



CAMBRIDGE

Vocabulary **for First** **Certificate** **with answers**

Self-study vocabulary practice

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Cambridge Books for Cambridge Exams ●●●

1

Good life plan

Health and fitness, illness and treatment

Health and fitness

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



salt	fat
vitamins	protein
fibre	carbohydrate
sugar	calories

Meal A is high in and low in
 Meal B is high in and low in

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

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

- 1.3** 1a Now listen to a sportsman talking about his lifestyle. As you listen, underline the things above that he mentions.

- 1.4** What would the sportsman say to these statements? True or false?

- | | | |
|----|-------------------------------------|------------|
| 1 | I eat lots of fruit and vegetables. | ...True... |
| 2 | I never drink alcohol. | ..... |
| 3 | I drink a lot of water. | ..... |
| 4 | I've cut down on chocolate. | ..... |
| 5 | I go to the gym regularly. | ..... |
| 6 | I never have to go on a diet. | ..... |
| 7 | I make sure I get plenty of sleep. | ..... |
| 8 | I eat a lot of junk food. | ..... |
| 9 | I've never smoked. | ..... |
| 10 | There's no stress in my life. | ..... |

Vocabulary note

The word **diet** can mean the food and drink normally eaten by an individual or a group of people:

I'm an athlete so I eat a healthy diet.

Rice is the staple diet of many people in India.

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

The doctor put me on a low-salt diet.

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

1.5 Now decide whether the statements in 1.4 are true or false for you. Correct any false statements to make them true for you.

1.6 Complete the paragraph below using the correct form of one of these verbs.

go for cut out join get put on ~~make~~ cut down on

If you want to stay healthy, (1)^{make}..... sure you have a healthy diet. Eat plenty of fruit, vegetables and salad and (2) salt, fat and processed sugar. And if you want to avoid (3) weight, it's probably best to (4) junk food completely, because it contains all those things. And whatever your age, it's important to (5) enough exercise, so think about (6) a gym, or (7) a regular walk or run.

Illness and treatment

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

- | | |
|----------------------------------|----------------------------------------------|
| 1 get a blister? | A you've been working in a very noisy office |
| 2 have a stomach upset? | B you're just recovering from flu |
| 3 be sunburnt? | C you're about to go down with a cold |
| 4 get a splinter in your finger? | D you've eaten some undercooked meat |
| 5 have a headache? | E you've been making some bookshelves |
| 6 feel run down? | F you've just done a long flight |
| 7 have a sore throat? | G you've spent too long lying on the beach |
| 8 be jet-lagged? | H you've been wearing new shoes |

2.2 Choose the correct word.

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


Error warning

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


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

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

1 Good life plan

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

Person	Problem	Where they got help	Treatment
1			
2			
3			

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

1 2 3 4 5

3.2 Which words or expressions gave you the answer? Read the recording scripts for 1c and underline them.

4 **COMMON EXPRESSIONS** There are lots of expressions with *make*. Use one of the nouns below in each sentence.

arrangements changes decision phone call effort mistake speech appointment suggestion

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

5 **PHRASAL VERBS** Read sentences 1–5, then match them to the descriptions A–E.

- 1 I didn't want to play hockey, so I made up a story about twisting my ankle.
 - 2 She didn't visit me when I was in hospital, but she made up for it by buying me some chocolates.
 - 3 Sophie didn't know which ward her brother was on, so she made for the information desk.
 - 4 The nurse spoke so softly that I couldn't make out what she was saying about my medicine.
 - 5 The old operating theatres are no longer used, so the hospital has made them into accommodation for nursing staff.
- A Someone is doing something good to compensate for something they didn't do before.
 - B Someone is heading in a particular direction.
 - C Someone has decided to use something in a different way.
 - D Someone has invented a reason for something which happened to them.
 - E Someone was unable to hear what another person was saying.

Exam practice

USE OF ENGLISH Part 2

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

The Benefits of Physical Activity

The pace (0)^{of} modern life is fast, and most people have busy and demanding lives. So eating (1) balanced diet and doing physical activity can (2) a big difference to overall health. Regular physical activity is good (3) your whole body, from your brains to your bones. Yet many people do not get (4) exercise. The good news is that (5) is easier than you may think to fit physical activity (6) your day because you can do it at (7) time and almost anywhere. No matter (8) your age and stage of life, there are plenty of ways to take exercise.

Your feet were made for walking, so use them (9) you get the chance. Walk around town. Ignore lifts and escalators and build up your leg muscles by climbing stairs. Next, get out and play. Kicking a ball about is fun, and it is also a great way to spend time together (10) a family. Finally, try doing two things (11) once! While you talk on the phone or watch television, stretch, lift weights or (12) household chores.

Exam Tip



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

USE OF ENGLISH Part 4

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

Example

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

MAKE

The staff will have to work hard tomorrow to^{make up for} the time they've lost today.

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

CUTTING

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

2 No one appreciated that what Anna suggested was helpful.

MADE

Anna but no one appreciated it.

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

GOING

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

Exam Tip



Make sure the second sentence includes all the information in the first.

WRITING Part 2: letter

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

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

Write soon, Annie

2

Earth, sea and sky

Geography, climate and weather

Geography

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



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

flowers	forests
orchards	paths
peaks	slopes
streams	valleys

Manali is surrounded by towering snow-capped mountain (1) peaks and thick pine (2) Shallow (3) of clear mountain water flow into the Beas River. Around the town the landscape is breath-taking. The gentle wooded (4) of the hillsides are covered with wild (5) and fertile apple (6) Above Manali, travellers can walk along the winding (7) through the narrow (8) and high mountain passes to the Himalayas.

Match the description to one of the photographs.

1.3 Match the adjectives from the box with their opposites.

low	deep
muddy	straight
wide	steep
cultivated	

shallow	..... <u>deep</u>	narrow	.....	winding	.....
clear	.....	wild	.....	
gentle	.....	high	.....	

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

.....

.....

2.1 Choose the best word to fit each gap in these definitions.

- A ^{river} is bigger than a Both of them are natural but a is manmade. A happens when there is too much water.
- A is bigger than a and in tropical areas is called a When trees are cut down, the wood or is used for furniture, houses etc.
- A is higher than a A has one steep side and is often on the coast. A is a natural hole in the side of a mountain, cliff or hill.
- The is the salty water which covers a large part of the earth's surface. The is very similar in meaning but is used for very large areas of water, e.g. the Pacific. A is completely surrounded by land. When water drops suddenly from a high point to a low point we call it a
- We use for the edges of a river and for the edges of a sea or lake. An area of sand or stones beside the sea or a lake is called a The is where the land meets the sea.
- is on the ground and we grow plants in it. When it is very wet it becomes On the beach or in the desert there is often on the ground. In very dry places there is a lot of blowing in the air.

stream canal
flood river

wood forest
rainforest timber

mountain cliff
hill cave

sea ocean
lake waterfall

banks shores
beach coast

sand soil
dust mud

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

Hi Jackie

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

Love Maria

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



Vocabulary note

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

Climate and weather

3.1  Read these sentences about two different climates. Guess which are about picture A and which are about picture B in 1.1. Write A or B next to each one.

- 1 It is always hot and humid. B
- 2 Summers are mild and wet.
- 3 As it's near the Equator, there is little difference in temperature between the warmest and the coolest months.
- 4 Rain falls nearly every day and there is no dry season.
- 5 In winter the temperature drops to below 0°C.
- 6 In the rainforest, the morning of almost every day begins with a clear blue sky.
- 7 The area is often cut off because of snow.
- 8 By mid-afternoon every day there are sudden hard downpours and thunderstorms are common.
- 9 The heavy snowfall in winter attracts skiers and tourists.
- 10 It can rain heavily in July and August during the monsoon.
- 11 The temperature at night is 20°C–25°C but during the day it rises to above 30°C.
- 12 Skies are often cloudy in the mountains, whether it is summer or winter.

3.2 Check your answers and then put the sentences into two paragraphs to make two separate descriptions, keeping the sentences in the same order as in 3.1. Join some of them with *and* and *but*. Use your notebook.

Picture A: Summers are mild and wet. In winter

3.3  2 Listen to a description of the climate in another country. Which part of the world do you think it is?

3.4 Using 3.1–3.3 to help you, write a description of the climate in your country in your notebook.

4.1 COMMON EXPRESSIONS Each of these sentences is about different weather conditions. Write *rain*, *snow/ice*, *sun* or *wind* next to each one.

- | | |
|------------------------------------------------------------------------|------------------------------------------------------------|
| 1 I nearly fell over because the path was slippery.
<u>snow/ice</u> | 7 My feet were soaked because I trod in a puddle.
..... |
| 2 There was a strong breeze coming off the sea.
..... | 8 They couldn't get home because of the blizzard.
..... |
| 3 The heatwave went on for weeks. | 9 The gale blew the tree down. |
| 4 We got caught in a shower. | 10 It poured all day. |
| 5 They had fine weather for the match. | 11 The ground was covered in frost. |
| 6 The lake was frozen so we went skating. | 12 The hailstones were as big as golfballs. |

4.2 Underline the words which helped you to decide and write them on a word tree – see pages 2–3.

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

breeze <u>breezy</u>	wind	sun
storm	rain	fog
cloud	dust	ice

Exam practice

READING Part 2

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

Exam Tip

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

On a clear day Mount Kilimanjaro is visible from Nairobi. However, when the sun is low and the clouds light, the enormous, snow-capped peak appears to be floating in space. 1

Kilimanjaro is 5895m above sea level and is on the equator. 2 They'll start in tropical temperatures, go through milder weather to high alpine desert and then permanently snow-capped summits.

Despite its tremendous altitude, it is possible to get to the top without any technical climbing ability. With its accessible slopes, abundance of porters and relatively mild climate, the trek to the summit is considered a moderately easy climb in mountaineering circles. 3

The ascent is recognised as one of the great walks of the world by the climbers who complete it. 4 They will take home memories of colourful scenery, stunning natural beauty, warm and friendly locals and a unique sense of isolation. This last impression is reinforced when they realise that until more than 100 years ago, nobody had ever climbed this vast volcano.

Ever since Hans Meyer's first ascent in 1889, more and more people have tackled the mountain. 5 Be aware of the scenic variety, remoteness and popularity of each option, but most importantly, be aware of the degree of difficulty. The ascent is a gruelling but wonderful trek with magnificent views, unmatched in Africa. Whichever route you opt for, to make the most of it walk slowly with your eyes open. Then you'll come home with something far more valuable and important than a summit certificate.

- A Those who do so will be rewarded by what they see.
- B As a result of this, trekkers will go through several different climates in the course of only five or six days.
- C Even so, surprisingly few people make it all the way there.
- D This is the most difficult path to follow.
- E If you'd like to join them, it's essential to select the route that is most appropriate for you.
- F At such times, that kind of beauty appears almost supernatural.

SPEAKING Part 2

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

What can you see in each photograph?

What is different about the two places?

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

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

- 2 Practise speaking for a minute about one of the photographs. Record yourself and then listen. Try to improve what you said.

Exam Tip

(also see speaking checklist on p. 99)
Compare the two photographs but also be ready to give your own opinions.

3

Sound waves

Music, sounds

Music

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

Quiz



- 1 Are you musical? *Yes / No*
- 2 Do you come from a musical family? *Yes / No*
- 3 Can you play a musical instrument? *Yes, I play the / No, I can't*
- 4 Have you ever sung in a choir? *Yes, in the past / Yes, and I still do / No, never*
- 5 Do you ever go to concerts? *Yes, frequently / Yes, occasionally / No, never*
- 6 How often do you listen to music? *As often as I can / Quite often / Hardly ever / Never*

- 1.2** 3a Now listen to a woman talking about music. Mark the answers she would give in a different colour.

- 1.3** 3a Listen to the woman again, and then practise speaking for one minute about yourself, using the questions and answers you gave in 1.1 to help you.

- 2.1** Read the music reviews below. Match the kind of music and the review.

rock pop classical world music

1

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

2

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

3

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

4


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

2.2 Look at the words in bold. Find the correct word(s) or expressions for

- | | |
|--------------------------------------------------------------------------|-------------------------------------------------------|
| 1 a song sung by two people duet | 8 the special way someone does something |
| 2 a combination of voices singing together in tune | 9 familiar songs that everyone likes |
| 3 a collection of songs on a CD | 10 people who like a particular singer or group |
| 4 a person who writes music | 11 the words written for a song |
| 5 a musical group | 12 music that is easy to remember |
| 6 individual songs on a CD | |
| 7 a recording of a song previously done by another singer or group | |

2.3 Look at the reviews again and highlight all the words and expressions that give you a positive impression.**2.4** Use words from 2.1 and 2.2 to complete the following review.

The new (1) **album** from BlueLite is a real treat for all (2) of this lively young Irish rock (3) It features a few (4) that everyone will know, but it also has some great new tracks with meaningful and very moving (5) written by Lizzie Sullivan. The words reflect her own life and experiences. Some of these songs are performed as (6) by Lizzie and Tim O'Reilly. They have already developed their own very (7) and the (8) of the old Beatles hit 'Help' is real magic.

3  3b Listen to four people describing different kinds of music. Which type is each person describing?

jazz folk rock 'n'roll country and western



- 1 2 3 4

4 Complete each definition of the puzzle with an appropriate musical word. If you complete it correctly, the letters circled make another musical word. These pictures may help you

- | | |
|------------------------------------------------------|----------------------------|
| 1 a wind instrument often used to play jazz | <u>s</u> a x (o) p h o n e |
| 2 another word for a band | — () — |
| 3 this musical performance is usually held in a hall | — () — |
| 4 you find the top 20 hits here | — () — |
| 5 a large classical string instrument | — () — |
| 6 a person who writes music | — () — |
| 7 a string instrument popular in rock bands | — () — |
| 8 a musical play in which words are sung | — () — |
| 9 a large instrument with black and white keys | — () — |



Sounds

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

roar crash hiss howl bark grunt splash bang creak hum whistle croak

- | | | | |
|---|-------|----|-------|
| 1 | ..... | 7 | ..... |
| 2 | ..... | 8 | ..... |
| 3 | ..... | 9 | ..... |
| 4 | ..... | 10 | ..... |
| 5 | ..... | 11 | ..... |
| 6 | ..... | 12 | ..... |

Vocabulary note

Many of the words above can be used in a range of different contexts:

*In the dark forest, a wolf **howled** at the moon.*

*The child **howled** when she realised she had lost her favourite toy.*

*As the storm struck, the wind **howled** through the trees.*

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

- | | |
|-----------------------------------------------|----------------------------------------------------|
| 1 I tried to speak to Tim | A the wind was whistling through the sails. |
| 2 As we entered the factory | B and my knees made a strange creaking sound. |
| 3 As Peter fell head first into the lily pond | C and the cork flew out with a loud bang. |
| 4 I had almost lost my voice | D and he barked out his orders to his pupils. |
| 5 I knocked over the enormous vase | E we could hear the hum of machinery. |
| 6 When we walked through the harbour | F the audience hissed its disapproval. |
| 7 My legs were stiff when I stood up | G there was an impressive splash. |
| 8 I opened the bottle | H but he just grunted and wouldn't reply. |
| 9 The PE instructor was very strict | I and when I tried to speak I just croaked. |
| 10 When the villain walked on to the stage | J and there was a deafening crash as it shattered. |

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

whistling creaking ~~barking~~ howl crash hum bang grunted hissed

Something had woken me. I could hear a dog (1) *barking* in the distance and the continuous (2) of the traffic on the motorway. I heard it again. It was the sound of someone (3) softly outside the window, trying to catch my attention. There was a sudden (4) as a ladder hit the wall. I heard the (5) of footsteps on the rungs as someone came up. 'Pst ... Melanie are you awake?' the voice (6) , urgently. 'I am now,' I (7) , grumpily. I knew exactly who it was. Suddenly there was a loud (8) and a (9) of pain as my big brother hit the bushes below.

