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**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

**Cambridge English**

# Grammar AND Vocabulary

FOR

**FIRST**

AND

**FIRST FOR  
SCHOOLS**

**with answers**

**BARBARA THOMAS  
LOUISE HASHEMI  
LAURA MATTHEWS**

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# Learning and revising vocabulary

It is a good idea to keep a record of all new words in a vocabulary notebook. Make a note of the main features of the word so that you can use your notebook for reference.

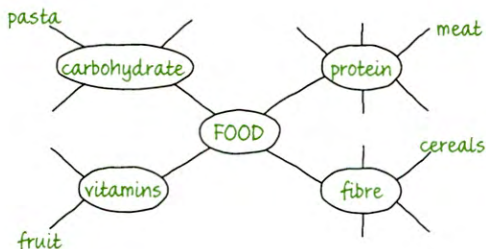
The example below records all the main features of the word. If you can't complete all the boxes when you first record the word, leave them blank and complete them later. If there is no word for this in your own language, you can leave the translation box blank.

orchard	<b>pronunciation:</b> /ɔːtʃəd/	<b>part of speech:</b> countable noun
<b>definition:</b>	an area of land where fruit trees grow	
<b>translation:</b>		
<b>example sentence:</b>	We saw some people picking apples in the orchard.	

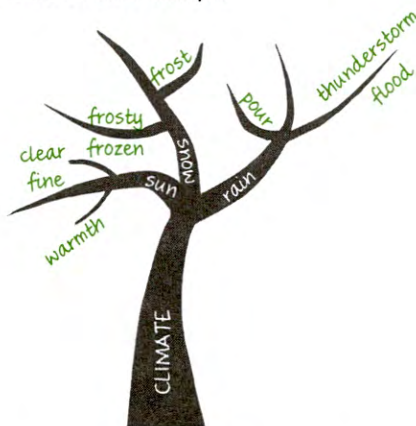
You may need to review/use a word up to 20 times before you have really learnt it. So even if you have already recorded some of the vocabulary in a unit, it is useful to write it down again to help you revise. You can do this as you work through a unit and as you go through the wordlists as revision.

Here are some ideas:

- Draw a mind map, like this one for learning food words:

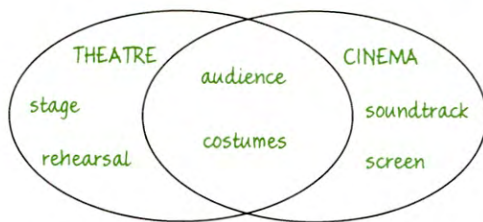


- or a word tree, for example:



Try to put all the nouns together, all the verbs together, etc. When you think you know the words in your mind map or word tree, draw it again and try to fill it in again without looking.

- Divide words into groups and write them in circles or boxes. Some of these may overlap, for example:

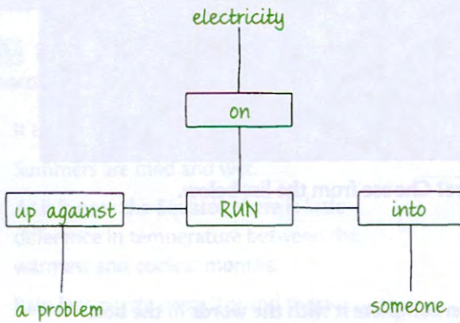


When you think you know the words, draw the circles or boxes again and see how many you can remember.

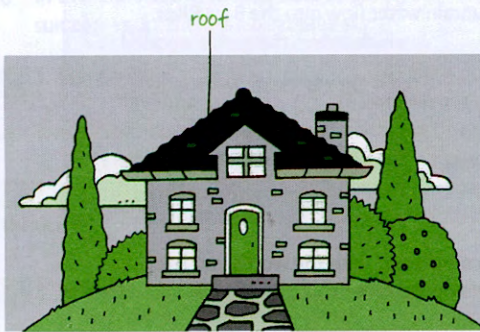
- For word-building, tables are useful, for example:

<b>Noun</b>	fear	amazement
<b>Verb</b>	to frighten	to amaze
<b>Adjective</b>	frightening, frightened	amazing, amazed

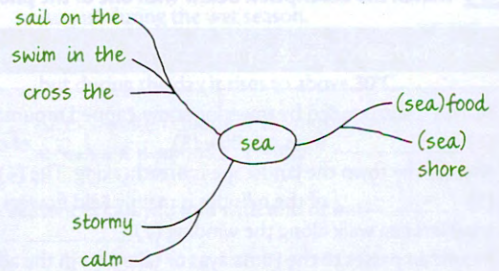
- Write down several phrasal verbs together, for example:



- Put the words onto a drawing, for example:



- Use other simple drawings to remind you what words mean; for example, smiley faces are good for positive feelings ☺ and negative feelings ☹ or for likes and dislikes or agreeing and disagreeing.
- Many common expressions should be learnt as whole phrases rather than as individual words. When you come across expressions like this, highlight them and then write them down in your notebook.
- Some words are always followed by a preposition so write the word and the preposition together (e.g. *worried about*, *afraid of* in Unit 28).
- Write down words with similar meanings together, e.g. *surprised* = *amazed*, *astonished*. It is also useful to write opposites together, e.g. *hard-working* ≠ *lazy*.
- Choose one word and note down other words that are often used with it, for example:

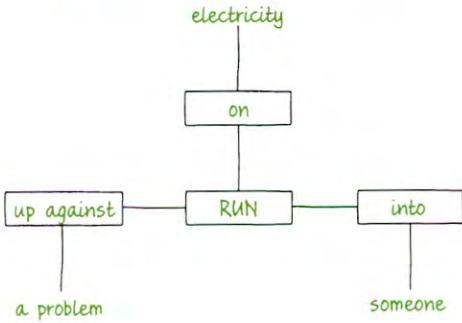




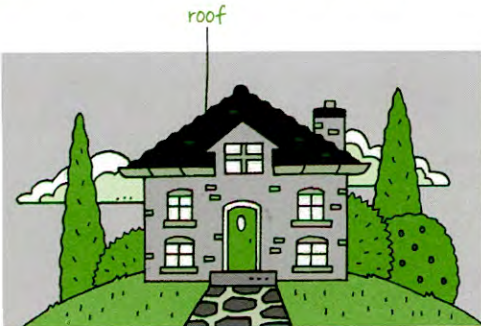
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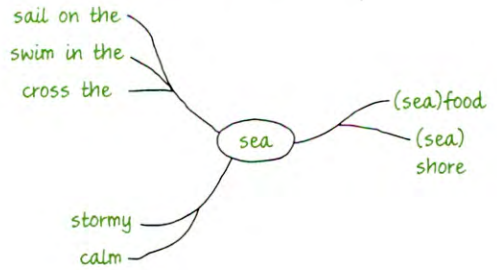
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- Put the words onto a drawing, for example:



- Use other simple drawings to remind you what words mean; for example, smiley faces are good for positive feelings 😊 and negative feelings ☹️ or for likes and dislikes or agreeing and disagreeing.
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- Write down words with similar meanings together, e.g. *surprised* = *amazed*, *astonished*. It is also useful to write opposites together, e.g. *hard-working* ≠ *lazy*.
- Choose one word and note down other words that are often used with it, for example:





1.1 Look at photos A and B. Where do you think the places are? Choose from the list below.

Brazil France India Kenya Morocco Thailand

1.2 Match the description below with one of the photos. Then complete it with the words in the box.

bank orchards peaks pine slopes springs streams tracks valleys vegetation

Manali is surrounded by towering snow-capped mountain (1) peaks and dense forests of (2) \_\_\_\_\_ trees. Shallow (3) \_\_\_\_\_ of clear mountain water flow into the Beas River. Around the town the landscape is breathtaking. The (4) \_\_\_\_\_ which covers the gentle wooded (5) \_\_\_\_\_ of the hillsides is mainly wild flowers and fertile apple (6) \_\_\_\_\_. Above Manali, travellers can walk along the winding (7) \_\_\_\_\_ through the narrow (8) \_\_\_\_\_ and high mountain passes to the Himalayas or take part in the adventure sports on offer. They can also relax in the village of Vashisht, on the left (9) \_\_\_\_\_ of the Beas River just a few kilometres from Manali, where hot (10) \_\_\_\_\_ emerge from the rock at about 50 degrees centigrade.

1.3 30 Listen to this description of the other photo and complete it with the words you hear.

This is a tropical rainforest. It's also sometimes called a (1) jungle. The trees are probably very old as they have very thick (2) \_\_\_\_\_. It's usually quite dark in the forest as not much (3) \_\_\_\_\_ gets through the trees. The (4) \_\_\_\_\_ that grow under the trees tend to have large (5) \_\_\_\_\_ in an effort to get as much light as possible. The (6) \_\_\_\_\_ in the rainforest is often very poor so the trees have shallow (7) \_\_\_\_\_, but some of them still manage to grow very tall with few (8) \_\_\_\_\_ near the bottom. They put all their energy into reaching the light! Rainforests are full of wildlife, from (9) \_\_\_\_\_ and snakes on the forest floor to monkeys and (10) \_\_\_\_\_ higher up.

1.4 Match the adjectives with their opposites.

cultivated deep mountainous muddy steep straight wide

- 1 shallow deep    2 narrow \_\_\_\_\_    3 winding \_\_\_\_\_    4 clear \_\_\_\_\_  
 5 wild \_\_\_\_\_    6 flat \_\_\_\_\_    7 gentle \_\_\_\_\_



**1.5** Write two or three sentences in your notebook about the place in this photo.



**V** Vocabulary note

Some words can have more than one meaning, and the second meaning may be idiomatic:

*I've got a mountain of work to do.* (= a huge amount of work)

*There was a flood of applications for the job.* (= suddenly a large number of applications)

**2.1** Read these sentences about two different climates. Decide which are about photo A and which are about photo B in 1.1.

- |  |  |
|--|--|
| 1 It is always hot and humid. <u>    B    </u>   | 7 The heavy snowfall in winter attracts skiers and tourists. <u>    </u>                       |
| 2 Summers are mild and wet. <u>    </u>  | 8 By mid-afternoon every day it pours with rain and thunderstorms are also common. <u>    </u> |
| 3 As it is near the Equator, there is little difference in temperature between the warmest and coolest months. <u>    </u> | 9 The area is often cut off because of snow. <u>    </u>                                       |
| 4 Rain falls nearly every day and there is no dry season. <u>    </u>  | 10 Floods sometimes occur in July and August during the wet season. <u>    </u>                |
| 5 In winter it becomes cold and frosty and the temperature falls to below 0°C. <u>    </u>                                 | 11 The temperature at night is 20–25°C but during the day it rises to above 30°C. <u>    </u>  |
| 6 In the rainforest, as dawn breaks and the sun comes up, there is a clear blue sky. <u>    </u>                           | 12 Skies are often cloudy in the mountains, whether it is summer or winter. <u>    </u>        |

**2.2** The sentences make two separate descriptions. Which sentences can you join with *and* or *but*?

A Summers are mild and wet, but in winter ...

**2.3** 31 Listen to a description of the climate in another country. Which part of the world do you think it is?

**2.4** Using 2.1–2.3 to help you, write a list of vocabulary you can use about your country's climate.

**3.1** **WORD BUILDING** Complete the sentences with new words made from the words in the box.

freeze globe mist storm tropic warm

- Yesterday the weather was so stormy that the waves were crashing against the houses by the beach.
- They were able to skate on the lake because it was                     .
- We climbed to the top of the mountain but it was so                      we couldn't see much.
- Everybody is staying inside as the forecast says a                      storm is on its way.
- We always appreciate the                      of the sun after a long cold winter.
- It is thought that some unusual weather is caused by                      warming.

# Exam practice

## Reading and Use of English Part 6

You are going to read a newspaper article about a trip to South America. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need.

### A trip to Patagonia

*Laura Holt goes in search of pumas, the large wild cats of South America*

Taking in a large area of Chile and Argentina, running along the Andes and down to where South America flicks its tail towards Antarctica, is a region called Patagonia and I was there on holiday. It was only my first day in the Torres del Paine National Park, a wild portion of Chilean Patagonia that's lavished with towering glaciers, snow-clad valleys and dramatic peaks.

Some other intrepid travellers come here to tackle the formidable 'W' circuit – an extended trek that links five key points in the national park over several days of scrambling up and down mountains. **1**  I therefore planned to take a more leisurely pace, in the back of a chauffeur-driven van.

We gathered around a fire on the first night at camp. **2**  A mother and her cubs had been spotted in the valley days before and a lone male had been seen casually strolling across the camp's wooden walkways. But by far the most startling tale was of a young puma cub which had found its way through an unlocked door into a hotel.

The next morning, we drove into the Patagonian plains. Overhead, majestic birds of prey carved black shadows against a brilliant blue sky. At Lake Sarmiento, oystercatchers squawked as we approached and elegant ostrich-like rheas pranced past like ballerinas. **3**  It was too large to be a grey fox and too small to be a guanaco, the curious llama-like creature that roams these lands.

'Did you see that?', my guide, Felipe, pointed. 'Puma?' I replied. 'I think so,' said Felipe. A sighting of this size was so lucky. Even if it was over in a flash. But I suddenly felt vulnerable, out there in the wilderness, with nothing but a stick to defend myself if it came near. **4**  Even so, I hoped I wouldn't have to put the theory to the test.

After a hearty barbecue beside the Blue Lagoon, it was time to set off again. We hurtled down unmade mountain roads at breakneck speed, past the milky green glacial flow of the Paine River. **5**  But I was soon back at the camp, exhilarated and utterly exhausted.

Over the next few days, the pace picked up steadily. There was a walk up to the Mirador Cuernos, through silent valleys of grazing animals, to a startling lookout point. **6**  On the way down, we watched herds of horses gallop past isolated farms with red corrugated roofs.

On the final day I said goodbye and drove out of the park. The closest I had come to seeing a puma may have been a fleeting glimpse but I realised it mattered little. For my search had made me study every crag and cave, bush and boulder in this vast, ultimately unknowable land all the more intensely.



- A At that point, I was more focused on staying upright than spotting pumas.
- B Suddenly, a fleeting shadow sent a bolt of excitement through us.
- C My goal, on the other hand, was to spot Patagonia's rare big cats and other wildlife.
- D The thunderclap of a distant avalanche was the only disturbance of the peace.
- E But with only 50 of these large cats in a huge area, there were still no guarantees.
- F Apparently, the best thing to do is stand completely still and all should be well.
- G Rumours of recent puma sightings were plentiful.



### Exam tip

Read the whole paragraph and then all the options. Make sure the one you choose fits before and after the gap.

## Writing Part 2: email

You have received this email from your English friend Joe.

**From:** Joe  
**Subject:** your climate

Hi, can you help me with something? We're doing a project at college about the climate in different countries. Please could you write and tell me about the climate in your country? Is the weather very different at different times of year? What do you like and dislike about it?

Thanks a lot.  
Joe

Write your **email** (140–190 words).



### Exam tip

You have several questions to answer here. Make sure you answer them all, and close your email in a friendly way. Plan your answer before you start, and make sure you write 140–190 words.

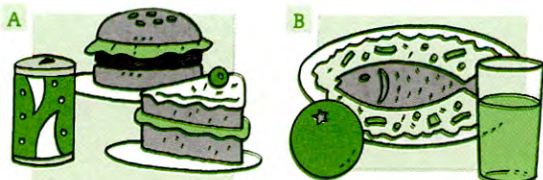
# 26

## Living a healthy life

### Health and fitness

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

salt fat vitamins protein fibre  
carbohydrate sugar calories



Meal A is high in salt and low in \_\_\_\_\_.  
Meal B is high in \_\_\_\_\_ and low in \_\_\_\_\_.

