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without answers

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B1



WITH ONLINE
PRACTICE

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Map of the units

	Unit title	Reading	Writing	Listening
1	My life and home	Part 5: 'Emilia's home' – living on a boat Reading for understanding of vocabulary	Part 1: An email Planning a reply	Part 2: Listening for specific information Two candidates doing Speaking Part 1
2	Making choices	Part 6: 'Would you choose to study at a college or university like this?' Reading for detailed understanding of words and sentences	A post about what you used to do ten years ago Part 2: An article on what makes a great place to work Using a mind map to plan an answer	Emily talking about her work experience in Mexico Part 1: Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 1 and 2</i>				
3	Having fun	Part 3: 'Sand sculptures' Reading for detailed understanding	Part 2: A story about a day out Planning paragraphs	Part 4: Marc Pasqual – an Instagram photographer Talking about a skiing holiday Two candidates doing Speaking Part 2
4	On holiday	Part 1: Identifying text purpose	Part 1: An email Suggesting where to go in a city and what to do	Discussing a quiz Part 3: 'A bushcraft skills course' Some friends discussing their next holiday
<i>Vocabulary and grammar review Units 3 and 4</i>				
5	Different feelings	Part 4: 'How I dealt with stress' Identifying the topic of a paragraph Identifying linking words (<i>this, then, do, also, however, etc.</i>)	Part 2: A story Using adjectives to describe feeling	Part 2: Listening for facts, opinions or feelings Two candidates doing Speaking Part 4
6	That's entertainment!	Part 2: 'Turn off the TV and go out!' Selecting events from an entertainment guide	Part 2: An article about a celebration in your country Using the correct style for an article	Eliza and Bella planning a night out Part 1: Seven short texts about daily life Two candidates doing Speaking Part 3
<i>Vocabulary and grammar review Units 5 and 6</i>				
7	Getting around	Part 1: Identifying text purpose	Part 1: An email Useful email expressions	Part 2: Olivia talks about extremely heavy snow while travelling in Italy Identifying distracting information Mia and Owen discuss getting to the station on time Two candidates doing Speaking Part 2
8	Influencers	Famous families Part 6: An article about Emma Watson, a famous influencer	Part 2: An article about a person you admire Using correct spelling and punctuation	Part 3: 'How to become famous on YouTube' Completing notes Carter and Will discuss presenters for a YouTube channel Three candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 7 and 8</i>				
9	Stay fit and healthy	Part 3: Evie Scott talks about exercise at work Identifying opinion and attitude	Part 2: A story about feeling nervous Using a range of past tenses to explain what happened	Part 2: People talking in six different situations Identifying the situation and what you need to listen for Two candidates doing Speaking Part 4
10	Looks amazing!	Part 2: 'Our top picks at the street food market' Selecting places to eat	Part 2: An article	Part 1: Seven short texts about daily life Listening carefully for information Two candidates doing Speaking Part 2
<i>Vocabulary and grammar review Units 9 and 10</i>				
11	The natural world	'Scientists use robot chick to study penguins' Part 5: 'Working on the Galápagos Islands'	Part 1: An email Checking your work for mistakes	Part 4: Looking for the Iberian lynx Identifying expressions with similar or different meanings Two candidates doing Speaking Part 4
12	Express yourself!	Part 4: 'Can you live without your smartphone for a week?' Matching sentences to paragraphs	Part 2: A story Using a range of tenses and reported speech	Raising money for charity Part 3: A competition to design a new app Two candidates doing Speaking Part 1
<i>Vocabulary and grammar review Units 11 and 12</i>				

Speaking	Pronunciation	Vocabulary	Grammar
Part 1: Saying your name, where you live, what you do, and if you like studying English	-s endings /s/, /z/ and /ɪz/	House and home Countable and uncountable nouns	Prepositions of time Frequency adverbs Present simple and present continuous State verbs <i>a few, a bit of, many, much, a lot of</i> and <i>lots of</i> Prepositions of place
Part 3: Discussing a new club for students to practise English Agreeing and disagreeing Making a decision	-ed endings /d/, /t/ and /ɪd/	Life choices <i>fail, pass, take, lose, miss, study</i> and <i>teach do, earn, make, spend, take</i> and <i>win</i>	Past simple Past simple and past continuous <i>used to</i> <i>So do I</i> and <i>Nor/Neither do I</i>
Part 2: Describing a picture Explaining what you can see and where things are	-ing endings /ɪŋ/	Leisure activities Prepositions of place Phrasal verbs People's hobbies	Verbs followed by <i>to</i> or <i>-ing</i>
Part 3: Discussing where to go in a city Making suggestions and giving reasons	Weak forms in comparative structures	Holiday activities <i>travel, journey</i> and <i>trip</i> Buildings and places	Comparative and superlative adjectives <i>a bit, a little, slightly, much, far, a lot (not) as ... as ...</i> <i>big</i> and <i>enormous</i> (gradable and non-gradable adjectives)
Part 4: Describing personal experiences Asking other people what they think	Modal verbs: weak and strong forms	Feelings Adjectives and prepositions Adjectives with <i>-ed</i> and <i>-ing</i> Adjectives and their opposites	<i>can, could, might, may</i> (ability and possibility) <i>should, shouldn't, ought to, must, mustn't, have to</i> and <i>don't have to</i> (advice, obligation and prohibition)
Part 3: Discussing plans for a festival Moving on to a new subject	Word stress	Television programmes Going out <i>been/gone, meet, get to know, know</i> and <i>find out</i>	Present perfect <i>just, already</i> and <i>yet</i> <i>since</i> and <i>for</i> Present perfect or past simple?
Part 2: Describing what people are doing in photos Adding new points, and correcting yourself Describing things you don't know the name of	Word stress in compound nouns	Weather Compound words	<i>extremely, fairly, quite, rather, really</i> and <i>very too</i> and <i>enough</i> The future Prepositions of movement
Part 1: Answering general questions Talking about your daily routine and what you like	Conditional sentences Contracted words	Phrasal verbs Describing people Adjective prefixes and suffixes Adjective order	Zero, first and second conditionals <i>When, if, unless</i> + present, future
Part 4: Discussing sport, fitness and health Showing agreement and polite disagreement	Word stress: agreeing and disagreeing	Illnesses and accidents Sports <i>do, go</i> and <i>play</i>	Relative clauses (defining and non-defining) Past perfect
Part 2: Describing everyday objects in photos Explaining what things are made of or used for	Connected speech: linking sounds	<i>course, dish, food, meal</i> and <i>plate</i> Shops and services	Commands and instructions <i>Have something done</i>
Part 4: Discussing ways to help the environment Giving examples	Word stress in passive forms	The environment Noun suffixes	The passive: present simple and past simple Comparative and superlative adverbs
Part 1: General questions Talking about habits and routines	Intonation in direct and indirect questions	Collocations: using your phone <i>ask, ask for, speak, talk, say</i> and <i>tell</i> Negative prefixes	Reported speech and reported commands Reported questions Indirect questions

B1 Preliminary content and overview

Part/Timing	Content	Exam focus
1 Reading 45 minutes	<p>Part 1 Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p>Part 2 Five descriptions of people to match to eight short texts.</p> <p>Part 3 Longer text with five four-option multiple choice questions.</p> <p>Part 4 Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p>Part 5 Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p>Part 6 An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p>Parts 1–4 and Part 6: Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference.</p> <p>Part 5: Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
2 Writing 45 minutes	<p>Part 1 An informal email. Candidates write an email of about 100 words in response to a text.</p> <p>Part 2 An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.</p>	<p>Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.</p>
3 Listening approximately 30 minutes	<p>Part 1 Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p>Part 2 Six short unrelated dialogues with six three-option multiple choice questions.</p> <p>Part 3 Longer monologue. Candidates complete six sentences with information from the recording.</p> <p>Part 4 Longer interview. Six three-option multiple choice questions.</p>	<p>Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.</p>
4 Speaking 12 minutes	<p>Part 1 A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p>Part 2 An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic.</p> <p>Part 3 A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p>Part 4 A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.</p>	<p>Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.</p>

1

My life and home



Starting off

- 1 Work in pairs. Look at the pictures and answer the questions.
 - 1 What are these four parts of a home called?
 - 2 Are any of these like your home? How are they similar or different?
 - 3 Which is your favourite place in your home? Which is your least favourite? Say why.
 - 4 What changes would you like to make to your home? Why?
 - 5 When you go away, what do you miss about your home?

Listening Part 2

- 1 Work in pairs. Tell your partner about these things.
 - the building where you live
 - the street where your home is
 - a place where you would like to live

- Before you listen, quickly read the first line of each question and underline the key words.
- Don't choose an answer until you've heard the whole text for that question.

Exam advice

- 2 You will hear people talking in six different situations. In pairs, look at questions 1–6. For each question, discuss who you will hear in the conversation and what the situation is.

1 two friends, a flat they would like to live in

- 1 You will hear two friends talking about the kind of flat they would like to live in.
They agree that it should
A be on one of the higher floors.
B have at least three bedrooms.
C be close to public transport.
- 2 You will hear a man telling his friend about changing job.
How does he feel?
A He finds it hard to do his new job well.
B He still misses his old colleagues.
C He thinks the staff at his new firm are unfriendly.
- 3 You will hear a woman talking about a trip to the beach.
What did she like best about it?
A swimming in the sea
B going on a free boat trip
C playing a sport
- 4 You will hear two friends talking about the town where they live.
They agree that
A there's too much traffic.
B some parts of it are dangerous.
C it's smaller than they would like.
- 5 You will hear a man talking to a friend about shops.
What does the man think about the small shop?
A There aren't enough assistants.
B The prices there are reasonable.
C It sells a wide variety of items.
- 6 You will hear two friends talking about their homes.
The woman says her room would be better if
A it was quieter.
B it was a lot bigger.
C it was sometimes warmer.

- 3 For each question in Exercise 2, choose the correct answer. Listen again and check your answers.

- 4 Think of the three best and worst things about the place where you live. Use the ideas below, or your own. Work in small groups and discuss your ideas.

- how big or small it is
- interesting places to visit
- the people who live there
- traffic and public transport
- how safe it is
- things for people to do in their free time

Grammar

Prepositions of time

▶ page 116 Grammar reference
Prepositions of time

- 5 Exam candidates often make mistakes with prepositions of time. Choose the correct option in *italics*.



- 1 I sometimes leave work *in* / *on* the evening.
- 2 *On* / *In* summer, they must come to Poland.
- 3 I'll see you *on* / *at* 4 o'clock.
- 4 We usually go to the beach *at* / *in* the morning.
- 5 I go shopping *in* / *on* the days when there are not too many people.

- 6 Complete the table with the phrases from the box. Then add more phrases to the table.

5 o'clock 2020 bedtime half past four July
25 May my birthday night Sundays the afternoon
the holidays ~~the weekend~~ weekdays winter

<i>at</i>	<i>in</i>	<i>on</i>
(with times of the day, e.g. 2.15, and expressions like <i>the weekend</i>)	(with parts of the day, years, months and seasons)	(with days and dates)

the weekend

- 7 Discuss when people do the activities in the box. Say when you do them. Use prepositions of time.

do exams eat in a restaurant get a bus
go shopping socialise watch TV

Some people go by bus very early in the morning. I get the bus at 8.15.



Grammar

Frequency adverbs

▶ Page 116 Grammar reference
Frequency adverbs

- 1 Read the text about Julian. In pairs, discuss how similar his daily habits are to yours.

On weekdays, Julian always starts work at 6 am, so he usually gets up at 5 am and has a quick breakfast at 5.15. He takes the bus to work at 5.40 most days but sometimes he walks. Julian's lunchtime is usually before midday, when the café often gets busy again. He normally has dinner at six and he goes to bed at about 10 every evening.

- 2 Work in pairs and answer the questions.

- Which is correct: frequency adverb + *be*, or *be* + frequency adverb?
- Do frequency adverbs like *often*, *sometimes* and *rarely* go before or after other main verbs?
- Where do we usually put longer frequency expressions like *every day* or *most days*?

- 3 Complete the sentences with the words in brackets.

- I listen to music on the radio. (occasionally)
I *occasionally* listen to music on the radio.
- I check my phone for messages. (every two hours)
- I'm late for my English lessons. (never)
- I write emails to friends. (sometimes)
- I don't have lunch at home. (always)
- I'm sleepy in the morning. (almost every day)
- I go out on Monday nights. (hardly ever)
- I stay in bed late. (most weekends)

- 4 Write sentences 1–8 in Exercise 3 so they are true for you. Then work in pairs and compare your sentences.

I rarely listen to music on the radio.

Really? I listen to music on the radio all the time.

- 5 Work in groups. Discuss how often you do the things in the pictures. Use expressions like *every day*, *once a week* and *twice a month*. Decide who does each thing most often.

I chat with my best friend every evening.

I tidy my flat once a week.



Reading Part 5

- 1 Work in pairs. Describe the pictures on page 11. Answer the questions.

- Which place would you like to have a holiday in? Which would you like to live in all the time? Why?
- Do you know of other unusual places to live?

- 2 Read the text without filling in the gaps. Answer the questions.

- What kind of text (e.g. story, article) is it?
- Which photo matches the text?
- Which four of these points are in the text?

- Emilia does lots of interesting things.
- Her education takes place on the boat.
- Living on a boat has some disadvantages.
- She never feels afraid when she's on the boat.
- She sometimes meets her friends.

- Read the text to get a general idea of the type of text, its topic and the main points.
- Look at the words before and after each gap.
- Try each of A, B, C and D in the gap. Which has the right meaning and fits the grammar of the sentence?

Exam
advice

3 Read the article again and choose the correct word for each space (A, B, C or D). Use the questions in *italics* to help you.



Most people live in flats or houses, but right now biologist Emilia Ruiz is waking up somewhere in the Pacific Ocean, because her home is a 20-metre boat. She has (1) the last two years sailing with her colleagues Ryan and Charlie, who are also scientists.

Emilia's work (2) of studying large sea creatures such as whales and dolphins as they cross the oceans, so she often travels very long distances and has (3) friends all over the world. She is doing a Master's degree online and her studies are going well.

Her way of life, though, is sometimes uncomfortable. Space on board her boat is limited and bad (4) that lasts days is common, (5) in winter. Storms at sea can be frightening, although modern boat equipment usually helps sailors (6) them and Emilia nearly always feels safe. She contacts friends by social media and whenever they get together they have great fun in the places they visit.



- Which word do we use with a period of time?
A passed B used C taken D spent
- Which verb is followed by 'of'?
A includes B consists C requires D involves
- Which verb often goes with 'friends'?
A added B formed C caught D made
- Which noun often goes with 'bad'?
A temperature B forecast C weather D climate
- Which adverb means 'especially'?
A particularly B extremely C completely D absolutely
- Which verb means 'keep away from'?
A prevent B control C avoid D remove

- Work in groups. Discuss what you would or wouldn't like. Give reasons.
 - often going to different places
 - rarely seeing friends
 - never having to travel to work or university
 - making new friends around the world
 - having very little space at home
 - living close to nature all the time
- Work in pairs. Imagine a typical day in Emilia's life. Use frequency adverbs to describe it.

Grammar

Present simple and present continuous

- ▶ **Page 117 Grammar reference**
Present simple and present continuous
- ▶ **Page 118 Grammar reference**
State verbs

1 Match the extracts from the article on page 11 with the uses of the present simple and present continuous (a–e).

- 1 Most people **live** in flats or houses. *ℓ*
- 2 Emilia Ruiz **is waking** up somewhere.
- 3 She often **travels** very long distances.
- 4 Her studies **are going** well.
- 5 Emilia's work **consists of** studying large sea creatures.

- a something that happens regularly
- b something in progress, but not at the present moment
- c verbs not normally used in the continuous
- d something happening at the present moment
- e something that is generally true

2 Complete the email with the the present simple or present continuous form of the verbs in brackets.

Hi David,

I (1) *'m writing* (write) to you from the lovely holiday home my friends and I have rented, right next to the sea. I (2) (sit) in my bedroom right now, which (3) (have) a big window, and I (4) (look) out across the waves at a little island. I (5) (love) it here, and in the evening I sometimes (6) (stay) here and watch the sun go down.

Every day, we (7) (go) for a walk along the top of the cliffs. The weather (8) (get) hotter every day. It was 35°C yesterday! But we always (9) (leave) the house early in the morning while that cool wind from out at sea (10) (blow).

We (11) (have) a really good time here, and I (12) (not want) to go home!

Bye for now,
Molly

3 Make questions using the present simple or the present continuous. Add or change words if necessary.

- 1 what / 'habit' / mean?
- 2 any buses / stop / in your street?
- 3 who / watches / the most / TV / in your house?
- 4 you / prefer / to get up / early or late?
- 5 everyone / talk / to / their partners / at the moment?
- 6 what colour clothes / you / wear / today?
- 7 anyone / sit / behind / us / in class right now?
- 8 what / you / sometimes / forget / to do?

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

What does 'habit' mean?

It means something you often do.

5 Do the task below.

- Write three questions using the present continuous about what your partner is doing, thinking or feeling now, e.g. *Are you feeling good?*
- Write three questions using the present simple about what your partner likes, wants or prefers, e.g. *Do you prefer weekdays or weekends?*
- In pairs, ask and answer the questions.

6 /P/ /s/, /z/ and /ɪz/

Try saying these words. Which ones end with /s/? Which ones end with /z/? Which ones end with /ɪz/?

changes chooses does finishes forgets goes
likes lives loves passes plays practises
prefers sees speaks studies thinks uses
walks wants washes wears works

7 Work in pairs. Think of a close friend or family member. Tell your partner these things about them. Remember to pronounce the final 's' of verbs correctly.

- facts, e.g. *She lives in ..., she belongs to ...*
- things he or she often does, e.g. *He often plays ...*
- something your friend is doing around now, e.g. *She's learning Spanish.*
- what you think your friend is doing right now, e.g. *He's walking home.*

8 Now ask your partner more questions about the friend or family member.

Where does she work?

Is he learning to drive this year?

Vocabulary

House and home

1 Which of these does your home have?

- a balcony a bathroom
- a bedroom a dining room
- a garage a garden a hall
- a kitchen a living room stairs

2 Look at the places in Exercise 1. Where can you find the things in the box?

- armchair bath blankets
- chest of drawers cooker
- cupboards cushions
- dishwasher duvet fridge
- microwave mirror pillow
- rug sink sofa taps
- toilet towels wardrobe
- washing machine

Countable and uncountable nouns

▶ Page 118 Grammar reference
Countable and uncountable nouns

3 Choose the correct option in *italics>. Then check with the extract from the Cambridge Learner's Dictionary.*

I am looking for new *furniture* / *furnitures* for my bedroom.

furniture *noun* [U]

objects such as chairs, tables and beds that you put into a room or building

Common Learner Error

Remember you cannot make *furniture* plural. Do not say 'furnitures'.

4 Look at the first line of the dictionary extract again. What tells you the noun *furniture* is uncountable? What letter do you think there is for a countable noun?

5 Think about the kitchen in your home. Write three countable and three uncountable things you can find there. Tell your partner.

Grammar

a few, a bit of, many, much, a lot of and lots of

▶ Page 118 Grammar reference
a few, a bit of, many, much, a lot of and lots of

1 Look at what Giles says about his free time. Choose the correct option in *italics.*



I don't have much time to watch TV these days. There aren't many programmes I like, and as I've got university exams quite soon, I usually have a lot of work to do in the evenings. After that, I often like to do a bit of exercise. At weekends, I like to invite a few friends to my house. We cook some food, have dinner together and talk a lot. That's lots of fun!

Rules

- 1 We use *a few* for small numbers with *countable / uncountable* nouns.
- 2 We use *a bit of* for small amounts with *countable / uncountable* nouns.
- 3 With *countable / uncountable* nouns in questions and negative sentences we use *much*.
- 4 With *countable / uncountable* nouns in questions and negative sentences we use *many*.
- 5 We use *a lot of* or *lots of* for large amounts or numbers. We use them with *countable* or *uncountable* nouns.
- 6 If there is no *noun*, we use *a lot* instead of *a lot of*.

2 Choose the correct option in *italics.*

- 1 I put *a bit of / a few* make-up on, but not *many / much*.
- 2 It doesn't take *many / much* time to wash those clothes and it only takes *a lot of / a few* hours to dry them.
- 3 I've got *a bit of / a few* video games but I can't buy any more because they cost *much / a lot of* money.
- 4 Those new light bulbs don't use *many / a lot of* electricity, so *lots of / much* people are buying them.
- 5 I don't use *much / many* shampoo, just *a bit / a few*. My hair always goes dry if I use *a lot / a lot of*.
- 6 There isn't *much / a lot* space in my bedroom so I don't keep *a bit of / many* things there.

3 Work in pairs. Ask your partner what he or she likes and doesn't like doing at home. Use expressions from Exercise 1. Tell the class about your partner.

Do you watch much TV?

No, I don't watch a lot of programmes.

Speaking Part 1

Prepositions of place

▶ page 119 Grammar reference

Prepositions of place

▶ Page 152 Speaking bank
Speaking Part 1

1 Exam candidates often make mistakes with prepositions like *at*, *in* and *on*. Choose the correct option in *italics*.

- Sometimes we play cards *on* / *at* his house.
- He sometimes goes running *at* / *in* the park.
- We usually stay *in* / *at* home watching TV.
- There's a window *on* / *in* the left of my bed.
- I normally spend my day *in* / *at* the beach.
- I have some photos *in* / *on* the wall.

2 Work in pairs. Tell each other about your apartment or house. Describe each room and what's in it. Draw a picture of your partner's home. Show it to your partner.

3 Complete the gaps with *at*, *in* and *on*.

..... college
..... work
..... university

..... a city
..... a country
..... a company

..... the coast
..... a hill
..... an island

4 Put the words in order to make questions. Then match the questions with the answers.

- your / what's / name? *What's your name?*
- live / where / do / you?
- Recife / do / what / do / you / in?
- lessons / having / you / English / like / do?
- English / future / use / the / in / you / will?



- Yes, I need to speak it well at work because we do a lot of business abroad.
- In Recife, a big city on the north-east coast of Brazil.
- Rafael Santos.
- I work in an information technology company there.
- Yes, I always enjoy them a lot!

5 Work in pairs. Ask another student the questions in Exercise 4. Use the correct prepositions in your answers.

6 Complete the dialogue with the correct form of the verbs in brackets and prepositions of place and time. Listen and check.



Hugo: Where (1) *do you come* (you / come) from, Sara?

Sara: I live (2) Vigo, a city in Galicia. That's (3) north-west Spain, (4) the Atlantic coast.

Hugo: Do you work or (5) (you / be) a student?

Sara: I'm a second-year student (6) the University of Vigo. I'm studying Economics.

Hugo: How (7) (you / get) there (8) the mornings?

Sara: The University isn't in the city so I usually take the bus, but (9) summer I often ride there on my bike.

Hugo: And where (10) (you / like) to go (11) the evenings?

Sara: Sometimes I go out with my friends, but most evenings I stay (12) home studying. I've got exams soon!



- In the Speaking exam, be friendly and polite when you meet the examiners and the other candidate.
- Speak clearly and loudly enough for the examiners and your partner to hear you.
- Give longer answers by adding details such as places and times of day.

Exam
advice

7 Work in new pairs. Ask and answer the questions from the dialogue in Exercise 6.

Writing Part 1

▶ Page 145 Writing bank
An email

- 1 Work in pairs. Look at the exam task and answer the questions.
- Who has written to you?
Alex, your English-speaking friend.
 - What do you have to read?
 - What kind of text must you write?
 - What news does Alex tell you first? How do you feel about this?
 - What does Alex ask you next? What information must you give?
 - What does Alex ask you in the fifth sentence?
 - What does Alex ask you last?

Read this email from your English-speaking friend Alex, and the notes you have made.

To:

From: Alex

Many thanks for inviting me to come and stay with you for a couple of weeks. I asked my boss for some more time off work and she said yes! *Brilliant!*

Which month would be best for me to come? *Say when and why.*

We've never really talked about your home. What's it like? *Describe.*

I'll start planning my trip today. What should I bring with me? *Suggest ...*

See you soon!

Alex

Write your email to Alex, using **all** the notes.

- You must answer this question in the exam.
- Read the instructions and the email in the question. Note who you have to write to and which points you must include.
- Note down ideas and plan your reply. Use a paragraph for each point.

Exam advice

- 2 Read this reply and answer the questions.
- How many main paragraphs does Frankie use?
 - Which paragraph deals with each of the notes?
 - How many sentences does Frankie write about each of the notes?
 - In Frankie's email, find prepositions of place, prepositions of time and frequency adverbs.

From: Frankie

To: Alex

Hi Alex,

I'm so happy you can spend a fortnight at my place. I'm really looking forward to it!

Summer is lovely here. I'm usually away in August, so July would be the perfect time to come and visit.

I live in a three-bedroom flat on the fifth floor in a quiet neighbourhood. It's comfortable, with modern furniture, big windows and a large balcony where I sometimes have barbecues at weekends.

It hardly ever rains in July, so I'd recommend bringing just light clothes, plus your swimming costume. There's lots to do here and I'm sure we'll have a fantastic time.

See you in the summer!

Frankie

- 3 Plan your own reply to Alex. Use each of the notes as a heading and write your own ideas below them.

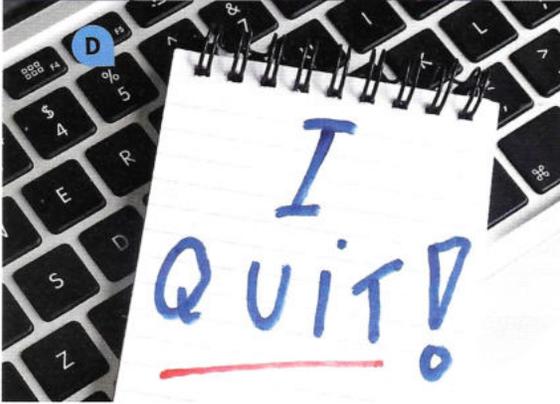
Brilliant!	Say when and why	Describe your home	Suggest
-------------------	-------------------------	---------------------------	----------------

it's great that ...

- 4 Write your email.
- Begin and end in a friendly way.
 - Use paragraphs, one for each of the notes.
 - Write at least one sentence about each of the notes.
 - Use frequency adverbs and prepositions of place / time.
- 5 Check your partner's email. Has your partner:
- organised the email like Frankie's?
 - written about all four notes on Alex's email?
 - written about 100 words?

2

Making choices



Reading Part 6

- 1 Work in pairs. Read the article about four different universities. Then answer the question in the title. Do not complete the gaps for now.

Starting off Life choices

- 1 Work in pairs. Match the photos to the words in the box. Then put these events into the order someone might do them.

apply for a job
get some work experience
quit your job retire early
take a gap year

- 2 In pairs, ask and answer these questions.
 - How often do people in your country decide to do the activities in Exercise 1?
 - Why do people make these choices?
 - Is there anything in Exercise 1 that you haven't done but you would like to do? Why?

Would you choose to study at a college or university like this?

At Worcester University, England there are students (1) take very few exams. Those studying an English degree only have (2) hand in essays in their third year.

A small number of students who (3) studying at Cleveland Institute of Music, USA can live at a local retirement home. The students don't pay rent in exchange for spending time (4) the elderly people living there and playing concerts.

At Mondragon University, Spain, students studying Leadership and Innovation set up (5) own companies and try to earn enough money to pay for their next year at university.

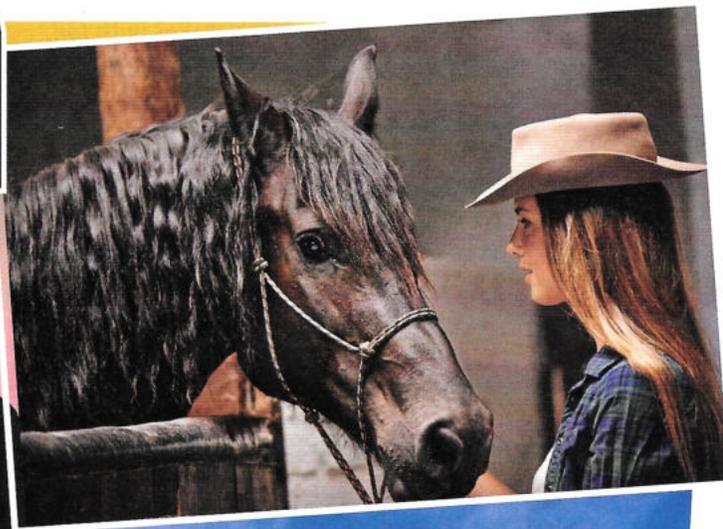
Students at Deep Springs University, USA live on a large animal farm in the middle of the Californian desert. Classes are very small, usually between four (6) 12 students on each course.

- 2 What type of word is missing in each gap (1–8) in Exercise 1 (a verb, a preposition, etc.)?
- 3 Read the text in Exercise 1 again and write the word which best fits each gap.

4 Work in pairs. Look at the title of the article below and the photos. What do you think the article is about?

5 Read the article and check your ideas. Do not complete the gaps for now.

Follow your interests with one of these unusual qualifications!



People who know they want (0)to..... be doctors study medicine and future lawyers study law. But what (1) those who don't know what they want to be but know what they enjoy? Equestrian Psychology is perfect for horse lovers who (2) keen to understand this animal's behaviour. There's even an opportunity to take part in (3) exchange programme with universities in Australia, Hungary or Canada. An option for water sports fans is a degree in Surf Science and Technology. Students do subjects such (4) geography, surf culture and how to be safe in the water. Back on land, someone who likes plants can apply for a degree in Floral Design and learn how to arrange flowers for a living. And finally, people (5) enjoy making friends or family members laugh should consider a degree in Stand-Up Comedy. Apart (6) regular classes, they also have the chance to perform in comedy clubs.

- Without filling in any of gaps 1–6, quickly read the text to find out what it's about.
- For each gap, look at the sentence and decide what kind of word (e.g. a preposition) is missing.
- Read the sentence again and think of the word which best fits the gap.

Exam
advice

6 Read the article and think of the word which best fits each gap. Write one word in each gap.

7 What makes a good college or university? Make notes on the ideas below.

accommodation classrooms and facilities
fees and other costs journey and location
teachers and courses timetable and exams

8 Work in groups. Tell each other your ideas.

Vocabulary

fail, pass, take, lose, miss, study and teach

- 1 Exam candidates often make mistakes with *fail, pass, take, lose, miss, study and teach*. Complete the definitions with the words from the boxes.

fail pass take

- We have to *take* an exam at the end of this course. (= do an official test)
- I hope I the exam and get a good mark. (= be successful in an exam)
- I'm studying a lot because I don't want to my exam. (= not be successful in an exam)

lose miss

- I don't want to my music lesson. (= not go to something which happens or arrive too late to get on a bus, a train, etc.)
- I often my keys. (= not be able to find something or someone)

learn study teach

- I want to how to ride a horse. (= get new knowledge or skills)
- A colleague is going to me how to change the tyre on my car. (= give new knowledge or skills)
- My brother would like to biology at university. (= go to classes, read books, etc. to try to understand new ideas and facts)

- 2 Choose the correct option in *italics*.

- Do you ever *(take)* / *make* exams?
- Do you ever *miss* / *lose* your mobile, keys or bag?
- What subject(s) did your favourite teacher *teach* / *learn* you?
- Would you like to *take* / *learn* a new sport, language or musical instrument?
- Is it sometimes OK to *miss* / *lose* lessons or work?
- What kinds of subjects do people in your country *learn* / *study* at university?
- Would you like to be a school teacher or university lecturer? What subject would you like to *teach* / *learn*?
- Do you think that people who never *fail* / *pass* exams are more intelligent than others? Or have they just got better memories?

- 3 Work in small groups. Ask and answer the questions in Exercise 2.

Grammar

Past simple

▶ Page 120 Grammar reference
Past simple

- 1 Work in pairs. Before university, Emily went to Mexico City to do some work experience. Discuss the differences you think she found between her life in Canada and in Mexico.



2 Listen to Emily talking about her experience. Make notes on how the city, shops and entertainment were different.

3 Work in pairs. Write the interviewer's questions, using *you* and the past simple.

- 1 where / go? *Where did you go?*
- 2 why / decide / to work abroad?
- 3 how / find / a place in the laboratory?
- 4 where / stay?
- 5 speak / Spanish / before / go?
- 6 how / feel / when / first / arrive?
- 7 like / the city?
- 8 enjoy / the experience?

4 Listen again and complete Emily's answers.

- 1 I*went*..... to Mexico for nine months.
- 2 I to get some work experience and improve my Spanish.
- 3 My dad an agency and they me a place.
- 4 I with Alicia and her family.
- 5 Yes, I did. I French and Spanish at school.
- 6 When I, I scared.
- 7 I it a lot.
- 8 Oh yes, I did. I working in the laboratory.

5 Look again at Emily's answers. Underline the regular past simple forms. Circle the irregular past simple forms.

6 /P/ /d/, /t/ and /ɪd/

Listen to the sentences. How do we pronounce these regular past simple -ed endings? Choose the correct option.

- 1 I wanted to improve my Spanish. /d/ /t/ /ɪd/
- 2 I stayed with Alicia and her family. /d/ /t/ /ɪd/
- 3 I liked the city a lot. /d/ /t/ /ɪd/

7 Complete the table with the past simple form of the verbs from the box. Listen and check.

arrive contact decide enjoy help invite
like love need ~~stay~~ study
want watch work

/d/	/t/	/ɪd/
-----	-----	------

stayed

8 Work in pairs. Student A, ask the questions from Exercise 3. Student B, read Emily's answers from Exercise 4. Then change. Remember to pronounce the regular past simple endings correctly.

9 Exam candidates often make spelling mistakes with the past simple. Underline and correct one spelling mistake in each sentence.

- 1 My friends and I plaied football yesterday.
- 2 In our first English lesson our teacher taughted us some new words for sports.
- 3 When I went to university, I studied very hard.
- 4 Last weekend, I founded a very good restaurant in my town.
- 5 When I arribed at work, my colleagues weren't there.
- 6 My friend Sara bringed her dog to class one day.
- 7 I'm reading a book that my English teacher recommend to me.
- 8 We puted all our things in the car and we set off on holiday.

10 Complete Zak's review with the past simple form of the verbs in brackets.

How was your experience as an exchange student?

Zak, Wellington, New Zealand

It (1)*was*..... (be) an incredible experience.
I (2) (spend) four months in a university in Beijing.
I (3) (choose) China's capital city because
I (4) (want) to go somewhere very different.
Wellington has a population of 200,000, while Beijing has a population of over 20 million!

Before I (5) (leave) home,
I (6) (be) worried about the new language and culture. I remember that
I (7) (feel) very nervous when
I (8) (say) goodbye to my family.
My host family in China (9) (look after) me really well. I (10) (eat) all kinds of new food, I (11) (see) some wonderful places and of course I (12) (make) a lot of new friends.

I highly recommend the experience to other students.



11 Work in pairs. Think of a new place you went to. Ask and answer the questions.

- Where did you go?
- How did you feel?
- Why did you go there?
- What did you think of it?

Where did you go?

I visited Madeira.

Grammar

Past simple and past continuous

▶ Page 120 Grammar reference
Past simple; Past continuous

1 Work in pairs. Look at the picture. What happened to Emily when she was walking to work?

2 Listen and check. What do you think happened next?



3 Listen to the rest of Emily's story. Were you right?



4 Look at the extracts from Emily's story. Answer the questions.

1 Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off.

Did the three actions happen at the same time? What happened last?

2 The sun was shining and I was feeling good.

Do we know when the sun started shining? Do we know if the sun stopped shining?

3 I was walking to work with Alicia when we saw a group of dogs.

Did Emily and Alicia see the dogs before they started walking to work?

5 Complete the rules with *past simple* or *past continuous*.

Rules

- We use the (1) *past simple* to talk about actions or situations in the past (often one action happened after the other).
- We use the (2) to talk about an activity that was already happening at a moment in the past. We don't say if this activity finished or not.
- We often use the (3) and the (4) together to show that an action happened in the middle of an activity.
- We generally use *when* to introduce the action in the (5)
*I was walking to work with Alicia **when** we saw a group of dogs.*
- We can use *when*, *as* or *while* to introduce the activity in the (6)
As/When/While *I was walking to work, I saw a group of dogs.*



6 Alicia goes to Canada to stay with Emily. Complete Emily's blog with the past simple or past continuous form of the verbs in brackets. Listen and check.



One morning, Alicia (1) *woke up* (woke up) early and (2) (go) to the kitchen where I (3) (talk) loudly to my flatmate. We (4) (stop) talking and I (5) (say), 'Look outside! There's 20 cm of snow on the ground. We'll have to ski to the town centre.' Alicia (6) (feel) excited and nervous at the same time. Snow in Mexico City is very rare and she (7) (not know) how to ski. I (8) (help) her to put on the skis. As we (9) (set off), one of the neighbours (10) (shout), 'Everything is closed, even the shops!' We (11) (take off) our skis and (12) (start) throwing snowballs.

7 Work in pairs. Choose a title from the box and prepare a description of an unusual day. Think about who you were with and what exactly happened. Use the past simple and continuous.

Bad weather stops everything!
I'm the boss for a day!
Famous visitor arrives in town! No electricity all day!

8 Work in groups. Tell each other about your unusual day.

Listening Part 1

1 Read the questions and underline the key words. These are underlined for you in question 1 as an example.

1 What do the people need to bring for the cycling trip?



A



B



C

2 What time does Stuart need to be at work?



A



B



C

3 Where does Jack live?



A



B



C

4 Where did the man find his football boots?



A



B

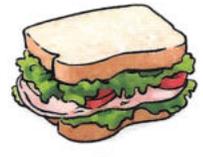


C

5 What did Julia eat before she came home?



A



B



C

6 What are the two friends going to buy Paul for his birthday?



A

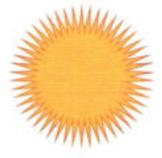


B



C

7 What is the weather forecast for tomorrow?



A



B



C

2 Work in pairs. Look at the pictures for questions 1-7. What can you see in each one?

- Before you hear each recording, underline the key words in each question so that you know exactly what to listen for.
- The first time you listen, try to tick the correct box. Then, as you listen for the second time, check your answer.

Exam
advice

3 Listen and note the important words you hear next to the pictures. Listen again and choose the correct answer.

Grammar

used to

▶ Page 121 Grammar reference
used to

1 Read Marina's blog post. Which verb does Marina use to talk about things that happened in the past but don't happen now?

Was your life easier ten years ago? Were you still at school? Did you use to hang out with your classmates, for example?

Yeah! Ten years ago, I was at secondary school and I was still living at home. My classmates *used to* be my best friends so I didn't need to make an effort to meet new people. I *used to* have quite a lot of free time. Although I *used to* help around the house I didn't use to think much about what food to buy and cook. My dad *used to* do most of that because my mum used to work nights. Now, I usually spend a lot of my free time shopping, cooking and cleaning. In many ways, life *used to* be much easier. Perhaps I should move back home! *Marina, Bologna, Italy*

Post

2 Answer the questions.

- 1 Does *used to* change when we change the subject pronoun (I/you/he/she, etc.)?
- 2 How do you make negative sentences and questions with *used to*?
- 3 What verb form generally follows *used to*?

3 Write a post saying whether your life was easier ten years ago. Use *used to* and *didn't use to*.

I think my life was easier ten years ago because I used to live at home ...

Vocabulary

do, earn, make, spend, take and win

- 1 Complete the sentences with *do, earn, make, spend, take* or *win*.

We asked our readers to tell us what was important to them in their job and they said ...

- It's easy to meet new people and *make* friends.
- I a reasonable salary.
- It doesn't a long time to get to the office.
- I most of my time working in a team.
- I can regular breaks during the day and holidays during the year.
- My company pays for us to courses.
- My boss encourages me to my best.
- I can play football on the company team. We even matches!

- 2 Work in groups. Talk about what's important to you in your job. Use verbs and expressions from Exercise 1.

Speaking Part 3

▶ Page 159 Speaking bank
Speaking Part 3

- 1 Tanya and Gareth's boss would like to introduce one of these social activities at work. Listen and answer the questions.

a quiz night a weekend trip
a team meal yoga and relaxation
a running group a cooking class

- Which of the activities does Tanya suggest?
- Which of the activities does Gareth suggest?
- Which activity do they both choose?

So (do) I and Nor/Neither (do) I

▶ Page 121 Grammar reference
So (do) I and Nor/Neither (do) I

- 2 Underline the words that Tanya and Gareth use to agree. When do we use *nor* and *so*?

- Gareth:** I'm not sure about that one.
Tanya: Nor am I.
- Tanya:** I still think a team meal is the best option.
Gareth: So do I. Let's go for that.

- 3 Complete the sentences. Listen and check.



- Shall we with the quiz night?
- How a team meal?
- Good Let's talk about another one.
- I don't Some of us hate running.
- I'm not about that one.
- go for that.

- 4 Match the underlined phrases from Exercise 3 with these uses.

- Suggesting *Shall we ...?*
- Disagreeing
- Agreeing
- Deciding

- Listen carefully to the examiner's instructions. Then look at the pictures.
- Talk about the different things in the pictures by making suggestions and replying politely to your partner's suggestions.

Exam advice

- 5 Read the instructions for the Speaking Part 3 task. Do the task. Talk for at least two minutes.

A language school would like to organise a new club for students to practise their English outside class. Here are some activities they could do there.

Talk together about the different activities the students could do at the clubs. Say which will be the most popular.



Writing Part 2

Page 148 Writing bank
An article

1 Read the task below and answer the questions.

- 1 What do you need to write?
- 2 What information do you need to include?

You see this advert for a writing competition in an English language magazine.

Articles wanted!

*What makes a great place to work?
Is it the people who work there, the facilities or is it something else?
What kinds of social activities should a great place to work offer?
Write an article answering these questions and you may be our lucky winner!*

Write your article.

2 Work in pairs. Make a list of things that make a great place to work.

staff, facilities ...

3 Complete the mind map with your ideas from Exercise 2. Add reasons. You may need to add some more shapes and lines to the map.



4 Read Charlotte's answer below. Does she mention any of your ideas from Exercise 3?

In my opinion, a great place to work is where staff enjoy being at work because they get on well with each other. Their boss is fair as well and encourages everybody to do their best. A great office is large and bright and there is enough space for everyone. In my last job, we used to start work at 9.30 but I believe that starting earlier is much better.

I also feel a good work place needs social activities to help the staff make friends. In some companies, staff do fun things like sports competitions or camping trips, while at my job, there isn't anything.

5 Look at the questions. Read Charlotte's answer again and decide if she completed the task well.

- 1 Does the article include all the information for the task?
- 2 Is the answer written in paragraphs?
- 3 Are the ideas connected with words like *and*, *because* and *while*?

• Read the instructions and the text in the task. Decide what information you need to include.

• Think about the topic and your reader. Note down some ideas and decide how many paragraphs you will write.

• Make a plan for each paragraph. Then write your article.

Exam advice

6 Use your ideas from Exercise 3 to write your article. Then use the questions from Exercise 5 to check your writing.

Grammar

1 Complete the email with *at*, *in* or *on* in each gap.

Hi everybody,

Well, here I am (1) *in* New Zealand, staying with a very friendly family (2) the town of Westport. It's quite a big house and my bedroom is (3) the second floor. I like it because there are lots of cupboards to put my things (4) and the bed is much bigger than the one (5) my room (6) home!

(7) the evenings and (8) weekends, the family sometimes take me out, though most of the time we just stay (9) and watch TV. I usually go to bed quite early, sleep well and get up (10) about 7.30 (11) the morning.

I'm enjoying myself a lot here, but I'm looking forward to being home again (12) August 15th.

Write soon!

Aiden

2 Choose the correct option in *italics*.

- I have a big family and there's always a lot of housework / *houseworks* to do.
- We've got *a few* / *a bit of* time before the film starts. Let's get a drink.
- It's very dark and cold here in winter, so I don't go out *a lot* / *a lot of*.
- The living room is very big but there's not *many* / *much* furniture in it.
- These days, Max spends a lot of *time* / *times* at the sports club.
- I haven't got *much* / *many* work to do, so I'll go out soon.
- Paula isn't very well, but I think she can eat *a few* / *a bit of* food now.
- We sometimes invite *a bit of* / *a few* people to have dinner with us.

3 Underline and correct one mistake in each sentence.

- We don't eat always in the dining room.
We don't always eat in the dining room.
- Hello, I call to ask if you want to go out somewhere tonight.
- Why do you stand here in the rain at this time of night?
- I'm tired usually in the morning.
- I'm never believing anything that newspaper says.
- I every day water the plants on the balcony.
- How do you often have a bath?
- I get normally home at about half past five.

Vocabulary

4 Label the photos with words from Unit 1.

1 a rm chair



2 s _ _ _



3 f _ _ _ _



4 c _ _ _ _



5 d _ _ _ _ _



6 m _ _ _ _ _



7 d _ _ _ _



8 c _ _ _ o _ d _ _ _ _



9 w _ _ _ _ _



10 w _ _ _ _ m _ _ _ _



Vocabulary

1 Choose the correct option in *italics*.

- I was late for the dentist because I *lost* / missed the bus.
- My teachers used to say that we had to study hard and *do* / *make* our best.
- My grandfather taught me to be positive. I *learned* / *studied* a lot from him.
- The English test was very easy so I think I'll *pass* / *fail* it.
- Being happy at work is important but *earning* / *winning* a reasonable salary is too.
- When Helen moved to a new city, she soon *did* / *made* a lot of new friends.
- My brother is nervous because he's *taking* / *passing* his driving test today.
- My brother *did* / *made* engineering at university.

Grammar

2 Correct one mistake with a verb in each sentence.

- A TV company choosed this street to make a film because it is the oldest in the city.
- I think I lefted my bag at your house last night.
- Our teacher was kind. She teached us very well.
- I woke up very early because I was planing to go to the lake.
- My dad only payed €75 for his mobile phone.
- While my sister was riding her bike, she felt and injured her leg.
- When I was younger, I prefered to take the bus everywhere.
- I met Holly a very long time ago. We were studing at the same university.