Vocabulary note

Using sound words is a good way to add interest to a story or description when you're writing.

Exam practice

USE OF ENGLISH Part 2

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

I was awakened (0) *by*..... birds singing. It was half-past four (1) the morning and the first time my sleep (2) ever been disturbed by birdsong. I lay there listening (3) these sounds which both are and are not music. Light came quickly and my room filled with (4) much song that at six I couldn't stay there (5) longer but had to get (6) and go out. Dew was on the big lawn and in the middle of it two green birds (7) long beaks and red stripes on their heads (8) searching for food in the grass. They looked up, but otherwise took (9) notice of me as I passed along the sandy path. Walking softly so (10) not to disturb the birds, I made (11) way towards the shrubberies I had only glanced (12) the day before.

WRITING Part 1: email

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

From: Sam Martinson
Sent: 4th April
Subject: Music Festival

I'm really glad you want to take part in the music festival in July. Could you just give me some more info?

Yes!

The festival lasts for five nights and I'm trying to arrange the programme, so could you tell me something about the kind of music your band plays?

The other thing I'd like to know is whether you'd prefer to play on the first night of the festival or the last.

Say which and why

And where do you and the band want to stay? We're going to camp at the festival, so do you want to do that too?

Reply soon

Sam

No, because ...

Exam Tip

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



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

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




4

Highs and lows

Feelings, adverbs and adjectives

Feelings

1.1  **4a** Listen to a boy called Nick talking about something that happened recently. Answer these questions.

- Who came to watch Nick's team play? Why?
- What happened after the match?
- Who was chosen?


1.2 Do you know the meaning of the adjectives below? Which are positive 😊 and which are negative ☹️? Check in a dictionary if you need to. Draw 😊 above the positive ones and ☹️ above the negative ones.



ashamed confident disappointed embarrassed excited guilty jealous proud relaxed upset

1.3  **4a** Listen again. How do you think Nick felt ...

- after he scored the goal?
- at the end of the day?

1.4  **4b** Now listen to Nick continue his story. Choose three adjectives from the list to describe how he felt at the end of Saturday.

2.1 Read the email below. The underlined adjectives have similar meanings to those in the table below. Write them in the correct column.

<i>amazed</i>	<i>annoyed</i>	<i>depressed</i>	<i>frightened</i>	<i>pleased</i>	<i>worried</i>
				<i>glad</i>	

Hi Helga

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

Love Tina

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

afraid astonished concerned delighted
 miserable furious terrified

Vocabulary note

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

3.1 Look at the people in the picture. Do they feel the same as Tina in Exercise 2? Write down as many adjectives as you can about how they feel.

They look
 They seem



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

3.2 Complete these phrases from Tina's email.

- 1 I was really glad me
- 2 I was relieved something to do
- 3 I'm scared the high rides
- 4 I got cross them
- 5 I forgot to feel anxious it
- 6 I was surprised how much I'd enjoyed it

Vocabulary note

If you are not sure if an adjective is followed by **with**, **about** or **of**, check in a dictionary and write down the whole phrase, not just the adjective.
 Many feelings adjectives can also be followed by **(that) + subject + verb** or **the infinitive (to ...)**:
Maria was sorry that she had missed the party. Maria was pleased to get the invitation.

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

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

Adverbs and adjectives

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

STRONG:	<i>very</i>	LESS STRONG:	<i>quite</i>
----------------	-------------	---------------------	--------------

Add these adverbs to the table.

extremely fairly really terribly

Error warning

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

- 4.2** In spoken English, we often use *a bit* or *so*: *I was so tired*, *I was a bit impatient*. Add *a bit* and *so* to the table.

- 5** **IDIOMS** There are lots of different ways of saying we are happy or sad and many of them are idioms. Are these people happy or sad? Draw ☺ for happy or ☹ for sad.

- I'm **feeling on top of the world** after my holiday. ☺
- She waved goodbye and then she **burst into tears**.
- I've got the job so I'm **thrilled to bits!**
- My sister's **feeling sorry for herself** because she lost her phone and can't afford a new one.
- She's been **walking on air** ever since she met Mark.
- You're **full of the joys of spring** today. Has your team won the championship?

- 6.1** **WORD BUILDING** Choose the correct adjective in each of these sentences and then finish the rules in 6.2.

- I was really *boring* / *bored* on holiday. There was nothing to do.
- Last night's show was really *disappointing* / *disappointed* – we wasted our money.
- We were very *surprising* / *surprised* when we got to the hotel and it was closed.
- Tom was so *exciting* / *excited* when he received your letter with the good news.
- He hated talking in public so he felt very *worrying* / *worried* about giving a speech.
- Sourav gave me a ride on his motorbike. It was absolutely *terrifying* / *terrified*.
- I didn't find the holiday *relaxing* / *relaxed* because my friend wanted us to go out all the time.

- 6.2** Put *-ed* or *-ing* in the sentences below.

Adjectives ending in describe a feeling. Adjectives ending in describe what caused the feeling.

- 6.3** Complete this table.

Noun	<i>fear</i>	<i>amazement</i>	.....	.....	<i>annoyance</i>	.....
Verb	.....	<i>amaze</i>	<i>embarrass</i>	<i>please</i>	.....	<i>excite</i>
Adjective	<i>frightening</i> <i>frightened</i>	.....	<i>embarrassing</i> <i>embarrassed</i>	<i>pleased</i> <i>pleasing</i>	.....	<i>exciting</i> <i>excited</i>
Noun	<i>depression</i>	.....	<i>pride</i>	<i>anxiety</i>	<i>misery</i>	.....
Adjective	.....	<i>angry</i>	.....	.....	.....	<i>jealous</i>

Exam practice

LISTENING Part 1

 4c Listen to the recordings and choose the best answer A, B or C.

- 1 You overhear a woman telling a friend about a conversation she had with her parents.
How did her parents feel about her news?
A furious
B astonished
C pleased
- 2 You hear a man talking about an activity holiday he went on.
How did he feel at the end of it?
A annoyed
B relieved
C upset

 Listen again.

Exam Tip

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

USE OF ENGLISH Part 3

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

Jealousy is a (0)^{confusing}..... emotion and it can make people behave in totally (1) ways. It can of course have a wide (2) of causes and some people feel jealous more easily than others.

It could be that you are (3) that your team didn't win the (4) and you can't bear to watch the other team receive the cup. The acceptable response is to offer them your (5) and not to show your jealous feelings.

Jealousy may also have its origins in other more (6) circumstances such as a friend getting a job you wanted yourself.

You should not show your (7) as this can make you look (8) small-minded. If you do express your views, it will be (9) for the other person, who can't do anything about their success, and you may even lose a friend unless you (10) immediately.

Exam Tip

Sometimes you have to make a word negative.

CONFUSE
EXPECT
VARY

DISAPPOINT
CHAMPION
CONGRATULATE

PERSON

ANNOY
REAL
EMBARRASS
APOLOGY

WRITING Part 2: story

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

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

Write 120–180 words.

Exam Tip

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

5 Looking back

The past, time


The past

1 When did these events happen? Match each event (1–8) with an appropriate time expression (A–H).


- | | |
|---------------------------------------------------|----------------------------------------|
| 1 The Beatles pop group played together | A millions of years ago. |
| 2 Vaccinations were not invented | B in the 1940s. |
| 3 Humans started painting pictures in caves | C from 1960 to 1970. |
| 4 Dinosaurs lived on earth | D in 1961. |
| 5 The first helicopter was flown | E about 30,000 years ago. |
| 6 The Great Wall of China was built | F until the eighteenth century. |
| 7 Nelson Mandela became president of South Africa | G more than 2000 years ago. |
| 8 The first man went into space | H towards the end of the 20th century. |

2.1 Look at the two photos below. Where do you think they are?



2.2  5a Now listen to a student talking about the two photographs. Complete the gaps with his answers.

- 1 In the first picture there's a very *old wall* and in the second there are some *cave paintings*
- 2 The are older than the
- 3 The wall was built about
- 4 The paintings were done
- 5 The wall is in and the paintings are in

2.3  5b Now listen to the student talking about these questions and note his answers.

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

When was it made?

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

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

Prehistoric Britain

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

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


Error warning

History means all the events that happened in the past:

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

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

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

3.2 WORD BUILDING  Complete the different parts of speech. (Sometimes there are two nouns.)

Noun	<i>history</i>	<i>prehistory</i>	<i>archaeology</i>	<i>evidence</i>
Noun (person)	<i>historian</i>	_____		_____
Adjective	<i>historical</i>			
Verb	<i>populate</i>	<i>civilise</i>	<i>invade</i>	<i>reside</i>
Noun	<i>population</i>			
Noun (person)	_____			
Verb	<i>inhabit</i>	<i>descend</i>	<i>believe</i>	<i>survive</i>
Noun	_____			
Noun (person)				
Noun	<i>discovery</i>	<i>abolition</i>	<i>cause</i>	
Verb	<i>discover</i>			
Noun	<i>invention</i>	<i>colonisation</i>	<i>introduction</i>	
Verb				

Error warning

Historic means important (or likely to be important) in the past: *a historic building, a historic event/day.*

Historical means connected with the study or representation of things in the past: *a historical novel, historical documents*

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

Time

4.1 Choose the correct answer.

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

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

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

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

- A The party started at eight, and we arrived **on time**.

B We arrived at the party **in time** to see Diana cut her birthday cake.
- A I **have a lot of time for** Anna because she's always so pleasant and helpful.

B I **have no time for** Lisa – she's always rude and negative about everything.
- A I spent three hours walking around the gallery and **the time flew!**

B I spent several hours at the airport **just killing time**.

6.1 Choose the correct answer to each question.

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

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



Vocabulary note

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

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

The verb **pass** means that time has gone by: *Several weeks have passed since I saw my sister.*

If something **takes** time, you need that amount of time to do it: *It may take us several weeks to get back.*

6.2 Now answer each question for yourself.

Exam practice

USE OF ENGLISH Part 1

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

THE FIRST PEOPLE

From the arrival of the first modern humans to the beginning of recorded history is a (0)..... of about 100 centuries, or 400 generations. We know very little about what (1)..... at this time because these (2)..... people left no written records of themselves. What we know about them comes from the (3)..... archaeologists have found at different (4)..... .

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

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

- | | | | |
|----------------|--------------|----------------|-------------|
| 0 A spell | B term | C period | D stretch |
| 1 A went on | B passed out | C went through | D passed by |
| 2 A elderly | B ancient | C antique | D old |
| 3 A marks | B proof | C evidence | D signs |
| 4 A sites | B positions | C settings | D grounds |
| 5 A families | B dynasties | C tribes | D classes |
| 6 A contest | B fight | C battle | D conflict |
| 7 A did | B had | C made | D kept |
| 8 A try | B prove | C test | D check |
| 9 A belong | B exist | C begin | D date |
| 10 A ago | B previously | C since | D earlier |
| 11 A grew | B increased | C added | D raised |
| 12 A residents | B citizens | C inhabitants | D tenants |

Exam Tip



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

WRITING Part 2: article

You have seen this announcement in an international student magazine. Write 120–180 words.

Articles wanted!

FAMOUS BUILDINGS

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

Exam Tip

(also see writing checklist on p. 100)

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



Test One (Units 1-5)

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

- 1 She burst into when she opened the letter.
A crying B sadness C misery D tears
- 2 Don't stand too near the edge of the because you might fall.
A peak B valley C cliff D hill
- 3 I felt extremely when I couldn't remember my neighbour's name.
A embarrassed B embarrassment C embarrass D embarrassing
- 4 I prefer string instruments so the is my favourite.
A flute B saxophone C cello D drum
- 5 My dad was with me when I told him I'd lost the camera he bought me.
A scared B guilty C worried D furious
- 6 Rio de Janeiro was the capital of Brazil 1822 to 1960.
A until B in C on D from
- 7 We were too far away to make what the sign said.
A for B into C out D up
- 8 We got off our bikes because the hill was too to cycle up.
A high B steep C straight D tall
- 9 Mickey couldn't stand up so two men carried him off the football pitch on a
A trolley B surgery C ambulance D stretcher
- 10 We were a surprised when we realised the hotel didn't serve food.
A quite B bit C so D fairly
- 11 I've down on salt and fat in my diet because they're not good for me.
A cut B put C got D gone
- 12 We had a perfect view from the aeroplane because the skies were
A empty B cloudy C open D clear
- 13 The ball we were playing with landed in the water with a huge
A crash B splash C bang D howl
- 14 The path was very because of the wet weather.
A stony B muddy C sandy D dusty

- 15 I haven't done any sport this week because I'm feeling a bit off
A shape **B** colour **C** fitness **D** sorts
- 16 The crowd as the team came onto the pitch.
A roared **B** grunted **C** hummed **D** barked
- 17 There is that people lived in eastern North America at least 50,000 years ago.
A belief **B** evidence **C** opinion **D** fact
- 18 I'm really of my son who won first prize in the art competition.
A pleased **B** proud **C** delighted **D** happy
- 19 I put on lots of extra when I stopped walking to work.
A weight **B** strength **C** energy **D** exercise
- 20 The last track on this is the best one.
A solo **B** duet **C** album **D** single
- 21 I was trying to be very quiet but the door as I opened it.
A hissed **B** creaked **C** whistled **D** croaked
- 22 People can by eating berries and fruit.
A survive **B** descend **C** inhabit **D** civilise
- 23 There has been a decrease in the of Italy during the last five years.
A residents **B** people **C** population **D** community
- 24 I took the which the doctor gave me to the pharmacy and got some medicine.
A thermometer **B** recipe **C** vaccination **D** prescription
- 25 I two hours on the internet last night looking for a cheap holiday before I eventually found something.
A passed **B** spent **C** took **D** lasted
- 26 Paula couldn't help feeling before her driving test, as she really wanted to pass.
A anxious **B** disappointed **C** ashamed **D** relieved
- 27 The of the singer's latest song are about her childhood.
A lyrics **B** instruments **C** tunes **D** harmonies
- 28 The rain was so we were soaked after a few minutes.
A long **B** strong **C** deep **D** heavy
- 29 There are lots of mountain which flow into the River Colorado.
A streams **B** floods **C** lakes **D** canal
- 30 I've always enjoyed reading novels because they bring the past to life.
A ancient **B** antique **C** historical **D** historic

6

Getting the message across

Advertising, computers, telephoning

Advertising

1 Match these different ways of advertising (1–5) with their dictionary definitions (A–E). Which one can be either written or spoken?