**1.2** ▶ **32** Listen to a sportsman talking about his lifestyle and underline the things he mentions.

going on a diet eating lean meat needing carbohydrate for energy eating substantial portions  
not putting on weight cutting out fat doing regular training drinking coffee  
getting enough sleep handling stress

**1.3** ▶ **32** Listen again. What would the sportsman say to these statements? True or false?

- I eat lots of fruit and vegetables. True
- I've stopped eating dairy products. \_\_\_\_\_
- I've cut down on chocolate. \_\_\_\_\_
- I occasionally eat junk food. \_\_\_\_\_
- I go to the gym regularly. \_\_\_\_\_
- I've recently given up smoking. \_\_\_\_\_
- I drink lots of water. \_\_\_\_\_
- I don't get much sleep at the weekend. \_\_\_\_\_

### V Vocabulary note

Diet can mean the food and drink normally eaten by an individual or a group of people:  
*I'm an athlete so I eat a healthy diet.*  
*Rice is the staple diet of many people in India.*  
Diet is also used when particular food is eaten for medical reasons or to lose weight:  
*The doctor put me on a low-salt diet.*  
*My jeans are tight, so I'm going on a diet.*

**1.4** Are the statements in 1.3 true or false for you? Rewrite any false statements to make them true for you.

**1.5** PHRASAL VERBS Complete the paragraph below using the correct form of these phrasal verbs.

come down with cut down on get round to go for keep to live on put on take up

If you want to stay healthy, you need to (1) keep to a healthy diet. Eat plenty of fruit, vegetables and salad and (2) \_\_\_\_\_ salt, fat and processed sugar. And if you want to avoid (3) \_\_\_\_\_ weight, it's definitely best not to (4) \_\_\_\_\_ junk food, because it contains all those things. Also, whatever your age, it's important to (5) \_\_\_\_\_ doing exercise on a regular basis, so think about (6) \_\_\_\_\_ a sport, or (7) \_\_\_\_\_ a regular walk or run. By doing all these things, you should build up a healthy immune system and avoid (8) \_\_\_\_\_ colds all the time.



**2.1** Match the phrases for minor medical problems (1–6) with the possible causes (A–F).

- |                        |                                       |
|------------------------|---------------------------------------|
| 1 get a blister        | A You're just recovering from flu.    |
| 2 have a stomach upset | B You've had a bad cough.             |
| 3 have a sore throat   | C You've eaten some undercooked meat. |
| 4 feel run down        | D You've just done a long flight.     |
| 5 lose your voice      | E You're getting a cold.              |
| 6 be jet-lagged        | F You've been wearing new shoes.      |

**2.2** Choose the correct words in these sentences.

- If you have burnt yourself badly, you go to the *casualty department* / *local surgery*.
- If you cut your hand and need *scars* / *stitches*, the doctor will give you a local anaesthetic.
- If you suffer from hay fever, the doctor will give you *antihistamines* / *antibiotics*.
- If you need medicine, the doctor will give you a *recipe* / *prescription* to take to the local pharmacy.
- If you break your leg, the doctor will put it in *plaster* / *bandage* as soon as possible.
- When travelling to some countries, you might need a *protection* / *vaccination* for a disease like yellow fever.
- If you need weighing, the nurse will ask you to step on the *weights* / *scales*.
- If the *symptoms* / *treatments* of your illness are obvious, it is easy for your doctor to decide what's wrong.

**ERROR WARNING** !

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

A **prescription** is the piece of paper on which the doctor writes the medicines you need:

*The doctor gave me a prescription for antibiotics.*

A **receipt** is the piece of paper you receive to show you have paid:

*I always keep the receipt when I buy clothes in case I want to change anything later.*

A **recipe** is a set of instructions telling you how to prepare and cook food:

*My mother gave me a really good recipe for bread.*

**3.1** **PHRASAL VERBS** Underline the phrasal verbs in 1–5 and match them with the descriptions.

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



# Exam practice

## Reading and Use of English Part 2

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

### The importance of physical activity

The pace (0) of modern life is very fast, and most people have busy and demanding lives. Consequently, eating (1) \_\_\_\_\_ balanced diet and doing physical activity make a big difference to overall health. (2) \_\_\_\_\_ we are all aware of how important exercise is for us, from our brains to our bones, many people spend far (3) \_\_\_\_\_ little time exercising. The good news is that (4) \_\_\_\_\_ is easier than you think to fit physical activity (5) \_\_\_\_\_ your day because you can do it at (6) \_\_\_\_\_ time and wherever suits you.

Remember that your feet were made for walking, so use them (7) \_\_\_\_\_ you get the chance. Walk around town, ignore lifts and escalators, and build up your leg muscles by climbing stairs. Next, get out and have fun. For example, kicking a ball about is a great way to spend time together (8) \_\_\_\_\_ a family, or with friends.



### Exam tip

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

## Writing Part 1: essay

In your English class you have been talking about how to be fit and healthy. Now your English teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

What is the best way to stay fit and healthy?

### Notes

Write about:

- 1 eating a healthy diet
- 2 making time to relax
- 3 \_\_\_\_\_ (your own idea)



### Exam tip

Remember to read the question carefully and plan your essay before you write. When you have finished it, read it carefully and check for grammar and spelling mistakes.





### 1.1 Read these words. Which is the odd one out in each group? Why?

- 1 choir composer conductor guitarist orchestra
- 2 beat lyrics rhythm chapter tune

### 1.2 ▶ 33 Listen to a woman talking about music.

- 1 Is she musical? Yes
- 2 Does she come from a musical family?
- 3 Can she play a musical instrument?
- 4 Has she ever sung in a choir?
- 5 Does she ever go to concerts?

### 1.3 ▶ 33 Complete the woman's statements. Then listen again to check.

- 1 I've always been able to sing in tune.
- 2 The rest of us        our hobbies.
- 3 I        in cello and violin.
- 4 When I was at school, I        in the school choir.
- 5 I        with a friend.
- 6 I've        in the car, or else I have       .

### 2.1 Read the music reviews below. Match the types of music with the reviews.

rock:             pop:             classical:             world music:       

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

2 This album is built around the work of legendary **composers** Andersson and Ulvaeus, whose songs defined much of 20th century music. Yet their **fans** may be surprised by these arrangements. **Old favourites** with catchy tunes from the 1970s and 1980s are effortlessly transformed into the band's own **distinctive style** with some very pleasing **harmonies**. Buy this one for your collection!

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

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

**2.2** Look at the words in bold in the reviews. Find the correct words for these definitions.

- 1 a song sung by two people duet
- 2 a combination of voices singing together in tune
- 3 a collection of recordings
- 4 people who write music
- 5 individual recorded songs
- 6 a re-recording of another musician's song
- 7 the special way someone does something
- 8 people who are really keen on a particular singer or group
- 9 familiar songs that everyone likes
- 10 the words written for a song

**2.3** Use words and expressions from 2.1 and 2.2 to write a short description of an album you particularly like.

**3.1** **34** Listen to four people describing different kinds of music. Which type is each person describing?

jazz folk rock 'n' roll country and western

- 1       2       3       4

**4.1** **35** Each of these words describes a sound, and can be used as a verb or a noun. Listen and write the correct word for each sound you hear.

bang bark smash sneeze snore  
splash tap whistle

- 1 bark      2       3       4   
5       6       7       8

**V** Vocabulary note

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

*I tapped on the car window to get her attention.  
She tapped her foot in time to the music.*

**4.2** Make sentences by matching 1–8 with A–H.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 It was really difficult to sleep</li> <li>2 There was so much dust in the house</li> <li>3 As Peter fell head first into the pond</li> <li>4 I knocked over the enormous vase</li> <li>5 The sports instructor was very strict</li> <li>6 When the wind blew</li> <li>7 The tune was very catchy</li> <li>8 The door slammed shut</li> </ol> | <ol style="list-style-type: none"> <li>A it whistled through the cracks in the old front door.</li> <li>B that I started to sneeze almost as soon as I arrived.</li> <li>C with a loud bang that made everybody jump.</li> <li>D and barked out instructions to the students.</li> <li>E and I heard my dad tapping his foot to the beat.</li> <li>F because my brother snored so much.</li> <li>G there was an impressive splash.</li> <li>H and it made a terrible noise as it smashed.</li> </ol> |
|---|--|



## Reading and Use of English Part 2

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

### Music and its effect on children

For all children, music provides an obvious opportunity for both self-expression (0) and creativity. But researchers have now also shown that a strong musical education provides so (1) \_\_\_\_\_ more. For example, music develops self-discipline: the child who devotes time to practising (2) \_\_\_\_\_ day is known to develop similar habits (3) \_\_\_\_\_ relation to other subjects as well. Organisational skills increase and the child learns (4) \_\_\_\_\_ is needed to be 'good' at something. In addition, band or choir members learn the importance of being a reliable member of a group and becoming a true team player, and (5) \_\_\_\_\_ necessarily always 'the star'.

Scientists have also discovered that learning to read music or play a musical instrument develops higher thinking skills. Any child (6) \_\_\_\_\_ is skilled at music also excels in problem-solving, evaluation and analysis. The part of the brain used to read music is the same (7) \_\_\_\_\_ the area used in mathematical thinking. This explains (8) \_\_\_\_\_ so many capable musicians are also good at maths.

### Writing Part 1: essay

In your class you have been talking about the importance of learning to play music. Now your English teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

Should everyone learn to play a musical instrument?

#### Notes

Write about:

- 1 whether playing music is enjoyable
- 2 whether everyone can learn to play an instrument
- 3 \_\_\_\_\_ (your own idea)

# 28

## Highs and lows

### Feelings

**1.1** ▶ **36** Listen to a boy called Nick talking about something that happened recently. Answer these questions.

- 1 Who came to watch Nick's team play? Why? \_\_\_\_\_
- 2 What happened after the match? \_\_\_\_\_
- 3 Who was chosen? \_\_\_\_\_

**1.2** Look at the adjectives below. Which are positive and which are negative? Write P above the positive adjectives and N above the negative ones.

ashamed confident disappointed embarrassed excited guilty jealous proud relaxed upset

**1.3** ▶ **36** Listen again. How do you think Nick felt:

- 1 after he scored the goal? \_\_\_\_\_
- 2 at the end of the day? \_\_\_\_\_

**1.4** ▶ **37** Now listen to Nick continue his story. Choose three adjectives from 1.2 to describe how he felt at the end of Saturday.

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

Hi Helga

Just wanted to tell you that I went to the seaside last Saturday with my friends. I was really glad that they phoned me because I was feeling fed up and I was relieved to have something to do. But when we got to the seaside I realised they were going to the theme park and I've always been scared of the big rides. I got a bit angry with them because they hadn't told me. But in the end they persuaded me to go with them. As I sat there waiting for the first ride to begin, I could feel my heart beating faster and faster, but as soon as it started I forgot to feel anxious about it because it was such fun. When I got off I was surprised to realise how much I'd enjoyed it and I went on all the other rides too! You must come with me next time.

Love, Tina

amazed	annoyed	depressed	frightened	pleased	worried
				glad	



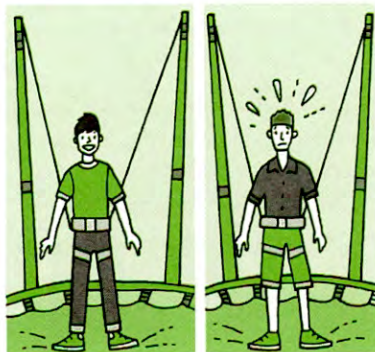
**2.2** The adjectives below also have similar meanings to the ones in the table in 2.1. Write them in the correct column. If there is one adjective in a column which is stronger than the others, underline it.

afraid astonished concerned delighted miserable furious terrified

**3.1** Look at the people in the picture. How are they feeling? Write as many adjectives as you can.

Paul: \_\_\_\_\_

Don: \_\_\_\_\_



Paul

Don

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

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

**4.1** Choose the correct adjectives in these sentences.

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

**V Vocabulary note**

Many adjectives for feelings can also be followed by (that) + subject + verb or infinitive (to ...):  
*Maria was sorry (that) she had missed the party.*  
*Maria was pleased to get the invitation.*

**4.2** Complete these tables.

<b>Noun</b>	fear	amazement	_____	_____	annoyance	_____
<b>Verb</b>	<u>frighten</u>	_____	_____	_____	_____	excite
<b>Adjective</b>	frightening frightened	_____	embarrassing embarrassed	pleasing pleased	_____	exciting excited

<b>Noun</b>	depression	_____	pride	anxiety	misery	_____
<b>Adjective</b>	_____	angry	_____	_____	_____	jealous

# Exam practice

## Listening Part 1

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



### Exam tip

Listen carefully for words which mean the same as words in the questions, e.g. if *frightening* is in the question you might hear *scary* or *terrifying* in the recording.

- 1 You hear a woman telling a friend about a conversation she had with her parents.  
How did her parents feel about her news?  
A furious that she wouldn't complete her studies  
B astonished that she hadn't consulted them  
C pleased that she'd made a good decision
- 2 You hear a man talking about an activity holiday.  
What opinion does he give of the holiday?  
A It was more suitable for teenagers.  
B The activities were too demanding for him.  
C The teaching was disappointing.
- 3 You hear two people talking about a film.  
How did they react to the ending?  
A They found it frightening.  
B It took them by surprise.  
C They felt it was unclear.
- 4 You hear a couple talking about their hotel.  
What are they slightly dissatisfied with?  
A the type of breakfast  
B the view from the room  
C the lack of entertainment
- 5 You hear two friends talking about a football match.  
How do they feel?  
A concerned about the future  
B astonished at the result  
C upset at their team's performance
- 6 You hear a voicemail message.  
What problem does the boy have?  
A He's had all his money stolen.  
B He needs a lift to the shop.  
C He needs to borrow some money.
- 7 You hear two people talking about a new colleague.  
What does the man say about her?  
A She often misses deadlines.  
B She sometimes loses her temper.  
C She seems distracted.
- 8 You hear an actor talking about her work.  
What does she find most difficult about it?  
A doing publicity interviews  
B wearing heavy make-up  
C remembering her words

## Writing Part 2: article

You see this notice in an international magazine.

### What makes you feel really happy?

Going on holiday? Being successful? Playing music? Seeing friends and family?

Write us an article telling us what makes **you** happy and why.

The best articles will be published in our magazine next month.

Write your **article** (140–190 words).



### Exam tip

Make the article lively and interesting for people to read. Talk about your own feelings and experience.




## 29

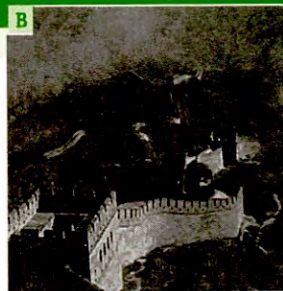
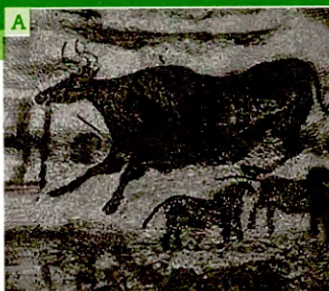
## Looking back

## The past, time

## 1.1 What do the photos show?

1.2  39 Listen to a teacher talking to his class about the photos. Write the information.

- A Location: France Age: \_\_\_\_\_ Purpose: \_\_\_\_\_  
 B Location: \_\_\_\_\_ Age: \_\_\_\_\_ Purpose: \_\_\_\_\_



## 1.3 Read what this student has written. Underline phrases you could use in your own writing. Then write a similar paragraph about a famous construction in your own country.

One of the oldest things you can see in Egypt is the Great Pyramid of Giza. It was built about 4,500 years ago as a tomb for a king called Khufu. It's absolutely enormous, and for centuries it was the tallest man-made structure in the world. It's very famous because it is the only one of the seven ancient 'Wonders of the World' that has remained intact. There are lots of ancient sites all around it, and archaeologists have discovered temples and many other buildings there.

## 2.1 Read this text and choose the correct words.

## The early history of Brittany (France)

We have archaeological (1) *evidence / facts* that people were living in Brittany, in north-western France, about 12,000 years ago. This period is known as prehistory, and there are no written (2) *catalogues / records* which go back this far, although the stone circles and monuments that the people built are still standing today in places like Carnac. The (3) *population / community* must have been very small in these prehistoric times. Historians have no precise (4) *scores / figures*, but there were certainly far fewer (5) *residents / inhabitants* than there are today. They belonged to different Celtic (6) *tribes / teams* and they are the (7) *ancestors / relatives* of modern French people. They survived by (8) *hunting / chasing* animals and gathering berries and fruit in the wild.

