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# OPEN WORLD

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B2 FIRST

STUDENT'S BOOK AND WORKBOOK

with ebook

Anthony Cosgrove and Deborah Hobbs

with Claire Wijayatilake

CAMBRIDGE

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Anthony Cosgrove , Deborah Hobbs
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Table of Contents
More Information

# CONTENTS

Map of the book 4
How to use this book 6

**Starter** Let's talk 8
**Unit 1** Fighting fit 14
**Unit 2** Keeping in touch 28
*Progress check 1* 40
**Unit 3** Beyond the classroom 42
**Unit 4** A trip to remember 56
**Unit 5** Grab some culture 68
*Progress check 2* 80
**Unit 6** Closer to nature 82
**Unit 7** What's in your food? 94
**Unit 8** Living made easy 106
*Progress check 3* 118
**Unit 9** The great outdoors 120
**Unit 10** To the limit 132
**Unit 11** Fact or fiction? 144
*Progress check 4* 158
**Unit 12** Let's celebrate 160
**Unit 13** In fashion, on trend 172
**Unit 14** Not just 9–5 184
*Progress check 5* 196

Communication activities 198
Grammar reference 204
Writing bank 234
Speaking bank 244
Phrasal verb bank 254
Exam information 255



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roadmap.free@yandex.com

roadmap.free@yandex.com

roadmap.free@yandex.com

roadmap.free@yandex.com

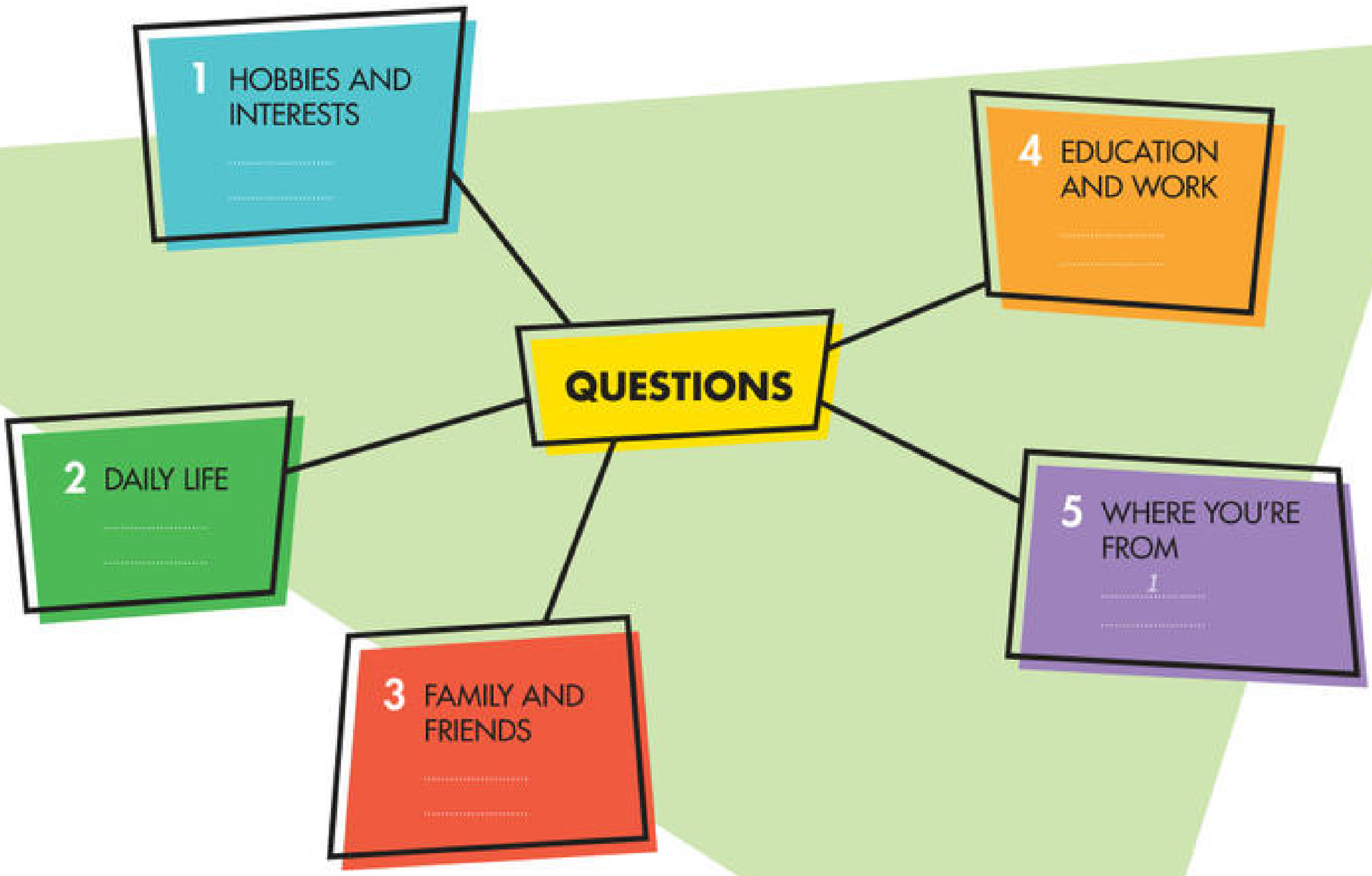
# LET'S TALK

## SPEAKING

### GETTING TO KNOW YOUR CLASSMATES

**1** **Write the questions under the correct topics. The first one has been done for you.**

1 Where are you from?
2 What's your favourite subject?
3 What's your favourite hobby?
4 How many brothers and sisters do you have?
5 What's your favourite part of the day?
6 What do you like to do at weekends?
7 What job would you like to have in the future?
8 What do you like most about your hometown?
9 What's your favourite kind of food?
10 Who are the most important people in your life?



**2** **Look at the phrases below. Which questions in Exercise 1 are they answering?**

1 I come from … which is in … ____
2 I have one … and two … ____
3 One of my favourite subjects is … because … ____
4 One of the best times of the day is … because … ____
5 In my city, there is a … which I love because … ____
6 I would really like to be a … in the future because … ____
7 On Saturdays, I usually … ____
8 I'm really interested in … ____
9 My … is an important person in my life because … ____
10 One thing I love eating is … ____

**3** **Add one question of your own to each topic. Then talk to your classmates and ask and answer at least one question from each category. Use the phrases in Exercise 2 to help you.**

# VOCABULARY

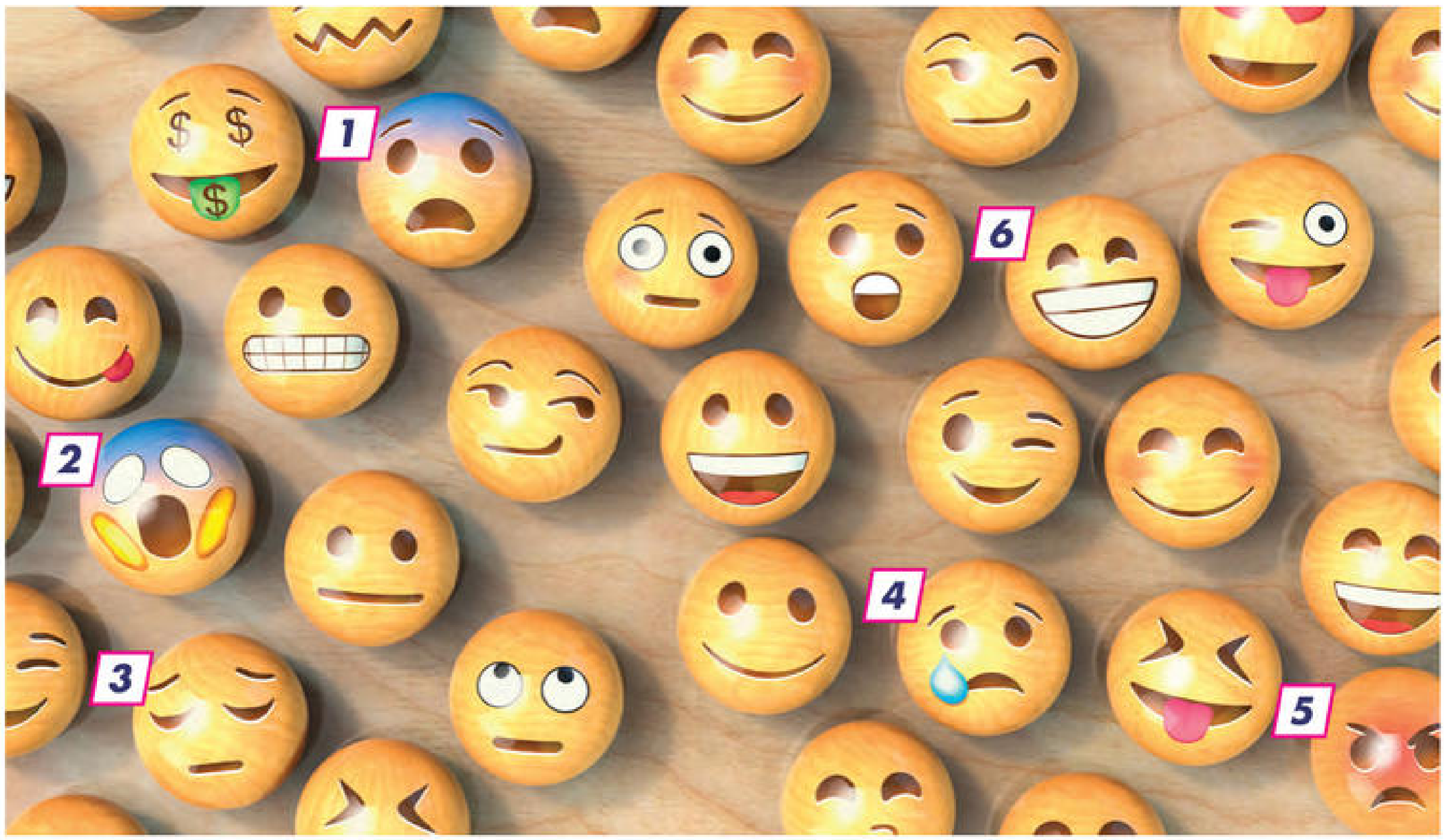
## ADJECTIVES TO DESCRIBE EMOTIONS

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

1 How often do you use emojis? Do you have a favourite emoji?
2 What are the benefits of using emojis?

### DID YOU KNOW?

The word *emoji* comes from the Japanese *e* (meaning "picture") and *moji* (meaning "character").




**2** **Match the emojis (1–6) in the picture with the adjectives (A–F).**

A annoyed ____
B delighted ____
C disappointed ____
D shocked ____
E upset ____
F worried ____

**3** **Work with a partner. When was the last time you felt the emotions in Exercise 2? Explain what happened.**

> The last time I was annoyed was when I missed the bus. I arrived one hour late for my English lesson!

# READING

## EMOJIS

**1** **Look at five text messages (A–E) that Miranda sent in reply to her friends' questions (1–5). Match the questions with the text messages.**

1 What have you been up to?
2 What did you do last night?
3 Is everything ok?
4 Have you been shopping?
5 It's Mum and Dad's wedding anniversary this weekend.

**A**

We 💃🕺 all evening.
It was 👍 .

**B**

Yes! I've just bought 👠 . ❤️ ?

**C**

Thanks for the reminder. I 😮
they've been 💍 for 30 years!

**D**

I've been 🏃‍♂️ all day.
I'm so 😴 !

**E**

😡 ! I've lost my 🔑 and now
I can't get into my 🚗 .

**2** **Look at the emojis (A–E) in Exercise 1 again. Replace the emojis in the answers with words.**

**3** **Read Miranda's blog post about using emojis and choose the best summary.**

1 Using emojis has had a negative impact on our written communication.
2 There are a lot of benefits to using emojis.
3 It's better to express yourself with emojis than with words.

# A NEW WAY OF COMMUNICATING

Home
About
Reviews
Search

OK, I admit it. I'm a big fan of emojis. You can't stop me! There's hardly a text I send out or a comment I post on social media which doesn't have a big smiley face, a stylish flamenco dancer or a cute little puppy!
Initially, I was a bit sceptical. When emojis appeared a few years ago, my best friend used them all the time. My first impression was that they were a bit, well, childish. Why was she putting pictures all over her messages to me instead of expressing herself in words like the rest of us? But then whenever I was looking through social media, I realised I was always looking at her posts first! These bright red broken love-hearts and freshly sliced cucumbers, or whatever emoji she used, were working because I was looking at them!

These days, I can't stop using emojis! *Why?* I hear you ask. *Can't you express yourself in words?* Of course I can! But when you're writing messages or responding to comments on social media, emojis help you to get your message across much quicker than writing out full sentences. What's more, they're universal, meaning that people who speak different languages to me can still understand how I'm feeling. They also make your message seem friendlier. That's true even when you're giving bad news, like refusing an invitation to see friends. Somehow people don't seem to mind when you cancel plans with an emoji of a bunch of flowers! It doesn't mean that every word can be replaced by an emoji, though, so it's important to find a balance between the two forms of communication.

**4** **Read the text again. Decide if the statements are true or false.**

1 At first, Miranda loved emojis and used them all the time.
2 Miranda didn't understand why her friend used emojis instead of words.
3 Miranda noticed her best friend's social media posts because she used emojis.
4 Miranda thinks it's harder for people who speak different languages to understand emojis.
5 Miranda believes that emojis can make a message less unfriendly.
6 Miranda thinks that people should always use emojis instead of words.

**5** **Work in pairs and answer the questions.**

1 Do you agree with Miranda that emojis 'help to get your message across much quicker than writing out full sentences'?
2 Do you think emojis have a negative impact on written communication? Why? / Why not?

**6** **Work in groups and complete the task.**

- Think of a message in English, then decide how you could say this using emojis.
- Write the message for one of the other groups.
- Exchange your messages with other groups. Decide what the other group's message means.

# GRAMMAR

## PRESENT PERFECT REVIEW

### GRAMMAR ON THE MOVE

**Watch the video**

**1** **Look at Miranda's text messages (A–E) in Reading Exercise 1 on page 10 again. Match the rules with the correct text messages.**

1 We use the past simple for completed actions in the past.
2 We use the present perfect simple to focus on the result of a recent event.
3 We use the simple form (not continuous) with stative verbs.
4 We use the present perfect continuous to emphasise the action rather than the result.
5 We use the present perfect with the phrases *just*, *already* and *yet* (UK English).

➡ **GRAMMAR REFERENCE** / *Present perfect: Page 204*

**2** **Find and correct the mistakes in the verbs in the following sentences.**

1 I've been knowing Richard for about ten years.
2 I've sent him a message yesterday.
3 **A** You look really tired.
  **B** Yes, I am. I've painted the flat all afternoon.
4 I've got my first phone when I was eighteen years old.
5 I didn't see the new film yet.
6 Have you watched the documentary on TV last night?
7 I lived in London for the past five months.
8 I've already been drinking three cups of coffee this morning.

**3** **Change the second sentence so that it has a similar meaning to the first, using the word given.**

1 I moved here six months ago.
**LIVING**
I _____ for six months.
2 What have you been up to recently?
**DOING**
What _____ recently?
3 I'm eating sushi for the first time.
**EATEN**
I _____ sushi before.
4 It's been two years since I saw Robert.
**EACH**
Robert and I haven't _____ two years.
5 Paulo and Antonia are married. They got married in 2016.
**BEEN**
Paulo and Antonia _____ since 2016.

**4** **Make questions using the present perfect simple or present perfect continuous.**

1 best film / ever / see
*What's the best film you've ever seen?*
2 how long / learn / English
3 ever / visit / another continent
4 how long / live / present home
5 blogs / read / recently
6 most exciting thing / ever / do
7 ever / meet / a famous person

**5** **Work with a partner. Ask and answer the questions in Exercise 4.**

# LISTENING

## A BREAKDOWN IN COMMUNICATION

**1** **Read the information about Poland. How similar or different is Poland to your country?**

**NAME:** Poland
**CAPITAL CITY:** Warsaw
**POPULATION:** approx. 38 million
**LAND SIZE:** approx. 312,679 km²
**AVERAGE TEMPERATURE IN WINTER (WARSAW):** -2 °C
**HIGHEST PEAK IN POLAND:** approx. 2,500 m (Rysy Mountain)
**BORDER COUNTRIES:** Russia, Lithuania, Belarus, Slovakia, Ukraine, Czech Republic and Germany
**NATIONAL SYMBOL:** White eagle
**NATIONAL SPORT:** Football (other popular sports include basketball, volleyball, ice hockey and cross-country skiing)
**FUN FACT:** 30% of Poland is covered by forest.

**2** 002 **Listen to Andrew talking about buying a tram ticket in Poland. Answer the questions.**

1 When Andrew was in Poland, he was
   **A** living alone.
   **B** living with other people.
2 Why didn't he ask for help to buy a tram ticket?
   **A** His flatmates were busy.
   **B** He didn't need any help.
3 Andrew thought the woman at the kiosk couldn't understand him because
   **A** she couldn't hear very well.
   **B** he wasn't saying the words correctly.
4 How many items did the woman give to Andrew?
   **A** Two
   **B** Three
5 Why did Andrew laugh?
   **A** because the woman gave him the wrong items
   **B** because the woman finally understood what he was saying

**3** **Work with a partner. Ask and answer the questions.**

1 Have you ever been in a similar situation to Andrew? What happened?
2 How would you communicate with someone if you couldn't speak each other's language?

# GRAMMAR

## COMPARATIVES AND SUPERLATIVES

**GRAMMAR ON THE MOVE**
Watch the video

**1** **Read about Alice's experience of taking the train in Germany. Have you ever been in a similar situation to Alice?**

The funniest thing happened to me and my friend on a recent trip to Germany. We went to Berlin, which is the biggest city in Germany. Actually, it's as big as my home city in terms of land area, but it has a smaller population.

After a few days of exploring the city, we wanted to take the train to Hannover, which is about an hour and a half away from Berlin. My friend is much more confident than me and actually speaks better German, so she went to the ticket office to buy two train tickets. We decided to take the express train as it was faster than the regional train. It was nicer and more relaxing, too. We sat down in our seats and the train departed. We chatted the whole way and admired the beautiful view from the train window.

After an hour and a half, we arrived at our final destination. Hamburg! We realised then that we had somehow got on the wrong train. I couldn't believe it! We ended up having a great time, even though we had originally planned to visit Hannover.

➡ **GRAMMAR REFERENCE** / *Comparatives and superlatives: Page 205*

**2** **Read the text again. Underline the comparative and superlative adjectives.**

**3** **Match the comparative and superlative adjectives you underlined in Exercise 2 with the rules (1–7) below.**

1 For one-syllable adjectives, add *-er* to form the comparative and *-est* to form the superlative. For example: _____ and _____

2 For one-syllable adjectives that end in the letter *e*, add *-r* to form the comparative and *-st* to form the superlative. For example: _____

3 For two-syllable adjectives that end in the letter *y*, remove *-y*, and add *-ier* to form the comparative and *-iest* to form the superlative. For example: _____

4 For adjectives that have two or more syllables (that don't end in *-y*), add the word *more* before the adjective to form the comparative and add the words *the most* before the adjective to form the superlative. For example: _____ and _____

5 For one-syllable adjectives that end in a vowel (*a, e, i, o* and *u*) and one of the consonants *-b, -d, -g, -n, -p* or *-t*, repeat the last consonant and add *-er* to form the comparative and *-est* to form the superlative. For example: _____

6 Some adjectives have irregular comparative and superlative forms. For example:
bad → worse → the worst
good → _____ → the best

7 We use *as* + adjective + *as* to compare two things that are the same. For example: _____

**4** **Correct the mistakes in each of the questions.**

1 What is the better film you have ever seen?
2 What is the difficultest thing about learning English?
3 Would you prefer to live in the coldest or hotest place on earth?
4 Is it easyer to learn a musical instrument or learn a new language?
5 Do you think that nurses should be paid as much money than footballers?
6 What's the more expensive thing you have ever bought?

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

## WRITING

### A STORY

**1** **You are going to read Sarah's story about a lost suitcase. Before you read, look at the four pictures. Put them in order and predict what you think happens in the story.**

**2** **Read the story and check your predictions. Then find and correct the eight spelling mistakes.**

# THE LOST SUITCASE

While I was walking back home, I came across a brite blue suitcase just behind a café next to my house. It was quite large and had a pink ribbon on the side of it. I looked for a label to see who it belonged to but it didn't have one. As I only lived next door, I desided to take it home, open it up and see if there was a name or adress, anything that would help me to find the owner. The first thing I noticed when I opened it was a gorgous green dress. It was beautiful. So beautiful, in fact, that I tried it on!
I went back out, still wearing the dress. I was just turning the corner when I bumped into an old frend, who I hadn't seen for a while. She was in town visiting her sister.
"Hey, nice dress!" she said. "I have one just like that. Well, actualy, I had one just like that."
"What do you mean?" I asked.
"I left my suitcase here about 15 minutes ago. I walked off and just completly forgot about it. I don't know where it is!"
"I think I know where it might be." I said, feeling extremely embarassed.

**3** **Study how Sarah uses the highlighted words *while* and *when*. Complete the sentences below with the correct form of the verbs in brackets.**

1 While I _____ (watch) TV, the phone _____ (ring).
2 I _____ (sit) on the sofa when suddenly there _____ (be) a knock at the door.
3 When I _____ (walk) into the shop, the sales assistant _____ (talk) to a customer.
4 I _____ (break) a plate while I _____ (prepare) dinner.

**4** **Write a story using 140–190 words. It must begin with the sentence below.**

*While I was walking down the street, I found a small, gold ring on the pavement.*

# 1 FIGHTING FIT

## GETTING STARTED

**1** **Look at the headlines of the magazine articles. What do you think the articles are about? Which would you be most interested in reading?**

**2** 003 **Listen to two people talking about health and fitness. Which headline are they discussing?**

**3** 003 **Listen again. Complete the sentences with one or two words from the recording.**

1 … sit down and enjoy our lunch. We've got _____ time.
2 I get a bit of heartburn if I eat too much _____ .
3 Well, research suggests there's a link between _____ and eating quickly.
4 Therefore, the quicker you eat, the more _____ you'll _____

**4** **Work with a group and answer the questions.**

1 Is there a problem with unhealthy eating in your country? Why / Why not?
2 Should there be a ban on junk food for people under 14 years old? Why / Why not?
3 Do you think about the calories in your food before you eat? Why / Why not?

## P WEAK FORMS: THE SCHWA /ə/

One of the most common vowel sounds in English is the schwa /ə/. It is an unstressed (weak) sound that can typically be found in connected speech when pronouncing articles, prepositions, conjunctions and auxiliaries. For example:
*We've got plenty* ***of*** *time.*
*I get a bit* ***of*** *heartburn.*

**5** 004 **Look at the sentences and underline the schwa sounds. Then listen and check your answers.**

1 It's time for dinner.
2 It's a health and fitness book.
3 How long has she worked there?
4 I can play tennis on Saturday.
5 We've got quite a lot of work to do.

# VOCABULARY

## HEALTH AND FITNESS

**1** **Read an extract of Mauro's blog. Does he lead a healthy or unhealthy lifestyle?**

I love eating junk food and for years I **overdid** it. I mean, I used to eat junk food every week and was about five kilos **overweight**. Not quite obese, but I was getting there. Anyway, I went hiking with some friends, and I just couldn't **keep up**. My legs were **aching** after the first day and it was a bit embarrassing to be honest! So, when I got back, I decided to start **keeping track** of what I ate by recording it in a food diary. I realised I needed to **cut down** on processed food, like all those burgers I was eating! I monitored the amount of salt I was consuming too – just to make sure I kept it within a reasonable limit. And, I started exercising: walking to work instead of taking the bus, that type of thing, and then, after about 12 months, I decided I'd like to run a marathon. Yeah, I know! It was hard work, all that training, but I was really pleased with my **rate** of progress and, well, I ran my first one last month in under four hours!

**2** **Match the words in bold in the blog with the definitions (1–7).**

1 reduce the amount of something you consume _____
2 stay level or equal with someone _____
3 recording something over a period of time _____
4 too heavy _____
5 did or used too much of something _____
6 the speed at which something happens _____
7 having a continuous pain that is unpleasant but not strong _____

**3** **Decide what type of word is needed for each gap (1–7). Then complete the sentences using the words in bold in Exercise 2. You may need to change the tense or word form.**

1 You're training too hard at the gym. If you keep _____ it, you may get injured.
2 He decided to go on a low-fat diet as he was a little _____.
3 I went jogging with my brother yesterday. He ran too fast and I couldn't _____.
4 After a few hours of playing basketball, your muscles can really start to _____.
5 After _____ on the amount of coffee I was drinking, I started to sleep much better.
6 I use an app to _____ of how many calories I consume each day.
7 The _____ at which he recovered from his illness was quite remarkable.

**4** **Imagine you are going to interview someone who has recently made a healthy lifestyle change. Using the health and fitness vocabulary to help you, write five questions to find out about this change.**

*Why did you decide to make a healthy lifestyle change?*

**5** **Work with a partner. Student A is the interviewer and asks Student B their questions from Exercise 4. Student B, imagine you have recently made a healthy lifestyle change. Answer Student A's questions. Then swap roles.**

# READING AND USE OF ENGLISH PART 7 TRAINING

**1** **Work with a partner and answer the questions.**

1. Look at the photos. In what ways are the photos similar or different? How would you describe the people's lifestyles?
2. Do you know anyone who has a similar lifestyle to the people in the photos?

**2** **Read the short texts quickly. Match the photos (1–3) with the texts (A–D). Which person isn't shown in the photos?**

**3** **Read the texts again. For questions 1–5 on page 17, choose from the texts (A–D). The texts may be chosen more than once.**

**4** **In what ways do you admire the people in the texts?**

**5** **Choose a person from the texts. Research them online and note down a few interesting facts. Tell your group. As a group, decide who you most admire and why.**

# NO AGE, NO LIMIT

## A Dr Peggy Styles

At 86, Peggy Styles has become the oldest ever person to graduate from Bristol University. To say it was an uphill struggle at times is an understatement. Midway through her program, Peggy needed to take a few years out to rest after suffering severe kidney failure. At one stage, it was **touch and go** whether she'd make it. Although Peggy's physical health suffered and she even had to learn to walk again, it appears her brain continued to function effectively. The title of her dissertation for her doctorate was, "Changing perceptions: higher education amongst elderly populations" and, although it took eight years to complete, Peggy has confessed that she's now hooked on writing and research.

## B Dr Allan Stewart

Australian born Allan broke his own age record when he successfully completed his degree at the advanced age of 97. Alan, who has now completed his fourth degree, returned to education in his 80s after retiring from work in order to **keep his brain sharp** and stay mentally active. While he's more famous for his mental rather than physical agility, Allan keeps himself in shape by walking, fishing and swimming. Allan says this will be his last degree as he's getting bored with studying, although he has said that at least once before so who knows – perhaps he's obsessed!

## C Doreen Pechey

Doreen, who had to rethink her diet and fitness plan when she took up ballet at 61, became the oldest ballerina in Britain to pass the Royal Academy Grade 6 dance exam just ten years later. The semi-retired electrical engineer, who despite recently having knee replacement surgery, **is now back on her feet** and claims to have more agility than ever. In fact, she believes without ballet she'd have been out of action for some time. Not only that, Doreen has dropped two dress sizes too. Although in her 70s, Doreen has chosen to train with teenagers who don't appear to mind the age difference at all. And, why should they?

## D Lou Batori

Although he's never taken an exam, Hungarian born Lou Batori, 106, has been skiing for over 96 years. He puts his good health down to a healthy diet, a love of good food and drink and a healthy marriage. Nevertheless, the risk-taking grandfather, who can be seen speeding down the slopes in the USA, clearly **keeps in shape** by doing tough physical exercise. Although he still skis regularly, Lou has slowed down to **recharge his batteries** and enjoys reading to relax. After all, he doesn't want to get injured, does he?

**Who**

takes time out to relax? 1 ____

tries to keep their brain and body in good health? 2 ____

is the most senior person to have graduated from university? 3 ____

has become addicted to what they are doing? 4 ____

recovered more rapidly because of what they're doing? 5 ____

# VOCABULARY

## IDIOMS

**1 Match the expressions in red in the texts with the correct definitions.**

A to be well again after an illness ____
B to stay physically healthy ____
C an uncertain situation ____
D to rest for a period of time ____
E to stay mentally active ____

**2 Complete the second sentence with a phrase from Exercise 1 so that it has a similar meaning to the first sentence. Use between two and five words for each sentence, including the word in bold. The first one has been done for you.**

1 He's now well again after his recent operation.
**BACK**
He's now *back on his feet* after his recent operation.

2 I've been doing a lot of puzzles to stay mentally active.
**SHARP**
I've been _____ by doing a lot of puzzles.

3 She feels much better after resting for two weeks in Italy.
**RECHARGE**
After _____ for two weeks in Italy, she feels much better.

4 I stayed physically active by running in the local park.
**SHAPE**
I ran in the local park _____ .

# SPEAKING PART 2 TRAINING

**1 Work with a partner and answer the questions.**

1 What's the difference between mental and physical health?
2 What are two ways someone might stay mentally active and two ways they might stay physically active?
3 Why is it important to stay in good physical and mental shape?

**2 005 Listen and decide which question Maria is answering.**

1 What do you think these people like about these types of food?
2 Why have these people chosen to eat these types of food?
3 What are the advantages and disadvantages of eating in these different ways?

**3 005 Look at the words and phrases in the box. Listen again and tick the words and phrases Maria uses.**

| | | | |
|---|---|---|---|
| both | looks as though | the same as | even though |
| looks like | though | instead of | neither |
| unlike | looks as if | rather than | while |

**4 Read the responses from candidates completing Part 2 of the Speaking exam. Correct the mistake in each response.**

1 At the first photograph, you can see a picture of two people eating in a restaurant.
2 The second photo appears to show a woman eat on a bus.
3 It looks as two people are enjoying a meal together in the first photo.
4 I think the woman eats a burger or a sandwich in the second photo.
5 A lot of people tend being quite busy at work, so they don't have much time to eat.

**5 Work in pairs.**

**Student A:** Answer the Speaking Part 2 question on page 199.
**Student B:** Answer the Speaking Part 2 question on page 198.

# LISTENING

## UNDERSTANDING DISTRACTORS

**1** **Look at the photos of health and fitness apps and answer the questions.**

1 What information does each app give you? Which have you tried?
2 What do you think are the advantages and disadvantages of these apps?

**2** 006 **Listen to Chloe talking to her friend Ali about health and fitness apps. Which app (A–D) is she trying out?**

**3** 006 **Read the information in the box. Then listen again and answer the questions.**

> *When answering questions, listening only for key words may distract you from choosing the correct answer. Notice too that the speakers may correct themselves or each other. Always listen to the whole conversation to understand the whole idea.*

1 What is Chloe's opinion of smartwatches according to Ali?
2 Which app does Ali suggest is unnecessary for Chloe?
3 Which app does Chloe think is too difficult to use?
4 Which app does Chloe think she'll quickly lose interest in?
5 Why is Ali surprised by the app Chloe has chosen to use?

**4** 007 **Look at the phrases in the box below and check you know what they mean. Now listen to a later conversation between Ali and Chloe. Which phrase describes why Chloe has given up?**

| | | |
|---|---|---|
| an injury | extremely hungry | didn't lose weight |
| sore muscles | too tired | |

**5** 007 **Listen again. Make notes about what Ali and Chloe say about the other phrases in the box. Why are they distractors?**

**6** **Work with a partner and answer the questions.**

1 To what extent can apps like these help with weight loss or to get adequate sleep? How beneficial is an app which measures your heart rate?
2 Some people believe that technology has had a negative impact on our health in recent years. Do you agree? Why? / Why not?
3 Do you believe it's possible to become too focused on healthy eating? Why / Why not?
4 What do you think about smartwatches? Would you ever buy one? Why / Why not?

# GRAMMAR

## GERUNDS AND INFINITIVES

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Look at the sentences from the conversation between Ali and Chloe.**

1 *I've* ***wanted*** *to buy a smartwatch for ages.*
2 *My legs didn't* ***stop*** *aching for days after that.*

**What is the form of the words after the verbs in bold?**

➡ **GRAMMAR REFERENCE** / *Gerunds and infinitives: Page 206*

**2** **Complete the sentences with the correct form of the verb in brackets.**

1 Having a high protein diet is supposed _____ good for you, but I'm not convinced. (be)
2 I tend _____ breakfast during the week but I know that isn't good for me. (skip)
3 A lot of people use apps to keep track of their food intake, but I can't stand _____ them. (use)
4 If you don't have a balanced diet, you may risk _____ yourself in the future. (harm)
5 Many people, myself included, refuse _____ energy drinks because of their high sugar level. (drink)
6 If you want to train to run a marathon, you should avoid _____ foods that are high in fat. (eat)
7 I would never give up _____ a sport I love just to concentrate more on my studies. (play)

**3** **Work with a partner and discuss the sentences in Exercise 2. Do you agree with the speaker?**

**4** 008 **Listen to an extract of a conversation between two friends, Matilde and Franco. Complete the gaps with words you hear.**

***Matilde:*** Well, when I saw the poster at the food market, I [1] _____ a look. I wanted to get more information. You'd said more and more people have [2] _____ meat these days.

***Franco:*** Yes, I [3] _____ you about the benefits of vegetarianism when we met in the café last week. Although, I didn't [4] _____ you the address of the food market, so I'm glad you found it.

***Matilde:*** No problem. It was really interesting and I loved the variety of fruit and vegetables on offer. A friend of mine also told me that I should [5] _____ meat and fish from my diet. I wanted to speak to a professional, so I [6] _____ a meeting with a nutritionist but sadly no-one was available.

***Franco:*** That's a shame.

**5** **Read the extract in Exercise 4 again and look at your answers. What is the difference in meaning between each pair of verb forms?**

**6** **Circle the correct option.**

1 I've stopped *to consume/consuming* foods which are high in fat as I want to lose weight.
2 I'm trying *to cut out/cutting out* sugar from my diet, but I'm finding it really difficult.
3 I was starving, so I stopped *to grab/grabbing* a quick bite to eat on my way to class.
4 When I'm really busy, I find it hard to remember *to eat/eating* regular meals.
5 I lived in Thailand for a while and remember *to try/trying* some of the local dishes. They were delicious!
6 A friend of mine told me that I should try *putting/to put* honey and lemon in my tea to help with my sore throat.

**7** **Write one sentence for each of the points below. Then work in groups and compare your answers.**

Think of something that you …

- can't stand doing
- refuse to eat
- have given up doing recently
- stopped to do before coming to class today
- tend to do before going to sleep
- remember doing when you were very young

### DID YOU KNOW?

We can use the expression *high in* to say that certain foods contain a large amount of something. For example: *I avoid eating food which is high in sugar.*

# WRITING PART 1 TRAINING

**1** **Complete the questionnaire.**

## IS YOUR LIFESTYLE HELPING OR HINDERING YOUR HEALTH?

1 How many hours do you typically sleep at night?
- **a** 6 or less
- **b** 7 to 9
- **c** 10 or more

2 How much water do you drink each day?
- **a** 0 to 2 glasses
- **b** 3 to 5 glasses
- **c** 6 to 8 glasses

3 How much physical exercise do you do?
- **a** Once a week or less
- **b** 2 to 3 times per week on average
- **c** On a daily basis

4 What is your preferred after-dinner activity?
- **a** Eating dessert
- **b** Lying on the sofa and watching TV
- **c** A walk and chat with a friend

5 What do you consider first when choosing meals?
- **a** The taste
- **b** The calorie count
- **c** Whether it's balanced

6 You're really tired at school or work. Do you …
- **a** take a nap in your lunch break?
- **b** grab a coffee or an energy drink?
- **c** go for a quick walk in the fresh air?

7 You wake up an hour before the alarm goes off in the morning. Do you …
- **a** close your eyes and go back to sleep?
- **b** stay in bed and check social media?
- **c** get up and get active?

**2** **Work with a partner. Who has the healthiest lifestyle? Why? Turn to page 198 and see how healthy your lifestyle is.**

**3** **Work with a partner. How have people's lifestyles changed in recent years? Think about:**

Diet Exercise Work

**4** **Read the essay question and model answer. Which, if any, of your ideas in Exercise 3 have been included?**

In your English class you have been talking about health and fitness.
Now, your English teacher has asked you to write an essay.
Some people say modern lifestyles are ruining our health. Do you agree?

**Notes**

Write about:
1 diet
2 exercise
3 _____ (your own idea)

Although not impossible, it is arguably more challenging to stay in shape these days because of the changes in our diet, a lack of physical activity and increased levels of stress.

Even though foods high in vitamins and minerals are available in most shops, people tend to be busier now and often prefer eating junk food rather than a balanced meal. Despite its convenience, junk food is very unhealthy and consuming too much can lead to serious health issues.

Nowadays, people tend to use their cars instead of walking, even for short journeys. As a result of this change, people are getting less and less exercise. Therefore, they have less opportunity to build their muscles and burn calories.

Finally, due to our fast-paced lifestyles, people are under more pressure to work longer hours than ever before. Working parents, for example, have little time to relax, which means they risk suffering from illnesses such as stress.

To sum up, I agree that it is more difficult to be fit and healthy in modern society. However, with the right attitude to eating, exercise and work, it is possible to protect our physical and mental well-being.

**Focus on structure**

1 Does the writer cover the two compulsory points in the notes?
2 What is the writer's own idea?
3 In which paragraph does the writer give his/her own opinion?
4 What phrase does the writer use to conclude the essay?

# GRAMMAR

## COMPARING AND CONTRASTING IDEAS WITH LINKERS

**GRAMMAR ON THE MOVE**
Watch the video

**1** **Study how the writer uses the highlighted linkers in the model essay. Complete the sentences below with these linkers. There may be more than one correct option.**

1 _____ the rates of obesity have increased, many people still lead healthy lifestyles.
2 People should be encouraged to do more physical exercise _____ taking the car or bus to work.
3 _____ being cheap, processed foods do not generally make up a healthy and nutritious diet.
4 Eating a balanced diet which includes plenty of fruit and vegetables, _____ consuming foods high in sugar and fats, helps maintain healthy blood pressure.
5 Many people are aware of the benefits of doing physical exercise. _____ , it's important not to overdo it.
6 With the amount of processed food found in supermarkets these days, people should consider nutritional content more _____ .

**2** **Correct the mistake in each of the sentences. One sentence is correct.**

1 Despite hate carrots, he tried to eat one or two portions with his dinner each week.
2 The government is encouraging kids to walk to school, however it might take them half an hour or more.
3 It's important to eat organic food on a daily basis. However, this can be quite expensive.
4 Tatiana prefers to run in her local park, rather pay money to go to the gym.
5 Despite writing down her weekly food intake on paper, Martina used an app.

**3** **Write your answer for the essay question below.**

In your English class, you have been talking about health and fitness. Now your English teacher has asked you to write an essay. Young people these days tend to be less interested in their health. Do you agree?

**Notes**

Write about:

1 Technology
2 Food
3 _____ (your own idea)

# PUSH YOURSELF C1

## UNDERSTANDING HEALTH

**1** **Look at the pictures below. What do you think happens at a fitness boot camp?**

**2** 009 **Listen to Gavin, a boot camp instructor, welcoming the new students to the boot camp. Complete the itinerary with the words in the box.**

| digestion | nutrition | posture | stamina | well-being |
|---|---|---|---|---|

**FIRST FIT BOOT CAMP**

**Date:** 20th August–25th August
**Instructor:** Gavin
**Location:** Green Meadows

**List of activities**

**Day 1:** _____
**Day 2:** _____
**Day 3:** _____
**Day 4:** _____
**Day 5:** _____

**3** 009 **Listen again. Make notes about the types of activities they will do each day.**

**4** **Which day would you most and least prefer and why? Go online and research other activities that are provided by boot camps. What should someone consider when choosing a boot camp?**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 7

### EXAM FACTS

- *You will read one long text divided into sections or four to five shorter texts.*
- *You must answer ten questions.*

### EXAM TIPS

- *Read the questions carefully and underline the key words.*
- *The information in the questions may not be written in exactly the same words as the information in the texts so look for synonyms and paraphrases.*

**You are going to read an article in which four people discuss health and fitness. For questions 1–10, chose from the people, (A–D). The people may be chosen more than once.**

**A Oleg**
I'd never been one to worry about what I ate or how active I was, and in my 20s and 30s it didn't seem to matter. I was slim, and I looked fit, even if I drank too much coffee and never actually exercised. Then suddenly, my clothes were tight, and I got out of breath walking up the shortest of hills – it was only when I turned 40 the reality of my poor physical condition started to hit home. I'm trying to do something about it now but it's a struggle to get motivated. I've joined a gym, but I've only been once over the past few months as I've got such a busy schedule. It's regrettable that I didn't do more when I had the chance, but I think I've left it too late now.

**B Bruno**
Everyone assumed I could do it, although I was a little uncertain, and it wasn't easy changing my diet and how active I was. At first, I underestimated how critical it is to get into a routine and how easy it would be to make excuses. I'd started to slip into old unhealthy habits when someone I'm close to suggested I sleep in my running gear, so I didn't have any excuses when I woke up in the morning and as crazy as it sounds, it worked. Anyway, my hard work paid off in the end and I'm in better condition now than I was thirty years ago. Who says retired people like me can't get in shape!

**C Anthony**
I've always loved food and even as a child I was never a fussy eater, so I think it's definitely possible to eat what you want and be a professional athlete. Of course, I don't eat all the junk food I used to have as a kid, but I'm not going to stop myself having a treat if I really want it. I just don't get the obsession athletes have these days with protein shakes and energy drinks as I think our bodies are designed to get everything they need from real food. I tend to watch what I eat in the lead up to a big competition but other than that I listen to my body. I train for six hours a day and on my days off when I need to rest, you'll find me baking in the kitchen, which, unsurprisingly, my family really appreciate.

**D Marcus**
Friends and acquaintances say that as a personal trainer and cyclist I must be on a strict diet but that's just not the case. I try to avoid processed food and cook everything from fresh. In fact, I do most of the cooking when I'm at home, although I don't always have a lot of time these days. At school, I avoided anything which involved any sort of physical activity and was quite overweight. But I really got into cycling when I was watching the Olympic Games one year, and thought I'd give it a go. The training was almost impossible initially, as I was so out of shape, but I was determined to make positive changes and I'm glad I stuck with it.

Which person

1 believes it's possible to be unhealthy without being overweight?
2 says that people are unaware of what he eats?
3 was surprised by how unfit he had become?
4 is healthier now than when he was a child?
5 does not agree with the changes to the diets of sportspeople?
6 did not allow challenges to stop him from improving his health?
7 believes a friend helped him succeed?
8 wishes he had taken more care of his health when he was younger?
9 had not realised the importance of planning when he trained?
10 uses cooking to help them relax?

# WRITING PART 1

### EXAM FACTS

- *You need to write between 140–190 words.*
- *You must write about the two points in the notes as well as your own idea.*

### EXAM TIPS

- *Read the essay question and notes carefully in order to understand what you need to write about.*
- *Make sure that your ideas are relevant to the essay question.*
- *Allow time at the start to plan your essay.*
- *Make sure that you include your own personal opinion to the question.*

**In your English class you have been talking about health and fitness. 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 are lots of ways that technology can help us to maintain a healthy lifestyle. Do you agree?

**Notes**

Write about:

**1** diet

**2** exercise

**3** … (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

➡ **WRITING BANK** / *Pages 234–235*

# EXAM FOCUS

## SPEAKING PART 2

### EXAM FACTS

- *In this part of the exam, you have to compare two photographs and answer a question about them.*
- *You also have to answer a question about your partner's photo.*

### EXAM TIPS

- *Candidates often describe the photographs instead of comparing them. Remember that you are comparing and contrasting two photographs not describing one.*
- *Candidates sometimes run out of things to say and stop before the time is up. Practise comparing two photos of a similar theme for one minute. You can easily find photos online.*

**In this part of the test, you are given two photographs.**

**Student A**

Talk about your two photographs for one minute. The photographs show people eating food in different situations. Compare the photographs and say what you think these people like about eating food in these situations.

**Student B**

Do you prefer eating at home or at a restaurant?

## SPEAKING PART 2

**Student B**

Talk about your two photographs for one minute. The photographs show people using technology while exercising. Compare the photographs and say how these things might help these people while exercising.

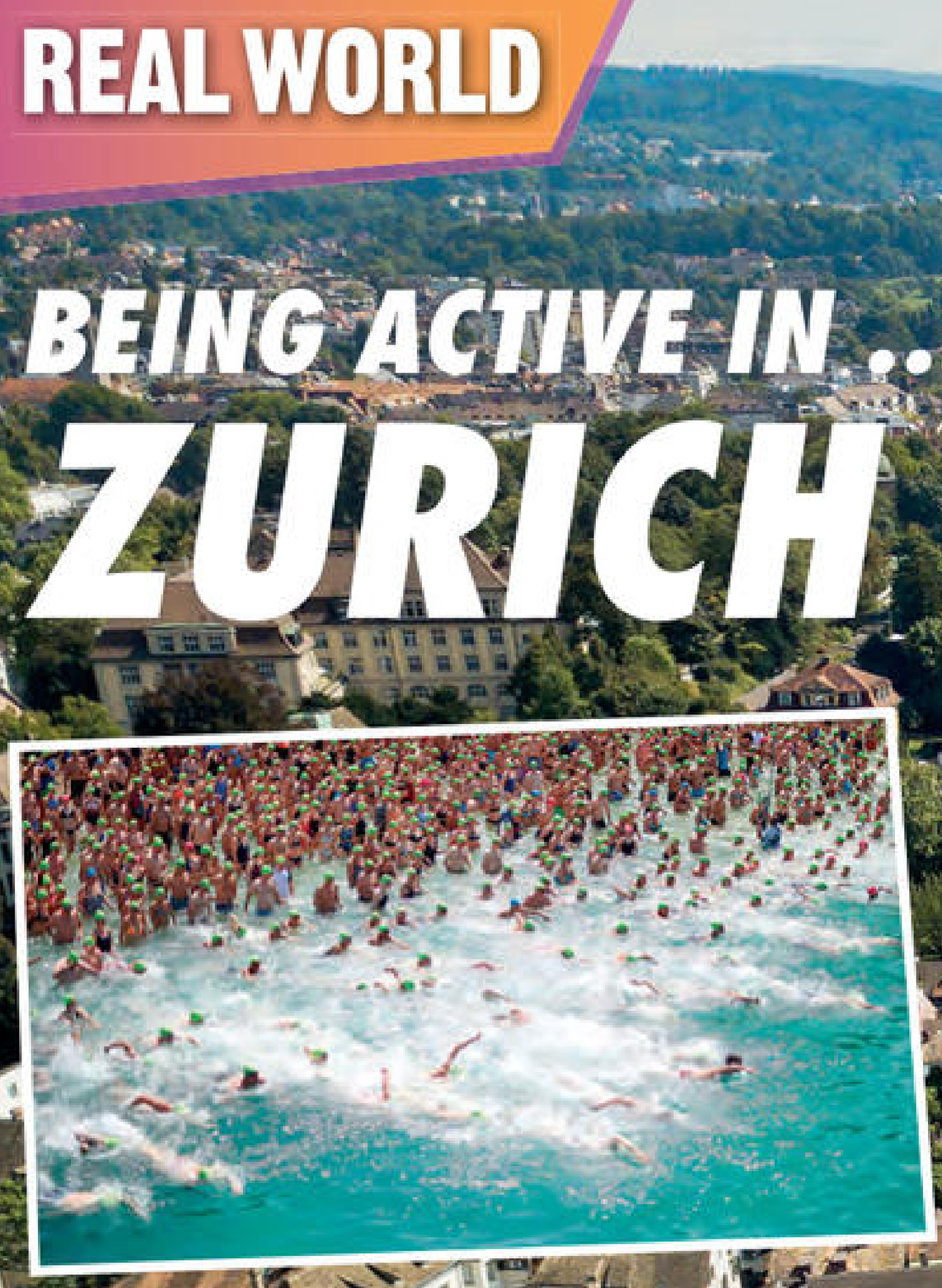
**Student A**

Which sports do you enjoy doing?

➡ ***SPEAKING BANK*** / *Pages 246–249*

REAL WORLD

# BEING ACTIVE IN ... ZURICH



### FACT FILE: Zurich

- Zurich isn't actually the capital of Switzerland, despite the fact that a lot of people think it is. The capital of Switzerland is Bern.
- Zurich is Switzerland's largest city. It has a population of just over 400,000.
- There are over 1,200 drinking fountains in Zurich.
- Lake Zurich, which is approximately 40 km long, has frozen over twice in the last one hundred years. The most recent was in 1962/63 and the residents organised a festival on the ice.
- Zurich is home to a large number of banks and financial centres. It is considered to be one of the world's biggest financial capitals.

**1** **Read the travel advice about how to prepare for a trip abroad. Complete the advice with the correct verbs in the box.**

find make sure need pack read refer to subscribe take out

1 _____ health insurance before you travel to avoid high medical costs.
2 _____ your policy if you need to make a claim against the insurance.
3 _____ the label carefully if you are prescribed medication by a local doctor.
4 _____ that your passport and visa are up to date.
5 _____ to news alerts in case of any flight cancellations or delays.
6 Check if you _____ any vaccinations for the country before travelling.
7 _____ out how much you'll be charged for using your phone abroad to avoid high roaming charges.
8 _____ an extra set of clothes in your carry-on luggage in case your checked luggage gets lost.

**2** **Find the words and phrases in the sentences in Exercise 1 which mean the following.**

1 a treatment, usually an injection, to prevent a disease
2 a document showing an agreement you have made with an insurance company
3 the amount of money you pay for using your phone in another country
4 luggage that you are allowed to take on an aeroplane
5 a document or card that allows you to enter or leave a country
6 notifications or warnings often sent to your phone or email

**3** 010 **Listen to two university friends, Gina and Pierre, discussing their trip to Zurich. Which pieces of advice in Exercise 1 do they talk about?**

**4** 011 **While they're away, Gina starts to feel ill. Listen and replace the phrases in italics with the phrases they use in the recording.**

## PHRASES YOU MIGHT HEAR / USE

1 I've eaten something which *made me feel unwell.* (Gina)
2 Well, I've got a bit of *pain in my stomach.* (Gina)
3 Oh dear. You do look a little *ill.* Do you have any other symptoms? (Pierre)
4 I've got a slight temperature and I'm feeling *dizzy and slightly faint* when I stand up. (Gina)
5 I'm sure it's nothing serious but maybe you're *beginning to suffer from an illness.* (Pierre)
6 It's probably just a cold but it might *be helpful if you got* some sleep. (Pierre)

**5** **If you are prescribed medication, it's important that you can understand the label. Read the label on the bottle and match the phrases with the correct meanings.**

1 It might make you feel sleepy.
2 Take two tablets a day.
3 Speak to a doctor if you don't feel better.
4 Don't take more or less than you are told to.
5 You may feel sick as a result of taking the medicine.

**6** **Work in groups and answer the questions.**

1 Have you ever eaten something which didn't agree with you? What?
2 When was the last time you felt under the weather? What were your symptoms?
3 What advice would you give someone who is coming down with a cold?

**7** **Watch the video about Zurich. What do you learn about these things? Make notes.**

- The city of Zurich
- Things to see and do
- The fondue tram
- Sports and recreation in and around Zurich

**WATCH**

# LIFE COMPETENCIES

## CREATING NEW CONTENT, SYNTHESISING INFORMATION

**8** **Work in groups and choose a city. Go online and research health and fitness information for travellers. Make notes and share what you've learnt with the class.**

# 2 KEEPING IN TOUCH

## GETTING STARTED

**1 Complete the sentences to make true statements about yourself. Then compare your answers with a partner.**

1 One great advantage of having friends online is that …
2 The last thing I 'liked' on social media was …
3 When I 'like' a post or 'follow' someone, it's usually because …
4 A difference between how I socialise face to face and how I socialise online is …
5 If I had to choose between chatting online or hanging out with someone in person, I would …
6 If my parents followed me on social media, I would …

## READING AND USE OF ENGLISH PART 6 TRAINING

**1 You are going to read an article about social media and friendship. Look at the highlighted words from the article and choose the correct definitions.**

1 After all, what can be wrong with having a wider group of people to **hang out with**?
**A** socialise with **B** become closer friends with

2 Is it feasible to maintain **meaningful** relationships with so many people, in particular those you may never actually meet in person?
**A** pleasant **B** important and worthwhile

3 Now, I see her pop up in my **feed** every now and again and I 'like' her photos …
**A** public messages on social media **B** private messages

4 My most important relationships haven't grown out of a few **trivial** online exchanges.
**A** funny; entertaining **B** unimportant; with no value

5 It's taken years of shared experiences to develop strong and lasting **bonds**.
**A** ways of getting in touch **B** close relationships

6 This has led some people to question just how **sincere** the friendship is.
**A** enjoyable **B** honest

### DID YOU KNOW?

The phrase *pop up* can be used as a verb or noun.

*pop up* (verb) – to appear suddenly

*pop-up* (noun) – a new window that opens on a computer screen

**2 Read the statements about social media and friendship. Which ones do you agree with and which ones do you disagree with?**

**A** The only reason that people want to have lots of online friends is to boost their confidence and feel better about themselves.
**B** I enjoy having friends on social media, but I sometimes wonder whether it's all a bit unnecessary.
**C** Using electronic devices to communicate instead of spending time with real people might actually do more harm than good.
**D** Social media allows us to develop and strengthen relationships with the people we know and see.

**3** **Quickly read the article below, ignoring the gaps. Which statement in Exercise 2 most closely reflects the writer's view?**

# SOCIAL MEDIA AND FRIENDSHIP

*Lucy Forrester explores the effect social media is having on friendships.*

Having too many friends doesn't sound like the kind of thing anyone should really be too concerned about. After all, what can be wrong with having a wider group of people to **hang out with**?

According to the latest figures, the average number of friends people have on social media is somewhere between 200 and 300. **(1)** _____ But is this a realistic amount? Is it feasible to maintain **meaningful** relationships with so many people, in particular those you may never actually meet in person?

Nowadays, we are just one click away from making new friends on social media. **(2)** _____ For instance, when I see that a friend has updated their profile with snaps from their latest holiday, I'd typically reply with a comment like "Wow, looks great!" even though in actual fact, it doesn't. The unwritten agreement is that the next time I post, that friend will respond with a similarly appreciative comment, so I'll feel better about myself.

Not long ago, I got chatting to someone at a concert, who told me that she loved going to gigs. We got along pretty well that evening, despite the fact that the music was so loud! We even swapped numbers and added each other on social media. Now, I see her pop up in my **feed** every now and again and I 'like' her photos from various gigs she's been to, but I'm pretty certain that we'll never arrange to meet up in real life.

**(3)** _____ That being said, we're living in a time where we expect things to happen instantly, so is it really all that surprising that the way we form friendships has adapted to this trend? Perhaps it shows how social media has made friendships less sincere, reducing them to a series of meaningless 'adds' and 'likes'.

Real friendships, on the other hand, take time to build. My most important relationships haven't grown out of a few **trivial** online exchanges. **(4)** _____ And these for me – and I believe for most other people too – are much more valuable and meaningful. It's something that cannot be replicated on social media, no matter how many times you have 'liked' a person's posts.

It has been suggested that technology is ruining our relationships with other people. **(5)** _____ However, it seems undeniable that it has now altered people's priorities, and transformed the way that we manage our friendships in the most fundamental ways. Ultimately, though, it's up to us to decide how real and meaningful those friendships truly are.

**A** Personally I wouldn't go so far as to say that.
**B** Research suggests that this figure is actually higher for teenagers.
**C** Social media has made this kind of problem increasingly more common.
**D** It's taken years of shared experiences to develop strong and lasting **bonds**.
**E** This has led some people to question just how **sincere** the friendship is.
**F** It could be argued that this is just another example of how life has changed in recent years.

**4** 012 **Listen to two students, Jan and Anna, talking about the text and the exam task for Reading and Use of English Part 6. What strategy do they use for finding the answer to the first gap?**

**5** **Now read the sentences A–F. Using the same strategy as Jan and Anna, work with a partner to decide which sentence best fits the first gap.**

**6** **Look at the second gap in the article and answer the questions below.**

1 What do you think the main idea of the third paragraph is?
2 Which sentence (A–F) talks about the effect of this on friendship?

**7** **Using the strategies in Exercises 4, 5 and 6, choose from the remaining sentences (A–F) the one which fits each gap (3–5). There is one extra sentence which you do not need to use.**

## GRAMMAR

### THE PASSIVE

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Work in groups and identify two things which you think can make a post on social media successful or unsuccessful.**

**2** **Quickly read the extract from a blog about using social media. Does Lorenzo mention any of your ideas from Exercise 1?**

**3** **Read the blog again. Match the passive structures in bold with the correct tenses (1–5).**

1 Present simple passive:
2 Present continuous passive:
3 Present perfect passive:
4 Modal verb + passive:
5 Passive infinitive (with to): *to be seen*

➪ **GRAMMAR REFERENCE** / *The passive: Page 208*

Home About Reviews Search

## THIS WEEK'S BLOG POST

*by Lorenzo Garcia*
*Social Media Guru, Presenter, Entrepreneur*

We all want our posts on social media **to be seen**. Whether your social media account **is being used** as part of your business or just for socialising, you really want your voice **to be heard**, and encourage people to engage with the post. Tons of research **has been done** on what makes a good social media post. But here's the key thing to remember – people are much more likely to notice your content if it contains an image. Posts with photos have a much greater chance of being liked and shared. And if a video **is included** in your post, that's even better. Remember, though, that quality is more important than quantity – your post **might not be liked** if it's just got a couple of dark and blurry photos that **haven't been taken** with any attention to the background or lighting.

**4** **Complete the sentences using the correct passive form of the verbs in brackets.**

1 It's my birthday today and I'm really looking forward to *being taken out* (take out) for dinner by my parents.
2 The joke I posted online this morning _____ already _____ (share) over a hundred times!
3 Our cat _____ (look after) by a family friend at the moment.
4 Over ten thousand copies of the book _____ (sold) since it _____ (publish) last month.
5 The website _____ (update) every day.
6 All mobile devices must _____ (switch off) during the flight.
7 The restaurant _____ (own) by my cousin, who lives nearby.
8 The kitchen was supposed _____ (clean) by my little brother but he hasn't done it yet.

**5** **Work in groups to create a story of what happened in one of the cartoons. Use at least five passive verbs, in a variety of verb forms. Then tell your story to the other groups.**

# PUSH YOURSELF C1

## HEDGING

Hedging (or cautious language) is a form of language used in written English. It is often used when you want to make a point politely or to protect yourself from being wrong. Hedging language sometimes uses the passive. For example:
*It could be said that social media is having a negative effect on our communication skills.*

**1** **Read the article about social media and friendship on page 29 again. Find two examples of hedging language using the passive (one in the final paragraph and one in the answer options A–F).**

**2** **Put the words in the correct order to form statements using hedging language. The first word has been done for you.**

1 important / argued / than family / are / ~~it~~ / that / more / be / could / friends
It _____.
2 suggested / than / are / ~~it~~ / has / friendships nowadays / in the past / less / been / sincere / has / that
It _____.
3 social media / made / said / lonely / has / feel / ~~it~~ / that / more / is / people
It _____.

**3** **Work with a partner. Which statements in Exercise 2 do you agree or disagree with?**

# VOCABULARY

## DESCRIBING YOUR FAMILY

**1** **Work in pairs.**

**Student A:** Describe your family to your partner.
**Student B:** Make notes about the information you hear. Then repeat it back to your partner.

**2** **Describe the words and phrases to a partner. Can they guess which word you are describing?**

sibling widow niece/nephew daughter-in-law
stepson fiancé(e) cousin godmother
half-brother extended family

**3** **Look at the picture of the Dumont family. Read the sentences (1–7) below and decide the names of each family member.**

1 Leonard is the oldest male in the family and has two sons, Desmond and Anthony.
2 Faye has an older sibling called Tiffany.
3 Anthony has two nieces, one of whom is called Faye.
4 Leonard is a widow. Chantelle is his daughter-in-law.
5 Desmond has two daughters. He also has a nephew called Jackson.
6 Chantelle is married to Desmond. Her daughter Tiffany is sitting on her lap.
7 Anthony is divorced but remarried Sandra. Jackson is Sandra's stepson.

**The males shown in the picture are:**
Anthony Desmond Leonard Jackson

**The females shown in the picture are:**
Chantelle Faye Sandra Tiffany

# SPEAKING

## SPECULATING

**1** **Think of yourself with your best friend. Which of the photos (A–D) are you most like? Why?**

**2** **Put the words into the correct order to form sentences.**

1 they / be / fancy-dress / party / must / a / at

2 though / the women / are / looks / as / it / at / a spa

3 could / home / be / at / someone's / this / party / a

4 are / looks / music / they / it / dancing / like / some / to

5 have / with / the girl / had / might / an argument / someone

*These are also useful phrases to use in the B2 First Speaking Part 2 exam.*

**3** **Match the descriptions in Exercise 2 with the photos (A–D).**

**4** **Put the phrases in bold in the correct category. The first one has been done for you.**

1 **It's obvious that** the man with the sunglasses is the host of the party.
2 **It looks as though** the woman is helping her friend.
3 **I guess that** the woman's just had some bad news.
4 The people are **likely to be** at a party.
5 **I can tell that** both of the women are enjoying themselves.
6 The guy **must be** singing something.
7 The couple in the garden **might be** brother and sister.
8 **There's a chance that** they are about to have a massage.

| ALMOST CERTAINLY TRUE | LIKELY | POSSIBLE |
|---|---|---|
| *It's obvious that* | | |

**5** **Look at the photos below. Using the phrases in Exercise 4, speculate about who the people in the pictures are, what their relationships are and what might be happening.**

# GRAMMAR

## USED TO, BE USED TO, GET USED TO

**GRAMMAR ON THE MOVE**
Watch the video

**1** Have you ever visited or lived in another country? What were the similarities and differences with your home country?

**2** 013 Listen to Maribel comparing her life in Mexico and Spain. Look at the activities and decide if Maribel did them in Mexico (M) or Spain (S).

1 travel around the city _____
2 cycling _____
3 listen to the local music _____
4 go shopping with friends _____
5 spend time at the beach _____

**3** 013 Listen again. Complete the extracts from the recording.

1 I remember during my early childhood, my family and I _____ a lot around the city.
2 We never had bikes, so I _____ at all back then in Mexico.
3 And during my teenage years, I _____ with my friends in the local shopping mall.
4 My life in Spain is different, but just as fun, although it took me a while to _____ the different types of food!
5 I spend a lot of time at the beach with my friends, which is something I _____ in Mexico.
6 I _____ my new life in Spain and I'm very lucky to have lived in two beautiful countries. _____ any of the same things as me?

➪ **GRAMMAR REFERENCE** / *Used to and Would: Page 209*

**4** Circle the correct option. Sometimes both answers are possible.

1 I *used to/would* be an actor when I was in my twenties.
2 When I was a kid, my grandfather *used to/would* tell me these amazing stories.
3 My parents *used to/would* take my sister and me to France on holiday each year when we were kids.
4 My grandparents *used to/would* be very happy whenever we visited them in the holidays.
5 When I was a teenager, my friends and I *used to/would* spend hours in the shopping centre.
6 When they were both kids, my mum and dad *used to/would* live on the same street, but they didn't know each other!

**5** Look at the sentences below from the extract. What is the difference between *be used to* and *get used to*? How are they different to *used to*?

*… it took me a while* ***to get used to eating*** *the different types of food!*
***I'm used to*** *my new life in Spain now and I'm very lucky to have lived in two beautiful countries.*

➪ **GRAMMAR REFERENCE** / *Be used to / get used to: page 209*

**6** Read about the people in sentences 1–5. Complete the sentences with the correct form of *be/get used to*.

1 Julia is eighteen and has just started university. She's slowly _____ all the lectures and seminars.
2 David and Matilda have just had their first baby. It's hard for them _____ waking up in the middle of the night.
3 Sergei is very tired this morning. He _____ going out so late with his friends.
4 Sarah has a new job as a nurse. It's taken her a while _____ the long working hours.
5 Because she's lived abroad for 20 years, Patricia _____ the different language and culture.

**7** 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 Previously, Darren was a security guard at his cousin's company.
**EMPLOYED**
Darren used _____ a security guard at his cousin's company.
2 Janine is adapting to living on her own.
**GETTING**
Janine's _____ by herself.
3 Working by myself at home seems strange to me.
**NOT**
I'm _____ by myself at home.
4 In those days, Sue and Harriet spent a lot of time together.
**HANG**
Sue and Harriet used _____ each other a lot in those days.

**8** Imagine you have just moved to a new country. Write a letter home to your family describing your experiences. Say

- what you used to do but no longer do now
- what you are used to / not used to
- what you are getting used to

# LISTENING PART 4 TRAINING

**1** **Work with a partner and answer the questions.**

1 Who are you close to in your family?
2 Is there anyone who you don't get on so well with? Why not?

**2** **You will hear an interview between Maya and Aidan. Read question 1. Match the options (A–C) with the phrases from the interview (i–iii) which have a similar meaning.**

1 Aidan says that throughout his childhood, his grandad was someone that he
**A** always respected.
**B** saw a great deal of.
**C** learnt a lot from.

**i** *had a lot of face-to-face contact with*
**ii** *looked to for answers*
**iii** *looked up to*

**3** 014 **Now listen to the first part of the interview. Choose the correct answer from Exercise 1, A, B or C.**

**4** **Look at questions 2–5 and the words and phrases in bold. Think of different ways of expressing each one.**

2 What does Aidan particularly admire about his fiancée?
**A** her **optimism**
**B** her **sense of humour**
**C** her **intelligence**

3 Who does Aidan feel he **is most similar to**?
**A** his mum
**B** his dad
**C** his fiancée

4 Why is Aidan not as close to his dad as he was five years ago?
**A** They **fell out** with each other.
**B** His dad **moved away** from the area.
**C** They **stopped seeing each other** so regularly.

5 How has social media **influenced** Aidan's relationship with his family?
**A** It has caused more arguments with his parents.
**B** It has brought him closer to his extended family.
**C** It has strengthened his relationship with Dilys.

**5** 015 **Listen to the rest of the interview. For questions 2–5, choose the correct answer A, B or C. Were any of your suggested words and phrases in Exercise 4 used?**

# VOCABULARY

## PHRASAL VERBS

**1** **Work with a partner and answer the questions about phrasal verbs.**

1 Do you find it easy or difficult to learn phrasal verbs?
2 Do you use many phrasal verbs in your speaking and writing?
3 What do you do to help study and remember phrasal verbs?

**2** **Match the phrasal verbs (1–7) with the definitions (A–G).**

1 hang out (with someone) _____
2 fall out (with someone) _____
3 get on (with someone) _____
4 take after (someone) _____
5 look up to (someone) _____
6 grow apart (from someone) _____
7 split up (with/from someone) _____

**A** to have a good relationship
**B** to admire or respect someone
**C** to be similar to someone, e.g. a family member
**D** to spend time with a person or people
**E** to argue with someone and stop speaking to them
**F** to separate when a romantic relationship ends
**G** to become less close

**3** **Complete the sentences with the correct phrasal verb from Exercise 2. You may need to change the form of the phrasal verb.**

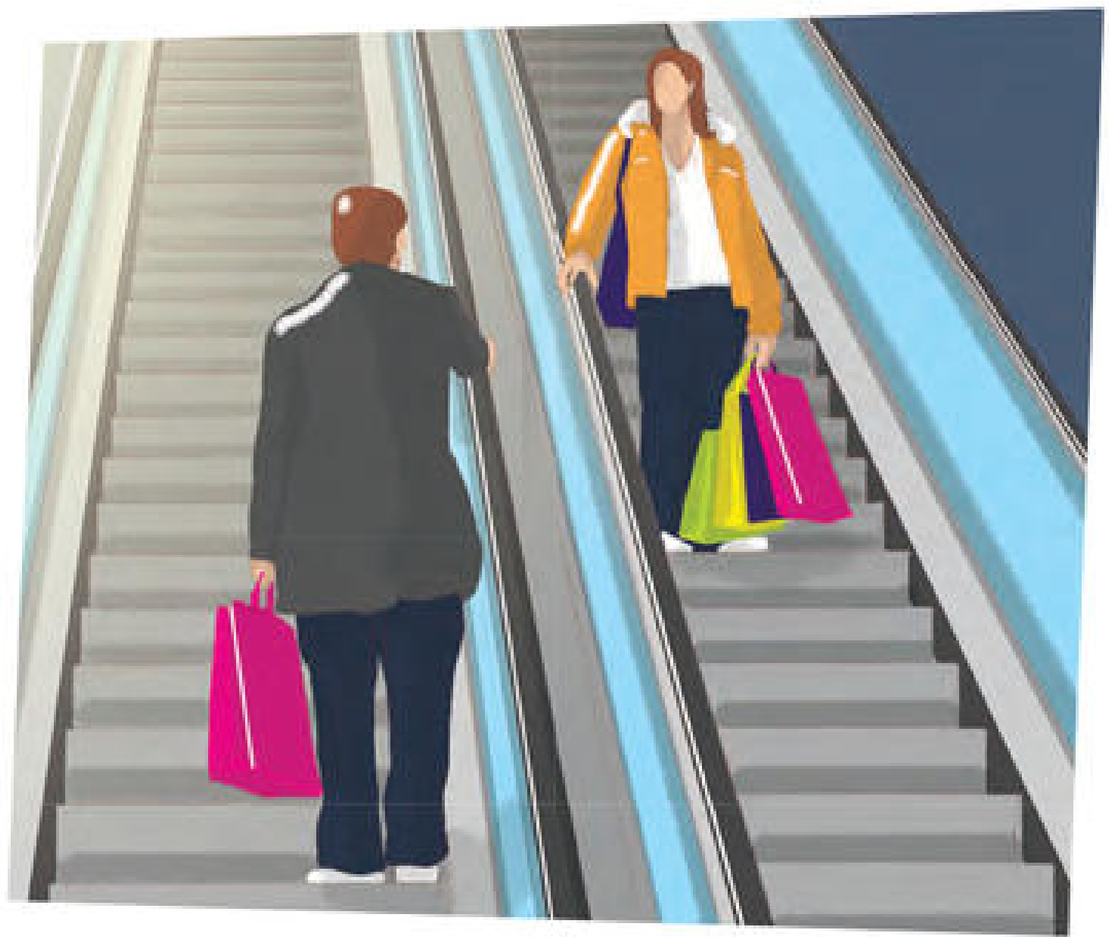
1 Thulani and I used to be best friends when we were at school. But over time, we gradually _____, and we eventually lost contact.
2 My brother and I are _____ much better now that we don't live together.
3 He _____ his father as they are both brilliant at mathematics.
4 I _____ with my best friend last year after a silly argument at a party, and we haven't spoken since.
5 My aunt and uncle _____ in 2010 and got divorced the following year.
6 My grandmother was a big inspiration to me while she was alive. I really _____ her.
7 I used to really enjoy _____ with my friends at the local shopping mall after school.

## P STRESS IN PHRASAL VERBS

The second word in a phrasal verb is usually stressed, e.g.
*After school, my friends and I usually just hang **out**.*
*After school, I usually hang **out** with my friends in the park.*
*I always looked **up** to my teachers at school.*
*I picked **up** a few words of Ukrainian when I visited Kiev.*

**4** **Read the pronunciation tip. Then read the sentences again in Exercise 3 with the correct pronunciation.**

**5** **Work in groups and invent a story about the people in the picture. Use as many of the phrasal verbs from this section as possible. Then tell your story to the other groups.**



# WRITING PART 1: ESSAY TRAINING

**1** **Look at the essay question from Part 1 of a B2 First writing exam. Work in groups and think of an idea to add as the third point.**

In your English class, you have been talking about friendship and social media. Now, your English teacher has asked you to write an essay.
Write an essay using all the notes and giving your reasons for your point of view.

'Some people say that rather than having lots of friends on social media, it's more important to have a couple of really close friends.'

Do you agree?

**Notes**

Write about:

1 advantages or disadvantages of having friends on social media
2 the types of friends people have on social media
3 _____ (your own idea)

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

**2** **To begin effectively, which of the following should your opening paragraph do? You can choose more than one option.**

**A** grab the reader's attention
**B** tell the reader your opinion
**C** include four or five sentences
**D** use the same wording as the question
**E** make clear what the essay is going to be about

**3** **Quickly read the following opening paragraphs for the essay question in Exercise 1, written by four different students. Which one do you think is the strongest one? Why?**

**1** There are both advantages and disadvantages of having friends on social media. A lot of people have various types of friends on social media, for example ones who are interested in the same sports.

**2** Out of all the social networks available, the one I find most enjoyable to use is called meetupandhangout.com. Not only is it a great way to meet new friends, but it's also really user-friendly, as I will explain in this essay.

**3** **These days, it's not unusual for a person to have 500 friends on social media, which can be great for their self-confidence. However, there's also a danger that socialising online could replace socialising in real life and therefore make people lonely.**

**4** *It's sometimes said that instead of having lots of mates on social networks, it's more important to have a smaller number of really close friends.*

**4** **Now match the following comments from B2 First examiners (A–D) with the opening paragraphs (1–4) from Exercise 3.**

**A** The opening sentence is almost identical to the statement which candidates are asked to discuss. This makes it less interesting to read.
**B** The paragraph introduces a new topic, which isn't relevant to the question. It suggests that the rest of the essay will discuss this, instead of the question which was asked.
**C** The wording is copied almost word for word from the first two numbered points. The candidate has not shown what they are capable of writing for themselves.
**D** The writer successfully presents pros and cons of social media use.

**5** **Now write your own answer to the question in 140–190 words.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 6

### EXAM FACTS

- *In this part of the exam, you will read a text with six gaps in it.*
- *You must choose from a list of seven sentences, the one that best fits each gap. There is one extra sentence that you don't need to use.*

### EXAM TIPS

- *Read the text quickly to get a better understanding of what it is about.*
- *Underline the key words before and after each gap. Look for reference words such as it, they, this, etc.*
- *When you have selected a sentence for each gap, read the paragraph again to check that it makes sense with the sentence you've chosen.*

**You are going to read an article about friendships at work. 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.**

### Why we all need 'frolleagues'

Being friends with your colleagues is important – and beneficial, argues part-time journalist and part-time office worker **Amy McDuffit**.

We're told that people are working longer hours than ever before, and that we now encounter more people during our lifetimes than has been the case at any time in human history. Put the two together, and perhaps it's no surprise that so many of us enjoy close friendships with the people we work with. Instead of having one group of friends and another group of colleagues, we increasingly have what have become known as 'frolleagues'.

It can certainly be argued that this is a 'win-win' situation for both the employee and the employer. Research has shown that having really close friendships in the workplace can boost employee satisfaction by as much as 50%. **(1)** _____. Workers who consider themselves to have 'many' workplace friends are three times more likely to say that they 'love' being at work.

It's common for people to enjoy going out with friends at the end of a hard day's work. **(2)** _____. Well, according to a study by workplace researchers Peldon Rose, 83% of people consider their colleagues to be their friends, with the vast majority of them saying that they value the friendships. The benefits are well documented.

I should know. For the last year or so I've sat next to Sally in the office, and she's certainly helped the time go more quickly. We've been spending at least 40 hours a week in close proximity. More if you include our evenings out. That's more time than I spend with my friends, my flatmates and my boyfriend. **(3)** _____. In fact I sometimes even call them by her name!

Sally and I were halfway through our lunch the other day when she came out with it. 'Anyway, I've got some news' she said. 'I've got another job, so I'm leaving.' **(4)** _____. It's that strange feeling, when someone who's been an important part of your life just goes away, and there's nothing you can do about it.

And when I think about it, my experience with Sally seems to confirm much of the current research into workplace friendships, at least anecdotally. OK, I admit, she and I probably spent rather longer than we should have done on tea breaks. **(5)** _____. But the thing is that coming to work, I always had a smile on my face, because I knew that Sally would make the next few hours fun.

And this is what study after study has found. When employees are surrounded by colleagues they are friendly with, in other words 'frolleagues', they tend to be in a positive frame of mind. **(6)** _____. Their interactions with other people, such as customers, tend to be viewed by both parties as successful, which it goes without saying is good for business. Those who enjoy positive workplace relationships tend to be more committed and work harder. They are also less likely to quit, and the advantages of high employee retention are well documented.

So, as I said, frolleagues are 'win-win' all the way, both for employer and employee. But I'll still miss Sally!

**A** Perhaps unsurprisingly, this has several benefits.
**B** This explains why I consider Sally to be a 'frolleague'.
**C** When I told my friends, it was a bit like announcing a break-up.
**D** Having said that, I don't think there was anyone in our office who didn't.
**E** And the quantity as well as the quality of these relationships plays a part too.
**F** And if those companions happen to be workmates too, well, that's no bad thing surely?
**G** Most of them have never met her, but I mention her so often that they all feel as though they do.

# LISTENING PART 4

## EXAM FACTS

- *You'll have a short time to read the questions before the recording starts.*
- *You'll hear the recording twice.*

## EXAM TIPS

- *Don't expect to hear all the same words as you read in the questions.*
- *Instead, listen out for synonyms, e.g. 'colleagues' instead of 'people she works with'.*
- *Use the second listening as an opportunity to check all your answers.*

016 **You will hear part of a radio interview with Dr Leonora Stockley, an expert in communication, talking about her research. For questions 1–7, choose the best answer (A, B or C).**

1 Who did Dr Stockley get her research data from?
- **A** friends and family
- **B** people she works with
- **C** her connections on the internet

2 Dr Stockley believes that a problem of online technology is that
- **A** it stops people from concentrating on those around them.
- **B** not everybody has a reliable internet connection.
- **C** false information can spread very quickly.

3 What did Fred find difficult when communicating online?
- **A** expressing his emotions
- **B** building strong bonds with people
- **C** knowing how someone actually feels

4 When talking about online humour, Dr Stockley says that it is not clear whether
- **A** a joke seems funnier when it is shared with other people.
- **B** looking at amusing content online has any health benefits.
- **C** people are telling the truth when they say online material is funny.

5 Dr Stockley's opinion was that Josephine
- **A** was addicted to social media.
- **B** spent too much time with other social media users.
- **C** became lonely because of her use of social media.

6 What advice does Dr Stockley have for people who have relationship problems?
- **A** search online for advice
- **B** resolve them face to face
- **C** talk to older people

7 What does Dr Stockley feel that online communication is best for?
- **A** asking people to do things
- **B** making arrangements
- **C** keeping in touch

# WRITING PART 1

## EXAM FACTS

- *Writing Part 1 is a compulsory question. You must answer it.*
- *You must write your essay using grammatically correct English in an appropriate style.*
- *The question may take the form of a direct question or statement.*

## EXAM INFORMATION

- *Remember to cover both points in the notes as well as your own idea.*
- *Look at the situation and write in a style that is appropriate to the question.*
- *Include an introduction and a conclusion. Your introduction should outline the main ideas of your essay and the conclusion should summarise these ideas.*

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

In your English class, you have been talking about the role of the family. Now, your English teacher has asked you to write an essay.

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

Some people say that bringing up a child should be the responsibility not just of the child's parents, but also of the child's grandparents and other relatives.

Do you agree?

**Notes**

Write about:

1 the role of the extended family
2 effects of children spending time with relatives
3 _____ (your own idea)

Write your **essay**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

➡ **WRITING BANK** / *Pages 234–235*

# MAKING FRIENDS IN ... SEOUL

**1** Look at the three photos of Seoul, the capital of South Korea. Work with a partner and describe what you can see in each photo. How similar or different is Seoul to your town or city?

**2** Read about three ways of making friends in Seoul. Which have you tried? Describe your experiences with a partner. What other ways can you make friends in a new city?

## A LANGUAGE EXCHANGES

Whether you're looking to improve your language skills or just meet people from another country, language exchanges are a great way to make new friends. By meeting native speakers of the language you're learning, you'll have the chance to pick up colloquial expressions that you wouldn't typically come across in a language course. What's more, they're free! They're usually held in cafés and restaurants so it's also a great way to try new food as well as practise your language.

## B SOCIAL EVENTS

One of the best ways to meet new people is to join local clubs and events. What's great about this is the fact that you are doing something you enjoy, with the added benefit of meeting new people who you already have something in common with. Whether it's going hiking or playing football in the local park, you're bound to find something you like. There are tons of companies who set up events all over the city, and send weekly updates of what's on, so you can pick and choose the events you want to attend.

## C CITY TOURS

If you're new to a city, then going on a city tour is the ideal way of exploring your new environment. Your tour guide will lead you through the city, sharing their expert knowledge and even showing you the hidden secrets and hotspots of the city that even the locals don't know about. The tours are usually free and most guides will ask for a tip at the end of the tour, so you can give as much or as little as you like – although it's always nice to give a little bit extra, especially for a really good tour.

**3** **Find the words and phrases in the text which mean the following.**

1 learn something new (Text A) _____
2 find / see (Text A) _____
3 take place in (Text A) _____
4 advantage (Text B) _____
5 certain to (Text B) _____
6 a lot of (Text B) _____
7 perfect (Text C) _____
8 popular or exciting places (Text C) _____
9 a small amount of money (Text C) _____

**4** 017 **Listen to Eun-ju, who is meeting her language exchange partner, Simon, for the first time. Put the topics in the order they discuss them.**

Family
Hobbies and interests
Hometown

**5** 017 **Listen again. What phrases does Simon use to say the following things?**

## PHRASES YOU MIGHT USE

1 Nice to meet you, too.
2 Really?
3 What other sports do you enjoy?
4 You're welcome!
5 I'll contact you.

**6** **What does Simon mean by the phrase 'what a small world'?**

**7** **Read the informal phrases (1–5) that people sometimes use when socialising. Match the phrases with the correct meanings (A–E).**

1 Long time, no see
2 What's up?
3 Ciao for now
4 I've gotta run
5 Catch you later

A I'm leaving
B Bye for now
C I haven't seen you for a while
D See you soon
E How's it going?

**8** 018 **Read the conversation below between two friends, George and William, who are native British English speakers. Match the underlined words (1–7) with the expressions (A–G) that have a similar meaning. Then listen and check your answers.**

## PHRASES YOU MIGHT HEAR

**George:** Hey, how's it going?
**William:** Good thanks! **(1)** I haven't seen you for a long time!
**George:** **(2)** You're right. What have you been up to?
**William:** This and that. I'm doing a bit of volunteering at the moment.
**George:** No way! **(3)** Where are you doing that?
**William:** At the local animal shelter. It's been really enjoyable so far.
**George:** **(4)** I'm sure it has. Do you know if they're looking for any more volunteers?
**William:** **(5)** Actually, they are. Shall I **(6)** give them your contact details?
**George:** That would be great, **(7)** thanks!

A whereabouts
B pass your name on
C I bet
D tell me about it
E cheers
F as a matter of fact
G it's been a while

**9** **Watch the video about Seoul. What do you learn about these things? Make notes.**

- The city of Seoul
- Famous districts and landmarks
- Places to socialise

**WATCH**

# LIFE COMPETENCIES

## MAKING DECISIONS, MANAGING CONVERSATIONS

**10** **Plan a language exchange. Write down four activities that you can do together at the language exchange. Then work in groups and decide who has created the best plan.**

# PROGRESS CHECK 1

## PRESENT PERFECT REVIEW

**1** **Complete the sentences with the past simple, present perfect simple or present perfect continuous form of the verbs in the box.**

| | | | |
|---|---|---|---|
| be | buy | graduate | go |
| know | meet | reply | run |

1 I _____ to a fantastic fish restaurant by the river last night.
2 It _____ five years since I last went to see a film at the cinema.
3 I sent him a text message the other day but he _____ yet.
4 You look exhausted! _____ ?
5 I _____ my first car when I was 19 years old.
6 She _____ Lucy for about ten years. They met in secondary school.
7 I _____ from university earlier this year but I haven't found a job yet.
8 I _____ a famous person before but I'd like to one day.

## COMPARATIVES AND SUPERLATIVES

**2** **Complete the sentences with either the comparative or superlative form of the adjective in brackets.**

1 During the summer, the weather in Spain is usually _____ (hot) than in the UK.
2 Personally, I don't think the film version is as _____ (good) as the book.
3 I find it _____ (easy) to write an email in English than to speak it on the phone.
4 One of _____ (bad) things about air travel is the turbulence.
5 Learning to speak a language is _____ (difficult) than learning to play a musical instrument.
6 I usually go to bed _____ (late) than my brother.
7 I think he's _____ (funny) person I've ever met!
8 I'd probably say that this one is _____ (good) option out of the three.

## COMMUNICATION

**3** **Replace the <u>underlined</u> words and phrases with the correct word from the box.**

| | | |
|---|---|---|
| delighted | disappointed | |
| shocked | upset | worried |

1 They will be <u>very surprised</u> to hear that the fitness centre is closing down.
2 She was <u>unhappy</u> to hear that her flight had been cancelled.
3 They don't seem to be too <u>nervous</u> about the test tomorrow.
4 I was <u>really happy</u> when I found out I passed my English exam.
5 Sarah was <u>really sad</u> about missing her best friend's birthday party.