- 1 catalogue 2 commercial break 3 mailshot 4 poster 5 slogan

A *noun* a short, easily remembered phrase used to advertise an idea or product.

C *noun* a large printed picture, photograph or notice which you stick or pin to a wall or board.

E *noun* a short period of advertisements between TV or radio programmes.

B *noun* a list, usually in the form of a book, of things you can buy, often by mail order.

D *noun* the posting of material to a lot of people at one time.

2.1 Read advertisement A and decide which of these slogans best matches the content.

An island with something for everyone

A

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



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

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

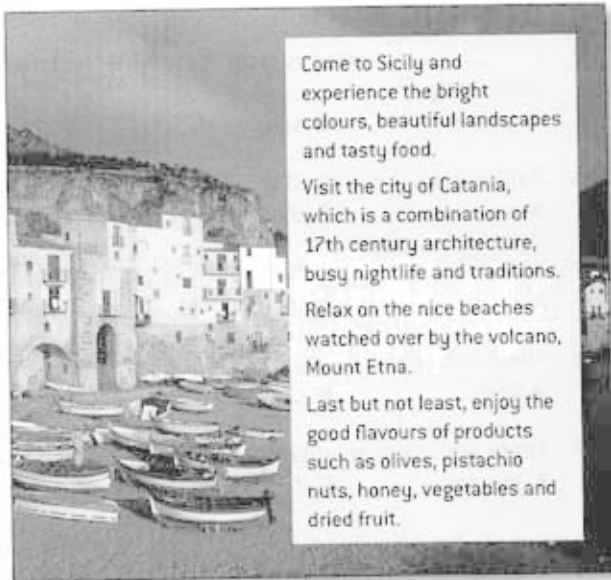
An island looking to the future

B

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

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

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



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

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

	Advert A	Advert B		Advert A	Advert B
Colours:	amazing		Traditions:		
Landscapes:			Volcano:		
Food:			Beach:		
Architecture:			Flavours:		
Nightlife:			Products:		

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

agreeable extraordinary fantastic magical
nice pleasant remarkable unique

- 3.2** Some of these sentences should contain *only* instead of *unique*. Correct them.

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

Error warning

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

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

Come to and experience its, and

Visit the city of which is a perfect combination of and

Relax

Enjoy

- 4.1** Read these phrases from a radio advert. Decide which word best fits each gap.

- Direct Books has a special just for you.
A offer B advertising C publicity
- We're giving you a unique to save money.
A possibility B occasion C opportunity
- We're offering up to 40% selected books.
A off B lower C down
- you pay is the price of your books.
A Only B All C Just
- Postage and packing is free.
A extremely B very C absolutely
- You'll receive a free mystery gift worth at £5.
A least B less C most
- To advantage of this offer, put your order in now.
A make B take C have
- It's only for a period.
A limited B little C reduced
- We also offer a allowing you to return any book within seven days.
A compromise B protection C guarantee
- We will give you a refund.
A sufficient B full C whole
- If you're looking for a book, please contact us.
A particular B personal C peculiar

- 4.2**  6a Now listen and check your answers.

Computers

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

Nouns: bestsellers basket home page
keyword password support

Adjectives: online secure
Verbs: browse click enter sign

Search You can (1) browse for books under the main subject categories. Look for a specific book using the search boxes on the (2) or type in a (3) (e.g. rugby). To check out the latest (4) and to see what's coming up just go to the webpage for that sport.

Order Ordering from directbooks.co.uk is (5) You should (6) in using your email address and you will be asked for a (7) Add your books to your shopping (8) and then (9) on 'checkout'. We will give you a unique personal account number after you have placed your first order to allow you to enter your account number (10) so that you don't have to (11) your personal and credit card details every time.

Help Click help on our website or call 0845 678944 for customer (12)

Telephoning

6.1 Call sometimes means 'to phone' and sometimes means 'to visit' (usually a short, spontaneous visit). What does *call* mean in these sentences?

Write *phone* or *visit* next to each sentence.

- I'll **call on** Paolo next time I pass his flat. *visit*
- Don't forget to **call** when you get there.
- I'll **call in** when I have time.
- She **called** Alan **back** but he'd already sold the ticket.
- We **called by** but you were out.

6.2 PHRASAL VERBS Put the correct word in each space to make a phrasal verb.

away for off out over

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

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

	Which person
1 Lara	A tried to speak to Tanya yesterday?
2 Mum	B has hardly any credit?
3 Joe	C got a wrong number?
4 Sarah	D couldn't get a signal?
5 Dad	E will ring again?
6 Peter	F will send a text message?

7.2 PHRASAL VERBS Put a verb in each gap to make phrasal verbs from the recording in 8.1.

- *hang* up = put the phone down
- through = be connected
- up = call or phone
- get off = lose the connection
- up = answer
- back = return a call

Error warning

We make a phone call NOT ~~do~~ a phone call.

Exam practice

WRITING Part 2: essay

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

What are the advantages and disadvantages of computers?

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

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

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

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

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

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

A ... such as ... , ... like ... , for instance ...

B However, ... , But ...

C This means that ... This leads to ... This results in ...

D The main advantage of ... is that ...

In addition, ...

A further / Another advantage is that ...

There are a number of disadvantages of ...

Also, ...

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

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

What are the advantages and disadvantages of mobile phones?

Write between 120 and 180 words.

SPEAKING Part 4

Think about these questions.

Do you take your mobile phone everywhere with you?

Do people use mobile phones too much?

Practise saying your answers aloud.

How important are computers to you in your daily life?

What are the best and worst things about computers?

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



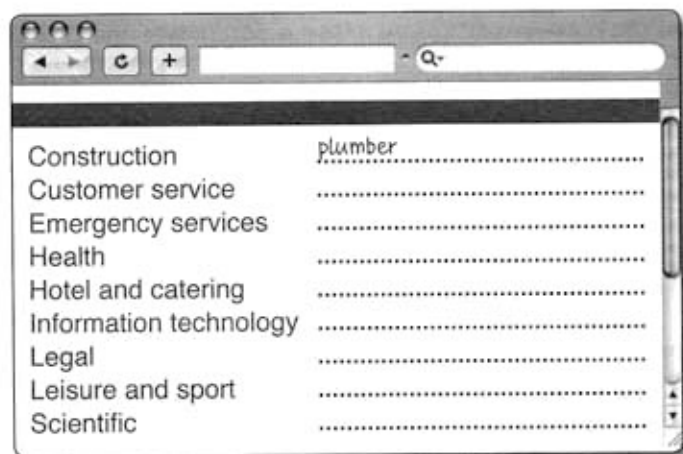
Don't forget to come to a conclusion at the end of your essay.

7 The world of work

Jobs, personal qualities, employment and unemployment

Jobs

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



A screenshot of a web browser window. The address bar is empty. Below the browser window is a list of job categories with dotted lines for writing. The word 'plumber' is written in the 'Construction' category.

Construction	plumber.....
Customer service	.....
Emergency services	.....
Health	.....
Hotel and catering	.....
Information technology	.....
Legal	.....
Leisure and sport	.....
Scientific	.....

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

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

accountant architect builder cleaner mechanic nursery assistant receptionist sales manager

A

.....

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

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

B

.....

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

C

.....

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

2.2 Answer these questions by choosing Job A, B or C and write the words from the adverts which give you the answers.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Which job is not forever? <u>B</u>
Word(s) in advert: <u>temporary</u></p> <p>2 Which job is for a long time or forever?
Word(s) in advert:</p> <p>3 Which job suggests you may get a higher position?
.....
Word(s) in advert:</p> | <p>4 Which job has hours which change?
Word(s) in advert:</p> <p>5 Which jobs needs you to get on well with others?
Word(s) in advert:</p> <p>6 Which job may involve extra hours?
Word(s) in advert:</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2.3 Each advert mentions how the person will be paid. Put *salary*, *rate of pay* and *wages* into the definitions below.

- – an amount of money agreed for a year and paid every month.
- – usually paid every week, often for work which does not require a lot of qualifications.
- – how much someone will be paid per hour.

2.4 Use the words in brackets to form a word that fits in the gap.

Dear Sir

I saw your advertisement in the local newspaper last Friday. I am interested in the (1) vacancy (vacant) for assistant manager in your hotel. Please find enclosed an (2) (apply) form.

I have worked in the (3) (cater) industry for several years and before that in an office. I have several secretarial (4) (qualify) and am familiar with different computer programs. I enjoy working with people and I am (5) (rely), efficient and hard-working. I have recently finished a (6) (train) course at the local college in administration. I am very (7) (enthusiasm) about a career in the hotel business.


I am (8) (ambition) and I would like to run my own hotel one day.

Yours faithfully

Adam Piekarski

Personal qualities

3.1 Look back at 2.1 and underline the personal qualities needed for each job.

3.2  7a Listen to the two people in the photographs talking about themselves. Which speaker does which job?

Speaker is a hairdresser.

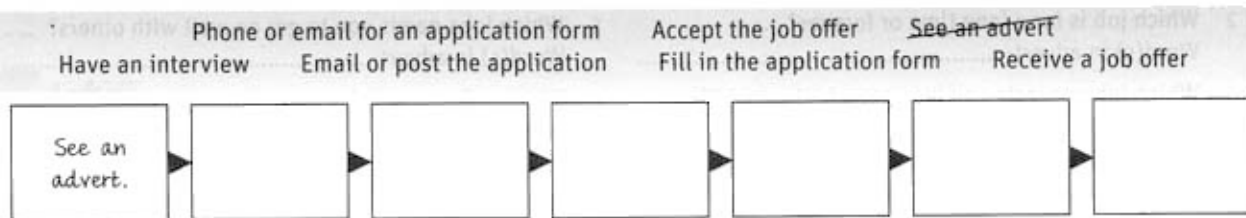
Speaker is a carpenter.

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



Employment and unemployment

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



- 5.1 COMMON EXPRESSIONS (7b) Listen to some people talking about work. Write ✓ for people who have a job and X for people who don't have a job.

1 2 3 4 5 6 7 8

- 5.2 Look at the recording script at the back of the book and underline all the words which told you whether the person was working or not.

Two people decided to leave their jobs. What do they say?

One person had to leave their job. What do they say?

- 5.3 Here are some sentences from the recording. Put *work*, *job* or *career* in each gap. Use the recording script to help you if you need to.

I'm trying to change (1) *career* and I'm looking for (2) as a teacher.

I've just applied for a (3) at the theatre.

I had a long (4) in the police force.

The journey takes an hour each way so I don't have time to do much after (5)

I do four long days which is very hard (6)

I gave up my (7) as a chef a year ago and I'm still out of (8)

I'm going to do some unpaid (9) experience soon in an agency.

I was promoted last week so that's very good for my (10)

- 5.4 Now complete these summaries with *work*, *job* and *career*.

1 is a countable noun and is used to talk about something specific.

2 is a countable noun which is used to talk about what someone chooses to do over a lifetime.

3 is a verb or an uncountable noun which is used to talk generally about what someone does to earn money.



Vocabulary note

It's a good job means 'it's lucky':

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

To do a great job means to do something well:

You've done a great job tidying the flat.

To work can also mean to operate or function:

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

Error warning

Occupation is formal and is usually only used on forms: *I enjoy my job.* NOT *I enjoy my occupation.*

Exam practice

READING Part 3

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

Which woman

- started a company with others?
- feels her private life might suffer from her commitment to her job?
- is likely to do very well in the future?
- feels that others don't always recognise her qualities?
- says she values the input of others?
- has had varied experiences in one organisation?
- has not yet achieved her main ambition?
- is not self-confident about her own abilities?
- had the opportunity to carry out some research?
- is hoping to improve the lives of others through her present job?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

A Carol Jackman, chef

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

B Sarah Brookes, architect

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

C Monika Myles, TV Director

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

Writing Part 2: letter

You have seen this advertisement for a job in your local English language newspaper.

Write your letter of application in 120–180 words.

WEEKEND WORK IN OUR COMPUTER SHOP

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

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

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

Exam Tip

(also see writing checklist on p. 100)

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



Exam Tip

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




8

Everyone's different

Physical appearance, personality

Physical appearance

- 1.1**  **8** Listen to a conversation between two people. Which boy is Sam and which boy is Toby? Write the names below the pictures.



A:



B:

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

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

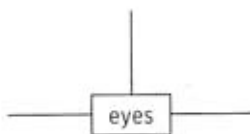
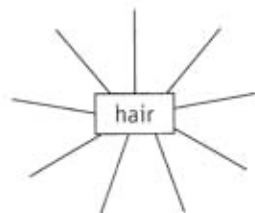
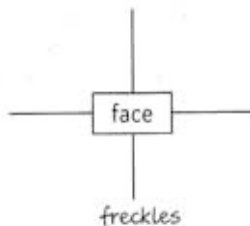
Now read this comparison.


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

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

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

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



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

V **Vocabulary note**

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

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

Personality

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

Dear Geri

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

Dear Geri

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

- | | | | |
|---|--------------|--------------|---------------|
| 1 | A easy-going | B thoughtful | C imaginative |
| 2 | A shy | B selfish | C thoughtless |
| 3 | A nosey | B sociable | C bossy |
| 4 | A sensitive | B sensible | C sympathetic |
| 5 | A big-headed | B cheerful | C moody |
| 6 | A talkative | B generous | C considerate |
| 7 | A outgoing | B lively | C relaxed |
| 8 | A impatient | B unreliable | C unkind |

Error warning

Sensitive describes someone who is easily upset: *Tim cries if he hears a sad story. He's very sensitive.*

Sensible describes someone who has a very practical approach to life: *Sam always has a bottle of water with him in case he gets thirsty – he's very sensible.*

Sympathetic describes someone who understands other people's problems: *My teacher was sympathetic when I explained why I was late.*

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

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

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

Column A

funny
generous
gentle
hard-working
modest
polite
self-confident

Column B

aggressive
shy
big-headed
rude
lazy
mean
serious

3.2 Choose the correct adjective for each sentence.

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

8 Everyone's different

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


bad-tempered bossy dishonest moody nosey

- Are youbossy.....? Do you like to tell other people what to do?
- Are you? Are you interested in other people's business?
- Are you? Are you happy one day and miserable the next?
- Are you? Do you feel angry a lot of the time?
- Are you? Do you sometimes tell lies?