About 4,000 years ago, people in Brittany began to (9) *keep / settle* down rather than constantly moving around, and farming techniques improved. People began to grow crops and keep animals to provide meat, wool and milk. They also made (10) *tools / gadgets* out of iron, and this period is known as the Iron Age. The people of this time had quite sophisticated (11) *beliefs / opinions* and a strong tradition of telling (12) *histories / stories* orally, but they left no trace of a written language behind.

## ERROR WARNING !

History means all the events that happened in the past:

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

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

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

Story is also used to mean a news report:

*The main story on the news today is about the election.*

## 2.2 WORD BUILDING Complete the tables.

Noun	history	prehistory	archaeology	evidence	politics	presidency
Noun (person)	historian					
Adjective	historical historic					

Verb	populate	civilise	invade	reside	believe	survive
Noun						
Noun (person)						

### ERROR WARNING !

**Historic** means important (or likely to be important): *a historic building, a historic event/day*  
**Historical** means connected with the study or representation of things in the past: *a historical novel, historical documents*

### 3.1 Complete the sentences using the correct form of these verbs. Some of them can be used more than once.

last pass spend take

- Several years have passed since I saw my friend Jenna.
- Driving lessons usually \_\_\_\_\_ for about an hour.
- I \_\_\_\_\_ last weekend camping with friends.
- If I travel during the rush hour, it \_\_\_\_\_ me an hour to get to the city centre.
- Food \_\_\_\_\_ longer if you keep it in the fridge.
- I \_\_\_\_\_ three hours writing the report for today's meeting.

### 4.1 Match each of the expressions in bold with its meaning.

- |   |                           |
|---|---------------------------|
| 1 The party started at eight, and we arrived <b>on time</b> .                   | A sometimes but not often |
| 2 We've lived here <b>for some time</b> .                                       | B very soon               |
| 3 I'm just getting off the bus so I'll be there <b>in no time</b> .             | C not early or late       |
| 4 Ellie doesn't live near me now but I still see her <b>from time to time</b> . | D for quite a long period |

Now do the same with these expressions.

- |  |  |
|--|--|
| 5 I <b>have no time for</b> Lisa – she's so rude and negative!     | E to do something while waiting        |
| 6 I try to <b>make time for</b> sport at least three times a week. | F to do something without hurrying     |
| 7 I <b>killed time</b> playing on the computer until you got here. | G to have no respect for someone       |
| 8 <b>Take your time</b> deciding which course you want to study.   | H to leave enough time to do something |

### Vocabulary note

We use **last** to say how long something goes on for:

*The film lasts for an hour.*

If you **spend** time doing something, you do it from the beginning to the end of the time:

*He spent all day planning the trip.*

The verb **pass** refers to time going by:  
*Time passes quickly when you're enjoying yourself.*

If something **takes** time, you need that amount of time to do it:

*It may take us several weeks to get back.*



## 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 space. There is an example at the beginning (0).



## Exam tip

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

## The first people of Britain

The time from the arrival of the first modern humans to the beginning of recorded history was a (0) C of about 100 centuries, or 400 generations. We know little about what (1) \_\_\_\_\_ then because these ancient people left no written records. What we know about them comes from the (2) \_\_\_\_\_ that archaeologists have found at different (3) \_\_\_\_\_.

Throughout prehistoric times there were many different (4) \_\_\_\_\_ living in the British islands. These groups were often in (5) \_\_\_\_\_ with their neighbours and frequently attacked each other. However, they also had contact with people in other parts of Europe and (6) \_\_\_\_\_ with them regularly.

The first written accounts of Britain (7) \_\_\_\_\_ from the time when Julius Caesar and his army invaded over 2,000 years ago. Interestingly, the Romans did not increase the number of people in Britain by any great extent. To a population of three million, Caesar's army and administration (8) \_\_\_\_\_ only about 150,000.

- |   |            |               |                 |             |
|---|------------|---------------|-----------------|-------------|
| 0 | A duration | B length      | <b>C</b> period | D stretch   |
| 1 | A went on  | B passed out  | C went through  | D passed by |
| 2 | A claim    | B proof       | C evidence      | D sign      |
| 3 | A sites    | B positions   | C settings      | D grounds   |
| 4 | A families | B descendants | C tribes        | D classes   |
| 5 | A contest  | B fight       | C battle        | D conflict  |
| 6 | A traded   | B dealt       | C exchanged     | D bargained |
| 7 | A belong   | B exist       | C begin         | D date      |
| 8 | A grew     | B added       | C developed     | D raised    |



## Exam tip

## Writing Part 2: review

You see this notice on an international travel website.

Give your review a title (the name of the museum) and use positive adjectives and phrases when you make recommendations.

## Reviews wanted: museums across the world

We're doing a series on museums in different countries. Have you visited a museum that you found really fascinating? Describe it, and say why you found it so interesting. Recommend some exhibits that you think other visitors would enjoy, and explain why.

The best reviews will be published on our website.

Write your **review** (140–190 words).



**1.1** ▶ **40** Listen to three people speaking about women they admire. Match them with the photos.

**1.2** ▶ **40** Listen again and write down the adjectives used to describe each woman.

- 1 cheerful, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**1.3** Write two sentences about a famous person you admire, using some of the adjectives above.

**1.4** Read the descriptions that two students have written about a friend. Choose the best word for each gap.

I used to love playing with Sam when we were kids because he's very (1) C so he was really good at making up exciting games to play. But he didn't enjoy being in large groups because he was very (2) \_\_\_\_\_ and he didn't like other children playing with us. He's become a bit more (3) \_\_\_\_\_ since then and as a result he's got more friends now. But we had an argument the other day because I made a joke about his clothes. He's much too (4) \_\_\_\_\_ so it's really easy to upset him. I have to be careful what I say.

I met Emma quite recently. The best thing about her is that she's great fun to be with as she's always (5) \_\_\_\_\_ and she never seems to be in a bad mood. She's always got something to say – in fact, she's the most (6) \_\_\_\_\_ person I've ever met. She never gets anxious but in some ways she's far too (7) \_\_\_\_\_ about everything. For example, she nearly always arrives late when we meet up. I don't mind that, though. The only thing I dislike about her is that she can be (8) \_\_\_\_\_ to other people – she sometimes makes fun of them, which isn't nice.

- |   |               |              |                      |
|---|---------------|--------------|----------------------|
| 1 | A easy-going  | B thoughtful | <b>C</b> imaginative |
| 2 | A shy         | B selfish    | C hopeless           |
| 3 | A stubborn    | B outgoing   | C bossy              |
| 4 | A sensitive   | B sensible   | C sympathetic        |
| 5 | A caring      | B cheerful   | C demanding          |
| 6 | A talkative   | B generous   | C considerate        |
| 7 | A competitive | B lively     | C relaxed            |
| 8 | A impatient   | B unreliable | C unkind             |

### ERROR WARNING !

**Sensitive** = being easily upset:

*Tim is sensitive – he cries at a sad story.*

**Sensible** = showing good judgement:

*Sam is sensible – he always makes wise decisions.*

**Sympathetic** = understanding other people's problems:

*She was sympathetic when I explained why I was late.*



**1.5** Using some of these expressions from 1.4, write two positive and two negative sentences about someone you know.

He's very/really ... He's so ... He's a bit ... He's much/far too ... She's never/always ...  
The only thing I dislike about her is that she ... The best thing about her is that she ... She can be ...

**2.1** Match the adjectives in A with their opposites in B.

amusing - serious

A amusing adventurous generous gentle hard-working modest polite  
relaxed self-confident

B aggressive arrogant cautious lazy mean rude serious shy tense

**2.2** Choose the correct adjective from 2.1 for each sentence.

- 1 After Steve won the prize, he became rather arrogant and expected everyone to look up to him.
- 2 People who are \_\_\_\_\_ with their money rarely leave a tip.
- 3 It's \_\_\_\_\_ to walk into someone's office without knocking.
- 4 She could be a really good musician but she's too \_\_\_\_\_ to practise.
- 5 The day before my driving test I couldn't concentrate on anything because I felt too \_\_\_\_\_.
- 6 Animals are only \_\_\_\_\_ towards people if they are frightened or hungry.

**2.3** Look back at all the personality adjectives. Choose some that describe you and make a list.

**3.1 WORD BUILDING** We can add a prefix to some adjectives to make an opposite. The most common prefix is *un-*. Others are *dis-*, *in-*, *ir-* and *im-*. Write the correct prefix above each group of adjectives.

1 _____	2 _____	3 _____	4 _____	5 _____
polite patient possible	popular kind imaginative	considerate convenient expensive	honest satisfied	relevant responsible regular

### V Vocabulary note

These prefixes can be added to some nouns (e.g. *unhappiness*, *disapproval*, *impatience*).

The prefixes *un-* and *dis-* can also be added to some verbs (e.g. *unlock*, *dislike*).

**3.2** With some nouns, we can add *-ful* to make adjectives meaning 'having' and *-less* to make adjectives meaning 'lacking'. Complete the sentences by adding *-ful* or *-less* to these nouns.

care colour grace harm pain power thank

- 1 We were really thankful that we'd reserved seats as the hall was full.
- 2 That's the second wallet you've lost. Why are you so \_\_\_\_\_ ?
- 3 The president is the most \_\_\_\_\_ person in the country.
- 4 My foot is still \_\_\_\_\_ from when I hurt it last week.
- 5 You needn't be afraid of that snake. It's quite \_\_\_\_\_.
- 6 I love watching Mary performance because she's so \_\_\_\_\_.
- 7 Water is a \_\_\_\_\_ liquid.

# Exam practice

## Reading and Use of English Part 5

You are going to read an extract from a novel. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

line 3 Jenny half opened her eyes to stare at the glowing numbers of the clock radio on the bedside table. As it was still dark, she assumed that it was fairly early, but squinting at the clock she realised that it was nearly time for her to get up. She was irritated that the winter darkness had *beguiled her* into thinking she still had a few hours in bed.

line 11 As she turned over, she heard a noise from the other bedroom. The sound bore no relation to the images in the dreams she was leaving behind as she slowly woke up. Still half asleep, she realised it was the creak of a cupboard door. This was followed by footsteps padding around the room next to hers and then another creak. It was her father opening and closing his cupboard doors as he prepared for the day. He was always the first one up in the morning. She imagined that he would already have his tracksuit on and was picking up his trainers, about to put them on. The squeak of the bed as he sat down confirmed *that*.

Her father was predictable, she thought to herself fondly. The night before he had announced that he was going for his usual run by the lake, as he did every morning, no matter what the weather or what other people might want him to do instead. Jenny really admired the fact that he would stick to his plans, whatever obstacles were in his way. He'd do a few exercises to warm up on the terrace outside the house, and then he'd jog down the winding, tree-lined lane to the woods, where he would pick up speed before coming to the lake. He'd run twice around the lake, which at this time would inevitably be covered in mist, before coming home and having two boiled eggs for breakfast. But first of all, before even leaving the house, he'd have to find the woolly hat he always wore and fill his water bottle. This procedure would take a few minutes as he always threw his hat and bottle down on a chair in the kitchen when he came back, but he never remembered this the next morning and would therefore spend several grumpy minutes looking for them before he set off on his morning ritual.

Jenny heard her father go downstairs and waited for a few moments while she knew he would be filling his water bottle and fetching the back door key from a large hook. She then got out of bed, throwing on an old jumper that hung on the back of the door, in order to fend off the cold that enveloped the big old house at this time of year. She walked over to the window, and just at that moment, as she had anticipated, her father came out onto the terrace, stamping his feet to warm them up, his water bottle in his hand. How reassuring this was, in a world which sometimes seemed so confusing!

line 34 Jenny's father did his stretching exercises and, after a few minutes, he set off at a jogging speed down the line of leafless birch trees. As usual at this time of year, his movements were the only sign of life on the country lane as he headed off towards the woods and ultimately the lake. Then Jenny noticed something different. It was the figure of a man, his grey jacket camouflaged by the trunks of the birch trees. Once her father had passed, the man *melted* out from behind the trees and started to follow him.



**Exam practice**

- 1 What is meant by 'beguiled her' in line 3?
- A tempted her to wake up  
B deceived her into a wrong conclusion  
C attracted her immediate attention  
D distracted her from the clock
- 2 What is suggested in the second paragraph about the noise Jenny heard?
- A She could identify from it what was happening.  
B She was unsure at first where it came from.  
C She was annoyed because it had disturbed her sleep.  
D She wondered if it meant she might still be dreaming.
- 3 What does 'that' refer to in line 11?
- A the fact that her father had already got up  
B the part of the house her father was in  
C what her father was going to do next  
D where her father had sat down
- 4 How did Jenny feel about her father's behaviour?
- A She respected the fact that he always did what he intended.  
B She found it irritating that he forgot where he had put things.  
C She didn't understand why things never went wrong for him.  
D She thought it might be good for him to vary his routine.
- 5 Jenny went to the window in order to
- A make sure her father had everything he needed.  
B see if the weather was suitable for her father to go running.  
C check that nothing unusual was happening outside.  
D confirm that her father was keeping to his usual habits.
- 6 The word 'melted' in line 34 is used to emphasise the fact that the person in the trees
- A didn't realise they had been seen.  
B had been waiting there a long time.  
C had to hurry to keep up with Jenny's father.  
D didn't want to make any sudden movements.

**Exam tip**

Read each paragraph carefully before you answer the question as it may test more than one or two sentences.

**Writing Part 2: article**

You see this announcement on an international website.

**Articles wanted****What qualities do you look for in your friends?**

Do they have to be reliable and honest, amusing and good company, or something completely different? Write and tell us what you look for in your friends in general, and describe one of your closest friends. The best articles will be posted on the website.

Write your **article** (140–190 words).





### 1.1 Copy the table in your notebook and write these activities in the correct column.

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

go	play	do
running	volleyball	judo



### 1.2 Complete the sentences below with words from boxes A and B. Some words are used more than once.

A a course a court a pitch a track

B a bat clubs a racket a stick

- Golf is played with clubs on \_\_\_\_\_.
- You play squash on \_\_\_\_\_ with \_\_\_\_\_.
- You play hockey on \_\_\_\_\_ using \_\_\_\_\_.
- Tennis is played on \_\_\_\_\_ and you need \_\_\_\_\_.
- Cricket is played with \_\_\_\_\_ on \_\_\_\_\_.

One word in the boxes is not used in sentences 1–5. What is it, and which sport is it associated with?

### 1.3 Answer these questions about people who play sports.

- Someone who goes running is a *runner*. Which of the other sports in 1.1 add *-er*?  
skater,
- Someone who plays volleyball is a *volleyball player*. Which of the other sports add *player*?  
 \_\_\_\_\_
- What is the word for someone who does these each of these sports?  
 cycling: \_\_\_\_\_ gymnastics: \_\_\_\_\_ athletics: \_\_\_\_\_



**2.1** ▶ 41 Listen to three people talking about different sports/activities. Which sports do they describe?

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_ Speaker 3: \_\_\_\_\_

**2.2** ▶ 41 Listen again and write the adjectives used to describe each sport.

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_ Speaker 3: \_\_\_\_\_

**2.3** Write four sentences about a sport you play. Say how you feel about it, what you do and what equipment you use.**3.1** Complete these sentences with the correct form of *win* or *beat*.

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

**V** Vocabulary note

We use **win** for competitions and prizes:  
*win a race, a semi-final, a cup, a medal, a trophy*

We use **beat** for people and records:  
*beat another team, an opponent, a rival, a record, a time*

We use **beat** (someone) at a game or sport:  
*My brother always beats me at chess.*

**4.1** The verb *run* can be used in different ways. To show the meaning in each of these sentences, replace *run* with one of the verbs below in the correct form.

flow manage go do work

- My cousin has been running a small restaurant for several years now. managing
- Tears of laughter ran down her face as she watched the film. \_\_\_\_\_
- The washing machine is running much better since the electrician came. \_\_\_\_\_
- The mechanics ran a final check on the car before the Grand Prix started. \_\_\_\_\_
- There's a bus to the beach which runs several times a day in the summer. \_\_\_\_\_

**4.2** PHRASAL VERBS Write the correct noun and choose the correct phrasal verb in each of these sentences.

children families friends petrol problem teachers

- If you criticise the teachers at your college, you run them down / run over them.
- You often find that dark hair runs in / runs on certain \_\_\_\_\_.
- When you meet some \_\_\_\_\_ unexpectedly in the street, you run into / run over them.
- When \_\_\_\_\_ are very naughty, their parents sometimes run up against / run out of patience.
- If you're facing a difficult \_\_\_\_\_, you've run up against / run through it.
- Most cars these days run on / run into unleaded \_\_\_\_\_.