## HEALTH AND FITNESS

**4** **Replace the <u>underlined</u> words and phrases with the correct word or phrase from the box.**

| | | |
|---|---|---|
| ache | cut down on | keep in shape |
| keep track of | stamina | touch and go |

1 I am trying to <u>reduce</u> the amount of sugar I consume.
2 My friend uses an app to <u>monitor</u> his heart rate before and after running.
3 I <u>stay healthy</u> by running twice a week and eating a balanced diet.
4 I can only run for about 20 minutes before my feet start to <u>hurt</u>.
5 It was <u>uncertain</u> for a while whether or not she would make a full recovery.
6 My nephew is so active, I just don't have the <u>energy</u> to keep up.

## GERUNDS AND INFINITIVES

**5** **Complete the sentences with the infinitive or gerund form of the verbs in brackets.**

1 I really want _____ (run) in the city marathon next month.
2 You should avoid _____ (eat) junk food if you're serious about losing weight.
3 I had to give up _____ (play) football after I suffered a serious injury to my leg.
4 I was thirsty so I stopped _____ (buy) a drink on my way home.

5 The fitness centre was supposed _____ (open) at 7 am but it was closed when I arrived.
6 If you don't eat a balanced diet, you may risk _____ (develop) health issues later in life.
7 My friend is refusing _____ (see) a doctor about the rash on her leg.
8 I always remember _____ (take) sun cream with me whenever I go on holiday.

## COMPARING AND CONTRASTING IDEAS WITH LINKERS

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

1 I decided to go by car, *instead of/rather than* walk, because it was raining.
2 I really enjoy my job as a fitness instructor, *despite/instead of* the low salary.
3 *Even though/However* I'd trained really hard, I wasn't able to finish the marathon.
4 The fitness centre has a great swimming pool. *Even though/However,* it's currently closed.
5 *Despite/Instead of* going to the gym every day, why don't you save money and run around the park?

## AN ESSAY

**7 Read the essay and think of a word that best fits each gap.**

**Technology is having a negative impact on our health. Do you agree?**

With the help of modern technology, such **(1)** _____ apps, it's never been easier to **(2)** _____ track of what you are eating and how much exercise you are doing. **(3)** _____, levels of obesity in young people are higher than ever **(4)** _____.

Firstly, a lot of young people are using their phones to play games, chat with friends and even go shopping. In the past, children **(5)** _____ to do these activities outside but nowadays, they can be done from the sofa. This can result in higher levels of stress and bad health due **(6)** _____ the lack of inactivity.

In **(7)** _____, studies have shown that **(8)** _____ and more young people are becoming addicted to technology, especially computer games. This can lead to serious mental and physical health issues, not **(9)** _____ for the young person affected, but also the family. Therefore, it is vital to spot the symptoms early to avoid serious problems in the future.

**(10)** _____ though technology has improved our lives in many ways, I believe that it's important that we don't become too dependent on it for the sake of our health.

## PASSIVE

**8 Rewrite the sentences in the passive form.**

1 James Richardson wrote the book "Best of Friends" in 2009.
*The book "Best of Friends" was written in 2009 (by James Richardson).*
2 I haven't cleaned the car yet.
3 My dad is fixing my bike.
4 Peter might have broken the window.
5 The company offered her a job in New York.
6 Despite the good weather, the organisers cancelled the concert.
7 A friend of mine gave me your contact information.
8 The consultant is supposed to give the training tomorrow.

## USED TO / WOULD / BE USED TO / GET USED TO

**9 Correct the mistakes in the sentences.**

1 I used go with my family to the park every weekend.
2 My friends and I would to meet in the shopping centre close to my house.
3 I'm not used to live in a big city as I grew up in a small village.
4 I didn't used to like mushrooms, but now I love them.
5 Did use to you have a pet when you were younger?
6 We would live in New York when I was a kid.
7 I am slowly get used to my new life in Spain.

## FRIENDS AND FAMILY

**10 Match the words in the box with the correct meanings.**

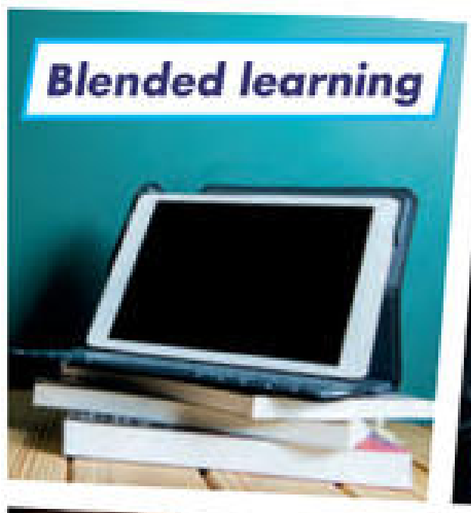
| | |
|---|---|
| extended family | father-in-law/mother-in-law |
| half-sister/half-brother | niece/nephew |
| stepdaughter/stepson | widow |

1 the child of your husband or wife from a previous marriage
2 a person whose husband or wife has died and who hasn't remarried
3 the sibling who is the child of only one of your parents
4 your grandparents, aunts, uncles and cousins, for example
5 the parents of your wife or husband
6 the child of your brother or sister

# 3 BEYOND THE CLASSROOM

Virtual reality learning

Collaborative learning



Blended learning

Distance learning

Traditional classroom education

On the job training

## GETTING STARTED

**1** **Look at the photographs and answer the questions.**

1 Which of these ways of learning have you experienced?
2 What are the advantages and disadvantages of each of these learning experiences?
3 How can virtual reality be used in the following industries:
Healthcare Tourism Automotive

## READING AND USE OF ENGLISH PART 5 TRAINING

**1** **Read the text on page 43 quickly. Which ways of learning are mentioned?**

**2** **Read question 1 and the four options (A–D). It mentions a specific name, Ted Milmorrow. Find the paragraph that first introduces him. Then consider each option and answer the question. Which option, A–D, is correct?**

1 How does Ted Milmorrow feel about the new technology?
**A** concerned that it isn't realistic enough
**B** frustrated that it's taken so long to develop
**C** worried that surgeons won't want to use it
**D** unsure that it will work in practice

**Option A:** What is Ted doing when he says *'Oh don't worry, it only looks realistic'*? Is this showing *concern*?
**Option B:** When Ted talks about the latest technology, what word is used to describe how it started? Is this similar to the word *frustrated*?
**Option C:** What phrase does Ted use to talk about the surgeons attitude to using the new technology? Is this the same as *worried*?
**Option D:** What adjective does Ted use to describe the potential of the new technology in the final sentence of the paragraph? Is this similar to being *unsure*?

# A NEW LEARNING AGE

***Ollie Brice investigates the influence technology is having on medicine***

When Ted Milmorrow, chief medical trainer at the prestigious Queen's College of Surgeons, asked if I wanted to witness open heart surgery, I was less than enthusiastic. The sight of blood has always made me nauseous. Ted chuckled when I expressed my concerns. 'Oh, don't worry', he smiled, 'it only looks realistic'. He then stopped smiling and explained that, following an irritatingly slow start, the health industry is testing the latest in technological devices to transform training for medical staff, a much needed development, he says. 'Surgeons need practical as well as theoretical training and are passionate about using the technology, which has the potential to provide invaluable hands-on experience, without the need to practise on patients.'

One of the devices Queen's College of Surgeons is hoping to take advantage of is mixed reality headsets. These show three-dimensional images which surround the user so that they are completely involved in the experience. Providing all goes as planned, the aim of this immersive technology is for the headset to create holograms, which are so realistic that students are able to practise surgical procedures in real time. If holograms can be used, then there wouldn't be any further need for cadavers – the dead bodies typically used for this area of medical training. The learning experience will be further boosted by the development of devices which let the wearers experience other senses, such as touch.

After a tour of this stunning institution, I was introduced to a headset-wearing trainee who was clearly enjoying the experience. 'It's incredible and far more realistic than I'd ever imagined.' It's obvious the student looks up to Ted, whose commitment to the project is inspiring. Ted and I take a seat, and he reminds me that this really is quite momentous. 'It's huge, if you stop and think about it.' Having seen it in action, I can't help but agree with him.

I'm then introduced to Tony Reed, head of the public relations team, whose main responsibility is to promote the new technology. 'The hardest thing for us at the moment is convincing people that using immersive technology in the development of medical training is a worthwhile cause', he explains. I can easily see how ***this*** might prove challenging, given the fact that there is considerable nervousness when it comes to change, especially when the change in question has the potential to affect people's lives. But then again, why shouldn't healthcare take advantage of the latest in technological breakthroughs, much like the financial and automotive industries have done? *line 36*

I then discover that it isn't all as new as I'd originally thought. Carol Brigsea, a leading surgeon and forward thinker in medical training techniques, has already taught her trainees by live-streaming an operation using a similar technological device. More recently, her undergraduates witnessed the first 360-degree online video of an operation. Her vision has, for some time, been to shake up surgical training and substitute traditional approaches, where students in the operating theatre can barely see surgical procedures, with these new types of learning methods.

It remains to be seen whether teachers teaching lessons in traditional classrooms will be completely replaced or not. However, attitudes towards conventional teaching methods appear to be changing. I come away with the feeling that immersive technologies, like the 3D headset, will undoubtedly enhance learning beyond anything being experienced currently. It was tentatively suggested they might even be able to explore entire brains in the not-too-distant future, which would support research into things like dementia. The educational possibilities do seem endless, however, and not solely in the field of medicine.

**3 Now read the rest of the article and answer questions 2–6.**

**2** What is the purpose of using mixed reality headsets?
- **A** to increase the number of procedures that students observe
- **B** to improve the speed of operations
- **C** to replace a traditional teaching tool
- **D** to allow learners to touch objects

**3** In the third paragraph, the writer admires
- **A** the range of facilities in the college.
- **B** the student's enthusiasm towards the headset.
- **C** the willingness of the college to undertake a big project.
- **D** Ted's strong belief in the work he's doing.

**4** What does *this* refer to in line 36?
- **A** convincing people
- **B** immersive technology
- **C** the development of medical training
- **D** a worthwhile cause

**5** Carol Brigsea's idea of the future is that
- **A** operations will regularly be shown online.
- **B** medical education will be completely reorganised.
- **C** traditional teaching methods will be replaced.
- **D** students will see medical operations on bodies.

**6** What is the main idea of the last paragraph?
- **A** Teachers will be encouraged to use more technology.
- **B** Medical students may no longer need face-to-face lessons.
- **C** Doctors could discover more about a major organ.
- **D** New technologies will change learning environments.

**4 Work in groups and answer the questions.**

**1** Would you feel confident being operated on by a surgeon trained using a 3D headset?
**2** In which other areas could this type of technology be used to improve learning?
**3** Is virtual reality a useful way of learning or just a form of entertainment?
**4** Do you agree there'll soon be no need for face-to-face teaching?

# GRAMMAR

## 1ST AND 2ND CONDITIONAL

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Read the sentences (A–D) and answer the questions.**

*A* If you go to university, it'll help you get a job.
*B* I'd help you if I could, but it's just not my area of expertise.
*C* If I were you, I'd spend less time out with your friends and more time studying.
*D* If I come up with an effective study plan, I'll get the grades I need.

*1* Which refer to something that is possible?
*2* Which refer to something that is unlikely or impossible?

➡ **GRAMMAR REFERENCE** / *Zero, 1st and 2nd conditionals: Page 210*

**2** **Complete the first and second conditional sentences with a verb from the box in the correct form.**

| | | |
|---|---|---|
| lose | graduate | teach |
| retake | support | drop out |

*1* If I don't pass my exam, I _____ my scholarship.
*2* Even if things were tough, I _____ of university.
*3* I _____ you guitar if I were good enough.
*4* If all goes to plan, I _____ from university next year.
*5* I _____ my exam next year if I fail.
*6* If you were stressed about the test, I ___ you.

**3** **Find and correct the mistakes in the first or second conditional sentences.**

*1* If I listen to music, it would distract me from my studies.
*2* If the research was underfunded, I think it'll be criticised by the academic world.
*3* If no formal training is given, I'll tried and get on an apprenticeship scheme.
*4* I'll become a fully qualified electrical engineer if I could pass the final exam.
*5* I'll become rich and famous if I will manage to start selling my artwork.
*6* If the lessons were more interesting, I'd studying a bit harder.

**4** **Match the sentence halves (1–5) with the most suitable endings (A–E).**

*1* Unless I can find some online tuition,
*2* As long as I can afford the university fees,
*3* As soon as I've retaken my driving test and passed,
*4* Provided I graduate with a good degree,
*5* Assuming I can find a workplace apprenticeship,

*A* I'll be able to find a job in my chosen field.
*B* I won't go on to tertiary education after secondary school.
*C* I won't be able to learn the basics at home.
*D* I won't need to apply for a scholarship.
*E* I'll hold a licence and won't need an instructor.

**5** **Work with a partner and answer the questions.**

*1* If you could study anywhere in the world, where would you go and why?
*2* If you could be taught by anyone famous, who would it be and what would they teach you?
*3* If you pass the B2 First exam, how will you celebrate?
*4* If you won 10 million euros, how would you spend it?

# PUSH YOURSELF C1

## OTHER CONDITIONAL STRUCTURES

**1** **Complete the second sentence so that it means the same as the first. Use a maximum of five words, including the word in brackets.**

*1* If you decide to go to university, I believe your opportunities will improve.
_____ to go to university, I believe your opportunities will improve. (SHOULD)
*2* Were the government to reduce education spending, fewer students would be able to attend university.
_____ education spending, fewer students would be able to attend university. (IF)
*3* Should you fail to get 70% or over in maths and science, you won't be accepted on that course.
You won't be accepted on that course _____ 70% or over in maths and science. (UNLESS)
*4* If you got that scholarship, you could do your PhD next year.
_____ that scholarship, you could do your PhD next year. (WERE)
*5* If she passes the first round, she'll move on to a second interview.
_____ the first round, she'll move on to a second interview. (SHOULD)

# VOCABULARY

## EDUCATION AND STUDY

**1** **Read the sentences and match the words and phrases in bold with the correct definitions (A–H).**

1 I don't think I'll attend my **graduation ceremony** – they can just send me my diploma by post.
2 I can't believe I've **won a scholarship**! I don't think I would be able to afford the fees otherwise.
3 The class is taking place in the **lecture theatre** behind the sports field.
4 I've only got five hundred words of my **dissertation** left to write.
5 We've had a look around the university **campus**. The facilities are really impressive.
6 My professor has carried out a **study** on the benefits of experiential learning.
7 I'm going to have to **cram** for my final exam. It's in two days and I haven't even started revising yet.
8 If I don't pass this exam, I will have to **resit** it next year.

A to study a lot in a short period of time
B a celebration for when you finish your studies
C a long piece of writing on a particular subject
D to receive money from a university to pay for your fees
E a room or hall at university where you listen to someone speak
F the buildings and land of a university
G to take an exam again
H a piece of academic research

**2** **Work with a partner and answer the questions. Ask follow-up questions.**

Have you ever …

- had to resit an exam?
- had to cram for an exam?
- attended a graduation ceremony?
- read or written a study or a dissertation on a particular subject?

## P CONSONANT GROUPS AT THE BEGINNING OF WORDS

Sometimes learners add a sound before a consonant group or in the middle of it, which can create a different word.

**3** 019 **Listen and choose the correct sentence you hear.**

1 Where's the dress? / Where's the address?
2 That's a slow car. / That's a low car.
3 I liked the sport. / I liked the support.
4 I had an ice cream. / I had a nicer cream.
5 There's a spot over there. / There's a pot over there.

### DID YOU KNOW?

In the UK, the place where people study for an undergraduate degree is called a *university*. In the USA, it is known as a *college*.

# WRITING

## UNDERSTANDING HOW YOU'RE ASSESSED IN THE B2 FIRST WRITING EXAM

**1 Decide if the following statements are true or false.**

1 My writing is assessed only on how accurate my grammar and vocabulary are.
2 It doesn't matter if I haven't answered all the points in the question, as long as I write the correct number of words.
3 How I organise my answer is important and I will lose marks if there are not clear links between the sentences and paragraphs.
4 It doesn't matter if I write in a formal or informal style as long as the language is correct and I answer the question.

**2 Match the four assessment criteria (1–4) with the descriptions (A–D).**

1 Content _____
2 Communicative achievement _____
3 Organisation _____
4 Language _____

A how accurate and appropriate the language is, for example, correct use of tenses, complex sentence structures, correct choice of vocabulary and correct spelling
B how logically the writing is presented and structured, for example, the correct use of paragraphs and having an appropriate beginning, middle and end
C how effective the writing style is for the task, for example if it is formal or informal
D how fully the question has been answered, for example, the correct number of words and writing about what the question has asked

**3 Look at the following Part 2 task and the candidate's answer. For each of the four criteria in exercise 2, find at least one example in the candidate's writing which could be improved.**

You have received an email from your friend, Annie Jones:

> I want to improve my English skills but I don't know how. I remember you said you'd been studying English so could you give me some advice? What if I watched more TV? And, how about practice? I'm not sure I'm doing enough of that. It'll be great to hear your ideas and don't forget to let me know how your studies are going.

Write your email. You should write 140–190 words.

### Candidate's answer

Dear Mrs Jones,

If you don't like watching television, I would certainly recommend it to help improve your English. Moreover, you can watch shows with English subtitles which will also help you with difficult words and phrases. My mum actually bought a new television last week, which is great.

With reference to practice, I would definitely suggest sign up to language learning websites. They give you the chance to practice your listening skills through webiners and check your written work with native speakers and practise your reading skills with daily articles. A friend of mine has been doing this for the past two months and she loves it!

Let me know how you get on. It's great to hear from you and I'd be more than happy to give you some advise.

Yours sincerely,

Marcello Pinotti

**4 What areas does Marcello need to work on? Work in pairs and rewrite the letter, making the improvements you've identified.**

**5 Now individually, answer the following question.**

You have received an email from your English-speaking friend, Adele.

> Hi!
>
> I've recently started an English course and we're doing a project about learning a foreign language. I know you said you've been studying English and so could you help me? What's the most difficult thing about learning English and what's the easiest? What's the best way to improve your speaking skills? Anyway, it'll be great to hear your experiences and don't forget to let me know how your studies are going.

Write your email. You should write 140–190 words.

**6 Assess your writing and then assess your partner's writing. Give them some advice on two things they could improve.**

# LISTENING PART 1 TRAINING

**1** **Answer the questions.**

1 What complaints might a student have about a classmate or a teacher?
2 What's the difference between complaining *to* someone and complaining *about* someone?

**2** **Read the extract and choose the correct option, A, B or C. Why are the other two options incorrect? Underline the words and phrases that helped you decide.**

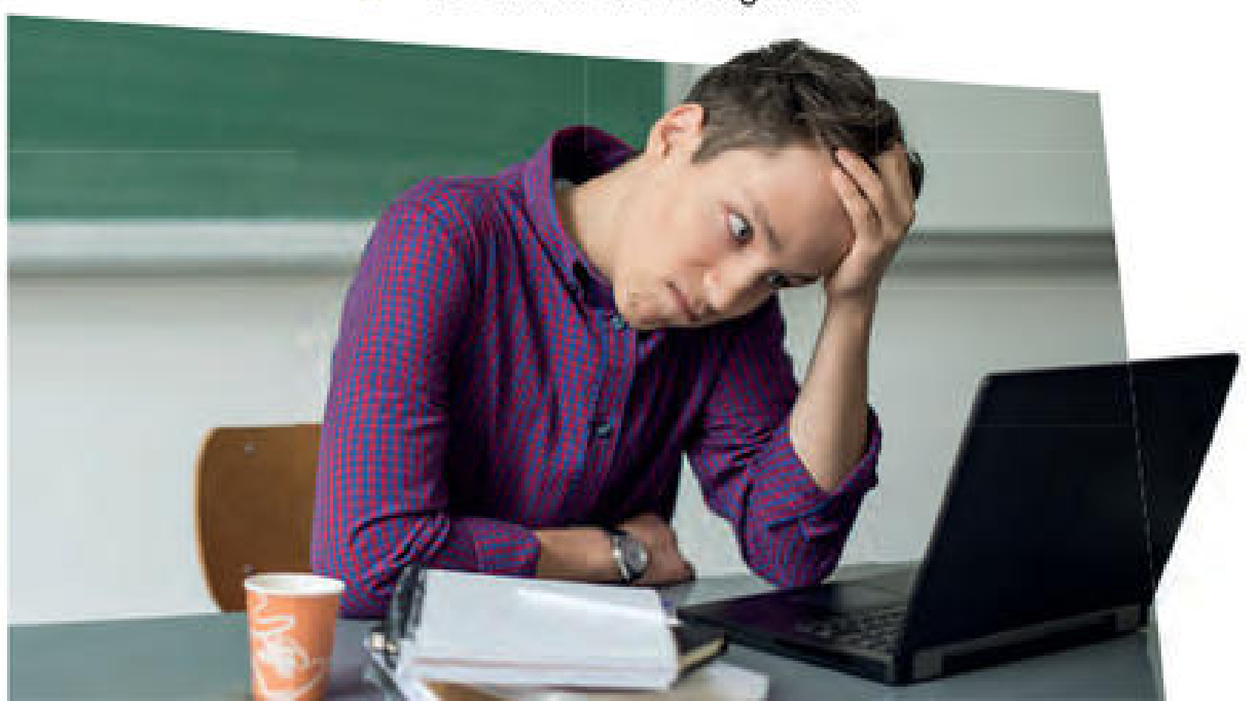
You will hear two friends talking about university life. Who is Adira complaining about?

**A** a classmate **B** a lecturer **C** a tutor

***Veronica:*** Hey Adira, how did it go?
***Adira:*** Not good. I just couldn't follow her ideas.
***Veronica:*** Why not?
***Adira:*** Well, it's not just me; the other students on the course didn't understand her either. I know she's supposed to be an expert in her field, and she's carried out loads of research, but nevertheless…
***Veronica:*** Have you spoken to your tutor about her?
***Adira:*** Yes, I told her I wasn't happy, and she was helpful. She gave me some useful websites, where I could look the subject up online, and suggested that might help me understand more clearly. I'm going to try it.

**3** **Now listen. For questions 1–3, choose the best answer (A, B or C).**

1 020 You will hear two colleagues talking at work. What does Frank recommend?
   **A** a course that is partly online and partly in the classroom
   **B** a traditional course in a classroom
   **C** a course that is completely online
2 021 You will hear two students talking about a university that they are thinking of going to. What do they both say about it?
   **A** The accommodation isn't in a convenient location.
   **B** The university buildings are outdated.
   **C** The courses are too expensive.
3 022 You will hear a man talking to his friend on the phone. Why is he phoning?
   **A** to describe a problem
   **B** to get some advice
   **C** to confirm an arrangement



# VOCABULARY

## IDIOMS AND PHRASAL VERBS

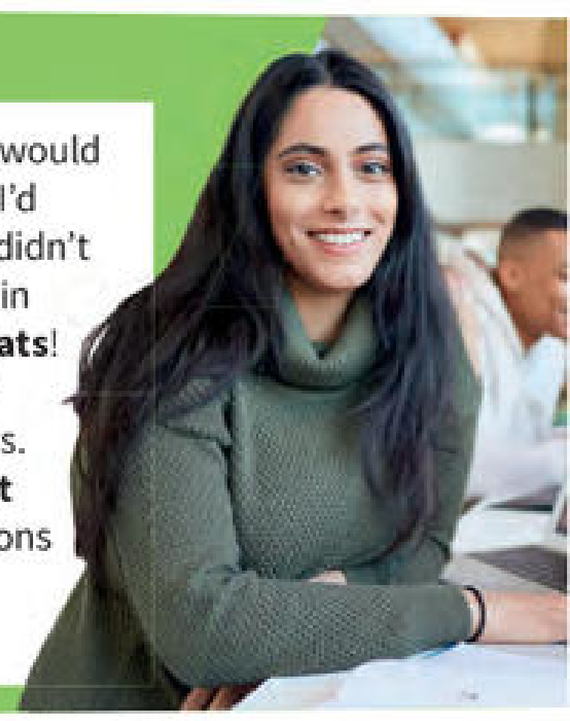
**1** **Read what two students have said about their studies. Are you similar to Phil or Ingrid? Why?**

### Phil

So, I took my final English exam last week and I **passed with flying colours**. As you can imagine, I'm **over the moon**! It wasn't easy though. I did have to **pull a few all-nighters**, especially the week before the exam. I spent that week reading a book on English grammar and trying to **learn** all the tenses **by heart**. It's a bit of an **old-school** method, I know, but I found it really useful.

### Ingrid

I loved my time at school. My friends would say that I was a **bookworm** because I'd spend all my free time reading. That didn't stop them from stealing my answers in class, though. They were such **copycats**! The teacher said some of my project work really **stood out** from the others. I wouldn't say I was the **teacher's pet** or anything, but I loved all of my lessons and often **went the extra mile** on homework assignments.



**2** **In pairs, choose either Ingrid or Phil and, using the context to help you, write down what you think the phrases in bold mean. Then, change partners and see if you agree.**

**3** **Complete the questions with the idioms in Exercise 1, using the correct form. There may be more than one possible answer.**

1 Have you ever had to _____ before an important exam or deadline?
2 Would you ever send out paper invitations for a party or is that a bit _____?
3 When was the last time you went _____ for someone?
4 Have you ever passed an exam _____?
5 Would you describe yourself or anyone you know as a _____?
6 Have you or anyone you know completed a piece of work that _____ from all the rest?

**4** **Work in pairs and answer the questions in Exercise 3.**

**5** **Write a paragraph to describe your experiences of studying. Use at least five of the idioms. Then, share your paragraph with your partner. How similar or different are they?**

# GRAMMAR

## GIVING ADVICE

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Complete the sentences with the words and phrases in the box.**

might want/like  make sure  ought to
recommend  would  could try

1 You _____ find someone in the same field. They'll be able to give you lots of advice.
2 _____ you take notes during the lecture. You'll need them after to write your essay.
3 I _____ suggest talking to a number of people who've already taken the exam.
4 You _____ to check with your tutor before submitting the completed coursework online.
5 I'd _____ using a monolingual dictionary when studying English.
6 You _____ enrolling on a blended-learning course which combines classroom and online study.

➡ **GRAMMAR REFERENCE** / *Giving advice: Page 211*

**2** **Rewrite the sentences using the phrases in bold so that they have the same meaning.**

1 How about using a spell checker on your report?
**might want to**

2 I'd recommend specialising in a particular field of education.
**ought to**

3 It's important that you check with your lecturer first.
**had better**

4 You really shouldn't miss the cut-off date for your coursework submission.
**whatever you do**

5 We might want to highlight the effect of using virtual reality in the classroom.
**What if**

➡ **GRAMMAR REFERENCE** / *Giving advice: common mistakes: Page 211*

**3** **Find and correct the five mistakes in the conversation between two lecturers.**

***Isabella:*** I'm trying to organise an overseas trip for our final year students but I've run into a few problems. Would you mind helping me out?
***Martin:*** Not at all.
***Isabella:*** Well, first, I can't decide where the best place to go is.
***Martin:*** Why not to create a poll and list 10 places for people to vote for and choose the most popular?
***Isabella:*** Good idea! Provided I can work out the technology, I could easily set that up. Do you have any ideas about finding the best accommodation?
***Martin:*** You ought look at a few comparison websites. They'll have lots of reviews as well as offers for large groups. Although on second thoughts, made sure you don't book the hotel before asking the students first. Furthermore, you better ask the students about how much they want to spend, otherwise they might not be able to afford it!
***Isabella:*** Thanks Martin! Should you thinking about a career as a travel agent.

**4** **Work in pairs. Read the issues that some students are having and then role play giving advice.**

**Josh**
I'm a student at university and I don't have enough money to go out with my friends at the weekend.

**Tiffany**
I'm in my final year at school and I'm really struggling to revise for my English language exam. I just don't know how to study effectively when I'm outside of the class.

**Erin**
I've left home to study abroad and I'm finding it hard to adapt to the new culture. Everything's just so different. I know it's a great opportunity but I'm terribly homesick.

**Kim**
I've got to hand my assignment in next week and I just don't know how I'm going to get it finished on time. I can't afford to miss the deadline as it'll affect my grades which are already on the low side.

## SPEAKING PART 3 TRAINING

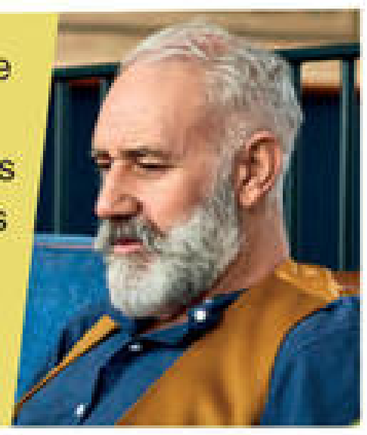
**1** **Read the following three case studies and give advice on the most suitable type of course or training from the options in the box.**

| | |
|---|---|
| Volunteering | On-the-job training |
| Distance learning | Traditional education |
| Apprenticeship | |

**1** **MANUELA** works full-time for an accountancy company as an administrative assistant. She wants to study to become a qualified accountant. Although she can't afford to give up work and study full-time, her employer is really supportive.

**2** **BELLA** is passionate about learning. She has just graduated from university and passed all her exams with flying colours. She's been trying to get a job in the education sector, but fears her lack of experience is holding her back. She's working part-time in a café and shares a flat with two others. She recently spent six months in Africa helping to build a new school for the local children.

**3** **IAN** is retired. He is bored at home and is in need of a challenge. He didn't like school much but realises things have changed since he was there. He loves technology and enjoys developing new skills. He wants to learn to play the guitar.



**2** **Read the short dialogue between Faye and Ryan. Which one of the five options in the box in Exercise 1 are they discussing?**

***Faye:*** Shall we start with this one? I think it would be suitable for someone who's quite self-motivated and who doesn't need much face-to-face interaction. Perhaps they've finished tertiary education. What do you think?

***Ryan:*** Yes, that's a good point and I'd add that it would probably benefit someone who needs some flexibility; perhaps they have to look after their children and would prefer to study from home. Ok, I think we've covered that one. Shall we move onto the next one?

**3** **Underline the two phrases in Exercise 2 used to say an option is about to be discussed and circle the phrase Ryan uses to agree with Faye.**

**4** 023 **Listen to the rest of the conversation and put the four remaining options in the order they are discussed.**

**5** 023 **Listen again and decide who says each of the phrases to agree and disagree (1–6). Write F (Faye) or R (Ryan) next to each phrase.**

1 I'm not sure I'm in complete agreement.
2 Yes, I take your point.
3 I couldn't agree more.
4 I think you're absolutely right about that.
5 I agree up to a point.
6 I'd go along with that.

**6** 024 **Now Faye and Ryan must decide which they think is the best way for a mature student to learn. Listen and answer the questions.**

1 What phrase is used to indicate they're making a decision?
2 What phrase is used to refer to what's already been said?
3 How do they agree or disagree?

**7** **Work with a partner and answer the question. Use the options and decide which is the most important.**

Is it important for people to learn a foreign language?

| | | |
|---|---|---|
| **travel** | **work** | **making new friends** |
| **culture** | **studying abroad** | |

## SPEAKING PART 4 TRAINING

**8** **Work in pairs and talk about the sentences (1–5). Student A must argue in favour and Student B must argue against.**

1 Learning a second language is unnecessary in today's world.
2 The only way to learn a language effectively is in the classroom with a teacher.
3 It's impossible to get a good job if you don't go to university.
4 It should be compulsory for all students to wear a school uniform.
5 It doesn't matter if some languages are allowed to die out.

**9** **Change partners. Take it in turns to ask and answer the Speaking Part 4 questions (1–5).**

1 Some people believe that it isn't necessary to learn a second language in today's world. What do you think?
2 Is it true that the best way to learn a language is in a class with a teacher? Why? / Why not?
3 Do you think it's possible to get a good job if you don't go to university? Why? / Why not?
4 Do you agree that all students should wear a school uniform? Why? / Why not?
5 Some people argue that it doesn't matter if some languages are allowed to die out. What's your view?

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 5

**You are going to read an article about becoming a teacher. For questions 1–6 choose the answer (A, B, C or D) which you think best fits according to the text.**

### Teaching young learners

*Reporter Lauren Hobbs reveals the barriers to training Early Years Teachers*

Before becoming a journalist, I was a nursery school teacher. My decision to quit wasn't to do with the actual teaching itself, rather the poor pay and working conditions. It came as no surprise to my editor then, that after reading the worrying findings from a detailed study undertaken by children's charity *Education for Children*, in collaboration with *Young Learners*, a fortnightly publication specialising in education for the under 5s, I was keen to find out more about the barriers to taking on and becoming a qualified Early Years Teacher, or EYT for short.

For the majority of employers who responded to the study, the main issue when employing an Early Years Teacher for the under 5s is the high cost of their salaries. I don't want to make them sound profit driven. They weren't. From their responses, it was obvious that they felt disappointed at being unable to offer wages which were comparable to those who had a graduate qualification. As one institution pointed out, 'the government wants to raise standards of pre-school education with graduate level staff, which is admirable, but I simply don't have the funds to pay the salaries they expect. It's very frustrating.' For the candidates who responded, there was a lack of interest in completing several years of training to obtain a qualification in an area which was poorly paid and with limited career progression, even though they understood the need to improve teaching standards. All of which I could relate to from my own pre-journalism experiences.

I interviewed Charlotte Raymond, policy advisor at *Educate the Children*, and posed the question, 'why does the government bother to encourage graduate entry when the pay simply isn't available?' She was **at a loss**. 'When children attend a nursery led by an EYT, they are 10 percent more likely to reach expected levels of development at age 5. Yet, there is a continued reduction in the numbers completing the training. I simply don't get why graduate teachers aren't paid what they are worth. It goes against everything we are all trying to achieve.' *line 20*

One senior teacher explained that, although the qualification is not recognised by all elementary schools, they were not dissatisfied with the training, as they felt they were more fully prepared to enter the world of teaching. It gave those with the qualification the specialised knowledge to pass on the skills they had learnt, to help both children and teachers in the classroom, which might not have been possible if they hadn't attended.

Even with these benefits, however, many elementary schools felt they were prevented from giving jobs to those holding a qualification because they couldn't afford the cost. The majority of school managers without qualified teachers did, though, give their support to members of staff who wanted to pay for the training themselves, whereby **they** would allow time off to be taken for work placements in which teachers could develop their skills further. Of managers who did employ fully trained teachers, more than half employed a graduate because of their specialist knowledge in the field of early years development. *line 32*

In excess of 350 people in the field of education shared their experiences of the barriers to university graduates entering the workforce. Clearly pre-schools and teaching staff, whether qualified or not, want to offer the best education possible. However, although it's been over ten years since I was where these teachers are now, the challenges are not dissimilar from those I faced, which sadly drove me from a career I had truly wanted to succeed in. While the sector is passionate about having teachers with the necessary qualifications and university education, it appears to be struggling to overcome the issues caused by lack of funding and status. And unfortunately, I can't see this changing any time soon.

## EXAM FACTS

- *For this task, you read a long text and choose the correct answer (A, B, C or D) for six questions.*
- *The questions are presented in the same order as the information in the text.*

## EXAM TIPS

- *Read the text quickly to get a better idea of what it's about.*
- *Underline the words, phrases or sentences that you think contain the answer to each question.*
- *The reference question may refer to a word or phrase before or after the pronoun, so check the information either side of it.*

**1** According to the first paragraph, research was carried out by

**A** a charitable organisation.
**B** organisations working together.
**C** a magazine published twice a month.
**D** a group of Early Years Teachers.

**2** What is the writer's attitude towards the employers in the second paragraph?

**A** annoyed that employers don't pay pre-school teachers higher wages
**B** regretful that employers don't offer teachers development opportunities
**C** sympathetic to employers and the reasons they underpay qualified teachers
**D** respectful towards employees who want to provide higher quality lessons

**3** What is the purpose of the phrase *at a loss* in line 20?

**A** to indicate that Charlotte doesn't believe nursery schools are paying teachers enough
**B** to highlight that Charlotte doesn't understand why graduate numbers are going down
**C** to emphasise that Charlotte doesn't know how to answer the question
**D** to show that Charlotte doesn't think the question needs to be answered

**4** When discussing training to become an EYT, one senior teacher suggests

**A** teachers can support colleagues following training.
**B** teachers are not happy with the training.
**C** more schools should accept the certification.
**D** the course is not suitable for all teachers.

**5** Who does *they* refer to in line 32?

**A** government officials
**B** the majority of school managers
**C** qualified teachers
**D** members of staff

**6** What is the main idea of the last paragraph?

**A** The writer interviewed a significant number of teachers and institutions.
**B** Nursery schools want to employ qualified teachers.
**C** The writer regrets giving up the job she loved.
**D** Nursery schools are unable to resolve the problems of poor pay.

# EXAM FOCUS

## LISTENING PART 1

### EXAM FACTS

- *You will listen to eight short recordings of one or two people speaking.*
- *You must choose the correct answer (A, B, or C) for each of the eight questions.*

### EXAM TIPS

- *Each question is formed of two parts. The first part tells you who is talking and what they are talking about. The second part asks a question that you must answer or starts a sentence which you have to complete. Read the question carefully before listening and underline the key words.*
- *You will hear each recording twice. Try to answer the question after the first listening and then check your answer during the second listening.*

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

**1** You overhear two friends talking in a corridor. What did the man find difficult when he was studying Arabic?
- **A** the grammar
- **B** the writing
- **C** the pronunciation

**2** You hear a student talking about his future plans. What is he going to do when he leaves university?
- **A** get a job as a teacher
- **B** do voluntary work
- **C** study to become a psychologist

**3** You hear a man and a woman discussing the qualities of a traditional education. What does the woman think?
- **A** Learning doesn't stop once children have left school.
- **B** Children learn from a traditional education how to become good citizens.
- **C** A traditional education provides more career opportunities.

**4** You hear two students talking about one of their university courses. What do they agree about?
- **A** how boring it is
- **B** how difficult it is
- **C** how relevant it is

**5** You hear two friends talking at a graduation ceremony. Why didn't the woman want to attend?
- **A** She didn't enjoy her time at university.
- **B** Her family aren't there.
- **C** She doesn't enjoy parties.

**6** You hear a woman talking on the phone to her son. What does she suggest?
- **A** he works harder at school
- **B** he spends time with his friends
- **C** he starts his next assignment

**7** You hear a man talking on the radio about his job. What disappoints him about being a lecturer?
- **A** the marking
- **B** the salary
- **C** the long hours

**8** You hear a teacher talking about a colleague at work. What does she admire most about her colleague?
- **A** His lessons are interesting.
- **B** He gets enjoyment from teaching.
- **C** He treats students equally.

# SPEAKING PART 3 AND 4

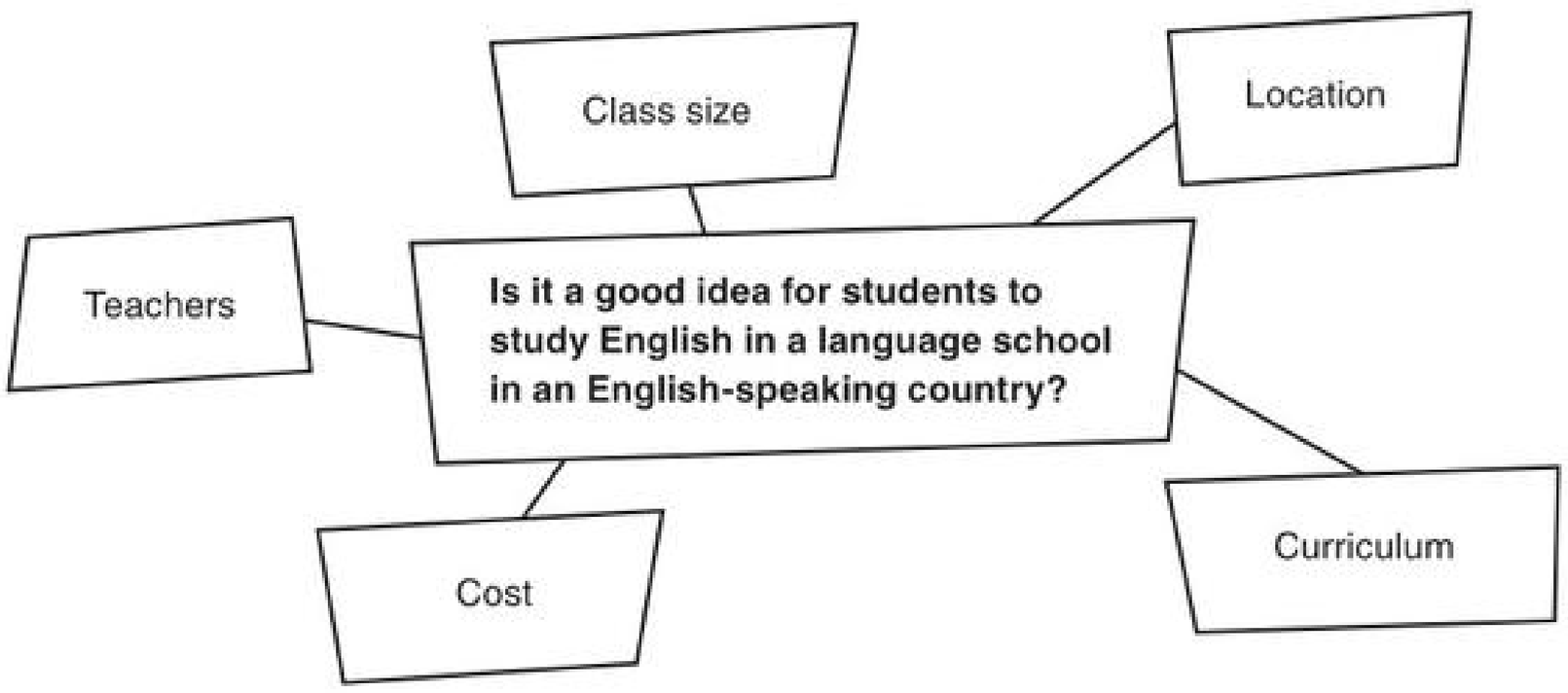
## EXAM FACTS

- *In Part 3, you are given a discussion question with five prompts. You must talk to your partner (the other candidate) and answer the question, using the prompts. After you've discussed your ideas, the examiner will then ask you both a question with the aim of reaching a decision.*
- *In Part 4, the examiner will ask you both more general questions about the topic presented in Part 3. The questions will focus more on giving an opinion than on giving personal information.*

## EXAM TIPS

- *In Part 3, it's not necessary to cover all five prompts. The main focus is to discuss the question with the other candidate and keep the conversation going. Make sure to listen and respond to what they say – don't just wait to give your own ideas.*
- *You will not be penalised if you fail to reach an agreement with the other candidate at the end of Part 3.*
- *In Part 4, try to give full answers to the questions the examiner asks you. You are assessed on the language you use and not on your opinions or ideas. You may be asked questions individually or be asked to discuss questions with your partner.*

## PART 3




➡ **SPEAKING BANK** / *Pages 250–251*

## PART 4

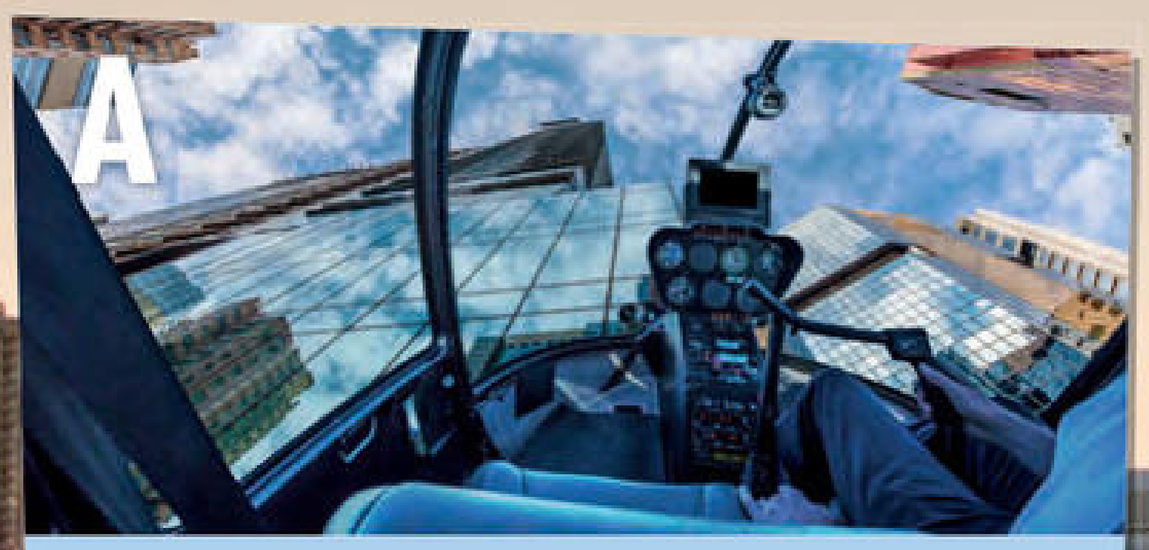
1 Would you like to study a language in another country? (Why? / Why not?)
2 Some people think that everyone should learn at least two languages. What do you think?
3 Is it better to speak one language really well or to be able to say a few things in several languages? Why?
4 Do you think school uniforms are a good idea? (Why / Why not?)

➡ **SPEAKING BANK** / *Pages 252–253*

# EDUCATING YOURSELF IN ... TORONTO

**1** What's the most interesting course you've ever taken? What did you learn?

**2** Read about four courses (A–D) that you can take in Toronto. Rank them in order from 1 (the class you'd most like to take) to 4 (the class you'd least like to take). Then compare your ideas with a partner.



**A**

Have you got what it takes to fly a commercial jet? Then sign up to our flight simulator course. Experience what it's like to be a pilot without any of the danger that comes with it. You will master the take-off and landing as well as learn how to deal with difficult situations such as turbulence and poor weather conditions.

**B**

Ever wanted to know how to prepare one of the most famous dishes in the world? Learn to make your own sushi with our highly-trained, vastly-experienced sushi chefs, who will teach you everything you need to know about this delicate dish. From choosing the perfect flavours to making dishes look authentic, you are sure to impress your friends with your new culinary skills.

**C**

Using a cross between a ski boot and a mini trampoline, Kangoo jumping is sure to give you a great workout. Originally developed for athletes, runners and joggers, it ensures a safer, easier way of exercising, giving you a unique feeling of walking on air while getting in shape at the same time.

**3** **Find the words and phrases in the texts which mean the following.**

1 to join (a new course) (Text A)
2 to learn something really well (Text A)
3 real / not fake (Text B)
4 to make someone admire or respect you (Text B)
5 a period of physical exercise (Text C)
6 like no other (Text C)
7 to take a picture of something (Text D)
8 appropriate for (Text D)

**4** 026 **Listen to a student talking to a teacher about a course. Correct the information in the brochure below.**

**CODING FOR BEGINNERS**
Start date: March 15th (4-week intensive programme)
Course details
- Introduction to coding
- Learning to build a basic app
- Introduction to Python (compulsory)

Location: Room 40A
Price: $315 (price includes lunch)
Exam: Yes
Accredited by the school

**5** 026 **Listen again and complete the gaps with the words the student uses. You can use these questions to ask about a course.**

**PHRASES YOU MIGHT USE**

1 What is the _____ of the course?
2 What _____ are included in the course?
3 Where are the classes _____ ?
4 How much does it cost to _____ ?
5 Is there an _____ exam?
6 Will I receive a _____ at the end of the course?

**6** **Some people believe that coding is the most important subject at school. Do you agree? Why? / Why not?**

**7** **Sometimes people use colloquial expressions when talking about school and education. Match the phrases people might hear (1–6) with the phrases (A–F) which have a similar meaning.**

**PHRASES YOU MIGHT HEAR**

1 The course is fully booked now, I'm afraid.
2 You'll still be charged the full amount if you drop out at any point.
3 If you're into cooking, this course is for you.
4 Just pop your name down on this list.
5 Bear with me one moment, I'll check.
6 Would you mind giving me a hand?

A You still need to pay in full if you decide to leave the course early.
B Please wait a minute while I find out.
C Could you help me?
D This course is ideal for people who enjoy cooking.
E Write your name here.
F There aren't any places left on the course.

**8** **Watch the video about Toronto. What do you learn about these things? Make notes.**

- The city of Toronto
- Famous landmarks
- Education

**WATCH**



Whether it's a delicious meal you've just prepared, a beautiful view you've come across or a family gathering you're enjoying, we'll teach you the skills you need to capture these perfect moments. We'll start with the basics, teaching you the importance of light when taking photos and what to look for when buying a camera, before moving on to taking more dynamic, professional looking photos. Suitable for all ages and levels.

## LIFE COMPETENCIES

### EVALUATING IDEAS, TAKING AN ACTIVE ROLE

**9** **Read the descriptions of the two people below. Go online and find a course you think they would be interested in. Make notes about why the course you have chosen is suitable for them. Then work in groups and share your ideas.**

1 Davide wants to learn how to code. He doesn't have much money and would prefer a self-study course.
2 Julia has just won the lottery. She has left her job and now wants to learn how to cook from a famous chef. She is happy to travel anywhere in the world.

# 4 A TRIP TO REMEMBER

## GETTING STARTED

**1** **Work with a partner. Look at photos A–F and answer the questions.**

1 Which scene would you most (or least) like to be in yourself? Why?
2 Why have these people chosen to travel in these ways?

## VOCABULARY

### HOLIDAYS AND TRAVEL

**1** **Which of the photos show the following?**

- steering wheel
- departure lounge
- commuters
- runway
- handlebars
- cockpit
- motorist
- backpackers
- rush hour

**2** **In groups, think of at least three ideas to add to each group below.**

**Flying vehicles**: *jet*
**Environmentally-friendly ways to travel**: *driving an electric car*
**Vehicles with four wheels**: *van*
**Parts of a car**: *engine*

**3** **What kind of vehicle(s) might you be using if you were …**

1 being welcomed on board?
2 filling up with diesel?
3 stuck in a traffic jam?
4 being overtaken?
5 pedalling?
6 getting jet lag?
7 in a carriage full of commuters?
8 taxiing on the runway?
9 listening to an announcement from the cockpit?
10 wearing a helmet?

**4** **Complete the sentences with the words and phrases in the box. You don't need to change the form of the words and phrases.**

| | | | |
|---|---|---|---|
| cockpit | motorists | overtaking | runway |
| commuter | diesel | jet lag | departure lounge |

1 The _____ at Qamdo Bamda Airport in Tibet is 5.5 kilometres long; it needs to be this length to allow planes to accelerate enough to take off at high altitude.
2 A _____ is the area of a plane where the pilot and co-pilot sit, and is also known as the flight deck.
3 It is estimated that there will be about 2 billion _____ in the world by 2035.
4 Research shows the average American _____ spends 142 hours every year stuck in traffic.
5 Vehicles running on _____ are believed to be more harmful to the environment and members of the public than petrol vehicles.
6 Dangerous _____ is the most common cause of car accidents worldwide.
7 _____ feels worse if you are travelling by plane from east to west.
8 The first ever beach _____ has been planned in Barbados, where passengers can check in, pick up their boarding passes and relax until their flight.

**5** **Four of the sentences in Exercise 4 are factually incorrect. Work in pairs and decide which four sentences you think these are.**

**6** **Work with a partner and answer the questions about the sentences in Exercise 4.**

1 Have you ever been in a cockpit? Why?
2 Do you think there are too many motorists and too much traffic where you live?
3 What do you think are the most common causes of traffic accidents?
4 Have you ever had jet lag? Why did you have it? How did it make you feel?

# LISTENING

## LISTENING FOR DETAIL

**1** **Work with a partner and answer the questions.**

1 Have you ever been to a theme park? What did you think of it?
2 What do you think makes a really good theme park?

**2** **Look at three experiences available at the Velocity Valley Adventure Park. What do you think happens in each experience?**

**3** 027 **You will hear an employee at Velocity Valley Adventure Park talking about the three experiences (A–C). What is each experience called? Write the names in the brochure below.**

**4** 027 **Listen again and complete the notes (1–7) with a word, phrase or number from the recording.**

### ATTRACTIONS

**GETTING THERE**

Leave the motorway and go along **(1)** _____ Valley Road.
Velocity Valley can provide transport if necessary.

**A THE** _____

A professionally trained **(2)** _____ takes you at 100kmph.
The course has some sharp bends.

**B** _____

Riders are raised **(3)** _____ metres in a harness.
Riders swing at speeds of up to **(4)** _____ km/hour.

**C** _____

This wind tunnel experience is described as a **(5)** '_____'.
There is a **(6)** _____ to stop people from getting blown away.
Age and **(7)** _____ restrictions apply.

**5** **Put the attractions in order from the most interesting (1) to the least interesting (3). Then compare your answers in groups.**

**P**

Some two-syllable words which have the same verb and noun form (e.g. *transport)* have a different word stress depending on the word form. When the word is a noun, the stress is on the first syllable. When the word is a verb, the stress is on the second syllable.

**6** 028 **Listen to the extract from the listening. Circle the stressed syllable in each of the underlined words. Which word is a noun and which one is a verb?**

If you don't have your own transport, we can pick you up, as we have a complimentary shuttle service which transports you between Rotorua CBD and Velocity Valley.

**7** 029 **Decide if the underlined words are verbs or nouns. Circle the stressed syllable. Then listen and check your answers.**

1. The travel agency has recently increased their prices. Because of this increase, many people have decided to book their holidays themselves.
2. Usain Bolt recorded a time of 9.58 seconds in the 100 metres sprint in 2009. This is still the world record today.
3. The airport transfer costs 10€. It takes about an hour to transfer you from the airport to the city centre.

**8** **Work in groups. You are going to design a ride for a theme park. Each group will design one attraction. Make notes as you plan your design then present your ideas to the class. Think about:**

- The name of the attraction
- How it works
- Statistics (size, maximum speed, etc.)
- What it feels like

## DID YOU KNOW?

When reading the numbers after a decimal point out loud, such as 9.58 in Exercise 7 above, we say each number individually. For example:

9.58 seconds *"nine point five eight seconds"*

14.253 *"fourteen point two five three"*

# GRAMMAR

## COUNTABLE AND UNCOUNTABLE NOUNS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Find and correct the mistake in each sentence.**

1. My advice to travellers have always been to take out comprehensive travel insurance.
2. The last time we went away, we left it too late to find a self-catering accommodation.
3. We tried to find some subway station.
4. The latest news are that the travel company has gone bankrupt.
5. I couldn't believe it when the airline told us that they had lost our luggages.
6. Our tour guide gave us an advice about the best places to visit.
7. The travel has always been a passion for me.
8. There's often some traffic jam in my neighbourhood.

➡ **GRAMMAR REFERENCE** / *Countable and uncountable nouns: Page 212*

**2** **Find the nouns in each sentence in Exercise 1. Decide if they are countable or uncountable and write them in the correct column. The first sentence has been done for you.**

| UNCOUNTABLE | COUNTABLE |
|---|---|
| *advice*<br>*travel insurance* | *travellers* |

**3** **Match the words with similar meanings. Which is countable and which is uncountable?**

| | | |
|---|---|---|
| advice | backpack | congestion |
| dollars | luggage | money |
| scenery | suggestions | traffic jam |
| transport | vehicle | view |

**4** **Use the pairs of words in Exercise 3 to complete the following sentences. Think about**

- **the words' meanings (general or specific meaning).**
- **the words' grammar (countable or uncountable).**

1 I've always said that Wales has really spectacular _____. In fact, I don't think there's a better _____ anywhere in the UK than the panorama you get from the top of Mount Snowdon.

2 When I go travelling, I always take a few extra _____ with me just in case because I'm always worried that I might run out of _____.

3 Severe _____ affects many cities; in 2010, Beijing experienced a _____ that lasted for 12 days and covered a 100-kilometre stretch of road.

4 I usually hire a _____ when I go on holiday as I don't like to use local _____.

5 One piece of _____ I would give to first-time travellers is to read travel blogs. They often have a lot of really good _____ for things to do and see.

6 I've always been a believer in taking as little _____ as possible when going away. I only ever take what I can fit into a small _____.

**5** **Complete the sentences with a word from the box. Sometimes more than one word is possible. You will need to change the form of one of the words.**

| | | | | |
|---|---|---|---|---|
| few | many | much | several | less |

1 Even though I don't have _____ money at the moment, I still enjoy booking trips away.

2 The hotel's in a great location and there are _____ restaurants nearby.

3 I've noted that there are _____ and _____ hotels offering all-inclusive holiday packages these days.

4 Ever since they opened the new tram system, there is _____ congestion on the roads.

5 There don't seem to be _____ cafés around here.

**6** **Think of a town or city you have visited. Write five suggestions or pieces of advice and tell these to your partner. Use one word from Exercise 3 in each sentence.**

*You can avoid getting stuck in traffic jams by taking the underground.*

# PUSH YOURSELF C1

## NOUNS THAT ARE BOTH COUNTABLE AND UNCOUNTABLE

**1** **Complete the sentences with the words in the box. Add *a* / *an* if necessary. You may need to change the form of the words.**

| | | |
|---|---|---|
| business | competition | noise |
| paper | room | time |

1 **A** I am going to Berlin on _____ next week.
**B** I am planning to start _____ with my friend.

2 **A** We still have _____ available at the hotel.
**B** Unfortunately, there isn't much _____ left at the hotel.

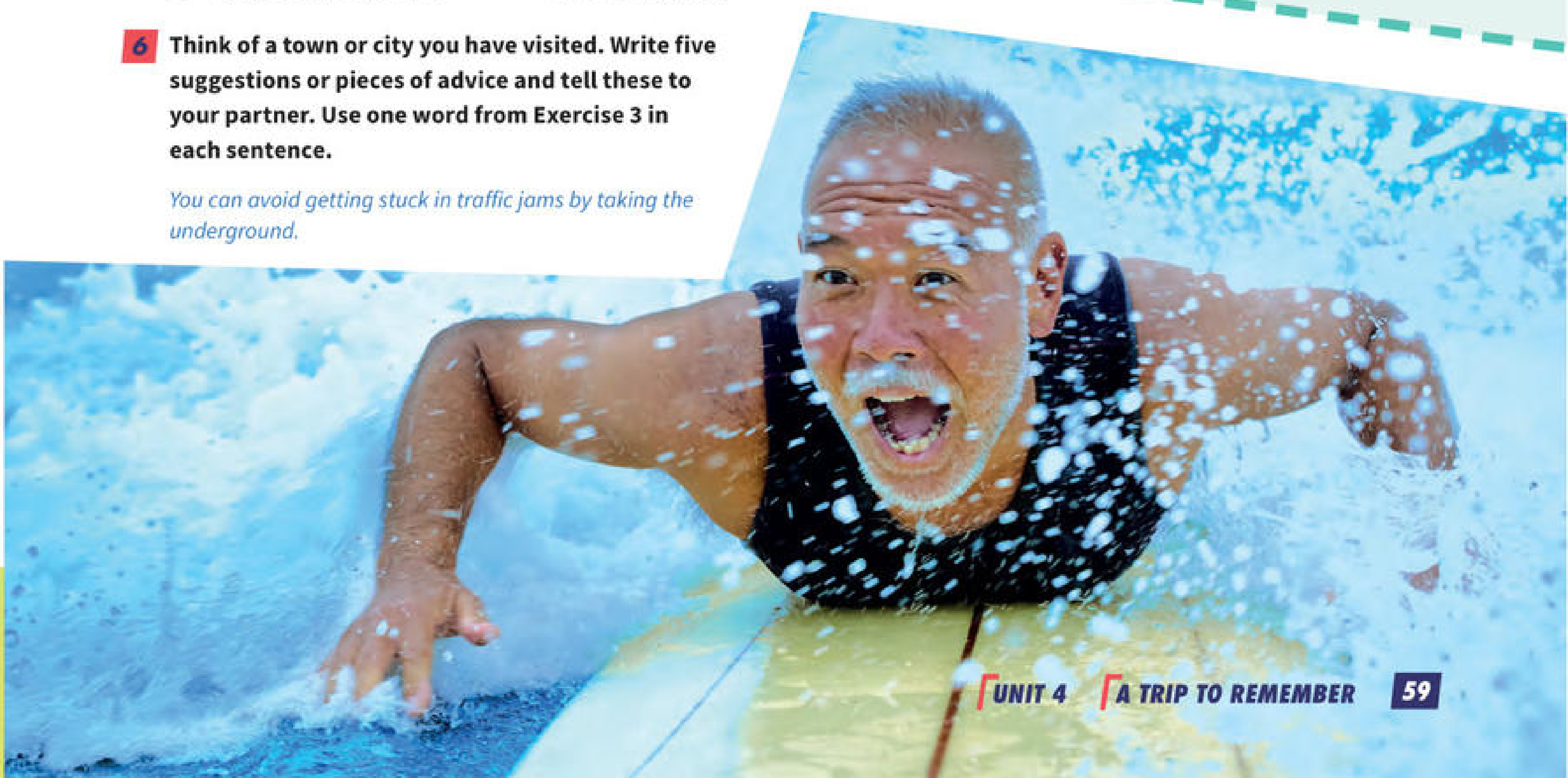
3 **A** It's difficult to sleep when there is so much _____.
**B** I can hear _____ coming from the street. I think it's a car alarm.

4 **A** Due to the increased _____, lots of hotels are offering more deals
**B** I won two round-the-world tickets in _____ last week.

5 **A** He's just written _____ on the importance of green tourism.
**B** I don't have any _____ with me at the moment. Can I borrow some?

6 **A** Unfortunately, I don't have any _____ to meet you this week.
**B** I've been to Croatia three _____ already this year. I love it there.

**2** **Decide which word is countable and which word is uncountable in each pair of sentences in Exercise 1.**



## READING

1 **Look at the object in the picture. How would you describe it? What do you think it is used for?**

2 **Quickly read the text *Shweeb*, ignoring the gaps. Check your ideas in Exercise 1.**

# Shweeb

To celebrate Google's 10th birthday in 2008, Google launched a competition which it called $10^{100}$. **(0)** _____ of the public were asked to take part and **(1)** _____ suggestions for projects which they wanted to bring to life in order to make the world a better place. One of the winning **(2)** _____ was from a company in New Zealand called Shweeb. Their aim was to **(3)** _____ elements of the monorail together with those of the bicycle, and to produce a clean and fast vehicle, which could reduce congestion. In the end, Google **(4)** _____ $1 million in Shweeb's research and development.

The world's first Shweeb was built at the Velocity Valley Adventure Park in New Zealand. Riders sit in a capsule suspended from a rail, and pedal as fast as they can for three laps around a 200-metre **(5)** _____. In the past, prizes were awarded to anyone who broke a speed **(6)** _____, such as being the fastest rider from their country. However, the adventure park has recently stopped these records after upgrading the capsules to have electric assistance.

Shweeb has become a very popular visitor **(7)** _____ and time will tell if it may also be the **(8)** _____ of the future for commuters, business travellers and tourists.

3 **Would you enjoy riding Shweeb? Why? / Why not?**

## READING AND USE OF ENGLISH PART 1 TRAINING

4 **Read the first two sentences of the text more carefully and look at the example (0). Then look at sentences 1–8 in Exercise 4 on page 57 again. Find the word from the list (A–D) below which is used with the phrase *of the public*.**

**0** **A** Members **B** Aspects **C** Representatives **D** Elements

5 **Match the sentence halves below. Then look at gap 1. Which word below has a similar meaning to the word *suggestions*? Which verb is used before this word?**

| | | | |
|---|---|---|---|
| **1** | They've asked people to submit | **A** | more people to cycle to work. |
| **2** | I am going to apply | **B** | the company to ask for more money. |
| **3** | We want to encourage | **C** | ideas for a new amusement park. |
| **4** | I would like to approach | **D** | for a new job as a travel agent. |

**1** **A** submit **B** apply **C** encourage **D** approach

6 **Read the rest of the text. Choose the answer (A, B, C or D) which best fits gaps 2–8.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2** | **A** | offers | **B** | statements | **C** | proposals | **D** | products |
| **3** | **A** | associate | **B** | improve | **C** | attach | **D** | combine |
| **4** | **A** | spent | **B** | awarded | **C** | invested | **D** | provided |
| **5** | **A** | lane | **B** | track | **C** | court | **D** | distance |
| **6** | **A** | record | **B** | list | **C** | accomplishment | **D** | statistic |
| **7** | **A** | appeal | **B** | recreation | **C** | enjoyment | **D** | attraction |
| **8** | **A** | movement | **B** | transport | **C** | carriage | **D** | motor |

030 **Now, listen and check your answers.**

# GRAMMAR

## ARTICLES

**GRAMMAR ON THE MOVE**
**Watch the video**

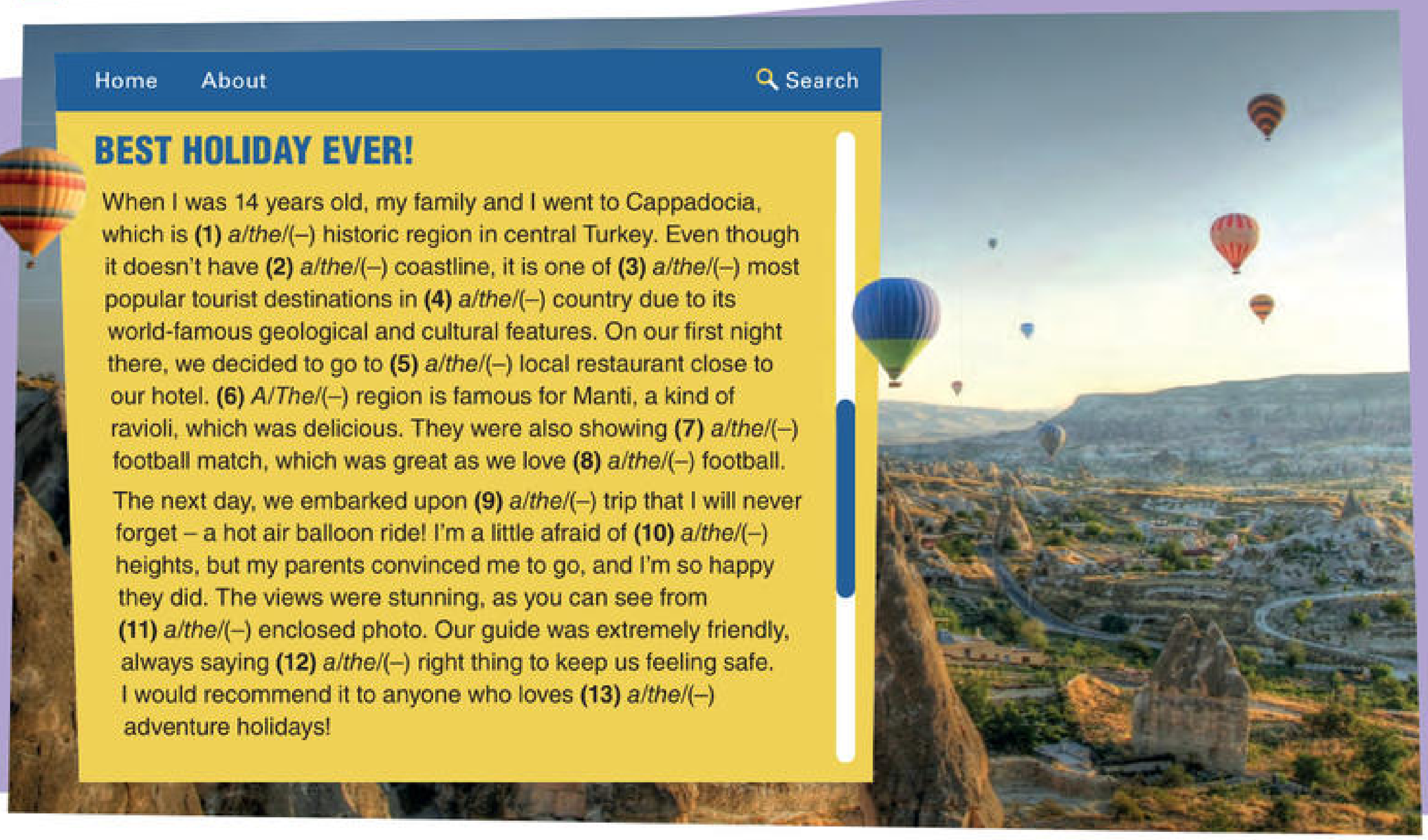
**1** **Look at the underlined examples (1–7) from the Reading and Use of English Part 1 extracts. Match the sentences with the correct rules (A–G).**

1 … such as being the fastest rider from their country.
2 … Google launched a competition which it called $10^{100}$.
3 … in order to make the world a better place.
4 … after upgrading the capsules to have electric assistance.
5 … to produce a clean and fast vehicle …
6 … which could reduce congestion.
7 … In the past, prizes were awarded …

A *The* is used when we know who or what we are referring to.
B *a / an* is used with singular nouns mentioned for the first time.
C No article is used when using singular, uncountable nouns.
D *the* is used when there is only one of something.
E No article is used when talking in general and in the plural.
F *the* is used with superlative adjectives and adverbs.
G *a / an* is used to say what kind of thing something is.

➡ **GRAMMAR REFERENCE** / *Articles: Page 213*

**2** **Underline the correct options to complete the text.**



Home About Search

**BEST HOLIDAY EVER!**

When I was 14 years old, my family and I went to Cappadocia, which is **(1)** *a/the/*(–) historic region in central Turkey. Even though it doesn't have **(2)** *a/the/*(–) coastline, it is one of **(3)** *a/the/*(–) most popular tourist destinations in **(4)** *a/the/*(–) country due to its world-famous geological and cultural features. On our first night there, we decided to go to **(5)** *a/the/*(–) local restaurant close to our hotel. **(6)** *A/The/*(–) region is famous for Manti, a kind of ravioli, which was delicious. They were also showing **(7)** *a/the/*(–) football match, which was great as we love **(8)** *a/the/*(–) football.

The next day, we embarked upon **(9)** *a/the/*(–) trip that I will never forget – a hot air balloon ride! I'm a little afraid of **(10)** *a/the/*(–) heights, but my parents convinced me to go, and I'm so happy they did. The views were stunning, as you can see from **(11)** *a/the/*(–) enclosed photo. Our guide was extremely friendly, always saying **(12)** *a/the/*(–) right thing to keep us feeling safe. I would recommend it to anyone who loves **(13)** *a/the/*(–) adventure holidays!

**3** **Would you like to visit Cappadocia? Why / Why not?**

**4** **Complete the questions with *a*, *an*, *the* or no article (–).**

1 What is _____ best holiday you have ever been on?
2 If you could go on a trip around _____ world, which countries would you like to visit and why?
3 How much _____ luggage do you usually take with you on holiday? What are your three essential items that you always take?
4 Would you ever like to go on _____ cruise?
5 Do you prefer _____ active or relaxing holidays?
6 Where did you use to go on holiday when you were _____ child?
7 Some people think tourism is bad for _____ environment. Do you agree?
8 Is _____ pollution an issue where you live?

**5** **Work with a partner. Ask and answer the questions in Exercise 4.**

# VOCABULARY

## COMPOUND ADJECTIVES

**1** **Find the word(s) in the *Best Holiday Ever!* text on page 61 that completes the following extract.**

… due to its _____ geological and cultural features.

**Compound adjectives**

A compound adjective is a single adjective made up of more than one word. For example:

*The tour guide was very friendly and* ***easy-going****.*

Compound adjectives are usually written with a hyphen (-).

**2** **Combine a word from column A with a word from column B to form compound adjectives.**

| COLUMN A | COLUMN B |
|---|---|
| air | minute |
| cut | price |
| duty | time |
| last | conditioned |
| long | distance |
| part | free |

**3** **Now complete the sentences with the correct compound adjective from Exercise 2.**

1 Our hotel room wasn't _____ so we were really warm during the night.
2 I love going _____ shopping when I have free time at an airport.
3 My parents booked a _____ holiday to Greece.
4 I work as a _____ waiter during the summer holidays.
5 I don't enjoy _____ travel as I always suffer from jet lag.
6 My friend offered us _____ tickets for the trip. They were really cheap!

**4** **Write five questions using the compound adjectives in Exercise 2. Then ask and answer your questions with a partner.**

# SPEAKING PART 1 TRAINING

**1** 031 **Listen to an extract of Olek and Anna doing this part of the test. Which statements (A–D) describe Olek? Which describe Anna?**

Olek
Anna

***A*** speaks English accurately
***B*** uses a wide variety of vocabulary
***C*** answers the examiner's questions, but doesn't develop the answers
***D*** answers the examiner's questions, and develops the answers with explanations and extra details

**2** 031 **Listen again and write down the examiner's questions.**

1 Where are *you from* ?
2 What's the best _____ ?
3 What sort of _____ ?
4 Did you _____ ?

**3** **Work with a partner. Ask and answer the questions in Exercise 2.**

**4** **Write three questions for each of the categories below. Work in groups and take turns to ask and answer the questions. The first question for each category has been done for you. Look at the previous units to help you.**

**HOLIDAYS AND TRAVEL**
1 *What's the most interesting place you have ever visited?*
2 _____
3 _____

**HOME / DAILY LIFE**
1 *What do you most enjoy doing at home?*
2 _____
3 _____

**SPEAKING PART 1**

**FRIENDS AND FAMILY**
1 *Can you tell me about your family?*
2 _____
3 _____

**EDUCATION AND STUDY**
1 *How long have you been learning English?*
2 _____
3 _____

# WRITING PART 2: ARTICLE TRAINING

**1** **Work in pairs. Read the following statements about writing an article in the B2 First exam. Decide which statements you think are true.**

1 The article must be interesting for the reader to read.
2 The information you provide in your article must be true.
3 You lose marks for each mistake you make in your article.
4 Your article will need to contain opinion as well as facts.
5 It is worth memorising some articles by heart, as you will be able to use one of them in the exam.
6 You should try to demonstrate that you can use a wide range of grammar and vocabulary.

**2** **Read the exam task below. <u>Underline</u> the questions you must answer.**

You see this notice on an English language website.

**Articles wanted!**

**Terrible holidays**

*Have you had a holiday where something went wrong?*

*What happened?*

*How can people avoid having a problem like this when they go on holiday?*

**We will publish the best articles on our website.**

**3** **Think of a time when something went wrong on holiday. Make notes, using the questions you <u>underlined</u> to help you. Then work with a partner and talk about your ideas.**

**4** **Two students have written a plan for the exam question in Exercise 2. Which student has made the best plan? Why? How could the other one be improved?**

**Alex's plan**

- my best ever holiday – trip to Spain last year with four friends
- my worst ever holiday – boring family holiday when I was 11
- different kinds of holiday – beach, backpacking, city breaks
- conclusion

**Georgina's plan**

- examples of holiday problems I've experienced (horrible noisy hotel, badly selected destination)
- my main point – careful planning should stop many problems from occurring
- conclusion – say how important it is for holidays to be successful (rest from work, family time together)

**5** **Match the beginnings of the sentences (1–4) with the endings of the sentences (A–D) which could be used in the article.**

| | | | |
|---|---|---|---|
| **1** | All sorts of things can go wrong | **A** | you book a holiday. |
| **2** | It's always worth doing thorough research before | **B** | have been a disaster. |
| **3** | Some of my holidays have been fantastic; others | **C** | to take a break from your work or studies. |
| **4** | It's vital that you have the chance | **D** | when you're on holiday. |

**6** **Which sentence from Exercise 5 could go at the start of a paragraph which will ...**

1 introduce problems that can happen on holiday?
2 summarise the writer's experience of good and bad holidays?
3 recommend what people should do before deciding where to go?
4 explain why it's important that holidays are a success?

**7** **Write your own article for the exam question in Exercise 2. Use your ideas in Exercise 3 to help you.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 1

### EXAM FACTS

- *In Reading and Use of English Part 1, you read a text with eight gaps.*
- *You must choose the correct word (A, B, C or D) which best fits each gap.*

### EXAM TIPS

- *Read the whole text, including the title, first to help you get a better idea of what the text is about.*
- *Look at the words before and after each gap. The areas you will be tested on include collocations, fixed expressions and commonly confused words.*

## Staycations

A staycation is a word sometimes used to refer to a **(0)** *period* of time when people stay in their own country, instead of travelling abroad on holiday, and take part in leisure activities close to their homes. The word is formed by **(1)** _____ the word *stay* with *vacation*, forming the neologism *staycation*. It **(2)** _____ a popular choice for people wanting to spend their time away from work or education, giving them the same **(3)** _____ of rest and relaxation without the need to spend large amounts of money on flights and hotels overseas. It also gives them a welcome opportunity to go and spend time at some of the tourist **(4)** _____ close to their home, something which they might not otherwise ever do.

That being said, a staycation isn't necessarily the most **(5)** _____ choice of holiday for everyone. For many people, the whole **(6)** _____ of a holiday is to visit towns and cities in other countries. Critics also argue that people find it difficult to **(7)** _____ themselves from their daily lives, particularly when they're staying in their own homes. For example, it can be **(8)** _____ to check work emails or even do the housework, things they wouldn't necessarily do while on holiday.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **0** | **A** | period | **B** | duration | **C** | part | **D** | point |
| **1** | **A** | mixing | **B** | securing | **C** | combining | **D** | attaching |
| **2** | **A** | continues | **B** | lasts | **C** | remains | **D** | endures |
| **3** | **A** | impression | **B** | mood | **C** | emotion | **D** | feeling |
| **4** | **A** | pleasures | **B** | attractions | **C** | delights | **D** | interests |
| **5** | **A** | appropriate | **B** | capable | **C** | effective | **D** | acceptable |
| **6** | **A** | worth | **B** | point | **C** | profit | **D** | aim |
| **7** | **A** | distinguish | **B** | split | **C** | separate | **D** | divide |
| **8** | **A** | tempting | **B** | desirable | **C** | attractive | **D** | compulsory |

# SPEAKING PART 1

### EXAM FACTS

- *In this section of the exam, the examiner asks you questions about yourself.*
- *The questions are usually about your friends and family, interests, future plans, etc.*

### EXAM TIPS

- *Answer in complete sentences. Don't give one or two word answers. Ask yourself why you think something or do something, and use the reason to extend your answer.*
- *You can ask the examiner to repeat a question if you don't understand something.*

**Work in pairs. Take turn asking and answering questions from Part 1 of the B2 First speaking exam.**

## Hometown

Where are you from?
What do you like about living there? (Why?)
What changes have taken place in your town recently? (Are these changes good or bad? Why?)

## Travel and holidays

How often do you travel? (Is that a good way to travel? Why?)
Is there a lot of traffic in your town? (Is it ever a problem for you?)
Where would you really like to go on holiday in the future? (Why would you like to go there?)

## Free time

What's your favourite way to spend your free time? (How often do you do this?)
Did you do anything interesting last weekend? (What did you do?)
What are the sports facilities like in your hometown? (How often do you use them?)

➡ **SPEAKING BANK** / *Pages 244–245*

# WRITING PART 2: ARTICLE

### EXAM FACTS

- *You may be asked to write an article in Part 2 of the Writing exam at B2 First.*
- *You have to write between 140–190 words in the appropriate style.*
- *The Writing exam lasts 1 hour and 15 minutes.*

### EXAM TIPS

- *Create a plan for your article before you start writing.*
- *Think of ways to make your article interesting to the reader. One way to achieve this is to use descriptive adjectives and adverbs.*
- *Allow a few minutes to check your work before the exam ends.*

**Write an answer to the question below. Write your answer in 140–190 words in an appropriate style.**

**Articles wanted!**

**Your best holiday**

We're looking for articles about the best holidays.

Write an article telling us about your best holiday.

*Where did you go?*

*What did you do and why was it was such a good holiday?*

**We will publish the best articles in our magazine.**

Write your article.

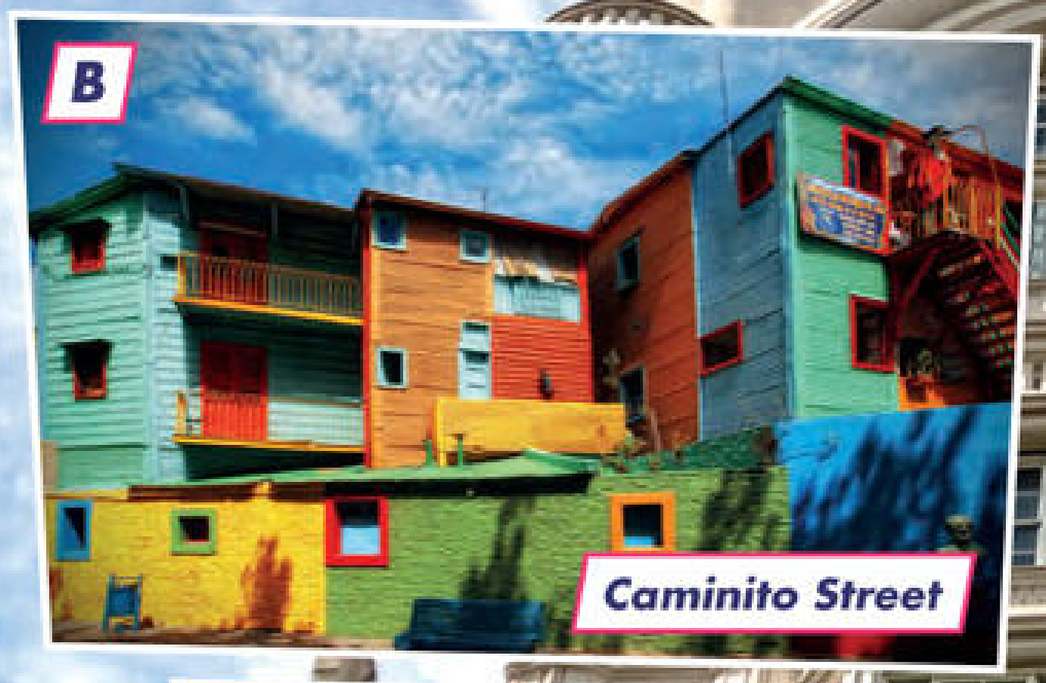
➡ **WRITING BANK** / *Pages 240–241*

# TRAVELLING AROUND ... BUENOS AIRES

**1** **Work with a partner. Compare the photos, saying what people might enjoy about visiting these places.**

**2** **Read Maddie's blog post about her and a friend's visit to these three places. Which of the places, A, B or C**

1 seemed like a unique experience?
2 was difficult to find?
3 was quieter than expected?
4 provided a good opportunity to meet the locals?
5 is based on a piece of literature?
6 is close to a popular sports venue?



## BUENOS AIRES, DAY ONE ...

I can't believe we're finally here! Today was our first day in Buenos Aires, and I've got to say that it was AWESOME! Chantelle had read in her guidebook about this street called Caminito, close to where we're staying, with all these multi-coloured buildings. We did have a little trouble getting there, though, but that's only because we jumped on the wrong bus! It's also near the world-famous Boca Juniors football stadium. We managed to get tickets to a game and the atmosphere was incredible. Caminito is well worth a visit and it's popular with both tourists and locals.

Next on the list was Palacio Barolo. It's something of a local landmark and when it was completed in 1923 it was the tallest building, not just in Argentina, but in the whole of South America. So arriving by bus, it was hard to miss! We were prepared to queue for a long time behind hundreds of other visitors but there were only a handful of people there. The architect who built it was inspired by Dante's poem 'The Divine Comedy', and so different sections of the building are supposed to represent heaven and hell. It was amazing!

We then took the metro, and four stops on an eastbound train got us to Plaza de Mayo to see Casa Rosada, which is the president's mansion. I'd never been into a building where a head of state works or lives. In fact, there can't be many other places anywhere in the world where you can do this, so this was an opportunity we didn't want to miss. We joined a tour – it was in Spanish, so we couldn't understand much, but we got chatting to a group of Buenos Aires residents who translated the main things the guide said. I'm really glad we bumped into them, as we got to hear about some other places to visit in the city, including several that weren't in our guidebook.

**3** **Which of the places would you like to visit? Why?**

**4** **Replace the words in italics with the words Maddie uses in her blog.**

1 We did have a little *difficulty* getting there …
2 … we *got* on the wrong bus!
3 So arriving by bus, it was *easy to see*.
4 … but there were only *a few* people there.
5 … but we *started talking* to a group of Buenos Aires residents …
6 I'm really glad we *met* them …

**5** 032 **Maddie has arrived at Buenos Aires International airport and is about to fly to her next destination. Look at Maddie's boarding pass and listen to four announcements. Decide if the announcements are for Maddie or someone else. If they're for Maddie, what does she need to do?**

| Announcement | Maddie / someone else | Maddie needs to … |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

**6** 032 **Listen to the announcements again. Replace the words in *italics* with the words used in the announcements.**

1 We regret to *say* that this flight has now been cancelled. Please *go* to the check-in desk for further information.
2 This is an announcement for all *people* on flight …
3 Could passengers *sitting* in rows …
4 This is a *particular* announcement for passenger …

**7** **Sometimes people use colloquial expressions at the airport. Match the phrases people might use (1–6) with the phrases (A–F) which have a similar meaning.**

### PHRASES YOU MIGHT HEAR / USE

1 I have a stopover in …
2 Are you travelling with any hold luggage?
3 Have you left your bags unattended at any point?
4 Please step aside.
5 Please place all electronical devices in a separate …
6 Where can I pay for excess baggage?