4.2 How many questions would you answer yes to? Are these good or bad things about your personality?

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

POSITIVE	NEGATIVE

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

Put the correct prefix above these groups of adjectives.

<i>polite</i>	<i>popular</i>	<i>considerate</i>	<i>honest</i>	<i>relevant</i>
<i>patient</i>	<i>kind</i>	<i>convenient</i>	<i>satisfied</i>	<i>responsible</i>
<i>possible</i>	<i>imaginative</i>	<i>expensive</i>		<i>regular</i>
	<i>sociable</i>			

Complete this rule.

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

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

Vocabulary note

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

5.2 We can add *-ful* to some nouns to make positive adjectives meaning 'having': *thoughtful, cheerful*. We can add *-less* to some nouns to make negative adjectives meaning 'lacking': *thoughtless, friendless*. Add *-ful* or *-less* to the nouns below to make adjectives which fit in the sentences below.

care colour harm pain power thank grace

- We were reallythankful..... that we'd reserved seats as the hall was full.
- That's the second wallet you've lost. Why are you so?
- Water is a liquid.
- The president is the most person in the country.
- My foot is still from when I hurt it last week.
- You can stroke the pony. He's quite
- I love watching Mary dance because she's so

Exam practice

READING Part 1

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

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

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

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

Exam Tip



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

USE OF ENGLISH Part 4

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

- Marta has the same personality as her father, who is very outgoing and optimistic.
AFTER
 Marta father, who is very outgoing and optimistic.
- Tanya has such a good imagination that she can make up amazing stories.
IS
 Tanya that she can make up amazing stories.
- My sister and I are completely different because she has dark hair and eyes.
LOOK
 I my sister who has dark hair and eyes.

Exam Tip



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

9

Get active

Movement, sport

Movement

- 1.1  Look at these verbs of movement. Which are fast and which are slow?

run walk dash rush stroll
stride creep sprint crawl wander

FAST run

SLOW walk

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

an athlete	sprint, run	traffic	
a tourist		a burglar	
a baby		someone late for work	

- 1.3 Use one of the verbs above in the correct form to complete these sentences. There may be more than one correct answer.

- Andrew *crept* into the house, trying not to wake the rest of the family.
- She saw the bus in the distance and to the bus stop.
- is a good form of exercise for anyone of any age.
- The athlete to the finishing line and broke all records.
- Paul was a fast walker, and he was soon ahead of me.
- We through the park, admiring the flowers.
- He only had ten minutes to catch the bus, so he into the house, grabbed his coat and out again.

- 2.1 IDIOMS Look at these sentences which contain idioms with *run*. Try to answer these questions without using your dictionary.

- Do you ever eat breakfast **on the run**? Or do you prefer to sit down and eat at a table?
- Did you ever **run wild** as a child? Did your parents try to stop you?
- Do feelings **run high** in your family when your national team is playing in a big international sports match? Do you shout and jump up and down?
- Do you **run yourself into the ground** when you're studying for an exam? Do you get very tired?
- Have you spent a morning **running round in circles** recently? Did you have a lot to do? Did you achieve anything?
- Is there a particular talent which **runs in your family**? For example, are several people in your family artistic or musical?

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

- | | |
|--------------------------------|-----------------------------------------------------------|
| 1 do something on the run | A go from one generation to the next |
| 2 run wild | B make yourself tired by working too much |
| 3 people's feelings run high | C do something without stopping what you're already doing |
| 4 run yourself into the ground | D behave in an uncontrolled way |
| 5 run round in circles | E be very active without succeeding in doing much |
| 6 run in the family | F people are very excited |

2.3 PHRASAL VERBS  Choose the correct phrasal verb in these sentences.

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


2.4 Complete these sentences so they are true for you.

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

Sport**3.1** Write the activities from the box in the correct column.

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


GO	PLAY	DO
running	volleyball	judo

3.2  TRUE or FALSE? Correct the sentences if they are wrong.

- Golf is played with clubs on a court.
- You play squash on a court with a bat.
- You play hockey on a track using a stick.
- You go skating at a pitch, and take your skates with you.
- Tennis is played on a clay court or a grass court, but you always need a racket.
- Good skateboarders use a ramp.
- Baseball is played with a stick.
- Footballers wear boots on their feet.

4.1  9a Listen to three people talking about different sports/activities. Which sports do they describe?

Speaker 1 Speaker 2 Speaker 3

4.2  Now write four sentences in your notebook about a sport you play. Say how you feel about it, what you do and what equipment you use.

5.1 COMMON EXPRESSIONS Complete these sentences with the correct form of *win* or *beat*.

- They ^{beat} the favourites in the second round, and went on to the semi-final.
- After years of training, Alison finally her great rival in the final and the trophy.
- Peter a gold medal in the 10,000 metres, the world record by two seconds.
- Fitzpatrick went on to the race, his rival by a tenth of a second.
- There is no one to them now – they're bound to the cup.

V Vocabulary note

We use **win** for **winning competitions and prizes**:

win a race, a semi-final, a cup, a medal, a trophy.

We use **beat** for **beating people and records**: *another*

team, an opponent, a rival, a record, a time. You beat someone at a game or sport: My brother always beats me at chess.

5.2 IDIOMS Match the beginnings of these sentences (1–5) with the endings (A–E).

- | | |
|---------------------------------------------------------|--------------------------------------------------------|
| 1 We left very early in the morning, | A but it turned out to be a winner . |
| 2 I was going to buy Mum a watch for her birthday, | B but I think we can win her round . |
| 3 Constanza doesn't want to take a long haul flight | C but if you can't beat them, join them . |
| 4 At first I didn't want to go clubbing with the others | D but my sister Helena beat me to it . |
| 5 Everyone laughed at his idea of selling kites | E but we still didn't manage to beat the rush . |

5.3 Put the idioms in bold into this table and write their meaning.

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

3.3 What do you call the people who play sports?

Someone who goes running is a *runner*. Which of the other sports in 3.1 add *-er*?

Someone who plays volleyball is a *volleyball-player*. Which of the other sports add *-player*?

What is the name of the person who does these sports?

cycling – *cyclist*

gymnastics –

athletics –

Exam practice

USE OF ENGLISH Part 4

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

0 The burglar quietly entered the house through the back window.

CREPT

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

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

RUN

It took John's boss a long time all the details of the contract with him.

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

BEAT

I tried to be the first in the bathroom this morning, but my sister it.

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

RAN

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

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

RUNS

I think being musical family.

Exam Tip



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

SPEAKING Part 2

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

What is the sport?

What's happening in the picture?

What are the people wearing?

What equipment are they using?

How are they feeling?

What are the differences between the two sports?

9b Listen to the model answer.



WRITING Part 2: letter

This is part of a letter you have received from your Canadian penfriend Michael.

Write a letter to Michael, giving him the information he asks for. Write 120–180 words

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

Write soon,

Michael

10 My world

Family and relationships, celebrations, friends

Family and relationships

1.1 Complete the sentences with the relationship words below.

classmates colleagues cousins nephew flatmates a married couple
neighbours penfriends step-sisters sisters-in-law

- Our mothers are sisters. We're cousins
- We share an office. We're
- My parents are divorced. My dad has just married Claire's mum. Claire and I are
- We had our wedding anniversary last week. We're
- I'm married to Mary's brother. Mary and I are
- We share a flat. We're
- We sit next to each other at school. We're
- We live next door to each other. We're
- My sister has a son and a daughter. They're my and niece.
- We write to each other but we've never met. We're

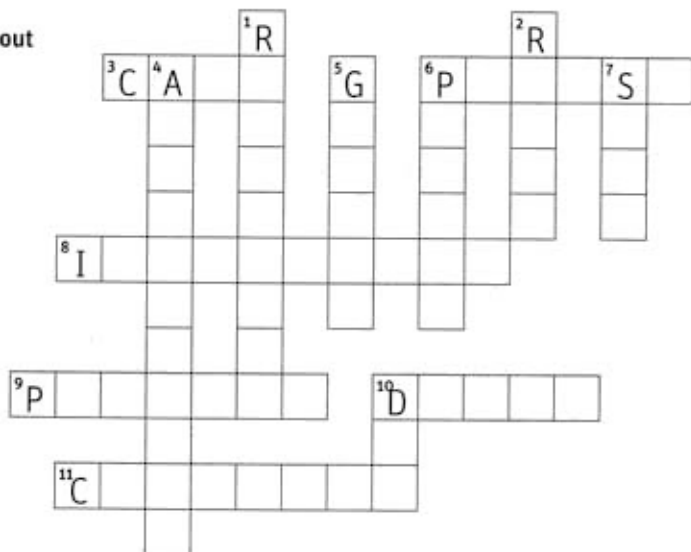
1.2 People who belong to the same family are relatives. Look at 1–10 above. Which of the people are related to each other?

Error warning

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

Celebrations

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



Vocabulary note

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

Dear Bill

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

Dear Satya

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


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



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

- | | |
|-----------------------------|----------------------------------|
| 1 Where will it take place? | 4 What will people wear? |
| 2 How will the day begin? | 5 Where do people eat? |
| 3 What will happen next? | 6 Do people give presents? What? |

Friends

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

Speaker 1

Speaker 2

Speaker 3

Speaker 4

A very well **B** quite well **C** not well at all

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

enjoy	fell	felt	get	get	got	had	keep	lost	make
make	spoken	told							

Speaker 1 I (1)fell.....out with Mike over money.
we haven't (2) to each other
for three months.
I should (3) in touch with him
to (4)up
we (5) each other everything.

Speaker 2 I (6) in love with her.
we (7) on well together
I'd really like to (8) to know her.

Speaker 3 we (9) touch for a while
we (10) each other's company
we (11) in touch now.

Speaker 4 I don't (12) friends easily
we (13) things in common

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

We were very friends.
He was my friend.

Our fathers were friends.
Jasmine and I became friends.

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

get touch get together get someone

- 4.2** *Get* sometimes has a similar meaning to *become*. Can you replace *become* with *get* in any of these sentences? Write the correct form of *get* in the sentences where it fits.

- Jasmine and I *became* good friends.
- That singer *is becoming* more and more popular.
- The speaker *became* nervous when he realized he'd forgotten his notes.
- I never expected to *become* a millionaire.

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

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

Exam practice

SPEAKING Part 1

1 Think about your answers to these questions.

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

2 10b Listen to what a student says, then look at the recording script at the back of the book and underline some useful words and expressions.


3 Record yourself answering the questions above. Listen to the recording and try to improve what you said.

SPEAKING Part 2

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

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

LISTENING Part 3

 10c You will hear five different people talking about a family party. For questions 1–5, choose from the list A–F what each speaker says about the party. Use the letters only once. There is one extra letter which you do not need to use.

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

 Listen again.

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

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

WRITING Part 2: letter

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

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

- | | | |
|-----------|---|--------------------------|
| Speaker 1 | 1 | <input type="checkbox"/> |
| Speaker 2 | 2 | <input type="checkbox"/> |
| Speaker 3 | 3 | <input type="checkbox"/> |
| Speaker 4 | 4 | <input type="checkbox"/> |
| Speaker 5 | 5 | <input type="checkbox"/> |

Exam Tip

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

Test Two (Units 6–10)

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


- I know I should be more but I don't want promotion because I enjoy what I'm doing.
A honest B ambitious C reliable D flexible
- When I was shopping, I ran Stephanie. I hadn't seen her for ages so we had a chat.
A across B through C over D down
- We didn't know what was wrong with the car but the was able to tell us as soon as he saw it.
A architect B electrician C lifeguard D mechanic
- Cheap flights in increased air traffic.
A mean B result C make D lead
- I'm sure Jake didn't leave the door unlocked. He's much too
A sensitive B sensible C selfish D sympathetic
- We left the hotel and slowly through the town admiring everything.
A wandered B sprinted C crept D dashed
- The football was really muddy after all the rain.
A track B court C course D pitch
- My vary because the amount I get depends on how many hours I work in the restaurant.
A wages B money C salaries D pay
- I didn't see much of my grandmother when I was small but I've got a really good relationship her now.
A to B from C by D with
- Stefan is hoping to get a temporary in a shop during the summer.
A work B job C occupation D career
- I'll sing a song as long as you don't fun of me.
A make B be C do D have
- Go to our website and on the map to get information about buses in your area.
A click B sign C enter D browse
- Training is given so no previous of catering is required for this job.
A application B vacancy C qualification D experience
- The wedding took place in a church and lasted for 45 minutes.
A reception B ceremony C anniversary D celebration

- 15 Marina is so – sometimes she's really happy and then a few hours later she refuses to speak to me.
A dishonest B bossy C impatient D moody
- 16 They had to call the party when Yan became ill.
A over B away C off D out
- 17 My sister has had a baby boy. I'm really pleased to have a new
A cousin B nephew C aunt D niece
- 18 I've got two tennis in case I break one during a match.
A rackets B clubs C sticks D bats
- 19 Too much stress can be to your health.
A painful B harmful C graceful D careful
- 20 When I went to live in China, I touch with some of my old friends because I didn't write or phone them.
A got B kept C lost D stayed
- 21 Everyone has a(n) number that allows them and nobody else to look at their account online.
A only B single C unique D extraordinary
- 22 I've got a face like my father.
A round B straight C curly D turned-up
- 23 The shop also has a(n) so you can buy clothes by mail-order if you can't get to town.
A advertisement B mailshot C catalogue D poster
- 24 None of the guests were dressed in jeans and T-shirts. They were all wearing their best clothes.
A traditionally B typically C smartly D informally
- 25 Alan and I used to be very good friends but we fell last summer and I haven't spoken to him since.
A apart B down C out D away
- 26 My mother's side of the family are all tall so I take them.
A after B to C from D on
- 27 I've tried Luca's number lots of times but I can't through.
A phone B ring C dial D get
- 28 I used to play but I hurt my knee and had to stop.
A gymnastics B rugby C jogging D athletics
- 29 Although I've applied for lots of jobs, I've been since I left school.
A unemployed B unqualified C retired D redundant
- 30 I finished first in the race so I won the
A record B opponent C cup D time

11 Moving around

Transport, travel, holidays

Transport

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

seat	headset	pass	crew	departure	control	passport	board
check-in	conveyor	gate	belt	refreshments	security		


Read the text below and complete it with the correct words from the box.