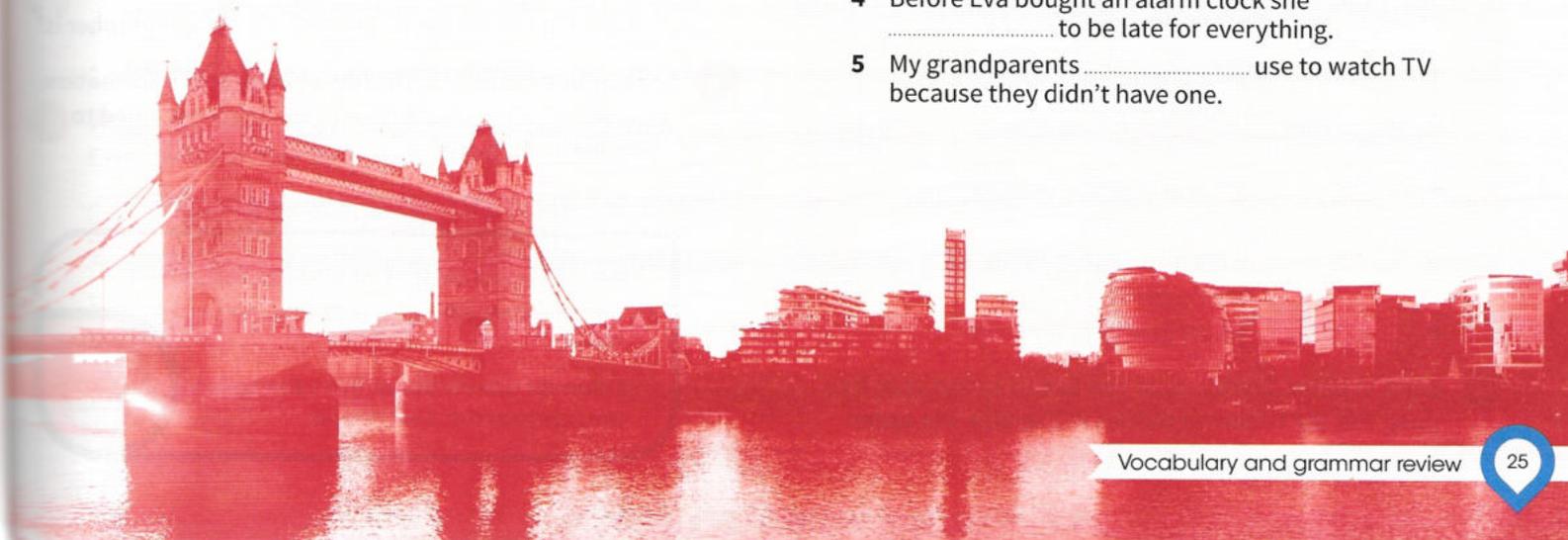
3 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- Anita *fell* (fall) asleep when she *was doing* (do) her homework.
- When I got to class, some of my friends (chat) and the lecturer (write) on the board.
- Yesterday, when we (have) lunch, the phone (ring).
- While I (buy) some milk in the supermarket, I (see) a famous TV actor.
- At first I (think) English (be) difficult but now I love it.
- It (begin) to rain as I (walk) to the beach.
- When my best friend (sit) on the table, it (break).
- Last night we (watch) a short film in English and I (understand) everything.
- Last weekend I (go) to my cousin's party. I really (enjoy) myself.
- I (feel) tired after the long journey, so I (go) to bed.

4 Complete the sentences with the words in the box. There are three extra words that you do not need.

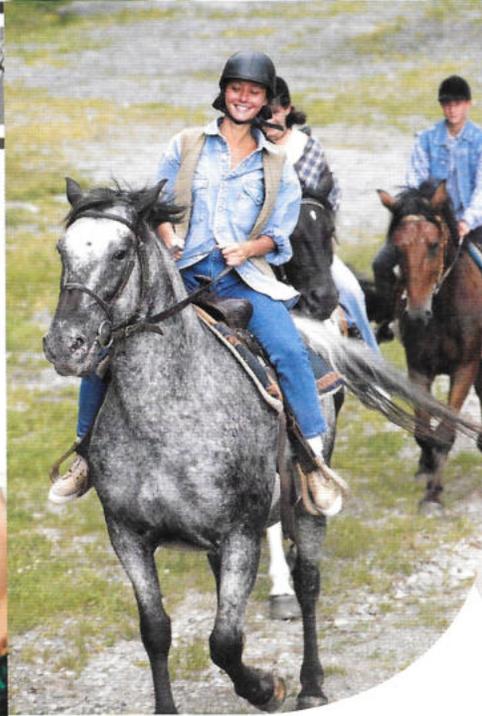
didn't gave give use used used
wasn't weren't

- When my mum was younger, she *used* to play basketball for her school team.
- I didn't to have lunch at school. I went home instead.
- I remember our maths teacher well. He used to us a lot of homework.
- Before Eva bought an alarm clock she to be late for everything.
- My grandparents use to watch TV because they didn't have one.



3

Having fun



Starting off

Leisure activities

1 Complete the leisure activities with the verbs from the box. Which activities can you see in the photos?

~~doing~~ going playing posting
riding taking visiting watching

- 1 *doing* sports
- 2 photos
- 3 dancing
- 4 a bike, a motorbike or a horse
- 5 a film or play
- 6 a musical instrument
- 7 messages on social media sites
- 8 an art gallery or museum

2 Work in pairs. Discuss how you like to spend your free time. Put the leisure activities in Exercise 1 in order.

3 Work in small groups. Discuss the questions.

- Which other leisure activities do people enjoy in your country? Why?
- Are these activities difficult to learn? Why / Why not?
- How much time a week do you spend doing your favourite leisure activity?

Listening Part 4

1 Work in pairs. Discuss the questions.

- What do the photos show? Do you think they are interesting?
- What kind of person do you think the photographer is?

2 Look at questions 1–6. Decide what kind of information (an opinion, a reason, advice or feelings) you need to listen for in each one.

- Before you listen, look at each question and decide what kind of information you need.
- Listen for details about this information and choose the best answer.

Exam advice

3 For each question, choose the correct answer.

 You will hear a radio interview with the Instagram photographer Marc Pasqual.

- Marc became a full-time Instagram photographer because he wanted to
 - start travelling to other countries.
 - do a different kind of photography.
 - make more money.
- Marc thinks he is good at photography because he
 - plans all his photos very carefully.
 - sees details that others often miss.
 - was taught it very well.
- What mistake does Marc say he made when he began?
 - He didn't spend enough money on special apps.
 - He didn't put enough selfies on Instagram.
 - He didn't post photos online often enough.
- What does Marc most enjoy about being a photographer?
 - Remembering everywhere he has been.
 - Being able to do his job on his own.
 - Communicating online with other photographers.
- In the future, Marc wants to
 - become the employee of a big company.
 - do a degree at university.
 - study the history of photography.
- Marc advises new Instagram photographers to
 - add some information to their online photos.
 - put their best photos onto other social media sites.
 - upload their photos only on Saturdays or Sundays.

4 Work in groups. Discuss the questions.

- What kind of photos do you like the most / least?
- Is there a hobby that you would like to turn into a job?



Vocabulary

Prepositions of place

1 Listen to Kirsty talking on the phone. Draw these objects on the picture. Check your answers on page 162.

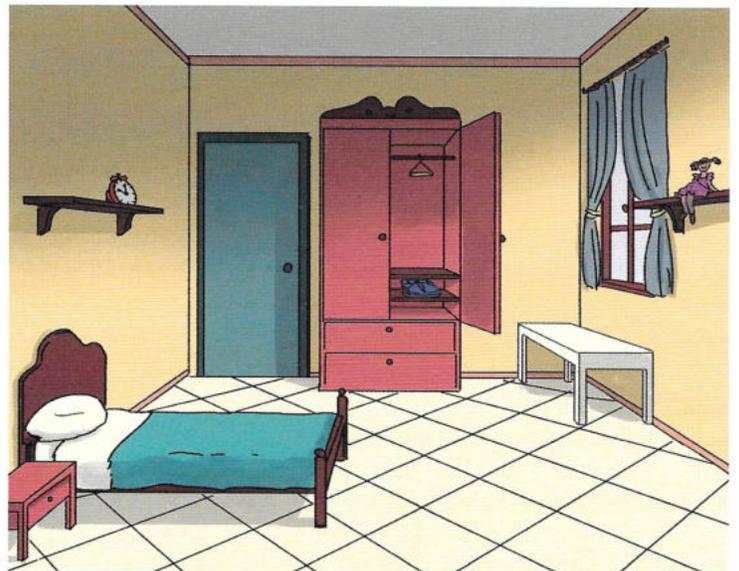


- Kirsty's racket
- her trainers
- her tennis balls
- her T-shirt

2 Write sentences describing where the objects from Exercise 1 are. Use the prepositions from the box.

above behind in in front of inside near
next to on on the right opposite under

Kirsty's racket is in front of the wardrobe. It's on the floor.



Reading Part 3

1 Work in pairs. Look at the pictures. What do you think they show? Do you like them?

2 Read the text quickly. What is the writer's main purpose?

- A to explain how to become an expert at making sand sculptures
- B to describe a particular sand sculpture that she made
- C to give some advice about making sand sculptures
- D to encourage more people to make sand sculptures

3 Read the text again and answer the questions.

- 1 Why did Ariana decide to start making sand sculptures?
- 2 How did Ariana feel when her first sand sculpture failed?
- 3 In the final paragraph, what does Ariana say annoys her?

- Quickly read the text to get the general idea of what it is about.
- For each question, decide what the text says about it before you look at options A-D.
- Choose the option that is most similar to what the text says.

Exam advice

4 Read the text and the questions below. For each question, choose the correct answer.

- 1 Why did Ariana decide to start making sand sculptures?
 - A She has always been good at other kinds of art.
 - B She saw some sculptures that her friends had already made.
 - C She wanted to do a new outdoor activity with her friends.
 - D She was impressed by some objects that were made out of sand.
- 2 What did Ariana realise when she started making her first sculpture?
 - A She wasn't very patient.
 - B She thought it would be easier.
 - C She knew straight away it wouldn't be a success.
 - D She disliked people watching her make the sand sculpture.
- 3 How did Ariana feel when her first sculpture failed?
 - A She felt like giving up her new hobby.
 - B She was embarrassed because of how it looked.
 - C She regretted ignoring some useful advice.
 - D She was angry with herself for wasting four hours.
- 4 In the final paragraph, what does Ariana say annoys her?
 - A people damaging her sculptures
 - B the sea covering her sculptures
 - C the weather destroying her sculptures
 - D people believing it is only a hobby for children

SAND SCULPTURES

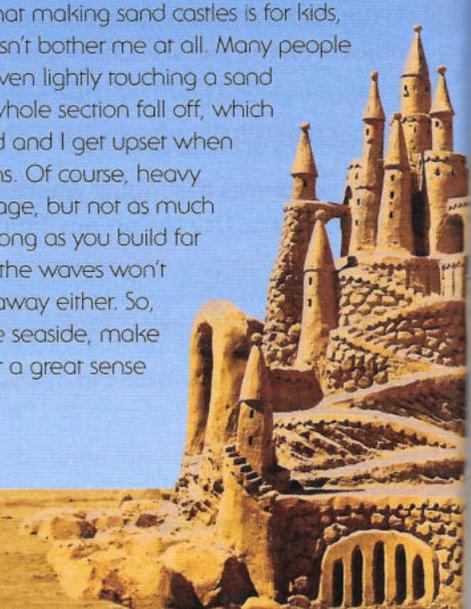
My name's Ariana and I live on the coast of Portugal where there are lots of beautiful sandy beaches and warm sunny days. It's the perfect location for my favourite hobby – making sand sculptures. It's always great fun and it costs nothing. For fairly basic sculptures like the ones I make, all you really need is a safe place to build it, something to dig with, and a large bucket. I'd never actually thought of making sand sculptures before until my friends and I discovered some fantastic ones that were along the shore near where I live. I couldn't believe that such beautiful model buildings, incredible creatures, and some amazingly realistic faces of famous people were all made out of sand. From that moment, I knew that this was something I just had to do even though I'd never considered myself to be an artist or very creative.

In fact, anyone can create a sand sculpture, but it's much harder than it looks as I soon discovered. The first sand sculpture I ever made was of a two-metre-long dolphin. I was making brilliant progress on it until quite suddenly the head started to break off!

I tried everything to try and fix it, but it was hopeless. Soon the whole thing was a big pile of wet sand on the beach. Some people sunbathing

nearby seemed to think this was extremely funny, but that just made me want to keep trying even more. I wished I'd listened to an expert on YouTube who recommends digging up wet sand and to use it to build the sand sculptures because it sticks together better. So, I did that for my next sculpture of a camel. And I managed to complete it in four hours, though they don't always take me that long to make.

I've heard people say that making sand castles is for kids, not adults, but that doesn't bother me at all. Many people don't understand that even lightly touching a sand sculpture can make a whole section fall off, which can take ages to rebuild and I get upset when that sometimes happens. Of course, heavy rain can do some damage, but not as much as you might think. As long as you build far enough up the beach, the waves won't wash a sand sculpture away either. So, when you're next at the seaside, make one yourself – you'll get a great sense of achievement!



- 5 Work in pairs. Discuss the questions.
- Would you like to build sand sculptures? If so, what kind?
 - Which of the activities below do you enjoy doing?
 - Which would you not like to do? Why?

flying a kite sailing sunbathing
swimming in the sea windsurfing

Grammar
Verbs followed by to or -ing

▶ Page 122 Grammar reference
Verbs followed by to or -ing

Rules

- We can use either **-ing** or **to** (+ the infinitive) after verbs such as *start, begin, like, love, hate, prefer* and *continue* with little difference in meaning.
- Its head **started breaking off**. / Its head **started to break off**.
- With other verbs, only one form is possible.

- 1 Look at the underlined verbs. Which are followed by a verb ending in **-ing**? Which are followed by **to**? Complete the table.
- 1 Some people sunbathing nearby seemed to think it was funny.
 - 2 ... that just made me want to keep trying
 - 3 I wished I'd listened to an expert on YouTube who'd suggested digging up wet sand.
 - 4 I managed to complete it in four hours.

verb + -ing	verb + to
keep	seem

- 2 Complete the table with the verbs in the box. Can you add more verbs?
- admit afford agree avoid decide enjoy fancy
feel like finish hope learn mind miss practise
promise want would like

- 3 Some verbs can be followed by **-ing** or **to**, but with a **change of meaning**. Look at sentences 1–4.

Which two are about:

- something the speaker has to do?
- a memory of something in the past?

- 1 I remember just chatting to her.
- 2 I must remember to get a map.
- 3 Don't let me forget to take my sunglasses.
- 4 I'll never forget flying over that beach.

- 4 **Underline** the mistakes and correct them.

- 1 I forgot asking you about your family. to ask
- 2 I hope see you soon!
- 3 I really enjoyed to help at a music festival.
- 4 Do you fancy to come out with us?
- 5 When we finished to eat I went home.
- 6 I'll never forget to visit New York last year.

- 5 Complete questions 1–6 with the correct form of the verbs in brackets.

- 1 Where do you fancy going (go) this evening?
- 2 What kind of music do you enjoy (listen) to at home?
- 3 What are you planning (do) at the weekend?
- 4 Do you remember (go) away on holiday when you were younger?
- 5 Do you ever forget (bring) anything to your English lesson?
- 6 What would you like (do) tomorrow?

- 6 **/P/ -ing endings /ŋ/**

15 Listen to the sentences. Then answer the questions.

- 1 How do we pronounce **-ing**?
- 2 Is there a **/g/** sound when we say **-ing**?
- 3 Is this part of the word stressed?

- 7 Work in pairs. Ask and answer the questions from Exercise 5.

- 8 Tell your partner about the things below. Remember to pronounce **-ing** correctly.

- Something you ...
- 1 are learning to do
 - 2 can't afford to buy
 - 3 decided to do last week
 - 4 must remember to do tomorrow
 - 5 will finish doing soon
 - 6 shouldn't forget to do next weekend
- I'm learning to play the drums.

Vocabulary

Phrasal verbs

▶ Page 123 Grammar reference
Phrasal verbs

phrasal verb: noun [U] a phrase which consists of a verb plus a preposition or adverb or both. The meaning of this phrase is different from the meaning of its separate parts: **look after** (be responsible for), **hang on** (wait) and **run out of** (use all of) are all phrasal verbs.

1 Complete these short conversations with the three phrasal verbs from the dictionary extract.

- 1 A: 'The bus leaves in ten minutes so we'd better go now.'
B: 'Can you a moment? I'm nearly ready.'
- 2 A: 'I don't think I can afford to go out this evening.'
B: 'Don't worry. If you money, I'll lend you some.'
- 3 A: 'I'm going away but I can't take the dog and the cat with me!'
B: 'I'll them if you like.'

2 Match the phrasal verbs in the article to meanings 1–9.

CHOOSE YOUR HOBBY

Which kind of hobby would be good for you? If you find group activities exciting and you'd like to join in, why not put your name down for something like white-water rafting or rock climbing? Or, if you love animals, you could take up horse-riding. It can be a bit expensive, though, so before you sign up for 20 or 30 lessons you need to be sure you won't give up a couple of weeks later! Cycling may be cheaper, and of course you can set off on the road whenever you like and go on cycling all day if you want. Or how about a creative hobby such as painting, photography or playing a musical instrument? That's something you can look forward to doing whenever you have a spare moment, and once you find out which you like best you'll probably never go off it

- 1 take part in an activity with other people *join in*
- 2 stop doing something before you have completed it
- 3 feel happy about something that is going to happen
- 4 start doing a hobby
- 5 stop liking
- 6 continue
- 7 arrange to do an organised activity
- 8 register to do something
- 9 start a journey

3 Answer the questions about the phrasal verbs in Exercise 2.

- 1 Which two of the phrasal verbs have three words?
- 2 Sometimes the object of a phrasal verb can come between the verb and its adverb, e.g. *My friend picked me up in her car*. Which phrasal verb in the text is separated by an object?

4 Work in pairs. Complete the sentences with the correct form of phrasal verbs from Exercise 2. Listen and check



Chris: Hi, Ava. Are you and Megan going away on holiday soon?

Ava: Yes, on Saturday. We want to (1) *set off* very early in the morning.

Chris: Are you going to the coast?

Ava: No, we (2) beach holidays a long time ago. There are always too many people. We've decided to (3) skiing instead. We're off to the Alps.

Chris: Do you know how to ski?

Ava: Er, not really. That's why I'm going to (4) my name for lessons.

Chris: I tried skiing once but I found it really difficult. After three days I (5) and went home!

Ava: Well, the lessons (6) until late afternoon every day, so I hope I can improve quickly. I'm really (7) trying, anyway!

Chris: Yes, I'm sure you'll have a great time.

5 Tell your partner about an activity, sport or subject you found difficult at first.

- When did you take it up?
- Did you ever feel like giving up?
- Do you look forward to playing/doing it now?
- Do you want to go on doing it?

People's hobbies



1



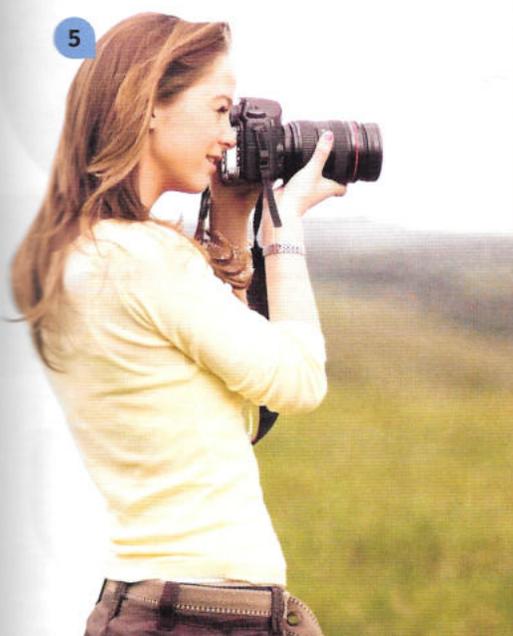
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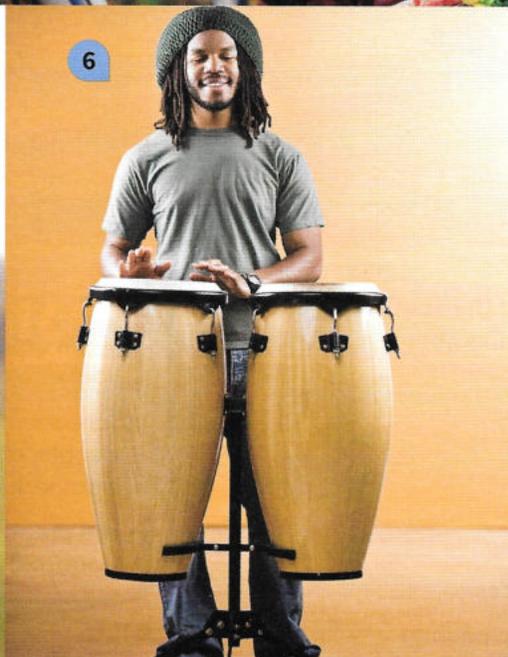
3



4



5



6



7

6 Work in groups. Follow the instructions.

- 1 Match the hobbies in box A with the pictures.
- 2 Match the hobbies with the people and equipment in box B.

chess: picture 4, chess player, board, pieces

A

camping chess cooking
cycling music painting photography

B

backpack bike board brush camera chess player
cook cooker cyclist helmet instrument musician
oven paint painter photographer pieces tent

7 Work in pairs. Which other words go with the hobbies?

chess: indoor game, black and white squares, queen, move

8 Choose an interesting hobby. Describe it to your partner and try to persuade them to take it up.

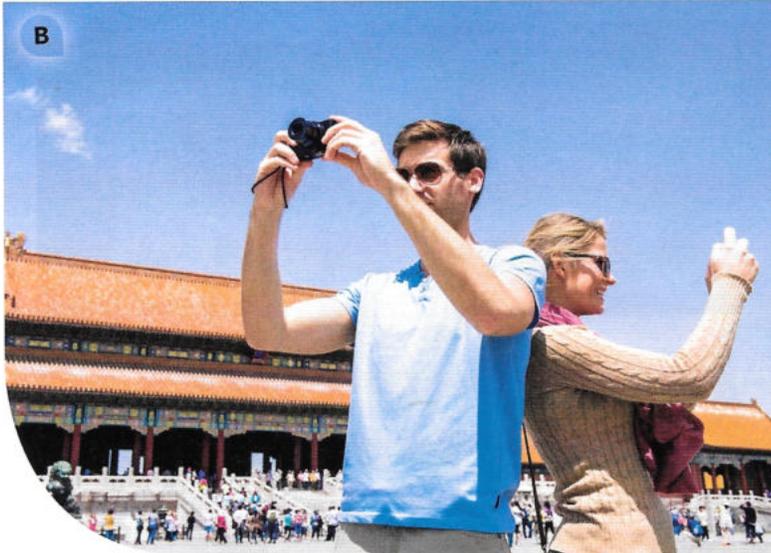
You find somewhere safe and dry, put up your tent and sleep in a sleeping bag. You light a fire to cook your food or use a little gas cooker. You can go where you like when you like, and it's healthy because you're outdoors in the fresh air!

Speaking Part 2

▶ Page 154 Speaking bank
Speaking Part 2

1 Work in groups. Look at the photos.

- What are these activities called?
- What do you know about each activity?
- Which activity do you think is most fun? Why?



2 Listen to Eduardo describing one of the photos. Which photo is it? Tick (✓) the things he talks about.



- | | | | |
|------------|--------------------------|-------------|--------------------------|
| activities | <input type="checkbox"/> | people | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | place | <input type="checkbox"/> |
| colours | <input type="checkbox"/> | time of day | <input type="checkbox"/> |
| equipment | <input type="checkbox"/> | weather | <input type="checkbox"/> |
| objects | <input type="checkbox"/> | | |

3 Listen again. Complete the sentences.



- In the picture I *CAN SEE* two people.
- The woman on the left a green jacket.
- It they're cooking some vegetables.
- they are backpackers.
- there's a high mountain and a forest.
- It winter because there's snow.
- Although the weather dry, I think it's probably very cold there.

4 Answer the questions.

- Why do we say *look like* in Question 3 but *look* (without *like*) in Question 7?
- Which prepositions of place does Eduardo use in sentences 1–7?

- Listen carefully to the instructions and then study your photo.
- Talk about everything you can see (the place, people, objects, colours, clothes and weather).
- Use prepositions of place (e.g. *next to*, *opposite*) to say where things are.

Exam
advice

- Work in pairs. Using expressions from Exercise 3, take turns to describe one of the other photos for one minute.
- Discuss the questions with your partner.
 - Did you both speak for at least a minute?
 - Did you follow the exam advice?
 - How could you improve the description?
- Work in pairs. Look around your classroom and describe these to your partner.
 - a part of the room (where it is and what size it is)
 - three objects in the room (where they are and what they look like)
 - another pair of students (where they are, what they are wearing and what they are doing)

Writing Part 2

▶ Page 150 Writing bank
A story

1 In Writing Part 2, you can choose to write a story. Look at this task and answer the questions.

- 1 Do the instructions give you the first line of the story?
 - 2 Should you write in the first person (I) or the third person (he/she/it)?
- Your English teacher has asked you to write a story.

- Your story must begin with this sentence:
I had a really great day out.

2 The story below has three paragraphs. Decide which paragraph:

- a describes the main events 2
- b sets the scene for the action
- c describes the writer's feelings after the main event
- d tells us how the writer felt during the action
- e introduces the story (saying who did what, where and when)

3 Plan your own story for the task in Exercise 1. Make notes before you write. Use the ideas below.

- Use your imagination to invent a completely new story.
- Write about something that has happened to you, or someone you know.
- Use an idea from a film, TV programme or book, but change it a bit.
- Plan your story in two or three paragraphs.

• Read the instructions. If you are given the first sentence, you must use it.

• If there's a name or pronoun (e.g. *I* or *she*) in the sentence, use it in your story.

Exam
advice

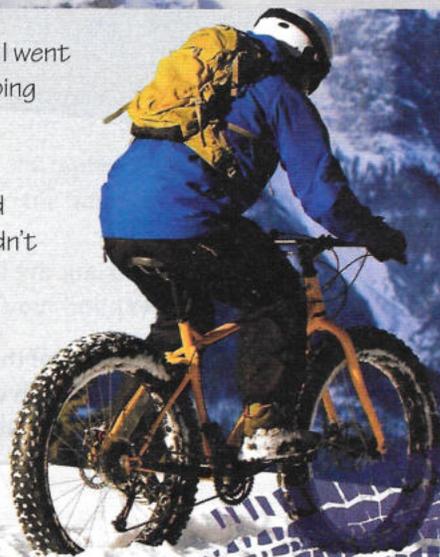
4 Write your story in about 100 words.

Snow Biking

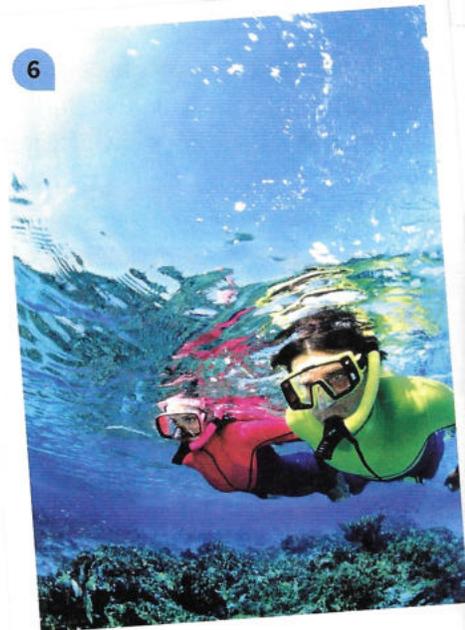
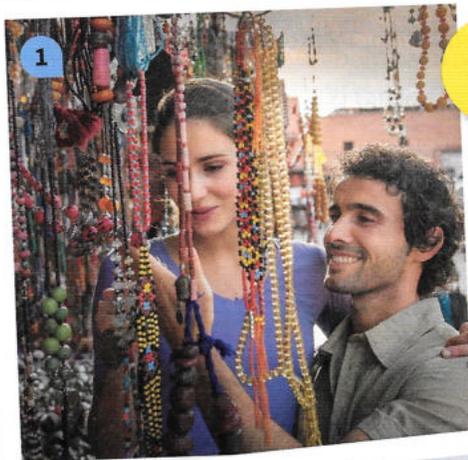
1 I had a really great day out last week. The weather was good and my brother and I went high up into the mountains. There, we hired bicycles with huge, thick tyres. We were going snow biking!

2 We set off down the mountain, following the steep, narrow track round trees and rocks and doing some exciting jumps. It was great fun and although I fell off twice, I didn't hurt myself because I landed in deep, soft snow. We carried on for hours, enjoying the cool, fresh air.

3 Afterwards, we sat in a nice little café. We felt tired but very, very relaxed!



4 On holiday



Starting off

Holiday activities

- 1 Work in pairs. Look at the photos of the holiday activities. What do they show? Which would you like to do? Use the words in the box to help you.

buy gifts/souvenirs go sightseeing go snorkelling
go snowboarding hang out with friends hire a bike
look around a market take photos

I'd like to hire a bike because I love cycling.
What about you?

I'd prefer to go snorkelling.

- 2 Listen to Joe asking Sonia about her last holiday. Where did she go? What did she do?



- 3 Work in groups. Discuss the questions.

When you go on holiday, do you prefer to ...

- 1 go somewhere in your own country or go abroad?
- 2 do lots of different activities or hang out by the pool or beach?
- 3 go on a tour with a guide or make your own plans?
- 4 send messages to your friends or post something general for everyone to see?

Reading Part 1

- 1 Work in pairs. Look at this first question from Reading Part 1. What do you have to do in this part?

Boat trip

Due to bad weather, this has been put off until the same time tomorrow morning. Lunch will still be provided.

The notice for the boat trip is telling customers ...

- A the refreshments have changed.
 B the time has changed.
 C the day has changed.
- 2 Look at the text in Exercise 1 again and answer these questions.
- Is it a note, an email or a sign?
 - What does it say about the weather, the time, the day and the food?
- 3 Read the text and underline the key words. Then find similar words in each option (A, B and C).
- 4 Now choose the correct letter A, B or C.

- With each text, think about what kind of text it is.
- Underline the key words in each option. Then look for words and phrases in the options and the text that have similar meanings.

Exam advice

- 5 Look at the text in each question (2–5). For each question, choose the correct answer.

2

Hi Dan

I had loads of fun today! My friends and I went sailing before playing tennis. Then we had a barbecue on the beach and ate the fresh fish we'd caught. See you soon, Vicki



- A After playing tennis, Vicki went on a boat trip.
 B Vicki ate dinner on the beach before going sailing.
 C During her boat trip, Vicki went fishing.

3



From: Dave

To: Rob

Subject: Snowboard

Can I still borrow your snowboard for the trip? Pete says he can lend me his but I think yours is better. Let me know.

- A Pete's snowboard is not as good as Rob's.
 B Dave would rather borrow Pete's snowboard.
 C Rob would prefer to lend his snowboard to Pete.

4

Pool Rules

Please shower before entering

Diving is only permitted in the deep end

No food or drink in the pool area

- A Eating and drinking is not allowed next to the pool.
 B After swimming, please use the showers provided.
 C Diving is forbidden in all parts of the pool.

5

Jane,

Please check I'm up before you leave for work. I don't want to miss the bus for the trip and I'll need to make some sandwiches.

Claire

Claire is asking Jane to ...

- A Make her some sandwiches for her trip.
 B Make sure she is awake by a certain time.
 C Drive her to the bus stop.

6

Work in small groups. Choose one of the holidays in the photos. Plan your holiday together.

- Where are you going? In which season and how long for?
- What are you going to see and do there?
- Where will you stay? Where will you eat?

7

Present your holiday to the class. Listen carefully to each presentation. Decide as a class which is the most attractive holiday.

Vocabulary

travel, journey and trip

1 Exam candidates often make mistakes with *travel*, *journey* and *trip*. Choose the correct option in *italics*.

- 1 I often go on business *journeys* / *trips*.
- 2 I'd love to win a *trip* / *journey* to Australia and stay in a five-star hotel.
- 3 Last summer, we *tripped* / *travelled* around my country.
- 4 I've just got back from holiday. It was a wonderful *travel* / *trip*.
- 5 I'm really afraid of flying so I often get very nervous about the *travel* / *journey*.

2 Look at this extract from the *Cambridge Learner's Dictionary* and check your answers from Exercise 1.

travel, journey or trip?

The noun *travel* is a general word which means the activity of travelling.

Air travel has become much cheaper.

travel verb to make a journey

I travel abroad a lot on business.

Use *journey* to talk about when you travel from one place to another.

He fell asleep during the train journey.

Did you have a good journey?

Did you have a good travel?

A *trip* is a journey in which you visit a place for a short time and come back again.

a business trip

a three-day trip to Spain

3 Work in groups. Ask and answer questions to find someone who ...

- would like to travel around the world.
- went on a trip abroad last summer.
- often gets bored on long journeys.
- prefers travelling by train to travelling by car.
- doesn't like travelling.

Would you like to travel around the world?

Yes, I would.

Where would you like to go?

Grammar

Comparative and superlative adjectives

▶ Page 124 Grammar reference
Comparative and superlative adjectives

- 1 Work in pairs. Read these facts. Decide if they are true or false. Then check your answers on page 162.
 - a The population of Canada is larger than the population of Tokyo.
 - b The longest country in the world is Brazil.
 - c Rain is more common in Rome than in Paris.
- 2 The sentences in Exercise 1 compare things. Complete the rules with the correct sentence letter.

Rules

- 1 We generally use comparative adjectives (e.g. *larger than*) to say that something has more size, height, etc. than another: sentences *A* and *C*.
- 2 We generally use superlative adjectives (e.g. *the longest*) to say that within its group, something has the most size, height, etc.: sentence *B*.

3 Exam candidates often make mistakes with comparative and superlative adjectives. Complete the table.

	adjective	comparative	superlative
regular	deep	(1) than	the deepest
	safe	(2) than	the safest
	noisy	(3) than	the (6)
	big	(4) than	the (7)
	beautiful	more beautiful than	the (8)
irregular	good	better than	the (9)
	bad	(5) than	the (10)
	far	farther / further than	the farthest / the furthest
more/less		more	the (11)
		less	the (12)

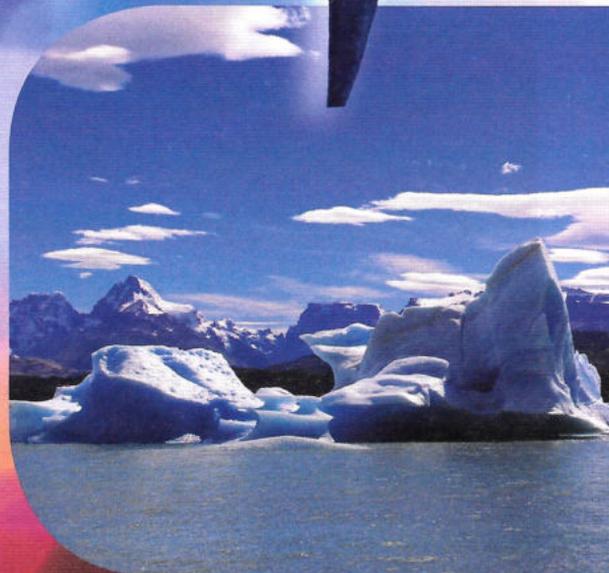
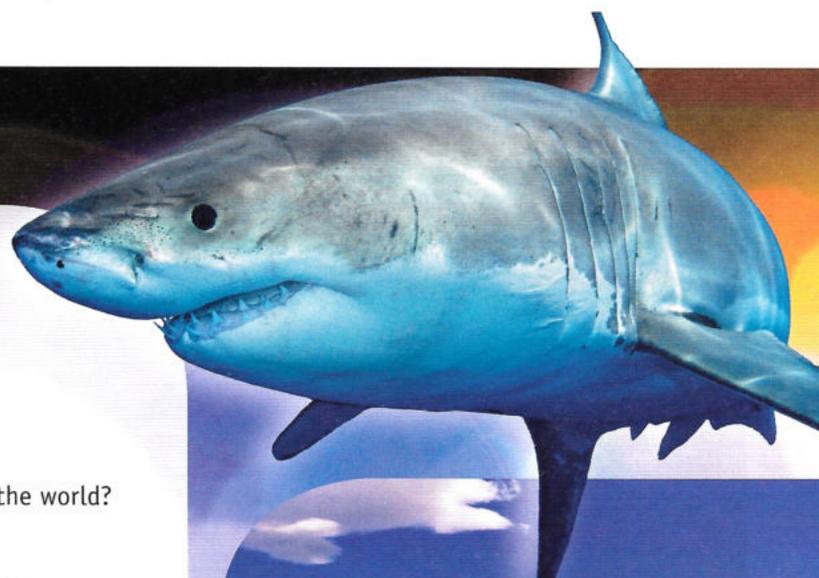
- 4 Underline and correct the mistake in each sentence.
 - 1 I don't like living in the countryside even if it is more safe than cities.
 - 2 That's the worse joke I have ever heard in all my life.
 - 3 In the centre is the biggest market in Europe.
 - 4 Portugal is the hottest country I have ever visited.
 - 5 This town is more quiet than the town I used to live in.
 - 6 My best friend is taler than me and better looking too.
- 5 Look at the sentences in Exercise 4 again. What are the spelling rules for regular comparative and superlative adjectives?

- 6 Complete each sentence with the comparative or superlative form of the adjective in brackets. Then choose the correct option (A, B or C).

The **biggest**...

The *fastest*...

- 1 North America is bigger (big) than
A Asia. B Africa. C South America.
- 2 What is the largest (large) country in the world?
A Russia B Canada C China
- 3 What is (dangerous) creature in the world?
A the snake B the mosquito C the shark
- 4 An African elephant is (light) than a
A blue whale. B brown bear. C giraffe.
- 5 A howler monkey is (noisy) than
A a parrot. B a lion. C a lion and a parrot.
- 6 What is (slow) fish in the world?
A the sea horse B the tuna C the shark
- 7 Great white sharks are (fast) than
A tunas. B killer whales. C dolphins.
- 8 Where is (busy) train station in the world?
A New York B London C Tokyo
- 9 Y40 Deep Joy is (deep) diving pool in the world. It's in
A Italy. B Sydney. C Argentina.
- 10 Antarctica is (dry) than
A Australia. B Europe. C any other place in the world.



- 7 Listen to Abby and Lucas discussing the quiz and check your answers.



8 **/P/ Weak forms in comparative structures**

Listen to the extracts. Are the underlined syllables stressed or not stressed?

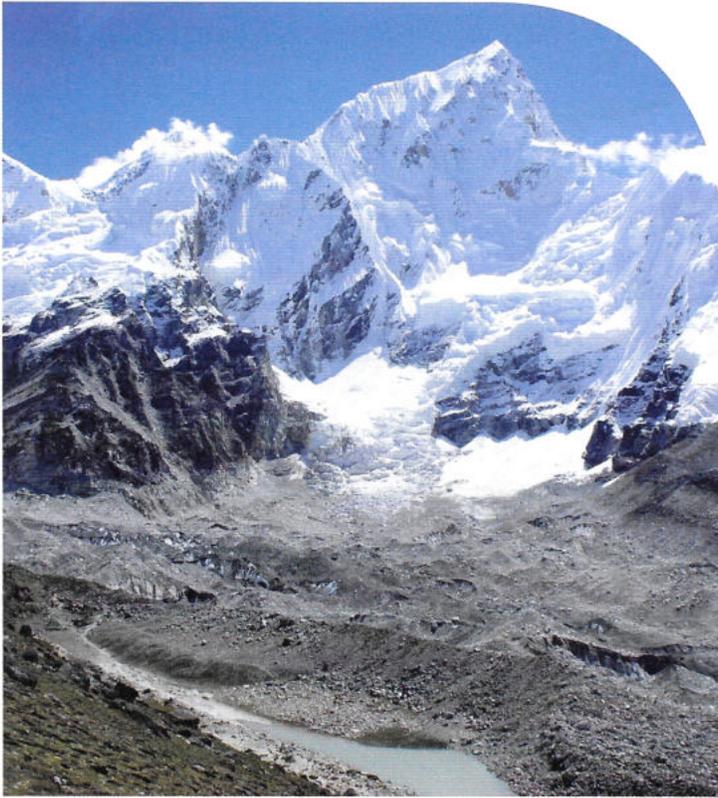
- I wouldn't like to share my home with a howler monkey. They're much louder than parrots or lions.
- Great white sharks can swim at 40 kilometres per hour, so they're faster than dolphins, which can swim at 30 kilometres per hour.

- 9 Work in pairs. Take turns to read the sentences in Exercise 8 with the correct stress.

a bit, a little, slightly, much, far, a lot

▶ Page 125 Grammar reference
a bit, a little, slightly, much, far, a lot

- 10 Complete the sentences with the comparative form of the adjective in brackets. Use *a bit, a little, slightly, much, far* or *a lot*.



- Mount Everest, in the Himalayas, is around 8,850 metres high. K2, also in the Himalayas, is around 8,611 metres high. (high)
Mount Everest is slightly higher than K2.
- An African elephant's brain weighs over 5kg. A human adult's brain weighs about 1.3 kg. (heavy)
An African elephant's brain is
- Arica, in Chile, gets 0.76 mm of rain per year. Death Valley in Arizona, USA, gets less than 50 mm per year. (dry)
Arica is
- 84 million people travel through Atlanta International Airport, USA, each year. 67 million people travel through London's Heathrow Airport. (busy)
Atlanta International Airport is
- Cherrapunji in India gets 11,777 mm of rain every year. Tutendo in Colombia receives 11,770 mm per year. (wet)
Cherrapunji is
- Cheetahs can run at 120 kilometres an hour. Elephants can run at about 20 kilometres an hour. (fast)
Cheetahs can

(not) as ... as

▶ Page 125 Grammar reference
(not) as ... as

- 11 Read part of a blog about Shanghai, in China, and then answer the questions.



One of my favourite cities in the world is Shanghai, in China. It isn't the capital, that's Beijing. Shanghai is not as polluted as Beijing, even though Shanghai is bigger and more people live there. It's an international city. It's as international as many other large cities in the world like New York or London, so it has a lot to offer.

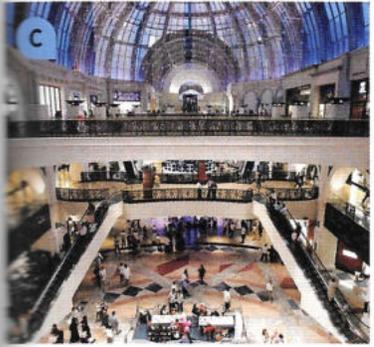
- What expression do we use to say things are the same?
 - What word do we add to say things are different?
 - Does the form of the adjective change?
- 12 Write down an example of each thing in the box.
- your favourite city your favourite museum
your favourite celebrity your favourite activity
- 13 Work in pairs. Compare your favourite things in Exercise 12. Say which you think is better. Use *as ... as*.

What's your favourite museum?

I don't! They're not as interesting as science museums. The one in Munich is the largest in the world and it's amazing!

I love going to museums like the Louvre in Paris.

Vocabulary
Buildings and places



1 Work in pairs. Look at the photos. Do you know what these places are? Use some of the words in the box.

art gallery bookshop bridge cinema
department store factory fountain library
market monument shopping centre sports centre
stadium town hall youth club

I think the stadium is in Barcelona. What do you think?

2 Which of the things in Exercise 1 do you have in your town or city? Which do you like most?

3 Write the opposite of each adjective.

cheap clean dangerous dull empty
interesting low near old quiet ugly wide

- 1 crowded *empty* 5 dirty 9 safe
- 2 narrow 6 beautiful 10 expensive
- 3 high 7 lively 11 noisy
- 4 modern 8 boring 12 far

4 Work in groups. Ask and answer questions about where you do these activities.

get fit get some peace and quiet go shopping
have a good time stay dry when it's raining take photos

We often go to the market, but we rarely go to the shopping centre because it's too crowded and noisy.

Grammar
big and enormous

▶ Page 125 Grammar reference
Gradable and non-gradable adjectives

1 Match descriptions 1–3 with the photos A–C in Exercise 1. Then answer the questions.

- 1 The Statue of Liberty was a gift from France in 1886 and, at 93 metres, it's quite tall. Visitors need to climb 354 stairs to get to the top.
- 2 The Mall of the Emirates is very large. Apart from hundreds of shops and restaurants, there's a games centre, a cinema and a theatre, and two hotels. You can also go skiing.
- 3 The Camp Nou (or 'New Ground') football stadium is absolutely enormous. It is the biggest stadium in Europe and 99,354 people can watch football there.

- Which of the underlined adjectives can we use with *very*, *extremely* and *quite*? (These are called **gradable** adjectives.)
- Which of the adjectives can we use with *absolutely* or *totally*? (These are called **non-gradable** adjectives.)

2 Write the gradable adjectives for these non-gradable adjectives. (Sometimes, more than one answer is possible.)

- 1 enormous *big* 5 terrible
- 2 tiny 6 exhausting
- 3 boiling 7 fascinating
- 4 freezing 8 fantastic

3 Exam candidates often make mistakes with non-gradable adjectives. Choose the correct option in *italics*.

- 1 It's a(n) *very* / *absolutely* wonderful place.
- 2 It was a(n) *quite* / *extremely* good movie. You should see it.
- 3 That dog is *very* / *absolutely* enormous.
- 4 The weather is *absolutely* / *quite* hot here.
- 5 This food is *very* / *absolutely* nice.

4 Listen to Ani and write her answers to the questions. Then listen again and check.



- 1 Where do you come from?
- 2 What do you like about living there?
- 3 What would you change about where you live?

5 Work in pairs. Ask and answer the questions in Exercise 4, trying to use *very*, *quite*, *absolutely* and *extremely* with gradable and non-gradable adjectives.

Listening Part 3

- 1 What can you see in the photo? Would you like to do a bushcraft course? Why / Why not?

Bushcraft describes the skills we need to stay alive in the wild, for example how to hunt for animals, look for drinking water or build a fire.

- 2 Read these notes about a bushcraft skills course. Decide what information you think is missing from each space (number, date, noun etc.).



SATURDAY MORNING

- meet your guide outside the (1)
- learn how to use equipment
- make a (2) to sleep in
- prepare food for lunch, e.g. (3) you have caught

SATURDAY AFTERNOON

- visit the river

OTHER EXAMPLE ACTIVITIES INCLUDE HOW TO

- make drinking water
- predict the weather with (4)

FURTHER INFORMATION:

Email address: (5)
@bushcraftskills.com
Phone number: (6)

- Before you listen, read the notes carefully. Think about what kind of words are missing.
- Write down the answers exactly as you hear them.

Exam advice

- 3 For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You will hear a woman talking to a group of people about the bushcraft courses she organises.

- 4 Work in groups. Discuss the questions.

- How could these skills help you in your everyday life?
- What other skills would you like to learn?

Writing Part 1

▶ Page 145 Writing bank
An email

- 1 Read the Writing Part 1 task. Answer the questions.

- 1 What do you need to write?
- 2 What information should you include?

Read this email from your English-speaking friend Stevie, and the notes you have made.

From: Stevie

How are you? Did I mention that I'm thinking of taking some time off next year to travel? Well, I'd love to visit your country as part of this trip. *Great idea!*

I'd also love to see your city. What's it like? *Describe it.*

I'm not very keen on crowds of tourists, so when is the best time to visit? *Tell Stevie.*

Where else should I go in your country while I'm there? *Recommend.*

Please write back soon.

Best wishes,

Stevie

Write your email to Stevie, using **all** the notes.

- 2 Read Bandile's answer. Which city is he writing about?

Hi Stevie,

You should definitely visit my country. There's so much to experience in South Africa, from absolutely amazing wildlife to history and culture.

I live in Johannesburg which is the most visited city in Africa. One of the best things about my city is the weather because the sun even shines in winter. Tourists mainly come in our summer which is between December and February so if you want to avoid them, come in March.

