Consider meaning, grammar and collocation when making your decisions.



The word 'bird-brain' is sometimes used to (0) *B* to someone who is considered stupid. But the behaviour of New Caledonian crows (1) that birds can be extremely intelligent creatures. It is (2) known that they use sticks to extract food from holes in trees, (3) creating hooks at one end to make the task easier. Experiments conducted at the University of Auckland and recorded on film also show that they have a good (4) of the principles of water displacement. The crows work (5) that the best way to reach a piece of food floating in a half-filled tube of water is to drop objects into the tube to (6) the water level. What's more, they are capable of distinguishing between objects that will (7) and those that will float; faced with a choice, the birds select the heavier ones, ignoring those that will be too light, and they reject hollow objects in (8) of solid ones.

0 A describe	B refer	C apply	D signify
1 A assures	B proves	C concludes	D results
2 A strongly	B hugely	C deeply	D widely
3 A until	B yet	C even	D still
4 A understanding	B learning	C knowing	D informing
5 A up	B towards	C on	D out
6 A expand	B grow	C raise	D enlarge
7 A drown	B sink	C plunge	D dive
8 A favour	B advantage	C request	D wish

4 **SPEAK** What other examples of animal intelligence have you seen or read about?

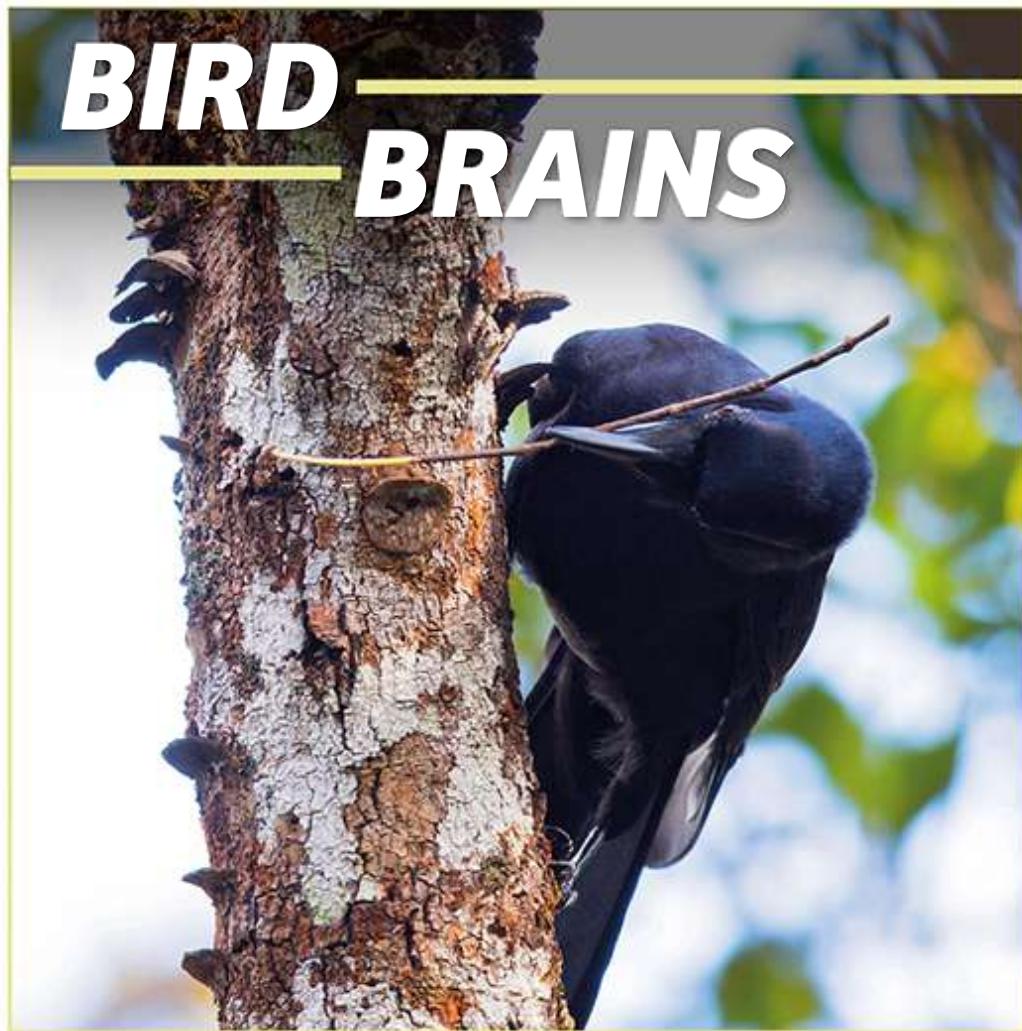
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2 Now read the text through quickly, ignoring the gaps, and check your predictions.

3 Read the text again and for questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Don't forget!

- › Read the whole sentence before and after the gap.
- › Consider meaning, grammar and collocation when making your decisions.



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3 A until	B yet	C even	D still
4 A understanding	B learning	C knowing	D informing
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6 A expand	B grow	C raise	D enlarge
7 A drown	B sink	C plunge	D dive
8 A favour	B advantage	C request	D wish

4 **SPEAK** What other examples of animal intelligence have you seen or read about?

Reading and Use of English Part 2 Open cloze

- 1 SPEAK What do you know about the habitat, food and behaviour of wolves?
- 2 Read the following text. Are any of the points you discussed in Exercise 1 mentioned?

GREY WOLVES

(0) At one time grey wolves, whose Latin name is *Canis lupus*, could be found over large areas of Europe. Over the last century, however, (1) **their** numbers and range have been considerably reduced, mainly as a result of hunting and the widespread destruction of habitat. Consequently, it is (2) **not** as easy to see them in the wild as it used to be.

There are (3) **a** number of subspecies of grey wolf, including the Italian wolf and the Iberian wolf, (4) **which** inhabit the forests of northern Portugal and north-western Spain. All wolves hunt for food in small packs, often preying on animals that are much larger (5) **than** themselves. And (6) **although** they will eat almost anything, including deer, sheep, rabbits and even fish and fruit, wolves rarely attack people.

Grey wolves usually (7) **give** birth to between four and seven cubs. The cubs leave the den when they are eight to ten weeks old, after which they (8) **are** cared for by all members of the pack until they reach maturity.



What to expect in the exam

In **Reading and Use of English Part 2** there is a text with eight gaps to be filled. This task focuses mainly on grammar, though some aspects of vocabulary may also be tested. The following are some of the types of words which are omitted. Look at the words in **bold** in the text above and write its number next to the corresponding type below. The first one (0) has been done for you.

Articles	Negative words	Relative pronouns
Auxiliary verbs	Possessive adjectives (<i>my, your, his</i> , etc)	Words in comparisons
Linking words	Prepositions	Verbs in collocations

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

WOLVES AND HUMANS

Wolves have something in common with dogs that may come (0) **AS** a surprise to you. A recent study carried (1) **out** by Dr Dorottya Ujfalussy and her colleagues at the Eötvös Loránd University in Budapest has shown that wolves, like dogs, can become fond (2) **of** humans. For three months, ten researchers each raised one wolf cub at home as (3) **if** it were a normal puppy; they cuddled the cubs, fed them from bottles and (4) **took** them for walks.

The first discovery they made (5) **was** that young wolves are difficult to control and make terrible pets. It seems there is (6) **nowhere** safe place for your cup of coffee with a wolf cub in the home. It also became clear, though, that they are able to form lasting relationships with humans. Aged two to four months, the cubs were relocated to the animal park where they (7) **had** been born. Here, they were visited regularly by their caregivers, who found that even after two years, the wolves greeted them (8) **more** warmly than they did a human stranger.



Reading and Use of English Part 3 Word formation

What to expect in the exam

- Part 3 contains a text with eight gaps, each of which has to be filled with the correct form of a word given in capital letters.
- The missing words are usually nouns, adjectives, adverbs and occasionally verbs. Sometimes the word you write will need to be in the plural, and sometimes a negative form is required. The meaning of the text surrounding the gaps will help you decide
- No marks will be given for answers which are misspelt.

1 For questions 1–8 use the word given in capitals at the end of each line to form a word that fits in the space in the same line. Use the words in bold to help you decide on the correct form of your answer. There is an example at the beginning (0).

0 **The** *LENGTH* of the Channel tunnel is roughly fifty kilometres. **LONG**

1 His third book is a **lively** and account of family life. **HUMOUR**

2 The company took on **two thousand** new last year. **EMPLOY**

3 Rising prices have forced consumers **to** their belts. **TIGHT**

4 It is **becoming** **difficult** for young people to find work. **INCREASE**

5 **Unfortunately**, the train was **both noisy** and very **COMFORT**

6 Desert animals cope with **the** in a number of ways. **HOT**

7 **Cook** the mixture on a low heat **in a medium-sized** **SAUCE**

8 This **achievement** won her a place in the **record books**. **ORDINARY**

2 Describe each answer in Exercise 1 using the words in the box below.

adjective adverb compound noun negative plural spelling change verb

(0): 'Length' is a noun. A spelling change is required to form it: the 'o' in 'long' becomes an 'e' in 'length'.

3 Look at the title of the paragraph below. What do you think the text will say?

4 Read through the text quite quickly, ignoring the gaps, and check your predictions.

5 Now read the text again and for questions 1–8, use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Don't forget!

For Parts 2, 3, and 4 of the Reading and Use of English paper, write your answers in CAPITAL LETTERS when you transfer them to the answer sheet in the exam.

CAREERS INFORMATION: **CIRCUS PERFORMERS**

Here is some brief (0) *INFORMATION* for anyone thinking of following a career in the circus. There is, of course, a wide range of jobs available: trapeze artists, acrobats, clowns, (1), fire-eaters and tight-rope walkers are all to be found in the big top.

A few circuses train their own performers, but usually they are more (2) in someone who can already demonstrate a circus-related (3) or skill. Circus schools are the best way for aspiring artists to develop their talents, and can be either connected to a large circus or else totally (4) Circus performers need to be physically fit and possess the necessary mental (5) to cope with the intense training and obvious demands of the job. They are also flexible and able to adapt (6) to new situations, particularly as circuses are frequently on the move.

Additionally, for many jobs within the circus, good concentration is essential. Fire-eaters and acrobats cannot afford to be (7) as mistakes can have (8) consequences.

INFORM

MAGIC

INTEREST
ABLE

DEPEND

STRONG
EASYCARE
DISASTER

3

A CHANGE FOR THE BETTER?

KEY LANGUAGE

Comparisons
Articles
Technology
Expressions with *as ... as*
Nouns 1

PRONUNCIATION

Diphthongs

EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 5
Writing Parts 1 & 2
Listening Parts 2 & 3
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 How often do you change your phone?
- 2 What apps do you use the most?
- 3 How do you think your life will change in the next twelve months?
- 4 Talk about someone you know who has changed in some way in recent years.
- 5 What changes do you think should be made to your school, college or workplace?



Listening Part 2 Sentence completion

1 **SPEAK** You will hear an Australian student called Paul giving a talk about RoboCup, an international robotics competition. Look at the photographs. What do you think happens at this event?

2 **3.1** Listen to the recording and for questions 1–10, complete the sentences with a word or short phrase.

RoboCup was held for the first time in (1) in 1997.

The categories in the children's competition are Soccer, OnStage and

(2)

Paul says he didn't watch any videos of teams performing a

(3) in the OnStage event.

Paul's favourite video of an OnStage performance featured a robot dressed as a (4)

Team members in the OnStage event are interviewed about their involvement in the design and (5) of their robots.

The maximum total time each team can spend on the stage is

(6) minutes.

Paul was impressed by the fact that the robots in RoboCupSoccer are all

(7)

Paul says that all of the robot soccer teams he watched lacked a good

(8)

In RoboCup@Home, designers have to communicate with their robots by using their (9)

Paul watched robots fetch objects from the (10) and give them to their designer in another room of the apartment.

3 **SPEAK** Would you be interested in attending and/or taking part in RoboCup? Why/Why not?

Do you agree with Paul that robots 'might become a reality in the home in the future'? Why/Why not?

Don't forget!

Before you listen, read the questions and think about the kind of information which might fit each gap: is it, for example, a place or a number, a noun or an adjective?

You may hear information which could fit the gap but does not answer the question.

Word formation Nouns 1

1 Write the correct noun form of the words in brackets to complete these extracts from the listening. You may need to use a plural form.

- 1 The _____ (*compete*) is usually organised in a different country every year.
- 2 And that can be anything from storytelling to a dance or a theatre _____ (*perform*).
- 3 It's good _____ (*entertain*) and a great way for the public to learn about the latest _____ (*develop*) in robot technology.
- 4 ... the robots have to follow their designers' spoken _____ (*instruct*) ...

2 Use the suffixes in the box to create nouns from the words in 1–6. The same suffix is required for all four words in each group. The final word in each group also requires a spelling change. There is an example at the beginning (0).

-ance -ation -ence -ion -ity -ness -ment

0	object	react	predict	convert
	<i>objection</i>	<i>reaction</i>	<i>prediction</i>	<i>conversion</i>
1	enjoy	treat	govern	argue
2	original	popular	major	able
3	appear	assist	annoy	tolerate
4	sad	weak	careless	lonely
5	inform	resign	present	explain
6	differ	exist	depend	obey

3 Use the word given in capitals at the end of some of the lines to form a noun that fits in the gap in the same line. You may need to use a plural form. The first one has been done for you.

- 1 Carla could not hide her *amusement* at the sight of her father's first-ever laptop. He had quite a _____ of what he called 'technological antiques' and this was his favourite. It had plenty of _____ to her own model, but it was the weight and _____ of it that caused her to smile.
- 2 One of the many _____ during our Science Week this year is a trip to the Technology Museum. A single _____ of £15 should be made by Friday, 7 October. Please also sign the attached form giving _____ for your child to attend.
- 3 Aunt Gwen's _____ on birthdays was unquestionable but it had to be said that most of her present-buying _____ were not the best – a pink jumper and a romantic novel, for example. Prepared for _____, Paul unwrapped her gift and was amazed to find a top-of-the-range smartphone.

AMUSE
COLLECT
SIMILAR
THICK
ACTIVE
PAY
PERMIT
GENEROUS
DECIDE
DISAPPOINT



Vocabulary Technology

SPEAK Look at the choices below. Which, if any, of the alternatives do you do? Which do you prefer doing? Give reasons for your answers.

- call people using a landline, smartphone, tablet, laptop or desktop computer
- communicate with people via email, text or social media
- use predictive text, abbreviations or whole words when messaging people
- access the internet via smartphone, tablet, laptop, desktop or other device
- comment on posts, threads, blogs or photos
- share memes, GIFs or links on social media
- use a headset or chat to communicate with other players when gaming
- take photos with a camera, phone, tablet or other device





Reading and Use of English Part 5 Multiple choice

1 **SPEAK** Do you think you spend too much time on your phone?

2 **SPEAK** Look at the following tips for reducing the amount of time you spend on your phone. How difficult do/would you find it to follow each one? Give reasons for your answers.

- 1 Leave your phone outside your bedroom overnight.
- 2 Keep it away from the table at mealtimes.
- 3 Leave it at home when you go out for a meal or to an event, such as a concert.
- 4 Keep notifications for social media apps turned off.
- 5 Leave your phone in the kitchen and always go there to check for messages.
- 6 Keep it switched off for a whole day.

3 Read through the article below quite quickly. Which of the tips in Exercise 2 does the writer say he follows?

MY DIGITAL DETOX

According to a recent survey by Ofcom, people in the UK spend an average of two and a half hours each day on their smartphones, which they check every twelve minutes. Journalist Steven Rice reveals the steps he took to combat his own obsession.

5 Some weeks ago, I downloaded a screen time tracking app onto my phone, just one of a series of measures I adopted to tackle my growing, and potentially unhealthy addiction to the device. Looking back, I had been in obvious denial about how it was affecting my ability to concentrate, and the impact this was having on my work. But 10 I could not ignore my wife's increasingly loud tutting at my frequent scrolling, nor the fact that even my digitally native, generation-Z daughters were rolling their eyes whenever they caught me chuckling at memes or watching cat videos on YouTube. It was clearly time for a change; time for a detox.

15 My newly installed app told me that I was picking up my phone over forty times each day and spending more than four hours online; not as much as some people, perhaps, but this was no consolation. It was still above the national average and no less cause for concern. We shouldn't, of course, go all out to demonise phones; 20 they have become indispensable items, and our online life is often closely intertwined with our offline one. My phone enables me to deal with work-related issues, arrange to meet up with friends, book concert tickets and holidays, and yes, even buy books to read.



25 But as we all know, there is another, darker side to it all. Our phone addiction, we are told, is making us more anxious and depressed. Social media can cause young people, in particular, to feel less confident, as they continually compare themselves to their peers; so-and-so looks 30 better, wears trendier clothes, has more expensive holidays, leads a more interesting life. And we are constantly bombarded with information, challenging our ability to focus, causing us to skim briefly rather than pause to reflect on what we read. Our minds have become like butterflies flitting from one subject to another, 35 hindering our ability to apply ourselves for any length of time to one task.

In planning my detox, I took what I considered to be the most useful ideas from a number of books and websites I consulted, with names like *How to break up with your phone* and *Time to Log Off*. Despite the titles, none advocated anything as final as a permanent break-up or logging-off. The phone itself is not the problem, but how you use it, so the route to a healthier relationship with technology is to learn moderation and good habits. And since this can be quite daunting, it's better to ease yourself 45 into it with a step-by-step rather than an all-at-once approach. My first step was to switch off notifications for all social media apps on my phone.

The result was disappointing. Having my phone on my desk when I worked at home was still a distraction; I kept looking at it, 50 wondering if I was missing out on anything, and sometimes, I'm afraid to say, secretly giving in to temptation. 'Out of sight, out of mind,' I thought, and promptly moved it to the kitchen. If I wanted to check for messages, I'd have to get up and go to the other end of my flat. As predicted, I soon stopped thinking about the phone and 55 was able to give all my attention to my work. Likewise, I banned the device from my bedroom; no more late-night screen time before I turn the light out, or early-morning scrolling as soon as I wake up. I sometimes take a book to bed instead – though I often nod off after just a page or two.

60 By the end of the first week, I began switching off my phone completely for a whole morning or afternoon, and now I occasionally leave it at home if I go out in the evening. And what are the benefits? For one thing, I can concentrate on living my own life rather than worrying about what others are doing with theirs. 65 The less time I spend on my phone, the more time I have to myself. My imagination wanders more freely, ideas for articles come more easily and assignments are completed more quickly. Oh, and yesterday, only nine pick-ups and forty-three minutes online. Can't be bad.



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

- 1 What encouraged the writer to begin a digital detox?
 - A the negative effect his phone use was having on his work
 - B the disapproving gestures of his family at his phone use
 - C the realisation that his phone use was harming his health
 - D the results of an app he installed to help limit his phone use
- 2 What feeling does the writer express in the second paragraph?
 - A He is annoyed at the influence internet has on our daily lives.
 - B He is pleased that others have worse phone habits than him.
 - C He is convinced of the fact that the phone is a useful tool.
 - D He is worried about how other people might judge him.
- 3 The writer compares our minds to butterflies in line 33 in order to highlight
 - A the speed with which we are able to process information.
 - B the attractiveness of our ability to multitask.
 - C the delicate and fragile nature of our brains.
 - D the difficulty we have in concentrating.
- 4 What advice does the writer give for reducing phone use in the fourth paragraph?
 - A Obtain help from a variety of sources.
 - B Switch off the phone regularly.
 - C Introduce changes gradually.
 - D Stop using social media.
- 5 The writer uses the expression 'Out of sight, out of mind' in lines 49–50 to indicate that
 - A he could not see enough progress, so he considered giving up the detox.
 - B he could check his messages because he knew nobody could see him.
 - C he felt frustrated at not being able to see the messages on his phone.
 - D he believed he would forget about his phone if he could not see it.
- 6 What improvement to his life does the writer mention?
 - A He has become more creative.
 - B He socialises more than before.
 - C He sleeps more deeply at night.
 - D He reads much more than he used to.

5 **SPEAK** Do you think people have become too dependent on information technology? Why/Why not?

What to expect in the exam

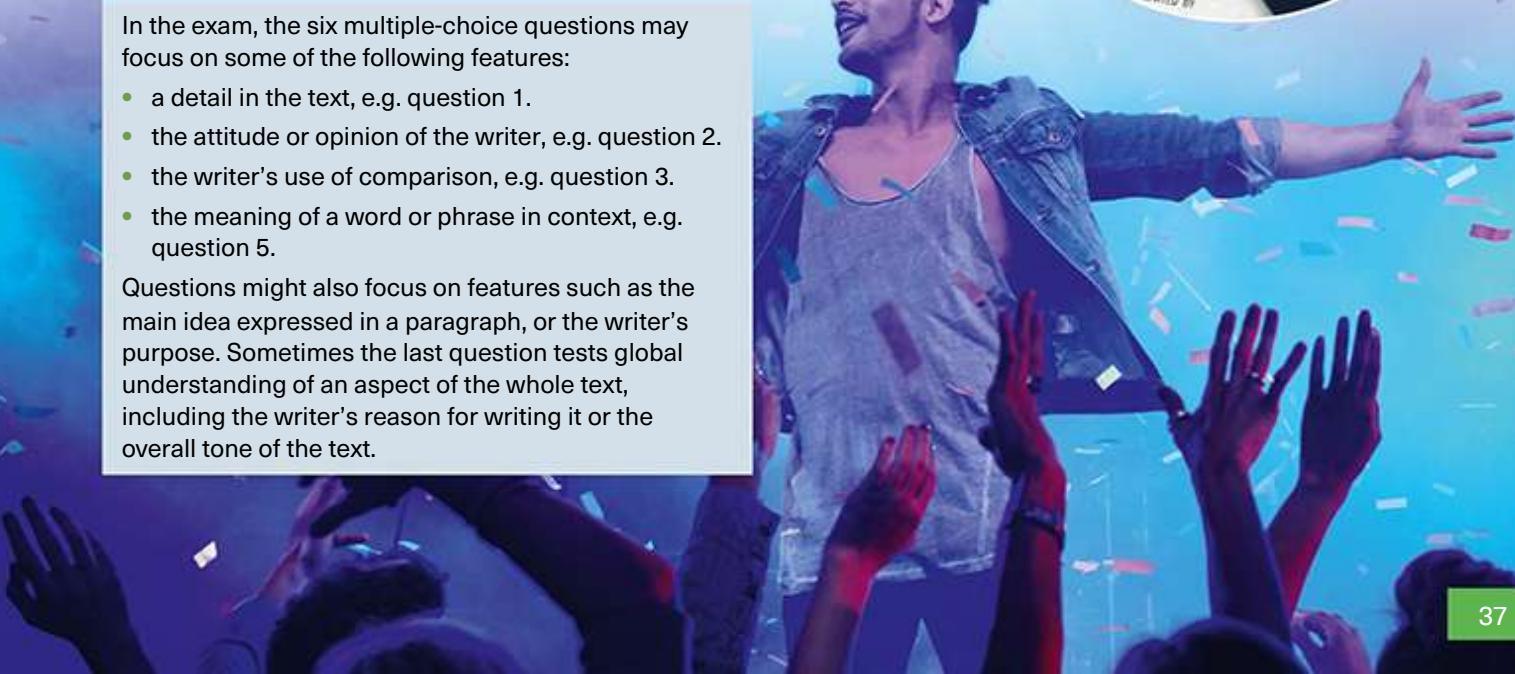
In the exam, the six multiple-choice questions may focus on some of the following features:

- a detail in the text, e.g. question 1.
- the attitude or opinion of the writer, e.g. question 2.
- the writer's use of comparison, e.g. question 3.
- the meaning of a word or phrase in context, e.g. question 5.

Questions might also focus on features such as the main idea expressed in a paragraph, or the writer's purpose. Sometimes the last question tests global understanding of an aspect of the whole text, including the writer's reason for writing it or the overall tone of the text.

How to go about it

- Read the article first for an overall understanding. (You did this in Exercise 3.)
- Find the part of the article which relates to the question you are answering. The questions appear in the same order as the information in the text.
- Eliminate the options which are clearly wrong, then check the option or options you have not eliminated.
- If you still cannot decide, choose one of the options. Marks are not deducted for incorrect answers.



Language focus Comparisons

1 Complete the following sentences from *My digital detox*. If a word is given in brackets, write the correct form of that word. You may need to write more than one word.

- 1 But as we all know, there is another, _____ (*dark*) side to it all. (line 25)
- 2 I was ... spending more _____ four hours online; not as much _____ some people, perhaps ... (lines 15–17)
- 3 Our phone addiction, we are told, is making us _____ (*anxious*) and depressed. (lines 26–27)
- 4 Social media can cause young people in particular to feel _____ (*confident*), as they continually compare themselves to their peers; so-and-so looks _____ (*good*), wears _____ (*trendy*) clothes, has _____ (*expensive*) holidays, leads a _____ (*interesting*) life. (lines 27–31)
- 5 I took what I considered to be the _____ (*useful*) ideas from a number of books and websites I consulted. (lines 37–38)
- 6 The _____ time I spend on my phone, the _____ time I have to myself. My imagination wanders _____ (*freely*), ideas for articles come _____ (*easily*) and assignments are completed _____ (*quickly*). (lines 65–68)

Now check your answers in the article on page 36.

2 Why are the following forms of the bracketed words in Exercise 1 incorrect?

more dark anxiouser expensiver usefullest freelier

3 What are the comparative and superlative forms of these adjectives and adverbs.

strange fast hot happy slowly difficult common bad far

strange, stranger, the strangest

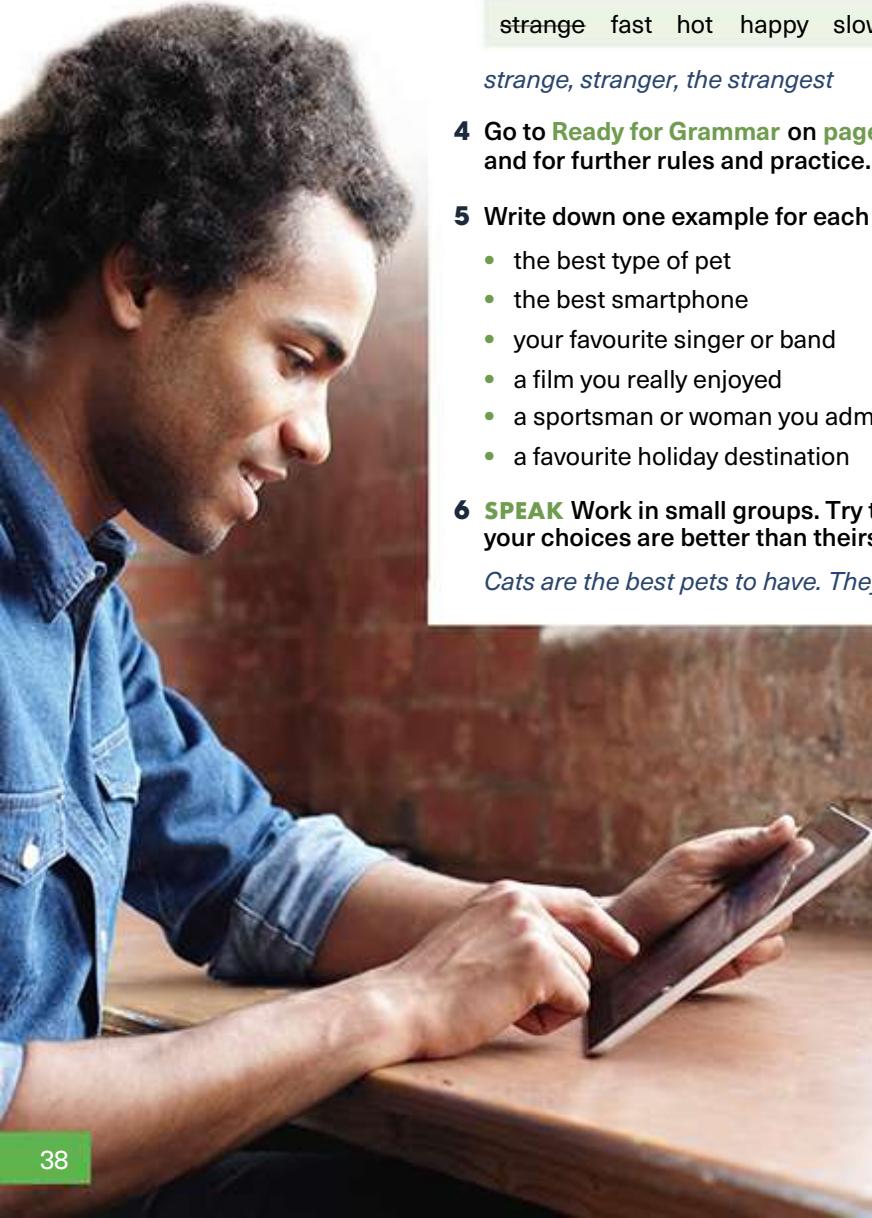
4 Go to Ready for Grammar on page 208 to check your answers to Exercises 2 and 3, and for further rules and practice.

5 Write down one example for each of the following:

- the best type of pet
- the best smartphone
- your favourite singer or band
- a film you really enjoyed
- a sportsman or woman you admire
- a favourite holiday destination

6 SPEAK Work in small groups. Try to persuade the other members of your group that your choices are better than theirs.

Cats are the best pets to have. They're far more independent than most other animals.



Listening Part 3 Multiple matching

1 **SPEAK** You will hear five short extracts in which secondary school teachers are talking about changes that have been made in their schools. With your partner, discuss why each of the following changes might have been made.

- starting the school day later
- using a different coursebook
- writing longer school reports
- mixing up students to form new classes
- moving to a different room

2 **3.2** For questions 1–5, choose from the list (A–H) what each speaker says about the changes. Use the letters only once. There are three extra letters which you do not need to use.

A The change has resulted in a number of new problems.
 B Too many changes have been introduced.
 C The change is insufficient to solve a problem.
 D We should have been consulted about the change.
 E The change is being made for selfish reasons.
 F Most parents support the change.
 G The change has brought unexpected benefits.
 H Most of the teachers feel the change is unnecessary.

Speaker 1	1
Speaker 2	2
Speaker 3	3
Speaker 4	4
Speaker 5	5

3 Check your answers using the **Audioscript** on pages 236–237. Underline those parts of each extract which guide you to the correct answers.

4 **SPEAK** Work in pairs. Tell your partner about at least two changes which have occurred recently in your life. Describe the reasons for the changes and your attitude towards them.

How to go about it

- Underline the key words and phrases in the eight options. The first one (A) has been done for you. However, if you hear one of these words or phrases, do not assume that the question which contains them is the answer.
- Listen carefully both times before making your final decision.

Vocabulary Expressions with *as ... as*

1 Complete these sentences from the listening using a word from the box.

far long many soon well

- As as having absolutely no interpersonal skills, he has a habit of making changes without bothering to find out what anyone else thinks first. (Speaker 2)
- I teach maths to as two hundred students every year. (Speaker 3)
- I think it's fine, as it's carefully written. (Speaker 3)
- It's a waste of time as I'm **concerned**. (Speaker 3)
- As as the work's finished, I'm moving straight back to my old room. (Speaker 5)

2 Match each of the completed expressions in bold in Exercise 1 to a word or expression below with a similar meaning.

in addition to in my opinion immediately provided a surprisingly large number of





Speaking Part 3 Collaborative task

1 **SPEAK** Your class has decided to do a project on changes and developments over the last century. Talk with your partner about some of the changes that have taken place in the different areas of our lives below.



2 **SPEAK** Now decide in which two areas the most positive changes have taken place.

Useful language

Relevant grammar areas

Present perfect: e.g. *Technology has changed the way we communicate.*

Past habitual behaviour: e.g. *We used to play outside more.*

Present habitual behaviour: e.g. *It's quite normal for schools to provide tablets now.*

Comparisons: e.g. *We're a lot healthier now, thanks to medical advances.*

Asking questions

Can you think of any more changes?

Do you have any other ideas?

Do you agree with me on that?

Agreeing and disagreeing

That's right/true.

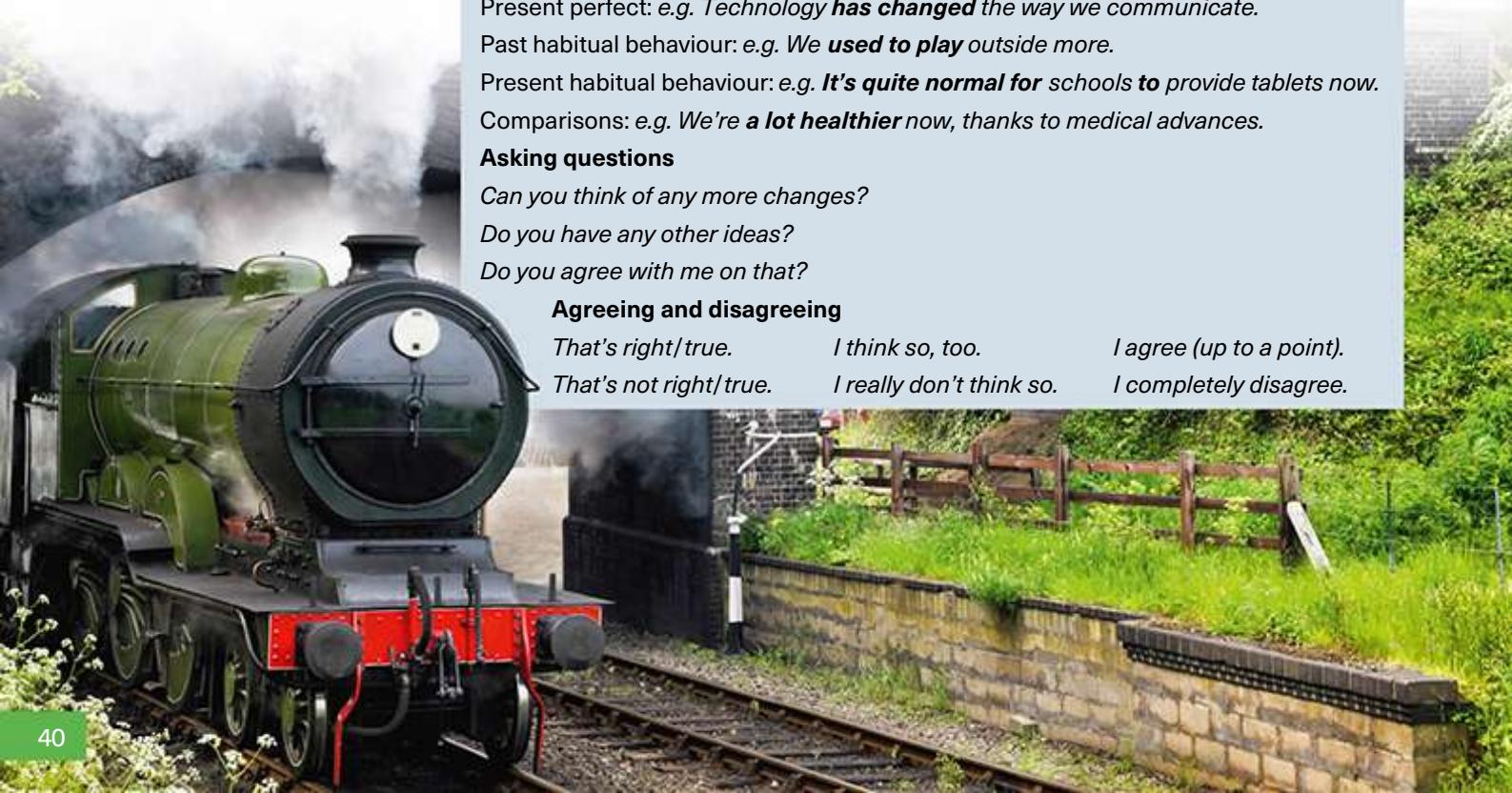
I think so, too.

I agree (up to a point).

That's not right/true.

I really don't think so.

I completely disagree.





Speaking Part 4 Discussion

SPEAK Discuss the following questions on the topic of change.

- 1 Do you think the quality of life in general is better now than it used to be?
- 2 Some people say we have too much choice nowadays. What do you think?
- 3 How could the education system in your country be improved?
- 4 If you could change one thing in your life, what would it be?
- 5 Some people don't like change. Why do you think that is?
- 6 What do you think will be the biggest changes in the next 100 years?

Language focus Articles

- 1 Read the extract from *A century of change* below, ignoring the spaces for the moment, and answer the following questions.

- Which two areas from the speaking activity on page 40 are mentioned in the extract?
- Which of the changes mentioned in the extract did you discuss in the speaking activity?

- 2 Now read the extract again and complete each of the gaps with *a*, *an* or *the* or leave it blank. There is an example at the beginning (0).

- 3 Go to **Ready for Grammar** on page 210 for rules, explanations and further practice.

A CENTURY OF CHANGE

Since (0) *the* beginning of the last century there have been enormous changes in the way (1) *people* live. (2) *the* world has become a much smaller place and (3) *life* is much faster.

In the first half of the twentieth century, (4) *the* horse was gradually replaced by (5) *a* motor car as (6) *the* most popular form of transport. One hundred years ago, air travel was still in its infancy; now there are around 100,000 commercial flights (7) *per* day worldwide. In the 1940s, (8) *the* steam trains were still a common sight on the world's railways. They have now all but disappeared from mainline routes and in several countries electric-powered high-speed trains can be seen racing across (9) *the* countryside at around 300 kilometres (10) *per* hour.

And (11) *the* information travels faster, too, thanks to developments in information technology, telecommunications and mass media. Having your own computer at (12) *the* home was almost unheard of in 1970, but just forty years later in 2010 there were over (13) *one* billion personal computers in use worldwide. Now, however, smartphones have taken over as the world's favourite computing device. (14) *The* telephone was already fairly widely in use by 1920, with some twenty million installed in the United States alone. But who could have predicted that a century later over half the world's population would own (15) *a* mobile device that could do everything a telephone can and much more besides?

Writing Part 1 Essay

1 **SPEAK** Read the following Writing Part 1 instructions and the model answer. Do you agree with the writer's conclusion? Why/Why not?

Your English class has been discussing the effect of technology on sport. Now your English teacher has asked you to write an essay.

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

Has technology made a positive contribution to sport today?

Notes

Write about:

- 1 the use of technology to improve performance
- 2 the use of technology in refereeing decisions
- 3 (your own idea)

HAS TECHNOLOGY MADE A POSITIVE CONTRIBUTION TO SPORT TODAY?

Some people feel that technology has helped to improve our enjoyment of sport and they approve of its use. Others, however, believe it has a negative effect and would prefer to see its influence limited.

On the positive side, the use of technology in football to decide if a goal has been scored or not, or in tennis to judge whether the ball is in or out, clearly helps to make the games fairer. Communication between sports officials via microphones also improves the quality of their decisions. Another positive influence of technology is its

role in increasing safety for competitors. Modern helmet design in cycling is an example of this.

On the negative side, the use of technology to improve performance can give some sportspeople an unfair advantage over others. For this reason, full-length swimsuits and so-called 'superbikes' have now both been banned from some swimming and cycling competitions.

In conclusion, I think that as long as sporting achievements remain the result of human effort, rather than scientific advances, then the contribution of technology will always be positive.



- 2 The third note in the question asks for 'your own idea'. What is the writer's own idea in the model answer?
- 3 The model answer in Exercise 1 is sometimes called a 'balanced' essay. In what way is the essay 'balanced'?
- 4 What is the purpose of each paragraph?

Paragraph 1: a general introduction

- 5 Add the underlined linking expressions from the model answer to the table below.

Introducing one side of the argument	<i>Some people feel</i>
Introducing the other side of the argument	
Making additional points	
Introducing a result	
Concluding	

6 Add the following linking devices to the table in Exercise 5.

In addition (to this) Consequently On balance On the one hand
 Furthermore To sum up Moreover As a result
 Firstly/Secondly/Finally On the other hand

7 You are going to write an answer to the following Part 1 question. Read the question, but before you write your essay, do Exercise 8 and read the advice in the How to go about it box.

Your English class has been discussing the role of information and communications technology in today's world.

Now your English teacher has asked you to write an essay.

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

Do we really need the internet to enjoy life to the full?

Notes

Write about:

- 1 friendships
- 2 entertainment
- 3 (your own idea)

8 Decide what the third point (your own idea) will be. Look at these possible options and consider how information and communications technology does and/or does not help us to enjoy life to the full.

Reference material: the internet enables quick, easy access to information for study or work, so gives us more time for leisure. Apps with maps and GPS also help save time.

- Reference material
- Shopping
- Working at home
- Health

9 Now write your essay in 140–190 words.

How to go about it

- Plan your essay. For each of the three points in the Notes section, make a list of relevant ideas which you could include in your essay. *For this question, consider both the positive and negative effect of the internet, e.g. friendships.*

Positive: it enables us to be in constant contact with friends.

Negative: we might not develop good social skills; it is not a good substitute for face-to-face conversations.

- From your lists, select the points you want to include in your essay. Make notes, developing your ideas.
- Decide how you will introduce and conclude your essay.
- Write your essay. Make sure you:
 - a organise your ideas and opinions using paragraphs and linking devices.
 - b include a range of vocabulary and grammatical structures and avoid repetition wherever possible.
 - c write in a consistently formal or neutral style.
- Check your work for grammar, vocabulary, spelling and punctuation errors.

For more information on writing essays, see **pages 189–191**.

Language focus Comparisons

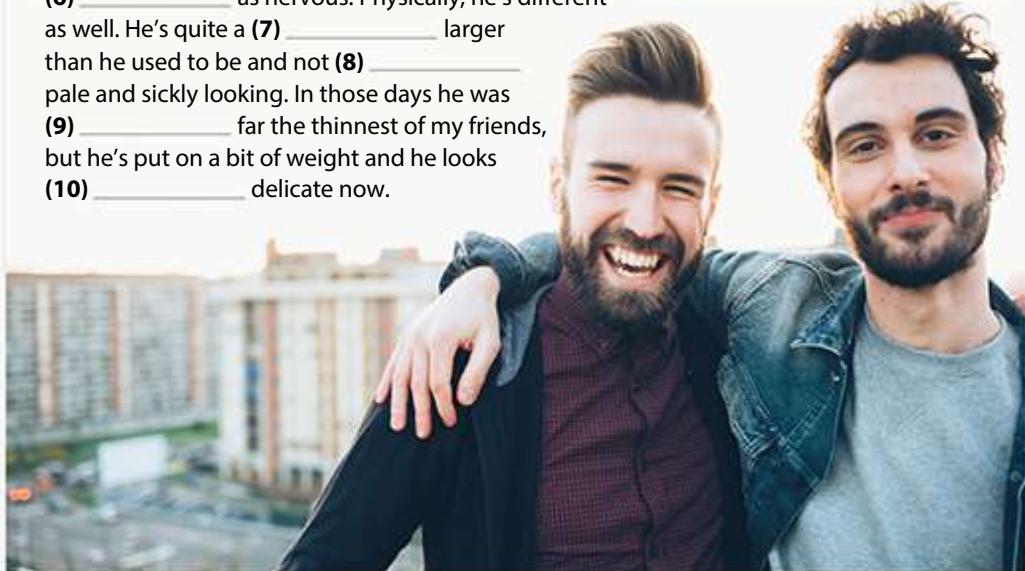
Complete each gap in the paragraph with a word from the box. You do not need to use all the words.

by in less little lot many more most
much nearly of so such the to

[Home](#) [Blog](#) [Archives](#)



Max has changed since our days at school together. The older he gets, (1) _____ more sociable he seems to be. He was never the (2) _____ confident boy (3) _____ the class and he didn't have as (4) _____ friends as he probably would like to have had. But he's (5) _____ less reserved now, and not (6) _____ as nervous. Physically, he's different as well. He's quite a (7) _____ larger than he used to be and not (8) _____ pale and sickly looking. In those days he was (9) _____ far the thinnest of my friends, but he's put on a bit of weight and he looks (10) _____ delicate now.



Articles

Each numbered line in the text below has one mistake in the use of articles. You may have to add, change or delete an article. The first two have been done for you.

- 1 **Is it always^a good idea to introduce changes into our lives?**
- 2 Some people feel that change is positive and enjoy doing things in **the** different ways. Others, however, prefer a stability and avoid change as much as possible.
- 4 One advantage of altering way you do things is that it gives you the chance to
- 5 make improvements and become better student, employee or person. It enables
- 6 you to consider different approaches and decide which is a best one. Another
- 7 positive aspect of change is that it adds variety to the life and prevents you from
- 8 becoming bored. This also helps to make you the more dynamic and interesting.
- 9 On a negative side, change can be stressful if you constantly have to get used to
- 10 new situations, like moving house or switching jobs. For this reason, the many
- 11 people like to stay in same place all the time, preferring familiarity to uncertainty.
- 12 In the conclusion, I think it is easier and more beneficial to introduce changes
- 13 into your life when you are young and more flexible. Older you are, the more
- 14 of effort it takes to do things differently, and the more you want predictability.

Reading and Use of English Part 4 Key word transformation

For questions 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.

1 The new version of this phone isn't nearly as big as I thought it would be.

MUCH

The new version of this phone I thought it would be.

2 This is easily the most boring game I've downloaded recently.

ENJOYABLE

This is by game I've downloaded recently.

3 There are fewer teachers in my school than there were last year.

NOT

There teachers in my school as there were last year.

4 If you work harder now, you won't have to do so much later.

THE

The harder you'll have to do later.

5 Lucy is as tall as her mother.

HEIGHT

Lucy her mother.

6 Technology has had a bigger effect on our lives than we could ever have imagined.

MORE

Technology has a difference to our lives than we could ever have imagined.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Michael Hart

Michael Hart (1947–2011) was the (0) *FOUNDER* of Project Gutenberg, one of the (1) and longest-lasting online literary projects. His life's aim was to digitise the world's literature and make it freely available online. As a result of his work, he is widely considered to be the (2) of the eBook. In 1971, Hart typed a copy of the United States Declaration of Independence into the computer at the University of Illinois, where he was a student. The internet was used only by academic and military (3) : the World Wide Web would not come into (4) for another two decades. Yet Hart spent the next fifteen or so years typing up historic texts such as the works of Shakespeare and the American Constitution, using (5) he had begged, borrowed or made himself. In 1987, with over 300 books in the online (6) , he took on an (7) , and together they recruited volunteers worldwide to help with typing and proofreading (8) Project Gutenberg now offers more than 60,000 free eBooks to download in over 60 different languages.

FOUND
EARLY

INVENT

RESEARCH
EXIST

EQUIP
COLLECT
ASSIST
RESPONSIBLE

Writing Part 2 Article

You have seen this announcement in an international magazine.

Write your article in 140–190 words.

For more information on writing articles, see [page 192](#).

LIFE CHANGES

Write us an article about a time in your life when something changed. Mention the reasons for the change and describe your feelings before and after it.

We will publish the most interesting articles next month.

Pronunciation Diphthongs

1 The words in the box below are from *My digital detox* on page 36. Match the words with their correct pronunciation.

change clearly compare continually disappointing home loud time

1 /tʃəndʒ/	_____	5 /kən'trɪŋjəli/	_____
2 /tɔɪm/	_____	6 /kəm'peə(r)/	_____
3 /laʊd/	_____	7 /'klɪə(r)li/	_____
4 /həʊm/	_____	8 /dɪsə'pɔɪnɪŋ/	_____

2 3.3 Listen and check your answers to Exercise 1.

3 The words in Exercise 1 all contain diphthongs. Choose the best word or phrase to complete the rules.

Diphthongs

- 1 British English has **eight / ten** diphthongs: /eɪ/, /ɪə/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/ and /ʊə/.
- 2 Diphthongs are long **consonant / vowel** sounds made from **two / three** short sounds.
- 3 We pronounce diphthongs by **saying the two sounds separately / moving quickly from one sound to the next**.

4 Add the words from Exercise 1 to the correct column in the table.

/ɪə/	/eɪ/	/ʊə/	/ɔɪ/
year <i>clearly</i>	break	sure	boy
/əʊ/	/eə/	/aɪ/	/aʊ/
phone	hair	life	down

5 3.4 Listen and add the words you hear to the correct column in the table in Exercise 4.

6 Write a sentence using at least four words from the table in Exercise 4.

7 **SPEAK** Work in pairs. Practise saying your sentences from Exercise 6.



4



A GOOD STORY

KEY LANGUAGE

So and such

Past tenses and time linkers

Films

Take

Participle adjectives and adverbs

PRONUNCIATION

Silent consonants

EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 6

Writing Part 2

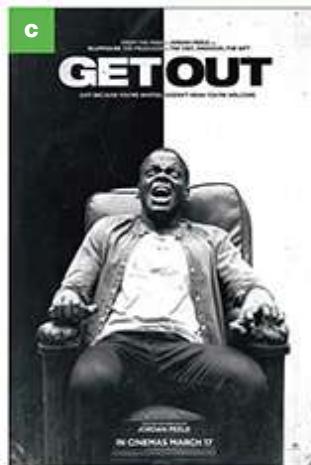
Listening Part 1

Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 Do you prefer watching films at home or in the cinema?
- 2 What TV series have you enjoyed watching recently?
- 3 When was the last time you wrote a story?
- 4 Talk about a day you've enjoyed recently.
- 5 Describe a time when something went wrong.



Vocabulary Films

1 Match the film posters (a–j) with the genres in the box.

action film comedy fantasy historical drama
horror film musical romance
science fiction film thriller western

2 **SPEAK** Which, if any, of the films in the posters have you seen? Do you think you would enjoy those you haven't seen? Why/Why not?

3 For Exercises A and B, decide which word best fits each space.

A terrible terrific terrifying

1 I'm not surprised it won an Oscar – it was a _____ film.
2 Absolutely _____! I've never been so frightened in all my life.
3 This was probably the worst film I've seen all year. The plot was non-existent and the acting was _____.

B critic criticism review

It seems that every (1) _____ I read of this film gives a different opinion. The (2) _____ who writes for *The Times*, for example, is very enthusiastic about it and has nothing but praise for Tim Burton. The same director, however, comes under strong (3) _____ in the magazine *Premiere*.

4 **SPEAK** Work in pairs. Read the following review of *Blade Runner 2049*, which appeared in a student magazine. Does this type of film appeal to you? Why/Why not?



BLADE RUNNER 2049

Blade Runner 2049 is a rare example of a sequel which is just as entertaining as the original. The film is set in the future, thirty years after the events of the first *Blade Runner*, and stars Ryan Gosling as K, with Harrison Ford returning in the role of Deckard.

K works as a blade runner, an agent whose job is to find and 'retire' older models of the androids known as replicants. At the beginning

of the film, he discovers a secret from the past that leads him to try to solve a mystery about his own origins.

The scenes with Ryan Gosling and Harrison Ford are enjoyable to watch, and even quite amusing at times, so I was surprised and disappointed that they only appeared together towards the end. As for the rest of the cast, Silvia Hoeks gives an impressive performance as the terrifying Luv, and Ana de Armas is

very convincing as K's virtual girlfriend, Joi.

This is a visually stunning film, with an amazingly atmospheric soundtrack and a slow, but gripping plot. I would recommend it to anyone who likes science fiction films which require concentration and make you think.

5 Complete the gaps in 1–8 using the underlined words from the review of *Blade Runner 2049*. You may need to change the form of a word. There is an example at the beginning (0).

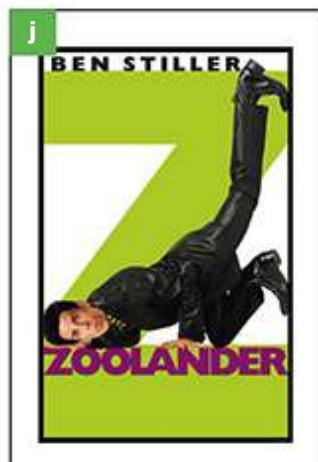
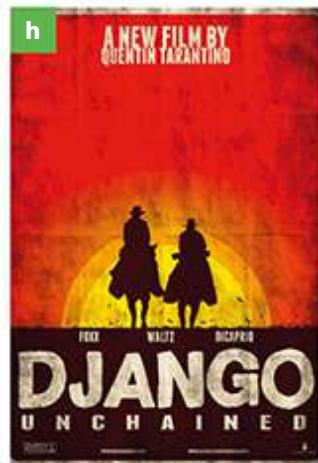
- 0 The most memorable scene comes at the very end of the film, when Humphrey Bogart and Ingrid Bergman say goodbye.
- 1 The original film is _____ in Los Angeles in a futuristic 2019.
- 2 John Williams composed the _____ for the first three of the eight films about the boy wizard.
- 3 Finn Wolfhard, one of the younger members of the _____, also appears in the hit TV series *Stranger Things*.
- 4 The _____ to *The Dark Knight*, and the third instalment in the trilogy, was released in 2012.
- 5 Leonardo DiCaprio _____ as a poor artist who falls in love on board the ill-fated ship with Kate Winslet, in the _____ of a seventeen-year-old aristocrat.
- 6 The basic _____ involves a country music star who helps a young singer, played by Lady Gaga, to find fame.

6 **SPEAK** Can you name the films in Exercise 5?

0 *Casablanca*

7 **SPEAK** Work in pairs. Talk about the following using some of the vocabulary in Exercises 1–5.

- a film you didn't enjoy
- your favourite film
- the most frightening film you have seen
- the most gripping film you have seen



Language focus So and such

1 **SPEAK** Work in pairs. Why are *so* and *such* used in the following sentences? What types of words follow *so* and *such*?

I was *so* impressed with the soundtrack of the film that I downloaded it as soon as I got home.

She has *such* a wonderful voice that it seems a shame to dub her films into English.

2 Go to **Ready for Grammar** on page 212 for rules, explanations and further practice.

3 For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 We decided to see the film as it had *such* good reviews.

THAT

The reviews for the film _____ we decided to see it.

2 The weather was *so* bad that we decided to come home.

SUCH

It _____ that we decided to come home.

3 I got *so* absorbed in the film I forgot to phone Amy.

SUCH

It _____ film I forgot to phone Amy.

4 The party was *so* crowded we could hardly move.

PEOPLE

There _____ at the party we could hardly move.

4 **SPEAK** Work in pairs. Each of you should choose one of the following topics and talk about it for one minute. Use *so* and *such* as many times as possible.

- a singer or band whose music you like
- an activity you enjoy doing
- a memorable holiday
- a celebration or party you attended

Word formation Participle adjectives and adverbs

To describe how we feel about something or someone we can use past participles as adjectives. *My younger brother got quite **frightened** during the final scene.*

To describe the thing or person that produces the feeling we can use present participles as adjectives. *It was quite a **frightening** scene.*

Adverbs can be formed from present participle adjectives.

*It's expensive to go and see a film these days. Not **surprisingly**, cinemas are often half empty.*

1 Look back at the review of *Blade Runner 2049* on page 49 and find examples of adjectives and adverbs formed with **-ing** and **-ed**.

2 Write the past participle of each of the regular verbs from the box in the appropriate column in the table below, according to how the **-ed** ending is pronounced.

annoy bore disappoint disgust embarrass fascinate
frustrate impress relax shock surprise tire worry

/d/	/t/	/ɪd/
amused	astonished	excited

3 The present participle (**-ing**) form of the verbs in Exercise 2 can all be used as adjectives, except in the case of one of the verbs. Which one is it and how is the adjective formed?

4 Complete each gap with the present or past participle form of an appropriate verb from Exercise 2. You may need to use an adverb. More than one answer may be possible.

- 1 Ninety minutes is the ideal length for a film – after that I start to get _____.
- 2 I find it so _____ when people talk during a film. Why can't they keep quiet?
- 3 I tend not to watch sequels; you expect them to be as good as the first film, but they're often _____ poor.
- 4 I fell asleep in the cinema once. I felt so _____; people were laughing at me.
- 5 Documentary films about wildlife are _____; I learn so much from them.
- 6 There's a _____ amount of violence on television and in films – I think they should impose stricter limits.

5 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 4 are for you.

Writing Part 2 Review

Useful language

In your review, include elements of the following language from this unit:

- relevant film vocabulary, e.g. *stars ... as, is set in, plot, cast*
- participle adjectives to express your opinion, e.g. *stunning, disappointed*.

1 Read the following Writing Part 2 question then follow the instructions below.

Your teacher has asked you to write about a film you have seen recently for the school's English magazine. Write a review for the magazine, including a brief description of the plot, giving your opinions on the film and saying who you would recommend it to.

Put the stages (a–d) in the correct order to show a possible paragraph plan for a review. Then use the *Blade Runner 2049* review on page 49 to check your answer.

- a A brief description of the plot.
- b Comments on other aspects of the film and a recommendation.
- c Introduction to the film, including an overall opinion and one or two facts, e.g. *the main actors, type of film, etc.*
- d Opinions on specific scenes and the acting.

2 Write your answer to the question in Exercise 1 in 140–190 words. Follow the paragraph plan in Exercise 1 or use your own.

What are the people enjoying about watching these different performances?



1



2

Speaking Part 2 Long turn

Before you do the speaking task, read the information in the boxes below.

Look at photographs 1 and 2. They show people watching different types of performance.

Student A: Compare photographs 1 and 2 and say what you think the people are enjoying about watching these different performances.

Student B: When Student A has finished, say which of these performances you would prefer to watch.

Useful language

The following words and expressions could be used when talking about the photographs 1–4 on this page. Match each word or expression to one or more of the photographs.

on stage	audience	<i>in the open air</i>
one-man show	<i>pass the time</i>	<i>consult reference books</i>
read for pleasure	street performer	<i>walking on a tightrope</i>
being outdoors	cultural event	<i>be engrossed in a book</i>

Don't forget!

Student A

Talk about the similarities and differences, then answer the question in the box.

Student B

Develop your answer fully, giving reasons and/or examples.

Now change roles. Look at photographs 3 and 4. They show people reading in different places.

Student A: Compare photographs 3 and 4 and say why you think the people have chosen to read in these places.

Student B: When Student A has finished, say where you like reading.

Why have the people chosen to read in these different places?



3



4

Listening Part 1 Multiple choice

- 1 You will hear people talking in eight different situations. Read question 1 below then look at the shaded **Audioscript** on page 237 and choose the best answer (A, B or C).
- 2 Look at the shaded **Audioscript** on page 237 again and answer the following questions.
 - In which part of the script does the answer to question 1 appear; near the beginning, the middle or the end?
 - Which nouns are used in the script to avoid using these words from options **A** and **C** in the question?
 - *soundtrack*
 - *plot*
 - The man makes positive comments about the acting (*the actors do their best with their lines*) and the soundtrack (*people are saying good things about the music*). Which linking word does he use in both cases to introduce a more negative comment immediately afterwards?

What to expect in the exam

- You may hear the key language which guides you to the answer near the beginning, the middle and/or the end of the extract.

In question 3 the key language appears in two different parts of the extract.

- You will not necessarily hear the same words as those in options **A**, **B** and **C**.

- Sometimes, contrast linkers, such as *but*, *although* or *however*, are used to create distractors (as in Exercise 2c above).

3 4.1 For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking to a friend about a TV series he is watching.
The man is impressed with
 - the soundtrack.
 - the acting.
 - the plot.
- 2 You hear a woman reviewing a book on the radio.
What type of book is it?
 - an autobiography
 - a historical novel
 - a travel guide
- 3 You hear two friends talking about a film they have just seen.
What did they both find disappointing about it?
 - It wasn't as enjoyable as the first film in the series.
 - The pace of the film was too slow at one point.
 - The comedy scenes were not very funny.
- 4 You hear a man telling a woman about a storytelling course he attended.
What does he say about the course?
 - It was better than he had expected.
 - It will be useful for his work.
 - It helped to build his confidence.
- 5 You overhear a woman calling a bookshop.
Why is she calling?
 - to make a complaint
 - to make a suggestion
 - to apologise
- 6 You hear a man talking to a friend about a story writing competition he won.
What did he feel nervous about?
 - being interviewed about his success
 - reading out his story on live radio
 - receiving his prize from a famous person
- 7 You hear two friends talking about an actor in a play they have just seen.
What do they agree about him?
 - He looked too young for the part.
 - He did not always speak clearly.
 - He moved around unnaturally.
- 8 You hear part of a talk by a writer.
What is she doing?
 - encouraging the audience to read to their children
 - explaining the importance of a past event
 - promoting a new book she has written



Vocabulary Take

Phrasal verbs with *take*

1 Read this extract from the listening text. What is the meaning of the phrasal verb in bold?

*So are you going to be leaving us to **take up** a career as a storyteller, then?*

2 Read the following short story and choose the best title (a–c).

a The dangers of Irish dancing b The end of a promising career c Winning isn't everything

Roisin always took after her dad. Her mother was a calm, laid-back person, but Roisin, like her father, was ambitious. She had to be the best at everything, and that included Irish dancing, which she took up at the age of eight. She took to it immediately, and knew after just a few lessons, that she wanted to be a world champion. Her teachers were impressed: once she'd learnt a new dance routine, her feet seemed to take over and she would move across the floor with incredible agility.

Shortly before her first World Championships in Glasgow, Roisin's teacher took her aside during the lesson and reminded her that, whilst she had every confidence in her, the competition would be tough. Full of self-belief, Roisin took no notice and was convinced she would win. When she finished sixth, she was devastated and just couldn't take in the fact that she hadn't come first. She never did win a championship, but she eventually learnt to love dancing for itself rather than as a means to be the best. Then, three years ago Roisin's dancing career took off when she was taken on as a dancer with an Irish dance company that travels the world. There's no competing, only supporting – and she's never been happier.



3 Read the story again. Write the infinitive of each underlined phrasal verb next to its meaning below. The first one has been done for you.

1 start to like someone/something	<u>take to</u>	5 accept something as true	<u>take</u>
2 employ someone	<u>take on</u>	6 gain control	<u>take</u>
3 resemble someone	<u>take after</u>	7 start doing something	<u>take</u>
4 move someone away from other people to talk	<u>take aside</u>	8 start to become successful	<u>take off</u>

Expressions with *take*

4 Complete each sentence (1–8) with an appropriate form of the verb *take*. The first one has been done for you.

A 1 A pair of shoes should last longer than two months. If I were you, I would take them back to the shop.
 2 My dad used to take me to school, but now I have to get the bus.
 B 3 I lost money on that business deal! Of course I regret taking his advice!
 4 She criticises everybody else and refuses to take any of the blame herself.
 C 5 If you take more interest in the children, they'd behave better!
 6 The stray cat was looking a lot healthier. It was clear that someone had taken pity on it and given it something to eat.
 D 7 It takes a great deal of courage to sing in front of an audience.
 8 Come on! I can't understand why you take so long to do this exercise.

5 Underline the expressions with *take* in Exercise 4.

A pair of shoes should last longer than two months. If I were you, I would take them back to the shop.

6 The expressions in Exercise 4 are organised into four groups, A, B, C and D. Match each of the following general meanings for *take* to an appropriate group.

1 to express what is needed or required	<u>take</u>	2 to talk about the way people feel or react to others	<u>take</u>
3 to talk about the movement of something/one from one place to another	<u>take</u>	4 to accept	<u>take</u>

7 Which group (A–D) in Exercise 4 do the following expressions belong to?

to take pride in something take *to be taken to hospital* take *to take a joke* take *to take the initiative* take

8 Now write a short story of your own using at least three expressions and three phrasal verbs with *take*.

Reading and Use of English Part 6 Gapped text



1 SPEAK Do you find writing stories difficult? Why/Why not?

2 Read the article, ignoring the gaps. Decide which sentence (A–D) best summarises the writer's main idea.

- A It takes natural talent to be a good storyteller.
- B It is more useful to teach storytelling than grammar.
- C Teachers need more training in how to teach storytelling.
- D Children have the potential to be better storytellers than adults.

The art of storytelling...



Writing stories is a craft that is crucial for life. And if the government insists, you can test it, measure it and use it in commerce, too

A report in *The Times* recently quoted a secondary school teacher who complained that their Year 7 intake no longer knew how to tell a story. 'They knew what a fronted adverbial was, and how to spot an internal clause, and even what a preposition was – but when I set them a task to write a story, they broke down and cried,' reported the teacher.

The fact that no importance is placed on storytelling makes me very frustrated not only because it puts so little value or emphasis on children's creativity, but also because storytelling is more than simply an art. **1** Politicians should know this better than anyone. What is "Vote for us and the country will be strong and stable" if not a story? Everything made of words is a story – from the stories we tell ourselves to the ones we watch on TV to the ones we relate to work colleagues at the water cooler.

2 Contrary to the widely-held belief, creative writing is not just 'making stuff up.' Certainly, there are those who can do it instinctively. But what everyone on both sides of the debate seems to be missing is that storytelling *can* be taught and tested. I know that, because I teach it, albeit at an adult level.

People say children are natural storytellers, but this is not at all true, any more than it is of adults. Or rather, they are not naturally good storytellers. Most stories by children, although they may be charming, are boring because they are just one unconnected event after another. **3**

For stories to work, a whole array of measurable principles can be applied. We shouldn't be asking children about fronted adverbials, but about act structures, character arcs and the qualities of protagonists. What is the difference between real speech and fictional dialogue? What constitutes a dramatic event? **4** And all these features of the craft of storytelling can be taught and tested in the same way as grammar. This would be so much more valuable than parroting parts of speech.

5 Let's instead tell them what they want to hear, and say, 'Yes, you can teach storytelling and you can test it and measure it and it's an immensely valuable tool, for commerce (if you're so obsessed with that) as much as anything else.' Storytelling in its way can have just as much complexity as music or mathematics. That we don't really understand this craft – or that this *is* a craft – is partly because of the romantic myth of 'inspiration' put about by authors as much as anyone. It is taught in creative writing degrees. **6** Why, for instance, is the popular children's book *We're Going on a Bear Hunt* such a compelling story? And what has it got to do with stories like *Macbeth*? (And yes, it does have something in common – all stories do.)

This is a fascinating, fruitful subject, and to a large extent, quantifiable. We should incorporate it into the classroom in a way that will satisfy both sides of the debate. In this way, there can be a happy ending to what has so far been a very sad story.

Don't forget!

- For each answer, check that the whole sentence fits in with the meaning of the text before and after the gap.
- When you have finished, check your answers by reading through the whole text again to ensure that it makes sense.
- Check that the extra sentence does not fit into any of the gaps.

3 Six sentences have been removed from the extract. Choose from the sentences A–G the one which fit each gap (1–6). There is one extra sentence which you do not need to use.

- A The list goes on and on.
- B But it can be simplified enough to appear on the school curriculum as well.
- C The reluctance to include story-writing on the school curriculum is because of a fundamental misunderstanding.
- D It should be no more difficult than teaching grammar.
- E In other words, they make no sense and have no direction or point.
- F It is a crucial skill for life and commerce.
- G So we should not be wasting our time accusing the government of wanting us all to be joyless grammar robots.

4 SPEAK Work in small groups. Discuss the following questions.

- 1 Is too much emphasis placed on grammar teaching in your country?
- 2 *Storytelling is a crucial skill for life and commerce.* Do you agree? Should it be taught in schools?

Language focus Past tenses and time linkers**Past tense review****1** Look at the following sentences from the beginning of a story and name the underlined past tenses. Choose from:

past continuous past perfect continuous past perfect simple past simple

- 1 It was a warm but cloudy summer's day and my family and I were spending the day in the mountains. We were celebrating my sister's birthday.
- 2 We had set off from the city at 9 o'clock in glorious sunshine.
- 3 We'd been playing games and splashing about in the river all morning, but now it was time to eat.
- 4 Just as we were sitting down at the picnic table, it started to pour down with rain.
- 5 As quickly as we could, we picked up all the plates and food, put everything back into the bags and rushed to the car.

2 In which sentence in Exercise 1 is the past tense or combination of tenses used to describe:

- a a series of actions or events following each other in chronological order?
- b a single event which occurred before the other past actions in the narrative?
- c an activity which continued until just before the main action of the narrative?
- d a situation which occurred over a period of time and which forms the background to the other past actions in the narrative?
- e an action which was in progress when another action occurred?

3 Go to Ready for Grammar on page 212 for rules, explanations and further practice of past tenses.**4 SPEAK** Work in pairs. Name the tenses in the following pairs of sentences and explain the difference in meaning between each pair.

- 1 a When he was having breakfast, he read the newspaper.
b When he'd had breakfast, he read the newspaper.
- 2 a I heard about it when I was listening to the news on the radio.
b I listened to the news on the radio when I heard about it.
- 3 a I lived in Oxford for six years.
b I had been living in Oxford for six years.

Time linkers**5** In which of the sentences in Exercise 4 can *while* be used in place of *when*? In which sentences can *as soon as* be used in place of *when*? Do these words change the meaning of the sentences in any way?**6** Complete each gap (1–3) with either *at the end*, *in the end* or *at last*.

- 1 I'd like you to hand in your homework _____ of the class.
- 2 We were going to catch a train but _____ we decided it would be cheaper to drive.
- 3 We've found a house we like _____. We've been looking for nearly two years.

7 In which sentence in Exercise 6 could *eventually* be used without changing the meaning?**8** Go to Ready for Grammar on page 212 for rules, explanations and further practice of time linkers.**9 SPEAK** Work in pairs. Tell your partner about something embarrassing, unusual or exciting that happened to you. Use a variety of past tenses and time linkers.

Writing Part 2 Report

1 **SPEAK** Work in pairs. Read the following Writing Part 2 Task. Choose one of the categories each and discuss with your partner what you could write about for your area.

Your local mayor wants to increase the number of visitors to your area. You have been asked to write a report for the mayor on **one** of the following:

- Cinemas, theatres and concert halls
- Transport facilities
- Historic buildings and museums
- Sports facilities
- Parks and gardens

The report should describe what your area offers visitors and make recommendations for improvements.

2 Read three possible introductions (A–C) to the report on *Cinemas, theatres and concert halls*. Complete each gap (1–8) with a word from the box, using the words in bold to help you. There is an example at the beginning (0).

aim aims contains looks make order provide terms ways

A

INTRODUCTION

This report (0) **looks** at some of the entertainment facilities that visitors to this town can find here. It also suggests (1) **of** improving these facilities **with the** (2) **of** attracting more visitors.

B

INTRODUCTION

This report (3) **to** describe what our town offers visitors **in** (4) **of** cinemas, theatres and concert halls. It also (5) **recommendations** for improving these facilities so as to encourage more people to visit the town.

C

INTRODUCTION

The purpose of this report is **to** (6) **an overview of** the town's cinemas, theatres and concert halls and **to** (7) **suggestions** on how to improve them **in** (8) **to** attract more visitors.



3 Read the continuation of the report from Exercise 2c. Is the style of the language in the report appropriate? Give reasons for your answer.

CINEMAS

There are three cinemas in the town centre, all of which are in poor condition and create a bad impression on anyone visiting our town. The buildings are old, the seats are uncomfortable and each cinema has just one screen, so there is not much choice in terms of films.



THEATRES AND CONCERT HALLS

We are fortunate enough to have two theatres and a large concert hall in our town. Unlike the cinemas, these buildings are well maintained and offer both residents and tourists a wide variety of plays and concerts. However, overseas visitors comment on the high prices of tickets and this prevents many from attending shows.



RECOMMENDATIONS

I recommend that the council should build a new multi-screen cinema complex, showing some original version films, particularly for the benefit of English-speaking tourists to our town. I also suggest offering special discounts on theatre and concert tickets for the many young foreign people who come here to study.

4 The question in Exercise 1 says that the report should consider visitors to the area. In the model answer, how does the writer show the relevance of the report to visitors in each paragraph?

Introduction: the writer says that suggestions will be made 'in order to attract more visitors'.