First of all, don't forget to pack your ticket and your (1)passport..... in your hand luggage. When you arrive at the (2) desk, your bags will be weighed and put on a (3) belt. You will be given a boarding (4), allocated a seat and told to go to the (5) lounge. To get there, you will pass through passport (6) and a (7) check. Look at the departure (8) in the lounge so you know which (9) number you must go to when it's time to board.

The cabin (10) will direct you to your (11) when you board, and you have to fasten your seat (12) before take-off. You will be served (13) and most companies provide an entertainment system with a (14)

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

Making your first journey/crossing/flight/trip

- 1.2**  11a Listen and check you have filled in the gaps correctly.

- 1.3**  11b Listen to a short description of four other journeys. What type of travel is each person describing?

1 2 3 4

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

BUS	UNDERGROUND	TRAIN	TAXI
-----	-------------	-------	------

Travel

2.1 Use the words below to complete the sentences.

travel luggage hotel suitcase equipment money storm guidebook camera accommodation weather information car journey transport coin

- There's no need to take a lot of luggage when you travel – you should be able to pack all your clothes into one
- We searched for on the internet and eventually found a really nice in the centre.
- The was very changeable while we were on holiday, and at the end of the week we had a big
- You don't have to take much on a walking holiday apart from waterproof boots and clothing, but it's a good idea to take a digital if you want to take pictures.
- You don't need to have a lot of with you when you travel, but make sure you've got a for the trolley at the airport.
- I'd always enjoyed all kinds of, but by the time I'd finished a long motorway to Scotland in thick snow and icy winds, I'd changed my mind!
- I wanted some about the city, so I went into a bookshop and bought a
- I found that public in Barcelona was excellent, so I never used my to get around.


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

Holidays

3.1 Answer the questions in the questionnaire below.

Reader survey It's holiday time ...

- How do you usually travel when you go on holiday?
 A by car
 B by train
 C by plane
- Where do you usually go for a holiday?
 A to visit friends and family
 B to a city or resort in your own country
 C to a city or resort abroad
- What kind of holiday do you usually take?
 A an activity holiday
 B a beach holiday
 C a sightseeing holiday
- What do you like doing on holiday?
 A visiting galleries, museums and archaeological sites
 B getting fit and doing some exercise
 C just relaxing and taking it easy
- Where do you stay on holiday?
 A in a hotel or guesthouse
 B at a relative or friend's home
 C on a campsite
- What is the best thing about having a holiday?
 A getting away from routine
 B getting to know new places
 C getting together with friends

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

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

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

- Is it better to book a holiday at the last minute or well in advance?
I think it's better to
because
- Would you prefer to go on a package tour or travel independently?
I'd always prefer to
because
- Would you rather stay in a small guesthouse or a luxurious five-star hotel?
I'd rather because

4 Complete the sentences using *travel*, *journey* or *trip*.

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

V **Vocabulary note**

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

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

The journey from home to work takes two hours.

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

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

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

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

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

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

Exam practice

SPEAKING Parts 3 and 4

Look at the drawings below.



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

What are the advantages and disadvantages of each holiday?

Try to think of something to say about each picture.

Which holiday would you prefer to go on and why?

Where did you spend your last holiday? What did you do?

11d Listen to a model answer.

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



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

USE OF ENGLISH Part 4

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

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

INFORMATION

There *is some information* in the report that needs explaining.

1 We travelled from Edinburgh to London by car.

JOURNEY

We from Edinburgh to London by car.

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

TRIP

My friend and I went Copenhagen last week.

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

SET

I've got no idea how the washing machine.

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

ACCOMMODATION

Have you managed in London yet?

WRITING Part 2: article

You see the following announcement in an international magazine.

THE LONGEST JOURNEY

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

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



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

Write 120–180 words.

12 Time off

Leisure time, hobbies and games, cinema and theatre

Leisure time

- 1.1  12a Listen to two people talking about what they do in their free time.

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

1 2

- 1.2 Read the recording script for 12a and underline the phrases the people use to describe what they do in their free time. Which phrases could you use to describe your leisure time?

- 1.3 COMMON EXPRESSIONS Put the expressions into the correct place in the chart below.

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

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



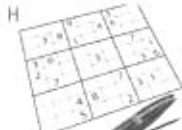
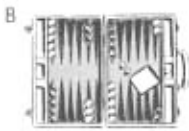
- 1.4 Do you prefer going out or staying in? Use the expressions above and the words below to talk about yourself.

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

But I don't really like or

Hobbies and Games

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



- | | |
|----------------------------|--------------------|
| 1 jigsaw puzzle | 2 crossword |
| 3 cards | 4 dominoes |
| 5 snakes and ladders | 6 backgammon |
| 7 chess | 8 su doku |

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

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

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

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

- | | | |
|--------------------------------------------------------------------------------------------------------------|------------------------|----------------------|
| TAKE
after
in
off
on
over
to
up | your hat | hear and remember |
| | a business | accept |
| | a new friend | resemble someone |
| | information | fill up |
| | space | develop a liking for |
| | someone in your family | gain control of |
| | work | remove |

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

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

Vocabulary note

We **play** games e.g. chess.

We **do** other pastimes/activities e.g. a crossword.


We **collect** objects e.g. stamps.

Vocabulary note


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

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

Cinema and theatre

- 4.1**  Look at the words below. Write *C* in the space if they are for the cinema, *T* if they are for the theatre or *B* if they are for both.

actor	<i>B</i>	critic	.....	performance	.....	special effects	.....
audience	.....	director	.....	plot	.....	stage	.....
box office	.....	documentary	.....	rehearsal	.....	studio	.....
cartoon	.....	drama	.....	reviews	.....	subtitles	.....
cast	.....	dressing room	.....	science fiction	.....	thriller	.....
costumes	.....	location	.....	screen	.....	trailer	.....
comedy	.....	musical	.....	soundtrack	.....	


- 4.2**  **12b** Listen to two people talking about whether they prefer going to the cinema or theatre. Which does each one prefer, and why?

The woman prefers going to the because

The man prefers going to the because

Which do you prefer, and why?

I prefer going to the because

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

western thriller romantic comedy horror cartoon documentary drama

- 1 2 3
- 4 5 6

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

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

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

- 6.2** Choose the appropriate adjective to complete the paragraph.

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

Exam practice

WRITING Part 1: letter

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

Exam Tip

(also see writing checklist on p. 100)

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



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

Dear Student

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

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

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

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

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

Thanks for taking the time to write back.

Yours sincerely

Robin Johnstone

Yes...

Suggest...

Tell Mr Johnstone

No, because ...

READING Part 3

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

Which review mentions

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

1	
2	
3	
4	
5	
6	

A

B

C

Sally Strikes Again!

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

The heat of summer

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

The Triangle

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

13 Around town

Cities and towns, facilities, traffic

Cities and towns

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

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

1.2 Match each sentence below to one of the cities in the photographs.

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

City A



City B




1.3 The sentences are from tourist information brochures but they are mixed up. Put them in the correct order.


City A Sentences 6, , , , ,

City B Sentences , , , , ,

1.4 Underline any words or expressions in 1.2 which you could use to describe your home town or city or the town nearest to where you live. Which words below could you use about your town or city?

- | | | | | |
|--------------------|--------------------|---------------|-------------------------|----------------|
| many attractions | delightful parks | huge temple | cosmopolitan atmosphere | ancient mosque |
| famous art gallery | interesting museum | ruined castle | quiet and peaceful | full of life |

2.1  13a Listen to someone talking about living in a city. Which of the cities in the photographs does she live in now, A or B?

2.2  13a Listen again and decide if these statements are true (T) or false (F).

- She lives on the edge of the city.^T
- The part of the city where she lives is very crowded.
- Her office is close to the shopping centre.
- She takes the bus to the centre because it's hard to park there.
- She moved because she wanted to live somewhere more peaceful.
- The area where she used to live was well looked after.

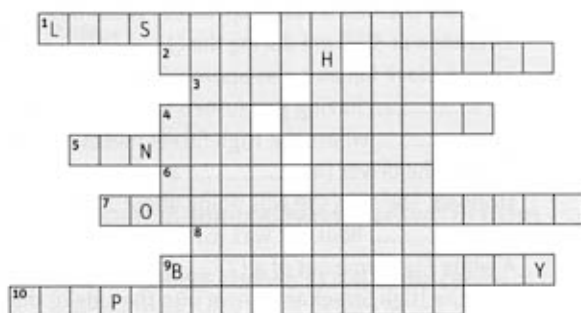
2.3 Find words in the recording script for 13a to complete these definitions.

- A^{housing}..... estate is a large group of houses or flats and an estate is where people work, often in a district.
- A area is a part of a city or town where people live. People often live on the edge of a city which is sometimes called the or
- A building with many offices is sometimes called an block and a block is a tall building made up of flats.
- Towns sometimes have a pedestrian where people do their shopping.
- A car park on several levels is called a car park.
- Areas or buildings that are in bad condition are
- Bicycles and buses are sometimes separated from other traffic in a bus/cycle

Facilities

3.1 Where do people do the things below (1–10)? Each answer is two words (choose the second word from the box below the puzzle). Write the words in the puzzle.

- go swimming and do other fitness activities
- visit the doctor
- leave their vehicle
- look at paintings
- listen to music
- hire a cab
- watch matches
- go skating
- roll heavy balls along a narrow track
- buy things




- | | | | | | |
|--------|--------|--------|--------|---------|---------|
| alley | centre | centre | centre | gallery | |
| ground | hall | park | rank | rink | stadium |

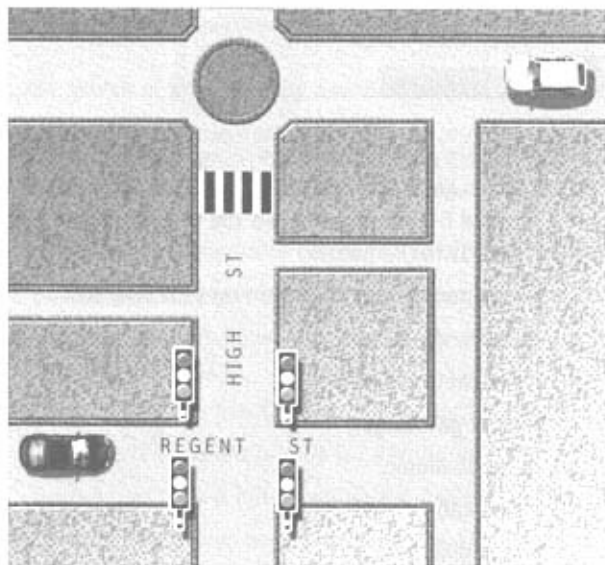
3.2 Find one word going down the puzzle and match it to the remaining word from the list above. What do people do there?

3.3 Think about the eleven places in the puzzle. How often do you visit them?

Traffic

4.1  13b Two cars were in a traffic accident.

Listen to the drivers explaining what happened. Mark each driver's route on the map and where the accident took place.



4.2 Complete this newspaper report about the accident.

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

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

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

A	disappoint	..... <u>let somebody down</u>
B	reduce speed	.....
C	demolish	.....
D	refuse	.....
E	stop working	.....
F	record on paper	.....

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

put down

knock down

6 WORD BUILDING We can put *under-* or *over-* before a noun, verb or adjective to add to the meaning, e.g. *overtake*, *underground*. Put *under-* or *over-* before the word in bold in each of these sentences.

- It's safer to go through the^{under}.....**pass** than to try to cross the road.
- She is very thin and**weight**.
- More people have come to work in my office and it's really**crowded**.
- I love to swim**water** and look at the fish.
- Your library books are**due** – you'll have to pay a fine.
- I can't eat this – it's so**cooked** it's almost burnt.
- The shop assistant must have**charged** me. He hasn't given me enough change.
- I know what my sister's bought me for my birthday because I**heard** her telling my mum.

Exam practice

USE OF ENGLISH Part 1

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

NEW YORK CITY

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


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

Exam Tip



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

SPEAKING Part 4

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

WRITING Part 2: report

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

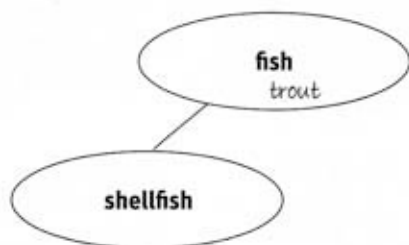
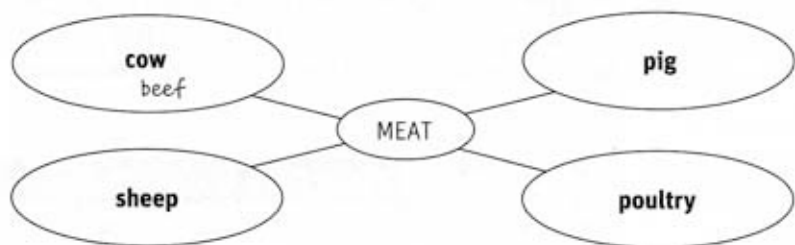
14 Shared tastes

Food and drink, meals, art

Food and drink

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

beef trout lamb chicken chop ham wing cod plaice bacon steak
squid burgers tuna breast salmon pork mussels duck prawns sausages lobster



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

roast fry boil stir fry bake grill stew

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

Error warning

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

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


1 2 3

2.3 Read the recording script for 14a and underline the words that gave you the correct answer.

2.4 The verbs in bold describe ways to prepare food. Choose the correct word to complete each sentence below.

- I **poured** myself a glass of *orange juice/coffee*.
- To make an omelette, **beat** the *potatoes/eggs* together.
- Chop** the *vegetables/salad* very small.
- You can't eat a(n) *banana/apple* without **peeling** it first!
- Grate** the *cheese/meat* before putting it on the pizza.
- You'll need to **melt** the *butter/cream*.
- Mix** all the ingredients for the *milk/cake* together.
- Slice** the *lemon/flour* very thinly.
- Stir** the *bread/sauce* regularly while it cooks.

Meals

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

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

3.2 Practise speaking for one minute about what you usually eat.

3.3 Read the text. Then decide whether the sentences below are true (T), false (F) or not given (NG).

← ▶ ↺ +
Q


Hungry? seafood chicken noodles rice dishes salads desserts
Thirsty? fresh juices soft drinks beer wine

We have listed some of our best-selling starters and main meals to help you decide what to order on your first visit. You will find an explanation of these dishes by clicking here.

Our restaurants are based on a range of popular oriental dishes. Our menu consists of starters, main meals, side dishes like salads and pickles, and desserts.