# Exam practice

## Reading and Use of English Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. There is an example at the beginning (0).

- 0 Jane Ashdown won the final, pushing Olga Nemitov back to second place.

**BEATEN**

Olga Nemitov was beaten into second place in the final by Jane Ashdown.

- 1 Jill's boss explained all the details of the contract to her, but it took a long time.

**RUN**

It took Jill's boss a long time \_\_\_\_\_ all the details of the contract with her.

- 2 France managed to win the trophy at the end of a very tough match.

**SUCCEEDED**

France \_\_\_\_\_ the trophy at the end of a very tough match.

- 3 The local garage fixed my car and now it is working well.

**RUNNING**

My car has \_\_\_\_\_ was fixed by the local garage.

- 4 The builders faced many problems when they started laying the foundations.

**RAN**

The builders \_\_\_\_\_ of problems when they started laying the foundations.

- 5 I first took up sailing seven years ago.

**WENT**

I \_\_\_\_\_ time seven years ago.

- 6 I think Susie has inherited her musical ability from her parents and grandparents.

**RUNS**

I think being musical \_\_\_\_\_ family.



**Exam tip**

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

## Writing Part 2: email

You have received this email from your Canadian friend Michael.

**From:** Michael

**Subject:** sport

I'm hoping you'll help me with a project I'm doing on sport. Could you write and tell me which sport is most popular in your country and why? And what about you – do you prefer playing sport or watching it?

Write soon – thanks a lot!

Michael

Write your **email** (140–190 words).



# 32

# My world

## Friends, family and relationships



**1.1** ▶ **42** Listen to four people talking about a friendship. How well do they know the person they are talking about? Write A (very well), B (quite well) or C (not well at all).

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_ Speaker 4: \_\_\_\_\_

**1.2** ▶ **42** Use these verbs to complete the extracts from the recording. Then listen again to check.

enjoy fell fell get get have keep lost make make spoken told

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

**Speaker 2:** I (6) \_\_\_\_\_ madly in love with her.  
We (7) \_\_\_\_\_ on really well together.  
I'd really like to (8) \_\_\_\_\_ to know her.

**Speaker 3:** We (9) \_\_\_\_\_ touch for a while.  
We (10) \_\_\_\_\_ each other's company.  
We (11) \_\_\_\_\_ in touch now.

**Speaker 4:** I don't (12) \_\_\_\_\_ friends easily.  
We (13) \_\_\_\_\_ things in common.

### V Vocabulary note

We say **get engaged/married** to someone, but **get divorced from** someone.

We also say **go out with** someone and **propose to** someone.

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

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1 We were very _____ friends.     | 2 He was my _____ friend.             |
| 3 Our fathers were _____ friends. | 4 Jasmine and I became _____ friends. |

**2.1** Here is part of an email. Choose the correct words.

As you know, my family moved two months ago. During the summer holidays, my (1) *parents / relatives* were both busy at work and I didn't know anyone. So I joined a music class to get to (2) *know / meet* some people. I very quickly (3) *got / made* some new friends, although I soon found out that I would never (4) *get / become* a brilliant performer! One girl is a (5) *neighbour / colleague* who lives in the flat next door to ours and we have lots of things (6) *in / on* common. We see (7) *the / each* other nearly every day. We get (8) *on / with* well together and we almost never fall (9) *down / out*! So the move is working out well for me so far.

## 2.2 Which of the people in the box below are relations? Underline them.

classmates colleagues cousins partner nephew widow flatmates couple acquaintance  
neighbours aunt stepfather sister-in-law friend grandparents fiancé(e) penfriend

## 2.3 43 Listen to a teenage girl talking about her family and friends and mark the statements T (true) or F (false). Correct the sentences that are false.

- 1 She gets on very well with her stepsister. \_\_\_\_\_
- 2 She thinks family are more important than friends. \_\_\_\_\_
- 3 She and her friends have different interests. \_\_\_\_\_
- 4 She rarely has disagreements with her friends. \_\_\_\_\_
- 5 She met her friend Meena at primary school. \_\_\_\_\_

## 3.1 Read this biography and choose the correct words. Then put A–F in the correct order.

### BIOGRAPHY: David Davies (1818–1890)

David Davies made an incredible journey during his (1) *lifetime* / *generation*.

- A He then changed direction and became involved in building railways and then bought more land. His (2) *outlook* / *destiny* was decided when he found coal underneath.
- B In fact, he left school at 11 to work on the land. His father died when he was 20 years old and, as the (3) *eldest* / *older* of nine children, he was expected to (4) *support* / *provide* the family.
- C He later became a well-known politician but he never lost touch with his (5) *roots* / *ancestors*. He was popular, inspiring (6) *obligation* / *loyalty* among his friends, family and workers, paying for schools and chapels in his local (7) *household* / *community*.
- D He worked hard to do so and he managed to buy several farms in the area where he had been (8) *brought* / *grown up*.
- E He became the richest man in Wales even though he didn't come from a wealthy (9) *condition* / *background*.
- F It was from the mines which he set up there that his family made their (10) *fortune* / *funds*.



After his death, his granddaughters spent some of the money they had (11) *inherited* / *granted* from him on paintings, which have since become very famous. When they died, they (12) *saved* / *donated* 260 of these paintings to their country and they are now in the museum for everyone to see.

## 4.1 There are lots of expressions with the word *life*. Choose one expression to follow each sentence below.

- |   |                       |
|---|-----------------------|
| 1 She's always enthusiastic and loves being busy.                       | A That's life.        |
| 2 There's no point worrying about things that might not happen.         | B It's her life.      |
| 3 You should go out more instead of studying every weekend.             | C She's full of life. |
| 4 I haven't seen you for ages.  | D Get a life!         |
| 5 I don't want my daughter to give up her job but it's her decision.    | E How's life?         |
| 6 The only day it rained last week was the day we chose for our picnic. | F Life's too short.   |



## Listening Part 3

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

- A The arrangements were unclear.  
 B There was no public transport to the venue.  
 C The party was less formal than expected.  
 D The quality of the food was poor.  
 E Someone fell ill during the party.  
 F There wasn't enough for the children to do.  
 G The venue was unsuitable for some people.  
 H There wasn't enough space.

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

## Exam tip

Several speakers may mention something connected to a statement, e.g. something about children or food, but only one speaker will say something which exactly matches it.

## Writing Part 1: essay

In your English class you have been talking about families. Now your English teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

'You have to be strict to be a good parent.'  
 Do you agree with this statement?

## Notes

Write about:

- whether it's good for children to have rules to follow
- whether children need to learn from their own mistakes
- \_\_\_\_\_ (your own idea)



## Exam tip

Remember to write about both the points in the notes and an idea of your own. There should be a clear conclusion at the end of your essay.

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

board control crew gate headset pass passport security terminal visa

Now read the text and complete it with the words in the box.

First of all, don't forget to check that your (1) passport is up to date and to find out whether you need a (2) \_\_\_\_\_ for the country you are visiting. Also, if you are travelling from a large airport, make sure you go to the right (3) \_\_\_\_\_ as there is sometimes more than one. When you arrive at the check-in desk, your bags will be weighed and you will be given a boarding (4) \_\_\_\_\_ with your seat number, if you haven't already checked in online. You then proceed to the departure lounge after going through passport (5) \_\_\_\_\_ and undergoing a (6) \_\_\_\_\_ check. Look at the departure (7) \_\_\_\_\_ in the lounge so you know which (8) \_\_\_\_\_ number you must go to when it's time to board. The cabin (9) \_\_\_\_\_ will direct you to your seat on the plane, and you have to fasten your seat belt before take-off. You will be served refreshments and most companies provide an entertainment system with a (10) \_\_\_\_\_.

**1.2** ▶ 45 Listen to four descriptions of journeys. What form of transport is each person describing?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

**1.3** ▶ 45 Listen again and underline the words below as you hear them. Then look at the words you didn't hear. What form of transport are they associated with?

carriages commute double-deckers escalators fares landing meter pass platform rank  
runway rush hour season ticket seats single-deckers sliding doors stop tip wing

**2.1** Use these words to complete the sentences below.

accommodation carpark cash coin equipment hotel  
luggage parking suitcase tent transport vehicle

- There's no need to take a lot of luggage – you should be able to pack all your clothes into one \_\_\_\_\_.
- There's plenty of \_\_\_\_\_ available in Paris and we found a really nice \_\_\_\_\_ near a metro station.
- You need to take quite a lot of \_\_\_\_\_ on a camping holiday, like a \_\_\_\_\_ and a sleeping bag.
- You don't need to have a lot of \_\_\_\_\_ with you when you travel, but make sure you've got a \_\_\_\_\_ for the trolley at the airport.
- I realised that \_\_\_\_\_ was impossible on the street, so I drove into a \_\_\_\_\_ as soon as I saw one.
- I found that public \_\_\_\_\_ in Barcelona was excellent, so I never needed a \_\_\_\_\_ to get around.



**2.2** Check your answers for 2.1 and then decide whether the words in the box are countable or uncountable. Mark them C or U in the box.

**2.3** Complete the sentences with *travel*, *journey* or *trip*.

- 1 In August, I'm going on a trip to Mexico City with my brother.
- 2 They set off on the difficult \_\_\_\_\_ before dawn, and they didn't arrive until after dark.
- 3 We went on a three-hour boat \_\_\_\_\_ round the island.
- 4 He's away on a business \_\_\_\_\_ all next week, but I'll give him the message when he returns.
- 5 I know rail \_\_\_\_\_ takes longer than going by plane, but I really enjoy it.
- 6 I'm really looking forward to my \_\_\_\_\_ to New Zealand. I'll have lots to talk about when I get back.
- 7 My parents have always said that \_\_\_\_\_ makes you more independent.
- 8 How long is your \_\_\_\_\_ to college each morning?

### V Vocabulary note

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

*Air travel is becoming increasingly popular*


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

*The journey from home to work takes two hours.*

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

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

We go on a trip or a journey. We also make a journey and take a trip.

**3.1**  46 Listen to a woman and a boy talking about the kind of holidays they like. Write the answers they would give to the questions below.

Woman: 1 B 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
 Boy: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

- 1 How do you usually travel when you go on holiday?  
 A by road    B by train    C by boat
- 2 Where do you usually go for a holiday?  
 A to a quiet spot near home                  B to a resort in my own country              C somewhere abroad
- 3 What kind of holiday do you usually take?  
 A an activity holiday                              B a seaside holiday                              C a sightseeing holiday
- 4 What do you like doing on holiday?  
 A visiting museums and sites                  B getting fit and doing exercise              C relaxing and having fun
- 5 Where do you stay on holiday?  
 A in a hotel or guesthouse                      B at a relative or friend's home              C at a campsite
- 6 What is the best thing about having a holiday?  
 A getting to know new places                  B getting away from routine                      C getting together with family

**3.2** How would you answer the questions in 3.1? Write a paragraph about what kind of holiday you usually take, which activities you enjoy doing and why.

# Exam practice

## Reading and Use of English Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. There is an example at the beginning (0).

- 0 The report contains a few details that need explaining.

### INFORMATION

There is some information in the report that needs explaining.

- 1 We travelled from Edinburgh to London by car.

### JOURNEY

We \_\_\_\_\_ from Edinburgh to London by car.

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

### TRIP

My friend and I went \_\_\_\_\_ Copenhagen last week.

- 3 Have you succeeded in booking a room in London yet?

### ACCOMMODATION

Have you managed \_\_\_\_\_ in London yet?

- 4 I prefer flying to taking the train.

### TRAVEL

I'd \_\_\_\_\_ train than fly.

- 5 For me, visiting new places is the best thing about a holiday.

### ON

I personally think that the best thing to \_\_\_\_\_ to visit new places.

- 6 The flight I made to Australia was the longest I've ever been on.

### TAKEN

I've never \_\_\_\_\_ the one I went on to Australia.

## Writing Part 2: article

You see the following announcement in an international magazine.

### Articles wanted

#### The longest journey

What is the longest journey you have ever made?

Write an article describing your journey, explaining how you felt about it and why you were making it.

The best articles will be published next month.

Write your **article** (140–190 words).



# 34

# Time off

Leisure time, hobbies and games

**1.1** ▶47 Listen to two people, Christa and James, talking about what they do in their free time. What do they prefer doing: going out or staying in?

Speaker 1 (Christa): \_\_\_\_\_ Speaker 2 (James): \_\_\_\_\_

**1.2** ▶47 Listen again and mark what each person says they do: C for Christa and J for James.

- |                        |              |                         |       |                      |       |
|------------------------|--------------|-------------------------|-------|----------------------|-------|
| 1 eat out with friends | <u>  J  </u> | 7 watch sport on TV     | _____ | 13 go to the beach   | _____ |
| 2 go to a party        | _____        | 8 paint and draw        | _____ | 14 go surfing        | _____ |
| 3 cook with friends    | _____        | 9 collect old postcards | _____ | 15 go swimming       | _____ |
| 4 have a takeaway      | _____        | 10 go to junk shops     | _____ | 16 watch DVDs        | _____ |
| 5 play music           | _____        | 11 go clubbing          | _____ | 17 play online games | _____ |
| 6 cook for myself      | _____        | 12 go to the cinema     | _____ | 18 read a book       | _____ |

Which of the phrases above could you use to describe your leisure time?

**1.3** Put the expressions in the correct place in the table below (some can go in more than one place). Then add any expressions from 1.2 to the table.

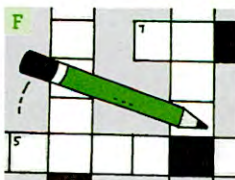
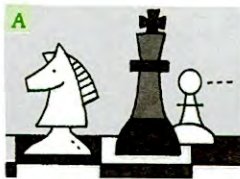
a barbecue cards a club a concert a coffee a drive a film friends round games a match a party a play a quiet night in a restaurant shopping the theatre TV a walk

staying in	going out
have a party	go
watch TV	go to
play	go for

**1.4** Write two sentences about the things you prefer to do in your free time. Use some of the expressions from 1.2 and 1.3.

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

I don't really like ... or ...



## 2.1 Match the pictures with the words for games and pastimes.

- 1 jigsaw G    2 crossword \_\_\_\_\_    3 computer game \_\_\_\_\_  
 4 dominoes \_\_\_\_\_    5 scrabble \_\_\_\_\_    6 backgammon \_\_\_\_\_  
 7 chess \_\_\_\_\_    8 sudoku \_\_\_\_\_

### Vocabulary note

We play games, e.g. chess. We do puzzles, e.g. a crossword. We collect objects, e.g. stamps.

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

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

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

<p>take after take off take out take over take to take up take on</p>	<p>Object a few days a business someone you've just met money space someone in your family responsibility</p>	<p>Meaning withdraw accept resemble fill up develop a liking for gain control of spend time away from work</p>
---	---	--

### Vocabulary note

Take up means to begin doing something as a hobby:

*I took up chess last year.*

Take to means to really enjoy doing something:

*I've really taken to sudoku puzzles.*

## 3.2 Use the phrasal verbs with take to complete these sentences.

- I took to Gemma's flatmate, Kate, as soon as I met her.
- I couldn't pay for my coursebooks by card, so I \_\_\_\_\_ some cash at lunchtime.
- Peter \_\_\_\_\_ several days so that he could attend his sister's wedding.
- Luke \_\_\_\_\_ his father – he looks and sounds just like him at times.
- Amanda's decided to \_\_\_\_\_ some more teaching now the children are older.
- GDC Electronics has finally \_\_\_\_\_ its rival, Telectrical.
- The piano \_\_\_\_\_ a lot of space downstairs, but we all enjoy playing it.



## Reading and Use of English Part 3

For questions 1–6, 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).