You should also go to Kruger National Park, stay on a campsite and explore it with a guide. You might see an elephant or a lion!

Bye for now,

Bandile

3 Read Bandile's email again. Answer the questions.

- 1 Does the email answer all the parts of the question?
- 2 Is the answer well organised?
- 3 Does the email open and close in a suitable way?
- 4 Are the ideas connected with words like *and, because, so* and *which*?
- 5 Is there a variety of vocabulary and grammar (adjectives, comparatives and superlatives etc.)?
- 6 Is the email about 100 words?

4 Write your own answer to the task in Exercise 1. You can use the underlined expressions from Bandile's email.

5 Work in groups. Read each other's emails to see if you have answered all the questions in Exercise 3.

3 Complete the sentences. Then listen again and check.

- 1 Why don't we all go to Paris for our next holiday? S
- 2 I'd to go somewhere quieter.
- 3 It's one of the beautiful places in the world.
- 4 Not camping again, please!
We got wet last time.
- 5 What trying a new sport like surfing?
- 6 Let's that!
- 7 There's so to do.

4 Decide which sentences from Exercise 3 are suggestions (S) and reasons (R).

- Don't talk for a long time without letting your partner speak.
- Give reasons for your suggestions and ask the other candidate to give reasons for theirs.

Exam advice

5 Do this task with a partner. Talk for at least two minutes.

Your friend is visiting his cousin who is working in an English-speaking country. While his cousin is at work, he's going to spend the afternoon on his own in the city. Here are some things he could do there. Talk together about the different things your friend could do in the city and say which would be most enjoyable.

• In preparation for the exam, it is useful to write rough drafts. Your teacher and other students can then help you to improve your work before you write your final draft.

• In the real exam you won't have time to write a rough draft. Just make notes before you start writing.

Exam advice

6 Write the final draft of your email.

Speaking Part 3

▶ Page 159 Speaking bank

1 Listen to a group of friends talking about their next holiday. Which type of holiday do they choose?

2 Work in pairs. Answer these questions about the conversation.

- 1 Does each member of the group take turns to speak?
- 2 Does each member make a suggestion and then give reasons for their suggestion?



3

Vocabulary and grammar review

Vocabulary

1 Choose the correct option in *italics*.

- In my English class I sit *behind* / between two friends, so all three of us are on the front row.
- I live *next to* / *near* the place where I work and I can walk there in ten minutes.
- I live on the third floor and my cousins live right *below* / *above* us on the fourth floor.
- I couldn't see at the cinema because a tall man sat *in front of* / *opposite* me.
- You can either cross the river on the bridge or take the tunnel *under* / *in* it.
- We ran *between* / *inside* a shop when the rain started.

2 Match the beginnings of sentences 1–8 with endings a–h.

- I'm going to put my name c
- We're all really looking
- People who like art often take
- I love languages so I think I'll sign
- I'm sure that you can deal
- In the next game, you can join
- It's a long walk, so I need to set
- If I spend too much, I'll run

- up painting as a hobby.
- with any problems like that.
- down for swimming lessons.
- off very early in the morning.
- forward to surfing tomorrow.
- out of money soon.
- in and play for our team.
- up for Spanish lessons.

3 Choose the correct option (A, B or C).

- While I'm away, a neighbour is our cat.
 A looking for
 B looking after
 C looking at
- When I go cycling, I always wear a to protect my head.
 A helmet
 B board
 C tent

- My brother is a very good He makes some lovely meals.
 A cook
 B cooker
 C cooking
- I want to learn the piano, or another musical.....
 A object
 B equipment
 C instrument
- Mila was so busy that she had to her favourite hobby.
 A give in
 B give up
 C give out
- It's more fun to take in a game than just watch it.
 A team
 B part
 C practice

Grammar

4 Complete the email with the *-ing* or the infinitive form of the verb in brackets.

Hi Louis,

I'm planning **(1)** *to go* (go) away on holiday next week, but there are still so many things I need **(2)** (do) before I leave! I want **(3)** (take) some new clothes with me, but I can't afford **(4)** (buy) expensive things. Actually I don't feel like **(5)** (spend) anything at all, so I've decided **(6)** (borrow) some clothes from my sister. I'm also hoping **(7)** (see) my friends here before I go, so I've suggested **(8)** (spend) Sunday afternoon together. And when I'm away, I must remember **(9)** (send) you photos. I forgot **(10)** (do) that last summer, but I promise I will this time!

See you on Friday

Aria

Vocabulary

- 1 Complete Clara's email with adjectives in the correct form. The first letter is given and there is one space for each other letter in the word.



Hi George,

I live in Bilbao, which is a very large city in Spain. In fact, it is the (1) biggest city in the area. Bilbao is (2) g_____ - I love it! It's located on the north coast and it can be quite rainy. April is by far the (3) w_____ month but January is the (4) c_____ month. Last January was (5) f_____, temperatures fell to -20C! As for the city itself, Bilbao is absolutely fascinating. I love shopping and there are many places to go in the city centre. My friends love the shopping centre. It's always fun and (6) l_____. I prefer El Corte Inglés, it's a (7) h_____ department store. Tourists usually visit the Guggenheim Museum, but I think it's a bit (8) b_____. Why don't you come and visit me?

Hope to hear from you soon.

Lots of love,

Clara

- 2 Choose the correct option in *italics*.

- At 250 metres below the sea, Jericho is the world's highest (lowest) widest city.
- Gustave Eiffel was responsible for building the Eiffel Tower and the Statue of Liberty. The Statue of Liberty is slightly older *then / as / than* the Eiffel Tower.
- One of the most popular tourist attractions in the world is Istanbul's Grand Bazaar which is a(n) *absolutely / very / far* large market.
- The pool at San Alfonso del Mar, Chile is *more / far / very* larger than any other swimming pool in the world.
- Steve Fossett was the first person to *travel / trip / journey* around the world in a hot-air balloon. He took just under 15 days.
- The world's largest *bookshop / department store / library* is in Washington DC in the USA. It has over 38 million books that only people working for the government can borrow.

Grammar

- 3 Exam candidates often make mistakes with comparative adjectives. Underline and correct the mistakes in the sentences.

- My city is much more better than any other city in the world. *better*
- It is more easy for you to walk to my house.
- That's the worse restaurant we've ever been to.
- I like living in the city much more that the countryside.
- Those days on holiday were the happier days of my life.
- Hotels are more cheaper here than the hotels in the city.

- 4 Complete the article about a holiday with the words which best fit each gap. Use only one word in each gap.

Last August, we set off for our summer holiday on a small Greek island. I thought the journey was going to be really terrible but it wasn't as (1) bad as I'd expected. The hotel was brilliant. It was nearer to the beach (2) the hotel we stayed in last year and the food was absolutely delicious. In fact the restaurant in our hotel was the (3) popular restaurant in town. We tried lots of new sports. Of all the activities, I liked going snorkelling (4) It really was an amazing experience. The weather was boiling. I have never visited a place as hot (5) this. I don't think I'll ever forget that holiday. That island has to be one of the most beautiful places (6) the world.

5

Different feelings



how emotional are you?

- 1sadness.....
Your favourite football team has just lost a very important match. What do you do?
I call my friend to talk about it.....
- 2 Somebody borrows a book from you but then loses it. What do you do?
.....
- 3 You have broken a tooth, so you have to go to the dentist. How do you feel?
.....
- 4 You pass your driving test. What do you do?
.....
- 5 Someone you don't like wins a huge prize on the lottery. What do you say to your friends?
.....

Starting off

Feelings

- 1 Work in pairs. Answer the questions.
 - Look at the pictures. What do they show?
 - How do the pictures make you feel? Why? Choose from these words.

afraid angry happy jealous sad

The photo of the rock climber makes me feel a little bit afraid!

- 2 Which nouns express the emotions in Exercise 1?
afraid — fear
- 3 Complete the headings in the quiz with nouns from Exercise 2.
- 4 Do the quiz. Make notes on your answers.
- 5 Work in small groups. Compare your answers in Exercise 4. How emotional do you think you are?

Listening Part 2

1 Match the feelings in the box with definitions 1–6.

bored confident disappointed embarrassed
grateful nervous

- 1 feeling or showing thanks *grateful*
- 2 unhappy because something wasn't as good as you hoped, or didn't happen
- 3 worried about something that will or might happen
- 4 sure that you can do something well
- 5 feeling ashamed or shy
- 6 unhappy because something isn't interesting or you've got nothing to do

2 Look at the exam task below. What is the situation in each question (1–6)?

- Read each question to understand what the situation is. Decide what you have to listen for (e.g. a feeling or an opinion).
- You can change your mind about an answer while you listen the second time.

Exam
advice

3 For each question, choose the correct answer. Then listen again and check.

- 1 You will hear a woman talking about taking part in a singing contest.
After she finished singing, she felt
A confident about winning the competition
B disappointed with her scores
C embarrassed by her performance
- 2 You will hear two friends talking about camping.
The man advises the woman to
A pack plenty of food.
B take some warm clothes.
C camp close to a lake.
- 3 You will hear a student talking to his friend about a literature exam.
How does he feel?
A nervous about taking it
B bored of revising
C happy with his friend's advice
- 4 You will hear a young woman telling a friend about studying abroad.
Who did she have most fun with?
A other students on the course
B people in the town centre
C the family she stayed with

5 You will hear a man telling his friend about how he travels to work.

Why has he decided to go by bike?

- A to save some money
- B to get more exercise
- C to help reduce pollution

6 You will hear a woman talking to a friend about shopping.

Who annoyed her yesterday?

- A people who worked in the shop
- B other customers in the shop
- C pedestrians outside the shop

Grammar

can, could, might and may

▶ Page 126 Grammar reference

Modal verbs: *can, could, might and may* (ability and possibility)

1 Look at the underlined modal verbs for ability and possibility. Then answer the questions.

So, do you think you'll try again in next year's contest?

Yes, if I can. I might not win, but I think I could do better than this year.

- 1 Which modal verb is negative?
- 2 Where does *not* go?
- 3 What is the short form of *cannot* and *could not*?
- 4 What form of the verb goes after a modal verb?

2 Exam candidates often make mistakes with modal verbs. Underline and correct one mistake in each sentence.

- 1 We can to go to the cinema next weekend.
- 2 I know it may seems strange.
- 3 Sorry but tomorrow I not can go.
- 4 What we could do?
- 5 We can doing a lot of sports here.
- 6 It's could be quite boring for you.
- 7 We could met at 8 o'clock near the cinema.

3 Read the message. Then complete the rules with the underlined words.

Hi Kylie, I'm sorry I couldn't meet you yesterday and I don't think I can go out on Thursday, either. I may be busy all evening on Friday, too, so Saturday might be better. There's a new film on at the cinema. I don't know much about it but it's got our favourite actor in it, so it could be really good! Let me know what you think. Lauren

Rules

- 1 We use to talk about ability in the present and to talk about ability in the past.
- 2 We use , or for possibility in the present or future, with no real difference in meaning.

4 Read Kylie's reply. Choose the correct option in *italics*.

Hi Lauren, thanks for your message. I (1) *might* not (couldn't) reply to you earlier because I was at work. I (2) *may* / *can* see you're very busy at the moment, so perhaps it (3) *can* / *might* be better to meet another weekend. It's a shame we (4) *can't* / *may* not see each other more often. You're my best friend and I know I (5) *might* / *can* always tell you anything. I (6) *could* / *couldn't* phone you in the next few days if you like.
Love, Kylie

5 Work in pairs.

- 1 Student A: think of a place, then say what you can and can't do there.
Student B: guess what the place is.

You can eat ice cream, you can't arrive late, you can't talk during the film ...

The cinema!

- 2 Tell your partner about things you could, may, might or might not do next weekend.

I could go to the park, but I may just stay in and watch TV.

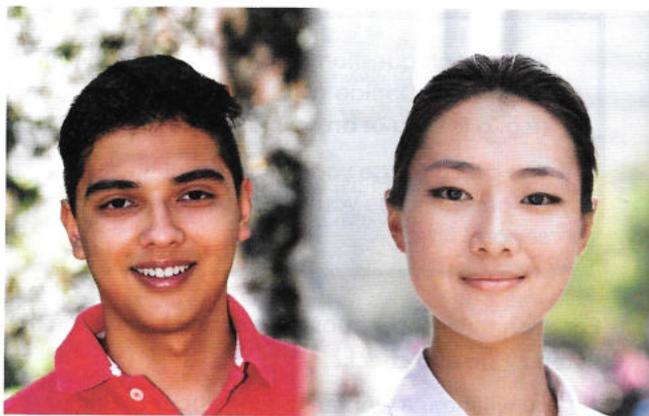
Speaking Part 4

▶ Page 161 Speaking bank
Speaking Part 4

1 Work in groups. Discuss these questions.

- 1 How do you usually chat to other people? e.g. by phone, online messaging. Which websites or apps do you use?
- 2 In your country, what differences are there in the way generations a–c chat? Why?
a) children and teenagers b) young adults
c) middle-aged and older people
- 3 What topics do you think generations a–c talk about most? Why?

2 Listen to Daniel from Mexico and Wen from China talking about chatting to people. Complete the questions.



- 1 do you most enjoy chatting ?
- 2 do you chat?
- 3 can you chat people?
- 4 do you most like chatting

3 Listen again. Complete the questions they use to ask for each other's opinion.

- 1 How you? 4 Do you ?
- 2 you? 5 What do you
- 3 What you? ?

- Take turns with your partner and try to speak for about the same length of time.
- Make the discussion longer by asking your partner for more information or about their opinions.

Exam advice

4 Work in pairs. Ask and answer the questions in Exercise 2. Use expressions from Exercise 3 in your conversation.

Grammar

Modals for advice, obligation and prohibition

▶ **Page 126 Grammar reference**

Modal verbs: *should, shouldn't, ought to, must, mustn't, have to, don't have to* (advice, obligation and prohibition)

1 Look at the people in the pictures. Underline the modals used in the advice.



You ought to put on a new T-shirt.



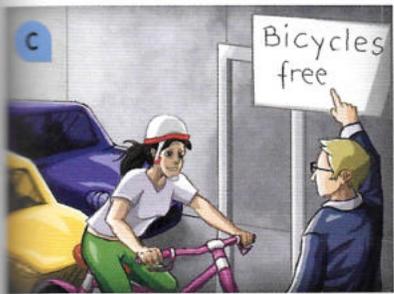
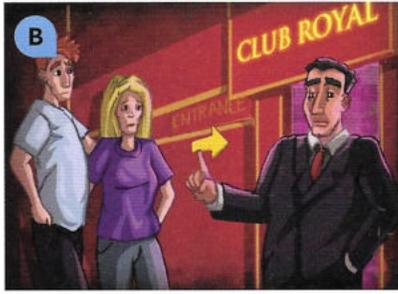
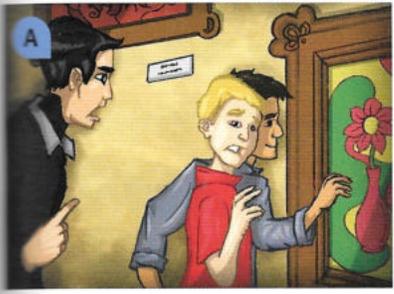
You shouldn't go out tonight.

2 Read the rules. Then match pictures A–D with sentences 1–4.

- 1 You must get here earlier. Ⓚ
- 2 You have to be members to come in.
- 3 You mustn't touch it!
- 4 You don't have to pay.

Rules

- Use *have to* when a rule or a law says it's necessary that you do something.
- Use *don't have to* when it's not necessary to do something.
- Use *must* when the speaker thinks it's necessary that you do something.
- Use *mustn't* when you're not allowed to do something.



3 Read the comments by people about where they study or work. Choose the correct option in *italics*.

- 1 We *shouldn't* / mustn't talk to each other during exams.
- 2 It's a rule that we *ought to* / *have to* wear a suit.
- 3 We *don't have to* / *mustn't* go there on Saturdays.
- 4 Our boss says we *must* / *shouldn't* arrive by half past eight in the morning.
- 5 We *shouldn't* / *don't have to* take days off without permission.

4 Complete the sentences using *must, mustn't, have to* or *don't have to*. Sometimes more than one answer is possible.

- 1 It's still early. We *don't have to* go home yet.
- 2 You look tired. You take a break.
- 3 It's a secret. You tell her what I said.
- 4 Great, it's a holiday! I get up early!
- 5 No, you can't drive the car. You be 18!

5 Work in pairs. Use modal verbs to say which sentences from Exercise 3 are true for where you study or work.

We can talk to each other in some exams.

6 Ask your partner about other rules for their work, study, or life in general.

Do you have to write a lot of reports in your job?

I don't have to write very many. About two a month.

/P/ Modal verbs: weak and strong forms

7 Read and listen to these sentences. The words in bold are stressed.



- Leah can **take** a taxi.
- Jack should **go** to work.

Now complete the rules using these words.

articles main modal names nouns prepositions

Rules

In spoken English, we often stress words such as people's (1), (2) and (3) verbs, but use the weak form of the vowel, /ə/, in (4), e.g. *the*, (5) and (6) verbs.

8 Listen and repeat the sentences. Then answer the questions.



- a I can buy another one.
- b I can't afford that one.
- c I could meet you at 5.30.
- d I couldn't live without my phone!
- e I should get up earlier on Sundays.
- f I shouldn't go to bed so late.

- In which sentences is it easier to hear the modal verb? Do these sentences also contain *not*?
- How is *not* written? Is it easy to hear this?
- Which sentences have a weak form of the modal verb, which is not so easy to hear? Do these sentences also contain *not*?

9 Work in pairs. Tell your partner about something you...

- have to do at home.
- mustn't do at work or college.
- don't have to do at weekends.
- must do this week.
- shouldn't do but sometimes do.
- ought to do but probably won't do.

I have to clean the kitchen every week.

Vocabulary

Adjectives and prepositions

1 Work in pairs. Discuss how you feel when people tell you to do things. Give examples.

I feel annoyed with my boss when she says I must work harder.

2 Look at the sentence in Exercise 1 and underline the preposition. Then underline the preposition which comes after the adjective in these sentences written by exam candidates.

- My boss was very angry with me.
- I never get tired of watching this film.
- He was very sorry about what happened.

3 Complete the table with the prepositions *about*, *of* and *with*. Then think of more adjectives for each preposition.

afraid, ashamed, jealous, bored, fond	(1)
angry, disappointed, pleased, satisfied	(2)
sad, nervous, crazy, sure, depressed	(3)

Note: some adjectives can be followed by different prepositions with no change of meaning (e.g. *Ivy was getting bored of/with her job.*; *It was a red car, I'm sure of/about that.* Others take one preposition for somebody, e.g. *she's angry with Luca*, but another for something, e.g. *she's angry about the delay.*

4 Complete the questions with the correct prepositions. Then ask your partner the questions.

- Is there anything in the news you feel sad
- Is there anyone you sometimes get angry
- When you were small, what were you afraid
- What do you sometimes get bored
- Is there anything you sometimes feel nervous



Adjectives with -ed and -ing

▶ Page 127 Grammar reference
Adjectives with -ed and -ing endings

1 Quickly read the story. Do not complete the gaps for now.

- 1 Why did Leo ask the airline to help?
- 2 What happened in the end?

2 Complete this sentence. How does the spelling change from the word in brackets?

For many people the flight from Europe to Australia is long and (bore).

3 The sentence could be changed like this. What -ed adjective does it use? When do we use the -ing adjective and when do we use the -ed adjective?

Many people feel bored on the long flight from Europe to Australia.

4 Complete the text with the correct form of the adjectives in brackets. Use -ing if it describes something, or -ed if it tells us how someone feels.

5 Work in pairs. Talk about the last time you were ...

- surprised.
- tired.
- disappointed.

Now ask your partner to describe situations that were ...

- exciting.
- interesting.
- embarrassing.

6 Write three pairs of sentences using the adjectives from gaps 2, 8 and 10 in the text.

*It's relaxing to listen to music.
I always feel relaxed when I play my favourite song.*

LOVE *in the* AIR

For many people, the flight to Australia is long and (1) *..... boxing.....* (bore). But it wasn't for Abbie and Leo Davies – because that's where they first met.

'Abbie was sitting next to me,' said Leo. 'I felt (2) *.....* (relax) talking to her and we got on really well. We chatted all the way to Sydney and it was (3) *.....* (surprise) how quickly the time went.'

But they forgot to get each other's phone number, so after the flight Leo contacted the airline. 'To be honest, it was a bit (4) *.....* (embarrass) because the staff were quite (5) *.....* (amuse) by the situation, but anyway I gave them her seat number, and waited.'

Abbie, too, was feeling sad.

'I was (6) *.....* (annoy) with myself for not getting his number,' she said, 'though I was also a bit (7) *.....* (disappoint) he didn't ask me for mine. I thought he wasn't really (8) *.....* (interest) in seeing me again. So I was (9) *.....* (amaze) when the airline phoned to ask if I wanted to call Leo. I was so (10) *.....* (excite) that I phoned him that evening, and soon we had our first date. Now we're married and we're very happy together.'



Reading Part 4

1 Work in pairs. Answer the questions.

- 1 Which of the situations in the box are the most stressful?
- 2 What other causes of stress are there?
- 3 What happens to people when they feel stressed?

changing job difficulty sleeping exams
 money worries moving house problems at work
 relationship problems speaking in public

2 Quickly read the article. What is the topic of each paragraph?

1: the effects of stress

- Quickly read the main text. Decide what each paragraph is about.
- Look at the ideas before and after each gap, then look for similar ideas in A-H.
- Look for words that often link ideas, for example *this*, *then*, *do*, *also* and *however*.

Exam advice

3 You are going to read an article about dealing with stress. Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

- A One I particularly like has a 'quick tips' section for stressful situations.
- B It was so funny that I felt more cheerful straight away.
- C That made me realise I couldn't go on feeling so stressed.
- D I knew I had to finish that first.
- E It recommended that everyone should laugh more often every day.
- F So I took up dancing instead.
- G People who do so often seem to be miserable.
- H If it's longer, I find it hard to concentrate on my original task.

4 Work in pairs. Discuss the questions.

- Do you think an 'anti-stress' app could work? Why / Why not?
- Which of the other ideas in the text might help you relax? Why?
- What other ways can you think of to deal with stress?

How I dealt with stress

1 For months I'd been unable to relax and I felt awful. I worried about things, I wasn't sleeping well and I couldn't concentrate on my work in the office. Then my best friend told me that everyone thought I was always in a bad mood. (1)c.....

2 I began by making some simple changes to my routine. Each morning when I woke up I thought about things I was looking forward to so that I started the day in a more positive mood. I kept doing that until it became a habit. I also knew I should do more exercise but to tell the truth I don't enjoy doing sports. (2) That really helped me to relax, particularly when I learnt to concentrate on enjoying the experience rather than let negative thoughts go through my mind.

3 I changed the way I worked, too. I used to answer every email as soon as it came in, but this meant that I kept stopping and starting work, and I could only make slow progress which made me feel really stressed. Nowadays, I leave most messages until later in the day and reply to any urgent ones only when I take a break. I do this every 40 minutes or so, usually for no more than ten minutes. (3)

4 I've also discovered some great anti-stress apps such as Headspace, Pacifica and Calm. Apps like these have breathing exercises, relaxing sounds such as the ocean, rain or streams, and suggestions for making changes in your daily life to help you relax. (4) Some of these apps are free.

5 Last month I read an article which said people with a good sense of humour are usually happier and more relaxed. (5) Having fun with friends or watching your favourite comedy series are easy ways to achieve this. And when you aren't stressed, it can make it much easier to do your job!



Vocabulary

Adjectives and their opposites

1 Match adjectives in box A with their opposites in box B.

- A
- ~~awful~~ funny generous miserable
 - negative nervous simple strange

- B
- cheerful complicated ~~fantastic~~ mean
 - ordinary positive relaxed serious

2 Work in pairs.

- Tell your partner about something ...
- strange that happened in a film you saw.
 - fantastic that happened during your holidays.
 - awful that happened at work or college.
 - funny that you saw online or on TV.

Writing Part 2

▶ Page 150 Writing bank
A story

1 Read this Writing Part 2 task and answer the questions.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
Olivia read the message from her friend and smiled.

- 1 Are you given a title or the first line?
- 2 Should you write in the first or the third person?
- 3 Which are the key words?

2 Read the example answer, then answer the questions.

- 1 Where and when does most of the action happen?
- 2 Who are the main characters and what is their relationship?
- 3 What is the situation?
- 4 What problem do the characters have?
- 5 How is this problem solved?
- 6 How does the story end?

3 Look at the story again. Find four adjectives that describe how Olivia felt.



Olivia read the message from her friend and smiled. She was excited because Ellie, who lived abroad, was coming to visit her this Friday!

Just as Olivia reached the airport to pick up Ellie, she received a call. 'There's thick fog here and my plane can't take off,' explained Ellie, 'I'm not sure what'll happen.'

'I'm really disappointed,' replied Olivia.

As Olivia waited at the airport she became quite miserable. But then Ellie called again. 'The sky's cleared!' she said. Three hours later, Olivia was delighted when Ellie's flight had finally landed. Ellie said, 'It's fantastic to see you!' when she finally saw Olivia.

4 Read this Writing Part 2 task and answer the questions from Exercise 1.

- You are going to write a story.
- Your story must begin with this sentence:
Matthew felt excited as he waited for the train.

5 Think about the questions in Exercise 2 and plan your story.

- Decide where and when to set your story.
- Plan the main events and think about the kind of person your main character is.
- Try to make your story interesting for your readers.

Exam advice

6 Write your story in about 100 words.

6

That's entertainment!



Reading Part 2

1 Tom and Ian are looking for something to do one afternoon. Read about what they like and dislike. Underline the key words.



Tom and Ian have a free afternoon but neither of them like crowds. They're interested in theatre and exhibitions, but they don't have much money.

2 Read the entertainment guide on page 53 and decide on the most suitable event for Tom and Ian. Underline where you find the information. Then answer the questions.

- Tom and Ian are interested in theatres and exhibitions. Why isn't G suitable?
- Neither of them like crowds. Why isn't G suitable?

3 Read the guide again. Decide which event would be the most suitable for the people (2-5).

- Underline the key words in the descriptions of people.
- Read each of A-H to find information that matches the key words in 1-5.

Exam advice

Starting off

Television programmes

1 Match the types of TV from the box with the photos.

advert cartoon chat show comedy series
cooking show quiz show reality show sports
the news wildlife documentary

2 Listen to Clare asking Nick about TV. How much TV does Nick watch? What are his favourite types of programme?

3 Listen again and write down Clare's five questions. Then work in groups. Ask and answer Clare's questions so they are true for you.

2  Alice wants to take her 14-year-old cousin to see something brand new and have a meal afterwards nearby. They will go by public transport but they don't want to walk too far.

3  Jack is keen on cartoons. As he'll be alone he would like to go somewhere where he can get to know people with similar interests and also add to his collection of old books and magazines.

4  Two friends, Patricia and Steph, would love to see a live performance in a foreign language. Whenever they go out together they always buy something to eat during the interval.

5  Simone has offered to take her mum to see a show with music for her birthday. They would like to see an enjoyable story but her mum isn't fond of rock or pop.

TURN OFF THE TV AND
GO OUT!

A Beautiful Sunset ★★★

This rock band returns once again to play songs from their latest album. Expect an amazing performance from these musicians who have sold over 80 million records. Tickets are on sale for €60, the price includes a free souvenir T-shirt. Enjoy a meal in our restaurant after the show. Public transport nearby.

The Sports Palace

C Captain Rob's Adventures in 4DX

Not cheap, but this animated version of a well-known film is an experience you definitely can't get at home. The picture and sound quality is fantastic, and the 4D effects are amazing. Feel the wind and the waves, as you sail with Captain Rob. Choice of restaurants nearby. Public transport within easy walking distance.

Filmworld 4DX

B Our lives, their lives

Now in its second year, this display explores the changing lives of people from around the world through photographs and cartoons, music and interviews. Some of the interviews are with grandparents who compare their lives with those of their children and grandchildren. Free entry to this popular museum which is rarely busy after 3pm. Don't miss the excellent gift shop.

Jameson Museum

F In Paris ★★

Paris during the French Revolution and Marco Morelli has fallen in love with a rich young woman. However, one of the family's servants is also in love with her. This is a new version of the Italian opera with amazing singing and real classical music! Audiences of all ages will be entertained. Food and drink not permitted in the theatre.

Elizabeth Theatre

D The Music Teacher

Based on a film, this musical is now showing on stage. An out-of-work guitarist tells some lies and gets a job as a teacher. He persuades some of his students to create a rock group so that they can take part in the Battle of the Bands competition. Afternoon and evening performances from €50. Refreshments available.

Queens Theatre

E Rubbish ★

The Opera House has been turned into a big tent for *Rubbish*. Set on the streets in the 1940s, young artists do gymnastics, dance and theatre using rubbish like wheels, furniture and boxes. First performances this week! Under-15s must be accompanied by an adult but ask about family discounts at our restaurant. A two-minute walk from the underground.

Opera House



G Big Sight

Held over three days, this comic market celebrates Japanese animation. In this huge conference centre, fans can meet other fans, buy rare comics, dress up as their favourite characters and take selfies. No admission fee, reasonably priced food but expect long queues!

The Conference Centre

H Traditional Future

For less than €8, watch Anuang'a Fernando from Kenya as he uses traditional words from his country, modern music and movement to perform this work of art. Anuang'a Fernando has already performed this show in Paris and Italy. Book soon – the theatre only holds 200 people. Snacks will be available. Close to public transport.

Drake Hall

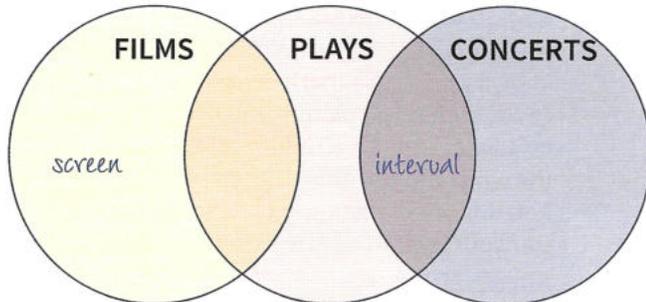
Work in pairs. Which event would you like to attend? Why?

Vocabulary

Going out

- 1 Look at the words in the box. Are they used to talk about a film, a play or a concert? Complete the diagram.

acting book early interval live music
perform refreshments reviews screen
stage subtitles ticket



- 2 Complete the questions with words from Exercise 1.

- Do you usually read the reviews before you see a film or a play?
- Do you ever watch films in English with subtitles?
- Think of the last time you went to see a film, play or concert. Did you have to buy tickets or could you buy tickets on the door?
- How often do you buy refreshments like popcorn at the cinema?
- Do you prefer to listen to music at home or to go out to see live music?
- Can young people afford to go to the cinema in your town? How much is the ticket?
- Would you rather see your favourite actor on the screen or on stage?
- Some people are fantastic actors. Are you good at acting?

- 3 Work in groups. Ask and answer the questions from Exercise 2. Remember to say why or why not.

Grammar

Present perfect

▶ Page 128 Grammar reference
Present perfect

- Listen to Eliza and Bella planning a night out together in Madrid. What do they decide to do?
- Listen again and complete the sentences.
 - Have you seen *The Lion King* yet?
 - I've already finished it.
 - I haven't seen the new Robin Hood film yet.
 - I've just learned how to play one of the songs.
- How do we form the present perfect? When do we use this tense?
- Complete the rules with *already, just* or *yet*.

Rules

- Use just to talk about things that happened a short time ago.
- Use already to say something has happened, often sooner than expected.
These two words normally go in the middle of the sentence, between *have* and the past participle.
- Use yet in questions and negative sentences when we expect something to happen. It means 'until now'. This word normally goes at the end of the sentence.

- 5 Complete the email. Use the given words and put the verbs in the present perfect tense.

Hi Jodie,

Sorry I haven't written to you for so long but I've been really busy. I've got so much to tell you. (1) My sister and her boyfriend / just / get married. (2) My brother / not find / a new job / yet. (3) But he / start / a course in computing. (4) My flatmate / just / win / a prize in a photography competition. (5) you / see / the new *Star Wars* film yet? (6) I / already / see / it / three times. It's great! What about you? (7) You / take / your driving test yet?

Please write soon,

Harry

1 My sister and her boyfriend have just got married.

▶ Page 128 Grammar reference
since and for

6 Exam candidates sometimes make mistakes with *since* and *for*. Look at the sentence from Eliza and Bella's conversation and answer the questions.

We've been good friends for three years but we haven't been to a show together since last summer.

- 1 Which word do we use to talk about the beginning of a period of time?
- 2 Which word do we use to talk about the whole period of time?

7 Complete the interview with *since* or *for*.

Interviewer: Mark, how long have you lived in Mumbai?

Mark: I've lived here (1) four months.

Interviewer: Have you joined any clubs or classes (2) you arrived?

Mark: Yes, I've been in a cycling club (3) March and I've started Hindi classes.

Interviewer: How long have you taken Hindi classes?

Mark: (4) three weeks, but I've learnt a lot (5) then.

8 Work in pairs. Ask and answer the questions in Exercise 7 so that they are true for you. Then continue the conversation with some more 'How long have you...?' questions.

How long have you lived here?

I've lived here all my life.

Present perfect or past simple?

▶ Page 129 Grammar reference
The present perfect or the past simple?

1 Read about Martin Garrix. What is he famous for?

Martijn Gerard Garritsen or Mar+in Garrix is a Dutch DJ who was born in Amsterdam in 1996.

When he was only 17, his single *Animals* became famous.

He's been a DJ **for over ten years** and he's toured with his music many times.



2 Read the text in Exercise 1 again. Underline the verbs in the present perfect and circle the verbs in the past simple. Do we normally use the time expressions in bold with the present perfect or the past simple?

3 We use some time expressions with the present perfect and others with the past simple. Complete the table with the expressions in the box.

already at 8 o'clock in the morning ~~for ten years~~
~~in 1996~~ last year since 2010 this week today
two months ago yesterday yet

the present perfect	the past simple
for ten years	in 1996

4 Underline the time expressions in the sentences. Then complete the sentences with the present perfect or past simple form of the verbs in brackets.

- 1 I haven't made (not/make) my bed yet today.
- 2 you (read) this month's *Surf* magazine yet?
- 3 I'm not going to the theatre. I (see) that show three months ago.
- 4 Our football team are playing better now. We only (win) twice last year.
- 5 Let's go to the beach! I (not/swim) in the sea for three months.
- 6 You look tired. What time you (go) to bed last night?
- 7 How many photos you (take) since you bought your phone?

5 Work in pairs. You are going to interview another student in the class. Look at the example below and write some questions about the topics in the box.

a car or motorbike a favourite sport
a foreign language a free-time activity a pet a phone

Have you got a mobile phone?

Yes, I have.

How long have you had it?

I've had it for 6 months.

Vocabulary

been/gone, meet, get to know, know and find out

1 Read the texts and answer the questions.



Paul isn't at home, he's gone to a friends' home. His sister Sophia has just got home. She's been to the cinema.

- 1 Where's Paul now?
- 2 Where's Sophia now?
- 3 *Been* and *gone* are both forms of *go*. Which one means 'go and come back'? Which one means 'hasn't come back yet'?



Lucas has known his friend Nick for five years. They first met at university. They got to know each other and they became good friends. Lucas often meets Nick at the weekend and they go out together. Lucas sometimes stays at Nick's house when he misses the last bus home.

- 4 When and how did Lucas and Nick become friends?
- 5 Do they still see each other? When?
- 6 When does Lucas sleep at Nick's house?



Sam rents a flat from his aunt but she didn't know he was having a party. The neighbours phoned Sam's aunt because of the noise. When she found out about it, she wasn't very pleased.

- 7 Did Sam tell his aunt about the party?
- 8 Who told Sam's aunt that he was having a party?

2 Choose the correct option in *italics>. Use the texts in Exercise 1 to help you.*

- 1 Have you ever *been* / *gone* abroad? Where?
- 2 Imagine your flatmates have *been* / *gone* away for the weekend. Do you have a party?
- 3 Have you got a best friend? How long have you *known* / *met* them? How did you first *meet* / *know* each other?
- 4 Do you usually *meet* / *stay* with your friends at the weekend? What do you do?
- 5 Do you enjoy *knowing* / *getting to know* new people? Why (not)?
- 6 How often do you use the internet to *find out* / *know* information? Have you used it this week? What for?

3 Work in groups. Ask and answer the questions from Exercise 2.

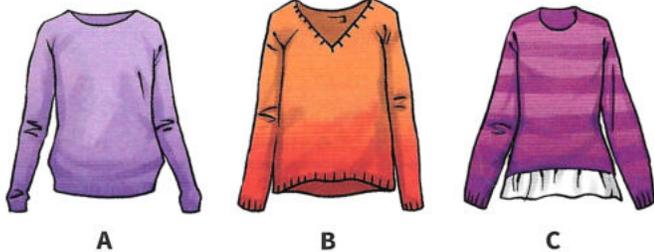
Listening Part 1

1 In Listening Part 1, you may hear someone describing clothes. Look at the pictures on page 57 and find examples of these things. Write the picture number.

- 1 a plain jumper 1A, 1B
- 2 a pocket
- 3 a round neck
- 4 a striped jumper
- 5 a smart skirt
- 6 a V-neck

2 Work in pairs. Read the questions carefully and underline the important words. Then decide what each picture shows and the difference between each one.

1 What would the woman like to try on?



A

B

C

2 Where has Matt left his keys?



A

B

C

3 What did Karen buy last weekend?



A

B

C

4 Which one is Sarah's cousin?

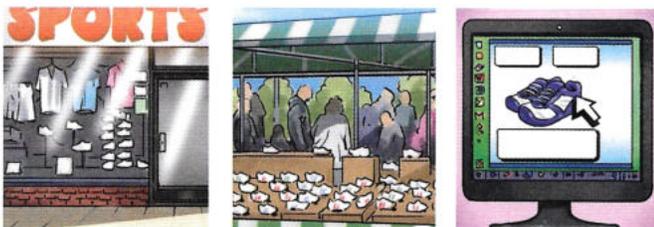


A

B

C

5 Where did the man get the trainers he's wearing now?

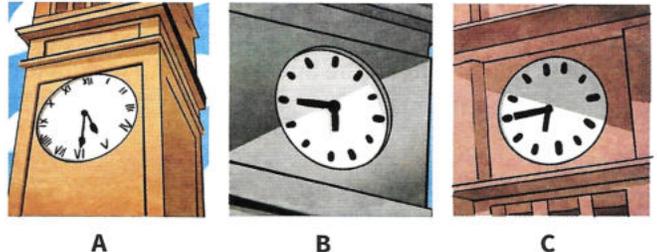


A

B

C

6 What's the latest time visitors can buy a ticket today?

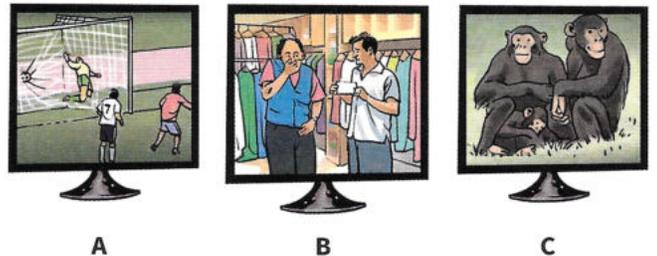


A

B

C

7 What sorts of TV programmes does the woman like watching?



A

B

C

• The pictures can tell you a lot about what you will hear. Study them carefully before you listen.

• Be careful: the speakers might mention all the things in the pictures, but only one answer is correct.

Exam
advice

3 Listen. For each question, choose the correct answer. Then listen again and check.

4 /P/ Contrastive stress

Read Connor's reply to the girl from question 7. What words do you think are stressed?

Connor: Oh? I didn't think you liked those sorts of programmes.

5 Now listen to Connor saying his line in three different ways. What makes the meaning of each sentence change?

6 Work in groups. Ask and answer questions about the clothes you usually wear for these occasions. Stress the words you think are important!

- a trip to the countryside
- family celebrations
- hanging out with friends
- relaxing at home

Speaking Part 3

▶ Page 159 Speaking bank

- 1 Work in pairs. Read the Speaking Part 3 task below. Decide what you need to talk about.

A university would like to celebrate its 25th anniversary with a special event. Here are some events the university could organise for past and present students.

Talk together about the different events the university could organise and say which would be most popular.

- 2 Work in pairs. Look at these possible events. Decide which ones you think would be good ideas for a 25th anniversary celebration.

bike ride concert disco photography exhibition
student fashion show talent show

- 3 Look at the sentences and decide which you should or should not do in this part of the Speaking exam. Put a tick (✓) or a cross (X) in each box in the *You* column.

	You	Noa & Greta
1 Listen carefully to the examiner's instructions.		✓
2 Discuss your ideas with your partner and the examiner.		
3 Make suggestions and reply to suggestions.		
4 Take turns to speak.		
5 Talk about only one picture.		
6 Agree as quickly as you can.		
7 Speak for at least two minutes.		

- 4 Listen to Noa and Greta doing this task. Which things from Exercise 3 do they do? Put a tick (✓) or a cross (X) in the *Noa & Greta* column.

32

- 5 Underline two expressions Greta uses to move on to a new picture.

Greta: Perhaps you're right. Shall we talk about the student fashion show?

Noa: OK. I think it's a great idea. Past and present fashion students could show the clothes they've designed.

Greta: Um ... I'm not very interested in fashion, I'm afraid. We haven't talked about the bike ride yet. Do you think it's a good idea?

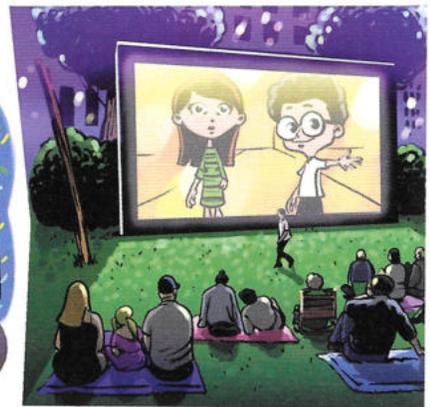
- Keep the conversation going, for example by saying *Shall we talk about the ...?*
- Talk fully about all the pictures before finally agreeing with your partner.

Exam advice

- 6 Work in pairs. Do the Speaking Part 3 task below.

A town is planning to celebrate its anniversary with a festival. Here are some activities which the festival could include.

Talk together about the different activities the festival could include, and say which would be most popular.



Writing Part 2

▶ Page 148 Writing bank
An article

- 1 Work in pairs. Look at the photos. What can you see? What are the people doing and wearing?
- 2 Discuss the questions.
 - 1 What celebrations are there in your country?
 - 2 What's your favourite celebration? Why?
 - 3 What do people wear and do?
- 3 Read this Writing Part 2 exam task and underline the important words.

You see this announcement in an international English-language magazine for teenagers.

Let's celebrate!

Tell us about a celebration in your country.

What do people usually wear?

What do people do?

Why is it special?

Write an article answering these questions and we will publish the most interesting articles in our magazine.

Write your **article** in about **100** words.

- 4 Work in pairs. Read the first paragraphs of two articles. Which is better? Why?

The story began on Chinese New Year. People were wearing amazing costumes and they were dancing in the street. We left our flat and we walked to my aunt's house. She was preparing a special meal for us.



My favourite celebration in my country is the Venice Carnival in February. The celebrations last for two weeks. There are dances, concerts and performances but I love the masks and costumes best.

- 5 Now read the complete article about the Venice Carnival. Do you think it is a good answer?



My favourite celebration in my country is the Venice Carnival in February. The celebrations last for two weeks. There are dances, concerts and performances but I love the masks and costumes best.

My favourite mask is made of leather, it's painted by hand and it has a very long nose. We all wear traditional costumes so Venice looks like an 18th-century city.

We go for walks in our special clothes, we watch actors perform in the street and we go to dances called balls. It's a very special celebration because there is nothing like it anywhere else in the world.



- 6 Answer the questions.

- 1 Is the text an article and not a story?
- 2 Is the first paragraph interesting? Does it make you want to keep reading?
- 3 Does the article include all the information?
- 4 Is it about 100 words?

- If you decide to write an article, write an article and not a story.
- Make sure your first paragraph is interesting to make the reader want to keep reading.

**Exam
advice**

- 7 Use your answers from Exercise 2 to write your article.
- 8 Use the questions in Exercise 6 to check your work.

5

Vocabulary and grammar review

Vocabulary

1 Choose the correct options in *italics*.

Hi Tamsin,

Sorry I've taken so long to reply. In your last email, you asked what was happening with my friends, so here's my news. Lucas was disappointed (1) *of / on / with* his first-year exam results at university so he's working harder now, but I think he's getting tired (2) *about / of / on* studying all the time. He usually goes out in the evenings, so he must be getting very bored (3) *with / on / about* life. Natalie is still very keen (4) *of / on / with* football and is quite proud (5) *on / with / of* the two goals she scored last Saturday. However, she can't play next week so she's sad (6) *about / of / with* that. Claire is crazy (7) *on / with / about* music and a local band has asked her to sing with them at a concert next Friday. She's really nervous (8) *on / about / with* singing in front of all those people, but I don't think she should be frightened (9) *with / of / on* doing it. I've told her that some people will be jealous (10) *of / on / about* her!

Well, that's all for now.

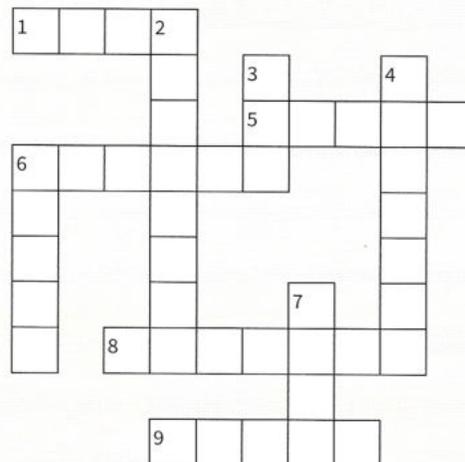
Lots of love,

Bastian

2 This blog post contains adjectives ending in *-ed* and *-ing*. Underline and correct five more mistakes.

When I was tidying my room last Sunday, I found some surprising things. Among all the bored boring exercise books from my school days, there was something amazed – my diary, from when I was eight years old. It was really interested to read my thoughts from back then, though at times I felt a bit embarrassing, too. For example, I was still very frightening of the dark in those days. It was also funny to read how exciting I was about being nine soon – I thought I would be really grown up then.

3 Complete the crossword with words from Unit 5.



Across

- 1 the opposite of 'generous'
- 5 the noun form of 'angry'
- 6 Some people are ... of insects and spiders.
- 8 wanting something that another person has
- 9 I felt really ... because I had nothing to do.