Your order is taken on a handheld computer and sent to the kitchen, where it is cooked immediately. We want to ensure the freshness of your food and so your dish will be delivered to your table as soon as it is ready. This means different dishes may be delivered at different times to your table. Don't wait – just tuck in and share!

Kids menu we provide a number of dishes designed specifically for children **Specials** come and check out the specials which change each week **Recipes** you can buy our cookbook and recreate some of our dishes at home



- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Various dishes are described on the website. T</p> <p>2 The restaurant serves only Japanese food.</p> <p>3 This is a self-service restaurant.</p> | <p>4 Food is microwaved to ensure speed of service.</p> <p>5 This restaurant caters for family dining.</p> <p>6 The meals served are easy to make at home.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3.4 COMMON EXPRESSIONS We use the word *taste* literally when we talk about food. But we also use it figuratively to talk about more abstract things like art, fashion or films. Look at these examples and match the two halves of the sentences.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 The sauce smells lovely</p> <p>2 I've always loved</p> <p>3 I enjoyed the dinner last night</p> <p>4 I loved Emma's new dress</p> <p>5 I didn't enjoy the film,</p> <p>6 I don't like abstract paintings,</p> <p>7 I like the way the gallery is decorated</p> | <p>A I thought it was really tasteless.</p> <p>B landscapes are more to my taste.</p> <p>C so I told her she had good taste in clothes!</p> <p>D but I'll taste it to see if it needs salt.</p> <p>E because it's really tasteful.</p> <p>F because everything I ate was really tasty.</p> <p>G the taste of garlic.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3.5 Match these adjectives to the definitions below: *tasty*, *tasteful*, *tasteless*.

- 1 in bad taste 2 delicious 3 in good taste

Art

4.1 Choose the best word to fit each gap in these definitions.

- 1 prints oil paintings
- ~~drawings~~
- water colours

If you want to do ^{drawings}....., you'll need a pencil, but to do, you'll need a brush and some water. Many of the famous pictures which are on display to the public, like the Mona Lisa, are Even if you can never buy these pictures, you can often get of them so you can have a copy of your favourite picture on the wall.

- 2 sculptures textiles jewellery pottery

We use the word to describe objects made out of clay, like vases. Materials woven by hand or machine are known as Since ancient times, people have worn such as necklaces and bracelets and made of their gods and animals.

- 3 still life abstract portrait landscape

A(n) is a picture of a person, but a(n) is a picture of objects that do not move, like fruit, flowers or bowls. A(n) is a picture of the countryside, but a(n) shows line, shape and colour and does not attempt to be realistic.

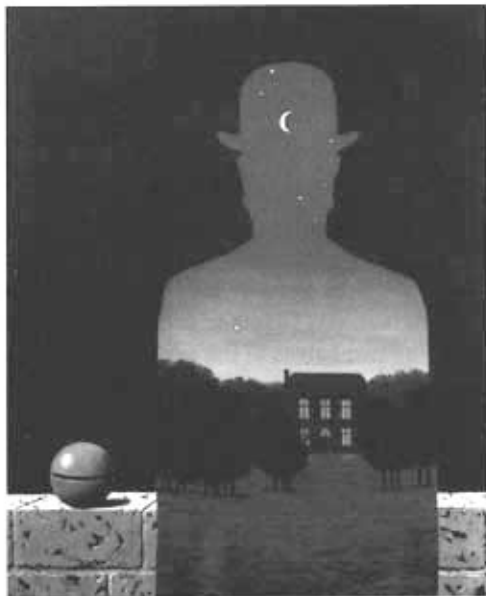
- 4 gallery studio collection exhibition

A(n) of paintings is on display to the public, and it usually takes place in an art An artist usually paints in a Millionaires often own a number of very valuable pictures in their own private

4.2 Read the questionnaire below about art.

HOW ARTY ARE YOU?

- 1 How artistic are you?
Very / a little / not very / not at all
- 2 What type of art do you do?
Painting / drawing / sculpture / pottery / other.....
- 3 Do you go to art exhibitions and galleries?
Yes, occasionally / frequently
No, hardly ever / never
- 4 What type of art do you like?
- 5 What is your favourite picture?
- 6 Who is your favourite artist?



14c Listen to a man talking about art and answer the questions in the questionnaire for him.

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

Exam practice

USE OF ENGLISH Part 3

Use the word given in capitals at the end of each line to form a word that fits in the space. There is an example at the beginning (0).

THE RED FLOWER RESTAURANT

With its mixture of charm, character and excellent (0) *hospitality*, The Red Flower is one of those (1) treasures you don't often find. The owners, Fritz and Gemma will make sure you and your guests will (2) enjoy your meal.

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

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

HOSPITABLE

HIDE

THOROUGH

FRIEND

TASTE

CELEBRATE

SEASON


REASON

POPULAR

SELECT

ROMANCE

LISTENING Part 2

 14d You will hear an interview with an Australian artist called Anna Roberts. For questions 1–10, complete the sentences.

Anna is well known for pictures of very 1 places.

Anna often gets to these places on foot, but occasionally she gets there by 2 .

In her paintings Anna always tries to show that 3 is very beautiful.

Some of Anna's paintings are so 4 that they look like photographs.

Anna has recently done some paintings of the 5 using yellow and orange.

Anna thinks her paintings are special because of the way she shows the 6 .

Anna has a strong preference for doing her paintings on 7 .

Although she has used other types of paint, Anna prefers to do her paintings in 8 .

Anna's paintings are sold to 9 as well as private collectors.

In addition to being a painter, Anna has written 10 about painting.

 14d Listen again.

SPEAKING Part 1

Think about how you would answer these questions.

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

Exam Tip

Quickly read the text again when you've finished to check that it makes sense.



Exam Tip

The answers for the gaps will be exactly the same as the word you hear. You do not have to make any changes.



Exam Tip

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



15 Media mania

Television and radio, newspapers and magazines, books

Television and radio

1.1 Read this information from a TV awards website. Match the names of the programmes with their explanations. Write A–F in the gaps.

- A Comedy B Current affairs programme C Drama series
D Reality TV E Soap opera F Documentary

AWARDS CATEGORIES

- 1 **B** A programme which consists of discussion and analysis of recent events.
- 2 A programme whose aim is humorous.
- 3 Episodes are broadcast throughout the year, with one or more per week. The story and characters develop from one episode to the next.
- 4 A factual programme giving information about one subject or subject area.
- 5 There are several programmes with the same characters and setting but the storylines stand alone and are concluded at the end of each episode.
- 6 A group of people are put together without a script in a particular situation to see what happens.

1.2 15 Listen to three people talking about their favourite TV programmes. What kind of programmes are they?

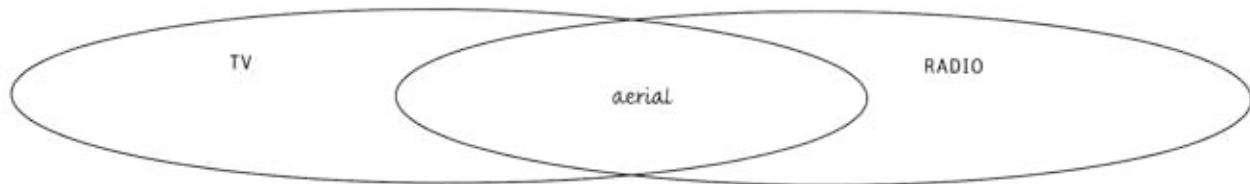
Speaker 1 Speaker 2 Speaker 3

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

- | | | | |
|-------------------------|------------------------|--------------------------|------------------------------|
| It makes me laugh. | It's so entertaining. | The acting is brilliant. | The storylines are gripping. |
| It's really good drama. | I love the characters. | The plots are good. | It's quite compelling. |

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

- aerial channel disc jockey highlights remote control
repeats screen set station studio



2.1 Complete the gaps with a word from the box.

heard	listened to	looked at	read about
saw	<i>saw</i>	watched	

- I turned round and suddenly^{saw} Abby standing in the doorway.
- Sadie always music while she was working.
- Tim the map to see where they were.
- I an advert in the newspaper yesterday for a course in jewellery-making.
- I the sound of a motorbike coming down the road. It was Mark.
- Kate stood by the window and her children playing in the snow.
- I Johnny Depp's new film in a magazine.

Vocabulary note

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

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


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

2.2 What does see mean in these sentences?

Match sentences 1–3 with A–C.

- | | |
|------------------------------------|-----------------|
| 1 I want to see how they'll react. | A to meet |
| 2 I'm seeing her at ten. | B to understand |
| 3 I don't see what you mean. | C to find out |

Newspapers and magazines

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

<i>daily</i> N	<i>fashion</i> ...	<i>glossy</i> ...	<i>gossip</i> ...	... <i>advertisement</i>	... <i>article</i>	... <i>cover</i>
<i>local</i> ...	<i>monthly</i> ...	<i>morning</i> ...	<i>tabloid</i> ...	... <i>editor</i>	... <i>editorial</i>	... <i>headline</i>
<i>today's</i> ...	<i>travel</i> ...	<i>women's</i> ...		... <i>report</i>		

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

FESTIVAL LOSES MONEY

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

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

Books

5 Write these books in the correct category.

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

Reference *atlas*

Fiction

Non-fiction

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

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

6.2 You may not understand every word when you are reading. There are four words/expressions in the extract which mean *see* or *look*. Underline them. Now read the extract again. Is it easier to understand?

6.3 Here are some more words often used in fiction. There is an odd one out in each group. Which one is it? Why?

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

7.1 Choose the correct word in these definitions.

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

7.2 Read this review and choose the correct words.

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

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

Exam practice

READING Part 1

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

Exam Tip

All the options A-D refer to something in the text. Make sure that the answer you choose actually matches the question.

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

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

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

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

- How did the writer feel after the car arrived?
 - relieved
 - anxious
 - confident
 - disappointed
- The writer stood behind the door so that he could
 - see what was happening in the room.
 - prevent the man from opening the door.
 - escape quickly if he needed to.
 - attack the man if he entered.
- Why didn't the writer go down the stairs immediately?
 - He knew the man was following him.
 - He thought someone might hear him.
 - He wasn't sure if that was the way out.
 - He was afraid of falling in the dark.
- How did the writer recognise Roberto?
 - He shone a torch at Roberto's face.
 - The light from the window lit up Roberto's face.
 - Roberto's torch gave enough light to see clearly.
 - Roberto's face was reflected in a mirror on the wall.

WRITING Part 2: review

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

Write your review in 120-180 words.

Exam Tip

(also see writing checklist on p. 100)

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

Reviews Wanted!

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

The best reviews will be published next month.

Test Three (Units 11–15)

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

- 1 When I was twelve, my grandfather taught me how to chess.
A do B play C make D collect
- 2 The government major changes to the education system today.
A warned B declared C announced D expressed
- 3 I've never liked steak because it can be rather dry – the flavour is much better if you fry it.
A roasted B baked C grilled D boiled
- 4 One of the first successful films was *Fantasmagorie*, which was made up of 700 drawings and lasted two minutes.
A comedy B drama C play D cartoon
- 5 The road the children walk along on their way to school is very busy, but fortunately there's a pedestrian they always use.
A path B crossing C precinct D street
- 6 I'm trying to get more on the internet about how to reach the island from the mainland.
A fact B information C detail D knowledge
- 7 I on the news that the price of gas is going up again.
A looked B listened C heard D watched
- 8 I've never been much good at painting, but I've been going to classes for a year and have made several nice vases.
A pottery B drawing C cookery D sculpture
- 9 We stayed in comfortable not far from the city centre.
A hotel B resort C accommodation D guesthouse
- 10 It'll take you over an hour to get to the city centre in the hour.
A rush B busy C run D crowded
- 11 It was very hot in Egypt, so we set at dawn to visit the Pyramids.
A off B about C back D in
- 12 I've just taken sailing, and I'm going to do a special course next month.
A to B over C up D after
- 13 I found it very stressful living in the centre of town, so I was pleased when we moved to a quiet residential area in the
A edge B suburbs C estate D outskirts

- 14 You'll find a pharmacy in the market , facing the clock tower.
A way B centre C lane D square
- 15 Peter was on his way to a meeting, so he only had time to at the report quickly.
A glance B stare C glimpse D gaze
- 16 At the airport, you have to go through passport before you get on a flight.
A security B check C desk D control
- 17 The leading actor gave the of his life and the audience cheered him at the end of the play.
A performance B rehearsal C review D show
- 18 In the UK, people often finish their meal with a like apple pie.
A side dish B starter C main course D dessert
- 19 My brother Richard is an artist, and he's well known for his of local people.
A abstracts B landscapes C portraits D still lifes
- 20 I was tired last night so I spent the evening television.
A looking B watching C seeing D viewing
- 21 When they heard their train was due to come in on a different all the commuters dashed over to it.
A board B escalator C rank D platform
- 22 Sally always reads gossip when she's bored.
A magazines B newspapers C journals D comics
- 23 As soon as we've finished decorating the kitchen, we'll buy a new electric and have it installed.
A cooker B wok C saucepan D dish
- 24 I love going to the cinema and watching the film on the big
A stage B studio C location D screen
- 25 I like the way my sister has designed her flat – it's really
A delicious B tasteful C fresh D tasty
- 26 There's a major junction controlled by traffic and that's where you turn left.
A bypasses B crossroads C lights D roundabouts
- 27 There was a good on the television last night about polar bears.
A drama B series C forecast D documentary
- 28 The from Dover to Calais only takes about an hour when the sea is calm.
A trip B crossing C voyage D travel
- 29 The of the thriller I saw last night was so complicated I want to see the whole film again.
A plot B subtitle C soundtrack D trailer
- 30 Most cities have at least one art worth visiting.
A museum B gallery C centre D hall

16 Stages of life

Different ages, university, school

Different ages

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

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

Finish these sentences about your country.

- 1 Most people go to university when they're *in their late teens*
- 2 People usually get married when they're
- 3 The majority of people have their first child when they're
- 4 People generally retire when they're

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

Martha is Rob is Jessie is
Callum is Jim is

1.3 COMMON EXPRESSIONS Write expressions from the recording which mean the same as the expressions below, then look at the recording script at the back of the book to check your answers.

- 1 *My husband died twenty years ago:* I've been a *widow* for twenty years.
- 2 *When I was a child:* a child
- 3 *I have a three-year-old great-granddaughter:* I have a great-granddaughter who is
- 4 *I didn't have a year off between school and university:* I didn't have a
- 5 *I'm expecting a baby:* I'm
- 6 *My child has just started to walk:* I've got a
- 7 *My cousin is about the same age as me:* My cousin is
- 8 *He behaves like a child:* He's
- 9 *My children are adults:* My children are
- 10 *I still feel/look young:* I don't feel/look

Error warning

I have a three-year-old daughter NOT *a three-years-old daughter*
I'm expecting a baby NOT *I'm waiting for a baby*.