## The benefits of having a hobby

Hobbies can add (0) excitement to everyday life. Sometimes the daily routine at work or school starts to drag, making you feel that everything is a bit (1) \_\_\_\_\_, and in these circumstances a hobby offers fun and escape from your regular (2) \_\_\_\_\_.

In fact, (3) \_\_\_\_\_ pastimes such as watching TV or listening to music, a hobby usually involves learning new skills. In (4) \_\_\_\_\_, if there is a social element to the hobby, you will have to interact with other people and so go on to form new (5) \_\_\_\_\_. It is also very positive to feel that you are making progress with your own (6) \_\_\_\_\_ development, and as well as giving you the chance to learn new skills, a hobby will be a way of building on the (7) \_\_\_\_\_ you already have. It's certainly the case that the more different activities you try as hobbies, the closer you'll get to being (8) \_\_\_\_\_ fulfilled and the better you'll get to know yourself.

EXCITE

POINT  
COMMITLIKE  
ADDFRIEND  
PERSONSTRONG  
TRUE

## Exam tip

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

## Writing Part 2: email

You have received this email from your English-speaking friend Karen.

**From:** Karen  
**Subject:** new hobby

Hi

I'm interested in taking up a new hobby, and I wondered if you could help. What hobbies are popular in your country? And could you tell me which hobby you would advise me to try, and why?

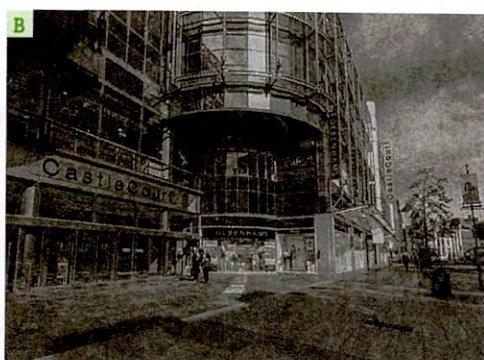
Thanks a lot,  
Karen

Write your **email** (140–190 words).

## 1.1 Which of these phrases describe the place where you live?

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

## 1.2 Match each sentence with one of the cities in the photos.



- In addition, its wide open spaces and the latest leisure facilities make it an ideal location for a family day out.         B
- But now that cars have been banned from the narrow stone streets, a walk through the picturesque centre is even more pleasant.
- The city is in the heart of one of the country's fastest growing regions and is only about 50 years old.
- You'll certainly want to stop for a while in the beautiful old market square which is completely unspoiled.
- During that time it has grown into a modern city with up-to-date shopping centres and lively nightlife.
- The city has always been famous for its ancient churches and impressive medieval buildings.

## 1.3 The sentences in 1.2 are from two tourist information brochures but they are mixed up. Put them in the correct order.

City A: Sentences   6  ,         ,         

City B: Sentences         ,         ,         

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

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



**2.1** ▶ 48 Listen to a woman talking about living in a city. Which of the cities in the photos does she live in now, A or B?

**2.2** ▶ 48 Listen again and mark these statements T (true) or F (false).

- 1 She lives on the edge of the city. T
- 2 The part of the city where she lives is very crowded. \_\_\_\_\_
- 3 She lives within cycling distance of the shopping mall. \_\_\_\_\_
- 4 She takes the bus to the centre because it's hard to park there. \_\_\_\_\_
- 5 She moved because she wanted to live somewhere more peaceful. \_\_\_\_\_
- 6 The area where she used to live was well looked after. \_\_\_\_\_

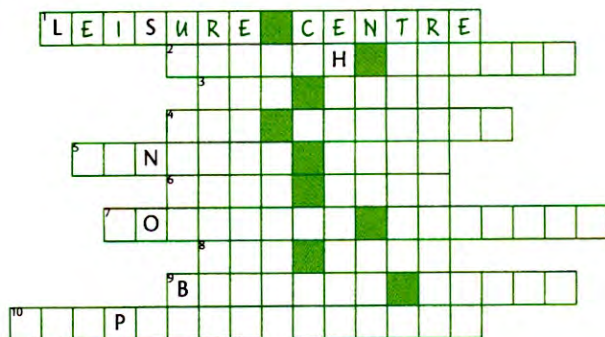
**2.3** Complete the sentences with words you heard in the recording. Then read the script to check your answers.

- 1 A housing estate is a large group of houses or flats and an i estate is where people work, often in a b district.
- 2 A r area is a part of a city or town where people live. People often live on the edge of a city which is sometimes called the o or s.
- 3 An office b is another name for a building with many offices.
- 4 Modern towns usually have a shopping m with a wide range of stores.
- 5 A car park on several levels is called a m-s car park.
- 6 Areas or buildings that are in bad condition have been n.
- 7 Bicycles and buses are sometimes separated from other traffic in a bus/cycle l.

**3.1** Where do people do the things below (1–10)? Each answer is two words. Choose the second word from the box and write both words in the puzzle.

alley centre centre centre gallery ground hall park rank rink stadium

- 1 go swimming and do other fitness activities
- 2 visit the doctor
- 3 leave their vehicle
- 4 look at paintings
- 5 listen to music
- 6 hire a cab
- 7 watch matches
- 8 go skating
- 9 compete in an indoor ball game
- 10 buy a variety of things



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

# Exam practice

## 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).

### New York City

New York City has (0) B into the second largest city in North America. It has long been a major business, cultural and shopping centre, (1) \_\_\_\_\_ millions of visitors each year. Most tourists stay in the (2) \_\_\_\_\_ of the city, Manhattan, where you can see the sights on foot or take a tour bus. In (3) \_\_\_\_\_, the main residential areas are on the (4) \_\_\_\_\_ of the city where, as in all large cities, some districts are quite in (5) \_\_\_\_\_ of repair.

During your visit you may want to take a boat trip to Ellis Island, where you can stop for a (6) \_\_\_\_\_ to read about the history of immigration. Many tourists also visit Queens, which has some interesting art galleries, and Brooklyn for cafés, shops and (7) \_\_\_\_\_ nightlife. Finally, you will certainly want to visit Central Park, a huge open (8) \_\_\_\_\_ which is ideal for relaxing on a hot summer day.

- |   |             |                |             |               |
|---|-------------|----------------|-------------|---------------|
| 0 | A become    | <b>B</b> grown | C increased | D extended    |
| 1 | A appealing | B advancing    | C arriving  | D attracting  |
| 2 | A heart     | B interior     | C focus     | D root        |
| 3 | A response  | B practice     | C contrast  | D reality     |
| 4 | A suburbs   | B surroundings | C borders   | D outskirts   |
| 5 | A demand    | B wish         | C need      | D requirement |
| 6 | A period    | B while        | C duration  | D piece       |
| 7 | A vivid     | B cheerful     | C bright    | D lively      |
| 8 | A extension | B region       | C space     | D estate      |

## Writing Part 2: article

You see this notice on an international travel website.

### Articles wanted

#### My local town or city

We're looking for articles about the town or city where you live.  
Write us an article about the places of interest there, both old and new.  
Say whether you think it is a good place to live, and explain why / why not.

The best articles will be posted on the website next month.

Write your **article** (140–190 words).



## 36

## Shared tastes

## Food and art

**1.1** ▶ 49 Listen to three people. What kind of food is each person describing: Mexican, Italian or Chinese?

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_ Speaker 3: \_\_\_\_\_

**1.2** ▶ 49 Listen again and write down the words that gave you the correct answers.

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

- |   |   |
|---|---|
| 1 I <b>poured</b> myself a glass of <i>orange juice / coffee</i> .          | 5 <b>Grate</b> the <i>cheese / meat</i> before putting it on the pizza. |
| 2 To make an omelette, <b>beat</b> the <i>potatoes / eggs</i> in a bowl.    | 6 You'll need to <b>melt</b> the <i>butter / cream</i> .                |
| 3 <b>Chop</b> the <i>vegetables / salad</i> for the soup into small pieces. | 7 <b>Slice</b> the <i>lemon / nuts</i> very thinly.                     |
| 4 You can't eat a(n) <i>banana / apple</i> without <b>peeling</b> it first! | 8 <b>Stir</b> the <i>cereal / sauce</i> regularly while it cooks.       |

**2.1** Read this text from a restaurant website. Mark the sentences below T (true) or F (false). Correct the sentences that are false.

The screenshot shows a website interface with two tabs: 'Hungry?' and 'Thirsty?'. The 'Hungry?' tab is active, displaying a menu with categories: seafood, chicken, noodles, rice dishes, salads, and desserts. Below the menu, there is a paragraph of text and a photo of a dish. The 'Thirsty?' tab shows categories: fresh juices, soft drinks, tea, and coffee.

**Hungry?** seafood chicken noodles rice dishes salads desserts

**Thirsty?** fresh juices soft drinks tea coffee

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

Our restaurant serves a range of popular dishes from different parts of Asia. Our menu consists of starters, main meals, side dishes and desserts.

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

*(Photo of a dish: a plate of stir-fried vegetables and meat)*

- We provide a number of dishes designed specifically for children.
- Come and check out the specials, which change each week.
- You can buy our cookbook and easily re-create some of our dishes at home by following the recipes.

- |   |               |
|---|---------------|
| 1 Various dishes are described on the website.                      | _____ T _____ |
| 2 The restaurant prepares unusual recipes from a variety of places. | _____         |
| 3 This is a self-service restaurant.                                | _____         |
| 4 Food is microwaved to ensure speed of service.                    | _____         |
| 5 This restaurant caters for family dining.                         | _____         |
| 6 Some of the meals served are straightforward to make at home.     | _____         |

### ERROR WARNING !

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

# 36 Shared tastes

**2.2** We use the word *taste* literally when we talk about food. But we also use it to express our preferences in other areas, like art, fashion or films. Match the two halves of these sentences.

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

**2.3** Write these adjectives with their definitions below: *tasty, tasteful, tasteless*.

- 1 in bad taste \_\_\_\_\_      2 delicious \_\_\_\_\_      3 in good taste \_\_\_\_\_

**3.1** Complete each paragraph with the words in the box above it.

prints   oil paintings   drawings   water colours

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

sculptures   textiles   jewellery   pottery

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

still life   abstract   portrait   landscape

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

**3.2** Choose the correct words in this text. Then underline any phrases you could use in your own writing.

I'm fairly artistic. I do some painting, mostly (1) *sketches / still lifes*, but my big interest is (2) *pottery / jewellery* and I make a lot of vases and bowls. I also go to art (3) *collections / exhibitions*, mostly small ones in the local area; I don't go to big (4) *galleries / studios* very much these days.

I don't like abstract paintings because they seem to be just shapes and lines. I prefer something more (5) *creative / conventional* in (6) *style / presentation*, and what I really like is (7) *countrysides / landscapes*, although I sometimes find portraits interesting too.

My favourite picture is 'Niagara Falls', by an artist called Albert Bierstadt. It is so (8) *picturesque / realistic* that when I look at it I can almost hear the waterfall and feel the water. The (9) *shades / colours* are fantastic and it's absolutely (10) *extensive / huge*, which is what makes it so (11) *effective / impressive*.

**3.3** Write a paragraph about your own skills and taste in art. Use vocabulary from 3.1 and 3.2 to help you.



## Listening Part 2

**50** You will hear a talk by an art student about an Australian artist called Anna Roberts. For questions 1–10, complete the sentences with a word or short phrase.

Anna has become well known for pictures of really (1) \_\_\_\_\_ places.  
 Anna often walks to these places, but sometimes she gets there by (2) \_\_\_\_\_ if she can.  
 In her paintings Anna always tries to show that (3) \_\_\_\_\_ is extremely beautiful.  
 Her paintings tend to be very realistic, particularly those of (4) \_\_\_\_\_, which look like photos.  
 Anna has recently done some paintings of the (5) \_\_\_\_\_, using yellow and orange.  
 Her paintings are said to be special because of the way the (6) \_\_\_\_\_ is shown.  
 Anna prefers painting on (7) \_\_\_\_\_ rather than on other surfaces.  
 Although she has worked with other types of paint, Anna prefers to use (8) \_\_\_\_\_ paint.  
 Anna's paintings are sold to (9) \_\_\_\_\_ as well as private collectors.  
 In addition to being a painter, Anna has written (10) \_\_\_\_\_ about painting.



## Exam tip

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

## Writing Part 1: essay

In your English class you have been talking about eating habits now and in the past. Now your teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

Do you think people in your country eat better or worse than they did 50 years ago?

**Notes**


Write about:

- 1 what kind of food people eat
- 2 how much food people eat
- 3 \_\_\_\_\_ (your own idea)

## 37

## Entertain me

Television, cinema and theatre

**1.1**  **51** Listen to three people talking about their favourite TV programmes. What types of programmes are they? Choose from the words in the box.

chat show comedy costume drama current affairs documentary reality TV show soap opera

Speaker 1: \_\_\_\_\_ Speaker 2: \_\_\_\_\_ Speaker 3: \_\_\_\_\_

**1.2** Match the types of programmes in 1.1 with these definitions.

- comedy a programme which aims to be humorous
- \_\_\_\_\_ a programme which consists of discussion and analysis of recent events
- \_\_\_\_\_ programmes with episodes broadcast daily or several times a week, following the lives of a cast of characters
- \_\_\_\_\_ a factual programme giving information about a certain subject
- \_\_\_\_\_ a programme telling a story set some time ago in the past
- \_\_\_\_\_ a programme or series in which people are filmed without a script in a particular situation to see how they behave
- \_\_\_\_\_ an informal programme in which famous people are asked questions about themselves and their work

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

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

**1.4** Write a brief paragraph about your favourite TV programme. Use words/phrases from 1.1. and 1.3.

**2.1** Complete the sentences with these verbs.

heard listened to looked at read about saw saw watched

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



**V** Vocabulary note

We can see things without trying:

*I saw Rob when I was in the supermarket.*

When we look at, watch or read about something, we make an effort:

*She looked at the clock to see what the time was.*

We watch things for a period of time and they are usually moving or changing:

*I spent Saturday afternoon watching Jake play football.*


We hear things without trying but when we listen to something we make an effort:

*We stopped playing when we heard the whistle.*

*I like to listen to the radio on Sunday mornings.*

**3.1** Look at the words below. Write C if they are for the cinema/films, T if they are for the theatre/plays or B if they are for both.


- |              |          |                |       |                    |       |
|--------------|----------|----------------|-------|--------------------|-------|
| 1 actor      | <u>B</u> | 8 director     | _____ | 15 reviews         | _____ |
| 2 audience   | _____    | 9 interval     | _____ | 16 scenery         | _____ |
| 3 box office | _____    | 10 location    | _____ | 17 screen          | _____ |
| 4 cartoon    | _____    | 11 musical     | _____ | 18 soundtrack      | _____ |
| 5 cast       | _____    | 12 performance | _____ | 19 special effects | _____ |
| 6 costumes   | _____    | 13 plot        | _____ | 20 stage           | _____ |
| 7 critic     | _____    | 14 rehearsal   | _____ | 21 subtitles       | _____ |

**3.2**  **52** Listen to two people talking about whether they prefer going to the cinema or the theatre. Which does each one prefer, and why?

The girl prefers going to the \_\_\_\_\_ because \_\_\_\_\_.

The man prefers going to the \_\_\_\_\_ because \_\_\_\_\_.

**3.3** Which do you prefer, and why? Write a short paragraph.

**4.1**  **53** Listen to two people each talking about a film they have enjoyed. Underline the adjectives they use. Listen again if you need to.

brilliant confusing convincing delightful dramatic dull fascinating gripping imaginative  
irritating lively memorable moving outstanding predictable stunning superb tedious uninspired

**4.2** All the adjectives in the box above can be used with the words *film*, *play* and *story*. Mark them P if they have a positive meaning and N if they have a negative meaning.

**4.3** Choose the appropriate adjectives in this paragraph.

Friends had recommended a new thriller called 'Green Line'. They said that the plot was absolutely (1) *fascinating* / *predictable* and that lead actor Gene Bruno gave a really (2) *dull* / *brilliant* performance. But I was bitterly disappointed when I went to see it. I found the plot totally (3) *imaginative* / *confusing* and hard to follow. The directing was very (4) *uninspired* / *gripping* as well – probably because the story, which was based on a case of mistaken identity, was horribly (5) *tedious* / *stunning*.