5 What structures are used after the verbs *recommend* and *suggest* in the final paragraph of the model answer report?

6 Underline any other language in the model answer which could be used in the different reports for the question in Exercise 1.

in poor condition

7 Now write your own answer for one of the other reports in the question in Exercise 1. Write your report in 140–190 words.

How to go about it

- Write a plan for your report.
Note down positive and negative points about the facilities in your area. For each negative point, consider a recommendation you could make.
- In your plan you could have two or three central paragraphs after the introduction, with a final paragraph containing your recommendations. Alternatively, you could include a recommendation in each paragraph.
- Give each paragraph a short title.
Remember to make your report relevant to visitors to your area.
- If you are not sure what to write about, you can invent information.
- Write your report in an appropriate style and use a range of language.
In this report for the mayor, a formal style is appropriate.

Saturday 18th May

CLASSICAL MUSIC FESTIVAL

Royal Concert Hall



For more information on writing reports, see **page 196**.

Reading and Use of English Part 4 Key word transformation

For questions 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.

1 When the meeting was over, they went out for dinner.

HAD

As finished, they went out for dinner.

2 When we eventually arrived at the party, all the food had been eaten.

GOT

By the party, all the food had been eaten.

3 He put everything back in its place before he left.

UNTIL

He did not put everything back in its place.

4 They decided against employing him, because of his age.

TAKE

They decided , because of his age.

5 She is not at all interested in my work.

INTEREST

She does my work.

6 This is the funniest book I've ever read.

SUCH

I've book as this one.

Correcting mistakes

In each short text 1–5, there are two words which should not be there. Find these words and cross them out. The first one has been done for you.

- 1 At first we weren't sure whether we could afford to go on holiday, but in the end we had felt we ought to spend at least during a week on the coast.
- 2 I was extremely impressed with the special effects and some part of the action scenes. As for as the acting, though, I felt many amateurs could have done better.
- 3 Sophie was so much pleased after her last exam. 'At the last!' she cried. 'I've finished.'
- 4 When he had came home from work he was made himself a cup of tea and read the newspaper. It had been an exhausting day.
- 5 I'm so glad we took to your advice and went to the new Indian restaurant that's just opened. The service was marvellous and it was such a good food.

Vocabulary Films

Complete each gap with one word, the first letter of which has been given. You may need to use the plural form of a word.

- 1 The 2017 version of *Murder on the Orient Express* features an **all-star c** including Kenneth Branagh, Penelope Cruz, Johnny Depp and Michelle Pfeiffer.
- 2 Brad Pitt won an Academy Award for Best Actor in a **Supporting R** for his part in the 2019 film *Once Upon a Time in Hollywood*.
- 3 The novel was praised by **literary c** but the film had **poor r**
- 4 It's a well-written thriller, with convincing characters and a **gripping p**
- 5 One ingredient of a good action film is an exciting and **memorable opening s** ; some kind of chase involving cars or helicopters, for example.

Reading and Use of English Part 3 Word formation

1 Read the following text, ignoring the gaps for the moment. What is the purpose of the text?

Storytime

The Storytime School of Storytelling offers a (0) *VARIETY* of courses to anyone (1) in the ancient art of storytelling. A wide range of people have studied with us, from tour guides to teachers, lawyers to (2) and bankers to business owners.

Their motives for attending our courses vary enormously. They may be keen to develop their (3) as public speakers, learn how to use stories in the classroom, or activate their (4) in a playful environment.

Whatever their reasons, participants usually find the experience absolutely (5), as you can see from the enthusiastic testimonials on our website. Many of these point to the series of (6) given to local schoolchildren as the highlight of their course. Others mention the supportive atmosphere in our school and the quality of the teaching.

Not (7), many people come back to Storytime again and again. We offer an almost (8) number of courses ranging from *Animal tales* to *Using your voice* or *Creating your own stories*. Why not contact us? We're sure to have a course for you.

VARY
INTEREST

LIBRARY

CONFIDE
CREATIVE

FASCINATE
PERFORM

SURPRISE
LIMIT

2 Read the text again and use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Writing Part 2 Review and Informal letter

Write an answer to one of the following in 140–190 words.

1 You recently saw this notice on an English-language website called *Game Plan*.

Reviews wanted!

Game apps

Is there a game you play regularly on your phone?

Write a review explaining the aim of the game, why you like playing it and who you would recommend it to.

Write your review.

For more information on writing reviews, see page 197.

2 This is part of a letter you have received from your English friend, Tanya.

I'm not sure what to read next. What's the best book you've read recently?
Tell me a little bit about the plot (not too much!) and say what you liked about it.
If it sounds good, I'll see if I can get a copy in English.

Thanks

Tanya

Write your letter.

For more information on writing informal letters, see page 193.

Pronunciation Silent consonants

1 4.2 Compete the sentences with the missing words.

- Did you _____ Mahershala Ali won an Academy Award for _____?
- The book is a _____ thriller called _____ *in London*.
- For the role of the climate change _____, the make-up department gave the actor _____ using prosthetics.
- The _____-bound action hero _____ up the cliff in pursuit of the villain.

2 Each word you wrote in Exercise 1 contains at least one consonant which is not pronounced. Underline the silent consonants.

3 4.3 Cross out the silent consonants in these words. Then listen to check.

answer column design echo half handkerchief
knee lamb listen receipt scene

4 Read the short article about a book below. The silent consonants have been removed from the words in bold. Correct the spelling of the words in bold.



swords
Natasha Drake's bestselling fantasy epic '¹**Sords** and ²**casles**' recounts the life of King Fabian and his ³**hansome** but ⁴**disonest** sibling David, who is a constant source of problems for his brother.

⁵**Gosts**, goblins, elves and other fantastical creatures populate the ⁶**iland** kingdom, but what really brings the book to life is the witty ⁷**rappor** between the main characters as they deal with one disaster after another.

The rather ⁸**solem** ending left everyone guessing as to ⁹**wat** ¹⁰**woud** happen next. Well, the wait is finally over – the sequel is being released next ¹¹**Wednesday**. ¹²**Althou** some critics are already ¹³**douting** ¹⁴**wether** it can match the success of the first instalment, all ¹⁵**sins** point to it topping the charts once more.

5 Work in pairs. Compare your answers to Exercise 4.

6 SPEAK Work in pairs. Play four in a row. Take a pencil and use the table below as your board. If you correctly cross out the one silent consonant in a word, you win the space. The aim of the game is to stop your partner winning four spaces in a row, and/or to win four spaces in a row before your partner. When you have finished one game, rub out your answers and play another.

whistle	plumber	hour	talk	debt	two
island	knock	wrist	bomb	knot	cupboard
high	could	aisle	whole	light	doubt
sign	wrong	knife	salmon	muscle	handsome
ballet	write	stomach	debut	sandwich	foreign

READY FOR READING

Introduction

In Parts 5 to 7 of the Reading and Use of English paper there are three extended texts, each accompanied by a different reading comprehension task.

Reading and Use of English Part 5 Multiple choice

1 Part 5 consists of a text followed by six multiple choice questions, each with four options. Before answering the questions, you should always read the text through quite quickly to get an idea of the overall meaning. Read *A Scottish wildlife safari* on page 62 and answer the following question.

Which animals and birds does the writer say he and his family saw on the safari?

2 In all of the reading tasks there will inevitably be words you do not know the meaning of. On many occasions, it is not essential for you to understand these words in order to complete the task, and you can ignore them. However, you may be able to use the context in which the word appears to help you work out the approximate meaning.

Find the four words and phrases below in the second paragraph of the article, and then use the context and the clues you are given to work out the approximate meaning of each one.

1 emblazoned *This clearly means 'written' in some way. How would you expect the name of the company to be written on the minibus?*

2 beaming *We are told that Ian has a 'cheerful, friendly manner'. So what might he be doing to give the impression that a part of his face goes 'from ear to ear'?*

3 hit it off *Would Ian's personality have a positive or negative effect on his relationship with the writer and his family?*

4 signed up for *In the next sentence, the writer says there are four empty seats. So what has 'no one else' done?*

3 Use context to work out the meanings of the words in bold in the third paragraph.



A SCOTTISH WILDLIFE SAFARI

It's nearly one o'clock and I'm waiting expectantly with my wife and two daughters in a car park on the edge of the Scottish town of Fort William. We've arranged to meet Ian MacLeod, a local guide who'll be taking us 5 on a half-day tour to see, we hope, some of the area's rich diversity of wildlife – seals, otters, sea birds and maybe even deer or an eagle. There's no guarantee, of course, as animals come and go as they please, but the numerous five-star reviews online have led us to 10 believe that we will be in the best hands possible.

On the hour, a minibus with the words 'Wild West Safaris' emblazoned on its side pulls into the car park and out steps Ian, beaming from ear to ear. It's difficult not to warm to his cheerful, friendly manner 15 and we all seem to hit it off with him from the start. This is particularly reassuring, since no one else has signed up for today's safari. It's just the five of us in the 9-seater minibus. 'I have to compete with a number of other attractions,' says Ian, by way of explanation.

20 'The Jacobite steam train, Loch Ness boat trips, the treetop rope course ... A lot of families on holiday here opt for those things first.' So, probably, would we, I reflect silently, if the decision were left to my teenage daughters.

25 We set off. Not far from Fort William we take the car ferry across a narrow **stretch** of water to Corran, and then follow the road that **skirts** the waters of Loch Linnhe. 'The tide's not fully in yet, so we should see some seals along here,' Ian predicts. And sure enough,

30 five minutes later we are rewarded with the sight of a dozen or so harbour seals, **clinging** resolutely to a small rock as the water rises slowly around them. It's a first for my daughters and their excitement is **palpable**. So too is their father's sense of relief and 35 satisfaction – this was all his idea, after all.

We're soon back in the minibus and heading off further down the loch to look for otters. We park up in a small lay-by and while our guide boils up water on a camping stove for a cup of tea, we scan 40 the loch for movement. 'If only it were,' he replies, when we ask him if this is his sole occupation, but he adds quickly, 'I really can't complain, though.' He explains that he also drives doctors out to patients in remote areas, a job which affords him 45 plenty of quiet moments in which he can read up on the region's flora and fauna, local history and even geology, information he can pass on to his grateful safari customers.

And he really is a mine of information; we learn 50 about the Ice Age in Scotland, the Jacobite Rebellions of the 18th century, the healing properties of the plants we see, the biting habits of midges (the west coast's ubiquitous mosquitos), and, to help us become independent wildlife 55 observers, the ideal places to spot various Scottish animals in our own time. Which is a good job, because although we see several interesting water birds such as eider ducks and mergansers, the otter doesn't seem to want to show its face today.

60 Time's up, though – there's a ferry to catch and Ian's evening shift begins soon. We take the same road back to Corran, pleased at the day's results but slightly disappointed not to have seen our first ever wild otter. Suddenly, Ian glimpses something 65 out of his side window. 'Otter!' he shouts and we scream to a halt. There's pure delight in his voice and for a brief moment, he's one of us. He's lived in the area for over thirty years, but he cannot hide his excitement at seeing this most elusive of creatures,

70 as if for the first time. No wonder he loves his job.

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

- In the first paragraph, the writer suggests that Ian
 - has many satisfied customers.
 - has a very informative website.
 - is not the most punctual of people.
 - is not confident they will see much.
- In the second paragraph, we learn that some visitors to the area
 - do not turn up for tours they have booked.
 - do not want to travel in a crowded minibus.
 - do not find Ian very easy to get on with.
 - do not consider a wildlife safari a priority.
- How did the writer feel when they saw the seals?
 - impressed by the accuracy of Ian's predictions
 - reassured that he had made the right choice of activity
 - surprised at how quickly they had spotted some wildlife
 - pleased that his daughters had been the first to see them
- What does Ian say about his work as a wildlife safari guide?
 - It is not as profitable as his other job.
 - It used to be his only source of income.
 - He wishes he could dedicate himself full-time to it.
 - There are certain aspects of it that he doesn't like.
- What does 'Which' refer to in line 56?
 - an otter
 - being a wildlife guide
 - the writer's family holiday
 - learning where to look for wildlife
- When the writer says 'he's one of us' in line 67 he means that Ian and the writer's family
 - have never seen an otter in the wild before.
 - react to seeing the otter in the same way.
 - watch the otter together from the roadside.
 - are very noisy in the presence of the otter.

5 SPEAK Would you be interested in going on a wildlife tour with a guide? Why/Why not?

Reading and Use of English Part 6 Gapped text

- Part 6 consists of a text from which sentences have been removed and placed in a different order after the text. You have to decide which part of the text the sentences have been removed from. This task tests your understanding of the way texts are structured, so look carefully at the language both before and after the gap.
- Read the headline and first paragraph of the newspaper article about the Siberian city of Yakutsk. What aspects of life in Yakutsk do you think might be mentioned in the article?
- Read through the base text (the main text with the gaps). Are any of your ideas from Exercise 2 mentioned?

What to expect in the exam

Each correct answer in Parts 5 and 6 receives two marks; correct answers in Part 7 receive one mark each.

The **coldest city** on Earth

Shaun Walker enjoys a mini-break in deepest Siberia.

Yakutsk, in eastern Siberia (population 200 000), can convincingly claim to be the coldest city on earth. In January, the most freezing month, average 'highs' are around minus 40°C; today the temperature is hovering around minus 43°C, leaving the city covered in a blanket of freezing fog that restricts visibility to 10 metres. I have come here to find out for myself how people manage to survive in the world's coldest place.

Before venturing outdoors for the first time, I put on a suitcase's worth of clothes to protect me against the cold, including a thermal undershirt, a long-sleeved T-shirt, a tight-fitting cashmere jumper, a padded winter coat with hood, two pairs of gloves and a woolly football hat. **1** The small part of my face that is naked to the elements definitely notices **the cold air**, but on the whole, **it feels fine**. As long as you're dressed right, I think, **this isn't too bad**.

After the gap, 'the cold air' tells us the writer is outside, so the missing sentence will probably serve as a transition from putting on the clothes to going outside.

2 The first place to suffer is the exposed skin on my face, which **experiences shooting pains and goes numb**. Then the cold penetrates the double layer of gloves and sets to work on **chilling my fingers**. The woolly hat and padded hood are no match for minus 43°C either, and **my ears begin to sting**. Finally, I find myself with **severe pain all across my body** and have to return indoors.

In the previous paragraph the writer is untroubled by the cold: 'it feels fine'; 'this isn't too bad'. In this paragraph he begins to suffer. The missing sentence will probably refer to this contrast.

Despite the fact that the locals are stoically going about their business, and children are playing in the snow on the central square and laughing merrily, I realise that **I'll need a warm taxi to continue my exploration**. **3** **I collapse on the bed in the hotel room, and it takes half an hour for my body to feel normal again**.

In the missing sentence the writer may refer to his planned exploration of Yakutsk and/or explain why he collapses on his hotel bed.

4 **Workers continue working on building sites up to minus 50°C, and children go to school unless it's below minus 55°C**. 'Of course it's cold, but you get used to it,' says Nina, a Yakut woman who spends eight hours every day standing at her stall in the fish market. 'Human beings can get used to anything,' she says.

Almost without exception, the women wear fur from head to toe. 'In Europe you have people who say it's not nice to wear fur because they love animals,' says Natasha, a Yakutsk resident, who is wearing a coat made of rabbit and a hat of arctic fox. 'They should come and live in Siberia for a couple of months and then see if they are still so worried about the animals. **You need to wear fur here to survive**. **5**

'For us, the winter is like the working week and the summer is like the weekend,' says local blogger Bolot Bochkarev. The short summer, when the temperature hits 30°C or 35°C for two or three weeks, is a time when **efforts are made to ensure that the region is ready for winter**. **6** **If they fail, those stuck without warmth risk death**. The whole region suffers harsh winters. A few hundred miles away is Oymyakon, known as 'The Pole of Cold'. It was here that the lowest ever temperature in an inhabited place was recorded – minus 71.2°C.



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

How to go about it

- Before you read A–G, predict the general content of each of the six missing sentences.

*The comments in italics in the base text contain predictions about the general content of the missing sentences for gaps 1–3. Use the words in **bold** in the rest of the base text to make similar predictions about the missing sentences for gaps 4–6.*

- Read sentences A–G. Use your predictions to help you choose the correct sentence for each gap 1–6.

As you make your choices, underline words or phrases in sentences A–G which show links with the words in bold in the base text.

- Check your answers by reading through the whole article again to ensure that it makes sense. Check that the extra sentence does not fit into any of the gaps.

Note: In the exam, no help is given: you should make your own predictions and underline key words and phrases in both the base text and sentences A–G yourself.

A The thirteen minutes I have spent outside have left me out of breath and aching all over.

B Even wearing glasses gets tricky: the metal sticks to your cheeks and will tear off your skin when you remove them.

C I'm ready to face everything Yakutsk has to throw at me and I stride purposefully out of the hotel door.

D Heating pipes are examined and repaired.

E Locals are a little more skilled at dealing with the cold.

F Nothing else keeps you warm.

G Within a few minutes, however, the icy weather begins to make itself felt.

5 **SPEAK** If you had to live in either extreme heat or extreme cold, which would you choose and why?



Reading and Use of English Part 7 Multiple matching

1 Part 7 consists of either one continuous text divided into sections, or a number of smaller texts. Ten questions or statements are placed before the text(s). For this task you are asked to find the specific information in the text(s) which matches the questions or statements.

2 **SPEAK** Look at the book titles on page 66 and discuss the following in pairs or small groups:

- 1 Which, if any, of them have you read, either in English or your own language?
- 2 Have you seen film versions of any of them?
- 3 What do you know about the story and/or characters in each one?

3 You are going to read an article in which children's writer Leroy Hadley describes his five favourite classic works of children's literature. For questions 1–10, choose from the books (A–E). The books may be chosen more than once.

How to go about it

- Underline key words in the statements before the text.
In the task below, numbers 1–4 have been done for you.
- Read each of the sections (A–E) looking for information which matches that contained in the statements.
One of the answers (4) for A has been given, with the relevant part of the text underlined. There are two more statements which match A; find the statements and underline the relevant parts of the text. Then do the same for B–E.
- If there are any statements you have not matched, scan the text again looking for the information you need.

What to expect in the exam

- The words used in the statements (1–10) will not be the same as the words used in the relevant parts of the text, but they do express the same idea, e.g. **4 A**
- The information in a particular section could lead you to make the wrong choice, e.g. *In section D 'My mother read this to me when I was ten' might lead you to match it to statement 1, but later in section D we read: 'I read it on my own afterwards'.*

Of which book does Leroy Hadley say the following?

I have still not actually read it myself.

1

A lot of people are surprised by one of its features.

2

The author shows his main characters in a positive light.

3

I have not had it for very long.

4 **A**

I read the original version of this story as a child.

5

It shows a way of life which unfortunately does not exist now.

6

It reminds me of a certain period of my life.

7

The story proved to be very educational.

8

Children will find it easier to read than the other books in this selection.

9

The beginning of the book gave me ideas for the start of my latest work.

10

4 **SPEAK** Tell each other about any other children's classics you have read, either English ones or ones originally written in your own language.

Children's Classics



*Children's author
Leroy Hadley picks
his five favourite
children's classics.*

A

The Call of the Wild

by Jack London

This book is a recent addition to my collection. I seemed to have missed it as a child and I'd been meaning to read it for years. I ordered it online a few months ago, and downloaded the audiobook at the same time, so that my daughters could listen to it in the car. We started with the download and we all loved it. The actor reading it really brought the text to life and made us love, admire and feel pity for Buck the dog, who is kidnapped and forced into pulling sledges in the freezing cold Yukon during the Gold Rush in the late 19th century. We learnt a lot about how hard life was for the gold prospectors and the girls



were motivated to find out more. In the end I didn't bother with the book – I might do one day.

B

The Adventures of Tom Sawyer

by Mark Twain

I love the humour in this book and the great affection with which Mark Twain writes about his protagonists, Tom and his friend Huckleberry Finn, who both come across as cheeky, but likeable rogues. We laugh at the innocence of childhood, as Tom tries to win the affections of Becky Thatcher, we smile nostalgically as he and Huck imagine they are pirates who go digging for treasure, and we hold our breath in fear when Tom and Becky are lost in a cave. Despite the dangers, it's sad to think that young children can no longer play like Tom and his friends;



that they no longer have the freedom to go off on in search of adventure without the presence of an interfering adult.

C

The Lion, the Witch and the Wardrobe

by CS Lewis

Of all the books here that I read when I was growing up, this was the only one which wasn't adapted or abridged in any way. Being more modern than the rest – it was published in 1950 – the language is still fairly accessible for younger readers and there's less danger of them becoming frustrated with the style. It's the perfect fantasy adventure, with daring children, a talking lion and other magical creatures doing battle with the forces of darkness led by the White Witch. I loved it as a child and still find it totally absorbing.



D

Treasure Island

by Robert Louis Stevenson

My mother read this to me when I was ten, and rather than being scared by the likes of Long John Silver, Black Dog or Blind Pew, I couldn't help laughing at the hilarious range of voices she gave the different pirates in the book. I laughed, too, when I read it on my own afterwards, my mother's humorous voices still ringing in my ears. Stevenson writes with a good deal of humour anyway, something which many aren't expecting when they read the book for the first time. They are familiar with the story, but not the way it is told.

E

The Wind in the Willows

by Kenneth Grahame

This lovingly-told tale of the adventures of a group of animal friends – Mole, Water Rat, Toad and Badger – brings back memories of my teenage years, when I lived in a house on a river bank. Grahame evokes wonderfully the sounds, sights and smells of the countryside and creates an atmosphere of peace and tranquillity, which is becoming increasingly difficult to find in today's world. I read the book again two years ago, and the first chapter, when Mole first meets Rat, provided the inspiration for the opening of my most recent novel *Harvest Mouse*. I can only dream that it will be as popular as *The Wind in the Willows*.



5



DOING WHAT YOU HAVE TO

KEY LANGUAGE

Obligation, necessity and permission

The world of work

en- prefix and -en suffix

PRONUNCIATION

Intrusive sounds /r/, /j/ and /w/

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 3, 4 & 7

Writing Parts 1 & 2

Listening Parts 2 & 4

Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What is/was your favourite subject at school? Why do/did you like it?
- 2 What do/did you like about your school?
- 3 Do you think you would be a good teacher?
- 4 What do you want to do when you leave school/university?
- 5 Would you prefer to do physical or mental work?
- 6 If a job interviewer asked about your personal strengths, what would you say?

Speaking Part 2 Long turn

1 Look at the photographs below. They show people doing different jobs.

Student A: Compare the photographs and say what you think the people might enjoy about doing these jobs.

Student B: When student A has finished, say which of these jobs you would prefer to do.

What you think the people might enjoy about doing these jobs?



2 Now change roles. Go to the **Additional materials** on page 198 and do the Speaking Part 2 task.

Listening Part 2 Sentence completion**Don't forget!**

- Write a word, number or phrase that you actually hear.
- You do not need to write more than three words for each answer.
- The words you read in the question may not be the same as those you hear in the recording.
- You will hear distractors for many of the questions.

1 **5.1** You will hear a man called Mike Swift talking to a group of teenagers about the vocational courses offered by the college where he works. For questions 1–10, complete the sentences with a word or short phrase.

Before you listen to the recording, read through all the questions and try to predict the type of information you will hear for each one.

1 This is probably a number.

There are currently (1) different faculties at Mike's college.

Mike says that the (2) studio in the Creative Skills faculty is unique for a college in the area.

Mike is particularly impressed that one former student of the college is already working as a (3)

Increasing numbers of people are enrolling on courses in the (4) Department.

Mike says that both the ability to work in an organised manner and good (5) skills are important in a variety of jobs.

Some courses at Mike's college include a period of (6)

Most information technology courses are offered by the (7) faculty.

Mike says that applicants for the computer games development course need high marks in (8), as well as passes in other exams.

Mike says that guidance on what to study is available in the (9) section of the college website.

The (10) courses at Mike's college normally last five months.

2 **SPEAK** Work in groups. Which, if any, of the courses and/or jobs mentioned in the listening would interest you? What would be your ideal job?

Vocabulary The world of work

1 In the following extracts from the listening, complete the collocations in bold with a verb. Then check your answers in the **Audioscript** on page 238.

- 1 ... with more and more students hoping to _____ into careers as exhibition organisers, concert promoters or wedding co-ordinators.
- 2 ... if you decided to _____ careers at any point in the future, most of what you've learnt would still be useful to you.

2 In 1–3, complete each collocation with two alternative verbs which have the same meaning. There is an example at the beginning (0).

abandon change dedicate devote follow give up pursue switch

- 0 After ten years as a teacher, I decided to change / switch careers and go into acting.
- 1 Eva intends to _____ / _____ her career to helping the homeless.
- 2 Luis was forced to _____ / _____ his career as a pilot because of ill health.
- 3 After university, I hope to _____ / _____ a career in journalism.

3 Complete each gap with a verb from the box. All the verbs describe ways of ending a job.

made redundant resigned sacked

- 1 She sold her home, _____ from her job and moved abroad to teach English.
- 2 Ed was _____ from his last job for stealing, so no one will employ him now.
- 3 The economic crisis hit the company hard, and 50 workers had to be _____.

4 Which of the following nouns is not normally used after the verb *to earn*?

a competition a good living good money a high salary
a weekly wage

5 Explain the difference in meaning between the items in each pair (1–3).

1 a to work part time	2 a to work overtime	3 a to work flexitime
b to work full time	b to work long hours	b to work shifts

6 Label the jobs in photographs a–e.

7 **SPEAK** Work in pairs. Take turns describing the jobs in Exercise 6 without naming them. Guess which job your partner is describing. Use some of the useful language in the box below.

Useful language

A Skills

You (don't) need good *telephone/computer/artistic/organisational/language skills* for this job.

B Adjectives for personal qualities

You (don't) need/have to be: *cheerful confident creative fit hard-working patient polite talented*

C Adjectives for jobs

This is (not) a _____ job.

challenging monotonous responsible rewarding skilled stressful tiring well-paid



Don't forget!

Look at the words both before and after each gap, and consider the meaning of the whole sentence.

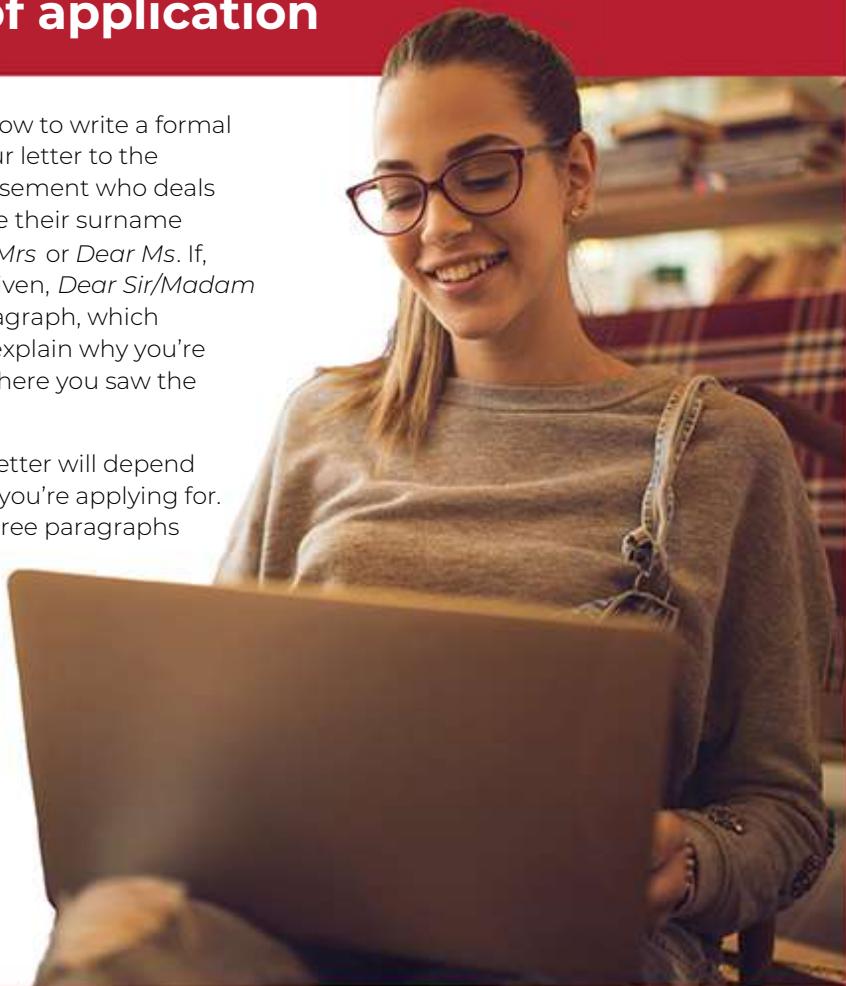
Reading and Use of English Part 2 Open cloze

- 1 **SPEAK** Work in pairs. You are going to read a short text which gives advice on how to write a job application letter. What do you think it will say?
- 2 Read the text quite quickly, ignoring the gaps. Are any of your ideas from Exercise 1 mentioned?
- 3 For questions 1–8, read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Writing a letter of application

Here are a (0) *few* tips on how to write a formal application letter. Firstly, address your letter to the person mentioned in the job advertisement who deals (1) the applications. Use their surname only, after the words *Dear Mr*, *Dear Mrs* or *Dear Ms*. If, however, (2) name is given, *Dear Sir/Madam* is enough. Then, in the opening paragraph, which should (3) kept short, explain why you're (4) in touch, and say where you saw the job advertised.

(5) you continue your letter will depend on the requirements of the position you're applying for. Typically, though, there are two or three paragraphs giving information about yourself, (6) as relevant skills, work experience and personal qualities, as (7) as reasons why you think you would be suitable for the job. Finally, (8) writing a short closing paragraph to indicate your interest in receiving a reply and thank your addressee, sign off using *Yours sincerely* if you know their name, or *Yours faithfully* if you do not.



Writing Part 2 Letter of application

- 1 Read the following Writing Part 2 instructions.

You see the following advertisement in your local English-language newspaper.

MUSICIANS AND DANCERS REQUIRED

We need teaching assistants for the music and dance activities at our English-language summer school for young children.

Write to the director, Mr Paul Beacon, giving details of:

- your music and dancing skills
- any relevant work experience you have had
- why you would be suitable for the job.

2 Read the letter of application for the job advertised in Exercise 1. Then answer the following questions.

- 1 Do you think the applicant would be suitable for the job? Why/Why not?
- 2 How well does the applicant follow the advice in the Open cloze text on page 70? What, if anything, should she change in her letter?

Dear Mr Paul Beacon

(1) I've had a look at your advertisement in the latest edition of 'English Weekly' and (2) I want to ask for a job as a music and dance teacher at your summer school.

I am a twenty-year-old music student in my second year at university and can play several instruments, including the piano, violin and clarinet. (3) I've also been going to a local dance academy for the past twelve years and am a member of a modern dance group called 'Pasos'.

Although (4) I've never done any jobs working with groups of children, I teach piano and violin to (5) quite a lot of young private students. In addition, I choreograph many of the dances for 'Pasos' and teach the steps to the other members of the group.

I feel I would be (6) really good at this job, as I am a very calm and patient person. My whole life is devoted to music and dance and (7) it'd be great to get the opportunity to pass on my skills to other people.

Thank you for taking the time to consider this application. (8) Can't wait to hear from you.

Yours faithfully

Sandra Agar

3 Replace the informal words and expressions (1–8) in Exercise 2 with the more formal equivalents in the box.

a number I have also been attending I have no experience I have seen I look forward to hearing I would like to apply I would love to have well-suited to

4 Write an answer to one of the following Writing Part 2 questions in 140–190 words.

1 You see the following advertisement in your local English-language newspaper:

ARE YOU A MUSIC FAN?

We require English-speaking volunteers to help at a four-day international pop and rock music festival aimed at raising money for charity.

What relevant music-related interests do you have?

Do you have experience of working with people?

How would you benefit from helping at this event?

Write to Mr Liam Kennedy at *Music for Life* explaining why you would be suitable as a volunteer.

How to go about it

- ▶ Plan your answer, noting down any ideas which you could develop in your letter.
- ▶ Organise your ideas into logical paragraphs.
- ▶ Write your letter in a formal style, following the advice in the Open cloze text on page 70.
- ▶ Use a variety of linking devices.
- ▶ Check your work for grammar and spelling mistakes.

Write your letter of application in 140–190 words.

2 You see the following advertisement on your college noticeboard:

Write a letter to Ms Kate Rider, giving details of:

- your experience of working with animals
- why you would be suitable as a volunteer
- how you would benefit from this experience.

For more information on writing letters of application, see pages 194–195.



**Brayton Animal
Rescue Centre**

Saving abandoned dogs and cats

We are looking for animal-loving volunteers to help out this summer in our busy rescue centre. Duties include cleaning cages, walking dogs and other general animal care tasks.

Speaking Part 3 Collaborative task

Don't forget!

- Interact with your partner: ask them questions, respond to their answers and give your own opinions.
- In task 2 you do not have to agree with your partner.

1 **SPEAK** Here are some people who have to follow rules in certain situations and a question for you to discuss. Talk to each other about why it is important for the people in these situations to follow rules.



2 In which situation is it hardest to make sure the people follow the rules?

Useful language

It is important/essential/necessary for them to follow/obey the rules, otherwise ...

The rules are designed/intended to ...

If they break the rules, they will/might (not) ...

Look again at the Useful language box on page 40.

3 Go to the **Additional materials** on page 199 and do the Speaking Part 4 task.

Reading and Use of English Part 7 Multiple matching

1 You are going to read an article in which four people talk about school rules. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person states the following?

I fail to understand the reason for a rule at my child's school.

1

Something which was forbidden at the school before is actively encouraged now.

2

School rules serve to prepare young people for the future.

3

I disagree with the element of choice offered to my child.

4

I did not realise that I had accepted a rule at my child's school.

5

School rules were clearer and easier to understand when I was at school.

6

Some school rules affected my ability to study.

7

There has been a decline in standards of behaviour at my child's school.

8

I was angry at the way my child was made to feel.

9

I was discouraged from voicing my opinion on a rule at my child's school.

10

Don't forget!

- Read all the statements first, underlining key words.
- Read section A and match any statements you can. Underline the relevant parts of the text as you do so.
- Do the same for the other three sections.
- Scan the whole text again to find information which relates to any remaining statements you have not yet matched.

2 **SPEAK** Work in groups. Discuss these questions, giving reasons for your opinions.

- Which of the school rules mentioned in the text do you find the most surprising?
- Do you think pupils should be involved in deciding what the school rules are?
- Should parents be asked to sign a school rules document?



HAVE SCHOOLS BECOME TOO LENIENT?

We asked parents to compare their school rules with those of their children.

A SIMON

When I was at school – more years ago than I care to remember – far too much emphasis was placed on what we could and couldn't do, and sometimes this got in the way of learning. We had to wear our jacket and tie at all times, no matter what the temperature, and I remember sitting there in the height of summer, sweating profusely as I battled with algebra or struggled with French verb forms.

They didn't let us drink water in the classroom either. That would cause an outrage now. My daughter goes to the same school as I did, and we're asked to provide her with a refillable bottle, which she can take into class with her. They've realised that water improves concentration, so pupils almost *have* to drink it now.

B JENNY

At my son David's school, rule number one of their two-page Mobile Phone Policy states that 'pupils are strongly advised not to bring mobile phones to school'; then there are sixteen more rules describing situations in which they can and cannot be used. It's very confusing – it would be much simpler just to ban them altogether. That's what my old school would have done if mobile phones had been around then. Everything was black and white in those days, just like our school tie.

And that's another thing – David doesn't have to wear a tie if he doesn't want to, even though it's part of the uniform. That's just silly. I almost wrote to the school about it, but my son advised me against it. It seems that school rules are decided on jointly by students and teachers, and as a parent, I don't have any say in the matter.

C LUCY

My sixteen-year-old daughter isn't allowed to wear a nose stud to school on health and safety grounds. Can you believe it? According to the headteacher, in a busy school piercings present 'a very real risk of accidents'. I can't see why – they're no more dangerous than carrying a sharpened pencil in your pocket, and there's no rule against that, as far as I know. I used to wear earrings to school and never had any problems.

It seems I agreed to all this when I signed the school rules document at the beginning of last term, but I honestly wasn't aware of any ban on tiny metal objects in the nose. We were given a couple of warnings, but I was still furious when they made her take the stud out and sent her home for the day: they humiliated her in front of her classmates and there's no excuse for that.

D ANDREW

It's gone from one extreme to the other. When I was a lad, we weren't allowed to have shoulder-length hair at school. The headteacher cut it off in his office if we did, without so much as a phone call home. Now my boy mustn't have his hair cut too short, otherwise he'll be suspended until it grows back to 'a suitable length'. He thinks it's unfair, but ultimately all rules, whatever they are, help to maintain order and get children ready for the real world.

As a lawyer, I don't need to be convinced of their importance – they're part of my daily life. If anything, they should tighten the rules up a bit more at my son's place. Discipline there has gone downhill in the last few years and the kids seem to do what they want.

Language focus Obligation, necessity and permission

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in capital letters. Use between two and five words, including the word in capital letters, which you must not change.

1 It was compulsory to wear our jacket and tie at all times.

HAD

We _____ our jacket and tie at all times. (A)

2 We were not allowed to drink water in the classroom.

LET

They _____ water in the classroom. (A)

3 David is not obliged to wear a tie if he doesn't want to.

HAVE

David _____ wear a tie if he doesn't want to. (B)

4 They don't let my sixteen-year-old daughter wear a nose stud to school.

ALLOWED

My sixteen-year-old daughter _____ a nose stud to school. (C)

5 She was made to remove the stud.

TAKE

They _____ the stud out. (C)

6 I'm a lawyer, so it isn't necessary for anyone to convince me of their importance.

NEED

As a lawyer, I _____ convinced of their importance. (D)

2 Check your answers to Exercise 1 in *Have schools become too lenient?* The letters in brackets refer to the relevant sections of the text in which the answers can be found.

3 Correct the mistakes in the following sentences.

1 Children were let to leave school at the age of twelve when my grandparents were younger.

2 My English teacher wears formal clothes in class, but she mustn't – she could wear jeans and a T-shirt if she wanted to.

3 When my parents were at school, they must wore a uniform, including a hat.

4 We supposed to get homework after every English class, but it doesn't always happen.

5 Parents in my country must to pay for their children's schoolbooks, but I don't think that's fair.

6 It's my view that schools should to provide all pupils with a tablet to use in class.

7 Children in schools used to be made stand in the corner with a book on their head if they misbehaved.

8 I needn't to read the Grammar reference on page 214; I already know this area of grammar inside out.

4 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 3 are for you or the people mentioned.

5 Go to **Ready for Grammar** on page 214 for rules, explanations and further practice.

6 **SPEAK** Talk about the things you *have to/are supposed to* do, or *ought to/should* do and those things you *don't have to or aren't allowed to* do at:

- home
- school/college/work
- the weekend.

I ought to tidy my room more often, but I never seem to find the time. I don't have to clean it, though. Either my mum or my dad does that for me.



Listening Part 4 Multiple choice

1 **SPEAK** Work in groups. Do you think teenagers should be expected to help with the housework? Why/Why not?

2 **5.2** You will hear an interview with a writer called Deborah Chilton, who is talking about teenagers and housework. For questions 1–7, choose the best answer (A, B or C).

How to go about it

- As you read through the seven questions (or sentence beginnings), underline key words. This will help focus your attention on the relevant information when you listen to the recording. Questions 1 and 2 have been done for you.
- The first time you listen to the interview, put a mark next to the option you think is correct. Listen carefully the second time before making your decision.

1 Deborah says it is important for parents to understand

- the different reasons for making teenagers do housework.
- how difficult it is to get teenagers to do housework.
- the advantages for the whole family of teenagers doing housework.

2 According to Deborah, what is the mistake that many parents make?

- They expect their children to do too many chores.
- They tell rather than ask their children to do chores.
- They wait too long before giving their children chores.

3 Deborah says that parents should give teenagers

- help when cooking a meal.
- clear instructions for tasks.
- more than one task a week.

4 According to Deborah, what should parents do if a teenager fails to do a chore?

- prevent the teenager from going out
- give the teenager extra chores to do
- let the teenager face the consequences

5 What does Deborah recommend parents should do if the situation does not improve?

- appeal to the teenager's sense of responsibility
- stop payment of the teenager's pocket money
- allow the teenager to choose an alternative chore

6 Which aspect of a chore does Deborah feel a teenager could decide?

- the type of chore
- the timing of the chore
- the method of doing the chore

7 Deborah says a positive feature of household chores is that

- they can be fun if they are done with help from other people.
- they give teenagers something different to think about.
- they are very varied.

3 **SPEAK** Work in pairs. Do you agree that teenagers should not be paid for doing household chores? Why/Why not?



Word formation *en-* prefix and *-en* suffix

1 Complete the extracts from the listening by adding the prefix *en-* or the suffix *-en* to the words in brackets to form verbs. Make any other necessary changes to the words.

- 1 Trying to _____ (*sure*) our teenage children do their fair share is no easy task.
- 2 Knowing all this motivates and _____ (*courage*) parents to see their goals through.
- 3 So you wouldn't consider _____ (*threat*) them with punishments?
- 4 Punishments tend to cause bad feeling and resentment and can _____ (*worse*) the situation.

2 Check your answers in the **Audioscript** on pages 238–239.

3 Write the verbs formed from the following adjectives. You will first need to form the noun before adding the *-en* suffix.

a strong b long c high

4 In 1–5, use the word in brackets to form a word that fits the gap.

- 1 Do you agree that travel _____ (*broad*) **the mind** and _____ (*wide*) **our horizons**?
- 2 Some people say that zoos are important because they _____ (*able*) us to learn about animals, and also help to protect _____ (*danger*) **species**, those animals which might otherwise become extinct. What do you think?
- 3 If you had to choose, would you _____ (*long*) **the working/school day** and go to work/school one day fewer each week, or _____ (*short*) it and go one day more? Why?
- 4 What do you think is the best way to _____ (*large*) your English vocabulary?
- 5 Which of the following **problems** have _____ (*worse*) in recent years in your country and which have improved? Is enough being done to solve them?
football violence crime unemployment pollution

5 **SPEAK** Work in groups. Discuss the questions in Exercise 4.

Writing Part 1 Essay

1 **SPEAK** Work in pairs. Read the following Writing Part 1 instructions. How would you answer the essay question and what could you say for each of the three 'Things to write about' in the Notes?

In your English class you have been talking about the world of work. Your English teacher has asked you to write an essay.

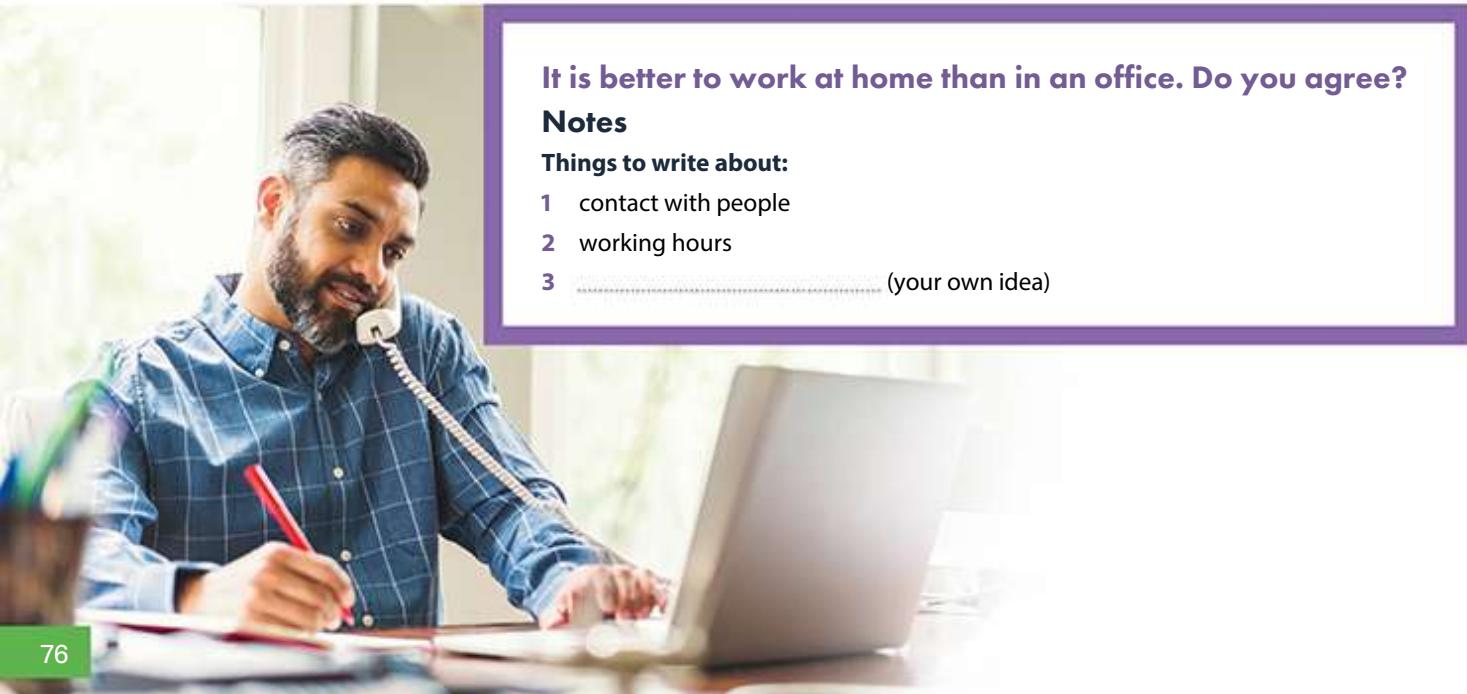
Write an essay using **all** the notes and giving reasons for your point of view.

It is better to work at home than in an office. Do you agree?

Notes

Things to write about:

- 1 contact with people
- 2 working hours
- 3 (*your own idea*)



2 SPEAK Read the answer below to the essay question in Exercise 1 and discuss the following questions with your partner. Give examples from the answer.

- a How well has the writer addressed the three points in the Notes?
- b How varied is the writer's language?
- c How appropriate is the style?
- d Does the writer use appropriate linking devices?

No, I don't agree. I'd prefer to work in an office.

If you work at home you can't talk to anyone – there's only you and the computer.

No one else. It's not very healthy if you can't talk to people during the day. You don't hear other people's ideas and opinions and you get a bit lonely with just the computer to talk to. You might talk to somebody on the phone but it's not the same.

OK, if you're at home and you don't have contact with people, no one can talk to you and disturb you, so you do more work. So it's better to work at home if you just want to work all the time. But talking to people makes life more interesting and it's pretty boring just working all the time. I think so, anyway.

Anyway, maybe you don't really have many working hours at home, because you have loads of coffee breaks and no one tells you, 'Come on, do some work'.

So for all these reasons, my own idea is that it is better to work in an office than at home.

3 There are ten spelling mistakes in the answer above. Find the mistakes and correct them.

4 Now write an essay in 140–190 words on one of the following:

- a Write your own answer to the question in 1 above.
- b Write an answer to the following question.

In your English class you have been talking about the pressures that exist for young people nowadays. Your English teacher has asked you to write an essay.

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

Life is harder for young people now than in the past.

What do you think?

Notes

Things to write about:

- 1 education
- 2 work
- 3 (your own idea)

Don't forget!

- Plan your essay. Consider all three points in the Notes.
- Write in a consistently formal or neutral style.
- Organise your ideas using paragraphs and linking devices.
- Include a suitable introduction and conclusion.
- Use a range of language and avoid repetition.
- Check your answer for accuracy.

For more information on writing essays, see **pages 189–191**.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Boarding schools

Boarding schools are (0) RESIDENTIAL schools that provide students with accommodation and food as well as education. The initial separation from the family can be a traumatic experience, and not (1), homesickness is a fairly common problem. However, (2) of boarding schools believe that this type of education (3) a sense of discipline and responsibility; children are taught to follow a strict daily routine and obey a clear set of rules, but they are also forced to make many (4) on their own, which leads to greater independence and increased self-confidence. In addition, spending long periods of time in the company of other boarders (5) children to form close friendships and helps in the (6) of communication and social skills. Many parents also argue that boarding can (7) family ties; living away from home often (8) a child's appreciation of precious time spent with the family, and teenage anger can be directed at teachers rather than parents.

RESIDENT

SURPRISE
SUPPORT
COURAGE

DECIDE

ABLE
DEVELOP
STRONG
HIGH

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Summer jobs FOR STUDENTS

Long summer holidays are an important (0) C of any college or university (1) course. They provide you with an excellent opportunity to (2) practical experience in a working environment, enhance your CV and, of course, make some extra money to (3) a holiday or save for your future. There are numerous summer jobs available, some more satisfying than others, but most teaching valuable lessons about hard (4) and responsibility.

If you enjoy working with children, then you might be (5) to one of the many roles at a summer camp, including activity leaders, sports coaches or teachers. Food and accommodation are usually provided, so it's a great (6) to discover a new region, or even country. Stewarding and bar jobs at the many music festivals taking (7) in the summer may offer similar benefits, as well as free (8), so you can see your favourite bands and get paid, too.

Click [here](#) for information on a variety of vacancies, both in this country and abroad.



0 A piece	B area	C part	D section
1 A career	B title	C grade	D degree
2 A gain	B win	C earn	D reach
3 A pay	B spend	C fund	D cost
4 A task	B job	C work	D duty
5 A fitted	B applied	C suited	D employed
6 A plan	B way	C interest	D ability
7 A hold	B place	C stage	D show
8 A ticket	B pass	C permit	D entry

Language focus Obligation, necessity and permission

Underline the correct alternative to complete the sentences.

- 1 We won't be busy tomorrow, so you *mustn't/can't/needn't/haven't* come in to work if you don't want to.
- 2 I think we *should/ought/must/could* to phone Elisa and ask her if she wants to come.
- 3 I love the fact that I don't start work until ten, so I *shouldn't/ought not/don't have/am not supposed* to get up early.
- 4 On a 'Non-uniform Day' we're *let/made/supposed/allowed* to wear casual clothes to school if we want.
- 5 I'd prefer to walk to work today but I'd *better not/rather not/ought not/cannot*; I might get there late.
- 6 Where have you been? You were *allowed/agreed/promised/supposed* to be here half an hour ago!
- 7 The rules are very clear. You know you *don't have to/don't need to/needn't/mustn't* wear jewellery to school.
- 8 I was ill last Thursday so I *could/had to/might/ought* to hand in my homework the next day.

Reading and Use of English Part 4 Key word transformation

For questions 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.

- 1 When I was younger I wasn't allowed to watch much television.

LET

When I was younger my parents much television.

- 2 Paula had to wash up before she could go out.

MADE

Paula wash up before she could go out.

- 3 Why can't we go to the party?

ALLOWED

Why go to the party?

- 4 You don't need to hand in the homework until next week.

NEED

There is hand in the homework until next week.

- 5 I think you should see a doctor.

BETTER

I think you a doctor.

- 6 Do you know what our homework is?

SUPPOSED

Do you know what do for homework?

Writing Part 2 Report

The school where you learn English has decided to improve its language learning facilities. You have been asked to write a report for the Principal, describing the current facilities and making suggestions for improvements. Report on the classrooms and the library and anything else you think is important.

Write your report in 140–190 words.

For more information on writing reports, see [page 196](#).

Pronunciation Connected speech: intrusive sounds

1 5.3 In connected speech, an extra, 'intrusive' sound is sometimes added to link vowel sounds in two different words. Look at these examples from the listening on page 75, then listen and repeat.

1 Trying to ensure our teenage children do their fair share is no easy task.

/w/ /w/

2 But it's best to try and avoid them before they actually happen.

/j/ /j/

3 ... the chore itself is not negotiable ... the job gets done sooner or later.

/r/ /r/

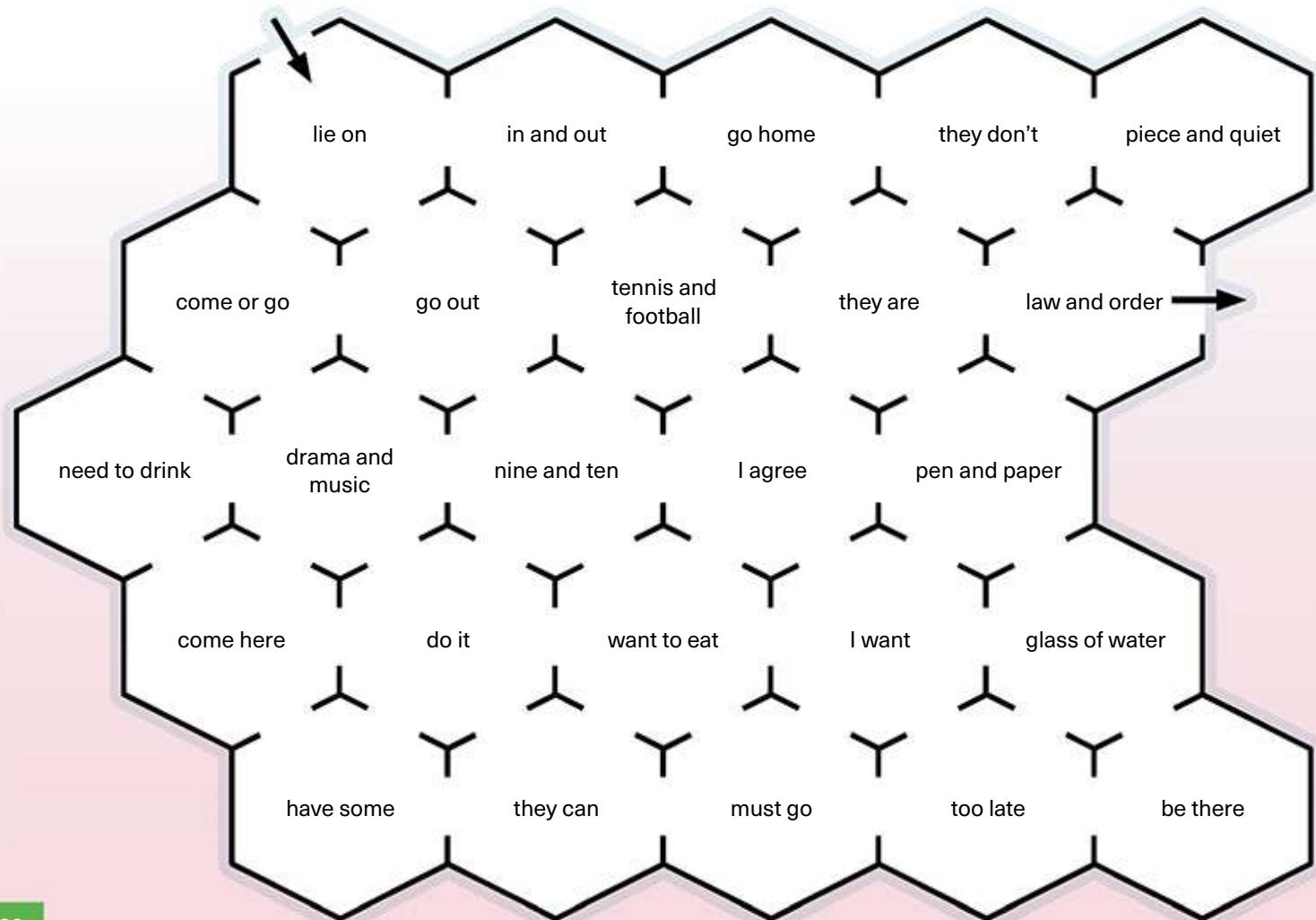
2 SPEAK Work in pairs. Look again at the examples in Exercise 1 and discuss when /w/, /j/ and /r/ are added in connected speech.

3 Find two intrusive sounds in each of the following sentences.

- 1 They'll get the idea eventually.
- 2 We always go upstairs on the bus.
- 3 I had to wear a tie and jacket for dinner.
- 4 I'd like to ask you about your latest film.
- 5 We saw a good drama on television last night.
- 6 The only day it rained on holiday was Monday.
- 7 Everyone thought the exam was too easy.
- 8 We're going on a tour of Canada in autumn.

4 5.4 Listen to check. Then practise saying the sentences.

5 Find your way out of the maze by choosing any phrases with intrusive sounds /r/, /j/ and /w/.



6



RELATIVE RELATIONSHIPS

KEY LANGUAGE

Defining relative clauses
Non-defining relative clauses
Causative passive with *have* and *get*
Relationships
Describing people

PRONUNCIATION

Connected speech: final consonant and initial vowel

EXAM PRACTICE

Reading and Use of English Parts 1, 3, 4 & 5
Writing Part 2
Listening Parts 1 & 3
Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

- 1 Do you take after your mother or your father? In what way?
- 2 What types of things do you enjoy doing with your family?
- 3 Describe the relationship you have with an older family member.
- 4 Do you prefer celebrating your birthday with friends or family?
- 5 Do you spend most of your free time on your own or with friends?
- 6 What do you like most about your best friend?



Vocabulary Relationships

1 **SPEAK** Work in pairs. What do you think are the key ingredients of:

a a good friendship? b a successful marriage?

2 Look at these sentences about a woman called Amy. Match a sentence beginning 1–6 with an ending a–f.

1 Nobody in the office gets	a out of patience with her, too, and wants to move out.
2 Even Joe, the cleaner, fell	b up trying to be friendly; Amy hardly speaks to her.
3 Her flatmate, Mia, has run	c on with Amy. She's just so unpleasant to work with.
4 Mia told me she had given	d out their problems, but they'll argue just as much.
5 And her boyfriend's split	e out with her. Amy said he always left her desk untidy.
6 They'll say they've sorted	f up with her again – but they'll get back together soon.

3 Write the infinitive of each of the phrasal verbs from Exercise 2 next to its meaning.

1 end a romantic relationship with someone	_____
2 have a good relationship with someone	_____
3 stop doing something you are trying hard to do	_____
4 use all of something and not have any left	_____
5 deal with a problem successfully	_____
6 stop being friendly with someone after a disagreement	_____

4 **SPEAK** Study the sentences in Exercise 2 then cover up the endings a–f. Take turns with your partner to read out the beginnings 1–6 and complete the sentences from memory.

5 Use the context in these sentences to help you work out the meaning of the phrasal verbs in bold.

- 1 After Leo's parents died, his aunt **brought him up** as if he were her own son.
- 2 I was born in England but I **grew up** in France; I lived in Paris until I was 18.
- 3 Parents need great patience to be able to **put up with** teenagers' changing moods.
- 4 Amy cried when her dad **told her off** for breaking a glass; he sounded very angry.
- 5 My mum is my role model. I **look up to** her because of her kindness and tolerance.
- 6 Tim's parents felt he had **let them down**. He'd repaid their generosity by stealing from them.

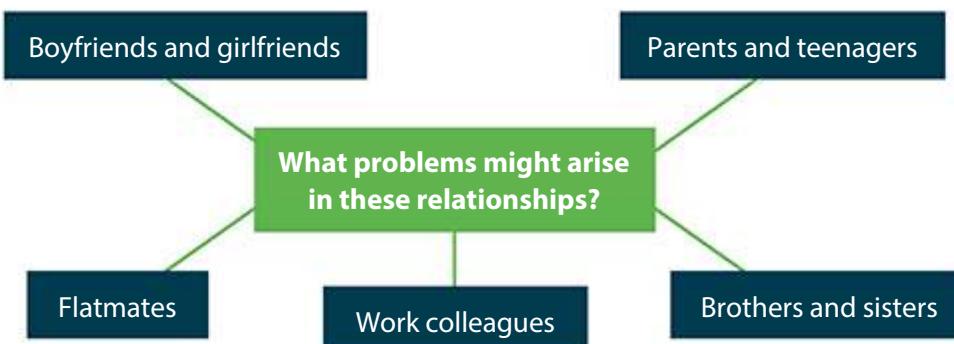
6 Write five sentences, each containing one of the phrasal verbs from Exercises 2 and 5. Leave spaces where the phrasal verbs should be.

7 Ask your partner to complete the sentences with the correct phrasal verbs.

Speaking Part 3 Collaborative task

1 **SPEAK** Work in pairs. Complete the speaking tasks below. Use the Useful language box to help you. Imagine that a magazine for teenagers and young adults is going to publish a series of articles giving advice about relationships. Below are some of the relationships they want to include.

Talk to each other about what problems might arise in these relationships.



2 Now decide which two relationships teenagers and young adults would be most interested to receive advice on.

Useful language

Task 1

1 Try to use some of the phrasal verbs from the Vocabulary section on page 82.

2 Expressions for changing topic

Let's talk about ... first/next.

Shall we move on to ... now?

Task 2

This relationship is far more/less relevant to (young adults) than that one.

(Teenagers) would have great/little/no interest in reading about that.

This one would have great/limited/no appeal to (teenagers).

3 Go to the Additional materials on page 199 and do the Speaking Part 4 task.

Listening Part 3 Multiple matching

1 **6.1** You will hear five short extracts in which people are talking about problems in their relationships with other people. For questions 1–5, choose from the list (A–H) what each speaker says was the cause of the problem. Use the letters only once. There are three extra letters which you do not need to use.

- A the stress of working long hours
- B the other person's general lack of tolerance
- C having different ideas about how to keep someone occupied
- D the other person's lack of self-confidence
- E not having enough time together
- F the other person's inability to adapt to a new role
- G never having enough money
- H the other person's sense of injustice

Speaker 1	<input type="checkbox"/> 1
Speaker 2	<input type="checkbox"/> 2
Speaker 3	<input type="checkbox"/> 3
Speaker 4	<input type="checkbox"/> 4
Speaker 5	<input type="checkbox"/> 5

Don't forget!

- Underline key words and phrases in the eight options.
- Listen carefully both times before making your final decision.

2 **SPEAK** Work in groups. Which of the five speakers do you have most sympathy for? Why?

Language focus Defining relative clauses

Defining relative clauses contain information which is essential for our understanding of the whole sentence.

1 Read the extract from the listening exercise and answer the questions.

*I shared a flat once with someone **who** used to get annoyed about the silliest of things. He'd also tell me off for cooking food **that** made the house smell.*

1 The words in bold are relative pronouns. What alternative pronouns can be used?

2 Can the relative pronoun be omitted from these two sentences? Why/Why not?

2 A relative pronoun has been omitted from the following sentence. Where could it be inserted and which one(s) could be used?

*The money we inherited from our grandmother wasn't divided equally **between us**.*

1 Which relative pronoun has been omitted from the extract? Where could it be inserted?

2 Why is it possible to leave the pronoun out in this case?

3 Which of these two sentences is more formal? Can the relative pronoun be omitted in either of them?

1 The woman **to whom** I spoke had no idea what was going on.

2 The woman **who** I spoke **to** had no idea what was going on.

4 Go to **Ready for Grammar** on page 216 for rules, explanations and further practice.

5 Complete each of the gaps below with an appropriate relative pronoun or relative adverb. Decide if there is more than one possibility for a particular gap and whether the word(s) can be left out.

DO YOU KNOW

THE NAME OF ...

- 1 the French island _____ Napoleon Bonaparte was born and _____ largest town is Ajaccio?
- 2 the Italian town _____ is famous for its leaning tower?
- 3 the former Hollywood actor _____ became the 40th President of the United States of America in 1981?
- 4 the first book _____ JK Rowling wrote for the *Harry Potter* series?
- 5 the English author _____ wrote *Animal Farm* and *1984* and _____ real name was Eric Arthur Blair?
- 6 the musical film _____ Emma Stone starred in alongside Ryan Gosling and for _____ she won an Oscar in 2017?
- 7 the celebration at the end of October during _____ children in a number of countries dress up as creatures such as witches, ghosts and zombies?
- 8 the English singer _____ has had chart success with singles such as *Castle on the Hill* and *Shape of you*, and _____ albums are named after mathematical symbols?

6 **SPEAK** Work in groups. Answer as many of the questions in Exercise 5 as you can.

7 Complete the following sentences with your own ideas.

1 A good friend is someone who ...

2 I don't like people that ...

3 I'd like to have a job which ...

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

5 I wouldn't like to live in a country where ...

8 **SPEAK** Work in pairs. Compare your sentences from Exercise 7. Ask each other questions about what you have written.

Reading and Use of English Part 1 Multiple-choice cloze

- SPEAK** Work in pairs. You are going to read a text about friendship apps, which put people in touch with others who want to make new friends. Why do you think increasing numbers of people are using these apps?
- Read the text, ignoring the gaps. Which, if any, of the reasons you gave in Exercise 1 are mentioned?
- For questions 1–8, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A various B several C plenty D number

All four words express the idea of *more than a few*, but only *plenty* fits grammatically. Neither *various* nor *several* are followed by the preposition *of*, and whilst *a number of reasons*, with the indefinite article *a*, would be correct, *number of reasons* is not.

How to go about it

- Read through the whole text first, ignoring the gaps, to get a general idea of the content.
- When choosing an answer, look carefully at the whole sentence, not just the words immediately before and after the gap. This is particularly important in a question like number 5 below, where the gap requires a linking word.
- Think about meaning, grammar and collocation when making your decisions. Sometimes, two or all three of these areas will be important for a particular answer. For number 4 below, all three areas should be considered. For number 5, both meaning and grammar are important.





FRIENDSHIP APPS

There are (0) C of reasons why you might want to use one of the many friendship apps currently (1) You may, for example, have moved to a new city, where there is (2) nobody you know. Perhaps you're the only single person in your group and you'd (3) go to a concert with someone than spend the evening at a dinner party with cosy couples. Or maybe you just want to (4) your circle of friends – friends you actually meet up with, as opposed to those you know online.

For (5) we may have hundreds of virtual friends, many of us have just a handful of real-life ones. Whilst social media should arguably (6) some of the blame for this, supposedly causing us to lose our ability to communicate face to face, there are other factors. We're working (7) hours than ever before, with little time left over for socialising, and we're also spending more time living alone, (8) marriage in favour of the single life. No wonder friendship apps are increasingly in demand.

1 A disposable	B available	C enjoyable	D suitable
2 A absolutely	B completely	C perfectly	D entirely
3 A prefer	B better	C rather	D happier
4 A widen	B rise	C grow	D spread
5 A despite	B instead	C unless	D although
6 A catch	B stand	C take	D meet
7 A greater	B further	C longer	D higher
8 A waiting	B delaying	C pausing	D holding

- SPEAK** Work in groups. Do you agree that social media is 'causing us to lose our ability to communicate face to face'? Why/Why not?

SISTERS

Clara and Silvia Petrosillo were eight and six respectively when they moved into the house next door to ours one cold December morning. I watched from the warmth of our lounge as the sisters helped their parents carry a number of items into 5 their new home from the family car. They worked in unison, each holding on to the same box or object, moving perfectly in step with one another towards the front door without ever exchanging a single word, like a well-rehearsed dance duo. They seemed at ease in each other's company and I imagined 10 they must spend a great deal of time together. I wasn't wrong. At first, I was reluctant to approach the sisters, whose expressionless faces and wild, unruly hair did not particularly invite friendly overtures. And anyway, they preferred to stay in the house most of the time, so I would only really see them 15 when Mr Petrosillo bundled them into the car in the morning to take them to school. When the evenings grew lighter, they were persuaded to play outside, but to begin with, they seemed fearful of leaving the safety of their back garden, and shyly avoided eye contact with me as I watched them from my own. 20 Eventually, though, the sisters showed signs of coming out of their shells. They began to venture out into the park across the road, and I seized on the opportunity to speak to them. They allowed me to join in their games, but they would converse together in earnest whispers, which made me feel excluded, 25 and they laughed very little. To be honest, the only time they looked truly happy was when they were on their roller-skates, sailing hand-in-hand down the road, with Clara, who seemed more confident, shouting at the younger Silvia to bend her knees or straighten her back. As for me, and despite my 30 best efforts, the Petrosillo sisters never really allowed me to get close to them. They preferred to keep themselves to themselves and do everything together, alone.

Until, that is, Harry Reynolds appeared on the scene; Clara's scene. She was seventeen, and he was seven years older, 35 with a car, and a well-paid job in a life assurance company. Silvia appeared untroubled by this. Her face, at least, gave nothing away; but then, it never did. Clearly, though, it was

the beginning of a new reality, one which quickly drove the sisters apart, and when Clara went off to study law

40 a year later, the distance between them grew. Silvia, who left school at sixteen, took a job as a gardener with the Council, had her head shaved and acquired a large tattoo on her back. She continued to live with her parents. Meanwhile, Clara graduated and moved 45 to London, where she eventually became a partner in an international law firm. My parents told me that the sisters spent very little time together whenever Clara came to visit.

One day last summer, Clara turned up driving a two-50 seater convertible. The Petrosillos' house was up for sale and she'd come to clear her old things out. I was back home as well, visiting my parents, and happened to be looking out of the lounge window, from where I could see Silvia taking out the rubbish. When she saw 55 her sister parking, Silvia paused as though she might go out into the street to greet her. But then she turned around and went quietly back into the house.

Then one afternoon, I saw the sisters sitting on the front doorstep in what looked like embarrassed silence, 60 putting on their old roller-skates. They skated slowly around the driveway a few times before finally going out through the front gate. They exchanged an awkward glance, then moved off down the road, gradually gathering speed. At one point, Silvia wobbled, and it 65 looked as if she was going to fall over. But Clara held out her hand, and Silvia, after a brief hesitation, took it. As they skated on, it was, for a moment, as though nothing had changed, and the sisters were who they had once been, before life came between them.



Reading and Use of English Part 5 Multiple choice

1 **SPEAK** Work in pairs. Describe a relationship with a family member or friend which has changed over the years.



2 You are going to read a short story about two sisters. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What point does the writer make about the sisters in the first paragraph?
 - A They preferred not to speak to each other.
 - B The closeness of their relationship was apparent.
 - C They enjoyed doing the task they had been given.
 - D This was not the first time they had moved house.
- 2 In the second paragraph, the writer says that she
 - A was discouraged by Mr Petrosillo from playing with the sisters.
 - B was not allowed to go next door to the sisters' house.
 - C was initially put off by the appearance of the sisters.
 - D was nervous about inviting the sisters into her garden.
- 3 What is meant by 'the sisters showed signs of coming out of their shells' in lines 20–21?
 - A They looked older and more mature.
 - B They appeared to be growing in confidence.
 - C They made it clear that they wanted to play.
 - D They indicated that they were allowed to leave their house.
- 4 In the third paragraph the writer says that the Petrosillo sisters
 - A refused to let her go roller-skating with them.
 - B said some unpleasant things about her to each other.
 - C showed little interest in her attempts at friendship.
 - D deliberately tried to make her feel unwelcome.
- 5 What does *this* refer to in line 36?
 - A the age difference between Harry and Clara
 - B the fact that Harry was successful
 - C the nature of Harry's work
 - D the fact that Clara had a boyfriend
- 6 When Clara returned to her parents' house last summer, the sisters
 - A appeared uncomfortable in each other's company.
 - B were noticeably less proficient at roller skating.
 - C were no longer on speaking terms with each other.
 - D had trouble throwing away their old possessions.

Don't forget!

- Read the whole story first for an overall understanding.
- For each question, eliminate the options which are clearly wrong, then check the option or options you have not eliminated.
- If you still cannot decide, choose one of the options.



3 **SPEAK** How do you think your life will change in the next ten years?

Language focus Non-defining relative clauses

1 Look at the following sentence from *Sisters*.

Silvia, who left school at sixteen, took a job as a gardener ...

This sentence contains two separate ideas.

Main idea: Silvia took a job as a gardener.

Second idea: Silvia left school at sixteen.

The information contained in the second idea is not essential to our understanding of the meaning of the main idea. A relative clause which contains non-essential information is called a non-defining relative clause.

