

# GOLD

## experience

WORKBOOK

2ND EDITION

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**B1+**

Pre-First  
for Schools

 Pearson

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# Starter Fun times

1 Read the clues (1–7) and unscramble and match the words (A–G).

- you buy this to travel by train or go to the cinema
- you write this to remind yourself of something
- these try to persuade you to buy something
- you put this on your wall for decoration
- you send this by phone, often to your friends
- you get this when you finish a course or pass an exam
- you fill this in with details about yourself

- A CKTIET      B TONE      C XTTE SSGEMAE      D LENINO MORF  
 E VADTER      F TERFCICTAIE      G STOPER

2 Read texts A–C. What kind of text is each one?

A Student details	
Full name:	Dan Andrews
Date of birth:	12/08/2004
Address:	Bell Cottage, 3 Dover's Lane, Melbrooke ML1 6TP
Phone number:	0710 64532
Email:	Dantheman@mymail
Likes & dislikes:	I like watching football, listening to rock & Italian food I don't eat meat

B Hey, Dad!  
 I'm going to be late home from football practice today – we're starting later than usual. I'll walk home with Sandie.  
 Can we go out for pizza this evening?!

Chloe x

C Hi Enzo! Fancy going to watch the match with me and my dad this evening? He'll give us a lift. We can go to Happy Chicken on the way home. Let me know! Kai

3 Read the texts in Ex 2 again. Write C for Chloe, D for Dan or K for Kai.

- Who ...
- says they would like an Italian meal today? .....
  - needs some information from someone else? .....
  - is letting someone know about a change of plan? .....
  - would like to do something with a friend later? .....
  - wouldn't like to have chicken for dinner? .....
  - plays a sport? .....

4 Decide which words are connected to music, sport, travel or technology.

- band      return ticket      website  
 game design      surf      perform  
 sights      festival      rock climbing

5 S.1 Listen to some conversations about different places. Where have they been? Match the sentence halves (1–6) with (A–F) and complete them with these prepositions.

at from in on out to

- |  |                       |
|--|-----------------------|
| 1 She went .....                             | A Spain.              |
| 2 They stayed .....                          | B the park.           |
| 3 He's .....                                 | C holiday.            |
| 4 She spent the afternoon with her dog ..... | D the beach.          |
| 5 They had a great time .....                | E the amusement park. |
| 6 They had a brilliant day .....             | F home.               |

8 S.2 Listen to three different people giving instructions. Match the speakers (1-3) to the pictures (A-C).



7 S.3 Complete the instructions with these words. Then listen and check.

don't easy must remember time try

- ..... to put on your glasses.
- It's ..... to get something in your eyes.
- You ..... write your name and student identification number at the top of your paper.
- Just ..... to do your best and ..... worry!
- It's ..... to take the photo.

8 S.4 Listen and match the speakers with these topics.

indoor hobbies study travel winter sports

9 S.5 Listen again. Which question is each person answering? Write 1-4. There are four extra questions.

- Which activities did you do last summer?
- What outdoor activities do you like?
- What did you do last weekend?
- Where would you really like to visit?
- How do you like to spend time when you're indoors?
- Have you ever done any winter sports?
- Do you like studying alone or with friends?
- Are you going to go to university?



10 S.6 Listen to some of the questions from Ex 9 and record your answers. Say as much as possible. Then listen to your answers and think about how you could improve them.

11 Read the email from your friend Jose. Why is he writing?



Hi!  
 How are you? I'm doing a project at school. Can you answer these questions for me?  
 How do you spend time at home?  
 What kind of films or TV programmes do you like?  
 Are you going to go on holiday with your family this year?  
 Thanks!  
 Jose

12 Write your reply to Jose. Answer his questions. Write about 100-120 words.

# 1

## The true you

### READING

1 Complete the text using these words or phrases. There are two extra words or phrases you do not need.

ahead of   came across   disturb   pretty  
saddle   shot   sleep in   worm



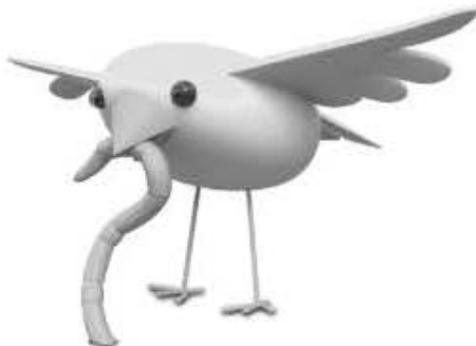
### Be an early bird!

I <sup>1</sup>..... an interesting saying the other day: 'The early bird catches the <sup>2</sup>.....!'. Birds feed first thing in the morning, so I guess all the food runs out if they're lazy and stay in the nest! What does the saying really mean, though, and is it true?

The idea is that if you do something <sup>3</sup>..... other people, you'll be successful. This doesn't mean you have to <sup>4</sup>..... your sleep by getting up at five a.m. every day or never <sup>5</sup>..... at the weekend. Imagine there's only one place left in the sports team you want to join but all your friends do, too. You'll need to be <sup>6</sup>..... quick to ask the teacher if you can try out for <sup>7</sup>..... before everyone beats you in the rush!

2 Read the article about young people who do things early in the morning. Why does each person feel it is necessary to get up so early? Choose A, B or C for each person.

- A to help someone
- B to look after someone/something
- C to boost positive feelings



3 Read the article again. Match the questions (1–10), with the young people (A–D). The people may be chosen more than once.

Which person:

- 1 gives some advice about the activity they do?
- 2 is pleased to have the chance to learn from others?
- 3 has realised that they gain several advantages from their hobby?
- 4 is keen to be successful at a future event?
- 5 believes they have a skill that people they are close to don't have?
- 6 is not always able to do their morning activity?
- 7 tries to make people feel better through doing their activity?
- 8 explains why some people do not enjoy a particular activity?
- 9 has already decided what career they'd like to follow?
- 10 says they would like more people to see what they do?

### Extend

4 Find these phrasal verbs in the article, then choose the correct words to complete the sentences.

set off (Ben)            going on (Olly)            going through (Olly)  
coming up (Sophie)    deal with (Olly)            built up (Talia)

- 1 I just can't **deal with / go through** getting up early at the weekend. I prefer to sleep in!
- 2 Sally's **coming up / going through** a bad time at the moment. I wish I could make her feel better.
- 3 Megan's **dealt with / built up** a lot of experience in fashion design and her clothes are amazing!
- 4 Adam's got an important exam **coming up / going on**, so he's studying a lot for it at the moment.
- 5 Dad's car's broken down so we'll have to walk to school in the morning. What time do we need to **set off / build up**?
- 6 What's **going on / setting off** outside? There's a lot of noise!

5 Complete the sentences with the correct form of the phrasal verbs from Ex 4.

- 1 I am ..... a bad time right now but I'll be OK again soon.
- 2 What time are you ..... for the airport?
- 3 It's important to ..... contacts for the future – they might help you find a job.
- 4 Do you find it easy or difficult to ..... problems?
- 5 What's .....? You're late for school every day.
- 6 I've got my driving test ..... soon and I really want to pass it!

# Get moving in the morning and prepare for success!

*We asked four teenagers to tell us about the stuff they do in the morning*

## A Ben

What makes me get out of bed is my horse, Goldie. I feed her, groom her, clean out her stable, and if there's time before school, I'll put the saddle on and set off for a quick ride. I've lived on a farm all my life and I love animals. My ambition's to become a vet, so whenever one comes to the farm I start following them around asking questions. Sometimes they don't mind me helping out, which is amazing because I never thought they'd let me do anything. I think my parents thought it would put me off, but no way! I often notice something's wrong with one of our cows when my parents haven't – I've got a special talent for it! Most weekends I help out at a local wildlife park, too. They can't give me much responsibility, but it's a great opportunity to find out about different species.



## C Olly

No matter how exhausted I am, I always get up the minute the alarm goes off. Why? Because it gives me time to do a bit of vlogging before I run for the bus. I've been making vlogs for as long as I can remember and I've got hundreds of followers now – mainly friends but other people have started checking out my site too, which is cool because I'm trying to reach a wider audience. I vlog about whatever's going on in my life because I think it helps other people my age deal with stuff. It isn't always easy being a teenager and if you know other people are going through the same things, it gives you a bit of support, doesn't it? I try to cover serious topics in my vlogs but in a funny way. Right now I'm making one about 'sleep health' – which I think will help people who feel they don't get enough.



## B Sophie

I'm big into motocross and I've got a competition coming up which I'm desperate to do well in, so I've been getting up most mornings at about six and heading down to the practice track for an hour before classes.

I've been doing motocross since I was seven but I've never competed until now. A lot of people get put off motocross pretty quickly because you fall off the bike a lot and it can hurt like crazy! Now and then riders crash into each other, too, so it's really important to wear the right gear – helmet, goggles, gloves, boots ... even a chest protector. Going out riding without being properly protected just isn't worth it. People ask me why I love motocross, especially as it's still not that popular with girls. It's because it gives me an incredible sense of freedom I don't get doing anything else!



## D Talia

I get up at sunrise if I can – though it's not something I can do all year round. In summer it gets light almost as soon as it's gone dark and in winter I'm already at school by the time it gets light! But in spring and autumn, it's the perfect time to go hill-running – basically running over the hills! The views are spectacular – you see fantastic sunrises where the sky turns red and I take a few shots on my phone. I've built up a collection of pictures now which I upload to a weather website. What I love about being up so early is that I never come across anyone else – it's like the countryside's all mine. Some of my mates say I'm mad when I chat to them about it, but running gives me loads of energy, keeps me fit, and I'm sure it helps me with my schoolwork, too. Maybe it's something to do with the oxygen my brain gets while I'm exercising. Who knows? It's a brilliant way to start the day, though!



# GRAMMAR

## present tenses

1 Match the sentences (1–7) with the grammar rules (A–G).

- 1 The main character, Ethan, goes to the theatre and finds a stranger waiting for him.
- 2 You're getting better at running all the time – well done!
- 3 There are often people on the beach in the mornings.
- 4 Madison's always playing computer games when he should be doing his homework.
- 5 I sleep in at the weekends because I don't go to school.
- 6 Jody doesn't have enough time to go riding every evening.
- 7 It's such a lovely day, I feel like going for a run.

- A present simple for habits, facts and repeated actions
- B present simple to describe what happens in a film or book
- C present simple with stative verbs
- D present continuous for changing situations
- E present continuous with *always* for something that happens often and is annoying
- F adverb after the verb to be
- G adverbial phrase of frequency used at the end of a sentence

2 Write sentences in the present simple or present continuous.

- 1 rugby / on / play / usually / my / friends / Saturdays / with / I  
.....
- 2 today / exhausted / I / pretty / feel  
.....
- 3 ten / out / Belle / tennis / of / times / practice / misses / nine  
.....
- 4 am / skills / improving / baseball / my / I  
.....
- 5 doing / Kylie / ballet / is / at / training / moment / the / her  
.....
- 6 loves / Brooke / guitar / in / playing / the / band  
.....
- 7 online / Jamie / to / who / chatting / is / ?  
.....
- 8 is / asking / Billie / my / always / taking / football / without  
.....

3 Write the adverbs or adverbial phrases (in brackets) in the correct place in the sentences.

- 1 You're watching TV. You should go and get some fresh air! (always)
- 2 I'm learning to drive. (at the moment)
- 3 I am late for my guitar lessons because I love them. (never)
- 4 I don't play baseball in winter. (often)
- 5 Our team wins a match – they're useless! (rarely)
- 6 Jayden visits his grandmother after school. (most days)
- 7 Jude goes to bed early so she can get up early! (every night)
- 8 Alex is speaking to someone on the phone. (right now)

4 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

### Do you want to find your **DREAM**?

It's OK if you've got a dream, but what if you <sup>1</sup>..... (want) to find something cool to do and aren't sure what it is yet?

A lot of people who <sup>2</sup>..... (not know) what they want end up doing what other people think they should do. Ask people what their dreams are and you often find they're different from what they <sup>3</sup>..... (actually / do) right now. Be the one who's brave enough to do something different!

Think: what <sup>4</sup>..... (you / always / think) about? <sup>5</sup>..... (you / feel) excited about sport, art, music...? What can't you live without? If you <sup>6</sup>..... (always / complain) because you have to practise the piano and can't help being envious of the drummer in that band – quit the piano and learn the drums instead.

The important thing is to set goals to keep yourself motivated. If you stick to them, you'll soon realise that you <sup>7</sup>..... (improve) all the time and are well on the way to achieving your dream!

5 1.1 Listen. What are the people doing now?

- |              |              |
|--------------|--------------|
| 1 They ..... | 4 We .....   |
| 2 He .....   | 5 They ..... |
| 3 She .....  | 6 He .....   |



# VOCABULARY

## follow your dreams

**1** Complete the words and phrases with the missing vowels.

- 1 g \_ t \_ \_ n t \_ (become interested and start doing)
- 2 g \_ v \_ \_ \_ p \_ \_ n (stop hoping)
- 3 b \_ \_ w \_ r t h \_ \_ t (enjoyable or useful enough to do despite the effort)
- 4 t \_ k \_ \_ p r \_ d \_ \_ n (feel pleased about something you do well)
- 5 p \_ t \_ \_ f f (make someone dislike or not want to do something)
- 6 \_ n c \_ \_ \_ r \_ g \_ (make someone feel confident)

**2** Complete the texts with these words or phrases.

campaign care for charity contribute help out  
poverty raise surveys volunteers

I helped to <sup>1</sup>..... money by organising a 'wear odd socks day' at school. Everyone wore two socks of different colours for the whole day and we got people to sponsor us! We gave the money to a <sup>2</sup>..... which helps stop bullying. It's important to <sup>3</sup>..... to education which can change people's lives.

Two friends of mine <sup>4</sup>..... at a local food bank in my town. It's where people who are living in <sup>5</sup>..... can go and collect free food and have a hot meal. We should <sup>6</sup>..... the people who live in our communities.

I'm running a <sup>7</sup>..... at the moment to get my town to hold a Paralympics for young people with disabilities. <sup>8</sup>..... show that there aren't enough facilities for these people where I live. We're also looking for <sup>9</sup>..... to help run the event. It could be you!

**3** Add *-ible* or *-able* to make adjectives. Make any other necessary changes.

- |                 |                    |
|-----------------|--------------------|
| 1 memory .....  | 5 enjoy .....      |
| 2 comfort ..... | 6 fashion .....    |
| 3 sense .....   | 7 understand ..... |
| 4 respond ..... | 8 suit .....       |

**4** Choose the correct words to complete the sentences.

- 1 I find this music so **relaxing** / **stressful** – sometimes I even fall asleep listening to it!
- 2 I love doing karate but the exams are pretty **stressful** / **relaxing**.
- 3 This film's really **tiring** / **scary**! I can hardly watch it!
- 4 Wow! What an **enjoyable** / **incredible** dress – did you make it yourself?
- 5 Playing football's so **tiring** / **scary** – I think I'll go and lie down for a bit.
- 6 I find dancing really **stressful** / **enjoyable**. It's what I love doing best.

## Extend

**5** Look at the adjectives with *-ible* / *-able* below (1–6) and match them with their meanings (A–F).

- 1 I don't think these apples are **edible** any more – they've gone brown.
- 2 Kane's not a very **sociable** person. He spends a lot of time alone.
- 3 I found the people very **hospitable** on holiday – everyone was happy to help.
- 4 You should always be **visible** when you're riding a bike. Use lights and wear light colours.
- 5 You look **miserable**. Has something bad happened?
- 6 This puzzle is **impossible**! I can't do it at all!

- A cannot happen or be achieved  
B able to be seen  
C friendly and welcoming to visitors  
D very unhappy  
E likes meeting and spending time with people  
F suitable or safe for eating

**6** **1.2** Listen to six people describing something. Complete the sentences with the adjectives from Ex 5.

- 1 She's very .....
- 2 The homework is .....
- 3 The cake isn't .....
- 4 He's feeling .....
- 5 She is .....
- 6 The castle isn't .....



## 1 The true you

# LISTENING

**1** Complete the sentences with these words or phrases. Change the form of the verb where necessary.

bet break a record disappointing embarrassing  
final hardly spill

- 1 I can ..... believe what happened at the end of that film – amazing!
- 2 I don't like speaking in front of people. My voice sounds silly and it's so ..... !
- 3 Have you ever ..... during your sporting career?
- 4 Oh, no! You've ..... your drink all down my top! It's brand new!
- 5 Are you coming to our house to watch the football ..... on Saturday?
- 6 I ..... you're really pleased that you passed your sailing test, aren't you?
- 7 It was ..... to lose the tournament as we really wanted to win.

**2** Read the descriptions of the speakers (1–8) in Ex 3. Who will you hear speaking? Are the people talking about the same things or different things?

**3**  1.3 Listen to people talking in eight different situations and choose the correct answer, A, B or C.

- 1 You hear a girl talking about writing a blog. What is she doing?  
A describing how to find followers for a blog  
B giving advice about how to find topics to blog about  
C correcting people's ideas about what blogging involves
- 2 You hear two students talking about choosing subjects to study at college.  
The boy thinks that he should  
A do subjects that will help him find work.  
B study what he feels excited about.  
C follow his parents' advice.
- 3 You hear two friends talking about doing a pottery course. How does the girl feel about it?  
A excited about learning a new skill  
B worried that she won't be very good at it  
C surprised by the boy's interest in pottery
- 4 You hear two friends talking about organising a music event. What do they think might be difficult about it?  
A finding an audience to attend it  
B finding a venue for the event  
C finding a band to play at it



- 5 You hear two friends talking about the girl's hobby of sewing. What does she want to do next?  
A create a website  
B start a sewing group  
C attend a higher-level course
- 6 You hear a teacher talking to his class about stories they have written. What would he like his students to do?  
A read more novels  
B try writing in different styles  
C give feedback on each other's work
- 7 You hear two friends talking about a short film they have made. What do they both say about it?  
A The sound was disappointing.  
B The acting was embarrassing.  
C The plot was confusing.
- 8 You hear a teacher talking to her class about a school concert. What does she want students to do?  
A practise for it outside class  
B suggest ideas for what to include in it  
C start trying to sell tickets for it

## Extend

**4** Read the sentences with words from the recordings. Match the words in bold (1–6) with the meanings (A–F).

- 1 There's a **common** belief that teenagers get bored easily but it isn't true!
  - 2 You're so **competitive**! You don't have to be the best at everything!
  - 3 I don't really like **creative** writing. I prefer writing about facts and figures.
  - 4 Dan's very **practical**. He can fix cars and do repairs on houses.
  - 5 This homework's really **challenging** – you have to think a lot to get the right answers.
  - 6 I'm not very **imaginative**. I can't create things because I don't know what to do.
- A popular  
B good at dealing with problems  
C trying hard to be more successful than other people  
D difficult  
E good at thinking of ideas  
F using imagination and being original

# USE OF ENGLISH 1

**1** Choose the correct words to complete the text.

## Teen-spiration: artist and fashion designer

### Isabella Rose Taylor

Isabella Rose Taylor has **\*never / ever** even thought about giving up on her dreams. Isabella has been painting **\*for / since** the age of three, and after she did a sewing course at the age of eight, she started designing fashion items, going on to make clothes and other things which she sold to friends. She **\*has been designing / has designed** ever since!

At 11 Isabella finished high school and went on to study Fine Arts at college. At 13, she already had her first clothing line. In 2017 she graduated with a degree in Fashion Marketing – when she was only sixteen!

Isabella is now a keen businesswoman and a recognised artist, and she has been launching cool clothing collections **\*for / since** several years. She **\*has won / has been winning** national and international awards for poetry and art, has appeared on TV shows and in magazines, and has inspired a whole load of Generation Z-ers in her TED talks.

All this, and she hasn't reached her 20<sup>th</sup> birthday yet! We think she's one of the most inspirational young people we've **\*already / ever** heard of!



**2** Complete the sentences with these words.

already ever for just never since still yet

- I've ..... watched this video about a boy who's climbed Everest – it was amazing!
- Have you ..... designed anything like furniture?
- Arran's been doing computer programming ..... he was about six.
- Haven't you finished the project .....? You've been working on it for ages.
- Ben's ..... won an award for his robot designs and he's only eleven!
- Julia's acted in a TV series ..... about four years.
- I've ..... sung in front of an audience before.
- I've ..... got a bit of work to do on my new book but I'm almost finished.

**3** Complete the sentences with the correct form of the verbs.

- Jade ..... (just / pass) her driving test. She can take us to the cinema now!
- Zeke ..... (cut) Mum's hair – it looks awesome. He should be a hair stylist.
- Have ..... (you / ever / fly) a plane? My brother's learning now. It's brilliant.
- I ..... (work) on my new painting for a couple of days. It's looking good.
- This is the worst match our team ..... (ever / play) in. Why are we doing so badly?
- How long ..... (you / study) Japanese? You're really good at it.
- Jacob ..... (want) to learn the double bass for a few years. He should just go and do it.
- I ..... (try) to build up some experience in engineering over the last year.

**4 e** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- Josie started training last January for the London Marathon.

#### BEEN

Josie ..... the London Marathon since last January.

- This is the first time the company has accepted an app I've designed.

#### HAS

The company ..... accepted one of my app designs before.

- I saw Carlo on TV a few minutes ago talking about his medal for skiing!

#### SEEN

I ..... Carlo on TV talking about his medal for skiing!

- You skateboard in the street all the time – why don't you go to the park instead?

#### SKATEBOARDING

You ..... in the street – why don't you go to the park instead?

- Maddy started yoga two years ago.

#### DOING

Maddy ..... two years.

- Every day you improve at this computer game!

#### GETTING

You ..... at this computer game every day!

- Michel is too busy to visit his grandparents every weekend.

#### TIME

Michel ..... to visit his grandparents every weekend.

- I was ten when I first wanted to be a doctor.

#### WANTED

I ..... a doctor since I was ten.

# 1 The true you

## USE OF ENGLISH 2

**1** What am I? Look at the pictures and write the words.



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

**2** Complete the sentences with words about fashion and style.

- You look very s \_\_\_\_ t. Are you going to a wedding?
- Aww, that's a c \_\_\_\_ e little button with the rabbit on it!
- I don't have many a \_\_\_\_ s like jewellery.
- I love p \_\_\_\_ e colours, like lemon or cream.
- I don't wear very f \_\_\_\_ e clothes like dresses or skirts. I prefer jeans.
- My room's painted in a b \_\_\_\_ d orange colour - it's lovely and bright!
- I love your o \_\_\_\_ t! Where did you get the jacket and T-shirt from?
- Blake always wears c \_\_\_\_ l clothes, even for formal events.
- My little sister loves wearing a b \_\_\_\_ w in her hair.
- I often decorate my notebooks and diary with fun s \_\_\_\_ s which make them look nice.
- I love this bag. It's got a long s \_\_\_\_ p so I can wear it over my shoulder.
- Men wear a b \_\_\_\_ t \_\_\_\_ with a dinner suit.

**3** Read the article and choose the correct answer, A, B, C or D.

### How to write a fashion blog

Whether you <sup>1</sup>..... to get a job in fashion by writing a blog, or you just do it for fun, there are a few things you should do if you want your blog to be successful. You probably won't <sup>2</sup>..... a record with follower numbers straightaway, so <sup>3</sup>..... things that interest you so you can blog about them, rather than trying to guess what readers want.

Choose a name which is not only <sup>4</sup>..... but reflects you and your fashion <sup>5</sup>..... Then decide whether you will write or just post photos. And if you're posting photos, will they be of the whole <sup>6</sup>..... you're wearing today or things you've seen other people wear?

Finally, a simple design in <sup>7</sup>..... colours which you've produced yourself can be just as interesting as one created by a web designer. Remember, your blog just needs to be easy to read and find your way around. When you start getting followers, you'll realise that all your hard work's <sup>8</sup>..... worth it!

- |              |               |              |             |
|--------------|---------------|--------------|-------------|
| 1 A like     | B aim         | C go         | D prefer    |
| 2 A do       | B hit         | C break      | D gain      |
| 3 A get into | B get on      | C get around | D get up    |
| 4 A reliable | B comfortable | C enjoyable  | D memorable |
| 5 A style    | B way         | C manner     | D form      |
| 6 A set      | B outfit      | C accessory  | D piece     |
| 7 A bold     | B hard        | C clear      | D heavy     |
| 8 A been     | B made        | C gone       | D had       |

### Extend

**4** Complete the sentences with these words or phrases.

dressing gown   evening dress   sunglasses  
sweatshirt   tracksuit   walking boots

- You wear ..... to go up a mountain.
- You wear a ..... to do sport in.
- A ..... and jeans is a casual outfit.
- You wear ..... when it's very bright outside.
- You wear a ..... over your pyjamas when you get up.
- Women can wear an ..... when they go to a fancy dinner or party.

# SPEAKING

**1** Match the questions (1–6) with the answers (A–F).

- 1 Are you into sport?
- 2 What kind of food do you like?
- 3 Is there a lot to do in your home town?
- 4 Do you come from a large family?
- 5 Have you been coming to this school long?
- 6 What's your greatest ambition?

- A To be honest, it's a bit boring
- B No. In fact, I've only just started here.
- C No, I'm not very good at it.
- D I'm interested in becoming a politician.
- E I'm a big fan of Italian and especially Chinese.
- F Actually, there are only three of us.

**2** Complete the sentences with the correct form of these words.

especially fan hate interested into keen love stand

- 1 I can't ..... football! I don't understand why everyone loves it!
- 2 Mum and Dad are really ..... on Mexican food but I prefer Indian.
- 3 My sister's ..... sport in a big way – she spends every spare minute at the gym.
- 4 I'm not a big ..... of sci-fi films. Action's more my kind of thing.
- 5 Oh, I ..... this song! Turn it up!
- 6 I like all kinds of music, ..... R and B.
- 7 Katie ..... this programme. Change the channel, quick!
- 8 Are you ..... in motor racing?



**3** **1.4** Listen to some students answering questions about their interests. Write down the questions you think they are asked.

1 ..... ?  
 2 ..... ?  
 3 ..... ?  
 4 ..... ?  
 5 ..... ?  
 6 ..... ?

**4** Read the questions and answers. Expand on the answers, using the phrases for giving more information. The answers do not have to be true for you.

1 Q: Do you enjoy reading?  
 A: Yes, I love it! In fact, ...

2 Q: Do you have any interesting hobbies?  
 A: I go skiing in winter, but to be honest, ...

3 Q: Tell us about the best film you've seen recently.  
 A: Let me think ... Actually, ...

4 Q: What kind of food do you like?  
 A: I love the food of my own country, especially ...

5 Q: How do you usually spend your evenings?  
 A: I don't do much after school because I'm tired. To be honest ...

6 Q: Do you enjoy going shopping?  
 A: No, I hate it! In fact, ...

**5** **1.5** Listen to the questions and record your answers. Listen to your answers and think about how you could expand on them. Then try to answer the questions again.

# 1 The true you

## WRITING

### an essay

**1** Read part of a student's essay. What do you think the essay question was? Choose A or B.

- A** How can young people contribute to their community?
- B** Why should young people care about their community?

*There are many things young people can do to help out in their community. These include helping others and taking care of the place where they live.*

*For example, older people in our communities may be lonely. Calling in to check on neighbours can help not only older people who have someone to talk to, but younger people who can get great advice about life! In addition, offering to babysit or volunteering for a charity which helps others can provide young people with useful skills.*

*Communities can also be improved by looking after our surroundings. This could mean collecting rubbish off the streets or keeping homes and gardens clean and tidy. Everyone wants to live somewhere nice!*

*To sum up, there is plenty young people can do to help their community, and in return, they receive benefits, too.*

**2** Which notes do you think the essay question included? Choose A or B.

**A Write about:**

- 1 things to do
- 2 being a volunteer
- 3 ..... (your own idea)

**B Write about:**

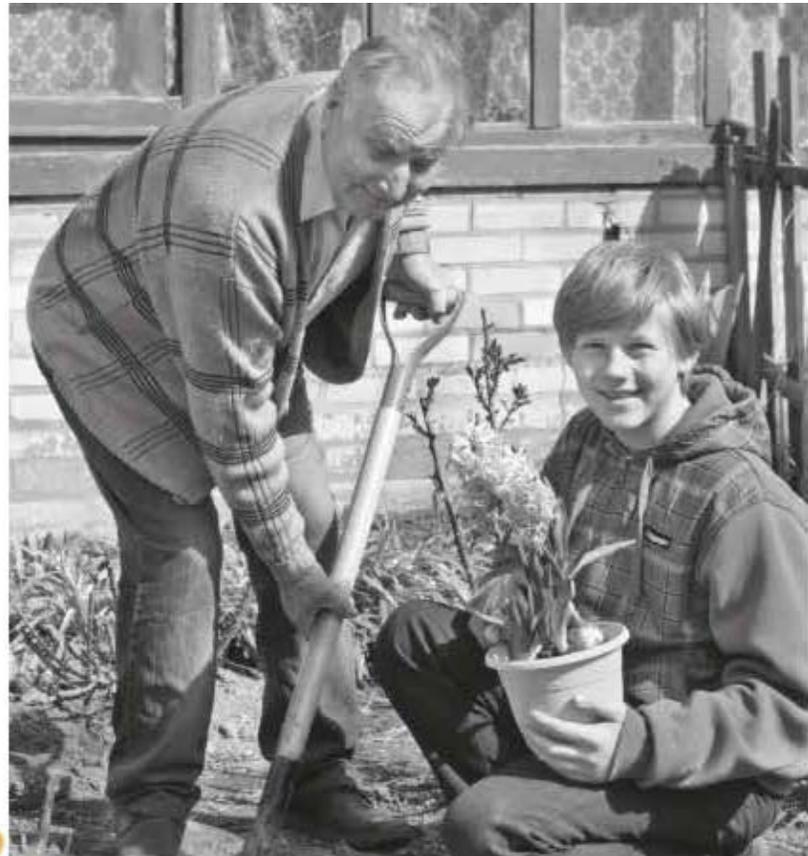
- 1 people
- 2 the environment
- 3 ..... (your own idea)

**3** What is missing from the student's essay? Choose A, B or C.

- A** an introduction
- B** a third point
- C** a conclusion

**4** Which would be a good third point to include?

- providing entertainment
- using public transport
- shopping at local businesses
- doing jobs at home
- spending time with family



**5** Choose the correct words to complete the sentences.

- 1 My parents moved out of the city I grew up in **because / owing to** it was so dirty and expensive.
- 2 I didn't want to move **due to / since** all my friends still lived in the city and I missed them.
- 3 I expected the countryside to be really boring **so / as** I was surprised to find it wasn't!
- 4 In fact, I immediately made some great friends **as a result / therefore** of spending more time outdoors.
- 5 **As / Due to** being in the fresh air and eating home-grown food, I became healthier, too.
- 6 My parents are much more relaxed **as / owing to** they both work from home now.
- 7 We also spend more time together as a family **owing to / as a result** my parents having more free time.
- 8 **Therefore / Due to** I'd definitely recommend moving to the countryside!

**6** Read the task. Think about the points you would like to include.

**It's better for young people to go to a small village school than a large one in a city. Do you agree?**

Write about:

- 1 attention from teachers
- 2 making friends
- 3 ..... (your own idea)

**7 e** Write your essay in 140–190 words using all the notes. Give reasons for your point of view and remember to check your work.

# UNIT CHECK

1 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- I ..... (usually / visit) my grandparents at the weekend.
- I ..... (read) a great book at the moment called *Starshine*. It's hard to read but it's worth it.
- My brother takes pride in achieving things. He ..... (study) hard for his judo exams right now.
- In the film, the bad guys ..... (break into) the Tower of London.
- I ..... (often / feel) exhausted after school!
- Dad ..... (always / sing) in the car – it's really annoying!
- It's five o'clock in the morning and I ..... (already / get up) for school. I want to get ahead with doing my homework.
- Nine times out of ten we ..... (miss) the beginning of a film.

2 Complete the article about a Korean model called Han Hyun Min using the present perfect simple or continuous.

## Han Hyun Min: the supermodel of Seoul



Han Hyun Min <sup>1</sup> ..... slowly ..... (change) the way his community views him. Half Nigerian and half Korean, he knew he didn't look the same as the children he grew up with in Korea. But Han <sup>2</sup> ..... (be) a model since 2016, when a model agency discovered his pictures on Instagram. Since then, he <sup>3</sup> ..... (become) one of Seoul's top models and <sup>4</sup> ..... (take part) in many fashion shows. He taught himself how to model from YouTube videos and is a fashion sensation in his city.

Han <sup>5</sup> ..... (inspire) young people of mixed race ever since, some of whom <sup>6</sup> ..... (face) problems because of the way they look. Every day, there are more and more mixed-race models in the media, and that's because people like Han don't give up, even when they're told they won't succeed!



3 Complete the sentences with these words or phrases. There may be more than one correct answer.

as - as a result - because - due to - owing to  
since - so - therefore

- I love living in the countryside ..... it's beautiful.
- ..... the poor weather, the bus is cancelled.
- There were too many people on the beach ..... we rode into the hills instead.
- My aunt loved being a volunteer and ..... I do, too!
- ..... the number of people living in the block, it can get really noisy.
- Mr Carlisle is away on a climbing trip ..... he won't be giving the class today.
- ..... you got here so late, we had to start the test without you.
- Sorry, I can't come to your house after dinner ..... I've got a project to finish for school.

4 Complete the adjectives with *-able* or *-ible*.

- |                |                |
|----------------|----------------|
| 1 comfort..... | 5 enjoy.....   |
| 2 vis.....     | 6 imposs.....  |
| 3 memor.....   | 7 fashion..... |
| 4 sens.....    | 8 soci.....    |

5 Match the words in (1–10) with (A–J) to make compound nouns.

- |            |         |
|------------|---------|
| 1 wedding  | A gown  |
| 2 hair     | B shirt |
| 3 hand     | C dress |
| 4 walking  | D suit  |
| 5 rain     | E tie   |
| 6 sweat    | F bag   |
| 7 bow      | G coat  |
| 8 track    | H clip  |
| 9 dressing | I boots |
| 10 evening | J ring  |

6 Choose the correct preposition to complete the phrasal verbs in the sentences.

- How did you get **into** / **onto** snowboarding? Have you always done it?
- I've given up **for** / **on** my dream of playing the drums. I'm terrible at it!
- Don't let slow progress put you **off** / **of** trying to draw. You'll improve soon.
- It's important for us to care **for** / **on** people in our communities who live in poverty.
- I've been helping **in** / **out** at an animal rescue centre.
- I'm sleeping **in** / **out** tomorrow so please don't ring me before ten o'clock!

# 2

## You'll never believe this ...

### READING

1 Complete the text with these words. There is one word you do not need.

attempt commuters employees hesitate loads  
pick represent tomb wacky

A food company is in trouble after a <sup>1</sup>..... promotion went wrong! <sup>2</sup>..... at Sauce tastic!, a sauce-making company based in the UK, covered their hands in sauce and left <sup>3</sup>..... of handprints over a London underground station. It was an <sup>4</sup>..... to tell people about their new product, but <sup>5</sup>..... weren't happy because they got covered in sauce. Lawyers who <sup>6</sup>..... Sauce tastic! said sorry and promised to buy them new coats. Maybe next time the company should <sup>7</sup>..... a different strategy. Some people will definitely <sup>8</sup>..... before they walk through that tube station again!

2 Read the blog post and choose the best title.

- A How to get your dream job in journalism
- B Top tips for becoming a great journalist
- C Why do all journalists write the same stories?

3 Read the blog post again and choose the correct answer, A, B, C or D.

- 1 What does the writer say about modern news reporting in the first paragraph?
  - A Nobody knows where the stories come from.
  - B It is difficult to keep readers interested.
  - C Journalists are too secretive.
  - D People still want to read unusual news stories.
- 2 What does Melanie Williams think about social media?
  - A It is not an obvious place to get news.
  - B It is more suitable for sports news.
  - C It is an important way of discovering news stories.
  - D It is only useful for national news stories.
- 3 What does 'it' in line 23 refer to?
  - A the way some journalists feel
  - B the way journalists access social media
  - C the way some readers choose to get their news
  - D the way some websites report news

4 What does the writer think about 'responding'?

- A It can produce articles that are really worth reading.
- B Articles become more subjective.
- C Readers are not sure whether to trust these types of stories.
- D It is more easier to use than the 'replaying' technique.

5 How does Yannick Dubois sometimes feel about 'seeking'?

- A frustrated that he wasted time
- B bored by the people he talks to
- C confused when he doesn't understand the people he meets
- D worried that readers won't like what he writes

6 What does the writer say in the last paragraph?

- A He wants new story ideas.
- B He rarely reads people's responses to the blog.
- C He is interested in the readers' reactions.
- D He can't always find something to write about.

### Extend

4 Find these words (1-7) in the blog post and match them with their meanings (A-G).

- |                            |   |
|----------------------------|---|
| 1 round the clock (para 1) | A without stopping / at all hours             |
| 2 quirky (para 1)          | B self employed, working for yourself         |
| 3 freelance (para 2)       | C ask someone questions in a formal situation |
| 4 quotes (para 2)          | D unusual and different                       |
| 5 factual (para 3)         | E the exact words said                        |
| 6 interview (para 4)       | F special, unlike any other                   |
| 7 unique (para 4)          | G based on a fact                             |

5 Complete the questions with a word or phrase from Ex 4.

- 1 Do you know anyone who dresses in an unusual, ..... style?
- 2 Do you think it is possible to have a/an ..... experience or will someone else have done it before you?
- 3 Would you like to work ..... or be an employee in a company?
- 4 Which celebrity would you like to ..... ?
- 5 Do you think we need ..... access to the Internet?
- 6 Is all information online ..... or is it just people's opinions?
- 7 Can we believe that the ..... from famous people on social media are really what they said?

I know from reading your comments on other posts that many of you plan, or at least would like to become journalists one day. So why don't you try out one of the tips below? Don't forget to let us know how you got on in the comments section and post a link to your article. I'll choose my favourite comments and articles and post them to the blog next month. Of course, the tips listed here are just examples. If you have any more, I'd love to hear them! After all, journalists never stop learning. Journalism is a community, and we are all part of it.