Down

- 2 the opposite of 'positive'
- 3 the opposite of 'happy'
- 4 feeling worried or anxious about something
- 6 a word that means 'very bad'
- 7 a word that means 'like a lot'

Grammar

4 Choose the correct option in *italics*.

- 1 **A:** Do you think Dylan and Leah are at the café?
B: They *can / might* be there, but I'm not sure.
- 2 **A:** Do you like going to the swimming pool?
B: No, I *can't / couldn't* swim.
- 3 **A:** I've got a bit of a headache.
B: I think you *shouldn't / should* take an aspirin.
- 4 **A:** *Could / Might* you run for an hour without stopping?
B: No, I'd be too tired after 30 minutes!
- 5 **A:** Are the buses to the city centre expensive?
B: No, you *mustn't / don't have to* pay if you're under 16.
- 6 **A:** The weather's not looking very good now.
B: You're right. I think it *can / might* rain later.
- 7 **A:** What do I need to go to the USA?
B: You *should / have to* take your passport.

Vocabulary

- 1 Complete this review by writing a word from the box in each space.

admission audiences interval live performances reality shows reviews

Cirque Eloize

Are you bored of watching (1) reality shows on TV? Do you fancy doing something new? Why don't you go and see Cirque Eloize's new show? (2) will be amazed by the acrobatics, dance and (3) music. This touring show has already received very good (4) in other parts of the country. There are two (5) each day: one at 2.30 and the other at 7.30. Tickets are still available for many dates with reduced (6) for students and over-60s. The show lasts about 85 minutes with no (7)

- 2 Choose the correct word (A, B or C).

- I think I left my keys in the front of my jeans.
A pocket **B** bag **C** coat
- My mum often wears bright, shirts and long skirts.
A colour **B** colourful **C** coloured
- I first my best friend when I moved to this town.
A met **B** knew **C** found out
- I'd love to go to New York to get to the city.
A find out **B** know **C** meet
- I've visited Washington DC but I haven't to the White House.
A visited **B** known **C** been

Grammar

- 3 Exam candidates often make mistakes with the present perfect and the past simple and their common adverbs. Underline and correct the mistakes in the sentences.

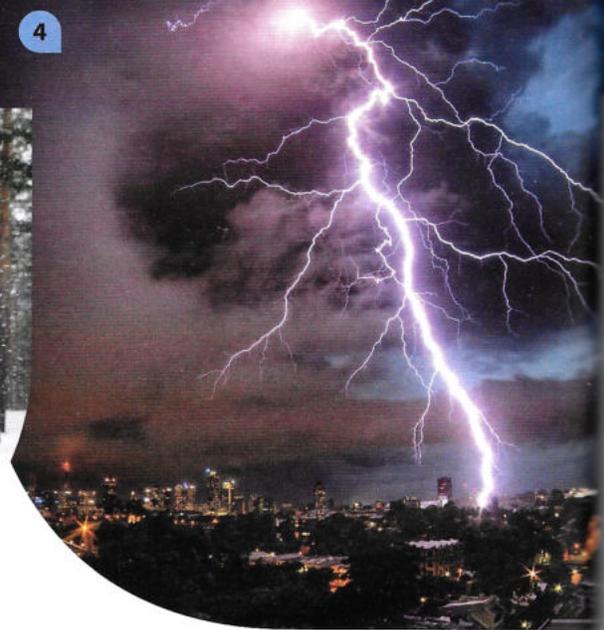
- I've bought some clothes last week. (
- My grandmother has lived here since three years.
- I haven't seen him for ages because he's gone to Argentina a few years ago.
- We've gone to the cinema three times this month. Let's do something else.
- Already I've been to a few shops to look for new shoes.
- I still can't find my mobile phone. I looked for it everywhere.
- Milan is the best place I've never been to for clothes.
- I lost a beautiful pair of gloves which my mother has given me for my birthday.
- We're planning to go out, but we didn't decide where to go yet.
- There's a wonderful cinema in my town. It has opened six months ago.

- 4 Complete the article about living in a big city with the word which best fits each gap. Use only one word in each gap.

I moved to Japan when I got a job here about a year (1) ago I have lived in Tokyo (2) about 6 months. I have to say that I (3) never lived in such an exciting city and I love it here. I've been in this flat (4) September and I've known my best friend since then. We (5) to know each other when I sat next to him in Japanese classes and we soon became good friends. We love going to the cinema to see new films. We've (6) been to the cinema twice this weekend.

7

Getting around



Starting off Weather

1 Work in pairs.

1 Match the words in the box to the photos. Then discuss the questions.

cold foggy freezing frost hot ice icy lightning
rainy showers snowy storm sunny sunshine
thunderstorm windy

2 How do you think people experiencing this weather feel?

They probably feel quite cold, and they might not be able to see well through the fog.

3 What kind of weather do you like most/least? Why?

4 What do you think the underlined expressions mean?

- I hope the sun will come out soon. *start shining*
- I put on a jumper because it was a bit chilly by the sea.
- It's pouring outside, so take your umbrella.
- Open the window. It's boiling in here!
- Even in summer, it gets quite nippy at night.
- It was cloudy earlier, but then the weather cleared up.
- Because of the soaring temperatures, lots of people have gone to the mountains.

Listening Part 4

1 Look at the exam task in Exercise 2. Answer the questions.

- 1 What is the main speaker's name?
- 2 What is the topic?
- 3 What do you need to listen for?

2 For each question, choose the correct answer. You will hear an interview with a woman called Olivia talking about her experience of travelling through a snowstorm with her friend Grace.

- Quickly read the instructions and the questions to get an idea of what you will hear.
- Listen for reasons why one option is correct – and reasons why the other two are wrong.

Exam
advice



- When it started to snow heavily, Olivia and Grace were
 - talking about what to do next.
 - driving along a main road.
 - having a snack in a café.
- How did Olivia feel as heavy snow began to fall?
 - annoyed with Grace for getting lost
 - sure that the snow would stop soon
 - scared about what might happen
- Why did the car stop moving?
 - It had run out of petrol.
 - The snow was too deep.
 - They had hit another vehicle.
- How did they try to keep warm in the car?
 - They put on lots of clothes.
 - They kept the heater on all night.
 - They drank some hot liquids.
- They were in the car nearly all night because
 - it became impossible to open the doors.
 - they had been told not to leave it.
 - nobody knew where they were.
- The following day, they travelled to a village in
 - a rescue vehicle.
 - an ambulance.
 - their own car.

Listen again and check.

Work in pairs. Discuss the questions and give reasons.

- How would you feel in Olivia's situation? What would you do?
- Have you ever been stuck anywhere due to bad weather? What happened? How did you feel?

Grammar

extremely, fairly, quite, rather, really and very

Page 130 Grammar reference
Adverbs of degree

- Read the sentences from the recording. Then complete the rules with the underlined words.
 - Really heavy snow started coming down.
 - I was quite certain it wouldn't last long.
 - It was rather annoying we'd gone the wrong way.
 - It was getting quite difficult to see.

Rules

- Adverbs of degree such as *very, extremely* and always make an adjective stronger.
- The adverbs *fairly* and always make it weaker.
- The adverb usually makes it weaker, but with adjectives like *sure, true* and *different*, it can mean 'completely'.

- Discuss the questions, using adverbs of degree.
 - Have you ever experienced extreme weather, e.g. really hot, very stormy weather?
 - What was it like?
 - How did you feel and what did you do?

Last year we had an extremely hot summer. The temperatures were very high and I felt really uncomfortable so I went to the shopping mall. It was quite cool there!

too and enough

▶ Page 130 Grammar reference
too and enough

- 1 Read what some people say about the weather. Complete the rules by choosing the correct option in *italics*.

'In summer it's too hot to work!'

'We had enough time to get indoors before the storm hit our town.'

'It was a hot July day in the city. There were too many cars and there was too much noise.'

'It was winter, so it wasn't warm enough to swim in the sea.'

Rules

- 1 In the examples above, *too* means *as much as / more than you need or want*. It does not mean the same as *very*.
- 2 The word *too* goes *after / before* an adjective, often followed by the *-ing / to + infinitive* form of the verb.
- 3 We use *too much* before *countable / uncountable* nouns and *too many* before *countable / uncountable* nouns.
- 4 In the examples above, *enough* means *as much as / more than you need or want*.
- 5 The word *enough* usually goes *after / before* a noun but *after / before* an adjective, often followed by the *-ing / to + infinitive* form of the verb.

- 2 Exam candidates often make mistakes with *too* and *enough*. Some of the sentences contain mistakes. **Underline** and correct them.

- 1 It was hot enough to spend the whole day in the water.
- 2 In the streets, there are too much cars.
- 3 My sister is very young to travel alone.
- 4 In summer it would be too hot to cycle.
- 5 We did not have plenty of time to see the University of Cambridge.
- 6 I think you are enough old to spend this summer with your friends.

- 3 Work in groups. Write down six places you'd like to visit. Then discuss which is the best. Use *too* and *enough*.

I'd love to go to the mountains, but they are too far away and we don't have enough time!

How about the lake? That's nice, and close to here.

Reading Part 1

- 1 Look quickly at the signs and messages below. Where could you see each one?



- 2 Match the texts (A-E) with the purposes (1-5). **Underline** the words in the texts which tell you the purpose.

- 1 to give you information C
- 2 to say what you must not do
- 3 to warn you of something
- 4 to say what you must do
- 5 to advertise something

3 For each question, choose the correct answer.

1 **ATTENTION**
In case of fire, use this emergency exit.
Alarm bell rings when open.

2

To: Lacey
From: Zara

I'm still really keen on having a holiday together, but I'm a bit short of cash right now. Would you mind if we booked for a week rather than a fortnight?

3 **FOR SALE**
Fashionable winter jacket
(Size: medium)
Hardly ever worn
Small tear on left sleeve
but now mended
£20, or make me an offer!
Contact Alex in the
Research Department



4 **FOREST NATURE PARK**

- No fires or barbecues
- No camping permitted except at Forest Campsite
- No rubbish – take it all away with you!



5 **February's ski trip**

Places are still available, but the University must receive all forms by January 31st. A photocopy of your Student ID must be attached to the form, or it will not be accepted.



• Decide what the purpose of each text is and where you might see it.

Exam advice

- A Ring the bell before opening the emergency exit.
B You must find another exit if there is a fire.
C Only go out this way if there is an emergency.

- A Zara wants to have a shorter holiday.
B Zara doesn't want to go away with Lacey.
C Zara regrets paying for a two-week holiday.

- A The jacket is in perfect condition.
B The seller may accept a lower price.
C Alex has worn the fashionable jacket many times.

- A There is a particular location where people can camp in the park.
B Rubbish must be left in the bins provided by the park.
C Pay special attention when cooking food on fires at the park.

- A All students should take their identity cards on the ski trip.
B Students must apply for the ski trip before February.
C It is now too late to book a place on the ski trip.

Grammar

The future

▶ Page 131 Grammar reference
Future forms

- 1 Listen and complete the conversation between Mia and Owen with the correct verbs. Use the short forms of *be* and *will*.



Mia: Look at the rain, Owen.

Owen: Yes, I know. I'm hoping it (1)*ill stop*.....soon, but I don't think there's much chance of that.

Mia: No, the weather forecast said it's a big storm and it (2) for hours. What time do you have to be at the station?

Owen: I (3) Jason and Mark there at 8.30, in the café near the main entrance. The train (4) at 8.45.

Mia: It's quite a long walk to the station, isn't it? And it's 8.15 already. Look, I (5) you in the car.

Owen: Thanks!

- 2 Match the verb forms in Exercise 1 with uses a–e.

- a for timetables and future dates *4 leaves*
- b for decisions at the moment of speaking
- c for things that aren't certain, e.g. after *I think* or *I hope*
- d for future arrangements
- e for predictions based on evidence, and plans

- 3 Put the words in order to make questions. Then ask and answer the questions.

- 1 the photos / will / send / you / when / me ?
1 When will you send me the photos?
- 2 this evening / are / where / go / going / you / to ?
- 3 next English test / take / your / when / will / you ?
- 4 the Earth / get hotter / going / is / to ?
- 5 will / think / cloudy / it / do / tomorrow / you / be ?

- 4 Work in pairs. What would you say in each of these situations? Tell your partner, using future forms.

- 1 'Do you want to come to a party with me?' (Tell your friend you can't.)

I'm sorry but I'm going to a concert with friends.

- 2 'I'm having trouble with my computer.' (Offer to help your friend.)
- 3 'When's the first day of your holiday?' (Tell your friend which date.)
- 4 'The wind is getting stronger.' (Say it's likely there will be a storm soon.)
- 5 'Which other language do you plan to study next year?' (Tell your partner.)



Vocabulary

Compound words

- 1 Match the words in A with the words in B to form compound words. Then match the compound words with definitions 1–8.

A

back camp cross ~~guide~~ over sight sign suit

B

~~book~~ case night pack post roads seeing site

- 1 a book that gives information about a place *guidebook*
- 2 a bag with a handle for carrying clothes, etc.
- 3 a place where two roads meet and cross each other
- 4 a bag that you carry on your back
- 5 a sign by the road that gives information
- 6 from late evening until the morning
- 7 a place where people can stay overnight in tents
- 8 visiting interesting places

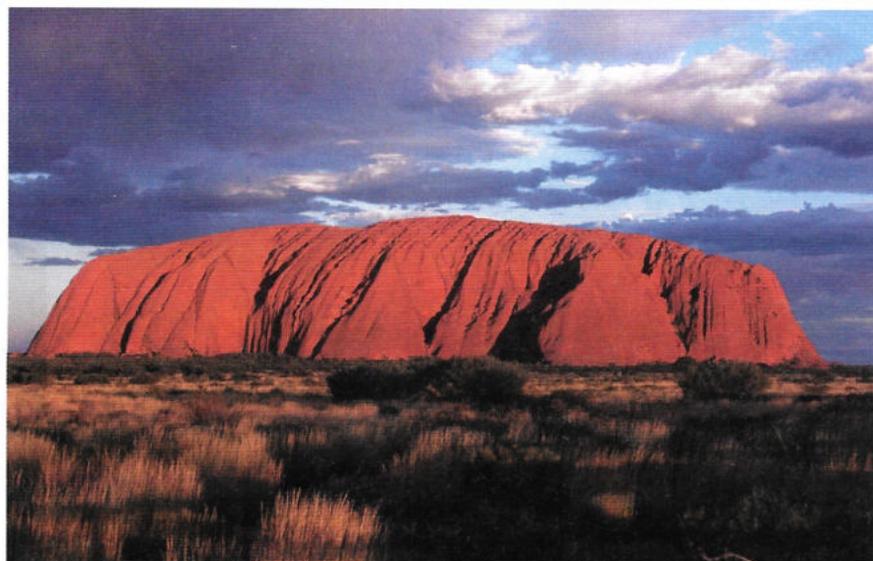
- 2 Use compound words from Exercise 1 to complete Lewis's blog. Then listen and check.



Travel Blog

HOME POST PHOTO CONTACT

Next week I'm going to Australia! I'm arriving in the north, so first I'm going to stay (1) *overnight* in Darwin. My (2) says it's an interesting city, so I think I'll do a bit of (3) there. Then I'm getting the train to Alice Springs, right in the middle of the country, where I'll spend the night at a (4) The next day I'm hoping to get a lift down the main road. I'm taking all my things in a (5) so that I don't have to carry a heavy (6) around. About 200 kilometres south of Alice, I'll reach a (7) where there's a (8) that says 'Uluru 247 km'. Uluru is also known as Ayers Rock – one of the most amazing sights in the world.



UPLOAD LIKE

3 /P/ Word stress in compound words

Listen again to Lewis. Does he stress the first part of answers 2–8, or the second? Underline the correct part of each word.

- 4 Tell your partner about an exciting journey you would like to go on. Use compound words from Exercise 1 with the correct stress.

I'd love to go sightseeing in New York ...

Grammar

Prepositions of movement

▶ Page 132 Grammar reference
Prepositions of movement

- 1 Complete this phone message about travelling around a city with the missing prepositions (*in, off, etc.*). Then listen to check.

Hi Leon, Toby here. I'm really pleased you're coming to our new house next week. The quickest way here is (1) *by* train to the city centre, which takes an hour and is usually (2) time. Then you can get (3) the number 64 bus to Edgely, getting (4) by the stadium. From there it's a 15-minute walk. Or, if you don't feel like walking, you could jump (5) a taxi and ask the driver to take you to the end of Valley Road. When you get (6) of the taxi, you'll see our place right in front of you. See you soon!

- 2 Use words from the message to complete the rules.

Rules

- 1 For cars, we use *get* (or *jump, climb, etc.*) *into* or , and when we leave them.
- 2 For most other road vehicles, plus trains, planes, boats and horses, we use or *onto*, and when we leave them.
- 3 We travel bus, train, plane or boat, or in other words, road, rail, air, land or sea. We also say we are *on* (*board*) a train, plane or ship, or *at sea*.
- 4 If you arrive neither late nor early, you say you are (or the bus, train, plane, etc. is) time.

- 3 Some of the sentences contain mistakes made by exam candidates. Underline the mistakes and correct them.

- 1 You can get here in plane.
- 2 I jumped into my car.
- 3 The bus drivers are on strike, so everybody has to go by car.
- 4 Could you come at time, please?
- 5 I will travel with train.

- 4 Work in groups. Think of a place you like in your town or city. Describe how to get there using public transport. Use prepositions of movement.

Speaking Part 2

▶ Page 154 Speaking bank



1 Work in groups. Describe what you can see in the photo.

2 Listen to Lorenzo. Which of the things you said in Exercise 1 did he mention? Did he describe anything else?



3 Listen again and complete the sentences.

- 1 There are some trees on the left and I can see some green fields, too
- 2 a train into the station.
- 3 some people to get on it.
- 4 They're very close to the railway lines, on the people stand.
- 5 She's wearing, carrying, a large bag on her shoulder.
- 6 The man's wearing a suit and he has a bag on his shoulder.
- 7 The train has big windows but they're a bit dark and I can't see the is driving it.

4 Write your answers from Exercise 3 next to the uses (a-d).

- | | | |
|-----------------------|-----|--|
| a adding a point | too | c describing actions |
| b correcting yourself | | d describing things you don't know the name of |

- Correct yourself if you make a mistake.
- Before the exam, practise talking about pictures for a minute. Time yourself!

Exam advice

5 Work in pairs, choose one of the photos and describe it to your partner.

- Use prepositions of movement and expressions from Exercise 3.
- Use adverbs such as *quite*, *really* or *rather*.
- Speak for at least one minute.
- After you finish speaking, ask your partner if you have described everything.



Writing Part 1

▶ Page 145 Writing bank
An email

1 Where would you put these expressions in an email? Write *B* for beginning or *E* for end.

Lots of love, *E*

Hi,

Looking forward to hearing from / seeing you.

Well, that's all for now.

All the best,

This is just a quick message to say ...

It was great to hear from you.

Give my love to everyone.

Take care,

See you soon.

Don't forget to write soon.

Sorry I've taken so long to write back.

Bye for now.

Dear,

2 Look at the exam task and answer the questions.

- Who is the email from and what is it about?
- Which of the expressions from Exercise 1 does Thomas use?
- Which future forms and which adverbs of degree does he use?
- Which of these points (a–e) should you put in your reply? What else should you include?
 - It doesn't matter that the writer has been slow to reply.
 - What you will do before Saturday.
 - Why you want to go.
 - Where you want to eat.
 - Where you want to meet.

Read this email from your English-speaking friend Thomas, and the notes you have made.

To:

From: Thomas

Hi,

Sorry I've taken so long to write back but I've been very busy with work. *No problem!*

I'm going to an international music festival with some friends on Saturday morning. Would you like to go with us? *There will be bands from all over the world, including some that play your favourite kind of music.* *Yes, say why.*

We'll be there all day so we'll need to eat. Do you want to take some food or buy something there? *Tell Thomas.*

By the way, where will you meet us on Saturday? *Suggest ...*

All the best,
Thomas

Write your email to Thomas in about **100** words, using **all** the **notes**.

3 Read the reply and answer these questions.

- Is Marco's letter the correct length?
- Which paragraph covers each of the notes?
- Which language points (a–d) does Marco use? Give examples.
 - expressions from Exercise 1
 - adverbs of degree
 - future forms
 - too* and *enough*

Hi Thomas,

Don't worry about that. This month I haven't had enough time to get anything done, either!

I'd love to go on Saturday. It'll be really great to see some live Latin American music, particularly Mexican bands and musicians from the Andes.

Food at the festival will be very expensive, so I think I'd better take sandwiches and drinks. Do you think that'll be enough?

I can meet you at the festival – the 64 bus will take me straight there. How about meeting at the main gates? I'll text you as soon as I arrive.

See you soon,

Marco

- If you are writing to a friend, use informal language.
- Always put the opening (e.g. *Hi Sam*), the closing (e.g. *Bye for now*) and your own name on separate lines.

Exam
advice

4 Plan and write your email in about 100 words. Use expressions from Exercise 1.

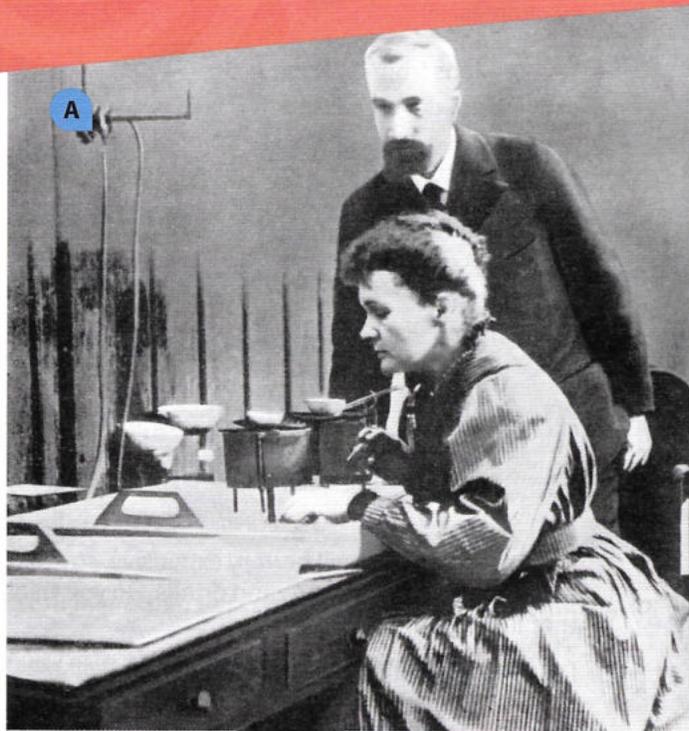
5 Work in pairs. Read and check your partner's email.

- Where you think there are mistakes, use a pencil to write *G* for grammar, *V* for vocabulary, *WO* for word order, or *Sp* for spelling.
- Discuss your corrections together.
- Correct any mistakes in your email.



8

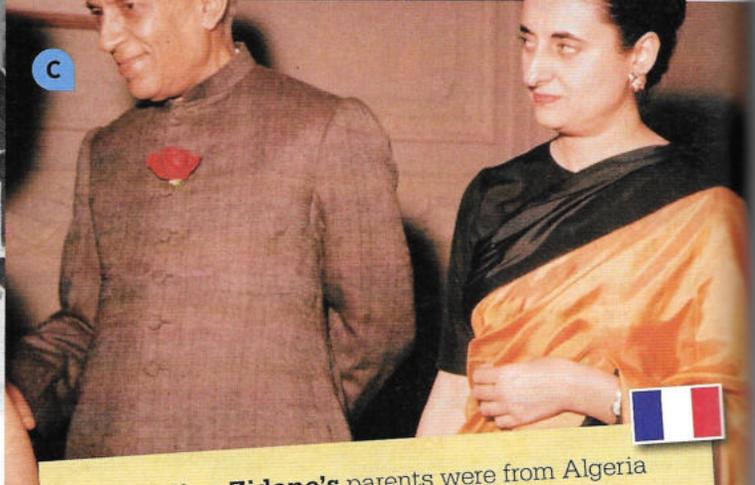
Influencers



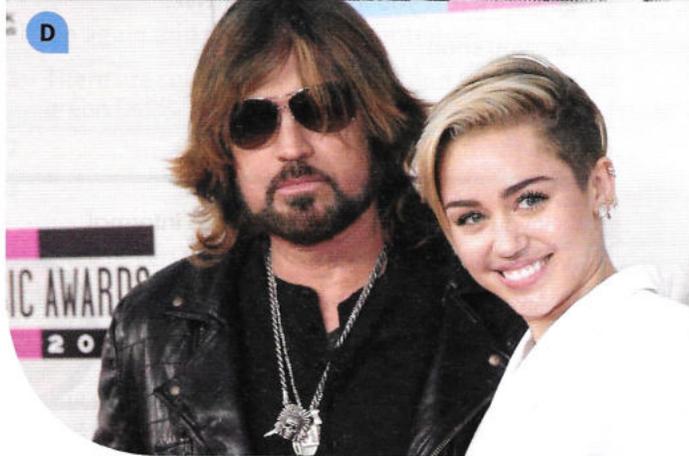
A



B



C



D

1 **Zinedine Zidane's** parents were from Algeria but he grew up in France where he played for the international football team. Now retired from playing football, he's a coach. All four of his sons have played football for Real Madrid's youth teams.

2 American singer, songwriter and actress **Miley Cyrus** is the daughter of the country singer, Billy Ray. Her brother Trace is a singer and guitarist while her grandfather Ron was a politician.

3 **Marie Curie** was the first woman to win a Nobel prize and the only person ever to win a prize in both physics and chemistry. Marie shared her prize in physics with her husband Pierre. Thirty-two years later, her daughter and son-in-law were given a Nobel prize in chemistry.

4 **Indira Gandhi** came from a family of Indian politicians. She was the daughter of India's first prime minister and then she became India's first female prime minister. Although Indira and the social leader Mahatma share the same family name, they aren't relatives. Indira changed her surname when she got married.

Starting off

- 1 Work in groups. Discuss what you know about the famous families in the photos.
- 2 Match the descriptions of famous families (1-4) with the photos (A-D).
- 3 Work in pairs. Discuss the advantages and disadvantages of being famous and of being part of a famous family.

Reading Part 6

- 1 Work in pairs. Read part of a website and look at the photo. What do you think an *influencer* is? What do you know about these influencers?

HOW PEOPLE ARE USING SOCIAL MEDIA TO INFLUENCE THE WORLD

INFLUENCER #1

Tanya Burr uploads videos on make-up, fashion and cooking. Over 3.7 million people have signed up for her YouTube channel. She has also set up her own make-up company.

INFLUENCER #2

With more than 380,000 followers, Marc Forne is one of Spain's biggest influencers. He uploads photos of himself in different parts of the world. Companies like Calvin Klein, Inditex and Louis Vuitton provide him with clothes and luggage.

- 2 Read the rest of the text quickly. Do not complete the gaps for now. In what ways is Emma Watson an *influencer*?

INFLUENCER #3

Are all influencers just interested in being famous and making money? Perhaps not in the case of Emma Watson. Emma (1) born in Paris but brought up in England. She took up acting at an early age and starred in her first Harry Potter film (2) she was just eleven years old. By the time she was 19, she was earning more money (3) any other Hollywood actress.

Around that time, Emma went to university to do an English degree. She also became well known (4) a speaker on how men and women should be given the same opportunities. She travelled to places like Bangladesh and Zambia (5) support education for girls. Thousands of Emma Watson's fans follow her on social media, but she uses her accounts to discuss issues such as women in society and the effect of fashion (6) the environment.

- You must complete each space with one word only and your spelling must be correct.
- If you can't fill in a gap, go on to the others and come back to it later.
- When you have filled in all the gaps, check your completed text makes sense.

Exam advice

- 3 For each question, write the correct answer. Write one word in each gap. There is an example at the beginning.

- 4 Exam candidates often make spelling mistakes.



Underline the mistakes in the sentences and correct them.

- She's clever. She's very funny to.
- We where both young when I first met her in school.
- He plays soccer very well, an he's the junior world champion in shooting.
- At first I thought she was shy because she was a very quite girl.
- I love spending time whit him. I can say that he's my best friend.
- I like to do my homework with Daniela becouse she is intelligent.

- 5 Work in groups. Discuss these questions.

- How often do you use social networks? What do you use them for?
- Do you follow anyone online? Who? Why?
- Do you think that celebrities should use social media to talk about social issues? Why? / Why not?
- What do you think of influencers? What are some of the positive and negative effects?



Vocabulary

Phrasal verbs

1 Look at the underlined phrasal verbs. Decide what each one means by looking at the complete sentence.

- 1 Zinedine Zidane's parents were from Algeria but he grew up in France.
- 2 Tanya Burr has set up her own make-up company.
- 3 Emma Watson was born in Paris but was brought up in England.
- 4 She took up acting at an early age.

2 Replace each underlined expression with the correct form of a phrasal verb from the box, so that the meaning stays the same.

bring up find out get on with
grow up make up run out (of)
set up take up

- 1 I was born in a small village but I became older in Athens with my parents and two brothers. *grew up*
- 2 When my phone doesn't have any more battery, I borrow a friend's phone.
- 3 I'd love to start my own YouTube channel.
- 4 If I had to choose a new sport, I would start playing hockey.
- 5 I have a good relationship with my older sister. We often go out together.
- 6 If I didn't know an answer in an important interview, I would never invent one.
- 7 If I discovered that my boss was reading my emails, I wouldn't get angry.
- 8 I was looked after in the countryside, but now I live in a city.

3 Rewrite four or five of the sentences in Exercise 2 so that they are true for you. Use phrasal verbs.

I was born in Naples but I grew up in Rome, the capital city of Italy.

4 Work in groups. Compare your sentences. Find things that you have got in common.

Grammar

Zero, first and second conditionals

▶ Page 133 Grammar reference
Conditional sentences



1 Kristian has been offered a place on a reality TV show, but he's studying at university and wants to finish his degree. What advice would you give him?

2 Listen to the conversation and answer the questions.



- 1 What advice does Ella give Kristian?
- 2 Do you agree with this advice?

3 Listen and complete the sentences with the correct form of the verb in brackets.



- 1 If I take up (take up) the offer, I 'll have (have) to give up my degree.
- 2 If you (speak) to your tutor, I'm sure she (understand).
- 3 And you (have) to leave if you (not pass) the year!

4 The sentences from Exercise 3 are all examples of conditionals. Conditionals are often divided into different types. Match each type of conditional (sentences 1–3) with the rules (a–c).

- **Sentence 1:** Type 1 (First conditional) Rule
- **Sentence 2:** Type 2 (Second conditional) Rule
- **Sentence 3:** Type 0 (Zero conditional) Rule

Rules

- a This is used when the speaker is not thinking about a real possibility but is imagining a situation that will probably not happen.
- b This expresses things which are always or generally true.
- c This expresses a real possibility in the future.

5 What form of the verb do we use in each conditional type? Do we use a comma in all conditional sentences?

Type 0 (Zero conditional): If + present simple, present simple

6 /P/ Conditional sentences: contracted words



Listen. How many words are missing from each sentence? Contractions (*I'll* etc.) are two words.

- 1 And if I *don't finish my degree,* what will everyone say? *(5 words)*
- 2 If you pass the year.
- 3 If I to the university.

7 Listen again and complete the sentences in Exercise 6.



8 Complete these sentences with the correct form of the verbs in brackets.

- 1 If it *rains* (rain) this weekend, I'll go to the cinema.
- 2 I often spend the day at the beach if the weather (be) good.
- 3 If I (get) home late, I have to make my own dinner.
- 4 I (not go out) next Saturday if there is something good on TV.
- 5 I (buy) some crisps if I get hungry on my way home tonight.
- 6 If I (not sleep) well at night, I'm in a bad mood all day.

9 Rewrite the sentences in Exercise 8 so that they are true for you. In pairs, compare your answers.

10 Complete these sentences with your own ideas. Use the first or second conditional.

- 1 If I lost my mobile phone, *I'd go to the nearest police station.*
- 2 If I'm not busy on Saturday,
- 3 If I was an influencer,
- 4 If a TV channel offered me a place on a reality show,
- 5 If my favourite sports team, I'd

11 Write a question for each of the sentences in Exercise 10. Then ask and answer the questions in pairs.

What would you do if you lost your mobile phone?

I'd go to the nearest police station.

when, if and unless

▶ Page 133 Grammar reference

Conjunctions: *when, if, unless* + present, future

- 1 Work in pairs. Josh, Hayley and Oliver are going to a conference for a week. Read their messages below and decide which person will **definitely** contact their friends or family.

Good luck with your talk, Josh!

Thanks. I'll send you a message **if** I need anything. 😊

Keep in touch, Hayley!

Don't worry! I'll let you know **when** we get there. 😊

Safe trip, Oliver!

Sure! 🙌 I'll call you tonight **unless** we get there really late.

- 2 Complete the rules using *if, unless* or *when*.

Rules

- We use **(1)** for things we are sure will happen.
- We use both **(2)** and **(3)** for things that will possibly happen. But, **(4)** generally has the meaning of *except if*.

- 3 Choose the best option in *italics*.

- 1 I'll go out *if / when* I finish this report on Friday.
- 2 I wouldn't be able to write very well *if / when* I broke my right hand.
- 3 We'll miss the bus *if / unless* we run.
- 4 Maya won't play tennis tomorrow *if / unless* it rains.
- 5 She can't hear you well *when / unless* you shout.
- 6 Jake will give us a lift *when / unless* he gets home.

Listening Part 3

1 Work in pairs and answer the questions.

- How often do you watch videos online?
- Do you have a favourite video channel? Which one?
- Have you (or anyone you know) ever created your own channel? What was it about? What did you think of it?

2 You will hear a man called Ben Richards talking about how to get famous on YouTube. Before you listen, read the information below. Decide what is missing in each space (a number, date, time, noun, etc.).

How to become famous on YouTube ▶▶

About (1) hours of videos are uploaded to YouTube every minute.

Videos about (2) are usually more popular than all other types.

People want to find out about the video presenter, so be (3)

Make at least ten videos before telling people about your (4)

Make sure each new video has a (5) which is easy to understand.

And be patient! It may take two or three (6) to become well known.



- There is always enough time between the six answers for you to write down the missing words.
- Be careful with spelling, especially if the word is spelt out in the recording or if it is a very common word, e.g. *day*.

Exam advice

3 Listen to the talk. For each question, write the correct answer in the gap.

41 Write one or two words or a number or a date or a time. Then listen again and check.

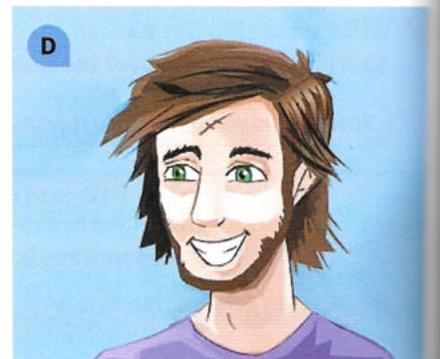
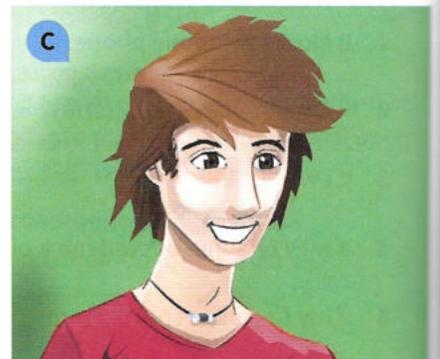
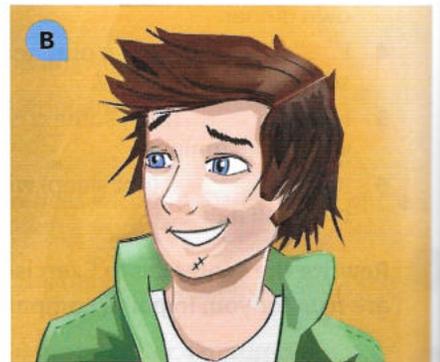
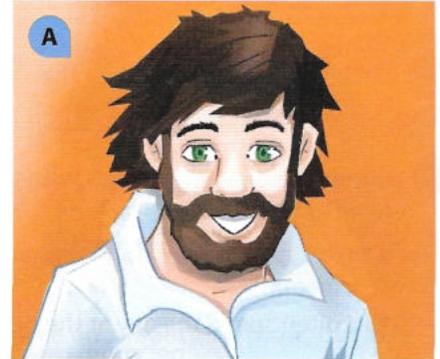
4 Work in groups. Your local university wants to create a video to welcome exchange students and visiting lecturers. Talk together about the different kinds of information you could include (the place, the people, activities, etc.).

5 Share your ideas for Exercise 4 with the whole class.

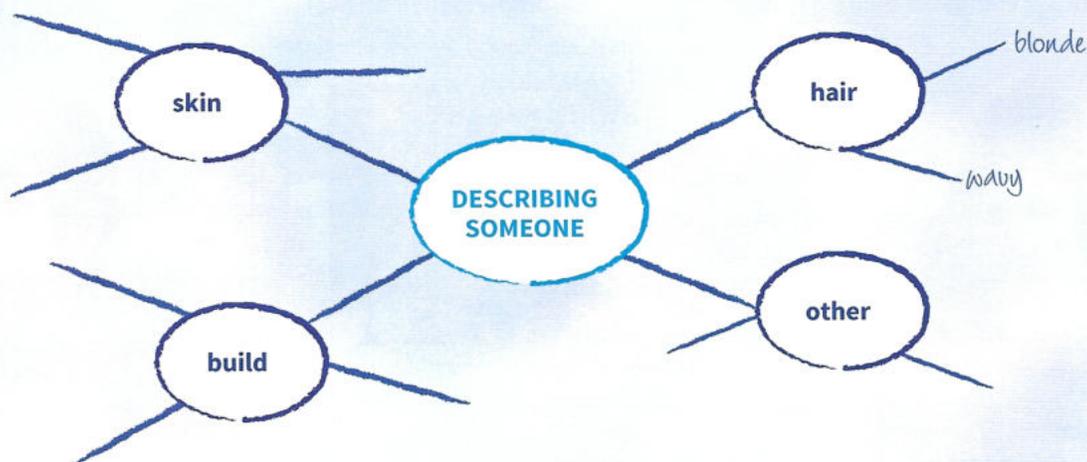
Vocabulary

Describing people

1 Carter is talking to his friend Will about finding a presenter for his new YouTube channel. Listen and look at the pictures. Who does Carter choose?



2 Work in pairs. Complete the mind map with words from the box.



attractive bald beard beautiful blond(e) broad shoulders curly dark fair
good-looking grey long medium height moustache pale plain
red scar short slim straight wavy

3 Write the opposites of the adjectives.

anxious ~~easygoing~~ generous lazy polite
quiet shy stupid

- | | |
|-------------------------------|-------------|
| 1 strict easygoing | 5 mean |
| 2 hard-working | 6 rude |
| 3 smart | 7 calm |
| 4 noisy | 8 confident |

4 Will describes one of the people as *honest* and *reliable*. Add *un-*, *im-* or *dis-* to make the adjectives negative.

.....friendly honest
.....patient reliable
.....pleasant

5 Add *-ful* or *-less* to the nouns to make adjectives.

- 1 success*successful*..... (someone who has a lot of success)
- 2 cheer (someone who is usually happy and positive)
- 3 beauty (someone or something who looks good)
- 4 help (someone who likes to help)
- 5 help (someone who can't help themselves)

6 Exam candidates often make mistakes with adjective order. Read the rules and correct one mistake in each example a-f.

Rules

- 1 Adjectives generally go before the noun and we don't normally use more than two adjectives before each noun.
 - a In my tennis club, there are two coaches very nice.
 - b My best friend has hair and eyes brown.
- 2 When there are two adjectives together, we generally put the 'opinion' adjective before the 'fact' adjective.
 - c At the beginning of the film, a young handsome man is sitting in a café.
 - d She is wearing a white beautiful dress.
- 3 When there are two fact adjectives together, we generally put those that describe shape or size before those describing colour.
 - e I've made a new friend with black short hair.
 - f He lives in a house with a green big garden.

7 Work in pairs. Take turns to describe the people below. Don't say who it is. Talk about their appearance and their character. Guess who your partner is describing.

- someone else in this class
- a teacher or lecturer at this college
- a famous person

He's almost bald, medium height and quite attractive. He's often cheerful and he's always patient.

Is it your lecturer?

Speaking Part 1

▶ Page 152 Speaking bank

1 Listen to three candidates doing a Speaking Part 1 test. Complete their answers.



Chiara

Where do you live? /
Where do you come from?

..... *Italy*

Do you work or are you a student? What do you do / study?

Studying to be a teacher.

Do you enjoy studying English? Why (not)?

5 I
.....
.....



Celine

1

3
.....

How often do you use a mobile phone?

6 My friends say I use it
.....
.....



Akihiko

2

4
.....

What do you enjoy doing in your free time?

7 I really enjoy
.....
.....

2 Listen again and answer the questions.



- 1 Do you think the candidates answer their last questions well? Why / Why not?
- 2 What does Celine say when she doesn't understand the examiner's question?
- 3 Does the examiner repeat the same question to Celine?

- The examiner will ask you general questions about where you live, your daily routine, things you like, etc.
- Always try to give more than a one-word answer.
- Don't try to repeat sentences you have already prepared.



3 Read this part of a Speaking Part 1 test. How could you improve Enrico's answers?

Examiner: What's your name?

Enrico: Enrico.

Examiner: Where do you live, Enrico?

Enrico: Porto, Portugal.

Examiner: Do you work or are you a student?

Enrico: Work.

Examiner: What do you do?

Enrico: Journalist.

4 Work in groups of three. Take turns to be the examiner. Ask and answer the first three questions from the table in Exercise 1, and one extra question.

Writing Part 2

▶ Page 148 Writing bank
An article

- 1 Work in groups. Look at the information from the *Cambridge Learner's Dictionary* about punctuation on page 162. Which of the uses are the same in your language?
- 2 Exam candidates often make mistakes with punctuation. There is no punctuation in sentences 1–6. Correct the mistakes.
 - 1 dear sam i had a great time with my friends last weekend too
 - 2 what about you who is your best friend
 - 3 on saturday i took my cousins dog to the beach
 - 4 after that we ate salad chicken and ice cream
 - 5 he loves english he thinks that its easy
 - 6 im looking forward to seeing you soon
- 3 Read this Writing Part 2 exam task and underline the important words.

You see this notice in an international English-language magazine.

Articles wanted!

The person who I admire

Who is it? Is it a member of your family, a friend or perhaps someone famous?

What does he or she look like?

What is he or she like?

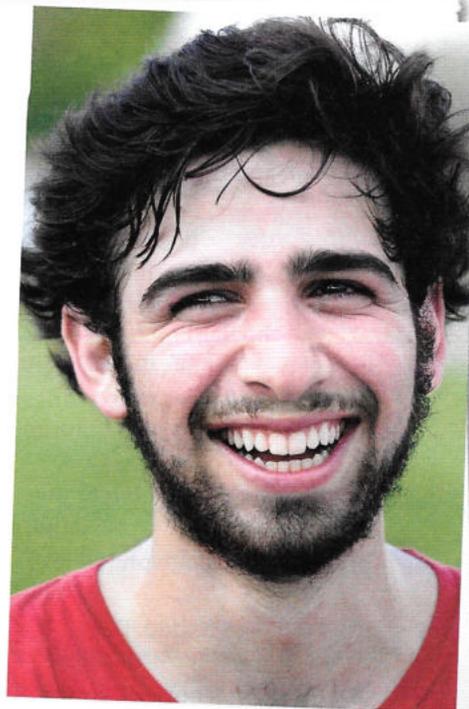
Why do you admire him or her?

Write an article answering these questions and we will publish the most interesting articles in our magazine.

Write your **article** in about 100 words.

- 4 Read Zahra's answer. Do you think her teacher gave her full marks? Why / Why not?

If i had to choose one person, it would be my cousin Hasan. He was born in Istanbul but he grew up in London. Hes medium height with curly dark hair an brown eyes. Everybody gets on well whit him because he's easygoing honest and reliable. Apart from being such a nice person, Hasan is hardworking and generous to. He's always been keen on drawing. When he was just 19 years old, he set up his own online company wich sells his T-shirt designs. He gives some of the money he earns to help an international children's charity



- 5 Answer the questions and check your ideas in Exercise 4.
 - 1 Does the article include all the information for the task?
 - 2 Does the article use adjectives to describe the person?
 - 3 Does the article give reasons and examples? (e.g. *Why is Hasan generous?*)
 - 4 Is the punctuation and spelling correct?
 - 5 Is the article about 100 words?
- 6 Read Zahra's article again. Underline and correct her five spelling mistakes and her four punctuation mistakes.

- If you are asked to describe someone or something, don't write long lists of adjectives. Give reasons and examples instead.
- Always check your work, in particular your punctuation and spelling.

Exam advice

- 7 Now write your own answer to the task from Exercise 3.
- 8 Use the writing checklist in Exercise 5 to check your work.

7

Vocabulary and grammar review

Grammar

- 1 Complete sentences 1–8 using *too* or *enough* and the adjectives from the box.

big cold dark expensive old
sleepy thick warm

- Put the heating on, please. It's not warm enough in this room.
- I'd like to wear those shoes but they aren't for me. I'm size 44.
- It was nearly midnight and it was to see anything.
- You can't skate on the lake. The ice isn't to be safe.
- I must go to bed. I'm to stay awake any longer.
- My sister's only 16, so she's not to drive a car yet.
- Put a jumper on. It's to go outside in just a T-shirt and jeans.
- I really liked that laptop but it was for me to buy.

- 2 Choose the correct option in *italics*.

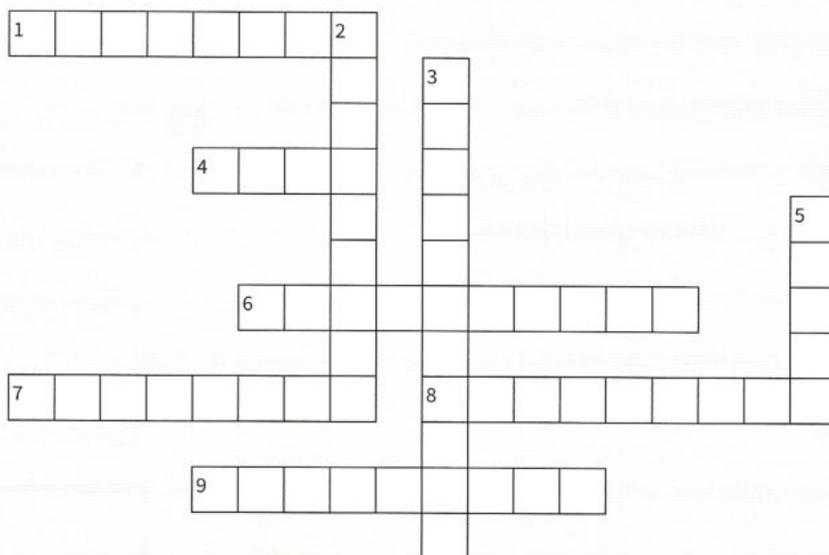
- A: How's Andrea these days?
B: She 'll / is going to have a baby.
- A: Have you got any plans for tonight?
B: Yes, I *meet* / 'm *meeting* Ryan at 9 o'clock.
- A: You look tired.
B: Yes, I think I 'm *going* / 'll *go* to bed early.
- A: When's the last bus?
B: The timetable says it *leaves* / *is leaving* at midnight.
- A: My computer has just crashed!
B: Don't worry. I 'm *going to* / 'll *repair* it.
- A: The score's now England 0, Brazil 5!
B: Brazil *will* / *are going to* win.