Kid is only used in very informal situations to mean **child**.

2 WORD BUILDING We can add *-ish* ('quite, about or with certain qualities') to nouns or adjectives. Add *-ish* to one word in each of these sentences and make any other changes necessary.

- 1 I'm not sure how old my teacher is – ~~around~~ thirtyish perhaps.
- 2 She's tall with glasses and she always wears jeans.
- 3 I look nothing like my brother because he's got red hair.
- 4 I'll see you about eight outside the cinema.
- 5 My boyfriend's got quite long hair and a beard.
- 6 It's a new building with a statue outside – you can't miss it.

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

- | | |
|-----------------------------------------------------------------------|-----------------------|
| 1 She's always enthusiastic and loves being busy. | A That's life. |
| 2 There's no point worrying about things that might not happen. | B Life's too short. |
| 3 You should go out more instead of polishing your car every weekend. | C She's full of life. |
| 4 I haven't seen you for ages. | D Get a life! |
| 5 I don't want my daughter to give up her job but it's her decision. | E How's life? |
| 6 Every year we think we can win and every year we come second. | F It's her life. |

University

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

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

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

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

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

4.2 Complete these sentences with words from the text.

- The university year is divided into^{terms}..... or The breaks are called
- Students attend, and where they are taught about their subject.
- Students are taught by and
- A long piece of written work is called a
- Students who are studying for a first degree are called When they finish they are called A student who continues to study after a first degree is called a
- The buildings of a university and the land that surrounds them are called a
- Students live in and attend social events arranged by the
- Information about the university can be found in a booklet called a
- The university is organised by subject into different and a group of these form a
- Students who are at least 21 are students.

School

5.1 Look at the words you've written in 4.2. Which of them can you also use to talk about a school?

5.2 Choose the correct words in this email to a penfriend.

Dear Tomo

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

Ian

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

6.1 PHRASAL VERBS Which of these sentences can you complete with the verb *give* or *hand*? In which sentences does only the verb *hand* fit? In which sentences does only the verb *give* fit? Put the correct forms of the verbs in each gap.

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

6.2 Complete the table below.

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



Vocabulary note

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

Exam practice

Speaking Part 2


1 Look at the photos and think about your answers to these questions.

- 1 Where are the people?
- 2 What are they doing?
- 3 What else can you see?
- 4 Compare the two classrooms. What things are the same and what things are different?
- 5 Which method of learning is best? Why?



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

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

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



USE OF ENGLISH Part 4

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

Example:

0 When we lived in Germany, I attended the local school and learnt to speak German.

WENT

When we lived in Germany, I went to the local school and learnt to speak German.

1 My sister's pregnant so I'm going to be an uncle.

BABY

My sister's so I'm going to be an uncle.

2 I must stop eating so much chocolate because it isn't good for me.

GIVE

I must so much chocolate because it isn't good for me.

3 My parents always allowed me to decide when to go to bed.

LET

My parents always when to go to bed.

Exam Tip

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

17 Shopping in style

Clothes, shopping, money

Clothes

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

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

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

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

A



B



C




D



Jasmine: My favourite outfit is a knee-length sleeveless silk dress. It's got a V neck and two pockets. It's light blue and I have a necklace and some earrings to match. I wear it with some silver sandals with really high heels. I'm not very tall so I don't wear flat shoes. I can only really wear this dress to a party or somewhere special but I love the colour and the material and it makes me feel good.

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

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

belt	boots	bracelet	buckle	collar	hood	jeans	laces	neck
pockets	sweatshirt	T-shirt	trainers	baggy	flat	long	short	

Andrew: I always wear denim (1)*jeans*..... everywhere I go. My favourite pair are quite (2) – I don't like things that fit. They've got big (3) which are usually full of stuff. Because they're a bit big I wear a large leather (4) to hold them up. It's got a big (5) I always wear a (6) – I like plain ones and I usually wear a (7) over the top. My favourite one has a big (8) And on my feet I always wear (9) with striped (10) So that's my favourite outfit and I wear it all the time!

Sangeeta: I have a dress I love to wear. It has (11) sleeves and is quite (12) – it comes below the knee but it's very cool because it's made of cotton. It's got a round (13) and a white (14) I've got a (15) made of beads which looks good with it but I don't usually wear a necklace. I have some black (16) that I wear with it. They're (17), which I prefer because I'm quite tall.

2.3 The adjectives below describe a material or pattern. Write them in the correct category below.

checked	cotton	flowery	leather
lycra	nylon	plain	polyester
silk	spotted	striped	wool

Material

Pattern



Vocabulary note


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

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

Shopping


3 Choose the correct word to complete each sentence.

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

4.1  17a Listen to four customers in a clothes shop. Why don't they buy what they try on?

Match each customer to a reason.

- | | | |
|------------|---|---------------------------------------------|
| Customer 1 | A | It's a waste of money. |
| Customer 2 | B | It doesn't fit. |
| Customer 3 | C | It doesn't match another piece of clothing. |
| Customer 4 | D | It doesn't suit him/her. |

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

back into into off on on out of up

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

4.3 The pairs of sentences below have the same meaning. At the end of each pair are two verbs. Choose the correct one for each sentence.

- 1 a) I dressed in a hurry.
 b) I my clothes on quickly.
 [put / got]
- 2 a) I have to smartly for work.
 b) I have to smart clothes for work.
 [wear / dress]
- 3 a) The dancers were all in blue.
 b) The dancers were all blue.
 [dressed / wearing]
- 4 a) He undressed in the bathroom.
 b) He off his clothes in the bathroom.
 [got / took]
- 5 a) She fell asleep fully
 b) She fell asleep all her clothes.
 [dressed / wearing]

Error warning

We **pay** someone but we **pay for** something:
 I paid the builder the money I owed him.
 I paid for the work the builder had done.
 EXCEPT We pay a fine, a fare, a bill or a fee.

Money

5 Choose the correct verb in each sentence. Then put them in the correct order to complete the biography of David Davies.

David Davies (1818–1890)

Correct order: D

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

Exam practice

READING Part 2

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

Shopping for a living

Helping Hollywood stars look their best

Wouldn't it be cool if you could shop for a living? **1** I'm talking about the latest fashions in the best shops. For Hollywood wardrobe stylists, this kind of shopping largely defines the job.

"Obviously it's fun to get paid to spend money," says Jami, "and to get to feel like one of the rich and famous. But I also like to help make people look good. **2** That's because every job is different, from game shows to commercials to movies."

Jami had no idea this job even existed until some actresses she knew kept telling her she'd be good at it. **3** "I basically carried around her shopping bags for free and learned the business, including stuff like who has the best evening wear and which tailor can do overnight alterations."

4 "It's hard not to let your own tastes interfere, but ultimately you're not the final decision maker," says Jami, who thinks for a minute and then says, "My all-time favorite actor was a monkey, because he didn't talk back and he didn't drop his clothes on the floor."

It's no wonder these stylists are often credited with setting fashion trends around the globe. A stylist might give an actress a beautiful bag or amazing scarf to wear to a premiere. **5** The next thing she knows, she's got her own line of accessories and a boutique at Sunset Plaza.

So the next time someone compliments your sense of style, you could think of becoming a wardrobe stylist – it could be your introduction to the stars!

- A Once it's splashed across the pages of every magazine across the country it becomes a trend.
 B And I don't mean for groceries or socks.
 C A stylist, of course, often has to deal with strong personalities as well as big budgets.
 D But that's one of the few disadvantages of the job.
 E She already had a distinctive personal style, so she apprenticed with a well-known stylist.
 F And one of the best things is that it's never monotonous.

Exam Tip

Read the paragraph again after choosing your answer to check both the meaning and grammar are correct.

USE OF ENGLISH Part 4

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

Example:

0 The outfit I like best is my red skirt and white top.

FAVOURITE

My *favourite outfit* is my red skirt and white top.

1 Those shoes don't match your dress.

GO

Those shoes your dress.

2 Those jeans are too small for me now.

GROWN

I those jeans now.

3 I can return the jacket if I decide I don't want it.

TAKE

I can if I decide I don't want it.

4 Mary doesn't look at all good in that colour.

SUIT

That colour at all.

18 Home territory

Houses and homes, household problems

Houses and homes

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

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

Underline the words which gave you the answer.

- 1.2** Match each of the types of houses below to a picture in 1.1.

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

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

- have more than one floor or storey?
- have a double garage?
- have a fence?
- have a view of water?
- have shutters?
- have a hedge?
- have a gate?



Vocabulary note

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



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

1.4 Read the email again. In your notebook, list the ways in which the house described is similar to yours, and the ways in which it is different.

1.5 Use your notes to write a paragraph about your house/flat. Use the email above as a guide.

2.1 Read this extract from a novel. Do not worry about any words you do not understand.

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

And their house was painted.

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

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

'Paint' was a **sensitive word** around our farm.

2.2 When you don't understand a word you should try to guess its meaning. Look at these words in the extract above and try to answer the questions without a dictionary.

1 **Routine chores** are

- A everyday tasks
- B repetitive games
- C time-consuming jobs

2 The words **perfectly manicured** here refer to the hedges and mean

- A well watered
- B heavily fertilised
- C carefully cut

3 The **legendary yield** of the garden refers to

- A the flowers grown there
- B the vegetables it produced
- C the insects that lived there

4 **Oak** is a kind of


- A brick
- B cement
- C wood

5 **Vowed** means

- A encouraged
- B promised
- C dared

6 **Paint** was a **sensitive word** around the farm because the writer's mother

- A had a row with the rest of the family about it.
- B desperately wanted to live in a painted house.
- C was jealous of the neighbours' farm.

3 COMMON EXPRESSIONS  There are lots of common expressions related to the house and home. Match the two halves of the sentence below.

1 We just have to finish this section

2 When I was younger I used to feel homesick

3 He hit the nail on the head

4 You should put your own house in order

5 I shan't be there until 6.00pm

6 She really hammered home the message

A that we shouldn't walk home late at night.

B when he said everyone should work hard.

C whenever I was away from my family.

D so please make yourself at home until then.

E and then we're home and dry.

F before you start telling me what to do.

Household problems

4 Lots of people do household jobs and repairs themselves, and this is called DIY (Do It Yourself). However, sometimes you have to call in an expert. Who would you call for the following problems? Match each person (A–F) with a problem (1–6).

- A electrician B builder C service agent D decorator E dry cleaner F plumber
- The tap in the kitchen is dripping and the pipe under the kitchen sink is leaking. F...
 - The cushions on your sofa are stained with coffee.
 - You'd like some new lighting put up.
 - Your dishwasher has broken down while it's still under guarantee.
 - You'd like a new patio made outside your house.
 - You'd like your living room painted and you don't have time to do it yourself.

5.1 PHRASAL VERBS Look at the sentences below and choose the correct answer.

- Decorating that room was really tiring – it's done me in / away with me.
- I was in the middle of doing without / out the room when the money ran out.
- I need an electric saw for this job, but I'll have to do away with / without one.
- I'd like to buy a really old house and do it up / in.

Vocabulary note

Do usually means to perform an activity or job.

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

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

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

renovate exhaust manage without decorate

DO	someone in	out a room	up a building	without something
meaning	exhaust			

5.3 Answer these questions.

- Have you ever done out your room? What colours did you use?
- Does learning English do you in? Do you enjoy learning languages?
- Can you do without a car? Do you use a bike?
- Have you ever done up a flat? Did it take a long time?

Error warning

When you use verbs of movement like *go* or *come* with *home*, you do not need to use a preposition:
What time did you go home? NOT *What time did you go to home?*

Exam practice

SPEAKING Part 3

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

SPEAKING Part 4

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

- Would you prefer to live in a house or flat?
Which room is most important for you? Why?
Would you rather live in an old or new house?

- Is it important to live near to where you work or study?
How could the area where you live be improved?
Are you friendly with people in your area?

USE OF ENGLISH Part 2

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

THE BEST CITY TO LIVE IN?

Vancouver has just (0) *been* rated top in a survey of cities across the world. According (1) the survey, its natural beauty (2) temperate climate are the main reasons (3) it being chosen as (4) of the best cities in the world to live. But Vancouver also scored highly in the survey (5) Canada is politically stable and a country (6) levels of personal safety and security are high. (7) addition, it offers a high standard (8) medical care and education, a good public transport system, good quality housing and excellent recreational activities.

Other Canadian cities (9) also placed high in the survey, with Toronto, Ottawa, Montreal and Calgary all being ranked in the top thirty. (10) is thought to be (11) to the fact that Canada also has strict law enforcement and low crime rates, (12) makes all its cities amongst the safest in North America.

USE OF ENGLISH Part 3

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

SUNNY COTTAGE

This bright, (0) *spacious* cottage is (1) located in open and very (2) countryside. It is within walking distance of a village with a shop and a school and it takes just 20 minutes to drive to the (3) city of Bath. It is light and (4) in summer, yet cosy in winter. The cottage offers a pleasant (5) of traditional and modern amenities, and provides an excellent base for exploring the (6) area.

On the ground floor you will find a living room with a (7) floor, and a modern (8) kitchen, which is well-equipped with all necessary (9) Upstairs there are three bedrooms and two shower rooms. In the drive there is parking for four cars, with (10) roadside parking.

Exam Tip

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

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

19 Green planet

Science, the environment

Science

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

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

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

- | | |
|-----------------|----------------------|
| 1 physicist | A rocks |
| 2 biologist | B substances |
| 3 ecologist | C stars |
| 4 chemist | D the environment |
| 5 mathematician | E living things |
| 6 geologist | F matter and energy |
| 7 astronomer | G numbers and shapes |

- 1.3** Complete the table.

person (noun)	<i>astronomer</i>			<i>ecologist</i>			
subject (noun)	<i>astronomy</i>		<i>chemistry</i>			<i>mathematics</i>	
adjective		<i>biological</i>			<i>geological</i>		<i>physical</i>

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

A

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

B

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

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

Vocabulary note

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

The environment

2.1 COMMON EXPRESSIONS There are currently many problems with the environment. Match the two halves of the sentences.

- 1 Global warming means that
- 2 Heavy traffic and exhaust fumes
- 3 The emissions produced by factories
- 4 The pesticides used on crops in the countryside
- 5 Heavy rain and rising water levels in rivers
- 6 Most households produce large amounts of waste

- A pollute the air in most cities.
- B which is taken to landfill sites.
- C have caused serious flooding.
- D create acid rain which destroys crops.
- E the weather is becoming hotter and drier.
- F are dangerous to birds and other wildlife.