Ever read a really interesting news report or blog post and wondered 'Where do they get these stories from?' Even though we have round-the-clock access to stories from all over the world, it's not difficult for journalists and news bloggers to find quirky stories that get our attention and keep us reading. But where do they get them from? For this blog post, I spoke to some journalists and got them to tell me their secrets.

According to Melanie Williams, a freelance journalist in New York, the first place to start should be social media. Journalists call this type of work scoping; it means finding and following the most useful and regular sources of information in a particular area. So, if you want to write about local sports, make sure you follow the city football team's coach or a couple of well-known fans. Interestingly, Melanie says that social media users with lots of followers often post good quotes and pieces of information that could lead to a story.

Kevin Ho, a cultural commentator in Shanghai, emphasises what not to do. 'Be careful about replaying. This is the worst form of journalism!' Nowadays, lots of online news sites simply copy something that someone has said on Twitter or repost a photo from Instagram and turn it into an article. Many serious journalists think that this is lazy. Readers don't like it much, either - why do they need to read your article if they have already seen the original post on social media?

Instead, try responding to an interesting report or event. Don't just repeat what you have read. Find out more about it, including what other people are saying. That way you can give readers different points of view, and some factual information, too.

If you'd like to get more involved in the story, French journalist Yannick Dubois suggests seeking. Even though he lives in Paris, he regularly has to travel all over France to interview people. He spends a long time looking for people who have had a unique experience or something to share with other people and turns this personal experience into a story that he thinks his readers will enjoy. This might be a 'day in the life of' type story, where he follows the person for some time and writes about their life. Or sometimes he writes a story from his subject's point of view, using what they told him. Yannick says that this is his favourite type of journalism, because he gets to spend time with interesting people who have very different lives to his own. However, he admits that it can be difficult, especially when you meet someone on various occasions, but realise that you won't get any material that you can use to write a decent story.

line 23



# GRAMMAR

## past tenses

Write the verbs in bold in the correct category.

- I **had never been** abroad before. It **was** my first time out of the country.
- Jane **was running** on the beach when she **met** Tom.
- At 9 a.m., the students **were getting** ready for the exam.
- Eric **would buy** sweets on his way home from school every day.
- We **used to live** in a different city.
- Rob **had left** the television on in the living room when he **went** out.
- Peter and his brother **would** always **order** the spiciest dish at their favourite restaurant.
- Camilla **spoke** to Libby on the phone while she **was cooking** the dinner.

past simple finished past actions or events, or a sequence of actions	past continuous past actions in progress, temporary situations and interrupted actions	past perfect actions, events and situations before the past	used to/would repeated past actions, habits (used to and would), and states (used to only)
..... was .....	.....	.....	.....

Write sentences, using the past simple, the past continuous or the past perfect.

- Luis / show / me / his new mobile phone / yesterday.  
.....
- I / not enjoy / science class / last year.  
.....
- the tickets / already / sell out / when / we / get / to the cinema.  
.....
- you / read / that article / about virtual reality / last week?  
.....
- I / do / my homework / when / the lights / go / out.  
.....
- It / rain / when / I / leave / the house.  
.....
- She / write / illustrate / promote / the magazine / by herself.  
.....
- She / work / on her laptop / last week / because her computer / break / the week before.  
.....

Complete the text with the correct past simple or past continuous form of these verbs.

decide form find leave live return  
spend start study work

## Profile

Steve Jobs was an American inventor and businessman. He was always interested in technology and <sup>1</sup>..... building computers while he <sup>2</sup>..... at college. He <sup>3</sup>..... with his parents at that time. He <sup>4</sup>..... college after only six months and <sup>5</sup>..... some time travelling around India. When he <sup>6</sup>..... to the US, he <sup>7</sup>..... a job with the technology company Atari. While he <sup>8</sup>..... there, he <sup>9</sup>..... to set up his own company. Jobs <sup>10</sup>..... the Apple company in 1976 with his friend Steve Wozniak, and together they changed the world of phones and personal computing for ever.



Use the prompts to write sentences using the past perfect and the past simple.

- My parents were musicians. (my mum already start a band – meet my dad)  
My mum had already started a band when she met my dad.
- The news broke on social media. (everyone already hear it – the news channels report it)  
.....
- I tried to learn Russian, but I gave up. (be the hardest language – I ever study)  
.....
- I saw a mobile phone from the nineties in the museum. (be the biggest mobile phone – I ever see)  
.....

Choose the correct answer, A, B or C. Sometimes more than one answer is possible.

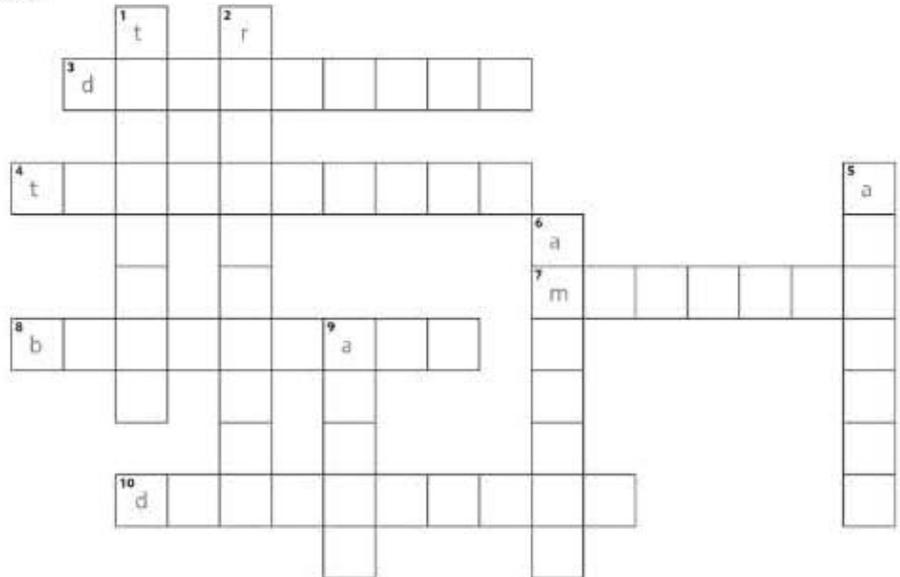
- I ..... in London when I was younger.  
A used to live    B would live    C lived
- I ..... my grandparents every weekend.  
A was visiting    B used to visit    C would visit
- Who ..... the mobile phone?  
A invented    B used to invent    C was inventing
- I didn't hear my phone last night because I .....  
A slept    B was sleeping    C used to sleep
- In the 1980s, most people ..... computers at home.  
A didn't have    B didn't use to have    C wouldn't have
- ..... cycle to school when you were young?  
A Were you    B Did you use to    C You used to

# VOCABULARY

## describing things

1 Complete the crossword with strong adjectives.

- |               |                  |
|---------------|------------------|
| <b>Across</b> | <b>Down</b>      |
| 3 tasty       | 1 extremely good |
| 4 scary       | 2 silly          |
| 7 big         | 5 good           |
| 8 very good   | 6 great          |
| 10 not nice   | 9 bad            |



2 Match the sentence halves.

- 1 It isn't easy to find your way
  - 2 Online tutors can help you get your head
  - 3 We were hanging
  - 4 My mum doesn't have a head
  - 5 You have to
  - 6 I really hope that they will turn
  - 7 Richard prefers hanging
- A around difficult school subjects.  
 B for heights - she hates flying.  
 C around a new place.  
 D laugh at the situation.  
 E out at home to going out.  
 F around for over an hour waiting for you!  
 G up on time.

3 Listen and complete the sentences with the correct name.

Rachel Ryan Lauren Lewis Max Ellie

- 1 ..... talks about hanging out with friends.
- 2 ..... had to laugh at a bad situation.
- 3 ..... explains about a time when he couldn't get his head around something.
- 4 ..... says that she helped someone find their way.
- 5 ..... doesn't have a head for heights.
- 6 ..... mentions a time that someone didn't turn up to an event.

## Extend

4 Match the adjectives (1-7) with the strong adjectives (A-G).

- |          |             |
|----------|-------------|
| 1 small  | A exhausted |
| 2 hungry | B boiling   |
| 3 tired  | C starving  |
| 4 old    | D freezing  |
| 5 angry  | E tiny      |
| 6 cold   | F furious   |
| 7 hot    | G ancient   |

5 Complete the text with these adjectives. There is one extra adjective you do not need.

ancient boiling exhausted freezing starving tiny



### A disappointing holiday

It's only our third day here, but so far the holiday has been a disaster! Our flight was late so we didn't arrive until 3 a.m. We had been at the airport since 6 a.m. so we were <sup>1</sup>..... And we hadn't had any dinner on the plane, so we were <sup>2</sup>....., too. The next day, we went on a coach trip to an <sup>3</sup>..... temple but it rained the whole time. I was wearing shorts and flip flops, so I was <sup>4</sup>..... I thought that the temple would be big, but it was <sup>5</sup>..... The day was a waste of time. Fortunately, the sun is shining today and it's <sup>6</sup>..... I'm going to stay by the pool and relax!

## 2 You'll never believe this ...

# LISTENING

**1** Choose the correct words to complete the text.

If you want to find out if someone is lying online, you need to talk to them offline. Some people find it much easier to lie online than in person. They might **'go / rub** red as soon as you mention it. Ask the person some questions about their latest status and photos. If they **'speak / hesitate** before they answer, or they **'sweat / touch** their mouth or **'rub / hesitate** their nose, they're probably thinking of how to answer you. Show them their picture and observe their reaction – do they **'look away / sweat** guiltily or **'laugh / go** nervously? They're probably not telling the truth.



**2** **2.2** Listen to five people talking about social media. Choose the correct option.

Each speaker is talking about ..... on social media.

- A making money
- B lying
- C collecting information



**3** **2.3** Listen again. Match the speakers (1–5) with how they feel about false information and social media (A–H). There are three extra letters you do not need.

- |   |                 |
|---|-----------------|
| A I could never lie on social media.                                | Speaker 1 ..... |
| B I was surprised by the way information is spread.                 | Speaker 2 ..... |
| C I accept that lying is part of social media.                      | Speaker 3 ..... |
| D I get upset when I see people lie on social media.                | Speaker 4 ..... |
| E I don't care where the information comes from.                    | Speaker 5 ..... |
| F I can't understand why people fail to identify false information. |                 |
| G I prefer to read about other people on social media.              |                 |
| H I want to see real photos on people's social media pages.         |                 |

## Extend

**4** Match the phrasal verbs in bold in the sentences (1–5) with the meanings (A–E).

- 1 Some people try to **show off** on social media.
- 2 I **look out for** interesting bits of information.
- 3 We decided to **set up** an experiment.
- 4 The app could help us **work out** if something is a lie.
- 5 A lot of people **end up** pretending their life is better than it is.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| A arrange or organise              | D pay special attention to        |
| B try to understand                | E show something you are proud of |
| C do something without planning it |                                   |

**5** Complete the sentences with the phrasal verbs from Ex 4. Change the form of the verb where necessary.

- 1 Marion is always ..... wacky stories on the internet that she can send to her friends.
- 2 The scientists tried to ..... if they could tell if someone was lying.
- 3 We didn't want to ..... looking silly.
- 4 In the end, they decided to ..... a test to find out if they were right.
- 5 Emre was ..... his new mobile on social media yesterday.



# USE OF ENGLISH 1

3 Read the article and choose the correct answer, A, B or C.



1 Match the explanations (1–6) with the examples (A–H).

- 1 Use comparative adjectives and adverbs to compare two people or things
  - 2 Use superlative adjectives and adverbs to compare one person or thing in a group with others in the same group
  - 3 Use *too* and *(not) enough* with adjectives and adverbs
  - 4 Use *(not) as ... as* with adjectives and adverbs to compare two people or things
  - 5 Use adverbs of degree to make the comparison stronger (e.g. *much, far, a lot*) or weaker (*a bit, a little, slightly*)
  - 6 Make comparisons between clauses or phrases.
- A Are we talking about the same movie? I thought it was much better than other movies!
- B There were too many silly jokes. It got boring after a while.
- C It was a bit shorter than I expected.
- D I don't agree. The original movie was the funniest!
- E The sequel was funnier than the original.
- F The comedy in movies isn't as clever as it used to be, it's all about silly situations.
- G It's easier for filmmakers to make a sequel than to think of something original.
- H The actors weren't good enough to make you care about the characters.

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

- 1 The book / remembered / longer / a bit / than / was / I / had  
.....
- 2 as me / work / didn't / quickly / Rebecca / as /  
.....
- 3 difficult / This competition / more / than / far / the last one / was  
.....
- 4 the world / longest / joke / This / is / the / in  
.....
- 5 The comedy show / as popular / expected / wasn't / we / as / had  
.....
- 6 best / The / about / humour / is / the / unexpected  
.....
- 7 She / much / shy / than / less / last term / is  
.....
- 8 the / That / funny / show / least / I've ever / was / seen  
.....

## Is *comedy* the same everywhere?

Everyone likes to laugh, but does everyone laugh at the same things? There are some stereotypes: for example, people believe that the Germans are <sup>1</sup>..... serious than other nationalities or that British jokes are <sup>2</sup>..... to understand. A poll of the world's favourite comedy movies showed that some nationalities don't find the same movies as <sup>3</sup>..... others do. But this is probably because jokes don't translate very well, so the original version is <sup>4</sup>..... than the translated one. A bad translation might make them <sup>5</sup>..... amusing, or maybe not even funny at all! Some comedy movies are <sup>6</sup>..... popular in certain countries because they make references to pop culture. If you don't know what the characters are talking about, it is a <sup>7</sup>..... difficult to understand the joke.

- |                  |                 |              |
|------------------|-----------------|--------------|
| 1 A more         | B the most      | C the more   |
| 2 A the hardest  | B the most hard | C the harder |
| 3 A funnier than | B funniest      | C funny as   |
| 4 A good         | B better        | C best       |
| 5 A the least    | B less          | C least      |
| 6 A much more    | B lot more      | C bit more   |
| 7 A more         | B little more   | C less       |

4 e Rewrite the sentences using the words given. Use between two and five words, including the word given.

- 1 The tickets don't cost as much as last year.  
**LESS**  
The tickets ..... last year.
- 2 The park wasn't as close as we thought.  
**THAN**  
The park ..... we thought.
- 3 Gill did much better than me in the test.  
**AS**  
I didn't ..... Gill in the test.
- 4 I find speaking English much easier than writing English.  
**FAR**  
I find writing English ..... speaking English.
- 5 No other comedian in the world is as rich as him.  
**THE**  
He is ..... in the world.
- 6 Eric is a much quicker learner than I am.  
**QUICKLY**  
Eric ..... I do.
- 7 The book isn't as amusing as the movie.  
**LESS**  
The book ..... the movie.
- 8 I didn't leave quite as late as the others.  
**BIT**  
I left ..... the others.

## 2 You'll never believe this ...

# USE OF ENGLISH 2

**2.4** Listen to the conversations and complete the sentences with the correct form of these verbs.

confirm crash drop hurry remain spot stare wave yell

- The boy ..... a vase.
- The girl ..... an actor and ..... loudly.
- People are ..... at the car that ..... into a tree.
- The girl tells her friend to ..... but he is trying to ..... their destination.
- Peter ..... at the bus stop after his friend ..... at him from across the road.

**2** Write these words in the correct category of adverb.

later on often quietly under the trees carefully happily  
frequently never overnight outside here yesterday  
anxiously at the end of the evening

Manner	Frequency	Place	Time
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**3** Put the adverbs and the adverbial phrases in the correct place in the sentences.

- You should do the activity so that you don't make mistakes. (carefully)
- We will talk about the legend in more detail. (later on)
- He's a perfectionist so he'll be completely happy with his work. (never)
- Are you going to work on it? (overnight)
- Sammie walked through the house because it was very late. (quietly)
- The children sat and read their book. (under the trees)
- He smiled at the thought of a day's holiday. (happily)
- Angelo decided to paint his model. (outside)
- She writes articles for fashion magazines. (occasionally)
- If you answer the questions then you have nothing to worry about. (truthfully)

**4** Choose the correct words to complete the sentences.

- Nobody was sure how **truthful / truthfully** the story was.
- Derek was **hopeful / hopefully** that no one had seen him.
- Final / Finally**, the explorers had evidence of the local urban myth.
- Petra waited **anxious / anxiously** for the results of the storytelling competition.
- The children ran **noisy / noisily** along the corridor.
- Hikers in these mountains **frequent / frequently** see tourists looking for a strange creature.
- Sammi looked **nervous / nervously** about the challenge.
- As the concert finished late we decided to stay **overnight / overnightly**.
- Everyone thought the woman was guilty because she had been behaving **suspicious / suspiciously**.

**5 e** Complete the article with the correct form of the words in capitals.

## Urban legend, or just a good story?

Everyone knows at least one urban legend. But most people couldn't <sup>1</sup>..... say where or when they first heard it. By the time you hear it, it may have changed from the <sup>2</sup>..... story. And by the time someone else hears it, it will <sup>3</sup>..... be different again! No one really knows if people telling urban legends are telling the <sup>4</sup>..... . In fact, most of them might be inventions. Sometimes, they are exaggerated versions of incredible events that appear in the news. So, why do they spread so <sup>5</sup>..... and widely? Most likely because they sound like they could be real. And, even if we hear them and know that they <sup>6</sup>..... aren't real, they are usually amusing. They often have a lesson that we can all <sup>7</sup>..... understand. Legends are also seen as something interesting and <sup>8</sup>..... , so we pass them on for a bit of fun.

HONEST

ORIGIN

PROBABLE

TRUE

QUICK

CERTAIN

EASY

MYSTERY

# SPEAKING

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

- 1 outside / show / pictures / Both / people  
.....
- 2 similarity / the / is / main / location / The  
.....
- 3 wearing / first / the / in / The / people / are / clothes / picture / warm  
.....
- 4 people / the / on / the / the / But / picture / in / second / are / beach  
.....
- 5 It's / this / too / picture / sunny / in  
.....
- 6 picture / are / animals / well / this / in / as / There  
.....

2 Read part of a speaking task. Choose the correct words to complete the sentences.

These two photos show people involved in sports. Compare the photographs.

- 1 The people in the first picture look **as / like** though they're being told what to do by their coach.
- 2 **However, / Therefore,** the people in the second picture are in the middle of a football match.
- 3 **Both / Two** pictures show people in a sports setting, maybe at a club or school.
- 4 In the first picture the team are listening to their coach **whereas / despite** in the second picture the people are playing football.
- 5 The **main / serious** similarity between the pictures is that the people seem to be doing sports.
- 6 **Another / Other** similarity between the pictures is that the people doing sport are girls.
- 7 They all look serious about their sport, **too / in addition.**
- 8 In the first picture the adult is the coach **and / but** in the second picture he is the referee.

3 Read the speaking task and complete a student's answer with one word in each gap.

These two photos show people facing challenges in different situations. Compare the photographs and say what the people are finding difficult about these situations.



1 ..... pictures show challenging situations.  
 2 ..... the first picture there are three girls. They are at school and are 3 ..... a robot. They look as 4 ..... they're enjoying themselves. 5 ..... are posters on the wall behind them too. It's a comfortable educational environment. The second picture 6 ..... people doing a kind of sport. Perhaps it's a kind of training, 7 ..... a race with different physical challenges. A 8 ..... between the pictures is that everyone 9 ..... trying hard to do something. However, there are some differences 10 ..... The 11 ..... difference is the location because the students are inside whereas the people doing the training are outside. I think that the people in the first picture are finding it difficult to make the robot move. In the 12 ..... picture, the challenge is more physical because the people have to use their strength.

4 Find two photos of people in challenging situations. Make notes about how they are similar or different.

5 e Do the task from Ex 3 about your photos and record yourself. Use your notes from Ex 4 to help you. Listen to your answer and try again if you need to improve anything.



# WRITING

## a story

**1** Match the comments about writing a good story (1-4) with the extracts (A-D).

- 1 Use time phrases to give a clear sequence of time.
- 2 Try to use some humour.
- 3 Use some interesting language: adjectives, adverbs and verbs.
- 4 Try to build up suspense.

- A There was a strange noise coming from behind the door. I felt cold with fear.
- B After eating the doughnuts the little dog's tummy was as big as a football!
- C We waited outside the hotel and after a while the man came out. Then he started walking along the path and we followed him for half an hour.
- D The building was massive and the nearby houses seemed tiny in comparison. We climbed slowly up to the top floor, where we admired the spectacular view.

**2** Complete the story with these time phrases.

the next day   then   at first (x2)  
 one summer   before   on my first day  
 after   a few minutes later   suddenly

1..... I went to stay with my grandmother and 2..... I noticed a door upstairs that was always locked. For days I couldn't stop thinking about it! I felt as though I was in a mystery novel. 3..... at breakfast I saw a key in a bowl on her kitchen table. Perhaps it was for the locked door! 4..... I was excited because I wanted to try it, but I needed to wait for my grandmother to go out. 5..... lunch Granny went to do some work in the garden and I raced upstairs with the key. I felt as if I was on a secret mission! 6..... it wouldn't turn, but 7..... I heard a click and the door opened. 8..... I heard the back door close. Granny had come back! I shut the door and ran into my bedroom and 9..... I heard her climbing the stairs. 10..... you come downstairs, Charlie,' she shouted, 'could you lock the old bathroom again - I don't want the cat to get in there, there's a hole in the floor!'

**3** Find two similes in Ex 2.

- 1 .....
- 2 .....

**4** Match the sentences with the emotions (1-8).

- |                  |             |                    |              |
|------------------|-------------|--------------------|--------------|
| ..... excitement | ..... panic | ..... sadness      | ..... shock  |
| ..... happiness  | ..... pride | ..... satisfaction | ..... stress |

- 1 Tim and Fran couldn't stop smiling as they watched their son accept the prize.
- 2 Lucy's heart beat faster as she realised she had lost her keys.
- 3 After a long weekend in the library, Dan was pleased he had finished his project.
- 4 Sally didn't know what to do when she crashed her car.
- 5 The night before her wedding, Emily felt like a child waiting for Santa at Christmas.
- 6 Jenny felt as if she was walking on air after she scored the winning goal.
- 7 Richard's heart felt heavy after his dog died.
- 8 For weeks, Lucy couldn't sleep or concentrate properly because she had so much to do and think about.

**5** Improve the story by replacing the adjectives in bold with these more interesting ones.

disgusting   massive   ridiculous   silent   terrible   terrifying

Yesterday was a brilliant day, but it didn't begin that way. When I woke up, I had a **bad** 1..... headache. I was rather worried because it was an important day for me and I didn't want to miss it. Mum gave me some tablets and instructed me to drink lots of water. The tablets tasted **bad** 2....., but fortunately they worked! Dad offered me a lift to school, but there was a **silly** 3..... amount of traffic. I jumped out of the car, ran over to the train and boarded it quickly. I was still a little bit late, but luckily I made it in time for the competition. The judges were walking up to our table as I arrived. They were **quiet** 4..... as we explained our robot to them. It was a **scary** 5..... moment - I could hear my heart beating quickly in my chest! But it was worth it in the end - we won first prize. Next stop is the global competition! It's in San Diego at a **big** 6..... exhibition centre. I can't wait!



**6 e** Read the advertisement. Write a story for the competition in 140-190 words. Try to use some descriptive vocabulary and similes in your writing.

Our school magazine is looking for new writers to send us stories.

Your story must begin with this sentence:

*I had been excited about it for weeks.*

Your story must include:

- an important event
- a mistake

The two best stories will be published in our summer issue.

# UNIT CHECK

**1** Choose the correct words to complete the sentences.

- The match **started** / **had started** when I **got** / **had got** to the stadium, so I missed the first ten minutes.
- When I **met** / **had met** Vicky, she **told** / **had told** me all about her problems.
- We **were swimming** / **swam** in the lake when the dog jumped in.
- Finally, we **arrived** / **had arrived** home and **were** / **had been** able to relax.
- She **wasn't** / **hadn't been** hungry in the evening because she **ate** / **had eaten** such a big lunch.
- I **used to** / **would** think my hometown was big, but then I moved to London and realised that it wasn't!
- James **was cooking** / **cooked** dinner when Polly **turned** / **was turning** up.
- Sarah **showed** / **had shown** me some photos which she **was taking** / **had taken** in Africa.

**2** Complete the sentences with the correct form of the words in brackets. Add extra words if necessary.

- I think that watching sport is far ..... (interesting) than playing it.
- This story is ..... (incredible) to believe.
- You need to work ..... (hard) this if you want to pass your exams!
- My coach is one of ..... (patient) people I know.
- Cara can work ..... (quickly) than anyone I know.
- It isn't ..... (hot) to go to the beach today.
- That's ..... (bad) book I've ever read!
- Dan isn't ..... (competitive) his brother.

**3** Choose the correct adjective to complete the sentences.

- My friend decided to cook us a meal. Surprisingly, the food was **terrifying** / **delicious**.
- Katie thought that the film was **brilliant** / **ridiculous**. She said it was one of the best she'd ever seen.
- The new football stadium is going to be **awful** / **massive** and will be able to hold a lot more people than the old one.
- The roller coaster ride at the fair was fantastic - really **awesome** / **awful**!
- I really enjoyed the walk along the high cliff tops. The views were **terrifying** / **terrific**.

**4** Complete the sentences with the correct form of the words in capitals.

- She refused to eat the food because it was so ..... DISGUST
- I was ..... to see how much the place had changed. AMAZE
- Everyone agreed that he was acting very ..... SUSPICIOUS
- I've applied to three universities and ..... I will get accepted to one. HOPE
- He moved through the house ..... and woke everyone up. NOISE
- We got a lot of ..... from handing our final essay in. SATISFY
- ....., we lost the game. FORTUNATE
- Looking away ..... is a sign that someone is lying. GUILT

**5** Complete the text with these words and phrases.

anxiously awful excitement fantastic head for heights  
laugh luckily panic terrifying yelled

## Roller coaster

Last week, I went to the amusement park with my friends. I don't really have a <sup>1</sup>..... but they convinced me to go on an extreme roller coaster. All of my friends were chatting in <sup>2</sup>..... as we waited in the queue, but I waited <sup>3</sup>..... because I was so nervous. When we were strapped in, I felt a bit of <sup>4</sup>..... I thought I had made an <sup>5</sup>..... decision. <sup>6</sup>....., I didn't have time to worry for long because the ride started. And you know what, it was <sup>7</sup>.....! We <sup>8</sup>..... loudly all the way around and put our hands in the air. I thought it would be <sup>9</sup>..... but I wasn't scared at all. When I remembered how nervous I'd felt at the beginning of the day, I had to <sup>10</sup>..... It was silly to be so nervous!



# 3

## The world around us

### READING

**1** Complete the text with these words or phrases. There are two extra words or phrases you do not need.

aggressive a lack of attitude authority chop intention  
impact obey natural resources significant

### Come and WWOOF!



No, we aren't talking about the noise a dog makes but the opportunity to be a 'Willing Worker on an Organic Farm'. For those who want to have a positive <sup>1</sup>..... on the world around them, WWOOF organisations can help. They own woodlands, farms and other areas of land, and invite volunteers to come along and help out, with the <sup>2</sup>..... of teaching volunteers about organic growing. It also enables organisations to get the help they need on the land. As a volunteer, you'll find out how to save <sup>3</sup>....., use natural methods to grow food, and learn about how organic farming can make a <sup>4</sup>..... difference to our health.

Volunteers are provided with basic accommodation and food – though you will have to <sup>5</sup>..... vegetables for dinner and clean up afterwards! You may have to deal with <sup>6</sup>..... little luxuries like hot showers and chocolate, and there are rules to <sup>7</sup>.....: getting up early, working hard and doing any job you're asked to do. A positive <sup>8</sup>..... is really important! Could this be you?

**2** Quickly read the article about Janeira Marshall, who is going to do a cookery course. What would be a good title for the article?

- A How to become a vegetarian
- B Cooking for my family
- C Going organic

**3 e** Read the article again. Choose which sentence (A–G) fits each gap (1–6) in the article. There is one extra sentence you do not need.

- A This means we won't damage the environment or society.
- B In other words, we're going to cook everything from the ingredients, so nothing's prepared before we start.
- C After the harvest, when it's dug out of the ground, farmers have to keep it away from non-organic food.
- D I think it'll be great fun for me to teach them everything I know about organic cooking afterwards.
- E Hopefully I'll gain some practical skills as well as finding out about healthy food.
- F But I want to do more, by helping to reduce the amount of pesticides that are used on crops.
- G People think being vegetarian means you don't get the right nutrients.

### Extend

**4** Find these words and phrases (1–8) in the text and Ex 3 and match them with the meanings (A–H).

- |                            |   |
|----------------------------|---|
| 1 weird (para 1)           | A the need people have to buy goods or services |
| 2 in reality (para 2)      | B the foods you use to make a particular dish   |
| 3 demand (para 3)          | C be affected by                                |
| 4 manual (para 3)          | D different from what people think              |
| 5 pick up (para 3)         | E foods that are needed by the body             |
| 6 ethical (para 4)         | F strange and unusual                           |
| 7 ingredients (sentence B) | G morally correct and right                     |
| 8 nutrients (sentence G)   | H using your hands                              |

**5** Complete the sentences with words from Ex 4.

- 1 There are almost no ..... in chocolate, so you should only have it as a treat.
- 2 A lot of people think organic food is extremely expensive, but ..... the prices aren't too high.
- 3 That vegetable looks really ..... What on earth is it?
- 4 I think I've ..... the illness from something I've eaten.
- 5 We've stopped selling organic food as there is no ..... for it in this area – people grow their own!
- 6 What are the ..... in Spaghetti Bolognese? Does it have tomatoes in it?
- 7 I wasn't looking forward to helping Dad dig up the garden, but after a morning of ..... work I feel great!
- 8 Sheila decided that she would become a(n) ..... shopper to help protect the environment.



Janeira Marshall

### Janeira Marshall tells us about the cookery course she's planning to do

I love cooking and I'm always experimenting in my parents' kitchen: they've had to eat some weird and wonderful things for dinner! I'd really like to improve my skills, so this summer, during the school holidays, I'm going to do a cookery skills course with the Organic Cookery School, which runs classes for teenagers. <sup>1</sup>..... And I'd like to learn to make some great new recipes as well!

My family and I already do our bit for the environment: we save rainwater, only eat food that's in season in order to avoid food miles, and we make sure we recycle plastic, paper and glass. <sup>2</sup>..... They're supposed to protect plants from insects but in reality, if we use too much of them, they can affect human health, and actually create more problems for plants.

My parents have started buying organic food at the supermarket, but it's expensive: you can't grow it quickly, it needs more manual labour to look after it, and there's so much demand for it now that there isn't enough of it. <sup>3</sup>..... This is so that it doesn't pick up anything bad from food grown with chemicals. Organic farms are usually a long way from towns, so the food still has to be transported, which is another cost. Organic food requires a lot of time, effort – and money!

I'm not sure whether we'll grow our own food during the course at the Organic Cookery School, but I'll find out soon. Dad might let me use part of our garden to grow things in. Then our family will be 'ethical consumers'. We'll only eat what we've grown, there won't be any packaging, and we won't waste important natural resources. <sup>4</sup>..... How cool is that?!

As well as cooking with organic produce, I'm looking forward to learning about nutrition on the course. This is about getting the right type of food for good health and growth. I'm thinking about stopping eating meat, too, so it will be even more important for me to learn about the right things to eat and what my body needs. <sup>5</sup>..... This isn't true, but you do need to know which foods to get them from, so I'm going to find out!

I know that we're going to make meals from scratch on the course. <sup>6</sup>..... For example, we're going to learn to bake bread and make pasta and sauces, and I'm going to ask about making mayonnaise. The stuff you buy in jars is white, but when you make the real things from eggs, it's more yellow in colour. We also get to taste things and take things home for our families to try. I can't wait to start the course!

# GRAMMAR

## Future forms

**1** Complete the grammar rules with these future forms.

future continuous   going to   present continuous  
present simple (x2)   will (x2)

- Use ..... for a future plan or intention
- Use ..... for a timetable or schedule
- Use ..... when something is certain
- Use ..... for an action that will be in progress at a time in the future
- Use ..... for an arranged future event
- Use ..... for predictions, quick decisions, promises, offers and warnings
- Use ..... in time clauses, with *after*, *as soon as*, *by the time*, *until*, *when* and *while*.

**2** Choose the correct future forms to complete the text.



### Weekend plans

'My Dad <sup>1</sup>is taking / takes me and my sister to a food festival. It <sup>2</sup>will start / starts on Friday night, so we might stay in a hotel. I hope we do!'

'What are my plans for the weekend? I don't know ... I <sup>3</sup>will probably go / probably go to my grandparents' for lunch. They <sup>4</sup>are going / will go on an eco-holiday next week, so I'd like to see them before they go.'

Marta, 13



'Well, on Saturday, I <sup>5</sup>am being / will be in the city of Hamburg, in Germany. I love science and it's got a building which uses algae – those plants without leaves which grow in water – to create its power! I <sup>6</sup>will be looking / am looking round while Mum's in a business meeting there.'



**3** **3.1** For each speaker (1–6) decide on the function of what they are saying.

- |                          |                      |
|--------------------------|----------------------|
| 1 plan / promise         | 4 offer / prediction |
| 2 prediction / intention | 5 promise / warning  |
| 3 decision / prediction  | 6 plan / schedule    |

**4** Complete the text with these words.

about   after   soon   time (x2)   unlikely   until   while

### Hate fruit and veg? Read on ...

As <sup>1</sup>....., as you get home from school, you head straight to the fruit bowl to get an apple, right? OK, probably not. How about carrots for a snack? Spinach smoothie? Thought not. <sup>2</sup>..... a hard day using your brain you're ready for something really tasty by the <sup>3</sup>..... you get home – and that's <sup>4</sup>..... to include bananas and peppers!

We know fruit and veg is good for us: health experts keep telling us and they won't stop talking about it <sup>5</sup>..... we get our fresh and fruity five a day. So, here are our tips on how to eat them in a more interesting way:

- Are you <sup>6</sup>..... to bake? Wait! Things like courgettes are great in bread and cakes. You won't even know they're there!
- Make a milkshake with berries – put in lots of ice and it'll taste just like the ones from your favourite fast food place.
- Love curry? <sup>7</sup>..... you're making a sauce, chop up some vegetables and throw them in the pan. You won't notice them with all those other delicious flavours.

Follow these tips, and in two days'

'....., you won't be asking, 'Where are the biscuits?' but 'Where has all the fruit gone?'



**5** Complete the sentences with the correct form of the verbs in brackets.

- It ..... unlikely to rain this afternoon, so shall we go for a picnic? (be)
- I ..... my grandparents on their farm this weekend. Do you want to come with me? (visit)
- The shopkeeper says that they definitely ..... any more potatoes before Friday. (not have)
- What do you think you ..... this time next year? (do)
- I ..... you a drink – how about some juice? (get)
- Dad ..... about to make dinner so don't eat those crisps now. (be)
- Jo and Mathilde have decided that they ..... on an organic farm this summer. (work)
- Our new produce is due ..... on the shelves by the end of the week. (arrive)

# VOCABULARY

## food and transport

1 Complete the sentences with food-related words. Which word is not a noun?

- We grow a variety of c \_\_\_\_\_ on our farm – potatoes, carrots and so on.
- W \_\_\_\_\_ is used to make bread.
- Our grape h \_\_\_\_\_ is in October. That's when we pick them.
- I don't eat much red meat but sometimes I have a s \_\_\_\_\_.
- O \_\_\_\_\_ food is food that has been grown without using chemicals.
- Only eating fruit and vegetables which are in s \_\_\_\_\_ means you have different meals throughout the year.
- B \_\_\_\_\_ grow on plants above the ground in a similar way to peas.
- I'm a v \_\_\_\_\_, which means I don't eat meat.

2  3.2 Listen and complete the sentences with these phrases. Make any necessary changes.

do my bit   do without   make do with   make sense   make sure

- She is \_\_\_\_\_ of something.
- He can't \_\_\_\_\_ something.
- Something doesn't \_\_\_\_\_.
- They will have to \_\_\_\_\_ something.
- They are \_\_\_\_\_.

3 Choose the correct words to complete the article.



### Unexpected exports

If you believe that China produces lots of tea, France makes plenty of cheese, and Sweden's cold enough in winter to make its own ice, you're right. So why do these countries <sup>1</sup>import / export such products from the UK? Because there's a <sup>2</sup>market / season for them, that's why. The <sup>3</sup>production / construction of cheese in the UK has grown so much that it now makes more varieties than France does.

Ice cubes are also <sup>4</sup>exchanged / exported to Denmark and Hong Kong. <sup>5</sup>Users / Consumers in Germany, the USA and the UAE love British biscuits, and millions of pounds worth of them go to Nigeria every year. Chocolate made in the UK is <sup>6</sup>available / ready in Switzerland and Belgium, both of which produce excellent chocolate of their own, and UK chillies fly their way to Pakistan, which has its own tradition of growing the spicy little peppers. The UK also <sup>7</sup>gains / sells Scottish salmon in record-breaking amounts. <sup>8</sup>transporting / increasing it to Ireland, France and even the USA!

4 Put the words in the correct order to make sentences. Are the words in bold nouns or verbs?

- answer / can / help / homework / this / you / me / question  
.....
- ticket / forget / a / before / you / **travel** / don't / to buy  
.....
- left / someone's / a / on / website / our / **comment**  
.....
- market / **produce** / sells / fresh / the / local  
.....
- shuttle / people / to and from / the / city centre / **transports** / the / bus  
.....
- purchases** / pay / cash desk / please / the / for / at / your  
.....
- been / in / sales / coffee beans / **increase** / an / there's / of  
.....

## Extend

5 Complete the phrases (1–9) with 'make' or 'do' and match them with their meanings (A–I).

- ..... the most of something
- ..... a good job
- ..... use of something
- ..... something up
- ..... up for something
- ..... the best of something
- ..... someone good
- ..... damage/harm
- ..... something up

- make a bad situation better
- invent something, e.g. a story
- have a good effect on someone
- try to be positive about a situation you don't like
- take advantage because it may not last long
- repair or decorate a building so it looks good
- cause something bad to happen to something
- do something very well
- use something that is available

6 Complete the sentences with the correct form of phrases from Ex 5.

- Sorry I've eaten your chocolate. I'll buy you some more to ..... it!
- What an awful building! It needs .....
- This room is tiny, but we'll just have to ..... of it.
- Using pesticides on crops can ..... more ..... than good.
- I could ..... this old hat to frighten birds away from the crops.