2 Choose the correct options to complete the rules for non-defining relative clauses.

In non-defining relative clauses:

- a *who* or *which* **can** / **cannot** be replaced by *that*.
- b the relative pronoun **can** / **cannot** be omitted.
- c commas **are** / **are not** used to separate the relative clause from the rest of the sentence.

3 Go to Ready for Grammar on page 216 for rules, explanations and further practice.

Open cloze Relative clauses

1 SPEAK Work in pairs. How well do you know your neighbours? How often do you speak to them?

2 For questions 1–12 read the text below. Complete each of the gaps with either a relative pronoun (*who*, *which*, *that*, *whose*) or a relative adverb (*when*, *where*). If there is more than one possibility, or the word can be left out, you should also indicate this. There is an example at the beginning (0).



How well do you know the people (0) who/that live in the same street, or even the same block of flats as you? Perhaps like me, you live in a large city, (1) _____ it's easy to go unnoticed and sometimes difficult to get to know even your closest neighbours. If you do, it's very likely there's a social media site (2) _____ can help.

When I moved to the area in (3) _____ I currently live, I signed up to a website (4) _____ main aim is to bring communities together, to get people (5) _____ live in the same neighbourhood interacting more. Thanks to this website, (6) _____ has over one thousand users in my part of the city alone, I found a neighbour (7) _____ I could go running with at weekends. I also got to know the recently retired owner of the local bookshop, (8) _____ answered my request for someone to look after my dog last July, (9) _____ I turned thirty and had a holiday abroad to celebrate.

You can also use the site to sell that bike (10) _____ you no longer ride, advertise your services as a babysitter, announce events (11) _____ are being held locally, or organise your own activities with other neighbours, like museum trips or countryside walks. You're also encouraged to share your possessions, to lend people things like ladders or tools, (12) _____ may be expensive to buy and used only very occasionally.

3 SPEAK Work in groups. Do/Would you use a website like this? Why/Why not?

Vocabulary Describing people

1 Some adjectives for describing personality are often used in combination with others which have a similar or related meaning. Complete the combinations in sentences 1–8 with the words from the box.

cheerful enthusiastic generous inconsiderate reserved respectful sincere stubborn

- 1 An **honest and** *sincere* politician, Ruth Jackson says what she means and means what she says.
- 2 Make it clear to the interviewer that you are **passionate and** _____ about the job, that you couldn't imagine doing anything else.
- 3 Our upstairs neighbours are **selfish and** _____. They play loud music late into the night without a thought for anyone else.
- 4 We place a high value on good manners at this school, and expect pupils to be **polite and** _____ towards each other at all times.
- 5 Lily is always so **friendly and** _____; she has a permanent smile on her face when she talks to you.
- 6 They were such a **kind and** _____ host family; they took me everywhere and paid for everything.
- 7 There's nothing wrong with being **shy and** _____; introverts are just as important as extroverts.
- 8 This is the tale of a **proud and** _____ king, who would listen to no one's advice but his own.

2 Put the words in the box below in the correct column (*im-*, *in-* or *un-*) in the table to form negative adjectives. Then check your answers in Exercise 3 on page 24.

ambitious decisive mature patient reliable tolerant

<i>im-</i>	<i>in-</i>	<i>un-</i>
		<i>unambitious</i>

3 Now add these words to the table in Exercise 2.

imaginative modest polite sociable sensitive sincere

4 **SPEAK** Work in pairs. Think of two people you know, for example a relative and a friend, and describe what these people are like, using the adjectives you have just studied to help you.

5 One adjective in each group is not normally used before the noun in capital letters. Cross out the adjective which does not fit.

- 1 flowing scruffy bald shoulder-length straight curly **HAIR**
- 2 dark hazel sparkling almond-shaped piercing pierced **EYES**
- 3 wrinkled freckled thinning round tanned expressive **FACE**
- 4 smooth pale dark healthy well-built spotty **COMPLEXION**

6 What is the difference between the words in each of the following groups?

1 fat / plump / overweight 2 thin / slim / skinny

7 **SPEAK** Work in pairs. Take it in turns to compare two people in the photographs and say which you would prefer to meet and why. As well as describing their physical appearance and clothes, you should also speculate about their personality.



Listening Part 1 Multiple choice

6.2 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).



1 You hear a woman on the radio talking about her father.
What does she say about him?
A He was not very talkative.
B He was very similar to her.
C He was very sure of himself.

2 You overhear a man talking about a former teacher.
What does the man say about the teacher?
A His teaching style was boring.
B His behaviour was distracting.
C His enthusiasm was contagious.

3 You hear a woman complaining about one of her employees.
What is she complaining about?
A his untidy appearance
B his poor punctuality
C his impolite behaviour

4 You hear part of a radio programme in which a man is giving advice.
Who is he giving advice to?
A parents
B teachers
C teenagers

5 You hear two people talking about a friend.
What do they agree about her?
A She is impatient.
B She is indecisive.
C She is bad-tempered.

6 You hear a girl talking about her tennis coach.
How does she feel about his coaching methods?
A pleased with the importance he gives to fitness
B impressed by the encouragement he gives to players
C grateful for the individual attention he gives to her

7 You hear a man and a woman talking about a person in a photograph.
Who is the person in the photograph?
A the man's sister
B the man's mother
C the man's daughter

8 You hear an elderly woman talking to a man about her new neighbours.
What does she like about them?
A They are often away at weekends.
B They have been very friendly.
C They look after their garden.



Language focus Causative passive with *have* and *get*

1 Complete the extracts from the listening with the correct form of the verb in brackets.

Extract 4: ... they want **to have their nose** _____ (*pierce*) or **get a tattoo** _____ (*do*).

Extract 7: She's **had it** _____ (*frame*) and it's up on the wall in her living room.

2 Check your answers in the relevant extracts of the **Audioscript** on **pages 239–240**. What form of the verb does each of your answers have?

3 In 1 and 2 explain the difference in meaning between the two sentences a and b.

1	a He's repaired the car.	b He's had the car repaired.
2	a He cut his hair.	b He got his hair cut.

4 Go to **Ready for Grammar** on **page 218** for rules, explanations and further practice.



Writing Part 2 Article

1 Read the following Writing Part 2 instructions.

You see this notice on your school noticeboard.

Articles wanted

INFLUENCES

- Which person has had a big influence on you?
- How has this person influenced you?

Write us an article for the school magazine describing the person and saying how he or she has influenced you.

2 Read the sample answer below. Which of the three people in the photographs is most similar to the one described in the answer?

'Cheer up, chicken!'

That's what my grandmother, my Nana, says to me when things aren't going well. Then she tells me, 'It'll turn out alright at the end, you'll see.' And she's nearly always right.

So when I'm ill, or I've fallen out with a friend or I'm just feeling down, I imagine Nana, with her wrinkled, but smiling face and sparkling blue eyes, saying her words of encouragement to me. And although my problems they don't just magically disappear, they don't seem so bad anymore and I'm in better mood to sort them out.

Nana has taught me to be positive in difficult moments. She's had many of them in her long and hard life. But despite this, she has a straight back and a determined look on her face. Always she is cheerful and I've never seen her in a bad temper.

So even though she's nearly half my size and such small that she sometimes wears children's clothes, she's the person I most look up to in my family. She's a little lady with a big influence.



3 The sample answer contains eight mistakes. Read the article again and correct the mistakes.

4 What techniques does the writer use:

- a to attract and interest the reader at the beginning of the article?
- b to leave the reader something to think about at the end of the article?

5 Find examples in the sample answer of the following features:

- a language of description, e.g. *her wrinkled, but smiling face and sparkling blue eyes*
- b phrasal verbs, e.g. *cheer up*
- c linking words, e.g. *Then*

6 Now write your own answer to the question in Exercise 1 in 140–190 words.

Don't forget!

- Begin with an interesting opening paragraph.
- Include direct questions and/or direct speech for a lively article.
- Use contractions and phrasal verbs for an informal style.
- Include a range of descriptive language and linking words.
- Leave the reader something to think about at the end.
- Give your article a catchy title.

6 REVIEW

Language focus Relative clauses

The following sentences contain both defining and non-defining relative clauses. Complete the sentences with appropriate relative pronouns, giving alternatives where more than one answer is possible. Add commas if necessary.

- 1 Mr Jones _____ has taught here for 15 years will be leaving the school at the end of term. He has accepted the post of headteacher at St Mary's, the school in _____ he began his teaching career in 1990.
- 2 A: Yesterday I spoke to the boy _____ has just moved into the house on the corner.
B: Do you mean the one _____ mum looks like Meryl Streep?
- 3 A: Do you know a good place _____ we could go for an Indian meal?
B: Yes, we could go to that restaurant _____ has just opened in Farndale Street.
- 4 The reason _____ we're going skiing in March is because it's much cheaper then. Obviously we'd prefer to go in January _____ the snow's better, but we can't afford it.
- 5 The fox _____ is normally a very shy animal can often be seen in city centres. It tends to keep to residential areas _____ food is usually easy to find.
- 6 You're the only student _____ hasn't written the essay. What's more, it's the third piece of homework in a row _____ you haven't done.
- 7 I lost that necklace _____ I was wearing on Friday _____ made me very unpopular at home. It belonged to my eldest sister _____ boyfriend gave it to her for her birthday.

Don't forget!

Check the spelling of the words you write. No marks will be awarded for a misspelt answer.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Home Wanted Available Contact

WANTED: Flatshare in the Hove area

I'm 22 and looking for a place to live within walking (0) *DISTANCE* of Hove station. A double bedroom in shared (1) would be ideal, and I can pay up to five hundred pounds a month. I'm a clean, (2) flatmate, who always pays his rent on time. Those who already know me like my relaxed, easy-going (3) and the fact that I'm usually (4) and rarely in a bad mood. Like most people, I enjoy spending time on my own now and again, but that certainly doesn't mean I'm (5). On the contrary, I'm very (6) at the prospect of meeting new people who would happily go out with their flatmate once in a while, and (7) cook a meal together in the flat. (I'm pretty useful in the kitchen, by the way!) I'm a newly-qualified civil (8) and I'd be out until quite late, so you wouldn't have to put up with me much during the day!

**DISTANT
ACCOMMODATE**

RELY

**PERSON
CHEER**

**SOCIAL
EXCITE**

OCCASION

ENGINE

Vocabulary Relationships

In sentences 1–8, complete the first gap with the correct form of an appropriate verb from box A, and the second gap with the correct particle from box B.

A bring fall give get let look sort tell

B down off on out out to up up

- He was told off for hitting his sister and made to apologise to her.
- I've been off trying to keep the flat tidy; the people I share with make no effort to help at all.
- My parents worked hard to pay for my education, so when I kept getting into trouble at school, they felt I had them up.
- I don't get on very well with my boss; we have a mutual dislike for each other.
- I was told to by my parents to believe that honesty is the best policy.
- I was upset when I found out my uncle had spent time in prison: I had always looked up to him and considered him a role model.
- My two girls are always arguing over the silliest of things; they'll go for days without talking to each other.
- We've had our problems, but we've always managed to sort them out.

Reading and Use of English Part 4 Key word transformation

For questions 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.

- I won't tolerate your bad behaviour any longer.

PUT

I refuse to put up with your bad behaviour any longer.

- We can't make an omelette because we don't have any eggs left.

RUN

We can't make an omelette because we haven't got any eggs.

- You shouldn't follow Petra's example.

SHOULD

Petra is not a person we shouldn't copy.

- His enthusiasm for the job impressed us a great deal.

HOW

We were greatly impressed by how good the job is.

- A friend is coming to repair our roof next week.

GETTING

We are going to get by a friend next week.

- We don't want a complete stranger to do it.

HAVE

We don't want anyone who is a complete stranger.

Writing Part 2 Informal email

This summer you are going to spend one month studying English in an English-speaking country. Read this part of an email you received from your host family and write your reply to them.

Write your email in 140–190 words.

For more information on writing informal emails, see **page 193**.

From: Kate and Andy Newson

We have your personal details but perhaps you could tell us a little more about yourself. How would you describe your personality and what sorts of things would you like to do when you're here?

Thanks

Kate and Andy Newson

Don't forget!

You may write a formal or an informal reply, but the style of your email should be consistent.

Pronunciation Connected speech: consonant-vowel linking

1 **6.3** In connected speech, when one word ends with a consonant sound and the next word begins with a vowel sound, the two sounds are often linked together without a noticeable pause between them.

Look at this example from the listening on page 90, then listen and repeat.

She's had it framed, and it's up on the wall in her living room.

2 Draw (—) to predict which words are connected in sentences 1–5.

- 1 Ask Alan if he can come on Friday.
- 2 We live in a flat on the edge of town.
- 3 Pick it up and put it on the table.
- 4 I found a box of sweets in your room.
- 5 This town isn't big enough for both of us.

3 **6.4** Listen to the sentences from Exercise 2 to check your answers.

4 **SPEAK** Work in groups of three. Practise saying sentences 1–6 using consonant-vowel linking. Then time each other to see who can say all six sentences without stopping in the shortest amount of time.

1 Can I have an egg?

2 Can I have a box of eggs?

3 Can I have a box of eggs and an apple?

4 Can I have a box of eggs and a bag of apples?

5 Can I have half a box of eggs and a bag of apples?

6 Can I have eight and a half boxes of eggs and a bag of apples?



READY FOR LISTENING

Listening Part 1 Multiple choice

1 Part 1 contains eight short unrelated extracts with multiple-choice questions. In each extract you will hear either a monologue or a conversation.

Here is a typical question from Part 1.

You hear two people talking about the twice-weekly fitness class they both attend.

What do they agree about it?

- A There is not much variety.
- B There are too many students.
- C There is not enough equipment.

2 You should not choose an answer simply because a word or phrase that you hear appears in one of the options (A–C). These words and phrases could be distractors. In addition, for questions like the one above, make sure both speakers share the opinion.

In the following extracts, the sections in bold would be distractors for each option (A–C) in the question above. Say why each answer would not be correct.

A There is not much variety.

Man: Last year was so boring. There was **hardly any variety in the classes**.

Woman: **Yeah**. This new teacher's a real improvement – every lesson is different.

B There are too many students.

Man: I can never hear her instructions. **There are always too many people talking**.

Woman: **I know. It's annoying**. And it's always the same four or five students.

C There is not enough equipment.

Man: **They should get some more equipment**. That'd make the classes more fun.

Woman: I'm not sure **I agree with you**. I think the teacher's the problem.

What to expect in the exam

One or more of the eight multiple-choice questions may require you to recognise what the speakers agree about, as in the example in Exercise 1.

See also questions 4, 7 and 8 on page 96.

3 Read the actual script for the question in Exercise 1 and answer these questions.

- 1 What is the answer and which language helped you decide?
- 2 Which language is used to create distractors?

Woman: I wonder what we'll do today? Aerobics, body-pump, circuit training, salsa ...?

Man: Maybe basketball. We haven't done any sport for a while. I know what we *will* be doing, though – the same old warm-up exercises at the beginning. It never changes.

Woman: Oh, come on, don't exaggerate. She's a great teacher and she does really well, despite the poor facilities.

Man: Yeah, the place could really do with a few more of the basics, like weights, balls, mats ...

Woman: ... or steps – we're always having to share those. And it's not as if we're a big class with loads of students.

Man: We're all here today, though, by the looks of it. A full house again – that's good.





4 **0.1** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking about the use of mobile phones in restaurants.
What point is he making?
 A Mobile phones can cause waiters to be distracted from their work.
 B The use of mobile phones has had an effect on food presentation.
 C Chefs are annoyed at the overuse of mobile phones in restaurants.
- 2 You hear two friends talking about a concert they went to.
How does the woman feel about it?
 A critical of the performer's selection of songs
 B upset at being unable to see the performer very well
 C disappointed with the performer's relationship with his audience
- 3 You hear a man talking on the radio about a sport called pickleball.
What is the speaker's main purpose?
 A to outline the basic rules of the sport
 B to encourage people to take up the sport
 C to explain why he became interested in the sport
- 4 You overhear two students talking about the temporary job they are both doing in a factory.
What do they agree about?
 A how low the pay is
 B how boring the job is
 C how long the working day is
- 5 You hear a woman reviewing a biography on the radio.
Who is the subject of the book?
 A an actor
 B a sportsman
 C a businessman
- 6 You hear a man talking about his new doctor.
The man thinks she should
 A refuse to see patients who don't arrive on time.
 B spend more time with each patient.
 C keep to appointment times.
- 7 You hear two people talking about their local supermarket.
What do they both like about it?
 A the wide range of goods
 B the reasonable prices
 C the friendly staff
- 8 You hear two people talking about a foreign language film they have just seen with subtitles.
What do they agree was bad about the subtitles?
 A their size
 B their speed
 C their inaccuracy

Listening Part 2 Sentence completion

1 **0.2** You will hear a woman called Helen Wells talking about her job in a zoo.

Before you listen, predict the type of information you might hear for questions 1–10.

1 *This will be a noun, or an adjective plus noun, possibly with a similar meaning to the word 'display'.*

What to expect in the exam

- You will hear distractors for many of the questions.
For number 1, for example, you will hear two different nouns which are used to refer to the display; only one of them is correct here. And for number 2, you will need to choose between two different threats faced by the birds.
- The words and sentence structure in the question may not be the same as those used in the recording.
For question 3, for example, instead of ... in this year's shows, audiences enjoyed watching ... , you will hear: A popular part of this year's shows was when ...

2 0.2 For questions 1–10, complete the sentences with a word or short phrase.

Helen says that the zoo refers to the display of exotic birds as a

(1)

Helen suggests the biggest threat to the birds is

(2)

Helen says that in this year's shows, audiences enjoyed watching a toucan catch a

(3) in mid-air.

According to Helen, children don't usually mind having a macaw sitting on their

(4)

Helen thinks that trainers need to be quite (5)

people.

Helen says that good (6) is an important part of the job.

During a show this year, a cockatoo flew away and landed on a

(7)

The trainers check the birds' (8) daily, to ensure there are no health problems.

Helen says that cleaning out the bird cages is often

(9) work.

Helen says she didn't like the fact she frequently had to work

(10) this summer.



Listening Part 3 Multiple matching

1 You will hear five short extracts in which people are talking about summer jobs they once did.

Before you listen, read the following example of the kind of extract you will hear.

Then answer questions 1–3 below.

- 1 What did the speaker like most about the job? Choose from the list A–H in Exercise 2.
- 2 Which part or parts of the script give(s) you the answer?
- 3 In the underlined parts of the script, the speaker makes reference to the following:
responsibility earning good money socialising
Why are options D, G and H not correct here?

Example extract

My dad knew someone who had some kind of position of responsibility with a big supermarket chain, and he once got me a summer job working part-time in one of their stores. That was the main plus point, actually - just doing mornings and having the rest of the day to myself. Of course, I didn't make as much money as I could have done, but it was enough to fund my social life for the holidays. In fact, sometimes I'd go out in the evening with some of the people from the supermarket – I got on well with nearly everyone there.

2 0.3 For questions 1–5, choose from the list (A–H) what each speaker says they liked most about the job. Use the letters only once. There are three extra letters which you do not need to use.

- A being appreciated for their work
- B practising a foreign language
- C having time to do tourism
- D being given responsibility
- E not working long hours
- F being able to develop a skill
- G earning good money
- H socialising during the breaks

Speaker 1	1
Speaker 2	2
Speaker 3	3
Speaker 4	4
Speaker 5	5

What to expect in the exam

- Each extract lasts about 30 seconds.
- The speakers will not use exactly the same words that appear in options A–H.
- You will usually hear distractors in all five extracts.

Listening Part 4 Multiple choice

1 You will hear part of an interview with a roller-coaster enthusiast called Steve Muir.

Read question 1 and the extract from the recording. Decide on the correct answer, underlining the part or parts of the text which justify your choice.

1 What impressed Steve most when he first saw a roller coaster as a child?

- the sounds associated with the ride
- the shape of the wooden structure
- the speed of the train

Interviewer: I'm talking today to Steve Muir, who's passionate about roller coasters. Steve, tell us what first got you interested.

Steve Muir: Well, I remember as a small boy, looking up at this huge wooden construction shaped like a wave, hearing the clicking of the chain as it pulled the cars to the top of the lift hill, then the riders screaming their heads off as they hurtled round, and the whooshing noise of the train as it hurried by. There was a kind of music to it all, and it made me think, 'I want to do that one day.'

2 **SPEAK** With your partner, explain with reference to the text why the other options are wrong.

3 **0.4** For questions 2–7, choose the best answer (A, B or C).

What to expect in the exam

- You are given one minute to read the seven questions, together with their alternative answers (A, B and C), before you hear the recording. One possible approach is to read all seven questions (see 2, 4, 5 and 6 below) and sentence beginnings (see 3 and 7 below) before you read the alternative answers. This will quickly give you a general idea of the content of the listening.
- A Part 4 listening script usually consists of a series of seven exchanges: a question, or comment from the interviewer followed by an extended response from the interviewee.

This is the case in this particular listening, with the only exception of question 2, where Steve's response to the question 'what is it about roller coasters that gives you your biggest thrill?' is interrupted by a brief reaction from the interviewer.

2 What is the main cause of excitement now for Steve about roller coasters?

- the anticipation of the ride
- the sensation of floating
- the feeling of fear

3 Steve says that when a place became available on the United States coach tour

- his application was initially rejected.
- he had to make a quick decision.
- a friend put forward Steve's name.

4 What does Steve say about the first theme park they went to on the tour?

- They had to travel a long distance to get there.
- They spent more time there than in any other park.
- They were given exclusive access to the roller coasters.

5 What did Steve particularly enjoy about the *E! Toro* roller coaster?

- He rode it in near darkness.
- Many of the seats were unoccupied.
- It was the fastest roller coaster he had been on.

6 What does Steve say about the *Maverick* roller coaster?

- His enjoyment of it increased with each ride.
- It maintained the same speed throughout.
- He was disappointed by its height.

7 The last time Steve went to the theme park in Abu Dhabi

- he suffered from the heat.
- he had to queue for a long time.
- he spent longer there than intended.

4 Look at the **Audioscript** on pages 248–249 and for questions 2–7 follow the same procedure as in Exercises 1 and 2 above.



7

VALUE FOR MONEY



KEY LANGUAGE

Present perfect simple

Present perfect continuous

Shopping

Paraphrasing and recording

Towns and villages

PRONUNCIATION

Contrastive stress

EXAM PRACTICE

Reading and Use of English Parts 2, 4 & 6

Writing Parts 1 & 2

Listening Parts 2 & 4

Speaking Parts 1 & 2

Speaking Part 1 Interview

- 1 What are the good points about living in your area?
- 2 Is there anything you don't like about it?
- 3 What changes have there been in your local area in recent years?
- 4 Do you think you will always live in the same area?
- 5 If you could choose, where would you most like to live?



Why have the people decided to go shopping in these different places?



1

2

Speaking Part 2 Long turn

1 Look at the photographs 1 and 2. They show people shopping in different places.

Student A: Compare the photographs and say why you think the people have decided to go shopping in these different places.

Student B: When your partner has finished, say which of these places you would rather shop in.

2 Now change roles. Go to the **Additional materials** on page 200 and do the Speaking Part 2 task.

Vocabulary Shopping

1 Complete each gap with a word from the box. The first one has been done for you.

centres charge discount make order
price purchase stock value worth

Home **Blog** Archives 🔍

A REAL BARGAIN!

I tried to get a speaker for my sister's birthday in town, but none of the shops had the (1) make that she wanted in (2) . I hate going to huge shopping (3) , so I decided to (4) one direct from a major retailer's website. The (5) was reasonable, so I bought another one for myself. And because the total cost was over a certain amount, delivery was free of (6) , plus I was offered 20% (7) off my next (8) . The speakers turned out to be very good (9) for money – they're great quality and (10) every penny I spent.

2 Complete each gap with a word from the box. The first one has been done for you.

back back bargains fit for mind on on out
price receipt refund sales till up

HOME BLOG ARCHIVES 

BIRTHDAY JEANS

POSTED 24 APRIL

I got some money for my birthday in July, and decided to **spend** it (1) on some new clothes in the summer (2) . I was hoping I might **pick** (3) a few (4) . In one shop, they were selling some really good jeans at half (5) . Unfortunately, they had **sold** (6) of my size, but I **tried** (7) a smaller pair just in case, to see if they would (8) . They didn't really – they were a bit tight, but they were cheap and I liked them, so I **paid** (9) them at the (10) and went off to look for something else. However, after a few days, I changed my (11) about the jeans and decided to **take** them (12) to the shop and ask for a (13) . I couldn't find the (14) , though, and the assistant wouldn't **give** me my money (15) without it.

3 SPEAK Work in pairs. Discuss the questions.

- 1 Do you like going to large shopping centres? Why/Why not?
- 2 Is it better to go shopping with friends, family or alone? Why?
- 3 What types of things do you buy online and why?

Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Imagine you want to open a new bookshop. Discuss what you would do to attract customers and to make your bookshop better than any others in your area.

2 **7.1** You will hear a woman called Joy Townsend talking about a bookshop called *More than books*, which she and her husband have just opened. For questions 1–10, complete the sentences with a word or short phrase.

Joy and her husband opened their bookshop in the month of

(1) .

Joy says the bookshop used to be a (2) .

At the back of the shop, Joy and her husband have had a small

(3) built.

In the window of the shop there is a selection of

(4) books.

Joy says that the (5) in the café area are attracting new customers.

A local (6) will be performing in the bookshop in two weeks' time.

Joy says that more people came to the (7) in the shop last week than they were expecting.

Joy says they sometimes hire a group of storytellers called (8) ' '.

The reading group is currently discussing the topic of (9) .

Joy says they have paid for a (10) advertisement.

Don't forget!

In the exam you have 45 seconds to read the Part 2 questions. Use this time to try to predict the type of information you might hear.

3 SPEAK Work in pairs. Did Joy mention any of the ideas you discussed in Exercise 1? Do you think bookshops have a future? Why/Why not?

Reading and Use of English Part 6 Gapped text

- 1 **SPEAK** Work in pairs. What happens in some countries on Black Friday? What do you think is the origin of the term 'Black Friday'?
- 2 Read the base text (the text without the missing sentences) about Black Friday to check your ideas.
- 3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.



BLACK FRIDAY

Retail's biggest day of the year is known for in-store chaos but has proven itself an unstoppable commercial force.

Black Friday, the annual scramble for discount presents for the upcoming holidays, takes place each year in shopping centres around the world towards the end of November. A media favourite because of the outbreaks of chaos that commonly erupt in the shopping aisles as bargain-hunters

5 squabble over flat-screen TVs and step over people to grab a cut-price Xbox, the day unofficially marks the beginning of the festive retail season.

Whatever you think of it, Black Friday has become an annual fixture and looks here to stay. 1 Perhaps the most famous example of this is the Black Friday of 25th October 1929, following Black Thursday, when the New

10 York Stock Exchange collapsed, bringing about the Great Depression.

One explanation for why the modern discount bonanza has been given the same sinister name is that it always takes place the day after the Thursday of Thanksgiving, when workers would frequently call in sick in order to enjoy a four-day weekend, a disaster for the US economy. 2

15 The first recorded use of the term to identify this annual phenomenon appeared in the November 1951 issue of the industrial trade journal *Factory Management and Maintenance*. 3 By November 1975, the phrase was being used by *The New York Times* to refer to the

20 atrocious traffic congestion seen in Philadelphia as shoppers raced out for bargains in the hope of spreading the cost of Christmas over a longer period.

An alternative explanation offered by accountants is that the day is the moment at which stores make so much money they cease operating at a loss and move from the red into

25 the black. 4 During this period, retailers have become more strategic about their approach to the day, offering major sales promotions and extending their opening hours, often to midnight.

Amazon has been credited with bringing this very American 30 event to the UK since it first began offering Black Friday deals in 2010. Asda, owned by US giant Walmart, followed suit in 2013 and the craze has snowballed from there. Some UK chains have moved to distance themselves from Black Friday as a result of the particularly unruly scenes that unfolded in 35 2014. 5

The day has been criticised in the US for the strain it places on staff at the big stores, the safety risks associated with large-scale crowd management and the occasional dishonest business practices involved. 6 The madness has 40 nevertheless spread around the world. France, Italy, Spain, the Netherlands, Norway, Denmark, Sweden, Brazil, Nigeria and South Africa have all embraced the mania in recent years.



A Whichever of **these** reasons is correct, 'Black Friday' has only really caught on as a label within the last twenty years.

B **These** might include stores artificially inflating prices on goods in advance, only to then 'slash' the cost back down to its original value, or temporarily selling inferior products just to meet demand.

C In the last few years, there has been a trend towards offering bargains up to a week before Black Friday.

D So Black Friday as we understand it today can be traced back at least **that far**.

E The impact of **this** was only reduced if families used their additional leisure time to go to the stores.

F **These** led to in-store security finding themselves unable to cope and the police having to intervene.

G The phrase 'Black Friday' has been used around the world since at least the mid-19th century to refer to days of national disaster.

4 **SPEAK** Work in groups. 'An excellent opportunity to pick up bargains' or 'the worst example of unchecked consumerism': what do you think of Black Friday?

Don't forget!

Look for connections between the language in the missing sentences and the language in the text.

*To help you, some grammatical words (this, these and that far) are written in **bold** in both the base text and the missing sentences A–G.*

Language focus Present perfect simple

1 The present perfect is used:

1 to describe something that started in the **past** and continues until the **present**

*People **have used** the phrase 'Black Friday' since the mid-19th century to refer to days of national disaster.*

2 to describe events which occurred at some time between the **past** and the **present** (exactly when they happened is not important)

*Many **have criticised** the day in the US for the strain it places on staff at the big stores.*

3 to talk about something which occurred in the **past** but in an unfinished time period which includes the **present**

*I've already **picked up** several bargains this morning. (It is still the morning and I may pick up more bargains.)*

4 to talk about recent **past** events with some relevance to the **present**

*Black Friday **has spread** around the world; it now takes place in countries such as Spain, Brazil and South Africa.*

5 to talk about the first, second, third etc., time something has occurred between the **past** and the **present**.

*I can't believe this is the first time you've **heard** of Black Friday!*

2 Which of the five descriptions above can be used to explain the use of the present perfect simple in these sentences?

a Your parents **have just arrived**. I can hear their car.

—

b I've known Keith since we **started school together**.

—

c Sue **has worked** in a number of different countries.

—

d That must be the tenth time you've told me that joke!

—

e Ben's already sent me fifteen text messages this week.

—

f Mrs Avery **has lived** in that house for over sixty years.

—

g This film's very familiar – I think I've seen it before.

—

h I've lost my glasses. Can you help me look for them?

—

3 Go to Ready for Grammar on page 218 for rules, explanations and further practice.

4 Write four true sentences about yourself using the present perfect, and four using the past simple. Include a different time expression in each sentence.

So far today I've had three cups of coffee. I went to the zoo on my 11th birthday.

5 **SPEAK** Work in pairs. Compare your sentences with your partner's. Ask each other questions about what you have written.

Have you eaten anything? What memories do you have of your day at the zoo?

Vocabulary Paraphrasing and recording

If you paraphrase a sentence, you use different words to express the same meaning.

1 In 1–8 below, complete each gap with one word so that the second sentence has the same meaning as the first. The second sentence is taken from *Black Friday* on page 102. There is an example at the beginning (0). Do the exercise without looking back at the reading text.

What to expect in the exam

Paraphrasing is relevant in all areas of the *First* exam.

- In the **Reading** and **Listening** tasks, multiple-choice and multiple-matching questions often paraphrase what is written in the text or said in the recording.
- In the **Writing** and **Speaking** papers, you should avoid repeating the same language and use a wide range of vocabulary and structures.
- In Part 4 of the **Reading and Use of English** paper, the transformations test your ability to paraphrase.

0 People associate the biggest shopping day of the year with chaos in shops.
Retail's biggest day of the year is known for in-store chaos.

1 The press love it because of the chaotic scenes that usually occur in the shopping aisles.
[It is] a media _____ because of the _____ of chaos that commonly **erupt** in the shopping aisles. (3–4)

2 The New York Stock Exchange collapsed, causing the Great Depression.
The New York Stock Exchange collapsed, _____ **about** the Great Depression. (9–10)

3 The day has been criticised in the US because of the stress it causes staff at the big stores.
The day has been criticised in the US for **the strain it** _____ **on** staff at the big stores. (36–37)

4 'Black Friday' has only really become popular as a label within the last 20 years.
'Black Friday' has only really **caught** _____ as a label within the last 20 years. (A)

5 These practices might include stores artificially increasing the price of goods beforehand.
These [practices] might include stores artificially inflating prices on goods **in** _____ ... (B)

6 ... or temporarily selling inferior products just to ensure they have enough to sell.
... or temporarily selling inferior products just to _____ **demand**. (B)

7 We know that the current use of Black Friday originated at least as long ago as that.
Black Friday as we understand it today **can be traced** _____ **at least that** ... (D)

8 These events resulted in in-store security finding themselves unable to cope.
These [scenes] _____ **to** in-store security finding themselves unable to cope. (F)

2 Check your answers in *Black Friday* on page 103. The numbers in brackets in 1–3 refer to the lines in the text; the letters in 4–8 refer to sentences A–G.

3 Paraphrasing is a useful way to record vocabulary. Paraphrase the following sentences from the article and record both sentences in your vocabulary notebook. You do not need to change every word in the sentence. The first one has been done for you.

- 1 Black Friday takes place each year towards the end of November. (1–3)
Black Friday occurs every year near the end of November.
- 2 ... Black Friday has become an annual fixture and looks here to stay. (7–8)
- 3 ... workers would frequently call in sick ... (13)
- 4 ... and extending their opening hours, often to midnight. (27–28)
- 5 Amazon has been credited with bringing this very American event to the UK. (29–30)

Listening Part 4 Multiple choice

1 **SPEAK** Work in pairs. Discuss the advantages and disadvantages of living in a village and living in a city. Which would you prefer?

2 **7.2** You will hear part of a radio interview with a woman called Holly Ridge, who is writing a book about villages. For questions 1–7, choose the best answer (A, B or C).

- 1 What does Holly say about the title of her book?
 - A The publisher did not like her suggestion.
 - B She has not been able to think of a suitable one.
 - C It will only be revealed when the book is published.
- 2 Holly says that common perceptions of the typical village
 - A are old-fashioned.
 - B have an element of truth in them.
 - C are influenced by what people see in films.
- 3 What is Holly's main concern about commuter villages?
 - A Villages lose their original character.
 - B Commuters do not integrate into village life.
 - C Local people can no longer afford to live in them.
- 4 What does Holly say about some villages where people buy second homes?
 - A They do not have a balance of age groups.
 - B They can be frightening places to live in.
 - C They have good services and amenities.
- 5 Holly says that a possible result of encouraging people to live in villages is that
 - A the appearance of villages may be sacrificed.
 - B the cost of housing in villages may increase.
 - C new houses may outnumber old houses in villages.
- 6 Holly says that the Localism Act is a law which enables communities to
 - A organise their own local elections.
 - B achieve changes in their local area.
 - C reject new members of their local council.
- 7 What does Holly say she likes about the village where she lives?
 - A the good relations she has with other villagers
 - B the quality of local healthcare services
 - C the large number of small businesses
- 3 Look at the **Audiodescript** on pages 240–241 and use context to help you work out the approximate meanings of the phrasal verbs in bold.
- 4 **SPEAK** Work in groups. What are villages like in your country? How similar are they to those described by Holly in the listening?

Don't forget!

- Underline key words in the questions or sentence beginnings.
- For each question you will hear distractors.
- Listen carefully both times before making your final choices.



Vocabulary Towns and villages

1 Complete each gap with a word from the box to form places you might find in a village, town or city. The first one has been done for you.

building flats housing industrial office pedestrian residential shopping

- 1 This charming three-bedroomed villa is located in a quiet residential area
- 2 You can't drive down Bromley Way anymore – it's a _____ street now.
- 3 My uncle lives on the fifteenth floor of a huge **block of** _____.
- 4 I usually buy my clothes at the **indoor** _____ centre on the edge of town: there's so much choice under one roof.
- 5 Most of the _____ **blocks** here are occupied by insurance companies and law firms.
- 6 Property prices fell and all construction stopped, leaving a number of abandoned _____ **sites** around the town.
- 7 They knocked down all the houses and built an _____ **estate** for small manufacturing businesses.
- 8 It's easy to get lost on the _____ **estate** where I live: all the properties look exactly the same.

2 **SPEAK** Work in pairs. Can you think of an example for each of the places in Exercise 1 in the area where you live? For each place, answer the following questions:

- a Is it *on the outskirts* of your town or village or *in the centre*?
- b Is it *within easy walking distance* of your home?

3 In 1–6, write down the pair of adjectives which could be used to describe each place.

boring/dull green/leafy lively/vibrant neglected/run-down
pretty/picturesque prosperous/thriving

- 1 A village with narrow streets and attractive 17th-century cottages. _____
- 2 A city with an exciting atmosphere and plenty going on all the time. _____
- 3 A place where there's very little to do and nothing ever happens. _____
- 4 An urban area in bad condition that has had no money spent on it. _____
- 5 A town with successful businesses and a high standard of living. _____
- 6 A suburb with quiet, tree-lined streets and gardens full of plants. _____

4 **SPEAK** Work in pairs. Which adjectives in Exercise 3 would you use to describe the area where you live? Give reasons for your choices.



Language focus Present perfect continuous

1 SPEAK Work in pairs. For questions 1–4, compare the two sentences a and b, and discuss why the present perfect simple or continuous is used in each case.

- 1 a I've just been reading that book I bought on holiday. I can't put it down.
b I've just read that book I bought on holiday. I really enjoyed it.
- 2 a He's been going to that new supermarket to do his shopping recently.
b He's gone to that new supermarket to do his shopping. He'll be back soon.
- 3 a I'm moving soon. I've been looking at flats all day.
b I'm moving soon. I've looked at three flats so far today.
- 4 a She's been living with her parents since May, just until she finds a place of her own.
b She's lived with her parents all her life.

2 Go to **Ready for Grammar** on **page 220** to check your answers to Exercise 1 and for further practice.

3 Complete the gaps in the following text with either the past simple, the present perfect simple or the present perfect continuous form of the verbs in brackets. The first three have been done for you.

We (1) bought (buy) our car just after we got married, so we (2) have had (have) it for over ten years now. Unfortunately, just recently it (3) has been giving (give) us problems. I (4) _____ (take) it to the garage for repairs twice this year already (last month I (5) _____ (have) to pay for a new gear box), and for the last few weeks the engine (6) _____ (make) a strange noise, especially when the car turns a corner. As a result, (7) I _____ (travel) to work by bus, because I'm not sure the car will get me there safely. I (8) _____ (even/walk) a couple of times last week. The thing is, we (9) _____ (save) to buy a new car, but my husband (10) _____ (just/lose) his job, so we'll probably have to get a second-hand one instead, with the money we (11) _____ (put) aside so far. For the past week or so, I (12) _____ (look) online, and my husband (13) _____ (go) to second-hand car showrooms. We (14) _____ (not/find) anything we like yet – or that we can afford – but my brother (15) _____ (phone) just a few minutes ago to say he might have something for us.

4 SPEAK Work in pairs. Read the following scenario then do the role play below.

For the last six months, a small group of young people has been living on an otherwise uninhabited tropical island as part of an experiment in survival. They will be there for another six months.

A group of journalists has been allowed to land on the island and interview the young castaways about their experiences since the beginning of the experiment. Here are some examples of what they will ask about:

entertainment finding and preparing food health and fitness relationships shelter and clothing other



Student A

You are a journalist. You should prepare your questions for the interview.

For each of the above categories write questions which focus on:

- 1 **Activities:** e.g. *What have you been using to hunt animals?*
- 2 **Completed actions:** e.g. *Have you caught many fish?*

Student B

You are a castaway. You should prepare some answers for the interview.

For each of the above categories write sentences on:

- 1 **Activities:** e.g. *I've been eating fruit from the bushes and trees.*
- 2 **Completed actions:** e.g. *We've built a very basic kitchen.*

Now roleplay the interview.

Writing Part 2 Formal and Informal email

What to expect in the exam

In Part 2 of the Writing paper, one of the options might be a letter or an email. The requirements for emails are similar to those of letters. Answers must be grammatically correct with accurate spelling and punctuation, and written in a style which is relevant to the target reader and the situation. The abbreviated language of text messages is not appropriate.

1 Would a formal or informal style be more appropriate for each of the following Writing Part 2 tasks? Why?

A You have been asked to reply to the following email from the new English director of the language school where you study.

● ● ● ← → 🔍

I plan to arrive on August 6th in order to find some temporary rented accommodation. I would not require anything too expensive, preferably somewhere with good shopping facilities nearby and not too far from the school. Could you recommend two possible areas?
Best regards
John Simpson

Write your email in 140–190 words.

B This is part of an email you have received from your English friend, Rob.

X ➤

I'll be coming to your area on August 6th. I'll need to look for a place to live – somewhere fairly cheap to rent, with shops nearby and reasonably close to the language school where I'll be studying. Can you suggest a couple of areas?
Thanks
Rob

Write your email in 140–190 words.

2 Read the following answer to writing task A in Exercise 1, ignoring the numbered words, and answer these questions.

a Is the style appropriate and consistent?
b Has the writer addressed all the points in John Simpson's email?
A

Dear Mr Simpson

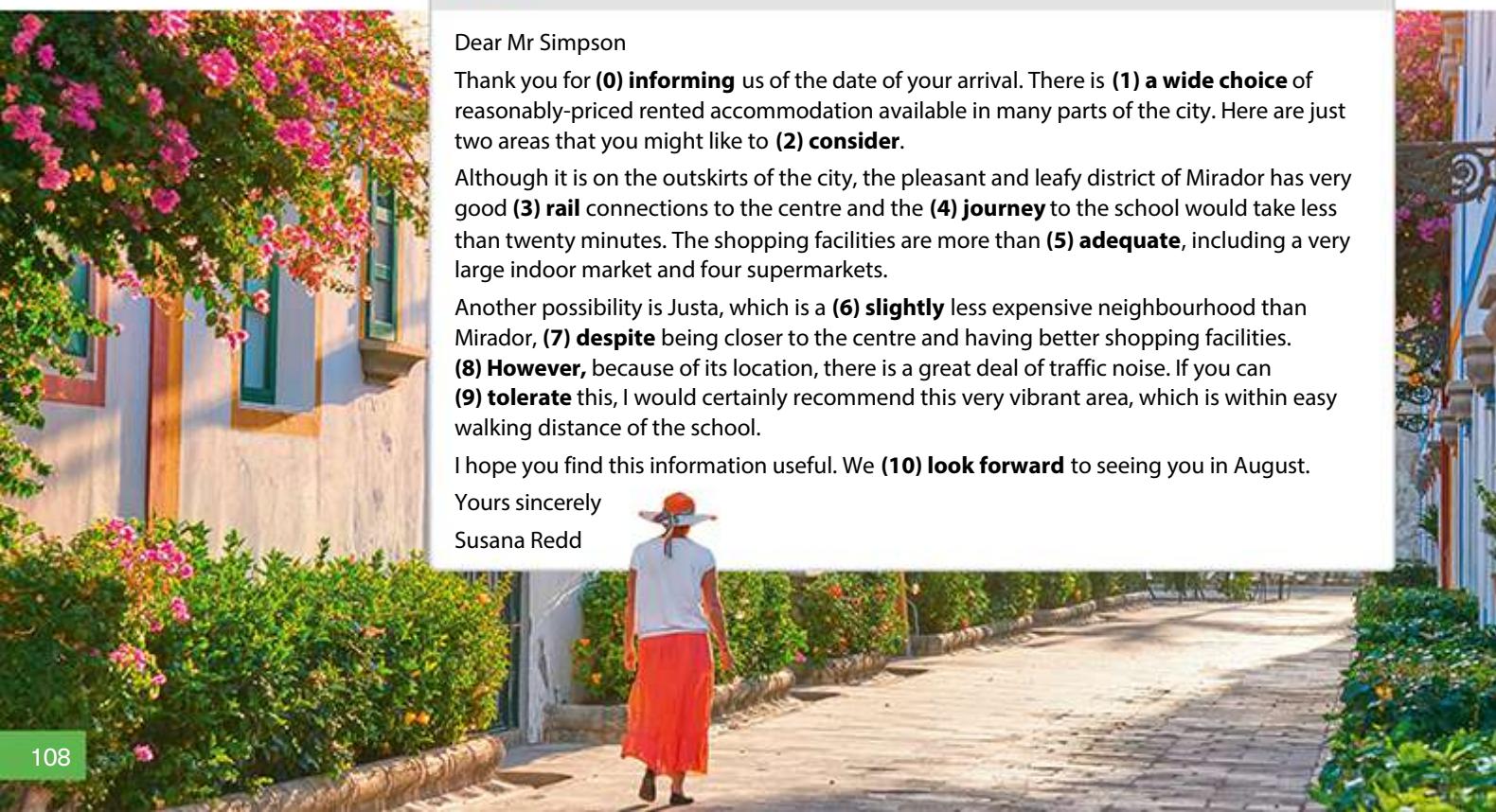
Thank you for (0) informing us of the date of your arrival. There is (1) a wide choice of reasonably-priced rented accommodation available in many parts of the city. Here are just two areas that you might like to (2) consider.

Although it is on the outskirts of the city, the pleasant and leafy district of Mirador has very good (3) rail connections to the centre and the (4) journey to the school would take less than twenty minutes. The shopping facilities are more than (5) adequate, including a very large indoor market and four supermarkets.

Another possibility is Justa, which is a (6) slightly less expensive neighbourhood than Mirador, (7) despite being closer to the centre and having better shopping facilities. (8) However, because of its location, there is a great deal of traffic noise. If you can (9) tolerate this, I would certainly recommend this very vibrant area, which is within easy walking distance of the school.

I hope you find this information useful. We (10) look forward to seeing you in August.

Yours sincerely
Susana Redd



3 Read the following answer to writing task B in Exercise 1, ignoring the numbered gaps. The style is appropriately informal and, apart from three minor factual differences, the content is the same as the content of the answer to writing task A in Exercise 2. Can you find the three factual differences between answer A and answer B?

B

Hi Rob

Thanks for letting me (0) *know* when you're coming. There are (1) _____ of cheap rented flats to choose from all over the city, and here are just a couple of areas worth (2) _____ about.

Mirador is a really pleasant district with loads of trees, and although it's on the edge of the city, you can get a (3) _____ into the centre very easily. It'd take you under thirty minutes to (4) _____ to the school. There are more than (5) _____ shops there, including an enormous indoor market and five supermarkets!

Another possibility is Justa, where rents are a (6) _____ cheaper than in Mirador, even (7) _____. Justa's closer to the centre and there are a lot more shops. (8) _____ of course, being in the centre, there's a lot of noise from the traffic. If you can (9) _____ up with that, though, I'd definitely recommend the area – it's really lively and you can cycle to the school from here.

Anyway, hope this is useful. Can't (10) _____ to see you in August.

All the best
Susana

4 Use the numbered words in bold in answer A to help you complete the numbered gaps in answer B. Write one word in each gap. There is an example at the beginning (0).

5 Read and compare the two answers (A and B) again. Comment on any further differences you notice between them. Consider:

- a differences in the language used to express the same idea
- b differences in the use of punctuation
- c any other differences you notice.

6 Now write an answer to the following Part 2 question.

This is part of an email you have received from your Irish friend Patrick, who lives in your country.

● ● ● ← →

Cristina and I are going into town next Saturday. I want to buy a printer for my computer and we both need some casual clothes – good quality but not too expensive. I know you can't come shopping with us but you know the town very well – where do you suggest we should go?

Thanks
Patrick

Write your email in 140–190 words.

Useful language

Making suggestions

If I were you, I'd go to ...

You could try looking in ...

Make sure you have a good look round in ...

The best place to buy computer equipment is ...

If you want to buy decent casual clothes, you can't go far wrong in ...

Talking about price

You can buy decent printers at low/reasonable/competitive/affordable prices.

Their clothes are cheap/reasonably priced/affordable/good value for money.

Don't forget

- Plan your email.
- Include a brief, relevant opening paragraph.
- Use linking expressions.
- Write in a consistently appropriate style.

7 REVIEW

Vocabulary Shopping

Complete each sentence with a word from the box.

bargain charge money penny price refund sales stock

- 1 Well-made and reasonably priced, it's excellent **value for** _____.
- 2 What do you think of these trousers? I bought them **in the** _____.
- 3 Our new online shopping app can be downloaded **free of** _____.
- 4 Booking a holiday last minute is a good way to **pick up a** _____.
- 5 It didn't work properly, so I took it back and **asked for a** _____.
- 6 Our full range of ceramic cookware is now **on sale at half** _____.
- 7 I tried to get a copy, but none of the bookshops have it **in** _____.
- 8 We paid a lot of money for the car, but it was **worth every** _____.

Reading and Use of English Part 2 Open cloze

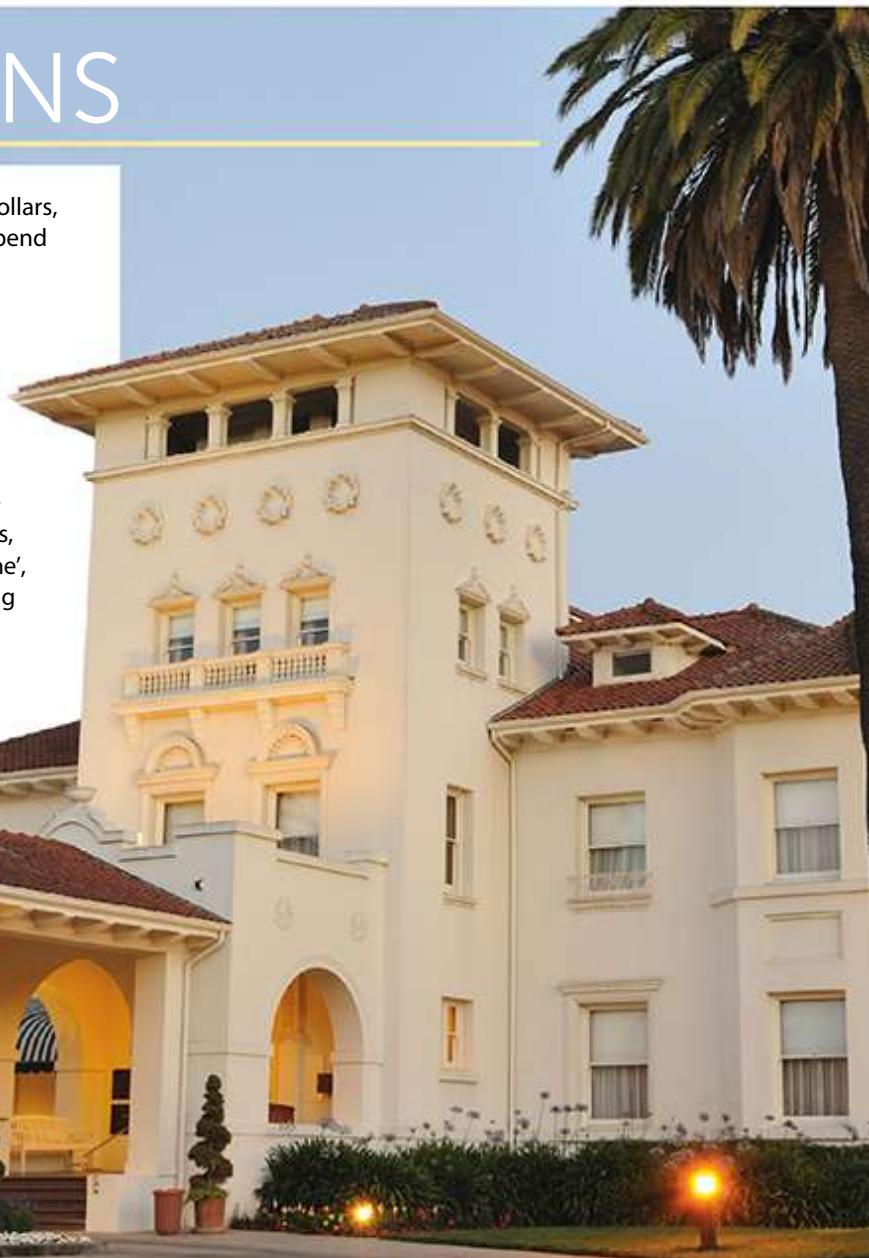
For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

GIGAMANSIONS

If you come into (0) **A** few hundred million dollars, and can't quite (1) up your mind what to spend the money (2) , why not consider buying a 'gigamansion' in an exclusive area of California?

'Gigamansion' is the term used to describe the new class of luxurious houses that are springing up (3) mushrooms all over the hills of Bel Air, Beverly Hills and Holmby Hills. Historic 1920s mansions are being knocked (4) to make way for homes valued at well over \$100 million. These include the most expensive house (5) the United States, a \$500 million residence known (6) The One', which has four infinity pools, a 40-seater cinema, a bowling alley and (7) own nightclub.

Residents complain that their neighbourhood has been turned (8) a huge construction site, and the new buildings are ruining its appearance, but developers point out that the transformation is pushing up the value of the area's existing homes.



Reading and Use of English Part 4 Key word transformation

1 Match each sentence (1–3) with two sentences (a–f) which both express a similar idea.

1 I haven't done this before.	a It's five years since I started doing this.
2 I haven't done this for five years.	b It's five years since I last did this.
3 I've been doing this for five years.	c I've never done this.
	d The last time I did this was five years ago.
	e It's the first time I've done this.
	f I began doing this five years ago.

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

1 I haven't spoken to her since she had her baby.

TIME

The her was before she had her baby.

2 I haven't eaten Slovak food before.

FIRST

This is the Slovak food.

3 Jasmin only started her blog in May and she's already got thousands of followers.

WRITING

Jasmin's only May and she's already got thousands of followers.

4 He hasn't seen his sister for ages.

LAST

It's a long his sister.

5 The last time I went abroad was five years ago.

BEEN

I five years.

6 I've never seen a supermarket as big as this before.

EVER

This is the seen.

Writing Part 1 Essay

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

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

**Some people say that large shopping centres are a bad idea.
What do you think?**

Notes

Write about:

- 1 being able to buy everything in one place
- 2 spending time with family and friends
- 3 (your own idea)

Write your essay in 140–190 words.

For more information on writing essays, see **pages 189–191**.

Pronunciation Contrastive stress

1 **7.3** Stress can be used to indicate contrast or to correct previous information. Listen to how the underlined words in the sentence below are stressed.

Being successful is not about wealth, it's about happiness.

2 Underline the words with contrastive stress in sentences 1–5.

- 1 It's the red jacket I want to buy, not the green one.
- 2 It's not what you know but who you know that counts.
- 3 I didn't pay for it, Saskia did.
- 4 Speaking the language is fairly easy; understanding it is another matter entirely.
- 5 He doesn't like shopping. He loves it.

3 **7.4** Listen to check your answers to Exercise 2.

4 **SPEAK** Work in pairs. Write down three things you believe to be untrue about your partner. Then read your sentences to each other. Correct your partner using contrastive stress.

A: You play basketball on Saturday afternoons.

B: No, we play on Saturday mornings.

5 **SPEAK** Work in pairs. Choose two of the items below but don't tell your partner. Try to identify your partner's items by asking questions. The person who guesses their partner's items with the fewest number of questions is the winner.

A: Have you got a blue bag?

B: No I haven't.

A: Have you got a yellow bag?



8

ON THE MOVE

KEY LANGUAGE

The future
Contrast linkers
Make and do
Travel and holidays
Phrasal verbs
Adjectives

PRONUNCIATION

Chunking

EXAM PRACTICE

Reading and Use of English Parts 1, 3, 4 & 5
Writing Parts 1 & 2
Listening Parts 1 & 3
Speaking Parts 1 & 2

Speaking Part 1 Interview

- 1 Where do you usually spend your holiday?
- 2 Where are you going to spend your next holiday?
- 3 What types of things do you like doing on holiday?
- 4 Would you enjoy going on holiday on your own?
- 5 What is the best holiday you have ever had?
And the worst?
- 6 Is there anywhere you would particularly like to visit? Why?





Reading and Use of English Part 5 Multiple choice

- SPEAK** Work in pairs. You are going to read an article written by a woman called Rosie, who went travelling as part of a gap year between school and university. Look at the photographs. Where do you think each one was taken?
- Read *The trip of a lifetime* to check your ideas from Exercise 1.
- Read the text again and for questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

THE TRIP OF A LIFETIME

Rosie Casterton describes how she spent her gap year between school and university.

I felt slightly ashamed when my exam results came out, despite the loyal praise from my parents. The grades were more than respectable, but they weren't quite good enough for the university degree course I was hoping to do. I called the admissions office, asked them to reconsider, but the reply was unequivocal – I hadn't met the entry requirements, so I should make alternative plans. I slowly pulled myself together, gathered some perspective, began to feel proud of my achievements and vowed to turn disappointment into opportunity. I would take time out to travel, then reapply the following year for a different course.

It would be stretching the truth to say that I intended to broaden my horizons, develop as a person, discover my true self. Things may have turned out that way in the end, but at the time, I knew only that I had a year on my hands, and an extended trip abroad sounded like a worthwhile way to spend it. Or at least part of it – I'd need to work first to fund myself, so I took a job as a receptionist at a local doctor's surgery. It was a tough six months; the patients were very demanding and I often got shouted at, but it gave me the opportunity to gain some work experience, develop some useful skills, and importantly, save money for the more enjoyable part of the year.

In the meantime, I managed to talk a friend from school into coming with me – Lowri, who also failed to get the grades she needed. After months of planning, we set off for Cuzco in Peru, where we'd volunteered to work for two weeks in an orphanage. I'm not sure what good we thought we could do there. We took gifts of toys and played with the children, but I don't think our presence was of much value. The owners didn't expect a great deal from us and seemed more interested in the money we'd paid to be there, which went towards food, clothes and the upkeep of the building. Everything appeared unstructured and disorganised, but the children were full of life and clearly happy, so the orphanage was obviously doing something right.

The next six weeks we spent travelling around South America as part of a tour group. In Peru we went white water rafting, horse riding and then sandboarding on dunes by the desert oasis of Huacachina. In Bolivia, some courageous, if foolhardy members of the group cycled down the infamous Death Road. This no doubt earned them bragging rights for years to come, though personally, I'm content with being able to tell everyone that I saw the incredible Uyuni Salt Flats, vast plains of white salt which stretch out as far as the eye can see. Then in Brazil we spent time exploring parts of the Amazon, before finishing the tour in Rio de Janeiro.

After Rio we flew to South Africa, where we stayed for two weeks with friends in Johannesburg and Cape Town, and relaxed mostly, before moving on to the third and final stage of our trip in Thailand, Vietnam and Laos; another continent, different cultures, new experiences. Unlike in South America, nothing was pre-planned. We booked all the transport and cultural trips ourselves using local tour companies in each country, which added an element of spontaneity, and gave us more freedom of choice and a greater sense of independence.

And yes, when it all came to an end, I did feel I'd developed as a person. Travelling taught me so much. I learnt how to manage my money; I had to be organised and continually think ahead; I became more flexible and open-minded, readily adapting to a wide range of places, people and their cultures. Perhaps Lowri and I overdid things in this respect; maybe we should have heeded the old adage that 'less is more'. We packed as many countries into the four months as possible, and in doing so, gained only a very general idea of life in each one. Still, I'm sure I'll find time to go back to some of them in the future. Won't I?



- 1 How did Rosie react after she received her exam results?
 - A She felt that her family could have been more supportive.
 - B She realised the goals she'd set herself had been unrealistic.
 - C She thought her exams might have been marked incorrectly.
 - D She gradually changed the way she felt about her grades.
- 2 What does Rosie say was her reason for travelling?
 - A It would be more fun than working.
 - B It seemed like a good use of her time.
 - C It was a chance for self-improvement.
 - D It would help her university application.
- 3 What does Rosie say about her experience in the Peruvian orphanage?
 - A She thought the owners were not doing enough for the children.
 - B She felt that her work was of little benefit to the orphanage.
 - C She sensed that the children did not appreciate her gifts.
 - D She had suspicions that the owners were corrupt.
- 4 What does 'earned them bragging rights' mean in line 43?
 - A entitled them to receive special treatment
 - B made them feel fortunate to have survived
 - C gave them the opportunity to impress people
 - D helped them appreciate the beauty of the country
- 5 What does 'which' refer to in line 55?
 - A each country
 - B local tour companies
 - C transport and cultural trips
 - D making our own bookings
- 6 In the final paragraph, Rosie suggests that she and her friend Lowri
 - A might have benefited from visiting fewer places.
 - B didn't leave themselves enough time to relax.
 - C should have spent less time in each place.
 - D took too many things with them.

4 SPEAK Work in groups. If you could take a year off school or work, what would you do? Where would you go? How would you fund yourself?



Vocabulary *Make and do*

1 Complete the gaps in 1–6 with the correct form of *make* or *do*. Write one or two words in each gap. Here are two examples from the reading.

[My grades] weren't good enough for the university degree course I was hoping to do.

I hadn't met the entry requirements, so I should make alternative plans.

- 1 I don't always _____ my homework; I know I should _____ more of an effort.
- 2 I always _____ sure I _____ some form of physical exercise every day.
- 3 I'm not very good at _____ decisions; it takes me ages _____ up my mind.
- 4 If I were asked _____ a speech in public, I'd _____ my best, but I'd be so nervous, I'd probably _____ a mess of it.
- 5 I've been _____ nothing but study lately; it would _____ me good to go out more in the evenings. It certainly wouldn't _____ me any harm.
- 6 I'd love _____ a job that has something _____ with travel; it would be a great way _____ a living.

2 SPEAK Work in pairs. Discuss how true each of the sentences in Exercise 1 is for you.

Language focus The future

1 Rosie uses *will* to make the following prediction at the end of *The trip of a lifetime*.

I'm sure I'll find time to go back to some of them in the future.

Look at the following predictions for the year 2035. Decide whether the words and expressions in bold express:

a certainty	b probability	c possibility
<p>1 We are likely to see a lot of self-driving cars on our roads.</p> <p>2 All cars will be electric, everywhere in the world.</p> <p>3 Bicycles may well be the most common form of transport in our towns and cities.</p> <p>4 Public transport might be completely free for all local residents in my area.</p> <p>5 School holidays will probably be much shorter than they are now.</p> <p>6 We won't have to put up with electric scooters on our pavements – they'll be banned.</p> <p>7 Commercial space travel probably won't have caught on.</p> <p>8 Flights abroad may not be as cheap as they are now.</p>		

2 SPEAK Work in pairs. Discuss the predictions in Exercise 1. Where necessary, make your own predictions, using the words in bold. Give reasons for your opinions.

1 We might see self-driving buses, but self-driving cars probably won't be available to the general public. It would be far too dangerous and I think ...

3 Go to Ready for Grammar on page 222 for rules, explanations and further practice.

4 **SPEAK** Discuss these questions with your partner

1 What will you be doing this time tomorrow?

2 What plans have you made for next weekend?

3 Are you planning to buy anything special in the near future?

4 How will your life have changed in ten years' time?

Listening Part 1 Multiple choice

8.1 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a hotel manager talking to his staff.
What is he doing?
A informing them of something
B inviting them to do something
C criticising them
- You hear a married couple talking about a campsite they stayed at.
What did they both like about it?
A It was quiet.
B It was near a city.
C It had good facilities.
- You hear two people talking about a place they have just visited.
What kind of place is it?
A a stadium
B a museum
C a palace
- You overhear a woman leaving a voicemail message for her friend.
Why is she calling?
A to check an arrangement
B to cancel a planned trip
C to make an apology
- You hear two people on a plane talking about the airline they are flying with.
The man thinks the airline has improved
A its punctuality.
B the quality of its meals.
C its treatment of passengers.
- You hear a woman talking about tourists in her town.
What is she complaining about?
A They have no money to spend.
B There are too many of them.
C They make too much noise.
- You hear two tourists talking about their tour guide.
What do they agree about her?
A She isn't very good at explaining things.
B She isn't very knowledgeable.
C She isn't very patient.
- You hear a man talking about a beach he recently visited.
What did he like about the beach?
A the quality of the sand
B the temperature of the sea
C the closeness of the shops

Don't forget!

You will hear distractors. Listen carefully both times before deciding on your answer.



Vocabulary Travel and holidays

1 Complete each of the gaps 1–6 with a word from the box.

cruise flight journey tour travel trip

- When there's a public holiday, I often **go on a day** _____ to the coast or to the mountains with my family.
- I've never **been on a long-haul** _____; the furthest I've flown is from London to Berlin.
- I'm a huge fan of **rail** _____; I'd love to take the Trans-Siberian railway or go from one coast of the United States to the other by train.
- I wouldn't like to **go on a Caribbean** _____: I'd probably be seasick and I'd rather get to know one island well than visit lots of different ones.
- I think the best way to see the sights in a city is to **go on a guided** _____.
- I sometimes read when I **go on a long car** _____, and I sleep a lot, too.

2 SPEAK Work in pairs. Discuss how true the sentences in Exercise 1 are for you.

3 Read the online advertisements A–C quite quickly and match each one to a holiday type in the box.

adventure holiday camping holiday seaside holiday
self-catering holiday sightseeing holiday working holiday

- Underline the correct alternatives in A–C.
- Look again at the holiday types in the box in Exercise 3. Rank them from the one you think you would enjoy most (1) to the one you would least like to go on (6).
- SPEAK Work in pairs. Compare your list from Exercise 5 with your partner, giving reasons for your choices.

A

(1) *Placed / Fixed / Set* in an area of outstanding beauty, Langton Farm is an ideal location for getting away from it all. We have over 300 spacious (2) *pitches / parcels / lands* for caravans and tents, as well as a number of bungalows which are (3) *disposable / obtainable / available* to rent. There's always (4) *plenty / variety / choice* to do at Langton Farm. In addition to the heated, covered pool and games room, we provide a (5) *long / wide / high* range of activities for all the family every day of the week.



B

Book a relaxing (6) *accommodation / reserve / stay* in one of the country's top holiday (7) *resorts / stations / posts* and discover the stunning western shoreline. The four-star Blue Bay Hotel (8) *poses / offers / stands* breathtaking views of the ocean, and the spectacular mile-long sandy beach is just a short walk (9) *afar / away / aside*. An excellent selection of shops, restaurants and nightclubs is also within easy (10) *reach / stretch / touch*, making this the perfect place to spend your holiday on the coast.

C

Whether you're looking for a pet-friendly cottage in the countryside or a city-centre flat with disabled (11) *facilities / instalments / elements*, we have something to (12) *agree / suit / allow* your requirements. Search our extensive database for the perfect accommodation in a variety of popular holiday (13) *destinies / destinations / designations*. And if you're planning a last-minute (14) *runaway / breakaway / getaway* we offer special discounts for late bookings. All properties are (15) *fully / greatly / entirely* equipped with bed linen, towels and kitchen appliances to make your holiday as easy as possible.

Speaking Part 2 Long turn

Before you do the following Speaking Part 2 tasks, read the Useful language box below.

1 Look at photographs 1 and 2. They show people on holiday.

Student A: Compare photographs 1 and 2 and say why you think the people have chosen to go on these different holidays.

Student B: When your partner has finished, say whether you would like to go on either of these types of holidays.

Why have the people chosen to go on these different holidays?



Useful language

Student A Use a range of structures to speculate about the photographs.

look + adjective

They look very relaxed.

look like + noun

They look like tourists.

look as if + verb phrase

They look as if they are enjoying themselves.

Modal verbs

They might be going to work.

They must be very interested in wildlife.

Other verbs

I imagine/expect they like the outdoor life.

Student B Use a range of structures to express preferences.

I'd prefer/love/hate to go on a safari.

I'd be nervous about/enjoy riding one of those.

I'd rather do this than that.

I'd be thrilled/scared to travel like that.

2 Now change roles and look at photographs 3 and 4. They show people travelling in different ways.

Student A: Compare photographs 3 and 4 and say why you think the people are travelling in these different ways.

Student B: When your partner has finished, say whether you would enjoy travelling in either of these ways.

Why are the people travelling in these different ways?



Listening Part 3 Multiple matching

1 **SPEAK** Work in pairs. When, if ever, do you use a bicycle? How common is it for people to cycle in the cities in your country? How safe is it?

2 **8.2** You will hear five different people speaking on the subject of cycling in the city. For questions 1–5, choose from the list (A–H) what each speaker is talking about. Use the letters only once. There are three extra letters which you do not need to use.

- A a move in the right direction
- B the consequences of breaking the law
- C the need to educate the public
- D a lack of open spaces to cycle in
- E the problem of pollution
- F a feeling of freedom
- G the dangers of not being visible to drivers
- H the intolerance of other road users

Speaker 1	<input type="checkbox"/> 1
Speaker 2	<input type="checkbox"/> 2
Speaker 3	<input type="checkbox"/> 3
Speaker 4	<input type="checkbox"/> 4
Speaker 5	<input type="checkbox"/> 5

3 **SPEAK** Work in groups. What measures can be taken by the government and/or local authorities in your country to encourage cycling?

Vocabulary Phrasal verbs

1 Use the context to help you work out the meanings of the phrasal verbs in bold in these extracts from the listening.

- 1 I get shouted at by people who still haven't **caught on** that it's me that has right of way, not them.
- 2 I get off the train, put on my helmet and **head for** the office.
- 3 Someone in the town hall **came up with** a nice idea to promote cycling in the city.
- 4 There's a real festival atmosphere now, with thousands of cyclists of all ages **turning out** every month.
- 5 Sometimes you **come across** some really nasty drivers in the city.
- 6 People don't generally use a bike to **get about** the city.

2 **SPEAK** Work in pairs. Discuss the following questions.

- 1 Where are you heading for after this class?
- 2 Did you come across any friendly people on your last holiday?
- 3 What is the best way to get about your town or city?



Word formation Adjectives

1 Use the word in capitals at the end of each of these extracts from the listening to form a word that fits in the gap in the same sentence. There is an example at the beginning (0).

0 There's a cycle path that goes right round the city, and various shorter ones within it.
 1 It's pedestrians, not motorists, that have to be care they don't wander onto them.
 2 And of course, cycling is just so health – I've never felt fitter.
 3 We need a whole series of addition measures to make our roads more cycle-friendly.
 4 It's really danger – sometimes I lose my balance and nearly fall off.
 5 They get patience if they have to slow down for me.
 6 I get beeped and shouted at all the time – it's very please.
 7 It's just not an attract option, given the quality of the air here.
 8 We're in the middle of a huge industry area.

VARY
 CARE
 HEALTH
 ADDITION
 DANGER
 PATIENCE
 PLEASE
 ATTRACT
 INDUSTRY

2 Copy the following table with adjective suffixes into your notebook. Complete the table by writing the adjectives you wrote for Exercise 1 in the appropriate columns.