A Could you just stand here?
B I have too much luggage. Who do I need to speak to?
C I have to wait for my connecting flight in …
D Did you leave your luggage somewhere you couldn't see it?
E Are you taking any bags onto the flight?
F Please put mobile phones, tablet and laptops in a different …

**8** **Watch the video about Buenos Aires. What do you learn about these things? Make notes.**

- The city of Buenos Aires
- 9 de Julio Avenue
- Teatro Colón
- Palacio del Congreso
- La Boca

**WATCH**

## LIFE COMPETENCIES

### UNDERSTANDING CULTURES, PARTICIPATING WITH CONFIDENCE

**9** **Go online and research other things to do in Buenos Aires. Organise a three-day visit and present it to your classmates. Decide who has arranged the most interesting trip.**

# 5 GRAB SOME CULTURE

## GETTING STARTED

**1** **Walk around the class. Find someone who ...**

- plays a musical instrument
- has been to a music festival
- likes the same artist / music as you
- enjoys singing karaoke
- listens to classical music
- enjoys listening to the same music as their parents

**2** **Look at the photos. Why do you think these people have chosen to listen to music in these ways? Which do you enjoy?**

**3** **Read the statements about music below. Do you agree or disagree with the statements? Discuss your ideas with a partner and give reasons for your answers.**

1. It is good to listen to music while studying or working.
2. Listening to music can increase your intelligence.
3. The lyrics are more important than the beat of the music.
4. A musician is just as important to society as a doctor or teacher.
5. Music is a form of medicine.

## LISTENING PART 3 TRAINING

**1** **You are going to complete a shorter version of a Listening Part 3 task. First, answer the questions (1–3) about the exam task in Exercise 3.**

1. What is the topic of the listening?
2. What will each speaker talk about?
3. How many letters (A–E) do you need to use?

**2** **Before you listen, <u>underline</u> the key words in each option (A–E). The first one has been done for you. Then, look at the words you have underlined and decide what synonyms you might hear.**

**3** 033 **You will hear three short extracts in which people are talking about the benefits of listening to music. For questions 1–3, choose from the list (A–E) the benefit each speaker has experienced. Use the letters only once. There are two extra letters you do not need to use.**

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

A It has <u>increased</u> my <u>creativity.</u>

B It has improved my concentration.

C It has made me more content with my life.

D It has helped me to make more friends.

E It has reduced my stress levels.

## READING

### GOING TO THE MOVIES

**1** **Work with a partner and answer the questions.**

1. What was the last film you saw at the cinema? What was it about?
2. What type of film do you most enjoy?
3. Do you enjoy watching films from other countries?
4. How popular is going to the cinema in your country?
5. How would you feel about acting in a film or play?

**2** **Read the first paragraph of the article about a cinematic experience. What type of cinema do you think the writer is going to?**

**3** **Look at the words in bold in the article. Work in pairs and decide the meaning of these words from the context.**

**4** **Read the rest of the article and check your answers to Exercise 2. Then answer the questions below.**

1. Why wasn't the writer optimistic about this type of cinema experience in the second paragraph?
   - **A** because she had to dress up
   - **B** because she felt she was spending too much money
   - **C** because she was new to acting
2. What does the writer mean by 'think twice' in the third paragraph?
   - **A** choose not to do something
   - **B** consider something carefully before making a decision
   - **C** think that something is a good idea
3. Who does the writer say would particularly enjoy this type of cinema in the final paragraph?
   - **A** people who really like films
   - **B** people who have been to acting classes
   - **C** people who live in towns or cities

**5** **Work in pairs and answer the questions.**

1. Would you enjoy going to this type of cinema experience? Why / Why not?
2. Which type of films would work well in this format?
3. Do you think this type of immersive experience will become more and more popular in the future? Why? / Why not?

# CINEMA,
## but not as we know it

A friend recently asked me if I fancied going to the cinema. Being a huge fan of **the big screen**, I said yes straightaway. I usually go to the cinema once or twice a week, so it's normal for me to spend a lot of money on going to see the latest **blockbuster**. But when she'd asked me for £105 for one ticket, I was shocked. What's more, she said I'd be sent my personalised character by email. Character? Was I going to be in the **cast**? I prefer watching films to performing in them. And since when did it cost more than a hundred pounds to go to the cinema? That being said, my friend was really enthusiastic about it, so, reluctantly, I handed the money over.

After I'd carried out some online research into what I was spending my cash on, I realised that I'd signed up for an immersive cinema experience. This is a type of cinema where both actors and the audience participate in a **remake** of a classic film. Prior to the event, you receive information about your character and you need to spend time getting to know your new self. I was a little pessimistic at first, given that I had never acted before. I also found out that not only do you need to act like your character, you need to dress like them, too. That means, going out and buying a costume. But I was committed – if only because my ticket was **non-refundable**.

When I arrived, I was amazed at how professional everything looked. The **set**, music and lighting were all outstanding. I felt like I was actually in the film, which, of course, is the whole point of this experience. It was a remake of an old horror film, so everyone was dressed in scary-looking **outfits**. I'd thought mine was pretty good, but when I saw how much effort others had made, I felt self-conscious. If you don't enjoy dressing up, you may want to think twice about going. There was a mix of professional actors who played the main characters and members of the public, like me, who were given minor **roles** to play. The professionals were fantastic and really supportive. They offered lots of encouragement to all of us who were pretending to act.

If you ever see an experience like this advertised in your town or city, I'd highly recommend it, especially if you are a big fan of movies. Was it worth the ticket price? I'd say so, yes. Would I go again? Absolutely! But I probably need to go to a few acting classes first.

## READING AND USE OF ENGLISH PART 4 TRAINING

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

1 A friend recently asked me if I fancied going to the cinema.
**BY**
I _____ friend if I fancied going to the cinema.
**Tip: What grammar structure is often used with *by* + subject?**

2 It's normal for me to spend a lot of money on going to see the latest blockbusters.
**USED**
I _____ a lot of money on going to see the latest blockbusters.
**Tip: Think about the correct form of *used to***

3 I prefer watching films to performing in them.
**RATHER**
I _____ perform in them.
**Tip: Which verb + gerund/infinitive could be used that includes *rather*.**

**7 For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

1 We went to the open-air concert despite the cold weather.
**EVEN**
We went to the open-air concert _____ cold.

2 The director had the respect of everyone in the play.
**UP**
Everyone in the play _____ the director.

3 Luke had not expected the film to be so good.
**BETTER**
The film _____ Luke had expected.

4 We didn't go to the cinema because of the train cancellation.
**PREVENTED**
The train cancellation _____ to the cinema.

5 There were very few people at the book club last night.
**CAME**
Hardly _____ the book club last night.

## VOCABULARY

### BOOKS AND READING

**1 Work with a partner and answer the questions.**

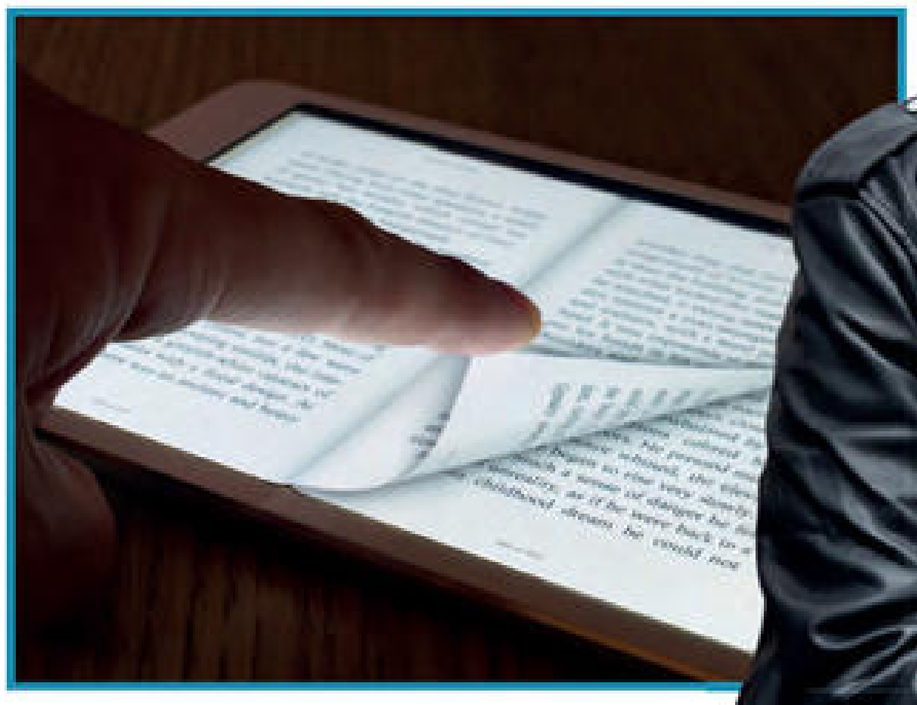
1 How often do you read books?
2 Do you prefer paper books or e-books?
3 What is the best book you've ever read?

**2 Read Lucy's description about a book she has read. Find phrases in the description which mean the following:**

1 I couldn't stop reading it: *I couldn't put it down*
2 from beginning to end: _____
3 extremely popular, having sold lots of copies: _____
4 a book that's very exciting: _____
5 made me laugh a lot: _____
6 difficult or boring to read: _____
7 to quickly read: _____
8 enjoying something so much you can't stop reading it; addicted: _____
9 a book or magazine you read before sleeping: _____

# READER REVIEWS

I'd wanted to read some of the author's best-selling work for a while, so when I came across a little bookshop on holiday, which had a reasonably priced signed copy, I bought it immediately. I hadn't thought it'd make great bedtime reading – my friend said it was heavy-going when she'd read her copy on holiday recently, but not for me. I found it to be such a thrilling page-turner, I couldn't put it down. I remember I'd gone to bed at 10 pm, intending to flick through a magazine for 30 minutes, but once I'd picked it up, I was hooked. I read it from cover to cover, turning the last page at 3 am! I couldn't believe it! I had no idea I'd been reading for so long and it was so late – or early! The book has it all. It's not only exciting, it's sensitively written and funny too: the humour had me in stitches at times. Having said that, make sure you have plenty of tissues handy: the ending is a real tearjerker.



**3** **Complete the sentences below with the words and phrases from Exercise 2.**

1 While I was waiting for the show to start, I decided _____ the programme to find out who was playing the lead role.
2 The comedian was hilarious. He _____ the moment he stepped on stage.
3 I found the book quite _____ as it was written in an old style of English.
4 I've just finished reading the _____ novel by Jane Smith. It was fantastic. I can see why it was top of the book charts for so long.
5 I read the whole book _____ in about a week. I plan to read it again next week!
6 The latest crime thriller by Thomas Moore is a real _____ . I can't wait to find out who solves the mystery at the end.
7 As soon as I read the first chapter, I was _____ by the author. I intend to buy all her work.
8 This book will make excellent _____ . The subject matter isn't heavy, and the chapters are short.
9 I hadn't intended to read all afternoon but once I'd started _____ .

## P CONNECTED SPEECH

Often in spoken English, we connect sounds which are written separately. This linking typically happens when a word ending with a consonant sound is followed by one starting with a vowel sound. For example:
*My friend said it was heavy-going…*
*It's not only exciting, it's sensitively written …*
Practising this linking helps improve your speaking and listening skills.

**4** **Read Lucy's description in Exercise 2 again. Underline the words that can be connected. Then practise reading the description, focusing on the connected speech.**

**5** **Write a description of your favourite book and read it to your classmates. Include**

- who the author is.
- where the story is set.
- who the main characters are.
- what happens (a short summary).
- why you liked it.

# GRAMMAR

## PAST SIMPLE, PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

### GRAMMAR ON THE MOVE

**Watch the video**

**1** **Read the extract from Lucy's review on page 71 and answer the questions.**

*I'd wanted to read some of the author's best-selling work for a while, so when I came across a little bookshop on holiday, which had a reasonably priced signed copy, I bought it immediately.*

1 Underline the main verbs. What tenses are used?
2 Which order of events, A or B, is correct?

A 1 wanted to read some of the author's work
2 came across a little bookshop
3 bought book

B 1 came across a little bookshop
2 wanted to read some of the author's work
3 bought book

➡ **GRAMMAR REFERENCE** / *Past perfect simple and past perfect continuous: Page 214*

**2** **Look at the extract below and identify the events. Put the events in the order they happened.**

*I was bored yesterday afternoon. I had already been to the supermarket, cleaned the house and cooked lunch, so I decided to go for a walk around the park.*

**3** **Complete the sentences with the correct form of the past simple, past perfect simple or past perfect continuous.**

1 I _____ (never / be) to a music festival until last year, when I _____ (go) to one in England.
2 I _____ (think) about buying a new guitar for ages when, to my surprise, my parents _____ (buy) me one for my birthday last month.
3 When I _____ (arrive) for rehearsals, the band _____ (already / start) playing.
4 The audience were shocked when they _____ (discover) that Sam was guilty. Up until then, they _____ (think) that he was innocent.
5 The audience _____ (wait) for over two hours by the time the concert _____ (start).
6 A friend of mine _____ (recommend) the new John Smith thriller but I _____ (already / read) it the week before.
7 I was tired and hungry when I _____ (get) home because I _____ (cycle) around the city all afternoon.

**4** **Read about Micha's night at the theatre. Complete the gaps with the past simple, past perfect simple or past perfect continuous form of the verbs in the box.**

| be | book | manage | read | sell out | start |
|---|---|---|---|---|---|

I was gripped by the classic novel and couldn't wait to see the play. It's a tragic tale of forbidden love, set in a small town in southern Italy. I couldn't believe that I managed to get tickets as I thought it **(1)** _____ months ago. On the night, the taxi that I **(2)** _____ the day before turned up an hour late but fortunately we still **(3)** _____ to arrive on time. We were allocated seats near the front of the stage. I **(4)** _____ through the programme for a few minutes when, all of a sudden, the show **(5)** _____ . During the interval, I grabbed a coffee and a small snack. I **(6)** _____ on my feet all day so it was good to sit down and relax a little. I then went back in for the second half. It was such a wonderful adaptation – the set design and the costumes in particular were stunning.

**5** **Have you ever seen a film or play based on a book you have read? Did you enjoy it? Why / Why not?**

**6** **Read the start of two short stories. Choose one of them and finish writing the story.**

**1** I'd just been to dinner with a friend, but it was getting late and I had to get up early. While I was walking home, I saw a clown standing in a dark doorway. I'd never been afraid of clowns, but this one looked suspicious. He started hurrying toward me and…

**2** I'd never been to see a live band so I was really excited when my friend managed to get tickets. We'd left early because we wanted to grab a bite to eat on the way. Just as we were leaving the restaurant we noticed a bag full of money. No-one was looking, so we…

# WRITING PART 2: REVIEW TRAINING

## The Legend of the Wild

'The Legend of the Wild' is one of the best games that I have ever played. This game is perfect for anybody who enjoys action adventure games. The graphics are spectacular and the storyline is first-rate. When I first got the game I wasn't able to put it down. In fact, even now I don't want to write anymore, so I can go back to playing it. A truly marvellous game!

●●●●●

I was really looking forward to playing 'Legend of the Wild', and when I first started playing I was really impressed by the graphics. However, as a whole, the game is pretty monotonous and the overall experience is disappointing to say the least. I was left feeling frustrated by the storyline and the absurd missions that you needed to complete the game. I won't be buying another game in this series again, that's for sure!

●○○○○

**1** **Read the short reviews. Work with a partner and answer the questions.**

1. Why do you think the people wrote these reviews?
2. What do we typically write reviews about?
3. How often do you read reviews? Do you trust them?

**2** **Look at the reviews again and find the following:**

1. five adjectives in the first review that mean *very good*
2. an adjective in the second review which means *it is boring because it doesn't change*
3. an adjective in the second review which means *when you feel annoyed because you can't do what you want to*
4. an adjective in the second review which means *stupid*

**Reviews wanted!**

**The most interesting book I have ever read!**

*Have you read an interesting book recently which you couldn't put down?*

Write us a review of the book. You should include information on:

- why it is interesting
- what it is about
- who you would recommend it to

Write between 140–190 words

**3** **Read the B2 First review of a book. Match the parts of the review (A–D) with the descriptions below (1–4).**

1. This part of the review gives an opinion of the book and answers who you would recommend it to.
2. This is the heading. You should choose an interesting heading for your review.
3. This part of the review provides an overview and says why the book is interesting.
4. This part of the review offers a description of the book.

**4** **A positive review often ends with a recommendation. Tick the recommendation below which is grammatically correct. Correct the other sentences.**

1. I suggest you to go out and see the film.
2. I would high recommend this book to anyone who enjoys thrillers.
3. I would urge you to buy a ticket for the film as soon as possible.
4. I advise yourself to go and watch the play.

**5** **Write your own answer for the Writing Part 2 exam task. Write between 140–190 words.**

**A** ***Open Heart* – A must-read!**

**B** One of the most absorbing books I've ever read was *Open Heart* by Natalie Windows. It's a work of contemporary fiction, set in modern-day Peru. It deals with the concept of friendship and is also a tale of mystery and murder. What makes this book so fascinating is the vivid descriptions of both the characters and the places.

**C** The plot centres on two main characters who were adopted at birth. They meet and become friends. One day, tragedy strikes on an abandoned train when someone is killed and our heroes must find out who did it before they can return home.

**D** Overall, I thought this was a very well-written book. It is a must-read for anyone who likes a good thriller. It would make perfect bedtime reading as it's not too long nor too heavy. The only downside is there are lots of twists which made the storyline a little complicated to follow at times.

●●●●○

# VOCABULARY

## POSITIVE AND NEGATIVE ADJECTIVES

**1** **Decide if the following adjectives are positive or negative and complete the table.**

appealing average confusing delightful
dense entertaining gripping hilarious
impressive informative predictable stunning

| POSITIVE | NEGATIVE |
|---|---|
| | |

### DID YOU KNOW?

We use the word *sequel* to talk about a book or film that continues the story of a previous book or film. We use the word *prequel* to talk about a book or film that is set at an earlier stage of the original story but was made or written after the original story.

**2** **Complete the following sentences with the adjectives in the box.**

~~appealing~~ average confusing
dense gripping hilarious
impressive informative predictable

1 The characters in the book were really *appealing* to me, as you felt a lot of sympathy for them and by the end of the book they almost felt like old friends.
2 The explanations in the book were too long, at 700 pages it was too _____ and could have been shortened by about 200 pages!
3 The film was totally _____ – you could tell how the plot was going to develop after only 15 minutes.
4 Overall, I'd say that the film was pretty _____. I mean it was OK, but nothing special.
5 The book was so _____ that I couldn't put it down. I spent the whole night reading it.
6 The documentary was really _____ – there was a lot of information about the wildlife in Iceland that I would not have got from elsewhere.
7 We didn't stop laughing through the whole of the film – it was _____.
8 The story was very _____ – I wasn't able to understand what was happening.
9 The graphics in the game are very _____ and they really helped you to feel that you were actually there.

# PUSH YOURSELF C1

## BUILDING YOUR VOCABULARY

**1** **Choose the correct collocation with the word in bold.**

1 It was an **absorbing** *song/film*.
2 Although written 100 years ago, the poem has a **contemporary** *feel/sense* to it.
3 As an artist, he was known for his **vivid** *thought/imagination*.
4 The *novel/painting* **centres around** her journey of self-discovery.
5 The musician's life was touched by *personal/sympathetic* **tragedy**.
6 The film has an unexpected **twist** *at the end/at the beginning*.
7 The *article/theatre* is a **must-read** for anyone interested in drama.
8 The film has a *complicated/difficult* **plot**.

**2** **Match the words in bold in Exercise 1 with the correct meanings.**

1 a very sad situation or event
2 the story
3 is the main subject of interest
4 something everyone should read
5 a surprising change
6 happening now
7 very interesting
8 producing a very clear picture in your mind

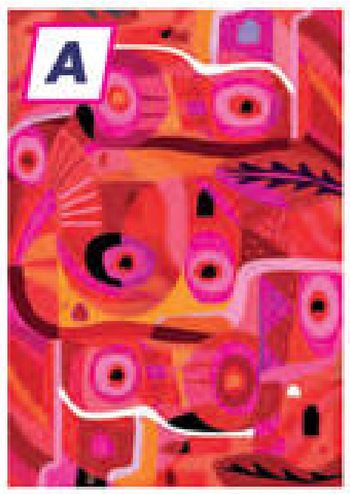
**3** **Work in groups and create the storyline for a film or book. You should**

- say what the story centres around.
- say what the plot is.
- create an interesting twist in the story.
- say why you think your story would be a must-read or must-watch.

# SPEAKING

## REACHING AGREEMENT

**1** **Look at images A–D. Which one do you prefer and why? Would you describe all these images as art?**



**2** 034 **Listen to two friends reaching an agreement before they leave an art gallery. Which image (A–D) do they choose?**

**3** 034 **Listen again and complete the sentences.**

1 We need to _____ about which one to buy.
2 I thought I'd _____ but I'm no longer sure.
3 You've _____ several times.
4 I'm _____ these two.
5 I _____. I think the landscape is quite complex …
6 I'm not _____ that one because the colours …
7 I'm _____ on the price.
8 So should we forget _____ then?
9 So, we're _____?

*Remember to use these phrases in Speaking Part 3, when you and a partner must try and decide on an answer to the question.*

**4** **Match the phrases (1–8) with the phrases (A–H) which have a similar meaning.**

1 I've made up my mind. _____
2 I've changed my mind. _____
3 I'm stuck (between) … _____
4 I see what you're saying. _____
5 I don't follow you. _____
6 I'm in favour of … _____
7 I'd like to eliminate it. _____
8 Have we come to an agreement? _____

A I have formed a new opinion.
B I'm not sure I'm with you.
C I see what you mean.
D Have we made up our minds?
E I want to remove that one.
F I can't decide.
G I've reached a decision.
H My preference would be …

**5** **Look at the words the two friends used to describe the photos. Match the words (1–6) with the definitions (A–F).**

| | | | |
|---|---|---|---|
| 1 | vibrant | A | using new or unusual ideas |
| 2 | creative | B | existing or happening now |
| 3 | distinctive | C | using strong or bright colours |
| 4 | complex | D | unlike anything else |
| 5 | contemporary | E | easy to recognise |
| 6 | unique | F | involving a lot of different but related parts |

**6** **Work in groups. Look at the pieces of art (A–F). Describe each one and decide which one you think would be best for your classroom. Use the language in Exercises 3–5 to help you.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 4

### EXAM FACTS

- *In this part of the exam, there are six sentences, each with one word in capital letters.*
- *You need to complete the second sentence so that it has a similar meaning to the first sentence, using the key word in capital letters. You mustn't change the form of the key word.*

### EXAM TIPS

- *It's a good idea to underline the words in the first sentence which correspond to the gap in the second sentence.*
- *Think carefully about how the key word is commonly used.*
- *Remember, you must write between two to five words, so make sure you count the number of words you have used. Contractions such as **don't** count as two words.*
- *Check your answers to make sure they fit grammatically.*
- *Check that you have covered all the meaning from the first sentence.*

**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** He sings in the musical and dances in it as well.
**ONLY**
Not _____ in the musical, he also dances in it.

**2** The author doesn't write as well as he did in the past.
**USED**
The author _____ he does now.

**3** Our very friendly tourist guide showed us around.
**SHOWN**
We _____ our very friendly tourist guide.

**4** Everyone apart from Steven thought it was an excellent performance.
**PERSON**
Steven was _____ not think it was an excellent performance.

**5** The singer said it was harder to sing rock than most other kinds of music.
**ONE**
The singer said rock was _____ kinds of music to sing.

**6** "Don't forget to pick up the tickets on the way home, Maria", said her husband.
**REMINDED**
Maria's husband _____ the tickets on the way home.

# WRITING PART 2: REVIEW

## EXAM FACTS

- *The main purpose of the review is to describe and express an opinion about something you have experienced.*
- *You must write between 140–190 words in an appropriate style.*

## EXAM TIPS

**Content**

- *Make sure that you cover all the points in the question.*
- *Include both factual information and an opinion.*

**Communicative achievement**

- *Think about who is reading the review and adapt your writing style accordingly.*
- *Make sure your writing style is consistent throughout your review.*

**Organisation**

- *Make sure you divide your review into paragraphs.*
- *Use linking words to make your review easier to follow.*

**Language**

- *Use a variety of past tenses and descriptive adjectives and adverbs.*

**Write an answer to the question below. Write your answer in 140–190 words in an appropriate style.**

**Reviews wanted!**

**A music event**

*Have you been to a concert or other musical event recently?*

Write a review of the event explaining where it was, why you liked it and who you would recommend it to.

The best review will be posted on our website.

Write your review.

➡ **WRITING BANK** / *Pages 238–239*

# LISTENING PART 3

## EXAM FACTS

- *In Listening Part 3, you hear five short extracts, each with a different speaker. You need to match one option (A–H) to each speaker.*
- *You will hear each recording twice.*

## EXAM TIPS

- *Use the time you are given at the beginning to read through the questions to understand what you are listening for.*
- *Underline key words and listen for how the same thing is said using different words.*

035 **You will hear five short extracts in which actors are talking about how to be successful in the film industry. For questions 1–5, choose from the list (A–H) what advice each actor gives. Use the letters only once. There are three extra letters you don't need to use.**

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

Speaker 5 _____

**A** Find out how other actors became successful.

**B** Invest money in acting classes.

**C** Get in touch with other actors.

**D** Be prepared for rejection.

**E** Don't be afraid to ask questions.

**F** Always be professional.

**G** Consider the roles you want to play.

**H** Find an agent you can trust.

# MAKING ARRANGEMENTS IN...

# BRISTOL

**1** **Look at the images and the information about Bristol. How similar or different is Bristol to your own town or city?**

## BRISTOL

Bristol's population is just over 450,000. It is the 8th largest city in the UK.

There are two universities in Bristol.

Bristol was voted the best city to live in Britain by a national newspaper.

**2** **Read about the different things to do in Bristol. Which activity would you most like to do and why?**

### BALLOON FIESTA

A must-see for anyone wanting to visit Bristol, this annual event attracts hundreds of thousands of people from around the globe, who flock to Bristol to see this spectacular hot air balloon display. Sit back and enjoy as over 130 hot air balloons, which come in all shapes and sizes, fill the skies around Bristol. Don't forget to stay for the magnificent nightglow display, when balloons are inflated and glow in the dark.

### CLIFTON SUSPENSION BRIDGE

For those who are into architecture and engineering, don't miss out on visiting the world-famous Clifton Suspension Bridge. It was originally designed by Isambard Kingdom Brunel, who's considered to be one of the greatest engineers of all time, and first opened to the public in 1864. Standing at a height of 101 metres, visitors are treated to some of the most picturesque views of Bristol. It's a good idea to join one of the many guided tours on offer to get the most out of your visit, and don't forget to bring your camera along with you.

### THE HARBOURSIDE

Once a busy spot for sailors and tradesmen, the Harbourside in Bristol is now home to a wide variety of galleries, restaurants, shops and hotels. The area comes alive in the summer months when visitors can take advantage of the numerous water activities on offer, including paddle boarding, rowing and yachting. There are even guided boat tours available on which you can enjoy an afternoon tea and take in the sights of the city from the water. It is also home to the Bristol Harbour Festival, a lively celebration of music, food and fireworks.

**3** **Find the words in the texts that mean the following:**

1. a place considered to be essential to visit (Text A)
2. happening once every year (Text A)
3. known about by many people from different countries (Text B)
4. attractive in appearance (Text B)
5. a place or location (Text C)
6. many, great in number (Text C)
7. full of energy and enthusiasm (Text C)

**4** 036 **Two friends, who are studying in Bristol, are making arrangements for the weekend. Listen and complete the conversation to form questions for making arrangements.**

**Joe:** Hey Olivia, What are you **(1)** *up to* this weekend? I thought we might do something.

**Olivia:** Yes, that would be great – though I'm tied up on Friday night. It's my sister's birthday remember?

**Joe:** Ah that's right. Have you got any **(2)** _____ Saturday? I thought we might go to the balloon fiesta. I've always wanted to see it.

**Olivia:** I've got a few things planned but I'm sure I could make time for it. What did you have **(3)** _____ ?

**Joe:** I wanted to see the nightglow.

**Olivia:** What's a nightglow?

**Joe:** It's where a lot of the hot air balloons turn on their flames at night. It's supposed to be quite spectacular, with a really vivid display of colour. It starts at 9 pm.

**Olivia:** It sounds amazing, especially against the night sky, but I'm afraid I've got something on between 8 and 8:30 pm. I don't think I can make it for 9 pm.

**Joe:** Ah, that's a shame. I guess I could go with Tom. **(4)** _____ you can't get out of it?

**Olivia:** Well, if I can, I'll let you know. Otherwise, I can meet you there a bit later, **(5)** _____ 9:30?

**Joe:** Ok. That would be great. I'm sure you won't have missed much by then.

**5** **Look at the <u>underlined</u> phrase Olivia used to talk about her availability on Friday night.**

Yes, that would be great – though <u>I'm tied up</u> on Friday night.

**Sometimes people use informal or idiomatic expressions when making arrangements. Match the expressions from the conversation (1–6) with the correct meanings (A–F).**

## PHRASES YOU MIGHT HEAR / USE

1. I'm tied up on …
2. I've got something on …
3. I can meet you a bit later, say …
4. I don't think I can make it …
5. Are you sure you can't get out of it …
6. I'm sure I could make time for it …

A. How about meeting at …
B. I don't think I can come …
C. I'm certain I can find time for it …
D. Do you think you can avoid it …
E. I'm not available on …
F. I already have plans …

**6** **Watch the video about Bristol. What do you learn about these things? Make notes.**

- The city of Bristol
- Famous ships
- The Clifton Suspension Bridge
- Festivals
- Music and art in Bristol

**WATCH**



## LIFE COMPETENCIES

### CREATING NEW CONTENT, RESPONDING CONSTRUCTIVELY

**7** **Go online and make of list of things to do in Bristol. Then talk to as many of your classmates as possible and make arrangements for the weekend. Write your plans. Remember, you can rearrange your plans if you like.**

# PROGRESS CHECK 2

## CONDITIONALS

**1** **Complete the sentences with the first or second conditional and a verb in the box.**

| be able to | come | go | graduate | have | join |
|---|---|---|---|---|---|

1 If I fail the exam next week, I _____ until next semester.
2 She would definitely study abroad if she _____ the opportunity.
3 If I didn't have to work in the evenings, I _____ a gym.
4 If you go to the concert tonight, let me know and I _____ with you.
5 Assuming he can finish his homework on time, he _____ to meet his friends.
6 Unless we can find a babysitter, we _____ go out tonight.

## GIVING ADVICE

**2** **Correct the mistake in each sentence below.**

1 You ought ask your teacher for advice.
2 You could to try doing an online class for extra practice.
3 He has better arrive soon or we'll be late for the seminar.
4 Whichever you do, don't cheat in your exam.
5 You might want try using a spellchecker to check your spelling.
6 I wouldn't to ask him if I were you. He's in a bad mood.

## AN EMAIL

**3** **Complete Lisa's email with the words and phrases in the box.**

| campus | dissertation | graduation ceremony | lecture theatre |
|---|---|---|---|
| over the moon | pull a few all-nighters | tutor | volunteering |

From: Lisa
To: Anna
Reply Forward

Hi Anna,
How are you? I finally got the results back from my end-of-year exams. I got 95%! I'm **(1)** _____ with the result. As you know, I wrote my **(2)** _____ on the effects of social media on communication. Well, my **(3)** _____ told me that it was one of the best he'd seen, which is great. I had to **(4)** _____ in the final week before the deadline but I'm so glad I did. Anyway, the **(5)** _____ will be next Tuesday. I'm allowed to bring four guests. Would you like to come? It's being held in the **(6)** _____ behind the main reception, in the northwest of the **(7)** _____. It would be great if you can make it and we can catch up on all your news, too. How is the **(8)** _____ going at the local hospital? Are you learning a lot?
Looking forward to your reply!
Lisa

## ARTICLES

**4** **Find and correct the mistakes in each sentence. Two of the sentences are correct.**

1 We had really great trip to Prague last month.
2 Dubrovnik is a beautiful city, located in a south of Croatia.
3 Overall, I was really impressed with the service at the restaurant.
4 An advice the tourist guide gave us was really useful.
5 My city has a big problem with the congestion.
6 Venice is one of the most beautiful cities I've ever been to.
7 I've been thinking about starting ice cream business.
8 Spanish is one of most widely spoken languages in the world.

## COUNTABLE AND UNCOUNTABLE NOUNS

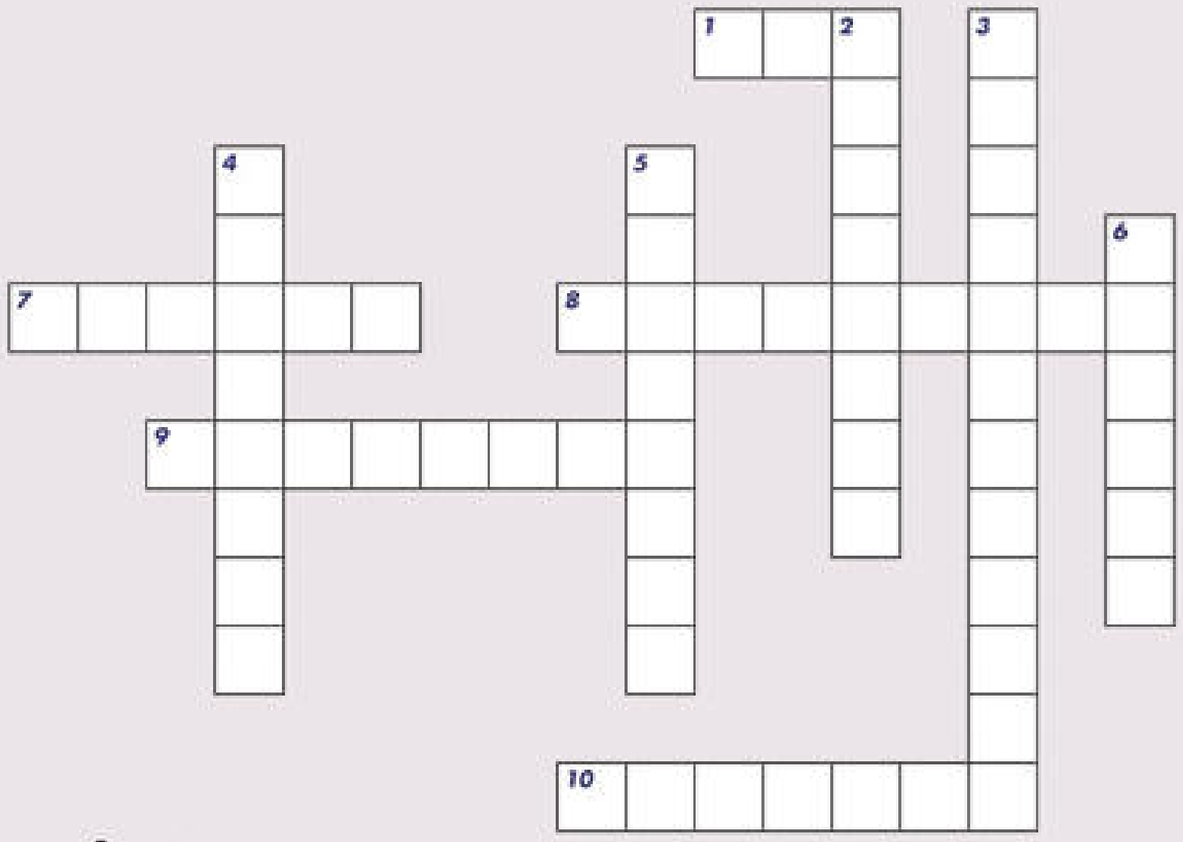
**5** **Put the words in the box in the correct categories.**

| advice | backpack | business | competition |
|---|---|---|---|
| congestion | luggage | money | noise |
| paper | scenery | traffic jam | vehicle | view |

| *COUNTABLE* |
|---|
| |
| *UNCOUNTABLE* |
| |
| *BOTH* |
| |

## HOLIDAYS AND TRAVEL

**6** **Complete the crossword with the correct answers to the clues below.**




**Across**

1 a line of cars close together moving very slowly or not at all: *traffic* _____
7 The thing you wear while cycling to protect your head
8 the place where you wait before boarding an aeroplane: _____ *lounge*
9 The busy part of the day when people are travelling to and from work
10 The part of an aeroplane where the pilots sit

**Down**

2 someone who drives a car or van
3 information you hear at a train station or at an airport
4 someone who regularly travels between home and work
5 the object in a car that you use to turn left and right: _____ *wheel*
6 the feeling of tiredness after a long plane journey

## PAST SIMPLE, PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

**7** **Complete the sentences with the correct form of the past simple, past perfect simple or past perfect continuous.**

1 By the time he _____ (arrive) at the cinema, the film _____ (already / start).
2 Julia _____ (never / be) to the theatre before, so she _____ (be) thrilled when her parents _____ (buy) her tickets for her birthday.
3 We _____ (sleep) for four hours when she suddenly _____ (wake) us up.
4 That evening, the children _____ (tell) their father which animals they _____ (see) at the zoo.
5 We _____ (be) disappointed to hear that the show _____ (cancel) because the singer was unwell.
6 They _____ (be) very tired in the evening because they _____ (help out) in the shop all day.
7 We _____ (visit) the exhibition that our friend _____ (tell) us about the week before.
8 Before she _____ (become) an actor, Melissa _____ (work) as a waitress for four years.

## THE ARTS

**8** **Choose the correct word or phrase to complete the sentences.**

1 It had sold 20 million copies, making it the *best-selling/best-seller* book of the year.
2 The film was *gripping/hilarious*. My friends and I couldn't stop laughing.
3 Personally, I found the ending really *confusing/entertaining* but everyone else seemed to get it.
4 From the lighting to the stage design, the whole *cast/set* was incredible.
5 The book was so *compelling/dull* that I just couldn't put it down.
6 The play was so *absorbing/awful* that everyone walked out halfway through.
7 It's a work of *contemporary/historical* fiction, set in modern-day China.
8 The film had an unexpected *storyline/twist* at the end that nobody had seen coming.

## A POSTER

**9** **Find and replace the words in the poster which have a similar meaning to the words in the box.**

| | | | | |
|---|---|---|---|---|
| cast | costumes | critics | entertaining | lead |

*Coming soon to a theatre near you!*

# A LEAP OVER THE MOON

Reviewers are calling it the most enjoyable musical of the year

An all-star line-up, with John Day in the main role as Tommy Smith

Outfits designed by the award-winning Jenny Summers.

# 6 CLOSER TO NATURE

## GETTING STARTED

**1** **Look at the photos A–F. Work with a partner and describe what you can see in each photo. Which is your favourite photo? Why?**

**2** **Look at the photos again and the titles of six new books (1–6). Choose the most suitable photo for the cover of each book. There might be more than one correct answer.**

1 Our Endangered Planet
2 The Astonishing Natural World
3 Understanding Animal Communication
4 Advanced Wildlife Photography
5 The Future Is Solar
6 Flying With Predators

**3** **Put the book titles in order from 1 (the book you'd most like to read) to 6 (the book you'd least like to read). Then work with a partner and compare lists. Give reasons for your order.**

## READING

**1** **Work in groups. Ask and answer the questions.**

1 If you were an animal, what animal would you be?
2 Are you frightened of any animals? Why / Why not?
3 Do you enjoy watching videos of animals online? Why / Why not?

**2** **You are going to read about the sea anemone. Before you read, look at the photo and write three sentences that you think might be true about the sea anemone. Think about:**

- what it is
- how big it is
- where you might find it

**3** **Read the text quickly, ignoring the gaps. Were your ideas in Exercise 2 correct? Go online and check any answers that you can't find in the text.**

## READING AND USE OF ENGLISH PART 2 TRAINING

**4** **Read the information about gaps 1–3 below. Complete each gap (1–3) with one word.**

**Gap 1:** The first sentence is comparing plants and animals. What preposition is used after the phrase *tell the difference* _____?

**Gap 2:** This sentence talks about the places sea anemones are in. What relative pronoun refers to location? _____

**Gap 3:** The gap here is part of a phrase known as a *correlative conjunction*. These are pairs of conjunctions that link words, phrases or clauses together. Other examples include, *either … or …* and *neither … nor …* Think of the word that completes the phrase *not* _____ *… but also …*

**5** **For gaps 4–8, read the rest of the text and think of one word which best fits each gap. Use only one word in each gap.**

### SEA ANEMONE

You may think it's easy to tell the difference **(1)** _____ a plant and an animal. After all, an animal can move about, whereas plants remain **(2)** _____ they are. However, it's not quite that simple. Some **species** show characteristics not **(3)** _____ of plants but also of animals. One example is the sea anemone. Even **(4)** _____ the sea anemone is often thought to be a plant, on account of its flower-like appearance, it is in fact an animal. Sea anemones usually attach themselves **(5)** _____ rocks, but they can also move around, albeit very slowly. Their ideal **habitat** is shallow **coastal** water, and they are often seen above the water level at low tide. They can grow **(6)** _____ to two metres in diameter. In **(7)** _____ of their gentle, flower-like appearance, they are actually predators. They wait **(8)** _____ fish to come close, sting them with poison and then push their prey into their 'mouths'.

## VOCABULARY

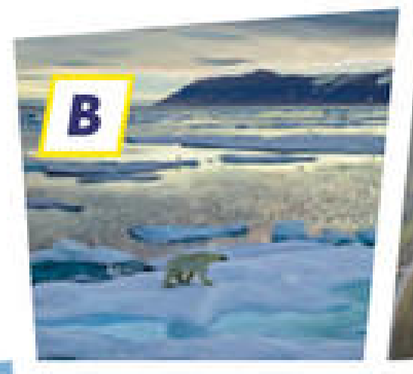
### THE NATURAL WORLD

**1** **Look at the words in bold in the text about the sea anemone. Match the words (1–3) with the words (A–C) to form compound nouns.**

| | | | |
|---|---|---|---|
| **1** | natural | **A** | species |
| **2** | coastal | **B** | habitat |
| **3** | endangered | **C** | path |

**2** **Complete the gaps with the words in the box to form compound nouns. Then match the words to photos A–F.**

energy footprint documentaries
issue range warming



1 What do you think is the biggest **environmental** _____ in the world today?
2 How easy is it for people to reduce their **carbon** _____?
3 What are some of the consequences of **global** _____ for the environment?
4 In what ways can using **renewable** _____ be good for the planet?
5 Do you enjoy watching **wildlife** _____? Why?/ Why not?
6 What do you think is the most spectacular **mountain** _____ in the world?

**P**

When a compound noun consists of [noun + noun], the stress is usually on the first word: **animal** kingdom. However, there are some exceptions: carbon **footprint**. With [adjective + noun], both words tend to be stressed: **coastal scenery**; **endangered species**.

**3** **Work with a partner. Ask and answer the questions in Exercise 2, paying attention to the stress of the compound nouns.**

# GRAMMAR

## PREPOSITIONS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1 Correct one preposition mistake in each sentence.**

1 Bats are nocturnal, which means they only come out in night.
2 The scientists have now arrived to the venue for the annual conference.
3 We travelled across the mountain range with train.
4 The seminar on animal welfare will be held in 32 Main Street.
5 We are planning to go back in the beach next week.
6 When you walk through the bridge, you get a better view of the river.

➡ **GRAMMAR REFERENCE** / *Prepositions: Page 216*

**2 Choose the correct preposition to complete the sentences.**

1 Many people don't **approve** *of/on* testing cosmetic products on animals.
2 The future of the planet **depends** *of/on* our ability to look after it properly.
3 Camels are **capable** *of/with* going for long periods of time without water.
4 I don't know why people **insist** *in/on* putting photos of their pets on social media.
5 Albert Einstein is **regarded** *as/with* one of the greatest scientists of all time.
6 I am writing to **enquire** *about/for* arranging a school trip to the zoo.
7 We are really **looking forward** *for/to* our trip to the wildlife park next week.
8 The engineers **succeeded** *in/on* finding a way to make the car more energy efficient.

**3 Rearrange the words to form sentences. Think about the position of the prepositions.**

1 on / congratulated / the tour guide / a / tour / informative / ~~the visitors~~ / very
The visitors _____
2 ~~the closure~~ / hasn't / from / the zoo / prevented / the lion exhibit / visiting / people / of
The closure _____
3 against / visitors / ~~the guide~~ / has / the animals / photographs / of / warned / taking
The guide _____
4 stopped / the museum / from / everyone / entering / ~~the security guard~~
The security guard _____
5 was / money / the office / of / from / ~~the researcher~~ / accused / stealing
The researcher _____



# PUSH YOURSELF C1

## COMPLEX PREPOSITIONS

**1 Read the sentence below from the text about the sea anemone. What part of speech are the words in bold?**

*… the sea anemone is often thought to be a plant,* ***on account of*** *its flower-like appearance …*

**2 Read Stephen's blog post about his experience with dolphins. Underline the five complex prepositions.**

I've always been really into wildlife and, with the exception of spiders, I love all animals. Last year, my family and I booked a holiday to Australia. Ahead of the trip, I did a lot of research online and found that it was a popular spot for watching dolphins. I wasted no time and immediately arranged a sightseeing trip. We climbed aboard our speedboat and were given a few safety instructions in the event of an emergency while we were at sea. We then set off in the hope of finding dolphins. Our guide warned us that dolphin sightings were common, but not guaranteed. He needn't have bothered, because after about fifteen minutes, we saw ten dolphins swimming alongside our boat! We even saw a baby dolphin swimming along with its mother. I'll never forget how elegant they looked as they jumped through the waves.

**3 Complete the sentences below with the compound prepositions from Exercise 2.**

1 We're going on a field trip to South America next year _____ seeing some of the rare wildlife there.
2 Boat trips only occur during good weather; _____ a cancellation, ticketholders will receive a full refund.
3 I've been reading a lot of reviews about the safari park _____ our trip to Kenya next month.
4 I generally like all types of holidays, _____ beach holidays, which I find really boring.
5 Common toads, _____ tree frogs, are the members of the animal kingdom I find most fascinating.

**4 Work in groups and talk about the most memorable experience you have had with an animal. Use at least one complex preposition.**

# SPEAKING PART 2 TRAINING

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

**Animals**

1 Did you have any pets when you were growing up?
2 Do you know anyone who has an unusual pet?
3 What benefits do animals bring to humans?

**Nature**

1 What do you think is the most beautiful thing in nature?
2 What three things can people do to help protect nature?
3 Do you think it's better for people to grow up in cities or in the countryside?

**2** **Read the model answers for Speaking Part 2 below. Which photos (A–D) do the words in bold appear in?**

**Student A**

The main **(1)** _____ between the two photos is that they both show the important role animals play in these people's lives. I think the **guide** in the first photo probably spends a lot of time working with the **camels** in the **desert**, so he might be very attached to them. **(2)** _____, the farmer in the second photo probably depends on the cows to earn a living, **(3)** _____ transporting **crops** from the field, so I guess the farmer is very thankful to have these animals for support.

**Student B**

The most **(4)** _____ difference between the two photos is the location. In the first photo, the **hikers** are walking close to a huge **mountain range**. **(5)** _____, the people in the second photo appear to be taking a selfie next to a **waterfall**. I think it's **(6)** _____ say that the people in the first photograph have come to this area for the magnificent views of the mountains and also to get some exercise. I would say that the people in the second photograph have come to see the waterfall and presumably go and swim in the surrounding lake.

**3** **Complete the model answers with the words and phrases in the box.**

| | | |
|---|---|---|
| in contrast | in the same way | in this case |
| obvious | safe to | similarity |

**4** **Find words and phrases in the model answers with similar meanings to the words and phrases below (A–F).**

**Student A:**

**A** relies on _____
**B** make money _____
**C** moving something from one place to another _____

**Student B:**

**D** very big _____
**E** very beautiful _____
**F** probably _____

**5** **Read the two model answers again. Which question do you think they are answering?**

**Student A:**

1 Why is it important to look after these animals?
2 How do these people feel about the animals they are with?

**Student B:**

1 Why have these people chosen to visit these places?
2 What are the people enjoying about being in these places?

**6** **Now, look at the photos again and answer the question in Exercise 5 that the candidates didn't answer. Use the vocabulary in Exercises 3 and 4 to help you.**

**7** **Work in pairs.**

**Student A:** Answer the Speaking Part 2 question on page 200.
**Student B:** Answer the Speaking Part 2 question on page 199.

# LISTENING

## LISTENING FOR ATTITUDES AND OPINIONS

**1** **Work in pairs. Say which way of life you think is better for the animals in the photos and why.**

**2** **Read the first line from an online article. Which of the following responses in the comments section do you most agree with?**

HOME
ABOUT
NEWS
CONTACT

SEARCH

THE WORLD'S FIRST
**TALKING ORCA**

Researchers at a marine park in France have taught an orca called Wikie to copy their speech. Wikie was heard to repeat the words 'hello' and 'bye bye' by pressing air through the blow-hole on top of her head.

COMMENTS

1 Sounds like a waste of time to me! 1 13 2
2 This proves that orcas can speak too! 2 7 0
3 I have concerns about the ethics of projects like this … . 5 3 4

**3** 037 **Listen to part of a radio discussion programme in which three people discuss a news story about an orca (also known as a killer whale). Which opinions are expressed by which people?**

| | | JOEY | LIZ | ISAAC |
|---|---|---|---|---|
| 1 | People are too quick to believe that animals have special abilities. | | | |
| 2 | The orca is trying to communicate a message to the people. | | | |
| 3 | The noises made by the orca cannot be considered as communication. | | | |
| 4 | More research needs to be done on how animals communicate. | | | |
| 5 | The orca probably doesn't understand the words she is hearing. | | | |

**4** **Look at the audioscript and underline the phrases where the speakers ask for or express opinions.**

Which of the speakers …

1 makes positive statements about something they disagree with?
2 asks and then answers a question?

**5** **Plan and write your own response to the news article in Exercise 2.**

# GRAMMAR

## RELATIVE CLAUSES

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Look at these examples from the radio discussion programme.**

*A) Apparently, the orca can say several words, which is just unbelievable!*
*B) I bet people will be able to interpret most of the sounds that animals make.*

Which sentence (A or B) contains:
a defining relative clause?
a non-defining relative clause?

**GRAMMAR REFERENCE** / *Relative pronouns and relative clauses: Page 217*

The words in boxes above are relative clauses. **Defining relative clauses** give essential information to make the sentence clear. **Non-defining relative clauses** give additional information.

**2** **Decide if the rules apply to defining or non-defining relative clauses. Write D (defining) or ND (non-defining) next to each sentence.**

1 We use the relative pronouns *who* for people, *which* for things, and *that* for both people and things.
2 We use the relative pronouns *who* for people and *which* for things, but **not** *that* for people and things.
3 The relative pronoun can be omitted when it is the object of the relative clause.
4 The relative pronoun cannot be omitted from the relative clause.
5 We use commas to separate the relative clause.
6 We don't use commas to separate the relative clause.

**3** **Complete the sentences with the correct relative pronoun. Decide which sentences are defining relative clauses (D) and which are non-defining relative clauses (ND) and add commas where necessary.**

1 Giraffes _____ are the tallest mammals on earth are able to run up to 55 kilometres per hour.
2 Edmund Hillary and Tenzing Norgay were the two explorers _____ first climbed Mount Everest back in 1953.
3 The scientist Stephen Hawking _____ work greatly enhanced our understanding of the universe died aged 76.
4 The North Pole is the one place _____ you can go 1km south, 1km east and 1km north, and be back at your starting position.
5 That's the book _____ I was telling you about last week.
6 1752 was the year _____ the world's first zoo opened in Vienna.
7 There's a river in Peru _____ the water is so hot that any animals _____ fall in are quickly killed.

**4** **Complete the sentences with correct relative pronouns and prepositions.**

1 The recycling project *which* I received funding *for* is due to begin next month.
2 The man _____ Jenny bought her mountain bike _____ suggested some routes for her to try.
3 What was the name of the radio programme _____ we were listening _____ last night?
4 The national park, _____ I was reading _____ last week, has just won a conservation award.
5 Andy, _____ I shared a flat _____ at university, has just come back from Antarctica.
6 The presentation, _____ I worked so hard _____, was cancelled at the last minute.

Non-defining relative clauses can begin with a pronoun, number or determiner, such as *all, most, some, none, neither, one,* followed by *of which* and *of whom.*

**5** **Choose a phrase from the box and an appropriate relative pronoun (*which* or *whom*) to complete the sentences.**

| all of | most of | both of | one of | neither of |
|---|---|---|---|---|

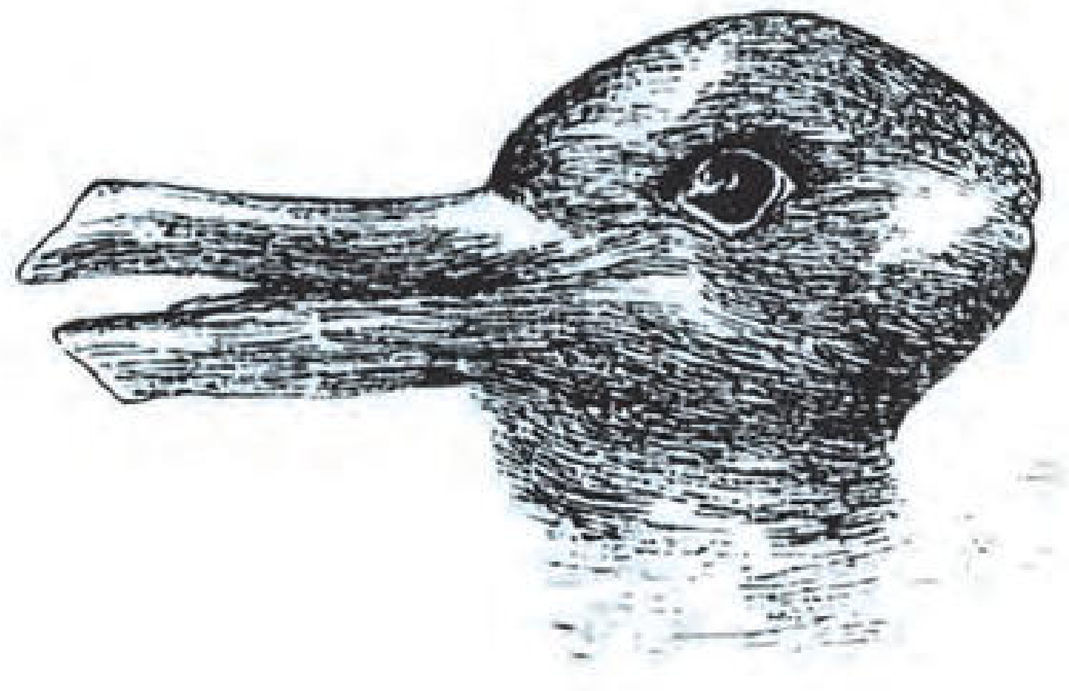
1 The five pandas, *all of which* are female, have been transferred to a wildlife park in America.
2 There used to be two scientists working on the project, _____ were from universities in the Netherlands.
3 My friend wrote two books on butterflies, _____ sold very well unfortunately.
4 The zoo has three giraffes, _____ are female.
5 The late English actor Richard Attenborough had two brothers, _____, David, presented the popular *Blue Planet* TV series.
6 Scientists estimate that our planet is home to 8.7 million species, _____ have still not been identified.

**6** **Go online and find five facts about animals. Rewrite these facts as sentences using relative clauses. Take turns telling them to your partner. Which facts do you find most interesting?**

# VOCABULARY

## COMMONLY CONFUSED WORDS

**1** **Do a class survey. What is the first thing that people see when they look at the picture?**



### DID YOU KNOW?

*Some learners of English confuse pairs of similar words, such as* ***sensitive*** *and* ***sensible****. Look at this extract from the listening about orcas:*

*But I think we need to be sensible, and not jump to the wrong conclusion.*

***Sensible*** *means behaving wisely and using good information to decide what to do.* ***Sensitive*** *means easily upset by people's words or actions.*

**2** **Read Mark's blog post about his recent trip to an African safari park. Circle the correct words.**

# AN UNFORGETTABLE EXPERIENCE!

From breathtaking views to beautiful animals, my recent **(1)** *travel* / *trip* to Kenya had it all.

An African safari is often high up on people's *bucket lists and it was number one on mine. I've always loved animals, particularly lions and tigers, and I was desperate to see them in their natural habitat. I managed to convince my parents to **(2)** *borrow* / *lend* me the money I needed to book the flights, accommodation, etc. and I was off.

I read a list of useful things to take when going on a safari beforehand, which, on reflection, was a really **(3)** *sensible* / *sensitive* idea. This included things like a guidebook, a good pair of binoculars and most importantly of all, **(4)** *lose* / *loose*, comfortable clothing. I also followed the **(5)** *advice* / *advise* of a friend who told me to learn how to pitch a tent, which I practised for hours in my back garden. Who knows what my neighbours thought of it!

There were so many highlights to **(6)** *choose* / *chose* from, but there's one I'll never forget. It was the **(7)** *sight* / *site* of a herd of elephants stopping for a drink from a lake. I'd got up before dawn in order to watch the sun **(8)** *rise* / *raise*, and getting to see the elephants too was an unexpected bonus! I actually got quite emotional watching them. I didn't think it would **(9)** *affect* / *effect* me like that, to be honest. I've attached a photograph. **(10)** *Say* / *Tell* me what you think about it in the comments section below!

Anyway, overall, it was an unforgettable experience and I would recommend it to anyone who has a passion for animals.

GLOSSARY

**Bucket list** a list of things a person would like to do or achieve before they die.

**3** **Work in groups and answer the questions.**

1. Would you like to go on a safari? Why / Why not?
2. What would be on your bucket list? Make a list of four things and then compare them with a partner.

# WRITING PART 2: REPORT TRAINING

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

1 What are the most famous zoos in your country?
2 Have you ever visited a zoo, and if so, what was it like?

**2** **Read the exam task and answer the questions.**

1 Who are you writing the report for?
2 What does this person want to know?

Your English teacher has asked you to write a report about your local zoo. The report will appear in the school's English-language magazine.

In your report, you should:

- describe the zoo
- explain what people can learn from it
- say whether you would recommend it to other students

Write your **report**.

**3** **Decide which of the ideas (1–7) would be relevant to include in your answer.**

1 the pros and cons of zoos
2 what the local zoo is like to visit
3 ways in which zoos can benefit animals
4 whether the local zoo is worth visiting
5 a description of your favourite zoo in the world
6 the role of zoos in animal conservation projects worldwide
7 what the local zoo can teach you

**4** **Read the answer to the question written by a B2 First candidate called Lucinda. Complete the gaps (1–3) with the three most suitable headings (A–F).**

1 _____

The aim of this report is to describe the zoo and evaluate it as a possible destination for this year's class trip.

2 _____

In order to prepare this report, I spoke to several of my classmates who visited the zoo on another trip six months ago. They described the facilities of the zoo as being excellent, and they were highly complimentary about the fascinating talks given by the guides. The talk on monkeys' feeding habits was particularly popular. Other students really enjoyed feeding the penguins. The fact that the zoo is quite small means that it is easy to see everything.

3 _____

As we have been discussing wildlife in our lessons, a visit to Danford Zoo this year would be an excellent idea. It would also provide a good opportunity to practise our English by listening to informative talks and asking questions. For these reasons, I am certainly in favour of going there for this year's trip.

A Danford Zoo – an ideal day out
B The purpose of this report
C Summary of my main findings
D We really must go to the zoo again.
E Recommendation for visiting the zoo
F What I learnt about penguins when I visited Danford Zoo

**5** **Look at the report again and find phrases that Lucinda has used to ...**

A explain why she's writing the report.
B describe what she did to write the report.
C report what other students told her about the zoo.
D explain why she would like there to be another trip to the zoo.

**6** **Using some of the ideas and phrases in Lucinda's report, write your own answer to the exam question in Exercise 2.**

# EXAM FOCUS

## READING AND USE OF ENGLISH – PART 2

### EXAM FACTS

- *You will read a text which has eight gaps in it.*
- *You must write **one** word only for each gap.*
- *There isn't a list of words to choose from in Part 2: you must think of a word which correctly fits the gap. These words will generally be articles, auxiliary verbs, comparatives, modal verbs, prepositions, and relative pronouns.*

### EXAM TIPS

- *Read the words and phrases before and after each gap and work out what type of word you need to write, e.g. a noun, preposition, verb, relative pronoun, etc.*
- *Re-read the text after you have filled in the gaps to make sure your answers make sense.*
- *Remember to check your spelling, as misspelt words will be marked incorrect.*

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

### An influential environmentalist

Ma Jun is a Chinese environmentalist and author, **(0)** *who* appeared in the 2016 film *Before the Flood*, narrated by the actor Leonardo di Caprio.

It was in the 1990s **(1)** _____ a young journalist called Ma Jun became interested in the environmental problems of China's Shanxi province and their impact **(2)** _____ local people. He had begun **(3)** _____ researching a story about families, but instead he filled his notebooks **(4)** _____ notes about the pollution he saw. These notes became the basis of his first book, *China's Water Crisis*, **(5)** _____ has been compared to the 2006 environmental documentary film *An Inconvenient Truth* in **(6)** _____ of its importance and influence.

The **(7)** _____ that over 3 million people have now downloaded an app that monitors companies' pollution levels is proof that, just **(8)** _____ Ma Jun, ordinary Chinese people want to know that pollution in their cities remains within legal limits.

## WRITING PART 2: REPORT

### EXAM FACTS

- *In the report, you are expected to give some factual information as well as make suggestions or recommendations.*
- *The question will always make clear who the report is being written for, and why.*

### EXAM TIPS

- *Read the exam question carefully.*
- *Make sure that you know who you are writing to and what they want to know.*
- *Say what the purpose of the report is in the first paragraph.*
- *Organise your report into paragraphs. Use headings to make the structure clearer.*

You recently attended a trip to a local wildlife park. Your English teacher has asked you to write a report about your experience. In your report, you should:

- describe what you can do there
- explain what is good and bad about the wildlife park
- suggest how it can be improved in the future

Write your **report**.

➡ **WRITING BANK** / *Pages 242–243*

# SPEAKING PART 2

### EXAM FACTS

*The examiner will ask you a question about your partner's photographs once your partner has finished speaking.*

### EXAM TIPS

- *Don't just describe what you can see in the photos. Instead, focus on specific similarities and differences.*
- *Listen carefully to what your partner is saying without interrupting them.*

**Student A**

Talk about your two photographs for one minute.
The photographs show people spending time enjoying nature in different places. Compare the photographs and say what these people are enjoying about being in these places.

**What might these people enjoy about being in these places?**

**Student B:** Do you enjoy spending time in nature?

**Student B**

Talk about your two photographs for one minute.
The photographs show people spending time with animals. Compare the photographs and say why these animals are important to these people.

**Why are these animals important to these people?**

**Student A:** Do you enjoy spending time with animals?

➡ **SPEAKING BANK** / *Pages 246–249*

REAL WORLD

# GOING INTO THE WILD IN ... FLORIDA

**1** Look at the photos and describe what you see in each. Have you ever done any of these activities? Which ones would you like to do?

**2** Read about the different activities you can do in Florida. Match the photos (1–3) with the reading texts (A–C).

**A** Everglades National Park is located in the south of Florida, and offers a whole host of activities for tourists, including walking along the Anhinga Trail to see turtles, birds and alligators, and a kayak tour to explore the various areas of natural beauty. You can even go hiking and biking through the 69km network of pinelands. Make sure you plan your trip in advance of your arrival so that you have time to visit all of the attractions on offer.

**B** Founded in 1967, Lion Country Safari is a drive-through safari park in Palm Beach County. Visitors are able to see a wide variety of animals, such as giraffes, rhinoceroses, ostriches, zebras, lions and chimpanzees from the luxury of their own cars. Visitors are advised, though, to drive carefully through the park and avoid getting too close to the animals.

**C** The Florida Reef is one of the largest barrier reef systems in the world, stretching for hundreds of kilometres down the east coast of the USA. It is home to over a thousand different species of plants, and over 500 different species of fish have been recorded there. It is a popular spot for scuba-divers, who come from far and wide to visit this spectacular underwater world.

1

2

3

**3** Find the phrases in the texts that mean the following...

1 lots of (x2)
2 before you arrive
3 a well-known place for
4 from lots of different places

**4** The following families are planning to visit Florida. Which (if any) of the places above would you recommend?

**A** The Owen family from Canada are regular visitors to the US. They really enjoyed their kayaking holiday in California last year and want to do something completely different in their 2-week stay in Florida this year.

**B** Bianca wants to spend a weekend in Florida with her mum Cecilia. They want to get out into the countryside and see Florida's wildlife.

**5** 038 **Listen to Jack, a tourist who is visiting Florida. Complete the table with the information you hear.**

| Place | Animal to see | Notes |
|---|---|---|
| Blue _____ | _____ | Visitors can't _____ there at the moment. |
| Various beaches | _____ | It's best to watch them in the _____ . |

**6** 039 **Match the underlined words in questions 1–6 below with the expressions (A–F) that have a similar meaning. Then listen to the conversation again and check your answers.**

1 Actually, <u>can I</u> ask you a few questions about the different things we can do here?
2 <u>Can you</u> recommend somewhere we can see some of the animals up close?
3 Right, I'll just make a note of that. <u>Is it</u> on the coast?
4 Oh sorry, <u>how's that's spelt</u>?
5 <u>What animals should we</u> try and see on the coast?
6 So <u>do you</u> have to get up at dawn?

A I was hoping you could
B Is there any particular animal we should
C Would you mind spelling that for me
D I suppose you
E Am I right in thinking that it's
F I was wondering if I could

**7** **It can be difficult to understand what people really mean when they are asking or answering questions. Match the phrases in bold (1–6) with the correct meanings (A–F).**

### PHRASES YOU MIGHT HEAR / USE

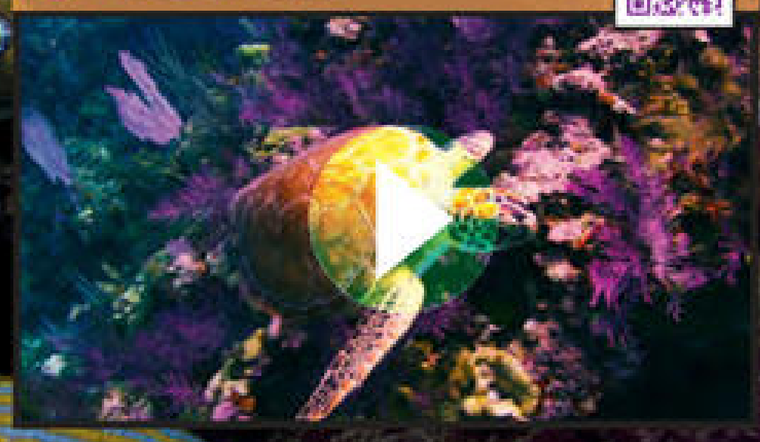
1 Ok, I'll just **make a note of that**.
2 **It can be quite tricky** to find.
3 The bus leaves **at 1.00pm sharp**.
4 **I'll have to look into that** as I'm not sure.
5 **Do you mind pointing out** the nearest supermarket?
6 **Please bear in mind** that the restaurant closes at 9.00pm.

A it is a little difficult
B please remember
C could you show me
D I'll find out for you
E at exactly …
F write that down

**8** **Watch the video about Florida. What do you learn about these things? Make notes.**

- Cities in Florida
- Land animals
- Underwater animals
- Diving in Florida

**WATCH**



C

Having just moved home, the Cortinis are ready for a week of relaxation in Florida. The two girls are fascinated by large animals. This is the family's last holiday before their third child is born.

## LIFE COMPETENCIES

### CONTRIBUTING TO GROUP TASKS, SYNTHESISING IDEAS

**9** **Work in groups. Choose a town, city or country. Go online and find out what the main tourist attractions are for people who like animals and nature. Design a poster and present it to the class.**

# 7 WHAT'S IN YOUR FOOD?

## GETTING STARTED

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

1 What do you think these people are enjoying about these eating experiences?
2 Which would you most and least enjoy? Why?

**2** **Complete the quiz. Then check your answers on page 200. Which answers most surprised you?**

1 On average, McDonald's sells 75 hamburgers every …
A second. B 20 seconds. C 60 seconds.

2 In 1800, what was used as a medicine for stomach pain?
A chocolate B tea C tomato ketchup

3 In the UK, what % of fruit sold in supermarkets is imported?
A 50% B 75% C 95%

4 Arachibutyrophobia is a fear of …
A peas rolling across your plate.
B peanut butter sticking to the top of your mouth.
C finding a spider in your food.

5 Which food has an eternal shelf life?
A honey B lentils C dried pasta

6 Which of these have been used as currency?
A chocolate B coffee beans C tea leaves

**3** 040 **Listen to speaker one talking about food. Which topic from the quiz does the speaker talk about?**

**4** 041 **Now listen to all five speakers. Choose from the list (A–H) what each speaker says. There are three letters that you don't need to use.**

Which speaker …

- **A** thinks restaurant food is overpriced.
- **B** stops eating before they've had enough.
- **C** has given up eating desserts which are high in sugar.
- **D** likes eating food made with butter, oil or other fats.
- **E** eats less than other people.
- **F** tends to eat locally grown produce.
- **G** needs to eat a lot of food.
- **H** used to take vitamin supplements.

**5** **Look at the options (A–H) in Exercise 4. Which statements are true for you or someone you know?**

## VOCABULARY

### DESCRIBING FOOD

**1** **Match the words and phrases in the box with the correct definitions (1–8).**

| | | | |
|---|---|---|---|
| appetite | full | gone off | in season |
| portions | savoury | stick to | vitamins |

1 salty and/or spicy food, not sweet in taste: _____
2 not being able to eat any more food: _____
3 available and ready to eat: _____
4 natural substances that help to keep the body healthy: _____
5 the feeling that you want to eat food: _____
6 describing food or drink that is not good to consume: _____
7 continue to do something: _____
8 the amounts of a particular food: _____

**2** **Complete the advice below using words and phrases from the box in Exercise 1.**

- ✓ Avoid eating food which has **(1)** _____ . Always check the best-before date on the packaging.
- ✓ It's important to eat a lot of food rich in **(2)** _____ and minerals.
- ✓ Try not to eat lots of **(3)** _____ snacks, such as crisps and chips.
- ✓ One of the effects of stress is a loss of **(4)** _____ , so make sure you always find time to eat.
- ✓ As you get older, it's important that you **(5)** _____ a healthy, balanced diet.
- ✓ If you want to lose weight, try eating smaller **(6)** _____ of food.
- ✓ You should avoid doing exercise on a **(7)** _____ stomach.
- ✓ If you want your diet to be more organic, try only eating fruit and vegetables when they're **(8)** _____ .

**3** **Work with a partner. Add three more points to the pamphlet in Exercise 2.**

### DID YOU KNOW?

*In British English, the food in the picture is known as* ***crisps****. In American English, it is known as* ***chips****.* ***Chips*** *in British English are* ***fries*** *in American English.*

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

1 Do you tend to eat large or small portions?
2 Do you prefer eating sweet or savoury food?
3 Would you say you have a large or small appetite?
4 Have you ever given up eating or drinking anything? Why?
5 Do you have any food allergies?
6 Do you think people should rely on food supplements?

# GRAMMAR

## WISH AND IF ONLY

**GRAMMAR ON THE MOVE**
Watch the video

**1** **Match the sentences (1–3) with the pictures (A–C).**

1 I wish I could go to the restaurant tonight.
2 I wish I didn't have so much washing-up to do.
3 I wish I hadn't eaten all that chocolate.

**2** **Look at the sentences in Exercise 1 and <u>underline</u> the tense in each. Then match the sentences to the correct functions (A–C).**

1 We use _____ to talk about wishes for the past.
2 We use _____ to talk about wishes for the present.
3 We use _____ to talk about wishes for the future.

A something we would like to do but can't.
B a regret about something that has either happened or didn't happen.
C something we would like to be different now but is unlikely or impossible.

➡ **GRAMMAR REFERENCE** / *Wish, If only and hope: Page 218*

**3** **Read the information in the boxes. Then match the example sentences (A–D) with the correct boxes.**

| | |
|---|---|
| **(1)** Sometimes, when talking about yourself, we use ***were*** not *was*. | **(2) *Wish* + person + *would* + infinitive** is used when someone is doing something we do not like and wish it could change. |
| **(3) Regret + verb *-ing*** can also be used to talk about past regrets. For negative regrets use **Regret + *not* + verb *-ing*** | **(4)** If you think something might happen or want something to happen in the future, use ***hope*** not *wish*. |

A I wish you would stop borrowing my clothes.
B I hope the food will be good tonight.
C I wish I were a famous chef.
D I regret not going to the restaurant last night.

**4** **Correct the sentences. The first one has been done for you.**

*had come*
1 I wish Martin came to the restaurant with us last night.
2 It was great seeing you yesterday and I wish to see you again soon.
3 I not regret choosing the pasta dish. It looks delicious.
4 I wish I would come to dinner with you tomorrow but I already have other plans.
5 I really wish that person at the other table talking more quietly. It's driving me up the wall.
6 I was in Venice last week and had trouble ordering in a restaurant. If only I would speak Italian.
7 I wish I pay more attention to the teacher yesterday. I don't understand any of this.

**5** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1 I regret not doing more to help my mum prepare dinner.
**WISH**
I _____ more to help my mum prepare dinner.
2 I regret not applying for that job as a chef last week.
**APPLIED**
If only _____ that job as a chef last week.
3 I wish I had learnt to bake when I was younger.
**REGRET**
I _____ to bake when I was younger.
4 Luke told Diane that he wished he were a first-class chef.
**IF**
Luke said to Diane "_____ a first-class chef."
5 They regretted trying the overpriced restaurant.
**HAD**
They _____ the overpriced restaurant.
6 I regret eating so much chocolate before dinner
**LESS**
I wish _____ chocolate before dinner.

**6** **Jake and Kristi are friends, but recently they've been having problems. Student A, read Jake's story on page 200. Student B, read Kristi's story on page 202. Highlight 3–5 issues or regrets which need to be discussed. Make notes, then have a conversation as Jake and Kristi using *wish*, *if only*, and *regret +ing*.**

## READING

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

1. Look at the pictures. What are they? What do you think they all have in common?
2. What's the strangest thing you've ever eaten?
3. Would you ever eat or drink something which you know might harm you?

**2** **Read the first paragraph of the article, ignoring the gaps. How does the writer feel about eating puffer fish?**

## READING AND USE OF ENGLISH PART 3 TRAINING

**3** **Read the first part of the article again and use the word given in capitals at the end of some of the lines to form words that fit in gaps 1–3. Use the tips to help you.**

**4** **Now look at gaps 4–8. Decide what type of word is needed for each gap (noun, adjective, adverb etc.). Then complete gaps 4–8.**

### YOU'RE DYING TO EAT ME!

**TIPS**

(1) The form of the word needed in this gap is an adverb. What suffix do you use at the end of the word *recent* to form an adverb?

(2) What type of word is used with the phrase as . . . as?

(3) What suffix is used with the word harm to say that it isn't dangerous?

I've always enjoyed eating new things, **(0)** *particularly* dishes from other cultures different to my own. **(1)** _____, on a trip to Japan with friends, we came across a restaurant and our Japanese guide suggested that we go for a delicate dish of 'fugu', or pufferfish, which, he told us, contains enough poison to kill 30 people and is known to be one of the most dangerous animals in the world. Admittedly, I wasn't as **(2)** _____ as my friends, who were really keen to try it. The guide reassured me though and said that as long as the preparation is carried out carefully, fugu is quite delicious and **(3)** _____.

The pufferfish gets its name from its **(4)** _____ to increase its size to look like a large spikey ball when it senses danger, making it difficult for predators to eat. It can grow to more than sixty centimetres in **(5)** _____ depending on the species and it has brilliant eyesight so it can spot danger easily. In fact, the pufferfish can move its eyes independently, meaning that it can look in two directions at the same time. It can also be found in a variety of different colours.

Although pufferfish taste revolting to other fish, humans have been consuming them for many years and, therefore, the dangers are **(6)** _____ known; chefs must undergo extensive training for several years. Even though I knew fugu chefs were fully trained, I was **(7)** _____ of the fact that poisonings still happen every year. My guide pointed out, with a casual smile, that a local supermarket had to recall several packs of this poisonous meat after it was discovered that the liver, which is highly toxic, hadn't been removed. This, unsurprisingly, didn't make me feel at **(8)** _____ before going into the restaurant.

PARTICULAR
RECENT

ENTHUSIASM

HARM
ABLE

LONG

WIDE

AWARE

EASY

**5** **Work with a partner and answer the questions.**

1. What would you have done if you'd been in the writer's position?
2. Why does the guide appear not to take the writer's fears seriously?
3. Why might tourists want to try this dish?

# PUSH YOURSELF C1

## USING ADVERBS AS MODIFIERS

**1** **Read the sentence below about the pufferfish. Choose the correct option (1–3).**

*Undoubtedly, I'd be rushed to hospital but, given we'd already established there was no antidote, what could the doctors possibly do for me?*

By using *undoubtedly*, the writer wants to emphasise that

1 something is true.
2 something is false.
3 they are not sure if something is true or false.

**2** **Read the sentences. Then match the underlined adverbs to the correct meanings (A–E).**

1 Apparently, he's giving up his job as a chef to go and travel around the world.
2 Due to the health risks, the food industry will inevitably have to reduce the amount of sugar in food.
3 Remarkably, the restaurant has closed down. It had only been open for two weeks.
4 Carrots can supposedly help you to see in the dark, but I'm not convinced they can.
5 Ultimately, it will be the government's responsibility to tackle obesity in young children.

**A** _____ is used to emphasise that something cannot be avoided.
**B** _____ is used to emphasise you are not certain that something is true.
**C** _____ is used to emphasise the most important fact in a situation.
**D** _____ is used to emphasise how surprised you are by the information.
**E** _____ is used to emphasise you do not believe that something you've been told is true.

**3** **Choose the correct option to complete the sentences.**

1 *Ultimately/Supposedly,* it's the food industry who have the money and who will therefore drive the development of genetically modified food.
2 *Apparently/Inevitably,* the colour of your plate influences the amount of food you put on it and therefore eat. While I can see this might be the case, I won't be convinced until I see more evidence.
3 *Inevitably/Remarkably,* I actually lost weight when I started eating dessert from a spoon made with zinc. I'd been doubtful at first but realised after a while, I'd cut down on sugar consumption.
4 *Ultimately/Supposedly,* the new chef is a scientific genius, but I can't see how combining sweet ice cream with a savoury meat pie is ever going to work!
5 *Apparently/Inevitably* the government will have to tackle growing concerns over the link between processed food and obesity. Rising rates of related illnesses simply cannot be ignored.

### P STRESS IN ADVERBS

Notice that the stress on these adverbs is placed on the second syllable.

a**ppa**rently re**mar**kably
**ine**vitably su**ppo**sedly

The exception to this pattern is the word ***ul****timately,* which has the stress on the first syllable.

**4** 042 **Read the information in the box. Then practise saying the sentences in Exercise 3, focusing on the correct pronunciation of the adverbs. Listen and check.**

## LISTENING PART 2 TRAINING

**1** **What do you think a food scientist does?**

**2** **You will hear a food scientist called Lucy Johnson talking about her job. Read the transcript of the first part of her talk quickly. Were any of your ideas in Exercise 1 correct?**

*Hi, my name's Lucy and I'm here to talk about my life as a food scientist. I've always been interested in food. I suppose it runs in the family. My father works as a chef at a top restaurant in London and my mother is a food critic for a national newspaper. I had several part-time jobs to earn some money while I was studying for my degree, including working as a waitress, which was good money but hard work. After graduating from university with a degree in food science, I got my first job as an analyst for a global chocolate company, where I studied the effect different cocoa beans had on the overall taste of the chocolate.*

**3** **Read the information in the box. Then look at three candidates' answers for question 1. Why are they incorrect?**

1 Lucy started working as an _____ after finishing her studies.

1 waitress

2 analyst for a global chocolate company

3 analyser

*In Listening Part 2, each answer will be no longer than three words. You need to complete each gap with the word, number or short phrase you hear in the recording without changing the form in any way.*

**4** **Now complete question 1 with one word from the text.**

**5** **Look at questions 2–7 below. What key information will you need to listen for?**

**2** Lucy must deal with a variety of problems connected to _____ on a daily basis.

**3** Lucy believes the best thing about being a food scientist is the _____ .

**4** In September, Lucy is going on a trip to speak to _____ .

**5** Lucy thinks some people find information given on food packaging slightly _____ to understand.

**6** In most situations, Lucy tries to _____ having processed foods.

**7** Not long ago, a workmate of Lucy's discovered a problem with the _____ due to a chemical used by a farmer.

**6** 043 **Listen to the rest of the talk. For questions 2–7, complete the sentences with a word or short phrase.**

**7** **Work with a partner and answer the questions.**

**1** Based on what you've heard, would you like to be a food scientist? Why / Why not?

**2** What do you think are the benefits of working in the food and drink industry?

**3** Is there anything about food production that you would rather not know?

## VOCABULARY

### PREFIXES

**1** **Would it be impolite not to try something offered to you by a host, even if you didn't like the look of it?**

**2** **Read the sentences. Match the words in bold with the correct meanings (A–F).**

**1** My dad always gets annoyed at slow service in restaurants. He's so **impatient**.

**2** The restaurant owner has a reputation for being **dishonest**, so make sure you check the bill carefully at the end of the meal.

**3** The café is planning to **reapply** for a licence to sell food and drink.

**4** It seems a bit **illogical** to buy food and drink at the event when we can just take it with us.

**5** I was **unaware** that the bistro had actually closed down.

**6** I quit my job as a waiter because I had to work **irregular** hours.

**A** not making sense

**B** make another request or application

**C** easily irritated by having to wait for something

**D** not normal

**E** not telling the truth

**F** not knowing something

**3** **Complete the questions below with the correct prefix from the box.**

| dis- | il- | im- | ir- | re- | un- |
|---|---|---|---|---|---|

**1** Is there a food or drink item that you really _____ like?

**2** Do you think food will be _____ placed by a small tablet one day?

**3** Do you think it's _____ responsible of people to throw leftover food away?

**4** Would you post a negative review online if the service in a restaurant was _____ acceptable?

**5** Some people think it should be _____ legal to sell energy drinks to people under 16 years old. Do you agree?

**6** Is it _____ polite to use your mobile phone at the dinner table?

**4** **Work with a partner. Ask and answer the questions in Exercise 3.**

## SPEAKING

### DESCRIBING A RESTAURANT EXPERIENCE

**1** **Read sentences (1–7) and match them with the criteria in the box. The first one has been done for you.**

| | | |
|---|---|---|
| location | ambience | value for money |
| service | cuisine | hygiene decor |

1 The restaurant specialises in Mediterranean food. *cuisine*
2 The restaurant is reasonably priced.
3 The staff at the restaurant are well-informed and efficient.
4 The restaurant is situated just off the main square.
5 The interior is quite traditional-looking.
6 The restaurant has a great atmosphere and can seat up to 100 people.
7 The restaurant scores highly in terms of cleanliness.

**2** **Put the criteria in Exercise 1 in order of importance from 1 (the most important) to 7 (the least important) when choosing a restaurant.**

**3** **Find the words and phrases in sentences 1–7 in Exercise 1 which mean the following.**

1 the inside
2 not too expensive
3 focuses on one particular type of food
4 fast / in an organised way
5 located

**4** **Work in pairs. Answer the questions.**

1 What's your favourite restaurant? Where is it situated and what does it specialise in?
2 Would you ever consider 'dark dining' where the restaurant's interior is completely dark and you can't see what you're eating?

**5** **Think about a restaurant experience you've had recently. Use the criteria in Exercise 1 and give the restaurant a score out of three. Then describe your experience to your classmates.**

I would like to talk about … which is situated …
In terms of service, I would give it a score of … because …

## GRAMMAR

### THIRD AND MIXED CONDITIONALS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Read the sentences below. Then read the statements (A–C) and decide if they are true or false.**

1 *If I'd known the food was going to be that bad, I wouldn't have let Liz talk me into going to the restaurant.*
2 *If I hadn't stayed up late last night, I wouldn't be so tired now!*

**Sentence 1**
**A** The speaker knew the food was going to be bad.
**B** Liz talked her into going to the restaurant.
**C** The speaker is talking about two events in the past.

**Sentence 2**
**A** The speaker stayed up late.
**B** The speaker isn't tired now.
**C** The speaker is talking about two events in the past.