# LISTENING

1 Complete the text with these words.

ban conference courage ignored issue  
pesticides protest roots speeches strike

## Changing things for the better

My great-grandmother was a teacher and she believed that the school she worked at should provide one meal for students every day. When the school headteacher <sup>1</sup>..... her ideas, she went on <sup>2</sup>..... and got all the other teachers to <sup>3</sup>..... too! Eventually the headteacher decided to introduce lunchtime sandwiches for students. My great-grandmother achieved success by working hard to support an important <sup>4</sup>..... she felt strongly about!

I think my grandmother was an unusual person who showed a lot of <sup>5</sup>..... and now I'm going back to my <sup>6</sup>..... to continue her work. Although many schools provide hot meals at lunchtimes now, I think we should <sup>7</sup>..... all food which has been grown using <sup>8</sup>..... in schools. Fortunately, the headteacher at my school is keen to do this and she's sending me to a <sup>9</sup>..... to find out more. I'll hear lots of interesting <sup>10</sup>..... and be able to give my school lots of great ideas!

2 3.3 You will hear a student talking to her class about a girl called Mikaila Ulmer. Look at the picture and the title in Ex 3. What do you think Mikaila did? Listen and find out.



3 3.4 Listen again and complete the sentences (1–10) with a word or short phrase.

## Mikaila Ulmer, founder of Me & the Bees

Alicia uses the word <sup>1</sup>..... to describe how it felt when she was stung by a bee.

Alicia discovered that bees help new crops to grow, including food from farms, such as <sup>2</sup>..... and nuts.

Alicia found it surprising that bees can be affected by a sort of energy which <sup>3</sup>..... produce.

Alicia liked the fact that a <sup>4</sup>..... that Mikaila was given helped her decide how to support honeybees.

Alicia was pleased to hear that Mikaila's lemonade did not taste <sup>5</sup>..... as she had expected.

Alicia thinks that selling lemonade at <sup>6</sup>..... and events for people starting businesses was a great idea.

Alicia reads Mikaila's online posts and would like to hear one of her <sup>7</sup>..... about saving bees.

Alicia wasn't aware that flaxseed, which Mikaila's lemonade is made from, improves people's <sup>8</sup>.....

Alicia has just heard that Mikaila's lemonade is bought by an important business dealing in <sup>9</sup>.....

Alicia's article about Mikaila is called <sup>10</sup>.....

## Extend

4 Match actions (1–6) with (A–F) to make phrases from the recording.

- |                          |                    |
|--------------------------|--------------------|
| 1 do something           | A competition      |
| 2 have a negative effect | B to organisations |
| 3 take part in a         | C someone          |
| 4 set up a               | D good             |
| 5 donate profits         | E on something     |
| 6 supply something to    | F business         |

5 Complete the sentences using words or phrases from Ex 4. Change the form where necessary. Use each word or phrase once only.

- I'm going to ..... from my online shop to an environmental charity.
- Are you planning to ..... the race at the weekend?
- My parents have a business which ..... ingredients to restaurants and cafes.
- The bad weather has had a ..... wheat crops this year. There won't be a harvest.
- I'd like to do something ..... for other people.
- My brother is ..... which sells 'green' shampoo and soap.

# USE OF ENGLISH 1

1 Choose the correct answer (A, B or C).

- The water was ..... cold to go swimming in.  
A too much      B too      C very
- Abby was ..... that she couldn't go to school.  
A sick      B so sick      C sick enough to
- I can't cook ..... enter a TV cooking competition.  
A well enough to      B too well to      C enough
- There weren't ..... for everyone to have one.  
A so many books      B too many books      C enough books
- Jenna is ..... girl that everyone loves her!  
A such a lovely      B so lovely      C lovely
- He's got ..... respect for animals that he won't even visit a zoo.  
A too much      B so      C so much

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

- hot / don't / go / outside / it's / so / today / I / that / want / to / I  
.....
- such / restaurant / this / an / amazing / vegetarian / is  
.....
- there / enough / is / for / food / everyone / ?  
.....
- climate change / important / too / to / do / nothing / is  
.....
- fast / like / enter / to / I'd / competitions / running / but / enough / I'm / not  
.....
- impossible / on the road / it / to move / so / cars / many / there / were / that / was  
.....
- too / evidence / it / much / there's / to / doesn't exist / for global warming / pretend  
.....

3 Complete the sentences with 'so', 'such', 'too' or 'enough'.

- I'm ..... hungry! What's for dinner?
- Sara's not tall ..... to reach the top shelf.
- This is ..... an interesting programme – it's about endangered animals.
- You eat ..... fast to be able to taste your food. Slow down a bit and enjoy it!
- It snowed ..... a lot that people couldn't get out of their homes.
- Have you got ..... tea or would you like some more?
- Davey is ..... generous that he gives a lot of his money to charity.
- There are ..... many environmental problems to be able to solve them all.

4 Complete the text with one word in each gap.

## Eco homes

We all know we waste lots of energy at home and we should cut down. But the fact is most homes are <sup>1</sup>..... energy-efficient enough. They use <sup>2</sup>..... a lot of energy just to keep them warm in winter and cool in summer, and this is without the lighting and modern electrical appliances we love.

Now, more and more people are looking <sup>3</sup>..... an eco-home: a home you can live in all year round, but which doesn't use a lot of energy or damage the environment. Houses like this can have so <sup>4</sup>..... solar panels on their roofs that they can generate their own electricity. In fact, the panels can generate so <sup>5</sup>..... electricity that owners are able to sell <sup>6</sup>..... to big electricity suppliers.

Buying an eco-home may not be quite enough <sup>7</sup>..... completely protect the environment, but it's a start. They're also <sup>8</sup>..... cheap to live in that owners have more money to spend on other things!



### 3 The world around us

## USE OF ENGLISH 2

**3 B** For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

**1** Match these phrasal verbs with the correct meaning (1–7).

chop down   clean up   cut down   die out   get across   kill off   throw away

- 1 cause the death of a lot of living things
- 2 succeed in communicating an idea or piece of information
- 3 get rid of something you do not want or need
- 4 make a place completely clean and tidy
- 5 reduce the amount of something
- 6 make something fall by cutting it with a sharp tool
- 7 disappear or stop existing completely

**2** Complete the sentences with a phrasal verb from Ex 1. Change the verb form where necessary.

- 1 If we continue to destroy natural habitats, many species will ..... .
- 2 Don't ..... that plastic bottle ..... ! We can re-use it.
- 3 Pesticides are ..... too many insects.
- 4 Are you coming along to help ..... the park this afternoon?
- 5 You should ..... on the amount of coffee you drink.
- 6 I think we're ..... the message ..... about the dangers of litter to wildlife.
- 7 Oh, no! They've ..... that beautiful old tree at the end of the road!

## The Iberian lynx: is the world's most endangered cat coming back?

The Worldwide Fund for Nature, which helps save endangered species through conservation, has reported that numbers of the Iberian lynx are <sup>1</sup>..... . In 2002, there were fewer than 100 left in the wild, but a 2015 count showed over 400 living in the forests of Spain and Portugal.

Several organisations have <sup>2</sup>..... their bit to stop the cat from completely <sup>3</sup>..... . Since 2014, around 50 lynxes have been re-introduced to certain areas of Spain and Portugal. These animals come from a conservation programme which breeds animals in a centre. When they're old enough, they can go back into their <sup>4</sup>..... habitat of the forest.

However, conservationists want to <sup>5</sup>..... the message across that there is still work to do. Humans have had a big <sup>6</sup>..... on the places where lynx live, and rabbits, which they eat, are disappearing because of disease. Governments with <sup>7</sup>..... over such land have been asked to make <sup>8</sup>..... rabbit populations recover, so that the Iberian lynx populations continue to grow.

- |               |                |               |                 |
|---------------|----------------|---------------|-----------------|
| 1 A raising   | B increasing   | C adding      | D gaining       |
| 2 A been      | B made         | C done        | D had           |
| 3 A dying out | B cutting down | C killing off | D chopping down |
| 4 A common    | B existing     | C standard    | D natural       |
| 5 A send      | B get          | C come        | D give          |
| 6 A strike    | B hit          | C result      | D impact        |
| 7 A authority | B command      | C right       | D ability       |
| 8 A definite  | B positive     | C sure        | D clear         |

## Extend

**4** Match the phrasal verbs in bold in the sentences (1–6) with the meanings (A–F).

- 1 Chemicals in our body **break down** the food we eat so that our bodies can use it.
- 2 Please will you **clear up**? It's so untidy in here!
- 3 Can you **come up with** a good idea for a new business?
- 4 If we aren't careful, our water supply will **run out** soon.
- 5 Did you **use up** all the milk? There's none left!
- 6 If we destroy habitats, we will **wipe out** a lot of species.

- A make something look tidier
- B use all of something
- C change as a result of a chemical process
- D think of an idea
- E get rid of something completely
- F not be any left



# SPEAKING

**i** Complete the dialogues with these words for expressing agreement.

fantastic keen really right think true

- 1 **A:** Some people don't believe that we are causing climate change.  
**B:** That's .....
- 2 **A:** I'm thinking of doing some conservation work with big cats in Africa.  
**B:** That would be ..... interesting!
- 3 **A:** I think fruit picking would be really hard work.  
**B:** You're ..... there. It would probably be boring, too!
- 4 **A:** I'd like to try WWOOFing, wouldn't you?  
**B:** Yes, I think that would be ..... !
- 5 **A:** Our class could raise money for groups working against pollution.  
**B:** Everyone would be really ..... on that.
- 6 **A:** It's a good idea to put wolves back into their natural habitat.  
**B:** Yes, that's what I .....

**2** **3.5** Listen to two students talking about the speaking task. Which phrases for expressing agreement do they use?

Here are some things that students often do to help the environment and a question for you to discuss.

What would be useful things for students to do to help the environment?



## Expressing agreement

- Yes, that's what I think.
- Yes, that's true.
- That's true, although ...
- You're right there.
- I think that would be fantastic / really interesting!
- Everyone would be really keen on that.

## Expressing preference

- Well, I'd be most interested in ...
- I think that X would be really (adjective) because ...
- I would definitely choose ...
- It would be much better to ...
- I think students would prefer ...



**3** **3.6** Now listen to the students answering the rest of the task and complete the dialogue with phrases expressing preference from the box.

Which of these things would help the environment most?

- A:** OK, so, which of these things do you think would help the environment most?
- B:** I <sup>1</sup> ..... planting trees and flowers ..... good because they would encourage more wildlife.
- A:** That's true, but I think a lot of students <sup>2</sup> ..... eco-camping, though that's probably the *least* useful for the environment.
- B:** Well, <sup>3</sup> ..... most interested in visiting a wildlife centre – learning about animals is a great way to protect them.
- A:** I suppose so, but I <sup>4</sup> ..... growing organic vegetables, which also helps wildlife, in the long term.
- B:** True, but I think <sup>5</sup> ..... much better to look after honeybees and conserve our ecosystems.
- A:** Mm, you're right there. So, we agree that planting trees and flowers and looking after honeybees would help the environment most.

**4** **3.7** Listen and respond, giving reasons for your answers. Use the phrases for expressing agreement and preference. Record and check your answers. Try again if you need to improve anything.

### 3 The world around us

## WRITING

### an article

**1** Match the sentence halves (1–4) with (A–D) and complete them with these words and phrases. You need to use each word or phrase once.

for in order to so as to so that

- 1 Our class is visiting a farm soon ...
- 2 We shouldn't chop down trees because they're important
- 3 My grandma saves rainwater
- 4 We made a pile of branches in the garden

- A ..... birds to build their nests in.  
B ..... hedgehogs can make their home there in winter.  
C ..... be able to water the plants when it's dry.  
D ..... learn about natural farming methods.

**2** Read the task and four paragraphs from a student's answer in the wrong order. Number the paragraphs in the correct order.

### Being green!

What have you done recently to help the environment? Do you think it has made a difference? What more do you think you could do to help the environment?

Write us an article answering these questions. We'll publish the best articles in our magazine.



### Helping the Environment

A ..... The last few weeks I've also been volunteering at a bird rescue centre. Lots of birds were killed after a huge oil spill in my area, but after they were cleaned up, they were sent back into the wild. Brilliant!

B ..... What more could I do? I often get a lift to school with Dad. It would definitely help the environment if I cycled or walked instead.

C ..... I've learned loads about what we can do to prevent seabirds being harmed. Did you know they can get stuck in plastic left on beaches? That's why I'm careful to take plastic rubbish home with me, so yes, it's made a difference.

D ..... If you're like me, you'll know how important it is to look after the environment. I do all the usual things, like saving water and switching off lights to save energy.



**3** Is the student's article in Ex 2 a good answer? Which sentences describe it best?

- 1 It has an interesting title.
- 2 It answers all the questions.
- 3 It has separate paragraphs with clear topic sentences.
- 4 It includes rhetorical questions.
- 5 It includes a variety of vocabulary and structures.
- 6 It directly refers the reader.
- 7 It has a conclusion.

**4** Choose the best conclusion for the student's article.

- 1 In conclusion, it is very important to look after the environment and spend time outdoors.
- 2 To sum up, there are lots of things we can do to help our environment. As my examples show, they don't take much time, they don't cost anything, and you can learn a lot in the process!
- 3 In conclusion, there are lots of things people can do to make a difference to our environment. Other options include recycling and re-using items.

**5 e** You see this announcement in an English-language magazine. Write your article in 140–190 words.

### Spending time in nature

Do you spend much time outdoors? What parts of nature are you most interested in? Why do you think it's important for people to spend time in nature?

Write us an article answering these questions. We'll publish the best ones next month!



# UNIT CHECK

## 1 Choose the correct words to complete the sentences.

- Students **are holding** / **hold** / **about to hold** a strike tomorrow at school.
- Annual rainfall **will be** / **is being** / **will be being** higher this year because of recent storms.
- In two days' time I **will be sitting** / **sit** / **am sitting** on a plane on my way to Japan.
- I think I **am planting** / **will plant** / **plant** some trees in the garden.
- I **get** / **am going to get** / **getting** some hands-on experience of looking after elephants this summer.
- Are** / **Will** / **Be** you likely to go on a gap year after university and travel round the world?
- Hurry up! The conference **starting** / **will start** / **starts** at nine o'clock and I don't want to be late.
- As soon as I **am getting** / **will be getting** / **get** home from work, I'm going to have a hot shower.

## 2 Rewrite the sentences using the word given. Use between two and five words, using the word given.

- People couldn't ignore the evidence because the campaign presented such a lot of it.

**SO**

The campaign presented ..... people couldn't ignore it.

- That lecture about urban environments was so interesting!

**SUCH**

That ..... interesting lecture about urban environments!

- There were such a lot of people at the conference that there wasn't room for them all.

**NOT**

There ..... room for all the people at the conference.

- There are such a lot of dolphins that it's impossible to count them!

**TOO**

There are ..... dolphins to count!

- We're working too slowly and so we're not going to finish our project by tomorrow.

**FAST**

We aren't ..... finish our project by tomorrow.

- The number of people on this planet is so huge that it's having an effect on the environment.

**MANY**

There ..... people on this planet that it's having an effect on the environment.

## 3 Complete the sentences with the correct form of these phrases. There are two extra phrases you do not need.

cut down do (your) bit do without kill off  
make do with make sure throw away die-out

- We all need to ..... to keep the school clean and tidy.
- Bigger species of birds are ..... smaller ones in the area. There are hardly any left.
- Will you ..... a sandwich for lunch? We haven't got anything else.
- We need to ..... the carbon emissions created in our city.
- Can you ..... all the animals are fed before ten o'clock, please?
- Have you ..... the salad? I wanted to have that for my dinner!

## 4 Put the letters in the correct order to find 11 nouns connected to food.

- NAEBS .....
- VARSTEH .....
- SPROC .....
- DTPCUINORO .....
- EASSNO .....
- KSTEA .....
- SPROTANTR .....
- HWETA .....
- MERCONUS .....
- GANCORI .....
- TERNIAGEVA .....

## 5 Read the definitions and complete the verbs they describe.

- sell goods to another country: e \_ \_ \_ \_ \_
- do what someone in authority tells you, or what a law or rule says you must do: o \_ \_ \_
- pay no attention to something on purpose: i \_ \_ \_ \_ \_
- become bigger in number or amount: i \_ \_ \_ \_ \_
- put used objects through a process so that they can be used again: r \_ \_ \_ \_ \_
- prevent something being used or done: b \_ \_
- cut something into small pieces: c \_ \_ \_
- bring a product from one country to another so that it can be sold there: i \_ \_ \_ \_ \_
- come together in public to say you do not agree with something: p \_ \_ \_ \_ \_
- another word for buy: p \_ \_ \_ \_ \_

# USE OF ENGLISH, UNITS 1–3

## PART 1

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

### Why getting up early is good for you

If you <sup>0</sup> *hardly* ever get up early in the morning, you're <sup>1</sup> ..... out on many benefits. While you may not <sup>2</sup> ..... like climbing out of bed at 6 a.m., evidence shows that doing so can improve your grades at school. This is partly because you're more <sup>3</sup> ..... to eat a good breakfast before heading off into the <sup>4</sup> ..... hour. Eating a full, healthy breakfast not only helps you concentrate in lessons, but also makes it easier to <sup>5</sup> ..... without snacks full of sugar or fat later in the day.

Getting up early has a positive <sup>6</sup> ..... on your mind and body: there's the chance to exercise and enjoy some peace and quiet before school. This can help you <sup>7</sup> ..... your head around problems and plan for the day ahead.

If all this leaves you worrying about a <sup>8</sup> ..... of sleep, don't! Getting up early means you'll want to go to bed earlier, which will help you sleep better.

- |              |            |                 |               |
|--------------|------------|-----------------|---------------|
| 0 A almost   | B just     | <b>C hardly</b> | D nearly      |
| 1 A running  | B going    | C missing       | D falling     |
| 2 A want     | B feel     | C hope          | D think       |
| 3 A possible | B suitable | C right         | D likely      |
| 4 A rush     | B fast     | C hurry         | D speed       |
| 5 A make     | B have     | C do            | D keep        |
| 6 A impact   | B result   | C advantage     | D reaction    |
| 7 A put      | B find     | C bring         | D get         |
| 8 A need     | B lack     | C wish          | D requirement |

## PART 2

For questions 9–16, complete the text with one word in each gap.

### April Fool's Day

Why do some people look forward to the beginning of April <sup>9</sup> ..... *so* ..... much? Once a year, <sup>9</sup> ..... around the year 1392, people all over the world have played jokes on each other on 1<sup>st</sup> April. People tell silly stories, hoping others will believe them. One famous joke on national TV in 1957 showed a 'spaghetti harvest', where people <sup>10</sup> ..... collecting strings of pasta from 'spaghetti trees'. At that time, most people in the UK <sup>11</sup> ..... never seen fresh pasta, and because it was such <sup>12</sup> ..... convincing story, many of them believed it to be true. <sup>13</sup> ..... a result, some even contacted the BBC to find out how to grow the trees! It took the BBC a while before they admitted the whole thing <sup>14</sup> ..... a joke.

It's unlikely that a major broadcaster would publish this kind of story today, <sup>15</sup> ..... many people still play jokes on family and friends on 1<sup>st</sup> April, shouting 'April Fool!' to anyone who believes the story. However, as <sup>16</sup> ..... as the clock says midday, the joking should stop. Anyone who plays a joke after that time becomes the April Fool themselves!

## PART 3

For questions 17–24, read the text below. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.

### City farms

Many young people who live in cities rarely have the  
 16 ..... satisfaction ..... of  
 seeing native animals in their  
 17 ..... environment.

In recent years, however, several 'city farms' have appeared, where kids come face-to-face with cows and sheep for the first time.

18 ..... , some owners of exotic animals like snakes and spiders don't care for them  
 19 ..... , and farms have taken these in, too.

At city farms, people who wouldn't  
 20 ..... get the chance to see or care for animals like these can get hands-on experience of doing so. This is very  
 21 ..... for those involved and at the same time it teaches them how to act in a  
 22 ..... way towards other living creatures.

At some city farms, there's even the chance to go horse-riding. Although these animals might seem  
 23 ..... at first, joining in activities like this opens up a new world of  
 24 ..... and experience to children who might otherwise never have the opportunity to get so close to wildlife.

SATISFY

NATURE

FORTUNATE

PROPER

USUAL

ENJOY

RESPOND

TERRIFY

EXCITE

## PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

- 0 They couldn't understand the instructions because they were not clear.

**ENOUGH**

The instructions ..... were not clear enough ..... to understand.

- 25 I miss the school bus all the time.

**ALWAYS**

I am ..... the school bus.

- 26 I've never seen such a bad film.

**WORST**

That ..... film I've ever seen.

- 27 I went fishing every Saturday with my granddad when I was a kid.

**USED**

I ..... fishing every Saturday with my granddad when I was a kid.

- 28 That was my first time at a festival.

**HAD**

That was the first time that I ..... to a festival.

- 29 I'm going swimming in a minute – do you want to come with me?

**ABOUT**

I'm ..... swimming – do you want to come with me?

- 30 I can't go to gym club tonight because I've got a headache.

**ABLE**

I ..... go to gym club tonight because I've got a headache.

# 4

## Make it happen

### READING

1 Complete the text with these words or phrases.

conserve honour intense optimistic packed  
scholarship sprint stands stick to stretcher


Student news: Sports

Victory for Mark!

Sixth-form student Mark Thompson won the 200m  
<sup>1</sup>..... in front of a <sup>2</sup>..... stadium during  
 the <sup>3</sup>..... National Championships final this  
 weekend. Despite leaving the semi-finals on a <sup>4</sup>.....  
 after passing out at the end of the race because he didn't  
<sup>5</sup>..... enough energy in the early stages of the race,  
 Mark chose to <sup>6</sup>..... his plans to race in the final  
 and was <sup>7</sup>..... before the race. Several of Mark's  
 classmates were in the <sup>8</sup>..... watching him, and he  
 has donated his trophy to the school. He said he felt competing  
 for the school was a great <sup>9</sup>..... Mark's win  
 secured him a <sup>10</sup>..... to a famous university in the  
 USA. Well done, Mark!

2 Read the article from a student news site. What is the main purpose of the text?

- A to explain why young people don't want to go to university
- B to offer young people alternative ways to pay for university costs
- C to show young people that university isn't the only option

3 Read the questions in Ex 4. Find the key words. Use the example in question 1 to help you.

4 e Read the article again. For questions 1–6, choose the correct answer (A, B, C or D).

- 1 What point is the writer making in the first paragraph?
  - A Potential students often have financial concerns.
  - B Few young people know what they really want to do.
  - C It's important to learn to cook before going to university.
  - D Many young people find it difficult to leave home.

2 In paragraph 2 what does the writer say about scholarships?

- A They take pressure off students.
- B They allow students to learn about jobs in business.
- C They are advertised widely.
- D They generally offer fixed sums of money.

3 In paragraph 3, the writer implies that he was

- A worried that he had completed his application incorrectly.
- B confused by a childhood experience.
- C bored by the amount of detail in the scholarship application.
- D annoyed that he hadn't understood the application conditions.

4 What does 'it' refer to in line 41?

- A applying for a scholarship
- B getting involved with school activities
- C helping a local family in trouble
- D being a good leader

5 Why does the writer feel positive about non-traditional scholarships?

- A They only give out small amounts of money.
- B They allow anyone to apply.
- C They look for students who have special skills.
- D They are for students who are more interested in animals than sports.

6 Why does the writer mention being a vegetarian?

- A to show different types of hobby.
- B to show that all scholarship candidates must be talented
- C to explain why eating habits are important
- D to give an example of unusual scholarships

### Extend

5 Find words in the article that mean the following.

- 1 give money or help towards something (para 2) .....
- 2 big companies or groups of companies (para 2) .....
- 3 an organisation that helps or gives money to people in need (para 2) .....
- 4 lots of something (para 2) .....
- 5 earn something through good behaviour (para 4) .....
- 6 very difficult (para 5) .....
- 7 given as a prize (para 6) .....

## Student News: Careers

There's no doubt about it: higher education is expensive. Some students hesitate before applying for university because the thought of paying the fees and general living costs for four years is difficult to comprehend. A quick survey of my friends showed that almost all of us had a few sleepless nights before we went to university. Sure, we couldn't wait to move out and were anxious to have new experiences but we knew that at the end of it we would have a huge amount of debt. As eighteen-year-olds who struggled to look after themselves, that was a pretty big deal!

For many students, whose families are unable to contribute financially, the high cost of university might even prevent them from applying. That's why scholarships are so important; they provide important support that enables students to focus on studying instead of having to find ways of making money. Many companies and organisations offer scholarships. Sometimes these are large corporations who want to invest in future workers, and sometimes they are charity organisations that represent people who believe in the value of education. There are tons of scholarships available, and they all offer money to be used for different purposes: you might be offered a small amount of money to help you to buy books and study materials, or your university costs might be completely paid for.

Unfortunately, this doesn't make it easy to get a scholarship because most of them have specific requirements about who can apply. You may be automatically rejected for some scholarships simply because of where you live, what type of school you study at or even your parents' jobs. Reading the small print before you apply is really important. I remember a very frustrating experience: I got all the way to the end of an application when I realised that I didn't qualify because my family had lived abroad for a few years when I was younger.

Even if you do have the basic requirements, you'll still need to prove that you deserve help. Think about your school life up until now. Obviously, having good grades is essential, but taking an active role in your school and community also looks good on your scholarship application. One of my friends managed to get a scholarship because he had been involved in organising a charity event to raise money to help a family on his street whose house had burned down. He had only done it to be kind so he was surprised when the scholarship committee told him that had convinced them to give him the money. Sometimes things that don't seem like a big deal actually mean a lot because they show that you can stick to something and can be a good leader. line 41

Competition for scholarships is tough and many programmes receive hundreds and sometimes even thousands of applications. It's easy to feel that you haven't got a chance of being successful, especially if you aren't very academic or athletic. But don't worry, because the good news is that there are also lots of less traditional scholarships available. The people behind these scholarships don't care about how well you can write an essay or your average score in science; they are more interested in your unusual talents. For example, in the US, teenagers with a talent for duck calling (the sound made by people hunting ducks) could win \$10,000 in the annual scholarship duck calling contest. Or if you're a great marble player or love knitting, you might be able to play (or knit!) your way to a free degree.

Some of these scholarships don't even look for talented people – just being left-handed or having a specific surname is enough. Non-traditional scholarships are also awarded to people who are passionate about things like being a vegetarian, making greeting cards or designing different things out of paper.

There really is a scholarship out there for everyone. I bet that you could find one that's suitable for you, even if it is a bit wacky!

6 Complete the text with the correct form of the words from Ex 5.

### EDUCATION MATTERS

Do you want to <sup>1</sup>..... to helping young people achieve their higher education goals? Our organisation has five scholarships to <sup>2</sup>..... to young people who <sup>3</sup>..... the opportunity to go university but live in <sup>4</sup>..... financial circumstances. We receive <sup>5</sup>..... of applications every year and we need people to help out on our committee. Get in touch if you are interested.

(Note: we are a <sup>6</sup>..... that relies on donations, not a <sup>7</sup>..... with private financing, so this is a volunteer position).



## 4 Make it happen

# GRAMMAR

### modal verbs

1 Find the verb that doesn't fit in each set.

Modals ...

- for ability: A must B be able to C can/can't D could/couldn't
- for permission: A may B be allowed/permitted to C had better (not) D can
- for prohibition: A mustn't B can't C don't need to D not be allowed/permitted to E may not
- to show obligation: A must B have (got) to C should have D need to
- to show no obligation: A couldn't B don't have to/haven't got to C don't need to/needn't
- for advice: A should/shouldn't B can C ought (not) to D had better (not)
- to show regrets about the past: A would B should/shouldn't have
- to make requests: A will B would C may

2  4.1 Listen and match the sentences (A-E) with the conversations (1-5). Then choose the correct words to complete the sentences.

- 1 .....                      3 .....                      5 .....  
2 .....                      4 .....

- A You **can't / must** go on the ride. ....  
B You **shouldn't / couldn't** have eaten so much. ....  
C **May / Should** I ask you one more question? ....  
D You are **not permitted / allowed** to enter here. ....  
E **We've got to / We needn't** leave now. ....

3 Choose the correct words to complete the sentences.

- You spend too much time on your computer. You **should / can't** spend more time outdoors.
- My parents were very strict when I was younger so I **can / couldn't** stay out late.
- The bus leaves at nine, so we **mustn't / don't need to** be late.
- Tom is great at scoring goals, but he **can't / couldn't** run very fast.
- Must / Would** you pass me the salt, please?
- Thanks for the invitation, but I **shouldn't / had better** ask my parents before I say yes.
- Do you think you **were allowed / will be allowed** to come with us next Saturday?
- We **have to / needn't** worry about food, because my mum says she'll buy us pizzas.
- My sister **can / was able to** swim when she was only three years old.
- May / Should** I open the window, please? I feel a bit faint and I need some fresh air.

4 Complete the online post with one word in each gap.



**Zander\_03** Hi everyone! I want to give you all an update on my last post. My school has given me some special rules for when I do exams. First, I <sup>1</sup> ..... be allowed to use my laptop for written exams. This is great because I don't need <sup>2</sup> ..... worry about my handwriting. I must take exams in the exam hall, but I don't <sup>3</sup> ..... to finish at the same time as everyone else - I can have an extra 45 minutes. I'm so happy about this, because last year I <sup>4</sup> ..... only able to answer half of the questions - I <sup>5</sup> ..... to read the text and the questions in a time limit, but I couldn't do it. I hope I'll <sup>6</sup> ..... able to get much better grades this year. Anyway, I <sup>7</sup> ..... better get on with my revision now. I've <sup>8</sup> ..... to prepare for the history exam!

5 Choose the correct answers (A, B or C) to complete the conversation.

What time are you going to the pool?

I'm not going. I <sup>1</sup> ..... to finish an essay tonight.

But the coach said that we all <sup>2</sup> ..... to go to the training session, or we <sup>3</sup> ..... compete on Saturday.

I know, but I <sup>4</sup> ..... get this done today because my teacher wants to see it tomorrow. I <sup>5</sup> ..... written it last weekend, but I didn't feel like it.

You <sup>6</sup> ..... to talk to your teacher and explain the situation.

That's not the problem. My mum said I <sup>7</sup> ..... to go to training. She thinks that school <sup>8</sup> ..... come first.

Well, she's right, I guess.

Yeah, but it's hard when school and swimming have so many rules! <sup>9</sup> ..... you tell the coach why I can't come, please?

- |                |           |                  |
|----------------|-----------|------------------|
| 1 A have got   | B mustn't | C need to        |
| 2 A need       | B must    | C should         |
| 3 A shouldn't  | B can't   | C may not        |
| 4 A can        | B should  | C must           |
| 5 A could      | B would   | C should have    |
| 6 A should     | B ought   | C better         |
| 7 A had better | B can     | C am not allowed |
| 8 A able to    | B should  | C allowed        |
| 9 A Would      | B May     | C Have           |

# VOCABULARY

## relationships

1 Choose the correct words to complete the text.

### Sports club mentoring services



Are you having problems in your local <sup>1</sup>coach / **community** sports club? If you're a player, maybe your <sup>2</sup>referee / **coach** doesn't let you play in every match, you don't get on with your team <sup>3</sup>mates / **role models** or you had an argument with a <sup>4</sup>rival / **company** team. Or maybe you're a <sup>5</sup>referee / **rival** and you don't think that players respect your decisions during matches.

We offer mentoring services for sports clubs. Our ambassadors will keep you <sup>6</sup>community / **company** on the pitch and in sport halls as you try to reach your goal. They are all from the local area and are well-known and loved by local people, so they are considered <sup>7</sup>role models / **mates**. They help teams work better together off and on the sports field!

2 Put the words in the correct order to make questions.

1 ever / down? / school / problems / at / you / get / Do

.....

2 What / always / show / cheers / up? / TV / you

.....

3 you / with / out / Have / a / ever / friend? / fallen

.....

4 on / everyone / you / in / with / Do / your / class? / get

.....

5 do / with? / talk / you / Who / things / over

.....

3 Answer the questions in Ex 2 about you.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

4 Complete the article with one word in each gap.

## A change is as good as a rest!

Is life getting you <sup>1</sup>.....? We all feel sad <sup>2</sup>..... life sometimes but don't worry – we've got lots of ideas to help cheer you <sup>3</sup>.....

Go on a short holiday. We all need to get <sup>4</sup>..... from home from time to time – it's easy to get fed <sup>5</sup>..... with the same routine.

When you get back, you'll probably feel much better.

Take up a new hobby. You might feel anxious <sup>6</sup>..... trying something new, but even if you're bad <sup>7</sup>..... it, at least you have tried!

5 Choose the correct answer (A, B or C) to complete the sentences.

- 1 I'm absolutely hopeless ..... tennis.  
A for      B of      C at
- 2 The new referee isn't very popular ..... the students.  
A with      B among      C for
- 3 People are sometimes afraid ..... new experiences.  
A for      B off      C of
- 4 I don't think you should be embarrassed ..... your performance.  
A for      B at      C about
- 5 I love it when my parents say that they are proud ..... me.  
A at      B of      C for
- 6 Jenny was really enthusiastic ..... her coach.  
A on      B about      C in

6 Complete the blog post with a preposition in each gap.

## A cure for stress

School life wasn't great last year. I was stressed <sup>1</sup>..... problems with friends, so I started spending more time online. It was a way of getting <sup>2</sup>..... from my problems, I guess, but after a few months I realised I was completely addicted <sup>3</sup>..... social media. It ruled my life and I never got bored <sup>4</sup>..... it. I didn't make plans for anything because I was worried <sup>5</sup>..... missing something online. I decided I needed to become more confident and stop being frightened <sup>6</sup>..... doing things on my own. So I joined a local dance group. I never thought I was brilliant <sup>7</sup>..... dancing and I wasn't keen <sup>8</sup>..... dancing in front of a mirror. But it turns out I'm quite good <sup>9</sup>..... it, especially remembering the routines! I learned that I'm capable <sup>10</sup>..... changing negative things in my life, and I'm really happy <sup>11</sup>..... that!



## 4 Make it happen

# LISTENING

1 Complete the text with these words or phrases. There is one extra word or phrase you do not need.

bruise doesn't matter go through homesick  
leave you alone rush back take up way better

### To stay or to go? A difficult decision

You might think that deciding where and when to study abroad was the most difficult part of the process, but sometimes unexpected emotions can affect your experience. Lots of people feel <sup>1</sup> ..... when they are in a different country. If this happens to you, don't <sup>2</sup> ..... home. It's <sup>3</sup> ..... to talk about it with your mentor than keep it to yourself. It <sup>4</sup> ..... if you feel foolish, your mentor is there to help you make the best choice. Take some time to <sup>5</sup> ..... the pros and cons of leaving before making a decision. Although you might feel sad and want people to <sup>6</sup> ..... , try to get out and about and <sup>7</sup> ..... any opportunity to start a new activity.

2 4.2 You will hear five young people talking about taking part in a special scheme giving teenagers experience of decision making in the workplace. Listen to Speaker 1. How long was the scheme?

- A a couple of days      C two weeks  
B a month              D a working week

3 4.3 Listen to the five speakers and match them with how they felt about their work experience (A-H). There are three extra letters you do not need.

- |  |                 |
|--|-----------------|
| A I felt that it was a satisfying experience.        | Speaker 1 ..... |
| B I changed my behaviour after it.                   | Speaker 2 ..... |
| C I was disappointed by other people taking part.    | Speaker 3 ..... |
| D I wasn't sure if other people would be interested. | Speaker 4 ..... |
| E I was surprised by the result of it.               | Speaker 5 ..... |
| F I enjoyed helping the other participants.          |                 |
| G I didn't think that it was a good idea.            |                 |
| H I knew that I would benefit from it.               |                 |

### Extend

4 Match these phrases from the recording with the meanings (1-5).

fool around sign up think over weigh up work together

- consider something carefully .....
- waste time behaving in a silly way .....
- put your name on a list to take part .....
- work as a team .....
- consider the advantages and disadvantages .....

5 Match the sentence halves.

- |  |                                 |
|--|---------------------------------|
| 1 Tom is weighing up the pros and cons | A carefully before deciding.    |
| 2 I need to think it over              | B of the internship.            |
| 3 We worked together                   | C and didn't take it seriously. |
| 4 Dan and Sally fooled around          | D for a half marathon!          |
| 5 Kelly just signed up                 | E on the event for weeks.       |

6 Complete the sentences with the phrases from Ex 4. Change the form of the verb where necessary.

- I realised I needed more time to ..... their suggestion.
- Bernice had just ..... for the trip when she remembered she needed a new passport.
- The team ..... well on the project. We were pleased with the results.
- Antoine wants to go for a coffee and ..... the pros and cons of the university course.
- They shouldn't ..... like that. They will get us all into trouble.

I can't wait to get there!

I'm feeling a bit nervous now ...

I really want to do well!

Have I made the right choice?

I'm so glad I did this!

# USE OF ENGLISH 1

**1** Match the sentences (1–6) with the correct category (A–D). Some categories can be matched more than once.

- 1 That restaurant can't be very good – it's Friday night and it's empty!
- 2 Winters could be difficult when I lived in Alaska.
- 3 It shouldn't take more than ten minutes.
- 4 You must be pleased with your exam result!
- 5 I might have a lie in tomorrow.
- 6 I'm not sure about the concert, it could be expensive.