-ous	-ful	-y	-al	-ent	-ant	-ive
various						

3 Use the appropriate suffixes from Exercise 2 to create adjectives from the following words in the box. You may need to make further spelling changes. Add the words to the table in your notebook. There are three words for each column.

ignore differ origin poison peace protect cloud
 beauty hunger appear decide tolerate mystery finance
 fog humour destroy hesitate benefit succeed obey

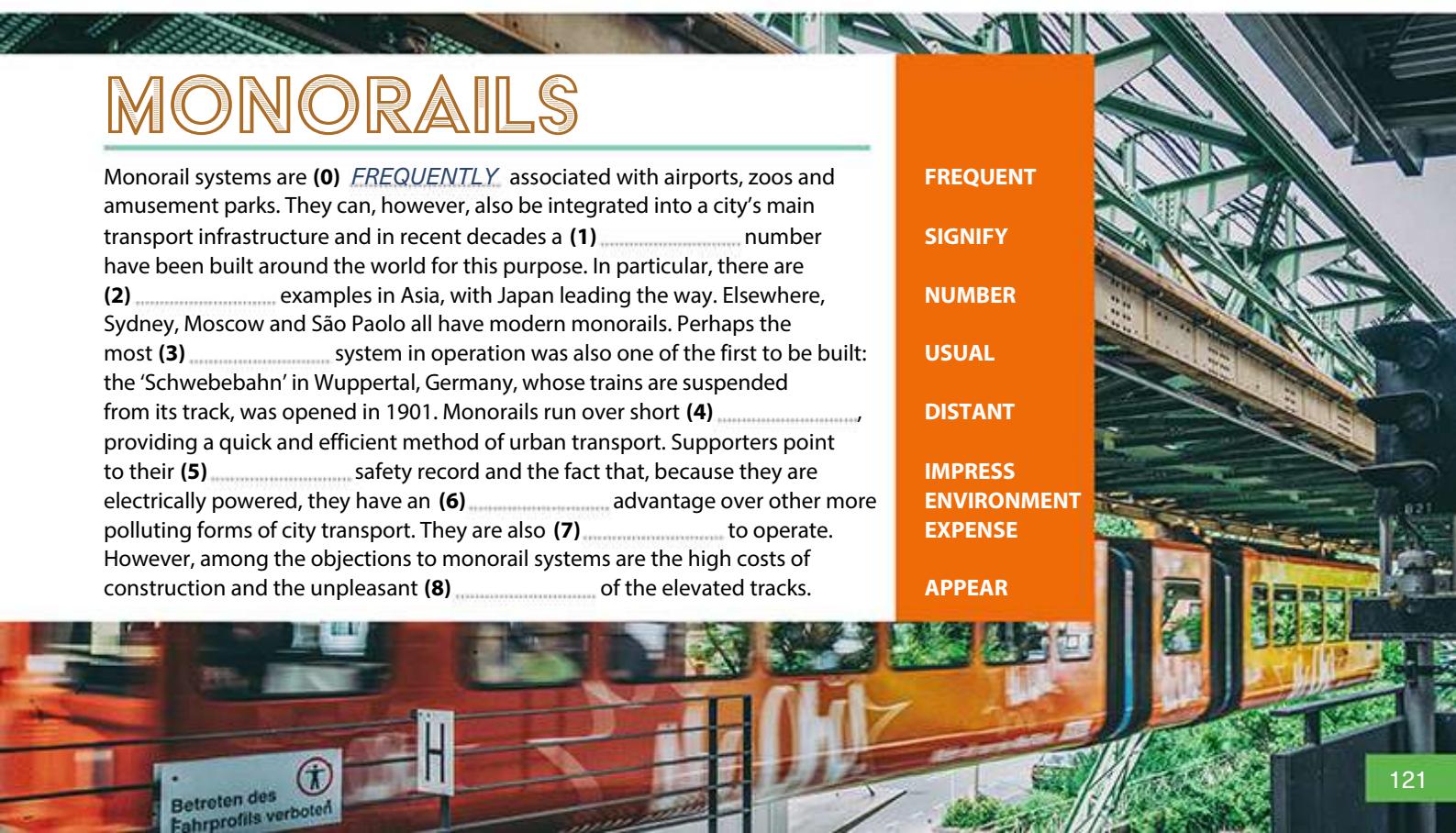
Reading and Use of English Part 3 Word formation

For questions 1–10, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

MONORAILS

Monorail systems are (0) FREQUENTLY associated with airports, zoos and amusement parks. They can, however, also be integrated into a city's main transport infrastructure and in recent decades a (1) number have been built around the world for this purpose. In particular, there are (2) examples in Asia, with Japan leading the way. Elsewhere, Sydney, Moscow and São Paulo all have modern monorails. Perhaps the most (3) system in operation was also one of the first to be built: the 'Schwebebahn' in Wuppertal, Germany, whose trains are suspended from its track, was opened in 1901. Monorails run over short (4), providing a quick and efficient method of urban transport. Supporters point to their (5) safety record and the fact that, because they are electrically powered, they have an (6) advantage over other more polluting forms of city transport. They are also (7) to operate. However, among the objections to monorail systems are the high costs of construction and the unpleasant (8) of the elevated tracks.

FREQUENT
 SIGNIFY
 NUMBER
 USUAL
 DISTANT
 IMPRESS
 ENVIRONMENT
 EXPENSE
 APPEAR



Language focus Contrast linkers

1 Complete the gap in this extract from *Monorails*. Write one word.

They are also inexpensive to operate. _____, among the objections to monorail systems are the high costs of construction ...

2 Check your answer on page 121, and find another example of the same word in the text. What do you notice about the position of the word in the two examples?

3 Rewrite the following sentence in three different ways using *however*, *although* and *despite* instead of *but*.

The weather was bad but she enjoyed the trip.

4 Use the words from the box to complete these opinions from two people, Harry and Jodie, comparing trains and cars.

although despite however spite though whereas

Harry

1 'Rail travel is more expensive than going by car. _____, you don't suffer traffic jams in a train.'

2 'I'd always much rather catch a train, in _____ of the higher cost. Trains pollute less than cars.'

3 ' _____ cars are more convenient, driving is more tiring than sitting on a train.'

Jodie

4 ' _____ being slower than trains, cars get you to your destination more quickly.'

5 'Cars take you door to door, _____ trains do not.'

6 'Even _____ trains are usually punctual, passengers can still suffer delays.'

5 **SPEAK** Work in pairs. Which do you prefer, travelling by car or by train? Why?

6 Go to **Ready for Grammar** on page 220 for rules, explanations and further practice.

Writing Part 1 Essay

1 **SPEAK** Work in pairs. Read the following Writing Part 1 instructions. How would you answer the essay question and what could you say for each of the three 'Things to write about' in the Notes?

In your English class you have been talking about travel and tourism. Your English teacher has asked you to write an essay.

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

Is it better to spend a summer holiday in the countryside or on the coast?

Notes

Things to write about:

1 leisure options

2 climate

3 (your own idea)



2 Read the answer to the question in Exercise 1. Answer the questions.

- 1 What is the writer's 'own idea' for number 3 of the Notes section in the question?
- 2 How similar is the essay to the one you would have written if you had answered the question?



A summer holiday by the sea

Without doubt, the best place to spend the summer is on the coast, which generally has far more advantages for the holidaymaker than the countryside.

For one thing, in the countryside there is not much to do apart from walking and visiting villages, whereas the coast offers a wider range of possibilities for the tourist. You can stroll around seaside villages, but you can also spend the day on the beach, take part in watersports such as sailing and surfing, eat in a variety of restaurants and go to clubs and bars in the evening.

Secondly, in July and August it is usually cooler on the coast than in the countryside, and therefore much more pleasant. It is not surprising that most people head for the beach during the hot summer months. Another positive point is that, because so many people choose the coast as their holiday destination, there are more opportunities to make new friends than in the countryside.

In my opinion, then, the coast offers the chance of a far more varied and enjoyable summer holiday than the countryside.

3 What is the purpose of each paragraph in the sample answer?

Paragraph 1: a general opinion in answer to the question

4 Compare the paragraph structure of the sample answer with that of the sample answer on page 42 in Unit 3. In what way are they different?

5 What linking devices does the writer use to introduce each of the three points from the Notes section in the question (e.g. *For one thing* ...).

6 What other linking devices do they use?

7 You are going to write an answer to the following Part 1 task. Read the instructions, but before you write your essay, do Exercises 8 and 9 and read the advice in the **Don't forget!** box.

In your English class you have been talking about travel and transport. Your English teacher has asked you to write an essay.

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

Is it better to use the car or public transport in your town or area?

Notes

Things to write about:

- 1 journey times
- 2 cost
- 3 (your own idea)

Write your essay in 140–190 words.

8 Decide on your third point. This will depend on the situation in your area and the answer you give, but here are some possible options:

- comfort
- frequency
- noise and pollution
- parking facilities

9 Make a brief plan before writing your essay. Write down ideas for each of the three points in the Notes section. Select those you wish to include and decide how you will organise them into paragraphs.

Now you are ready to write your essay.

For more information on writing essays, see **pages 189–191**.

Don't forget!

- Include a brief introduction and conclusion in your essay.
- Write in a consistently formal or neutral style.
- Include a range of language and avoid repetition.
- Use appropriate linking devices (see page 42–43 of Unit 3, Language focus on page 122 and Exercises 5 & 6 above).
- Check your work when you have finished.

Language focus Contrast linkers

Underline the most appropriate option. Sometimes more than one option is possible.

- 1 We enjoyed our day in the countryside, in spite of *raining / it rained / the rain*.
- 2 Although I got to the airport late, *they wouldn't let me check in / I still caught my plane / I didn't have my passport*.
- 3 Elena and I got on well during the holiday, despite *of the fact she's older than me / her being older than me / our age difference*.
- 4 I'm not keen on package holidays, whereas *I'm not fond of camping / my brother loves them / my sister doesn't like them either*.
- 5 My grandparents are going on a cruise next month, even though *they don't particularly like boats / they like visiting different places / they both get seasick*.
- 6 We usually spend part of our summer holiday by the sea. This year, *whereas, / however, / although*, we've rented a cottage in the mountains.

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Situated on the banks of the river Guadalquivir, Seville (0) **C** the best of Andalusian culture, with its rich Moorish heritage, fine food and passionate flamenco music. Hidden within the narrow streets of its historic centre are beautiful courtyards (1) of flowers, bringing an air of calm to an otherwise vibrant city.

Begin your (2) to Seville with a guided tour aboard an open-top bus or one of the many horse-drawn carriages which (3) off from the cathedral. Then climb the Giralda tower for a spectacular (4) of the city, before strolling around the gardens of the Alcázar palace. Seville, of course, is (5) for its delicious 'tapas', so if you need a break from sightseeing, (6) Triana or Santa Cruz, where you can sample the delights of southern Spanish cuisine.

If you have time, take a (7) out to the Roman ruins of Italica, birthplace of the emperors Trajan and Hadrian. Just a short bus (8) away from the city centre, Italica boasts an impressive Roman amphitheatre and numerous mosaics.

0 A discovers	B explores	C offers	D involves
1 A plenty	B lots	C crowded	D full
2 A stay	B visit	C sight	D arrival
3 A set	B put	C get	D give
4 A vision	B view	C aspect	D appearance
5 A seen	B looked	C known	D heard
6 A come across	B head for	C move on	D take to
7 A travel	B trail	C track	D trip
8 A ride	B walk	C pass	D run

Language focus The future

Complete each gap with one word. There is an example at the beginning (0).

I (0) am just about to go on a three-day business trip to St Petersburg. My husband's going with me, but while he's out enjoying himself, looking around the city, I'll be (1) part in meetings. I'm not planning (2) doing much sightseeing myself, as I don't expect (3) to have a great deal of free time. However, if I do get the chance, I (4) will pay a quick visit to the Hermitage Museum. I'm a huge fan of Leonardo da Vinci, and I know for certain that two of his works (5) will be on display there. Being February, it (6) is likely to be very cold, but I might (7) notice that too much as I'll be inside most of the time. It's really not going to (8) be much fun for me.

298 Retweets 643 Likes



Reading and Use of English Part 4 Key word transformation

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

1 He was about to decide when his phone rang.

POINT

He was up his mind when his phone rang.

2 The weather probably won't improve for several days.

LIKELY

The weather is better for several days.

3 Dan wants to start his own travel business.

SETTING

Dan's planning his own travel business.

4 The plants will probably be dead when we eventually get home.

HAVE

The plants may well the time we get home.

5 Let me know the moment you think of a solution to this problem.

COME

Let me know as with a solution to this problem.

6 It was hot and humid, but we still enjoyed our holiday.

SPITE

We enjoyed our holiday and humidity.

Writing Part 2 Article

You see this announcement in an international magazine for young people.

Write your article in 140–190 words.

HOLIDAY COMPETITION

Write an article about a holiday destination you know well, giving details of what tourists can see and do there. The top ten articles will be included in the next edition of our magazine.

Use the multiple-choice cloze text on Seville on page 124 as a model. Consider the following:

- How many paragraphs are there?
- What type of information does each one contain?
- Are there any expressions which you could use in your own article?

For more information on writing articles, see [page 192](#).

Pronunciation Chunking

1 8.3 Listen to this extract from a talk show. Notice how the speaker makes a slight pause in between each group of words or 'chunk' of speech.

Well, / a few years ago / I was in South Africa with a few of my friends / and we'd nearly finished the first part of an all-day climb. / I was just pulling myself up / when I saw a huge snake / right in front of me. / I'm terrified of snakes, / so I just froze / and watched as it started to hiss at me / and arch backwards. / I waited for another few minutes, / not moving, / and then it just seemed to get bored / and it slithered back into a crack in the rock. / It was the most terrifying moment ever / and it had nothing to do with climbing!

2 Read the box below, then practise reading the extract in Exercise 1 aloud, pausing slightly after each chunk of speech.

Chunking

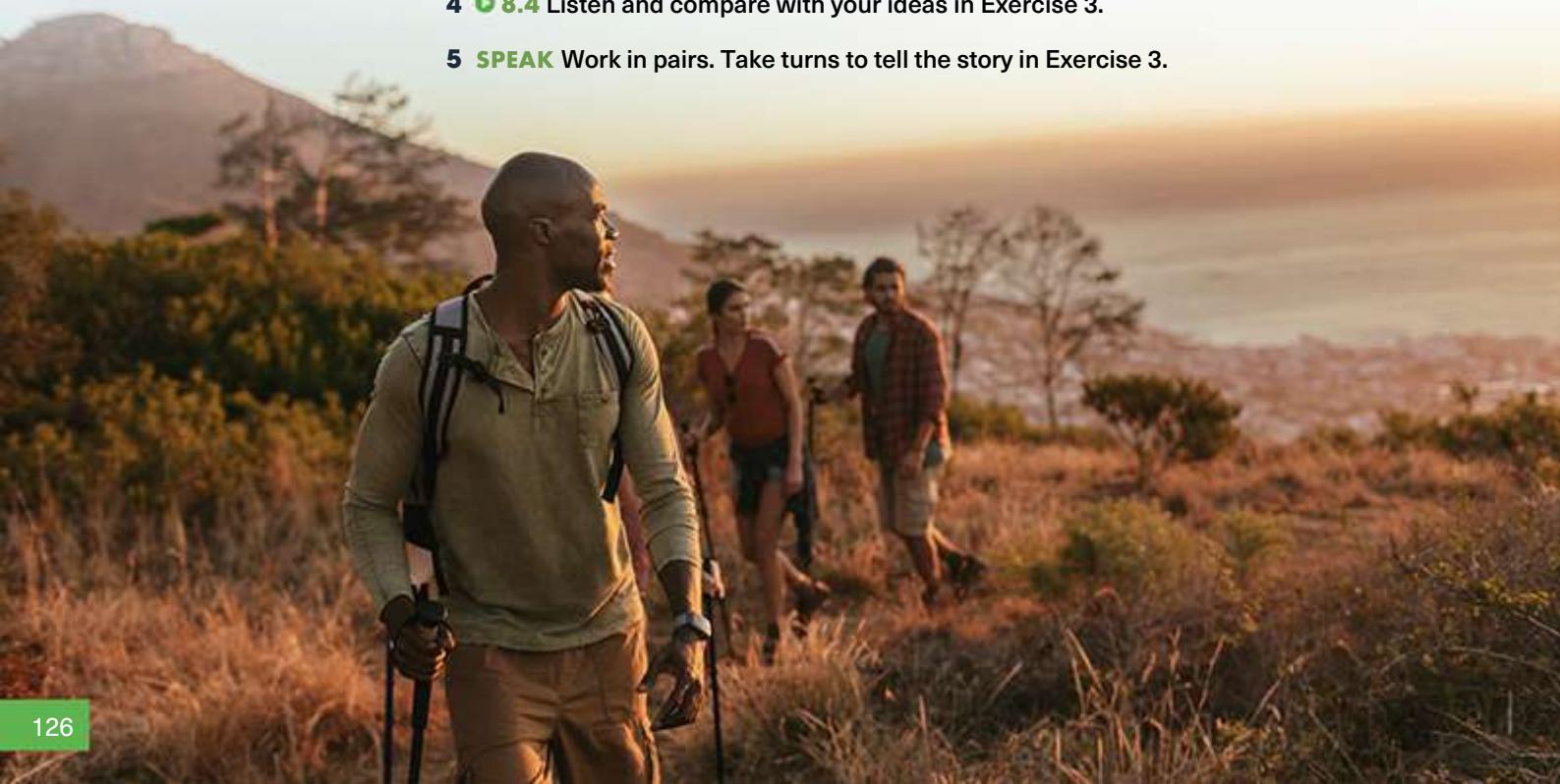
When speaking, we regularly make pauses between groups of words, or 'chunks' of language, such as phrases or clauses. Chunking helps the listener make sense of what the speaker is saying in the same way that punctuation helps the reader make sense of what is written.

3 Read the following extract from a story. Chunk the extract, marking each pause with a forward slash (/).

So, anyway, a few months ago I was staying at my parents' house when this strange thing happened. We were all in the lounge, enjoying the warmth of the fire, listening to the storm raging outside. We could hear the rain pouring down heavily, and the strong wind roaring through the trees. Suddenly, we heard the sound of glass smashing upstairs and something heavy banged on the floor. We rushed upstairs, and in our bedroom, we saw an enormous branch which had come crashing through the window. We stood, open-mouthed, wondering what to do next.

4 8.4 Listen and compare with your ideas in Exercise 3.

5 **SPEAK** Work in pairs. Take turns to tell the story in Exercise 3.





MYSTERY AND IMAGINATION

KEY LANGUAGE

Modals for speculation and deduction

Reported speech

Reporting verbs

Give

Adverbs

PRONUNCIATION

Using intonation to show interest

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 3, 4 & 7

Writing Part 2

Listening Part 2 & 4

Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

- 1 Are you a fan of scary films, series or books?
- 2 Do you enjoy solving puzzles and doing crosswords?
- 3 Have you ever given a friend or a member of your family a big surprise?
- 4 Describe a time when you lost something, either temporarily or permanently.
- 5 Which magicians are famous in your country? Have you seen one perform live or on television?

Listening Part 4 Multiple choice

1 **SPEAK** You are going to listen to a radio interview with a ghost walk guide. What do you think happens on a ghost walk? What does the guide do?

2 **9.1** Listen to the interview. For questions 1–7, choose the best answer (A, B or C).

- 1 Alan says his job as a ghost walk guide has enabled him to
 - A become an expert on local history.
 - B combine his different talents.
 - C improve his acting skills.
- 2 Alan says that participants in the ghost walks
 - A are never disappointed.
 - B want to be frightened.
 - C laugh at all his jokes.
- 3 According to Alan, what quality enables a storyteller to frighten audiences?
 - A self-confidence
 - B a loud voice
 - C good timing
- 4 What type of people do not usually enjoy the ghost walk so much?
 - A people who have not been anticipating it
 - B people who come as part of a group
 - C people who do not like surprises
- 5 What does Alan say about playing different characters on the ghost walks?
 - A Some of the roles help to improve his mood.
 - B He dresses up as real people from history.
 - C Acting helps maintain the audience's interest.
- 6 When talking about the possible existence of ghosts, Alan says that
 - A he respects other people's belief in ghosts.
 - B he believes ghosts are part of people's imagination.
 - C he suspects people of inventing stories to impress others.
- 7 When talking about his favourite ghost story, Alan says that
 - A he does not want to give all the details.
 - B he does not tell it on many ghost walks.
 - C he does not think everyone enjoys it.

3 **SPEAK** Discuss the following questions.

- 1 Have you or has anyone you know ever had 'a paranormal experience'?
- 2 Do you believe that ghosts and haunted buildings exist?
- 3 Would you be interested in going on a ghost walk? Why/Why not?



Word formation Adverbs

1 In these sentences from the listening, write the adverb formed from the adjective in brackets.

1 They all laugh _____ (*nervous*).
 2 These people _____ (*usual*) respond _____ (*extreme*) well.
 3 _____ (*regrettable*), I have to say that I haven't seen any on the walks.

2 Check your answers in the **Audioscript** on page 242. What are the rules for the formation of the adverbs in the above examples?

3 Write the adverb formed from these adjectives. The same rule applies to both adjectives in each pair. There is an example at the beginning (0).

0 Example:

<i>beautiful</i> → <i>beautifully</i>	<i>total</i> → <i>totally</i>
1 complete	sole
2 simple	responsible
3 happy	extraordinary
4 scientific	energetic

4 Now write the adverbs formed from these words. These should be learnt separately.

1 whole	2 shy	3 full
4 public	5 true	6 day



Reading and Use of English Part 3 Word formation

1 For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In this particular text, all the missing words are adverbs. For numbers 1, 2, 6 and 8, the word in capitals is a verb or a noun. In order to create an adverb from these words, you first need to consider the adjective form.

2 **SPEAK** Tell the class about any other survival stories you know.



When a helicopter pilot spotted an SOS sign made from rocks at Swift Bay, Western Australia in May 2017, a search (0) **IMMEDIATELY** began for a missing person. Someone had (1) made a call for help in this (2) remote part of the country, but police were unsure whether the sign was (3) constructed or if it had been there for some time. They were unable to find anyone, although evidence of a camp was discovered. The mystery was solved when, (4) after hearing about it, a man told police that the sign had been made in 2013 by his brother, Robert Rudd, after his yacht had become stranded in the bay. Rudd and a travelling companion had made it to shore (5) in a small boat, but only after (6) surviving an attack from a crocodile. They were (7) rescued after living for several days off rations they had taken with them and fresh water they had found. (8) for them, another yacht came by and found them before they ran out of food.

IMMEDIATE
APPEAR
EXCEPTION
NEW

SHORT

SAFE
DRAMA
EVENTUAL
LUCK





Language focus Modal verbs for speculation and deduction

1 It is possible that the police had the following thoughts when they first saw the SOS sign mentioned in the text on page 129. Read them and answer the question below.

*Someone who was in trouble **must have made** this in the hope that it would be spotted from the air. Their boat **might have become** stranded on the rocks in the bay, or it **may have suffered** damage in a storm. They **can't have come** here overland because the nearest town is over 600 miles away.*

Which of the forms in **bold** express

- a possible explanations for what happened?
- b certainty about what didn't happen?
- c certainty about what happened?

2 Go to **Ready for Grammar** on page 222 to check your answers to Exercise 1 and for further rules and practice.

3 Speculate about what might have happened in the following situations. Write at least two sentences for each using modal verbs. There is an example at the beginning (0).

0 Angela's crying.

She could have just received some bad news.

She may have had an argument with a friend.

She might have been peeling onions.

1 Paul's face and hands are very dirty.

2 The kitchen window is broken.

3 There's a red mark on Steve's shirt collar.

4 Lucy was late for school.

5 Nobody in the class did their homework last night.

4 **SPEAK** Work in pairs. Take turns to read out some of the sentences you wrote in Exercise 3. Your partner should guess which situation each sentence applies to.

Reading and Use of English Part 7 Multiple matching

1 **SPEAK** Read the introduction to the article *Mystery donors*, as well as the titles of the true stories A–D. What do you think might have happened in each story?

2 Read the article quite quickly and check your predictions in Exercise 1.

3 For questions 1–10, choose from the stories (A–D). The stories may be chosen more than once.

Which story

mentions an unsuccessful attempt to identify the donor? 1

describes a source of irritation for the recipients of the donations? 2

suggests why people might initially question the suitability of the donations? 3

says that one gift helped someone encourage other people to make donations? 4

mentions a suggestion from the donor as to how the donations could be used? 5

says that one person initially mistook the intentions of the donor? 6

says that most people did not want it to be known who the donor was? 7

mentions the donor's recent piece of luck? 8

refers to unpleasant incidents which may have motivated the donations? 9

says there was only one exception to the type of recipient of the donations? 10

4 **SPEAK** Discuss the following questions.

1 Which story do you like best? Why?

2 Imagine you unexpectedly came into a lot of money, and decided to give half of it away. Who would you give it to, and why? What would you do with the remaining half?

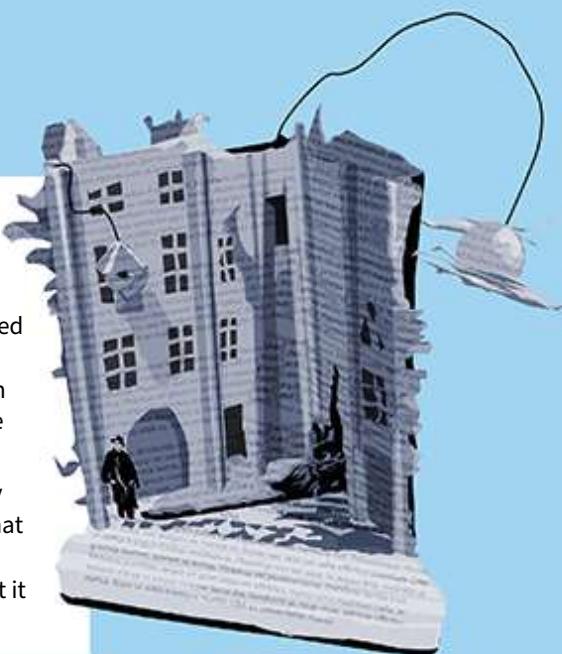
MYSTERY DONORS

Here are four true stories of people who performed acts of generosity – and kept their identity a secret.

A Book sculptures appear in Edinburgh's cultural centres

Over the course of a nine-month period, a total of ten sculptures, beautifully crafted from books, were left anonymously in various cultural buildings in the city of Edinburgh. Each was accompanied by a note, which included the words, 'In support of libraries, books, words, ideas and festivals'. Cutting up books may at first seem a rather strange way to show one's support for the written word, but there was unanimous approval of the intricate sculptures from all those lucky enough to view them when they were put on display.

Each sculpture was carefully chosen: a dinosaur for the National Museum or a tiny cinema for the city's Filmhouse. Despite a strong suggestion in one of the notes that the person leaving the sculptures was a woman, journalists at a local newspaper said the donor was a man. They claimed they had discovered his identity, but kept it quiet, given that the general view was that he, or she, should remain anonymous.



YOU
ARE
AWESOME

B Ambulance crews receive anonymous thank-you notes and cash

In the lead-up to the winter holiday period one year, paramedics in London and the adjoining county of Surrey began finding cards attached to their ambulances with words of thanks for their life-saving work, and up to £10 in cash. The thank-you notes and money may have been a response to recent abusive messages received by ambulance crews who had parked their vehicles in front of people's driveways while dealing with emergency calls.

The professionally printed cards, believed to be the work of a local firm that wished to remain anonymous, told the paramedics 'YOU ARE AWESOME' and included the invitation: 'Coffee and doughnuts are on us today'. To their annoyance, however, the healthcare workers were told by their management to hand over any cash donations, as the ambulance service had 'strict rules and guidelines around the acceptance of monetary gifts'.

C Mystery man gives out money in supermarket

When a man entered a supermarket in Tiverton, England, and began handing out envelopes to shoppers, the recipients were delighted. In each of the envelopes was a fifty-pound note, together with a message which read: 'I have recently been fortunate enough to come into quite a lot of money – more than I need for myself and my family. So I thought that I would share some of it with you.' Believing it to be part of a marketing promotion, one beneficiary nearly threw the blank envelope away. Another went to the bank to check that the note was genuine. The donor's identity remains unknown, in spite of the efforts of one national daily, which asked readers to get in contact if they knew who the mystery benefactor was.



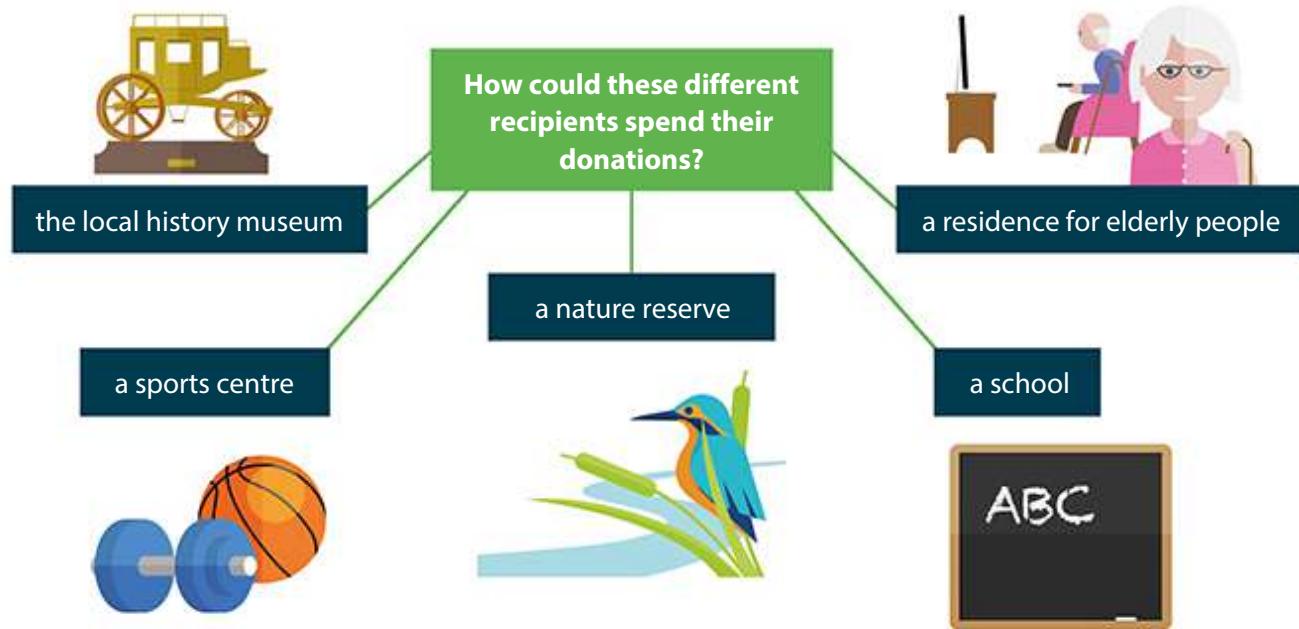
D Philanthropist donates millions to US universities

Donations to educational establishments are nothing unusual, but one year, no fewer than twenty universities in the United States received a total of over \$100 million from a single anonymous donor. All but one of the universities were public institutions, and all were run by women. The donations, ranging from \$1.5 million to \$10 million, were made on the condition that most of the money should go towards financial scholarships for women and minorities, and that the recipients make no attempt to identify the donor. Chancellor Pamela Shockley-Zalabak managed to double her university's donation of \$5.5 million by persuading private individuals in Colorado Springs to match the amount. The money was used to fund single parents returning to education, as well as promising students who had to work while attending university.



Speaking Part 3 Collaborative task

1 **SPEAK** Imagine that a wealthy donor wants to give away large sums of money to different institutions and other places in your community. Below are some of the possible recipients of the donations. Talk to each other about how these different recipients could spend their donations.



2 Now decide which two donations would benefit the community most.

Useful language

Task 1

Spending the donations

Complete each gap with a word from the box.

for in on on out

- 1 They could **spend** it on (computers).
- 2 They could use the money to **pay** for (advertising).
- 3 One idea would be to **invest** in (new equipment).
- 4 A sensible thing to do would be to **take** on more staff).
- 5 The money could be used to **carry** out repairs).

Task 2

Comparing the different options

(A museum) would not need as much financial help as (a school).

The more help we give to (elderly people), the better for the community.

The community would benefit far more from a donation to (the nature reserve).

The one in most need of a donation would be (the sports centre).

Speaking Part 4 Further discussion

SPEAK Discuss these questions with your partner.

- 1 What other types of places, institutions or organisations should be considered for a donation? Why?
- 2 Some people say that money can't buy happiness. What do you think?
- 3 Is it a good idea for parents to give pocket money to young children?
- 4 How important is it to save money?
- 5 Which types of workers in your country do you think deserve to earn more money? Why?
- 6 Do you think sports stars earn too much money? Why/Why not?

Language focus Reported speech

Reported statements

1 Report the direct speech in a by completing the gaps in b with the correct form of the verb in brackets.

a **Direct speech** 'The donor is a man. We have discovered his identity.'

b **Reported speech** Journalists at a local newspaper said that the donor _____ (be) a man.
They claimed they _____ (discover) his identity.

2 Check your answers to Exercise 1 in section A of the article on page 131.

Complete the rules below with the names of the appropriate tenses.

Reported speech

The present simple in direct speech changes to the _____ in reported speech; the present perfect simple changes to the _____.

3 Go to Ready for Grammar on pages 224–225 for rules, explanations and further practice.

4 Write down at least five things that different people have said recently. Think about the following people.

family and friends teachers classmates work colleagues newsreaders
politicians sportsmen and women other famous people yourself

'I think United will win the cup this year.' (my brother)

5 **SPEAK** Report the statements from Exercise 4 to your partner using reported speech.

My brother said he thought United would win the cup this year.

Reported questions

6 Here are two examples of direct questions, each followed by its reported version.

Compare the two versions then answer the question.

1 'Who do you think made the donation?'

The interviewer asked the recipient who she thought had made the donation.

2 'Will you try to identify the donor?'

He asked her if she would try to identify the donor.

What changes are made to direct questions when we report them? Consider the following:

- auxiliary verbs *do, does, did*
- word order
- punctuation
- verb tenses
- yes/no questions

7 Go to Ready for Grammar on pages 224–225 for rules, explanations and further practice.

8 Rewrite the following conversation using reported speech.

Lucy said to Mark that he looked worried and asked him what ...

The mystery of the missing keys



Lucy: You look worried. What's the matter?

Mark: I can't find my keys. Do you have any idea where they might be?

Lucy: No, I don't. Have you looked in the spare bedroom?

Mark: I've looked everywhere in the flat.

Lucy: When did you last use them?

Mark: I opened the door with them when I got home this afternoon.

Lucy: Did you leave them in the door?

Mark: Are you joking?

Lucy: I'm deadly serious. You should have a look.

(Mark opens the door)

Mark: How did you know they'd be there?

Listening Part 2 Sentence completion

1 9.2 You will hear a woman called Sally Hurst talking on the radio about the Superstition Mountain Range in the United States. For questions 1–10, complete the sentences with a word or short phrase.

The Superstition Mountains

While she was in the Superstition Mountains, Sally was able to go (1)
 Sally does not recommend visiting the area in (2)
 Sally says the mountains were probably given their name by local (3) in the nineteenth century.
 The owner of the lost gold mine was a (4) immigrant.
 The mine owner died in (5) 1891.
 It was estimated at one point that as many as (6) people every year tried to find the lost mine.
 According to one clue, when the sun is (7), it shines into the entrance of the mine.
 The section on the mine in the Superstition Mountain Museum contains a collection of (8)
 Goldfield is now a (9) town, visited by many tourists.
Dutchman's Gold is the title of a (10) about the lost mine.

2 SPEAK Do you know any places with mysteries or legends attached to them?

Vocabulary Give

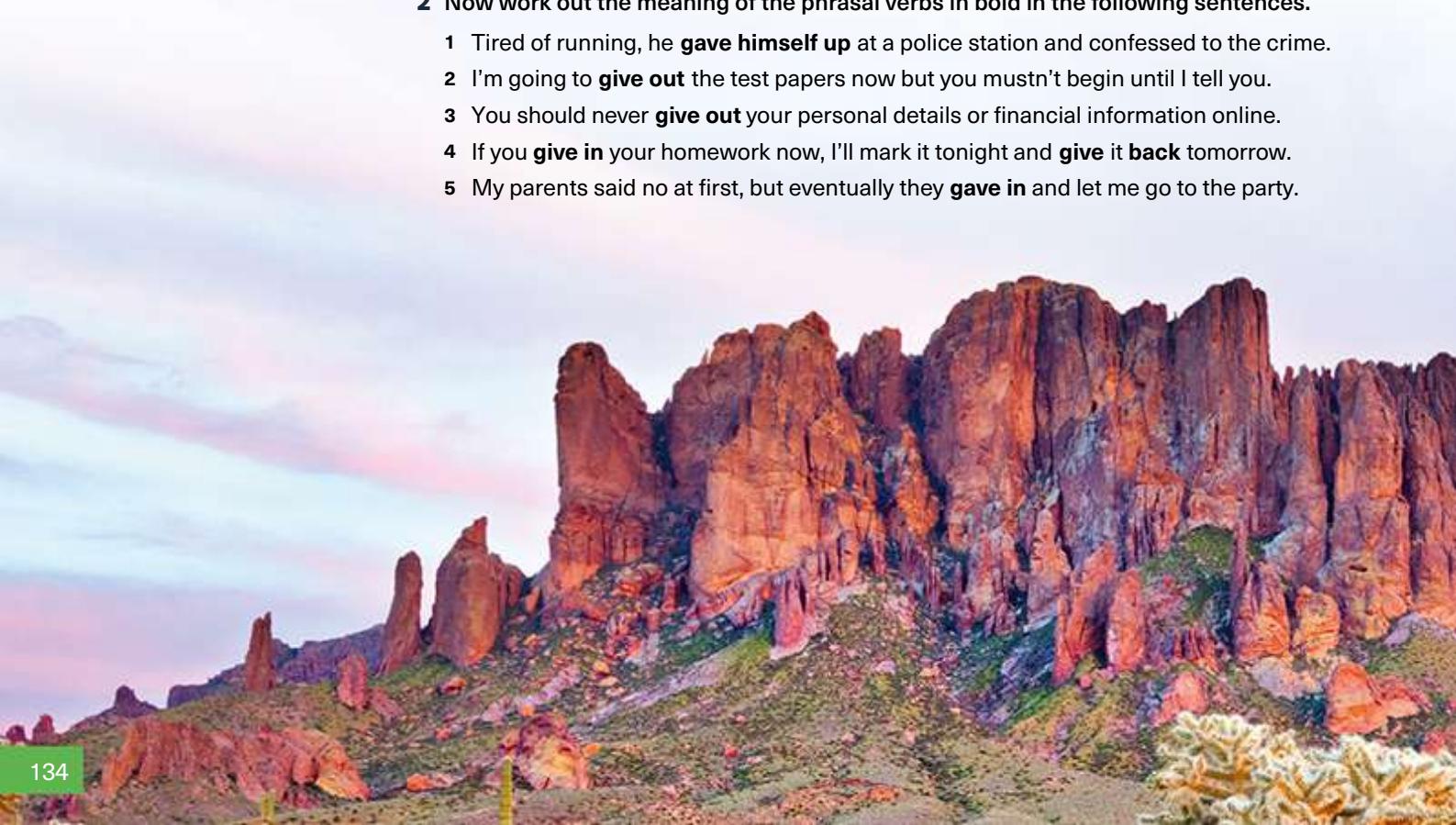
Phrasal verbs with *give*

1 Use the context to work out the meaning of the phrasal verbs in bold in these two extracts from the listening.

- 1 But he didn't **give away** [the mine's] location to anyone, and it's a mystery which remains unsolved to this day.
- 2 Even now, many people still haven't **given up** searching ...and they continue to head for the region to look for the gold.

2 Now work out the meaning of the phrasal verbs in bold in the following sentences.

- 1 Tired of running, he **gave himself up** at a police station and confessed to the crime.
- 2 I'm going to **give out** the test papers now but you mustn't begin until I tell you.
- 3 You should never **give out** your personal details or financial information online.
- 4 If you **give in** your homework now, I'll mark it tonight and **give it back** tomorrow.
- 5 My parents said no at first, but eventually they **gave in** and let me go to the party.



Collocations with *give*

3 Match each sentence beginning 1–7 on the left with a suitable ending a–g.

1 Pat saw the mouse, gave a piercing	a sigh , and sent her yet another text.
2 Thrilled at the news, he gave a broad	b surprise yesterday; a 5% pay rise!
3 Your gifts of soft toys will give great	c smile , showing all his teeth.
4 He looked at her photo, gave a deep	d look , as if he didn't recognise her.
5 She waved, but he gave her a blank	e shock when they saw her phone bill.
6 Jasmin's parents were given a nasty	f scream and ran out of the room.
7 My boss, Megan, gave me a pleasant	g pleasure to the orphaned children.

4 **SPEAK** Describe an occasion when someone or something:

- gave you a nasty shock.
- gave you great pleasure.
- gave you a pleasant surprise.
- gave a broad smile.

Reading and Use of English Part 2 Open cloze

1 **SPEAK** Go to the Additional materials on page 200.

2 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each space. There is an example at the beginning (0).

SPORTING SUPERSTITIONS

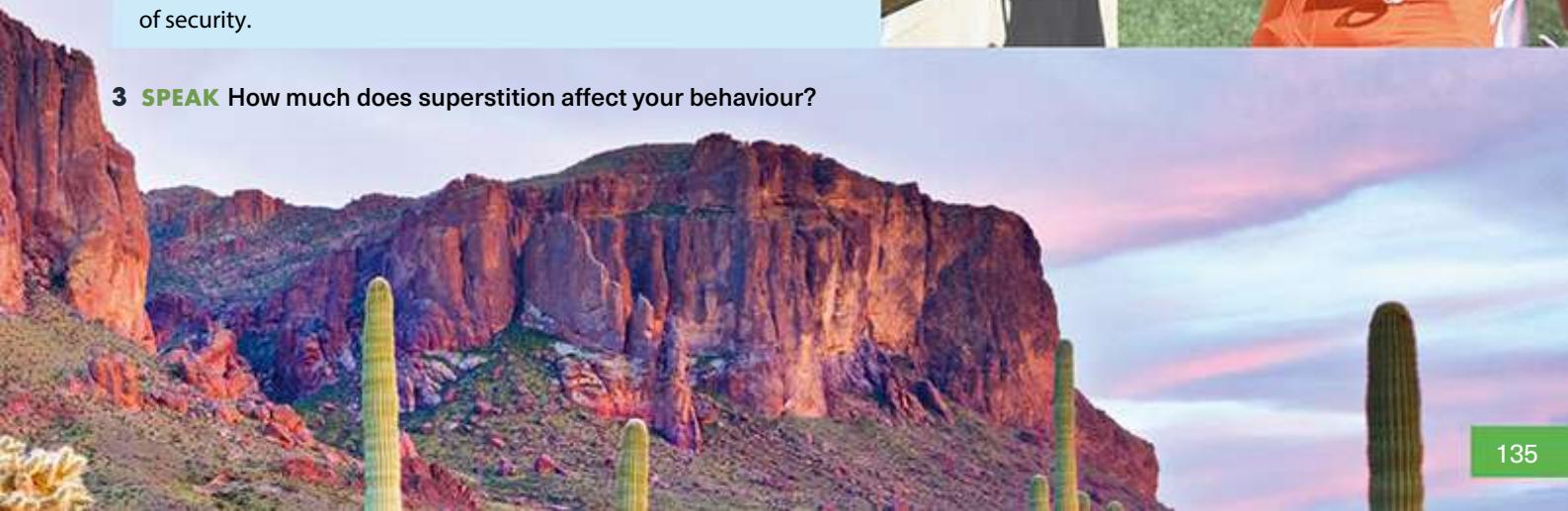
Most of (0) *us* have routines, habits and superstitions. We'll wear our lucky shirt to an interview, arrange our cutlery in a particular way or turn the oven off three times, just to (1) *sure*. In a competitive environment, in (2) *athletes* are all going for gold, years of training, drastic diets and intense coaching might just (3) *be* enough ... so, sometimes, the Olympians turn (4) *luck* for extra support.

'Superstition is very common in sport most of all because of the uncertainty of the outcome,' says sports psychologist Dr George Sik. 'Athletes use it so they can rely on something else other (5) *their own consciousness*. Sport is generally based on repetition and superstition means being in control, adding a safety net. It affects the mind and not the body. If you convince (6) *that you are in luck*, you'll boost your confidence and tend to perform better. And if you fail, you can always blame it (7) *the luck*.'

So, (8) *they may know deep down that a 'lucky' pair of socks won't take them over the line any faster, many athletes stick to their rituals for that little bit of confidence, belief and a sense of security.*



3 **SPEAK** How much does superstition affect your behaviour?



Language focus Reporting verbs

Earlier in this unit you looked at reporting statements using verbs like *say* and *tell*. A number of other verbs can be used to report what people say.

Reporting verbs followed by a preposition

1 Complete the gap in this sentence from the listening on page 134 with an appropriate preposition.

I'd certainly **advise** _____ going there in summer.

Check your answer in the **Audioscript** on page 243.

2 Match each sentence beginning 1–10 on the left with a suitable ending a–j. Complete each of the gaps with an appropriate preposition.

1c

1 Go and **apologise** to Amy _____
 2 The cyclist **blamed** me _____
 3 I forgot to **thank** Charlie _____
 4 I'm often **told off** at school _____
 5 Politicians were **criticised** _____
 6 My friend's mum **insisted** _____
 7 We **congratulated** Harry _____
 8 Our employees **complain** _____
 9 Signs at the lakeside **warn** _____
 10 The musician was **accused** _____

a helping me. He probably thinks I'm ungrateful.
 b driving me home. 'It's too cold to walk,' she said.
 c losing her book, and offer to buy her a new one.
 d stealing the melody for his hit from another song.
 e causing the accident, but it was his fault, not mine.
 f working long hours, but we pay them really well.
 g swimming there after periods of heavy rainfall.
 h laughing in class. My teachers are far too serious.
 i passing all his exams. He deserved to do well.
 j being completely out of touch with public opinion.

3 Choose three of the sentence beginnings from Exercise 2 and write your own ending for each one.

4 **SPEAK** Read out your endings to your partner, who will try to guess the beginning of each sentence.

Reporting verbs followed by an infinitive

5 Look at these different ways of reporting what people say:

a 'I'll buy you a new book,' said Jack to Amy.

Jack told Amy he would buy her a new book.

Jack **offered to buy** Amy a new book.

b 'You should go and see a doctor,' said Elisa.

Elisa said I should go and see a doctor.

Elisa **advised me to go** and see a doctor.

Which of the following verbs have the same pattern as *offer* (verb + infinitive with *to*) and which are like *advise* (verb + object + infinitive with *to*)? Make two columns in your notebook.

ask encourage invite persuade promise recommend
 refuse remind tell threaten warn

6 Go to **Ready for Grammar** on page 226 to check your answers to Exercise 6 and for further rules and practice.

7 **SPEAK** Work with a partner. You each have various problems and you would like your partner's suggestions and advice.

Student A turn to the **Additional materials** on page 201.

Student B turn to the **Additional materials** on page 203.

Writing Part 2 Review

1 Read the following Writing Part 2 instructions. What item would you choose to review?

You have seen this notice in your school's English-language magazine.

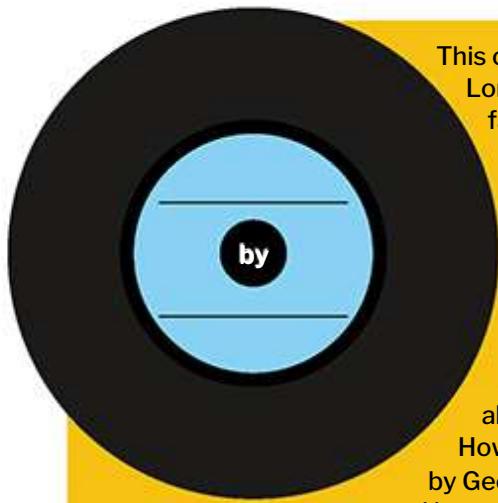
REVIEWS WANTED ★ ★ ★

We would like you to write a review of something you have bought recently. It could be a computer game, a book, a magazine, a smartphone ... anything you like!

Describe the good and bad points of your purchase and say who you would recommend it to.

The most interesting reviews will appear in next month's edition.

2 Read the following review of a music download. Do you know what album is being reviewed? Write the name of the album and the band on the record.



This classic album, named after the band's London recording studio, has been in our family for over forty years. It's my dad's vinyl version, and it's been played so often that it's too scratched to listen to now. So last week I bought the download.

Despite its age, it still sounds as fresh as when it was first released in 1969. Most of the tracks, of course, were composed by Lennon and McCartney, always a guarantee of quality music. However, my favourites are the two written by George Harrison – gentle songs of love and hope.

The Liverpool band's use of vocal harmony on the album is outstanding, and there's a good mix of fast and slow tracks, with one or two humorous ones as well. Ringo's contribution about the octopus is the weakest, but he was always a better drummer than a singer, wasn't he?

The album has songs to suit every generation, from children to grandparents, so I'd recommend it to everyone. Unfortunately, of course, the artwork of the 'Fab Four' on the zebra crossing is tiny on my smartphone, but we still have the cover from the vinyl version!



3 Read the review in Exercise 2 again and answer the following questions about it. Give examples from the review to support your opinions.

- Has the writer described both good and bad points and said who they would recommend it to?
- Is the review organised into suitable paragraphs?
- Are ideas connected with appropriate linking words?
- Is there a good range of vocabulary and structures?
- Is the style of the review formal, informal or neutral? Is the style appropriate?

4 Use questions 1–5 in Exercise 3 to help you plan and write your own answer to the question in Exercise 1. To add an element of mystery, do not mention the name or title of the item you are reviewing.

Write your review in 140–190 words.

5 SPEAK Work in pairs.

- Read your partner's review and try to guess the name or title of the item he or she has written about.
- Read the review again and give your partner feedback on it, using questions 1–5 in Exercise 3. Give examples from the review to support your opinions.
- If necessary, rewrite your own review, incorporating the points your partner has mentioned.

For more information on writing reviews, see page 197.

Vocabulary Prepositions

Complete each gap with one word.

- 1 We ran out milk yesterday and my flatmate blamed me not writing it on the shopping list. Then she started complaining always having to think of everything and criticised me not doing my fair share of the housework. I'm not sure I can put up her much longer.
- 2 Our son insisted having a motorbike, but we weren't keen the idea and tried to put him it by talking about the possible dangers. Eventually, though, we gave in, and even offered to pay lessons.
- 3 The neighbours were going to have some repairs carried on their flat, and they came round to apologise in advance any disturbance this might cause. We thanked them being so thoughtful, and told them not to worry. I was studying for exams at the time, so I invested some decent noise cancelling headphones and I didn't hear a thing.

Reading and Use of English Part 1 Multiple-choice cloze

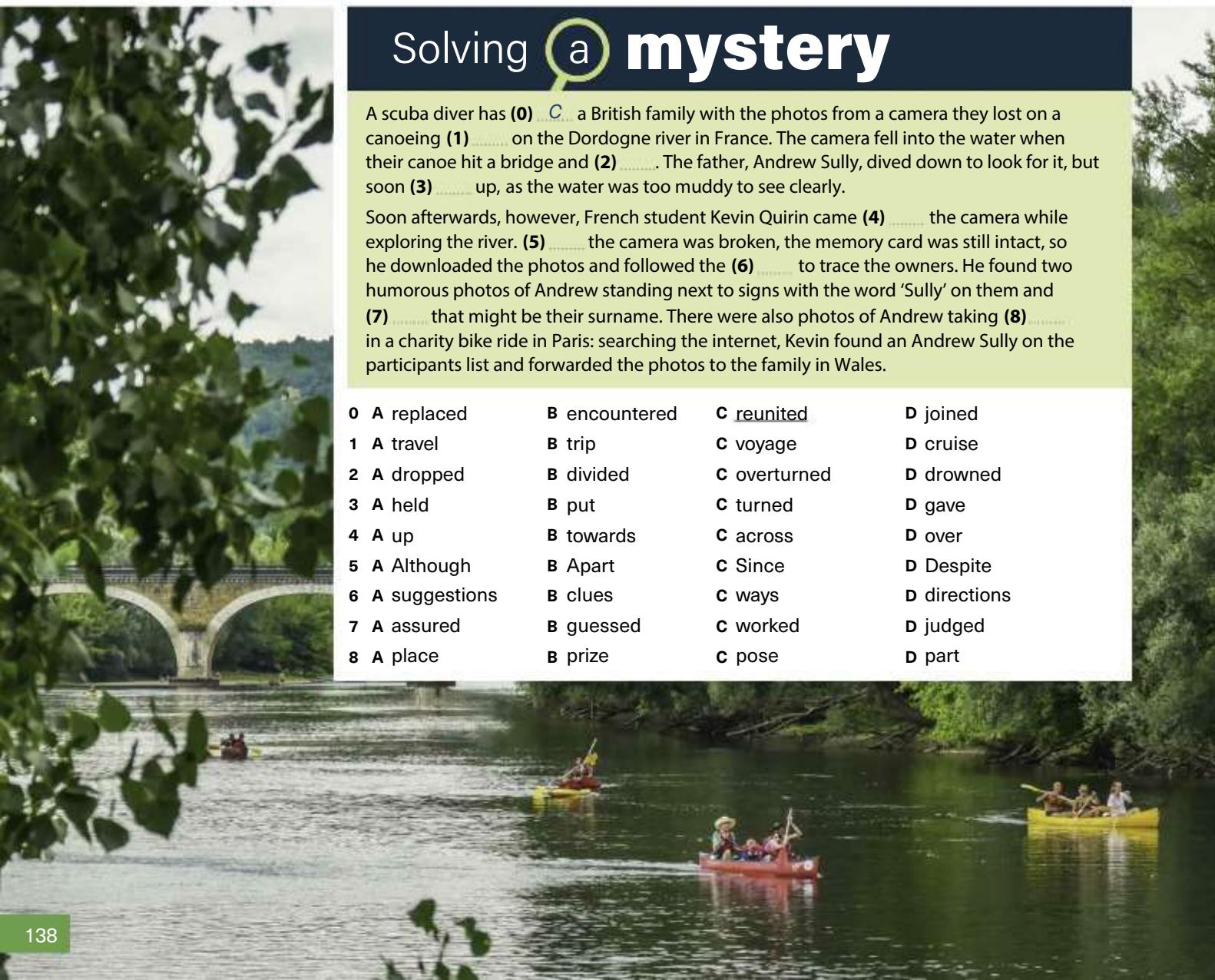
For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Solving a mystery

A scuba diver has (0) C a British family with the photos from a camera they lost on a canoeing (1) on the Dordogne river in France. The camera fell into the water when their canoe hit a bridge and (2) . The father, Andrew Sully, dived down to look for it, but soon (3) up, as the water was too muddy to see clearly.

Soon afterwards, however, French student Kevin Quirin came (4) the camera while exploring the river. (5) the camera was broken, the memory card was still intact, so he downloaded the photos and followed the (6) to trace the owners. He found two humorous photos of Andrew standing next to signs with the word 'Sully' on them and (7) that might be their surname. There were also photos of Andrew taking (8) in a charity bike ride in Paris: searching the internet, Kevin found an Andrew Sully on the participants list and forwarded the photos to the family in Wales.

0 A replaced	B encountered	C reunited	D joined
1 A travel	B trip	C voyage	D cruise
2 A dropped	B divided	C overturned	D drowned
3 A held	B put	C turned	D gave
4 A up	B towards	C across	D over
5 A Although	B Apart	C Since	D Despite
6 A suggestions	B clues	C ways	D directions
7 A assured	B guessed	C worked	D judged
8 A place	B prize	C pose	D part



Word formation Adverbs

Complete each gap with an appropriate adverb formed from the noun or verb in capital letters at the end of the line.

1 Cover the saucepan and cook _____ over a medium heat.	GENTLE
2 The audience applauded _____ at the end of the concert.	ENTHUSIASM
3 Cycling is becoming _____ popular in this city.	INCREASE
4 This museum was _____ built as a palace.	ORIGIN
5 Mike's still in hospital, but his condition is improving _____.	DAY
6 The Government's response to the crisis is _____ inadequate.	WHOLE
7 Tim was stopped by the police and accused of driving _____.	CARE
8 Lynne does a lot of exercise. However, she eats far too _____.	HEALTH

Reading and Use of English Part 4 Key word transformation

For questions 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.

1 Janie has been ill recently, so perhaps she isn't running in the marathon today.

TAKING

Janie has been ill recently, so she might in the marathon today.

2 I expect you were very pleased to have your book published.

GIVEN

It must to have your book published.

3 'It was David's idea to put butter on the door handle!' said Alex.

ACCUSED

Alex up with the idea of putting butter on the door handle.

4 He promised that he would buy a new coat with his money.

SPEND

He promised a new coat.

5 'Can you swim, Sarah?' asked her teacher.

HOW

Sarah's teacher asked her swim.

6 'You should employ a secretary, Paul,' advised his accountant.

TAKE

Paul's accountant suggested a secretary.

Writing Part 2 Report

A multinational company based in your area has made a large donation to your town and wants the money to be used for building either a sports centre or a theatre. Write a report for the town council, describing the benefits to the town of each facility and saying which one you think should be built and why.

Write your report in 140–190 words.

For more information on writing reports, see [page 196](#).

Pronunciation Using intonation to show interest

1 **9.3** Listen to this exchange between two friends. Notice how the woman uses intonation to show interest in what the man says. Repeat what she says using the same intonation.

2 **9.4** Listen to the same exclamations said in two different ways. For each exclamation, choose the speaker (a or b) that shows the most interest.

- 1 How embarrassing! a / b
- 2 Really?! a / b
- 3 That's ridiculous! a / b
- 4 That's amazing! a / b
- 5 What a nightmare! a / b

3 Write down three interesting facts about yourself and/or experiences you have had.

1 _____
 2 _____
 3 _____

4 **SPEAK** Work in pairs. Take turns to tell each other your facts from Exercise 3. Use intonation to express interest. Then ask follow-up questions for more information.

A: I travelled around America last summer.

B: That's amazing! Where did you visit?

Useful language

Showing interest

Really? That's amazing!

Wow! That sounds brilliant/fantastic!

What a laugh!

I bet that is/was good fun/a good experience!

You must have enjoyed that!

Wow! What a nightmare!

Oh no! That sounds terrible/awful!

How embarrassing!

I bet that is/was frightening/exhausting!

You must have hated that!



READY FOR SPEAKING

Introduction

The **Speaking** paper consists of four separate parts and lasts 14 minutes. You will probably take the test with another candidate, although it is possible to be part of a group of three; in this case, the test lasts 20 minutes. There are two examiners: the interlocutor, who conducts the test and asks the questions, and the assessor, who listens to the test and assesses your performance. The interlocutor also assesses and contributes to your final mark.

Speaking Part 1 Interview

Total time: 2 minutes

The interlocutor asks you questions which require you to give basic personal information about yourself. You are not actively invited to speak with your partner in this part.

- 1 Choose three of the following categories and for each one, write three questions you could ask another student.

family and friends future plans hobbies and interests sport and keeping fit
travel and holidays TV and internet work and study

Begin your questions with the following words:

Do/Are/Have/Would you ...? How ...? How long/often/much/many ...?
What ...? When ...? Where ...? Who ...? Why ...?

If you write a question which only requires a short answer, write another which will encourage the other student to say more.

Where do you live? What do you like about living there?

- 2 Work with another student. Interview each other using the questions you have prepared. Develop your answers, making sure they are relevant to the question.
- 3 **0.5** Listen to two students, Silvia and Luca, doing Part 1 of the Speaking test and answer the following questions.
 - 1 Does the interlocutor ask any of the same questions you prepared?
 - 2 Why does the interlocutor interrupt Silvia at the beginning?
 - 3 What advice would you give to Luca to help him improve his performance?

Don't forget!

- Do not learn long, pre-prepared answers for this part of the exam. They may not be entirely appropriate to the question you are asked and they will probably not sound very natural.
- Do, however, make sure you know individual items of vocabulary which are relevant to yourself. For example:

Your hobbies and interests

'I'm really keen on rock climbing.'

The course you have decided to study

'I would like to study for a degree in aeronautical engineering.'

What your parents do

'My mother's a systems analyst.'

Speaking Part 2 Long turn

Total time: 4 minutes

Useful language

Comparing the photographs

*In both pictures ...**One (obvious) similarity/difference is that ...**In this picture**whereas/while in the other one*

Speculating

*It **might** be useful in the future for (work).**He'll **probably** have to do it himself one day.**It looks as if they're enjoying (the sun).**It looks quite (exciting).*

Fillers

Words or phrases which enable you to think while you are speaking.

Well ... Let's see ... What else (can I say)?

You have one minute to compare two photographs, and then say something else about them in response to instructions given to you by the interlocutor. You also have about 30 seconds to comment on your partner's pictures. You do not talk to your partner in this part.

1 Student A: Look at these photographs. They show children learning new skills.

Compare the photographs and say why it might be useful for children to learn skills like these.

Student B: When your partner has finished, say what new skill you would like to learn.

2 Now change roles. Go to the **Additional materials** on page 202 and do the Speaking Part 2 task.

3  **0.6** Listen to Silvia and Luca doing the Part 2 task and answer the following questions

1 How well does each person carry out their task when they are Student A?

2 How well do they use the 30 seconds when they are Student B?

How to go about it

Student A

- Point out the similarities and differences between the photographs. Avoid language such as *I can see*, as this may lead you simply to describe the photographs rather than compare them.
- Leave sufficient time to deal with the question which is printed above the photographs. This part of the task, in particular, gives you the opportunity to produce a wide range of language.
- Keep speaking until the interlocutor stops you; make the most of your minute to demonstrate your language abilities.

Student B

- Speak for the full 30 seconds.
- Develop your answer by giving reasons for your opinions and, where relevant, examples.

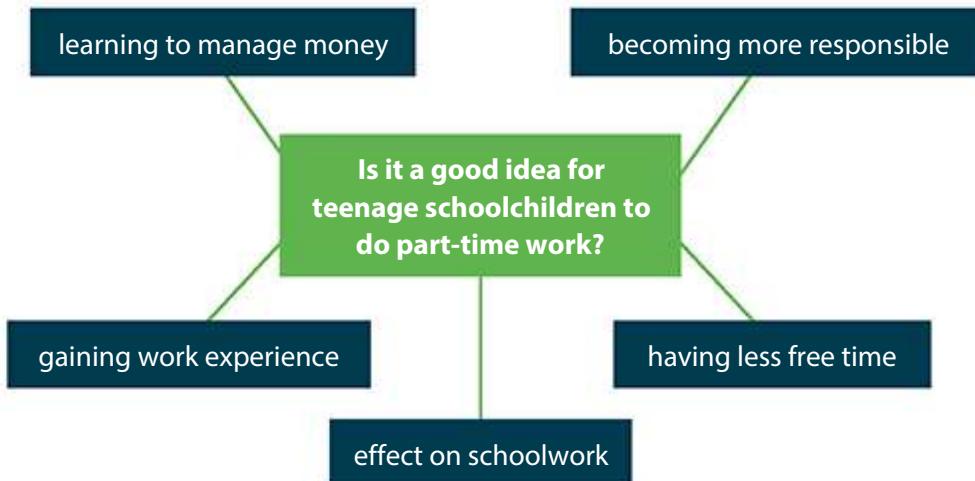
Why might it be useful for children to learn skills like these?



Speaking Part 3 Collaborative task**Total time: 4 minutes**

After explaining the task, the interlocutor listens while you and your partner discuss a question together for two minutes. The interlocutor then gives you a further minute to try to agree on a decision related to your initial discussion.

1 Some people think that teenagers who go to school should also do some part-time work. Below are some things they think about and a question for you to discuss. Talk with your partner for two minutes about whether teenage schoolchildren should do part-time work.



2 Now you have about one minute to decide what you think is the most important reason for teenage schoolchildren to do part-time work.

How to go about it

- In task 1, you are not expected to discuss all five prompts; aim to speak about three or four of them in the two minutes you are given for this task.
- Express and justify your opinions, ask your partner what they think and respond to what they say by agreeing, disagreeing or adding a further comment.
- Take turns with your partner to speak; do not dominate the discussion.
- In task 2, summarise your discussion in task 1 and work towards a decision. It does not matter if you do not agree with your partner, and you will not lose marks if you do not reach a decision.
- In both tasks, continue your discussion until the interlocutor asks you to stop. Make the most of the time you are given to demonstrate your English and your conversation skills.

3 0.7 Listen to Part 3 and answer the questions.

- How does Silvia encourage Luca to talk in the first task in Part 3?
- How many of the five discussion areas do they talk about in the first task?
- In the second task, what do Silvia and Luca decide is the most important reason for teenage children to do part-time work?

Useful language**Asking your partner for their opinion***What do you think?**How do you feel about that?**Do you agree (with me on that)?***Agreeing and disagreeing***I agree with you (up to a point).**I think you're right/wrong.**I think so, too.**I don't agree.**I (completely) disagree.**I (really) don't think so.***Changing to another topic***Let's talk about... first/next.**Shall we move on to... now?***Summarising your discussion***As we said before...**We both agreed before that...**You made a good point before about...*

Speaking Part 4 Further discussion**Total time: 4 minutes**

The interlocutor asks further questions related to the topic introduced in Part 3. You might each be asked individual questions, or you may be encouraged to interact with your partner and comment on what each other says.

1 SPEAK Discuss the questions below with your partner.

Don't forget!

- Develop your answers, justifying your opinions and giving examples if necessary.
- Interact with your partner, listening and responding to each other's comments.

- 1 How easy is it for young people to get part-time work in your country?
- 2 Should teenagers who work give some of the money they earn to their parents?
- 3 Is it better for young people to get a full-time job after they leave school or should they go on to further education?
- 4 How well do you think schools prepare young people for the world of work?
- 5 Do you think it is better to work for other people or to be self-employed?
- 6 What do you think it would be like if you never had to work?

2 0.8 Listen to Part 4 and answer the following questions.

- 1 How well do Silvia and Luca interact with each other in Part 4?
- 2 How well do they develop their answers?

Useful language**Giving your opinion**

In my opinion ... Personally, I think that ... To my mind ...

Gathering your thoughts

I'm not quite sure, but I think ... I don't really know, but I imagine ...

I haven't thought about it before, but perhaps ...

For language of **Agreeing and Disagreeing**, see **page 143**.



10

NOTHING BUT THE TRUTH

KEY LANGUAGE

Passives
Infinitives after passives
Crime and punishment
Paraphrasing and recording
Phrasal verbs with *out* and *up*
Participle adjectives and adverbs

PRONUNCIATION

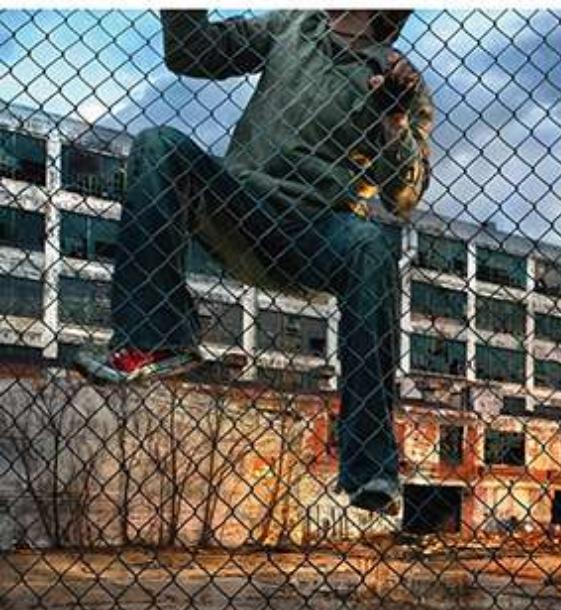
Stress-shift words

EXAM PRACTICE

Reading and Use of English Parts 1, 4 & 5
Writing Parts 1 & 2
Listening Parts 3 & 4
Speaking Parts 1 & 2

Speaking Part 1 Interview

- 1 Do you always tell the truth?
- 2 Do you enjoy watching reality programmes which show the police doing their job?
- 3 Who is your favourite fictional detective?
- 4 Is there a lot of graffiti in your area?
- 5 If you found a wallet or purse with a few coins in it, would you hand it in to the police?



Vocabulary Crime and punishment

1 **SPEAK** Talk about a crime which has been in the news recently. Say what you know about the facts of the crime and, where relevant, the investigation and the trial.

Crimes and criminals

2 Match the crimes in the box with each of the people in sentences 1–8. The first one has been done for you.

burglary drink-driving identity fraud internet piracy
mugging shoplifting drug trafficking vandalism

1 A young man attacks another and robs him of his wallet. *mugging*

2 A 78-year-old woman steals a scarf from a department store.

3 A 14-year-old sets fire to litter bins and breaks car windows.

4 A driver stops to sleep in his car; he has had three glasses of wine.

5 A criminal gang earns millions from buying and selling narcotics.

6 A group of teenagers illegally distributes films online.

7 A man has tricked people into emailing him their bank details; he uses this information to take money from their accounts.

8 A journalist breaks into the town hall to steal documents that will prove the mayor is guilty of corruption.

3 What title would be given to each of the criminals in Exercise 1?

1 *mugging – mugger*

Punishment

4 Look at the following types of decisions which can be taken by courts. Put them in order 1–5 from the least to the most severe.

- _____ to sentence someone to life imprisonment
- _____ to order someone to do 200 hours of community service
- _____ to acquit someone of all charges
- _____ to order someone to pay a fine of £2,000
- _____ to give someone a two-year prison sentence

5 **SPEAK** Decide what punishment, if any, should be given to the person or people in Exercise 1 above. Discuss your ideas using some of the language of agreement and opinion in the Useful language box below.

Useful language

Giving opinions

In my opinion/view ...

To my mind ...

Personally, I think ...

I strongly believe ...

Agreeing and disagreeing

That's right/true. I think so, too.

I agree (up to a point).

I really don't think so.

I completely disagree.

Listening Part 4 Multiple choice

1 SPEAK Work in pairs. Discuss the questions.

- 1 What was the last crime novel you read or crime series you saw?
- 2 Why do you think crime novels and films are so popular?

2 10.1 You will hear an interview with a crime writer. For questions 1–7, choose the best answer (A, B or C).

- 1 Why did Justin become a crime writer?
 - A His favourite genre as a reader has always been crime.
 - B He had previously worked in the police force.
 - C He was encouraged to do so by his editor.
- 2 The setting for Justin's novels helps him create
 - A a sense of authenticity.
 - B a mood of optimism.
 - C a degree of tension.
- 3 Both the city in which Justin's novels are set and his fictional characters
 - A are physically very attractive.
 - B have two very different sides.
 - C are very unwelcoming.
- 4 According to Justin, what is his main character's most appealing feature?
 - A He is very unpredictable.
 - B He is happy with his appearance.
 - C He looks like a typical detective.
- 5 Justin initially set up his website in order to
 - A publicise his work.
 - B help new crime writers.
 - C encourage an exchange of ideas.
- 6 Justin says writers should carry out their main research by
 - A working closely with a detective.
 - B consulting criminal documents.
 - C observing police professionals.
- 7 What is Justin not happy about with the film version of his latest book?
 - A the actors
 - B the script
 - C the location

3 SPEAK If you were writing a crime novel, where would you set it? Why?



1 SPEAK Work in pairs. Discuss the questions.

- 1 Why might somebody hire a private detective?
- 2 What image do you have of private detectives?
- 3 What qualities do you think are required to do the job well?

2 Read through *Private investigators investigated* and compare your ideas in Exercise 1.

PRIVATE INVESTIGATORS INVESTIGATED

David Lee investigates the world of the private eye – and uncovers some surprising truths.

When I walk into the offices of Wright & Wrong Ltd, a predominantly female firm of private investigators, I am a little disappointed. My only previous contact with private detective agencies has been through black and white films 5 from the golden age of Hollywood. So I am half expecting to see a small, dark, smoke-filled room, a single desk with an empty in-tray and a long, scruffy raincoat hanging from a hat stand.

Clearly, my romantic image of the profession needs 10 updating. Wright & Wrong Ltd's offices are light and spacious and there are no ashtrays in sight on any of the dozen or so desks. These are tidy and free of paper, but concentrated faces at large computer screens give the place a busy feel.