# Exam practice

## Reading and Use of English Part 7

You are going to read an article about four people describing their favourite type of media. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

### Which person

- |   |   |    |  |
|---|---|----|--|
| says that they ignored someone else's opinion?                            | <table border="1"><tr><td>1</td><td></td></tr></table>  | 1  |  |
| 1   |   |    |  |
| mentions how they started to develop a daily routine?                     | <table border="1"><tr><td>2</td><td></td></tr></table>  | 2  |  |
| 2   |   |    |  |
| is aware that their interest in a type of media is illogical?             | <table border="1"><tr><td>3</td><td></td></tr></table>  | 3  |  |
| 3   |   |    |  |
| describes a type of media that has lasted although it wasn't expected to? | <table border="1"><tr><td>4</td><td></td></tr></table>  | 4  |  |
| 4   |   |    |  |
| describes a feeling of anticipation?                                      | <table border="1"><tr><td>5</td><td></td></tr></table>  | 5  |  |
| 5   |   |    |  |
| appreciates being shown a lifestyle they will never have?                 | <table border="1"><tr><td>6</td><td></td></tr></table>  | 6  |  |
| 6   |   |    |  |
| does not share a common reaction that people have?                        | <table border="1"><tr><td>7</td><td></td></tr></table>  | 7  |  |
| 7   |   |    |  |
| mentions how much mental effort is required by a type of media?           | <table border="1"><tr><td>8</td><td></td></tr></table>  | 8  |  |
| 8   |   |    |  |
| appreciates being able to find something to suit their mood?              | <table border="1"><tr><td>9</td><td></td></tr></table>  | 9  |  |
| 9   |   |    |  |
| mentions the increasing popularity of a type of media?                    | <table border="1"><tr><td>10</td><td></td></tr></table> | 10 |  |
| 10  |   |    |  |

### A Eleanor

Radio is still alive, despite all the predictions. It has been around for so long that it is part of the scenery. However much TV opens the eyes, I still love to close mine and listen. And I'm not the only one, as listening figures are rising again. In fact, despite iPods and downloads and podcasts, 91% of us still listen to a radio station each week. For me this comes as no surprise. It's the only medium that still requires my imagination to work hard. We can't see the people talking; we have to picture them and, more importantly, to really listen to what they're saying rather than getting distracted by their haircut or clothes as you might do watching TV. And of course, the voices we hear age slower and change less than faces.

### A Theo

It may be unfashionable, but I love my daily newspaper. I know I could get the same things on my iPad or smartphone, but for me, nothing quite beats the feeling of sitting down with my newspaper every morning. It's like that moment when the orchestra starts to play, before the theatre curtain rises. You're not sure exactly what's going to happen, but you know you'll enjoy the experience. I didn't discover newspapers until I first began working in the city. While my bus journey lasted 45 minutes, the emotional journey of reading the newspaper took me much further. By the time I arrived, I would feel interested, informed and ready to face the day. While I often look at online news for the latest updates, it is simply not the same as turning the pages of a newspaper.



## C Alessandro

TV is my favourite, much more than newspapers, radio, or even the internet. An evening on my sofa with the TV guide in front of me – I love it. There's so much to choose from! Sometimes if I'm tired or fed up, I'll watch a silly comedy but if I've had a boring day, I'll look for something more exciting or maybe informative. A lot of people say they feel guilty when they're watching television. That's because it's easily available and requires a minimum amount of effort, whereas for other forms of entertainment you might have to go out or dress up or talk to other people. I have to say I don't feel this way – for me it's pure pleasure.

## D Katarina

Although my parents never actually banned my sister and me from buying glossy magazines, they didn't approve of them either. They thought them silly and irrelevant, but from the first moment I flipped through a fashion magazine, I was hooked. It's strange really, as I don't particularly care about fashion. Yet each month I read articles about beauty treatments and look at dresses that cost more than my monthly rent. I am very aware that I am an outsider, looking in at a life I don't live. But from the very beginning, these glimpses into other lives have been a large part of why I love glossy magazines: they provided different perspectives, different ways to exist in the world. Of course, they aren't perfect. They are the end product of several thriving industries: advertising, entertainment, big business. I've stopped purchasing many of them because they became just too distant from my lifestyle, but I could never give them up entirely.



### Exam tip

Underline the answer to each question in the text and check that the words in the text mean exactly the same as the question.

## Writing Part 2: review

You see this notice on an international website.

### TV reviews wanted

Is there a TV series in your country that has been popular for a long time?

Write us a review describing the series. Explain why it is popular, whether it is suitable for different age groups and whether you think viewers in other countries would enjoy it too.

The best reviews will be posted on the website next month.

Write your **review** (140–190 words).



**1.1** Look at these groups of words about houses. Which is the odd one out in each group? Why?

- 1 cellar basement loft      This is under the roof; the others are below the house.
- 2 lounge mansion staircase      \_\_\_\_\_
- 3 flowerbed hedge fence      \_\_\_\_\_
- 4 shutters curtains carpet      \_\_\_\_\_
- 5 cement wardrobe wood      \_\_\_\_\_
- 6 shed lobby garage      \_\_\_\_\_

**1.2** Look at the pictures of houses and label them with these words.

bricks chimney fence garage gate hedge shutters terrace



**1.3** ▶ 54 Listen to a girl talking about her home. Which picture is she describing? \_\_\_\_\_

**1.4** ▶ 54 Listen again. Then, in your notebook, list the ways in which the house described is similar to yours, and the ways in which it is different.

**1.5** Use your notes from 1.4 to write a paragraph describing your house/flat.

### V Vocabulary note

In Britain, the word **flat** is used. In the US, **apartment** is always used, and this word has become common in British English too.



**2.1** Read this extract from a novel quickly and answer the questions below. Don't worry about any words you do not understand.

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

And their house was painted.

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

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

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

- 1 What was the main difference between the Clenches' house and the writer's?
- 2 Where would the writer's mother have preferred to live? Why?

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

- |  |  |
|--|--|
| <p>1 Routine chores are</p> <p>A everyday tasks. B repetitive games.<br/>C time-consuming jobs.</p> <p>2 The words <b>perfectly manicured</b> refer to the hedges and mean</p> <p>A well watered. B heavily fertilised.<br/>C carefully cut.</p> <p>3 The legendary <b>yield</b> of the garden refers to</p> <p>A the flowers grown there.<br/>B the vegetables it produced.<br/>C the animals that lived there.</p> | <p>4 Oak is a kind of</p> <p>A brick. B cement. C wood.</p> <p>5 Vowed means</p> <p>A encouraged. B promised. C dared.</p> <p>6 'Paint' was a <b>sensitive word</b> around the farm because the writer's mother</p> <p>A had a row with the rest of the family about it.<br/>B desperately wanted to live in a painted house.<br/>C was jealous of the neighbours' farm.</p> |
|--|--|

**3.1** Who do you call to deal with problems around the house? Match each expert with a problem (1–5).

builder decorator electrician plumber service agent

- 1 The tap in the kitchen is dripping and the pipe under the kitchen sink is leaking. plumber
- 2 You'd like some new lighting installed. \_\_\_\_\_
- 3 Your dishwasher has broken down while it's still under guarantee. \_\_\_\_\_
- 4 You'd like a new patio made outside your house. \_\_\_\_\_
- 5 You'd like your living room painted and you don't have time to do it yourself. \_\_\_\_\_

# Exam practice

## Reading and Use of English Part 3

For questions 1–6, 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).

### What makes a house a home?

From an (0) evolutionary point of view, creating a home is all about the very basic need to have somewhere warm and safe where you can raise a family. These days, however, our domestic (1) \_\_\_\_\_ are where we can truly find a way to express ourselves. Turning a house into a home is less about the building itself and where it is than the (2) \_\_\_\_\_ connection and sense of comfort we're able to establish there.

According to experts, making a house a feel-good space is about (3) \_\_\_\_\_ that it reflects both our lifestyle and our (4) \_\_\_\_\_, whether that means a shared student house or an absolutely (5) \_\_\_\_\_ apartment. Some people, for example, are very (6) \_\_\_\_\_ to visuals, so feel disorientated when things are out of place. For others, having a peaceful spot to sit and read will be the main (7) \_\_\_\_\_. Yet whatever home means to us individually, we all have high (8) \_\_\_\_\_ of it, because many of our most significant memories are created there.

EVOLUTION

SURROUND

EMOTION

SURE

PERSON

LUXURY

SENSE

REQUIRE

EXPECT

## Writing Part 1: essay

In your English class you have been talking about the advantages and disadvantages of living in a house or an apartment. Now your teacher has asked you to write an essay.

Write an essay (140–190 words) using all the notes and give reasons for your point of view.

Is it better to live in a house or an apartment? Why?

### Notes

Write about:

- 1 where you want to live
- 2 what facilities you need
- 3 \_\_\_\_\_ (your own idea)



**1.1** These are things that scientists do as part of their work. For 1–3, match each verb with a noun or phrase. Check your answers, then tick the things you have done while studying science.

- |        |                      |           |                      |           |             |
|--------|----------------------|-----------|----------------------|-----------|-------------|
| 1 work | data into a computer | 2 collect | exciting discoveries | 3 make    | conferences |
| make   | as part of a team    | make      | data                 | attend    | statistics  |
| enter  | observations         | do        | experiments          | interpret | predictions |

**1.2** Write the words for scientists with the things they study (1–7).

astronomer biologist chemist ecologist geologist mathematician physicist

- 1 rocks: geologist    2 substances: \_\_\_\_\_    3 stars: \_\_\_\_\_    4 the environment: \_\_\_\_\_  
 5 living things: \_\_\_\_\_    6 matter and energy: \_\_\_\_\_    7 numbers and shapes: \_\_\_\_\_

**1.3** WORD BUILDING Complete the table.

Person (noun)	astronomer	biologist	chemist	ecologist	geologist	mathematician	physicist
Subject (noun)	<i>astronomy</i>						
Adjective	<i>astronomical</i>						

**1.4** Read the texts about two famous scientists. Answer the questions below with N (Newton), L (Lovelock) or B (both).

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



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




Which scientist ...

- |  |              |  |       |
|--|--------------|--|-------|
| 1 obtained a degree in chemistry?        | <u>  L  </u> | 4 developed theories of global importance? | _____ |
| 2 invented a scientific instrument?      | _____        | 5 had a keen interest in green issues?     | _____ |
| 3 worried about the future of the Earth? | _____        | 6 showed a talent for mathematics?         | _____ |

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

- |  |  |
|--|--|
| 1 Global warming means that the weather                | A pollute the air in most cities.            |
| 2 Heavy traffic and exhaust fumes                      | B is taken to rubbish dumps.                 |
| 3 The emissions produced by factories                  | C have caused serious flooding.              |
| 4 The chemicals used on crops in the countryside       | D create acid rain which destroys crops.     |
| 5 Heavy rain and rising water levels in rivers         | E is becoming more extreme.                  |
| 6 Most households produce large amounts of waste which | F are dangerous to birds and other wildlife. |

**2.2** Underline the problems in 2.1 which exist in your area/country, and then write a short paragraph about them.

**3.1**  Listen to a student talking about how he tries to live in a green way. Mark the sentences T (true) or F (false). Correct the false sentences.

- |  |       |
|--|-------|
| 1 He recycles as much of his rubbish as he can.                  | _____ |
| 2 He switches off electrical equipment to avoid wasting power.   | _____ |
| 3 He never sleeps with the air-conditioning on.                  | _____ |
| 4 He puts an extra sweater on instead of turning up the heating. | _____ |
| 5 He buys organic food which is produced in his local area.      | _____ |
| 6 He mostly walks or uses public transport rather than driving.  | _____ |

**3.2** Write a short paragraph about yourself, explaining how green you are.

**4.1** Read this text from a town council leaflet and choose the correct words.

It is now widely accepted that pollution (1) *injures / hurts / harms* humans, the environment and buildings. Some pollution spreads across local and national (2) *barriers / boundaries / limits* and lasts for many generations. For example, if the crops in our fields are sprayed carelessly, the chemicals have an immediate effect on local wildlife and can ultimately (3) *turn out / end up / put down* in our food.

Burning fossil fuels such as oil, gas and coal also (4) *causes / gives / begins* pollution, in particular carbon dioxide, which contributes to global (5) *heating / warming / melting*. In our region eight out of the ten hottest years on (6) *account / record / report* have occurred during the last decade. We should therefore (7) *develop / stimulate / assist* the use of renewable energy resources such as wind and solar energy, because these do not (8) *bring / create / invent* carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques (9) *increase / make / do* the problem worse, and this pollution has been directly (10) *combined / associated / linked* to the rising number of asthma sufferers in our region. We should be aiming to gradually (11) *keep out / take in / cut down* vehicle use in the city and educate the public on the importance of purchasing environmentally friendly vehicles and maintaining them to a high (12) *grade / mark / standard*.



**Exam practice****Listening Part 4**

**56** You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. For questions 1–7, choose the best answer (A, B or C).

- What does Gina say about sheep farming in Australia?
  - It is a growing source of employment.
  - It takes place all over the country.
  - It is restricted to cooler areas.
- What is the main challenge facing farmers who produce wool?
  - competition from artificial materials
  - falling production levels
  - increasingly dry weather
- Gina says that in the future wool will have most potential in
  - manufacturing carpets.
  - insulating buildings.
  - making clothes.
- What alternative form of energy is Gina investigating?
  - solar power
  - water power
  - wind power
- What made Gina become interested in a new source of energy?
  - She wanted to help other farmers in her area.
  - It fitted in with her green view of life.
  - She hoped to make money from it.
- What does Gina say about the advice she has received in England?
  - It has encouraged her to lead a more eco-friendly lifestyle.
  - It has taught her to analyse financial issues.
  - It has convinced her that she has to give up farming.
- How does Gina feel about her project?
  - She's worried about high costs.
  - She's aware that her plans need adapting.
  - She's confident that she can succeed.

**Exam tip**

The questions come in the order you hear the information.

**Writing Part 2: letter**

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

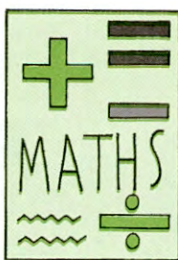
*My college is aiming to become as environmentally friendly as possible, starting with recycling and a new heating system. The students have been asked to make suggestions too, so I'm looking for ideas. Is your college green? Do you do anything to help the environment which might be useful at our college too?*

Thanks,  
Alice

Write your **letter** (140–190 words).

**Exam tip**

Remember, you can express any opinion you like. You could say that your college is very green, and explain in what ways. But you could also say that your college isn't green at all and explain why.



**1.1** Write these publications in the correct category.

atlas biography brochure catalogue cookery book detective story fantasy  
ghost story guidebook romance science fiction novel textbook thriller

Reference: atlas, \_\_\_\_\_

Fiction: \_\_\_\_\_

Publicity: \_\_\_\_\_

**1.2** Quickly read this extract from a book. Don't worry about words you do not understand. What kind of book do you think it is from? Choose from the list in 1.1.

I peered into the barn. A man was crouching in the corner, alive but groaning. As I crept towards him, I heard a shriek from behind me and a dark figure darted across the path with another one following. I dashed out of the barn, yelling at them to stop. Suddenly, several torches were shining in my eyes and I stumbled and fell, whimpering in pain as I twisted my ankle.

**1.3** Find three verbs and a noun which describe sounds. Underline them. Find four verbs which describe ways of moving. Circle them. If there are words you don't understand, guess what they mean. Read the extract again and guess the meaning of the words you have marked. Then check in a dictionary.


**1.4** Here are some more words often used in fiction. Which is the odd one out in each group? Why?

- |           |         |         |
|-----------|---------|---------|
| 1 notice  | glimpse | breathe |
| 2 nod     | gaze    | peer    |
| 3 spot    | blink   | view    |
| 4 tremble | witness | stare   |
| 5 observe | sigh    | glance  |




**2.1** Read this review and choose the correct words. Then underline any expressions you could use in a review about a book you like.