Vocabulary

- 3 Match the beginnings of the sentences with the endings.

- | | | |
|---|---|----------------------|
| 1 | It's much healthier to go by | <u>d</u> |
| 2 | We left the terminal and got onto | |
| 3 | The driver and passenger got into | |
| 4 | In big cities, many people go by | |
| 5 | You should let other people get off | |
| 6 | The police told the thief to get out of | |
- a the car and drove to the airport.
b bus instead of taking the car.
c the train before you get on.
d bike than to sit in a car or a bus.
e the car and put his hands up.
f the plane, after a six-hour delay.

- 4 Complete the crossword with words from Unit 7.



Across

- below a temperature of 0°C
- the opposite of 'hot'
- a place where two roads meet
- a bag you carry when you travel somewhere
- a word which means the same as 'very much'
- a bright light you see in a thunderstorm

Down

- something you read before or when you travel to a new place on holiday
- visiting interesting places
- a type of weather when you can't see things very well

Vocabulary

1 Choose the correct word for each gap.

ANGELIQUE KIDJO

Angelique, also (1) *known* as The Queen of African Music, is one of the greatest female singers (2) the world. She was born in Cotonou, Benin, West Africa, and she (3) in Cotonou with eight brothers and sisters. Her uncles, aunts and grandparents come from Ouidah, a small village. She was (4) in a family of performers. Angelique took (5) singing when she was six years old. Angelique is good (6) languages and sings in French, English and two African languages: Fon and Yoruba.

By the 1980s, the political situation in Benin was difficult. Angelique said to herself, 'Unless I (7) Benin, I'll have problems.' In 1983 she left for Paris, France, where she studied both Jazz and Law. She couldn't decide between being a lawyer or a musician but thought, 'I will make a bigger difference to the world (8) I become a musician' and so she developed her music career. She first (9) her future husband, who is musician Jean Hebrail, at Le CIM, a jazz school in Paris. Now they both live in New York. She has also been a Goodwill Ambassador for UNICEF (10) 2002, helping to bring education to children all over the world, in particular in Africa.

- | | | | |
|-------------|---------------|--------------|---------------|
| 1 A told | B called | C named | D known |
| 2 A of | B in | C on | D at |
| 3 A grew up | B got on with | C grew | D born |
| 4 A set up | B made up | C brought up | D grown up |
| 5 A on | B off | C out | D up |
| 6 A in | B at | C on | D of |
| 7 A leave | B don't leave | C will leave | D won't leave |
| 8 A when | B unless | C if | D so |
| 9 A knew | B found out | C made up | D met |
| 10 A for | B in | C since | D ago |

2 Exam candidates often make mistakes with punctuation and spelling. Correct one mistake in each of the following sentences.

- I only go shopping if I have to because most of the shops are expensive.
- I've just received your email. You ask me wich film stars I like.
- Since than we have been very good friends.
- You asked me if i had fun last weekend.
- On friday, my family and I got on a boat to the island.
- I think you now him. He is called Patrick.

Grammar

3 Complete these conditional sentences, using your own ideas.

- If I didn't have to work, ... *I'd spend more time with my friends.*
- If I stay up late, ...
- If I found a wallet on the floor, ...
- I won't go out if ...
- When I stop learning English, ...
- I'd be annoyed if ...
- Unless the weather is awful, ...
- If I could live in another country, ...

4 Read this text about Jane's favourite cousin, Axel, and think of the word which best fits each gap. Use only one word in each gap.

If I had to choose a favourite member of my family, I (1) *would* choose my cousin Axel. He's rather short, (2) curly blond hair and green eyes. He's (3) very easy-going person who never gets angry. Now he's studying at university in Germany but he grew (4) in Innsbruck in Austria. We haven't seen each other (5) about two years. He'll come and visit me this summer, unless he has (6) work in his dad's café.

9

Stay fit and healthy



HOW FIT AND ACTIVE ARE YOU?

Take this short and simple test to find out ...



Starting off

- 1 Work in pairs. Look at the photos. Discuss what the people are doing and how often you do these kinds of activities.
- 2 Work in pairs. Do the quiz.
- 3 Check your score on page 162. Should you make any changes to the way you live? Why? / Why not?

- 1 How do you usually go to work?
 - A I go by car.
 - B I use public transport.
 - C I walk or cycle.
- 2 What's your perfect way to spend a free afternoon?
 - A shopping with friends
 - B relaxing at home
 - C going for a run, playing football, or doing another sport
- 3 How many times a week do you actually exercise? (You can include things like dancing, or doing housework.)
 - A never
 - B 3-4 times
 - C most days
- 4 You're bored and want to find something to do. What's your first choice?
 - A Go for a bike ride, or go out for a walk.
 - B Chat online with your friends.
 - C Meet up with your friends.
- 5 If you have to run to catch a bus or train, how do you feel afterwards?
 - A I'm exhausted.
 - B I'm fit, so I feel fine.
 - C I'm a bit out of breath.
- 6 How much time do you usually spend watching TV or online entertainment?
 - A more than two hours a day
 - B 1-2 hours a day
 - C less than an hour a day



Listening Part 2

1 Look at the first two lines of questions 1–6 in Exercise 2. Answer the questions.

- What's the situation in each question?
- Who will you hear?
- What do you have to listen for?

- Make sure you always know which question and which situation you are listening to.
- After you hear each situation and write your answer, forget about that question and move on to the next one.



2 Listen to people talking in six different situations. For each question, choose the correct answer. Then listen again and check.

- You will hear a woman telling her friend about running in a 20-kilometre race. Why did she decide to run in the race?
 - A A friend intended to take part.
 - B She wanted to win a prize.
 - C It would improve her level of fitness.
- You will hear two friends talking about a film they have just watched. They agree that
 - A there was a surprising ending.
 - B it was better than the previous film they saw.
 - C everyone else in the cinema seemed to like it.
- You will hear a student telling his friend about his bicycle. Why does he want to sell it?
 - A He rarely uses it.
 - B He needs the money.
 - C He would like to buy a better bike.
- You will hear a young man telling his friend about a concert he went to. He thought it was
 - A rather boring.
 - B too short.
 - C very expensive.
- You will hear a man telling his friend about his illness. How does he feel now?
 - A He has a high temperature.
 - B His stomach still hurts.
 - C He gets tired very quickly.
- You will hear two friends talking about their local sports centre. They agree that
 - A it offers a good range of activities.
 - B it is an easy place to get to.
 - C it charges too much for some sports.

Vocabulary

Illnesses and accidents

1 Listen and read the sentence. Then answer the questions.

45 I had a nasty cough, a sore throat and a stomach ache.

- How do we say the underlined words?
- What do they mean?

2 A *cough*, *sore throat* and *stomach ache* are types of illness. Work in pairs. Decide if the words in the box are types of illness, accidents or treatments.

aspirin bandage bruise cut earache fever flu
fracture high temperature injury medicine
operation pill plaster plaster cast
sprain test wound X-ray

injury – accident

3 Write the verb forms of the nouns.

- | | | |
|----------|--------|----------|
| 1 injury | injure | 4 cough |
| 2 cut | | 5 sprain |
| 3 bruise | | |

4 Look at the examples. Complete the rules with *illnesses*, *treatments* or *parts of the body*.

*I've cut my thumb.
She injured her leg.
He's got the flu.
I've had an operation.
Joe took a pill for his headache.
A nurse put a bandage on my arm.*

Rules

- We normally use *me, your, their*, etc. with
- We use *have* or *have got* with
- We use *take, have* or *put* with

5 Work in groups. Find someone who has done the things in the box. Ask them what happened, how they felt and how they got better.

sprained their ankle had the flu taken an aspirin
broken a bone had a bandage put on had a sore throat
taken medicine had a stomach ache put a plaster on

Have you ever sprained your ankle?

Yes I have, when I was running.

How did you feel?

Grammar

Relative clauses

▶ Page 134 Grammar reference
Defining and non-defining relative clauses

- 1 Read this text about sports injuries and choose the correct relative pronoun in *italics*.



Most people (1) *which / that* do regular sport are healthier, and often feel happier, than those (2) *who / whose* do little or no exercise. Care must be taken, though, to avoid the injuries (3) *when / which* sport can sometimes cause. People who run or do the long jump, for instance, often injure themselves (4) *when / which* they don't warm up properly. Training (5) *where / that* involves doing the same exercise again and again can cause serious damage, particularly to athletes in their teens, (6) *whose / which* bodies are still developing. It is important not to do too much too soon. Everyone should 'warm up' before they begin – if possible in the place (7) *who / where* they are going to exercise. It is important, too, for people to follow any safety advice (8) *when / that* they receive.

- 2 Complete the rules with the correct words from Exercise 1.

Rules

Defining relative clauses

We use **defining** relative clauses to give **essential information** about someone or something we are talking about.

We use:

- (1) *that* and (2) for people
- (3) and (4) for things
- (5) for times
- (6) for places
- (7) for possessions.

- 3 Complete the sentences with *where, which, when, who, whose* or *that*. Sometimes there may be more than one possible answer.

- 1 The TV series ... *which/that* ... starts tonight is about doctors.
- 2 People swim a lot are usually quite fit.
- 3 This is the park I fell over and injured myself when I was younger.
- 4 I had a horrible cough took about two weeks to go away.
- 5 Elena has a brother name is Ryan.
- 6 Winter is the time many people get the flu.

- 4 Work in pairs. Complete the sentences in as many ways as you can.

- 1 Going shopping is something which ...
I really enjoy! / I do once a month.
- 2 The living room is the place where ...
- 3 Watching sport is something that ...
- 4 Summer holidays are the time when ...
- 5 A good friend is someone who ...
- 6 I know somebody whose ...

Rules

Non-defining relative clauses

- We use **non-defining** relative clauses to add **extra information** about someone or something.
- **Commas** separate this clause from the rest of the sentence.
- We **cannot** use **that** to begin a non-defining relative clause.

- 5 Look at the rules. Then answer the questions.

- 1 What is the relative pronoun in the sentence below?

Cycling to school, which is very healthy, is getting more and more common.

- 2 What is the relative clause?
- 3 Does the sentence make sense without the relative clause?
- 4 Can we leave out the relative pronoun from the non-defining relative clause?

6 Rewrite the pairs of sentences 1–6 as one sentence. Use non-defining relative clauses.

- 1 My arm is better now. I hurt it last week.
My arm, which *I hurt last week, is better now.*
- 2 My cousin Sally works in the hospital. You met her.
My cousin, who
- 3 We went to the lake in the next valley. We hired a boat there. The lake, where
- 4 Ricky is my best friend. His sister is a teacher.
Ricky, whose
- 5 In 2018 the sports centre opened. I was 19 then.
The sports centre opened in 2018, when
- 6 Surfing is popular in my country. It is a new Olympic sport. Surfing, which is a new Olympic sport,

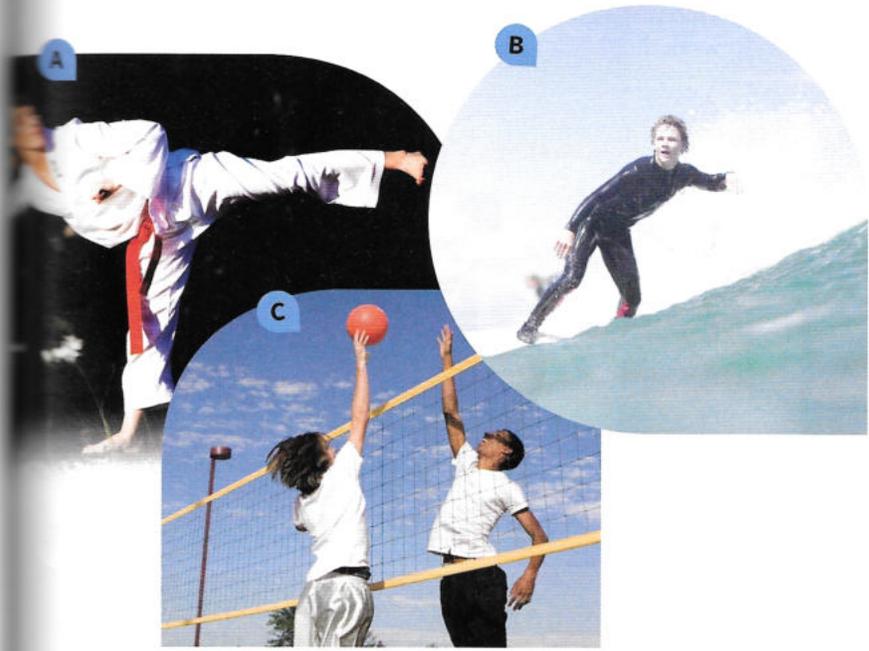
7 Exam candidates often make mistakes with relative clauses. Underline the mistakes in the sentences and correct them.

- 1 I want to know who sport is your favourite.
- 2 I can play my favourite sport, that is tennis.
- 3 They filmed students which were playing football.
- 4 This is the book who my best friend Joey gave me.
- 5 One sport who I think is good is swimming.
- 6 I want to learn more about tennis, that is my hobby.

Vocabulary Sports

1 Match comments 1–3 with pictures A–C. Do you like or watch any of these sports? Why / Why not?

- 1 'Doing Taekwondo is great exercise and I'm going to get my black belt soon!'
- 2 'I really enjoy playing volleyball – it's so fast-moving.'
- 3 'I always look forward to going surfing in the summer.'



2 Look at comments 1–3 from Exercise 1 again. Which verb (do, go or play) do we use with each sport?

3 Do we use do, go or play with these nouns?

- athletics baseball basketball climbing
- cycling football golf gymnastics
- ice hockey jogging mountain biking
- rollerblading running skateboarding
- skiing swimming tennis volleyball

4 Choose the correct option in italics.

We usually use ...

- 1 go / play with sports that use balls.
- 2 do / go with outdoor sports.
- 3 do / play with the word sports and activities which we do alone.

5 Exam candidates often make mistakes with verbs and nouns. Underline and correct the mistakes.

- 1 I practise horse riding twice a week.
- 2 You can make a lot of sports and activities.
- 3 In winter you can make snowboarding.
- 4 We have done table tennis.
- 5 At first, we made aerobics.
- 6 We played windsurfing.

6 Work in groups. Write down sports that are played in these places. How many do you know?

- on a court
- in a stadium
- in a gym
- on a track
- on a pitch

7 Which of these clothes and equipment are used in each sport?

- bat boots gloves helmet
- net racket trainers

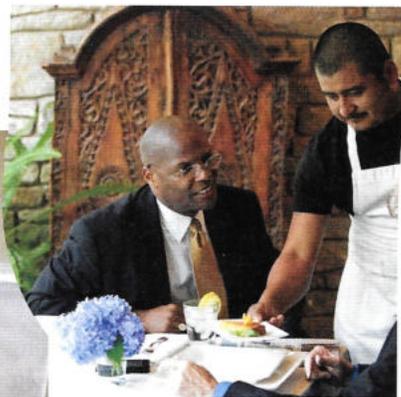
8 Complete the sentences with the verbs from the box.

- beat draw lose score win

- 1 You *beat* a player or team.
- 2 You a goal.
- 3 You, or a match or game.

9 Work in groups. Discuss which sports you like or dislike. Which is the most popular sport?

Reading Part 3



1 Work in pairs. Look at the photos and discuss the questions.

- Do any of the people in the pictures have a job that is good for their health? Why? / Why not?
- How many hours a day do you spend sitting down while you are:
working or studying / travelling to work or college / at home?
- Do you think you spend too much time sitting down? If so, how could you reduce this?

2 Read the exam instructions and follow these steps.

- 1 Look at the title of the text and the first line of each question. Decide which questions ask you to understand the whole text, and which only part of the text.
- 2 For each of the questions where you only have to read part of the text, find the paragraph you need.
- 3 Write the question number next to that paragraph.
- 4 Read what the text says about that question and decide on your answer.

- Most of these questions focus on opinion and attitude, not fact.
- The last question may ask about the general meaning of the text.

Exam
advice

EXERCISE AT WORK

How many hours a day do you spend sitting down? According to research from AXA PPP Healthcare, nearly three-quarters of workers spend 4 to 8 hours sitting during office hours. In addition, 27% sit for 30–60 minutes travelling to and from work, and 81% spend between 2 and 6 hours of their leisure time sitting down. Worryingly, 73% have had health problems such as back, neck and shoulder pain, which may all be caused by long periods without moving.

Evie Scott experienced just that after she had changed job. 'I used to work in a department store, where I was on my feet talking to customers all day,' she says, 'but I needed a higher salary so I got an office job instead. That meant many hours sitting at a desk and I soon found I had less energy and also various aches and pains. Although the challenge of the new job was quite exciting and I quickly made friends there, for a while I wondered whether I'd made a big mistake.'

So Evie, who travels into town by rail every day, decided to do something about her fitness level. She explains: 'I didn't want to move house and it took far too long by bike, but what's really helped is getting off several stations before the city centre and then walking. I'm also thinking of going to the gym opposite work, and I might also take up squash after work, too. Some of my workmates say it's made them much fitter.'

She's made some small changes at work, too. 'I avoid sitting still for too long, for instance by making phone calls standing up, walking over to colleagues' desks rather than emailing them and simply standing up every ten minutes. I've even moved things like my printer so that I have to get up to use it. I get some funny looks but I really don't care. Actually, it helps if others are involved because then you can have short meetings standing up, or walking around the office. Over a working day all this adds up to a fair amount of extra exercise, which I'm convinced helps me work more efficiently – and happily.'



3 For each question, choose the correct answer.

- 1 What is the writer doing in the first paragraph?
 - A advising people what to do if they have back pain
 - B warning people against taking office jobs
 - C suggesting ways office workers can get more exercise
 - D explaining why most people are spending more time sitting down
- 2 At first, how did Evie feel about working in the office?
 - A She found her job rather boring.
 - B She missed chatting with other shop assistants.
 - C She felt she wasn't paid enough there.
 - D She began to feel less healthy.
- 3 Evie believes that she feels better as a result of
 - A doing sports with colleagues.
 - B training in a gym near her office.
 - C doing shorter train journeys.
 - D cycling to and from work.
- 4 What does Evie say about getting exercise in the office?
 - A Don't listen to any colleagues who start laughing at you.
 - B You may find that it reduces the amount of work you can do.
 - C Doing a lot of little things can make a big difference.
 - D It's best for each person to exercise on their own.
- 5 Which message might Evie send to a friend?
 - A 'I'd like to do more exercise at work but I worry about what my colleagues might think.'
 - B 'I'm enjoying this job a lot more now that I'm keeping myself more active during the day.'
 - C 'I really regret leaving my job at the store and one day I would like to go back there.'
 - D 'I would rather live near the office so that I could spend less time travelling to and from work.'

4 Work in pairs. Look at these tips for getting more daily exercise. Discuss which you think might be useful. Say why.



HOME

POST

TIPS

PHOTOS

CONTACT

- 1 Don't take a seat on the bus or train. Always stand.
- 2 Stand up to read paper documents or textbooks.
- 3 Go for walks to local parks in your lunch break with colleagues.
- 4 Use the stairs instead of taking the lift. Try to climb them two at a time!
- 5 Move while you're working. For instance, stand up to take phone calls and slowly turn your upper body from side to side.
- 6 Walk faster to work or college, going up hills if possible. Get a phone app or special watch to record the number of steps you take. Try to increase the number each day.



Grammar

Past perfect

▶ Page 135 Grammar reference
Past perfect

- 1 We use the past perfect when we are already talking about the past and we want to say something happened earlier. Look at the sentences. Then answer the questions.

Evie Scott experienced just that after she had changed job.

For a while I wondered whether I'd made a big mistake.

- How do we form the past perfect? What is the negative form?
- Does the past perfect describe the first action or the second action?

- 2 We often use the past perfect to form longer sentences when we want to give more information about the past. Join the sentences using the past perfect.

- 1 I sprained my ankle. I didn't go to fitness training.

I didn't go to fitness training because I'd sprained my ankle.

- 2 I walked all the way home. I felt tired. I felt tired because

- 3 The match started. I arrived at the stadium.

By the time I

- 4 I left my trainers at home. I couldn't run in the race.

Because I

- 3 Work in pairs. Complete the sentences by saying what happened next. Use the ideas in the box.

go to hospital
leave their trainers there
the film started win the race

- I'd run faster than everyone else, so I won the race.
- I'd hurt myself, so
- When I went into the gym, I noticed someone
- The bus was late and by the time I got to the cinema

Writing Part 2

▶ Page 150 Writing bank
A story

- 1 Look at the exam instructions and answer the questions.

- Your English teacher has asked you to write a story.
- Your story must begin with the following sentence:
It was the most frightening experience of my life.

- Do the instructions give you a title, or the first line?
- Should you write in the first person (I) or the third person (he/she/it)?
- Which are the key words?

- 2 Read the story and decide in which paragraph the things happened.

- describes the main events 2
- sets the scene for the action
- describes the writer's feelings afterwards
- tells us about the final event
- explains what really happened
- introduces the story, saying who did what, where and when



- Last month I went snowboarding in Canada with my friend Lucy, who is a champion snowboarder. I was feeling nervous when we reached the top of the mountain because it had started to snow heavily and I couldn't see much.
- Lucy went first, but by the time I started snowboarding, she had disappeared. I went down faster and faster and I thought I saw her go off to the right, so I turned right, too. But soon I came to some cliffs and had to stop. I was terrified. Had she gone over the edge?
- I waited and shouted, and suddenly, Lucy was there. I'd gone the wrong way but she'd heard me calling and then she'd found me. I felt safe at last.

3 Underline examples of 1-3 in the story.

- 1 a verb used with a sport
- 2 a non-defining relative clause
- 3 six examples of the past perfect

4 Look at the Writing Part 2 task. Answer the questions from Exercise 1.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
I felt nervous when the game began.

- Use a range of past tenses in your story (the past simple and past perfect for events, and the past continuous for background information).

Exam advice

4 Listen and repeat. Stress the same words.



5 Work in pairs. Discuss the questions for at least four minutes. Give reasons for your answers.

- Which sports do you think are ...
- the most popular in your country?
 - the most/least exciting to play?
 - the most/least exciting to watch?
 - the best for people's fitness and health?
 - on TV too often / not often enough?

- You can talk about your own experiences, but you must not change the topic.
- When your partner is speaking, show you're listening to them.
- Remember there are no right or wrong answers. Say what you think!

Exam advice

5 Write your story in about 100 words. Write three or four paragraphs and include points a-f from Exercise 2.

Speaking Part 4

▶ Page 161 Speaking bank

1 Listen and complete the expressions.



- 1 You may be right, but ...
- 2 I'm not really about that.
- 3 Yes, I agree with you.
- 4 I don't think because ...
- 5 That's not the I see it.
- 6 I don't agree at
- 7 That's
- 8 I think so



2 Match the expressions from Exercise 1 to the uses (a-c).

- a agreeing 3
- b strongly disagreeing strongly
- c disagreeing politely

3 /P/ Word stress: agreeing and disagreeing Listen again. Underline the stressed word(s) in each expression from Exercise 1.



You may be right, but ...



Stay fit and healthy

10

Looks amazing!



A



B

C



D



E

Reading Part 2

- 1 Work in pairs. Look at the title of the guide, the names of the stalls and the pictures. What do you think you will have to do in this Reading Part 2 task?
- 2 The following five groups of people would like to have lunch at the Street Food market. Read the descriptions and underline the important information.



1 Caroline and Hailey have tried most of the stalls, so want to try something new on Tuesday. Both of them really like fish and they want a hot drink with their meal.



2 Jack and his university classmates have read that some of the stalls have won prizes and want to try one of those. They would like a vegetarian main meal, but they are short of money.



3 Sara and her friends fancy having a light lunch together on Saturday, but they are not willing to pay very much. They would like to sit down to eat at the stall.



4 Samuel's grandmother would like to take him for a meal on Sunday but she doesn't want to walk too far around the market. Samuel would like a proper meal, but she just wants a dessert.



5 Tania and her dad feel like trying a spicy vegetable dish before the cinema on Sunday. They won't have much time before the film so they'll need to take away their dessert.

Starting off

- 1 Work in groups. Look at the photos. What food groups can you see? Add at least two more examples of food or drink to each group.
- 2 Work in pairs. Discuss the questions.
 - 1 What are your favourite things to eat and drink?
 - 2 Are there any types of food you don't eat? Which ones? Why not?
 - 3 How often do you eat out? Where? Who with?

3 Answer questions 1–5, without reading the text.

- 1 Caroline and Hailey want a hot drink with their meal. *What type of drink could they have?*
- 2 Jack and his friends fancy a vegetarian meal. *What sort of food do they not want to eat?*
- 3 Sara and her friends aren't willing to pay very much. *What words do you expect to read in the description of their most suitable restaurant?*
- 4 Samuel's grandma doesn't want to walk too far around the market. *What sort of words do you need to look for in the descriptions?*
- 5 Jack and his classmates would like a main meal while Sara and her friends fancy having a light lunch. *What words do you expect to read in the descriptions?*

- To match the people with an answer, look for a text that says the same things, but in different words.

- For each person or group of people, only one option is correct. Three of these options are not needed.

Exam
advice

4 Read the street food market guide and decide which food stall (A–H) would be the most suitable for each group of people (1–5).

5 Work in pairs. Talk together about which street food stall you would (and wouldn't) like to eat at.

OUR TOP PICKS AT THE

street food market

A *Amazing Food by Jason*

If you're looking for a main meal, try the delicious curry from Mauritius here. Don't miss the Creole Chicken, which is spicy fried chicken cooked in tomatoes and served with rice and salad. Not cheap but visit the stall on Tuesdays for a free glass of hot tea.

B *Scandinavian Kitchen*

Looking for a light lunch? Order the picnic box at this stall, which opens this week, and you won't be disappointed. We recommend the top-quality turkey with bread and cheese. Or why not try the salmon special, which comes with free coffee and cake? Perfect for those who feel like a change but don't have much time!

C *Just Right Burgers*

All reviews recommend these reasonably priced beef or tuna burgers. The vegetarian burger is grilled vegetables with just the right amount of mushrooms with or without cheese. Something new for those who fancy a light lunchtime meal. Order a homemade soft drink with your meal.

D *Aladdin's Cave*

Expect to queue for a light middle-eastern meal from this stall. Their lunchbox contains fresh salad, spicy potato chips, garlic sauce and bread. Even meat eaters will consider becoming vegetarians here. Not cheap, but their homemade desserts are amazing!

E *Barbecue Hut*

If you fancy a main meal, sit down here and for less than €10, the prize-winning chefs will barbecue a juicy steak and serve it with fries. Try their range of sauces from hot pepper to yoghurt. Finish with their famous apple pie and a hot drink! Right next to the market entrance.

F *Blue Dog*

You must try a piadina (an Italian flatbread) from the newly opened Blue Dog. Vegetarians should order the Spinach and Mushroom piadina which is very reasonably priced. Perfect for those who don't want a heavy meal. Ask for a piadina with hot chocolate sauce for dessert – not suitable for takeaway. Near the clock tower at the back of the market. Seating available.

G *Fred Gonzalez*

Fred Gonzalez has been voted chef of the month many times since he set up his Mexican food stall. His customers are happy to wait while his team prepares freshly cooked burritos filled with fish, beef or vegetables and rice, beans, lettuce and hot peppers. Half-price meals for students, but expect queues.

H *Food Planet*

If you think vegan curry is boring, think again. Their potato and pea curry is hot but it is one of the most delicious dishes in the market. Ask for a slice of their carrot cake in a bag and save it for later. Higher-than-average prices but worth it. Very short waiting time. Comfortable seating area.



Vocabulary

course, dish, food, meal and plate

- 1 Exam candidates often make mistakes with the words *course, dish, food, meal and plate*. Match the words (1–5) with their definitions from the *Cambridge Learner's Dictionary* (a–e).

- 1 **course** *noun* [C]
- 2 **dish** *noun* [C]
- 3 **food** *noun* [C, U]
- 4 **meal** *noun* [C]
- 5 **plate** *noun* [C]

- a food that is prepared in a particular way as part of a meal, e.g. *fish and chips* or *lasagne*
- b a flat, round object which is used for putting food on
- c when you eat, or the food that you eat at that time, e.g. *breakfast, lunch and dinner*
- d a part of a meal, e.g. *starters and desserts*
- e something that people and animals eat to keep them alive

- 2 Which of the words in Exercise 1 are countable and which are uncountable nouns? How do you know?
- 3 Complete Elsa's email to Lee about the food in her country using *courses, dish, food, meals and plate*.

Hi Lee,

I'm from Quito, Ecuador. In my country we eat simple but tasty (1) *food* – like meat, fish and rice. We eat three (2) a day: breakfast, lunch and dinner. In the morning, my mum often leaves different cakes or bread on a (3) on the table. Lunch and dinner are usually a little heavier than breakfast. Lunch is three (4) : a starter, which is often soup, a main course and a dessert. My favourite (5) is *fanesca*, which is a fish soup, often made with cod.

Write back soon,

Elsa



Grammar

Commands and instructions

▶ Page 136 Grammar reference
Commands and instructions

- 1 Work in pairs. Look at these photos of three dishes from around the world and answer the questions.

- 1 Where do you think the dishes are from?
- 2 What ingredients do you think you need to make these dishes?



- 2 Listen to three short recordings about the dishes from Exercise 1 and check your ideas.



- 3 Listen again. Complete instructions 1–6 with a verb.



- 1 First of all, *mix* the chicken together with salt, pepper and chilli.
- 2 it on a high heat, or the burrito will be rather dry.
- 3 one and a half cups of sushi rice.
- 4 cucumber, carrot and tuna for your first sushi rolls and then other things.
- 5 the dosa from an Indian supermarket.
- 6 to serve your dosa with lassi, an Indian yoghurt drink.

- 4 What words do we use in the instructions (1–6) to tell people what to do? What words do we use to tell people what not to do?

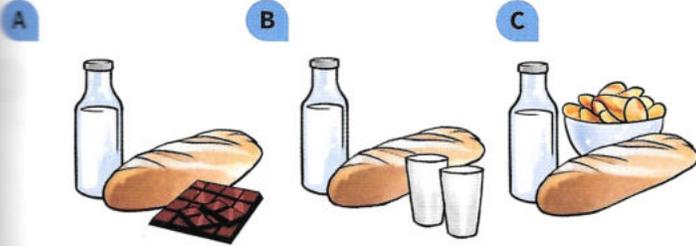
- 5 Choose one of your own favourite dishes and write some instructions on how to make it. Don't forget to say what not to do.

- 6 Work in groups. Take turns to read your instructions from Exercise 5 without saying the name of the dish. Guess what each other's favourite dish is.

Listening Part 1

1 Look at the first question from Listening Part 1 and the three pictures. Complete the sentences.

1 What will Natalie buy for the picnic?



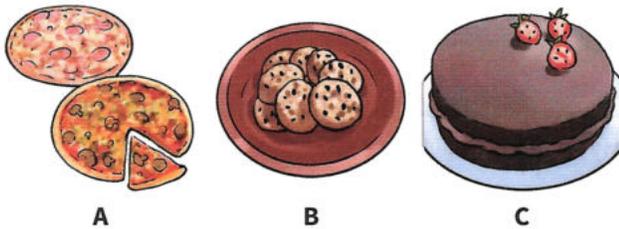
- We know that the woman will get a (1) loaf of bread and a (2) (Pictures A, B and C).
- We don't know if the woman will take a (3) (Picture A) or some (4) (Picture B) or some (5) (Picture C).

2 Listen to the first part of the recording. What do you think the answer is?

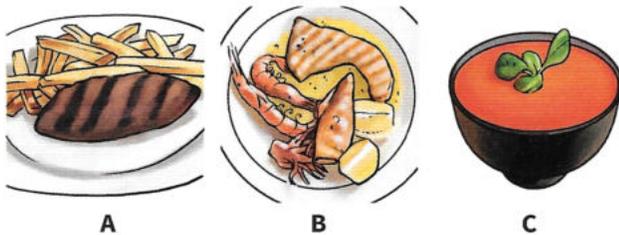
3 Listen to the last part of the recording. Choose the correct answer.

4 Read questions 2-7 from Listening Part 1. Underline the key words in the questions. Then look at the pictures and think about the information you need to listen for.

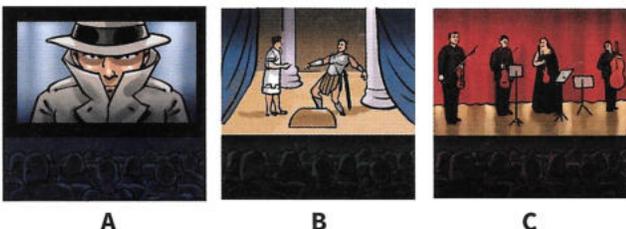
2 What did the woman take to the party?



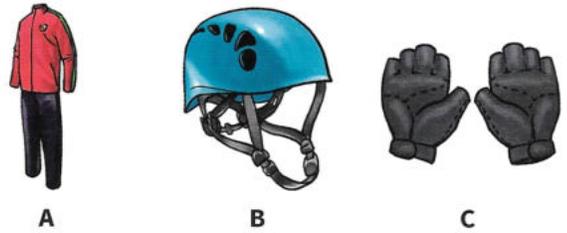
3 What food will the man try?



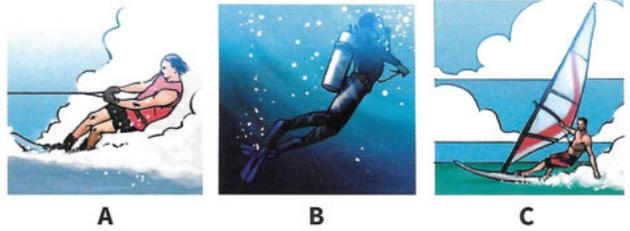
4 Where did the woman go yesterday?



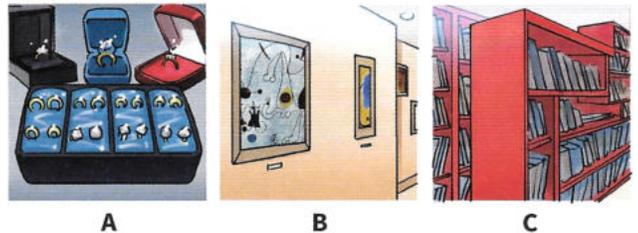
5 What do they need to bring for training tomorrow?



6 What activity did the man do for the first time on holiday?



7 Where has the woman been?



• Listen carefully to the beginning, middle and end of each recording. The information you need may come anywhere.

Exam advice

5 Listen and choose the correct answer. Then listen again and check.

6 **/P/ Connected speech: linking sounds**
Listen to this sentence. What do the linking lines mean? Read the information in the box and check.

I'm going tomorrow to get her some earrings or a necklace from that new jewellery shop on the corner.

If a word ends with a consonant sound and the next word begins with a vowel sound, it often sounds like these words are connected.

7 Read the sentences and draw linking lines between the connected words. Then listen and practise saying the sentences.

- I baked a cake instead.
- This is a plate of mixed fried fish.

8 Work in small groups. Do you enjoy shopping? What are your favourite kinds of shops?

Vocabulary

Shops and services

1 Look at these photos of shopping streets from around the world. What can you see in each one?



2 Match the types of shop in the box with the things you can do there (1-6).

- bakery bookshop butcher's chemist dentist
dry cleaner's garage hairdresser's
library supermarket travel agent's

- 1 make an appointment
- 2 buy or pay for something
- 3 borrow something
- 4 book a holiday
- 5 have something repaired
- 6 complain and ask for your money back

3 Listen to three short conversations. Match speakers 1-3 to the correct place from Exercise 2.



- 1
- 2
- 3

4 Listen again. Discuss what you think Layla, Lewis and Charlie should do next.



Grammar

Have something done

▶ Page 136 Grammar reference
Have something done

1 Look at the sentences. Choose the correct options in *italics* in the rules.

Layla: I normally have my hair cut at Gabrielle's.

Lewis: I'm having the scooter repaired.

Vicki: I had this dress cleaned last week.

Rules

When we talk about an action (1) we do for ourselves / somebody does for us, we can use *have something done*. For example:

*Layla does not cut her own hair, she **has** her hair cut.*

Get something done (e.g. She **gets** her hair cut) is also possible, but usually in (2) formal / informal situations.

2 Look at the pictures. Complete the sentences with *Polly* or *Ginny*.



My flatmate Polly



My flatmate Ginny

- 1 rarely has her hair cut.
- 2 gets her hair cut every three weeks.
- 3 tries to clean her own nails.
- 4 has her nails done.
- 5 always cleans her bedroom.
- 6 had her bedroom cleaned last year.
- 7 got her car washed two years ago.
- 8 washed her scooter this morning.

3 Complete the table.

	I do it myself	someone does it for me
present simple	I cook my own meals	(1) I <i>have my meals cooked</i>
present continuous	I'm cleaning my flat	(2) I'm
past simple	I cut my hair	(3) I

4 Complete the conversations with *have* or *get*. If both verbs are possible, write *have* and *get*.

Receptionist: Good morning! Linda's Hair Salon. How can I help you?

Ginny: I'd like to book an appointment to (1) my hair done.

Friend: Polly, can't you do something with your hair? It looks awful!

Polly: Don't worry! I'll (2) it cut when I'm ready.

5 Write a sentence about each situation using the words given.

Use the correct form and tense of the verb *have*.

1 I / hair / cut / three times a year

I have my hair cut three times a year.

2 I can't finish this report because I / laptop / mend / at the moment

3 My bike is broken again and I / it / repair / a week ago.

4 Jack isn't at work. He / teeth / check today by the dentist.

5 Keith and Pete are going to a New Year's Eve party. They / suits / clean last week.

6 Work in groups. Ask and answer questions about the things people do for you.

How often do you

have

When did you last

your hair cut?
your photo taken?
your teeth checked?
your computer mended?
your bedroom painted?
your eyes tested?

How often do you have your hair cut?

I have it cut every six weeks.



Speaking Part 2

▶ Page 154 Speaking bank



1 Listen to Luna describing one of the three photos. Which photo is she describing? Which things does she talk about?

54

- 1 the place
- 2 the weather
- 3 what the people are doing
- 4 what the people are wearing
- 5 everyday objects

2 Listen to Luna again. Complete the sentences with the phrases she uses to describe the objects she doesn't know.

55

- 1 One of them is carrying something. I can't remember the word for this object. the rain ... we open it when it rains.
- 2 On her back, she's got ... a ... a bag.

3 Work in pairs. Take turns to describe some of the objects in the pictures using phrases from the table. Guess what your partner is describing.

What is it?	What is it made of?	What is it used for?
It's a kind of ...	It's made of ...	It's used for ...
It's something like a ...	(metal/plastic/wood/glass, etc.)	

- Imagine you're talking to somebody who can't see the photo.
- If you don't know the word for an object, use another expression to describe it.

Exam
advice

4 Work in different pairs. Take turns to describe one of the photos for a minute. Listen to your partner and put a tick (✓) against the things in Exercise 1 your partner describes.

- 1 Read the Writing Part 2 exam task and underline the key words.

You see this notice in an international English-language magazine.

Articles wanted! Going Shopping

Where do you and your friends go shopping nowadays?
Do you prefer going to indoor shopping centres or to town centres?

Or perhaps you'd rather do all your shopping online?
Tell us what you think!

Answer these questions and we will publish the best articles in our next magazine.

Write your **article** in about **100** words.

- 2 Work in groups. Discuss the questions from the Writing Part 2 task. Make a note of your answers.



- 3 Now discuss the questions in this Writing Part 2 task. Make a note of your answers. Then decide which exam task your group has more to talk about.

You see this notice in an international English-language magazine.

We're looking for new writers for our magazine!

A good meal

What makes a good meal?

Is it the place, the people, the food – or all of these things?

How important is it to eat out and try different kinds of food from different countries?

Tell us what you think!

We will publish the most interesting articles in our next magazine.

Write your **article**.

- In the exam, you can choose between an article and a story. Choose the one which you are more interested in and which you can write more about.
- If you choose the article, check it includes all the points in the question.
- Check your work for mistakes. Make sure you have written about 100 words.

Exam advice

- 4 Choose one of the Writing Part 2 exam tasks and write your answer in about 100 words. Use your notes from Exercise 2 or 3 to help you.
- 5 Check your work. Answer the questions below.
- 1 Have you written an interesting article?
 - 2 Have you included all the information?
 - 3 Are your ideas connected with words like *because*, *and*, etc.?
 - 4 Have you checked the article for mistakes, in particular with spelling and punctuation?
 - 5 Have you written about 100 words?



Grammar

- 1 Match the sentence beginnings with the endings. Then add relative pronouns in the box to form complete sentences.

when (x2) where which who whose

- | | |
|----------------------|-----------------------------|
| 1 Sunday is the day | a cut his hand. |
| 2 All the races | b people play tennis. |
| 3 Winter is the time | c I relax at home. |
| 4 James is the boy | d took place were exciting. |
| 5 A court is a place | e husband is very ill. |
| 6 That's the woman | f people catch the flu. |

- 1 *a — Sunday is the day when I relax at home.*
- 2
- 3
- 4
- 5
- 6

- 2 Put the words in the correct order. Add commas to form non-defining relative clauses.

- 1 a snowboarding champion / is / Zara / only 19 / is / who
Zara, who is only 19, is a snowboarding champion.
- 2 we play tennis / the weather / good / In summer / when / is
.....
- 3 won / the best player of all / was / whose / Stevie / team
.....
- 4 we live / a lot of pollution / is / where / In the city centre / there
.....
- 5 better now / who / my brother / an accident / is feeling / had
.....
- 6 a team sport / on a court / which / is / volleyball / is played
.....

- 3 Complete the story using the past simple or the past perfect form of the verbs in brackets.



My first match

At ten o'clock last Saturday morning, I (1) *was* (be) ready to play my first real match at the tennis club. I (2) (practise) all the previous week and I really (3) (feel) good, especially as I (4) (bring) my lucky trainers.

When I (5) (put) them on, I walked onto the court. I noticed that the grass (6) (be) very wet, as it (7) (rain) a lot the night before, but that (8) (not seem) important.

Jack, the other player, (9) (be) a little late because he (10) (leave) his racket at home, but as soon as he arrived we (11) (start) the match. I quickly (12) (realise) that in the past I (13) (play) against stronger players than him, and I (14) (be) sure that I could win.

Suddenly, I (15) (slip) on the wet grass and (16) (fall). I (17) (know) immediately that I (18) (injure) my ankle badly, so that was the end of the game. I (19) (go) to hospital, and fortunately I (20) (not broke) it. But after that I never (21) (wear) my 'lucky' trainers again!

Vocabulary

- 4 Choose the correct option in *italics*.

- 1 Skiers have to wear good *gloves* / boots / trainers to keep their hands warm.
- 2 Last week I was coughing and I had a really *hurt* / sore / injured throat.
- 3 In last night's football match, Brazil *won* / beat / drew the United States 6-0.
- 4 I was practising hitting the ball with a baseball *racket* / bat / net.
- 5 Sophia is good at *jogging* / gymnastics / athletics, especially the long jump and 100 metres.
- 6 If I have a headache, I usually take a *medicine* / pill / test with a glass of water.
- 7 After I fell off my bike, I had a big purple *bruise* / flu / disease on my leg.

Vocabulary

- 1** Complete sentences 1–5 with a suitable verb.
- If you have toothache, you should make/book an appointment to see the dentist.
 - If you are not happy with something in a shop, you should always and ask for your money back.
 - If you want to go on a trip, it's better to it through a travel agent than online.
 - You don't need to buy books, you can them from the library.
 - You can save time and money if you learn how to broken things yourself.
- 2** Read the email below from Shane and choose the correct answer.

Dear Ryan,

Let me tell you something about myself. I **(1)** was born in Hong Kong but now I live in Singapore. One of the most amazing things about Singapore is the variety of **(2)** and other places to eat out. You can eat in expensive restaurants or **(3)** street food markets where the cooks prepare your food in front of you. My favourite **(4)** is 'Chicken Rice'. This is boiled chicken **(5)** is served on top of rice with cucumber. And if you prefer to eat at home, there are plenty of **(6)** for you to buy your own meat, fish, fruit and vegetables.

Shane

- | | | | |
|------------------|------------|------------------|---------------|
| 1 A am | B be | C was | D have |
| 2 A plates | B food | C courses | D restaurants |
| 3 A cheap | B cheaper | C more expensive | D richer |
| 4 A drink | B plate | C course | D dish |
| 5 A which | B who | C whose | D what |
| 6 A dry cleaners | B butchers | C bakers | D markets |

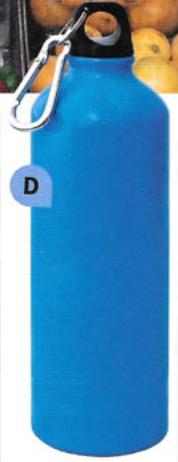
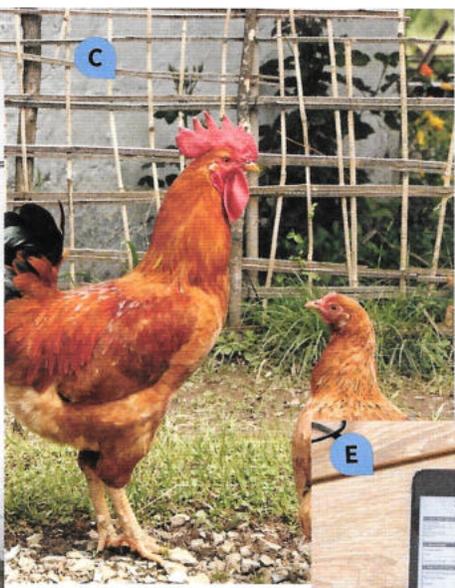
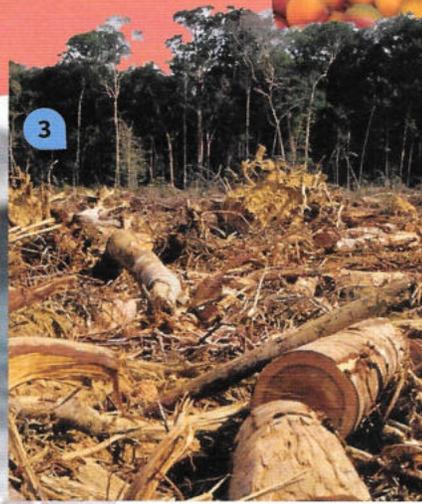
Grammar

- 3** Complete these sentences using the correct form of *have something done*. Use the correct tense and an object pronoun.
- My uncle didn't have time to wash his car before my cousin's wedding, so he had his car washed at the garage.
 - My sister tried to cut her own hair but it looked terrible so she went to the hairdresser to
 - We wanted to have a photo of the whole class so we by a professional photographer.
 - We live on the ninth floor and we can't clean the windows ourselves because it's dangerous. Once a month, we by a professional.
 - When I had problems with my bike, I tried to repair it with a friend but we couldn't. In the end I at a bike shop.
- 4** Read about a wedding and think of a word which best fits each gap. Use only one word in each gap.