➡ **GRAMMAR REFERENCE** / *Third and mixed conditionals: Page 219*

**2** **Rewrite the sentences using the third or mixed conditional.**

1 Tonya didn't attempt to make a dessert, because she's a terrible cook.
If …
2 Rebecca tried the pufferfish while she was in Japan.
If …
3 Peter has an allergy, so he didn't eat the nut cake.
If …
4 Kim didn't realise the meat was off, so she used it to cook with.
If …
5 Leonardo feels sick now because he ate too much ice cream.
If …

**3** **Make a list of three decisions you have made in your life, or which were made for you. Use the following topics or another idea of your own to help you:**

- things you have eaten or drunk
- subjects you studied in school or university
- places you visited or lived
- a decision you are happy with or regret

**Now, using third and mixed conditional structures, work with your partner and decide what might have happened if a different decision had been made.**

**Student A:** *'My mum made me go to a big family celebration last weekend which was really dull.'*
*If I hadn't gone there, I would have seen my mates.*
**Student B:** *Yeah, but if you'd seen your friends instead, your mum would probably still be angry with you now!*

# WRITING PART 2: LETTER/EMAIL TRAINING

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

1 What occasions do you think are being celebrated in the photos?
2 On which other occasions might someone dine in, or out, with friends or family?
3 Do you typically prefer dining in or out? Do you think this is influenced by your culture?

**2** **Look at the exam style question below. <u>Underline</u> the points you need to include in your answer.**

You have received this email from your English-speaking friend, Sarah.

> Hi!
>
> It's my mum's birthday next week and I'd like to organise a birthday meal for her at a restaurant. I remember you telling me that you recently organised a birthday meal for your dad. I'd love to know more about it. What kind of restaurant did you go to? What was the food like? Who did you invite and how did it go?
>
> Thanks, Sarah

**3** **Read the model answer to the question in Exercise 2. For gaps 1–10, choose the correct word or phrase (A–C).**

Hi Sarah,

**(1)** _____ for your email. It's great **(2)** _____ from you.

We had a wonderful time **(3)** _____ my dad's birthday. The new French restaurant in the city centre was fully **(4)** _____, so we ended up going to the Korean place near the river.

It was a good choice. The food was superb, and what's more, there was a wide **(5)** _____ of mild and spicy dishes to keep everyone happy. We invited loads of my dad's cousins, plus his sister, and most were able to **(6)** _____ it. My aunt had **(7)** _____ said that she wouldn't be able to come but managed to turn up at the end, which was a lovely surprise for dad.

Everyone had a fantastic time. The waiters were really friendly and the restaurant had a great **(8)** _____.

Good luck with **(9)** _____ your mum's birthday.

**(10)** _____,

Paula

| | | | | | |
|---|---|---|---|---|---|
| 1 | A | Thanks | B | With thanks | C | Thanking you |
| 2 | A | to have heard | B | to hear | C | to hearing |
| 3 | A | to celebrate | B | celebrating | C | celebrate |
| 4 | A | reserved | B | unavailable | C | booked |
| 5 | A | option | B | variety | C | choose |
| 6 | A | make | B | do | C | have |
| 7 | A | originally | B | always | C | before |
| 8 | A | value for money | B | hygiene | C | ambience |
| 9 | A | organise | B | organising | C | to organise |
| 10 | A | Yours faithfully | B | Truly | C | Bye for now |

**4** **Match the formal phrases (1–7) with their informal equivalent (A–G). Then decide if they are used at the beginning or end of a letter/email.**

| | | | |
|---|---|---|---|
| 1 | I look forward to hearing from you | A | Cheers |
| 2 | With reference to your email | B | I'm sorry to say |
| 3 | Kind regards | C | Can you |
| 4 | I regret to inform you | D | Let me know if you need anything |
| 5 | I would be grateful if you could | E | Regarding your email |
| 6 | Do not hesitate to contact me should you require further assistance | F | Just a quick line to let you know |
| 7 | I'm writing to inform you | G | I can't wait to hear back from you |

**5** **Turn to page 201. Write an answer for the question. Write your answer in 140–190 words in an appropriate style.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 3

### EXAM FACTS

- *In this part of the exam, you will read a text with eight gaps.*
- *You must use the word in capital letters at the end of some of the sentences to form a word that fits the gap.*

### EXAM TIPS

- *Look at the words before and after each gap and think about the type of word you need, e.g. a noun, verb, adjective, adverb etc.*
- *Decide if the context before and/or after the gap is positive or negative and use the correct prefix or suffix.*

**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).**

**Write your answers IN CAPITAL LETTERS.**

Example: **(0)** *actually*

### The history of ketchup

Loved by millions, ketchup, that bottled tomato sauce enjoyed with all sorts of dishes, **(0)** *actually* dates back over 500 years to China where it was used **(1)** _____ south-east Asia to enhance the taste of savoury dishes. It might be hard to believe, but **(2)** _____, ketchup was tomato-free. In the 1500s, many considered the tomato to be **(3)** _____ and refused to eat it.

**ACTUAL**
**THROUGH**
**ORIGIN**
**POISON**

The first known published sauce recipe including tomato was in 1812 although, **(4)** _____ the ketchup of today, it didn't include vinegar. The addition of tomatoes meant ketchup included vitamins and, in 1834, ketchup was made into pills by Dr John Cooke Bennet and sold as medicine to treat a variety of **(5)** _____, such as indigestion and muscle pain.

**LIKE**
**ILL**

The popularity of these pills spread **(6)** _____, and they were soon copied. However, some **(7)** _____ businessmen replaced tomatoes with other ingredients and made false claims that their new sauce could cure anything from vitamin deficiency to broken bones. While the ketchup medicine industry collapsed soon after, the rapid **(8)** _____ of ketchup as a food item continued and it still remains high on people's shopping lists today.

**RAPID**
**HONEST**
**GROW**

# WRITING PART 2: LETTER/EMAIL

### EXAM FACTS

- *You must write between 140–190 words in the appropriate style.*
- *You can expect to be asked to write an email or letter to a friend, a college principal, a magazine editor or a potential employer.*

### EXAM TIPS

- *Read the exam question carefully and check whether you need to write in a formal or informal style.*
- *After you have written your answer, check that you have covered all the points in the question.*
- *Remember to use words and phrases that you would typically find in an email or letter.*

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

You have received the following email from your English-speaking friend, Sonya:

> My mum told me that you're going to organise a surprise meal to celebrate your sister's graduation. I'd love to know more about it. What kind of restaurant are you going to? Why did you choose that restaurant? Is there anything about the surprise that you are worried about?
>
> See you soon,
>
> Sonya

Write your **email**.

➡ **WRITING BANK** / *Pages 236–237*

# LISTENING PART 2

### EXAM FACTS

- *In this part of the exam, you will listen to one person speaking.*
- *There are ten sentences and each sentence has some information missing. You must complete the sentences with the words you hear in the recording.*

### EXAM TIPS

- *Before the listening begins, read the instructions, title and sentences quickly and think about the type of information you need to listen for.*
- *The sentences will follow the same order as the information in the recording.*

044 **You will hear a chef called Tobias Stewart talking about his career and new book. For questions 1–10, complete the sentences with a word or short phrase.**

## Becoming a successful chef

Tobias studied 1 _____ at university.

After he left university, Tobias volunteered to work for a 2 _____ .

Based on his observations of the 3 _____ where he was working, Tobias decided on a different career.

Tobias ran his first restaurant when the owner 4 _____ .

When his restaurant was reviewed, Tobias' dishes were described as 5 _____ by the reviewer.

Tobias explains that as his wife works as a 6 _____ , she understands the pressures of his job.

Tobias finished writing his cookery book in 7 _____ .

Tobias is concerned about the effects of 8 _____ .

Tobias has decided to call his book 9 _____ .

By signing up to Tobias' blogpost, listeners can win a prize and discover new 10 _____ .

# DINING OUT IN … ATHENS

Street food specialities

Fine dining delights

Casual comfort

**1** Look at the photos below. In what ways would you expect the food, price and overall experience to be different? Which dining option would you prefer when travelling?

**2** Read the article about three different dining experiences in Athens. Work in pairs and talk about which experiences you would most / least like to try.

## A GREAT FOR GATHERINGS

Immerse yourself in the traditional flavours of Greece while you relax over three courses of mouth-watering cuisine. Expect to eat generous portions of typical dishes, like Tzatziki – a garlic cucumber and yoghurt dip, or Dolmades – stuffed vine leaves which are filled with mincemeat and rice. You might not get a menu, so if you're not sure, asking the waiter for a recommendation is always a good idea. Rather than a formal dining experience, you can expect the atmosphere to be lively and fun with lots of music and Greek dancing. Bring your dancing shoes and be prepared to join in.

## B HANDS-ON FUN

Discover how to make classic Greek dishes with an experienced local chef before heading up to the rooftop terrace to enjoy your home-made three-course dinner amid breathtaking views. Dishes vary but typically include favourites like Keftedes – meatballs cooked with herbs and onions, or Kolokithokeftedes – courgette fritters which are often served with Tzatziki. Your evening starts with a visit to the food market where you will be given tips on buying the best local ingredients and ends when you and your fellow foodies have finished eating their meal.

## C AUTHENTIC AND INFORMATIVE

Real Athenians, famed for being incredibly hospitable, introduce you to the secrets of local food as they welcome you into their homes. Not only can you expect a creative twist on well-known Greek dishes, like Moussaka – an aubergine dish with spiced meat and béchamel, but also a lesson on the social side of dining which includes tips on fine dining, restaurant recommendations and local food culture. With an appetiser, main course and dessert, you are guaranteed one of the most genuine dining experiences the city has to offer.

**3** **Find words or phrases in the text which mean the following:**

1 food which looks and smells delicious (Text A)
2 a large amount of food (Text A)
3 beautiful scenery (Text B)
4 people who love food (Text B)
5 when people are friendly and welcoming to visitors (Text C)
6 real and authentic ways to eat dinner (Text C)

**4** **Marianne, a tourist, has gone to a restaurant in Athens and is talking to the waiter. Read four extracts (1–4) from the conversation and match them with the correct functions (A–D).**

1 Could we pay separately?
2 I'm sorry, but my cutlery is a little dirty.
3 I wanted to know if it's suitable for vegetarians?
4 I was wondering if you could squeeze us in?

A asking for a table
B checking dietary requirements
C asking about the bill
D complaining

**5** **Listen to the conversation and complete the sentences. Write 2 or 3 words.**

1 045

**ASKING FOR A TABLE**

**Waiter:** How many of you are there?
**Marianne:** There's four **(1)** _____ .

2

**TALKING ABOUT A DISH**

**Waiter:** Are you ready to order?
**Marianne:** Almost. I like **(2)** _____ the Moussaka.
**Waiter:** It's an oven baked dish of mixed vegetables which I highly recommend.
**Marianne:** Is that a speciality **(3)** _____ ?
**Waiter:** Do you have any allergies?
**Marianne:** No, I'm **(4)** _____ anything but my friend is gluten intolerant. He can't eat wheat.

3

**MAKING A COMPLAINT**

**Marianne:** Excuse me. I think this might be someone else's. It's not what **(5)** _____ .

**MAKING A REQUEST**

**Waiter:** Yes of course. Is there anything else? Would you like any more drinks?
**Marianne:** Yes. The **(6)** _____ for me please. Plus a jug of tap water.

4

**ASKING ABOUT PAYMENT**

**Waiter:** Of course. I can bring you separate bills if you like? How do you wish to pay?
**Marianne:** Is it possible to pay by **(7)** _____ ?
**Waiter:** Here you go, madam.
**Marianne:** Thank you. Is the **(8)** _____ ?

**6** **Work in pairs. One of you is a customer in a restaurant and the other is a waiter / waitress. Use the menu below and role play a conversation. Use the phrases in Exercise 5. Then change roles.**

| **MENU** | **€** |
|---|---|
| **Appetisers** | |
| Greek style roasted olives | **2** |
| Tzatziki | **3** |
| Red pepper dip with feta cheese and yoghurt | **3** |
| **Main** | |
| Moussaka | **9** |
| Dolmades | **7.50** |
| Keftedes | **8** |
| **Dessert** | |
| Baklava | **5** |
| Orange cake | **4** |

**7** **Watch the video. Watch the video about Athens. What do you learn about these things? Make notes.**

- The landmarks of Athens
- Shopping
- Food markets
- Restaurants
- The Athens Street Food Festival

# LIFE COMPETENCIES

## TAKING PART IN CREATIVE ACTIVITIES

**8** **Work in pairs. Go online and research food experiences in a city of your choice. Then in small groups, decide which experiences you would most enjoy and why.**

# 8 LIVING MADE EASY

Air travel

## GETTING STARTED

**1** **Work with a partner. Look at the photos and decide which three scientific or technological breakthroughs you think are the most important. Can you think of any others?**

**2** **Read the statements. Which do you agree or disagree with? Give reasons for your answers.**

1. There will be a music festival one day where all the performers are robots.
2. Every car on the road will be driverless by 2050.
3. People will stop using social media sites because of data and privacy issues.
4. More and more food will be grown in laboratories to cope with the increase in the world's population.
5. People will use online doctors rather than visiting them face to face.
6. There will be no need for students to go to a university building in the future as all lessons will be available online.

3D printing

Artificial intelligence

Penicillin

Washing machine

Food preservation

## LISTENING PART 3 TRAINING

**1** **Do you think it's possible to become fluent in a language that has been taught completely online?**

**2** **Look at the list of experiences people have had with learning a language online in Exercise 3 (A–H). Find the words and phrases in the list which mean the following.**

1 cheap; affordable
2 a list of planned activities
3 personal requirements
4 support; help
5 improved x2

**3** 046 **Now listen to five short extracts in which people are talking about their experience of learning a language online. For Speakers 1–5, choose from the list (A–H) what each speaker says about their experience. Use the letters only once. There are three extra letters which you do not need to use.**

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

A It helped me to improve my speaking skills.
B I could organise the lessons around my work schedule.
C It boosted my vocabulary in particular.
D There were a variety of teachers to choose from.
E I received a lot of extra assistance from my online teacher.
F I developed my computer skills as well as my language skills.
G The lessons were designed to meet my individual needs.
H It was more economical than going to a school.

**4** **Work in pairs. Decide if these things can be successfully learnt online without a teacher.**

driving a car  playing an instrument
delivering effective presentations
photography  fixing your bike

## GRAMMAR

### DIRECT AND INDIRECT OBJECTS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **In one minute, think of as many different verbs as possible that could complete the gap.**

My dad _____ me a tablet.

**How many objects are there in this sentence? Can the order of the objects be changed?**

➡ **GRAMMAR REFERENCE** / *Direct and Indirect Objects: Page 220*

**2a** **Match the verbs with the indirect object (someone) and a direct object to make phrases.**

| | VERB | INDIRECT OBJECT | DIRECT OBJECT |
|---|---|---|---|
| 1 | forward | | a present |
| 2 | lend | | a meal |
| 3 | buy | | a favour |
| 4 | cook | someone | a song |
| 5 | tell | | an email |
| 6 | sing | | a story |
| 7 | do | | some money |

**2b** **Now, express each phrase you wrote in a different way by changing the word order and using *for* or *to*.**

e.g. *buy a meal* ***for*** *someone; tell a story* ***to*** *someone*

**3** **Complete the sentences with the correct form of the verbs in the box and either *to* or *for*.**

pre-order  buy  lend  forward

1 I _____ a new laptop _____ my mum last week and she loves it.
2 My friend dropped my phone and cracked the screen after I _____ it _____ him yesterday.
3 She _____ the new tablet _____ her husband ahead of its official release next month.
4 I've just _____ a copy of the document _____ you.

**4** **Correct the preposition mistakes in four of the sentences below.**

1 The technicians are constantly being asked to do favours for their customers.
2 Is there any chance you could lend your mobile phone for me?
3 I can't believe you cooked that meal to me using only a microwave – it was really good!
4 My artist friend painted a portrait of me using only digital tools.
5 I downloaded the instruction manual my grandfather.
6 On the day the famous physicist retired, his colleagues sang him a song.
7 When was the last time you actually wrote someone a letter by hand?
8 My phone tells to me the temperature inside and outside my home.

**5** **Work in groups. Find out the interests of three or four of your classmates. Think of something unforgettable that you could do for them.**

I know that Ella's really into classical music.
I know, I'm going to order her a piano, so she can play it! It will be custom-made for her.

Well, I'm actually going to write a symphony for her!

What?! That's nothing, I'm planning to design her a concert hall!

# VOCABULARY

## TECHNOLOGY

**1** 047 **Listen to Aziz talking about his first job. How do you think his boss felt about him?**

**2** 047 **Match the syllables to make the compound words which Aziz uses. Then listen again and check your answers.**

| | |
|---|---|
| back | grade |
| break | sheet |
| file | shot |
| screen | through |
| spread | up |
| up | name |

**3** **Complete the sentences with the compound words from Exercise 2.**

1 Whenever I _____ to the latest software my phone's performance always gets worse.
2 I'm currently doing an internship at an accountancy firm where I record what has been spent onto a _____.
3 The IT Helpdesk said that if I could email them a _____ of the error message, they'll try and fix the problem.
4 I'd say the invention of the internet is probably the greatest technological _____ of all time.
5 A friend of mine had to rewrite his university dissertation from scratch after his computer died and he hadn't made a _____ of his work.
6 Never save a document as something vague like 'homework'; instead, use a specific _____ such as 'Enrico_environment_essay_23 June'.

### DID YOU KNOW?

*Many old words have taken on new meanings to describe aspects of technology. For example:*

**Follow** (*verb*)

1 to move behind someone or something
2 to subscribe to a person's social media updates

It's useful to know both meanings of these kinds of words.

**4** **Match the words in the box with the definitions (1–7).**

| | | | | | | |
|---|---|---|---|---|---|---|
| bookmark | bug | crash | run | network | icon | browse |

1 an illness / a very small insect / a problem in a computer program
2 a small picture or symbol on a computer screen / a very famous person or thing
3 to look through a book or magazine / to look at information on the internet
4 to manage a business / to start a computer program
5 an object used in a book so that you can find a page again / to save a website address on your computer or browser / a saved website
6 a group of friends or people you know / a group of computers that are connected together so that they can share information
7 to be in an accident involving vehicles / to stop working (computer)

**5** **Complete each sentence using a word from Exercise 4. Decide if you are using the old or the new meaning of each word.**

1 The Taj Mahal has long been an _____ of India.
2 It's a good idea to _____ interesting webpages so that you can find them easily again later.
3 I can't believe it – my computer has _____, and the essay I was writing is lost!
4 She has a great _____ of friends and colleagues that she can rely on for support.
5 Just click on the envelope _____, and it'll show your email inbox.
6 I thought I'd just have a quick look at my phone – and then the next thing I knew, I'd spent a whole hour _____ the web!
7 I caught a stomach _____ and had to spend two whole days in bed.
8 Arthur knew at an early age that he wanted to _____ his own business, and now he is.
9 The _____ I was using slipped out and onto the floor, so now I can't remember what page I was on.
10 Users have reported finding a _____ in the software, which the software engineers are trying to fix.

**6** **Choose three of the words in the box in Exercise 4 and make questions using either meaning. Then work in pairs and ask and answer the questions.**

Which building do you think has become an icon of your country?

How much time on average do you spend browsing the web each day?

# WRITING

## FORMAL AND INFORMAL WRITING

**1a** **Would you be more likely to use formal or informal language when writing ...**

1. to ask a former lecturer or teacher for a reference when you apply for a job?
2. a response to a photo posted by someone you follow on social media?
3. a report for the company department you work for?
4. to answer an email from a friend who is asking for advice?
5. to invite a friend to visit you next weekend?
6. to request a refund on a faulty product you recently bought?

**1b** **Tell a partner about any of the messages in 1a you have written.**

**2** **Look at sentences 1–10 and complete the table. Decide the function of each sentence and if it is formal or informal. The first one has been done for you.**

| | FORMAL | INFORMAL |
|---|---|---|
| Beginning | | |
| Requesting | | |
| Suggesting | | |
| Apologising | *sentence 1* | |
| Complaining | | |

1. I regret the inconvenience caused and can assure you that it will not happen again.
2. Do you reckon you could put me up for a few days?
3. To whom it may concern, I am writing to apply for the internship position at your company.
4. The receptionist was very rude, which I consider unacceptable behaviour.
5. Hi Yutian, hope all's well with you!
6. I would be most grateful if you could provide further details.
7. I know I messed you around, and I'm really sorry.
8. It may be worth holding the event at the college.
9. How about inviting a few friends round for a barbecue?
10. I can't believe they served the food cold – what a letdown!

**3** **Quickly read the email and decide whether the language used is ...**

- **A** consistently formal.
- **B** mostly formal, but with a few phrases that are too informal.
- **C** mostly informal, but with a few phrases that are too formal.
- **D** consistently informal.

Dear Sir or Madam,

Having recently purchased your 'Photo Editing Magic' software, I am writing to express my disappointment with it. First of all, your advertisement described the software as 'fully meeting the needs of a professional photographer'. **(1)** This isn't true. Not only **(2)** are there lots of things that it can't do properly, it also freezes for long periods of time. **(3)** I really need the software for my work as an architectural photographer.

**(4)** Another thing is that the software can only cope with small file sizes. Customers wishing to edit larger files are invited to upgrade to the premium package **(5)** for more money. I feel that this is **(6)** not good at all, and it should have been made clear when I bought it that there was a size limit.

**(7)** That's why **(8)** I want my money back, and I look forward to being reimbursed within the next 14 days.

**(9)** Bye for now,

Maria Postani

**4** **Replace the underlined phrases (1–9) with the more formal phrases (A–I).**

- **A** totally unacceptable
- **B** in addition
- **C** this is clearly not the case
- **D** is it unable to perform many functions
- **E** I am requesting a full refund
- **F** the software is essential
- **G** for the reasons above
- **H** at an additional cost
- **I** yours faithfully

**5** **Imagine that you have paid for a product or a service which you are disappointed with. Write an email or letter to the company you purchased it from, explaining why you are disappointed. Include the following points:**

- what the product is
- what is wrong with it
- what you want the company to do

# READING AND USE OF ENGLISH PART 6 TRAINING

**1** **Look at the pictures below. Work in pairs and talk about ways in which these things could become smarter.**

doorbell

fridge

lock

temperature control

**2** **You are going to read a newspaper article about living in a smart home. Read the article quickly, ignoring the gaps. Does the writer talk about any of the ideas you discussed in Exercise 1?**

**3** **Read the text around the five highlighted pronouns carefully. Identify what each one refers to.**

| | | | | | |
|---|---|---|---|---|---|
| **A** | it | *i)* | the video feed | *ii)* | the door |
| **B** | This | *i)* | floorplan | *ii)* | controlling energy use |
| **C** | it | *i)* | tablet device | *ii)* | household budget |
| **D** | it | *i)* | the kitchen | *ii)* | the fridge |
| **E** | it | *i)* | smart technology | *ii)* | the home |

## WELCOME TO YOUR SMART HOME OF TOMORROW

*Journalist Sam Wood spent a day in a smart home to find out what the homes of tomorrow might look like.*

Nowadays, it's difficult to think of an area of life that isn't partly or fully automated. We have all seen the evolution of the car industry, where manufacturers are pumping billions of pounds into research and development of driverless technology. Even surgeons are being assisted by automated robotics on the cutting edge of technology to perform real-time operations. But what about our homes? Is this area of life next in line for the so-called digital takeover? I visited a smart home in London to find out.

Let's start with the front door. When I arrived at the smart home, I was asked to ring the doorbell. **(1)** _____. This activates as soon as the doorbell is pressed and sends a live video feed to the resident, showing them who's there before they electronically open the door. Interestingly, you do not even need to be at home to view [A]it. This can all be done remotely – handy for letting in delivery men when you are not at home, I am told.

The other thing I couldn't see on the door was a lock. 'There must be one, I mean, where does my door key go?' I thought to myself. **(2)** _____. All you need to do is place it up against the door and after a few seconds, it opens, working on a principle much like when you use contactless payment. Furthermore, it's personalised to your phone so that nobody else can access it or enter your home, and it's compatible with any of your smart devices connected to the home's Wi-Fi network. Admittedly, I'm not the sharpest tool in the box but even I found it incredibly easy to use!

Upon entering the smart home, I walked into the living room and saw a tablet device on the coffee table, which showed a floorplan of the whole home. **(3)** _____. The guide who was showing me around informed me that one of the additional benefits of this was that you could have better control of how much energy you're using and therefore how much money you're spending. [B]This could become a really important feature in the future, especially when it comes to managing your household budget. I did find myself wondering how much people would actually use [C]it though.

One of the rooms where you would expect to see a lot of automation is the kitchen. As I walked in, and to my great surprise, I was greeted by the fridge! It informed me that I was running low on eggs and that my milk was nearly out of date, which [D]it's able to detect via a small camera placed on the inside of the door. **(4)** _____. When you are not at home, the camera can be accessed through a smartphone or similar device, making it possible to check on your grocery needs wherever you are – something which could occasionally prove quite handy when you are in the supermarket.

As I left the smart home, I reflected on what I had just seen. Experts often argue that these products are being developed to enhance and support our lifestyles. **(5)** _____. It felt to me like the technology in the smart home was unnecessary, and may end up making us lazier, even over-reliant on technology. It remains to be seen though just how much of this technology will stand the test of time, but there is no doubt that [E]it will become more of a feature in the homes of tomorrow.

**4** **Read the article again. Five sentences have been removed from the article. Choose from sentences A–G the one which fits each gap (1–5). There are two extra sentences which you do not need to use.**

| | |
|---|---|
| **A** | I'm not sure I am entirely convinced this is actually the case. |
| **B** | Apparently, it has been installed to make people's lives easier. |
| **C** | What I had not noticed was the tiny camera that had been installed just above it. |
| **D** | However, they might be considered a luxury more than a necessity. |
| **E** | I realised that using this, you could control the majority of the appliances in the house, such as the lights and radiators. |
| **F** | I was amazed that it could recognise this. |
| **G** | As it turns out, it was on my smartphone. |

**5** **Work in groups and answer the questions.**

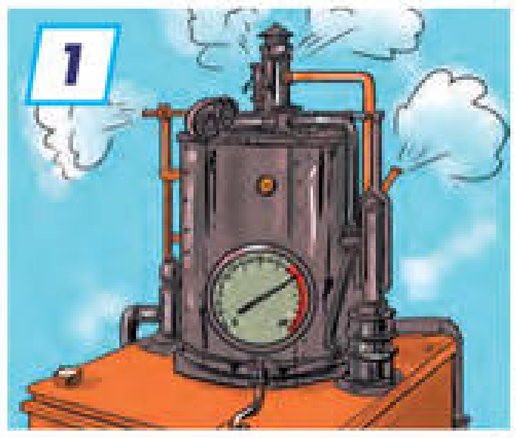
1 Would you like to live in a home like the one you have just read about? Why / Why not?
2 What other gadgets or devices can make a home smarter?
3 Do you agree with the journalist's opinion at the end of the article that more technology in the home might make us lazier?

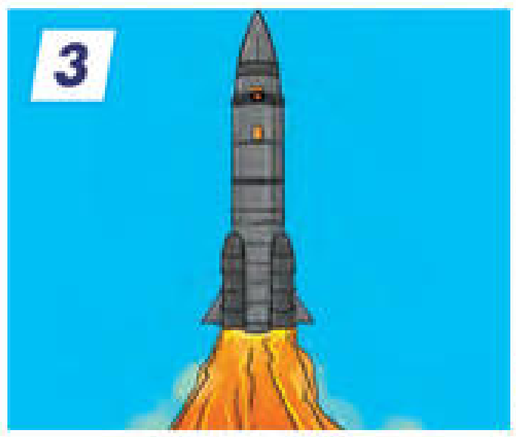
# VOCABULARY

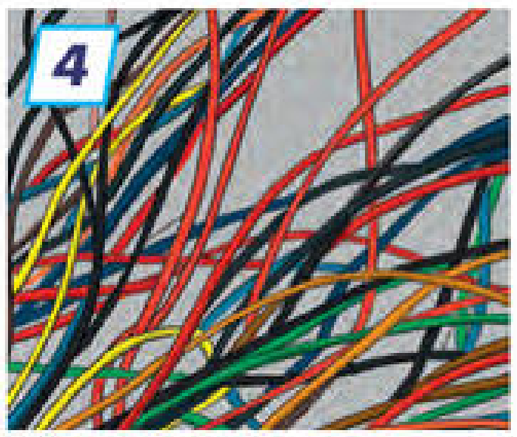
## IDIOMS FOR SCIENCE AND TECHNOLOGY

**1a** **Re-read the first paragraph from the reading text. Find an idiom which means 'the latest and the most advanced'.**

**1b** **Re-read the text quickly and underline two other idioms (one in the third paragraph and one in the final paragraph). What do you think they mean?**












**2** **Find the items in the box below in the pictures (1–6).**

| | | | | | |
|---|---|---|---|---|---|
| fuse | light bulb | plug | rocket | steam | wires |

**3** **Look at the pictures. Using the words in Exercise 2, can you think of the idiom that each picture represents?**

**4** 048 **Listen to two people talking about the six pictures. Write down the idioms they mention. Then match the idioms (1–6) with the definitions (A–F).**

1 _____ _____ _____ steam
2 _____ _____ plug on something
3 not _____ rocket _____
4 _____ your wires _____
5 have _____ _____ fuse
6 _____ light-bulb _____

**A** stop something from continuing
**B** be mistaken about what someone else means
**C** become easily angry or upset
**D** lose energy or interest in something
**E** suddenly have a good idea
**F** not difficult to do or understand

**5** **Complete the sentences with one of the idioms in Exercise 4. You may need to change the form.**

1 Sorry, I _____ . I thought you were talking about something else there.
2 My friend _____ ; she loses her temper so easily.
3 Programming the timer on your phone _____ .
4 We were about to start a big new project with an IT company, but then they _____ on it, so we aren't as busy as we thought.
5 I couldn't work out how to get the software to work. But then I had _____ , and worked out a solution.
6 Jim started an online course to learn how to code, but he _____ and gave up after only two weeks.

# GRAMMAR

## MODALS OF SPECULATION AND DEDUCTION

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **It's 9:05 am and Joao hasn't turned up for his 9:00 am meeting. His colleagues are wondering where he is. Decide if the statements refer to something which is …**

**A** certainly true.
**B** certainly not true.
**C** possibly true.

**1** He must be stuck in traffic.
**2** He may have gone to the bathroom prior to the meeting.
**3** He can't have gone to another room.
**4** He must have been delayed.
**5** He can't be making a phone call.
**6** He could be in the wrong meeting room.

➡ **GRAMMAR REFERENCE** / *Modals of speculation and deduction: Page 221*

**2** **Look at the statements in Exercise 1 again. Which statements are in the present? Which are in the past? Complete the table with the correct statements. The first one has been done for you.**

| | PRESENT | PAST |
|---|---|---|
| CERTAINLY TRUE | *Sentence 1* | |
| CERTAINLY NOT TRUE | | |
| POSSIBLY TRUE | | |

**3** **Complete the sentences with a modal verb and the correct form of the verb in brackets.**

**1** She _____ (see) the film because it hasn't been released yet.
**2** He _____ (forget) his password because he's been locked out of his computer.
**3** They _____ (be) at the cinema because they were talking about going this morning, but I'm not entirely sure.
**4** I sent them an invitation two weeks ago – they _____ (receive) it by now.
**5** The answer _____ (possibly / be) wrong. I've checked it three times!
**6** Paul _____ (hold up) in traffic because he isn't usually late.

**4** **Complete the second sentence so that it has a similar meaning to the first, using the word given.**

**1** I'm certain he's held up in traffic.
**STUCK**
He _____ in traffic
**2** It is possible that your charger wasn't connected properly.
**BEEN**
I think your charger _____ connected properly.
**3** It's highly unlikely that we've used up all the toner for the printer already.
**RUN**
We can't _____ toner for the printer already
**4** It is possible that they cancelled the project due to lack of interest.
**PLUG**
They _____ on the project due to lack of interest.

**5** **Read the crime report below. In pairs, decide who had the opportunity to steal the computer equipment. Use *must have*, *can't have*, *could/might/may have* to complete the sentences.**

Paula _____ the computer equipment because _____
Tony _____ the computer equipment because _____
Richard _____ the computer equipment because _____
Martina _____ the computer equipment because _____
Matt _____ the computer equipment because _____

**Crime:** Computer equipment worth over £3,000 has been stolen from the office.
**Where:** Third floor of office building.
**When:** Between 5 and 6.30pm on Tuesday evening.

### Paula (manager)
Paula has been working at the company for 30 years. She is due to retire at the end of the month. She says she left the office as usual at 6pm but nobody saw her leave. She has a set of keys to the office.

### Tony (cleaner)
Tony had been cleaning the second-floor offices between 5–6pm and then took a break and was chatting with another colleague before going up to clean the third floor at 6.30pm. He says he saw Richard leave at 6.30pm looking worried.

### Richard (office worker)
Richard had been working late in the office. He left at 6.30pm but then failed to show up to work on Wednesday, telling his boss, Paula, that he was ill. He used to have a key to the office in his desk, but says he noticed on Tuesday that it was missing.

### Martina (office administrator)
Martina joined the company two weeks ago. She used to work at a security company who specialised in installing security cameras. She left the office at just after 6pm when she bumped into Tony for a chat. She lives less than one minute's walk from the office building.

### Matt (consultant)
Matt had been hired on a temporary contract to update the computer software. He had been working on the third floor on Tuesday morning but left early in the afternoon. Martina told the police that she saw Matt leaving the office carrying a small bag.

## SPEAKING PART 1 TRAINING

**1** **Read the Speaking Part 1 questions (A–D) then answer the questions (1–3).**

**A** Do you listen to music on your mobile phone?
**B** What do you use your mobile phone for?
**C** Do you like to have the latest mobile phone?
**D** How easily do you think you could get by without a mobile phone?

1 Do the questions ask you to talk about a more personal or a more abstract topic?
2 Do the questions require you to work with a partner or to look at any material?
3 Are the questions Yes/No, *Wh*- questions, or both?

**2** 049 **Listen to people answering the questions (A–D). Put the questions in the order they are answered.**

### P SHORT AND LONG VOWELS

In English, there are similar but distinct long and short vowel sounds. Consider the following examples:

| **Short vowel sound** (ɪ) | **long vowel sound** (iː) |
|---|---|
| *bit* | *beat* |
| *live* | *leave* |
| *fit* | *feet* |

Pronouncing these vowel sounds correctly will help you sound more fluent.

**3** 050 **Listen to Extract 1 again. Complete the gaps with the words you hear. Then practise reading the extract out loud, focusing on your pronunciation of long and short vowels.**

Extract 1:
Well, I'm a student, so I find that my phone is really handy for making **(1)** _____ or taking photographs of **(2)** _____ during lectures. I suppose the other main thing I do with **(3)** _____ is **(4)** _____ the latest news or catch up with my friends on social **(5)** _____, especially before going to bed.

### P LINKING WORDS IN CONNECTED SPEECH

When a word ends in a consonant and the next word begins with a vowel, the consonant is often connected to the vowel. For example:
*I went out with my friends last week.*
In spoken English, the *t* in went and the *o* in out are often connected, so the phrase *went out* is often pronounced as *wen tout*.

## PUSH YOURSELF C1

### OTHER WAYS OF EXPRESSING SPECULATION AND DEDUCTION

**1** **Put the words in the correct order. Use the punctuation and capital letters to help you.**

1 the / software / It / though / have / failed. / installation / might / looks / as
2 fully / My / laptop / be / charged / yet. / can't / possibly
3 the / that / drug / might / effective. / Research / be / suggests
4 possibility / that / the / Is / device / might / update? / need / an / there / a
5 machinery / all / the / damaged / in transit. / likelihood / must / In / been / have
6 breakthrough. / Scientists / may / well / believe / they / have / made / a / major

**4** 051 **Read and listen to Extract 2. Notice how the underlined words are linked. Work with a partner and take turns to read the extract out loud.**

Extract 2
I'm not sure I could, to be honest. I'm so reliant on my mobile phone, whether it's keeping in touch with my friends or using the latest apps to help me with learning French, that I can't really imagine my life without it.

**5** 052 **Now look at Extract 3. Underline the words you think the speaker will link. Then listen and check your answers.**

Extract 3
Yes, I do. I travel abroad a lot and having all my favourite tracks with me on the go is a lifesaver. The only issue I have is that I'm always running out of storage space, so I can't store all of my albums on my phone.

**6** **Write your own answers to the questions in Exercise 1. Underline the words you should link. Then work in pairs and take turns to answer the questions.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 6

**You are going to read an article about unsuccessful inventions of the 19th century. Six sentences have been removed from the article. Choose from the sentences A–G which one fits each gap (1–6). There is one extra sentence which you do not need to use.**

### Unusual inventions from the Victorian age

Inventions and inventors were at their peak during the Victorian era in the UK. Sewing machines, underground railways, lifebuoys, hydroelectric power stations and many more innovations that are still in use today date from the latter two thirds of the nineteenth century. But what about the other more bizarre inventions like a pair of glasses for horses or flying chairs? A new book tells the story of some of the more unusual creations dreamt up by Victorian inventors.

These have been brought back to life in a new book by Caroline Rochford. Caroline came across a collection of rare magazines from the 1880's, many of which enthusiastically advertised what were seen as the next big technological breakthroughs. **(1)** _____ Before long, Caroline had details of a substantial number of remarkable contraptions. One of her favourites was an office chair 'railway' system which used steam to move a chair around the office, so that the person working there wouldn't need to keep getting up from their seat all day. There were hundreds more.

Caroline was hooked on the illustrations of the inventions as soon as she saw them. She loved their charm and the unique ideas, as well as the diversity of the technology. **(2)** _____ Perhaps unsurprisingly, neither of these took off.

One of several striking inventions depicted in Caroline's book is the steam-powered man, which was invented in about 1893 by a Canadian professor, George Moore. Moore dreamt that one day, all work would be carried out by robots, and so he set about building a mechanical man powered by steam, which would pull a small train filled with commuters through city streets. **(3)** _____ Looking like a robot, the body contained the furnace, boiler and engine, and inside the legs were the mechanisms for walking.

Sadly, it is not known what became of the steam man, and Professor Moore's invention appears to have been a one-off. **(4)** _____ After seeing the success of the railway network, an unnamed American inventor from New Jersey came up with the idea of a bicycle railway, which enjoyed some success both in Britain and in the US for a while. There was no danger of falling off, and no need to steer. This meant that commuters could look about and enjoy the nature and scenery. It also combined exercise with travel. Plans were made for double tracks, to allow travellers to go both ways, and to provide stations at intervals where they could get on and off. Although similar railways existed for a time in a number of English coastal towns, this unusual mode of transportation fell out of favour, and the New Jersey railway was demolished.

Another variation on the bicycle was the road and river cycle, which was introduced in America. It was essentially a boat with wheels, meaning that a person could travel over roads and rivers in a single vehicle. **(5)** _____ As a result, they would have more time for leisure activities.

Caroline believes that people often see the Victorians as boring and conservative. **(6)** _____ . As she argues very persuasively, in our modern technology-obsessed world we should be grateful to our 19th century ancestors for the innovations they left.

**A** This chance discovery led to further research.
**B** Probably for this reason, the design never really became popular.
**C** The idea was that this would make journeys significantly quicker.
**D** In actual fact, many of them were full of wonderfully creative ideas.
**E** The futuristic figure could move at a pace of eight kilometres an hour.
**F** However, other Victorian inventors came closer to reaching the mass market.
**G** Designs ranged from an automatic egg-boiling machine to a steamship made out of paper.

### EXAM CHECK

**Correct the mistakes in the text below about Reading and Use of English Part 6.**

The texts in Reading and Use of English Part 6 are usually articles from magazines, newspapers or informative texts. The text will contain five gaps and you must choose from a list of seven sentences the sentence that fits each gap. There are two sentences that you don't need to use. You can use one sentence more than once.

## LISTENING PART 3

### EXAM CHECK

**Read the sentences about Listening Part 3. Decide if they are true or false.**

1 In Listening part 3, you will hear six people talking about the same topic.
2 Each monologue lasts for about one minute.
3 You need to choose from eight possible options.
4 There are two options that you don't need to use.
5 You will receive one mark for each correct answer.

053 **You will hear five short extracts in which people are talking about their experience of going for a ride in a driverless car. For Speakers 1–5, choose from the list (A–H) how each speaker felt about their experience. Use the letters only once. There are three extra letters which you do not need to use.**

A amazed at how easy it was to use
B impressed by the technology used in it
C relieved that they weren't involved in an accident
D nervous about not being in total control of it
E surprised by how safe it was
F excited by the potential of it
G shocked at how much it cost to develop
H disappointed by the appearance of it

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

## SPEAKING PART 1

### EXAM CHECK

**Choose the correct options to complete the sentences about Speaking Part 1.**

1 *The examiner/Your partner* will ask you questions about your hobbies, work or study etc.
2 You should answer the questions *with/without* examples and reasons where appropriate.
3 You *need/don't need* to talk to your partner in this part of the exam.
4 Part 1 will last for about *two/four* minutes.

1 Do you have a laptop? (What do you use it for?)
2 How much time do you spend online each day? (Do you think that's too long?) (Why? / Why not?)
3 Do you think you will use your computer more or less in the future (Why?)
4 What is your favourite piece of technology? (Why is it important to you?)
5 Do you often watch TV? (Why? / Why not?)

➪ **SPEAKING BANK** / *Pages 244–245*

REAL WORLD

# GETTING TO GRIPS WITH TECHNOLOGY IN ... SINGAPORE

**1** **What kind of apps and websites would you find useful if you were visiting a country like Singapore for the first time? Think about:**

- Planning your trip
- Deciding what to see
- Finding your way around
- Placing an order in a restaurant

**2** **Read the texts about useful apps for visitors in Singapore. Put the apps in order of 1 (the most useful) to 5 (the least useful). Then compare your answers with a partner. What other apps do you know that offer a similar service?**

## LIMSIMI

Want a coffee, but don't know your *Kop-C* from your *Kopi Gah Dai*? Then fear not – help is at hand with the LimiSimi app. *LimSimi* means '*What are you drinking*?' and the app shows you how to order your perfect coffee, just the way you like it.

## IRIS

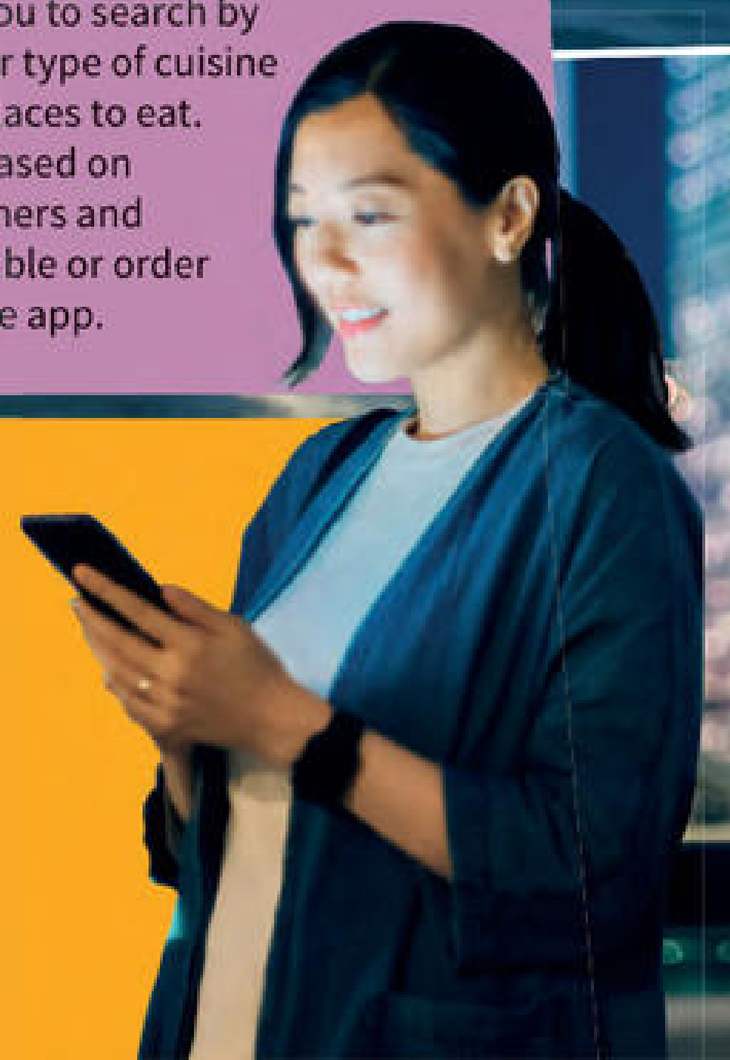
Iris is an acronym for Intelligent Route Information System. It tracks the arrival and departure times throughout Singapore's public transport network. It enables you to find the best way to get from A to B, which is particularly useful if you have a choice of two or more buses, as you can check which one will get you to your destination first.

## TAXI BOOKING

It's never hard to call or flag down a taxi in Singapore, but this app can be a real time-saver. All you do is enter your mobile number and pick-up point. And if you've lost your bearings, don't worry, as you can enable the location detection function, and the app will do the rest. You'll get a notification with the licence plate number and arrival time and, once your cab is on its way, you can track its progress.

## HUNGRYGOWHERE

This app allows you to search by neighbourhood or type of cuisine to find the best places to eat. Star ratings are based on feedback from diners and you can book a table or order a takeaway via the app.



## HERE GOT SALE

If you love shopping, then this app is a must-have for your trip to Singapore. The app notifies you with the latest sales and promotions in shops all over the country, meaning that you'll never miss out on the biggest and best deals during your stay. Users can also inform other shoppers of sales they have found themselves via the discussion feature of the app.

**3** **Complete the questions with phrases from the text. Use the definitions to help you.**

1 What are the _____ apps for people your age at the moment?
Definition: an essential item

2 In rush hour, what's the best way to _____ in your town or city?
Definition: go from one place to another

3 What would you do if you _____ in a city that you didn't know well?
Definition: did not know where you were

4 Apart from looking at the _____, how else can you choose good shops and restaurants?
Definition: a score based on quality

**4** **Work in pairs and ask and answer the questions in Exercise 3.**

**5** 054 **Listen to a conversation between a customer (Ethan) and a shop assistant (Jasmine). Answer the questions.**

1 What problem does Ethan have?
2 What's the first thing that Jasmine suggests Ethan tries?
3 What suggestion does Jasmine make that Ethan agrees to try?

**6** **Sometimes people use colloquial expressions when talking about problems with technology. Match the sentences from the conversation between Ethan and Jasmine (1–6) with the correct meanings (A–F).**

**PHRASES YOU MIGHT HEAR / USE**

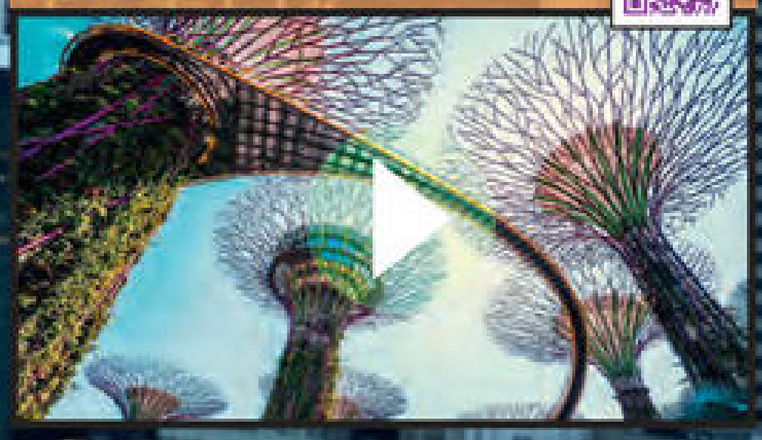
| | | | |
|---|---|---|---|
| 1 | I thought you might be able to take a look at it | A | I'm having difficulty |
| 2 | I can't get it to | B | find a solution |
| 3 | I checked out | C | I'll try that to see if it works |
| 4 | get to the bottom of | D | achieve the desired result |
| 5 | do the trick | E | I hoped you could tell me what the problem is |
| 6 | I'll give that a go | F | I had a look at |

**7** **Work in pairs. One of you is a customer who has a problem with a technological device. The other is a shop assistant. Role play a conversation. Use the language in Exercise 6. Then swap roles.**

**8** **Watch the video about Singapore. What do you learn about these things? Make notes.**

- The history of Singapore
- Places to visit
- The Smart Nation initiative

**WATCH**



## LIFE COMPETENCIES

### EVALUATING OPTIONS, WORKING TOWARDS A RESOLUTION

**9** **Work in groups. Choose three items you might need if you visit Singapore. Then go online and find the best retail store(s) from which to buy them at the lowest price. See who can get the best deals.**

# PROGRESS CHECK 3

## PREPOSITIONS

**1 Circle the correct preposition to complete the sentences.**

1 The performance will be held *at/in/on* 147 King Street, just off the main square.
2 The headline act travelled to the venue *by/in/with* private helicopter which was paid for by the event organisers.
3 I'm not sure why they've insisted *in/of/on* holding the event outside as there's a good chance it will pour down with rain.
4 She will always be regarded *as/at/for* one of the best actors of all time.
5 Even the rain didn't prevent people *by/from/with* coming to watch the outdoor concert.
6 With the exception *from/of/to* one reviewer, everyone loved the band's new album.
7 The cast took part in the Q&A session, along *about/to/with* the director.
8 The organisers pointed out the exits in the event *for/from/of* an emergency.

## RELATIVE CLAUSES

**2 Combine the sentences using the relative clause. Make sure you use the correct punctuation.**

1 Charles Dickens died in 1870. He wrote the book "Great Expectations".

2 There used to be two lions in the zoo. Both of the lions were male.

3 The concert starts at 7 pm. I have tickets for it.

4 John Forrest is an award-winning actor. I met him last year.

5 The dishes use ingredients grown on the local farm. They are all suitable for vegetarians.

6 Unfortunately, the market has closed down. I buy my food from there.

## ANIMALS AND NATURE

**3 Find and correct the spelling mistake in each of the sentences below.**

1 The polar bear is now considered to be an indangered species.
2 Global warming is one of the biggest enviromental challenges in the world today.
3 Solar and geothermal are two examples of reneweble energy.
4 The views from the top of the mountain were astonershing.
5 The coastle path was closed due to the severe weather conditions.
6 We went on a siteseeing trip last year to Rome. It was incredible.

## PREFIXES

**4 Use the word given in capitals at the end of the sentence to form a word that best fits each gap.**

1 I really _____ eating blueberries. I can't stand the texture of them. (LIKE)
2 I was _____ that the tomato was a fruit – I'd always thought it was a vegetable. (AWARE)
3 My restaurant application was rejected so I'm going to _____ next month. (APPLY)
4 Personally, I think it's _____ of supermarkets to throw away food that's still edible. They should give it to a local charity instead. (RESPONSIBLE)
5 I thought the waiter was very _____ so I didn't leave him a tip at the end of the meal. (POLITE)
6 The government has passed a law making it _____ to sell energy drinks to people under 16 years old. (LEGAL)

## THIRD AND MIXED CONDITIONALS / *WISH*

**5 Find and correct the mistakes in the sentences below.**

1 If I had known that you were hungry, I would had prepared dinner.
2 I wish I hadn't ate all that ice cream. I feel really sick now.
3 I really regret not to go to the restaurant with my friends last night. Apparently they met Ed Sheeran!
4 I would love to go on a road trip around Europe. Only if I could drive!
5 If I hadn't gone to the concert last night, I wouldn't have been so tired now.
6 I wish the meal will be good tonight.
7 I wish the man would stopping smoking. It's so annoying.
8 I can't understand anything on the menu, sadly. If only I would speak French.

## FOOD AND DRINK

**6** **Complete the sentences with the words and phrases in the box in the correct form.**

| | | | | |
|---|---|---|---|---|
| appetite | cuisine | go off | hygiene | in season |
| portion | savoury | split the bill | stick to | vitamin |

1 The new restaurant serves really big _____ of food and it's really cheap too.
2 The milk we have smells terrible. I think it might have _____.
3 Avocados are a great source of _____ and minerals. I try to eat one a day.
4 In Germany, asparagus is typically _____ from April to June.
5 I usually prefer eating _____ dishes rather than sweet ones in restaurants.
6 I usually suffer from a loss of _____ before big exams due to stress.
7 My personal trainer suggested _____ a low-fat diet while I prepare for the marathon.
8 The restaurant is really clean. In fact, it has the highest _____ rating out of all the restaurants in the town.
9 The restaurant specialises in Japanese _____ and the chef comes from Tokyo.
10 At the end of the meal, we decided to _____ between the three of us and pay 20€ each.

## DIRECT AND INDIRECT OBJECTS

**7** **Rearrange the words to make sentences. The first two words have been written for you.**

1 their / a new car / have / son / ~~must~~ / ~~they~~ / bought
They must _____
2 it's / birthday / ~~Stephanie~~ / cooking / his / a meal / be / him / because / ~~might~~ / for
Stephanie might _____
3 any / her / have / musical instruments / play / ~~he~~ / a song / he / written / because / can't / ~~couldn't~~
He couldn't _____
4 lent / have / some money / ~~can't~~ / she / any / because / her friend / doesn't / herself / ~~Mary~~ / have
Mary can't _____
5 forgotten / me / have / Simon / to / the email / ~~must~~ / send
Simon must _____

## MODALS OF SPECULATION AND DEDUCTION

**8** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1 I'm sure Luis forgot about the meeting today.
**MUST**
Luis _____ about the meeting today.
2 There is a possibility that the files were backed up online.
**MIGHT**
The files _____ online.
3 There's a chance that you can fix the computer yourself.
**ABLE**
You _____ the computer yourself.
4 It's possible that Martina is making a phone call.
**BE**
Martina _____ a phone call.

## SCIENCE AND TECHNOLOGY

**9** **Choose the correct word or phrase to complete each sentence.**

1 I always make sure that I back *down/up* my files on an external hard drive.
2 The message has bounced *back/down* so I must have typed the email address incorrectly.
3 The developers are currently fixing the *bugs/crashes* which were reported during the app's testing stage.
4 My dad gets really annoyed when his computer crashes. He has a really *short/small* fuse when it comes to technology.
5 Due to financial issues, they decided to *pull the plug/run out of steam* on the project.
6 I bought a new graphics card but unfortunately the one I bought isn't *compatible/functional* with my laptop.
7 My internet connection is really slow and websites usually take ages to *charge/load*.
8 For me, the invention of the 3D printer is a huge technological *breakaway/breakthrough*.

# 9 THE GREAT OUTDOORS

## GETTING STARTED

**1** Do the world knowledge quiz. Then compare your answers with a partner.

### WORLD KNOWLEDGE QUIZ

1 What are the top three most spoken languages in the world?
1 _____
2 _____
3 _____

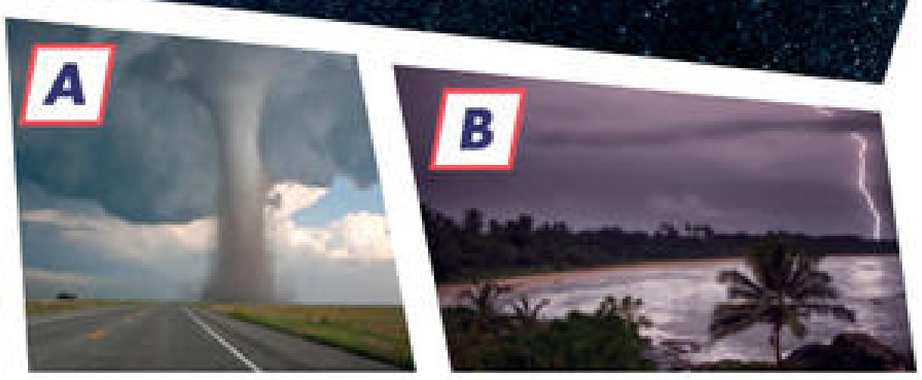
2 What are the top three largest countries by population?
1 _____
2 _____
3 _____

3 What is the highest temperature ever recorded in the world? Where and when?

4 What is the heaviest land animal in the world?

5 How old was the oldest human being in the world?

## READING



**1** Match the newspaper headlines with the photos (A–G).

SELFIE-TAKERS FLEE AS VOLCANO ERUPTS

DOUBLE RAINBOW DELIGHTS IN DAYLIGHT

Coastal darkness lit up by breathtaking night sky

SINKING SOIL AS EARTHQUAKE STRIKES

Falling amphibians cause confusion

Tornado rips through rural farmland

STORMY TROPICS CUT OFF TRAVELLERS

**2** Which of the stories would you be most and least interested in reading about?

**3** **Quickly read the first sentence of the newspaper article. Which headline in Exercise 1 does it refer to?**

> We've all heard of the saying *raining cats and dogs*, but residents of a small suburb in Auckland were left puzzled when their vehicles were hit by frozen frogs instead of ice.

**4** **What do you think caused this strange weather phenomenon? Read the rest of the article, ignoring the gaps for now, and see if you were correct.**

> New Zealand is no stranger to heavy downpours, but residents of a small town **(0)** *in* Auckland were confused **(1)** _____ what appeared to be small green frogs falling to earth during a violent storm. Strange as it seems, sightings of frogs and toads which seem to be raining down to earth **(2)** _____ surprisingly common. According to scientists in Australasia, some of **(3)** _____ have been studying these meteorological events for several years, unusual weather events like these are a result **(4)** _____ small, localised tornadoes, known as waterspouts. These waterspouts suck up water along **(5)** _____ small creatures as they pass over the sea or a lake. Another possible scientific explanation for raining animals relates **(6)** _____ birds carrying small creatures before dropping **(7)** _____ as they fly overhead. In one incident in Japan, a flock of migrating birds was found to **(8)** _____ dropped clouds of dead tadpoles – the small, black creatures which later develop into frogs or toads – on the heads of local villagers.

## READING AND USE OF ENGLISH PART 2 TRAINING

**5** **Read the article again. For questions 1–8, think of the word which best fits the gap. Use only one word in each gap. Remember to think about what type of word goes in each gap.**

## VOCABULARY

### THE WEATHER

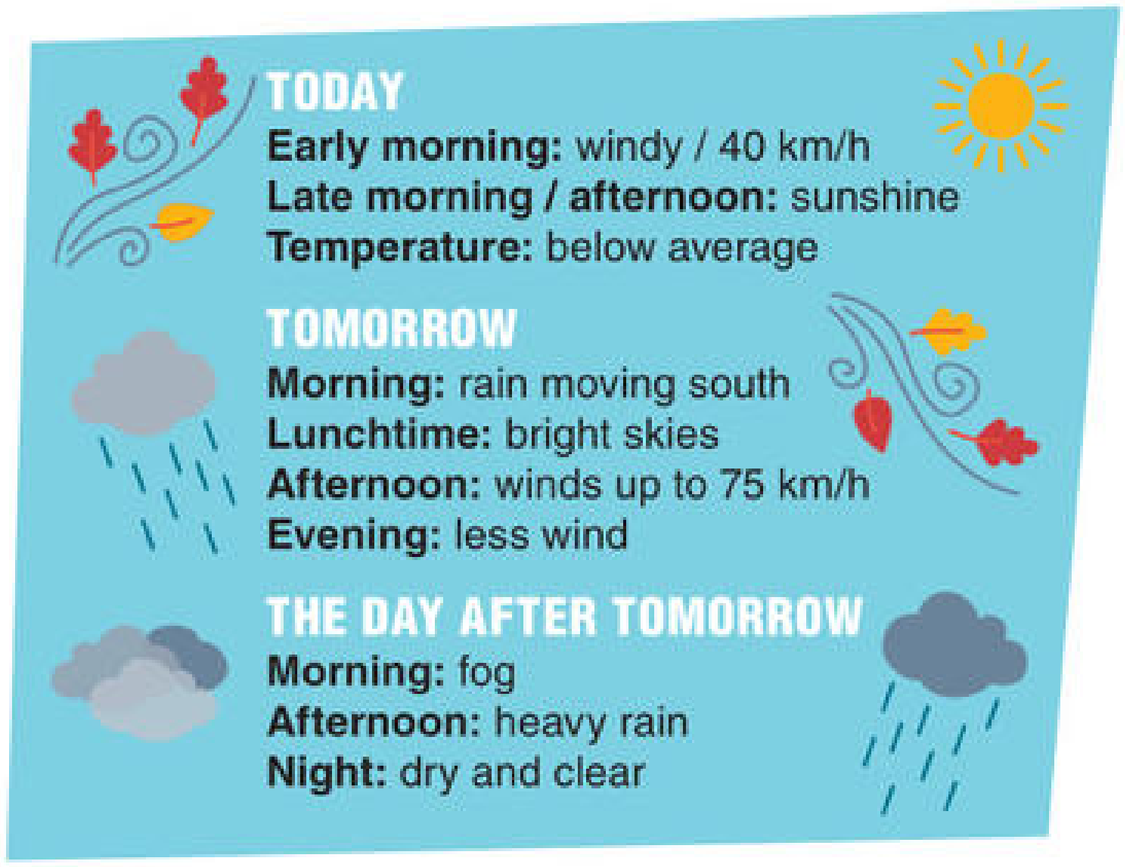
**1** 055 **Listen to a weather forecast. Find and correct the seven mistakes in the weather report.**

**2** 055 **Match the words to form collocations about the weather. Then listen again and check your answers.**

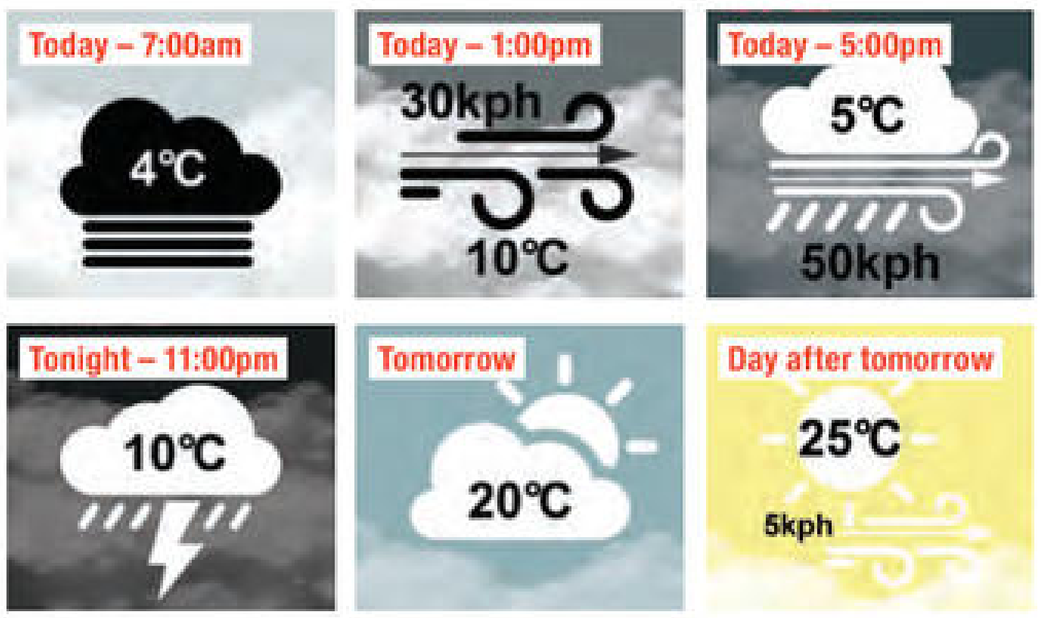
| | |
|---|---|
| persistent | storms |
| mild | visibility |
| violent | fog |
| gale-force | rain |
| dense | winds |
| poor | temperatures |

**3** **Choose the correct particle for statements 1–7.**

1 By January, the lake had frozen *through/over*.
2 It started to cloud *over/up* so we went inside.
3 After a heavy downpour, it brightened *out/up*.
4 The winds are picking *over/up* in the south.
5 The tornado ripped *out/through* the city.
6 The strong winds will die *down/off* by the afternoon.
7 The sun came *on/up* at around six in the morning.




**4** **Use the illustrations and the weather vocabulary to write a weather report. Then present the weather report to your classmates.**



# SPEAKING PARTS 3 AND 4 TRAINING

**1** **Match the words and phrases in the box with the photos (A–H). Then choose three of the issues and discuss the causes and effects these have on the environment.**

| | | | |
|---|---|---|---|
| coastal erosion | rising sea levels | deforestation | greenhouse gas emissions |
| littering | urban sprawl | toxic waste | oil spills |

**2** **Complete the sentences with the words and phrases in Exercise 1.**

1 By switching to a renewable energy only policy, we could reduce the number of _____ and the devastating effect these have on the sea and marine wildlife.
2 One of the main causes of _____ is the high cost of living in cities.
3 Not only does _____ mean indigenous people lose their homes, but also that less oxygen is released into the atmosphere.
4 Increased _____ could lead to the destruction of a number of homes by the sea.
5 If we disposed of waste more carefully, perhaps by recycling, _____ wouldn't be such an issue.
6 Melting ice and warming of the oceans are the two major causes of _____ .
7 Irresponsible disposal of _____ can contaminate both the soil and groundwater.
8 The main human sources of _____ are deforestation, burning fossil fuels and intensive farming.

**3** **Work with a group and answer the questions.**

1 Of the above issues, which, in your opinion, are the most and least serious?
2 For the most serious issue, what steps can people take to tackle it?

**DID YOU KNOW?**

| | |
|---|---|
| effect (noun) | affect (verb) |

# SPEAKING PART 3

**1** 056 **Listen to two students, Harry and Emma, doing Part 3 of the B2 First Speaking exam. Match the environmental issues (1–5) with the effects (A–E) they talk about. Which issue and which effect do they <u>not</u> talk about?**

| | | | |
|---|---|---|---|
| 1 | Coastal erosion | A | wildlife is endangered |
| 2 | Deforestation | B | increase in pollution levels |
| 3 | Littering | C | greater dependence on cars |
| 4 | Urban sprawl | D | reduction in the amount of green areas |
| 5 | Oil spills | E | higher risk of disease |

**2** 056 **Listen again and answer the questions.**

1 Which question does Harry ask to offer to begin the conversation? Which phrase does Emma use to answer Harry's question?
2 Which phrase does Emma use to move on to the next topic of littering?
3 Which phrase does Emma use to agree with Harry's comment about littering?
4 Which question does Harry ask Emma to introduce the topic of urban sprawl?
5 Which phrase does Harry use to refer back to a point Emma made about transportation?

## P WORD STRESS: ADDING EMPHASIS

Sometimes we pronounce certain words differently when we speak, depending on the words we want to emphasise.

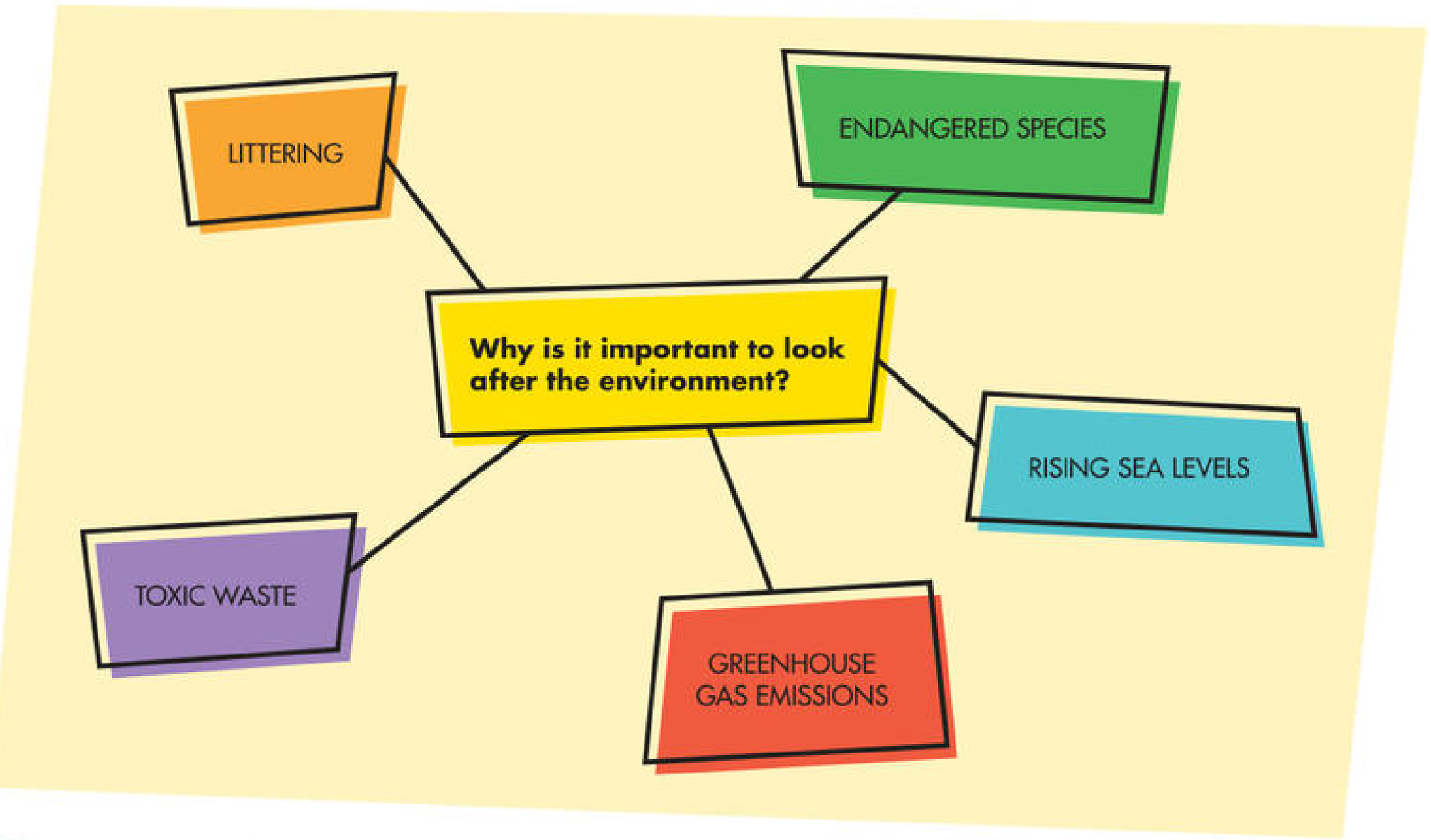
**3** 057 **Listen to the final part of the conversation between Harry and Emma. Which of the highlighted words below does Harry stress?**

It's the same in my city. The traffic is terrible and it often takes me over an hour to reach the city centre. I would love to use public transport but, as you say, it isn't always available, so I use my car instead.

**4** 058 **The examiner has now given Emma and Harry one minute to decide which two issues they think are the most serious. Listen and answer the questions.**

1. Which phrase does Emma use to express her opinion about deforestation and oil spills?
2. Which phrase does Harry use to suggest another option, urban sprawl?
3. Which phrase does Emma use to politely disagree about urban sprawl?
4. Which phrase does Harry use to resolve the disagreement?
5. Do Emma and Harry reach an agreement?

**5** **Work with a partner and answer the Speaking Part 3 exam question below. Talk for about two minutes.**




**6** **Now spend one minute answering the question below. Try to reach a decision.**

Which of these issues is the most important to think about when considering how to protect the environment?

## SPEAKING PART 4

**1** **Say these 'time to think' phrases as naturally as possible. Which words should be stressed?**

1. I've never really thought about that, but if I had to express an opinion, I'd say …
2. Actually, I've thought about this before and I think ….
3. It's quite difficult to say, but I guess …
4. That's an interesting question to answer. I reckon …
5. That's a difficult question. Let me consider that for a moment. Ok, I think …
6. That's an interesting question and something I have strong views about. I firmly believe …

**2** 059 **Listen to Harry and Emma using the 'time to think' phrases. Which words do they stress?**

**3** **Work in pairs and answer the questions. Start each answer with a 'time to think' phrase.**

1. Is littering a problem where you live?
2. Do you think the amount of pollution in cities has increased in recent years?
3. Some people think that cars should be banned from city centres? Do you agree?
4. Do older people care more about the environment than younger people?
5. Do you think people should do more to help protect the environment?

# GRAMMAR

## FUTURE FORMS

### GRAMMAR ON THE MOVE

Watch the video

**1** **Look at the pictures and describe what you see. What do you think each picture represents?**

**2** **You are going to read an extract from a short interview about space exploration. Before you read, predict what you think the interviewee will say about:**

1 the future of space exploration
2 space tourism
3 living on another planet

**3** **Quickly read the text and see if your predictions were correct.**

**INTERVIEWER:** What do you think the future holds for space exploration?

**SCIENTIST:** I think it's more than likely that we will try and get nearer the sun. Scientists are keen to learn more about it and, as technology improves, engineers are bound to develop a probe that can resist the soaring temperatures and get us closer than ever before. In fact, I spoke to a colleague of mine recently and they're going to build a prototype in the near future, so watch this space!

**INTERVIEWER:** What about holidays to the stars?

**SCIENTIST:** Good question. In all probability, space tourism will become a reality in my lifetime. I'm doubtful though that it will be affordable for the majority of people at first. Although, I'm sure it won't be long before the rich and famous are going up into space and taking "stars in the stars" selfies and posting them on social media.

**INTERVIEWER:** Do you think people might live on another planet, like Mars, one day?

**SCIENTIST:** I'm on the fence, to be honest. I know a lot of people have already volunteered to go and settle there but a lot of research still needs to be done before we can safely send people to live there forever. We'll have to wait and see if it becomes a reality. Time will tell I guess.

**4** **Read the interview again and find the following.**

1 four examples of using *will* to make predictions about the future
2 one example of using *be going to* to talk about future plans which have already been decided
3 one example of using *bound to* to talk about something we are almost certain will happen in the future
4 one example of a future modal
5 two phrases that mean *soon*
6 an idiom that means the person is undecided

➡ **GRAMMAR REFERENCE** / *Future forms: Page 222*

**5** **Rearrange the words to form statements. Then work in pairs and say whether you agree or disagree with the statements.**

1 to spend / space exploration / continue / on / In all probability / vast amounts / of money / we'll
2 settle / people / more / likely / that / It's / than / Mars / will / on
3 finding / There's / life / on / prospect / of / little / another planet
4 go / will / to / space / certain / that / almost / tourists / in my lifetime. / I'm

# PUSH YOURSELF C1

## TALKING ABOUT THE FUTURE

**1** **Match the expressions in bold with the correct meanings.**

1 Hopefully **I'll get around to** fixing my bike today. It's been broken for ages.
2 The engineers will find a way to solve it **sooner or later**.
3 I'm **counting the days** until space tourism becomes a reality.
4 The whole workforce has been replaced by robots. It's **a sign of things to come**.
5 I'm sick of this cold weather but luckily summer is **just around the corner**.

A going to happen very soon
B find the time to do something
C a change now that will become normal in the future
D definitely happening in the future but you do not know exactly when
E waiting excitedly for something to happen.

## LISTENING

**1** **Look at the photos of great explorations. Which, in your opinion, was the most ground-breaking?**

**2** **Work in pairs and do the quiz. Then match the questions (1–4) with the photos (A–D).**

1 Edmund Hillary and Tenzing Norgay were the first to reach the summit of Mount Everest. What is its height?
- **A** 8,848 metres
- **B** 10,630 metres
- **C** 15,375 metres

2 Not only did Charles Lindbergh help invent the first artificial heart in 1935, but he also became famous for
- **A** the first nonstop solo flight across the Atlantic Ocean.
- **B** being the first stunt pilot to star in a film.
- **C** the first nonstop solo flight around the world.

3 Although Naomi James didn't know how to swim until the age of 23, in 1977 she was the first woman to sail single-handed around the world. It took her
- **A** 158 days.
- **B** 205 days.
- **C** 272 days.

4 With a depth of around 10,900 metres, *Challenger Deep* is the deepest known point of Earth's seabed. To date, how much of the ocean floor has been explored?
- **A** less than 5%
- **B** around 25%
- **C** more than 55%

**3** 060 **Listen to two students, Abeer and Omera. Which exploration are they discussing?**

**4** 060 **Listen again and correct the phrases in *italics* in the extracts below.**

1 As far as I know, a trip costs on average eight million dollars. *Do you think* the expense is outweighed by the scientific benefits though?
2 To be honest, *I'm convinced it is.* I can't see the point of exploring somewhere where the probability of finding anything living is pretty much zero.
3 So, you think it's a *completely waste of time*?
4 Well, I wouldn't go *as far that*, but, I think there are better things to spend our money on.
5 *What's the matter with that*, I don't. I think the costs are relatively cheap.
6 Really? *How is that?*
7 Well, *you need to take account that* …
8 So, *by far as* I'm concerned, the money is well-spent.

**5** **Who do you agree with more? Why?**

**6** **Look back at the photos in Exercise 1. Do you think we will ever have more great explorations like these? What great explorations might be yet to come?**

## VOCABULARY

### SET PHRASES WITH *FAR*

**1** **Match the phrases (1–6) with their meanings (A–F).**

| | |
|---|---|
| 1 as far as I know | **A** in my opinion |
| 2 by far | **B** it's certainly not true |
| 3 I wouldn't go as far as that / that far | **C** I think it's true |
| 4 as far as I'm concerned | **D** I don't agree to that extent |
| 5 far more/too | **E** much more |
| 6 far from it | **F** by a great amount |

**2** **Choose the correct option to complete the sentences.**

1 Putting a man on the moon is *by far/far more* our greatest ever achievement.
2 "So, you know the country well then?" *"I wouldn't go that far/As far as I'm concerned* – I've only visited twice."
3 There are *by far/far too* many chemicals being dumped in our seas.
4 *As far as I'm concerned,/I wouldn't go as far as,* global warming is being influenced by too many human-driven actions.
5 Exploring the ocean floor will not solve all our environmental problems. *By far/Far from it.*
6 *As far as I'm concerned/As far as I know,* NASA aren't sending another spacecraft to the moon any time soon.

# GRAMMAR

## FUTURE PERFECT AND FUTURE CONTINUOUS

**GRAMMAR ON THE MOVE**
Watch the video

**1** **Imagine you are on a desert island and can only select three items from the list below to help you survive. Choose three items that you think would be most helpful in this situation.**

toilet paper guitar tent matches medicine
rope compass torch whistle hammock
mirror tin can

**2** **Compare your choices with a partner and give reasons why you chose each item.**

**3** 061 **Listen to Angeline and Josh talking about their trip. Choose how Josh is feeling.**

**A** capable
**B** uncertain
**C** cautious
**D** enthusiastic

**4** 061 **Listen again and complete the sentences.**

1 By this time next week, we'll _____ our own lunch!
2 This time tomorrow, we'll _____ about how to keep warm in the wild.
3 By the end of the day we'll _____ how to build a fire from scratch.
4 I'm not sure those are skills I'll _____ advantage of once I get home.
5 I'll _____ myself before the week's out.
6 The group leaders will _____ everything into account when they put the trip together.
7 By the time we get back we're _____ on nothing but what we trapped and cooked ourselves for a whole week.

**GRAMMAR REFERENCE** / *Future Perfect and Future Continuous: Page 223*

**5** **Complete the sentences using the future perfect or future continuous form of the verbs in brackets. Then discuss which statements you agree with in pairs.**

1 Within the next fifty years, some countries _____ (vanish) due to rising sea levels.
2 By 2030, engineers _____ (develop) a system capable of transporting people at more than 1000 km/h.
3 In five years' time, people _____ (use) instant translation apps, making language learning pointless.
4 By the end of the century, all non-renewable energy _____ (replace) by more renewable sources such as wind and solar.
5 Some people believe that we _____ (fly) in planes that are entirely see-through at some point in the future.

**6** **Correct the mistakes in each sentence.**

1 By the end of today, I'll have defeating my fear of heights.
2 This time tomorrow, I'll be decided how to cross a river without a bridge.
3 A week from now, I'll probably suffering from exhaustion.
4 By this time next week, I'll completed the first aid course and know how to give CPR.
5 By the time I get home, I'll be learning how to make a shelter with sticks.
6 Within the next hour, I'll hope I'll have gathered enough firewood to keep the fire going all night.
7 Sooner or later, I expect I'll be managing to get this fire started.

**7** **Imagine your life when you are 65 years old. Write three things that you will have done by this time and three things you will be doing. Then walk around the class and compare answers. Decide who in the class you will be most similar to in the future.**

# WRITING PART 1: ESSAY TRAINING

## EXPRESSING AND SUPPORTING IDEAS AND OPINIONS

**1** **Would you like the opportunity to explore extreme environments like the ones shown in the pictures? Why / Why not?**

**2** **Work in pairs. Read the essay question and decide whether you agree or disagree.**

In your English class you have been talking about exploration. Now your English teacher has asked you to write an essay.
Write an essay using all the notes and give reasons for your point of view. Write 140–190 words

'Tourism to remote parts of the world is damaging to the environment and should be discouraged at all costs.' Do you agree?
**Notes**
Write about:
1 personal safety
2 environmental damage
3 _____ (your own idea)

**3** **Match the ideas (1–4) with the notes above. What is the writer's own idea?**

1 Tourists must ensure that they respect the environment and dispose of rubbish responsibly.
2 The increasing popularity of adventure tourism ruins previously unexplored areas.
3 If people are adequately prepared and follow the guidance, they should not be at risk of getting injured or injuring others.
4 It must be remembered that tourism provides more jobs in areas which may otherwise have high unemployment.

**Paragraph development**
State your main idea clearly at the beginning of each paragraph by using a topic sentence. Then support it with reasons, examples and results. Use linking language to show the relationship between your main idea and your supporting sentences.

**4** **Match the topic sentences (1–4) in Exercise 3 with the supporting sentences (A–D) below.**

A However, unlike other forms of tourism, there is more of an emphasis on preserving what is there rather than developing new hotels and facilities.
B This will help keep the area clean for locals and tourists alike and safe for wildlife.
C Consequently, the local population can be in favour of increased tourism if it means they are getting economic benefits from it.
D However, being unprepared could result in hospitalisation or a fatal accident.

**5** **Read the writing prompt and the candidate's answer, ignoring the gaps for now. Underline the topic sentence in each paragraph.**

In your English class you have been discussing the importance of exploration. Now your teacher has asked you to write an essay.
Write an essay using all the notes and give reasons for your point of view. Write 140–190 words.

Some people think we should stop exploring space. Do you agree?
**Notes**
Write about:
1 Research
2 Cost
3 _____ (your own idea)

Humans have always been fascinated by the stars. Over the years, we have explored more and more of the universe and I don't believe this should end.

One area that has greatly benefited from space exploration is meteorology. Research into space has improved our ability to both understand and predict weather patterns, (1) _____ we can warn people of extreme weather conditions much quicker.

It has been suggested that space exploration is too expensive. (2) _____, the fact that we now have global communication via mobile devices, a much better understanding of the human body, (3) _____ a wider knowledge of the universe, is worth the investment, in my opinion.

Finally, I think that air travel is now much safer thanks to what we have learnt from exploring space. (4) _____ have the materials used to build aeroplanes improved, but also the communication system is much more sophisticated, making it easier to communicate with air traffic control.

Overall, I believe that space exploration has had a huge benefit on our lives and I truly hope that we will continue to explore space in the future.

**6** **Read the model answer again and complete the supporting sentences with the linking words and phrases in the box. Does the writer agree or disagree with the statement in the question?**

| however | meaning that | not only | not to mention |
|---|---|---|---|

**7** **Think of two other reasons why exploring space is a good or bad idea. Work with a partner and write a topic sentence and one or two supporting sentences for each.**

**8** **Write your answer to the question in Exercise 5 in an appropriate style. Use all the notes and give reasons for your point of view.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 2

### EXAM CHECK

**Complete the information about Reading and Use of English Part 2 with the words in the box.**

| | | | | | |
|---|---|---|---|---|---|
| eight | example | prepositions | sport | topics | 160 |

In Reading and Use of English Part 2, you must complete a text which contains **(1)** _____ missing words. The missing words can be **(2)** _____, verb forms, relative pronouns, linkers and articles. The first sentence of the text contains a gap with an **(3)** _____ and the text you have to read will be no longer than **(4)** _____ words. Part 2 texts can be about a variety of **(5)** _____, including education, work, **(6)** _____, the environment, and daily life, but they will not contain vocabulary which is too technical.

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

## Communication in plants

Research **(0)** *has* shown that although plants do not have the same senses as humans and animals, **(1)** _____ are able to understand what is going **(2)** _____ around them and can communicate with other plants and animals. Both seeds and roots can tell the difference **(3)** _____ what is above and what is below: the former to grow upward, the **(4)** _____ downward.

Plants can also sense when they are **(5)** _____ attack from insects and are able to communicate with each other via their roots and other underground systems. This ability enables them to release chemicals through their leaves which can prevent the hungry insects **(6)** _____ attacking the plant.

Not only does this work for the plant **(7)** _____ is being threatened, but it also works for neighbouring plants. These plants know that an attack is close and can react quickly enough **(8)** _____ the danger to avoid being harmed.

## WRITING PART 1: ESSAY

### EXAM CHECK

**Work with a partner. Write down five things to remember about Writing Part 1. Then look back at Unit 1 and Unit 2 and check your answers.**

➡ **WRITING BANK** / *Pages 234–235*

You must answer this question. Write your answer in **140–190** words in an appropriate style on the separate answer sheet.

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

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

'Every country in the world must do more to protect the planet.' Do you agree?