My **(1) favourite** / *best* thriller is by the **(2) novelist** / *journalist* Sophie Hannah and it is **(3) called** / *named* 'Point of Rescue'. It was the first psychological thriller I read and I will always **(4) remember** / *remind* it for that reason. It's a great example of totally believable **(5) non-fiction** / *fiction*, and it has a cunning and unpredictable plot. The story is so well written you feel as though you are in the same room as the **(6) characters** / *personalities* and the **(7) relationships** / *relatives* between them are brilliantly developed. If you don't want to buy it, you may be able to **(8) borrow** / *lend* it from a **(9) library** / *bookshop* if you **(10) request** / *ask* it. Sophie Hannah puts together a tightly written tale which is a thoroughly **(11) entertaining** / *entertained* read. It's a book you won't be able to put down until you have finished the last **(12) chapter** / *verse*.

**3.1**  **57** Listen to a girl talking about her favourite crime novels and answer the questions below.

- 1 Why does she enjoy reading crime novels? \_\_\_\_\_
- 2 What is special about the novels of her favourite writer? \_\_\_\_\_

**3.2**  **57** Listen again and complete these sentences with the words the girl uses.

- 1 Well, I'm \_\_\_\_\_ crime novels.
- 2 I read a lot of them, \_\_\_\_\_ I'm on a long flight.
- 3 It \_\_\_\_\_ when I read those stories, so it's like doing a crossword.
- 4 I feel that all the scientific detail is a \_\_\_\_\_ for me.
- 5 I \_\_\_\_\_ read something by Lee Child.
- 6 His stories \_\_\_\_\_.
- 7 His hero is a \_\_\_\_\_.

**3.3** Write a short paragraph about your own reading and taste in books.**4.1** **WORD BUILDING** Complete the table.

Crime	burglary	robbery	theft		murder
Criminal	burglar				
Verb			steal	shoplift	

**ERROR WARNING** 

A person **steals something** (e.g. a car or some money), but **robs someone or a place** (e.g. a wealthy person or a bank).

Steal is often used in the passive:  
*My bike was stolen yesterday.*

**4.2** Complete these sentences with words from the table in 4.1. Put the verbs in the correct tense.

- 1 Most stores will prosecute people who shoplift.
- 2 Five men in masks \_\_\_\_\_ a bank in the main street.
- 3 The cashier \_\_\_\_\_ £100 from the till in the supermarket.
- 4 The gang admitted they had committed four recent bank \_\_\_\_\_.
- 5 The \_\_\_\_\_ admitted killing two people and the judge sentenced him to life imprisonment.
- 6 When I got back from holiday I found that the radio had been \_\_\_\_\_ from my car.



# Exam practice

## Reading and Use of English Part 5

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

### How to write fiction: Andrew Miller on creating characters

line 5 First, a note of caution. To slice up fiction into categories such as 'character', 'plot', 'voice' or 'point of view' is to risk presenting it in a way that neither writer nor reader normally experiences it. The suggestion might seem to be that the writing of a story or a novel is a strongly divided or layered activity, something orderly, dry and technical. But stories come with character tangled with plot, plot with setting, setting with bits of language embedded and so on. But laying that aside, there are a few remarks that might be usefully attempted under the heading of 'character'.

First off, let it be loudly asserted that characters, strong characters, are at the heart of all great literature and always will be. Plot, even in detective fiction, is a very secondary matter. Not many readers could outline the plot of the Sherlock Holmes story *The Sign of the Four* but many people have no difficulty bringing Sherlock Holmes and Dr Watson to mind. A writer who does not create convincing characters will fail. A writer who creates thrilling, troubling, insistent characters need not worry too much about any other aspect of writing.

line 18 Luckily, the raw material is close to hand. For every writer, it is his own being that constitutes the focus  
line 19 of his research. Year after year, he sits on a kind of umpire's chair watching the antics of his body, listening to the bubbling of his thoughts, sifting the material of his dreams. And when he wants more – other bodies, other thoughts – he simply looks up at those around him. Think, for a moment, of your own family. Almost everybody has one. You might never need to go beyond them. You could store them all in a kind of mental aquarium, sketching them into stories all your writing life. Change their names, of course, their hair colour; move them from that little town in the south you grew up in to a little town in the north you once drove through and wondered about ...

But a writer is not confined to such a tactic. It may even be that such a tactic is not particularly common. In my own work I have very rarely set out to present a character who is knowingly based on someone familiar to me, someone whose name I might find in my address book. The great majority of my characters – and I would guess this is true for most writers of fiction – are 'inventions'. They emerge, quickly or slowly, shyly or boisterously, in the writing. They are members of that shifting population of men, women and children (not to mention cats, horses, etc.) who inhabit our inner worlds. Where they come from, whether they are curious versions of ourselves, figures out of the collective unconscious, reconfigurings of those we did indeed once know but have now forgotten, or a mix of all such, no one, to my knowledge, has ever convincingly answered.

There is, of course, another great reservoir of characters: those ready-made for us in books. A painter who wants to paint a tree needs to do two things: look at trees and look at paintings of trees. The first task shows what trees are like, the second shows the possibilities of the medium. Likewise, as a writer, it is by reading that you learn how, in language, a character can be presented – through dialogue, through action, through physical attributes, interior monologue, etc. – a process that continues until you have absorbed these methods, and they have become a reflex so embedded in your apprehending of the world that you will never notice anything about anybody without secretly assessing its potential for fiction writing.



- 1 In line 5, 'that' refers to the fact that
  - A it is difficult to separate the characters of a story out from other aspects.
  - B stories and their characters often fail to represent what happens in the real world.
  - C successful novels need to contain several different elements apart from characters.
  - D it is important that writers of novels take time to plan their characters carefully.
- 2 What is said about the role of characters in the second paragraph?
  - A They need to be carefully integrated into a novel's plot.
  - B They are less important in detective stories than other fiction.
  - C They can ensure the success of a novel if they fulfil certain criteria.
  - D They must be appealing so readers want to learn more about them.
- 3 The expression 'mental aquarium' in line 18 is used to give the idea of
  - A being methodical when researching for a particular novel.
  - B ideas from events and people being kept in mind for use in novels.
  - C the best suggestions for stories being made by other people.
  - D making sure the ideas for different stories are separated.
- 4 Why does the writer mention 'that little town in the south' in line 19?
  - A to demonstrate that many authors come from ordinary backgrounds
  - B to suggest that reality can be used with details changed
  - C to show that the smallest details are the most useful to an author
  - D to emphasise the importance of setting a novel in a real place
- 5 What does the writer say in the fourth paragraph about the characters in his own books?
  - A He is unclear about where their origins lie.
  - B He mixes aspects of people he knows to make one character.
  - C He likes to have planned them before he begins writing.
  - D He makes sure they are different from characters in books he has read.
- 6 The writer compares a novelist to a painter because they both
  - A have a natural talent for the work they produce.
  - B base their work on what happens in real life.
  - C need a lot of time to think about a new project.
  - D learn by looking at the methods used by others in their field.

## Writing Part 2: review

You see this advertisement in an English-language magazine.

### Book reviews wanted

Send us a review of an interesting book you've read recently. It can be any kind of book, fiction or non-fiction. Briefly explain the story or tell us what the book is about. Say what made the book interesting for you and whether you would recommend it to other people.

Write your **review** (140–190 words).

## 41

## Teenage style

Clothes, rooms



## 1.1 Read Jasmine and Karim's messages. Which of the pictures above did they each put on the website?

**Jasmine:** My favourite outfit for parties is a knee-length silk dress. It's sleeveless and has a V-neck. It's light blue and I've got a necklace and some earrings to match. I wear it with some silver sandals with high heels. I love the colour and the material and it makes me feel good.

**Karim:** I always wear my favourite pair of dark blue jeans when I go to somewhere special. They've got straight legs and they fit really well. I like to wear a plain white t-shirt with them. When I go out I usually wear my leather jacket – it's old now but it's very comfortable.

## 1.2 Underline all the vocabulary about clothing in the messages above. Then write a short paragraph for the website about your favourite outfit.

## 2.1 ▶ 58 Listen to four customers in a clothes shop. Why don't they buy what they try on? Match each customer with a reason.

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

## 2.2 The sentences in each pair below have the same meaning. Complete them with the verbs in the box.

dress   dressed   got   got   had   put  
 took   wear   wearing   wore

- 1 a I got dressed in a hurry.  
 b I put my clothes on quickly.
- 2 a I have to \_\_\_\_\_ smartly for work.  
 b I have to \_\_\_\_\_ smart clothes for work.
- 3 a The performers were all \_\_\_\_\_ in black.  
 b The performers were all \_\_\_\_\_ black.
- 4 a He \_\_\_\_\_ undressed in the bathroom.  
 b He \_\_\_\_\_ off his clothes in the bathroom.
- 5 a She \_\_\_\_\_ her new shoes on yesterday.  
 b She \_\_\_\_\_ her new shoes yesterday.

## V Vocabulary note

Note these phrasal verbs with wear:

*Joe's passion for football has worn off – he's into hockey now.* (= to gradually disappear)

*These shoes are worn out.* (= too old and damaged from being used so much)

*I have to work long hours – it wears me out.* (= to make someone tired)



**3.1** Which of these items can you find in your room? Tick them.

air conditioning armchair bookcase or shelves carpet heating chest of drawers  
computer cushions desk duvet lamp mirror pictures or posters wardrobe

Other things not in the list: \_\_\_\_\_

**3.2** Read these comments that three teenagers have made about their rooms. Answer the questions below.



**A** My favourite room in the house is my bedroom. I sleep there, read there, do homework and relax there. It's like a safe haven. It's a nice, dimly-lit place where I can listen to the rain outside, or sit and look out of the window and daydream. I light candles occasionally or sit silently with my favourite books. It's very restful so I can escape the stresses of daily life. No one tries to bug me or ask anything of me when I'm in there. I wouldn't alter it, even if I could design my own room.

**B** My bedroom is where I do my homework because it's so calm and quiet. I can concentrate and get my work done. It's where I take naps and play my guitar, which relaxes me. I sleep well there because I know my family are around me. But at the same time I can talk to my friends on my phone when I'm stressed about something and know my family aren't listening. I am surrounded by all the things I like, such as my posters. When it gets really messy, I spend a whole day tidying it up.

**C** My favourite place is my room. I feel very comfortable and it has all of my favourite things. I always do my homework and hang out there with my mates. I think it's good to have your own room. I have my computer and TV within easy reach and can watch whatever I want without having to argue with anyone. I also like my room because the stuff in it is an expression of me as an individual. I'm always adding things and throwing out things I'm tired of.

Which of the teenagers

- |  |   |
|--|---|
| 1 invites friends to their room? _____                                     | 4 appreciates not having to compromise? _____             |
| 2 sees their room as somewhere they can get away from their worries? _____ | 5 says they aren't easily distracted in their room? _____ |
| 3 thinks their room is a reflection of their personality? _____            | 6 says they like their room just as it is? _____          |

**4.1** Write a brief description of your room, describing the things in it, how you feel about it and why it is important to you.



# Exam practice

## Reading and Use of English Part 6

You are going to read an article about the way teenagers sleep. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

### Understanding teenagers' sleeping habits

As we enter adolescence our sleeping patterns change drastically. It is a phase of our lives when we seem to be able to go into the deepest sleep and not move for hours on end.

As any parent knows, rousing a sleeping adolescent can be, to put it mildly, difficult. Grumpy and uncommunicative until later in the day, it can be just as much of a struggle to get a teen to go to bed at night, what with homework, instant messaging, email and general late-night wakefulness. **1** So should we be concerned about this antisocial rite of passage? Or is there something more to an adolescent's sleep habits?

Relax. There is good news. Landmark studies into the adolescent brain have revealed that a teen's biorhythms are in fact just what nature intended. **2** As one adolescent health care specialist comments, most parents will be familiar with the situation where 'the kid who used to jump out of bed now has to be dragged out just to get on school on time'.

Importantly, it's not just a teen's shoe size that's getting bigger. **3** While it has been well documented that 95% of brain development takes place by the age of five years, research indicates that there is a second wave of brain growth, which continues into the teen years and even into the 20s.

During this time, new brain cells and neural connections or 'wires', which connect the right and left sides of the brain and are critical to intelligence, self-awareness and performance, grow like branches on a tree during the latter stages of sleep. **4** In other words, if you want to function really well, the best thing to do is to get a good night's sleep. Experts say that the average amount of sleep needed by teens is 9.5 hours.

However, the reality of a typical teen life – early morning sports practice, homework and perhaps a part-time job after school – means that most are lucky to get 7.5 hours. **5** Yet since there is a good deal of variation in the amount of sleep individuals need for optimum performance, how do you tell if a teen is getting enough sleep to live up to his or her learning potential?

Dr Roger Tonkin, an adolescent health care specialist, suggests that while some teens seem to be able to cope with chronic sleep deprivation, others become irritable and apathetic. The treatment? Let him or her sleep whenever they can, including the weekends. 'If a teen wants to sleep until noon on Saturday,' advises Dr Tonkin, 'let him.' **6** If you study something on Tuesday and are short of sleep until Saturday, it's too late. You've got to get that sleep the same night.



# Exam practice

- A** His or her brain is also developing rapidly at this stage.
- B** But according to the report, this doesn't mean that it is normal for teenagers not to get enough sleep.
- C** The result is that, at the weekend, the door to their bedroom remains shut until noon – or even later – while everyone else in the family, up for hours, goes about their business.
- D** Cut these short and performance is likely to suffer the next day.
- E** However, catching up on sleep at the weekend, while perfectly normal for most teens, may not help learning.
- F** According to new research, daytime sleepiness and late-night alertness are the result of a change in the sleep/wake cycle as growth hormones start to work.
- G** This mismatch is important because lack of sleep can affect mood and make it difficult for a teen to perform or even react appropriately.

## Writing Part 2: story

(Note that writing a story is an option only in the *First for Schools* Writing paper.)

Your English teacher has asked you to write a story for the college magazine. Your story must begin with this sentence:

*As soon as she walked into her room, Susanna knew that something was wrong.*

Your story must include:

- a necklace
- a misunderstanding

Write your **story** (140–190 words).



### Exam tip

Remember to plan your story and divide it into paragraphs. Make sure you include the two points. Check carefully and correct any mistakes when you have finished.



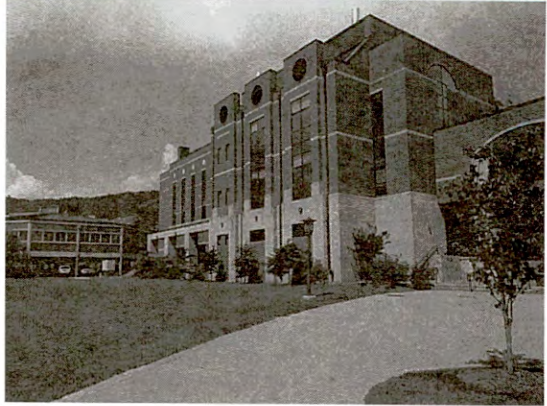
## 42

## School days

## School and education

**1.1** Look at these groups of words. Which word in each group is the odd one out? Why?

- primary secondary state  
streamed comprehensive private
- canteen laboratory library  
classroom gym playing fields
- teachers lecturers principal  
head teaching assistant
- classes housework curriculum  
timetable uniform subjects



**1.2** ▶ 59 Listen to a girl talking about her school. Tick the words in 1.1 that she uses.

**1.3** ▶ 59 Listen again and write down:

- what the girl likes about her school: \_\_\_\_\_
- what she dislikes about her school: \_\_\_\_\_

**1.4** Choose the correct words in this email to a penfriend.

Hi Paco

You asked me about the education system in my country. I'm still at (1) *school / the school* because it's (2) *essential / compulsory* here up to the (3) *age / year* of 16. We go to a kindergarten or nursery school first and then, when we're four or five years of (4) *old / age*, we (5) *start / join* primary school, where we spend seven years.

I now (6) *go / attend* a state secondary school, which has about 1,000 (7) *pupils / undergraduates*. We have six lessons a day and each subject is (8) *taught / learnt* by a different teacher. We have a lot of homework and projects, and if we (9) *lose / miss* an important deadline, we have to stay (10) *following / after* school to finish the work and hand it in. We have to wear a uniform until we're 15 but after that we're (11) *let / allowed* to wear our own clothes.