- A certainty                      C generalisations in the past  
 B possibility                     D setting expectations

**2** Choose the correct meaning (A, B or C) for each sentence.

- 1 Lisa may be at the gym.
  - A I'm sure that Lisa is at the gym.
  - B It's possible that Lisa is at the gym.
  - C It's impossible that Lisa is at the gym.
- 2 It can't be Isaac's phone.
  - A It's possible that it's Isaac's phone.
  - B I'm sure it's Isaac's phone.
  - C It's impossible that it's Isaac's phone.
- 3 It should be interesting!
  - A I expect it will be interesting.
  - B I expect it was interesting.
  - C I don't think it will be interesting.
- 4 We might not get there on time.
  - A I'm sure we won't get there on time.
  - B We'll probably get there on time.
  - C It's possible that we won't get there on time.
- 5 She must be very excited.
  - A She definitely isn't very excited.
  - B I'm sure she's very excited.
  - C It's possible that she's very excited.
- 6 They could get top marks for their project.
  - A It's possible that they will get top marks.
  - B They were able to get top marks.
  - C It's impossible for them to get top marks.

**3** Choose the correct words to complete the sentences.

- 1 I **may** / **must** go to the party, but I'm not sure yet.
- 2 No, that **can't** / **mustn't** be Frank's jumper – it's too small!
- 3 I'd love to go to the exhibition, but I **might not** / **couldn't** have time.
- 4 Fern has got a big exam tomorrow – she **can** / **must** be nervous.
- 5 There will be some good speakers, so it **must** / **should** be interesting.
- 6 I can't find my purse. **Could** / **May** it be in your bag?
- 7 I'd like a good seat, but the ticket **may not** / **mustn't** be too expensive.
- 8 I'm not sure whose bag it is. I suppose it **could** / **can** be Fernanda's.

**4** **4.4** Listen to the conversation between Kelly and Peter and complete the sentences with the correct modal verb(s).

should    must    could    might    can't

- 1 Olivia ..... be upset.
- 2 Kelly ..... talk to Olivia first.
- 3 Kelly ..... take part in the school play and the robotics club.
- 4 Peter thinks the decision ..... be hard.
- 5 The school play ..... be a success.

**5** **e** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 I'm sure my phone charger is here somewhere!

**MUST**

My phone charger ..... somewhere!

- 2 It's possible that you won't like the book.

**MIGHT**

You ..... the book.

- 3 Do you think it's possible that Dan is at home?

**COULD**

Do you think Dan ..... at home?

- 4 I'm sure the class isn't that boring.

**BE**

The class ..... that boring!

- 5 I expect they'll have a fantastic time.

**SHOULD**

They ..... a fantastic time.

- 6 Perhaps Lisa is trying to phone now.

**MAY**

Lisa ..... now.





# SPEAKING

**1** Put the words in the correct order to form sentences.

- 1 good / a / I / is / choice. / would / barbecue / that / a / say  
.....
- 2 late / out / don't / I / like / staying / Personally,  
.....
- 3 a / experience. / people / relaxed / prefer / In / atmosphere. / my  
.....
- 4 It / depends / on / place. / the  
.....
- 5 know, / have / I / far / as / don't / them. / they / As  
.....
- 6 to / food. / we / I / think / ask / bring / could / people / own / their  
.....

**2** Match the questions with the answers in Ex 1.

- A Do you think a more formal event would be better? .....
- B Do you think that many people will turn up? .....
- C Does your school ever put on end-of-term events? .....
- D What could we do to bring everyone together? .....
- E What could we do to make it less expensive? .....
- F Do you like going to events in the evening? .....

**3** Read the questions and then choose the best answer (A, B or C).

**1** What is a good way to organise your work when you have to do a school project?

- A I don't know. Can you ask me another question, please?
- B I don't really like working in groups. I prefer to work on my own.
- C I would say a group discussion at the beginning of the project. That way, every student decides their role.

**2** How can teachers make group work easier for students?

- A I think it's a waste of time. Only one person does all of the work!
- B Group work is very interesting and teachers should allow students to do it more often.
- C In my opinion, teachers should give students plenty of time to plan and do the work in class, because they might not have time to get together at the weekend.

**3** Do you think that group work is an important part of life at school?

- A Yes. It's something that we all have to do.
- B I think it's important because you learn to work with other people, which is something that you have to do throughout your life.
- C I would like to do more group work. I'm very outgoing and get on well with other people.

**4** Match the statements (1–6) with the reasons and examples (A–F).

- 1 I don't think organiser apps are a good thing. ....
  - 2 Being more organised can definitely make our life easier .....
  - 3 Some students say that working on your own means you're unfriendly, but I don't agree. ....
  - 4 Helping others is important in my opinion. ....
  - 5 A lot of students like group projects because they can chat with their friends. ....
  - 6 Some people work in groups and try to tell everyone what to do. ....
- A It gives us more time to do the things we enjoy.
  - B They think that it doesn't counts as work and that it's a time to socialise.
  - C We should be able to organise our work without technology.
  - D It's just the way that some people work best.
  - E They don't listen to anyone else's opinion and I think this is wrong.
  - F It's also a good way to learn new things from people that know things that you don't.

**5 e** Answer the following questions. Record yourself.

- 1 What is your opinion on working in groups at school?
- 2 What personal qualities are useful for a group to work well together?
- 3 What school subject is the easiest to do group work in?
- 4 Why is it important to learn to work with other people?
- 5 What problems could students working in groups have?

**6** Now listen to your recording and answer the following questions.

- Did you use expressions to give opinion?
- Did you answer the questions carefully?
- Did you give full answers?
- Did you give reasons and examples?



## 4 Make it happen

# WRITING

### an essay

**1** Complete the text with these words or phrases.

overall    although    on the one hand    on the other hand  
however    to sum up    in general

## Too many presents?

**1**....., we don't remember most of the presents we receive because we get so many, especially at Christmas. There's so much pressure to buy everyone a present. So last year, my family tried something different – we would be matched with one person at the beginning of the year and we would only buy presents for that person. And we weren't allowed to send cards. I wasn't sure how I felt about that because **2**..... I like getting birthday cards, but **3**..... I think they are a waste of money.

**4**..... I have a big family, I hardly ever see some of them, so I was a bit worried about who I would get. It was my aunt Monica. I wasn't too pleased, because she always gives bad presents to everyone and is usually very critical about what she receives. **5**....., to my surprise, she didn't complain about any of my presents.

**6**....., most people were pleased with their presents.

**7**....., reducing present-giving was a very positive experience and we're doing it again this year!

**2** Look at the linking words and phrases in Ex 1 again. Write C for contrasting and S for summarising.

**1** .....                      **3** .....                      **5** .....                      **7** .....  
**2** .....                      **4** .....                      **6** .....

**3** Match the sentences (1–5) with the contrasting statements (A–E). Then write sentences using the words in brackets to link them.

- |   |  |
|---|--|
| <b>1</b> My little sister loves playing with toys.      | <b>A</b> We had a wonderful time together.                     |
| <b>2</b> I felt bad about giving away a gift.           | <b>B</b> She was really pleased with it.                       |
| <b>3</b> We didn't spend any money last Christmas.      | <b>C</b> I knew someone else would appreciate it more than me. |
| <b>4</b> My uncle always gives us very expensive gifts. | <b>D</b> She has as much fun jumping in puddles.               |
| <b>5</b> The cake we made our mum looked terrible.      | <b>E</b> He never comes to family parties.                     |

- 1** (however) .....
- 2** (on the other hand) .....
- 3** (although) .....
- 4** (but) .....
- 5** (however) .....

**4** Read the essay task and underline the key information. Think of some ideas for the third topic. Use the advert to help you.

In your English class, you have been talking about giving an experience as a gift rather than a physical present. Now your English teacher has asked you to write an essay for homework.

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

**Some people prefer to give experiences as gifts rather than actual presents. What things would you need to think about when choosing an experience for a family member or friend?**

#### Notes

Write about:

- flying lessons
- a ticket to a concert
- ..... (your own idea)

### Give your loved ones a gift they'll never forget!

For the special person who ...

#### needs to relax:

- afternoon tea at an exclusive hotel
- a day at the spa
- an evening at the theatre

#### loves adventure:

- a flying lesson
- a bungee jump
- paintballing

#### is very creative:

- a pottery class
- an evening photography tour
- salsa lessons for 2

**5 e** Now write your essay in 140–190 words. Remember to show both sides of the argument clearly and use language for contrasting and summarising.



# UNIT CHECK

**1** Choose the correct answer (A, B or C).

- I wasn't hungry after such a big lunch, so I ..... eat anything in the afternoon.  
A can't B couldn't C shouldn't
- My dad can't give us a lift to the station in the morning, so we ..... to get the bus.  
A will have B had C should have
- Luckily, we ..... score a goal in the last minute, so we won the game.  
A ought to B can C were able to
- I need to get fit for the marathon, so I ..... start training more often.  
A had to B must C better
- ....., you open the door for me, please?  
A Would B Should C Must
- We ..... to have a day off after our exams.  
A were allowed B could C had better

**2** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- It's possible that they will arrive early for the match.

**MAY**

They ..... for the match.

- Eating pizza before the training session wasn't a good idea.

**SHOULD**

I ..... before the training session.

- My parents don't let me use my mobile phone after 9pm.

**ALLOWED**

I ..... my mobile phone after 9pm.

- We should start training for the race.

**BETTER**

We ..... for the race.

- It would be a good idea to check the details online.

**OUGHT**

We ..... the details online.

- It won't be necessary for you to be there.

**NEED**

You ..... there.

**3** Read the article and choose the correct answer (A, B, C or D).

## Running and me

I was always bad <sup>1</sup> ..... team sports like football. It really used to <sup>2</sup> ..... me down at school and I was <sup>3</sup> ..... of making a fool of myself in front of the other students. But about six months ago I decided to take up running. I wasn't very <sup>4</sup> ..... on it at first because it was quite tiring. I usually run before school and I wasn't happy <sup>5</sup> ..... getting up early on cold, dark winter mornings. However, soon it got easier and I became more <sup>6</sup> ..... about it. Now I'd say that I'm <sup>7</sup> ..... to running! I run four or five times a week. It really cheers me <sup>8</sup> ..... when I'm having a bad day.

- |                 |             |                |              |
|-----------------|-------------|----------------|--------------|
| 1 A at          | B in        | C about        | D on         |
| 2 A let         | B make      | C get          | D take       |
| 3 A embarrassed | B worried   | C anxious      | D afraid     |
| 4 A keen        | B brilliant | C popular      | D passionate |
| 5 A about       | B for       | C on           | D with       |
| 6 A good        | B happy     | C enthusiastic | D brilliant  |
| 7 A excited     | B addicted  | C fond         | D hooked     |
| 8 A on          | B up        | C around       | D in         |

**4** Complete the sentences with these words.

ambitious coach community competitive confident  
outgoing rival role model sensible

- Our basketball ..... is very ..... – he is training our team to go to the national championships!
- He is very ..... and makes good decisions. Many consider him to be a ..... to other young people in the .....
- I don't ever think about how the ..... teams are training. I just enjoy the game on the day. I guess I'm not very .....
- Polly doesn't feel ..... enough to try out for the team. She wishes she was ..... and less shy when she meets new people.

**5** Complete the sentences with the correct form of the words in capitals.

- I don't mind letting people go in front of me in a queue, I'm quite ..... PATIENCE
- She says what she thinks without considering people's feelings. She isn't very ..... SENSE
- He is incredibly ..... especially on birthdays. GENEROSITY
- Young children can be ..... about everything. CURIOSITY
- He learned to cook at a young age, he's always been very ..... DEPEND

**6** Complete the sentences with the opposites of these adjectives.

logical responsible pleasant decisive possible obedient

- Someone who takes a long time to choose something is .....
- Something that doesn't make sense is .....
- Someone who doesn't follow rules is .....
- Something that isn't very nice is .....
- Something that can't be done is .....

# 5

## Lessons for life

### READING

1 Complete the text about Montessori schools with these words. There is one extra word you do not need.

approach conflicts consequences explosion  
interact limited moral overlooked

### Montessori schools

It's an ordinary day at a Montessori school. Pupils are wandering around the classroom, getting involved in various activities linked to different subjects such as music, maths and language. They <sup>1</sup>..... with each other when they want to, and spend time on their own if they prefer. There is a teacher: she isn't telling kids what to do, though she will help out if there are <sup>2</sup>..... between pupils.

The Montessori <sup>3</sup>..... to education was developed by Dr Maria Montessori. After she opened her first school in 1907, there was a huge <sup>4</sup>..... in schools following her method. This assumes that every child wants to learn and is not <sup>5</sup>..... by a set educational pathway.

Students learn through play and discovery, which includes learning without instruction – no traditional teaching! – and students decide for themselves what they want to focus on next. No educational need is <sup>6</sup>....., however, and as well as their academic progress, pupils' physical, <sup>7</sup>....., and emotional development is also carefully managed. This results in students graduating just like those from any other school and going on to have successful lives and careers.

2 Quickly read the article 'A school with a difference' about Brooklyn Free School in New York and decide which school these statements describe. Write M for Montessori schools, B for Brooklyn Free School or MB for both.

- 1 There is a wide range of activities for students to do.....
- 2 Students can choose what they study each day.....
- 3 Both students and teachers discuss school issues together.....
- 4 The founder thought it was important that children were happy.....
- 5 After attending, people go on to do well in life.....

3 Read the article again. Choose which sentence (A–G) fits each gap (1–6). There is one extra sentence you do not need.

- A This is a record of what they have achieved during their time at school.
- B What does this mean?
- C If this means they'd like to read alone for a while, they can do so, without being obliged to attend a class.
- D This is a disadvantage for those whose parents cannot afford to pay for these.
- E Students don't have to listen to what's going on during this time and anyone can raise a topic for discussion.
- F In other words, they become more creative and resourceful, finding quick and clever ways to overcome difficulties.
- G An example of this approach is that classes and school rules are decided by staff and students together, rather than being decided by teachers alone.

### Extend

4 Find the words (1–6) in the article and match them with the meanings (A–F).

- |                          |   |
|--------------------------|---|
| 1 motto (para 1)         | A permission to become a member of a school                   |
| 2 conventional (para 3)  | B suggesting someone for something                            |
| 3 admission (para 5)     | C a group of people chosen to make decisions                  |
| 4 collaboration (para 5) | D a short sentence expressing the aims or beliefs of a school |
| 5 committee (para 5)     | E working together with other people to achieve something     |
| 6 nominating (para 6)    | F normal or usual   |

5 Complete the students' comments using words from Ex 4.

'I'd rather go to a <sup>1</sup>..... school than one of those 'free' kinds.

'Our school <sup>2</sup>..... is 'Be your best self'.

'There's a parent-teacher <sup>3</sup>..... at my school where they discuss student issues.'

'A team project is done well through <sup>4</sup>.....'

'Who are you <sup>5</sup>..... for the best teacher award?'

'<sup>6</sup>..... to Montessori schools is difficult.'

# A school with a difference

The motto of Brooklyn Free School in New York is 'Where children are free to be themselves'. This private school, which accepts students between the ages of 4 and 18, follows a philosophy which supports the idea of self-directed learning.

<sup>1</sup>..... Well, at this school, there are no tests, no grades given for work done, no homework, and students don't have to attend class if they don't want to! The school, which was founded in 2004 with a total of three teachers and 30 students, has been described as 'radical'. In other words, its teaching and learning methods are not traditional. <sup>2</sup>..... Alan Berger, who was the school's founder and principal, felt strongly that this method would, amongst other things, allow children to 'stay themselves'. He believed that that was what children needed in order to be happy and successful in life.

So, what happens during a school day at the Brooklyn Free School?

Students must attend for five and a half hours a day. During this time, they are encouraged to follow activities they're interested in.

<sup>3</sup>..... And if they do choose to go to one, they can leave at any time. The classes themselves are far from conventional, and have included everything from book discussions, business and psychology, to philosophy and even cheese tasting! Alan Berger firmly believes that this original approach is well suited to the age

of the Internet, allowing students to respond to what's happening in the economy and be more enterprising. <sup>4</sup>..... If they can deal with these at school, the theory is that it will help them with real-world problems, too.

Students and teachers vote on a variety of topics in a weekly meeting that everyone in the school attends. Topics include how poor behaviour should be dealt with, or how long students should be allowed to use computers. <sup>5</sup>.....

The school is divided into the upper and lower schools, which cater for two age groups. The former is for students between the ages of 11 and 18, whereas the lower school is for those aged 4 to 11. However, students of all ages mix together in the school building. New students are given admission to the school through a voting system, which is a collaboration between students, teachers and parents. A committee looks at whether a student's parents support the student's decision to attend the school and whether the school is able to meet the needs of that student.

Students graduate from the school by nominating themselves and writing what's known as a transcript. <sup>6</sup>..... Students send this with their application to the college they'd like to go to, and some take standard entrance tests, too. Although there are critics of the system, who say that free schools do not prepare students for real life, many students have gone on to do extremely well in further education and life itself!



# GRAMMAR

## relative clauses

**1** Complete the sentences with these words. In one sentence there are two possible answers.

that when where which who whose

- 1 Do you go to that school ..... you don't have to go to classes?
- 2 The school is divided into the upper and lower school, ..... cater for two age groups.
- 3 That's the boy ..... brother is in my year at school.
- 4 The bell rings at 9 o'clock, ..... the school day begins.
- 5 She's the teacher ..... showed me how to cook.

**2** Choose the correct words to complete the sentences.

- 1 Alan Berger, **who / that** is the school's founder and principal, thinks that it is important for children to be themselves.
- 2 Brooklyn Free School, **which / where** my children study, has a very unusual approach to learning.
- 3 Lunchtime, **when / where** students stop to eat, is a good time for them to take exercise, too.
- 4 Cooking, **that / which** is the most popular class at the school, is taught by Mrs Denney.
- 5 The method **that / what** Dr Maria Montessori developed in the 19th century is now known as the Montessori method.
- 6 Mr and Mrs Pargeter, **whose / who** children attend the school, are very happy with their progress.

**3** In which sentences can we leave out **who**, **which** or **that**? Add brackets around the relative pronoun where it can be omitted.

- 1 Allowing children to learn through play helps them acquire the life skills **which** they need.
- 2 The subjects **that** we're studying in science are really interesting.
- 3 The students **who** go to my new school are really friendly.
- 4 We don't have to wear a uniform at the school **which** I go to.
- 5 The woman **who** I saw on the metro was an old teacher of mine.
- 6 That was the best English lesson **that** we've ever had!
- 7 Do you know anyone **who** could help me improve my maths skills?

**4** Complete the text with relative pronouns.

## The teenage brain

Adult brains are able to evaluate options, make the best decision and then act on it. The teenage brain, <sup>1</sup>..... is still developing, doesn't seem to work in quite the same way. The various parts are not all connected yet, and an area called the prefrontal cortex, <sup>2</sup>..... is what helps us make good judgements and control our behaviour, is not yet mature enough to keep us out of trouble!

The nucleus accumbens area of the brain is one <sup>3</sup>..... looks for pleasure and reward, and this develops earlier. <sup>4</sup>..... teenage brains start changing during adolescence. Because of this, young people <sup>5</sup>..... brains have not yet reached adulthood are more likely to seek reward and take risks, <sup>6</sup>..... could have negative consequences, but can also bring great rewards.

Scientists <sup>7</sup>..... have studied teenage brains say that the prefrontal cortex may not actually be fully formed until we are in our mid-20s. But this isn't bad news: the fact that the brain is still 'plastic', or easily shaped, means that these are the years <sup>8</sup>..... an enormous amount of learning can take place. So, if you've always wanted to play the guitar or learn to climb, now's the time!



**5** **5.1** Join the sentences using these relative pronouns, adding commas where necessary. Then listen and check your answers.

who which when where whose that

- 1 The school is very good. I've been a student there for seven years.  
.....
- 2 That's Adam. I sit next to him at school.  
.....
- 3 My best friend is teaching me to play tennis. Her name is Jenny.  
.....
- 4 We have breaks at school every day. I chat to my friends then.  
.....
- 5 I'd like to go to a free school. Students have an interesting education there.  
.....
- 6 I trained to dance at a ballet school. It is in my city.  
.....
- 7 Our school has a successful approach. It encourages children to learn through play.  
.....

# VOCABULARY

## learning skills

1 Complete the text about learning styles with these phrases.

concentrate on   cope with   focussing on  
learn them by heart   pay attention   revising for

### What kind of learner are you?

Visual? Aural? Read/Write? Kinaesthetic? Here's what four students said when we asked them the question

**Michel, 16:** I'm definitely a visual learner.

1..... things like pictures, maps or drawings helps me learn. I rarely 2..... to spoken or written explanations – they just don't stick in my head!

**Steph, 13:** I guess I'm an aural learner. Listening's my thing. If I 3..... what someone's saying, I'm more likely to remember the information than if I read it.

**Olly, 15:** I love reading and writing. If I'm 4..... a test, I write things out over and over. It helps me in the test.

**Jules, 14:** I can't 5..... reading a load of stuff. I just zone out. If I do stuff, practical things, I can 6..... . Otherwise, things don't sink in.

2 5.2 Match the sentences. Then listen and check.

- |  |  |
|--|--|
| 1 Gino doesn't have a lot of common sense.           | A Is he good at quizzes about history and other subjects?  |
| 2 Billy doesn't have a lot of confidence.            | B He's too shy to speak up in class.                       |
| 3 Karl's memory is very poor.                        | C He's very clever.  |
| 4 How's Tom's general knowledge?                     | D He's always doing silly things!                          |
| 5 Mikey does really well in intelligence tests.      | E He can't even remember what he ate for breakfast!        |
| 6 I've got some practical experience of woodworking. | F I can make a table for you.                              |
| 7 I left school without any academic qualifications. | G I can have a conversation about most things now!         |
| 8 I'm in the advanced level French class.            | H I want to study Biology at university.                   |
| 9 I'm going on to higher education.                  | I I was useless at exams.                                  |
| 10 Creativity isn't my strong point.                 | J I can never think of ideas when I have to write stories. |

3 Choose the correct phrasal verb to complete the sentences.

- I've been off sick for ages. I hope I can **catch up / fall behind** with my schoolwork soon.
- Can you please **keep up / get on with** your work in silence. You need to concentrate.
- Look through / Work out** the text and ask if there are any words you don't understand.
- I know this exercise is hard but please don't **fall behind / give up**. You'll get there in the end!
- The teacher goes really quickly in class and I can't **keep up / pick up** with her.
- You've **fallen behind / caught up** the rest of the class so I'm going to give you some extra help.
- I'm no good at **working things out / making things up** in class. My imagination is useless!
- Well done! You've **picked up / summed up** that maths method quickly and got everything right!
- Do you know what we're supposed to do? I can't **make it up / work it out**.
- At the end of the lesson, the teacher **summed up / caught up** what the students had learned.

## Extend

4 Complete the email with these words.

came   come   handed   left   look   put   sorted   taking

Hey Georgia!

How's school? An interesting topic 1..... up in Geography today. Our teacher 2..... up a map of the world on the wall and someone asked why some countries look bigger than others when they actually aren't. Our teacher told us to 3..... it up online, and we discovered that because of the way maps are drawn, some countries – like the ones at the Poles – look stretched. New Zealand often gets 4..... out on maps, just because it's so far south! People who live there are trying to get this 5..... out because they're fed up with it! New maps 6..... out every year, so maybe it will finally be included in those. 😊

Our teacher also 7..... out maps to everyone and asked us to identify different countries on them. I really enjoyed the lesson and now I'm thinking of 8..... up map-reading as a hobby!

What have you been doing at school?

Love, Jaime

# LISTENING

1 Complete the sentences with the correct form of these words or phrases.

consider cost a fortune efficiently financially  
flask good intentions invest in recommend

- I wish my school would ..... some musical instruments. They can't be *that* expensive!
- I'm not very confident ..... I don't understand much about money.
- We made soup in our cooking class today! I took it home in a ..... to keep it hot.
- What do you ..... I study at college? I'm not sure which subjects to do.
- Our school can't afford a new science lab because apparently they .....
- Our headteacher runs the school ..... but he isn't a very good teacher.
- My school's ..... the idea of introducing lessons on how to manage your feelings.
- The school I go to has a lot of ..... about teaching us non-academic things but it never happens.

2 5.3 Listen to an education expert called Mathilda talking on a radio show about things she believes should be taught at school. Which of these does she mention?

- business skills
- car maintenance
- childcare
- creative jobs
- cooking
- effective communication
- money management
- talent



3 5.4 Listen to the interview again and choose the correct answers (A, B or C).

- How does Mathilda feel about what she learned at school?
  - A disappointed that she chose not to study psychology
  - B upset that she wasted time on unimportant subjects
  - C sorry that she didn't know how to deal with difficulties
- What does Mathilda say about cooking at school?
  - A Students are taught more about food than they used to be.
  - B More schools are buying cooking equipment.
  - C Lessons concentrate on how to reduce food waste.
- What does Mathilda say about teaching effective communication skills?
  - A Teachers cannot create useful lessons about them.
  - B Teachers think they're already teaching them.
  - C Teachers often overlook the need to teach them.
- Why does Mathilda think money management isn't taught in schools?
  - A Students aren't earning their own money at that age.
  - B Students don't have to answer questions about it in exams.
  - C Students are already taught about money in maths classes.
- Mathilda thinks students should find out about talents because it helps them
  - A make the most of their classes at school.
  - B choose what to study in higher education.
  - C understand their own needs better.
- When asked about business skills, Mathilda says that schools
  - A focus more on academic progress rather than other abilities.
  - B fail to pay attention to students interested in business topics.
  - C are starting to teach skills which may be useful in business.
- Mathilda says that some young people don't try to do creative jobs because
  - A some adults say they do not lead to good careers.
  - B students think there is too much competition for the work.
  - C their parents think it will be hard to deal with failing to get one.

## Extend

4 Match the sentences (1-7) containing words and phrases in bold from the interview with the meanings (A-G).

- |  |  |
|--|--|
| 1 Students have a greater <b>awareness of</b> what to cook.          | A done without thinking                              |
| 2 Is teaching communication <b>automatic</b> in a classroom?         | B persuaded not to do something                      |
| 3 Students <b>interact with</b> each other.                          | C subjects that are taught by a school               |
| 4 Money management isn't a tested part of the <b>curriculum</b> .    | D knowledge or understanding of a particular subject |
| 5 What you study at school can <b>have an impact on</b> your future. | E people who start a business                        |
| 6 Problem-solving skills are perfect for <b>entrepreneurs</b> .      | F have an effect or influence on                     |
| 7 Teenagers are <b>discouraged from</b> becoming singers.            | G talk and work together                             |

# USE OF ENGLISH 1

**1** Choose the correct words to complete the sentences.

- 1 Students **studying / studied** history will learn about the past of their country.
- 2 A lot of the things **teaching / taught** in schools are not very useful for life.
- 3 This is an educational approach **using / used** in many schools around the country.
- 4 Students **living / lived** in cities have access to a wider range of facilities.
- 5 Music is a degree **chosen / choosing** by a large number of students at this university.
- 6 Teachers **taken part / taking part** in the training should arrive at nine o'clock.
- 7 You should pay attention to advice **giving / given** to you at school.
- 8 Students **learning / learned** languages are not always confident about their abilities.

**2** Rewrite the sentences using reduced relative clauses.

- 1 Childcare is a subject which is often overlooked at school.  
.....
- 2 Students who are coming on the trip should be at school by 7.30.  
.....
- 3 First aid classes, which were introduced to the school last year, have been successful.  
.....
- 4 Students who are interested in joining the music club should complete the registration form.  
.....
- 5 Language is a subject which is studied all over the world.  
.....
- 6 Video games which teach students useful skills are becoming more popular.  
.....
- 7 The main topic which was discussed at the last meeting was 'subjects not taught in school'.  
.....
- 8 This is the latest in a series of workshops which focus on learning styles.  
.....

**3** Are the sentences correct or incorrect? Rewrite the sentences which contain mistakes.

- 1 Schools which teaching in a traditional way do not encourage student discussions in class.  
.....
- 2 The school, was opened last year by its founder, has a new approach to learning.  
.....
- 3 I hope people looking after the life-like dolls will do a good job as parents!  
.....
- 4 Students who attending free schools express a lot of satisfaction with the approach.  
.....
- 5 Anyone doing homework needs a quiet place to study.  
.....
- 6 I have a few friends studied philosophy at school – it sounds interesting.  
.....

**4** Read a student's blog about a confidence-building workshop. Complete the text with a word in each gap.

## Build your confidence

Yesterday at school we had a confidence-building workshop. The day before, <sup>1</sup>..... we were in class, our teacher asked us to find a photo of ourselves, <sup>2</sup>..... had to be one we liked. It was hard but I found one on Instagram, <sup>3</sup>..... I upload all my photos. Our teacher printed them out and we brought them to the workshop the next day. We each stuck them on paper and then focused <sup>4</sup>..... writing down our dreams and ambitions. Afterwards, we found pictures representing our ideas in magazines. I found one of people <sup>5</sup>..... were playing volleyball, and someone else looking <sup>6</sup>..... children. I love both of these things and would like to be a sports teacher one day.

By the end of the workshop, everyone had created a poster showing their hopes for the future. We put them on the wall, <sup>7</sup>..... everyone could see them. Our teacher asked us to choose the person <sup>8</sup>..... poster was most inspiring. I won – what a confidence boost!



I can't  
do it

# USE OF ENGLISH 2

## 1 Read the meanings and complete the words (1–10).

- something you buy for less than the usual price (n): b \_\_\_\_\_
- the system of money that a country uses (n): \_\_\_\_\_ r \_\_\_\_\_
- use money in a way that is not useful or sensible (v): \_\_\_\_\_ e
- have enough money to pay for something (v): \_\_\_\_\_ f \_\_\_\_\_
- a reduction in the usual price of something (n): \_\_\_\_\_ c \_\_\_\_\_ n \_\_\_\_\_
- the value of the money of one country compared to the money of another country (n): \_\_\_\_\_ h \_\_\_\_\_ e \_\_\_\_\_ e
- use something that belongs to someone else and that you must give back later (v): \_\_\_\_\_ w \_\_\_\_\_
- a piece of paper which shows what you paid (n): \_\_\_\_\_ p \_\_\_\_\_
- a ticket that can be used instead of money for a particular purpose (n): \_\_\_\_\_ u \_\_\_\_\_ e \_\_\_\_\_
- receive money for the work that you do (v): \_\_\_\_\_ a \_\_\_\_\_

## 2 Complete the sentences with the correct form of these verbs.

cost lend pay save spend win worth

- I've never ..... anything – not even a prize at school.
- Dad, could you ..... me £20? I promise to pay it back!
- Do you mind me asking how much those trainers .....? I'd love to get some!
- I don't know how much Dan gets ..... for his part-time job.
- Zoe's watch must be ..... loads of money – it's got diamonds in it!
- My friend Margot ..... a lot on make-up and shoes. She must get loads of pocket money!
- I'm ..... to buy a professional football at the moment. I think it'll improve my playing.

## 3 Match the uncountable nouns with the categories

advice drama economics education food karate literature love money music philosophy physics software

activities	
ideas and feelings	
groups of similar things	
school subjects	

## 4 Complete the uncountable nouns.

- I don't have much k \_\_\_\_\_ e of history. I should start learning a few facts.
- Could you give me some i \_\_\_\_\_ n about the course on computer coding, please?
- Someone gave me a great piece of a \_\_\_\_\_ e – study what you love at university, not something you think will be useful for work.
- There was a lot of f \_\_\_\_\_ d left after last night's barbecue. Shall we have it for dinner tonight?
- I haven't got any m \_\_\_\_\_ y left, so I can't afford to go to the cinema with you.
- I haven't got t \_\_\_\_\_ e to finish my homework. Please help me or I'll never finish!

## 5 e Read the text and choose the best answer (A, B, C or D).

### Young Enterprise programmes **FOR** students

Young Enterprise is a business and educational charity offering programmes for students, who, rather than working towards academic <sup>1</sup>....., get experience of the world of work instead.

Student teams set up their own business (anything from designing apps to making and selling reusable coffee cups). They must <sup>2</sup>..... with making decisions about running the company, including making a business plan and money <sup>3</sup>....., which involves working out how much materials cost, making a profit and deciding who to <sup>4</sup>..... money from. Students can earn money, too, but have to deal with the <sup>5</sup>..... if anything goes wrong!

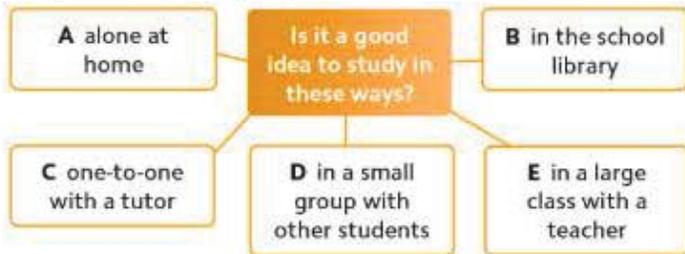
Students benefit from the <sup>6</sup>..... of a volunteer businessperson, who can help them run their company <sup>7</sup>..... . People who have taken part in the scheme say it's improved their problem-solving skills and led them to consider studying business in <sup>8</sup>..... education.

Why not get your school to take part?

- |                 |                  |                |              |
|-----------------|------------------|----------------|--------------|
| 1 A abilities   | B qualifications | C tests        | D qualities  |
| 2 A cope        | B face           | C survive      | D handle     |
| 3 A care        | B maintenance    | C control      | D management |
| 4 A use         | B borrow         | C lend         | D pay        |
| 5 A reactions   | B issues         | C consequences | D events     |
| 6 A information | B rules          | C orders       | D advice     |
| 7 A thoroughly  | B comfortably    | C efficiently  | D regularly  |
| 8 A higher      | B greater        | C upper        | D advanced   |

# SPEAKING

1 Read the speaking task. Match the sentences (1–5) with the points in the task (A–E).



- You can get to know the other students well and there's no pressure from anyone to get stuff done at a particular moment.
- You can work any time you like. For instance, you can even study in the middle of the night if you want to!
- There are plenty of people to get ideas from, and you can learn from other people's mistakes, too.
- You get plenty of attention from the teacher and can focus on exactly what you want to learn.
- There are loads of resources you can use to look things up, such as reference books or online journals.

2 Listen to five students talking about the ways of studying (A–E) from Ex 1. Which one is each person talking about?

- Speaker 1 ..... Speaker 3 ..... Speaker 5 .....  
 Speaker 2 ..... Speaker 4 .....

3 Listen again and tick the phrases you hear.

- A good example of this is ...  .....  
 such as ...  .....  
 What I mean is ...  .....  
 like ...  .....  
 Take ..., for example.  .....  
 What I meant was ...  .....  
 What I'm trying to say is ...  .....  
 for instance ...  .....



4 Look at the phrases in Ex 3 again. Which phrases a) explain an opinion, or b) give an example? Write O for opinion or E for example on each line.

5 Read the conversation between two students about one of the points in Ex 1. Which point are they discussing? Do they agree with each other?

Well, you learn faster and more efficiently. For instance, if you're struggling with something, like a difficult science problem, you can just ask someone, instead of spending ages looking it up.

True, but what if they're wrong? What I mean is, if no one has the answer and people just start guessing or making things up, that's not really that helpful, is it?

No, I suppose not. You'd get your work done, though, wouldn't you? When you do your own thing you might end up wasting time, such as messing about updating your social media page!

Ha, ha! Yeah, I've definitely done that! You learn how to learn from other people, too, don't you?

Sorry, I don't know what you mean.

What I'm trying to say is that sometimes someone has a brilliant way of remembering new words in Spanish or whatever – something you didn't think of yourself.

Good point!

6 Listen to a student talking about the different points in the task. Record your answers, and don't forget to explain your opinions and give examples.



7 Listen to your answers. Try again if there is something you need to improve.

# WRITING

## a semi-formal email

**1** Are these phrases semi-formal or informal? Write SF for semi-formal or I for informal.

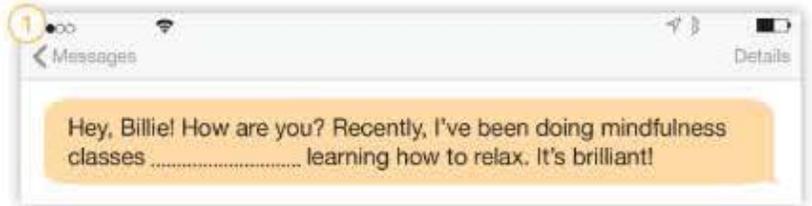
- 1 Would you allow me to leave school early on Monday? I have a dentist's appointment. ....
- 2 I sit next to Daniel in class – the guy that I told you about in my last email. ....
- 3 Dear Mrs Flowers, Please find attached my English homework. ....
- 4 *Jump!* is the book which I was telling you about in class last week. ....
- 5 We've got an awesome new teacher called Mr Blank – he's cool! ....
- 6 Hey, Noah! How's it going? ....
- 7 We came up with this brilliant idea for a business – selling healthy snacks during break times. ....
- 8 Please could you send me the link to the social science website you mentioned? ....

**2** Read the sentences and write the functions: S for suggestion, R for request or O for offer. Which sentences are semi-formal? Which are informal?

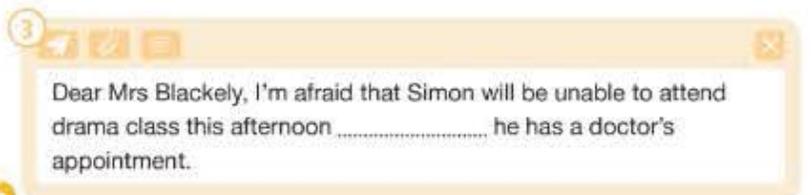
- 1 Would you like me to help you with your homework? .....
- 2 Let's learn to water-ski! It'll be fun! .....
- 3 I don't understand this exercise. Please could you show me what to do? .....
- 4 Do you want to use my pass for the sports centre? I can't go today. ....
- 5 Write back soon and let me know if you can come to visit! .....
- 6 Perhaps we could stop for something to eat on the way home. ....

**3** Complete the semi-formal and informal texts with these words or phrases. More than one answer is possible.

also and as as well as because in addition to plus since



**2** In my country, we prepare for our exams very well. For example, ..... attending school all day, some students go to revision classes in the evening.