**Notes**
Write about:
**1** drinking water
**2** wild animals
**3** _____ (your own idea)

# SPEAKING PART 3

## EXAM CHECK

**Read the sentences about Speaking Parts 3 and 4. Decide if the sentences are true or false.**

**Part 3**

1 In Speaking Part 3, you will have a conversation with the examiner only.
2 You will be given written prompts and a question for you to answer.
3 You must talk about all of the prompts on the exam card.

**Part 4**

4 In Speaking Part 4, your partner will ask you questions.
5 These questions are related to the topic in Speaking Part 3.
6 You are not allowed to disagree with the other candidate.

➡ **SPEAKING BANK** / *Pages 250–251*

# SPEAKING PART 4

Do you think it would be a good idea to stop people visiting places of great natural beauty in the world?
Do you think tourism in remote places will ever replace more traditional holiday destinations?
Do you think local communities in remote areas benefit from an increase in tourism?
How important is it to go on holiday every year?
Do you think investing in space tourism is a waste of money?
Some people say it's necessary to explore the world we live in so that we learn how to protect it. What do you think?

➡ **SPEAKING BANK** / *Pages 252–253*

REAL WORLD

# BROADENING YOUR HORIZONS IN ... LOS ANGELES

1 In one minute, write down everything you know about Los Angeles. Then compare your notes with a partner.

2 Look at the pictures and then read the short article about things to see in Los Angeles. Which of the three options would you prefer to see and why?

## URBAN ART

Street art is gaining popularity in LA. It is incredibly diverse and offers free expression to artists. Celebrating this cultural diversity and with over 1500 murals, Los Angeles has some of the best urban art in the USA. From ground-breaking exhibitions which include immersive environments and underground sensations, to transport projects commissioned by the Metro's Art Department, Los Angeles is at the forefront of the street art movement and a must-see for all visitors.

## THEATRE AND DANCE

Boasting more theatres than any other city in the USA, Los Angeles will not disappoint those wishing to experience the theatre scene. Home to a wealth of talent, Los Angeles puts on an average of 1500 performances a year. From classical ballet to avant-garde productions, Los Angeles has it all. Where the best of the best come to write, direct and perform and in a city which lives and breathes 'performance', audiences can be guaranteed not only a lively atmosphere, but also an incredible choice.

**3** **Underline the words and phrases in the texts which mean ...**

**Urban Art**

1 becoming more well-known
2 public displays of art which are new and interesting
3 in a leading position

**Theatre and Dance**

4 a lot of natural ability
5 organises
6 an exciting environment

**Hollywood Walk of Fame**

7 very well-known or important
8 theatre and film

**4** 062 **Listen to a man called Martin phoning a theatre office to book tickets for a play. Answer the questions.**

1 What show does Martin choose to see?
2 What day and time would Martin like to book? What day and time does he end up booking?
3 How much are the tickets and how does Martin choose to pay?

**5** 062 **Listen again. Complete the sentences you hear with the words from the recording to form phrases that you might use when booking tickets.**

**PHRASES YOU MIGHT HEAR / USE**

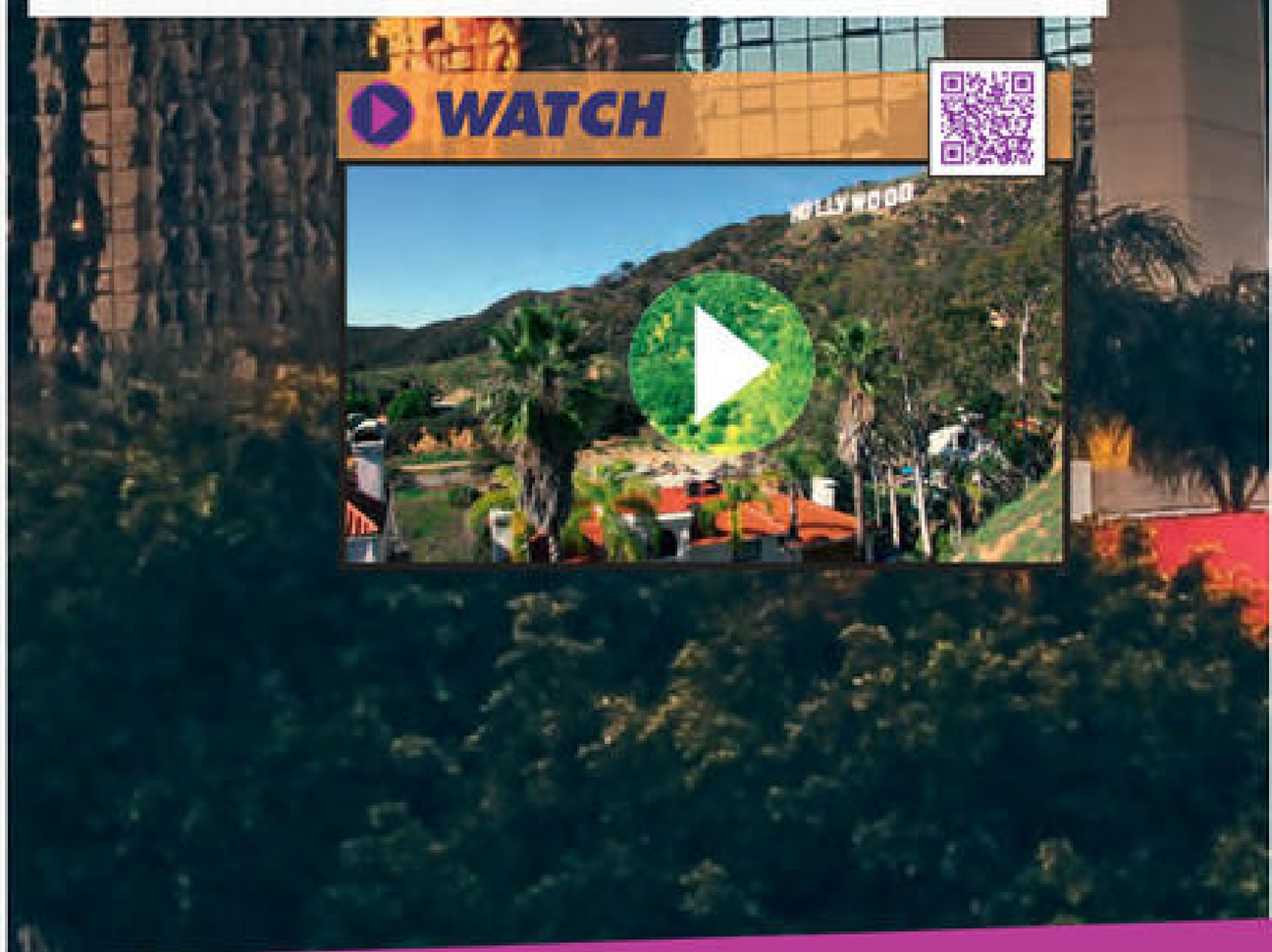
1 I'm visiting Los Angeles with my family in August and I wanted to ask you about _____ .
2 It does come with an _____ , though. Attendees must be aged 16 years or over.
3 Great. Due to the school holidays, we do have _____ in August.
4 Unfortunately, the performance on Saturday is _____ .
5 Please also note that these tickets are _____ .
6 As you're booking over the phone, you can collect the tickets _____ .
7 Ok, so for two adults and two children, _____ a grand total of $150 dollars.

**6** **Match the phrases in Exercise 5 with the correct meanings below.**

1 the age at which you are allowed or not allowed to attend somewhere
2 your money won't be returned
3 no more tickets available
4 that costs
5 at the venue
6 not many tickets on offer
7 what performances are showing

**7** **Watch the video about Los Angeles. What do you learn about these things? Make notes.**

- The city of Los Angeles
- The entertainment industry
- Museums
- The Hollywood Walk of Fame
- The Arts District
- Beaches




## HOLLYWOOD WALK OF FAME

With more than 2,600 stars fixed to the sidewalks along Hollywood Boulevard, the Hollywood Walk of Fame is perhaps one of the most prominent sights in Los Angeles. As you walk down the 2.1 km stretch of road, you will come across some of the biggest names, both past and present, from stage and screen. Make sure you leave enough time, though, as it can take up to three hours to take in all of the names.

## LIFE COMPETENCIES

### USING APPROPRIATE REGISTER, PARTICIPATING WITH CLARITY

**8** **Go online and find out about a film, musical or play that's on in your town next weekend. Write information about the points below. Then work in groups and compare what you've found and choose one that you'd all like to go and see.**

venue | time | price | reviews | cast

**9** **Work in pairs. Choose one of the shows that you found in Exercise 8. One of you is a customer who is phoning to book tickets for it. The other person works as a ticket officer. Role play a conversation. Use the phrases in Exercise 5. Then swap roles.**

# 10 TO THE LIMIT

## GETTING STARTED

**1** **Work with a partner and answer the questions.**

1. Are you interested in sport? Do you do any of the sports in the photos?
2. Is there a sport you'd really like to try?
3. Why do you think the people in the pictures have decided to do these sports?
4. Do you think competitive sports are always a good thing?

**4** 063 **Listen to Kevin. Write the answers to your questions that Kevin talked about.**

**5** 063 **Listen to Kevin again. What do these numbers refer to?**

| | | |
|---|---|---|
| 18 and 50 | 360 | 4,000 |
| 800 | 60 | 750 |

**6** **Think about your answer to the first question in Exercise 1. After listening to Kevin, are you more or less likely to go skydiving?**

**7** **Work in pairs and do the role-play.**

**Student A**

You really want to go skydiving. Convince your friend that you should both go at the weekend.

**Student B**

You are really nervous about going skydiving. Listen to your friend and ask lots of questions.

# GRAMMAR

## CAUSATIVES

***GRAMMAR ON THE MOVE***
**Watch the video**

**1** 064 **Read Kevin's final piece of advice to people wanting to go skydiving. Complete the sentence with the correct verb forms. Then listen and check. Who do you think took the photograph?**

*And finally, don't forget to smile when you're* _____ *your photo* _____ *in mid-air!*

➡ ***GRAMMAR REFERENCE*** / *Causatives: Page 224*

**2** **Complete the sentences with the correct form of *have* or *get* and the verbs in the box.**

| clean | correct | dye | make | renew | repair |
|---|---|---|---|---|---|

1 My laptop developed a problem so I took it to an IT specialist and _____ it _____.
2 I found a really useful website where you can _____ your English homework _____ by an expert.
3 Make sure you _____ your passport _____ before flying off to Mexico next month.
4 I was surprised to hear that my friend _____ his car professionally _____. I always do it myself.
5 I'm _____ my hair _____ next week. I just booked an appointment with the hairdresser.
6 After winning the championship, the parents _____ trophies _____ for all the kids on the team.

As well as *have*, we can also use the following verbs to express the idea of somebody or something causing something to happen. These are known as causative verbs.

**A** *let – Our teacher let us have the afternoon off.*
**B** *made – My friend made me watch every minute of the football match.*
**C** *help – Yoga is really helping me (to) feel more relaxed.*
**D** *get – I can never get my housemate to come jogging with me.*

**3** **Read the information in the box. Match the meanings (1–4) with the example sentences (A–D) in the box.**

1 force someone to do something
2 allow something to happen
3 support someone in doing something
4 encourage or convince someone to do something

**4** **Correct the mistakes in these sentences.**

1 Our boss made us all to stay at work late today.
2 I got my friend check my homework assignment.
3 My parents let me stayed up late last night to watch the match.
4 My coach really helped me improving my tennis serve.
5 Apparently the owner of the team is trying to get the trainer to sacked.
6 I've just had my application for a day off turn down by my boss.

**5** **Complete the second sentence so that it has a similar meaning to the first, using the word given.**

1 Convincing children that they should play outside can be hard.
**GET**
It can be hard _____ outside.
2 The organisers cancelled Simon's match.
**CALLED**
Simon had _____ the organisers.
3 "You can finish your dinner in front of the TV" said their mum.
**LET**
Their mum _____ in front of the TV.
4 My friend forced me to watch his holiday video three times.
**MADE**
My _____ his holiday video three times.
5 Someone stole my suitcase at the airport last week.
**HAD**
I _____ at the airport last week.

**6** **Work in groups. Plan a day of leisure where you treat yourselves to different services and luxuries. Describe your day using causatives.**

## READING

**1** **Match the extreme sports in the questionnaire with the pictures (1–7). Then complete the questionnaire. Compare your answers with a partner and give reasons why you would or wouldn't like to do these activities.**

| WOULD YOU EVER GO | not in a million years | possibly | where do I sign? |
|---|---|---|---|
| bungee jumping | ☐ | ☐ | ☐ |
| wingsuit flying | ☐ | ☐ | ☐ |
| kitesurfing | ☐ | ☐ | ☐ |
| hang gliding | ☐ | ☐ | ☐ |
| zorbing | ☐ | ☐ | ☐ |
| ice diving | ☐ | ☐ | ☐ |
| white water rafting | ☐ | ☐ | ☐ |

**2** **Work with a partner. Make a list of reasons why people might take part in extreme sports likes the ones in Exercise 1. Then read the text on the next page quickly. Does it mention any of your ideas?**

## READING AND USE OF ENGLISH PART 5 TRAINING

**3** **Read question 1 and the four options (A–D). It mentions a specific name, Alan Eustace. Find the sections of the text that mention him. Now consider each option and answer the questions.**

**1** Why does the writer mention Alan Eustace and his skydive?

- **A** to argue that extreme sports are becoming riskier
- **B** to describe a typical fan of extreme sports
- **C** to provide an example of an extreme sport
- **D** to show that people of all ages can enjoy extreme sports

**Option A:** *Is the writer arguing that extreme sports are risky? Does she say anything in particular about the risks taken by Alan Eustace?*

**Option B:** *Does the writer suggest that Alan Eustace is a fan of extreme sports?*

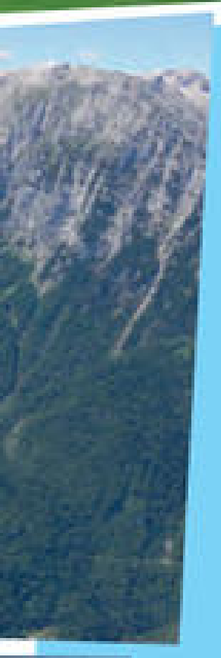
**Option C:** *Is skydiving just the first of several extreme sports referred to in the article? Is Eustace discussed throughout the article or just mentioned at the beginning?*

**Option D:** *Does the writer mention how old Alan Eustace is? Is this point developed in the article?*

**4** **Read question 2 and the four options (A–D). Underline the sentence(s) in the second paragraph of the article in which the writer asks a question. Then read the four options and decide which one is the most similar to the question the writer has asked.**

**2** In the second paragraph, the writer asks

- **A** how people minimise the level of risk in extreme sports.
- **B** how old people who do extreme sports typically are.
- **C** why people choose to take part in extreme sports.
- **D** why some extreme sports are seen as more fun than others.



# THE THRILL OF EXTREME SPORTS

**In 2014, a 57-year-old American named Alan Eustace set a world record for skydiving. He jumped from 42 kilometres above the earth, reaching a velocity of 1,322 kilometres per hour before his parachute opened and he landed safely in the desert of New Mexico. The jump received massive media coverage and was one of the most spectacular stunts ever achieved.**

Of course, most extreme sports take place away from the global media spotlight. And while the majority involve people significantly younger than Alan, all involve a degree of risk. And for me this raises one question in particular: as one of our most fundamental human instincts is to protect ourselves from danger, what makes some people actively seek it out? I don't just mean the high-profile record-breaking skydivers such as Alan, but also the many ordinary men and women around the world who spend their weekends rock climbing, hang gliding or white water rafting.

It was this question that prompted researchers Erik Brymer and Lindsay Oades to conduct a research study of 15 participants in extreme sports including waterfall kayaking and big wave surfing. The aim was to investigate whether these sportspeople have a kind of 'death wish', and whether they are somehow different from those of us who find the idea of bungee jumping or other equally dangerous activities
*line 29* terrifying. One of the conclusions they drew was that people are attracted to try these high-risk activities in order to conquer their fear. Some view fear as something positive; overcoming it can lead to a sense of wellbeing and increased self-esteem.

Yet motivation is a curious thing. Many people don't have a better answer than George Mallory, who took part in three mountaineering expeditions to Mount Everest back in the 1920s. His answer to the question 'Why climb Everest?' was simply 'Because it's there.' Mallory was one of the unlucky ones, who tragically died in his attempt to climb Everest in 1924, though several thousand have successfully made the ascent to the summit since then.

Other researchers, such as John Kerr and Susan Mackenzie, have found that frozen lake skaters and other athletes are driven to improve their own performance, much like practitioners of any sport. And a high proportion of wingsuit fliers, skydivers and so on don't view their sport as being particularly risky. They learn everything they can about the sport, find out about weather conditions and how this might impact them, and find the best and safest places to practise it. They actually put a huge amount of effort into minimising the risks, for example, by finding out about what wind does in and around buildings and cliffs, so that they know what they can and can't do.

In spite of the ever-increasing demands made by health and safety legislation, extreme sports from free diving to wingsuit flying are increasing in popularity. I've seen this myself; weekend white-water trips that I've been a regular on for years used to attract just a handful of people, but now they fill up without even needing to be advertised. Perhaps what drives so many of these people is the feeling that if they can ride that wave, do that jump or climb that mountain, then they can achieve whatever they want in life. But if so, it raises the question as to whether a successful bungee jump really has any influence over that job you're trying to get or exam you're aiming to pass. Maybe you're better off just sitting back and enjoying the ride.

**5 Now read the rest of the article and answer questions 3–5.**

**3** Who does *they* refer to in line 29?

- **A** people conducting the sports research
- **B** people who consider extreme sports too dangerous
- **C** people who want to try an extreme sport for the first time
- **D** people who participated in the research study

**4** Kerr and Mackenzie found that many people who do extreme sports

- **A** are highly educated.
- **B** consider their activity to be safe.
- **C** enjoy finding new locations for practising their hobby.
- **D** clearly understand the laws about their hobby.

**5** What opinion does the writer express in the final paragraph?

- **A** Extreme sports need to attract the right kind of people.
- **B** Many people try extreme sports in order to understand their popularity.
- **C** People may have unrealistic expectations about extreme sports activities.
- **D** Concerns about the safety of extreme sports will make them less enjoyable.

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

1. Do you think people who do extreme sports are always successful in other areas of life?
2. What is the best way to conquer a fear of heights?
3. Some people think that social media and online videos have encouraged more people to try extreme sports. Do you agree?

## VOCABULARY

### COHESIVE DEVICES

**1** **Match the words (1–7) with the words (A–G) to make phrases.**

| | | | |
|---|---|---|---|
| 1 | by | A | balance |
| 2 | first | B | comparison |
| 3 | for | C | instance |
| 4 | having | D | of all |
| 5 | in | E | or less |
| 6 | more | F | particular |
| 7 | on | G | said that |

**2** **Quickly read the article, ignoring the gaps. Which type of sport does the writer prefer?**

From childhood, we are encouraged to take part in team sports such as football, hockey and baseball. There are many reasons for this. **(1)** _____, learning to work as part of a team is an important social skill and, later in life, it is one that will help us in the workplace. Besides, team sports are enjoyed by most people who play them. **(2)** _____, it is also true that playing a sport as a member of a team does involve a lot of waiting around while the ball is over at the other end of the pitch. **(3)** _____, when we play a sport against an individual opponent, we are constantly active. Take racket sports, **(4)** _____. The average player probably has to hit the ball once every ten seconds, **(5)** _____, and so is far more involved in the game.
I can see the appeal of both team and individual sports. But I'd say that **(6)** _____, I much prefer taking part in individual sports, **(7)** _____ badminton, than in team games.

**3** **Complete the gaps with the phrases from Exercise 1.**

**4** **Which of the phrases you used ...**

| | | | |
|---|---|---|---|
| A | means 'especially'? | E | emphasises a difference between things? |
| B | means 'approximately'? | F | suggests you are going to contradict something you just said? |
| C | begins a list of reasons? | G | introduces a conclusion, and shows you have considered different ideas? |
| D | introduces an example? | | |

**5** **Work in groups and talk about the advantages and disadvantages of team sports and individual sports for schoolchildren. Win one point each time you use one of the eight phrases appropriately.**

## WRITING PART 2: ARTICLE TRAINING

**1** **Look at the writing task below. <u>Underline</u> the points you must write about.**

You see this announcement on an English-language website.

**Articles wanted!**

*What sport or leisure activity is currently becoming more popular in your country?*

*What do you think are the reasons for this?*

**We will publish the most interesting articles on our website.**

Write an article in 140—190 words.

**2** **Work in pairs. Tell your partner about a sport or leisure activity that is popular in your country.**

**3** **Read the model answer below. Put the paragraphs (A–D) of the article in the correct order.**

# A COLD SPORT IN A WARM COUNTRY

**A** What has made ice skating so popular here is the Winter Olympics. We won two gold medals and this has inspired more people to get into it. Furthermore, going ice skating with your friends provides a great opportunity for group photos. When these are shared on social media, more people want to go.

**B** I first went ice skating last year with a few friends. There was a pop-up ice skating rink just outside the shopping centre, so we decided to give it a go. At first, I was terrified! I kept falling over, so I got my friend to hold my hand as we went round. It was a little embarrassing, but I soon became more relaxed and eventually managed to go round unaccompanied.

**C** It's a really enjoyable activity, so I'm sure it will continue to grow in popularity in the future.

**D** One sport that has really taken off in my country in the last few years is ice skating. Even though I live in a warm country, the number of people who are taking up this activity has certainly increased.

## DID YOU KNOW?

In the UK, the place where people go shopping is called a *shopping centre*. In the USA, it is known as a *shopping mall*.

**4** **<u>Underline</u> the words and phrases in the article which have a similar meaning to ...**

1. to become interested in something
2. to try something
3. not having anyone with you
4. to become more popular
5. in addition

# PUSH YOURSELF C1

## CLEFT SENTENCES

**5** **Circle the two sentences in the article that have the same meaning as the two sentences (1–2) below.**

1. Ice skating has really taken off in my country in the last few years.
2. Ice skating has become so popular here because of the Winter Olympics.

**Cleft sentences**

Look at the sentences you circled in the article. These are examples of cleft sentences. Cleft sentences are used to add emphasis to part of a sentence.

**Compare:**

*My cousin got me interested in kayaking.*

*<u>It was</u> my cousin <u>who</u> got me interested in kayaking.*

**6** **Put the words in the correct order to form cleft sentences.**

1. about / hang gliding / views / what / the / like / most / I / is
2. father / got / it / my / tennis / me / was / into / who
3. activity / which / basketball / is / country / one / popular / my / in / is
4. I / to / why / reason / go / the / fit / gym / is / keep / to / the
5. fresh / hiking / the / about / one / is / air / love / thing / I

**7** **Choose another sport or leisure activity. Write your own article to answer the exam task in Exercise 1. Use cleft sentences where appropriate.**

# GRAMMAR

## -ED AND -ING ADJECTIVES

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Look at the extract from the article. Answer the questions about the underlined words.**

1 Which describe how the writer felt?
2 Which describe the situation?

> At first, I was terrified! I kept falling over so I got my friend to hold my hand as we went round. It was a little embarrassing, but I soon became more relaxed and eventually managed to go round unaccompanied.

➡ **GRAMMAR REFERENCE** / *-ed and -ing adjectives: Page 225*

**2** **Choose the correct form of the adjective to complete the sentences.**

1 A friend of mine tried to teach me chess but I found it utterly *confused/confusing*.
2 We were both *exhausted/exhausting* after finishing the marathon.
3 I know a lot of people don't like astronomy, but I find it *fascinated/fascinating*.
4 I was *shocked/shocking* to hear about the number of people addicted to online gaming.
5 My sister is so *excited/exciting* about seeing her favourite band in concert next week.
6 My brother always wants to borrow my things. He's so *irritated/irritating*!
7 We were *thrilled/thrilling* at the prospect of studying in Spain for six months.
8 I was absolutely *petrified/petrifying* before I did my first parachute jump.

**3** **Complete the sentences with the correct form of the adjectives in brackets.**

1 I found the martial arts course really _____. (challenge)
2 I'm afraid of heights so I'm _____ by the thought of bungee jumping. (terrify)
3 I really enjoy hiking but it can be _____ at times. (tire)
4 One of the things that makes volunteering so _____ is the fact that you're making a difference in people's lives. (satisfy)
5 They were _____ to hear that their application to become a tour guide had been rejected. (disappoint)
6 I recently read about a group of people who go ice diving in the winter, which sounds _____. (amaze)

**4** **Think of one answer and make a note for each of the sentences (1–6). Then discuss your ideas in pairs and ask follow-up questions.**

Tell me about …

1 something that you're frightened of.
2 someone who you find really annoying.
3 the last time you were embarrassed about something.
4 an activity that you find relaxing.
5 a place you think is stunning.
6 something that you find fascinating.

# SPEAKING PART 1 TRAINING

**1** **Work in pairs. Which hobbies in the box below do you do? Which would you like to try?**

dancing photography cookery gymnastics
singing travelling acting martial arts
magic tricks hiking online gaming volunteering

**2** 065 **Listen to Ivan, Ana and Simon answering the question below. Complete the table about each.**

Do you have any hobbies or interests?

| Name | Hobby | Who with | When | Extra information |
|---|---|---|---|---|
| Ivan | | Work colleagues | | They have a picnic |
| Ana | | | Twice a week | |
| Simon | Online gaming | | Almost every day | |

*You might be asked **Yes/No** questions in Part 1 of the B2 First Speaking exam. Try to give extra information and don't just answer **Yes** or **No**. For example, if you are asked about your hobbies, say what these are, who you do them with and when you do them.*

**3** **Ask three classmates the same question in Exercise 2. Remember to give extra information.**

**4** 066 **Listen to Ivan and Ana doing Part 1 of the B2 First Speaking exam. Write the different expressions they use to say what they like and don't like doing.**

**5** **Talk to your classmates. Ask one question to each classmate you speak to.**

- What sport did you play as a child?
- Do you enjoy watching sport?
- What are the best ways to keep fit?
- Are there any sports which you would like to try in the future?
- How much exercise do you do each week?
- What do you most enjoy doing when you're at home?

# VOCABULARY

## SPORT AND LEISURE

**1** 067 **Listen to extracts from three TV sports commentaries. In each extract, which sport is being described? Write four words or phrases from each extract which helped you to identify the sport.**

1 _____
2 _____
3 _____

**2** 067 **Complete the table with the correct form of the words. Then listen to the sports commentaries again and check your answers.**

| VERB | NOUN (THING) | NOUN (PERSON) | ADJECTIVE |
|---|---|---|---|
| compete | (1) *competition* | (2) *competitor* | competitive |
| decide | (3) _____ | | (4) _____ |
| excite | (5) _____ | | exciting / excited |
| impress | impression | | (6) _____ |
| spectate | (7) _____ | (8) _____ | (9) _____ |
| separate | (10) _____ | | (11) _____ |

### P WORD STRESS

**Type A**
Sometimes, the same syllable is stressed in a group of related words:
*de**fend**; de**fend**er; de**fen**sive*

**Type B**
In some groups, the stress is on different syllables:
***gym**nast; gym**nas**tics*

**3** **Decide whether the groups of words in Exercise 2 are Type A or Type B, and mark the stress.**

**4** **Use the words in capitals at the end of some of the lines to form a word that fits the gap in the same line.**

## Gregski triumphs in thriller

Silvio Gregski fought back from two sets down to claim a stunning victory over James Hodford in a hugely **(1)** _____ final. The young Englishman should take great pride in his **(2)** _____, and it shouldn't be forgotten that he's only twenty years old and was making his debut in what has to be one of the most **(3)** _____ tournaments we've seen for a long time. However, that's not to take anything away from Gregski, who produced one of the most **(4)** _____ fightbacks of his career.

Hodford got off to an incredible start, taking the first two sets in under two hours. The **(5)** _____ who were lucky enough to get tickets must have thought it would be the quickest final in history. Gregski had other ideas though. He took the next two sets, which included the shot of the match when he played a **(6)** _____ back-hand lob from what looked to be an impossible angle, to set up a fifth and final set. Gregski used all of his experience and eventually beat Hodford in just under five hours.

There have been a lot of rumours that Gregski might now announce his retirement from the sport but, given the fact that he still looks incredibly **(7)** _____, I wouldn't be surprised to see him in the final again next year.

ENTERTAIN
PERFORM
COMPETE
IMPRESS
SPECTATE
THRILL
ATHLETE

**5** **Work in groups. Write your own sports commentary without including the name of the sport. Then read them to your group, who must guess which sport you are talking about.**

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 5

### Who would want to be a match official?

*Dennis O'Mackton, 53, is an international hockey referee, and has also worked as a match official in other sports, including tennis, football and boxing.*

I've been a match official of one kind or another throughout much of my life. Hockey referee, tennis umpire, rugby linesman, I've done it all. And when I tell people, the reaction varies from pity ('Oh dear, you weren't good enough to be a player?) to disbelief ('Why on earth would anyone actually want to do that?') Actually, I think both these attitudes are mistaken for a number of reasons, and I'd like to set the record straight. For a start, many people truly prefer to be a referee or umpire than a player, and I'm one of them.

Having said that, many match officials have probably at times wondered why they bother to do it. Whatever decision you make, especially where there's been foul play, there's always going to be someone who disagrees. And sometimes in the heat of the moment, emotions can get the better of people. I've had five angry footballers all yelling at me on several occasions. You have to have thick skin – I sometimes ask myself why I am giving up my Sunday to run around a pitch in the cold rain with players who don't seem to respect me or the work I do, and who think it's their right to give the ref a load of abuse.

But despite this, I've always loved it. I now referee top-level professional hockey games. Believe me, for the couple of hours when I'm out on the pitch with the players, it's the best seat in the house. The skill of some of these top players is astounding, as are their fitness levels.

Of course, in this line of work, you don't start at the top. I oversaw something like 1,000 Sunday morning hockey games before I ever did a pro game. These were junior and adult games. I think **this** is key to a match official's success at higher levels. There has to be enough experience for him or her to draw on, whatever the sport is. There is a concern that in some sports, young match officials are rising very quickly and officiating in a major tournament before they're ready. *line 18*

I know that I've evolved in the years I've worked as a hockey referee. In the early years, I wasn't really assessed formally, not like newly qualified referees nowadays. But informally, I was being assessed by coaches, players and spectators every game. I occasionally heard criticisms in some of my matches that I was stopping play too frequently. So now I'm more reluctant to blow the whistle unless it's a more serious foul.

Unsurprisingly, I'm keen to see more young people becoming match officials. Back in the 1980's when I finished college, I was struggling to fill one page on a CV when I hadn't got any 'proper' work experience. I wasn't sure whether to include the fact that I'd been an umpire in my college tennis club, especially as one of the other umpires I knew said it wasn't relevant, and might suggest you're happy to work for a low wage (my university sports club wasn't a generous payer). Well, I put it down anyway. When I applied for a post with an ad agency, the guy who interviewed me told me later that he'd hired me because it showed that I must be 'reliable and responsible'. So for me, being a referee has had all sorts of benefits.

**1** In the first paragraph, the writer says that his purpose is to
- **A** outline the characteristics of a good match official.
- **B** encourage more people to become match officials.
- **C** correct misunderstandings about being a match official.
- **D** reflect on what he has learned about being a match official.

**2** According to the writer, it is impossible to
- **A** enjoy matches in bad weather.
- **B** control the behaviour of players.
- **C** always know what a referee should do.
- **D** make decisions that everyone will be happy with.

**3** What does the writer mean by saying he has 'the best seat in the house'?
- **A** Lots of other people would like to do his job.
- **B** He is very tired after matches and needs to rest.
- **C** Being a referee is a great way to see the match.
- **D** He tries his hardest to be a fair referee.

**4** What does *this* refer to in *line 18*?
- **A** being prepared to work at weekends
- **B** the writer's first professional game
- **C** wide experience of non-professional games
- **D** the difference between a sport at junior and adult level

**5** How has the writer changed as a hockey referee?
- **A** He makes decisions less quickly than before.
- **B** He allows play to continue for longer than before.
- **C** He undertakes regular training more often than before.
- **D** He listens to feedback from other referees more willingly than before.

**6** The writer said that being a tennis umpire at college helped him to
- **A** get a job.
- **B** make useful contacts.
- **C** earn a reasonable wage.
- **D** negotiate with his future employer.

## EXAM CHECK

**Read the sentences about Reading and Use of English Part 5 below. Decide if the sentences are true or false.**

1 You must answer six questions, each of which has three answer options.
2 The text can be an article or an extract from a novel.
3 The questions are not in the same order as the information in the text.
4 You may be tested on your understanding of reference words, such as pronouns.
5 You won't be asked to work out the meaning of a word or phrase from its context.

# SPEAKING PART 1

## EXAM CHECK

**Work in pairs. Make notes about Speaking Part 1. Then look at Unit 4 and Unit 8 and check your notes.**

How often do you do exercise?
What are the sporting facilities like in your town?
Do you think you would enjoy being a famous athlete?
Where are the best places in your country for outdoor activities like mountain-biking?
Tell me about the last time you watched a sport.

➡ **SPEAKING BANK** / *Pages 244–245*

# WRITING PART 2: ARTICLE

You see this announcement in an English-language magazine.

**Articles wanted!**

**SPORTING EVENTS**

Taking part in big sporting events is growing in popularity all around the world.

Tell us about a sporting event you have taken part in.

*What might be difficult about organising events like this?*

*Why do you think they appeal to so many people?*

**We will publish the most interesting articles.**

Write your **article** in **140–190** words.

➡ **WRITING BANK** / *Pages 240–241*

# GOING ON AN ADVENTURE IN ...
# THE BRECON BEACONS

**1** Look at the photos of the Brecon Beacons, a national park in the UK. Describe them with a partner. Do the photos make you want to visit the Brecon Beacons? Why? / Why not?

**2** Read the brochure on the Brecon Beacons National Park. Underline the different things you can see and do there. Work with a partner and talk about the things you would most like to do.

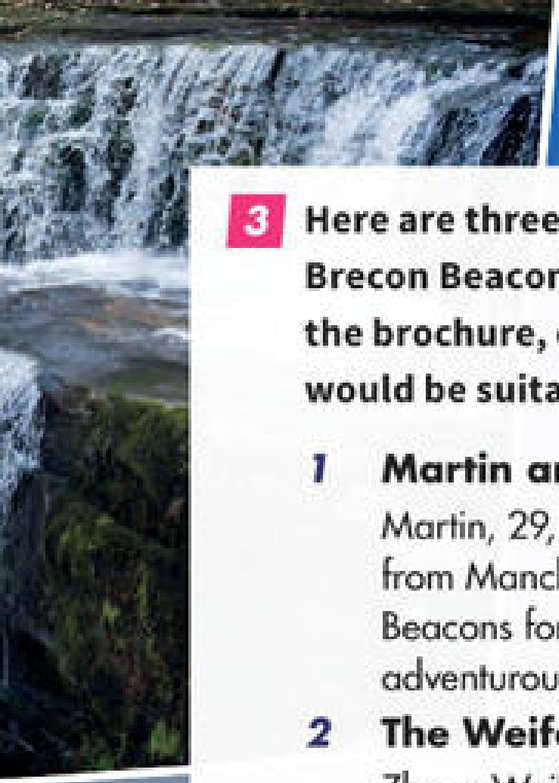
## THE BRECON BEACONS

*the UK's adventure playground*

Visitors to the Brecon Beacons National Park in Wales come for various reasons. For many of them, it's climbing the wild, impressive scenery of the Black Mountains, including some of the highest peaks in the southern United Kingdom. Whether you want to view them from a hang-glider or from the comfort of your own car, there's something for everyone.

Other visitors come to walk through ancient woodlands to get a glimpse of the spectacular waterfalls. It's also one of the best areas in the UK to see rare species such as the red kite, a bird whose distinctive silhouette can be seen in the skies throughout the year. The Usk valley is also filled with beautiful flowers, some of which are unique to the region.

Of the several attractive market towns, perhaps the most unusual is Hay-on-Wye. Mostly in Wales, but with a handful of streets over the border in England, this unusual town with a population of just 1500 has no fewer than 24 bookshops, and a literary and arts festival every summer. Visitors can also stay in one of the many hotels in the region, which offer breathtaking views, perfect for those on their honeymoon or celebrating an anniversary.



**3** **Here are three groups who would like to visit the Brecon Beacons. Using the ideas you underlined in the brochure, choose one or two attractions that would be suitable for each group.**

**1 Martin and his friends**

Martin, 29, is about to get married, and is travelling from Manchester with seven male friends to the Brecon Beacons for the weekend. They are looking for some adventurous activities to do while they're there.

**2 The Weifeng family**

Zheng Weifeng is on holiday from China with his parents, his wife and their ten-year-old son. They love wildlife and would really like to see things which they can't see elsewhere.

**3 Shaun and Latifa**

One year after their wedding, English teachers Shaun and Latifa want to get away from it all and have a peaceful, romantic break in the countryside. They've chosen the Brecon Beacons because they have never been there before.

**4** **Sometimes you will read colloquial expressions in brochures. Find the words and phrases in the text that have a similar meaning to the words and phrases below.**

1 see something (often for a short period of time)
2 a small number of
3 from the more relaxed position of

**5** **Work with a partner and answer the questions.**

1 What is the man in the reddish-purple T-shirt doing?
2 What is the other man doing? Why is this important?
3 Have you ever been climbing before?
4 What do climbers need to consider in order to climb safely? Write two DOs and two DON'Ts.

**6** 068 **Now listen to a member of staff at the Brecon Beacons Walls Climbing Centre, and write down the advice he gives for climbing safely. Which of your ideas in Exercise 5 does Jason talk about?**

You should:
You shouldn't:

**7** 069 **Sometimes people use colloquial expressions when giving information about health and safety. Match the underlined phrases in sentences 1–5 to the correct meanings (A–E). Then listen to the first part of the listening again and check your answers.**

## PHRASES YOU MIGHT HEAR

1 I'll be telling you about the basics of climbing safely.
2 If you do see anything that doesn't look right, please let a member of staff know.
3 We'd ask you to pay attention and help us keep the Wall Climbing Centre a safe place.
4 Don't use any equipment yourself until you've checked that it's secure. It's better not to take risks even if it seems ok.
5 That might seem like something you already know, but honestly, we've had people turn up in sandals or high-heeled shoes in the past.

A common sense
B keep your eyes open
C better to be safe than sorry
D taking you through
E spot

**8** **Watch the video about the Brecon Beacons. What do you learn about these things? Make notes.**

- The history of the Brecon Beacons
- Pen Y Fan
- The Brecon Beacons at night
- Water sports

# LIFE COMPETENCIES

## UNDERSTANDING ISSUES, PARTICIPATING WITH CONFIDENCE

**9** **Work with a partner. Go online and research one other national park in the UK. Prepare a short presentation of what people can do there and some of the health and safety information that people would need to know. Then give your presentation to the rest of the class.**

# 11 FACT OR FICTION?

## GETTING STARTED

**1** **Write one or two examples for each of the following.**

- your favourite TV programmes or series
- your favourite social media platforms for young people
- your favourite radio stations or podcasts
- your favourite local or national newspapers
- your favourite advertisements

**2** **Work in groups and compare your answers in Exercise 1. Try to agree on a group list to share with the class.**

**3** **Work in pairs and answer the questions.**

1 What type of media do the photos (A–E) represent?
2 Are these types of media becoming more or less popular in the world today?

# VOCABULARY

## THE MEDIA

**1** **Match the words in bold in sentences (1–6) with their meanings (A–F). Which types of media do you think the sentences are talking about?**

1 If you ask me, it spoils the flow of **prime-time** television, especially for the most popular shows which it interrupts every 10 minutes.
2 Personally speaking, I don't mind seeing adverts from companies trying to **promote** their products in my news feed.
3 The problem is that a lot of opinions or stories posted on them are just not **credible**, don't you think?
4 They have far too much **influence** on what people are thinking, if you want my opinion.
5 To be honest, I would say their **target audience** is probably teenagers.
6 I would say that they present a version of life that is often very different from **reality**.

A situations from everyday life
B the main person or group you're aiming at
C publicise, advertise
D the power to have an effect on something or someone
E believed or trusted
F a time when the largest number of people are watching or listening

**2** **Look at the sentences in Exercise 1 again and underline the six opinion phrases.**

## P INTONATION WHEN GIVING AN OPINION

Generally, when we give an opinion, there is a rising intonation on the opinion phrase. For example:

If you ask me, it spoils the flow of prime-time television …

**3** **Read the sentences in Exercise 1. Focus on the intonation of the opinion phrases.**

**4** **Complete the sentences with some of the words in bold in Exercise 1. Then ask and answer the questions in pairs.**

1 Do you think that fast-food restaurants should use famous sports starts to _____ their products?
2 Some people think that the media has too much _____ on our lives. What do you think?
3 How many of the news stories that are posted on social media are _____? How much of an issue is fake news?
4 What's your view on the standard of _____ television, compared to when you were younger?

# READING

**1** **Work with a partner and answer the questions.**

1 What reality TV shows are famous in your country? Do you enjoy watching them?
2 Would you ever appear on a reality TV show? If so, which one?
3 Read the first part of the article (Some people believe …). Answer the question at the end of the paragraph.

Some people believe that reality TV is nothing more than fake reality, creating bad role models for young people and providing little educational benefit to society. Others, however, argue that they provide an excellent and much-needed form of entertainment on television and have the potential to turn ordinary people into superstars. Where do you stand on the topic of reality TV?

**2** **Read the arguments in defence of reality TV on the next page, ignoring the gaps for now. Does the writer's opinion match your ideas from Exercise 1?**

## READING AND USE OF ENGLISH PART 1 TRAINING

# In defence of REALITY TV

Right now, the viewing figures for such shows are among the highest around. After all, most television channels are dependent on the money they make from advertising, and the more popular the show, the more advertising revenue it can generate. So, it would be unreasonable to **(1)** _____ television programmers not to exploit this. After all, they are only giving **(2)** _____ what they clearly want to watch.

Besides, it's **(3)** _____ to watch how people react in certain situations, even if these are slightly unrealistic. Reality television is educational in that it teaches us something about human **(4)** _____ and therefore, about ourselves.

Ultimately, if we believe in **(5)** _____ of speech, then we must accept reality television is an expression of popular taste. It's also worth considering that if these kinds of TV shows fail to **(6)** _____ a big enough audience, then they'll be removed from the airwaves. Though we can't ignore the fact that their **(7)** _____ continues to grow and even those who criticise them have secretly watched them at some **(8)** _____ or another.

**3** **Look either side of the gap. What collocations, or other set phrases, can you identify?**

**4** **Now, complete the gaps (1–8) using the options (A–D).**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | **A** | expect | **B** | predict | **C** | need | **D** | assume |
| **2** | **A** | spectators | **B** | observers | **C** | supporters | **D** | viewers |
| **3** | **A** | attractive | **B** | glamorous | **C** | fascinating | **D** | breathtaking |
| **4** | **A** | character | **B** | nature | **C** | identity | **D** | species |
| **5** | **A** | independence | **B** | democracy | **C** | freedom | **D** | expression |
| **6** | **A** | attract | **B** | invite | **C** | welcome | **D** | host |
| **7** | **A** | approval | **B** | demand | **C** | admiration | **D** | popularity |
| **8** | **A** | end | **B** | point | **C** | tip | **D** | phase |

**5** **Think of three arguments against reality TV. Read the text and check which of your ideas are mentioned. Then discuss questions 1–4 with a partner.**

## AGAINST REALITY TV

One serious problem with reality television is that often it involves putting people in horrible situations to see how they react. For example, participants may be asked to do nasty, often humiliating, things, either to themselves or each other, just for the entertainment of viewers. In doing so, it sets a poor example for society, especially for younger viewers, namely that it is fun to laugh at people and watch them suffer.

One obvious example of this is the unexpected abuse that many contestants face either during or after the programme airs, either in newspaper columns or on social media platforms such as Twitter, abuse which they are ill-prepared to cope with.

Without control, reality television is responsible for lowering social standards by making the unacceptable acceptable. It's wrong for broadcasters to claim that it is all harmless entertainment. Because their programmes are seen by millions, they have even more responsibility to promote high standards.

1 Think about reality TV shows you have seen. Can you think of any embarrassing situations you have seen on them?
2 Do you agree that reality TV sets a bad example for society and encourages unacceptable social behaviour?
3 Do you think there is a problem in your country with people using social media to bully other people? If so, should there be laws to stop this?
4 Would you say that you are for or against reality TV based on what you have read and discussed?

# GRAMMAR

## REPORTED SPEECH AND QUESTIONS

**GRAMMAR ON THE MOVE**
Watch the video

**1** Look at the two pictures and answer the questions (1–2).

1 How does the second picture relate to the first?
2 Look at the underlined words and phrases. How do the tenses and word forms change?

➡ **GRAMMAR REFERENCE** / *Reported Speech: Page 226*

**2** **Change what Lucas says from direct to reported speech.**

Direct speech

1 Lucas: *"I'm not online this evening."*
2 Lucas: *"I'm starting my new social media channel tomorrow."*
3 Lucas: *"I've had a great response to my new channel."*
4 Lucas: *"I've been searching this site for new online material."*
5 Lucas: *"I went online to check how many subscribers I have."*
6 Lucas: *"I'd been working on it for a month when I started having problems."*
7 Lucas: *"I really must get it fixed as I can't upload my videos."*

**DID YOU KNOW?**

Prepositions and social media

- We subscribe **to** a channel or service but we unsubscribe **from** a channel or service.
- We post **on** social media but we post **about** a particular topic.

**3** **Change the questions below from direct to reported speech.**

1 What were you doing last weekend?
S/he asked me _____
2 Where do you get your news from?
S/he asked me _____
3 Have you ever met anyone famous?
S/he asked me _____
4 What is your dream job?
S/he asked me _____
5 Do you enjoy watching football?
S/he asked me _____
6 Do you have a favourite app?
S/he asked me _____

**4** **Walk around the classroom. Ask and answer the questions in Exercise 3. Then report back to your partner. Tell them the questions you were asked and what you said.**

*Matt asked me what I did at the weekend and I told him that I had gone to the cinema.*

# WRITING

## DEVELOPING YOUR WRITING

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

Some people say television has a bad influence on young people's lives. Do you agree?

**Notes**

Write about:

1 Education
2 Violence
3 _____ (your own idea)

**2** **Read the model answer, ignoring the gaps for now. What is the writer's own idea?**

While it is true that television has potential for promoting positive effects through education, the amount of time spent viewing inappropriate programmes means young people are not only less sensitive to violence, but also spend less time doing physical activities.

(1) _____ . (A) _____ , programmes like documentaries have a positive impact, (B) _____ , by providing warnings about the effects of global warming.

(2) _____ . (C) _____ , excessive time spent watching television means children are not exercising and, (D) _____ , may become obese.

(3) _____ . Many parents feel overwhelmed by their children's internet abilities and (E) _____ they attempt to control viewing of violent content, they cannot do so effectively.

On balance, with limited controls possible and our increasing need for exciting and entertaining broadcasts, behaviour and health are suffering where young people are concerned.

**3** **In the model answer, put the topic sentences (A–C) in the correct position (1–3).**

**A** Having said that, as children tend to believe what they are told, advertisements promoting unhealthy eating could lead to negative habits.

**B** Despite age ratings provided by broadcasters, the internet means it is increasingly difficult to limit what young people watch.

**C** It goes without saying that there are many educational programmes which support a child's learning, particularly when they are younger.

**4** **In the model answer, put the linking words and phrases in the box below in the gaps (A–E). What other linking words and phrases has the writer used?**

| | | |
|---|---|---|
| furthermore | additionally | for instance |
| even when | as a consequence | |

**5** **Write your own essay for the question in Exercise 1.**

# PUSH YOURSELF C1

## COHESIVE PHRASES

**1** **Look again at the model essay and topic sentences. Match the underlined phrases with the phrases in the box which have a similar meaning. Then complete sentences 1–4 below with the phrases in the box.**

| | | | |
|---|---|---|---|
| All things considered | It speaks for itself (that) | Regardless (of the fact that) | That being said |

1 _____ newspapers sometimes behave unacceptably, they often speak out against social injustice.
2 _____ , the internet is a useful source of news, yet we must be careful of inaccuracies and bias.
3 There's no denying that the new editor has improved the way we work. _____ , he can be quite difficult to work with at times.
4 _____ an increase in reality TV can be attributed to our love of others' misfortune.

# SPEAKING PART 2 TRAINING

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

1 How often do you watch television and what types of programmes do you prefer?
2 Look at the photographs. What types of programmes are these? Do you enjoy watching these types of TV programmes?

**2 070 Listen to Albina and answer the questions.**

1 Which photograph, 1 or 2, is she talking about?
2 Which question, A or B, is she answering?
   **A** What might these people enjoy about being on these television programmes?
   **B** Why have these people decided to take part in these television programmes?

**3 070 Listen again. How well did Albina express her opinion? Which phrase does she repeat too often?**

**4 Work in pairs and make a list of opinion phrases Albina could have used instead.**

**Opinion phrases**

*As far as I'm concerned*

**5 071 Now listen to Walid talking about the other photo. Complete the extract with the words that Walid uses.**

I'd argue this would be suitable for a viewer who wants to watch something quite light-hearted because the subject matter is far from serious. It goes **(1)** _____ that they would be quite competitive too. I'm not **(2)** _____ what the ideal age might be, but it's **(3)** _____ the person watching this would enjoy preparing delicious dishes for themselves or their family. My **(4)** _____ is that they wouldn't need to watch every episode in order to understand what's going on.

**6 Work in pairs.**

**Student A:** Answer the Speaking Part 2 question below.
**Student B:** Answer the Speaking Part 2 question on page 201.

**Student A**

Talk about your photographs for one minute. The photographs show people who work in the media. Compare the photographs and say what you think these people might enjoy about doing these jobs?

**What might these people enjoy about doing these jobs?**

**Student B**

Would you like to work in the media?

# GRAMMAR

## REPORTING VERBS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **When was the last time you watched something terrible on television? What was it and why?**

**2** **Match the sentences (1–6) with the functions (A–F).**

1 Thomas: It wasn't me who broke the television. *deny*
2 Maria: Would you and your sister like to come to my graduation ceremony?
3 Julia: I will cancel my subscription if they don't improve the service.
4 Simon: I am not paying them any money.
5 Dan: I will be leaving the company at the end of the month.
6 Sophie: It might rain later.

| | | |
|---|---|---|
| A threaten | B warn | ~~C deny~~ |
| D reveal | E invite | F refuse |

→ **GRAMMAR REFERENCE** / *Reporting verbs and questions: Page 226*

**3** **Use the reporting verbs in Exercise 2 (A–F) to report the direct speech (1–6).**

1 *Thomas denied breaking the television.*

**4** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1 "I'll find the story online," Suzanne promised.
**WOULD**
Suzanne promised _____ online.
2 "I'm not watching this on TV," Keith said.
**REFUSED**
Keith _____ on TV.
3 "You must read the article tonight," the teacher said to me.
**TOLD**
The teacher _____ read the article that night.

# VOCABULARY

## PHRASES TO TALK ABOUT THE MEDIA

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

1 How concerned should we be about our privacy when using social networking websites?
2 Do you feel social networking websites do enough to keep your personal data safe?

**2** **Look at the newspaper headlines. Which stories would you be most interested in reading about?**

1 Journalists **speak out** against instant messaging bullying

2 Social media giants must do more to **stamp out** social media addiction

3 Government to **tighten up** data protection laws

4 Teenagers **under pressure** to get likes

**3** **Read the newspaper article introduction. Which headline does it refer to?**

Politicians claim social networking sites are **overstepping the mark** and should **come clean about** the tricks they use to get us hooked. From instant alerts that your message has been read, to wavy lines informing you someone is writing a message, social media creators **go to great lengths** to keep people, especially teenagers, coming back for more.

**4** **Complete the definitions with the vocabulary in bold in Exercises 2 and 3.**

1 *under pressure* is when someone is being strongly persuaded to do something.
2 _____ is to tell the truth about something.
3 _____ is to make a great effort to achieve something.
4 _____ is to give your critical opinion about something in public.
5 _____ is to limit or control something.
6 _____ is to behave in an unacceptable way.
7 _____ is to eliminate something because it's wrong or harmful.

**5** **Complete the gaps with the correct form of the phrases in Exercise 4. There is one phrase you don't need to use.**

1 The newspaper admitted to _____ when they printed pictures of the celebrity's children, so they issued an apology.
2 It's important for teenagers to _____ when they experience cyberbullying.
3 The journalist _____ to make sure that everyone was aware of the issue.
4 The government are _____ the laws to make it harder for people to share fake news.
5 It's about time the chat show host _____ about his financial dealings.
6 Since the scandal was printed in the newspapers, the politician has been _____ to resign.

**6** **Work with a partner. Choose one of the stories in Exercise 2 and write a short news report.**

## LISTENING PART 1 TRAINING

**1** **What skills do you need to do the following jobs? Would you like to be one of them in the future?**

a journalist  a TV Presenter  a business owner
a photographer

**2** **Read the Listening Part 1 question, answer options and the recording script. Option C is the correct answer. Answer questions 1 and 2 to work out why Options A and B are incorrect.**

1 You hear a man talking about a job interview. How did he feel during the interview?
A worried about the questions he would be asked
B interested to find out more about the company
C confident that he was the right person for the job

*I remember walking into the room and meeting the three people who were going to interview me for the journalist job. I was only told about the interview a day in advance, which didn't give me a lot of time to do background research on the company, and that was a little worrying to be honest. They were keen to learn more about my experience in previous roles, which I was able to provide as I'd been working in the field for over ten years. Secretly, I was certain that I would be a great fit for the role as I had all the relevant experience they were asking for.*

1 What was the man worried about?
2 Who wanted to find out more information?

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

1 What phrase does the man use to say he was confident?
2 What phrase does the man use to say he was the right person for the job?

**4** 072 **Read the next Listening Part 1 question and listen to the recording. Option C is the correct answer. Answer questions 1 and 2 to work out why Options A and B are incorrect.**

2 You will hear two people talking about a television programme. What is the programme about?
A health  B finance  C travel

1 In what context is the word health mentioned?
2 What phrase does the man use to say that Bryan Stephens no longer makes shows about finance?

**5** 073 **You will hear people talking in three different situations. For questions 3–5, choose the best answer (A, B or C).**

3 You hear a woman talking about how her business became successful. Where did she get extra money from?
A a bank  B her own savings  C a family friend
4 You hear a journalist talking about a journey. How did he travel?
A by train  B by boat  C by plane
5 You hear two photography students talking about an assignment. What are they both unsure about?
A what photographs they need to take
B how they should submit their project
C when they need to present their findings

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 1

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

Example: **A** vivid **B** hard **C** strong **D** serious

### Reality TV

It was so long ago, it's **(0)** _____ to remember a time when reality TV wasn't part of our daily television schedule. What started as the occasional fly-on-the wall documentary has now been **(1)** _____ by a seemingly endless selection of shows, full of ordinary people, desperately **(2)** _____ fame and attention.

What changed? **(3)** _____ being incredibly cheap to produce – something which wasn't lost on television programmers and producers, some argue it was the development of digital editing. The latter made it possible to quickly **(4)** _____ 30 minutes of ordinary people being interesting, from hundreds of hours of footage of them being terribly boring.

As for the viewers, there's no doubt that **(5)** _____ enjoy the drama of reality TV. Perhaps it is because they feel **(6)** _____ to the people they're watching. Research **(7)** _____ by a team of psychologists also suggests that people enjoy watching how people behave in different situations. Love it or hate it, viewers have been **(8)** _____ on reality TV for many years now. It's here to stay!

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | **A** | changed | **B** | taken | **C** | altered | **D** | replaced |
| **2** | **A** | seeking | **B** | finding | **C** | earning | **D** | obtaining |
| **3** | **A** | Apart from | **B** | Except for | **C** | Rather than | **D** | Instead of |
| **4** | **A** | withdraw | **B** | remove | **C** | leave | **D** | extract |
| **5** | **A** | spectators | **B** | audiences | **C** | observers | **D** | witnesses |
| **6** | **A** | joined | **B** | associated | **C** | connected | **D** | linked |
| **7** | **A** | directed | **B** | conducted | **C** | controlled | **D** | accompanied |
| **8** | **A** | hooked | **B** | absorbed | **C** | addicted | **D** | dedicated |

# LISTENING PART 1

074 **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 journalist talking on her mobile phone about an interview. How does she feel?
- **A** annoyed with the person she'll be seeing
- **B** anxious about the meeting
- **C** confident in her abilities

**2** You hear two media studies students talking about their course. What do they agree about their lecturer?
- **A** He explains his ideas clearly.
- **B** He gives useful feedback.
- **C** He's enthusiastic about the subject.

**3** You hear a woman talking about a newspaper article. What is it about?
- **A** a politician
- **B** a survival story
- **C** an award ceremony

**4** You hear a weather reporter talking about his job. What is the purpose of his talk?
- **A** to emphasise the importance of technology
- **B** to suggest how forecasting the weather will change
- **C** to warn about the challenges of becoming a meteorologist

**5** You hear a journalist talking about his job. Why did he study journalism?
- **A** It was challenging.
- **B** It was worthwhile.
- **C** It was well-paid.

**6** You overhear a man talking to his colleague on the phone. What is he talking about?
- **A** making a hotel reservation
- **B** leaving the company he works for
- **C** buying some new equipment

**7** You hear a television actor telling a friend about an award she's just won. What is she doing?
- **A** thanking people who helped her in the past
- **B** explaining why she thinks she was chosen
- **C** admitting that she is excited about her future

**8** You hear two people talking about a piece of music. What does the woman say about it?
- **A** It makes her feel happy.
- **B** It reminds her of an old song.
- **C** It inspired her to study music.

# EXAM FOCUS

## SPEAKING PART 2

**Student A:** Talk about your photographs for one minute. The photographs show people watching different TV programmes. Compare the photographs and say why these people might have chosen to watch these things?

**Why might these people have chosen to watch these things?**

**Student B:** Which TV programmes do you enjoy watching?

## SPEAKING PART 2

**Student B:** Talk about your photographs for one minute. The photographs show people taking photographs in different situations. Compare the photographs and say why these people are taking photographs in these situations.

**Why are these people taking photographs in these situations?**

**Student A:** Do you enjoy taking photographs of the places you visit?

➡ **SPEAKING BANK** / *Pages 246–249*

REAL WORLD

# HAVING FUN IN … COPENHAGEN

**1** 075 **Work with a partner. Complete the fact sheet about Copenhagen. Guess the answers you don't know. Then listen and check your answers.**

## COPENHAGEN

- ★ Copenhagen is the capital of **(1)** _____ .
- ★ Copenhagen has a population of approximately **(2)** _____ .
- ★ A statue of the famous author, **(3)** _____ , can be found at the City Hall Square in Copenhagen.
- ★ According to a report in 2013, Copenhagen was voted the **(4)** _____ city in the world.
- ★ Copenhagen is home to the second oldest **(5)** _____ in the world.

**2** **Go online and find three more facts about Copenhagen. Then share these facts with your classmates.**

**3** **Look at the two photos below. What do you think they have in common? Read the article and check your predictions.**

In the heart of Copenhagen lies the Royal Danish Opera House, considered by many to be one of the most modern opera houses in the world. Yet for a few action-packed hours the roof of this iconic structure, which also boasts a stunning panoramic view of the city, will be transformed into a giant springboard as it plays host to the Cliff Diving World Series. Watch in awe as the diving elite compete by diving some 27 metres into the harbour below. With no protection, other than skill and their own skin, divers will hit the water at over 80 kilometres per hour. It's an entertaining event and one which guarantees an electric atmosphere for spectators. Come along and prepare to be impressed by the divers' performance.

**4** **Find phrases in the text which mean the following:**

1 famous building

2 a very attractive and far-reaching view

3 provides the space for

4 the best-trained divers

5 an exciting feeling

**5** **Complete the sentences (1–6) with the correct endings (A–F). Then decide if the phrases are used for making, accepting or refusing an invitation. Which phrase is used if we are not sure if we can accept an invitation?**

### PHRASES YOU MIGHT HEAR

1 Are you interested
2 Thanks for thinking
3 I'd love to but I'm supposed
4 Would you care
5 You can count
6 Could I get back

A to you later
B to come along
C in joining us
D me in
E of me
F to be doing something else

**6** 076 **Now listen to two friends talking about what to do over the weekend in Copenhagen and check your answers.**

**7** **Which phrases in Exercise 5 have a similar meaning?**

### PHRASES YOU MIGHT USE

1 I appreciate the offer.

2 I wouldn't miss it for the world.

3 I think I've got something on.

4 Could I check and let you know?

**8** **Work in pairs. Read about the different things you can do in Copenhagen. Take turns inviting each other to each attraction. Use the language in Exercises 5 and 7.**

**Kronborg Castle**

Made famous by Shakespeare's *Hamlet*, Kronborg Castle dates back to the 1400s. It is filled with beautifully decorated rooms and historical artefacts.

**Copenhagen Zoo**

Home to over 3,000 animals, from snakes and crocodiles to lions and elephants.

**The Botanical Garden**

Covering an area of about 100,000 square metres, the Botanical Garden contains beautiful plants and flowers.

**9** **Watch the video about Copenhagen. What do you learn about these things? Make notes.**

- The city of Copenhagen
- Cycling
- Nyhavn
- Shopping
- Tivoli Gardens
- Freetown Christiania
- Historical and modern buildings

**WATCH**

## LIFE COMPETENCIES

### DESCRIBING CULTURES, MANAGING CONVERSATIONS

**10** **Go online and search for special events in a country of your choice. Then work in groups and invite each other to the events.**

# PROGRESS CHECK 4

## FUTURE PROBABILITY

**1** **Rearrange the words to form sentences.**

1 people / planet / will / it's / that / in the future / likely / live / on another / more than
It's _____

2 driverless cars / in / bound / see / on the roads / to / we're / 20 years
We're _____

3 a new planet / is / we'll / there / prospect / discover / little / that
There _____

4 robot teachers / think / I / any / be / soon / don't / will / time / there
I _____

5 life / not / on other planets / we / I'm / that / find / convinced / will
I'm _____

## FUTURE PERFECT AND FUTURE CONTINUOUS

**2** **Underline the correct phrase to complete the sentences.**

1 By the year 2050, I *will have retired/will be retiring* from work.
2 It's better to phone us at 8 o'clock as we *will have finished/will be finishing* dinner by then.
3 More and more people *will have lived/will be living* in rural areas in the future.
4 Hopefully, I *will have completed/will be completing* my assignment before the deadline next week.
5 Next year, I *will have studied/will be studying* chemical engineering at university.
6 Within the next 30 years, some animals *will have become/will be becoming* extinct.
7 This time tomorrow, we *will have flown/will be flying* to the Maldives on our honeymoon.

## THE WORLD AND BEYOND

**3** **Choose the correct word to complete the sentences.**

1 There will be *dense/violent* storms in the afternoon.
2 As far as I'm *concerned/know*, Real Madrid are the best football team in the world.
3 The event was cancelled due to the *gale-force/poor* winds.
4 By February, the lake had completely frozen *through/over*.
5 The *soaring/violent* temperatures led to a water shortage in the area.
6 Personally, I wouldn't go as far *as/than* that.
7 We couldn't drive any further because of the *persistent/poor* visibility.
8 Spring is *as/by* far the best season of the year.
9 The strong winds will die *down/out* by the evening.

## CAUSATIVES – *HAVE* AND *GET*

**4** **Complete the sentences using *have* or *get* and the words in brackets.**

1 She went to the hairdresser's to _____ (hair / cut).
2 We need to _____ (passports / renew) before we go on holiday.
3 I actually prefer cleaning the windows myself rather than _____ (clean) by someone else.
4 I will _____ (eyes / test) at the opticians next week.
5 I used to _____ (car / wash) at the local garage but now I do it myself.

## CAUSATIVE VERBS

**5** **Rewrite the sentences using the verbs in brackets.**

1 My friend made me go running with him. (FORCE)
_____

2 Our sports teacher allowed us to finish 30 minutes early. (LET)
_____

3 My coach is supporting me in improving my tennis serve. (HELP)
_____

4 I can never convince my parents to go on a camping holiday. (GET)
_____

## -ED AND -ING ADJECTIVES

**6** **Circle the correct word to complete the sentences.**

1. We went on the new rollercoaster at the theme park and I was absolutely *terrified/terrifying*.
2. I found the ending of the film really *confused/confusing*.
3. Overall, I found the course really dull. The teacher, in particular, was really *bored/boring*.
4. The hike lasted for about seven hours in total and I was *exhausted/exhausting* after it.
5. The most *challenged/challenging* thing about tennis, I find, is serving.
6. The group were really *disappointed/disappointing* to hear that the concert had been called off.
7. I enjoy playing tennis with my brother, but he can be so *annoyed/annoying* when he wins.
8. I gave a presentation last week, and I thought I was *amazed/amazing*! I'm not sure what the audience thought, though.

## SPORT AND LEISURE

**7** **Read the extract from a footballer's autobiography. Complete the extract with the words and phrases in the box.**

| | | | |
|---|---|---|---|
| autograph | compete | excitement | fan |
| spectators | supporters | thrilled | |

I remember the morning of the cup final. I went for a walk and could feel the **(1)** _____ in the air. People were stopping me in the streets, asking for my **(2)** _____ . I even had **(3)** _____ of the other team asking me my thoughts about the match. I didn't mind that at all as I'm a big **(4)** _____ of promoting the positive side of the sport.

I have been fortunate to **(5)** _____ in some really exciting matches, but nothing compared to the moment I stepped out onto the pitch. The only thing I could hear were the sounds of the **(6)** _____ singing from their seats. After 85 minutes, it was 0–0. I received the ball just outside the penalty area, swung my foot and … scored! It turned out to be the winning goal. I was **(7)** _____ ! I still have the medal hanging up on the wall in my home today.

## DIRECT AND REPORTED SPEECH

**8** **Change the sentences below from direct to reported speech.**

1. "I will go to watch the new film", James said.
   James said (that) he _____ .
2. "I've received lots of letters from my fans", Michael explained.
   Michael explained (that) he _____ .
3. "I went to see them last weekend", said Julia.
   Julia said (that) she _____ .
4. "I must get my computer fixed", said Stephen.
   Stephen said (that) he _____ .
5. "I am going to upload a new video next week", Maria said.
   Maria said (that) she _____ .

## REPORTED QUESTIONS

**9** **Change the sentences below from direct questions to reported questions.**

1. "Where are you performing next week?", Lisa asked.
   _____
2. "Have you seen the line-up for the music festival?", Leonardo asked.
   _____
3. "How is filming on the desert island going?", Patricia asked.
   _____
4. "Can you bring me a glass of water?", Melanie asked.
   _____

## ENTERTAINMENT AND THE MEDIA

**10** **Choose the correct words to complete the sentences below.**

1. They have created an advertising campaign to *promote/target* the new TV show.
2. They *overstepped the mark/went to great lengths* to get her to perform in the film.
3. The writers are *under pressure/over pressure* to meet the deadline next week.
4. *In light of/Regardless of* the fact that he was caught cheating, he has now been thrown out of the competition.
5. The views of the mountain range from our hotel were *breathtaking/glamorous*.
6. They will have to raise more money for the show at some *phase/point* in the future.
7. I'm *addicted/hooked* to reality TV shows. I'm watching four different shows at the moment.

# 12 LET'S CELEBRATE

## GETTING STARTED

**1** **Work in pairs. Look at the advertisements for three festivals below. Which one would you be most interested in going to? Have you ever been to a festival like one of these before?**

**2** **Work in pairs and answer the questions.**

1 Why do you think people go to festivals like the ones in Exercise 1?
2 What festivals and celebrations is your town, city or country famous for?
3 How do you usually celebrate the New Year?

## VOCABULARY

### FESTIVALS AND CELEBRATIONS

**1** **Read the questions and possible answers in Listening Exercises 1 and 2. Match the words and phrases in bold with the definitions (1–10).**

1 to receive or entertain people as guests *to host (question 4, option A)*
2 a person who does something without being paid
3 easy to get to
4 the opinion that people have about someone or something
5 to interest or attract someone
6 being the only one of its type
7 happening soon
8 a place where a public event happens
9 to advertise an event
10 advice

**1** International
**Ice and Snow Sculpture Festival**
**Location:** Harbin, China
**Exhibits:** made from snow and ice
10 to 15 million visitors annually
**Event size:** 750,000 square metres
Sculptures can reach up to 46 metres high

**2**

**Location:** Boom, Belgium
One of the world's largest music festivals
Over 400,000 visitors across two weekends
Watch some of the world's most famous DJs and musicians
Hurry! Tickets usually sell out in minutes

**3**
SUNDANCE FILM FESTIVAL
**Location:** Utah, USA
Founded in 1978
Largest independent film festival in the United States
Over 40,000 visitors each year
Nearly 200 film screenings

# LISTENING PART 4 TRAINING

**1** 077 **You will hear an interview with Martin Chase, an events manager, who organises festivals. In question 1, option A is the correct answer. Listen to the first part of the interview and work out why options B and C are incorrect.**

1 Why was Martin asked to help organise his university festival?
- **A** He knew people who worked at a nearby **venue**. ✓
- **B** He was studying hospitality management.
- **C** He was working as a **volunteer** at a similar event.

**2** 078 **Read questions 2–7 and underline the key words. Then listen to the rest of the interview. For questions 2–7, choose the best answer (A, B or C).**

2 Why does Martin think that *Street Fest* was such a success?
- **A** because the town already had a good **reputation** for festivals
- **B** because it celebrated the town's history and culture
- **C** because they invited famous musicians to play at the event

3 Martin believes that a good festival is one that
- **A** is in a location that is **easily accessible**.
- **B** **appeals to** a wide range of people.
- **C** ensures the safety of everyone attending.

4 Martin thinks the biggest challenge when organising a festival is
- **A** finding a place to **host** it.
- **B** dealing with technical issues.
- **C** trying not to spend too much money.

5 With his blog, Martin wants to
- **A** encourage more people to study event management.
- **B** give **guidance** to other festival organisers.
- **C** highlight common problems when organising festivals.

6 What does Martin say about the **upcoming** online festival in September?
- **A** He realised that it was a **unique** idea.
- **B** He was surprised by how popular the idea was.
- **C** He wasn't sure if the technology would work.

7 What would Martin like to do in the future?
- **A** **publicise** less well-known festivals
- **B** organise more online festivals
- **C** attend big music festivals

**3** **Complete the extracts from the interview using the phrasal verbs in the box. You may need to change the form of the phrasal verbs.**

| | | | |
|---|---|---|---|
| come up against | dress up | get into | go ahead |
| look after | miss out on | put on | turn down |

1 First of all, tell us how you _____ organising festivals.
2 The university wanted _____ a big event for final year students …
3 … I was also volunteering at another smaller event, but I knew this was an opportunity I couldn't _____.
4 … as well as a parade and encouraged people to _____ in costumes that best represented the town
5 One thing you've got to do though is _____ people when they're there.
6 You must have _____ a lot of challenges in your time organising these big events.
7 … it's vital that you stay within budget, which is never easy given the substantial costs involved, as this can ultimately decide whether a festival _____ or not.
8 I know there are a lot of big music events coming up, but you know, I don't want _____ the smaller events …

## DID YOU KNOW?

*An official holiday, when most businesses and offices are closed in the UK, is known as a **bank holiday**. In North America, it is known as a **public holiday**.*

**4** **Work in pairs. Ask and answer the questions below.**

Have you ever …
1 dressed up for a celebration or party? What was the occasion?
2 helped to put on a party or celebration for someone? What did you do?
3 turned down an invitation to a party or celebration? Why?
4 missed out on an event that your friends or family organised? Why?
5 come up against a problem when organising something? How did you solve it?

# VOCABULARY

## WORD FORMATION: SUFFIXES

**1** 079 **Complete the words in the extracts with the correct endings. Then listen and check your answers.**

1 *… which was big enough to hold the event and, because of these* **(1) *connect*_____** *, the university invited me to join the* **(2) *organis*_____** *committee.*

2 *… rather than just simply getting in bands and artists who the* **(3) *major*_____** *of people had already heard of.*

3 *… one of the most important aspects of making a festival* **(4) *success*_____** *as they often attract people from all over the world.*

4 *… it helps to promote them as well as the festival and this* **(5) *normal*_____** *leads to a discount.*

5 *… a fast and reliable website so that people can buy tickets* **(6) *eas*_____** *without the website crashing due to the high volumes of traffic …*

**P**

In some word families, the stress is always on the same syllable: *co**nnect**, co**nnec**tion, co**nnec**ted,*
In other word families, different syllables are stressed: ***or**ganise, organi**sa**tion, **or**ganised*

**2** 079 **Mark the stress on each of the words you completed in Exercise 1. Then listen again and check.**

**3** **Complete the definitions (1–10) with a word from column A and a suffix from column B. Use each word and suffix only once, and make any changes necessary to the spellings. The first one has been done for you.**

| COLUMN A | COLUMN B |
|---|---|
| athlete | -able |
| impress | -ee |
| instant | -ful |
| interview | -ic |
| memory | -ion |
| peace | -ist |
| psychology | -ive |
| regard | -less |
| require | -ly |
| select | -ment |

1 *requirement* : (noun) – something that you must do or something you need

2 _____ : (adv) – despite / not being affected by something

3 _____ : (adj) – describing something or someone that you admire or respect

4 _____ : (noun) – someone who is being asked questions (e.g. for a job)

5 _____ : (adj) – strong, healthy and good at sports

6 _____ : (adj) – quiet and calm

7 _____ : (adj) – describing something that you will remember for a long time

8 _____ : (noun) – someone who studies the human mind and feelings

9 _____ : (adverb) – immediately

10 _____ : (noun) – a group of people or things that have been chosen

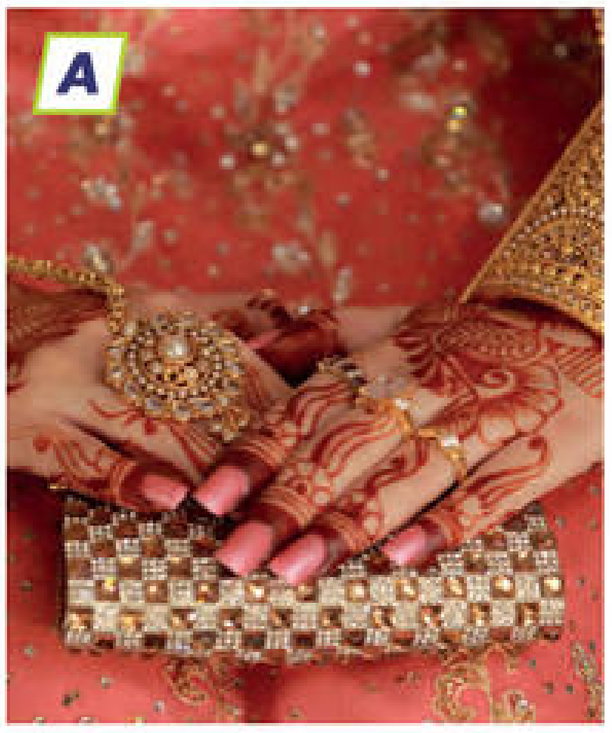
# GRAMMAR

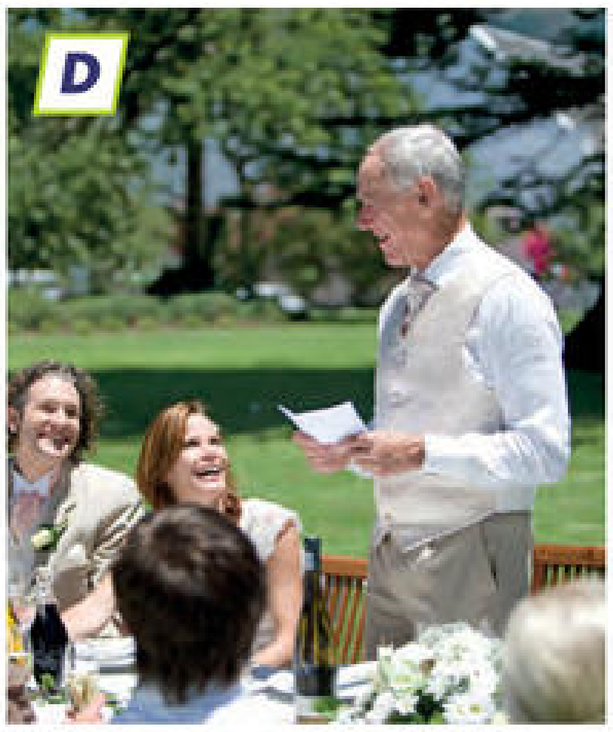
## EXPRESSING OBLIGATION AND PERMISSION

***GRAMMAR ON THE MOVE***
**Watch the video**

**1** **Work in pairs. Ask and answer the questions about weddings around the world.**

1 What wedding traditions are shown in the photographs?
2 How are weddings in your country similar and different to the weddings shown here?
3 Would you like to have a wedding that looks like one of the weddings shown here?





**2** **You are going to read about wedding traditions in three different parts of the world. Work in two groups, A and B.**

**Group A:** Read the texts on this page and answer three of the questions.
**Group B:** Turn to page 202. Read the texts and answer three of the questions.

**3** **Work in pairs (one from Group A and one from Group B). Ask your partner the questions you couldn't find the answers to.**

**4** **Read the texts again. Underline the words and phrases used to talk about obligation and permission.**

➡ ***GRAMMAR REFERENCE*** / *Expressing obligation and permission: Page 228*

**5** **Put the words and phrases you underlined in the correct categories below. The first one has been done for you.**

| | |
|---|---|
| ***NECESSARY*** | |
| ***NOT NECESSARY*** | |
| ***RECOMMENDED*** | |
| ***NOT RECOMMENDED*** | |
| ***ALLOWED*** | *allowed to* |
| ***NOT ALLOWED*** | |
| ***POSSIBLE*** | |

**6** **Complete the second sentence so that it has a similar meaning to the first, using the word given in bold. Write between 2–5 words.**

1 You should get the organiser to sign the document.
**SUPPOSED**
You are _____ the document signed by the organiser.

2 It's not necessary to dress up for the party.
**DON'T**
You _____ for the party.

3 Children may attend the event provided that they are accompanied by an adult.
**ALLOWED**
Children _____ the event provided that they are accompanied by an adult.

4 In 1976, it became a requirement for all passengers in Ontario, Canada to wear a seatbelt.
**COMPULSORY**
It _____ for all passengers in Ontario, Canada to wear a seatbelt since 1976.

***GROUP A***
**IN WHICH COUNTRY …**

1 does the bride and groom try to leave without being seen?
2 does a wedding cake tradition decide who will get married next?
3 are you allowed to kiss the bride or groom?
4 are you not allowed to smile in the wedding photos?
5 is it not allowed to go into certain rooms?
6 does the groom have to answer questions under difficult circumstances?

### SWEDEN

At the wedding ceremony, if the bride leaves the room for any reason, then any of the female guests are allowed to kiss the groom. The same applies to the male guests, who may kiss the bride when the groom leaves the room.

### THE TIDONG COMMUNITY (MALAYSIA, INDONESIA AND THE PHILIPPINES)

After a Tidong couple's wedding, the bride and groom cannot leave their home for three days. They are also prohibited from going to the bathroom or toilet and they are watched closely by friends and relatives to ensure that they stick to this rule. If this tradition isn't followed, it's believed that bad things might happen in the future to the couple or their children.

### VENEZUELA

If you're invited to a wedding in Venezuela, it's advisable not to wait until the end of the reception before offering your congratulations to the happy couple. This is because they're actually supposed to make their getaway without being noticed before the party's over. All the guests should watch the bride and groom carefully, as it's considered good luck for the person who first sees the couple leave.

## PUSH YOURSELF C1

### EXPRESSING OBLIGATION AND PERMISSION IN DIFFERENT TENSES

**1** **Rewrite the sentences below in the tense shown in brackets. Then decide how the meaning between the two pairs of sentences is different.**

1 All passengers must print their boarding passes in advance. (Future)
_____

2 You should bring your e-ticket with you to the event. (Past)
_____

3 You might be able to catch the end of the performance. (Past)
_____

4 You can't bring your friends into the VIP area. (Future)
_____

# WRITING PART 2: REPORT TRAINING

**1** **Read the exam task below. Underline the points you must write about in your answer.**

> A new festival was held for the first time in your town this year, and you attended it. The organisers now want feedback as to what worked well and why, and what aspects of the festival could be improved in the future.

**2** **Work in pairs and think about a festival that you have been to or heard about. Write three things that worked well and three things that could have been improved.**

What worked well: *The festival was in a convenient location*
What could be improved: *There weren't any facilities to charge mobile phones.*

**3** **Rearrange the words below to form sentences that you can use at the beginning of your report. Then choose which ending (A, B or C) is the most appropriate for an introduction to the writing task in Exercise 1. Why are the other two endings not appropriate?**

1 to / of / the / is / purpose / report / this

2 intended / report / to / this / is

3 report / aim / to / this / of / the / is

**A** discussing what was good about the festival and suggesting improvements to improve it.
**B** evaluate the success of the festival and make suggestions for ways to improve it in the future.
**C** talk about a festival that I recently organised and some of the challenges I faced.

All items in a bullet-pointed list will usually have the same grammatical structure. For example, they could all be:
- full sentences, including capital letter and full stops (e.g. *This would be much cheaper.*)
- noun phrases (e.g. *the option to buy tickets online in advance*)
- verbs in the *-ing* form (e.g. *learning about other cultures*)

**4** **Now read the next two paragraphs of the review. Choose the best options for the gaps in the text. Then add one more bullet point of your own to each section.**

1 **A** the wide range of entertainment for people of all ages.
**B** There was a wide range of things for people to do, regardless of their age.
**C** having a wide range of entertainment for all visitors, whether young or old.

2 **A** the sales of additional tickets to some events.
**B** People had to buy an additional ticket even though they had already bought a ticket to the festival.
**C** not being allowed to attend some events without buying an additional ticket.

Overall, the festival was very well organised and a lot of people were very positive about their experience there, particularly with regards to

- the high standard of food and drink on offer.
- the convenient location.
- (1) _____.
- _____.

Although comments were overwhelmingly positive, some people expressed disappointment at

- having to queue for a long time when arriving at the venue.
- (2) _____.
- _____.

**5** **Read the final paragraph. Underline the two phrases which the writer uses to make a recommendation.**

Looking ahead to future festivals, I would propose switching to an electronic ticketing service in order to reduce the amount of time people wait to enter the festival. In addition, I would suggest allowing attendees to access all areas of the festival with the same ticket.

**6** **Write your own report for the writing task in Exercise 1. Use your ideas from Exercise 2. Write 140–190 words.**

# READING AND USE OF ENGLISH PART 3 TRAINING

**1 Answer the questions about Reading and Use of English Part 3.**

1 How many questions do you need to answer?
2 How many marks do you get for each question?
3 Are you penalised for spelling a word incorrectly?
4 What changes might you need to make to the words in capital letters?

**2 Correct the mistakes these candidates have made in Reading and Use of English Part 3. Use the questions (A–D) to help you.**

A What type of word is needed?
B Is the context positive or negative?
C Do you need the singular or plural form?
D Is the word you've written spelt correctly?

1 The number of people attending the festival has increased …significant… in recent years. (**SIGNIFICANT**)
2 The festival is …dislike… any other celebration in the city, in that it's free to enter. (**LIKE**)
3 One of the reasons for the continued success of the museum is the organiser's …unable… to keep the exhibitions interesting. (**ABLE**)
4 This is just one example of the many …possibility… available to us for next year's event. (**POSSIBLE**)
5 Although profitable, the event has proven to be …popularity… with local residents because of the noise and litter. (**POPULAR**)
6 Many of the attendees thought that it was a really …enjoying… experience and said they would come again next year. (**ENJOY**)
7 There was a …various… of beautiful paintings on display by artists from around the world. (**VARY**)
8 All of the solutions turned out to be …unsuccess… so the festival was closed down permanently. (**SUCCESS**)

*In Reading and Use of English Part 3, you may not only need to use a prefix or a suffix. Sometimes, a change in the middle of the word is needed. For example:*
*The statue stands at a …height… of 10 metres.* ***(HIGH)***

**3 Complete the sentences with the correct form of the words in brackets.**

1 This festival is the perfect _____ for anyone who enjoys music and culture. (**CHOOSE**)
2 One of the volunteers built a stage with the _____ to support twenty people. (**STRONG**)
3 They needed to measure the _____ of the river to see if their boat would fit. (**WIDE**)
4 The residents of the town take great _____ in their annual film festival. (**PROUD**)
5 It's important to make people feel at _____ when they arrive. (**EASY**)
6 Every year, people skate on the _____ lake to mark the beginning of winter. (**FREEZE**)
7 The town's continuing _____ as a cultural centre has led to a tourist boom. (**GROW**)
8 These fish typically live at _____ of more than 400 metres. (**DEEP**)

**4 Look at the picture and read the title of the text below. Work in pairs and answer the questions.**

1 What do you think happens at this event?
2 Would you be interested in going to an event like this? Why / Why not?

**5 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.**

## SNOWBOMBING THE BEST SHOW ON SNOW

Snowbombing is a snow and music festival held **(1)** _____ in the spring in Austria. The festival attracts thousands of people from around the world, who come to enjoy the wide **(2)** _____ of snow and musical events on offer. First held in 2000, the festival was virtually **(3)** _____ until it moved to Austria in 2005. Since then it has become one of the most **(4)** _____ snow and music festivals in the world, both in terms of popularity and clothing as visitors are **(5)** _____ to dress up in fancy dress and other types of unusual clothing.