Jenny Wright, founder of the agency, is not surprised at 15 my error and with a note of irritation in her voice, points to further misconceptions. 'Cinema and television are mostly to blame for our reputation. Contrary to popular belief, we always work strictly within the law – there's no violence, no break-ins, and certainly no guns. The laws relating to our 20 activities are very tight and if we don't stick to them, there's a very real danger that the evidence we obtain will not be accepted in court.'

The types of cases her agency deals with are varied but the day-to-day work is often far from stimulating. Wright & 25 Wrong Ltd handles anything from infidelity in a marriage or tracing a missing person to insurance fraud, employee theft and advising companies on security measures. 'Resolving a case is very rewarding,' says Jenny, 'but the actual investigation can be rather dull. When we're not dealing with 30 paperwork or internet searches, we're usually involved in surveillance. And that normally means just sitting around in cars or cafés for hours, waiting for something to happen.'

Not surprisingly, then, patience is an important asset for anyone doing this kind of work. Is that why nine of the 35 twelve investigators in her team are women? 'Obviously, women don't have a monopoly on patience,' replies Jenny, 'but perhaps it's no coincidence that they tend to stay in the job longer than men.'

Jenny tells me that people's perceptions of women make them 40 popular with clients, and also, consequently, with her as an employer. Women are often considered to be more sensitive than men. They're looked upon as less threatening when it comes to making inquiries. 'People open up to women more readily,' she says, 'and are relieved when a woman picks up the phone to 45 speak to them. We're also good at breaking bad news. What may be a victory for the agency – filming someone doing something they shouldn't be doing, for example – tends not to be such a pleasant discovery for the client, and there's a right and wrong way of handling that information.'

50 Most of Jenny's clients are wealthy. The hourly rate is anything between sixty and a hundred pounds, so the cost of a single case will often run into thousands of pounds. Even with the latest hi-tech equipment, such as long-range listening devices, a surveillance campaign can last several days. 'The technology 55 is freely available and most of what we do could be done by the clients,' explains Jenny, 'but they're reluctant to get involved. Finding out the truth is often just too painful to do on your own.'

I ask Jenny, a former night club owner, how she came to be a 60 private detective. Her face turns red, she gives a slight grin and drops her voice to a whisper so as not to be overheard by her staff. 'I used to read a lot of crime novels,' she confides, 'and I started to think "I could do that". I went on a training course and realised I was in the wrong job.' I am about to ask her whether she ever wears a long, scruffy raincoat, when her phone rings and she 65 is called away on business.



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

1 What does the writer discover on his visit to the offices of Wright & Wrong Ltd?

- A The firm is not as dynamic as he had been told.
- B The offices have recently been modernised.
- C All the private detectives in the firm are women.
- D He has an old-fashioned idea of private detectives.

2 Jenny Wright is annoyed by

- A the strict laws controlling private detectives.
- B the inflexibility of the law courts.
- C the way her profession is represented in films.
- D the violence used by other detective agencies.

3 According to Jenny, most of the work of a private detective is

- A monotonous.
- B challenging.
- C exhausting.
- D enjoyable.

4 Jenny is influenced in her decision to take on women by

- A women's ability to get results.
- B the speed at which women work.
- C women's tendency to speak openly.
- D the way clients see women.

5 What do we learn about Jenny's clients?

- A They cannot afford to buy the surveillance equipment.
- B They do not want to do the detective work themselves.
- C They object to paying such high prices for the work.
- D They prefer more than one detective to work on a case.

6 How does Jenny feel about telling her story in the last paragraph?

- A embarrassed
- B frightened
- C proud
- D angry

4 SPEAK Work in pairs. Do you think you would make a good private detective? Why/Why not?

Word formation Participle adjectives and adverbs

1 Complete each gap in these sentences from *Private investigators investigated* with the correct adjective or adverb formed from the word in capitals at the end of the line. There is an example at the beginning (0).

0 David Lee ... uncovers some <i>SURPRISING</i> truths.	SURPRISE
1 When I walk into the offices ... I am a little _____. (3)	DISAPPOINT
2 Jenny Wright ... is not _____ at my error. (14)	SURPRISE
3 The types of cases her agency deals with are _____. (23)	VARY
4 ... but the day-to-day work is often far from _____. (24)	STIMULATE
5 'Resolving a case is very _____,' says Jenny. (28)	REWARD
6 Not _____, then, patience is an important asset. (33)	SURPRISE
7 They're looked upon as less _____ when it comes to making enquiries. (42)	THREAT
8 People ... are _____ when a woman picks up the phone to speak to them. (44)	RELIEF

2 Check your answers in the article. The relevant line numbers are given in brackets.

Vocabulary Paraphrasing and recording

1 In 1–8 below, complete each gap with one word so that the second sentence has the same meaning as the first. The second sentence is taken from the article on page 148. There is an example at the beginning (0).

0 I cannot see any ashtrays.

There are no ashtrays in sight. (11)

1 Our reputation is mostly the fault of cinema and television.

Cinema and television **are mostly to** for our reputation. (16–17)

2 Despite what many people believe, we always follow the law closely in our work.

Contrary to belief, we always **work strictly** the law. (17–18)

3 We know how to tell people bad news.

We're at **breaking bad news**. (45)

4 We charge anything between sixty and a hundred pounds per hour.

The **rate is** anything between sixty and a hundred pounds. (50–51)

5 A single case will often cost thousands of pounds.

The cost of a single case will often **into thousands of pounds**. (51–52)

6 Everyone can obtain the technology.

The technology **is freely** . (54–55)

7 Finding out the truth is often just too painful to do alone.

Finding out the truth is often just too painful to do **on your** . (57)

8 Jenny used to be a night club owner.

Jenny is a night club owner. (58)

2 Check your answers in the article. The relevant line numbers are given in brackets.

3 Paraphrase the following sentences from the article. You do not need to change every word in the sentence. There is an example at the beginning (0).

0 The desks are free of paper. (12)

There is no paper on the desks.

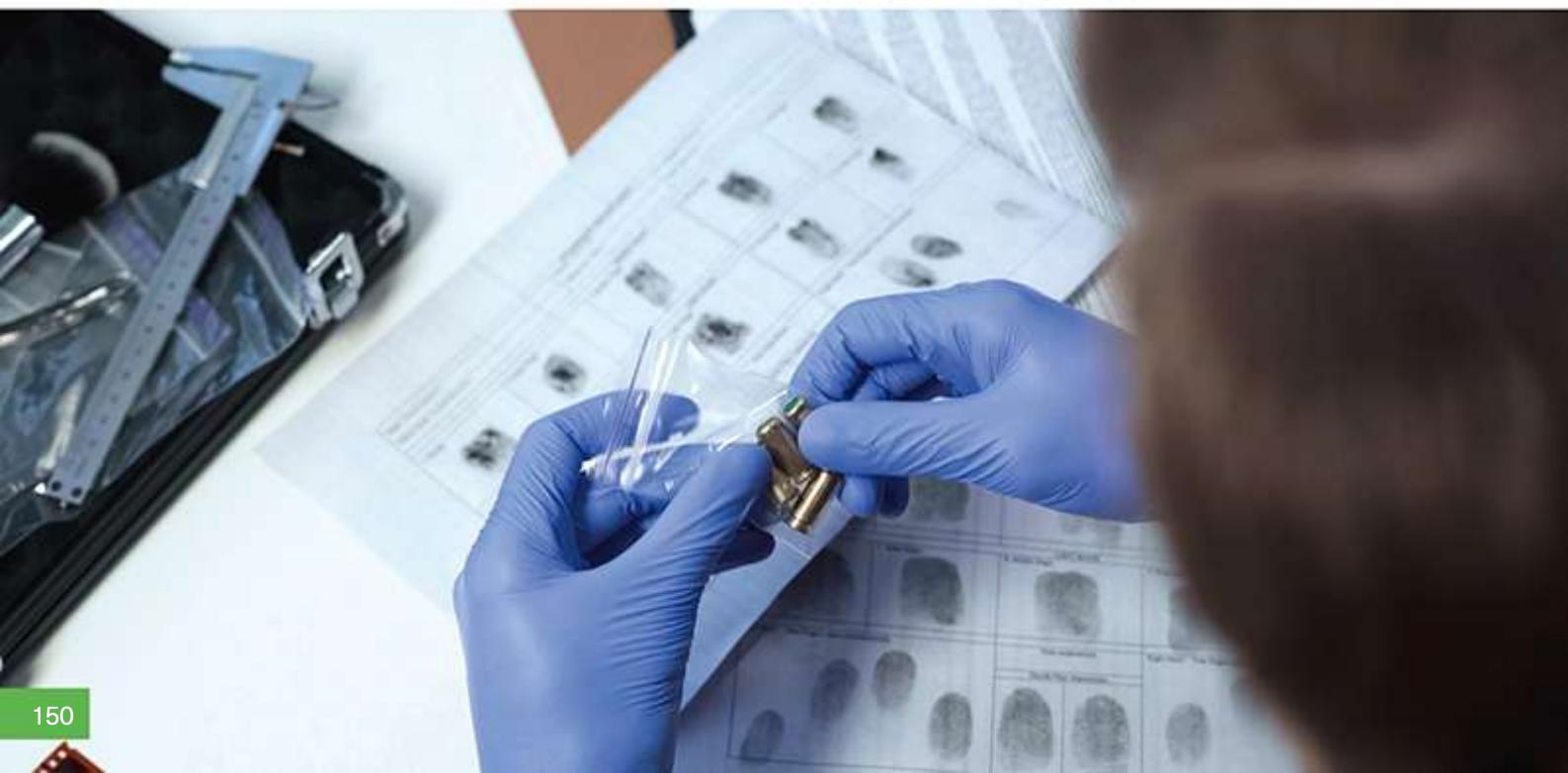
1 Concentrated faces ... give the place a busy feel. (12–13)

2 Women don't have a monopoly on patience. (36)

3 People open up to a woman more readily. (43)

4 Clients are reluctant to get involved. (56)

5 She gives a slight grin. (59)



Language focus Passives

1 Look at the following sentences from the article on page 148. In each one underline an example of the passive.

- 1 *If we don't stick to the laws, there's a very real danger that the evidence we obtain will not be accepted in court.*
- 2 *Most of what we do could be done by the clients.*
- 3 *She drops her voice to a whisper so as not to be overheard by her staff.*
- 4 *Her mobile phone rings and she is called away on business.*

2 Complete the following rules about the passive:

To form the passive, we use an appropriate form of the verb _____ and the _____ participle.

3 In sentences with passives, the agents are the people or things who do the action.

They appear after the preposition *by*. Look back at the sentences in Exercise 1:

- 1 Who are the agents in sentences 2 and 3?
- 2 Why are there no agents in sentences 1 or 4?

4 Go to Ready for Grammar on page 226 for rules, explanations and further practice.

5 Complete the gaps in the following sentences with an appropriate form of the verb in brackets. Use the words in bold to help you make your choices.

A

Antisocial behaviour is defined (*define*) as conduct that causes or is likely to cause alarm or distress to other people. Different types of antisocial behaviour may (*categorise*) as follows:

- nuisance behaviour that affects a community, e.g. noisy neighbours
- acts that target individuals or groups, e.g. threatening behaviour
- environmental antisocial behaviour, e.g. vandalism and graffiti.

B

Closed Circuit Television Cameras are installed (*install*) on buses in four major cities next month. A spokesman for the government, which is criticised (*criticise*) recently for being 'too soft on crime', said the CCTV cameras would improve passenger safety and help reduce antisocial behaviour such as vandalism.

C

Last month, police patrols increased (*increase*) in the town's parks and open spaces. Their aim **is** not necessarily to arrest young people who are found (*find*) drinking in public places. In most cases **so far**, parents are contacted (*contact*) and asked to come and take their child home. 'Parents **need** (*make*) aware of their responsibilities,' said a police spokesperson. 'We emphasise to them the importance of knowing where their children go and what they do there.'

D

Noisy neighbours who consistently played loud music in their town-centre flat were fined (*fine*) £300 yesterday and ordered to pay £250 court costs. The court told (*tell*) that students Joe Cave and Irene Burstall were warned (*warn*) on several occasions previously that legal action will be taken (*take*) if the music is not turned (*not/turn*) down. Both now have criminal records.

E

'**When I got there**, the little one was pushed (*push*) around by the four older boys,' said 70-year-old Mrs Slade. **They were pushing him quite hard**. I was worried he might attack (*attack*) more seriously, so I started hitting them with my umbrella. Then I fell over and they ran off.' **After** he was treated (*treat*) in hospital for minor cuts and bruises, Mrs Slade was sent (*send*) home **last night**.

6 **SPEAK** How serious a problem is antisocial behaviour where you live? How effective would the above methods, B–E, be in dealing with antisocial behaviour in your area?

Writing Part 2 Article

1 **SPEAK** Read the following Writing Part 2 instructions and discuss with your partner how you might answer the question.

You see this announcement in an English-language magazine:

Articles wanted

Good citizenship

What are the most important characteristics of a good citizen? What are some of the things you do to be a good citizen?

The best articles will be published in our magazine.

2 Now read the following article and compare the writer's ideas with those you discussed in Exercise 1.

How well has the writer answered the question?



Being a good young citizen

How can a simple teenager like me be a good citizen? Obviously, I don't pay taxes and I'm still too young to vote. But there are many small things I do that are beneficial for the community.

For example, whenever I go into a building, I always hold the door open for anyone coming behind me. Unfortunately, not everybody does this, and heavy doors can really hurt if they suddenly close on you. Another thing I always do is use waste paper bins – I never drop litter in the street. And if I'm in the countryside and I see rubbish that someone else has left, I pick it up and take it home with me.

Clearly, I can't drive yet, but I always make sure my parents observe the speed limit, and I tell them to slow down if they're going too fast. Also, recently, they bought a new car and I persuaded them to get an electric one, which is much more environmentally friendly than our old diesel van.

So, you see, no matter how young you are, there is always something you can do to make your world a better place.



3 Read the model answer again and find examples of the following common features of articles:

- title
- interesting beginning
- direct questions
- more informal use of linking words
- leaving the reader something to think about at the end

4 These sentences from the model answer contain another common feature of articles.

Obviously, I don't pay taxes and I'm still too young to vote.

Unfortunately, not everybody does this ...

Clearly, I can't drive yet ...

Each one begins with an adverb which expresses the writer's attitude to or opinion of what follows. In 1–6 below replace the underlined phrase with an adverb from the box.

Amazingly Interestingly Luckily Personally Understandably Worryingly

- 1 As for me, I think any form of physical punishment is unacceptable.
- 2 I'm astonished that he was sentenced to only two years in prison.
- 3 It's only normal that the victim was upset about her attacker's release.
- 4 It was fortunate that she had just taken out insurance against theft.
- 5 It is of some concern that many drivers do not wear their seat belt.
- 6 It's worth noting that this law has been in force for two hundred years.

5 Either a) write your own answer in 140–190 words to the question in Exercise 1.
Or b) write an answer to the following question:

You see this announcement in an English-language magazine:

Articles wanted

Being a good student

What are the most important qualities of a good student? In what ways are you a good student?

The best articles will be published in our magazine.

Write your article in 140–190 words.

Don't forget!

- Give your article a title. It may be better to do this after you have written your answer.
- Include some of the techniques and language features from Exercises 3 and 4.

For more information on writing articles, see **page 192**.



Why do you think the children are being told off?



1



2

Speaking Part 2 Long turn

1 Look at the photographs, which show children being told off.

Student A: Compare photographs 1 and 2 and say why you think the children are being told off.

Student B: When your partner has finished, say whether your parents often get angry with you.

2 Now change roles. Follow the instructions above using photographs 3 and 4.

Useful Language

Use modal verbs to speculate about what might have happened.

*She **may have done** her homework badly.*

*He **might have been doing** X on the computer, when he **should have been doing** Y.*

*They **could have had** an argument.*

Listening Part 3 Multiple matching

1 Go to the **Additional materials** on page 203.

2 **SPEAK** Tell your partner about a time when you or someone you know told a lie:

- as a child.
- recently.

What was the reason for telling the lie? What were the consequences?

3 **10.2** You will hear five different people talking about a time when they told a lie. For questions 1–5, choose from the list (A–H) what each speaker says. There are three extra letters which you do not need to use.

- A I lied to protect a friend.
- B I insisted on my innocence.
- C I apologised for telling a lie.
- D I exaggerated the extent of a problem.
- E I was surprised at someone's reaction.
- F I accused someone of causing damage.
- G I lied to someone who had not treated me well.
- H I intentionally sent someone to the wrong place.

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

4 **SPEAK** Have you ever told any similar lies to those of the five speakers?



Vocabulary Phrasal verbs

1 Look at the **Audioscript** on page 244 and use the context to help you guess the meanings of the phrasal verbs in bold.

*I had to **go round** at two in the morning to complain.*

'Go round' means to visit a person or place; in this case, the neighbour in his house.

2 Record the phrasal verbs in your notebook. Include the definition and the sentence from the Audioscript in which the verb appears, as in the example in Exercise 1.

3 Write three sentences, each including one of the phrasal verbs from the Audioscript. Leave gaps where the phrasal verbs should be. Include enough information in your sentences to illustrate the meanings of the phrasal verbs.

I want to _____ to my grandmother's house later – I haven't seen her for a month.

4 Show your sentences from Exercise 3 to another student, who will complete the gaps.

I want to go round to my grandmother's house later – I haven't seen her for a month.

Language focus Infinitives after passives

1 Infinitive forms (*to do*, *to be doing*, *to have done*) can be used after the passive of a number of verbs to talk about beliefs and opinions which are shared by many people.

Young children are known to lie to avoid punishment.

This has the same meaning as:

It is known that young children lie to avoid punishment.

Change the following sentence in the same way.

He is **believed to have made up** the story about being mugged.

It _____.

2 Go to **Ready for Grammar** on page 228 for rules, explanations and further practice.

3 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence. Be sure to use the correct form of the verbs in bold.

1 It is **believed** that continual nose touching **indicates** that someone is lying.

Continual nose touching is _____ that someone is lying.

2 It is **said** that people who repeatedly cover their mouth **are trying** to hide the truth.

People who repeatedly cover their mouth _____ to hide the truth.

3 It is **considered** that avoiding eye contact **is** a sure sign of deception.

Avoiding eye contact _____ a sure sign of deception.

4 People **think** that we **use** fewer hand gestures when telling a lie.

We _____ fewer hand gestures when telling a lie.

5 Everyone **knows** he **lied** because he kept moving about in his chair.

He _____ because he kept moving about in his chair.

4 **SPEAK** The statements in Exercise 3 are believed by some people to be myths, widely held beliefs which are simply not true. What do you think?

Phrasal verbs with *out* and *up*

The following phrasal verbs have appeared either in this unit or in previous units.

1 Complete each gap with the correct form of a verb from the box.

fall find give run sort turn

- 1 We _____ **out of drink** at the party and had to go and buy some more.
- 2 The President was reported to have resigned, but it _____ **out to be fake news**.
- 3 I can't _____ **out your problems** for you; you've got to solve them yourself.
- 4 Leah hired a detective in an attempt to _____ **out the truth** about her husband.
- 5 Patsy _____ **out with her best friend** last week after a huge argument.
- 6 I've corrected your homework. Could I have a volunteer to _____ **out the books**?

2 Complete each gap with the correct form of an appropriate verb.

- 1 She never tells the truth; she's always _____ **up stories**.
- 2 Nobody has _____ **up to stealing** the money, but we think we know who did it.
- 3 Paul's stopped going to karate classes and _____ **up judo** instead.
- 4 I'm seriously thinking of _____ **up my career** as a lawyer; I can't _____ **up with the stress** much longer.
- 5 Being a parent is so hard; there's nothing more difficult than _____ **up a child**.
- 6 _____ **up!** Don't look so sad.

Reading and Use of English Part 4 Key word transformation

For questions 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.

- 1 You should keep dust off the computer screen.

FREE

The computer screen should dust.

- 2 The orange walls make the living room feel warm.

GIVEN

The living room feel by the orange walls.

- 3 Maia earned five pounds an hour in her last job.

PAID

Maia rate of five pounds in her last job.

- 4 Most cats don't mind it if you leave them at home alone.

LEFT

Most cats don't mind own at home.

- 5 It was unfair that she was sent to prison.

DESERVE

She sent to prison.

- 6 It wasn't Zack's fault that the chair broke.

BLAME

Zack was the broken chair.

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Ex-athlete taken in ... again.

The home of (0) athlete Helen Barnett was burgled this weekend and a large number of sporting medals and trophies were (1) Ms Barnett, who now (2) a successful sportswear company, is (3) to be 'devastated' at the loss.

The burglary took (4) on Saturday afternoon when Ms Barnett went to investigate smoke coming from a wooded area in her large two-acre garden. The burglar is thought to have (5) fire to undergrowth in order to attract Ms Barnett out of the house. A young man carrying a large bag was seen climbing over the garden wall, before making his (6) in a sports car.

The theft comes just ten months after a similar incident in which a man posing as a telephone engineer had (7) the ex-athlete into leaving the house while another helped himself to her jewels. The thieves were eventually caught and (8) to four years in jail.



0 A earlierea eare	B sooner	C <u>former</u>	D preceding
1 A robbed	B mugged	C lifted	D stolen
2 A runs	B overtakes	C works	D holds
3 A spoken	B said	C felt	D told
4 A part	B hold	C place	D time
5 A made	B given	C set	D put
6 A getaway	B runaway	C hideaway	D takeaway
7 A succeeded	B managed	C tricked	D obtained
8 A imprisoned	B ordered	C given	D sentenced

Writing Part 1 Essay

In your English class you have been talking about situations in which people might tell lies. Now, your English teacher has asked you to write an essay.

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

It is not always necessary to tell the truth. Do you agree?

Notes

Things to write about:

- 1 when the truth might be painful
- 2 when lying might be harmless
- 3

(your own idea)

Write your essay in 140–190 words.

For more information on writing essays, see **pages 189–191**.

Pronunciation Stress-shift words

1 10.3 Listen to the two sentences. How is 'suspect' pronounced in each case?

- 1 Police **suspect** that she had some involvement in the robbery.
- 2 She is the chief **suspect** in the investigation.

2 Read the information in the box. Choose the correct options to complete the rules.

Stress-shift words

Some two-syllable words with the same spelling change their stress depending on whether they are verbs or nouns. The nouns are usually stressed on the *first* / *second* syllable. The verbs are usually stressed on the *first* / *second* syllable.

3 In the following sentences, underline the stressed syllables in the words in bold.

- 1 There has been a steady **increase** in crime in the area. The problem will continue to **increase** unless the council takes action.
- 2 He arrived at court **protesting** his innocence.
- 3 There were climate change **protests** in the city centre yesterday.
- 4 Andrew has a criminal **record**. He was **convicted** of shoplifting when he was younger.
- 5 The former **convict** didn't realise the store's CCTV camera was **recording** him.
- 6 The election was a close **contest** between the two main parties.
- 7 The losing party has decided to **contest** the result of the election.

4 10.4 Listen to the sentences and check your answers in Exercise 3.

5 SPEAK Practise saying the sentences in Exercise 3 with the correct stress.

6 SPEAK Changing the stress on some words can change their meaning. Work in pairs and decide whether the two words in bold in each sentence have a related or different meaning. Then practise saying each sentence.

- 1 We **produce** around 400 bottles of juice a week and sell it locally along with our other farm **produce**.
- 2 If they **refuse** to pick up their own **refuse**, they will receive a fine.
- 3 I want to **present** the facts of the case. All the **presents** had been stolen!
- 4 The pupils in his eyes **contracted** as he presented the **contract** to his client.
- 5 The school was **conducting** an enquiry into the students' **conduct**.
- 6 The **subject** of the enquiry was the humiliating treatment to which prisoners were **subjected**.
- 7 Picking up the nearest **object** and raising it above his head, the lawyer shouted 'I **object**!'





WHAT ON EARTH'S GOING ON?

KEY LANGUAGE

Too and enough

Conditionals

Weather

Put

PRONUNCIATION

Consonant clusters

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4, 6 & 7

Writing Parts 1 & 2

Listening Parts 1 & 2

Speaking Parts 1, 3 & 4

Speaking Part 1 Interview

- 1 What is your favourite season?
- 2 What do you like doing on rainy days?
- 3 Describe a time when you experienced very bad weather.
- 4 How interested in nature are you?
- 5 What do you do to help the environment?
- 6 Have you ever taken part in an environmental demonstration?

Vocabulary Weather

1 SPEAK Describe the typical weather conditions in your area for each season.

2 All the words in each of the groups 1–8 below can be used with one of the nouns in the box to form strong collocations. For each group of words write the noun which can be used in the appropriate space. There is an example at the beginning (0).

breeze clouds rain sea showers sky storm sunshine winds

0 an overcast	5 a rough
a clear	sky
a stormy	
1 a lightning	6 thick
a severe	storm
a tropical	fluffy
2 heavy	7 thundery
torrential	scattered
light	snow
3 strong	8 a gentle
gale-force	a cool
light	a stiff
4 warm	
bright	
glorious	

3 Study the words in Exercise 2 for two minutes. Then cover up the adjectives and see how many you can remember for each noun.

4 Complete each gap with a two-word collocation from Exercise 2. More than one answer may be possible. The first one has been done for you.

- 1 There's a lovely clear sky tonight so we might see a shooting star.
- 2 Our garden wall was blown down during the night by _____.
- 3 Heavy _____ will fall on high ground tonight, so skiers can look forward to a good day on the slopes tomorrow.
- 4 I think it's going to rain – there are some very dark _____ overhead. Look at them.
- 5 _____ has caused serious flooding throughout the region.
- 6 We sailed on a beautiful _____ with not a wave in sight.

5 SPEAK Describe the photos on these pages using as many of the adjective + noun collocations as possible. What types of weather do you prefer? What weather conditions do you least like?



Listening Part 2 Sentence completion

1 **SPEAK** How often do you watch, read or listen to the weather forecast? Why?

2 **11.1** You will hear a meteorologist called Craig Stephens talking about his work. For questions 1–10 complete the sentences with a word or short phrase.

Craig currently presents the weather on a television programme aimed at (1).....

His official job title is '(2)..... meteorologist'.

Craig's interest in the weather began when he was staying in a (3)..... in a town in the Rhône valley.

Craig says that in winter, the Mistral wind is cold, strong and sometimes quite (4).....

Craig mentions another wind whose name means '(5)..... wind' and which can cause heat-related illnesses.

Initially, Craig didn't get the grade he needed in his (6)..... exam to enable him to study meteorology.

Craig became interested in presenting when he did some voluntary work in (7).....

After university, Craig's first job was with a television company in (8).....

Craig says he tries to imitate the

(9)..... style of the presenters he once worked with.

Craig says that most weather presenters work without a (10).....

3 **SPEAK** Work in pairs. Discuss the questions.

1 Would you make a good weather presenter?

Why/Why not?

2 What effect, if any, does wind have on you?

3 How much do you know about the winds in your country?



Language focus *Too and enough*

1 Look at sentences a and b from the listening and answer questions 1–3.

- a ... *it was far too windy* to camp ...
- b ... *my result was not quite good enough* for me to get on the course.

- 1 Are the adjectives used before or after the words *too* and *enough*?
- 2 Which words are used just before the words in **bold** to modify *too* and *enough*?
- 3 What form of the verb follows the words in **bold**.

2 In a and b below, complete the second sentence with one word so that it has the same meaning as the first sentence.

a It was far **too** **windy** to camp.

There was far **too** _____ **wind** to camp.

b I'm not **confident enough** to be a weather presenter.

I don't have **enough** _____ to be a weather presenter.

3 Choose the correct options to complete the rules for the use of *too* and *enough* in Exercise 2.

- a We use *too* before **nouns/adjectives**. We use *too much* (or *too many*) before **nouns/adjectives**.
- b We use *enough* **before/after** adjectives but **before/after** nouns.

4 Go to **Ready for Grammar** on page 230 for rules, explanations and further practice.

5 Write eight true sentences using the phrases in the box below.

enough money – My friends are going to the cinema, but I don't have enough money.

enough money too difficult strong enough too much noise
old enough too many people enough time too much (home)work

6 **SPEAK** Ask your partner about his or her sentences.

How much does it cost to see a film?

Reading and Use of English Part 7 Multiple matching

1 You are going to read an article about different procedures being used to tackle some of our global issues. Read the article quite quickly and find out:

- a which global issue is mentioned in each section (A–D).
- b how the issue is being tackled in each case.

2 Read the article again and for questions 1–10, choose from the procedures (A–D). The procedures may be chosen more than once.

In relation to which procedure does the writer mention

the gradual growth in its use from small beginnings?

1

a general lack of awareness of how long it has been in use?

2

the place where the idea for it was first thought of?

3

the threat it poses to some people's jobs?

4

uncertainty about its effectiveness?

5

its value as an educational tool?

6

the recent dramatic rise in its use?

7

the belief that it has potential for wider application?

8

the fact that tests were carried out before it became functional?

9

growing interest in it from the media?

10

3 **SPEAK** Which of the procedures (A–D) would you be most interested to learn more about? Why? Discuss other ways in which global issues are being tackled.

CONFRONTING GLOBAL ISSUES

We look at four procedures being used to tackle some of our global problems.

A LAND RECLAMATION

With a rapidly growing world population, one way for a country to increase the amount of land available for housing is to reclaim it from the sea. Shorelines can be extended, natural islands can be joined to the coastline, and artificial islands can be built from nothing. Some Asian countries have been reclaiming land for the past two centuries – Singapore's land area has expanded by 25 per cent in that time – but the last few years have seen a huge explosion in the number of land reclamation projects. There are numerous examples on China's 14 500 kilometre coastline, including the brand-new city of Nanhui, built on 133 square kilometres of land, almost half of which was reclaimed from the sea. There may be a price to pay, though. Land reclamation can put enormous pressure on the environment, polluting the sea and destroying habitats for marine life. In some areas fish stocks have been drastically reduced, putting the livelihoods of local fishermen at risk.



C UNDERWATER FARMING

Growing vegetables under the sea may seem like something out of a science fiction novel, but Nemo's Garden, situated off the coast of Noli on the Italian Riviera, is very much a reality, producing anything from lettuce and tomatoes to peas, beans, and even flowers. Sergio Gamberini, a scuba diver and amateur gardener, came up with the concept whilst on a diving holiday in the area in 2012. He started off growing basil in a miniature version of the 2 000 litre biospheres currently in use, and over the next few years the underwater habitat just got bigger and bigger as more money was put into the project. The temperature inside the biospheres is stable, no pests can wander in, so there's no need for pesticides, and sea water inside the structures evaporates, condenses on the roof and then drips back down as fresh water to feed the plants. Although still in its early stages, there is optimism that this sustainable form of agriculture could be extended and put to use on a larger scale, offering a possible solution to the shortage of farmland.



B CLOUD SEEDING

Some countries, such as the United Arab Emirates, respond to increasing water scarcity with a procedure called cloud seeding, whereby chemicals such as silver iodide or dry ice are released by aircraft or fired from the ground into clouds in order to increase the chance of rain or snowfall. With the UN predicting water shortages for 40 per cent of the world's population by 2030, cloud seeding is receiving an increasing amount of press attention. But what many people don't realise is that it's been around for several decades and has been employed in over fifty countries. Whether it works or not is still open to debate; as yet, there is no definitive scientific evidence that it does, although the six-year Wyoming Weather Modification Pilot Project concluded in 2013 that cloud seeding can increase precipitation by between 5 and 15 per cent. On the downside, it's thought to have been the cause of serious flooding in some of the countries where it's been used.



D RECYCLING DOG WASTE

A streetlamp powered by dog waste is helping to keep the streets clean, as well as lighting up the area outside the UK home of its inventor, Brian Harper. Dog walkers pick up their pet's mess in a free paper bag, place it into a container and turn a handle to move the mess into a biodigester. Here it is broken down by microorganisms to produce methane, which fuels the light. Harper ran trials on the lamp for over two years before it was put into full working operation at the end of 2017. Ten bags of waste can power the light for two hours, which won't put an end to the world's energy crisis, but it should serve to teach people how waste can be useful. Schemes using dog and other animal waste as a fuel source are being adopted in a number of other countries, from Canada to India.



Vocabulary Put

1 Write one word in each gap to complete the expressions in bold in these extracts from *Confronting global issues*. Then check your answers in the relevant sections of the article.

- 1 Land reclamation can **put** enormous **pressure** _____ the environment ... (A)
- 2 ... fish stocks are said to have been drastically reduced, **putting** the livelihoods of local fishermen _____ risk. (A)
- 3 ... as more **money was put** _____ the project. (C)
- 4 ... this sustainable form of agriculture could be extended and **put** _____ use on a larger scale ... (C)
- 5 ... [the lamp] was **put** _____ full working **operation** at the end of 2017. (D)
- 6 Ten bags of waste can power the light for two hours, which won't **put an end** _____ the world's energy crisis ... (D)

2 **SPEAK** Work in pairs. Discuss the meanings of the expressions in bold that you completed in Exercise 1.

3 Match each sentence beginning 1–9 with an appropriate ending a–i.

- 1 Paula's joined an amateur dramatics society: they're **putting on**
- 2 These trousers are far too tight for me now: I must have **put on**
- 3 I don't really feel like watching anything now: we could **put on**
- 4 I'm going to have to move out of my flat. My landlord's **put up**
- 5 Don't shout out the answer, Lara. You know you have to **put up**
- 6 Robin's coming to London today and I've offered to **put** him **up**
- 7 The groom had an accident in the morning so they had to **put off**
- 8 It rained every single day and the tent got flooded. It **put** him **off**
- 9 She found it hard to study, as several things were **putting** her **off**

- a weight.
- b for the night.
- c camping for life.
- d the rent yet again.
- e some music instead.
- f the wedding to a later date.
- g a production of Hamlet in June.
- h your hand if you want to say something.
- i like the noise of the traffic and the neighbours arguing.

4 The phrasal verbs *put on*, *put up* and *put off*, each have multiple meanings. Use the sentences in Exercise 3 to help you match each phrasal verb to the following groups of meanings.

- a increase; raise into the air; accommodate
- b postpone; discourage from; distract
- c organise an event; gain; get something ready to listen to



Language focus Conditionals

1 Identify the verb forms in bold in the following conditional sentences. Then underline the correct alternative in each explanation. The first one has been done for you.

Zero conditional

If you turn the handle, the bag of dog mess goes into the biodigester.

turn – present simple goes – present simple

- a situation in which one event always occurs as the result of another. *If* in this sentence means whenever/although.

First conditional

If they continue to reclaim land in this area, they will destroy the fish stocks.

- a possible/an impossible situation in the future and its likely result.

Second conditional

If we had more money, we would invest in more biospheres.

- an imaginary situation in the past/present or future.

Third conditional

If we hadn't used cloud seeding last year, we would have lost all our crops.

- an imaginary situation in the past, with speculation about its effect on present/past events.

Mixed conditional

If the world's population hadn't grown so fast, we wouldn't be in this situation now.

- an imaginary situation in the past, with speculation about its effect on present/past events.

2 Modal verbs can be used instead of *will* and *would* in conditional sentences.

Explain the difference in meaning between these three sentences.

- If we leave now, we'll be home by midnight.
- If we leave now, we should be home by midnight.
- If we leave now, we might be home by midnight.

3 Go to **Ready for Grammar** on page 228 for rules, explanations and further practice.

4 Complete each gap with an appropriate form of the verb in brackets. There is an example at the beginning (0).

- 0 If you flush (flush) all those wet wipes down the toilet, they will cause (cause) a blockage. Take them out now!
- 1 If a wipe product carry (carry) a 'Do not flush' symbol, that mean (mean) you should always throw it in the bin, not the toilet.
- 2 Wet wipes not/be (not/be) such a big problem for our sewer systems if they be (be) biodegradable.
- 3 Can you do me a favour? My hands are filthy. If you open (open) the packet of wipes, I take (take) one out.
- 4 Why did you buy these? If you look (look) at the packet while you were in the shop, you see (see) that they're non-flushable.
- 5 We not/have (not/have) this problem now if wet wipes not/invent (not invent).

5 **SPEAK** When, if ever, do you use wet wipes? How do you dispose of them?

6 **SPEAK** Work in pairs.

Student A: Turn to the **Additional materials** on page 201.

Student B: Turn to the **Additional materials** on page 202.

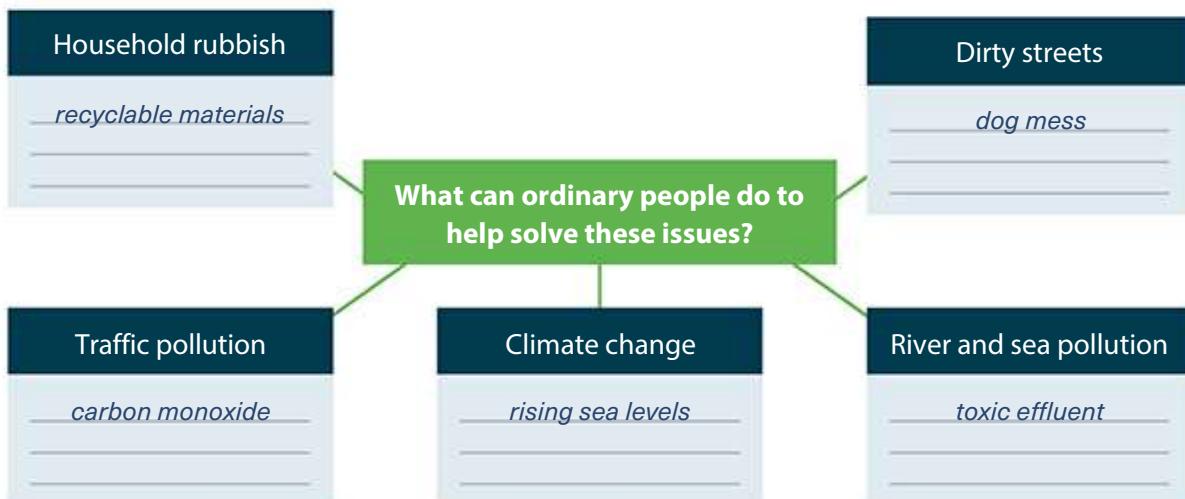


Speaking Part 3 Collaborative task

Before you do the following Speaking Part 3 task, do the exercise in the Useful language box below.

1 **SPEAK** Imagine that you belong to an environmental group and you want to inform people of the environmental issues below. Talk with your partner about what ordinary people can do to help solve these issues.

2 Now decide which two issues ordinary people can do most to help solve.



Useful language

One vocabulary item has been given for each of the five issues above. Add two more of the following items to each issue.

oil slick
bottle bank
electric cars
cigarette butts
exhaust fumes

dumping waste
global warming
dropping litter
organic food waste
greenhouse effect

3 Go to the **Additional materials** on page 203 and do the Speaking Part 4 task.

Reading and Use of English Part 6 Gapped text

1 **SPEAK** Work in pairs. Discuss the following questions.

- 1 How many items do you have with you now which are made of or contain plastic?
- 2 What other plastic items can you see in the classroom?
- 3 In what ways might your daily life be affected if there were no plastic?

2 **Read Oceans of Garbage.** Is there any information in the article which surprises you?



3 Six sentences have been removed from the text. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

OCEANS OF GARBAGE

The North Pacific Subtropical gyre is an area of twenty million square kilometres in the Pacific Ocean, in which a combination of four currents moves the water slowly round in a clockwise direction. The circular motion of the gyre pulls large quantities of marine debris, including plastics and other rubbish, into the centre, where it becomes trapped and builds up over time. This gyre is sometimes called the Trash Vortex or the Pacific Garbage Patch. Some plastics here will not break down in the lifetimes of the grandchildren of the people who threw them away.

More than 300 million tonnes of plastic are produced each year, and 8 million tonnes of this end up in the sea. If you look around on any beach anywhere in the world, you will invariably find an assortment of disposable plastic items such as shopping bags, food wrappers, bottles and bottle caps, drinking straws, lighters and pieces of fishing net. **1**

These larger objects are the visible signs of a much larger problem. They do not degrade like natural materials. **2** A single one-litre bottle could separate into enough tiny pieces to put one on every mile of beach in the entire world.

3 Unfortunately, however, many items are mistaken for food and swallowed by seabirds and other ocean-going creatures. A turtle found dead on one Pacific island had several hundred pieces of plastic in its stomach and

intestines. It has been estimated that plastic kills over a million seabirds and one hundred thousand marine mammals and sea turtles each year.

4 Absorbed by fish and shellfish, they quickly work their way up to the very top of the food chain. You may not be able to see the tiny fragments hanging in the water, but they are there, nonetheless, and they may one day end up on your plate.

5 Ocean garbage patches, it seems, are just the tip of the iceberg and the vast majority of discarded plastic is broken down and sinks to the bottom. Here it is swept along by powerful currents and deposited in high concentrations in so-called microplastic hotspots. Researchers recently found as many as 1.9 million pieces of microplastic covering just one square metre of the ocean floor.

The issue of plastic waste is one that needs to be urgently addressed. **6** Obviously though, there is a need to make those who earn a living from the sea, such as ship owners and fishing boat operators, more aware of the consequences of irresponsible disposal of plastic items.

With so many threats to the world oceans, including pollution, overfishing and climate change, we urgently need to rescue marine biodiversity in the most effective way possible.



A At sea and on shore, under the influence of sunlight and the action of waves, they simply break down slowly into increasingly smaller particles.

B We can all contribute by avoiding plastics in the things we buy and by disposing of our waste responsibly.

C Microscopic particles of plastic, known as microplastics, are consumed by humans, too.

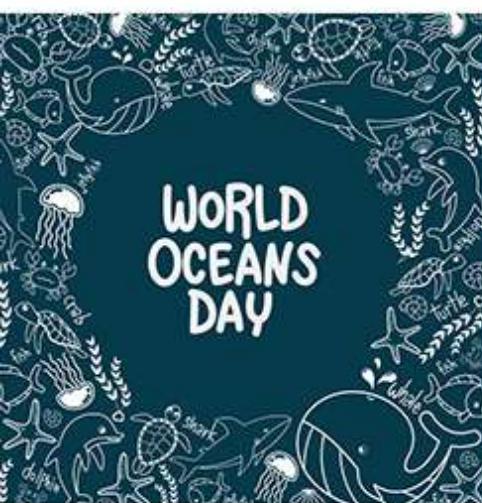
D But this is not the only threat to marine life.

E They have been casually thrown away on land and at sea and carried ashore by wind and tide.

F Of course, not all plastic floats.

G This perhaps wouldn't be too much of a problem if the plastic had no harmful effects.

4 **SPEAK** Give examples of ways in which we could 'avoid plastics in the things we buy'.



Don't forget!

- Plan what you are going to write and how you are going to express your ideas.

Use the Speaking task and Reading text on pages 166–167, as well as the Word formation text above, to help you with ideas and useful language.

Reading and Use of English Part 3 Word formation

- SPEAK** Look at the names of the three World Days highlighted in bold in the text below and the posters. What do you think happens on these days and why?
- Read through the text quite quickly, ignoring the gaps. Compare what it says with your own ideas in exercise 1.

World Days

Certain days each year are used to draw attention to (0) **GLOBAL** issues which affect the health of our planet. **World Car Free Day**, for example, on 22 September, aims to raise (1) of the problems caused by our (2) on private cars. Streets are closed to traffic and opened instead to street parties, theatre or bicycle demonstrations, hoping to encourage more (3) friendly alternatives to the car, such as walking, cycling and public transport.

8 June is **World Oceans Day**, when numerous events and (4) are organised, urging people to respect the ocean and (5) that it is healthy for future generations. Similarly, **World Ozone Day** on 16 September emphasises that the (6) to protect the ozone layer and the climate does not lie solely with governments. We as individuals can do our part to (7) energy consumption and emissions by sensible use, and proper maintenance of air conditioners, refrigerators and other (8) and appliances.

GLOBE

AWARE
DEPEND

ENVIRONMENT

ACTIVE
SURE

RESPONSIBLE
MINIMUM

EQUIP

- SPEAK** Work in groups. Discuss the following questions.

- Do people in your country celebrate any of the days mentioned in the text? If so, how successful are they?
- How dependent are you and your family on the car?
- What could/do you do to reduce the amount of energy you consume in your home?

Writing Part 1 Essay

In your English class you have been talking about ways in which individuals can help the environment. Now, your English teacher has asked you to write an essay.

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

There is little that individuals can do to help the environment. Do you agree?

Notes

Write about:

- pollution
- household waste
-

(your own idea)

Write your essay in 140–190 words.

For more information on writing essays, see **pages 189–191**.

Listening Part 1 Multiple choice

1 Look at the Listening Part 1 question and script below. Choose the best answer (A, B or C).

You hear a man talking about fly-tipping, the illegal dumping of waste. What does he think should happen?

- A Stricter fines should be imposed on fly-tippers.
- B Businesses should be encouraged to prevent waste.
- C Security cameras should be installed in country areas.

Last year there were nearly a million cases of fly-tipping in this country, with over a third of farmers having rubbish dumped on their land. The Government want to increase penalties for fly-tipping, but if they did that, they'd have to fill the countryside with CCTV cameras to catch offenders, and let's face it, that's just not practical. The only solution is to attack the problem at its root: provide incentives for companies to reduce the amount of packaging they use and persuade manufacturers of white goods to make fridges and washing machines that last. And if they don't do that, then make them pay for clearing up the mess.



2 Which part of the script helped you to choose the correct answer?

3 Which grammatical structure is used to distract you and encourage you to consider the incorrect options as possible answers?

4 11.2 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

In questions 1–3 below, you will hear conditional sentences. These have been used to create distractors, as in Exercise 1 above.

1 You hear a woman talking about litter.

Who is the woman?

- A a shopkeeper
- B a town councillor
- C a local resident

2 You hear an environmentalist talking on the radio about a current project.

How does he feel?

- A concerned about the future of the project
- B disappointed with the results of the project
- C surprised at the lack of public interest in the project

3 You hear this woman talking to her friend about her holiday.

Why did she enjoy it?

- A There were plenty of beaches.
- B There wasn't much traffic.
- C There weren't many people.

4 You hear two people talking on the radio about the use of cars in their town.

What do they agree about?

- A Car owners should pay higher local taxes.
- B Cars should be banned from the town centre.
- C Speed restrictions should be imposed on cars.

5 You hear a man talking on the radio.

What type of information is he giving?

- A a travel warning
- B a news report
- C a weather forecast

6 You overhear this conversation between a woman and her neighbour.

What is the woman doing?

- A asking for help
- B apologising
- C complaining

7 You hear two people talking about a boy.

What is the relationship between the two people?

- A They are married.
- B They are teaching colleagues.
- C They are neighbours.

8 You hear a woman being interviewed about an environmental issue.

What does she find frustrating?

- A It is difficult to convince people of the problem.
- B Governments are not responding to public pressure.
- C The people most directly affected are not doing enough.

Vocabulary Weather

Match each sentence beginning 1–8 with an appropriate ending a–h.

1 She opened the door and a gentle	a showers in the region tomorrow.
2 Northern areas suffered torrential	b seas to reach the safety of the port.
3 A tree blown down by gale-force	c breeze blew into the room.
4 There is a possibility of scattered	d sunshine , like a scene from a painting.
5 The valley was bathed in bright	e clouds told us a storm was on its way.
6 The boat struggled through rough	f rain , which caused heavy flooding.
7 The appearance of very thick, dark	g skies and occasional showers.
8 It will be a grey day with overcast	h winds blocked the road, holding up traffic.

Reading and Use of English Part 4 Key word transformation

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

1 It's a good thing I spoke to you or I would have forgotten her birthday.

IF

I would have forgotten her birthday to you.

2 I only wrote the letter because my mother made me do it.

HAVE

If my mother hadn't made me do it, the letter.

3 I will help you only if you tidy your room.

NOT

I will tidy your room.

4 You can borrow it, but you must return it to me next week.

LONG

You can borrow it it back to me next week.

5 The factory fumes are endangering the health of local residents.

PUT

The health of local residents risk by the factory fumes.

6 If the sea wasn't so rough, we could go out in the boat today.

ENOUGH

The sea us to be able to go out in the boat today.

Vocabulary Put

Complete each of the gaps in sentences 1–6 with one of the words from the box. Use each word twice.

off on up

1 Put your hand if you want to ask a question.

2 We're putting a concert to raise money for charity.

3 That job I had in the butcher's put me eating meat for life.

4 Could you put some music? It's too quiet in here.

5 When I'm next in London, could you put me for the night?

6 Never put until tomorrow what you can do today.

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A ZERO-WASTE LIFESTYLE

I am extremely concerned (0) *ABOUT* the amount of waste we produce. There is much (1) much of it. It uses up natural resources, takes up landfill space and, in the case of plastic, makes (2) way into our oceans. So, I follow the three Rs – reduce, reuse, recycle. I'm trying initially to generate as little rubbish (3) possible, but my ultimate aim is to lead a zero-waste lifestyle.

Recycling is important, but I do (4) best to avoid disposable items in favour of reusable ones. So, for example, (5) of paper towels, serviettes and tissues, I only ever use cloth ones. I always take several bags with me when I go shopping, and won't buy anything that's wrapped or comes in a container (6) the wrapping or container can be reused. (7) I realise what I do won't make a huge difference on its own, it might at least help to influence others. And if we all (8) our part, it would undoubtedly have a positive effect on the environment.

Language focus Conditional sentences

- 1 If the weather (*stay*) good next weekend, we (*probably/go*) away somewhere.
- 2 Why didn't you phone us? If I (*know*) you were coming, I (*could/prepare*) something special to eat.
- 3 I (*not/do*) a bungee jump even if you (*pay*) me a million pounds, so stop trying to persuade me.
- 4 I thought this might happen. If you (*take*) the advice I gave you, you (*not/be*) in this mess now.
- 5 Stop being naughty! I (*send*) you to bed early unless you (*start*) behaving yourself right now!
- 6 It was very kind of you. I don't know what I (*do*) yesterday if you (*not/help*) me.
- 7 My printer's getting old now, but it (*usually/work*) all right if you (*feed*) the paper in manually.
- 8 I (*go*) to the cinema more often if I (*have*) the time, but unfortunately it's just not possible.

Writing Part 2 Informal email

You have received an email from your Irish friend, Liam.

From: Liam
Subject: January trip

I'm definitely coming in January. Shame you won't be there then, but perhaps you could give me some advice. What's the weather like in your area at that time of year? What sort of clothes should I pack and what can I do there?
Thanks
Liam

Write your email in 140–190 words.

For more information on writing informal emails, see [page 193](#).



Pronunciation Consonant clusters

1 11.3 Listen and repeat the following words, which all begin with a consonant cluster, a combination of two or more consonant sounds.

bright creative flexible glorious previous scattered
spoilt spread squirrel strong switch throughout

2 SPEAK Work in pairs. Complete the words in bold with the consonant clusters in the box.

-cts -dth -fth -mpt -nchy -ngth -nks -pth -sks -sps -sts

- 1 The **cru** ____ **cri** ____ were delicious.
- 2 She **thi** ____ this is my first **atte** ____ at the exam, but actually it's my **fi** ____.
- 3 The average **wi** ____ of the lake is over ten kilometres; the maximum **de** _____ is unknown.
- 4 Please leave the **te** ____ on the **de** ____.
- 5 We take pride in the **stre** ____ of our **produ** ____.

3 11.4 Listen and repeat the sentences in Exercise 2.

4 SPEAK Work in pairs. Read the rules and play the game below.

RULES

You need a coin to play this game.

- 1 Student A tosses the coin. If it lands on heads, they have to say two words that begin with the consonant cluster in the first block below. If the coin lands on tails, they have to say four words.
- 2 Student B then chooses any one of the remaining blocks and tosses the coin. Once again, if it's heads, they say two words; if it's tails, they say four words.
- 3 For each turn there is a time limit of 30 seconds. One point is scored for each correct word. Words from Exercise 1 may not be used.
- 4 Continue until all the blocks have been chosen. The student with the most points is the winner.

SP			
PL		PR	
SC		SM	
GR	STR	CR	GL
THR		BL	
FL		ST	
SW			



12



LOOKING AFTER YOURSELF

KEY LANGUAGE

Quantifiers
Hypothetical situations
Prepositions and gerunds
Food and drink
Health
Nouns 2

PRONUNCIATION

Silent vowels

EXAM PRACTICE

Reading and Use of English Parts 1, 2, 3, 4 & 7
Writing Part 2
Listening Parts 3 & 4
Speaking Parts 1 & 2

Speaking Part 1 Interview

- 1 What's your favourite and least favourite food?
- 2 Is there any food that you didn't use to like but enjoy eating now?
- 3 What type of foreign food is popular in your country?
- 4 Do you enjoy cooking? What sort of things can you cook?
- 5 How much exercise do you and your family do?

Speaking Part 2 Long turn

1 Look at the photographs, which show people eating in different situations.

Student A: Compare photographs 1 and 2 and say what might be good or bad for the people about eating in these situations.

Student B: When your partner has finished, say where you like eating.

2 Now change roles. Follow the instructions in Exercise 1 using photographs 3 and 4.

What to expect in the exam

In Part 2 of the Speaking test, Student A speaks for one minute and Student B has 30 seconds. When you do these Speaking Part 2 tasks, practise keeping to the time limits.

Vocabulary Food and drink

1 Work out the meanings of the words and expressions in bold in the following questions.

- 1 Are you a **fussy eater** or do you tend to eat all types of food?
- 2 When eating out, do you prefer to **eat a three-course sit-down meal** or just **have a snack**?
- 3 Do you **chew** your food several times before you **swallow** it, or do you tend to **bolt it down** quickly?
- 4 Which drinks, if any, do you usually **sip** slowly? When, if ever, do you **gulp down** your drink quickly?
- 5 When buying or ordering a **soft drink**, do you prefer **still drinks** like orange juice or **fizzy drinks** like lemonade?
- 6 Do you often **drink straight from a bottle or a can**, or do you usually **drink from a glass**?

2 **SPEAK** Discuss the questions in Exercise 1 with your partner. Give as much information as possible.

What might be good or bad for the people about eating in these situations?

1

2



Listening Part 3 Multiple matching

1 **12.1** You will hear five short extracts in which people are talking about a restaurant they went to. For questions 1–5, choose from the options (A–H) what each person says about the restaurant. Use the letters only once. There are three extra letters which you do not need to use.

- A The food was too expensive.
- B The restaurant was dirty.
- C The menu was not varied enough.
- D The food portions were too small.
- E There was too much noise.
- F The service was slow.
- G The waiters were rude.
- H The food was not well cooked.

Speaker 1	1
Speaker 2	2
Speaker 3	3
Speaker 4	4
Speaker 5	5

2 SPEAK Do any of the sentences A–H above apply to meals you have had in a restaurant? What are the best and the worst meals you have had?



Language focus Quantifiers

1 Complete each gap in the script from the listening with a word from the box.

any couple every few most no plenty some

My wife and I are both quite fussy eaters, so if we eat out, there have to be (1) _____ of dishes to choose from. Unfortunately, the restaurant in the hotel we stayed at with our walking group offered hardly (2) _____ choice at all – just a (3) _____ starters and a (4) _____ of mains – so we only ate there once. We had (5) _____ complaints about the food we actually ordered, and the service was second to none. In fact, (6) _____ of the people from our group liked the place so much they had dinner there (7) _____ evening. We might have come across as antisocial, but we preferred to eat in (8) _____ of the other restaurants in the area.

2 Underline the correct alternatives in the following sentence from the listening. Give reasons for your choices.

There wasn't a massive (1) *amount/number* of variety on the menu but, to be honest, I'd rather have just a few decent things to choose from than a huge (2) *amount/number* of dishes.

3  12.2 Listen to check your answers to Exercises 1 and 2.

4 Go to Ready for Grammar on page 230 for rules, explanations and further practice.

Reading and Use of English Part 7 Multiple matching

1 **SPEAK** Work in pairs. Discuss the following questions.

- 1 What types of food can and can't vegans eat?
- 2 Why do you think people become vegan?
- 3 What are some of the difficulties that vegans face?

2 You are going to read an article in which people talk about becoming vegan.

For questions 1–10, choose from the people (A–E). The people may be chosen more than once.

Which person states the following?

I received a great deal of help and advice from other vegans.

1

My attempts to reassure someone had the opposite effect.

2

I regret not having become a vegan before.

3

I understand someone's resistance to me going vegan.

4

Some people are not as supportive as they could be.

5

I lacked the necessary determination to be a vegan.

6

There were concerns that I was putting my health at risk.

7

It's important to make the change to a vegan diet gradually.

8

People are always surprised by how tasty vegan food can be.

9

Being vegan is a defining feature of my identity.

10

3 **SPEAK** If you are a vegan, why did you decide to become one? If you are not a vegan, do you think you might ever become one? Why/Why not?

GOING VEGAN

Five people share their experiences of becoming vegan.



A JACK

I first wanted to go vegan a few years ago, when I was about thirteen, and learnt about the effects of the meat industry on the environment. But my mum told me to wait until I was older and better informed about what being vegan meant. It was probably sound advice, though I now know it was partly because she couldn't face cooking special meals for me. I totally get that, though, and don't hold it against her. Now that I am a vegan, I'm very much aware of the extra effort involved for non-vegans who invite me round for a meal. I always offer to take a dessert, and the other dinner guests are invariably amazed at how delicious it is.



B SARAH

I went vegan when I left home and went away to university. My parents were worried I was missing out on essential nutrients and that this could have serious consequences for me. My dad had the biggest problem with it, and he kept sending me articles warning of the pitfalls of a plant-based diet. I tried to put his mind at rest by telling him I was taking supplements, but that just served to reinforce his idea that I wasn't eating properly. Over time, though, they've both gradually come to accept my change to veganism, and that's really important to me, because it's a major part of who I am. My dad even cooks some of the vegan recipes I send him.



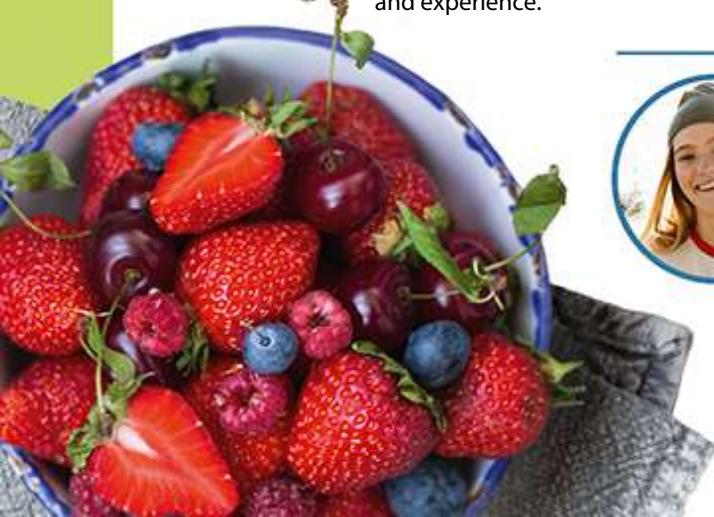
C MAYA

My sister went vegan after she was diagnosed with an autoimmune disease which causes pain in the joints and tiredness. Her doctors encouraged her to follow a raw plant-based diet to help manage her symptoms, and I decided to support her by going vegan as well. My sister has kept at it faithfully for over five years and shown amazing willpower. I just wish I could say the same for myself. There were too many types of food I missed, and I threw in the towel after a few months. On the plus side, I learnt a surprising amount about nutrition and the health benefits of certain foods. I still eat loads of fruit, nuts, pulses and vegetables, and feel much healthier than I used to.



D JUSTIN

I started off by swapping one product at a time; soya milk for cow's milk, coconut oil for butter, maple syrup for honey. Many people try to make the switch overnight and it can prove too much, so they give up and go back to their vegetarian or meat-based diet. The key is to do it in stages. It gives you time to work out what works for you and what doesn't. While I was going vegan, I got loads of useful tips from a social media group I joined. If I had any questions or concerns, like which health supplements to take, how to reassure my parents I knew what I was doing, or where to buy vegan products, there was always someone who could give me the benefit of their knowledge and experience.



E RHONA

I've only recently changed to a plant-based diet. I wish I'd done it ages ago. I'd become increasingly aware of the suffering we cause to animals by what we eat, and I felt it was high time I took a stand against the way we treat them. It's not easy, though. My friends only ever want to meet up in burger restaurants, and my parents seem determined not to try vegan food, let alone cook it, which is disappointing – it's not asking much for them to show a little interest. So, anyway, I just cook all my meals for myself now. I'm gradually getting the hang of it, and I like the independence it brings.

Language focus Hypothetical situations

1 Complete each of the rules (1–3) with words from the box.

the past perfect the past simple *would*

- 1 We use *wish/if only* + _____ to express unhappiness with present situations, e.g. *I wish I had as much willpower as my sister.*
- 2 We use *wish/if only* + _____ to express irritation at other people's actions or behaviour, e.g. *If only people would treat animals with more respect.*
- 3 We use *wish/if only* + _____ to express regrets about things that happened or didn't happen in the past, e.g. *I've only just changed to a plant-based diet. I wish I'd done it ages ago.*

2 Choose the correct alternative in the following sentences.

- 1 It's time you *went / will go / go* to bed now.
- 2 I'd rather you *didn't / wouldn't / mustn't* tell anyone – it's a secret.
- 3 Go to **Ready for Grammar** on page 232 to check your answers to Exercises 1 and 2 and for further practice.
- 4 You have decided to spend the day complaining, telling different people how you would like them to change! The people you are going to speak to are:
 - your mother or father
 - your brother, sister or cousin
 - one of your friends
 - a neighbour
 - the leader of your country
 - another person of your choice.

Write one sentence for each person beginning with one of the following phrases:

I wish you ... It's time you ... I'd rather you ...

5 **SPEAK** Explain to your partner why you would say each of the sentences.

I'd say to my dad, 'I wish you would stop telling bad jokes.' When I was younger I used to think his jokes were funny, but not anymore. It's embarrassing when ...

Reading and Use of English Part 2 Open cloze

1 **SPEAK** Look at the title of the text below. What do you think the text will say?

- 2 Read the text quite quickly, ignoring the gaps. Are any of the ideas you discussed in Exercise 1 mentioned?
- 3 Read the text again and for questions 1–8 and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Sleep myths

Modern living places great demands (0) *ON* our time, and as we try to balance work or school pressures with leisure and social commitments, (1) _____ is often our sleep that suffers. We would (2) _____ spend fewer hours sleeping than give up time dedicated to family, friends and free-time activities. Yet this disregard for the importance of sleep is putting our health (3) _____ risk, and can lead to serious issues such as heart disease, obesity and diabetes.

A recent study carried (4) _____ at NYU School of Medicine has identified a number of widely held myths which contribute to the problem. Most damaging of all is some people's belief that they can (5) _____ by on just five hours' sleep and suffer absolutely (6) _____ harmful effects. Also, it seems, taking naps when you routinely have difficulty sleeping at night (7) _____ not the solution. The researchers, led by Rebecca Robbins, PhD, suggest (8) _____ create a regular sleep routine for ourselves, and aim to sleep for at least seven hours a night.

4 **SPEAK** Do you sleep enough hours each night? Why/Why not? What do you think would be a sensible sleep routine for you?

Vocabulary Health

1 In parts A and B below complete the collocations with one of the words from the box.

A

blood ear heart nose stomach tooth

- 0 If you get a **nose** **bleed**, pinch it with two fingers until it stops.
- 1 She'll have a **attack** when she sees what you've done!
- 2 He'll have serious **decay** if he doesn't clean them regularly.
- 3 Of course he has a **ache**. He ate far too many cream cakes.
- 4 With such high **pressure** you should eat less salt.
- 5 She's got a bad **infection** so she can't come swimming.

B

ankle eye neck nose throat

- 1 That's a nasty **black** . Did somebody hit you?
- 2 She's got a very **sore** . She can hardly speak.
- 3 I've got a **stiff** . It hurts when I turn my head.
- 4 You've got a **runny** . Would you like a handkerchief?
- 5 It's just a badly **sprained** . You haven't broken anything.

2 Study the collocations in the shaded boxes in Exercise 1 for one minute, then cover up the words on the right in each one. How many can you remember?

3 Choose the correct alternative in each sentence.

- 1 Jason cut his leg quite badly and needed fifteen *points* / *scars* / *stitches*.
- 2 You've cut your finger. You should put a *blister* / *plaster* / *sticker* on it.
- 3 When I broke my arm, I had it in *plaster* / *bandage* / *wrapping* for about 5 weeks.
- 4 The doctor gave me a *receipt* / *recipe* / *prescription* for a course of antibiotics.
- 5 The nurse *put* / *gave* / *made* him an injection in his arm to help him sleep.

4 SPEAK Work in pairs. Discuss the following questions.

- 1 Have you recently suffered any of the medical problems in Exercise 1?
- 2 What help or advice would you give to somebody who:
 - a has a **heavy cold**?
 - b has **burnt their hand** with hot water?
 - c has been **stung by a wasp**?
 - d is **feeling faint**?
 - e has a **nose bleed**?



Listening Part 4 Multiple choice

1 **SPEAK** The photograph shows a woman working with a personal trainer. What do you think the job of a personal trainer involves?

2 **12.3** You will hear an interview with a personal trainer. For questions 1–7, choose the best answer (A, B or C).

- 1 When Naomi takes on a new client, what is the first thing she does?
 - A give the client advice on what food to eat
 - B ask the client to do some basic exercises
 - C find out the client's personal aims
- 2 Naomi says she has specialist knowledge in helping
 - A athletes improve their performance.
 - B sportspeople recover from injury.
 - C older people control their diet.
- 3 What quality does Naomi believe a personal trainer should have?
 - A a sense of fun
 - B a love of hard work
 - C an ability to impose discipline
- 4 How does Naomi's business differ from that of other personal trainers in the area?
 - A She operates from her converted garage.
 - B She conducts some of her classes outdoors.
 - C She has a large number of exercise machines.
- 5 What did Naomi find frustrating in her job at the gym?
 - A The clients changed frequently.
 - B There were too many clients.
 - C The clients were treated badly.
- 6 Naomi finally decided to leave her job at the gym when she was asked to
 - A work at weekends.
 - B wear specific clothes.
 - C sell the gym's products.
- 7 How does Naomi find new clients?
 - A Her existing clients recommend her to others.
 - B She advertises for clients in the local press.
 - C Her previous employer sends her clients.

3 **SPEAK** If you had a personal trainer, what would your aims be? What do you do to keep fit and healthy?



Language focus Prepositions and gerunds

1 In Unit 2 you saw that if a verb follows a preposition, the gerund is used. Complete the gaps in these extracts from the listening with a preposition.

- 1 And what reasons do clients have _____ coming to see you?
- 2 I learnt a lot _____ watching the other gym instructors ...
- 3 I was getting tired _____ working on Saturdays ...
- 4 ... protein supplements, which most people take _____ needing to.

2 Gerunds are also used after phrasal verbs which end in a preposition.

I've given up trying to lose weight; I like food too much.

In 1–5 complete each gap with a preposition.

- 1 I'm looking forward _____ Sam coming tomorrow: I haven't seen her for ages.
- 2 Raul isn't ready for a new pet yet: he still hasn't got _____ his cat dying last year.
- 3 Breakfast in the hotel wasn't brilliant, but it won't put us _____ going back there next year.
- 4 When I was in my forties I gave up all team sports and took _____ playing golf instead.
- 5 Many people choose to carry _____ working after their official retirement age.

3 Go to Ready for Grammar on page 232 for rules, explanations and further practice.

4 Complete three of the sentence beginnings below. Use a gerund immediately after the prepositions in bold. Two of your sentences should be true and one should be a lie.

- I'm looking forward **to** ...
- I've decided to give **up** ...
- Yesterday, I was told off **for** ...
- I have a very good chance **of** ...
- I have great difficulty **in** ...
- I'm very good **at** ...

5 SPEAK Work in pairs. Ask questions about your partner's sentences in Exercise 4. Then guess which one is a lie.



Word formation Nouns 2

1 Complete each gap with the correct noun form of the verb in brackets.

I carry out a needs (1) _____ (*analyse*) ... This includes asking them about their eating habits, their (2) _____ (*injure*) history and any medical (3) _____ (*complain*) or conditions, such as high blood (4) _____ (*press*). Then basically, I design exercise routines and give (5) _____ (*advise*) on nutrition in (6) _____ (*respond*) to the information they give me.

2 Check your answers in the **Audioscript** on page 246.

3 In 1–8, form nouns by adding the same suffix from the box to all four words in each group. You may need to make further spelling changes. There is an example at the beginning (0).

-age -al -cy -ight -ing -ship -th -ure 

0	honest	difficult	safe	poor
	<i>honesty</i>	<i>difficulty</i>	<i>safety</i>	<i>poverty</i>
1	say	meet	build	advertise
2	fail	depart	please	sign
3	arrive	refuse	survive	approve
4	warm	deep	true	grow
5	fly	see	weigh	high
6	friend	member	champion	partner
7	short	store	pack	marry
8	accurate	efficient	vacant	frequent

4 Complete each gap with an appropriate noun formed from the word in brackets. The first one has been done for you.

- 1 *Laughter* (*laugh*) is the best medicine.
- 2 The secret of _____ (*succeed*) is hard work.
- 3 Too much _____ (*choose*) is a bad thing.
- 4 A little _____ (*know*) is a dangerous thing.
- 5 The worst thing about becoming famous is the _____ (*lose*) of _____ (*private*).
- 6 Protecting freedom of _____ (*speak*) is more important than protecting people from being offended.
- 7 There is no _____ (*prove*) that alien life exists.
- 8 Your _____ (*believe*) don't make you a better person, your _____ (*behave*) does.

5 **SPEAK** Work in small groups. Discuss each of the statements in Exercise 4.

Writing Part 2 Report

1 **SPEAK** Read the following Part 2 task. Which places would you recommend in your area? Why?

A group of foreign students is going to be staying in your area for a month this summer. They are keen to keep fit during their stay and the group leader has asked you to write a report giving advice on the best places to go running, swimming and cycling. In your report you should explain why these places will be of interest to the group.



2 Read the following answer to the task in Exercise 1, ignoring the gaps. How similar is the area described in the report to the area in which you live?

Introduction

The aim of this report is to describe the best places in this area for your students to go running, cycling and swimming during their stay here.

Running

The town has one of the longest promenades in the country. As (1) _____ as being wide and flat, it offers spectacular views out to sea. A run (2) _____ just before breakfast is the perfect way for your students to start the day and prepare themselves mentally for their English classes.

Cycling

Cycling is forbidden on the promenade, (3) _____ there is a cycle path on the outskirts of town, (4) _____ your students can burn a few calories after class. (5) _____ takes cyclists through an area of woods and hills, with more superb views of the town and the sea.

Swimming

Swimming in the sea is not recommended, (6) _____ the water is not particularly clean. (7) _____, there is a lake just outside the town, (8) _____ is pleasant to swim in and less crowded than the town's swimming pool.

Conclusion

This area offers plenty of opportunities to keep fit and your students will be able to do sport and enjoy beautiful scenery at the same time.



3 All answers for the Writing paper should contain evidence of linking. Eight words which link ideas in the report above have been removed. Complete each gap (1–8) with a word from the box.

as but here however this well where which

4 How has the writer of the report created links between

- 1 the paragraphs on running and cycling?
- 2 the paragraphs on cycling and swimming?

5 You must address all the points in the question. Underline those sections of the report above where the writer has addressed the point: *you should explain why these places will be of interest to the group.*

Running – A run here just before breakfast is the perfect way for your students to start the day ...

6 Write an answer to the following Writing Part 2 task.

A group of foreign students is going to be staying in your area for a month. You have been asked to write a report for the group leader giving advice on eating out. Describe the best places to eat cheaply in your area and say why, in addition to the reasons of cost, you think the students will enjoy eating in these places.

Write your report in 140–190 words.