**4** Choose the most suitable phrases to complete the sentences from a semi-formal email.

- 1 Hi Abril! / Dear Mrs Philips, ...
- 2 I am writing to give you / Here are my ideas about after-school activities.
- 3 Firstly, I suggest having / Let's have a swimming club.
- 4 We'd really like to do horse-riding, too. / Secondly, horse-riding would be a popular activity.
- 5 Finally, I think music and arts clubs would be better / much more enjoyable than homework activities.
- 6 I'd be grateful if you could have / Have a think about my suggestions.
- 7 See you soon! / Best wishes, ...

**5** Read the task and write your email in 140–190 words. Remember to check your work at the end.

You have received this email from your teacher, Mrs Philips.

Dear all,  
I've decided to hold a lunch club so that students do not have to spend lunchtimes outside this winter.  
I'd like you to suggest things you could teach each other to do. Do you have a hobby or other interest which you wouldn't mind sharing? Why do you think other students would like to learn about this? What would you like to learn?  
Please reply by email.  
Mrs Philips



# UNIT CHECK

**1** Choose the correct answer (A, B or C).

- Carla, ..... lives next door to me, plays chess really well.  
A who    B that    C which
- The book ..... I'm reading at the moment is about two teenagers from Madrid.  
A who    B what    C which
- Sophie went to the town square, ..... she had arranged to meet her friends.  
A when    B where    C which
- My friend Carrie, ..... mother is a ballerina, has always wanted to learn to dance.  
A who    B whose    C which
- Our history teacher is someone ..... I like very much.  
A that    B whose    C what
- The students' useful product, ..... won a prize.  
A which was a super-warm glove.  
B that was a super-warm glove.  
C which was a super-warm glove.

**2** Complete the reduced relative clauses using the present or past participles of these words and phrases. There are two extra words you do not need.

concentrate    consider    cope    focus    interact    learn    overlook    revise

- Students ..... a career in IT should come to the school computer club to find out more about jobs.
- It can be hard for students ..... with problems at home to do well at school.
- Anyone ..... for their geography exam next week should attend the extra class this afternoon.
- Question five, ..... by many students, was on the back of the exam paper.
- The words ..... by the students were useful for the Italian communication class.
- Anyone seen not ..... attention to the talk will be given additional homework to do.

**3** Match the sentence halves (1–6) to (A–F).

- |                               |   |
|-------------------------------|---|
| 1 I don't have many academic  | A intentions about doing homework immediately but I never do.     |
| 2 I'm studying advanced       | B experience of building things?                                  |
| 3 Social                      | C level physics now and learning about astronomy.                 |
| 4 I'd like to go on to higher | D qualifications because I didn't study hard at school            |
| 5 Do you have any practical   | E education and study languages at a university abroad.           |
| 6 I always have good          | F science subjects include things like psychology and philosophy. |

**4** Use a verb from A and a particle from B to complete the conversation.

A catch    fall    get on    look    make    work

B behind    through    out    up (x2)    with

A: Did you manage to <sup>1</sup> ..... with what you missed in our woodwork lesson?

B: Yeah. I don't like to <sup>2</sup> ....., even though it's only a hobby.

A: Did you <sup>3</sup> ..... what we have to do for homework? If not, I can help you if you like.

B: We have to use our imagination to <sup>4</sup> ..... an imaginary animal, don't we? Then draw some sketches of it.

A: Right! I'm going to <sup>5</sup> ..... my fantasy books – see if that gives me a few ideas.

B: Great idea! Let's <sup>6</sup> ..... it, then!

**5** Complete the words in the sentences.

- I have quite a bad m ..... y. I never remember anything!
- Julia finds p ..... s easy because she's good at science and interested in how things work.
- We've just read an amazing book in our l ..... e class.
- I'd say that confidence is just as important as i ..... e when you're looking for a job.
- Stevie's not very interested in p ..... s and knows nothing about our government.
- My general k ..... e is pretty good – I know lots about all kinds of things!

**6** Match these words with the meanings (1–6).

afford    bargain    currency    receipt  
voucher    waste

- something you buy for less than its usual price: .....
- the system or type of money that a country uses: .....
- a ticket that can be used instead of money for a particular purpose: .....
- a piece of paper you are given which shows that you have paid for something: .....
- have enough money to buy or pay for something: .....
- use money in a way which is not useful or sensible: .....

# 6

# Superpowers

## READING

1 Complete the blog post with these words or phrases.

fairytails cloak settings reality plugin  
play a trick adjust wear off

Add message | Report



I don't look like everybody else and sometimes people stare at me. Sometimes I think it would be great to have a magic <sup>1</sup>..... that makes me invisible when I put it on. I don't want to wear it so that I can <sup>2</sup>..... on anyone, just so that I can escape from <sup>3</sup>..... for a few hours before the effects <sup>4</sup>..... . The cloak would be magic, so I wouldn't need to <sup>5</sup>..... it ..... to charge anywhere or change the <sup>6</sup>..... . Wouldn't that be great?

Add message | Report



I agree, but magic clothes only exist in <sup>7</sup>..... ! Try to <sup>8</sup>..... your attitude so that it is more positive! I don't look like everybody else either – we shouldn't hide who we are, but be proud of it. Think <sup>9</sup>..... positively and you won't need magic clothes. 😊

2 Read the blog post about artificial body parts and choose the most suitable title (A, B or C).

- A Can we ever have superpowers?
- B Super arms for super children.
- C Company creates superhero powers.

3 Read the blog post again. Match the questions (1–8) with the paragraphs (A, B, C, or D).

Which paragraph in the article:

- 1 says that the price of artificial limbs is a problem?
- 2 gives a definition of prostheses?
- 3 mentions how bionic arms can make children feel?
- 4 explains why there was a minimum age for prostheses?
- 5 indicates a change in the writer's opinion on the design of prostheses?
- 6 predicts what artificial body parts won't be able to do?
- 7 suggests the disadvantages of early designs?
- 8 explains how modern artificial limbs work?

## Extend

4 Find the words (1–7) in the blog post and match them with their meanings (A–G).

- |                         |   |
|-------------------------|---|
| 1 replace (para A)      | A arm or leg  |
| 2 limb (para A)         | B substitute  |
| 3 defect (para A)       | C at a price people can easily pay                    |
| 4 affordable (para B)   | D a lack of something that makes it not perfect       |
| 5 barrier (para C)      | E something that stops you being able to do something |
| 6 accounts (para D)     | F progress  |
| 7 advancements (para D) | G personal stories                                    |

5 Complete the sentences with the words from Ex 4.

- 1 After Ryan lost a ..... in a car accident, he didn't let it become a ..... that would stop him reaching his goals.
- 2 The company promised to ..... all of the bionic arms that had a .....
- 3 There have been many ..... in bionic technology, but it still isn't ..... for everyone.
- 4 After hearing patients' ..... of their treatment plans, we realised that improvements were needed.

6 Find these verbs in the article, then choose the correct words to complete the sentences.

**upgrade** (para A)   **approach** (para B)   **operate** (para B)  
**install** (para B)   **finalise** (para C)   **customise** (para D)  
**enhance** (para D)

- 1 I decided to **install / upgrade** my tablet to the newest model.
- 2 Debbie was busy **upgrading / customising** her social media page with her photos when I called her.
- 3 The scientist **approached / enhanced** the company for financial support for her research.
- 4 The **enhanced / operated** version of the prosthetic hand has many new advantages.
- 5 Due to high demand, the company was under pressure to **install / finalise** the designs for their new product.
- 6 The artificial eyes are **customised / operated** by electronic pulses from the brain.
- 7 Hi-tech sensors have been **installed / approached** in the product.



## A

Once upon a time, bionic arms were only seen in movies. But nowadays, real people are starting to have prostheses, (artificial body parts that replace missing ones) that look a lot more like superheroes' body parts. Prostheses are important for people who have a lost a limb through illness or an accident, or, like me, had a birth defect that meant an arm or leg didn't grow. They let us have a better quality of life, simply by allowing us to do things that other people can do without any challenge. Prostheses have changed over time. Fortunately, the original prosthetic limbs were before my time, so I didn't have to suffer the embarrassment of wearing an uncomfortable wooden arm. However, for some time modern replacements weren't much better. I got my first prosthetic arm as a teenager, when I started to get self-conscious about looking different from my friends and classmates. I was so excited about it, but that soon turned to disappointment. My first prosthesis looked like an arm, but it didn't act like one. When I got older, I upgraded to a super light carbon fibre arm, but I was still very aware that I had a 'fake arm'. I felt like nothing would come close to matching the real thing.

## B

The guys at *Open Bionics* felt the same as me, and decided to do something about it. *Open Bionics* is a UK start-up company that designs artificial limbs that are both highly functional and cool. They approached me at a support group for teenagers with artificial limbs after attending one of my talks on living with prostheses that I regularly give there.



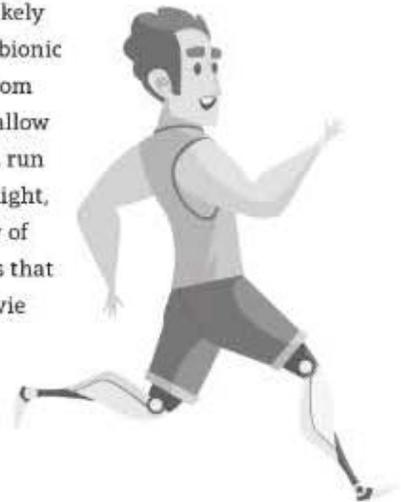
Using 3D printers, they create prostheses that are affordable – 30 times cheaper than other prostheses on the market, in fact. These prostheses operate using sensors attached to the skin to detect muscle movements. The muscle movements control the hand and open and close fingers. Different control settings can be installed, giving wearers more flexibility. These all mean that the arm can be used in a more natural way, so it feels more like part of your body.

## C

*Open Bionics* co-founders Samantha Payne and Joel Gibbard want to make it possible for people with missing limbs to have more independence and freedom by making bionic technology more accessible. This is hugely important, because prostheses are simply too expensive for many people. *Open Bionics* is breaking that cost barrier with its bionic limbs. It is currently working on bionic limbs for children as young as eight, who had previously been unable to have them fitted until their body was big enough. For the company, which tried hundreds of designs before finalising their prosthetic arm, working closely with wearers was important to help them get the best possible solution. *Open Bionics'* arms take roughly 40 hours to 3D print. The person's limb is scanned with a tablet and then design of the prosthetic is planned out. Finally, the prosthetic is 3D printed.

## D

After hearing accounts of wearers being ashamed and embarrassed by their prosthetic limb, *Open Bionics* started to focus on the design as well as the functionality. Now, their Hero Arm comes with stylish covers that can be customised, which the co-founders say allows them to show the personality of the person wearing them. Through a special deal with Disney, the company can offer arms that come straight out of the movies with covers from the Marvel, Disney and Star Wars franchises. This changes the image of prostheses from medical devices to bionic arms that kids can be proud of. It is unlikely that patients fitted with bionic limbs will ever benefit from advancements that will allow them to lift up buildings, run faster than the speed of light, have X-Ray vision or any of the superhuman abilities that bionically-enhanced movie characters develop. Even so, the future of bionic limbs is very exciting.



# GRAMMAR

## infinitives and -ing forms

**1** Choose the correct options (A, B or C) to complete the sentences.

- Is she capable of ..... all that work by herself?  
A doing      B to do      C do
- I don't know when ..... my cat its medicine.  
A giving      B to give      C give
- We managed ..... ourselves out of the house!  
A locking      B to lock      C lock
- My parents didn't let me ..... a puppy.  
A adopting      B to adopt      C adopt
- We intend ..... all the money to the animal shelter.  
A donating      B to donate      C donate
- Eleanor doesn't like ..... her rabbit's cage.  
A cleaning      B to clean      C clean

**2** Read each sentence and choose the option which is NOT correct.

- They **enjoy / seem / avoid** working hard.
- They **helped / made / hoped** him choose a new topic for his project.
- We **talked about / thought of / would like** going to the beach next weekend.
- I asked her **how / for / when** to write my presentation for the project.
- She **promised / suggested / expected** to be there by 6 o'clock.

**3** Complete the sentences with the correct form of the verbs in brackets.

- My uncle helped me ..... (find) my stick insect.
- Dad encouraged me ..... (go) on a research trip to a rain forest in South America.
- Rebecca invited me ..... (watch) her presentation.
- I'm not sure how ..... (get) spiders out of my bathtub!
- Does the experiment involve ..... (hurt) the animals?
- The company avoids ..... (use) animals in experiments.
- We would like ..... (learn) more about conservation.
- Do you know who ..... (call) if you find a lost dog?



**4** Complete the conversation with one word in each gap.

Guess what? I got a summer job at a veterinary surgery!

Great news! I didn't know you wanted one.

Yeah, I decided <sup>1</sup>..... apply because I want to be a vet. But they want <sup>2</sup>..... to work in the afternoons.

Would you prefer <sup>3</sup>..... work in the mornings?

Not really, I can't imagine <sup>4</sup>..... up early in the summer holidays!

So what's the problem?

I help my sister with her drama club on Wednesday afternoons. So I don't know <sup>5</sup>..... to do now.

Can't you talk to her about it?

I guess I'll have to. I feel bad <sup>6</sup>..... letting her down ...

But it's a great opportunity. She'll understand, you just need to work out <sup>7</sup>..... to tell her gently.

**5** Complete the sentences with the correct form of these words or phrases. Add any other words that are necessary.

not allow / take      where / send      not mean / step  
famous for / discover      look forward to / travel

- This scientist is ..... a very rare plant species.
- The students are ..... to the rainforest to study exotic insects.
- I'm trying to find out ..... my application to adopt a puppy.
- Jane ..... on the cat's tail – it was an accident!
- The animal shelter ..... animals home with them on the same day.

# VOCABULARY

## science

1 Complete the texts (A-C) with the correct words.

genes infection laboratory researchers species

**A**

### Waacky scientists!

The <sup>1</sup>..... swapped the <sup>2</sup>..... of two different <sup>3</sup>..... in the <sup>4</sup>..... . Unfortunately, they all got a(n) <sup>5</sup>..... and had to go home!

analyse investigate measure observe

**B**

### Animal BEHAVIOUR!

Scientists decided to <sup>6</sup>..... monkeys' ability to copy human dance moves. However, when it was time to <sup>7</sup>..... the results, they realised that the monkeys had started to <sup>8</sup>..... them. The monkeys were letting the scientists dance to <sup>9</sup>..... how long it would be before they gave up. The scientists had become the monkeys' experiment!

establish experiment predict substance

**C**

### Ignored warnings!

The scientists were warned not to <sup>10</sup>..... with that unknown <sup>11</sup>..... because they couldn't <sup>12</sup>..... what it would do to them. Well, now they have managed to <sup>13</sup>..... exactly what it does - it turns their hands blue!

2 6.1 Listen to five people talking about experiments and match the speakers (1-5) with the senses.

hearing sight/vision smell taste touch

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

3 Complete the sentence with adjectives formed from these nouns.

centre hero logic metal

- 1 It doesn't seem ..... to us that elephants hear through their feet, but nature is full of surprises!
- 2 The conservationists climbed up the trees that were going to be cut down. It was a ..... protest, but they couldn't save the animals' habitat.
- 3 More species can be found in the ..... parts of the rain forest than at the edge.
- 4 Beetles with a ..... blue colour can wait in the same spot for hours until their predators move away.

4 Complete the text with the correct form of the words in capitals.

### The beauty of bird song



Bird song is one of the <sup>1</sup>..... sounds we associate with the summer. It has always been enjoyed and admired for its beauty and has influenced many <sup>2</sup>..... interpretations. Different birds produce a great variety of songs - from the sweet and <sup>3</sup>..... song of the blackbird to the loud and <sup>4</sup>..... hoot of the owl. However, there are simple <sup>5</sup>..... reasons for why birds sing. <sup>6</sup>..... studies have shown that birds sing either to attract a mate, to make a claim on their territory or to warn other birds of danger. So there is nothing <sup>7</sup>..... about bird song. It's just the most <sup>8</sup>..... way for them to communicate!

NATURE

ART

MUSIC  
DRAMA

BIOLOGY  
SCIENCE

MAGIC

LOGIC

## Extend

5 Complete the table with the correct words.

noun	Adjective
<sup>1</sup> ..... education	magnetic <sup>2</sup> .....
<sup>3</sup> ..... practice	electrical/electric <sup>4</sup> .....
mathematics	<sup>5</sup> .....

## LISTENING

**1** **6.2** Listen to Matt talking about when he visited the Komodo National Park. Choose the correct answer (A, B or C).

- Why did he go to the Komodo National Park?
  - A for a conference
  - B to see the dragons
  - C to get a new pet
- How many islands are there in the Komodo National Park?
  - A 3
  - B 30
  - C 1000
- How did he travel there?
  - A by air
  - B by sea
  - C by air and sea
- Where did he see the dragons?
  - A Komodo Island
  - B Rinca Island
  - C Komodo and Rinca Islands

**2** **6.3** Listen again and complete the sentences with a word or short phrase.

## Extend

**3** Match the words in bold from the recording with their meanings.

- |  |                         |
|--|-------------------------|
| 1 <b>handling</b> the lizards            | A varied                |
| 2 <b>arranged</b> for us to go on a trek | B organised             |
| 3 <b>encounters</b> with dragons         | C holding               |
| 4 <b>disturb</b> the dragons             | D bother/interfere with |
| 5 <b>diverse</b> plant and animal life   | E contact/meeting       |

**4** Complete the sentences with words from Ex 3.

- I was really nervous about ..... the toucan because of its sharp beak!
- The teacher ..... for a scientist to talk to the students.
- We shouldn't ..... animals in the wild.
- The Amazon rainforest has a ..... range of plants and insects.
- His book about his ..... with bears in the wilderness is a bestseller.

# In search of dragons

- Matt uses the word ..... to describe how he thinks of the Komodo dragons.
- Matt suggests that it was his father's ..... that inspired his interest in reptiles.
- Both Matt and his dad were ..... about visiting the National Park.
- Matt found his journey to the Komodo Islands .....
- Matt chose a ..... as his accommodation on the island, though he wasn't that keen on it.
- Matt was pleased to find that there was ..... where he slept.
- Matt had not realised that the Komodo dragons are found mostly in the ..... on the island.
- On the trek, Matt really liked the ..... the guide told him about his own experiences.
- Matt is proud of the ..... he has of the dragons.
- Matt was surprised about the ..... of the sand.



# USE OF ENGLISH 1

**1** Match the words in bold in the sentences (1–6) with their meanings (A–F).

- 1 **Few** people support cloning animals.
- 2 **A few** people believe that human cloning could help with some health problems.
  - A not many people.
  - B some people.
- 3 **A little** research is needed before we can give an answer.
- 4 **Little** research has been done into this area.
  - C not much research.
  - D some research.
- 5 **Neither** animal cloning **nor** plant cloning sounds natural to me!
- 6 I want to study **either** marine biology **or** micro habitats for my final project.
  - E one or the other
  - F not one or the other

**2** Choose the correct words to complete the sentences.

- 1 **Neither of / Neither** those researchers believes the results. They think the numbers are too high.
- 2 Eddie hasn't seen the laboratory and **neither / either** has Dan.
- 3 **Each / Either** of the scientists picked a different research project at the beginning of the year.
- 4 **Every / All** research project must be approved by the university dean.
- 5 She didn't trust the experiment, and **either / neither** did I.
- 6 **All / None** of the investigations were stopped, so nobody could work.
- 7 **Every / None** of the cells could be cloned.
- 8 Neither the supervisor **nor / or** her team could explain the results of the experiment.
- 9 You can use either the large bowl **or / nor** the small one; it doesn't matter!

**3** Complete the sentences with 'few', 'a few', 'a little' or 'little'.

- 1 I need ..... more time to finish this job.
- 2 We decided to invite ..... friends around.
- 3 This theory was very popular ten years ago, but there is ..... evidence that it is true.
- 4 Very ..... people do calculations in their heads nowadays.
- 5 The disaster happened ten days ago and there is now ..... hope of finding anyone alive.
- 6 The town is quite small, but there are ..... interesting places to visit there.
- 7 There's some cheese and ..... bread, so we can make a sandwich.
- 8 George doesn't go out much and he has very ..... friends.

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

- 1 ..... student is given a password to gain access to the school website.
  - A All
  - B Every
  - C All of
- 2 There were two questions to choose from in the exam, but I couldn't answer ..... of them.
  - A neither
  - B every
  - C either
- 3 I tried all of the machines, but ..... them worked.
  - A none of
  - B all
  - C either of
- 4 I tried calling Roy and Kelly, but ..... them answered their phones.
  - A neither of
  - B neither
  - C either of
- 5 ..... students are excited about the school trip.
  - A All of
  - B All the
  - C Every
- 6 The examiner asked ..... us a question in turn.
  - A each of
  - B each
  - C every of
- 7 Neither Jenny ..... Henry noticed the drops of water coming from the ceiling.
  - A neither
  - B or
  - C nor

**5** Rewrite the sentences using the words given. Use between two and five words, including the word given.

- 1 I found both of the documentaries about cloning boring.  
**EITHER**  
I didn't like ..... documentaries about cloning.
- 2 Not many people are interested in learning about cloning plants.  
**FEW**  
There are ..... who are interested in learning about cloning plants.
- 3 Scientists have said that they will use cloning to fight disease.  
**PROMISED**  
Scientists ..... cloning to fight disease.
- 4 Researchers can't clone either crops or animals.  
**NOR**  
Researchers ..... animals.
- 5 It isn't likely that we will clone humans.  
**LITTLE**  
There ..... chance that we will clone humans.
- 6 You can be sure that all cloned strawberries are the same size.  
**EACH**  
You can be sure that ..... the same size.



# USE OF ENGLISH 2

**1** Complete the sentences using these verbs by changing them into nouns.

calculate    compete    detect    employ    instruct    invent  
manufacture    photocopy    print    radiate    record    scan

- 1 I use the ..... on my mobile phone every time I need to add something up.
- 2 You don't need to buy a ..... anymore to send a digital copy of a document; you can just use your mobile to take a photo and send it by email.
- 3 ..... waste too much paper, especially when people don't use both sides of the paper.
- 4 ..... just want to make money from the products they make, not make our lives easier.
- 5 Online course ..... have to be available to answer students' questions at any time.
- 6 ..... should give their workers the latest technology.
- 7 It's impossible to get warm in a room without a .....
- 8 The greatest ..... of the 21st Century is Steve Jobs.
- 9 Every office used to have a ..... to make copies, but nowadays many don't have one.
- 10 I'm really quite nervous about taking part in the ..... tomorrow.
- 11 My sister is like a human lie ..... She always knows when I'm not telling the truth.
- 12 My dad showed me his old video ..... that he used to watch films on. It looks strange!

**2** Write these verbs in the correct column to match their prefix. Some verbs go with both prefixes.

agree    appear    approve    build    connect    do  
like    play    start    think    trust

dis-

re-



**3** Complete the sentences using verbs with prefixes from Ex 2.

- 1 I joined the website to ..... with some friends from my old town. It is great to chat with them again.
- 2 My parents ..... of how much time I spend online. They think it's bad for my health.
- 3 Sorry, but you need to ..... this work! It isn't good enough.
- 4 She's going to ..... from all technology all weekend so she can relax!

**4 e** Complete the article with the correct form of the words in capitals.

## Did you know?



- The first electric amplifier was invented in 1909 by Lee De Forest. During his experiments he managed to <sup>1</sup>..... the town's power supply several times. His neighbours were not at all happy about that!
- The first portable music <sup>2</sup>....., went on sale in the 1960s. It used small cassette tapes, with recorded music on.
- Alan Blumlein was the <sup>3</sup>..... of stereo sound, the system that directs different sounds through different speakers. He invented it in 1931.
- In the past, a record used to <sup>4</sup>..... from the beginning after it had finished playing.
- The first remote control <sup>5</sup>..... made a device that zoomed in on the picture, but didn't change the channel.
- Alfred Nobel created dynamite, but he <sup>6</sup>..... his own invention and wouldn't go near it.
- The song *Yesterday* by the Beatles was first in the music charts in 1965, and since then it has <sup>7</sup>..... in the charts hundreds of times in different versions.
- Some rock bands and singers are difficult to please. The band Van Halen used to demand coloured sweets with all the brown ones removed because they <sup>8</sup>..... those!

CONNECT

PLAY

INVENT

START

MANUFACTURE

TRUST

APPEAR

LIKE

# SPEAKING

## 1 Match the questions (1–5) with the answers (A–E).

- 1 What are the advantages of living in another country?
- 2 How can schools use technology in a positive way?
- 3 What is the best way for students to practise English using their mobile phone?
- 4 What modern gadgets do you think we will stop using in the future?
- 5 What would you like scientists to invent in the future?

- A They can use electronic calendars to help students access information about their assignments and exam results.
- B I think they should find a way to get rid of all our rubbish.
- C By downloading vocabulary and grammar apps, especially ones with tests and pronunciation practice.
- D People probably won't keep buying coffee machines to use at home.
- E Learning another language and meeting people with a different way of life.

## 2 Match the answers (A–E) in Ex 1 with these follow-up statements.

- 1 It means they can practise a little bit, wherever they are, even if they're on the bus or waiting in a queue.
- 2 Though this can take a bit of getting used to, especially if it is very different to your own culture.
- 3 This is especially useful for students who have to miss school, for example for health reasons.
- 4 We've got more things to throw away because of new technology, so technology should deal with rubbish.
- 5 The plastic capsules are so bad for the environment that governments might ban them.

## 3 Complete the sentences with these words or phrases.

cons   some ways   partly agree   tricky question   not sure

- 1 I can see that there are ..... as well as pros to limiting screen time for children.
- 2 In ..... young people seem more concerned with themselves and their appearance, because they take a lot of selfies. But they also strongly support charity campaigns.
- 3 I ..... with the idea that technology has changed society, but on the other hand, I'm not convinced that it has changed it much.
- 4 Well, that's a ..... because it depends on people's age. The youngest generation don't know life without technology.
- 5 I'm ....., really. Teenagers probably spend the most time online.

## 4 6.4 Read the question and match the two sides of each answer. Then listen to two students talking about health and technology and check your answers.

Has technology made us lazier than in the past?

- 1 We have access to different kinds of entertainment from our screens.
- 2 Streaming sites allow us to watch hundreds of episodes of a TV series in a row.
- 3 People don't have to cook as often.
- 4 We don't need to make much effort to learn new things.
- 5 Children expect everything to come easily.
- A We can just sit and watch them without needing to do or think about anything else.
- B We are exposed to different foods from around the world.
- C We know a lot more.
- D They really don't know any different.
- E That doesn't mean we have to use it.

## 5 6.5 Listen again. Which phrases from Ex 3 do they use?

## 6 Read these questions and think about how you would answer them. Complete the chart with notes for each question.

- 1 How important is it to lead a healthy lifestyle?
- 2 How can technology help people to be healthier?
- 3 Should people use online sites to check their symptoms when they feel sick?
- 4 How has technology changed what we know about our health?

	What is my opinion?	Why do I think this?	What other information could I give?
1			
2			
3			
4			

## 7 e Record yourself answering the questions in Ex 6. Then listen to your recording and try again if you need to improve anything.



# WRITING

## A review

1 Match the film genres (1-5) with their elements (A-E).

- 1 action                      3 fantasy                      5 romance  
2 horror                      4 comedy

- A alternative worlds, costumes, talking creatures  
B moments that make you laugh, people falling over, funny dialogue  
C violence, supernatural, spooky music, moments that make you jump in your seat  
D a love story, a happy ending, complicated relationships  
E loud music, moments that make you go 'Wow', a hero who saves the day

2 Number the sections of a review in the correct order.

- A Give details about what you are reviewing. ....  
B Give your opinion. ....  
C Say what you are reviewing. ....

3 Complete the sentences about films with your own information. Then match the sentences with the sections in Ex 2.

- 1 ..... is set in the 20th century.  
2 Although I enjoyed watching ....., I wouldn't watch it again.  
3 ..... might not be something that everyone likes, but I loved it!  
4 The last film I watched was .....  
5 ..... could be one of the worst films I've ever seen. The plot was terrible.  
6 This review is of the latest ..... film, .....  
7 There are many exciting ..... scenes.  
8 It is a ..... film that uses a lot of special effects.

4 Complete the comments with these adjectives.

romantic    on-screen    thoughtful    amusing    dramatic    impressed

**superfangirl**

Add message | Report

Although the main actor was British, I was <sup>1</sup>..... by her American accent. She imitated an American really well! Also, I didn't know that the actor playing her <sup>2</sup>..... brother was her husband in real life!

**filmfan89**

Add message | Report

I didn't really like the <sup>3</sup>..... scenes between the male and female lead. The film didn't need to be made into a love story!

**warrior10**

Add message | Report

I disagree with filmfan89, it was very <sup>4</sup>..... of the director to include their relationship in the plot – not everyone wants to watch a film with only special effects!

**that\_sci\_fi\_life**

Add message | Report

Although it was an action film, it was quite <sup>5</sup>..... – I laughed out loud a few times. At the same time, there were a lot of <sup>6</sup>..... moments that made you jump out of your seat.

5 Complete these reviews with the correct form of the verbs in brackets.

## Book or film?



1 The book, which is the original story, is set in the 1980s. Julie and Fred, the main characters, <sup>1</sup>..... (go) to the post office when a spaceship <sup>2</sup>..... (land) with a splash in the river in their neighbourhood. Everyone <sup>3</sup>..... (start) running, but Julie and Fred <sup>4</sup>..... (listen) to portable stereos so they <sup>5</sup>..... (not hear) the noise of the spaceship or everyone's screams. They are curious so they enter the spaceship.

2 In this film version of the famous book, Julie and Fred <sup>6</sup>..... (not be) brother and sister. They are two classmates who secretly <sup>7</sup>..... (want) to have an adventure. The film is set in 2017. Julie <sup>8</sup>..... (show) Fred a video on her mobile phone when the spaceship lands. They <sup>9</sup>..... (see) it immediately and panic. They <sup>10</sup>..... (hide) behind an abandoned car when the aliens see them.

6 e You recently saw this notice on social media. Write your review in 140-190 words.

## Reviews wanted



So many books are made into films or TV shows. We want to know how you feel about a book you know being made into a film or TV show. Write a review of a film or TV show you have seen recently that was originally a book, giving information about the story and main characters and explaining what you liked and didn't like about it.

The best reviews will be put on our website.

# UNIT CHECK

**1** Choose the correct option (A, B or C) to complete the sentences.

- Do you enjoy ..... new places?  
A discover B to discover C discovering
- They are talking about ..... our school uniform.  
A change B to change C changing
- I've decided ..... a doctor.  
A become B to become C becoming
- I don't know how ..... this machine!  
A use B to use C using
- My parents expect me ..... with jobs at home.  
A help B to help C helping
- Mirrors are able ..... an identical image.  
A reflect B to reflect C reflecting
- Imagine ..... all summer on a desert island.  
A spend B to spend C spending
- Pressing this button makes the noise .....  
A stop B to stop C stopping

**2** Complete the sentences with these words or phrases.

a few either none a little every neither all nor

- My sister's English is very good, but I think she still makes ..... mistakes.
- Neither Gary ..... Wendy saw the sign saying that the surface was slippery.
- Sara and Emma love ..... of these action films because they feature their favourite superhero.
- I've read two books by this author but I didn't like ..... of them.
- ..... time I decide to go to the beach it rains!
- Rob didn't go to the party and ..... did Luke.
- Would you like ..... milk in your coffee?
- I've tried all of the batteries in the cupboard and ..... of them work! I need to buy some new ones.

**3** Complete the sentences with these words. There are two words you don't need.

hear hearing see sight smell sound taste touch vision

- Seeing thousands of these butterflies in the air is an amazing .....
- My grandad always has the TV very loud because he's got bad .....
- Silk is so lovely and soft to .....
- I could hear the ..... of an aeroplane in the distance.
- Do you have a ..... of what life will be like in thirty years?
- That food looks horrible! I bet if you eat that it will leave a bad ..... in your mouth!
- There was a horrible burning ..... in the car after we left the farm.

**4** Unscramble and write the words to complete the sentences.

- Some scientists **rseoveb** ..... animals over a long period of time.
- They decided to **sevatgetini** ..... the possibility of cloning insects.
- A new **scsiepe** ..... of butterfly has just been discovered.
- Can't you do maths without a **roluaatcl** ..... ?
- Her tutors **rvaiepdsp** ..... of her research topic, but she still wants to do it.
- Ben is often missing all day and then suddenly **eaarpepr** .....s when we are cleaning our equipment.
- The university hired a new **srhcaerree** ..... to work in the laboratory.
- We can't use the **hreoootcipp** ..... to make copies of personal documents.
- There is a metal **ottceder** ..... at the entrance to the building.
- The company's **cmoeottirp** ..... tried to find out what they were developing so they could copy it!

**5** Complete the text with the correct form of the words in capitals.

Hi Dan,

I saw an amazing <sup>1</sup> .....  
down by the river this morning!  
A kingfisher! Have you ever seen  
one? Their wings are a really bright  
<sup>2</sup> ..... blue colour. This one  
was sitting above the river, then it  
suddenly did a <sup>3</sup> ..... dive  
into the water and caught a fish! It  
was really <sup>4</sup> ..... to watch!  
I've just found some information  
about them online and it seems they  
have a <sup>5</sup> ..... ability to catch  
fish, even when they're very young. If  
I was more <sup>6</sup> ..... , I would  
have tried to paint it, but I just took  
a photo instead.

From  
Carla

**SEE**  
**METAL**  
**DRAMA**  
**MAGIC**  
**NATURE**  
**ART**

# Use of English, Units 1–6

## PART 1

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

How many days should you study per week?



Most teenagers study for five days a week. However, some students in the USA only study <sup>0</sup>for four days, because the school district can't <sup>1</sup>to open schools on Fridays. So it <sup>2</sup>sense for a school to close for just one day a week, because this can save millions of dollars a year. It means that schools don't have to <sup>3</sup>down on the number of extra-curricular programs like art clubs, and can hire more teachers.

To make sure that students don't fall <sup>4</sup>the national curriculum, they study for an extra hour each day they are in school. Some people think that this is difficult for younger children because they can't <sup>5</sup>on a task for long periods of time, but studies show that students in these schools perform better. Getting <sup>6</sup>from the classroom helps teachers feel more relaxed too. The new schedule has been <sup>7</sup>with schools in rural areas, and now some city schools are <sup>8</sup>trying it as well.

- |                        |                       |                       |                    |
|------------------------|-----------------------|-----------------------|--------------------|
| 0 <b>A</b> for         | <b>B</b> since        | <b>C</b> of           | <b>D</b> while     |
| 1 <b>A</b> spend       | <b>B</b> waste        | <b>C</b> cost         | <b>D</b> afford    |
| 2 <b>A</b> has         | <b>B</b> does         | <b>C</b> makes        | <b>D</b> takes     |
| 3 <b>A</b> cut         | <b>B</b> reduce       | <b>C</b> decrease     | <b>D</b> stop      |
| 4 <b>A</b> in          | <b>B</b> down         | <b>C</b> behind       | <b>D</b> over      |
| 5 <b>A</b> analyse     | <b>B</b> concentrate  | <b>C</b> keep         | <b>D</b> learn     |
| 6 <b>A</b> out         | <b>B</b> away         | <b>C</b> off          | <b>D</b> across    |
| 7 <b>A</b> keen        | <b>B</b> enthusiastic | <b>C</b> popular      | <b>D</b> confident |
| 8 <b>A</b> considering | <b>B</b> hoping       | <b>C</b> establishing | <b>D</b> thinking  |

## PART 2

For questions 9–16, complete the text with one word in each gap.

### Extraordinary Women

In 2011, Elena Favilli and Francesca Cavallo quit their jobs, moved <sup>9</sup>to California and opened a tech business. They knew that they were good <sup>9</sup>developing apps, but even so they were a little worried <sup>10</sup>not having paid jobs.

To help them cope <sup>11</sup>these moments of doubt, they reminded themselves of the struggles of successful women throughout history. Then, more <sup>12</sup>five years later and after working on over twelve successful projects, they decided to use the stories that had encouraged them to inspire others. They wrote a children's book, *Goodnight Stories for Rebel Girls*, which told the stories of one hundred women <sup>13</sup>had achieved incredible things, illustrated by 60 women artists from around the world.

Today, *Goodnight Stories for Rebel Girls* is one of the <sup>14</sup>successful books for children and adults. It is <sup>15</sup>popular that Elena and Francesca <sup>16</sup>now written a sequel, *Goodnight Stories for Rebel Girls 2*, featuring even more incredible stories!



## PART 3

For questions 17–24, read the text below. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.

### Teenage heroes

steer school bus to ..... *safety* ..... **SAFE**

Tom Dalton and his friends were chatting <sup>17</sup>..... on the school bus on their way home from school last night. Then one of them noticed that the driver had become ill. He had fallen over the wheel and wasn't steering the bus. Tom and his friends immediately ran to the front of the bus. Using all their <sup>18</sup>..... they pulled the driver away from the controls. Even without any <sup>19</sup>..... of how to drive a bus, Tom sat down in the driver's seat and brought the bus to a stop. At the same time, Tom's friends looked after the driver and called an ambulance.

Tom says, 'I didn't feel <sup>20</sup>..... at all. It just seemed like the <sup>21</sup>..... thing to do.' Tom wants to be a paramedic when he leaves school, and now he has had some <sup>22</sup>..... experience!

'It was a great <sup>23</sup>..... when the bus eventually stopped moving,' he admitted. Thanks to Tom and his friends' common sense and <sup>24</sup>..... actions, nobody on the bus was seriously hurt.

**HAPPY**

**STRONG**

**KNOW**

**NERVE**

**LOGIC**

**PRACTICE**

**FEEL**

**HERO**



## PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

- 0 We thought that we would go to see the film next week.

**TALKED**

We ..... talked about going ..... to see the film next week.

- 25 I didn't work very hard, so I didn't pass my exam.

**ENOUGH**

I didn't work ..... my exam.

- 26 I have to choose between the steak and the pasta for lunch.

**EITHER**

I have to choose ..... the pasta for lunch.