Getting to the festival is also an event in itself. Known as the Snowbombing Road Trip, visitors drive from the UK, stopping off in Germany for a quick break, before heading to the ski resort in the **(6)** _____ town of Mayrhofen, located near the breathtaking Hintertux glacier, which stands at a **(7)** _____ of 3,250 metres above sea level. A whole range of accommodation is available to the festival goers, including hotels, apartments and chalets, which offer **(8)** _____ views of the resort and town.

ANNUAL
VARY
KNOW
FASHION
COURAGE
PEACE
HIGH
SPECTACLE

**6 Go online and read some reviews of the Snowbombing festival. Decide whether you would like to go to it, or alternatively, find another festival somewhere else in the world that you would rather go to.**

# GRAMMAR

## EXPRESSING ABILITY AND POSSIBILITY

### GRAMMAR ON THE MOVE

**Watch the video**

**1** **Read the job description below. What do you think life as a tour manager is like? Write three good things and three bad things about being a tour manager.**

### TOUR MANAGER

- Excellent organisational skills
- Experience of managing bands and artists
- Confident in booking venues and liaising with venue staff
- Must be willing to travel for long periods of time

**2** 080 **Listen to an interview with Chris Smith, who works as a tour manager. Complete the sentences with a word or short phrase from the recording.**

1 Chris _____ to learn more about being a tour manager by organising concerts for his band.
2 Chris _____ to put on a great show despite the low number of attendees.
3 As well as being paid more, supporting a bigger act _____ them to play to a larger audience.
4 When asked by a friend to be their tour manager, Chris agreed because he believed he was _____ doing the job well.
5 Chris and the band were _____ to go abroad last year because they had other plans.
6 Chris _____ to meet other tour managers as part of his overseas tour.

**3** **Complete the rules (A–F) with your answers in sentences (1–6) above. The first one has been done for you.**

**A** We use *was able to* (not could) to talk about something that was possible on a specific occasion.
**B** We use _____ + *to* to talk about something that you did which was difficult to do.
**C** We use _____ + *to* to talk about something that you couldn't do.
**D** We use _____ + *to* to talk about something you can do in the future.
**E** We use _____ + object pronoun + *to* to say that something is possible because of something else.
**F** We use _____ + verb *-ing* to talk about something you think or believe you can do.

➡ **GRAMMAR REFERENCE** / *Expressing ability: Page 229*

**4** **Correct the mistakes in the sentences.**

1 I didn't know the band were capable of perform that well.
2 Unfortunately, we won't can to attend because we're away on holiday.
3 He could to play the guitar when he was only three years old.
4 I can't believe he managed putting on such a good event.
5 The organisers were unable find a solution to the problem.
6 Despite it selling out in minutes, I could get two tickets for the music festival.
7 The warm weather will enable we to host the party outside.
8 I've could swim ever since I was two years old.

**5** **Using the words and phrases in Exercise 3, write one sentence about the ability shown in each picture.**

*It looks as though the boy knows how to mend his bike. I'm not so sure – he probably wouldn't be able to do it without his dad's help.*

# SPEAKING

## SHORT RESPONSES WITH *SO, NEITHER, EITHER,* AND *TOO*

**1** **How are the following events celebrated in your country?**

Weddings  Moving to a new home
A new baby  Graduation

### DID YOU KNOW?

*The word **milestone** is used to describe an important event in someone's life, e.g., the day you graduate from university or when you get married.*

**2** **Work in pairs. Look at the milestones in Exercise 1 and the pictures below. Predict what the connection might be between the milestones and the pictures.**

**3** 081 **Listen to a conversation between Alison and Marcus, talking about how the milestones are celebrated around the world. Make notes about what they say next to the pictures below. Were your predictions correct?**

**4** **Work in pairs. Look at your notes in Exercise 3 again and answer the questions.**

1 Do you celebrate these milestones in similar or different ways?
2 Which do you find most interesting?

**5** 082 **Complete the short responses from the conversation. Then listen and check your answers.**

1 **Marcus:** Yes, I have. I actually read it earlier today. I found the bit about weddings in Turkey really interesting.
**Alison:** Yeah, _____ .
2 **Marcus:** It's a really interesting tradition but I can't imagine ever doing that myself, to be honest.
**Alison:** No, _____ .
3 **Alison:** I would love for that to be a tradition here!
**Marcus:** Yeah, _____ .
4 **Marcus:** I'd never heard of that one before.
**Alison:** No, _____ .

**6** **Look at the statements below. Decide if you agree or disagree with them and why. Then work in groups and share your ideas, using the short responses in Exercise 5.**

1 Money is more important than love.
2 People shouldn't post pictures of their new-born babies on social media.
3 The best concerts are always the biggest.
4 The most important thing about a job is the salary.

*I'm not convinced that money is more important than love, to be honest.*
*No, neither am I. I'd say it's the other way round …*

**7** **Work in groups. Choose one of the milestones in Exercise 1. Go online and find more information about how these milestones are celebrated in three other countries. Make notes then share what you have learnt with your group.**

### WEDDINGS IN TURKEY

### MOVING TO A NEW HOME IN THE PHILIPPINES

### A NEW BABY IN FINLAND

### GRADUATING IN ARGENTINA

# EXAM FOCUS

## LISTENING PART 4

### EXAM FACTS

- *Part 4 of the Listening test features two speakers and is often an interview.*
- *The questions can cover specific facts and details, as well as the speakers' attitudes or opinions.*
- *You get one mark for each correct answer and no mark if an answer is wrong or missing.*

### EXAM TIPS

- *Because you don't lose marks for a wrong answer, it's better to guess an answer which you don't know than to leave it blank on the question paper.*
- *Try to answer each question during the first listening. Then, during the second listening, pay attention to any questions you weren't sure about the first time.*

083 **You will hear part of a podcast with a blogger called Juanita, who has travelled all over the world.**
**For questions 1–7, choose the best answer, A, B or C.**

**1** Juanita started her blog in order to
- **A** stay in touch with people.
- **B** earn money while she travelled.
- **C** help some travel destinations gain publicity.

**2** The International Ice and Snow Sculpture Festival is Juanita's favourite because of the festival's
- **A** unique style.
- **B** beautiful location.
- **C** impressive artwork.

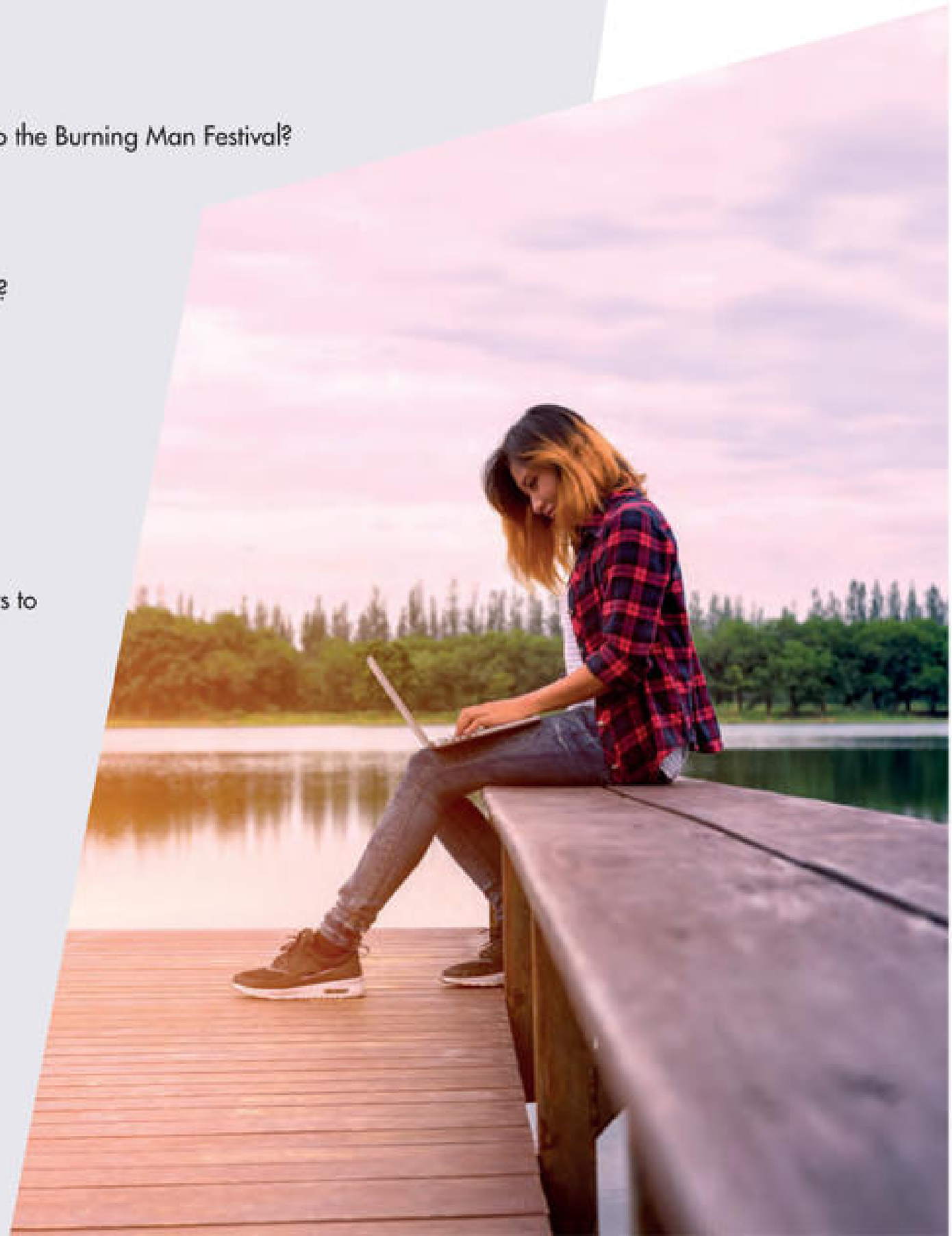
**3** Juanita says that the greatest achievement of the workers who build with ice is
- **A** making the structures safe.
- **B** collecting so much ice from a frozen river.
- **C** designing such varied attractions.

**4** Why does Juanita say the Festival in Harbin is similar to the Burning Man Festival?
- **A** Both require skilful engineering.
- **B** Both are worth visiting several times.
- **C** Both involve something which is temporary.

**5** What surprised Juanita about her tyre ride on the river?
- **A** how many people she met there
- **B** how enjoyable she found it
- **C** how fast she travelled on it

**6** Juanita emphasises the need for visitors to
- **A** wear suitable clothing.
- **B** arrange accommodation early.
- **C** plan which attractions to see.

**7** Juanita says that arriving in the afternoon enables visitors to
- **A** save money on the price of the ticket.
- **B** spend as much time there as they want.
- **C** have a wider variety of experiences.



## READING AND USE OF ENGLISH PART 3

**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).**

**Write your answers IN CAPITAL LETTERS.**

Example: **(0)** *significantly*

### London's frost fairs

During the period between approximately 1300 and 1850, temperatures were **(0)** *significantly* lower than they are nowadays. During this 'Little Ice Age', London's River Thames would sometimes become totally **(1)** _____, so that Londoners could actually walk on the ice. This was by no means an annual event, occurring only in **(2)** _____ cold winters.

**SIGNIFICANT**
**FREEZE**
**EXCEPTION**

London was a major port, and so the fact that boats could no longer use the river was **(3)** _____ to the local economy. However, because the ice was thick enough to walk on, it meant that festivals could be held on the river. There were some who argued that it was **(4)** _____ to hold an event on ice as there was a danger of people falling over. However, these 'frost fairs', something between a Christmas market and a dance party, were extremely popular and highly **(5)** _____ to London's business people.

**HARM**
**RESPONSIBLE**
**BENEFIT**

Food and drink were sold, and the **(6)** _____, such as jugglers, musicians and magicians, were able to keep the crowds amused. According to the **(7)** _____ of historical records which gave detailed descriptions of the festival , there was a **(8)** _____ range of activities on the ice, from sledging to bowling. In the 1814 frost fair, an elephant was even brought onto the ice.

**ENTERTAIN**
**SELECT**
**THRILL**

## WRITING PART 2: REPORT

Your college recently held a party for its students. However, few people attended, and the college principal has asked for a report explaining possible reasons for this, and suggesting what can be done differently in the future.

In your report you should

- describe some of the reasons why few people attended
- suggest, with reasons, what can be done differently in the future

Write your report in **140–190** words.

**WRITING BANK** / *Pages 242–243*

# HAVING A GREAT TIME IN ... ESSAOUIRA

**1** Read the brochure about Essaouira. Match the paragraphs (1–4) with the photos (A–D). Then decide if sentences 1–5 are true or false.

## 4 THINGS YOU NEVER KNEW ABOUT ESSAOUIRA

1 **While Chicago may be the USA's Windy City, Essaouira is Morocco's**, which makes it one of the best places in the world for kitesurfing. With a state-of-the-art golf course and excursions into the desert by quad bike or camel, there's loads for the outdoor enthusiast to do!

2 **Back in the late 1960s, Essaouira attracted some of the most high-profile musicians**, with rock legends Jimi Hendrix, Frank Zappa and Cat Stevens all having spent time there. It's tempting to believe the story that Hendrix wrote his song 'Castles in the Sand' about an Essaouira beach; unfortunately though, the song was recorded two years before he visited.

3 **You might have already seen Essaouira without knowing it:** the city is featured in the popular TV series *Game of Thrones*, and was used in the 1948 film version of Shakespeare's play *Othello*. With its beautiful landscapes and remarkable architecture, it's easy to see why location scouts choose Essaouira for their films.

4 **In the Essaouira area, the local goats spend much of their time up trees.** Yes, you read that correctly – goats up trees – Argania trees, to be precise. They produce a fruit that contains argan oil, which is rich in vitamins and is increasingly being used in skin care products. The local goats just can't get enough of it. What's more, they help to fertilise the soil which helps to grow more trees, something that supports both the land and the local tourism industry.

1 Essaouira has a reputation for being a windy city.
2 Jimmy Hendrix wrote the song 'Castles in the Sand' about a beach in Essaouira.
3 The city is a popular spot for actors to go on holiday.
4 Argan oil is often used in cosmetic products.
5 The only benefit of the local goats is to help fertilise the land.

**2** **Match the words and phrases in the text with the meanings.**

- **A** new, modern (1st paragraph)
- **B** well-known (2nd paragraph)
- **C** can be seen in (3rd paragraph)
- **D** very impressive (3rd paragraph)
- **E** more and more (4th paragraph)
- **F** to like something a lot (4th paragraph)

**3** **Work with a partner. Which of the things in the brochure do you find most interesting? Why?**

**4** 084 **Listen to Peter, a tourist from London, checking into his hotel in Essaouira. Which of the following three things did he not know?**

1. that Essaouira has a music festival
2. that the festival is about to start
3. that music will be performed at the hotel
4. that the festival attracts around 500,000 people
5. that Marrakesh is less than a three hour drive away

**5** 084 **Sometimes people use colloquial phrases to express surprise. Match the words below to form phrases to express surprise. Then listen again and check your answers.**

**PHRASES YOU MIGHT HEAR / USE**

| | | | |
|---|---|---|---|
| 1 | How great | A | my lucky day! |
| 2 | That's | B | be amazing! |
| 3 | It must be | C | is that? |
| 4 | No | D | crazy! |
| 5 | That would | E | kidding! |
| 6 | You're | F | no idea! |
| 7 | I had | G | way! |

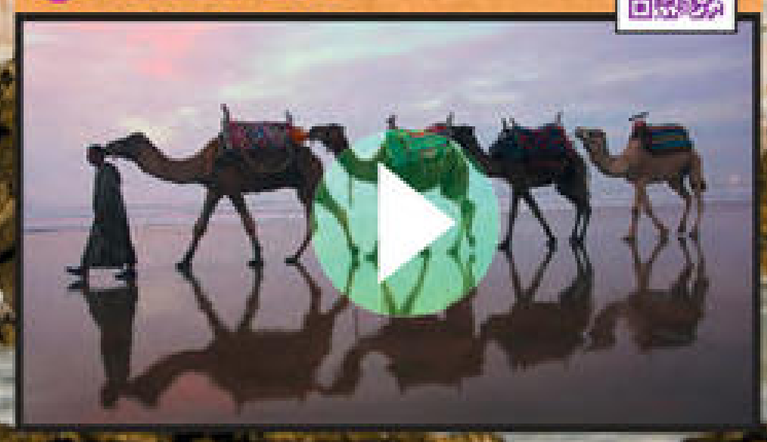
**6** **Work in pairs. Write down three pieces of exciting news about yourself (they can be real or made up). Take turns telling these pieces of news to your partner and reacting. Ask follow-up questions and use the phrases in Exercise 5 to help you.**

**7** **Watch the video about Essaouira. What do you learn about these things? Make notes.**

- The city of Essaouira
- The Citadel du Port
- Tourism
- Agriculture
- Water sports

**C**

**WATCH**



**D**

# LIFE COMPETENCIES

## ANALYSING IDEAS, MAKING DECISIONS

**8** **Work in pairs. Go online and research a famous festival in the world. Create a poster using the points below. Then present your poster to your classmates and decide as a class which festival you would most like to go to.**

location  activities / events  price
accommodation  reviews from previous attendees

# 13 IN FASHION, ON TREND

## GETTING STARTED

**1** **Match the phrases (1–4) with the correct endings (A–D). Then match the completed phrases with the photos. Which phrase(s) best describes your shopping habits?**

1 go on a spending spree
2 go window shopping
3 shop online
4 follow a popular vlogger

A and have no intention of buying anything
B and buy what they recommend
C and buy a lot in a short space of time
D and compare the best deals

**2** 085 **Listen to two friends doing a shopping habit quiz. Which photo best describes Andrei and why?**

**3** 085 **Listen again and complete the quiz items.**

Q1 When I go shopping, I always decide on a _____ and stick to it.

Q2 I avoid buying things I don't need, even if I see a _____ .

Q3 I always _____ before I buy something to make sure I get the best deal.

Q4 I don't buy _____ because the brand name isn't important.

Q5 If I can't find what I wanted to buy, I return home _____ .

**4** **Match the answers from Exercise 3 with the definitions (1–5) below.**

1 without bringing or taking anything
2 the amount of money available to spend
3 a famous or fashionable label, often more expensive
4 to compare price or quality of the same, or similar, product
5 something on sale for less than its usual price or real value

**5** **Do the quiz and compare your answers with a partner. Remember, 1 = Strongly disagree and 4 = Strongly agree.**

**6** **Now turn to page 203 and read what your score says about your shopping habits. Do you agree?**

# GRAMMAR

## *LIKE* AND *AS*

**GRAMMAR ON THE MOVE**
Watch the video

**1** **Look at Vera's response from the listening exercise. Why is the word *like* used in this sentence?**

*You're just like me Andrei – I have to buy things which are on sale too.*

1 to give an example
2 to make a comparison

**2** **Look at the sentences (1–4) and match them with the definitions (A–D).**

1 You were in that shop for like 30 minutes.
2 My uncle works as a personal shopper.
3 My aunt treats me as her personal shopper.
4 Jane is just like me – she really enjoys shopping.

A We can use *like* + noun for making a comparison.
B We can use *like* + noun for an informal example.
C We can use *as* + noun for a job or purpose.
D We can use *as* + noun clause for manner or behaviour.

➡ **GRAMMAR REFERENCE** / *Like and as:* Page 230

**3** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1 According to the magazine, the shopping centre was the 'perfect place' to find a bargain.
**AS**
The shopping centre was described by _____ 'perfect place' to find a bargain.
2 He's a shopkeeper now and works full-time.
**WORKING**
He's _____ shopkeeper full-time now.
3 I'm similar to you in that I can't resist buying things on offer.
**JUST**
I can't resist buying things on offer _____ you.
4 Everybody in town used to call that shop *Jake's*.
**KNOWN**
That shop was _____ *Jake's* by everybody in town.

**4** **Complete the sentences with *like* or *as*. Then work in pairs and ask and answer the questions.**

1 Do you enjoy shopping for other people, *as/like* your friends or family?
2 Would you like to work *as/like* a shop assistant? Why / Why not?
3 Would you prefer to spend money on a shopping spree or spend it on something *as/like* travel?

# LISTENING

## SPEND! SPEND! SPEND!

**1** **Read the signs (A–F) below. Work in pairs and answer the questions.**

1 What do the signs have in common?
2 When and why might a shop have these signs on display?

A LIMITED TIME ONLY
B 50% off
C FLASH SALE
D MONEY BACK GUARANTEE
E EVERYTHING MUST GO
F seasonal OFFERS

**2** 086 **Look at the following words which are in order and predict the context. Then, listen to the four short extracts and check your answers.**

Example
0 *food, friends, park, sunny, day:* *picnic*
1 smart clothes, good impression, early, nervous, questions, customers, experienced, shop assistant: _____
2 straightforward, selected, style, debit card, clicks, security, convenience, delivered, door: _____
3 incredible, occasion, well-dressed, elegant, dress, guests, proposed, romantic: _____
4 chocolate, tills, essentials, shops, soft music, retailers, consumers, tricks, money: _____

**3** **Work with a partner and take it in turns to say why the words were mentioned in each of the recordings.**

**4** **You are going to listen to a lecturer talking about how shoppers are persuaded to spend more than they had intended. Work with a partner and talk about the following:**

1 the context of the talk and how many speakers you will hear
2 if the talk will be more formal or informal
3 topic-related words or phrases that you think you'll hear

**5** 087 **You are going to listen to part of a radio recording which is an extension to the extract in Exercise 4 above. Answer the questions. Then listen and check your answers.**

1 What other tactics do you think retailers use to try and get people to spend money?
2 How do you think companies use digital screens in shops?
3 How has technology changed the way we shop?

# VOCABULARY

## GOING, GOING, GONE!

**1** Describe what you see in the photos. What do you think they have in common?

**2** 088 Listen to a conversation between two friends, Santiago and Mia. Put the photos (A–E) in the order that they are described in the listening.

1 _____ 3 _____ 5 _____
2 _____ 4 _____

**3** 088 Listen again and correct the mistakes. There is one incorrect word in each line. Before you listen, <u>underline</u> the words you think will need to change and predict what they might be. Then listen and check.

1 Oh, you mean like an online action?
2 I might get some new running shoes after I've been paid, so I was surprising sports gear.
3 Someone had put in a bin for fifty-five thousand dollars!
4 And the gum, how on earth could anyone prove it was natural and had actually belonged to her?
5 You could hardly return it for a change if you weren't satisfied.
6 The bread's a bit steep but the cheese is good quality.

**4** **Match the correct words in Exercise 3 with their meanings (1–6).**

1 exactly what it appears to be _____
2 to replace something with something else _____
3 an offer of money when competing with other people _____
4 a sale in which things are sold to the person who offers the most money _____
5 low or poor quality _____
6 looking without intending to buy _____

**5** **Work in pairs. Choose one of the items below and write an online advertisement for it. Then hold an auction with your class and try to sell your item for as much money as possible.**

| | | | |
|---|---|---|---|
| chewing gum | an old bicycle | a T-shirt | a guitar |
| a toothbrush | a half-eaten apple | a shoe | sunlight |

### DID YOU KNOW?

The word *advertisement* can be shortened in two ways:
1 advert
2 ad

# SPEAKING PART 3 AND PART 4 TRAINING

**1** **Work with a partner. Using the nouns in the box, talk about the advantages and disadvantages of online shopping compared to shopping in person. Which do you prefer and why? Think about:**

| convenience | security | choice | availability |
|---|---|---|---|

**2** 089 **Look at the Part 3 exam-style question and listen to two people, Joe and Stephanie, answering it. How well do they work together?**

**3** **What would you do in the exam if your partner spoke too much or too little? Work with a partner and make a list of ideas.**

**4** 090 **Put the words in order to form questions that invite the other person to speak. Listen and check.**

1 about / option / what / think / do / this / you

2 this / are / thoughts / on / your / what

3 you / idea / do / another / here / have

4 that / what / you / similar / is / think / to

5 you / that / agree / would / with

### P MAIN STRESS IN QUESTIONS

Sometimes speakers will emphasise certain words in questions, which can create different meanings.

**5** 090 **Look at your answers in Exercise 4. Listen to the questions again. Underline the word that is emphasised.**

**6** 091 **You will hear two other candidates, Louise and Peter, answering the exam question in Exercise 2. Listen and answer the questions below.**

1 Which option in Exercise 2 are they discussing?
2 Which phrase in Exercise 4 does Louise use to invite an answer from Peter?
3 What strategy does Louise use to encourage Peter to say more?

**7** **Work with a partner. Answer the Speaking Part 3 exam question below using your own ideas. Use the questions in Exercise 4 to invite your partner to speak and the strategy in Exercise 6 to help each other. Speak for about two minutes.**

**8** **Now answer the follow-up question below with your partner. Try to reach an agreement. Speak for about one minute.**

Which two things are the most important when choosing to shop in a supermarket?

**9** **Read the Speaking Part 4 questions in Exercise 10. For each question, write three points to support what you are going to say.**

**10** **Work with a new partner. Ask and answer the Speaking Part 4 questions below. Use your ideas in Exercises 7 and 9 to help you.**

1 Is it better to buy food online or in a shop?
2 Some people believe that one day nobody will go to shops anymore. What do you think?
3 Some people think it's better to buy things from small shops rather than big stores. Do you agree?
4 Is it true to say that people are obsessed with buying new things these days?
5 Do you think it's true that social media has had a big influence on fashion?

# PUSH YOURSELF C1

## DISAGREEING POLITELY

**1** **Work with a partner and answer the questions.**

1 What is the sketch saying about the power of advertising?
2 Do you agree that some types of advertising should be banned?
3 Is it appropriate for people to use sports stars to advertise things such as fast food?

**2** 092 **Listen to two friends, Tommy and Amelia, talking about advertising. Who is in favour of banning certain types of advertising campaigns?**

**3** 092 **Listen again and tick the phrases you hear.**

1 That's not quite the way I see it.
2 Isn't it more a case of …
3 We don't see eye to eye.
4 I can't argue with that. However …
5 I'm afraid I just don't see it like that.
6 That's not always the case.
7 We'll just have to agree to disagree.

**4** **Look at the phrases in Exercise 3 and find the following:**

A three phrases for partially disagreeing
B one phrase for accepting another's opinion
C one phrase for completely disagreeing
D two phrases when you can't reach an agreement

**5** **Look at the speaking task. Work in pairs and answer the question, using the phrases from Exercise 3.**

**How effective are these ways of promoting a new clothing range to teenagers?**
giving away free samples
using pop stars
using social media
making a fun video
using street art

**6** **Now spend one minute deciding which method would be the most effective.**

## READING

**1** **How important do you think the following are to help you get a job in the fashion industry? Are there any that you don't think are important or helpful?**

- doing a degree in fashion
- getting an apprenticeship or internship at a fashion company
- making your own clothes and trying to sell them
- having family who already work in fashion
- trying to make contacts in the fashion industry
- getting a job in a clothes shop

**2** **Work in groups of four. Each read a different text from the article and answer the relevant questions.**

**Student A – Read text A: Karthik Patel**

1 What background did Karthik's family have in fashion?
2 Why did his parents think that it might not be a good idea to work in fashion?
3 How do we know he found it difficult to find a job in fashion?

**Student B – Read text B: Monica Johannsson**

1 When did Monica start designing clothes?
2 Why did she think she wouldn't work in fashion?
3 Why did she decide to try and become a fashion designer?

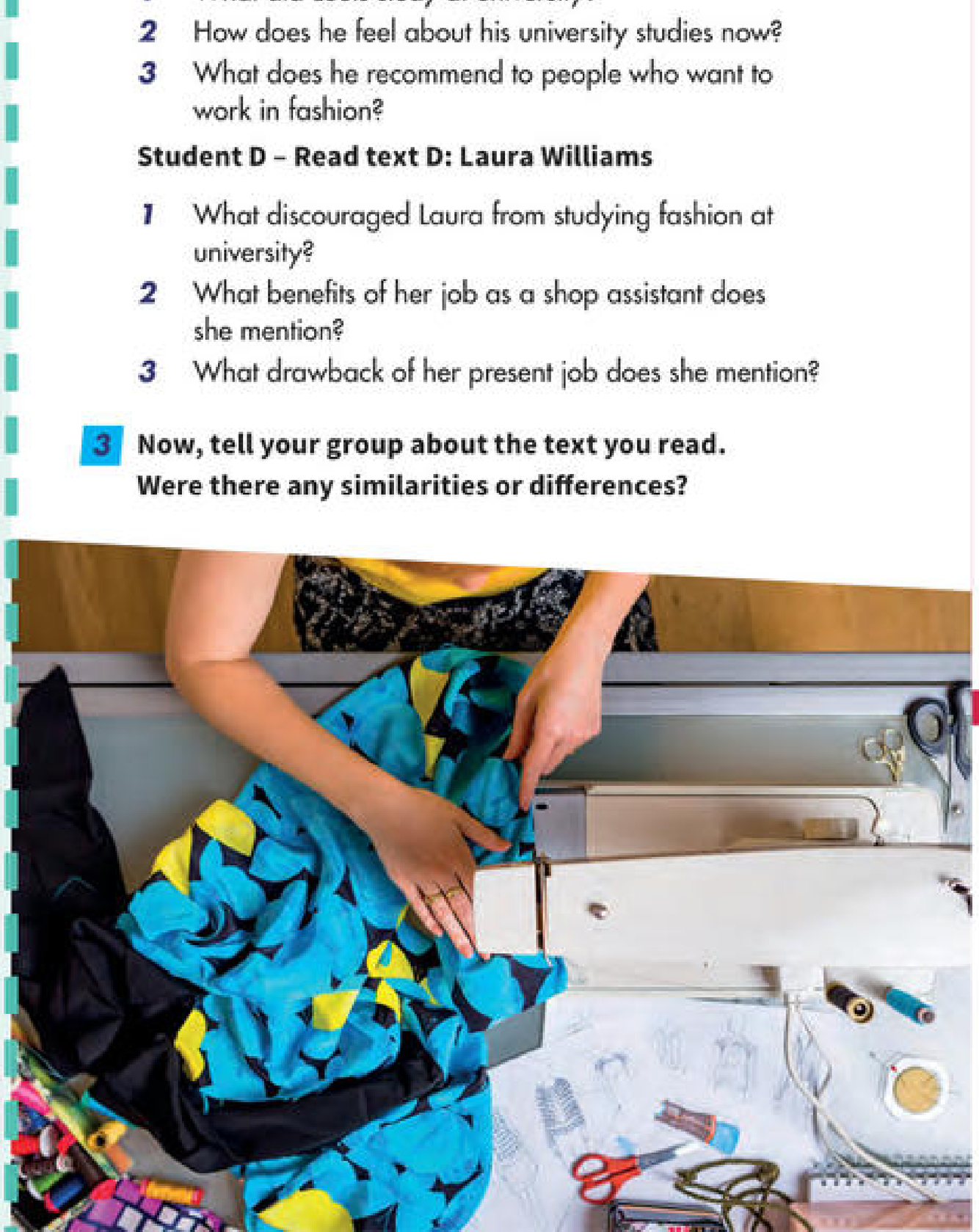
**Student C – Read text C: Louis Martinez**

1 What did Louis study at university?
2 How does he feel about his university studies now?
3 What does he recommend to people who want to work in fashion?

**Student D – Read text D: Laura Williams**

1 What discouraged Laura from studying fashion at university?
2 What benefits of her job as a shop assistant does she mention?
3 What drawback of her present job does she mention?

**3** **Now, tell your group about the text you read. Were there any similarities or differences?**



## READING AND USE OF ENGLISH PART 7 TRAINING

**4** **Now you are going to read the whole article about four people who work in the fashion industry. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.**

Which person

1 knew what they wanted to do from a young age? _____
2 was worried about getting into debt? _____
3 was initially encouraged to do something else? _____
4 didn't think they would be successful? _____
5 thinks it's important to try and build relationships in the industry? _____
6 didn't enjoy the course that they were studying at university? _____
7 hadn't realised the hours would be so long? _____
8 says they were rejected many times? _____
9 regrets not going to work directly for a company instead of studying? _____
10 was surprised by how easy something was? _____

# a career in Fashion

### A Karthik Patel

It's funny, I never remember saying 'I want to work in fashion', when I was a child, but I guess I was born into it. My grandma was a dressmaker and my grandad designed children's clothing. They set up a clothes shop in New Delhi and my mum started working there when she was about 16. My parents told me it was a difficult business to make money in and so when I discussed the idea of studying marketing at university with them, they said I should go for it. I remember after I'd graduated, and was looking for my first job, something just felt wrong and so I switched back to fashion. By this point, I'd moved to Canada, so my grandparents' business wasn't an option and even though I had initially been turned down by over 20 different companies, I finally got offered a job with a local designer.

### B Monica Johannsson

Although I didn't start selling anything until I was in my 20s, I was designing my own clothes at school and realised I wanted to do something like this when I grew up. I remember getting sent home on more than one occasion because my uniform didn't look like it was supposed to. After graduating from university, I wasn't sure if I would be able to make a living out of designing clothes – I guess I just wasn't that confident, but when I was approached in the street by someone asking where I'd bought my outfit from, I thought I'd give it a go. I spent the day making a couple of dresses which I put online. Well, they sold within a few minutes for far more than I'd expected, and my life changed. I feel incredibly lucky to be doing something I love.

### C Louis Martinez

I was always creative and hands-on when I was a child, so it seemed likely that I would become an artist, or something like that. I studied interior design at university. My parents thought it was something which I could make a successful career from and I agreed, but even though I worked hard, I just couldn't get into it. After I'd graduated, it was hard to find work as there just weren't enough places available for the number of people who wanted them. Eventually, I managed to get an apprenticeship with a big fashion retailer, which I wish I'd done instead of going to college to be honest. I think it's much better to go direct and work your way up through different companies and that's what I would recommend to anyone who wants to work in fashion.

### D Laura Williams

As well as universities which specialise in fashion, there are also private colleges, but I was put off by the fees and didn't want to borrow lots of money and then struggle to pay it back. So, when I left school, I took a job as a full-time shop assistant for a high-street brand. I knew it wasn't what I wanted, but it gave me the opportunity to make a few contacts with people working in fashion, which have since been really valuable, and it also allowed me to keep an eye on the internal job vacancies. After about six months, my efforts paid off and I managed to get a permanent role in the head office as a junior buyer. I've worked my way up and I'm a senior buyer now. There's a lot of travelling and I don't get much time off, which I wasn't prepared for, but I love what I do so I wouldn't change anything.

**5** **Find the words or phrases in the text with a similar meaning to the following.**

1 start a company or business [Text A]
2 decide on something [Text A]
3 a choice [Text A]
4 earn enough money from your job [Text B]
5 a set of clothes [Text B]
6 try something [Text B]
7 become interested in something [Text C]
8 get better positions within the company you work for [Text C]
9 watch something carefully [Text D]
10 a period of time when you don't work [Text D]

# GRAMMAR

## PAST MODALS

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Work with a partner and answer the questions.**

1 How often do you buy new clothes or accessories, or gadgets, like mobile phones?
2 In your country, what kind of possessions show status?
3 Modern society is often called 'materialistic'. Why do you think that is?

**2** 093 **Listen to Rachida and Haruto and decide what main idea Rachida is expressing?**

1 Haruto's new, designer shirt is nice.
2 Haruto often buys stuff he doesn't need.
3 People should recycle their old phones.
4 People love the excitement of buying new things.
5 Haruto should take his cardigan back while the shops are open.

**3** 093 **Listen again and complete the gaps.**

1 I didn't _____ it really, but it was such a bargain.
2 The one you had was perfectly OK, so you _____ a new one.
3 Maybe, I shouldn't _____ by the special offer.

**4** **Work with a partner and answer the questions.**

1 Which sentence in Exercise 3 expresses regret at doing something? What other structures can we use to express regret?
2 Which two sentences in Exercise 3 express having done something which wasn't necessary? What structures do we use to express having to do something which is necessary?

**5** **Choose the correct verb forms to complete the sentences.**

1 John *shouldn't have spent/didn't need to spend* all of his money on shoes – now he can't afford to go out.
2 Mary didn't join us at the shopping centre because she *needn't have bought/didn't need to buy* a present for the party – she's already bought something online.
3 Well, that was a waste of money – I *needn't have bothered/didn't have to bother* buying that new computer as my old one is working completely fine now.
4 I *shouldn't have looked/didn't have to look* far to find the book I was looking for – they had it in the shop around the corner.
5 The local government *didn't need to build/shouldn't have built* a new shopping centre there – it was a site of historical importance.

# VOCABULARY

## THE BUSINESS OF SHOPPING

**1** **Look at the phrases in bold in sentences 1–6 and match them with the definitions (A–F).**

1 Can you think of any products that have recently **appeared on the market** that you really want to have?
2 What changes have you seen in the types of **commerce** that your country is involved in now and in the past? Do you think that there will be any big changes in the future?
3 Do **consumers** in your country have more choice now than in the past?
4 Does your country mainly manufacture clothes or **import** them from abroad?
5 How important do you think **marketing campaigns** are in influencing people to buy a product?
6 What is the most expensive **purchase** you have ever made?

A the activities involved in the business of buying and selling things
B something that you buy
C started to become available in shops
D work that involves encouraging people to buy a product
E people who buy goods or services for their own use
F buy or bring products and/or ideas from another country

**2** **Work in pairs and answer the questions in Exercise 1.**

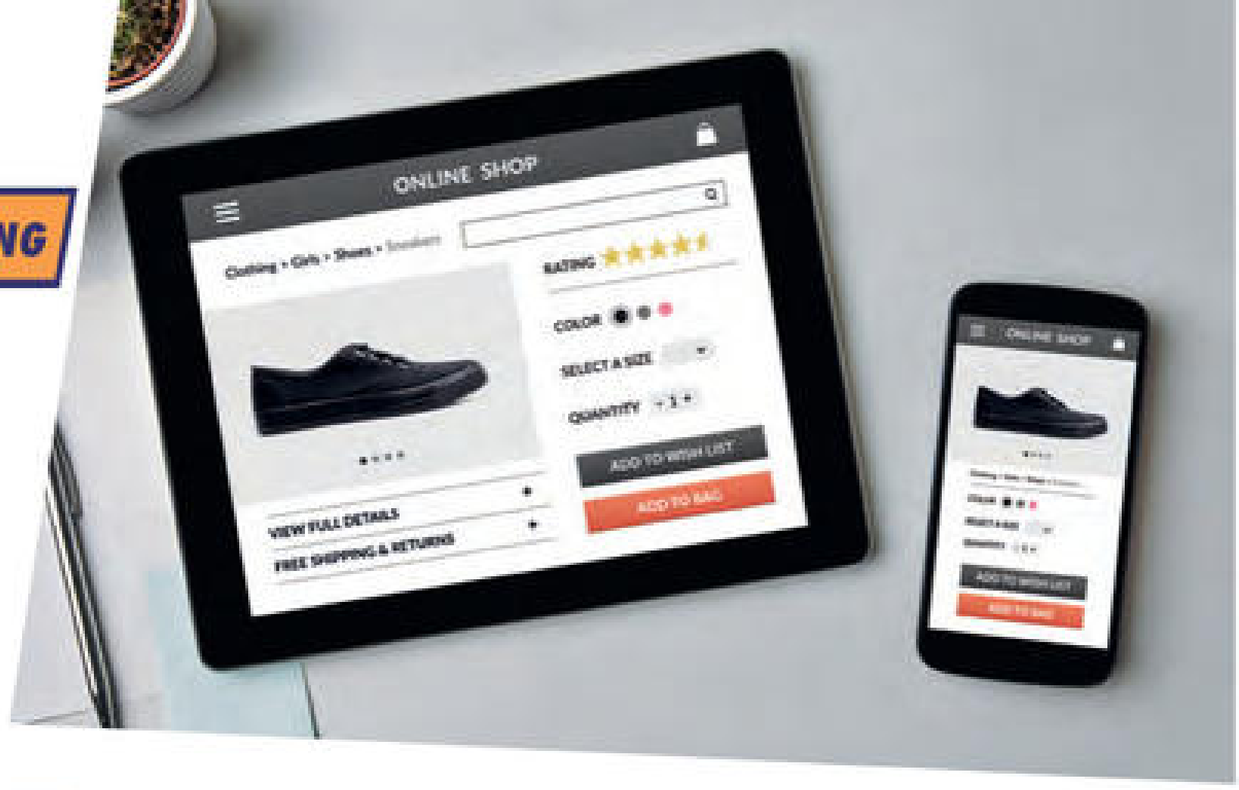
**3** **Complete the sentences (1–8) with the correct adverbs in the box.**

| | | | |
|---|---|---|---|
| appropriately | carelessly | deliberately | impatiently |
| negatively | peacefully | simultaneously | |

1 It's important that you dress _____ if you work in this shop so that you give a good impression.
2 They launched both of their new products _____ – they appeared on the market on the same day.
3 I can't wait for the new games console to come out. I've been waiting _____ for it for nearly a year!
4 I think the shop _____ puts the chocolate just where children can reach it.
5 The shop guarantees that you will sleep _____ in this bed or they will give you your money back.
6 I don't think that we should try selling the new product. We sent out a survey and most people responded _____ to the idea.
7 If you didn't behave so _____ with your money, you'd be able to afford that new jumper that you want.

**GRAMMAR REFERENCE** / *Shouldn't have / Needn't have / Didn't need to / Didn't have to: Page 231*

# WRITING PART 2: REVIEW TRAINING




**1** **Work with a partner and decide which of the following products you wouldn't buy second hand.**

clothes  a TV  concert tickets  a laptop
a mobile phone  a car / bicycle

**2** **Look at the screenshot of an online store. Work with a partner and make a list of the types of information found on websites like this.**

**3** **Look at the exam style question and read the model answer, ignoring the underlined words for now. In which paragraph(s) does the writer**

1 offer a recommendation?
2 make a comparison?
3 provide an explanation?

**Review wanted**

We are looking for reviews for online shops. Write a review of an online shop that you have used recently. Explain what type of products it sells, how easy it is to use and how it compares to other online shops. Say if you would recommend it to other people.

The best reviews will be posted on our website.

I recently purchased two rugby tickets on www.sportingticket.com, an online retailer which specialises in tickets for major sporting events.
(1) Initially, the site was straightforward to use: the range of ticket prices on offer was clearly displayed, and there was a link to a seating plan for selecting the seats. However, when I clicked on the link there was an error message and the page wouldn't open.
(2) Thankfully, I was still able to buy the tickets and went for e-tickets to avoid postage costs.
(3) Naturally, I assumed I would receive email confirmation like other sites I'd used previously.
(4) Typically, these kinds of websites deliver the tickets instantly. However, after 48 hours, I still hadn't received the tickets and so I called the helpline but
(5) curiously there was no reply, even though I tried at different times of the day.
(6) Sadly, my experience with this online retailer didn't end well. Not only didn't the tickets arrive, but I was also unable to get a refund. Therefore, I would strongly discourage anyone wanting to buy sports tickets from using this site.

**4** **Look at the review again and match the underlined adverbs (1–6) with their meanings (A–F).**

A strangely or unusually: _____
B obviously: _____
C firstly: _____
D luckily: _____
E normally: _____
F unfortunately: _____

**5** **Underline the correct option to complete the sentences.**

1 Shopping online was more straightforward than I'd *initially/sadly* thought.
2 *Thankfully/Curiously*, there was no option to pay for the ticket by credit card.
3 *Naturally/Sadly*, I thought they'd be delivered within a few days, or a week at most.
4 *Naturally/Typically* when you shop online, there's a search facility for finding specific models or brands.
5 *Curiously/Sadly* the gift didn't arrive in time for her birthday, which was really disappointing.
6 *Thankfully/Typically* the retailer agreed to exchange it for me, even though I hadn't kept the receipt.

**6** **Look at the Writing Part 2 exam question. Write a review using at least four of the adverbs in Exercise 4.**

**Review wanted**

We are looking for reviews for clothes shops. Write a review of a clothes shop that you have been to recently. Explain what you bought, what the customer service was like and how it compares to other clothes shops you've been to. Say if you would recommend it to other people.

The best reviews will be posted on our website.

**7** **Work in pairs and exchange reviews. Read your partner's reviews and complete the checklist below. Then give feedback to your partner.**

| | | |
|---|---|---|
| 1 | Has the candidate answered all the points in the question. | YES / NO |
| 2 | Has the candidate written in the correct style? | YES / NO |
| 3 | Is the review well-organised? | YES / NO |
| 4 | Has the candidate used a variety of language accurately? | YES / NO |
| 5 | As the reader, do you have enough information to make a decision about the product / service that has been reviewed? | YES / NO |

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 7

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

Which person

1 hadn't originally planned to get a job in retail?
2 believes that customers can sometimes be wrong?
3 is afraid of serving customers who have a complaint?
4 thinks they could have dealt with a difficult situation better?
5 admits to not realising how their job would impact their life outside of work.
6 wishes they could improve the way they deal with customer complaints?
7 feels that they were treated badly?
8 isn't satisfied with their salary?
9 had a sudden realisation about the way they should behave?
10 accepts that their job means that they can't always do what they want?

**A Elizabeth Adley**

I love customer service, I really do, or I wouldn't have lasted in retail. However, over the years I've learnt there's a line between giving good customer service and letting someone get away with anything just because they're a customer. During my training, my boss told me that 'the customer is always right' but that's not always the case. I remember getting into trouble once for standing up to a shopper who was being unreasonable, which I didn't feel was right. I'm not paid any extra for dealing with rude customers. Recently, a woman started complaining to me about the price of a skirt which I thought was amusing as I don't decide what things cost. However, at that moment, I understood that people just need me to listen, like a friend I suppose, and after that, she went away quite happy in the end.

**B Javier Silva**

Nobody really understands why I can't come over and watch TV on a Friday or Saturday night and, when I first got the job, friends were convinced I was being anti-social or trying to be difficult when making plans. I must confess that I didn't think that my social life would be quite as affected by the job as it has been. The thing is, because people want to do their shopping when they've finished work, I'm always scheduled to work unsociable hours. I do enjoy my job in retail, but I also know that it's not as well paid as jobs in other industries. I can't always afford to get the things I want and sometimes I have to work extra shifts just to make ends meet. I guess that's the only thing I wish were different really.

**C Neslihan Demir**

Sometimes people look at me strangely when I tell them what I do for a living, as if it's something I should feel embarrassed about. When I started, it wasn't my dream job or even the field I wanted to work in, but I can pay my bills and I have just enough money to socialise. Of course, I'm not suggesting it's the most exciting job, but it has its moments. Like the time a woman came in to buy a dress. I was supposed to be away with friends that week but had to work at the last minute. She got really irritated because we didn't have the dress in her size and although I spent ages trying to help, I'm not sure I handled it well and felt that I could have been more polite. In the end, she went away empty-handed.

**D Antonio Bianchi**

People who work in retail love to complain about customers, but I know from first-hand experience that although some customers can be rude and impatient, there actually aren't that many who are. Generally, most people find what they are looking for and leave. I'm grateful, as there's nothing more terrifying than dealing with a shopper who's unhappy with a purchase. Having said that, consumers have rights and I'm the first to complain if standards are low. In actual fact, trying to resolve issues where the customer is unhappy is a big part of my job. My boss says I'll get better at handling these over time, and I really hope that's the case. Thankfully, I haven't had to deal with many, and generally I'm enjoying the job. The only downside is that I miss out on a lot of social events because of work commitments, but I guess that's just the nature of working in retail.

## WRITING PART 2: REVIEW

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

**You recently saw this notice on an English-language website called Buy-It:**

**Reviews wanted!**

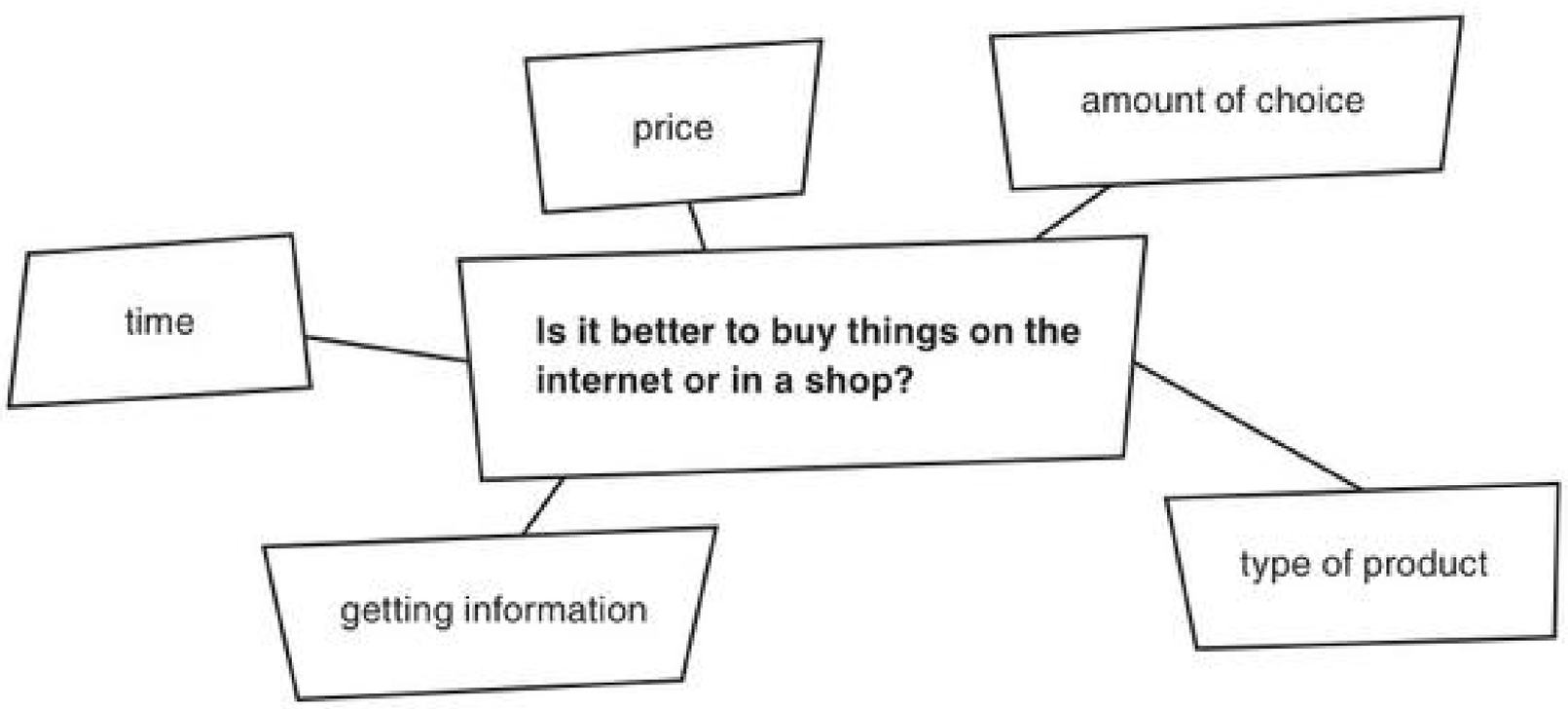
We're looking for reviews of interesting things people have bought.

Write a review of something interesting you've bought. Explain what it was and why you bought it. Say what you like and dislike about it and who you would recommend it to.

**The best reviews will be posted on the website next month.**

➡ **WRITING BANK** / *Pages 238–239*

## SPEAKING PART 3




➡ **SPEAKING BANK** / *Pages 250–251*

## SPEAKING PART 4

1 Do you think buying online will replace shops in the future? Why? / Why not?
2 Some people don't like to buy clothes online. What do you think?
3 How likely are you to buy something recommended by a friend?
4 Is it better to go shopping alone or with friends?
5 Do you think it's true that people buy too many things they don't really need?
6 Some people think that advertising encourages people to spend too much money. Do you agree?

➡ **SPEAKING BANK** / *Pages 252–253*

# GOING SHOPPING IN ... MILAN

**1** **Think about when you go shopping for new clothes. Rank the questions below in order of importance from 1 (the most important) to 7 (the least important).**

- ***A*** How much does it cost?
- ***B*** What is the brand name?
- ***C*** Does it have a unique style?
- ***D*** Is it made from quality material?
- ***E*** Where was it manufactured?
- ***F*** Will it match with what's in my wardrobe?
- ***G*** Is it comfortable?

**2** **Compare your list with a partner and explain why you have chosen this order.**

**3** **Read the guidebook about places to see in Milan. Match the places (1–3) with the photos (A–C). Which places would you like to visit? Do you have anything similar in your town or city?**

## Milan – A tourist guide for the fashionistas

### 1 Galleria Vittorio Emanuele II

The oldest active shopping mall in Italy and one of the most iconic landmarks in Milan, the Galleria Vittorio Emanuele II is something you just can't miss during your visit. Named after Victor Emmanuel II, the first king of Italy, this grand building was built in the 19th century. Not only can you shop to your heart's content in the vast number of luxury shops, but also admire the beautiful architecture, bathed in natural light, which gives this building its unique appeal.

### 2 Street Markets

Ranging from everyday household items and clothes to rare antiques, there's something for everyone in one of Milan's many street markets. Head over to the Mercato Filatelico, located in the heart of the city, for your old stamps, coins and pocket watches or the Mercato della Terra for all your organic fruit and vegetables. Find hidden gems and try your hand at bartering to get the best deals at the market stalls or just soak up the atmosphere with a coffee at one of the many restaurants or cafés in the area.

### 3 Milan Fashion Week

Since its creation in the 1950s, hundreds of thousands of people have flocked to the Milan Fashion week to get a glimpse of the latest trends from some of the world's most famous designers. The biannual event transforms the city into a fashion hub, with shows and events taking place all around the city. It is one of the "Big Four" fashion weeks, which takes place after New York and London, and before Paris.

**4** **Find the words and phrases in the text which mean the following:**

1 very famous or popular (Text 1)
2 for as long as you want (Text 1)
3 in the centre (of the town or city) (Text 2)
4 to enjoy the experience (Text 2)
5 to see something for a short time (Text 3)
6 twice a year (Text 3)

**5** **Read the texts again. Decide if the sentences are true or false.**

1 The Galleria Vittorio Emanuele II was built in the 1900s.
2 The Galleria Vittorio Emanuele II is famous for both its shops and architecture.
3 The Mercato Filatelico is located on the outskirts of the city.
4 The Milan Fashion Week takes place once a year.
5 The Milan Fashion Week takes place before the London Fashion Week.

**6** 094 **Match the sentence halves. Then listen to a conversation between a customer and a shop assistant and check your answers.**

### PHRASES YOU MIGHT USE

1 Unfortunately, it doesn't go
2 It was a gift so I don't have
3 OK, I'll just have a browse
4 Could I try these
5 Will I be able to
6 What's your return

A the receipt, I'm afraid.
B use it online?
C with the shoes I already have.
D policy for sale items?
E on please?
F around and see if there's anything else.

**7** 094 **Listen again. Change the words in *italics* with the phrases the shop assistant uses.**

### PHRASES YOU MIGHT HEAR

1 I see. So it's *unusable*?
2 That's fine. Have you got the *bill*?
3 Ah, in that case, I can't offer you a refund, only *a change item*.
4 Of course. Let me hang them in the *changing place* for you …
5 Just over there, madam, next to the *checkout*.
6 That's OK. I can offer you a *debit* note if you prefer?
7 Would you like to join our *customer* scheme?

**8** **Work in pairs and role play the following situation:**

**Student A:** You are a customer and would like to return an item you recently bought.
**Student B:** You are a shop assistant. Listen to the customer and answer their questions.

**9** **Watch the video about Milan. What do you learn about these things? Make notes.**

- The city of Milan
- The Navigli district
- Duomo di Milano
- Galleria Vittorio Emanuele II
- Piazza Gae Aulenti

**WATCH**

## LIFE COMPETENCIES

### UNDERSTANDING FINANCIAL ISSUES, REFLECTING ON OWN SUCCESS

**10** **Choose a shop that you like to buy clothes from. You have a budget of €100. Visit the website and decide which clothes you would like to buy. Then compare your shopping baskets with a partner. Decide who has chosen the best clothes and who has got the best deals.**

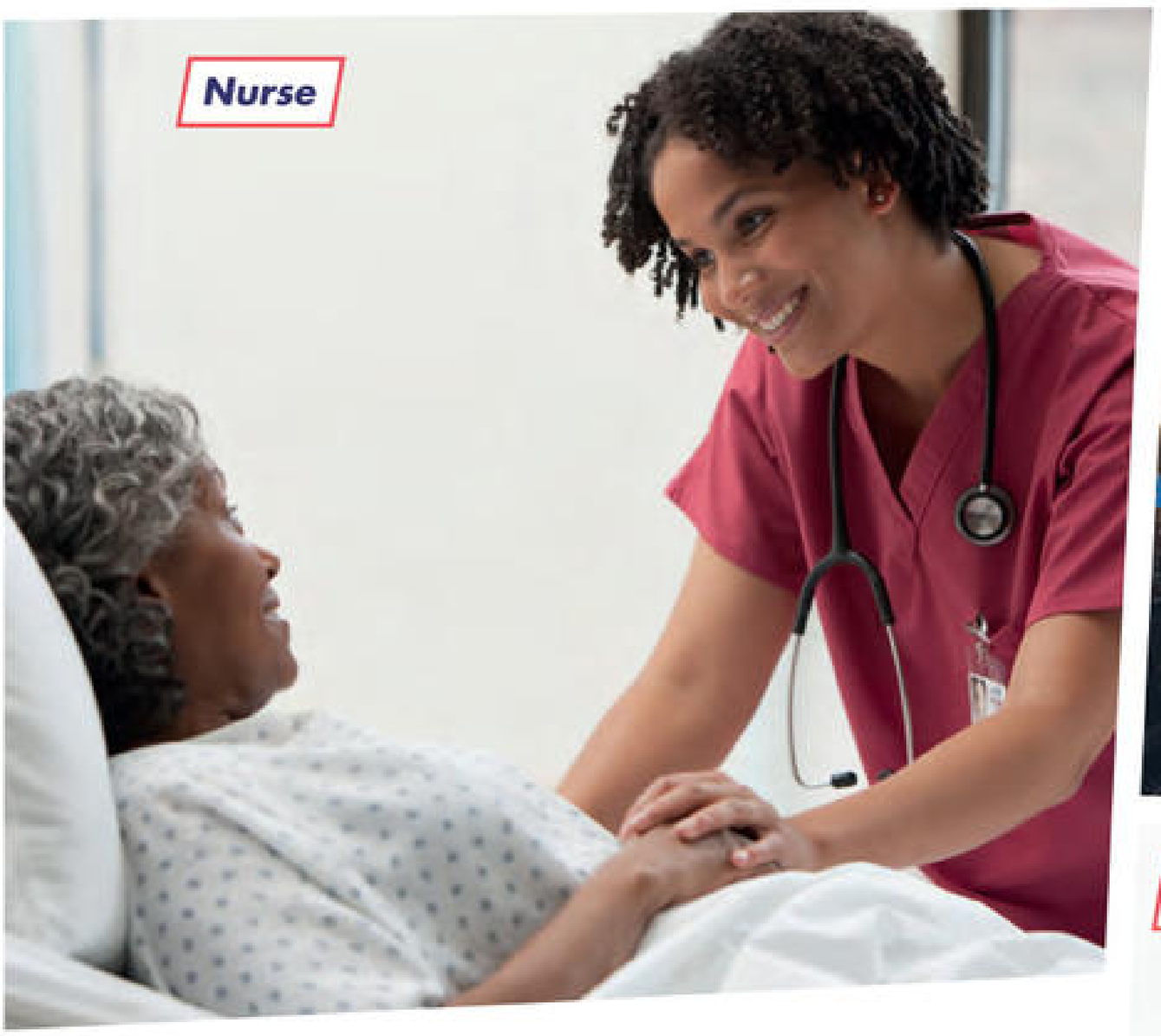
# 14 NOT JUST 9–5

Underwater cameraman

## GETTING STARTED

**1** Why do you think people choose to do the jobs in the photos? What skills do you need to do these jobs?

Teacher



Nurse

Helicopter pilot

Lawyer

## READING

**1** Make a list of five perfect jobs. Then compare your list with a partner and give reasons for your answers.

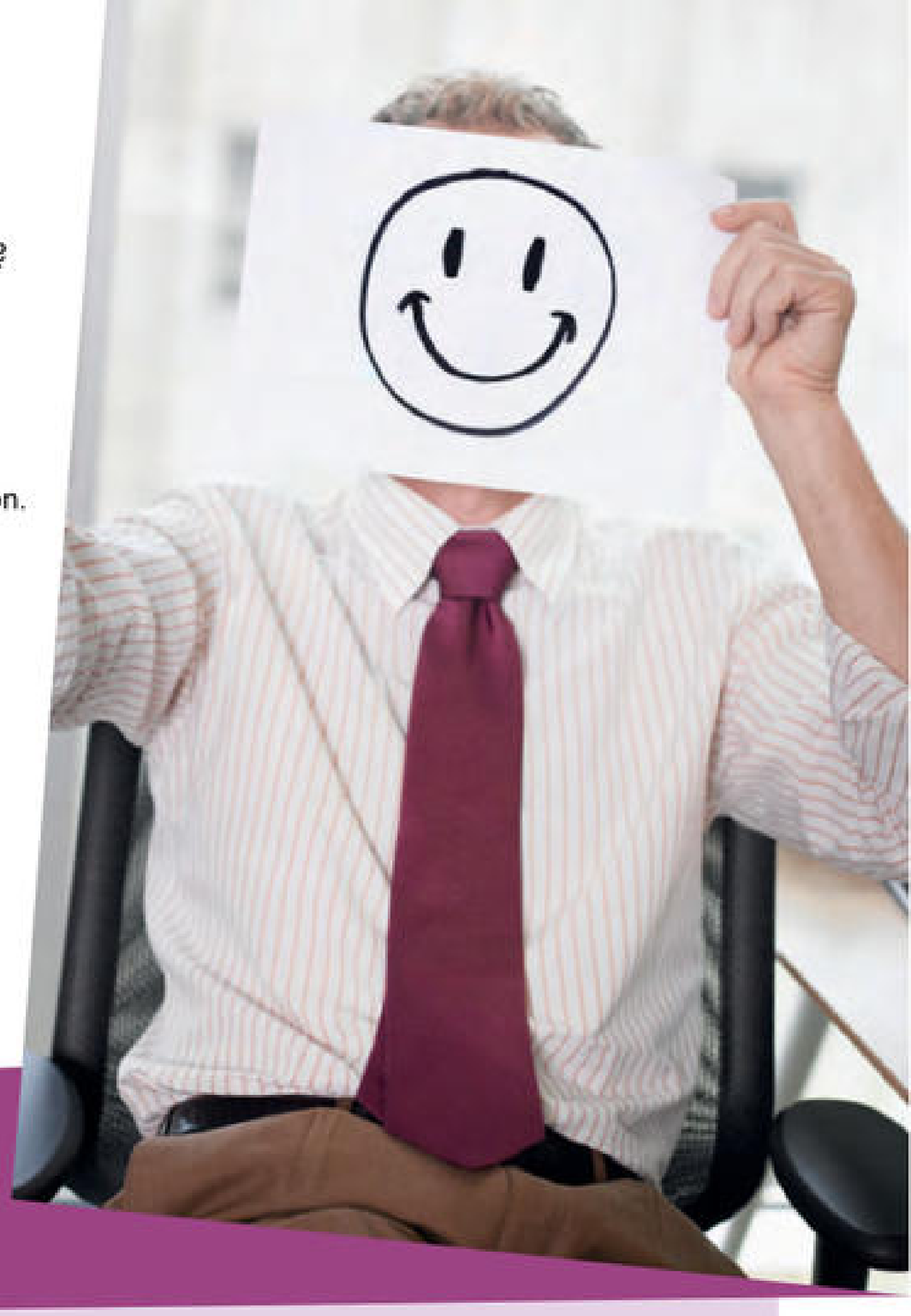
**2** Read the article about the perfect job quickly. Underline the three jobs mentioned. How similar are these jobs to the ones you talked about in Exercise 1?

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

1 What does the writer mean by 'take a back seat' in the first paragraph?
2 What does *them* refer to in line 24 of the second paragraph?
   **A** developers **B** video games **C** subscribers
3 In the third paragraph we learn that
   **A** Martina didn't initially want to become a location scout.
   **B** Martina has to think about more than just finding a suitable location.
   **C** Martina had difficulty finding a location for the new action film.
4 What is the writer's main purpose in the final paragraph?
   **A** to consider why people choose a particular career
   **B** to praise people for the work they are doing
   **C** to argue that people have different attitudes to certain jobs

**4** **Ask and answer the questions in pairs.**

1 What are the advantages and disadvantages of doing the jobs mentioned in the article?
2 Do you think there is such a thing as the perfect job?
3 How important is it to be happy in your job?



# THE PERFECT JOB

***Martin Baker* speaks to three people doing the job of their dreams.**

Finding the job of your dreams is something that we all strive to achieve, though being happy in your profession isn't always a reality. Ultimately, many people have come to terms with the fact that, as long as they're earning enough money to get by in life, then happiness can take a back seat. After all, is there such a thing as the perfect job? Well to find out, I recently interviewed three people who claim to have found just that.

I first meet Simon Hill in a small café just outside the city. He's a young, entrepreneurial economics graduate who turned down the offer to work at a leading financial institution to pursue a career as a video games commentator. He first established his channel on a prominent video sharing website during his first year at university with the aim of walking viewers through the game he was playing and showing them how to complete it, a popular style of video known as Let's Play. His parents tried to discourage him from doing it at first. 'They just couldn't see how I would earn a living from it' Simon explains. 'It was only when I received my first pay slip that they realised it could work.' As the number of subscribers to his channel grew, he started receiving free copies of video games from developers who wanted him to review **them**. And it didn't end there. To date, he has earned an impressive £2 million through endorsements and guest appearances on TV. Not bad for someone who has only just turned 24.

*line 24*

I then head across town to the home of Martina Lopez. On the living room floor, there is an unpacked suitcase. She's just come back from a two-month tour of New Zealand, where, as part of her job as a location scout, she was tasked with finding appropriate locations for scenes for an upcoming action film. 'I never had any intention of doing anything else' she admits. 'What I love the most about my job is the travelling and that, coupled with my love of film, gives me the best of both worlds.' Not only does she need to find the right spots, but she also needs to work out the logistical implications of them. 'There's no point in choosing a location if it's inaccessible to the entire film crew' she concludes. She makes a valid point, particularly when you consider that there would be over a hundred people on set, not to mention all of the equipment.

My final interview takes place in the city centre, in the trendy IT district known locally as "The New Silicon Valley". Here, I meet Jason Holloway, who has one of the most interesting job titles I've ever come across, an ethical hacker. Basically, his job is to hack into computer systems on behalf of their owners in order to uncover any security vulnerabilities that other unethical hackers might try to exploit. 'People often ask me if I was ever tempted by a life of unethical hacking' he says, 'but to be honest, I much prefer being on the right side of the law.' In addition to finding flaws in these systems, Jason also works as a freelance consultant for the government. I wanted to get more information out of him about this, but I couldn't, no matter how hard I tried. 'Let's just say I really enjoy it, and, sadly, under no circumstances am I allowed to talk about the work I do for the government' he says sympathetically. Fair enough, I thought.

Meeting these three people is something that I'm really glad I did and I end the day by reflecting on what I've heard. To be honest, I had my doubts about whether the perfect job truly exists. Since they all seemed so happy, it's easy to think that it does. I guess people interpret the word perfect in different ways and what may be perfect for one person isn't necessarily the same for someone else. That being said, I wouldn't mind playing video games for a living.

## READING AND USE OF ENGLISH PART 4 TRAINING

**5** **Read the sentences below. Find the phrases in the article on page 185 which include the words in bold and study how they are used. Then complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold. Write between 2–5 words.**

1 John offered Susan a job at the company, but she didn't accept.
**TURNED** (2nd paragraph)
Susan _____ offer of a job at the company.

2 I told her that it wasn't a good idea to go to bed late.
**DISCOURAGE** (2nd paragraph)
I tried to _____ to bed late.

3 'I don't want to live in another city,' said Ellie.
**INTENTION** (3rd paragraph)
'I have _____ in another city,' said Ellie.

4 It doesn't make sense to get a job that you won't enjoy doing.
**POINT** (3rd paragraph)
There's _____ a job that you won't enjoy doing.

5 The company pays him to speak to potential clients for them.
**BEHALF** (4th paragraph)
He is paid to speak to potential clients _____ the company.

6 Laura has to issue visitor badges and deal with enquiries as well.
**ADDITION** (4th paragraph)
Laura has to issue visitor badges _____ with enquiries.

7 He just couldn't catch him, despite running really fast.
**MATTER** (4th paragraph)
He just couldn't catch him, _____ ran.

8 Initially, Stefano wasn't sure whether applying for the job was a good idea.
**DOUBTS** (5th paragraph)
Initially, Stefano _____ applying for the job.

## GRAMMAR

### ADDING EMPHASIS AND SENTENCE FRONTING

**GRAMMAR ON THE MOVE**
**Watch the video**

**1** **Read the sentences 1–6. Find the sentences in the article on page 185 which have the same meaning as these but use a more complex structure. Write the sentence from article in the gaps below.**

1 They realised it could work when I received my first pay slip.

2 There is an unpacked suitcase on the living room floor.

3 I love travelling. That's why I love my job.

4 I work for the government. I am not allowed to talk about it.

5 I'm really glad that I met these three people.

6 It's easy to think that it does because they all seemed so happy.

➡ **GRAMMAR REFERENCE** / *Adding emphasis and fronting: Page 232*

English sometimes uses more complex structures to add emphasis. One way is called 'sentence fronting'. This is when the part of the sentence you want to focus on is moved to the beginning. For example:

*The CEO was standing in front of me.*
*Standing in front of me was the CEO.*

Extra words are often added to make the sentence more sophisticated. For example:

*She realised she was late when she looked at her watch.*
*It was only when she looked at her watch that she realised she was late.*

**2** **Study the structures in Exercise 1. Then rewrite the sentences below using these structures.**

1 I'm really glad I went to the interview.
Going _____

2 There is a small camera in the corner of the office above the photocopier.
In _____

3 I had finished all of my work. I decided to leave the office for the day.
Since _____

4 I noticed when I got home that I had left my phone at work.
It _____

5 I really like the benefits of the job.
What _____

6 I work for a security company. I am not allowed to talk about it.
Under _____

**3** **Imagine that you had a part-time job. Write a report about it and talk about the points below. Use the structures in Exercises 1 and 2 in your report.**

- the job you did
- a description of your working environment
- something you really liked about your job
- something you weren't allowed to do
- something you realised at the end of the job
- a reason why you're glad you did it

## VOCABULARY

### PHRASAL VERBS FOR BUSINESS

**1** **Read the agenda and notes below from a video conference call between three employees. Check the meaning of any words you are unsure about.**

**2** 095 **Listen to the conference call. What roles do you think Alice, Jack and Amelia have at the company?**

**3** 095 **Listen to the conference call again. Complete the gaps in the agenda with the phrasal verbs you hear.**

**4** **Complete the sentences with the correct form of the phrasal verbs in Exercise 3.**

1 We're going to _____ monthly team building events to improve morale in the office.
2 Due to budget restrictions, we need to _____ the amount we spend on overheads.
3 I've been in meetings all morning so I haven't _____ checking my emails yet.
4 I'd like to _____ these figures _____ the sales team to get their input.
5 We've _____ the photos _____ from the website due to customer complaints.
6 We'll have to _____ the release date as we're still trying to resolve a few bugs.
7 The IT help desk is _____ the issues that customers are having with accessing the site.
8 I've already sent him three emails but he's really slow at _____ people.

**DID YOU KNOW?**

The notes which are taken during a meeting are called *minutes*.

## AGENDA

***TIME:*** 10:00 am

***CALL IN NUMBER:*** 878–1475

***ATTENDEES:*** Alice Mayfair, Jack White, Amelia Carr

***POINTS FROM PREVIOUS MEETING***

1 Jack to discuss takeover offer with the board
2 Jack to **(2)** _____ meeting with sales team
3 Amelia to **(4)** _____ bugs on website

***NOTES***

Board to **(1)** _____ Jack next week
Jack hasn't **(3)** _____ this yet
Amelia **(5)** _____ these issues _____ the tech team.
Issues resolved

***AGENDA ITEMS***

1 Update budget for new financial year
2 Landing page displays outdated info

***ACTIONS***

Jack to **(6)** _____ overseas travel
Amelia's team to **(7)** _____ content and update

***AOB***

Jack has **(8)** _____ his holiday until next month

## SPEAKING

# EVALUATING THE ADVANTAGES AND DISADVANTAGES OF AN IDEA

**1** **Ask and answer the questions in pairs.**

1. Would you like to run your own business? Why / Why not?
2. Do you think you would be a difficult person to work for? Why / Why not?
3. Who are the most successful entrepreneurs in your country?
4. What are the pros and cons of running your own business?

**2** **Put the words in order to make phrases for talking about advantages and disadvantages.**

**Advantages**

1. product / of / is / main / the / this / advantage
2. is / the / one / of / key / of / benefits / this
3. out / makes / is / stand / this / what / the fact that

**Disadvantages**

4. of / the / one / is / major / of / drawbacks / this
5. this / a / is / disadvantage / major / of
6. the / downsides / product / to / this / of / is / one

**3** **Work in pairs. Look at the four ideas for businesses and discuss the advantages and disadvantages of each idea. Use the phrases in Exercise 2. Then decide which idea would be the most successful and why.**

**4** **Work in pairs. Choose one of the ideas in Exercise 3 and write an online video advertisement for it. Use the questions below to help you.**

Who are the main characters?
What problematic situation are they in?
How do they use the product to help them?
What is the slogan for the product?

***EYE-PAY***

Rather than using cash or a credit card, customers simply look at a screen which recognises their face using the latest in facial recognition software. This is linked to their bank account and payments are completed within seconds.

***FLIGHT ALERT***

Never miss out on the best flight deals ever again. Simply enter your email address and preferred holiday destinations and we will seek out the best and cheapest flight deals online and email a list to you. You'll be amazed at the prices on offer. One lucky customer flew from Los Angeles to London for under $150 return. $5/month subscription fee.

***STYLE UP***

Are you a shopaholic who wants to know if the item you've spotted in the sales looks good? Take a photo and upload it to the app and receive instant feedback and reviews from thousands of others shoppers who are on hand to tell you whether or not it's right for you. The app also stores your snaps and recommends similar items that you might also be interested in.

***CLOTHES FOR PETS***

You may have already moved into the world of online shopping, whereby you can place an order for items which are then delivered right to your door. But what about our beloved pets? This is a website that is dedicated to selling pet clothes and accessories that you can have delivered to your home. If you're not completely satisfied with the products, then simply post them back to us free of charge.

## LISTENING

**1** **Look at the list of jobs below. Put them in order from 1 (the most dangerous) to 10 (the least dangerous). Then compare your lists with a partner and say why you have chosen this order.**

chef
journalist
pilot
professional footballer
surgeon
firefighter
lorry driver
photographer
stunt performer
teacher

**2** **Look at the list of jobs again. Put them in a new order from 1 (the most well-paid) to 10 (the least well-paid). Then decide if the following statement is true.**

*The more dangerous the job, the better paid it is.*

## LISTENING PART 2 TRAINING

**3** 096 **You will hear a man called Harry Peterson talking about his life as a stunt performer in films. A candidate has given incorrect answers for questions 1 and 2. Listen to the extract and decide why the answers are incorrect. Then write the correct answers.**

1 Harry describes himself as **1** *irresponsible* when he was a child.

2 At first, Harry was surprised by the lack of **2** *qualifications* available.

**4** 097 **Now listen to the next extract. Choose the correct word from the box that fits the gap. Then decide why the other two words are incorrect.**

ambitious extraordinary fantastic

3 Harry uses the word **3** _____ to describe the film set.

**5** 098 **Read questions 4–8 below. Check the meaning of any words that you are unsure about. Then listen and complete the sentences with a word from the recording.**

4 Harry felt a great sense of **4** _____ when he finished his first film.

5 Harry compares the injuries he gets to those of a **5** _____ .

6 One of Harry's colleagues suffered a serious injury when he jumped off a **6** _____ and onto a moving vehicle.

7 The thing that concerns Harry the most about the job is being **7** _____ for long periods of time.

8 Harry is trying to persuade his **8** _____ to become a stuntman one day.

**6** **Ask and answer the questions in pairs.**

1 Would you like to be a stunt performer? Why / Why not?
2 Why do you think people do jobs that they know are dangerous?

# VOCABULARY

## JOBS AND CAREERS

**1** **What types of jobs do you think the people in the photos do?**

**2** **Underline the odd word out in each row.**

1 made redundant promoted retired sacked
2 corporation firm headquarters institution
3 expand decline rise surge
4 assignment deadline project task
5 employee staff personnel workforce
6 earnings income overtime salary
7 appoint hire fire recruit
8 board committee CEO panel

**3** **Use some of the words in Exercise 2 to complete the questions. There may be more than one correct answer.**

1 For what reasons can someone be _____ from their job?
2 Would you prefer to work for a big _____ or a small start-up?
3 What three things are most likely to keep an _____ happy and motivated at work?
4 For what reasons does a _____ go on strike? Is this common in your country?
5 Do you think that the number of people using cash will increase or _____ in the future? Why?

### P AUXILIARY VERB STRESS

In *wh-* questions, auxiliary verbs are often unstressed. For example:

*For what reasons <u>can</u>* (kən)
*What three things <u>are</u>* (ə)

**4** **Work with a partner and answer the questions in Exercise 3. Focus on your pronunciation.**

# PUSH YOURSELF C1

## COMPOUND WORDS WITH *WORK*

**1** **Look at the extracts from SmartCorp's Handbook for New Employees. Choose the correct definition of the <u>underlined</u> words in this context.**

1 SmartCorp Limited is proud of its ethnically diverse <u>workforce</u> in all its sites across the country.
   **A** whole group of workers
   **B** ability to work well
2 We don't expect our employees to be <u>workaholics</u> and to take work home every weekend.
   **A** people who enjoy their work
   **B** people who are addicted to working
3 However, staff are expected to be flexible and recognise that the <u>workload</u> may increase during busy times; at such times, staff may be asked to remain at work for slightly longer than usual.
   **A** amount of work
   **B** weight of things to be carried
4 Abusive behaviour in the <u>workplace</u> will not be tolerated under any circumstances; if you have any concerns about the conduct of colleagues and managers, please arrange to discuss them in confidence with human resources.
   **A** business meeting
   **B** building, office or other location where people work
5 All staff are required to attend an annual health and safety <u>workshop</u>, covering areas such as safe lifting and healthy desk posture in order to avoid health problems such as back injuries.
   **A** room with special equipment
   **B** session involving practical training
6 SmartCorp staff enjoy a 50% discount on membership of Smiley's Gym. SmartCorp acknowledge the health benefits of a daily 20-minute <u>workout</u>, and encourages staff to take advantage.
   **A** period of physical exercise
   **B** friendly time with work colleagues

**2** **Based on the extracts above, do you think you would like to work for SmartCorp? Why? / Why not?**

# WRITING PART 2: LETTER OF APPLICATION TRAINING

**1** **Read the job advertisement below. Underline the key points that you must write about in your letter of application.**

You see this advertisement in the college magazine:

**Tour guides wanted**

We are looking for English-speaking tour guides to work at the university, showing visitors around the campus and telling them about the university. Write a letter to Mrs Sandra Jones, the communications director, giving details of:

- Your experience of working as a tour guide
- Your knowledge of English
- What skills you have that will be useful for this role.

**2** **Underline the correct greeting for a letter applying for the job in Exercise 1.**

Hello Sandra Jones  Hi Sandra
Dear Mrs Jones  Dear Sir / Madam

**3** **Read the opening sentences written by candidates who are applying for the job in Exercise 1. Choose the most appropriate opening sentence. Decide why the others aren't appropriate.**

1 I am writing to apply for the position of tour guide, as advertised in the college magazine.
2 I've just seen the job advert and I'd like to give it a try.
3 I would like to apply for the role of tour guide which I have seen advertised in the local newspaper.
4 I have recently seen the advertisement for the job of tour guide and I would like to be considering for the role.

**4** **Read the part of the model answer which covers the first bullet point. Find the two grammatical errors and the four spelling mistakes.**

For the past year, I am working as a tour guide in my hometown. This involves talking about the varius historical and cultural landmarks of the town in adition to hand out leaflets which explain some of the best things to do there. I am also responsable for making sure that the group stays together and is safe untill the end of the tour.

**5** **Read the next part of the model answer which covers the second bullet point. Complete the sentences with the correct form of the verbs in the box.**

be  obtain  pass  spend

I have recently **(1)** _____ all of my English exams, **(2)** _____ a B2-level certificate. I also **(3)** _____ six months in London on a language exchange so my speaking skills **(4)** _____ my greatest strength.

**6** **Change the form of the words below from nouns to adjectives that you can use in a letter of application. Then rank them in order of importance for the role of a tour guide from 1 (the most important) to 7 (the least important).**

| NOUN | ADJECTIVE |
|---|---|
| energy | |
| enthusiasm | |
| humour | |
| knowledge | |
| organisation | |
| patience | |
| punctuality | |

**7** **Read the part of the model answer which covers the third bullet point in the exam question in Exercise 1. What is the structure of the first sentence? Rewrite sentences 1–3 using the same structure.**

Having studied at the university for the past two years, I am very familiar with the layout of the campus as well as the history of the university. This knowledge would enable me to answer any questions that the visitors may have and lead the tours in an organised way. Furthermore, I am a very enthusiastic person, meaning that the tours will be interesting and entertaining.

1 I am very good at speaking to customers because I've worked as a waiter for three years.

2 I am available to work for the whole summer as I have already passed all of my exams.

3 Because I've lived in England for three years, I am able to speak English fluently.

Make sure that you end your letter of application with a closing remark. For example:
*Thank you for your careful consideration of my application.*
*I look forward to hearing from you soon.*
*Yours sincerely, / Yours faithfully,*

**8** **Write an answer for the exam question below. Write your answer in 140–190 words.**

You see this advertisement in the local newspaper:

**Organisers wanted**

We are looking for people to work as organisers at a summer camp for English-speaking children. Write a letter of application to Mr Stephen Barnes, the camp organiser, which includes:

- Your experience of working with children
- Your ability to communicate in English
- The skills you have that will be useful for the role

# EXAM FOCUS

## READING AND USE OF ENGLISH PART 4

**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.**

*0* We didn't go on the tour because there wasn't enough time.
**LACK**
Due *to the lack of time*, we didn't go on the tour.

*1* The job interview took much longer than he had expected.
**SUCH**
He hadn't expected the job interview _____ long time.

*2* The person who succeeded in solving the computer issue was Helen.
**MANAGED**
It was Helen _____ the computer issue.

*3* Howard suggested a brilliant idea for our new advertising campaign.
**UP**
Howard _____ a brilliant suggestion for our new advertising campaign.

*4* I found it hard to get a job because I didn't have the right experience.
**DIFFICULTY**
I _____ a job because I didn't have the right experience.

*5* The number of people applying for jobs rose last month.
**INCREASE**
There _____ the number of people applying for jobs last month.

*6* I began to cook when I was sixteen years old.
**TOOK**
I _____ the age of sixteen.

## LISTENING PART 2

099 **You will hear a woman called Elizabeth Moore talking about a filmmaking course she attended. For questions 1–10, complete the sentences with a word or short phrase.**

**Filmaking course**

Elizabeth heard about the filmmaking course from her **(1)** _____ .

Elizabeth learnt how to use **(2)** _____ on her first day.

Elizabeth's tutor made an award-winning series about **(3)** _____ .

For her first assignment, Elizabeth had to write a **(4)** _____ for an opening scene of a film.

Elizabeth had the idea of making a film about **(5)** _____ after watching an interesting talk.

While shooting her short film, Elizabeth had the opportunity to work with **(6)** _____ .

Elizabeth had the opportunity to develop her **(7)** _____ throughout the course.

One of the sections of the course that Elizabeth didn't enjoy was the **(8)** _____ classes.

At the end of the course, all participants were given a **(9)** _____ .

In the future, Elizabeth hopes to make more films about **(10)** _____ .

## WRITING PART 2: LETTER OF APPLICATION

1 **Write an answer to the question below. Write your answer in 140–190 words in an appropriate style.**

You see this notice in your local newspaper:

**Staff wanted**

The new Hotel International is opening in three months and is recruiting staff to fill a wide range of positions, including:

- Managing Director
- Waiting staff
- Accountant
- Receptionists

If interested, please write to Vacancies@Hotelinternational.com, stating which vacancy you are applying for, explaining how your skills make you suitable for the position, and suggesting what training you would like to receive before starting the job if you are successful.