Useful language

The food is cheap/inexpensive/reasonably priced/affordable.

The price is/prices are low/reasonable/competitive/affordable.

The atmosphere is pleasant/friendly/relaxed/lively.

The portions are generous/huge/(more than) adequate.

The food is tasty/delicious/healthy/homemade.

Don't forget!

- Plan your answer before you write.
- Give each paragraph a heading.
- Address all the points in the question.
- Use a variety of linking devices.
- Write in a neutral or formal style.

For more information on writing reports, see **pages 56–57** in Unit 4, and **page 196** in Ready for Writing.

Reading and Use of English Part 4 Key word transformation

For questions 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.

1 I don't weigh as much as I did when I last saw you.

LOST

I I last saw you.

2 I'm amazed by how much he knows about wild flowers.

OF

His me.

3 'There'll be very few people at the meeting tomorrow,' she told Roger.

NOT

She told Roger there people at the meeting the next day.

4 It's a pity we don't live nearer the school.

CLOSER

I wish we the school.

5 I really regret not accepting that part-time job offer.

WISH

I really down that part-time job offer.

6 My parents would prefer me not to wear jeans to the wedding.

RATHER

My parents would jeans to the wedding.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

FLEXITARIANISM

Eating, of course, is a (0) **NECESSITY**, but a study published by a team of (1) , led by Dr Marco Springmann of the University of Oxford, warns of the dangers of our diet for the planet. Food production is already responsible for releasing huge amounts of carbon dioxide into the atmosphere. It also brings about deforestation and the (2) of freshwater sources. With the continued (3) in population, the problem will get worse, as the (4) on resources increases. To reduce our carbon footprint, and at the same time improve our health, the (5) of the study is that we should adopt a flexitarian diet, which is mostly vegetarian yet still allows for the (6) dish containing meat or other animal products. This could cut greenhouse gas emissions from agriculture by more than half. A (7) to take action, on the other hand, could have serious consequences for the planet and may lead to our (8) to feed ourselves in the future.

**NECESSARY
SCIENCE**

**LOSE
GROW
PRESS**

**ADVISE
OCCASION**

FAIL

ABLE



Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Evidence (0) **C** that a sedentary lifestyle can have a serious (1) **on** your health. According to the World Heart Foundation, physical inactivity (2) **the risk of** heart disease by 50%.

You should, therefore, (3) **of** spending too long in front of your computer without taking breaks. Sitting for lengthy periods at your desk may cause your shoulders, neck and upper back to become (4) **, and you are likely to become increasingly unproductive as your concentration begins to wander. In an attempt to remedy this, you may try to keep yourself going with junk food, sweetened coffee or (5) **drinks, leading to weight gain and perhaps even high blood (6) **.******

If taking time out for vigorous exercise is not a possibility, you should at least get up from your desk at regular (7) **to do stretching exercises or walk around. Drink (8) **of water too – it improves concentration, and the resulting trips to the toilet will keep you active.****

THE DANGERS OF A SEDENTARY LIFESTYLE



0 A advises	B warns	C suggests	D persuades
1 A harm	B damage	C effect	D importance
2 A rises	B increases	C gains	D grows
3 A beware	B avoid	C discourage	D care
4 A tough	B hurtful	C stiff	D intense
5 A floppy	B foggy	C furry	D fizzy
6 A tenseness	B movement	C problem	D pressure
7 A intervals	B interruptions	C stops	D delays
8 A much	B full	C plenty	D lot

Writing Part 2 Article

You see this announcement in an English-language magazine:

HOW TO BEAT STRESS

Write an article giving us your tips for beating stress at work or in your studies.

In particular, we'd like you to tell us:

- how you prevent yourself from getting stressed.
- how you relax and unwind if you're feeling stressed.

The best articles will be published in next month's magazine.

Write your article in 140–190 words.

For more information on writing articles, see [page 192](#).

Pronunciation Silent vowels

1 In the middle of each of the following words there is a vowel which is not usually pronounced. Cross out the silent vowels and write down the number of syllables in each word. The first one has been done for you.

1 chocolate 2

4 frightening —

2 vegetable —

5 typically —

3 factory —

6 biscuit —

2  12.4 Listen to check your answers to Exercise 1.

3  12.5 Read out the following sentences. Take care to pronounce the words in bold with the correct number of syllables given in brackets. Then listen and check.

- 1 I work as a **secretary** (3) in a **reasonably** (3) large catering **business** (2).
- 2 **Everyone** (3) has **different** (2) tastes and **preferences** (3).
- 3 The **temperature** (3) in the **restaurant** (2) was very **comfortable** (3).
- 4 I found the **documentary** (4) on the **history** (2) of food preparation very **interesting** (3).
- 5 There are **several** (2) good **ictionaries** (3) of cooking terms in our food **literature** (3) section.

4 Complete the sentences so that they are true for you.

- My favourite type of chocolate is ...
- The last documentary I saw was ...
- I'm not at all interested in ...

5 **SPEAK** Work in pairs. Read aloud your sentences using the correct pronunciation.

My favourite type of chocolate is milk chocolate with fruit and nuts in it.



Go to **Collocation Revision** Units 1–12 on **page 187**.

COLLOCATION REVISION UNITS 1-12

In each of the spaces below, write one word which collocates with *all* three of the other words. You will need to write nouns in the left-hand column and verbs in the right-hand column. The numbers in brackets refer to the relevant units of the book where the words you require first appeared.

Adjective + noun

- 1 baggy
scruffy
trendy
- 2 a percussion
a wind
a stringed
- 3 a horror
an action
a science-fiction
- 4 a challenging
a monotonous
a well-paid
- 5 flowing
shoulder-length
curly
- 6 a prosperous
a thriving
a run-down
- 7 a business
a day
a weekend
- 8 a life
a two-year
a prison
- 9 strong
gale-force
light
- 10 a soft
a still
a fizzy

Verb + noun

- 1
an active social life
a traditional way of life
a sedentary lifestyle
- 2
a track
a tune
a chord
- 3
your lifestyle
careers
for the better
- 4
someone's advice
pity on someone
interest in something
- 5
full time
overtime
long hours
- 6
up your mind
sure
more of an effort
- 7
your best
harm to someone
physical exercise
- 8
a piercing scream
a deep sigh
a broad smile
- 9
pressure on someone/something
someone/something at risk
an end to something
- 10
a sore throat
high blood pressure
a runny nose



READY FOR WRITING

Introduction

For the **Writing** paper you have to complete two different writing tasks in 1 hour 20 minutes; the compulsory Part 1 task and then another from a choice of three in Part 2. For each task you write between **140** and **190** words.

Writing Part 1

For Part 1 you have to write (1) an essay on a particular topic. You are given the title of the essay, together with some notes to guide your writing.

Writing Part 2

For Part 2 you write one from a choice of three tasks. The possible task types are

(2) an article	(5) an email or letter, which could be either:
(3) a report	a formal
(4) a review	b informal

Decide which writing task type (1–5) each extract (A–F) is taken from.

A And remember, we can always put you up for the night if you want – just let us know when you're thinking of coming.

B Some people are strongly opposed to keeping animals in cages. Others, however, argue that zoos have many important benefits.

C It is full of action and adventure and the acting is very convincing, but I have to admit, I found the plot rather too predictable.

D I have gained a considerable amount of relevant experience in this field, and consequently feel I would be well suited to the position.

E Have you ever wondered what it would be like to live without a mobile phone for a month? I have, and I'm really not sure I'd be able to survive that long.

F A visit to the Museum of Modern Art is an option worth considering. However, queues can be long, so it is advisable to buy your tickets online before you go.

Register

1 The following comments were made about extracts similar to those above. Circle the appropriate alternative and match each sentence to the feature of language which is being commented on.

1 The use of 'can't' and 'isn't' show that the letter is <i>formal</i> / <i>informal</i> .	a phrasal verbs
2 'Furthermore' is a very <i>formal</i> / <i>informal</i> word.	b question forms
3 'Own up' is a more <i>formal</i> / <i>informal</i> way of saying 'confess'.	c punctuation
4 An exclamation mark would not be used in <i>formal</i> / <i>informal</i> writing.	d contractions
5 'Could you possibly tell me what time it starts?' sounds quite <i>formal</i> / <i>informal</i> to me.	e linking words

2 Now look at extracts A–F again and decide whether the register in each one is *formal*, *informal* or *neutral*. Give reasons for your decisions, commenting on the language used.

Extract A is *informal*. There is a contraction and a phrasal verb, 'put up', is used. Starting a sentence with 'And' is *informal*, and so is the use of the dash.

Marking

When marking answers for the Writing paper, examiners consider the features in the box. Match each category to the general advice and information in a-f below. The first one has been done for you.

Accuracy Content Organisation & cohesion Range Register

1 Range

a Use a variety of grammatical structures and vocabulary appropriate to the task.

2 _____

b Check that your answer addresses all the points in the task.

3 _____

c Write in clear paragraphs of a suitable length.

d Ensure the content is logically ordered and ideas are connected using appropriate linking words and expressions.

4 _____

e Consider the task and the target reader, and decide whether the language of your answer should be formal, neutral or informal.

5 _____

f Avoid making too many mistakes, particularly basic ones or ones which prevent understanding.

Planning and checking

The sentences below show the stages to follow when planning and checking your written work. Match each stage 1-6 to the piece of general advice in a-f above to which it corresponds.

1 b

1 Read the task at least twice, underlining key information and requirements.

2 Pay particular attention to the person or people for whom your piece of writing is intended.

3 Make a list of ideas for your answer, then select the best ones and arrange them into logical groupings.
This is your basic plan.

4 Note down words and expressions which might be suitable for linking your ideas.

5 Write down relevant words, collocations and structures which you might be able to include in your answer.

6 When you have written your answer, check spelling, punctuation and grammar.

Writing Part 1 Essay

Type one

In the model answer below, **both sides of the argument are considered**, before a conclusion is reached in the final paragraph.

In your English class you have been discussing the role of technology in the home.

Now your teacher has asked you to write an essay.

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

Do you agree that modern domestic appliances have improved the quality of our lives?

Notes

Write about:

- 1 effect on household chores
- 2 time saved for other activities
- 3 (your own idea)

Write your **essay** in **140-190** words.

Model answer

<p>a general introduction</p> <p>positive aspects (points 1 & 2 of Notes)</p> <p>negative aspects (point 3 of Notes – your own idea)</p> <p>conclusion, summarising opinion</p>	<p><u>Have domestic appliances improved the quality of our lives?</u></p> <p>Nowadays, many people have a wide range of appliances in their home, all of which are designed to make life easier. <u>However</u>, they also have some disadvantages.</p> <p><u>On the one hand</u>, they have reduced the amount of time needed to complete domestic chores. Cleaning, ironing and cooking can be done far more quickly and efficiently than fifty years ago, <u>while</u> washing up has become almost extinct in households with a dishwasher. <u>As a result</u>, people have more time to spend on leisure activities, and are free to do the things they want to rather than what they have to.</p> <p><u>On the other hand</u>, some modern appliances have made our lives less interesting than before, particularly when it comes to cooking. Food which has been taken from the freezer and heated in a microwave is not as tasty as fresh food cooked in a conventional oven; and many people prefer to prepare meals themselves rather than let sophisticated food processors do it for them.</p> <p><u>To sum up</u>, although modern appliances have made life easier in the home, this does not always make everyone happier.</p>	<p>appropriately formal style</p> <p>use of linking words and phrases</p>
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Task

In your English class you have been talking about education in schools in your country.

Now, your English teacher has asked you to write an essay.

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

Some people think that school does not prepare students adequately for real life. Do you agree?

Notes

Things to write about:

- 1 the content of lessons
- 2 social relationships
- 3 (your own idea)

Write your essay in **140–190** words.

Useful language for essays

Expressing your opinion

I personally feel that ...

I firmly believe that ...

I partly/fully agree that ...

In my opinion ...

My personal view is that ...

Saying what people think

Some/Many people feel that ...

Others argue that ...

One/Another point of view is that ...

It is sometimes said/claimed that ...

It is widely believed that ...

It is generally agreed that ...

See page 43 of Unit 3 for linking devices.

Writing Part 1 Essay

Type two

In the model answer below, **only one point of view is considered**. This is clearly stated in the first paragraph and supported with reasons in the subsequent paragraphs.

In your English class you have been talking about relationships with family and friends.

Now, your English teacher has asked you to write an essay.

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

Is it better to go on holiday with family or friends?

Notes

Things to write about:

- 1 which is cheaper
- 2 which is more fun
- 3 (your own idea)

Write your essay in **140–190** words.

Model answer

Is it better to go on holiday with family or friends?

introduction, stating opinion

Provided there are reasonably strong and healthy relationships between parents and children, it is my opinion that a family holiday has more advantages than one with friends.

first reason
(point 1 of Notes)

To begin with, it is much more economical to spend your holiday with your family, particularly if you are a teenager. Parents are happy to pay for almost everything, enabling their children to do things they would not be able to afford to if they were with friends.

second reason
(point 2 of Notes)

Secondly, even though the two types of holiday are very different, you can have just as much fun with your family as with your friends. Parents and children may not always agree on what to do each day, but this is also true between friends.

third reason
(point 3 of Notes)

Finally, an important advantage of having fun with your family is that it helps to strengthen relationships between the different members. In their busy lives, they have little time to spend with each other; a holiday helps bring everyone together in a relaxed situation.

conclusion, restating opinion

In conclusion, whilst time spent away with friends can be very enjoyable, a holiday spent with the family has a much more beneficial effect.

appropriately formal style

use of linking words and phrases

Task

In your English class you have been talking about the effects of fame.

Now, your English teacher has asked you to write an essay.

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

Write your essay in **140–190** words.

Is it better to be famous or unknown?

Notes

Write about:

- 1 money
- 2 friends
- 3 (your own idea)

Writing Part 2 Article

You see this announcement in an international magazine.

MY IDEAL JOB

We're interested to know what jobs people would most like to do.
 Write us an article telling us what your ideal job would be and why.
 The best articles will be published in next month's magazine.

Write your article in 140–190 words.

Model answer

interesting title to attract reader's attention

Working with wildlife – naturally!

opening sentence relevant to title

What else would a zoology student and keen nature photographer possibly want to do? Office jobs are dull, sales jobs are stressful and industry is out of the question. The ideal job for me is that of a warden on a nature reserve.

a lively informal style throughout the article

Can you imagine being outside all day, surrounded by nature and wildlife? You would hear the sound of birdsong rather than the noise of traffic, smell flowers and trees instead of exhaust fumes and cigarettes, and see peaceful rivers, not busy roads. You have to admit, those are wonderful working conditions.

direct questions and statements addressed to the reader

Importantly, with a job like this, I would be doing something I believe in, helping to preserve the environment for future generations. And although I'd be far from built-up areas and large populations, I would still have contact with people through teaching visitors to the reserve about nature conservation.

informal linking devices

Of course, it's not the best-paid job in the world. But I'd probably be able to afford to rent a small cottage with a cosy fireplace and a vegetable garden. It's not everybody's idea of luxury, but personally, I couldn't imagine anything better.

a closing comment

Task

Either:

a write your own answer to the task above in 140–190 words; or b answer the following question.

You see this announcement in your school's English-language magazine.

Write your article in 140–190 words.

MY IDEAL EVENING OUT

We'd like to hear about your ideal evening out. Where would you go, who would you go with and what would you do?

Write us an article answering these questions and giving your reasons. We'll print the three most interesting articles in next month's magazine.

Useful language for articles

Involving the reader

Can you imagine ...?

Have you ever ...?

How would you feel if ...?

Did you know that ...?

Just think ...

You have to admit ...

Attitude adverbs

Naturally, ...

Importantly, ...

Personally, ...

(Not) surprisingly, ...

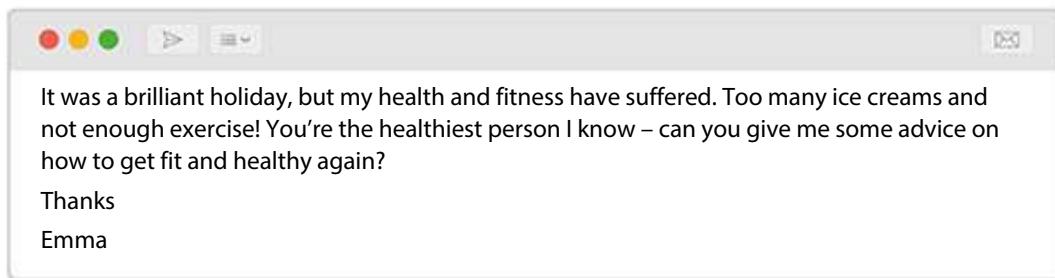
Interestingly, ...

Worryingly, ...

(Un)fortunately, ...

Writing Part 2 Email and letter (Informal)

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



Write your email in 140–190 words.

Model answer

Hi Emma

Thanks for your email. It sounds as if you had a good time on your holiday – perhaps a little too good! You definitely need to change some of those bad habits you picked up.

Firstly, you should do some regular physical exercise. If I were you, I'd go jogging at least three or four times a week. You live in a beautiful area with lots of lovely country paths, so there's no excuse for not getting out and going for a run. It's also a good idea to leave the car in the garage and walk to the shops instead. They're not far from your house, and you'll be surprised how much better you'll feel as a result.

And as I'm sure you realise, you should also change your diet. Try cutting down on fried food, butter, cheese and fatty meat – and cut out ice creams completely! Getting fit and healthy takes time, so be consistent and don't give up after just a couple of weeks.

I hope that's useful. Good luck and let me know how you get on.

All the best,
David

brief, relevant opening paragraph

use of linking words

appropriately informal style

appropriate ending

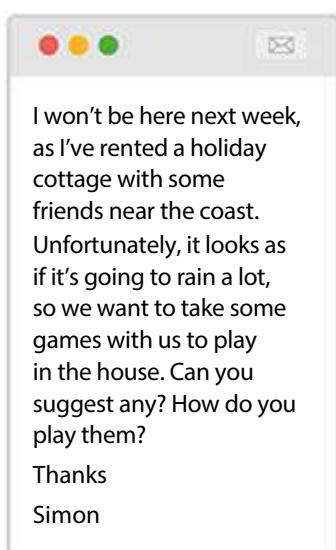
language for giving advice

use of phrasal verbs

Task

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

Write your email in 140–190 words.



Useful language for informal emails and letters

Beginning the email/letter

Thanks for your email/letter.

It was great/lovely to hear from you.

That's good news about/Pleased to hear about (the new house)

It's a shame about/Sorry to hear about (your exam).

(The holiday) sounds wonderful/terrible.

Giving advice and making suggestions

If I were you, I'd/I wouldn't (take some board games).

Make sure you (take a pack of cards).

You could/should try (eating more fruit).

It's (not) a good idea to (go on your own).

It's best (not) to (do too much)

Ending the email/letter

I hope that's useful/helpful.

Let me know (what happens).

Give my love/regards to (your mum).

Looking forward to hearing from you.

Hope to see you/hear from you soon.

Closing phrases

All the best

Bye for now

Best wishes

(Lots of) love

Writing Part 2 Email and letter (formal)

You have seen this advertisement in an international magazine.

UK SUMMER CAMPS

Helpers required to work on one of our UK Summer Camps.

Applicants should be hard-working, energetic and able to organise activities for young children in these areas:

- ▶ workshops
- ▶ sports
- ▶ outdoor pursuits
- ▶ indoor and outdoor games

Write to the director, Mrs Simpson, giving your reasons for applying and saying why you would be suitable for the job.



Write your **letter of application** in 140–190 words.

introduction

Dear Mrs Simpson

I would like to apply for the job of Camp Helper as advertised in this month's issue of 'International Student'.

reasons for applying

I like being with children very much and I would certainly enjoy the challenge of working with them on one of your camps. Moreover, I have just finished school and in October I will be starting a degree course in English. I am therefore very keen to improve my language skills in an English-speaking country before I go to university.

relevant skills and experience

There are a number of activities I could organise for the children. My interests include basketball, tennis and orienteering, and I also play the guitar and compose my own songs. For the past seven years I have attended summer camps in my country with the scouts, and last year I helped to run a number of events, including an orienteering competition and a kite-making workshop.

personal qualities and suitability for the job

I feel I have the necessary patience and energy to make a positive and enthusiastic contribution to your camps and I hope you will consider my application favourably.

I look forward to hearing from you.

Yours sincerely,

Costas Sergis

use of linking words

appropriately formal style

appropriate ending

Task

You have seen this advertisement in an international magazine.

COASTAL CAMPSITES REQUIRE

- Reception Assistants
- Bar and Restaurant Staff
- Swimming Pool Attendants
- Entertainers

to work in the UK on our busy, five-star campsites this summer. Applicants must have a reasonable command of English and be willing to work long hours.

Write to the director, Mr Peabody, and explain why you would be suitable for the job.

Write your **letter of application** in 140–190 words.

Useful language for letters of application

Beginnings and endings

Dear Sir or Madam and Yours faithfully

Dear Ms Bentley and Yours sincerely

Reason for writing

I saw/have seen your advertisement in ...

I am writing to apply for the job/position of (a shop assistant) ...

I would like to apply for a grant to study/for ...

I would like to volunteer to work with (the elderly) ...

Describing skills and experience

I have (a great deal of/some) experience of (looking after animals).

I spent (two months) working as (a kitchen assistant).

I have excellent communication/computer/organisational skills.

I have a good knowledge of (first aid/French/website development).

Personal qualities and suitability

I have a/an friendly/sensitive/easy-going/enthusiastic nature.

I feel I have the necessary (patience) and (energy) for the job.

I am confident I would be well suited to the job.

I believe I am an ideal candidate for a grant/the job.

Closing remarks

I hope you will consider my application.

I look forward to your reply/hearing from you.



Writing Part 2 Report

A group of elderly tourists will be spending a morning in your town as part of a ten-day tour of the region. The local tourist office has asked you to write a report for the group leader, suggesting ways in which the tourists might spend the morning. You should give advice on sightseeing and shopping, as well as information on where they could have lunch.

Write your report in 140–190 words.

Model answer

a suitable heading for each section of the report

Introduction

The aim of this report is to give suggestions to a group of elderly tourists on how to make the most of their morning in Roxburgh.

} summarise the aim of the report without copying the wording of the question

a range of language for giving advice

Sightseeing

The group might like to begin the morning with a visit to the 16th century church, with its impressive stained-glassed windows. Within easy walking distance of the church is the Roxburgh Folk Museum, containing numerous exhibits which show what life was like in the town in former centuries.

a variety of words and phrases to describe amounts and quantities

Shopping

For those who would like to go shopping, the farmers' market in the main square is an option worth considering. A wide choice of fresh, organic produce is on sale, together with locally made cheeses, bread and wine. The square also contains a number of interesting pottery shops, some of which offer discounts to senior citizens.

a consistent style, in this case formal

Lunch

After a busy morning, lunch in one of the reasonably priced restaurants on the seafront is to be recommended. Non-vegetarians should try one of the many fresh fish dishes for which Roxburgh is famous.

conclude with summarising comment and/or final recommendation

Conclusion

Although the group is only in Roxburgh for a short time, everyone is guaranteed a warm welcome and a memorable morning.

Task

A group of foreign teenage students on an exchange programme in your region is planning to visit your town for an afternoon and evening. You have been asked to write a report for the leader of the group, suggesting ways in which the students might spend their time in your town. You should give advice on places to go for shopping and entertainment, explaining why you recommend these places.

Write your report in 140–190 words.

Useful language for reports

Giving advice and making suggestions

I would recommend/advise them to (go to the shopping centre).

I suggest you/they (shop for clothes at 'RHN').

The best place for (music) is ('Spins').

You/They should/really must/are advised to (go to 'Aquaworld').

(A visit to the zoo) is an option worth considering.

(A boat trip) is a must/is to be recommended.

It is advisable/a good idea to (book in advance).

Describing amounts or quantities

a wide range/selection/variety of (clothes shops)

a large number of (restaurants)

a great deal/large amount of (litter)

plenty of/several/many/numerous (parks and gardens)

Talking about facilities

The shopping/sports/cultural/leisure/restaurant, etc. facilities are ...

... excellent/outstanding/second to none.

... adequate/reasonable.

... poor/inadequate/basic.

Writing Part 2 Review

You have seen this notice in an English-language magazine called *Stageshow*.

Write your **review** in 140–190 words.

Model answer

Wizard Warren Whizzbang

introduction, including a general opinion

I had a truly magical evening when I went to see Warren Whizzbang with my ten-year-old nephew last month. It was the first live magic show I had been to, and it won't be my last.

positive points about the show

Warren started the show with a few of the typical tricks you often see on television, but it was so much more impressive to see them performed live. The audience watched open-mouthed as he made a variety of objects disappear, turned rabbits into birds and seemed to cut his assistant in half.

use of linking words and phrases

The most entertaining part of the show came when he invited members of the audience onto the stage. We couldn't stop laughing as he produced pencils from people's ears and mice from their pockets. It was absolutely hilarious.

The card tricks were a little disappointing, mainly because it wasn't always easy to see what was happening. My nephew and I both lost interest at this point, although fortunately, this section of the show was quite short.

Whatever your age, Warren Whizzbang is definitely worth going to see, even if you are unimpressed by magic on the television. The live experience is simply unforgettable.

a range of adjectives

} negative point about the show

} recommendation

Task

Either: **a** write your own answer to the task above in 140–190 words; or **b** answer the following question.

You have seen this notice in your school's English-language magazine.

TELEVISION REVIEWS NEEDED

We'd like to hear about a television series you watch regularly. Write us a review, telling us what you enjoy about the series and whether there is anything you don't like about it. Don't forget to say who you would recommend it to.

Write your **review** in 140–190 words.

Useful language for reviews

Giving information about a film, TV series, play or book

It is set in (Wales) in (the nineteen eighties).

It tells the story of (a family in crisis).

The main character is (Owen, an unemployed miner).

The play/film/series stars (Paul Fairburn) as (Owen).

Giving an opinion

One of its strengths/weaknesses is ...

It is full of drama/romance/humour/mystery/action/suspense.

The (acting) is/was impressive/exceptional/outstanding/disappointing/awful.

The funniest/best/most entertaining part of the (play) came/comes when ...

I particularly enjoy(ed) I don't/didn't particularly like ...

Making a recommendation

It is definitely worth watching/reading/buying/going to see.

It is suitable/ideal for (teenagers).

I would certainly recommend it to (anyone interested in cycling).

It will appeal to (all fans of the crime genre).

(Young children) are sure to enjoy it.

ADDITIONAL MATERIALS

UNIT 2

Speaking Part 2 Long turn

The photographs below show people listening to music in different situations.

Student A: Compare the photographs and say why you think the people have decided to listen to music in these situations.

Student B: When your partner has finished, say where you like listening to music.



Why do you think the people have decided to listen to music in these situations?



[Go back to page 16.](#)

UNIT 5

Speaking Part 2 Long turn

1 Look at the photographs below. They show people doing different jobs.

Student A: Compare the photographs and say what you think might be difficult for the people about doing these jobs.

Student B: When your partner has finished, say which of these jobs you would prefer to do.



What do you think might be difficult for the people about doing these jobs?



[Go back to page 68.](#)

UNIT 5

Speaking Part 4 Further discussion

SPEAK Following on from your discussion in the Part 3 task on page 72, discuss these questions with your partner. Give reasons for your answers.

- 1 Do/Did you disagree with any of the rules at your secondary school?
- 2 Should teachers be allowed to impose strict punishments on pupils who break the rules?
- 3 Some people think parents give teenagers too much freedom nowadays. Do you agree?
- 4 What should be done to reduce the number of accidents on the roads?
- 5 Do you think it is ever justified to break the rules?
- 6 Do you think sport would be more interesting to watch if there were fewer rules?

Go back to [page 72](#).

UNIT 6

Speaking Part 4 Further discussion

SPEAK Following on from your discussion in the Part 3 task on page 83, discuss these questions with your partner. Give reasons for your answers.

- 1 Would you prefer to share a flat with friends, or live with your parents?
- 2 What do you think is the ideal number of brothers and sisters to have?
- 3 Is it possible to get on well with people who have very different opinions from us?
- 4 Some people say that being a parent is the hardest job in the world. Do you agree?
- 5 Should all schools be mixed-gender, with both boys and girls, or is single-sex education better?
- 6 Some companies allow their employees to work at home on one or more days of the week. Do you think this is a good idea?

Go back to [page 83](#).

UNIT 2

Listening Part 2 Sentence completion

- 1 Look at the [listening script on page 235](#) and use the context to help you work out the meanings of the phrasal verbs in red.

... we're going to take a look at what's **going on** in the world of music.

'Go on', here, means happen.

- 2 **SPEAK** Talk about at least five of the following with your partner.

- 1 a person you usually **turn to** for help if you have a problem
- 2 a place in the world where you would happily **set up** home if you could
- 3 a problem for which politicians need to **come up with** a solution soon
- 4 a moment that **stands out** as being particularly important in your life
- 5 a holiday that **turned out** to be a complete disaster
- 6 an activity you have been **put off** doing again because of a bad experience
- 7 an interesting fact or piece of information that you have **found out** recently
- 8 an experiment you **carried out** in a school science lesson which made an impression on you

Go back to [page 17](#).

UNIT 7

Speaking Part 2 Long turn

Look at the photographs. They show people shopping in different places.

Student A: Compare the photographs and say why you think the people have decided to go shopping in these different places.

Student B: When your partner has finished, say whether you like shopping for clothes.



Why have the people decided to go shopping in these different places?



[Go back to page 100.](#)

UNIT 9

Reading and Use of English Part 2 Open cloze

Read the examples of sportsmen and women's superstitious rituals. Do you know any more like this?

Former world number one tennis star Serena Williams always ties her shoelaces in exactly the same way, and wears the same pair of socks for every match, without washing them.

In the 1998 football World Cup, French player Laurent Blanc would kiss the bald head of goalkeeper Fabien Barthez before every game. France won the trophy that year.

Before each race, swimming legend Michael Phelps used to listen to music, then take off his headphones and swing his arms three times before stepping up onto the starting block.

British former boxer James DeGale always used to put his left glove on before the right one, whether he was training or about to go in the ring for a professional fight.

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UNIT 11

Language focus Conditionals

Student A

1 In 1–4 below you are given the second half of four sentences. For each one, write three possible beginnings. There is an example (0) to help you.

a *If I could speak English fluently,* 0 ... *I'd probably get a good job.*
b *If I went to live in the capital,* ...
c *If my dad asked the right people,* ...

1 ... I'd probably be extremely popular.
2 ... the world would be a better place.
3 ... I'd never speak to you again.
4 ... I would have passed my exams.

2 Read out the sentence beginnings you have written and your partner will try to guess the sentence endings you were given.

Go back to [page 165](#).

UNIT 9

Language focus Reporting verbs

Student A

1 Tell each other your problems (see below) and give each other suggestions and advice. Use the following structures:

You should ... *Why don't you ...?* *If I were you, I'd ...*
Make sure you ... *Try + gerund*

- I'm finding it difficult to sleep at night.
- I have problems learning English vocabulary.
- I'm addicted to my smartphone. I spend six hours a day on it.
- I think someone in this class is stealing things.
- I get very nervous when I take exams.

2 Change partners and report your conversations using the verbs *suggest*, *recommend* and *advise*.

I told Ana I was finding it difficult to sleep at night, and she suggested I should stop looking at my phone in the evening.

Go back to [page 136](#).



UNIT 11

Language focus Conditionals

Student B

1 In 1–4 below you are given the first half of four sentences. For each one, write three possible continuations.

There is an example (0) to help you.

0 If I were extremely rich, *a I'd buy a big house in the countryside.*
b I probably wouldn't give up my studies.
c I'd donate some of my money to charity.

- 1 If I lived in Britain, ...
- 2 If I were ten years older, ...
- 3 If someone stole my phone, ...
- 4 If plastic hadn't been invented, ...

2 Read out the sentence endings you have written and your partner will try to guess the sentence beginnings you were given.

Go back to page 165.

READY FOR SPEAKING

Speaking Part 2 Long turn

Student A: Look at these photographs. They show people spending time on boats. Compare the photos and say what you think the people are enjoying about spending time on these different boats.



Student B: When your partner has finished, say which of these boats you would prefer to spend time on.

Go back to page 142.

UNIT 9

Language focus Reporting verbs

Student B

1 Tell each other your problems (see below) and give each other suggestions and advice. Use the following structures:

You should ... *Why don't you ...?* *If I were you, I'd ...*

Make sure you ... *Try + gerund*

- I've got a bad cold.
- I find it hard to concentrate when I study.
- I eat a lot of junk food because I'm so busy and have no time to cook.
- I have no idea what I want to do when I leave school.
- My parents want me to go on holiday with them, but I'd rather go with my friends.

2 Change partners and report your conversations using the verbs *suggest*, *recommend* and *advise*.

I told Diego I had a bad cold, and he suggested I should drink lots of water.

Go back to [page 136](#).

UNIT 10

Listening Part 3 Multiple matching

Read the article. What reasons are given for children telling lies?

When children first begin lying, they lie to avoid punishment, and because of that, they lie indiscriminately – whenever punishment seems to be a possibility. A three-year-old will say, 'I didn't hit my sister,' even though a parent witnessed the child hit her sibling. A six-year-old won't make that mistake – she'll lie only about a punch that occurred when the parent was out of the room.

By the time a child reaches school age, the reasons for lying are more complex. Punishment is a primary catalyst for lying, but as kids develop empathy and become more aware of social relations, they start to consider others when they lie. They may lie to spare a friend's feelings. Secret keeping becomes an important part of friendship – and so lying may be a part of that. Lying also becomes a way to increase a child's power and sense of control – by bragging* to assert his status, and by learning that he can fool his parents.

*talking about achievements or possessions in a proud way that annoys people

Go back to [page 154](#).

UNIT 11

Speaking Part 4 Further discussion

SPEAK Discuss the following questions with your partner on the topic of the environment. Give reasons for your opinions.

- 1 How environmentally aware do you think people are in your country?
- 2 Some people say that the best way to keep cities clean is to make people who drop litter pay heavy fines. Do you agree?
- 3 What can local authorities do to reduce traffic pollution in towns and cities?
- 4 Do you think it's true that some people worry too much about the environment and there are more important problems to solve?
- 5 Some people think it is too late to repair the damage we have done to the environment. What do you think?
- 6 Some people say we should set up colonies on other planets, in case we suffer a global environmental disaster here on Earth. Do you think this is a good idea?

Go back to [page 166](#).

READY FOR GRAMMAR

1 Habitual behaviour

Habitual behaviour in the present

A The present simple is used for habitual actions or permanent situations in the present.

I go for a run twice a week. She lives near the park.

B Frequency adverbs are used to indicate how often an action occurs. They are usually placed:

1 before the main verb.

I always go to bed before midnight.

2 after the verb *to be* or an auxiliary verb.

She is very often late for work.

They have rarely been seen together.

3 *Usually, normally, generally, frequently, sometimes, (very/quite) often and occasionally* can also be placed at the beginning of the sentence or clause.

Occasionally we go out for a meal, but usually we eat at home.

NB *(almost) always/never, (very) rarely/seldom and hardly ever* cannot be used in the same way.

4 *Sometimes* and *quite/not very often* can be placed at the end of the sentence or clause.

You say some very hurtful things sometimes.

I don't go to the cinema very often.

5 Adverb phrases such as *now and again, from time to time, twice a week* and *every day* are placed at the beginning or end of a clause or sentence, but not between the subject and the verb.

I see Paul at work every day and from time to time we have lunch together.

Alternatives

1 The present continuous + *always* is used to talk about things which occur frequently and which the speaker finds annoying.

He's always complaining about something!

2 Adjectives can be used as an alternative to *rarely, normally* and *(not) usually*.

It's rare/normal/(un)usual/(un)common for him to eat meat.

3 *Tend to + infinitive* is used to make general statements about the habitual actions and situations of groups of people or individuals.

British people tend to drink tea rather than coffee.

I tend not to get up very early on Sundays.

4 *Will + infinitive* is used to talk about habitual behaviour. Frequency adverbs can also be added.

She'll sometimes spend the whole day reading.

5 *It's not like someone to do something* is used to suggest that the way a person has behaved is not typical of their character.

I'm surprised Graham didn't send me a card. It's not like him to forget my birthday.

(He doesn't usually forget it.)

Habitual behaviour in the past

A The past simple is used for regular actions or habitual behaviour in the past, often with a frequency adverb.

I hardly ever went away on holiday when I was young.

B *Used to + infinitive* is used to refer to past habits and situations which no longer occur or exist now. Frequency adverbs can be used for emphasis and are placed before *used to*.

We used to have a cat, but he died last year.

I always used to walk to work until I bought a car.

Note the negative and question forms:

I didn't use to like cheese. Where did you use to live?

NB *use to* cannot express present habitual behaviour.

I usually (not use to) play tennis twice a week.

C *Would + infinitive* is used to refer to past habits, but not past situations. Frequency adverbs are placed after *would*.

Habit: My father would often read to me when I was a young boy.

Situation: I used to (not would) have a bicycle.

Stative verbs such as *have* (possession), *be*, *live*, *like*, *believe*, *think* (= have an opinion), *understand* and *know* are not used with *would* to refer to the past.

1 Be used to/get used to + noun or gerund

Be used to + noun/gerund means 'to be accustomed to'.

She's a nurse so she's used to seeing sick people.

Get used to + noun/gerund means 'become accustomed to'.

I want to leave Athens; I can't get used to the heat.

READY FOR GRAMMAR

2 Gerunds and infinitives

Gerunds

The gerund is used:

- 1 as the subject/object/complement of a sentence.

Subject: **Reading** in the car makes me feel sick.
Object: I find **shopping** for clothes really boring.
Complement: My favourite sport is **swimming**.

- 2 after prepositions.

I'm not very good at making things.

to is a preposition in **get used to** and **look forward to**.

I'm looking forward to seeing Millie again.

- 3 after certain verbs, e.g. **admit**, **adore**, **avoid**, **can't help**, **can't stand**, **consider**, **delay**, **deny**, **dislike**, **enjoy**, **feel like**, **finish**, **give up**, **imagine**, **involve**, **keep**, **(don't) mind**, **miss**, **put off**, **prevent**, **regret**, **resist**, **risk**, **suggest**.

Liz suggested going out but I feel like staying in.

- 4 after these expressions:

have (no) difficulty/problems/trouble (in), **it's/there's no use, it's (not) worth, there's no point (in)**.

If you have trouble getting to sleep, it's no use crying.

The infinitive with **to** is used:

- 1 to express purpose.

I'm learning English to help me get a better job.

- 2 after certain adjectives, e.g. **(It is/was etc.) difficult**, **easy**, **important**, **lovely**, **(un)necessary**, **normal**, **(im)possible**, **(un)usual**, **(I am/She was etc.) delighted**, **disappointed**, **(un)happy**, **sad**, **surprised**.

I was surprised to hear she had failed the exam.

- 3 after certain nouns, e.g. **ability**, **chance**, **decision**, **failure**, **idea**, **opportunity**, **plan**, **refusal**, **right**, **way**.

It was a good idea to come to this restaurant.

- 4 after certain verbs, e.g. **afford**, **agree**, **appear**, **arrange**, **choose**, **decide**, **demand**, **deserve**, **hope**, **learn**, **manage**, **offer**, **pretend**, **promise**, **refuse**, **seem**, **threaten**.

He offered to give me a lift, but I **decided to walk**.

He promised not to tell anyone what she'd said.

With some verbs a direct object is needed, e.g. **advise**, **allow**, **enable**, **encourage**, **force**, **invite**, **order**, **persuade**, **recommend**, **remind**, **teach**, **tell**, **warn**.

My job enables me to use my language skills.

Some verbs can be used with or without a direct object, e.g. **ask**, **expect**, **help***, **need**, **want**, **would like**, **would love**, **would hate**, **would prefer**.

I want to go home and I want you to come with me.

***help** can also be used with an infinitive without **to**.

- 5 in place of a relative clause after phrases like **the first**/**the second**, **etc./the next/the last/the only** + noun.

Marie Curie was the first woman to win a Nobel Prize.

The infinitive without **to** is used:

- 1 after modal verbs.

You can look at it, but you **mustn't touch** it.

- 2 after **help**, **let**, **make**, **would rather**, **had better**.

We'd better leave – it's late. **I'd rather stay**, though.

Verbs followed by a gerund or an infinitive with **to**

- 1 **(quite/really) like**, **(absolutely/really) love/hate** and **(much) prefer** are usually followed by the gerund, but the infinitive with **to** is also possible.

I absolutely love going/to go for long walks in the hills.

The infinitive with **to** is common after **hate** for specific situations, and after **like** when it means **be in the habit of**.

I hate to interrupt, but we really must be going.

I like to have a shower when I get home from work.

- 2 **begin**, **start**, **continue** and **intend** can be followed by the gerund or infinitive with **to** with no change in meaning.

She fell over and started crying/to cry.

- 3 **forget**, **remember**, **mean**, **need**, **stop** and **try** can be followed by the gerund or the infinitive with **to**, but with a change in meaning.

- **remember** + gerund = recall a previous action

I remember coming here when I was young.

forget + gerund is not often used for actions you do not recall. Instead, **not remember** is used.

I don't remember seeing Jim at the party.

remember/forget + infinitive = (not) remember what you have to do

Remember/Don't forget to feed the cat later.

- **mean** + gerund = involve

Dieting usually means giving up things you enjoy.

- **mean** + infinitive = intend

I meant to phone the electrician but I forgot.

- **need** + gerund = (passive meaning)

This house needs painting. (= needs to be painted)

need + infinitive = (active meaning)

I need to get some new shoes.

- **stop** + gerund = no longer do something

I've stopped smoking: it's too expensive.

stop + infinitive = interrupt one activity to do another

Let's stop to buy some sweets on the way home.

- **try** + gerund = experiment to see what will happen

Try resting for a while: you might feel better then.

try + infinitive = attempt to do something

Alan tried to stop the thief as he ran away.

Expressing general preferences

(much) prefer + gerund or infinitive

I much prefer playing basketball **to** watching it.

I much prefer to play basketball **rather than** watch it.

Preferences on specific occasions

- 1 **would (much) prefer** + infinitive with **to**

I'd prefer to walk to school today rather than go by bus.

- 2 **would (much) rather** + infinitive without **to**

This has the same meaning as **would prefer to**.

I'd rather not talk about it at the moment.

I'd much rather do nothing all day **than** go to school.

2 Gerunds and infinitives

1 Some verbs can be followed by a gerund and some others can be followed by an infinitive with *to*. Complete the sentences with the correct form of the verbs in brackets. One verb in each sentence will be a gerund, the other an infinitive with *to*.

- When I **suggested** _____ (go) skiing on Sunday, Marta was very enthusiastic, so we've **arranged** _____ (meet) at seven.
- I **can't help** _____ (smile) when I see my dad playing tennis. He's had hundreds of lessons but he still hasn't **learnt** _____ (hit) the ball properly.
- Paul **appears** _____ (enjoy) playing golf. He's even **considering** _____ (buy) his own set of clubs.
- One of my cousins has **promised** _____ (take) me windsurfing as soon as I've **finished** _____ (study).
- At first my parents **refused** _____ (let) me go to karate lessons, but I **kept** _____ (ask) and eventually they agreed.

2 Some verbs can be followed by more than one verb form. Choose the correct options to complete the sentences. In some sentences, both options are correct.



LOW ENERGY

Posted 30 mins ago

So as some of you know, I've been **trying** (1) *to lose / losing* some weight, but it's not easy. I've **stopped** (2) *to buy / buying* things like fizzy drinks and chocolate, but I know I **need** (3) *to do / doing* a lot more. The problem is, losing weight **means** (4) *to be / being* self-disciplined and I'm not very good at that. I really ought to **start** (5) *to go / going* to a gym as well. I know it'll **help** me (6) *to get / get* fit and I've been **meaning** (7) *to join / joining* one for ages, but I always **forget** (8) *to do / doing* anything about it. The truth is, though, I don't really **like** (9) *to do / doing* a lot of physical exercise; I much **prefer** (10) *to watch / watching* others do it. So, I'll probably just **continue** (11) *to live / living* life the same unhealthy way I've always done. In fact, there's a match on telly tonight; I must **remember** (12) *to order / ordering* a pizza for 8 o'clock.

3 **SPEAK** Would/Do you enjoy going to a gym? Why/Why not?

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

- It's impossible for me not to laugh when he starts singing.

HELP

I can't _____ when he starts singing.

- I really don't want to go out this evening.

FEEL

I really don't _____ out this evening.

- Amy played much better than her opponent, so it was unfair that she lost the match.

DESERVE

Amy _____ the match, because she played much better than her opponent.

- Rock stars often wear dark glasses so that people don't recognise them.

PREVENT

Rock stars often wear dark glasses _____ them.

- It's obvious he shot himself in the foot by accident.

MEAN

He obviously _____ himself in the foot.

- I hate it when I'm ill.

STAND

I _____ ill.

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use up to five words.

- We'd prefer to come back later rather than wait here.

We'd rather _____ here.

- I think it's better to pay by cash than use a credit card.

I prefer _____ using a credit card.

- I'd rather phone him than send an email.

I'd prefer _____ send an email.

- She wants to stay in bed longer.

She'd rather _____ up until later.

Go back to [page 20](#).

READY FOR GRAMMAR

3 Comparisons

Form

- Add **-er** and **-est** to form the comparative and superlative of regular one-syllable adjectives, or **-r** and **-st** for adjectives ending in **-e**. Double the consonant if the adjective ends in a short vowel and a consonant.

Adjective	Comparative	Superlative
cheap	cheaper	the cheapest
late	later	the latest
thin	thinner	the thinnest
•		
Use more and the most before adjectives with more than one syllable. Change -y to -i and add -er and -est to adjectives ending in -y after a consonant.		
sincere	more sincere	the most sincere
happy	happier	the happiest
•		
Two forms are possible with some two-syllable adjectives, e.g. <i>clever, common, friendly, gentle, likely, narrow, pleasant, polite, quiet, simple, stupid, tired</i> .		
clever	cleverer/more clever	the cleverest/the most clever
•		
Use more and the most before most adverbs. Add -er/-r and -est/-st to the following adverbs: <i>fast, hard, late, long, soon</i> .		
quietly	more quietly	the most quietly
fast	faster	the fastest

•	Some adjectives and adverbs have irregular forms.
	good/well better the best
	bad/badly worse the worst
	far further/farther the furthest/farthest

Use

- To talk about people or things that are different in some way, use comparative forms of adjectives/adverbs + *than*
*I think listening is **more difficult** than reading.*

For small differences use *a bit, a little, slightly* before comparatives.

*Your lounge is **slightly bigger** than ours.*

For big differences use *much, (quite) a lot, far, significantly*.

*My new car's **much faster** than my old one.*

- To emphasise the difference between one person or thing from all the others, use *by far* or *easily* before superlatives.

*This is **by far the best** book I've ever read.*

Use *in* before a noun when specifying the group.

*Steven's **the naughtiest** boy **in** the class.*

- *Less* and *least* are the opposites of *more* and *most*.

*Rugby is **less popular** than football here.*

*This is easily the **least friendly** bar in town.*

Like *more* and *(the) most*, they can be used without a noun.

*You should **eat less** and **exercise more**.*

Use *less/least* with uncountable nouns, and *fewer/fewest* with plural countable nouns.

*I'm eating **less chocolate** and **fewer sweets**.*

- Use *(just) as* + adjective/adverb + *as* to show similarities.

*She's **just as intelligent** as her sister.*

So can replace the first *as* after *not*, when describing differences.

*It's **not so difficult** as I thought it would be.*

Not so becomes *not such* if a noun is used.

*Maybe this **isn't such a good idea** as I thought.*

To describe small differences, use *not quite, nearly, almost*.

*He's **not quite so impatient** as his brother.*

To describe big differences use *not nearly*.

*Her new film **isn't nearly as bad** as her last one.*

Use *as much* with uncountable nouns, and *as many* with countable nouns, or on their own.

*I haven't got **as many chips** as Sally.*

*I don't weigh **nearly as much** as I used to.*

- Use *be (just, (not) nearly, almost, not quite) the same* + noun + *as* to show similarities and differences. Possible nouns include *age, colour, height, length, size, weight, width*.

*My mum **is almost the same age** as my dad.*

- Use *the* + comparative, *the* + comparative for changes which occur together; the second is often the result of the first.

*The **more** money I have, **the faster** I spend it.*

- Use the following structure to describe similarities and differences: *little/no/(not) a lot of/(not) a great deal of/ not much difference between*.

*There **isn't much difference** between my job and yours.*

- Use verb + *more of a/an* + noun in some collocations, e.g. *make more of an effort/a difference, be/become/pose more of a problem/challenge/threat/danger*.

*In a fire, smoke **can pose more of a danger** than the actual flames.*

3 Comparisons

1 Complete the sentences with adjectives from the box. You may have to use the comparative or superlative form or you may not need to make any changes.

boring careful cold early fast
good hard hot quiet tired

- I knew the exam would be difficult, but I didn't expect it to be as _____ as that.
- Last summer was the _____ since records began, with temperatures reaching 40° in some parts of Britain.
- There are too many mistakes in this essay. You need to be a lot _____.
- He was very ill last week, but I'm pleased to say he seems to be getting _____ now.
- They put the heating on today so the school wasn't quite so _____ as it was yesterday.
- That was the _____ film I've ever seen. I almost fell asleep near the end.
- The later you go to bed, the _____ you'll feel tomorrow.
- We were the first guests to arrive at the party. We got there half an hour _____ than anybody else.
- Life in the countryside is so much _____ than in the city; no traffic, no crowds and no neighbours!
- The cheetah, which can run at a speed of 110 kilometres an hour, is the _____ animal in the world.

2 In 1–7, complete each gap with a word from the box, so that sentence b has a similar meaning to sentence a. You will need to use some words more than once.

as between great many more
much not same such the

- Our television is almost as big as a double bed!
 - Our television is almost the _____ size _____ a double bed!
- I used to be far more interested in playing video games than I am now.
 - I'm _____ nearly as interested in playing video games now _____ I used to be.
- My taste in music is very similar to that of my best friend.
 - There's not a _____ deal of difference _____ my taste in music and that of my best friend.
- The most stylish phone I've ever owned is the one I have now.
 - I've never owned _____ a stylish phone _____ the one I have now.
- If I have a lot of screen time in the evening, it takes me a long time to get to sleep.
 - The _____ screen time I have in the evening, _____ longer it takes me to get to sleep.
- I study far less than I should; I'll need to work harder if I want to pass the *First* exam.
 - I don't study nearly as _____ as I should; I'll need to make _____ of an effort if I want to pass the *First* exam.
- I had fewer problems with this exercise than I thought I would.
 - I didn't have as _____ problems with this exercise _____ I thought I would.

3 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 2 are for you.

Go back to page 38.



READY FOR GRAMMAR

3 Articles

- **The definite article (the)** is most commonly used:
 - 1 when there is only one of something.
*I'd like to speak to **the manager**, please.*
 - 2 when something is mentioned again.
*I bought a shirt and a tie. I'll wear **the shirt** tonight.*
 - 3 when both listener and speaker know what is being referred to.
*Hurry up! **The film** starts in 10 minutes.*
 - 4 when talking about a specific aspect or part of something.
*We're studying **the history of** architecture.
I missed **the beginning of** the film.*
 - 5 to speak generally about certain groups of singular countable nouns, such as inventions and animal species.
*The **mop** was invented in Spain by Manuel Jalón.
The **whale** is still hunted by countries such as Japan.*
 - 6 with adjectives referring to general classes of people, e.g. *the homeless, the blind, the deaf, the rich, the poor, the old, the young, the French*.
*Not enough is being done to help **the homeless**.*
 - 7 with superlatives.
*Who is **the greatest** footballer in the world?*
 - 8 with musical instruments.
*I'd love to learn to play **the piano**.*
 - 9 with types of transport which have a fixed timetable.
*Shall we get **the bus** or take a taxi?*
 - 10 with some countries, e.g. *the USA, the UK*.
 - 11 with oceans, mountain ranges, deserts, rivers etc, e.g. *the Atlantic, the Pyrenees, the Sahara, the Thames*.
 - 12 with some geographical areas.
*We're going to **the mountains** rather than **the coast**.*

- **The indefinite article (a/an)** is most commonly used:
 - 1 when first mentioning a singular countable noun.
*A **man** went into **a bar** with **a fish**.*
 - 2 when referring to any one of several things.
*Could you pass me **a biscuit**, please?*
 - 3 when talking about a person's job.
*My **father** is a **nuclear scientist**.*
 - 4 with some numbers, e.g. *a hundred metres, a thousand people, a million pounds*
 - 5 meaning *per* in expressions like *twice a day* or *50 miles an hour*.
- **No article** is used:
 - 1 when referring in a general sense to plural or uncountable nouns, including abstract nouns.
*Do you think **computers** will replace **teachers**?
Alan won't eat **cheese** or **meat**.
We sang songs of **love** and **peace**.*
 - 2 with most streets, towns, cities and countries.
*I went to **Bond Street** when I was in **London**.*
 - 3 when a town's name is used with a building, e.g. *Luton Airport, Oxford University*.
 - 4 in many common expressions, e.g. *to go home, to be at home, to go to or be at work/school/university, to be in hospital/church/bed/prison, to go by car/bus/coach/train/plane, to go on holiday, to have breakfast/lunch/dinner, at night*.

3 Articles

1 In 1–5, decide which gaps require an article. Write *a*, *an*, or *the*, or leave the gap blank.

- 1 I read that _____ electric toaster was invented at _____ end of _____ nineteenth century, but _____ consumers didn't show _____ interest in it until much later.
- 2 When we were on _____ holiday in _____ mountains last week we saw _____ bear.
- 3 She works as _____ teacher in _____ school for _____ blind in Northern Ireland. _____ school has over _____ thousand pupils.
- 4 I have to say that _____ life has been good to me. I've been happily married for over _____ fifty years and I have _____ wonderful family. My wife and I were lucky enough to be able to give up _____ work in our fifties and we've spent last thirty years travelling to _____ different countries – we've been all over _____ world.
- 5 **Moira:** I'm looking forward to _____ concert. You've got _____ tickets, haven't you?
Jack: Oh no! I've left them at _____ home on _____ kitchen table. Don't worry, though. I'll get _____ taxi – I can be there and back in half _____ hour.

2 Match each paragraph to one of the inventions from the box.

compass microwave oven radar space blanket video Walkman

1 This invention completely changed the lives of the music lovers around the world. At first, Sony® executives thought the idea of people walking round with headphones on their heads would not be success. But device's creator, Akio Morita, always knew that the portable device, smaller than a paperback book, would be popular.

2 This device was probably a most important navigation instrument to be invented in the last millennium. Originally, sailors used position of the sun and the North Star to guide them, but clouds often caused them to lose their way. This invention made possible the exploration of distant lands, including America, one of the most significant events in the history.

3 This is made from a material called Mylar, a type of the plastic covered with a microscopically thin film of metal. It is used, for example, for exhausted marathon runners or for keeping the mountaineers warm. The material existed in the 1950s but its production became much more sophisticated as a result of the man's efforts to land on the Moon in the following decade.

4 The first machines were built in the 1950s but for many years its cost limited its use to a television and film industry. By early 1980s much cheaper versions were introduced and became nearly as common as television sets. It was first device to enable viewers to watch their favourite programmes whenever they chose and as often as they liked.

5 The name of this invention comes from the phrase 'radio detection and ranging' and is used to detect the presence of objects and calculate their distance, as well as their size, shape and speed. Although originally developed as an instrument of the war, it is now used for controlling the air traffic and predicting the weather. In addition, it has important applications in an astronomical research.

6 No well-equipped kitchen would be complete without this appliance. The first domestic version made its appearance in 1955. It was big, bulky and at over thousand dollars it was not an immediately successful. It was only in 1967, when the countertop model became widely available, that it began to grow in the popularity.

3 Each paragraph in Exercise 2 contains three errors in the use of articles. Correct the errors by adding, changing or deleting a word.

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READY FOR GRAMMAR

4 So and such

These intensifiers are used to give emphasis.

1 So is used before:

- a adjectives and adverbs without nouns.

I'm so tired. I'll have to go to bed.

- b *much, many, little, few.*

You shouldn't eat so much, Ian.

Rachel can speak so many languages! She's amazing.

2 Such is used with or without an adjective before:

- a singular countable nouns (the indefinite article *a/an* is also needed).

I can't stand him. He's such an idiot.

I'd never heard such a wonderful voice before.

- b uncountable nouns and plural countable nouns (the article is not needed).

I haven't eaten such good food for a long time.

Our neighbours are such friendly people.

3 So and such can both be used with a *that* clause to talk about the results or consequences. The word *that* can be omitted.

It was such a bad film that we left before the end.

It was raining so hard we had to stop the car.

4 Past tenses and time linkers

Past Tenses

A The past simple is used to refer to:

- 1 completed actions which happened at a specific time.

I went to the cinema last night.

- 2 completed actions and situations which happened over a specific period of time.

I lived and worked in Germany for 3 years.

- 3 habitual actions or behaviour in the past.

We played football in the street when I was a child.

- 4 a series of consecutive events in the past.

He kissed her, said goodbye and closed the door.

B The past continuous is used to refer to:

- 1 temporary activities or situations in progress at a particular moment in the past.

Last week we were sitting on the beach.

- 2 a past activity or situation already in progress when another action occurred (the activity or situation in progress may or may not continue).

I was reading to my son when the lights went out.

- 3 activities or situations occurring at the same time.

Ann was cutting the grass while I was cooking.

- 4 the background events in a narrative.

It was snowing heavily and a cold wind was blowing. My brother and I were reading in front of the fire. Suddenly there was a knock at the door.

C The past perfect is used to:

- 1 show that a past action or situation occurred before another past action or situation.

When I saw Tim, he had just passed his test.

- 2 We use the continuous form to emphasise the duration of the first past action or situation.

She had been waiting for over 2 hours when he phoned to say he couldn't come.

Time linkers

1 The past perfect is often used with time linkers, e.g. *after, before, by the time, as soon as, once, when, until*.

I couldn't go out until I had done my homework.

2 The past simple can be used if the order of events is clear:

He sold his house before he left the country.

or if the second event occurred as a result of the first.

When I realised what time it was, I ran outside.

3 After is used to show the order of two or more events in the same sentence.

After he'd cleaned the house, he went shopping.

Afterwards means *after that*, and can go at the beginning or the end of a clause.

We had lunch and afterwards we went for a walk.

They played tennis and had a coffee afterwards.

4 At last suggests that something good happens after a long period of time or more than one attempt.

I've passed the First at last! I failed twice before!

In the end has a similar meaning and may also suggest there have been one or more changes or problems. The result may be good or bad.

The car broke down several times on the way but we got there in the end.

NB eventually can also be used in this sentence.

At the end means at the point when something finishes.

Hand in your books at the end of the lesson.

5 As/when/while can all be used with the past continuous to introduce an action which was already in progress when another action occurred.

As/When/While I was running, I saw a rabbit.

6 During/in/for are all used as prepositions when referring to time, and are followed by a noun. *During* and *in* are used to say when something happened.

It rained a lot during/in the night.

For is used to say how long something took or lasted.

We went to Spain for two weeks during the summer.

4 So and such

1 Complete the sentences with *so* or *such*.

- 1 We had _____ a lot of homework to do at the weekend!
- 2 Marco didn't expect there to be _____ many questions in the exam.
- 3 It was _____ delicious food that I couldn't stop eating.
- 4 It really is _____ an interesting book – I was up reading it all night.
- 5 Lara enjoyed herself _____ much she didn't want to go home.

2 Correct the mistake in each sentence by changing, adding or deleting one word.

- 1 Anthony and Sasha are so good friends.
- 2 It snowed so heavily during the night which we couldn't get to school the next day.
- 3 Seville is such beautiful city and there's so much to see and do.
- 4 Why did so few people vote in such an important election? Perhaps it's because they have so a little confidence in our politicians.
- 5 I need a break – this is such a hard work!

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4 Past tenses and time linkers

1 A magazine for teenagers asked readers to write in with stories of their most embarrassing moments. Read these two stories and write the appropriate past form of each verb in brackets. There is an example at the beginning (0).

Bus blush

Something very embarrassing (0) happened (*happen*) to me while I (1) _____ (*travel*) home from school on the bus one day. We (2) _____ (*have*) a laugh at the back of the bus when I (3) _____ (*see*) a friend from school. She (4) _____ (*sit*) at the front, so I (5) _____ (*run*) up and (6) _____ (*sit*) down behind her, pulling her ponytail and shouting, 'Hi there, Rebecca!' I felt so stupid when a man I (7) _____ (*never/see*) before turned round! 'Actually, my name's Andrew,' he (8) _____ (*smile*). I (9) _____ (*not/stop*) blushing until I (10) _____ (*get*) home.

Face paint

My nephews (11) _____ (*ask*) me for days to take them somewhere, and eventually I (12) _____ (*agree*) to go to the park with them. While they (13) _____ (*play*) football, I (14) _____ (*fall*) asleep in the sun. Later, on our way to the shopping centre, where I (15) _____ (*arrange*) to meet my boyfriend, Paul, they (16) _____ (*keep*) telling me how beautiful I looked. As soon as Paul (17) _____ (*see*) me, he (18) _____ (*burst*) out laughing. 'Have you looked in a mirror?' he said. Catching my reflection in a shop window, I (19) _____ (*discover*), to my horror, that my nephews (20) _____ (*draw*) a huge beard and moustache on my face with crayons. I nearly died of embarrassment.

2 In sentences 1–6, underline the correct time linker.

- 1 She'd had it a week too long, and *after* / *during* / *as* she was taking **it** back, she realised she didn't have any money with her to pay the fine.
- 2 She took me aside *while* / *during* / *when* the break and asked why I hadn't handed **it** in.
- 3 Written by Prince, **it** was originally recorded by the funk band The Family in 1985, but **it** didn't take off *until* / *afterwards* / *eventually* **it** was released by Sinead O'Connor in 1990.
- 4 Unfortunately, *afterwards* / *after that* / *after* **it** flew at her and bit her on the nose, she took no further interest in **it**, and *at the end* / *in the end* / *at last* her parents reluctantly gave **it** to a friend, together with the cage.
- 5 Almost *eventually* / *while* / *as soon as* they'd taken **it** over, they got rid of the managing director.

3 What do you think 'it' might refer to in each sentence in Exercise 2?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

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Go back to [page 55](#).

READY FOR GRAMMAR

5 Obligation, necessity and permission

Obligation and Necessity

1 Must is used:

- a for strong obligations imposed by the speaker (internal obligation). The speaker uses *must* to express his/her authority.

You must be here by 8 am. (manager to employee)

- b to give strong advice.

It's a great film. You really must go and see it.

- c to tell oneself what is necessary.

I must remember to phone Roger.

- d in signs and notices indicating rules and laws.

Competition entries must be submitted by email.

2 Must not or mustn't is used:

- a to talk about something that is not permitted.

Passengers must not smoke on the aircraft.

- b to give strong advice.

You mustn't work too hard. You'll make yourself ill.

3 Must does not have a past or future form. Have to is used instead.

We had to write a formal email in the exam.

I don't have any money; I'll have to pay you tomorrow.

4 Must is possible in questions; have to is more common.

Must you wear that horrible dress?

What do we have to do for homework?

5 Have to can also be used to express obligation, particularly when this is imposed by someone else or by external circumstances (external obligation).

I have to be at work by 8 o'clock. The boss will get angry if I'm late. (employee to a friend)

We have to pull down the window blinds in summer; otherwise it gets too hot in the flat.

Don't have to expresses a lack of obligation.

I'm glad I don't have to wear a suit. It's so hot today.

6 Need to is used to express necessity.

Can we go to the baker's? I need to get some bread.

Don't need to/needn't express a lack of necessity.

We don't need to/needn't leave yet. It's only 2 o'clock.

Some speakers prefer to use *needn't* when giving permission not to do something (internal obligation):

You needn't eat the potatoes but you must eat the meat.

However, *don't need to* and *don't have to* are also possible here.

To talk about general necessity (and not just one occasion) *don't need to* is preferred.

You don't need to have a degree to get a decent job.

A lack of necessity can also be expressed using the structure *there is/was no need (for someone) + infinitive with to*.

There's no need (for you) to come shopping with me; I can do it on my own.

7 Needn't have + past participle is used to talk about an action which was unnecessary, but was performed.

I needn't have prepared so much food for the party; everyone had eaten before they came. (I prepared lots of food but realised afterwards that it wasn't necessary.)

Didn't need to + infinitive is also used to talk about an action which was unnecessary, but usually indicates that the action was not performed.

I didn't need to prepare much food for the party; everyone said they would bring something to eat. (I didn't prepare lots of food as I knew it wasn't necessary.)

8 Should and shouldn't are used to express obligation or give advice. Ought (not) to has the same meaning.

You ought to/should see a doctor about your backache. If you're on a diet you shouldn't eat so much bread.

Should(n't) and Ought (not) to can also be used to say what we think is the right thing to do.

We ought to/should do more to help the environment.

In the negative, *I don't think you should* is more usual than *I think you shouldn't*.

I don't think you should buy that – it's too expensive.

9 Be supposed to is used to talk about what should be done because of a rule or because it is expected.

Come on, it's 10 o'clock. You're supposed to be in bed!

*Had better + infinitive without to often implies a warning of possible negative consequences if the advice or precaution is not taken. The negative is *had better not*.*

We'd better not eat it – it might be poisonous.

You'd better wear a hat. I don't want you to get a cold.

Permission

1 To express permission it is possible to use *can*, *may* (more formal) or *be allowed to*. In the negative these express lack of permission, or prohibition.

You can have a drink but you can't have any crisps.

We aren't allowed to go out of school at lunchtime.

Could and was/were allowed to are possible for general permission in the past.

In my last job we could wear what we wanted to.

Could is not used when referring to a particular situation in the past. Only was/were allowed to is possible.

I was allowed to stay up late last night.

In the negative, however, *couldn't* is possible.

I wasn't allowed to/couldn't stay up late last night.

2 Let and make are followed by the infinitive without *to*. Let is used to express permission or prohibition.

My dad doesn't/won't let me watch that programme.

Let is not normally used in the passive. Be allowed to is used instead.

I wasn't allowed to go to the party on my own.

Make is used to express obligation.

The teacher made her do some extra homework.

In the passive, *make* is followed by the infinitive with *to*.

He was made to pay for the window he had broken.

5 Obligation, necessity and permission

1 Complete the sentences with a pair of words from the box.

can/can't can/must can/should can't/must
needn't/must shouldn't/must

0 A: Is it OK if I go to London with my friends at the weekend, Mum?
B: You can go if you want to, but you must phone me when you get there.

1 A: Are you sure it's OK to come in here?
B: Well, we can really be here, but I must just show you this.

2 A: Could I borrow an atlas?
B: Well, you can certainly have a look at it here, but you mustn't take it home with you, I'm afraid.

3 A: Do I have to write a date on this piece of work?
B: No, you don't have to write the date, but you must remember to put your name.

4 A: Could I take the dog for a walk?
B: Yes, of course you can, but I think you must wear your boots, don't you? It's very wet outside.

5 A: My parents won't let me go and see that film.
B: Well, if you can't see it now, you must try and see it when you're older.

2 Complete each gap with either *didn't need to* or *needn't have* and the correct form of the verb in brackets. There is an example at the beginning (0).

0 I wrote 250 words in my essay but realised later that the word limit was only 180.
I needn't have written (write) so much.
I What a waste of time! (revise)
16th-century European history; none of it appeared in the exam.

2 We needn't have paid (pay) for a babysitter for Zack last night; my parents looked after him at their house.

3 I was a bit concerned that my mum wouldn't like the earrings I'd bought her, but I needn't have worried (worry) – she wears them every day.

4 I took an umbrella with me on holiday, but I needn't have bothered (bother) – it didn't rain one single day.

5 It's a public holiday here today so I needn't have set (set) my alarm last night. I got up at 11.30 this morning!

3 Read the advertisement from an international magazine. Then complete Tim's email with the words in the box.

COMPETITION

Why not enter our exciting new writing competition?

The rules are simple: just write a story in no more than 600 words on any theme you like, and you could win a tablet.

Send us your entry* by email no later than 31st January. The winning story will appear in the March edition of *Your English*.

* Entrants must be at least 16 years old.

better don't have to have to mustn't
need ought should supposed to

To: Elisa
Sent: 6th January
Subject: Writing competition

Hi Elisa
Do you remember that writing competition I told you about? Well, my teacher suggested I (1) needn't have go in for it, so I think I will. I reckon the hardest thing for me will be the fact that you (2) needn't write more than 600 words. Once I start writing I just can't stop, so I'll (3) have to control myself if I want to keep within the limit.
The good thing is you (4) can write about any specific topic – you can choose that yourself. But I think I (5) should write about something I'm familiar with, don't you? I could base it around a fishing trip or a tennis match. The only problem is you're (6) not be at least sixteen to enter. My birthday's not until 4th February, but it would be a bit mean of them not to accept my entry, wouldn't it?
I (7) will send it in by the end of the month, so I'd (8) start writing soon, as I'm going skiing on the 19th.
Wish me luck!
Tim

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READY FOR GRAMMAR

6 Defining relative clauses

Defining relative clauses contain information which is essential for our understanding of the whole sentence.

Person	who/that	<i>The man who/that normally comes to clean our windows is on holiday this month.</i>
Thing	which/that	<i>There's only one clock which/that works properly in this flat!</i>
Possession	whose	<i>A widow is a woman whose husband has died.</i>
Place	where	<i>We bought this table in the shop where Sam works.</i>
Time	when	<i>May is the month when most tourists visit the island.</i>
Reason	why	<i>This documentary explores the reasons why birds migrate.</i>

The relative clause identifies which person, thing, place, etc. is being talked about.

- No commas are required either at the beginning or the end of the relative clause.
- *That* can be used instead of *who* for people and *which* for things, particularly in spoken English.
- *Whom* can be used instead of *who* when it is the object of a verb or comes after a preposition. It is more formal than *who*.
Students for whom English is a second language should consider taking the course.
- The relative pronouns *who*, *that* and *which* can be omitted if it is the object of the verb in the relative clause.
I'm enjoying the book (which/that) you lent me.

- The relative pronouns *who*, *that* and *which* cannot be omitted if it is the subject of the verb in the relative clause.
That's the waiter who/that served us last time.
- The relative adverb *where* has the meaning 'in/at which'.
He lives above the shop where I work.
- *When* has the meaning 'on/in which' and can be omitted or replaced by *that* in defining relative clauses.
Do you remember that day (when/that) we went to Rhyl and it snowed?
- *Why* has the meaning 'for which' and can be omitted or replaced by *that* in defining relative clauses.
The reason (why/that) I'm phoning is to ask you for Tina's address.

6 Non-defining relative clauses

Non-defining relative clauses contain information which is not essential for our understanding of the sentence. We can identify which person or thing is being talked about without the information in the relative clause.

Their new house, which has five bedrooms and a games room, is much larger than their previous one.

Commas are required both at the beginning and the end of the relative clause (except when the end of the relative clause is also the end of the sentence). *That* cannot be used in place of *who* or *which*.

- Relative pronouns and relative adverbs cannot be omitted from non-defining relative clauses.
Her maths teacher, who/whom everyone in the class adored, announced that he was leaving the school.
- Non-defining relative clauses are more common in written English.
- *Which* can be used in non-defining relative clauses to refer to the whole of the main clause.
No one phoned him on his birthday, which made him feel rather depressed.

Defining & non-defining relative clauses

Note the difference in meaning between the following pairs of sentences.