My cousin Max **(1)** met his girlfriend when they were at university and they decided to get married last year. I went to their wedding two weeks **(2)** Before the wedding, I went to the hairdresser with my mum and we **(3)** our hair cut. We also went to the dry cleaner to **(4)** our dresses cleaned. It was a fantastic day and we all **(5)** a really good time there. As Max and his new wife **(6)** leaving on their honeymoon, I shouted 'Don't forget to send me a postcard!' They haven't written to me yet!

11

The natural world



Starting off

The environment

- 1 Work in pairs.
 - 1 Which environmental issue does each photo 1-5 show?
1: plastic waste, polluting the water and harming sea creatures.
 - 2 Photos A-E show some things you can do to help. Match them with 1-5.
1 — D, carry your own water bottle, fill it each time you go out.
 - 3 Choose two problems and think of more ways you can help.
1 — recycle plastic bottles, pick up rubbish on the beach
- 2 Work in pairs. Discuss the questions.

Apart from the issues in 1-5 above, which other environmental problems are there in your country? What can people do about them?

Listening Part 4

1 Work in pairs. Discuss the questions.

- Which of the world's creatures are becoming less common? Why?
- What effects does that have on the environment, and on people?
- How can we protect the animals that are in danger?

• For each question or statement, underline the key word(s). Then do the same for options A, B and C.

• Listen for words with similar or opposite meanings to the ones you underlined.

Exam advice

2 For each question, choose the correct answer. You will hear a young woman called Ellie talking about a trip to southern Spain to see the Iberian lynx.

- Why did Ellie and Marta decide to go to the stream?
 - Both of them had been there before.
 - A lynx had been seen there recently.
 - There were very few rabbits in the area.
- As they walked to the stream, they felt
 - glad because they could see where they were going.
 - very tired because of the steep hills they had to climb.
 - uncomfortable because the weather was so hot.
- Ellie and Marta hid
 - among the trees.
 - behind the rocks.
 - in a small building.
- When they saw the first animal they were
 - surprised that it was a little cat.
 - delighted that it was a young lynx.
 - disappointed that it was a rabbit.
- What did the young lynx do after it came out of the bushes?
 - It waited for its mother.
 - It caught a rabbit.
 - It saw Ellie and Marta.
- They started walking back to the village
 - as soon as the sun went down.
 - when it was completely dark.
 - very early the next morning.

3 Work in pairs. Which animals are becoming less common in your country? Which human activities are causing this?

Vocabulary

Noun suffixes

1 Look at the underlined nouns and answer the questions.

... which location did you choose, and why?
 ... I can imagine your excitement!
 ... we kept going in the right direction.

- What is the verb form of each noun?
- Which suffix does each noun have?
- Which noun drops the letter 'e' from the verb form? Why?

2 Complete the table with the noun form of the verbs from the box. Be careful with any spelling changes.

~~admire~~ announce attract celebrate collect
 complete confirm connect create develop
 disappoint discuss educate enjoy entertain
 examine explore improve inform invent
 invite move pollute prevent protect
 relax replace reserve translate

-ment

-ation

-ion

admiration



- 3 Complete the news article with the noun form of the verbs from the box.

disappoint explore improve inform invent move



Scientists use robot chick to study penguins

Scientists in Antarctica have used a new (1) invention to help them study penguins close up: a tiny robot on wheels that looks like a baby penguin. The robot, similar to those used in the (2) of the moon and Mars, provided lots of exciting new (3) about the birds. Scientists, working some distance away, controlled every (4) the robot made and it was immediately accepted by penguin families as one of them. The adults even sang to it, though to the penguins' great (5) the 'baby' didn't reply. The scientists are now working on a new model with one important (6) - it will be able to play penguin songs.

- 4 Listen and check your answers to Exercise 3.



5 /P/ Word stress in longer nouns



Listen again and underline the stressed syllable in nouns 1-6 in Exercise 3. Then answer the questions.

- Which syllable is stressed in each word? invention
- Which word in the first column of the table in Exercise 2 does not follow this pattern?

- 6 Practise saying the words in Exercise 2 with the correct stress.

Grammar

The passive

- Page 137 Grammar reference
The passive: present simple and past simple



- 1 Look at sentences A-D and answer the questions.

- A This new technology reduces air pollution.
B Air pollution is reduced by this new technology.
C The guides allowed the tourists to take photos.
D The tourists were allowed to take photos.

- 1 Which sentences are active? Which are passive?
- 2 Which two sentences describe an event in the past?
- 3 Which two sentences use a form of *be* and the past participle of the verb?
- 4 What is the subject and what is the object in A? How is B different?
- 5 What is the subject and what is the object in C? How is D different?
- 6 What information is in sentence C, but not D?

- 2 Complete the rules with *active*, *passive* and *by*.

Rules

- 1 We often find the passive in formal texts (e.g. news reports, textbooks, etc.).
- 2 In sentences, we always use the past participle form of the verb.
- 3 We often use the when we are speaking, or writing informal letters, etc.
- 4 We use the when we focus on who or what did an action.
- 5 We use the when we focus on the *action* rather than who or what did it.
- 6 We can add + noun if it is important to say who or what did it. In the passive, we often leave this out.

3 Complete the sentences with the present or past passive form of the words in brackets.

- The mountain road is not used (not use) in winter.
- When was the island discovered (the island / discover)?
- I wanted to go to the natural history museum, but it (close).
- The view down the valley (spoil) when they built the motorway.
- Climate change (blame) for the lack of rain this year.
- The rocks in the water (not notice) until the boat was near the cliffs.

4 Write passive sentences. Begin with the underlined words and only use *by* where necessary.

- Those machines waste a lot of electricity.
A lot of electricity is wasted by those machines.
- People saw two giraffes near the trees.
- One small cloud hid the moon.
- They don't allow cars in the national park.
- They grow rice in the east of the country.
- Someone wrote a poem about this waterfall.
- Fire partly destroyed the forest.

5 Underline nine more passive forms in the article. What is the infinitive form of each main verb?

In the past, bears and wolves were considered a danger to both people and farm animals so their numbers were reduced, often to zero. Nowadays, however, a lot more is understood about how they form an essential part of nature, and some years ago international agreements were made to bring back these magnificent creatures. A lot of money was spent, large areas where they could move freely across borders were created, and they are now protected by law. In Europe, bears and wolves are once again found in many countries, from Spain to Scandinavia, where they are allowed to live in places with few people. They are sometimes seen in mountain areas or forests, but usually they prefer to keep away from humans. So if we keep well away from them, we are not in any danger.



6 /P/ Word stress in passive forms

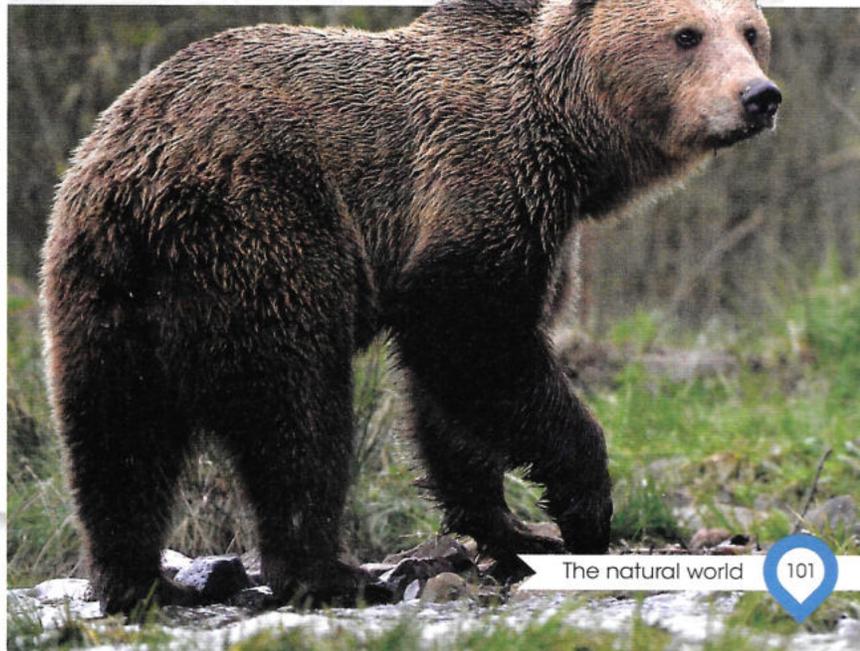


Listen to this sentence. Which part of the underlined passive form is stressed? How do you say the other part?

...bears and wolves were considered a danger to both people and farm animals.



7 Work in pairs. Try to say the sentences in Exercise 4 with the correct stress. Listen and check.



Reading Part 5

- 1 Work in pairs. Look at the photos and complete the sentences with the words in the box.

Ecuador ~~Galápagos~~ hard Pacific
Pacific South tail unique
weight west wings

The (1) Galápagos Islands lie approximately 1000 kilometres (2) of the coast of (3) America in the (4) Ocean. They belong to (5) and consist of 13 main islands plus 6 smaller ones. They are most famous for their (6) wildlife: creatures that are not found anywhere else in the world. The Galápagos giant tortoise, which has a (7) shell of up to 150 centimetres, may reach a (8) of over 400 kilos and can live for more than 100 years. The marine iguana is the only lizard that lives both on land and in water: it has a long flat (9) that helps it swim quickly. The flightless cormorant is also an excellent swimmer, although it cannot fly because its (10) are too small.

- 2 Quickly read the text in Exercise 4 and answer these questions.

- 1 What kind of text is it?
- 2 Where have the people gone?
- 3 What kind of work will they do there?
- 4 What is special about the islands?
- 5 What could they do on their days off?

- 3 Read the text again. Try to fill in gaps 1–6 without looking at options A–D. Use these questions to help you.

- 1 Which noun means 'a group of people working together to achieve something'?
- 2 Which verb do we use to talk about just some of a larger group of things?
- 3 Which verb that means 'stop' goes with the preposition *from*?
- 4 Which noun forms a phrase that means 'join others in an activity'?
- 5 Which verb means 'look around a place for the first time'?
- 6 Which verb, with 'by', means 'have on all sides'?

WORKING ON THE GALÁPAGOS ISLANDS

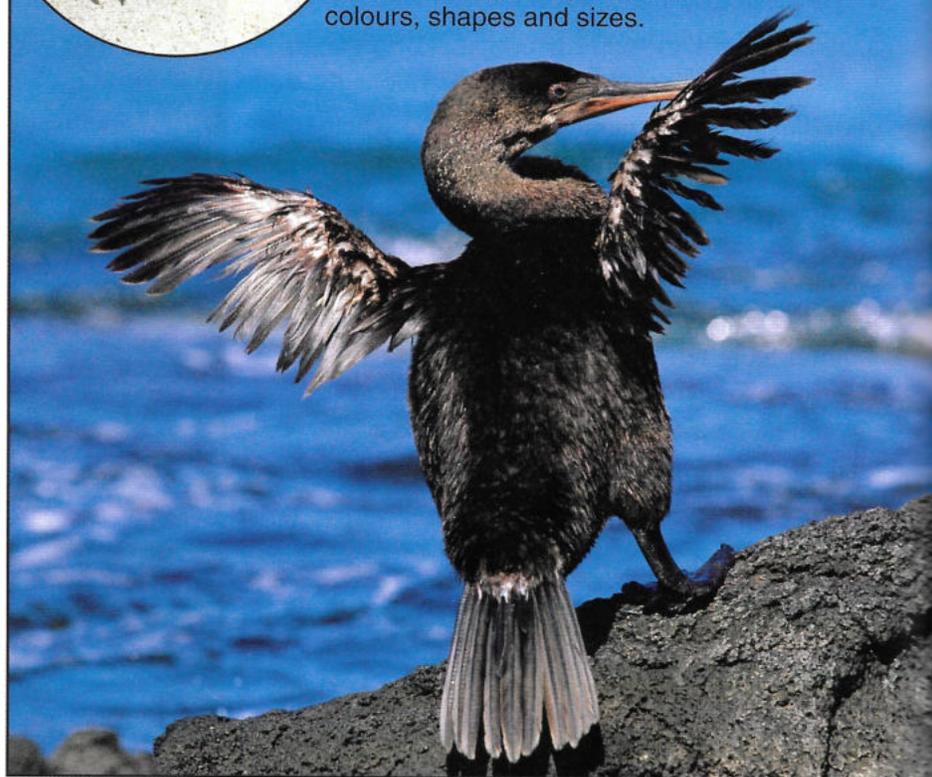
Six students from the University have today flown from Quito to the wonderful Galápagos Islands to spend a month doing volunteer work on San Cristóbal Island. They will join a (1) of young adults already working on a range of vital environmental projects there.

These (2) planting trees on national park lands, picking up rubbish and improving paths next to farm land to (3) crops from being damaged by humans or animals. The volunteers will also take (4) in a new project that aims

to help tourists understand the importance of protecting the islands' unique environment.

At weekends they will have plenty of free time to (5) the magnificent landscape and study the amazing wildlife, such as the famous giant tortoises. Or they can sail to the other islands and go diving in clear blue water,

(6) by beautiful fish of all colours, shapes and sizes.



- 4 Read the text and choose the correct word for each space.

- | | | | | |
|---|--------------|-------------|-------------|------------|
| 1 | A club | B crowd | C band | D team |
| 2 | A include | B employ | C contain | D consist |
| 3 | A direct | B prevent | C control | D manage |
| 4 | A place | B care | C advantage | D part |
| 5 | A join | B follow | C explore | D guide |
| 6 | A surrounded | B supported | C covered | D attached |

5 Work in groups. Which of the projects in the text could help protect the environment in your country? What other projects can you think of? Use these ideas or your own.

- clean up rivers and lakes
- help to prevent forest fires
- look after sick or injured wild animals
- plant fruit trees to provide food for wild animals



Grammar

Comparative and superlative adverbs

▶ Page 137 Grammar reference
Comparative and superlative adverbs

1 Look at examples A–D. Then answer questions 1–5.

- A *The number of lions is increasing more quickly than in the wild.*
- B *We should speak more quietly.*
- C *In a check on local water pollution, the lake did even worse than the river.*
- D *It's hard to decide which birds sing the most beautifully.*

- 1 Underline three examples of comparative adverbs and one example of a superlative adverb.
- 2 How do we usually form comparative adverbs?
- 3 Which adverb in A–D doesn't follow this rule?
- 4 When we compare two actions, which word normally follows the adverb?
- 5 How do we usually form superlative adverbs?

2 Complete the table.

adverb	comparative	superlative
quietly	more quietly	(the) most carefully
slowly		(the) most easily
	faster	
badly		
(the) hardest		
	better	
	earlier	

3 Complete the sentences with the comparative or superlative form of the adverbs in brackets.

- 1 Which cities in the world do you think are growing (the) fastest (fast)?
- 2 Should we try (hard) to protect the countryside?
- 3 Why do the stars shine (bright) in the countryside than in the city?
- 4 Which kind of animal do you see or hear (frequent) where you live?
- 5 In which season does it rain (heavy) in your country?
- 6 Is eating meat (bad) for the environment than being vegetarian?

4 In pairs, discuss the questions in Exercise 3.

I think cities in Asia, such as Shanghai and Delhi, are growing fastest.

I'm not sure. I recently read that Lagos in Nigeria is growing the fastest in the world.

Speaking Part 4

▶ Page 161 Speaking bank



1 Work in pairs. Discuss the questions.

- 1 How are the people in the pictures wasting water?
- 2 How do you think they could reduce this waste?

2 Listen to Ethan and Lily. What three suggestions do they make for saving water?



3 Listen again and complete the expressions Ethan and Lily use to give examples.



- 1 At home, *for instance*, you can have ...
- 2 ... when you're brushing your teeth,, you should ...
- 3 ... when you're doing other things, washing your hair.
- 4 ... especially in places our college.
- 5 ... a tap which loses one drop a second,, wastes 20 litres a day!

4 Work in groups. In what other ways can you save water? Use phrases from Exercise 3 to discuss your ideas.

- Give reasons and examples to support what you say and feel.
- Help your partner to talk by asking them for their opinions.

Exam advice

5 Work in different pairs. Discuss the questions. Give examples and stress important words.

- What do you think are the best ways to save electricity at home?
- Which do you think is better for the environment – travelling by car or by bus? Why?
- Which do you think is the most interesting kind of animal in your country? Why?
- Do you like watching TV programmes about animals? Why / Why not?
- Do you think we are doing enough to protect wild animals? Why / Why not?

Writing Part 1

▶ Page 145 Writing bank
An email

1 Look at the exam task and answer the questions.

- 1 How do you know that Chloe has received a message from you?
- 2 What have you already told Chloe you are going to do?
- 3 Which four things must you put in your reply?

Read this email from your English-speaking friend Chloe, and the notes you have made.

To:

From: Chloe

Hi,

It was great to hear from you and I'm really glad you're coming to visit. Shall we go to the countryside while you're here? *Good idea!*

We could take a bus and then walk, or cycle there. It's not far and I've got a spare bike. *Tell Chloe.*

There's lots of wildlife in that area, too. What would you most like to see? *Suggest ...*

My family have a little cottage there, so we can take a day trip or go all day Saturday and Sunday. Which would you rather do? *Say which and why.*

All the best,

Chloe



Write your **email** to Chloe in about **100** words, using **all** the **notes**.

2 Work in groups. Read Leo's reply and answer the questions.

- 1 Which paragraph deals with each of the four notes on Chloe's message?
- 2 Leo has written a good email but has made one mistake in each paragraph. Can you find and correct each one? Mark the mistakes *G* for grammar, *V* for vocabulary, *WO* for word order, or *Sp* for spelling.
- 3 Which words and phrases does Leo use to avoid using these parts of Chloe's message?

- go to the countryside *getting out of the city*
- walk
- Saturday and Sunday
- wildlife
- rather

Dear Chloe,

Yes, getting out of the city sounds like a really good idea. Besides, there's far too much noise and polluteion there.

I'd love to stay overnight in the country so I think I'd prefer to spend the weekend whole there. I really like cottages!

Let's drive there by bike. We can get around much more quickly than on foot, and go to more places.

The animals I'd most like to see are deer, but I don't know if they find there. I like watching birds too, especially really big ones.

Looking forward to seeing you,

Leo

- Try to use your own words instead of copying words from the email you received.
- Check you have included all the points in the email you received.
- Write clearly and make sure you haven't made any mistakes.

Exam
advice

3 Look again at the exam task. Then plan and write your own email. Try to include comparative/superlative adverb forms.

4 Work in pairs. Check your partner's email. Where you think there are mistakes, write *G*, *V*, *WO* or *Sp* in pencil. Then discuss your corrections.

12

Express yourself!



Starting off

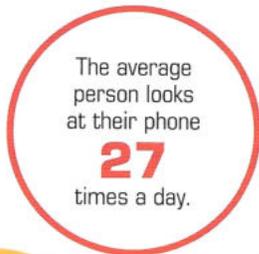
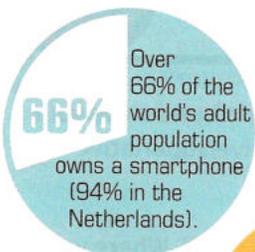
Collocations: using your phone

- 1 Work in pairs. What do you and your friends use your phones for? Talk about the things from the box and your own ideas.

call friends check the time and weather listen to music
 play games read the news headlines set an alarm
 share photos and videos take selfies

- 2 Work in groups. Look at this information about smartphone use and answer the questions.

- Is the information true for you and the people you know?
- How do you think it is different for older and younger generations?



But they don't use their phones to make calls. They prefer to text or send emails.

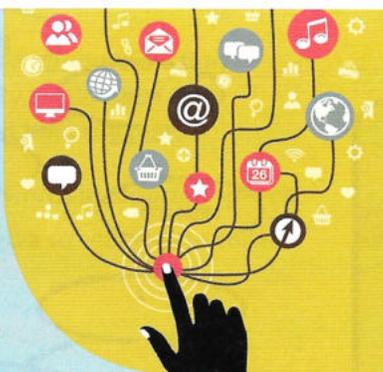
Reading Part 4

- 1 Look at the title of the article and the photo on page 107. Then read the first sentence in bold and answer the questions.
 - 1 What is the 'challenge'?
 - 2 Would you agree to take up the challenge?
 - 3 Would you find it easy?
- 2 Read the complete article but do not complete the gaps for now. Did Becky find the challenge easy?
- 3 Read the second paragraph of the article again. Is sentence A or B the correct answer for gap 1? How do you know?

- 4 Read the article again. Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Can you live without your smartphone for a week?

Becky Barnes, a university student, takes up the challenge.



- Before you choose a sentence, check that the verb and noun forms (singular or plural) in the main text all match.
- After you choose a sentence, cross it out so you don't have to keep reading all of A-H.
- After you have chosen your answers, read the text to make sure it all makes sense.

Exam advice

Day 1

Most mornings, I check my phone for messages, have a look at Instagram and read the headlines. Not this morning! And surprisingly, I was ready for class much earlier than usual.

On the train, I couldn't look at my phone so I was bored.

I counted the number of people on theirs – the woman sitting opposite me, some young kids, a couple. (1) _____ This was going to be a long week.

Day 2

As I couldn't use my phone, I borrowed an alarm clock. I set it for later than usual but I was still out of the house before my flatmates. At university, my classmates told me about some news that had been posted the night before. (2) _____ This conversation was unexpected. We don't usually talk to each other first thing in the morning because we normally spend the previous evening sending each other messages.

Day 3

I woke up feeling positive until I remembered that there was a lecture on the other side of town and I didn't have a lift. Normally, I can arrange this quickly by posting a message.

(3) _____ It was stressful but I learnt that I needed to plan if I wanted to live without my phone.

Day 4

I felt more prepared today. My friends and I had arranged to have dinner at Anna's house and I managed to get a lift there.

The evening started well with Anna telling us jokes. (4) _____ Everyone was checking their phone.

Day 5

On Friday evening, I was at home. I'd just seen my favourite series and I wanted to talk about it. (5) _____ I wanted my phone back.



- A I wanted to use my phone, I wanted to be like her.
 B I felt jealous of them, I was missing mine.
 C I could imagine the messages my friends would post about the show.
 D I enjoyed having a real conversation about them.

- E I spent an hour organising transport.
 F However, fifteen minutes later, we were sitting in silence.
 G I enjoyed hearing all about it.
 H Everyone had left their phones at home.

- 5 Work in pairs. Read the sentence and write down three reasons for and three reasons against the following opinion.

We should all turn off our smartphones for at least three days every week.

- 6 Work in groups. Discuss the opinion in Exercise 5. Remember to give reasons for and reasons against. Then decide together whether you agree or disagree with the opinion.

People don't know how to talk to each other.

We need our phones to stay in touch with our friends.

Vocabulary

ask, ask for, speak, talk, say and tell

- 1 Choose the correct words in *italics* to complete the rules.

Rules

ask or ask for

We use (1) *ask* / *ask for* if we want someone to do something.

I asked my friends to bring some food to the party.

We can use (2) *ask* / *ask for* when we want someone to give us something.

I asked my English teacher for the answers to the homework I missed.

speak or talk

We (3) *speak* / *talk* a language. We do not (4) *speak* / *talk* a language.

She speaks French. She ~~talks~~ French.

say or tell

We can use *say* or *tell* with direct or indirect speech, but (5) *say* / *tell* is always followed by the person.

(6) *Say* / *Tell* is never followed by the person.

She said ~~me~~ she was unhappy.

He told me he lived in Rome.

We also use (7) *say* / *tell* to report instructions.

The football coach told the team to sleep well before the match.

Note:

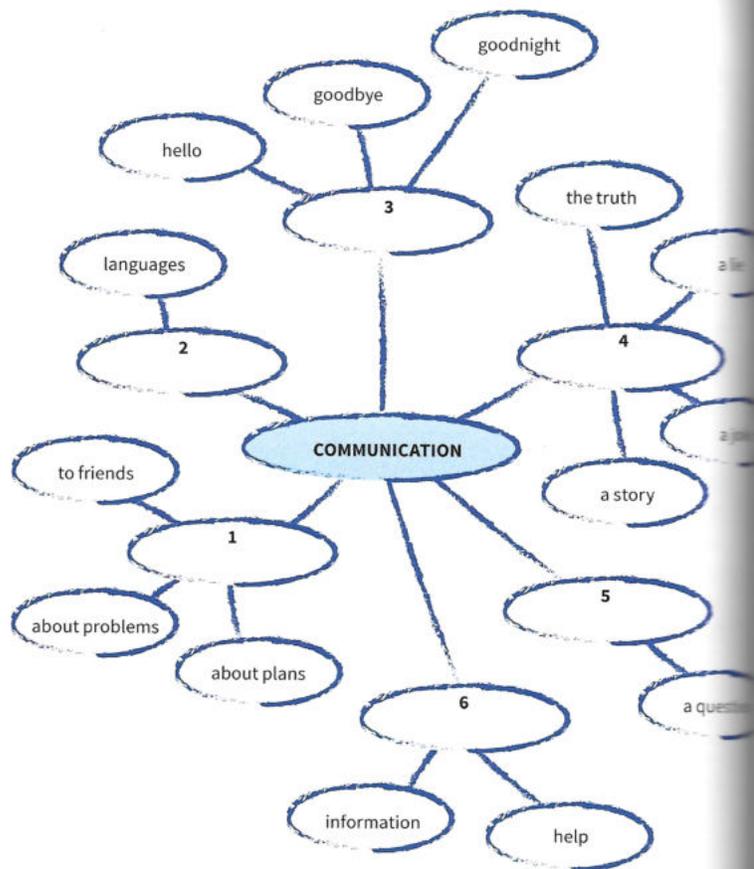
- We use (8) *say* / *tell* with greetings: *hello, goodbye, goodnight, etc.*
- We use (9) *say* / *tell* with the following nouns: *the truth, a lie, a joke, a story, etc.*

- 2 Exam candidates often make mistakes with these verbs.

Choose the correct option in *italics*.

- Olga knows how to *speak* / *talk* English well.
- He *said* / *told* me to go to 6th Avenue.
- I'll *ask* / *ask for* more information about the new pool.
- At first we were bored but then we started to *say* / *tell* jokes.
- When we are together, we *say* / *talk* about lots of different things.
- A waiter came and *told* / *asked* us what we wanted.

- 3 Complete the mind map with *ask, ask for, say, speak, talk* and *tell*. Add at least one more phrase to each verb.



- 4 Complete the questions with a noun from the mind map.

- When you're doing your homework, how often do you ask for
- Do you say when you enter a classroom?
- Has someone told you a recently? What was it?
- Can you speak two
- Who do you go to when you want to talk about your
- Is it easy or difficult for you to tell a

- 5 Work in pairs. Ask and answer your questions.

- 6 Answer the questions using the verb + noun combinations from the mind map. Work in pairs and compare your answers.

What makes ...

- a great friend?
- a great parent?
- a great teacher?
- a good sports trainer?

I think someone who always tells the truth makes a great friend.

Grammar

Reported speech

▶ **Page 138 Grammar reference**
Reported speech

- 1 Listen to a group of friends talking about how they can raise money during a charity weekend. What events do Adam, John and Nina suggest?
- 2 Rewrite Adam, John and Nina's words in reported speech.
 - 1 **Adam:** Last year we organised a street party to collect money.
Adam said that they the year before.
 - 2 **Adam:** We can organise a similar event again.
Adam said they
 - 3 **Adam:** We don't have to hold it outside.
Adam said they
 - 4 **John:** I've thought about organising a football match.
John said he
 - 5 **John:** In my sister's town, groups of friends are going to play against each other.
John said in his sister's town, groups of friends
 - 6 **Nina:** We're all using our phones right now.
Nina said they then.
 - 7 **Nina:** We'll hold some traditional events instead.
Nina said they some traditional events instead.

3 Listen to Sonia telling Lisa about the meeting. Check your answers from Exercise 2.

4 Use your answers from Exercise 2 to complete this table.

direct speech	reported speech
present simple	(1) <u>past simple</u>
present continuous	(2)
present perfect	(3)
past simple	(4)
will + infinitive	(5)
is/are going to	(6)
can	(7)

5 Use the underlined words from Exercise 2 to complete the table.

direct speech	reported speech
today	(1) <u>that day</u>
last year	(2)
my	(3)
we	(4)
right now	(5)

6 Work in pairs. Decide what to say in situations 1–3. Complete the sentences.

- 1 Mark says: 'I can't play tennis; I've hurt my arm.' Later you see him playing basketball.
'You said ... you couldn't play tennis because you ... had hurt your arm
- 2 Ruth says: 'Someone left their phone in the kitchen at the party.' Later your cousin says she has lost her phone.
'Ruth said
- 3 Your brother is studying abroad. He phones you and says: 'I'm having a great time here.' Later one of his friends asks you if you've spoken to him.
'My brother said

7 Choose a situation from Exercise 6 and write a story in reported speech.

Last week I wanted to play tennis with Mark, but he told me he couldn't play because ...

Reported commands

▶ **Page 138 Grammar reference**
Reported commands

8 In the meeting about the charity weekend, Helen told her friends to do four things. Complete the reported commands.

- 1 'Be quiet!'
Helen told them to be quiet
- 2 'Close the door, Paul!'
Helen told Paul
- 3 'Think about the suggestions.'
Helen told them
- 4 'Don't forget the meeting.'
Helen told them not

9 Rewrite each instruction 1–4 as a reported command.



'Keep in touch.'

1 Lisa's family told her



'Don't be late.'

2 She told her brother



'Don't bring more pizza.'

3 Dave told his friend



'Don't forget to download Season 3 for me.'

4 Charlie's mum told him for her.

Listening Part 3

1 You will hear a woman called Catherine Bryant talking about a competition on the radio. Read the notes. What do you learn about the competition?

APP Competition



Design an app and win fantastic prizes!

You should apply online before
 (1) June.
 The subject of this year's challenges is
 (2)
 The judge is Fran Maddison, author of *Apps*
 (3)
 The prize for the winner of the final is a
 (4) to California.
 Food and drink will be provided but bring your own
 (5)
 The next competition will be held in Prague at the
 (6)

2 Read the notes again carefully. What kind of information is missing in each gap?

3 Look at gap 4. Is the answer a singular or plural noun? Why?

- Write clearly, so that you can read your answers later.
- Make sure your answers are grammatically correct.

Exam advice

4 Listen, and for each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

5 Listen again and check.

6 Work in groups. Discuss the questions.

- 1 How many apps have you got on your phone?
- 2 What's your favourite app? Why?
- 3 What app would you like that you don't have at the moment? (If it doesn't exist yet, what would you like it to do?)

Grammar

Reported questions

▶ Page 139 Grammar reference
Reported questions

1 Listen. Write the questions that people ask Catherine about the app competition.



- 1 *Can I choose the members of my team?*.....
- 2
- 3
- 4
- 5

2 Listen again. Complete the questions with the callers' names: *Connor, Charlotte, Emily, Samir* or *Peter*.



- 1 *Emily*..... asked if she could choose the members of her team.
- 2 asked if they needed to pay anything to take part.
- 3 asked how they registered for the competition.
- 4 asked what they did if they had technical problems.
- 5 asked what the prizes were.

3 Look at the reported questions from Exercise 2. Choose the correct option in *italics* for a–e, to complete the rules about reported questions.

Rules

In reported questions ...

- a the normal question order *stays the same / changes*.
- b the tense *stays the same / changes*.
- c we *always / never* use an auxiliary verb (e.g. *do, does* or *did*).
- d we use *if* when there *is / isn't* a question word (*what, when, etc.*).
- e we *use / don't use* a question mark at the end.

4 Emily's team wins the competition. Listen to her friends asking about the winning app. What does the app do? Do you think it's a good idea? Why / Why not?



5 Write her friends' questions in reported speech.

- 1 Cindy asked Emily
- 2 Harry asked her
- 3 Phil asked her
- 4 Diana asked her
- 5 Lily asked her



1
What does the app do?

2
Does it do anything else?

3
Can I use it to share work with colleagues?

5
Will the app do my work for me?

4
Where did you get the idea from?

Vocabulary

Negative prefixes

1 Emily said that an app which did our work for us would be *unfair*. Make these adjectives negative by writing *im-*, *in-* or *un-*.

- 1 friendly, comfortable, believable
- 2 correct, expensive, complete
- 3 possible, polite, patient

2 Add *im-*, *in-* or *un-* to form negative adjectives.

- 1 Would you like to have an app that does your work for you? Or would it be ~~un~~ fair?
- 2 Some people use the internet for more than four hours a day. Is this healthy?
- 3 How often do you get patient when you're using new technology?
- 4 Do you ever feel sociable and stay at home watching films?
- 5 Do you need to spend a lot of money on a phone? Or is an expensive one just as good?
- 6 Will we ever be able to communicate without speaking or writing, just thinking? Or will it be possible?

3 Work in pairs. Ask and answer the questions.

Speaking Part 1

▶ Page 152 Speaking bank

- 1 Listen to three students answering questions for the Speaking Part 1 exam. Complete the table with a tick (✓) or a cross (X). Who do you think gives the best answer and why?

	Anton	Eleni	Victoria
1 Does he/she give a suitable answer?			X
2 Does he/she answer in full sentences?			
3 Does he/she use a range of grammar and vocabulary?			

- 2 How could you improve Anton and Eleni's answers?

Examiner: Do you walk to work every day?

Anton: Bus.

Examiner: Eleni, tell us about a good friend.

Eleni: Her name is Maria. She's tall. Her hair is long and straight. She is very nice. I like her.

- 3 Listen to Eleni and Victoria doing the complete Speaking Part 1 exam. Complete the questions.

- 1 What's ?
- 2 Where ?
(or Where from?)
- 3 Do or are you a student?
- 4 study?
(or do?)
- 5 use the internet?
- 6 a good friend.

- Listen carefully to the examiner's questions. You can ask the examiner to repeat the question.
- Answer the questions in full sentences, using a range of grammar and vocabulary.
- Look at the examiner when you're answering the questions.

Exam advice

- 4 Work in groups of three. Take turns to ask a question from Exercise 3 and another question below.

- Who uses the internet the most in your house? What for?
- Do you use the internet mainly for fun or mainly for study or work? Why?
- Do you often buy things online? Describe the last thing you bought online.
- Do you usually write by hand or on a computer? Which do you prefer?

Grammar

Indirect questions

▶ Page 140 Grammar reference
Indirect questions

- 1 Work in groups. Discuss the questions.

- 1 How many kinds of social media do you use and what do you use them for?
- 2 What are some dangers of using social media?

- 2 Listen to a TV journalist talking to Bradley. What are his answers to the questions from Exercise 1?

- 3 Listen again and complete the indirect questions.

direct questions	indirect questions
Could I ask you some questions?	(1) I was wondering if I <i>could ask you</i> some questions.
What's your name, please?	(2) Could you tell me what , please?
How many different kinds of social media do you use?	(3) I'd like to know how many different kinds of social media
What do you use each one for?	(4) Could I ask you each one for?
Are your social media accounts safe?	(5) Do you have any idea if

- 4 Answer the questions.

- 1 Can we use question words in indirect questions?
- 2 Do we change the tense in indirect questions?
- 3 Do we change the word order in indirect questions?
- 4 Are indirect questions more polite than direct questions?
- 5 Do we always use a question mark at the end of an indirect question?

- 5 /P/ Intonation in direct and indirect questions

- 69 Listen to the direct questions in Exercise 3. Does the speaker's voice go up or go down at the end?

- 70 Listen to the indirect questions again. Does the speaker's voice go up or down?

- 7 Work in pairs. Choose one of the topics below and write indirect questions about it.

following celebrities online keeping in touch
keeping up-to-date with the news
making plans playing games

- 8 Work in groups. Ask and answer your questions.

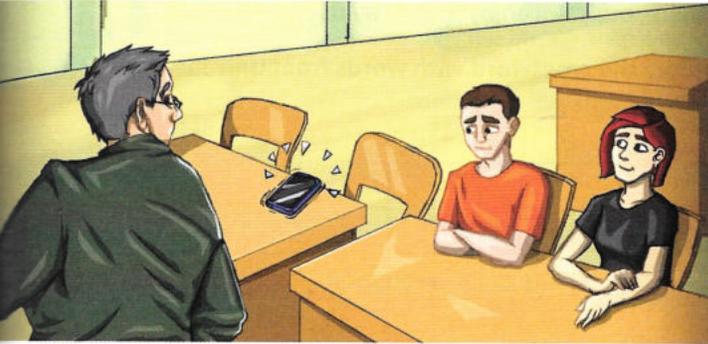
Writing Part 2

Page 150 Writing bank A story

- 1 Work in groups. Look at the pictures and sentences. What do you think happened next?



- 1 The message began, 'Congratulations! You've won first prize!'



- 2 I was in class when my phone rang.

Read the Writing Part 2 tasks and answer the questions.

1

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
The message began, 'Congratulations! You've won first prize!'

2

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
I was in class when my phone rang.

- What do you have to write for each question?
- Who do you have to write it for?

- 3 Now read this story, and answer the questions.

I was in my English class when my phone rang. I couldn't believe it. I had forgotten to switch it off. I didn't know what to do, because it was still ringing. Should I answer it? The teacher stopped talking and looked directly at me. She asked all the students what the noise was, and we said that it was a phone. Suddenly, she looked embarrassed. She told us that she had to leave the classroom for a minute. She picked up her bag and left the room. As soon as the teacher closed the door, the ringing noise stopped.

- Which task does it answer?
- Why did the phone stop ringing when the teacher closed the door?

- 4 Work in pairs. Decide if these sentences are true or false.

- The story is about 100 words.
- It is well organised.
- The story has a clear ending.
- The ideas are connected using *and*, *because*, etc.
- There are different tenses.
- There are some reported questions and some reported speech.

- 5 Write a story in about 100 words using one of the tasks from Exercise 1.

- Make sure you write a proper ending for the story. Try to surprise your readers.
- Check there are no mistakes in your story and it is the correct length.
- In the exam, you will need to choose between **a story** and **an article**. You won't be able to choose between two different stories.

Exam
advice

Grammar

1 Choose the correct option in *italics*.

My partner and I (1) *are lived* / *live* in an old house on the coast. When it (2) *built* / *was built* in the 19th century, it was over 500 metres from the sea, but now the water (3) *seems* / *is seemed* to be getting closer all the time. The sea level (4) *is risen* / *is rising* every year, and the waves (5) *are washing* / *are washed* away the beach. Sometimes, when there is a storm, the water (6) *is reached* / *reaches* the house. Last February, for instance, the ground floor (7) *completely flooded* / *was completely flooded* by sea water, and a small building near our house (8) *disappeared* / *was disappeared* overnight. Unless something (9) *does* / *is done* immediately, we (10) *are known* / *know* that our home will be next. Some other houses along the coast (11) *saved* / *were saved* when a strong wall (12) *put up* / *was put up* in front of them, and we want the same here.

2 Complete sentences 1–8 with the comparative or superlative adverb form of the words in the box.

bad careful early frequent good
hard heavy quick

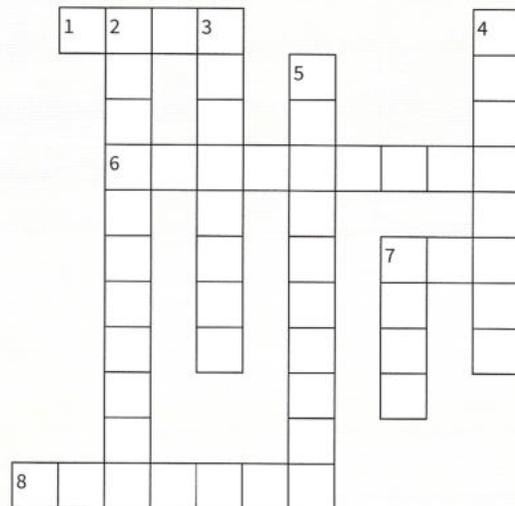
- You should get up earlier in the morning.
- The ice melted as soon as the temperature increased.
- Of all the people at the meeting, Lauren spoke She made a great speech.
- Buses stop here now – every ten minutes.
- We must try to find solutions to environmental problems.
- They're all bad musicians in that band, and the guitarist plays of all.
- It began to rain when the storm approached.
- If we all use energy, we can reduce the amount of pollution we cause.

Vocabulary

3 Complete the text with the noun form of the verbs in brackets.

A few years after I finished my secondary (1) education (educate) at Canal Street Secondary, I received an (2) (invite) to return there. It was for a (3) (celebrate) organised by the school for ex-pupils following the (4) (complete) of several new buildings. When I arrived I was very impressed. The new gym was a great (5) (improve) on the old one where we used to take all our (6) (examine). The (7) (develop) of some land next to the school also meant it now had far more classrooms. My only (8) (disappoint) was that none of my old classmates was there, but I still enjoyed my day back at school!

4 Complete the crossword with words from Unit 11.



Across

- a group of people working together
- the appearance of an area of land
- a yellow and black flying insect
- a bird which cannot fly and lives in a cold place

Down

- the noun of the verb 'explore'
- a very high place
- the noun of the verb 'move'
- the noun of the verb 'discuss'
- a large animal that lives in forests or mountains

Vocabulary

- 1 Complete these sentences with the verbs in the box in the correct form. You will need to use some verbs more than once.

ask ask for say speak talk tell

- Most of my friends can speak two or three languages really well.
- Ben 'thank you' to everyone for his presents.
- My friend me if I wanted to go to the cinema that night.
- One of my friends likes jokes all the time.
- In your email you me about my plans for the summer holidays.
- I'm going to some help because I can't install this program on my laptop.
- I became very nervous and decided to my flatmates the truth.
- When I get together with Matt, we love about food and cooking.
- Can you a little more slowly, please? I don't understand.
- In class today, we in groups about how to prepare for an English exam.

- 2 Add *im-*, *in-* or *un-* to these words to complete the sentences.

expensive fair healthy patient polite possible

- I can't live without my mobile phone. It's impossible.
- I got a tablet online for €40. It was
- It's to charge students the same price as working adults.
- My neighbour spends all day playing video games. That must be
- Wait for the app to download completely. Stop being so
- Don't eat with your mouth open. It's

Grammar

- 3 Underline and correct the mistake in each sentence.

- In my English class, the teacher asked me what was my name. *my name was*
- A friend asked me what was my dog called.
- Marta asked me why didn't I go to the party.
- My sister asked me why was I crying.
- Nicky asked me what was I going to do.
- Danny asked me what new sport should he take up.
- I imagine you are wondering when am I going to visit.

- 4 Evie is talking about how she spends her free time. Rewrite her sentences in reported speech.

- 'I like hanging out with my friends and watching films with them.'
She said she liked hanging out with her friends and watching films with them.
- 'We're looking forward to seeing the new film.'
She said to seeing the new film.
- 'I've just bought a new laptop to watch my favourite series online.'
She said a new laptop to watch her favourite series online.
- 'I'm going to invite my friends round to my house tonight.'
She said her friends round to her house that night.
- 'We won the hockey match yesterday.'
She said the hockey match the day before.
- 'I'm sure we'll have a lot of fun.'
She said a lot of fun.

- 5 Complete the text with the words which best fit each gap. Use only one word in each gap.

I was in the library when my mobile phone rang. I (1) said sorry to everyone and switched it off. A friend asked me (2) I knew who had called and I said that I didn't know. She (3) me that her phone had rung while she was in the library (4) day before and somebody had started shouting at her. She thought it (5) very unfair. At that moment, a security guard told us (6) be quiet or go outside.

Grammar reference

1

PREPOSITIONS OF TIME

We use *at*:

- for times of the day: **at** 7 o'clock, **at** breakfast time
- in expressions like: **at** the weekend, **at** night, **at** New Year

We use *on* for:

- days: **on** Tuesday
- dates: **on** May 17th

We use *in* for:

- years: **in** 2017
- seasons: **in** summer
- months: **in** August
- parts of the day: **in** the morning

PRACTICE

1 Complete the conversation with *at*, *in* or *on*.

- A: Are you busy (1) Saturday?
 B: Yes, I'm with my grandmother (2) the morning.
 I have to be there (3) 11 o'clock. It's her birthday party. Her birthday is (4) August 28th – that's Monday, but everyone's busy then.
 A: Do you want to meet (5) the evening (6) Saturday?
 B: OK!

FREQUENCY ADVERBS

always (100%)
usually
often
sometimes
occasionally
hardly ever
never (0%)

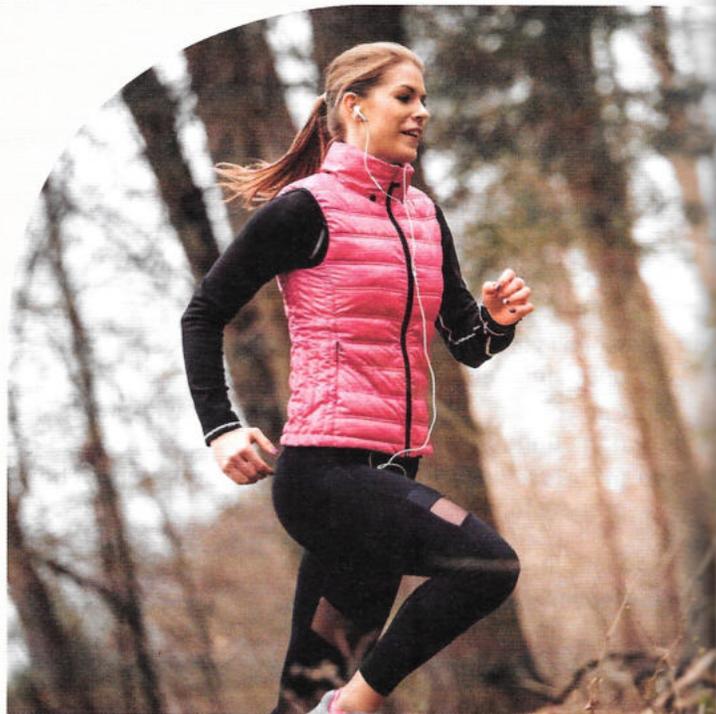
- We usually put frequency adverbs before the main verb.
*I **usually/sometimes/never** go to work in the evening.*
*I don't **often** go to work at the weekend.*
- We don't use *never*, *hardly ever* and *always* at the beginning or end of sentences.
- We put frequency adverbs after the verb *be*.
*I am **often** ill in the winter.*
*She is **usually** at university at 8 o'clock.*

There are other expressions that we can use to talk about frequency. These expressions are used at the beginning or end of sentences, not in the middle.

- *every day, every week, every month, every year ...*
- *once a day, twice a week, three times a month ...*
- *on Fridays, at weekends ...*
- *most days, most nights, most weeks ...*

On Fridays, I go to the office by bike.

I go running **twice a week**.



PRACTICE

1 Put the words in order to make sentences.

- a / go / gym / I / the / to / twice / week.
.....
- an / hour / I / more / hardly ever / spend / than / there.
.....
- an / for / half / hour. / I / run / sometimes
.....
- I / I'm / listen / music / running. / to / usually / while
.....
- always / exhausted. / get / home, / I / I'm / When
.....
- every / Friday. / friends / go / I / my / out / with
.....

PRESENT SIMPLE AND PRESENT CONTINUOUS

Present simple

Positive/Negative forms		
I/You/We/They	take don't take	photos.
He/She/It	takes doesn't take	

Question forms			
Do	I/you/we/they	take	photos?
Does	he/she/it		

Short answers		
Yes,	I/you/we/they	do.
	he/she/it	does.
No,	I/you/we/they	don't.
	he/she/it	doesn't.