Write your **letter of application**.

**WRITING BANK** / *Pages 236–237*

# GOING FOR A JOB IN … FRANKFURT

**1** **Look at the photos of Frankfurt. What type of jobs do you think are most common in the city?**

**2** **Read the three job advertisements below. Which advertisement(s) mention(s) the following?**

1 Salary
2 Working hours
3 Location
4 Work benefits
5 Language skills
6 Type of contract
7 Closing date
8 Essential skills and experience
9 Desirable skills and experience

**3** **Work in pairs and answer the questions. Which job do you think …**

1 you would be good at?
2 would be the most well-paid?
3 would be the most stressful?
4 would offer the best career progression?
5 would offer the best work-life balance?

**4** **Read Ricardo's CV on page 195. Which job in the box below do you think he might be applying for?**

salesperson  social media manager  team leader
office administrator  computer programmer

## A BBA

One of the leaders in Germany's financial services industry has an exciting opportunity for a resourceful and diligent financial lawyer to join an established team in our new offices in the heart of the city. The successful candidate will be responsible for drawing up and negotiating multi-million Euro(€) contracts with key clients. Excellent communication skills in English are a must in addition to five years' experience and a university degree in a relevant field.

## B FRANKFURT TOURS

We are looking for a sociable and enthusiastic multilingual tour guide to lead tours. The ideal candidate will have excellent people skills and previous experience of giving tours would be an advantage but not a must. Both permanent and temporary roles are available. We offer excellent hourly rates. The workload varies with peaks in July and August and candidates will be expected to work some evenings and weekends.

## C FRANKFURT AIRPORT

We are currently recruiting experienced baggage handlers at Frankfurt Airport. Duties will include collecting, transporting and loading passenger luggage as well as operating specialist machinery. This is a 24/7 operation and you will be required to work shifts. Free on-site parking is available and we offer a competitive holiday and sick pay package as well as discounts of up to 80% in most of the airport's retail outlets. Please submit your application via the link provided before the end of the month.

**5** **Read Ricardo's CV again. Find the following information:**

1. an abbreviation for the date he was born
2. two university qualifications
3. a word which says he is still working at AB Associates
4. a verb which means *make sure*
5. an adjective which means *containing the latest information*
6. a word which means *a large amount of*
7. two adjectives which mean *really good*
8. a phrase to talk about references

## Ricardo Costa

DOB: 17/04/1990

Contact information: ricardo_costa@gomail.com

**Academic experience**

- Bachelor's degree in communications and marketing – Sept 2011
- Master's degree in business administration – Sept 2013

**Work Experience**

AB Associates

January 2017 – Present

- Responsible for overseeing the development and maintenance of the business's social media pages
- Lead multi-platform marketing strategy, contributing to the business's aim of appealing to a younger demographic
- Ensure all social media content is relevant and up-to-date

Brighter Together

September 2013 – January 2017

- Worked as part of a team to design and manage the company's social network pages

**Key skills**

- Extensive knowledge of social media platforms
- Excellent attention to detail
- Able to work well in teams and independently
- Self-motivated with a positive work ethic
- Exceptional communication skills

**References**

References are available upon request.

**6** 100 **You will hear an interview between Ricardo and a recruiter. Put the questions below in the order that you think the recruiter will ask them. Then listen and check.**

### QUESTIONS YOU MIGHT HEAR IN AN INTERVIEW

1. Where do you see yourself in five years' time?
2. What do you think the main challenges of the job will be?
3. What are your salary expectations?
4. What experience do you have in this field?
5. Why did you apply for this role?
6. What do you think makes a good team member?
7. What skills do you have that will help you succeed in this role?

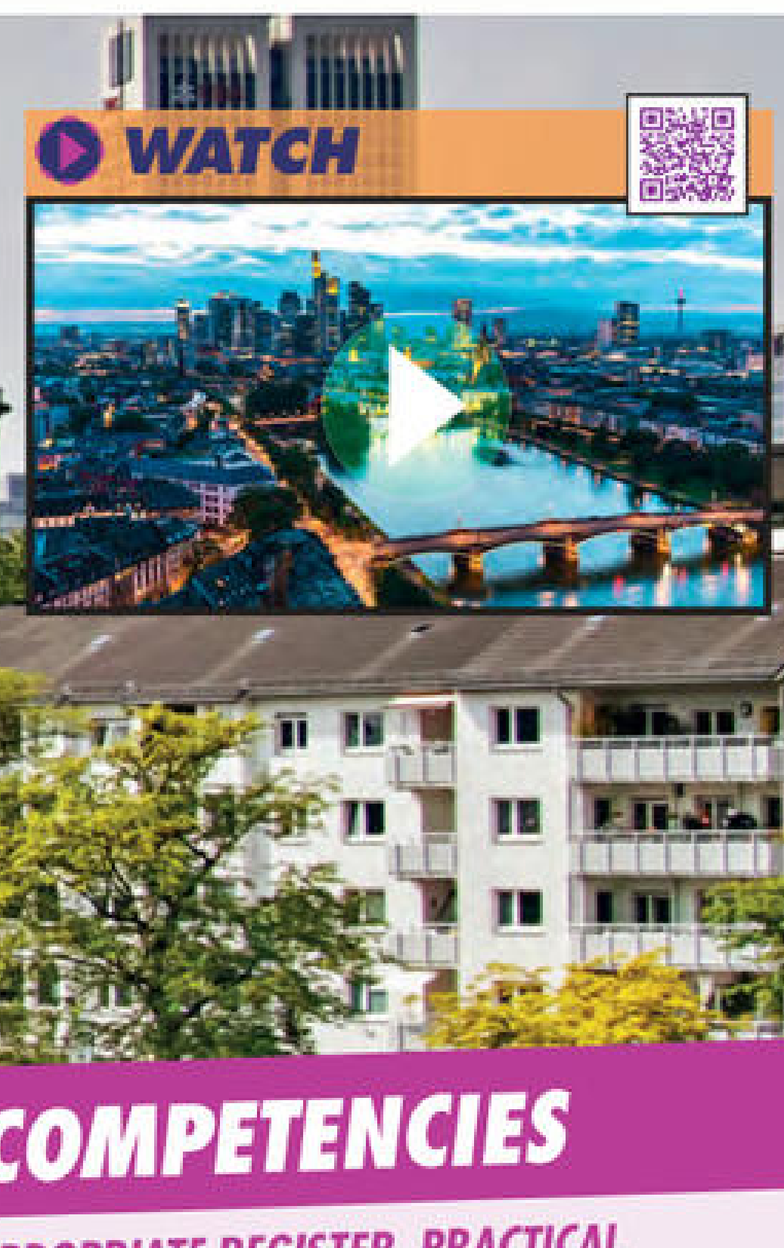
**7** 100 **Listen again. Complete the phrases with the words that Ricardo uses.**

### PHRASES YOU MIGHT USE IN AN INTERVIEW

1. I've been really impressed with the _____ work that the company has been doing …
2. … making sure that they reflect the key USPs of our products. _____ to this, I worked at …
3. In my opinion, the _____ of a good team member are …
4. One challenge that I would expect to _____ in the role would be …
5. Personally, I believe that I am well-organised, diligent and have a _____ .
6. in five years, it is my _____ to become a …
7. I am looking to _____ my skills as a …
8. I would be happy to consider an offer in the _____ of …

**8** **Watch the video about Frankfurt. What do you learn about these things? Make notes.**

- Frankfurt Airport
- The Opera House
- The Christmas market
- The business district




## LIFE COMPETENCIES

### USING APPROPRIATE REGISTER, PRACTICAL SKILLS FOR LEARNING

**9** **Work in pairs. Choose one job advertisement in Exercise 2 for each person. Write four questions that you might be asked in an interview for these jobs then give the questions to your partner. Add two more questions to your partner's list. Then conduct an interview.**

# PROGRESS CHECK 5

## EXPRESSING OBLIGATION AND PERMISSION

**1** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold.**

1 Students must wear a uniform at schools in the UK.
**COMPULSORY**
It's _____ a uniform at most schools in the UK.

2 It's isn't necessary to bring a gift if you don't want to.
**HAVE**
You _____ a gift if you don't want to.

3 Smoking is prohibited in most restaurants nowadays.
**ALLOWED**
You _____ in most restaurants nowadays.

4 You shouldn't buy second-hand tickets online but it's hard not to sometimes.
**SUPPOSED**
You _____ second-hand tickets online but it's hard not to sometimes.

5 Guests should arrive at least one hour in advance to avoid long queues.
**ADVISABLE**
It's _____ at least one hour in advance to avoid long queues.

## EXPRESSING ABILITY

**2** **Choose the correct option to complete the sentences.**

| | | | |
|---|---|---|---|
| able to | be able | capable | could |
| enable | managed | unable | |

1 We _____ to get the last pair of tickets for the rock concert.
2 Sadly, I won't _____ to attend your wedding next year.
3 The new ticketing system should _____ guests to enter the festival much quicker.
4 The band pulled out of the festival and sadly they were _____ to find a replacement.
5 My sister _____ play the piano when she was four years old.
6 I told my friend that I wasn't _____ make his graduation ceremony.
7 I think I'm _____ of doing a fantastic job on the project.

## FESTIVALS AND CELEBRATIONS

**3** **Choose the correct option (A–D) to complete the sentences.**

1 The festival has a _____ for being one of the best in the world. Everyone knows it!
**A** connection **B** requirement
**C** reputation **D** purpose

2 I had to _____ the invitation because I had already made plans that weekend.
**A** put on **B** turn down
**C** miss out on **D** call off

3 This event would really appeal _____ someone who loves modern art.
**A** for **B** to
**C** on **D** with

4 The venue has agreed to _____ the event as long as we pay them in advance.
**A** give **B** provide
**C** make **D** host

5 We're doing everything we can to make sure the gig goes _____.
**A** ahead **B** up
**C** over **D** down

6 The host was fantastic and really made us feel at _____.
**A** easy **B** easily
**C** ease **D** uneasy

## *LIKE* VS *AS*

**4** **Complete the sentences with *like* or *as*.**

1 It looks _____ though you've gone on a massive spending spree.
2 My best friend is just _____ me in that we both do all our shopping online.
3 I'm telling you this _____ a friend when I say that shirt doesn't suit you.
4 The fashion show wasn't as well-organised _____ last year.
5 Jane is just _____ her sister – they both love buying new clothes.
6 He works _____ an advisor for one of the big fashion brands.
7 I don't know why, but I really don't enjoy shopping _____ I used to.
8 It seems _____ they're really enjoying their day out together.

## PAST MODALS

**5** **Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold.**

1 I regret not buying a new jacket in the sale yesterday.
**SHOULD**
I _____ a new jacket in the sale yesterday.

2 In the end, there was no point in us bringing the extra pair of shoes.
**NEED**
In the end, _____ the extra pair of shoes.

3 It wasn't a good idea to spend all my money on clothes.
**SHOULD**
I _____ all my money on clothes.

4 Thankfully, it wasn't compulsory for him to have his photo taken.
**DIDN'T**
Thankfully, _____ his photo taken.

5 It wasn't necessary for me to buy a new jumper as my old one still fits me.
**NEED**
_____ a new jumper as my old one still fits me.

## SHOPPING AND FASHION

**6** **Find and correct the spelling mistake in each of the sentences below.**

1 They created a huge marketing campane to promote their new line of shoes.
2 You don't need to perchase an extra ticket as my friend can no longer make it.
3 The group was formed to promote comerce and industry.
4 A lot of travel companies delibarately increase the price of holidays during the school holidays.
5 There seems to be a lot of jelousy in the fashion industry these days.
6 I recently won two tickets for a luxury spa weekend in an online ouction.
7 They have installed a ramp outside the shop to increase acessibility for wheelchair users.
8 Initialy, most people rejected the plans to build a new shopping centre in the town.

## JOBS AND CAREERS

**7** **Complete the sentences with the words and phrases in the box. You may need to change the form of the words and phrases.**

| | | | |
|---|---|---|---|
| employee | get back to | headquarters | hire |
| look into | make redundant | set up | surge |

1 I'm sorry I haven't replied yet. I will _____ you later this afternoon.
2 The company has _____ a new sales manager, who will begin next month.
3 There has been a _____ in the number of people visiting the website.
4 _____ are advised to carry their swipe cards with them at all times.
5 Due to recent financial losses, the company has had _____ fifty members of staff _____.
6 We are currently _____ your IT issue and will be in touch shortly.
7 The board made the decision to move the company's _____ overseas.
8 After quitting his job as a lawyer, Martin decided _____ his own business.

## ADDING EMPHASIS AND SENTENCE FRONTING

**8** **Rearrange the words to form sentences. The first word has been given for you.**

1 the / talk / must / you / ~~under~~ / exam / no / in / circumstances
Under _____ .

2 go / the / had / them / I / to / seen / film, / I / with / decided / already / ~~since~~ / not
Since _____ .

3 like / ~~what~~ / is / really / the / salary / my / about / I / job
What _____ .

4 in / of / the / meeting / room / the / ~~waiting~~ / was / organisation / head / the
Waiting _____ .

5 the / I / something / ~~going~~ / did / really / was / happy / presentation / I'm / to
Going _____ .

# COMMUNICATION ACTIVITIES

## UNIT 1: WRITING PART 1 – TRAINING, EXERCISE 2

**Mostly As** = Oh dear! Healthy living clearly isn't a priority for you and it may be time to think seriously about shaping up. Try getting more sleep at night so you're not napping in the day and do it before your boss or teacher catch you sleeping at your desk! And think about what you're consuming – all that sugar isn't good for your teeth you know!

**Mostly Bs** = Not bad! While you're not going to run any marathons any time soon, you are at least getting your heart pumping a few times a week. Keep an eye on your caffeine consumption and try turning off the TV once in a while. You could even consider actually going out with your friends rather than messaging them!

**Mostly Cs** = Excellent! Your health is clearly important to you. You take every opportunity to exercise and always choose the healthiest eating option. Be careful though, you could be taking things too seriously – make sure you are not annoying your friends and family with all your healthy activities and advice!

## UNIT 1: SPEAKING PART 2 – TRAINING, EXERCISE 5

**Student B**

Talk about your two photographs for one minute and answer a short question about your partner's photographs. The photographs show people eating different types of food. Compare the photographs and say what you think these people like about eating these types of food.

**What do you think these people like about eating these types of food?**

**Student A**

Which type of food would you prefer eating?

## UNIT 1: SPEAKING PART 2 – TRAINING, EXERCISE 5

**Student A**

Talk about your two photographs for one minute and answer a short question about your partner's photographs. The photographs show people exercising. Compare the photographs and say why you think the people have decided to exercise in these ways.

**Why have these people chosen to exercise in these ways?**

**Student B**

Which of these exercises would you prefer?

## UNIT 6: SPEAKING PART 2 – TRAINING, EXERCISE 7

**Student B**

Talk about your two photographs for one minute. The photographs show people spending time in nature. Compare the photographs and say how you think these people feel about being in these places?

**How do you think these people feel about being in these places?**

**Student A**

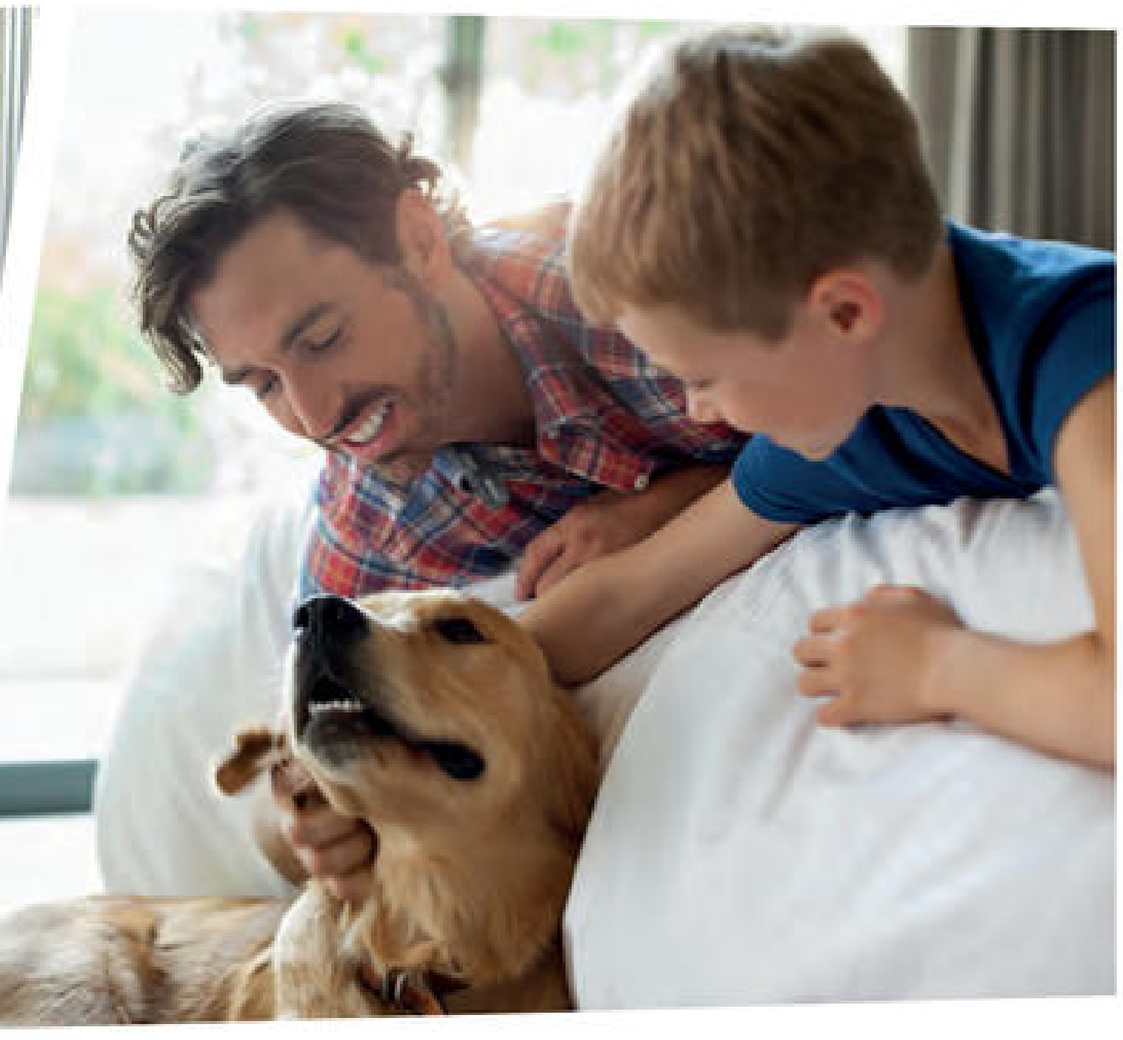
Do you enjoy spending time in nature?

## UNIT 6: SPEAKING PART 2 – TRAINING, EXERCISE 7

**Student A**

Talk about your two photographs for one minute. The photographs show people spending time with animals. Compare the photographs and say what you think the people are enjoying about being with these animals.

**What are these people enjoying about being with these animals?**



**Student B**

Do you spend much time with animals?

## UNIT 7: WARMER – ANSWERS TO QUIZ, EXERCISE 2

1 second
2 tomato ketchup
3 95%
4 peanut butter
5 honey
6 All of them

## UNIT 7: GRAMMAR – *WISH* AND *IF ONLY*, EXERCISE 6

### A – JAKE

Your friend made you a generous portion of baked aubergine last month. You thought it was overly salty and too rich, but you pretended it was delicious, so you didn't hurt her feelings. Not only that, but you suspect the oil your friend used was a bit rancid as there was an unpleasant smell to it. Now your friend is making the dish for you twice a week. Your friend has offered to show you how to make it but as you are a much better cook and don't want to offend them, you've been avoiding going into the kitchen unless your friend is out.

You managed to throw some of the revolting baked aubergine out of the window when your friend wasn't looking last week to avoid eating it. But you then had to sneak out to buy a takeaway as you were starving. You feel guilty about this and have noticed your friend has been a bit cold and distant toward you over the past few days.

You don't want to fall out with your friend.

It's time to talk.

## UNIT 7: WRITING PART 2 – TRAINING, EXERCISE 5

You have received an email from your English-speaking friend, Joanna:

> Hi!
>
> Guess what? I'm coming to your city next month with my friend. Can you recommend one of your favourite restaurants for us to try? Please tell me what you like about it and if there are any problems with it as well.
>
> Thanks,
>
> Joanna

Write your **email**.

## UNIT 11: SPEAKING PART 2 – TRAINING, EXERCISE 6

**Student B**

Talk about your photographs for one minute. The photographs show people using computers. Compare the photographs and say why you think these people are using their computers.

**Why do you think these people are using their computers?**

**Student A**

What do you use your computer for?

## UNIT 12: GRAMMAR – EXPRESSING OBLIGATION AND PERMISSION, EXERCISE 2

**GROUP B**

### IN WHICH COUNTRY ...

1 does the bride and groom try to leave without being seen?
2 does a wedding cake tradition decide who will get married next?
3 are you allowed to kiss the bride or groom?
4 are you not allowed to smile in the wedding photos?
5 is it not allowed to go into certain rooms?
6 does the groom have to answer questions under difficult circumstances?

### SOUTH KOREA

Before leaving the wedding venue with his new bride, a Korean husband must have his shoes and socks removed by his friends and relatives, who then hit the groom's feet with a stick or even a fish. It's a light-hearted event. While this is happening, it's compulsory for the groom to answer questions that his friends and relatives ask him. After he has answered all the questions, he is permitted to leave.

### PERU

The hosts at a Peruvian wedding are expected to prepare a cake with ribbons. Attached to one of the ribbons is a wedding ring, which is hidden inside the cake. After the wedding ceremony, the female wedding guests have to pull out one of the ribbons. If the ring is attached to their ribbon, then they are considered to be the next person to get married. But don't worry, you don't have to join in if you don't want to.

### CONGO

Marriage is usually a joyful time, and smiling in your wedding photos is essential! But this isn't the case everywhere. A wedding tradition in Congo states that the wedding couple shouldn't smile under any circumstances on their wedding day, even for their wedding photographer! Smiling indicates that they are not serious about marriage.

## UNIT 7: GRAMMAR – *WISH* AND *IF ONLY*, EXERCISE 6

### B – KRISTI

You were thrilled that your friend thought the baked aubergine dish you prepared last month was delicious – it was your grandma's recipe and she was a highly-skilled cook. You feel a bit guilty that you had to use oil which was slightly off; however, your friend didn't appear to notice. This is probably because your friend's cooking is tasteless and almost inedible, although you haven't wanted to hurt his feelings by saying anything before. Recently, however, your friend has been taking you for granted. Not only did he show no interest in your offer to share your grandma's recipe, preferring instead for you to make the dish for him twice a week, but he's also stopped helping you tidy the kitchen.

Last week, you found what looked like baked aubergine in the garden below the kitchen window and a takeaway box hidden in the bin. You have become suspicious that your friend's been lying to you.

You don't want to fall out with your friend.

It's time to talk.

## UNIT 13: GETTING STARTED – WHAT TYPE OF SHOPPER ARE YOU?, EXERCISE 6

### BETWEEN 5–10

Oh dear. You generally overspend, and your shopping habits could get you into trouble if you're not careful. You probably have a wardrobe full of things you don't wear, and your friends might say you're a shopaholic. Buy things which are good value, rather than brand names, and, if you can't stick to your budget, stop going to the sales.

### BETWEEN 11–15

Not bad. You are generally a sensible shopper, although sometimes you make silly mistakes if you come across a bargain or special offer. Try to shop around a bit more and plan what you are going to buy before you go shopping. The occasional spending spree is fine though, as long as you can afford it.

### OVER 16

Well done. You are a careful shopper and generally only buy what you need. You are very good at shopping around for the best price and aren't easily persuaded by offers or deals. You don't overspend on designer labels or the latest smartphone, and you spend a lot of time doing research before you buy anything.

# GRAMMAR REFERENCE

## STARTER

## THE PRESENT PERFECT SIMPLE AND CONTINUOUS

### PRESENT PERFECT SIMPLE: *HAVE* + PAST PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| *I've **read** the article in a newspaper.* | *She hasn't had lunch.* | *Have they arrived yet?* |

### THE PRESENT PERFECT CONTINUOUS: *HAVE BEEN* + PRESENT PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| *I've **been watching** the match.* | *She **hasn't been waiting** long.* | ***Have** they **been working** with you?* |

Both the **present perfect simple** and **present perfect continuous** talk about something which started in the past.

- The present perfect simple is a completed action which has a result in the present:
  *She's passed her driving test, so now she can take the children to the day care centre herself.*
- The present perfect continuous is an action which is still happening now:
  *They've been working hard on their presentation, but it isn't finished yet.*

The two tenses are often very similar in their usage. However:

| PRESENT PERFECT SIMPLE | PRESENT PERFECT CONTINUOUS |
|---|---|
| emphasises the result:<br>*They've worked on the environmental project all week and they're going to present the final version tomorrow.*<br>focuses on how much of an activity is complete:<br>*I've listened to all of the audio novels you recommended.*<br>focuses on how many times an action has been repeated:<br>*We've watched that programme about celebrities several times.* | emphasises the action:<br>*They've been working on the environmental project all week, but they've still got some way to go.*<br>focuses on how long an activity has been in progress:<br>*I've been listening to the audio novels you recommended and I've still got two left.*<br>focuses on the process of change over a period of time and that the changes are not finished:<br>*My use of grammar has been getting more accurate since I started testing myself.* |

**Note:**

Some verbs are not used in the continuous form, e.g. *know, hate, understand, want.*
*I've known Guy for a long time.* (NOT: *~~I've been knowing~~ Guy for a long time.*)
*I've understood everything you've outlined.* (NOT: *~~I've been understanding~~* everything you've outlined.)

### PRACTICE

**1** **Complete the sentences with either the present perfect simple or continuous.**

1 I _____ (prepare) my presentation on mammals all week, but I _____ (not finish) it yet.
2 What _____ (you do)? Your hands are covered in dirt.
3 Your parents _____ (look) exhausted recently. Have they _____ (work) too much?
4 I _____ (not complete) my essay yet, because I _____ (chill out) in the garden for over an hour.
5 Have you got a plaster? I _____ (do) some work around the house and I _____ (damage) the nail on my thumb quite badly.
6 I _____ (be) to Spain several times this year. Every visit was really outstanding.
7 Recently the government _____ (become) more aware of the need to promote music education.
8 I _____ (change) a wheel on my car, so I'm not really in the mood to go out.

**2** **Tick the correct sentences. Correct the sentences with mistakes.**

1 The surgeon has just finished a nine-hour operation, so he's exhausted.
2 I have finally been learning how to use the passive in English. I feel over the moon that I can do it at last.
3 I can see that he has eaten too much recently. He's gained a lot of weight.
4 The rain has been pouring down all day, so I chose to stay indoors.
5 They haven't mastered Chinese, but they can communicate at a basic level. That's an incredible achievement!
6 They have browsed for jobs in sport management for over four hours and still haven't found anything.
7 I have gone to the weight lifting session every weekend for years.

**3** **Make sentences with either the present perfect simple or continuous.**

1. Scientists / discover / vaccines / to cure / many fatal illnesses
2. He / not put / his recent qualifications on his CV / yet
3. Wake up! You / sleep for / over two hours now.
4. We all feel thirsty, / because / as usual / not / drink enough / during training.
5. She / know him / since / he was a small child.
6. It snow / heavily / all morning / and as a result / the roads / are slippery now.

# COMPARATIVES AND SUPERLATIVES

The form of comparatives and superlatives depends on the number of syllables in the original adjective or adverb.

## ONE-SYLLABLE ADJECTIVES

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|---|---|
| high | high**er** | high**est** |
| small | small**er** | small**est** |

## ADJECTIVE ENDING IN A SINGLE CONSONANT

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|---|---|
| fa**t** | fat**ter** | fat**test** |
| sa**d** | sad**der** | sad**dest** |

## ADJECTIVES WITH TWO SYLLABLES

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|---|---|
| clever | cleverer / more clever | cleverest / most clever |
| narrow | narrower / more narrow | narrowest / most narrow |

## ADJECTIVES WITH THREE OR MORE SYLLABLES

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|---|---|
| experienced | more experienced | most experienced |
| inconvenient | more inconvenient | most inconvenient |

**Note:**

Adjectives with two syllables, ending in *-y*, replace the *y* with *i*:

| | | |
|---|---|---|
| *easy* | *easier* | *easiest* |
| *happy* | *happier* | *happiest* |

These very common adjectives have irregular comparative and superlative forms.

| ADJECTIVE | COMPARATIVE | SUPERLATIVE |
|---|---|---|
| good | better | best |
| bad | worse | worst |
| little | less | least |
| much | more | most |
| far | further / farther | furthest / farthest |

## PRACTICE

**1** **Complete the sentences with the correct comparative or superlative.**

1. Today is the _____ (bad) day I've had this year.
2. You call in sick _____ (often) than everybody else in the class.
3. This questionnaire about energy use is the _____ (complicated) I've ever completed.
4. The conference on tropical diseases was the _____ (memorable) I've ever attended.
5. The ferry from Staten Island to Manhattan is the _____ (cheap) in the world. It's free!
6. This shape is much _____ (irregular) than the other one.

**2** **Put the words in order to make sentences with the comparative or superlative.**

1. His ambition / than / has always / his brother's. / greater / been /
2. was as accurate / the report / Her analysis / the financial situation / as / in the magazine. / of /
3. The lecturer is / since she started / less / work on her / available to her students / thesis.
4. His skills / are not / as fast / as people predicted. / developing /
5. My interest in / considerably / than / the project is / greater now / it was / at the beginning.
6. ideally want. / high / My motivation is / as / not quite / as I would /
7. than / There are slightly / living in / fewer people / ten years ago. / the town /
8. more / than by train. / It's / to travel by car / considerably / exhausting /

# UNIT 1

# GERUNDS AND INFINITIVES

## INFINITIVE

We use the infinitive:

- to say why we do something:
  *She put a tick **to accept** the terms and conditions.*
  *He's taken up long-distance running **to improve** his health.*
- to say why something exists:
  *They've erected the metal barrier on that sharp bend **to reduce** accidents.*
- after *too* and *enough*:
  *It was too late **to express** my opinion because the professor had already moved on to another topic.*
  *The image wasn't clear enough **to illustrate** clearly what it was supposed to depict.*

We use the infinitive in the following verb patterns:

| | | |
|---|---|---|
| **verb + *to* infinitive** | *agree, appear, bother, decide, demand, fail, hope, learn, manage, offer, plan, refuse, seem, be, supposed, threaten* | *They agreed to vote on the new reform.* |
| **verb + (*somebody/something*) + *to* infinitive** | *ask, choose, expect, help, intend, promise, want* | *He expected to do well in the test.*<br>*I expect you to do well in the test.* |
| **verb + *somebody/something* + *to* infinitive** | *advise, allow, enable, encourage, forbid, force, invite, order, permit, persuade, recommend, remind, teach, tell, warn* | *My parents forbade me to boast about my academic achievements.* |

We use the verbs in the lists above to report speech.

## VERB + *-ING*

We use a verb + *-ing*, e.g. *I can't stop **yawning***:

- after prepositions:
  He's improved his English **by reading** extensively.
  **Note**: We also use a verb + *-ing* after *to* when *to* is a preposition:
  *I'm looking forward to **receiving** a detailed reply to my letter of complaint.*
- as subjects or objects of a sentence:
  ***Correcting** mistakes is a crucial part of the learning process.*
  *When he was fully recovered after the operation, he decided to take up **wrestling**.*
- after the verbs *admit, appreciate, avoid, celebrate, consider, delay, deny, dislike, enjoy, finish, imagine, involve, keep, mind, miss, postpone, practise, regret, risk, stop, suggest*:
  *I considered **swapping** this task for another one.*
  *She celebrated **passing** all her exams by going on a trip to Thailand.*
  *I now regret **borrowing** money from my grandparents.*
- after the expressions *it's no good, it's not worth, it's no use, it's a waste of time, can't stand, can't bear, can't help*
  *It's a waste of time **trying** to increase the bee population.*
  *It's not worth **buying** expensive ski gear – you can hire it.*
  *I can't bear **seeing** my best friend making such a fool of herself.*

## VERBS FOLLOWED BY EITHER AN INFINITIVE OR A VERB + *-ING* WITH ALMOST THE SAME MEANING

*I hate criticising people. I hate to criticise people.*
*It continued being foggy all morning. It continued to be foggy all morning.*

**Note**: When *love, hate, prefer* and *like* are used with *would*, they are **always** followed by the infinitive:
*We would like to devote more time to our exam preparation.*

## VERBS FOLLOWED BY EITHER AN INFINITIVE OR A VERB + *-ING* WITH A DIFFERENCE IN MEANING

| | ***VERB + INFINITIVE*** | ***VERB + -ING*** |
|---|---|---|
| remember | *Did you remember to bring your running shoes?* (an action you have to do) | *I remember wondering if I would ever get down off the summit of the mountain.* (a memory of something in the past) |
| forget | *Don't forget to complete your physics presentation.* (an action you have to do) | *I'll never forget seeing my wife for the first time at my best friend's wedding.* (a memory of something in the past) |
| regret | *I regret to tell you that the room you booked is no longer available.* (I'm sorry to give you this information.) | *I regret not arriving at the hotel at the agreed time.* (I'm sorry I didn't do this.) |
| try | *I'm mailing my CV every day to IT companies to try and get a job.* (My objective is to get a job in IT.) | *If you want to get a job in IT, why don't you try phoning the companies?* (Phoning is a method to reach your objective.) |
| mean | *Martin means to get a scholarship to cover some of the costs of his college course.* (This is his intention.) | *He wanted to get a scholarship to cover some of the costs of his college course, but it meant getting top grades in all his subjects.* (it involved) |
| stop | *She stopped playing the game of chess to phone her mother.* (in order to phone her mother) | *When her opponent made a winning move, she stopped playing the game of chess.* (She didn't continue.) |

**Note**: The form *forget* + verb + *-ing* is unusual. It is more normal to use *(not) remember*: *I don't remember being three years old.* ~~(NOT I forget being three years old.)~~

## PRACTICE

**1** **Tick the correct sentences. Correct the sentences with mistakes.**

1. He decided make a high offer to be sure he could buy the second-hand car.
2. I intend to continue to improve my level of spoken English.
3. They persuaded me applying for the position of assistant manager.
4. It's recommended to book a table in advance.
5. Can I remind you not driving without having your licence on you.
6. The lawyers advised him say he was guilty of the crime.

**2** **Choose the correct option in *italics*.**

1. I can't stop *to speak/speaking*. I'm in a hurry.
2. He's completed the design on time by closely *follow/following* the brief he was given.
3. I'm looking forward to *joining/join* the expedition to the North Pole.
4. I admit to foolishly *celebrate/celebrating* victory before the game was over.
5. I regret not *taking up/take up* the place I was offered at university.
6. I can't bear *watching/watch* politicians being dishonest.
7. If you forget *to do/doing* the homework, you will have problems with the teacher.

**3** **Match the beginnings and endings of these sentences.**

| | | | |
|---|---|---|---|
| 1 | It's not | a | not taking driving lessons. |
| 2 | It's a waste of | b | people talking about money all the time. |
| 3 | It's no use | c | time learning foreign languages. |
| 4 | I can't stand | d | worth complaining to the manager. |
| 5 | She prefers to | e | eat fish rather than seafood. |
| 6 | I very much regret | f | buying property. It's better to rent. |

**4** **Complete the sentence with the correct form of the verbs in brackets. In which sentence are two answers possible?**

1. I meant _____ (buy) my grandfather a birthday present, but I forgot.
2. I remember _____ (carry) the painting I bought you all round Mexico!
3. She's stopped _____ (take) sandwiches to work. She eats in the canteen now.
4. Camping isn't for me. I prefer _____ (stay) in a comfortable hotel.
5. _____ (analyse) the problem is not enough – what we need is a solution.
6. Tom doesn't believe in _____ (pay) for anything if he can get it for free.

# UNIT 2

## THE PASSIVE

The passive is formed from the verb *to be* + past participle (*done/eaten/cleaned*, etc.).

| ACTIVE | PASSIVE |
|---|---|
| *They washed all the dirty plates by hand.* | *All the dirty plates were washed by hand.* |
| *We've packed all our cases ready for the move.* | *Our cases have all been packed ready for the move.* |
| *It's helpful when people keep you well informed* | *It's helpful when I'm kept well informed.* |
| *The walls are not soundproof, so you can hear the neighbour's alarm in the morning.* | *The neighbour's alarm can be heard in the morning, as the walls are not soundproof.* |

We use the passive when:

- what happens is more important than who does it:
  *The roof on our holiday cottage has been replaced, so we can stay there in the spring now.*
- we don't know who or what does/did something:
  *My passport and my driving licence have been removed from the safe in my hotel room.*
- we don't need to say who or what does/did something because it's obvious from the situation or context:
  *Finally, the new international fishing regulations were accepted.* (obviously by a government or by the fishing industry)
- when writing in an official style:
  *A double room has been reserved for you for two nights on the 14th and 15th of May. We respectfully inform you that the room must be vacated at 11 am on the day of departure.*

## THE PASSIVE WITH GET

In informal English we can sometimes use *get* instead of *be* to form the passive, especially when we want to say that something bad happened to someone or something:
*Our fridge-freezer got damaged during the move.* (Formal: *Our fridge-freezer was damaged.*)
*She got seriously injured while climbing in the Alps. (She was seriously injured.)*
*He got fined £100 for speeding.*
The passive with *get* is not possible with state verbs: ~~*The chalet in the Swiss Alps got owned by a famous footballer.*~~
*The chalet is owned by a famous footballer.*

## PRACTICE

**1 Make the sentences passive.**

1 A member of the hotel staff opened the safe in my room for me.
2 You can find lots of bargains on the market.
3 You can buy tickets for the event online.
4 People thought that children were to blame for the damage to the trees.
5 Someone took my phone out of my jacket pocket.
6 They've replaced the winter tyres on my car.

**2 Choose the correct option.**

1 Our antique armchairs and sofa _____ using high quality materials.
**A** were restored **B** was restored **C** been restored
2 My wallet with all my money and credit cards _____ at the railway station.
**A** been stolen **B** were stolen **C** was stolen
3 The man in the picture _____ for questioning by the police.
**A** had wanted **B** gets wanted **C** is wanted
4 Your train tickets _____ and you can collect them from a ticket machine at any mainline station.
**A** had been reserved **B** have been reserved **C** have reserved
5 Their car _____ badly damaged in the collision.
**A** been **B** had **C** got
6 They _____ for theft.
**A** were arrested **B** been arrested **C** arrested

# USED TO, GET/BE USED TO

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| *used to* + infinitive verb | *did not / didn't use to* + infinitive verb | *Did … use to* + infinitive verb? |

- We use *used to* when we refer to things in the past which are no longer true. It refers to:
  - repeated actions
    *I used to eat in the college cafeteria, but now I bring a packed lunch.*
  - a state or situation
    *That mountain bike used to belong to my best friend.* (It belonged to my best friend in the past, but not anymore.)
- In **positive** statements, the form *used to* does not change. We do not use the verb *be* before *it* and *it* always refers to the past:
  *They **used to** go to the sports club three times a week when they lived in London.*
  Not: ~~*They are used to go*~~ … or ~~*They use to go*~~ …
- In **negative** statements we use *didn't use to*:
  *I **didn't use to** get very good marks in exams, but this term I'm really pleased with my results.*
- If we want to be very formal, we can use the negative form *used not to*:
  *She used not to be as wealthy as she is now.*

## QUESTIONS

In questions we use *did + use to*:
*You look familiar. Did you use to be in the same class as me in primary school?*

## USED TO OR WOULD?

We can use both *used to* and *would* to talk about people's habits in the past. When we use them both together, *used to* generally comes first, because it sets the scene for what follows:
*When I was about twelve, I used to create amazing models. I would make steam engines that really worked and I would fold ordinary paper to produce boomerangs that actually flew back to you.*
However, you CAN'T use *would* to describe a state or situation, which is no longer true:
*We used to work in Chicago.* Not: ~~*We would work in Chicago.*~~

## BE USED TO

*Be used to* can refer to the past, present or future. It means 'be accustomed to' or 'be familiar with'.

- *be used to* + noun or noun phrase:
  *I work in a fast food restaurant, so I'm used to lots of customers.*
- *be used to* + pronoun:
  *She was brought up in the countryside and hates pollution. She's not used to it.*
- *be used to* + the *-ing* form of a verb:
  *He was a surgeon until he retired, so he was used to working in demanding situations.*

## GET/BECOME USED TO

*College life can be very stressful, but don't worry. You'll soon get used to it.* (Or, more formally, *You'll soon become used to it.*)

## PRACTICE

**1 Complete the sentences with the correct form of *used to* and the verb in brackets.**

1 I _____ eating olives when I was a child, but I can't resist them now. (– / enjoy)
2 Her friends _____ online shopping, but now they think it's great. (– / do)
3 They _____ hours playing an addictive video game. (+ / spend)
4 My father _____ a vintage Italian sports car. (+ / own)
5 _____ he _____ in touch with his relatives before they emigrated to Australia? (? / keep)
6 I _____ being alone in the dark when I was young. (– / like)

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 My dad would tour with a circus as an acrobat before he got married.
2 I would work in a steel factory for many years in my youth.
3 When she was younger, she would enjoy riding horses and would visit the stables every day.
4 I would live in New York State near the Great Lakes until I left to go to university in Washington.
5 When I was a kid I would play outside with my friends until it was quite dark and my mother called me to go in.
6 I didn't use to enjoy the taste of caviar, until I had the chance to eat it at a reception in Russia last year.

**3 Complete the sentences with the correct form of *be/get used to*.**

1 Having lived in Alaska all of her life, she _____ the extremely low temperatures during the winter months.
2 He has just started work on a construction site. It's taken him a long time _____ the noise and dust.
3 I'm completely exhausted. I _____ working such long hours.
4 We've just started our university course. It's hard for us _____ writing a 5,000-word essay every week.
5 I've just started a new job and everything is new and pretty confusing, but I _____ the systems and routines.
6 Living on your own for the first time can be very demanding, but just relax. You'll soon _____ coping with everything.

# UNIT 3

# ZERO, FIRST AND SECOND CONDITIONAL

## CONDITIONALS

Conditional sentences express a condition (*If …*) and the consequence of the condition. The consequence can be expressed before or after the condition:
*If you win a sport scholarship, you can study at that American university.*
*You can study at that American university if you win a sport scholarship.*
**Note:** If the condition comes first, a comma is used.

## ZERO CONDITIONAL

We use the zero conditional to express things that are generally or always true (e.g. scientific facts).
*If you heat water to 100 degrees centigrade, it boils.*
*Most people tend to be extremely aggressive if you accuse them of lying.*
**Note:** In zero conditionals, *when* and *if* are often interchangeable. The present simple is used in both clauses.

## FIRST CONDITIONAL

We use the first conditional to express a future situation which we think is real or possible:
*I'll research that topic today, if I remember to take my laptop with me.*
*If it's not raining, we will go to the beach.*
*If there isn't a sand storm again tomorrow, we'll go hiking in the desert.*
*Unless my local team loses their next match, they'll be top of the championship league.*
**Note:** In first conditional sentences, it's not important which clause comes first.
The structure is usually *if* + present simple and *will* + infinitive.
We can often use *unless* instead of *if not*:
*I won't be able to go snowboarding, unless I get all my gear sorted out.*
*(If I don't get all my gear sorted out, I won't be able to go snowboarding.)*

## SECOND CONDITIONAL

We use the second conditional to express things which are imaginary, contrary to the facts, impossible or improbable:
*If I won something like an international golf tournament, I'd probably spend my winnings on buying a luxury yacht.*
*If you reduced your calorie intake and joined a gym, you would easily lose all your excess weight.*
**Note:** In second conditional sentences, it's not important which clause comes first.
The structure is *if* + past simple and *would* + infinitive.
Although many conditional sentences use *if* + *will/would*, conditional sentences can also use other words instead of *if*, for example *when*, *as soon as*, and *in case*. Other modal verbs can be used instead of *will/would*, for example *can/could*, *may* and *might*.

## PROVIDED

*Provided* can sometimes be used instead of if.
Provided *the weather is fine, you could take a tour around the city.*

## PRACTICE

**1 Choose the correct option in *italics*.**

1 The sun's very strong today, so if you don't sit in the shade, you *get/will get* badly burnt.
2 If you mix oxygen and hydrogen together, you *get/will get* water.
3 A lot of wild animals tend to attack if they *are/will be* scared.
4 When the manager is out of the office, her personal assistant *takes/will take* all her calls.
5 *If/Unless* the weather doesn't improve significantly, we'll have to postpone the barbecue.
6 You *won't win/will win* a fortune in the lottery unless you buy a ticket.

**2 Complete the sentences with the first or second conditional.**

1 If he _____ (be) late, we _____ (have to) leave without him.
2 If I _____ (be) you, I _____ (buy) that computer.
3 If you _____ (come) this way, the doctor _____ (see) you now.
4 If I _____ (have) more money, I _____ (not be) here now.
5 Provided you _____ (study) hard, you _____ (pass) the exam.
6 I _____ (buy) a new Ferrari, if I _____ (win) the lottery.

**3 Tick the correct sentences. Correct the sentences with mistakes.**

1 I would sleep more peacefully, if the neighbours stop having parties late at night.
2 We hire a car to get to the hotel from the airport, unless the flight is delayed.
3 Babies usually only cry when they are hungry, thirsty or wet.
4 If she doesn't go on the excursion, I will either.
5 We definitely will cancel the beach party, unless it pours with rain.
6 If you weren't so stubborn, we wouldn't have so many massive rows.

# GIVING ADVICE

When giving advice or making recommendations, we can use the modal verb *should* + infinitive without *to*. For example:

*You should ask your tutor to read through your dissertation before you submit it.*

We can also use the following words and phrases to give advice and make recommendations. Pay attention to the grammatical structure of these words and phrases.

## *MIGHT WANT / LIKE + TO-* INFINITIVE

*You might want to book a table in advance as the restaurant can get very busy at weekends.*

## *MAKE SURE* + PRONOUN

*Make sure you take an umbrella with you. It's supposed to rain.*

## *OUGHT + TO-* INFINITIVE

*You ought to do more exercise.*

## *RECOMMEND* + VERB *-ING*

*I'd recommend writing a blog of your travel adventures.*

## *WOULD* + INFINITIVE WITHOUT *TO*

*I would speak to someone who has already taken the exam.*

## *HAD BETTER* + INFINITIVE WITHOUT *TO*

*You had better ask your boss for an extension to the deadline.*

## WHATEVER YOU DO

*Whatever you do, don't forget to turn your phone off before you go into the interview.*

### COMMON MISTAKES

Remember to include ***had*** or ***'d*** in the phrase ***had better***

*You'd / You had better start revising for your exam.*

***Had better*** is often used to warn someone or give strong advice. Use ***should*** when you want to be less strong with the advice you give.

*You're very good at drawing. You ~~had better~~ should study to be an artist.*

We use ***might not want to*** in negative situations.
We don't use ***could not***.

*You ~~could not~~ might not want to accept the job offer if the salary is low.*

We don't use the ***to*** + infinitive form after ***Why not***.
We can also use ***Why don't you***

*Why not ~~to~~ include a paragraph about the role of technology in education.*

*Why don't you include a paragraph about the role of technology in education.*

## PRACTICE

**1 Find and correct the mistake in each of the sentences below.**

1 I'd recommend to speak to your teacher about the problem.
2 He ought get more exercise otherwise he'll have health issues later in life.
3 You might want finding another person to go with you on the trip.
4 You had better to send your application in soon or you'll miss the deadline.
5 Make sure take you a jumper when you go out this afternoon.
6 I will delete this sentence from your essay if I were you.

**2 Choose the correct option in *italics*.**

1 You *had better/ought to* study physics at university. You're really good at it.
2 Whatever you do, *don't/not* cheat in your exam tomorrow.
3 You *could not/might not* want to go to the party if you're feeling unwell.
4 *Why not/Why not you* include a few images in your presentation.
5 *Make sure/Whatever you do,* you leave enough time at the end of the exam to check your answers.

# UNIT 4

## COUNTABLE AND UNCOUNTABLE NOUNS

Nouns can be either **countable** [C] or **uncountable** [U]. However, some nouns can be both countable [C] and uncountable [U], but with a difference in meaning:

*Most people claim that it's healthy to drink tea regularly.*
(uncountable, because it's tea in general)
*She ordered a tea with a slice of lemon.*
(countable, because it's a cup of tea)

*Preparing for a major exam is an enormous amount of work.*
(uncountable, because it's work in general)
*That sculpture is a famous work of art.*
(countable, because it's a particular work)

The grammar for countable nouns is different from the grammar for uncountable nouns.

### COUNTABLE NOUNS

- use *a* or *an* in the singular: *a firefighter, an accountant*
- can be made plural: *platform – platforms, portrait – portraits*
- use *some* and *any* in the plural: *some ponds, any replies*
- use *few* and *many* in the plural: *few mayors, many manufacturers*

### UNCOUNTABLE NOUNS

- do not use *a* or *an*
- cannot be made plural: *pollution, behaviour*
- use verbs in the singular: *The BBC news is independent.*
- use *some* and *any* in the singular: *Some student accommodation is available.* *He wasn't seeking any help or advice.*
- use *little* and *much* in the singular: *There was little information available on the website.*
- use other words to refer to a quantity: *I gave her **a piece of** advice about getting a bank loan.* *He wanted to borrow **a small amount of** money*

### SOME COMMON UNCOUNTABLE NOUNS IN ENGLISH

accommodation, advice, behaviour, cardboard, countryside, damage, equipment, experience, food, furniture, homework, housework, information, knowledge, luggage, media, music, newspaper, pollution, research, scenery, smoke, software, stuff, transport, work

### PRACTICE

**1 Tick the correct sentences. Correct the sentences with mistakes.**

1 The students finally found some suitable accommodations at a reasonable rent.
2 We were astonished to discover that the airline charged us extra for our luggages.
3 A pollution caused by plastic in the ocean is responsible for the death of marine life.
4 I usually reject an advice from my doctor.
5 The company's brochure contained little information about prices and delivery dates.
6 All of the paintings in the art gallery are extremely valuable work of art.

**2 Choose the correct option in *italics*.**

1 Many experts argue that it is not wise to drink *coffee/coffees* just before going to bed.
2 He considered going to the citizen's advice centre, but finally decided he didn't need to ask for *some/any* help.
3 There's a container for recycling *cardboards/cardboard* and waste *papers/paper* behind our block of flats.
4 Some of the news about the political situation *were/was* very upsetting.
5 The cost of the *equipment/equipments* needed to play golf *is/are* beyond the reach of most people.
6 The engineers were desperately struggling to repair the *damages/damage* caused to the bridge by the explosion.

# ARTICLES

## THE INDEFINITE ARTICLE

We use ***a*** or ***an***:

- with singular, countable nouns mentioned for the first time:
  ***A*** *new car loses ten percent of its value as soon as you drive it out of the showroom.*
- to talk about jobs:
  *My ambition is to become* ***a*** *surgeon.*

We do not use ***a*** or ***an*** with uncountable nouns or plural countable nouns:
*If you have knowledge and experience you have power.*
*More women than men gain top university degrees.*

We use ***an*** before words beginning with a vowel sound (including words with a silent 'h'):
*I've just downloaded* ***an*** *app, but I'm worried now about the security of my data.*
*Let's meet up in* ***an*** *hour.*

**Note:**

We don't use **an** when the letters 'u' or 'e' are pronounced with a 'y' sound:
*That Swiss army knife is a useful tool.*

## THE DEFINITE ARTICLE

***The*** is used:

- with things we have mentioned before, or when it's clear who or what we are referring to from the context:
  *Two experienced trainers – one for tennis and one for martial arts – have just joined* ***the*** *club.*
  ***The*** *tennis coach is from Spain and* ***the*** *Judo black belt is from Japan.*
  *Could you get me some detergent and some flour from* ***the*** *shop, please?* (i.e. the shop we always go to)
- when referring to particular things:
  *I love most sci-fi, but I don't like* ***the*** *science fiction written by that new, best-selling, American author.*
- with things which are unique:
  *Since I bought a telescope, I spend hours studying* ***the*** *sky at night.* ***The*** *moon and* ***the*** *stars fascinate me.*
- with adjectives to express groups:
  *In Europe,* ***the*** *wealthy are investing heavily in property, especially in second homes in coastal areas.*
- with nationalities:
  ***The*** *French tend to spend their summer holidays in their own country rather than travelling abroad.*
- with superlative adjectives: *The ferry from Staten Island to New York provides* ***the*** *cheapest service for commuters in the world. It's free!*

## PRACTICE

**1** **Complete the sentences with definite or indefinite articles.**

1 I heard _____ loud noise in _____ basement.
2 I think that _____ woman riding _____ bicycle is _____ member of _____ Dutch royal family.
3 We are looking for _____ apartment in _____ centre of _____ town.
4 What's _____ longest bridge in Europe?
5 _____ poor in many towns are having to feed themselves from food banks.
6 He's _____ university student in one of _____ most historic towns in Europe.

**2** **Choose the correct option in *italics*.**

1 Could you go to *the/a* chemist's and get my prescription?
2 The company has bought two new vehicles for its car fleet. *The/A* luxury, three-litre car is for *the/a* CEO and *the/a* Mini is for her assistant.
3 *The/A* French and *the/a* Welsh are very protective of their national languages.
4 *The/A* window in *the/a* sitting room is *the/a* largest in *the/a* whole house.
5 She's just been awarded *a/an* university degree in modern foreign languages.
6 *The/an/–* accommodation can be quite cheap in some parts of *the/an/–* Ireland.

UNIT 5

# PAST PERFECT SIMPLE AND CONTINUOUS

## THE PAST PERFECT SIMPLE: SUBJECT + *HAD* + PAST PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I'd read*** *her dissertation in a professional journal.* | ***She hadn't had*** *her packed lunch.* | ***Had*** *they* ***arrived*** *at the ice rink?* |

## THE PAST PERFECT CONTINUOUS: SUBJECT + *HAD BEEN* + PRESENT PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I'd been considering*** *all the possibilities.* | *She* ***hadn't been*** *to France before her trip to Paris.* | ***Had*** *they* ***been working*** *with you?* |

## PAST PERFECT SIMPLE

We use the past perfect simple to describe something which happened before a single event in the past:
*The police arrested him, even though he had not done anything illegal.*
*When he opened the safe, the top-secret documents had already disappeared.*
*The trainee pilot in the light aircraft took off before everybody had fastened their seatbelts.*

**Note:** We often use the past perfect simple with *already, just* and *never.*

## PAST PERFECT CONTINUOUS

We also use the past perfect continuous to describe something which happened before a single event in the past, but the continuous tense focuses on the length of time:
*She needed to start to do some very gentle exercise, because she'd been lying in bed for nearly a month after the operation on her spine.*
*It was nearly a year before his boss realised that he had been leaving the office early every Friday afternoon.*

## PRACTICE

**1** **Complete the sentences with the past perfect simple or continuous form of the verbs in brackets.**

1 We were furious, because we _____ (wait) for over five hours before the plane got permission to take off.
2 He _____ (cheat) for over a year in all his exams before one of the teachers finally found evidence to prove it.
3 The hurricane completely destroyed the cottage that they _____ (build) only a year ago.
4 I must have dropped the confidential documents that he _____ (hand) to me.
5 When they got home, they discovered that their baby sitter _____ (already put) their toddler to bed.
6 When I finally reached the end of the queue, I found out that my colleague _____ (pick up) the tickets an hour earlier.

**2** **Complete the sentences with the past perfect simple or continuous form of the verbs in brackets.**

1 The waiter, who was under a lot of pressure, brought a fruit drink that I _____ (not order).
2 I had enormous difficulty recalling the complex password I _____ (commit) to memory the previous night.
3 The children excitedly collected the nuts that _____ (fall) from the trees.
4 She _____ (ride) her pony all afternoon when we glimpsed her briefly as she went into the wood.
5 I _____ (watch) the programme every week for nearly two months, but to my horror I had to miss the last episode.
6 She _____ (live) in London all her life and was reluctant to move, even when she got married.

# UNIT 6

# PREPOSITIONS

## AT

We use *at*:

- when we think of a place as a point, not an area (including at home, at school, at work, at university):
  *The delivery man is at the back door.*
  *The cars were waiting at the barrier.*
- to talk about an event with a number of people:
  *We'll both be at the reception this evening.*
  *The students were at the seminar about virtual reality.*

## IN

We use *in*:

- when we think of a place as an area or space:
  *He had his workshop in the basement of his house.*
  *The headquarters of the company are located in Silicon Valley.*
  *Many British criminals try to escape the law by living in villas in the south of Spain.*
- for cars and taxis:
  *He spent two hours in a taxi because of the rush hour.*
  *I keep up to date with the news by listening to the radio in the car.*
- normally with in class, in hospital, in prison, in court:
  *My partner is still in hospital after the accident in the warehouse at work.*
  *He defended his client in court.*
- with people or things which form lines:
  *She was prepared to wait in a queue for hours for a bargain.*
- for the world:
  *There's a lot of competition between Dubai and Saudi Arabia to construct the tallest building in the world.*

## ON

We use *on*:

- to talk about a position in contact with a surface:
  *They posted announcements on the walls of the building.*
  *The frying pan is on the cooker.*
  *She was relaxing on the terrace all afternoon.*
- with border, coast, road to, the outskirts of, the edge of, the way to/from, etc:
  *On the border between France and Germany, there was a bakery selling typical bread and pastry.*
- with means of transport apart from cars and taxis:
  *The wind demolished the sail on our yacht.*
- for technology:
  *He denies that he spends hours on the phone.*
  *I rediscovered a friend from school on Facebook.*
- with left and right:
  *There was a sharp bend in the road on the left.*
  *Can you see the man in shorts leaning against the door over there on your right?*

## PRACTICE

**1 Complete the sentences with the correct preposition.**

1 In old spy films they often exchanged prisoners _____ the border.
2 Over two hundred guests were _____ the wedding reception.
3 He kept all his rubbish _____ his attic rather than getting rid of it.
4 Their head office is _____ a prestigious part of the capital.
5 The criminals who burgled my flat will be _____ court tomorrow.
6 We played football all day _____ the new pitch.

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 They waited patiently on the back door for him to come back.
2 They had to wait all afternoon at the queue for the opera tickets.
3 That snake is reputed to be the most poisonous on the world.
4 All the cutlery is on the tray ready to be carried into the dining room.
5 He used to own a luxury villa on the outskirts of that medieval town.
6 The facilities in that cruise ship are incredible.

**3 Choose the correct preposition in *italics*.**

1 There are lots of fortified castles *on/in/at* the border between Spain and Portugal.
2 A lot of children are failing to achieve at school because they are spending too much time *on/in/at* their phones.
3 He damaged his car quite badly because he didn't see the vehicle parked *on/in/at* the left until too late.
4 I saw several old friends and acquaintances *on/in/at* the festival.
5 I didn't set out early enough and got stuck *on/in/at* a traffic jam *on/in/at* the M25 ring road.
6 The last time I saw that talented young actor was on the stage *on/in/at* the Royal Shakespeare Theatre.

# RELATIVE PRONOUNS AND RELATIVE CLAUSES

A clause is a group of words containing a subject and a verb in a tense which form a sentence or part of a sentence.
Relative clauses start with these relative pronouns:
*who, which, that, whose, where, when* and *why*.

## DEFINING RELATIVE CLAUSES

- Relative clauses which tell us which particular person or thing the speaker is talking about are called defining relative clauses. They give essential information:
  *The optician who tested my eyes is my cousin.*
  The relative clause tells us which optician we are talking about.

## NON-DEFINING RELATIVE CLAUSES

- Relative clauses which give us extra information are called non-defining relative clauses:
  *My cousin is an optician, who is a member of your golf club.*
  We already know which optician (it's my cousin); *who is a member of your golf club* does not tell us which optician we are talking about; it just adds extra information.
  There are differences in grammar:

| ***DEFINING RELATIVE CLAUSES ...*** | ***NON-DEFINING RELATIVE CLAUSES ...*** |
|---|---|
| don't have commas<br>use the following relative pronouns:<br>*who, which, whose, where, when* and *why*<br>can use *that* instead of *who* or *which*.<br>*Who, which* or *that* can be omitted when they are the object of the clause:<br>*The eye drops (–/which/that) the optician gave me should be used twice a day.* | use commas (or pauses in spoken English)<br>use the following relative pronouns:<br>*who, which, whose, where* and *when*<br>don't use *that*.<br>The relative pronoun cannot be omitted. |

## PRACTICE

**1 Choose the correct relative pronoun.**

1 Vienna, *which/where/whose* is the capital of Austria, is a city famous for its history and culture.
2 Melanie, *who/whose/which* mother is from Kyoto, speaks English and Japanese fluently.
3 This phone, *who/which/where* I bought on holiday, takes absolutely superb photos.
4 Buckingham Palace, *which/where/whose* members of the British royal family live, is located in the centre of London.
5 Ms Wilde, *who/which/where* is my physics teacher, is going to retire in the near future.
6 The film star Russell Crowe, *which/who/whose* has starred in numerous successful films, was born in New Zealand.

**2 Complete the sentences with a relative pronoun.**

1 The abstract painting _____ was damaged by yesterday's fire is being repaired.
2 The place _____ the lorry had been abandoned was a pedestrian precinct.
3 The reason _____ I came here early this morning is not of any significance.
4 The doctor _____ I was hoping to see wasn't on duty when I arrived at the medical centre.
5 The woman _____ spoke at the meeting was very knowledgeable.
6 That's the owner _____ vicious dog ferociously attacked the postman.

# UNIT 7

# WISH, IF ONLY AND HOPE

## WISH, IF ONLY

- We use *wish / if only* + past simple to say we would like a present situation to be different:
  *I wish I lived in a villa overlooking the sea.* (I don't live in a villa overlooking the sea now.)
  *If only it was the end of the summer term!* (But it isn't – it's the middle of the summer term.)
  **Note**: This use of *wish / if only* is similar to the second conditional, as it uses a past tense to refer to something which is contrary to the facts in the present.
- We use *wish / if only* + *would* to say if we want:
  - something to happen:
    *I wish that terrible noise would stop.* (I can't make it stop and I want it to stop.)
  - someone to start doing something they don't do:
    *If only you'd stop wasting my precious time!*
  - someone to stop doing something which annoys us:
    If only friends wouldn't keep asking me to go out when I'm trying to revise!
- We use *wish / if only* + past perfect to talk about things which we are unhappy about which happened in the past:
  *He wishes he had completed the project by the deadline.* (He didn't complete the project by the deadline – perhaps if he had completed it, he would have been promoted.)
  **Note**: This use of *wish / if only* is similar to the third conditional, i.e. it uses a past perfect tense to refer to something which is contrary to the facts in the past.
- *If only* means 'I wish'. When talking about other people, we use *he wishes, they wish,* etc. We use *if only* when we feel something very strongly. Otherwise we use *I wish.*

## HOPE

- We use hope when we want something to happen or to be true, and usually have a good reason to think that it might:
  *I hope you make lots of friends when you are abroad.*
  *She hopes her parents will enjoy themselves on their world cruise.*
  **Note**: We use hope + present/future tense with a future meaning, especially when the subject of the two clauses is different, i.e. I and you in ***I*** *hope you make lots of friends when* ***you*** *are abroad.*
- We often use *hope* + infinitive when there is only one subject to the sentence:
  *She hopes to work in the field of entertainment after college.*
- We can use *hope* when we want something to be true about the past, but we don't know if it is true:
  *I hope you had a brilliant honeymoon.* (But I don't know if you had a brilliant honeymoon.)

## PRACTICE

**1 Complete the sentences with verbs in the simple past or with *would*.**

1 I wish I _____ (had) a really well-paid job in the tech industry.
2 If only I _____ (can) meet some people who are more motivating.
3 I wish that tap in the kitchen _____ (stop) dripping. It's driving me crazy!
4 If only he _____ (start) being more responsible.
5 I wish I _____ (weigh) a little bit less.
6 If only my mother _____ (not keep) texting me asking if I'm alright.

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 He wishes he has chosen to do a different course at college.
2 I hope you made lots of money when you start your new business.
3 They really hope their children will behave well at school next term.
4 He hopes get a job in the field of entertainment after college.
5 We all hope you had managed to get a visa for your trip to the USA.
6 He hopes he will have success with his job application.

## THIRD CONDITIONAL

We use the third conditional to talk about:

- something which did not happen in the past and its results, which are imaginary.
  *If you had texted me yesterday, I would not have forgotten that I had an appointment at the hospital.* (You didn't text me yesterday and I forgot I had an appointment at the hospital.)
  *If he hadn't jumped out of the way of the speeding car, it would have run him over.* (He jumped out of the way of the speeding car, so it didn't run him over.)

Notes

- We can contract the third conditional as follows:
  *If you'd texted me yesterday, I wouldn't have forgotten that I had an appointment at the hospital.*
- We can use *could* and *might* instead of *would*:
  *If I had revised better for the exam, I could have passed it.* (I had the ability to pass the exam, but I didn't pass it, because I didn't revise well enough.)
  *If the temperature had been slightly higher, we might have had a picnic in the countryside.* (The picnic was a possibility.)
  *If the temperature had been slightly higher, we would have had a picnic in the countryside.* (The picnic was a certainty.)

## MIXED CONDITIONALS

- When we want to use a conditional sentence to talk about both the past and the present, we can use the second conditional in one part of the sentence and third conditional in the other:
  *If the cost of even the cheapest seats wasn't so high* (2nd conditional, present time), *we'd have gone to see the opera* (3rd conditional, past time).
  The cost of even the cheapest seats is high and that is why the speaker didn't go to see the opera.
  *If the runner hadn't collapsed fifty metres from the finishing line* (3rd conditional, past time), *she would be the winner* (2nd conditional, present time).
  The runner collapsed fifty metres from the finishing line and that is why she isn't the winner.
  **Note**: You cannot use zero or first conditionals in mixed conditional sentences.

## PRACTICE

**1 Choose the correct verb tense.**

1 If the bank _____ to give me a loan, I wouldn't have bought that expensive motorbike.
**A** didn't agree **B** doesn't agree **C** hadn't agreed

2 I wouldn't have stayed at that luxury resort, if you _____ it to me.
**A** didn't recommend **B** don't recommend **C** hadn't recommended

3 She would have been seriously injured in that multiple car crash if she _____ her seat belt.
**A** wouldn't wear **B** didn't wear **C** hadn't worn

4 If you _____ for my support, I would have willingly helped you in any way I could.
**A** had asked **B** asked **C** ask

5 I would have been extremely disappointed, if you _____ with us on holiday.
**A** don't come **B** hadn't come **C** wouldn't have come

6 If he _____ rushing to take his pregnant wife to the maternity clinic, he wouldn't have driven through the traffic light on red.
**A** wasn't **B** hadn't been **C** wouldn't be

**2 Complete the third conditional sentences with the verbs in brackets.**

1 If you _____ (not / arrive) late at the check-in desk, we _____ (not / miss) our international flight.
2 If they _____ (go) to bed at a reasonable time, they _____ (not / wake up) so late.
3 If she _____ (enrol) in the advanced course at art school, she _____ (might get) that fabulous job as a fashion designer.
4 If you _____ (be) born in that part of Switzerland, you probably _____ (learn) to speak three languages.
5 If he _____ (not go) on that coach trip round Europe, he _____ (never meet) his future wife.
6 She _____ (catch) a taxi from the railway station, if she _____ (have) enough money.

# UNIT 8

## DIRECT AND INDIRECT OBJECTS

The object of a sentence normally comes after the verb. It is the person or thing which is affected by the verb.

*Sarah wrote a letter.*

In the sentence above, *a letter* is the object. There are two different types of object in English, a direct object and an indirect object. A direct object shows who or what the action of the verb affects.

*James bought a new computer game.*

In the sentence above, *a new computer game* is the direct object. An indirect object is usually a person or animal and is the recipient of or is affected by the direct object.

*James bought his brother a new computer game.*

In the sentence above, *his brother* is the indirect object. The indirect object always comes before the direct object in a sentence.

~~James bought a new computer game his brother.~~

The exception to this rule is when we use *to* or *for*.

*James bought a new computer game for his brother.*

*Sarah wrote a letter to her friend.*

In the sentences above, the direct object comes first, followed by the indirect object.

The following verbs often take a direct and indirect object with *to*:

bring give lend offer owe show teach tell write

*Lucas wrote an email to his cousin.*

*Louisa gave a presentation to the class.*

The following verbs often take a direct and indirect object with *for*:

buy find get make order save

*Maria bought a new jumper for her husband.*

*Simon ordered a new computer for his son.*

## PRACTICE

**1 Rewrite the sentences using *to* or *for***

1 I've just bought my brother a new computer.

2 I lent my friend my new phone and she broke it!

3 They offered her the role of assistant at the company.

4 I ordered my wife the new Taylor Swift album.

5 I made my sister a cake for her birthday.

6 I will bring her some flowers when I visit next week.

7 I found her a new dress in the end-of-season sales.

8 I would like to show them the photographs from our honeymoon.

# MODALS OF SPECULATION AND DEDUCTION

To make speculations or deductions, we use *must, might* and *can't.*

In the **present**, we use:

- **must** to say that we are sure that something is true :
  *The letter must be from Simon because that's his handwriting.*
- **might / may / could** to say that we think that something is true but we're not sure.
  *The workers might go on strike soon because they're unhappy with their salary.*
- **can't** to say that we are sure that something is not true.
  *Sarah can't be a vegetarian because she ate a kebab with me yesterday.*
  Note that *could* means the same as *might* or *may* but *couldn't* has a different meaning to *might not* and *may not.*
  *They may / might not be at home.*
  ~~*They couldn't be at home.*~~
  We can also use these modal verbs in the present continuous form to talk about a situation we think is happening now.
  *Daniel might be working at the moment.*

In the **past**, we use:

- **must have + past participle** to say that we are sure that something is true :
  *He must have left early because his car isn't here.*
- **might / may / could have + past participle** to say that we think that something is true but we're not sure.
  *Lucy wasn't feeling very well this morning so she might have gone home.*
- **can't have + past participle** to say that we are sure that something is not true.
  *Paulo can't have gone shopping because he's left his wallet on the table.*

## PRACTICE

**1 Complete the dialogues with a modal verb and the correct form of the verb in brackets.**

1 **A:** I think I saw Charlotte at the supermarket today.
  **B:** It _____ (be) her. She's in Italy at the moment.
2 **A:** I feel really sleepy.
  **B:** You _____ (be) tired. You've only just woken up!
3 **A:** I don't know where Eleonore and Camilla are.
  **B:** They _____ (go) to the cinema but I'm not sure.
4 **A:** Sarah looks really stressed.
  **B:** She _____ (revise) for her exams at the moment. They start next week.
5 **A:** I can't find my keys anywhere.
  **B:** Let's ask reception. Someone _____ (hand) them in.
6 **A:** Someone's at the door.
  **B:** It _____ (be) Joe. He said he was going to come round.

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 My feet can't have grown because my shoes don't fit me anymore.
2 I can't find my watch anywhere. I must have leave it at the gym.
3 They're not answering their phone. They couldn't be at home.
4 They might have changed the date of the presentation but I'm not sure.
5 There's a strange smell coming from the fridge. The milk must be gone off.
6 The burglars can't have climbed through the window of the flat. It is on the 18th floor.
7 My door to my flat was unlocked. I must have forgot to lock it.

# UNIT 9

# FUTURE FORMS (WILL, BE GOING TO)

## THE FUTURE WITH *WILL*

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I'll call*** *the restaurant now and make a reservation.* | *Unfortunately,* ***I won't be able to come*** *to the party tonight.* | ***Will you be*** *there on Saturday?* |

The future with ***be going to***

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I'm going to buy*** *a new car at the weekend.* | ***They're not going to arrive*** *until later this afternoon.* | ***Are you going*** *to the cinema later?* |

The future with ***will***

1 We use *will* to talk about decisions made at the time of speaking.
*This room is very untidy. I will clean it this afternoon.*

2 We use *will* to make predictions about the future. These sentences often include words and phrases such as *I think, probably, in all probability, It's likely that, there is little prospect that*
*I think there will be driverless cars on the roads in the future.*
*It's likely that people will live on Mars at some point in the future.*

## THE FUTURE WITH *BE GOING TO*

1 We use *be going to* to talk about future actions that have already been decided.
*We're going to stay with my cousin. We arranged it last week.*

2 *Gonna* is often used instead of *going to* in spoken, informal English.
*I'm gonna try and get in touch with him tomorrow.*

## BOUND TO

We use *bound to* to say that something is almost certain to happen in the future.
*Engineers are bound to develop a mobile phone that can be fully charged in ten minutes.*

## PRACTICE

**1 Complete the sentences with the correct form of *be going to* and a verb from the box.**

apply order see visit watch write

1 They _____ a pizza for dinner tonight.
2 _____ the new James Bond film at the weekend?
3 I _____ for a job at the local zoo during the semester break.
4 We _____ her in concert anymore as they've cancelled the show.
5 Susan and Alison _____ their sister in Canada next week.
6 I _____ a letter of complaint about the service at the restaurant.

**2 Change the meaning of the second sentence so that it has a similar meaning to the first. You must use the word in capital letters. Write between three and five words.**

1 I don't think that Martin will pass his exams.
**UNLIKELY**
It _____
pass his exams.

2 I'm almost certain that scientists will discover a cure for the common cold.
**BOUND**
Scientists _____
a cure for the common cold.

3 We are staying with my sister when we visit her next week.
**GOING**
We _____
with my sister when we visit her next week.

4 I think it's very unlikely that people will stop using social media in the future.
**PROSPECT**
There _____
that people will stop using social media in the future.

# FUTURE PERFECT, FUTURE CONTINUOUS

## FUTURE CONTINUOUS: *WILL BE* + VERB *-ING*

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I will be flying*** *to Thailand this time next week.* | ***I won't be staying*** with you when I visit next week. | ***Will you be joining*** *us for the conference next week?* |

## FUTURE PERFECT SIMPLE: *WILL HAVE* + PAST PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I will have left*** *by the time you read this note.* | ***She won't have finished the project*** *by next week, in my opinion.* | ***Will you have had*** *breakfast by the time I arrive?* |

## FUTURE PERFECT CONTINUOUS: *WILL HAVE BEEN* + PRESENT PARTICIPLE

| POSITIVE | NEGATIVE | QUESTION |
|---|---|---|
| ***I will have been working*** *here for ten years by 2022.* | ***She won't have been waiting*** *for more than ten minutes, by the time we get there.* | ***Will they really have been learning*** *English for five years, when they take the exam?* |

We use the future continuous to talk about actions and events that will be in progress at a particular time in the future.

We also use the future continuous to talk about something that we think is happening at the time of speaking. For example:

*Elizabeth will be having dinner now so there's no point calling her.*

The future continuous can also be used in the question form to ask politely for information about the future.

*Will Sarah be joining us for dinner tonight?*

We use both the future perfect simple and the future perfect continuous to project ourselves forward in time and to look back. The future perfect simple tense refers to a completed action in the future and the future perfect continuous refers to events or actions that are currently unfinished, but will be finished at some future time. Both tenses are usually used with time expressions.

| FUTURE PERFECT SIMPLE | FUTURE PERFECT CONTINUOUS |
|---|---|
| refers to a completed action in the future.<br>*Hurry up, or the concert will have started by the time we get there.*<br>*She will have eaten all her sandwiches by the time she gets to the top of the hill.*<br>*They will have finished the new road by this time next month.* | refers to actions that are currently unfinished but will be finished in the future:<br>*At six o'clock, we will have been waiting for the bus for half an hour.*<br>*She will be exhausted when she gets home because she will have been running for over two hours.*<br>*They will have been building that road for over a year by the time it's finished.* |

## PRACTICE

**1** **Choose the correct option to complete the sentences.**

1 By the time I'm 65 years old, I will *be stopping/have stopped* working.
2 This time next week, we will *be sitting/have sat* on a beach in the Maldives.
3 Will you *be coming/have come* to my birthday party next week?
4 Hopefully, I will *be having/have had* the chance to travel around South America by the time I'm forty years old.
5 There's no point phoning them now as they'll *be watching/have watched* the final
6 I will *be finishing/have finished* the report in time for the meeting tomorrow.

**2** **Complete the sentences with the future perfect simple or continuous form of the verbs in brackets.**

1 By the end of the next decade most people in America _____ (drive) hybrid cars for years.
2 Next week my best friends _____ (be) married for a year.
3 I _____ (live) in London for nearly two years when I finish my training course.
4 Next month Sylvia _____ (work) here for 20 years, so she can answer all your questions.
5 I think they _____ (reach) their hotel by now.
6 My grandfather _____ (retire) by the end of the year at the age of 75!
7 I bet there will be some great food at the party. My mum _____ (cook) all day.
8 How long _____ (study) when you finally get your master's degree?
9 Next week we _____ (know) each other for exactly ten years. We should celebrate!
10 How much do you think you _____ (earn) by the end of the year?

**3** **Tick the correct sentences. Correct the sentences with mistakes.**

1 By the end of the day, I will have been learning all the new words on that list.
2 This time tomorrow we will have been working here for exactly a month.
3 Sorry, I'm late. How long have you waited for me?
4 I think she will have been playing tennis all morning, so she'll be pretty tired.
5 By the time we get home we will have been walking 20 miles. That's quite impressive!
6 They will have travelled all day so they'll want to go to bed early.

# UNIT 10

## CAUSATIVES

- We use ***have/get* + something + *done*** (*cleaned/fixed/made/repaired* etc.), when we ask someone else to do something for us:
  *I've just had my car serviced.* (i.e. Someone has serviced my car.)
- *get* is less formal than *have*:
  *I usually get my car washed at the weekend.*
  *We have just got the week's shopping delivered from the supermarket.*
- It's not usually necessary to say who did it for us, but it is possible:
  *I'm going to get the light fixed by an electrician.*
- *have/get + something + done* can be used in any tense or form:
  *I'm going to get the trouser bottoms of my new suit shortened for the interview.*
- We can also use this structure with *have* to say we have been the victim of something:
  *I had my passport and driving licence stolen while I was travelling on the underground.*

### PRACTICE

**1** **Complete the sentences with the correct form of *have* or *get*.**

1 I've just _____ my hair styled at that new salon near the station.
2 We have just _____ a supply of logs delivered for the wood burner.
3 I'm going to _____ my suit dry cleaned for the wedding.
4 She _____ her handbag stolen while she was on the bus.
5 The police _____ to treat all members of the public fairly.
6 She _____ her son to do his homework by giving him pocket money.

## CAUSATIVE VERBS

In addition to *have*, we can also use other causative verbs to express the idea that something is caused by something else or that something or someone causes something else to happen. Some of the most common causative verbs are *let, make, help* and *get*. Notice how the structure of the sentence changes slightly depending on the causative verb used.

*My parents **let me stay up** to watch the end of the film.*
*I broke a glass statue in the shop and they **made me buy** it.*
*My friend **helped me (to) write** my essay.*
*I usually **get my brother to read** through my presentations before I deliver them.*

### PRACTICE

**1** **Correct the mistakes in the sentences below.**

1 My friends made myself sit through the whole film even though it wasn't very good.
2 I can never get my sister come to the dentist with me. She really hates going there.
3 The shop assistants are really helpful. They always help me to finding the right clothes.
4 It's not unusual for my boss to let me to finish work early provided that I've completed all my tasks.
5 I always find it difficult to get more than ten people like my social media posts.
6 Even though we had priority boarding, they still made we queue up with the other passengers.
7 Getting my children do their homework is something that I find really challenging.
8 If he had helped us for solve the computer issue, we would have handed the report over on time.

# ADJECTIVES WITH -ING AND -ED

People often confuse adjectives that end in *-ed*, like ***bored*** or ***excited***, with adjectives that end in *-ing*, for example, ***boring*** or ***exciting***.

The difference is that:

- adjectives that end in *-ed* describe emotions – they tell us how people feel about something.
  *Did you see that video about spiders? Yes, I was **terrified** by it.*
- adjectives that end in *-ing* describe the thing that produces the feeling.
  *I watched a **terrifying** video about spiders on YouTube.*

## SPELLING CHANGES WHEN ADDING *-ED* AND *-ING*

***-ed***

If the base word ends in an 'e', just add 'd':

surprise → surprised  amuse → amused

***-ing***

If the base word ends in an 'e', remove the 'e' and add 'ing':

surprise → surprising  amuse → amusing

## PRACTICE

**1 Choose the correct adjective.**

1 I was *fascinated/fascinating* by the presentation.
2 He was *irritated/irritating* to meet Milly in town after they had had an argument.
3 She talks a lot about the time she worked in a circus. She's so *amused/amusing*.
4 You look *exhausted/exhausting*. Why don't you lie down for a bit?
5 Feeling *tired/tiring* and *depressed/depressing*, she phoned her best friend for a chat.
6 I really can't eat this! It smells *disgusting/disgusted*! What is it?

**2 Complete the sentences with the correct form of the adjectives.**

1 The plot of the story was really interesting and the characters were very _____ (appeal).
2 I could listen to her all night. She's one of the most _____ (fascinate) people I know.
3 Although some people are not directly _____ (involve) in education, they can still be very influential.
4 Put your notebook down and listen. I've got some _____ (astonish) news for you.
5 His parents were very _____ (dissatisfy) by his result in the test.
6 She's got the _____ (irritate) habit of speaking with her mouth full.
7 Children! Your behaviour is _____ (disgust)! Don't eat without washing your hands!
8 The new Professor of Politics is very _____ (prejudice). Very few students attend his lectures.

# UNIT 11

## REPORTED SPEECH

We change tenses in reported speech. If the reporting verb (*said, told, admitted, warned,* etc.) is in the past, we tend to change the original verb to a past form as well. Here are some changes we make:

| | ***DIRECT SPEECH*** | ***REPORTED SPEECH*** |
|---|---|---|
| present simple → past simple | *'I am a sales representative for a steel company.'* | *She said she was a sales representative for a steel company.* |
| present continuous → past continuous | *'I'm filing this correspondence.'* | *He said he was filing the correspondence.* |
| present perfect → past perfect | *'I've tried eating insects in Asia.'* | *She said she had tried eating insects in Asia.* |
| past simple → past perfect | *'I missed the last flight.'* | *He told me he had missed the last flight.* |
| *will → would* | *'I'll reply to your email tomorrow.'* | *She promised she would reply to my email tomorrow.* |

Modal verbs change in the following way:

| | | |
|---|---|---|
| *can → could* | *'I can gently jog for long periods, but I can't run fast.'* | *She said she could gently jog for long periods, but she couldn't run fast.* |
| *may → might* | *'I may let you use the calculators to solve the problems later.'* | *The teacher suggested he might let us use the calculators to solve the problems later.* |
| *must → had to* | *'I must sort out my financial difficulty.'* | *She said she had to sort out her financial difficulty.* |

We do **not** change:

- modal verbs *could, would, should, might, ought to* and *used to* in reported speech:
  *'I would prefer to have two starters rather than a main course.'* → *She said she would prefer to have two starters rather than a main course.*
- must when it's negative:
  *'You mustn't open the files relating to the new product launch.'* → *Her boss told her she mustn't open the files relating to the new product launch.*
- must when it expresses a deduction:
  *'The candidates must still be waiting in reception.'* → *She said that the candidates must still be waiting in reception.*

**Note**: If the reporting verb is in a present tense, no tense changes are necessary:
*'I'll help you when you move into your new flat.'* → *She says she'll help me when I move into my new flat.*

## QUESTIONS IN REPORTED SPEECH.

- We change the word order in the question to the same as a normal sentence.
- We make the same tense changes as in reported speech (see above).
- We use the same question words (*when, how,* etc.).
- We use a full stop (.), not a question mark (?).
  *'How long have you been working in the marketing department?'* → *She asked me how long I had been working in the marketing department.*
  'When can I interview you?' → *The researcher asked the students when he could interview them.*
- We do not use the auxiliary verbs do, does and did; the question has the same form as a normal sentence:
  *'What time do you take a coffee break?'* → *The new employee asked what time we took a coffee break.*
- We use *if* or *whether* with Yes/No questions:
  *'Can I wear casual clothes at the presentation tomorrow ?'* → *He wanted to know whether he could wear casual clothes at the presentation the following day.*
- We often use these verbs and phrases to introduce reported questions: *ask, wonder, want to know, enquire.*

## PRONOUN, ADJECTIVE AND ADVERB CHANGES IN REPORTED SPEECH

We usually make the following changes:

| | | |
|---|---|---|
| *you* → *he/she/they* | *'I warned **you** earlier.'* | *He said he had warned **her** earlier.* |
| *your* → *his/her/their*<br>*our* → their | *'I noticed **your** grammar mistake earlier.'* | *He mentioned that he had noticed **her** grammar mistake earlier.* |
| *this/that*<br>(as pronouns) → *it* | *'You should erase **this** from your memory.'* | *She told him he should erase **it** from his memory.* |
| *this/that/these/those* + noun → *the* + noun | *'**This** report is very detailed.'* | *She told him **the** report was very detailed.* |

Remember that references to times also need to change in reported speech:
*'I delivered the package this morning.'* → *She said she had delivered the package that morning.*

Other changes include:

| | | |
|---|---|---|
| present reference | *today*<br>*this week/month/year* | *that day*<br>*that week/month/year* |
| future reference | *tomorrow*<br>*next week/month/year* | *the next /the following day*<br>*the next / the following week/month/year* |
| past reference | *yesterday*<br>*last week/month/year* | *the day before* OR *the previous day*<br>*the previous week/month/year*<br>OR *the week/month/year before* |

Descriptions of place also frequently change:
*'Did the courier service deliver the package here?'* → *He asked if the courier service had delivered the package there.*

## PRACTICE

**1 Complete the reported speech with the verbs in the correct tense and any other words necessary.**

1 'I work in the human resources department.' → She said she _____ in the human resources department.
2 'I'm having a late breakfast.' → He phoned to say that he _____ a late breakfast.
3 'I've never done anything adventurous or dangerous.' → He wrote to tell me that he _____ anything adventurous or dangerous.
4 'I got food poisoning from the fish I ate.' → She suggested that she _____ food poisoning from the fish she _____.
5 'I'll ring as soon as I wake up.' → She promised that _____ as soon as she _____.
6 I can speak and understand Chinese but I can't write it.' → He told me that he _____ speak and understand Chinese but that he _____ write it.