Non-defining: *Hospital doctors, who work long hours, are well paid. (= All hospital doctors work long hours and all of them are well paid.)*

Defining: *Hospital doctors who work long hours are well paid. (= Only those hospital doctors who work long hours are well paid.)*

Non-defining: *My sister, who lives in Rye, has two sons. (= I have one sister. She lives in Rye and she has two sons.)*

Defining: *My sister who lives in Rye has two sons. (= I have more than one sister. The one who lives in Rye has two sons.)*

Relative clauses and prepositions

- 1 Prepositions usually come at the end of defining and non-defining relative clauses.
In defining relative clauses the relative pronoun is usually omitted.
The town I grew up in has changed a lot since I left.
In non-defining relative clauses the relative pronoun is never omitted.
Keith Rolf, who I used to work with, lives in Paris now.
- 2 In more formal English, prepositions often come before the relative pronouns *whom* for people and *which* for things (in which case the pronoun cannot be omitted).
We shall be visiting the room in which Turner painted some of his greatest works.
The head waiter, to whom we addressed our complaint, was not particularly helpful.

6 Defining relative clauses

1 Complete these sentences using *when*, *where*, *why* or *whose*.

- 1 What's the name of the place _____ we had that accident last year?
- 2 One of the reasons _____ people from Mediterranean countries live so long is because they eat so well.
- 3 I'll always remember the day _____ I started my first job.
- 4 That's the woman _____ husband you spoke to on the phone.

2 Choose the correct options. Sometimes more than one option is possible.

- 1 Last summer, I visited a friend *she* / *who* / - / *where* lives in New York.
- 2 There's the new shop *where* / - / *what* / *which* I was telling you about.
- 3 The man *his* / *whose* / - / *who* house we stayed in was the local mayor.
- 4 I've had one of those days *which* / *when* / - / *that* everything goes wrong.
- 5 The village *which* / *in which* / *where* / *that* she grew up is now abandoned.
- 6 Liam is finally doing a job *that* / *which* / - / *where* he really enjoys.
- 7 There's a person in our block of flats *where* / *which* / - / *who* plays the violin.
- 8 Name a song *that* / - / *which* / *whose* doesn't have the word 'love' in its lyrics.

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6 Non-defining relative clauses

1 For 1–5, link the ideas contained in the two sentences to form one sentence. Use an appropriate relative pronoun (*who*, *which*, *whose*) or relative adverb (*when*, *where*) and make any other necessary changes. Don't forget to add commas.

0 Main idea: This photograph shows the royal family on the palace balcony.

Second idea: This photograph was taken in 1919.

This photograph, which was taken in 1919, shows the royal family on the palace balcony.

1 Main idea: We spent the weekend in York.

Second idea: My mother was born in York.

2 Main idea: My best friend has just got married.

Second idea: My best friend always said she wanted to stay single.

3 Main idea: My oldest sister lives in Munich.

Second idea: My oldest sister's husband is German.

4 Main idea: The best time to visit Iceland is in summer.

Second idea: The average temperature in Iceland in summer is around ten degrees.

5 Main idea: He has to work on Saturdays.

Second idea: He isn't very happy about the fact that he has to work on Saturdays.

2 Decide whether the relative clause in each of the following sentences is defining or non-defining. If the relative clause is non-defining, add commas in the appropriate place(s). If it is defining, say whether the relative pronoun or adverb can be omitted or not. There are two examples at the beginning (0 and 00).

0 My father who works in a chocolate factory never eats sweet things.

My father, who works in a chocolate factory, never eats sweet things. Non-defining.

00 There'll be a prize for the student who tells the most jokes in 5 minutes.

Defining – the relative pronoun who cannot be omitted.

1 Lady Gaga whose real name is Stefani Joanne Angelina Germanotta was born on March 28 1986.

4 She told me that Vasilis had failed his driving test which didn't surprise me at all.

5 That song always reminds me of the time when I was working in Brazil.

2 What's the name of the village where you got married?

6 He's the only person in this class whose first name begins with 'Z'.

3 He hasn't given me back the book that I lent him.

7 Emma received a phone call from her Managing Director who had been impressed by her sales performance.

8 Few written records have survived so it is a period of history about which we know very little.

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READY FOR GRAMMAR

6 Causative passive with **have** and **get**

1 The structure *have/get* + object + past participle to indicate that the action is done for the subject by someone else and not by the subject. The subject causes the action to be done.

Compare the following:

I repainted the windows. (= *I did it myself*)

I had the windows repainted. (= *someone did it for me*)

Get can be used instead of *have*. It is more informal.

Where did you get your photos developed?

All tenses of *have* and *get* are possible.

We've just had our washing machine repaired.

I'm getting my hair done tomorrow.

2 The same structure can also be used for events (usually unpleasant) which are outside of the speaker's control.

John had his house broken into last week.

7 Present perfect simple

The present perfect links past events and situations with the present.

The present perfect is used:

1 to describe something that started in the **past** and continues to the **present**.

We have lived in this house ever since we got married.

2 to describe events which occurred at some time between the **past** and the **present**. Exactly when they happened is not known or not important.

I've been to Poland three or four times.

3 to talk about something which occurred in the past, but in an unfinished time period which includes the present.

Judy's boyfriend has phoned her three times this morning – and it's not even 11 o'clock!

4 to give news of recent **past** events which have some relevance to the **present**.

Lisa has had an accident: she's in hospital but she's OK.

5 after the expression *it/this/that* is the *first/second/third*, etc. *time*

This is the first time I've seen this programme.

The present perfect is not used to refer to past events if the specific time at which they occurred is mentioned. In this case, the past simple is used.

Compare:

Present perfect: You've told me that joke before. (when exactly is not important here)

Past simple: You told me that joke last week. (the specific time is mentioned)

For more information on the use of the past simple, see Unit 4.

Time Expressions

1 The present perfect is commonly used with *ever, never, just, recently, so far, still, yet* and *already* when referring to a time period up to now.

They haven't booked their holiday yet.

We've only lost one game so far this season.

2 *For* is used with periods of time to show how long something has lasted.

I've known Eric for twenty years.

Since is used with points in time to show when something started.

I've had this watch since 1984.

6 Causative passive with have and get

1 In questions 1–6, write a suitable form of *have* in the first gap and the correct form of the verb in brackets in the second. The first one has been done for you.

- 1 Would you like to have any part of your body pierced (*pierce*)?
- 2 What are the advantages and disadvantages of shave your head (*shave*)?
- 3 If you could take your photo taken (*take*) with someone famous, who would you choose?
- 4 When was the last time you had a tooth filled (*fill*)?
- 5 Have you ever considered restyle your hair (*restyle*)?
- 6 Do you know anyone who stole something stolen (*steal*) from them?

2 **SPEAK** Work in pairs. Ask and answer questions 1–6 in Exercise 1. Develop your answers.

A: *Would you like to have any part of your body pierced?*

B: *I wouldn't mind, but I'm a hotel receptionist and I don't think my boss would be very happy if I went into work with a nose stud or a tongue piercing.*

Go back to [page 90](#).

7 Present perfect simple

1 Complete sentences 1–10 with an appropriate word or phrase from the box. Use the verb tenses and the words in bold to help you. The first one has been done for you.

far today it got dark I was younger months ago
my 11th birthday the last few days this month
week were both three years

- 1 I've had loads of homework in the last few days.
- 2 I wanted to get home **before** _____.
- 3 We went to see a musical **on** _____.
- 4 I've drunk three cups of tea **so** _____.
- 5 I didn't like mushrooms **when** _____.
- 6 We've had three storms **already** _____.
- 7 I last saw Angelina **about** **three** _____.
- 8 Lou and I have been friends **since** we _____.
- 9 I've known Tony and Sue **for several** _____.
- 10 We finally won our first match **last** _____.



2 Complete the gaps in this phone conversation with the past simple or the present perfect simple of the verbs in brackets.

Alison: Hi Sam, it's Alison. I hear that you and Nieves are getting married next May. How long (1) _____ (*you/be*) engaged?

Sam: About six months. I (2) _____ (*propose*) to her when we were on holiday in Fiji. We (3) _____ (*keep*) it secret for about a month or so after that, just until we (4) _____ (*be*) sure of the date for the wedding.

Alison: So (5) _____ you _____ (*make*) all the arrangements yet?

Sam: Well, some of them. We (6) _____ (*agree*) on who to invite and we (7) _____ (*draw*) up a guest list. Don't worry, you're on it! We just (8) _____ (*not/send*) the invitations out yet. And last week we (9) _____ (*book*) a place for the reception.

Alison: And (10) _____ you _____ (*decide*) where you're going to live?

Sam: Yes. We (11) _____ (*save*) up enough money for a deposit on a flat we like near the centre. We're going into town to pay that tomorrow. We (12) _____ (*fall*) in love with the idea as soon as we (13) _____ (*see*) the plans. They (14) _____ (*not/finish*) building it, but we (15) _____ (*speak*) to the estate agent last week and she (16) _____ (*tell*) us it should be ready by May. We're so excited!

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READY FOR GRAMMAR

7 Present perfect continuous

1 The present perfect continuous can be used to talk about an activity which started in the past and continues to the present, or a point just before the present.

Sorry I'm late. I've just been playing tennis with Joe. (recently finished)

I've been studying all morning. I'm going to stop soon. (still continuing)

To emphasise that an activity has been completed, the present perfect simple is used instead of the continuous.

Compare:

We've been painting the lounge. There's still a bit more to do, but we're going to carry on after lunch. (not completed)

We've just painted the lounge – it looks so much better now. (completed)

2 Like the present perfect simple, the continuous form can be used to talk about the effects in the present of something that happened in the past.

Compare:

Your new shoes are ruined! You've been playing football in them, haven't you? (an activity)

I can't do any sport for a few weeks; I've broken my arm. (a single action)

3 The present perfect continuous is often used to suggest that a situation or activity is **temporary**.

Compare:

We're decorating Ali's room, so she's been sleeping on the sofa. (temporary)

She's always slept badly, ever since she was a child. (permanent)

4 It can also be used to talk about an action or activity that is **repeated**.

Compare:

I've been trying to phone Tim all day, but there's no reply. (repeated action)

I've phoned Amy. She said she'll be here in a minute. (single action)

5 The continuous form is not used if we talk about the number of things that have been completed or the number of times a thing has been done.

I've been ironing shirts all morning. (focus on the activity)

I've ironed over twenty shirts this morning. (focus on the completed actions)

6 Stative verbs such as *have* (to possess/own), *think* (to have an opinion), *be*, *like*, *believe*, *understand* and *know* are not normally used in the continuous form.

We've known each other for a long time. ✓

We've been knowing each other for a long time. ✗

8 Contrast linkers

1 *But* contrasts two ideas in the same sentence.

The weather was bad but she enjoyed the trip.

In informal writing, *but* is often used at the beginning of the sentence.

John's got the flu. But the rest of us are fine.

2 *Although* and *though* (informal) are also used to contrast ideas in the same sentence. They can go at the beginning of the sentence or in the middle.

Although the weather was bad, she enjoyed the trip.

I liked the book, although I wouldn't recommend it.

Even used before *though* emphasises the contrast.

He still wears his ring, even though he's divorced.

3 *However* contrasts ideas in two different sentences. It often goes at the beginning of the second sentence and is followed by a comma.

The hotel was expensive. However, the others were full, so she had to book it.

It can also go in the middle of a clause or sentence, or at the end.

Tim hated York. He did not, however, want to move.

Amy often tells lies. She would never steal, however.

4 *Nevertheless* is a more formal alternative to *however*.

It was snowing. Nevertheless, the game went ahead.

5 *In spite of* and *despite* are both followed by a gerund or a noun. They can go at the beginning of a sentence or in the middle.

We enjoyed the meal in spite of the poor service.

Despite feeling terrible, she still went to work.

If the subject of the gerund is different to the subject of the main verb, a noun, an object pronoun or possessive adjective is added.

She paid for the meal despite me/ my telling her not to.

The words *the fact that* are added before a verb clause.

Chloe invited Steve to her party, despite the fact that he had treated her so badly.

6 *Whereas*, *while* and *whilst* (formal) are used to contrast two things, people or situations in the same sentence.

Jake likes heavy metal whereas/while I prefer rap.

7 Present perfect continuous

1 Underline the correct alternative in each sentence.

- Crime writer Ian Rankin has *written* / *been writing* more than twenty novels featuring Inspector John Rebus.
- We've just got back from holiday, so I've *washed* / *been washing* our clothes. I'm just going to put some more in the washing machine now.
- Come on, hurry up! You haven't even *had* / *been having* a shower yet, have you?
- Pablo *is playing* / *has been playing* on his phone since he got up this morning.
- I've just *repaired* / *been repairing* the garden wall, but it's just started to rain, so I'll have to finish it tomorrow.
- The Carruthers family has *owned* / *been owning* this house for over two hundred years.

2 Correct the mistakes in the following sentences.

- My mother's been worked as a postwoman for just over a year.
- Mario has been breaking his leg three times in the last three years.
- I've being helping my sister with her wedding preparations this morning; we've had a nice time together.
- We've been thinking about our summer holiday; we haven't been making a decision about where to go yet.
- Do you realise how long time I've been waiting for you here?
- We've been having our dog for three days now and we still haven't come up with a name for it.
- Moreno's been playing in this team for four years and that's the first time he's been scoring a goal.
- I can't remember the last time I've been going to the cinema. It was about three years ago, I think.

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8 Contrast linkers

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.

- Mel and I have a lot in common but we don't really get on.

EVEN

I don't really get on _____ we have a lot in common.

- I enjoyed Khalid's concert, but I only knew a few of the songs he performed.

ALTHOUGH

I enjoyed Khalid's concert, _____ many of the songs he performed.

- It'll probably rain on the coast, but we'll still take a picnic.

FACT

We'll take a picnic to the coast, despite _____ likely to rain.

- New York is noisy and crowded, but I still love going there.

SPITE

I love going to New York _____ and the crowds.

- Although he doesn't do a lot of exercise, Jaden seems very fit.

MUCH

Despite _____ Jaden seems very fit.

- I told Chloe to walk, but she continued to run.

DESPITE

Chloe carried _____ her to walk.

[Go back to page 122.](#)

READY FOR GRAMMAR

8 The future

- 1 *Will* + infinitive without *to* can be used to talk about:
 - hopes, expectations and predictions. Use verbs such as *believe, expect, hope* and *think*. Adverbs such as *definitely, (almost) certainly* and *probably* may also be used; they usually come after *will* and before *won't*. A present tense can also be used after *hope*.
United will probably win the league again this year.
I hope you behave/ 'll behave yourself today.
 - decisions/offers made at the moment of speaking.
We'll babysit for you if you want to go out.
 - future facts; events which the speaker knows or believes are certain to happen.
Summer will be here soon.
- 2 *Be going* + infinitive with *to* can be used to talk about:
 - personal intentions and plans made before the moment of speaking. *To go* can be omitted.
I'm going to stay in tonight and read my book.
I'm not going (to go) anywhere.
 - predictions, as an alternative to *will*.
*I'm not going to do very well in the exam.*If there is evidence now that something is certain to happen, we usually use *going to*.
Stand back! The building's going to collapse!
- 3 Modal verbs express degrees of possibility when talking about:
 - intentions.
I may/might go swimming tomorrow. (possibility)
 - predictions.
It may/might/could well rain tomorrow. (probability)
If I leave now, I should be home by six. (probability)
- 4 The present continuous can be used to talk about future arrangements which have already been made.
Sue and Alan are getting married in June.

- The present simple can be used:
 - to talk about timetabled or scheduled events.
The film starts at 9.15, just after the news.
 - to refer to the future after time linkers such as *when, while, after, until, by the time, as soon as*.
*Give me a call as soon as you arrive.*Other present tenses can be used in this way.
When you're having lunch, I'll still be in bed.
You can't go out until you've tidied your room.
- The future continuous, *will* + *be* + *-ing*, is used to talk about actions or events which we predict will be in progress at a certain time in the future.
This time tomorrow I'll be flying over France.
- The future perfect simple, *will* + *have* + *past participle*, is used to talk about actions and events that will be completed by a certain time in the future.
By the end of today we'll have driven over 500 km.
- The future perfect continuous is used to talk about actions and events which continue to a certain time in the future.
On 21 May I'll have been living here for exactly 10 years.
- Be about to* + infinitive/*be on the point of* + gerund can be used to talk about the immediate future.
Can I phone you back? I'm just about to have lunch.
- Be (un)likely* + infinitive with *to* expresses probability.
They've got a map with them so they're unlikely (not likely) to get lost. (= they probably won't get lost)
- Shall I/we* + infinitive without *to* is used to ask for suggestions, advice and instructions.
Where shall we go tomorrow night?
- A number of other verbs can be used to talk about future hopes, plans, intentions and expectations.
We hope/expect to win tomorrow.
Are you planning to go/on going out tonight?
We're thinking of moving abroad.

9 Modal verbs for speculation and deduction

If we are fairly certain about something, *must*, *can't* and *couldn't* can be used to express this.

- 1 For present situations the modal verbs *must*, *can't* and *couldn't* are followed by the infinitive without *to*.
'I haven't slept for two days.' 'You must be so tired!'
I can hear singing, so the stadium can't be far now.
The continuous infinitive can also be used.
He couldn't be going to school – it's Saturday today.
- 2 For past situations we use the same modal verbs + *have* + past participle (the perfect infinitive without *to*).
I can't find my book. I must have left it at school.
This essay is poor. You can't have spent long on it.
The continuous form can also be used.
The road's wet – it must have been raining.

If we are not certain about something but think it is possible, we use *may (not)*, *might (not)* or *could (but not could not)*.

- 1 For present situations these modal verbs are followed by the infinitive without *to*. The continuous infinitive is also possible.
'Ed hasn't replied.' 'He might be on holiday.'
He could be telling the truth, but it's hard to believe.
- 2 For past situations we use the same modal verbs + *have* + past participle (the perfect infinitive without *to*). The continuous form is also possible.
I think we may have taken the wrong road.
'Lee was quiet.' 'He might not have been feeling well.'

8 The future

1 Match each of the underlined forms in Rosie's sentences 1–5 with an explanation a–e.

- 1 I'm going to use the money I earn at the doctor's surgery to help fund my trip.
- 2 My friend Lowri wants to come, so we're meeting in a café tomorrow to talk about it.
- 3 Really?! A cycle ride down Death Road! In that case, I'll stay here and read my book.
- 4 This time tomorrow we'll be getting on the plane to Johannesburg.
- 5 By the end of the four months, we'll have visited seven countries.

a decision made at the moment of speaking
b an arrangement made with another person
c a personal intention or planned decision
d an action or actions that will be completed by a certain time
e an action that will be in progress at a certain time

2 Underline the correct alternative in 1–8. Give reasons for your answers. For each sentence, decide which city is being referred to.

I think I'll meet / I'm meeting Silvia at 11 o'clock at the Colosseum. I'm pretty sure that's what we arranged, anyway.

The present continuous is used for arrangements which have already been made.
The Colosseum is in Rome.

- 1 You've lost your coat? OK, look, I run / I'll run back to the Prado to see if you left it there. You wait here **until** get / I'll get back.
- 2 **As soon as** we get / will get there, we're *planning / thinking* to go straight to the Parthenon.
- 3 I think we're *doing / going to do* well in tomorrow's game. **If** we win / will win, we're *about to / going to* celebrate in the Champs-Élysées.
- 4 **After** we have visited / will have visited the Tower, we're *thinking of / on the point of* going up the Shard.
- 5 You're ten hours behind us, so **by the time** you get / will get up tomorrow morning, we'll already *spend / have spent* the day on Bondi Beach.
- 6 **While** you're sitting / you should sit in a traffic jam during the rush hour tomorrow evening, I'll be playing / I play beach volley on Copacabana Beach.
- 7 Our train leaves / will have been leaving tomorrow morning at 10.15, and if there are no delays, we must / should get into Grand Central Station around 4.30 in the afternoon.
- 8 I'm looking at the Bolshoi's website and I'm just *likely / about* to book the tickets. **Shall / Might** we go to the early performance? Then we can go out for dinner afterwards.

3 Which tenses are used to refer to the future after the linking words and expressions in bold in Exercise 2?

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9 Modal verbs for speculation and deduction

1 Match each of the sentences 1–6 with a suitable continuation a–f.

1 Don't make too much noise.	<u>b</u>	a She might not be working there anymore.
2 What do you mean you don't know what to do?	<u> </u>	b He might still be asleep.
3 Would you lend me yours?	<u> </u>	c He can't have got very far.
4 I can't find her name on their website.	<u> </u>	d You can't have been listening to my instructions.
5 You should ask her.	<u> </u>	e I must have left mine at home.
6 I want everyone to search the area.	<u> </u>	f You never know; she might be interested.

2 SPEAK Use modal verbs to speculate about possible contexts for each of the sentence combinations in Exercise 1.

1 This could be a mother speaking to her children. They might be playing in the house and their father may be ill in bed.

2 _____

3 _____

4 _____

5 _____

6 _____

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READY FOR GRAMMAR

9 Reported speech

Reported Statements

When reporting what someone has said or written we can use either direct speech or reported speech.

When we use direct speech, we report the exact words which someone has used.

'I'm staying here tomorrow,' said Heather.

When we use reported speech, changes may have to be made to verb tenses, pronouns and certain words indicating place and time. We can use *that* after the reporting verb, but it is optional.

Heather said (that) she was staying there the next day.

1 The following changes are usually made to verbs. In each case the verb 'moves back' one tense.

Direct Speech		Reported Speech
Present simple	→	Past simple
<i>'I work in an office,' he said.</i>		<i>He said he worked in an office.</i>
Present continuous	→	Past continuous
<i>'We aren't going away on holiday,' she said.</i>		<i>She said they weren't going away on holiday.</i>
Present perfect	→	Past perfect
<i>'I've known her for a long time,' he said.</i>		<i>He said he'd known her for a long time.</i>
Present perfect continuous	→	Past perfect continuous
<i>'He's been playing tennis,' she said.</i>		<i>She said he'd been playing tennis.</i>
Past simple	→	Past perfect
<i>'I saw Ben in town,' he said.</i>		<i>He said he'd seen Ben in town.</i>
Past continuous	→	Past perfect continuous
<i>'We were trying to help him,' she said.</i>		<i>She said they'd been trying to help him.</i>

The modal verbs *will*, *can* and *may*.

<i>'I'll let Tim know.'</i>	→	<i>He said he would let Tim know.</i>
<i>'I can speak German.'</i>	→	<i>She said she could speak German.</i>
<i>'We may not go to Lucy's.'</i>	→	<i>They said they might not go to Lucy's.</i>

When reporting obligations, *must* usually changes to *had to*. *Mustn't* does not change.

<i>'You must be home by twelve.'</i>	→	<i>Dad said we had to be home by twelve.</i>
<i>'You mustn't tell anyone.'</i>	→	<i>She said I mustn't tell anyone.</i>

When reporting deductions, *must* does not change.

<i>'He must be joking.'</i>	→	<i>Lina said he must be joking.</i>
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2 No changes are made in the verb tense:

1 if the verb in the direct speech is in the past perfect.

'He had never spoken about it before,' she said.
She said he had never spoken about it before.

2 if the direct speech contains one of the following modal verbs: *would*, *might*, *could*, *should*, *ought to*.

'You should go to the doctor's,' he said.

He said I should go to the doctor's.

3 if the statement being reported is still true. The tense change is optional.

'I like fish,' she said.
She said she likes/liked fish.

4 if the reporting verb is in the present.

'It's 40 degrees in Athens at the moment.' (Jamie to his mother on the phone)

'Jamie says it's 40 degrees in Athens at the moment.' (Jamie's mother to her husband)

3 Pronouns in direct speech may have to change when we use reported speech.

'I'll see you later,' said Nico.
Nico said he would see me later.

4 The following changes may also need to be made to words indicating place and time.

Direct Speech	Reported Speech
now	then
today	that day
this morning	that morning
tomorrow	the next/following day
next week	the next/following week
yesterday	the day before / the previous day
two days ago	two days before / earlier
last week	the week before / the previous week
here	there
come	go

5 *This, that, these and those may change to the.*
'That book you lent me is really boring,' he said.
*He said **the** book I had lent him was really boring.*

6 The reporting verb *tell* must be followed by a direct object.
*He told **his mother/her** that he was getting married.*

The verbs *say* and *explain* are used without a direct object.

She said/explained that she wasn't feeling well. ✓
She said/explained me that she wasn't feeling well. ✗
 They can, however, be used with an indirect object.
I said/explained to them that I'd left my passport at home.

Reported questions

When we report questions, we make the same changes to verb tenses, pronouns and words indicating place and time as we do when we report statements. In addition *do*, *does* and *did* are omitted; the word order is the same as that of a statement; question marks are not used.

'What do you want to do?' he asked me. *He asked me what I wanted to do.*

'Where have you been?' she asked him. *She asked him where he had been.*

Yes/No questions: If there is no question word (*what*, *where*, *who*, etc.) in the direct question, we use *if* or *whether*.

'Does she know Joe?' He asked if/whether she knew Joe.

When we report a request, we can also use the structure *ask* + object pronoun/noun + infinitive with *to*. Compare the following:

Reporting a request: *'Can you help me, please?' He asked me to help him. / He asked me if could help him.*

Reporting a question: *'Can you ride a horse?' She asked me if I could ride a horse.*

9 Reported speech

Reported statements

1 Complete the columns below, to show how verb tenses and other words and expressions can change in reported speech. Write either one or two words in each space. There is an example at the beginning (0).

Direct Speech

0 'We're meeting her tomorrow.'
 1 'She's been living here for years.'
 2 'I spoke to him last week.'
 3 'I was working yesterday.'
 4 'We'd asked her several times.'
 5 'I'll phone you later today.'

Reported Speech

They said they were meeting her the next day.
 He told me she living for years.
 She said she to him week.
 He told me he working before.
 They said they her several times.
 She told him she him later day.

2 Name the tense in each sentence in Exercise 1.

0 present continuous → past continuous

Go back to page 133.

Reported questions

3 For questions 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.

1 'Did you buy a loaf of bread, Jack?' asked Millie.

HAD

Millie asked Jack a loaf of bread.

2 'What's your Spanish teacher's name, Oliver?' asked his mother.

WHAT

Oliver's mother asked him called.

3 'Do you think you'll pass?' I asked Amy before the exam.

THOUGHT

Before the exam, I asked Amy pass.

4 'Where are you planning on spending your holiday, Liam?' I asked him.

WAS

I asked Liam where go on holiday.

5 'Can I see your driving licence, sir?' asked the policewoman.

SHOW

The policewoman asked the man driving licence.

6 'What is the width of the bed?' the woman asked.

HOW

The woman wanted to know was.

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READY FOR GRAMMAR

9 Reporting verbs

A Reporting verbs followed by a preposition:

The following reporting verbs can be used with a preposition followed by a noun or a gerund: *accuse someone of*, *advise (someone) against*, *apologise (to someone) for*, *blame someone for*, *complain (to someone) about*, *congratulate someone on*, *criticise someone for*, *insist on*, *thank someone for*, *tell someone off for*, *warn (someone) against*

I complained about the noise from the street and insisted on changing rooms

B Reporting verbs followed by an infinitive:

a verb + infinitive with *to*

ask, demand, offer, promise, refuse, threaten

We refused to pay for our meal and asked to see the manager.

b verb + object noun/pronoun + infinitive with *to*

advise, ask, beg, encourage, invite, order, persuade, recommend, remind, tell, urge, warn

They invited Liz to play the piano at the ceremony and even persuaded her to sing a few songs.

C Reporting verbs followed by a gerund:

admit, deny, recommend, suggest

My flatmate admitted taking my bike but denied breaking the front light.

Jodie recommended/suggested joining a gym.

The following pattern can also be used after both *recommend* and *suggest*:

I recommended/suggested (that) he (should) eat less chocolate.

The infinitive with *to* can only be used after *recommend*.

He recommended me to go to the chemist's. ✓

He suggested me to go to the chemist's. ✗

10 Passives

We form the passive using the verb *to be* + past participle.

Present simple	Goods worth £750 million are stolen from shops each year.
Present continuous	A man is being held in connection with the robbery.
Present perfect	Photos of the suspects have been released to the media.
Past simple	He was taken away in a police van.
Past continuous	The burglar didn't realise he was being filmed .
Past perfect	Two people had been mugged there on the previous day.
Future simple	All football supporters will be searched at the airport.
Future perfect	A thousand new jobs will have been created in this town by the end of the year.
Infinitive	He is hoping to be released from prison next week.
Gerund	I can't remember being hit on the head.
Modal verbs	He should be sentenced to life imprisonment.

- The passive is used to focus attention on the person or thing affected by the action, rather than on the agent (the 'doer' of the action). If we are interested in the agent, we use the preposition *by*:

*Sue and Mark were brought up **by their grandparents**.*

- When we talk about the instrument used by the agent to do the action, we use the preposition *with*:

*He was hit on the head **with a vase**.*

- The agent is not usually included:

1 when it is clear from the context who the agent is.

Colin was arrested for dangerous driving. (by the police)

2 when we don't know the agent or the agent is unimportant.

My car was stolen yesterday afternoon.

This castle was built in the Middle Ages.

3 in official notices to avoid using *you*.

Food may not be consumed on the premises.

4 when the agent is people in general.

Texas is known as The Lone Star State.

9 Reporting verbs

1 Report the following sentences using an appropriate verb from the box. There is an example at the beginning (0).

encourage promise refuse remind tell threaten warn

0 'I'll give you the £10 back next week,' he told her.

He promised to give her the £10 back the following week

1 'I'm not going to clean my room!' she said.

She _____.

2 'Don't forget to take your sandwiches, Noah,' said his father.

Noah's father _____.

3 'If you don't turn your music down, I'll call the police,' said my neighbour.

My neighbour _____.

4 'Don't take the car out. The roads are very icy,' said Millie's friend.

Millie's friend _____.

5 'Put your chewing gum in the bin,' said the maths teacher to Alicia.

The maths teacher _____.

6 'You really ought to report the theft to the police,' my friend told me.

My friend _____.

2 Underline the correct alternative.

1 Lucy *invited / offered / promised* me to spend the weekend with her at her house in the country.

2 Angry protesters stormed the Town Hall and *demanded / ordered / urged* to speak to the Mayor.

3 When Josh showed me the spots on his chest, I *insisted / advised / suggested* him to phone the doctor for an appointment.

4 Penn was arrested for *complaining / denying / refusing* to co-operate with the police.

5 Don't *accuse / blame / criticise* me of something I didn't do!

6 The Finance Minister *admitted / told off / apologised* having lied about the state of the economy.

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10 Passives

1 Rewrite the news article using the passive form of the verbs in bold.

Police **have detained** an animal rights activist for releasing over two thousand pheasants from a game farm in Suffolk. They **arrested** the man at his home in Ipswich after they **had identified** him on CCTV cutting through wire fencing to allow the birds to escape. Local game farms **raise** as many as 50,000 pheasants a year for the shooting industry. The police **are questioning** the suspect about a number of similar incidents in the region. If they **find** him guilty at trial, they **will probably make** him pay a fine, and they **could give** him a short prison sentence.

An animal rights activist (1) _____ for releasing over two thousand pheasants from a farm in Suffolk. The man (2) _____ at his home in Ipswich after he (3) _____ on CCTV cutting through wire fencing to allow the birds to escape. As many as 50,000 pheasants a year (4) _____ by local game farms for the shooting industry. The suspect (5) _____ about a number of similar incidents in the region. If he (6) _____ guilty at trial, he (7) _____ to pay a fine, and he (8) _____ a short prison sentence.

2 Complete the gaps with an appropriate passive form of the verb in brackets.

1 Three million chocolate bars are produced (produce) at this factory each week. Over one million of these sell (sell) in the UK, and the rest export (export) to other European countries.

2 Glenn Lambert release (release) from prison last week, ten years after convict (convict) of a crime he did not commit.

3 Our car repair (repair) at the garage at the moment. I tell (tell) yesterday that it should be ready tomorrow.

4 a: I ask (ask) to give a talk at my company's sales conference.

b: Have you? Is that the one that hold (hold) in Birmingham every year?

5 a: What happened to the two Year Nine boys who catch (catch) spraying paint in the gym last week?

b: Nothing much. They make (make) to clean it off the next day.

a: Is that all? They should expel (expel)!

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READY FOR GRAMMAR

10 Infinitives after passives

An infinitive can be used after the passive of certain verbs to talk about widely held beliefs or opinions. Verbs used in this way include *believe*, *consider*, *expect*, *feel*, *know*, *report*, *think* and *understand*.

The vase is thought to be over two hundred years old. *The President is expected to arrive at 9.30 am.*

The men are believed to be carrying weapons.

Alternatively, a *that* clause can be used after *It* + the passive of these verbs.

It is thought that the vase is over five hundred years old. *It is expected that the President will arrive at 9.30 am.*

It is believed that the men are carrying weapons.

The perfect infinitive (*have* + past participle) is used to refer to the past.

Fifteen people are known to have died in the accident. *It is known that fifteen people died in the accident.*

11 Conditionals

Conditional sentences contain a conditional clause (introduced by words such as *if*, *as long as* and *unless*) and a main clause.

If the conditional clause comes first, a comma usually separates it from the main clause (as in this sentence).

A comma is not needed if the conditional clause comes after the main clause (as in this sentence).

Zero Conditional

if + present simple, present simple

We use the zero conditional to talk about situations which are always true. *If* has the same meaning as *when*, *whenever* or *every time* in such sentences.

My eyes start to hurt if I spend too long on the computer.

If you mix blue and yellow, you get green.

First Conditional

if + present simple, *will* + infinitive without *to*

We use the first conditional to talk about possible situations and their likely results in the future.

She'll be very happy if you phone her.

It can be used for warnings, promises and threats.

I'll send you to bed if you don't behave yourself.

If you pass your driving test, I'll take you out for a meal.

Other future forms and imperatives are possible in the main clause.

We're going to the cinema if my dad gets home in time.

If you see Alan, give him my regards.

Modal verbs can also be used in the main clause.

May, *might* and *could* express possibility or uncertainty about the outcome. *Should* expresses probability.

If I finish my homework early, I might watch the film.

If you post it today, it should get there by Friday.

Second Conditional

if + past simple, *would* + infinitive without *to*

We use the second conditional to talk about imaginary, unlikely or impossible situations in the present or future.

If I knew the answer to number six, I would tell you.

If I had wings, I'd fly south in winter.

Note the difference between these two sentences:

First Conditional: *If they give me a pay rise, I'll buy a new car.* (*I feel there is a real possibility that they will give me a pay rise.*)

Second Conditional: *If they gave me a pay rise, I'd buy a new car.* (*I feel it is less likely that they will give me a pay rise.*)

The second conditional can also be used to give advice.

If I were you, I'd complain to the manager.

Both *was* and *were* are possible in the conditional clause after the subject pronouns *I/he/she/it*. *Was* is more common in spoken English.

If he were a little taller, he'd be an excellent goalkeeper.

Might and *could* can be used in the main clause to express possibility or uncertainty about the outcome.

If you worked a bit harder, you might have more success.

Third Conditional

if + past perfect, *would/might/could have* + past participle

We use the third conditional to talk about imaginary situations in the past and to speculate about their effects on past events or situations.

If we hadn't taken a map, we would have got lost. (But we took a map, so we didn't get lost).

Mixed Conditional

if + past perfect, *would/might/could + infinitive without to*

Mixed conditionals are a combination of a second and a third conditional. They can express an imaginary past event and a possible or probable present result.

If you'd listened to my advice, you might/would not be in this situation now.

Alternative words for *if*

As long as, *provided (that)*, *providing (that)* and *on condition (that)* can be used in place of *if* to emphasise the condition.

I'll lend you £10 as long as you give it back tomorrow.

We'll take the boat out provided the sea isn't too rough.

10 Infinitives after passives

Rewrite the sentences, beginning with the word(s) given.

1 They do not believe that the escaped prisoner is dangerous.

The escaped prisoner is not believed to be dangerous

2 Police know that the family runs a number of illegal businesses.

The family is known

3 They think that Smith broke into several homes.

Smith is

4 It is expected that they will be given long prison sentences.

They

5 They say that Robinson is enjoying prison life.

Robinson

6 It is considered that Corelli was the mastermind behind the crime.

Corelli

7 It is understood that the victims are recovering from their injuries in hospital.

The victims

8 People feel the fines are too low to deter offenders.

The fines

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11 Conditionals

1 Complete each gap with one word from the box. You do not need to use all the words.

condition exclusion far long promising providing unless unlike

1 I'll show you my passport photo, as you promise not to laugh.

2 Her employer will pay for her studies on that she attends every class.

3 We'll eat in the garden, unless of course it rains.

4 I'll let you borrow it if you're careful with it.

2 Each of the following sentences contains one mistake. Find the mistakes and correct them.

1 If I would drink coffee after six o'clock, I can never sleep.

2 We do not give refunds unless the product isn't damaged.

3 If they lose this match, I never go to see them play again.

4 Please email me if you'll find out any more information.

5 Living here is alright, but I'll prefer it if it wasn't so cold.

6 If you'd have asked me, I would have lent you the money.

3 Rewrite the sentences to form second, third or mixed conditionals.

1 I don't have to pay to get into the museum because I'm unemployed.

If I wasn't unemployed, I'd have to pay to get into the museum.

2 We don't go abroad on holiday because I'm afraid of flying.

3 We didn't go sailing because there wasn't enough wind.

4 He's broken his leg so he can't drive.

5 He isn't going to the wedding because he hasn't got a suit.

6 He's feeling ill because he ate too much last night.

7 She didn't pass her exams so she couldn't go to university.

8 They didn't watch the news so they didn't hear about the earthquake.

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READY FOR GRAMMAR

11 Too and enough

Too means 'more than is necessary or desirable'.

1 Too + adjective/adverb

*This jumper's **too big**. Don't work **too hard**!*

2 Too much/Too many (+ adjective) + noun

*I can't eat this. There's **too much salt** in it.*

*There are **too many young children** here.*

Too much/Too many can also be used as pronouns.

*They were **lovely cakes**, but I ate **too many**.*

Too little and Too few are also possible. They are quite formal; not enough is more common in spoken English (see below).

*We had **too little time** to prepare for the exam.*

Too few students are opting for science subjects and **too little** is being done to change this.

3 Too and Too much/many/little/few can be followed by the infinitive with to.

*It's **too cold to play** tennis today.*

*He spoke **too quickly** for me to understand him.*

*There's **too much work** for one person to cope with.*

4 Far, much, way (informal), rather, a little, slightly and a bit (informal) can be used to vary the strength of too.

*This essay is **much too long** and there are **far too many mistakes**. The language is also **a little too informal**.*

Enough means 'as much as is necessary'.

1 Adjective/Adverb + enough

*Are you **warm enough** or shall I turn the heating on?*

*You haven't done your homework **carefully enough**.*

2 Enough (+ adjective) + noun

*We'll have to stand – there aren't **enough chairs**.*

*Not **enough new homes** are being built.*

Enough can also be used as a pronoun.

*I'll buy more bread. We haven't got **enough**.*

3 Enough can be followed by the infinitive with to.

*I don't have **enough time to see** you today.*

*The floor is **clean enough for you to sit** on.*

4 Nearly, almost, not quite and just can be used before enough

*Zack's 1.28 m – **not quite tall enough** to go on the roller coaster.*

12 Quantifiers

We use quantifiers to give information about the quantity of people or things. They tell us *how much* of something, or *how many* people or things there are.

1 Quantifiers can be used:

- before countable nouns: *both, a couple of, each, every, a few, (very) few, fewer, (not) many, several, a (large/small) number of*

*We saw **several lions** but **not many** giraffes.*

- before uncountable nouns: *less, a little, (very) little, (not) much, a great deal of, a large/small amount of*

*I did a **great deal of** work, but made **little** progress.*

- before both countable and uncountable nouns: *all, (hardly) any, enough, (quite) a lot of, lots of, a load of, loads of*, more, most, no, plenty of, some.*

*Loads of and a load of are informal.

*I love **all types** of cheese; **all cheese** is delicious.*

Plenty of means a lot of or more than enough.

*Don't hurry – we've got **plenty of time**.*

2 Most of the above quantifiers can be used with *of + the, this, that, these, those, my, your*, etc plus a noun, to talk about members of a specific group.

*Add a **few of** the olives and **most of** the cheese.*

of is optional with *all* and *both* before a noun.

*All (of) my friends have seen **both (of)** those films.*

The same quantifiers can be used with *of* plus a pronoun. *Of* is not optional with *all* or *both*.

*The exam was easy, but **all of us** got **some of it** wrong.*

None is used instead of *no* before *of*.

None of us got full marks in the exam.

Neither of is used instead of *none of* when talking about two people or things.

Neither of my parents is very sporty.

3 Most quantifiers can also be used as pronouns on their own. *Plenty of, a lot of, lots of, etc* are used without *of* in this case.

'How much money have you brought?' 'None.'

'Have you got enough peas?' 'Yes, thanks, plenty.'

4 each and every

These two quantifiers are used with singular nouns and verbs to mean *all*. *Each* is used to talk about two or more people or things; *every* is only used to talk about more than two.

*He held a glass in **each hand**.*

***Each/Every child** who takes part receives a prize.*

*Each, but not every, can be used with *of*. A plural noun is used followed by a singular verb.*

***Each of** my sisters was wearing a dress.*

5 little and few

These two quantifiers have quite negative meanings. They mean *not much/many* or *not as much/many as desired or expected*.

*This recipe requires **little time** and **few ingredients**.*

6 a little and a few

These have more positive meanings. They mean *some* or *more than expected*.

*After a **little practice** and a **few failures**, I made a perfect tortilla.*

Quite a few means a fairly large number or quite a lot.

*I've read **quite a few of** her books; maybe six or seven.*

11 Too and enough

1 Underline the correct alternative.

- 1 You've written too more / much / many – I asked for a paragraph, not a whole page.
- 2 There aren't much / too / enough young people in this village; most have left to live and work in the city.
- 3 This soup is a way / little / rather too salty for me.
- 4 She spoke quietly, but just loud enough for him to / to him for / for him for hear.
- 5 Too less / little / few politicians understand how serious this issue is.
- 6 My son is only seventeen, so he's not slightly / quite / very old enough to leave home.

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

- 1 I couldn't hear what they were saying because they were speaking so quietly.

TOO

They were speaking _____ hear what they were saying.

12 Quantifiers

1 Underline the two correct alternatives in each sentence. There is an example at the beginning (0).

- 0 I eat plenty of / a large amount of / very much / very few vegetables.
- 1 Lot / None / Each / Most of the food I eat is very healthy.
- 2 We eat very little / a small number of / quite a lot of / not many meat in our house.
- 3 I eat pizza several / every / a couple of / any times a week.
- 4 I do no / hardly any / some / few of the food shopping for my family.
- 5 I can cook a great deal of / a large number of / a little / a few different dishes.
- 6 How many spoonsful of sugar do I put in my coffee? A lot / None / Plenty of / Much.
- 7 At home, we eat all / some / every of / most of our meals in the kitchen.

2 SPEAK Tell your partner which of the two correct answers in each sentence in Exercise 1 is closer to the truth in your case. Develop your answers.

- 0 I don't exactly eat plenty of vegetables but I do eat quite a few – perhaps four or five portions a week. I realise they're important, but I'm not very keen on them. The ones I hate the most are ...

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- 2 He couldn't see over the wall because he was so small.

ENOUGH

He was _____ see over the wall.

- 3 We'll need more eggs if we want to make an omelette.

ENOUGH

There _____ us to make an omelette.

- 4 I can't drink this tea because it's too sweet.

SUGAR

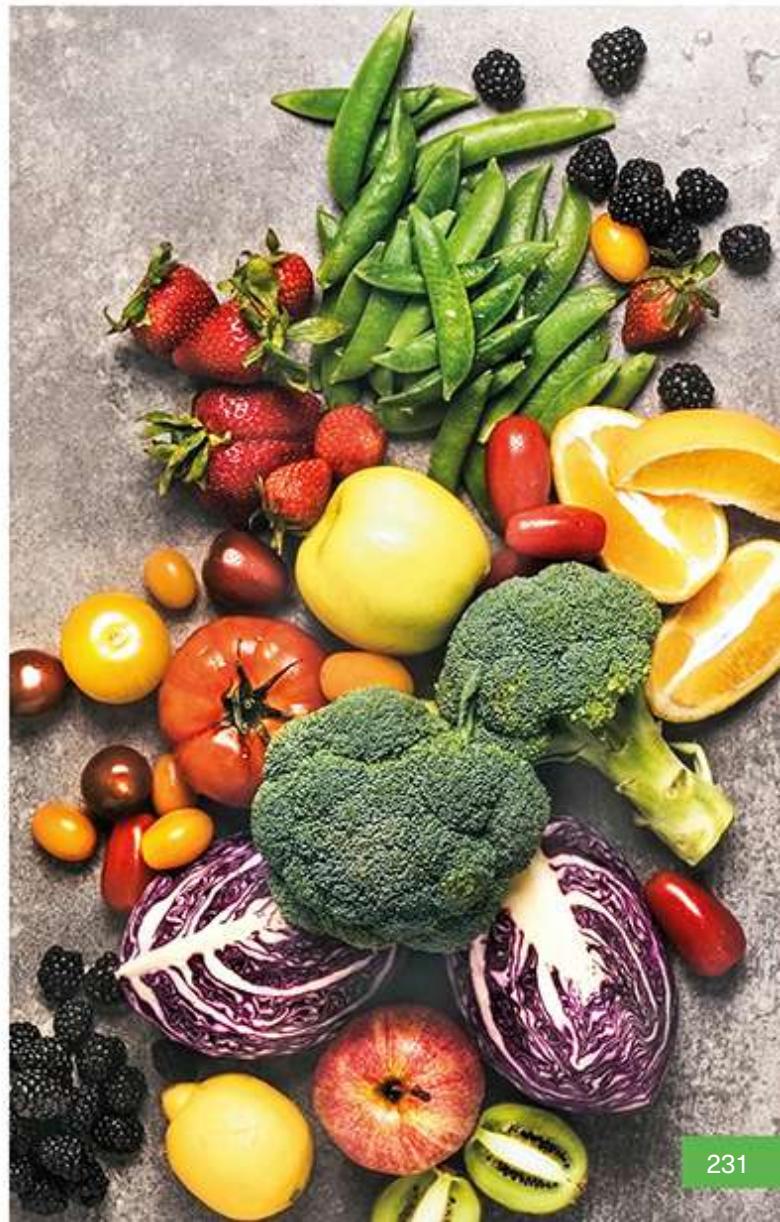
There _____ in this tea for me to drink it.

- 5 I didn't go into the bar because it was much too crowded.

FAR

I didn't go into the bar because _____ people.

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READY FOR GRAMMAR

12 Hypothetical situations

Wish and if only

Wish or if only can express how we would like things to be different if we had the power to change them. If only is often considered more dramatic than wish.

- 1 We use wish/if only + past simple when we are unhappy about a present situation and would like it to be different, even though this may not be possible. Stative verbs such as *be*, *have*, *know*, *live* and *understand* are used.

I wish I was/were taller.

If only I knew how to play the guitar.

- 2 We use wish/if only + would when we want something to happen or someone to do something. Active verbs (verbs describing actions) are used.

I wish you would go away.

If only this wind would stop blowing.

Wish/if only + would is used if we want to express irritation at other peoples' actions or behaviour.

I wish you wouldn't keep tapping your foot.

Wish/if only + past simple can also be used if the action occurs habitually.

I wish you didn't/wouldn't smoke so much.

If the subject of wish is the same as the subject of the verb which follows (*I wish I ...*, *she wishes she ...* etc), we use could, not would.

I wish I could remember the name of that actor.

- 3 Wish/if only + would or could can be used to express wishes for the future. This use of wish suggests that the action will probably not happen.

I wish I could go on holiday with you in summer. (I know that I can't go with you.)

If there is more possibility that the action will happen, we use hope.

I hope I can go on holiday with you in summer. (I don't know if I can or not.)

- 4 We use wish/if only + past perfect to express wishes and regrets about the past.

I wish I hadn't left school when I was 16.

should have + past participle can also be used to express wishes and regrets about the past.

We should have got the train. This traffic's terrible.

Would rather/sooner

We use would rather/sooner + past simple when we want someone else to do something in the present or future.

I'd rather/sooner you told Leah the news yourself.

[Compare: *I'd rather/sooner tell Leah the news myself.*]

It's time

We use it's (high/about) time + past simple when we want something to happen or be done now. It implies that the action should have been done already.

It's high time we bought a new car – this one's far too unreliable.

12 Prepositions and gerunds

- 1 Verbs which come immediately after prepositions must be in the gerund form.

Craig was told off for crossing the road without looking.

If the subject of the gerund is different to the subject of the main verb, we add a noun, object pronoun or possessive adjective.

We're not happy about James riding a motorbike.

They insisted on me/my showing them the photos.

- 2 These noun + preposition combinations are commonly followed by gerunds:

(be no/little) point in, (have) difficulty in, (be or have a good/not much/no) chance of, (be in) favour of, (have an) no) objection to

There's no point in inviting her; she won't come.

Is there any chance of you playing tennis later?

- 3 Gerunds are used after a number of phrasal verbs containing prepositions, such as *carry on*, *get over*, *give up*, *look forward to*, *move on to*, *put off*, *put up with*, *take to*, *turn to*.

He gave up phoning her and took to texting her poems.

I can't put up with Jason and Lee arguing all the time.

- 4 These linking words and expressions can also be used as prepositions and followed by a gerund: *after*, *apart from*, *as a result of*, *as well as*, *before*, *besides*, *despite*, *in addition to*, *in spite of*, *instead of*.

Apart from tasting great, it's also very good for you.

She opened the window, despite me asking her not to.

12 Hypothetical situations

1 In 1–5 below, underline the correct alternative in each sentence.

- 1 I wish I could / would / did remember where I put my glasses.
- 2 I wish I don't / didn't / won't have to do so much homework. I never have any time to myself.
- 3 The car has broken down again! I'm beginning to wish we wouldn't buy / didn't buy / hadn't bought it.
- 4 I wish they didn't / would / had turn their music down next door. I can't hear myself think.
- 5 If only you'll listen / you'd have listened / you'd listened to me! None of this would have happened.

2 In 1–8 below complete each gap with the correct form of the verb in brackets.

- 1 What glorious sunshine! I bet you wish you _____ (be) on the beach right now, don't you?
- 2 I wish you two _____ (stop) shouting! You're driving me mad!
- 3 It has rained every day of this holiday. If only we _____ (go) to Greece instead!
- 4 If only I _____ (have) more time. There are so many films I want to see.
- 5 One minute you want to come, the next minute you don't. I wish you _____ (make) up your mind!
- 6 It's time you _____ (buy) some new trainers. Those ones are falling apart.
- 7 I'd rather nobody _____ (know) I've applied for the job, so don't tell anyone.
- 8 Jill wants to go out for a meal, but I'd rather _____ (eat) at home.

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12 Prepositions and gerunds

1 Complete each sentence on the left so that it has a similar meaning to the sentence on the right. In the first gap write one of the words from the box; in the second gap write an appropriate preposition.

chance difficulty favour objection point

- 1 He'll have no _____ doing it. He will find it easy to do.
- 2 There's not much _____ him doing it. He's very unlikely to do it.
- 3 There's no _____ him doing it. It's senseless for him to do it.
- 4 I have no _____ him doing it. I don't mind him doing it.
- 5 We were all in _____ him doing it. We all wanted him to do it.

2 For questions 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.

1 Paul eats lots of fried food, even though he knows it's very bad for his health.

UNHEALTHY

Paul eats lots of fried food despite _____ it is for him.

2 Although I threw away a lot of my old clothes, I still don't have much room in my wardrobe.

RID

In spite _____ a lot of my old clothes, I still don't have much room in my wardrobe.

3 Rachel decided not to drive to work, and went there by bus.

INSTEAD

Rachel decided to get the bus to work _____ there.

4 Sven missed the meeting because his flight was delayed by three hours.

RESULT

Sven missed the meeting as a _____ delayed by three hours.

5 She discovered the age of the vase, and also learnt that it had once belonged to royalty.

OUT

As well _____ old the vase was, she learnt that it had once belonged to royalty.

6 He's a good guitar player, and he also has an excellent singing voice.

WELL

In addition _____, he has an excellent singing voice.

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AUDIOSCRIPTS

1.1

Speaker 1

It's unusual for me to buy brand new clothes. I get most of what I wear from charity shops. Some people think that anyone who buys things that have already been worn by someone else can't really care much about clothes. But that's not true – you can find some pretty decent stuff in these places, even quite tasteful designer clothes that people, for whatever reason, have decided they don't want anymore. And they only sell clothes that are in good condition, often things that have only ever been worn once or twice. You get to support good causes, too, of course, because the money you spend goes to charity.

Speaker 2

Apparently, dressing smartly is supposed to increase your self-confidence, but I've never felt any different in a jacket and tie. And anyway, I'm not the kind of person who spends time worrying about what to put on in the morning. Some people take ages, umming and ahing over what to wear, but I just throw on the first thing I find in my wardrobe and that's it. Job done. To be honest, I'd be happy just wearing the same two or three T-shirts all the time. The trouble is, I only have time to do my washing once a week, so that wouldn't work. I may not be fashionable, but I'm not dirty.

Speaker 3

I get suspicious when I go into a clothes shop and see that everything is incredibly cheap. If the prices are so low, then how much are the people who made them getting paid? And what are their working conditions like? I only buy from companies that sell ethical clothing, made by people who earn a decent salary and work in a safe environment. I usually get that kind of information online – it's easy enough to find. The clothes may not be as cheap and there's not necessarily any more guarantee of quality, but at least I can be confident that no one is being exploited.

Speaker 4

I spend a lot of money on clothes. I don't really care what they cost. They don't have to be designer clothes, but they do have to make me feel good about myself. I like to know that I can get something out of the wardrobe and any feelings of insecurity I have will just disappear as soon as I put it on. Then when I get to work and someone says, 'Hey, that shirt really suits you', it gives me a *big lift*. And I never wear the same thing more than once in the same month. My colleagues have got used to seeing me in something different every day.

Speaker 5

If I want to go out and get a new T-shirt, for example, then I always have to get rid of an old one first. And I only do that when I can't justify hanging on to it anymore – either because it's so scruffy I'm too embarrassed to wear it, or it's literally falling apart at the seams. That's why none of my clothes ever end up in a second-hand shop. I replace them, precisely because they're no use to *anyone* – not just me. I've been doing this for some time now, and I've noticed that clothes used to last a lot longer; the quality's got gradually worse and I have to replace things far more often than before.

1.2

M = Man W = Woman

1 You hear two people talking about a friend of theirs.

M: How many houses has Mike got now?

W: Well, there's this one here, the flat in Brighton, the cottage in Devon, and that villa of his in Spain. So, four altogether.

M: Hmm. Easy for some, isn't it?

W: I don't know. I get the impression he's fed up with it all – always moving around. I wouldn't be surprised if he got rid of everything over here and lived in Spain permanently.

M: Is that what he's said he'll do?

W: Well, you know Mike. It's not like him to talk much about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.

2 You overhear a man talking to a friend on his phone.

M: I'm stressed out, to be honest, what with work and all the problems with the house. I need something to help me relax. ... Well, yeah, I did think about yoga, but the class is on Friday and I play squash then. And then I saw they do pilates on Tuesdays and Thursdays, which would be ideal for me. ... Yeah, I know you did. And actually, I was wondering if you could tell me what it was like, what sort of things you did. I had a quick look online, but it's always better to talk to someone with firsthand experience.

3 You hear a woman talking about her family's financial situation.

W: We just about get by, but it's a bit of a struggle. I can only get part-time work and Frank lost his job at the furniture factory last August. He's sent off loads of applications, but no luck so far. My mum and dad could probably help out, but somehow it doesn't seem right borrowing from them. They've been saving all their lives and I want them to *enjoy* their money, now they're retired. There's nothing for it but to put my car on the market and see if I can get a decent price for it. The kids'll just have to get the bus in the morning.

4 You hear a man talking about his job.

M: I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor-made – not just any old suit. Inside, at the front desk they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

5 You hear two people talking about the value of their time spent living abroad.

W: I've gained so much from these two years living abroad.

M: Yeah, me, too. I reckon we'll have no trouble finding work when we get back home.

W: I'm not sure that's true. But anyway, I was thinking more about the benefits to me as a person. I've become much more tolerant since I've been here, more willing to accept difference.

M: That's what I mean. We've grown as individuals, we're more open-minded and independent, so that makes us more employable.

W: Well, I admire your optimism. I just know that I'll miss being here.

M: It's alright, but the whole thing has made me value life at home more.

6 You hear a man talking on the radio.

M: The world today is faster and more dynamic than when our great-grandparents were alive, but as a result, life is often more stressful and unhealthy. Self-help gurus offer people the hope of finding a solution to their problems, improving their health and wellbeing, and generally making their lives better. The author of *Back to Basics* says his guide will help you achieve all these things in a matter of weeks. He's lying – the only thing it's good for is sending you to sleep, and you'd be wasting your money if you bought it and your time if you read it.

7 You hear two people talking about the village they both live in.

M: Are you enjoying it here in the village?

W: Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.

M: That's good. So you feel comfortable here, then?

W: Yes, I do. And the children have settled in well, too. I just get a bit nervous about the traffic sometimes.

M: What, on the main road?

W: Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

8 You hear a man talking about a country in which he once lived.

M: On my travels I've had to get used to eating all kinds of strange dishes, so I was prepared for their rather unusual cuisine. If I was offered something I knew I wouldn't like, I used to cover it in lemon and salt to hide the taste. And it's a hot country, so the slow pace of life and relaxed approach to work were only to be expected. What I hadn't anticipated was their way of dressing. I'm not used to being with people who take so much care over what they wear and I felt quite scruffy by comparison. Colour, style, fashion – it all mattered to them. I had no idea before I went.

1.4

1 Who do you want to speak to now?

2 Where did you go this morning?

3 When do you have to be there tomorrow?

4 Why did you say that earlier?

2.1

Hi, I'm Jack Suggs and on today's programme we're going to take a look at what's *going on* in the world of music. Apparently, the average person in Britain listens to around three thousand five hundred songs a year. And in the case of young adults aged between 18 and 24, that figure is more than six thousand, an average of about three and a half hours of music a day.

Music's all around us – in shops, restaurants, gyms and even in the workplace. Not so long ago, the idea of employees listening to music in offices was almost unheard of; now it's becoming increasingly common. In fact, almost as common as it used to be in factories, where many employers have got rid of it because it can be distracting, and an obvious safety risk.

In an office, though, it can be very beneficial, depending on what you're trying to achieve. According to some recent research, if the work involves creative thinking, then positive, stimulating music can help you *come up with* original ideas. But if it's anything that requires problem-solving, then it's better to work without any noise at all – including music, of course.

Background music can also help increase business in restaurants. There are music-streaming services that design playlists to suit different types of restaurants and their brand or image. In a study *carried out* recently, one such service led to an increase of roughly 11 per cent in the sales of side dishes in one establishment, and orders of smoothies and shakes rose by 15 per cent! Restaurants have to be careful, though, because if they get the music wrong or play it too loud, they can *put* people *off* eating, and sales will fall.

And there's some really interesting research that's been done by scientists at the University of Oxford. They *found out* that traditional music played in Indian restaurants can make the food taste up to 10 per cent hotter. They haven't *worked out* exactly why this is, yet, but it seems we associate the fast beat and high-pitched, distorted sounds of Indian music with high energy, and that reflects the sensation of eating spicy food.

Now, if you like watching TV series, you may have noticed that many directors nowadays tend not to use famous musicians and composers to create the soundtracks for their work, but *turn* instead to relatively unknown artists – the band *Survive in Stranger Things*, for example, or *Mogwai* for *Les Revenants*. And they're such an important part of the process that they often compose the music before filming even begins, and so help to shape the series that's being made.

They also use technology to create their sound, so there's less need to hire large orchestras and big studios these days. In fact, there's a move away from the dramatic sounds of the orchestra towards music that doesn't *stand out* so much, music that's more in the background so that it won't distract the viewer.

Which is very different to what's happening with video games. Orchestras are an important element of these, and composers like Eimear Noone, are in constant demand. Eimear comes from Ireland, but has *set up home* in California. She's worked on games like *World of Warcraft* and *Legend of Zelda*, which are played by hundreds of millions of people, and she travels the world performing sell-out concerts of her soundtracks.

Video game music is also played on the radio. On the commercial station Classic FM, there's a very popular, one-hour programme which plays music exclusively from games. Its name, appropriately, is *High Score* and it's presented by Jessica Curry, who co-founded a game development company called *The Chinese Room* and composed the music for the game *Dear Esther*. Many classical music lovers were sceptical at first, but the first series *turned out* to be a huge success, so they made more programmes.

Now, on *this* programme, before we *go on*, you're going to hear a piece of jazz from somebody we all normally associate with rock music, and I want you to decide who it is we're listening to.

2.2

I = Interviewer M = Mike Taylor

I: Octopushing, elephant polo, or cheese rolling. Our sports correspondent, Mike Taylor, has been finding out about some of the world's strangest sports. Which is the most unusual one for you, Mike?

M: Well, it has to be chess boxing, because it's such a bizarre combination. A match starts off with a four-minute round of speed chess, followed by a three-minute round of boxing. There can be up to six rounds of chess and five of boxing before a *winner* is decided. Sounds like just a bit of fun, but when I watched two men competing on German television recently, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain. You don't expect a *boxer* to be good at chess, or a *chess player* to be good in the ring.

I: Have you found any other unusual combinations like that?

M: No, but you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting *spectator* sport – major tournaments have TV screens that show the images captured by underwater cameras. Apparently, you don't have to be very fit to play. But I'm not convinced – it seems physically very demanding to me. The good thing, though, is that no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.

I: OK. What else have you got?

M: Well, one of my favourites is sport stacking, which involves individuals or teams building pyramids with plastic cups. It doesn't sound very impressive, nor do **competitors** need to be in particularly good physical condition. But if you watch a video of some of the best stackers, you'll appreciate just how fast they are. It's quite staggering. There are adult competitions, and I'm thinking of having a go at it myself, but most **participants** are teenagers and children, some as young as four. Mind you, in sport we're used to seeing very young competitors outdo older ones, so that's nothing new.

I: Indeed. And are there any of these sports that you definitely wouldn't want to do?

M: Yes, there are, and not because they're in any way tough or there's too much danger involved. Far from it. It's just that I find them a bit ridiculous. There's toe wrestling, retro running – that's running backwards – or even pillow fighting, which is now a sport in Japan. They all seem rather silly to me, and they're not sports I'd particularly want to do or even watch.

I: You mentioned toe wrestling. What does that involve?

M: Well, basically, competitors lock big toes and try to force their opponent's foot onto the side board of a wooden frame. I mean it's fine for kids, and a toe wrestling competition is the kind of thing you might expect them to organise in the school playground. But for grown men and women to hold a World Championship every year, and then for **organisers** to apply for toe wrestling to become an Olympic sport – well, it's too daft for words. I'm just pleased the application wasn't accepted.

I: Alright. And which of the sports you've seen is the most impressive, would you say?

M: Well, probably the Man Versus Horse Marathon, which takes place every July in Wales. Human **runners** race cross-country against **riders** on horseback for 22 miles – that's around 35 kilometres – and on two occasions in the last forty years, a human **contestant** has won. Now that's not as astonishing as it might seem – horses are fast in short races but not so good over long distances. But it does seem a little unfair that the human victories are not mentioned in the same breath as some of the world's more famous sporting achievements. These people are heroes, but they're virtually unknown outside Wales.

I: Yes, it's the first time I've heard of the race. You're a runner, aren't you, Mike?

M: I was, but I damaged my knee when I was skiing and had to stop. I was a real enthusiast – used to run for a couple of hours after work every evening – but even then, I wouldn't have beaten a horse, that's for sure.

I: There's no shame in that! Right, thanks Mike. Time now for ...

3.1

Hi, my name's Paul and I'm going to talk to you about the world robotics championship, RoboCup, which I've been looking into on the internet for a project I'm doing. The **competition** is usually organized in a different country every year, though it's been held no fewer than four times in Japan, which is where the first event took place in 1997. The first time it was hosted here in Australia was in 2000 in Melbourne.

Now, RoboCup is short for Robot Soccer World Cup, and actually, the ultimate aim of the event is to encourage the development of robots which can beat the Football World Cup champions by 2050. Well, good luck with *that*, guys! But there are other challenges, too – including RoboCup@Home and RoboCup@Work in the adult competition, and the OnStage and Rescue categories in RoboCupJunior, which is for kids up to the age of nineteen.

Let me just explain a little bit about the OnStage event. That's where teams get the chance to show what their robots can do through a stage show. And that can be anything from storytelling to a dance or a theatre **performance** ... or apparently, even a magic show, though I didn't find any videos of that one on the

internet. The robots generally wear costumes and their designers can be part of the show, too. Many of the performers I saw were dressed up as characters from films, but the star of the video I enjoyed most was a robot in a penguin costume. It was great fun and the audience loved it.

But there's also a serious side to the whole thing. For example, all the teams have a technical interview with the judges, and each member has to answer questions about the part they played in the design and programming of their robots. And the competition rules are really strict. Points are taken off if a robot moves outside the area that's marked out on the stage, or if a team goes over the time limit. They have a total of five minutes for their performance, which includes setting it up and introducing it, and then an extra minute to clear up – so no more than six minutes altogether on the stage. It's all very quick, so there's no chance for the audience to get bored.

I saw some videos of some of the other events, as well, like RoboCupSoccer, which is pretty impressive. What amazed me most about it is the fact that there are no radio signals, or remote controls or any other kind of communication from the designers – all the robots are autonomous. They all communicate with each other and make their own decisions about what to do ... *almost* like human players – except the ones I saw kept falling over for no apparent reason, which was quite funny to watch.

I have to say, though, there was some pretty good passing of the ball, but none of the teams had what you could call a solid defence. Sometimes a robot would kick the ball from one end of the pitch to the other, and the other team just stood by and watched as it went into the goal! But hey, it's good **entertainment** and a great way for the public to learn about the latest **developments** in robot technology.

For me, though, RoboCup@Home seemed the **most** educational event. For this one, designers *have to* interact with their robots, and the only way they can do that is by voice. A kind of apartment is set up in the venue and the robots have to follow their designers' spoken **instructions** to perform a number of different tasks. I saw them do things like open the curtains in the bedroom, or go into the kitchen and get something like a bottle or a cup and take it back to the designer who was in the lounge.

This kind of thing might become a reality in the home in the future, so it's really interesting to see robots doing things in this context.

3.2

Speaker 1

Next year we're starting lessons at 10, rather than 9 every day. The head says teenagers need more sleep than adults, and they'll be more receptive during class if they come in an hour later. It's a fairly radical idea and it's attracting a lot of attention from the press. I just think it's another one of the head's schemes to get publicity for herself. She clearly has her own interests at heart rather than those of the kids. Perhaps I should have spoken out at the consultation meeting, but she's got the support of the whole teaching staff, and they don't seem to care that her motives are all wrong.

Speaker 2

I'm really fed up with our head of department. We all are. **As well as** having absolutely no interpersonal skills, he has a habit of making changes without bothering to find out what anyone else thinks first. He told us in a meeting last week that we're going to be using a different coursebook for Year 8 next term, and he's ordered three class sets already. I'm not saying that a change wasn't necessary – I think we're all a bit tired of the book we're using at the moment – but I do think he could have let us have some say in the matter before going ahead. It's no way to run a department.

Speaker 3

Until now, a student's end-of-term report consisted of a mark for each subject, followed by a summarising comment from the tutor. With the new system, each subject teacher has to write a comment as well – and since I teach maths to **as many as** two hundred students every year, it'll take me absolutely ages. The head says the tutor's comment isn't enough to give parents a full picture of how their child's getting on, but I think it's fine **as long as** it's carefully written. Most parents won't read the comments anyway – they're just interested in the marks. It's a waste of time **as far as** I'm concerned, and I know the majority of my colleagues feel the same.

Speaker 4

The situation in Year 10 is not much better than it was before. Mixing up the classes like that – splitting up the troublemakers – is a step in the right direction, but it doesn't go far enough. They're still there, and they're still causing disruption to lessons. The head should have asked the parents to come in and got the kids to make certain guarantees in front of them, made them promise to improve their behaviour and so on. Then if the promises aren't kept, expel them from the school. We told her that, but she said expelling them would just create problems for other schools. She needs to be much tougher.

Speaker 5

There's some building work going on outside the music room. The windows are double glazed, but they're not thick enough to keep out the noise, so I've been moved to a room on the other side of the school. I've changed rooms many times before, but never to one as bad as this. The ceiling's high and the acoustics are terrible for the piano. Plus I have to shout to make myself heard, so my throat is suffering. And then the sun streams in during the afternoon and sends the kids to sleep. I'm telling you, **as soon as** the work's finished, I'm moving straight back to my old room.

3.3

1 change	4 home	7 clearly
2 time	5 continually	8 disappointing
3 loud	6 compare	

3.4

focus without annoyed exile fear during communicate aware

4.1

W = Woman M = Man

1 You hear a man talking to a friend about a TV series he is watching.

W: Enjoying the new series?

M: Well, yeah, it's OK. The writers have done a great job with the storyline. It draws you in, makes you want to keep watching – like a book you can't put down. It's a shame about the actual script, though – I mean, the actors do their best with their lines, but they all sound very unnatural. And people are saying good things about the music, but I really don't understand why they've used modern songs in a series set in the 1920s.

W: So you're not a fan then?

M: I wouldn't say that. I watched three episodes in a row last night.

2 You hear a woman reviewing a book on the radio.

W: All too often we are told that the author 'takes us on a journey', but the phrase is entirely appropriate for this, the first volume of Gray's memoirs, since each chapter is named after a different European location where she lived out a particular stage of her colourful life. At times it reads like a novel set against a background of huge political change across the continent. But this is the story of a life in which fact is stranger – and far more absorbing – than fiction. The map at the beginning of the book is a useful addition, by the way, as many of the place names may be unfamiliar to you.

3 You hear two friends talking about a film they have just seen.

M: I thought the pace dropped a bit half way through the film, but apart from that it was really good.

W: Yeah, it was great. You never expect a sequel to compare well with the original, but in many ways this one was better, more entertaining.

M: Especially the bits with those twins. I haven't laughed so much in ages.

W: Yeah, I didn't laugh out loud like you – I never do – but I know what you mean.

M: Definitely a candidate for an award or two.

W: Right. But it's true, the director could have speeded up the action a bit in the middle.

4 You hear a man telling a woman about a storytelling course he attended.

W: So what made you decide to do a storytelling course?

M: Well, a friend of mine who did it last year recommended it to me. She thought I might enjoy it – and she was right. It was great fun, really laid back and everyone was very supportive. It gave me the courage I needed – and the self-belief – to be able to stand up and speak in front of a group of people.

W: So are you going to be leaving us to take up a career as a storyteller, then?

M: No, I like working here too much.

W: Ha-ha! That's a good story.

5 You overhear a woman calling a bookshop.

W: Hello, yes, it's about a book I bought in your shop last week. A Katharine Adams novel. I just wanted to point out that there were one or two pages missing ... No, no, there's really no need to apologise. I mean it's not as if it was the last page or anything. And I got the gist of what was happening without the pages. I just thought you ought to know so you can check the rest of your stock, or talk to the publishers or something ... That's OK ... Yes, pages 60 to 63...

6 You hear a man talking to a friend about a story writing competition he won.

W: Hey, I saw you on the telly last night, talking about your competition win. You kept that quiet.

M: Well, yeah, it was a bit of an ordeal, to be honest.

W: Why's that?

M: Well, it's a live chat show, so I was worried I might make a mess of it.