We can use the present simple to talk about something that:

- happens regularly (and routines):
*I **play** tennis every Tuesday.*



- is generally true and permanent at the present time:
*My brother **lives** in France.*
- is a fact or always true:
*The sun **rises** in the east.*

Present continuous

Positive/Negative forms		
I	am/'m am/'m not	working at the moment.
You/We/They	are/'re are not / aren't / 're not	
He/She/It	is/'s is not / isn't / 's not	

Question forms and short answers		
Am	I	working at the moment?
Are	you/we/they	
Is	he/she/it	
Yes,	I	am.
	you/we/they	are.
	he/she/it	is.
No,	I	am / 'm not.
	you/we/they	aren't.
	he/she/it	isn't.

We can use the present continuous to talk about

- something happening now:
*They're **living** with friends while their house **is being decorated**.*
- a temporary situation which is true now:
*He's **cooking** in the kitchen.*
- something happening in the present but not necessarily at the moment:
*My sister's **studying** art.*

PRACTICE

- Choose the correct option in *italics*.

Many people (1) *take up / are taking up* cycling these days. Cycling is great because it (2) *helps / is helping* our general fitness. When we cycle, we (3) *use up / are using up* more energy than when we (4) *walk / are walking*. (5) *I go / am going* cycling regularly, but only on small roads where there aren't many cars. At the moment, (6) *I train / I'm training* for a race so (7) *I spend / I'm spending* a lot of time on my bike.

STATE VERBS

State verbs refer to a state or a condition, rather than an action. They are not normally used with continuous verbs.

✓ I **prefer** apples to oranges.

✗ I'm **preferring** apples to oranges.

- This is a list of common state verbs.

agree appear believe depend hear hope
know like look love need own possess
prefer see seem smell suppose taste
think understand want weigh wish

- There are verbs which can be both state verbs and action verbs, but have a different meaning.

She **looks** tired. (look = appear)

She's **looking** for her phone. (look = search)

He **has** an apartment. (have = own)

He's **having** breakfast. (have = eat)

PRACTICE

- 1 Complete the sentences with the present simple or present continuous form of the verbs in the box.

cost have help own prefer
smell think want weigh

1 A: How much you, Ben?

B: I don't know. About 60 kilos, maybe? I
not to know actually.

2 Paul is a computer expert. He people with
their IT problems.

3 The flowers in our garden beautiful.

4 My flatmate a lot of problems with his car
at the moment.

5 A cinema ticket €15! I that's
a lot of money!

6 Lucas a new bike, but he to
sell it.

COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns

Countable nouns refer to nouns which can be counted. They have singular and plural forms: **tree – trees; knife – knives; child – children; man – men.**

- Singular countable nouns can be used with *a/an*:
a **book**, an **elephant**.
- Plural countable nouns can be used with numbers, *some* and *any*:
Our family has some **animals** – a dog and three **cats**.

Uncountable nouns

Uncountable nouns refer to nouns which cannot be counted. They have no plural form: **advice** *advices*, **furniture** *furnitures*, **information** *informations*, **homework** *homeworks*, etc.

Both countable and uncountable

Some nouns can be countable and uncountable.

I love **lambs** but I don't eat **lamb**.

lamb (countable) = animal

lamb (uncountable) = meat from a lamb

- To make uncountable nouns countable, use countable nouns like *piece*, *slice*, *spoonful*, *box*, etc.
a **piece of advice**
three **slices of bread**
two **spoonfuls of sugar**
a **bowl of rice**

PRACTICE

- 1 Underline the countable nouns and circle the uncountable nouns in this short text.

As well as giving us energy, sugar in our diet makes our food taste better. Sometimes we add sugar to our breakfast cereals. Sugar is also used in biscuits, ice cream, chocolate and many other things we eat. It is also in fruit and vegetables and even in a glass of milk!

A FEW, A BIT OF, MANY, MUCH, A LOT OF AND LOTS OF

These words and phrases are quantifiers. They tell us how much or how little of something there is.

- For small quantities, use *a few* with plural countable nouns:
A few people in my office speak English.
- Use *a bit of* with uncountable nouns:
I'd like **a bit of** advice about going to university, please.
- For large quantities, use *many* with plural countable nouns:
There aren't **many** trains at night.
How **many** times have you been to London?

- Use *much* with uncountable nouns in questions and negative sentences.

How **much** money do you need?

We don't have **much** time.

- Use *a lot of* or *lots of* with plural countable nouns or uncountable nouns.

A lot of / Lots of students ride bikes to college.

You can save **a lot of / lots of** money if you cycle or walk.

PRACTICE

- Underline and correct the mistakes in these sentences.

- We haven't got many time.
- I drink a few water when I wake up.
- There are lot of things we need to talk about.
- Can you help? I need some informations about train times.
- How much friends do you have online?
- We have a lot of furnitures in our house.



PREPOSITIONS OF PLACE

We use prepositions of place to say where something is.

- We use *at* with points: **at** the bus stop, **at** the station, **at** home, **at** university



- We use *in* with spaces or to say something is inside another thing: **in** the kitchen, **in** the sea, **in** the car, **in** France



- We use *on* with surfaces: **on** the wall, **on** the floor, **on** the ceiling, **on** the table



PRACTICE

- Complete the sentences with *at*, *in* or *on*.

- My computer is the desk my living room.
- I live the end of the road.
- Your shoes are a box the shelf.
- There's someone the door.

PAST SIMPLE

be

Positive/Negative forms		
I/He/She/It	was	here yesterday.
	wasn't	
You/We/They	were	
	weren't	

Question forms and short answers		
Was	I/he/she/it	here yesterday?
Were	you/we/they	
Yes,	I/he/she/it	was.
	you/we/they	were.
No,	I/he/she/it	wasn't.
	you/we/they	weren't.

Other verbs

play (regular)

go (irregular)

Positive/Negative forms		
I/You/We/They/He/She/It	played	tennis yesterday.
	didn't play	
	went	to work yesterday.
	didn't go	

Question forms and short answers			
Did	I/you/we/they/he/she/it	play	tennis yesterday?
		go	to work yesterday?
Yes,	I/you/we/they/he/she/it	did.	
No,	I/you/we/they/he/she/it	didn't.	

Spelling of regular past simple verbs

For regular verbs, we add *-ed* to the base form of the verb, or *-d* if the verb already ends in *e*.

for verbs:	present simple	past simple
• ending in a consonant + <i>-y</i> , add <i>-ied</i>	<i>study</i> <i>carry</i>	<i>studied</i> <i>carried</i>
• ending in a vowel + a consonant (with stress on last syllable), double the final consonant and add <i>-ed</i>	<i>plan</i> <i>prefer</i> <i>drop</i>	<i>planned</i> <i>preferred</i> <i>dropped</i>

• ending in a vowel + <i>-l</i> , double the <i>l</i> and add <i>-ed</i>	<i>travel</i> <i>control</i>	<i>travelled</i> <i>controlled</i>
• ending in a vowel + consonant (with no stress on the last syllable)	<i>happen</i> <i>visit</i>	<i>happened</i> <i>visited</i>

We use the past simple to talk about

- past actions/events/states which have finished:
Jenny was tired after she went ice skating.
- repeated past actions:
I cycled to university every day when I was a student.
- a sequence of past actions:
We left home, walked to the station and caught the train.

PAST CONTINUOUS

Positive/Negative forms		
I/He/She/It	was wasn't	studying all evening.
You/We/They	were weren't	

Question forms and short answers		
Was	I/he/she/it	studying all evening?
Were	you/we/they	
Yes,	I/he/she/it	was.
	you/we/they	were.
No,	I/he/she/it	wasn't.
	you/we/they	weren't.

We use the past continuous to talk about

- a particular moment in the past:
Emily was walking the dog at 5 pm.
- temporary actions which give extra (less important) information:
It was raining, so I decided not to go out.
- two or more actions happening at the same time:
While I was studying, he was playing the guitar.
- an action happening when another action happened:
He was cleaning his bike when he hurt his hand.

when, while and as

We can use these words with the past continuous to introduce an action happening at the same time as another.

When Joe was walking home, it started to rain.

The phone rang **while** I was having breakfast.

They arrived **as** we were leaving.

PRACTICE

1 Choose the correct option in *italics*.

- While I *watched* / *was watching* TV, my flatmate was studying.
- My friends *often phoned* / *were often phoning* me when I was at work.
- While I was talking to my friend, I *realised* / *was realising* that something was wrong.
- It was a lovely day. The sun *shone* / *was shining* and the birds *sang* / *were singing*.
- Lionel Messi *won* / *was winning* a gold medal for Argentina in the Beijing Olympics.

2 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- While I (tidy) my living room, I (find) some old photographs.
- As I (leave) the cinema, I (realise) that I'd left my phone behind.
- While Simon (watch) television, his brother (cook) dinner.
- When we (hear) the fire alarm, we all (stop) what we (do) and (walk) out of the building.
- My computer (crash) while I (update) my web page.

USED TO

Positive/Negative forms		
I/You/He/She/It/We/ They	used to didn't use to	enjoy watching football.

Question forms and short answers			
Did	I/you/he/she/it/we/ they	use to	play football?
Yes,	I/you/he/she/it/we/ they	did.	
No,	I/you/he/she/it/we/ they	didn't.	

We use *used to* to talk about the past. There is no present form of *used to*.

Note:

In negative and question forms, the spelling is *use* not *used*.

We use *used to* + an infinitive form to talk about:

- things that happened regularly in the past but don't now. *I **used to** drink milk for breakfast, but now I always drink orange juice.*
- actions that didn't happen in the past, but happen now. *I **didn't use to** drink orange juice, but now I love it.*
- past states or conditions that are different from the past. *I **used to** have long, dark hair. (= I don't any more)*

PRACTICE

1 Rewrite the sentences so that they mean the same as the original sentence. Use the correct form of *used to*.

- I like hot weather now, but I didn't in the past.
.....
- My brother played football until he broke his leg.
.....
- My hair was blond, now it's brown.
.....
- Did you go on holiday with friends when you were a child?
.....
- When I was younger, I didn't get up late.
.....

SO (DO) I AND NOR/NEITHER (DO) I

We can use *so (do) I* and *nor/neither (do) I* to show that you think the same as another person.

- We use *so* in positive sentences when we have the same feelings or experiences.
A: *I love chocolate.* B: **So do I.**
A: *I ate a lot of chocolate yesterday.* B: **So did I.**
- We use the same auxiliary verbs or modal verbs in the reply.
A: *I **am** hungry.* B: **So **am** I.**
A: *I **will** have lunch at one o'clock.* B: **So **will** I.**
- We use *nor* or *neither* in negative sentences. We use the same auxiliary verbs or modal verbs in the reply.
A: *I **don't** like chocolate.* B: **Nor/Neither do I.**
A: *I **haven't** had coffee for ages.* B: **Nor/Neither have I.**

Note: We use *don't* to respond to positive statements. We use *do* to respond to negative statements.

- A: *I love chocolate.* B: **I **don't**!**
- A: *I don't like chocolate.* B: **I **do**!**

PRACTICE

1 Write replies to these sentences using *so* or *nor/neither*.

- I spent a long time at the office yesterday.
.....
- I didn't understand the question.
.....
- I like ice cream.
.....
- I don't like hot weather.
.....
- I have two brothers.
.....

VERBS FOLLOWED BY TO OR -ING

- Some verbs are always followed by an infinitive (to + verb):
*When I was 15, I **decided to become** a professional musician.*
- Others are always followed by the -ing form of the verb:
*Mike **kept falling** asleep at his desk.*
- There are some verbs which can be followed by either an infinitive or the -ing form. Unfortunately, there are no rules to help you work out whether verbs are followed by the infinitive or the -ing form, or either, so you will need to learn them.

Verbs followed by the infinitive

afford agree arrange attempt choose decide expect
help hope intend learn manage offer plan
promise refuse seem want would like

Verbs followed by -ing

admit avoid can't stand* consider dislike* don't mind*
enjoy* fancy* feel like finish give up imagine mind
miss postpone practise prevent put off suggest

Note: The verbs marked * all express likes or dislikes.

Verbs followed by the infinitive or -ing with no difference in meaning

begin continue intend start

Verbs followed by the infinitive or -ing with little difference in meaning

hate like love prefer

There is a small difference in meaning between the two forms.

- -ing form: the action or experience is more important.
*He likes **baking** cakes.*
- infinitive form: result of the action is more important, or to describe a habit / something we prefer.
*He likes **to bake** cakes for special occasions.*
- The -ing form is more common after hate and love:
*I hate **playing** ball sports. I love **doing** gymnastics.*

Verbs followed by the infinitive or -ing where there is a clear difference in meaning

	infinitive	-ing
forget	<i>I forgot to say thank you. (= I didn't say thank you.)</i>	<i>I forgot saying that. (= I have no memory of this.)</i>
go on	<i>He went on to talk about his childhood. (= This was the next thing he talked about.)</i>	<i>He went on talking. (= He continued talking.)</i>
remember	<i>I remembered to lock the door. (= I did something I had to do.)</i>	<i>I remember locking the door. (= I have a memory of this.)</i>
stop	<i>Let's stop to buy flowers. (= in order to do something)</i>	<i>Let's stop buying flowers. (= not continue)</i>
try	<i>I tried to learn Japanese, but it was too difficult, so I stopped. (= try something, and not succeed)</i>	<i>I tried eating spinach, but I didn't like it. (= try something and find out what it's like)</i>

- In negative sentences, we put *not* after the first verb.
*He's **decided not to go** to university next year.*
*She **considered not going** away for the weekend. (= but now she is going)*
- In sentences which include an object, we put the object after the first verb.
*I **helped my friend to fix** his car.*
*We should **stop people using** their phones or eating while they're driving.*

PRACTICE

1 Complete the conversation with the correct form of the verbs in brackets.

- A: It's really hot here, isn't it? Do you fancy (1) (go) for a swim?
 B: Yes, I'd love (2) (have) a swim.
 A: Can I suggest (3) (go) this afternoon?
 B: I'd planned (4) (go) to the cinema this afternoon, but I don't mind (5) (do) that tomorrow instead.
 A: I can't imagine (6) (live) in a hot country all the time.
 B: I'm sure you'd manage (7) (have) a nice time.
 A: Maybe I'd get used to it. I certainly enjoy (8) (spend) my holidays here.

2 Tick (✓) the pairs of sentences which have the same meanings.

- 1 A My boss continued talking even though it was time to go home.
B My boss continued to talk even though it was time to go home.
- 2 A I began to learn German two years ago.
B I began learning German two years ago.
- 3 A Ben stopped to phone his parents.
B Ben stopped phoning his parents.
- 4 A I prefer to watch football than to play it.
B I prefer watching football to playing it.
- 5 A I like to watch the sunrise.
B I like watching the sunrise.
- 6 A They went on to tell us about their holiday.
B They went on telling us about their holiday.

PHRASAL VERBS

A phrasal verb is a verb with two or three parts. The meaning of the verb is sometimes different from the meaning of its separate parts. Phrasal verbs can combine verbs with prepositions or adverbs. For example: *to take off*, *to put on*, *to catch up with*, *to look forward to*

There are two main types of phrasal verbs

- verbs which need an object:
*She **took off** her hat.*
*He **put on** his shoes.*
*We're **looking forward to** our holiday.*
 - verbs which do not need an object:
*They **set off** early.*
*We **got up** late.*
 - Sometimes, it is possible to put the object in between the verb and the preposition/adverb. Sometimes, it is not.
✓ *He **took** his hat **off**.*
✓ *He **took** it **off**.*
X *He **took off** it.*
- ✓ *We're **looking forward** to the weekend.*
X *We're **looking** the weekend **forward to**.*

PRACTICE

- 1 Underline the phrasal verbs in questions 1–6. Then match them with answers a–f.

<ol style="list-style-type: none"> 1 What should you do if your TV breaks down? 2 Which of your parents do you take after? 3 Do you like to dress up when you go to a party? 4 Who do you really look up to? 5 Do you ever have to look after anyone? 6 What do you think about people who show off? 	<ol style="list-style-type: none"> a No, I prefer to wear my normal clothes. b I don't like them. c Ask someone to repair it. d I'm like my mother. e My father. He's my hero. f I sometimes babysit my little brother.
--	---
- 2 Rewrite the underlined words with a phrasal verb from the box. Make any other necessary changes.

get on with give up look forward to sign up for take up

- 1 I have a good relationship with everyone in my family.
.....
- 2 I've put my name down for an English course.
.....
- 3 I can't wait to see my friend again.
.....
- 4 My father has stopped eating sugar.
.....
- 5 My brother has just started playing basketball.
.....



COMPARATIVE AND SUPERLATIVE ADJECTIVES

We use comparative adjectives (e.g. *bigger than*) to compare two people or things and to say if one has more of a quality (e.g. size, height, etc.) than the other. Comparative adjectives are usually followed by *than*.

We use superlative adjectives (e.g. *the fastest*, *the most important*) to say that in a particular group, something has the most of a quality.

Regular adjectives

	comparative	superlative
<ul style="list-style-type: none"> For most adjectives, add <i>-er</i> or <i>-est</i>. 	small → <i>smaller</i> <i>Italy is smaller than Spain.</i>	→ <i>the smallest</i> <i>Vatican City is the smallest country in the world.</i>
<ul style="list-style-type: none"> For short adjectives ending in <i>-e</i>, add <i>-r</i> or <i>-st</i>. 	large → <i>larger</i> <i>Canada is larger than China.</i>	→ <i>the largest</i> <i>Russia is the largest country in the world.</i>
<ul style="list-style-type: none"> For short adjectives with a vowel + a consonant, double the consonant and add <i>-er</i> or <i>-est</i>. 	hot → <i>hotter</i> <i>Algeria is hotter than Mexico.</i>	→ <i>the hottest</i> <i>Libya is the hottest country in the world.</i>
<ul style="list-style-type: none"> For two-syllable adjectives ending in <i>-y</i>, change the <i>y</i> to <i>i</i> and add <i>-er</i> or <i>-est</i>. 	heavy → <i>heavier</i> <i>Elephants are heavier than crocodiles.</i>	→ <i>the heaviest</i> <i>Blue whales are the heaviest animals in the world.</i>
<ul style="list-style-type: none"> For some two-syllable adjectives, we can either add <i>-er</i>, <i>-est</i> or use <i>more</i>, <i>the most</i>. These are adjectives ending in <i>-ow</i>, <i>-le</i>, <i>-er</i> and <i>polite</i>, <i>quiet</i>, <i>common</i> and <i>stupid</i>. 	<i>Mia is more polite than me. (= Mia is politer than me.)</i>	<i>Mia is the most polite student in the class. (= Mia is the politest student in the class.)</i>
<ul style="list-style-type: none"> For longer adjectives, or two-syllable adjectives ending in <i>-ful</i>, put <i>more/less</i> or <i>the most/least</i> in front of the adjective. 	difficult → <i>more/less difficult</i> <i>Some people think it's more difficult to make friends when you are older.</i>	→ <i>the most/least difficult</i> <i>Is it true that Japanese is the most difficult language for English speakers to learn?</i>

Irregular adjectives

There are three irregular adjectives: *good*, *bad*, *far*.

bad → *worse* → *the worst*

good → *better* → *the best*

far → *farther/further** → *the farthest/furthest**

*There is no difference in meaning, but *further* / *the furthest* is more common.

PRACTICE

1 Complete the comparative and superlative adjectives.

1	thin	thinner than	
2	nice		than the nicest
3		lazier than	the laziest
4	comfortable		than the most comfortable
5	good	better than	
6	bad		than the worst
7		farther/further than	the farthest/furthest

2 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- It rained every day in December 2015 in Portland, USA. It was December for 75 years. (wet)
- Some people think that the Sydney Opera House is modern building in the world. (beautiful)
- A blue whale is than an elephant. (heavy)
- I felt ill all weekend, but I'm much now. (good)
- This writer's new book is than her others. (bad)
- We've moved house. Now, we live from my office than we used to. (far)



a bit, a little, slightly, (not) much, far, (not) a lot

We can use these words with comparative adjectives.

- We use *a bit, a little, slightly, not much* or *not a lot* to describe a small difference:

My brother is **a little** younger than me.

I'm **a bit** older than him.

- We use *much, a lot* or *far* to describe a large difference:

I'm **much** fitter than my brother, but he's **a lot** faster than me.

He's **much** more polite than his cousin.

(not) as ... as

- We use *as + adjective/adverb + as* to say that two things are the same.

Hannah is **as tall as** Jess.

Today is **as warm as** yesterday.

- We use *not as + adjective/adverb + as* to say that one thing is less than another.

My brother **isn't as fit as** me. = I am fitter than my brother.

I'm **not as fast as** my brother. = My brother is faster than me.

PRACTICE

- 3 Rewrite the sentences so that they mean the same thing as the original sentence. Use the words in brackets.

1 Roman is taller than Josh.

Josh (not as)

2 My old phone was cheap. My new phone is very expensive.

My new phone (much)

3 Burgers aren't as healthy as fruit.

Fruit is (a lot)

4 Spain is a big country in Europe. It's 505,370 km². France is a little bigger, at 643,801 km².

Spain is (a bit)

5 The old shopping centre was good, but the new one is much nicer.

The new shopping centre is (far)

GRADABLE AND NON-GRADABLE ADJECTIVES

- Most adjectives are gradable. This means we can make them stronger or weaker by using words like *very*. We cannot use words like *completely* or *absolutely* with these adjectives.
X I'm **completely** cold.
✓ I'm **very** cold.
✓ Our English exam was **fairly** difficult.
✓ Harry's new car is **quite** big, isn't it?
✓ Ben was **pretty** tired after a long day's work.
- Non-gradable or extreme adjectives are adjectives which we cannot make stronger or weaker by using words like *very*. We can use these words with non-gradable adjectives: *completely, absolutely, totally, really*.
X I'm **very** freezing.
✓ I'm **absolutely** freezing.
✓ Our English exam was **absolutely** impossible.
✓ Harry's new car is **really** enormous, isn't it?
✓ Ben was **totally** exhausted after a long day's work.

PRACTICE

- 1 Match gradable adjectives 1–7 with non-gradable adjectives a–g.

1 bad

a amazed

2 big

b delighted

3 cold

c excellent

4 good

d exhausted

5 pleased

e freezing

6 surprised

f terrible

7 tired

g huge

- 2 Choose the correct options in *italics*.

- 1 My friend was absolutely *pleased* / *delighted* when she heard she'd passed her exam. Her parents were quite *surprised* / *amazed*, too. They thought she might fail.
- 2 The office heating system broke down, so we felt very *cold* / *freezing* all day.
- 3 I was totally *tired* / *exhausted* after running 10 kilometres.
- 4 I had a very *bad* / *terrible* night's sleep. That's why I'm *pretty tired* / *exhausted* now.
- 5 I really enjoyed the film last night. I thought it was absolutely *good* / *excellent*.
- 6 The audience for the concert was absolutely *big* / *huge*. I think there were thousands of people there.



MODAL VERBS: CAN, COULD, MIGHT AND MAY (ABILITY AND POSSIBILITY)

Talking about ability and inability

- We use *can/can't* and *could/couldn't* to talk about ability or inability. They are followed by the infinitive without *to*.
Anna can speak French, but she can't speak Chinese.
Max could walk when he was a year old, but he couldn't talk until he was two.

Can Anna speak French?	Yes, she can .
Can she speak Chinese?	No, she can't .
Could Max walk when he was one?	Yes, he could .
Could he talk when he was one?	No, he couldn't .

Talking about possibility

- We use *might*, *may* and *could* to talk about possibilities in the present or the future.
We use *can* to talk about possibilities in the present but not the future. These modal verbs are followed by the infinitive without *to*.
It might be very hot tomorrow.
We may go swimming this afternoon.
There could be a storm later this evening.
It can snow here in April, but it doesn't often happen.
- To talk about negative possibilities we can use *may not* or *might not*, but not *can not* or *could not*.
Laura is not feeling well, so she may not go to work today.
You have to accept that you might not win the lottery this week.
- The form of these verbs never changes. For example, we cannot say *He cans / They mighted*.
- We can use *May I ... ?* or *Could I ... ?* to ask for permission.
May I sit here?
- We rarely use the short form *mightn't*. We don't use *mayn't*.

PRACTICE

- 1 Complete the sentences with *can*, *can't*, *could*, *couldn't*, *may* or *might*. Sometimes more than one answer is possible.

- I've looked for my phone, but I find it.
- My brother swim when he was four years old.
- I'm not sure what to do tomorrow. I go to Jo's party.
- She isn't looking very well. I think she have flu.
- I play the piano but I don't play very often.
- Kieran drive a car until he was nearly 30.

- 2 Match the sentence beginnings (1–5) with the endings (a–e). Then choose the best modal verb in *italics*.

- | | |
|--|---------------------------|
| 1 I don't know where Luis is.
<i>He may / can</i> | a be one of my friends. |
| 2 I have some free time, so I
<i>can / might</i> | b make you stressed. |
| 3 There's someone at the door. It <i>may / can</i> | c see her. |
| 4 We need to tidy up. Our friends <i>can / could</i> | d still be at university. |
| 5 Working too hard
<i>can / could</i> | e arrive at any minute. |

MODAL VERBS: SHOULD, SHOULDN'T, OUGHT TO, MUST, MUSTN'T, HAVE TO, DON'T HAVE TO (OBLIGATION AND PROHIBITION)

should/shouldn't

- We use *should/shouldn't* to give or ask for advice. *Should/shouldn't* are followed by the infinitive without *to*.
You should join a gym if you want to keep fit.
You shouldn't eat too much chocolate.
What should I do?
- An alternative to *should* is *ought to* + infinitive. This is more formal.

must, have to

- We use *must* and *have to* to express obligation.
You must take your passport with you when you travel abroad.
We have to show our passports when we cross the border.
- We often use *must* to talk about rules or laws which we agree with or believe in.
We must wear a seat belt in the car, even for short journeys.
- We often use *have to* to talk about rules or laws which were made by someone else or which we may not agree with.
My teacher says that I have to finish the homework tonight or I'll be in trouble.

don't have to

- Use *don't have to* or *needn't* (but not *mustn't*) when it's not necessary to do something.
We didn't have to show our passports when we went to Scotland.
We don't need to wear smart clothes to the office.

can/can't

- We can also use *can/can't* to express permission or lack of permission.
You can leave any time you like.
You can't bring animals in here.
Can I use your phone, please?

mustn't

- Use *mustn't* to express prohibition, to say that something is not allowed.
You **mustn't use** your phone in the cinema.
- We can also use *can't* instead of *mustn't*.
You **can't talk** during the exam.
- There is no past tense form of *mustn't*. Use *not allowed to*.
We **weren't allowed to go** into the concert without a ticket.

PRACTICE

- 1 Complete the sentences with *can/can't*, *must* or *mustn't*. Sometimes there may be more than one possible answer.



- 1 We bring a dog in here.



- 2 We pay in cash. We pay by credit card.



- 3 We use wifi here.



- 4 We sit at this table. It's reserved.



- 5 We use our phones here.

- 2 Choose the correct verbs in *italics*.

When my grandfather was young, children (1) *must not / didn't have to* stay at school until the age 18 or even 16. They (2) *could / couldn't* leave when they were 14. My grandfather had no choice. He (3) *had to / didn't have to* go out and earn money for his family. At the end of every week he (4) *could / had to* give his wages to his mother. She gave him a small amount of money which he (5) *had to / could* spend as he liked. When he was 18, he wanted to join the army, but he failed the medical examination so he (6) *had to / couldn't* do military service. This meant he couldn't fight for his country. Instead of being a soldier, he drove an ambulance.

ADJECTIVES WITH -ED AND -ING ENDINGS

Many English adjectives which end in *-ing* or *-ed* are formed from verbs.

verb	adjectives
<i>relax</i>	<i>relaxed/relaxing</i>
<i>surprise</i>	<i>surprised/surprising</i>

- Adjectives which end in *-ed* tell us how a person feels.
*I'm going to bed because I'm **tired**.*
- Adjectives which end in *-ing* describe the effect of something.
*I'm going to bed. I've had a **tiring** day at work.*

PRACTICE

- 1 Choose the correct adjectives in *italics*.
- A:** Did you see that *interested / interesting* programme about the moon on TV last night?
B: No, I'm not really *interested / interesting* in space.
 - A:** You look very *relaxed / relaxing*. Did you have a good holiday?
B: No, it wasn't *relaxed / relaxing* at all! I was ill.
 - A:** What do you find most *annoyed / annoying* about your older brother?
B: Everything he does makes me *annoyed / annoying*.
 - A:** What's happened? You look really *excited / exciting*.
B: Yes, I've just heard that I've won first prize in a competition. It's so *excited / exciting*!

PRESENT PERFECT

We use the present perfect to connect the present with the past.

Positive/Negative forms

I/You/We/They	have/'ve have not / haven't	finished work.
He/She/It	has/'s has not / hasn't	

Question forms and short answers

Have	I/you/we/they	finished work?
Has	he/she/it	
Yes,	I/you/we/they	have.
	he/she/it	has.
No,	I/you/we/they	haven't.
	he/she/it	hasn't.

- The present perfect is formed with the correct form of *have* in the present and the past participle of the main verb. The past participle of regular verbs and some irregular verbs is the same as the past simple. The past participle is underlined in the examples below.

past simple

present perfect

I **finished** work.

I **have finished** work.

He **bought** a sandwich.

He **has bought** a sandwich.

- Some irregular verbs have past participles which are not the same as the past simple form.

past simple

present perfect

She **ate** her lunch.

She **has eaten** her lunch.

She **wrote** a letter.

She **has written** a letter.

We use the present perfect to talk about:

- something which started in the past and is connected with the present:
*Ed **has broken** his leg, so he can't play football this weekend.*
- something which started in the past and is still true:
*Ben and Karen **have lived** in London for seven years.*
- past experiences which refer to an unstated time in the past, often with *ever* and *never*:
*Anna **has been** to Brazil, but she **has never been** to Canada.*
- recent past actions:
***Have you done** your English homework?*

just, already and yet

- just* = very recently, a short time ago:
*I've **just** emailed Marcus and told him the good news.*
- already* = before now, often sooner than expected:
*He's **already** eaten his dinner, so he can go out with his friends.*
- Just* and *already* are placed between *have/has* and the past participle.
- yet* = until now is used in negative sentences and questions to talk about things we plan to do in the future, but which are not done. *Yet* is placed at the end of a sentence:
*I haven't finished my project **yet**.*
*Have you finished your project **yet**?*

PRACTICE

1 Complete the sentences with *already, just* or *yet*.

- I've arrived home. I got here five minutes ago.
- A:** Let's tell our friends the news.
B: I've told them. I told them last week.
- I'm not hungry because I've had lunch. I ate earlier.
- Have you met Benoit ?
- I haven't got dressed because I've just woken up.

since and for

We can use *since* and *for* with the present perfect to talk about a time that started in the past and continues to the present.

- since* is followed by the beginning of a period of time:
*We've lived here **since** December 2017.*
for is followed by a period of time:
*She's lived there **for** six and a half years.*

PRACTICE

2 Complete the sentences with *for* or *since*.

- My father has worked for the same company 20 years.
- Megan has played football she was six years old.
- I haven't eaten anything 7 o'clock this morning.
- Sofia can't still be tired. She's slept 11 hours!
- I've made lots of new friends I've been in this job.

The present perfect or the past simple?

- We use the present perfect to talk about a past experience without saying when it happened.
I've been to the top of the Eiffel Tower.
- To say when something happened, use the past simple.
I went to the top of the Eiffel Tower last summer.
- We use the present perfect to talk about the continuing effect of a past event or action on the present.
There has been an accident on the motorway. Now there are long queues of traffic into the city centre.
- We use the present perfect to talk about the time period up to the present.
I've been to town this morning. (= It is still the morning.)
My brother has written a short story. (= He may write more stories.)
- If the time period is now over, we use the past simple.
I went into town this morning. (= It is now afternoon or evening.)
Prince wrote over 150 songs. (= He died in 2016, so can't write any more.)

PRACTICE

- 3 **Underline and correct the mistakes in the conversation. Some lines are correct.**

- A: Have you heard? My oldest sister's getting married.
B: Who to?
A: A guy called Elliot.
B: Really! How long did she know him?
A: Only six months. Apparently they've met at work.
B: Have you met Elliot already?
A: No, not yet, but my sister's told me a lot about him.
B: When have you seen her?
A: I've seen her last week. She drove me to work one day.

- 4 **Complete the conversations with the past simple or present perfect form of the verbs in brackets. Make any other changes necessary.**

- 1 A: You look terrible. Are you OK?
B: I'm alright. I (go) to bed late last night and I (just wake up).
- 2 A: Where's Chloe?
B: I don't know. Her train (arrive) half an hour ago, but I (not see her yet).
- 3 A: Shall we go and see the new Star Wars film tonight?
B: No, I it. (already see)
A: Really?
B: Yes, I it last week. (see)
- 4 A: What's the most expensive thing that you (ever buy)?
B: My racing bike. It 500 euros. (cost)
A: I as much money as that on anything! (never spend)
- 5 A: gymnastics? (you ever do)
B: Yes, but I karate. (never do)
- 6 A: Where on holiday last year? (go)
B: We to Florida. (go)
A: Really? I've got relatives there, but I them. (never visit)



ADVERBS OF DEGREE

extremely, fairly, quite, rather, really and very

- We can use *extremely*, *really* and *very* to make adjectives and adverbs stronger.

*We've had an **extremely busy** day.*

*I'm going to stay inside today. It's going to be **really hot**.*

*It was so warm, they were walking **very slowly**.*

- We can use *fairly* and *rather* to make adjectives and adverbs weaker (they mean 'not very').

*I think you'll pass the exam **fairly easily**.*

*I'm **rather disappointed** that I failed the exam, but I'm not surprised.*

- Quite* has two opposite meanings: *completely* (with gradable adjectives) and *not very* (with non-gradable adjectives).

*I've been working hard, so I'm **quite tired**. (quite = a bit tired)*

*I'm **quite exhausted** after running a marathon yesterday.*

(quite = completely)



too and enough

We use *too* to say something is more than is needed, wanted or allowed.

- too* + adjective/adverb
*Anna's **too young** to drive.*
*Hurry up! You're walking **too slowly**.*
- too* + adjective/adverb + *for someone* + infinitive
*This exercise is **too difficult for me to do**.*
*They were talking **too quickly for me to understand**.*
- too* + *much* + uncountable noun
*You've made **too much food**.*
- too* + *many* + plural countable noun
*We've got **too many books**. I'm going to give some away.*
- too* + *much/many* + noun + *for someone* + infinitive
*There are **too many books for me to read**.*



We use *enough* to say that there is (or isn't) as much as is needed.

- adjective/adverb + (*not*) *enough* (+ infinitive)
*Anna's **old enough** to drive.*
*We're not running **fast enough to win** the race.*
- adjective/adverb + *enough* + *for someone* + infinitive
*That car isn't **big enough for us all to get in**.*
- enough* + noun
*There are **enough chairs** for everyone to sit down.*

PRACTICE

- 1 Put the words in order to make correct sentences.

1 because / coat / cold / forgotten / had / I / I / my / really / was

.....

2 exam / fairly / her / is / Mia / pass / she / sure / will

.....

3 is / moving / slowly / The / traffic / very

.....

4 Be / busy / careful / cross / extremely / roads / when / you

.....

5 a / difficult / question / rather / That / was

.....

PRACTICE

- 2 Complete the sentences with *enough* or *too* and a word from the box.

big good hours ill money rich

- Jane's staying at home today. She's to go to work.
- I couldn't believe I'd won the lottery. It was to be true.
- Ben's grown so quickly – his shoes aren't for him now.
- I'm really busy. There aren't in the day.
- I wish I had for that car. But I know I'll never be to buy one.

FUTURE FORMS

will

Positive/Negative forms

I/You/He/She/It/We/ They	will/'ll	be late home.
	will not / won't	

Question forms and short answers

Will	I/you/he/she/it/we/ they	be late home?
Yes,	I/you/he/she/it/we/ they	will.
No,	I/you/he/she/it/we/ they	won't.

We use **will** to talk about:

- things we expect to happen or predict will happen:
*More people **will** buy electric cars in the future.*
- things which are not certain:
*It probably **won't** be cold tomorrow.*
- future facts:
*My app says that the sun **will** rise at 5 o'clock tomorrow.*
- quick decisions about what to do next:
*There's someone at the door. **I'll** get it.*
- an offer or a promise:
*Don't worry. **I won't** be late.*

be going to

Positive/Negative forms

I	am/'m am not / 'm not	going to study tonight.
You/We/They	are/'re are not / aren't	
He/She	is/'s is not / isn't	

Question forms and short answers

Am	I	going to study hard?
Are	you/we/they	
Is	he/she	
Yes,	I	am.
	you/we/they	are.
	he/she	is.
No,	I	am/'m not
	you/we/they	aren't.
	he/she	isn't.

We use **going to** to talk about:

- things we predict based on what we can see, or something that we think is certain to happen:
***I'm going to** sneeze.*
- future plans and things we intend to do:
***I'm going to** watch the match on TV.*



Present continuous forms for the future

We use the present continuous to talk about:

- arrangements or plans which have already been made.
***I'm starting** a new course tomorrow.*

Present simple forms for the future

We use the present simple to talk about:

- events in the future that are certain because they are facts.
*The film **starts** at 3.30 pm. Don't be late!*
- fixed or planned events.
*The lesson **ends** at 7.30 this evening.*

PRACTICE

1 Choose the most appropriate option in *italics*.

- We see / We're going to see* the new Spider-Man film tomorrow. I bought the tickets online.
- I don't think *I'll be / I am* late home. The class usually finishes at 6 o'clock.
- I've got an important exam tomorrow, so *I go / I'm going to go* to bed early this evening.
- Our train *leaves / is leaving* at 10.45 am.
- A:** We've run out of bread.
B: OK, *I'll go / I'm going to go* and get some more.

PREPOSITIONS OF MOVEMENT

by

- We use *by* to talk about ways of travelling.
*We went to Holland **by** boat.*
*We go **by** car to the supermarket.*
*I prefer to travel **by** train than **by** air.*
*More goods travel **by** road than **by** rail.*

Note: We say *on foot* (not *by foot*)
*I usually go to work **on** foot.*



in/into, out of

- We use these prepositions to say how we move into or out of something like a car, taxi, etc.
*Ben got **out of** the car.*
*The parents and their two children got **into** the taxi.*



on/onto/off

- We use these prepositions to say how we start or stop using something like a bike, bus, plane or train.
*We got **on (to)** the bus near our home and got **off** at the station.*
*I got **off** my bike and locked it.*



PRACTICE

1 Complete the sentences.

- 1 The floods destroyed the roads so we travelled everywhere foot.
- 2 In some places it is cheaper to travel air than rail.
- 3 We got the plane just before it took off.
- 4 The taxi broke down, so we all got it and walked into town.
- 5 The quickest way to get to France from England is to go train.
- 6 We got the car when it started raining, so we didn't get wet.

CONDITIONAL SENTENCES

We use conditional sentences to talk about possible situations and their results. Conditional sentences usually have a conditional (*if*) clause and a main clause (*usually a result*).

possible situation or action (conditional clause)	main clause / result
<i>If I see Matt,</i>	<i>I'll tell him to call you.</i>

There are three types of conditional sentences which can refer to the present or the future.

- We use the zero conditional about things which are true.

conditional clause: <i>if</i> + present verb	main clause / result clause: present simple verb
<i>If the sun is too hot,</i>	<i>it burns you.</i>

- We use the first conditional to talk about likely situations.

conditional clause: <i>if</i> + present simple	main clause / result: <i>will</i> * + infinitive
<i>If we go by bus,</i>	<i>we'll get there on time.</i>

*We can also use modal verbs with future meaning (*shall, can, might* etc.) in first conditional sentences.

If we collect enough money, we can buy our colleague a present.

- We use the second conditional to talk about unlikely situations. We can also use it to talk about the present or future.

conditional clause: <i>if</i> + past simple	main clause / result: <i>would</i> * + infinitive
<i>If I had a lot of money,</i>	<i>I'd buy a new smartphone.</i>

*We can also use other modal verbs (*should, might, could*).

If I knew how to snowboard, I could enter the competition.

- We can use *were* instead of *was* in the conditional clause.
If I were/was you, I'd look for a new hobby.

Note: Conditional (*if*) clauses can come before or after the main clause. When the conditional clause comes before the main clause, it is followed by a comma.

PRACTICE

- 1 Match the sentence beginnings (1–8) with the correct endings (a–h) to make zero, first and second conditional sentences.

- | | |
|--------------------------------|-----------------------------|
| 1 If I have time, | a you get green. |
| 2 If I had more time, | b she refuses to speak. |
| 3 If you mix blue and yellow, | c if she knew the truth. |
| 4 You wouldn't be hungry | d I'll phone you. |
| 5 She would be really angry | e I'll throw it in the bin. |
| 6 If he phones her, | f I'd buy a new computer. |
| 7 If my computer breaks again, | g I'd cycle to work. |
| 8 If I had enough money, | h if you ate more. |

- 2 Make second conditional sentences.

- I'd like to do the high jump but I'm not very tall.
If *I were/was taller, I'd do the high jump.*
- She can't study in Canada because she doesn't speak English.
If
- I haven't got enough free time to learn to play a musical instrument.
If
- I'd like to buy a laptop, but I haven't got enough money.
If

CONJUNCTIONS: WHEN, IF, UNLESS + PRESENT, FUTURE

when

- Use *when* to talk about things that happen at a particular time in the future:
When I get home this evening, I'll have a shower.

if

- Use *if* for things that may or may not happen, or to say what happens if something else happens:
If I finish work early, I'll go swimming.

unless

- unless* means the same as 'if not'.
Unless I get home early, I won't go swimming.
(= If I do not get home early, I won't go swimming.)

PRACTICE

- 3 Complete these sentences with *if, when* or *unless*.

- you take me to the station, I'll have to walk there.
- We'll fail the exam we revise.
- we hurry, we'll get there in time.
- Let's watch the late film you are not too tired to watch anything.
- In the UK, you can't drive you're over 16.
- I'm sad, I usually talk to my friends.
- you're not feeling better tomorrow, you should go to the doctor.
- I'll watch some TV I get home tonight.

DEFINING AND NON-DEFINING RELATIVE CLAUSES WITH WHICH, THAT, WHO, WHOSE, WHEN, WHERE

Relative clauses are used to link different pieces of information in one sentence.

The film Titanic, **which made Leonardo DiCaprio famous**, was made in 1997.

We use relative clauses to avoid short, simple sentences like these ones.

The film Titanic was made in 1997. It made Leonardo DiCaprio famous.

Defining relative clauses

- These clauses give us essential information which tells us exactly which person or thing we are referring to.

The actor **who plays Luke Skywalker** is Mark Hamill.

- Without the information in the relative clause, we would not know which actor we are talking about.

~~X~~ The actor is Mark Hamill.

Non-defining relative clauses

- These clauses give us extra non-essential information. The sentence still makes sense without this relative clause.

The first Star Wars film, **which was directed by George Lucas**, came out in 1977.

✓ The first Star Wars film came out in 1977.

Relative pronouns

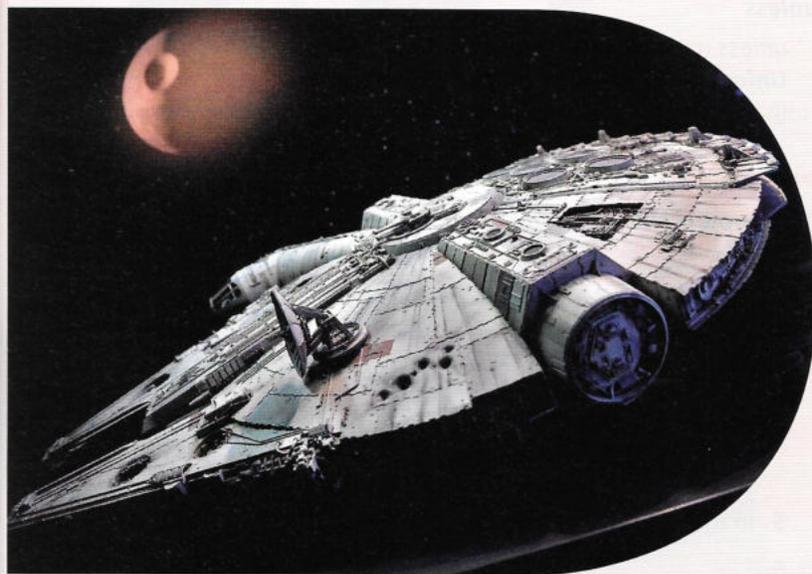
Use these relative pronouns to introduce relative clauses:

- *who* refers to people
- *which* refers to things
- *that* can refer to people or things
- *whose* refers to possession or relationships:
The student **whose** brother was on TV is at my university.
- *where* refers to places:
The village **where** I live is on the outskirts of the city.
- *when* refers to times:
The time **when** I was my happiest was my years at school.
- *why* refers to reasons or explanations:
The reason **why** I got up so early is that I couldn't sleep.

defining clauses	non-defining clauses
<ul style="list-style-type: none"> • Do not have commas. 	<ul style="list-style-type: none"> • Have commas – they are like pauses in spoken English.
<ul style="list-style-type: none"> • Use these relative pronouns <i>who, which, whose, where, when, why, that</i>. 	<ul style="list-style-type: none"> • Use these relative pronouns: <i>who, which, whose, where, when, why</i>.
<ul style="list-style-type: none"> • <i>that</i> can be used instead of <i>who</i> or <i>which</i>. 	<ul style="list-style-type: none"> • Don't use <i>that</i>.
<ul style="list-style-type: none"> • <i>who, which</i> or <i>that</i> can be left out if they are the object of the clause. 	<ul style="list-style-type: none"> • Relative pronouns cannot be left out.

PRACTICE

- Complete the sentences with a relative pronoun. Sometimes there may be more than one possible answer.
 - 1 Ben's the person bike was stolen last week.
 - 2 That's the dog tried to bite me.
 - 3 She doesn't like people are unfriendly.
 - 4 That's the house they want to live in.
 - 5 Where are the keys were on the kitchen table?
 - 6 We're moving to a quiet place we can't hear the traffic.
 - 7 The company David works for makes computers.
 - 8 I read a lot of books I was ill at home.
- Tick (✓) the sentences in Exercise 1 where it is possible to leave out the relative pronoun.



3 Rewrite these sentences into one sentence using relative clauses.

- The music was by Mozart. Gisela was playing the music last night.
The music which
- The violin was not hers. Gisela was playing the violin in the concert.
The violin that
- James is also a musician. Gisela borrowed James's violin. James,
- We've just listened to Gisela's latest recording. Gisela's recording is number 1 in the classical charts.
We've just listened
- Gisela's mother is very proud of her. Gisela's mother was in the audience tonight.
Gisela's mother,
- Tomorrow, Gisela is going back to Vienna. Gisela plays in an orchestra in Vienna.
Tomorrow, Gisela is



PAST PERFECT

Positive/Negative forms

I/You/He/She/It/We/ They	had/'d	finished work by 5 o'clock.
	had not / hadn't	

Question forms and short answers

Had	I/you/he/she/it/we/ they	finished work by 5 o'clock?
Yes,	I/you/he/she/it/we/ they	had.
No,	I/you/he/she/it/we/ they	hadn't.