- 27 Can you give me back the pen you borrowed last week?

**WHICH**

Can you give me back ..... you last week?

- 28 Academic qualifications are valued by most companies.

**FEW**

There ..... don't value academic qualifications.

- 29 The information you can get on the website isn't always accurate.

**GIVEN**

The ..... the website isn't always accurate.

- 30 It isn't necessary to buy a ticket in advance.

**HAVE**

You ..... a ticket in advance.

# 7

## Home is where the heart is

### READING

1 Complete the sentences with these words.

blossom   bother   complex   cosy   experiment  
futuristic   massive

I love to <sup>1</sup>..... with different colours and styles in my bedroom. I'm always trying new things! My friends say I should be a designer one day!

My brother's an architect and he designs <sup>2</sup>..... homes. The latest one looks like a spaceship!

I live in a large apartment <sup>3</sup>..... which has several blocks of flats, a swimming pool and a restaurant.

There's a gorgeous tree outside my window that I love to look at. When it flowers in spring, it fills the view with pretty pink <sup>4</sup>.....

I love visiting my grandparents in their country cottage. It's small but really <sup>5</sup>..... and very comfortable.

Some people don't <sup>6</sup>..... to keep their gardens looking tidy I think it's important and if you make the effort, you can create a great outdoor space.

My friend Bella lives with her family in a <sup>7</sup>..... house by the sea. It's so big that it takes five minutes to walk from one end of the house to the other!

2 Read the title of the article. What kind of homes do you think it refers to? Read the article quickly to check your ideas.

3 **3** **e** Read the article again. Choose which sentence (A–G) fits each gap (1–6) in the article. You do not need one of the sentences.

- A In fact, only a small percentage of them actually did, and when better options became available, many of these basic homes were left empty.
- B They're appearing everywhere and you can even build your own in a matter of days from a special kit.
- C This living cover helps to control temperature inside the house, keep it quiet and produce oxygen.
- D It is because pockets of air inside it insulate the inside of the structure, or in other words, prevent heat from being lost.
- E Indeed, many around the world whose residents have left in search of something more modern are now being advertised for high prices.
- F But this is not the main reason that people in those times did this.
- G While they have largely disappeared from here as people have moved to more contemporary houses, these homes are becoming popular elsewhere.

### Extend

4 Find these words and phrases (1–7) in the article and match them with the meanings (A–G).

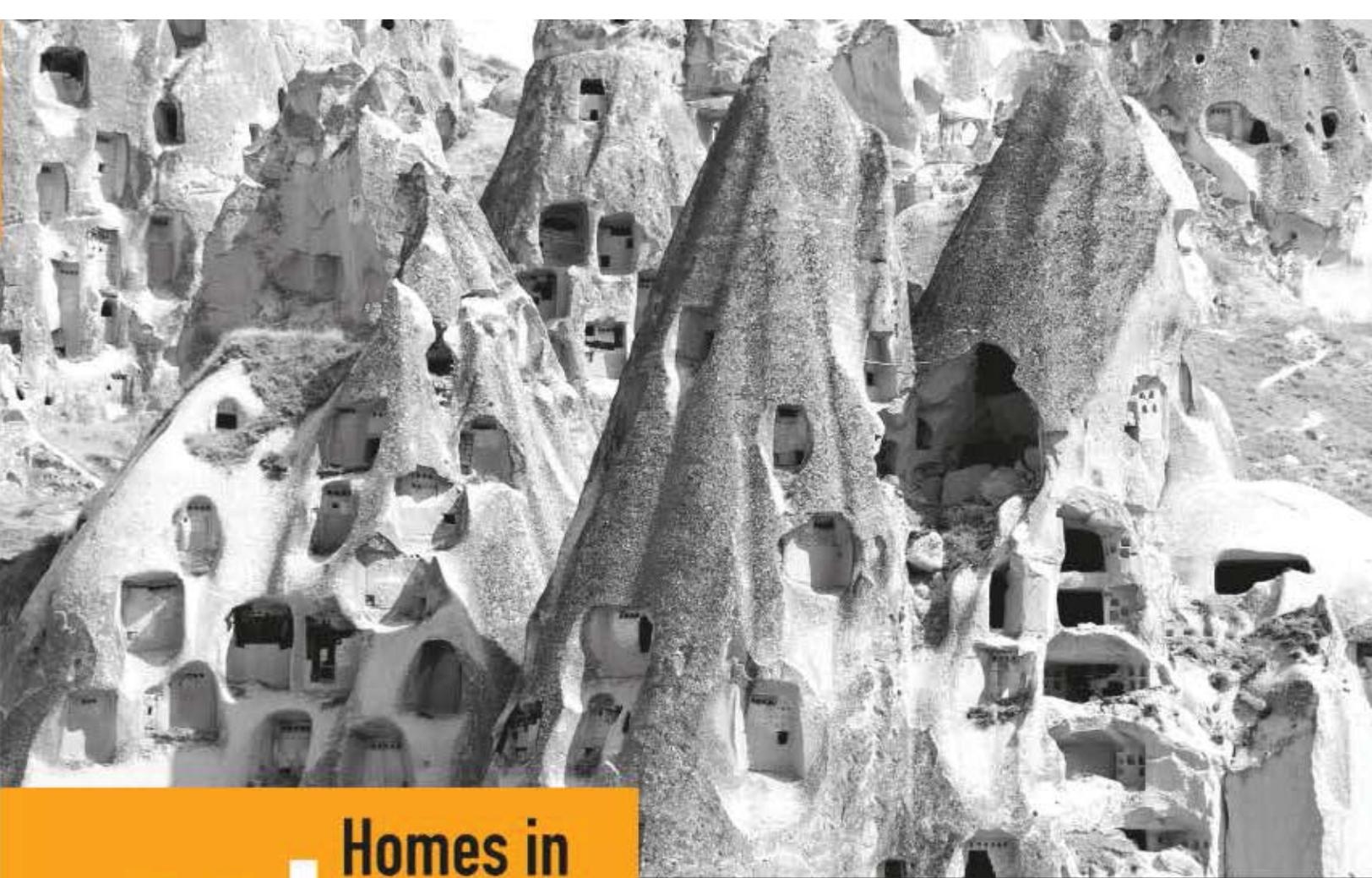
- |                                    |  |
|------------------------------------|--|
| 1 modern trend (para 1)            | A knowledge of the natural world                       |
| 2 been in existence (para 1)       | B use for a purpose                                    |
| 3 environmental awareness (para 1) | C development in a general direction                   |
| 4 sustainable (para 1)             | D can continue without causing an environmental impact |
| 5 impact on (para 1)               | E effect on  |
| 6 make use of (para 3)             | F existed  |
| 7 melt (para 4)                    | G become liquid  |

5 Complete the text with words and phrases from Ex 4.

### Tiny homes on wheels

As we become keener to reduce our negative <sup>1</sup>..... the environment, many people are turning to <sup>2</sup>..... housing as a solution. The <sup>3</sup>..... is for tiny houses with wheels, which can be moved around – all you need is a car! These cute homes are cheap, <sup>4</sup>..... recyclable materials such as wood, and raise <sup>5</sup>..... wherever they go!





# Homes in nature

**If you fancy going back to nature and living in an alternative home away from busy city life, why not find yourself an earth shelter or a cave home?**

Earth shelters are simple houses which are built right into the ground. They're covered by soil and vegetation, which help protect the homes from severe weather conditions and keep the heat in. <sup>1</sup>..... This comes complete with walls which are covered over. Inventions like these may make earth shelters seem like a modern trend, but, in fact, these underground houses have been in existence for thousands of years. Their ability to provide shelter and warmth even in the worst winters used to make them a common choice in places with colder climates such as Iceland and northern Scottish islands. <sup>2</sup>..... Why? Because they're environmentally friendly and sustainable, and in this time of environmental awareness, these make a good choice for those who care about their impact on the world around them.

Earth shelters aren't the only kind of home which take advantage of what nature has to offer. Caves make an obvious natural home and can be found all over the world. It's tempting to believe that caves were the 'original' home, the place where our earliest ancestors lived. <sup>3</sup>..... That isn't to say no one lives in caves any more. In China, at least 30,000,000 people live in cave homes known as yaodongs. Some of these are built into cliffs, whereas others are dug into the ground, similar to earth shelters. Warm in winter and cool in summer, it's easy to see why these inexpensive buildings create an excellent alternative way of living. <sup>4</sup>..... One cave house in Arizona, USA, recently sold for 1.5 million dollars!

Modern eco-homes may not actually make use of natural landscapes themselves, but are built from materials which are sustainable and have a minimal impact on the environment (just like earth shelters!). This means they make use of resources which can be maintained: wood instead of stone, for example, or earth in place of concrete. They use solar power and may even have plants growing on the roof. <sup>5</sup>..... Many eco-home owners grow their own fruit and vegetables, and collect rainwater in order to look after them.

Then of course, there are igloos. Most commonly known as the homes of all Inuit peoples, these snow homes were originally only built in Canada and Greenland and not in every country with an Inuit population. Many wonder how snow can possibly be a warm enough material to create a house from. <sup>6</sup>..... So, while the outside temperature may be as low as  $-45^{\circ}\text{C}$ , the inside temperature of an igloo can vary from between  $-7^{\circ}\text{C}$  to  $16^{\circ}\text{C}$  from body heat alone. Once a fire is lit, it's much warmer: the snow doesn't melt because the air outside is so cold. Clever!

Which of these homes in nature could you live in?

# GRAMMAR

## conditionals (0-3)

**1** Which conditional form are these sentences? Write *zero*, *first*, *second* or *third* for each sentence.

- You'll find a nice flat if you keep looking. ....
- If I could sing, I would definitely join the choir. ....
- If you live on a busy road, you get a lot of traffic noise. ....
- I wouldn't have bought this house if I'd known how noisy my neighbours were! ....
- Unless your bedroom's very big, you won't need so much furniture. ....
- If I were you, I'd paint your bedroom a bright colour. ....

**2** Match the sentences (1-6) with the responses (A-F).

- If you could live anywhere, where would you live?
- If I didn't have my own space to escape to, I don't know what I'd do.
- If you don't close that window, all your papers will blow away.
- When I imagine my dream house, it's got six bedrooms and a gym.
- If I were you, I'd put your books on those shelves.
- Unless you tidy your room, you won't be able to go out later.

- Mine's near a beach, with a view of the sea.
- You would just have to deal with it!
- I won't want to after all the hard work!
- I'll put them away instead.
- I would but there isn't enough space.
- I'd buy a house in a hot country, like Spain.

**3** Complete the sentences with the correct form of the verbs in brackets.

- When you open a window, you ..... (let) fresh air into the room.
- You ..... (be) very lucky if you find somewhere quiet to study round here!
- If my parents ..... (win) a lot of money, I'd ask them to buy a house with a swimming pool.
- If you could choose anywhere in the world to live, where ..... (you/go)?
- We wouldn't have learned to ride if we ..... (grow up) in a city.
- If you'd been with us yesterday, you ..... (not/like) it.
- I ..... (live) in a caravan if it was warmer in winter.
- Tom ..... (put) more posters on his bedroom walls if there had been space.

**4** Complete the text with one word or a contraction in each gap.

### Personal Space

16-year-old Sara Benson describes her ideal bedroom.

When we moved to the house we live in now, I chose a small, cosy bedroom and my brother got a bigger one. If I <sup>1</sup> ..... had his room, I would have created a separate study area with pale walls so I could concentrate on my homework there. I would also <sup>2</sup> ..... asked Dad to build a huge bed, which I'd have had to climb a ladder to get into!

<sup>3</sup> ..... I could have anything I wanted, my bedroom <sup>4</sup> ..... be like my own little flat, where my friends <sup>5</sup> ..... come and watch movies and chill out. I'd have loads of cushions in bright colours and a big comfy sofa. I'd have a mini kitchen where I would <sup>6</sup> ..... able to make my own hot drinks and snacks, and I would have a massive TV on the wall! And, if I <sup>7</sup> ..... really lucky, I'd have a walk-in wardrobe where I'd keep all my clothes and shoes - and my own bathroom, too! It <sup>8</sup> ..... be that much to ask for, would it?!

**5** **7.1** Listen to six people talking. Complete the sentences with second or third conditional forms.

- If she ..... (not paint) her room black, it ..... (not be) so dark.
- If I ..... (not leave) the window open last night, that insect ..... (not bite) me.
- If they ..... (have) enough money, they ..... (buy) a house with a bigger garden.
- If I ..... (be) you, I ..... (design) my own house. It would be great!
- If we ..... (go camping) when we were kids, it ..... (be) fun.
- If she ..... (have) time, she ..... (make) some new curtains for the living room.



# VOCABULARY

## Living accommodation and furnishings

1 What are the words for these living spaces?

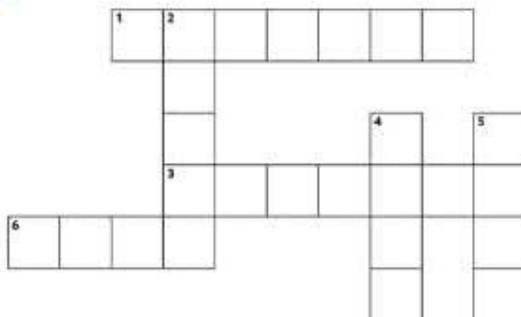
- 1 a small wooden building: .....
- 2 a house made from blocks of hard snow or ice: .....
- 3 a tall building with lots of homes in it: .....
- 4 a large, strong building which kept people safe from attack: .....
- 5 a shelter made from cloth and used for camping: .....
- 6 a big house with a garden, sometimes rented as a holiday home: .....
- 7 a very large house, often the home of an important person such as a king or queen: .....
- 8 a vehicle which a car can pull and where people can stay when they're on holiday: .....
- 9 a river boat that you can live in: .....
- 10 a tower with a flashing light which keeps ships away from danger: .....

2 In which rooms of a house or home might you find the following items? Add the words to the table. Some items might go in more than one room.

bench blanket cabinet carpet curtains cushion duvet  
lampshade mattress rail rug sheet shelf sink

kitchen	living room	bedroom

3 Complete the crossword.



### Across

- 1 not spacious (7 letters, beginning with c)
- 3 very big (7 letters, beginning with m)
- 6 with everything in its place (4 letters, beginning with t)

### Down

- 2 spacious (5 letters, beginning with r)
- 4 very small (4 letters, beginning with t)
- 5 another word for 6 across, (4 letters, beginning with n)

4 Choose the correct words to complete the dialogue.

- A:** Don't forget that your Auntie Jayne is coming to stay with us this weekend. She's staying in your room.
- B:** I know! I've already **1hung / put** up my clothes in the wardrobe. And this afternoon, I'm going to **2tidy / sort** out those shelves, so Auntie Jayne can put her things there.
- A:** Great! Now, can you **3put / hang** your shoes away, too? They're all over the floor.
- B:** OK. And then I'll help you **4put / clear** up the rest of the house if you like?
- A:** Wonderful! You know I don't enjoy **5tidying / sorting** up. How about helping me **6put / tidy** that new picture up on the wall?
- B:** Sure!

## Extend

5 Choose the correct words to complete the text.

### HOMES AROUND THE WORLD

#### Hong Kong

In Hong Kong there are lots of high-tech **1traditional / contemporary** apartments with huge glass windows and lots of space, but there are also some tiny **2dark / bright** flats with small windows which people who aren't so wealthy live in. Some of these blocks are starting to fall down and they're quite **3ugly / charming** and old. Because so many people live in them, they can be **4peaceful / noisy**, too.

#### Romania

In the mountains there are a lot of **5old-fashioned / trendy** kinds of Romanian homes which are made of wood. They have been there for many years and houses like that aren't built any more. They're **6uncomfortable / cosy** and warm inside in winter. Although they don't look very **7modern / old** from the outside, most people who live in traditional houses like these have everything they need!

## 7 Home is where the heart is

# LISTENING

**i** Complete the blog about learning a foreign language with these words or phrases. You may need to change the form of the verbs.

be a pain break the ice fluent get back to normal improve  
language barrier motto remain settle down stick with

### My language learning experience

One of the things I was a bit worried about before I started high school was having to learn a foreign language. I thought it would <sup>1</sup>..... trying to remember loads of unfamiliar words but I loved the classes from the start. In the first class, our teacher <sup>2</sup>..... by getting us to stand up and move around the classroom saying hello to everyone in Italian – 'Ciao!' Our teacher was from Italy and although there was a bit of a <sup>3</sup>....., it didn't seem to matter. We had a lot of fun and my Italian skills quickly <sup>4</sup>..... At first it seemed easy, but as we learned more and more vocabulary and grammar it got a lot harder. I seemed to <sup>5</sup>..... at the same level for ages and I didn't feel like I was learning anything new. Our teacher was off sick for a few weeks, too, and we had to study alone. It was hard but I <sup>6</sup>..... it while she was away. When she came back, things <sup>7</sup>....., and I started getting better again. I may never be <sup>8</sup>..... in Italian but I'd love to <sup>9</sup>..... in Italy one day. Whenever people say 'I can't remember all these new words!' my <sup>10</sup>..... is 'Just try and try again!'



**2** **7.2** You are going to hear five people talking about being bilingual. What do you think the advantages and disadvantages of being bilingual might be? Listen and check your ideas.

**3** **7.3** Listen again and match each speaker (1–5) with what they say about being bilingual (A–H). There are three extra letters you do not need.

- |   |                  |
|---|------------------|
| <b>A</b> I sometimes invent words and phrases.                          | Speaker 1: ..... |
| <b>B</b> I enjoy helping other people with my skills.                   | Speaker 2: ..... |
| <b>C</b> I occasionally feel unsure which culture I identify with most. | Speaker 3: ..... |
| <b>D</b> I frequently feel like a stranger in certain places.           | Speaker 4: ..... |
| <b>E</b> I have to answer a lot of questions about my language skills.  | Speaker 5: ..... |
| <b>F</b> I don't always realise which language I'm speaking.            |                  |
| <b>G</b> I have an easier time travelling abroad than some people.      |                  |
| <b>H</b> I think I have a better memory than most people.               |                  |

### Extend

**4** Complete the phrases from the recordings with these verbs. You may need to change the form of the verb.

do get give have make switch

- I find it difficult to ..... **myself understood** in another language.
- They want to know whether I ever ..... **confused**.
- Bilingual people can ..... **between languages** easily.
- I love ..... **translations** for homework. It helps me understand the languages better.
- Being fluent in two languages ..... **you an advantage** when you're looking for a job.
- My family ..... **a close connection with** Poland. My dad grew up there and my mum worked there for a while.

# USE OF ENGLISH 1

**i** Choose the correct words to complete the sentences. Does each sentence refer to the past, present or future? Write P for past, PR for present or F for future.

- I wish I **could go / went** travelling but I can't afford it. ....
- If only Andrei **is / was** here. He'd be able to help me fix the car. ....
- If only I **didn't fail / hadn't failed** my French exam. I'd have loved to work in France. ....
- I'd rather **gone / go** to Australia than the USA on holiday – the flight's too long. ....
- I wish Tom **will stop / would stop** talking in that funny voice. I've no idea what he's saying. ....
- I wish I **was going / went** on holiday this year but I don't have any money. ....
- If only you **could come / came** away with us – it's going to be a brilliant trip. ....
- I wish you **don't / wouldn't** speak to me in Spanish. You know I don't speak it. ....
- I'd rather not **travel / to travel** on a budget but it's better than not travelling at all! ....
- I wish my parents **had had / had** a caravan when we were young – camping would have been fun! ....

**2** Complete the diary with these words. Use negative forms where necessary.

could had (x3) was would (x2)

## My language exchange programme in Spain



**DAY 1**

I've just arrived in Madrid and it's amazing! I'm staying with my student exchange friend Daniela and her family in a block of flats in the city centre. They're really friendly but I wish I <sup>1</sup>..... tried to improve my speaking and listening skills before I came. If only people <sup>2</sup>..... speak so fast! I'm finding it hard to understand!

**DAY 3**

It's soooooo hot! I wish I <sup>3</sup>..... forgotten my shorts. Today I went to school with Daniela. I could understand the teacher but it was hard to follow conversations between students. I wish I <sup>4</sup>..... better at Spanish.

**DAY 5**

It's the weekend! This afternoon we visited the Prado Museum. It's full of really interesting art. If only they <sup>5</sup>..... such interesting museums at home. Then Daniela's mum cooked a tasty meal for us. I wish I <sup>6</sup>..... cook some traditional English dishes for the family but I don't know how. Tomorrow's the last day of my trip. I <sup>7</sup>..... rather stay in Madrid than go back to the rain!

**3** Complete the sentences with 'I wish', 'if only' or 'I'd rather' and the verbs in brackets in the correct form.

- ..... (come) backpacking with you to Europe but I can't afford it.
- ..... (there be) more trains into the city. There's only one a day from here.
- ..... (travel) by train than by car – it's usually faster.
- ..... (they print) menus in English as well as Arabic.
- ..... (study) Japanese when I was at school. I'm going on holiday there soon.
- ..... (buy) a ticket earlier – they're really expensive now.

**4 e** Rewrite the sentences using the words given. Use between two and five words, including the word given.

- Cycling instead of walking sounds like a good idea to me.

**THAN**

I ..... walk.

- It's a shame you haven't got a passport because you can't come abroad with us.

**BE**

If you had a passport, you ..... come abroad with us!

- It was my first ever flight so I didn't know what to expect.

**BEFORE**

If I ..... I would have known what to expect.

- I regret spending all my money when I was on holiday.

**WISH**

I ..... all my money when I was on holiday.

- The roads aren't very quiet so I can't take the bus very often.

**QUIETER**

I wish the roads ..... because then I could take the bus more often.

- Coming to stay with you in Moscow would be great, but it isn't possible.

**ONLY**

If ..... come and stay with you in Moscow!

## USE OF ENGLISH 2

4 e Read the text and choose the best answer (A, B, C or D).

1 Read the statements describing things related to travel. What are they?

- You stand on me when you're waiting for a train. Sometimes I'm cold and windy! p.....
- Trains and trams travel along on me but buses and cars don't. t.....
- You sit in me while you're waiting to be called for your flight. d..... l.....
- I'm where you sleep on a cruise ship. c.....
- I'm the building in the airport where your journey by plane starts and ends. t.....
- Ships carrying cargo visit me. They load and unload their goods here. p.....
- Trains and road traffic travel through me. I often go through mountains. t.....

2 Unscramble the words below. Then match them to the groups in (1-4).

braod krabe wrec kced  
uadg wrtenok lotip fctfra

- people: .....
- road travel: .....
- train travel: .....
- boats: .....

3 Complete the sentences with prepositions.

- Once everyone's ..... board, we'll start heading towards the runway.
- This car pulled ..... in front of me and I nearly crashed!
- The new ship is named ..... the princess.
- You should take advantage ..... the opportunity to travel while you're young.
- I got stopped when I was going ..... customs and they searched my bags.
- If you want to keep costs ..... a minimum while travelling, consider staying in hostels.
- I spend a lot of time ..... of doors and go walking and sailing whenever I can.
- I pride myself ..... going to places none of my friends have been to.
- Shall we stop over in Amsterdam ..... the way to The Hague?

## The Pan-American Highway: the world's longest road

Are you <sup>1</sup>..... to the idea of a road trip with a difference? Then why not <sup>2</sup>..... for the Pan-American Highway? This network of roads, stretching around 30,000 kilometres, joins together almost all the countries along the Pacific Coast. It's the world's longest driveable road, except for a 160 km break between Panama and Columbia, called the Darién Gap. This area has no roads, is completely <sup>3</sup>..... by rainforest and is <sup>4</sup>..... for its exotic wildlife.

The Darién Gap is also dangerous and to even enter it, you'll need permission. If you must visit, join a tour, where you'll <sup>5</sup>..... into contact with some of the people who live there. These include the Emberá people, who build their homes <sup>6</sup>..... off the ground to protect themselves from wild animals and flooding. The <sup>7</sup>..... way to continue your road trip is to <sup>8</sup>..... out the Darién Gap altogether and continue by boat or plane to the next section of the highway.

- |                |              |              |               |
|----------------|--------------|--------------|---------------|
| 1 A interested | B attracted  | C excited    | D tempted     |
| 2 A direct     | B lead       | C move       | D head        |
| 3 A placed     | B covered    | C buried     | D planted     |
| 4 A familiar   | B marked     | C well-known | D common      |
| 5 A come       | B be         | C have       | D go          |
| 6 A tall       | B long       | C high       | D deep        |
| 7 A supported  | B encouraged | C advised    | D recommended |
| 8 A miss       | B lose       | C drop       | D take        |

## Extend

5 Complete these sentences containing phrasal verbs connected to travel. Use these prepositions.

away in out (x2) over

- Don't forget to have your passport and ticket ready when you check ..... at the airport.
- Are you going ..... anywhere this summer?
- We set ..... very early in the morning to hike Mount Fuji.
- You must check ..... of the hotel by 10 a.m.
- We're stopping ..... in Hong Kong for a couple of nights on our way home from Australia.



# SPEAKING

**7.4** Listen to five people. Where does each person (1–5) live on the map?



**2** Match the questions (1–6) with the answers (A–F).

- 1 How do you like to spend your weekends?
  - 2 Do you prefer to go shopping with friends or alone?
  - 3 Can you tell us about a TV programme you really like?
  - 4 Do you enjoy playing sport?
  - 5 What do you like about the school or college you go to?
  - 6 What would you improve about the place where you live?
- A** With my mum, actually! She knows what suits me and she knows loads about fashion.
- B** Not really but I love dancing and walking and that's how I keep fit.
- C** There isn't much for young people to do. Maybe some kind of youth club would be good.
- D** Chilling out! I might hang out with my friends or go to the cinema to see a film.
- E** It's got a lot of green spaces, so you can spend time out of doors during breaks.
- F** I don't watch any. I prefer films, especially crime and drama.

**3** Read the interview. Choose the best answer, A or B.

- 1 I:** Tell us about a film or book you've seen or read recently.  
**A:** I don't like reading very much.  
**B:** I've just seen an amazing film about some people who live in the jungle. I've forgotten its name, but it was an action adventure story and it was really exciting.
- 2 I:** Do you spend much time on the internet?  
**A:** No. I'm not really into watching TV or anything like that.  
**B:** About two hours a day. I like going on Instagram and sending funny messages to friends through Snapchat.
- 3 I:** Are you going to do anything fun this weekend?  
**A:** I'm not sure yet. My friends have invited me to go sailing with them but I don't know whether I want to go.  
**B:** I love weekends! Last weekend I went horse-riding in the countryside with my friends. It was awesome!
- 4 I:** What would you like to do after you finish your education?  
**A:** I wouldn't mind going to live abroad for a while. I love Paris, so I'd like to find a job in a hotel there.  
**B:** I don't know yet.
- 5 I:** If you could visit anywhere in the world, where would you go?  
**A:** I have an ambition to visit all the countries in Europe.  
**B:** I'd love to go to Patagonia. My dad's cousin lives there and it sounds amazing. I'd love to see the countryside and wild horses.
- 6 I:** Tell us about a celebration you enjoy in your country.  
**A:** I really like New Year. We have lantern parades and it's magical! We also wear new clothes and receive money from our parents. It's great!  
**B:** I don't really like religious festivals.

**4 e** Now answer the questions in Ex 2 and Ex 3 and record your answers. Then listen back. Did you answer each question fully without talking too much or not enough? Record yourself again and try to improve your answers.

## 7 Home is where the heart is

# WRITING

### an informal email

1 Are the adjectives positive 'P' or negative 'N'?

amazing ..... boring ..... brilliant ..... cool .....  
 fantastic ..... impressive ..... interesting ..... fun .....  
 great ..... the best ..... tiring ..... unusual .....

2 Choose the best adjective to complete the sentences.

- We stayed in the **cool** / **best** hotel in the resort.
- The journey was so **tiring** / **unusual** we slept for hours after.
- The sights in Egypt were **fun** / **impressive**! I'd never seen such ancient monuments before.
- The food in Italy was **fantastic** / **boring** and so tasty.
- My surfing instructor said it was really **tiring** / **unusual** for a beginner to stand up on the board. Most people fall off!
- The museum had lots of **boring** / **interesting** things. I learned a lot.

3 Complete the sentences with the correct form of the verbs.

- What's the best holiday you've ever ..... (have)?
- I ..... (spend) six weeks in Argentina last summer.
- Do you know where David's ..... (go) on holiday?
- If you could visit any capital city, which one would you ..... (go) to?
- We ..... (have) a fantastic time in Brussels!
- Would you like to ..... (spend) next weekend with us? We could go camping.

4 Read the emails 1 and 2 below. Which informal features do the emails include? Write the examples.

	email 1	email 2
phrasal verbs		
exclamation marks		
informal vocabulary		
informal connectors		
question tags		
simple sentence structures		

5 Read the answer to Carla's email and complete it with these words.

amazing best bit but get have into spend

From: João  
 To: Carla  
 Hi Carla,  
 It was really good to <sup>1</sup>..... your email.  
 So, you're going to <sup>2</sup>..... a month in Portugal.  
 You haven't been there before, <sup>3</sup>..... you? It'll be <sup>4</sup>..... ! I know you're really <sup>5</sup>..... travelling.  
 Portugal's a really interesting country <sup>6</sup>..... you'll enjoy it even more if you can speak a <sup>7</sup>..... of Portuguese. Of course I can help you! The <sup>8</sup>..... way to learn is by doing some practice exercises online.  
 We can chat, too.  
 Bye for now!  
 João

6 You have received this email from your English-speaking friend. Plan your response and write your email in 140–190 words.

From: Kim  
 To: Ana  
 Hi!  
 Guess what? I'm thinking of visiting your country in the summer. I'd love to travel to your area and visit interesting places there. Is summer a good time to visit?  
 Can you tell me what there is to see in your area? What's the best way to get around – train, bus or cycling? Where could I stay?  
 Write soon!  
 Kim

1  
 Hi João!  
 Thanks for your email. It was great to hear from you. Sorry I haven't been in touch, but I've been really busy sorting out things for my trip to Portugal. I'm spending a month there in July.  
 I want to learn a bit of Portuguese before I go – can you help?  
 Thanks!  
 Carla

2  
 Hello Cian,  
 How are you? I haven't heard from you for a while. It would be great to hear your news.  
 I've just got back from a road trip in the USA. We had an amazing time because my parents hired a car and we saw loads! You did that once, didn't you? Where did you go?  
 Write soon!  
 Jan



# 8

## What's in a number?

### READING

- 1 Choose the correct words to complete the sentences. Then do the quiz. There is one extra word you don't need.

console estimate left over picture relate  
specify standard survival

### Maths quiz!

- 1 I find it easy to ..... numbers to quantities in my mind.  
 Yes  No
- 2 It's difficult to ..... how much fast food I eat each year.  
 Yes  No
- 3 I often have some pocket money ..... at the end of the month.  
 Yes  No
- 4 I ..... numbers in my head to help me do mental maths.  
 Yes  No
- 5 Maths is essential for our ..... in the world.  
 Yes  No
- 6 All mobile phones should have a complex calculator, not just a ..... one.  
 Yes  No
- 7 I could never save enough money to buy new games .....  
 Yes  No

- 2 Read the article and answer the question.

What is the article about?

- A Using numbers to control your life.  
B Using numbers to make quicker decisions.  
C Using numbers to have an easier life.

- 3 e Read the article again and choose the correct answer (A, B, C or D).

- 1 What does the writer say about making decisions in paragraph 1?  
A It sometimes has a negative impact on our lives.  
B It is something we do without thinking.  
C It is something we do at the end of a day.  
D It has been changed by social media.
- 2 What does the writer say about using maths to make decisions in paragraph 2?  
A It has unexpected benefits.  
B It helps with a limited range of decisions.  
C You don't need any equipment.  
D It is complicated to understand.
- 3 Why does the writer mention 'watching films' in paragraph 3?  
A to suggest a variable to include in Sundem's formula  
B to describe a positive outcome from using Sundem's formula  
C to explain how the media use Sundem's formula  
D to give an alternative to Sundem's formula
- 4 What does Sundem say about the people who could usefully use his formula?  
A They usually read a lot of information.  
B They are often very smart.  
C They don't interact with people they don't know.  
D They can't make a choice when they have a lot of options.
- 5 Why does the writer mention the psychological analyses?  
A to show the advantages and disadvantages of the formula  
B to suggest another way the formula can be used  
C to explain how students used the formula  
D to demonstrate the connection between science and maths
- 6 The example of buying a pizza in the final paragraph shows that the formula  
A isn't simple.  
B doesn't always work.  
C has some disadvantages.  
D can't be used in social situations.

- 4 Find these words (1-8) in the text and match them with their meanings (A-H).

- |                     |   |
|---------------------|---|
| 1 can't face        | A show something that was hidden              |
| 2 hopelessly        | B don't want to do something                  |
| 3 overload          | C theory or argument                          |
| 4 process           | D learning after school that isn't university |
| 5 thesis            | E too much to deal with                       |
| 6 further education | F completely                                  |
| 7 reveal            | G responsible for doing something wrong       |
| 8 guilty            | H think about and organise something          |

# Choices by numbers

Have you ever heard someone say that life is all about choices? We make choices all the time, from the moment we wake up until the moment we go to sleep. Most of the time, they are unimportant things such as whether to have cereal or toast for breakfast, what colour socks to put on or how many photos to like on your friend's Instagram page. This means that we are making decisions all the time! Although these examples are small decisions, they can be tiring and stressful.

Surprisingly, maths can help you with this. An American academic called Garth Sundem thinks that you can use the basic rules of algebra, which means using letters and other symbols to represent numbers and quantities, to make decisions about anything. He has created a formula that he believes takes the stress out of everyday decision making. All you need are good calculator skills.

So, how does it work? Well, imagine it's a cold and rainy day, you've got football practice but you can't face running around the pitch in the rain. The variables, or the things that affect the decision, are the weather, the number of football practices you have already missed this year and the probability (out of 10) that you will be kicked off the team if you don't go. Using Sundem's method, you enter all of these numbers into the calculator as a formula and use the result to make a decision. If the result is a number higher than one, you can stay at home, warm and dry on the sofa watching films instead of running around in the rain!

Sundem has categorised people who he thinks can benefit from this method into two groups: 'hopelessly indecisive' (people who have always found it difficult to make decisions) and 'brainiacs' (people who are very academically intelligent, but don't have good social skills). Nowadays, we live in a time of information overload and things change all the time. So, it makes sense that Sundem wants to help people who can't process that information and decide which is the most relevant to them.

Sundem's method is based on a scientific thesis which states that the factors that influence something can be expressed in numbers. This means that it could be used in psychological analyses, too. For example, imagine you aren't sure whether to study at university or do something different after you finish school. You could do a calculation with factors such as your grades and the number of other options for further education. You could also add the chances (out of 10) of getting into university and the benefits (out of 10) of attending one. These numbers reveal your feelings towards certain areas of your life and your opinion of your own strengths and weaknesses.

We are living in the age of information and have never had so many options. More options mean more choices. So, it's easy to see the benefits of giving that responsibility to a calculator! However, what happens when you can't give a simple 'yes' answer to a friend's invitation to go to the pizza place for dinner because you need to do a calculation based on how many slices you've already eaten that week? The benefits might not seem so great then. And if you're guilty of multiplying instead of dividing, and vice versa, forget it.



## 8 What's in a number?

# GRAMMAR

### the passive

**1** Match (1–5) with (A–E) to make sentences. Then match them with a category.

- |                                  |  |
|----------------------------------|--|
| 1 The theory is being            | A mentioned by the interviewer.                  |
| 2 A new mathematical formula has | B been discovered in physics.                    |
| 3 The children are going to      | C tested at the moment.                          |
| 4 The salary wasn't              | D be given new books.                            |
| 5 We get                         | E given a number of printing credits each month. |

by to say who/what does the action .....

get as an alternative to be .....

Present perfect form .....

Present continuous form .....

**2** will and be going to for the future .....

**2** Number the words in the correct order to make sentences.

- Most / coding / are / children / at / school / taught / being
- The Internet / used / for / been / twenty-five / years / has
- The students' calculators / had / the exam / been / collected / before
- going / is / The / carefully / to / checked / data / be
- chosen / teacher / This textbook / our / was / by
- The results / uploaded / the website / to / be / will

**3** **B.1** Complete the sentences with the verbs in brackets in the correct passive form. Then listen to a boy talking about the suanpan and check your answers.

- The first suanpan ..... (find) in China / Japan.
- They ..... (use) around the world since the first / second century.
- To use a suanpan, the beads ..... (move) to different positions / devices to indicate different numbers.
- In the past, a suanpan ..... (use) for multiplying and dividing and / but not adding and subtracting.
- Children ..... (teach) how to use these machines until the 1980s / 1990s.
- When electronic calculators ..... (make) available, they weren't very easy to use / reliable.
- Before electronic calculators became popular, stories ..... (tell) of suanpan operators beating / breaking electronic calculators in competitions.
- Now suanpans ..... (replace) by electronic calculators, which are cheaper / faster.

**4** **B.2** Listen again and choose the correct options in Ex 3.

**5** Rewrite the sentences in the passive. Use by where necessary.

- Will they build a new school here?  
.....
- Someone has written a new book on this subject.  
.....
- Galileo didn't develop this theory.  
.....
- We are finding a lot of mistakes in the mathematician's calculations.  
.....
- Someone had already solved this problem.  
.....
- They are going to use a special robot to do the calculations.  
.....

**6** Read the article and choose the correct answer (A, B or C).

## Amazing maths facts

- Einstein once ..... that pure mathematics is the poetry of logical ideas.
- An ancient animal's bone ..... with marks on it which suggest that people were using mathematics in 35,000 BC.
- We ..... very much about how maths was used in Ancient Egypt.
- A decimal system of mathematics ..... in China as early as the first century AD.
- Some languages ..... a word for zero.
- Most early counting systems ..... on the number ten because people have ten fingers which they used for counting.