W: But you'd already been on national radio.

M: Yeah, but I didn't have to say much then – just read the story out. That's much easier than talking about yourself in front of millions. And anyway, I wasn't surrounded by all those celebrities when I was on the radio. It was just me and the other three finalists in the studio with the presenter.

7 You hear two friends talking about an actor in a play they have just seen.

W: The actor who played the grandfather looked familiar. Did you recognise him?

M: Yeah, I did. I've seen him in one or two of those period dramas on telly. He usually plays much younger characters, though – he can't be much older than forty.

W: Well, make-up did a good job, then – he looked very convincing.

M: Yeah, he did, and his movements and gestures were really authentic. He's a natural.

W: Right, but I did think he tried a bit too hard with the voice. He mumbled a lot, so it wasn't easy to make out what he was saying sometimes.

M: Yeah, I had trouble understanding him, too.

8 You hear part of a talk by a writer.

W: Now, you're all avid readers, so you know all about the wonders of books. Your bookshelves are probably full of novels – some of them mine, hopefully! – and it's likely you started reading from an early age. So it may surprise you to know that until I was fifteen I had never actually read a book from beginning to end. My parents didn't read, and nor did I. Then one day, a local writer came to my school and read extracts from her latest novel – and I was hooked. I bought the book and when I'd finished it, I knew exactly what I wanted to do in life.

4.2

- 1 Did you know Mahershala Ali won an Academy Award for *Moonlight*?
- 2 The book is a psychological thriller called *Autumn in London*.
- 3 For the role of the climate change campaigner, the make-up department gave the actor wrinkles using prosthetics.
- 4 The muscle-bound action hero climbed up the cliff in pursuit of the villain.

5.1

Hello, my name's Mike Swift and I'm here today to talk to you about the City College and the different vocational courses we run there.

Now, until fairly recently we had four different faculties at the college, but with the addition of the Creative Skills faculty last year, there are now five altogether.

We're really proud of this new faculty. There are workshops for glass production, ceramics and textiles, as well as a state-of-the-art photography studio and the college's very own radio station, which broadcasts every weekday to the local area. The star attraction, though, is the television studio – the only one of its kind in a further education college in this region.

I think it's worth mentioning that most of the first group of students who were on our media courses last year have already found jobs in the business. There's one working as a camerawoman, for example, quite a few sound or lighting engineers, and even, in one case, a radio producer – which is pretty good going for a twenty-one-year-old! No presenters as yet, but you never know ...

Now, the biggest building in the college is the Faculty of Leisure and Health, which offers over 200 courses in anything from sports coaching or alternative therapies to catering or cake decoration. But the fastest growing courses in this faculty are those in the Events Department, with more and more students hoping to [go into careers as](#) exhibition organisers, concert promoters or wedding co-ordinators.

These are great courses, because if you decided to [change careers](#) at any point in the future, most of what you've learnt would still be useful to you. Organisational skills, for example, are important in a whole range of jobs, and so is good team management – knowing how to deal with a group of people who work under your supervision.

And there's something else about this type of course which makes it so attractive, and which is common to courses in some of the other faculties, too. During the second term, the college organises work experience in local venues and businesses. You get a chance to find out what it's like to do the job for a few weeks – and you get paid, too, so that can't be bad!

Now, some of you, I'm sure, will be interested in working in IT. Well, we offer over eighty different information technology courses, some of them in the faculty of building and engineering – like CAAD, for example, which stands for 'computer-aided architectural design' – but the majority are taught in the business faculty.

Computer games development is a popular choice and can lead to employment as a games developer working in design, programming, art or animation. But competition is high and the entry requirements are quite strict. We're looking for exam passes in at least five subjects, including English, and we particularly want to see good grades in maths. Computer science is also a big advantage of course.

Incidentally, if you're not sure what course to take, the college does have a student support service, which will help you choose the right one. You can arrange for an interview with the careers advice team before you apply, or else you can go to our online site and click on the Study Options heading for lots of helpful information and tips.

Now before I go on, I ought to mention that most of our courses last for just under a year – from September to June – and they're either full-time courses, meaning five days a week, or part-time, which are just one or two days a week. But we do also have a number of evening courses, which usually run for five months.

And that brings me onto the different qualifications you can achieve on the various courses ...

5.2

I = Interviewer D = Deborah Chilton

I: Few of us would admit to actually enjoying doing the housework, so trying to ensure our teenage children do their fair share is no easy task. Deborah Chilton, the author of a new parenting book, *The Stress-Free Guide to Bringing up Teenagers*, is here to give us a few pointers. Deborah, where do we start?

D: Well, as you say, it's not easy, but being aware of what we're trying to achieve and why, is key in all this. Getting teenagers to contribute to housework has so many benefits. It's an ideal way of teaching them what it means to belong to a family and a community. They also learn to take on more responsibility as they approach adulthood, and they pick up some useful skills on the way, too. Knowing all this motivates and encourages parents to see their goals through.

I: Right. And at what age should teenagers begin helping out with the housework?

D: Long before they reach adolescence. Teenagers are naturally resistant to being told what to do, and suddenly asking them at fourteen or fifteen to take on chores when they've never done anything to help before – well, let's just say it doesn't meet with a very positive reaction. Parents often fail to take advantage of the fact that young children are quite happy to make their bed, tidy their room, lay the table or wash the dishes. So get them started early and you'll find it easier later on.

I: And what sort of things can teenagers do?

D: Cleaning, washing, ironing. Anything, really. Planning and cooking a meal each week is excellent training, and teaches teenagers how much time and effort goes into putting food on the table. Whatever they do, just be sure to explain to them carefully how to do it first. My son once almost tried to wash the toaster in the sink while it was still plugged in!

I: Oh dear!

D: Yes. Teenagers will make mistakes, and that's part of the learning process. But it's best to try and avoid them before they actually happen.

I: Indeed. And what if your teenage son or daughter decides not to do a chore? What then?

D: Well, it's a good idea to make their contribution something that's important to *them* as well. That way, if it's not done, they're the ones to suffer. So for example, if they don't do the washing, they won't have clean clothes for a party; if they don't do the shopping, they can't eat. They'll get the idea eventually.

I: So you wouldn't consider threatening them with punishments?

D: Only as a last resort. Punishments tend to cause bad feeling and resentment and can worsen the situation. If things don't get better, sit down together and remind them of their duty to other family members and the need to work as a team. And for the same reasons, don't give financial rewards for completing chores. Housework is an obligation, rather than a choice, and no one gets paid for doing it.

I: Hmm. If only we did! So, housework has to be done, and that's it.

D: Yes, but there's still room for some negotiation.

Understandably, teenagers like to feel they have at least some say in the matter. So whilst the chore itself is not negotiable, when it is carried out might be. In fact, rather than say to your teenage child 'could you load the dishwasher?' – to which they could answer 'no' – ask them instead 'would you like to load the dishwasher before or after the film?' That way there's an element of choice, and the job gets done sooner or later.

I: Very clever. I like that.

D: Yes, and I would just like to say, that although domestic duties can be a pain, they can also be a welcome distraction. Teenagers generally have a lot on their minds, whether it's schoolwork, friendship problems or boyfriend/girlfriend issues. Vacuuming the carpet, cutting the grass and cleaning the car provide an alternative focus and help take a teenager's mind off his or her daily concerns.

I: Certainly. And that's a very positive note to finish on.

6.1

Speaker 1

Before Paul started school, he used to come round to us every morning while his mother, Lynda – my daughter-in-law – was at work. He had almost limitless energy and at times he was rather difficult to control. We only had to look after him for four hours each day, but it completely wore us out. His mother would tell us off for letting him watch too much television – she said Paul needed to work his energy off in the park or on long walks. Easy for her to say, but we weren't getting any younger and watching television was a useful survival strategy. I remember arguing with Lynda on more than one occasion about this.

Speaker 2

I shared a flat once with someone who used to get annoyed about the silliest of things. We got on fine at the beginning, probably because we hardly ever saw each other – he had an evening job in a bar and I worked during the day in a supermarket. When I got to know him better, though, I realised just how difficult he could be. Things had to be done his way and his way alone. He was obsessive about tidiness and he couldn't bear it if I left anything lying on the floor. He'd also tell me off for cooking food that made the house smell. I had to move out in the end. I couldn't stand it.

Speaker 3

Julie was a friend as well as a colleague. I looked up to her and admired her self-belief and quiet determination. It came as no surprise when *she* was promoted to senior manager and I wasn't. I didn't think it was unfair or anything. She deserved it. Of course I was disappointed, but I got over it quickly enough. But Julie was now my boss and it soon became clear that she wasn't good at managing people. She bullied and shouted, and upset most people in the department, including me. To her credit, she realised she wasn't suited to the job and she asked for a transfer. But I haven't spoken to her since she left.

Speaker 4

My brother, Phil, and I always used to get on very well, despite having very different ideas and opinions about things. Recently, though, something's come between us that's changed all that. The money we inherited from our grandmother wasn't divided equally between us. She left me more because I'm married with two children and Phil's single. At least that's what she said in

her will. Understandably, I suppose, Phil thinks it's a bit unfair and feels hard done by. We haven't exactly fallen out with each other, but there's certainly a tension between us that wasn't there before.

Speaker 5

We split up around about this time last year, just before he went off to India. I'd always been very tolerant and understanding – I knew how much John's work meant to him and I'd put up with the situation for as long as I could. But we both realised these long periods of separation weren't good for the relationship. Not being able to make any plans for the future inevitably caused friction, so we decided to end it. We still see each other from time to time, and it's good because there's not the same tension between us that there used to be.

6.2

W = Woman M = Man G = Girl

1 You hear a woman on the radio talking about her father.

W: I always got on very well with my mother. I felt I could turn to her for advice, share confidences with her, because she understood my problems. With my father it was different. I found it difficult to talk to him, and when we did speak you could feel the tension between us. I think it was partly because I take after him so much – I inherited my lack of confidence from him for one thing – and I blamed him for my own weaknesses.

2 You overhear a man talking about a former teacher.

M: After the first lesson we all thought he was a bit mad. But he was just different. Most of the other teachers in the school were really serious and uninspiring. They'd speak, we'd take notes and that was about it. It was deadly dull. But Hilton-Dennis would jump around the room, waving his arms about and jabbering away in Italian at us. He seemed to really enjoy what he was doing, and I took to him almost straight away. He managed to communicate his passion for the subject and he got a lot of people interested in learning the language.

3 You hear a woman complaining about one of her employees.

W: I'm going to have to have a word with Simon again. If it's not one thing, it's another.

M: Is Simon the scruffy one?

W: Yes, he is. That's not what worries me, though. He doesn't have any contact with the public, so I don't mind what he looks like.

M: So has he been rude again?

W: No, we managed to sort that one out. I took him aside a couple of months ago and had a long talk with him. He's been quite pleasant since then. But I need reliable people who turn up on time and he's been late for work three times this last fortnight. I'm beginning to regret taking him on.

4 You hear part of a radio programme in which a man is giving advice.

M: Unfortunately, there's not always a direct relationship between hard work and good performance at school. Think how demotivating it must be for a young person to spend hours on homework and then get low marks for their trouble. Something like that can seriously affect their self-esteem and their confidence. So they may look for other ways to feel good about themselves. Let's imagine they come to you and say they want to have their nose pierced or get a tattoo done. Would you let them? Maybe not, but perhaps you should at least consider their motives for wanting to do so.

5 You hear two people talking about a friend.

W: I've asked Lucy to choose a restaurant to go to for her birthday.

M: Oof! Good luck with that. You know how long it takes her to come to a decision on anything.

W:I know. She never seems to be able to make up her mind. And then she wonders why we all lose our patience with her.

M:It might be better just to book a place yourself and tell her where we're going.

W:Well, yeah, but that's a bit unfair. It's *her* birthday, after all. She might get upset.

M:Lucy? No. When have you ever seen her in a bad mood?

W:True. Perhaps you're right.

6 You hear a girl talking about her tennis coach.

G:Like all coaches, he's got his good and bad points. I like the fact that he comes over and corrects me if he sees I'm doing something wrong, like the way I hold the racket or hit the ball. I appreciate that, it's really helpful. But I guess he can come across as a bit aggressive sometimes. He gets angry and shouts a lot if he thinks you're not trying. That doesn't bother me too much – he just wants to get the best out of us. But I don't see why we have to spend ten minutes at the beginning of each session running round the tennis court. It's important to be fit, but we could do all that in our own time.

7 You hear a man and a woman talking about a person in a photograph.

W:It's a lovely photo. She looks so relaxed and cheerful – as if she's really enjoying it all.

M:Yeah, it's my mum's favourite. She's had it framed and it's up on the wall in her living room. She was starting to think she might *never* see her daughter in a wedding dress, so it's got pride of place above the telly. Beth doesn't like it though.

W:Why not?

M:She says you can see all her wrinkles. She's a bit sensitive about her age.

W:Oh dear. So, anyway, do you think there'll be a photo of you above your mum's telly one day? Little brother in a wedding suit?

M:Don't you start!

8 You hear an elderly woman talking to a man about her new neighbours.

M:So how are the new neighbours?

W:Well, I must say I'm quite pleased so far. It's early days, of course – they've only been there for a couple of weeks. But they do seem better than the last ones. All those weekend parties. Such an unpleasant family.

M:Have you invited them round yet?

W:Well, no, I haven't had a chance. You see, they've asked me to go to their house on two occasions already – and one of those was for lunch.

M:That's very sociable of them.

W:Yes, it is, isn't it? As I say, I'm rather pleased. They've even offered to come and cut my grass for me.

7.1

Hello, my name's Joy Townsend and I'm here to tell you about the bookshop called *More than books*, which my husband and I started up recently. We had originally planned to open it in June, but we had to get the builders in, and they didn't start work till the end of May, so it wasn't until the middle of July that we were actually able to welcome our first customers.

We're in a main shopping street, on the ground floor below a lawyer's office, and to give you an idea of the size of our premises, let me just say there's enough room to fit a small supermarket in there, although before us it was actually a shoe shop. Unfortunately, they had trouble meeting the cost of the rent and decided to close the business.

Anyway, the point is, we have the space to do more than just sell books. Towards the front of the shop, for example, is a small café area, which I'll tell you about in a minute, and at the far end we've had a little stage set up, for which we've got a programme of events and activities planned. Again, more about that later.

As a bookshop, we want to appeal to all types of readers, so we sell a wide range of books, both fiction and non-fiction, including an impressive selection of children's books. And in the shop window, rather than having recently published books on show, we display some of our bargain books – ones that we're offering at a discount or that belong in our 'three for the price of two' deal. The idea, of course, is to catch the attention of shoppers and encourage them to come in.

Once they're in, they're usually captivated by the smell of coffee coming from the café area, and in particular, by the sight of our homemade cakes, which have become the talk of the neighbourhood, by all accounts. People are hearing good things about them, and coming in to try them for themselves. We're now also thinking about offering a range of fresh salads, which could be an attractive option for office workers during the lunch period.

As I mentioned, we have a number of events and activities programmed. Coming up the week after next, for example, is jazz guitarist, Dave Simmons, who lives in the area and has kindly offered to play a set for us free of charge. Then two weeks after that, folk singer Angie Davies, a personal friend of mine, is coming all the way from her home town of Bristol to perform for us.

We've already had a poetry reading, which was very well attended. In fact, it caught us by surprise and we didn't have enough seats for everyone. That was last week, and we're hoping that just as many people come to the book presentation at the end of *this* week.

Our most successful events so far, though, have been the storytelling sessions for children. We pay a professional group called *Magic Words* to come in every now and again to entertain the kids. The sessions are not cheap, but the shop is always full, and the mums and dads buy lots of books.

And finally, we've set up a reading group, which meets on the first Tuesday of every month. The theme for discussion since September has been 'loneliness', but that will change in January to a topic of the group's choice. A total of three books are suggested for each topic, and they can be purchased from us at a reduced price.

All of this, then, is helping us to attract customers, but we've also decided to advertise. We couldn't afford to pay for radio advertising, and we weren't convinced a leaflet campaign would be very effective, so we've taken out an ad in the local newspaper. It wasn't cheap, but we're hoping it will turn out to be money well spent. We'll see.

7.2

I: Interviewer **H:** Holly

I: With me today is Holly Ridge, who's writing a book about village life in the modern age. What's the title of your book, Holly?

H: If only I knew! I just can't seem to **come up with** one which will both reflect the content, and encourage people to buy the book. My editor suggested *Twenty-first-century village life*, but that didn't sound very inspiring. We'll need to agree on one soon, because the publisher is currently **putting together** its autumn catalogue, well in advance of the publication date.

I: So what for you is a typical village, Holly?

H: Well, I'm not sure there is one. People usually imagine a pleasant square or green, with a pretty church, picturesque old cottages and a slow pace of life. This is not entirely wrong and does go some way to describing villages. But it doesn't take account of what **goes on** in each one. What you see are just the stages or film sets, but the stories played out on them are all very different. Each village has its own personality, its own peculiarities, and functions in its own particular way.

I: But there are certain types of village, aren't there? Commuter villages, for example.

H: Yes, that's right. People who work in large cities are bound to be attracted to villages which are within reasonable travelling distance. Some locals will tell you that a large influx of commuters has changed the appearance and nature of their village, **turning it into** a small town. 'Commuters have different priorities,' they say. 'They don't contribute to the life of the village.' This may or may not be true, but more worrying is the fact that their arrival **pushes up** house prices, which become so expensive that the original inhabitants, young families in particular, have to move away.

I: And that's also a problem with second-home ownership, isn't it?

H: Well, yes, the buying of houses for use as second homes can have a more devastating effect on some villages. They might be lively, busy places at weekends and in the holidays, but they'll be empty the rest of the time – almost like ghost towns. Only the older residents remain, so there is no longer that mix of generations, which is so beneficial for the life of the village. And shops, health centres, libraries and village schools are forced to close.

I: And are there any ways of preventing this?

H: I think there are, yes. Let's not forget that villages are places for people to live in, so the important thing is to make people want to come and live in them. And to attract a range of people, you need a range of housing, from the picturesque old cottages I mentioned before, to more affordable, modern houses. That might change the look of a place, make it less appealing to the eye, but it will help to keep it alive, so it's a price worth paying.

I: The Localism Act could help with all of this, couldn't it?

H: Certainly, yes. The Localism Act makes it possible for ordinary people to **bring about** improvements in their community. It gives them legal powers to get more homes built, provide better local services or stop a school closing. It's a lengthy and complex process, but basically, residents **draw up** a Neighbourhood Plan of what they want to accomplish, and submit it to the local council. The council can either **turn it down**, or approve it, in which case it goes to a referendum for all the residents to vote on. And if at least 50% vote in favour, the plan is activated.

I: Very interesting. Now, I know you live in a village, Holly. Is it doing well?

H: Yes, it is. It's in very good health. It's just outside the commuter belt, but we have both a primary and a secondary school and one or two shops and cafés. I enjoy living there. It helps that I've **set up** a small gardening business, so that puts me in contact with others, and I know most people in the village, at least to say hello to. I'm on friendly terms with everyone.

I: Sounds ideal.

8.1

H = Hotel manager W = Woman

M = Man

1 You hear a hotel manager talking to his staff.

H: As you know, it's been a difficult season for the hotel. The level of occupancy has been unsatisfactory, and with nearly half our rooms empty each week, we're running at a loss. Unfortunately, we have no control over the weather and it seems likely that the situation will only get worse in the coming weeks. It'll probably come as no surprise to you to hear, then, that some of you on the temporary staff will, I'm afraid, have your contract terminated. Those affected will be asked to come to my office later this morning and I'll provide anyone who requires it with a reference.

2 You hear a married couple talking about a campsite they stayed at.

W: That campsite just outside Florence was good.

M: Yeah, it was. We never actually went in to the city, though, did we?

W: No, we should have done, it was so close. But I couldn't pull you and the boys away from the pool.

M: Oh come on – you spent just as much time there as we did. And then there was the sauna, the gym ... and that games room was great for the kids.

W: Yeah, there was plenty to do. We'll have to go back there.

M: But on our own, when the boys have grown up, and we can have some peace and quiet.

W: Right. And see Florence, too.

3 You hear two people talking about a place they have just visited.

M: I'm really pleased we did the guided tour. You don't normally get to see *that* side of things.

W: It was amazing sitting in the director's box. I felt just like royalty.

M: Yeah, it was great. I was really impressed with the trophy room, as well. All those cups on display – I've never seen so much silverware in one place.

W: Shall we come back tomorrow night? It's only an exhibition match, but I'd love to see what the place looks like with people in it. It was weird seeing it empty.

M: OK. It'll be a great way to finish the holiday.

4 You overhear a woman leaving a voicemail message for her friend.

W: Hi, Alison. Really sorry to hear you can't come away with us to Brighton next month. Steve just told me. He was a bit upset, I think – he was looking forward to seeing you again. Anyway ... you and I are seeing each other next week, aren't we? I can't remember if we said Wednesday or Thursday. I've just agreed to go and visit my parents on Wednesday, so if that's the day you and I are meeting up, I'll have to phone them and rearrange things. They won't mind, but can you just remind me what we decided? Thanks. Bye.

5 You hear two people on a plane talking about the airline they are flying with.

W: It says in their magazine they're one of the 'World's Most Improved Airlines'.

M: I saw that. But it doesn't say what's better. I mean, there's definitely still room for improvement in the way they speak to people – like that poor woman just now whose cabin bag was too big.

W: Yeah, I felt really sorry for her.

M: Hmm. Sometimes they're in such a hurry to get you on the plane and up in the air on time they forget to be nice. Still, credit where credit's due – they *are* efficient and I have to say, it's good to see the days of dried-out meat and sad-looking salads are gone.

W: Definitely.

6 You hear a woman talking about tourists in her town.

W: I shouldn't complain really. I mean, the whole economy of this town is based on tourism and if they stopped coming, then a lot of people would be out of work and struggling to make ends meet. But I wish they'd show a little more respect. Loads of them have music blaring out of their cars during the day, and then in the evening, you get big groups of them coming into the centre for the nightlife. And they don't seem to care that we can't get a decent night's sleep with them making such a racket.

7 You hear two tourists talking about their tour guide.

W: Come on. Let's get back to the coach. We don't want to upset the guide.

M: Yeah, she really lost her temper with that couple this morning.

W: Hmm, and they were only a couple of minutes late. But apart from that, she's alright. She seems to know what she's talking about.

M: Well, I checked what she said about the cathedral on my phone and she got one or two things really wrong.

W: Yeah, but you can't believe everything you read on the internet. Anyway, she puts things across well. She'd make a good teacher.

M: As long as everyone pays attention.

W: Right. She wouldn't bother to explain things twice.

8 You hear a man talking about a beach he recently visited.

M: Now, normally I prefer a beach with fine sand, you know, so it's not painful to walk on. This one, though, had small stones – well, more like pebbles, actually – and I don't remember the brochure saying anything about *that*. But anyway, we bought ourselves a pair of flip-flops each at one of the shops next to the beach, so that didn't matter too much. And then we spent most of our time there in the water. It was just like being in a warm bath. I could have stayed there all day.

8.2

Speaker 1

There's a cycle path that goes right round the city, and various shorter ones within it. Now, these paths are up on the pavement rather than in the road, so it's pedestrians, not motorists, that have to be careful they don't wander onto them. Some people don't seem to understand this, and walk along them as if they had every right to. I really think the authorities could do more to inform pedestrians, to make them aware of how it works. Every day I cycle to work and every day I get shouted at by people who still haven't **caught on** that it's me that has right of way, not them.

Speaker 2

Mine's a folding bike, so I get off the train, put on my helmet and **head for** the office. I *could* take the bus or the underground, but there's no pleasure in that – they both get so crowded. On the bike I feel the wind in my face and a sense that the city's mine – I can go where I want, when I want. I know I shouldn't, but I can even get up on the pavement to avoid traffic lights or go the wrong way down one-way streets. And of course, cycling is just so healthy – I've never felt fitter. Some say it's risky too, but I find motorists tend to go more carefully when cyclists are around.

Speaker 3

A year or two ago, someone in the town hall **came up with** a nice idea to promote cycling in the city. On the first Sunday in every month, a number of the main streets in the centre are closed to traffic for two hours and given over to bicycles. It's gradually grown in popularity, and there's a real festival atmosphere now, with thousands of cyclists of all ages **turning out** every month. It's a start, and it's certainly helped to get people out on their bikes. But there's still a long way to go. We need a whole series of additional measures to make our roads more cycle-friendly.

Speaker 4

Sometimes you **come across** some really nasty drivers in the city. I can be cycling along, minding my own business, when some car or van comes right up close to me, almost touching my back wheel. It's really dangerous – sometimes I lose my balance and nearly fall off. It seems to be worse in the evening. I've got my bike lights, my luminous cycling jacket, my reflective cycle clips – so they can see me all right. But they seem to resent me being there and get impatient if they have to slow down for me. I get beeped and shouted at all the time – it's very unpleasant.

Speaker 5

It's more a recreational activity here than a means of transport. People don't generally use a bike to **get about** the city. They might spend a Sunday morning cycling in one of the big parks in the suburbs, or on the cycle path that runs alongside the river.

But they won't ride a bike in the centre to get from A to B or to go to and from work. It's just not an attractive option, given the quality of the air here. We're in the middle of a huge industrial area, and many pedestrians wear face masks. So people are hardly likely to expose themselves to more danger by cycling in amongst the traffic.

9.1

I = Interviewer A = Alan Stanford

I: In the Talkabout studio today we have a ghost walk guide. Local man Alan Stanford takes groups of people round the town on guided tours, telling ghost stories about the historic buildings which are said to be haunted. Sounds like an interesting job, Alan.

A: Oh, it is, it's fascinating. I've been a tour guide before but mostly abroad and never here in my own home town. I wouldn't call myself an expert, but I've learnt quite a lot about our local history since I started doing this a couple of years ago. Plus, of course, I get to dress up in period costume and tell lots of ghost stories in character. Acting and storytelling have always been in my blood, so I'm really just doing the things that come most naturally to me. I have a great time.

I: And how about those who actually go on the tours? Do they get frightened?

A: Well, obviously these are ghost walks, so it wouldn't be much fun if there wasn't a bit of fear involved. Not too much, of course – we often have children in the groups, so we have to be careful. But people expect to be scared, and they'd be disappointed if they weren't, so we aim at least to give them goose bumps, and perhaps even a little fright – after which **they all laugh nervously** and enjoy the release of tension.

I: And how do you achieve that, giving them a fright?

A: Well, the mark of a good storyteller is the ability to hold an audience's attention, and that's not too hard to do when the subject is ghosts. You take the listeners into your confidence, create the right mood, make them feel safe with you. Then, just at the right moment, when they're least expecting it, you change the tone, give a shout or let out a scream. And they nearly jump out of their skin!

I: Right, yes. And does it work every time?

A: Well, it does with most audiences, people who've been thinking about the ghost walk all day, maybe all week, wondering what's going to happen. **These people usually respond extremely well.** Some of the groups we get, though, come along as part of a surprise event. People like these haven't had time to reflect on what they're coming to, they haven't been given the chance to look forward to it, and the effect isn't the same. They don't normally have such a good time, unfortunately.

I: You mentioned dressing up and acting before. Do you have a variety of characters that you play or just one?

A: Oh no, there are several. There's Lord Warwick, for example, a wealthy noble; the old sea dog Jake Redburn; John Simpkins, who's a servant ... none of them actually existed, of course, they're all fictitious. The choice of character I play often depends on the route we take and the stories to be told, or also perhaps how I'm feeling that night and the type of audience I'm expecting. As with all acting, it adds a sense of truth to the whole thing, makes it more credible. So the audience becomes engaged in the tour and responds in a more positive, sometimes more frightened way.

I: One question, I have to ask you, Alan. Do you believe in ghosts?

A: Regrettably, I have to say that I haven't seen any on the walks, or had any other paranormal experiences to impress you with. Some people in my audiences have said they have, and so have some of my friends, and I wouldn't dare dispute that or suggest they're imagining things. Ghosts are real for

those people who say they've seen them, and who am I to say they haven't? The most I can say is that I have no personal evidence they exist.

I: And of the stories that you tell on your ghost walks, do you have a favourite?

A: Well, I particularly like stories which involve smells that some buildings are said to give off when ghosts are around. I don't want to give away too much here on the programme, but the one I enjoy telling most of all is about an old woman called Florence Hardcastle, who haunts the town hall. When she appears every now and again, the place absolutely stinks. Now at first, some people thought it was a problem with the rubbish, but if you want to find out the real reason, you'll have to come along on the ghost walk.

I: We're curious now, Alan.

9.2

Hi, I'm Sally Hurst and I've just got back from Arizona, where I spent two weeks in the Superstition Mountain Range, near Phoenix. Besides being known for its luxury desert golf courses, the area also attracts enthusiasts of more energetic outdoor activities like rock climbing or mountain biking. And I was lucky enough to go hiking when I was there. There are miles of paths and the scenery is absolutely spectacular.

As you'd expect, it can get quite hot in the desert. It's late spring now, of course, and that's not unbearable. Autumn isn't too bad either, but I'd certainly advise against going there in summer. Temperatures can reach the high forties – and that's more than a little uncomfortable for most.

The reason I went there was to research some of the legends and mysteries of the area for a radio documentary. The very origin of the name, 'Superstition Mountains' is itself a bit of a mystery. One theory says they were given their name by sixteenth-century Spanish settlers, some of whom inexplicably vanished when they went exploring there. But the more likely explanation is that it came about in the nineteenth century, when it was discovered that the local Pima Indians were frightened of the mountains. Farmers in the area attributed this fear to superstition, and they decided to give that name first to one mountain, and then the whole range.

Perhaps the most talked about mystery in the area is that of the so-called, 'Lost Dutchman's Mine', which is supposedly somewhere in the Superstition Mountains. Far from being Dutch, however, the owner of the gold mine in question, Jacob Waltz, was in fact German, or Deutsch in his native language. Waltz arrived in the United States in November 1839, and spent virtually all his life there prospecting for gold, firstly in North Carolina, then Georgia, California and finally Arizona. When he passed away in October 1891 he took the secret of his mine with him to his grave.

You see, apparently Waltz had found what was believed by some to be the richest gold mine in the world. But he didn't give away its location to anyone, and it's a mystery which remains unsolved to this day. According to one estimate in the late nineteen seventies, up to eight thousand people a year attempted to locate the mine. Even now, people still haven't given up searching, despite the ban on mineral prospecting in 1983, and many continue to head for the region to look for the gold.

Waltz left a few clues, but without revealing very much. In one of them, for example, he says, 'The rays of the setting sun shine into the entrance of my mine', but that could be just about anywhere.

I did a lot of my research for the documentary in a museum; The Superstition Mountain Museum. It's full of information on the Lost Dutchman's Mine, including a whole set of maps which are thought to show its location – not that that's been of any use to anyone! So far, anyway.

And I saw another exhibit on the mine in a museum in nearby

Goldfield. Now Goldfield was a prosperous mining town at the end of the nineteenth century, but when the gold ran out, everyone left and now it's a ghost town. It's become a popular tourist attraction as well, of course, with museums, rides and shows, but it's still quite impressive, nevertheless.

Now you may have seen a film that was made in 1949 about the Lost Dutchman's Mine entitled *Lust for Gold*, starring Glenn Ford in the role of Jacob Waltz. But here's another piece of trivia for you: in 1960, actor Walter Brennan recorded a song on the subject called *Dutchman's Gold*. We're going to play it to you right after the news.

9.3

M = Man W = Woman

M: It was very dark as I slowly walked down the hallway. It was so windy that the whole house was shaking. There was a loud crack of thunder. I walked into the kitchen and sat down in the dark. My uncle was missing. I was scared.

W: How awful! What happened next?

9.4

- 1 a** How embarrassing.
b How embarrassing!
- 2 a** Really?!
b Really.
- 3 a** That's ridiculous.
b That's ridiculous!
- 4 a** That's amazing.
b That's amazing!
- 5 a** What a nightmare!
b What a nightmare.

10.1

I = Interviewer J = Justin Blakelock

I: With us today is local crime writer, Justin Blakelock. Justin, perhaps I should begin by asking you why you decided to write crime fiction rather than any other genre?

J: Whenever I'm asked that question, people think I'm going to say it's because I've always loved reading crime novels. Well, I have, but I'm actually much more of a science-fiction fan than anything else, and that's the kind of thing I was writing when I first started out as an author. But then my editor – an ex-policewoman curiously enough – saw elements of crime writing in my work and she gently pushed me in that direction.

I: And was it her idea to set your novels here in Brighton?

J: No, that was mine. Firstly, because I love the place so much and despite the crime theme, I do try to show it in a positive light. But also, even though I'm writing fiction, I want my stories to be as real and accurate as possible. And because I grew up in this area, because I know it so well, it makes sense for me to set them here. There are too many novels that lack credibility because they're set in fictional places, or they're set in real places which are not accurately described.

I: You show two versions of Brighton in your books, don't you?

J: That's right. To the visitor, Brighton seems a very peaceful city. It has this gentle, calm exterior – the very solid seafront buildings and pleasant shopping streets. But like many other cities it has its darker, more criminal places – the rundown buildings and areas that the tourist rarely sees. And that's also true of many of the characters I create. At first, they seem to be very gentle, very pleasant people, but there's something darker, more criminal hiding below the surface.

I: And how about your protagonist, Detective Inspector George Trent? He's a little more straightforward, isn't he?

J: Yes, yes he is. He does have the occasional moment when he surprises everyone – if not, he'd be too dull. But essentially,

what you see is what you get with George. He's very scruffy, slightly overweight, and completely disorganised. He doesn't worry about things like dressing up or combing his hair – he thinks he's good enough as he is; he's very comfortable with the way he looks. And that's really what makes him such a likeable character, I think.

I: Yes, he's not attractive, but he's very human, isn't he? Now, Justin, you have a very popular website. Can you tell us about that?

J: Yes, sure. Well, the original idea behind the site was to get my name out there more and promote my books. But it gradually evolved into a blog – usually articles aimed at crime writers who were just getting started. And then other established authors began reading and commenting on my posts, and now it's effectively become a forum, a kind of debating club.

I: Can you give us an example of the kind of advice you give?

J: Well, I've just posted a list of things you should remember to include in a crime novel. So for example, make sure your detectives have enough paperwork to keep them busy. Real detectives have loads to do, so your fictional ones should be doing their fair share too. To be honest, it's the kind of thing writers ought to pick up themselves by watching what goes on in a police station. There's absolutely no substitute for that. But it's good to compare notes and for every ten pieces of advice I give, you can read twenty more in the comments from other writers who've done their own research. It's a support service, a secondary source.

I: And a very useful one. Now Justin, your last book, *Western Road*, is currently being made into a film. You must be delighted.

J: Yes, I am. More or less. The American producers wanted to move the action to Chicago, but I made it a condition that it had to be filmed in Brighton with British actors. I only wish I'd insisted on having more control over the script. It moves too fast for my liking. But that's the film world for you – what can you do?

I: Not much, I guess.

10.2

Speaker 1

The neighbours had some kind of party last Thursday night, and the noise was terrible. I had to **go round** at two in the morning to complain. I told them my wife and I couldn't get to sleep, and their music had woken up our two teenage daughters, who both had an exam in the morning. I **made up** that bit about my girls – they'll sleep through anything. Plus it was the last week of school, so there was no way they had any exams. But it did the trick; they were quiet after that, and the next day they put a card through the door apologising for the disturbance.

Speaker 2

In the days before online booking, I once queued up overnight to get a ticket for a David Bowie concert. I was only fifteen, and because I didn't want my parents to worry, I told them I was going to a sleepover at my friend's house. When I got the ticket, though, I was so excited I showed it to my mum, and **owned up to** lying about the sleepover – told her the whole truth. Funnily enough, she said she was sorry I'd felt I'd had to lie to her and told me she'd have let me stay out all night if I'd just asked her. I hadn't expected that – I thought she'd be really angry.

Speaker 3

A mate of mine was always getting into trouble at school, and they'd told him that if he put another foot wrong, he'd be expelled. So of course, when someone reported him for smashing a light in the toilets at breaktime, he insisted he was innocent – said he hadn't been anywhere near the toilets. I didn't want him to get **kicked out**, so I **backed up** his story, and said that he'd been with me, in the library. Trouble was, the idiot had left his mobile on one of the sinks, so they knew it was him. He got expelled and I got suspended for a week.

Speaker 4

My neighbour **came over** a few weeks ago. She said she'd **run out of** flour and asked if she could borrow some. It was a Sunday afternoon and the shop on the corner was closed and she wanted to bake a sponge cake for her kids. Well, I did have some, and under normal circumstances, I'd have been more than happy to lend it to a neighbour in need. But she'd never done me any favours; in fact, she'd been positively unfriendly to me on occasions. So I said I was sorry, but no, I didn't have any flour, and if she hurried, she might catch the shop down in the town before it closed.

Speaker 5

When I was about five or six, I took a pair of scissors out of a kitchen drawer and cut off a big chunk of my hair in front of my friends. I'm not sure why – maybe I was just **showing off**, trying to make myself look big. I kept being asked the same question: 'Have you cut some of your hair off?' My mum, my dad, the hairdresser ... And I kept saying 'no'. I said it so many times I almost believed it in the end. I thought I'd **got away with** it, but my mum told me recently she'd always known what had happened.

11.1

Hi everyone. I'm Craig Stephens. You may know me from *Weather Watch*, a science programme I used to present on children's television aimed at helping younger viewers understand basic aspects of meteorology. But I originally started out in this country as the weather presenter on a TV programme for farmers. That's actually what I do now, but for a different channel. The programme goes out at 9 o'clock on Sunday mornings, so you may not have seen it. I'm generally known by colleagues and viewers as the weatherman, but officially, someone like me who presents the weather is called a broadcast meteorologist. It's not quite as catchy, though, is it?

I first got interested in the weather as a teenager, when I was on a family holiday in the Rhône valley in France. We spent three weeks in summer travelling and sleeping in a tent, but in one particular small town, my parents decided it was far too windy to camp so we rented a holiday apartment next to the campsite we'd intended to stay in. The wind, known as the Mistral, blew for three days non-stop and gave us all a nasty headache. It was really quite irritating. I read up about it later and found out that in winter the wind is much colder and stronger, reaching speeds of 130 kilometres an hour. It can be quite destructive, causing damage to crops, and even buildings.

I was fascinated by all this and started reading about other winds as well, like the Levante in Spain, the Föhn in the Alps or, in the Adriatic, the Bora, whose name comes from the Greek mythological figure of Boreas, the North Wind. My favourite name for a wind, though, is the Simoom, an Arabic word which sounds nice, but translates as 'poison wind'. This one blows in the Sahara Desert, and often reaches temperatures of 55 degrees, overheating the body and causing heatstroke. So, not so nice. Anyway, how did I manage to turn this interest into a career? Well, first of all I decided to apply for a degree in meteorology. And to get accepted, I had to do well in my final exams at school. I was worried I wasn't going to get the grade I needed in maths, but as it turned out, it was physics I struggled with and my result was not quite good enough for me to get on the course. So, I did a gap year and retook the exam the following June – and success! I got into university. But anyway, during that year out, as well as working in a coffee shop, I also volunteered in hospital radio. That's when I had my first ever taste of presenting. I had to do mundane things, as well, like clean the studio or make the tea, but I was given some really useful training in presentation techniques and even got to read the news and weather. I loved it – I was hooked!

After graduating, I applied for jobs abroad in television. America was my first choice, but nothing came up, and it was a TV network in Canada that gave me my big break. I worked as

part of a team preparing weather reports and forecasts, both for the television presenters and for the website. It was a great experience and I learnt so much from the people I worked with. For one thing, I really liked the style of the presenters there, and it's one I try to use myself. There was nothing formal or overdramatic about it. It was conversational and they spoke to their audience as if they were a group of friends. Sometimes, though, it's not so easy to do this. When we give the weather forecast, we're dealing with a lot of information, and what many people don't realise is that most of us don't read from a script. So, it can be a bit nerve-racking if you trip over your words or forget what you want to say next.

11.2

W = Woman M = Man

1 You hear a woman talking about litter.

W: If I was in local government, I'd make sure something was done about the mess on the streets. It's an absolute disgrace. Local people need more help to keep them clean, and that help has to come from the authorities. There aren't enough litter bins, for one thing, so the pavements outside my premises are covered with paper, drink cans and cigarette butts. Before I open up in the morning I have to spend about ten minutes sweeping it all up. I wouldn't sell anything if I didn't.

2 You hear an environmentalist talking on the radio about a current project.

M: Some species of plants were close to extinction here. People would come out for the day to the countryside, see all these beautiful flowers and pick them, without realising the effect this was having. If we hadn't made this a conservation area and limited the number of people coming in, then we'd have no flowers at all. The challenge we now face is to ensure the *survival* of the project – and there's no guarantee of that. As expected, the new government has shown little interest in the environment and the Minister has even suggested she might cut the funding for projects like this one.

3 You hear this woman talking to her friend about her holiday.

M: So what was it like?

W: Marvellous. Just what we were looking for.

M: What? Loads of lovely sandy beaches?

W: If we'd wanted that, we'd have gone to one of the other islands – and had to put up with all the crowds of sun worshippers and horrendous traffic.

M: So weren't there many tourists where you went?

W: Well, there were quite a lot more than we expected really.

But it didn't matter, because with the ban on private cars, everywhere was so wonderfully quiet and peaceful. There were buses and taxis, but because the island's so small, we walked most of the time.

4 You hear two people talking on the radio about the use of cars in their town.

M: The council wants to introduce a supplementary tax on car owners. Fine, but if we're serious about reducing pollution and easing traffic congestion, we need to reduce speed limits on the main roads coming into town and keep all cars out of the centre.

W: That's all very well, but if you stopped cars from coming into the centre, shop and restaurant owners would be unfairly affected. Likewise, the council's plan would penalise those responsible people who leave their cars at home and use public transport to get about town. Forcing drivers to slow down seems the only reasonable option.

M: But it's not enough on its own.

5 You hear a man talking on the radio.

M: Violent storms swept across the south coast last night, causing widespread damage to property. Torrential rain and

gale-force winds lashed seaside towns and several people had to be evacuated from their flooded homes by rescue services. Train services were severely disrupted by the extreme weather conditions this morning and thousands of commuters were forced to find alternative transport to the capital or else stay at home. In Worthing, a high-sided lorry parked in a lay-by was blown over by the strong winds, causing serious traffic delays on the A27. The vehicle was empty at the time and there were no injuries.

6 You overhear this conversation between a woman and her neighbour.

W: Hello, Peter. Have you got a minute?

M: What's the problem, Jill?

W: Well, my garden's in a terrible state. I lost quite a few plants last night.

M: It wasn't our cat, was it? I do apologise. I really don't know what to do about him.

W: No, it's alright, it was the wind. Didn't you hear it? It was blowing a real gale. Uprooted all my roses and blew down most of the fence.

M: Oh, I'm sorry to hear that.

W: Not to worry. I'd be very grateful, though, if you'd give me a hand to clear up the mess.

M: Of course. I'll just go and put a jumper on.

7 You hear two people talking about a boy.

M: I think we should all get together and decide what we're going to do. I can't put up with it any more.

W: Neither can we. The noise of that boy's music makes the whole building shake. My husband says it's just like being in an earthquake.

M: Of course, it's the parents' fault, but it's no good talking to them. They're no better than he is.

W: And his teachers can't control him, either. Apparently, he's as rude to them as he is to all of us.

M: So, let's have a meeting of everyone in the street and we'll decide how we're going to deal with this.

8 You hear a woman being interviewed about an environmental issue.

W: Climate change is having a devastating effect on these islands. Cyclones are far more frequent than before and rising sea levels are causing severe coastal erosion. Our aim is to persuade people in wealthy nations to put pressure on their governments to take action and help prevent this situation from arising. The average person, however, sees the islands as a paradise and not a priority, and fails to understand that what goes on in their own country is affecting people thousands of miles away. Meanwhile the impoverished islanders can do little except continue to move further and further inland.

11.4

1 The crunchy crisps were delicious.

2 She thinks this is my first attempt at the exam, but actually it's my fifth.

3 The average width of the lake is over ten kilometres; the maximum depth is unknown.

4 Please leave the tests on the desks.

5 We take pride in the strength of our products.

12.1

Speaker 1

It was a fairly inexpensive restaurant on the edge of the city, but low prices are no excuse for poor hygiene. We'd decided to get away from all the people and noise in the centre, where tourist restaurants charge tourist prices, and try something more local, more authentic. The reviews we'd read spoke about the genuine home-cooked food and the size of the portions, with only one or two negative comments about having to wait a little too long for the food to arrive. What they didn't mention were the sticky tables that hadn't been wiped, the stained cutlery and the filthy floor. We just ordered a main course, and left as soon as we could.

Speaker 2

My partner and I went to a new vegan restaurant that had just opened in town. We weren't expecting very much from the food, but everything we ordered was surprisingly tasty. There wasn't a massive amount of variety on the menu but, to be honest, I'd rather have just a few decent things to choose from than a huge number of dishes, some of which might not be particularly well cooked. What spoilt it, though, was the large group of people on the table next to ours, all talking at the tops of their voices. Neither of us could hear what the other was saying, so we had to shout most of the time.

Speaker 3

The only time I've ever made a complaint about anything was when I went for a meal once with my parents. I told the waiter the meat in my stew was chewy, and should have been left in the oven longer. My dad said he thought I'd been rude to the waiter, but my mum told me I was right to complain. Her attitude is, if something's not right, then kick up a fuss, make a noise about it, otherwise nothing will get changed. As it was, the waiter said he couldn't change it, but he wouldn't charge for my dessert. So I ordered the most expensive one on the menu!

Speaker 4

Recently, we treated ourselves to dinner in a five-star seafood restaurant. We'd heard several negative things about the place before we went: the food was overpriced, the waiters were too formal, you didn't get much on your plate ... But we're not big eaters and we felt like spoiling ourselves, so we ignored the warnings and booked. Well, the food was to die for; the crab, the mussels, the seabass – absolutely delicious. And whoever said the portions were small was lying. We just wished they'd been a bit quicker about bringing the food out. They certainly weren't in any hurry, and we'd run out of things to say to each other by the time the main course arrived.

Speaker 5

My wife and I are both quite fussy eaters, so if we eat out, there have to be plenty of dishes to choose from. Unfortunately, the restaurant in the hotel we stayed at with our walking group offered hardly any choice at all – just a few starters and a couple of mains – so we only ate there once. We had no complaints about the food we actually ordered, and the service was second to none. In fact, most of the people from our group liked the place so much they had dinner there every evening. We might have come across as antisocial, but we preferred to eat in some of the other restaurants in the area.

12.3

I = Interviewer N = Naomi Price

I: On Health Matters today we have personal trainer Naomi Price. Naomi, what exactly does a personal trainer do?

N: Well, my main aim is to improve people's quality of life and overall health. So besides helping them develop their fitness, strength and posture, I also work on their diet and lifestyle habits. Of course, each client has their own specific, individual goals, so before we do anything I carry out a needs analysis in order to establish exactly what it is they want to achieve. This includes asking them about their eating habits, their injury history and any medical complaints or conditions, such as high blood pressure. Then basically, I design exercise routines and give advice on nutrition in response to the information they give me.

I: And what reasons do clients have for coming to see you?

N: Oh, there's a wide range. I get a lot of clients, especially older ones, who simply want to lose a bit of weight or lower their cholesterol levels. I also have a large number of younger clients who've been injured while doing sport and want to get back to full fitness – that's my area of expertise. I also help one or two people train for marathons and triathlons, but mostly it's people who just want to improve their all-round fitness and as a result, their general self-confidence.

I: And I imagine it's important to build up a good relationship with your clients.

N: Yes, it is. I'm not one of those fitness instructors you sometimes see in films shouting orders at people to do fifty press-ups or run ten times round the park. Certainly, clients have to be dedicated and prepared to work hard when they're with me, but I also want them to enjoy exercising as well. So it's important, I think, for trainers to keep it light-hearted, introduce an element of playfulness into their sessions. There's usually a fair amount of laughter in mine.

I: Now, your workplace is your garage, isn't it, Naomi?

N: Well, yes, what used to be my garage. I don't park my car there any more – it's full of equipment. There's a rowing machine, two treadmills, two exercise bikes and loads of weights and things. I've also got a massage table, but that's in my lounge, where it's warmer. And then with some people I go to the park or a nearby wood to run or simply to add a bit of variety to the classes. Clients appreciate that – they've told me that other local trainers they've been with always hold their sessions inside.

I: You haven't always been your own boss have you?

N: No, I used to work in a gym. The good thing about that was I learnt a lot from watching the other gym instructors and their interaction with the clients – both good and bad examples. I also got experience of working with a lot of different clients, but the trouble was, I rarely had the chance to build up long-lasting relationships with them. The client list was different every month – someone would join the gym in April, say, and by June they'd be gone.

I: And is that why you left?

N: It wasn't the only reason. I was getting tired of working on Saturdays, for one thing – I'd only had two or three Saturdays free in over a year. But it was the whole sales thing that I was least happy about. When they told me I had to persuade people to buy things with the gym's logo on it, that's when I made the decision to resign. I didn't feel comfortable pushing T-shirts and baseball caps, or things like protein supplements, which most people take without needing to. It just wasn't my style.

I: Are you pleased you became self-employed?

N: Oh, yes, I've got so much more freedom, and so far, touch wood, things are going really well. I thought I might have to put adverts in the local newspaper to get business but those clients I brought with me from the gym tell all their family and friends about me and those people tell all their friends ... and so it goes on. The power of word of mouth.

I: Let's hope your success continues, Naomi. Thank you for coming in to the studio.

Ready for Listening

0.1

M = Man W = Woman

1 You hear a man talking about the use of mobile phones in restaurants.

M:Selfies, of course, are commonplace, or else waiters are handed a mobile phone and asked to take a group photo. It's almost part of their job – another task to add to what they do already. But as many people in restaurants now use phones to take photos of their *food* and then post them on social media, chefs have come to realise the importance of how that food will look in those photos, the way it's arranged on the plate, and indeed, the type of plate on which it's served. Nowadays, appearance is just as important as taste.

2 You hear two friends talking about a concert they went to.

M:It's a shame we were such a long way from the stage.

W:We didn't have a bad view, though. And the screens helped. I'm just surprised he didn't do much stuff from his new album. But anyway, that's fine by me – it's always good to hear all the old favourites, isn't it?

M:And he did them all – one after the other. He hardly paused for breath.

W:Yeah, actually, I thought he could have spoken more with the crowd in between each song – got more of a rapport going.

M:Well, it's a big venue.

W:Right, but that doesn't mean you can't interact with your fans.

3 You hear a man talking on the radio about a sport called pickleball.

M:The attraction of pickleball for many older people like myself is that you don't need to run around quite as much as you do in some other racket sports, and you don't have to hit the ball with such force. The ball's made of plastic, you see, with holes in it, and the racket, or rather paddle, you hit it with is very light. I took up the sport when I was in my late fifties. I wasn't enjoying tennis anymore – I had a shoulder injury and my knees were giving me problems – so a friend of mine persuaded me to give it a go.

4 You overhear two students talking about the temporary job they are both doing in a factory.

W:Ten to nine. Nearly finished for the day.

M:Thank goodness. I've been up since five.

W:What were you doing up so early? We don't start our shift till twelve.

M:I'm working mornings for my dad at the market as well. I don't earn enough here. I mean, it's not the best-paid job in the world, is it?

W:It's not bad for what we do. It's easy work. Very monotonous, though ...

M:You can say that again. Packing boxes really is *not* my idea of fun.

W:And working at the market *is*?

M:At least there's more variety. And the people there are interesting.

W:Oh thanks!

5 You hear a woman reviewing a biography on the radio.

W:It's a remarkable read, reminiscent of a rags-to-riches story, where office boy rises up through the ranks to become president of the company. Only in this case, Evans spent several years treading the boards in repertory productions up and down the country, appearing in the odd TV commercial and being chosen for small parts in now forgotten dramas on the small screen. His twisted features and rough voice made him easy to cast as unscrupulous businessmen, gangland villains or boxers. And like his characters, he often fought with

other members of his profession, including his agent, who tried, unsuccessfully, to force him into roles which were not suited to him.

6 You hear a man talking about his new doctor.

M:My last doctor used to keep everyone waiting for ages. You could be sitting there for anything up to an hour, wondering when you'd finally get to see him. With this one, you're in and out in three minutes! You certainly couldn't criticise *her* for not being punctual. On the other hand, she doesn't give you much of a chance to explain your symptoms in detail. I really do think she'd get a more complete picture of the problem if she didn't do everything in such a hurry. Anyway ... I really should be going – I don't want to be late for my appointment.

7 You hear two people talking about their local supermarket.

M:I like shopping in Savemore. It's a good little supermarket and they always seem pleased to see you in there.

W:Yeah, you're certainly made to feel welcome. It makes a nice change. Though I'm not sure Savemore is the right name for it – it's not the cheapest place to buy food.

M:Maybe, but it's very convenient and they have very good meat and fish.

W:Well, yeah, but there's a fairly limited selection when it comes to the basics, like tinned food or dairy products. I like to have a bit of variety when I'm shopping – a good choice with lots of different brands. Savemore doesn't really offer that.

8 You hear two people talking about a foreign language film they have just seen with subtitles.

W:Good film. Shame about the subtitles.

M:Yeah. I couldn't keep up. There wasn't enough time to *finish* some of them.

W:I know – they disappeared almost as soon as they came on the screen. Maybe they did that so we wouldn't notice the mistakes.

M:What – spelling mistakes?

W:No, once or twice they got the meaning completely wrong. They translated some of the Spanish really badly.

M:Well, not knowing any Spanish ... Anyway, I had a different problem. The writing was too small for me and I didn't have my glasses.

W:Pff. It's a wonder you knew what was happening.

M:I didn't!

0.2

Hello, my name's Helen Wells and I work at the zoo in the exotic bird show.

Actually, most people – including myself – refer to the free-flight display as a 'show', because of its entertainment value, but the zoo prefers to call it a 'demonstration', to emphasise the educational aspects. The birds get to reveal their amazing skills as they fly from one trainer to another, sometimes just centimetres above the audience's heads.

People also learn about where the birds live, what they eat and how they behave, as well as the dangers they face from illegal trafficking and, worst of all, perhaps, habitat loss. Huge areas of the forests they live in are being cut down every day. It's a serious problem.

We work with different parrots, like macaws, cockatoos and parakeets, but also hornbills and toucans. You wouldn't think it, but toucans are incredibly agile birds, despite that huge beak of theirs. A popular part of this year's shows was when I had to throw a grape into the air and one of the toucans would catch it in mid-flight. It was pretty spectacular.

The kids, especially, enjoy the displays, and we always get a few of them to come out and interact with the birds. They're not all thrilled about having a huge macaw perched on their shoulder – it's a bit too close for comfort – but they're normally happy to have one on their arm, feeding out of their hand.

The shows are enjoyable for us trainers, too. It's great working with an audience, and I love talking to people afterwards. They're always very interested in the birds and ask lots of questions. So you have to be a fairly sociable person if you want to be a trainer; if you're quiet and reserved you won't find the job nearly as interesting.

You also have to make sure you know exactly what's supposed to happen at every moment during the show, and who's supposed to be doing what, and when. There are usually six trainers altogether, and good team work is essential. If you're not in the right place at the right time to receive a bird from another trainer, for example, then the bird can easily get anxious, and even fly away.

That's happened a few times over the last couple of years. They always turn up sooner or later, usually on a nearby roof or tree, and they fly back down when you call them. Last month, though, a cockatoo flew to the top of a fountain in the middle of the zoo and decided he wanted to stay there. It took us a long time to persuade him to come down.

Apart from the displays, trainers have to carry out several other duties. We train the birds, of course, but also clean out their cages, prepare their food, check their water and also record their weight every day. If it's too low, it might mean the bird is suffering from some kind of illness and we need to bring the vet in.

Training the birds is very rewarding work. You get to develop a really strong bond of trust and affection with them, even over the course of a summer holiday. And because of these close relationships, cleaning out their cages can often be really entertaining. The birds fly onto your shoulder, sing to you, imitate different sounds – anything to get your attention!

All in all, it's a great job, even though it's not particularly well-paid. I had to work most weekends, as well, this summer, which I didn't mind too much, but I wasn't very happy about all the overtime we were asked to do – a little too often for my liking. It made for very long days and I didn't get much time to relax. Still, I'm not planning on leaving the job anytime soon – I just love what I do.

0.3

Speaker 1

I spent one summer working in a kiosk on Brighton seafront. We sold ice creams, teas, coffees, snacks – that kind of thing. There's a lot of tourism in Brighton so we were always busy. Sometimes the owner had to go away for a day or two, and he'd leave me in charge of everything. I don't ever remember him saying 'thank you' or 'well done' when he got back, and he certainly didn't pay me any extra money. But it was really satisfying and I think I managed quite well. At least, no one complained about me telling them what to do.

Speaker 2

Probably the most rewarding holiday job I've ever had was teaching English to a group of Italian students on a residential course in Exeter. As well as the classes, there were trips to London, Bath and even up to York – at least, for the students, anyway. The teachers stayed behind, and I used the free time to prepare my classes. Not that it helped my classroom skills much, though – I was never going to be a great teacher, no matter how much preparation I put in. But the students were grateful for everything we did and the feedback afterwards was really positive. Made it all worthwhile.

Speaker 3

I picked up a lot of useful techniques from a restaurant job I did one summer in the French Alps. I was mostly just chopping up food, but I was fascinated to see how all the dishes were put together, and occasionally I got to help out. I knew a little bit about cooking before I went, but I had a much better idea by the time I left. I was actually supposed to be there to improve my French, but we were all foreigners and only the waiters and waitresses really spoke the language. And I rarely got the chance to talk to them – our breaks never coincided.

Speaker 4

When I worked at Düsseldorf airport, I was part of a small team responsible for packing those trolleys they sell drinks and snacks from during a flight. The job itself was pretty boring, and the money wasn't that good either, but I do remember looking forward to breakfast and lunchtimes. Not just for the food – which was brilliant – but because we'd all sit round this huge table with loads of other airport workers, having a chat and a bit of a laugh. There were all sorts of nationalities. Those who could, spoke German, but I never got the chance – everyone wanted to try out their English with me.

Speaker 5

I spent one summer picking fruit in Europe; strawberries in Denmark, pears and plums in Germany, then figs in Greece. The work wasn't particularly well-paid, but it had its advantages. The only responsibility I had was to myself. The more I picked, the more money I earned, but if I didn't feel like working hard, I didn't have to. The real bonus, though, was the fact we'd usually start really early – about five in the morning – and then knock off around midday before it got too hot. We still did a full day's work, but it meant I was able to go off and see a few sights in the afternoon, get to know the places.

0.4

I = Interviewer S = Steve Muir

I: I'm talking today to Steve Muir, who's passionate about roller coasters. Steve, tell us what first got you interested.

S: Well, I remember as a small boy, looking up at this huge wooden construction shaped like a wave, hearing the clicking of the chain as it pulled the cars to the top of the lift hill, then the riders screaming their heads off as they hurtled round, and the whooshing noise of the train as it hurried by. There was a kind of music to it all, and it made me think, 'I want to do that one day.'

I: And now that you do it, what is it about roller coasters that gives you your biggest thrill?

S: Oh, it has to be the feeling of weightlessness you have when your whole body gets lifted up, and there's nothing for a while but air between you and the seat. Airtime, it's called, and it's what coaster fans look for in rides, and expect them to have.

I: Sounds scary.

S: Yeah, it can be quite frightening the first time you experience it, but you've got over-the-shoulder restraints or lap bars to hold you in, so you're not going to fly off.

I: Glad to hear it. Now, you travel a long way to go on roller coasters, don't you?

S: Yes, I do. I was in the States this summer, actually, on a roller-coaster coach tour. I was supposed to be going on a beach holiday, but I was told by a friend who'd already booked for the tour that someone had dropped out – they'd had their visa application turned down, I think – and I jumped at the chance. I knew that if I didn't apply that same day, someone else would get the place. These tours are really popular.

I: And what did the tour consist of? Where did you go?

S: We all met up in New York and from there we went to New Jersey, Pennsylvania, and Ohio, stopping at theme parks along the way. The first park of the trip, Six Flags Great Adventure in New Jersey, was out of this world. They've got some brilliant roller coasters. And they opened just for us before the general public were allowed in, and then stayed open after everyone else had left.

I: So it was a long day.

S: That's right. But it gave us loads of time to try out all the rides. That day I discovered El Toro, probably my favourite ever wooden coaster, and one of the fastest. You travel at over 70 miles an hour and there's airtime on almost every hill. But what made it for me was at the end of the day, when the ride

operators turned off all the lights, so we could hardly see as we went round. It was great. I rode it about fifteen times altogether, and I only ever got off to change places.

I: And do you have a favourite steel roller coaster?

S: Oh yes. Maverick in Cedar Point, the last park on our American tour. The first drop's around 35 metres, which is not much by today's standards – but height can be deceptive. Maverick is very fast-paced and there's an intensity that lasts from start to finish, with sudden changes of direction that catch you by surprise. It's definitely a coaster you have to learn to ride. And the more I rode it, the more I liked it.

I: So what now? Do you have any further trips planned?

S: Well, I've got to travel to Abu Dhabi for work soon, so I'll be going on Formula Rossa again when I'm there, the fastest roller coaster in the world. People complain about the queues, but the last time I went, the longest I had to wait was about ten minutes. I was only going to stay for a morning, but because it was empty, I made the most of it and it was dark when I left. Anyway, most of the park's covered, so if I do have to queue, I'll be out of the heat.

I: Well, good luck with that Steve.

Ready for Speaking

0.5

I = Interlocutor S = Silvia L = Luca

I: Good morning. My name is Paul Flint and this is my colleague Tanya Smith. And your names are?

S: Silvia.

L: My name is Luca.

I: Can I have your marksheets, please? Thank you. Where are you from, Luca?

L: From a small town near Milan. In Italy.

I: And you, Silvia?

S: I'm from Santiago, in Spain. I have lived there all my life. I live there with my older sister and my parents. Next year is my last year at school. When I finish I ...

I: Thank you, Silvia. First, we'd like to know something about you. Luca, what sports are you interested in?

L: Er, I play basketball, and, er, I go swimming.

I: How often do you play football?

L: Once a week. I'm in a team and we play every Saturday morning.

I: And Silvia, what do you like doing in your free time?

S: Well, when I'm at school, I don't have much free time because I have to study a lot, but I like hanging out with my friends, watching films and series. And I also go to a class of street dance twice a week. I have been dancing since I was eight – I love it, especially when we perform in a show.

I: Luca, what would you like to do in the future?

L: I want to go to university to study economics.

I: Why?

L: Er, well, it's a subject I enjoy at school, I find it interesting, and I think it's the kind of degree which would make it possible to get a job. I'm not sure what job I will do, but I can decide that later.

I: Silvia, where did you spend your last holiday?

S: Oh, I went to Ireland with my family. We spent some days in Dublin – it's a very nice city – and then we rented a car and travelled to many different places. The countryside in Ireland is beautiful and we did many long routes, er, walks, long walks. And we were very lucky because in two weeks it only rained on one day.

I: Luca, do you prefer spending time with your family or friends at the weekend?

L: Well, as I said, I play basketball on Saturday morning, but I like to spend the rest of the weekend with my family. I have two brothers and we are all very close – we enjoy doing things together, especially eating. My mother is a wonderful cook, and my father too.

I: Thank you.

0.6

I = Interlocutor S = Silvia L = Luca

I: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Silvia, it's your turn first. Here are your photographs. They show children learning new skills. I'd like you to compare the photographs and say why it might be useful to learn skills like these. All right?

S: Yes ... er ... in the first picture there is one woman, a teacher, in a classroom with some children, who are learning Chinese, I think, whereas in the other one ... er ... there is one man and only one boy. They are at home in the kitchen, not a classroom, and the man is probably the father, not a teacher. Er ... what else? Yes, in both pictures the children are doing something while they are learning, they are not just listening. Er ... here they are drawing or writing something, whereas in this one the boy is doing the cooking. He is holding the spoon with his father.

Er ... well ... both skills could be useful for the future. These children maybe will use the language for the work, perhaps if they want to do business in another country, or perhaps if they just want to travel there for a holiday or something. And if you can speak more than one foreign language it will be easier to find a work ... a job. And learning cooking is very important, because everybody has to eat, and maybe he will live on his own and have to cook all his meals. Also, cooking is good fun, especially when you cook for your friends or your family.

I: Thank you, Luca, what new skill would you like to learn?

L: Well, I want to learn how to make bread. My father always makes very good bread, and I have a friend at university who makes it as well, and he says he can teach me. I like good bread very much, but it is not always easy to find, or it is very expensive.

I: Thank you. Now Luca, here are your photographs. They show people spending time on boats. I'd like you to compare the photographs, and say what you think the people are enjoying about spending time on these different boats. All right?

L: OK. In this picture I can see a group of tourists, maybe friends, who are looking at a waterfall, well, several waterfalls actually, and the water is very agitated ... very rough, so they are all wearing these orange rescue jackets in case they have a problem. Er ... this girl here is smiling and she looks as if she is enjoying herself. And in the other picture, it's a family in a boat in a city or a town. It's a river, I think, and the water is quite calm. They may have hired the boat or they could be the owners.

Er ... what are they enjoying? Well, in the first picture, I imagine they like the fact that there is some risk and a bit of danger, and the feeling they have when the boat moves up and down. It's like when you are at a fairground and you might get wet, so it's fun. This one doesn't look so exciting, but it's probably quite relaxing for them. I expect the little boy is enjoying sitting on the roof of the boat. They might be happy that they can see the town from the river and not the road, and there aren't any traffic jams.

I: Thank you, Silvia, which of these boats would you prefer to spend time on?

S: I would definitely prefer this one. The one with the family looks a little boring – I have done this sometimes with my family, and maybe when I was younger it was OK, but now I like more exciting things. I think it would be fun to be wet when you are doing this, especially with your friends. It's a little bit dangerous but not very much, and you have a nice experience which you can tell everyone when you go home. I also think ...

I: Thank you.

0.7

I = Interlocutor S = Silvia L = Luca

I: Now, I'd like you to talk about something together for about two minutes. Some people think that teenagers who go to school should also do some part-time work. Here are some of the things they think about and a question for you to discuss. First you have some time to look at the task.

Now, talk to each other about whether it's a good idea for teenage schoolchildren to do part-time work.

S: OK. Let's talk about having less free time. As I said before, I have to study very hard, and I don't have very much free time. If I had to work *and* study as well, then I would have nothing of free time, and I would not be able to see my friends or relax. Is it the same for you, Luca?

L: Yes, it is, and especially next year when I have my final exams. A job would not be possible during the week because I also have a lot of schoolwork. And if I had to work at the weekend, I would probably have to give up basketball, and I would not like to do that.

S: Yes, and you mention schoolwork. In my school I have exams every month. If I had to work, then I know my notes would not ... I mean, my marks would not be very good. I think the effect on schoolwork can be very negative. What do you think?

L: I agree. It depends on the work, but some jobs could make you too tired to do your best for school. Like standing all day in a shop for example, or doing some type of physical work.

S: Yes, but it's true there are some jobs we can do which are not so hard, like helping younger children with their homework. I did this last year for the daughter of my mother's friend. She was having problems with her maths and I helped her.

L: Right. And babysitting is another job which is not difficult. I haven't done this, but I have a friend who sometimes looks after his young cousin on Saturday night, and it doesn't have a negative effect on his schoolwork.

S: OK, let's look at the others. They are more about the positive things of having a job. I think gaining work experience is very useful. It's good to do something which is not only studying and doing homework all the time. If not, you don't have any idea about work. Do you agree?

L: Yes, I think so, too. And it can be good for your curriculum. If you want to find a job in the future, you can say that you have some experience. It's not very easy to get work experience, so if you can say 'I have done this' or 'I have done that', it's an advantage.

S: Yes, and working can teach you to become more responsible. You maybe have to make decisions that you don't normally make.

I: Thank you. Now you have about a minute to decide what you think is the most important reason for teenage schoolchildren to do part-time work.

S: Well, I think there are two important reasons – gaining work experience, which we talked about before, and also becoming more responsible. In some jobs, like the ones we mentioned, babysitting and teaching, you are the person in control, so you have to make the decisions.

L: Yes, that's right. That's the point you made earlier. You are in charge. And this is something teenagers like us don't normally have the chance to experience. This helps you to grow up a little, and become more ... er ... more ... mature. So, yes, I think maybe we agree that this is the most important reason for doing some work, becoming more responsible.

S: OK. Good. I don't think, for example, that learning to manage money is a very important reason. We wouldn't earn very much money with a part-time job. Maybe you save a little, but probably you spend most of it. But that is not managing money.

L: No, we still depend on our parents for food, and we don't have to pay for our house or flat yet. But, actually, maybe one reason for doing a part-time job which we haven't talked about is just to earn some extra money. That's why most teenagers ...

I: Thank you.

0.8

I = Interlocutor S = Silvia L = Luca

I: How easy is it for young people to get part-time work in your country?

S: It is very difficult, I think. There are many unemployed at the moment so there are not a lot of jobs – for young people, for old people ... I don't know anyone who has a part-time job. Er ... as I said before, I don't have time now, so I have not tried to find a job.

L: Luca?

L: Er ... Yes, it is the same in my country. But I think if you really want to find a part-time job, there is always something – my friend, for example, who does babysitting, or you can take people's dogs for walks, that kind of thing. Maybe you don't get much money, but I think if you want to work, you can find something.

I: Is it better for young people to get a full-time job after they leave school or should they go on to further education?

S: Well, I think it's very important to go to university. If you want to get a good job *you have to study. Nowadays, many young people goes to ...* go to university or do some other education after school, so if you don't, then it will be difficult to find a job.

I: Luca?

L: Well, I agree with that up to a point. But not everybody who has a degree will find a good job. Many of them have to work in restaurants or shops, that kind of thing, because there are not enough jobs for engineers, or biologists or whatever. Some students ... some graduates ... have to go abroad, just to work in a hotel.

S: That's true, but you still should to ... should try to continue to study. I think it's important.

L: But not everybody is able to study, or interested in studying. So, it depends. For some people it is better to get a job immediately after school. Better than wasting time. And money. It is not cheap to go to university, and not everybody can afford it.

I: How well do you think schools prepare young people for the world of work?

L: Can I start?

S: Yes, yes, of course.

L: Well, I think we have to study too many subjects, and learn so many facts, so it is very stressful. If I want to study economics, I don't understand why I have to learn so much history or philosophy, for example – this is not going to help me when I have to work.

S: It's the same for me. I want to study biochemistry, but I have to spend so much time learning dates and names for history. And for science, for chemistry, biology and physics, we never go into the laboratory. Well, sometimes, but not very often – we don't do many experiments. That is not good preparation if I want to be a scientist.

L: Yes, school is not very practical. Always learning lots of facts, and then forgetting them immediately. In my opinion, school should be much more practical.

S: I agree, yes. I don't think it prepares us very well.

I: What do you think it would be like if you never had to work?

L: Me? Well, I don't really know, but I imagine it might be a little boring. Maybe it sounds like a good idea, but I don't know what I would do all the time. I could travel maybe, but I cannot spend the life travelling all the time. Er ... What do you think, Silvia?

S: Yes, I agree. Er ... maybe if you don't have to work, it's because you have a lot of money, but money doesn't always make you happy. I think if you have a job that you like, this is the thing which will make you happy. I think it's important to work.

L: Yes, if you have a job which ... er ... satisfies, which is rewarding, that is better than not working. Of course, if you don't like your job, then maybe you would prefer not to work.

I: Thank you. That is the end of the test.

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