2.2 Put a tick against the problems which exist in your country.

3.1 Schools are teaching their pupils about pollution and the need to live in sustainable buildings which cause no damage to the environment. Read the newspaper article below and answer the questions.

THE SUSTAINABLE SCHOOL

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

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

Contrast this with a certain city school where the head teacher knows only too well that he is throwing away money and resources trying to heat, light and ventilate a building that is



Cassop village primary school

a furnace in summer and an icebox in winter. As he says, 'It was built in the 1970s and it should be pulled down'.

In the article, find words for

- 1 three types of extreme weather
- 2 two resources that may be in short supply in 30 years' time
- 3 two alternative forms of energy
- 4 three ways that power is used to make a building more comfortable
- 5 three phrasal verbs

3.2 Look at these expressions. Which would you use to describe the two schools above?

wasteful environmentally friendly expensive to maintain efficient cheap to run

Village school:

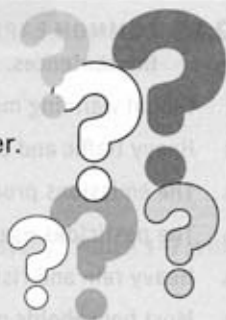
City school:

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

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

How Green Are You?

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



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

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

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

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

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

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

Exam practice

USE OF ENGLISH Part 3

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


CENTRE FOR ALTERNATIVE TECHNOLOGY (CAT)

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

SOLVE
POLLUTE

SUSTAIN
EFFICIENT
ORGANIC
VARY
GLOBE
INFORM
MASS
RESIDENT
PLACE

LISTENING Part 4

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

- What does Gina say about sheep farming in Australia?
 - It is the main source of employment.
 - It takes place all over the country.
 - It is restricted to cooler areas.
- What is the main challenge facing farmers who produce wool?
 - competition from manmade products
 - falling production levels
 - increasingly dry weather
- Gina says that in future, wool will have most potential in
 - manufacturing carpets.
 - insulating houses.
 - making clothes.
- What alternative form of energy is Gina investigating?
 - solar power
 - tidal power
 - wind power
- What made Gina become interested in a new source of energy?
 - It will make her farm self-sufficient.
 - It fits in with her 'green' view of life.
 - She'll be able to earn money from it.
- What does Gina say about the advice she has received in England?
 - It has encouraged her to lead a more sustainable lifestyle.
 - It has taught her to analyse financial issues.
 - It has convinced her that she has to give up farming.
- How does Gina feel about her project?
 - She's worried about high costs.
 - She's aware that her plans need adapting.
 - She's confident that she can succeed.

Exam Tip

The questions come in the order you hear the information.

 Listen again.

20 My judgement

Crime, opinions

Crime

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

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

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

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

1.2 WORD BUILDING Complete the chart below.

CRIME	CRIMINAL	VERB
burglary	burglar	
robbery		
theft		steal
		shoplift
murder		

Error warning


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

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

1.3 Now complete the sentences below with an appropriate word from the box above.

Put the verbs in the correct tense.

- Most stores will prosecute people whoshoplift.....
- Five men in masks a bank in the main street.
- The cashier £100 from the till in the supermarket.
- The gang admitted they had committed four recent bank
- The admitted killing two people, and the judge sentenced him to life imprisonment.
- When I came back from holiday I found that my car had been while I was away.

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

CRIME NOVELS

- 1 Do you enjoy reading crime novels and detectives stories?

Yes. I quite like them / I like them a lot / I love them

No. I dislike them / I can't stand them

Give a reason for your answer: *because*

- 2 What is the name of your favourite writer?

- 3 What is special about his/her novels?

.....

.....



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

- 3 Look at the vocabulary below about crime. Which is the odd one out in each group?

1 burglar robber arsonist thief

3 evidence proof fact clue

2 shoplifting vandalism kidnapping speeding

4 judge barrister detective solicitor

Opinions

- 4.1 Read the text below about a woman judge.

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

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

Match the words in bold to their definitions below.

1 new

3 keen

5 important

2 revolutionary

4 gets results

6 conservative

- 4.2 Divide Anne Rafferty's ideas into two columns.

no TV in court
identifying drug and alcohol problems
judges wearing wigs and gowns
~~weekend jails~~
criminals meeting their victims

RADICAL	TRADITIONAL
weekend jails	

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

<i>Used positively (agrees with)</i>	<i>Used negatively (disagrees with)</i>	<i>Could be used for either</i>
in favour of		

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

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

- 5.1** COMMON EXPRESSIONS Correct these sentences.

- We're thinking ~~to go~~ to France on holiday. *of going*
- What did you think the concert last night?
- I thought my answers before writing anything down.
- I'm thinking leaving early to avoid the rush hour.
- What do you think my new dress?
- I was thinking my grandmother, who's been rather unwell.



Vocabulary note

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

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

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

Think of doing means thinking about the possibility of doing something: *I'm thinking of taking up karate.*


- 5.2** IDIOMS There are lots of idioms and expressions in English using the verb *think*. The meaning is often very clear from the context. Match the two halves of the sentences.

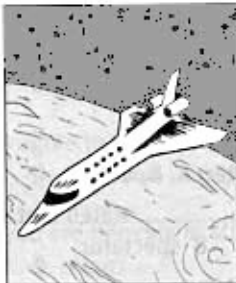
- | | |
|----------------------------------------------|------------------------------------------------------|
| 1 If I were you I'd think long and hard | A when you said you'd finish everything by Monday. |
| 2 You've really got to think for yourself - | B because you had no time to consider your answer. |
| 3 You weren't thinking straight | C you'll realise how much progress we've made. |
| 4 If you think back to this time last year, | D before you accept a job involving a lot of travel. |
| 5 I was really just thinking aloud | E no one is going to make the decision for you. |
| 6 It's a good job you can think on your feet | F when I said Alison deserved promotion. |

Exam practice

SPEAKING Part 3

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

First decide what type of book each picture shows, and what the story is going to be about. Then decide which book you think would be the best choice for everyone in your class to read together. You can hear an example of two students doing this task on the CD  20b .



SPEAKING Part 4

Practise your answers to these questions.

- Do you prefer reading or watching television?
- Do people learn more from books or television?
- What kind of books are popular in your country?

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

WRITING Part 2: essay

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

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

Write 120–180 words.

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



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

LISTENING Part 1

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

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

- A teenage criminals
- B teenage volunteers
- C teenage journalists

 Listen again.

Test Four (Units 16–20)

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

- In court, the stated that she had seen the man leave the house at 6.00 pm.
A watcher B spectator C viewer D witness
- My cousin wants to study because he cares passionately about the environment.
A mathematics B astronomy C ecology D physics
- Sweatshirts are often made out of manmade materials like rather than natural ones.
A cotton B silk C wool D polyester
- The radiator in the living room is leaking, so I'll have to get a to come round.
A plumber B electrician C decorator D builder
- Most people in the town the idea of tougher penalties for vandalism.
A agree B approve C support D believe
- If you have outside your windows, you don't really need curtains inside as well.
A shutters B fences C hedges D gates
- In many countries, education is until the age of sixteen.
A necessary B essential C compulsory D legal
- The fumes created by cars cause huge problems in cities.
A pollution B acid C exhaust D waste
- My brother went out and all his birthday money on an expensive pair of trainers.
A paid B made C put D spent
- Students who have successfully completed a degree course are known as
A undergraduates B doctors C postgraduates D graduates
- In most countries, fishermen's boats are built of cut from local trees.
A bricks B wood C cement D cotton
- Many people who are worried about eating chemicals buy food.
A green B organic C recycled D environmental
- My boss was on his way home last night and the thieves took his wallet.
A stolen B burgled C shoplifted D robbed
- I really liked the jacket, but I didn't buy it because it didn't the dress I'd already bought.
A suit B fit C match D go
- When I was a teenager my parents always expected me to chores around the house.
A make B get C have D do

- 16 My cousin is a baby in September and the whole family is really excited about it.
A waiting B expecting C hoping D getting
- 17 We have a small room where we keep the drier, fridge freezer and so on.
A utility B kitchen C machine D shower
- 18 I've very carefully about how we can get everyone to agree to our plan.
A realised B thought C supported D approved
- 19 You should read the information in the university if you are thinking of studying there.
A prospectus B brochure C leaflet D report
- 20 They were free samples of cheese in the supermarket yesterday.
A handing back B giving in C handing out D giving up
- 21 Modern universities are usually located on a, where there is accommodation and all sorts of facilities for the students.
A faculty B campus C department D hall
- 22 It's best not to leave your computer on standby but to it off when you've finished with it.
A switch B close C hold D push
- 23 Older people often choose to live in a because there are no stairs for them to worry about.
A villa B cottage C detached house D bungalow
- 24 It's always a good idea to clothes on before you buy them.
A put B hang C take D try
- 25 Most household rubbish is disposed of in landfill
A places B locations C sites D factories
- 26 A lot of people wear in bed when it's cold at night.
A sleeves B tights C pyjamas D laces
- 27 The decides what the sentence will be if the accused is found guilty.
A barrister B warder C judge D solicitor
- 28 That you liked is one of the pieces of jewellery I inherited from my grandmother.
A buckle B bracelet C collar D tie
- 29 The police eventually dropped the case because they had insufficient to prosecute.
A evidence B proof C clue D fact
- 30 Global warming is likely to result in more because an increase in rainfall will cause rivers to burst their banks.
A droughts B floods C storms D waves

come

2.1 Match the two halves of the sentence.

- | | |
|--------------------------------------------------------|--------------------------------------------------------|
| 1 He came across some very old letters | A when the Russian ballerina came on. |
| 2 When the DVD of the concert came out | B which means global supplies are good. |
| 3 I'll come by your office one day this week | C was the most difficult problem they came up against. |
| 4 There was great applause from the audience | D it sold millions of copies. |
| 5 The racing driver was unconscious after the accident | E but our plan didn't come off. |
| 6 We hoped to visit our friends in Canada last year | F but to everyone's relief he soon came round. |
| 7 Oil prices have come down recently | G while he was cleaning out the attic. |
| 8 Getting permission to cross the border | H so we can discuss it. |

2.2 Underline the phrasal verbs with *come* in the sentences above. Then match them to their definitions.

- | | | |
|-----------------------------------------------|----------------------------|-----------------------|
| <u>come across</u> find by chance | visit | fall |
| succeed | be released | appear on stage |
| face (a problem) | regain consciousness | |

2.3 Use one of the phrasal verbs above to complete these sentences.

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

go

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

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

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

go bad manage without catch match spent on entered

Appendix 1

Phrasal verbs

get

1.1 Read the sentences below. Try to work out the meaning of the phrasal verbs in bold.

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

1.2 Complete the table below, using one of the meanings in the box. Look back at the sentences again.

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

	<i>particle</i>	<i>use</i>	<i>meaning</i>
GET	across	<i>get a message across</i>	explain clearly
	(a)round	<i>get (a)round a problem</i>	
	away from	<i>get away from a place</i>	
	away with	<i>get away with a crime</i>	
	by	<i>get by (on little money)</i>	
	down	<i>bad weather gets me down</i>	
	out of	<i>get out of a commitment</i>	
	over	<i>get over an illness</i>	
	(a)round to	<i>get round to doing something</i>	
	through	<i>get through to someone on the phone</i>	

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

Appendix 2

Word building

Verbs to nouns

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

-sion -tion -ation -ion

- 1 There are lots of organisations whose aim is the*protection*..... of wildlife. PROTECT
- 2 The of the company meant I was offered promotion. EXPAND
- 3 The to the crossword will be in tomorrow's newspaper. SOLVE
- 4 If you don't give your homework in on time, I will need an EXPLAIN
- 5 After the children went to school, Elinor was free to work without any INTERRUPT
- 6 Don't forget to put a at the end of your essay. CONCLUDE
- 7 The winner of the was announced on the radio. COMPETE
- 8 There was a long queue at the hotel desk when I tried to check out. RECEIVE
- 9 The newspaper said there were 6,000 people at the festival but I think that was an EXAGGERATE
- 10 There is less demand for large cars so the factory lowered rates of some models. PRODUCT

1.2 Use the same suffixes to change these verbs into nouns.

- | | | | |
|-----------|------------------------------|---------------|-------|
| 1 reduce | <i>reduction</i> | 6 divide | ..... |
| 2 publish | ..... | 7 impress | ..... |
| 3 oblige | ..... | 8 investigate | ..... |
| 4 satisfy | ..... | 9 destroy | ..... |
| 5 predict | ..... | 10 persuade | ..... |

Verbs to nouns and nouns to adjectives

2 Read the following extract from a newspaper article. Decide if a noun or an adjective is required in each space. Then choose one word from the box below to go in each space. Change it to a noun (singular or plural) or adjective to fit the meaning. Use the suffix *-al*.

approve propose *globe* refuse practice survive

Now that we are living in a time of (1)*global*..... warming and climate change, it is important for everyone to take an interest in the (2) of the planet. The government has put forward (3) which, if they get (4), will begin to help. However, some people have shown a (5) to accept that there are (6) things they can do such as drive smaller cars.

Adjectives to nouns

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

-ity -ety -ness -iness -ence -ance

Schools give great (1)*importance*..... to making sure children feel comfortable when they first start school. The (2) of children settle and do not show any (3) after the first few days. Some children, however, are not ready for this essential stage of (4) in their lives and show signs of (5) They need to be treated with great (6) and given plenty of time to gain (7) After a while they will be willing to join in a (8) of (9) with the other children, their early (10) completely forgotten.

IMPORTANT
MAJOR
ANXIOUS

INDEPENDENT
NAUGHTY
KIND
CONFIDENT
VARIOUS/ACTIVE
SHY

- 3.2** Use the same suffixes to change these adjectives into nouns.

- 1 intelligent*intelligence*.....
2 popular
3 necessary
4 happy
5 ill

Nouns to verbs

- 4** Change these nouns to verbs.

- 1 When I was young, My uncle*encouraged*..... me to become an engineer. **COURAGE**
2 My friend says nothing her. **FRIGHT**
3 Never what Jamie says. **BELIEF**
4 The police could not arrest the woman because they could not she had committed the crime. **PROOF**
5 The bridge was by replacing some of the old wood with cement. **STRENGTH**
6 Can you the man you saw steal the car? **IDENTITY**

Appendix 3

Spelling

Common errors

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

Example:

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

Appendix 4

Speaking checklist

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

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

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

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

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

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

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

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

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

- Compare and contrast the two photos:

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

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

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

agree and disagree:

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

ask for an opinion:

What do you think? / Do you agree?

come to a conclusion:

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

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

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

Appendix 5

Writing checklist

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

Before you start writing

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

When you are writing

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

When you have finished writing

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

Things to remember when you do the FCE exam

Part one

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

Part two

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