**2 Choose the correct option, A or B.**

1 She shouted that she _____ into the river from the top of the cliff.
**A** could jump **B** can jump

2 The waiter said that he _____ an extra portion of cheesecake, if we wanted it.
**A** might bring **B** may bring

3 She whispered that she _____ pay the bill.
**A** can't **B** couldn't

4 She told them that they _____ better in the tests this year.
**A** must do **B** had to do

5 She stated that she _____ to travel by ferry rather than by plane.
**A** would prefer **B** will prefer

6 The lecturer told the students they _____ at the exam questions until ten o'clock exactly.
**A** mustn't look **B** had not to look

**3 Complete the sentences in reported speech. Pay particular attention to the correct pronouns, adjectives and adverbs.**

1 'Martin, I gave you clear instructions about what to do yesterday.'
He told Martin that he had _____

2 'Cynthia, we discovered your missing sports gear in the washing machine this morning.'
They told Cynthia that _____

3 'What project are you working on tomorrow, Jack?'
I asked Jack what project _____

4 'Tom, your essay is extremely confusing.'
The lecturer told Tom that _____

5 'What did you do yesterday, Maria?'
He asked Maria what _____

6 'Have you noticed any of my belongings here?'
He asked if she _____

# UNIT 12

# EXPRESSING OBLIGATION AND PERMISSION

## OBLIGATION – *MUST* AND *HAVE TO*

- We can often use *must* and *have to* without any difference in meaning:
  *Surgeons have to / must perform operations conscientiously and professionally to ensure their patients make a swift recovery.*
- We use *must* + infinitive without *to* in the present tense. For other tenses, we use *have to* + infinitive:
  *I'd love to go on an adventure holiday, but I'll have to save up enough money first.*
  *In order to get a tourist visa for the USA, I had to fill in an online application form and make an online payment.*
- We use *have to* more often in questions:
  *Do we have to complete all sections in the survey?*
- We use *must* for a goal (or an obligation) that we give ourselves:
  *I must make a bigger effort to meet the targets I set myself.*
- We use *have to* when the obligation comes from someone else:
  *My manager has just handed me a list of jobs that I have to complete by Friday at the latest.*
- We use *must* for strong advice:
  *You must be extremely attentive when you start learning how to handle birds of prey.*

## OTHER WAYS OF EXPRESSING OBLIGATION

- We use *be supposed to* + infinitive to talk about an obligation which is different from what really happens:
  *We're supposed to do circuit training for two hours a day.* (But most people do much less.)
  *Aren't you supposed to be doing group work now?* (i.e. not chatting with friends over coffee)
- We use *should* + infinitive without *to* to talk about the right thing to do, but which is different from what really happens:
  *You should always use your own words when you write an essay, not copy texts you have found on the internet.*
- The past of *should* is *should have* + past participle:
  *You shouldn't have answered that question in only 150 words!*
- We can use *ought to* to mean 'should':
  *In some cultures, young people are taught that they ought to be especially respectful towards older people.*

## PERMISSION

- To express permission, we use *can* (past *could*), *let*, *allowed to* and *may* (past *was/were allowed to*).
  *You can drive to college, but you must park your vehicles in the spaces allocated to students.*
  *Am I allowed to use my student identity card to get reduced fares on public transport?*
  *She let him copy her notes before the exam.*
- We use *may* in formal situations:
  *You may go and wait outside the interview room when you have completed the questionnaire.*
- To say that there is no obligation, or it's not necessary, we use: *don't have to, don't need to* and *needn't*:
  *You don't have to take your shoes off, if you don't want to, but it is expected when you are invited into most homes in Sweden.*
  *You needn't wear a suit and tie for this job, but it's important to dress smartly.*
- *I didn't need to* means 'It wasn't necessary and I didn't do it'; *I needn't have* means 'It wasn't necessary but I did it':
  I didn't need to read the novel to find out about the plot of the story because I'd already seen the film.
  You needn't have bothered to bring a present, but thanks very much anyway. It's much appreciated.

## PRACTICE

**1 Choose the correct verb in *italics*.**

1 Do we *have to/must* leave now?
2 I *must/have* try to modify my behaviour and be more punctual.
3 The police warned me that I *might/must* never drive without insurance again.
4 We're *supposed to/should* follow all of the club rules.
5 You *should/supposed to* never cheat in an exam or copy other students' homework.
6 In my country, men accept that they *may/ought* to offer their seat to women in public transport.
7 You *can/must* buy lunch in the canteen or bring a sandwich if you prefer.

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 You are not let to park in front of the entrance.
2 The teacher allowed them to use calculators in the maths test.
3 You may leave the room when you have finished the exam.
4 I wish I hadn't put a coat on. I didn't need to do as now I'm too hot.
5 You needn't wear casual clothes on 'dress-down Friday', but most people do.
6 I needn't have bothered to buy a return ticket because my friend offered me a lift home.

# EXPRESSING ABILITY

To say someone has an ability, we use *can, can't, could, couldn't,* and *be able to.*

In the **present**, we use:

- *can* or *am/is/are able to* to express ability:
  *That athlete can run at a steady pace over long distances, but she can't sprint on the last lap.*
- *can't* or *am not/isn't/aren't able to* for things which are not possible:
  *The bank manager isn't able to discuss your loan today, but is able to see you tomorrow morning.*

**Note**: We usually use *can* and *can't* when speaking because they are shorter and less formal than *able to.*

In the **past**, we use:

- *could,* but only when speaking in general:
  *When she was at primary school , she could recite several lengthy poems off by heart.* (NOT ~~was able to recite~~ several lengthy poems off by heart.)
- *was/were able to* when speaking about one particular occasion when someone succeeded in doing something:
  *When the waiter brought the bill, I realised that I didn't have enough cash on me to pay, but I was able to ring a friend who came and paid it.* (NOT ~~I could ring~~ a friend who came and paid it.)
- *couldn't* and *wasn't/weren't able to* when speaking in general and also when speaking about one particular occasion:
  *I wasn't able to / couldn't calculate the exact dimensions of the store room from the office plan.*
  *He couldn't / wasn't able to understand many of the formulas in chemistry until he started to revise seriously for his exam.*
- when talking about ability, we use *can* only in the present and *could* only in the past. For perfect and future tenses, we use *able to*:
  *He's been under a lot of pressure at work, so he hasn't been able to go out much recently.* (present perfect)
  *When you finally get the job, you'll be able to organise your daily routine as you wish.* (future simple)

We use *be able to*:

- after an infinitive:
  *She hopes to be able to study tropical medicine when she goes to university.*
- after modal verbs (*might, should, may,* etc.):
  *I've got some free time at the weekend, so I might be able to help you fix the dent in your car.*
  *When you've completed this assignment, you should be able to start the advanced course.*
- We usually use *can* and *could* with *see, hear, smell, feel* and *taste*:
  *From upstairs we could smell the eggs burning in the frying pan on the stove in the kitchen.*
  *I can hear a strange, scratching noise coming from in the chimney.*

However, we use *manage* when we succeed in doing something which is quite difficult to do:

*Did you manage to run the marathon in less than two and a half hours?*
*She managed to get the top grade in the chemistry exam, although she had not attended sessions in the lab for some time.*

**Note**: *could* is not possible in this example:

~~*He could get the top grade in the chemistry exam, although he had not been to the lab to do experiments for some time.*~~

**Note**: We do not use *be able to* in continuous forms.

## PRACTICE

**1 Complete the sentences with a modal verb from the box. One of the modal verbs is used twice.**

| can | can't | could | couldn't | was able to |
|---|---|---|---|---|

1 _____ you understand basic economics when you were eight?
2 He _____ get to the meeting on time yesterday, because his car broke down.
3 She's absolutely amazing – she's only seven and she _____ speak five languages, including Japanese.
4 He was delighted, because he _____ find a taxi and get to the party on time.
5 I've searched everywhere for my car keys, but I _____ find them anywhere.
6 I _____ lift this armchair – it's so heavy! Could you help me, please?

**2 Tick the correct sentences. Correct the sentences with mistakes.**

1 I wasn't able translate the text into French, because it contained too many unfamiliar expressions.
2 When the garage mechanic showed me the bill for the repair, I didn't have enough money on me to pay for it, but fortunately I could use my credit card this time.
3 Thank you for your job offer, but I am afraid I couldn't accept it.
4 When you finally move into your new flat, you'll be able to decorate it as you wish.
5 I could taste and smell the garlic for hours after the meal.
6 He could run the marathon in less than three hours, although he had not been training regularly for ten days.

# UNIT 13

# LIKE AND AS

## AS

We use *as*:

- to say someone or something is that thing, or has that function:
  *He is employed part-time as a lorry driver.*
  *She uses social media and text messaging as a means of communication.*
  *The role of a financial adviser is to act as a critical friend.*
- to express the same as was predicted, expected, imagined, promised, etc.
  *He did exactly as he had promised.*
  *As expected, the driving test was very stressful.*
- to mean 'because':
  *As this is an official written examination, I must warn all candidates that no talking is allowed.*
  *As he exceeded the speed limit, he has to pay a fine.*
- after certain verbs, e.g. *describe* and *regard*:
  *The police regard these criminals as potentially very dangerous.*
  *The staff at the zoo are describing the escaped monkey as a risk to the public.*
- with adjectives and adverbs to make comparisons:
  *The waltz is nowhere near as dramatic as the tango.*
- to mean 'for example' in the phrase *such as*:
  *We have been trying out lots of different activities at the gym, such as aerobics, yoga and cycling.*
- with *the same … as*:
  *There's a Russian joke about two men who met each other after fifty years. The one said to the other: 'How did you recognise me after all this time?' The other replied: 'It was easy, you're still wearing the same jacket as when we last met.'*
- in the following phrases:
  *as far as I know* (I think it's true but I don't know all the facts)
  *As far as I know, my wife's grandparents originally came from Poland.*
  *as far as I'm concerned* (this is my personal opinion)
  *As far as I'm concerned, you can continue wasting your time trying to finish that 5000-piece jigsaw puzzle.*
  *as far as I can see/tell* (this is what I've noticed or understood):
  *As far as I can see, he'll be lucky to pass his exams if he doesn't study more.*

## LIKE

We use like:

- to mean 'similar to' (especially after the verbs be, seem, feel, look, sound, smell and taste):
  *When he plays the violin, it sounds like a cat out on the roof at night.*
- to mean 'for example':
  *He takes part in a wide range of cultural activities like singing in a choir, modern dance and classical ballet.*

## PRACTICE

**1 Tick the correct sentences. Correct the sentences with mistakes.**

1 He works full-time like a dental receptionist.
2 When he serves in badminton, he looks as a professional player.
3 By far as I can tell she has probably twisted her ankle.
4 They've added a lot of traditional dishes, such like onion soup and Irish stew, to the restaurant's specials' menu.
5 The customs officers at the airport regard men on their own with large suitcases as highly suspicious.
6 Like she stole a bottle of expensive perfume from the duty free shop, she was arrested and missed her flight.

**2 Complete the sentences with *as* or *like*.**

1 There's really no point in learning to bake pastry _____ far _____ I'm concerned.
2 She's actively involved in lots of extreme sports, _____ rock climbing and white-water rafting.
3 She gave her husband a sports car for their wedding anniversary, _____ promised.
4 He uses his Swiss army knife _____ a bottle and can opener.
5 That teenager's bedroom looks _____ the inside of a recording studio.
6 The new Professor of History is not _____ entertaining _____ the person who held the post before her.

# SHOULDN'T HAVE / NEEDN'T HAVE / DIDN'T NEED TO / DIDN'T HAVE TO

## SHOULD / SHOULDN'T HAVE

*Should have* + past participle is used to talk about events in the past which did not happen. It is typically used to express regret about something that didn't happen. For example:

*I should have studied computer science at school*

In the sentence above, the speaker didn't study computer science at school but wishes that they had.

*Shouldn't have* + past participle is used to talk about events in the past which did happen. It is often used to express regret about something that happened.

*I shouldn't have eaten the whole cake*

In the sentence above, the speaker ate the whole cake but wishes that they hadn't.

We can also use both *should have* + past participle and *shouldn't have* + past participle to speculate about events that might or might not have happened.

*Their plane should have landed by now*

*She shouldn't have left the office yet*

## NEEDN'T HAVE / DIDN'T NEED TO

Both *needn't have* + past participle and *didn't need to* + infinitive are used to talk about events in the past. For example:

*I needn't have taken an umbrella because it was sunny*

*I didn't need to take an umbrella because it was sunny*

There is a small difference in meaning between the two sentences:

- In the first sentence, the speaker took an umbrella but it wasn't necessary
  (the meaning here is that the speaker didn't know that it was unnecessary at the time)
- In the second sentence, the speaker didn't take an umbrella because it wasn't necessary (the meaning here is that the speaker knew it was unnecessary at the time)

## DIDN'T HAVE TO

*Didn't have to* + infinitive and *didn't need to* + infinitive have a similar meaning. Both are used to talk about an action or event that wasn't necessary.

*I didn't need to buy a ticket because it was free to enter*

*I didn't have to buy a ticket because it was free to enter*

## PRACTICE

**1 Find and correct the mistake in each sentence below.**

1. I didn't had to wear a uniform when I was at school.
2. He shouldn't have ate all those sweets.
3. I didn't need have brought my jumper with me. It's boiling!
4. Their train should arrived by now.
5. I should listened to my teacher this morning. I don't understand any of this.
6. I needn't have filled my car with petrol because it was already full.
7. He didn't has to buy a ticket because he's a student.
8. He didn't need to use his phone while driving. It's against the law.

**2 Complete the second sentence so that it has a similar meaning to the first. You must use the word in bold. Write between two and five words.**

1. It wasn't necessary for me to update my password.
   **NEEDN'T**
   I _____ my password.
2. I regret not going to bed earlier last night.
   **SHOULD**
   I _____ to bed earlier last night.
3. There was no point in taking a jacket with me this morning.
   **NEED**
   I _____ a jacket with me this morning.
4. I regret shouting at him this morning.
   **HAVE**
   I _____ at him this morning.

# UNIT 14

# ADDING EMPHASIS AND FRONTING

When we want to focus on a particular piece of information or emphasise how important it is, we can bring it to the front of the clause. This is known as 'fronting'. Fronting often makes a piece of writing or speech sound more natural. Compare the pairs of sentences below.

## QUESTION WORDS

*Nobody knows when he left the party*
(fronting) *When he left the party nobody knows*

## PREPOSITIONAL PHRASE

*A young man stood at the side of the river*
(fronting) *At the side of the river stood a young man*

## INVERSION WITH *SINCE*

*I went out with my friends since I had finished all my homework*
(fronting) *Since I had finished all my homework, I went out with my friends*

## PARTICIPLES

*I'm really glad I applied for the job*
(fronting) *Applying for the job is something that I'm really glad I did*

We can also add emphasis by forming cleft sentences. A cleft sentence is a sentence in which something is emphasised by being put in a separate clause. These can be formed by using a kind of relative clause with the information we want to emphasise joined to it. Read the main sentence then study how each component is emphasised.

Main sentence
*Sarah went to the shops on Wednesday to buy some milk.*
SARAH went to the shops on Wednesday to buy some milk.
***It was Sarah who*** *went to the shops on Wednesday to buy some milk.*
(Emphasising that it was Sarah who went to the shops)
Sarah went to the shops ON WEDNESDAY to buy some milk.
***Wednesday was the day when*** *Sarah went to the shops to buy some milk.*
(Emphasising the day when Sarah went to the shops)
Sarah went to the shops on Wednesday TO BUY SOME MILK.
***The reason why*** *Sarah went to the shops on Wednesday was to buy some milk.*
(Emphasising why Sarah went to the shops)
We can also use *what* to emphasise things and *where* to emphasise places.
*The money is what I really like about my job.*
*The beach is where I spend most of my summer holiday.*

## PREPARATORY *IT*

*Sarah realised she had forgotten to buy some milk when she got home.*
***It was only when*** *Sarah got home that she realised that she had forgotten to buy some milk.*

## PRACTICE

**1** **Rewrite the sentences using fronting.**

1 I will choose the vegetarian option since I don't eat meat.

2 I'm really happy that I passed my driving test.

3 Amy didn't know why she had received the letter.

4 There was a small, dark object in the corner of the room.

5 Sarah realised she had left her phone at work when she got home.

6 Julie wasn't sure when she was going to receive her results.

**2** **Emphasise the part of the sentence in capital letters using a cleft sentence.**

1 Stephanie went to visit her friend ON SATURDAY.
2 DAVID had problems with his car last week.
3 I spend most of my pocket money at THE CINEMA.
4 Mark went to the dentist TO HAVE A TOOTH REMOVED.
5 ALISON won the competition and received two tickets to a music festival.
6 I signed up to private English classes TO IMPROVE MY READING SKILLS.

# WRITING BANK

## WRITING PART 1: AN ESSAY

**1** **Read the exam task. What question should you answer? What ideas should you include?**

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

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

**Will environmental problems be worse in 20 years?**

**Notes**

Write about:
1. pollution
2. climate change
3. _____ (your own idea)

**2** **Study the model answer. What extra idea does it include?**

**3** **Read the essay question. Then decide which ideas would be relevant to include in the essay.**

We shouldn't spend so much money on exploring space. Do you agree?

1 It costs a huge amount of money to send rockets into space.
2 Rockets have extremely powerful engines.
3 There are more important problems in the world that we should spend money on.
4 We can learn a lot about our own planet and solar system.
5 People first landed on the moon in 1969.
6 A lot of people in the world don't have food or shelter.
7 I would love to go into space one day.
8 Some important scientific experiments can be carried out in space.

**4** **Look at the plan for a student's essay on the question in Exercise 5. Decide which paragraph the correct sentences from Exercise 5 could go in.**

**Introduction**
1 _____ Is it worth the money?

**Arguments against exploring space**
2 _____ / _____

**Arguments for exploring space**
3 _____ / _____

**Conclusion**
We can learn things from exploring space, but it's probably a luxury the world can't afford.

## MODEL ANSWER

[1]In my opinion, [2]it is possible that environmental problems will be worse in 20 years. We already face a large number of serious environmental problems and, if steps are not taken to tackle them, they will become even more serious.

[3]Firstly, there is already a huge amount of pollution in the world, for example from cars, lorries and planes. There is also a big problem with the amount of rubbish that we produce, which often ends up in the sea.

Secondly, [4]our modern way of life produces harmful gases which are causing the planet to become warmer. This is a very serious problem for animals such as polar bears, [5]which may die out if the ice that they live on melts.

Finally, the world's population is growing rapidly and this will put even more pressure on the Earth's resources. More people means more food production, more pollution and more waste.

[6]In conclusion, the world faces some very serious environmental problems which will definitely be worse in 20 years if nothing is done to solve them. [7]However, I am optimistic that scientists and politicians will find ways to improve the situation.

[1]Use phrases to express your own opinion.

[2]Start with a general introduction to the topic.

[3]Use words and phrases to organise your essay and make it clear when you are introducing a new topic.

[4]Give information which is relevant to the topic.

[5]Give reasons to support your arguments and opinions.

[6]End with a clear conclusion.

[7]Use linking words to add similar or contrasting ideas.

**5** **Read the essay question. Then choose the best introduction and conclusion. Why is it the best one?**

Do you think it is better to watch films in the cinema or at home?

**1 Introductions**

**A** There are loads of amazing films nowadays. Personally, I love science fiction films and I often watch them with my friends.

**B** Watching a film on the big screen at the cinema is certainly very impressive. But in my opinion, there are also advantages to watching films at home, with friends.

**C** Going to the cinema is quite expensive, and some people can't afford it. Also, some small towns don't have a cinema.

**2 Conclusions**

**A** To sum up, I hardly ever go to the cinema because there isn't one very close to where I live. But I often watch movies with my friends at the weekend.

**B** On balance, some people prefer going to the cinema to watch films, and some people prefer to watch films at home. There are lots of different reasons for this, for example some people can't afford to go to the cinema.

**C** In conclusion, I would say that for most films, it is more enjoyable to watch at home, with a few friends. However, for films with a lot of special effects, it is worth the trip to a cinema to see these on the big screen.

**6** **Study the words and expressions in the *Key language* box.**

## KEY LANGUAGE FOR ESSAYS

**Ordering your ideas:** *firstly, secondly, finally*

**Expressing your opinion:** *in my opinion, in my view, I would say that, Personally, I think*

**Giving reasons:** *because, as, since*

**Giving results or consequences:** *consequently, as a result, therefore, for this reason*

**Giving examples:** *for example, for instance, such as, one example of this is*

**Linking similar ideas:** *in addition to this, furthermore, moreover*

**Linking contrasting ideas:** *however, on the one hand / on the other hand, in contrast, although, whereas*

**Giving a conclusion:** *in conclusion, to sum up, on balance*

**7** **Choose the correct words and phrases in *italics*.**

**1** In my opinion, computers are essential in schools *as/for this reason* students need them to find information on the internet.

**2** It is clearly necessary to test new medicines, but *in my opinion/therefore* this doesn't justify causing animals to suffer.

**3** Cars create a lot of pollution in city centres. *In addition to this/Consequently,* they can cause accidents and injure or kill pedestrians.

**4** There are several reasons why I am against exams. *Finally/Firstly,* they only test what someone can remember on one particular day.

**5** Sports *such as/furthermore* tennis and football are more sociable than running.

**6** *To sum up/One example of this is,* I would say that university should be free for anyone who wants to study there.

**7** Trains are much better for the environment. *In addition to this/On the other hand,* they are much slower than planes, so they are much less convenient.

**8** The climate is becoming warmer and *in contrast/as a result* a lot of animals are now in danger of dying out.

**8** **Read the exam task and use the table to plan your essay.**

In your English class you have been talking about city life. 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 believe that cycling is the best way to travel around cities. Do you agree?**

**Notes**

Write about:
1. health
2. safety
3. _____ (your own idea)

| | *IDEAS* | *USEFUL PHRASES* |
|---|---|---|
| Introduction | | |
| Paragraph 1 | | |
| Paragraph 2 | | |
| Paragraph 3 | | |
| Conclusion | | |

**9** **Write your essay. Remember to write between 140 and 190 words.**

**10** **Check your essay and make changes if necessary.**

- Have you answered the question in the task?
- Have you included the two ideas in the task and added your own idea?
- Have you included only relevant information?
- Have you started with an introduction and ended with a conclusion?
- Have you ordered your ideas into paragraphs?
- Have you given reasons for your ideas and opinions?
- Have you used words and phrases to link ideas?
- Have you used between 140 and 190 words?

# WRITING PART 2: AN EMAIL / LETTER

**1** **Read the exam task. Who should you write an email to? What should you write about in your email? What questions should you answer?**

You have received this email from your English-speaking friend, Jo.

> I guess you've been in your new home for about a month now. All your old friends are really keen to know how you're getting on. What's your new home like? And are there lots of exciting things to do in the city? Also, have you made plenty of new friends?
>
> Write and tell me all about it!
>
> Jo

Write your **email** in 140–190 words.

**2** **Study the model answer. Does it answer all the questions in Jo's email? Is the tone formal or informal?**

## MODEL ANSWER

[1]Hi Jo,

[2]It was great to hear from you! I miss all my old friends, but I'm getting used to living here in Manchester now.

[3]My new flat is amazing! It's modern and quite big, and it's got a lovely balcony which looks out over a park. There's also a large living room with comfortable sofas and our new huge TV! My room's quite small, but I don't mind that because I'm out during the day, so I only use it for sleeping.

[4]Manchester's a really lively city. Did you know it's the biggest university city in Britain, so there are loads of young people here. There's always something new and exciting to do. I've discovered some amazing music venues where there are live bands.

[5]I've been lucky with friends and I've met some really nice people here. I'm seeing some of them this evening, to go to the cinema, and I know [6]you'll get on with them when you meet them. When are you going to come and visit me? Let me know when you're free and we can fix a date.

[7]See you soon,

Ali

[1] Use a suitable greeting.

[2] Give a reason for writing.

[3] Answer the first question.

[4] Answer the second question.

[5] Answer the third question.

[6] In an informal email/letter, use informal words and phrases.

[7] Use a suitable ending phrase.

**3** **Read this task. Then decide if the sentences below are true or false.**

You see this notice in your college.

> Our college wants to organise an event this summer to raise money for schools in developing countries. Below are some of our ideas. Please email me to let me know which you think is the best idea and why. Please also tell us how we should organise the event, to make sure it is a success.
>
> 1 a fun sports day
> 2 a quiz evening
> 3 a concert
>
> Thank you for your help.
>
> Anna Bradley, Principal

Write your **email**.

1 You need to write a notice about the event.
2 You have to choose one idea.
3 You should explain your reasons for choosing this.
4 You should suggest a date for the event.
5 Your email is to the college principal.
6 You should use an informal tone.

**4** **Choose the four sentences that are suitable to include in your email to the principal in Exercise 3. Why are they suitable?**

1 I think it's a great idea to raise money for schools in developing countries.
2 I would suggest that a fun sports day would be the best option.
3 I think a quiz evening would be amazing!
4 Loads of people enjoy listening to live music.
5 Concerts are extremely popular with lots of people of different ages.
6 I think it would be a good idea to keep the ticket price fairly low.
7 Why don't you serve food during the event, too?
8 I'm sure that the event will be a huge success and hopefully it will raise a large amount of money.

**5** **Choose the correct option in *italics* in this formal email.**

**(1)** *Dear Ms Copeland,/Hi Anne,*

I am writing **(2)** *because of/in response to* your advertisement for staff to work in your hotel this summer. I am **(3)** *currently/at the moment* studying hotel management at college and **(4)** *would love to work/would be interested in working* in your hotel.

I have **(5)** *learned all about/studied different aspects of* hotel work as part of my course, and I also have some experience of hotel work as I **(6)** *was employed/had a job* in a large international hotel in Spain for six weeks last summer. I worked mainly as a waiter, but also **(7)** *gained some experience as/had a go as a* receptionist when the regular receptionist was ill.

I am friendly and hardworking, and work well as part of a team. I also understand that in a hotel, **(8)** *keeping the customer happy/customer satisfaction* is the most important thing.

**(9)** *I would be grateful if you would/Please will you* consider me for a position in your hotel.

**(10)** *I look forward to hearing from you./Write soon!*

Joseph Brown

**6** **Study the words and expressions in the *Key language* box.**

## KEY LANGUAGE FOR FORMAL EMAILS AND LETTERS

**Opening a formal email/letter:** *Dear (Mr/Mrs/Ms Edwards), Dear Sir/Madam,*

**Giving reasons for writing:** *I am writing in response to … I saw your notice/advert in …*

**Referring to something mentioned in the letter/notice/advert:** *Your letter/notice/advert mentioned that … Your letter/notice/advert asked for …*

**Making suggestions / giving advice:** *It would be a good idea to … It might be sensible to … You might like to consider …*

**Offering to do something:** *I would be able/willing to … if necessary.*

**Making requests:** *Would it be possible for you to …?*

**Asking for information:** *Could you give me some information on …? Could you let me have more details about …?*

**Apologising:** *I would like to apologise for …*

**Closing an informal email:** *Yours sincerely (after Dear Mr Edwards), Yours faithfully (after Dear Sir/Madam), I look forward to hearing from you, Kind regards.*

**Tip**: Only use *Mrs* if you are sure that the woman you are writing to is married. Otherwise, use *Ms*.

**7** **Correct the mistakes in the letters from formal and informal letters/emails.**

1 It was great hear from you.
2 Why you don't come and visit me in the summer?
3 It would be good idea to invite people from outside the college, too.
4 I would able to help with the arrangements on the day.
5 Could you give to me some information on the different courses that you offer?
6 I look forward hearing from you.

**8** **Read the exam task and use the table to plan your letter.**

You see this advertisement in your local English-language newspaper.

**Staff wanted for summer work**

We require staff to work with our English-speaking guests in our busy hotel this summer.

We are looking for people for the following roles:
• Waiter
• Coffee bar assistant
• Receptionist

Write to Maria Simpson at Top Beach Hotel saying which job interests you and why, and explain why you would be suitable for the job.

Write to Maria Simpson at Top Beach Hotel saying which job interests you and why, and explain why you would be suitable for the job.

Write your **letter** in 140–190 words.

| | ***IDEAS*** | ***USEFUL PHRASES*** |
|---|---|---|
| Writing to? | | |
| Formal or informal? | | |
| Opening phrase | | |
| Point 1 | | |
| Point 2 | | |
| Point 3 | | |
| Ending | | |

**9** **Write your letter. Remember to write between 140 and 190 words.**

**10** **Check your letter and make changes if necessary.**

- Have you covered all the points in the task?
- Have you used an appropriate formal or informal tone?
- Have you used a range of phrases for giving advice, making suggestions, etc.?
- Have you used a suitable opening phrase, and a suitable ending?
- Have you used a wide range of language?
- Have you used between 140 and 190 words?

# WRITING PART 2: A REVIEW

**1** **Read the exam task. What should you write a review of? What points should you include? Where will people read your review?**

You see this notice in an English-language magazine.

**Film reviews wanted**

What films have you seen recently? Write a review of a film you have seen, explaining what it was about and whether you enjoyed it or not.

Tell us whether or not you think other people would enjoy it.

The best reviews will be published in next month's magazine.

Write your **review**.

**2** **Study the model answer and answer the questions.**

1 Does the review cover all the points in the task?
2 Did the writer enjoy the film?
3 Who does the writer think will enjoy the film?
4 Is the language in the review formal and neutral, or informal and friendly?

**3** **Read the review task. Then look at the two student plans. Which plan is better? Why?**

**Reviews wanted!**

What shopping websites have you used recently? Write a review of a shopping website that you have used. Say what you bought, how pleased you were with the product, and talk about any problems you experienced. Say whether you would recommend the site to others.

**A**

**Introduction**
name of website *TechWorld*, and basic information (what they sell).
What I bought (a new tablet)

**My experience**
The website – why I like it (easy to use – good prices)
The product – why I was pleased with it (good quality)

**A few problems**
slow delivery, missing case, but they dealt with this quickly

**Recommendation**
great website for anyone who is looking for a low-priced tablet or other device

**B**

**Introduction**
why I chose to use this website (looking for a cheap tablet, easier to buy online than go into town)

**The website**
how I found out about it, how I chose my tablet, problem of slow delivery

**Games**
why I like it (I needed a new tablet for playing games)

**Conclusion**
I'm very pleased with my new tablet and it was very cheap

## MODEL ANSWER

[1]Black Panther

I watched the film 'Black Panther' for the first time last week. [2]It's a superhero film, in the same genre as 'Superman' and 'Spiderman', and has been extremely popular around the world.

[3]Although I am not usually a big fan of superhero films, [4]I was really impressed with this one. The story is fairly traditional, with the hero T'Challa (Black Panther) defeating the evil Killmonger, who is trying to gain power over the whole world. [5]But the action is gripping and the special effects are spectacular. Chadwick Boseman, who plays T'Challa, acts superbly, and really brings the comic-book character to life. The brilliant costumes and music also really help make the film a great spectacle.

[3]On the negative side, [6]I felt that there was sometimes a bit too much violence, which makes it unsuitable for young children, and of course you have to accept that the plot is slightly predictable because the good guy will always win.

In spite of this, [7]I loved the film and [8]anyone who enjoys fantasy movies will definitely like it.

[1] includes the name of the film as the title

[2] briefly describes the film in the introduction

[3] is organised into clear paragraphs, which focus on positive and negative aspects

[7] clearly states the writer's opinion in the conclusion

[4] uses a range of phrases to express a personal opinion

[5] praises positive features and says why the film is good

[6] includes some negative features, to give a balanced view

[8] includes a recommendation, saying who would enjoy the film

**4** **Using descriptive adjectives and adverbs in a review makes it interesting to read. Choose the best adverbs to go with the descriptive adjectives.**

1 The action scenes in the film were *a little/incredibly* gripping.
2 The food in the restaurant is lovely, but it is *absolutely/ridiculously* expensive.
3 The basic plot of the book is *rather/mildly* predictable.
4 This is *a completely/a brilliantly* entertaining show.
5 The device that I bought is *totally/extremely* useful.
6 The holiday flat is small but *very/highly* well-equipped.
7 Our hotel room was *absolutely/very* perfect.
8 All the staff were *a bit/really* welcoming.

**5** **We often use adjectives or phrases to give our opinion about something in an indirect way. Match the beginnings and endings of the sentences.**

| | | | |
|---|---|---|---|
| 1 | I was disappointed to | a | my new camera. |
| 2 | We were delighted that | b | seats around the pool for all the guests. |
| 3 | I'm absolutely thrilled with | c | find that the screen was cracked. |
| 4 | The tent isn't as big | d | than I expected. |
| 5 | The food was even better | e | as it looked on the website. |
| 6 | There weren't enough | f | we had a room with a view of the sea. |

**6** **In a review we often use words to express contrast. Complete the sentences with words from the box.**

| | | | | |
|---|---|---|---|---|
| although | despite | however | though | spite |

1 The weather was terrible, but in _____ of this, we thoroughly enjoyed our stay at the resort.
2 Even _____ it was rather expensive, we really enjoyed our time at the museum.
3 I would advise anyone to check out this website, _____ the problems that I experienced.
4 _____ the service was quick and friendly, the food was a little disappointing.
5 The website stated that the bag was made of leather. _____ when it arrived it was clear that it was not genuine leather.

**7** **Study the words and expressions in the *Key language* box.**

## KEY LANGUAGE FOR REVIEWS

**Praising something:** *It is one of the best … I have ever …, the … was absolutely perfect, the … was even better than I expected, I was pleased/delighted to find that …, It was a nice surprise to find that …,*

**Criticising:** *The … was rather disappointing, The advertisement said …, but in fact …, I was a little disappointed to find …, There weren't enough …*

**Recommending:** *Anyone who likes … will really enjoy …, Don't miss the chance/opportunity to …, I'm sure everyone will really enjoy …, If you get the chance to see/buy/try …, you should definitely do it, I would advise anyone to …*

**Advising someone against something:** *I would suggest finding a better … than this. I would strongly advise against eating/reading/watching/buying this …, My advice is to avoid this …*

**8** **Choose the correct words in the sentences.**

1 This show was even better *than/as* I expected.
2 The dessert was rather *disappointed/disappointing*.
3 Anyone who enjoys crime novels *will/can* love this book.
4 Don't *lose/miss* the opportunity to visit this theme park.
5 I would suggest *using/to use* a different website.
6 I would strongly *advise/suggest* against staying at this campsite.

**9** **Read the exam task and use the table to plan your review.**

You see this advertisement on a travel website.

**Reviews wanted!**

What holiday resorts have you been to recently?

Write a review describing the resort, explaining why you did or didn't enjoy your stay there and saying whether it is good value for money.

The best reviews will be published on our website.

Write your **review**.

| PARAGRAPHS | IDEAS | USEFUL PHRASES |
|---|---|---|
| Description of the resort | | |
| Why I enjoyed/ didn't enjoy it | | |
| Good value for money? | | |
| Recommendation | | |

**10** **Write your review. Remember to write between 140 and 190 words.**

**11** **Check your review and make changes if necessary.**

- Have you covered all the points in the task?
- Have you organised your ideas clearly into paragraphs?
- Have you given your own opinion clearly?
- Have you ended with a recommendation?
- Have you used descriptive adjectives and adverbs to make your writing interesting?
- Have you used a friendly tone?
- Have you used between 140 and 190 words?

# WRITING PART 2: AN ARTICLE

**1** **Read the exam task. What should you write an article about? What points should you include? Where will people read your article?**

You see this notice in an English-language magazine.

**Articles wanted**

My hobby

Write an article about your hobby. Say what it is, how you started doing it, and why you enjoy it.

The best articles will appear in our magazine next week.

Write your **article**.

**2** **Study the model answer and answer the questions.**

1 Does the article cover all the points in the task?
2 How many paragraphs does it have?
3 How many direct questions does it ask the reader?
4 Is it written in a formal or an informal style?

**3** **It is important to choose a title and first sentence which will engage your reader and encourage them to read more. Choose the best title and first sentence for an article about Nelson Mandela. Why is it the best?**

A Nelson Mandela
I really admire Nelson Mandela because of everything he achieved in South Africa.

B A peaceful transformation
Can you imagine one person bringing peaceful change to a whole country?

C An important figure in South Africa
Nelson Mandela is a very important figure in the history of South Africa.

**4** **The first sentence in each paragraph (the topic sentence) gives the topic of the paragraph. Match the topic sentences (a–e) to the paragraphs from an article about a favourite place to visit. There are two topic sentences you don't need.**

a The people here are incredibly warm and welcoming.
b This is a lovely, relaxing place.
c I first discovered this place about five years ago.
d One thing I really love is the stunning scenery.
e If you love good food, this is a great place to visit.

1 _____ When you look in one direction, you can see the beautiful beach and the clear blue sea. In the opposite direction, there are lovely views of the mountains, which have snow on their peaks all year round.
2 _____ You can find delicious local cheeses, and plenty of fresh fruit and vegetables. And of course there's fresh fish which the fishing boats bring in each day, and which is perfectly cooked in the restaurants by the beach.
3 _____ They always have time to stop and chat and they seem genuinely keen for you to enjoy your stay. You can always find someone to help if you have any problems, too.

## MODEL ANSWER

[1]The thrill of the stage

[2]I'll never forget the first day I stepped onto a real theatre stage. I knew immediately that this was my hobby for life! I'm now a member of my local drama club. We put on two shows every year and have a lot of fun while doing so!

[3]I first started acting by chance. A friend of mine was interested in joining a drama club, and I agreed to go along with her, to give her a bit of support. [4]And I loved it from the first day!

First, drama is [5]incredibly challenging. [6]Not only do you have to learn what you're going to say, but also understand the character you're playing, their role in the play, and then communicate that to the audience.

[7]Another thing I love about drama is how sociable it is. I've made so many good friends at the drama club, and spending time with them working towards a shared goal is extremely rewarding. And in addition to all of this, [8]what could beat the thrill of appearing under the lights, in front of a cheering crowd?

[1]has an interesting title

[2]has a first sentence which interests the reader and encourages them to read more

[3]is organised into clear paragraphs, each with a topic sentence

[4]gives the writer's opinions

[5]uses creative language with strong meanings

[6]gives examples to support the ideas

[7]uses structures to add emphasis

[8]ends with a question or a lively final sentence

**5** **In an article, it is important to use creative words with strong meanings, to make your writing more interesting. Replace the bold words and expressions in the sentences with the creative words with similar meanings from the box.**

| | | | |
|---|---|---|---|
| absolutely | essential | freezing | fascinated by |
| huge | packed | terrifying | |

1 Like a lot of people, I was **interested in** the castle's history.
2 The city centre is always **crowded** with tourists.
3 His first film was a **big** success.
4 I always enjoy watching my local football team play, even when the weather's **cold**.
5 The drive up the narrow mountain road was quite **scary** at times.
6 A good fitness programme is **really necessary** if you're serious about losing weight.

**6** **You can use structures to emphasise your ideas and opinions in an article. Complete each second sentence so it has a similar meaning but has more emphasis.**

1 I admire his determination.
What *I admire is* his determination.
2 I like the freedom you get when you go hiking.
The thing _____ the freedom you get when you go hiking.
3 Her honesty really surprised me.
One thing _____ her honesty.
4 I will never forget our evening barbecues on the beach.
What _____ our evening barbecues on the beach.
5 I noticed how happy everyone looked.
The thing _____ how happy everyone looked.

**7** **Study the words and expressions in the *Key language* box.**

## KEY LANGUAGE FOR ARTICLES

**Catching the reader's attention:** *Have you ever …? I want to tell you about … It's the best …*
**Ordering ideas:** *First(ly), Second(ly), Finally,*
**Linking similar ideas:** *moreover, in addition to this*
**Linking contrasting ideas:** *while, whereas*
**Linking results:** *therefore, which means*
**Emphasising ideas:** *What I love/admire the most is …, The thing I like best is …*
**Giving your opinion:** *In my opinion, For me, as far as I'm concerned*

**8** **Complete the sentences with one word in each space.**

1 _____ me, sailing is the best sport in the world!
2 Painting is relaxing, creative and fun, and _____ addition to this, you can earn a bit of money by selling your paintings.
3 As far _____ I'm concerned, cooking is the best hobby
4 Hiking isn't expensive which _____ means that anyone can do it.
5 I want to _____ you about something amazing that happened to me last year.
6 _____ I love most is watching live shows in a theatre.

**9** **Read the exam task and use the table to plan your article.**

You see this notice on an English-language fitness website.

**Articles wanted**

**Staying healthy**

How important is your health to you? What do you think are some of the best ways to stay fit and healthy?

The best articles will appear on our website next month.

Write your **article**.

| | ***IDEAS*** | ***USEFUL PHRASES*** |
|---|---|---|
| How important is health to me? | | |
| Good diet | | |
| Exercise | | |

**10** **Write your article. Remember to write between 140 and 190 words.**

**11** **Check your article and make changes if necessary.**

- Have you covered all the points in the task?
- Have you organised your ideas clearly into paragraphs?
- Have you got an interesting title and first sentence?
- Have you given your own opinions clearly?
- Have you used creative vocabulary with strong meanings?
- Have you used structures to add emphasis?
- Have you used between 140 and 190 words?

# WRITING PART 2: A REPORT

**1** **Read the exam task. Who is the report for? What points should you include?**

A group of English-speaking students wants to visit your city. The group leader has asked you to write a report that includes the following information:

- the best time of year to visit
- some interesting places to visit in your city
- the best way to get around the city

Write your **report**.

**2** **Study the model answer. Does it cover all the points in the exam task?**

## MODEL ANSWER

Introduction

[1]The aim of this report is to make recommendations for a group of students who are interested in visiting York.

[2]The best time of year to visit

York can be cold during the winter, and extremely busy with tourists during the summer. However, the spring is often warm and the city is quiet, so this is a good time to visit. [3]For this reason, I usually encourage my friends to visit in April or May.

[4]Places of interest

The city has numerous attractions which reflect its long and fascinating history. [5]The must-see places are the city walls, the tiny streets in the Shambles area of the old city and the Castle Museum.

Transport

York is a small city, and easy to get around on foot. However, [6]I would strongly recommend buying a York Pass, which not only includes entry to the top attractions, but also allows travel on the Hop-on, Hop-off tourist bus. It therefore offers [7]a practical and good value transport option.

[7]Conclusion

To sum up, I am sure the students will enjoy seeing the sights in York and I look forward to welcoming them when they come.

[1]Start with a general introduction which gives the aim of the report

[2]Use clear headings for the different points

[3]Include a small amount of personal information to make the report interesting to read

[4]Avoid repeating the exact words in the input

[5]Use a neutral tone for most of the report, and avoid expressing your feelings

[6]Make recommendations

[7]End with a conclusion

**3** **Read the exam task. Then match the headings with three paragraphs from the report.**

Your English teacher wants to take your class for a meal to celebrate the end of the year and has asked you to suggest a restaurant in your area. Describe a restaurant that you know and say why it would be popular with your classmates.

1 The restaurant
2 Advantages of this restaurant
3 Why it would be popular

**a**
The food is all freshly cooked and the dishes are reasonably priced. There are often daily specials, which are especially good value. In addition to this, there is a separate room at the back of the restaurant which is excellent for large groups.

**b**
Students will like it because the staff are always welcoming and there is an informal, friendly atmosphere. People in the class have different likes and needs, and there is a good choice of dishes for everyone, including some excellent vegetarian options. Most people will also be unable to resist the delicious desserts.

**c**
The restaurant is called Dario's and is located on North Street, quite close to the college. It serves a range of Italian food, including pizzas and pasta.

**4** **Which personal information would it be useful to include in the report in Exercise 3? Why?**

**A** My cousin doesn't usually like Italian food, but he enjoyed his meal there.
**B** I eat there quite frequently and am always surprised at how low the final bill is.
**C** I can get there quite easily from my flat because the bus service is excellent.
**D** I know one of the waiters who works there, and he has confirmed that the food is excellent.

**5** **Choose the best introduction and conclusion for the report in exercise 5. Why is it the best one?**

**Introduction**

**A** In this report I'm going to recommend the best Italian restaurant for our class meal.

**B** This report describes the advantages and disadvantages of a particular restaurant and discusses whether it would be suitable for a class meal.

**C** This report aims to give information about a restaurant that I know and explain why it would be a good choice for a class meal.

**Conclusion**

**A** In conclusion, I strongly recommend Dario's because it offers a range of tasty food at good prices and has adequate space to cope with a large group.

**B** To sum up, Dario's is my favourite restaurant and I'd love to go there with the class.

**C** On balance, Dario's offers several advantages, especially the desserts, but it also has a few disadvantages.

**6** **We often use passive forms in reports to make the tone neutral. Complete the passive sentences with the correct words.**

**1** People often recommend this restaurant for large groups.
This restaurant _____ for large groups.

**2** People consider this hotel to be one of the best in the area.
This hotel _____ one of the best in the area.

**3** We expect that around 30 students will attend this event.
It _____ that around 30 students will attend this event.

**4** People have suggested that a new sports centre should be built.
It _____ that a new sports centre should be built.

**5** We recommend waterproof clothes for the hiking trip.
Waterproof clothes _____ for the hiking trip.

**7** **Study the words and expressions in the *Key Language* box.**

## KEY LANGUAGE FOR REPORTS

**Introductions:** *The aim/purpose of this report is to …, This report aims to …, This report looks at …*

**Giving advantages and disadvantages:** *One advantage is …, One disadvantage is …, One problem with this is …*

**Linking similar ideas:** *in addition to this, furthermore, moreover*

**Linking contrasting ideas:** *however, on the one hand / on the other hand, in contrast, although, whereas*

**Making recommendations:** *I would recommend …, I strongly recommend …, I have no hesitation in recommending …*

**Giving a conclusion:** *in conclusion, to sum up, on balance, all things considered,*

**8** **Correct the mistakes in the sentences. Look at punctuation and spelling as well as language mistakes.**

**1** The aim for this report is to discuss the problems with public transport in Leeds.

**2** There are some excellent shops in the shopping centre. In adition to this, there are a number of very good cafés and restaurants.

**3** There are very few buses that come to the college moreover the ones that do come are expensive.

**4** I have no hesitation in recomending the New Forest for a walking trip.

**5** All things consider, the *Old Duck* would be an excellent choice of hotel.

**6** In conclusion I would strongly recommend a new car park in the city centre.

**9** **Read the exam task and use the table to plan your report.**

The local council wants to improve the shopping centre in your town. Your English teacher has asked students to write a report about the shopping centre, explaining which shops are popular and why, and recommending ways to improve it.

| HEADING | IDEAS | USEFUL PHRASES |
|---|---|---|
| Introduction | | |
| | | |
| | | |
| | | |
| Conclusion | | |

**10** **Write your report. Remember to write between 140 and 190 words.**

**11** **Check your report and make changes if necessary.**

- Have you covered all the points in the task?
- Have you organised your ideas under clear headings?
- Have you included only relevant information?
- Have you started with an introduction and ended with a conclusion?
- Have you used words and phrases to link ideas?
- Have you used a formal, neutral tone?
- Have you used between 140 and 190 words?

# SPEAKING BANK

## SPEAKING PART 1

**1** **Read about Part 1 of the Speaking paper.**

In Part 1 of the Speaking paper, an examiner asks you personal questions about familiar topics. In Part 1:

- you are with another candidate, but you only speak to the examiner, not the other candidate
- an examiner asks you questions about yourself, and you answer
- the questions are about everyday topics such as your family, your home town, likes and dislikes, your work or studies, free time, travel, celebrations and your future plans.

**2** **Read the tips.**

To get a good mark in Part 1 of the Speaking paper:

- you should listen to the questions carefully and make sure you answer the exact questions the examiner asks you
- you should use full sentences to answer the questions
- you should add reasons, examples or extra information to support your answers
- you should express your own opinions
- if you don't understand a question, you can ask the examiner to repeat it
- you should try to relax and answer the questions in a natural way.

**3** **Read some typical Part 1 questions. Match each question with a topic (a–e).**

1 What do you like about your home town?
2 What kind of job would you like to do in the future?
3 How do people usually celebrate New Year in your country?
4 When do you usually spend time with your family?
5 What do you normally do at the weekend?
6 Tell us about an enjoyable trip that you went on.
7 Which country would you most like to visit?
8 Which subject did you most enjoy when you were at school?
9 What's the most important festival in your country?
10 What do you enjoy doing in your free time?

a Personal and family life
b Hobbies and free time
c Work and studies
d Travel
e Celebrations

**4** 101 **Read and listen to Sofia's answers to four of the questions in Exercise 3. Does she add more information to every answer?**

## MODEL ANSWER

***Examiner:*** What do you like about your home town?
***Sofia:*** [1]Well, I'm from Milan, in the north of Italy. It's a big city, and I enjoy living there because there's always lots to do, like going to the cinema or music concerts. There are also a lot of young people there, [2]so I like that as well.
***Examiner:*** What do you enjoy doing in your free time?
***Sofia:*** Well, I'm quite a sporty person, so I do a lot of exercise. [3]For example, I go to the gym two or three times a week, and I play tennis. I also enjoy spending time with my friends.
***Examiner:*** Which country would you most like to visit?
***Sofia:*** I would love to go to Australia. [4]The reason for this is that I like hot weather and I love going to the beach. The beaches in Australia look amazing. I also think the way of life in Australia is quite relaxed, having barbecues and things like that, so I think I'd enjoy that.
***Examiner:*** Which subject did you most enjoy when you were at school?
***Sofia:*** [5]Could you repeat that, please?
***Examiner:*** Yes. Which subject did you most enjoy when you were at school?
***Sofia:*** That was definitely geography, because I'm really interested in different countries, and I love learning about how people live in other parts of the world. [6]I had a very good geography teacher at school too, and I think he made the subject very interesting.

[1] use full sentences in your answer
[2] give your own opinions
[3] add examples to support your answers
[4] add reasons to support your opinions
[5] ask the examiner to repeat a question if necessary
[6] add extra information to make your answer longer

**5** **The questions the examiner asks may be about the past, present and future, and it is important to listen carefully and answer correctly. Read six more questions. What do they ask about? Write *past*, *present* or *future*.**

1 Tell us about your last holiday or trip. _____
2 How often do you watch TV? _____
3 Which sport would you like to try? _____
4 What things do you usually buy online? _____
5 Which famous person would you most like to meet? _____
6 What kinds of food did you dislike when you were younger? _____

**6** **Choose the most suitable verb form to complete the answers to the questions in Exercise 5.**

1 I _____ to Spain last month with some friends.
**A** 've been **B** would love to go **C** went
2 I _____ TV very often.
**A** don't watch **B** didn't watch **C** 'm not going to watch
3 I _____ skiing because I think it's really good fun.
**A** once tried **B** 'd like to try **C** love
4 I usually _____ clothes online.
**A** bought some **B** buy my **C** didn't buy many
5 I _____ Ariana Grande because I think she's an amazing singer.
**A** 've never met **B** meet **C** 'd love to meet
6 I _____ ice cream!
**A** hated **B** hate **C** 'd hate

**7** **Write the words and expressions in the box next to the correct function.**

| | | | | |
|---|---|---|---|---|
| also | as well | because | for example | for instance |
| like | plus | such as | too | the reason for this is that |

1 adding extra information _____
2 giving a reason _____
3 giving an example _____

**8** 102 **Choose the correct options in *italics* to complete Dan's answers to three more questions. Listen and check.**

***Examiner:*** In what ways do you think you will use English in the future?
***Dan:*** I think I'll use English for my job in the future. **(1)** *The reason for this is that/Such as* I want to work for an international company, so probably everyone will speak English to each other. I'll probably use it for travelling **(2)** *too/also,* because I'd like to travel and visit lots of different countries.
***Examiner:*** What do you usually do on your birthday?
***Dan:*** I usually see my family on my birthday **(3)** *also/because* they like to wish me a happy birthday and they might have presents for me. Then in the evening I usually get together with some friends and do something, **(4)** *as well/like* go for a meal together.
***Examiner:*** What kind of music do you enjoy listening to?
***Dan:*** I really enjoy R&B music. **(5)** *For instance/Too* I like American singers like Rihanna. I'm **(6)** *as well/also* keen on classical music because I find it very relaxing.

**9** **Practise answering some of the Part 1 questions in this section. Try to relax and talk about yourself in a natural way.**

# SPEAKING PART 2

**1 Read about Part 2 of the Speaking paper.**

In Part 2 of the Speaking paper, you are given a one-minute 'long turn'. In Part 2:

- the examiner will give you two photographs on a similar topic and ask you to compare them and answer a question
- the question you have to answer is written above the photographs
- you speak on your own for around one minute, and no one will interrupt you
- your partner will talk about a different set of photographs
- when your partner has finished speaking, the examiner will ask you a question about your partner's photographs. You will have around 30 seconds to answer this question.

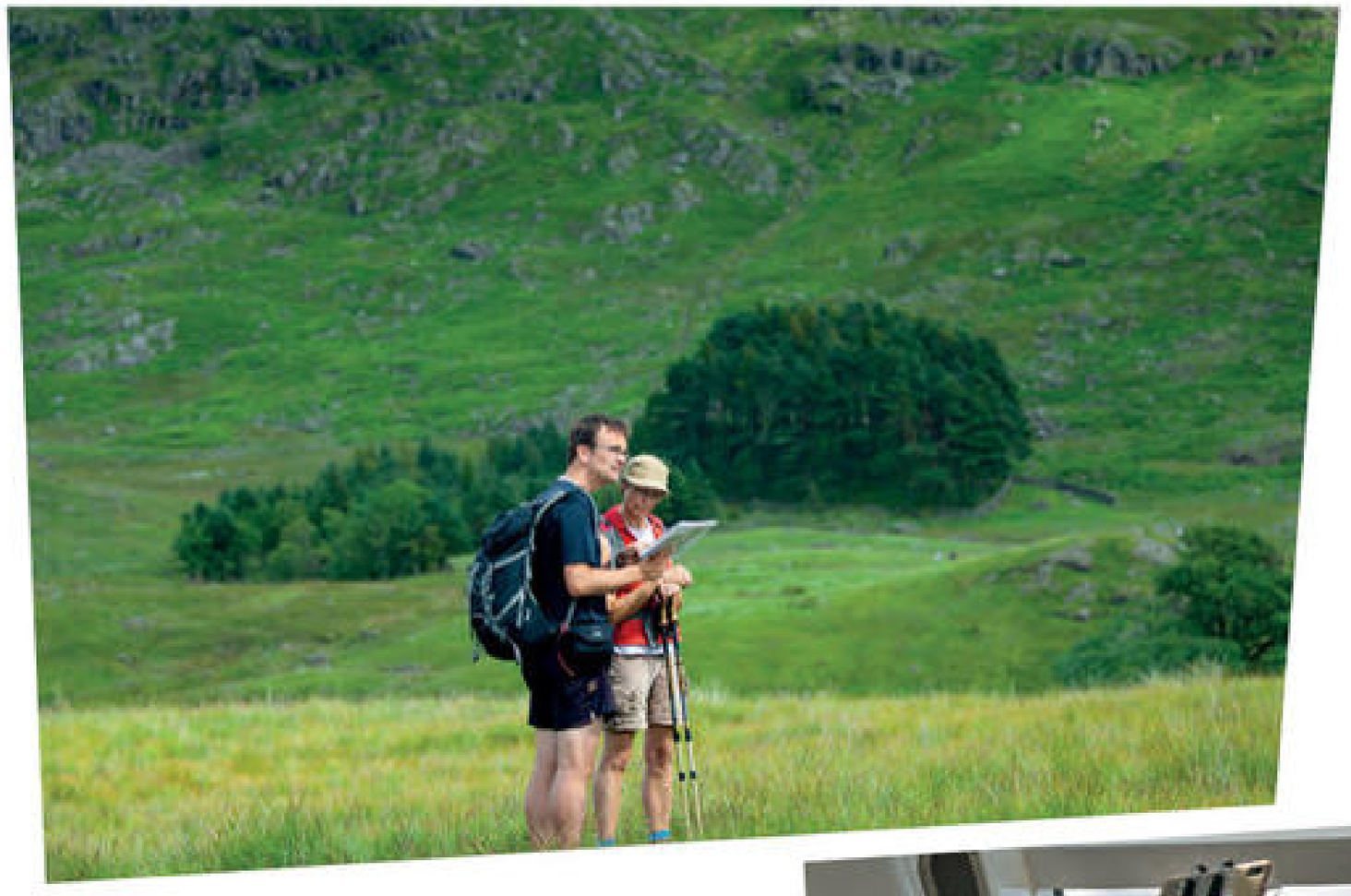
**2 Read the tips.**

To get a good mark in Part 2 of the Speaking paper:

- you should compare the two photographs and say what is similar and different about them, rather than just describing them
- you should always make it clear which photograph you are talking about
- you should focus equally on both photographs, rather than just talking about one of them
- you should speculate about what is happening in the photographs and how the people are feeling
- you should make sure you allow enough time to answer the question after you have finished comparing the photographs
- you should listen carefully while your partner is answering, so you can answer the question the examiner will ask you.

**3 Read the exam task and look at the photographs. What topic connects the two photographs? What question do you have to answer?**

***Examiner:*** 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. Ana, it's your turn first. Here are your photographs. They show people on holiday. I'd like you to compare the photographs and say why you think the people chose these holidays.



**4** 103 **Read and listen to the model answer. Does the student say why the people have chosen the holidays?**

## MODEL ANSWER

[1]Say what is similar about the two photos.

[3]Use linking words to compare the photos and say what is different about them.

[5]Say how you think the people are feeling.

[1]Both pictures show people on holiday, but they're different kinds of holidays. [2]The people in the first photo are in the countryside, [3]whereas the second photo shows a big city. [4]It looks as if the people in the first photo are on a walking holiday, because they've got backpacks and a map. [3]On the other hand, the other people are probably doing some sightseeing. They seem to be up in a tower, and they're taking a selfie. Another difference is that the people in the city [5]look happy and relaxed, whereas the people in the countryside look worried. I think they might be lost. They don't look as happy as the people on the city break. I think the people in the first photo must enjoy walking. [6]Maybe they chose this holiday because they enjoy being in the countryside. I think the people in the second photo enjoy city life, so [6]I guess they probably chose to visit this city because there are lots of interesting things to see.

[2]Make it clear which photo you are talking about.

[4]Speculate about what the people are doing.

[6]Answer the question when you have finished comparing the photos.

**5** 104 **Complete the sentences for comparing and contrasting photographs with the words in the box. Listen and check.**

| as | both | difference | different | other | whereas |
|---|---|---|---|---|---|

1 _____ pictures show people on holiday.
2 They're _____ kinds of holidays.
3 The people in the first photo are in the countryside, _____ the second photo shows a big city.
4 On the _____ hand, the other people are probably doing some sightseeing.
5 Another _____ is that the people in the city look happy and relaxed.
6 They don't look _____ happy as the people on the city break.

**6** 105 **Match the beginnings and endings of sentences for speculating about photos. Listen and check.**

1 It looks as
2 They're probably doing
3 They seem to
4 They look
5 I
6 They must enjoy
7 Maybe they
8 I guess

a be up in a tower.
b think they might be lost.
c if they're on a walking holiday.
d walking.
e some sightseeing.
f happy and relaxed.
g they probably chose to visit this city because there are lots of interesting things to see.
h chose this holiday because they enjoy being in the countryside.

**7** 106 **Look at the exam task question and the two photographs on page 248. Then listen to three students making mistakes when they complete the task. Match each speaker (1–3) with the mistake that they make (A–D). There is one answer you don't need.**

A describes what they can see in both photos, but doesn't compare and contrast them
B focuses too much on one photo
C doesn't give any personal opinions about the photos
D compares and contrasts the photos but doesn't answer the question

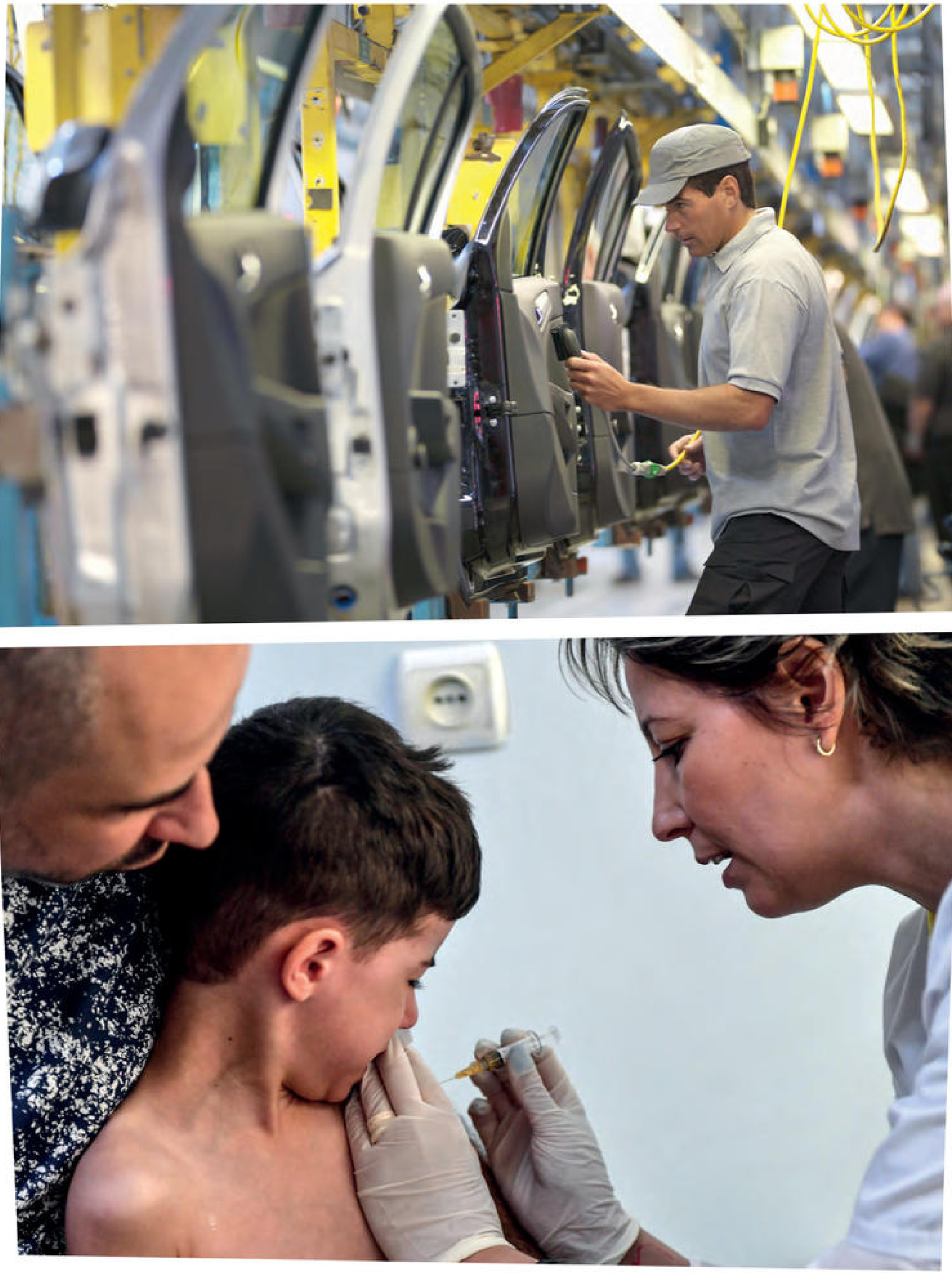
Here are your photographs. They show people preparing food. I'd like you to compare the photographs and say how the people might be feeling about the food they are preparing.

**How might the people be feeling about the food they are preparing?**

**8** 107 **Read the task and look at the photographs. Complete the task, then listen to the model answer and compare your answers.**

Here are your photographs. They show people working. I'd like you to compare the photographs and say what you think might be difficult about the people's jobs.

**What might be difficult about the people's jobs?**



# SPEAKING PART 3

**1** **Read about Part 3 of the Speaking paper.**

Part 3 of the Speaking paper lasts for about three minutes, and you work with a partner. In Part 3:

- the examiner will explain an imaginary situation to you, then give you a piece of paper with written prompts that show different ideas or possibilities
- you must talk with your partner and discuss the prompts, giving your opinions about the different prompts
- you do not have to discuss all the prompts, but you should discuss most of them
- there is no right or wrong answer to the task
- the examiner will then ask you to try to reach agreement about something, and you do this with your partner
- you do not *have* to reach agreement with your partner, but you should try.

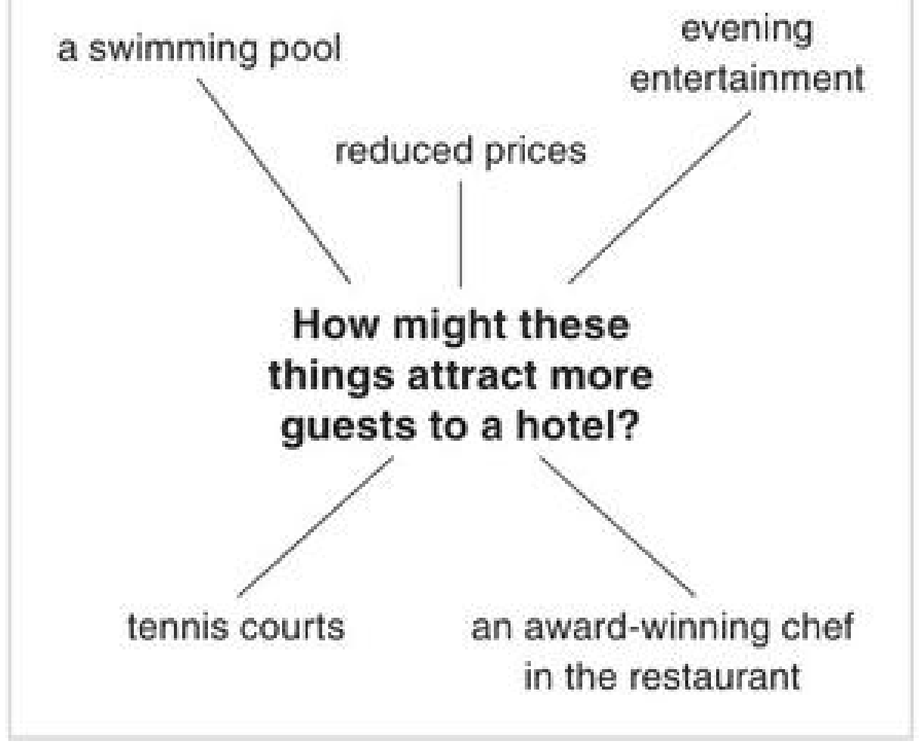
**2** **Read the tips.**

To get a good mark in Part 3 of the Speaking paper:

- you should talk to your partner and listen to your partner – it is important to have a conversation with your partner, rather than just expressing your own ideas
- you should make suggestions and respond to suggestions that your partner makes
- you should express your own opinions on the different prompts and respond to your partner's opinions
- you should give reasons for your opinions
- you should try to reach agreement with your partner when the examiner asks you to.

**3** **Read the exam task and read how the examiner will introduce it. What question do you have to discuss? How many prompts are there for you to discuss?**

I'd like you to imagine that a hotel wants to attract more guests. Here are some ideas they're thinking about. Talk to each other about why these ideas would attract more guests to the hotel.




**4** 108 **Read and listen to Paul and Eva completing the task. How many of the prompts do they discuss? Do they both express their opinions?**

## MODEL ANSWER

**Paul:** [1]Shall we start with tennis courts? This sounds like a good idea. A lot of people like playing tennis.

**Eva:** [2]I can see what you mean, but not everyone likes tennis, and a lot of people go on holiday to relax, so they perhaps don't want to do sport. [3]I think a swimming pool might be a better idea, because people of all ages can use a swimming pool. Do you agree?

**Paul:** Yes, you're right. I hadn't thought about that. I agree that a swimming pool's a good idea because people like to sit by it even if they don't swim. [1]What do you think about the idea of reduced prices? I think that would make a difference.

**Eva:** [5]Yes, that's true. There are so many hotels to choose from, and people usually look at the price and try to find a bargain. But I'm not sure that price is enough on its own because people are often happy to pay a bit more money for a hotel with better facilities.

**Paul:** [5]Yes, I agree. I think evening entertainment might be a good idea, though. That's a bit different, too, because not many hotels offer it.

**Eva:** Yes, and it would be good if they offered entertainment for children too, not just adults.

**Paul:** [5]Yes, I completely agree with you. [4]Do you think that having an award-winning chef would attract customers?

**Eva:** Yes, I do. Everyone loves good food, but a lot of hotels don't have very good restaurants. They could also open the restaurant to everyone, but offer cheaper prices for guests.

**Paul:** [5]That's a good idea. I think that would definitely encourage more people to stay at the hotel.

[1] Make suggestions to move the discussion to the different prompts.

[3] Give your own opinion, and give reasons to support it.

[2] Use polite expressions if you disagree with your partner.

[4] Ask for your partner's opinion.

[5] Use a range of different expressions to agree with your partner.

**5** 109 **Read the second task that the examiner gives the students, then read and listen to the students completing the task. Do they reach agreement?**

***Examiner:*** Now you have about a minute to decide which idea would be best for the hotel.

***Eva:*** So, what do you think would be best for the hotel?

***Paul:*** I'd suggest either the swimming pool or the evening entertainment. Both those things are easy for people to see when they look on the website, and I think they would both be popular with guests.

***Eva:*** Well, I think everyone enjoys a swimming pool, especially children and young people. But on the other hand, most people only use a swimming pool in the summer, whereas evening entertainment can continue all year, and, like we said, they could offer different entertainment for different ages.

***Eva:*** That's true, so shall we choose the evening entertainment?

***Paul:*** Yes, let's go for that.

**6** 110 **Listen to extracts from three more pairs of students completing the task in Exercise 3. What mistakes do the students make? Match each pair (1–3) with a common mistake (A–D). There is one mistake you don't need.**

***A*** The students talk about one prompt for too long, so don't have enough time to talk about the other prompts.

***B*** The students talk for too long individually, don't listen to each other, and don't ask for each other's opinions.

***C*** The students interrupt each other.

***D*** The students talk about things that are not relevant to the task.

**7** 111 **Match the beginnings and endings of the sentences to make suggestions. Listen and check.**

***1*** It might be a good

***2*** Perhaps they

***3*** Tennis courts sound

***4*** They could

***5*** I would say that

***a*** like a good idea.

***b*** idea to offer reduced prices.

***c*** offer entertainment for children, too.

***d*** an award-winning chef would be a good idea.

***e*** should have a swimming pool.

**8** 112 **Choose the correct words to complete the questions you can use to ask your partner's opinion. Listen and check.**

***1*** *Do/Are* you agree?

***2*** What *are/do* you think about the idea of a swimming pool?

***3*** *Will/Would* you agree with that?

***4*** *Do/May* you think that's true?

**9** 113 **Complete the expressions for agreeing and disagreeing with words from the box. Listen and check.**

| | | | |
|---|---|---|---|
| agree | better | but | mean |
| right | sure | that's | think |

***1*** I _____ so, too.

***2*** Yes, _____ true.

***3*** Yes, you're _____ .

***4*** I _____ with you.

***5*** I can see what you _____ but I think a swimming pool might be a _____ idea.

***6*** I'm not _____ about that.

***7*** Yes, that's true, _____ on the other hand, entertainment would also be popular.

**10** 114 **Read and listen to the expressions for reaching agreement. (a) Which two expressions can you use to encourage your partner to reach agreement with you? (b) Which expression shows that you have reached an agreement.**

***1*** I'd suggest either the swimming pool or the evening entertainment.

***2*** Are you OK with that?

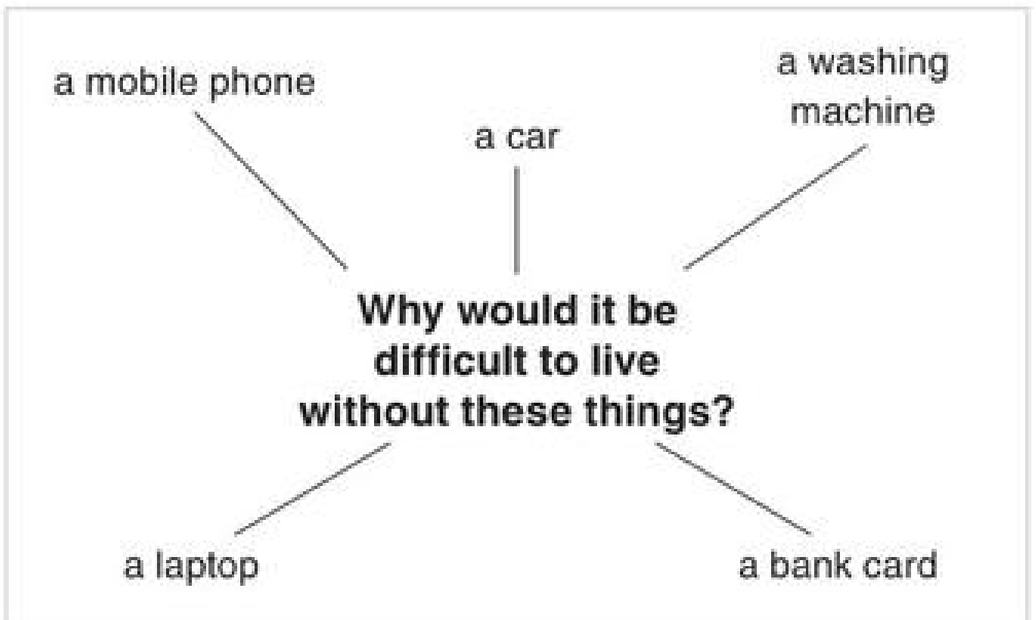
***3*** My choice would be the reduced prices.

***4*** So, shall we choose the evening entertainment?

***5*** Yes, let's go for that.

**11** 115 **Read an exam task and practise answering it with a partner. Listen and compare your ideas.**

I'd like you to imagine that some people are discussing modern technology. Here are things that some people say it would be difficult to live without. Talk to each other about why it would be difficult to live without these things.




**12** 116 **Read the second part of the exam task and practise answering it with a partner. Listen and compare your ideas.**

Now you have about a minute to decide which thing people would find it the most difficult to live without.

# SPEAKING PART 4

**1** **Read about Part 4 of the Speaking paper.**

Part 4 of the Speaking paper lasts for about four minutes, and you work with a partner. In Part 4:

- the examiner will ask you questions on the general topic that you have talked about in Part 3
- the questions ask you to express your opinion rather than give information
- the examiner will ask you questions individually, but they may also bring your partner into the discussion after you have answered a question
- the examiner may also ask you to reply to your partner's opinions.

**2** **Read the tips.**

To get a good mark in Part 4 of the Speaking paper:

- you should express your opinions and give reasons and examples to support your opinions
- you should avoid giving short answers and should always give more information to expand your answers
- you should listen carefully when your partner is speaking, so that you can give your opinion on what they have said if you are asked.

**3** **Read some typical Part 4 questions on the topic of travel and holidays. Do all the questions ask about opinions?**

What is the advantage of going on holiday with friends, rather than with family?
Some people say that tourism is bad for an area. What do you think?
What places are popular for holidays in your country?
Some people say travel is bad for the environment. Do you agree?
What do you think young people can learn by going travelling?

**4** 117 **Read and listen to Alex and Nicola discussing two of the questions in Exercise 3. Choose the sentence which describes how they answer.**

**A** They each give their own opinions, but don't listen to each other.

**B** They listen to each other and respond to what the other says.

## MODEL ANSWER

**Examiner:** Alex, some people say that travel is bad for the environment. Do you agree?

**Alex:** Yes, I do because [1]I think that when people travel they use fuel, for example in a plane or a car, and that's very bad for the environment. [2]They also create a lot of rubbish, for example if they have a picnic on the beach, and that's bad for the environment too.

**Examiner:** What do you think, Nicola?

**Nicola:** Well, I agree with Alex that travel can be bad for the environment, but on the other hand, I'd say that you *can* be a responsible tourist. [3]For example, I prefer to travel by train because it's better for the environment, and I never leave rubbish. So I think it's possible to travel in a way that isn't bad for the environment.

**Examiner:** OK. Alex, what do you think young people can learn by going travelling?

**Alex:** Oh, I think they can learn a lot. For example, they can learn about other cultures and ways of life, and they can also see some of the problems that exist in other parts of the world. I think that travelling is very good for young people.

**Examiner:** What do you think about this, Nicola?

**Nicola:** [4]I completely agree with Alex, and I also think that young people can benefit personally by becoming more independent when they go travelling. For example, when you're travelling you might have to deal with some difficult situations, and if you do this successfully, it can give you a lot of confidence.

[1] Make suggestions to move the discussion to the different prompts.

[2] Give reasons and examples to support your opinions.

[3] Talk about your own likes, dislikes and preferences.

[4] Agree and disagree with your partner, and respond to what they say.

**5** 118 **Listen to three more pairs of students answering Part 4 questions. What mistakes do the students make? Match each pair (1–3) with a common mistake (A–D). There is one mistake you don't need.**

- ***A*** The students' answers are too short, and they don't add more information.
- ***B*** The students don't listen to each other, so they can't respond to what the other says.
- ***C*** The students talk about things that are not relevant to the task.
- ***D*** The students interrupt each other.

**6** 119 **Read the tip. Then listen to three students answering Part 4 questions on the topic of food. What extra question does each student have in their mind?**

- Sometimes it can be difficult to think of things to say in answer to a Part 4 question. To help, it can be useful to keep question words in your mind: Why? How? When? Where? Asking these questions to yourself can help you think of extra things to say.

**7** **Sometimes the examiner might ask you a question that you haven't thought about before. Look at the model answers and notice the strategies that the students use.**

## MODEL ANSWER

***1***

***Examiner:*** Do you think online shopping will ever replace going to shops?

***Student:*** [1]Hmm, let me think. That's an interesting question. I'm not sure that online shopping will ever replace going to the shops because there are some things that people like to see or try before they buy them.

[1] Use expressions to give yourself time to think about your ideas, then give your opinion.

***2***

***Examiner:*** Do you think that some people spend too much time shopping?

***Student:*** [2]Well, it's true that some people spend quite a lot of time shopping. I guess for some people shopping is almost like a hobby. But I think that if they've got plenty of money to spend, then it isn't a problem for them to spend a lot of time in the shops. But I think it's a problem for people who don't have much money, because they might spend too much if they spend a lot of time shopping.

[2] Start with a general statement about the topic of the question, then develop the idea and give your opinion.

***3***

***Examiner:*** Is it better to go shopping alone or with friends?

***Student:*** [3]I think that there are some advantages to shopping alone, for example you can find things more quickly and you probably don't spend as much money. On the other hand, shopping with friends is more fun because you can chat about things and go for a coffee together. So I think I would probably say that shopping with friends is better for this reason.

[3] Give one point of view and then the opposite point of view, then give your own opinion.

**8** 120 **Listen to three students answering Part 4 questions about health and fitness. Match each student with the strategy (1–3) from Exercise 7 that they use.**

**9** 121 **Practise answering these Part 4 questions. Listen and compare your answers.**

1. Some people say that there will be no shops in 20 years because people will buy everything online. Do you agree?
2. Are there advantages to living in the countryside rather than a big city?
3. Why do you think that so many people dream of becoming a celebrity?
4. How do you think people benefit from going on holiday?

# PHRASAL VERB BUILDER

Phrasal verbs consist of a verb with a preposition or adverb or both. The meaning of the phrasal verb is different from the meaning of its separate parts. The following are all phrasal verbs:

| PHRASAL VERB | DEFINITION |
|---|---|
| to be into sth | to be interested in something |
| to book sb into | to reserve a place for somebody at a hotel/event |
| to break up | to finish school/college at the end of the term/year |
| to bring up | to introduce (a topic in a discussion) |
| to burst out | to suddenly start doing something (laughing/crying) |
| to calm sb down | to stop somebody feeling angry, upset or excited |
| to check in | to arrive and register at a hotel or airport |
| to check out | to leave a hotel after paying and returning your room key |
| to cheer up | to become happy |
| to copy out | to write a written text again on a piece of paper |
| to devote sth to sb | to use time, energy, etc. for a particular purpose |
| to drop out | to fail to complete something (a university course / a race) |
| to fall behind | to not make progress |
| to get away | to leave or escape from a person or place |
| to get back | to return |
| to get on | to board a plane/train/ferry/bus |
| to get through | to complete successfully |
| to go away | to go on holiday |
| to go over | to examine or look at something in a careful or detailed way |
| to hand in | to give something (homework) to a teacher |
| to hand out | to give something (worksheet) to each of a number of people |
| to keep up with | to progress or travel at the same rate/speed as others |
| to listen up | to pay attention |
| to look through | to quickly read |
| to make up | to invent |
| to pick out | to identify (details) |
| to point out | to direct someone's attention to someone or something |
| to pull out | to drive from the side of the road onto a different part of the road |
| to pull over | to drive to the side of the road and stop |
| to pull up | to stop in a vehicle |
| to read out | to read words aloud so that other people can hear |
| to read up | to spend time reading in order to find out information about something |
| to refer to | to talk or write about somebody or something, especially briefly |
| to rub out | to erase |
| to run into sb | to meet someone you know when you are not expecting to |
| to run into sth | to crash into something (in a vehicle or on a bike) |
| to set out | to start a journey |
| to shut up | to stop talking or making a noise, or to make somebody stop doing this |
| to speak up | to speak loudly and distinctly OR to express an opinion freely |
| to stand for | to mean |
| to stand up for | to defend |
| to stay over | to sleep overnight (often at someone's house) |
| to stop over | to stay somewhere for one night or more when you are travelling to somewhere else |
| to take off | to leave the ground and fly (of an aircraft) |
| to take up | to become interested or engaged in a pursuit |
| to talk sb into sth | to persuade someone to do something |
| to talk sth over | to discuss a problem or situation with someone, often to find out their opinion or to get advice before making a decision about it |
| to tell sb off | to express disapproval to someone for doing something bad |
| to turn up | to arrive or appear somewhere, usually unexpectedly |

# B2 FIRST EXAM INFORMATION

| PART/TIMING | CONTENT | EXAM FOCUS |
|---|---|---|
| **Reading and Use of English**<br>1 hour 15 minutes | **Part 1** A modified cloze text containing eight gaps and followed by eight multiple-choice items<br>**Part 2** A modified open cloze text containing eight gaps<br>**Part 3** A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.<br>**Part 4** Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a 'key word'<br>**Part 5** A text followed by six multiple-choice questions<br>**Part 6** A text from which six sentences have been removed and placed in a jumbled order after the text. A seventh sentence, which does not need to be used, is also included.<br>**Part 7** A text, or several short texts, preceded by ten multiple-matching questions | Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks; candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure. |
| **Writing**<br>1 hour 20 minutes | **Part 1** One compulsory essay question presented through a rubric and short notes<br>**Part 2** Candidates choose one task from a choice of three task types. The tasks are situationally based and presented through a rubric and possibly a short input text. The task types are:<br>• an essay<br>• an article<br>• a letter or email<br>• a review<br>• a report | Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting. |
| **Listening**<br>Approximately 40 minutes | **Part 1** A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract.<br>**Part 2** A short talk or lecture on a topic, with a sentence completion task which has ten items<br>**Part 3** Five short related monologues, with five multiple matching questions<br>**Part 4** An interview or conversation, with seven multiple choice questions | Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc. |
| **Speaking**<br>14 minutes | **Part 1** A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions)<br>**Part 2** An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions)<br>**Part 3** A discussion question with five written prompts<br>**Part 4** A discussion on topics related to Part 3 (spoken questions) | Candidates are expected to be able to respond to questions and to interact in conversational English. |

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