We use the past perfect to:

- make clear the order of past events. The past perfect describes something that happened before an action/event in the past.
*My flatmates **had left** when I arrived home. (= My flatmates were not there when I arrived home.)*
- say what was completed before a specific past time.
*By 9 o'clock, I'd **phoned** three people and **had sent** five emails.*
- explain past events or situations or give background information.
*He'd **drunk** nothing all day, so he was really thirsty. I'd **got up** at 5 o'clock, so by midday I was very tired.*
- talk about situations that have changed.
*I'd **planned** to finish writing my essay this morning, but I've got a terrible headache.*

PRACTICE

- Complete the sentences with the past simple or past perfect form of the verbs in brackets.
 - It (rain) all night and, although it (stop), the ground (be) still very wet.
 - We (plan) to have a picnic, but then it started raining, so we (have to) think of something else to do.
 - It (be) sunny every day for two weeks, but then it (start) to snow.
 - We (can not) go for a walk in the forest because the snow and ice (make) the paths too dangerous.
 - Yesterday, we (go) to the cinema because there was a new film that none of us (see).

COMMANDS AND INSTRUCTIONS

We use the imperative form for giving commands.

Stand up!

The imperative form of verbs is the same as the infinitive without *to*. Imperative forms have no subject.

✓ **Wake up!**

X *You wake up!*

✓ **Do not use your mobile phone.**

X *You do not use your mobile phone.*

We can also use the imperative form for giving:

- instructions, for example in recipes:

Boil for 10 minutes.

- advice:

Put on a warm coat.

- encouragement:

Keep trying.

- warnings:

Be careful.

PRACTICE

- 1 Complete the meaning of the signs using the imperative form of verbs in the box.

be drink eat turn use



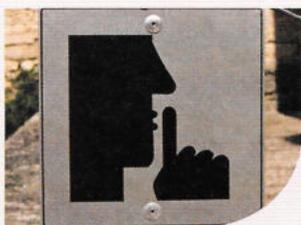
1 or
..... here.



2 left.



3 cameras here.



4 quiet.

HAVE SOMETHING DONE

- Use *have something done* to talk about things we ask other people to do for us, things that we do not want to, or cannot do ourselves.

*I'm **having my teeth checked** tomorrow.*

- We can also use *get something done*. It has the same meaning but is more informal:

*I'm **getting my hair cut** tomorrow.*

- Notice the order of words: *have + object + past participle*. A different word order changes the meaning.

*She **has her hair cut**.* (= Someone does it for her.)

*She **has cut her hair**.* (=She did it herself recently.)

- Use *have something done* in any tense.

*I **(don't) have my hair cut** every week.*

*We're **(not) having our flat decorated**.*

*We **had (didn't have) our computer repaired** yesterday.*

*We'll **have our car washed** tomorrow.*

PRACTICE

- 1 Put the words in order to make correct sentences.

1 you / your / had / cut / have / hair / ?

Have

2 bedroom / have / painted / I / might / my / blue

I

3 fixed / had / Michael / yet / bike / his / has / ?

Has

4 get / teeth / I / every / my / months / polished / six

I

5 checked / your / have / computer / viruses / should / you / for

You

- 2 Make sentences with *have something done* using the words given and the tense in brackets.

1 he – hair cut – beard shave off (present perfect simple)

.....

2 she – car – wash – yesterday (past simple)

.....

3 he – shoes – clean (present perfect simple)

.....

4 they – house – paint (present continuous)

.....

5 he – tooth – take out – this morning (past simple)

.....

6 she – eyes – test – tomorrow (*will*)

.....

THE PASSIVE: PRESENT SIMPLE AND PAST SIMPLE

We form the passive by using the correct form of *be* followed by the past participle.

active	passive
We feed our cat twice a day.	Our cat is fed twice a day.
They built our school in 2012.	Our school was built in 2012.

We use passive verbs rather than active verbs when:

- we are more interested in who or what is affected by the action of the verb than who or what does the action:
*My car **was made** in France.* (The focus is on *my car* rather than the workers or the company that made it.)
*We **were given** a lot of essays to do in the holidays.* (Here, we are the focus, not the essays or the lecturers who gave the essays.)
- we don't know who did the action:
*My bike **was stolen** yesterday.* (I don't know who stole it.)
- when who or what did something is obvious:
*The driver of the car **was arrested**.* (We know that the police arrest people so we don't need to mention them.)

To say who or what did the action we can add a *by* phrase.

*This opera **was composed by** Mozart.* (Mozart is the person who did the action.)

PRACTICE

1 Complete the sentences with the passive form of the verbs in brackets. Use the present simple or the past simple.

- 1 Last year's final, which (play) in the new stadium, (watch) by over 2 million people.
- 2 In the past most children walked to school, but now many (take) by their parents. Most of them (drive) by car.
- 3 I've just finished reading a science fiction novel that (write) in 1980. Many of the things that (predict) by the author have come true.

2 Change the active sentences into passive ones. Mention who did the action, if necessary.

- 1 A vet sees our cat twice a year.
.....
- 2 The police closed the roads because of the storm.
.....
- 3 A famous author wrote the book.
.....
- 4 They play cricket in Australia.
.....
- 5 My father taught me how to sing.
.....

COMPARATIVE AND SUPERLATIVE ADVERBS

	comparative	superlative
For adverbs with two or more syllables (e.g. <i>carefully</i>)	add <i>more</i> more carefully	add <i>most</i> the most carefully
For adverbs with one syllable (e.g. <i>fast, late</i>)	add <i>-er</i> faster later	add <i>-est</i> the fastest the latest
Irregular adverbs: <i>well, badly</i>	better worse	the best the worst

- We often use *than* with comparative adverbs.
- Although *early* has two syllables, the comparative and superlative forms are *earlier* and *the earliest*.
- Use comparative adverbs to say how things are done or happen at different times.
*Today it's raining **more heavily** than it did yesterday.*
- Use superlative adverbs to say how things are done by someone or something else.
*Everyone in my class works hard, but Jon works **the hardest**.*

PRACTICE

1 Complete the sentences with the comparative or superlative form of the adverbs in brackets.

- 1 I can't read it. Please write (clearly).
- 2 Our team played (well) in our group.
- 3 Cars can travel much (fast) than bicycles.
- 4 My brother works (hard) than I do.
- 5 If you revised (serious), you would do (well) in your exam.
- 6 I run (quickly) of all my friends.

2 Underline the mistakes in the sentences and correct them.

- 1 Jan dances most beautifully than Lucy.
.....
- 2 We all write well, but Jon writes the better of all.
.....
- 3 Peter waited the more patiently to see the doctor.
.....
- 4 You need to work more hardly, especially at exam time.
.....
- 5 You must go to bed more earlier than you did last night.
.....
- 6 My sister runs more faster than me.
.....

REPORTED SPEECH

Direct speech is what we call the words people actually say when they speak.

In the example below, the direct speech is underlined.
He said, 'I haven't seen you for a long time.'

Indirect or reported speech is how we report (tell) what another person says.

He said he hadn't seen me for a long time.

- Verb tenses often change when we report what people said.

direct speech	reported speech
present simple 'I go to university in the city centre.'	→ past simple She said she went to university in the city centre.
present continuous 'I'm waiting for a bus.'	→ past continuous He said he was waiting for a bus.
present perfect 'I have already had lunch.'	→ past perfect He said he had already had lunch.
past simple 'I enjoyed my dinner.'	→ past perfect She said she had enjoyed her dinner.
will future 'I'll call you later.'	→ would She said she would call me later.
can 'I can speak four languages.'	→ could She said she could speak four languages.

We also need to make other changes when we report what people said.

- Subject and object pronouns:
*'I have already told **you.**' → She said she had already told **me.***
*'**We** live in Paris.' → They said they lived in Paris.*
- Possessive adjectives:
*'I've mended **my** bike.' → He said he'd mended **his** bike.*
*'**We** love **our** flat.' → They said they loved **their** flat.*
- Time references:
*'We're going on holiday **tomorrow.**' → They said they were going on holiday **the next day.***
- Place references:
*'I want to stay **here.**' → He said he wanted to stay **there.***

Reported commands

- We can use *tell* to report commands. We need to include the object (the person who needs to listen to the command) + infinitive after *tell*.

direct commands	reported commands
'Stop talking!'	Their boss told them to stop talking.
'Don't be late!'	The father told his daughter not to be late.

PRACTICE

1 Write the reported speech as direct speech.

- 1 She said she was living in Moscow.

..... 'I'm living in Moscow'

- 2 I said I was sorry, but I couldn't lend her any more money.

.....

- 3 He says he still feels ill.

.....

- 4 She says she's older than me.

.....

- 5 They said they'd come and see me later.

.....

- 6 Max said he'd left the day before.

.....

- 7 She told him to stop worrying.

.....

2 Write the statements and commands as reported speech.

- 1 'I'm leaving university at the end of next year.'

He said

.....

- 2 'I've got a surprise for you.'

She said

.....

- 3 'Shut the door!'

She told him

.....

- 4 'We've all passed our English exam.'

They said

.....

- 5 'It's my birthday tomorrow.'

He said

.....

- 6 'You're the only person I know who likes classical music.'

She said

.....

- 7 'Don't drink any more coffee!'

He told Max

.....

- 8 'We went to Morocco for our holiday last year.'

They said

.....

REPORTED QUESTIONS

The word order in reported questions is the same as for positive phrases.

positive phrase	direct question	reported question
<i>I was smiling.</i>	<i>'Why are you smiling?'</i>	<i>He asked me why I was smiling.</i>

- We use *ask* when we report questions. We need to make changes to tenses, pronouns, times and places. We don't use question marks.

direct question	reported question
<i>'Why are you smiling?'</i>	<i>He asked me why I was smiling.</i>
<i>'What are you doing tomorrow?'</i>	<i>She asked us what we were doing the next day.</i>
<i>'When do you finish football practice?'</i>	<i>He asked me when I finished football practice.</i>
<i>'Why did you come here?'</i>	<i>She asked me why I had gone there.</i>

- With *yes/no* questions (questions that need either a *yes* or *no* answer), we need to use *if* or *whether* after *ask*.

<i>'Are you feeling OK?'</i>	<i>She asked if/whether I was feeling OK.</i>
<i>'Do you need a break?'</i>	<i>He asked if/whether I needed a break.</i>

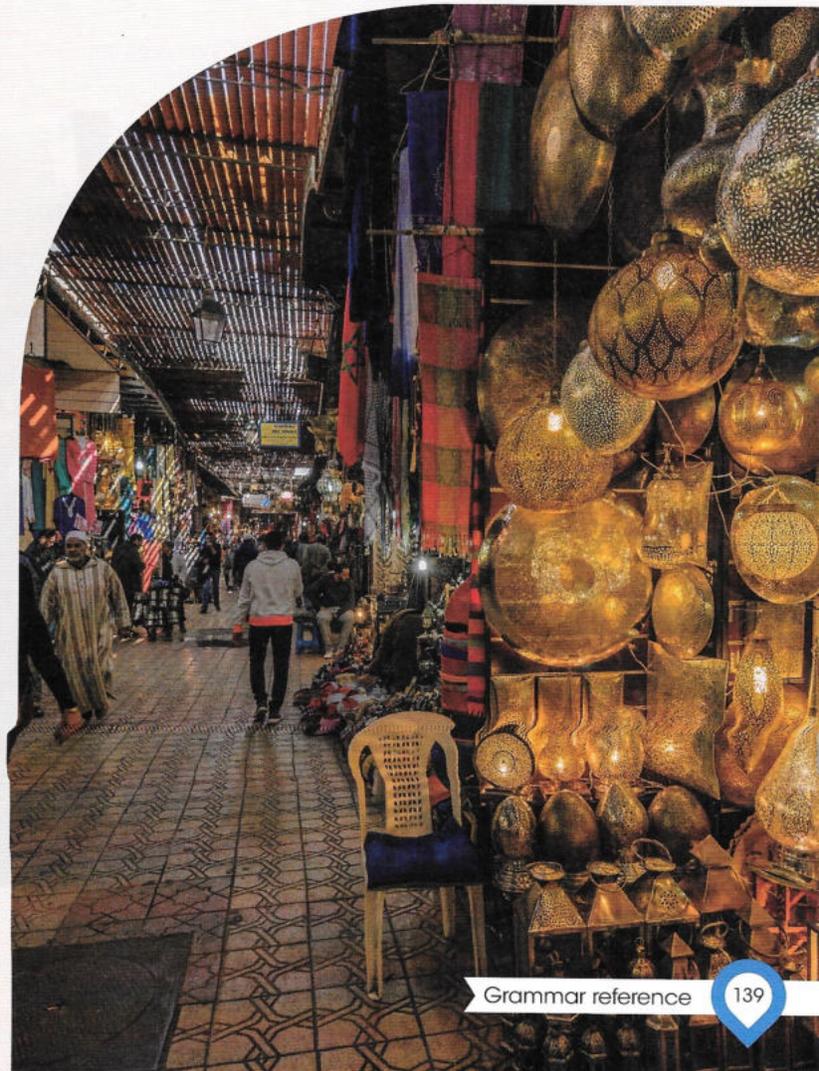
PRACTICE

1 Rewrite the indirect sentences as direct questions.

- They asked me why I went to Morocco on holiday.
..... *'Why did you go to Morocco on holiday?'*
- Helen asked me if I was enjoying my new course.
.....
- Alex asked if anyone had found his keys.
.....
- Sasha wanted to know what we'd done the day before.
.....
- I asked Veronika if she could come to my party that evening.
.....
- We asked a policeman if he could tell us where the station was.
.....
- Jan wanted to know who my favourite actor was.
.....
- I asked my brother if he had tried to phone me.
.....

2 Write the questions as reported questions.

- 'Why are you wearing your best clothes?'
My colleague asked
- 'Where are you going?'
My colleague asked
- 'What are you going to do there?'
My colleague asked
- 'Are you going with anyone?'
My boss asked
- 'Do I know who you're going with?'
My colleague asked
- 'What time will you be back?'
My boss asked
- 'How will you get back?'
My colleague asked
- 'What will you do if you miss the last train?'
My boss asked



INDIRECT QUESTIONS

Indirect questions are a polite way of asking for information. We use expressions like *Could you tell me ...?* or *I was wondering ...* to introduce the question.

direct question	reported question
<i>Are you busy later?</i>	Could you tell me if you're busy later?
<i>Do you know the time?</i>	I was wondering if you know the time.
<i>Where do you work?</i>	I'd like to know where you work.

- The word order in indirect questions is the same as for statements.
'How long **have you lived** here?'
'I would like to know how long **you have lived** here.'
- We do not use the auxiliary verbs *do*, *does* and *did* in indirect questions. However, we sometimes need to change the tense of the verb.
'When **does** the train **leave**?'
✓ *Could you tell me **when the train leaves**?*
X *Could you tell me when does the train leave?*
'When **did** you **get** home?'
✓ *Could you tell me **when you got** home?*
X *Could you tell me when did you get home?*
- If there is no question word (*what*, *when*, etc.), use *if* or *whether*.
'Is the train late?'
'Could you tell me **if** the train is late?'

PRACTICE

1 Write the questions as indirect questions.

1 'Where do you live?'

Could you tell me

2 'Are you doing anything at the weekend?'

I was wondering

3 'What did they do last weekend?'

Can you tell me

4 'What did you think of the film?'

I'd like to know

5 Is my seat number on this ticket?'

Could you tell me



A phrasal verb is a verb with two or three parts. The meaning of the verb is sometimes different from the meaning of its separate parts. Phrasal verbs can combine verbs with prepositions or adverbs.

This section focuses on phrasal verbs related to four topics: **relationships**, **travel**, **communication** and **daily routines**.

RELATIONSHIPS

1 Match the phrasal verbs to the definitions below.

bring (someone) up get on (with)
get together (with) go out (with)
look after split up (with)

- 1 = look after children until they are adults
- 2 = have a friendly relationship with someone
- 3 = meet
- 4 = have a romantic relationship with someone
- 5 = take care of someone
- 6 = end a relationship



2 Choose the correct option in *italics*.

- 1 I *get on* / *get together* with my friends every weekend to play football.
- 2 I *split up* / *get on* with everyone in my family. Everyone's very friendly.
- 3 My grandparents *brought up* / *went out* four children in a very small house.
- 4 I need to *look after* / *bring up* my flatmate's dog when she goes on holiday.
- 5 The band *got together* / *split up* because they didn't enjoy playing together any more.

3 Write a sentence using each of the phrasal verbs.

TRAVEL

1 Match the phrasal verbs to the definitions below.

break down check in get back
set off take off turn up

- 1 = when something (e.g. a car or computer) stops working
- 2 = arrive at an airport as a passenger, or a hotel as a guest
- 3 = return
- 4 = leave on a journey
- 5 = when a plane leaves the ground
- 6 = arrive, come

2 Complete the sentences with the past simple form of the phrasal verbs from the box.

- 1 We for the airport at 7 o'clock in the morning.
- 2 After we had been driving for ten minutes, our car, so my friend called a garage. Five minutes later, a mechanic and fixed the problem.
- 3 When we got to the airport, we parked the car and at the departures desk.
- 4 Half an hour later, our plane and our holiday began!
- 5 When we home a week later, we felt very relaxed.



3 Write a sentence using each of the phrasal verbs.

COMMUNICATION

1 Match the phrasal verbs to the definitions below.

call (someone) back fill (something) in hang up
switch (something) off ring (someone) up

- 1 = return a phone call
- 2 = complete a form
- 3 = end a phone conversation
- 4 = make a phone call
- 5 = turn off something (e.g. a computer)

2 Choose the correct option in *italics*.

My internet stopped working yesterday, so I (1) *switched off / switched it off* and (2) *called back / rang up* a help line. But the line was busy so I (3) *filled in / hung up*. I waited ten minutes and then (4) *rang up / called back*. The person who answered the phone asked me to (5) *ring up / fill in* an online form, and gave me another number to call. In ten minutes, my internet was working again!



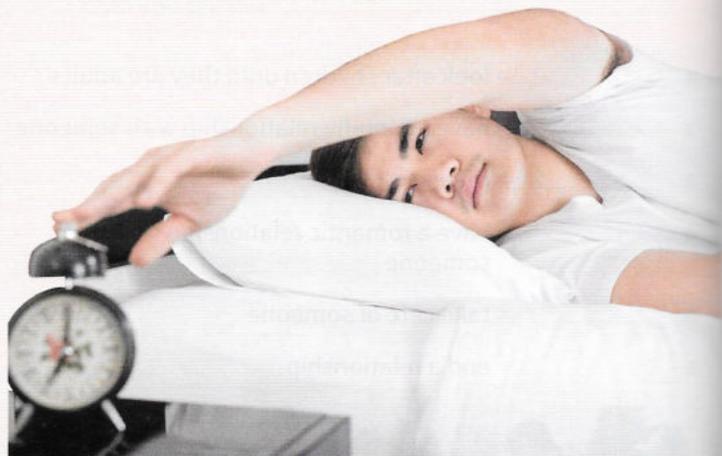
3 Write a sentence using each of the phrasal verbs.

DAILY ROUTINES

1 Match the phrasal verbs to the definitions below.

get up pick (someone) up put (something) on
tidy up wake (someone) up

- 1 = get out of bed
- 2 = collect someone in a car
- 3 = put clothes on your body
- 4 = make a place look clean
- 5 = stop (someone) sleeping



2 Complete the sentences with the correct form of the phrasal verbs from the box. Add any other words you need.

My flatmate and I have very different routines. Every morning, I (1) at 7 o'clock as I need to be at the office at eight and my colleague (2) in her car at 7.30. James works in a restaurant and usually doesn't (3) until 9 o'clock and sometimes doesn't (4) his clothes until midday! He likes the flat to be clean so he always (5) the living room and kitchen before he goes to work.

3 Write a sentence using each of the phrasal verbs.

verb	past simple	past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned

leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spoil	spoilt/spoiled	spoilt/spoiled
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

MAKING YOUR WRITING MORE INTERESTING

To make a sentence more interesting, we can add more details.

1 Look at how the second sentence adds information. Match the new information (1-8) with the descriptions (a-h).

- *I went to Spain.*
¹Last year, I went to Spain, ²which is my favourite country.
- *I like warm weather.*
 I like warm weather, ³but I don't like cold weather.
- *I've got an exam tomorrow.*
 I've got an ⁴important exam tomorrow, ⁵so I have to wake up early.
- *George was happy.*
 George was ⁶really happy ⁷because it was his birthday.
- *I read the letter.*
 I read the letter ⁸slowly and carefully.

- a adding a contrasting idea **3**
- b giving a reason
- c saying when something happened
- d giving the result of an action
- e using a relative clause to give extra information
- f using an adjective to describe something
- g using an adverb to make an adjective stronger
- h using adverbs to describe how something happens

2 Complete the table with the words from the box.

and beautiful because but completely delicious
 easily later that day loudly modern quickly so
 the next day this morning wonderful yesterday

adjectives	adverbs	linking words	time expressions

3 Make the sentences more interesting. Use the words from the box. Can you think of any other words to use?

but early the next morning
 large really suddenly

- 1 It started to rain.
- 2 I called Max, he didn't answer his phone.
- 3 We set out for London

- 4 I ordered a cup of coffee and a
 slice of cake.
- 5 The film was boring!

4 Join the two parts of the sentences with *and*, *but*, *so* or *because*.

- 1 we didn't play tennis – the weather was bad
We didn't play tennis because the weather was bad.

- 2 I was very tired – I went straight to bed

- 2 we all went to the party – everyone had a great time

- 4 Paul wanted to come with us – he couldn't

- 5 we all laughed – it was so funny

WRITING PART 1: AN EMAIL

1 Read the exam task. What information should you include in the email?

Read this email from your English-speaking friend Sam, and the notes you have made.



To:
From: Sam

Hi,

Guess what? Do you remember the sports competition I entered last month? They announced the results yesterday, and I've won two tickets to go and watch an international sports event!

Would you like to come to the event with me? We can choose to go in July or August.

We have to book which sport we want to see in advance. There are football and basketball matches. Which sport do you prefer to watch?

They sell lots of souvenirs at the stadium. What do you think we should buy?

Bye for now,
Sam

Amazing!

Yes — tell Sam when you can make it.

Tell Sam.

Suggest ...

Write your **email** to Sam, using **all** the notes.

MODEL ANSWER

Hi Sam,

Thanks for your email. That's amazing news about the competition! Well done!

Yes, I love sport, so it would be incredible to go to a big sports event with you. I can go with you in July, but I can't go in August because I'm on holiday then.

I'm a big football fan, so I'd love to see an international football match. It would be brilliant to see some of my favourite heroes in action.

Why don't we buy football shirts as souvenirs? We can wear them at the match!

See you soon,

Tom

Use an informal phrase to start the email.

Remember you are replying to Sam's email.

This answers the question about when you can or can't make it, and gives a reason.

This answers the question 'Which sport do you prefer to watch?'

This is a suggestion.

Use an informal phrase at the end.

KEY LANGUAGE AND IDEAS FOR EMAILS

Opening an email:

Hi Hi Tom Hi there Hello

Closing an email:

Love, See you soon, Take care, Bye

Responding to an email:

Thanks for your email. It's good to hear from you.

Responding to good news:

That's amazing news! I'm so happy for you! Wow! How exciting! Well done!

Responding to bad news:

I'm sorry to hear about ...

Making a suggestion:

Why don't you/we ...? You/We could ... If I were you, I'd ... Make sure you ...

Making an offer or promise:

I could ... if you like. Would you like me to ...? I can ... if you want.

Making a request:

Could you ...? Can you ...? Would you mind ... -ing?

Giving good or bad news:

You'll be pleased to hear that ... I'm afraid ... Guess what ...? I'm sorry, but ...

Linking words and phrases:

and but so because also as well

Informal language:

- contractions: I'm you're he's
- informal words and phrases: awesome great keep in touch take care I guess ...
- exclamation marks to show emotion: That's great news! Wow!

2 Match the beginnings and endings of these sentences.

Then decide if each sentence is a suggestion (S), an offer (O), a promise (P) or a request (R).

- | | |
|---------------------|--|
| 1 Could you | a I'd definitely accept the job. |
| 2 If I were you, | b some useful addresses if you want. |
| 3 I can send you | c be there to help on the day. |
| 4 Don't worry, I'll | d let me know what time you're arriving? |

3 Correct the underlined mistakes in the sentences giving good or bad news.

Use the Key language and ideas box to check your answers.

- 1 I afraid I won't be able to come to your party.
- 2 Guess that where I'm going next week?
- 3 I'm sorry, and Dan won't be here when you visit.
- 4 You'll be pleased hear that I've now finished all my exams!

4 Choose the correct linking words in *italics*.

- 1 I finish work at six o'clock, *because / so* I can meet you at 6.30.
- 2 My sister Martha is *also / as well* coming home next weekend.
- 3 I'm not very good at singing, *because / but* I still enjoy it.
- 4 I'm a bit disappointed *because / so* my exam results weren't brilliant.
- 5 I'll find the document *also / and* send it to you in an email.

5 Read the exam task. What information must you include in your email?

To:
From: Logan

Hi,

The weather forecast looks good next weekend, so my flatmates and I are having a barbecue to celebrate the beginning of summer. Would you like to come?

I'd like to invite everyone in our English class. What kind of food do you think our classmates would like to eat at a barbecue?

I'd also like everyone to play a sport after we eat. What sport do you think would be best for our classmates?

See you soon,
Logan

great idea!

Yes — say which day.

Tell Sam.

Suggest ...

6 Before you write your reply to Logan, complete the table with ideas.

<p>Paragraph 1 (respond to the invitation)</p>	
<p>Paragraph 2 (suggest some food)</p>	
<p>Paragraph 3 (explain your idea for a sport)</p>	
<p>Useful phrases I can use</p>	

7 Write your email, using your notes from Exercise 6. Write about 100 words.

8 Check your email and make changes if necessary.

- Have you answered all the questions and included all the necessary information?
- Have you used a suitable phrase to open and close your email?
- Have you tried to make your writing more interesting by adding details?
- Have you used informal language?
- Have you used linking words and phrases?
- Have you counted your words?

WRITING PART 2: AN ARTICLE

KEY LANGUAGE AND IDEAS FOR ARTICLES

Use adjectives for describing people and things:

attractive brave calm cheerful convenient...

Use linking words and phrases:

and but so because although also as well...

Use an introductory sentence for each paragraph:

Paris is a city of variety. A good job should be creative. Photography is a great hobby.

Give your opinion:

I think ... It seems to me that ... I would say that ...

- 2 Choose the best introductory sentence in *italics* for each opening paragraph.

1 *There are many benefits to keeping fit. / I don't really do enough exercise.* Doing regular exercise is good for your heart, and it helps you to lose weight. It can also improve your mood, especially if you are feeling tired or unhappy.

2 *Some older people are not used to the internet. / The internet has changed people's lives in many ways.* People can now go online to do their shopping and book restaurants and holidays. Students also have access to lots of information that was difficult to find before the internet.

3 *Teaching is a very difficult job. / I would like to become a teacher.* Students are not always interested in learning, and teachers have to work hard to encourage their students to study. Also, there are sometimes problems with bad behaviour from students.

- 1 Read the exam task. What should your article be about? What information should it include?

Articles wanted!

My favourite city

What's your favourite city?

What's so special about this city?

What city would you love to travel to in the future?

Tell us what you think!

Write an article answering these questions and we will publish the most interesting ones on our website.

MODEL ANSWER

My favourite city is Paris because it is so lively and interesting. It is also full of surprises.

Paris is a city of variety. It has many beautiful old buildings, but it also feels modern. You can visit expensive designer shops or small, traditional markets. There are hundreds of restaurants which serve French food, or different food from around the world. You can meet all kinds of people, too. There is something for everyone.

I would love to travel to New York in the future because I've seen the city in so many films, and I would love to visit it in real life.

The first paragraph answers the first question and gives a reason

Adjectives make the article more interesting to read.

The second paragraph gives more details and answers the second question in the task.

The third paragraph is about a city the writer would like to go to in the future.

3 Complete the table with the adjectives from the box. Can you add any more adjectives?

amusing delicious freezing frightening old-fashioned peaceful quiet stormy tasty tight

clothes	films	food	countryside	weather

4 Read the exam task. What should your article be about? What should it include?

5 Before you write your article, complete the table with ideas.

Articles wanted!

My perfect job

What makes the perfect job?

Is it being creative, travelling, meeting people, or something else?

How important is it to earn a lot of money?

Tell us what you think!

Write an article answering these questions and we will publish the most interesting articles on our website.

Paragraph 1

(answer the first question)

Paragraph 2

(give more details)

Paragraph 3

(give your opinion about money)

Useful phrases I can use

6 Write your article, using your notes from Exercise 5. Write about 100 words.

7 Check your article and make changes if necessary.

- Have you answered all the questions and included all the necessary information?
- Have you used adjectives to make your article interesting to read?
- Have you expressed a personal opinion?
- Have you used linking words and phrases?
- Have you counted your words?

WRITING PART 2: A STORY

1 Read the exam task. Which is the best way to continue the story (1, 2 or 3)? Why?

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:
I opened the letter from my cousins in Brazil.

- 1 I have three cousins who live in Brazil, and I get on very well with them. They are all very keen on football.
- 2 They said they were coming to visit me, and they were arriving on the 15th - today!
- 3 I think Brazil is a really interesting country, and I would love to go there one day. There are lots of amazing wild animals there.

MODEL ANSWER

I opened the letter from my cousins in Brazil. They said they were coming to visit me, and they were arriving on the 15th - today!

I was really excited. First, I cleaned everything in the flat. Then I went to the supermarket to buy food. After that, I made a cake to make them feel welcome. By evening, I was completely exhausted. I picked up the letter again to check the time of their flight, and that's when I noticed the date. They were arriving on July 15th, but today was June 15th!

We had a wonderful time together in July, and all laughed about the mistake I had made!

The first paragraph gives background to the story.

The second paragraph gives the main events of the story.

Time expressions make the order of events clear.

Adjectives and adverbs make the story more interesting.

The last paragraph ends the story.

KEY LANGUAGE AND IDEAS FOR STORIES

Use past simple verbs for the main events:

I went to a restaurant. I found a letter.

Use past continuous verbs for longer actions in the past:

I was waiting for the bus. The sun was shining.

Use past perfect verbs for background events:

Unfortunately, I had forgotten my purse.

Time expressions:

First then later the next day finally ...

Adjectives to describe people:

friendly kind tall

Adjectives to describe places:

busy quiet modern

Adjectives to describe feelings:

excited angry delighted

Adverbs to describe how someone does something:

quickly slowly carefully

Adverbs to comment on what happened:

luckily fortunately unfortunately

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

Use the **past simple, past continuous or past perfect**.

- 1 I packed my bags and then (call) a taxi to take me to the airport.
- 2 Sara (wait) for me when I got to the restaurant.
- 3 I could finally relax because I (pass) all my exams!
- 4 I found an old key while I (walk) along the beach.
- 5 James was late because he (forget) to set his alarm.
- 6 I opened the door and then quickly (close) it again.

3 Choose the correct time expressions in *italics*.

I was really scared when my car broke down near the forest. (1) *Then / First*, I tried starting the car, but that didn't work. (2) *Finally / Then*, I tried to call a friend, but I had no signal on my phone. (3) *Next / After*, I decided to wait for another car so I could ask for help. (4) *An hour later / Before an hour*, I was still sitting there! Suddenly, I heard the sound of another car. (5) *Finally / After*, someone came to help me and I got home safely.

4 Complete the sentences with adjectives from the box.

curly disappointed entertaining messy
smart spicy

- 1 She introduced me to a tall young man with hair.
- 2 She was wearing a very nice, jacket and skirt.
- 3 He cooked some delicious, food for us.
- 4 The show was fun and very
- 5 The room was and not very clean.
- 6 I was very when she didn't call me.

5 Read the exam task. Before you write your story, complete the table with ideas.

- Your English teacher has asked you to write a story.
- Your story must have this title: *A day at the zoo*.
- Write your **story** in about **100** words.

Paragraph 1 (the background to the story)

Paragraph 2 (the main events)

Paragraph 3 (the ending)

Language I can use

6 Write your story, using your notes from Exercise 5.

7 Check your story and make changes if necessary.

- Does your story have a clear beginning, middle and ending?
- Have you used verbs in the past simple, past continuous and past perfect?
- Have you used time expressions to order the events?
- Have you used adjectives and adverbs to make your story interesting?
- Have you counted your words?

SPEAKING PART 1

1 Listen to Maria answering the questions. Does she use full sentences in her answers?

- 1 What's your name?
- 2 What's your surname?
- 3 Where do you come from?
- 4 Do you work, or are you a student?

2 Listen to Maria answering more questions. Notice how she adds extra information.

- 1 What did you do yesterday evening?
- 2 Do you think that English will be useful to you in the future?
- 3 Tell us about a place you would like to visit in the future.
- 4 Can you describe your house or flat?
- 5 What do you enjoy doing in your free time?

KEY LANGUAGE AND IDEAS FOR PERSONAL QUESTIONS

Use frequency adverbs to talk about habits and routines:

*I usually have breakfast ...
I often watch TV ...*

Use the past simple and time expressions to talk about the past:

*Yesterday I watched ...
Last weekend I visited ...*

Use *be going to* and time expressions to talk about future plans:

Next summer, I'm going to travel to ...

Talk about future hopes:

*I'd like to visit ...
I want to get a job ...
I hope I'll work ...*

Add extra information: *actually and also*

Add contrasting information: *but ...*

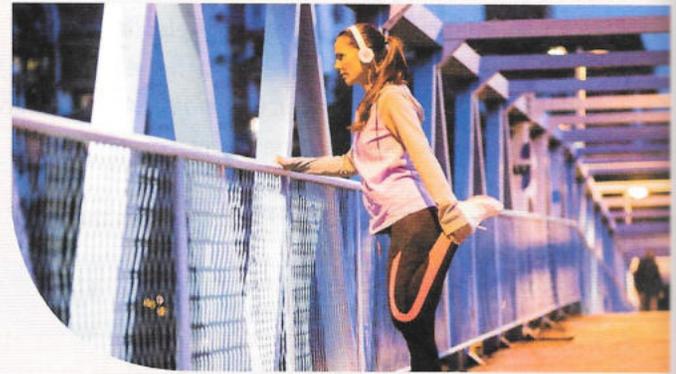
Add reasons and results: *because so That's why ...*

Add examples: *For example, ...
For instance, ...*

3 Complete Maria's answers with the words in the box. Listen again and check.

actually also and because
but for example often so

- 1 I watch films with my friends.
- 2 I hope I'll travel to different countries with my job, I'm sure I will need English.
- 3 I'd love to go to New York one day it looks such an exciting city.
- 4, my uncle lives there.
- 5 The kitchen is very small, the living room is quite big.
- 6, it's got a balcony.
- 7 I'm quite into sport, I do quite a lot of sport in my free time.
- 8, I sometimes go running in the evenings.



4 Complete the table with the time expressions from the box.

always last night last weekend
next weekend sometimes tomorrow
tonight usually when I was younger

present simple	past simple	<i>be going to</i>

5 Match the questions (1–5) with the answers (a–e). Then choose one extra piece of information (f–j) to add to each answer. Listen and check.

- | | |
|--|--|
| 1 Tell us about your English teacher. | a My home town is Barcelona. |
| 2 Would you like to live in a different country? | b His name's Mr Adams. |
| 3 Can you tell us about your home town? | c On Saturday I played football. |
| 4 How do you usually travel to university or work? | d I wouldn't like to go for long. |
| 5 What did you do last weekend? | e I usually catch the bus. |

- f It's on the coast.
 g We usually have a match every Saturday.
 h I'd miss my family and friends at home.
 i He's really funny.
 j I'd prefer to walk.

6 How does the student introduce extra information? Complete the sentences. Listen again and check.

- I like him he always makes our lessons interesting.
- I'd like to visit different countries, the United States or maybe Australia.
- There are lots of beautiful buildings are very famous.
- I'd prefer to walk, it's too far for me.
- We usually have a match every Saturday., we didn't win last week.

7 Practise answering the questions. Use a range of tenses, and add extra information.

- What's your name?
- What's your surname?
- Where do you come from?
- Do you work, or are you a student?

- What did you do yesterday evening?
- Do you think that English will be useful to you in the future?
- Tell us about a place you would like to visit in the future.
- Can you describe your house or flat?

- What do you enjoy doing in your free time?
- Tell us about your English teacher.
- Would you like to live in a different country?
- Can you tell us about your home town?
- How do you usually travel to university or work?
- What did you do last weekend?



SPEAKING PART 2

1 Listen to Pablo describing a photo. What guesses does he make about the people?

KEY LANGUAGE AND IDEAS FOR DESCRIBING A PHOTO

Say what you can see:

The picture shows ... I can see ... There's a ...

There are some ... but you can't see ... She's got ... He has ...

Describe where things are in the picture:

at the front in the background on the left on the right in the middle

behind in front of next to

Use the present continuous:

He's wearing She's running ...

Talk about the people:

tall long/short hair young old

Talk about the place:

indoors outdoors attractive comfortable safe

Talk about the weather:

sunny cloudy wet

When you don't know the word for something:

It's a kind of ... It looks like a ...

Make guesses

He looks like ... He seems to be ... I guess he's probably ...

I think maybe ... It might be ...



- 2 Look at the photo. Choose the correct words in *italics* to describe where the people are.



- 1 There are two young women *at the front / in the background* of the picture.
- 2 There's an old man with a beard on the *right / left*.
- 3 There's a young couple on the *left / right*, further back in the bus.
- 4 You can see someone's legs *behind / next to* the old man, but you can't see their face.
- 5 *In the background / At the front*, you can see a man standing up.

- 3 Look at the photo again. Complete the sentences with the correct present continuous form of the verbs in brackets. Listen and check.

- 1 The picture shows some people who (travel) by bus.
- 2 There are two women at the front of the picture. They (smile).
- 3 One woman (show) the other one something on her phone.
- 4 The older man on the right (look) forwards. Maybe he (think) about where to get off the bus.
- 5 In the background, there's a man (stand) up. I think he (talk) to another passenger.

4 Look at the photo. Complete the sentences with words from the box.



guess looks might probably seem

- 1 I think they're father and son.
- 2 They be watching TV.
- 3 They're eating something from a box. It like pizza.
- 4 They quite relaxed.
- 5 I they're probably having a relaxing evening at home.

5 Look at the photo again. Practise describing it. Then listen and compare your ideas.

6 Practise describing the photos on this page and page 158.





SPEAKING PART 3

- 1 Listen to two students doing the task below. Do they talk about all the options?
Which present do they agree on?

It is your friend's birthday soon, and you would like to buy her a present.

Here are some ideas.

Talk together about the different presents you could buy, and say which would be the most suitable.



KEY LANGUAGE AND IDEAS FOR DISCUSSING OPTIONS

Making suggestions:

What about ... ? What do you think about ... ? Would ... be a good idea?

Responding to suggestions:

That's a great idea. Yes, good idea. I'm not sure.

Giving your opinion:

I think ... In my opinion, ...

Asking someone's opinion:

What do you think? Do you agree?

Agreeing:

That's true. I agree (with you). Yes, I think you're right. OK, so ...

Disagreeing:

I don't agree with you because ... I'm not sure about that because ...

Considering alternatives:

... might be a better choice. What if we ... ?

Reaching agreement:

It's time to decide. Are you OK with that? We'll go for that one, then.

77 **2** Complete the discussion with words from the box. Then listen again and check.

agree go idea OK opinion so sure think

A: What do you (1) about that idea?

B: I'm not (2) It's difficult to choose a book for someone else.

A: I (3) with you. And I don't think flowers are a good idea, because they're a bit boring in my (4)

B: Would a T-shirt be a good (5)? Most people wear T-shirts.

A: Well, I don't really like it when people buy me clothes, because I prefer to choose them myself.

B: OK, (6) not a T-shirt.

B: Maybe we should choose the cinema tickets. Are you (7) with that?

A: Yes, good idea. We'll (8) for that one, then.

3 Match the beginnings and endings of the sentences.

- | | |
|-----------------|-----------------------|
| 1 That's a | a agree with you. |
| 2 Do you | b be a better choice. |
| 3 I don't | c to decide. |
| 4 Flowers might | d great idea. |
| 5 It's time | e you're right. |
| 6 Yes, I think | f agree? |

78 **4** Work in pairs. Do the task below. Then listen and compare your ideas.

Two friends are discussing how their class should celebrate the end of exams. Here are some ideas. Talk together about the different ideas and say which would be the most fun.



SPEAKING PART 4

1 Listen to two students answering the questions. Which things do they do?

- give reasons for their answers
- interrupt each other
- ask for each other's opinions
- disagree with each other
- use an expression to allow time to think about the answer

- 1 Who do you most enjoy buying presents for?
- 2 Which people in your family are the most difficult to choose presents for?
- 3 Do you like receiving money instead of presents?

KEY LANGUAGE AND IDEAS FOR DISCUSSING IDEAS

Talking about likes/dislikes/preferences:

I like/love + -ing I prefer to ... I enjoy ...

Talking about habits:

I sometimes/usually/always ...

Giving your opinion:

I think ... In my opinion, ...

Asking someone's opinion:

What do you think? Do you agree?

Agreeing:

That's true. I agree with you. Yes, I think you're right.

Disagreeing

*I don't agree with you because ...
I'm not sure about that because ...*

Giving yourself time to think:

*That's an interesting question.
That's a difficult question. Let me see.*

2 Choose the correct words in *italics*.

- 1 I enjoy *to buy* / *buying* things for my nephew.
- 2 It *sometimes is* / *is sometimes* nice to receive money.
- 3 I *usually get* / *get usually* money from three or four relatives.
- 4 I prefer *get* / *to get* money from people who don't know me very well.
- 5 I love *get* / *getting* presents.

3 Complete the dialogues with phrases from the box.

Do you agree? That's an interesting question.
That's true. What do you think?

A: I think surprise presents are the best presents.

(1)

B: Yes, I do. I love opening presents when I have no idea what they are!

A: I think money is sometimes the most useful present to get.

B: (2) Because then you can use it to buy something you really need.

A: In my opinion, men are the most difficult people to buy presents for. (3)

B: Yes, I think you're right. I never know what to buy for my dad or my uncle.

A: Do you think that some people spend too much money on presents?

B: Hmm. (4) I think most people spend as much as they can afford.

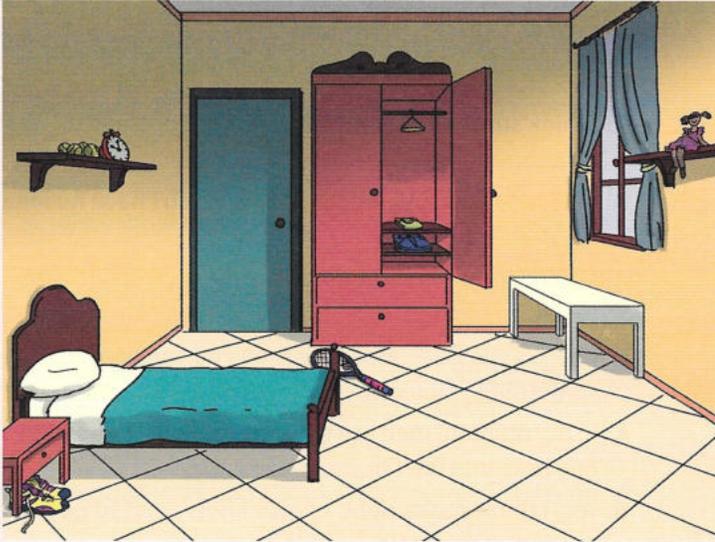
4 Work in pairs. Discuss these questions together.

- 1 Would you like to have more social events with your English class?
- 2 Do you think watching sports events can be more fun than taking part?
- 3 Do you prefer cooking a meal for friends or eating out in a restaurant?

5 Listen and compare your ideas.

Unit 3

Prepositions of place



Unit 4

Comparative and superlative adjectives

- True. The population of Canada is approximately 37 million. The population of Tokyo is 9 million.
- False. The longest country is Chile. It's 4,270km long.
- True. There is about 83 cm of rain every year in Rome. There is about 62 cm of rain every year in Paris.

Unit 8

Writing Part 2

capital letter	<ul style="list-style-type: none"> the first letter of a sentence: <i>Football is very popular in Britain.</i> for countries, nationalities, languages, names of people, places, trademarks, days, months: <i>Portugal, Russian, Lego, Mrs,</i> etc. for titles of books, films, etc.: <i>Star Wars, Shrek</i> for abbreviations: UNICEF, WWF, FIFA
full stop UK/ period US	<ul style="list-style-type: none"> the end of a sentence: <i>I'm going for a walk.</i>
comma	<ul style="list-style-type: none"> between items in a list: <i>I need some peas, butter, sugar and eggs.</i> to show a pause in a long sentence: <i>If I lost my phone, I'd go to the police station.</i> when you want to add information: <i>The woman, who I'd met last week, waved as she went past.</i>
apostrophe	<ul style="list-style-type: none"> for missing letters: <i>don't, I'll, it's</i> for possessives: <i>Paul's bike</i>
hyphen	<ul style="list-style-type: none"> to join two words: <i>good-looking, hard-working</i>

Unit 9

Starting off

Add up the points from your answers.

1	A=0	B=1	C=2
2	A=1	B=0	C=2
3	A=0	B=1	C=2
4	A=2	B=0	C=1
5	A=0	B=2	C=1
6	A=0	B=1	C=2

Your total score =

Your total score = 0-4

You're not keen on exercise, are you? By not getting a minimum 30 minutes of activity a day, you're missing a great way to feel less stressed, sleep better and get more energy. As it's all new to you, start with a little at first. Remember you can do parts of your half-hour at different times, so why not walk to work, clean the house, go for a swim – anything that stops you sitting on the sofa, really. You don't have to run 40 kilometres to improve your fitness.

Your total score = 5-8

You could be fitter. You're quite relaxed and, while taking it easy can be a good idea, it shouldn't take too much extra effort to do the recommended 30 minutes a day, five times a week. You enjoy spending time with your friends, so why not take up an activity together? It can be anything – from a street dance class to basketball. Or if you don't fancy organised classes, go out dancing instead of sitting around doing nothing.

Your total score = 9 or more

Well done! You're fit and active. Half an hour of activity a day is a minimum for you. While keeping active now means you feel great, you can also look forward to a healthy future. You shouldn't have to worry if you stay active. As you enjoy being fit, make sure you do all the activities you can: from hill walks to rock climbing.

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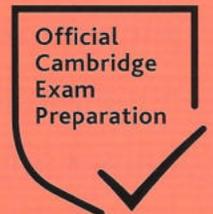
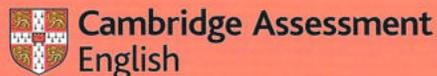
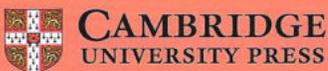
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