- |                |                |                  |
|----------------|----------------|------------------|
| 1 A said       | B was said     | C has been said  |
| 2 A found      | B has found    | C has been found |
| 3 A don't know | B aren't known | C aren't know    |
| 4 A is used    | B was used     | C was using      |
| 5 A don't have | B didn't had   | C aren't had     |
| 6 A based      | B were based   | C being based    |



# VOCABULARY

## maths

1 Look at the numbers and symbols and write the maths words.



p \_\_\_\_ / a \_\_\_\_



d \_\_\_\_ b \_\_\_\_



q \_\_\_\_



m \_\_\_\_ / s \_\_\_\_



f \_\_\_\_ s \_\_\_\_



m \_\_\_\_ b \_\_\_\_



d \_\_\_\_



s \_\_\_\_



a \_\_\_\_



p \_\_\_\_

2 Complete the sentences with one word in each gap.

- Twenty ..... by two is ten.
- Six ..... by two is twelve.
- Seven ..... four is three.
- Eight ..... two is ten.
- If you ..... seven to ten, the answer is seventeen.
- One, five, eleven and nineteen are ..... numbers.
- If you multiply two negative numbers, you get a ..... number, but if you multiply two positive numbers you don't get a ..... number.
- If you add up the total area of each room in a house and then divide it by the number of rooms, you get the ..... room area.
- Two, four and six are ..... numbers.
- If you ..... 30 from 50, the answer is 20.

3 Complete the sentences with the correct noun formed from each verb in brackets.

- James looked at the menu and made a ..... (decide) about his order quickly.
- I didn't do well last year, but my grades this year are a big ..... (improve)!
- There aren't a lot of ..... (employ) opportunities in my town.
- Physicists need to get their ..... (measure) correct when they do an experiment.
- Can you think of a ..... (solve) to this problem?
- I can't do this ..... (calculate) in my head!

4 Extend

4 Match the nouns below to the correct suffixes in the chart.

entertain imagine introduce  
pay revise translate

-tion	-sion	-ment

5 Complete the sentences with the words from Ex 4.

- Maths algorithms can help to make ..... from one language to another more correct.
- Some people believe that if you are good at maths, you might not have a good .....
- I've never played before, so I'm taking an ..... to piano class this semester.
- The ..... industry looks at the numbers of people who watch TV shows to find out which ones are popular with viewers.
- I need to do some ..... for my algebra exam.
- This shop accepts ..... in cash or by credit card.

## 8 What's in a number?

### LISTENING

**1** **8.3** Listen to eight conversations in which people are talking about things they have found difficult. Which situations are NOT mentioned?

- A fixing a problem with a van
- B learning lines for a performance
- C getting a job
- D training a dog
- E changing a light bulb
- F cleaning ink on some clothes
- H changing a work schedule

**2** **8.4** Listen again and choose the correct answer (A, B or C).

- 1 You hear a girl telling a friend about being in the school play. How did she solve her problem?
  - A She passed her part to someone else.
  - B She asked the other actors for help.
  - C She spent more time going over her lines.
- 2 You hear a boy talking to his tutor about his course at university. What does he say about the new workload?
  - A It is unexpected.
  - B It is similar to last year.
  - C It isn't well organised.
- 3 You hear a woman talking about her job. Why does she think she was successful?
  - A She did well in all of the tests.
  - B She didn't get stressed.
  - C She had lots of support.

- 4 You hear a man talking about cooking a special dinner. Why did he have to start again?
  - A He lost the original instructions.
  - B He was unable to make the first dish.
  - C He changed his mind about what to cook.
- 5 You hear a girl telling a friend about her dog. How did she feel about training it?
  - A angry that the dog wouldn't listen to her
  - B unsure about giving the dog instructions
  - C determined to show her parents that she could do it
- 6 You hear a man talking to a friend about a bike ride for charity. What does he say about giving up?
  - A There was no choice.
  - B He made the decision early in the ride.
  - C He was relieved he could stop.
- 7 You hear a boy telling his aunt about choosing a university. What is he worried about?
  - A not spending time with his brothers
  - B missing out on the campus experience
  - C going to a university with a bad reputation
- 8 You hear a woman telling a friend about a problem at work. How does she feel about it?
  - A afraid that it is affecting her health.
  - B concerned that her boss might think badly of her.
  - C sorry that it has affected her family life

### Extend

**3** Complete the sentences with these words from the listening. There are three extra words you do not need.

adopted begged cleared dipped enrolled homesick nonstop reckoned

- 1 We didn't buy a cat from a shop. Instead we ..... one from the animal shelter.
- 2 My sister ..... my parents to buy her an expensive toy, but they kept saying no.
- 3 I really miss my family. I didn't expect to feel this ..... when I moved abroad.
- 4 James has studied ..... all weekend. He needs to take a break.
- 5 I can't believe you haven't ..... on the course yet. There might not be any more places.

**4** Put the words in the correct order to make expressions (1–4) from the listening. Then match them with their meanings (A–D).

- |  |                                    |
|--|------------------------------------|
| 1 a / It / walk / was / in / park / the<br>..... | A rather difficult                 |
| 2 hard-going. / It / quite / was<br>.....        | B help someone                     |
| 3 hand. / gave / a / She / me /<br>.....         | C very easy                        |
| 4 bit / a / getting / It's / much / all<br>..... | D becoming impossible to deal with |



# USE OF ENGLISH 1

**1** Complete the sentences with these words. Which sentence is about something that happened which was NOT arranged?

get   going to have   had   haven't had   to have

- I ..... my car window smashed last night.
- A:** You look different. Did you ..... your hair cut?  
**B:** Yes! Thanks for noticing.
- I ..... my house cleaned for two weeks, so I'm ..... it cleaned tomorrow.
- I just made an appointment ..... my computer fixed.

**2** Complete the sentences with the correct form of 'have something done' or 'get something done'.

- If it doesn't rain, we ..... (get / the windows / clean) tomorrow.
- My glasses broke, so I ..... (have / them / mend) at the moment.
- My dad ..... (have / his car / take) from outside his office last week.
- You can order a new computer online and ..... (get / it / deliver) to your home.
- ..... (you / have / your house / paint)? I don't remember it being that colour.
- A:** That's a lovely photo. .... (you / get / it / put) in a frame?  
**B:** Yes, I'm going to take it to the shop on Saturday.
- I had to ..... (have / a tooth / take out) at the dentist yesterday.
- We ..... (have / new locks / fit) later today because our house was burgled yesterday.

**3** Rewrite the sentences using the word given. Use between two and five words, including the word given.

**1** I've got an appointment to cut my hair tomorrow.  
**CUT**

I'm going ..... tomorrow.

**2** Someone stole my mobile phone from my bag.

**STOLEN**

I ..... from my bag.

**3** All their computer software has been updated recently.

**HAD**

They ..... updated recently.

**4** I'm going to the doctor's next week to check my hearing.

**HAVING**

I ..... at the doctor's next week.

**5** You should pay someone to paint your bedroom over the weekend.

**GET**

You should ..... over the weekend.

**4** Complete the blog post with one word in each gap.

## A new bedroom

I thought my bedroom was too childish, so after asking for a couple of months, finally my dad said I could get <sup>1</sup>..... redecorated. I found an app online that designs your ideal room and I chose some paint mixed in a special colour that <sup>2</sup>..... generated by the app. Next weekend, I'm going <sup>3</sup>..... have the room painted. My dad <sup>4</sup>..... had a stencil made for me so that I <sup>5</sup>..... add a cool pattern to the walls, too. The curtains were really old, so I'm having <sup>6</sup>..... replaced with some new ones. They were designed <sup>7</sup>..... my aunt, an interior designer, and <sup>8</sup>..... is getting them professionally made for me. I can't wait to see what the finished room looks like! I'm going to post lots of photos of it online.



## 8 What's in a number?

# USE OF ENGLISH 2

**1** Complete the questions with these words or phrases.

basic clear confusing nightmare piece of cake  
simple struggle tough tricky

- 1 Do you ..... with any subjects at school?
- 2 Do you think everyone needs ..... computer skills?
- 3 Are there any sports rules you find .....?
- 4 Have you ever done a really easy exam that was a .....?
- 5 Do you find English grammar rules easy or .....?
- 6 Have you had an exam so hard that it was a total .....?
- 7 What sports events do you think would be really physically .....?
- 8 Are there any English grammar rules that aren't very ..... to you?
- 9 Do you have any ..... revision tips that anyone could follow?

**2** Answer the questions in Ex 1 about you.

**3** Complete the sentences with the correct form of the nouns. Are they countable (C) or uncountable (U)?

- 1 company  
A I love having dogs, they are such good .....!  
B I'm so proud of my mum, she has just opened her own .....
- 2 room  
A There isn't a lot of ..... on the sofa.  
B Our hotel didn't have many .....
- 3 exercise  
A These ..... are quite confusing.  
B Rachel gets a lot of ..... every morning: she goes for a run then cycles to college.
- 4 time  
A The exam was really difficult, I needed more .....
- 5 light  
A We put ..... in the windows at Christmas.  
B This room is perfect for doing paintings – it's got plenty of .....
- 6 work  
A There are many ..... of art in the museum.  
B I'm sorry, there's no ..... for you.
- 7 experience  
A Life is about the ..... you have, not how much money you make.  
B Do you have any ..... working with animals?

**4** Read the text and choose the correct answer (A, B, C or D) to fill each gap.



### Three Peaks hike complete!

Last week, I completed the Three Peaks climb: three mountains in one weekend. If you <sup>1</sup> ..... up all of the heights, it's over 3,000 metres! I'm not really a sporty person. I'd <sup>2</sup> ..... read a book than go out on a run, but I'm 18 this year so it seemed like a good time to set myself a <sup>3</sup> .....

I did the climb with my dad. To my surprise, the first mountain was a <sup>4</sup> ..... of cake. That made me feel more relaxed about the second mountain, which wasn't a good idea! It was very windy. The wind can <sup>5</sup> ..... the amount of time it takes to walk up a mountain, so it took us twice as long to reach the summit. The climb was really <sup>6</sup> .....

By the time we got there, I was feeling miserable and just wanted to go home. But we still had one more mountain to climb.

Fortunately, my dad was really good <sup>7</sup> ....., and he encouraged me to keep going. <sup>8</sup> ..... we climbed the last mountain – it was such a great feeling to finish!

- |                |             |            |             |
|----------------|-------------|------------|-------------|
| 1 A add        | B subtract  | C divide   | D multiply  |
| 2 A like       | B rather    | C prefer   | D enjoy     |
| 3 A challenge  | B nightmare | C revision | D work      |
| 4 A bit        | B slice     | C piece    | D lot       |
| 5 A measure    | B double    | C solve    | D calculate |
| 6 A simple     | B confusing | C basic    | D tough     |
| 7 A friend     | B visitor   | C company  | D coach     |
| 8 A Ultimately | B Shortly   | C Ending   | D Finally   |

**5** Extend

**5** Choose the correct nouns to complete the sentences and decide if they are countable (C) or uncountable (U)?

- 1 Please could you make a bit less **noise / noises**?
- 2 I wanted to take some notes, but I didn't have any **paper / papers**.
- 3 Are there any **space / spaces** in the car park?
- 4 All these **fruit / fruits** come from the Amazon rainforest.
- 5 The teacher collected in the exam **paper / papers**.
- 6 There were some strange **noise / noises** outside.
- 7 How much **fruit / fruits** do you eat each day?
- 8 This apartment is too small – there isn't enough **space / spaces** for all our things.

# SPEAKING

**1** **8.5** Read the speaking task below. Then listen to two students doing it and choose the correct options in the table for each student. You can choose more than one student for each option.

Compare the photographs and say what you think the people are finding difficult in these situations. Talk for one minute.

Use these questions to help you.

What are they doing in each photo?

What similarities and differences are there between each photo?

What might make each situation difficult?

Which student ...

	Student A	Student B
pauses frequently?		
loses confidence?		
doesn't know all of the necessary vocabulary?		
can describe things in other ways?		
continues the flow of his/her answer?		

**2** **8.6** Complete Student B's comments with these words or phrases. Then listen again and check.

a kind of   a special type of   an object  
the people who   what are they called

- ... it's one of those, ....., those races where people have to run for a very long distance.
- ... there is a ..... that says 15 km.
- I think it's ..... race at a school, when schools have sports events for the children but they ask the parents to take part in a race at the end.
- ... some, um ...er ..... go to watch a race and cheer for the people taking part.
- A man is drinking ..... gel to give him energy.

**3** **8.7** Complete the extract with 'both' or 'neither'. Then listen and check your answers.

1 ..... of the pictures show competitions, but in the first one people are rowing in boats whereas in the second one they are riding horses! 2 ..... of the pictures shows the names of the events, so we don't know that, but 3 ..... of them are taking place outside. It looks like a nice day in 4 ..... of the pictures. 5 ..... of the pictures shows the supporters - we can only see the participants.

**4** Match the questions (1-5) with the possible answers (A-E).

- 1 What might the people be finding difficult about these situations?
  - 2 Why do you think the people in the photos have chosen to do these activities?
  - 3 Why do you think they've chosen to relax in these places?
  - 4 What do you think they might be enjoying about being outside?
  - 5 How do you think the people in the photos are feeling in these situations?
- A There is a lot of green open space to sit on, and there's also a small café so they can buy drinks and snacks.  
B They look very relaxed and happy, and they may not be excited about going back to work the next day!  
C It might be a public holiday or a weekend, and they want to take advantage of the sunny day.  
D I'd say that they're enjoying being close to nature and getting some fresh air.  
E Some children are running around and they look like they are shouting, so the couple probably can't have a conversation easily.

**5** Look at the speaking task and the two photographs below. Make notes about the questions.

Compare the photographs and say how you think the people are feeling in these situations.

- What is happening in each photo?
- What similarities and differences are there?
- How do you think the people are feeling?

**6** Record yourself answering the questions in Ex 5. Try to speak for one minute.



## 8 What's in a number?

# WRITING

### an essay

**1** Complete the sentences with adverbs using the words in brackets.

- 1 ..... most teenagers are keen to become more independent. (obvious)
- 2 ..... learning to drive can be a challenging experience. (clear)
- 3 ..... there are many extra driving programmes for new drivers. (luck)
- 4 ..... young people give their friends lifts. (not/surprise)
- 5 ..... there are more restrictions on driving licenses for new drivers. (fortune)
- 6 ..... insurance companies are charging more for young drivers. (increase)
- 7 ..... some insurance companies require young drivers to take advanced driving courses. (similar)
- 8 ..... only one in twelve license holders in the UK is aged under 25. (incredible)
- 9 ..... one in five serious car crashes involves drivers under the age of 25. (sad)
- 10 ..... not all young people have enough money to pay for driving lessons. (unfortunate)

**2** Read the essay task. Which of the sentences in Ex 1 could be used in the answer, according to the information in the task?

In your English class you have been discussing the right age for young drivers to drive alone. Now your English teacher has asked you to write an essay.

Some people think that young people should only be allowed to drive alone between 8a.m. and 6p.m. Is this a good idea?

#### Notes:

Write about

- safety
- experience
- ..... (your own idea)

**3** A student has answered the question in Ex 2. Number the paragraphs in the correct order.

..... To sum up, although restricting hours might reduce accidents, in my opinion the problem is not age, but experience. Therefore, I don't think that this rule is a good idea.

..... Also, older drivers who have just passed their test wouldn't have to follow this rule even though they are just as inexperienced as young drivers.

..... On the one hand, I believe that reduced driving hours could reduce accidents. Obviously, the less time young drivers spend on the road the less likely they are to have an accident, especially if they don't drive at night, when conditions are more dangerous.

..... On the other hand, young drivers need to get more experience. They have passed their test just like everyone else, so they shouldn't have to follow different rules just because of their age. They should be allowed to get used to driving in different conditions and situations.

..... Not surprisingly, young drivers are often excited to finally gain their independence and enjoy driving their friends around. Sadly, not all of these drives are safe. Some people believe that restricting driving hours for young people would help, while others disagree.

**4** Which of these is the third point in the essay about?

- time     older drivers     supervision     accidents

**5** Read the essay again and find the student's arguments. Which arguments show that reduced driving hours for young people is a good thing? Which ones show it is a bad thing?

Good: ..... Bad: .....

**6** Read the essay task then complete the sentences below with your own ideas.

**Computers can record our browsing history. Is this a good or bad thing?**

Write about:

- privacy
- favourite websites
- ..... (your own idea)

It is a good thing because ...

It is a bad thing because ...

**7** Make notes for each point in your essay. Then make a paragraph plan, arranging your points in a logical order. Write your essay in 140–190 words.

**8** Read your essay and check it against the list.

- |   |                          |  |                          |
|---|--------------------------|--|--------------------------|
| There is an introduction in my first paragraph. | <input type="checkbox"/> | I have included a good balance of arguments. | <input type="checkbox"/> |
| There is a conclusion in my last paragraph.     | <input type="checkbox"/> | I have used linking words.                   | <input type="checkbox"/> |
|   |                          | I have used adverbs of comment.              | <input type="checkbox"/> |



# UNIT CHECK

**1** Rewrite the sentences using the word given. Use between two and five words, including the word given.

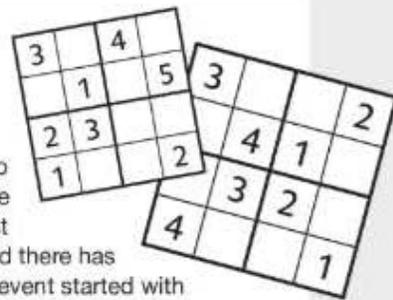
- Many people eat fish all over the world.  
**EATEN**  
Fish ..... all over the world.
- Someone has published a book on this subject.  
**BEEN**  
A ..... on this subject.
- A famous artist painted this portrait.  
**BY**  
This ..... a famous artist.
- We will announce the results later today.  
**BE**  
The ..... later today.
- The men are cleaning the windows.  
**BEING**  
The windows ..... at the moment.
- You can buy tickets from 9 a.m. on Monday.  
**GOING**  
The tickets ..... released at 9 a.m. on Monday.
- They were upset because a fire had destroyed their home.  
**BEEN**  
They were upset because their ..... a fire.

**2** Choose the correct answer (A, B or C) to complete the sentences.

- I went to the dentist last Monday and .....  
A had cleaned my teeth  
B got my teeth clean  
C had my teeth cleaned
- If you can't see that, you should .....  
A get your eyes tested  
B have your eyes test  
C have your eyes testing
- My computer's broken, so I'm .....  
A getting repaired  
B having repair it  
C getting it repaired
- My sister is really upset. She ..... last Saturday.  
A stole her bag  
B had her bag stolen  
C got her bag stolen
- Have you ..... yet?  
A had decorated your bedroom  
B got your bedroom decorating  
C had your bedroom decorated

**3** Complete the text with one word in each gap.

## The World Sudoku Championship



The World Sudoku Championship <sup>1</sup>..... organised each year <sup>2</sup>..... the World Puzzle Federation. The first competition <sup>3</sup>..... held in 2006 and there has been one a year since then. The event started with only a <sup>4</sup>..... countries represented, but now teams from all over the world take part. The next championship will <sup>5</sup>..... held in the UK and is expected to be the biggest yet.

The competition consists of around fifty puzzles which <sup>6</sup>..... solved by competitors, working to finish as quickly as possible. They <sup>7</sup>..... their answers checked by expert judges. The most successful players are Thomas Snyder of the USA and Jan Mrozowski from Poland. The championship has <sup>8</sup>..... won by both of these players three times.

**4** Write the opposites of the maths words.

- add .....
- multiply .....
- positive .....
- minus .....
- odd .....
- whole number .....

**5** Complete the sentences with these words.

light lights paper papers time times

- The teacher collected in the ..... at the end of the test.
- There isn't enough ..... for me to see clearly.
- Where have you been? I called you five .....
- There was a power cut and all the ..... went out.
- I've got a pen, but I haven't got any .....
- Hurry up! We don't have much .....!

**6** Complete the words according to the definitions.

- i \_ \_ \_ v \_ \_ \_ t : a change that makes something better
- n \_ \_ t \_ \_ e : a very difficult and sometimes frightening experience
- s \_ \_ g g \_ : try very hard to do something because it is difficult
- m \_ \_ u \_ \_ m \_ \_ : the weight, height or width of something
- t \_ \_ c k \_ : difficult to deal with because it is complicated
- s \_ \_ n \_ \_ d : a level that is considered normal and acceptable

# 9

## Express yourself

### READING

1 Complete the sentences with these words or phrases.

bunch contemporary don't have a clue endless  
on the contrary overcome suited

- Sarah dreams of being in the theatre, but she hasn't ..... her fear of speaking in public.
- People think I'm very serious. But, ....., I love dressing up!
- There were a ..... of people in fancy dress at the event. I was surprised to see so many.
- I loved those striped trousers. Unfortunately, I don't think they ..... me.
- This must be a very old costume, the design doesn't look very .....
- I want to make a costume I found on Pinterest, but I ..... how to sew.
- I can't decide what to wear to the fancy dress party – the options are .....!

2 Read the article quickly and choose the correct option.

All of the writers talk about dressing up in a

- A positive way.
- B negative way.
- C neutral way.

3 e Read the article again. Match the questions (1–10) with the teenagers (A–D).

Which teenager:

- describes a recent positive experience of dressing up?
- was inspired by someone else?
- doesn't share other people's attitudes to dressing up?
- has changed their ideas about dressing up?
- understands that not everyone shares their interest?
- mentions a famous superhero?
- explains why people have to wear certain clothes?
- makes a general connection between difficult situations and dressing up?
- thinks that other people feel the same way as them?
- makes a personal connection between clothes and personality?

### Extend

4 Find these words (1–6) in the text and match them with the meanings (A–F).

- pressure (text A)
- associated (text B)
- took their minds off (text B)
- leave behind (text C)
- grow out of (text C)
- stare (text D)

- A made a connection between two things
- B stop being involved with
- C look at for a long time
- D stop enjoying something as you get older
- E stopped them thinking about something (serious or difficult)
- F a way of working or living that causes you a lot of anxiety or stress

5 Read the sentence halves. Match (1–6) with (A–F) and complete them with these words or phrases.

associate grow out of leave behind pressure  
stare take your mind off

- When I move away to university, I'll
  - You and your friends should go out for a coffee
  - Don't let the ..... get to you –
  - I don't think I'll ever ..... playing video games –
  - You shouldn't ..... at people like that –
  - I wouldn't usually .....
- A ..... my childhood friends.
  - B you need to find ways to cope with it.
  - C to ..... the exam.
  - D this food with my country.
  - E I enjoy them too much!!
  - F it's rude.



# The power of dressing up



## A EMMA

Some people think that role playing events are a bit geeky, and to a lot of outsiders they probably look pretty strange. I get it, a group of teenagers dressed as knights and warriors running around isn't what you usually see in a park on a Saturday afternoon. To me, and to most of the other people who take part, I'm sure these events are a way of bringing our favourite characters to life. Who hasn't watched a film character do something really cool and thought 'I wish I could do that?' I know that I'm not really doing what the character does, but it's fun to act out what is in my head. Real life can be tough sometimes, especially when you've got the pressure of revising for school exams, like I have. Pretending to be someone else for a couple of hours is a nice way to escape that.

## B SAM

To be honest, I'd always associated dressing up with little kids. You know, running around with a cape pretending to be Batman or wearing fairy wings and pretending to fly! It just seemed like a way for children to entertain themselves. That's until I read an article about the actor Johnny Depp. After his daughter was very sick in a hospital in the UK, he went back there dressed as his character from the popular Pirates of the Caribbean movie, Jack Sparrow. Being visited by Jack Sparrow cheered the children up, which took their minds off of being seriously ill. It really made me think, and when I saw that a local hospital charity was looking for volunteers, I knew exactly what to do!

## C NICOLE

A lot of people think that fancy dress is just for children, and it's something you should leave behind as you grow up. But I think that people never really grow out of dressing up. Some professions require people to wear certain uniforms, either for practical reasons, like a surgeon wearing a mask, or so you can be easily identified like a store assistant wearing a shirt with the store logo and colours. Others choose to wear certain clothes because of the way it makes them feel. If you prefer casual clothes at the weekend, you may always choose to wear a tie to work because it makes you feel more powerful. Have you ever heard the expression dress for the job you want, not for the job you have? How is putting on a smart suit because you want to be the CEO any different to putting on a crown because you want to be a princess?

## D ERIC

If you saw me walking down the street, you would probably stare at me. Having bright green hair means that I'm probably the kind of person who loves attention, right? Actually, the opposite is true! I've always been really shy, especially in social situations. But the way I dress and style my hair gives me confidence. It feels like I'm playing a part – the part of Eric who can do anything he wants! It's a kind of body armour, I suppose. I'm also very creative, so what I look like is a way of showing this even when I can't express it to other people in words. The other day, I went for an interview for an internship at an art magazine. As soon as I walked in wearing big yellow boots and with rainbow-coloured hair the interviewer started smiling. I was able to relax knowing that my appearance made a good impression!



# GRAMMAR

## reported speech

1 Complete the tables. Write these words in the correct places.

don't change had to might past continuous past perfect (x2)  
past simple that that day the next/following day  
the day before/the previous day there

'I love painting,' said Jake. → Jake said that he loved painting (past simple).

Direct speech	Reported speech
present simple	0 ..... <u>past simple</u> .....
present continuous	1 .....
past simple	2 .....
present perfect	3 .....
may	4 .....
must / have to	5 .....
might, could, should, ought to, would	6 .....
today	7 .....
tomorrow	8 .....
yesterday	9 .....
here	10 .....
This	11 .....

add admit advise believe complain convince explain inform  
insist know mention promise realise think warn

verbs that follow the same pattern as *say* 12 .....

verbs that follow the same pattern as *tell* 13 .....

2 Complete the reported speech sentences.

- 'You're a great singer.'  
Paul told me ..... a great singer.
- 'It was difficult to get tickets.'  
Sam said that ..... to get tickets.
- 'We must leave at five.'  
Dad said that ..... at five.
- 'The painters are preparing for the exhibition.'  
Jess said that ..... for the exhibition.
- 'It may be a while before we sell your photographs.'  
They told me that ..... a while before they sold my photographs.
- 'I might be here for a few more hours.'  
My brother told me that ..... for a few more hours.
- 'You should show your project to the art teacher tomorrow.'  
Rebecca and Hugh said that .....

3 9.1 Listen to Dan talking about a singing class. Complete each sentence (1-8) with Dan (D) or Dan's sister (DS).

- ..... admitted that they **hadn't wanted / not to want** to go to the singing class.
- ..... convinced someone **they went / to go** to the singing class.
- ..... warned someone **that didn't sing / not to sing**.
- ..... realised **that they had / to have** to sing.
- ..... promised his sister/her brother that they **can / could** go home if he/she had to sing.
- ..... explained **that they had had / to have** a good time.
- ..... complained **that someone else was / someone else to be** a better singer.
- ..... advised people **to take / that took** the class if they wanted to be more confident.

4 Choose the correct words to complete the sentences in Ex 3.

5 Rewrite the sentences in bold using reported speech.

## My TV Audition

I had to wait for ages. Oh, and 'I **didn't** have anything to eat all day.

Jamie

Let me tell you about how it works. **The real audition process is different from on the TV.**

Sara

I don't care what anyone says, I'm sure that **I am going to be called back for a second audition.**

Anna

They only want to find people to be silly on TV. **It's all fake!**

Jorge

Thanks for your comments, everyone. **This forum will be closed soon.**

Moderator

**I'm not the best singer, but I went for a laugh!**

Nicola

- Jamie added .....
- Sara explained .....
- Anna insisted .....
- Jorge believed .....
- The moderator informed .....
- Nicola knew .....

# VOCABULARY

## visual arts

1 Read the meanings and complete the words (1–7).

- Moving images created from drawings:  
\_ \_ \_ \_ t \_ \_ \_
- Speak or act on behalf of someone else:  
r \_ \_ r \_ \_ \_ \_
- Something made by an artist, not copied:  
\_ \_ i \_ \_ \_ \_
- Make or draw the plans for something:  
\_ \_ \_ i \_ \_
- Something made by someone: \_ \_ \_ t \_ \_ \_
- Paintings or objects produced by artists:  
\_ \_ \_ \_ r \_
- Pictures or pieces of writing that are sprayed on a public place: \_ r \_ \_ \_ i \_ \_

2 Complete the advert with these words.

animation artwork creation design (v) graffiti  
original represent



Do you spend hours doodling and dream of making your own <sup>1</sup>..... movie? Or maybe you love artistic <sup>2</sup>..... and want to spray it on the side of a building for everyone to see!

Whatever type of art you <sup>3</sup>....., we want to see it! We are looking for exciting artists to <sup>4</sup>..... the city at the National Youth Art competition in May.

We know that young artists in our city are producing incredible <sup>5</sup>....., and we want to show the nation! Choose a personal <sup>6</sup>..... that demonstrates your style as an artist and send us a video to show us what you can do!

(Only <sup>7</sup>..... pieces can be considered.)

3 Complete the conversation with these words to form collocations.

art character culture experience imagination skill world

Hey, Gemma. Look at this cool piece of street

<sup>1</sup>.....



Wow! You did that?

No, only joking. It's by Banksy.

Banksy?

Oh, Gemma your knowledge of pop <sup>2</sup>..... is rubbish.

I don't really understand it. Maybe I've got no artistic <sup>3</sup>.....

Never mind. What do you think of this sketch I've done? It's a cartoon <sup>4</sup>..... I'm creating.

Brilliant! You have such a vivid <sup>5</sup>..... I don't know where you get your ideas...

My mum always says I live in a fantasy <sup>6</sup>..... but I guess I am creative! I'm going to an exhibition tomorrow. Do you want to come?

Why not! It'll be a good learning <sup>7</sup>..... for me!

4 Complete the text with the correct option (A, B or C).

## Don't be afraid to be different.

Just before the examiner called my name, I took a really deep breath. Even though my parents had tried to build <sup>1</sup>..... my confidence over breakfast, I was still very nervous. All that practice, all those rehearsals. Now, it was time to <sup>2</sup>..... it all together. When I started <sup>3</sup>....., I had no idea what to do. Our art teacher told us to be original, to do something that showed the way we see art. Last year I visited a famous dance company and I saw a girl whose dance movements were so expressive that it looked like art. That helped me think <sup>4</sup>..... the concept of my final project: art through dance. When I tried <sup>5</sup>..... the idea with some friends, they loved it. So, I invited them to join <sup>6</sup>..... and be part of the performance. Everyone else had done paintings or sculptures, but I'm proud that I did something different.

- |           |          |            |
|-----------|----------|------------|
| 1 A down  | B across | C up       |
| 2 A bring | B take   | C do       |
| 3 A on    | B out    | C in       |
| 4 A about | B up     | C through  |
| 5 A on    | B across | C out      |
| 6 A in    | B on     | C together |

## LISTENING

**1** **9.2** You are going to listen to an interview with a young person talking about managing her popular blog. Which of the things below would you expect her to mention? Then listen and find out which ones she mentions.

- |                |                          |              |                          |                |                          |
|----------------|--------------------------|--------------|--------------------------|----------------|--------------------------|
| advertising    | <input type="checkbox"/> | followers    | <input type="checkbox"/> | interviews     | <input type="checkbox"/> |
| blog post      | <input type="checkbox"/> | photos       | <input type="checkbox"/> | qualifications | <input type="checkbox"/> |
| video tutorial | <input type="checkbox"/> | blog traffic | <input type="checkbox"/> |                |                          |

**2** **9.3** Listen again and choose the correct answer (A, B or C).

- How does Lyndsey feel about the followers of her blog?
  - grateful that they are prepared to read her blog
  - surprised that so many are interested
  - keen to get more people to follow her
- Why did Lyndsey start her blog?
  - Her friend begged her to.
  - She wanted to teach other people.
  - She was working on a school project.
- What does Lyndsey find difficult about writing her blog?
  - getting unusual ideas
  - writing in a readable style
  - giving the right amount of information
- How does Lyndsey feel about being organised?
  - She accepts the need to keep followers informed.
  - She finds it hard to meet deadlines.
  - She realises the need for keeping detailed paperwork.
- Lyndsey puts a lot of photos on her blog
  - to avoid misunderstandings.
  - to spend less time writing.
  - to make her tutorials more interesting.
- What does Lyndsey say about following a routine?
  - It's tough to identify a useful one.
  - It can be adapted when necessary.
  - It improves the quality of her writing.
- What advice does Lyndsey give about blogging?
  - Practise using different media.
  - Never turn away from new ideas.
  - Be aware of your responsibilities.

## Extend

**3** Match the phrases (1–6) from the interview with the meanings (A–F).

- get inspiration
- motivate myself (to do something)
- be productive
- leaving it until the last minute
- shared it with (her friends)
- get in the way of (your creativity)

- do a lot of work/get good results
- doing something at the latest opportunity
- find ideas for something
- showed to other people
- prevent something from happening
- find a reason to do something

**4** Complete the sentences with the correct form of the phrases in Ex 3.

- His lyrics are so unusual, I can't imagine where he ..... from!
- The scholarship application deadline is tomorrow and you haven't finished. Why did you ..... ?
- Sally looks like she's ..... but really she is just pretending to work.
- Don't let the talent spotters ..... of your performance. Just do your best!
- It's been difficult to ..... to write my essay – I just don't feel like doing it!
- Jane will love this video! I have to ..... her.



# USE OF ENGLISH 1

**1** Match actions (1–3) with uses (A–C) to complete the rules for reporting questions, orders and requests.

- 1 To report *wh* questions,
- 2 To report *yes/no* questions,
- 3 To report orders and requests,

- A use a reporting verb + person + *to* infinitive
- B use *ask* + *if/whether*
- C use *ask* + *wh*-word

**2** Read the conversation and choose the correct options (A, B or C) to complete the sentences (1–5).

- Sally** Hi, Rich. How are you?  
**Rich** Not great, actually. I broke my wrist last weekend.  
**Sally** Oh no! How did you break your wrist?  
**Rich** I tripped when I was playing with my little brother in the park.  
**Sally** Did you break your right wrist?  
**Rich** Yes, that's why I'm so upset. I can't play my guitar!  
**Sally** Will you still be able to play in the concert on Saturday?  
**Rich** I don't know, it depends what the doctor says.  
**Sally** When are you going back to the doctor?  
**Rich** On Thursday.  
**Sally** I hope it goes well.  
**Rich** Me too!

- 1 Sally asked Rich
  - A how are you.
  - B how he was.
  - C if he is.
- 2 Sally asked Rich
  - A how did you break your wrist.
  - B did you break your wrist.
  - C how he had broken his wrist.
- 3 Sally asked Rich
  - A did you break your right wrist.
  - B if he did break his right wrist.
  - C whether he had broken his right wrist.
- 4 Sally asked Rich
  - A if he would still be able to play in the concert.
  - B will he still be able to play in the concert.
  - C that he will still be able to play in the concert.
- 5 Sally asked Rich
  - A when are you going back to the doctor.
  - B if he is going back to the doctor.
  - C when he was going back to the doctor.

**3** Read the sentences and match them with these reporting verbs. Then complete the reported speech sentences.

advised asked begged ordered reminded

Don't forget to post the letter!

1 My mum .....

Please, please come with us!

2 My friends .....

Don't come any closer!

3 The police officers .....

You should work harder!

4 My teachers .....

Please can you help me?

5 My friend .....

**4** Rewrite the sentences using the word given. Use between two and five words, including the word given.

1 'Please let me go to the concert,' said Felipe to his parents.

**BEGGED**

Felipe ..... to let him go to the concert.

2 'Have one more chocolate, you know you want to' said Rachel to Joe.

**PERSUADED**

Rachel ..... one more chocolate.

3 'Don't forget to bring your music book to band practice,' said Tina to Polly.

**REMINDED**

Tina ..... her music book to band practice.

4 'Turn that music off, now!' said the teacher to the students.

**TO**

The teacher ordered ..... the music.

5 'Don't wear headphones all the time – you'll get a headache!' my aunt said to me.

**WARNED**

My aunt ..... headphones all the time.

6 'Will, do you want to do guitar lessons?' asked Will's dad.

**ASKED**

Will's dad ..... to do guitar lessons.

# USE OF ENGLISH 2

1 Read the definitions and complete the words.

- 1 a\_\_\_\_\_ : a group of people who watch something
- 2 b\_\_o\_\_\_\_\_ : where tickets to a film or play are sold
- 3 c\_\_\_\_\_ : traditional style
- 4 i\_\_\_\_\_ : a short period between parts of a play
- 5 l\_\_\_\_ : not pre-recorded, happening now
- 6 m\_\_\_\_\_ : someone who makes/plays music
- 7 o\_\_\_\_-a\_\_ : outside
- 8 p\_\_\_\_ : a dramatic work to be acted in a theatre
- 9 q\_\_\_\_\_ : a line of people waiting for something
- 10 r\_\_\_\_\_ : a part in a play or film
- 11 s\_\_\_\_\_ : a raised area where people act
- 12 v\_\_\_\_\_ : a place where a public event happens
- 13 w\_\_\_\_\_ c\_\_\_\_\_ : very high quality

2 Read the complaints about a recent music festival. What is each person commenting on? Choose from these words.

acoustics appear background opening night  
performance row sold out



It kept changing colour behind the singer. It was really distracting and I couldn't concentrate on the music.

1 the .....



He obviously hadn't prepared. The biggest crowd was going to be on the second day, so it was like a warm up.

2 the .....



We waited 40 minutes for him to come on stage! 40 minutes!

3 He didn't ..... for ages.



Her voice was really quiet, I could hardly hear her. They clearly didn't think about the sound when they set up the tent.

4 the .....



There wasn't much space and the stage was so far away!

5 the back .....



She wasn't very energetic, she looked like she couldn't even be bothered to dance properly!

6 her .....



At least you got to go, I couldn't even get tickets!

7 It was .....

3 Read the notice and choose the correct answer (A, B or C).

## Drama club



This notice is for everyone involved in the school  
1 ..... at the open-air Crown Theatre

Don't forget that the final practice tomorrow is for everyone – people in the main 2 ..... and those who have just got small parts. It's really important to know all of your words before you get up on the 3 ..... in front of the 4 ..... Don't forget that this isn't television – we will be 5 ..... so you can't stop and do it again if you make a mistake!