When we're 16 we (12) *take / pass* some exams. Then we can either (13) *leave / depart* school and go to a different college or stay on for two more years. During those years we (14) *learn / study* just three or four subjects. There are also (15) *opportunities / occasions* to do vocational courses like sport or mechanics at a college of further education. I haven't decided what to do yet.

All the best,  
David

**1.5** Rewrite the email in your notebook so that it is true for your country.



**2.1** Look at this list of school subjects and cross out any that are not taught at your school. Add any extra subjects taught that are not on the list.

English art business studies drama computing geography history literature maths  
music psychology science physical education

**2.2** Tick the subjects you like best. Write a short paragraph giving reasons why you enjoy a particular subject. Use some of the phrases in the box below to help you give reasons.

The teacher is fantastic. I like to use my imagination. It's an interesting subject.  
I'm better with numbers than words. I'd like to study it at university. I'm good at it.  
I enjoy doing practical things. I find it very stimulating. I enjoy working in groups.

**2.3** Look at the photos and answer the questions.



- Which subjects do you think are being taught? A: \_\_\_\_\_ B: \_\_\_\_\_
- What differences are there between the two lessons?  
Lesson A is very practical.
- Which method of learning do you prefer? Why? \_\_\_\_\_

**3.1** Complete the text below with the correct form of these verbs. Use each verb only once.

do fail give pass take retake revise study

I'm 16 now, and I'm (1) doing some important exams in a few weeks' time. They're called GCSEs, and my teachers have entered me for nine subjects, which is what most pupils at my school do. I'm going to go through all my notes to (2) \_\_\_\_\_ thoroughly for these exams, because I don't want to have to (3) \_\_\_\_\_ any of them next year. I've always thought it's better to (4) \_\_\_\_\_ all exams the first time you (5) \_\_\_\_\_ them. I'm certainly hoping I won't (6) \_\_\_\_\_ my maths exam. I've never been very good at maths, and I want to (7) \_\_\_\_\_ it up at the end of the year and spend more time (8) \_\_\_\_\_ history, geography and two foreign languages. I'm much better at those!



# Exam practice

## Reading and Use of English Part 2

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

### A different approach to education in Tamil Nadu, India

Kaumaram Sushila International Residential School is a school

(0) with a difference. Every academic year, it makes a point of informing parents (1) \_\_\_\_\_ children are seeking admission that it gives more importance to organic farming and productive work (2) \_\_\_\_\_ to formal marks-based education. This is (3) \_\_\_\_\_ of those rare schools where children can ride horses as well as do some mountaineering and keep ducks, goats and bees. It is pointed (4) \_\_\_\_\_ to parents that if they are only keen on their children getting top marks in exams, the school may (5) \_\_\_\_\_ be suitable for them.



A small portion of the playground has (6) \_\_\_\_\_ turned into an area for growing vegetables, with students aged 4–8 being taught the importance of consuming healthy food. Organic farmers also come and talk to pupils about (7) \_\_\_\_\_ important it is to preserve the local environment. Finally, all children are encouraged to take responsibility (8) \_\_\_\_\_ the animals and crops in their care, and to understand the complex relationships of the natural world.

## Writing Part 2: story

(Note that writing a story is an option only in the *First for Schools* Writing paper.)

Your English teacher has asked you to write a story for the school website. Your story must begin with this sentence:

*Richard could not believe what he saw when he looked out of the classroom window.*

Your story must include:

- a flood
- a rescue

Write your **story** (140–190 words).



# 43

# The world of work

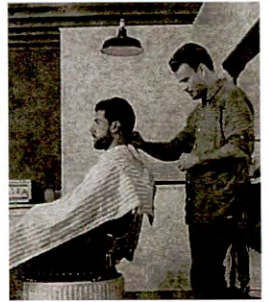
## Jobs and personal qualities

**1.1** ▶60 Listen to the two people in the photos talking about themselves. Which speaker does which job?

Speaker 1 is a \_\_\_\_\_.

Speaker 2 is a \_\_\_\_\_.

**1.2** ▶60 Listen again and write down the words which helped you to answer. Can you think of any more personal qualities that are useful for each job?



**2.1** Below are some adverts for job vacancies. Which job is each one advertising? Choose from this list.

accountant architect builder cleaner mechanic nursery assistant receptionist sales manager

**A** \_\_\_\_\_

You need to be efficient, well-organised and self-motivated and be able to work without supervision. You should also have good communication skills to deal with our customers.

Salary is dependent on qualifications and experience. Training will be given. If you would like a permanent job in a local hotel, call **0987 864829** for an application form.

**B** \_\_\_\_\_

**Temporary job available in a local store for a reliable and flexible person.**

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

**C** \_\_\_\_\_

**Enthusiastic person required to join our team.**

We are looking for a caring, creative person. A full training programme will be given to the successful candidate so no previous experience with young children is necessary. Good rate of pay and possible promotion in the future.

**Further details and an application form are available from office@mpr.co.uk.**

**2.2** Answer these questions and write the words from the adverts which give you the answers.

- Which job is not forever? B, temporary
- Which job is for a long time or forever? \_\_\_\_\_
- Which job suggests you may get a higher position? \_\_\_\_\_
- Which job has hours which change? \_\_\_\_\_
- Which job needs you to get on well with members of the public? \_\_\_\_\_
- Which job may involve working extra hours? \_\_\_\_\_

**2.3** Each advert in 2.1 mentions how the person will be paid. Write *salary*, *rate of pay* and *wages* in the definitions below.

- \_\_\_\_\_ a fixed amount of money agreed every year, usually paid into a bank account every month
- \_\_\_\_\_ a fixed amount of money usually paid every week, often for work which does not require a lot of qualifications
- \_\_\_\_\_ the amount of money someone will be paid per hour

**2.4** Complete the letter of application, using the correct form of the words in brackets.

Dear Sir/Madam

I (1) recently (*recent*) saw your advertisement on the website and I am interested in the (2) \_\_\_\_\_ (*vacant*) for assistant manager in your hotel restaurant. I attach an (3) \_\_\_\_\_ (*apply*) form.

I have worked in the (4) \_\_\_\_\_ (*cater*) industry for several years and I am (5) \_\_\_\_\_ (*passion*) about good food. I have several (6) \_\_\_\_\_ (*profession*) qualifications and enjoy working with people. I am also (7) \_\_\_\_\_ (*rely*), efficient and hard-working.

I have just finished a (8) \_\_\_\_\_ (*train*) course at the local college in administration, because I am very (9) \_\_\_\_\_ (*enthusiasm*) about having a career in the hotel business. I can provide you with excellent (10) \_\_\_\_\_ (*refer*) from my previous employers.

Yours faithfully

Anya Piekarski

**3.1** 61 Listen to some people talking about work. Write ✓ for people who have a job and X for people who don't have a job.

- 1 X   2 \_\_\_\_\_   3 \_\_\_\_\_   4 \_\_\_\_\_   5 \_\_\_\_\_   6 \_\_\_\_\_   7 \_\_\_\_\_   8 \_\_\_\_\_

**3.2** 61 Listen again and answer these questions.

- Two people decided to leave their jobs. What do they say? \_\_\_\_\_  
\_\_\_\_\_
- One person had to leave their job. What does he/she say? \_\_\_\_\_

**3.3** Complete these sentences from the recording with *work*, *job* or *career*. Listen again if you need to.

- I'm trying to change career and I'm looking for \_\_\_\_\_ as a teacher.
- I've just applied for a \_\_\_\_\_ at the theatre.
- I had a long \_\_\_\_\_ in the police force.
- I do four long days, which is very hard \_\_\_\_\_.
- The journey takes an hour each way so I don't have time to do much after \_\_\_\_\_.
- I gave up my \_\_\_\_\_ as a chef a year ago and I'm still out of \_\_\_\_\_.
- I'm going to get some unpaid \_\_\_\_\_ experience soon in an agency.
- I was promoted last week so that's very good for my \_\_\_\_\_.

**ERROR WARNING**

**Occupation** is formal and is usually only used on forms:

*I enjoy my job.* (not *I enjoy my occupation.*)



## Reading and Use of English Part 3

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

## Feelings run high in the workplace

In the workplace, jealousy can of course have a wide (0) variety of causes. It is a (1) \_\_\_\_\_ emotion and it can make people behave in totally (2) \_\_\_\_\_ ways. It could be that you are bitterly disappointed that you didn't get the (3) \_\_\_\_\_ that you wanted in your department and as a result you can't bear to watch someone else succeed instead. The appropriate (4) \_\_\_\_\_ is to congratulate them warmly and not to reveal your jealous feelings.

In a different situation, jealousy may have its origins in the close personal nature of a particular (5) \_\_\_\_\_, such as when a friend of yours succeeds in getting a job that you both applied for. You simply have to accept that the world of work is always (6) \_\_\_\_\_. You should try not to show your (7) \_\_\_\_\_ as this can make you look really small-minded, and will be (8) \_\_\_\_\_ embarrassing for the other person, who should not be blamed for their success.

VARY  
WORRY  
PREDICT  
PROMOTE  
RESPOND  
RELATION  
COMPETE  
ANNOY  
ORDINARY

## Writing Part 2: letter of application

(Note that writing a letter of application is not one of the options in the *First for Schools* Writing paper.)

## Make a difference this summer!

Enjoy travel? Enthusiastic and energetic? Work well in a team?

We are looking for volunteers to spend 6 weeks abroad working on various building projects in different countries. Food and accommodation will be paid, but not flights.

Write to Mrs Okawa, Volunteers International, explaining why you would be suitable as a volunteer.

Write your **letter** of application (140–190 words).



## Exam tip

Remember to begin a letter of application with *Dear Mr ...* or *Dear Mrs ...* or *Ms ...* and end it with *Yours sincerely*. Include any relevant information about your experience, qualifications and personal qualities.



## 44

## University life

University courses; expressing opinions

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

The university is on one campus which covers an area of 200 acres. There are five faculties – Humanities, Science and technology, Social sciences, Law and Medicine – and these are divided into departments like geography, art history, etc. You will have already looked at our website, but when you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest.

Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students, and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most degree courses require students to write a dissertation of at least 6,000 words in their last year.

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

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

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



## 1.2 Complete these sentences with words from the text.

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



**2.1** ▶ **62** Listen to two students describing their courses at university and answer the questions below.

1 What subject is each student studying? Student 1: \_\_\_\_\_ Student 2: \_\_\_\_\_

architecture English literature biology law psychology history economics chemistry medicine

2 How does each student say they learn?

lecture seminar tutorial essay assignment experiment dissertation presentation

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

3 What does each student think is good about their course?

Student 1: \_\_\_\_\_

Student 2: \_\_\_\_\_

**V** Vocabulary note

An **essay** is a short piece of writing about a particular subject. A **dissertation** is a much longer piece of work, often a requirement of a degree course. A **thesis** is usually written for a higher degree over an extended length of time and involves personal research.

**2.2** ▶ **62** Listen again and fill in the phrases the students use to express opinions.

- I \_\_\_\_\_ about the course I'm doing now.
- They \_\_\_\_\_ students having to plan their own time.
- But \_\_\_\_\_, you've got to spend lots of time reading and thinking things through.
- I \_\_\_\_\_ the timetable.
- I \_\_\_\_\_ the lectures are very good.
- I \_\_\_\_\_ it's a very good way of learning.
- Now I \_\_\_\_\_ the system really works.
- I \_\_\_\_\_ having the lectures each morning.
- I \_\_\_\_\_ concentrating on the experiments for now.

**2.3** Look at your answers in 2.2. Mark the phrases **P** if they are used only for positive opinions, **N** for negative opinions, and **B** for both positive and negative opinions.

**3.1** There are lots of idioms and expressions using the verb **think**. Match the two halves of these sentences.

- |   |  |
|---|--|
| 1 If I were you, I'd think through the implications | <b>A</b> when you said you'd finish everything by Monday.      |
| 2 You've really got to think it over carefully      | <b>B</b> about applying for a better job with a higher salary. |
| 3 I'm sure you weren't thinking straight            | <b>C</b> you'll realise how much progress you've made.         |
| 4 If you think back to this time last year,         | <b>D</b> of accepting a job involving a lot of travel.         |
| 5 Personally, I wouldn't think twice                | <b>E</b> as no one is going to make the decision for you.      |

# Exam practice

## Reading and Use of English Part 7

You are going to read an article about the use of technology in university lectures. For questions 1–10, choose from the sections **A–D**. The sections may be chosen more than once.

### Which section mentions

- the view that students have always tended to lose attention in university lectures?
- the idea that expecting students to provide their own technology may lead to a form of discrimination?
- the increase in the number of students learning in other ways apart from listening to lectures?
- technical problems reducing the amount of teaching which takes place?
- the advantages for students of using technology they are accustomed to?
- a lack of progress in adapting study materials to make best use of students' technology?
- the disadvantage of students having access during lectures to material unconnected to their studies?
- the economic advantage for universities if students use their own devices?
- university studies requiring the kind of concentration which is hard to find nowadays?
- universities being unable to impose restrictions on what students look at during lectures?

### Students bring their own technology to lectures

- A** A trend known as Bring Your Own Device (BYOD) has swept across countless universities and institutions. The idea is that technology can allow students to access online learning tools and interactive resources: students will no longer sit passively in the lecture hall, but instead will be engaging with complementary material online. While supplying (and routinely upgrading) enough technology so that all students can access virtual learning environments is too costly, building a network that allows them to use online resources via their personal devices is less of a financial burden. The practice also allows students to use technology that they're familiar with, according to Jason Lodge, lecturer in higher education in learning futures at Griffith University in Brisbane. 'BYOD eliminates quite a bit of the cognitive load associated with learning. For example, any activity requires multiple levels of understanding in order for students to engage effectively. By using devices they are already familiar with, they have more resources available to understand what they are being asked to do and what the actual content of the task is.'



- B** Lodge admits that the BYOD trend does have a number of problems. His biggest concern? It encourages students to use technology during teaching time: 'The major downside of BYOD is the potential for distraction. Students' own devices are likely to include all the applications they use on a regular basis. This cannot be controlled like it can be with computers provided by the institution.' Tim Cappelli, a senior project manager at Manchester Medical School, disagrees. He explained: '93% of our students said they use their iPads for accessing social networks. I'm surprised it's not higher. Are they doing this in lectures? Probably. But is this any different from me reading a novel at the back of the lecture theatre, or doodling on my notepad, when I was a student?' However, of course the difference is that iPads offer a multitude of distractions far exceeding those of a novel or a biro.
- C** You don't have to look far to find studies warning that constant access to technology can damage an individual's concentration. A study by Professor Larry Rosen, California State University, found that people could only focus on a given task for six minutes before utilising some form of technology. This of course is particularly problematic at universities, where deep, analytical thinking is highly valued. The other aspect which can waste time is the issue of compatibility. Students utilise a multitude of laptops, mobiles and tablets, all of which may have different operating systems. Consequently, lectures and seminars can be dominated by struggles to make everything work properly. Not only does this take up valuable time to sort out, but most professors lack the specialised knowledge to resolve these issues.
- D** While technology is undoubtedly changing the way students learn, there's still some way to go before students' mobiles and tablets are seamlessly interwoven into the classroom environment, says Lodge. 'The emphasis of BYOD thus far has been more on infrastructure, i.e. making sure there is sufficient wireless bandwidth, rather than incorporating students' own devices into the learning activities they do. Teaching practice is notoriously slow to change in a university setting. To my knowledge, designing effective courses, subjects and activities that incorporate the students' devices happens very seldom at the moment.' Professor Steven Furnell, head of Plymouth University's school of computing and mathematics, points out another possible obstacle to universal access. Relying on students to buy their own devices could 'result in a situation of the "haves" and "have nots" amongst the student population'.

## Writing Part 2: report

(Note that writing a report is not one of the options in the *First for Schools* Writing paper.)

Your English teacher has asked you to write a report on a study course or training course you have attended. In your report you should:

- give a brief description of the course
- explain what you learnt from it
- say whether you think any improvements are needed

Write your **report** (140–190 words).



### Exam tip

Give your report a title (for this question it could be the name of the course). Then give each section of the report a heading, one for each point you have to write about.