If you're not in the play, we need your help! We need students to show people to their seats so that they sit in the correct 6 ..... Also, 'no photography' signs need to be put up, as people may want to take photos of the theatre, with its 7 ..... of tall trees, during the performance. Finally, we're also looking for one or two more 8 ..... for the band, so if you know someone who can play the guitar or the violin, bring them along!

- |                |             |              |              |
|----------------|-------------|--------------|--------------|
| 1 A play       | B drama     | C box office | D club       |
| 2 A techniques | B roles     | C types      | D characters |
| 3 A scene      | B venue     | C queue      | D stage      |
| 4 A conductor  | B producer  | C people     | D audience   |
| 5 A live       | B online    | C recorded   | D original   |
| 6 A line       | B row       | C queue      | D order      |
| 7 A location   | B room      | C costume    | D background |
| 8 A actors     | B directors | C musicians  | D writers    |

## Extend

4 Replace the words in bold with these words.

fan club lines premiere prop rehearsal

- 1 Have you ever been to a **first showing of a film**? .....
- 2 Do you belong to any **groups in which you talk about a favourite actor or musician**? .....
- 3 Would you like to watch the **actors practising** for a play in a famous theatre district? .....
- 4 Would you find it difficult to remember **what you had to say** if you were in a play? .....
- 5 How would you feel if lots of people were watching you and you dropped the **object you had to hold** in a performance of a play? .....

5 Answer the questions in Ex 4 about yourself.

# SPEAKING

1 Complete the questions (1–5) with these question tags and match them with the answers (A–E).

does it doesn't it haven't you is it isn't it

- This graffiti looks amazing, ..... ?
- This is definitely the most unusual learning experience, ..... ?
- You've already done this type of work, ..... ?
- This isn't a real place, ..... ?
- This doesn't sound very useful, ..... ?

- A Actually, I think it is. I'm sure I've been there.  
 B I agree, the other options are better.  
 C Yes, I did it last year.  
 D Really? I'm not a fan.

2 E Without a doubt!

2 Put these phrases for managing a discussion into the correct category.

Shall I start?    It is ... isn't it?    Shall we decide?    What's your opinion?  
 Would you like to start?    So, perhaps we should make a decision now.  
 What about ... ?    Which one would you prefer to talk about first?  
 Which do you prefer?    How about you?    What do you think about ... ?  
 Which do you think ... ?    Let's see if we agree.    What's your opinion?

Beginning the discussion	Keeping the discussion going	Making a decision

3 Read the speaking task and match students' comments (1–5) with the options (A–E).



- I think this is important because you can add emotion to the film – music makes a huge difference to how a scene makes us feel.
- This can totally transform what the actor's face looks like, so that viewers believe he or she is actually the character in the story.
- People watching feel like they're travelling to another place and can enjoy impressive views they wouldn't normally see.
- It's important to make one that people can't guess the ending to, because it can surprise people and keep them interested until the end.
- Well, these definitely help us to believe in a film, especially if the film is set in a different time. They might be very colourful and artistic, or fantastic, or very simple.

4 Complete the conversation below with these phrases.

isn't it    shall we begin    what about this one  
 what's your opinion    would you like to start

- A: OK, so <sup>1</sup>..... ?  
 B: Sure!  
 A: <sup>2</sup>.....  
 B: No, no, you can start.  
 A: Um, all right then. Well, Doing realistic make-up is important, <sup>3</sup>..... ? People need to believe what they can see on the TV or in film. Make-up artists need to make people look like monsters, or paint cuts on their faces so they look like they've been in a car crash or they can make actors look much older or younger.  
 B: Hmm, I guess, <sup>4</sup>....., choosing effective music? <sup>5</sup>..... ?  
 A: Oh, let me think. Music makes a huge difference, doesn't it? I mean imagine watching a funny falling-over sequence with dramatic violin music. It would be weird!  
 B: That's true.

5 Read the next part of the task and number the conversation in the correct order.

Which option do you think is the **most** important in making a successful film?

- B: I agree! You really have to think outside the box. ....  
 B: Good idea. Let's see if we agree. Which do you think is the most important? .....  
 A: Yes, that's true. OK, so we agree, then. ....  
 A: So, perhaps we should make a decision now. ....  
 A: Writing exciting plots because that keeps people interested. ....

6 e Look at the speaking task in Ex 3 again. Record your answer to these questions.

- Which one would you prefer to talk about?
- What's your opinion about soundtracks?
- The plot is the most important thing in a film, isn't it?
- So, perhaps we should make a decision now.

7 Listen to your recording. Did you answer the questions correctly and clearly, using some of the phrases on the page? If not, try again.

# WRITING

## a review

**i** Look at this notice from an English-language magazine. Choose the best introductory paragraph (A, B or C) to the review.

### Reviews wanted: Festivals!

We are looking for reviews of unusual festivals in the area where you live. Your review should include where the festival took place, what people could do at the festival and what you enjoyed best about it. Would you recommend the festival to other young people?

The best reviews will be published in our online magazine next month.



#### Gloucestershire cheese rolling festival

- A** It was a fun event. I have been there before and I enjoyed it both times.
- B** For the second year in a row, I was at the annual cheese rolling festival in Gloucester last May and it was just as exciting as the year before. I'm so glad that I decided to go again!
- C** Last month I went to a very strange festival. Over 4,000 people watched, but I wouldn't recommend it.

**2** Read the extracts from other reviews. Complete them with these words.

attend comment fantastic impressed let lifetime

The festival was an experience of a <sup>1</sup>.....! All of the entertainment was <sup>2</sup>....., and I can't believe that I got to see my favourite bands. I will definitely <sup>3</sup>..... again next year.

I was really <sup>4</sup>..... by the high standard of most of the facilities provided. However, I have to <sup>5</sup>..... on the food trucks. They ran out of chips and soft drinks in the morning, which <sup>6</sup>..... the rest of the organisation down.

**3** Write the words in the correct order to make sentences.

- 1** I / atmosphere. / enjoyed / What / the / was / best  
.....
- 2** understand / was / hard / to / What / was / accent. / his  
.....
- 3** was / boring / she / the / found / interval. / What  
.....
- 4** queue. / long / was / What / the / was / disappointing  
.....
- 5** was / I / the / like / didn't / price. / What  
.....

**4** Rewrite the sentences using sentences starting with 'What'. Follow the example.

- 0** The live performance was incredible.  
What was incredible was the live performance.....
- 1** The circus tricks were boring.  
.....
- 2** The sound system was too loud.  
.....
- 3** I enjoyed the sandwiches at the food truck best!  
.....
- 4** I really liked the performer's costumes.  
.....
- 5** The lack of organisation was annoying.  
.....

**5 e** Read the notice and make notes for a review. Then write your review in 140–190 words.

#### Reviews wanted

Public events!

We are looking for reviews of recent public events in your area, such as a music festival, a sports event, an exhibition or a show. Your review should include where the public event took place, who organised it, what people could do at the event and what you enjoyed best about it. Would you recommend the event to other young people?

**6** Check your review. Did you include all the points in the task, along with a clear introduction and some interesting language and ways to express your views?

# UNIT CHECK

**1** Rewrite the sentences in reported speech.

- 'I love going to the theatre!'  
Simon said that .....
- 'I've already seen this film.'  
Stacey complained that she .....
- 'We aren't going to the concert.'  
They told me that .....
- 'There may be some tickets left.'  
They explained that .....
- 'All art students must go to the new photography exhibition.'  
The teacher informed us that we .....
- 'You should see the new animation tomorrow.'  
My little brother told me that .....

**2** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 'I'll call you soon,' Oliver said to me.  
**TO**  
Olivier promised ..... soon.
- 'You should go to the poetry workshop,' my mum said to me.  
**ADVISED**  
My mum ..... to the poetry workshop.
- 'Let's order a pizza instead of going to the gym,' Mike said to Jim.  
**PERSUADED**  
Mike ..... a pizza instead of going to the gym.
- 'Don't stay out in the sun too long,' my dad said to me.  
**WARNED**  
My dad ..... out in the sun too long.
- 'Please bring your canvasses to the next class,' the art teacher said to us.  
**ASKED**  
The art teacher ..... canvasses to the next class.
- 'Are you ready for the competition?' Kelly asked me.  
**IF**  
Kelly asked ..... for the competition.

**3** Complete each sentence with a word from A and a word from B.

**A** artistic vivid think fantasy bring learning join art

**B** dealer world together up in skill  
imagination experience

- At the film studio, they taught us a lot about film-making. It was a great .....
- I can't believe this is the seventh sequel to the film! How do the writers ..... so many new plots?
- The singer started clapping and encouraged everyone in the audience to .....
- Children get lost in the ..... of the book and imagine that it is real.
- I think that music is a powerful tool to ..... people who might not usually be friends.
- Helen is really good at writing stories. She's got a very .....
- You must need a lot of ..... to do those very detailed drawings.
- He knows a lot about any type of painting because he is a well-known .....

**4** Complete the blog post with these words.

audience box office interval open-air row  
stage venue studio

## Rock reviewer ...

I saw a great rock concert last night! It was at an amphitheatre that was <sup>1</sup>..... so luckily it didn't rain! It was a fantastic <sup>2</sup>..... Best of all, I was sitting in the front <sup>3</sup>..... so I was really close to the band. It was so exciting when the lights went out and the band came onto the <sup>4</sup>..... It was an amazing concert and the <sup>5</sup>..... went wild when the band played some of their biggest hits. I was talking to some other fans during the <sup>6</sup>..... and it seems there's another concert soon. I'm definitely going to go! The tickets are released in two weeks. I'm going to look at the band's website every day - it has a <sup>7</sup>..... area to buy tickets. The band has been recording in the <sup>8</sup>..... recently so hopefully they'll play some of their new music!



# USE OF ENGLISH, UNITS 1-9

## PART 1

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

### Take another look at *maths*

Our modern world relies on mathematics, but very <sup>0</sup> *few* mathematicians are well-known! Most people <sup>1</sup> ..... maths a scientific subject that uses only <sup>2</sup> ..... thinking. However, some of the greatest mathematical discoveries are a result of creativity. The Greek Pythagoras was one of the earliest mathematicians. He wanted to gain more <sup>3</sup> ..... of shapes and, using only very simple <sup>4</sup> ..... , he developed some important theorems to <sup>5</sup> ..... the length and area of triangles. These principles are still used in engineering projects all over the world.

Alan Turing was a British mathematician who helped to understand German secret codes during World War II. After the war, he used his <sup>6</sup> ..... of numbers and codes to develop a computing machine – one of the earliest computers. Despite Turing's important work, there are no monuments or buildings <sup>7</sup> ..... after him. Mathematicians <sup>8</sup> ..... out solutions to all kinds of problems that affect our lives, so maybe we should celebrate them more.



- |                |               |             |               |
|----------------|---------------|-------------|---------------|
| 0 A little     | B small       | C slight    | <b>D few</b>  |
| 1 A consider   | B analyse     | C estimate  | D decide      |
| 2 A possible   | B responsible | C logical   | D decisive    |
| 3 A knowledge  | B fact        | C detail    | D information |
| 4 A furnishing | B accessories | C equipment | D outfit      |
| 5 A subtract   | B calculate   | C double    | D add         |
| 6 A opinion    | B work        | C ideas     | D experience  |
| 7 A named      | B dedicated   | C called    | D given       |
| 8 A catch      | B sum         | C get       | D work        |

## PART 2

For questions 9-16, complete the text with one word in each gap.

### Is this the **longest** gap year ever?

'If you'd told me five years <sup>9</sup> ..... ago ..... that I'd have been to twenty countries before my 23<sup>rd</sup> birthday. I probably <sup>9</sup> ..... have laughed!' said Lydia. But that's exactly what Lydia and her friend, Rose, have done. And they still have plans <sup>10</sup> ..... visit at least ten more before they stop.

So far, they have been travelling <sup>11</sup> ..... exactly five years.

'Sometimes we work,' says Rose, 'and sometimes we're given food and shelter

<sup>12</sup> ..... local people. People are incredibly kind. Once in the United States our train tickets <sup>13</sup> ..... bought for us because we didn't have enough money.'

They both agree that it is the best experience they have ever had. 'Some of our friends warned us <sup>14</sup> ..... to spend too long away because it would then be difficult to get a job, but we think this experience is just as valuable <sup>15</sup> ..... working. I don't want to look back when I'm older and think 'If <sup>16</sup> ..... I had travelled more!''



## PART 3

For questions 17–24, read the text below. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.

### Sherlock Holmes: The most popular fictional character?

My favourite fictional character is Sherlock Holmes and he has been popular around the world for over 100 years! The <sup>16</sup>.....*original*..... Sherlock Holmes stories were books. Since then, the character has been used in films and, most <sup>17</sup>....., a modern TV series, *Sherlock*. Some people don't like *Sherlock* because they find the flashbacks between the past and present a little <sup>18</sup>..... Personally, I think it's really clever. The writer must have a very vivid <sup>19</sup>..... to think of such interesting details and create such <sup>20</sup>..... stories.

Sometimes the cases Holmes takes on are really difficult but Holmes and his companion, Dr Watson, always find who the criminal is. This is <sup>21</sup>..... because neither Holmes nor Watson are trained police officers! They simply have a <sup>22</sup>..... ability to solve crimes.

I'd <sup>23</sup>..... recommend *Sherlock*. It's also a fun way to study if you're learning English, like me. Some of the words are a bit <sup>24</sup>..... but I always learn lots from my favourite detective!

ORIGIN

RECENT

CONFUSE

IMAGINE

DRAMA

IMPRESS

NATURE

CERTAIN

TRICK



## PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

0 I prefer watching football to playing it.

WOULD

I ..... *would rather watch football than* ..... play it.

25 Did you take the dog to the vet?

WHETHER

My mum asked

..... the dog to the vet.

26 You missed the bus because you got up late.

IF

You wouldn't have missed the bus ..... up late.

27 The pop star's agent gave the journalists a list of questions before the interview.

WERE

The journalists ..... a list of questions before the interview.

28 Eric's sister dyed his hair blue for him.

HAD

Eric ..... blue.

29 Natalie's brother has broken her laptop.

BY

Natalie's laptop ..... her brother.

30 I spent all my money on a plane ticket, but it wasn't a good idea.

WISH

I ..... all my money on a plane ticket.

# 10

## Practice test

### READING AND USE OF ENGLISH

#### Part 1

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

#### Why did dinosaurs become extinct?

Was it because of an enormous asteroid <sup>0</sup> hitting the earth or a huge volcanic eruption? These are the two main theories about why dinosaurs died out. It <sup>1</sup> ..... a mystery, especially since many other species survived: mammals, birds, frogs, even plants.

The asteroid theory comes from scientists discovering a <sup>2</sup> ..... of rock which dates from the time of the extinction. This rock <sup>3</sup> ..... a metal called iridium, which is rare on Earth but is found in material which falls from space. However, it is also found in the Earth's centre. Some scientists believe this may have spread across the <sup>4</sup> ..... of the Earth after volcanic eruptions from deep down inside it. This probably took place 65 million years ago and had a huge <sup>5</sup> ..... on all living things.

Some scientists believe the two things <sup>6</sup> ..... to cause the extinction of the dinosaurs. Others have <sup>7</sup> ..... that climate change was <sup>8</sup> ..... for what happened. Perhaps we will never know.

- |                 |            |                  |             |
|-----------------|------------|------------------|-------------|
| 0 A crashing    | B banging  | <b>C hitting</b> | D bumping   |
| 1 A stays       | B keeps    | C continues      | D remains   |
| 2 A slice       | B layer    | C row            | D coat      |
| 3 A contains    | B involves | C supports       | D maintains |
| 4 A cover       | B ground   | C surface        | D level     |
| 5 A impact      | B shock    | C control        | D power     |
| 6 A mixed       | B combined | C shared         | D added     |
| 7 A recommended | B advised  | C expressed      | D suggested |
| 8 A guilty      | B due      | C responsible    | D wrong     |

#### Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

#### The modern wonders of the world

Everyone has heard of the seven ancient wonders of the world, but <sup>0</sup> have you heard of the seven modern ones? As only one <sup>9</sup> ..... the ancient wonders is still standing (the Great Pyramid of Giza in Egypt), a list was put together of 21 existing monuments located around the world <sup>10</sup> ..... members of the public could vote for in order <sup>11</sup> ..... select the top seven modern wonders. 50 million people voted, and in 2007, the list <sup>12</sup> ..... published. Winners included the Great Wall of China and the Colosseum in Rome.

Most of us won't have the chance to visit many of these monuments in our lifetime. But <sup>13</sup> ..... you wanted to see <sup>14</sup> ..... all, how long would it take and what would it cost? Research shows that should you wish to see <sup>15</sup> ..... monument at its best time of year, you might <sup>16</sup> ..... able to do it in twelve months, at a cost of around £5,000, or over \$6,500!

## Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

### Really extreme sports

If you <sup>0</sup> ..... **pride** ..... yourself on doing things your friends wouldn't, then trying some of the world's most extreme sports might satisfy your <sup>17</sup> .....

**PROUD**  
**CURIOUS**

Bungee jumping is always <sup>18</sup> ....., but it's even more so if it's done over a river containing crocodiles! If that doesn't give you enough <sup>19</sup> ....., how about wing-walking? This isn't <sup>20</sup> ..... what it sounds like, though. Rather than walking along the wings of a parked plane, this <sup>21</sup> ..... involves being tied to the top of a plane's wings and flown around!

**MEMORY**  
**EXCITE**  
**EXACT**  
**ACTIVE**

If you *still* aren't satisfied, try walking along a high line fixed between two sides of a mountain, with the valley far below. Anyone <sup>22</sup> ..... enough to attempt this must surely get an enormous feeling of achievement.

**HERO**

While some people suggest that doing extreme sports is <sup>23</sup> ....., as long as they are done <sup>24</sup> ....., there needn't be any risk involved. Have fun!

**RESPONSE**  
**CARE**

## Part 4

For questions 25–30, 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. There is an example at the beginning (0).

0 I took the dog for a walk and then I sat down to watch TV.

**ALREADY**

By the time I sat down to watch TV, I ..... **had already taken** ..... the dog for a walk.

25 I don't want to take the bus – walking is a better idea.

**WOULD**

I ..... **take** the bus.

26 It was a bad idea to eat so much food at lunchtime!

**WISH**

I ..... **so much food** at lunchtime!

27 I went down to the beach for a swim every morning when I was a kid.

**GO**

When I was a kid I ..... **down to the beach** for a swim every morning.

28 Jacob couldn't enter the competition because he had an injury.

**ABLE**

Jacob ..... **enter the competition** because he had an injury.

29 It's always been my dream to go up in a hot air balloon.

**DREAMED**

I have always ..... **up in a hot air balloon**.

30 'What time are you planning to be home?' Mum asked us.

**WHEN**

Mum asked us ..... **planning to be home**.

## Part 5

You are going to read an article about teenage inventors. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

## Young inventors who changed the world

Some of the world's best-loved inventions were dreamed up not by adults, but by young people. While you may not have heard their names, teenagers have created everything from comic heroes to national flags ...

In 1933, student Jerry Siegel wrote a fantasy story about a hero called Superman, which his artistic classmate Joe Shuster illustrated. The character had no superpowers and wore ordinary clothes; he wasn't even particularly nice. Keen to get their story published and wondering whether this might be a problem, Siegel and Shuster developed Superman further. He reappeared as the character now popular with people all over the world: he could fly, had excellent vision, and wore the costume we know today. Possibly based on 'strongmen' who took part in circus performances in the 1900s, Superman's look was completed with a cloak and dramatic red and blue outfit. Siegel and Shuster, who had dreamed of great success, had achieved it.

Superman isn't the only teen invention in the arts world. Take hip-hop music. It didn't appear overnight, but two people well-known for being active in its development were youngsters Clive Campbell and Theodore Livingston. In the 1970s, Campbell, who was just 17, became a DJ, holding open-air street parties. He soon realised that his audiences were waiting for a strong beat to dance to, so with artistic skill he mixed beats from different songs. He also began calling out to the public who were attending the parties in an original style, and, line 29 along with his beats, this formed the basis of rap music. A new musical style was born. He soon had his own pupils, one of whom was 12-year-old Theodore Livingston, a musician who started by scratching a record by accident. He liked the sound, improved on it, and it later appeared on the first successful hip-hop track.

Another artistic teenage invention is the modern American flag. Many believe it was designed by Betsy Ross, who worked as an upholsterer, making repairs to furniture and covering items such as chairs with fabric. However, there's no evidence to confirm this. While she may have sewn some of America's original flags, Ross certainly didn't design the current one. *That* was thought up by 17-year-old Robert Heft in the late 1950s, when America's newest states, Alaska and Hawaii, were created, and a fifty-star design was needed. Heft produced a design for a school project, and when he complained about getting a worse mark than he thought he should for his creation, his teacher (possibly not very seriously) suggested that he sent in his design to the US government. Competing against 1,500 other designs, it seemed unlikely Heft's design would win – but it did, and this is the flag we see today.

Yet another result of teenage creativity is a writing system known as Braille. When he was just three, French boy Louis Braille lost his sight due to an infection. In the 1800s, it wasn't common for blind people to live fulfilling lives, but fortunately for Louis, France had the only school for blind children in the world. While he could listen to lectures, he realised he would never be able to read great literature. Wishing to do so, Louis decided to invent his own writing system which would help blind people to read. Louis was inspired by an army captain called Charles Barbier de la Serre, who had developed a system of writing which used raised dots on paper that could be 'read' by soldiers in the dark. Louis knew he could improve on it and spent three line 62 years developing the modern Braille alphabet, which is read by moving the fingers over the paper. By the age of 15, Louis had created something that still allows blind people around the world to read not only books, but music, watches, thermometers and even buttons in lifts.

So, if you have a great idea, but worry it may not be taken seriously because of your age, now you know differently!

- 31 What do we learn about Siegel and Shuster in the second paragraph?
- A They based Superman on someone they knew personally.
  - B They struggled to find a character people would like.
  - C They felt confident that their story would sell well.
  - D They were ambitious young men.
- 32 What does 'formed the basis of' in line 29 mean?
- A created the most important part
  - B supported the other elements
  - C became the main method
  - D was affected by
- 33 What is the writer doing in the first three sentences of the fourth paragraph?
- A providing details about how the American flag changed over time
  - B correcting a mistake people often make about the American flag
  - C describing what the first American flags were used for
  - D explaining how the first American flag was produced
- 34 In the fourth paragraph we learn that while he was at school, Robert Heft
- A was prepared to defend a design he had produced.
  - B received encouragement about his work from his teacher.
  - C did not have a good personal relationship with his teacher.
  - D felt he had a good chance of winning a design competition.
- 35 What does *it* refer to in line 62?
- A the modern Braille alphabet
  - B Louis Braille's reading and writing ability
  - C Charles Barbier's writing system
  - D the paper used for Barbier's invention
- 36 What is the main purpose of this text?
- A to encourage readers to think up their own inventions
  - B to emphasise the importance of following your goals
  - C to compare the successes of several young people
  - D to highlight what can be achieved at a young age

## Part 6

You are going to read an article about graffiti. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

## Is there any value in graffiti?

Banksy, perhaps the most successful graffiti artist of all time, keeps his real identity a mystery. But are we attracted to his work because it's brilliant, or is it the fact that we don't know who he really is that keeps us interested in graffiti?

It's a good question.

37  What are his intentions in doing so? To get powerful messages across to those who can help solve the problems. People pay attention to what he is saying, though whether street art like his will change the world remains to be seen. 38  Their work will be removed and they may even end up in prison – a possible consequence of breaking the law by painting on public property.

39  In many of these it is not only illegal, but considered messy and unattractive as well. It requires a lot of effort on behalf of owners and local governments to remove or paint over it. Yet despite banning it from public areas, graffiti just keeps coming back. So, why do street artists do it when they know they could be in big trouble? For many it's simply a desire to express creativity which they cannot ignore.

It may be seen as a modern 'problem', but graffiti has in fact been around for thousands of years. During its history it has represented much more than people's creative skills. 40  Messages of love, political messages and thoughtful ideas were all expressed on monuments and buildings throughout Ancient Greece, Egypt and Rome. In other regions, it was a simple way to share news with people in nearby villages.

The good news is that in some places, people believe that street art can be worth saving, just as those ancient messages have been conserved. In his home city of Bristol, UK, the public were asked to take part in an online vote to see whether one of Banksy's original pieces of wall art should be kept. 41  How that quality is measured depends on those in charge, but some say this is definitely a step in the right direction.

What's more, some communities are starting to provide a limited number of public walls that can be legally painted on. 'It makes us really competitive,' says one artist who uses such spaces. 'If you do something really good, other artists respect it and it gets to stay on the wall. If they don't think it's any good, it gets painted over.' 42  Maybe the next Banksy is on the way.

- A** Some of the earliest examples were scratched into walls rather than painted, and they were not seen as negative.
- B** It brings people together, it's healthy competition and it helps you improve your skills, he goes on to explain.
- C** And while Banksy might have become famous for painting pictures on walls, the vast majority of street artists will not.
- D** This is only one example of what is becoming an increasing problem in many places.
- E** And yet, in towns and cities across the world, graffiti continues to cover not only walls, but public transport and other property, too.
- F** They decided it ought to be, and now other places have also started to think about saving local artists' high-quality work, too.
- G** He is clearly a good artist, but one of the reasons behind his success is that he makes people aware of social issues.

## 10 Practice test: Reading and Use of English

### Part 7

You are going to read an article about teenagers who have their own businesses. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

---

Which person:

- 43 was not sure about creating an online business at first?
- 44 doesn't understand why people think she would change how she does business?
- 45 is keen on doing what she can to look after the environment?
- 46 accepted help from someone else in order to set up her business?
- 47 is thinking about increasing the range of items she offers?
- 48 only thought of items she'd kept when she saw what other people were doing with theirs?
- 49 felt nervous about what her first customers would say?
- 50 explains how she felt when she first sold something?
- 51 has a clear idea of what she would like to do in the future?
- 52 has enjoyed being creative since a young age?

43	
44	
45	
46	
47	
48	
49	
50	
51	
52	

## Teenage tycoons

Four successful teenagers tell us about their online businesses

### A Tegan, 15

I have an accessories business, making and selling not only jewellery, including necklaces and earrings, but handbags and other cute items, too. I've loved sewing since I was a kid – I was that girl who used to make outfits for my dolls! They were far from amazing and I had to make do with whatever bits of material I could find around the house. But I learned some useful skills, such as how to make really small things! Then I started to try out the things I make now and I gave them to people as gifts. They loved them and encouraged me to try selling them online. I hesitated because I wasn't sure I wanted to spend all my free time at my sewing machine. In fact, I really enjoy it, and my online shop's doing well. I'm considering trying out a range of bow ties I've made to see whether I can increase customer numbers.

### B Bernadette, 16

I buy and sell old records online. It was tough when I started out because I didn't earn any money. In fact, my parents lent me some so I could buy my first few albums. Business was slow in the beginning and I sold hardly anything. I didn't make the best choices when I was buying things but I couldn't afford really popular albums everyone wanted at that time. I didn't give up and slowly I built my business up and eventually managed to give back everything I'd borrowed. I'm finally starting to make money now and that's such an exciting feeling. Sometimes it's tricky having to send something off to a customer that I'd really like to keep for myself but you just have to do it. Friends are always asking whether I want to set up a high street shop. Why would I when I can buy and sell from home?

### C Carla, 17

I've been a big fan of football for as long as I can remember. I would go to matches with my dad as a child and I got to meet loads of players because he worked at the stadium. I'd always ask them to sign things – caps, T-shirts, whatever I was wearing. For years they sat in my wardrobe, forgotten. It was only when I came across a TV series about people selling what they'd found in their homes that the idea of doing the same with mine came into my mind. I set up a webpage and before long, I'd sold my entire collection. It gave me a great sense of satisfaction. I truthfully thought that would be the end of it. I'd made a nice bit of money and could afford to buy some stuff I wanted. But it wasn't enough and now I buy and sell other people's things for them!

### D Maria, 14

I produce packaging which I sell to other small online businesses. Items include wrapping paper and small boxes for gifts. I make sure everything I supply is recycled and can be re-used as well. It's important to me to be responsible and do my bit to conserve Earth's natural resources. I try to be imaginative with what I produce. I use old newspapers, cotton or wool from old clothes, envelopes ... It was pretty terrifying waiting for people to purchase things because I was sure they'd send my products back and say they were awful! I had nightmares waiting for the feedback. When it came through, they said they loved what I did! Hopefully people will keep making positive comments about my work. I'm not really planning to make a career out of this but you never know. There's one thing I'm sure I want to do and that's combine creativity with selling.

# WRITING

## Part 1

You **must** answer this question. Write your answer in 140–190 words in an appropriate style.

---

**1** In your English class you have been talking about travelling. Now your teacher has asked you to write an essay.

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



**'It is better to travel in your own country than to travel abroad.' Do you agree?**

---

### Notes

Write about:

---

- 1 the environment
- 2 learning languages
- 3 ..... (your own idea)

## Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 140–190 words in an appropriate style.

---

- 2 You see this announcement in your English-language college magazine.

### Website reviews wanted

Have you used a website which you found helpful for your studies?

Write us a review of the website, explaining why it was helpful and how it could be improved.

Tell us whether you would recommend the website to other students.

The best reviews will be published in the magazine next month!

Write your **review**.

- 3 You see this announcement on an English-language website.

### Articles wanted

We're looking for articles about what people think is the most useful school subject.

Which do you think is the most useful school subject?

Why is it more useful than other subjects?

What useful subject isn't taught at school that you think should be?

Write us an article answering these questions. We will upload the best article to our website.

Write your **article**.

- 4 You have received this email from your English-speaking friend, Alex.

**From:** Alex

**Subject:** role models

Hi!

We've been talking about role models in class at school and I wondered if you could help me complete a survey by answering these questions.

Who is your role model and why? What do you think makes a good role model? Do you think actors and sportspeople are good role models for young people?

Thanks!

Alex

Write your **email**.

# LISTENING

## Part 1

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

---

- 1 You hear two people talking about being volunteers.  
What do they agree about?

  - A how tiring some of the work can be
  - B how good it feels to help others
  - C how difficult it is to find volunteers
- 2 You hear a woman telling a colleague about her work as a pilot.  
How does she feel about a recent flight?

  - A disappointed in the way she coped with a problem
  - B surprised by how poor the weather conditions were
  - C upset by the way some of the passengers behaved
- 3 You hear a local radio announcement about some college courses.  
What should people who would like to join a course do?

  - A apply to do a course soon
  - B pay for courses in advance
  - C call to reserve a place on a course
- 4 You hear two students talking about a book they have read in class.  
What does the boy say about it?

  - A He disliked the main character.
  - B He was shocked by the ending.
  - C He found the plot amusing.
- 5 You hear two students talking about a lesson on organic food.  
What do they both say about it?

  - A They'd like to share information from it.
  - B They found some of the activities boring.
  - C They learned things they didn't already know.
- 6 You hear an interior designer talking about home decoration.  
What is she doing?

  - A advising on how to make a home comfortable
  - B describing what her own home looks like
  - C explaining where she gets her ideas from
- 7 You hear two people talking about a running race.  
What is the woman worried about?

  - A having an injury
  - B failing to win the race
  - C performing in front of people
- 8 You hear two friends talking about looking at Space through a telescope.  
What will they do this evening?

  - A look at a galaxy
  - B identify planets
  - C find patterns of stars

## Part 2

10.2 You will hear a university student called Sally talking about being a volunteer with a team that researches the behaviour of wolves.

For questions 9–18, complete the sentences with a word or short phrase.

### Working with wolves

Sally was interested to find out that wolves and other animals such as

<sup>9</sup>..... prefer to stay away from humans.

Sally learned that wolves live in groups which include not only parents and children but

<sup>10</sup>..... and other family members, too.

Sally discovered that a wolf's sense of <sup>11</sup>..... is particularly good.

Sally travelled with researchers by <sup>12</sup>..... to see wolves in their natural habitat.

The first time Sally saw a pack of wolves it was in part of a <sup>13</sup>.....

Sally was responsible for <sup>14</sup>..... the wolves while they were feeding.

Sally uses the word '<sup>15</sup>.....' to describe how she felt about spending time with visitors at the research centre.

One researcher recommended a book called '<sup>16</sup>.....' for Sally to read.

When Sally saw wolves near the research centre, she was amazed by the

<sup>17</sup>..... between pack members.

Sally enjoyed seeing the wolves in the wild but doesn't think she has the

<sup>18</sup>..... needed to be a researcher.

## 10 Practice test: Listening

### Part 3

-  10.3 You will hear five short extracts in which people are talking about music festivals they have been to. For questions 19–23, choose from the list (A – H) what each speaker says they liked most about the festival they went to. Use the letters only once. There are three extra letters which you do not need to use.

---

<b>A</b> the food	Speaker 1	19	<input type="text"/>
<b>B</b> the people	Speaker 2	20	<input type="text"/>
<b>C</b> the setting	Speaker 3	21	<input type="text"/>
<b>D</b> the music	Speaker 4	22	<input type="text"/>
<b>E</b> the atmosphere	Speaker 5	23	<input type="text"/>
<b>F</b> the number of visitors			
<b>G</b> the range of activities			
<b>H</b> the accommodation			

## Part 4

 10.4 You will hear an interview with a man called Jed, who is talking about his work as a set designer for theatres. For questions 24–30, choose the best answer (A, B or C).

---

- 24** Jed says many people think that set design
- A** is not as difficult as other kinds of work.
  - B** is only about creating large paintings.
  - C** does not involve working long hours.
- 25** Jed went into set design because he
- A** failed to become successful as an actor.
  - B** had always enjoyed being creative.
  - C** saw some set designers working.
- 26** When Jed started out as a set designer, he felt
- A** grateful to be given a chance to help out at a theatre.
  - B** embarrassed about some of the mistakes he made.
  - C** impatient to get a permanent job in a theatre.
- 27** Jed says that as a set designer
- A** he is a fast learner.
  - B** he has developed strong artistic skills.
  - C** his imagination helps him solve problems.
- 28** How does Jed say he feels when he finishes making a set?
- A** confident that he has done the best job possible
  - B** nervous that something might go wrong with it on stage
  - C** excited about watching the performance he's been involved with
- 29** Jed says that his favourite part of the job is
- A** checking that the equipment works properly.
  - B** watching actors use a set in an imaginative way.
  - C** being offered exciting new projects to work on.
- 30** When asked about the value of his work as a set designer, Jed says that
- A** his role in the theatre is a particularly important one.
  - B** the theatre can help people understand the world better.
  - C** entertainment is just as worthwhile as some other jobs.

## 10 Practice test: Speaking

# SPEAKING

## Part 1

 10.5 The examiner will ask you and the other student questions about yourselves. Listen to the questions and then answer them.

## Part 2

 10.6 The examiner will give you two different photographs and ask you to talk on your own about them for about a minute. You will also have to answer a question about your partner's photographs after they have spoken about them.

Listen to the recording and answer the questions.

### Student A

Why have the people decided to help others in these situations?



**Student B**

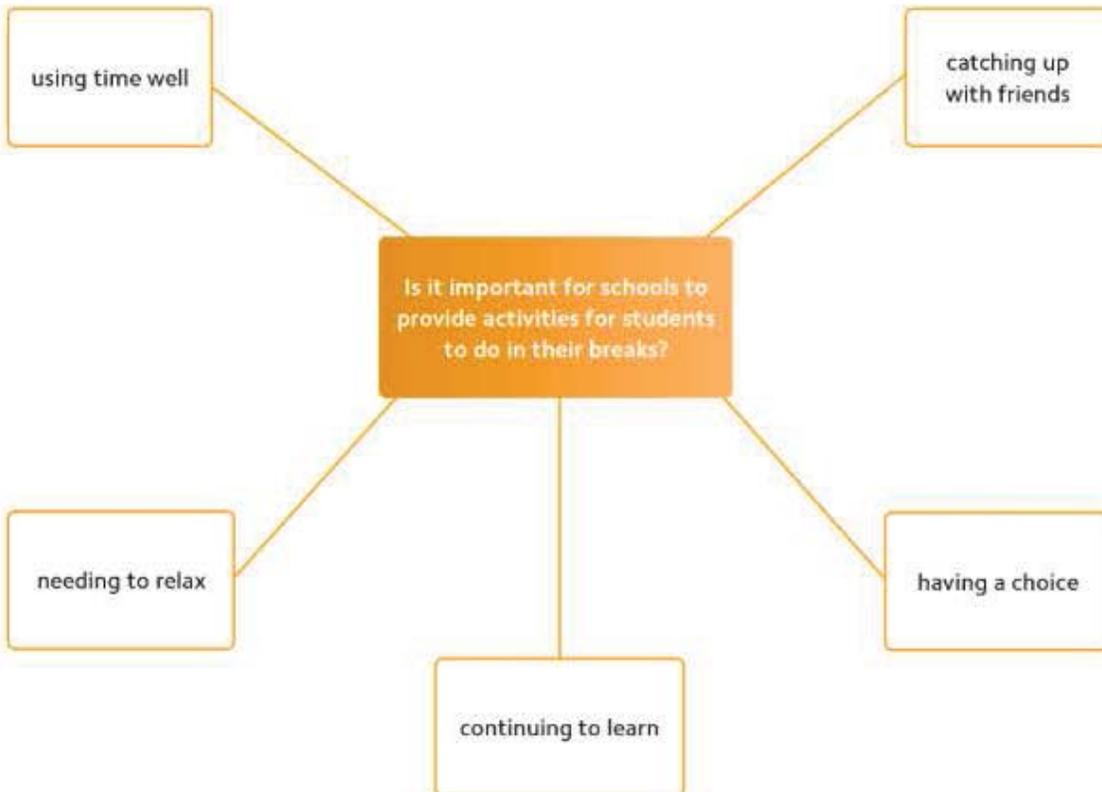
What are the people enjoying about celebrating these achievements?



## 10 Practice test: Speaking

### Part 3

10.7 The examiner will ask you and the other student to discuss something together for about two minutes. Read the task and listen to the examiner's instructions. Discuss the task.



### Part 4

10.8 The examiner will ask you and the other student questions related to the topic in Part 3. Listen to the recording and answer the examiner's questions.